

The Study of the Piano Teaching Micro-Video Course Design

Lina Chen

Zhengzhou University

Zhengzhou City, Henan Province 450052 China

Abstract—Miniature video courses are digital learning resources appearing in the background of the rapid development of network technology and the deep reform of basic education. This paper discusses the characteristics of micro-video courses systematically, and from the need of the piano teaching, it also proposes the design method for miniature video lessons of teaching piano and digs the content of micro-video piano teaching. The result follows.)

Keywords- piano teaching; micro-video; course design; the application

I. INTRODUCTION:

The piano lesson is an important compulsory course. It is no exaggeration to say that the scientific and artistic level of piano teaching not only affects directly the professionalism of the students who major in high music education but also reflects directly the level of professional training the high music education aiming at. With the continuous development and reform of education system, micro-video teaching has gradually integrated into the piano teaching system, and has become an important resource for piano teaching in the new era.

II. CHARACTERISTICS AND FUNCTIONS OF THE MICRO-VIDEO COURSES

Micro-video courses, which are abbreviated as micro-lessons, refer to the whole teaching progress of teaching activities for a knowledge-point or a teaching link or a class. It mainly includes mini-lesson of video and plans of it. In addition, this course can also provide courseware used in the micro-video courses and the reviews of the experts to the micro-video courses as well as the reflections of the instructors who have done it on their own. The micro-video course is short and pithy, targeted-oriented, and easy to share, and it can significantly enhance the effectiveness of piano

teaching in the new era, and stimulate students' interest in learning piano.

A. The shortness and pithiness:

The shortness and pithiness of micro-video course is mainly reflected in the content, the length of the video and the amount of data. The shortness and pithiness of the content: a knowledge-point (such as the piano duet point) or a teaching link (such as the learning of Nocturne) or a class teaching activity (such as sight-reading training) as a unit. The shortness and pithiness of the video length: micro-video courses are usually limited within 10 minutes. The shortness and pithiness of the amount of the data: suited (micro-video lessons+ micro-teaching plans+ micro-course wares+ micro-reflections+ micro-reviews) amount of data is less than tens of megabytes of data, which is easy for network transmission and sharing.

B. The target is orientated. Features of the targeted-oriented micro-video lessons are mainly on the aspect of the clear contents, clear objectives and clear teaching aims. The specific contents are shown in Table 1

It is easy to share. The content of the micro-video course is pithy, and easy to make, which shows the tacit knowledge of the teachers explicitly.

Its content is specific, and easy for peers to exchange and review their ideas, which promotes the professional development of teachers; its video is short, and easy to attract the attention of learners, which helps the sharing and exchanging of the teaching resources more effectively; its amount of data is small, and easy for the sharing and transmission of the network, which is conducive for the teachers in the same region to cooperate and exchange ideas, and promote the development of teaching and research; it is more suitable as excellent teaching resource for the students learning the piano.

Table 1 indexes feathers of the micro-video courses goals

Goal Indicators	Feathers of the goals' contents
clear contents	curriculum teaching and learning activities which are built around a knowledge or a teaching link or a kind of class activity
clear goals	Teaching activities which explain a knowledge point clearly, realize a teaching link, or present a certain type of teaching activities
clear teaching indicator	clear resource-designed indicators and teaching activities, etc Its design and production of knowledge which are around a point or a teaching link or a teaching activities

III. THE DESIGN OF MICRO-VIDEO COURSES ON PIANO TEACHING

A. *The design of the content of Micro-video courses*

The content of the micro-video course is designed to provide students with free, effective learning resources in a variety of environments, so the micro-video with complete knowledge should be provided for learners, and at the same time the links between course content and knowledge in the micro-video course should be considered to ensure the contact between micro-videos. So the main content of the micro-video courses and the core content studied in the design of the micro-video courses are how to break the content of the complete piano courses down into micro-video and how to design these micro-videos. In the decomposition of the content of the micro-video courses, people should take consideration of the structure of the overall piano course, and divide the contents of the courses effectively without destroying the integrity of the course, and think about how to implement association between the split content as well as the association between video content and students' thinking when studying. The above content will be put into the design of every micro-video piano course specifically, and people should think about how to provide students with an environment to construct meaning through the short piano video. This requires the teachers who create the micro-video courses to decide specifically according to teaching goals, teaching content, and difficult as well as important points.

