

# The Role of Teacher-Student Interaction in Enhancing Learning Outcomes in College Music Education

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## Abstract:

In college music education, teacher-student interaction plays a critical role in enhancing learning outcomes. It not only enriches teaching content but also stimulates students' creativity, fosters cooperation, and deepens their understanding of music culture. Based on the current state of music education in colleges and universities, this paper analyzes several methods of teacher-student interaction. Furthermore, the profound impact of such interaction on students' learning outcomes is discussed. The research demonstrates that optimizing teacher-student interaction is a vital approach to advancing college music education, significantly contributing to the cultivation of music talents with exceptional comprehensive qualities.

## Keywords:

College music education  
Teacher-student interaction  
Learning outcomes

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## 1. Introduction

Music education in colleges and universities serves as a crucial avenue for fostering artistic accomplishment and practical musical skills, with its effectiveness directly influencing students' overall development. Within this framework, teacher-student interaction functions as the central component of teaching. It is not only a medium for the exchange of information in classroom instruction but also an essential method for stimulating students' interest in learning, improving their musical abilities, and cultivating artistic literacy.

However, with evolving educational models and

the increasing diversity of students' individual needs, the dynamics of teacher-student interaction in college music education face new challenges. For instance, in traditional teaching methods, interactions are often limited in form, the relationship between teachers and students remains distant, and the classroom atmosphere is insufficient to fully engage students, leading to suboptimal teaching outcomes.

Recent studies indicate that high-quality teacher-student interaction significantly enhances students' learning outcomes, particularly in the field of music education, which demands a high degree of practicality.

Such interaction is not limited to the transmission of knowledge but also involves the cultivation of emotional resonance and artistic expression. Consequently, exploring strategies to enhance music education through improved teacher-student interaction has become a focal point for educators.

## 2. Research status of college music education

### 2.1. Domestic research status

Currently, most domestic research focuses on the integration and innovation of theory and practice, emphasizing the importance of education reform and its practical implementation. Qi <sup>[1]</sup> pointed out that, in the context of quality-oriented education, college music education must overcome the limitations of traditional teaching models and prioritize innovative developmental pathways. In her “Research on the Teaching Theory and Reform of College Music Education,” she highlighted the gradual shift in college music education toward a student-centered approach and comprehensive quality training. Her research also suggests that students’ artistic accomplishment and creativity can be effectively enhanced through diversified curricula and practical activities. This indicates that domestic scholars recognize the importance of music education reform and have proposed strategies to deepen its connotation within the framework of quality education.

Zhu and Liu <sup>[2]</sup> discussed the practical innovations in contemporary college music education. They argue that music education should extend beyond classroom instruction and integrate with real-world needs, such as organizing music practice activities and engaging in social performances. Additionally, they analyzed challenges in the current reform process, such as the gap between outdated teaching theories and insufficient practical application. They proposed improving teaching outcomes through school-enterprise cooperation and interdisciplinary exchanges, offering concrete implementation strategies for the reform of music education in Chinese colleges and universities.

Li’s research <sup>[3]</sup> focused on the integration of vocal music teaching and stage practice. She argued that vocal music teaching should not be limited to technical training

but should also be closely connected with stage practice to help students accumulate performance experience and develop artistic expression. The integrated teaching model, she proposed, better aligns with modern society’s demand for musical talent. Furthermore, her study emphasized the importance of individualized student development to enhance overall teaching quality.

### 2.2. Foreign research status

In foreign contexts, research on college music education tends to focus on the application and impact of diverse environments, such as omnimedia technologies and special education settings. In his study, Bilige <sup>[4]</sup> examined the integration of vocal music teaching with traditional music culture, emphasizing the importance of an all-media perspective. He highlighted that all-media technology offers new opportunities for university music education, such as showcasing traditional music culture through digital platforms and increasing students’ engagement with folk music. The research suggests that the all-media environment fosters a deeper understanding of music culture, enabling music education to combine cultural heritage with an international outlook.

