

Surveying of Perspectives on Teaching Piano Online at Shenyang Conservatory of Music

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ABSTRACT

The purpose of this paper is to explore the feasibility of setting up an online piano education program at the Shenyang Conservatory of Music. The researcher developed the survey according to the advice of experts and surveyed five issues: The researchers used the survey to find confidence and online surveyed 80 piano teachers from November to December 2021 at the Shenyang Conservatory of Music. The results of the research were as follows: the survey respondents were 80 piano teachers, and 95% were interested or agreed to teach online. There are 95% of people who think computers are very useful and powerful, and using mobile phones is more convenient and smaller to meet their needs and can substitute piano lessons by 70%. There are 55% of people who think it's the same as the tradition, just on a different platform. There are 67.50% of people who think it's online, but it's actually closer to the students. There are 41.25% of people who think the school will have more students because it is more modern and keeps pace with the times. There are understanding the online by 95% of people fully agree with the online piano course model, and 65% of the people in the survey agree with the use of a telephone for online teaching and find its convenience.

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1. INTRODUCTION

The Shenyang Conservatory of Music was founded in 1938. It was the first higher art college founded by the Communist Party of China. In 1953, Northeast Music College was founded on the basis of the music department of Northeast Lu Xun Academy of Literature and Art. In 1958, it was renamed Shenyang Conservatory of Music. (Shenyang Conservatory of Music, 2021). The Shenyang Conservatory of Music was founded in 1938, until January 2021

it has 4 campuses, 18 educational units, 17 undergraduate majors, and 1073 full-time teachers. The total number of full-time students is 8092, including 7606 undergraduates and 486 postgraduates (Shenyang Conservatory of Music, 2021).

The importance of online teaching has been reported many times before, with similarities and differences (Lei, 2017). During the course of teaching, we found that: 1) there was less interaction and slower feedback when we were communicating with students, mostly once a week; 2) most of the keyboard majors are huge instruments; it's so inconvenient; 3) the teaching mode is too traditional and students' interest is slightly poor. It also corresponds to the report of Lu (2013) on the piano teaching scheme: enhance interaction with students; effectively reduce waste of teaching resources; and find new ways to enhance students' interest in learning. It is related to Deng (2013) explored online teaching: 1) real-time feedback classes and exercises; 2) efficient use of the piano room; and 3) the new model of network education enhances learners' interests and saves educational resources.

Additionally, Dong (2018) summarized the improvement effect of the application of Internet courses on piano majors' teaching in colleges and universities. Liu (2019) points out that there are five general directions: 1) the internet can be used to enhance our piano teaching; 2) the internet shortens distances; network-classroom to improve efficiency; 3) integrating multi-channel teaching resources; 4) internet resources are developed, so teachers and students can help each other better; and 5) live broadcasting improves other practical activities. However, it is important that, Zhang (2019), specifically from the perspective of the reform work, complete the role of the Internet in piano teaching in colleges and universities. This paper points out that using the Internet to carry on the thinking of teaching reform is very necessary. Only in this way, can we effectively broaden the piano teaching resources, rich in piano teaching models, and enrich the students' learning methods (Anne, 2011).

Due to the development of technology and a lack of teaching resources, online music education has gradually become a popular mode of education. With the development of society and the popularization of the Internet, online education has developed vigorously in our country. Any type of course can be taught online, from the basics of online education to skills courses. Music courses are different from other skills courses, which are reflected in tone, demonstration, emotion, etc. (Yang, 2019a; Yang, 2019b). The researchers need to continue to explore the feasibility of understanding online piano courses. Whether the researchers can find a relatively perfect plan for online piano education to bring a better experience to teachers and students in schools remains to be seen.

The findings from this research identified the possibility of Shenyang Conservatory of Music opening online piano courses. Through the questionnaire survey and analysis of the teachers' responses, it is concluded that the feasibility of understanding online piano courses is very large. This study aims to explore the feasibility of setting up an online piano course at the Shenyang Conservatory of Music.

2. METHODOLOGY

2.1 Scope of Study

Quantitative research is generally carried out for the purpose of obtaining statistical results on the whole of a specific research object. In quantitative research, information is represented by some number. When processing and analyzing these numbers, it is necessary to determine the scale according to which these informational data are measured and processed.

