Jazz! Born in America, Created Internationally

A collaboration between
University of South Africa (UNISA), Pretoria, South Africa
Royal Academy of Music, Aarhus, Denmark
North Carolina Central University, Durham, NC
1. Partnering
2. Teaching the course
3. Content samples
4. Student perspective...with real students!
5. Technology challenges and recommendations
Partnering
Keld and Emmanuel
Partnering

How did we get together?

*Video of first collaborative meeting in Copenhagen, Denmark.*
Partnering

• 3 very different institutions
  o NCCU
  o RAMA
  o UNISA
• Shared interest in Global matters
• Challenge connecting Global Networking Courses to the International Strategy and office
• Sustainability
Teaching the Course

Lenora, Kwella, Sean and Mageshan

Jens Christian Kwella (RAMA faculty joining remotely)
Jazz, Born in America
Created Internationally!

A Course Designed to:

Provide a vehicle to explore the cultures of the United States, Denmark and South Africa, through the lens of Jazz. The course comprised an overview of jazz music history from an international perspective. Students explored jazz repertoire, jazz music performance concepts, global jazz music education and the cultural impact of Jazz music around the globe.

The course had four main streams:

Online Coursework
Weekly online face-to-face class session
Performances
Events
Teaching the Course

- Course overview -
  - 4 weeks each campus for a 12 week course
  - 2 week pre-course activities (to accommodate different course beginning and ending dates)

- Weekly synchronous video conferences during course; Pre-launch weekly/bi-Weekly team meetings to plan course design on Flash Meeting (provided by COIL),

- Live Chat in Lore

- Student strengths
  - musicians, non-musicians, jazz and non-jazz experience
  - resident students versus distance learning / part-time students

- Course structure
  - 2 tracks to accommodate different campus structures
Content

Excerpts from the course
Content samples from syllabus

Icebreaker assignment example: Rasheed Brown
Content samples from syllabus

Lesson examples:

NCCU: Listening to Jazz (from syllabus)
Content samples from syllabus

UNISA: South African jazz styles and American jazz influences.
Content samples from syllabus

RAMA: Danish folk song

https://www.filepicker.io/api/file/Z7YqzM8TXS2Sc0spwrh9
Learning

Students from the COIL Course
Interview with students

What did you like, dislike and/or would change?

• Asger Jakobsen (RAMA student)
• Venla Ilona Porna (RAMA student)
• Maurice Myers (NCCU student)
Student Feedback

Assignment 1

Students were asked to write about their understanding of Jazz before taking the course

JAZZ IS....... RESPONSE FROM STUDENT, CARIN BRAND (UNISA, SOUTH AFRICA)

......My exposure to Jazz has also been very limited, even though I played in a “Jazz Band” at school, and looking back, I realise that we most definitely did not play Jazz – in fact the closest we came to Jazz were playing Mack the Knife”! I tried to get exposure at University level, but I was told, in no uncertain terms, that I was enrolled in the Classical Programme and students in this programme will not be allowed to dabble in Jazz....
Interactive student workshops: Day 1
CAPE GATE MIAGI CENTRE FOR MUSIC, SOWETO

Open to the public and UNISA International School of Jazz participants.
Books were available onsite for examinations and additional study.

Highlights: Professor Hammonds teaching improvisation to toddlers and the warm reception we received from students who desired to major in music in college.
Interactive student workshops: Day 2

SOSHANGUVE MEDICOS CENTRE, SOWETO

More advanced musically, this audience ranging in age of students from middle school to high school played music for us and gleefully enjoyed our presentation in jazz improvisation, especially when Mrs. Hammonds challenged each musician to sing as he played.

We enjoyed serenades of an a capella singing group, a recorder ensemble, a strings quartet and jazz South African style. We even learned a new song and chimed in. Although it was a bit “hectic,” we were able to hold the tune, harmonize and even attempt to sing in one of the seven languages known to South African natives.
Pictures from Soshanguve Medicos

Recorder Ensemble – Perfect Pitch!

Jazz Improv – South African Style!
International Jazz School at UNISA
International Jazz School at UNISA

Rehearsals, performances

Combos, lectures, sessions
International Jazz School at UNISA

Late-night jam sessions

Collegiate connections: NCCU Cape Town University Jazz Studies unite!

What a hectic time!
Technology

Madeleine Short and Dan Reis
Challenge 1
Priority on live, face-to-face interactions
Challenge 2
Connecting multiple types of student

Image: http://www.flickr.com/photos/wongjunhao/2761709029/in/gallery-37074591@N02-72157633148321261/
Challenge 3

Students had variable access to technology
Challenge 4

Institutionally supported tools were not available...mostly
Considerations - Challenge 1

• Campus supported video conferencing
• On campus students – reliable, consistent experience
• Off-campus students - [watch the live session]
Example of live class

Example – Sept. 6, 2012
Considerations - Challenge 2

• In-class: live video

• Online, synchronous:
  • View class session from anywhere
  • Live chat w/ students & faculty (see example)

• Online, asynchronous:
  • Capture everything

• However....
Maurice Myers posted less than a minute from now:

Anyone online have any comments or questions about Coby’s performance?

Dan Reis posted about a minute ago:

The song is in AABIC form. Autumn Leaves offers a popular way for beginning jazz musicians to become acquainted with jazz harmony, as the chord progression consists almost solely of II-V-I and IV-V-I sequences which are typical of jazz.

From Wikipedia:

Autumn Leaves (song) - Wikipedia, the free encyclopedia

"Autumn Leaves" is a much-recorded popular song. Originally it was...
Considerations - Challenge 3

- Downloads
- Available tech
- Mobile friendly...not really
- Broadband limitations
Considerations - Challenge 4

- Researched/tested a lot of tools
- Limited experience with the tool
- Documentation (Google Docs)
Course tools

- **Live video:** Institution supported, standards based video conferencing
- **LMS:** Lore.com
- **On-demand videos:** YouTube
- **Documentation:** Google Docs

Tools tested:
Flashmeeting, Big Blue Button, Adobe Connect, Google Hangouts, Elluminate (Blackboard Collaborate), Google+, CourseSites, Canvas, Wordpress......
Tech Recommendations

1. Use institution supported tools
2. Tools match the goals and the goals match the infrastructure
3. Practice using the tools
4. Tech rep at each campus
Additional thoughts
Contact info

UNISA - South Africa
Madeleine Short - shortme@unisa.ac.za
Mageshen Naidoo - naidoom@unisa.ac.za
Sean Adams - adamsssa@unisa.ac.za

RAMA - Denmark
Keld Hosbond - keho@musikkons.dk
Jens Christian Kwella - kwella@mail.tele.dk

NCCU - USA
Emmanuel Ortisejafor - eoritsejafor@nccu.edu
Lenora Helm Hammonds - LHelm@nccu.edu
Dan Reis - danreis.01@gmail.com
• The following are slides not used in the presentation
Tools for teamwork

• Google+ (initially - moved to email)
• Flash Meeting
• Google Hangouts
• Google Docs
• Email