

Research Article

Educators' views on online/distance violin education at Covid-19 outbreak term

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Abstract

Distance education studies, which are increasing in number of applications every day, have increased its importance especially with the Covid-19 outbreak. Although there are many sub-branches of distance education, it is divided into general lines as synchronous and asynchronous. Online/distance education studies, which are used in music education and instrument education, are used to improve students' musical knowledge and skills. Thanks to the technology developed with online/distance instrument education as in other fields, it is desired to reach the targeted goal, skill, and acquisition in a shorter time, more permanently, easier and more economically. This research was carried out in order to determine the educator's views on the use of online, video calling or other distance methods in violin education. The topic planned and started to be investigated before the Covid-19 outbreak. After the outbreak, this topic gained importance with the Covid-19 outbreak and even caused changes in the views of the educators. Interview technique, one of the qualitative research methods, was used in the research. The interview form formed in the semi-structured interview questions as a data collection tool was transferred to the online environment through "Google Forms" in order to reach the violin educators more easily. The study group of the research consists of thirteen educators who teach lessons to violin students aged seven and over working in different institutions. In addition to taking the opinions of the educators about online/distance violin education, it was also tried to determine the use of auxiliary apparatus and materials during violin education. As a result of the interviews, it is found that educators benefit from both innovative materials, internet websites and applications. Also determined that educators have positive and negative opinions about online/distance education but also think that the negativities can be eliminated with face to face education support.



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Introduction

It is possible to find links about music art or science at any time and in any field of life. Culture, art and music have a very important place in human life. It can be said that advanced civilizations come to the fore with the culture and art they produce. Music, which has such an important place, is not only a visual and auditory art, but also an educational tool. The developing technology has affected both music education and music art. In the current that started with 20th century music, the use of electronic music and electronic musical instruments has increased (Holdcroft, 1999). Developing music technologies are used in classrooms where general music education is provided, in schools where professional music education is provided, in instrument education, professional music studios, amateur home studios, etc. it is used in many places.

Education has changed in line with the developing technology and created new opportunities. With formal education, teachers and students had the opportunity to work together in the same place at the same time in schools, while students had the opportunity to study without distance from their homes with distance education. Distance

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education has been developed for both professional and hobby purposes and it has been started to be applied in many fields by dividing into separate branches (Kesendere, 2018a; Uçan, 2005).

Distance Learning

When looking at the history of distance education, it is known that the first applications were made in the 19th century. When we examine our recent history, it was revealed by researchers that the foundations of modern distance education were laid in the 1920s. These researches, programs and methods developed as a result of educational researches conducted by sociologists, educators, psychologists, specialists, are implemented if deemed appropriate after the pilot implementation. As an example of materials to be used in distance education; internet, television, CD, external disks, smart digital devices are examples. Course application in distance education; It is realized by “student and teacher being in different places at different times” (Koçer, 2001, p. 8).

Although there are many sub-branches of distance education, it is divided into general lines as synchronous and asynchronous. Various academics have conducted studies in the world for distance education, which is used to develop students’ musical knowledge and skills, and as a result, it has been revealed that well-planned, supported types of distance education have achieved success on enthusiastic and careful students. One of the important points is that the technological possibilities of the student who will receive distance education and the teacher to be given should be at least standard and above. Distance music education is used with methods such as “singing, storytelling, storytelling” to support education such as child development, pedagogy, preschool, and classroom teaching (King et al. 2019; Lenzo, 2019, p. 203). It is easier for people of all ages to access information anywhere, with technological devices such as telephones and computers. The point of distance education is developing technologically, and now computerized and computer supported education is provided in schools. Teachers frequently use technological tools when teaching lessons and assigning homework. Music theory, orchestral accompaniment playing, rhythm holding, and playing instrument are widely used in applications especially for phones. There are also sites set up to support music education, such as the “Chrome music lab” on the Internet. Since the twentieth century, electricity, technological tools and the Internet have reached a vital point for education. Keeping up with, learning and using this technology is extremely useful for students and teachers (Homone, 2019).

Distance education is mostly applied by making use of technological fields. Distance education has started to be used in associate, undergraduate, graduate, in-service practicing, certificate programs and courses. The demand for distance education is increasing day by day (Balta, 2014; Öztürk, 2016).

Online education, which is a sub-branch of distance education; It is a system where users such as educators, managers, students can produce and share their own content. In this process, the source or message created by one of the users is shared by a channel or broadcaster via the internet and delivered to the recipients (Dereli, 2013). According to Balta (2014), the advantages of online education are as follows:

- Provides flexibility in terms of time
- Data can be collected quickly
- Results can be explained quickly
- It has low costs.
- Reduces workload, as it helps for educators
- Bulk or individual applications can be arranged for communications
- It can increase the attention and motivation by preparing content according to perception methods
- Suitable for collective work
- To provide a secure communication by protecting against unwanted programs, software and content through security programs.

According to Balta (2014), the disadvantages of online education are;

- For education, technologically appropriate phone, tablet, computer and so on. requires materials
- Unwanted content may be exposed over the internet if appropriate programs are not used.
- In online exams, it is not determined whether the student is cheating or not.
- Failure to communicate instantly can be given as an example.

Another sub-branch of distance education is live lessons. Simultaneously, teachers and students create a classroom environment by logging into the same website at the pre-determined time, with their own user names and passwords determined to be online. The teacher can communicate with his/her students by communicating in a visual and

acoustic way through the system they have prepared (Akin, 2020). Accompanied by an expert in this practicing, "skype, whatsapp, facebook, facetime, zoom etc." With the programs with video call option, such as internet, teachers and students can be taught by seeing and hearing each other at the same time (Brandström et al. 2012). In general, these programs are designed for one-to-one or few participants.

