

# The Impact Of A Blended Learning With Peer Assessment On The Violin Performance And Learning Attitude Of College Students

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## Abstract

As education continues to develop, blended learning is now the most critical instructional design in the education industry. Blended learning is an instructional approach that helps to increase student autonomy and competence in the learning process. Also, including peer assessment in blended learning can be effective in encouraging learning or helping each other master a learning topic. Thus, this study explored blended learning with peer assessment model with college violin students. The study's objectives are: (1) To study the effectiveness of blended learning with a peer assessment model on students' violin performance skills and learning attitude. (2) To study students' satisfaction the blended learning with peer assessment model. This study was conducted mainly among college students. The research on the effectiveness of students' performance skills and learning attitude was conducted through an experimental method. The subjects of this study were second year violin students from a college in Guangxi. Forty students were selected for this study and divided into two groups one experimental group and one control group. An experimental method was used to investigate the effectiveness of students' performance skills and learning attitudes. The data was analysed using MANOVA test. Based on the experimental data it was shown that the performance skills of the control group (mean 69.75, SD=4.90) and experimental group (mean 75.95, SD=7.40). This indicates that the performance of the control group was significantly lower than that of the experimental group. Similarly, in terms of attitude towards learning, the performance of the control group (mean=81.70, SD=3.67) and the experimental group (mean=85.90, SD=5.52). This also shows that the performance of the control group was significantly lower than that of the experimental group. Thus, it was found that blended learning with peer assessment model significantly improves students' performance skills and learning attitude. This study fills a current research gap in music by adding peer assessment to blended learning. It is also an innovative idea and valuable. The blended learning with peer assessment model was effectively applied to the students through the design and refinement of the lesson plans. Future researchers will be able to provide more platforms to understand the musical aspect of the work. This will help future researchers understand how they achieve and define the pedagogical goals in their teaching. Moreover, to innovate and improve in the process of development.

**Keywords:** Blended learning, Peer assessment, Performance skills, Learning attitude, Satisfaction.

## 1.Introduction

Due to the continuous advancement of technology, targeted use blended learning, flipped classrooms, and other learning methods have been employed. This enables students to fully adapt to the learning environment and enhances educators' teaching abilities. There is constant innovation in teaching methods in the educational environment. The renowned scholar referred to this. In education development, updated and improved, making full use of the resources offered by advanced technology. This involves combining traditional methods with modern, innovative educational approaches. It embodies the integration of innovative education in primary, secondary, and tertiary education, continuously advancing the development of modernized education. Blended learning, originating from online education in this era of internet information, is a new learning model that combines the advantages of both online and offline education. More and more college educators are willing to explore this new teaching model beyond traditional methods. This aims to enhance the quality of teaching and teaching methods, especially in fields such as music, dance, and art design. Blended learning has become one of the most recognized teaching topics in the field of education in the 21st century (Haq et al., 2018). In online learning, we can use the internet to understand the background and scores of creative works and observe different performers' interpretations. This allows students to grasp the inheritance and innovation in the works. In offline learning, we learn from online instruction. The teacher demonstrates key and challenging points, and students then perform the pieces they understand through blended learning. Through different modes of learning, students' interests and abilities are enhanced.

Blended learning allows teachers to conduct classroom activities and teach courses in two different environments: face-to-face and online. Zhang and Zhu (2018) mentioned that finding an appropriate learning environment for students is essential. Blended learning can be achieved through blending at the activity level, at the course level, at the project level, and at the

institutional level. Each level combines traditional teaching and learning methods with online elements, depending on the type of learning, whether a course, project, activity, etc. (Graham, 2006, p. 268).

Blended learning has significant benefits for students. It improves study skills, facilitates access to information, and enhances learning. It can increase flexibility so that students can learn anytime, anywhere, without the constraints of time and place. It can increase interactivity. Blended learning can provide a platform for interactive learning and communication between students and teachers. Reinforcement of learning can engage students in other types of learning activities and enhance their learning levels and processes. Digital learning skills become critical. As lifelong learners, blended programs help learners acquire the skills and technology to use various skills.

