

Designing Effective Learning Environments for Adult Piano Students

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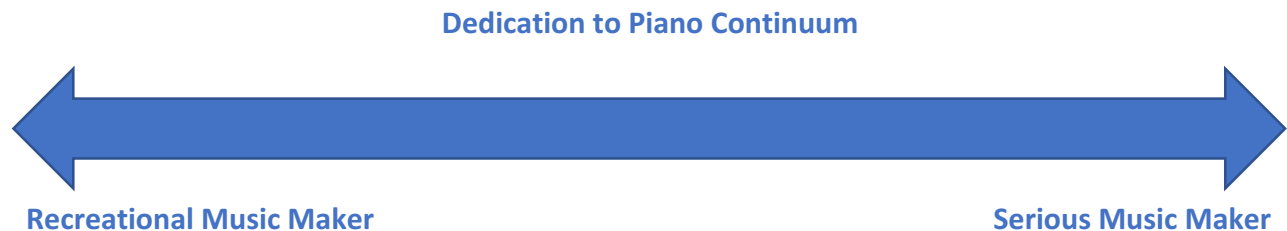
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Teachers are facilitators of adult learning. This might include:

- Sharing our knowledge
- Helping students reach reasonable goals
- Considering each adult's previous musical experience

We accomplish learning in partnership and collaboration with the adult student.



The **process** of learning to play the piano/making music at the piano can be very important:

- Music is the vehicle for helping adults meet their goals
- Practicing/playing vs. performing
- Is the student motivated by:
 - learning itself?
 - a specific goal?
 - specific activities at the piano?

These may change over time and depending on the situation!
- Buried goals
- Master's Journey

Considerations for creating effective learning environments:

- Understand/re-evaluate the adult's motivation(s)
- Choose appropriate music (level, sequence, style, composer)
- Co-create reasonable goals
- Create collaborative environment (empathetic, enjoyable, engaging, curiosity valued)
- Create opportunities for success & celebrate these successes
- Provide opportunities for interaction with others

In group-piano settings:

- Consider *who* group members are
- Encourage group growth (esprit de corps)
- Encourage group music making (greater than sum of parts)
- Frame the learning objectives
- Co-create reasonable goals for the semester (students will have different motivators)
- Engage the individual through group learning
- Leverage the social aspect of learning together
- Celebrate diversity