Discussion on the Application of Experiential Piano Teaching Method in Colleges and Universities Under the Background of "Internet +"

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Abstract:

The introduction of the "Internet +" concept has not only profoundly transformed economic and social operation models but also triggered significant changes in the education sector. As an essential part of music education in higher institutions, piano teaching faces both opportunities and challenges for digital transformation. Traditional piano instruction often emphasizes skill transmission and one-way teacher guidance, neglecting students' subjectivity and emotional engagement. In contrast, experiential teaching methods place students' autonomy, emotional experiences, and practical participation at the core, aligning with the requirements for educational innovation in the "Internet +" era. By guiding students to actively participate in music learning and creation, experiential teaching methods make the learning process more three-dimensional, situational, and personalized. This article explores how to leverage the technological advantages of "Internet +" to integrate experiential piano teaching methods, further enhancing the quality of piano education in higher institutions and promoting the comprehensive development of students' musical literacy and practical skills.

1. Overview of experiential piano teaching method

Experiential teaching is a student-centered approach that promotes learning through emotional engagement, personal experience, and reflection, drawing from John Dewey's "learning by doing" theory. This method emphasizes exploring knowledge in practice, focusing on the initiative and practicality of students. Unlike traditional teaching methods that primarily rely on skill instruction and passive learning, experiential piano

teaching places greater emphasis on the subjectivity, interactivity, and creativity of students [1]. In experiential piano teaching, teachers design a variety of rich and diverse teaching scenarios to stimulate students' emotional resonance and deep understanding of music. At the same time, experiential piano teaching places special emphasis on feedback mechanisms during the learning process. Teachers are not only conveyors of knowledge but also learning partners and guides for students. Through personalized immediate feedback, teacher-student interaction, and peer communication, they help students continuously improve their playing techniques and enhance their musical expression [2]. In addition, experiential piano teaching also focuses on cultivating students learning autonomy and internal motivation. In the teaching process, students are encouraged to actively explore and discover, such as through music improvisation or participation in the structural analysis of works to deepen their understanding of music [3].

2. The advantages of experiential teaching method under the background of "Internet +"

The "Internet +" technology provides rich and diverse support methods for experiential piano teaching. One of these is resource sharing and diversification. Through online platforms, students can access a large number of piano performance videos, master courses, and digital sheet music resources. This makes the learning process no longer constrained by time and space. Students can obtain professional learning materials anytime and anywhere, greatly enriching the content of experiential teaching [4]. Secondly, "Internet +" technology provides convenience for personalized teaching by analyzing learning behaviors through big data and tailoring personalized learning plans for students. Online platforms can record students' practice processes and learning data, allowing teachers to accurately grasp students learning progress and provide targeted feedback [5]. Thirdly, the application of Virtual Reality (VR) and Mixed Reality (MR) technology in piano teaching enables students to be immersed in a virtual performance environment and simulate a real stage experience [6]. This helps students overcome stage fright in daily practice, gradually adapting to the atmosphere

of public performances and enhancing their performance and confidence. Finally, internet technology can integrate piano instruction with various sensory experiences, such as through visual, auditory, and tactile means to deepen understanding of musical pieces. Students not only feel the melody and harmony through listening but also understand the movement of piano keys and subtle finger movements visually.

3. Application strategies of experiential piano teaching in colleges and universities

3.1. Construct a hybrid teaching mode online and offline

As technology and education continue to integrate, building a blended online-offline teaching model not only allows teachers to better leverage modern technological advantages but also enriches students' learning experiences, making them more diverse and profound. Online instruction offers abundant learning resources and personalized feedback opportunities. Students can watch videos of renowned performers and technical explanations at any time, and receive real-time guidance from teachers through online platforms. Offline classes focus on face-to-face interaction, emotional expression guidance, and practical performance experiences. Together, these two approaches complement each other, enhancing students' performance skills and musical literacy.

For example, teachers can use the first movement of Beethoven's classic piano piece "Moonlight Sonata" and combine it with a hybrid online and offline teaching mode to carry out experiential piano teaching, to help students master playing skills and emotional expression in real performance experience [7]. Firstly, in class, the teacher plays two versions of "Moonlight Sonata" performed by Arthur Rubinstein and Daniel Barenboim, inviting students to listen while taking notes on the differences between the two in terms of emotional expression, tempo control, and harmonic treatment. The teacher poses questions such as, "Which performer's style do you think better aligns with your understanding of this piece?" to guide students into deeper reflection and discussion. Next, the teacher encourages students to choose one version for imitation, providing personalized guidance during

the process. For instance, emphasizing the evenness of left-hand arpeggios and the singing quality of right-hand melodies, correcting issues with finger placement and dynamic control through individual demonstrations, helping them more accurately convey the tranquility and sorrow in the work [8].

