NAfME 2015 Biennial Eastern Division Conference
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PROPOSAL:

Online and Happy: Instruction Tools You Need To Get Started Teaching and Up to Speed!

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RhodeIslandHappyWebpage%202015/RIHAPPY2015.htm

<u>The New Happiness Online</u>

<u>New Tools (FREE) for music educators desiring to teach online from "In The Cloud"</u>
<u>Demonstration Provided</u>
a. Edmodo---Free Course Development
b. Soundation-Create music on line with synths and DAW workstation software
   equivalents.---GREAT for audio production by middle school and high school students.
c. MusicFirst Subscribe Service Software. (Online service through Jim Frankel. about a
   dollar a student.)
d. MindMeister. Free Group Interactive opportunity for group participation --will be
   demonstrated.

Multimedia Assignments--Demonstration provided. Have your students develop voice
over assignments for musical compositions. Using Audacity (free)and have them analyze
a composition then present this in audio format with their comments over the
composition as it is played. They can use this with their students online as an analysis of
a composition. The same can be done including both audio and video for compositions
with backup pictures on their desktop as a visual source. Comprehensive lessons online
for their classes can be developed. SnagIt, Camtasia, Jing (Free) and other software will
be considered and demonstrated.

Available free resources...MOOCS, Webinars from major organizations (NAfME),
Harvard/Berkley. Major organizations going this direction. You can also construct a
private class online through some of the various course communication sites such as
Edmodo.

<div align="center">Unhappy Online Problems</div>
*Student Communication problem, Internal versus External Mail. Use Internal mail
exclusively as you have a record of specific messages if these need to be referenced.
*Discussion Board Inadequate Responses
*Inappropriate Posts
*Lack of Appropriate Writing Skills

<u>Solutions to Quality Discussions and Writing Style</u>
APA Cornell Citation Management http://www.library.cornell.edu/resrch/citmanage/apa
Purdue Online Writing Lab http://owl.english.purdue.edu/owl/resource/560/01/
Son of Citation Machine http://citationmachine.net/index2.php

<u>Video Interfacing with Your Students :Problems and Success</u>
Know your interface page! Know what it can do with various bandwidth availability. Practice working with the tools BEFORE you start your class! Press the record button! Effective educational communications are severely disconnected as students and faculty disconnect themselves with misguided abilities in utilizing the hardware and software provided.

Table 1
Video Interface Page Features to be Noted

Feature	Function
Whiteboard (e-board) Interaction Tools	Opens Whiteboard
Preview Video Button	Opens Video Camera to Preview Video
Video to be Seen by Observer Button	Transmits Video to Observers
Web page Access Button	Allows Access to Selected Webpage
Presentation Archive Button	Archives Session to Library
Volume/Microphone Audio Levels	Allows Adjustment of Audio
Push-to-talk Button for Audio Communication	Controls Active/mute Audio Function
Raise Hand Button	Provides Recognition from Leader of Group
Answer Yes and No Buttons	Feedback Options for Each Member
Emoticon (laughing, confused, disapprove, etc.)	Expression Opportunities through Icons
Chat type-in box for Main Room or Individual Participant	Comments can be made to Leader or Group
App Share Mode	Allows View of Your Desktop

