

Development and Validation of a World Music Educational Website Checklist



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Purpose of the Study

The purpose of this study is to develop a world music educational website checklist to provide criteria for evaluating these educational websites for world musics.

Methods

4Cs Model : Content, Control, Consistency, and Corroboration (Barnd & Yu, 2002)

- Guidelines to create effective websites, first adopted for physical education
- All four criterion should be met to help learners understand the information that the websites present

- Content:** information that the website presents. The most important criterion to be reviewed and evaluated in terms of its validity and relevance. Appropriate website content should be differentiated based on each subject area and content area.
- Control:** The webpage layout and the location of information on the pages.
- Consistency:** The design and visual appeal of the content on a website. Features such as the link colors, text and icon location, easy-to-read fonts, and background color need to be consistent across the website.
- Corroboration:** Creating meaningful titles and providing clear information that validates the information on the website. It is critical to create easy and clear key-words for the title of the website because they may be linked to search engines that will locate the websites for the reader.

Developing World Music Website Evaluation Checklist Based on 4Cs Model

1. MUSICAL CONTENT (Wade, 2013)

- Title:** The song title from videos and/or audio include the pronunciation and the meaning of the original language where the music is from. (or) Information regarding the song title including the pronunciation and the meaning of the original language is provided in other sections of the website.

** The similar wordings are provided for the following items:

- Lyrics.**
- Instruments,**
- Rhythms**
- Pitch,**
- Timbre,**
- Cultural Backgrounds**

2. CONTROL (Barnd & Yu, 2002)

- The information is well organized.
- It is easy to navigate between pages and sections.
- Headings and subheadings are helpful.
- There is a link back to the home page on supporting pages.
- All video and audio links work in any designated platform.

3. CONSISTENCY (Barnd & Yu, 2002)

- All of the pages have a similar look (websites' theme -visual consistency).
- The web pages are readable (i.e., font, font size, use of white space, color, etc.).
- All links are connected to active and correct websites.
- Visited links are changed to a different color.
- The spelling is correct throughout.

4. CORROBORATION (Barnd & Yu, 2002)

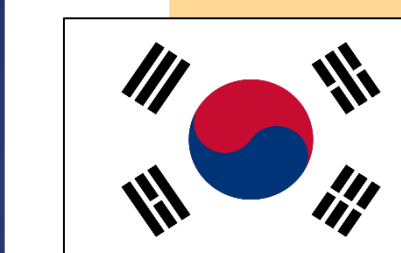
- The website displays contact information for users to send their questions or comments to the site's managers.
- The website includes the name of the person responsible for content.
- The website includes the date it was published.
- The website includes the date it was last updated.
- Copyright information is available.

Validity and Reliability

- Content Validity:** Checked by three music education world music/technology experts. Their comments led to further revision.
- Internal Consistency:** Checked by music educators who are culture-bearer of the culture.

Korean Folk Song Website

By Korean Music Teachers
(N = 31)



Content $\alpha = .871$
Control $\alpha = .821$
Consistency $\alpha = .858$
Corroboration $\alpha = .964$

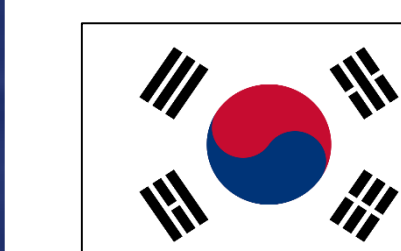
Chinese Folk Song Website

By Chinese Music Teachers
(N = 27)



Content $\alpha = .691$
Control $\alpha = .830$
Consistency $\alpha = .693$
Corroboration $\alpha = .863$

