

UNIVERSITY OF MACEDONIA
SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS
DEPARTMENT OF MUSIC SCIENCE AND ART
MASTER IN MUSIC AND SOCIETY
SPECIALIZATION: MUSIC EDUCATION

Master's thesis

PILOT STUDY

THE REPORTED EFFECTIVENESS OF TEACHER – CONSTRUCTED VIDEOS AS A
COMPLEMENTARY EDUCATIONAL TOOL FOR VIOLIN STUDENTS' PRACTICE AT
HOME AND PARENTAL SUPERVISION OF PRACTICE.

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Thessaloniki, February, 2018

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Maria Paraponiari

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For all the teachers who enjoy being creative and are not afraid to try something
new in class.

“Education is the kindling of a flame, not the filling of a vessel.”

Socrates

Acknowledgments

Throughout the conduct of the present study, many people played a significant role. Without them, even the choice of the research subject could not have been possible. Firstly, I would like to thank my professor and supervisor Dr. Lelouda Stamou who accepted and supported my idea to create such a tool and to investigate its effectiveness on children's violin study and home practice. Her comments and feedback greatly supported me in the journey of becoming more knowledgeable on my subject, in designing, conducting my research study and interpreting my research findings.

Also, another person who assisted me with videos structure was my professor Dr. Kokkidou Mai. I would like to thank the time that she devoted to watch my videos and for all the useful advice she gave me to change some of their elements and improve them. Mr. Dimitris Handrakis help was also valuable. I would like to thank him for everything that I have learned in violin playing all these years. Also, I am grateful since he accepted to watch my videos and support my effort to create more.

I would also like to thank Dr. Matthaoudaki who supported me in this journey and gave me many great advices in order to complete my thesis. Her support was crucial both for practical and personal reasons. Our conversations made me feel more confident and strong about my work and she helped me to deal with any problem that I faced. Thank you so much!

Furthermore, I have to admit that I would not be able to create such videos and more particularly to edit them with the iMovie program and to use green screen if Mr. Eleftherios Ioannidis had not taught me how to use such programs in a such short period of time. Apart from his time he also supported my efforts to get to know how to use that tool and I would like to thank him for his patience and kindness to help me begin my journey into the world of technology.

Of course, I could not make that videos if my parents did not provide a room for me which I was allowed to use whenever I wanted for this use. I would like to thank them since they helped me to adapt that room into the videos requirements and to buy the equipment that was necessary for video's execution. Also, I would like to thank them since they supported me on my journey and were also willing to watch every new video I made and tell me their opinion about them.

My dearest friends and relative also played an important role since they were always there to listen every new idea that I had regarding the videos. I would like to help

them since they supported me very much in my effort and they encouraged me to keep going when I felt disappointed with my work.

Finally, I would like to thank the most important people of this journey who were my students and their parents. They did not only accept to participate in my study but they also gave me great feedback and helped me to get improved in many ways, both as a teacher but most importantly as a person. They were my inspiration for this project and I could not have done anything without their support. I love you all!

ABSTRACT

In her effort to assist her student's violin study at home, the teacher/researcher of the present study constructed her own videotaped violin lessons where she demonstrated the same basic elements that were taught in her private violin lessons and provided these videos to her student's parents. The aim of the present study is to investigate the effectiveness of these videos as a complimentary educational tool for eleven violin students' practice at home and parental supervision of practice. Students who participated in the study were not the same age; they also did not study the violin for the same amount of time and were at different levels of violin study. The findings of the present study are based only on their parent's accounts and on the answers, they gave in two questionnaires (pre-test and post-test) and on the interview, they gave at the end of the study. Findings indicated that videos were considered a very useful tool for the parents because they helped them remember how to guide their child's violin study the right way. Also, videos seemed to mostly benefit children who had been studying the violin for one year compared to those who had violin lessons for eight months or less. It became clear that some of the basic factors which affected video effectiveness pertained to parental involvement, student's age and level in violin and the video's structure. Further investigation is necessary in order to clarify how such a tool can have an impact on students who learn to play a musical instrument.

Key words

Music technology, videotaped lessons, violin study, modeling, parental involvement

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Introduction

The fast pace of the technology revolution has made a great impact on various educational settings. More and more teachers try to find ways and integrate technological tools in their classes, in order to avoid teaching styles of yesteryear, which students who grew up with television can hardly tolerate (Ige, & Lukas, 1995, p.402). Research has established that many sources such as videos, music and pictures engage students and increase their learning more than instruction that devoid of such innovative channels (Ige, & Lukas, 1995, p.403).

The integration of technology in education has taken several different forms. Videos are a very commonly used technological tool in educational settings and are also being used in a relatively new learning model called Flipped learning/ Flipped teaching. Another very common use of videos and technological tools in general for educational purposes, is that of distance learning.

The fields of music education and instrument pedagogy have also been greatly affected by technological revolution. The low cost of digital technologies offers multiple opportunities to students of any level to engage in music in creative ways (Greher, 2014). Thus, it is evident that music teachers have integrated various technological tools in their music classrooms such as iPads (Greher, 2014), interactive whiteboards (Nolan, 2009), video games (Reyher, 2014), applications like Nearpod, music videos and websites such as SoundCloud and YouTube (Giebelhausen, 2015).

Despite the fact that research has indicated a strong relationship between students' musical engagement with ICT and motivation engagement and learning (Finney & Burnard, 2007), the integration of music technology in educational settings is supposed to be a difficult task due to the lack of funding and/or access to technology as well as the lack of teacher's confidence and systematic professional development (Greher, 2011). Some of the tools that music instrument teachers use to support their student's instrumental studying are videos for videoconferencing with distant learners, digital portfolios and Computer-Assisted Musical Instrument Training (CAMIT) systems.

It is worth pointing out that music models are necessary for instrument students since, they are required to study at home and are likely to make many mistakes without the right guidance. Recognition of this problem has led researchers to explore alternative modeling possibilities. Thus, many researchers conducted surveys to demonstrate whether

technological tools such as recorded tapes/and or videos that provide music models, would be beneficial for students' instrumental studying, or not. It has been proved that teacher modeling has positive effects on student's achievement in beginning instrumental music classes (Sang, 1987). That has also been suggested by Suzuki (2012) who supported that student's musical development is directly connected with what they hear both at their lesson and at their home study.

However, few music teachers use their singing voices or instrument in order to demonstrate musical performance behaviors while, most of them specially in the United States, tend to use verbalization. (Dickey, 1992). Also, some music teachers choose to provide their students with sources already created while others create their own instructional material (Ige & Lukas, 1995, p. 410).

It is worth pointing out that all the technological material that was mentioned above could not however benefit student's learning outcomes if they do not have the proper guidance from their parents. Several researchers (Bugeja, 2009; Creech 2010; Uptis et.al. 2017). that have investigated the impact of parental involvement have concluded that it is directly related to student's academic and musical learning outcomes. Specifically, many studies have supported the effectiveness of the positive relationship between the teacher the parent and the student and have addressed all the benefits that students gain through that triangle.

In the present study, the researcher describes the way that she created a series of 20 violin video lessons which she provided to her students and the impact that these videos had at her student's study at home. More specifically, when the researcher first started to teach violin with Suzuki method, she noticed that her student's parents often used their cell phones in order to take videos of their children during their lessons. The reason why the parents took that initiative, was due to their lack musical knowledge and to the fact that they could easily forget teacher's guidelines at home. That was the triggering event that prompted the researcher to create her own violin video lessons with which she would demonstrate what she taught at her violin lessons. On that way, both students and parents could have a music model at home that would be available any time to help them to remember the right way to study at home.

The videos were created based on the steps that the researcher followed in her private violin lessons. More specifically, in her videos the researcher incorporated both the principles of the methods that were used in her lessons - influenced by Suzuki method, Rolland as well as Color strings - and the same repertoire that students were taught face to face. Furthermore,

the researcher used a program called iMovie which gave her the opportunity to change each video's background. Thus, the researcher chose to use different backgrounds in each video in order to capture children's attention to use her videos and to mimic children videos and movies provided on the internet and on T.V. Also, the researcher intended to help the learner to enter into the situation of the story - lesson. The aim of the present study is to examine parent's perspective about whether these videos helped the students to study at home in an effective way.

The present study consists of three chapters. In the he first one the researcher presents the literature that pertains with the integration of technology in education and more particularly in music education. The methodology of the present study is being addressed in the second chapter. More particularly, the researcher mentions the goal of the study and gives details of the survey's participants, the strategy and the tools that were used. At chapter three, the researcher describes each participant's interview by analyzing their answers and compares their answers at the questionnaires with that of interviews the researcher presents the results of the study and mentions the difficulties that she faced during the survey. Also, she discusses the limitations and suggests potential and relevant surveys that could be done in the future. In the end of the present study there are both the bibliography and the annex with the transcripts of the interviews and the two questionnaires - both pre- test and post- test- that were used in the study.

Chapter 1. Education & Technology

Many recent studies have emphasized on the central role that digital technologies play in the daily life of children and their families. Angers and Machtmes (2005 at Kayalar, 2016, p.12), supported that teachers cannot ignore the technological advancements of the era and should provide “technology-supported learning” in their classroom. The integration of technology in schools has taken many forms like the model “Bring your device” which was applied in various settings -schools, organizations etc. - in many European countries and encouraged students to bring their own devices in their classroom (Kayalar, 2016, p.11).

Also, a very commonly used technological tool in educational settings is that of video. According to Kokkidou (2015), “no other single technology has made such changes in educational practices of teachers like the development and use of the video” (p.540). Videos are often used for educational purposes and, more specifically, for the delivery of practical lessons (Donkor, 2010 p. 97). Mishra (2011 at Donkor, 2010 p.97) noted that videos can be helpful not only for delivering dangerous and costly experiments but also for showing practical and real-life activities. Tooth (2000 at Donkor, 2010, p.97) agreed with this claim by mentioning that video sources are very useful for practical demonstrations, despite their high production cost. From the other hand, Jung (2005 at Donkor, 2010, p.97) supported that reusing videos contribute to cost-savings. This tool can rehaul the educational content, while it offers ample opportunities for didactic practices (Kokkidou, 2015 p. 540).

Donkor (2010) conducted a study in which he compared the level of learning in terms of theoretical knowledge and practical skills acquisition, between distance learners (of Block-Laying and Concreting programmed) who used video-based instructional materials (practical lessons on VSDs) and those using traditional print-based instructional materials. In the present study, two instruments were used for collecting the data. The first instrument was an achievement test which was used to measure the level of theoretical knowledge acquired and the second was a performance test which measured the practical skills acquired by learners after exposure to the practical lessons from either the video-based or print based materials. The results of this survey indicated that the group that used video-based instructional materials achieved significantly higher performance test scores in learning practical skills and higher craftsmanship test scores than those who used print based instructional materials. The

two materials were however found to be pedagogically equivalent in terms of equipping distance learners with theoretical knowledge.

Videos are also being used extensively in a relatively new learning model called Flipped learning/ Flipped teaching which has recently gained many proponents.

According to Strayer, (2012 at Pombo, Carlos, & Loureiro, 2016 p.20) flipped learning:

“...is an active learning approach where the transmissive teaching happens outside the classroom (using videos and online activities) and where the formal classroom time is used for students to undertake collaborative activities targeting the interaction” (p.20).

In this way, students gain many benefits such as learning at their own pace; they have the time to repeat difficult parts of the course they study as many times as needed. Also, this model offers more opportunities for interactions and development of various skills (Baker 2000, Sams & Bergmann 2013, Alvarez, 2012 at Kokkidou, 2015 p.540).

There have been several studies examining the effectiveness of this model. Murray, Koziniec & McGill, (2015) conducted a survey in which they sought to determine how students of Murdoch University perceived flipped learning in an IT course called “Introduction to Server Environments and Architectures” (ISEA). Students received different styles of videos relevant to their topics - Powerpoint presentations, Computer aided demonstration with audio narration, Blackboard style chalk and talk- the average length of which was 10 minutes. The results of the survey showed that students positively evaluated the flipped learning model. More specifically, they expressed a preference for the convenience and accessibility of videos and stated that this model assisted in saving time covering the content of the lesson. Also, between the three different video types which were delivered, students mostly favored the computer led video, due to the given demonstrations of the applied elements of the unit and the discussions that took place around them. Finally, the instructors acknowledged that apart from this model, it is vital to focus on their role, by facilitating the tutorials, where the bulk of learning was reported to occur.

Another research on flipped learning which revealed the effectiveness of this model in elementary students was conducted by Coufal (n.d). More particularly, Coufal (n.d) examined the perceptions of eighth grade math students, their teachers, and their administrators regarding the use of this instructional model. The data was collected through the use of semi-structured focus group interviews which aimed to gain insight into the participants’ experiences with this model. Results indicated that students expressed favorable attitudes and indicated a high interest in the instructional videos. This method effectively increased

student engagement and improved their motivation. Also, students positively evaluated the convenience and accessibility of videos. With regards to teacher's point of view on this method, they admitted that even though its implementation was time consuming, it provides many benefits which are well worth their hard efforts and commitments on this initiative. Also, they claimed that they became more self-motivated themselves when they observed student learning. Finally, administrators valued teacher's dedication on this project and related its success to teacher's commitment on that. It was their belief that this model is a beneficial tool to use for teaching Math. According to Kokkidou (2015):

“flipped learning cannot replace or displace the dynamism of direct communication, but it can be used to trigger conversations is, to capture student's interest, to provoke questions and to inspire the willingness for research and to assist students to approach and comprehend complex concepts” (p.540).

Technology is a powerful tool in a teacher's toolkit (Zucker, 2008, p. 15). It provides teachers capabilities with which they can enhance and improve their educational practices and make their lesson richer. It permits teachers to provide students with access to vast libraries of information and to various websites -such as NASA's website - with significant materials that cannot be found in any textbook or print media. Furthermore, technology offers unique tools, such as animations and computer models, which cannot be provided to students in other ways in order to facilitate comprehending complex concepts. Furthermore, it cannot be denied that technology has been extremely helpful for disabled students (Zucker, 2008, p. 6). For example, there are websites for deaf children which offer explanations of activities through short movies, also, there are programs that can read texts aloud and provide enlarged type fronts, etc. (Zucker, 2008, p. 6).

In a survey conducted in late 2004, more than 1000 participants ranked education as the second institution which they expected will change due to the Internet. The reasons why they expect digital technologies to significantly change education are evident in the following characteristics of digital technologies: inexpensive, pervasive, scalable, flexible, interactive, customizable and able to keep records, democratizing, immediate, dynamic, insensitive to distance, community friendly, less sensitive to time than other communication technologies, service oriented, evolving, complementary, extensible (Zucker, 2008, pp. 19-21).

1.1 Music education & Technology

It cannot be denied that music education and instrument pedagogy passes through a technological oriented epoch which brings new opportunities in music classrooms. According to Greher (2014), the low cost of today's digital technologies offers multiple opportunities to students of any level to engage in music in creative ways. Students today have the opportunity to play and explore sounds, to be music creators and producers through various software programs and music apps which require little or no formal training. Such technological applications offer various opportunities such as recording, saving, editing and sharing of audio, video and music scores (Juntunen, Ruismäki & Ruokonen, 2011, p.1). According to Greher (2014), the integration of technology in music classrooms will not only teach students how to use such tools but also to put their ideas together, to express themselves and to demonstrate what they know and understand in a manner that is personally meaningful (Greher, 2014, p. 197).

An action research conducted by Croft (Finney & Burnard, 2007) indicated that there is a strong relationship between students' musical engagement with ICT and motivation engagement and learning. Csikszentmihayli was one of the few researchers who addressed and elaborated this relationship through flow theory which is concerned with human motivation and the pursuit of happiness. According to Csikszentmihayli: "flow is an optimal experience where actions become spontaneous, self-consciousness disappears, time ceases to exist and skills are maximized (1992): you become completely involved in what you are doing for its own sake and have a self-driving interest (p. 41).

There are many technological tools that have been used in music classrooms and were examined by several studies. Greher (2014) has supported that iPads consist a really useful tool for music classrooms (2014). According to her, iPads are musical devices that can be used by students in order to perform their musical arrangements (p.195). Another relatively new, popular and effective teaching tool with "amazing implications and pedagogical possibilities" is, according to Nolan (2009, p.3), the interactive whiteboards and more particularly, the Smart Board. Its possibilities surpass those of a typical chalk board since, it functions as a large computer which responds through touch commands. Several researchers have reported the benefits of such a tool in classrooms. Some of these include the enhancement of collaborative environments, student's motivation for learning and preparedness for effective functioning in the technological world, especially for children of

low social socioeconomic levels (Howard Gardner, 1983; Beauchamp and Parkinson, 2005; Reardon, 2002; Roschelle and Pea, 1991 at Nolan, 2009, pp 4-5). With regards to music lessons, Nolan (2009) suggests some specific ideas that teachers can adapt to successfully incorporate in their classrooms. These ideas pertain to teaching notation and composition, interpreting music through drawing phrases, using internet resources and reading music.

According to Dunbar (2016, p. 35), “the next step in having an interactive whiteboard in every student’s hand is an application called “Nearpod”. This specific app can be adapted for many purposes, such as presentations and interactive activities (puzzles, quizzes etc.) while, it can be used by both teachers and students at the same time, in their individual devices. An interesting component of this app is that it allows teachers to monitor and control their student’s actions. For example, teachers are allowed to define the pace and the content that students see in their devices, they can also monitor how many students are actually active and how many navigate away from the app. Furthermore, they are informed about their student’s progress in their activities. Dunbar (2016), supports that the use of this application can be useful for music classrooms and gives examples of its benefits and its effective use in her own instructions.

Reyher (2014) suggests that music teachers could use video games in their classrooms in order to capture their student’s interest. There have been developed various websites such as www.songhi.com which can be used by teachers in order to engage their students in “creative play and game-based web-learning environments” (Ruokonen & Ruismäki, 2016, p.111). Another video game that could be incorporated into music classrooms is the “Rhythm Heaven Fever”, which is a game that includes rhythmic and melodic concepts and provides many assessment opportunities. Reyher (2014) suggests various lesson ideas that teachers could adopt in order to incorporate video games into their classrooms. These ideas include creating group or individual competitions, a group cooperation activity, a group or individual assessment opportunity and a concept review activity.

Reyher (2014) concluded that:

“Video games and other technological resources cannot replace the important initial introduction and explanation of musical concepts. Rather, these resources should be used when reviewing concepts and for ensuring understanding. Technology is often best used as a tool to reinforce what has been learned in the classroom or ensemble” (p. 17).

After the explosion of social media, it has been supported that several venues such as Facebook and YouTube, which are the most widely used social media platforms, can be used

in music classrooms. Youtube, in particular, is being considered a great source of information since it provides technical answers through step by step “how to” videos which allow users to follow directions by hearing and seeing instructions at the same time (Giebelhausen, 2015).

Literature review has shown that music educators have been inspired from the effectiveness of YouTube in music classrooms and have used its potentials in creative ways. A typical example is that of Cayari (2014) who offers, in his article, his personal experience of the music video creation process with his students.

The researcher argues that his students became inspired to create their own music videos by viewing examples, in their classroom, of musicians using YouTube to create their own art. Following Lucy Green’s principles of informal music pedagogy, Cayari (2014) stated that he provided little guidance on how students would create their videos since he allowed them to work on their own ideas without putting any limits on their creations. More specifically, students had the opportunity to work for two weekends on their project and were allowed to set an appointment with their teacher to be assisted in case they faced any difficulties. It is also important that students were provided with school laptops as well as flip-cams. On presentation day, students shared what they had created with their classmates and usually made assessments on certain criteria they’ve decided as a group. The benefits of such a tool according to Cayari are abundant.

Students appeared to enjoy the entire process and usually wish to create more videos with their friends and by themselves. Also, this project made students more critical of online videos since they go from “passive consumers to active participants” (p.22). Cayari also suggested that student’s anxieties about recording and performing live were alleviated and that students gained experience and skills from using technological tools which are supposed to be useful for 21st century requirements. Furthermore, in his article, Cayari makes suggestions to how music teachers can make this idea happen in their own classrooms. Some components of his suggestions pertain to the software and, more particularly, to the equipment and budget required, to the hardware, meaning the operating systems which can be used for video creation such as iMovie, etc.

According to Giebelhausen (2015), SoundCloud and YouTube are two of the most exciting websites that can be used in music classrooms. These websites allow both parents and students to connect and engage with the musical content that teachers wish them to listen to, respond, practice, and even create (p.43). Giebelhausen describes the way she uses Soundcloud in her own classroom by creating her own music videos for her students. The researcher suggests that music teachers should start using social media by making “baby

steps” into the technological world. Specifically, she supports that teachers should become comfortable in using each platform before starting expanding their social media understanding (p.45). According to Giebelhausen, by using social media in music classrooms, students connect their home life to their music classroom and consequently, teachers manage to engage them effectively in their lessons.

1.2 Musical instruments & Technology

In recent years, there has been a continuous increase in amateur music instructional videos posted on various websites such as YouTube. Kruse & Veblen (2012) examined overall characteristics of 40 YouTube videos of folk instrumental lessons (banjo (n=10), fiddle (n=10), guitar (n=10) and mandolin (n=10)). The analysis indicated that each lesson was part of a larger series of instructional videos. The overwhelming majority of music instructors were white middle-aged males while, the instructors of fiddle videos, in particular, tended to be younger. In banjo and mandolin videos, it was evident that there was more teacher talk time. Furthermore, the videos were targeted mostly to beginners and included technique-based contents. It was also evident that improvising was infrequent in most of the videos, however, modelling, repetition and physiological prompts were common components of all videos.

