

New Trend in Online Pedagogy for College Vocal Music Education in the Digital Era

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Abstract

In the digital age, the significance of pedagogy for college vocal music education is evident in its adaptability, engagement promotion, and accessibility enhancement. The approach to implementing online music pedagogy involves leveraging digital tools, fostering interaction, and ensuring effective feedback. This article aims to identify the significance of reforming vocal music education in the context of the digital education, the challenges associated with reform in this context, and improvement measures for vocal music education within the digital environment. The article utilized library research methods to collect and analyze literature from online academic journals and proceedings, thereby improving the depth and quality of its content. The main finding in this research highlight enhanced accessibility and interactive learning experiences. The findings also reveals the importance of reforming vocal music education in the digital era, shedding light on both its opportunities and challenges. It underscores the necessity for real-time interaction, the shortage of digitally proficient educators, and potential resource mismanagement. To elevate vocal music education, the study recommends adopting innovative teaching methods, enriching the curriculum, enhancing faculty capabilities, and promoting heightened college student engagement in online vocal music learning. The online vocal music pedagogy greatly benefits education. It offers global accessibility, personalized learning, flexibility, multimedia resources, real-time feedback, cost reduction, diversity, and inclusive for college students. Further study on online pedagogy for college vocal music education in the digital era could explore the long-term impact of virtual learning environments on skill retention and performance quality.

Keywords: Online Pedagogy, Vocal Music Education, Digital Era

Introduction

In the context of the current development of information technology, it is widely applied in various fields. In the background of the digital pedagogy, vocal music education faces both new opportunities and challenges due to issues such as a single teaching mode, insufficient

teaching content, and a shortage of qualified teaching staff. Therefore, in vocal music education, it is necessary to actively reform teaching methods, enrich teaching content, enhance faculty development, and increase student interest, laying a solid foundation for the cultivation of versatile talents in vocal music (Nan, 2021; Yuebin, 2021; Xiaoling, 2023). This paper examines the reform of pedagogy in vocal music education under the digital background, provides suggestions and recommendations, aiming to offer valuable insights for the innovation of vocal music education.

Enhanced accessibility and interactive learning experiences in vocal music education

In vocal music education, enhanced accessibility and interactive learning experiences are transforming traditional approaches. Enhanced accessibility overcomes space and time constraints, allowing students to engage irrespective of location. Interactive learning leverages technology for active engagement and collaboration, making students active participants in their musical development (Xiaoling, 2023; Yuebin, 2021; Zhenhua, 2022). Together, these elements redefine how vocal music is taught and experienced, creating a more inclusive and dynamic educational environment.

(a) Enhanced accessibility

In the sphere of vocal music education, the concept of enhanced accessibility stands as a catalyst for transformation change, ushering in a new era of inclusive and outreach. With the integration of online platforms, aspiring vocalists now find themselves liberated from the confines of physical spaces, able to partake in lessons and collaborative ventures at their convenience. Accessibility in vocal music education addresses the temporal constraints that often hinder passionate learners. The flexibility offered by online platforms allows individuals to engage in vocal exercises, practice sessions, and collaborative endeavors without being bound by rigid schedules. This flexibility not only accommodates those with time constraints but also fosters a diverse of students, enriching the collective experience with varied perspectives and talents. Furthermore, the drive for enhanced accessibility in vocal music education extends to ensuring an inclusive space for individuals with disabilities. Online platforms can be tailored to incorporate features such as closed captions, alternative formats, and adaptive interfaces, ensuring that the joys and benefits of vocal music are accessible to a broader spectrum of learners. This commitment to inclusive creates an environment where individuals with diverse needs can actively participate and contribute to the vibrant mosaic of vocal music education.

(ii) Interactive learning experiences

In vocal music education, things are changing a lot. Using interactive learning, which means doing more than just listening. Technology helps students be active in the learning, making it more interesting. Instead of just sitting and listening, educators can use online tools to practice singing and understand musical ideas better. It's like having a virtual choir practice where students can sing together, even if they are far away from each other. One cool thing about interactive learning is that get feedback right away. While sing, students can know how they are doing instantly and make improvements on the spot. It's like having a educator there with students all the time. Interactive learning isn't just in the virtual classroom; it also lets educator and students work together on creative projects. They can write songs, arrange music, and perform together online. This helps students sing better and work as a team and express them selves through music. As vocal music education changes, interactive learning

makes it more exciting and personal. Students using technology to explore, create, and get better at singing. This way of learning helps them not only with the technical parts but also with understanding how to express themselves and collaborate with others in the world of vocal music.

