

The Lambda Musician

June 2021

\$9.99 CAD

A photograph of a person with dark hair, wearing a white long-sleeved shirt, playing a grand piano. The person is seen from the back, looking down at the keyboard. The piano is a dark color, and the brand name 'DIAPASON' is visible on the keyboard. The room is dimly lit, with a warm, golden light source on the left side, creating a soft glow on the piano and the person's shirt. The background is dark, with a small blue light source visible in the upper left.

ONLINE VS IN-PERSON MUSIC LESSONS

How to maximize learning during the pandemic?

EXTENDING ONLINE LESSONS BEYOND THE PANDEMIC

Developing your meta-cognitive skills through music studies



from the director

Many parents have been feeling worried about their children's musical progress during the pandemic. From their actions, it clearly reveals two basic camps of thought. (1) Let's stop all lessons since online lessons are ineffective, and just wait until the pandemic is over and then restart lessons again, so as to receive in person instruction. (2) Let's continue the lessons so as not to disrupt the learning momentum, and try to take advantage of current technology to facilitate the learning process.

These two approaches taken by parents clearly reflect their perspective towards the process of musical studies.

In this article, I will highlight the pros and cons of each position, and hopefully will shed some light on some of the blindspots and pitfalls in the decision making process.

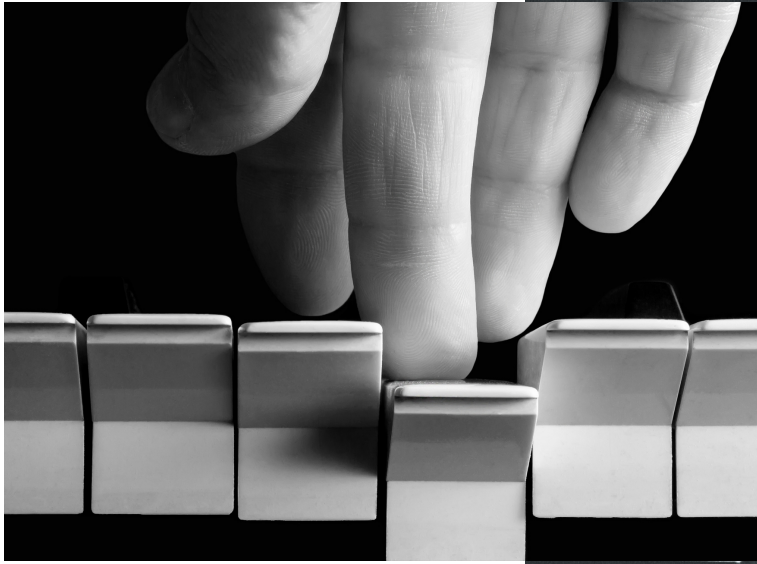
Let's examine the first perspective - that is, stopping all lessons until the pandemic is over since online lessons are perceived to be ineffective. Undeniably, in-person instruction is direct, and the communication between teacher

and student can be both verbal and non-verbal. Demonstration can be impactful and the teacher can even correct posture, hand positions by physical re-adjustment. However, during the pandemic, this is not possible. As a consequence, one needs to weigh the cost benefits between stopping lessons altogether, or opting for online lessons.

The crux of the problem is that, if one stops lessons for an extended period of time, content that was previously learnt would be forgotten, unless a student is disciplined to practice on their own according to their teacher's instruction. However, one cannot eliminate the possibility that an inexperienced learner would not be capable of doing this without making errors or developing bad habits that makes rectification difficult in the future. We fall into a paradoxical situation here - that is, a learner who needs instruction is by definition in need of assistance in the learning process. It would not be realistic to expect the learner to be able to self-instruct himself/herself properly without guidance.



Angela Chan Ph.D.
DIRECTOR



**Article by
DR. ANGELA CHAN PH.D.**

Stopping lessons also disrupts the momentum of learning. For a student who is enthusiastic, stopping lessons could create frustration, or douse the passion towards playing an instrument. For a student who requires constant motivation from a teacher, stopping lessons could lead to a complete lost of interest, and may subsequently give up on learning an instrument altogether.

It is also important to consider the level of the student as well as their degree of enthusiasm. For an advanced learning who is eager to learn, they are likely to continue to explore and learn on their own. However, without the proper instruction, one might run the risk of developing bad habits that would require much more time and energy to rectify in the future.

For younger beginners, stopping lessons for an extended period of time without effective practice will lead to regression. Sometimes to the point of

almost forgetting everything learnt previously. This in fact becomes wasteful in terms of time, energy and resources. It is also a very discouraging experience - realizing that you have forgotten almost everything and have to start from scratch again.

That is why, I recommend students to continue lessons online during the pandemic. Parents might argue that online lessons are not as effective as in-person lessons. The element of real-time person to person interaction, the aspect of touch, physical adjustments, live demonstrations cannot be provided in an online lesson through the computer screen.