In another similar research, Whitaker, Orman & Yarbrough (2014) examined 1,761 “music education” YouTube videos and described their common characteristics. These videos comprised of four categories: performance 36%, public relations 20%, teaching 22%, and industry 7%. Among performance videos, it was evident that there were more formal (60%), than informal videos (40%) with piano/keyboard performances being the most favored (37%) and art videos being the most popular genre among art, popular and traditional music videos. With regards to teaching videos, it was observed that most were tutorials (65%) and more specifically, they were instructional videos with no student’s present. Most of these videos targeted in assisting viewers to develop performance skills (65%) in woodwind (30%), fretted (25%) and piano/keyboard instruments (20%). Finally, results of the survey indicated that the videos examined were created mostly by adults who were university age or fit multiple age categories. Also, the examined videos were created in many different countries, which according to Whitaker, Orman, & Yarbrough indicated that people around the world are interested in music education contents and are connected in some way.

Rajan (2014) also referred to YouTube and more specifically to the significant change that it has induced in the way that people experience music nowadays. According to Rajan, there are abundant opportunities offered by this site such as accessing and watching various music styles and performances from around the world, as well as, creating, uploading and sharing music performances. Furthermore, music educators can use this tool in order to help their students adapt a critical stance in video clips they watch (Rajan, 2014, p.10)

In recent years, a famous pedagogical approach which has been applied in various music settings, (universities, schools, conservatories etc.), is that of blended learning. According to Ruokonen & Ruismäki (2016) “Blended learning is learning that mixes various event-based activities: self-paced online learning, live e-learning and face-to-face classroom learning (p. 110). The same researchers conducted a survey where they examined 16 student’s learning experiences in studying music through a blended learning environment.

More particularly, students of the department of Teacher Education at the University of Helsinki were requested to compose children’s songs in groups while they were involved in a blended learning environment that combined face-to-face instruction and teaching, group learning and coaching, and online individual study. The online study was provided through the Rockway company which cooperated with the University of Helsinki and provided free lessons to its students. Rockway is an online programme with video courses that are addressed to both beginners and advanced students who are interested in studying various instruments, singing, improvisation, musical production and creativity.

The results of the current study, which emerged from group interviews and student’s reflective writings, indicated that they positively evaluated their learning experiences through this model. The most significant benefit was related to the opportunity that blended learning offered opportunities for independent and constructive learning. Students mentioned that this pedagogical approach was very engaging and motivating and supported their group composing. Other benefits pertained to the fact that this approach helped them study music in individual ways and raise their levels, especially in learning instrumental playing. With regards to their face-to-face music teachers, they were seen as important and helpful mentors that assisted their independent learning.

According to Ruokonen & Ruismäki (2016) “The best-known area of using technology in music education might be the use of informal web-based or distance learning” (p.111). In recent years, various distance learning education systems such as teleconferencing and music programs such as Yousician (www.yousician.com) have been developed. Many Finnish music educators tend to use such technological tools in order to eliminate the long

distances they have with their students. With regards to instrumental learning, it is notable that there are relevant sites such as Rockway (www.rockway.com) and the International Minifiddlers (sarestoakatemia.org/minifiddlers/) (Ruokonen & Ruismäki, 2013).

Dammers (2009) conducted a study in order to investigate whether videoconferencing instrumental instruction is feasible or not, as well as to determine possible advantages, challenges and considerations emerging from such an instructional environment. More specifically, Dammers examined nine online applied trumpet lessons between a professional trumpet teacher on the East Coast of the United States and an eighth-grade student in the Midwestern United States who had never taken trumpet lessons before. The two participants had their lessons on a weekly basis through Skype video software. Dammers collected this data from multiple sources which included the triangulation of participant's views (interviews), video recordings, and his field observations.

The findings demonstrated that there was a basic level of functionality in applied online trumpet lessons. Specifically, in the current lessons examined, there was a fairly reliable connection and, consequently, the general pace of the lesson was not affected. Also, the teacher was able to provide feedback to his student especially on pitch and rhythm issues. With regards to the challenges that both teacher and student faced, it obvious that the delay between video and audio made it impossible for them to play duets in real time. Other challenges pertained to the impersonal character of the lesson and the limited visual aspects, restrained movement created by the camera and headphone limitations, and sound and volume control. On the other hand, some of the advantages of this form of teaching and learning included the connection of the two remote locations, the convenience factor of having the lesson from their place and the ease of recording and sharing files via computer. Dammers concluded that “videoconferencing is functional but not equivalent to face to face instruction” (p.7).

In addition to videoconferencing, another technological tool that has supported instrumental studying is digital portfolios used by both students and teachers. Uptis et al. (2012) examined the extent to which a web-based electronic portfolio called ePERL (Electronic Portfolio Encouraging Active Reflective Learning) could be used to enhance students and teachers working in music studios. This tool allowed students to display their own work by either writing text, or recording their ideas using a built-in recorder, to set goals, list strategies as well as place, execute and reflect on one's learning. Also, through ePEARL students could communicate with teachers and other members of studio class while, teachers and parents had access to both students and their children's portfolios respectively.

Findings indicated that this tool supported both students and teachers in the studio music context, while it was also significantly effective for student's self-regulatory studying behaviors. More specifically, students became more motivated to practice at home, they managed to set goals effectively with their teachers and were able to make critical reflections on their performances.

It is notable that while music educators can use portfolios such as ePEARLin order to support their student's reflections, there have been developed Computer-Assisted Musical Instrument Training (CAMIT) systems, which provide real time feedback to students who also aim to learn how to improve their instrument performances. Violin students can choose among various CAMIT systems according to their needs. One such CAMIT approach has been developed by Hall and O'Donnel (2011 at Margoudi, Waddell, Oliveira, 2016, p. 430) and aims to improve violin bow control. Other CAMIT approaches for the violin are the "MusicJacket", which guide the student to how to correctly handle the violin and the bow, the "Digital Violin Tutor (DVT), the "Music-driven Digital Violinist (MDV), the "INteractive Digital Violin Tutor" (iDVT) the "Tuning Perception Rest" (TPT) (p.430), which aims to improve tuning skills of string instruments, the "VQVA-Sys" which focus on violin vibrato and the "Feel me", which models musical expression (Margoudi, Waddell, Oliveira, 2016, pp. 430-431).

Another tool for aiding violin practice at home or in the classroom is "ViTool". This specific tool was created in order to assist students in improving their violin sound while playing by comparing the recordings of beginner and advanced players. However, it is supported that some modifications to this tool are required in order to provide the optimum effect on sound classification (Charles et al., 2005,4 at Juntunen, Ruismäki & Ruokonen, 2011, p.7).

It is evident that there are many tools that support string instrument players in their practice. However, there is the query of whether music educators are exploiting the advances of technology in their instructions. Döger & Kiliç (2016) conducted a descriptive study where they examined the technology utilization level of 32 string instrument teachers in Fine Arts High Schools. More specifically, the examined participants consisted of violin teachers (18), viola teachers (10) violoncello teachers (3) and contrabass teacher (1). All the teachers were requested to complete a questionnaire which was developed by the researcher. The results of the survey showed that even though all teachers owned a personal computer and most of them had adequate knowledge on using them in music education, they moderately benefited from that tools in their instrument training courses. Döger & Kiliç also concluded

that interestingly, teachers are aware of the opportunities that the internet provides in music lessons and benefit from it in their instructions. Also, viola teachers were found to use technological tools and tuning programs, in particular, more than the others while, contrabass teachers encouraged their students to a greater degree to watch videos during their courses.

Another research (Gillespie, 1997) indicated that music teachers do not only explicit the possibilities that various technological means provide in order to assist their student's practice but also, to evaluate their student's progress. However, it was clear that video technology provides different results about student's performances than tape recordings. More specifically, Gillespie, (1997) examined university student's audio and audiovisual presentations of violin and viola vibrato performances, in order to examine possible differences in their ratings. Thirty-three inexperienced and twenty-eight experienced players, were videotaped individually for 85 seconds to demonstrate vibrato technique. The panel of string education experts who evaluated student's skills took into account five factors: width, pitch stability, speed, evenness and overall vibrato sound. The experts first received the videotaped examples of the inexperienced players and approximately one month later, they received the audio only portions of the videotapes to evaluate. The same procedure was followed about six months later for the experienced player's evaluation.

Results of this study indicated that regardless of the two modes of presentation, all vibrato factors of experienced players were rated significantly higher compared to inexperienced players. However, it is interesting to note that among both inexperienced players and experienced players, audio visual ratings were much higher than audio ratings. Specifically, evenness and overall vibrato skill of inexperienced players was rated higher for audiovisual mode, compared to audio-only and the factor of pitch stability was rated higher for audiovisual mode compared to audio-only for experienced players. These findings indicate that viewers are influenced by the ample stimuli which are offered from audiovisual models and that they find it difficult to evaluate them as they do with audio-only models. Gillespie conclude that in order to avoid being distracted from the visual aspects of student's motions, teachers should try to evaluate their students without watching them. Some alternatives that are given include closing their eyes or recording their student's performance.

Chapter 2: Modeling in instrumental music education

It is a matter of fact that students who aim to learn how to play a musical instrument are required to practice mostly on their own, by being teachers of themselves. More particularly, it is supported that only 10% of student's study takes place during their private or class lesson, while 90% of the student's study without their teacher's support (Puopolo,1971). However, it cannot be ignored that studying at home is a challenging task with various hidden dangers. At his research, Puopolo (1971), has reported five common mistakes that students tend to do when practicing alone. These mistakes pertain to their fast pace which leads to sacrificing accuracy, practicing what they already know and avoiding the difficult parts, repetition of the same material without specific objectives, forgetting the correct way of practicing and finally being unaware of the right approach of a problem (p.342).

Except for the fact that teachers cannot be present at their student's studying at home, parents who lack musical skills are not also often able to provide the right guidance to their children's studying. Additionally, music educators such as Suzuki (2012) have claimed that a student's musical development is directly connected with what he/she hears and consequently with the provided musical model. For all these reasons, the last decades, many researchers have focused on the teaching technique of modeling and more particularly on provided recorded models which teachers use in order to assist student's musical achievement.

According to Dickey (1992):

“Modeling instruction consists of alternations of teacher demonstrations and student imitations. The teacher uses a musical instrument, voice or electronic media (e.g. a recorded example on a stereo system or MIDI) to provide the model, and the students respond with their instruments or voices”.

Sang (1987) have indicated that teacher modeling has positive effects on student's achievement in beginning instrumental music classes. However, despite the fact that teacher modeling seems to be an effective technique, few music teachers use their singing voices or instrument (Dickey, 1992, p.38) in order to demonstrate musical performance behaviors. Instead, a lot of teachers specially in the United States, tend to use verbalization (Sang, 1987, p.155). Some of the reasons why teachers do not use modeling technique pertains to their preparation, their willingness (Sang, 1987, p.155) and/or their lack of musical skills (Linklater, 1997, p. 403). Sang (1987),

reported four skills that each educator should acquire in order to provide effective modeling.

The first skill investigated was the teacher's ability to demonstrate basic musical performance behaviors on the instrument(s) he/she is teaching, such as tone quality or articulation. A second skill was the demonstration of the subtler aspects of musical performance ...such as phrasing or vibrato. Third and closely related to the first two skills was a teacher's ability to demonstrate a variety of musically related performance behaviors such as posture, playing position or embouchure. Finally, a teacher should be able to demonstrate a wide variety of brief melodic and rhythmic sequence on an instrument by ear (p.156)

A great deal of research has been conducted into recorded models, providing insight into their effects on student's achievement when provided in a class setting or for home studying. It is notable that various such studies have provided mixed results. Hodges (1974) investigated the effects of recorded aural models on the performance achievement of students in beginning band classes. In this study, students, were divided into the experimental groups who used the aural models and students in control group who did not use the aural models. All the students were taught the same material, while the only difference was the absence of the aural models during control group's rehearsals. The tape recordings models were made by professional artists who represented the following instruments: flute, clarinet, alto saxophone, horn, trumpet and trombone.

After a fourteen-week period, all the participants were evaluated by three expert judges on all their etude performances. Furthermore, more data were collected from the California Achievement Tests which provided separate scores for reading and arithmetic achievement. The results showed that there were no significant differences on any group's measured performance skills (tone, quality, pitch accuracy, rhythm accuracy, tempo stability, dynamics or total performance) for neither woodwind nor brass groups. The author claimed that the best explanation of aural model's inefficiency may lies on the "amount of class-time given to the use of the models and the quality of that time in terms of "invigorating teacher student relationships" (p. 34). Finally, he recommended that students should be more actively involved when listening to the tapes in order to have better results on their performance achievement.

A similar study on tape - recorded aural models was conducted by Anderson (1981). Again, the aim of this particular study was to determine whether the use of tape - recorded

models could be beneficial for sixth grade clarinet students in terms of their sight reading and performance skills when they practiced at home. The results of the study were based on the comparisons made between the experimental and the control groups. Both groups studied the same exercises but at the beginning of the eight-week treatment the first group was provided with a cassette tape for home practice. Each tape included solo performances of the music exercises assigned to both groups, a tuning note of concert B and limited verbal instruction for each exercise (the title, the tuning note and one measure of preparatory beats).

Again, the results of the data analysis led to the conclusion that there were no significant differences noted between the experimental and the control group's musical skills. In his effort to explain this result, the researcher claimed that the short length of the study was responsible for this outcome while "a longer treatment period may have promoted greater differences between groups" (p28). Additionally, it cannot be proved that 100% of the students in the experimental group actually used the provided tapes since only 20% were required to tape their home practice in order to determine practice-time reliability. Despite the fact that both of the aforementioned studies (Anderson, 1981; Hodges, 1974) did not prove any great difference on student's performance achievements after the use of recorded aural models, subsequent studies put some light on recorded model's positive impacts on student's progress.

In his research, Morrison (2002) conducted a five-week period experiment during which, he provided the experimental group, that comprised of seventh - grade band students, with recorded models, in order to compare their musical achievement with that of the students of control group, who did not use the recorded models. The recorded models were available to the students of the experimental group only during their ensemble performance instruction. Despite the fact that the final recordings of both groups indicated no significant differences between their musical achievement -in pitch accuracy, tone quality, rhythmic precision and phrasing-articulation- it was evident that, the model group was affected positively in other ways. Firstly, compared to the control group which showed gradual improvement across the five weeks, the model group improved faster by having an obvious progress only after two weeks of instruction.

Another unexpected benefit of the recorded models that was observed informally by the instructor of the ensemble performance, pertained to student's attitude. More particularly, the instructor reported that students provided with a recorded model "demonstrated greater and more long-lasting enthusiasm for the study of the selected piece" (p.24) and for the rehearsal in general.

Tape model's effects were also examined in terms of their content's different approaches. More specifically, in his research, Rosenthal (1984) compared the effectiveness of three different kinds of tapes on the performance of graduate and upper level undergraduate woodwind and brass instrument majors. Despite their differences the three tapes used as a model the same Etude which was an obscure musical piece and was recorded by a professional violinist. Except for the tapes, Rosenthal also prepared a script which focused on several concepts of the chosen Etude (temp, style, rhythmic interpretations, phrasing and dynamic). Each major was randomly assigned with one of the four treatments which included:

- a) a guided model which consisted of an integration of the script with preformed illustration of the Etude
- b) a model only which didn't involve any verbal script but three performances of the Etude
- c) a guide only, which consisted only from verbal script
- d) students were required to practice without any tape.

The students were required to practice with their assigned tape in a typical equipped practice room. Then, the experimenters evaluated each student's performance while they listened the whole etude without stopping. The results of the study indicated that the highest scores of all variables were achieved by subjects on model only group. Additionally, it was proved that the guided model was not as beneficial for the students as it was expected to be while, it "may hindered subject's musical performances" (p.269). Another finding showed that verbal instruction is as effective as independent practice thus, it is recommended that verbalization should not be used as an independent technique by the teachers, but always in combination with direct modeling.

Puopolo (1971) conducted also a study focused on tape models which aimed to assist students in learning musical materials. More specifically, his examination was concentrated on 10 weekly instrumental music lessons which were programmed on recorded tapes and aimed to improve student's individual instrumental practice. These tapes included:

- 1. model performance of all material
- 2. simple piano accompaniments
- 3. verbal instructions, explanations and counting of meter during occurrence of all model performances, student responses, and reinforcements.

The participants, fifty-two fifth grade beginning trumpet and cornet students, were randomly placed in either experimental or control group. All the students were assigned the same material and practiced under the same conditions. However, the students from the experimental group were provided with the tape recordings which directed their individual practice activity in contrast to the control groups students who practiced without the

programed tapes. The analysis of the data indicated that programmed practice student's performance achievement was significantly higher than that of the control group's students. Moreover, the analysis of the questionnaires, which were administered to experimental group's students, indicated that they were all satisfied and felt that were benefited by the programmed practice. Finally, all the students reported that they preferred the programmed practice in comparison with the traditional nonprogrammer practice while, 80% of the students claimed that it would be better if the tapes included more playing than listening verbalization.

It is interesting to note that aural recorded tapes were the most common technological medium that researchers used in order to provide instrumental students with musical models for their study. However, Linklater (1997) appeared to be the first who exploited video technology possibilities and compared them with that of aural tape models. More specifically, in his research, Linklater (1997) compared the effectiveness of audio-cassette and videotape models in facilitating progress in performance for beginning clarinet students.

More particularly, 146 fifth and sixth-grade students who were elected to learn how to play the clarinet were randomly assigned to one of three cassette tapes: 1.a videotape - which provided both visual and aural models, 2.a modeling audiotape -which provided aural clarinet models- 3. a non-modeling audiotape that provided only instrumental accompaniments. These three cassettes aimed to facilitate student's home practice and were accompanied by a textbook full of photographs of exemplary performance practice. The results of the current survey indicated that "there were no statistically significant differences among tape groups while, there was a much higher score for the modeling - videotape-group students on visual/physical performance criteria" (p. 409).

The same study also investigated the amount of parental involvement in their children's study, depending on each different kind of recorded model they were given. The results indicated that parents who used modeling- videotapes "may felt more comfortable offering assistance concerning their children's visual/physical performance abilities than did parents in the other two tape-groups", hence they were more effective in guiding their children's home practice. Linklater concluded that the combination of visual and aural models that video technology provides can be very beneficial for both student's performance and parent's guidance.

Chapter 3: Parental involvement

More and more researchers who are interested in the field of education realize the impact that parents have on their children's learning outcomes. Thus, parental involvement consists a subject that has been examined thoroughly and has been correlated with several domains such as children's general academic outcomes and their children's musical development (Bugeja, 2009; Creech 2010; Upitis et.al. 2017). Grolnick (1997 at Creech, 2010, p.5). defined the of parental involvement as “the dedication of resources by the parent to the child within a given domain”.

Shinichi Suzuki recognized the benefits of parent's involvement in their child's musical development and developed a theory known as Talent Education method, that addresses the importance of parental integration in every aspect and level of teaching and learning. According to his theory, parents have an active role in their child's musical development and become an important member of the triangle teacher – student - parent. In this method, teachers have a very close relationship with the parents and provide all the information that is needed about the ways that they can support their child's study at home. On that way, children have a second teacher that draw a link between lessons and practice and develop musically in a more effective and fun way. This triangle's effectiveness in children's learning has long been supported by many researchers (Stamou 2012, Peterson; 2001) According to Creech, Suzuki's method had a powerful role in highlighting the issue of parental participation in the realm of children's instrumental learning (Creech, 2010, p.5).

In her research about Suzuki Method, Bugeja (2009) investigated the different roles that parents have in their child's musical development. More specifically she compared a parent who followed “Suzuki methodology” and a parent who was part of a “traditional” approach. There were four participants who took part in the present survey (two parents and two students) while, the whole survey lasted for fifteen years. The results indicated that both mothers supported their child's study at home. However, the traditional student's teacher insisted on no communication with the mother while she was based only on the relationship that she had with the student.

Furthermore, both parent's roles changed significantly in different key areas over the learning process. Specifically, Suzuki mother attended lessons until their child was much older than “traditional” student's parents. Also, both parents did not stop reminding and

supervising their child's study, however, gradually they had a general supervision of their child's study. Finally, both parents supported that the relationship between teacher and parent is extremely important in order to help their children at home and connect their child's study with their lesson. The researcher concluded that "it appears that parents do have an important role to play in the musical education of violin students and this role continues, in different ways, throughout the learning process" (Bugeja, 2009, p.27).

The inclusion of parents in student's private lessons and practice sessions is also supported by Peterson (2009). More specifically, in his effort to assist student's musical study Peterson (2009) suggests three ways which, according to him, by instrumental music teachers and ensemble directors can use in order to assist their students to practice more effectively. The first one pertains to parent's participation in their child's musical development. Peterson (2009) refers to Suzuki's principles and explains all the benefits that students can gain by their involvement such as enjoyment and concertation. Also, as he states "if the parents seem interested and involved in the child's music education the child will be more motivated to practice" (p.47). The other two suggestions ways to practice effectively according to Peterson (2009) is to create a weekly practice plan and to meet the National Standards for Music Education.

Furthermore, both Upitis (2016) and Creech (2010) agreed with the previous researchers since, their studies also indicated that "positive teacher–student relationships and parental involvement in practice sessions between lessons has many benefits such as student enjoyment of music and musical progress" (Upitis, 2016, p.2) and enhanced learning outcomes (Creech, 2010). Zdzinski's (1996) study also supports that parental involvement is related to instrumental music outcomes and more particularly that it is related to affective, cognitive, and performance outcomes.

However, it is worth pointing out that while parental support seems to be beneficial for students this is not definite. Parents who provide over intense support pay reach reverse outcomes. (Creech, 2010, p.20). For that reason, many researchers described which behaviors and actions seem to be more helpful for parents to adopt when they want to support their child's musical development. According to Creech (2010) positive outcomes may be achieved when parents a) elicit their children's views regarding appropriate parental involvement, b) negotiate with their children over practicing issues, within parameters set by the teacher, c) provide a structured home environment for practice, d) take an interest in

promoting good teacher-pupil rapport, e) communicate with the teacher in relation to the child's progress, and f) remain as a supremely interested audience (p.22).

