

# Creating the MOOC Teaching Model of Early Childhood Vocal Music Teaching for Teaching First-Year Students at Wenzhou University, Zhejiang Province, China

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## Abstract

This study explores the integration of Massive Open Online Courses (MOOC) in vocal music education for second-year students majoring in Early Childhood Education at Wenzhou University, Zhejiang Province, China. MOOC Massive Open Online Course. With MOOC continuously revolutionizing traditional educational approaches in the field of music education, this research aims to develop and implement an innovative MOOC teaching model tailored to meet the specific needs of second-year students in the Early Childhood Education program.

Through this research, we aim to gain a profound understanding of and explore the application of the MOOC teaching model in vocal music courses for second-year students in the Early Childhood Education program. This study seeks to enhance the innovation and effectiveness of vocal music education, contributing positively to the quality of vocal education in the Early Childhood Education program at Wenzhou University.

**Keywords:** Creating; MOOC; Teaching Model; Early Childhood; Vocal Music; Wenzhou University; Zhejiang Province; China

## Introduction

In the spring of 2020, the global COVID-19 pandemic led to the closure of schools for 87.9% of students worldwide, affecting over 1.5 billion students in more than 190 countries. The United Nations Educational, Scientific and Cultural Organization (UNESCO) established the Global Education Coalition to support remote learning, ensuring that vulnerable children would not fall behind. Director-General Audrey Azoulay called for collaborative innovation, emphasizing that cooperation is the only way forward. Despite the physical isolation caused by the pandemic, global recognition of the importance of education remained steadfast. With the rise of the Internet, as of April 3rd, 1454 higher education institutions in China offered 950,000 online courses, attracting 1.18 billion students. The Ministry of Education launched 37 online course platforms, involving over 110 social and academic platforms. Chinese university education is undergoing a historic transformation, and challenges are driving the flexible integration of online and offline education in teaching models. Globally, UNESCO recommended 27 free global learning applications, and a "Global University Special Dialogue" was co-hosted by Tsinghua University, various universities, and UNESCO representatives, discussing challenges and reforms in online education. This special dialogue conveyed a clear message: global universities need to uphold unity, engage in open cooperation, jointly address

the challenges of online education, fulfill their commitment to education, and actively contribute to overcoming the pandemic (Wang & Zhang, 2020).

The continuous development of Internet technology has provided strong support for this transformation. With the widespread availability of high-speed networks and ongoing innovations in educational technology, online teaching has expanded comprehensively, becoming not only a means of simple information transmission but also a complementary teaching mode to traditional methods. Students can easily access knowledge through electronic devices, and teachers can use multimedia technology to provide more vivid and intuitive teaching content, forming a complementary and mutually reinforcing education pattern between online and offline. With the introduction of a new Massive Open Online Course (MOOC) video teaching course in Chinese universities, educational methods have become more flexible and diverse, offering students a broader range of learning choices. This transformation is not only a challenge to traditional teaching methods but also opens the door to innovation in future education models. In this context, vocal courses, as interdisciplinary subjects, have encountered new opportunities. The future development and production of interdisciplinary vocal courses will be provided to professionals or interdisciplinary audiences in MOOC format over the Internet. This not only enriches the dissemination channels of vocal education but also promotes knowledge exchange and interdisciplinary integration across different fields (Zhang & Xiang, 2018).

## Research Objectives

1. To study the MOOC teaching model from experts.
2. To create the MOOC teaching model of early childhood vocal music for teaching first-year students at Wenzhou University.
3. To experiment teaching by using the MOOC teaching model.
4. To evaluate the results of teaching by using the MOOC teaching model .

## Research Methodology

This study employed a mixed research method, incorporating both qualitative and quantitative research approaches. During the research phase, interviews and observations were conducted. Researchers observed the learning status of first-year students majoring in preschool education at the College of Education, Wenzhou University. In the development phase, a quantitative approach was adopted through experimental design, and conclusions were drawn through statistical descriptions. Twenty first-year students majoring in preschool education at the College of Education, Wenzhou University, were selected as the experimental subjects for the MOOC teaching experiment. The teaching effectiveness of the MOOC was analyzed through pre-and post-tests.

### Population and sample

1) **Population:**30 Wenzhou University College of Education first-year students majoring in Preschool Education.