Let me explain to you the process of how I try to circumvent these challenges and try to create an online environment that is inspiring and highly effective for students. The efficiency and effectiveness is measured by actual achievement, quantifiable through parameters performance ability and achievements.



Dr. Chan's Advice

For parents who insist that they wish their children to learn an instrument just for fun , the act of stopping lessons essentially means usurping their children the opportunity of enjoyment through making music and risking the possibility of quitting.

It is understandable the we all are creatures of habit, and we tend to prefer familiar situations. However, accepting the challenges facing us, and adapting a new approach requires the acceptance of new possibilities.

I have been offering remote lessons to students since 2004. At that time, there were no online communication aps like Facetime, Zoom, Wechat or other face-to-face conference meetings. At that time, the mother of a 15 year old student contacted me. She told me that she came across my website and

was very interested in my teaching approach. I started teaching her son on the phone - by listening to him play, I gave him suggestions and comments describing in great detail the physical and musical elements involved. To supplement that, he recorded his playing and sent me video tapes, and I did the same, offering him feedback. In a few months, his progressed significantly and decided to come visit me for a month. I worked with him personally, and then when he returned to Kamloops, we continued to work this way. Until a year after, he attended a local competition and achieved outstanding results. After that, I have been working with students in person as well as online. I have taught students online from all over the world including Hong Kong, China, Japan, USA, England, and Australia and helped them achieve their musical goals.



When music is in your heart, nothing can stop it

Through remote and online teaching, I have developed unique ways to enhance and perfect teacher and student communication. My philosophy is "less is more". I use very simple gear, just a cell phone - which I find to be most effective. The reason is, I can effectively demonstrate and show my students all the details, from hand positions (film from top, on the side, from under the hand - offering all possible angles in real time (not limited by unwieldy set up). I can pan and zoom on the score to show and relate the playing movement with the music. I write all the notes on an iPad and at the end of the

lesson, I would send the file to the student as reference. I also recommend students to use Zoom which has a recording mode during our lesson for subsequent review. Everything is streamlined efficiency and effectiveness.

Between lessons, students can also send me videos of their practice, so that I can give them video feedback. With this approach, I can ensure that pure beginner students develop a solid foundation and reliable technique, as well as help advanced students resolve their problems as soon as possible. As the proverb goes, "a stitch in time saves nine". Despite online lessons are not ideal - being able to make use of current technology to supplement situational limitations is a highly viable alternative.

Undeniably, applying technology in isolation does not equate high quality education. Effective pedagogy requires a balanced implementation of experience, expertise, passion, creativity, empathy and a determination to overcome obstacles from the teacher; in combination with efforts from parents - in order to nurture and bring out the very best from each student.

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June 2021

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COVID 流感之外

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在线与
面对面音乐课的对比

如何最大限度地提高在线音乐课程的有效性





陈校长的话

许多父母在新型冠状病毒流感期间一直对孩子的音乐进步感到担忧和畏惧。从他们的行为来看，它清楚地揭示了两个基本的思想阵营。(1) 网络课无效，大家停课，等疫情结束再重新开课，接受现场指导。(2) 让我们继续上课，以免打乱学习的势头，并尽量利用当前科学技术以促进学习过程，来达到自己所能做到的最好。

父母采取的这两种方法清楚地反映了父母对音乐学习过程的想法。

在本文中，我将重点介绍每个职位的优缺点，并希望阐明决策过程中的一些盲点和陷阱。

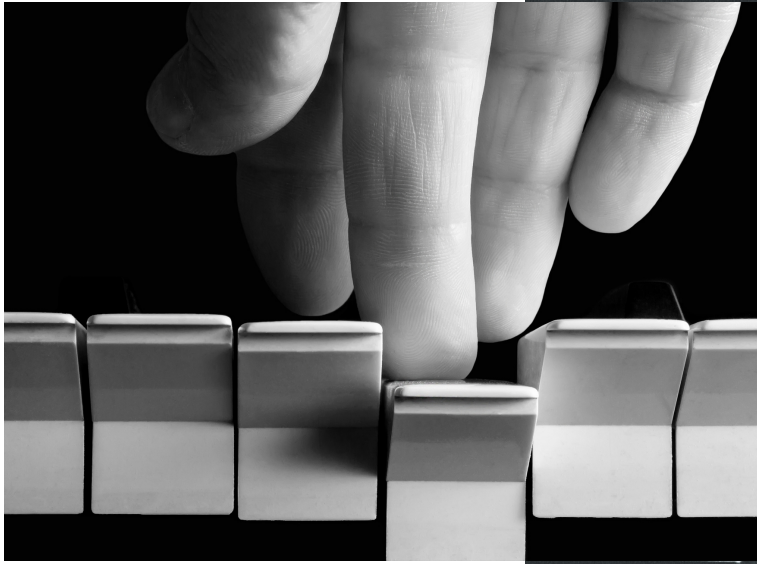
让我们来看看第一个观点——即，停止所有课程，直到大流行结束，因为人们认为在线课程无效。不可否认，面对面的教学是直接的，老师之间的交流

