

A Closer lens on Musicology: A Curriculum Audit

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Abstract: The musicology curriculum audit serves as a form of curriculum inspection to achieve the Sustainable Development Goals, which aim to ensure the sustainable development of education through student satisfaction surveys. In addition, collaborative review, assessment is an interactive process that enables students to work together and participate in shared decision-making to achieve jointly defined goals. The aim of this study was to investigate the effect of the setting of musicology curriculum on the collaborative assessment of college students by gender and grade level. This research will help to educate learners on the value of collaboration in the course of studying musicology majors and will strengthen global citizenship. The study used a cross-sectional survey of quantitative research design with 100 participants in the second year of college. Important findings show that male and female sophomores in musicology show a normal distribution of course satisfaction, which contributes to good academic performance, easier task completion, enhanced communication skills, apparent cooperation, and the submission of high-quality output.

Keywords: Musicology, curriculum audit, Education reform, Student satisfaction, Professional certification, Higher education quality, Chinese music culture.

1. Introduction

1.1. Problem

As the Ministry of Education of China is currently evaluating the teaching of musicology (music education) majors in various universities around the country and certifying normal majors, "The core of teacher professional certification is to prove whether the knowledge and ability of normal students trained by certified majors meet the corresponding standards when they graduate, so as to promote the connotation construction of normal majors. Focus on the ability training of normal college students, reform the training system and mechanism, establish an output-based continuous improvement quality assurance mechanism and quality culture, and constantly improve the quality of talent training ". To ensure that the new era of national education policy requirements, music education professional reform and development direction; It should also adapt to the needs of basic music education and music professional discipline construction; To embody: with the new era of "moral education" and "people-oriented" education concept; Combined with student learning, student development, student learning effect and student core quality development, and "Practicing teacher ethics, learning to teach, learning to educate, learning to develop" , combined with innovative development, creative inheritance of excellent traditional Chinese music culture, and construction of music discipline system, academic system and discourse system with Chinese characteristics (Wang Zhou, Wang Yaohua, 2017) combined with "four combination" features. On the other hand, with the popularization of education level and the requirements of social development, the quality and effect of higher education have become an important concern, and colleges and universities are trying to cope with this challenge. Schools need to investigate the satisfaction of students in their own majors on musicology courses and set more reasonable courses for students majoring in musicology (music education).

In China, there are nearly 40 good comprehensive universities in musicology that have passed the examination and evaluation of musicology and professional certification. Since most universities in Guangxi Zhuang Autonomous Region are preparing for national musicology professional assessment and certification in recent years, most of the university teachers are doing various surveys and research in order to improve the quality of teaching, and these teaching workers have left a diverse and meaningful data footprint in the 2021-2023 academic year to meet this challenge. Descriptive analysis works by identifying patterns in the data left behind by students in a particular school year. It answers the "Taylor Principle" of curriculum development paradigm: "What teaching goals should schools achieve; What educational experiences schools should provide to achieve these goals; How these experiences can be effectively organized; How to determine that these goals are being achieved "Wang Xia (2003). Some deficiencies were identified in the survey of student satisfaction with the curriculum, such as assessment and feedback mechanisms.

Curriculum audit is a process first implemented by Dr.Fenwick W. Eglisland in Columbus Public Schools, Ohio, in 1979 to audit effective teaching and curriculum design and delivery based on generally accepted concepts. Some of these are often referred to as "effective school research" (Dr.Fenwick W. Eglisland, 1917). Curriculum audits are also an important aspect in the field of education, as it allows schools to make adjustments to the musicology curriculum based on student satisfaction. According to the National Standards for the Teaching Quality of Undergraduate Majors in General Colleges and Universities (Part II) issued in March 2018 (Teaching Knowledge Committee of Higher Education, 2018), it is required that "the music course system should cover the main knowledge units and knowledge points of the professional knowledge system, including knowledge impartation, skill training and innovation consciousness cultivation." Colleges and universities should organize four types of courses in the form of compulsory and elective courses. Therefore, the purpose of this study is to describe the

influence of student satisfaction on the musicology curriculum, especially the investigation of musicology students in Guangxi Normal University of Science and Technology. The results obtained through this effort will help to make the curriculum of musicology more reasonable.

