



Evaluations and suggestions of prospective music teachers regarding the realization of content knowledge courses through distance education¹

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Abstract

Education is one of the most damaged areas due to the corona virus, which has taken the whole world under its influence in a short time. As it is known, in March 2020, because of the Covid-19 pandemic in our country, the distance education started at all levels of education. Dokuz Eylul University carried out this process through a distance education platform created within the university. Department of Music Education undergraduate curriculum includes many practical courses as well as theoretical courses. For this reason, it is thought to be important for the students of the Department of Music Education to evaluate the distance education process, especially for the practice-based music education content knowledge courses. From this point of view, in this study, it is aimed to determine the opinions and suggestions of Dokuz Eylul University Department of Music Education undergraduate students, to evaluate the content knowledge courses conducted through distance education during the Covid-19 pandemic process and to shed light on the distance education applications that may be made from now on. The data of the research was collected by the focus group interview technique. Content analysis were applied for the data collected from the interviews and the findings were revealed. Research results were presented within the framework of suggestions regarding the distance education process of the students, the use of the distance education platform, the materials, methods and techniques used in the courses, measurement and evaluation in distance education, the contribution of the distance education process to their professional development, hybrid education or lessons to be planned with the distance education again.

Keywords: Music education content knowledge courses; distance education; focus group interview

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1. Introduction

1.1. Introduce the problem

Over the centuries, many natural or man-made disasters have been overcome in the world and people have taken lessons from them and learned to take precautions. They have continued their struggles to survive by constantly improving the measures they have taken. On March 11, 2020, a pandemic was declared by the World Health Organization. The virus spread around the world within average of three months after its emergence. Even though there had been many epidemics in the world before, the Covid-19 pandemic became more dangerous than many epidemics in history, because of the excess of the world population and the fact that journey between countries was easier and more accessible than in previous years.

After the pandemic was declared, people around the world shut themselves in homes, couldn't go to the offices and started to work from home. Apart from this, some measures were taken in the fields of education in 2020, schools were closed in 188 countries around the world and 1.5 billion students could not go to school (OECD, 2021). The fact that students were obliged to stay at home during the pandemic forced the transition to distance education applications.

There are many definitions of distance education in the literature. Some of them are listed below:

- Distance learning is a planned, institutional and administrative arrangement where students and teachers are located in different places, which requires the application of special lesson designs and teaching methods and the use of various technologies (Moore & Kearsley, 2005; Reported by: Demir, 2014, p. 203).
- Distance learning is the organization and execution of teaching-learning activities without the need for the teacher and the student to be physically in the same indoor area (Kaya, 2002; Reported by: Yaman, 202, p. 3298).
- Distance learning is the delivery of education to distant students with the help of tools such as satellite, video, sound, graphics, computer, multimedia technology (USDLA, 2011; Reported by: Demir, 2014, p.203).

Distance learning can be applied as synchronous or asynchronous. Synchronous education allows the teacher and the learner to interact in various ways without having to be in the same environment. Asynchronous education is independent of the instructor, not alive and real-time (Karatepe, Küçükgençay & Peker, 2020, p. 1263).

Demir (2014, p. 206) identifies the advantages and disadvantages of synchronous and asynchronous applications:

Image 1. Advantages and disadvantages of synchronous and asynchronous education

Synchronous		Asynchronous	
Advantages	Disadvantages	Advantages	Disadvantages
A real-time brain storming	Unable to set the lesson time	Elimination of the time and place barriers	Creating a virtual and distributed ³ learning community
On-the-spot feedback	Invigilator problems during the assessment	Everyone has the opportunity to participate in education.	Not suitable for the applied courses
Elimination of the barriers caused by the place	Students who cannot use technology remain passive	Increase in the class participation of shy and poorly communicative students	Being able to create an isolated effect on the student
Less isolation of the student in the group.	Inability of the student to participate in the discussion at any time and falling into the listener position in crowded classes	The internationalization of the education	Not getting on-the-spot feedback

A much stronger distance education can be made possible by making synchronous and asynchronous education compatible and unified with each other. The use of distance education can be considered as one of the indicators of countries, institutions and even individuals to adapt to the era they are in and the reached technology.

With the declaration of the pandemic in Turkey and the closure of schools, the Ministry of Education included students at all levels within the scope of distance education as of March 23, 2020. Higher education institutions also transitioned to distance learning with pandemic. However, the applicability and efficiency of distance education has been a matter of debate for the group of applied courses in some departments of universities. One of these areas is the music teaching departments of universities.

It is known that music lessons were carried out through distance education in some institutions that had mainly applied courses in their curriculum before the Covid-19 pandemic. Boston University, Newcastle University, Berklee College of Music, Sheffield University are some of those institutions. However, when we look at the courses of the institutions that teach music through distance education, it is understood that the courses

³ Distribution, dissipation (TSI, 2006, p. 68).

are more theory-based, and that the performance-based courses cannot be given completely due to synchronization problems (Çocar, 2021, p. 25).

