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Author/s:

King, F

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Theme and variations: Composing and online music teaching and learning

Fiona King (University of Melbourne).

Abstract

This article is a reflective discussion of five themes relating to composing and online music teaching in higher education. The collection of themes aims to provide supportive ideas for online music teachers in preservice generalist teacher education. The first theme is about composing and wellbeing, an emergent outcome from my current and ongoing practitioner research into an

improvisation-based approach to playing the ukulele. The second theme discusses findings from my doctoral study that may support preservice teachers to foster children's creative processes in music education. The third theme is an exploration of a poignant similarity between self-directed learning in creative process practice (a finding in my doctoral study) and self-directed learning as a pedagogy informing online learning. Theme 4 is a rationale for the inclusion of composition in online music teaching, and Theme 5 is a reflective 'imagining' of individual creative process composition experiences for online music learners. The methodology underpinning this article is practitioner research which has spurred reflective discussion around the themes of composition and online music teaching. The findings provide an array of strategies, prompts and ponderings that may be useful for the planning and teaching of music in online arts education subjects in higher education.