

This meeting was organised by Katrina Skewes McFerran (University of Melbourne, Australia) & Triona McCaffrey (University of Limerick, Ireland) to discuss music therapy online teaching and learning in response to the rapid transition that many training programmes have made to online delivery due to the COVID-19 pandemic. The aims of this meeting were to share experiences of delivering a blended learning MA Music Therapy training at the University of Melbourne and offer a platform for discussion about online learning among music therapy educators internationally. Seventy music therapy educators from across the world attended this meeting. Minutes by Triona McCaffrey and Daphne Rickson (Victoria University of Wellington, New Zealand)

TIPS FOR ONLINE TEACING: KATERINA SKEWES MCFERRAN

- When planning online teaching go back to first principles. What skills do we want students to learn? What learning exercises support this? How do students gain insight into the topic? What is the theoretical context?
- From flexible 'topic' teaching (personal inspiration / engagement / relational styles) we need to move to more carefully planned/structured activities that focus on learning outcomes – what do you want students to get out of it
- Online learning contrasts with the more dialogic classroom processes we might be used to
- Working with literature – give key points, students read and complete learning activities to assess their learning
- Use short, pithy, 10 minute videos to support bite size learning, this is unlike the expansive classroom experience traditionally offered. These videos are theoretically dense and offer signposts to independent learning. Write a script and record this using your preferred technology. This does demand considerable preparation and time input.
- Ask students to go offline, practice, and video themselves
- Try/do; what activities will keep attention online, and promote engaged learning offline
- Zoom is a preferred technology as it enables recording which can be uploaded to a shared online platform
- Find one or two technologies that you can easily master and are confident in using.
- All online learning activities are pre-planned. Use discussion forums and break out functions to enable such activities.
- Make sure you provide individual feedback for all activities – peer feedback possible too but not entirely satisfactory – students need to know lecturers are supporting but this can be time intensive.
- Give students a schedule of when you will communicate, repeat things, and email a short list of tasks for each class
- Students can follow up with the instructor with individual questions, in class learning, others benefit from questions asked in the group so how do we achieve the same shared learning with questions that arise if doing through individual emails and such
- Interview podcasts
- ONLINE TEACHING IS TIME CONSUMING – BUT IMPROVES TEACHING – CONCISE VIDEOS CAN BE HARD TO MAKE

THE STUDENT PERSPECTIVE: STACEY THOMAS

- Stacey is a recent graduate of the blended learning MA Music Therapy, University of Melbourne.
- Students like the flexibility and learning in chunks – have time to process learning
- Bite sized videos can be played by students at any time so can easily fit around other commitments
- There needs to be regular email engagement with the lecturer so as to support the learning process
- An online training needs to fit around the learners life

GROUP MUSIKING

- How to have students demonstrate music interventions when they have minimal access to instruments or other people to act as clients?
- Substitute instruments with body percussion— for the time being
- Share a piece of recorded music-in the same time
- create playlists, listen to music, help clients think about using music to listen too
- Youtube is fine for joint sharing w lyrics and/or viewing fav videos in real time
- Synchronous music making is possible in Zoom music mode
- Small groups work better than larger groups
- Use video clips from students
- Opportunity to focus more on non-group work
- Ensure that participants have a good quality microphone
- There are issues such as internet and technology access that are beyond the educator's control
- Shared music listening online can offer an intimate group experience and opportunity for collective processing

LOOKING AFTER OURSELVES

- We need to ensure we are not trying to do too much. It just has to be good enough (Winnicott!) we don't want to burn out
- And the students are feeling overwhelmed too! Not doing too much helps us and them
- Regular structure of classes is important to maintain for some of them

TECHNOLOGY

- Zoom is useful. Don't challenge yourself with new technology if you don't need to- be competent.
- Make it work for you
- Zoom allows 'Share system audio' (under 'Share Screen'). So play track on your computer, share screen, and your sound should be shared.
- playing music through a speaker and not on a computer gives better audio quality
- Music settings in Zoom:
https://www.youtube.com/watch?v=50NoWliYECA&feature=youtu.be&fbclid=IwAR12bhKpAFw_hoYslFzdi5v7PyCZ1UAAZ_IQXa5WT6ZV_HQ6Y93SWU_PrUsA

- Here is a tutorial about using Zoom in 'music mode' in case it's helpful for anyone arranging improvisation groups using Zoom:
<https://www.youtube.com/watch?v=50NoWliYECA&app=desktop>
- A colleague has started creating videos about MT Telehealth:
https://www.youtube.com/watch?v=50NoWliYECA&feature=youtu.be&fbclid=IwAR12bhKpAFw_hoYslFzdi5v7PyCZ1UAAZ_IQXa5WT6ZV_HQ6Y93SWU_PrUsA
- Here's another one - involving live music in Telehealth:
<https://www.youtube.com/watch?v=k7dJT1s5VG0>
- Googlehang is another platform that people have said is not susceptible to "lag" btw audio and visual
- Musictherapy Ed has a free webinar on tele music therapy

IN LEIU OF WORKING WITH CLIENTS

- virtual sessions
- Writing 'therapeutic letters' to clients as this is something that some placements do. The letter explains why the therapy isn't happening right now which can be crucial for clients with communication issues
- Supervision by Zoom
- Sharing video
- Micro analysing video
- Writing therapeutic plans e.g. after looking at video writing about what they would do next

SHARING RESOURCES

- guest lectures from around the world - share our "pithy" videos as they are created
- perhaps some people already have recorded lectures that they might be willing to share?
- You can create a YouTube channel and share links
- People here are looking for collections of clinical videos for students to work with in clinical placements
- Sounds like perhaps two different video ideas, 1. video lectures (brief), 2. Clinical videos for analysis, projections, etc...
- quizzes incorporating the video clips--students have to identify a certain techniques at a specific moment in the video. Having students analysing the video is another way, too.
- NR video resources –more coming
- WFMT video sharing platform?

NEXT MEETING

Topic: Music Therapy Educators around the Globe

Time: Mar 27, 2020 07:00 AM Australia, Melbourne / Mar 26, 2020 16.00 New York, USA / 20.00 Limerick, Ireland

Join from PC, Mac, iOS or Android: <https://unimelb.zoom.us/j/2101792256>

Or join by phone:

Dial (Australia): +61 3 7018 2005 or +61 2 8015 6011

Dial (US): +1 669 900 6833 or +1 646 876 9923

Dial (Hong Kong, China): +852 5808 6088 or +852 5803 3730

Dial (UK): +44 203 481 5240 or +44 131 460 1196

Meeting ID: 210 179 2256

International numbers available: <https://unimelb.zoom.us/j/aknHZg4nc>

Or join from a H.323/SIP room system:

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or H323:182.255.112.21##2101792256 (From LifeSize or Polycom)

or 162.255.36.11 or 162.255.37.11 (U.S.)

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