

### **3.B Transforming Performance Pedagogies: interactions between new technology and traditional methods**

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The unexpected and accelerated pivot to digital instrumental and vocal teaching during Covid has provoked timely questions about the dominance of the one-to-one lesson, including the deep-rooted perception that this is the most (or only) legitimate approach to teaching performance. The 'Transforming Performance Pedagogies' research project, funded by the UK Society for Research in Higher Education (SRHE) sets out to challenge that traditional view by evaluating a range of innovative approaches to teaching music performance in higher education that embrace the possibilities of digital technologies. Our research questions include:

- In what ways can digital learning in music performance at HE level complement and enhance the traditional master-apprentice model of teaching?
- How do the interactions between student and teacher change in a hybrid learning environment, and what is the impact of this on learning?
- How might digital pedagogies provide a more open, inclusive and reflexive pedagogical framework for both staff and students?
- How could a conceptual framework mapping practice-led learner engagement with digital learning inform curriculum development in a future where online and other non-traditional performance modes will be increasingly prevalent?

This short presentation followed by Q&A will introduce the initial findings from the project, drawing upon a set of interviews undertaken with students and staff at the Royal College of Music, London during 2021.