Peterson (2001) supported that parents may are not able to successfully guide their children by themselves and that they need teacher's help in order to be supportive aids. Specifically, parents need teachers' guidance in order to get to know which behaviors to adapt and how to better get involved in their children's musical development. Consequently, it cannot be denied that teachers also play a vital role in the way that they build their relationship with the parents and need to provide them constant support (Peterson, 2001).

Chapter 4: Method

4.1 Aims of the study

The purpose of the current study was to examine the effectiveness of teacher-constructed videotaped lessons as a complimentary educational tool for violin students' practice at home and parental supervision of practice. More particularly, the objectives of the survey were to investigate:

- The impact of the videotaped lessons on:
 - students' amount and accuracy of violin practice at home as well as their motivation for it.
 - the extend of parental involvement in the students' violin practice at home, the accuracy of parental guidance, as well as the parents' desire for watching the videos.
- The characteristics of the videotaped lessons that students prefer the most.
- Children's attitude during the time they watched the videotaped lessons.
- The accessibility of the videotaped lessons for both children and their parents.

In the context of the present study, "video" is defined as any material that children watch, on their own, or by their parent's or other family member's choice, through media such as DVDs, USBs or the internet, except for television programs, "Videotaped lessons" are

defined as the twenty violin video lessons created by the researcher and given to students and their parents for the purpose of the present study.

4.2 Participants

The sample of the present study consisted of, 11 students, 8 girls and 3 boys, ranging in age from 4 to 8 years old and 11 parents. Girls ranged in age from 4 to 7,7 years old while boys' age ranged from 4 to 5,5 years old. All students participating in the study were registered in the same music program and received weekly individual violin lessons from the same violin teacher who was also the researcher of the present study.

In terms of their musical backgrounds, students were in different levels. Three children (aged 5,5 - 7,7 years) were registered in this violin program for 13 (thirteen) months, three children (aged 4,4 - 5,5 years) were registered for 9 (nine) months and five children (aged 4-5 years) were registered for 6 (six) months. Each child took both private and group violin lessons. The parent-child pairs participating in the study were chosen based on their willingness and availability to be part of the research project.

Apart from their individual violin lessons, children also attended weekly group lessons with a different violin teacher. Each individual violin lesson lasted for twenty (20) minutes, however students remained in the room for 20 more minutes to attend the next student's individual lesson.

4.3 Research Tools

Research tools employed in the study were two written questionnaires and an interview conducted at the end of the research period. The written questionnaires included a) the VIDEO USE PARENTAL QUESTIONNAIRE – PRE (VUPAQ-PRE), a written questionnaire administered to parents at the beginning of the study b) the VIDEO USE PARENTAL QUESTIONNAIRE – POST (VUPAQ-POST), a written questionnaire administered to parents at the end of the study. Both questionnaires were constructed by the researchers. The VUPAC- PRE-questionnaire, consisted of 32 questions and the time of completion was estimated not to exceed fifteen minutes.

In the VUPAQ-PRE, Questions 1-9 asked for demographic data. Questions 10-16, gathered information regarding the parent-child interaction time during home practice and the

time they spent together in general, as well as their opinions on their participation in their child's violin lessons and home practice. Two out of 7 questions were open-ended. Questions 17 to 32 concerned children's habits with video viewing in general, as well as parental speculations on the effectiveness which videotaped lessons would have for their children's home practice. Three questions were open-ended. However, only one open-ended question was used from this questionnaire, regarding children's habits and video viewing in general.

“What are the motivations that drive the child to watch videos?”

VUPAQ consisted of 33 questions from which the first two are demographic. The rest of the questions (3-33) are closed and open-ended questions which aim at providing both qualitative and quantitative data regarding the parent-child interaction time during home practice and the time they spent together in general, as well as their opinions on their participation in their child's violin lessons and home practice. There were also questions on children's habits with video viewing in general, as well as questions regarding parents' perceptions towards the effectiveness of the videotaped lessons given by the researcher and more specifically towards the impact that the videos had on the violin study at home.

Three questions were open-ended. The open-ended questions, from which important data was derived were the following:

- a) If the child was watching the videos at a frequency that is, in your opinion, low, why is this happening?
- b) If the child was watching videos at a frequency that you think is normal or great for what reason it is considered to be happening?
- c) If you as a parent was watching the videos at a frequency that you think is small, why do you think this was happening?
- d) If you as a parent watch the videos at a frequency that you think is normal or great, what are the reasons for this?
- e) How did such a tool help in general at home study: The child and the parent.
- f) What elements of the video do you think children liked the most.
- g) What could have done better in the videos I created.
- h) Comments made by children about videos.

Interviews: Another research tool used in the research was the interview. More particularly, each parent was asked to give an interview to the researcher regarding their experience with the videotaped lessons. The interviews were semi-structured aiming at further examining the questions asked in the questionnaires. The researcher didn't interview the parents face to face

but she called them on the phone one by one, on the day and hour that they had indicated that they would be available. At the beginning of each interview the researcher asked parent's permission for recording their conversation. The basic questions of each interview are mentioned below:

1. Did the videotaped lessons help you or not? And if they helped you, in what exactly way were they helpful?
2. Was the violin always close to the child when you watched the videos?
3. Were the videos by your side every time that you and your child were studying the violin or were there days when you played without watching the videos?
4. Did it help that I reminded you to see my videos during the lesson, or was it the same for you either way?
5. Was the other parent occupied with child's studying the violin at home? If yes, has he/she watched the videos? Did the videos help him/her with violin studying?
6. Do you believe that if I reminded it more often it would be better for you and M? Or do you believe that it was ok?

Questions that aimed to clarify parent's answers on the questionnaires are mentioned below:

7. Are you satisfied with the time you spent with child's studying violin?
8. How did the child react when he/she watched the videos? Did they enjoy it or was it a labor for them?
9. Concerning the question about whether the frequency and duration of watching the videos is small, normal, or great, you have answered "normal". Do you believe that is would be good for him to watch them more often or do you believe that this frequency is ok and is helpful enough for him?

10. Was the way the videos were made a motivation for you? Were the images a motive to watch them? If, instead of the images, I was in front of a white wall, would they be appealing to you or not?
11. Did you notice in the videos that I took care to mention in every video that this is something you can do with your mom, your dad, or someone else. Was that indifferent? Did you notice that?
12. Concerning the question about whether you take part in the study of the child because or by motive of the videos, you have answered “every day”. So, I am wondering whether the videos were indeed the motive every day, or not? Would you have done it either way?
13. Could you justify maybe why these 3 videos are the ones you watched more.
14. The last one is whether you would like to make any comment about this whole project with the videos and all this process.

4.4 Research Strategy

At the beginning of the school year and before the violin lessons started, the researcher constructed some of the instructional video lessons. Video construction continued also after lessons had begun. Instructional videos were not given all at once to the students and parents participating in the study. At the beginning of the school year and before lessons started, the teacher/researcher informed parents about the violin program, its philosophy and function, and also explained her research study, their voluntary participation if they wished to do so and the purpose and use of videos. Parents who could not attend this first meeting, were contacted and informed by the teacher/researcher by phone. The first seven videos were uploaded in YouTube on the 2nd of November, 2016. The research period lasted for 16 weeks. During this time parents were given access to the videos which were gradually been uploaded.

During the first week of individual lessons, the researcher reminded and informed the parents again about her study, and after it was made clear that they are willing to participate, the researcher distributed consent forms and the “VUPAQ –PRE” questionnaire which the

parents were asked to complete and bring back to the next lesson. After these documents were returned, the researcher contacted the parents via email and informed them how they could view the videos, constructed strictly for their own use and only for the purpose of the research study.

The next four videos were uploaded in November and December 2016 (Let's lift our violin: 11/12/2016, Mr SOL's song: 11/13/2016, The pencil as a bow: 12/16/2016, Violin's friend: 12/16/2016) while the last ones were uploaded on February and on March (Violin hand: 26/02/2017, Rhythmic patterns with the bow on the shoulder: 28/02/2017, Little Helen, LA-pause: 01/03/2017, Seesawing 01/03/2017, The fingers on the fingerboard: 08/03/2017, A camel searches for water: 10/03/2017, Hot cross buns: 12/03/2017, A little monkey: 12/03/2017, Twinkle little star: 13/03/2017). The researcher informed the parents accordingly.

In the end of the study the researcher conducted phone call interviews with the parents in order to investigate their opinions about the videos and their thoughts on the videos' efficacy in providing assistance for their children's violin practice at home. At the end of the four-month period, which was also the end of the school year, parents were asked to complete the "VUPAQ – POST" questionnaire. The total duration of the intervention was 16 weeks. During these 16 weeks, all students and parents that participated in the study, were taking part in individual violin lesson and violin group classes.

The material

Videos consisted the educational material, the use and impact of which was under investigation in the present study. The researcher developed a series of twenty (20) instructional videos, intended for use with her violin students and their parents. In the videos the researcher/teacher illustrated the same step - by - step activities which are being taught in her private violin lessons. The first eight videos, included the basic steps that children follow in order to acquire the right posture and violin holding while, gradually, the videos reached a more advanced level where students were prompted to play their first songs. The researcher/teacher was the only person that models the material provided in each video. This material covered several issues coordinating with what students worked on in their private lessons with the researcher/teacher. Videos' duration varied from three (3) to twelve (12) minutes. All the videos were available to both parents and children via researcher's personal YouTube channel that only participants of the present study could access with the links provided by the researcher.

In order to create the videos, the researcher used the iMovie program provided by her Mac computer. This particular program gave her the opportunity to edit all the videos background through Green Screen technique. More specifically, in each video, the researcher was standing in front of a green background that she made from green papers in a small room. On that way, after videotaping herself, the researcher replaced each video's green background, through iMovie program, with a different picture that she chose from Google research. These pictures were all relevant to each videos lesson in order to create the illusion that each time she was present in a different place, relevant to each lesson's topic. Moreover, in order to enhance this illusion, in each video, the researcher chose to wear clothes that were relevant to each video's background.

All the videos were videotaped in the same room which was appropriately designed in order to be used just for this specific reason. More specifically, the researcher covered a whole wall of the room with green papers while she put four big lights on the right and on the left side of the papers in order to put light on the green wall. Also, she used a camera which was standing on a tall stand that was on the opposite side of the green wall. Before she starts videotaping, the researcher wrote down each video's script and she rehearsed it right before of each shot. Later on, the researcher proceeded to the editing of the videos in the iMovie program. The whole procedure of each video creation lasted around two to five hours while, all of the researcher's videotaped creations spanned almost one month in total. The videos lasted from 2 to 12 minutes and were available to parents via YouTube. The amount and duration of videos used in this research was the same for all participants and does not exceed 25 minutes in total.

All videos had some common elements. Firstly, all of the videos started on the same way. More particularly, the researcher used the same image and the same soundtrack playing in the beginning of each video. Also, on the bottom of that image the researcher wrote a different title that briefly explained each video's content. Secondly, the only person appearing in all videos is the teacher/researcher that stands in front of a different background each time, which was relevant to each video's content/lesson. The teacher/researcher wore different clothes each time, which are related to the subject of the lesson and the background used in the video. Thirdly, in each video the researcher started by explaining what the video was about and in the end, she wrapped it up with the same phrase "Remember that practice makes perfect!".

The fourth common element among videos pertained to the fact that the teacher/researcher reminded that parents may be involved. The teacher/researcher always looked at the camera

and addresses children and their parents using the second singular or the second plural person. Finally, every time that the researcher/teacher modelled something, she encouraged the children to mimic her while giving them a few seconds to catch up to her. It is also worth noting that all of the videos include violin playing guidelines as well as exercises for violin techniques, with the last six videos giving posture and hand-placement guidelines for six songs. Finally, all videos contained verbal instructions and explanations while four of them included piano accompaniments as well. Video's titles and content are listed below:

Video no 1. "Welcome"

This is the introductory video and doesn't include any violin study technics. The title is "Welcome" and the duration is 1:02 minutes. The background is a flowery garden and the teacher/researcher blends in with her orange shirt and brown pants. In the video, she welcomes her new students and parents and explains to them what the videos will be about.

Video no 2. "Let's warm up"

The second video is a warm up video. The title is "let's warm up" and it lasts for 4:31 minutes. The background is a running track and the teacher/researcher is wearing sports clothes in order to "warm up"! She demonstrates some basic body exercises and more particularly, some exercises to warm up the hands, the fingers, the shoulders and the head.

Video no 3. "Violin Hand & Bow hand"

The video no 3 is called "Violin hand & bow hand" and its duration is 2:26 minutes. The video's background is a music study room and the researcher is wearing casual clothes. In this video, the teacher/researcher shows the different use of each hand in violin playing. She poses her body in a way that will help children understand the difference between the right and the left hand and to distinguish which hand is used to hold the violin and which one for the bow. She then proceeds to encourage a few practice exercises to be done with the parents for the use of the hands in violin playing and ends with the catchphrase "Remember that practice makes perfect!".

Video no 4. “Feet position & Balance”

The fourth video’s title is “Feet position & Balance” and it lasts for 2:53 minutes. The background is a snowy hill and the teacher/researcher adjusts her clothing to the temperature of the hill by wearing a winter hat and scarf. In the video, she shows the feet placement in the three different positions, closed feet, slightly open feet and left foot to the side, corresponding to rest position, preparation for playing, and playing position respectively. The teacher model’s feet position resembling the balance between the feet with skiing.

Video no 5. “The imaginary violin”

The title of this video is “The imaginary violin” and its duration is 4:12 minutes. In this video, the teacher/researcher is in the yard of a castle and is wearing colors to match her surroundings. She shows the right way to hold the violin but without really using a violin. She starts by reminding the feet position and balance that she showed in the previous video and later shows the position of left arm and hand. In order to show exactly how the hand should be, she holds an apple with the violin hand and then removes it without changing the finger position.

Video no 6. “Rest position & Bow”

The sixth video is called “Rest position & Bow” and it lasts 1:35 minutes. The video takes place in a concert hall where the researcher wears black clothes and this is the first video with actual violin playing. The teacher/researcher shows how to hold the violin in a relaxed position and how to take a bow after finishing playing.

Video no 7. “Bow with the violin and the bow”

The seventh video is a continuation of the sixth video and explains how to take a bow while holding the violin and the bow. The video’s title is “Bow with the violin and the bow”, it lasts 3:09 minutes and is set on the same background with the teacher/researcher wearing the same clothes as in the sixth video. The teacher models how to take a bow with or without help from an adult. This video is the first video in which the teacher demonstrates how to hold the bow.

Video no 8. “Let’s raise our violin”

This video is called “Let’s raise our violin!” and it lasts for 6:33 minutes. The teacher/researcher is located on the clouds and she is showing the right way to put the violin on the shoulder. She starts by reminding the right feet position and demonstrates the way to put the violin on the shoulder and balance it between shoulder and chin.

Video no 9. “Mr. SOL’s song”

The video no 9 is entitled “Mr. SOL’s song” and it lasts for 4:46 minutes. The background is a countryside scenery with a bridge and bright colors which match the teacher/researcher’s clothing. In this video, the teacher/researcher is showing a way of playing without the bow, which is called pizzicato. She reminds everyone the right position of the body and shows the way to play the song of Mr. Sol in pizzicato. In the end, she encourages the students and the parents to work together in exercising this way of bowless playing.

Video no 10. “The pencil as a bow”

In this long video (11:37 minutes) the teacher/researcher is showing the students and parents two ways to hold the bow. The video’s title is “The pencil as a bow” and that is because the teacher/researcher is not using a real bow but a pencil instead. She demonstrates both ways in a green field with a tree on the background.

Video no 11. “The violin’s friend”

In the video no 11, which is called “The violin’s friend” and lasts 7:27 minutes, the teacher/researcher is using the same two methods of holding the bow shown in the previous video, using the actual bow and not a pencil. The background is the Alps and three horses to connect with the bow hair which is made by horse tail hair.

Video no 12. “The violin hand”

Video no 12 is entitled “The violin hand” and it lasts 6:55 minutes. The teacher/researcher is located in a bright countryside scenery and is wearing casual clothes. The theme of the video is the violin hand and the video explores ways to use the violin hand and getting to know the right position for it.

Video no 13. “Rhythmic patterns on the shoulder with the bow”

The video no 13 is titled; “Rhythmic patterns on the shoulder with the bow” and its duration is 7:09 minutes. The setting is in outer space, between planets and the teacher/researcher mimics a spacecraft flying from her hand to her shoulder by using the bow, and plays several rhythmic patterns in this way. She matches word syllables to the rhythmic patterns in order to help students and parents remember the patterns and move the bow appropriately.

Video no 14. “Little Helen, A-pause”

This video is entitled “Little Helen - A pause” and the duration is 6:27 minutes. In this video, the teacher/researcher is showing children how to play the A - string of the Little Helen song while being on a playground. Firstly, she shows the correct position of the hands and body and then she plays the song with piano accompaniment in order for the children to play along with her. In the end, she quickly sums up and reminds everyone that practice makes perfect!

Video no 15. “Seesawing”

This video is titled “See-sawing” and it lasts for 8:33 minutes. It demonstrates A –string and E – string progressions. More particularly, students learn how to move their bow like a see-saw on their violin while they play both strings at the same way they did in the previous video. The video takes place in a park in the woods with a big double seesaw in the background. After the teacher/researcher shows every aspect of playing the chord, she plays the song along with piano accompaniment and encourages the children to play along with her.

Video no 16. “The fingers on the fingerboard”

This video takes place on the ocean floor because it shows the way the fingers are “sinking” in the fingerboard! The video’s title is “The fingers of the fingerboard” and it lasts for 9:18 minutes. In the video, the teacher/researcher demonstrates in detail the way to place the fingers on the fingerboard in order to achieve hitting different notes.

Video no 17. “A camel search for water”

This video is located in the desert alongside a little camel, as it relates to the song “A camel searches for water” which is also the title of the video. The video lasts 8:20 minutes. The teacher/researcher performs the song at the beginning of the video and after that, she demonstrates the right position of the hands and uses known techniques such as the seesaw. Later on, the teacher/researcher performs the song with piano accompaniment and encourages the children to play along and finish with a curtsy.

Video no 18. “Hot cross buns”

The eighteenth video is entitled “Hot cross buns” and lasts 11:38 minutes. The setting is in a beach, because the song in this video focuses on talks about swimming in the sea. In the video, the teacher/researcher focuses on the way that all the fingers are placed in the same string. In this video, the teacher/researcher encourages children and parents to change the song lyrics and create their own lyrics based on the music that they had just learned. The video ends with the song performed with piano accompaniment and the curtsy.

Video no 19. “A little monkey”

The video no 19 is called “A little monkey” and it is 6:46 minutes long. On the background, there is a monkey hanging upside down from a tree while eating a banana, matching the lyrics of the song performed in this video. The teacher/researcher is showing how to play a song while putting 3 fingers on one string. What is different this time, is that after she plays the song on the violin and with the piano accompaniment she leaves, so that children can perform and listen only to their own violin playing along with the piano accompaniment.

Video no 20. “Twinkle Twinkle little star”

The last video’s name is “Twinkle Twinkle little star” and it lasts 12:36 minutes. This is the most complicated video and it involves several notes and chords? The teacher/researcher is in a late evening scenery with the moon in the background. She follows the standard procedure of showing the chords and the correct position of the fingers and body and then performs the song with piano accompaniment. In the end, she encourages children to perform the song alone and finishes off with a curtsy.

Chapter 5. Findings

For the sake of anonymity nicknames were given to both students and parents. More details on the student’s age, musical background and prior experience playing the violin are given below. In each pair, the first name is the nickname of the parent while the second is the nickname of the child;

Dona – Tom: Dona is Tom’s mother, she is a 42-47 - year old civil worker with a PhD in Music Education. She has also attended a music school/workshop for up to 8 (eight) years. She sang in numerous choirs for 2-4 years and played in music bands for 2-4 years. Tom is a five (5) year old boy with three years of experience in an Early Childhood general music program. He followed our violin program for 12 (twelve) months in total.

Paloma – Naomi: Paloma is Naomi’s mother, she is a 48 – 53-year-old private worker with a Master’s degree. She went to a music school/workshop for 2-4 years and had private music lessons for 2-4 years. She sang in choirs for 2-4 years and participated in music bands for 2-4 years. Naomi is a six (6) year old girl who didn’t have any previous experience in music education. She followed our violin program for 12 (twelve) months in total.

Erin – Iris: Erin is Iris’ mother, she is a 42 – 47- year old civil worker with a Bachelor degree. She has several years of experience in music. Iris is a seven (7) year old girl with one year of previous music education. She followed our violin program for 12 (twelve) months in total.

Magi – Mary: Magi is Mary’s mother, she is a 42 – 47 – year old private worker with a Master’s degree but no previous musical background. Mary is a five (5) year old girl with a year and a half of previous music education. She followed our violin program for 8 (eight) months in total.

Macy – Diego: Macy is Diego’s father, he is a 42 – 47 - year old freelancer with a Bachelor’s degree, self-taught in music. Diego is a five (5) year old boy whose previous music education lasted for three years. He followed our violin program for 8 (eight) months in total.

Kate – Mark: Kate is Mark’s mother, she is a 36 – 41 – year old freelancer with a Master’s degree. She has worked in university, the Music Education department for 4-6 years and in conservatory for up to 8 (eight) years. She took music private lessons for 2-4 years and participated in bands for 2-4 years. Mark is a five (4) year old boy whose previous music education lasted for two and half (2.5) years. He followed our violin program for 8 (eight) months in total.

