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Prof. Dr. Turhan ÇETİN , Assoc. Prof. Dr. Yusuf İNEL, Assoc. Prof. Dr. Fitnat GÜRGİL(Eds.)

The Pandemic Process and New Horizons in Educational Sciences



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Foreword

Technology has influenced all the aspects of our lives by causing inevitable changes and improvements in every field. Naturally, the world of science has greatly benefited from this change and development. In consequence, the rapid circulation of information and technology in the scientific world has increased the cooperation among scientists.

The coronavirus disease spread all over the world from the city of Wuhan, China in 2019. It is seen that the economy, education, transportation, trade, service and industry sectors, especially the health sector, are in a very difficult situation. In order to overcome this process in a healthy way, both state administrators and individuals do their best. The situation on which the authorities have agreed on overcoming the epidemic is the completion of vaccinations of individuals. The Covid-19 pandemic has undoubtedly negatively affected academic activities.

Thus, this book contains **The Pandemic Process and New Horizons in Educational Sciences** in parallel with the improvements in the world of science. In this context, teacher education, science education, history education, music education, classroom instruction education, Turkish language and literatue education, Turkish education, social studies education and other educational sciences studies are included. It took about one year to prepare and print the book. We would like to express our deepest gratitude to our friends who contributed to this process. We also thank SRA academic publishing staff.

Finally, very special thanks go to the authors who contributed to our book with their researches. It is our greatest wish that this book will increase the cooperation among scientists to make the world a better place.

Kind Regards.

Editors

Turhan ÇETİN & Yusuf İNEL & Fitnat GÜRGİL

05.09.2021

chapter

REVIEW OF THE RESEARCH RELATED TO MUSIC EDUCATION DURING THE COVID-19 PANDEMIC

2

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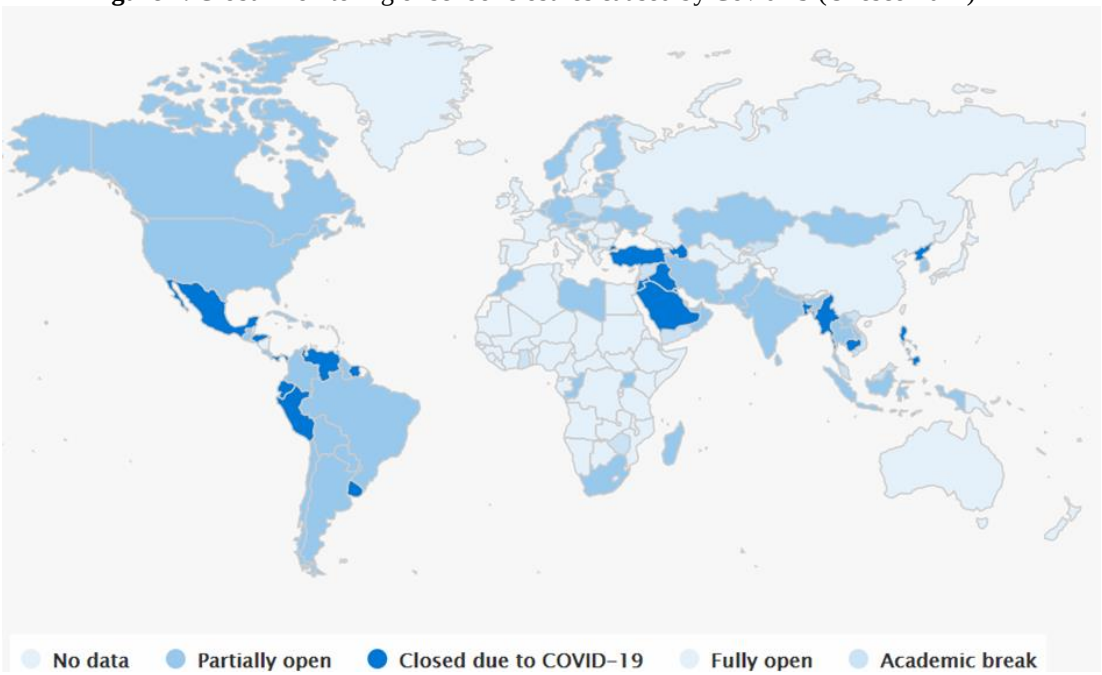
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1. INTRODUCTION

The Covid 19 virus, which was claimed to have emerged for the first time in Wuhan, China at the end of 2019, was declared a pandemic by the World Health Organization (WHO) in January 2020. The WHO stated in its data on 10 June 2021 that there have been more than 174 million cases and close to 4 million deaths worldwide. The rapid spread of the virus caused panic in every country of the world and many sectors have come to a stopping point. This situation forced countries to take a series of urgent measures in many areas. In the face of this crisis, in which the field of education was caught unprepared, fast considerations were made about what needs to be done. The Covid 19 pandemic has caused a complete reshaping of teaching and learning, even if temporarily (Cetinkaya Aydın, 2020). In some countries, the education in schools stopped completely. Turkey was one of these countries. The map in Figure 1 reflects the global situation of school closures due to Covid 19.

Figure 1. Global monitoring of school closures caused by Covid 19 (Unesco 2021)



The number of students affected by the interruption of education due to the Covid 19 pandemic in Turkey is shown in Table 1.

Table1. Number of students affected by the interruption of education by Covid 19 in Turkey

Affected learners:	24.901.925
Total females:	11.817.880
Total males:	13.084.045

School type	Females	Males	Total
Pre Primary	632.944	693.179	1.326.123
Primary	2.421.515	2.550.915	4.972.430
Secondary	5.450.541	5.953.844	11.404.385
Tertiary	3.312.880	3.886.107	7.198.987

In many countries in the world, Distance Education (DE) applications have been implemented in order to minimize the loss of learning in the field of education as much as possible. Turkey has also been one of the countries that immediately adopted this practice.