The music teaching program is a vocational education program that includes both theoretical and applied courses. Many lessons in music teaching undergraduate program such as Piano Training, Major Instrument Training, Chorus, Conducting of Music Ensembles, Orchestra-Chamber Music, Music Learning and Teaching Approaches, Guitar Education and Accompaniment, Educational Music Composition Techniques include applied practices. Even in theoretical courses such as Classical Western Music Theory and Practice, Harmony and Accompaniment, Forms of Classical Western Music, the subjects should be supported with practical studies. It is thought that the conduct of these lessons, based on playing and singing together, through distance education, was very worrying for music educators and students at the beginning of the Covid-19 pandemic process. Because, in distance education platforms, it is technically impossible for more than one person to play or sing in sync at the same time. Because of this technical problem, it is predicted that music teaching courses in the distance education process will not be as efficient as the face-to-face education process.

Another factor that causes music teaching courses conducted through distance education to be more inefficient than face-to-face education is affective factors. Students' motivation has a significant impact on their performances. It is thought that the exams conducted only with audio or video recording instead of the performance-based exams they will take in face-to-face education may negatively affect the students' work discipline and their performance.

Based on the explanations presented above regarding the continuation of music teaching content knowledge courses through distance education, the aim of this study is to reveal the opinions of the undergraduate students of Dokuz Eylul University Department of Music Education, one of Turkey's well-established universities, about the content knowledge courses conducted through distance education during the Covid-19 pandemic process designated as put. In this study, it is thought that determining the evaluations of the distance education process, especially for the practice-based content knowledge courses, will shed light on the trainers and researchers in terms of planning, sustaining and efficiency of hybrid or distance education applications that can be carried out from now on.

It is noteworthy that among the academic studies on the subject of distance education, there are not many studies in the field of fine arts education based on applied studies. Considering this subject in the process of music education, which is a performance-based field, evaluating it from the point of views of students who have experienced this process in every aspect, and determining the points to be considered in a possible distance education process emphasize the importance of this research.

The research sought answers to the questions below:

During the Covid-19 pandemic of music teaching undergraduate students;

1. a. What are their views about the duration and
b. positive or negative sides of music teaching content knowledge courses conducted through distance education?
2. What are their views on the teaching materials and teaching methods and techniques used in music education content knowledge courses conducted through distance education?
3. How is their participation and interest in music education content knowledge courses conducted through distance education?
4. What are their views on the measurement and evaluation process in music education content knowledge courses conducted through distance education?
5. What are their views on the contribution of music education content knowledge courses through distance education to their professional development?
6. What are their views and suggestions regarding the reflection of the realization of music education content knowledge courses through distance education to future education practices?

2. Method

This research was modeled in accordance with qualitative research method. The reason why the qualitative research method was preferred in the study is that it offers the opportunity to listen, understand and analyze the experiences and opinions of individuals with all their depth. To collect the research data, focus group interview technique, one of the qualitative research methods, was used. Focus group work, as a form of group discussion, is a technique that focuses on communication between participants to produce data on a certain topic (Balci, 2016, p. 171).

2.1. Study group

The study group of the research consisted of 6 students from the 2nd grade, 6 students from the 3rd grade, 6 students from the 4th grade and 5 students who were 4th grade in the previous academic year in Dokuz Eylul University Buca Education Faculty Department of Music Education in the 2021-2022 academic year. These 23 students, who were included in the focus group interviews, were determined by "purposive sampling" based on the criteria of continuous participation in the courses that were given through distance education during the Covid-19 pandemic process.

2.2. The process of data collection

In this study, focus group interview technique, one of the qualitative research methods, was used to collect data. In the focus group interviews, the knowledge, experience, feelings,

perceptions, thoughts and attitudes of the participants are revealed in accordance with the general characteristic of qualitative research. The important thing in focus group interviews is not to reach information that will make generalizations, but to describe the views and perspectives of the participants. In this process, as a result of mutual interaction and associations, participants trigger emotions and thoughts in each other's minds; thus, a rich flow of information is provided (Cokluk, Yılmaz, & Oğuz, 2011, p. 98).

Before the focus group interviews, a literature review was conducted to create open-ended questions to be directed to the participants, questions were formed by the researchers, and the semi-structured interview form was given its final form by taking expert opinion from four faculty members working in the field of music education. A form was created in order to collect the personal information of the participants, and this form was sent to the students at the beginning of the focus group interviews, and they were asked to fill in.

Before the implementation phase of the research, an application was made to the Dokuz Eylul University Social and Human Sciences Research and Publication Ethics Committee for an ethical evaluation and an approval document was obtained stating that the application was ethically appropriate.

