

An Initial Exploration of the Implementation of a Discussion-Based Course Design for the Higher Vocational Course “Music Fundamentals” Based on the ADDIE Model—Aiming at the Cultivation of Core Professional Competencies

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Abstract: *As an art teaching course that integrates musical literacy and comprehensive practice, “Music Fundamentals” has always been recognized and valued in normal education. However, due to its strong theoretical nature, it has been taught and practiced as a pure theory course in talent training and teaching plans. In order to cultivate the core professional competencies of students majoring in normal education in vocational colleges in the new era and to provide experience for the design and reform of this course, this paper systematically analyzes the important links and elements of course design based on the ADDIE teaching model, clarifies teaching objectives, selects appropriate teaching methods and means to highlight the characteristics of normality, practice, and professional features, adjusts the course teaching structure, and enables students to support graduation requirements and training objectives through the course study, ultimately improving the quality of talent training in English education.*

Keywords: ADDIE model, Discussion-based course design, Cultivation of core professional competencies.

1. Introduction to the Teaching Model

Since its inception, the ADDIE model, with its simplicity and clarity, has become a widely recognized systematic model for solving instructional design needs. The course design phase, as the core step in the ADDIE model, aims to clarify the teaching objectives, content, methods, media and resources, and evaluation mechanisms of the course, thereby innovating teaching models and methods. In the “Opinions on Promoting the High-Quality Development of Modern Vocational Education” issued by the General Office of the State Council in 2021, it is pointed out in the section on deepening reform that project-based teaching, situational teaching, and modular teaching should be widely carried out, and the deep integration of modern information technology and educational teaching should be promoted to improve the quality of classroom teaching. Artistic quality is an important part of comprehensive quality, and art education is an important way to improve comprehensive quality.

2. Current Situation of the Higher Vocational “Music Fundamentals” Course, Its Position, and Scope of Application

The talent training program for higher vocational normal education aims to cultivate high-quality teachers with solid professional knowledge, strong teaching ability, and good comprehensive quality. Through a systematic curriculum system, a cultivation model combining theory with practice, the application of modern educational technology, and the comprehensive cultivation of comprehensive quality, the school helps students to develop comprehensively in knowledge, skills, and quality, and to be competent in future

teaching and educational work. This training program not only focuses on the improvement of students’ professional abilities but also emphasizes the cultivation of students’ professional ethics, psychological quality, and comprehensive quality, laying a solid foundation for students’ future career development and personal growth.

3. Case of “Music Fundamentals” Course Design

3.1 Overall Design

The course design phase (Design) mainly consists of five parts: course objective formulation, teaching content design, teaching method design, teaching media and resource design, and evaluation design. The overall design concept is “five objectives, four modules, multiple methods, full interaction, and clever evaluation.” Given that the course design phase is the core step in the ADDIE model, this section aims to clarify the teaching objectives, content, methods, media and resources, and evaluation mechanisms of the course.

Firstly, in terms of course objective formulation, the “five objectives” are clarified:

Overall Objective	To clarify the overall teaching objective of the course, such as enhancing students’ musical knowledge, skills, and literacy.
Specific Objectives	To formulate specific teaching objectives, which are broken down into three aspects: knowledge, skills, and quality.
Knowledge Objective	The music theoretical knowledge that students should master, such as music theory and music history.
Skill Objective	The musical skills that students should possess, such as sight-singing and simple musical performance.
Attitude Objective	To cultivate students’ interest in and appreciation of music, and to enhance their artistic literacy.

Secondly, in the aspect of teaching content design, the course content is divided into “four modules”: each module covers specific knowledge points and skills, and is divided into basic categories: basic music theory, music history and appreciation, sight-singing and ear training, and performance foundation (such as instruments, dance, choral conducting, etc.). For each module, the teaching content is detailed, including theoretical explanation, practical training, and case analysis.

In the design and selection of teaching methods, appropriate teaching methods are flexibly chosen according to the course content and student characteristics, rather than a one-to-one correspondence between a single teaching method and a single learning content. The lecture method, demonstration method, discussion method, and practice method correspond to skill teaching, theoretical knowledge transmission, performance, and music appreciation and discussion, respectively. Combining practice and performance to enhance students' hands-on abilities.

