



Cologne School: Triptych of Virgin and Child with Saints, c.1510-1520, Oil on oak panels
Central panel: Madonna and Child with saints and angel musicians within a hortus conclusus
Left panel: Emperor Charlemagne, St Helena and donor
Right panel: St Peter and St Margaret
Gallery: National Gallery of Australia, Canberra, Australia; NGA 2001.19.A-C (Description)

A Distance Learning Triptych

The Music Classroom, The Internet, and Video
Conferencing

Part I: Simple Models with Simple Technologies

Part II: More Advanced Models and a Survey of
Solutions and Strategies

David Williams, Illinois State University

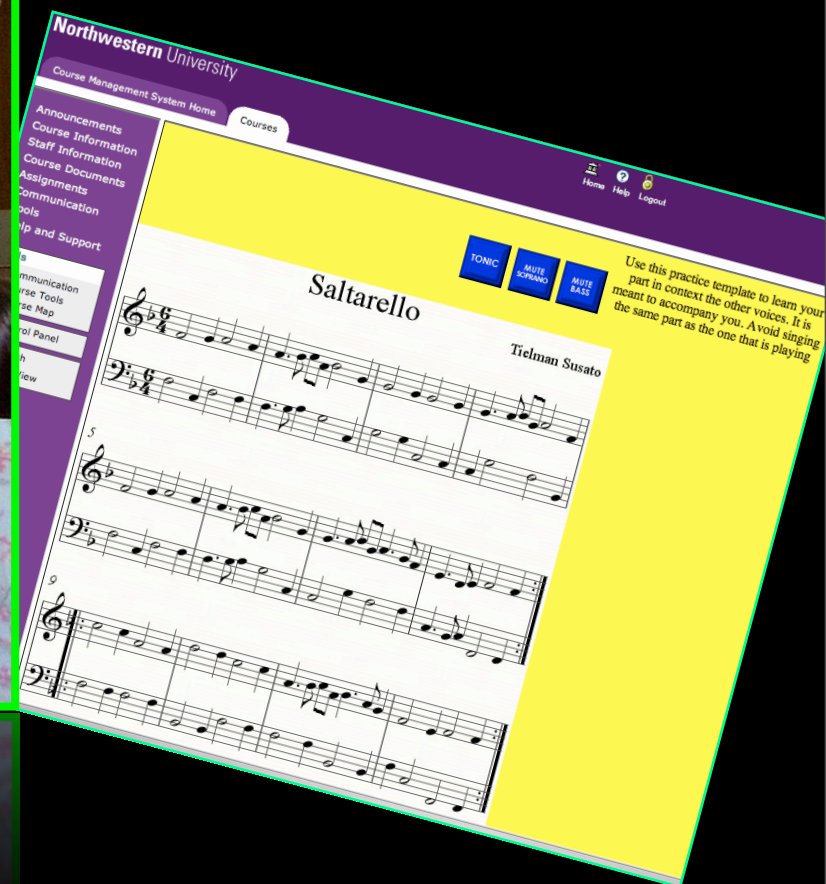
Peter Webster, Northwestern University

Classroom

Video Conferencing



Internet & Software



Distance Education Triptych

Distance Education Triptych

- **Classroom Context**

What do you want to do with the technology in terms of your philosophy and instructional intent

- **Video Conferencing (VC)**

To use this important tool for distance education, what technology concepts and hardware options work best for you?

- **Internet and Software**

What Internet connections and specific software might work to support distance education?

Key threads

- Emphasis on concepts, strategies, and applications, not technical details
- Based on survey responses (N=88)
- Help in finding your own path through distance education (there's one for everyone to try)

Distance Education Profiles

(Build your own profile)

Instructional Design Dimensions

- Proportion of Instructional Content Delivered by Distance
- Use of Computer-Mediated Tools
- A/S
- Interaction
- Locus of Content
- Assessment



Technical Design Dimensions

- Hardware
- Software
- Connectivity
- PP/MP
- Management of Content
- Resource Assistance



Profile Handout

Distance Education Profile				
Instructional Design		Light	Moderate	Intensive
	MODELS*	A, B, C, D	E, F, G	H, I, J, K
	Proportion of Instructional Content Delivered by Distance	Use of some distance techniques and tools; local clientele	Larger portions of time devoted to distance techniques and tools; mixture of clients	Entire class online with few or no scheduled meetings; remote clientele
	Use of Computer-Mediated Tools	Mostly web pages and some use of pdfs, mp3s, digital movies; short segments of video conferencing	Use of course management tools such as WebCT and Blackboard to manage web page content and digital files	Complete use of software tools to deliver all instruction by distance
	A/S	Largely Synchronous	Mixture of Synchronous/Asynchronous	Largely Asynchronous
	Interaction	Teacher-centered with support content online	Moderate interaction between class members and instructor	Extensive interactions between class and instructor
	Locus of Content	Teacher creates nearly all material and uses some online support for archive and distribution	Content is created mostly by instructor but use is made of online material to augment; prominent use of course management software	Teacher creates core but makes extensive use of web-based resources; encourages exploration
Technical Design	Assessment	In-class techniques with some online submissions	More use of online submissions paired with in-class work	All work submitted electronically
	Hardware	Personal computer-based (low cost)	More specialized equipment (higher cost); devices from Polycom and others for video conferencing	High-end equipment with sophisticated codecs for video; knowledge of issues for lighting, audio quality, microphone and camera use
	Software	Text-based chatting, emails, web browsers, blogs	More sophisticated understanding of course management software; advanced videoconferencing	Netmeeting capabilities with whiteboard, desktop sharing
	Connectivity	Client/Server	Client/Server	Client/Server, Dedicated IP, Internet2
	PP/MP	PP	PP	PP/MP
	Management of Content	Handouts, some archive support	Mixture of local and archived material	Extensive use of on-demand content
	Resource Assistance	Informal, personal	Formal help from IT support groups for testing, scheduling	Help with technical aspects of lighting, audio quality, microphone use and camera support

Panel I: Classroom Context (More Intensive)



Models Emerging from Survey

A. E-Presenters

B. Collaboration/Communication

C. Field Work

D. Online Resources

E. Online Modules

F. Skills Training

G. Testing and Remediation

H. Online Mentoring

I. Course Delivery (Full and Dual)

J. Team Teaching

K. Compete Degree Programs

Light

Moderate

Intense

Models Emerging from Survey

H. Online Mentoring

I. Course Delivery (Full and Dual)

J. Team Teaching

K. Compete Degree Programs

Online Mentoring

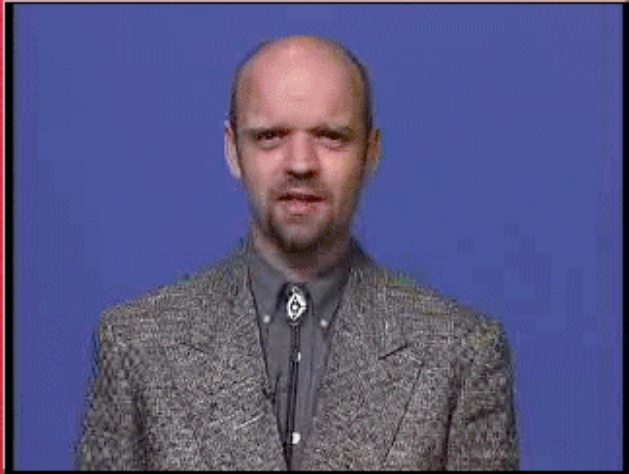


Full Course Without Live Classroom

Jonathan Kulp,
UL Lafayette

Music Appreciation

Introduction



Control Panel

04:26


Table of Contents

Part 1

Example: Edgard Varèse

Poème Electronique (1958)

- Written for Philips Pavilion at 1958 Worlds Fair
- Played over loudspeakers inside building
- Architecture by Iannis Xenakis



[Kulp Homepage](#)

[Technical](#)

About the Class

[About Exams](#)

[Problems Taking Exams](#)

[Concert Attendance](#)

ABOUT THE CLASS

Q: Does this class ever meet in person, either for lectures or for tests?