Rimer (2007) states that peer assessment can be an effective way to enhance learning. You can encourage or help each other master a learning topic. Peer assessment can require students to take notes, grade their peers, or set a standard for a product or performance. Students can also determine these standards (Boud & Falchikov, 2007). It can represent a learning system that can also be based on learner-centered learning and other practical learning. It focuses on fully integrating students. Rogers and Threath (2000) mentioned that peer assessment can help ensure all students' quality of education. It can turn students, recipients of teacher knowledge, into learners and participants in assessment. New knowledge characterized by reflection and creativity is generated through memory and recall tests, interactions, and searches. Self-direction of learners is one of the measures of the quality of education (Papinczak et al., 2007). Even if students have yet to gain experience in evaluating their peers, it is possible to make reasonably accurate judgments in peer assessment (Kearney et al., 2015).

Peer assessment encourages students to scrutinize and evaluate the work of others, thus prompting them to enhance their own reflective and evaluative skills. Peer assessment fosters students' self-directed learning skills, allowing them to learn to evaluate and improve their work independently without relying on direct instruction from the teacher. It also provides teachers with a more comprehensive understanding of student learning. Therefore, the main objective blended learning with assessment model applied in the classroom on learning violin performance skills and learning attitude. Therefore, the research questions of this study are as follows:

- (1) What are the effects of the blended learning with peer assessment model on violin performance skills and learning attitude?
- (2) How are students satisfied after completing the blended learning with peer assessment model?

## **2. Literature review**

### **2.1 Blended learning**

Blended learning combines integrating group of students, covering curriculum. It represents blending, blending, project-level blending, and institution-level blending. Each of these levels involves a combination of traditional teaching methods and online elements, depending on the type of learning, whether it be a course, program, or activity (Graham, 2006). Scardamalia and Bereiter (2003) have emphasized the advantages of blended learning through knowledge construction. Many researchers advocate for blended. It is an instructional instruction with the enhancements of active learning in an online environment. Watson (2008) regards blended learning as a fundamental redesign of instructional models, characterized by the following aspects: 1. Shifting the focus from the teacher to the student, making students more active participants; 2. Emphasizing learner interactions both online and offline; 3. Increasing interactions among students, teachers, content, and informal external resources; 4. It provides comprehensive, formative, and summative assessment mechanisms for students and teachers. From this perspective, blended learning represents a shift in teaching strategies. Blended learning significantly transforms how teachers perceive the potential of online learning in a face-to-face environment (Watson, 2008; Bonk & Graham, 2012).

#### **2.1.1 Blended learning in music**

Music educators must cultivate the ability of music students connect them with their circumstances to establish new understanding within the overall pointed out the concept of "thoughtfully integrating. This learning experience is referred to explained mixture of classroom and online learning. It includes the convenience of some online courses without entirely losing face-to-face interaction." Picciano (2009:4) suggested that educators employ various methods, including face-to-face learning and online technology.

Case studies by Bell-Robertson (2014) and Naughton (2012), as well as narrative case studies by Partti (2014), delve into the musical experiences and creativity within online communities, prompting further exploration of this theme. Examples of anthropological case studies include the work of Brandstrom, Wiklund, and Lundstrom (2012), who studied distance education, and Waldron (2013), who explained the value of user-generated content in music education. Partti (2014) conducted a case study on collaborative composition a musical instrument as the focal point.

### **2.2 Peer assessment**

Peer assessment can stimulate reflection, discussion, and student collaboration (Strijbos & Sluijsmans, 2010). In recent years, peer assessment has rapidly developed in education and has been used Rimer (2007) suggests that peer assessment can be an effective way to enhance learning. It can encourage mutual support and mastery of the learning material. Peer assessment can involve students taking notes, grading their peers, or assessing products or performances against set standards. Students can also determine these standards (Boud & Falchikov, 2007). Thomas et al. (2011) mention that it can represent a learning system based on a learner-centered approach and effective learning relying on others. It emphasizes the comprehensive involvement of students in collaborative learning with peers under the teacher's supervision. Even students without prior experience in assessing peers can make reasonable and accurate judgments in peer assessment (Kearney et al., 2015).