After the first case in Turkey was seen on March 11, 2020, the education in higher education institutions was suspended on March 16, 2020, and the transition time to distance education was different for each university. All universities had completed the switch to DE within about three weeks after the interruption of education. The Council of Higher Education (YÖK) determined a "Distance Education Roadmap" on March 17, 2020. This map consists of five main areas. These areas are; legislation, infrastructure, human resources, content and application areas. Thanks to this roadmap, it was intended that the process would continue uninterruptedly (Saraç, 2020).

One of the most important elements of the field of education is music education. Institutions providing music education in Turkey are conservatories, music education and the music teaching programs of faculties, fine arts high schools, primary, secondary and high schools, public education centers and private music courses. These institutions are obliged to distribute music education as much as possible by raising well-equipped, competent and effective individuals. It is very important for the development of music education in Turkey to increase the quality in this field of education in all music education institutions, to have the equipment required by the century and to implement modern education systems for this (Yungul, 2018).

The development of DE which started with mail correspondence, progressing to radio and television, has become completely widespread with the introduction of the internet into our lives (Kentnor, 2015). This development triggered distance music education practices both Turkey and all over the world. Along with the Covid 19 process, research on music education and the realization of music education through DE increased both in Turkey and in all the countries in the world. As Savge

(2021) states, the COVID-19 global pandemic has had a dramatic impact on the music sector and forced it to reimagine new approaches to music education. Music teachers in schools and instrumental teachers in music services have moved their provision online at fast speed, using the potential of video technologies, streaming media and other tools to maintain offering music education to their students during this difficult time (Savage, 2021). When we take a look at the studies that came up to date on the subject, some studies mainly focus on the advantages of DE, while some studies focus on the problems experienced (Sarikaya, 2021), and there are studies that evaluate both views. Questioning the information in those studies, and giving an idea about the quality and quantity of the studies is important by giving explanatory information for other researchers related to that field (Bacanak, Karamustafaoğlu, Değirmenci, & Karamustafaoğlu, 2011).

Based on these considerations the purpose of this research is to reveal the characteristics and general trends in scientific articles written on music education focused on the Covid-19 pandemic DE. In this context, answers to the following questions were sought:

1. What is the distribution of the articles by years?

2. What is the distribution of the articles according to the journals they are published in?

3. Which countries were examined in the articles?

3. What is the common topic/content in the articles?

3. Which methods/designs are commonly used in the articles?

6. What are the common study groups' characteristics in the articles?

5. Which data collection tool/methods are commonly used the articles?

2. METHOD

In this study, articles published in Web of Science (WoS) SSCI, SCI-Expanded and AHCI, Eric indexed international journals and Turkey-based google academic journals were analyzed using the document analysis method. In this research, the document analysis, which is a qualitative research method used to analyze the content of written documents rigorously and systematically were used (Wach, 2013). Document analysis is a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; Rapley, 2007; 2009, Bowen).

2.1. Scope of the Study

The general trends of the articles written in the field of music education during the Covid-19 pandemic process were examined in this study. The articles published in the journals Web of Science (WoS)-(SSCI, SCI-Expanded, AHCI) and ERIC indexes, plus those in google academic in Turkish pages, were accessed. Articles in these sources published between January 1, 2020 and June 1, 2021 were scanned with the keywords "music education" and "covid-19" and a total of 102 articles on music education were obtained. Then, the articles were examined as content, and since some of the obtained articles were carried out outside the editorial evaluation or the subject, 77 articles were excluded from the study and a total of 25 articles, 11 of which were from Turkey and 14 from other countries, were included in the study.

2.2. Data Collection

Data was collected through document analysis which is a qualitative research technique. Document analysis is expressed as the systematic examination of existing records or documents as a data source. Since the basic condition of a successful document analysis is finding and examining the documents related to the subject and making the necessary arrangements in order to reach a synthesis that will reveal certain situations or opinions (Karasar, 2007), firstly the full texts of the articles were obtained from databases through document analysis. Than in the process of collecting the data an article review form was developed by the researchers. The form consisted of the following categories; the year the research was conducted, the country in which it was conducted, the journal in which it was published, its design/method, content/subject, study group and data collection method. While creating the form, similar literature review studies in the field were used (Erdem, 2018).

2.3 Data Analysis

The content analysis method was used in the analysis of the data. The data collected by the document analysis which is a systematic and objective method and coded through the review form were analyzed with the content analysis technique. This includes counting words, phrases or themes/categories, and aims to determine the characteristics of a document, (Bloor & Wood, 2006). Percentage and frequency calculations were made for each category created. In order to ensure consistency in the process of coding and transferring the data to the themes, assistance was obtained from a second researcher who conducted similar content analysis studies, the appropriateness of the analysis was evaluated and necessary changes were made based on discussions. While filling out the review form, the information included in the relevant articles was used, and the *unspecified* option was used when the information sought was not

available. While deciding on the subject areas, the title, keywords and research purposes of the relevant article were evaluated together.

3. FINDINGS

Within the scope of the research, 25 articles examining music education published during the 2020-2021 COVID-19 pandemic were analyzed. The themes created as a result of the findings are the year in which the research was published, the journal in which it was published, the country in which it was published, research design/method used, content/subject, study group and data collection method.

3.1. Distribution of Articles by Years

The categories created under the theme of the distribution of articles by years are given in table 1.

Table1. Distribution of Articles by the Year they were Published

Year	***F***	***%***
2020	11	44.0
2021	14	56.0
Total	25	100

Table 1 display that a total of 25 articles on music education were reviewed during the COVID-19 pandemic in 2020 and 2021. According to Table 1, 14 of the articles in the journals (56%) were published in 2021 and 11 articles were published (44%) in 2020.

3.2. Journals in which the Articles were Published

The categories created under the theme of the journals in which the articles were published are presented in Table 2.

