UniFortunato International Conference 'Technology and Innovation: New ways to perform known activities'

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Topic - 'Technology supporting teaching: mediation and mediatization of teaching'.

Title – 'Beyond distances: mediatization of musical and theatrical performing practice on Moodle platform'.

The pandemic crisis has forced many countries around the world to change people's habits and to change the way they manage their internal sectors of life (UN, 2020; Alwan et al., 2020).
University-level training processes were not exempt. In general, many universities in the world have had to adopt urgent criteria for the reorganization of training processes, both in management and learning design level (EUA, 2020a; EUA, 2020b; Hardman, 2020) and avoid the negative effects of the so called 'coronateaching' (UNESCO-IESALC, 2020), that is the 'transforming the face-to-face classes into a virtual mode, but without changing the curriculum or methodology' (Montero, 2020), i.e. poor quality of the Training Offer and inefficiency with respect to skills output.
Degree courses, aimed at training professional profiles, have had to ensure online methods consistent with expected outgoing skills and are still experimenting with new e-learning solutions to make students exercise in experiential practice (e.g. internships, practical exercises, laboratories) no longer feasible in the face-to-face mode but to be carried out in the remote mode (Hora et al., 2020; Chesler et al., 2015).
This so urgent situation and the online reconversion experiences of many professionalizing degree courses is today animating the discussion on higher education (UNESCO-IESALC, 2020) and directing the interest of scholars on theoretical aspects (training e-learning environment - Lansu et al., 2009) and practical (the preparation of functional e-tivities for specific skills).
The contribution presents two 'ad hoc' solutions for university professional practice in an e-learning environment set up during the COVID pandemic emergency on the Moodle platform respectively:
- the *virtual internship* carried out at the Giustino Fortunato Telematic University to guarantee 10 ECTS provided for in the Educational Offer of the 'Educational Sciences' L-19 course;
- the *online piano lessons* carried out at the Kazan Federal University to guarantee 15 ECTS provided for in the Educational Program of the 'Teacher Education' Б1.О.03.22 course.

Didactic models that inspired such solutions (e.g. remodeling of delivery and interactive teaching - Khan, 2004; Ranieri, 2005; Roghkrantz, 2017; Garito, 2018) are described as well as the e-learning design adopted (articulation of e-tivity - Salmon, 2002 - in using webinars, videos, forums, etc. - Vai, M., Sosulski, 2015; redefinition of roles and skills - Dempsey, Brennan, O'Dea, 2018) to train specific performing arts skills (Karkina, 2019; Pike, 2017; McGarrity, 2014) in online environment, i.e .:
a. design theatrical and expressive activities at the Childhood Services for children aged 0-6 with the involvement of three trainees;
b. design virtual learning environment based on Moodle for future teacher *musical* performance practice.

The work thus aimed at offer more investigation solicitations:
- to research on higher education, reasons for comparison on the training potential of e-tivities and virtual learning environment for the theatrical and musical performance practice;
- to research on educational technologies, hint and reflections on the complex process of 'mediatizing' (Rézeau, 2002; Agrati, 2020; Rossi, 2016) professional educational knowledge (Perla, 2016) thanks to the redesign of e-learning environments;

- to didactic research, especially as regards the updatinging of well-established explanatory theoretical models – such as 'Pedagogical Content Knowledge' (PCK - Shulman, 2002) and 'Technological Pedagogical Content Knowledge' (TPCK - Mishra & Koehler, 2006).

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