A: No.

Q: Where is the Course Syllabus?

A: I've placed a link to the .pdf file at the top of the front page of Moodle.

Q: How is the class done?

A: You will be viewing my lectures online as Flash files that are transferred to your hard drive as a progressive download. Each lesson could take anywhere from 1 minute to 10 or 15 minutes to download (depending on what type of internet connection you have), and it will begin playing as soon as it's done downloading. You can pause the file at any point and you can skip around in the lesson to view different parts of it. My Powerpoint slides will be shown to the right of the movie file, and you will have access to the Powerpoint files in outline format on Moodle (I put a link to the file under each topic heading).

ID and password.

DBW

Full Course: instructor onsite and off-site

[MUS 690 Historical and Philosophical Foundations of Music Education

Aaron Copland School of Music,
Queens College –CUNY

Janice P. Smith, Ph.D., instructor

Office: 252 Music Building

Office phone: 718-997-3590

Office Hours: Tuesdays and Thursdays 11:00 – 12:00, and online via Blackboard on Mondays
from 8 p.m. – 9 p.m.

Email: janice.smith@qc.cuny.edu

Required text

A Philosophy of Music Education: Advancing the Vision by Bennett Reimer, third
edition, 2003.

Recommended Texts

A History of American Music Education by Michael Mark and Charles Gary,
MENC 1999

M es by Joseph Labuta and Deborah Smith,

F s, Charles Hoffer and Robert
1995.



Jan Smith, Queens
College



Full Course: Blackboard

My Courses

Courses you are teaching:

[FA05 Synthesizing Rsch Music Educat](#)
No Announcements.

[FA06 Research Methods in Arts Educa](#)
Announcements

- [Unit # 1](#)

[SU05 Synthesizing Rsch Music Educat](#)
No Announcements.

[SU06 Synthesizing Rsch Music Educat](#)
No Anno

TEACHERS COLLEGE

COLUMBIA UNIVERSITY

Home Help Logout

My Blackboard Courses eReserves

- Announcements
- Course Information
- Syllabus
- Books
- Communication
- Tools
- Units
- Faculty

[COURSES](#) > [SU06 SYNTHESIZING RSCH MUSIC EDUCAT](#) > [COMMUNICATIONS](#) > [DISCUSSION BOARD](#) > [ARE YOU GETTING AROUND OKAY?](#)

[Add New Thread](#)

[VIEW UNREAD MESSAGES](#)

EXPAND ALL COLLAPSE ALL SEARCH

SHOW OPTIONS

No one?	Abeles, Harold F	Sat May 20 2006 16:21
Re: No one?	Ernstes, Natalie Jeanne	Sun May 21 2006 17:46
Re: No one?	Abeles, Harold F	Sun May 21 2006 18:40
Abstract	Park, Jung-Eun	Sun May 21 2006 22:12
Re: Abstract	Abeles, Harold F	Mon May 22 2006 08:10
Re: Abstract	Park, Jung-Eun	Mon May 22 2006 09:59
Re: Abstract	Abeles, Harold F	Mon May 22 2006 10:40
Assignment	Ernstes, Natalie Jeanne	Mon May 22 2006 12:30
Re: Assignment	Abeles, Harold F	Tue May 23 2006 13:05
	Foley, Sarah Elizabeth	Mon May 22 2006 17:39
	Abeles, Harold F	Tue May 23 2006 13:06
	Park, Jung-Eun	Wed May 24 2006 22:30
	Park, Jung-Eun	Wed May 24 2006 23:10
	Abeles, Harold F	Thu May 25 2006 09:53
	Abeles, Harold F	Thu May 25 2006 09:50
	Foley, Sarah Elizabeth	Thu May 25 2006 21:45
	Abeles, Harold F	Fri May 26 2006 10:45
	Mirabal, Lori Brown	Tue May 30 2006 09:25
	Abeles, Harold F	Tue May 30 2006 12:42
	Mirabal, Lori Brown	Thu Jun 01 2006 12:23
	Abeles, Harold F	Thu Jun 01 2006 17:04
	Mirabal, Lori Brown	Thu Jun 01 2006 12:25
	Foley, Sarah Elizabeth	Thu Jun 01 2006 14:22
	Abeles, Harold F	Thu Jun 01 2006 17:07
	Abeles, Harold F	Fri Jun 02 2006 11:48
	Foley, Sarah Elizabeth	Mon Jun 19 2006 12:21
	Abeles, Harold F	Tue Jun 20 2006 11:45

TEACHERS COLLEGE

COLUMBIA UNIVERSITY

Home Help Logout

My Blackboard Courses eReserves

- Announcements
- Course Information
- Syllabus
- Books
- Communication
- Tools
- Units
- Faculty
- Assignments
- Roster
- Groups
- Class Discussions

[COURSES](#) > [SU06 SYNTHESIZING RSCH MUSIC EDUCAT](#) > [SYLLABUS](#) > [COURSE ASSIGNMENTS AND GRADING](#) [EDIT VIEW](#)

Course Assignments and Grading

- Summary of Research Synthesis**

Students are required to complete a five-page summary of a published research synthesis following an outline provided. The synthesis to be summarized must be chosen from a limited number of resources.
- Summary of Related Literature Chapter**

Students are required to complete a five-page summary of a related literature chapter from a dissertation in music education following an outline provided. The chapter to be summarized must be chosen from a dissertation completed at Teachers College or another institution.
- Sub-topic of the Synthesis**

Students are required to submit drafts of several sections of the final synthesis paper. These sections typically will be three to four pages in length. They should summarize a section or sub-topic of final synthesis paper.

OK

Hal Abeles,
Columbia Teachers
College

Full Course: Commercial Content

CFE - Course Materials (OnMusic Fundamentals)

http://www.connect4education.com/course_materials

connect for education

HOME ABOUT US COURSE MATERIALS WHO WE SERVE COURSE SETUP FORM REVIEWERS SUPPORT

Course Materials

OnMusic Fundamentals
(ISBN 0-9720627-1-8)

- Goes over the foundations foundations of music theory including the keyboard, music notation, accidentals, intervals, key signatures, major and minor scales, rhythm, triads, chords, and basic cadences.
- Offers highly focused, interactive presentations and randomized, on-demand exercises.
- It not only explains the fundamentals of music to someone who has little or no music experience, but gives them infinite exercises to practice intervals, scales, notation and rhythm, from any computer, right inside their web browser.

