

Project Year

2005

Project Team

Benjamin Schneider, Graduate Student, The Peabody Institute; Harlan Parker, Faculty, Conservatory Instruction, The Peabody Institute

Project Title

Multimedia Resources for Undergraduate Conducting Curricula

Audience

Undergraduate students at the Peabody Institute enrolled in the conducting sequence: PY.330.311.01, Conducting (Basic); PY.330.411/412.01, Conducting (Intermediate); and PY.330.413/414.01, Conducting (Advanced).

Pedagogical Issue

Undergraduate conducting at Peabody has typically been taught through the traditional strategies of lectures, hands-on lab experiences, and limited paper-based handouts. These strategies do not fully address the diverse learning styles of conducting students, nor make good use of the technologies available in contemporary classrooms. Instructors need to be able to efficiently access multiple media resources, including audio and video excerpts, for classroom use.

Solution

This project proposes creating a series of web-based videos, multi-media PowerPoint presentations, and other online resources. These technologies offer an elegant synthesis of materials in a convenient format. Video, in particular, will enable the students to achieve greater awareness of body motion and posture, and lead to improved conducting performance skills. The content's presence online will also allow students to refer to these materials outside of class.

Technologies Used

PowerPoint/Presentation, Adobe PDF, Animation, Digital Audio, Digital Video, Graphic Design, HTML/Web Design

Project Abstract

This project proposes using PowerPoint-based presentation materials to bring together multiple media resources, including the following: original pedagogical materials, textbook excerpts, musical score excerpts, musical recording excerpts, and video excerpts for classroom use. Students will be free to concentrate on the physicality of each exercise, with eyes up on the video screen (off of paper materials), and focus on maintaining correct posture and body position. Video examples will provide different visual perspectives, and also increase focus on the pedagogical examples. The availability of these new materials online will both increase access and encourage collaborative learning through web-based communication. The faculty member is a master teacher of conducting and a technology

coordinator, and the proposed Technology Fellow is a doctoral conducting student, with background in both technology and conducting pedagogy. The combined experiences of these two collaborators will make for a project with great promise.

A video of Ben and Harlan's presentation (time=3:10) is available here:

http://mfile.akamai.com/7111/mov/streams1.nts.jhu.edu/~jhimedia/cer/tfvideos/11_multimedia_conducting_lec.mov