In some cases, there are situations where distance education is used for students and teachers simultaneously. It is ensured that students and teachers communicate with Internet-based distance education electronic devices that are carried out asynchronously (Odabaş, 2003). Video lessons; the lesson, skill or subject planned to be taught is recorded and presented to students by videos prepared by experts in a planned way (Arslan, 2018).

Another example of internet supported distance learning methods is flipped learning. The features of the translated teaching method are very similar to internet supported education. The videos and resources used are shared with the students over the internet, the videos and resources can be downloaded by the student and used to support classroom education. While translated learning is designed for crowded classes/groups, internet-supported education can be used for both crowded and individual lessons (Sever, 2014).

Applications and Literature for Using Distance Education in Violin Education

In worldwide online/distance education studies includes masterclass for instrument techniques (Heifetz, 1962, 2011; Perlman, 2019), concert records (Markov, 2014), workshop videos (Dotz, 2017), harmony and improvisation of caz music (Hancock, 2019), compose for movie soundtracks (Zimmer, 2019), study videos of studies and tracks (Troussov, 2020). The oldest video on "Youtube" website which has a big video sharing network and content was with "Irish Fiddle Lessons Online" title uploaded by Ian Walsh at 2008. In the video, a part of the song "The Bally Desmond Polka" is taught. In addition, different shooting positions are used to show finger positions in the video. Then, in 2009, Phil Rooke uploaded a different video with the title "Music Education FREE Violin education".

The other example is Kenyatta University. Computer-assisted education is used in combination with traditional education, especially in fields such as composition and note writing, for events in music and dance departments at Kenyatta University (Digolo et al. 2011).

In the search made with the keyword "violin lessons" made on the Youtube site, many videos appear. In addition to the good examples, it is seen that there are videos with one angle, scattered background, and complex videos as the language of narration. Anyone who wishes to Youtube web page without any control can upload and share videos. In addition, the "akadema.anadolu.edu.tr" website, which includes violin education videos, can be shown as an example website that includes violin education videos and offers good examples (Akadema, 2015; Kesendere, 2019). Internet connections of sample videos containing violin lessons are given in Table 1.

Table 1.

Sample Violin Education Videos Available Online

Violin Educator	Course Phase	Content	Web Link	Published Date
KayCee Galano & Neck Li & Skye Park and others	Beginner - Intermediate - Advanced	There are video recordings of works that offer reference works for violin students from the beginner to advanced level.	https://www.youtube.com/user/Violinmasterclass	2007
Jascha Heifetz	Advanced level	Piece interpretation	https://www.youtube.com/watch?v=szXaTRE3tL0	2011
Maxim Vengerov	Advanced level	Piece interpretation	https://www.youtube.com/watch?v=Wpp7oxrBUq0	2012
Julie Artz Becker	Beginner and intermediate	Vibrato and position	https://www.youtube.com/watch?v=YoXZfvf5Teg	2013
Eric Davenport	Beginner - preschool age group	Violin grip with games	https://www.youtube.com/watch?v=9gsGR4scvzw	2014
Yigitcan Kesendere	Beginner	Introduction of materials to be used for bowing and violin lessons with storytelling and detailed demonstrations	https://www.youtube.com/watch?v=IAY2KRJGso4&list=PL-AO3G0B4YxQ7wsEWWIqJKhouzSPMtav&index=7&t=21s	2018b
Rodney Friend	Advanced level	Grip, vibrato technique, position transition, work interpretation	https://www.youtube.com/watch?v=3MTE7aPDM3Y	2019

Yiğitcan Kesendere	Beginner - Intermediate	There are 11 lessons and 45 downloadable documents with information from beginner to intermediate level.	https://www.udemy.com/course/keman-dersi/	2019
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When distance education studies about violin education in Turkey were examined reached the following resources:

In order to increase the efficiency of the individual instrument violin lesson, Gülşah Sever adapted the flipped learning method to the violin field. In line with the positive results obtained, Sever states that this method should be used in beginner, intermediate and advanced violin education (Sever, 2014).

Dilek Özçelik in her research; revealed that teachers working in faculties of education often share links to support their students' work on Youtube site and they try to benefit them by watching videos on Youtube site (Özçelik, 2016).

In the study conducted by Güzel, Çakır and Çelen to determine the contribution of video-supported violin lessons on Youtube to violin education; only the first lesson was conducted as a traditional violin education face to face. After the first lesson, a video violin lesson was applied to students aged 10 and 11 through Youtube for 11 weeks, and it was observed by giving performance homework to support video lessons. As a result of the study, it was stated that although the students who watched and studied the video lessons regularly showed success, these lessons were not sufficient in the applied study (Güzel et al. 2020).

Problem of Study

In the traditional education process, students and teachers provide face-to-face education. The teacher can do one-to-one, private lessons, collective lessons with the student, or work privately in front of the community. Each application has different gains on the student. With the developing technology, it is aimed to reach the target, skill and acquisition in a shorter time, more permanently, easier and more economically. In 2020, which started with many disasters, the "Covid-19/Corona" virus brought education to online platform in many parts of the world. On online platforms, activities can be found in many areas such as certificate courses/programs, subject repetitions, skill courses/lessons, academic studies/counselling, lessons. Today's distance education systems are divided into many sub branches. Open education systems, which are made only by taking exams a few times a year, letter teaching systems have developed in many technological aspects such as computer based, web based, internet supported, video lesson, internet lesson, lesson with video call.

This research was carried out in order to determine the educators' views on the use of online, video or video calling methods in violin education. The topic planned and started to be investigated before the Covid-19 outbreak. After the outbreak, this topic gained importance and even caused changes in the views of the educators. Some educators have never been in distance education before the outbreak. But after the outbreak many educators must be experience of distance learning due to the situation. Sometimes different course applications, which are applied only in the light of technological developments, become necessary. With this change, the thoughts of violin educators on distance education are a matter of curiosity.

In order to determine the opinions of violin educators about distance education, answers to the following sub-problems are sought.