REQUEST REVIEW

Keith Thompson,
Jacksonville FL
community college

Degree Program Online with Onsite and Off-site Students



DISTANCE
EDUCATION

[Welcome Page](#)
[Program Description](#)
[Requirements](#)
[Courses and Schedule](#)
[Delivery Systems](#)
[Program Costs](#)
[Texts & Materials](#)
[Forms](#)

Contact Information

Dr. Kimberly C. Walls
Email: musiced@auburn.edu
Phone: (334) 844-6892

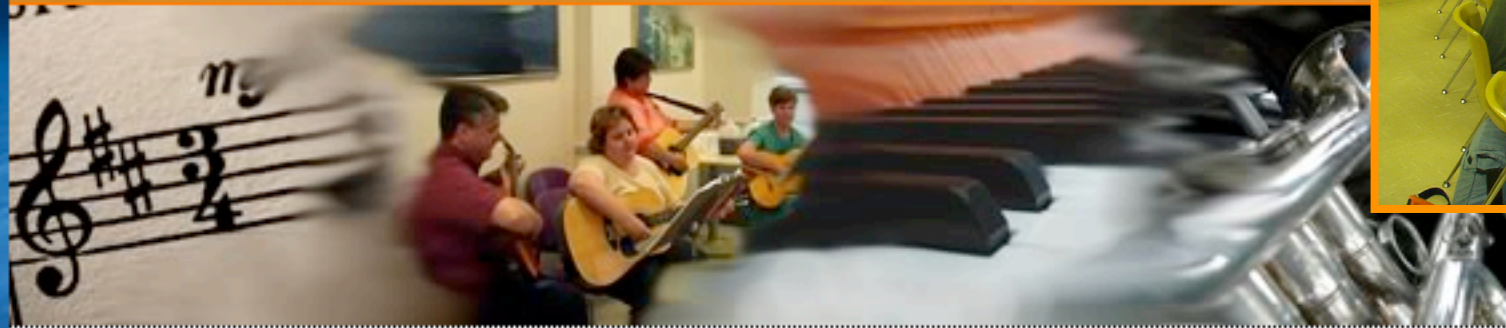
Page Information

03/9/06 04:17

[Information for Students
with Disabilities](#)

DBW

Graduate Programs in Music Education

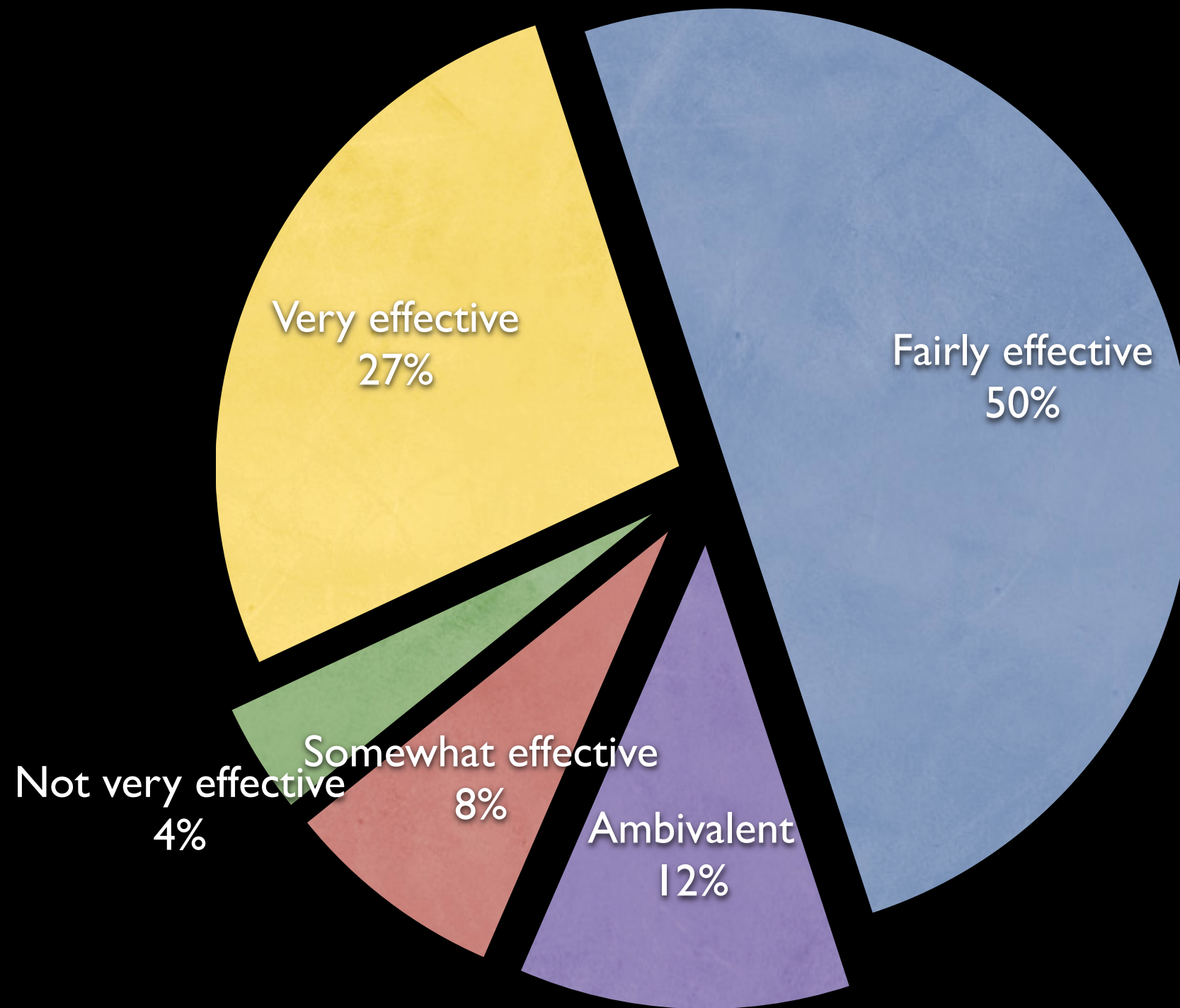


Busy music education professionals can now earn a master's degree in as little as three summers.

- Through Internet-based learning, the Auburn University M.Ed. in Music Education degree allows teachers to balance educational objectives with work and family commitments.
- Courses emphasize practical applications and research for music instruction.
- Gain expertise from faculty who have music teaching experience as well as from fellow teacher-students.
- Courses may also apply to the Ed.S. and Ph.D. degrees in Music Education.
- The distance education M.Ed. in Music Education degree meets the same guidelines for quality as do all Auburn University programs and is fully accredited by NCATE, and NASM.



How effective is DE compared to traditional, onsite teaching? (N=28)