Table2. Distribution of Articles by the Journals they were Published

Journal	***f***	***%***
Musıc Educatıon Research	7	28.0
Frontiers in Psychology	2	8.0
Turkish Studies	2	8.0
British Journal of Music Education	1	4.0
Musicae Scientiae	1	4.0
International Journal of Music Education	1	4.0
Journal of Research in Music Education	1	4.0
Akdeniz Üniversitesi Uluslararası Müzik ve Sahne Sanatları Dergisi	1	4.0
Dumlupınar University Graduate School of Education Journal	1	4.0
Milli Egitim	1	4.0
Yegâh Mûsikî Dergisi	1	4.0
International Journal of Education Technology and Scientific Researches	1	4.0
Strata: İlişkisel Sosyal Bilimler Dergisi	1	4.0
Asian Journal of Education and Training	1	4.0
Update: Applications of Research in Music Education, 2021	1	4.0
Educational Research and Reviews	1	4.0
Cypriot Journal of Educational Sciences	1	4.0
Total	25	100

Table 2 indicates that usually a single article was published in each journal, within the scope of this research. However, by publishing 7 articles (28.0%) Music Education Research is the journal that published the most articles. Frontiers in Psychology and Turkish Studies share second place as journals which published 2 articles each (8.0%). As mentioned above the remaining journals published just a single article (4.0%).

3.3. Countries Examined in the Articles

The categories created under the theme of the countries examined in the articles are given in Table 3.

Table 3. Distribution of Articles Examined by Country

Country	*f*	%
Turkey	11	44.0
USA	4	16.0
UK	2	8.0
Spain	2	8.0
Australia	2	8.0
a combination of Italy, Switzerland, Austria, USA	1	4.0
Italy	1	4.0
Sweden	1	4.0
China (Hong Kong)	1	4.0
Total	25	100

According to Table 3, within the scope of this research the countries with the highest number of studies were Turkey 11 (44.0%), USA 4 (16.0%), UK 2 (4.0%), Spain 2 (4.0%) and Australia 2 (4.0%). A single study was conducted in each of the remaining countries.

3.4. Research Design/Method

The categories created under the research design/method theme are given in Table 4.

Table 4. Distribution of Articles by Research Design/Method

Method	**Design**	***f***	***%***
Quantitative	descriptive scanning	4	16.0
	quasi -experimental study	1	4.0
	Subtotal	***6***	***24.0***
Qualitative	case study	6	24.0
	discussion-literature review	3	12.0
	document analysis	2	8.0
	Subtotal	***5***	***19.2***
Mixed	unspecified	***9***	***34.6***
Total		25	100

According to Table 4, within the scope of this research 9 of the articles (36.0%) were conducted with mixed method, 6 articles (24.0%) with quantitative research method, and 5 articles (20.0%) with qualitative research method. While articles that used quantitative methods mainly focused on a descriptive review, the articles that used qualitative methods of research mostly focused on case studies.

3.5. Characteristics of Study Groups

The categories created under the theme of the study group characteristics of the research are given in Table 5.

Table 5. Distribution of Articles by Study Group Characteristics

Study group characteristics	***f***	***%***
university level conservatory students	3	12.0
university students in music education departments	4	16.0
university /college marching band students	1	4.0
university students from music and performing arts department, other departments students	1	4.0
university level music teachers	1	4.0
conservatory-level music teachers teaching (theory or instrument)	1	4.0
university level music teacher and a music specialist at a primary school	1	4.0
music teachers	2	8.0
elementary and secondary school band teachers	1	4.0
music teachers in comprehensive school and/or upper secondary school	1	4.0
instrumental music teachers in secondary schools	1	4.0
4-13 years old students' instrumental teachers	1	4.0
founding principal, manger, founder, instrumental music teachers	1	4.0
self-employed instrument music teacher, employed instrumental music teacher, school-based music teacher, manager of music education provision, other	1	4.0
community music school participants: adult students, school band teachers, parents/caregivers, minor students, managers, teachers	1	4.0
no study group - review of literature documents, articles and theses.	4	16.0
Total	25	100

According to Table 5, it was determined that the study group was formed comprehensively on the subject in the articles, and all of the people and materials related to the subject were included in the study group. In general, teachers were the most researched study group as they were involved in almost half of the articles (more specifically 12 articles) that were examined (3 university level music educators, 3 compulsory education music teachers, 2 school band teachers, 4 instrumental music teachers). Students which were the second most researched group participated in 10 articles in total (9 university students, 1 community music school student). Documents were used in 4 articles, administrators participated in 3 articles, parents/caregivers and self-employed instrument music teachers took place in only 1 article each.

3.6. Data Collection Tool/Method

The categories created under the data collection tool/method of the research are given in Table 6.

Table 6. Distribution of Articles by Data Tool/Method

Data Collection Tool/Method	*f*	%
questionnaire-open-ended questions	5	20.0
questionnaire -closed and open-ended questions	4	16.0
questionnaire questions- closed	3	12.0
unspecified - peer-reviewed journal articles, dissertations, books, book chapters, and conference proceedings	2	8.0
semi-structured interviews via skype , zoom or audio recordings	2	8.0
questionnaire- closed and open ended questions, grading scale to assess students	1	4.0
questionnaire -closed and open-ended questions, a semi-structured interview, researcher memos	1	4.0
questionnaire -closed and open-ended questions, skype or telephone interview	1	4.0
Likert scales, semi-structured interviews	1	4.0
online Facebook posts/comments	1	4.0
personal experiences, conversations, journal entries, interactive conversations	1	4.0
observation forms	1	4.0
Documentary al analysis :a semi-systematic review of literature- online databases and indexes peer-reviewed journal articles, dissertations, books, book chapters, and conference proceedings	2	8.0
Total	25	100

Table 6 shows that, the data collection methods varied in the studies and the researchers preferred to use different data collection methods together. Furthermore, questionnaire and interview were the data collection methods most used in the studies. Interviews were the second most applied data collection method as it was used in 5 articles. Whereas document analysis was used in 2 articles and observations were made in only 1 article.

3.7. Content / Subject

The categories created under the content/subject theme of the research are given in Table 7.

