
IMPLEMENTING ICT INTO CURRICULA OF STUDY PROGRAMMES IN THE FIELD OF MUSIC ARTS-NECESSITY OR A TREND?**Aleksandra Trajković**University of Priština–Kosovska Mitrovica, Faculty of arts, Serbia
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Abstract: This paper is a result of our work on implementation and integration of ICT into study programmes structured and created within the field of music arts at the Faculty of Arts in Pristina with a temporary seat in Zvečan. Having followed the aim of defining clear and transparent outcomes of study programmes, the Faculty expert team, that was given a task of redesigning traditional study programmes, was faced with a dilemma whether the process of integrating ICT is merely a trend or a necessity. In order to use potentials offered by ICT to its highest extent, while trying not to neglect the basic aim of the study programme – education of future teachers, we have adopted a structure of study programme which includes all compulsory subjects from the ICT field, integrating at the same time their use into traditional contents of other subjects within the field of music arts. Whether we consistently followed contemporary trends or was it only a necessity for the modernization of study programmes, it will be clear from a study we shall have conducted by the second half of 2018, when the first generation of MA theoreticians of arts appear on the labour market.

Keywords: ICT, teaching profession, study programme, music arts

УВОЂЕЊЕ ИКТ ПРЕДМЕТА У КУРИКУЛУМЕ СТУДИЈСКИХ ПРОГРАМА ИЗ ОБЛАСТИ МУЗИЧКЕ УМЕТНОСТИ – НЕОПХОДНОСТ ИЛИ ТРЕНД?**Александра Трајковић**Универзитет у Приштини–Косовска Митровица, Факултет уметности, Србија
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Резиме: Овај рад је настао као резултат рада на имплементацији и интеграцији ИКТ у студијске програме структуриране и креиране у области музичке уметности на Факултету уметности у Приштини са привременим седиштем у Звечану. Са циљем дефинисања јасних и транспарентних исхода студијског програма, стручни тим Факултета, задужен за редизајнирање традиционалних студијских програма нашао се пред дилемом да ли је процес инеграције ИКТ – тренд или неопходност. У тежњи да у што већој мери искористимо потенцијале које нуде ИКТ, а да не занемаримо основни циљ студијског програма–образовање за професију наставника, усвојили смо структуру студијског програма која садржи обавезне предмете из области ИКТ, али и интегрише њихову употребу у традиционалне садржаје осталих предмета из области музичке уметности. Да ли смо у циљу осавремењавања студијских програма доследно пратили савремене трендове или је то била неопходност, показаће истраживање које ћемо спровести током друге половине 2018. године, када ће се прва генерација мастер теоретичара уметности наћи на тржишту рада.

Кључне речи: ИКТ, професија наставника, студијски програм, музичка уметност

INTRODUCTION

Study programmes of Bachelor and Master academic studies in the field of music arts are traditionally created so that beside the basic aim – enabling students to become competent in their professional area (performing or scientific research), their aim is to educate and enable students to independently carry out teaching respective subjects in specialized and general education institutions on pre-school, primary and secondary school level, in accordance with a diploma supplement. Teacher is a person who has opted for a teaching profession. His/her task is to realize aims, objectives and contents of education prescribed by law. In a modern society teacher is faced with a multitude of challenges in this demanding and responsible profession. In addition to everyday obligation of teaching and dealing with paperwork, teaching profession requires connection and relationship between teaching aims and contents and various educational needs and learning styles, creation of safe and motivating environment for learning and development of each child, as well as participation in school life and development of relations with families and wider social community.