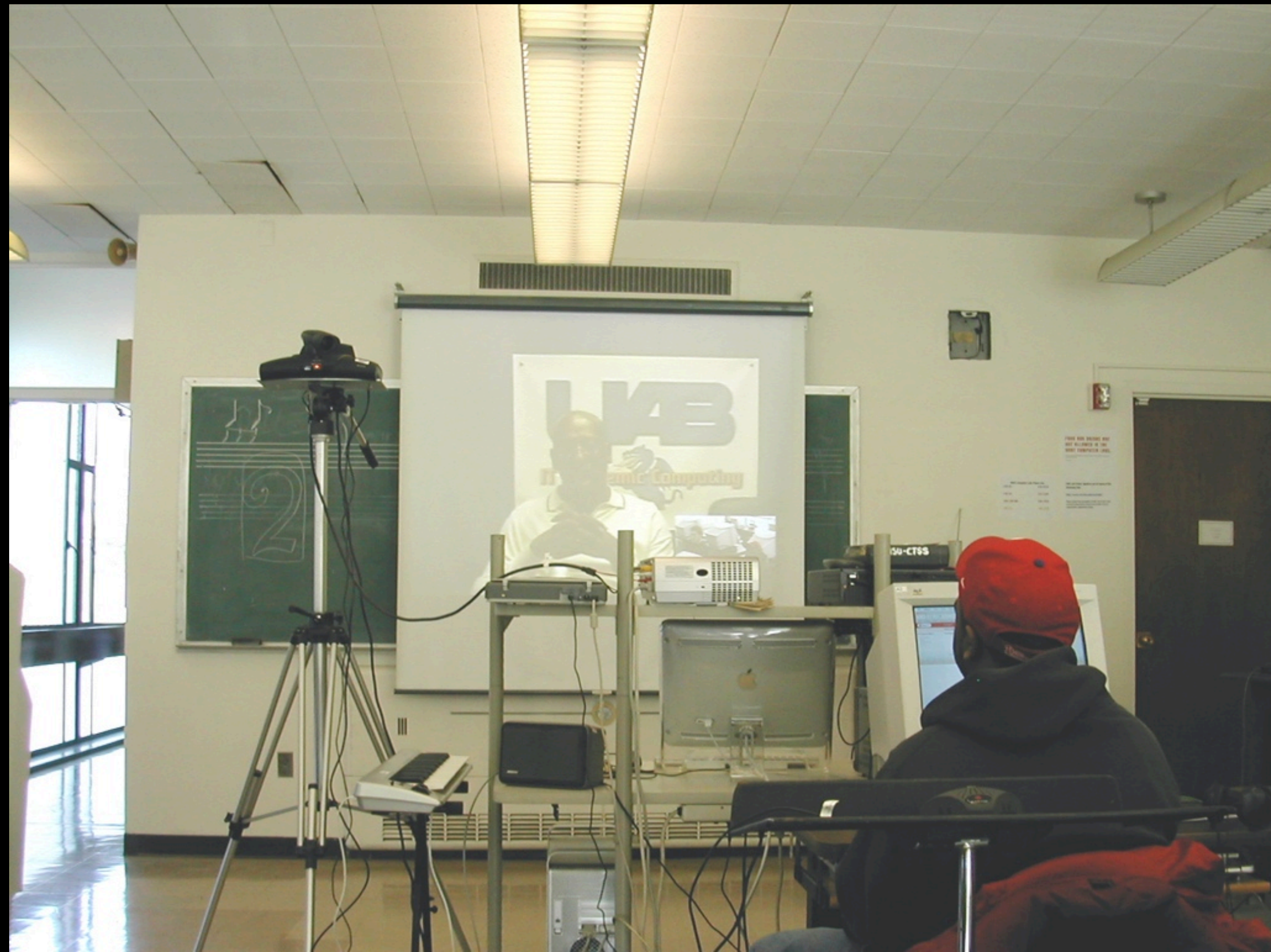


Panel 2: Video Conferencing (Intensive)



What Do You Need to Get Started with VC, Static IP, and Internet2?

- IT Support Cooperation on Campus
- Internet2 Connectivity
- Video Cameras and Software (more specialized)
- Communication with tech personnel at remote campus
- Special Room or Portable Unit
- Scheduling (time zones)
- More specialized lighting and audio
- Testing Time



