

Case Study: Selecting and Using Videos in Music Education Class

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Abstract: This qualitative case study described a music education class--“Foundations of Music Education”, which is a theory class was designed for master and PhD music education majors. My intent was to report a single, instrumental case study, thus, I was most interested in exploring the ways on how to select and use videos in music class. I used extensive, multiple sources of information in data collection(observation and interview) to provide the detailed-depth understanding of the strategies on selecting and using videos in music education class.

Keywords: Videos; Music education class; Foundations of Music Education

Fund Project:

This article is a research project on teaching reform at Hanjiang Normal University in 2023, titled “Research on the Talent Cultivation Model of Music Major in Local Colleges from the Perspective of ‘Creative Practice’(Project ID: 2023A08).

1. Introduction

Video viewing has been increasingly employed over the past 10 years in the education of preservice teachers and the professional development of inservice teachers, in all subject areas, at all grade levels, and all over the world(Gaudin & Chalies, 2015). Today, there are changes in four areas: (a) the variety of video formats, (b) the ease with which the technology can facilitate their application in the classroom, (c) the number of video techniques an instructor can use, and (d) the research on multimedia learning that provides the theoretical and empirical support for their use as an effective teaching tool (Berk, 2009). Thus music education teachers can easily embed video for their presentation on any topic.

Technology has already transformed faculty and student interactions in what we might call the hybrid classroom-the traditional physical classroom expanded to take advantage of virtual tools (Conway & Hodgman, 2009). Technology in education should be engaging and fun, but ultimately it must help teachers and students alike meet their objectives.

The use of videos can attain 20 specific learning outcomes for students (Berk, 2009). Besides, there is extensive literature on the effect of instructional videos, which have been shown to have a positive impact on student attitudes, student behavior, and student performance (Herreid & Schiller, 2013).

There are a lot of researches focus on video using in different countries (Wang, 2013; Koc, 2011; Harlin, 2014, etc) and different subjects(Leblanc & Ria, 2014; Brown & Kennedy, 2011; West, 2012, etc). But there is limited research on selecting and using videos in music education class, thus the objective of this study was to explore the follow two research questions: 1) how to select videos for music education class? And 2) how to use videos in music education class?

2. Method

A case study approach was selected in order to build conceptual models for future study as well as to identify strategies of selecting and using videos in music education class. An in-depth qualitative case study exploring the context of the music education class.

2.1 Sampling

Purposeful sampling method was used in this study, because I needed a music education class which often use videos in class time

and I found that the “Foundations of Music Education” class of this semester meets my needs. “Foundations of Music Education” is a music theory class which designed for master and PhD music education majors, its class capacity is 15 and 11 graduate music education majors enrolled this class. Students meet every Thursday from 16:15pm to 18:50pm in the spring semester of 2024. Course content of this class includes history, philosophy and rationale of music education.

2.2 Data Collection and Analysis

Data were collected primarily by observation. During my observation, I used observational protocol of Creswell (2007) to record information. Interview (with the instructor) was also used in this study. After interviews, the instructor give his suggestions and feedback on interview questions which were helpful to improve my study. A digital recorder was used for the interview with the permission participant which was helpful for transcription. After transcription, transcript of interview was shared with the instructor with the request for feedback and clarification in order to enhance the trustworthiness of the data.

Microanalysis was used for observation and interview ensure that no important ideas were overlooked. The process of coding includes category, coding, and themes three steps.

3. Findings

There were 17 weeks for “Foundations of Music Education” in the Spring semester of 2024, including Spring Break and two canceled classes, so students attended fourteen classes total in this semester, and eight videos were used in this class based on my observation: “Incredible 7-year old child violinist Brianna Kahane Performs “Csardas” on a 1/4-Size Violin”; “Sing ! Day of song Bobby McFerrin in Veltins arena”; “The Power of Music” Umi Garrett, TEDxOrange Coast”; “Tsus Music Prof. Carol Stone Gafford Plays Negro Spirituals”; “Dalcroze Eurhythmics Exercises”; “We’re Orff - Fiddle Diddle Dee”; “Robert Shaw: Preparing a Masterpiece, Volum 1- part 1: Brahms ‘A German Requiem’”; “Suzuki Violin Book 1 Graduation Recital, 4 years old”. Those videos have diverse topics and they are related to different teaching content of this class.