Target group: The researcher will define a population as a group of individuals, objects, or items from which samples are taken for measurement. The subjects of this study were 80 piano teachers at Shenyang Conservatory of Music keyboard majors. Finally, 80 survey results were recovered. The study was limited to piano major teachers in the Shenyang

area because of cost and time factors, it is impossible for researchers to study at universities in every city. The study employed subjects were piano major teachers in Shenyang country. This study will run from November to December 2021. The researchers used a confident online survey of 80 piano teachers in the Shenyang Conservatory of Music during the month November through December 2021 (Table 1).

Table 1 Basic information about piano teachers

	Frequency	Percentage
1. Teacher's gender		
Male	21	26.25
Female	59	73.75
2. Teacher's age (years)		
30-35	10	12.5
35-40	38	47.5
40-45	20	25
45-50	12	15
3. Teacher's piano teaching experience		
0-10 years	26	32.5
10-20 years	54	67.5
4. Teacher's workplaces		
Local	76	95
International	4	5
Total	80	100

Table 1 shows the basic information of 80 respondents in the questionnaire. It explains the specific situations of teachers, such as gender, age, teaching experience, working years, workplace, and so on.

In addition, there was no way to control the attitudes of the respondents during the conduct of this study. This could have had an adverse effect on the results of the study, as the interviewees may have just given the researchers impressive information. Therefore, the researchers insisted that respondents provide information honestly and guaranteed that it would remain completely confidential.

2.2 Research instrument

Research instrument: In this research, questionnaires for teachers were used to collect data. The researcher used the questionnaire to obtain factual data and opinions in a structured framework from the respondents. The questionnaires enabled the researcher to collect data in the background of the internet.

1. General status:

- 1.1 Gender of the teacher
- 1.2 Age of the teacher
- 1.3 The teacher's piano teaching experience
- 1.4 Workplaces of teachers

2. Teacher's understanding of teaching via the internet. The researcher developed a survey of understanding of feasibility in four items:

- 2.1 Knowledge of instruments and equipment
- 2.2 Understanding of the curriculum and teaching
- 2.3 Understanding of communication with students
- 2.4 Understanding of the impact on the school

2.5 Recognizing the online and others

Validity of the research instruments: Validity means ascertaining the accuracy of the instruments by establishing whether they focus on the information they are intended to collect. In order to ascertain face validity, the researcher presented the instruments constructed to 3 supervisors who are senior researchers in the music department. Thereafter, they were revised according to the supervisors' comments. The researcher also constructed the questionnaires in line with the researcher's objectives to ensure content validity.

2.3 Data collection and analysis

The researcher will first visit the piano major at Shenyang Conservatory of Music to seek permission, establish a relationship, and set a date and time. The respondents will fill in a questionnaire and conduct an interview. On an agreed date, the investigator gave questionnaires to the respondents for data collection purposes. Timeline of the questionnaire can be provided.

1st round : 2021.11.24 (provided)

2nd round : 2021.12.08 (returning)

3rd round : 2021.12.22 (reclaiming the rest)

Respondents are given sufficient time to respond to the items in the questionnaire, which will be collected by the researcher later. Questionnaires were collected as soon as possible to control the possibility of discussion among respondents. The subjects of this study were 80 piano teachers at Shenyang Conservatory of Music keyboard majors. Finally, 80 survey respondents were recovered.

The researcher used descriptive statistics in order to analyze the collected data. Research tools are used to generate quantitative data. Responses were coded and classified according to the specific objectives of the study. The data analysis results are presented in the frequency and percentage. After data analysis was completed, results, conclusions, and recommendations were drawn based on the results.

3. RESULT

The finding revealed that out of the 5 issues, 30 items received different high-level answers, summarized in the following 5 areas. The survey respondents were 80 piano teachers. 76 (95%) were interested or agreed to teach online. They found that views on the use of instruments and equipment and understanding of curriculum or teaching, the main subject and results of the survey are high. The details of the results and recommendations are summarized in Table 2.

