



Long Paper

Embracing the Emerging Trends: An Exploration of the Lived Experiences of Music Teachers

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Abstract

This study explores the reform of music education in Chinese universities through the interdisciplinary integration of musicology and pedagogy. The study proposes that life-based music perception is embedded in a participatory teaching method that includes appreciation, performance, and creative activities. The technique emphasizes the selection of culturally valuable repertoires while integrating teachers' aesthetic experience with basic music theory teaching to cultivate students' aesthetic participation. The study establishes an analytical framework to address deep-rooted educational problems through a living perspective approach to counter the assimilationist teaching model. The study aims to understand music teachers' teaching practices, challenges, and views on music education through interviews, and to extract teaching strategies to provide information and guidance for the field of music education. A qualitative phenomenological method was used to capture the life experiences of 8 music teachers. Data were collected through semi-structured interviews and analyzed using thematic analysis. Contextual integration, personalized planning, and digital tools were used to improve participation and literacy. The study proposes a culturally sensitive teaching



innovation path under an interdisciplinary perspective and recommends expanding the sample size and teaching field in the future to enhance the universality and promotion value of the results. However, due to the number of interviewees and geographical distribution, the extrapolation of the research conclusions still needs to be further verified. This study uses a phenomenological perspective to deeply explore the life experiences of music teachers, revealing the internal logic and innovative paths of their teaching practices, and providing novel perspectives and strategic guidance for the theoretical construction and practical application of music education.

Keywords – Music Education, Teaching Strategies, Life Experience, Interactive teaching, Personalized Instruction

INTRODUCTION

Music is inevitable in all grade levels and humans are born with some kind of music. It is well known that researchers have found that any type of music can significantly affect their emotional state. Whether it is slow, medium, or fast-tempo music, it has the potential to trigger immediate fluctuations in emotions and further induce corresponding reactions in the brain. Not all may love music, but music can influence our moods, feelings, and even the researchers' actions. Listening to music makes them feel better, which drives them to go to the flow of rhythm.

Magsamen (2020) explained that the study of music as an art form is extensive, with researchers contending that there exists an interconnected system in the brain involving the prefrontal cortex, visual cortex, amygdala, hippocampus, auditory cortex, and sensory cortex through which sound exerts a profound impact on our bodies. The significant influence of music education lies in recognizing the importance of integrating music into teaching so that students can develop a deeper understanding of the origins, cultures, and values inherent in musical education.

Music is also a form of physical therapy, as you meditate on the lyrics and the sounds it affects your inner soul, which could affect the physiological and psychological health of human beings (Wilson, 2020). Guided Imagery and Music (GIM) classical music and imagery help explore personal growth, consciousness, and transformation.

Interpreting the 2020 government report on “Opinions on Comprehensively Strengthening and Improving Aesthetic Education in Schools in the New Era”, the Government emphasized the rigidity of the music curriculum as a compulsory subject, and proposed the establishment of a teaching model of ‘basic knowledge of the arts + aesthetic experience+special strengths’ (Wang, 2022).In addition, according to the Department of Art Education, Ministry of Education of China, Notice of the Ministry of

Education on the Full Implementation of the Action of Aesthetic Education Infiltration in Schools (2023), Infiltrate teachers with aesthetic education, give full play to the aesthetic education function of teachers' profession, enhance the awareness and quality of aesthetic education of all staff, mold personality charm and cultivate aesthetic education feelings. Infiltrate the school with aesthetic education, create a high-spirited, civilized, and vibrant campus culture, and build an aesthetic education environment that is always, everywhere and everyone. The conditions for achieving excellent music education are very complicated. Music teachers should not only fully design and improve their teaching methods, but also use practical music teaching methods to realize the combination of music and life, stimulate students' interest in learning, and make students quickly participate in teachers' teaching situations, but also need students' active cooperation to achieve better practical results (Lei, 2021). Teachers should repeatedly and effectively guide students in professional teaching, and use practical courses to strengthen the training of students to experience life and stimulate creation, so as to re-understand the importance of life for art learning and artistic creation (Xu, 2020).