According to Table 7, the content/subjects of the research are grouped into five different categories. It was determined that the largest number of articles by content/subject was on the effects of DE on teachers' perspectives and teaching practice 9 (%36). This was followed by the effects of DE on students' perspectives and learning experiences 6 (%24). Both the content/subject on examinations of DE's impact and coping with the challenges of DE in the future shared the same number of articles (5 or %20).

Table 7. Distribution of Articles by Content/Subject

Themes	**Sub –theme content**	*f*	*%*
The effects of DE on teacher perspectives and teaching practices	characteristics of online music teaching	*9*	*36.0*
	adaptation of teaching and learning practices to online teaching of instrumental music		
	adaptation to online teaching of compulsory education music teachers		
	community music school after a transition to all-online instruction		
	key challenges and opportunities that have affected teaching music		
	potential opportunities and limitations of music education		
	the practices, experiences, and perspectives of elementary and secondary school band directors		
	instrumental teaching		
	the opinions of the teaching staff for the remote music education process		
The effects of DE on students perspectives and learning experiences	a case study with conservatory students	6	24.0
	violin student's opinions on distance learning		
	the effects of covıd-19 pandemıc perıod on lıstenıng to and performıng musıc		
	the perceptıons and experıences of conservatory students		
	college marching band students' perceptions of community and other band experiences during the COVID-19 pandemic		
	students' views on the covid-19 distance education process in music departments of fine arts faculties		
Examinations of DE impact	a sudden shift to a largely on-line modality	5	20.0
	the psychological impact of covid-19		
	private music courses		
	asynchronous piano education		
	virtual choir recordings		
Suggestions for coping with the challenges of DE in the future	online collaboration	5	20.0
	yoga and mindfulness		
	online peer mentoring		
	addition to music teacher curriculum "Digital Technopedagogic Music (DiTeM) Education"		
	curriculum renovation		
Total		25	100

4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

A total of 25 studies were evaluated in line with the research questions derived as a result of the document analysis carried out in this research, which aimed to examine the articles in the field of music education caused by the COVID-19 pandemic.

4.1. Distribution of Studies by Years

When the distribution of the studies reached by year is examined, it is seen that most of the studies were published in 2021, 15 articles and in 2020 11 articles were published. It can be said that the publication of more articles in 2021 is related to the announcement of the Covid-19 virus as a rapidly spreading pandemic by the World Health Organization in 2020, and the implementation of closures and emergency DE applications by

countries. Just as in our daily life, education systems too have never encountered this sort of crisis environment before and were unprepared for it, although perceiving, examining, reacting and evaluating the situation has expanded over time.

4.2. Journals in which the Articles were Published

According to the research results, by publishing 7 articles Music Education Research draws consideration as the journal that published the most articles within the scope of this study. The existence of a large number of articles in Musıc Educatıon Research can be attributed to the fact that Musıc Educatıon Research is a well-known and internationally respected journal in the field of music education indexed in the Social Sciences Citation Index (SSCI). This result is proof that Music Education Research journal reflects the latest developments in music education. In addition, it was determined that the articles published in this journal include research on music education not only from the country it is published in but also from many different countries from all over the world. Two articles were published in Frontiers in Psychology, which is a qualified journal indexed in the (SSCI) at the international level, and two articles were published in the Turkish Studies journal which is a well-known journal in Turkey. The journals which published 1 article each within the scope of this study were the British Journal of Music Education, Musicae Scientiae, Thinking Skills and Creativity, International Journal of Music Education, Journal of Research in Music Education, Akdeniz University International Journal of Music and Performing Arts, Dumlupınar University Graduate School of Education Journal, Milli Egitim, Yegâh Music Journal, International Journal of Education Technology and Scientific Researches, Strata: Relational Social Sciences Journal, Asian Journal of Education and Training, Update: Applications of Research in Music Education, Educational Research and Reviews, Cypriot Journal of Educational Sciences.

4.3. Countries Examined in the Articles

The results indicate that articles examined in this study were conducted in Turkey, USA, UK, Spain, Australia, Slovenia, Italy, Sweden, China (Hong Kong) as well as a combination of Italy, Switzerland, Austria, and the USA. The variety of countries shows that the Covid -19 pandemic and the changes it required in the field of education triggered the publications in the field of music education. When we examine the articles on the basis of countries examined or discussed in the articles the biggest number of articles were published in Turkey. The USA takes second place while the UK, Australia and Spain share third place. It is seen that there is only one study from the remaining countries. It is obvious that the reason for the intensity of the studies conducted in Turkey is the fact that the articles on google academic specifically in the Turkish pages were included in the scope of

this research. However, it is also observed that there has been a general interest and a rapid increase in the academic studies on music education in Turkey in recent years. The USA, on the other hand was the second most examined country which has established itself over the years with the variety of indexed journals published there. Although the numerical majority of the articles were published in Turkey, very few of them had taken place in international distinguished indexes and with respect to the fact that they are generally published within the country and some of them don't even belong to a DOI number. This can be considered as an indication that the publications in the music education field in Turkey have not reached firm standards yet. For the rest, in general it can be said that music education and issues from Covid 19 have been discussed in many parts of the world.

4.4. Research Design /Method

Considering the research method followed in the studies examined, it is seen that the mixed method was the most preferred method. Quantitative research was the most used method after mixed research, while qualitative research was the least preferred method. However, the numerical closeness of quantitative and qualitative research is striking. In this context, it can be said that conducting all kinds of research on the subject is in line with expectations due to the need for both numerical statistics and in-depth evaluation results in research. It was determined that the relevant designs were not reported in the studies using mixed method as the research design. It can be stated that the results can be evaluated in a multi-faceted manner, and the reasons that create the results can be examined in more detail with the research carried out with mixed methods. Additionally, quantitative articles focused mainly on descriptive review, and qualitative articles focused mainly on case study designs. Another issue that should be emphasized is that information on method was not given in most of the studies discussed, and the researchers examined the studies in depth and presented the necessary method information in this study.

