

**Using Online Video Tutorials to Supplement Beginning Percussion Instruction**

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## Introduction

The educational system is in the initial state of transition from traditional lecture-based classroom learning limited to a specific class period to an online educational system devoid of time constraints. According to Phillip Cruver, President of Kidz Online, students now have access to broadband online networks that will alter the educational system and provide a more equal educational opportunity for all students regardless of socio-economic standing (Cruver, 2001). Also, recent research suggests that the online learning medium can be used in education to provide methods of instruction that are more interactive and beneficial for the learner. In particular, research has shown that multimedia instruction provides higher retention rates in students that have used visual instructional methods as opposed to audio instruction alone. It was noted that students learned 11% of the information presented in an audio presentation, whereas students learned 83% of the information when it was presented in conjunction with a visual presentation (Cruver, 2001). One example of online instruction is online video tutorials, which provide information to students in a combined visual and audio learning presentation. This format has been shown to have a retention rate of 50%, while audio-only instruction and visual-only instruction produced retention rates of 20% and 30%, respectively (Cruver, 2001).

In instrumental music education, this new technology has emerged as a viable method of supplemental instruction. Method book companies have routinely distributed instrumental tutorials for beginning musicians on CD-ROM and DVD-ROM. These instructional supplements aid students in learning instrument technique, musical terminology, and rehearsal methods. However, this format has been limited to packaged

media and has not been released as full scale, online video tutorials. In order to make these tutorials more readily available to all music students, music educators and method book companies need to distribute this information using online resources as well as CD-ROMS. Online tutorials are not limited by class time and also will provide a higher level of information retention for participating students.

### *Project Purpose*

The purpose of this project is to develop an online archive of video tutorials to help supplement the instruction for beginning percussion students. The online archive will supplement the traditional classroom learning provided in the typical middle school band setting. The students, beginning percussion students enrolled in the middle school band program, will be selected randomly from three grade levels. In addition, every student will complete a pre-test to determine the amount of information that has been learned previously via traditional classroom instruction. The students will then use portions of class time and time at home to watch online video tutorials hosted by the school band website. These videos will detail percussion technique on snare drum, mallets, and auxiliary percussion instruments. In addition, musical and percussion-related terminology will be included in the online lessons. At the end of a nine week instructional period, participating students and non-participating students will be surveyed to examine the effectiveness of the online tutorial.

It is projected that students will improve percussion performance after viewing the video tutorial series. In addition, it is projected that students using the online video system will retain a higher percentage of the information than students receiving the information in the traditional classroom setting. If the results are successful,

implementation of the online video tutorial system will be considered for every instrument in the department of bands.

The research for this project will focus on support for online learning as well as recommended designs for the formation of an online learning system. Research will be provided that supports the following: the use of online material is an acceptable and beneficial method of instruction, multimedia-based learning results in higher student achievement and retention, and online learning is a viable distribution method of educational material within the classroom setting. In addition, research will be examined that details how online learning environments should be structured, maintained, and evaluated.

#### *Rationale for Study*

Percussion is one of the most difficult instruments to teach at the beginning level. With thousands of percussion instruments in existence, it is extremely difficult to effectively teach beginning methods on each instrument. Music educators can limit the amount of percussion instruments available at the beginning level to snare drum and mallet instruments. However, this results in having to teach the students two instruments at the same time. Generally, classroom instrumental teachers focus on one area of percussion and ignore the additional instruments until later grade levels. This results in percussionists that are limited to playing one or two of the thousands of percussion instruments available.

In addition to learning a limited amount of percussion instruments, beginning percussionists rarely deal directly with a percussion specialist. Many students do not attain proper playing technique on basic percussion instruments (e.g., snare drum,

mallets, tambourine, and triangle) in an average beginning band setting. Also, percussionists are the only instrumentalists that do not physically touch the majority of the instruments they perform. Implements (e.g., sticks, mallets, and beaters) must be used to strike the instrument correctly to produce the desired sound or effect. This fact alone requires more detailed instruction in the areas of technique, music reading, and instrument set-up. The lack of detailed instruction can potentially result in producing less qualified musicians in the percussion section.

Lastly, beginning band percussion sections spend less time playing than the remainder of the band. This is a result of having too many percussionists at the beginning level due to the popularity of the instrument, not having enough percussion equipment, performing compositions that use limited percussion, and focusing on the majority of the students in the class that are playing instruments in the brass, string and woodwind family.

There is a need to provide beginning percussionists the basic knowledge to explore and perform more of the percussion instrument inventory, the specific techniques needed to effectively use implements to create sounds and effects on percussion instruments, and to more effectively utilize the time beginning percussionists are not performing with the full class.

### Review of Literature

A review of the literature in the area of online video tutorials uncovered several studies with research findings supporting the use of tutorials and online instruction to aid student learning. Other studies demonstrated some potential shortcomings of online learning as well as suggestions to improve the online learning experience. Further articles

outlined successful online tutorials, instruction examples, formats, and distribution methods that are currently used successfully.

### *Support for Online Tutorials*

Research has shown that students who are exposed to online learning tutorials have higher completion and achievement levels as compared to students who do not use online tutorial systems (Belawati, 2005). Singh (2003) found that students who have difficulty with solving problems and using reasoning skills improved those skills by using online video tutorials to work through thinking and reasoning problems. In both of these studies, students that used the tutorial system received higher test scores or were able to solve problems with higher accuracy (Belwati, 2005; Singh, 2003).

In the study by Singh (2003), eight students were asked to solve a mathematical problem by pencil and paper method. When none of the students could solve the problem, they were asked to watch video tutorials providing instruction on the operations of the mathematical problem. The students were then given a second attempt to solve the problem. All eight students answered the question successfully on the second attempt after consulting the video guides (Singh, 2003).

In addition to generating higher test scores, online communication and video tutorials have been shown to lead to higher course completion rates. According to Belawati (2005), the Universitas Terbuka in Indonesia noted an increase in student course completion after instituting an Internet-based counseling program. This program reported mean GPA scores of 1.7212 for students using the online tutorials. This is compared to the mean GPA of 1.5244 for students not using the online tutorials. Also, the course

completion rate was higher for the experimental group, with a mean of .9901 compared to the mean of the control group at .9581 (Belawati, 2005).

Online tutorials have also been used in primary educational systems. Sabrina Sterling has used an online-based flash animation tutorial system to aid the learning of her third through fifth grade students at Mamie Lou Gross Elementary School in Woodbine, GA (Minkel, 2004). Sterling developed 12 tutorials and made the videos available on her school web site. The tutorials site received a larger number of hits on the days that quizzes and lessons were due (Minkel, 2004). The online instruction systems were also found to be beneficial in that they allowed students to move at their own pace. Minkel (2004) observed that the online tutorials allowed students to repeat the instructions as many times as they needed to master the concepts in the lesson. Singh (2003) noted that the self-paced nature of online learning in his study allowed students to stop and rewind material that was not clear and needed to be repeated.