Furthermore, classroom interaction is fully designed, such as Q&A, discussion, and group activities, to enhance students' participation and learning outcomes.

Teaching Media and Resource Design as followed:

Multimedia Teaching	Using multimedia technology to assist teaching, such as PPT, audio, and video.
PPT Courseware	For the explanation of theoretical knowledge and the display of key content.
Audio Resources	For music appreciation and listening training.
Video Resources	For performance demonstration and concert appreciation.
Teaching Resources	Preparing textbooks, reference books, sheet music, practice questions, etc., to ensure that teaching resources are rich and applicable.
Online Platforms	Utilizing online education platforms (such as Vocational Education Cloud, Douyin, Moodle, Blackboard, etc.) to provide course materials, assign homework, and conduct online communication.

Sixth, a variety of evaluation methods are designed to comprehensively assess students' learning outcomes. These mainly include formative and summative assessments, which are conducted through classroom questioning, homework, quizzes, etc., to keep track of students' learning progress and outcomes at any time, and through final exams, project presentations, etc., to evaluate students' comprehensive learning achievements.

It is worth noting that when establishing clear evaluation criteria and scoring details, the emphasis on evaluation standards must be emphasized to ensure the objectivity, fairness, and scientific nature of the evaluation. At the same time, a positive feedback mechanism is also established. Through the analysis of evaluation results, teaching content and methods are adjusted in a timely manner to improve teaching effectiveness.

Through the above design, it is ensured that the course content is systematic and comprehensive, the teaching methods are scientific and rational, the teaching resources are rich and diverse, and the evaluation mechanism is sound and effective, thereby achieving the teaching objectives of the higher vocational “Music Fundamentals” course and improving

students' musical literacy and comprehensive abilities.

3.2 Teaching Content Design

On the basis of traditional teaching content design, online course resources and discussion-based teaching methods are integrated to enhance teaching effectiveness and students' learning experience. Taking Module One: Basic Music Theory as an example.

Module One: Basic Music Theory			
	Category	Online Resources	Discussion-Based Teaching
Knowledge	Notes and Rests	Using MusicTheory.net for the identification and practice of notes and rests.	Organizing group discussions on the application of notes and rests, analyzing their effects through actual music excerpts.
	Rhythm and Meter	Using Rhythm Trainer for rhythm training.	Group discussions on the roles of different meters in musical works, with demonstrations and discussions of examples.
	Intervals	Using EarMaster for interval practice.	Students discuss and demonstrate the identification and application of intervals in groups, sharing learning experiences with each other.
	Tonality and Modes	Studying specialized courses on tonality and modes on Coursera.	Analyzing musical works with different tonalities and modes, discussing their styles and emotional expressions.
	Chords	Using Chordify for chord identification and playing.	Group discussions on the functions and uses of chords, with mutual demonstrations of chord progressions.
Skills	Music Score Reading	Using SmartMusic for music score reading and practice.	Groups read and analyze scores, discussing the structure and expressive techniques of the works.
	Sight-Reading Skills	Using Sight Reading Factory for sight-reading practice.	Groups practice sight-reading, correcting and providing feedback to each other to improve collectively.
	Listening Skills	Using Train Your Ears for personalized listening training.	Students conduct listening practice with each other, discussing listening techniques and experiences.
Quality	Attention to Detail and Patience	The adaptive learning system provided by Khan Academy helps students adjust their learning paths according to their individual progress and performance.	Cultivating attention to detail and patience through discussions and sharing of challenges and solutions in the learning process.
	Systematic Thinking	Systematically studying music theory courses on edX.	Cultivating systematic thinking through systematic discussions and case analysis.

4. Practical Stage of Course Design

4.1 Teaching Plan Design Stage

After students form groups, the instructor randomly assigns tasks to the students within each group, typically consisting of 5 to 7 members. The students within the group are required to collaborate by researching books, digital video materials, and

engaging in group discussions to complete the theoretical study of individual chapters. This involves creating a teaching PPT and a detailed script for the presentation.

4.2 Music Theory Knowledge Structure Design Stage

During the design phase of the music theory knowledge structure, students within the group can develop different units of music theory knowledge based on the assigned modules. Throughout this process, it is crucial for group members to engage in discussions and exchanges. Once the design is completed, inter-group discussions should take place. If the designed knowledge structure meets the task requirements, the group can proceed to the practical phase of music theory.

