

**JAIME  
AND THE BEAT:**

**TOWARD A MODEL OF  
DIGITAL MEDIA IN SCHOOL  
MUSIC CONTEXTS**

Presented by:

**Tess Nielsen, D.M.A.  
Rowan University**

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iPods, iPads, laptops, and smartphones with Internet accessibility provide adolescents with an untethered, programmable “global digital jukebox” (Katz, 2009, p. 36).

## THE PROBLEM

- Listening to popular music plays a significant role in youth culture ([Bennett, 2000](#)).
- Teachers have a particularly difficult task educating *digital natives* due to expansion of consumer networking technologies ([Prensky, 2001](#)).
- School music instruction strives to keep pace with students’ “technical mediation” ([Tripathi, 2005](#)).
- The ubiquity of digitally distributed media makes understanding how music functions in the life of adolescents essential for music educators ([Burnard, 2008](#); [DeNora, 2000](#); [DeNora & Adorno, 2003](#); [North, Hargreaves, & Jon 2004](#); [Sloboda, 2005](#)).
- References to adolescents’ out of school digital music practices have only recently emerged in the literature ([Pignato, 2015](#); [Rinsema, 2012](#); [Tobias, 2014](#)).

## PURPOSE OF THE STUDY

- To **determine** if a select group of adolescents exhibited attitudes and behaviors regarding informal digital *musicking* (Small, 2011) that influenced their classroom music instruction.
- To **focus on** the emerging cultural and social behaviors created by technological mediation and the educational implications faced by a music teacher and four of her students.