A Typical Video Online Interface Page
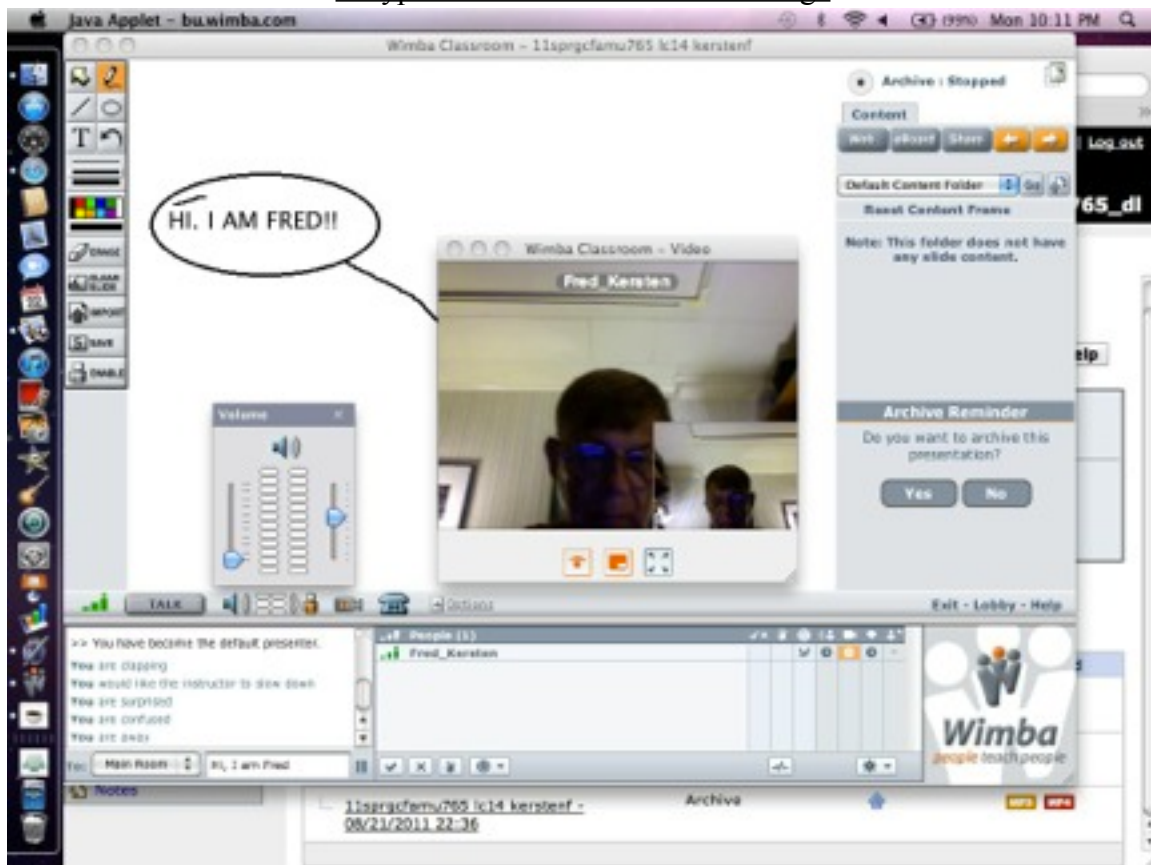
How You Should Act, What You Say, and What You Shouldn't Say

       Teachers approach traditional live course classes with an expectation of acceptable dialogue with students. Certainly, this has become a more focused element over the more recent years with continual and increased disputes regarding students' rights, human dignity, and personal embarrassment that can occur within the traditional classroom.

       As I approached my online teaching with the obvious recording of everything I communicate to my students placed in print through e-mail and text communications (or recorded in archive format if working with synchronous multimedia instruction) my direction has been to build and support the personal and professional image of my students as persons, professionals, and scholars. I try to learn about each student as a person, a professional music educator, and musician. I try to know their home and family situation if they wish to share this, without appearing nosy, and for my own interaction with my students this has been very valuable in the evaluations my students have written for me.

       Promptness of evaluation is a vital aspect of working with online teaching situations. Students want to know immediately how their work is to be evaluated so that they can make changes, especially when they are full-time working music teachers with

precious few hours to read assignments, and complete and develop their papers and discussions.

With that being said, I feel that there is always a fine line to consider "how familiar to be," "how much to say," and "how much not to say." I have been told by many facilitators to be very brief in my comments. My feeling has been to make sure I spend the extra time on the evaluation process and to communicate clearly and in depth. For my own situation I have been rewarded by the response I have received from my students to my actions and my philosophy. I feel that my communications raise to a higher level the learning motivation of the students I work with. My feeling is that from my online communications with my students, I know more about them then when working in the traditional classroom and I tend to be more individualistic in my understanding as I am constantly working with a one-on-one situation. I have also found that I tend to remember students longer and know more about their scholastic abilities from my online instruction interactions. Several of the comments from my student evaluations regarding my direction with our communications are noted below.

Table 2
Student Comments

"Wow- Thank you- I have never had such quick and thorough grades and responses in any of my prior BU courses, on both assignments and discussions. Thank you very very much!"
"Again, he would make a personal connection by emailing questions to us about information we had written. His comments related to areas of needed improvement were critical, without being harsh. The tone of voice was always positive without the writer feeling defensive of their work. This trait had been lacking in other facilitators in the on-line program."
"Dr. Kersten's prompt and thorough responses to weekly assignments also make him stand out as an exceptional facilitator. Dr. Kersten is extremely careful never to push his own viewpoint or agenda, instead his comments are directed toward helping students cultivate and comprehensively develop their ideas. I feel that this approach helped me, more than anything else, to expand my thinking, while sharpening my focus on my final project."