4.5. Characteristics of Study Groups

The results show that, teachers were the most researched study group as they were involved in almost half of the articles that were examined, more specifically 12 articles (3 university level music educators, 3 compulsory education music teachers, 2 school band teachers, 4 instrumental music teachers). Students which were the second most researched group participated in 10 articles (9 university students, 1 community music school students). In addition, it is noteworthy that university students which are a sub group of student study groups were examined in a total of 9 articles. Documents were used in 4 articles, administrators participated in 3 articles, parents/caregivers and self-employed instrument music

teachers took place in1 article. Results also reveal that, the authors preferred working mainly with a single study group which includes 16 articles. Two different study groups were included in 2 articles. Four, five and six different study groups were included in 1 article each which shows that more than two study groups were the least applied study groups. Documents which were used in studies were determined as no participants. In documents; peer-reviewed journal articles, dissertations, books, book chapters, and conference proceedings. Sources were searched by way of online Facebook posts/comments articles, online databases and indexes, exam notes, e-mails, videos, skype interviews, educational documents, observation notes, course materials, lecture video recordings, and video-audio recordings. Furthermore, in some of the documents, speeches were transcribed to writing.

4.6. Data Collection Tool/Method

The results show that the data collection methods varied in the studies and the researchers preferred to use different data collection methods together. Furthermore, questionnaire and interview were the most used data collection methods in the studies. Questionnaire was used the most, totaling 17 articles, 6 of them included closed and open-ended questions, 5 articles included open-ended questions, and 1 included closed ended questions. Interviews were the second most applied data collection method as it was used in 5 articles in total. While document analysis was used in 2 articles and observations were made in only 1 article. Moreover, generally questionnaire was used both as open and closed-ended questions. Additionally, researchers preferred a single data collection method in 18 articles, two data collection methods in 4 articles, and four data collection methods in 1 article.

4.7. Content / Subject

4.7.1. Teachers' Perspectives and Teaching Practice

After the sudden transition to distance learning which presented new challenges, educators realized that the new situation required a rethinking of established teaching practices. Teachers usually explained the strengths and limitations of the emergency transition to mainly online lessons. The main topics they mentioned are technology, adaptations of new pedagogical materials and strategies, mental health, wellbeing, motivation, psychological state, and economical issues during emergency DE. Since it was technology that enabled the transition to emergency distance education due to the Covid 19 pandemic, technology is the most mentioned subject in the studies that investigated the opinions of music teachers. Many advantages and disadvantages of technology were mentioned in the studies.

4.7.1.1. Music teachers' opinions about the technological advantages they experienced during emergency DE

Cheng et al. (2021) stated that the digital transformation of music education increased the development of teacher professionalism. Online and mixed learning have long been important components of teaching (Philipsen et al. 2019). Due to the pandemic, this approach has finally been applied on a greater scale. Joseph et al. (2021) stated that according to some Australian teachers the digital transformation has opened opportunities to refresh, rearrange, and renew their ways of practice. Furthermore, teaching online meant adapting teaching materials and assessment tasks which translated into positive experiences for teachers and students However, integrating digital technologies into the music classroom during lockdown created exciting opportunities and access to music making for students. On the other hand, Savage (2021) emphasized that video links through video/audio conferencing technology may be a solution for many problems. Video conferencing facilities and software applications that allow users to make voice and video calls over the internet can provide access with teachers, other schools or wider music education providers which can reduce the expense and necessity for travel and can allow more students to access diverse music teaching opportunities. Likewise, Joseph et al. argues that according to teachers online interacting and engaging with guest speakers gave students the opportunity to link theory to practice. Clearly the existence of a good technological infrastructure is essential in order to realize all of these advantages provided by technology. However, it is obvious that music teachers' general well-being, their strength in the psychological sense and receiving financial and moral support are important factors that help them to experience all of these technological advantages.

4.7.1.2. Music teachers' opinions about the technological challenges they experienced during emergency DE

Technical problems such as internet speed or limited bandwidth, which led to signal freezing and poor audio quality (Biasutti et al. 2021, Töral et al.2021) and caused difficulties in online communication with students. The platforms supporting online music teaching have to be addressed as crucial components of internet connection success (Biasutti et al. 2021). Hash (2021) emphasized the inability of students to play together due to latency and poor sound quality from the current technology, so some directors in his study found that creating virtual ensembles was too problematical or not beneficial to their students. He added that the further development of technology is necessary before musicians will be able to play together in real time over the internet. Similarly, Biassutti et al. (2021) explained that one of the biggest problems raised during DE was synchronous musical activity and the impossibility of simultaneous online

ensemble performance. Obviously, the main barriers to real-time, online performance are audio quality and signal transmission delay, and unfortunately the suggested technological solutions are still unsatisfactory (Koutsoupidou, 2014; Lancaster, 2007; Biasutti et al. 2021).

Teachers expressed other aspects of limited access to internet lessons due to multiple people needing to use a single computer, student obligations in caring for younger siblings and parents not allowing their child to play an instrument while other family members were working or schooling from home (Hash, 2021). On the other hand, Akyürek (2020) in his study found out that some instructors at universities in Turkey, encountered many problems because they were inexperienced with digital platforms and used a limited number of applications in their distance lessons. Kenny et al. (2011), as well as Gall (2013), found that educators can encounter difficulties in implementing technologies in their teaching, particularly when considering poor institutional support, and a lack of technical training (Schiavio et al. 2021).Yet even being familiar to technological tools and recognizing the value of technological tools for remote teaching (Biasutti, 2021), teachers highlighted their limitations for online lessons, which included constraints on simultaneous real time performances, communication, and feedback (Biasutti et al. ,2021). Among the technological limitations reported were the use of low-quality devices such as mobile phones, computers with poor speakers, microphones (Biasutti et al. 2021) and tablets (Ayaz Töral et al.2021). These low-quality devices affected teacher-student communication negatively. Teachers stated that it was not possible to make sure if students always understood what was taught which was compounded by the loss of internet connectivity (Joseph et al. 2021).

