

YouTube Videos: Infusing Higher Order Thinking skills in Music Classes

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This study highlights the practises of using YouTube as a means of incorporating Higher Order Thinking skills (HOTS) in a music lesson during teaching practice. HOTS become more acknowledged as necessary for students to learn, hence incorporating these skills into the music curriculum in schools is a must. An exploratory study employing a qualitative method with twelve undergraduate music pre-service trainees in Year Three Semester Two was conducted. Their beliefs, views and approaches were captured through semi-structured interview questions in a focus group discussions and individual interviews. YouTube videos as cognitive tools were used by the teacher trainees during the first phase of their teaching practice experience for three months. This paper specifically focuses on music trainees reflections of their experience using YouTube videos in a four stage music lesson plan and how it has helped students with their higher order thinking processes. The findings indicate that learners through activities such as singing, playing percussion instruments and music appreciation have developed higher-order processes in terms of being able to create new melodies in singing, improvising rhythms with various percussion instruments and analysing the function of traditional instruments used. Teacher trainees also found that YouTube videos were fun and able to capture the attention of students. Questioning techniques at different levels of difficulty from the visualizing of videos increased students' participation actively and demonstrated strong interest in the learning process. This study revealed the potential of using YouTube videos as a tool for enhancing HOTS in an engaging environment.

Keywords: YouTube, music pre-service trainees, higher order thinking skills (HOTS)

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