

Session 2: Adapting Your In-Person Lessons to Online 3

Session Chat

00:58:32 Faith: Yes, I've noticed that with teaching violin as well, when I am watching them on the screen instead of in the room. I notice things I don't always see.

00:58:41 Esther: High quality equipment

00:58:50 Anna: use recording before and after the classes.

00:58:58 Svjetlana: Better quality equipment.

00:59:02 Anne: external speakers help

00:59:11 Susanne: Instead of playing or singing along, taking turns

00:59:24 Lee: Purchasing the best equipment I could find. I've dropped thousands in technology over the past few months but it has made a huge difference!

00:59:30 Gwendolyn: using headphones really helps.

00:59:45 Linda: Students send in recordings of their playing. I send clips of particular passages as needed.

00:59:51 Lee: Brands and models of speakers would be great to know what people have found to be best.

00:59:58 Valentina: For myself I find avoiding high internet times where lags go on. try not to have lessons between 430pm to 7pm.

01:00:06 Mage: Beats Solo3 Wireless headphones. Also using direct input if possible. Also I have an Ethernet adapter.

01:00:23 Mage: Keep in mind that Bluetooth will add lag; however, if you move around a lot it really helps!

01:00:27 Alexis: I am a voice teacher versus instrumental. I put several extra pages hooked to my website, with a variety of prerecorded exercises and accompaniment of their music. Only the students have those links. I also upgraded to professional zoom account and dropbox, to store more files for them. I am considering a blue yeti usb mic.

01:00:47 Maria: Improvement the technology, fast internet, stand for my tablet, use de phone too. Boards, cards, etc. And I thing to do more.

01:01:06 Valentina: Using whatever ways the students have to online teach. duo facetime zoom and messenger

01:01:09 Amy: Blue yeti

01:01:46 Lee: Love my yeti!

01:01:49 Alexis: I walk them through the exercises and the online forum had increased their understanding of how to warm up their own voice. Every lesson I ask what exercise they chose, and why. They are developing great awareness and evaluative skills.

01:01:50 Ellen: I send clips of me demonstrating a practice point. I'm in the process of improving my camera angles with an overhead camera.

01:01:52 Valentina: blurc yeti is at staples not sold out yet. Usb

01:02:08 Christina: can Rolf explain how to connect his device to the laptop or iPad?

01:02:13 Linda: Avoiding 'high internet traffic' times. Others in households limiting internet use — certainly no siblings doing online gaming at the lesson time.

01:02:24 Mage: Oh yes multiple cameras AND multiple audio inputs (just disconnect from audio when needed to avoid the feedback!).

01:06:44 Christina: I FEEL the same way! Despite the fact that their instruments are out of tune in some cases!

01:07:12 Gaye: I agree

01:07:22 Lee: Same here! In fact, some of the kids that wouldn't pay attention in person and so much better online!

01:07:29 Christina: No complaints as I LOVE the ability to teach longer hours and fewer days due to their "home-schooling"

01:07:34 Linda: Students are definitely appreciative of lessons continuing. They have learned a lot from having to record themselves and send it in to me. They actually listen to themselves play — 'Do I want to send this in, or try again?'

01:08:38 Gwendolyn: I find many of my younger students are more focussed and behaving better - less distractions maybe? Not sure just why.

01:08:43 Christina: I have experienced more practice and progress in the first 3 months, but not these 2 weeks. It is summer time, students tend to feel needing a break. Especially for those who just finished a RCM exam, it is hard to keep them going

01:09:32 Alexis: Students are amazingly engaged and eager for their lessons. They are so inspiring, and definitely give me the incentive to keep bringing them the best I can find!!!

01:10:06 Esther: Not too much different. They seem to interact the same

01:10:21 Maria: Really, the students like the technology!

01:10:22 Valentina: I have found having parents involved 8 and under better practice and understanding of expectations of what I am asking for.

01:10:29 Lee: Greater candidness and honesty. Partly because I think we're looking straight on at one another rather than me being at their side and missing some facial expressions, especially with my singers.

01:10:30 Esther: They are much more focussed for the history lessons. That's what I really love online now. Incorporating videos etc

01:10:49 Peter: The students who are more serious or trying an exam are doing better, but those who are not are tired of all the restrictions and tend to lash out at what they can — eg, music teacher.

01:11:02 Christina: In a mixed way. More personal as I feel I am walking into their living space. But the other hand, I feel the lesson time is more tight as it needs more time to explain some simple things, such as finding certain notes at which line and which bar

01:11:03 Jessica: My students seem more comfortable in their own environment

01:11:17 Jennie: Students must write in their music themselves. They are noticing more details. It also shows me little areas that they need more work on

01:11:21 Ann: One young student is affected by his mom being right there and listening. He gets a bit showoff-y, which he never was before.

01:11:25 Gaye: my students are more engaged in the lesson and more verbal. I think they are less tired. Sometimes they are unfocused during the regular after school lesson.