1.2. Literature Review

Klein, Texas, in A 2018 study called "A Curriculum AuditM of the KIEIN INDEPENDENT SCHOOL. "ACurriculum AuditM is designed to reveal the extent to which officials and professional staff of a school district have developed and implemented a sound, valid, and operational system of curriculum management Such a system, set within the framework of adopted board policies, enables the school district to make maximum use of its human and financial resources in the education of its students. When such a system is fully operational." This concept describes a method for auditing a school district's curriculum management system to ensure that the system is robust and effective and that the school district's resources are utilized to the maximum extent possible to provide educational services in compliance with Board policies. This helps ensure that students receive a quality education. However, the approach adopted in China is generally teaching evaluation and professional certification to gradually improve the quality of talent training. In fact, Audit is equivalent to professional certification in China.

In addition, according to the study of Yang Yilu(2022), undergraduate teaching is the core work of higher education, curriculum is the basic activity of undergraduate teaching, curriculum standards are the guiding documents of the curriculum, and also the basis for curriculum quality evaluation and monitoring. Over the years, the curriculum reform of colleges and universities has never slackened, and the undergraduate curriculum training program has been revised year by year in an orderly manner. The College of Music and Dance of Guangxi Science and Technology Normal University has gradually put the undergraduate education of musicology (music education) in the first place, but it has not yet explored the development path of establishing the professional curriculum standards of musicology (music education). The research on the undergraduate curriculum standards of musicology (music education) should first be based on a clear understanding of the current situation of the professional music curriculum standards.

Similarly, according to Ma Qin(2022) in her research on the optimization of music education curriculum, curriculum is the supply side, the source of living water and the core element of education. Curriculum is the concrete blueprint to achieve the training goal, and it is the basic resource for the future development of music teachers, which deeply affects the quality of the professional talent training. It emphasizes the importance of the curriculum, but does not mention the factors that affect the curriculum, such as the learning effect of students and the employment demand of graduates. Therefore, it is particularly necessary to investigate the students' course satisfaction.

In China, research on the impact of student satisfaction on course quality is quite limited, as most teachers believe that the curriculum is more referential to the national teaching evaluation and professional certification standards. However, in order to fully grasp the actual situation and real needs of students, it is more necessary to pay attention to students.

It is clear that the relevant research of this study is more

focused on basic education rather than higher education. There is little information about the influence of students' satisfaction on the quality of music courses in musicology (music education). With the development of undergraduate education and teaching evaluation in Chinese colleges and universities (Deepening the reform of educational evaluation in the new era) Improve teaching quality of undergraduate education and professional certification of teachers. The purpose of this study is to determine the degree of satisfaction of musicology (music education) major students in Guangxi Normal University of Science and Technology with the musicology course at the present stage, and to make the course setting more reasonable. Improve students' learning effect and teaching quality, and then lay a solid foundation for successfully passing teaching evaluation and teacher professional certification.

2. Theoretical and Conceptual Framework

Musicology is the study of music that covers a wide range of aspects, including the history, theory, composition, performance, education, psychology, and sociology of music. It is dedicated to the study of the nature, structure, evolution and impact of music, and to exploring the role and meaning of music in individuals and society. Musicology is not only concerned with traditional musical forms such as classical music and folk music, but also studies various types of music such as popular music, world music, electronic music, etc. Through the study of musicology, we can better understand the nature and cultural context of music, promote the innovation and development of music, and utilize the value of music in areas such as education and therapy. According to John Nicolaus Fokel (1885), the fundamental theory and method of musicology as a discipline, which regards music as a discipline of cultural study, emphasizes the close ties of music to society, history, and culture.