Violin educators;

- What is the status of using technological resources or different materials?
- What are their thoughts on violin education with online, video or video calling method?
- What are the opinions about which stage of online, video or video calling methods can be used in violin education?

Method

This research is a descriptive study which is accepted as one of the qualitative research methods carried out in order to determine the opinions of violin educators on "the use of online, video or video calling methods in violin education". In this research, semi-structured interview technique, one of the qualitative research methods, was used. According to Çepni (2018), descriptive research is generally carried out to illuminate a given situation, make evaluations in line with standards and reveal possible relationships between events. The main purpose of these studies is to describe and explain the situation in detail.

Study Group

The study group of the research was formed with 13 violin educators working in different institutions and accepting volunteer-based interviews. Violin educators participating in the study are educators who have at least one year of

professional experience in the field, who are self-assured and who work with violin students seven years and over in the field of professional music, who have given online/distance education or not. The names of the educators were not included in the study. For this they are coded as “P1, P2 etc.”. Detailed information about the study group is given in Table 2.

Table 2.*Demographic Information of the Participants*

Participant	Working institution	Professional experience	Online/Video/Video Calling teaching status	Interview method	Time	Date of the Interview
P1	Private Institution	5 - 9	-	Online		03.03.2020
P2	Conservatory	15 years and over	-	Online		04.03.2020
P3	Fine Arts High School	5 - 9	-	Online		04.03.2020
P4	Fine Arts High School	15 years and over	-	Online		04.03.2020
P5	Music Education Department	15 years and over	-	Online		05.03.2020
P6	Fine Arts High School	10 - 14	-	Online		10.03.2020
P7	Private Institution	5 - 9	-	Online		16.03.2020
P8	Music Education Department	15 years and over	Video/Video Call	Teleconference	42'	24.03.2020
P9	Conservatory	1 - 4	Online	Online		30.03.2020
P10	Conservatory	15 years and over	Video	Online		02.04.2020
P11	Private Institution	5 - 9	-	Online		09.04.2020
P12	Music Education Department	5 - 9	-	Online		13.04.2020
P13	Music Education Department	15 years and over	Video/Video Call	Online		20.04.2020

Data collection tools

The interview form consisting of semi-structured interview questions as a data collection tool consists of sixteen (16) questions. The prepared interview form was transferred to the online environment via “Google Forms” in order to reach the violin teachers more easily. In addition to the section with demographic information in the interview form, there are questions regarding the usability status of online, video or video calling methods in violin teaching and questions regarding the achievement of targeted achievements at different levels of education, using these methods. In addition to obtaining detailed opinions of violin educators about distance education with these questions, the situation of using auxiliary apparatus and materials during violin education was also determined.

Data analysis

The prepared interview form was sent to violin teachers via electronic messages and e-mail via “Google Forms”. While twelve educators answered the interview questions online, a “tele-conference” was held with one participant, and the post-interview responses recorded in line with their permission were transferred to the online environment by the researcher.

Findings obtained in this research were analyzed by content and descriptive analysis methods the data organized by the descriptive analysis method were analyzed in depth with the content analysis method. Themes and codes were created from the findings obtained from the interviews. While the opinions of the usage and usability of online/video or video calling methods from the interviews and the participants’ opinions about the achievement of the targeted gains at different levels of violin education were analyzed with the content analysis method, their views on the use of the related methods at the stage of violin education were descriptively analyzed. In line with the answers given by the educators, 11 themes and 80 codes were obtained. The themes and codes obtained are shown in Table 3.

Table 3.*Themes, Categories and Codes*

Themes	Categories	Codes
Technological resource/material used	Materiel	Tuner Cardboard violin Pen Band Pipette
		Process
	Website/applications and programs	Sibelius Finale Youtube Imslp Spotify Skype Zoom Whatsapp
Research on Online/Distance Education		I did not research I did research
Opinions about online/distance violin education	Negative	Physical contact is required Structural difficulties Not effective at beginner level Not enough alone Error correction time is extended
	Positive	Advanced level possible Places without facilities and teachers, very suitable for people Temporarily appropriate More useful thanks to technological advances Environment
Methods that can be used in Violin Education		Face to face Online Video Calling Video
Using Online/Distance education in situations/regions where it is difficult to reach the violin teachers	Opinion	Positive Negative Not enough alone It should be preferred only in compulsory situations
	Process	Parent participation in younger age groups
The stages of using online/distance education	Theoretical issues	Theoretical issues
	Skill development	Violin and bow grip Developing new skills
	Preparation for the lesson	Preparation for class, warm-up and exercise
	During the lesson	New study/teaching piece Technical development Musical development
	Course repetition	Strengthening

		Homework
	Concert preparation	Concert preparation of distant musicians
	Compensation lesson	Compensation lesson
	Supporting family involvement	Supporting family involvement
	All of them	At every stage
	Appropriate	Yes
Making the first violin lesson with online/distance education method	Partially eligible	Suitable for instrument promotion Suitable with teacher support Although not suitable for the younger age group, suitable for other age groups
	Not available	No
	It may be possible	Yes
Realization of the violin education acquisitions in the first month by online/distance education method	Conditional	Should be supported by face to face education The student should watch the videos over and over again Parental support in the young age group Depending on the perception level of the student Partially
	Not possible	No
	Beneficial	In theory Positive
The impact of online/distance education on overcoming beginner challenges	Conditionally Useful	Teacher needs face-to-face support Personal differences should be considered Partially
	No Contribution	Negative
	Appropriate	Positive
Performing middle and advanced level violin education with online/distance education method,	Partially eligible	Video method available Should be supported by face to face education As a supporter/student follow-up Mandatory/in some cases
	Not available	Negative
	Level at which online/distance education is more effective	Beginner Intermediate and Advanced Advanced scale, study Each level

Findings

During the interviews with violin teachers, it was tried to determine the educators' use of technological resources or different materials, their opinions about violin education with online, video or video calling method and their opinions about the stage of violin education.

