

World Piano Conference 2009

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Scientific Experimentation and New Technology:

What Do They Have to Do With Piano Pedagogy?

Piano teaching comes from a long tradition based on teachers' intuition, informal observation, the experience of great masters and "recognized" methods. However, our understanding of the piano learning process remains rudimentary and fragmented because of the unique complexity of the activity. Recent research in cognitive sciences, psychology, neuroscience, computer sciences, biomedical engineering and health sciences provides valuable findings for teachers involved with the learning of a musical instrument, a very complex acquisition that requires motor skills as well as auditory, visual and cognitive skills. Recent studies on instrumental music learning will be presented, providing insights that could influence teaching practices and learning strategies. In recent years, new technologies have moved into the field of education and they influence almost all areas of practice. How can new technologies be integrated into instrumental teaching and to what extent are these technologies relevant to research into piano pedagogy? This presentation of the on-going activities of the Piano Pedagogy Research Laboratory will illustrate how the new facility is forging ahead with its mandate to promote multidisciplinary research in piano pedagogy.