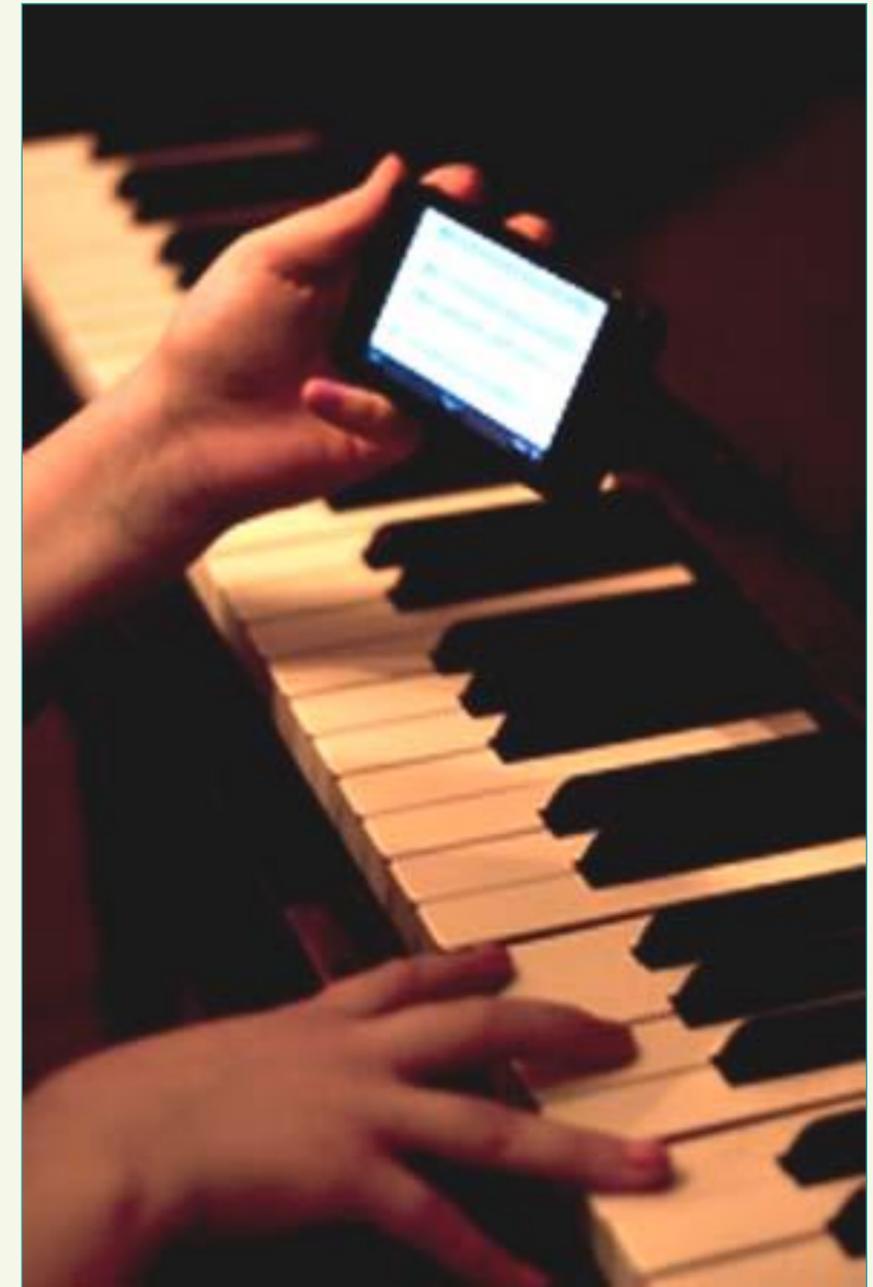
## CHALLENGES FACED BY MUSIC EDUCATORS

- Technological innovations profoundly changed the ways in which music is consumed (Lamont & Greasley, 2011; Livingstone, 2008; North, Hargreaves, & Jon, 2004; Tobias, 2014).
- Need for professional development in context with students' digital technology usages outside the classroom (Folkestad, 2006; Jorgensen, E., 2009).
- Teachers may strengthen connections to their students' formal learning by observing how music sharing takes place outside the classroom (Green, 2002; Green, 2011; McTavish, 2009; Pugh & Bergin, 2005; Ruthmann, 2007)

# RESEARCH QUESTIONS

**What** were the **behaviors and practices** of the participants as they **discovered, produced, and shared music** using digital devices in their **out of school lives**?

**How** did the student participants' out of school digital media engagement **converge and diverge in the music classroom**?



## PARTICIPANTS

1

**T.J.** student

2

**Jaime** student

3

**Evelyn** student

4

**Alexio** student

5

**Elinor Overton-Price** teacher

## STUDY SITE

North Beach High School,  
Central New Jersey, USA



# DIGITAL MUSIC DISCOVER, SELF-PRODUCTION AND SHARING AMONG ADOLESCENTS

**What** were the behaviors and practices of the participants as they discovered, produced, and shared music using digital devices in their out of school lives?

- Smartphones, connectivity, and social status
- Autonomous music choices
- Self-directed music learning with digital devices
- Discovering new music
- Making and sharing music using digital devices
- Family influence on out of school *musicking*
- Sense of place



# DYNAMICS OF DIGITAL MEDIA IN SCHOOL MUSIC CONTEXTS

**How** did the student participants' out of school digital media engagement converge and diverge in the music classroom?