Proposing music teaching strategies on the basis of music education is a common academic research path for music education and teaching in China nowadays, but there is still a gap in researching music teaching strategies from the perspective of music teachers' life experiences in China. The researchers believe that the practical experience of teaching comes more from life, and try to put the effective practical experience in life directly into the teaching of music education, and put forward the corresponding music teaching strategies on this basis. The researchers will collect literature point by point and extract more scientific, practical, and diversified music teaching strategies in the qualitative research.

LITERATURE REVIEW

Interactive Teaching Produces Confidence

Interactive music instruction enhances learners' self-efficacy and self-confidence through participatory experiences. Bonshor (2020) highlighted the role of peer interactions and social learning in developing the confidence of choral singers and suggested ways in which conductors might optimize these interactions to build confidence during choir rehearsals and performances. Liu (2022) illustrated that teachers need to actively guide students through classroom instruction, use motivating and effective assessments (individual classroom extra credit, group assessment, and music grade percentages), and provide opportunities for students to demonstrate their musical skills to create a strong desire to learn creative writing. By constructing an “interactive” learning model, it was clear that students’ thinking skills were enhanced and their musical perception, participation, confidence, and expression were strengthened. When preservice students experience transformative pedagogy through pitching-matching and develop their singing competence, this leads to greater confidence and a higher likelihood that they will implement music in their classrooms in the future (Morris-

Campbell, 2022). Brown (2022) discussed the application of interactive teaching strategies in music education and found that students' self-confidence in music learning was significantly improved through teacher-student interaction, group cooperation, and improvisation. The study also pointed out that interactive teaching can stimulate students' intrinsic motivation and make them more active and engaged in music learning. Lee and Kim (2023) focused on the impact of interactive learning environments on the self-confidence of music learners. Through multimedia interactive teaching and peer feedback, students' self-confidence in music performance and creation has been significantly enhanced. It also emphasizes the guiding role of teachers in interactive teaching and believes that teachers' effective guidance can further enhance students' self-confidence. This paper analyzes the influence of interactive teaching on the self-confidence and performance of music learners from the perspective of psychology. Interactive teaching can activate the reward mechanism in the brain, thereby enhancing students' self-confidence and motivation to learn. In addition, through interactive teaching, students will be able to better understand and master music knowledge, thereby improving the level of musical performance (Patel & Zatorre, 2021). Smith and Johnson (2021) comprehensively analyzed the impact of multiple interactive teaching methods (such as group discussion, role-playing, and interactive lectures) on music learners' self-confidence. These interactive teaching methods can significantly improve students' self-confidence and learning results. In addition, interactive teaching promotes collaboration and communication among students, further enhancing their music learning experience.

To summarize, interactive music teaching can effectively enhance students' music perception and expression ability through peer collaboration, teacher guidance, and multiple evaluation, and thus improve their self-confidence.

Personalized approach improved performance.

Individualized instruction stimulates students' musical interest and potential by tailoring instruction to individual students and focusing on individual differences, thereby enhancing musical expression. The personalized and adaptive learning process was presently adopted and implemented in several ways in the classrooms using technology to provide benefits and opportunities that shape the career of a learner in line with futuristic research ingenuity, highlighting possible future options useful for the faculty, institution, and particularly the learner. This was because personalized instructional approaches and learning were customized and designed to meet the individual learner's needs (Ahmad, 2021). According to Zhang et al. (2021), personalized learning intervention can effectively improve students' learning behaviors, attitudes, motivation, self-efficacy, and academic performance in a blended learning environment. AI-augmented educational content is customized for any individual according to their needs and raises the flag of caution for anticipated learning difficulties. This recalibrates the role of instructors as well as optimizes the teaching-learning environment for a better learning experience

(Bhutoria,2022). Huang and Li (2021) explored the impact of personalized music teaching on student performance. By designing content that is tailored to students' differences, such as learning styles, musical backgrounds, and interests, students' musical performance is significantly improved. Personalized teaching can better meet students' learning needs, improve their learning motivation and self-confidence, and thus promote the development of music skills. According to Smith and Johnson (2022), the application of personalized instruction in music education was analyzed through a mixed methodological study (a combination of quantitative and qualitative). The ability to provide customized instruction based on students' learning progress and abilities significantly improves students' musical performance and also emphasizes the critical role of teachers in identifying individual student differences and adjusting teaching strategies. Brown and Green (2023) focused on the application of personalized learning paths to music education. By leveraging technology tools such as smart music software and online learning platforms to provide personalized learning paths, students' musical performance has been significantly improved. Personalized teaching can better stimulate students' creativity and independent learning ability. By providing targeted feedback and personalized teaching strategies, students' musical performance improves significantly. Personalized teaching can better meet students' learning needs, improve their learning motivation and self-confidence, and thus promote the development of music skills. Personalized teaching can help students better master music skills and thus perform at a higher level in music performance (Wang & Zhang, 2025).