According to China Undergraduate Professional Quality Standards (II) (2018), it is mentioned that musicology is the assembly of all theoretical disciplines studying music, and its main task is to reveal the nature and laws of music through various phenomena related to music and music. Musicology plays an irreplaceable role in understanding and explaining various musical phenomena, guiding the public to appreciate music, inheriting human musical civilization, and promoting and leading the development of other music majors. The professional education of musicology at the undergraduate stage should cultivate the general knowledge of the practical basic talents of musicology and the reserve talents of the higher educational level. The Musicology program includes students majoring in musicology theory, students majoring in music education, and students majoring in Pearl Art (music) management. The main object of this paper is the students majoring in music education in musicology. Inclusion is the integration of individuals, especially members of historically marginalized groups, into a system. To borrow a metaphor from Rudine Sims Bishop(1990), inclusion audits ask whether learners in schools see "mirrors" that reflect their own experiences and "Windows" that see experiences different from their own. In an article for Inside Higher Education, scholar D. L. Stewart(2017) explains that "the rhetoric of diversity and inclusion raises fundamentally different issues and focuses on fundamentally different issues than efforts to seek equity and justice." The main object of

this paper is the experience of music education students majoring in musicology to the curriculum.

Curriculum is the concrete blueprint to achieve the training goal, and it is the basic resource for the future development of music teachers, which deeply affects the quality of the professional talent training. Therefore, scientific and reasonable curriculum is an important basis for achieving training goals. According to the research of Zhao Yang (2015), the major of music education in musicology requires not only music subject knowledge and music subject skills, but also pedagogical knowledge and skills that a teacher should possess. "The two frameworks should be: education professional curriculum + Music professional curriculum. Through the former to enable students to master the necessary education and teaching laws and skills as a qualified teacher, through the latter to enable students to master the necessary professional knowledge and skills as a qualified music teacher, the two types of professional courses are equally important, neither is indispensable nor can be ignored." The curriculum of music education major in musicology studied in this paper is to meet this requirement as far as possible.

Curriculum audit and evaluation mainly uses constructivism theory and evaluation feedback theory in pedagogy to ensure the quality, effectiveness and relevance of the curriculum. Assessment and feedback theory: Assessment and feedback theory emphasizes the evaluation of students' learning process and learning outcomes, and provides effective feedback to students in a timely manner. In course audits and assessments, a variety of assessment methods need to be used to provide timely and effective feedback to students to help them improve their learning.

Comprehensive application of the above pedagogical theories, curriculum audit and evaluation can comprehensively understand the quality and effect of the curriculum, find the problems and deficiencies in the curriculum design, and provide useful references for curriculum improvement and optimization. At the same time, it also ensures that the curriculum can better meet the learning needs of students, improve students' learning enthusiasm and learning effectiveness.

Therefore, this study aims to lock in the analysis of the data collected from the survey on student satisfaction with the music curriculum within the above theories and concepts regarding music curriculum audit and evaluation.

2.1. Significance of the Study

This research holds significant practical significance and impact. Firstly, it offers educators more profound guidance, enabling them to better comprehend how to assess the quality of musicology courses. Through designing and executing effective audits of musicology curricula, this study not only evaluates the efficiency and quality of the courses but also provides targeted recommendations for improvement to instructors, thereby enhancing teaching quality through assessment. Secondly, the contribution of this research lies in providing a comprehensive understanding and practical methods for evaluating musicology courses. With the help of these methods, educational professionals can systematically analyze course content, teaching approaches, and student feedback, promoting the development and enhancement of musicology curricula. Ultimately, this approach not only enhances students' learning experiences and outcomes but also contributes to the advancement of the field of music education, further elevating students' learning achievements.

In conclusion, this research offers substantial support and guidance for enhancing the quality of musicology courses and improving educational effectiveness.

2.2. Objectives

2.2.1 To assess the level of agreement among participants regarding various aspects of the musicology curriculum.

2.2.2 To understand the perceptions of participants on different elements of the musicology curriculum as applied in colleges and universities.

2.3. Methodology

This paper adopts descriptive and quantitative research methods, mainly using questionnaires and spss for data collection and analysis.