## Digital processes of musical Interactions

Digital music discovery

Digital music Self-production

Digital music Sharing

Teacher-facilitated instruction

## Central themes/ Action drivers

Cultural influence  
Peer influence  
Teenage identity

Autonomy  
Experimentation  
Self-taught  
Personal creativity  
Instruments

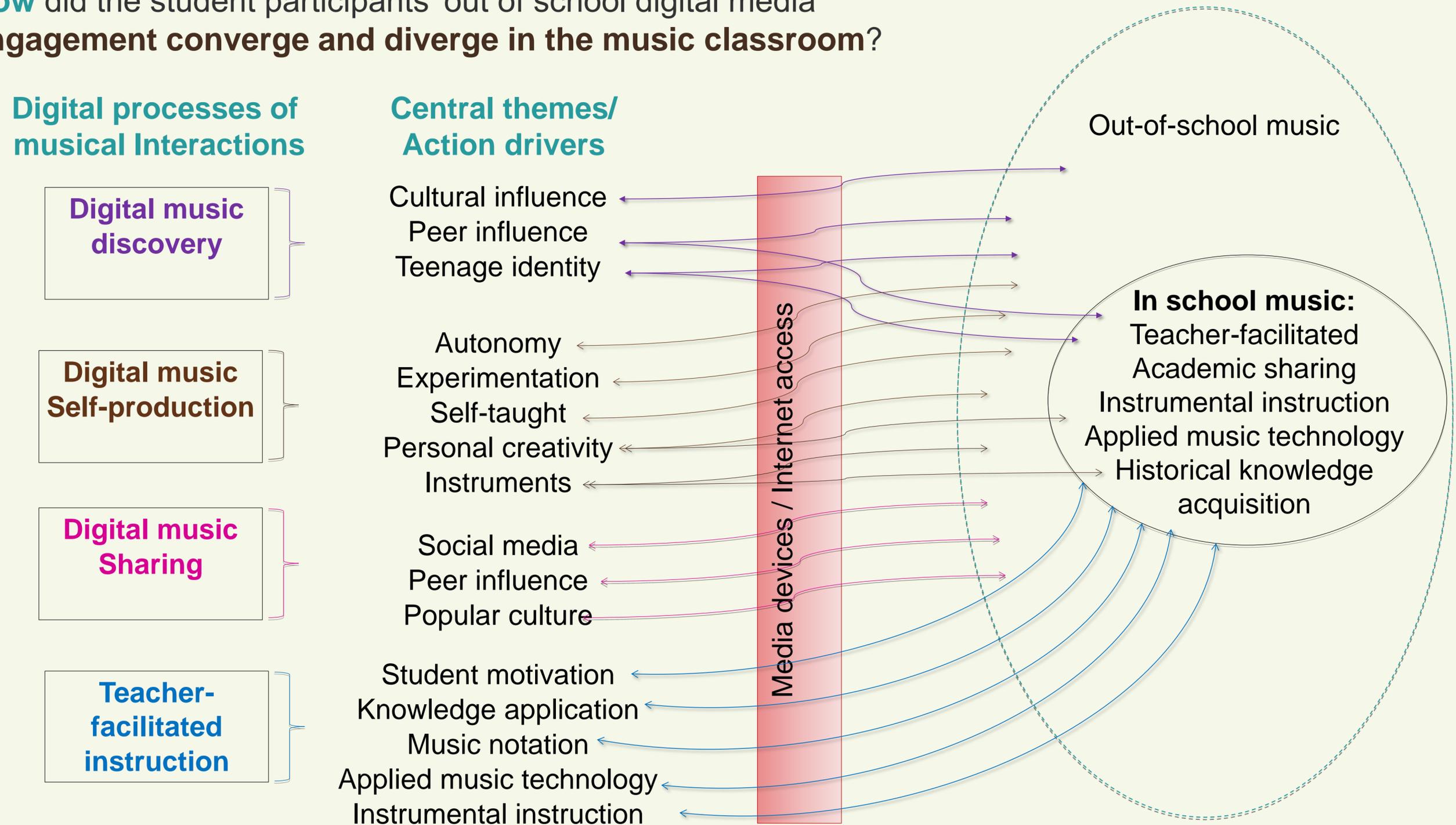
Social media  
Peer influence  
Popular culture

