

# Leeds Music Education Partnership (LMEP)

## Technology Guidance for Technology Enhanced Learning

---

This guidance is an introduction to types of technology that can be used in a range of music teaching and gives information for asynchronous (not in real time) and synchronous (live) lessons. For those who are less confident with technology, this will outline what can be achieved with basic equipment, identify some apps to support your practice, and provide a starting point. Do use equipment that are you already familiar with and keep things as simple as possible.

There is no obligation to use the resources identified; they have been selected for their ease of use, and there are many equally effective alternatives available. It is the quality of the tuition that is more important than extensive knowledge of technology.

By the very nature of the subject, these technologies are continually being developed and by the time you read this document, it may be out of date. However, it will indicate the type of resources that are available for tutors and their students. The intention is to develop and update this document on a regular basis.

This guide should be read in conjunction with the safeguarding and teaching guides, particularly for safeguarding, as it is vital to understand the correct settings for security and age-appropriate use.

If you would like additional advice, use the LMEP network group email as there is a wide range of experience across the group.

## Asynchronous Lessons

Asynchronous learning is not delivered in real time and offers many benefits for students and families. For the tutor, this requires creating learning resources in advance. As a minimum, resources can be created using the video camera on your phone, though there are many additional technologies that can supplement this.

How you share resources and receive work will depend on your organisation's learning management system or preferred platform. The important thing is to keep using what you are familiar with and take time to evaluate any changes or new systems.

A note of caution; research the copyright implications of recordings you are making or using. There is a wide variation in what publishers are permitting at the moment. If in doubt, do not use it.

## Creating Teaching Resources

### Audio, video, & screencasting software

- Smart Voice Recorder: A straightforward recording app, which produces reasonable quality recordings.  
Android: Free
- Voice Record Pro: Easy to use recording app, which provides a range of options for exporting recordings.  
iPhone, iPad: Free
- Screencastify: A screen recorder for Chrome, allowing you to capture edit and share videos. You can share PowerPoints, your image explaining, and create lessons for students.
- Loom: Capture your screen, voice and face and create a video.  
Windows, Mac, Chrome, iOS - Basic version – free
- Video from the camera app on your phone. A tripod is a good investment or use something to prop the phone up. Put the phone on its side. Keep it eye level or just above

### Backing tracks

- iReal Pro: An app that creates backing tracks quickly from typing in chord symbols or from a bank of existing chord charts.  
Android, iPhone, iPad, Mac – Paid
- Garageband: A versatile app, which amongst other things allows you to sequence and create backing tracks  
iPhone, iPad - Free  
iPhone, iPad: Free – offers in-app purchases to remove adverts.

### Quizzes

- Kahoot: a game-based learning platform where you can create games and quizzes
- Google forms: Add a new form, click settings and select quizzes.
- Edpuzzle: create interactive video quizzes

## **Synchronous Lessons using Video Conferencing Calls**

There is a range of options for video conferencing platforms. Check what is approved for use by your organisation and ensure that you have fully understood the security and age-appropriate settings.

All these platforms all allow the tutor to create the session and share the link with parents/carers, and students can join the meeting using any device. It is worth trying out the different platforms and find out what will work better for your organisation and the type of teaching you deliver. Your choice will be affected by the ease of use, security, and quality of sound.

The basic camera and microphone on your device are a good starting point. Do not be put off by people who look as if they have a podcasting set up.

### **Key settings**

- Security - use the most secure settings
- Passwords
- Disabling screen share for users
- Disabling commenting and private chat
- Disable file sharing
- Ensure you know how to see everyone participating and remove them if necessary.

### **Setting up**

- If possible, use a laptop or desktop with either a built-in camera and microphone or webcam, as you will benefit from having a larger screen. If you only have access to a phone, learning can still take place.
- Keep your camera at eye level or just above.
- Test the sound; you may need to adjust the input level and, on your computer, and the app
- Build in time before the first lesson for the student to test working in this way
- Headphones can be useful if you are hearing your playing/voice coming back through the call with a delay.

### **Popular platforms**

- Zoom: Please note that this is not currently supported by LMEP and many other organisations due to security concerns, though many musicians prefer this as it gives more control over the sound quality. A limit of 40 minutes on group calls in the free version.
- Skype: Free to use if the student's family has a Skype Account. It provides the function to blur the background.
- Google Hangouts: Links well with Gmail and Google Calendar. Ensure that you invite students the meeting, not just send them a link.
- Microsoft Teams: A communication and collaboration platform that is part of Office 365.

## Resources

ISM [Remote teaching -software basics](#)

Making Music [Blog: Playing music together, virtually](#)

Making Music [COVID-19: staying connected](#)

Musicians' [Union Teaching Music Online](#)

UK Government [Exceptions to Copyright - Teaching](#)