

Clickers, Chords, and Counterpoint: Two Music Applications Using TurningPoint Technology

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Introduction (also use this paragraph as abstract): The feedback capabilities of clicker technology has a useful place in music education as well as more mainstream academic applications. This presentation will share two experiences in higher education and in public school music using the TurningPoint audience response system: creating interactive participation at a national pre-conference training session with directors of schools of music; and, second, (creating a responsive and enjoyable classroom learning experience for junior high school students learning music fundamentals. The audience will participate in the presentation by responding to a sample of slides designed for the two music applications as well as other slides designed to reinforce key points of the presentation.

Clickers and Counterpoint: To enhance a day-long seminar on music technology and IT planning in music higher education, the first presenter designed interactive feedback into each topic session to engage the administrators in what traditionally would have been a lecture-demo format with very little interaction. The seminar was a pre-conference for 110 deans and directors of schools of music at the recent National Association of Schools of Music conference in Chicago. Screens were designed to gather demographics, share opinions, share technology usage data, and demonstrate differences in administrative decision making to either set the stage for a topic, or for a wrap up at the end of a session. Most of the administrators had never used clickers before; characteristic stoic demeanors soon gave way to an informal, open atmosphere as they reacted with excitement to the voting and responses unfolding in real time. The real-time feedback gave everyone in the room an immediate sense of who their colleagues were and where they stood on key issues related to music technology and its deployment. Since the make up of the participants was quite varied and national in scope, the real-time polling was informative and exhilarating. The seminar was a hit because of the interactive, participatory nature of the day's activities and because everyone felt they personally had an equal opportunity to contribute to the day's activities and information.

Clickers and Chords: With the support of a grant from Turning Technologies, the second presenter has found creative ways to enhance music learning with students at Tremont Junior/Senior High School (Illinois). One example is a unit on learning the names of music notes. Interactive slides are presented with a staff and different notes and student teams are asked to identify the highlighted note on the staff for that slide. Each slide displays the percentage correct for that item. With 70 students and 30 clickers, students are grouped into teams that compete against each other. The students are able to determine quickly which team is doing the best, often resulting in cheers and boos (a good indicator of student buy-in in 6th grade). The session data for each team is saved, and then reports are generated indicating how everyone in the class did on that quiz. The TurningPoint system allows the instructor (a teacher with larger than average classes) to keep students accountable for their learning daily, without contrived interruptions. An overview of other music learning activities under development with interactive activities provided by the TurningPoint system will also be discussed.