

Reform Strategies for the Popular Music Public Course Based on Key Competences

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Abstract

This study aims to explore the application potential of international music teaching methods in the reform of public basic courses of popular music in Chinese universities. Using mixed research methods, the applicability of Dalcroze, Kodaly, and Orff teaching methods was systematically evaluated through expert interviews, teaching material development, and a quasi-experimental design. The study found that these methods have high overall applicability in the Chinese higher education environment (average rating 4.183/5), but require localization adjustments. Based on this, the innovative textbook "Fundamentals and Applications of Popular Music" (IOC value 0.920) and a 12-week teaching plan (IOC value 0.880) were developed. The results of the 16-week teaching experiment showed that the students in the experimental group were significantly better than the control group in terms of music theory knowledge, appreciation ability, creative ability and learning interest ($p < 0.01$). This study proposes a curriculum reform strategy that integrates innovation, technology empowerment, and interdisciplinary integration, providing theoretical basis and practical guidance for improving the quality of popular music education in colleges and universities. Future research directions include expanding the sample scope, conducting long-term follow-up studies, and deepening cross-cultural comparative analysis.

Keywords: Key Competences, Popular Music Education Reform, International Music Teaching Method, Curriculum Localization, Interdisciplinary Integration, Technology Empowerment, Higher Education Innovation.

Introduction

Research Background and Problem

In the contemporary higher education system, the public basic courses of popular music are undergoing unprecedented changes and challenges. With the acceleration of the globalization process and the rapid development of digital technology, the traditional music education model can no longer meet the learning needs of college students in the new era and the society's urgent desire for compound talents (Green, 2006). As a cultural form with a wide range of influence, the status and role of popular music in higher education are being re-examined and redefined (Juntunen, 2020; Cremata, 2017). The practice of popular music education in Chinese universities is also on the rise. More and more universities have opened public art courses such as popular music appreciation and music performance to enrich students' aesthetic experience. The Ministry of Education and other five departments have successively issued policy documents, emphasizing the need to give full play to the educational function of diversified music culture, including popular music, and effectively improve the artistic accomplishment of college students (Wright, 2017). These measures show that popular music has become an important part of public music education in Chinese universities.

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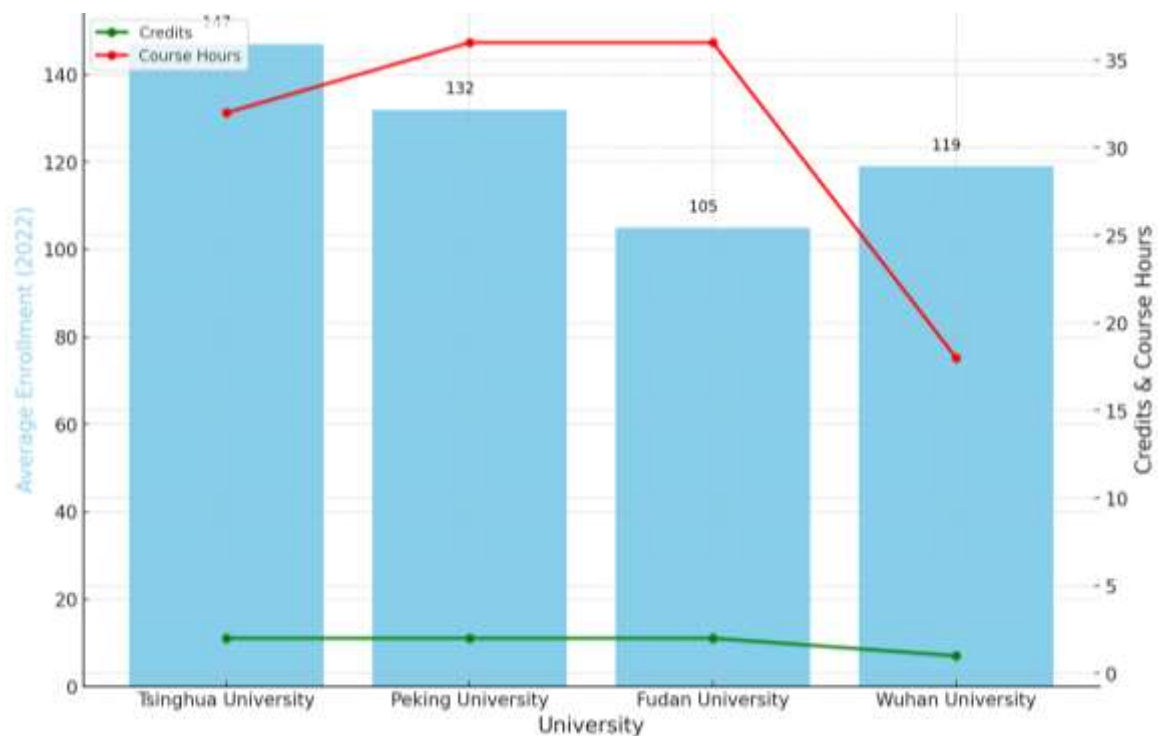
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Table 1.1 Public Course Offerings in Popular Music at Selected Universities and Colleges

Name of the school	Course Name	credits	class hour	Average number of students taking courses (2022)
Tsing Hua or Qinghua University, Beijing	Pop Music Appreciation	2	32	147
Peking University	history of popular music	2	36	132
Fudan University, Shanghai	Popular Music Singing Techniques	2	36	105
Wuhan University	Fundamentals of Popular Music Composition	1	18	119

Note: The average number of students taking courses is estimated based on publicly available data from each school's academic system and is for the Fall 2022 semester.