Grimsby and Armes <sup>[5]</sup> studied the current state of music teaching within special education settings. Their research employed a mixed-methods approach to investigate the teaching experiences and challenges faced by music education majors working in special education. The study found that online practical courses positively influence the interaction between students and those with disabilities, enhancing teachers’ inclusive teaching capabilities. However, they also identified obstacles to integrating special education with music education, including insufficient resources and limited teaching experience. This research offers valuable insights for music educators working in the field of special education.

## 3. Method analysis of teacher-student interaction in college music education

### 3.1. Art co-creation interactive teaching

Art co-creation is a teaching method where teachers and students collaborate as equals to create musical works, emphasizing cooperative engagement in the creative process. In college music education, teachers can guide

students through the development of a musical piece, encompassing composition, arrangement, performance, and even recording. In this process, teachers and students transition from being mere transmitters and recipients of knowledge to becoming creative partners. This method, based on art co-creation, maximizes students' initiative and creativity<sup>[6]</sup>.

For instance, teachers can introduce creative themes, such as "Four Seasons on Campus," to encourage students to express their ideas through musical language. Teachers provide technical guidance and artistic oversight throughout the creative process. Through collaboration, students gain a deeper understanding of music creation while also developing skills in communication, teamwork, and problem-solving.

Modern technology further enriches the possibilities of art co-creation<sup>[7]</sup>. Using digital music creation platforms, teachers and students can collaborate on arrangements and exchange ideas online, overcoming spatial and temporal limitations. This approach proves especially effective in scenarios like pandemic-era education or blended teaching modes. Art co-creation not only represents an innovation in teaching methodology but also embodies a student-centered philosophy aimed at enhancing artistic literacy.

### 3.2. Situational immersive interactive teaching

Situational immersive interactive teaching involves constructing specific musical contexts where students and teachers explore and learn together. This method focuses on improving students' perception and expressiveness in music through interactions rooted in realistic scenarios.

For example, teachers can organize a "Classical Music Salon" or "Folk Music Night," where students assume roles as composers, performers, or audience members. Together with teachers, they explore the stories and cultural backgrounds behind musical works. This immersive approach diversifies the roles of teachers and students while enriching interaction forms. Teachers can guide students into these scenarios through questioning, discussions, and role-playing<sup>[8]</sup>.

As an example, when studying Beethoven's *Symphony of Destiny*, teachers could simulate the societal backdrop of its composition, prompting students to reflect on its expressive purpose. Contextual teaching stimulates

students' empathy, deepens their understanding of musical meaning, and enhances the frequency and quality of interactions with teachers.

Modern technology further expands the scope of situational immersive teaching. Virtual and augmented reality can create virtual concert halls, recording studios, or music creation spaces, enabling students to engage with music in highly immersive environments. This innovative approach overcomes the limitations of traditional classrooms and significantly enhances the depth of teacher-student interaction.

### 3.3. Disciplinary collaborative interactive teaching

Disciplinary collaborative interactive teaching integrates music education with other disciplines to create new learning scenarios and interaction models. This method emphasizes interdisciplinary connections, merging music with science, literature, history, and other fields to cultivate comprehensive literacy and foster deeper teacher-student interactions.

For example, a course combining music and literature might explore the narrative function of music by analyzing the relationship between poetry and melody. In practice, teachers could invite colleagues from other disciplines to co-teach or guide students in interdisciplinary teams to complete projects<sup>[9]</sup>. For instance, students might compose a song inspired by a literary work and present it in class. Such collaboration not only stimulates students' creativity but also enhances their teamwork and communication skills.

This interdisciplinary approach encourages mutual growth, as teachers update their own knowledge while working alongside students. The interaction extends beyond music, incorporating perspectives from other disciplines to make the teaching process more multidimensional and enriched.

Internet resources further amplify the possibilities of interdisciplinary collaboration. Platforms like MOOCs enable teachers and students from various universities to participate in joint projects, fostering broader collaboration and exchange. Through this approach, students not only gain a deeper understanding of music but also perceive the interconnectedness of disciplines, broadening their educational experience<sup>[10]</sup>.