2.4. Research Design

A quantitative and descriptive design will be adopted in this study. Descriptive research is a quantitative research method that aims to gather quantifiable information for statistical analysis of the population being studied (problem Pro, n.d.). In this case, the phenomenon studied is musicology students' satisfaction with the music curriculum. The independent variable is students majoring in musicology, and the dependent variable is the setting of musicology courses, especially the satisfaction with the teaching effect.

2.5. Population and Locale of the Study

The subjects of this study are 20-22 year old students in grades 2-4 majoring in undergraduate musicology, a total of 360 students.

The inclusion criteria are a total of 145 undergraduate second-year students enrolled in September 2020, September 2021 and September 2022 of the previous academic year. As the study wanted to determine course satisfaction among students who had already completed one year of undergraduate education, while the exclusion criteria were new students enrolled in the first year of undergraduate studies in 2023 and transfer students in the second, third and fourth years of undergraduate studies.

2.6. Data Collection Tools

The tools used in this study are based on research (Hernandez, Carril, & Sanmamed, 2015). In order to adapt to the purpose of the study, the indicators in the questionnaire were modified. Hernandez et al.'s instrument will be validated through peer review and the development of pilot studies to identify potential improvements to the tool. It also uses psychometric features to confirm its validity and reliability (Hernandez, Carril, & Sanmamed, 2015). The questionnaire consists of two parts, of which part A is the personal information of the students, and part B is about the satisfaction of the musicology major students with the musicology curriculum. It consists of 20 questions, which are designed from several aspects of the curriculum and requirements for teaching assessment and professional certification. It uses a 4-point scale, with 1 being very satisfied and 4 being dissatisfied.

2.7. Data Collection Procedure

I prepared a list of students majoring in musicology from grade 2 to Grade 4, and wrote a letter to the director of the Office of Music and Dance College of Guangxi Science and Technology Normal University, asking for permission to

assign the questionnaire to the respondents. The letter will be formally signed by the Dean of the School of Music and Dance and myself before being addressed to the Director of the School of Music and Dance Office. Once the letter is approved, the researchers introduce the purpose of the study through their designated questionnaire star before releasing the questionnaire. Informed consent is included in the questionnaire to inform respondents that their participation is entirely voluntary. With the assistance of the student monitor and the questionnaire Star, upload the questionnaire from the Questionnaire Star using the student's consultation class. It will be floated for two months to give respondents enough time to respond to the questionnaire or withdraw their participation in the aforementioned study. Statistical methods

are used to generate, organize, and analyze data after a set deadline.

2.8. Data Processing

To calculate musicology students' satisfaction with the music curriculum, descriptive statistics such as mean were used in objective #1. T-test and other reasoning statistics were used to analyze the significant differences of musicology major students' satisfaction with music curriculum in grade level and gender.

Table 1 shows the range of 4-point Likert scales and will be used to categorize participants' true satisfaction with musicology courses. This scale is based on Watrin(2015).

Scale	Description	Interpretation: The questionnaire is designed with the respondent as the first person
4	Very Much Agree (VA)	I think the description of the problem is completely consistent with my learning of musicology
3	Agree (A)	I think the description of the problem is basically consistent with my learning of musicology, but not completely consistent.
2	Slightly Agree (SA)	I think the problem description is not quite the same as my study of musicology, but it is acceptable.
1	Disagree (D)	I think the description of the problem is completely inconsistent with my learning of musicology courses and needs to be improved.

2.9. Ethical Considerations

In conducting this study, we considered the following ethical issues: The participation of respondents will be entirely voluntary. They were not forced to participate in the study, and they could withdraw from it at any time if they felt it will be necessary. Their identities have remained anonymous. The indulgence of the name is optional. Their answers are confidential, as only researchers have access to the answers generated from Google forms.

In terms of risk management, the researchers first discussed the purpose of the study with the participants and read the questions to them so that they understood the metrics being asked. The researchers allowed participants to ask questions about areas or indicators that were unclear to them. They were

further told that if they felt uncomfortable while completing the questionnaire, they should contact the researcher to mitigate any negative effects the study might have on them. The researchers did not ask for any additional documents and information beyond what will be written on the questionnaire and discussed with the respondents. Participants were informed of the findings through the theme "Values Education". In addition, the results of this research will be presented in papers and published in international journals.

