

CEMPE

Centre for Excellence in
Music Performance Education



Association Européenne des
Conservatoires, Académies de
Musique et Musikhochschulen

AEC Pre-Congress Sessions 2020

SWING, pedagogical assessment after the first year of the project

Learning And Teaching Working Group - SMS Project



Learning And Teaching In Music Performance Education



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Our Task: studying and evaluating Lola pedagogical implication

Stefan Gies, Susanne Van Hels, Anna Maria Bordin, with the collaboration of **Benjamin Redman**, PhD at the Royal Conservatoire of Scotland.





Lola's pedagogical implementation

Can the LoLa's strategic and political benefit correspond to a real pedagogical gain?

➤ **HOW?**

The Erasmus experience is

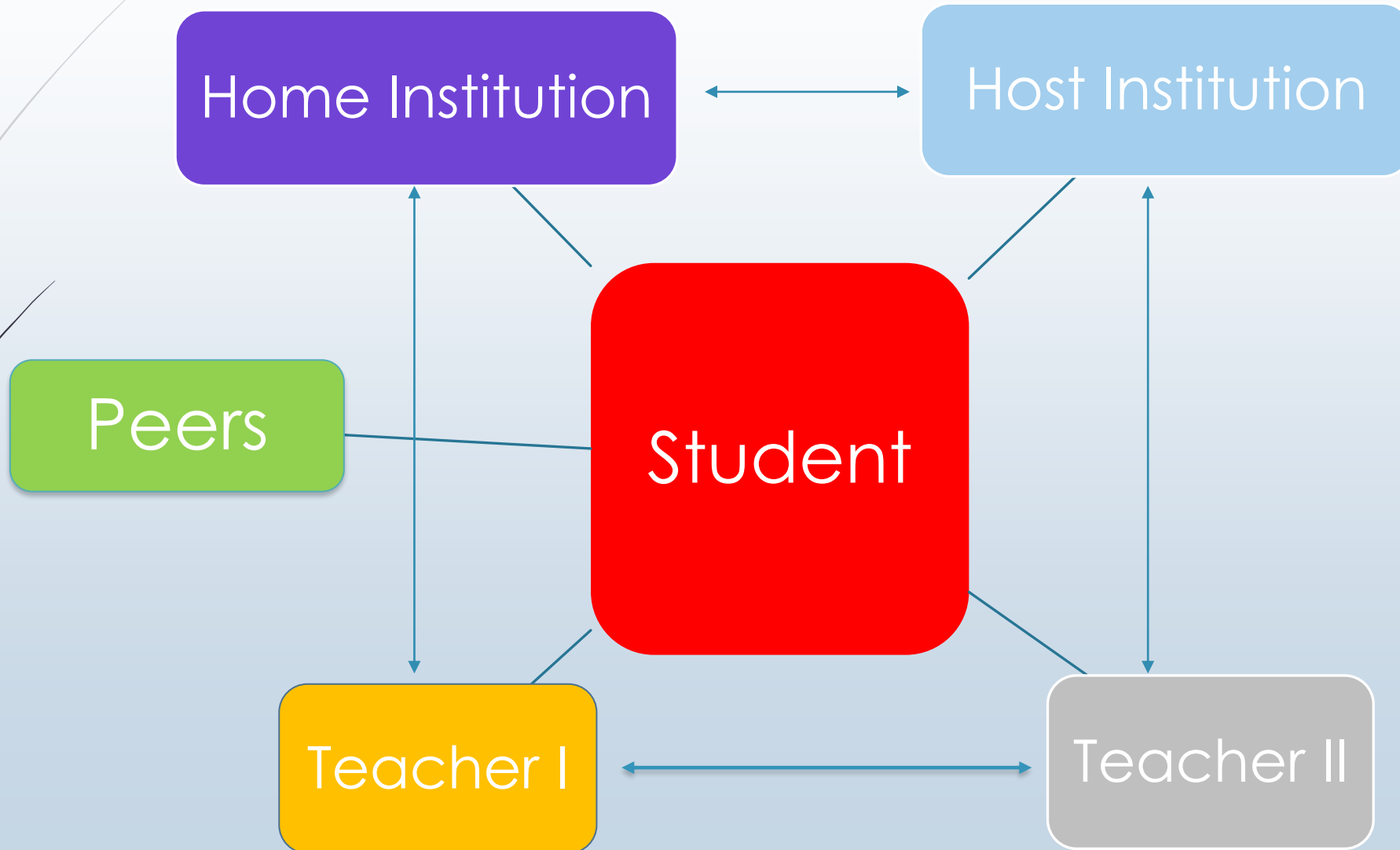
Erasmus Project




changing

1. country and town
2. institution
3. peers
4. professors
5. habits and culture

LoLa's pedagogical framework: a true student-centred model



First-year interviews: shared topics

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- Musicians greatly appreciated the fact that they could ponder over the problems encountered and highlight new opportunities of improvement;
 - As for the sound, the qualitative aspects are really amazing;



- The quality of the videos could be improved;
- All participants felt discomforted due to limited contact and communication;
- Technicians were perceived as strangers in the pedagogical setting;



- Everyone viewed the possibility to have a classroom exclusively dedicated to remote musical activity with more suitable spaces as far as size and sound feedback are concerned;
- Openness is a necessary prerequisite;



First-year interviews: original reflections

- LoLa could be important for the implementation of new **Joint Programs**;
- LoLa provides a easy meeting point, like a **Historical Cafè**, where people met to discuss about art and culture in friendship,
- It would be very interesting to imagine a Lola experience based entirely on **improvisation**;
- Every **teacher learns from teaching**, of course, also when he or she observes other teachers.
- It is important to be extremely cautious about Lola's **legal framework**, which involves institutions in a completely new way;
- The rare contributions concerning **collaborative teaching** are mostly negative
- One day, such advanced technology could also be used **from home**.



Lola's pedagogical implementation

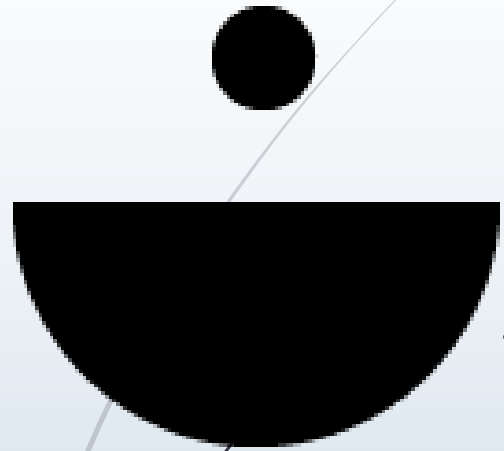
Can the LoLa's framework

➤ **support**

➤ **replace**

➤ **complete**

the Erasmus experience?



LATiMPE

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Thank you!