Table 2 Issues, number of questions and average scores for each aspect

	Aspect	Number of questions	Percentage
1	Views on the use of instruments and equipment	9	87.6
2	Understanding of curriculum and teaching	10	60.2
3	Understanding of communication with students	4	25
4	Understanding of impact on the school	4	25
5	Understanding the online and others	3	71.6
	Total	30	53.88

From the Table 2, 30 items of questions in 5 issues, the survey respondents were 80 piano teachers showed that 76 (95%) were interested or agreed to teach online. They found that views on the use of instruments and equipment and understanding of curriculum or

teaching, the main subject and results of the survey are high. The details of the results and recommendations are summarized as follows:

1) Views on the use of instruments and equipment: The computers are very useful and powerful (95%), the mobile phones are more convenient and smaller to meet the needs (95%), the importance is the course itself, and cheap electric pianos sound a little fake, and expensive ones too expensive.

2) For the curriculum or teaching: There are 55% of people think it's the same as the tradition just on a different platform; 21.25% of people think it needs a little tweaking. We're living, after all; 15% of people think that to cater to the new model, a whole set of teaching plans should be designed completely.

3) For communication with students: There are 67.50% of people who think it's online but it's actually closer to the students, so you don't miss anything with a video backup; 12.50% of people think teachers and students will not adapt, will encounter a lot of communication barriers, and will not meet to solve problems; 7.50% of people think they don't trust the Internet very much. No eye contact is not emotional communication. You are only looking at the camera, not at me.

4) For the impact on the school: There are 41.25% of people who think the school will have more students because it is more modern and keeps pace with the times; 37.50% of people think educational resources are saved a lot. Schools have more money; 7.50% of people think they need to buy equipment that actually does not save money.

5) For the online and others: 65% of the people in the survey agree with the use of the telephone for online teaching and feel it is convenient. 55% of people think that if the online piano course is opened, it will cause other problems. 95% of people fully agree with the online piano course model.

4. DISCUSSION

The reason why such research results are obtained through a questionnaire survey is that, generally, 76 teachers (95%) accept live courses, which means that most people are not averse to such revolutionary change. We just need to find a curriculum that works for both teachers and students that is consistent with the report of instructors transitioning to online education Yang (2019b) online education can go beyond the campus and radiate open education in a wider area. We can give full play to the discipline advantages and educational resources, and spread the best teachers and teaching achievements to students in all directions through the network. According to Bonk & Reynolds (1997), to promote higher-order thinking on the website, application, and online learning must create challenging activities that enable learners to acquire meaningful knowledge and use their metacognitive abilities. Hence, it is the instructional strategy, not the technology, that influences the quality of learning more reasonable utilization of resources. It's a pity that such an excellent teacher can't teach more people, and those who want to learn can't get more professional guidance because of the distance and time (Yates, 2011).

However, network education through the Internet can be any of our school's quality courses, teaching results to a farther distance, breaking through the limitations of time and space, and making full use of quality resources. In our country, it can promote educational equity (Yuan & Xu, 2017; Zhou, 2019). It is under traditional education, students' learning is more passive. Teachers speak and students listen. Online education makes active learning more possible. Students can choose the teachers and courses they are most interested in, and any student can start learning any course from any chapter at any time and anywhere. With active and free learning, students are more active in learning. Joy (2004) Zhou (2019) The motivation and importance of this study were influenced by my own experience of transitioning from traditional face-to-face to online instruction. The survey revealed several

small aspects of online teaching. whole The theme is that the online teaching system is a new culture with some unique advantages (Joy, 2004; Zhang & Ma, 2015).

Additionally, it found that 70% of people think it's online, but it's actually closer to the students, so you don't miss anything with a video backup; 16.3% of people think teachers will not adapt, will encounter a lot of communication barriers, and will not meet to solve problems. There are 55% of people who think the school will have more teachers because it is more modern and keeps pace with the times. According to the report, the reason for obtaining the results of this questionnaire data is that the benefits and characteristics of network education are well known to all, which is one of the reasons why it can compete with traditional education (Ally, 2008). The results are in line with Lin's (2020) interview study report. *Newband* was founded in 2015, and the courses cover music education, music production, professional training, talent delivery, professional cooperation, and other fields. Description of vocal music courses from the interview, teaching resources: access, price, education and training, interactivity and usability, and organizational concerns (Zhe et.al., 2021).