3. Interrater Reliability



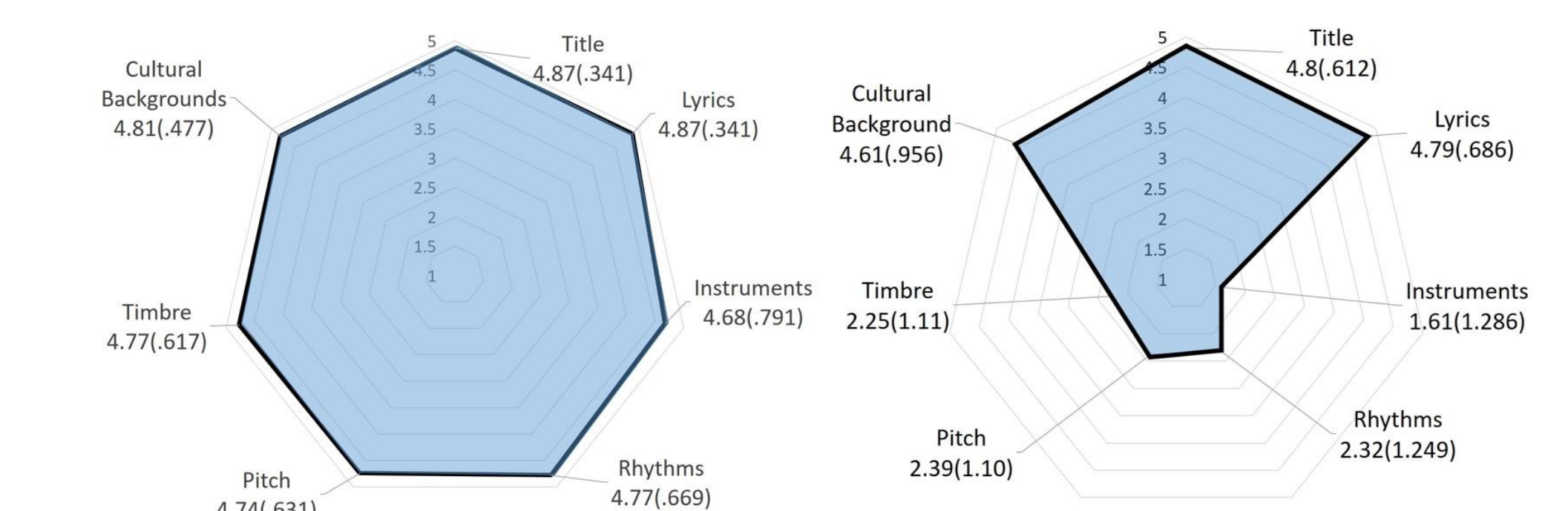
$\alpha = .990$



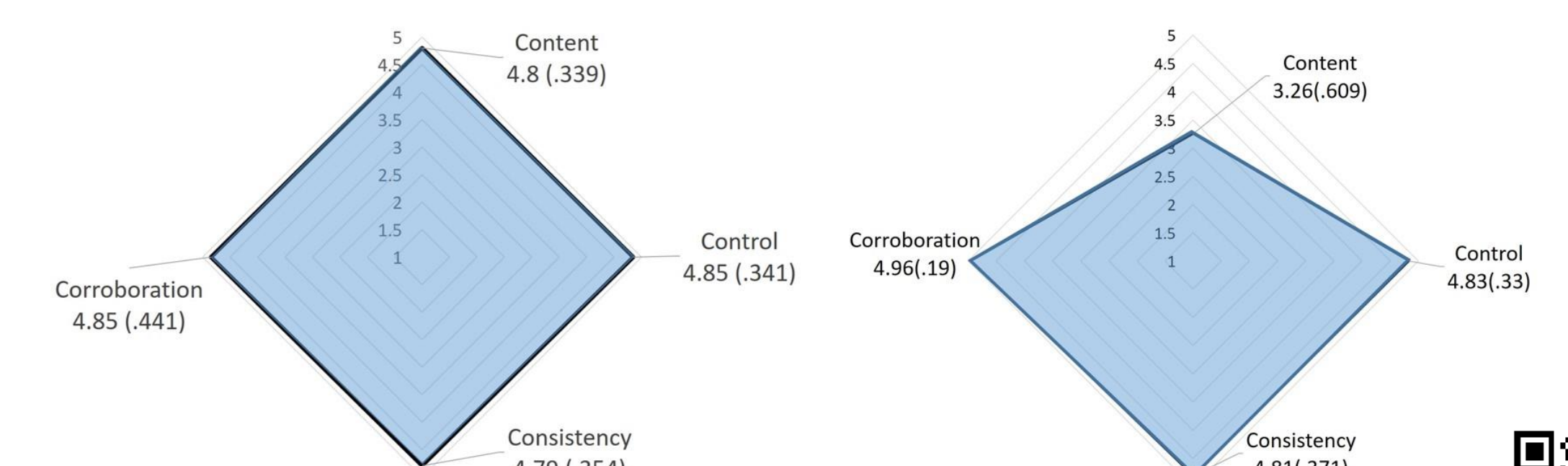
$\alpha = .983$

Implication: What this checklist can provide to teachers

- Whether musical content is close to or far from the authenticity



- The overall organization of the website



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