All these mentioned problems clarify that teachers or technological infrastructure were obviously unprepared for this technological transition. So the existence of such technological problems can be considered as factors that prevent students from having equal opportunities in education. As expressed by Calderón-Garrido et al. (2021) the lack of resources and training for teachers cannot happen again. This requires the adaptation of initial and in-service teacher training with regards to the use of educational technology and the development of digital competence. While adapting methodology and rethinking the assessment systems depends on teachers, authorities should provide the necessary resources for music education Calderón-Garrido et al. (2021). However, it is seen that the technological difficulties of teachers in some countries such as Sweden, which have a solid technological infrastructure adapted to their education system, and problems were minimized in this transition. Thorgensen et al. (2021) explained that the challenges in other countries like a lack of internet connection didn't apply for Sweden because in Swedish compulsory and secondary schools, digitalization is a component

in the curriculum (Skolverket 2019; Skolverket 2011). Schools are also required to ensure that all students have access to digital devices which is an advantage for students in Sweden (Thorgensen et al. 2021). This is a good example for the many countries that were not ready for a quick digitalization response and should be taken into account in the future.

4.7.1.3 Music teachers' opinions about the advantages related to adaptations of new pedagogical materials and strategies during emergency DE

Biasuttis' et al. (2021) findings provided evidence that conservatory-level music teachers that give lessons online in different European countries and the USA were able to encourage online music learning by adapting the content of their teaching and developing personalized materials during Covid 19 pandemic. Strategies and methods for online teaching were connected to the musical instruments they played and taught. Also teachers employed skills such as flexibility, problem solving, and creativity in their curriculum planning and in using a variety of remote learning tools (Biasutti et al. 2021). DE also created opportunities for instrumental teachers to incorporate into curricula a wider range of technology; more of a focus on individual musicianship; lessons in music theory, history, and culture; and to a lesser extent, student creativity through composition and arranging (Hash, 2021). Moreover, De Bruin (2021), investigated the practices employed by instrumental music educators in secondary schools in Melbourne, Australia. The studies' findings revealed music educational approaches that fostered connection, empathy and receptiveness to relationship-building, guiding students in slower and deeper learner centered approaches, asserting pedagogical practices that reinforced and promoted interpersonal connectedness in and through musical experience and discovery (De Bruin, 2021).

For those music teachers and schools who were better prepared for the sudden change it looks easier to see and put in experience all of the advantages of DE. However, it is hoped that those music teachers who are experiencing problems for now will solve most of their problems and make an effort also to be included in the group that has experienced the advantages mentioned above in the future.

4.7.1.4. Music teachers' opinions about the challenges related to adaptations new pedagogical materials and strategies during emergency DE

In Hash's' (2021) study, music educators expressed that planning instruction for DE was a challenge for them. It is foreseen that the success of DE in the future will depend on music educators developing plans, creating materials, building an infrastructure, and preparing students for online and offline instruction. Teachers which participated in the study

received at least some support for DE from colleagues, school administrators, and technical support personnel. It was suggested that more work is also needed to develop materials and curricula for DE and technology to facilitate collaborative musical performance in real time (Hash, 2021). Teachers in Spain who participated Calderón-Garrido et al.'s (2021) study experienced a lack of methodological and material resources. In addition, a difference was observed between public, private and semi-private schools. Still the teachers considered that the situation had enabled them to have more contact with students, even though the learning was asynchronous. On the other hand time management was among the challenges that teachers were facing and argued that online teaching was very time consuming (e.g., planning activities, preparing materials, and exploring the new possibilities of technical tools) and losing a satisfactory work-life balance was a stressful experience (Biasutti et al. 2021). Hash (2021) also argues that planning appropriate instruction is feasible through distance learning and is important for the future of distance learning.

Clearly, while some music educators have difficulties planning their lessons, some have already stated that they can make successful plans. It is important that the necessary official institutions understand the importance of this issue and that the necessary initiatives are made to carry out systematic studies for future plans. However, it is also important to motivate music teachers for strong professional collaboration regarding sharing plans and materials. It is clear that lesson planning and creating material could be experienced either as a challenge or an opportunity, where technological conditions, teachers' experiences, teachers' collaboration, time available for preparation or the course that music educators teach for example an individual instrument, band or music theory are some of the factors that can directly affect the result.

4.7.1.5. Music teachers' opinions about the other challenges during emergency DE: mental health, wellbeing, motivation, psychological state, economical challenges

As Chang et al., (2020) explains teachers are role models for members of the younger generation. They show students how to be positive and optimistic when facing challenges, including the Covidd-19 pandemic crisis. Teachers' psychological state has been an important factor to improve teaching performance and school commitment. Most teachers shared that they had missed social relationships and face-to-face music teaching during lockdown. Some teachers also highlighted the human friendliness and relationships that are formed in the school environment, both with their colleagues and with their students (Calderón-Garrido et al., 2021). Being able to have close eye contact during lessons (Ayaz Töral et al., 2021) provides easier communication which is not possible with DE

in the way it is experienced in school environment. According to Orman & Whitaker (2010), the lack of contact between the teacher and the student during remote lessons is considered as one of the important factors limiting the teaching environment. With regard to interpersonal relations, the intensive use of digital technology was associated with social distancing caused by additions to technology and social networks, which could also lead to technology stress (Cuervo-Carabel et al. 2020) or even technophobia (Daruwala 2020) due to overuse (Calderón-Garrido et al. 2021).

When it comes to well-being, almost all the music educators who participated in Hashs' (2021) study indicated that "maintaining students' well-being" was a top priority during DE. This finding aligned with the Illinois State Board of Education's (2020) mandate that schools "focus [on] keeping children emotionally and physically safe, fed, and engaged" and that they inflict "no educational harm" (Hash, 2021).

Teachers also observed students' lack of motivation, interest or attention in lessons during RL (Akyürek, 2020). For solving such problems Burin et al. (2021) gives good example for how music educators can facilitate connection, motivation and student autonomy generating personal meaning and commitment to music making and the learning relationship, which can translate to significant student learning and value in the learning of music (De Bruin, 2021).