### 2.2.1 Peer assessment in music

Parkes (2010) emphasizes the necessity of descriptive and explicit rules and standards, stating that assessments based on detailed standards provide. The performance standards of the Parkes Brass Band serve as a good example, illustrating the level of detail required to differentiate between strong and weak performances. As Wesolowski (2014) points out, provides comprehensive and accurate records of learning progress and achievements. This helps teachers monitor student learning, identify areas for improvement, and meet the need for accountability. Daniel (2004) tested peer assessment research in music performance. While the students who participated in the study demonstrated difficulties in communicating appropriate feedback and administering the project and demonstrated a lack of experience in assessment, they indicated that participation in the study significantly impacted the development of their critical skills in oral and written music performance assessment. Research has shown that when peer assessment uses well-established criteria, peer groups indicate that their assessment performance is similar to that of expert review panels (Bergee, 1989).

### 2.3 Performance skills

In violin performance, the importance of using various skills is mainly reflected in the following aspects: first, it reflects the musical quality of the violin performer. The overall difficulty of violin performance is high, and to ensure the quality of performance, the performer needs to be proficient in various skills and select specific technical skills for musical expression according to the specific performance requirements of the musical work (Guo, 2020). According to Schubert and Fabian (Schubert & Fabian, 2014), listeners are very concerned with the concept of "expressiveness," a complex, multifaceted structure. Yue (2018). Violin performance players should regard the mastery of tonal skills as a tonal necessity and pay attention to it during tonal skills training. The first thing is aural training. In violin performance, the first thing is aural training. In violin performance, the player needs to rely on his/her sense of hearing to discern pitch, assess the difference between the tone and the standard of performance, and make a judgment before moving on to the next section. The better the ability to recognize pitch, the better the expression of musical ideas and emotions, which requires the player to strengthen aural training in relatively complex works.

### 2.4 Learning Attitude

Learning is an individual endeavor that exposes learners to the risk of venturing into the unknown (Giordon, 2008, p. 165). Can diminish motivation, consequently reducing success (Açıkgöz Ün, 2007, p. 230). Research conducted by scholars has found that students with better learning motivation tend to be more successful and inclined toward critical thinking skills (Burke & Williams, 2008, p. 115). Furthermore, it is well-known that students' positive beliefs in acquiring knowledge support their efforts in studying a subject (Kara, 2010, p. 51). Learning is fundamentally an individual performance. Therefore, having a positive or negative learning attitude holds value for the success of Learning. According to Fink (2003), learners' learning needs and expectations are malleable. In this sense, learners need to understand the essential prerequisites for Learning and how to make the learning process more manageable. Learning how to learn, putting in effort, and possessing a strong desire to learn are crucial focal points in current learning endeavors.