Subsequently, the teacher assigns post-class homework, requiring students to watch the video on "Moonlight Sonata" technique breakdowns through an online platform, paying special attention to the left-hand arpeggio playing method and the right-hand melody timbre changes. After watching, students must submit a 200-word learning reflection, such as "how to maintain the continuity of the left-hand arpeggio" and "how to better present a singing-like timbre in the right-hand melody." The teacher will provide feedback on each student's performance in real-time on the online platform, specifically pointing out their strengths and weaknesses. For example, they may suggest that some students practice slowly with a metronome to ensure the stability of the arpeggios.

To help students understand the background and emotional content of a piece, teachers can also organize online discussion activities, arranging for students to work in groups to discuss the story behind the creation of "Moonlight Sonata" and its emotional expression through cloud meetings. For example, "How did Beethoven's emotions during the composition of this piece influence his musical style?" They can also explore how Beethoven conveyed his inner turmoil through changes in rhythm, harmony, and dynamics [9]. In the discussion, students can also share their feelings in practice, such as "How to express the progression of emotions through the gradual increase and decrease of force?" Through such interaction, students deepen their understanding of the emotional expression of music in mutual inspiration.

3.2. Cultivate students learning autonomy

In experiential piano teaching at universities, fostering students learning autonomy is one of the key strategies to enhance teaching effectiveness. By flexibly utilizing online learning resources, teachers can provide students with a wealth of personalized practice content and goal management tools. Through regular feedback and guidance, teachers encourage students to actively participate in the learning process. This teaching strategy not only improves students learning efficiency but also lays a solid foundation for their long-term musical literacy, enabling them to gain more satisfaction and a sense of achievement in their piano studies.

For example, teachers can use online learning platforms to systematically cultivate students learning autonomy, through daily practice records, periodic performance submissions, personalized feedback, and incentive mechanisms, gradually helping students to change from "passive task completion" to "active planning of learning" [10]. First, the teacher assigns a "Daily Practice Log" task, asking students to record their practice on the platform every day. For example, they might write about practicing the right-hand part of "To Alice," noting that the main issue was the lack of smoothness in playing eighth notes. The teacher checks students' logs online daily and promptly offers encouragement and suggestions, such as "Try practicing in segments, slow down the tempo, and pay more attention to the evenness of your fingers; this can effectively improve the smoothness of eighth notes." Through continuous feedback from the teacher, students can receive timely directions for improvement, enhancing the relevance of their practice and their ability to self-monitor.

Next, the teacher sets up a "Weekly Performance Task," requiring students to upload performance videos once a week. For example, if the task for a certain week is to perform the first 16 bars of Beethoven's "Turkish March." After students upload their videos to the online platform, the teacher provides personalized comments under each video, specifically pointing out areas for improvement, such as "In the crescendo section of the fourth bar, pay attention to the changes in dynamics to enrich the emotional layers." Additionally, the teacher requires students to comment on their peers' performance videos, with each student providing feedback on two peers, for instance, "I think your right-hand melody is very well executed, but you could focus more on the consistency of the left-hand accompaniment rhythm." This approach not only enhances teacher-student interaction but also improves students' critical thinking skills and teamwork through peer-to-peer communication [11].

To further promote students' autonomous learning,

teachers can also design phased learning objectives, such as mastering the complete performance of the first movement of "Moonlight Sonata" within a month. At each stage, teachers will set up learning progress charts on the platform and regularly check progress, for example, requiring students to upload practice videos every two weeks to assess their phased learning outcomes. By comparing the videos uploaded by students, teachers provide detailed improvement suggestions for each individual, such as "adding more emotional expression in the opening part of the piece and using a gentler touch to convey Beethoven's intended tranquility and hazy atmosphere." For students who complete their phased goals on time, teachers will award online points, such as earning 10 points to redeem a book about music or participate in a special music-sharing session, encouraging students to achieve their learning goals through self-management, thereby enhancing their initiative and persistence in learning.

Teachers can also promote students' self-directed learning awareness by organizing monthly online seminars. Each student shares their insights, challenges, and solutions during the sessions, such as "I encountered difficulties with the left-hand arpeggios in Moonlight Sonata. Later, I gradually mastered the stability of the arpeggios by practicing in segments each day and following the teacher's advice." Through discussions and experience sharing among peers, students can gain more inspiration for practice and strategies to solve problems, enhancing their ability to independently address issues [12].

Finally, teachers showcase students learning achievements through a "Monthly Performance Report Meeting" that combines online and offline elements. At this meeting, each student selects their most satisfactory segment for live performance and reviews the initial practice video to reflect on and compare their progress. For example, they might say, "My left-hand arpeggios were very unstable before, but through systematic practice, I can now express them smoothly and with layers." Other students and teachers provide immediate feedback online, such as liking or commenting in the comment section, offering encouragement and suggestions to further boost students' desire to perform and their confidence. Through personalized feedback on the online platform, setting phased goals, assigning

self-management tasks, and peer evaluations, students' autonomy in learning can be systematically cultivated. This helps them gradually shift from passive acceptance to active participation in piano studies, fostering a habit of continuous self-improvement.