The significance of vocal music education reform in the digital era

Reforming vocal music education holds immense significance. It presents opportunities to reach a global audience and collaborate across borders while also posing challenges of adapting to evolving digital platforms. Digital integration empowers students with access to diverse resources and enhances their creative potential (Ge, 2021; Huifang, 2021). The significance of vocal music education including (a) opportunities and challenges and (b) Advantages and roles.

(a) Opportunities and challenges

The emergence of the digital pedagogy has brought new opportunities for vocal music education. In contrast to traditional pedagogy methods, the digital teaching has broken the constraints of time and space in cultural transmission. It allows students to utilize fragmented time and independently manage their learning schedules and tasks. Educators can also leverage the internet to access more teaching resources, further enrich teaching content, and design teaching scenarios that align with students' developmental needs, thereby sparking students' interest in learning vocal music courses. In the context of the digital teaching and learning, communication between educators and students becomes closer, and communication among students becomes more convenient, leading to improved teaching efficiency and quality. However, this also presents various challenges. For instance, many educational institutions overly rely on Internet-based digital education platforms, which have significantly impacted traditional teaching methods and overlooked the timeliness of traditional education. Therefore, how to carry out reforms in teaching is a major challenge facing vocal music education.

(b) Advantages and roles

Firstly, the application of the digital pedagogy in vocal music education can make abstract knowledge more concrete, enhancing students' experiential learning and sensory perception. Vocal music education encompasses topics like music theory, musical instruments, and performance techniques, which can be quite abstract and challenging for both teachers to explain and students to grasp. However, by leveraging auxiliary tools such as online videos, audio, images, and more, students can gain a more intuitive understanding of the teaching content, master vocal techniques, and make knowledge more tangible. This engages students' sensory systems and enhances the infectiousness of vocal music teaching, thereby improving teaching efficiency. Secondly, the application of the digital pedagogy in vocal music education can spark students' interest. Traditional classroom teaching can be dull, leading to a lack of student interest, which can affect their motivation and proactiveness in learning. However, the online learning offers a wealth of online teaching resources. Teachers can transform traditional teaching methods by actively utilizing online resources to create more engaging teaching scenarios, igniting students' interest and improving the quality of vocal music education.

Challenges in the reform of vocal music education in the digital era

In the context of the digital pedagogy, reforming vocal music education faces several issues including lack of real-time interaction, hindering immediate feedback, an insufficient teaching staff with digital skills, and potential misuse of teaching resources, affecting the quality of online teaching and learning (Joseph & Lennox, 2021; Marsh, 2021; Luzhen, 2022; Xin, 2023). Challenges in the reform of vocal music education including (a) Lack of real-time interaction, (b) Insufficient educators, and (c) Misutilization of educational resources.

(a) Lack of real-time interaction

In the digital era, educational institutions have shifted the main arena of vocal music education to the online platform, especially in recent years due to the influence of the pandemic, online vocal music teaching has become the primary mode of instruction. Vocal music education is distinct from other disciplines as it requires students to engage in vocal exercises guided by the teacher. While traditional vocal music pedagogy may have certain drawbacks in terms of maintaining student interest, it ensures timely communication between students and teachers.

Online pedagogy, on the other hand, takes place in a virtual space, where students' learning environments are relatively complex and can easily lead to distractions. Educators may find it challenging to promptly identify students' shortcomings, affecting the timeliness of instruction. Furthermore, in traditional vocal music classrooms, educators and students learn in the same physical space and at the same time, which fosters a conducive learning atmosphere. In contrast, online teaching separates educators and students into different environments, which can diminish the convenience and learning atmosphere of face-to-face instruction.

Vocal music education is a long-term and systematic process, requiring students to progressively master various vocal and performance techniques. Classroom teaching allows educators to communicate with students anytime and anywhere, promptly identify students' learning gaps, and provide guidance. In contrast, online pedagogy involves a delay in communication between students and teachers, leading to less timely guidance and potentially impacting learning efficiency.

(b) Insufficient educators

Technological proficiency forms the foundation for effective reform in vocal music education. To excel in vocal music education, it is essential to have technology as a support system. However, in the reform of vocal music education, there is a shortage of both talent and technological expertise. Some educators have not kept pace with technological advancements, making it difficult for them to harness modern internet technology. As a result, information technology resources may go underutilized or educators may fail to recognize the convenience that the internet brings to teaching.

Furthermore, colleges and educators often have insufficient awareness of internet-based pedagogy and may not prioritize the development of internet technology talent. They may also struggle to identify and address issues with internet platforms or equipment in a timely manner. Combined with inadequate modern infrastructure in vocal music education and educators' insufficient technological skills, there is a clear shortage of teaching staff. This lack of technological support hinders effective teaching, resulting in suboptimal outcomes in students' simulated practice and a decrease in overall teaching quality.