2) **Sample:** 6 Wenzhou University College of Education first-year students majoring in Preschool Education.Using a simple random sampling method, one student is selected at regular intervals, with an interval of 5 students, from a pool of 30 students.

### Key Informants

- 1) Must hold a doctoral degree.
- 2) Specialized in teaching early childhood education professionals.
- 3) Expert in the field of vocal music education.

Wang Yiyin is a professor in the Department of Early Childhood Education at the Faculty of Education, Beijing Normal University. She serves as a doctoral supervisor and focuses her research on early childhood music education, art education, and the study of aesthetics and creativity.

Xu Zhuoya, also a professor and doctoral supervisor, conducts primary research on children's musical development and music education. Her work spans various aspects, including philosophy, sociology, psychology, education, and the pedagogy of teaching processes.

Chen Xiaolong, an associate professor and master's supervisor in the Composition Department of the Central Conservatory of Music, is an expert in music education. He has previously served as the co-founder and executive director of the Beijing Modern Music Festival (BMMF) and the Director of Continuing Education and Training at the Central Conservatory of Music.

### Conceptual Framework

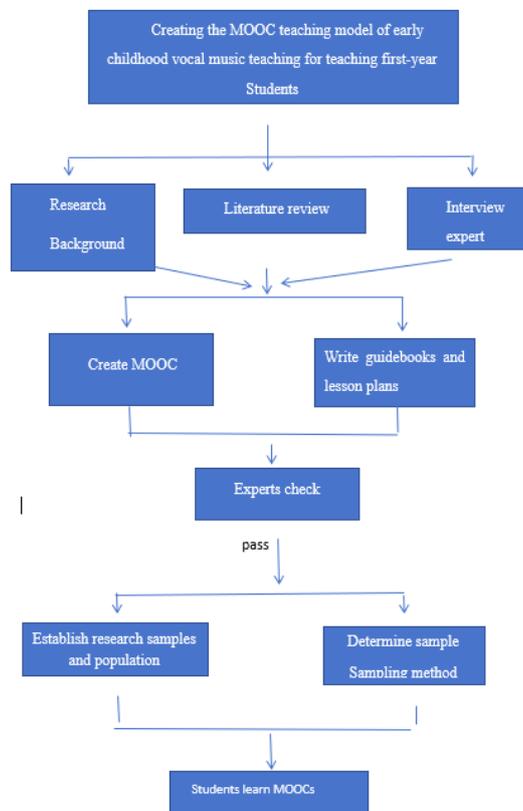


Figure 1 Conceptual Framework

## **Research Findings**

### **1. To study MOOC teaching model**

Through expert interviews and literature searches, the researcher gained an understanding of the construction of MOOC for vocal music in early childhood education and some teaching experiences. The researcher summarized the results of expert interviews, and the experts unanimously agreed that students should learn vocal music theory, vocal techniques, and skills in Singing Children's Songs. In teaching, it is important to start with simple tasks to avoid student boredom. Engaging students in fun teaching activities, such as picture displays and music appreciation, can help stimulate their enthusiasm for learning. Testing is used to assess students' learning outcomes.

### **2. To Creating the MOOC teaching model of Early Childhood Vocal Music Teaching for Teaching second-year students at Wenzhou University**

The researcher developed a course plan for students, drawing on the expertise of early childhood education and vocal education specialists. The course plan consists of 16 courses, the first part focusing on learning vocal music theory and then applying learned vocal techniques to sing seven Chinese vocal works. The second part involves practical courses on Singing Children's Songs. There are midterm and final exams and a summary. After students completed the MOOC vocal music course, three experts were invited to assess the students' learning outcomes. The experts unanimously believed that the course plan was comprehensive and feasible.

### **3. To use the MOOC teaching model of Early Childhood Vocal Music Teaching for Teaching second-year students at Wenzhou University.**

In the teaching of the MOOC vocal music course in the College of Education at Wenzhou University, the course plan includes the class time and learning content for each course. The teaching effectiveness of the MOOC course has been analyzed through pre-tests and post-tests, and the changes in scores have been examined. After a period of study, progress and changes in students' learning of vocal music through the MOOC can be observed.

