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Introduction

The integration of technology in education that has been incorporated in the visual and performing arts education leads us into the important discussions regarding its role, benefits, and limitations. The presented research papers investigates various perspectives on utilizing online arts communities. Research on online communities of practice in visual and performing arts education highlights peer collaboration but student agency limitations. The following studies also examine online resource use amongst visual and performing arts students, noting discipline-specific tools and barriers like connectivity.

Research Methodologies

Arts Education and Graduation Rates: Insights from New Jersey High Schools

Celebre (2020) conducted his study by exploring the relationship between student participation in visual and performing arts courses and high school graduation rates across various New Jersey public high schools. Celebre's research documented the potential impact of arts education on academic success and examines the association between different types of arts programs, participation rates, and graduation rates.

Celebre discussed the difficulties that high schools are currently facing, such as their lack of funding and the rising expectations for academic performance. In order to support successful students, he also emphasized the importance for schools to carefully allocate their resources. However, when it comes to making financial decisions, the importance of arts is frequently disregarded. This is problematic since students might gain benefits from participating in visual and performing arts courses outside of the classroom.

Celebre presented three key findings from the study. One finding was that there is a positive relationship between average 4-year participation rates in visual and performing arts and average 4-year graduation rates. Also, socioeconomic status influences the number of arts courses and concentrations offered in a district. Finally, a school's District Factor Group (DFG), a measure of socioeconomic status, does not impact the depth of arts courses offered.

Research Methodology

Quantitative Phase:

The study employed a quantitative research design to investigate the relationship between participation in visual and performing arts courses and high school graduation rates. Statistical analysis was used to analyze the data and draw conclusions.

Qualitative Phase: The study also incorporated a qualitative research design to gather in-depth insights and perspectives on the topic. Involvement of qualitative data collection methods was used to explore the benefits of arts education and the experiences of participants.

Participants:

The study does not explicitly mention the participants. However, based on the nature of the study, the participants were likely students and educators from New Jersey public high schools.

Variables:

The main variables in the study are participation in visual and performing arts courses and high school graduation rates. Other variables include socioeconomic status, types of arts programs available, and the number of courses and concentrations offered in a district.

Data Analysis Technique:

In order to investigate the association between graduation rates and participation in arts courses, the study used statistical approaches for data analysis during the quantitative phase, such as regression analysis or correlation analysis. Content analysis was utilized during the qualitative phase to find and examine themes and patterns that emerged from the data collected through open-ended survey questions or interviews.

Navigating Virtual Avenues: Exploring Online Resources and Barriers for Visual and Performing Arts Students

Fernando and Santharooban (2022) study identified online information sources, channels, and methods to aid visual and performing arts students. The major purpose of the study was to seek which students searched and utilized online resources and which barriers they encountered in accessing and using these resources.

The research was conducted at the Swami Vipulananda Institute of Aesthetic Studies, Eastern University, Sri Lanka, with a sample of 246 randomly selected undergraduates. A questionnaire surveyed and had a focus group discussion that was employed as research methods to gather data. The study found that students primarily use social media, Google

applications, mobile applications, and websites for their academic pursuits. The specific online resources utilized varied depending on the students' academic disciplines.

The study identified poor internet connectivity as a major barrier to accessing media content. Highlights of potential consequences of online resource usage in performance-based studies, including the loss of traditional teacher-student relationships and creativity were discussed. Based on the findings, the study recommends that the library plays a role in raising awareness among students about appropriate online performance-based resources to support their academic curricula.

Research Methodology

This study was a mixed methods study. The study combines both quantitative and qualitative methods by employing a questionnaire survey (quantitative) and a focus group discussion (qualitative) to gather data. The questionnaire survey allowed for the collection of numerical data, while the focus group discussion provided insights and perspectives through open-ended discussions.

Remote Learning Community of Practice: Insights from New Zealand Secondary School

Shawcross's (2019) study focused on how the community of practice concept could be successfully utilized to improve student learning in a remote secondary school in New Zealand. The study used an applied research approach and certain Kaupapa Māori methodology characteristics. The study employed electronic questionnaires, focus groups, and observations as data collection methods to gain an understanding of students' opinions regarding their involvement in an online community of practice and how it affects their learning.

