

## **Report on web site project for the Associated Colleges of the South technology fellowship program**

by Dr. Terry Klefstad, Southwestern University

I welcome questions, advice, and feedback. Please contact me at [klefstat@southwestern.edu](mailto:klefstat@southwestern.edu)

This web site was constructed with the generous support of the Associated Colleges of the South.

My project was intended to make online listening available to my music history students in order to make it more convenient for them to prepare for exams. In my experience, students do not take full advantage of recordings on reserve in the library. Online listening allowed me to expand my listening lists for exams and allowed students to listen to their assignments at any time of day or night.

Placing the listening on my own web site allows me to update the lists frequently, adding and removing examples at will.

Web sites were created for the classes

- Music Literature II (late Romantic to the present day)
- Music Literature IV (Baroque music)
- World Music

### **Progress:**

The actual building of the site took place over the summer of 2004. Below is a timeline.

- Spring 2004: Sketched out ideas for layout and format of the site, including what information I wished to place on the site
- Early summer 2004:
  - wrote syllabi for the classes
  - assembled discographies
  - chose MP3 format for music files (see reasons below)
  - worked with student worker in ACS lab (thank you Lars!) to make MP3 files of dozens of music example
  - updated my laptop computer in order to run Dreamweaver
- Mid summer 2004
  - began to learn Dreamweaver (I found the tutorials pretty useless)
  - began to build a faculty home page and course home pages
  - discussed password protection for the listening with Lars, who arranged for one of our computer staff to install this for me
- Late summer 2004
  - made arrangements to receive 500 megabytes (yes, that was 500!) of web space, which was later expanded to 600
  - uploaded first versions of web pages

- build listening pages and uploaded musical examples to web
- Early fall 2004
  - updated course sites to include review sheets and Powerpoint slides

### **Issues in creating online listening:**

#### **Password protection**

Posting musical examples on the web for class use is legal, as long as they are password-protected. Students are allowed to use copies of the excerpts for class and are asked to destroy their copies when the class is over.

I also was careful to post excerpts of pieces, rather than entire pieces, to further accommodate the Fair Use provision of U.S. copyright law.

There is an excellent copyright tutorial on the web site of the University of Texas at Austin. All graduate students are required to pass a copyright test before graduating, but the tutorial is available to allÑI highly recommend it.

<http://www.lib.utsystem.edu/copyright/>

#### **Format for listening examples**

My goal was to make the listening examples as accessible and convenient for my students as I could. I also knew that if I didn't choose a very simple structure, the web site would never be finished!

I decided to use the MP3 format, because it is a nonproprietary format. Having to download a plug-in or new software is often a deterrent to listening.

The major drawback is that I cannot post score or texts for students to watch as they listen. My eventual plan is to create pages that display both the MP3 play bar and text, for vocal pieces.

I was initially concerned about students downloading the musical examples for private use, but as I discussed the matter with computer staff, I realized that unless I used Flash format, students would find a way to download examples. Using Flash would be very time-consuming and would add an element of complexity to my page that I was not yet ready for. It would also require students to have the latest version of the software.

I also realized that students downloading examples for a class would not be such a terrible thing. Having the examples on the web primarily means that they have access to these examples even when they are away from school.

## **Assessment plan**

Informal surveys of students have already been very encouraging. Some students listen to the examples simply for pleasure while doing other homework, and all enjoy the convenience of the listening. None have complained so far about the extra work!

I plan to distribute a survey near the end of the semester to receive written feedback on the online listening.

## **Dissemination**

I presented my web sites at a Music Department faculty meeting in September. Other faculty members were very interested; our orchestra conductor decided to construct a page so that his students could listen to prepare for their upcoming concert.

It is my hope that ACS faculty will visit my site and will contact me with questions if they wish to pursue similar projects.

12/01/04