*Innovative Assignments using technology
Use of multimedia presentation technology is an exciting way to share projects and assignments. The personal dimension is added as voice over comments and analysis provide an effective way of explaining the project submitted. Additionally, by placing the assignment on the discussion board, all members of the class can provide addition suggestions for improvement and constructive evaluation.

<u>Pedagogical Suggestions</u>

<u>Backup, Backup, Backup</u>

The most significant problems that I have had with online teaching have been with the loss of data on the part of my students. I suggest highly to each instructor as you communicate initially with your students to emphasize the importance of a central location for backup of papers, research, bookmarks, pictures, audio files, PowerPoint presentations and any and all communications that might be needed in the future for completion of assignment and course requirements.

The three most tragic results I have had in the years of teaching online have been in regard to students losing assignments to be handed in. One of my best students had a wonderful paper in hand--we had worked over five weeks on this--when her computer malfunctioned and she lost the file containing the paper. She had sent on the prior revisions so these were up on the BU server and she then had these older documents, however the newer work including her updated research was lost. BU has a "My Files" location for saving student work which is super as it is a "cloud" location outside of the student's computer that is independent should something happen at home and the file then can be retrieved. I recommend each student obtain either a Flash Drive or become involved with an online memory storage location and CONTINUOUSLY and METHODICALLY save to this independent location from their computer.

A second student left his project on his school computer and there was a system malfunction at the school and it was lost. This was tragic as the project was in its last stage. Again, a backup on a Flash Drive would have been of total importance. The third tragedy occurred in the loss of a PowerPoint presentation that was one of the final parts of the course evaluation requirements and it was lost with a computer malfunction.

As an instructor, I also make sure that I have backup of my student files and communications so if something unforeseen might occur with the BU server I have all previous communications on file. This is highly recommended to both instructors and students should you have a grading dispute and need to access information that might resolve the issue or support your position. Whether you are working in synchronous or asynchronous mode this is a very important direction to follow.

<u>Grading Templates</u>

I have found as I have worked with online evaluation that a rubric template is very helpful for communication between student and instructor. There is so much information shared with online assignments and discussions that a systematic focus on what is the perception of the teacher for evaluation purposes should be made. Jennifer Wojcik, Chair for the Performing Arts, at the Gunnery School in, Washington, Connecticut, a colleague, and a super facilitator for Boston University, developed the

format for the below document and it is very helpful.   It provides guidelines for evaluation and for each course that I have taught I have modified it.

Week 5 Discussion

Criteria	0 Points	.5 Point	1 Point	Total
Ontime submissions	Late initial post; <2 acceptable responses	Timely post + 2 acceptable & timely replies	Insightful & timely post + 2 or more insightful replies	1
Writing Quality	Poor grammar, incorrect spelling, incorrect punctuation	Minor grammar or spelling errors; meaning is still clear	Postings are professional and in standard written English	1
Complete addressing of questions	Questions not fully addressed	Minimal response to questions; minor aspects missing	All questions fully addressed	1
Evidence of critical thinking or extending information	Critical thinking not evident; more opinion than analysis	Obvious responses to questions; little extension of topic	Critical and/or extended thinking, based on research or experience	1
Reading Citations	No citations provided	Minimal citations provided to readings/ activities	Clear connections to readings citations and/or activities	1
TOTAL				5/5*

<u>Working Online Resources for Theory, Composition, and Notation</u>
Noteflight--Online music composition site <u>http://www.noteflight.com/login</u>
Musescore software free online <u>http://musescore.org/en/download</u>

<div align="center">The Synchronous Future</div>
<u>Video Communications--Demonstration provided.</u>
Increase Intensive Video Communication-Use video resources for communication as part of Webinars and class intercommunication. Require students to video converse as part of course activities.