Steven – Rachel: Steven is Rachel’s father, he is a 36 – 41 – year old private worker with a Bachelors’ degree. He is self-taught in music and he played in various bands for 1-2 years. Rachel is a 5 (five) year old girl with 1 (one) year of previous music education. She followed our violin program for 4 (four) months in total.

Tania – Kyra: Tania is Kyra’s mother, she is a 36-41-year-old– private employee with a Master’s degree. She went to a music school for 2-4 years and had private music lessons for up to 8 (eight) years. Kyra is a 5 (five) year old girl whose music education lasted for 4 (four) years. She followed our violin program for 4 (four) months in total.

Emily – Lina: Emily is Lina’s mother, she is a 36 – 41 – year old freelancer with a Bachelor’s degree. She went to music school for 1-2 years. Lina is a five (4) year old girl whose previous music education lasted for three and half (3.5) years. She followed our violin program for 4 (four) months in total.

Emma – Anna: Emma is Anna’s mother, she is a 36 – 41- year old stay-at-home mother. Sha has no previous background in music. Anna is a 5 (five) year old girl whose previous music

education lasted for 4 (four) years. She followed our violin program for 6 (six) months in total.

Grace – Zina: Grace is Zina’s mother, she is a 42 – 47 – year old civil worker with a Master’s degree. She sang in choirs for 1-2 years. Zina is a 5 (five) year old girl whose previous music education lasted for 2.5 (two and half) years. She followed our violin music program for 4 (four) months in total.

5.1 Interview data

Data were extracted from multiple sources; the interviews with the parents, the completion of a written questionnaire before, as well as after the 16-week period during which the instructional videos were available. Our analysis of the data was mostly qualitative. We applied theme analysis (content analysis) to the parents’ interviews, as well as the answers they gave for the open-ended questions in the pre- and post-completion questionnaires. In the following section, we present the analysis that took place in the context of each interview.

PALOMA

The videos as studying tool

According to Paloma’s accounts, the videos were a really useful tool that supported Naomi’s violin study at home and assisted her violin progress.

“I believe that videos were helpful for sure.”

Paloma emphasized the usefulness of playing guidelines offered throughout videos, which helped Naomi improve her technique.

“They are an extra-study tool that can assist and encourage a beginner to play the violin. More specifically, they are really useful with regards to demonstrating the details in the violin technique. So, if somebody wants to use a book and does not know how to play the violin, they can learn by following the videos”.

It is also notable that Paloma mentioned Naomi used the videos to practice alone, while she claimed that it would be beneficial for Naomi to watch them more regularly.

“The videos give a direction that helped the child rehearse at home on her own. They assist the child to have both right tempo and technique and to watch you as a guideline in order to understand how to study the right way.”

“It is similar to studying. It would be beneficial for her if she watched them more regularly.”

In addition, Paloma emphasized Naomi’s advanced level compared to other children and correlated it with her request to skip the first part of the videos. Naomi wanted to play the whole song along with the teacher on the video, which was in the end of the clip.

“Keep in mind that Naomi is at a more advanced level and for this reason, she skipped the first, step-by- step parts. We watched from the point that you started playing”.

In addition, Paloma explained that she never watched the videos on her own since it was her belief that videos were supposed to be seen only with Naomi.

“For me it is a part of an activity I do with Naomi. I would never watch them on my own”.

Videos & Motivations

Child’s and parent’s motivation to use the videos

Paloma explained that Naomi did not ask for the videos on her own. She needed a reminder and motivation both from her mother and from her teacher to watch them. For this reason, Paloma stated that our reminder to watch the videos was helpful.

“She needs her reminder, her motivation. It was good that you reminded us to watch the videos”.

However, both Paloma and Naomi did not devote much time either on studying the violin nor in watching videos, particularly, because of their limited time and due to the fact that they did not generally manage to incorporate studying the violin into their daily life.

“Unfortunately, we have not included violin studying in our everyday life as much, which is against the Suzuki principles”.

It is worth noting that according to Paloma’s accounts, Naomi was more motivated to watch the more advanced videos.

“In the beginning, she was studying without the videos. She was more motivated in the end when the more advanced videos were uploaded. Afterwards, she was asking for specific songs that she wanted to repeat”

Finally, she assumed that Naomi would be more motivated to watch the videos if the teacher would upload new and more advanced ones.

“If there is going to be another song, she will be more interested in it. She will have something new to watch and follow, maybe at a more advanced level”.

Overall, Paloma made positive comments on the video’s pleasant structure and on the fact that both she and Naomi enjoyed viewing them.

“It was pleasant for her, like a nice video clip. She enjoyed all of these. She did not do it just because they were her teacher’s videos for studying”.

“They are pleasant and you can watch them easily”.

“Videos are pleasant for the children and since they are pleasant and attract their interest, they are welcome”.

Finally, Paloma claimed that Naomi used to watch the videos even when she was in the car.

“We played it at another time (in the car) when we were not going to violin lessons, just to listen to it”.

The videos as motivational tool for study

According to Paloma’s accounts, videos motivated Naomi to study the violin a bit. More specifically, Paloma mentioned:

“I would ask her, “Shall we put that video? Yes, we shall.” and we began practice with the videos.”

Conclusion:

According to Paloma’s accounts, videos were a useful tool since they consisted of a model that helped Naomi study in a correct way. Naomi started using them mostly when the teacher/researcher uploaded the last “advanced” ones where she could play the songs along with her teacher on the video. Also, in order to encourage Naomi’s violin studying, Paloma usually referred to the videos existence. Naomi didn’t ask for them by herself but she needed her mother’s and teacher’s reminder to watch them. Also, Paloma admitted that she never watched them by herself since they were considered an activity that she shared with her daughter. Finally, some of the reasons they did not watch them regularly pertained to their limited time, the fact that they did not incorporate them in their schedule; although it is worth pointing out that Naomi could not easily access them because they were only available through her mother’s mobile phone.

DONA

The videos as studying tool:

According to Dona's accounts, Tom did benefit from the videos in many ways during his violin studying. First, it was evident that videos consisted of a model to follow, with regards to the correct sound, posture, bow holding etc., which Tom tried to mimic.

"They helped us very much. For example, hearing the "Twinkle Twinkle" helped him understand the way it sounds. Also, the videos helped repeat what happened during the lesson, correct stance, posture etc."

Dona also mentioned that given the fact that she did not know how to play the violin, through the videos, she could get an insight how to guide Tom's study.

"... About the elbow. About technical issues. You said all these during the lesson but I forgot about them. By watching the video, I was able to remember and I discussed it with Tom and with his dad. I didn't know anything about the violin and as a mother it helped me a lot".

Videos & Motivations:

Child's and parent's motivations to use the videos

Dona claimed that Tom was motivated to watch the videos and asked for them. Also, when he watched them, he seemed to enjoy it. It is worth noting that Dona admitted she did not want Tom to watch videos in general, and for that reason, she explained that he was happy to watch the violin videos.

"First of all, Tom wanted to watch the videos. Even when he was tired, we watched the video and we discussed the videos. He is having fun. For Tom, watching the videos was a nice moment because I don't let him to watch other types of videos in general".

However, even though Tom enjoyed the videos, according to Dona, Tom didn't want to play the violin along with them. On the contrary, he selected the one that he liked the most and he watched that.

"The truth is that he didn't play along with the videos. We were watching the videos and afterwards perhaps he would play. I didn't force him to follow the teacher's guidelines and mimic each step of the video while he was watching them. He just liked to watch".

According to her accounts, both Dona and Tom were mostly curious to watch the videos when they were first uploaded on YouTube. However, Dona admitted that they stopped watching them for a while and that it was the teacher's reminder that made them incorporate them in their daily program.

“We watched them over and over again and then we stopped for a while. Then, when you reminded us that it is good to watch the videos, we made a standard program to watch them three times per week. I had a specific time for this. Tom didn't know about it. But he would choose whatever he wanted to watch”.

The videos as motivational tool for study

Videos supported Tom's study because they motivated him to play the violin even if he didn't actually watch them.

“Every day, when we study the violin we discuss the things we watched in the video. For example, we say: “what is the correct posture in the video for the bow?” This doesn't mean that we have watched that specific video in that day but we recall it and we discuss it. For example: “How does the teacher place her fingers in the video?”

“I'll try to do what we watched in the video.”

“What we watched in the video was the motive for him to do it after.”

“While we were studying we were saying “do you remember that video? Let's play that song that he watched yesterday. The video was a motive”.

Additionally, Dona repeatedly commented on video's structure and argued that their pleasant form and teacher's presentation made violin studying joyful. She emphasized the joyful form of the videos and their general structure, which were appropriate for Tom's age (according to her references).

“The videos are very joyful, they are very pleasant to watch. They are not boring. I like the videos that don't have a lot of motion in the background because you can focus more on what the video is showing. I think they were to the point. They were exactly what you want to watch. The child could watch it and observe the subject. I think that they are very good for Tom's age”.

“He (Tom) was feeling happy doing things with the violin because the videos are so joyful...”

The videos as communicative tool

Dona emphasized that videos motivated both parents and Tom to communicate and have conversations about the violin.

“It was a motive to talk about the violin, the right posture, etc. We talk about the videos every day”.

“I liked it a lot because we commented together on what we were watching; I was telling him “Do you remember what Miss said you should be careful of?”, “Look how she is holding the violin here.”, “Look at that”. He made several comments. We discussed and commented together. I didn’t let him quietly watch them alone. The truth is that I was by his side the whole time”.

It is also notable that Tom was inspired by the teacher’s presentation on the videos and drew some ideas from it, as he wanted to show his violin playing to other people as well.

“...and he said “how can I show this to a friend of mine?”.

“Our cousins from Sweden came for Easter and he played for them, he wanted to show them the video and I told him to do it himself like Miss does it and he showed them how to hold the bow, like he had watched it in the video”.

Conclusion

It appears that Dona considered the videos a very useful tool for many reasons. They provided the right model for both Tom and herself, who, as she claimed, did not know how to play the violin and forgot the details from the private violin lessons to guide him in his study at home. Tom preferred to just watch the videos and not to study the violin at the same time. However, during their study, they referred to them. Dona watched all the videos alone only once and she stated that videos also helped her husband to get involved in Tom’s study. Finally, the videos prompted Tom to show to other people what he had learnt in studying the violin.

ERIN**The videos as studying tool**

According to Erin's accounts, videos did not really support her daughter's violin studying. Erin emphasized that she is a musician herself, and as a result, she preferred to guide her daughter's violin progress without using the videos. She also noted that by watching the videos attentively herself, she could remember how to guide Iris's studying at home.

"I believe that videos can be helpful for parents that have no idea about music since, it is easy for someone to understand what to do by watching them. The children also understand it. I believe that it is a very nice way to learn in addition to the lessons. Maybe it was not really helpful for me since, I came to the lessons, kept notes, played together with the kids and I remember a lot of things. So, they were not that necessary for me".

Erin didn't value the videos as a helpful studying tool that could provide something more than she could.

"I do not think that it would help them to watch them more"

More specifically, Erin claimed that the videos were not necessary for their study because Iris was more advanced than the video's level.

"They didn't help that much, because I am a musician and I was able to play the piano in order for her to follow".

Videos & Motivations**Child's and parent's motivations to use the videos**

Erin made it clear that Iris wasn't motivated to watch the videos. On her effort to explain this attitude, she assumed that it was due to Iris's advanced level compared to the videos.

"Maybe she was more advanced than the videos."

In addition, she explained that Iris couldn't easily access the videos since, she had to use her mother's phone and find the link in her e-mails, which according to Erin was a *"a bit complicated"*. However, the teacher's reminder to watch the videos seemed to influence their decision to watch them at home and play along with them. Finally, it is worth noting that Erin commented positively on the video's form and stated that this element was *"the most attractive part"*.

“... they were really attractive. The colors, the really nice way you are showing things.

“I believe it is a really good and original idea. They are made in a very nice way. You have put a lot of effort and you are very descriptive”.

It is clear from Erin’s accounts, that the mother preferred to use her own musical knowledge and play together with her children instead of using the videos.

“I prefer us to play all together. I take one violin, she takes the other one. We do it in turns. I play the piano. I prefer that way instead of watching the video...”.

The videos as motivational tool for study

Despite the fact that Erin didn’t prompt Iris to watch the videos during her violin study, she argued that videos were useful when she was trying to persuade her daughter to spend time with the violin.

“More as a motivation and not as a reminder on how to do something”

“(We used them) a few times. Mostly when she did not want to play and I wanted her to have contact with the violin”.

Conclusion

It became clear that Erin did not consider the videos a useful tool for herself. She explained that she preferred guiding Iris’s study on her own based on her musical knowledge and on what she remembered from the private violin lessons rather than watching the videos. Also, she stated that she only encouraged Iris to watch them when she refused to study the violin but they did not always play along with them. Also, Erin stated that she never watched them by herself but only with Iris and when they did, they mostly watched the three last ones because of their “advanced” level. Iris did not ask to watch the videos and it was her mother that reminded her to use them. She explained Iris’s attitude by mentioning her advanced level compared to the videos and the difficulty to access them through her mobile phone.

MAGI

The videos as studying tool

Magi stated that Mary did enjoy watching the videos but she did not mimic what she was watching nor was she studying during the video. This does not seem to bother Magi since she believed the child was still gaining something from the video, even by only watching.

“The violin was close to us and I encouraged her to follow your guidelines, too. But she mostly watched the videos rather than repeating what she was watching. But I didn’t mind that. At least she was watching them. Because from what she watched, she gained something.”

Furthermore, Mary seemed to like noticing familiar things in the videos as she pointed them out and focused on them.

“She looked for things that were familiar and she pointed them out.”

“Which means that she watched something in the video that we did during the lesson and she pointed it out”.

From the parent’s perspective, Magi pointed out that the videos were very helpful for herself and that they could be also be helpful in general to people who do not have any relationship with music. More specifically, she claimed that the videos are a very helpful tool for the parents who want to help their children with their violin study because they can check whether they are pointing things out correctly and to remember what happened in the class.

“The videos help for sure, especially people like me who do not have any contact with this particular instrument and music in general. There are things which, of course you, the teachers, show us during the lessons, but it is impossible for us to remember them. So, the videos create a good point of reference so that we can go back and watch some things we do not remember. I think that they are very helpful at least for the parents.”

“It is a good and helpful tool. It is a point of reference for the parents; They can look at it for help whenever they need it. It is also a tool for the child; they can watch the teacher presenting parts of the violin’s learning process, presenting them in the right way, because obviously the parent cannot do that as well as the teacher”.

Videos & Motivations

Child’s and parent’s motivation to use the videos

It is obvious, that neither the child nor the mother had a lot of motivation to watch the videos. The child didn’t seem to ask for the videos and they would watch them together only after the mother’s occasional encouragement to do so. In fact, there are videos that they have yet to see. The mother advocates that if she had insisted more on watching the videos, the situation might have been different regarding both of their attitudes towards the videos.

“Every time, we watched them with my encouragement. To be honest, if we did it regularly, I don’t know if she would react differently. Maybe she would ask for it more. Maybe it would have become part of her violin routine.”

“I haven’t watched the last videos. We watched mostly the first videos.”

“Yes. I think that if I insisted more, not by forcing her, but by mentioning it more, I think that Mary would watch them more.”

The mother admits that there were 3 (three) videos that Mary preferred to watch over the others. Magi assumed that Mary enjoyed them more because they watched them together and thus, these videos were more familiar to her.

Magi: The reason I picked these ones is because they were some of the videos we watched together and Mary responded. We watched them together. That’s why.”

“Let’s say that she watched them with more pleasure.”

It is also mentioned that Mary did find the videos very interesting in the beginning when she was intrigued by them. Nevertheless, after a few videos, she started losing her interest and she did not want to watch them. Magi believed that if the child watched the videos more often, it would have been beneficial for her.

“In the beginning, she was watching them with more interest. But when I made her watch more than 3-4 videos, she was bored. Sometimes she said “I’m bored”, “I don’t want to”. I encouraged her: “Let’s do it together.” Sometimes she didn’t want to. Sometimes she did it. It depends. You know Mary. She is an independent personality.”

“No, I don’t think that it is ok. I think that it would be helpful to watch them more regularly”.

It is also interesting that the mother didn’t pay too much attention to the videos. As she suggested, her daughter did not seem to be very interested in them either. She believed that if Mary was excited to watch the videos, she would have used them more often. She also mentioned her busy everyday schedule, something that also discouraged her from working on the videos.

“Unfortunately, I didn’t watch them as much as I had to. But I watched them. I cannot say that I spent a lot of effort on it due to other obligations and due to the fact that Mary didn’t show so much interest. If Mary had had more interest, I would have used the videos more often”.

Magi also seems to prefer plain violin practice because the procedure of playing the video is a time consuming and difficult process.

“The truth is that I don’t suggest watching them because when it comes to the videos, we need to have a program, organize it a bit, turn on the computer, find the video, watch them. This is a whole process. On the other hand, studying the violin even if it is for 10-15 minutes, is easier. For example, we can take it with us and do it at our grandmother’s. Watching the videos is a whole process that we need to do.”

Even though the mother appears to have neglected the videos for quite some time, she supports that they are made in a nice way and that they are pleasant to watch. Also, she mentioned that they were a useful tool but due to lack of time, they did not pay too much attention to them.

“To be honest, I neglected it a bit. This doesn’t have to do only with Mary. I neglected this due to a lot of obligations. In order to watch the videos, I should be the one to put them on and I haven’t done that and I am very sad that I haven’t done it. But we know that the videos are very nice because they show the right way to practice the violin.”

“I believe that they are very useful and a good tool. But it is due to my lack of time mostly.”

In addition, she suggested that she would prefer it if the videos had more switching pictures and a wider variety of music in the background, although she would appreciate a decrease in the over-loaded background.

“When there is a happy, let’s say, background, it is undeniably more pleasant. Apart from that, it is ok. We don’t want a lot of stuff and flowers. We focus more on the content. But yes, they were pleasant.”

“Maybe it could have more alternating images in the background. Maybe it could have music of several composers in the introduction or in the end.”

It is also stated that the researcher’s reminder to watch the videos was useful because they would forget about the videos due to the many responsibilities they had.

“The reminder helped us because we have a lot on our minds. So, yes, your reminder was certainly helpful.”

“No. It was just fine because it wasn’t too much. I think it was just fine that you reminded us regularly.”

Finally, Magi reported that she and the child watched the videos together.

“I think that we were together every time.”

However, she claimed that she watched them alone as well, in order to gain a better insight on the lesson’s content or to remember what a previous lesson was about.

“I have, also, watched them alone mainly in the beginning to understand what they were about.”

“To be honest, I was thinking about watching “the camel” one again because I didn’t remember anything at all. I had it in my mind to look for the video with the camel because I don’t remember it and it is for the next time. So, I will do it alone now.”

The videos as motivational tool for study

According to Magi, videos had nothing to do with Mary’s violin study.

“We study with Mary mainly when she is up for it, independent of the videos. Whenever I feel that I can draw her attention in order to do something, either in the form of a game or if a third person comes over, in the form of a show. In that moment, I get the chance to repeat some things. We do not connect it so much to the videos. When we get the chance, I try to draw her attention in order to study the violin and repeat what we have learnt”.

Conclusion

Magi claimed that videos provide the right model for violin study. However, she stated that Mary did not benefit a lot from them since, she did not watch them regularly. Mary admitted that she did not encourage her daughter to watch them because it was not one of her priorities in her daily life, while she claimed that watching the videos is a difficult procedure that takes a lot of time. Finally, she stated that she was affected by Mary’s negative attitude towards them and she did not want to push her to watch them when she did not want to. It is worth pointing out that Magi considered the videos useful for herself because, as she stated herself, she does not have musical knowledge and they helped her remember what they did in the violin lessons. Also, Mary preferred to just watch the videos, primarily the first ones since they were familiar to her. The teacher’s reminder to watch them was very important since they had many activities and they usually forgot about the videos.

MACY

The videos as studying tool

According to Macy, the videos provided a model for violin study, which was really helpful for both the child and the parent. More specifically, according to his accounts; videos provided an appropriate atmosphere for studying that could be like a secondary lesson, which

reminded them how to study properly. In fact, according to Macy, not only were the videos helpful, but they were a “necessity” for their study.

“It was necessary to watch them in order to study better. For example, when we could not remember something, I used to suggest watching the videos in order to do so.”

“It changes the atmosphere at home. It is different to be just me than to have a video, also”

“It is like he is having another lesson. A way for us to remember things from the lessons that we couldn’t remember and also remember the correct sound.”

However, Macy mentioned many difficulties that Diego faced when watching the videos. Specifically, he explained that Diego found it difficult to mimic what he was watching, since it is a different experience compared to the private lessons where he can see everything in front of him.

“He mimics some things only when he sees you in person. I have noticed how he places his hand on the violin the same as you. I am not sure if that happens with the videos.”

“It is like a framed image, not the same as real life”

The parent also mentioned that the child may found the videos a bit boring because of their slow pace.

“You were demonstrating it slowly step by step and Diego was getting bored, that is what happened.”

It is worth mentioning that sometimes, due to the long duration of some videos, they had to fast forward to the parts which they considered as the most important, or to skip the ones they already knew.

“You should know that some videos, especially the last ones that last a lot, about 8 (eight) minutes. For this reason, we skipped forward sometimes. We skipped the first things about how to hold the violin and we watched them from the moment that we wanted to watch.”

Also, it is mentioned that some parts of the videos like the one in which the teacher announces she will turn around, might be a little confusing for Diego who seemed to lose his interest and didn’t follow video’s flow.

“He does not follow exactly everything that you are saying in the video.”

“Yes, he watches and starts doing something. Then you may say “we turn around now” and at that point he may be confused”.

Macy thought the videos were really useful for parents. However, he admitted that he could not be sure if they were helpful for Diego as well. More specifically, Macy advocated that videos are an extra tool which can assist parents - and most importantly, parents who have no music knowledge - to make sure they are guiding their child in a right way during their violin study.