和学生可以是口头的和非口头的。示范可以产生影响，老师甚至可以通过身体重新调整来纠正姿势、手部位置。然而，在大流行期间，这是不可能的。因此，人们需要权衡完全停止课程或选择在线课程之间的成本收益。

问题的关键在于，如果长时间停课，之前学过的内容就会被遗忘，除非学生按照老师的指示自律练习。然而，不能排除没有经验的学习者在不犯错误或养成不良习惯的情况下无法做到这一点的可能性，这些习惯使以后难以纠正。我们在这里陷入了一种矛盾的情况——也就是说，需要指导的学习者在学习过程中需要帮助。期望学习者能够在没有指导的情况下正确地自我指导是不现实的。



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Dr. Angela Chan

Ph.D. 撰写

停课也会破坏学习的动力。对于热情的学生来说，停课可能会造成挫败感，或者降低对演奏乐器的热情。对于需要老师不断激励的学生来说，停课可能会导致完全失去兴趣，并可能随后完全放弃学习乐器。

考虑学生的水平以及他们的热情程度也很重要。对于渴望学习的进阶学习者来说，他们很可能会继续探索和自主学习。然而，如果没有适当的指导，人们可能会冒着养成坏习惯的风险，而这些坏习惯在未来需要更多的时间和精力来纠正。

对于较年轻的初学者来说，长时间停课而不进行有效练习会导致退化。有时到了

几乎忘记了之前学到的一切。这实际上在时间、精力和资源方面变得浪费。这也是一次非常令人沮丧的经历——意识到你几乎忘记了一切，不得不从头开始。

这就是为什么我建议学生在大流行期间继续在线上课。家长可能会争辩说，在线课程不如面对面课程有效。在线课程中无法通过计算机屏幕提供实时人与人交互、触摸方面、身体调整、现场演示等元素。

让我向您解释我如何尝试规避这些挑战并尝试为学生创造一个鼓舞人心且高效的在线环境的过程。效率和效果以实际成就来衡量，通过参数表现能力和成就来量化。



Dr. Chan's Advice

或者坚持希望孩子学习乐器只是为了好玩的父母，停课的行为本质上意味着剥夺了孩子享受演奏音乐的机会，这也有可能让孩子放弃学习音乐。

可以理解，我们都是习惯性的动物，我们倾向于喜欢熟悉的情况。然而，接受我们面临的挑战并适应新的方法需要接受新的可能性。

我从 2004 年开始为学生提供远程课程。当时还没有像 Facetime、Zoom、微信或其他面对面会议这样的在线交流 ap。当时，一个15岁学生的妈妈联系了我。她来到我的网站。并对我的教学方法很感兴趣。

我开始通过电话教她儿子——通过听他的演奏，我给了他建议和评论，详细描述了所涉及的身体和音乐元素。作为补充，他录制了他的演奏并向我发送了录像带，我也这样做了，向他提供了反馈。几个月后，他的进步显着，并决定来探望我一个月。我亲自和他一起工作，然后当他回到坎卢普斯时，我们继续以这种方式工作。直到一年后，他参加了当地的比赛并取得了优异的成绩。在那之后，我一直在亲自和在线与学生合作。我曾在网上教过来自世界各地的学生，包括香港、中国、日本、美国、英国和澳大利亚，并帮助他们实现音乐目标。



当音乐在你心中， 没有什么可以阻止它的流动

通过远程和在线教学，我开发了独特的方法来加强和完善师生沟通。我的哲学是“少即是多”。我使用非常简单的设备，只是一部手机——我发现这是最有效的。原因是，我可以有效地向我的学生展示和展示所有细节，从手的位置（从顶部、侧面、从手下方拍摄 - 实时提供所有可能的角度（不受笨拙设置的限制）。我可以平移和放大到乐谱以显示演奏动作与音乐的关联。

我在 iPad 上写下所有笔记，在课程结束时，我会将文件发送给学生作为参考。我还建议学生在我们的课程中使用具有录音模式的 Zoom 以供后续复习。一切都是精简的效率和效果。在课间，学生也可以给我发送他们练习的视频，这样我就可以给他们视频反馈。

在课间，学生也可以给我发送他们练习的视频，这样我就可以给他们视频反馈。通过这种方法，我可以确保纯初学者建立坚实的基础和可靠的技术，并帮助高级学生尽快解决他们的问题。俗话说“一针及时救九针”。

尽管在线课程并不理想 - 能够利用当前技术来补充情境限制是一个非常可行的选择。

不可否认，单独技术并不能实现高质量的教育。还需要老师的经验、专业知识、热情、创造力、同理心和克服障碍的决心，以发挥每个学生的最佳表现。

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