

Experiences in distance teaching and practical usage of ICT during the covid-19 epidemic of Slovenian primary school music teachers of diverse working experience

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The outbreak of coronavirus disease (covid-19) in Slovenia has radically changed our lives and the society, the economy, and the whole vertical of the education system. The consequent declaration of an epidemic significantly impacted also primary schools' music education in our country. Creative ICT usage has become the only option for continuing the educational process, which took place in distance learning. The study's purpose was to determine the impact of music teachers' working experience on ICT usage in Slovenian primary education before and after the declaration of the covid-19 epidemic. We gathered data with an online questionnaire; eighty-three primary school music teachers from Slovenia participated. We divided them into three groups of different working experiences. Results indicate that music teachers with less working experience use ICT more and had fewer problems than those with more working experience. Music teachers evaluated their ICT knowledge and digital literacy statistically significantly higher for the period after covid-19 than before covid-19. However, when checking the subsample groups, statistically significant improvement was shown only in the group of teachers with 16 or more years of working experience. Digital literacy was self-assessed highest by younger colleagues in teaching and lowest by those with 16 years of experience or more. So, expectedly, those with more years of working experience would more like to further educate in the field of ICT than those with less. In the epidemic time, they all in majority improved knowledge with self-education. Some changes are also indicated in the percentage of ICT usage in music lessons before and after the epidemic. Practical and creative ICT usage of music teachers in primary schools today significantly affects the quality of learning goals, motivation, and efficiency, both in the classroom and in the implementation of distance learning, and can substantially facilitate the teacher's work.

Keywords: distance learning, music teachers, working experience, covid-19