Polycom over Internet2



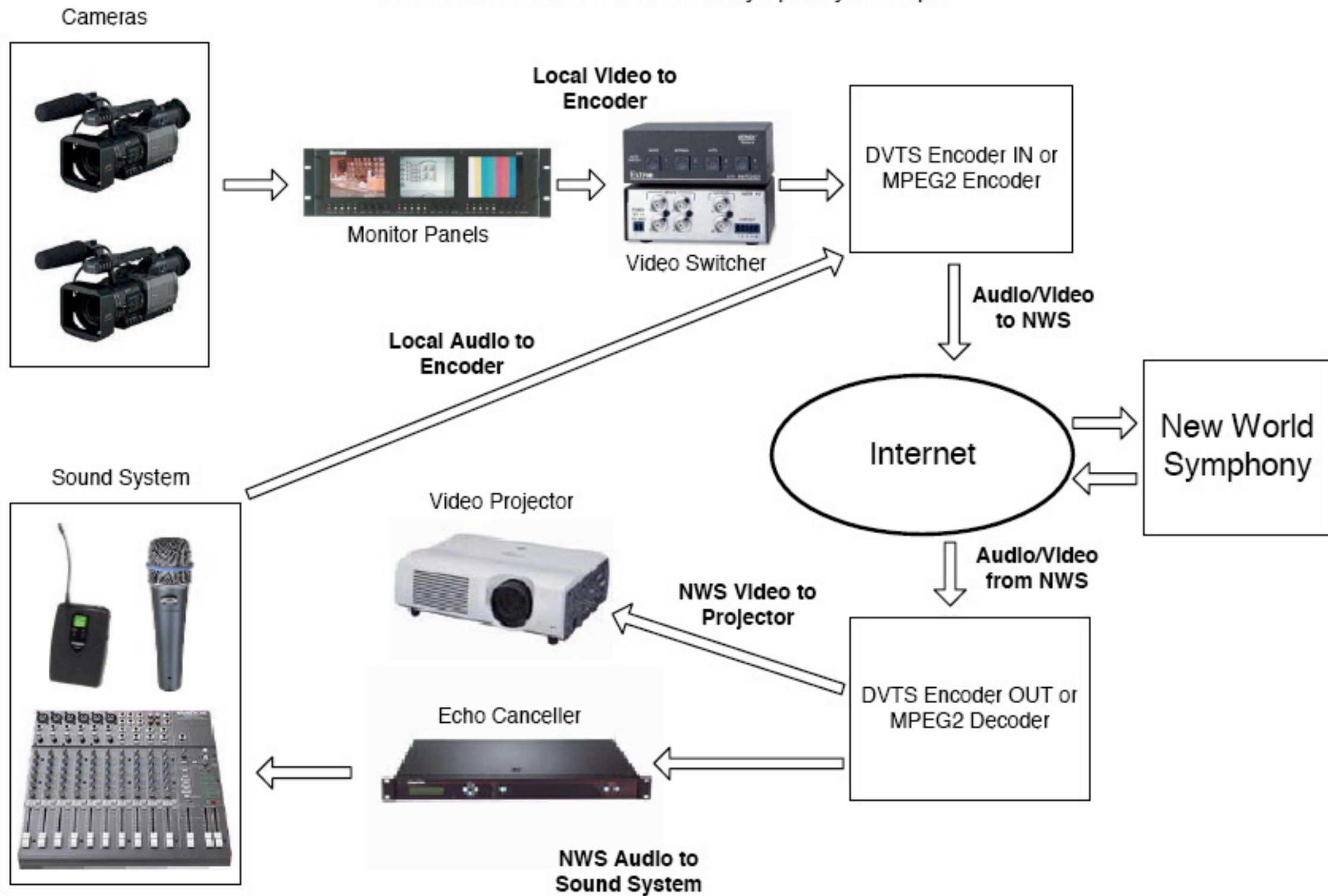




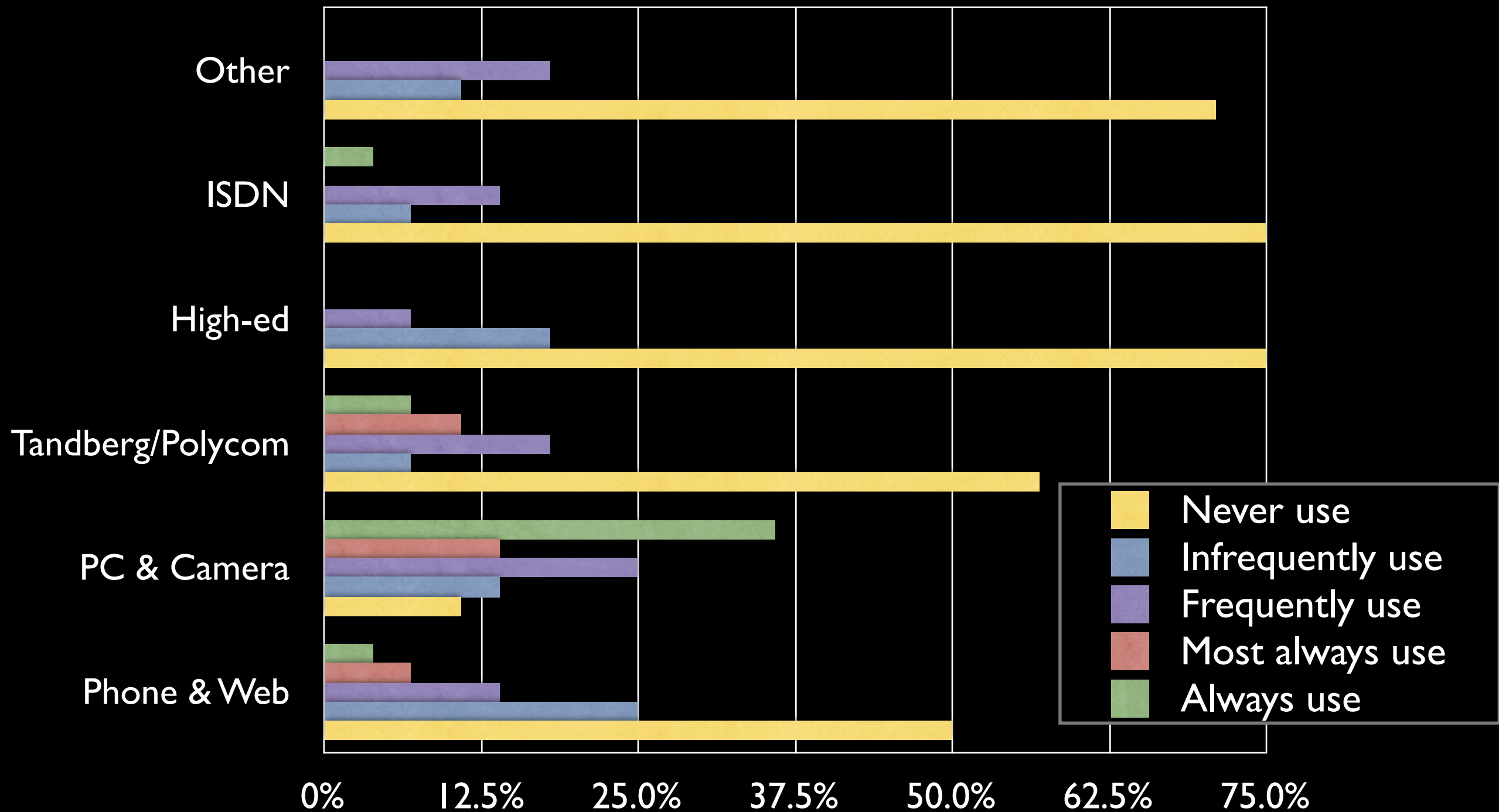
Synchronous Internet2 with MPEG2, Star Valley

Scenario 1: High-Quality Video to Off-Campus Sites

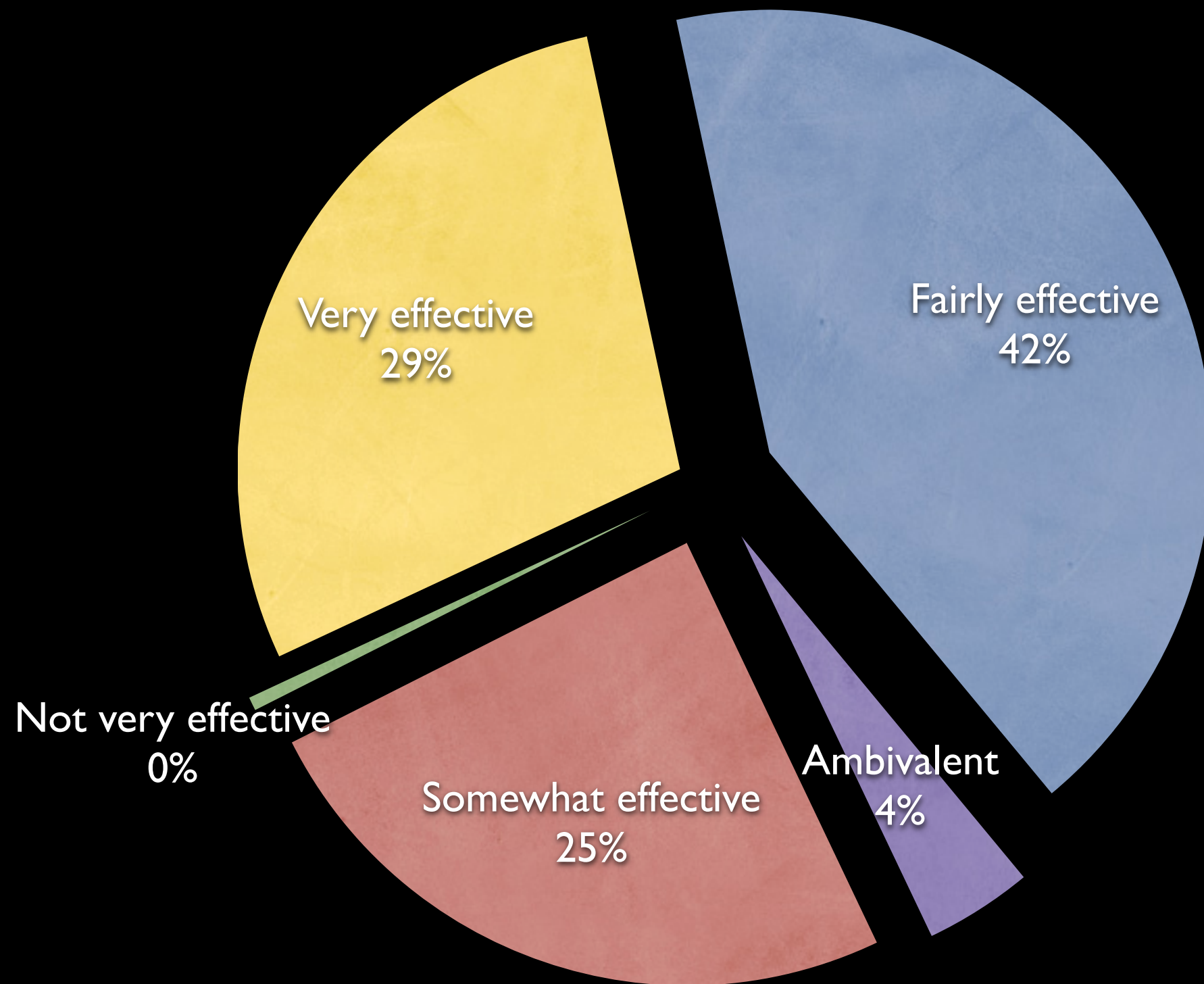
Master's Class with New World Symphony Example

