AN EVALUATION OF MUSIC TECHNOLOGY CURRICULUM IN SELECTED COLLEGES

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ABSTRACT

This paper investigates the Music Technology curriculum of five (5) colleges with the view to ascertaining its relevance or otherwise. Furthermore, it examines the syllabus/course content, the competencies in music technology, skills needed to integrate computer music technology into classroom instructions and maximizing the effective utilization of computer technology in music pedagogy. The study employs a quantitative method using the frequency tables and graphical representation in the analysis of the primary data collected and collated through questionnaire and oral interview using the case study research design. Also, the institutions where this research will be carried out are; University of Lagos, Akoka, Lagos State University, Ojo campus, Adeniran Ogunsanya College of Education, Ijanikin, Muson Diploma School of Music, Lagos Island, Nigeria and at Morgan State University, Baltimore, MD. The study highlights how a formative evaluation of the curriculum would stimulate educators' efforts towards improving instructions handed down to their students; as well as how the use of ICT (Information and Computer Technology) and its allied technologies in education can add value to the teaching and learning of Music Technology. It suggested, as part of its recommendations, that there should be a review of the Music Technology curriculum, development/training programmes should be put in place for educators to update their knowledge base from time to time, as this would make for functionality and also enhance the standards of curriculum in Nigerian Tertiary Institutions and at Morgan State University. The paper finally explores the possibilities of incorporating the recommendations and the pedagogies at Historically Black Colleges and Universities in the United States.

KEYWORDS

Curriculum, ICT-(Information and Computer Technology), Pedagogy.