(c) Misutilization of educational resources

The internet is currently at a critical stage of development, leading to the emergence of various digital educational platforms that have found widespread application in vocal music education. Teachers can amass a plethora of pedagogy resources online, thereby enriching their teaching materials and methodologies. However, for students, the intricate and abstract nature of these internet-based teaching resources can pose challenges, impeding their ability to fully comprehend the specialized knowledge.

Additionally, some educators may become overly preoccupied with accumulating teaching materials from the internet, failing to perform subsequent processing or tailor these resources to align with their unique teaching approaches. This neglect of personalization results in a standardization of pedagogy, hindering students from achieving personalized growth and innovative development. Consequently, this obstacle makes it arduous to effectively elevate the overall teaching quality within vocal music education.

Improvement for vocal music education in the digital era

In the digital era, improving vocal music education entails various measures including innovating pedagogy methods, enriching curriculum content, strengthening faculty expertise, and cultivating students' interest in vocal music, fostering a more dynamic and engaging learning experience (Ritchie & Sharpe, 2021; DimSy & MeiFoong, 2021; Jinrong & Liying, 2023; Daniel, 2023). Improvement for vocal music education including (a) Innovative in vocal music education, (b) Enriching vocal music education content, (b) Enriching vocal music education content, (c) Strengthening the development of the professional team, and (d) Enhancing students' interest in vocal music learning.

(a) Innovative in vocal music education

Firstly, teachers can leverage the advantages of the internet to innovate and reform the shortcomings of traditional vocal music education. For example, they can integrate online and offline pedagogy by providing targeted real-time guidance in offline sessions and uploading relevant vocal music materials online for students to access at any time. Teachers can also create vocal music instructional videos and upload them online, allowing students to download and learn from them at their convenience, thus achieving a blended learning approach that combines both online and offline elements. Secondly, after uploading vocal music instructional videos, teachers should guide students in selecting videos that align with their individual learning abilities. This personalized approach helps enhance students' learning interests and professional skills, catering to their specific needs. Lastly, in addition to reforming traditional vocal music education methods, educators should explore new approaches enabled by the internet. This might include regularly broadcasting vocal music lectures or performances online, strengthening interaction and communication with students, and sharing relevant vocal music performance materials on online platforms. These initiatives can broaden students' horizons, improve teaching efficiency, and enhance overall teaching quality.

(b) Enriching vocal music education content

Online pedagogy platforms represent a new teaching paradigm that combines online information technology with traditional vocal music classroom instruction, enabling blended learning approaches. In this context, vocal music educators can integrate internet information technology into vocal music classroom teaching to augment educational resources, diversify

teaching content, broaden students' perspectives on vocal music, and enhance their professional knowledge. Given that traditional vocal music education methods tend to be limited in scope and content, students often struggle to develop expressive and creative abilities. Their artistic potential may remain untapped due to the constraints of traditional teaching methods. Incorporating online teaching into vocal music education allows educators to communicate with students online, understand their individual learning progress, and provide tailored online guidance. This not only enriches students' learning channels but also nurtures their vocal expressiveness and creativity.

(c) Strengthening the development of the professional team

In the reform of vocal music education, educators must adapt to the trends of the times, continuously improve their pedagogy skills and competencies. They should not only possess professional pedagogy skills but also have a certain level of proficiency in internet technology operations. By integrating internet technology with vocal music education and understanding the characteristics of online pedagogy, educators can innovate teaching methods to promote the orderly development of vocal music education reform. In the internet era, the innovation and reform of vocal music education also require teachers to actively update their teaching concepts, proactively explore internet information technology, rely on internet teaching platforms, and guide students to select teaching content that aligns with their needs. This enhances the efficiency and quality of vocal music education, fostering the development of versatile artistic talents.

(d) Enhancing students' interest in vocal music learning

Interest is the best educators and vocal music educators aiming to boost students' interest in learning vocal music should first increase their own enthusiasm for vocal music pedagogy. In the digital era, educators can use internet technology sensibly to complement classroom pedagogy, enrich teaching content, and optimize vocal music education resources. This allows for the creation of diverse pedagogy that enhance students' interest in learning. Additionally, during classroom pedagogy, educators can utilize online platforms and multimedia information technology to showcase vocal music pieces, select teaching resources that resonate with students, and provide visual analyses of the teaching content. This helps boost students' interest, enrich their understanding of vocal music knowledge, and achieve educational objectives.