“They were helpful for sure, for sure! They helped us as an extra tool”

“For me, being unfamiliar with music not having a sense of rhythm, it is very helpful.”

He also stated that videos helped parents to reduce their stress towards the violin studying and not to deliver that kind of anxiety towards the child.

“Videos help mostly me, Diego does not get so involved in them.”

“He is there with me watching them but, they help me. I have not understood if they also help him.”

“Diego: Yes, it is relieving for me to see you how you do it. It makes me less anxious on whether I am going to do something wrong. The video helps in all that.”

Videos & Motivations

Child’s and parent’s motivation to use the videos

According to Macy, in the beginning, Diego was motivated to watch the videos but later on, that started wearing off. In his effort to explain Diego’s attitude, Macy mentioned his son’s lack of concentration and the fact that maybe he was not really interested in violin in general, as he may have participated in violin lessons only because his parents insisted on it. Additionally, Macy suggested that the way he faced and presented the videos to his son might have also affected Diego’s opinion and attitude towards them.

“At first, I suggested “Let’s watch the teacher on the video”, but after a while, it was not that interesting to watch the teacher on the video.”

“So, the first thing is that he is not that interested in the violin. He does it because we have told him to and not because it is his favorite thing. The second is the way we present it to him. It also has to do with us.”

However, it is worth noting that during the last few lessons, they would always watch one of the videos while practicing.

“Yes, this is what happens, we always watch a video when studying these days.”

Macy also claimed that he was the one that picked which videos they would watch and he mainly chose the ones that were relevant to Diego's level.

"... these are the ones I chose in order to help us study. I think we needed them. We attended the lesson and tried to synchronize with that."

Moreover, according to Macy, even though Diego did not ask for the videos, the teacher's reminder did help in motivating the child to watch them.

"This repetition is helpful. Because the videos are not something we use every day, sometimes because of our daily schedule we forget it."

Finally, both Macy and Diego were more motivated to watch the videos whenever they found out a new one was uploaded on YouTube.

"Whenever you said 'I have a new video' it was like an update. It was just to see if you have added something new."

The videos as motivational tool for study

According to Macy, in the beginning videos prompted the child to study the violin, but soon, they just became a point of reference which they used to check if they were studying the correct way.

"They helped us as an extra tool, as a motivation. I was saying for example 'Let's watch a video of your teacher'. At the beginning, this worked. Then, it had to do with the way I was presenting it."

Also, despite the boredom and confusion at times, the parent explains that videos drew the child's attention to studying and helped him to stay focused on this procedure.

"Videos help Diego to be more focused because there is something present there. For example, if I say to him 'let's study' it takes some time but the video is an extra parameter that draws his attention and indicates that now we are having a lesson and that we are studying."

Conclusion:

Macy supported that despite the fact that Diego was intrigued with watching the videos in the beginning, he lost his interest towards them soon afterwards. Also, he stated that it was the way that parents approached the videos and the effort they put into them that affected their child's attitude towards them. However, Macy mentioned many reasons why they considered it a useful tool. First of all, they helped Diego stay focused during violin study. Also, videos helped Macy feel more confident in the way that he guides Diego's violin study correctly

because they help him remember what they had done in the violin private lessons. Macy's wife also benefits from the videos since she was also responsible for Diego's study and videos helped her understand what to do. The reason why they did not watch them regularly mostly pertained to the fact that parents did not incorporate them into their daily schedule. Regarding the videos that they primarily watched, it became clear that Macy chose the ones that were relevant to what they had recently done their private lessons.

KATE

The videos as studying tool

Kate advocated that videos helped Mark understand some mistakes he was making during his violin study and correct them.

“As far as the song we study is concerned, I think it is helpful for him and for the things that he does not do correctly. If he does not stand correctly or he does not hold the bow the right way, it may be helpful to watch them again in order to remember. We will continue to watch them for sure but not that frequently.”

According to her observations, Mark didn't have the violin next to him and he preferred to just watch the videos.

“No, unfortunately not. It was just a visual stimulus... Because we may have watched them just before going to sleep or while eating.”

Additionally, Kate pointed out that videos were really useful for herself. More specifically, she suggested that the videos helped her gain a sense of direction towards how to study the violin and guide Mark correctly. Also, she emphasized that the videos can be very helpful if a parent was unable to attend the class.

“The videos helped mostly me to have direction and to be able to guide M on how to study at home since I have some music knowledge and I could not be present at your private lessons. It was mostly that...the videos helped me guide his studying more efficiently.”

“Yes, the video was very helpful for me in figuring out how to stand, how to hold the bow, how to do some of the homework or how to practice some things we had not done. There were some videos that I had not seen and now, after watching them, I understood that there are some things that have to be done. So, this helped mostly me as guidance for his studying.”

She also mentioned that she used some of the teacher's suggestions in the videos, like trying different lyrics on familiar songs, and it worked.

"We also tried the thing about trying different lyrics. For example, I have tried different lyrics to the last one, in "swimming", the melody is common to piano methods that I am familiar with. We have used these lyrics."

According to her feedback, she also used the videos to find out the next steps in order to proceed with violin study.

Videos & Motivations:

Child's and parent's motivations to use the videos

Kate pointed out that Mark didn't really watch the videos regularly in order to establish a studying routine. However, sometimes he watched them alone and whenever there was a newly uploaded video, they would watch it together.

"No, he also watched them during the week but not with me. I have also told my sister or my mother to play them for him to watch or maybe my husband. It depends. It was both on weekdays and weekends but not in a systematic way like studying. It was something happening approximately once a week."

"No, there have been times that we watched them together. This was mostly when you uploaded new songs. We watched them together and then he may have watched them again during the week with somebody else."

She claimed that if Mark watched the videos more frequently he could have benefitted more and become more motivated to watch them.

"It may be better for him to watch them more frequently. If he wanted to watch them more frequently, he might be more interested and may be more motivated to watch them, and not because of me telling him to study"

However, Kate points out that their schedule was very busy. As a result, they did not have much free time and watching the videos was not their priority.

"During the week, I mostly focus on studying and not on whether Mark is watching the videos or not."

According to Kate, there were times when Mark asked for the videos and other times that his mother's reminder was necessary to use them. However, she reported that she never urged the child to watch the videos, unless there was a specific reason to.

“For example, during the recent school holiday, he was the one asking to watch them a lot of times but, while watching them he did other things at the same time, at least, recently.”

“Yes, he was the one, and he also took the violin in front of him. At first he tried to play but then he did something else.”

“However, I would not say that I urged him to watch the videos frequently.”

“It will be pleasant for him but I have to remind him since he is not going to remember to watch the videos even if he uses the phone. I have to suggest this and if he is in the mood for it, he watches them; otherwise I let him watch something else. I do not force him to watch them unless I think it is important to see a specific one in order to help him.”

It is worth noting that even though Mark was interested in the videos, he did not maintain this interest for a long period of time. Also, often, when he watched many videos consecutively, he became bored.

“It is because there are ten videos in a row so this is not so interesting for him. When we asked him which video to watch, he wanted to see all of them from the beginning. At first, he found them interesting but after some videos, he had lost interest.”

Furthermore, Kate claimed that seeing his mother play a song was another aspect that motivated Mark to watch the videos. More specifically, after Mark watched his mother playing the song “Twinkle little star” on the violin, he had the desire to watch the relevant video - the “Twinkle” song- again in order to become better.

“Twinkle little star was a video that he has been watching a lot lately. He asked for this because I was able to play it on the violin and that drew his attention. That is how it started, it was by accident. I knew the melody from the piano so I also played it on the violin. Mark was a bit competitive about this. He thought “Why is she able to play it and not me?” So, he tried to do it too. Yes, he watched the video afterwards.”

It is worth noting that the device they used to watch the videos made a difference in their attitude towards them. From the moment, they started watching the videos on TV, it became more interesting, even though in the end, he was bored again.

“So now we also watch them on the TV and it is easier. This is something that has been happening lately and this is why he also asks for the violin now. He also tried to mimic what you are doing but after a while, he got bored.”

Regarding Kate's motivation to watch the videos, she needed the teacher's reminder in order to see the new videos uploaded on YouTube.

"No, I watched the videos whenever I saw that there was something new. There were of course your emails that made me check if there is something new and different from what I had seen during the lessons."

"Yes, this helped me. Your email helped me in knowing that there are new things being uploaded."

"It was mostly your emails that reminded me."

Finally, the way that the videos were made seemed to appeal to both the parent and the child. Nevertheless, the mother made some extra suggestions for further improving the videos in the future. She stated that she would like to see closer shots of the violin and the hands in the more advanced levels and she also suggested that the result could be more efficient if someone else shot the teacher.

"I think the background is attractive. The idea to have so many colors is attractive for the kids."

"I really liked them. I think they were very successful. However, now that they are becoming more advanced, it may be necessary to focus more on the details with some closer shots. I would like to watch some shots from the top of the fingerboard in order to be clearer. Maybe it would be better if there was somebody else shooting you in order to zoom in and zoom out whenever needed and not to have to montage it afterwards. Maybe this would be better."

The videos as communicative tool

Kate claimed that Mark seems to be interested in showing what he accomplished to visitors and family members.

"He is trying to mimic you and I am not always able to guide him. Lately, when I have been guiding him, we haven't been cooperating well. However, we have tried to show things to somebody else. For example, to a visitor, to his aunt or his grandparents."

Sometimes they even discuss a few things related to the videos, such as some things that have been repeated or some comments on how to do things properly.

"No, he does not comment on the videos except when he wants to point out something like "Mum, this is the way this move is done" or "We have done this, we have watched that". Also, when I want to correct him on something. But I do not recall him commenting on anything else."

Conclusion

Kate supported that videos were a very useful tool for violin study. Firstly, according to Kate, the videos helped Mark understand some mistakes he was making during his violin study. Also, she claimed that even though it was her husband that primarily attended Mark's private violin lessons, the videos helped her to know how to guide Mark's violin study at home and to promote his progress in violin by looking up what the next steps are in order to move forward. However, she admitted that she does not encourage Mark to watch the videos even though he likes them because her time was limited. When she could study with Mark, she focused more on his violin playing than on watching the videos. Also, the videos that Kate most prompted him to watch were related to what they were studying in their current violin lesson. Finally, it is worth pointing out that watching them on T.V was more interesting for Mark and easier to access compared to mobile phones and computers.

STEVEN

The videos as studying tool:

According to Steven, the videos constituted a helpful tool for violin study, which both himself and his wife embraced and supported greatly.

“My wife and I always keep it in mind as a tool that is very helpful, so we were and we will continue to make the same effort to have the kid watch them, she also likes to watch them to help herself”.

The main reason Steven considered the videos helpful was, through them, he could remember what he and his daughter, Rachel, had done in their private lesson with their teacher, so that he could foster Rachel's progress.

“They certainly helped us because it was a way to remember what we have done during the lessons. We have access wherever and whenever we want so that we do the exercises with the kid and do things and probably progress in the development of her skills”.

It was evident that both Steven and his wife emphasized the usefulness of the videos for themselves as parents compared to their daughter.

“The analysis helps parents because they give advice on the position of the finger, how to lift it up, how to do it. This certainly helps mostly the parent”.

More specifically, Steven mentioned that the structure of the videos was an element that enhanced video's effectiveness.

“The whole project, the way it was set, the way you present them, the way you explain them. 1000%. It is helpful for us adults to watch and remember things”.

Another reason why videos assisted violin studying is related to the other parent -Steven's wife- who could support Rachel's study of the violin even if she was not present in the private lessons.

“She also watched them...even though she doesn't escort the kid to the lessons, she takes part actively in the study at home”.

“Nevertheless, if it is not part of the method, it should become...because I think it is very important what it offers and what it does... to become part of this whole project. It is also helping the moms who don't come to the lesson. It really helps the second parent that is not escorting the kid. It is very helpful”.

He argued that if Rachel could benefit more if she watched them more frequently.

“I think that if she watched them more it would be better for her.”

Videos & Motivations:

Child's and parent's motivations to use the videos

According to Steven, Rachel chose to watch the videos mostly because of her parents' reminders and not because she was motivated to ask for them.

“Unfortunately, I believe it is 80% a result of our reminder, instigated by the parents; “Come to watch a video. Your teacher uploaded new videos.” Something like that. I have the impression that if we don't tell her, if we don't remind her, if we don't instigate this, she may not watch videos at all between the lessons”.

Additionally, he mentioned that teacher's reminder to watch the videos was more effective for the kids than his own reminders, since he had already begun to incorporate them in their daily schedule. As he mentioned, there were also times that Rachel reminded her parents to watch the videos as well.

“The teacher said not to forget to watch that video”.

Steven explained that both he and his wife were really supportive and encouraged Rachel to watch the videos regularly since they believed that it would be helpful for her.

“Night and day. I would even whisper it in her ears while she is asleep”

Specifically, he gave examples of the ways they used to keep Rachel's interest in watching more than one video.

“When R starts putting the first and then a second video, then we also get involved to keep her interested in watching more videos so that she doesn't watch only one. “I watched one video, we are done, leave me alone”. When she puts the first or maybe second video, then we also interfere “Look! Let's watch this one also. We haven't watched it yet.” Or “Let's watch the above videos to remember what we have done with our teacher back then”.

In addition, when Rachel watched the videos, she was the one who finally chose which video to watch and she seemed to enjoy it.

“While watching, her interest grows more. She doesn't watch it because she is pushed to do it and she must watch it. She likes it. For example, today before going to the lesson, she remembered that she wanted to watch “the monkey” one again which she really likes.”

“She certainly doesn't put on a video alone. Nevertheless, when we motivate her to watch a video, “come, your teacher has uploaded new videos”, the final choice of what she is going to watch is hers”.

It is worth noting that with regards to other videos, irrelevant of violin, Rachel had the opportunity to watch them on TV compared to the violin videos which were not easily accessible by Rachel.

“Rachel can't access her dad's e-mail in Yahoo, find it among the received mail that is archived, find the link and press it to access YouTube. Nevertheless, she knows how to access YouTube on mom's mobile phone. She knows the icon, she enters YouTube and she watches educational, interactive, songs. The only way to access your project is only through the e-mail you sent us and the link that was in this mail. So, she cannot press the link that is in the e-mail to reach YouTube by herself.”

Steven emphasized on the practical issues of video accessibility and indicated that it influenced the whole procedure of watching videos.

“...if this could be practically solved some way, without, of course, exposing your work to more people on YouTube, and there is a practical way...I am sure that this would be very helpful to turn on the TV, enter YouTube and watch them a lot faster and on a big screen a lot easier”.

Also, according to his accounts, Steven did not have much free time to spend on studying the violin and videos, in particular.

“...the time I am available at home is limited for watching the videos and practicing with the kid.”

Finally, the videos’ structure was also mentioned by Steven who characterized them “attractive” and admitted that some of the backgrounds excited him more than Rachel.

“The way the background is made in each video is very original”.

“Today we watched one of the videos. I don’t remember the exact content... The moment I watched it with Rachel this thing with the planets excited us. It was very nice”.

The videos as motivational tool for study

Even though Rachel did not take the initiative to ask for the videos on her own, both Steven and his wife supported that videos were a motivational tool for Rachel’s violin study because they prompted her to start playing.

“At least for my kid, the video was the motive to start the process of taking the violin and doing our exercises”.

“It motivates the kids at home between the lessons to be in the mood to practice, to work on it”.

The videos as communicative tool

According to Steven, Rachel was “subconsciously” motivated by the teacher’s prompts on the videos to show what she knew about the violin, to her friends or family.

“It motivates her to show to mom and dad or her cousins that visit her at home to play... For example, today R had the idea to take the violin one day at school and show the kids “the song of the violin” and “the song of the bow” and explain the parts of the violin and the bow and, if she is not embarrassed, play “The song of Sol”. She thought of that herself. I think that this comes from what you say in your videos all the time; “show it to your grandpa”, “show it to your grandma” or “show the song to your grandparents, mom so that they can sing along when you play the violin”. She gets in the mood to show to others what she has learned.”

Nevertheless, Steven mentions that this is something Rachel would have done either way since she likes to “show off what she has achieved in general, not only in the violin”.

“I’ll try to be more concrete, not to confuse your research’s results. 80% I believe that the kid would do it either way. To be fairer; 70% I think she would do it either

way. 30% I think that the constant motivation by your videos, what you mention in your videos, helped all of this”.

Steven also stated that he used the same phrase that the teacher said in the end of each video “*And remember, practice makes perfect*” in order to remind his daughter that she will achieve progress through practice.

“We also point out a lot what you say at the end of each lesson “don’t forget that practice makes better”.

“You say that once in the video and then we repeat it 5-10 times”.

Conclusion:

According to Steven’s accounts, the videos constituted a helpful tool, for both himself and his wife who did not participate in the private violin lessons as they helped them to remember the right way to guide Rachel’s violin study at home and to promote her progress in violin. Also, according to Steven, the videos motivated her to start playing the violin and to demonstrate what she has learned to other people. However, it seems that Rachel mostly watched the videos because of her parent’s constant encouragement and reminders and not because she was internally motivated to do so. Steven mentioned some drawbacks that videos have such as their long duration and the difficulty to access them through her mother’s mobile phone. Finally, when Rachel watched the videos, she picked the ones that she liked best and she seemed to enjoy them.

TANIA

The videos as studying tool

According to Tania, every time that Kyra was watching the videos she was trying to mimic her teacher, although she didn’t want her mother to get involved in her studying.

“When she was watching the videos, she was trying by herself mostly to do things without including me so much in this”.

Regarding Tania’s perspective, it was evident that she considered the videos a helpful studying tool. She verified that she didn’t use to watch the videos on her own, however she wished to do so because it was her belief that by watching them, she could “*follow the lesson better*”.

“I have already started trying it lately. I have started spending more time myself. I said to myself that I have to watch the videos by myself”.

Tania also mentioned that videos helped her mostly to remember what the teacher showed them during the lesson, since she does not know how to play the violin on her own.

“I didn’t have any relationship with the violin before. So even when I hold it in my hands it seems like something very new.”.

It is worth noting that Tania emphasized that videos constituted a helpful tool mostly for herself compared to her daughter. In fact, she supported that she was not sure if Kyra felt that she needed them since “strangely”, as she mentioned, Kyra remembered most of the details from her lesson even if she didn’t practice regularly at home.

“To my surprise, during the lessons, she remembered a lot of things despite the fact that we didn’t watch the videos or didn’t study so much. Things that I didn’t remember when you showed them to us; the way you hold the bow, etc. This surprised me.”

Videos & Motivations

Child’s and parent’s motivations to use the videos

According to Tania, Kyra was mostly motivated to watch the videos when they were first uploaded, although gradually she preferred to study the violin without using the videos.

“The truth is that she didn’t ask for it herself. In the beginning, she wanted to see them more often. Lately, when I took the initiative without her asking for it, she said she didn’t want to watch them”.

On her effort to explain Kyra’s attitude, Tania assumed that Kyra may have felt that she did not need to see all the videos because she had watched some of them many times and she “understood that the rest would be similar”.

In addition, Tania mentioned that she did not encourage her daughter to watch the videos as much as she wanted to because of the lack of time. However, when she did, she never insisted if Kyra didn’t want to. As a result, they watched the videos only when Kyra wanted to.

“Maybe it is my qualm due to lack of time the past two months, I didn’t motivate her myself so much. And during the evening, we always had some activities to do, so we did not have so much time to spend on the violin”.

“We watched them as much as we wanted to, as often as she searched for them”.

“The truth is that I, generally, I didn’t push her. “

The videos as motivational tool for study

Even though Tania admits that both she and her daughter did not watch the videos regularly, she argued that the videos supported them psychologically with respect to violin study. Specifically, she mentioned that videos made them feel safe because they could refer to them when she could not remember how to study the violin in a proper way.

“Even the fact that there was a video, despite the fact that we didn’t open it but there was somewhere besides the lesson and the teacher is somewhere where we can see her; this was helpful for both of us”.

“Personally, I found it very clever watching you, our teacher, showing the same things you do in the lesson and some more. Knowing that it is there and we can refer to it at any moment”.

Although Kyra did not generally ask for the videos, it was Tania’s belief that the videos fostered their studying motivation. Also, according to Tania, the fact that the videos were available on YouTube was an excuse for them to watch them since children are familiar with this website.

“It is a motive to study because either way most children are familiar with YouTube, and our children as well, so it helps them and I also find an excuse instead of watching anything else, we watch your videos”.

In addition, she claimed that there were times that videos motivated Kyra to study the violin even if they didn’t watch them.

“There were some times when Kyra said to me that “I’ll show it to you. I remember it.” Because I told her to open the video and watch how M does it. “I remember it. I’ll show you.” So even mentioning the videos was a very good motive”.

Conclusion:

Tania considered the videos a helpful tool that supported her psychologically because she does not know how to play the violin and felt that she could refer to them when she wanted to remember how to do some things and guide Kyra’s study in a right way. Tania also supported that videos fostered Kyra’s motivation to study the violin. Regarding Kyra’s attitude towards the videos, it seems that she was interested in watching them at the beginning but she soon lost her interest. Tania explained that Kyra might felt that she did not need them since she “strangely” remembered most of the details from her lesson. Additionally, Tania claimed that

because of her limited time, she did not encourage Kyra to watch the videos as much as she wanted to and she did not want to push her daughter to do something that she did not want to. Finally, when Kyra decided to watch the videos, she always picked the first ones which were at the lower level.

Emily

The videos as studying tool

Emily stated that sometimes, when Lina watched the videos, she tried to copy her teacher and to follow her guidelines while she was also experimenting with her own sounds on the violin and made comments on what she was watching.

“She was observing how you stand and what you do, like “now she is taking the bow, now she moves it like this”, I mean she was getting into watching a violin lesson instead of only watching a nice video”.