### 2.5 Conceptual Framework

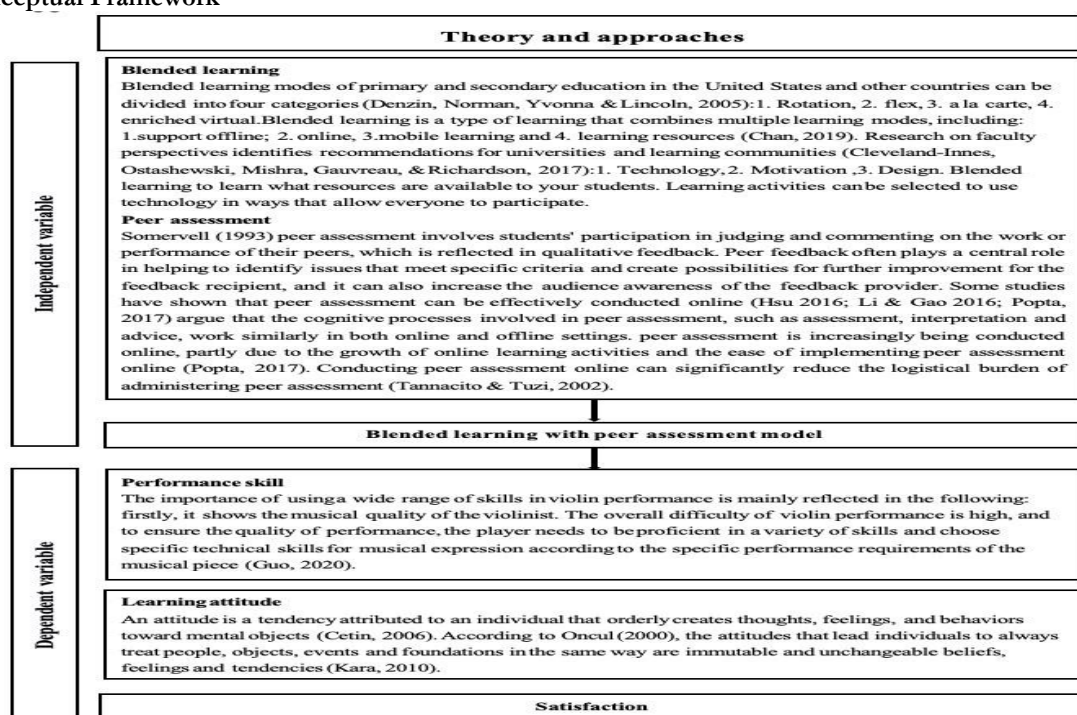


Figure 2.1 Conceptual Framework

### 3. Research Methodology

#### 3.1 Population and Sample

In this study, 40 students in two classes were selected through the Professional Skills Level Examination and divided equally into 20 students in the experimental group and 20 in the control group. A post-test experiment was conducted. The skill levels of the students in both groups were similar. In order to ensure whether there is a significant difference between the post-test and learning attitudes between the experimental and control groups, MANOVA was used to test the two dependent variables.

#### 3.2 Research Experiment Design

This study will experimentally demonstrate the effects of blended learning with peer assessment on students' performance skills and learning attitudes. The schematic diagram of the experiment is shown in Figure 3.1.