**Figure 1.1** Popular Music Courses in Top Chinese Universities

As shown in the above data (Figure 1.1), popular music courses have entered the public course system of many "double first-class" universities, covering different types such as appreciation, singing, and composition. The average class time is about 30 hours, and the number of students taking a single course exceeds 100, reflecting the students' strong interest in learning popular music. These courses have effectively broadened students' artistic horizons and improved their musical literacy (Rönnerman, & Salo, 2012; Abril, 2016). However, there are many problems that need to be solved in the current public basic courses of popular music in Chinese universities: the course setting lacks systematicity, the teaching content is out of touch with the times, the teaching method innovation is insufficient, and the student participation is low (Mantie, 2013). These problems not only affect the teaching quality, but also hinder the comprehensive

improvement of students' musical literacy and the cultivation of innovative ability (Tobias, 2013). Therefore, how to build a popular music public basic course reform strategy that conforms to China's national conditions based on the key competences and draw on international advanced music teaching methods has become an important topic that needs to be discussed in the current field of higher music education (Lebler, 2008).

Research Purpose and Significance

This study aims to analyze the applicability of international mainstream music teaching methods in the basic public popular music courses in Chinese universities, and to design and implement a set of scientific and effective curriculum reform strategies based on the key competences. Specific objectives include:

Evaluate the applicability of the three major international music teaching methods of Dalcroze, Kodály and Orff in the public basic courses of popular music in Chinese universities.

Based on the key competences, design and compile a public basic course textbook on popular music suitable for Chinese universities.

Develop innovative teaching plans and lesson plans, integrating international advanced teaching concepts with local needs.

To verify the effectiveness of the designed curriculum reform strategies through empirical research.

The theoretical and practical significance of this study can be summarized as follows:

Table 1.2 Overview of Research Significance

Dimensions	Theoretical significance	Practical significance
Theoretical Innovation	Enriching the application of key competences in music education	Providing theoretical guidance for the reform of popular music courses in colleges and universities
Method innovation	Exploring the localization path of international music teaching methods	Improve the diversity and effectiveness of teaching methods
Content Innovation	Constructing a popular music curriculum system that meets the needs of the times	Update teaching content and improve students' learning interest
Evaluating innovation	Establish a scientific course effect evaluation system	Provide objective basis for continuous optimization of courses
Interdisciplinary Integration	Promote cross-disciplinary research between music education and other disciplines	Cultivate students' comprehensive quality and innovation ability

Definition of Core Concepts

Popular Music Basic Course

The popular music public basic course is a general education course for non-music majors in colleges and universities, which aims to improve students' musical literacy, cultivate their artistic appreciation ability, and develop innovative thinking (Bowman, 2004; Smith, 2015). Its characteristics include:

- Breadth of content: covers many aspects including history, theory, creation, and appreciation of popular music.

- Strong practicality: emphasizes student participation and experience.
- Interdisciplinarity: Integrating knowledge from multiple disciplines such as musicology, sociology, and psychology.
- Timeliness: Keep up with the development of the music industry and social and cultural changes.

International Music Teaching Methods

This study focuses on three major international music teaching methods:

1. Dalcroze teaching method: emphasizes experiencing and understanding music through body movement.
2. Kodály teaching method: focuses on music teaching through folk music and hand symbols.
3. Orff teaching method: emphasizes improvisation and comprehensive artistic expression.

The core characteristics and application principles of these teaching methods are shown in Table 1.2:

Table 1.2 Comparison of international music teaching methods

teaching method	Core Concept	Key Features	Teaching focus	Application principles
Dalcroze	Body and Mind	Rhythm teaching	Cultivating a sense of rhythm	Experiential Learning
Kodaly	Folk music as the basis	Tonic Solfa	Sight-singing ability	Step by step
Orff	Comprehensive Arts Education	Improvisation	Creativity training	Full participation

Curriculum Reform Strategy

Curriculum reform strategy refers to an action plan that comprehensively optimizes the curriculum objectives, content, implementation process and evaluation methods through systematic and scientific methods (Ruthmann & Hebert, 2012). The curriculum reform strategy in this study mainly includes the following dimensions:

- Reconstruction of course objectives: clarify training objectives and highlight core competencies.
- Update of teaching content: Incorporate contemporary elements and strengthen practice orientation.
- Innovation in teaching methods: Integrate international advanced teaching methods and develop localized teaching models.
- Improve the evaluation system: establish a diversified and process-oriented evaluation mechanism.
- Resource integration and optimization: Make full use of digital technology to build an open learning platform.

