Issues in ICT, Music Education, and the Capacitation of Creative and Performing Arts (CAPA) Teachers in Basic Schools Level in Central Region of Ghana

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Music education in Ghana’s primary schools was a casualty of the country’s December 31, 1981 revolution led by Flt. Lt. Jerry John Rawlings, who overthrew the Hilla Liman government. A government of Provisional National Defense Council (PNDC) was born to execute the ideals of the Revolution. Music, while being one of the most loved activities in Ghana, was considered to be the most trivial with respect to formal music education and career choice. It was viewed as unnecessary and removed from the national educational curriculum. In July 2017 the Musicians Union of Ghana (MUSIGA) called for the reinstatement of music education in Ghana, issuing a statement advising the government to restore music education to the school curriculum. MUSIGA’s president also points to the renaissance of live music in Ghana and venues that provide live music are increasing by the day, the level of musicianship in the country can only continue to improve and Ghana will sooner than later be adequately represented in the global community of music. The commitment of Ghana to project its tourism, arts, culture and ultimately economy supports the reasons why ICT, music, and capacitation of creative and performing arts (CAPA) teachers, must be an integral part of the basic education system. Tertiary level music lecturers are challenged with being proficient in current modes of music education due to the introduction of computing into every fabric of higher learning. Instructional technology represents a dynamic educational force encompassing the process of instruction and the total environment for education. The introduction of Information and Communication Technology (“ICT”) can facilitate knowledge acquisition in music and music education for both teachers and students, reducing the gap with respect to limited knowledge pertaining to music technology. The introduction of music technology for music students and professional musicians will enhance the music industry in Ghana. The authors draw on interpretive framework design using both quantitative and qualitative methods that incorporate a needs analysis, an exhaustive literature review, and statistical analysis of teachers’ use of ICT, music education and capacitation of creative and performing arts (CAPA) teachers in basic education in Ghana’s central region. The authors developed a carefully crafted framework that exudes the actual issues as well as strategies for making a reintroduction of CAPA related fields in basic education a reality by first advocating for the teachers and their education that makes them capable of teaching in the STEAM fields. This study will ultimately address issues related to Sustainable Development Goals 4 primarily and at a secondary level goals 8, 9, 10 and 17.

An accomplished academic, Eldonna L. May, certified online professor, 2016-17 Fulbright Scholar award recipient, Reviewer for Fulbright-Polska, and Chair Emerita of the President’s Commission on the Status of Women, is a veteran faculty member of the music department at Wayne State University, her specialty being Twentieth Century music history. Dr. May is privileged to serve as the U.S. delegate to the African Deans Education Forum (ADEF) which facilitates dialogue on critical issues in teacher education, including the Education for All (EFA) goals, among the leadership of African faculties of education under the auspices of UNESCO and Commonwealth of Learning (COL). She has published extensively on goal and motivation theory in online learning environments and MOOCS, as well as authoring numerous articles for prestigious publications including The New Grove Dictionary of Music, 2 ed., and New Grove Online, SAGE/Golson Media’s Music in the Social and Behavioral Sciences, and ABC-CLIO’s Music Around the World: A Global Encyclopedia.

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