In addition to finding success at the primary level of education, online learning systems and tutorials have been successfully used at the secondary and post-secondary levels of education as well. Students in the state of Michigan are now required to participate in an online learning experience in order to graduate (Ishikuze, 2006). In 2006, the Michigan Department of Education created legislation that added an online learning requirement to high school graduation requirements. According to Ishizuke (2006), this is a clear vote of confidence by the state legislature in regards to the benefits of online learning and web-based courses. This new requirement will take effect for eighth grade students in the fall of the 2006 school year. This measure by the Michigan

Department of Education is considered to be one of the first attempts in the nation to mandate online-based instruction as a requirement for graduation (Ishizuke, 2006).

Examples of online tutorial instruction can also be found at the post-secondary level. The Open University of Hong Kong currently offers 199 online-based courses for its student population. The program was established to provide additional help and support to a fast growing student population (Zhang, Perris, & Young, 2005). The university conducted a survey of participating students that used the online tutorial service in addition to the online learning environment. The survey reported that 80% of participating students were comfortable using technology to complete coursework (Zhang, et al., 2005).

Another example of a successful web-based tutorial system is Christopher Aberson's (2003) study of interactive tutorials. In this study, Aberson tested psychology students working with null hypothesis significance testing, a concept that generally troubles students (Aberson, 2003). A web-based video tutorial project titled The Web Interface for Statistics Education employed the use of online tutorials to aid in student instruction. The students who participated in the online tutorial scored an adjusted mean of 7.50, which was significantly higher than the mean of the control group (6.14) (Aberson, 2003). The study also noted that students who used the online system were eager to use the system again in future assignments. Of the students tested, 71% of the students listed that they were very interested in using the system for future assignments, while an additional 29% listed that they were somewhat interested in using the online tutorial service again. Therefore, all of the participants in the study indicated that they would prefer to receive instruction from the online system for subsequent assignments

(Aberson, 2003). The survey results also reported that the students preferred the online method of instruction over traditional laboratory-based instruction. Students that participated in the test group described the tutorial as easy to use, clear, and useful (Aberson, 2003).

Online learning systems are also being developed to help teachers and students at higher and continuing education organizations interpret census data in the United Kingdom (See, Gould, Carter, Durham, Brown, Russell, et al., 2004). According to recent research, online tutorials, exercises, web pages, and slides are being used to deliver census data via an online digital system to students and teachers in higher levels of education and continuing education facilities. The system was developed to encourage higher student enrollment in academic programs that deal with social, demographic, and economic issues. Prior to the introduction of the online digital system, the census data was unorganized and difficult to find; therefore, it had not been used effectively in learning and instructional programs within higher and continuing educational systems. In order to make use of the data, the study developed an online aggregated system for students to search and access information. The census data was provided to the students to aid them in writing research papers and articles (See, et al., 2004).

Even though the census data system does not use video-based instruction, the study does support the use of an online tutorial system to train students how to use the online aggregated data system (See, et al., 2004). In the pilot study, students were asked to complete an online tutorial and submit an online survey. The results of the survey showed that the majority of students found the online tutorial helpful and easy to navigate. Students also noted that major topics regarding the use of the system were

covered in the tutorial. Lastly, students stated that the online resources were enjoyable and interesting (See, et al., 2004).

Online video and audio tutorials are becoming more common in educational settings. However, the largest amount of online tutorial use is in the business industry. Software companies, workforce training organizations, and computer manufacturers are all using online video tutorials to help instruct employees and customers. According to the Microsoft web site, there are over 194 available online tutorials for the 2003 Microsoft Office Suite (Microsoft Corporation, 2006). The Adobe web site for the product Macromedia Flash states that there are over 76 multimedia online tutorials available for download (Adobe Systems Incorporated, 2006).

The company Vodium specializes in developing online training environments and videos for businesses in search of video-based workforce training. The company provides training videos, webcasts, audio streams, web conferences, portals, and other online resources which are specific to the interest of the contracted business. According to the Vodium web site, Pfizer, Johnson & Johnson, Harvard Business School, the United States Department of Defense and Department of Education are a few examples of the types of businesses that have contracted online training services from Vodium (Vodium, 2006).

Another example of business-related online learning and video tutorials can be found at the University of Wisconsin on the Madison campus (University of Wisconsin – Madison, 2006). According to the UW-Madison Division of Information Technology web site, businesses may contract with the university to produce online tutorials and learning presentations in VHS, Flash, DVD, and online formats. The university web site lists Wisconsin Union credit union, the Wisconsin Department of Health and Family

Services, and the Wisconsin Public Health and Emergency Department as current clients for video tutorials and customized online learning systems (University of Wisconsin – Madison, 2006).

### *Considerations for Online Tutorials and Learning*

Despite an abundance of articles outlining the benefits of video tutorials and online learning, this new method of instruction is not unanimously accepted as a positive direction for education. Some research in this area has outlined several considerations that should be examined prior to developing an online learning system. Various studies have listed recommendations for system structure, design, and technical support. New technology in education can cause apprehension and confusion among educators and students (Bruce, 1999). Therefore, the considerations and suggestions of previous studies should be debated and applied when creating a new online system in an educational setting.

According to Belwati (2005), students that participated in the online learning program at the Universitas Terbuka did experience some technical difficulties when accessing their online courses. Based on survey results, 221 out of 755 students reported technical problems. An additional 155 students experienced minor technical problems but did not find that the issues created barriers to learning (Belawati, 2005).

The study also mentioned that 435 students of the 755 sample accessed the online system from work places or local WARNET outlets. The WARNET outlets are telecommunication kiosks that relay information at an average of five Kbps, an extremely slow rate for video tutorials. Again, this was calculated by information collected in student surveys and enrollment data for the online courses. The author stated that other

technical issues were due to a lack of sophistication of the computers used by the students, and that additional problems came from an under-developed network infrastructure. Therefore, in this study, the difficulties encountered by the participants were due to problems with the machines used rather than with the tutorials themselves (Belawati, 2005).

Despite the difficulties some students experienced, other data showed that the majority of students appreciated the online services and were satisfied with the innovation. Only 65 of the 755 students listed that they were not satisfied with the online course material and format. An additional 73 students listed that the online system was unattractive and complicated (Belawati, 2005). Those dissatisfied with the program were only a small percentage of the total students who participated in the study.