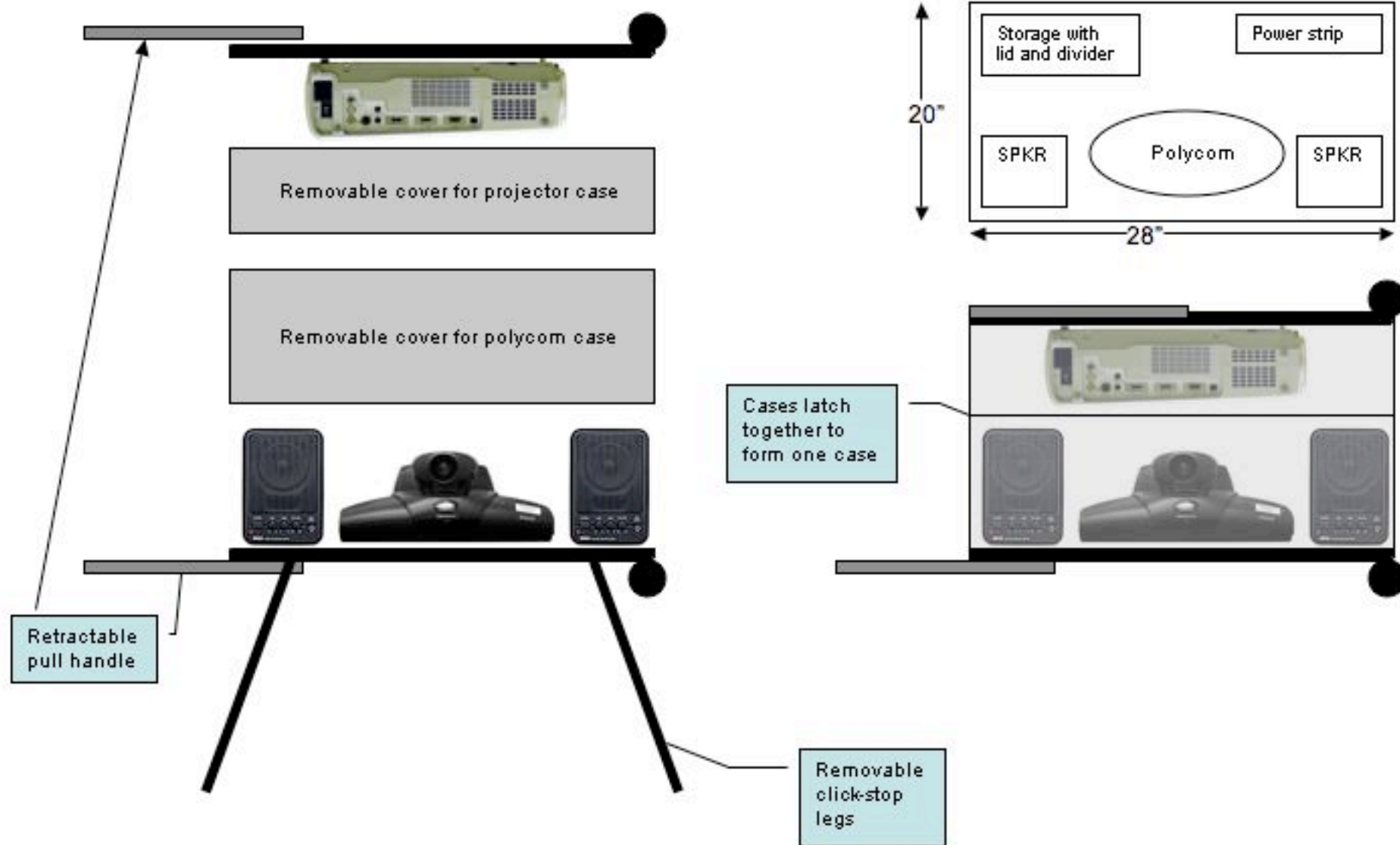


What VC configurations do you use? (N=28)



How effective is VC as an instructional tool? (N=28)





Narrative:

- Trying to build a flexible case design to move video conference equipment and/or projector. Case is designed so that the two cases can be fastened together to form a single case.
- Need to mount equipment to flat bottom with removable cover.
- Bottom panels need sturdy wheels, retractable handle, storage for click-stop legs, connection points for click-stop legs.

• Bottom panels need sturdy wheels, retractable handle, storage for click-stop legs, connection points for click-stop legs.

• Need to mount equipment to flat bottom with removable cover.

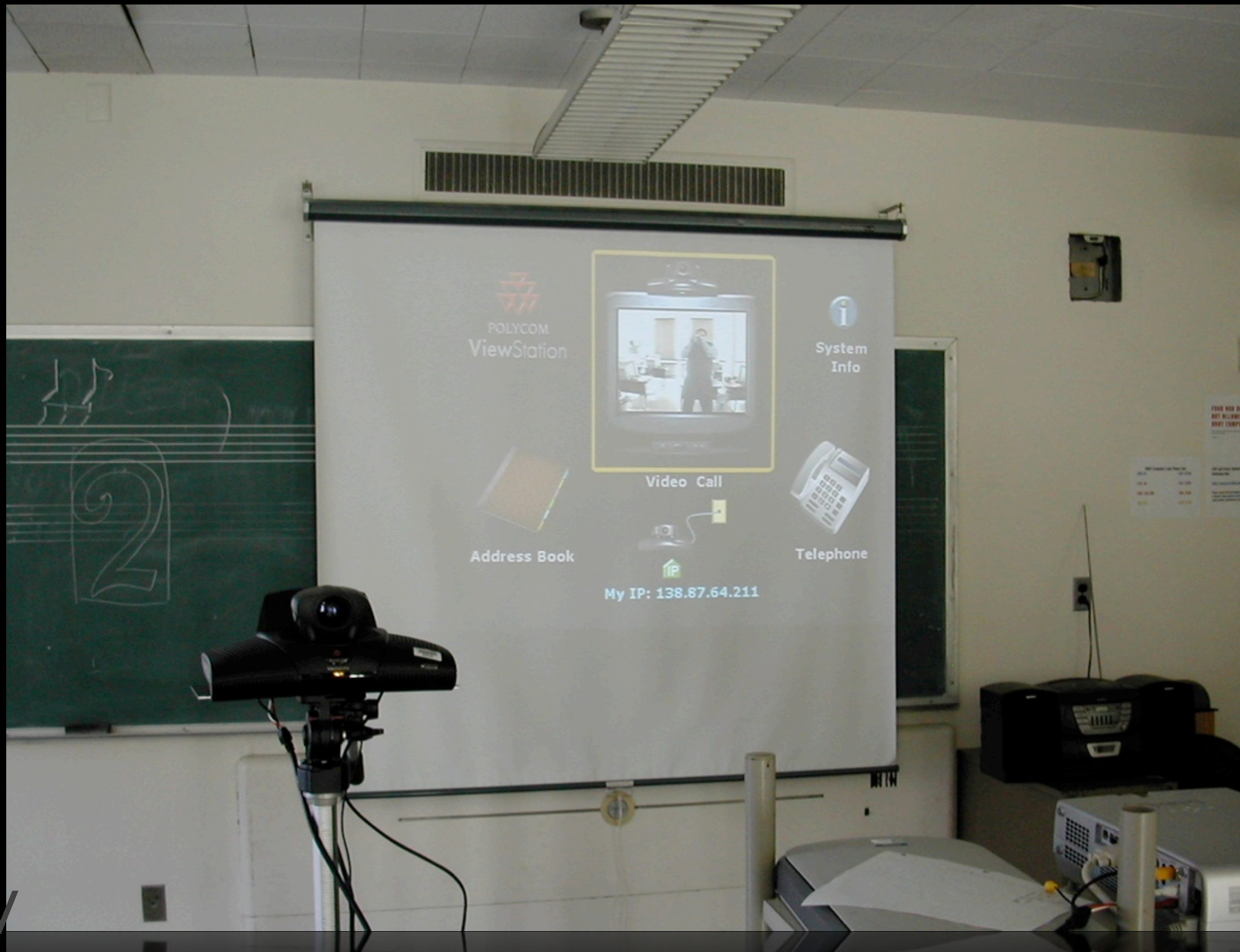
fastened together to form a single case.

• Trying to build a flexible case design to move video conference equipment and/or projector. Case is designed so that the two cases can be


Narrative:

VC-to-go in a Box

Panel 3: Internet and Software (Intensive)



Internet2



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Membership | Communities | Services | Projects | Events | Newsroom | About

September 8, 2006 | [Home](#)

ABOUT

- > Abilene
- > End-to-End PI
- > HOPI
- > Internet2 Commons
- > Middleware
- > Security
- > K20
- > Working Groups
- > Related Projects

MEMBERS

- > University
- > Corporate
- > Affiliate
- > Association

PARTNERSHIPS


- > Government
- > International

EVENTS

- > Internet2 Events
- > Internet2 Days
- > Workshops
- > Related Events

NEWS

- > Related Events
- > Workshops
- > Internet2 Days
- > Internet2 Events



partnering to power science

The U.S. Department of Energy's (DOE) [Energy Sciences Network \(ESnet\)](#) and Internet2 announced a partnership to deploy a highly reliable, high capacity nationwide network that will greatly enhance the capabilities of researchers across the country who participate in the DOE's scientific research efforts. The partnership brings together two advanced networks which have a combined 30 years of experience in providing network support to thousands of researchers around the world. Called ESnet4, the new network created

ESnet4, the new network created of researchers around the world. Called providing network support to thousands combined 30 years of experience in advanced networks which have a The partnership brings together two the DOE's scientific research efforts.