Development of Information and Communications Technology (ICT) brought intensive changes into society. At the end of twentieth century, digital revolution made an impact via educational technologies¹⁵⁰ on education as well. Their further development has also increased a number of requirements for gaining new knowledge and skills,¹⁵¹ while their use requires a very high level of *digital competence* that implies previously achieved high level of digital literacy.¹⁵²

In order to meet intensive social changes in Serbia, there was a number of planning documents created with the aim of implementing ICT into the system of education: *Strategies for the development of education in Serbia until 2020*¹⁵³, where importance and role of new technologies in the development of educational system are recognized; *Development Strategies for Information Society in the Republic of Serbia by 2020*,¹⁵⁴ where one of the aims set refers to ICT in education, science and culture; that ICT should be an integral part of educational programmes, educational programmes and teaching processes should be suited to the needs of information technology society, and teaching staff should be educated for modern ways of teaching. Due to the complex issue of successful implementation of ICT into educational system, as well as to lack of documents which could help defining the educational policy in this area, National Education Council (NEC) initiated production of a document *Guidelines for Improving the Role of Information and Communications Technologies in Education*.¹⁵⁵ Guidelines¹⁵⁰ Educational technology is an interdisciplinary scientific field which deals with studying and analysis of efficient use of modern technologies in education. Educational technology, as cited in Pedagogical Lexicon (Pedagoški leksikon), is a systematic and organized process of contemporary technique and technology use in improving quality of educational process (efficiency, optimum, being realistic and so on); systematic way of conceptualizing performing and evaluation of educational process, i.e. learning and teaching, by means of modern educational teaching techniques. It encompasses teaching aids, methods and organization of work and relations – behaviour of all participants in the teaching process. The term teaching resources is also used although not as a synonym of teaching aid. *Педагошки лексикон* [Pedagogical Lexicon] (1996). Београд: Завод за уџбенике и наставна средства, 334

¹⁵¹ *Стандард знања, вештина и вредносних ставова (компетенције) за професију наставника* [Standards of knowledge, skills and value attitude (competencies) for teaching profession]. Завод за унапређивање образовања и васпитања.

<http://www.brodarska.edu.rs/dokumenti/Standard%20znanja,%20vestina%20i%20vrednosnih%20stavova.pdf>.

¹⁵² Digital literacy is a скуп knowledge, skills and behaviour related to the use of digital devices, that is competence for search, analysis, evaluation, creation and transferring information in a digital format. Set of knowledge, skills, attitudes, abilities and strategies necessary for quality application of information and communications technology and digital media, with the aim of thought out, flexible and safe improvement of teaching process and learning, and other activities related to teaching profession in online and offline environment. (Gilster, 1997; Buckingham, 2006; Hargittai, 2005; Lankshear & Knobel, 2008).

(Gilster, 1997; Buckingham, 2006; Hargittai, 2005; Lankshear & Knobel, 2008).

¹⁵³ *Стратегија развоја информационог друштва у Републици Србији* [Development Strategies of Information Society in the Republic of Serbia] (2005). Влада Републике Србије.

¹⁵⁴ *Стратегији развоја информатичког друштва у Републици Србији до 2020. године* [Strategy of Information Society in the Republic of Serbia by 2020]. Влада Републике Србије, Министарство трговине, туризма и телекомуникација. ("Сл. гласник РС", бр.51/2010).

http://www.paragraf.rs/propisi/strategija_razvoja_informacionog_drustva_u_republici_srbiji.html

¹⁵⁵ *Смернице за унапређивање улоге информационо-комуникационих технологија у образовању* [Guidelines for Improving the Role of Information and Communications Technologies in Education] (2013). Национални просветни савет Републике Србије.

http://www.nps.gov.rs/wp-content/uploads/2013/12/SMERNICE_final.pdf

primarily deal with the issue of ICT use in education in the formal system of education in relation to primary and secondary school level. By the *Law on the Foundations of the Education System*, it is scheduled that Institute for Improvement of Education prepares standards of knowledge, skills and value attitudes for teaching profession (competencies), which are later confirmed by National Education Council. Commission for drafting proposals for standards of knowledge, skills and abilities of teachers, defined a Model for making standards for teaching profession and teacher's professional development. In the description of teacher's competencies, distributed into four categories, there are competencies defined in accordance with a present need for integrating digital technologies into current teaching programmes, which imply that the teacher: understands importance of new information technologies use in innovating, enriching and improving teaching process; understands importance of information technologies and uses them for observing, measuring and evaluating the teaching process; s/ he is aware of lifelong learning importance, constantly improving professionally and making progress in his/her work.¹⁵⁶

