LOLA’S CHALLENGE: the pedagogical frame

Distance Learning in Virtual and Blended Mobility: presentation of the SWING Project and discussion.

Learning and Teaching Working Group (L&T WG) - SMS Project

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Our Task: studying and evaluating Lola’s pedagogical implication
Can the LoLa’s framework support replace complete the Erasmus experience?

Can the obvious strategic and political benefit correspond to a real pedagogical gain?

HOW?
The Erasmus experience is changing

1. country and town
2. institution
3. peers
4. professors
5. habits and culture
LoLa’s context implies:

1. same country and town,
2. to attend two Institutions,
3. potentially have two teachers available at the same time, even for long periods,
4. same peers,
5. same habits and culture,
LoLa’s pedagogical framework: a true student-centred model

Institutional context:
- Home Institution
- Host Institution

Student

Peers
- I Teacher
- II Teacher

LoLa’s context:
- I Teacher
- II Teacher

Context:
- Institutional context
- Lola’s context
Collaborative Teaching

• Each person both teaches and learns.
• Mutual respect for the role of each individual is implied and demonstrated.
• A strong degree of reciprocity underlies each of these relationships.
• A joint goal helps to serve as a roadmap to collaborative work.
Teachers often present separate lessons. One teacher is “boss”, one is “helper”. Both teachers provide instruction and structure the learning activities. Students address questions and discuss concerns with both teachers.
New perspectives

• to promote student centred learning and teaching activities;

• to build a pedagogical and performative music agency;

• to improve assessment and self-assessment skills;

• to work toward a shared third level creating the best *humus* for a new generation of musicians-researchers.
References


Two Groups: A and B

Four questions to deal with

30-minute discussion