Led by more than 200 U.S. universities, working with industry and government, Internet2 develops and deploys advanced network applications and technologies for research and higher education, accelerating the creation of tomorrow's Internet.

News

31 August 2006
ESnet and Internet2 Partner To Deploy Next Generation Network for Scientific Research and Discovery
[more...](#)

11 August 2006
Internet2 Marks Five Year Anniversary of its Sponsored Education Group Participant Program
[more...](#)

07 August 2006
Internet2 Introduces Critical Middleware Software and Tools
[more...](#)

Highlights

- [New Internet2 Network](#)
- [Internet2 Fall Member Meeting Call for Participation](#)
- [Job Opportunities](#)

Events

Internet2 Events December 2006
[Fall 2006 Internet2 Member Meeting](#)
4 - 7 Dec Chicago, IL

April 2007
[Spring 2007 Internet2 Member Meeting](#)
23 - 25 Apr Arlington, VA
[<past | future>](#)

Internet2

- What is it? Consortium for research and education; I2 and I2 pipes (e.g. Abilene network)
- What are its advantages? Bandwidth, predictable synchronicity, speed, and more
- Who can get connected? Anyone with I2 membership or access to ISP with membership
- Who can you connect to? Anyone on I2

You may be on Internet 2 and Not Know It!

Software

- Course Management Software (WebCT/Blackboard)
- Specialized Servers
- Web Portal
- Netmeeting-like software with whiteboards and desktop sharing

[[Home](#)] [[Layout](#)] [[FAQ](#)]

Welcome, **David**, you are currently logged in. [Logout](#)

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[My Info](#)

[Financial Info](#)

Announcements



myWebCT



[myWebCT](#)

myWebCT Courses:

[ART/MUS/THE 350 - Software Design in the Arts II](#) [Instructor: David B. Williams, PhD]
[ART/MUS/THE 387 - Software Design in the Arts I](#) [Instructor: David B Williams]
[ART/MUS/THE 388 - Selected Topics in Arts Technology](#) [Instructor: David Williams]
[ART/MUS/THE 480 - Advanced Computer Topics in Music](#) [Instructor: David Williams]
[ATMI - Music Tech Underware](#) [Instructor: David Williams]
[ATMI - Student Music Technology Goes Mobile](#) [Instructor: David Williams]
[ATMI-Distance Learning](#) [Instructor: David Williams]
[MUS 353 - Computer Music Notation](#) [Instructor: Dr. David B. Williams]
[MUS 457 - Music Research: Sources & Methods](#) [Instructor: Dr. David B. Williams]

[myWebCT Calendar:](#)

Weather



Normal, IL



At 3:56 PM CDT
Partly Cloudy
79°F
E 9 MPH

www.weatherforyou.com

My Milner Library



My Library Account:

Access information about your library record and activity, including titles you have checked out, items you have requested from other libraries, and any fines or fees you have incurred. To proceed, please click the link below.
[Access My Library Account](#)

Personalized Portal

The screenshot displays the myWebCT interface for a user named David Williams. The top navigation bar includes links for Entry Page, Check Browser, Log Out, and Help. A welcome message and the date September 10, 2006, are shown. Below the navigation bar are buttons for Bookmarks, Global calendar, Password settings, Preferences, WebDAV info, and Course functions. The main content area is divided into two columns. The left column, titled 'Courses', lists courses for the Fall and Spring semesters, including 'ATMI-Distance Learning', 'MUS 353 - Computer Music Notation', 'MUS 457 - Music Research: Sources & Methods', 'ART/MUS/THE 350 - Software Design in the Arts II', 'ART/MUS/THE 387 - Software Design in the Arts I', and 'ART/MUS/THE 388 - Selected Topics in Arts Technolo...'. The right column contains sections for 'Announcements' (stating there are no announcements), 'Institutional Bookmarks' (listing various university resources), and 'Personal Bookmarks' (listing e-learning community participation).

WebCT myWebCT Entry Page Check Browser Log Out Help

Welcome, David Williams September 10, 2006

Bookmarks Global calendar Password settings Preferences WebDAV info Course functions

Courses

Fall Semester

ATMI-Distance Learning
Instructor: David Williams
My Role: Designer

MUS 353 - Computer Music Notation
Instructor: Dr. David B. Williams
My Role: Designer

MUS 457 - Music Research: Sources & Methods
Instructor: Dr. David B. Williams
My Role: Designer

Spring Semester

ART/MUS/THE 350 - Software Design in the Arts II
Instructor: David B. Williams, PhD
My Role: Designer

ART/MUS/THE 387 - Software Design in the Arts I
Instructor: David B Williams
My Role: Designer

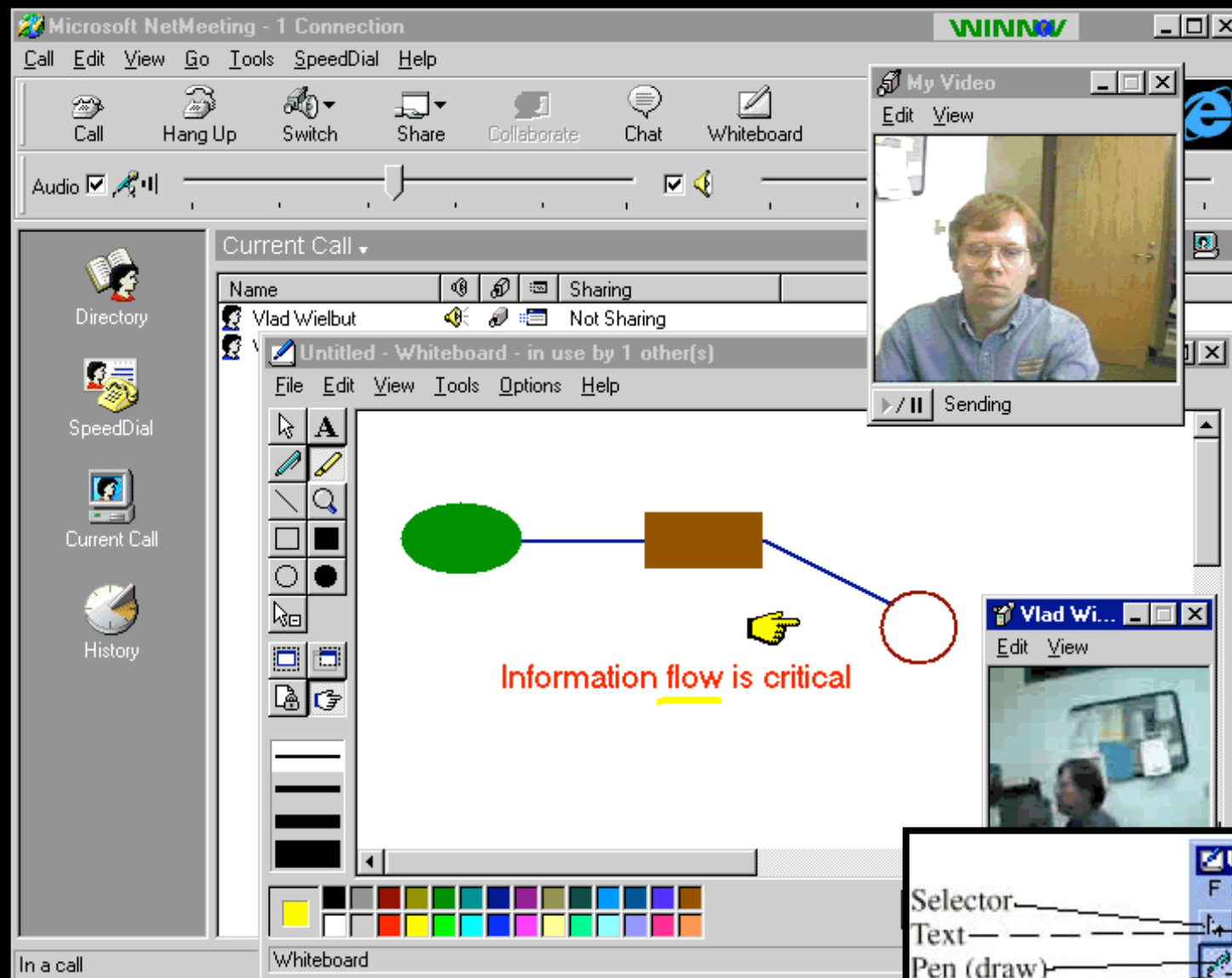
ART/MUS/THE 388 - Selected Topics in Arts Technolo...
Instructor: David Williams
My Role: Designer