B. *The factors need to be considered in the design of the micro-video courses*

Educational factors. The content of the micro-video is educational, which is the biggest difference from other videos. When designing the piano micro-video courses, teachers should firstly consider the educational feature of the videos, which has a very significant impact on the presentation of the piano courses' contents and the teaching arts of the piano teachers.

Educationally psychological factors. When the contents and the organizational strategies of the piano teaching, and the teaching art of the piano teachers is presented through video in the micro-video courses of the piano teaching, teachers should take full account of the psychological features of learners, learners' characteristics, cognitive level, background knowledge, learning styles, memory rules and information processing principles to determine the manifestations of the video resources.

Teacher traits. As one of the active elements of traditional piano teaching, the teacher is a necessary factor in the design of the piano micro-video courses. Teachers should present their teaching strategies, teaching art and teachers' charisma through micro-video lessons to their students. By the piano micro-video courses, teachers can build a communicational bridge between teachers and learners, learners and learners so that students can overcome the psychological sense of space, and in this way can they have psychological resonance to the contents of the piano micro-video courses, which mobilizes more active participation of

learners and makes the piano micro-video courses play a better role.

Technological factors. Nowadays, the fabrication techniques of the piano micro-video courses are various. When teachers are choosing techniques, they should first consider the specific teaching contents, and then they also should be guided by the study theories as the constructivist to create piano micro-video courses which are learner-centered. As the techniques make the decomposition of the content of the courses and relate the piano micro-video courses, its selection and good application directly affect the integrity of the micro-video courses' structures.

Social factors. The piano micro-video course is an inevitable product developing from lifelong learning. Its flexibility, diversity and integrity are all suitable for nowadays development level of the technical means and it is a product of the times. Therefore, when people design the contents of the piano micro-video courses, they should think about it from the perspective of society, and consider the needs of society and the market and meanwhile they should consider the cost and the reuse of the resource, appropriate selecting as well as sharing.

C. *The design process of the micro-video courses*

The design process of the micro-video courses shares something in common with that of the ordinary piano teaching, and both of them need to firstly analyze the piano teaching goals and characteristics of the learners before designing. Therefore, based on the analyzed piano teaching goals and characteristics of the learners, the design process of the piano micro-video courses' contents is to design the content of the piano micro-video courses step by step and design the overall structural of the piano micro-video courses.

The specific design is in Figure 1.