Another example of an issue to consider when developing an online learning system can be found in the history of programmed instruction. Some educators, researchers, and scholars warn that those using video tutorials and online learning should first examine the history of programmed education. If online systems are to provide a better education than traditional educational methods, improvements and precautions must be implemented to prevent failures that existed with the programmed instruction methods of the 1960s. According to McDonald, Yanchar, & Osguthorpe (2005), the new technology of video instruction and online learning closely resembles these previous programmed instruction materials. In an article written by these authors, the technology used to provide distance education was compared to programmed instruction. The authors stated that the current technology, particularly the Internet, closely resembles the teaching machines used previously in programmed instruction. The authors also mentioned that

developers of online instruction should be wary of placing too much trust in the technology itself. Instead, they advise placing the focus on the learning theories and education devices needed to teach the content successfully (McDonald, et al., 2005).

Another relationship between online instruction and programmed instruction can be observed when discussing the level of efficiency of the program. According to McDonald, Yanchar, and Osguthorpe (2005), current online developers attempt to maximize efficiency by using standardized guidelines that detail how online courses and learning should be created. The authors suggested that this is similar to the standardized instruction in programmed instruction. Simply copying the characteristics of other online systems can minimize the originality of the design of the system as well as making the new system seem ordinary. Again, the authors warned that this method of design was used unsuccessfully in programmed instruction and advised that measures should be taken to ensure the mistake is not repeated in online learning environments (McDonald, et al., 2005).

#### *Development Suggestions and Guides for Online Tutorials and Learning*

Previous research articles and studies have looked at methods for developing and distributing online courses, video tutorials, and learning systems. Included in these studies are recommendations on how to construct an online learning environment, as well as detailed methods for creating video tutorials.

One research-based recommendation pertains to the structure and formation of web-based courses. Sadik (2004) stated that careful consideration should be given to the instructional goals and technical design when developing an online learning system. Additional research concurred with the Sadik study in recommending that the course

content for web-based courses and online learning systems should be developed in coordination with the design of the learning system (Cook, & Dupras, 2004). Cook and Dupras (2004) also suggested that traditional methods of learning should be combined with the online system to create a new learning system rather than replicating previous instructional methods.

Other areas that should be considered when developing an online curriculum include: technical resource needs, evaluation of current market software for use with the project, implementation barriers, maintenance requirements, and operating costs (Cook, & Dupras, 2004). Each of these areas should be examined and addressed prior to developing the online learning system. In addition, attention should be given in the developing stage to issues of download time requirements, eyestrain, navigation, and student experience with computers and online communication systems (Sadik, 2004).

As noted in the Indonesia study by Belawati (2005), student computer experience and telecommunication infrastructure do play an integral role in developing a successful online learning system. The lack of student computer experience or a poor telecommunications network can lead to student dissatisfaction and an unsuccessful online learning environment (Belawati, 2005). When developing an online learning system, developers should consult data on local telecommunication resources as well as conducting a survey of student computer use history and connectivity.

Cassarino (2003) detailed suggested design guidelines that can be followed when creating an online learning system. In regards to design, the following suggestions were made: allowing user searches within the system, the addition of navigational tools, the inclusion of site maps and menus, fixed menu locations, orientation programs and user

instruction, and the inclusion of progress report indicators when creating an online learning environment (Cassarino, 2003).

Additional studies suggested organizing the system into relevant headings that have short clear descriptions of the content provided (MacGregor & Lou, 2004). MacGregor and Lou (2004) concluded that when surveyed, students preferred headings to be in bold type and that information should include subtitles to help them locate the area of instruction they desire. Menus should not force the student to navigate away from the main page. The authors also recommended addressing the aesthetic appeal of the system to ensure that students have a positive online experience, noting that multimedia features within the system were preferred by the participating students in the study. An attempt to include movie and audio clips was also an attractive addition according to student responses and survey answers (MacGregor & Lou, 2004).

#### Conceptual Design and Focus of Project

This project will focus on basic techniques needed at the beginning level of percussion instruction. It will focus on techniques presented in current music education method books as well as more intermediate and advanced information provided in individual percussion lessons. The information will be based on current and past research in music and percussion pedagogy as well as compilations of practice methods and techniques applied by professionals in the fields of percussion performance and education.

This project will not deal with specific compositions or method book examples. It will discuss skills that can be applied to all music. In addition, the project will not detail specific methods of percussion technique (e.g., Stevens, Burton or hybrid four mallet

techniques). Instead, an overview of all available styles will be presented for the audience.

This project will promote the use of computer based learning as a method for the transmission of percussion methods and techniques to junior high band percussionists. Students will watch the video tutorials and then take part in project-based assignments where students must perform percussion literature using newly learned techniques. In addition, students will be able to learn during class time and as well as at home via the Internet. Students will also be allowed to create self directed discussions on a school sponsored message board. This forum will allow students to discuss the new methods being learned as well as ask and answer questions related to the subject matter. The message board also serves as a connection to a communal interest in technology that students share. The use of the Internet and message board will promote interest in the project and in turn create a better environment for learning. This method of learning is supported by the research and learning theories of Seymour Papert. According to Papert, students should use the computer as an instrument for learning. He suggests that learning should not be limited to class time or the school day. Instead, students should have the opportunity to continue learning from any location. Also, Papert states that children should be provided a learning environment where they can discover knowledge on their own. Lastly, in his theory of learning, Papert comments that it is important to provide a method of discussion for participating students. Learning can be continued and perpetuated by the students in discussion setting. The use of the message board provides this type of discussion environment (Papert, 1993).

### Product Content

This project will focus on basic techniques needed at the beginning level of percussion instruction. It will focus on techniques presented in current music education method books as well as more intermediate and advanced information provided in individual percussion lessons. The information will be based on current and past research in music and percussion pedagogy as well as compilations of practice methods and techniques applied by professionals in the fields of percussion performance and education.

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### Project Sequence and Layout

This project will use short video tutorials to educate percussionists in the following areas: instrument set-up for snare drum and keyboard instruments, correct technique, the standard 26 Percussion Arts Society rudiments, and basic auxiliary percussion technique on triangle, tambourine, bass drum, crash cymbals, and suspended cymbal. In addition, proper instrument care and maintenance will be discussed.

The project will work in conjunction with an online message board for student discussion. The message board will also be used as an evaluation tool after a lesson has been completed. Questions and quizzes will be posted on the discussion board and students will be asked to answer the questions and discuss the information presented.

The project will be available online via the music department web site. In addition, the video tutorials will be burned to a DVD and copied to a VHS tape in order to provide students without online capabilities the opportunity to watch the tutorials. Computer access will also be provided within the classroom for in-class viewing.

