

**Joan Walker:** Thanks for taking the time to listen to this podcast – I’m Joan Walker and I work for the JISC Regional Support Centre in the west of Scotland – our remit is to support the innovative use of technology for learning & teaching and today I’m at the Royal Scottish Academy of Music and Drama in Glasgow with:

Mary Troup who is a Lecturer and the Community Music Co-ordinator

Jane Cerexhe, the Head Teacher at Oakgrove primary school

Matthew Todd – 3rd Year BMus degree student who’s just completed a Community Music Placement at Oakgrove Primary School and

Catrina (Tia) Steele – 4th Year BMus degree student who completed Community Music Placement at Oakgrove Primary School last year and has just finished a Community Music Placement at Blackfriars Primary School.

Thanks to you all for joining me this morning. The focus of this podcast is to look at the impact of using social media in particular WIKI software from the perspective of different stakeholders.

First of all I’d like to ask you Mary just to summarise how you used WIKI technology in the context of the community music programme.

**Mary:** The Wiki was introduced a year ago (Oct 2009) when we started piloting the use of WIKIs to document the community practice with a team of 3<sup>rd</sup> and 4<sup>th</sup> year BMus students. My particular interest was to make the documentation of the work more explicit and more evident so that as a team we could collaborate more effectively and different members could take responsibility for aspects of the documentation. As a result the documentation would be richer, draw on a range of media to illustrate the work that we were doing. One of the longer term aims was to be able to share more widely within our community of Practice the work that we are doing

**Joan:** Matthew if I could ask you first of all - In what way has using the collaborative environment of the Music Matters WIKI made your learning more explicit? Do you feel it makes it more visible?

**Matthew:** It certainly makes it more visible and gives you something to work toward. It’s much better than sending off essays where you get very little feedback, the WIKI is there visually for everyone to see and that helps your motivation and increases the amount and quality of what’s up there because you know it’s going to be consumed by a much wider audience.

**Joan:** Tia have you had a similar experience?

**Tia:** Yes same sort of thing. It’s a sort of form of CPD in a way for us as well because once we leave the Academy it will be nice to be able to look back and see how we created the project and create our own projects in our own community settings wherever we are. So having this kind of online guide which tells you the steps that you need. Also it’s helped me to learn how to use technology – before I was quite technophobic at it but now I can upload photos, edit photos and

videos, create videos and movies loads of different things I couldn't do before and these are transferrable skills in all areas of work – wherever you go now you're going to have to have some knowledge of technology so I think that it's a really important learning experience.

**Joan:** Do you think using the WIKI enhanced collaborative nature of the project

**Tia:** Yes it gives it a sense of a group – if your writing a journal it's very personal and you don't really access other peoples journals - but getting the thoughts of everyone in the group together helps bring the group together as a whole – also it made the relationship with the school better cause they could access the WIKI themselves to see what you were doing and that way you have a better relationship with the classroom teacher. They have different skills that can offer to you and you can transfer skills to them and in general it brings the group together.

**Joan:** Did you feel Matthew that you learned from your peers in this way was valuable?

**Matthew:** yes definitely. It's not as if the information is all fact a lot is discussion and lots is for evaluation and comment which is a very important part of community music. It's not a set in stone subject, It's a place for discovery and creativity and if the practitioners themselves are unwilling to do this you can hardly expect the children or adults that your working with to do the same. So I think just as a witness of that it's a very useful tool.

**Joan:** Jane perhaps I could ask you from your perspective about the advantages that of the Music Matters web site were and how it enhanced the project.

**Jane:** well in 2009 we did an audit of staffs' confidence in delivering music and we found it was quite low. Working with RSAMD has been a fantastic opportunity to work in day to day contact and CPD in the class but of course using WIKIspaces leaves a record of that and means that the member of staff has had a huge injection of skill and enthusiasm that can be cascaded to other staff through the WIKI. The way in which it has been together it's very accessible so in other projects that have links to music, the teacher who feels that they can't do music, they can access the link or hear a tune on the WIKI.