Announcements
There are no announcements.

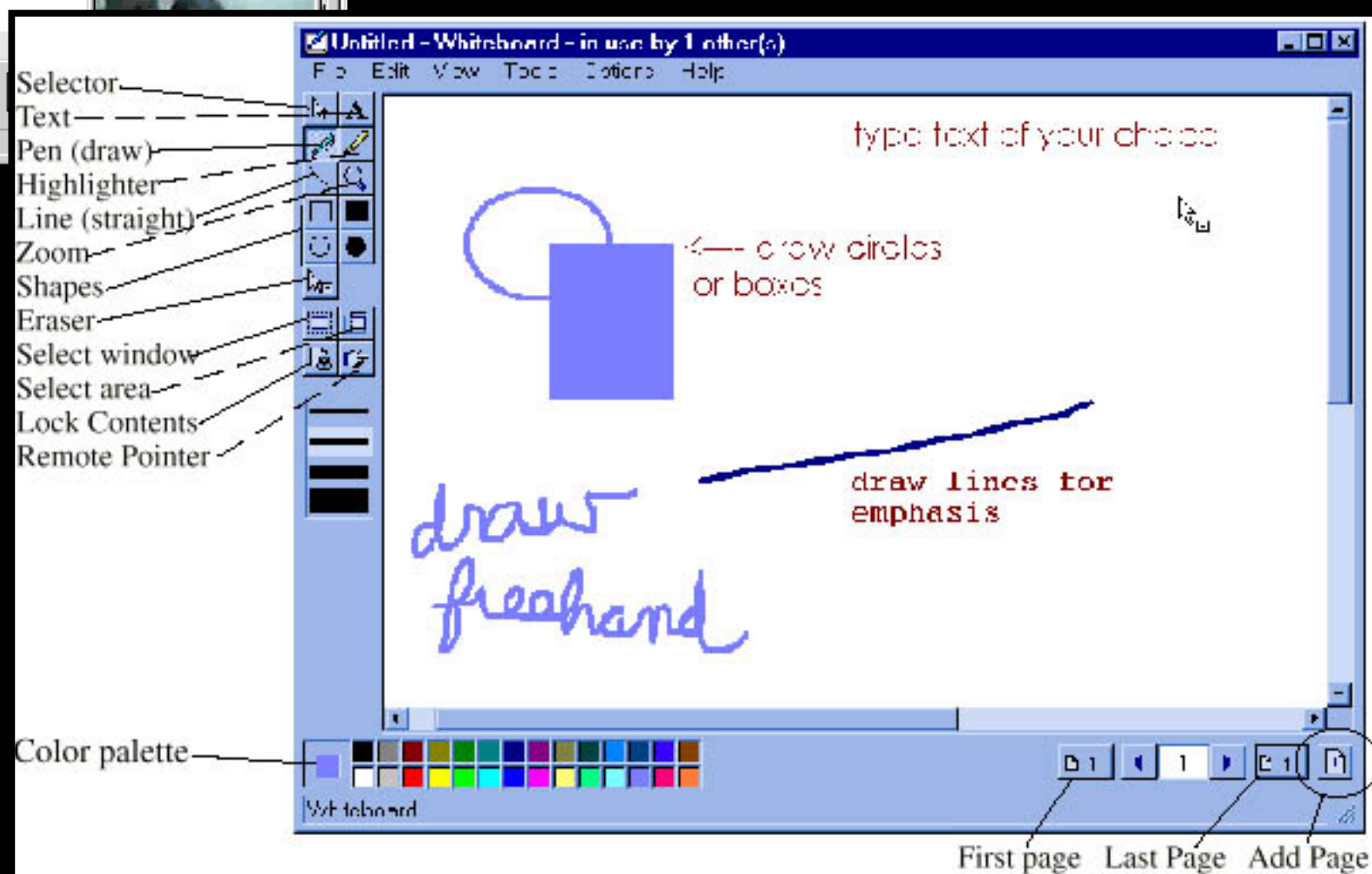
Institutional Bookmarks
WebCT Student Orientation Center
Download viewers (Acrobat, PowerPoint, etc.)
Illinois State University
Milner Library
Illinois State University Appropriate Use Policy
Student Conduct, Illinois State University
Computer Training Classes
Ask Dr. C
Subscribe to a free WebCT newsletter
Instructors: Find ready-made content for your WebCT course
Access WebCT online support

Personal Bookmarks
Participate in an e-learning community

WebCT or Blackboard



Interactive white board and shared desktops (Windows Live Messenger, Polycom software, etc.



Triptych Coda

Classroom

Video Conferencing

Internet & Software



Western University

Management System Home Courses

Home Help Logout

ncements
Information
Documents
ments
unication

nd Support

munication
se Tools
se Map

ontrol Panel

resh
ail View

Use this practice template to learn your part in context the other voices. It is meant to accompany you. Avoid singing the same part as the one that is playing

TONIC MUTE SCPIANO MUTE BASS

Saltarello

Tielman Susato

The image shows a musical score for a piece titled "Saltarello" by Tielman Susato. The score is written for a piano and a voice. It features a treble and bass clef, a key signature of one flat (B-flat), and a 4/4 time signature. The music is arranged in two systems, each with a piano part and a voice part. The piano part is written in a simple, rhythmic style, while the voice part is more melodic. The score is displayed on a yellow background.

Why or Why Not Do Distance Education?

- Why do it according to survey?
 - Students can work at their own pace
 - Reach more students
 - Best way to reach remote, rural, geographically-restricted, health restricted students
 - Collaboration opportunities with other schools and international contacts
 - Maintain essential communication with students and colleagues
 - Good opportunity for remote master classes and ensemble coaching
 - Forces you to learn to organize and prepare your classes better, both on and off site
 - Technology just keeps getting better
 - It is so easy, especially with video built into new Macs
 - We are falling behind music programs in other countries in the use of technology

Why or Why Not Do Distance Education?

- **Why NOT do it according to survey?**
 - Time
 - Instruction Issues
 - Loose important interpersonal relationships with students
 - Requires more student dialogue and a change in teaching methods only works for the more “academic” content courses
 - Only for small classes
 - Support
 - Don't fully understand how it works or have a sense for its effectiveness
 - Need more tech support and training
 - Difficult to deal with technical/physical aspects of set up with remote students
 - Technology
 - Wait until technology is more advanced and reliable
 - Audio distortion for live music presentations
 - Need a lot of bandwidth

Profiles Redux

Instructional Design Dimensions

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Technical Design Dimensions

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Discussion