It can be concluded that personalized teaching methods can significantly improve learners' behavior, attitude, motivation, and academic performance through customized learning intervention and AI technology support.

Innovation creates interaction and relationships.

Music teaching innovation promotes deep connections and collaborative learning between teachers and students through interactive mechanisms. Ng et al. (2021) claimed that to motivate students in music learning and best use the face-to-face class time during the lessons, the researchers designed the flipped classroom approach with the use of a mobile application called “Muyu” to engage students in making Shubailan compositions during the music lessons. Such an innovative approach to music instructions motivated students to study the preassigned materials before the face-to-face online sessions, thus making students more active in performing their work during the lessons. Ovcharenko et al.(2020) pointed out that future music teachers who master the basic knowledge of technical culture can stimulate students' interest in vocal creation; improve the level of children's vocal knowledge and skills; and form their values on vocal art. Canlin and Lisboa (2021) explained that continued convergence between the various fields of music will bring further disruption and opportunity. As technological innovations began to overcome the limitations of online music experiences, consumers and learners alike were faced with an increasing number of choices about how to consume or learn

music. As the field of music reorganized around an increasingly hybrid “new normal,” music educators would also need to adapt and innovate their practices to respond to the new opportunities and challenges that arise. Merchan Sanchez-Jara et al.(2024) explore how the application of artificial intelligence in music education can facilitate interaction between students and teacher-student relationships. Ai-assisted instruction can enhance student engagement and learning through personalized learning paths and real-time feedback. In addition, AI technology can help teachers better understand the progress of students, thereby building closer teacher-student relationships. Cui (2023) analyzed the use of augmented reality (AR) technology in piano teaching and found that this innovative approach can significantly improve students' creativity and motivation to learn. Through AR technology, students are able to better understand and master music knowledge in an interactive learning environment, while facilitating interaction and relationship building between teachers and students. Innovative applications of digital educational content in music education, especially how to facilitate interaction between students and teacher-student relationships through digital tools. Digital tools can provide a wealth of learning resources and interaction opportunities that enhance the learning experience and engagement of students. This innovative approach not only improves students' musical skills but also promotes positive interaction between teachers and students (Stefanova & Doychinov, 2021). Holster (2024) analyzed the use of AI tools such as ChatGPT in music education and found that these tools can significantly improve student interaction and learning outcomes. By providing instant feedback and personalized learning suggestions, AI tools help students better master music knowledge while enhancing interaction and relationships between teachers and students.

From this, we can see that innovative teaching methods promote interaction between teachers and students, deepen learning connections, and promote changes in music education practice through technology integration and classroom reconstruction.

The effects of proper teaching methods

Appropriate teaching methods can accurately match the rules of learning, improve teaching effectiveness, promote students' knowledge mastery and ability development, and optimize the learning experience. Al-Rawi (2023) found that students in the class have a variety of levels in any particular subject, therefore teachers need to use different teaching methodologies or find a method that can reach all students effectively. Other reasons to look for new techniques of teaching were the advancement in communication technology; information technology and in particular education technology, these had changed the minds of current generations. According to McKoy and Lind (2022), a teaching approach responds to how different culturally specific knowledge bases influence learning. It provided a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. AI technologies had positive effects on these outcomes (Chiu, 2023). Li (2023) analyzed the influence of interactive methods on music literacy training, especially on college students majoring in preschool