New trend for vocal music education

In today's digital age, college vocal music education is changing a lot. New online pedagogy is making a big difference in how students learn to sing. New ways of online pedagogy that are making vocal music instruction very different. These changes are not only helping students improve their singing skills but are also creating exciting possibilities for the future of music education (Schiavio, Biasutti & Philippe, 2021 Zhenhua, 2022). New trend in online pedagogy including (a) Virtual choirs and ensembles, (b) Online interactive masterclasses, (c) Digital voice analysis, (d) Online music theory training tools and, (e) Virtual Reality (VR) and Augmented Reality (AR) experiences.

(a) Virtual choirs and ensembles

Virtual choirs and ensembles involve students recording their individual parts from home, which are then combined to create a full ensemble performance. This approach allows students to continue collaborating on musical projects while physically distant. It promotes individual responsibility and recording skills, and the final ensemble performance can be shared online. Best practices for virtual choirs and ensembles in music education involve clear communication, synchronized recordings, and collaborative software. Students should follow conductor instructions, record their parts with proper equipment, and submit recordings on time. Editing tools and virtual rehearsals aid in creating cohesive ensemble performances, fostering musical growth online.

(b) Online interactive masterclasses

Online masterclasses with renowned vocalists or coaches are becoming increasingly popular. Students can have one-on-one or group sessions with experts from around the world, receiving personalized feedback and guidance. These masterclasses provide exposure to diverse teaching styles and techniques. Effective online interactive masterclasses in college music education require reliable technology, clear scheduling, and active student participation. Educators should provide insightful feedback, and students must engage actively, prepare questions, and embrace diverse teaching styles. Recording sessions for later review and creating an engaging online environment enhance the learning experience.

(c) Digital voice analysis

Utilizing voice analysis software, students can record their vocal performances and receive real-time feedback on aspects like pitch accuracy, tone quality, and breath control. This data-driven approach helps students identify areas for improvement and track their progress over time. Optimal digital voice analysis in college music pedagogy involves high-quality recording equipment, specialized software, and consistent feedback. Instructors should guide students in recording their performances and interpreting the data. Real-time analysis and personalized exercises aid students in refining pitch, tone, and breath control, enhancing their vocal skills.

(d) Online music theory training tools

Incorporating interactive online platforms and apps for music theory and ear training can enhance students' understanding of music fundamentals. These tools can include interactive exercises, quizzes, and ear training games to make learning more engaging.

Best practices for online music theory training tools in college music pedagogy encompass engaging interactive platforms, self-paced learning modules, and regular assessments. These tools should offer comprehensive coverage of music theory topics, from notation to composition, while allowing students to practice and apply concepts in a structured, engaging manner.

(e) Virtual Reality (VR) and Augmented Reality (AR) experiences

VR and AR experiences in college music pedagogy involve immersive simulations of rehearsal and performance settings. Utilizing VR headsets or AR tools, students can gain realistic exposure to concert halls and practice spaces. VR and AR technology also can fundamentally transform the music streaming, discovery, and creation landscape. Established entities like StubHub for ticketing, YouTube, Spotify, and Apple Music for streaming, as well as

communication apps with AR capabilities such as Snapchat, could become key partners for global promotion of innovative concepts. These technologies enhance engagement and provide a more immersive and authentic learning environment.

These online pedagogies not only adapt to the digital age but also offer opportunities for more personalized learning, collaboration, and skill development in college vocal music education. Online pedagogy offers accessibility and flexibility, connecting students globally and preparing them for a digital music industry.

Conclusion And Implication

Despite the potential advantages of online pedagogy, it is essential to recognize that vocal music is an art that demands close guidance and practice. Challenges include the need for reliable internet access and maintaining a sense of community in virtual classrooms, highlighting their transformative potential in music education. Therefore, online instruction may not be suitable for every student. Some students may still require face-to-face guidance and practical opportunities, with online teaching serving as a supplementary means to provide comprehensive vocal music education.

In summary, as a crucial component of vocal music education, in the context of the online pedagogy requires educators to not only preserve the strengths of traditional methods to ensure instructional stability but also actively leverage internet technology to improve teaching methods. This includes creating rich online teaching platforms, fostering students' innovative spirit, and making vocal music education more dynamic and engaging. Additionally, educators should utilize the internet for two-way communication with students, share teaching resources, ultimately enhancing teaching efficiency and quality, and advancing the long-term development of vocal music education. Incorporating technology in college vocal music classes enhances learning. It offers global accessibility, personalized lessons, and interactive experiences. Educators should prioritize adapting to this digital trend for a holistic music education. For further study, researchers could look at how well students remember what they learn and if they sing better over time. They could also check which way of teaching online works best, like having live classes or watching recorded ones. Another interesting thing to study is how technology helps students be more creative and work together. Researchers might also want to see what challenges and successes come up when teachers try to teach traditional singing techniques online. Lastly, it would be good to find out if online singing classes are accessible and work well for students with different backgrounds and abilities.

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