However, there were 55% of people think it's the same as the tradition just on a different platform; 21.25% of people think it needs a little tweaking. We're living, after all; 15% of people think that to cater to the new model, a whole set of teaching plans should be designed completely. According to the guidelines of Ally (2008) described in the foundations of educational theory for online learning, In addition, universities and major departments also have online journals to publish new academic works, such as Shenyang Conservatory of Music online (Shenyang Conservatory of Music, 2021). Diversification of the curriculum Under our traditional education, curriculum development is mostly based on the same curriculum outline, curriculum standards, and curriculum objectives, so the learning content is relatively static and knowledge cannot be updated in time. However, under network education, students can learn various types of courses through a small mobile phone, computer, and other devices, gain the latest knowledge of the industry, and update their knowledge base in time (Liu, 2019; Zhou, 2019).

The researcher conducted a questionnaire survey on equipment, curriculum, student communication, and school influence at the same time. The lengthiest part of their response was about curriculum design. They are very interested in the curriculum design of online courses. For communication with students, there is a 67.50% of people think it's online but it's actually closer to the students, so you don't miss anything with a video backup; 12.50% of people think teachers and students will not adapt, will encounter a lot of communication barriers, and will not meet to solve problems; and 7.50% of people think they don't trust the Internet very much. No eye contact is not emotional communication. You are only looking at the camera, not at me.

There were 41.25% of people think the school will have more students because it is more modern and keeps pace with the times; 37.50% of people think educational resources are saved a lot. Schools have more money; 7.50% of people think they need to buy equipment that actually does not save money. Education in management automation, network education relies on internet teaching. Management is also based on the internet. Students' consultation, registration, payment, course selection, inquiry, student status management, homework and test management can be completed through network interaction, making it convenient and efficient (Zhang & Ma, 2015; Lei, 2017). Consistent with Lu (2013) piano teaching scheme should improve student interaction and communication, effectively reduce the waste of teaching resources, and find new ways to enhance students' interest in learning. Deng (2013) explored that online teaching should have real-time feedback classes and exercises; efficient use of the piano room; and the new model of network education enhances learners' interests and saves educational resources.

Teachers' various roles in traditional education, teachers are more subordinate to schools; that is, teachers need to teach according to various school standards, which contain a lot of formalism. However, network education can solve this problem in a better way. Here, more attention is paid to the teacher's ability. If you have the ability, you can go on. Furthermore, in network education, students can select their own courses from the root, encouraging teachers to optimize their own courses (Zhang, 2015; Huang, 2019). That is reiterated in an article by Zhang (2017) about the role of internet thinking in piano teaching in colleges and universities. This way can effectively broaden the piano teaching resources, which are rich in piano teaching models, and enrich the students' learning methods (Dong, 2017).

5. CONCLUSION

The survey respondents were 80 piano teachers, 76 (95%) of them were interested in or agreed to teach online. There are 95% of people who think computers are very useful. and powerful, and using mobile phones is more convenient and smaller to meet their needs and can substitute piano lessons by 70%. There are 55% of people who think it's the same as the tradition just on a different platform; 21.25% of people think it needs a little tweaking. There are 67.50% of people who think it's online but it's actually closer to the students. 12.50% of people think teachers and students will not adapt, will encounter a lot of communication barriers, and will not meet to solve problems. There are 41.25% of people who think the school will have more students because it is more modern and keeps pace with the times. 37.50% of people think educational resources are saved a lot and schools have more money. There are understanding the online and others: 95% of people fully agree with the online piano course model, 65% of those polled agree that using a phone for online teaching is convenient, and 55% believe that opening the online piano course will cause other problems.

According to the final data, most teachers do not object to the online piano course, but it needs a lot of preconditions to be completed, and many teachers also put forward a variety of suggestions. We can take these suggestions into the real project to avoid accidents. In the data feedback of the teachers' questionnaire, many understandings of online education, including advantages, and disadvantages were mentioned.

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