I also did a reflection after each class I observed and found some important points on how to select and use videos in music education classroom. The keywords of reflective notes are as follows: Video 1- Open question foster creativity and provide opportunity for freedom of expression, Transfer and implications; Video 2- Positive feedback ,Inspire and motivate students; Video 3- Distinct; Video 4- Related to himself, generate interest in class; Video 5- Make learning fun; Video 6- Practice, Foster deeper learning and increase understanding; Video 7- Time; Video 8- Course content, Real teaching situation.

Some positive outcomes of learning through using videos in music education class were reflected in my observation too. For example, Instructor used open question to foster students’ creativity and provide opportunity for freedom of expression and he used positive feedback for students’ answer to inspire and motivate their participation. There are some other positive outcomes like increasing students’ interest, making learning fun, fostering deeper learning and increasing understanding. Thus using videos in music education class has a lot of positive outcomes on students’ learning.

In the interview with the instructor of “Foundations of Music Education”, he answered six core questions related to using videos in his music education class (Figure 1).

Figure 1 Core Questions and Answers of Interview

Questions	Answers
How often did you use videos in your music education class?	Bi-weekly or twice monthly
How did you select videos for your music education class?	Based on topics related to lecture
How did you use videos in your music education class?	To support philosophical and historical topic in the class
What the purpose of using videos in your music education class?	The purpose was to share thoughts and perspectives of philosophers, conductors, and educators from around the world.
Which kind of response from students did you expected for video using?	Students appreciated videos to help explore class topics
What the advantages and disadvantages of using videos in music education class?	Advantage-students are more engaged . Disadvantage-some videos were dated (old).

4. Discussion

Combined observation and interview, three themes on selecting videos in music class appeared: Relating to lecture, students or instructor; having fun and value; keeping pace with the times. Also, three themes on using videos in music education class appeared: technology and preparation; open questions and positive feedback; flexible use and time arrangement.

4.1 Selecting

Relating to lecture, students or instructor. In “Foundations of Music Education” class, the instructor selected videos based on topics related to his lecture, and he used one video related to himself, which grabbed students’ attention and connected with teaching content of this class. Thus using videos related to lecture, students or instructor could not only increase students’ memory of content, but also grab their attention in class.

Having Fun and value. The instructor used videos with a lot of fun and values in his class. For example, when we watch the video 1 “Incredible 7-year old child violinist Brianna Kahane Performs “Csardas” on a 1/4-Size Violin”, as graduate students, we really feel unbelievable that a 7-year old girl could play those songs with correct notes using her 1/4-size violin, because we all know that violin is more difficult than other instruments at the beginning study, especially for the intonation. She did a good job and that video gave us a lot of fun and reflection.

Keeping pace with the times. In the interview, the instructor said the disadvantage of using videos is that some videos are dated (old) for music education class use. Thus when we select videos for music education class, especially for graduate students, we should consider the characteristics of students (age, level, prior knowledge) and select videos of keeping pace with the times.

4.2 Using

Technology and preparation. The first thing for instructors to use videos in their class is that they should familiar with the technology on how to play the video. In “Foundations of Music Education” class, the instructor mostly inserted links of video in his PowerPoint, and sometimes he played the video from YouTube directly because he just wanted to play a middle part of that video, like the video 7. So technological skills of playing video is important for music education teachers to use videos. In addition, instructor need prepare something before using videos in class, like preparing specific guidelines, preparing discuss questions, designing group works, connecting videos and teaching content, coming to classroom earlier to prepare video player, and so on. Accordingly, music education teacher should familiar with the technology on how to play video and make good preparation on how to using video before their class.

Open questions and Positive feedback. In my observation, I found that instructor often used open questions for students on the video and gave them positive feedback immediately, which are helpful for fostering students’ creativity, providing freedom of expression, and inspiring and motivating their positive perform in “Foundations of Music Education” class. Open questions like “what’s your response on this video?” and “what are the good things in this video?” provided students a chance to connect video with their learning content by themselves. So the instructor provided a good example for using videos with open questions and giving positive feedback on students’ answers.

Flexible use and time arrangement. The instructor didn’t use video in every class, and sometimes he just used a part of video for one class because the length of the video is too long for his class time. Thus music educators should use videos flexibly based on the class time arrangement.

5. Conclusion

The purpose of this study was to explore the ways on selecting and using videos in “Foundations of Music Education” class to provide some strategies for other music education teachers to use videos in their class. This study provided three themes on selecting videos and three themes on using videos in graduate music education class for other music education teachers to apply them (some of them) into their own class based on their specific teaching context.

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