



A study to investigate the use of technological resources in the formation of Music Education undergraduate students of State University of Campinas

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Abstract

This study aimed to investigate the use of technological resources in the formation of Music Education students of State University of Campinas. It is based in researches from authors Gohn, Kenski and Santos. Data was collected through official documents and an electronic questionnaire. The study focused on formal education of the students at the university. It also intended to indicate free softwares and games that could be acquired by Unicamp's Music Education Laboratory.

Key words:

MusicTeacher Education, Music Technology, Softwares and games in Music Education

Introduction

This study aimed to contribute to the discussions of curriculum in Music Teacher Education. We have investigated the use of technology resources in the academic training of Music Education undergraduate students of State University of Campinas (Unicamp). Works by authors Kenski (2007), Gohn (2010) and Santos (2015) also contributed to the research. Official documents were consulted and we conducted a survey with the undergraduate students. Lastly, we proposed a selection of technological resources that could be progressively acquired by the Music Education Laboratory at Unicamp, emphasizing on free softwares and games.

Results and Discussion

Data was collected from the Pedagogical Project of the Music Education course to find out how technological resources are expected to be considered in the education of undergraduate students in Music Education at Unicamp. We obtained from the Program Coordinator emails from all students of the course and we sent them questionnaires. The survey focused in three categories: a) access to technology, b) technological education at the university; and c) knowledge about technological resources available to the music educator. The questionnaire was sent to 91 students.

From the Pedagogical Project, we detected that there is very few use of technological resources during the Music Education course at Unicamp. Through the questionnaires, we found that the majority of the students have access to notebooks, tablets, mobile phones, internet, softwares and electronic appliances. Students use technology in different situations, such as to study perception, to listen to music, to record themselves, to prepare classes' presentations, to watch videos, etc. However, we noticed that there is only one mandatory discipline that prepares the music educator to use technology as a resource of their teaching process at schools.

Lastly, we indicated many free technological resources such as softwares and games that are available to the music educator to be used at the Music Education Laboratory at Unicamp.

Conclusions

We understand that technological resources should be emphasized as an important and current tool in the learning and teaching process of the music educator at the university. However, in this study we identified that students at Unicamp still have very little formal training in using technological resources as music teachers in the classroom. Although the majority of the students do have access to notebooks, tablets, mobile phones, internet, softwares and electronic appliances, they do not have formal training with softwares and games that can be used specifically in music education. This study indicated that free softwares such as *Audacity* can be used by the music educator to stimulate creativity and musical knowledge of children and teenagers. Lastly, this study denoted technological resources to be progressively acquired by the Music Education Laboratory at Unicamp, emphasizing free softwares and games. Furthermore, we concluded that there is a need to include in other disciplines in the Program's curriculum activities that consider the use of technologies. This can contribute to the formation of music teachers better prepared to the challenges of the career.

Acknowledgement

We would like to thank the Pró-Reitoria de Pesquisa of Unicamp and CNPq for sponsoring this work. Also, we thank DPROD/IA/Unicamp for all the support.

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