**Mary:** I know when we started the developments of the WIKI in the bilingual support unit, the teacher involved had had a look at the initial materials we put on the WIKI and his reflection was that he could see that the students were coming in really well planned, using particular processes but he said that he wouldn't understand enough about the processes to be able to use them himself and I think that's where enabling teachers to witness the work and also be able to see the materials and then to work with us to identify maybe CPD ideas. We were mentioning there the "evacuation song" that we'd written for the WW2 project and actually explaining the steps that we went through to create a piece like that making it very explicit on the WIKI might then be the focus for training to see how to do something similar. Through all of this we want to raise teachers

confidence and to see - how could the resources in schools that we have, be used most effectively within the partnerships.

**Jane:** it's very easy to say for a teacher to see a teacher in another classroom next door getting all the visiting specialist support thinking - well I can't do this. But in actual fact there are templates here that can be transferred and I know that I've already said but It's important to say as a point of record that my staff would not access and benefit from the WIKI if they did not have an excellent relationship with the college as we are bombarded with online training.

**Joan:** So it's supporting that relationship. The research that you did Mary seemed to imply that it added to workload for student particularly in the early stages of establishing the WIKI. I know that the WIKIs were very widely used so presumably the added value of using it outweighed the investment in time.

**Tia:** I think some people just get scared by the thought of using technology but sometimes it can be laziness in the beginning. They know it's going to take a wee bit more work at the start to get it going so they think "I don't want to get involved" so it does take a few peopoe to take the lead and Mary saying come on get it up there on the WIKI right now (laughs) and then you start to realise that although the workload at the beginning is quite a lot it decreases as more people come on board and I think that's important - you need to have a lot of people involved to make it effective. At the beginning there were not that many but now I can now go on to the WIKI and in half an hour quickly put something up where as before it may have taken 3 hours. Now I can tell people how to do things.

**Joan:** Did you have a similar experience Matthew?

**Matthew:** For me the thing that stood out about the WIKI is that you can add to it and refer to and edit, and it's more like building a model and you can create something aesthetically pleasing.

**Mary:** It can be a focus for negotiation as well. You know if you're working with a team and you want to edit something to make it look better that can become a point of negotiation - you can say - do you mind if I add to this or alter that.

**Joan:** This is where discussion tools can come into their own. You can explain and document the processes that you're all going through as a group which is very strong evidence of learning.

**Tia:** I think also if you've been working on a page yourself and you just put everything up - getting someone who to look at it and give a different perspective is good. I did a lot of work with my friend Jennifer and we're both very different, she is very analytical and I'm more creative and able to create materials but she can tell me how it needs to be structured. So having different people involved really contributes to a really good final result.

**Mary:** And I think as a result it is absolutely raised the quality of the final documentation – it's far more detailed with a wider range of media included.

**Joan:** And Jane you were saying there was that a huge amount of value added by using the WIKI in terms of staff CPD.

**Jane:** Absolutely – the areas that staff identified - things like composition and allowing them to explore music and play with things – these are the things we're able to access and de-mystify.

**Mary:** Its really a win/win situation for all the different stakeholders.

**Tia:** I think it helps that were all learners. There's not one person on the WIKI that is completely clued up with every single thing – we're all learning together and it's like an online class room for everyone to get together and be part of.

**Joan:** Jane I wonder if you can see the idea of using a WIKI through this Music Matters project might be something you would use in the school for other areas of the curriculum

**Jane:** yes that's something that we are rolling out and developing. There are two levels of staff CPD here – the music and the use of technology and that's something that we have to work at, as we all do.

**Tia:** I think also not treating it as an add on helps the children as well. Sometimes children think music is for playing around because it's not school so I think bringing it into the school environment and treating it as important like English or maths. Children who are good at it are getting that opportunity now to get involved in great projects and they are able to get involved in the WIKI and it's become really important for them and you can see that in their reflections about the project. We did a project at Blackfriars using Tam O' Shanter and put it in the WIKI and the children decided to learn the poem and 6 months later we saw 3 of the children and they could recite the whole poem from start to end. It showed improvements to their language skills and appreciation of Scottish culture through the use of the WIKI.

**Joan:** And it is the visibility of it all, the sustainability of it that is so engaging. OK – well thanks so much for your time. This is accompanying a written case study that Mary and I are working on. Many thanks for contributing to the podcast