

CORE INTERVIEWS EXPERTS

INTERVIEW EXPERT 1

Martine Balderok (Clarinet teacher at *PI - music for wind instruments* course at The Royale Conservatoire of The Hague).

INTERVIEW EXPERT 2

Irma Kort (Oboe Teacher at *PI – music for wind instruments* course at The Royal Conservatoire of The Hague).

1) What constitutes ownership in the learning process of students?

Ownership arises when students feel responsible and involved in their learning journey: Martine Balderok emphasizes the importance of students steering their own process: “I think I recognize motivation in students, and flow, fun, creativity, experiment, courage, growth mindset, asking questions, a student at steering wheel, high quality of motivation and curiosity of the student.” She adds that ownership fosters “intimacy with the experience of learning.” Irma highlights giving students autonomy in choosing their repertoire: “Because they feel ownership about those choices, they make... they are more motivated to practice their pieces.” She also involves parents, encouraging them to “plan these moments [for practice] together with their children,” which helps children “own their own agenda.”

2) How would you define creativity in instrumental classes?

Creativity is seen as an interactive and exploratory process: Martine describes it as “playful and experimental behavior,” appearing in both students and teachers. She notes, “Creativity emerges in the moment like pop-ups of associative or connecting ideas, questions, play, experiments.” Irma observes that creativity often diminishes

with advancing levels: “The further they get, the less creative exercises there are.” She suggests imaginative approaches, such as “creating your own song in sol-fa” or adapting technical challenges into creative games, because it “connects to their own voice.”

3) How might creative activities enhance a sense of ownership in starter students?

Creative activities help students take pride in their work by enabling them to express themselves and see the value of their contributions: Martine emphasizes the role of creativity in personal expression: “Creative activities can be an invitation for expressivity... and the communication of the personal.” This process allows students to feel proud of their unique input, enhancing their motivation. Irma connects pride to joy and involvement: “They feel a lot of joy and involvement in what they do because they created [it].” She observes that when students share their creative work, “They develop in a different way... and can feel proud to share it again with their families.”