

Experimental research of distance learning of voice training HAMU.

Dvořáková¹, E., Otčenášek¹, J.,

²CESNET

¹Musical acoustics research centre
(MARC),

Academy of Performing Arts in Prague
dvorakova.e@tiscali.cz

²CESNET

Musical
Acoustics
Research
Centre

P R A G U E



A comparative study of educational process and efficiency of distance and direct learning methods in group voice training.

Objective:

- Objective was to compare the results of traditional direct and a online distance teaching method.
- Assess the suitability and appropriateness of the use of this technology in teaching a psychosomatic discipline (a voice education in a group).
- Training sessions was focused primarily on mastering of proper breathing techniques, basic of resonance exercises and articulation exercises.

Material and methods

- **LoLa** system
- Research subjects, the students of Nonverbal Theater were beginners with minimal or no experience in voice training and they were divided into two groups of four.
- The course comprised 10 lectures of 60min., held once a week.
- Schema was: two traditional training sessions followed by two online sessions.
- Group A started with direct teaching, group B with distance.
- The findings from our research were recorded into questionnaires, completed after the end of each session by both, teacher and students.
- The research included other acoustic pre – and posttraining measurements, aiming at the determination of voice quality parameters.

Training:

Training session consisted of:

- a) breathing exercises focusing on diaphragmatic breathing technique
- b) basics of resonance exercises
- c) articulation exercises

We used a variety of teaching aids during our sessions. Some of them are used in voice therapy in phoniatric:

- breath training - flutes, gums, candles.
- articulation – cork of wine plugs, texts.
- resonance training – keyboard accompaniment.

Video recordings from sessions:

Training process and results:

Had to deal with new conditions and get used to a new technology.

Find new methods of achieving results similar to the ones accomplished with direct teaching.

The key questions were:

What types of exercises choose – quality results achieved even without a direct contact?

How to overcome technical constraints?

How to manage the tempo of sessions?

How to maintain good mutual contact and attention?

How to remotely treat energy, concentration and group dynamics?

Data evaluation obtained from our questionnaire survey.

Summary and recommendations:

1. Transmission technology work well in teaching subjects that are based on the transfer of facts and figures.
2. Certain types of online teaching (therapy, psychosomatic disciplines) place more demands on the teacher than the traditional method.
3. In the case of psychosomatic disciplines the personal contact is necessary at the beginning, ideally meeting for correction and better control on a regular basis..
4. The quality of online teaching depends on the technical conditions.
5. In some cases, the online teach. does not allow for the development of greater psychological contact.

Summary and recommendations:

6. Distance training also proved to be challenging with a larger number of students. Teaching a group requires a great deal of concentration, a careful choice of communication means from teacher and feedback from students.
7. This technology can be well used in case of sessions, where the students have a certain level of skills and understand well what the teacher wants.

For example: Singing Master Classes, interpretation sessions.



Musical
Acoustics
Research
Centre

P R A G U E

Thank you for your attention.