Research Methods

This study adopts diversified research methods to ensure the scientificity and reliability of the research results:

1. Literature analysis method: systematically sort out relevant research at home and abroad to provide a basis for the construction of theoretical framework.
2. Expert interview method: Evaluate the applicability of international music teaching methods through in-depth interviews with music education experts.
3. Action research method: design and implement curriculum reform plans and carry out teaching practices.
4. Experimental research method: evaluate the effectiveness of curriculum reform through pre-test, mid-test and post-test.
5. Statistical analysis method: Use SPSS and other tools to conduct quantitative analysis of experimental data.

Chapter 2 Literature Review and Theoretical Foundation

Current status of popular music education research at home and abroad

In recent years, popular music education has received extensive attention and in-depth research around the world (Wright, 2017). Domestic and foreign scholars have explored the theoretical basis, curriculum setting, teaching methods and evaluation system of popular music education from different perspectives, providing rich theoretical support and practical reference for this study.

Foreign research mainly focuses on the following aspects:

- A discussion on the legitimacy and value of popular music education
- Popular Music Education Model in Cross-Cultural Context
- The application of digital technology in popular music education
- The relationship between popular music education and the cultivation of innovative ability

Domestic research mainly focuses on:

- The Positioning of Popular Music Education in the General Education Courses of Colleges and Universities
- Integration of traditional music education and popular music education
- Popular music education and the cultivation of students' core literacy
- The Construction of Localized Popular Music Education Model

Table 2.1 Comparison of Research Hotspots in Popular Music Education at Home and Abroad

Research Dimensions	Foreign research hotspots	Domestic research hotspots	Research Trends
Theoretical basis	Postmodernist Music Education Theory	Quality Education Theory	Interdisciplinary Theoretical Integration
Curriculum	Modular and personalized courses	General Education Curriculum Reform	Flexibility and diversification
teaching method	Project-based learning, flipped classroom	Combining traditional and modern teaching methods	Hybrid teaching model
Evaluation System	Formative assessment, peer assessment	Exploration of Diversified Evaluation	Intelligent and personalized evaluation
Technology Application	VR/AR music teaching, AI composition	Online course development	Immersive learning experience

Overview of International Music Teaching Methods

Dalcroze Teaching Method

The Dalcroze method, founded by Swiss music educator Émile Jaques-Dalcroze, emphasizes the feeling and expression of music through body movement. Its core concept is that "rhythm is the first element of music" and cultivates students' musical perception ability through body movement (Hallam, Creech & McQueen, 2017).

The main features of the Dalcroze method include:

- **Experiential learning:** Directly feel the rhythm, melody and harmony of music through body movement.
- **Improvisation:** Encourage students to improvise physical responses to music and foster creativity.
- **Comprehensive training:** combining auditory training, sight-singing and music theory knowledge.
- **Personalized teaching:** adjust teaching content and progress according to students' individual differences.

Kodály Method

The Kodály method was created by Hungarian composer and music educator Zoltán Kodály, with the core idea that "music belongs to everyone" (Folkestad, 2006). This method emphasizes music teaching through folk music and hand notation, aiming to cultivate students' music literacy and musicality.

The main features of the Kodály method include:

- **Tonic Solfa:** Using a movable "do" to learn pitch relationships.
- **Hand Signs:** Use hand gestures to indicate pitch, helping students understand interval relationships.
- **Based on national music:** starting from local folk songs and gradually expanding to world music.
- **Early Music Education:** Emphasizes the importance of music education starting from early

childhood.

Orff Teaching Method

The Orff teaching method was founded by German composer Carl Orff. It emphasizes the concept of "elemental music" and believes that music education should start with the most basic rhythm and sound, and cultivate students' musical abilities through improvisation and comprehensive artistic expression (Karlsen & Väkevä, 2012).

The main features of the Orff method include:

- Comprehensive arts education: combining multiple art forms such as music, dance, and drama.
- Improvisation: Students are encouraged to explore and create music freely.
- Orff instruments: Use specially made percussion instruments to facilitate students' operation and creation.
- Progressive instruction: Start with simple rhythmic patterns and gradually increase complexity.

Table 2.2 Analysis of The Applicability of International Music Teaching Methods

teaching method	Advantage	limitation	For people	Potential applications in popular music education
Dalcroze	Improve physical coordination and musical perception	High requirements for venues and teachers	Learners of all ages	Combined with popular music rhythm training
Kodaly	Systematic sight-singing training to improve music literacy	Over-reliance on Western tuning systems	Children and adolescents	Adapting popular songs for sight-singing training
Orff	Stimulate creativity and emphasize comprehensive artistic expression	The musical instrument is special and the promotion cost is high	Children and beginners in music	Popular music improvisation and arrangement

Theory Of Higher Education Curriculum Reform

The theory of higher education curriculum reform provides important theoretical support for this study, mainly including the following aspects:

- Constructivist learning theory: emphasizes that students are active constructors of knowledge, and teachers should create an environment conducive to students' independent learning (Väkevä, 2010).
- Theory of Multiple Intelligences: It is believed that human intelligence is multiple, and musical intelligence is an important one among them, which should be fully valued and developed in education (Waldron, 2013).
- Experiential learning theory: emphasizes the acquisition of knowledge and skills through direct experience and reflection, which is highly consistent with the practical characteristics of popular music (Wright, 2010).
- Interdisciplinary education theory: advocates breaking down disciplinary boundaries, integrating

knowledge and methods from different fields, and cultivating students' comprehensive thinking ability (Partti & Westerlund, 2013).