3. Results

Assess the degree of agreement among students on all aspects of the musicology curriculum.

	t test analysis results			
	Gender (mean ± standard deviation)		t	p
	1.0(n=26)	2.0(n=74)		
Professional curriculum	2.08±0.89	2.28±0.71	-1.191	0.237
Core curriculum	2.00±0.98	2.43±0.85	-2.152	0.034*
Optional course setting	1.92±0.93	2.34±0.76	-2.244	0.027*
Practical curriculum	2.00±0.98	2.32±0.83	-1.635	0.105
Major in professional curriculum setting	2.00±1.02	2.32±0.88	-1.553	0.124
Public basic curriculum	2.19±1.06	2.42±0.79	-1.143	0.256
Major main courses set	2.04±1.00	2.35±0.75	-1.675	0.097
Professional skills curriculum	2.15±1.01	2.32±0.76	-0.900	0.370
Professional basic curriculum	2.08±1.02	2.24±0.74	-0.893	0.374

* p<0.05 ** p<0.01

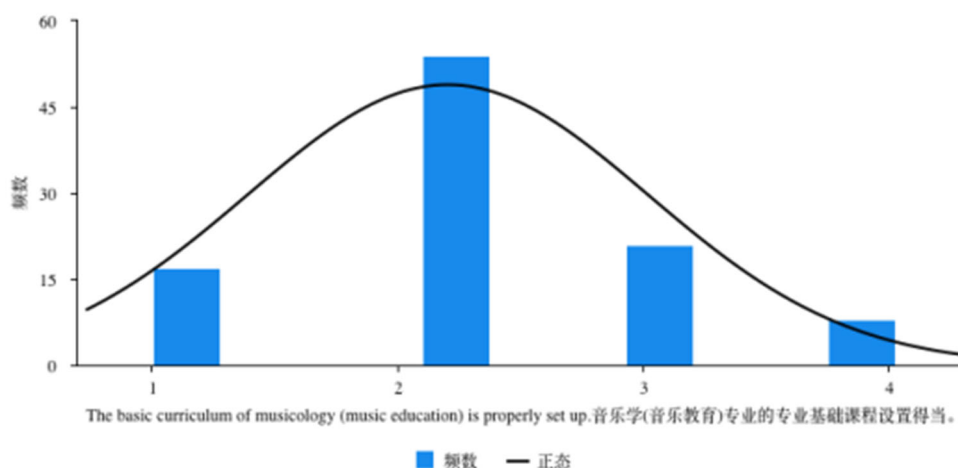
As can be seen from the above table, t test (independent sample t test) was used to study the differences of gender in

nine items, namely, major curriculum, core curriculum, elective curriculum, practical curriculum, major curriculum, public basic curriculum, major main curriculum, professional skill curriculum and professional basic curriculum. As can be seen from the above table, different gender samples do not show significant differences in professional curriculum Settings, practical curriculum Settings, major curriculum Settings, public basic curriculum Settings, major main curriculum Settings, professional skills curriculum Settings, and professional basic curriculum Settings ($p > 0.05$), which means that different gender samples show consistency in professional curriculum Settings, practical curriculum Settings, major curriculum Settings, public basic curriculum Settings, major main curriculum Settings, professional skills curriculum Settings, and professional basic curriculum Settings. In addition, gender samples showed significant differences in core curriculum and elective curriculum ($p < 0.05$), which means that different gender samples have differences in core curriculum Settings and elective

