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Carolina. A strong supporter of independent music teachers, Dr. Roy is in demand as a clinician. He frequently presents workshops and guest lectures to music teacher organizations and universities, and regularly adjudicates for festivals and competitions. His involvement with music teachers' organizations has led to leadership positions and presentations at the state, national, and international level, including recent presentations for the 2021 National Conference on Keyboard Pedagogy and the MTNA National Conference. His publications can be found in *Piano Magazine* and the *MTNA e-Journal*. Dr. Roy remains a committed and passionate performer, presenting both traditional and lecture performances. He earned the Doctor of Musical Arts in Piano Performance and Pedagogy at the University of Oklahoma where he studied Piano with Jeongwon Ham and Edward Gates, and Pedagogy with Jane Magrath and Barbara Fast. His research interests include practice efficiency, teaching strategies for students with special needs, and pedagogical applications of musical semiotics. Dr. Roy's other teachers include Jerry Wong, Shirley Yoo, and Nathan Hess. Previous faculty appointments include the University of Alabama and Oklahoma City University.

Moving Forward: COVID Teaching Practices for the Post-COVID World

As the world moves away from the "new normal" and life begins to resemble something that not long ago felt like a distant memory, many piano teachers have made the transition back to in-person instruction. However, the last two-and-a-half years in a pandemic have made their mark on teachers. In April 2022, I administered a qualitative survey to a global population of pre-college piano teachers to identify basic trends and practices that emerged from instructional adaptations made necessary by the transition to virtual instruction. This presentation discusses the findings of that survey and distills those findings into suggestions for continued implementation of strategies such as virtual instruction, the use of recording technology, and examines teacher perception of the lessons learned from a long period of forced adaptation.



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