

## THE EFFICACY OF IPADS TO ENHANCE GRADUATE STUDENTS' ENGAGEMENTS WITH MUSIC TEACHING AND LEARNING

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In this action research, 16 graduate students majoring in music education, piano pedagogy and vocal performance, who were enrolled in the online course Psychology for Music Teachers, were issued iPads and charged to integrate them into their engagements with music inside and outside of school. Specifically, the researcher was interested in the ways in which students using iPads might connect to the themes of the psychology course, which included Constructivism (Vygotsky, 1978), Informal Music Learning (Green, 2008), Experiential Learning (McCarthy, 2000) and Critical Pedagogy (Freire, 1970) for Music Education (Abrahams, 2005). The notion of students constructing meaning on their own (Vygotsky, 1978; Wiggins, 2009), provided a theoretical framework and the basis for the fundamental research question asking in what ways using the iPad facilitated such constructed meanings. Participants agreed to make weekly entries on a personal blog to memo and chronicle their experiences with the iPads. Information from the blogs constituted the primary source of data. Themes emerged from open, focused and axial coding of the data. Piano Pedagogy majors found the iPad helpful to video piano lessons and motivate their young pupils to compose and improvise. Vocal Performance majors found little value in the iPad except for note taking in classes and recreational activities. Music Education majors found multiple uses for iPads in their own studies and their teaching. These included composing, arranging, improvising, lesson planning, personal scheduling, making instructional videos and in-class PowerPoint presentations. Students uncomfortable with technology found it challenging to make the connections consistent with a constructivist approach. A surprise to the researcher were the Asian women who, as a group, were the most reluctant to explore in-class applications on the iPads. They expressed concern that their professors would think they were disrespectful and not focused on the course content.

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