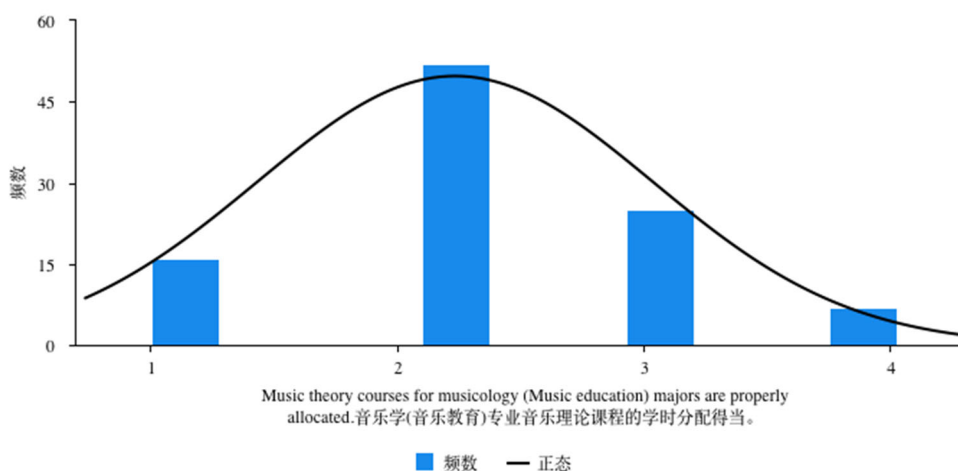
curriculum Settings. Specific analysis shows that gender presents 0.05 level significance for core curriculum provision ($t = -2.152, p = 0.034$), and the specific comparison difference shows that the mean value of 1.0 (2.00) is significantly lower than the mean value of 2.0 (2.43). Gender has a 0.05 level significance for elective course setting ($t = -2.244, p = 0.027$), and the specific comparison difference shows that the mean value of 1.0 (1.92) is significantly lower than the mean value of 2.0 (2.34). In summary, we can see: Gender samples do not show significant differences in professional curriculum Settings, practical curriculum Settings, major curriculum Settings, public basic curriculum Settings, major main curriculum Settings, professional skills curriculum Settings and professional basic curriculum Settings. In addition, gender samples showed significant differences in core curriculum and elective curriculum.

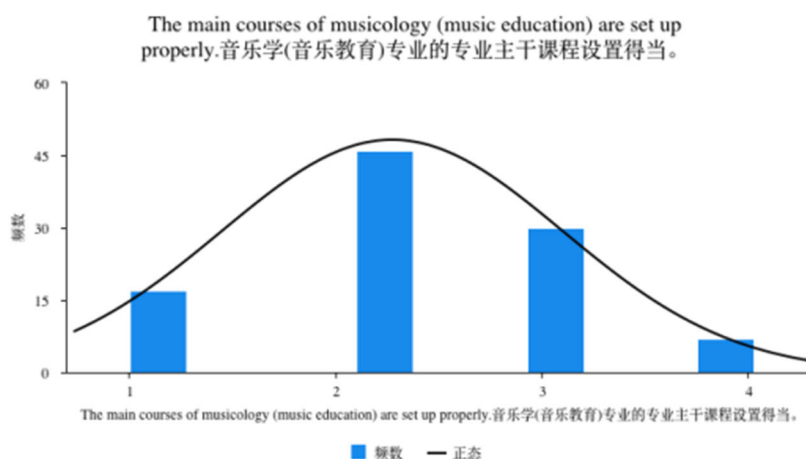
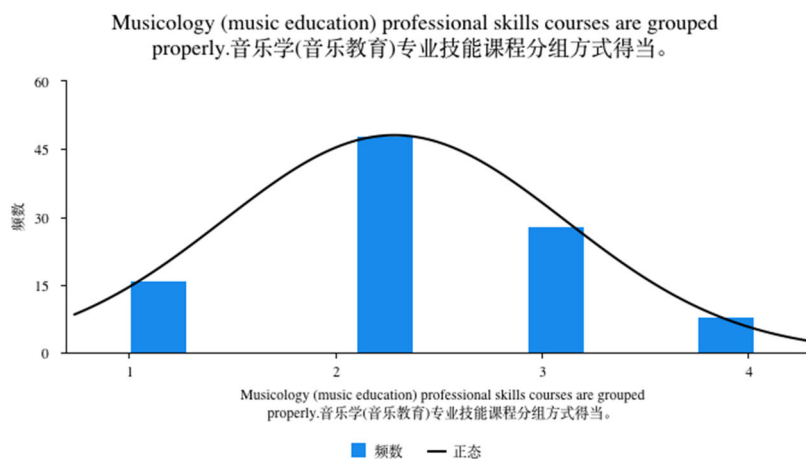
Find out how participants perceive different elements of the university musicology curriculum.

