



Outcome-Based Education: An active learning project of Current Topics for Special Project, Jazz Studies Program, Faculty of Music, Silpakorn University, Thailand

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Abstract

Curriculum development strategies and quality assurance method using AUN-QA have been fully utilised by Faculty of Music, Silpakorn University in 2021. In order to obtain benefits and evidence for capacity building among students from the strategies, an active learning project focusing on outcome-based education has been implemented. Student engagement approach was applied in teaching and learning activities. Constructive feedback from students and an instructor were continuously collected using Google classroom databased and Zoom meeting platform. Results from the project revealed that 20 students registered in Current Topics for Special Project course were able to identify their learning problems and learning objectives. Backward design process could enhance students to discover interesting topic for further study. When completing the course, the students gain insight into active learning styles and show 4.69 mean score for satisfaction on the course. Outcome-based education has been demonstrated as a practical concept. In addition, research-based education has been recognised as a tool for reorienting the course and further developing curriculum.

Keywords: *Outcome-Based Education, Active Learning, Research-Based Learning, Jazz Study*

1. Introduction

The Bachelor of Music (BM) Program in Jazz Major at the Faculty of Music, Silpakorn University, has been operating under the philosophy of educating learners with the focus of learning outcomes that aim to cultivate graduates who will create value for society through the knowledge of art and science. Thus, the Faculty of Music, Silpakorn University, focuses on the Outcome-Based Education (OBE) concept in their curriculum, the course design, teaching management Organizing activities to support and promote learners' learning. All of which are related to the Faculty's strategy in (1) Create music value: encourage learners to research and be curious to build a knowledge base for further development, create a development that integrating with other sciences in various fields results in music innovation, and a strategy of (2) Make the professional: encourage students to practice music in conjunction with academics as a foundation for furthering from knowledge to creative work. The process of Active learning drives all strategies and processes.

The Course 661401-59, Current Topics for Special Project, is categorized into professional subjects. It is a mandatory course for the 4th year students. The course description is to provide knowledge for project planning and integration of knowledge, publication of work, and present the thesis paper. The course has the program learning outcomes (PLOs) in 4 areas: (1) morality, (2) knowledge, (3) intellectual skills, and (4) critical thinking skills in the area of Communication and the Usage of Information Technology; and eight subjects in the course learning outcomes (CLOs). This course was altered to the online platform during the first semester of the academic year 2021 due to the epidemic situation of the coronavirus (COVID-19). The teaching was conducted online through the ZOOM Meeting program and the usage of the Google Classroom program to assign and allow students to submit assignments. The student-teacher communication and support system is established and conducted through various online communication platforms, both formal and informal, such as LINE, FACEBOOK, MESSENGER, messages in the Google Classroom system, and E-Mail. The review and analysis of teaching and learning, student satisfaction, problems and needs of students, student engagements need, and the results of Learning Achievement of the Academic Year 2020 found that there were issues that should be improved. From the review and analysis, the educator plans the improvement process by implementing the Active Learning approach in a research-based format (Research-based project) aiming to enable learners to lead themselves in defining the topic and objectives in conducting studies, and researching, collecting, and the conclusion of the topic



related to developing musical skills and techniques; or solving problems related to the ability to practice jazz instruments and join jazz bands. By conducting research studies according to the concept of Active learning, the educators aim to create an atmosphere and opportunities for self-knowledge through hands-on practice.

2. Objectives

The objectives of the current that is related to course descriptions, PLOs, and CLOs is formulated through the review and analysis of survey from the students are the following:

1. Study the process of Active Learning in a research-based learning class
2. To support and encourage students to research topics of their interest
3. To improve the teaching and learning process in the following semester

3. Action research process, methods and participants

The research in the first semester of the academic year 2021 focuses on teaching and learning activities according to the OBE approach by designing a Backward-design study using a research-based Active /learning process. The total research sample is 20 students. There are three important teaching and learning processes as follows: Process 1: Identify abilities and determine expected learning outcomes and practice essential skills in implementing Course 661401-59, the Current Topics for Special Project, to achieve the Program Learning Outcomes (PLOs) from TQF 2 of the Bachelor of Music in Jazz Study revised curriculum of 2016 (Curriculum mapping) that selected and focused in responding to the research-based active learning process (Research-based learning), as shown in Table 1.

Table 1. Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs)

Program Learning Outcomes (PLOs)	Course Learning Outcomes CLOs
PLO5 Ability to systematically research, solve problems, and develop in the area of music	CLO4 Use information, data sources, and media to present the work
PLO7 Knowledgeable of standards or customs for professional music practice	CLO5 Explain the process of problem solving, development and application of concepts suitable for the music profession
PLO8 Ability to research, collect, and critically evaluate data from a wide variety of sources	CLO6 Assess the reliability of the data source, creating a reference list, and writing a bibliography
PLO9 Ability to analyze, synthesize, and propose creative solutions to problems	CLO7 Summarize the results of the study of current topics for special projects and propose guidelines for further development.
PLO17 Ability to apply numerical knowledge or technology suitable for music work	CLO8 Use technology, media, and information suitable for online presentation

Process 2: Project Development (concept design, project proposal, and conducting research studies)

The instructors design learning and teaching processes that allow students propose topics of their interest. By using the research process concept, students will explore the process of defining the study's importance, origins, and objectives, reviewing the relevant literature, analyzing the data, and implementing and preparing for a project proposal.