Additionally, according to Emily, when Lina watched the videos she insisted on repeating the same videos again and again instead of watching new ones.

“She prefers to see one video five times not see five different videos. Every time we were watching the videos we started from the beginning. To be welcomed. We cannot do it another way”.

Emily assumed that probably there would be a difference in her daughter’s reactions toward the videos and her studying in general in the next year because Lina is going to be more mature and able to understand better how things work with her progress in her activities.

“I don’t know maybe the age is different, maybe next year I would be telling you something completely different for Lina, I don’t know.

“I saw a great difference in her activities in comparison with last year. There is a change in the way she manages her time. She will understand what I told you before, that she needs to put in effort”.

Regarding Emily’s perspective on videos, she stated that videos comprised a useful tool which were mostly directed towards parents who did not know much about music, and not as much for the children. Specifically, during her interview Emily, she emphasized:

“I don’t know if your objective was to help the children. I believe that it is very helpful for the parents”.

There are many reasons why Emily felt that videos helped her with her child’s violin activity. The first reason she referred to was her limited music knowledge.

“The videos helped me, as well as Emily, to gain a relationship, even if rudimentary with the violin, something that I didn’t have because I don’t have any special connections with music”.

In addition, Emily advocated that she watched the videos even without her child, in order to better understand their content and be able to help her child when she plays the violin by guiding her in a proper way.

“I watched them two or three times in order to get a better understanding of it...I watch the videos when Lina is absent, because I know, I mean I want to see so I can help her even for the few minutes of enrollment by saying something right or giving her an important remark and I know that if I put them on, she might carry me away to a different activity. I mean that I watch them also, only for personal use”.

It is also notable that the videos helped Emily further appreciate and love her daughter’s violin progress.

“It is very useful also for the parents, and very encouraging not just to teach L but also to gain some simple knowledge and understand, if not teach, what L does, and appreciate it more. When I say appreciate, I don’t mean that I will say “bravo” to her but that I will understand and love it”.

Videos & Motivations

Child’s and parent’s motivations to use the videos

Emily expressed her admiration towards the videos and the way they were made and emphasized that she enjoyed watching them more than Lina. Even though she encouraged her daughter to watch them, she mentioned that she usually did not. Emily found it difficult to explain this attitude.

“Here is the contrast I was telling you about. I find them very amusing and very functional and she (Lina) reacted in a positive way towards them when she watched them”.

“I tell her: “Lina Ms. Maria sent us new videos which are incredible! with the bow like that etc. She said “Not now, mom. I’m doing something else.” But I enjoy the videos at least. But I do encourage her. Yes”.

“If it was more simplistic and draftier, I would still use it but not with the same pleasure and joy because it causes me joy for real”.

In her endeavor to justify her daughter's attitude towards the videos, she mentioned that Lina may have felt that she did not need something extra for her studying compared to her mother who felt insecure and needed the videos at home. Another reason why Lina did not use the videos, according to Emily, might be related to the disappointment that her daughter felt when she could not achieve immediate results while studying. Specifically, Lina tried to imitate her teacher on the videos and complained to her mother that she could not play as good as her teacher.

"She loses the will to try because she wants more immediate results".

"She made a big deal that she can't play "Little Helen" like you do".

"She always uses arguments to say everything. She says "Oh mum, in the "Little Helen" video where we only did the "La pause", I don't play like Maria" laughing and I tell her "Yes, my child Maria has so many talents" and she says "I don't play like this, it doesn't sound like this." These kinds of remarks".

Their limited time was also another factor that Emily pointed out as a reason why they did not use the videos often. According to Emily, when they began their studying at home, they did not have time to watch the videos because the entire procedure lasts a few minutes.

In addition, Emily admitted that she did not want to push her daughter to do something against her will, a practice that according to Emily, is also followed in Lina's Montessori school. As a result, the few times that Lina watched the videos, it was because she wanted to.

"If she doesn't want them, no way. ...From the very few times that she has watched them, five or six times in total, they were all times that she wanted them, "Let's see the violin videos!"

"My father told her to play something with the violin. She told him "Later, grandpa." She was in an internal turmoil. Everyone in the family was. So, we wouldn't do anything. How can I explain it to you? It is not because of the violin or the videos".

However, Emily is concerned about whether the fact that she did not push her daughter in fear that she would develop a negative attitude towards them, might have affected the confined use of the videos.

"The fact that we don't force her to do anything might be the reason why she watches them only once a week because maybe she mentions them more times but like I said, since she has so many things, she might end up watching them and sometimes not. I believe that if I was a little more forcing and encouraging towards watching them more often, maybe she would be watching them more... And in the fear of pressing her and then making her fed up with the videos and the violin altogether, in a way;

otherwise I wouldn't mind. In the fear of this, I don't press her at all and leave her completely free".

"...usually, she only spends a few minutes on the violin, I mean, you don't even have enough time to get into the "let's play the video now". When we agree to spend some time on the violin, she takes it and does something that only lasts a few minutes..."

Emily also claimed that she found it helpful that the researcher reminded them to watch the videos during their individual lessons in order to use it at home. In a way, the encouragement from the teacher seemed to support the parents' words about using the videos to study and practice at home.

"I believe that it was helpful that you reminded us because you know children develop a different relationship compared to their parents".

"In that way, she felt that that the teacher supported her endeavor to include them in their study at home."

"Yes, yes because in a way it was like we were allied in a nice way. The way that your urging would support my advice and encouragement at home".

The videos as communicative tool

Emily mentioned that she and her husband had discussed the videos and that when they were watching them together with their daughter. They had also conversations on finding similar activities that they did in their private violin lessons with their teacher.

"of course, after we were also watching the videos and we said "oh here we did this and also did that.

The videos as means of entertainment

According to Emily, Lina approached videos as an entertaining tool as well, since she did not have the opportunity to watch other kinds of cartoons during the weekdays.

"Look, the videos for us play this specific role. They are our contact with a screen and let's say animation because during the week, we don't have any contact, we don't even have a television at home, nothing...So I see that the videos are a way out towards that side also...To see something is a form of amusement through the daily routine"

"She is watching them like a kids' television program."

"She is watching the scenery, a playground, a forest. She makes stories out of them. She is listening to you as a storyteller. There is no interaction."

Time spent in violin generally

Apart from the videos, Emily referred to the limited time that she and her daughter devote to studying the violin is due to the family's and Lina's, in particular, busy schedule and the many activities that Lina is enrolled in.

"...one reason is the very busy schedule of the children of this age... My child has a different activity every afternoon, she can't have one hour of theatre games and any energy left to practice violin after."

"I didn't think about the violin these 20 days. Lina had with her during the holidays and she may have studied without my attention".

Conclusion:

Emily considered the videos a very helpful tool because, as she claimed, she did not have any musical knowledge and the videos helped her feel more confident in guiding Lina's violin study at home. Videos also helped her husband because as she mentioned, he was also involved in violin studying. Apart from the parents, Emily believed that her daughter would also benefit a lot by watching the videos and she was regularly encouraged her to watch them. However, Lina only showed an interest towards the videos in the beginning and after a while, she refused to watch them. As Emily stated, Lina watched the videos just a few times and when she did, she tried to follow her teacher's guidelines. In her effort to explain Lina's attitude, Emily referred to many reasons like Lina's age, her tight schedule, the fact that she was not pushing her in this particular activity, etc. Finally, Emily claimed that she watched the videos on her own in order to be better prepared when she would study the violin with Lina.

EMMA

The videos as studying tool

Emma points out that the videos helped her to remember how to guide her daughter's violin study in a right way. She mostly emphasized that videos assisted her on technical issues of the violin such as how to hold the bow, where to put the fingers etc.

"It helps me a lot because I know exactly what to do...To have a sense of direction, to start, how to hold the bow correctly. Otherwise, I may not remember the steps. But I

have the video to give me directions on how to show the child what she has to do. How to hold her fingers.”

In addition, she supported that the fact that she does not have any prior musical knowledge and therefore, this makes it necessary for her to have guidelines for studying violin. In fact, she mentioned that in case she did not have the videos as a model, she would take the initiative to look on her own for other supportive sources such as YouTube videos on violin, tutorials, etc.

“It wouldn’t be so easy if I didn’t have them. I would search for anything on YouTube concerning the violin. I don’t know how to play, I don’t know the notes, I don’t know the chords. I wouldn’t know exactly. I would try to figure out how to hold the bow, I wouldn’t have a manual. Now, I have this live manual and I can get involved in the same way as during the lesson. There is no difference.”

She also claimed that it was imperative for her to have such a model, thus she would use them even if they were made differently, without all the images and the colorful backgrounds in them. Also, even if the teacher did not remind her to watch them, she would have watched them in any case because she wanted to help her daughter and understand what she had to do.

“I would watch them either way...To remember how to hold it and what to do.”

“I would watch them either way in order to do what I have to do with Anna”

Furthermore, Emma’s need to have a model was clear, however, she claimed that some parts of the videos confused both her and Anna. Specifically, she mentioned that teacher’s position on the videos confused them since, the violin and bow holding were viewed from the reverse point of view.

“The times we did that she got confused “No it is from the other side”. This face to face is confusing.”

Moreover, apart from herself, Emma claimed that videos were helpful for her husband as well because he didn’t participate in the individual violin lessons of his daughter and consequently, he did not know about technical issues of the violin either.

“Certainly, it helps him because he wasn’t in any of the lessons to observe how we hold it and what we do. So, this is like a recipe for anyone who has never watched that, to follow some steps.”

Regarding Anna’s attitude toward the videos, it was evident from Emily’s accounts that when Anna watched the videos, she preferred to just watch them and not to take an active role and study the violin along with them.

“If there is a new one, she comes to watch it but she won’t get the violin and the bow to play. She watches it and she leaves”.

“When there is a new video, she will watch it once but she will not take the violin and play with it”.

Videos & Motivations:

Child’s and parent’s motivations to use the videos

It is clear from the mother’s perspective that Anna did not have an internal motivation to watch the videos but she was curious to discover each new video that was uploaded.

“But she didn’t ask herself to watch a video every day...She opened the violin when there were the new videos... She doesn’t have an internal motivation.

Emma explained that when she turned on the computer in order to watch the violin videos with Anna, her daughter expressed her preference to watch irrelevant videos instead.

“her mind goes to sketching, - I better watch something about sketching since I turned on the computer, and not the violin and M-. ”

In an attempt to justify the child’s behavior, the mother supported that the problem was that Anna had yet to experience doing homework, since she is preschool aged and she did not really grasp the idea of doing some more studying at home, instead of playing.

“On the other hand, since she is at the pre-school age, this is the only thing she does that needs studying at home.

“she doesn’t have any homework or studying at home, this is a first sample. She realizes that it is something she has to do but “yes, later, tomorrow, now I’m tired, now I want to do this, now I’m hungry”. It is the last thing and basically, she tries to do it the next day and the next day until we get back to the private or the group lesson and she simply has never studied.”

It is also clear that Anna was not generally pushed to watch the violin videos without her will.

“I cannot force her to do it and I don’t want to”

“I reached the conclusion that she just needs her time. I cannot push it.”

Furthermore, among all the videos, the one that seemed to capture Anna’s interest the most was that of the “imaginary violin”. Emma explained that Anna was lured by the apple her teacher used in the video since, it was a familiar object for Anna.

“The one with the apple, mom” she won’t ask anything else... Because there is something more than the violin and the bow...this is the one she regularly asks... It

includes an extra element. If there was something more she would ask that video also. Probably she finds the fact that she is not alone with the violin, the bow and the mat interesting”

Finally, although Emily admitted that Anna didn’t ask for the videos, she stated that their structure and the way they were made generally, was very attractive for her other little son and they could be attractive for all children in general.

“For my little son, it is like watching animation. He is enjoying it and he is also singing. It has an impact on children and on us, certainly. They are more pleasant. With my little son, this is a serious proof about how much impact they have. I think that it is very attractive for the children.

The videos as motivational tool for study

Despite the fact that videos were not always present in their violin studying, it became clear that they played a small part regarding the motivation of Anna to study the violin.

“The videos are not always there but it is a motivation for us. “Do you want to watch?”, “Do you want to put on the violin? These two things didn’t always happen simultaneously.”

The videos as communicative tool

It is worth mentioning that Emma did not believe that the videos really had an impact between her and her daughter’s communication and supported that the videos were solely for violin guidance.

“I don’t know. I think that the communication between a parent and the child is irrelevant to the videos. I don’t think that videos can have an impact on that. I believe that you take what you give. It helped me as guidance. I don’t think that is has anything to do with the child.

“I don’t believe that it can have any result concerning the communication”.

However, it was evident that videos prompted Anna to make comments and ask questions.

“Anna observes every detail. She has questions like “How is she on the clouds?”

Conclusion

Emma stated that videos were very useful both for herself and for her husband, who did not participate in the private violin lessons. She explained that they do not have musical knowledge and thus, videos helped them to understand all the technical issues and guide

Anna's violin study in a right way. Regarding Anna's attitude, it is clear that Anna did not have internal motivation to watch the videos and when she did, she preferred to just watch each new video that was uploaded and to make comments on them. Emma assumed that Anna may did not want to watch them because she considered them homework that she was not used to doing these activities. Also, Anna was confused by some parts of the videos and Emma did not want to push her to watch them without her will. Finally, it seems that videos did not motivate Anna to study the violin in a big scale.

GRACE

The videos as studying tool

Grace stated that the videos were very helpful because they were a way to understand how she could help her child and which important details she should focus on.

"The videos really helped because I could understand a lot of things that I could explain to the child. I do not think that the kid could understand as easily when watching them but I could, so I could also show the child and insist on some details."

Grace also added that it would not be that easy for Zina to study the violin without using the videos since they helped them remember some things they did in the class. Also, the videos are a way to just move on to the next step. She explained that even if the teacher did not remind them to use the videos, they would have used them in any case.

"We watched them because we knew that we needed to move to the next step and then in order to remember something. It was not because you reminded us. You told us once that "You can see the videos" but I think that we would watch them even if you did not remind us."

"I think that if it was just me and not for the videos with your presence and with all the things we could remember from the lessons, it would not be that easy for her to play."

Grace made it clear that videos were very supportive and that they did not study without using them. Also, she addressed that they used them solely as a means to practice and they did not watch them without the violin being present.

"What we do with Zina is say "Let's see a video and practice on the violin".

"We never just watched the videos...I mean that we never watched the videos without the violin. When watching the videos, we always had the violin in order to practice."

“Yes, we watched the videos in order to practice and not in order to just watch. We do not like just watching.”

“We watch them 2-3 times a week because that is the frequency we study. It is very rare for us to study every day.”

“...we watch them when playing the violin.”

Regarding the father, his participation in the violin studying was only related to the videos, since he was not attending his daughter's violin lessons. Even though he faced a language problem, since his origins are from Germany, he did watch the videos and made positive comments towards them.

“He is not really involved in that. The only time he did was because of the videos.”

“Despite the fact that he doesn't speak Greek, he told me it is very nice. He was very impressed even though at first he said “Violin? Are you crazy? Our ears are going to hurt... he panicked. But when he watched the videos, he told me “Really nice work, I could never imagine that”. He also mentioned that to his mother and friends in Germany.”

It is also interesting to see that despite the father's cautiousness towards the videos and his disbelief that someone could learn how to use the violin through videos, he did end up learning a few things.

“Yes, he could not imagine that this could happen. He could not believe it and said “Can something like that happen?”

“About the videos. That somebody can learn to play the violin through them...he watched the videos and he was able to understand a lot of things about the violin.”

Grace was very satisfied with the videos and she even started second guessing the reasons for also attending the individual lessons.

“It (the video project) is very positive and as I have told you before, I cannot understand the reason for coming to the private lessons since there are the videos. The others (the other parents) also laughed. This is my only comment and it is something that really makes me wonder.”

Videos & Motivations

Child's and parent's motivations to use the videos

Grace stated that her daughter didn't watch the videos too much because she considered them a little too slow and sometimes too long.

“No, it was because she did not watch the videos that much. It was too slow for us. The videos were long in duration because you repeated a lot and they were very clear but after some time, she didn’t stay there...”

She also supported that maybe the videos would appeal more to an older child due to the fact that they were too extensive for a young girl like Zina. She proceeded in giving examples from parts of the videos that were a little too long or too repetitive for them.

“I think that an older kid may be able to understand something more quickly and then stop the video. I also think that there were some parts that should not be so extensive.”

“For example, the one with la-pause which starts from something else and then goes to la-pause I think that the first things are not that necessary since half of the video is introductory. The other video with the pear that you put the bow on your shoulder was also too thorough for me. It should be less. I do not know but my kid does not watch them that much. I mostly watch them and then show them to her.”

“I do not know how it could be done but some parts of the videos could be less extensive. There are some parts that refer to previous videos and on how you did things. This is good but if somebody is bored and wants to see something new...”

The mother pointed out that there have been moments when the child was also a little confused, such as whenever the teacher turned their back and while holding the bow, and that was something that made her lose interest and not pay attention.

“When you turn around, Z gets a bit lost. Especially on the first videos when you turned your back and it was like you could not see her.”

“On the first videos that are about the way we hold the bow that you turn around the kid was a bit lost.”

In cases like these, it was difficult for the child to stay focused on the video and wanted to fast forward some parts.

“I mean that she was not paying attention to the videos.”

“It was hard to make her watch at these points. There has been a lot of times that she told me “Skip it, move it forward”.”

Regarding Grace’s motivation to watch the videos and study the violin with Zina, she claimed that they did not have enough time in their daily routine to do everything she would like to do. She would be willing to do much more if she had more time. Also, the lack of time gave them both less space for a happy mood, something that also impacted their studying.

“It also has to do with my mood. When I return home at 7pm, I am not in the mood. I can also see that she is not the mood so I do not want it to get on my nerves.”

Additionally, in terms of video's structure, it seems that the way that they were made did appeal to both of them as was characterized as *“attractive for sure.”* The mother also stated that if there were not so many different backgrounds, she would not be able to separate each video from another.

“No. Apart from that I would not be able to separate them. With their background, it is easy to understand what they refer to. I could not remember what it was about. I was able to remember by the scenery and the background which video it was.”

“It would be boring. The images make it less monotonous. We watch them all the time.”

Grace also pointed out that Zina was keener on the easier videos and she never really expressed any choice of videos and the mother ends up choosing for her. That also happened because even when the child does agree to choose on her own, she would choose the ones that are already done and the mother wanted to encourage her to move forward.

“We watch it because Z does that one really well so it is easy for her and it makes her happy. She prefers the easy one since she does not like to struggle.”

“Yes. She can do them correctly and it is easy for her so she is happy about that.”

“Z never chooses. This is not because I do not let her but because when I ask her “What would you like?” she answers “I do not know” so then I choose one.”

“Sometimes, she answers the ones she can do, like the one with Mr. Sol, but we have to move forward so I tell her that we cannot do that again. That we have to watch something else. Because I do not have the time...”

The videos as motivational tool for study

Grace supported that when the child was more advanced and felt better about her playing, the videos were a better motivator for her to start studying.

“Especially now that she is more advanced and she likes it more since she is better at some things. In general, I think it helped motivate her to play the violin at home.”

The videos as communicative tool

According to Grace, both she and Zina made some comments while they were watching the videos.

“The only thing she said was “Oh, Ms. Maria is ...” or “Look at the snow falling” to the one with the snowboard. These are not comments.”

“We put the video and I show or tell her “Look how she does it here or there”.

Conclusion:

Grace considered the videos a very helpful tool that helped her understand how to guide and support her child’s violin study in a right way. However, she claimed that Zina did not watch some of them regularly. More particularly, she explained that the videos were too extensive for her daughter’s age. Also, Zina lost her interest when she became confused by the way that the teacher was standing on the videos. Finally, she supported that videos motivated Zina to study the violin specially when she felt that was more advanced and consequently, more confident about her playing.

5.2 Summing up Interview findings

Content analysis of the interviews provided by parents in the sample showed some common emerging themes. Firstly, ten out of eleven parents stated, in several ways, that videos constituted a helpful tool for violin practice. Parents emphasized that videos mostly helped themselves to remember the basic elements of their child’s private violin lessons in order to guide them in their home practice. Some of these elements pertained to the fact that videos provided a model for the right technique, the right body posture and the right sound in violin playing. Six parents (Dona, Mary, Macy, Tania, Emily, Emma) emphasized the significance of such help provided by the videos for those who did not have any prior experience in playing the violin.

It is interesting to note that this was also stated by parents who actually had previous music education (Dona, Kate). Only one parent - Erin – who also had previous music education at the university level, supported that videos did not constitute a useful tool for her daughter’s violin study, as her daughter was more advanced compared to what the videos could offer her, while, she also claimed that she remembered all the advice offered by Iris’s teacher during her lessons. Finally, she claimed that she preferred to play music with her daughter rather than watch the videos. What Erin thought of the videos and the help that they provided, is however, apparently affected by the fact, that she, herself, was a musician and knew how to help her child in her home practice. Erin, however, is not the typical mother of a beginner enrolled in an instrumental music program. It is rare to find parents who not only

know music, but also be in the mood and the time to be as attentive and musically caring, or play music with their children.

Another reason why videos were considered useful by parents (Dona, Macy, Steven, Kate, Grace, Emma, Emily) was that they could also be used by the other parent who could not be present at the child's private violin lessons, thus giving them the opportunity to become involved and assist their child's practice, even though they did not attend the lessons and did not know what was taught. As a matter of fact, Kate stated that she is the one that is responsible for her son's violin study at home and because of her tight schedule, most of the times she was not able to attend the private violin lessons. Thus, videos were really useful for her in order to follow what Mark was taught at his private violin lessons and guide him in the right way. Also, three parents (Kate, Steven and Grace) claimed that videos gave them the opportunity to know how to move to the next step and, as a result, to promote their child's violin progress.