During the planning phase of focus group interviews, separate Whatsapp groups were created with student groups from each grade level in order to communicate with students. Each student group was informed about the research topic, and an interview plan was made by determining the appropriate day and time for the interviews. Focus group interviews were held in Buca Education Faculty, Department of Music Education, classroom no 2. Before starting the interviews, consent was obtained from the participants that they voluntarily participated in the research.

In order to maintain the process effectively, the two researchers involved in the study conducted focus group interviews together. One of the researchers directed the questions to the participants and managed the interview process. The other researcher took part in keeping voice recordings and written notes about the interview. All participants were informed that a voice recording would be made.

2.3. Analysis of data

The audio recordings obtained from the focus group interviews conducted with four different groups consisting of undergraduate students and graduates of the Department of Music Teaching were deciphered and made ready for analysis. Content analysis was applied to the data obtained in this way. Content analysis is a method frequently used in social sciences, especially in educational research. “The basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to

organize and interpret them in a way that the reader can understand” (Yıldırım & Şimşek, 2000, p. 162).

In order to ensure the privacy of the participants, coding was done in the form of class level and sequence number. For example, the data of the participant with row number 2 in the 3rd grade was coded as 3.2. For graduate participants, it was coded as G.1.

After each of the three researchers completed their coding on the answers of the students, to determine the consistency ratio, the reliability formula suggested by Miles and Huberman (1994) was used as “Reliability=Agreement/(Total Consensus+Disagreement)x100”. Accordingly, the percentage of agreement regarding the coding of the researchers was determined as 86%. In this calculation, it is stated that studies with over 70% are reliable (Miles & Huberman, 1994). This result provides evidence that the assessment which was made is reliable. In addition, it was ensured that the disagreements were minimized by the researchers working together during the analysis process.

3. Findings

In this section, the findings related to each sub-problem reached as a result of the content analysis are explained with tables where example sentences, frequency and percentage values are given.

3.1. Findings regarding the positive and negative aspects of the distance education process in music teaching content knowledge courses

Findings related to the first sub-problem of the research were handled in two main categories as “positive aspects” and “negative aspects”. In order to explain the positive and negative aspects of the distance education process in more detail, sub-categories were created under these categories. The findings regarding the positive and negative aspects

of the distance education process in music teaching content knowledge courses are given in Table 3.

Table 3. Findings regarding the positive and negative aspects of the distance education process in music teaching content knowledge courses

Categories and sub-categories	Participants' Answers	f	%
Positive aspects		34	39,1
Lesson repetition and self-study	<p>2.5: It was great to be able to watch the recordings. It was very useful to be able to watch the lessons I missed later.</p> <p>3.2: I am not a person who takes a lot of notes in face-to-face education. The biggest advantage for me is being able to write down the things that I watched later and missed in the lesson and couldn't take notes.</p> <p>2.1: While I was in the class, I was simultaneously reinforcing the theoretical subject by playing intervals from my own piano. I can't do this in a face-to-face class.</p> <p>-----</p>	12	13,8
Time and budget savings	<p>3.3: Time is the biggest advantage. I don't get up in the morning and spend time on buses, I can take the class at home. It is also economically advantageous, no money for transportation and I eat at home.</p> <p>3.4: The time spent on the road goes directly to the lesson and there is time to study</p> <p>-----</p>	9	10,3
Visual materials	<p>2.1: We used more visual materials in online lessons.</p> <p>-----</p>	6	6,9
Lesson duration	<p>G.5: The duration of my instrument lessons was sufficient and I did not experience any disruption.</p> <p>3.2: I think the lessons are enough. After a certain time, interest and focus disperses. Constantly wearing headphones or having shorter lessons in online education made the information more permanent for me.</p> <p>-----</p>	2	2,3
Assignment submission	<p>3.5: I couldn't play in the piano exams because I was excited. By making a video, I could correct my mistakes and take better notes</p>	1	1,1