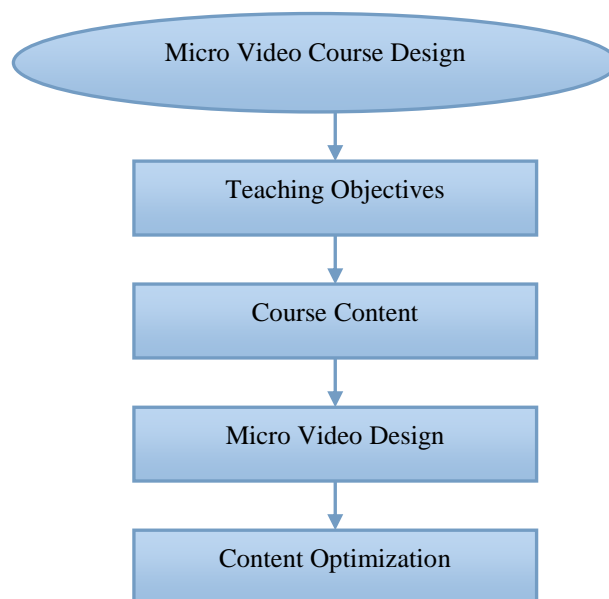


Fig.1 The flow figure of the piano micro-video courses

The analysis of the teaching goal. The analysis of the sub-goal is based on the analysis of the piano courses' teaching objectives, which is a bridge between the teaching objective of the courses and micro-videos. While analyzing the piano teaching goals, people should also analyze the characteristics of learners, for demand, style, cognitive level, background knowledge all have a huge influence on the determination of the teaching objectives. The sub-goal of teaching is to carve out the knowledge-point from the content of the piano courses or identify the teaching topics, which can be used as instructional standards to design micro-video courses and to identify strategies and expression of piano micro-video courses.

Decomposing the contents of the courses. The decomposing process of the piano micro-video courses should according to the goals and sub-goals of the teaching, which is greatly different from the traditional piano courses. The traditional piano video course is aimed at the content of a section, or a chapter which is on the micro-basis, and the capacity of the knowledge is larger and the teaching content is more concentrated. The requirement which directly decides the decomposing process is very high, and the content from the decomposition is independent while interrelated, which can be seen as a whole to ensure the effectiveness of the piano teaching in order to accommodate the needs of students who want to learn piano for a lifelong time.

The design of the micro-videos' contents. Micro-videos are about the contents of piano knowledge or specific topics, which include video characterization about the explanation of the piano knowledge made by teachers and the piano content, and they are property integrants of the piano teaching. As performance carriers of the teaching contents such as knowledge and specific topics, the piano micro-videos relate to not only the correlated design of the decomposing design of the micro-video courses but also teachers' educational performance in the videos. Several points need to be noticed in the process of the design: 1. the content of the piano micro-video should agree with the form effectively; 2. the content of the piano micro-video should closely integrated with the micro-video course and structure, forming a systematic and improved structure of the content in the micro-video courses.

Notes of the micro-video courses. In the process of designing the contents of the piano micro-video courses, attention should be paid that the micro-video courses should attract learners to participate in the courses as well as the

learning process. Learners also should be made sure that they have an immersive feeling, and they are integrated into the video contents. Teachers should take positive reference to context, activity theory and so on, and carefully create a study environment with specific resources, and put the teaching content into interesting, realistic video contexts, which will make the learners feel a strong learning motivation, and learners can stimulate emotions and desires to study. In the design process of the piano micro-video courses, attention should also be paid to the interpersonal communication in the learning process, and to design and excavate the interaction between the contents of the courses and their forms. In addition, in the design process of the micro-video courses, the teacher should create a piano learning context full of lively, diverse, emotional, dynamic, humanistic spirit, so that students can feel spiritual and emotional exchanges with teachers and other students in this environment, which gives an impersonal feeling to piano teaching resources.

IV. CONCLUSION

When designing the piano micro-video courses, teachers should get a good control over the decomposition of the content of the piano micro-video courses as well as the association between each piano micro-video to ensure the integrity of the entire piano courses. At the same time, when making design of the piano micro-video courses, the teacher should make a reasonable set of the micro-video knowledge and topics according to habits and the needs of the students, thereby forming a systematic teaching content, and improving the implementation of results of teaching piano from the nature.

References

- [1] Kassimu A. Nihuka, Joke Voogt. E-learning course design in teacher design teams: experiences in the Open University of Tanzania.[J]. IJLT, 2011, 6:.
- [2] Suzan Gazioğlu. Online course design: a statistics course example[J]. Teaching Statistics, 2012, 352:.
- [3] Fabio Pederzini, Giandomenico Nollo, Giorgio Folgheraiter, Walter Mattei, Nicola Pace, Vincenzo Dandrea, Giolo Fele, Chiara Brunelli. AP059 A randomised trial for evaluation of effectiveness of pediatric BLS (PBLs) mass training (MT) with video course: Early results[J]. Resuscitation, 2011, 82:.
- [4] O.M. Kvalheim. Review of Video Course: Principal Components[J]. Chemometrics and Intelligent Laboratory Systems, 1995, 271:.