Shawcross (2019) found that engagement in an online community of practice facilitates greater opportunities for peer-to-peer learning and collaboration. However, participants sometimes struggled with considering themselves as "experts" within the learning models and the community remained primarily teacher-driven rather than student-driven. The study also emphasizes the importance of considering students' perception of the social standing of the chosen social media platform for the community.

Shawcross (2019) utilized a mixed methods research approach. The study combined practitioner research and aspects of Kaupapa Māori methodology to examine the application of the community of practice model in formal music education.

Research Methodology

Participants:

The study involved secondary school students from a remotely located New Zealand secondary school. The exact number and characteristics of the participants are not specified in the excerpt.

Data Collection Instrument:

The data gathering methods employed in the study include an electronic questionnaire, observation, and a focus group. The electronic questionnaire was used to gather insights into the students' perceptions of the effects of participating in an online community of practice. Observations were conducted to collect data on pedagogical change, community participation, and frequency of use. The focus group session was used to gather additional qualitative data.

1. Practitioner Research: The study utilizes practitioner research, which involves the researcher actively engaging in the educational setting and reflecting on their practice. The researcher likely acted as a music educator and conducted the research within their own teaching context.

2. Kaupapa Māori Methodology: The study also draws on aspects of Kaupapa Māori methodology, which is a research approach rooted in Māori cultural values and perspectives. This methodology emphasizes the importance of indigenous knowledge, community engagement, and cultural responsiveness.

The Potential of Youtube for Teaching and Learning in the Performing Arts

Dewitt et al. (2013) focused on a study that utilized the Fuzzy Delphi technique to obtain consensus among experts regarding the potential of YouTube for teaching and learning in the performing arts. The participants were 20 lecturers and trainers across 7 disciplines (music, creative writing, theater, TV/film, dance, animation, fine arts) from the Academy of Arts, Culture and National Heritage (ASWARA) in Malaysia.

The Fuzzy Delphi methodology combined qualitative interviews to develop a questionnaire, followed by a quantitative survey to gather expert opinions. The findings indicate that the experts agreed YouTube has potential benefits for providing information and channeling instructional messages for performing arts education. However, they felt face-to-face instruction remains more relevant and conventional teaching methods have more impact. The experts agreed YouTube could be valuable for promoting student interest and engagement in the performing arts, though detailed technical skills are difficult to acquire solely through online video.

Research Methodology

This study was a mixed methods approach combining qualitative interviews to develop the questionnaire and quantitative surveys to collect expert opinions.

Participants:

There were 20 experts that participated in performing arts education from the Academy of Arts, Culture and National Heritage (ASWARA)

Data Collection Instruments:

Interviews were conducted such as questionnaires that were developed using Fuzzy Delphi technique with 5-point Likert scale responses.

Data Analysis Technique:

The study used qualitative analysis of interview transcripts to develop questionnaire.

Research Design:

This study used a mixed methods approach combining qualitative and quantitative data collection and analysis via interviews and a Fuzzy Delphi questionnaire to obtain expert consensus.

Harmonizing Perspectives: Exploring Romanian Music Students' Attitudes Towards

Online Learning Amidst the COVID-19 Lockdown

Rucsanda (2021)'s research in, "Students' Attitudes Toward Online Music Education

During the COVID 19 Lockdown" examined Romanian music students' attitudes and perceptions

about online learning during the COVID-19 pandemic. The research was a cross sectional

quantitative study. Surveys were administered to 220 students to assess their satisfaction,

perceived utility, compatibility, time spent learning, and intolerance of uncertainty with remote

music education.

Results showed students felt online learning was more useful and compatible for

individual vs group music subjects. Time spent learning did not increase. Intolerance of

uncertainty did not predict satisfaction. Perceived utility mediated the relationship between

compatibility and satisfaction higher compatibility predicted greater perceived utility which

predicted higher satisfaction. Data analysis involved inferential statistics to test relationships

between variables. The cross sectional design provided initial findings and qualitative follow-up

could improve validity and generalizability.

Conclusion

As discussed throughout the analysis of the studies, the clearest difference between these

different researches were the sample size based on data. When analyzing quantitative data, much

larger samples were used. When analyzing qualitatively, the samples were significantly smaller.

Despite the research and data collection methods, the validity and generalizability of each study

was significant as technology's impact on technology development in the visual and performing

arts is becoming a forefront of education now more than ever.

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