

The following are minutes from the second of two online meetings organised by Katrina Skewes McFerran (University of Melbourne, Australia) & Triona McCaffrey (University of Limerick, Ireland). These meetings were organized in response to the rapid transition that many music therapy training programmes have made to online delivery due to the COVID-19 pandemic. Forty-three music therapy educators from across the world attended this meeting. Minutes by Triona McCaffrey and Daphne Rickson (Victoria University of Wellington, New Zealand)

REFLECTIONS ON BEGINNING ONLINE TEACHING- Özgür Salur, Özyeğin University in Department of Psychology and Marmara University in Department of Fine Arts (Turkey)

- Özgür began online teaching last week
- The initial challenge of this is the physical distance between teacher and student
- Students are keen to interact and connect, it is an emotional time for them
- Use of breakout rooms for discussion
- Encouraging students to share a song
- Students need to orientate to the situation before academic learning can take place
- Consider what lends itself best to synchronous/asynchronous teaching
- This is a helpful article about emergency online pedagogy article with clear directions and examples <http://182.fab.mwp.accessdomain.com/emergency-online-pedagogy/>
- Online Learning Collective, a free website and FB site that began after the COVID-19 crisis became a pandemic. It has over 20,000 members and has LOTS of tips, tricks, resources, etc. Best yet - it is free to join!! <https://sites.google.com/view/online-learning-collective/home>.

OPEN ACCESS RESOURCES OF THE BRITISH ASSOCIATION OF MUSIC THERAPISTS (BAMT)- Clare Maddocks, Student Liaison Officer, BAMT (UK)

- Clare is both student liaison officer and PR representative for BAMT
- The BAMT website features an open access directory to support the music therapy community
- If anyone has anything they want to have uploaded to the website, you can email it to the BAMT Chief Executive at Andrew@bamt.org
- At the moment the bulk of the content are documents but there may be capacity to share videos/audio material

FOUR PRINCIPLES OF ONLINE TEACHING AND SUCCESSFUL ONLINE COURSE ROUTINES- Petra Kern, Music Therapy Consulting & University of Louisville (USA)

- There are a number of COVID-19 resources online available through the American Music Therapy Association https://www.musictherapy.org/about/covid19_resources/
- There are four principles of online teaching and technology is the fourth of these
- Principle 1: Who are you as an online educator? Students still wish to see you through synchronous sessions, sending a selfie, short video messages, and social media platforms such as Instagram which seems to be a favourite among students at the moment. Remember you are not just a teaching robot!
- Principle 2: Pedagogy- What content do you want to teach? What tools and materials, papers are needed for this? Rethink all assignment, a major part of these can reading but be prepared to jump in if students don't find the solution being asked of them.

- Principle 3: Content – This should be competency based where exploration and discovery are fostered.
- Principle 4: Technology- What tools are needed to deliver your programme?

USING THERAPEUTIC LETTERS TO COMMUNICATE WITH CLIENTS: Elizabeth Coombes, University of South Wales (UK)

- Therapeutic letters can provide a way of communicating with clients. These can be used when placements have been truncated or stopped. Such abrupt endings to placements have come as a big shock to all concerned so it's important to look at ways that client can be supported in this.
- In the past Liz has used therapeutic letters not just in the termination process but also as a way of responding to client reviews
- Possibility to write the therapeutic letter from a range of perspectives i.e. certainly from the therapist to the client, but we also considered whether writing from another vantage point might be constructive like that of the drum kit that is sat alone in the therapy room. Some of the students felt this could be a valuable creative opportunity for them to work through the experience too.
- Elizabeth Coombes had two asynchronous discussion groups this week - waiting for feedback from students
- There is a value in writing a letter, see:
Lamprecht, L.M. (2015) A Phenomenological Inquiry of Clients' Experiences of Receiving a Humanistically Oriented Therapeutic Letter from the Counsellor Between Counseling Sessions. *Journal of Humanistic Counseling*, October Vo1 54 p187-202
- There are many formats of therapeutic letter writing. Students have their ideas about this. Ask them what a therapeutic letter means to them.
- Also consider the accessibility of a therapeutic letter for the client.