01:11:42 Lee: Also, parent involvement has improved as I began using a site to send lesson notes direct to parents and students. Student independence has also noticeably improved

01:11:48 Anne: Sometimes when mom is looking, some students clams up more.

01:11:53 Janice: My theory students are working harder, doing more homework.

01:11:59 Ann: Some students are becoming better readers because I can't help them as much in the lesson.

01:12:25 Deborah: It's actually sometimes more challenging to teach singing to a student who's in their homes: you have to expect some will feel more exposed. One student evicts her brother pre-lesson, for example.

01:12:32 Esther: I find they are more casual about starting on time. I have to stay on top of that more now

01:12:39 Sharon: need to use fewer words; counting has needed to become more independent for students

01:12:42 Alexis: I agree with the comment that it takes a bit more time. I moved lessons to a one hour and 15 minute session versus an hour. I do not charge more, and we do not always use all the time-but it helps with frustration if we get frozen or just have to deal with more stuff.

01:12:45 Valentina: finding the extra recording to send to them is trying. and writing detailed notes taking more time than doing at lesson.

01:12:57 Linda: Definitely! It takes a lot of energy to figure out how to demonstrate something - that's why I just end up sending videos after.

01:13:06 Deborah: The whole process takes a lot longer but I'm a more prepared teacher as a result, and lessons are more productive.

01:13:14 Ann: One thing that is very difficult is having to hear my students' out of tune pianos. I can at least make recommendations to their parents, but I think getting a turner in right now is also complicated.

01:13:20 Lee: Yes, my YouTube channel is heavily used these days!

01:13:27 Sharon: yes, with many students I've had to lower the amount we get through in a lesson

01:13:45 Valentina: that is true about the pianos being out of tune

01:13:53 Alexis: Yes! I am taking much better notes, more detail. an I put a huge asterisk by a 'to-do' for me! Remembering to do what I told them I would do!

01:14:44 Valentina: how are vocal teachers doing lessons. I have sent prerecorded music which they play on one device and sing to me with another. is that what you are doing?

01:15:01 Deborah: Yes, that's how I'm teaching voice currently, and it's working pretty well.

01:15:03 Lee: Yes, that's what I'm doing as a vocal teacher.

01:15:11 Mage: @Valentina have you tried Appcompanionist or VoiceLessons.com apps?

01:15:31 Deborah: I really like recording the tracks myself, for various reasons.

01:15:54 Mage: I use this platform called Tonara which SAVES so much TIME! I can create assignments for students in there.

01:16:09 Deborah: I also do a lot of a cappella singing and it's helping improve their sound, ear, etc.

01:16:28 Lee: I've been using mymusicstaff for awhile now and love it. I'll continue using it long after we're back in person.

01:16:52 Valentina: have not heard of those. thanks. I lost more than half my studio changing to online voice lessons. where for my piano students majority stayed. did anyone else find this? thanks for all the help.

01:16:53 Mage: I create my own accompanist tracks too and upload them into the Tonara app. Makes it so easy to find things.

01:17:33 Janice: My one voice student switched to theory. Online voice lessons just seemed too difficult for her.

01:17:44 Lee: I found it difficult to keep the adult students going online for vocal, but the kids all stayed. I think it helped that most are registered for exams and preparing at senior levels.

01:18:17 Mage: I use Music Teacher's Helper (MTH) which is the same idea as My Music Staff. I know other teachers who use Fons and other lesson management software. I use MTH for billing and Tonara for lessons. Then I use Google Calendar for all lessons and events since students are in different time zones.

01:18:35 Nelly: online teaching seems to be working so well with older students. They are relaxed and in control during Skype lessons. Younger students, on the other hand are more nervous and communication is much slower than in-person lessons.

01:18:51 Lee: I was going to go with Music teacher helper but the cost was insane compared to my music staff.

01:19:52 Lee: For those working with students in different time zones, how did you get these students? What is your marketing like?

01:20:29 Esther: Google doc has been great, sharing their lesson. I typed up each grades requirements and type what we work on underneath to match it for the week.

01:20:53 Jessica: I use Musicteacherhelper. I don't mind the cost

01:21:11 Jessica: it has been a very reliable service

01:21:44 Mage: I get a discount for Music Teacher's Helper via the Music Teachers National Association. Plus their autopay works so well.

01:22:53 Mage: Yes I use paid marketing; the more you pay, the more students you get! Most of my students come from one particular platform.

01:23:20 Nelly: I also use Music teacher helper, it works really well.

01:23:22 Linda: How does uploading scores to Dropbox (or other such systems) work within copyright restrictions? Do you have to ask the publishers for permission?

01:24:48 Anne: Google suite for pretty much everything

01:25:12 Linda: Google suite

01:25:19 Gwendolyn: BetterPractice App - it is great for communicating with students, recording lesson assignments, and encouraging a little bit of competition.

01:25:20 Deborah: Dropbox. Love screen-sharing in Zoom as well.

01:25:25 Alexis: Zoom for lessons. Dropbox

01:25:37 Jennie Email - practice assignments and sending pdf files, etc. Porch Pickups - put together a bag of things for the students to pick up: books, stickers, games, activities, etc.