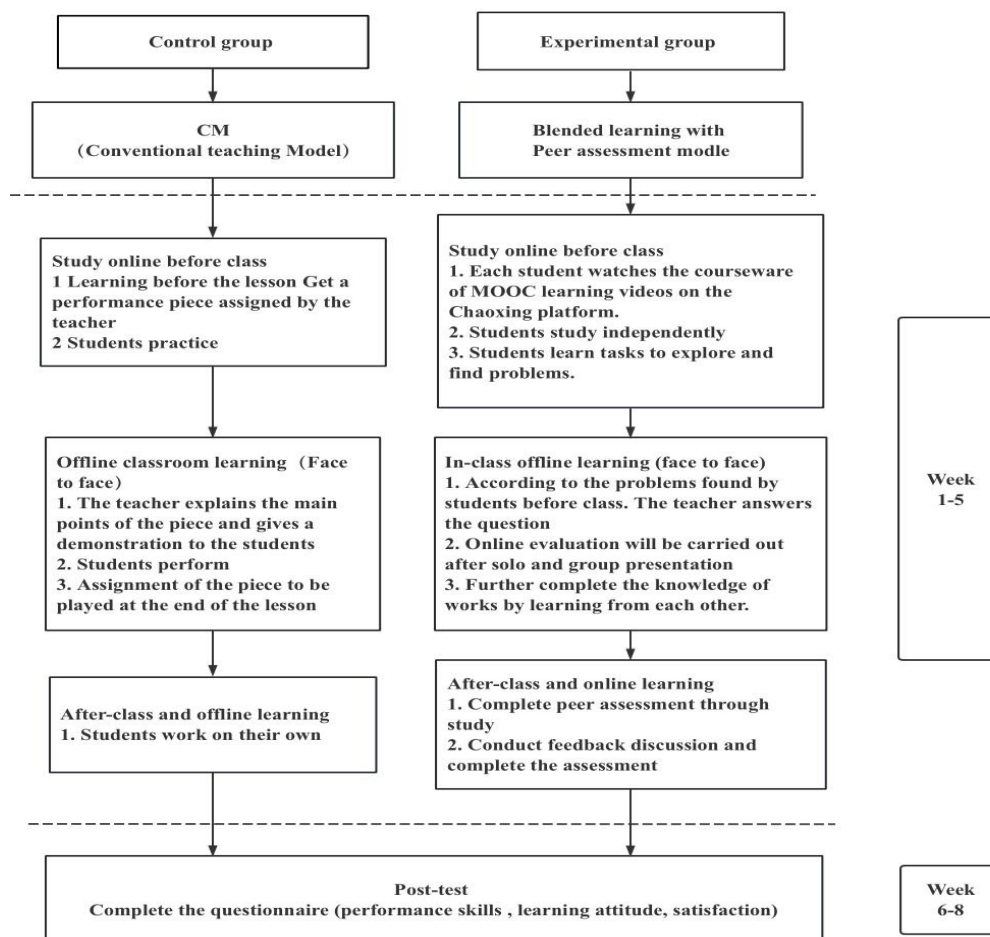


Figure 3.1 Experiment Design

#### 3.3 Research Data Collection

The present study was conducted to design the post-test paper. We have given 70% weightage to the final examination. Students' learning activities were assessed by 30% peer assessment of other activities. Implementing blended learning with peer assessment model entailed evaluating each learner and teacher based on a peer assessment form. Based on the instrumental learning evaluation items proposed by Thompson and Williamon (2003) and Russell (2007), the scale will be designed by selecting what is needed for this study. Five experts and the validity of the post-test scale will be invited to analyze it. Then, five students will be selected on the basis of two experts to rate the blended learning and peer assessment teaching model. The consistency of the results of the two experts on the scoring indicators will be determined.

The design of the post-test paper was examined through the design of the post-test paper. Moreover, it can be used for students.

According to Wapnick, J.'s (1976) literature review on attitudes, Edwards' (1971) related attitude scale, and Saygi C.'s (2010) literature theory on attitudes in the music curriculum. Adjustments and planning were made in relation to the content of the relevant study. Moreover, five experts were invited to analyze the reliability and IOC of the post-test according to the content of this study. The validity was tested through the design of the learning attitudes scale. Furthermore, it can be used for students. Satisfaction was expressed in the form of a questionnaire. According to Shih (2011) literature review, the questionnaire was designed and modified through this study. Finally, five experts were invited to conduct IOC test. The questionnaire was designed through a Likert five-point questionnaire. Based on the collected data, the validity of IOC was tested through the questionnaire's Likert five-point satisfaction scale. The questionnaire passed the validity test and could be given to the students.



#### 4. Research Results

In this research, 40 students from the second year of college were selected and divided into experimental and control groups. The skill level of the students in both groups was the same. The post-tests and learning attitudes of 20 students in the control group and 20 students in the experimental group show that the number of students in both control and experimental groups is less than 50. According to Shapiro Wilk data in table 4.1, the post-test has Sig=0.460 for the control group and Sig=0.999 for the experimental group. Regarding learning attitudes, the control group has Sig=0.300, and the experimental group has Sig=0.319. The values of both groups are more significant than 0.05. Therefore, the distributions of the post-test and learning attitudes are normally distributed.

**Table 4.1 The Normality of the Post-test and learning attitude**

	Group	Shapiro-Wilk		
		Statistic	df	Sig.
Post-test	Control group	.956	20	.460
	Experimental group	.991	20	.999
learning attitude	Control group	.945	20	.300
	Experimental group	.947	20	.319

##### a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

This is because both groups have the same number of students. According to the book mentioned in (Joseph F., 2010), the same number of students can also be used to further validate Box's Test of Equality of Covariance Matricesa. Sig=0.125. for 20 students in the control group and 20 students in the experimental group. This indicates that the covariance matrices are equal by further verifying the correlation between the two dependent variables. We have shown some correlation between the two dependent variables by Bartlett's Test of Sphericity<sup>a</sup>, Sig=0.031, which is less than 0.05 according to table 4.2.