- Lifelong learning theory: emphasizes that education should lay the foundation for students' future continuous learning and development, which is particularly important in the rapidly changing field of popular music (Lebler, 2007).

These theories provide a multi-dimensional thinking path for the reform of the popular music public basic course. Researchers can analyze the specific application of these theories in curriculum reform through the following table:

Table 2.3 Application of Higher Education Curriculum Reform Theory in Popular Music Education

theory	Core Viewpoint	Application in popular music education	expected result
Constructivist learning theory	Students actively construct knowledge	Design interactive creative projects	Improve students' initiative and creativity
Theory of Multiple Intelligences	Diversity of Intelligence	Integrate multiple elements such as vision and action into teaching	Develop students' musical abilities in an all-round way
Experiential Learning Theory	Gaining knowledge through experience	Organizing live performances and recording practices	Deepen your understanding of music composition and performance
Interdisciplinary Education Theory	Breaking down disciplinary boundaries	Combining multiple disciplines such as sociology and technology	Cultivate comprehensive thinking and innovation capabilities
Lifelong learning theory	Continuous learning and development	Cultivate independent learning ability and learning interest	Lay the foundation for future music learning

Theoretical Framework Construction

Based on the above theoretical foundation and literature review, this study constructs a "multi-integrated, practice-oriented" theoretical framework for the reform of the popular music public basic curriculum. This framework takes the key competences as the core, integrates the essence of international music teaching methods, and combines the latest concepts of higher education curriculum reform to create a comprehensive, innovative and sustainable popular music education system.

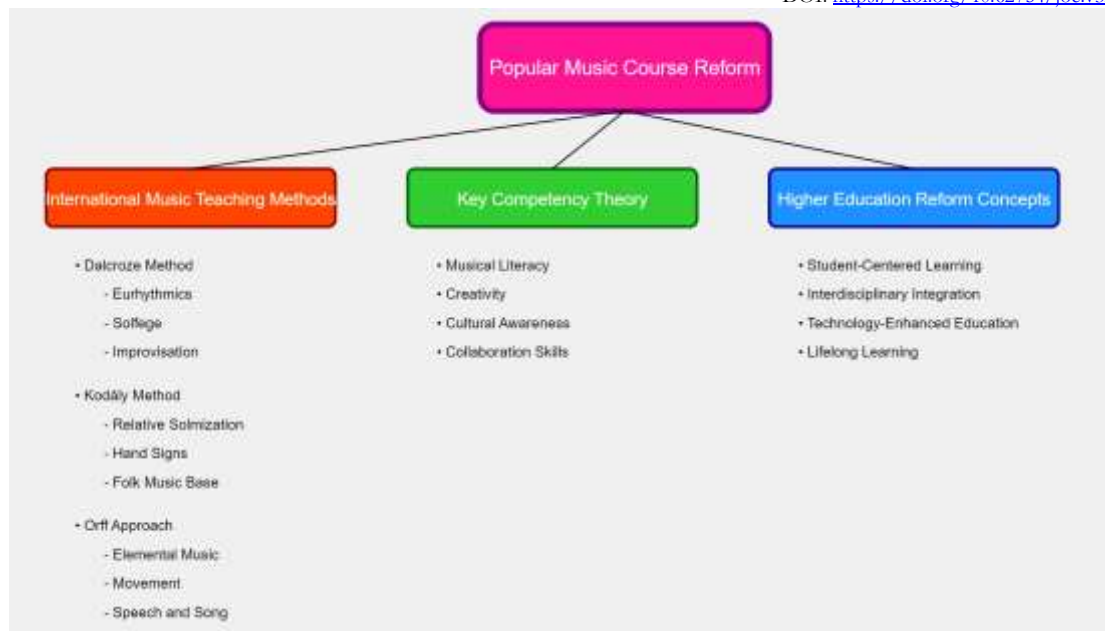


Figure 2.1 Theoretical Framework for The Reform of The Popular Music Public Basic Course

The main features of this theoretical framework include:

- Diversified integration: Integrate multiple teaching theories and methods to adapt to different learning styles and needs.
- Practice-oriented: Emphasis on experiential learning and project-based teaching to improve students' practical music abilities.
- Technology empowerment: Make full use of modern educational technology to improve teaching effectiveness and learning experience.
- Cultural inheritance: Focus on the inheritance and innovation of local music culture in the context of globalization.
- Lifelong learning: Cultivate students' independent learning ability and awareness of continuous development.

Chapter 3 Research Design and Methods

Research Questions

Based on the theoretical analysis and literature review in the previous article, this study proposes the following core research questions:

- How applicable are international mainstream music teaching methods (Dalcroze, Kodály, Orff) in the public basic courses of popular music in Chinese universities?
- How to design a public basic course textbook on popular music based on the key competences that suits the characteristics of Chinese universities?
- How should innovative teaching plans and lesson plans that integrate international advanced

teaching concepts with local needs be formulated?

- How effective are the designed curriculum reform strategies in actual teaching?