Negative aspects		53	60,9
System based problems	<p>G.4: The system was very bad, situations such as changing the lecture hours of the lecturers caused me to feel alienated from the course.</p> <p>2.3: When we turned on our cameras, we lost the connection.</p> <p>2.1: I couldn't play because of checking to see if it was constantly disconnecting.</p> <p>2.3: I was having difficulties in the violin lesson, my grip was wrong, the teacher couldn't fix it.</p> <p>3.2: I had a lot of problems with the individual instrument. I had just started playing my instrument. From the camera, my bows looked different.</p> <p>G.5: We could not have the "Conducting Chorus" lesson efficiently enough, our movements were not corrected. I have a hard time managing student choirs at the place where I work now, and I am very negatively affected.</p>	14	16,1
Lesson duration	<p>2.2: The lessons were too long. I was distracted.</p> <p>4.1: Lessons were too long. I was already working. There were professors giving lectures for 90 minutes. I was having a hard time attending.</p>	10	11,5
Focusing problems	<p>G.2: Since there was no school environment, we were too comfortable and the lessons were inefficient. Connecting the lesson from where we slept had a negative effect on our motivation.</p> <p>4.6:School environment is more disciplined. I can't have a lesson so close to my bed.</p> <p>3.1: My friends did not attend the classes very much, I was demotivated because very few people came to the classes that required interaction.</p>	10	11,5
Student based problems	<p>3.6: I don't think everyone's comfort zone is equal. Everything from family members, household items to the brand of the phone was affecting us and we could not be effective.</p> <p>4.4: I didn't have a computer and I was trying to do everything from the phone, the unequal opportunities were challenging.</p> <p>3.5: Internet connection, equipment, computers and economic problems caused inequality. We were having problems as not all of us had suitable rooms.</p> <p>G.3: I didn't have a piano for the piano lesson and a piano recording was requested. When I said I didn't have piano, I was asked to record elsewhere. There were times when we couldn't leave the house out of fear during the pandemic period, and it was very difficult for me to go somewhere and work on the works and record videos.</p>	8	9,2
Instructor based problems	<p>4.2: I couldn't get enough attention from ... lesson lecturer. The lesson times were lagging. We couldn't have lessons. The discipline in a school atmosphere couldn't be provided. The lecturer used to cancel the lesson.</p> <p>.....</p> <p>3.5: Looking at the screen for a long time affected my eyes very much. Inactivity affected my health and I gained weight.</p> <p>3.4: Working from the computer all the time caused me a headache.</p>	8	9,2
Health problems	<p>G.1: affected my health a lot, I had to start wearing glasses...</p>	3	3,4

Total	87	100
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According to the distribution of the answers given by the music teacher candidates regarding the positive and negative aspects of the distance education process in the music teaching content knowledge courses in Table 3, it is seen that the negative aspects are more (f=53) than the positive aspects (f=34). Among the opinions on the positive aspects of the distance education process in music teaching content knowledge courses, it is seen that course repetitions and individual study were the most common. (f=12). In addition, it was stated that saving time and budget (f=9) and the use of visual materials in lessons (f=6) were seen as positive aspects of this process. When the opinions of the music teacher candidates regarding the negative aspects of the music teaching content knowledge courses in the distance education process were asked, it was stated that the system-related problems (f=14) were the most common. Apart from the system-related problems, it is seen that the lesson duration (f=10) and focusing problems (f=10) also have negative sides of this process.

3.2. Findings on teaching materials and teaching methods and techniques used in content knowledge courses conducted through distance education

The findings related to the second sub-problem regarding the teaching materials and teaching methods and techniques used in the music teaching content knowledge courses conducted through distance education were discussed in four categories. The categories and example sentences related to the teaching materials and teaching methods and techniques used in the content knowledge courses conducted through distance education are given in Table 4.

Table 4. Findings on teaching materials and teaching methods and techniques used in content knowledge courses conducted through distance education

Categories and sub-categories	Participants' Answers	f	%
Visual materials	<p>G.5: During the online period, our teacher was preparing slides and they were very detailed.</p> <p>3.4: It was much easier to watch and show videos, and we could provide source-documentary access in the lesson.</p> <p>3.6: We were able to watch a wide variety of slides. If we had been face to face, it would not have been necessary and the visuality would have been lacking. But in online education, these were used a lot and were beneficial.</p>	20	64,5
Materials specific to the field	<p>G.2: One of our lecturers used to bring a lot of material to the lesson such as finger puppets, Orff instruments.</p>	4	13,0

	4.1: One of our lecturers brought puppets, ukulele, etc. And they were really beneficial.		
Online educational games	3.4: “Kahoot” and similar games were very productive because we had more permanent information as we reinforced it by having fun. 3.5: It took advantage of learning and applying websites like “Kahoot”.	4	13,0
Group works	4.2: The division system into groups was nice and group work was helpful. 3.4: It was pleasant to go to breakout rooms for group work.	3	9,7
Total		31	100

According to the distribution of the answers given by the music teacher candidates regarding the teaching materials and teaching methods and techniques used in the content knowledge courses conducted through distance education in Table 4, it is seen that visual materials (f=20) are used most in the distance education process. In addition to visual materials, it is seen that materials specific to the field of music education (f=4) and online educational games (f=4) are also included in the distance education process.

3.3. Findings regarding the participation and interest of music teaching undergraduate students in content knowledge courses through distance education

Participation and interest of music teaching undergraduate students in content knowledge courses conducted through distance education were examined in the categories of "self-discipline problem" and "class participation and motivation". The findings regarding the participation and interest of the students in distance education courses are given in Table 5.

