

Pandemic and challenges – braving the crisis  
**Lockdown and digitization**

The Norwegian Council for Schools og Music and Performing Arts

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## Lockdown

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The Norwegian Municipal Schools of Music and Performing Arts (Kulturskole – Culture School) were advised to be closed to physical education on 12 March 2020.

Many had no experience with distance learning and teaching on digital platforms.

Still, it did not take many days before the first ones started trying out different systems for distance learning, especially through ZOOM, TEAMS, SKYPE and FACETIME.

Facebook became an important sharing room for teachers and administrators.

There have been steep learning curves for both school administration, teachers and students.

As the year 2020 and now 2021 goes by, there have been regional variations in the lockdown provisions.

## Lockdown

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The Norwegian Council started immediately with the development of an infection control guide for the schools of music and performing arts in dialogue with the National Authorities and some of our sister organizations.

In this work, a number of various issues arose related to the different art disciplines. Examples of this are:

- risks when teaching wind instruments and vocal education
- distance problems with regard to teaching in various dance disciplines
- closeness between the actors in the theater classes
- the number of students in the teaching room when working with visual arts
- etc, etc ...

## Experiences

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In the autumn of 2020 (October), the The Norwegian Council for Schools og Music and Performing Arts announced a research assignment that should address the Culture School´s experiences and learning outcomes when using digital media during the corona pandemic.

Telemarksforskning (Telemark Research), a national research institute, was chosen to carry out the research.

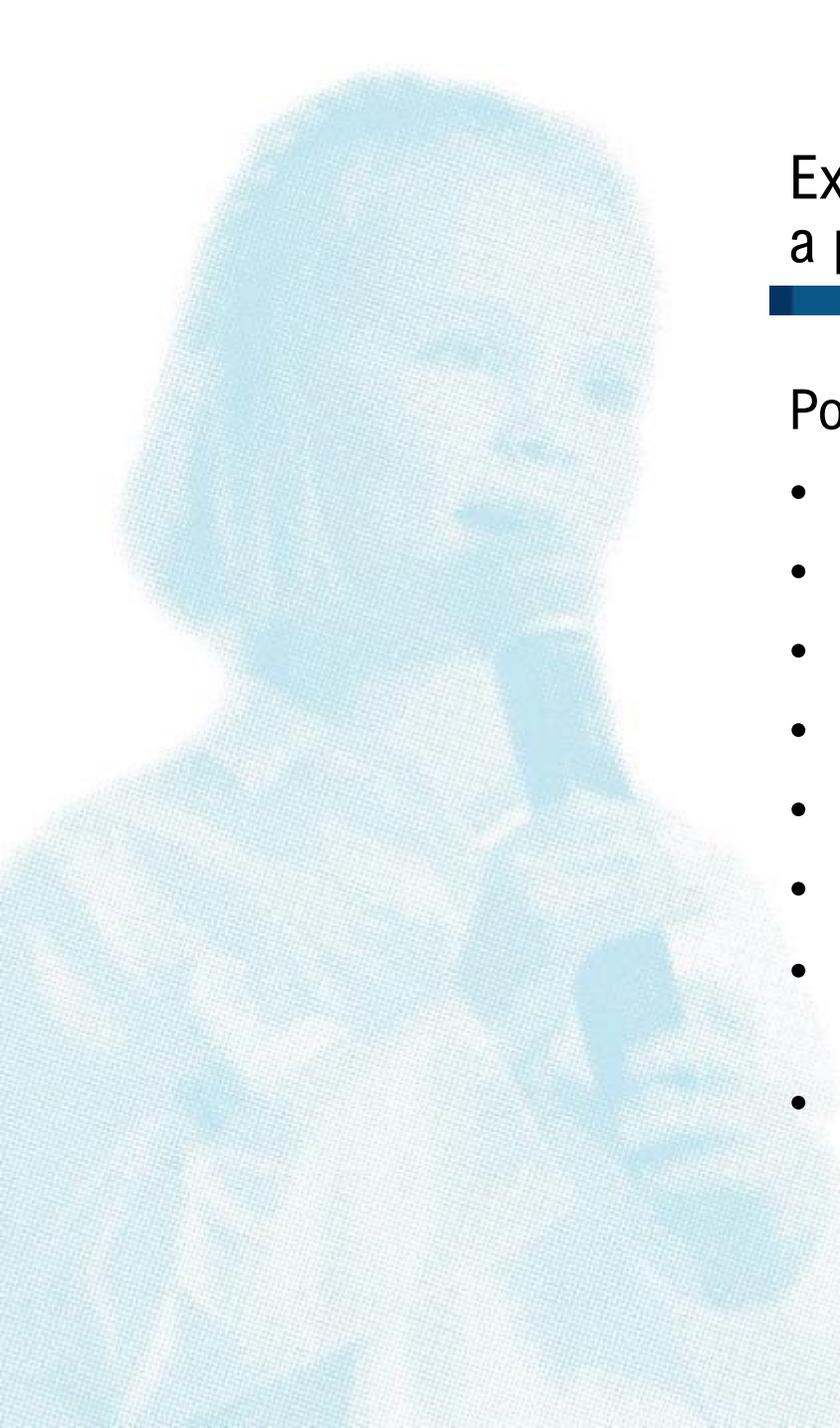
The report from this work is to be published this week.

## Experiences – a peek from the findings made in the research work

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The first couple of weeks into the lockdown:

- Chaos and uncertainty, but solution orientation and action
- Great ability for exploration, adjustment and innovation
- Individual freedom of method for the individual culture-schoolteacher
- Known and established technology facilitated the transition to digital solutions. Those who had Teams or similar available, could get started faster
- Explosion in terms of competence in, use and scope of digital media, platforms and aids.
- Great ability to adapt the choice of platforms and methods to individual students, depending on the subject, the student's age and mastery level, the student's access to equipment and platforms, and whether the teaching has taken place individually or in groups.



## Experiences – a peek from the findings made in the research work

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Positive experiences with digital culture-school teaching:

- Many students have been better prepared and are ready on time.
- Attendance has often been better than usual.
- Simpler logistics, teachers and students / parents avoid transport
- Effective teaching (sometimes too effective).
- Better and more frequent communication with parents.
- Parents have been more involved in the teaching.
- The teacher has gained a better understanding / insight into the home situation and practice prerequisites (the pieces fall into place).
- Recorded teaching plans can be seen repeatedly, can provide a good learning effect.

## Experiences – a peek from the findings made in the research work

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Negative experiences with digital culture-school teaching:

- The technology is simply not good enough yet. Sync issues etc.
- Very demanding to teach beginners. A lot of (technical) learning is needed afterwards.
- The social community between students, but especially between student and teacher, is difficult to build on.
- The social community between students; they want to get together and run and play, connecting them up digitally has nothing to do with it.
- Many students find it inconvenient to have class when there are others present in the house.
- Tiresome for teachers to teach digitally, especially with many hours in a row without a break.
- The established pedagogical and didactic competence was suddenly of little value.