It is interesting to note that two parents (Paloma and Tom) stated that videos were not only useful for themselves, but also for their child because they provided the correct model that showed them how to practice in the right way. Additionally, it was evident that videos supported some parents (Macy and Tina) physiologically and helped them feel more confident and relaxed about violin study. According to Macy, videos also helped Diego to stay more focused during his violin study since they seemed to capture his attention.

Finally, many parents (Paloma, Tom, Iris, Macy, Steven, Tania, Grace, Emma) claimed that videos were also useful because they helped them to motivate their child to start his/her violin study. More specifically, even though videos were not always present in their children's practice, they affected children's motivation for practice because they became a point of reference during or before their practice. As a matter of fact, most of the parents mentioned that even when they did not watch the videos, they discussed them with their children, while other parents (Macy, Grace) claimed that violin study always started with the videos since they created a better atmosphere for violin study.

Additionally, some parents (Emma, Lina, Dona and Grace) explained that their children made comments about video's contents, teacher's presence, backgrounds, activities or materials that were familiar to them. It is also interesting that three parents (Steven, Dona and Macy) claimed that videos prompted their children to demonstrate what they already knew to some friends or family members, by taking ideas from teacher's demonstration and mimicking her in their own presentations.

Regarding children's motivation to watch the videos, it became clear that most children (Iris, Diego, Rachel, Kyra, Lina, Zina, Naomi) did not ask to watch the videos by themselves but they did watch them only after their parent's or teacher's prompt to do so. More particularly, according to some parents (Dona, Paloma and Kate) when their children watched the videos, they seemed to enjoy it. On the other hand, five parents (Macy, Emily, Tania, Emma and Steven) claimed that their children were only interested in watching every new video that the teacher would upload on YouTube. However, videos did not manage to capture their child's interest for a long time and their children refused to watch the old ones despite their parent's encouragement. It is interesting to note that it was only Dona who stated that her son Tom asked to watch them.

However, there were parents who admitted that they did not encourage their child to watch the videos regularly for many different reasons. More specifically, Kate stated that she did not spend much time with Mark and when she did, she preferred to focus on violin study and not on watching the videos. Tania also gave a similar explanation since she stated that she did not spend much time with Kyra and when they studied the violin together, she did not want to push her to watch the videos if she did not want to. On the other hand, Mary stated that her daughter's negative attitude towards the videos in combination with her limited time were reasons why she ignored videos existence. Erin also stated that she did not encourage her daughter to watch the videos regularly since, she believed that Iris was in a more advanced level than them and she could not benefit from them more she could from her mother's musical knowledge. Finally, some parents (Macy, Grace, Paloma, Magi) supported that they did not manage to incorporate violin study and video watching in their daily schedule since they had set other priorities in their lives.

Additionally, both parents' and children's lack of time seemed to also affect their motivation to watch the violin video lessons. In fact, three parents (Mary, Paloma and Steven) stated that the limited time that both they and their children have prohibited them to get the ultimate benefit that videos can offer them. It cannot also be ignored that three parents (Tania, Lina, Emma) stated that they did not put any pressure on their kids to watch the videos because they believed that this had to be the child's choice. It is also evident that most parents (Paloma, Tom, Erin, Mary, Macy, Tania, Paloma, Kate) stated that they watched the videos only with their child, while Emily was the only one who admitted that she also watched them alone to be better prepared to help her daughter with her violin study.

In their effort to explain their child's negative attitude towards the videos, parents gave many different explanations. Some of them assumed that their children did not feel that

they needed to watch the videos because they could remember everything they were taught in their private lessons or they might felt disappointed because they could not play the violin as well as their teacher did on the videos. Also, three parents (Emily, Emma, Grace) assumed that their child is very young and they might be more interested in watching the videos when they become more mature and were better able to immediately see the results of their studying. Additionally, some other reasons pertained to the fact that video watching was considered a time-consuming procedure that took a lot of effort (Magi), and a good mood that they did not always have (Grace).

In terms of video structure, three parents (Macy, Emma and Grace) explained that it was confusing for children to follow the teacher demonstration when she turned around to show a different aspect of her playing or her posture. As a result, when that happened, those children lost their interest and stopped watching the videos. Another drawback that four parents (Macy and Grace, Steven, Tania) referred to was the long duration and the fact that the videos were too extensive. In fact, some parents (Paloma, Grace) admitted that they skipped the first parts of the videos and they watched only the last minutes. More particularly, Paloma explained that videos were over descriptive and her daughter - Naomi, who was more advanced than other children of the program, skipped the first minutes of the teacher talking, in order to watch later parts of the video where the teacher played the violin.

Four parents (Paloma, Kate, Steven and Erin) also referred to some other practical difficulties regarding watching the videos. More particularly, according to their accounts, the only way to access the videos was through the link that the teacher/researcher sent them through email. Consequently, their children could not access them on their own and always needed an adult to help them with this procedure. More particularly, both Paloma and Erin stated that children could only watch the videos through their mobile phones and Kate claimed that Mark was more interested in studying the violin when his father managed to access the videos through their T.V. Finally, Steven supported that it would also be easier for them to watch the videos through their T.V but they did not manage to make that happen. It is worth pointing out that according to parental accounts, their children seemed to use a different device to watch other videos - such as their favorite T.V program - which were easier for them to access.

Regarding children's attitude while watching the videos, it was found that some children like Naomi, Kyra, Lina and Zina were trying to play the violin along with the teacher in the video, while others like Tom, Iris, Mary, Macy, Mark and were mostly observers. As a matter of fact, some children like Kyra who did not have the violin by their side asked for her

mother to bring it to her in order to play along with the videos while others, like Tom, preferred to just watch the videos and study the violin afterwards.

It was also evident that children were used to watching the videos that were close to their level in violin playing. More particularly, Tom, Naomi and Iris who were all registered in the violin program during the same time period, were used to watching the latest and more advanced ones, while other parents like Kate and Macy stated that they chose the videos which were relevant to what their child studied most recently in their private violin lessons. It is also worth pointing out that when some children like Zina and Kyra were asked to choose a video, they always preferred the first ones which were the easiest ones. Also, according to parent's accounts it was evident that some children (Tom and Rachel) were attracted by some elements of the videos like a picture with a monkey cartoon that was used in a particular one as a background while, others like Anna and Mary seemed to like the fact that the teacher used some familiar object like an apple or an exercise which was familiar to them because of the private violin lessons.

Finally, all parents agreed that the way each video was structured was a very attractive element that played a part in their motivation to watch them. They characterized the videos as joyful, well-structured and child-friendly. However, some parents (Magi, Kate, Macy) referred to the close shots and the length of some videos as elements to be improved.

5.3 Open-ended questionnaire questions findings

Although the pre- and post- questionnaire (VUPAC-PRE & VUCAP-POST correspondingly) included both closed and open-ended questions, however the small sample size (11 parents) and the fact that some of them left a number of the closed questions unanswered, led to the thought that quantitative analysis (statistics) on these questions would not be possible. Therefore, only parents' answers to the open-ended questions were considered. As was the case with the interviews, content analysis was applied to their answers to allow for significant themes to emerge, if at all.

Regarding the question of whether the videos were useful for parents, most of the them (nine out of eleven) found them helpful because they could watch and observe them as many times as they wanted, in order to understand some details on technique and be able to

correctly guide their child during his/her violin practice. Emily notably stated that “videos assisted me to be my child’s teacher at home in a more effective way”.

According to four parents’ references, (Dona, Kate, Paloma, Tania), the videos constituted a useful tool for their children as well, as they motivated them to play the violin and imitate their teacher. Erin and Macy supported that the videos constituted a complementary tool, while Macy focused on the fact that videos helped them remember some details of their private lessons. On the other hand, four parents (Magi, Steven, Emily, Emma) stated that videos did not support their children’s violin practice because their children were not interested in watching them. Emma commented that videos did not constitute a useful tool because they provided no interaction between teacher and child.

Regarding children’s motivation to watch the videos, nine parents claimed that their children were not that interested in watching them. More specifically, four out of eleven parents (Tania, Emily, Magi, Steven) stated that the videos did not manage to capture their child’s attention, while Steven mentioned that his daughter Rachel preferred to watch other types of videos. It is worth pointing out that in the pre-test questionnaire, all parents supported that their children enjoyed watching other types of videos like their favorite T.V. program, etc. since they considered them entertaining, interesting and relaxing.

Also, three out of eleven parents (Steven, Grace, Kate) claimed that a significant reason why their children did not watch the videos was due to children’s lack of time, parents not being organized enough, and the fact that they did not incorporate the videos and violin practice into their daily routine (Paloma, Macy). Emma explained that her daughter, Anna, refused to participate generally in anything that requires any effort from her. Only two out of eleven parents (Erin and Dona) stated that their child was watching the videos at a normal frequency, according to them.

Parents seemed to have different reasons that motivated them to watch the videos. Specifically, both Emily and Erin stated that they found them pleasant and enjoyable while Emma was trying to find elements in the videos that would encourage her daughter Anna to get more involved. On the other hand, the main reason why six parents (Tania, Magi, Steven, Grace, Kate) did not watch the videos frequently was due to their lack of time while, Macy claimed that it was due to “incorrect timing and wrong priorities”. Paloma explained that it made more sense for her to watch the videos only along with her daughter, Naomi.

Parents gave some suggestions on the ways the videos could be improved. One of these ideas pertained to video duration. More specifically, according to Steven, it would be better if videos were shorter in duration, while Tania stated that their introduction should be

shorter. Also, some parents claimed that more pictures (Magi), better graphics (Tania), more music (Magi) and music from fairy tales (Macy) could be added for improvement. Finally, two parents (Emily and Tania) suggested that a good idea is to have children participate in the videos as well.

According to four parent's accounts, most of the comments that their children made pertained to video backgrounds and, more specifically, to the pictures that they saw in each of them. Erin's daughter commented that she wanted videos to be more advanced, while little Mary found them 'boring'.

Finally, the elements reported by parents to attract the children's attention were the teacher's pleasant appearance and the visual backgrounds with all the different pictures that were used in the videos. It is also interesting to note that two parents (Dona and Tania) supported that videos' short duration was also something that children seemed to like.

Chapter 6. Conclusions/Discussion

Several conclusions can be reached by comparing parents' answers on the questionnaires and in the interviews. Firstly, it became clear that videos constituted a very useful tool for the parents because they helped them remember the important elements of the private violin lessons and guide their child's practice in the right way. Additionally, parents stated that videos made them feel more confident and less anxious during violin sessions. These comments were consistent with Linklater's study (1997) regarding video technology possibilities that support student's instrument practice. According to his study, video lessons which provide the combination of visual and aural models had led the parents to feel more comfortable when they offer assistance concerning their children's visual/physical performance abilities, and thus they become more effective in guiding their children's home practice.

It is also worth pointing out that videos allowed many parents to become involved in their child's violin study at home despite the fact that they were not always present at his/her violin lessons. More particularly, as there was only one parent who attended his/her child's violin lessons, videos also helped the other parent who did not attend the lessons to understand how they could contribute to their child's study and assist his/her progress. Again, Linklater (1997) has supported that it is important to assist parent – child relationship and

create common interests in order to help them to spend more quality time together. Thus, it seems that videos can be valuable in order to enhance parent – child bond.

Another benefit of the videos, according to some parents, was the fact that they provided the right model for their child (violin sound, etc.), since they demonstrated the correct way to practice the violin. This argument also resonates with Sang's assertions (1987) that teacher modeling has positive effects on student's achievement in beginning instrumental music classes. Also, videos seemed to capture children's attention and to motivate them to study the violin, even for a short period of time. More particularly, parents claimed that their children made comments on the colorful backgrounds, on teacher's presence, etc. and that they were discussing the videos even when videos were not present in their violin study sessions.

However, findings showed that most children refused to watch the videos regularly despite their parent's constant encouragement, while they were interested in watching every new video that the teacher uploaded on YouTube only once. It is worth pointing out that these children were mostly the ones who studied the violin for eight or less months and they also were the youngest in age (4 - 5 year olds). Thus, it became clear that children's length of study of the violin and their age affected how they dealt with the videos. Also, it is interesting to note that according to parent's accounts, their children enjoy watching other types of videos (e.g. Their favorite T.V. shows, etc.). Consequently, it can be claimed that the colorful backgrounds, the pictures and the teacher's pleasant presentation which was positively commented on by all the parents were insufficient in capturing children's attention for a long time and could not be compared with the other types of videos that children enjoy watching.

It seems that instructional videos need to be as 'advanced' in their construction, animation and plot, as the other videos that children watch, to be able to catch their attention and retain it for a longer period of time. It is true that because children are surrounded by such advanced technology in their everyday life, a great effort needs to be placed by educators in order to compete with such level of complexity and fascination. At this point, it is worth pointing out that the researcher of the present study did not do any previous research on what elements of the videos addressed to children are most appealing to them. On the contrary, she made her own decisions based on her personal instinct. However, it seems that this kind of investigation is crucial for someone who is interested in creating videos for such young ages.

It can also be claimed that these videos were more interesting for the children who could actually play a song than for those who were at a lower level. It is therefore of question whether it was the simplicity of the video construction that led children to boredom or

complexity of what was asked in the video to be done by the children that led children to resign from the activity. There is an important question here, especially as the above may be correlated with the child's age or level of music experience in playing the instrument. Further investigation of these questions seems warranted.

Additionally, the present study showed that children who had violin lessons for twelve months in total seemed to adapt a more active role when watching the videos and tried to follow teacher's guidelines and mimic her, while beginners tend to do this to a much less extent and tend to be observers. This finding agrees with prior research findings (Gordon, 1999) which show that at the first stage of music learning, children have the need to observe and listen, to absorb and get enculturated into the sounds. The stage of response and imitation comes when the child feels ready musically and socially. This is also in full agreement with the philosophy of the Suzuki method (Stamou, 2012), which places great significance on the environment and the way it surrounds and consciously or unconsciously affects the child.

In their effort to explain why their children were not interested in the videos, parents made many assumptions. Some parents supported that their children were too young to focus on these videos and they made the case that their children might be more interested in watching them next year when they will be more mature to understand what the videos are about. Others stated that their children avoid participating in anything that requires effort. The long duration of some videos as well as the long introductory details in each one of them, and the level of complexity created by the teacher when she turned around to show violin hold or technique from a different angle, led children lose their interest and stop watching. Finally, some parents claimed that their children were disappointed since they could not play as well as their teacher in the videos and this made them stop trying.

These arguments show that violin videos did not manage to combine an optimal level of complexity, so that children would not be bored and become challenged on the one hand, but not resign from watching because of increased difficulty or level of complexity of the videos on the other hand. Findings of the present study seem to agree with previous research findings (Custodero, 2010) that in order for attention to be retained and flow take place, the level of complexity of the activity needs to match level of the person's skills, which of course is not easy when constructing videos to be used by children of various musical skill level and age.

The role of the parent in providing a model and guiding the child is also highlighted in findings of the present study. More particularly, it was evident that parent's attitudes towards the videos appeared to be different. because some of them admitted that they did not

encourage their child to watch the videos regularly, while others did. More particularly, some parents explained that they did not spend much time with their child and they did not manage to incorporate the videos in their everyday schedule. As a matter of fact, even when parents had time, they admitted that they may were not in the mood to watch the videos since it was a time-consuming procedure. Others supported that they did not consider the videos a tool that could provide something more than they could and that they used them mostly to encourage their child to play the violin or to remind them how to practice in the right way.

Also, it became clear that some parents were affected by their child's attitude towards the videos and did encourage them to watch the videos only if their child expressed their interest towards them, while some parents stated that even though their child had a negative attitude, they kept encouraging them to watch them. Also, most parents stated that they watched the videos only with their child, while some others watched the videos by themselves, in order to be sure that they would be "good teachers at home". As a matter of fact, parents claimed that videos assisted them in moving to the next step and promoting their child's progress.

All of the above arguments demonstrate that the amount of time and the effort that each parent was willing to put in video watching was different. Their attitudes had an impact on the way that both they and their child benefited from the videos. This is in agreement with many research findings that show that parental involvement has an impact on child's learning outcomes. More specifically, in his research Zdzinski (1996) indicated that "parental involvement is related to instrumental music outcomes in all domains and that all grade levels can benefit from increased parental involvement in music" (p.45). Also, according to Zdzinski (1996) "Parents are their children's first teachers. They can help them by providing positive attitudes towards learning and also can influence student achievement" (p.45). This was also supported by Bugeja (2009) who conducted a study with violin students and indicated that parents have an important role to play in the musical education of violin students and that both students and their parents may benefit from proactive parental involvement in musical learning.

Finally, one difficulty that parents faced in watching the videos pertained to the fact that they were only available through the link that the researcher sent them. As a result, children could not access them easily since they needed their parents help. Also, many parents claimed that the only way to use the link in order to watch the videos was to access their emails. As a result, videos were mostly accessible through their mobile phone or their computer. However, many parents supported that it would be easier for children to watch if

they were available through T.V. This is also a factor that needs to be further examined in order to determine which device is better to use for video watching.

It must also be taken into account that when the teacher informed the parents that she created the violin videos and offered them as complimentary material, she encouraged them to use them as they wanted, but she did not give them specific instructions. It was parents that would decide whether and how they would incorporate the videos in their home practice, how much time they would spend on watching them and which ones they would choose to watch. Thus, it can be assumed that the way that the videos were introduced to parents affected the way that they incorporated them in their daily lives and, more particularly, in their violin study. Consequently, it is evident that it was parents who chose whether they would give priority to violin practice, video watching or to other activities that their children had.

To sum up, despite the fact that there were only eleven couples (parent and child) that participated in the study, findings provide enough information and raise several questions that may be investigated in consequent research studies. Therefore, the present study functions well as a pilot study in the subject of using videos to assist instrumental students' daily home practice as well as their parents in guiding it. Methodological choices that will better serve the investigation of the issues raised in the present study are necessary. The written questionnaire with the great number of questions seemed to not work well with parents of young children who rarely have the quiet time to deal with such things. Questionnaires need to be short and easy to complete in a short amount of time. Interviews may work well because they provide time for thinking, rephrasing, clarifying and deepening thought.

It seems then that results of the present study seem to substantiate the fact that modeling through video technology can generally assist children's home practice and parents' guidance, however videos need to be short, interesting, interactive and simple. Teachers who are interested in creating a tool like this for their own students might need a great deal of time in order to learn how to use new programs on the computer and to learn how to work with unfamiliar operating systems (Grehe, 2006 p.50). As a matter of fact, the researcher of the present study needed a great amount of time until she actually learned how to use the iMovie program for editing videos with green screen option, as well as a great amount of time, energy and resources to work on these videos. Teachers need to take into account "the teaching or training purposes, equipment, facilities and financial resources available" (Ige & Lukas, 1995, p.409).

No matter what the difficulties are, it is researcher's belief that creating such a tool which can assist students in their practice is creative and beneficial both for the teacher and

the student. Firstly, the teacher will have created a material that can be used for a long period of time while he/she will be able to improve it based on student's progress and feedback. It cannot be denied that there are ample resources that teachers can use instead of creating their own tools. However, Chris Wild (2010 at Juntunen, Ruismäki & Ruokonen, 2011) "encourages string teachers to create their own teaching materials because the best strategies for teaching might require pieces that are tailor -fitted to their ensembles". (p.9). Moreover, teachers need to use any available source they have no matter how easy or complicated it is in order to assist their students and as Rajan (2014) stated "to engage our "connected" and "plugged – in" students in new, innovative ways..." (p.10).

6.1 Limitations

The design and conduct of the present study had several limitations which need to be noted. The questionnaire given to parents seemed to not work well with a sample of such a small size, a fact that led to analysis of the open-ended questions only. Interviews by phone also proved to be somehow difficult, because some of them end up, after parents' request, being conducted on mobile phones with parents giving the interview in crowded places or in places with bad mobile telephone signal. There were instances when the researcher was struggling to understand parents' responses and asked them many times to repeat some of their statements. Also, phone interviews did not allow the researcher to observe the parents' body language and facial expressions, so as to give more meaning to their statements.

Also, parents' answers may have been affected by the close relationship that they had developed with the researcher who was also the teacher of their children in their private lessons. It is likely that this close relationship may have prevented parents from being more critical in their statements about the videos, in case they felt so. Thus, findings might have been different if the researcher was not the teacher of the children and/or was not the producer of the videos.

It must also be taken into account that the researcher chose to take interviews only from the parents and not from the children. Consequently, results of the present study are based only on parents' accounts and their assumptions concerning their children's opinions and behavior relating to the videos. Analysis of data would have provided stronger indications, if the researcher had chosen to take interviews from the students as well.

As is the case with any research study, all choices made by the researcher in the context of the present study may have affected the results. It will be interesting to see how different the results will be if future researchers create similar types of videos and replace the teacher with a cartoon and/or a person that is not familiar to children. It is also recommended that each video does not exceed the duration of two minutes each, while their style becomes more amusing. The effect of children's age and musical experience on the children's use and opinions about the videos emerge as significant questions. Using interviews with the children as a methodological tool to get data on the subject also seems to be a valuable tool. Employing larger sample sizes to investigate the role of videos as complimentary tools for home practice also seems warranted.

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ANNEXES

VUPAQ - PRE open - ended questions & answers

PRE – TEST

Question 24.

What are the motivations that drive the child to watch videos?

As a video, we consider any material that the child sees by his/her choice, or the parent's choice or any other person's in the house, except of the programs that are displayed on TV. Video, for instance, is considered anything that the child sees from a DVD, USB or the internet (YouTube, movies or cartoons from DVDs, websites etc.)

Dona

He asks for it himself → Because he laughs at it.

It's encouraged by his parents → Because we think it will be interesting to him.

Magi:

She asks for it herself → Because she considers it a type of entertainment.

It's encouraged by her parents → Because they think she will get some positive input.

