

Virtual Platforms For The Development Of The Music Teaching

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Abstract:

Background: The use of virtual platform technology has enabled the expansion of music teachers' activities, making it possible to increase the number of students served.

Materials and Methods: To this end, a literature review study was carried out using the following terms "promotion", "profession", "teacher", "teaching", "distance" and "music", within the Google Scholar search engine, with publication dates from 2000 to 2020 and in Portuguese. In addition, information on the main known and available platforms for promoting work was added.

Results: To this end, a literature review study was carried out using the following terms "promotion", "profession", "teacher", "teaching", "distance" and "music", within the Google Scholar search engine, with publication dates from 2000 to 2020 and in Portuguese. In addition, information on the main known and available platforms for promoting work was added.

Conclusion: Finally, it is concluded that in order to reach a greater number of students, in addition to traditional face-to-face teaching, several teachers have adopted digital teaching through these virtual platforms, but always analyzing the positive and negative points of each one.

Key Word: Virtual platform, music teacher and promotion.

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I. Introduction

The evolution of technology has allowed the traditional teaching method between teacher and student to take on other forms. Traditional teaching in a music school, with the teacher transmitting knowledge in person to a limited number of students, or even to a single student, has now given way to the mass transmission of this content through the inclusion of digital dissemination. With the technological advances that have occurred in recent decades, new forms of communication and cultural transmission have emerged, the Internet being the main one. Over time, digital technologies have been increasingly applied to educational use and distance education has come to be mediated by them, taking advantage of the resources offered by the World Wide Web (ROSAS and WESTERMANN, 2009). According to the authors, there are thousands of interconnected people, using computers and the Internet as communication and interaction tools, forming virtual communities, enabling the development of an educational process, aiming at the production of individual and group knowledge in collaborative processes favored by the use of digital and interactive learning environments, which allow breaking down the space-time distances between students and teachers.

In comparison with the music consumption industry, especially the phonographic industry, it has also undergone constant changes, as it is in a continuous process of evolution and technological revolution (SIMOES and LANA, 2015). New methods of editing, recording, publishing and means for the dissemination and sharing of music and consequently of an artist and their work are frequently launched on the market (ALMEIDA, 2014). This discussion is timely and important in relation to distance learning, in which the slow and gradual evolution of the use of digital information as a resource to support teaching activities can be observed (MAGDALENA and MESSA, 1997). This evolution is part of a more comprehensive one: the one that will transform face-to-face teaching into distance learning (GONZALES et al., 2000). However, according to the same authors, it can be argued that these two teaching modalities will always continue to exist. In this case, the evolution that is observed only proves the importance of information in teaching in general, and what is observed is a growing process of computerization in terms of production and availability of information.

Technological development has promoted a large circulation of musical material throughout the world. Once this circulation began to occur on electronic networks, the musical listening experiences of Internet users could be expanded by various means, using data sharing systems such as Napster and Kazaa and taking advantage of interactions in virtual communities (Gohn, 2013). According to the author, services such as 4Shared (<http://www.4shared.com>) serve as frequent centers for musical exchanges, as well as the indication of videos posted on YouTube (<http://www.youtube.com>) on social networks such as Facebook (<http://www.facebook.com>) and more recently Instagram (<http://www.instagram.com>).

Therefore, the objective of the study was to analyze the virtual platforms available for professional musicians to publicize their professional work. Furthermore, the platforms available in the Brazilian market for publicizing professional work were exemplified and the most used strategies for publicizing work and acquiring new students were determined.

II. Material And Methods

In this study, the bibliographic research method was used. Thus, the bibliographic research was carried out based on the survey of theoretical references already analyzed and published electronically, such as books, scientific articles, and web pages (MARCONI and LAKATOS, 2003). The methodological approach of this bibliographic review was processed in two phases. The first phase consisted of defining the research protocol that allowed the identification of the set of articles to be considered for the study.

The second phase focused on defining the inclusion and exclusion criteria of the studies that were analyzed. The research was carried out in an academic database that allows access to full scientific texts. To define the search criteria, the following keywords were selected: “dissemination”, “profession”, “teacher”, “teaching”, “distance” and “music”. In the search results, these concepts should appear in the title, abstract, keywords or body of the text of the available articles. The bibliographic search was conducted in the Google Scholar database, with the criterion of publication from 2000 to 2020 and texts in Portuguese. Studies that did not discuss the relationship between the profession and the use of digital media to promote the profession were excluded. The categories of analysis of the publications contained the following data: title, authors, type of study, year of publication, and main aspects of the study. The data were categorized in a descriptive table.

Then, the digital platforms known to several music teachers were added to the text, which demonstrate the possibilities of promoting the teacher's work and which were not found in the bibliographic review. These platforms were chosen by the author of the research, coming from previous experience with using them in the teaching modality, both as a teacher and as a student.

III. Results And Discussion

The results of the bibliographic research are presented in Table 1, with the description of the title, type of bibliographic production, year of publication and the main aspects discussed in the study. The total number of studies found, which met the inclusion criteria, was 5. The low coincidence with the searched terms shows that the theme of the promotion of the music teacher profession in the digital environment requires more attention from researchers, as it presents itself as a new technology for teaching music. Most of the studies found were focused on the discussion of the insertion of technology in distance education, more specifically, in higher education.

According to research carried out by Pró-Música Brasil in 2017, the digital phonographic market represented approximately 60% of Brazilian consumption (SILVA, 2019). This digital consumption is heard and seen through social networks, YouTube channels and music apps. This transformation in the market is also due to the great technological evolution with the era of smartphones, with access to quality audio and video. Taking advantage of this technology, many musicians and composers who work independently, that is, without depending on managers or radio stations to introduce them to the artistic world, are looking to social media and the video platform YouTube for new ways to promote their musical compositions.