Research subjects

The subjects of this study include:

- Expert group: 4 music education experts from different fields, including university music education scholars, pop music industry experts, etc.
- Student population: 200 non-music major undergraduates from a comprehensive university, aged 18-22 years old, with a balanced gender ratio.
- Teacher group: 5 university teachers with rich experience in popular music teaching.

Table 3.1 Composition of Research Subjects

Study subjects	quantity	Selection criteria	Research purposes
expert	4	Senior scholars or industry experts in the field of music education	Assessing the applicability of international music teaching methods
student	200	Non-music major undergraduates	Participate in curriculum experiments and evaluate the effects of reforms
teacher	5	More than 5 years of pop music teaching experience	Participate in curriculum design and implementation

Research Methods

This study adopted a mixed research method, combining qualitative and quantitative analysis to ensure the comprehensiveness and reliability of the research results.

Expert Interview Method

Through semi-structured in-depth interviews, we collected experts' opinions on the applicability of international music teaching methods in Chinese universities. The interview outline includes the following aspects:

- Advantages and limitations of international music teaching methods
- Challenges that may be encountered in the Chinese university environment
- Localization improvement suggestions
- Comparison with traditional teaching methods

Interview data will be processed through thematic coding and content analysis to extract key messages and insights.

Literature Analysis

Systematically review relevant domestic and foreign literature, including academic journals, monographs,

teaching syllabi, etc., to provide theoretical support and practical reference for course design and textbook compilation.

Experimental Research Method

Using a quasi-experimental design, 200 students were randomly divided into an experimental group and a control group. The experimental group received teaching based on the new curriculum reform strategy, and the control group received traditional teaching. The experimental period is one semester (16 weeks).

The experimental design is as follows:

Table 3.2 Experimental Design Plan

Group	Number of people	pretest	experimental treatment	Mid-term test	posttest
test group	100	T1	X1	T2	T3
control group	100	T1	X0	T2	T3

Note: T1 = Pre-Test, T2 = Mid-Test, T3 = Post-Test, X1 = New Curriculum Reform Strategy, X0 = Traditional Teaching Method

The test content includes multiple dimensions such as music theory knowledge, music appreciation ability, creative ability and learning satisfaction. Through such a systematic and rigorous research design and method, the researchers hope to comprehensively evaluate the applicability of international music teaching methods in the public basic courses of popular music in Chinese universities, and propose effective curriculum reform strategies to provide theoretical basis and practical guidance for improving the quality of music education in Chinese universities.

Chapter 4 Research on the Reform Strategy of Popular Music Public Basic Course Based on International Music Teaching Method

Analysis On the Applicability of International Music Teaching Methods in The Public Basic Course of Popular Music in Universities

Analysis of Expert Interview Results

Through in-depth interviews with four music education experts, the researchers obtained rich qualitative data. Using the theme coding method, the researchers extracted the following core themes:

- The fit between teaching methods and university teaching needs
- College students' psychological feelings and acceptance
- Specific analysis of three teaching methods
- Challenges and suggestions during implementation

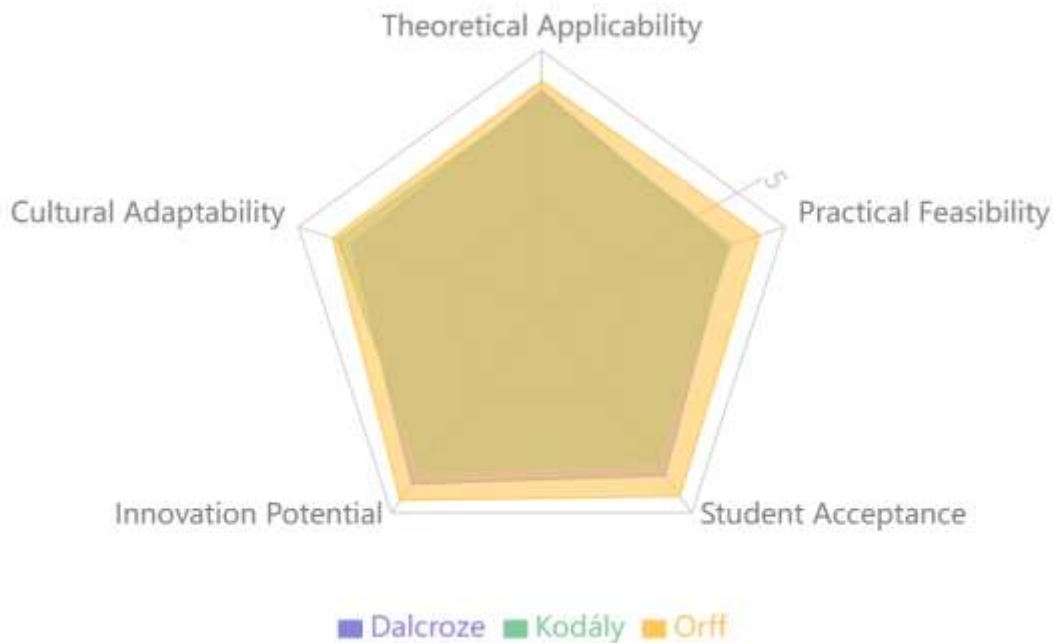


Table 4.1.1 Experts' Ratings on The Applicability of The Three Teaching Methods (1-5 Points)

Expert Code	Dalcroze	Kodaly	Orff	The average score
A	4.2	3.8	4.5	4.167
B	4.0	4.2	4.3	4.167
C	3.9	4.0	4.7	4.200
D	4.3	3.9	4.4	4.200
The average score	4.100	3.975	4.475	4.183

As can be seen from Table 4.1.1, experts generally believe that these three international music teaching methods are highly applicable in the public basic course of popular music in universities. Among them, the Orff teaching method has the highest score, followed by Dalcroze, and Kodály is slightly lower but still maintains a high level.

