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A Case Study of Mobile Devices Applied in Elementary School Music Curriculum Development and Students' Learning Engagement

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Abstract

The purpose of this research aims to discuss the relationship between the development of music curriculum and students' learning engagement in an elementary school. It uses case study to explore how a music teacher utilizes mobile devices into teaching and enhances students' learning engagement. Research instruments include interviews, classroom observation records, audio-visual recording equipment, documents, questionnaires, and so on.

The conclusions of this study are as follows:

1. The case teacher integrates mobile devices into the curriculum development for sixth-grade music teaching in an elementary school.

The case teacher integrates iPad with the rhythm app to guide students composing new rhythms for the songs in the music textbook, moreover composing rap for disaster prevention as an inter-discipline exercise.

2. The case teacher uses the new syllabus as the core concept of integrating mobile devices into the curriculum design.

The case teacher designed the music curriculum based on "Twelve-Year Basic Education Curriculum Guidelines." The new curriculum emphasizes composing music, and the teacher leads students to compose by iPad.

3. The case teacher believes that integrating mobile devices into teaching can extend the previous teaching contents.

The case teacher lets students know that musical instruments are not the only choice for composing music, but mobile devices can do as well. The knowledge of music theory learned in the class and recorder repertoire can be arranged through iPad app.

4. Mobile devices integrated in teaching design enhances students' learning engagement in classroom activities.

Researcher collects students' responses by questionnaires. There are seven dimensions in the questionnaire, including participating in classroom activities, answering questions, dialogues or clarifying questions, practicing skills, participating in cooperative activities, writing homework or tests, managing, and transition activities. The results show that "Participating in class activities" ranks the highest while all dimensions score fairly high. In other words, it demonstrates that students highly agree with the integration of iPad into music classes.

Finally, this study provides recommendations to elementary music teachers and future researches.

Keywords: Music teaching, iPad, Case Study, Mobile devices, Learning engagement.