Table 1. Characteristics of studies involving the relationship between the profession of music teacher and promotion on digital platforms.

Title	Type	Publication Year	Main aspects of the study
Tecnologias aplicadas à educação musical. Technologies applied to music education.	Revista Novas Tecnologias na Educação	2009	The popularization of computers and the spread of the Internet gave rise to new technologies that are present today through tools such as score editors, audio and video editors, MIDI sequencers, auditory training programs and also through new instruments such as electronic keyboards and synthesizers. All of these elements are influenced by their form of application, where technology can be used to learn musical content or it can be used to produce new multimedia objects that will be used later in the process of constructing musical knowledge.
A internet em desenvolvimento: vivências digitais e interações síncronas no ensino a distância de instrumentos musicais. The internet in development: digital experiences and synchronous interactions in distance learning of	Revista da Associação Brasileira de Educação Musical	2013	The expansion of broadband connections has improved the quality of digital data transmission and facilitated two phenomena observed in the text: immediate access to audio and video files through social networks and online sharing systems; and the use of videoconferencing in music classes, particularly for teaching musical instruments. In this context, keeping

musical instruments.			up with the digital experiences of younger generations and taking advantage of Internet resources such as Skype, Facebook and YouTube becomes a constant challenge, as well as a path for new educational practices in the area of music.
Um breve olhar sobre a música nas comunidades virtuais. A brief look at music in virtual communities.	Revista da Associação Brasileira de Educação Musical	2014	This article discusses some of the implications that virtual communities bring to the field of music education. Questions are raised about different means of getting in touch with new repertoires, about interactions in communities formed around common interests, and about the use of digital networks as tools in the training of music teachers. Given the ubiquity of virtual communities present in the daily lives of a huge number of individuals today, there are many educational possibilities to consider. Access to the online world of blogs and websites such as YouTube, MySpace and Orkut generates constant contact between Internet users, and the resulting exchange of information can transform the musical lives of these people, grouping them together with others with similar interests and expanding the circulation of ideas and content.
Contribuição para a questão das tecnologias digitais nos processos de ensino-aprendizagem de música. Contribution to the issue of digital technologies in music teaching-learning processes.	Revista da Associação Brasileira de Educação Musical	2018	This essay addresses the issue of digital devices for teaching and learning music, from the perspective of didactic mediation, and the role of the teacher as a mediator between musical knowledge and the design/production of software and other digital environments for music education. The paper discusses the role that digital technologies can play in teaching and learning music in the context of basic education, suggesting that the teacher becomes a designer of digital media for music education in various formats and types of dynamics: games, investigative scenarios, creative activities, etc. Finally, we consider the perspective that the teacher himself becomes a producer of these digital media for music education.
Da docência presencial à docência online: aprendizagens de professores universitários na educação a distância. From face-to-face teaching to online teaching: learning of university professors in distance education.	Revista EDUR: Educação em Revista.	2019	The research shows that learning to teach in undergraduate courses in the distance learning modality represents a redefinition of what these university professors commonly did in the face-to-face context due to the specificities of the time and space of the online classroom and also regarding the relationship with the student body, the construction of knowledge and teaching work.

Currently, there is a great need for artists in general to include themselves in the digital environment and one of the ways is by using the technological tools offered by web platforms. The study with the singer Leoni found that fans turn to the internet to find materials beyond sound and image, seeking to be closer to the artist, to know his opinion on a certain subject, to understand his tastes and the performer can give fans exclusive products/objects through the platforms, such as autographed CDs and books, with dedication, requests for shows among others (SIMOES and LANA, 2015). The composer, singer and writer Leoni uses web pages in his day-to-day life as a tool for his work and recognizes that he has obtained positive results by using them. Among all the platforms he uses, Leoni reveals that besides the official website, the ones that bring the most benefits to his artistic career are Facebook and Twitter because communication is instantaneous and wide-ranging. The first alternative for promoting music teachers' content would be to create a personal/professional website. The advantages of this form of promotion and teaching would be that the teacher/website owner would have total control, as he/she would have complete freedom to create the content in its quality and quantity, in addition to having a possible higher profit margin. The downside would be the low promotion on other platforms (Facebook, Instagram and Twitter), making it necessary to hire a promotion service through these platforms. As an example, we can mention the teachers Mozart Mello (<https://www.harmoniaparatodos.com.br>) and Marcelo Barbosa (<https://mbguitaracademy.com.br>), where we can find all the teachers' material, payment methods and forms of communication. Online course platforms are another alternative for promoting and also teaching music, through digital means. Examples include the Udemy and Hotmart platforms, which are online libraries of courses in the most diverse areas of knowledge, with a lot of material aimed at music students. The positive side of this advertising model would be the breadth of advertisements, as the platforms have a range of possibilities for inserting calls in the most diverse digital media. The negative side would be the profit margin on the sale of courses, as this aspect has to be considered when deciding to advertise on these types of platforms.

IV. Conclusion

The research concludes that there is a need to understand new ways of transmitting knowledge, moving from the traditional model to the digital and distance model. Few studies were found analyzing the theme of the bibliographic review, however, the possibilities of dissemination for the music teacher are presented, such as online course platforms, personal websites, Facebook, Instagram and YouTube. Each one has its advantages and disadvantages, which should be considered when choosing which type of dissemination the teacher opts for.

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