This project will follow a sequence similar to the first eight lessons a student would receive in a private lesson setting. To coordinate with the nine week grading period, the project is divided into eight lessons. The first week of class will be used to acclimate the students to the new computer and video system. One video lesson will be presented per week for the next eight weeks, and the new material will be discussed, tested, and reviewed. The video lesson will be used by students during the class period. Percussion students will watch a lesson while the rest of the band is warming up and tuning. Students will also have time in class to access the message board and answer questions relating to the new material.

#### Project Tools and Resources

In order to complete this project, a computer capable of video production will be required. The system will need ample storage and memory in order to store and maintain multiple video files and information. The Pinnacle Studio 9 software suite will be used for video editing and DVD/VHS encoding and creation. Adobe Dreamweaver will be used to create the web page that will host the online video tutorial series. A PHP message board will be used to develop the online discussion board.

Two computers in the classroom will be required in order to provide students daily access to the video tutorials. These systems will need to be capable of online connectivity and contain DVD-ROM capabilities. The DVD version of the project can be

used in case the network is unavailable. The DVD/VCR version of the software will include all of the videos that are available online.

Student access will be on a classroom computer with the following requirements: 1.5 Giga hertz processor or greater, 512 Gigabyte RAM, DVD-ROM drive, internet connection with high speed band with to meet or exceed 386 kps, Microsoft Internet Explorer, Microsoft Media Player, and headphones.

#### Pilot Study

The pilot study for the demonstration version of this project was conducted via online communication using email, the Internet, and online chat communication. Three individuals were selected to access and complete the first lesson video tutorial. These test users were directed to access the video via the project web site and then fill out the questionnaire. The comments and results of the questionnaire are listed below.

The users were provided with the main web site link (<http://www.blackhawkbrigade.com/>) as well as the direct link to the virtual lessons web page ([http://www.blackhawkbrigade.com/Media\\_Lessons.htm](http://www.blackhawkbrigade.com/Media_Lessons.htm)). The users were asked to attempt to locate, watch, and review the video lesson.

The test users consisted of a recent college graduate, a band student, and a student parent. The results, as listed below, indicate that the navigation and design of the web site are strong aspects of the project. All three users noted that the accessibility of the video was a strong point of the project. In addition, the video worked and loaded quickly for all three users. However, two of the users commented that using full motion video in future video lessons would be more appealing than the current use of still photos. Two users also mentioned that the direct link to the video was much easier to navigate when

compared to the main site navigation method. The results also indicate that the aesthetic appeal of the web site is another strong aspect of the project.

Additional users will be tested for added results and comments. Steps will be taken to incorporate full motion video in future lessons for this project. In addition, a direct link to the video lesson page will be added to the main page for easy access.

#### Project Evaluation Plan

The evaluation portion of this project will be conducted using the percussionists in the Springs Valley Jr./Sr. High School sixth grade band in French Lick, IN. The students will participate in the traditional classroom-based instruction during each class meeting. However, each class meeting will include percussion students watching one supplemental percussion video. Each student will be given time to watch the video twice, post a response on the message board, and answer questions pertaining to the video. The questions will be available on the online discussion board and on a hard copy hand-out.

Students will be divided into a test group and a control group. The test group will participate in the project as well as traditional class room instruction. The control group will not participate in the tutorial project, but will participate in the daily classroom instruction. The control group will not participate in instruction while the test group is watching or discussing the video tutorial.

#### Project Timeline

A complete version of this project will be available by July 2007. The project report and proposal will also be completed by the 2007 summer session. The project will undergo a field test in coordination with N518 during the 2007 fall semester.

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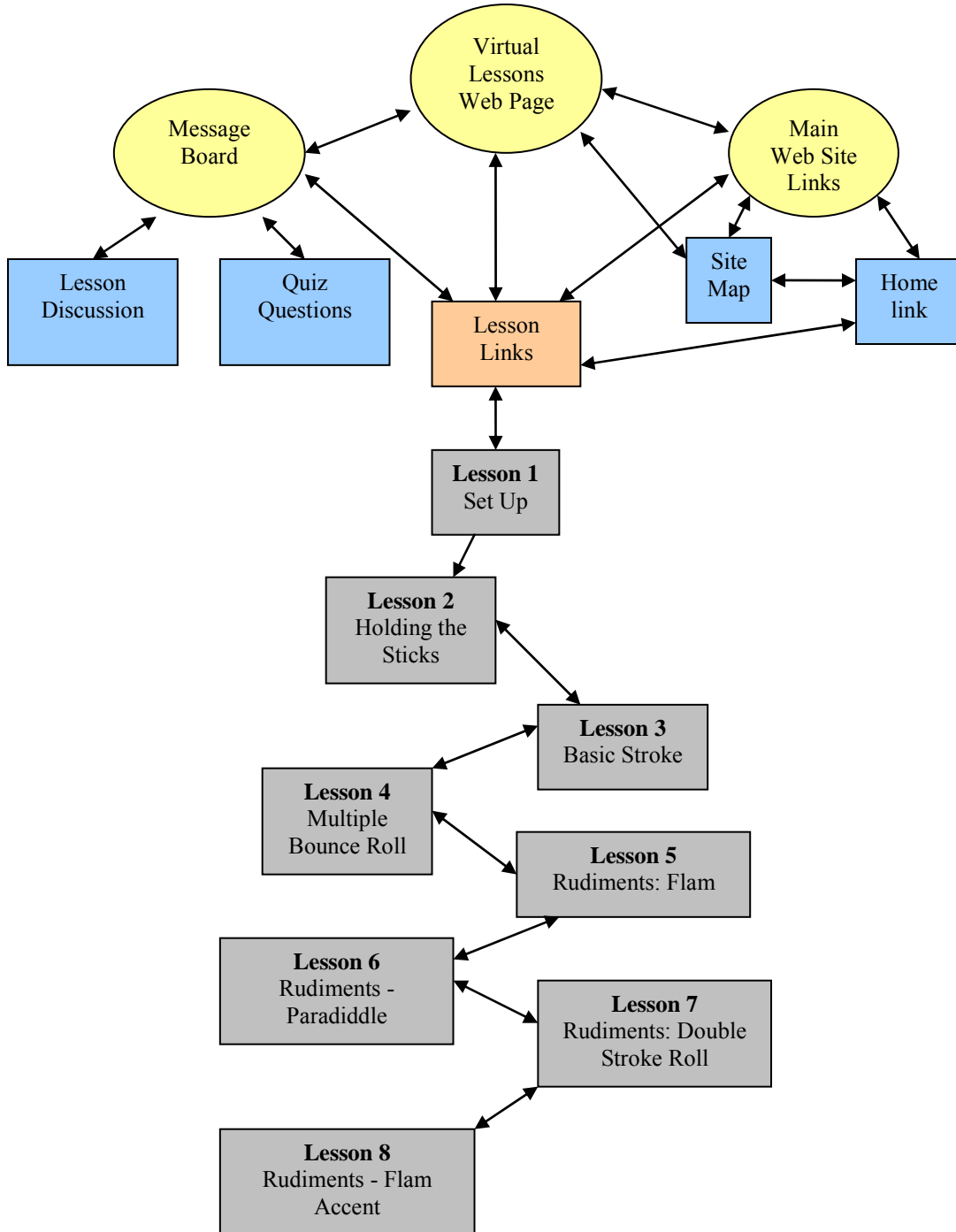
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Appendices