Table 5. Findings regarding the participation and interest of music teaching undergraduate students in content knowledge courses through distance education

Categories and Sub-categories	Participants' Answers	f	%
Self-discipline problem	3.1: I was in the class, but I used to visit different sites from the side tabs on the computer, the fact that the class was on the computer distracted me like that. G.4: None of the morning classes were of interest to me and I went on opening the class and sleeping. 2.1: At the beginning of the first semester I was very disciplined, in the second semester I was very bored and I was only interested in Classical Western Music Theory and Practice.	11	55,0
Participation and motivation	3.2: I felt obliged to distance education. I couldn't go out anyway, I was motivated to study because I couldn't do anything in any ways. 3.5: Because there was no friend circle, there was no chance other than studying and it was easy to study and be motivated. Thanks to our communication with my friends, we didn't lose our interest and we	9	45,0

motivated each other. We shared our problems by making video calls. (At this time, it was observed that there were some emotional moments in the group and some students teared up) We couldn't have got efficiency if our class wouldn't have been this much intimate and supportive.

Total 20 100

According to the distribution of the answers given by the music teacher candidates regarding the participation and interest of the music teaching undergraduate students in the content knowledge courses conducted through distance education in Table 5, it is seen that the students experienced self-discipline problems (f=11) in this process. In addition to this, it is seen that students had difficulties in participation and motivation (f=9) in the distance education process.

3.4. Findings regarding the assessment and evaluation process in content knowledge courses conducted through distance education

In the fourth sub-problem of the study, an answer was sought for the opinions of undergraduate music teaching students about the measurement and evaluation process in music teaching content knowledge courses conducted through distance education. Findings related to this sub-problem are presented in Table 6.

Table 6. Findings regarding the assessment and evaluation process in content knowledge courses conducted through distance education

Categories and sub-categories	Participants' Answers	f	%
Not finding it reliable	<p>3.2: Last year, I had a goal of making a high average. I was participating in the classes and working hard, but someone who did not do these things got the same grade as me... Everyone was getting the same grade and raising their average. This made me give up on my biggest goal.</p> <p>4.3: I do not think that the videos we sent in the major instrument class were fully watched. I do not think our homework was not read. I do not think the marks I got were fair.</p> <p>4.1. I was doing the homework too, but getting the same scores when the other homeworks were so bad made me feel bad. What was the point of trying so hard?</p>	10	66,7
Fair approach in evaluation	<p>G.3: I don't think anyone got exaggerated scores. Since there was no face-to-face exam, the fact that we handed over the assignments in longer comfortable times had a positive effect on our grades.</p> <p>G.2. I didn't experience any injustice and got bad marks.</p>	4	26,7
Lecturer-based	<p>3.3: I've been playing baglama since high school. Even though I took all the classes and studied, those who could not play got 100 and I got much lower than them. I think it was a lecturer issue. He said that he was checking exams at 3 am and of course his tiredness and attitude affected this.</p>	1	6,7
		Total	15 100

According to the distribution of the answers given by the music teacher candidates regarding the assessment and evaluation process in the content knowledge courses conducted through distance education in Table 6, it is seen that most of the students do not find the assessment and evaluation process reliable (f=10). Apart from this, there are also students who stated that there was a fair approach (f=4) in assessment and evaluation.

3.5. Findings on the contribution of content knowledge courses through distance education to the professional development of undergraduate music teaching students

Music teaching undergraduate students' views on the contribution of content knowledge courses through distance education to their professional development are discussed in six categories. Findings related to this sub-problem are presented in Table 7.

Table 7. Findings on the contribution of content knowledge courses through distance education to the professional development of undergraduate music teaching students

Categories and sub-categories	Participants' Answers	f	%
New applications and websites	<p>G.5: I learned about a website called “Learning Apps” and benefited from it.</p> <p>4.1: I learned about ‘Canva’ program to prepare video, educational material.... I learned how to use video editing programs very well.</p> <p>3.4: I learned about museum visiting websites. I learned how to use “Word”</p>	12	40
Notation programmes	<p>4.6: The note writing program that I had to learn in online education was very useful for me.</p> <p>3.3: Note writing programs were very important to us and a great contribution was made in this regard. When we couldn't play something harmonic, being able to write and hear it in the program also helped a lot.</p>	6	20
Academic reading and writing	<p>3.3: It was great to read and write academic papers.</p> <p>3.2: In fact, we had a very academic education process related to our field. If we have a goal like a master's degree, the research and assignments we have done have been very beneficial for the research methods we will use in the future.</p>	5	16,7
Teaching skills	<p>2.2: I learned how to manage the online lesson if I was teaching during online period.</p> <p>2.1: It contributed as follows, now I know how to attract students' attention with materials if I become a teacher during the online course period.</p>	4	13,3
No contribution	<p>3.6: I was not very good at using applications such as “Word” and “PowerPoint” in the online period. I've been useless.</p> <p>3.2: I had already known how to use the programs, online education did not bring them to me.</p>	3	10

Self-confidence	G.5: Since there was nothing else to deal with in the online process, I was able to stay on my assignments longer and do a better job. It also gave me self-confidence.	1	3,3
Total		30	100

According to the distribution of the answers given by the music teacher candidates regarding the contributions of the content knowledge courses conducted through distance education to their professional development in Table 7, it is seen that the music teacher candidates mostly started to use new applications and websites (f=12). In addition, it is seen that the use of notation programs (f=6) and studies that will improve academic reading and writing skills (f=5) contribute to their professional development.