3.3. Use community interaction to enhance the learning experience

In the "Internet+" era, community interaction is becoming an important auxiliary teaching model in higher education. Community interaction can break the time and space constraints of traditional classrooms, extending students learning processes beyond the classroom. Students can share performance videos, exchange learning insights, or provide feedback and suggestions for their peers' performances within the community. This kind of interaction not only enhances students' participation and interest in learning but also improves their music appreciation skills and performance techniques, making the learning process more vivid and effective.

For example, teachers can use online platforms to organize students to participate in online piano performance competitions under the "Internet +" context, thereby enhancing students' community interaction experience. Through multi-level feedback from teachers to students and among students themselves, this approach can improve students' performance skills and music appreciation abilities. First, universities can launch an online performance competition themed around "Chopin Nocturnes" for all students, encouraging each student to choose and perform one of Chopin's Nocturnes, with a brief introduction of the musical background before the performance [13]. For example, a student can choose "Nocturne Op. 9 No.2" and share the background of its composition in the video, such as Chopin's inspiration at the time and the emotional expression of the piece. They can further introduce the main melodic features and the treatment of ornaments in the music, helping other students build a basic understanding and anticipation of the work before appreciating the performance.

Next, students upload their performance videos to online platforms. Teachers create discussion groups for all participating students to promote interaction and communication within the community. After watching other students' performances, teachers guide them in

writing targeted comments and feedback. Each student must provide specific comments and improvement suggestions for at least two of their peers, such as "In the third measure of your ornamentation, it feels a bit too fast; you could slow it down slightly to enhance the delicate expression" and "The volume control of the left-hand chords is excellent, but the right-hand melody could have more fluidity." Peer reviews not only help improve their musical appreciation skills but also foster a healthy competitive atmosphere through mutual exchange, encouraging students to learn from each other [14].

The teacher will also watch all the students' performance videos and provide personalized guidance and improvement suggestions for each student. For example, for a particular student, the teacher might point out, "In the opening part of the Nocturne, the right-hand melody should be more lyrical. You can use a gentler touch, which will make the tone richer." The teacher will also recommend some excellent versions of Chopin's Nocturnes based on the performance videos, allowing students to experience different interpretations through these master performances. This helps them gain inspiration and insights, further enhancing their understanding of musical styles.

To enhance participation and deepen learning, universities can also set up an "Online Master Teacher Review" session, inviting experts in the piano field to serve as special judges. During the master teacher review, experts will comment on students' performances one by one through live streaming, for example, "Many students were very engaged in Nocturne Op.9 No.2, but they need to pay more attention when handling ornaments and left-hand accompaniment balance. They can try slow practice to ensure the clarity of ornaments and the stability of harmony." Experts will also demonstrate certain key sections for all students, emphasizing how to improve the expressiveness of pieces through touch and emotional investment. Following this, teachers can organize an online reflection and summary meeting where students share their gains and reflections from the competition. For instance, one student shared, "In this performance, I realized that I often overlooked the gradual changes in dynamics when handling melodies. Through feedback from teachers and classmates, I learned how to use dynamic changes to better express emotions, and I will pay more attention to

this aspect in my daily practice." Other students found resonance in this sharing, recognizing similar issues in their performances and proposing improvement methods to each other. Through such online reflection meetings, students can gain a clearer understanding of themselves, overcome their lack of experience, and learn effective learning strategies from the experience of peers.

Finally, the teacher sets up a "Performance Progress Display" segment, requiring students to record a new performance video within one month after the competition and compare it with their previous performance. They can showcase their progress through online platforms, for example, "One month ago, I often played the third measure unclearly; now, after repeated practice, I can perform it clearly and steadily." Other students and teachers will provide evaluations and encouragement either in person or through comments [15]. This method not only helps students clearly understand their progress but also boosts their confidence in playing and their passion for music. Through this online community interaction teaching strategy, teachers fully leverage the advantages of internet platforms, enhancing learning interactions and healthy competition among students. Providing multi-level feedback and guidance significantly improves students' performance skills and music appreciation abilities, making experiential piano teaching under the "Internet +" context more efficient and effective.

4. Conclusion

Under the background of "Internet +," experiential piano teaching methods provide innovative approaches and diverse teaching tools for university piano education. By effectively integrating "Internet +" technology, experiential teaching can significantly enhance students understanding and performance skills in music. Universities should focus on the organic integration of online and offline resources during implementation, strengthen technical support and teacher training, and foster students' self-learning abilities to fully leverage the advantages of piano teaching in the "Internet +" era. At the same time, teachers should actively use the internet to enhance interaction among students, helping them gain a deeper understanding of musical works and improve their performance levels.

Disclosure statement

The author declares no conflict of interest.

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