### **4. The results of teaching by using the MOOC Teaching model**

The feasibility of the teaching course plan for the MOOC vocal music course in Wenzhou University's early childhood education major was evaluated. Through a semester of teaching practice, totaling 16 weeks and 32 class hours, the teacher's teaching effectiveness was evident based on the students' pre-test and post-test results. As an effective supplement to offline courses, the MOOC allows students to grasp vocal techniques more quickly in a shorter time. It has a unique effect on Singing Children's Songs. Through the course, students have found it very helpful for their own singing of children's songs, learning a lot of knowledge and skills. The course received a 99% satisfaction rating. The data shows that students and teachers believe the course can effectively improve their professional abilities.

## Discussion

In recent years, with the rapid development of information technology, the widespread availability of the internet has impacted various industries, including vocal education in the field of early childhood education. Against this backdrop, MOOC, as an innovative online learning model, have gained prominence in the vocal music education of early childhood education majors.

MOOC in vocal music education for early childhood education majors have attracted widespread attention due to their unique characteristics. This course model provides students with a convenient learning pathway through online platforms, allowing first-year students majoring in early childhood education to flexibly arrange their study time, breaking free from the constraints of traditional classroom limitations in terms of time and space. The content design of vocal music MOOC includes learning basic vocal knowledge, singing vocal works of different styles from different periods, Singing Children's Songs, among other elements, to meet the needs of students majoring in early childhood education.

Through MOOC, students majoring in early childhood education can learn vocal skills in a relaxed and free environment, experiencing the charm of vocal music through multimedia forms such as audio and video. The interactivity and social aspects on the MOOC platform also provide students with opportunities for communication and discussion, promoting collaboration and mutual progress among students. This more flexible and open mode of application not only enhances the effectiveness of vocal music teaching but also provides students majoring in early childhood education with a richer and more diverse learning experience (Huang & Li, 2019). It brings innovation to traditional vocal music teaching, offering students a more flexible, convenient, and enjoyable learning method. Through the study and application of the MOOC model, the vocal music education in the early childhood education major is expected to have broader development prospects (Xie, 2019).

Researching the MOOC teaching model and combining expert interviews, the researcher innovatively constructs the MOOC teaching model for vocal music targeting first-year students in the early childhood education major at Wenzhou University. This approach distinguishes itself from other researchers. Local universities should first strengthen the construction of their teaching staff based on their actual situation, identifying teachers capable of teaching, learning, and designing vocal music MOOC content. Subsequently, after repeated deliberation, the university should arrange a sound teaching plan, select appropriate teaching materials, ensure the theoretical and practical aspects of the course content, allowing students more opportunities to participate in vocal music MOOC and truly experience their unique charm (Chen & Yu, 2017). Finally, the university should integrate MOOC into campus culture in various ways, such as inviting experts to conduct on-site teaching and giving lectures to the School of Education at Wenzhou University. After implementing the MOOC teaching model, students' vocal skills have been more effectively enhanced. Through online quizzes and assignments, teachers can better understand students' learning situations, aiding in adjusting teaching strategies and improving teaching effectiveness (Liu & Chen, 2018).

## Recommendation

### 1. Practical Recommendations

When designing a vocal music MOOC for early childhood education majors, several key aspects need to be considered to ensure the comprehensiveness, flexibility, and high quality of the MOOC.

Firstly, focus on audience diversity. Learners in early childhood education majors may include students, education professionals, and individuals interested in vocal music teaching. The content and format of the MOOC should attract learners of different levels and needs, so course design needs to fully consider this diversity.

Secondly, integrate traditional and MOOC teaching. Traditional vocal music teaching emphasizes face-to-face interaction and practice, while MOOC provide more flexible learning times and locations. When designing MOOC content, professional vocal teaching videos can be recorded to ensure that learners can access high-quality vocal guidance anytime, anywhere. Meanwhile, retaining the practicality of traditional teaching can be achieved through online classrooms and practical rehearsal activities.

### 2. Recommendation for future research

When delving deeper into the study of early childhood vocal music MOOC, it is crucial to focus on key areas to better understand and enhance this educational model:

Exploration of Personalized Learning Paths: In-depth research into individual differences among preschool children, including age, interests, and subject areas, can help in devising vocal music MOOC learning paths that better suit individual needs. Understanding cognitive development and subject acquisition abilities in preschool children enables the provision of more personalized and precise learning experiences for each student.

In-Depth Analysis of Family Roles: The learning of preschool children is not solely influenced by MOOC platforms; family support is also crucial. A comprehensive study of the roles and impact of families in early childhood vocal music MOOC learning can uncover ways to better promote collaboration between families and MOOC platforms for improved learning outcomes.

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