education. Through interactive teaching that combines the Kodaly method and movement, students are able to significantly improve their musical literacy and learning motivation. This teaching method not only enhances students' musical skills but also promotes positive interaction between teachers and students. Townsend (2021) proposed a model for effective music teaching, emphasizing the importance of the teacher-student relationship, development of self-regulation skills, verbal communication, teaching cycles, and teacher training. Effective teaching is not an innate talent, but an ability and attitude that can be developed through professional education. Through these strategies, teachers can significantly improve students' music learning results. The application of technology integration in music education has found that through digital tools and online platforms, student engagement and musical performance can be significantly improved. Research suggests that technology-driven education enhances students' music learning experiences by providing new possibilities lacking in traditional approaches (Asare & Zhang, 2023). Dyer (2021) explored the application of music in curriculum learning and found that students' participation and learning effects can be significantly improved through music activities. Music can enhance students' memory and emotional connection, thus improving learning interest and effectiveness. In addition, music activities can help students better grasp the language and literary content.

In summary, appropriate teaching methods can meet the diverse needs of students, integrate cultural background and technological progress, and enhance learning motivation and effectiveness.

METHODOLOGY

Research Design

This study specifically employed a prior phenomenological approach, where the research focused more on describing the experiences of co-researchers and reflecting on their experiences. Therefore, the experiences of the researchers were included in the scope. The research object of phenomenology was various phenomena in the human experiential world, including sensation, perception, emotion, and will. Phenomenology believes that there are inherent structures and meanings behind these phenomena, which were the origin of human experience (Heidegger, 2021). The daily experience of music teachers in the classroom and told their music appreciation, cultural influence, aesthetic perception of music, and the way we understood existence.

In phenomenological research, we used a combination of various approaches, such as conducting interviews, reading literature, watching videos, or visiting locations and events, to understand the significance of participants in the research (Sauro, 2020).

Many scholars used phenomenology to extract meaning from the world through personal experience. Alhazmi and Kaufmann (2022) mentioned that it was reiterated by

(Cresswell et al., 2020) that sharing experiences would have a greater understanding of their thoughts which could lead to discoveries of unanticipated phenomena.

The goal of the researchers was to describe the life experiences of a phenomenon and data collection was done by interviewing or collecting the stories of co-researchers to understand how they experienced this phenomenon. The co-researchers would comprehensively describe their experiences, including their thoughts, feelings, memories, and reflections, to understand their lived experiences, challenges, and impacts on music education and teaching.

Population

Inclusion Criteria

This study involved 8 in-service music teachers in the music education discipline from selected four public universities in China. This included and not limited to the following: a) Department head, deputy head, Full-time teacher; b) Teaching music with at least 2 two years of experience in handling music class; c) 25-59 years old; d) any gender; e) Willing to share their life experiences in music education and teaching.

There were eight music teachers (co-researchers) selected from the music education programs of four research universities. They engaged in music education at universities in Xuzhou City, Jiangsu Province (The researcher's hometown). The four universities were:

- 1) China University of Mining and Technology;
- 2) Jiangsu Normal University;
- 3) Xuzhou University of Technology;
- 4) Xuzhou Kindergarten Teachers College.

The music education majors of these four universities all had profound cultural heritage and rich and perfect multi-disciplinary backgrounds, forming a compound teaching system with diversified teaching concepts, interdisciplinary research, and teaching, creating a mature environment for cultivating multi-professional and multi-capable art education talents.

Collection of stories

Researchers selected 8 professional and technical personnel working in music education from four universities. Precautions were as follows:

- 1) The researcher obtained consent to conduct interviews and explained the purpose and importance of collecting data;

- 2) The researcher inquired about the convenient time and date for conducting one-on-one interviews;
- 3) Some co-researchers choose online or face-to-face interviews.

For the interviews

During the interview process, researchers obtained the consent of co-researchers and recorded the stories they shared so that they could remember the details of the interview and make authentic records of the shared stories. Before the interview, the co-researchers received an interview protocol.

Before the interview began, the researchers introduced themselves and briefly discussed the purpose of this study. The researchers assured the co-researchers that their stories would be kept strictly confidential throughout the entire research process until the end of the study, and their identities also be anonymous.

The researchers asked participants about their lived experiences in music education teaching in the form of guiding questions to ensure that the research focus is on the research topic. After obtaining the consent of the co-researchers, we recorded the interview.