PROBLEM-BASED LEARNING IN SMALL GROUPS ONLINE- Gustavo Gattino, Aalborg University (Denmark)

- This presentation focused on how students can work online in small groups to focus on a specific topic or problem. It also considered the resources that are used in such classes and how students can be prepared for using these.
- Gustavo has a YouTube channel on improvisation in music therapy
https://www.youtube.com/channel/UC19klZEE9Q-4InxZ4lkn_sA/videos?disable_polymer=1
- Don't stay in class too long, there is a limit to how long students can stay on the screen. Instead move into breakout rooms to get students working or talking about their personal experiences, for a tutorial on this see
https://www.youtube.com/watch?v=TKOUI_6WVJE
- Guest lecturer visits can focus on how to improve technique and different styles of playing. The teacher should explain the technique. Videos can be a helpful part of the learning process.
- Any questions please email Gustavo: gattino@hum.aau.dk

EXPERIENCE IN ONLINE TEACHING OVER THE LAST DECADE- Blythe LaGasse, Colorado State University (USA)

- Blythe has been teaching online for the past ten years
- The current situation of online teaching due to COVID-19 is very different to that when online teaching is planned and prepared for
- Asynchronous working is best but the feasibility of this is hard

- Deliver short lectures which can be recorded via Zoom
- Be very organised. Have a clear and simple structure with optional tasks for students to complete.
- In the current situation consider what is absolutely core to the learning process. What can be cut? Try not to do too many things at the moment as it can become quite complicated.
- This image might be helpful in remembering that, as Blythe says, we don't have the time for preparation as we might typically hope to have for preparing and learning about online teaching: <https://twitter.com/VincentKellie/status/1241788933807144960/photo/1>
- Be aware of different student situations around learning
- Some clinical placements are being delivered through Telehealth, these are following the course of what's happening professionally.
- Consider use of video banks
- Be lenient on students as their learning situation has changed

TECHNOLOGY FOR ONLINE MUSIC MAKING- Andrea Frisch Hara, Music Therapy Online (USA)

- Andrea was unavailable to attend but did send this article to share with the music therapy community
<https://support.zoom.us/hc/en-us/articles/115003279466-Preserve-original-sound>

SHARED ONLINE LIBRARY

- There are intellectual property and storage issues with an online library
- There is an online library open to members of the World Federation of Music Therapy
- <https://corp.kaltura.com/> is a video sharing platform but institutional subscription may be required.
- How many people are using the Moodle LMS? Have you developed courses that you would be willing to share? John Lawrence is available to help assist folks in setting up Moodle courses related to courses, virtual conferences, etc.
- http://m.marialogis.com/music_therapy features Maria Logis in music therapy sessions with Alan Turry
- Any videos of therapy sessions that people upload with clients will need to have ethics clearance to share these. Also if the videos are of lecture material there will need to a brief written description of the content so that we know what is the topic without having to watch all of the videos?
- Some universities have specific lecture videos added that students could access, and it is encrypted so is very secure. Trainees can use it to upload clinical material - so for placements where video can't be taken offsite it can be saved to Kaltura on site and then viewed remotely.

PLACEMENT SITUATION

- Telehealth are taking music therapy interns in the U.S.
- This is requiring a creative response whereby students are sent placement related work for completion each week
- It's important that we negotiate this exception for students

OTHER POINTS

- There is a resource list created by Sangeeta Swamy located at <https://bit.ly/2UG79YC>
- Joanne Loewy doing Louis zoom rooms for staff - Caring for Caregivers 20 min music meditations
- Online teaching during a pandemic <https://www.avnetwork.com/news/panic-gogy-teaching-online-classes-during-the-coronavirus-pandemic-npr>
- You Tube video about Zoom music settings:
<https://www.youtube.com/watch?v=50NoWliYECA&feature=youtu.be&fbclid=IwAR3CIFzI2il1KpmueMIL3Dkq-q44ktluZJrB56NQZjRftdvSjYFkpT8hEPI>
- Concerns regarding Zoom not being secure and not meeting Canadian standards for privacy because it stores information on US servers. Not sure about other countries.

NEXT MEETING

- A further meeting will be held if this is useful to the music therapy community
- Volunteers to help with this are welcomed – Gustavo Gattino, Carol Lotter have both expressed interest
- Proposed new time is Sunday 12th @ 10 pm in Australia, slightly earlier in Asia, between 11-13 in the European/African countries, and 8-9 am in South America.