<u>New World Symphony in Action--Synchronous--The New Direction-Video Provided</u>
NYS is an outstanding orchestral academy, based in Miami, Florida working with distance learning, Master classes, conducting sessions and auditions in both live and Internet communicative formats. Internet2 (allows information to make a round trip between Miami and New York in three one-hundredths of a second—100,000 times faster than the regular Internet) is a major contributor to the success of this orchestral oriented organization. Check out <u>http://www.nws.edu</u> for extensive information.

WALLCAST™ Concerts   During NWS free online concerts we have the ability to connect via Internet2 live with today's prominent composers and conductors. Demonstration Provided.

Internet2 Definition: Internet2 is a high speed, next generation Internet, connecting over 200 U.S. universities as well as international universities and governments world-wide. Designated for educational research and collaboration, the extremely high bandwidth makes it a natural medium for live, interactive musical collaboration, coaching and teaching. It is approximately 100,000 times faster than the Internet.

<u>MusicLab Video Illustrated</u>
 Community Engagement programs, called MusicLab provides lessons and coaching throughout the globe.

<u>Florida State School of Dance</u>
At this University there are developing and evolving practices include applications of technology for Choreography and Performance, Dance Technique, Repertory, Improvisation, and Integrated Multimedia Production.

<div align="center"><u>Reference Web Sources to Investigate</u></div>
*Time Warp Tech. <u>http://www.timewarptech.com/Pages/Products/HCX/HCX.html</u>
 Web conferencing <u>http://en.wikipedia.org/wiki/Web_conferencing</u>

*Synchronous/Asynchronous http://en.wikipedia.org/wiki/Distance_education
*Moodle http://moodle.org/
*Wimba http://www.wimba.com/
*Live performance software http://www.audiomulch.com/
*Networked performance http://en.wikipedia.org/wiki/Networked_music_performance
*Musescore software free online http://musescore.org/en/download
*Online music composition site http://www.noteflight.com/login
*Music composition online http://www.music-composition-studio.com/
*Music composition online http://www.wikicomposer.com/
*Noteworthy MIDI composer online http://www.noteworthysoftware.com/composer/
*GREAT Location site for free software and sites at http://www.freebyte.com/
music_software/
*Composition software http://www5f.biglobe.ne.jp/~mcs/emc.html
*Cisco WexEx Technology used by Sound Tree for Webinars http://www.webex.com/
lpintl/us/sem/sem-together.html?CPM=KNC-
sem&TrackID=1021381&semid=soUdAVabL_5578643066
*OnlineMusic Performance –Berklee http://www.berkleemusic.com/school/courses/
music_performance
*Sample online keyboard course http://www.berkleemusic.com/school/course?course
%5fitem%5fid=8283&usca%5fp=t&offer%5fcode=2285
*New World Symphony http://www.nws.edu/AboutTheVenue.aspx
*Research, teaching bagpipes online http://homepage.mac.com/smallpiper/masters/AR1/
action_research.html
*Online teaching GOOOD with videos http://eet.sdsu.edu/eetwiki/index.php/
Online_musical_instrument_instruction
*Research synchronous teaching saxophone. http://eric.ed.gov/ERICWebPortal/search/
detailmini.jsp?
nfpb=true&&ERICExtSearch_SearchValue_0=EJ884029&ERICExtSearch_SearchTyp
e_0=no&accno=EJ884029
*Wimba online features for teachers http://www.cetl.gatech.edu/it/wimba.htm
*Wimba Collaboration Suite http://www.wimba.com/company/newsroom/archive/
wimba_announces_wimba_collaboration_suite_60
*Music Theory for Advanced Guitar Players http://www.zentao.com/guitar/theory/
 http://library.thinkquest.org/15413/theory/theory.htm Oracle'ThinkQuest….Music
Theory-Note Reading
*MTNA Music Teachers National Association "Websites for Kids" http://www.mtna.org/
Resources/WebsitesforKids/tabid/320/Default.aspx
*Merged Angel and Blackboard systerm http://www.blackboard.com/Platforms/Learn/
Products/Blackboard-Learn/ANGEL-Edition.aspx
*Angel products and assessment forms http://www.angellearning.com/community/
higher_ed.html
*ShanaKirk(YamahaCorporationofAmerica/TimeWarpTechnologies http://
www.linkedin.com/pub/shana-kirk/b/87b/446

Personal Resume http://www.linkedin.com/pub/shana-kirk/b/87b/446
*TimeWarp Technologies http://www.timewarptech.com/