Violin educators' use of technological resources or different materials

Violin teachers were asked about the different materials they used with the status of using technological resources, and the data obtained as a result of the interviews were analyzed under two themes. These themes are "research on the technological resource/material used and online/distance education".

Educators' Views on Technological Resources/Materials Used

The opinions of the participants regarding the theme of "technological resource / material used" are shown in Table 4.

Table 4.*Participants' Views on the Theme of "Technological Resources/Materials Used"*

Theme	Categories	Codes	Participants
Technological resource/material used	Materiel	Tuner	P6
		Cardboard violin	P8
		Pen	P8
		Band	P8
		Pipette	P8
	Process	Watching videos/listen to recording	P2, P4, P7, P10, P13
		Student video recording	P3, P5, P12, P13
		Teacher video recording	P5
		Online note procurement	P10
		E-mail	P5
	Website/applications and programs	Sibelius	P6
		Finale	P6
		Youtube	P8
		Imslp	P8
		Spotify	P8
	Skype	P9	
	Zoom	P9	
	Whatsapp	P9	

When Table 4 is examined, it is seen that the participants use a wide variety of materials in violin education, use technological resources in the process and include the website and applications in the violin education processes. Some participants' views on the theme of technological resources/materials used are given below.

Materials: When Table 4 is examined, it is seen that 2 participants used different materials such as accord instrument, cardboard violin, pencil, tape, and straw in violin education. "I use a digital tuning device to increase student's awareness of intonation" (P6). "I use the materials I developed for stance and grip. I use innovative materials such as cardboard, violin to hold the violin grip, and pencils, tapes, pipettes, pens to keep the right hand little finger round while holding the bow" (P8).

Process: In the data obtained from the interviews, it is seen that the participants benefited especially from technological resources in violin education processes. The data obtained were coded as "watching / recording video, student video recording, educator video recording, online note supply and e-message".

Watching videos/listening to record: "We watch videos of good commentators" (P2). "I have the records of the studies or works that we will pass, if any" (P4). "I tell my student... that he should repeat our lessons using the distance education videos" (P7). "We talk about watching very well voiced examples in Turkey or abroad" (P13).

Student video recording: "Listening or listening to students' works with video recording" (P4). "I want some students (especially beginner) to submit their homework as a video. Thus, I have the opportunity to check his work at short intervals. Beginner students need more return (posture-hold, bow pull, etc.) than advanced students. I also plan the next lesson according to the students' development level. With this method, since errors can be detected quickly, reinforcement of errors is prevented" (P12).

Educator video recording: "In line with the demands of my students, I sometimes record the places they do not understand and send them to them" (P5).

Online score procurement: "To be able to obtain... note ..." (P10).

E-mail: "I make markings on the note and send them in a message by writing what they should do" (P5).

Website/application and programs: It is seen from the interviews that violin educators benefit from many websites and applications in their education processes. These are note-writing programs (Sibelius, Finale), video surveillance website (Youtube), IMSLP website that provides free access to notes, music listening application (Spotify) and video chat/instant messaging applications (Skype, Whatsapp and Zoom).

“Since it cannot always work with piano accompaniment in the following process, I have been working with computer support by writing their accompaniment in various note writing programs (Sibelius, Final, etc.)” (P6). “To find notes, imslp, to watch and play youtube, to play spotify” (P8). “Skype, Zoom, WhatsApp” (P9).

Educators’ Views About Whether There is Research on Online/Distance Education

Developing technology and requests direct educators to give different education or differentiate their education. In line with this idea, the educators were asked if they had previously done research on online/distance education. The opinions of the participants on this theme are shown in Table 5.

Table 5.

Participants’ Views on the Theme of “Research on Online/Distance Education”

Theme	Codes	Participants
Research on Online/Distance Education	I did not research	P1, P2, P3, P4, P5, P11, P12
	I did research	P6, P7, P8, P9, P10, P13

When Table 5 is examined, it is seen that 8 participants did not conduct research on online or distance education subjects and 5 participants did research on this subject before. The opinions of the participants on this subject are given below.

“In 2011, I participated in the online education process of the project named Cibat Aşkın and her Küçük friends (CAKA)” (P6). “I had never felt such a need before, but with the holiday process of the schools, I started exploring the possibilities” (P10).

Violin Educator’ Views About Online/Distance Violin Education

Violin educators were asked about their opinions about online/distance violin education. As a result of the interviews, the data obtained for this issue were analyzed under 3 themes. These themes are “opinions about online/distance violin education, methods that can be used in violin education, and use of online/distance education in situations/regions where it is difficult to reach the violin teachers”.

Educators’ Views About Online/Distance Violin Education

Positive and negative opinions of violin educators about online/distance education have been determined. As a result of the interviews, the opinions of the participants on the theme of “opinions about online/distance violin education” are shown in Table 6.

Table 6.

Participants’ Opinions on the Theme of “Opinions About Online/Distance Violin Education”

Theme	Categories	Codes	Participants
Opinions about online/distance violin education	Negative	Physical contact is required	P1, P10
		Structural difficulties	P2, P4
		Not effective at beginner level	P3, P6, P10, P12
		Not enough alone	P5, P8
		Error correction time is extended	P13
	Positive	Advanced level possible	P3, P6, P10
		Places without facilities and teachers, very suitable for people	P4, P5, P13
		Temporarily appropriate	P7
		More useful thanks to technological advances	P8
		Environment	P9

When Table 6 is examined, it is seen that the participants have positive and negative thoughts on the use of online/distance education method in violin education. Among the negative thoughts, the view of “not effective at the beginner level” was stated by 5 participants. Other negative thoughts include "physical contact is necessary, structural difficulties, not sufficient alone, and the time to correct the error is longer".

