

How do we study?
How do we teach?

QUESTIONS FOR SELF-EVALUATION



Main instrument learning and teaching

How are main instrument lessons conducted?


- One-to-one
 - How are main instrument lessons conducted?
 - To what extent may the student contribute to determining the repertoire / style / genre taught in one-to-one lessons?
- Group
 - What forms of group learning and teaching take place?
 - In activities requiring a restricted number of participants, what measures are in place to avoid favoritism/nepotism and abuse of power?
- Other

Peer & collaborative learning and teaching

- To what extent does your curriculum contain compulsory activities or electives for learning collaboratively (other than teacher-led group lessons)?
- To what extent does such collaborative learning involve students of different artistic genres / practices?
- How are students engaged in peer- or group-based assessment at any level?
- In what ways does your curriculum allow lessons to be taught by a team of teachers or in a collaborative way (e.g. a rota system of teachers, groups splitting up, etc.)?
- Can you offer an example of collaboration in your own curriculum?



Use of external tutors / artists in residence


- Does your curriculum provide the opportunity to bring in external tutors and/or artists in residence?
 - What specific (formal) qualifications, if any, must external tutors or artists in residence have?
 - If formal qualification is not required, what qualities replace the formal aspects?
 - How are they utilised and their teaching integrated into your curriculum or learning environment?
 - Do students have a say in determining who is invited?
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Project-based studies

- How does your curriculum promote and instil project-based work skills for students (and teachers)?
- Where do the projects happen (inside and/or outside the institution)?
- How are teachers involved in the projects?
- Who are the teachers (faculty staff, external tutors)?
- Can you give a brief description of one or more projects (what is the content, who is involved, duration, outcomes, long-term vision)?



eLearning (especially important at present?)

- How does your curriculum utilise the virtual classroom to enhance learning and teaching?
 - How does the faculty at your institution use these tools? Are they expected to use them regularly?
 - What regular training do teachers and students receive to utilise these tools?
 - Have the tools enhanced pedagogical approaches? If so, in what ways?
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Assessment & feedback

- What do you assess?
 - How do you assess it?
 - How is the assessment appropriate to the artistic standards you define?
 - What are the most important criteria for you when assessing?
 - How are your juries composed for admission exams?
 - How are your juries composed for performance examination?
 - What is the purpose of feedback?
 - How and in what settings do you communicate it?
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