In accordance with *Strategies for the Development of Education in Serbia until 2020 and Guidelines for Improving the Role of Information and Communications Technologies in Education*, Ministry of Education, Science and Technology Development of the Republic of Serbia published a document named *Digital Competence Framework – Teacher for the Digital age* at the beginning of 2017. The framework is created with the aim to support teachers, within the system of education in Serbia, in the process of integration of digital contents into everyday practice. It identifies several digital competencies distributed into eight wider categories such as:

- Search, access, saving and information management
- Search, adaptation and creation of digital contents for teaching and learning
- Management of digital content for teaching and learning and its distribution
- Management of learning environment
- Teaching and learning
- Formative and summative grading, noting, observing and reporting students progress
- Communication and cooperation in an on-line environment
- Ethics and safety

Competencies overlap to a certain extent but still remain independent. However, their aim is not to ensure only one, unchangeable categorization. For all competencies three levels of use are identified such as follows: basic, intermediate and advanced.¹⁵⁷

REDESIGNING OF CURRICULUM OF STUDY PROGRAMME IN THE FIELD OF MUSIC ARTS

Being led by the mentioned strategic and planning documents, with the aim of modernizing existing curricula, during systematic and regular procedure of self-evaluation-evaluation, re-examining and developing quality of study programmes at the Faculty of Art in Pristina with a temporary seat in Zvečan, a need for redesigning curriculum of study programmes in the field of music arts, the aim of which is to enable students with knowledge and skills necessary for their future teaching profession. Namely, members of the Commission for improving studying being in charge of creating students questionnaire and the analysis of results gained were led by the fact that development of specific methodologies of art subjects at the Faculty of art and enabling students for teaching this group of subjects in primary and secondary schools is of great importance, in regard to the fact that that's where the bases for recognizing artistic inclinations of children, developing and using cultural expressions and culture in private and

¹⁵⁶ *Каталог програма сталног стручног усавршавања наставника, васпитача и стручних сарадника за школску 2014/15. и 2015/2016* [Catalogue of the Programme of Continuous Professional Development of Teachers, Pre-school Teachers and Professional Associates for School Years 2014/15 and 2015/16]. Завод за унапређивање образовања и васпитања.

<http://katalog2015.zuov.rs/StandardiKompetencija.aspx>

¹⁵⁷ *Наставник за дигитално доба* [Teacher for a digital age]. Министарство просвете, науке и технолошког развоја и British council.

<http://www.mpn.gov.rs/wp-content/uploads/2015/08/Okvir-digitalnih-kompetencija.pdf>

professional life are formed¹⁵⁸ were faced with a dilemma whether the traditional contents of existing subjects should be integrated by the use of ICT or should the students first be equipped with ICT competencies by implementing compulsory subjects from that field into existing curricula? With the aim of determining the current teaching staff and students opinion about supplementing already traditionally defined aims of study programmes by new competence - 'use of ICT in research and organization of learning', a survey by the use of a questionnaire was conducted. Analysis of results gained showed that the students of senior years of basic academic studies, in majority of the cases, held positive opinion of integrating digital contents of study programmes with the subjects from ICT area. An interesting fact is that the majority of the respondents, assessing present level of their competencies, opted for an offered answer 'insufficient'. Another interesting fact is that a considerable number of students opted for the answer that *the level of ITC competencies acquired could be of use for a prospective retraining on the labour market*. Majority of teachers encompassed by conducted survey shares opinion that 'study programmes should be modernized' and that it is necessary 'to prepare and enable the students for an advanced level of skill use', as well as that ICT is 'a considerable step towards modernizing teaching process which implies more efficient, economic and effective teaching'.