Tania:

She asks for it herself -> Because she wants to rest, we observe she ask it during days she is in tension or tired.

It's encouraged by her Parents → Due to its educational content (language, foreign language, music).

Erin:

She asks for it herself → Because she is tired of the lessons and the video is relaxing.

Steven:

She asks for it herself → Because she likes it, finds it fun, and can alternate them on Youtube.

Kate:

He asks for it himself → Because he likes it, he spends his time pleasantly.

It is encouraged by his parents → Because it is a calm activity that helps him excite this energy especially in the afternoon hours that everyone is asleep.

Emma:

Asks for it herself -> During the weekends

Grace:

She asks for it herself → Because she is bored, she spends her time and she dances to it.

It is encouraged by his parents → No, we do not encourage it.

Emily:

She asks herself → Because she likes movies (cinema).

It's encouraged by her parents → Because they like movies (cinema).

Macy:

He asks for it himself -> Because he likes it

Paloma:

She asks for it herself → Because it is relaxing/fun after school and before the various obligations.

It is encouraged by his parents → When there is a "topic" to be seen

VUPAQ-POST open - ended questions & answers**POST - TEST****Question 9**

If the child was watching the videos at a frequency that is, in your opinion, low, why is this happening?

Tania:

She does not ask for it herself. Most of the times I put the videos on and she loses interest quickly or refuses to change the videos on the playlist by herself, without focusing on one.

Emily:

She does not want to watch them.

Magi:

It does not attract interest.

Steven:

Lack of time, preference to see other videos and to play.

Grace:

Due to lack of time with the child on a daily basis

Kate:

Due to lack of time at home when I spend time with the child

Emma:

She has a general denial of homework. She wants her time, and she does the same thing at school when something requires an "effort" from her.

Macy:

Lack of scheduling on our part mainly due to everyday life.

Paloma:

It has not been included as a daily habit in the program so we often forget

Question 9b

If the child was watching videos at a frequency that you think is normal or great for what reason it is considered to be happening?

Dona:

It's normal because in a 30' interval, we see 2-3 videos at a time without Tom being tired or bored. After 2-3 videos, he begins to lose his attention.

Question 13

If you as a parent was watching the videos at a frequency that you think is small, why do you think this was happening?

Tania:

Mainly due to lack of time

Magi:

There is not enough free time

Steven:

Lack of time

Grace:

Lack of time at home

Kate:

Limited time

Macy:

Incorrect timing and wrong priorities

Paloma:

Because I feel it makes sense to watch it with the child

Question 14

If you as a parent watch the videos at a frequency that you think is normal or great, what are the reasons for this?

Dona:

It was a normal frequency, because I did not feel the need to see it more but also there was not something that I did not see.

Magi:

Because the child would want us to watch them together.

Emily:

I found it particularly useful and enjoyable.

Emma:

I'm trying to find elements in videos that will encourage her to get more involved.

Erin:

It is pleasant and we comment on them with the children.

Question 27

Put into a circle the degree to which you think such a tool helped in general at home study:

The child

Dona:

Because he was delighted to see his teacher every day and reiterated that he was watching the videos correctly.

Kate:

Because the process implied imitation of the moves he sees on the video without following the instructions.

Paloma:

Because they are cute and motivating to grab the violin and to follow by practicing

Tania:

Because in this way she remembers what the teacher shows and why she finds it fun.

Erin:

Because it helped as a complement to the main study.

Macy:

Because they complement the details they do not keep track off during the lesson.

Magi:

Because she does not want to watch them

Steven:

Because she does not watch them very much (her own answer)

Emily:

Even though they are very stylishly detailed and entertaining, they did not really capture the child's interest (an inexplicable fact for me).

Emma:

Because there is no interaction with the teacher.

Question 27 - parents

Dona:

Because I could observe details with respect to; keeping the book, the right posture of the body the right sound, the right bow positioning etc.

Tania:

Because I understand that repetition helps with the correctness of the movements and thus I find the incentive to work on them together with the child.

Magi:

Because it demonstrates the techniques.

Steven:

Because they act as a revision.

Emily:

Because they give parents the opportunity to internalize the instructions given during the lesson, in order to become teachers for the child.

Kate:

Because I can correct his mistakes and guide his study.

Emma:

Because they have specific instructions to imitate, and memorize how to demonstrate something to the child.

Erin:

Because I'm a musician.

Macy:

Because it was like a form of live rehearsal.

Paloma:

Because it gives "tone" and the right tempo in order to play properly.

Question 30

What elements of the video do you think children liked the most:

Dona:

- 1.The beautiful teacher
- 2.The imaginative background, cartoons like the little monkey and the little bridges.
3. the short duration

Tania:

The short duration, her own teacher presents them, the ability to choose from a playlist

Magi:

The images.

Steven:

The music and the songs.

Emily:

The scenery, your voice, your presence.

Grace:

The landscapes behind and the beauty of the teacher.

Kate:

Interesting background close-ups, (zoom) that show detail with finger placement and hand movements.

Emma:

Scenery and additional items

Erin:

The colors, the scenery, and since they love their teacher so much they enjoyed watching her

Macy:

1.The presence of the teacher and the realistic sense of observation times 2. the plan.

Paloma:

The familiar and sweet voice of the teacher on a background that always looks positive..

Question 31

What could have done better in the videos I created?

Dona:

I cannot think of anything.

Tania:

Smaller introduction in the video beginning, better graphics, perhaps child participation.

Magi:

Have more pictures and music.

Steven:

Less detailed, shorter duration.

Emily:

I do not think something was not well-made. Maybe it would be interesting to have children in the video too.

Grace:

I do not know

Kate:

Close-ups on the fretboard (no frames).

Emma:

A video from the individual lesson to see the child with the teacher together and get more motivated.

I could record one of the lessons, in order show to the child and his dad in the end.

Erin:

Nothing

Macy:

Perhaps the inclusion of musical pieces in a fairy tale

Paloma:

Anything new you can come up with.

Question 32

Comments made by children about videos:

Dona:

some backgrounds made an impression, like the one in space.

Magi:

It's boring

Steven:

She likes the little monkey in the end.

Emma:

How is Ms. Maria in the clouds?

Erin:

They want more videos, more advanced ones too.

Macy:

The comments mainly concerned the scenery.

VIDEO USE PARENTAL QUESTIONNAIRE- PRE

The filling of this questionnaire is extremely important for gathering information that are interested in me in the field of the researching and of teaching. However, this filling is totally voluntary. Your personal information will remain secret.

Kid's information:

1. Full name.....

2. Age: ...

3. Did your child have previous music educational experiences?

YES ☐ NO ☐

4. What
kind?

5. How long in total did the previous music educational experiences of the child
last?

Parent's information:

6. Full name of
parent:

7. In which age category do you belong to?

(Reply by marking with X in the right box)

23-29 ☐ 30-35 ☐ 36-41 ☐ 42-47 ☐ 48-53 ☐ 53 ☐

8. In which of the following categories does your profession fit?

Civil worker	
Private employee	
Freelance professional	
Household keeper	

9. I am graduate of:

Primary school	
Junior High School	
High School	
Private Institute of Vocational Training	
Technical Institute-University	
Master's degree	
Doctorate Diploma	

Other (specify).....

10. Have you had previous musical education?

YES ☐ NO ☐

10. a. If yes, in which field and (10.b.) for how many years?

(Reply by marking one or more X in the right columns)

	1-2 years	2-4 years	4-6 years	6-8 years	Over 8 years
Conservatoire					
Music school or Music lab					
Music department, University					
Private lessons					
Combination of the above					

Other (specify).....**11. Have you had previous atypical musical education?**YES ☐ NO ☐

11.a. If yes, in which field and (11.b.) for how many years?

(Reply by marking one or more X in the right columns)

	1-2 years	2-4 years	4-6 years	6-8 years	Over 8 years
Self-taught					
Participation in bands/music groups					
Participation in choirs					
Online learning					

Other ways (specify).....

12. For how long ARE YOU PRESENT on average during the day while your child is at home?

(Reply by marking X in the column “Work days” and X in the column “Weekends”)

	Work days	Weekends
Less than 2 hours		
2-4 hours		
4-6 hours		
6-8 hours		
8-10 hours		
Over 10 hours		

13. How much time do you SPEND CREATIVELY on average during the day with your child at home?

(Reply by marking X in the column “Work days” and X in the column “Weekends”)

	Work days	Weekends
Less than 2 hours		
2-4 hours		
4-6 hours		
6-8 hours		
8-10 hours		
Over 10 hours		

14. How much time are you speculating to occupy this year for the violin study of your child on average a day at home?

(Reply by marking X in the column “Work days” and X in the column “Weekends”)

	Work days	Weekends
Not at all		
0-30'		
30'-1 hour		
1-2 hours		
2-3 hours		

15. Do you believe it is important to be present in the individual violin classes of your child?

YES ☐ NO ☐

Why?.....

.....

.....

.....

.....

16. Do you believe it is important to participate in your child's violin study at home?

YES ☐ NO ☐

Why?.....

.....

.....

.....

.....

The following questions refer to video observation at home. As a video we consider any material that the child sees by his/hers choice, or the parent's choice or any other person's in the house, except of the programs that are displayed on TV. Video, for instance, is considered anything that the child sees from a DVD, USB or the internet (YouTube, movies or cartoons from dvd, websites etc.)

17. How frequently does the child observe videos at home? (Mark X in one of the following)

Once a week	
2-3 times a week	
4-5 times a week	
Every day	
More than once a day	

18. Whenever the child observes a video, how long does it last?

0-30' ☐ 30' - 1 hou ☐ 1-2 hou ☐ 2-3 ho ☐ 3-4 h ☐rs over 4 ☐rs

19. In your estimation, the frequency and the duration of video viewing in total each week is: (mark X in one of the following)

Less than it should	
Reasonable/Acceptable	
More than it should	

20. a. In the following table circle the number 1-4 to state the type of videos your child views the most, counting 1 as the type that the child observes the most.

And

20.b. Mark with X who choses the types of videos that the child watches.

	The child	Parents	Siblings	Other person
Animated movies 1 2 3 4				
Animated series 1 2 3 4				
Music video clips 1 2 3 4				
Educational videos 1 2 3 4				
Computed games videos 1 2 3 4				

21. The people who observe the videos more often alongside the child are:

(Mark with X one of the following):

No one	
Friends	
Parents	
Other members of the family (siblings, grandparents etc.)	

22. The time period during which the child tends to watch videos the most is:

(Mark with X one of the following):

Morning hours	
Lunchtime	
Afternoon hours	
Evening hours	

23. What are the motives that push the child towards observing a video?

The child asks for it

Because

.....

.....

.....

The parents encourage it

Because

.....

.....

.....

24. The electronic devices used more in the video viewing are:

(Mark with X one of the following)

TV	
Computer	
Tablet	
Mobile phone	

Other (specify).....

25. The space where the child usually observes the videos for longer are:

(Mark with X one of the following)

Living room	
Kitchen	
The child's bedroom	

Other (specify).....

Considering I created some videos with myself in the main lead for the children to watch in order to help the child and you in the violin study at home:.

26. Circle the degree in which you consider that such a tool would help at home:

- *The child*

Not at all A little Medium A lot Highly

Because

.....

.....

.....

- *The parents*

Not at all A little Medium A lot Highly

Because

.....

.....

.....

27. What do you believe would be the frequency with which you would encourage your child to watch the videos that I would create?

(Reply by marking X in one of the following)

Every day	
Every second day	
1-2 times a week	

Other (specify).....

28. Would you like to participate in the video with your children?

Because

.....

.....

.....

29. Circle the degree in which you believe that your child would be motivated to observe my videos

Not at all A little Medium A lot Highly

30. Which elements in the video creating process would you believe will make the video attractive to your children?

.....

.....

.....

THE EFFECTIVENESS OF TEACHER – CONSTRUCTED VIDEOS

31. Circle the degree in which you believe that this video would be helpful

Towards:

A. The child's motivation to study

Not at all A little Medium A lot Highly

B. The correctness in the child's study

Not at all A little Medium A lot Highly

C. The frequency of the child's study

Not at all A little Medium A lot Highly

D. The communication with the parent during the study

Not at all A little Medium A lot Highly

E. The frequency with which the parents study with your child

Not at all A little Medium A lot Highly

F. The propriety with which the parent leads the child to study

Not at all A little Medium A lot Highly

VIDEO USE PARENTAL QUESTIONNAIRE- POST

The filling of this questionnaire is extremely important for gathering information that are interested in me in the field of the researching and of teaching. However, this filling is totally voluntary. Your personal information will remain secret.

Child's information:

1. Full name:

2. The child started the program Baby artist «The Violinists»:

March 2016 ☐ September 2016 ☐ February 2017 ☐

Parent's information:

1. Full name:

2. How much time a day do you spend on average at home with your child?

(Put an X in the column <Work days> and an X in the column <Weekends>)

	Work days	Weekends
Less than 2 hours		
2-4 hours		
4-6 hours		
6-8 hours		
8-10 hours		
Over 10 hours		

3. How much creative time a day do you spend with your child at home?

(Put an X in the column <Work days> and an X in the column <Weekends>)

	Work days	Weekends
Less than 2 hours		
2-4 hours		
4-6 hours		
6-8 hours		
8-10 hours		
Over 10 hours		

4. How much time a day do you spend on studying the violin with your child?

5. (Put an X in the column <Work days> and an X in the column <Weekends>)

	Work days	Weekends
Not at all		
0-30'		
30'-1 hour		
1-2 hours		
2-3 hour		

6. The time I spend on studying I consider to be:

Minimum ☐ Little ☐ Medium ☐ Enough ☐ A lot ☐

7. How often does your child watch the videos that I have created?

(Mark with an X below)

Not at all	
Less than once a week	
Once a week	
Twice or three times a week	
4-5 times a week	
Every day	
More than once every day	
Other.....	

8. When he/she watches the videos that I have created, how much time does he/she spend:

0-30' ☐ 30' - 1 hou ☐ 1-2 ó ☐ 2-3 ☐s 3 ☐urs more tha ☐
 hours

9. How much do you consider the time of watching these videos, that I created, a week:

(Mark with an X below)

Little	
Normal	
A lot	

9.a. If the child watched the videos in the frequency that in your opinion is not enough, why do you believe this would happen?

.....

.....

.....

.....

9.b. If the child watched the videos in the frequency that in your opinion is normal or a lot, why do you believe this would happen;

.....

.....

.....

.....

10. How often do you watch alone the videos that I have created:

(Put an X below)

Not at all	
Less than once a week	

Once a week	
2-3 times a week	
4-5 times a week	
Every day	
More than once every day	
Other.....	

11. How much time do you spend as a parent on these videos that I have created;

0-30' 30' - 1 hour 1-2 hours 2-3 hours 3-4 hours more than 4 hours

12. How do you consider the time of watching these videos a week that I have created from your point of view as a parent :

(Put an X below)

Little	
Normal	
A lot	

13. If you as a parent watched the videos in the frequency that in your opinion is not enough, why do you believe this would happen;

.....

.....

.....

14. If you as a parent watched the videos in the frequency that in your opinion is normal or a lot, why do you believe this would happen;

.....

.....

.....

15. How often do you spend with your child on watching the videos that I have created? (Put an X below).

Not at all	
Less than once a week	
Once a week	
2-3 times a week	
4-5 times a week	

Every day	
More than once every day	
Other.....	

16. How often do you participate in your child's studying because of the videos that I have created? (Put an X below).

Not at all	
Less than once a week	
Once a week	
2-3 times a week	
4-5 times a week	
Every day	
More than once every day	
Other.....	

17. How often does your child watch other videos (animation movies, animation series, educational videos, music video clips, videos from video games):

Not at all	
Less than once a week	
Once a week	
2-3 times a week	
4-5 times a week	
Every day	
More than once every day	
Other.....	

18. Who took the initiative for watching the videos:

I, as a parent ☐ the child ☐

19. What my child did during the video:He/she watched. ☐He/she watched, he/she followed the instructions and did whatever the video instructed. ☐He/she watched and did his own things without following the instructions from the videos. ☐**20. Were there any times that the child asked to watch these videos:**Yes ☐ No ☐**21.a. Note one of the three videos that the child watched more. Note only one that he/she watches more than the others.****21.b. Circle who chose all these videos**

Video name	Who chose (circle)
Welcome	Parent child both other.....
Let's do a warm up	Parent child both other.....

Hand of the violin. Hand of the bow	Parent child both other.....
Place of feet and balance	Parent child both other.....
Place of feet and balance	Parent child both other.....
Fantastic violin	Parent child both other.....
Place of resting and obedience	Parent child both other.....
Obedience with the violin and the bow	Parent child both other.....
Let's lift our violin	Parent child both other.....
The song of Mr SOL	Parent child both other.....
The pencil as a bow	Parent child both other.....
Friend of the violin	Parent child both other.....
Hand violin	

	Parent	child	both	other.....
Hand violin	Parent	child	both	other.....
Rhythmic forms with the bow on the shoulder	Parent	child	both	other.....
Little Helen, LA-pause	Parent	child	both	other.....
Seesawing	Parent	child	both	other.....
The fingers on the fingerboard	Parent	child	both	other.....
A camel is looking for water	Parent	child	both	other.....
Hot cross buns	Parent	child	both	other.....
A little monkey	Parent	child	both	other.....
My bright moon	Parent	child	both	other.....

22. How easy was the access on the videos?

- **By the parents**

Very difficult difficult medium difficult easy very easy

- **By the child**

Very difficult difficult medium difficult easy very easy

23. The people who watch the videos with the child more often (put an X below):

No one	
Friends	
Parents	
Other members of the family (siblings, uncles, grandma etc)	

24. The time that the child watches more the videos:

(Put an X below):

Morning hours	
Afternoon hours	
Evening hours	
Night hours	

25. The electronic devices that are used more in order to watch the videos that I have created: (Answer with an X in each box).

Television	
Computer	
Tablet	
Mobile phone	
Other (specify).....	

**26. The place where the child watches the videos more often:
(Mark with an X in the right box).**

Living room	
kitchen	
Child's bedroom	

Other (specify).....

27. Circle how much you consider that all these helped in your child's studying generally:

- *The child*

Not at all a little medium a lot very
much

Because.....

.....
.....
.....
.....

- The parents

Not at all a little medium a lot very
much

Because.....

.....
.....
.....

28. How often do you encourage your child to watch the videos that I have created:

(Mark with an X in the right box).

Not at all	
Less than once a week	
Once a week	
2-3 times a week	
4-5 times a week	
Every day	
More than once every day	
Other.....	

--	--

29. Circle in which degree you consider your child is motivated to watch the videos:

Not at all a little medium a lot very
much

30. Which elements do you consider that make these videos more likeable to the children:

.....

.....

.....

31. What improvements could be done in these videos:

.....

.....

.....

32. Comments that were made by the children regarding the videos:

.....

.....

.....

.....

33. Circle the degree in which you believe that this video would be helpful**Towards:**A. The child's motivation to study

Not at all	A little	Medium	A lot	Highly
------------	----------	--------	-------	--------

B. The correctness in the child's study

Not at all	A little	Medium	A lot	Highly
------------	----------	--------	-------	--------

C. The frequency of the child's study

Not at all	A little	Medium	A lot	Highly
------------	----------	--------	-------	--------

D. The communication with the parent during the study

Not at all	A little	Medium	A lot	Highly
------------	----------	--------	-------	--------

E. The frequency with which the parents study with your child

Not at all	A little	Medium	A lot	Highly
------------	----------	--------	-------	--------

F. The propriety with which the parent leads the child to study

Not at all	A little	Medium	A lot	Highly
------------	----------	--------	-------	--------

CONSENT FORM

Dear parents,

According to my studies to the Postgraduate Program “Music and Society” with the aim of teaching the music, I will implement a research on my postgraduate assignment. My theme of my postgraduate assignment concerns the using and the watching of recording courses from parents and kids in order to help the studying of the violin at home. My videos will be used combining with our personal courses regarding the program of the University of Macedonia the Baby Artist “The violinists” and they won’t replace the teacher’s role in real difficult conditions of the courses.

The main face of these videos will be the same teacher of these individual courses, Maria Paraponiari, who will appear in imaginary landscapes. The content of these videos has been planned in a way that will help the parents and the students to remember what they have been taught in the lesson, and it won’t burden the kids with unknown material that they are not accustomed to. The parents, however, have to use only the videos that are suggested by the teacher without proceeding to more advanced videos without teacher’s agreement.

Procedure

The participants are requested to fill two questionnaires, one in the beginning and one in the middle of the year, and give to the teacher of the individual courses two interviews, one in the middle and one in the end of the year, respectively. The interviews will last 5-15 minutes and they will take place anywhere the interviewees would like.

Freedom of agreement

The participation in the researching procedure is voluntary. You are free not to agree or interrupt your participation whenever you want. In addition, the procedure does not contain any dangers –physical or mental- for the participants.

Publication of data- results

Your participation in the research implies that you agree with your future publication of its results provided that the information will be anonymous and the names of the participants

won't be released. The data will be gathered, will be encoded with number in order your name not to appear anywhere.

Information

Do not hesitate to make questions about the aim or the procedure of the assignment. If you have any doubts or questions, ask us to give you the clarifications you want.

Title of research assignment: The effectiveness of the videos του βίντεο – recording courses- as supplementary teaching tool in the procedure of studying the violin.

Scientific leader: Lida Stamou, Professor, University of Macedonia email:...

Researchers: Maria Paraponiari email:....

Statement of agreement

I read this form and I completely understand the procedures that I should follow. I agree to participate in the researching assignment.

I state responsibly that I am aware of the fact that the video is for personal use and I won't share it to people who are not involved practically in the procedure of the program of the University of Macedonia "The Violinists".

Full name and signature of the observer	Researcher's signature

Full name and signature of a parent	Kid's full name

Date : __/__/__