**Table 4.2 Testing the Dependent variable**

Box's Test of Equality of Covariance Matricesa					Bartlett's Test of Sphericity <sup>a</sup>			
	F	df1	df2	Sig.	Likelihood Ratio	Approx. Chi-Square	df	Sig.
Post-test and learning attitude	6.080	1.911	3	.125	.023	6.965	2	.031

attitude

As we see through table 4.3, based on the Box M test, the value of Sig=0.125, which is greater than 0.05, shows that the covariance matrices are equal. Looking at Wilks' Lambda's data Sig=0.004, which is less than 0.05, suggests that there is at least one other variable that is different from the control group in Table 4.2, so look at Table 4.4 for the specific MANOVA results.

**Table 4.3 The results of Multivariate Tests**

	Effect	Value	F	Sig.
Group	Pillai's Trace	.263	6.586 <sup>b</sup>	.004
	Wilks' Lambda	.737	6.586 <sup>b</sup>	.004
	Hotelling's Trace	.356	6.586 <sup>b</sup>	.004
	Roy's Largest Root	.356	6.586 <sup>b</sup>	.004

According to Levene's test in Table 4.4, the post-test Sig=0.156 and learning attitudes Sig=0.123 are greater than 0.05 for both control and experimental groups. This indicates the significance of the chi-square, by ANOVA post-test Sig=0.003 and learning attitudes Sig=0.007. Both are less than 0.05. This indicates a significant difference between the two dependent variables in the post-test control and experimental groups. The specific differences can be compared and analyzed based on the means and variances in the table. In this case, for the post-test scores. The performance of the control group (Mean = 69.75, SD = 4.90) and the experimental group (Mean= 75.95, SD= 7.40). This shows that the performance of the control group was significantly lower than that of the experimental group. Similarly, in terms of learning attitudes, the achievement of the control group (Mean = 81.70, SD = 3.67) and the experimental group (Mean = 85.90, SD = 5.52). This also shows that the control group's performance was significantly lower than that of the experimental group.

The post-test scores and learning attitude show that the experimental group's scores were significantly higher than the control group's. There is a significant difference in statistical data. This shows that in the teaching of violin performance courses, the blended learning of peer assessment significantly improves and improves students' performance skills and learning attitudes.

**Table 4.4 The result of MANOVA**

DV	IV	n	$\bar{X}$	SD	Levene's test		ANOVA	
					W	Sig.	F	Sig.
Performance skills	Control groups	20	69.75	4.90	2.098	.156	9.773	.003
	Experimental groups	20	75.95	7.40				
Learning attitude	Control groups	20	81.70	3.67	2.483	.123	7.999	.007
	Experimental groups	20	85.90	5.52				

According to the satisfaction survey in Table 4.5, we assessed satisfaction with the course content, learning methods, learning resources, and learning environment. The average scores of these three aspects are above 3, indicating that students are delighted with the blended learning with peer assessment model. **Table 4.5 Mean and Standard deviation of Satisfaction (n=20)**

1. Satisfaction with course content	Mean	SD
1. Teachers have a reasonable arrangement of course content.	4.75	.44
2. I believe that blended learning with peer assessment model has enhanced my critical thinking ability.	4.70	.47
3. I am satisfied with the overall quality of blended learning with peer assessment model.	4.80	.41
4. I believe that blended learning with peer assessment model course content has improved the learning of violin performance skills.	4.75	.44
<b>Total</b>	4.75	.20
2. Satisfaction with learning methods	Mean	SD
1. After using this blended learning with peer assessment learning model, I have more confidence in practicing after class.	4.75	.44
2. I believe that the grading rules of peer assessment, can help improve the collaborative ability of violin performance skills students in ensemble.	4.85	.36
3. The blended learning with peer assessment learning model, can enhance the motivation and interest in learning violin performance skills.	4.70	.47
4. Through the blended learning with peer assessment model, communication between students and teachers is improved, and learning interactivity is enhanced.	4.85	.36
<b>Total</b>	4.79	.19
3. Satisfaction with learning resources	Mean	SD
1. Through the use of MOOC resources, I believe that the course content of online learning is very rich.	4.85	.36
2. Through the use of MOOC resources, I believe that the before class learning and afterclass practice of violin performance skills have improved.	4.70	.47
3. I believe that the blended learning with peer assessment model assisted by the Chaoxing platform has improved the quality of learning for violin performance skills.	4.85	.36