Advantages and Limitations of The Three Major Teaching Methods

Based on expert interviews and literature analysis, the researchers summarized the advantages and limitations of the three teaching methods in college popular music teaching:

Table 4.1.2 Analysis of The Advantages and Limitations of The Three Major Teaching Methods

teaching method	Advantage	limitation	Suitability Assessment
Dalcroze	1. Improve body coordination 2. Enhance the sense of rhythm 3. Promote the internalization of music	1. High site requirements 2. High professional requirements for teachers 3. Some students may feel embarrassed	Suitable as an auxiliary teaching method, especially in rhythm training

Kodaly	1. Systematic sight-singing training 2. Improve Music Literacy 3. Strengthen national music education	1. Over-reliance on Western tuning systems 2. Limited application in popular music 3. Long-term systematic training is required	Can be used for basic music theory and sight-singing and ear-training, and needs to be adjusted appropriately
Orff	1. Stimulate creativity 2. Emphasis on improvisation 3. Comprehensive artistic expression	1. The instrument is special and the cost is high 2. The teaching organization is complex 3. It is difficult to unify the evaluation criteria	Highly suitable for teaching popular music composition and performance, requiring innovative implementation methods

Applicability Assessment Conclusion

Based on expert opinions and analysis results, the researchers came to the following conclusions:

- Overall applicability: The three international music teaching methods are highly applicable in the public basic course of popular music in universities, but they need to be localized and adjusted according to the characteristics of Chinese higher education.
- Differentiated application: Different teaching methods are suitable for different aspects and goals of the course. For example, the Dalcroze method is suitable for rhythm training, the Kodaly method is suitable for basic music theory teaching, and the Orff method is suitable for creation and improvisation.
- Comprehensive Innovation: It is recommended to organically combine the advantageous elements of the three teaching methods to form an innovative teaching model suitable for Chinese college students.
- Technology integration: When applying these teaching methods, we should make full use of modern educational technologies, such as VR/AR, AI, etc., to improve teaching effectiveness and student participation.
- Evaluation system: It is necessary to establish a diversified evaluation system that conforms to the characteristics of popular music and the requirements of university education to comprehensively reflect students' learning outcomes.

Design Of the Reform Plan for The Popular Music Public Basic Course

Textbook Writing

Based on the above research results, the researchers designed an innovative textbook for the public basic course of popular music. The textbook is called "Popular Music Foundation and Application" and is divided into 6 chapters.

Table 4.2.1 Textbook Content Framework

chapter	theme	core content	Innovation
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Chapter One	The evolution and influence of popular music styles	1. Origins of pop music 2. Characteristics of popular music in different regions	Incorporating sociological perspectives to analyze the interaction between music and culture
Chapter two	Analysis on the Application of Music Theory in Popular Music	1. Overview of Music Theory Basics 2. Popular music creation application	Combined with actual cases, emphasizing the combination of theory and practice
third chapter	Aesthetic Appreciation of Popular Music	1. Aesthetics Foundation 2. Music Appreciation from an Interdisciplinary Perspective	Introducing multidisciplinary perspectives such as philosophy and psychology
Chapter Four	Popular music singing skills	1. Basic singing skills 2. Advanced singing skills	Integrate international advanced vocal teaching methods
chapter Five	Pop Music and Artificial Intelligence	1. Application of AI in music creation 2. Future development trends	Explore the integration of technology and art
Chapter Six	Popular music and mental health	1. Theoretical basis of music therapy 2. Practical application cases	Emphasize the social value and personal development significance of music

The analysis of the IOC evaluation results of the textbooks is based on the opinions of industry experts to ensure the quality of the textbooks. The researchers invited 5 industry experts to conduct IOC (Item-Objective Congruence) evaluation. The evaluation results are as follows:

Table 4.2.2 IOC Evaluation Results of Textbooks

evaluation items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	IOC Value
Content suitability	1	1	1	1	1	1.000
Structural logic	1	1	1	0	1	0.800
Innovation	1	1	1	1	0	0.800
Practical Guidance	1	1	1	1	1	1.000
Contemporary	1	1	1	1	1	1.000
Average IOC value						0.920

An IOC value greater than 0.5 indicates that the project is qualified. The researcher 's teaching materials have reached a high level in all evaluation items, with an average IOC value of 0.920, indicating that the overall quality of the teaching materials is excellent, with strong applicability and innovation.