Reflection of Stories

The researcher transcribed the eight lived experiences of music teachers based on the recorded content and rewrote the collected stories more logically and systematically to allow readers to have a more intuitive understanding of these lived experiences. The co-researcher validated the revision made, gave a copy, and got their approval and consent that all written was valid and true researcher identified important statements in the interview records of co-researchers and read each story multiple times and highlighted common interview sections in the narratives of eight co-researchers from each university. The researcher divided important statements into several parts and formed subcategories, which were themes from the gathered statements formulated. After several themes, the researcher would be able to come up with eidetic which also leads to symbolism.

Research Instruments

The researcher provided a guided question to the 8 co-researchers about their teaching experiences in handling music and told their stories on how they handled the subjects effectively and also shared some challenges in dealing with the subjects. The researcher identified the important statements in the transcription of the interviews of the co-researchers.

Validation of the Research Instrument

The researcher found three experts in the field of music education to verify the Interview Guide Questions. The three experts conducted a comprehensive evaluation and verification of the questionnaire based on new music teaching strategies explored based on personal hobbies, personal teaching experience, and personal life experience.

Ethical Consideration

This was a crucial component of research and an essential part of analysis. It was the researcher's duty to guarantee participant security in terms of their interview privacy and confidentiality. The key ethical considerations that applied to this study were outlined in the following :

Informed Consent

All respondents must be well-informed or made aware of the reason for their participation in this study. Their consent must be sought before they participate in the study. A consent form was sent to all respondents invited to join the study indicating that this is for research purposes only.

Confidentiality and Privacy

Assuring them of confidentiality and privacy of their identities, personal information, responses, etc. This meant that this information would not be disclosed to anyone outside the research team unless otherwise agreed upon.

Anonymity

The researcher carefully treated the confidentiality of the co-researcher and was treated in anonymity where the study was carried out to selected participants without disclosing their names or identities.

Data Retention and Disposal

Data was retained as long as necessary to achieve the research objectives but securely disposed of the data afterward. Clear protocols for data disposal should be developed including the permanent deletion or destruction of data in a manner that ensures it couldn't be recovered.

Risk Assessment

There was no risk or harm during and after the conduction of research. The Co-researcher only shared that all she wanted to share about teaching music. They were also free to decline any time they wished if they were not comfortable answering the questions. The questions were not about their personal life but more about their experiences in teaching music.

Respect for diversity and inclusivity

The researcher considered the diverse backgrounds, perspectives, and characteristics, thus, the research process and findings must ensure respect and include various groups, avoiding any discrimination or bias.

Researcher integrity

The researcher was honest and practiced integrity, and transparency at all times to ensure the objective of the research and only reported the accurate findings and results gathered from the interview.

Institutional review and ethics approval

The researcher submitted the necessary form to the Institutional Ethics Review Committee (IERC) or a proper protocol by the guidelines and regulations of the school.

Appropriate institutional review and ethics approval were ought before conducting the research. Adherence to the guidelines and regulations set by the relevant research ethics committees or review boards must be heeded. This not only protected the respondents' rights and well-being but also upheld the integrity and credibility of the research findings.

The integration of ethical considerations into every stage of the research process was deemed essential.

RESULTS

Theme 1: Comprehensive Interactive Lead to Better Skills in Singing

All-round interaction significantly enhances music singing skills through diverse interactive teaching models, multimedia technology, and Internet resources. These elements stimulate students' interest and initiative in learning. Teachers can create positive learning environments with diverse interactive opportunities, such as using multimedia teaching with audio and video resources to expose students to different music styles, thereby broadening their musical horizons and improving their musical expression ability. Interactive evaluation also allows students to provide feedback on performances, enhancing their music appreciation and self-confidence.

(Co-researchers 1, 2 and 7) had all emphasized the importance of interactive teaching in their practices. (Co-researcher 1) created song-related situations and combined multimedia teaching to help students understand and express songs. (Co-researcher 2) used cooperative learning methods to cultivate students' collaboration and team spirit, while (Co-researcher 7) employed project-based learning to improve students' independent learning ability and artistic level of music performance.