Also economic challenges were expressed by many teachers as students with a higher degree of poverty experienced challenges with access to instruments, (Ayaz Töral et al., 2021) music, and related supplies (Hash, 2021).

In the studies examined as teachers' common opinion, teachers saw more disadvantages in DE such as the inability to provide instant feedback, instant corrections, regulations, insufficient realization of achievements due quality of, lack of the usual social relationships, instant communication. Consequently these are some of the reasons for music teachers' strong determination to return to traditional face-to face lessons as soon as possible (Biasutti et al. 2021; Akyürek, 2020; Ayaz Töral et al.2021; Hash, 2021; Calderón-Calderón-Garrido et al.et al. 2021).

4.7.2. Students' Perspectives and Learning Experiences

4.7.2.1. Students' views about the advantages related to technology during emergency DE: Adaptation to distance learning

The findings showed how different approaches to rehearsal and time management have emerged, (Cumberledge, 2021, Sağer, 2020) in turn impacting on how students prioritize short-term and long-term goals, enhance their creative potential, and establish and renew interactions with peers.

In terms of time management, students reported that lockdown measures have impacted the way they rehearse. For instance, those who need to spend time in traffic have reported improved concentration while preparing for lessons: with more time at their disposal, they can elaborate on all the information better and explore novel musical solutions (e.g., supported by online resources such as YouTube) with more confidence. Such comments resonate with the observations concerning professional development show that some students consider e-learning as an opportunity to learn more about musical software, and technological resources more generally (Schiavio et al., 2021).

4.7.2.2. Students' views about the challenges related to technology during emergency DE: Adaptation to distance learning

Technology is the most mentioned subject in the studies that investigated the opinions of students. Mainly the challenges of technology are mentioned in the related studies.

Shavio et al. (2021) argued that issues related to difficulties in implementing technologies in teaching emerged. According to students' views technological issues may create taxing situations concerning mutual communication and feedback (Schiavio et al., 2021). Many studies reported that some university students in Turkey experienced internet connection problems and limitations regarding the quality of the connection, the internet data package quota, access problems due to their location, or do not have any internet connection (Sakarya et al., 2020; Umuzdaş et al., 2020; Özer et al. 2020). The mentioned internet problems caused sound interruptions, synchronicity problems and a deterioration of sound quality and reflected negatively on students' motivation during DL (Sakarya et al.2020). With regard to the implementation of novel teaching methods, it was reported that the use of technology remains problematic (Schiavio et al., 2021). According to the findings of students' views, web-based distance education is not as efficient as face-to-face education especially in applied courses, the connection and technical problems experienced during the courses negatively affected their educational process. The majority of students prefer face-to-face education in the post-pandemic period (Sakarya et al., 2020; Umuzdaş et al., 2020; Özer et al. 2020; Sağer et al. , 2020).

The findings of the studies above show that the lack of technological infrastructure causes many problems for students and negatively affects their educational process. Specifically, when the topic is music then the quality of sound and timing are crucial and indispensable factors for realization of music in any circumstances.

4.7.2.3. Students' views about other challenges related to emergency DE: wellbeing, mental health, lack of physical presence, economical issues

The Covid-19 pandemic lockdowns all over the world caused students and teachers to stay at home and switch to DE. This shutting in at home not only restricted individuals' freedom of movement, but also had negative effects on their mental and physical health. In the context of wellbeing, the results showed that students experienced negative emotions such as feeling nervous, uneasy and feeling strange (Sakarya et al.2020), and anxiety related to the functioning of the course process, (Özer et al., 2020) during the DE lessons. The physical environment experienced in school and the physical presence of being together and experiencing education in a close relationship are some of the most mentioned challenges for students who participated in studies during Covid19 pandemic. For example, Schiavio et al. (2021) reported that whether students more often use recorded material or interact directly with the teacher via Zoom or Skype -a need to compensate for the reciprocal lack of physical presence has been reported (Schiavio et al. 2021). Cumberledge (2021) added that approximately half of the students felt that the sense of community was weaker throughout their band during the pandemic when compared with previous years. Although they may have spent more time together in these smaller groups, it appears that students missed interacting with their peers in a larger band setting (Cumberledge, 2021). Similarly, according to university students' views, the biggest problems experienced by those who attended ensembles were a lack of experiencing the same physical environment Sağer et al. (2020).

COVID-19 restrictions have had unintended consequences on mental health. Researchers have found that the impact of these restrictions has led many people to experience major stress and emotional disturbance (Goodwin et al., 2020). Son et al. (2020) suggested that now more than ever, mental health checks are a critical need for college students as the COVID-19 pandemic has brought this population into a renewed focus (Cumberledge, 2021**)** as some tertiary students struggled to make connections with others online (Joseph et al. 2021). Music educators should continue to monitor student health and wellbeing and try to guide and support them as much as they can.

Özer et al identified students' problems in their study as, inadequate work environment, inefficiency in courses due to student's lack of material, adaptation difficulties to the distance education system, inexpertness related to using the distance education system for the first time, lack of motivation, and economical or technological problems **(**Özer et al., 2020). Access to the internet due to multiple people needing to use a single computer, (Sakarya et al. 2020) student obligations in caring for younger

siblings, and parents not allowing their child to play an instrument while other family members were working or schooling from home (Hash 2021) are other problems emphasized in the studies. Factors that reduced students' music rehearsal time during the pandemic were mentioned like discomfort from sharing enforced space such as close neighbors and/or family members/housemates, lack of motivation from being outside of school and a stable mental state had the highest share among the students who participated the study by Sağer et al. (2020).

It seems that for better distance education in music education all students need better if not the same conditions and opportunities, thus ensuring equality of opportunity in education.

4.7.3. Examinations of DE's Impact: Studies Based on Discussions and Other Investigations

Studies based on discussions and other investigations related to the effects of RE included various topics such as the sudden shift to a largely online modality, the psychological impact of covid-19, private music courses' situation, asynchronous piano education and the use of virtual choir recordings where these topics.