Among the positive thoughts about the subject, the idea of “advanced level possible and suitable for people who have no possibility and teacher” is the most common idea. Afterwards, the codes of “time-appropriate, more beneficial

and environment thanks to technological developments” are among the positive opinions expressed by the participants. One-to-one answers of some participants on the theme of “opinions about online/distance violin education” are given below.

Negative views: “I do not believe that it will happen without touching and correcting the student” (P1). “I think piano education is more feasible with online. Violin is structurally more challenging” (P2). “I don’t think it will be as effective as face-to-face education. Especially at the initial stage, the student should be together with the teacher” (P3). “Just face to face and only technological violin lessons are not suitable for today. Face to face and technology should be used in violin lessons in a balanced way” (P8). “When the lesson is given live lesson, a technical behavior wrong by the student is corrected by the teacher in a shorter time” (P13).

Positive opinions: “I can share my first impressions and the students who can control their studies that have achieved their level of proficiency (high school-bachelor’s degree) will have a higher level of efficiency” (P10). “Although it is not very healthy, it can be used as an alternative method for individuals who cannot reach violin education directly” (P5). “If there is a shortage of time and he wants to carry out his work on his own, working with video support is the best option” (P7). “I think video violin education is more beneficial to the technological developments we have now” (P8). “As it is taught in a calmer and peaceful environment, its efficiency is higher” (P9).

Educators’ Views About the Methods That Can Be Used in Violin Education

Violin educators were asked which methods they prefer to use in their education as well as traditional methods. The opinions of the participants regarding the methods that can be used in violin education are given in Table 7.

Table 7.

Participants Opinions on the Theme of “Methods That Can Be Used in Violin Education”

Theme	Codes	Participants
Methods that can be used in Violin Education	Face to face	P1, P2, P3, P4, P11, P12,
	Online	P5, P6, P8, P13
	Video Calling	P4, P5, P6, P7, P8, P9, P12, P13
	Video	P3, P5, P6, P7, P8, P13

When Table 7 is examined, it is seen that the participants use or use video calling, video and online methods in violin education in violin education. In addition, it was determined that P1, P2 and P11 prefer only face to face education.

Educators’ Views About the Use of Online/Distance Education in Situations/Regions Where it is Difficult to Reach the Violin Teacher

Turkey’s conditions can sometimes suffer when considered in reaching a educator lives in or levels of difficulty finding enough educators individuals who want to learn instruments. Especially considering today’s conditions (Covid-19 outbreak), this situation has not only been experienced with the above mentioned difficulties, but all general, self-interested and professional music and instrument lessons have been started by distance education. For these reasons, participants were asked about their opinions regarding the use of online/distance education in situations/regions where violin educator is difficult to access. The opinions of the participants on this issue are given in Table 8.

Table 8.

Opinions of the Participants on the Theme of “Using Online/Distance Education in Situations/Regions where it is Difficult to Reach the Violin Teachers”

Theme	Categories	Codes	Participants
Using Online/Distance education in situations/regions where it is difficult to reach the violin teachers	Opinion	Positive	P3, P5, P6, P7, P8, P9, P12
		Negative	P1, P2, P11
		Not enough alone	P4, P13
		It should be preferred only in compulsory situations	P10
	Process	Parent participation in younger age groups	P5

When Table 8 is analyzed, it is seen that the participants stated their positive, negative, not sufficient alone and only compulsory preferences regarding the theme of “using online/distance education in situations/regions where it is difficult to reach the violin educator”. One participant also emphasized that there should be “parental participation in younger age groups” regarding the process. Some participants’ responses to the relevant theme are given below.

Opinion: As a result of the interviews, the opinions of the participants are as follows:

Positive: “In order to follow the homework I gave to my students during the holidays such as summer vacation, semester break of my school Zeki Müren Fine Arts High School, I can do my lessons with video conferencing method or video lessons. I think that the opportunities offered by the Internet have exceeded the existing borders in the world and that even a student in a very remote place can easily develop himself by accessing the right resources” (P6).

Negative: “Although accessible, subjects such as being a fretless instrument, tuning problem, right arm pressure balancing always require close contact. It seems quite difficult to get a healthy result” (P2).

It is not sufficient alone: “It can be used but it will not be sufficient. Technically, the teacher’s interventions on posture, grip, and bow pull are required” (P4).

It should be preferred only in compulsory situations: “It can be preferred in compulsory situations” (P10).

Process: “I think it’s usable. However, I think that especially young students should attend these classes with their parents” (P5).

Educators’ Views about the Usage and Levels of Online/Distance Violin Education

The educators were asked about their opinions about which stages and levels of online/distance education violin education can be used and at what level these methods are more effective. As a result of the interviews, the data obtained for this issue were analyzed under 6 themes. These themes are “the stages of using online/distance education, making the first violin lesson with online/distance education method, realization of the violin education acquisitions in the first month by online/distance education method, the impact of online/distance education on overcoming beginner challenges, performing middle and advanced level violin education with online/distance education method, level at which online/distance education is more effective”.

Online/Distance Violin Education Usage Stages

Violin educators were asked questions about the violin education stages conducted with online/distance methods. Themes and codes created in line with the answers of the educators are shown in table 9.

Table 9.

Participants’ Stages of Using Online/Distance Violin Education Views on the Theme

Theme	Categories	Codes	Participants
The stages of using Online/Distance education	Theoretical issues	Theoretical issues	P1, P2, P4, P11, P12
	Skill development	Violin and bow grip	P2, P3
		Developing new skills	P3
	Preparation for the lesson	Preparation for class, warm-up and exercise	P4, P10, P12
	During the lesson	New study/teaching piece	P3
		Technical development	P3, P6, P10
		Musical development	P6
	Course repetition	Strengthening	P4, P11, P12
		Homework	P6, P10, P12
	Concert preparation	Concert preparation of distant musicians	P6
	Compensation lesson	Compensation lesson	P3, P4, P12
	Supporting family involvement	Supporting family involvement	P3, P4, P12
All of them	At every stage	P5, P7, P8, P9, P13	

When Table 9 is analyzed, it is aimed at the participants’ theme of using online/distance violin education stages; theoretical issues, skill development, lesson preparation, lesson repetition, concert preparation, compensatory lesson, supporting family participation and all can be used at all stages. The answers given by some participants that online/distance violin education can be done at every stage are given below.

