



Building Interdisciplinary Bridges Across Cultures

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Abstract

Today's technological advancements have made a significant impact to teaching and learning activities in many parts of the world. Developed countries such as US, UK and China have integrated digital technologies to form part of the resources supporting learning in the classroom communities. Africa's higher education sector has been challenged to transform its instructional technology in order to participate effectively in the global technological age. Kenya like other African countries is rapidly working towards industrialization by 2030. Higher education has been cited as a component of the social pillar of Kenya's vision 2030, the country's blueprint for national development, and technology as key to achieving this vision. However, there is little indication of how technologies are to be applied in the teaching and learning of music education; a discipline that is also a key component of emerging creative industry in Kenya. Many authors have noted the difference between the outcomes of students' music education in higher education (HE) and the demands of the different music professions in Kenya in relation to their knowledge and uses of digital music technologies. In particular, they note a difference between the Kenya's education system of 8-4-4 music academy focusing on 'theory' and 'examinations based' teaching while the professions focus on the practice of music making. Expressly, HE settings' focus tends towards declarative knowledge (knowledge 'that') the demands of the different music professions tend towards procedural knowledge (knowledge 'how'). Therefore, the aim of this presentation is to provide an update on the methodology, methods and design of the present study in understanding how to support the development of higher education music programmes in Kenya by using digital technologies.

Bio

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