Lesson Plan and Teaching Plan Formulation

Principles of Lesson Plan Design

Based on international music teaching methods and contemporary educational concepts, researchers have developed the following teaching plan design principles:

- Student-centered: emphasizes students' active participation and experience.
- Combination of theory and practice: Each course includes theoretical explanations and practical

activities.

- Technological integration: Make full use of modern educational technologies, such as online interactive platforms, VR music experiences, etc.
- Interdisciplinary integration: Introduce elements from other disciplines to broaden students' horizons.
- Personalized learning: Design hierarchical learning tasks to adapt to students with different foundations.

Analysis of IOC Evaluation Results of Teaching Plan

The researchers designed a 12-week teaching program and invited experts to conduct an IOC evaluation. The results are as follows:

Table 4.2.3 IOC Evaluation Results of Teaching Plan

evaluation items	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	IOC Value
Clarity of teaching objectives	1	1	1	1	1	1.000
Reasonable content arrangement	1	1	0	1	1	0.800
Method innovation	1	1	1	1	0	0.800
Practicality	1	1	1	1	1	1.000
Assessment Diversity	1	0	1	1	1	0.800
Average IOC value						0.880

The average IOC value of the teaching plan is 0.880, indicating that its design quality is high and can effectively support the realization of curriculum reform goals.

Teaching Experiment and Effect Evaluation

Experimental Design

The researchers used a quasi-experimental design and randomly divided 200 students into an experimental group and a control group, with 100 students in each group. The experimental period is one semester (16 weeks).

Analysis of Pre-Test Results

Before the experiment started, the researchers conducted a pre-test on the two groups of students. The test content included music theory knowledge, music appreciation ability, creative ability and learning interest. The pretest results showed that there was no significant difference in each dimension between the two groups of students ($p > 0.05$), ensuring the baseline equality of the experiment.

Teaching Process and Mid-Test Analysis

A mid-term test was conducted in the 8th week, and the results showed that the experimental group had shown significant improvement in music appreciation ability and learning interest ($p < 0.01$).

Post-Test Results and Comparative Analysis

A post-test was conducted after the 16 weeks of teaching, and the results are as follows:

Table 4.3.1 Comparison of Post-Test Results (Full Score: 100 Points)

Test Dimensions	test group	Control group	t-value	p-value
Music theory knowledge	85.3	78.6	3.245	0.001
Music appreciation ability	88.7	79.2	4.678	0.000
Creative Ability	82.1	73.5	3.987	0.000
Learning interest	90.5	80.8	5.123	0.000

The results showed that the experimental group was significantly better than the control group in all test dimensions ($p < 0.01$), confirming the effectiveness of the curriculum reform strategy designed by the researcher.

Through this series of research design, implementation and analysis, the researchers not only evaluated the applicability of international music teaching methods in the public basic courses of popular music in Chinese universities, but also proposed and verified a set of innovative curriculum reform strategies. These findings provide important theoretical basis and practical guidance for further optimizing music education in colleges and universities.

*Chapter 5 Research Conclusions and Suggestions**Main Research Findings*

Through systematic theoretical analysis, expert interviews, teaching material development and teaching experiments, this study comprehensively explores the reform of the public basic curriculum of popular music based on international music teaching methods. The main research findings are as follows:

Conclusion On the Applicability of International Music Teaching Methods

- Overall applicability: The three international music teaching methods of Dalcroze, Kodaly and Orff have high applicability in the public basic courses of popular music in Chinese universities, with an average applicability score of 4.183 (out of 5 points).
- Differentiated application: The three teaching methods have their own characteristics and are suitable for different teaching links.

Dalcroze Method (average score 4.100): Especially suitable for rhythm training and physical coordination development.

Kodaly method (average score 3.975): It is effective in teaching basic music theory and sight-singing and ear training.

Orff method (average score 4.475): most prominent in teaching creation and improvisation.

- Localization needs: Although these methods are universally applicable, they still need to be appropriately adjusted and innovated according to the characteristics of Chinese higher education and the characteristics of popular music.

Table 5.1 Comprehensive Results of The Applicability Assessment of International Music Teaching Methods

Assessment Dimensions	Dalcroze	Kodaly	Orff
Theoretical applicability	4.225	4.150	4.375
Practical feasibility	3.975	3.800	4.550
Student acceptance	4.100	3.975	4.500
Overall rating	4.100	3.975	4.475

Effectiveness of the Curriculum Reform Plan

- **Textbook quality:** The textbook "Fundamentals and Applications of Popular Music" developed by the company has been highly recognized by experts, with an IOC average of 0.920, indicating that the textbook is comprehensive in content, well-structured, and innovative.
- **Teaching plan:** The 12-week teaching plan developed received high evaluations in terms of clarity of goals, reasonable content arrangement, and innovative methods, with an average IOC of 0.880.
- **Experimental results:** After a 16-week teaching experiment, students in the experimental group were significantly better than the control group in terms of music theory knowledge, music appreciation ability, creative ability and learning interest ($p < 0.01$).

