情境學習理論應用於音樂演奏與學習之研究

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摘要

　　本研究旨在探索情境學習理論在音樂演奏與學習上的應用。本文以10位音樂系大學生與研究生為對象，以為期15週之參與觀察與3次深度訪談之質性研究方式，探討使用「虛擬練習情境」數位系統學習之歷程對其音樂演奏與學習在認知與行為方面所造成的影響。透過10位個案之交叉分析結果發現，學生若能在模擬真實情境之多功能音樂數位環境中練習，並擁有人性化數位伴奏，在認知方面，對其音樂演奏詮釋、音準與節奏的敏銳度與增強背譜能力、提升學習興趣應有正面助益。此外，藉由虛擬舞臺情境能降低演奏焦慮，因此在行為方面，達到加速演出預備、有效率地練習及更穩定演出的效益。本文並根據資料分析結果，對情境學習理論應用於音樂演奏與學習之影響做出結論並對未來研究提出建議。

關鍵詞： 音樂演奏、情境學習理論、數位學習

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The Applications of Situated E-learning on Music Performance and Practice

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Abstract

The purpose of this study was to explore the applications of situated e-learning on music performance and practice. This research seeks to understand the impact of a virtual practice system on collegiate music students' practice in terms of cognition and behavior. Data was collected after participant observation for fifteen-weeks and three semi-structured interviews and analyzed with coding techniques proposed by grounded theorists. The findings of this study suggested that practice within a situated e-learning environment can enhance students' skills on music interpretation, reduce their stage fright, and expedite their performance preparation. Other benefits included better intonation, abilities to perform from memory, motivation for practice and finally, steadier performance.

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