All of them: “It can be used at every stage. However, some deficiencies are likely to occur. I believe that one-on-one and face-to-face violin education is always healthier” (P5). “Technology can be used at all stages of violin lessons; only how much can be used. It is necessary to use it with attention to personal differences” (P6).

Educators’ Views About First Violin Lesson with Online/Distance Education Method

Violin educators were asked about the topics they explained in the first violin lesson and the opinions of these subjects about the online/distance education method and the violin lesson. In the first violin lesson of the participants; grip of the left hand on the handle (P3), instrument grip (P2, P3, P4, P5, P6, P7, P10, P12, P13), bow pull (P3, P4, P5, P10, P11, P12), instrument introduction (P1, P4, P5, P6, P7), body posture (P2, P5, P8, P12), history of the violin (P6), care and protection of the violin (P6), tuning (P11), note writing (P11), note times (P11, P12) and giving information about study methods (P9) have been identified. In addition, their opinions regarding whether it is appropriate to conduct the first violin lesson with these topics via online/distance education methods were asked. The opinions of the participants on the subject are given in Table 10.

Table 10.

Participants’ Views on the Theme of “Making the First Violin Lesson with Online/Distance Education Method”

Theme	Categories	Codes	Participants
Making the first violin lesson with online/distance education method	Appropriate	Yes	P1, P2, P3, P7, P9, P13
	Partially eligible	Suitable for instrument promotion	P4
		Suitable with teacher support	P5
		Although not suitable for the younger age group, suitable for other age groups	P8
Not available	No	P6, P10, P11, P12	

When Table 10 is analyzed, it is seen that the participants have the opinions that are appropriate, partially appropriate and not appropriate for the theme of “making the first violin lesson with the online/distance education method”. Some participants’ responses to the relevant theme are given below.

Appropriate: “Yes for instrument introduction” (P1). “Yes, it can be appropriate with video recording. It can also be positive for the student” (P3).

Partially Eligible: “Yes, it is suitable, provided that it is very controlled at the beginning stage. Young children are not suitable for people with poor physical awareness. But it is suitable under normal conditions” (P8).

Not Available: “No, the student may not think or do not fully grasp the technical issues he encountered for the first time. There may be unnecessary contractions in the muscles. The teacher may not be able to realize these through the computer or transfer the student to the student” (P12).

Realization of First Month Violin Education Achievements by Online/Distance Education Method

Through the interviews, the opinions of the educators about the acquisition of violin education gains in the first month were asked to students by using online/distance education method. The first month gains stated by the educators as a result of the interviews are: keeping the instrument right (P1, P2, P3, P4, P5, P6, P8, P9, P10), pulling the bow correctly (P3, P5, P6, P7, P8, P9, P10, P11), pressing the left hand fingers (P5, P6, P8, P10, P11, P12), using legato and detache bow techniques (P11, P12), playing an octave scale and arpeggio (P11, P12), writing notes (P5, P8), recognition of note times (P5, P8, P12), knowing the correct body posture (P4, P6, P8). Opinions of these subjects for teaching online/distance education methods were asked. The opinions of the participants on this issue are given in Table 10.

Table 11.

Participants' Views on the Theme of "Realization of the Violin Education Acquisitions in the First Month by Online/Distance Education Method"

Theme	Categories	Codes	Participants
Realization of the violin education acquisitions in the first month by online/distance education method	It may be possible	Yes	P1, P2, P7,
		Should be supported by face to face education	P3, P8
	Conditional	The student should watch the videos over and over again	P4
		Parental support in the young age group	P5
		Depending on the perception level of the student	P13
		Partially	P12
	Not possible	No	P6, P9, P10, P11

When Table 11 is analyzed, it is seen that most of the participants stated that the online/distance education method should be supported with face-to-face education on the theme of "realization of the violin education acquisitions in the first month by online/distance education". Some participants' responses to the relevant theme are given below.

It may be possible: "It can be told, but the student needs to be given continuous feedback. Especially, what is explained in the posture and intonation section needs to be expressed in a very concrete way. Again, in younger age groups, parental support is needed" (P7).

Conditional: "It can be. Then, provided that the teacher made one-to-one lessons and made the necessary corrections" (P3). "The student has to watch the same scenes over and over again in the video. We constantly intervene in the lessons" (P4). "It can be told, but the student needs to be given constant feedback. Especially, what is explained in the posture and intonation section needs to be expressed in a very concrete way. Again, in younger age groups, parental support is needed" (P5). "It can be used mixed with face to face education" (P8). "It depends on the student's level of understanding. Some students learn easy, but don't tell them to others" (P13).

The Effect of Online/Distance Education on Overcoming Beginner Challenges

Violin educators were asked about their experiences about the difficulties experienced by beginner students and the effectiveness of online/distance education method in overcoming these difficulties. The difficulties that the participants experienced with the students at the beginner level are intonation (P1, P5, P6, P10, P13), bow (P1, P4, P5, P6, P10, P11, P13), grip (P2, P3, P4, P5, P7, P8, P9, P10, P13), posture of the body (P2, P3, P8), tuning (P8), rhythm (P6), producing beautiful sound (P6, P10, P13), self-awareness (P12). The opinions of the participants about the effectiveness of the online/distance education method in overcoming the difficulties experienced by the students in violin education in the first month are given in Table 12.

