

Teaching to a Screen: Investigating the Effects of Hybrid Teaching on Modern Music Education

Jasmin Limquenco & Jeremiah Armstrong
Faculty Sponsor - Dr. David Campo

Background



In early March of 2020, music programs around the country were challenged to suddenly adopt a completely online or hybrid style of teaching due to the emergence of COVID-19. Even after the pandemic is over, we believe **technology will continue to be integrated**, if not increased, in classrooms.

Traditionally, music is taught face-to-face. In this model the teacher will frequently demonstrate concepts for the students and continuously drill theory and fundamentals. Here are a couple problems we thought music educators would face while adapting hybrid teaching:

- Access to **stable internet**
- Nearly impossible to rehearse hybrid ensembles with **lag in modern-day software**
- Varying **audio and video quality** make it difficult to address fundamentals
- Inconsistent **rate of learning** resulting in loss of fundamentals

Our research wanted to see how educators adapted to these situations and came up with solutions to teaching music in a hybrid setting.

Method



We sent out a survey that went across the nation to all music educators and received **over 300 responses**. Because of the multitude of variables, we needed to get as many details on the demographics of the different educators as possible. Some topics we asked were:

- Size of school
- Years of Teaching
- Location of school
- District involvement
- Teaching styles offered
- Advantages and disadvantages

See our exact survey and questions here

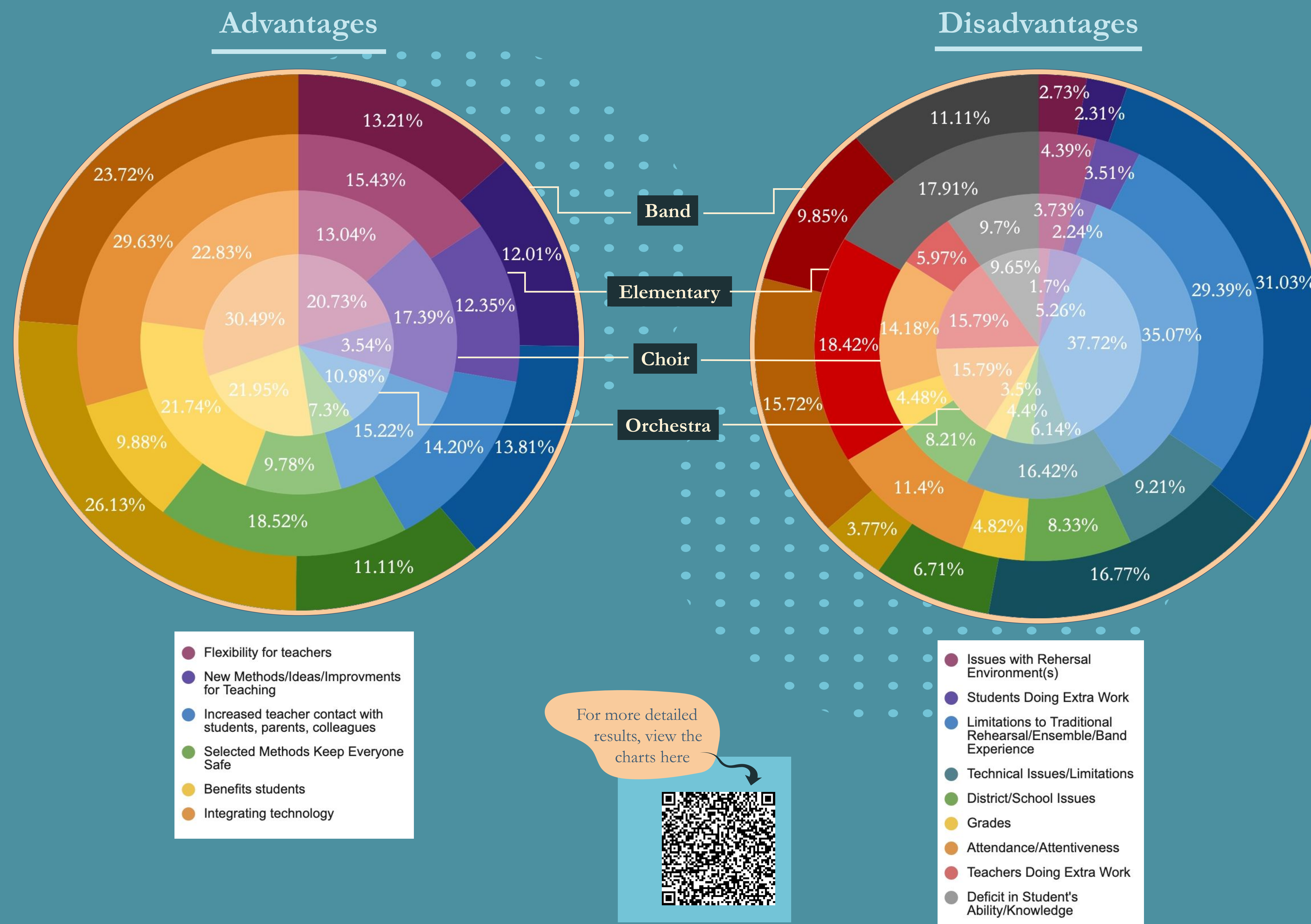


Results



- Participants from **all disciplines, locations, and years of experience**
- Responses **sorted** into specific groups
- Trends between most common answers for our **opinion-based** questions

Hybrid Teaching :



Due to privacy issues, we cannot display all of the survey responses

Solutions



While many educators found hybrid teaching to be an unsustainable model, some educators found new ways to adapt to the situation. Through those, we concluded that the pedagogies of music education will need to evolve in innovative ways. Because of connection inconsistencies in video conference software, virtual rehearsals lack accuracy and should not be the main focus of a music classroom.

We propose enhancing and improving different aspects of music in organized units to. This includes:

- **Theory** : composition, repertoire analysis, score study
- **Performance** : chamber ensembles, improvisation, sight reading, orchestration, listening skills
- **History** : performance technique, literature, non-western studies, world music, cultural exchange
- **Interdisciplinary studies** : career exploration, research, independent studies

These units should be taught in greater detail to shift the focus away from competition-based rehearsals. This change will fit the required standards, such as the Texas Essential Knowledge and Skills (TEKS), as well as providing opportunities for differentiation in the classroom. This opens up the avenue to increased cross-content collaboration with general education subjects, like English and Math, enriching the quality of education for students entirely.

Contact



If you want to contact us, feel free to email us at

jasmin.b.limquenco@gmail.com
jeremiaharmstrong215@gmail.com

We would love to discuss our findings and research!

Acknowledgements



- All music educators for their participation
- Dr. David Campo for his sponsorship
- Mr. Jim Van Zandt for his support and aid in distribution

STEPHEN F. AUSTIN STATE UNIVERSITY
NACOGDOCHES, TEXAS

Icons and images from Flaticon