Appendix 1.1 - Project Flowchart



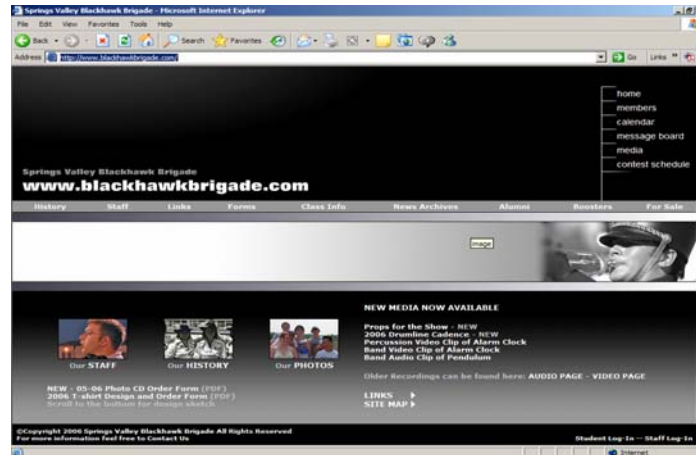
Appendix 1.2 - Main Site Origination Storyboard

|  |   |                 |
|--|---|-----------------|
| Project Name: Using Online Video Tutorials to Supplement Beginning Percussion Instruction  |   | Page #1         |
| Sequence Title: Blackhawk Brigade.com Main Page<br><a href="http://www.blackhawkbrigade.com/">http://www.blackhawkbrigade.com/</a> |   | Screen # 1 of 5 |
| Project Director: Luke Aylsworth   | Media Used: <input type="checkbox"/> Voiceover <input type="checkbox"/> Sound Effects <input type="checkbox"/> Music<br><input checked="" type="checkbox"/> Graphics <input checked="" type="checkbox"/> Text <input checked="" type="checkbox"/> Video |                 |

Action

The project is hosted on the [www.blackhawkbrigade.com](http://www.blackhawkbrigade.com) web site. The entry page will be the main index page for the site as displayed below. Students will also be given a direct link to the virtual lesson page. The lesson page can be reached by clicking the MEDIA tab at the top right of the page. It is the fifth selection from the top on the main menu bar. A main menu and sub menu containing web site navigation links at the top and middle of the page are generated by JavaScript code and a .css file. These links are produced on each web page within [www.blackhawkbrigade.com](http://www.blackhawkbrigade.com).

Screen



|                      |                          |                  |   |  |
|----------------------|--------------------------|------------------|---|--|
| Voiceover file name: | Sound effects file name: | Music file name: | Graphics/file name/size: <ul style="list-style-type: none"> <li>• Front_Staff.jpg<br/>4.82 KB</li> <li>• Front_History.jpg<br/>5.41 KB</li> <li>• 06_BandCamp_0714.jpg<br/>4.90 KB</li> <li>• main.jpg<br/>10.4 KB</li> </ul> | Video file name:<br><br>logo.swf (Flash) |
|----------------------|--------------------------|------------------|---|--|

|                         |                         |                         |                         |  |
|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Duration:<br>File size: | Duration:<br>File size: | Duration:<br>File size: | Duration:<br>File size: | Duration:<br>7 seconds<br><br>File size:<br>• 27.8<br>KB |
|-------------------------|-------------------------|-------------------------|-------------------------|--|

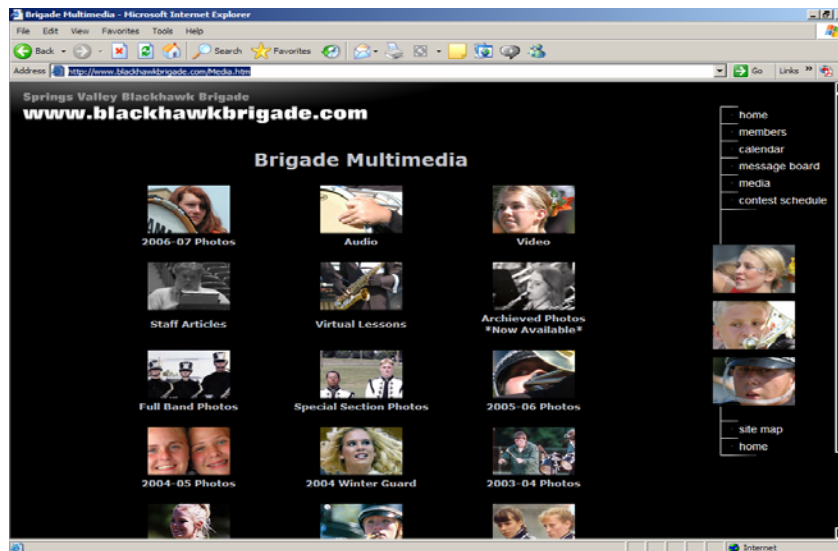
|                                    |                         |   |
|------------------------------------|-------------------------|---|
| Background color: Black<br>#000000 | Font type: 11px verdana | Font color: Linked text –<br>White #FFFFFF<br>Non-linked text – Grey<br>#CCCCCC |
|------------------------------------|-------------------------|---|

|   |   |
|---|---|
| Project Name: Using Online Video Tutorials to Supplement Beginning Percussion Instruction | Page #2   |
| Sequence Title: Brigade Media<br>http://www.blackhawkbrigade.com/Media.htm                | Screen # 2 of 5   |
| Project Director: Luke Aylsworth  | Media Used: <input type="checkbox"/> Voiceover <input type="checkbox"/> Sound Effects <input type="checkbox"/> Music<br><input checked="" type="checkbox"/> Graphics <input checked="" type="checkbox"/> Text <input checked="" type="checkbox"/> Video |

**Action**

Once the media link has been clicked, the user will be directed to the media page.  
From this page, the Virtual Lesson link can be found in the second row of images and links. The virtual lesson link will direct the user to the online video percussion tutorials.  
 Other multimedia links are available on this page (e.g., photos, performance videos and audio). A sub menu containing web site navigation links at the top of the page is generated by JavaScript code and a .css file. These links are produced on each web page within [www.blackhawkbrigade.com](http://www.blackhawkbrigade.com).