Table 12.

Opinions of the Participants on the Theme of "The Impact of Online/Distance Education on Overcoming Beginner Challenges"

Theme	Categories	Codes	Participants
The impact of online/distance education on overcoming beginner challenges	Beneficial	In theory	P1
		Positive	P2, P3, P7, P13
		Teacher needs face-to-face support	P4, P8, P9, P10, P12
	Conditionally Useful	Personal differences should be considered	P8
		Partially	P5
	No Contribution	Negative	P6, P11

When Table 12 is analyzed, it is seen that the participants reported their useful, conditional, useful and non-contributing views on the theme of "The impact of online/distance education on overcoming beginner challenges". Some participants' responses to the relevant theme are given below.

Beneficial: “Theoretically yes” (P1). “Provided. First of all, his instrument can be liked. By showing good examples, the motivation of the student is increased that he/she can also play” (P13).

Conditionally Useful: “It can definitely be provided. These two systems may need to be used in a balanced way. Personal differences should be considered according to age and perception level” (P8). “It can be done, but in some cases it may not be enough. The quality of the teacher is also important here” (P5).

No Contribution: “As I mentioned before, I think that the first year the student will not be beneficial because it is an instrument and physical struggle” (P6).

Intermediate and Advanced Levels Violin Education Online/Distance Education Method

Violin educators were asked about their opinions regarding the conduct of intermediate and advanced violin education using the online/distance education method. The opinions of the participants on this issue are given in Table 13.

Table 13.

Opinions of the Participants on the Theme of “Performing Middle and Advanced Level Violin Education with Online/Distance Education Method”

Theme	Categories	Codes	Participants
Performing middle and advanced level violin education with online/distance education method	Appropriate	Positive	P7, P8, P9, P12, P13
	Partially eligible	Video method available	P3
		Should be supported by face to face education	P4
		As a supporter/student follow-up	P5, P6
		Mandatory/in some cases	P10, P11
Not available	Negative	P1, P2	

When Table 13 is analyzed, it was revealed that the participants expressed their opinions about the appropriate, partially appropriate and not suitable for the theme of “Performing middle and advanced level violin education with online/distance education method”. Some participants’ responses to the relevant theme are given below.

Appropriate: “Since we live in the age of technology, then we should benefit from technology as much as we can benefit” (P7). “It is easier and more convenient than the beginner level. After acquiring basic knowledge and skills, it becomes easy after the student knows the teaching style of the teacher. The technological possibilities and infrastructures we currently have for advanced courses can reduce productivity. Therefore, the most efficient use phase is medium level” (P8).

Partially Eligible:

Video Method Suitable: “I think this type of work can be used as a supportive” (P3).

Should be Supported by Face to Face Education: “It may be online education, but it will have to work one-on-one with its teacher” (P4).

As a supporter/student follow-up: “I think this type of work can be used as supportive” (P5). “For middle and advanced level, video and video education can be easily reached by reaching important students in terms of student follow-up and missing issues can be easily resolved” (P6).

Mandatory/In Some Cases: “It is my preference to be face to face. I think it can be used in compulsory situations” (P10). “Can be used at some points” (P11).

Not Available: “I think it’s not possible” (P2).

Level at Which Online/Distance Education is More Effective

Violin educators were asked about their opinions on which of the beginner, intermediate and advanced levels violin educations/which are online and distance learning method and the violin lesson would be more effective. The opinions of the participants on this issue are given in Table 14.

Table 14.

Participants "Level at which Online/Distance Education is More Effective" Views on the Theme

Theme	Codes	Participants
Level at which Online/Distance Education is More Effective	Beginner	P1, P2
	Intermediate and Advanced	P4, P6, P9, P10, P12
	Advanced scale, study	P11
	Each level	P7, P8, P13

When Table 14 is analyzed, it is seen that most of the participants responded to the intermediate and advanced levels for the levels where online/distance education methods are more effective, but three participants stated that these methods are suitable for each level. In addition, the participants stated that online/distance education methods can be used in beginner level and advanced scale and study studies. Some participants' responses to the relevant theme are given below.

Beginner: "Beginning" (P2).

Intermediate and Advanced: "May be more suitable for intermediate or advanced" (P4). "I think it is more moderate and advanced healthier jobs" (P10).

Advanced Scale, Study: "Advanced level can be used in studies or scale arpeggios. Interpretation studies on the works should be done face to face" (P11).

Each Level: "It can be used effectively in any situation. I recommend to be supported with face-to-face education at the beginner level" (P8). "It is effective at all levels. This is being done in the world, I have been using it in my classes for years" (P13).

Discussion, Conclusion and Suggestions

This research was carried out in three stages in order to determine the current status, usability, positive and negative aspects of online/distance violin education with the developing technology in line with the opinions of the expert participants. With the global Covid-19 (new type of corona virus) epidemic that emerged shortly after the start of the research, online lessons were implemented all over the world. It has been observed that applied field educators, especially music, have either recently started to adapt or do not use online/distance education methods with Covid-19 outbreak, and even educators who have not practiced on this subject have to experience online education.

As a result of the research, it is seen that the users benefit from both technological resources and innovative materials. It is a pencil, straw, tape, cardboard belt, while innovative materials used by a participant are used for bow grip, in order to make it easier, permanent and short for students to understand. The main purpose of cardboard violin is to get the student accustomed to holding the violin and bowing. A similar application Dr. Ozan Evrim Tunca and his wife Ebru Tunca perform with the cloth violin they have developed within the scope of "OzArt Cloth Instruments" (See Figure 1) (Tunca & Tunca, 2020)

**Figure 1.**

Cloth Instrument

In addition to innovative materials, the participants stated that they used technological resources both in the teaching process and in the preparatory and student control processes to communicate with the student at the same

time. [Levendođlu \(2004\)](#) also mentioned that the place of education and computer software that can undertake the functions of music teachers is increasing in education.