4.I am very satisfied with improving the learning efficiency of students in violin performance skills through blended learning with peer assessment model.	4.85	.36
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<b>Total</b>	<b>4.81</b>	<b>.14</b>
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4. Satisfaction with the learning environment	Mean	SD
1.I am very satisfied that the combination of blended learning with peer assessment model has helped me improve learning objectives for violin performance skills.	4.80	.41
2. The blended learning with peer assessment model. increased teacher engagement with students, improved the learning atmosphere, and increased practical activities.	4.80	.41
3.The Blended Learning with Peer Assessment model effectively improves the efficiency of students practicing in the piano room.	4.80	.41
<b>Total</b>	<b>4.80</b>	<b>.17</b>

## 5. Conclusion and Discussion

This study effectively improved students' performance skills and learning attitudes by applying blended learning with peer assessment model in teaching a violin course. Overall, it was a practical approach. Blended learning is a new and unique way of teaching and learning that requires resources, new pedagogical approaches, course content development, and knowledge of university teaching. As university teaching becomes increasingly digital and blended, new assessment methods are needed to evaluate learning and course engagement (Ruokonen, I., & Ruismäki, H. 2016). Combining blended learning with peer assessment model can lead to some significant pedagogical outcomes. This combination promotes students' independent learning and critical thinking skills. Through online learning, students are able to study independently in their personal time, which improves their self-directed learning skills. Therefore, blended learning with peer assessment model design can be incorporated into the future of music learning. Regarding learning attitudes, there is a significant difference between the experimental and control groups. It shows that blended learning with peer assessment model on students learning attitudes is more favorable than traditional learning. This teaching model stimulates students' motivation and initiative in learning. Through online learning, students can learn in their own time and place. Through peer assessment, students are encouraged to participate in the assessment process, which makes them feel that their learning is valued and recognized, thus increasing their motivation to learn.

The blended learning with peer assessment teaching model approach to learning improved the students' previous traditional learning methods. Students' ability to work together in violin performance skills ensembles was improved through peer assessment. Students' satisfaction with this learning method was very high. Regarding learning resources, students' satisfaction with each question was largely evident. This shows that diverse learning resources can satisfy students' learning enjoyment. Finally, in terms of a learning environment, students are delighted with the learning environment. This shows that a good learning environment can drive the learning atmosphere and improve students' learning ability. The use of online peer assessment can be effective in promoting students' academic achievement and satisfaction with learning and the learning process (Lu & Bol, 2007; Van Gennip, Segers & Tillema, 2010; Xie, Ke & Sharma, 2008; Xiao & Lucking, 2008; Chang & Chen, 2009. (Van Gennip, Segers & Tillema, 2009; Liang & Tsai, 2010; Van Zundert, Sluijsmans & Van Merriënboer, 2010; Shih, 2010). The blended learning with peer assessment model fostered students' independent learning skills and cooperation, which the students recognized. Students became accustomed to managing their learning progress and time and learned to obtain feedback from others' assessments and adjust accordingly. Students are generally delighted with the flexibility and convenience of blended learning. They can study according to their time and place, without the time and place constraints, making learning more autonomous. Meanwhile, through the resources of the online platform, students can access the required learning materials at any time, which enhances learning efficiency.

## 6. Recommendations

Continuously integrate the latest educational technologies, including virtual, augmented, and artificial intelligence, to provide students with a more prosperous, immersive learning experience. Provide personalized learning pathways and content according to student's learning styles, pace, and abilities to maximize the learning needs of each student. They are incorporating knowledge from different subject areas into the instructional design of blended learning and adopting the peer assessment model to promote cross-curricular learning and the development of integrated competencies. To provide continuous professional training and technical support to teachers to ensure they can flexibly utilize the blended learning mode of peer assessment. The key to future development lies in the continuous innovation and integration of educational resources and technologies to provide more prosperous and personalized learning experiences while focusing on developing students' integrative skills and innovative thinking. There is also a need to ensure that teachers have adequate capacity and resources to implement the blended learning with peer assessment model effectively.

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