**Screen**



|                      |                          |                  |  |   |
|----------------------|--------------------------|------------------|--|---|
| Voiceover file name: | Sound effects file name: | Music file name: | Graphics/file name/size:<br><ul style="list-style-type: none"> <li>• Side_Bottom<br/>4.43 KB</li> <li>• Side_Middle<br/>4.62 KB</li> </ul> | Video file name:<br><ul style="list-style-type: none"> <li>• sublogo.swf</li> </ul> |
|----------------------|--------------------------|------------------|--|---|

|            |            |            |   |                          |
|------------|------------|------------|---|--------------------------|
|            |            |            | <ul style="list-style-type: none"> <li>• Side_Top<br/>4.62 KB</li> <li>• 02_Photos<br/>4.18 KB</li> <li>• 03_Photos<br/>4.62 KB</li> <li>• 04_Guard<br/>5.39 KB</li> <li>• 04_Photos<br/>5.37 KB</li> <li>• 05_Photos<br/>4.03 KB</li> <li>• 06_Photos<br/>4.42 KB</li> <li>• 98_Photos<br/>4.69 KB</li> <li>• 99_Photos<br/>6.01 KB</li> <li>• ArchievedPhotos<br/>3.83 KB</li> <li>• FullBand<br/>4.13 KB</li> <li>• Lessons<br/>4.69 KB</li> <li>• Video<br/>5.03 KB</li> <li>• SectionPhoto<br/>4.79 KB</li> <li>• Audio<br/>4.37 KB</li> </ul> |                          |
| Duration:  | Duration:  | Duration:  | Duration:   | Duration:<br>1.9 seconds |
| File size: | File size: | File size: | File size:  | File size:<br>• 21 KB    |

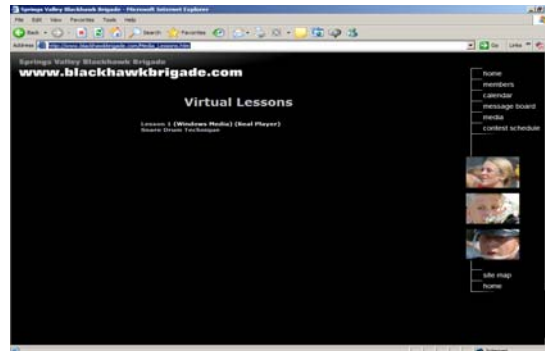
|                                    |                         |   |
|------------------------------------|-------------------------|---|
| Background color: Black<br>#000000 | Font type: 11px verdana | Font color: Linked text –<br>White #FFFFFF<br><br>Non-linked text – Grey<br>#CCCCCC |
|------------------------------------|-------------------------|---|

|   |   |                 |
|---|---|-----------------|
| Project Name: Using Online Video Tutorials to Supplement Beginning Percussion Instruction |   | Page #3         |
| Sequence Title: Virtual Lesson Page<br>http://www.blackhawkbrigade.com/Media_Lessons.htm  |   | Screen # 3 of 5 |
| Project Director: Luke Aylsworth  | Media Used: <input type="checkbox"/> Voiceover <input type="checkbox"/> Sound Effects <input type="checkbox"/> Music<br><input checked="" type="checkbox"/> Graphics <input checked="" type="checkbox"/> Text <input checked="" type="checkbox"/> Video |                 |

Action

This is the main Virtual Lesson page. Lesson videos will be placed from Lesson 1 – Lesson 8. Two links for each video file are available. One is in Windows Media Player format (WMV). The second is in Real Player (RA) format. Two formats were used to make sure the user could view the files on PC and Mac computers. A sub menu containing web site navigation links at the top of the page is generated by JavaScript code and a .css file. These links are produced on each web page within [www.blackhawkbrigade.com](http://www.blackhawkbrigade.com).

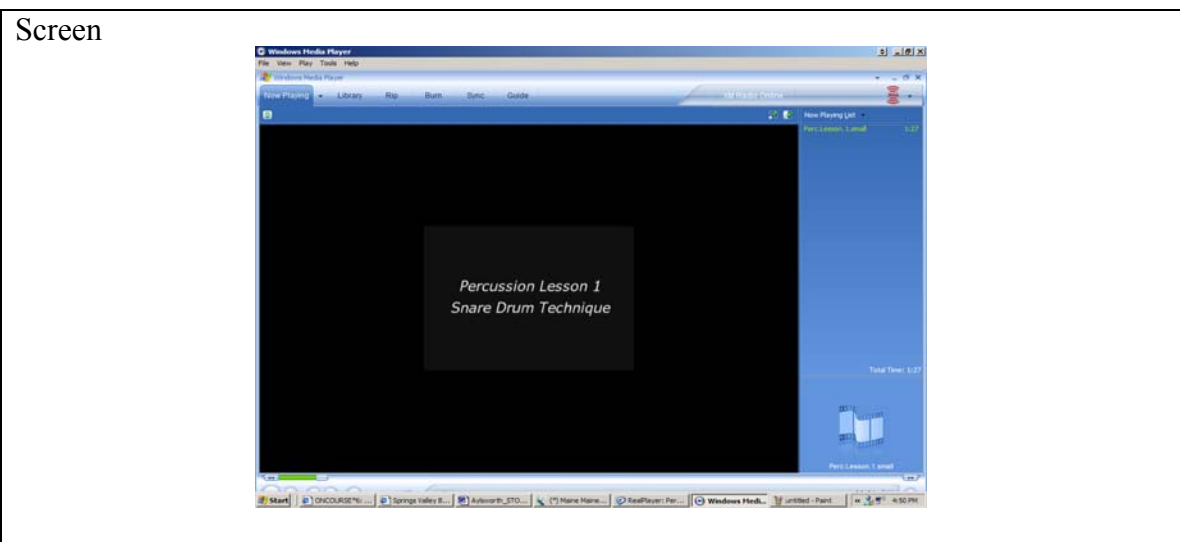
Screen



|                      |                          |                  |   |  |
|----------------------|--------------------------|------------------|---|--|
| Voiceover file name: | Sound effects file name: | Music file name: | Graphics/file name/size: <ul style="list-style-type: none"> <li>• Side_Bottom<br/>4.43 KB</li> <li>• Side_Middle<br/>4.62 KB</li> <li>• Side_Top<br/>4.18 KB</li> </ul> | Video file name: <ul style="list-style-type: none"> <li>• sublogo.swf (Flash)</li> </ul> |
| Duration:            | Duration:                | Duration:        | Duration:   | Duration:<br>1.9 seconds   |
| File size:           | File size:               | File size:       | File size:  | File size: <ul style="list-style-type: none"> <li>• 21 KB</li> </ul>                     |

|  |   |   |
|--|---|---|
| Project Name: Using Online Video Tutorials to Supplement Beginning Percussion Instruction  |   | Page #4   |
| Sequence Title: Lesson 1 Video – WMV Format<br><a href="http://www.blackhawkbrigade.com/Media/Lesson/Perc.Lesson.1.small.WMV">http://www.blackhawkbrigade.com/Media/Lesson/Perc.Lesson.1.small.WMV</a> |   | Screen # 4 of 5   |
| Project Director: Luke Aylsworth   | Media Used: <input type="checkbox"/> Voiceover <input type="checkbox"/> Sound Effects <input type="checkbox"/> Music<br><input type="checkbox"/> Graphics <input type="checkbox"/> Text <input checked="" type="checkbox"/> Video |   |
| Background color: Black #000000  | Font type: 11px verdana   | Font color: Linked text – White #FFFFFF<br>Non-linked text – Grey #CCCCCC |