For example, Daubney et al. (2020) discussed the effects that the COVID-19 pandemic is having on music education in schools, focusing on the UK. The authors point out that the sudden shift to mainly online education forced many models of learning to stop or significantly adapted to meet the demands of lockdown learning. Some of the main issues discussed in the study were the equality of access to education, issues with latency, rendering live ensemble playing challenging, and the inadequately prepared and supported teachers for the new situation. On the other hand, authors explained that, there are many opportunities to engage with learning through online media for those who have access. Giving an example that, many teachers have persevered with ways of teaching groups and individuals through a combination of pre-recordings, resources and live teaching. Similarly, Özmenteş (2020) discussed some advantages and disadvantages of DE. Firstly, he pointed out the needs in the new era where distance music education is a necessity which requires a huge data storage area, the lack of infrastructure, issues such as the protection of personal data, the need of discussion on copyrights, in addition to connection and space opportunities. Then, he mentioned that DE is an advantage to teachers who teach in a small group, but has worsened existing inequalities among students because musical instrument training in a class of 40 people,which is the usual number for a class in government schools in Turkey, seems impossible. Also he points out that there are at least 1.5 million students who do not have the opportunity to attend online classes in Turkey and the conflict between

traditional substantial music education and music in children's daily lives is a reality that should be taken seriously.

While Salvador et al. (2021) examined practical and relational experiences and perspectives regarding the nature of community when participants interacted only online. Students, parents/caregivers, teachers, ensemble directors, music therapists and administrators participated in the study. While respondents were glad they could continue music instruction and therapy through the pandemic, they expressed that they preferred in-person instruction. Similarly, Aksoy et al. (2020) examined the distance education of private music courses affiliated with the Ministry of National Education in Turkey during the pandemic, whereby 105 music courses were included in the study. The results revealed that courses want to switch to the blended learning model in which face-to-face education and distance education are used together.

On the other hand, a study that was held in Hong Kong examined the impact of COVID-19 on 120 music teachers' mental health and well-being. The findings revealed that the main sources for stress, fear, and anxiety for those music teachers were detected as the effectiveness of online music teaching, parental expectations, and students' adaptability to online learning, technological integration and maintaining transformative teaching professionalism (Chang et al., 2020).

Moreover, Yücetoker et al. (2021) examined asynchronous piano lessons of university level music students during the lockdown period. The results of the study revealed that despite the elimination of the problems caused by the internet connection in synchronized lessons, other disadvantages brought on by the lockdown situation reduced the effectiveness of the lessons even though they were asynchronous. In their case, specifically the deficiency of tools to practice on or technological tools to record good quality videos on was an important obstacle. This is a good example for the importance of infrastructure in education. No matter what kind of educational method is intended to use, without providing the needed infrastructure effective education is not possible. Eren et al. (2020) investigated the implementation of virtual choir recordings in a choir class during DE. The data form the study suggested that virtual choir recordings can be helpful to students with efficiency of practice and can provide a suitable audio environment to foster conscious-listening, accurate intonation and perception of pacing. As a result, authors suggested that the virtual choir can be not only a reliable tool during DE, but also powerful supplementary tool for choir classes in face to face education. This suggests that virtual choir recording technology should be improved to be more musically-convincing.

4.7.4. Coping with Challenges of DE in the Future

In accordance with coping with psychological wellbeing and health challenges Bartlos et al. (2021) explored the applicability and perceived benefits of the CRAFT program, which is based on mindfulness, yoga, positive psychology, and emotional intelligence, to improve university level student musicians' health and well-being during the lockdown. Their study showed that curricular participation in a CRAFT program at a music conservatory was associated with greater health and well-being engagement and perceived benefits than controls during the COVID-19 lockdown. This evidence made an even more compelling case for taking preventive measures and implementing more wellness programs including yoga and/or mindfulness components to help higher education students cope with their physical, mental, and emotional health and well-being needs. They suggested the CRAFT program, as a multifaceted health and well-being program – integrating the theory, practice, and investigated effects of ancient mind– body therapies and modern psychological approaches – offers a variety of practices that seem to be meaningfully applied and transferred to real-life situations with potential benefits (Bartlos et al., 2021).

On the other hand, Thorgensen et al. (2021) presented an overview of how Swedish music teachers used a Facebook group in the first two months of the COVID-19 pandemic to cope with the new challenges of teaching music. The challenges in their case were the already limited options for daily professional development of Swedish music teachers from the fact that usually they have only one music teacher per school in compulsory school plus the crisis that pandemic triggered. The results of the study revealed that the Facebook group works as an important collegial forum and that the teachers pragmatically used the group to solve educational problems such as how to design teaching situations under the new conditions.

Swedish music teachers' professional collaboration through a Facebook group shows a very good option to cope with the new challenges of teaching music due to pandemic and should be considered by other music teachers even during normal conditions of education.

Moreover, Godrich (2021) suggests online peer mentoring which is a widely practiced instructional technique, in order to provide meaningful learning opportunities for students in distance learning environments. In his literature review study, he suggested how music teachers can implement and utilize online peer mentoring in their music classrooms.

Additionally, Avcı (2020) in a document review study proposes "Digital Technopedagogical Music Education" as new educational content for music teaching programs in Turkey which includes not only musical,

pedagogical knowledge and practice, but also technology as a third main subject in the music teacher training curriculum. It can be concluded that the studies which include educational suggestions for the future are expressed through the researchers' point of view in accordance with the needs of their educational system, environment or deficiencies they faced in the new situation that has emerged.

It is hoped that the data obtained and summarized in this study will shed light on the researchers in determining the deficiencies and advantages in music education during the Covid 19 process. Moreover, providing explanatory information about the studies written on the field of music education, giving information about their quality and quantity, giving an idea about the changes and innovations in music education due to the Covid 19 pandemic has been considered important. In this context other researchers can get ideas about the new trends of education in the field and guidance for possible future studies.

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