

Should Students Produce Musical or Cultural Outcomes?

Evaluating Educational Outcomes of Learning World Musics in General Music Classes



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Purpose of the Study

The purpose of this study is to discuss how evaluation should be implemented in world music lessons in general music classes. Expanding Abril (2006)'s model of learning outcomes in world music, this paper presents six different areas of students' learning outcomes in world musics: socio-cultural skills, musical skills, socio-cultural knowledge, musical knowledge, socio-cultural affects, and musical affects, which emphasize the importance of the inclusion of cultural perspectives in the assessment of multicultural music education. Furthermore, this paper demonstrates practical examples of classroom assessment which address the aforementioned six areas of students' learning outcomes in the setting of teaching a Korean folk song.

Studies with Student Outcomes from World Music Lessons

	Skill	Knowledge	Affect
Socio-cultural		Edwards (1994), Pembroke & Robinson (1997)	Decaney, Macede, & Pye (2011), DeCesare, (1972), Edwards (1994), Pembroke & Robinson (1997)
Musical	Pembroke & Robinson (1997)	Shehan (1984), Morrison et al. (2013)	Fung & Gromko, (2001), Shehan (1984, 1985), McKoy (2004)

Expanding Abril's Model of Learning Outcomes from World Music Lessons (2006)

	Skill	Knowledge	Affect
Musical	Musical Skill	Musical Knowledge	Musical Affect
Socio-cultural	Socio-cultural Skill	Socio-cultural Knowledge	Socio-cultural Affect

- Whether students can produce both *musical* and *cultural* outcomes can be an indicator of success in world music lessons.
- We omitted *others* from Abril's content area (2006) because no previous studies fell into that column; as a consequence, a 3 x 2 table was created.

Assessment Examples from a World Music Class Teaching a Korean Folk Song with Movement

1. Musical skill

- Students will be able to sing *Arirang* in the Korean vocal style.
- Students will be able to play rhythmic ostinato to accompany *Arirang*.

	Rubric for the Singing of Song					Score
	5	4	3	2	1	
Melody	Sings entire song with appropriate melody	Sings entire song with only 1-2 lapses in melody	Sings entire song with only 3-4 lapses in melody	Sings entire song out of tune	Couldn't sing most of the melody	
Rhythm	Sings entire song with appropriate rhythm patterns	Sings entire song with only 1-2 lapses in rhythm	Sings entire song with only 3-4 lapses in rhythm	Sings entire song out of rhythm pattern	Couldn't demonstrate most of the rhythm	
Vocal tone quality	Sings entire song close to the Korean vocal tone quality	Sings entire song with only 1-2 lapses in Korean vocal tone-like quality	Sings entire song with only 3-4 lapses in Korean vocal tone-like quality	Sings entire song out of Korean vocal tone-like quality	Couldn't demonstrate the Korean vocal tone-like quality	
Performance delivery	Sings with enthusiasm and energy during entire song	Sings with some enthusiasm and energy during entire song	Sings with little enthusiasm and energy during entire song	Sings with no enthusiasm and energy	Couldn't sing	

2. Cultural Skill

- Students will be able to greet in Korean.
- Students will be able to fold and unfold fans during the fan-dance.

1. The student enunciates "hello" in Korean ("An-nyeong-ha-se-yo") correctly.

Never ← 1 2 3 4 5 → Always

2. In a real world setting, the student is able to use a Korean greeting.

Never ← 1 2 3 4 5 → Always

3. The student can fold and unfold fans comfortably.

Never ← 1 2 3 4 5 → Always

3. Musical Knowledge

- Students will be able to recognize Korean folk music among other musics.
- Students will be able to explain musical characteristics of Korean folk music.
- Students will be able to memorize *Arirang* through repetition.

4. Cultural Knowledge

- Students will be able to explain the role of folk music in Korean culture.

5. Musical Affect

- Students' preference ratings for Korean music will be increased.

6. Cultural Affect

- Students will show interests toward general aspects of Korean culture.

Selected Test Item Examples for Objectives 3, 4, 5, & 6

[1~2] Listen to melodies and answer the following questions.

1-1. Do you like this music? (Shehan, 1984, 1985; McKoy, 2004)

Dislike	1	2	3	4	5	Like
Bad	1	2	3	4	5	Good
Uninteresting	1	2	3	4	5	Interesting
Worthless	1	2	3	4	5	Valuable
Would not buy	1	2	3	4	5	Would buy

1-2. Is this musical piece a Korean folk song? Yes No

1-3. Please complete the sentence.

This musical piece seems or doesn't seem Korean because _____

2.  <2 times>

2-1. Is the melody generally going up or going down?

- Going up
- Going Down

2-2. In the melody do you expect the song to continue or close?

- Continue
- Close

[3~4] Circle the response that best describes your thoughts.

There are no right or wrong answers. (Edward, 1994)

3. Traditional Korean music is orally passed down in families and communities.

Strongly Disagree 1	Moderately Disagree 2	Slightly Disagree 3	Don't Know 4	Slightly Agree 5	Moderately Agree 6	Strongly Agree 7
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4. I would like to learn Korean lyrics from a Korean-pop song.

Strongly Disagree 1	Moderately Disagree 2	Slightly Disagree 3	Don't Know 4	Slightly Agree 5	Moderately Agree 6	Strongly Agree 7
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Discussion

Since the musical characteristics in the native style vary widely across the world, we recommend educators to modify the suggested assessment plan to their specific needs for classes or research when evaluating student outcome.