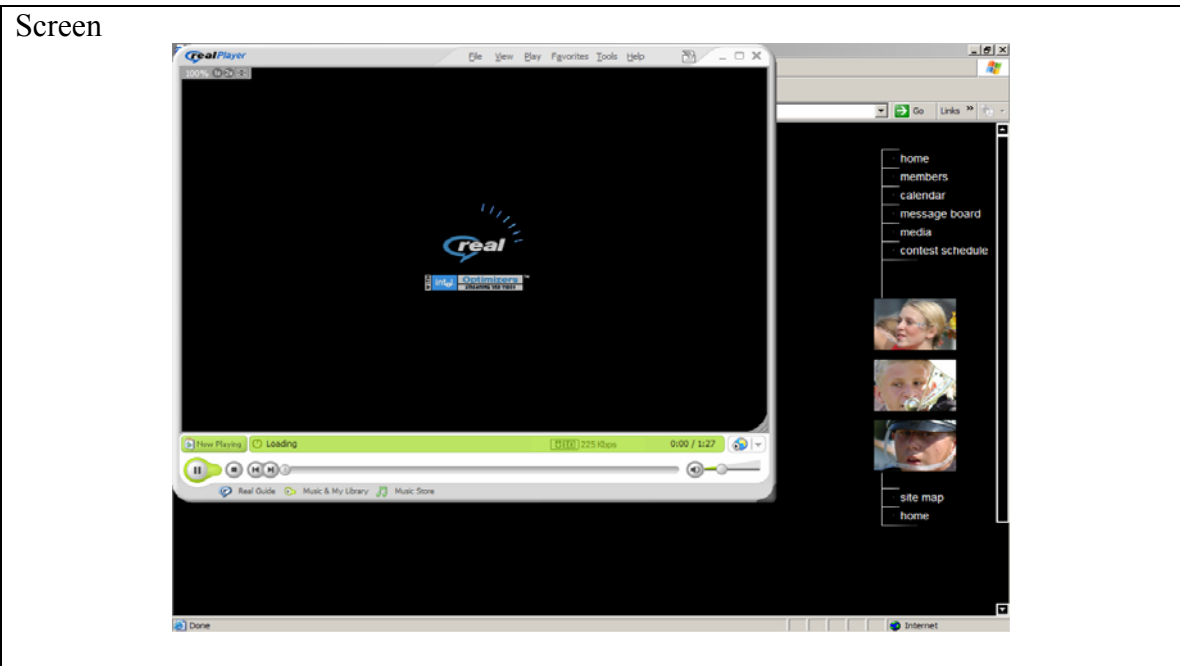
**Action**  
The Windows Media Player or other compatible video player software installed on the user computer will automatically open the video file and start the Lesson 1 video.



|                      |                          |                  |                          |   |
|----------------------|--------------------------|------------------|--------------------------|---|
| Voiceover file name: | Sound effects file name: | Music file name: | Graphics/file name/size: | Video file name:<br>Perc.Lesson.1.small.WMV |
| Duration:            | Duration:                | Duration:        | Duration:                | Duration:<br>1:27                           |
| File size:           | File size:               | File size:       | File size:               | File size:<br>• 1.61 MB                     |

|   |   |                 |
|---|---|-----------------|
| Project Name: Using Online Video Tutorials to Supplement Beginning Percussion Instruction   |   | Page #5         |
| Sequence Title: Lesson 1 Video – Real Player<br>Format<br><a href="http://www.blackhawkbrigade.com/Media/Lesson/Perc.Lesson.1.rm">http://www.blackhawkbrigade.com/Media/Lesson/Perc.Lesson.1.rm</a> |   | Screen # 5 of 5 |
| Project Director: Luke Aylsworth  | Media Used: <input type="checkbox"/> Voiceover <input type="checkbox"/> Sound Effects <input type="checkbox"/> Music<br><input type="checkbox"/> Graphics <input type="checkbox"/> Text <input checked="" type="checkbox"/> Video |                 |

**Action**  
Real Player or other compatible video player software installed on the user computer will automatically open the video file and start the Lesson 1 video.



|                      |                          |                  |                          |                                      |
|----------------------|--------------------------|------------------|--------------------------|--------------------------------------|
| Voiceover file name: | Sound effects file name: | Music file name: | Graphics/file name/size: | Video file name:<br>Perc.Lesson.1.rm |
| Duration:            | Duration:                | Duration:        | Duration:                | Duration:<br>1:27                    |
| File size:           | File size:               | File size:       | File size:               | File size:<br>• 2.94 MB              |

## Appendix 1.3 - Pilot Study Review Questionnaire

Please answer the following questions regarding the project by circling the appropriate response.

**Web Site Design**

1. The visual design of the web page was appealing.

Strongly Agree      Agree      Disagree      Strongly Disagree

2. The font and color scheme was appealing.

Strongly Agree      Agree      Disagree      Strongly Disagree

3. The photos used in the project were appealing.

Strongly Agree      Agree      Disagree      Strongly Disagree

4. The flash video menus and sub menus were appealing.

Strongly Agree      Agree      Disagree      Strongly Disagree

5. The video lesson was easy to find and start?

Strongly Agree      Agree      Disagree      Strongly Disagree

**Web Site Navigation and Accessibility**

1. The web site was available at the time of use and functioned properly.

Strongly Agree      Agree      Disagree      Strongly Disagree

2. All web site links functioned properly and in a timely manner.

Strongly Agree      Agree      Disagree      Strongly Disagree

3. The menu navigation system functioned properly and in a timely manner.

Strongly Agree      Agree      Disagree      Strongly Disagree

**Video Lesson Design**

1. The video lesson was of good quality.

Strongly Agree      Agree      Disagree      Strongly Disagree

2. The video lesson fully covered the basic steps for setting up a snare drum.

Strongly Agree      Agree      Disagree      Strongly Disagree

3. The visual aspects (e.g. video, photos, and text) of the video were clear and useful.

Strongly Agree      Agree      Disagree      Strongly Disagree

4. The audio portion of the video (e.g. voice over and background music) was clear and useful.

Strongly Agree      Agree      Disagree      Strongly Disagree

5. The two available video formats worked properly.

Strongly Agree      Agree      Disagree      Strongly Disagree

6. The load time for the video lessons was minimal and timely.

Strongly Agree      Agree      Disagree      Strongly Disagree

**Comments**

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## Appendix 1.4 - Pilot Study Results

Test user questionnaire answers indicated in bold and underlined text.