Figure 1. The process of defining and preparing the topic of study.



According to the Figure 1, the process for preparing a project proposal are the followings:

1. Identifying Problem (problem or topic of interest) e.g., improving music skills, study of improvisation of musical instruments, or musical composition
2. Guideline of the study, such as experimenting with musical practice methods from multiple artists
3. Identifying objectives of the study that correlated with problem selection or the development of musical skills/technics.
4. Collecting data and resources, such as websites, books, journals, literature, lessons, audio or video files.
5. Analyzing data that can be measured and assessed by testing, comparing the before - after data, and the process to verify the results.
6. Identifying the Topic of Study

Process 3: Project Evaluation using an assessment method based on the student's progress. The assessment was based on a criteria-based method by evaluating the student's performance, oral presentations and producing media for presentations, and the satisfaction assessment of the students.

Table 2. Study topics from the Backward design process of all 20 students.

No.	Student ID	Study topics
1	106000xx	Odd-meter instrumentation technique for jazz bass
2	106100xx	Development of the facial and lingual muscles of a trombone player
3	106100xx	Vocal practice in the choir
4	106100xx	Improving odd-meter playing skills for drum set players
5	106100xx	Improving improvisation skills in guitar (Phrasing and Space)
6	106100xx	Choosing a pentatonic scale for guitar improvisation
7	106100xx	Correction of drum set playing skills (Comping and Solo)
8	106100xx	Improving piano improvisation skills in odd-meter songs.
9	106100xx	Improving sight reading skills for jazz bass players.
10	106100xx	Modern jazz improvisation techniques using chord substitutions (Tritone-substitution)
11	106100xx	Playing the saxophone in various musical styles



12	106100xx	Improving vocal improvisation skills by transcribing and recording melodies of jazz singers
13	106100xx	Dealing with stress during live performances
14	106100xx	Using Upper-Structure to improvise in jazz bass
15	106100xx	Sentences, stories, and melodies that should be used in improvised for jazz singers.
16	106100xx	Developing drum set playing skills with the Moeller Technique
17	106100xx	Developing the concept of reharmonization in jazz music
18	106100xx	Improving odd-meter playing skills for drum set players
19	106100xx	Developing jazz bass playing skills (Working Bassline)
20	106100xx	The development of the singer's improvisation in blues-jazz

4. Results and Discussion

The results the current study found that 20 students were able to analyze their issues/problems to determine the topic of study, conduct studies, and present the study results in an online format with the production of media. The students' study processes are based on a variety of methods, including researching credible sources, interviews, experiments, under the support and assistance of teachers. The results of the student satisfaction in terms of learning were 4.69 out of 5.00 with a standard deviation of 0.52, which was at a "very good" level based on the assessment of 19 from 20 students (95%), as show in Table 3:

Table 3. Assessment of learning outcomes from Active Learning strategy.

Assessment Topics	5	4	3	2	1	Mean	SD
	%	%	%	%	%		
1. Students are developed in moral and ethical aspects (such as discipline, honesty, generosity, sesponsibility for self and public)	13 (68.42)	5 (26.32)	1 (5.26)	-	-	4.63	0.60
2. Students acquired knowledge through the course	13 (68.42)	6 (31.58)	-	-	-	4.68	0.48
3. Students developed cognitive skills (such as systematic analytical thinking, process of problem solving)	14 (73.68)	5 (26.32)	-	-	-	4.74	0.45
4. Students developed interpersonal skills and responsibility (e.g., through having activities or working together).	15 (78.95)	4 (21.05)	-	-	-	4.79	0.42
5. Students developed skills in numerical analysis, communication, and the use of information technology.	13 (68.42)	4 (21.05)	2 (10.53)	-	-	4.58	0.69
6. Students developed skills of effectively applying the results of learning to professional work	14 (73.68)	5 (26.32)	-	-	-	4.74	0.45
Total	82	29	3	-	-	4.69	0.52



Assessment Topics	5	4	3	2	1	Mean	SD
	%	%	%	%	%		
	(71.93)	(25.44)	(2.63)				

The results show that the Active Learning strategy with the research-based learning benefits students in promoting learning, self-leading research, and the interaction of student-student and student-teacher. In addition, the Active Learning strategy resulted in a database from students' class works, which led to the design of teaching and learning in consecutive courses

5. Conclusion

The students interview by the academic committee found that the students who went through a research-based Active Learning process class can effectively present their studies, produce media for presenting, and are likely to be able to produce a good quality thesis. The areas that the current teaching and learning found to need further improvement are the students' academic writing skills, discussion skills, organizing and arranging rational ideas, and limitations of online teaching and learning format

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