

Peer Teach Reflection

The intended audience for our video was early elementary school. I chose to share our video with two different sets of children: my nephews, Jasper and Enzo, and two children with whom I already have been teaching private music lessons for a couple of years. I chose to have my sister share the video with my nephews because Jasper is in kindergarten (Enzo is in pre-K and was really just watching because his brother was watching, but he did follow along with some of it), but I also know that they have no general music education program at any of the elementary schools they have attended, nor have they taken music lessons. The other two children, Eytan and Eliyah, are in kindergarten and third grade, respectively. Since we scaffolded the lesson, all of the children were able to follow along in the beginning pretty well. However, due to the pacing of this lesson and the sheer amount of information we scaffolded into such a short period of time, I would definitely say that the lesson was more appropriate for Eytan and Eliyah, for whom the concepts are familiar. They have even used the exact learning materials we used in the video during lessons. They were able to follow along the entire time very successfully, sing the tonal patterns in rhythm, clap and say the rhythms as directed in the video, and follow my prompts in the video to go and search for the items needed. However, in the last section of the video when the students were asked to pause the video, I need to complete this task for them as the pace was simply too fast for them to read the directions and listen at the same time.

Were I to edit the video further I would have either included a pause symbol, or said the words out loud, “pause the video and think about it.” We had originally included instructions like this in our script and paced the lesson much slower, but in the interest of trying to keep the lesson

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within the time limit, we cut some much needed verbal instructions and pauses for thinking. Therefore, when I was not present to pause the video, as with my nephews' video observation, the pacing was simply too fast, and my sister was too busy filming the kids to notice the written instructions. In general, I think an effective online learning video requires both spoken cues and visual ones to make it accessible for all learners, and so that additional adult intervention is less necessary.

In person, many of the tools I used are more effective and the students can interact with them tangibly, incorporate more movement, compose their own rhythms and melodies with feedback from a teacher and peers, and they have greater opportunities for problem solving independently without being given answers. Eytan and Eliyah were able to find materials with which to make the same rhythmic pattern, and then we were able to continue the lesson in person with their own compositions. My nephews immediately asked my sister to FaceTime with me and told me "We found some big books, but we didn't have any little books we could use." I explained, "that's okay. You can use books and something else that isn't books." It was clear to me that there were some elements we included that parents might not know how to help children with, such as helping them with the kinds of objects they might be able to use for the independent portion, pausing the video appropriately, and asking them to explain their reasoning. With Eytan and Eliyah, I had them pause the video and answer the question. They were able to explain their reasoning as to why the rhythm presented did or did not match the first phrase of a song. They showed me which beats needed to be changed and which needed to remain the same.

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Both groups of children needed in-person prompting to clap along. I think this problem might have been solved with the addition of some kind of graphic showing hands clapping, but we were only able to figure out how to get Screencastify to allow us to type in text.