Research also highlights the importance of breathing techniques in singing, as noted by (Wang, 2020), and the effectiveness of interactive approaches in holistic skill development, as emphasized by (Cui, 2023). Smith and Johnson (2024) found that technology-supported interactive learning improves students' pitch, rhythm, and singing skills. Overall, all-around interaction not only improves students' musical skills but also fosters teamwork and innovative thinking, providing strong theoretical and practical support for comprehensive music education development.

Theme 2: Goal-Oriented and Innovative Teaching Strategies

Music innovation and goal-oriented teaching are pivotal directions in current music education reform. Music innovation stimulates students' creativity and interest through interdisciplinary integration, technological applications, and teaching model transformations. Goal-oriented teaching, with its focus on clear objectives and evaluation systems, ensures students achieve expected literacy and skill levels. This dual approach not only enhances students' understanding and mastery of music knowledge but also builds a teaching system that is both innovative and goal-directed, thereby improving students' musical literacy and comprehensive abilities.

(Co-researchers 1 and 5) had shared their perspectives on this topic. (Co-researchers 1) emphasized improving teaching topic accuracy, clear objectives, and an enhanced evaluation mechanism to boost interaction in music lessons. (Co-researchers 5) highlighted introducing local opera types into music classes and adopting a problem-centered, research-oriented teaching approach to promote students' personality development and comprehensive quality improvement through teacher-student cooperation and practical activities.

Liu and Chang (2023) noted that music education teachers, as front-line curriculum reform practitioners, play a crucial role in promoting smooth curriculum reform through their innovative behaviors. Gorozidis and Papaioannou (2022) considered innovation an important aspiration for educational excellence, defining it as evidence-based changes in teaching and learning philosophies that better align instructional practices with educational goals. Goal orientation was seen as a potential learning process that enhanced students' motivation and achievement, helping them adopt effective learning strategies. Chu et al. (2023) found that systematic reflection could improve students' metacognitive abilities. Merchán Sánchez-Jara et al. (2024) pointed out that AI technology has significantly improved music teaching effectiveness through personalized learning paths,

intelligent tutoring systems, and creative tools, enriching teaching content and forms while providing accurate evaluation systems to support goal-oriented teaching.

In summary, combining music innovation with goal-oriented teaching, by setting clear learning goals and feedback mechanisms, promotes students' deep understanding of music knowledge, enhances learning motivation and strategy effectiveness, and leverages AI technology to optimize personalized learning paths and evaluation systems. This comprehensive approach improves music teaching quality and students' overall abilities.

Theme 3: Psychological and Technical Support Teaching

Psychological and technical support are vital in enhancing music teaching effectiveness and student learning experiences. Psychological support, particularly through positive psychology, can boost students' overall development and engagement in learning. It aids in improving students' mental health by fostering self-confidence, cooperation, and emotional regulation. Technological support, especially AI technology, has revolutionized music teaching by offering personalized learning paths and intelligent tutoring systems. These technologies enrich the content and form of music teaching, increase interactivity and enjoyment through VR and AR, and provide accurate evaluation systems via big data to support goal-oriented teaching.

(Co-researchers 2) highlighted her approach to addressing student resistance through gradual training and positive psychological counseling to establish correct learning attitudes. (Co-researchers 4) emphasized the use of multimedia technology in expanding teaching resources and integrating traditional opera with modern education through information MOOCs. (Co-researchers 5) combined online and offline teaching methods to increase flexibility and efficiency in teaching. However, teachers face psychological stress and technical barriers when adapting to new teaching methods and technologies. Archana (2023) noted that teachers may experience stress and anxiety due to sudden changes in teaching methods and the pressure to acquire new technological skills. Ibrahim et al. (2021) stressed the importance of teachers' psychological well-being in overcoming educational challenges. The Ministry of Education in Malaysia has initiated programs to improve teachers' psychological well-being. Ahmed and Mikail (2022) underscored the role of technology in supporting personalized teaching and enhancing students' learning outcomes.

In conclusion, psychological and technical support are crucial in music teaching. Psychological support promotes students' overall development by enhancing self-confidence and emotional regulation. Technological support, through AI and multimedia technologies, enriches teaching content and improves interactivity. These combined efforts not only increase students' interest and participation in learning but also strongly support the high-quality development of music education.

