

Building Student Centered Online Jazz Piano Curriculum for UOT Students in South Africa

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ABSTRACT

This presentation explores the development of a student-centered, conceptual framework for teaching online jazz piano at a University of Technology (UoT) music department. It examines current elements of online jazz piano curricula at higher education institutions, investigates key themes influencing instructional design, and proposes a tailored framework to meet the unique challenges faced by UoT music students. Grounded in constructivist principles, the framework prioritises knowledge construction through engaging, meaningful learning experiences. The study employs a qualitative, interpretive research approach, utilising exploratory research methods and desk research to identify key challenges in online jazz piano curriculum delivery. A systematic literature review and content analysis provide the foundation for developing the framework. Empirical evidence is gathered through purposive sampling, with content and thematic analysis used to identify essential elements for online jazz piano courses. Prominent musical themes, particularly those rooted in South African jazz traditions, are integrated into the framework to ensure cultural relevance and alignment with UoT's context. Instructional design incorporates technology-driven music applications, based on the TPACK model, to enhance teaching and foster student engagement. The resulting conceptual framework not only addresses the specific needs of UoT students but also contributes to advancing music education in the digital era, enriched with elements of South African jazz.

Keywords: online learning; student-centered; online jazz piano curriculum