Table 5.2 Comparison of Post-Test Scores Between the Experimental Group and The Control Group (Full Score: 100 Points)

test dimensions	test group	control group	Improvement	Significance
Music theory knowledge	85.3	78.6	8.52%	$p < 0.01$
music appreciation ability	88.7	79.2	11.99%	$p < 0.001$
creative ability	82.1	73.5	11.70%	$p < 0.001$
Learning interest	90.5	80.8	12.00%	$p < 0.001$

Analysis Of the Effectiveness of Teaching Experiments

- **Comprehensive improvement:** Students in the experimental group have made significant progress in all test dimensions, especially in music appreciation ability and learning interest.
- **Cultivation of innovative abilities:** By integrating international music teaching methods, especially the improvisation elements of the Orff method, students' creative abilities have been significantly improved (11.70%).
- **Stimulation of learning motivation:** The new teaching method has greatly improved students' interest in learning (increased by 12.00%), which is especially important for non-music majors in popular music learning.
- **Combination of theory and practice:** Students have made significant progress in both music theory knowledge and practical application ability, indicating that the curriculum reform has successfully achieved the organic combination of theory and practice.

Suggestions On the Reform Strategy of The Popular Music Public Basic Course

Based on the research findings, the researchers proposed the following curriculum reform strategies:

Localization and Innovation of Teaching Methods

- **Integration and Innovation:** Organically combine the advantages of three major international music teaching methods to form an innovative teaching model suitable for the characteristics of Chinese college students.
- **Cultural adaptation:** When applying international teaching methods, we focus on combining traditional Chinese music elements with the characteristics of contemporary pop music to enhance cultural identity.
- **Technological empowerment:** Make full use of modern technologies such as VR/AR and AI composition to improve teaching experience and results.

Table 5.3 Teaching Method Localization Innovation Strategy

Original teaching method	Innovation Strategy	expected result
Dalcroze	Incorporating elements of traditional Chinese dance	Enhance cultural identity and improve learning interest
Kodaly	Sight-singing and ear-training with Chinese folk songs	Improve music literacy and inherit national culture
Orff	Introducing modern music production software	Cultivate innovation capabilities and meet industry needs

Teaching Material Development and Updating Mechanism

- **Modular design:** The modular teaching material design allows for flexible combination according to different majors and student needs.
- **Digital resources:** Develop supporting online learning platforms and digital resource libraries to support students' independent learning.
- **Dynamic Updates:** Establish a regular updating mechanism for teaching materials to promptly incorporate the latest developments and cases in the field of popular music.

Teaching Design and Implementation Suggestions

- **Personalized learning path:** Design hierarchical and diversified learning tasks based on students' musical foundation and interests.
- **Project-based learning:** Introducing real music projects, such as campus music festival planning, MV production, etc., to improve the practicality of learning.
- **Interdisciplinary integration:** Strengthen cooperation with other disciplines, such as computer science, psychology, cultural studies, etc., to broaden students' knowledge horizons.
- **Industry-University Cooperation:** Invite industry experts to participate in course design and teaching to enhance the practicality and cutting-edge nature of the courses.

Table 5.4 Instructional Design Innovation Strategies

Teaching Session	Innovation Strategy	Specific implementation methods
Theoretical explanation	Contextualized teaching	Combined with the analysis of popular music works, the theory is applied immediately
skill training	Immersive Experience	Use VR technology to simulate the performance environment and enhance performance skills
Creative Practice	Collaborative Projects	Form a virtual band to create and display original works
Evaluation feedback	Diversity Assessment	Combine self-evaluation, mutual evaluation and expert evaluation to comprehensively reflect learning outcomes

Study Limitations

Although this study has achieved certain results, it still has the following limitations:

- **Sample representativeness:** The research sample comes from only one comprehensive university and may not fully represent the situation of colleges and universities across the country.
- **Experimental period:** The 16-week experimental period may not fully reflect the long-term learning effect.
- **Assessment dimensions:** Although multiple dimensions are covered, there may be some potential influencing factors that have not been considered.
- **Technology application:** Due to resource limitations, the application of some advanced technologies (such as AI composition) is not yet in-depth enough.

Future Research Directions

Based on the findings and limitations of this study, the researchers suggest that future research can be carried out in the following aspects:

- **Expand the scope of research:** include more types of colleges and regions to improve the representativeness and universality of research results.
- **Long-term follow-up studies:** Conduct longitudinal studies to track students' learning outcomes and musical literacy development over a longer period of time.
- **Deepen interdisciplinary research:** Further explore the possibility of integrating popular music education with other disciplines (such as artificial intelligence and brain science).
- **Technology empowerment research:** in-depth study of the application effects and best practices of emerging technologies in popular music education.
- **International comparative research:** Conduct cross-national comparative research to explore the similarities and differences of popular music education in different cultural contexts.

In summary, this study provides a theoretical basis and practical guidance for the reform of the public basic courses of popular music in colleges and universities. By innovatively integrating international music

teaching methods and combining the characteristics of Chinese higher education, the researchers proposed a set of systematic curriculum reform strategies. These strategies not only improve students' musical literacy and innovation ability, but also provide a new path for cultivating compound talents with cross-cultural understanding and innovative spirit. In the future, with the development of technology and the advancement of educational concepts, popular music education will play a more important role in higher education, laying the foundation for students' all-round development and lifelong learning.

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