01:25:50 Lee: Mage, I'd be interested in talking with you later about the platform you use. Not sure how we could contact one another after this. But I'd like to know more!

- 01:25:51 Deborah: Great ideas, Jennie!
- 01:26:11 Michelle: Pages, ForScore, Dropbox, Google Drive, You Tube
- 01:26:29 Alexis: Haha that is true! No 'left my music at home/school!'
- 01:26:32 Sharon: Zoom and occasionally What's App if there is a connection problem. Google Docs works well for communication about assignments and feedback from students
- 01:26:33 Peter: email for sending music and recordings
- 01:26:36 Mage: Onboarding and autopay billing: Music Teacher's Helper. Scheduling: Google Calendar through G Suite. Marketing: a few paid platforms, mainly Thumbtack. Lesson notes and communication: Tonara. Google Voice for G Suite for SMS. Live lessons: Zoom. RCM's apps for digital learning of course! And so much more...
- 01:26:36 Maria: Face Time the most.
- 01:26:45 Janice: I'm using email and telephone exclusively. Students scan their homework and send me PDFs. I scan solutions and email them to the students.
- 01:27:01 Mage: There is no one app that does it all, so I had to mishmash! 🤪
- 01:27:12 Anne: adobe scan app is wonderful!
- 01:27:29 Jessica:I use Zoom exclusively
- 01:27:35 Valentina: Voice recording for voice tracks. actually do not know what I use for recording piano parts(on my camera) which focus on hand position or fingering for my students.
- 01:27:48 Michelle: and Zoom and Genius Scan and various apps for games
- 01:27:53 Mage: @Lee I would be happy to help—my business is fairly easy to find, and I am in a variety of teachers groups to help with these things. :)
- 01:28:03 Lee: I use Zoom and Skype primarily as it's easiest to use multiple cameras in those platforms.
- 01:28:34 Lee: Mage, I'll look you up!
- 01:28:44 Alexis: Is the chat available on the replays? There is indeed lots of great info!

- 01:29:08 Susan: I use zoom, texting, email. students email homework or send videos
- 01:29:09 Jane: Zoom, email, phone calls, recommending helpful youtube videos
- 01:29:18 Mage: @Lee look forward to hearing from you!
- 01:31:41 Esther: Carrie, what about teaching theory over the phone?
- 01:31:46 Lee: I just started doing in person vocal lessons (outside on my deck!) this week and was amazed at even with the expensive equipment I've bought how much nuance I've been missing online.
- 01:32:07 Jessica:Yes!
- 01:32:11 Jessica:I totally agree
- 01:32:59 Esther: I'm thinking more of the harmony teaching
- 01:33:03 Esther: Like level 9
- 01:33:15 Deborah: Yes--nuance will have to wait but if I were still teaching through the summer it would be deck lessons! Thanks for the idea, Lee!
- 01:33:22 Lee: At level 9 I think you'd want to do Zoom where you can screen share with the students
- 01:33:25 Mage: I love using screen sharing in Zoom and Apple Pencil for teaching theory!
:D 🎵
- 01:33:48 Lee: I love my apple pencil!!
- 01:33:55 Janice: I'm teaching theory with a combination of telephone and email, and it's working fine. (ARCT level harmony and analysis)
- 01:34:12 Jessica:As teachers, we can have the perfect set up..but not all of our students are able to set up the same degree
- 01:34:33 Leslie: @Esther I've had the student hold their completed theory page up to the screen, I take a screenshot, and then I share screen and we mark it together
- 01:35:04 Gaye: bye everyone - I have to teach now.. This was great - thank you!
- 01:35:23 Lee: I have a lesson starting so I'm off too. Thanks everyone for the great discussion!

01:35:26 Esther: Yes, all good ideas. I use the whiteboard and share pictures through what's app while we are on Zoom

01:35:38 Thuy: I have the students screen shot their completed pages, send me by text or messenger. Then I will check the work right there on Zoom lesson

01:35:48 Janice: My students scan their homework and email it to me; I mark it outside of lesson time. One student doesn't have a scanner, so I email her scans of the correct answers and she checks her own work.

01:36:13 Alexis: Thank you, I am so glad I didn't have to leave!

01:36:20 Mage: Oops let me retype that to all, "Oh you can have the students upload homework to Google Drive or if you use Tonara they can message you (the best haha)."

01:37:06 Mage: I also have the students share the theory homework during the lesson, but if their arms get tired from holding it up to the screen OR from holding a smartphone camera to it then they just message (usually).

01:37:07 RCM Webinar: <https://rcmusic.com/teachingonline>

01:37:43 Jane: @Janice, I do similar thing. I ask the student/parent to take a photo of theory homework and email me. I also mark it outside of lesson time. Send back the result and ask the student to try making corrections on her/his own before the lesson begins. Then double check through them together during the lesson

01:37:45 Mage: Thank you so much for this webinar—I am pleased to see music education is still strong.