

## Video-Based Learning Resources for Singapore Music Teachers: A Development Project

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### KEY IMPLICATIONS

- Our team has created video-based learning resources intended to foster the learning of Singapore music teachers (full coded lessons and video clips).
- The Singapore Teachers' Academy for the aRts (STAR) will integrate these video resources as part of its PD courses and programs.
- Music teachers expressed very positive perceptions and views about the video-based learning resources created.

### BACKGROUND

Singapore music teachers—both music specialists and generalists—highly value live- and video-mediated peer observation as forms of professional learning. One of their preferred ways of learning involves observing how other experienced music educators (e.g., fellow colleagues, STAR facilitators, music pedagogues, experienced music vendors) implement music activities in actual classrooms (Bautista, Toh, & Wong, 2018; Bautista & Wong, 2017). While working with music teachers over the years, STAR has collected several hundred video recordings on aspects related to music teaching and learning. This MAF “Knowledge Management Project” is part of a

long-term partnership between NIE and STAR. The purpose is to enhance the PD resources currently available to primary and secondary music teachers (Bautista, Yau, & Wong, 2017).

### FOCUS OF STUDY

The project had five specific objectives: (1) Generate a coding framework that allows for the organization and management of STAR's repository of videos; (2) Code the video recordings according to such framework; (3) Identify videos that feature high-quality teaching practices and generate a collection of short video clips that illustrate ways in which the music syllabus can be taught and how different pedagogical moves can be enacted in the music classroom; 4) Evaluate the usefulness of the video clips as perceived by music teachers; and 5) Refine the video clips and make them available for PD purposes, as part of STAR's PD courses and programmes.

### KEY FINDINGS

An important contribution is the data related to teachers' perceptions and views about the video-based learning resources created. The various surveys, individual interviews and focus group discussions have allowed us to gather

information on the applicability and usefulness of the videos, the extent to which the features of the videos influenced teachers' learning, teachers' opinions about potential usage of the videos within PD settings, and their overall satisfaction with the videos. Music teachers expressed very positive perceptions and views about the videos created.

## SIGNIFICANCE OF FINDINGS

The three deliverables of this development project are important contributions to the practice of music teacher PD at STAR: (1) Analytical framework specific to Singapore's music education curriculum; (2) Thematic codification of STAR's large database of 211 video recordings; (3) Collection of 155 short video clips. The videos are available to the fraternity of Singapore music teachers as part of STAR's PD initiatives.

## PARTICIPANTS

In total, 154 music teachers (106 music specialists and 48 generalists) participated in the evaluation component of the project. We had six survey sessions with 111 teachers, individual interviews with 21 teachers, and six focus group discussions with 22 teachers.

## RESEARCH DESIGN

We obtained both quantitative and qualitative information on how teachers perceived and valued the video-based learning resources, as well as their suggestions for further improvement. Moreover, we explored differences in the perceptions and views of music specialists and generalists, as this would be important for the design of future video-based PD initiatives.

## REFERENCES

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This brief was based on the project AFD 03/15 AB: Towards Responsive Professional Development for Singapore Music Teachers: Phase 2: Developing Video-Based Learning Resources.

## How to cite this publication

Bautista, A., Chua, S.L., Dairianathan, E., Walker, Z.M., Ho, H.P., Yuen, S., Yong, D., Liu, S., Dubé, F., Marín, C., Wong, J., & Tan, C. (2018). *Video-Based Learning Resources for Singapore Music Teachers: A Development Project*. (NIE Research Brief Series No. 18-025). Singapore: National Institute of Education

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