Peabody Institute – Online Program Development
September 2018
Overview

While accepted and expected educational practice at many institutions, the Peabody Institute has only recently begun to develop a strategy for online education. The foundation for this strategy is rooted in Dean Fred Bronstein's Breakthrough Plan, first published in 2015: in driving a new culture of innovation at the institute, he identified that there is yet unclaimed space for high-quality online education in the classical music world. Peabody's business plan to claim that space is informed by research on competitors in the field (particularly Berklee School of Music), support from leadership of highly successful online programs at other divisions of Johns Hopkins University, and best practices in a rapidly evolving field. While online education in classical music is admittedly a niche market, Peabody is poised to lead in this area by identifying existing needs for online education as well as new opportunities that equip musicians and dancers for careers in the performing arts. Peabody's aim is to create access to relevant, useful, innovative education through high-quality products that advance and address unmet needs in the field of performing arts.

Key assets in Peabody's strategy include leveraging interdisciplinary collaborations across divisions of JHU and developing programs that span a lifetime of learners, from K-12 through collegiate and graduate students to lifelong learners. Additionally, Peabody's digital strategy is predicated upon the advancement of institutional excellence and the cultivation of innovation within the field of classical music.

Online education advances Peabody's curriculum for 21st century musicians:

- **By expanding Peabody's market, brand and reach:**
  - building flexible access to new Peabody curriculum that meets the professional development needs of performing artists
  - building new Conservatory certifications and concentrations designed for external as well as internal students
  - building new programs for lifelong learners and K-12 students who may not be local/regional and are not currently enrolled in Preparatory onsite programs
  - leveraging MOOCs to drive interest to other online and onsite programs
  - publishing marketing collateral through YouTube channel, webinars, and giveaways that provide self-standing benefit to the field and drive interest to online programs

- **By creating an additional source of revenue through a scalable instructional model**
  - creating low-cost, non-instructor-led, self-paced courses that are available on-demand
  - selling subscription access to schools and professional organizations that serve performing artists
  - running a small-scale professional development certificate program (in two areas of study) that offers students an immersive, fully instructor-led, cohorted access to a Peabody education
  - building capacity to convert non-credit students into certificate students

- **By advancing Peabody's teaching and learning:**
• delivering consistently high-quality curriculum
• designing innovative digital course experiences that expand scope of curricular offerings
• building pedagogy and curricular excellence through rigorous course development/instructional design
• delivering remedial graduate student coursework online to create direct access into degree program
• creating access to courses in the Preparatory and Conservatory that otherwise would not fit in students' schedules and serve our core customers better
• creating digital classrooms and thereby freeing up crowded onsite teaching spaces for other activities

Peabody's online program content and delivery modalities are being developed in alignment with industry best practices and current trends, and are informed by market research undertaken internally (at Peabody and JHU) and in partnership with Hanover Research and MindMax. As Peabody develops internal capacity and expertise to undertake its online business, the team of leadership, marketing and technical staff will be augmented by consultants as needed.

Program Areas

Remedial Conservatory Education

Peabody Conservatory has defined benchmarks for academic and musical preparation for all incoming graduate students. If students fall below these benchmarks (as assessed in placement exams), remedial work is required before degree studies can begin. Historically the Conservatory has absorbed the cost of this remedial education and students have been required to delay the start of their degree coursework. The online Remedial Conservatory Education courses are designed to help incoming Peabody graduate students meet the academic standards required for degree coursework. Three of the projected four courses have been deployed and have replaced existing onsite courses, and the fourth will be launched Summer 2019. A separate tuition charge of $300 per credit is assessed for all remedial courses.

Peabody Injury Prevention Education Program: Playing Well

Peabody's commitment to excellence in the art and craft of musical performance has always been predicated upon music-making at the highest level and for a lifetime. Historically, the institute was the site of early pedagogical and scientific exploration into the biomechanics and psychology of playing under the tenure of Otto Ortmann in the early 20th century. Recent advances in playing health at Peabody include the establishment of the Johns Hopkins Center for Music and Medicine, the opening of the Johns Hopkins Rehabilitation Network Clinic for Performing Artists at the Peabody Institute, the inclusion of baseline screenings for incoming students, and the expansion of workshops and presentations in wellness and injury prevention called Peak Performance Fundamentals. Alongside these developments, an interdisciplinary team from across JHU and the field of performing arts medicine at work developing an online curriculum in injury prevention education called Playing Well. Overall goals in establishing the clinic and curriculum are to create access to specialized and compassionate healthcare for musicians, to de-stigmatize/de-catastrophize occupational health issues, to integrate healthcare and training for the welfare of performing artists, to empower musicians and educators with knowledge of how to get and stay in the “game” as elite performers, and to advance research in
performing arts medicine and science-based pedagogy. Peabody's programs in injury prevention education directly address demonstrated unmet needs in the field of performing arts.

The online curriculum Playing Well consists of four topic areas which introduce a range of occupational health issues specific to the needs of musicians and provide practical, scientifically grounded approaches to peak performance. As athletes of the “small muscles,” in order to maximize performance potential musicians need knowledge of 1.) anatomy and principles of movement; 2.) common performance-related injuries (and other health conditions that affect playing) and their treatments; and 3.) rehabilitation and prevention strategies. Additionally, all performing artists need strategies for 4.) mental fitness and peak performance. This body of critical occupational health information provides musicians with “operating instructions” for their own bodies, introduces core principles of wellness and injury prevention, and fosters the development of awareness and self-study for lifelong performance health.

The Playing Well curriculum is deployed in several ways:

- In a non-credit, low-cost, self-paced curriculum that is available on-demand to individual customers and through institutional subscription
- As individual instructor-led, credit-bearing courses available to external students with a bachelor's degree
- As individual instructor-led, credit-bearing courses available to current Peabody students
- As part of a hybrid certificate program that includes onsite programming and a capstone project, available to both internal and external post-baccalaureate students

The first of four courses is available in a for-credit format internally and externally. The second and third courses are slated for Spring 2019 launch. Non-credit courses in the Playing Well sequence will be marketed and rolled out beginning in October 2018.

**Peabody Preparatory Online**

Once the site of a robust Elderhostel program, the Peabody Institute (through the Preparatory) has offered face to face classes and musical instruction for adult learners as part of their Adult and Continuing Education program. While the existing small onsite program is ripe for further development under the direction of new Prep leadership, there are as yet no digital products for this market. With online programs, the Prep’s market will expand from its local focus to a regional and potentially national level, and thereby capture a much larger market (up to 64 million people in the U.S. between the ages of 22 and 60+ identify as active playing at least one instrument; estimated one in five Americans plays an instrument). Market research is currently underway at a local and regional level to determine what segments of this large market are the best targets for Peabody’s mission, brand identity, and current strategic direction.

A subject area already identified is a sequence of theory study designed for high school students and adults. Other subject areas will be determined in response to results of market research.