Theme 4: Concept and Practice Feedback Teaching

In music education, the integration of conceptual teaching and practice feedback serves as a pivotal strategy to enhance teaching effectiveness and student learning experiences. Conceptual teaching equips students with a structured understanding of music theory, building a solid foundation for their musical knowledge. Complementing this, practice feedback enables students to apply theoretical concepts in practical scenarios, such as performances and creative activities, thereby deepening their comprehension and refining their skills. This synergy not only improves technical proficiency but also fosters a deeper understanding and creativity in music.

(Co-researchers 6) effectively combined the MEA teaching model with a flipped classroom approach, dividing content into modules for online pre-class learning and interactive in-class activities. (Co-researchers 6) enhanced learning outcomes through personalized learning files and instant feedback systems, allowing for tailored instructional adjustments. (Co-researchers 8) boosted practical skills by creating platforms like art practice weeks and student orchestras, offering abundant opportunities for hands-on learning.

The research underscores the importance of feedback in educational settings. While feedback is common in mathematics classrooms, studies like those by Stovner and Klette (2021) and Carless and Winnstone (2020) highlight the challenges in effectively managing feedback processes. However, in music education, the flipped classroom model has proven effective in providing personalized learning experiences, as noted by Lv (2023), thereby improving learning outcomes and participation.

In summary, the amalgamation of conceptual teaching and practice feedback in music education significantly elevates teaching effectiveness. By constructing a robust theoretical framework and facilitating practical application, students gain both technical mastery and a deeper appreciation of music. This approach, supported by technology, enriches teaching content and personalizes learning, offering students a comprehensive and engaging educational experience.

DISCUSSION

This study offers valuable insights into the lived experiences of music teachers in higher education institutions within Xuzhou City, Jiangsu Province, and derives effective music teaching strategies from their practical experience. The findings highlight several key teaching strategies and challenges, which are discussed below in the context of existing literature.

The research identifies interactive teaching as a prevalent and effective strategy among music teachers. For example, (Co-researcher 1) emphasized his proficiency in using interactive teaching modes to create situations related to songs, such as simulating the background stories of songs or life scenes. This approach not only enhances students' understanding and expression of songs but also improves their interest and participation in learning. Similarly, (Co-researchers 7) highlighted the importance of interactive teaching by building an interactive piano classroom based on information technology. These findings are supported by (Brown, 2023), who noted that interactive teaching can significantly improve students' self-confidence and participation in music learning.

Personalized teaching approaches were also prominently featured in the narratives of the co-researchers. (Co-researchers 2 & 3) emphasized the importance of respecting each student's unique abilities and needs, and tailoring teaching strategies accordingly. This aligns with the work of (Ahmed & Mikail, 2022), who argued that personalized instruction can significantly enhance students' learning outcomes by addressing individual differences. The study also found that innovation in teaching methods, such as (Co-researchers 5) integration of local operas into music classes and (Co-researchers 8) use of digital media and virtual reality, can significantly enrich the music learning experience. This is consistent with the findings of (Asare & Zhang, 2023), who highlighted the role of technology in enhancing student engagement and performance in music education.

Despite these effective strategies, music teachers also face several challenges. Communication barriers, such as limited class discussion time and inaccuracies in teaching topics, were noted by (Co-researchers 1 & 2). These challenges can hinder the effectiveness of interactive teaching and student participation. The lack of musical aesthetics among students was another significant issue, attributed to deviations in music education concepts and teaching methods. This finding resonates with the work of (Chen, 2024), who emphasized the importance of emotional feedback in music education and its positive impact on students' learning outcomes.

The findings of this study carry important implications for music education. First, music teachers should be encouraged to adopt interactive and personalized teaching methods to better engage students and meet their diverse learning needs. Professional development programs could focus on enhancing teachers' abilities to design and implement such strategies. Second, the integration of technological tools and cross-cultural musical elements can provide students with more comprehensive and enriching learning experiences. This is supported by the work of (Lee & Johnson, 2022), who demonstrated the potential of virtual reality and other digital tools to reduce music students' stage anxiety and improve performance skills.