After a number of discussions and suggestions, as well as analysis of existing resources at the institution, necessary for the conduct of study programmes at the Faculty, an expert team was formed with a task to redesign existing study programmes. As *Standards for Accreditation of Study Programmes of First and Second Level Studies* require, it was necessary first to define the aim and the objectives subsequently. Study programmes structure requires fulfillment of standard 5 for accreditation of study programmes.¹⁵⁹ Newly conceptualised subjects in ICT area, as a pre condition for gaining 'an intermediate level of ICT competency', are listed as compulsory subjects, with 2 classes of lectures and 2 classes of practice work (in groups up to 10 students) on a weekly level. For conceptualisation of subject contents experts from the respective areas – colleagues from the Faculty of Natural Sciences and Mathematics in Kosovska Mitrovica were engaged to create the subject content and adopt it so as to ensure the gaining of competencies necessary for development of future teaching profession. Having applied a unique methodology for the load estimation based on realistic time estimation for mastering the learning material determined by the subject content, the subject was allocated 3 ECTS during one term. The subject is introduced in the third and fourth year of a study, in order to enable the students to reach 'advanced level' in a continuity, which is envisaged as desirable on the second level – Master studies of the same programme. Having defined the aims such as follows: 'gaining of knowledge and skills for practical use of modern information technologies in teaching profession' and subject outcomes, 'computer skills, information-communications technologies and digital media in teaching profession' that produced the contents, we have conceptualised subject *Application of Information and Communications Technology in Teaching*. For a successful teaching process a continuous improvement of didactic aids based on information and communications technology aids is necessary, but it does not mean that the traditional didactic aids – coursebooks, workbooks, practicums etc. should be neglected.

In order to overcome dilemma of ICT implementation into the existing subjects, we came to the conclusion that more modern contents should be incorporated even into already existing (scientific – vocational, theoretical – methodological and vocation applicative) subjects, realization of which requires from the teachers to have mastered information technology, information, digital and media literacy, as well as to possess knowledge of modern concepts and tools necessary for the use of ICT in their field of teaching.

The first generation of Master Theoreticians of Art will find themselves on the Labour market next year i.e.2018. Gathering information from the future employers, as well as from graduate students will be very useful during a procedure of assessing the quality of such conceptualised study programmes. We hope that the first step in

¹⁵⁸ *Стратегија развоја образовања у Србији до 2020. године* [Strategies for the Development of Education in Serbia until 2020.]. Влада Републике Србије и British council, Министарство просвете и науке, 74.

http://www.mpn.gov.rs/wp-content/uploads/2015/08/strategija_obrazovanja_do_2020.pdf

¹⁵⁹ *Стандарди за акредитацију студијских програма првог и другог нивоа студија* [Standards for Accreditation of Study Programmes of first and second level studies]. Влада Републике Србије, Министарство просвете и науке.
[mpn.gov.rs/wp-content/uploads/2015/09/Standardi-i-dopuna-standarda-za-akreditaciju-studijskih-programa-I-i-II-nivoa.pdf](http://www.mpn.gov.rs/wp-content/uploads/2015/09/Standardi-i-dopuna-standarda-za-akreditaciju-studijskih-programa-I-i-II-nivoa.pdf)

preparing future teaching staff in this way will be of considerable benefit for the coming generations of students to become trained and competent in applying and using ICT.

CONCLUSION

Teachers constantly improve professionally developing their knowledge, skills, value attitudes and abilities. Having started from the aims, and not only from the possibilities of technology which are improved daily, through the process of transformation of teaching and learning, we shall try to promote redesigned study programmes in the field of music arts at the Faculty of Art in Pristina with a temporary seat in Zvecan. Advanced level of digital competence, as one of the aims set in this study programme, will certainly enable a simpler correlation between teaching contents of study programmes in the field of music arts, thus enabling the future teachers for more modern, efficient, economic and effective teaching. Traditional system of education, with its ways of transferring and acquiring knowledge, will be replaced by multi-media projects and presentations, digital bases of most versatile data by multi-media presentations and complex communication cooperative environments. In accordance with concept of lifelong learning and education, through a continuous process of critical insight of all the standards of study programmes, we shall try to bring and adapt system of education to the other users i.e. adaptation of learning styles and teaching methods. We would like to stress that the importance of recognizing multi-media tools in modernizing curricula is certainly a need, not just a trend.

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