3.6. Findings on opinions and suggestions on the reflection of the realization of music teaching content knowledge courses through distance education to future education practices

The sixth sub-problem of this research is the question, “What are the views and suggestions regarding the reflection of the realization of music teaching content knowledge courses through distance education to future education practices?” Findings related to this sub-problem are presented in Table 8.

Table 8. Findings on opinions and suggestions on the reflection of the realization of music teaching content knowledge courses through distance education to future education practices

Categories and sub-categories	Participants' Answers	f	%
Negative views on distance education	2.3: Our content knowledge courses should not be online because they are not efficient.	13	59,1
	2.2: Content knowledge courses should be face-to-face because although we have the chance to watch the lesson recording again in the online lesson, it is a negative thing that we cannot ask questions to the teacher immediately after watching the lesson. So it should be face to face.		
	3.5: Lessons should be face-to-face, but the materials used in online education should still be used. It's definitely not a hybrid system, just material oriented. We must bring 21st century materials to today's education system.		
	G.2: I think Ear Training and Harmony should also be studied face-to-face, although they seem theoretical. Because although we seem to be doing it, it is not as efficient as in the classroom and we experience atrophy somehow. Even though we took the Ear Training lesson during the pandemic process, I couldn't write dictation as well as I used to after the pandemic ended.		
Views on hybrid education applications	3.3: Turkish Music and Western Music History lessons can be online. We were constantly watching videos and having lessons with different slides.	9	40,9
	G.5: ...Courses such as Harmony and Educational Music Composing Techniques can be online in content knowledge courses.		
	3.2: Classes such as Popular Music should be online. While having face-to-face, such theoretical lessons can be very boring and one can be detached		

from the lesson. Registering the course and preparing a presentation may be useful in these courses.

4.1: A few non-applied theoretical content knowledge courses can also be online with the use of materials.

Total 22 100

According to the distribution of the answers given by the music teacher candidates regarding the opinions and suggestions regarding the reflection of the music teaching content knowledge courses through distance education in the future education practices in Table 8, it is seen that the negative opinions ($f=13$) that distance education is not suitable for the content knowledge courses are high. In addition, it is seen that there are students ($f=9$) who express their opinions about hybrid education applications.

4. Conclusion, discussion and recommendations

This study was carried out in order to evaluate the process and content knowledge courses through the experiences of undergraduate students who received distance education in Dokuz Eylul University Faculty of Education Department of Music Education in the 2020-2021 academic year, and to determine their suggestions for a possible hybrid education or re-distance education planning. In this study, focus group interviews were conducted with 23 students and answers were sought to the questions created in line with the determined purpose. When we look at the results of the research in general, it has been determined that the negative opinions expressed by Dokuz Eylul University Music Teaching Undergraduate students regarding the content knowledge courses conducted through distance education during the Covid-19 pandemic process are more than the positive opinions. It has been stated that content knowledge courses, most of which are applied courses in distance education, have a long course duration and this situation causes distraction. Within the framework of the positive aspects of this process, the music teaching undergraduate students mostly emphasized the opportunity to do individual work by watching the course recordings again. In a study conducted by Yılmaz (2021), with 50 students from different age groups, the applicability of online education in mathematics lessons and student attitudes towards online education during the pandemic process were investigated. According to the results of the research, which emphasized the importance of course recordings in ensuring continuity in learning and teaching during the distance education period, all of the students stated that they watched the course recordings later.

In this research, the other positive aspects of distance education are that the distance education process saves students both time and money, and that they do not spend time outside, and also that they can easily participate in the lessons because there is no transportation problem. Similar views are found in the research conducted by Umuzdaş

and Baş (2020) on examining the perceptions and experiences of conservatory students regarding distance education during the Covid-19 outbreak.

The use of visual materials more than face-to-face education and the evaluation in the form of homework submission in applied courses were stated as positive aspects of distance education by the participant students in this study. In the music teaching undergraduate program, there are courses such as Piano and Major Instrument Training, which have theoretical credits and actually applied content. Examinations of these courses are usually held in front of a commission formed by the instructors who teach in that field. It is thought that this form of examination may put pressure on students and negatively affect their performance. In face-to-face education, students only have the chance to evaluate their performance at the time of the exam. In the distance education process, they had the chance to record their videos many times in order to send homework at the level they wanted. This situation was seen as an advantage of distance education in content knowledge courses.