**TEST USER #1 Results – College Graduate  
Pilot Study Review Questionnaire**

Using Online Video Tutorials to Supplement Beginning Percussion Instruction  
Luke Aylsworth

Please answer the following questions regarding the project by circling the appropriate response.

**Web Site Design**

1. The visual design of the web page was appealing.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

2. The font and color scheme was appealing.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

3. The photos used in the project were appealing.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

4. The flash video menus and sub menus were appealing.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

5. The video lesson was easy to find and start?

**Strongly Agree**      Agree      Disagree      Strongly Disagree

**Web Site Navigation and Accessibility**

1. The web site was available at the time of use and functioned properly.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

2. All web site links functioned properly and in a timely manner.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

3. The menu navigation system functioned properly and in a timely manner.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

**Video Lesson Design**

1. The video lesson was of good quality.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

2. The video lesson fully covered the basic steps for setting up a snare drum.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

3. The visual aspects (e.g. video, photos, and text) of the video were clear and useful.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

4. The audio portion of the video (e.g. voice over and background music) was clear and useful.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

5. The two available video formats worked properly.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

6. The load time for the video lessons was minimal and timely.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

Comments:

I think that this website has a great design. The colors work well together with the color of the organization. Everything you need is right there on the home page and easy to navigate to other parts of the website.

The video look good too. One idea would to be to have a live video shot of how to loosen and tighten the basket and stand.

**TEST USER #2 Results – Student Parent**  
**Pilot Study Review Questionnaire**  
 Using Online Video Tutorials to Supplement Beginning Percussion Instruction  
 Luke Aylsworth

Please answer the following questions regarding the project by circling the appropriate response.

**Web Site Design**

1. The visual design of the web page was appealing.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

2. The font and color scheme was appealing.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

3. The photos used in the project were appealing.

Strongly Agree      **Agree**      Disagree      Strongly Disagree

4. The flash video menus and sub menus were appealing.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

5. The video lesson was easy to find and start?

Strongly Agree      **Agree**      Disagree      Strongly Disagree

**Web Site Navigation and Accessibility**

1. The web site was available at the time of use and functioned properly.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

2. All web site links functioned properly and in a timely manner.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

3. The menu navigation system functioned properly and in a timely manner.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

**Video Lesson Design**

1. The video lesson was of good quality.

Strongly Agree      **Agree**      Disagree      Strongly Disagree

2. The video lesson fully covered the basic steps for setting up a snare drum.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

3. The visual aspects (e.g. video, photos, and text) of the video were clear and useful.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

4. The audio portion of the video (e.g. voice over and background music) was clear and useful.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

5. The two available video formats worked properly.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

6. The load time for the video lessons was minimal and timely.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

Comments:

I had some trouble with the main site link. I believe it would be better to have link on the main page that goes directly to the video page. Currently, you have to click several different links to get to the lesson from the main site.

As a parent of a percussionist, I really think this is a great service for the students.

**TEST USER #3 Results – Student  
Pilot Study Review Questionnaire**

Using Online Video Tutorials to Supplement Beginning Percussion Instruction  
Luke Aylsworth

Please answer the following questions regarding the project by circling the appropriate response.

**Web Site Design**

1. The visual design of the web page was appealing.

Strongly Agree      Agree      Disagree      Strongly Disagree

2. The font and color scheme was appealing.

Strongly Agree      Agree      Disagree      Strongly Disagree

3. The photos used in the project were appealing.

Strongly Agree      Agree      Disagree      Strongly Disagree

4. The flash video menus and sub menus were appealing.

Strongly Agree      Agree      Disagree      Strongly Disagree

5. The video lesson was easy to find and start?

Strongly Agree      Agree      Disagree      Strongly Disagree

**Web Site Navigation and Accessibility**

1. The web site was available at the time of use and functioned properly.

Strongly Agree      Agree      Disagree      Strongly Disagree

2. All web site links functioned properly and in a timely manner.

Strongly Agree      Agree      Disagree      Strongly Disagree

3. The menu navigation system functioned properly and in a timely manner.

Strongly Agree      Agree      Disagree      Strongly Disagree

**Video Lesson Design**

1. The video lesson was of good quality.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

2. The video lesson fully covered the basic steps for setting up a snare drum.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

3. The visual aspects (e.g. video, photos, and text) of the video were clear and useful.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

4. The audio portion of the video (e.g. voice over and background music) was clear and useful.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

5. The two available video formats worked properly.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

6. The load time for the video lessons was minimal and timely.

**Strongly Agree**      Agree      Disagree      Strongly Disagree

Comments:

The direct link page was easy to find and didn't have too much stuff on there to get confusing. The lesson was good, too. The instructions were easy to hear and the pictures made it easier to understand.

I had a little trouble finding the correct link from the main web page, and once I clicked on "media" I thought there were too many pictures on the next page. Once I clicked on the Virtual Lessons link, I didn't have any problems.

I think you should add some video to the pictures in the lesson.

Appendix 1.5 – Parent Media Release Form

Springs Valley Community Schools – Band Department

**Parent Permission to Tape/Photograph Students**

**I hereby grant permission for my child** \_\_\_\_\_  
(Print Child's Name)

to be filmed, video taped, and/or photographed, for public information and instructional purposes for the Springs Valley Community School Band Department. I understand that my child's photograph or other visual image may be reproduced in a newspaper, film, web site, or video tape for public viewing.

\_\_\_\_\_  
(Parent /Guardian Signature)

\_\_\_\_\_  
(Date)

**The tapes/photographs may be used for, but not limited to:**

- *Research Projects*
- *Lessons for students*
- *Blackhawk Brigade Web Site*
- *Presentations for community groups and parents*
- *Band department brochures, newsletters, and other band department publications*
- *Photo CD collections, slideshows, and fundraisers*
- *Newspapers or magazines to accompany a story about the band*
- *Concert/Contest video recording*

**Benefits to students and band department**

- *Teaching methods can be shared to refine teachers' instructional skills*
- *Films and video tapes can be used as an instructional tool for students*
- *Successful programs can be shared with the community*