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## A comparative analysis of conservatories and departments of music education in terms of the place of technology use in their music education

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### Abstract

Today, the importance and necessity of technology use is an undisputable matter. Thanks to this, it has become possible to advance in education. Educational/instructional technologies (computer-aided teaching, material development etc.) and music technologies (sound recording, tonmeister etc.) are separate disciplines. The aim of this study is not to investigate only one of the above fields and then make inferences. However, what comes to the mind first when it comes to music, education and technology are the ones above. Therefore, these concepts will be explained in order to prevent a potential incomprehensibility and to lay the scientific foundations of the study. Advanced technologies are used effectively in music and music education, as they are in all other fields. If a music educator is unaware of useful technological facilities, it is necessary to look for such facilities in the environment in which s/he is active and especially in the educational environment. An educator can use something in her teaching activities to the extent she knows and comprehends it. For this reason, in terms of the relationship between music, education and technology; an education on using technology should be provided on the issues of educational environments (schools, courses etc.) and education systems (curricula etc.). Thus, the main purpose of this study is not to define the extent to which music educators use technology, but to determine the extent to which music education programs include this education and to underline the necessity of using them effectively. To this end, the universe of the study consists of conservatories and departments of music education in Turkey. These programs will be compared, courses in these programs aimed at teaching technology use in music education will be examined, and findings will be interpreted.

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## 1. Introduction

The advance of technology has rendered necessary its effective and functional utilization in arts, in general, and in the field of music, in particular. It is possible to train undergraduate students in technology and thus to enable them to effectively use it. Today, there exist vast technological opportunities that can be used in music education.

In the process of preparation of the Master's thesis entitled "Analysis of Technology Use by Music Educators in Music Education", which I supervised in 2009, music educators' knowledge levels in music technologies were examined (Beşer, 2010). It was observed that teachers and academics, including professors of conservatories, did not have sufficient knowledge of using technology in music education.

If a music educator is unaware of useful technological facilities, it is necessary to look for such facilities in the environment in which she is active and especially in the educational environment. An educator or an artist can use something in her teaching activities to the extent she knows and comprehends it. For this reason, the relationship between music, education and technology is addressed here with respect to curricula and teaching plans. With this approach, the main purpose of the study is not to define the extent to which music educators use technology, but to determine the extent to which music education programs include this education and to underline the necessity of using them effectively. **In this study that I am presenting, the importance of adequately using technology in music education will be emphasized and the extent to which curricula include relevant courses will be determined.**

According to Engler, technology is an integral component of education. When education is seen as a web of communication between teachers, students and the environment; it then becomes clear that instructional technologies play a significant role in defining these relationships (Engler, 1972:62, <http://uretim.meb.gov.tr/egitekh Haber/s92/yazarlar.htm>, 18 Haziran 2013, saat: 14.00).

Contemporary education is aimed at training individuals in the most appropriate and advanced manner as a balanced unity by considering their physical, mental and intellectual aspects. More importantly, it is aimed at a total improvement. The main function of contemporary education is forming modern societies that consist of modern individuals, as required by the contemporary life. For this reason, an education system that will reach all segments of the society and contemporary methods are needed. Due to changing programs and approaches, it is observed that the expected/desired level of success cannot be achieved. Components of a desired education are endearing music to the individual and endowing her with a perspective to differentiate between good music and bad music. In order to achieve them, it is necessary to utilize advanced methods and technology.

A total development will be accomplished in music education when problems pertaining to planning, programs and methods are overcome.

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