## **4. The influence of teacher-student interaction on learning effect in college music education**

### **4.1. Stimulating deep creativity in music works**

Teacher-student interaction is not merely a medium for transferring knowledge but also a vital channel for stimulating creativity. In college music education, meaningful interaction encourages students to move beyond traditional teaching frameworks and explore new possibilities in music. For instance, when teachers pose heuristic questions, such as, “How can a melody be expressed using a non-traditional instrument?” students are inspired to experiment with timbre, rhythm, and emotion. Such interaction transforms students from passive learners into active creators, fostering their interest in music composition.

Deep interaction often relies on an equal dialogue between teachers and students <sup>[11]</sup>. Through open-ended questions and creative workshops, teachers can collaboratively explore ideas with students and even contribute to their creative works. This approach not only makes students feel respected and supported but also sparks inspiration through the exchange of diverse perspectives. Research indicates that when students receive constructive feedback and recognition from teachers during the creative process, their creativity and enthusiasm for creation are significantly enhanced, ultimately improving their learning outcomes.

Modern technology further expands the scope of interactive creativity. For example, artificial intelligence composition software enables teachers and students to jointly explore the intersection of music and technology, integrating traditional teaching with innovative methods to diversify the creative experience <sup>[12]</sup>.

### **4.2. Enhancing multidimensional understanding of music culture**

High-quality teacher-student interaction in music education provides students with a multidimensional understanding of music culture. This comprehension extends beyond the background of a musical work, encompassing its cultural, historical, and philosophical dimensions. For instance, during a discussion on the differences between traditional Chinese music and Western classical music, teachers can guide students to

analyze cultural symbols in musical works and explore their connections to social contexts. Such interaction helps students develop a multicultural perspective, avoiding a narrow, monolithic view of music <sup>[13]</sup>.

While appreciating African drum music, for example, teachers can lead students to investigate the tribal culture, religious rituals, and social roles embedded in the music. Through this interactive process, students not only learn the structural aspects of music but also understand its significance as a cultural carrier. This approach closely connects music with culture and society, fostering deeper learning outcomes.

Interactive teaching also encourages students to critically examine cultural integration in music, such as the effects of globalization on folk music. Through discussions and debates with teachers, students can form their own opinions and judgments. By fostering multidimensional understanding, students gain not only music knowledge but also cross-cultural critical thinking skills, which are essential for their future development <sup>[14]</sup>.

### **4.3. Cultivating collaborative ability in music practice**

A core objective of college music education is to develop students' music creation abilities, with collaboration being a fundamental component. Effective teacher-student interaction significantly enhances students' teamwork skills in music practice. In practical settings such as orchestras and choirs, teacher-student interaction greatly influences the outcomes of rehearsals and performances. Teachers can guide students to understand their roles within the group and collaborate effectively with other players in aspects such as rhythm and timbre.

Through interactive teaching, teachers can cultivate a sense of teamwork by assigning collaborative tasks. For example, during rehearsals of complex pieces, teachers might encourage students to suggest adjustments to individual parts or take the initiative to coordinate rhythm and intonation with peers. Such interactions help students learn the importance of cooperation, as well as experience the unique value and joy of collective creation—an experience that theoretical learning alone cannot provide.

Teacher-student interaction also positively impacts students' psychological well-being during music practice <sup>[15]</sup>. To alleviate performance anxiety, teachers can provide

encouragement and constructive feedback after rehearsals, helping students feel supported and more confident. Additionally, fostering a positive interactive atmosphere improves communication among team members, leading to smoother collaboration and a stronger sense of camaraderie.

## 5. Conclusion

In college music education, the interaction between teachers and students serves not only as a vital component of the teaching process but also as a crucial pillar for enhancing learning outcomes. Through meaningful

interaction, students can unleash their creativity, deepen their understanding of cultural contexts, and develop teamwork skills, ultimately achieving the educational objective of holistic quality development.

Simultaneously, teachers benefit from such interactions by continuously reflecting on and improving their teaching methods, thereby enhancing the overall teaching framework. With the advancement of educational technology and the evolution of pedagogical philosophies, teacher-student interaction will become increasingly diverse and profound. These developments will bring new possibilities and dynamics to the field of college music education, enriching its practices and outcomes.

### Disclosure statement

The author declares no conflict of interest.

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