In the study, system-based problems were mostly expressed about the negative aspects of distance education. Students stated that the connection weakened or broke when the cameras were turned on in synchronous lessons. It is extremely important to take the image in practical lessons. It is necessary to have an image in instrument training so that the position of the body, positioning of the hands on the instrument, the position of the wrist, holding the bow, pulling the bow, changes in the position on the hand, posture in voice training, mouth opening in the conducting of musical ensembles, making the beats in accordance with the time signatures, arm movements of the conductor, gestures, problems with facial expressions and body language can be seen and corrected, and the instructor shows the correct one by sampling. It is understood from the student responses that applied courses couldn't be carried out efficiently in the distance education process. Therefore, in ear training studies, solfege reading with piano accompaniment, playing/singing with piano accompaniment in instrument/voice training lessons, collective playing/singing activities in chorus/orchestra/baglama lessons could not be done, but more studies were carried out for individual performance. It is seen that this situation negatively affected the development and motivation of students. Tuncer (2021) conducted a research to determine the views and attitudes of 236 students from 10 different departments who took applied content knowledge courses via distance education. The results of the research reveal that music department students experienced synchronization problems especially in applied lessons based on collective instrument playing or singing, and students couldn't get any efficiency from these lessons.

In this research, it has been determined that not every student has the appropriate conditions to do their studies in relation to the decrease in efficiency in applied content knowledge courses. The fact that family members or children were among the family members with whom the students lived together during that period was a negative factor

in the continuation of performance-based studies. The fact that the student does not have his/her own instrument draws attention as one of the reasons that interrupt his/her studies. In a study conducted with Nevşehir Hacı Bektaş Veli University Fine Arts Faculty Music and Performing Arts students, most of the interviewed students reported negative opinions about the applied courses they took in distance education. Among the other remarkable results for the applied courses, it is seen that there were problems related to internet connection, insufficient working environment and lack of material (instrument) of the student (Özer & Üstün, 2020). According to another research result, during the Covid-19 process the fact that family members have to spend all their time together, the restriction of their personal space and the inability to spare time for themselves have negatively affected their psychological well-being (Sarı & Nayır, 2020).

Among the results related to the negative aspects of content knowledge courses in distance education, there are also student-based problems. The students stated that they could not focus on the lessons because they could not provide self-discipline, their motivation was low, and the fact that each student did not have equal conditions in terms of both economic and environmental conditions affected their participation in the lessons. In addition, the health problems caused by looking at the phone or computer screen for a long time and being inactive for a long time are among the negative aspects of distance education. It is underlined that among the results related to the negative aspects of the distance education process, there are problems resulting from the instructor. This situation may be due to the increase in the workload of the instructors due to issues such as preparing theoretical, visual or audio materials for lessons in the distance education process, preparing videos to set an example for the students, checking and returning the individual student assignments and it is also thought that too much time spent in front of the computer may have caused health problems in trainers as well. In a study conducted by Shaw and Mayo (2022), the effects of distance education policies applied in American schools that switched to distance education due to the Covid-19 pandemic on music teachers were investigated. In the study, a questionnaire about distance education policies was applied to 1368 music teachers. When the results of the research are examined, it is seen that the workload of music educators increases with distance education, they have to work at different times of the day and they feel worthless because of these reasons.

The results of the research on teaching materials and teaching methods and techniques in distance education were evaluated within the framework of the categories of visual materials, field-specific materials, online educational games and group work. It is known that distance education applications have disadvantages compared to face-to-face education applications, such as active participation of students in lessons and providing student-teacher and in-class interaction. This result of the research suggests that the games and group works played through various materials and applications used in the lessons are aimed at providing student motivation, participating in the lessons with curiosity and desire, and increasing mutual communication and interaction. When the

answers of the students are examined, it is seen that these approaches are beneficial in terms of providing permanent learning, contribute to their professional development and that they also have a very enjoyable time. In some studies, it was determined that similar results were obtained with this result of the research. Elitaş and Devran (2017) state that the interaction and sharing in the course in the distance education process is instructor-centered. Whenever the instructor wishes, he/she authorizes the students to use the system and the students who receive the authorization can share in the lessons. For this reason, it is extremely important for instructors to be competent in the systems and applications used for the preparation, presentation and sharing of all digital/visual/audio/written content in the lessons.