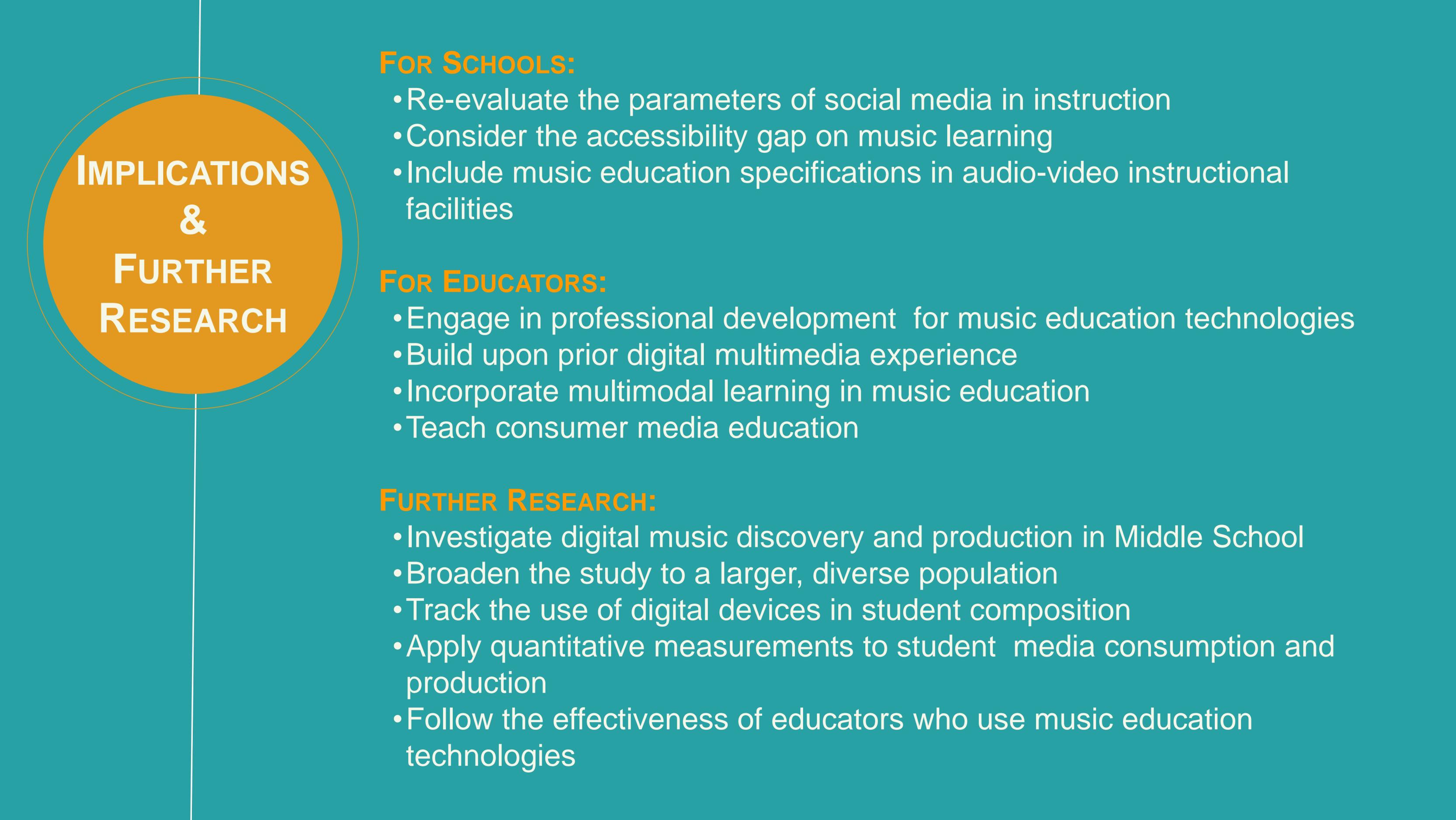
Student motivation  
Knowledge application  
Music notation  
Applied music technology  
Instrumental instruction

Media devices / Internet access

Out-of-school music

**In school music:**  
Teacher-facilitated  
Academic sharing  
Instrumental instruction  
Applied music technology  
Historical knowledge acquisition





**IMPLICATIONS  
&  
FURTHER  
RESEARCH**

**FOR SCHOOLS:**

- Re-evaluate the parameters of social media in instruction
- Consider the accessibility gap on music learning
- Include music education specifications in audio-video instructional facilities

**FOR EDUCATORS:**

- Engage in professional development for music education technologies
- Build upon prior digital multimedia experience
- Incorporate multimodal learning in music education
- Teach consumer media education

**FURTHER RESEARCH:**

- Investigate digital music discovery and production in Middle School
- Broaden the study to a larger, diverse population
- Track the use of digital devices in student composition
- Apply quantitative measurements to student media consumption and production
- Follow the effectiveness of educators who use music education technologies

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# THANK YOU

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Your Questions are Welcome