As a result of the research, it was determined that most of the participants did not make detailed or written research on online/distance education, after the Covid-19 epidemic, which is the current situation of 2020, it requires educators to do more research on this subject, and it is seen that new teaching methods are tried and started to be implemented.

As a result of the interviews, it was determined that the participants had positive and negative opinions about online/distance violin education. The negative opinions of the participants are the necessity of physical contact in the violin education, structural difficulties, inefficiency at the beginning level, not being sufficient alone and the time to correct the error is prolonged. The data obtained under this theme are similar to the opinions expressed by the participants under other themes. For example, in cases where it is difficult to reach the violin educator/in the use of regions, the opinions of the first violin lesson or the first month lessons via online/distance education, educators will not be sufficient alone, the need for face-to-face teacher support and will not be suitable for younger age groups. it is often noted.

In addition to the negative views, positive opinions regarding the use of online/distance education methods in violin education were also stated. Among these opinions, it is stated that there are places where there is no possibility and teacher, it is suitable for people, it provides convenience in time and it is more beneficial thanks to technological developments. It is also supported by researches that video-supported courses make positive contributions ([Aksoy, 2015](#); [Güzel et al. 2020](#); [Sever, 2014](#)).

Among the methods that can be used in violin education, the method that the participants prefer or can most prefer is the video calling method (8 participants). Apart from this and traditional face to face violin education, it is said that video violin education (6 participants) and online violin education (4 participants) happened and can happen.

Among the positive aspects of online/distance violin education, most of the participants stated that it would be appropriate to use it in areas/regions where it is difficult to reach the violin educator. It is thought that it is difficult/impossible to reach the violin educator, and online/distance violin education may be beneficial considering the personal situations such as low time and economic inadequacies. He mentioned a similar conclusion in terms of educational institutions in his study in [Yungul \(2018\)](#). In the study, it is stated that especially the institutions having problems in finding qualified music educators will take an important step in meeting the needs of teachers with web-based distance education method ([Yungul, 2018](#)).

It was emphasized that the participants who gave positive opinions, as well as in this case, should support education face-to-face with the traditional method. The opinion that online/distance violin education should be supported with face-to-face education was also expressed by the participants in the answers to different questions. Considering that we live in the age of technology, it can be said that it would be more appropriate to use mixed education method for a good violin education. Many researchers have published academic studies stating that violin education has a positive result with mixed method ([Güzel et al. 2020](#); [Kesendere, 2018a](#); [Okan, 2017](#); [Sever, 2014](#)). In his study in [Tecimer \(2006\)](#), he stated that distance music education is mostly used to support the lessons that teachers teach face to face with their students in the classroom.

Theory topics of online/distance violin education are stated in terms of skills development, preparation for lesson, repetition of lesson, concert preparation, compensation lesson, and support of family participation. In addition, it was particularly emphasized by 5 participants that online/distance education can be used in all stages of violin education. In [Erim and Yöndem \(2009\)](#), it is stated that video lessons can be positive results for compensation and reinforcement lessons due to the lack of lessons. It was determined that the expression of the violin, theory issues, remembering the information forgotten in the course, and video-supported works on self-criticism and motivation were useful ([Aksoy, 2015](#)).

There are positive and negative opinions about making the first violin lesson with the online/distance education method. Similar conclusions were also reached in the case of providing online/distance violin education at the initial level and overcoming initial difficulties. Along with the participants who gave a positive opinion, there are participants who stated that the first violin lesson is only suitable for the introduction of the instrument, it should be done with the support of the teacher and it is more suitable for the age groups other than the younger age groups. Although these opinions are not negative, they are partially positive. When the participants who gave negative opinions are examined, it is seen that these participants have never or little use of technological materials in violin education and they do not have enough experience and research on online/distance education. In addition to this, it is thought that

the students who have just started to the belt benefit from the online/distance education method after the online, video calling, live lessons and the observations made by the violin educator researcher.

Participants gave similar answers to the above views regarding the use of online/distance education methods in intermediate and advanced violin education. In addition to the participants who stated that these methods are suitable at intermediate and advanced levels, there are also participants who stated that the video method is appropriate, emphasizing that it should be supported with face-to-face education and that it can be used for student follow-up as a supporter. Two participants stated that these methods should be used only when it is very compulsory, while the other two responded that online/distance violin education is not appropriate at this level.

This shows that no matter how technology we live, online/distance violin education is still not accepted by some educators. There are also similar approaches to some posts posted on Facebook after the increase of online instrument education during the Covid-19 outbreak. Nevertheless, there are many studies on the internet that include video violin lessons, and there is a very large segment that needs these lessons and tries to make use of them. In line with this situation, the development of violin education with these methods while living in the age of technology is thought to be important in terms of reaching more people.

In addition, there may be cases where online education is inadequate and inadequate, especially for branches that require skills and contain more abstract concepts. In order to overcome these shortcomings and make them become widespread like traditional/face-to-face education, more research and studies should be developed and developed (Gammeren & Szram, 2019).

Considering the factors such as the development and change of the world very quickly, sudden crisis situations, and the acceleration of consumption, the need for theoretical and experimental researches for the violin and music education not to be interrupted again, like the Covid-19 epidemic in 2020, to reach wider audiences and its future situation. It can be heard. It is necessary to provide educators with scientifically supported methods, to prepare the materials they can use or to create materials. In order to develop computer-based special programs for online, video calling, video lesson methods, music educators should be supported to work together with music technology experts and computer engineers and similar fields of expertise.

In addition, as stated by the participants, online/distance violin education should be guided by expert educators, and the course should be carried out taking into account the technological, physical, perceptual, auditory awareness and skills of the student.

It is recommended that the online/distance education practices and academic studies are carried out and implemented in a way that covers not only professional violin education development but also more accurate violin education.

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