When we look at the results of the third sub-problem in which the participation and interest of the music teaching undergraduate students in the content knowledge courses conducted through distance education are examined, it is seen that the majority of the students show low interest and participation in the content knowledge courses. Within the scope of this result, it is striking that the students cannot be self-disciplined, and due to this, they log into the system in order to continue the course and in other tabs they allocate time to different subjects that they are interested in. As mentioned above, it is thought that the fact that students do not have equal conditions and that some students have to work due to financial problems may cause them not to show the necessary interest in distance education courses. In addition, it should be taken into account that the inability to carry out the applied courses effectively and efficiently due to technical problems may have reduced the motivation of the students. A study was conducted with 2611 students studying at the faculty of medicine in order to evaluate emergency distance education applications from the perspective of students. Among the results of this research, 65.6% of the participants stated that they had difficulty in maintaining self-discipline, and this result is in line with the results of the current study (Atılğan, 2021).

When the results of the research regarding the measurement and evaluation process in music teaching content knowledge courses are examined, it is seen that mostly homework-based evaluation was made and as a result, the students didn't think that the scores were reliable. The students expressed their sorrow that the written assignments or videos they prepared with effort were not fully examined. In contrast to this result, it has been observed that there are students who are satisfied with the fact that the assignments prepared in a flexible scheduling process instead of the exam provided higher grades. In the related literature, there are other studies that conclude that assessment and evaluation couldn't be carried out in a healthy way in the distance education process (Özdoğan & Berkant, 2020; Tuncer, 2021). The rapid transition to distance education after the declaration of the Covid-19 pandemic required the teachers to start the process unprepared in terms of technical infrastructure and equipment, and their knowledge and skills for distance education. It is thought that the fact that the homework, test and examination units in the distance education platform are not suitable for the content and

requirements of each department of the university, and that the instructors do not have the necessary knowledge and skills to use the homework, test and examination units, may have adversely affected the assessment and evaluation process, especially in applied courses.

Another result is that music teaching undergraduate students have learned to use various applications and computer programs that they can benefit from in their professional lives in the content knowledge courses conducted through distance education. Among the answers given by the students to the interview questions, it is seen that they frequently used notation programs such as “Finale” while preparing their homework. In addition, it is among the results of the research that students started to gain experience in browsing publications from sites such as “Google Scholar” and “Turcademy”, which contribute to the development of academic reading and writing skills. This result is considered very important for music teacher candidates to acquire 21st century skills. Gelen (2017, p. 22) emphasizes that for students who are preparing for an increasingly complex life and work environment in the 21st century, courses aimed at gaining knowledge, media and technology skills should be included in the curricula. According to Gelen, in order to be effective in the 21st century, it is necessary to be able to produce, evaluate and effectively use information, media and technology (2017, p. 21). Looking at the results of the current study, it can be said that students have gained awareness about having knowledge, media and technology skills, which are among the 21st century skills.

According to the results of the research, most of the music teaching undergraduate students have a negative opinion about the reflection of the distance education practices they have experienced in the content knowledge courses to their future education practices. However, in case of transition to distance education or hybrid education application, it is also among the results that theoretical content knowledge courses supported by the use of materials can be made. A similar result is found in another study conducted with the students of the Department of Music Education (Sarıkaya, 2021, p. 97). According to the result of the research in question, the majority of the students have the opinion that the theoretical courses can be continued with distance education. According to the researcher, the reason for this is that the role of the educator and interactive education are important in lessons that require musical practice. Similarly, in the study conducted by Akıncı and Bolat (2020), it was determined that 71.5% of undergraduate students receiving music education thought that after the Covid-19 restrictions, education should be continued face-to-face, but online applications should also be developed.

In our country, due to the Covid-19 pandemic, in March 2020, the distance education process, which was passed rapidly as in the whole world, started. In this process, the illnesses, losses, financial difficulties experienced by the students and their families, and the accompanying psychological problems occurred. Educational practices were also greatly affected by this negative situation. For students, experiences such as following

classes from home, providing self-discipline and motivation, and preparing homework in various ways can be challenging. It has also been observed that students have prejudices such as that distance education cannot be applied, not sufficient, and will not be beneficial, especially for music teaching applied content knowledge courses.

From this point of view, in this study, student views on music teaching content knowledge courses conducted through distance education during the Covid-19 pandemic process were determined, and the following suggestions were determined at the end of the study:

- In the light of academic studies, in which problems related to distance education are identified for applied courses, informative seminars and workshops can be organized for the teachers of music teaching departments of universities to solve problems. In these seminars and workshops, technical problems and needs specific to the field can be identified and conveyed to the related units of the distance education platform of the universities, and improvement studies can be carried out.
- Trainings on the assessment and evaluation process in distance education can be carried out for instructors and students.
- In curricula, emphasis can be placed on increasing the number of courses in areas such as distance education, digital platforms, information access, media and technology literacy, creating digital course content, and online educational games.
- There is a need for technological equipment in the classrooms so that materials such as visual course contents, online educational games, videos used in distance education in the field of music teaching can also be used in the face-to-face education process. Even in the well-established universities of our country, there are classrooms that do not have the necessary equipment. Arrangements can be made to identify the classrooms that will not allow the use of digital materials and to create the necessary equipment.

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