Institutional support is also crucial. Music departments should invest in resources that facilitate innovative teaching, such as digital tools and platforms for interactive learning. Additionally, creating opportunities for teachers to share and collaborate on effective

teaching strategies can further promote the quality of music education. This aligns with the recommendations of Liu et al. (2024), who emphasized the importance of a supportive institutional environment in enhancing the effectiveness of music teaching strategies.

While this study provides valuable insights, it is not without limitations. The sample size is relatively small and confined to a specific geographic region, which may limit the generalizability of the findings. Future research could expand the scope to include more participants from diverse educational settings. Longitudinal studies could also be conducted to assess the long-term impact of different teaching strategies on students' musical development and academic achievement.

In conclusion, this study offers a comprehensive view of the lived experiences and teaching strategies of music educators. By highlighting effective practices and addressing common challenges, it provides a foundation for the continued improvement and innovation of music education. Further research building on these findings can contribute to a more robust and adaptive framework for music teaching in higher education.

CONCLUSIONS AND RECOMMENDATIONS

This study delved into the lived experiences of music teachers in Jiangsu Province, China, uncovering valuable insights into their teaching practices and challenges. Through a phenomenological approach, eight music educators shared their narratives, revealing diverse teaching strategies such as interactive teaching, personalized approaches, and technology integration. These strategies were found to significantly enhance student engagement, confidence, and musical proficiency. However, challenges such as individual differences, communication barriers, and the lack of musical aesthetics were also identified as hindrances to effective music education. The study emphasizes the importance of combining traditional teaching methods with innovative approaches to address these challenges. By adopting goal-oriented and student-centered teaching philosophies, music teachers can better meet the diverse needs of their students. The findings contribute to the broader understanding of music education practices and offer practical implications for educators, policymakers, and institutions aiming to improve music teaching quality and student outcomes. Future research could further explore the long-term impacts of these strategies and the potential for their adaptation across different cultural and educational contexts.

IMPLICATIONS

Practical Implications

The practical implications of the study are multifaceted and offer valuable insights for music education. For music teachers, the study's findings highlight the importance of adopting interactive and personalized teaching methods to cater to diverse student needs and enhance music learning outcomes. The strategies proposed, such as integrating multimedia and experiential learning, can effectively improve students' musical literacy and aesthetic abilities.

The study also underscores the significance of innovation in teaching. By incorporating technologies like AI and VR, educators can create immersive learning environments that boost students' interest and participation. Furthermore, respecting diversity and implementing differentiated instruction can promote inclusive education, enabling all students to achieve their full potential.

For policymakers, the study provides evidence-based recommendations for formulating music education policies that support professional development and resource allocation for music teachers. This can lead to improved music education quality and student achievement.

Moreover, the study suggests that school administrators can leverage the findings to optimize music teaching strategies and enhance the overall effectiveness of music education programs. The implications of this research extend to parents and communities, offering guidance on how to support children's music learning and foster a love for music.

In essence, the study's practical implications provide actionable advice for various stakeholders in music education to collaboratively enhance the teaching and learning process, ultimately contributing to the holistic development of students' musical abilities and appreciation.

Theoretical Implications

The theoretical implications of this study significantly contribute to the field of music education by providing new insights into effective teaching strategies. The study demonstrates that interactive teaching methods enhance students' self-confidence and participation, aligning with the theory of social constructivism. It also highlights the effectiveness of personalized teaching approaches in improving musical performance, supporting the theory of multiple intelligences and differentiated instruction.

The findings validate the importance of innovation in music teaching, linking to the theory of situated learning, which emphasizes learning within relevant contexts. The study also underscores the significance of combining teaching with technology, reflecting the potential of technology-enhanced learning environments to improve teaching effectiveness.

Furthermore, the study's emphasis on respecting diversity and adopting individualized approaches aligns with the principles of inclusive education. The proposed teaching strategies provide a theoretical framework for music educators to address the diverse needs of students and enhance their musical literacy and aesthetic abilities.

Overall, this study enriches the theoretical foundations of music education by integrating various educational theories and providing evidence-based strategies to optimize music teaching and learning processes.

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DECLARATIONS

Conflict of Interest

No conflicts of interest exist between the authors that might be deemed significant to the article's content.

Informed Consent

Informed consent was obtained from all participants involved in the study.

Ethics Approval

Approval to conduct the study was obtained.

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