san juan
puerto rico

- Program Schedule
- Concert Programs & Notes
- Abstracts
- Exhibitors
- Pre-Registrants
Friday, October 23

8:00 A.M.—4:30 P.M.
Exhibits open

8:00 A.M.—9:25 A.M.  Caribbean Salon One

Presentation: Web-Based Music Instruction I
8:00 A.M. "Thoughts and Considerations in Developing an Online Class in Music"
Cheong L. Chua (Cerro Coso College)
8:30 A.M. "Development and Evaluation of a Multimedia Web Site to Support Professional Development in Music Education Technology"
Sam Reese, Frederick Burrack, Jason Meltzer, and Richard Repp (University of Illinois)
9:00 A.M. "Find It, Fix It: Creating Instruction in Musical Error Detection"
Cynthia Gonzales (University of Texas at Austin)

8:00 A.M.—9:55 A.M.  Caribbean Salon Two

Presentation: Art and Music Intersections
Chair: Claire Detels (University of Arkansas)
8:00 A.M. "The Intersection of Art and Music in the Late Nineteenth Century: Chadwick’s Overtures and Symphonic Poems"
Hon-Lun Yang (Hong Kong Baptist University)
8:30 A.M. "Piano Music and Painting"
Susan Grace (The Colorado College) and Michael Grace (The Colorado College)
Annemarie Schuessler (Tallahassee, Florida) and Michael Gurt (Louisiana State University)

8:00 A.M.—9:25 A.M.  Caribbean Salon Three

Presentation: Price and Boulanger
Chair: Calvert Johnson (Agnes Scott College)
8:00 A.M. "The Piano and Vocal Music of Florence Price"
Karen Laubengayer (Jackson State University) and Joanne Stephenson (University of Central Florida)
8:45 A.M. "Clearings in the Heavens: Lili Boulanger’s Song Cycle"
James S. Hiatt (James Madison University) and Brenda K. Witmer (James Madison University)

8:00 A.M.—9:25 A.M.  Caribbean Salon Six

Presentation: Ethnic Roots/Urban Arts
Chair: Anthony T. Rauche (University of Hartford)
8:00 A.M. "Ethnic Roots and Urban Arts: The Ethnomusicological Perspective"
Anthony T. Rauche (University of Hartford)
8:30 A.M. "Why Rap Matters"
Gail Hilo Wilson (Trinity College)
9:00 A.M. "Cultural Pluralism in the Music of Jayuya: The Commingling of Plena-Punk, Mambo-Metal, and Merengue in New Puerto Rican Music"
E. Michael Harrington (Belmont University)
Development and Evaluation of a Multimedia Website to Support Professional Development in Music Education Technology

Who we are

Jason Meltzer  Richard Repp  Sam Reese  Frederick Burrack

Marc Beth  Brenda Clark  Joe Nuval  Audrey Stiner  Jon Harris-Clippingen

Need

- Support the professional development
  - Reese and Rimmington (1998)
- Higgins (1990)
- Berz and Bowman (1995)

Preparation

- Development and Alpha Testing
  - With a music technology class
  - To improve pages
- Beta testing
  - With a non-technical class
  - To refine research techniques

Publications

Development and Evaluation of a Multimedia Website to Support Professional Development in Music Education Technology

Evaluation
- With 51 practicing music educators
- Six-week treatment period
- Pre- posttest
- Two guided sessions of one hour each

Research techniques
- Quantitative and Qualitative
  - Tests
  - Interviews
  - Observations
- Goals
  - Awareness
  - Knowledge
  - Attitudes
  - Systems Approach (Williams & Webster, 1996)

Teaching Experience
Average 7 years

Age
Average 31 Years

Specialty

Geographic Region

Development and Evaluation of a Multimedia Website to Support Professional Development in Music Education Technology

Results

- ANCOVA Model
- Alpha level set at .05

\[ t = \frac{(X - Y) - (\mu_X - \mu_Y)_{hyp}}{S_{X-Y}} \]

Knowledge Increase

People-centered

(Low score better)
Development and Evaluation of a Multimedia Website to Support Professional Development in Music Education Technology

Other Factors Not Statistically Significant

- Funding confidence
- Identification of software
- Specific potential uses
- Creativity

Qualitative analysis helped

- Pages well received
- Understood potential uses
- People they knew were more likely to be called upon for help.

Quote

These Web pages have many strengths. It’s a wonderful idea to have a place where you can acquire information, get in contact with others who are in the same field and see what they are accomplishing and share ideas. The examples of what students are doing are excellent to have, as well as problems the teachers have faced and how they have solved them.

Conclusions

- Music technology classes not representative
- Exposure to Web pages had a desired effect
- Interest in technology high
- Personal contact important

References


http://www-caml.music.uiuc.edu/tbmi/default.html