4.3 Music Theory Knowledge Practice Stage

In the practical phase of music theory knowledge, members of the group assigned to teach each week will receive knowledge cards and teaching tools (Orff instruments). They will then deliver lectures on the basic music knowledge points according to the designed teaching plan. Although each student within the group has the same plan, they must work together to complete the entire set of music theory unit presentations.

Following the weekly teaching schedule, during the first 45 minutes, each student from the group will take turns to present on the stage in a flipped classroom format, prepared with their teaching PPT and script. They will introduce the music theory knowledge they have researched and the learning methods they have employed. After the presentation, there will be an exchange between learning groups, followed by on-the-spot scoring. If the group's teaching plan is feasible and allows most students to understand the knowledge points, the instructor will lead the class into the practical phase of music theory knowledge, which occupies the last 45 minutes of the class. During this time, the instructor will address any gaps in understanding and provide focused answers to key music theory questions through musical activities.

In the process of explanation and practice, especially when encountering difficulties in understanding music theory knowledge, group members can discuss and identify the reasons. Once the music theory knowledge points have been explained and the teaching and learning requirements have been met, the group can submit their PPT on the Vocational Education Cloud homework platform for the instructor's evaluation and proceed to the summary stage. Conversely, if the requirements are not met, the group must revise and adjust their teaching methods until they achieve the desired outcomes.

4.4 Summary Stage

After submitting the teaching content from the flipped classroom, students should summarize the knowledge and experience gained through independent learning, discussion, and experimentation in the previous three stages. This summary should be submitted to the instructor in the form of a lesson plan or teaching report, upon which the instructor will provide an evaluation based on the quality of the students'

work. During the actual teaching process, the following points should be noted:

1) Control of Group Size

Before grouping students, the instructor should accurately estimate the number of knowledge points in each learning chapter to appropriately control the number of students in each group. The number of students per group should be roughly proportional to the task volume to ensure that every student in the class is engaged.

2) Group Personnel Matching

Given the varying levels of student proficiency, it is important to appropriately match group members to ensure a mix of abilities, allowing stronger students to support weaker ones. This ensures that each group can complete the design tasks and music theory design. Before implementation, the instructor should thoroughly understand the students' theoretical and practical assessment scores in courses such as "Pedagogy" and "Educational Psychology." Based on these scores, the instructor should match group members. Additionally, a pre-test for the "Music Fundamentals" course should be conducted. The pre-test questions should be based on the textbook's table of contents and the students' music usage habits, and should be easy to understand. A Likert 5-point scale can be used to assess students' musical literacy, listening habits, and preferred styles, thereby gaining a comprehensive understanding of their learning status.

3) Progress Control

Since students will engage in two rounds of group discussions and must complete their teaching tasks within the allotted time, the instructor must reasonably manage the overall teaching process to ensure that each group's progress is synchronized.

4) Class Time Allocation

The teaching time for course design is limited, and the main focus should be on discussion, exchange, and the creation of work. Therefore, the instructor should complete the task assignment and student grouping in advance. Students should use their spare time to complete topic selection and plan design. For the music theory design, students should also prepare materials in their spare time. Once the course design officially begins, the focus should be on group discussions and exchanges. Additionally, the summary stage, which involves organizing materials and writing reports, should also be conducted outside of class to save time.

5. Conclusion

The "discussion-based" teaching method based on the ADDIE model combines the advantages of the discussion-based teaching model and overcomes the limitation of group size. It has achieved good teaching results in the teaching practice of "Music Fundamentals Course Design." By integrating educational informatization, online course resources, and discussion-based teaching methods, the teaching design of the "Music Fundamentals" course not only enhances students'

knowledge and skills but also cultivates their comprehensive quality. Online course resources provide a wealth of learning materials and research tools, while the discussion-based flipped classroom teaching method, through group discussions, mutual sharing, and feedback, increases students' participation and interaction. This integrated teaching model not only improves students' learning outcomes but also enhances their interest and initiative in learning, achieving the teaching objectives of the higher vocational "Music Fundamentals" course.

With the initial exploration of teaching, there are still some shortcomings, such as the lack of active participation from a few students. We will strive to find solutions in subsequent exploratory practices.

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