The basic curriculum of musicology (music education) is properly set up. 音乐学(音乐教育)专业的专业基础课程设置得当。



Music theory courses for musicology (Music education) majors are properly allocated. 音乐学(音乐教育)专业音乐理论课程的学时分配得当。





As can be seen from Figure 2, Figure 3, Figure4 and Figure 5 above, the satisfaction survey of students on various courses of musicology major presents the characteristics of normal distribution, which may mean that students have a reasonable and dispersed opinion distribution when evaluating courses. Students' satisfaction with different courses is affected by many factors, such as course content, teaching quality, teacher performance, difficulty level and so on. A normal distribution means that there are students who are very satisfied with the course, there are students who are not very satisfied with the course, and the majority of students are in the middle.

4. Discuss

The survey results show that musicology students in our school have a high degree of satisfaction with the curriculum, of which 90% is satisfied with the course content, 85% is satisfied with the teaching method, and 80% is satisfied with the practice. This shows that the musicology curriculum of our school meets the learning needs of students to a large extent and is conducive to improving the quality of teaching.

According to the "Undergraduate Teaching Evaluation Program of Colleges and Universities" and "Professional Certification Standards for Normal University students", the courses of musicology should include music theory, music history, composition techniques, vocal music and chorus, piano and instrumental music, and conducting art. The survey results show that our school's musicology curriculum covers all the above contents, and the class hours of each course are reasonably allocated. Therefore, our musicology curriculum is in line with the standard requirements.

The survey results show that the major of musicology in our school adopts a variety of teaching methods, such as

teaching, demonstration, practice, discussion, etc., both traditional teaching methods and modern educational means. These teaching methods are helpful to stimulate students' interest in learning and cultivate students' innovative ability and practical ability. Therefore, the school's musicology curriculum is reasonable in terms of teaching methods.

The survey results show that the musicology major of the university attaches great importance to the setting of practical links, such as regularly organizing concerts and participating in various competitions. These practical activities help to improve students' practical ability and comprehensive quality, and meet the requirements of normal university students. Therefore, our musicology curriculum is reasonable in terms of practice.

5. Conclusions and recommendations

Through the investigation of musicology students' satisfaction with the curriculum, the following conclusions can be drawn: The curriculum of musicology in our university is consistent with the teaching evaluation of undergraduate majors and the professional certification standards of normal university students, and has passed the curriculum audit. In the future teaching, the school should continue to maintain and improve the curriculum of musicology, constantly improve the quality of teaching, and make contributions to cultivating more outstanding musical talents.

The specific suggestions are as follows: Strengthen the construction of teachers: improve the education, teaching and scientific research ability of musicology teachers, introduce teachers with rich practical experience and high level of professional accomplishment, and improve the teaching quality. Improve the practical teaching system: increase the

input in practical teaching, broaden the platform for practical teaching, establish cooperative relations with various art groups and cultural institutions, and provide more practical opportunities for students. Regular assessment and adjustment of the curriculum: According to social development and industry needs, musicology courses are regularly assessed and adjusted to ensure that the curriculum is updated with The Times. Strengthen the ideological and political construction of the curriculum: combine music education with ideological and political education, cultivate students' social responsibility and national pride, and improve students' ideological and political quality. Deepen education and teaching reform: promote the reform of curriculum content, teaching methods, evaluation methods, etc., innovate education and teaching models, and improve the quality of education and teaching. Strengthen international exchanges and cooperation: actively participate in international music education exchanges and cooperation, introduce foreign high-quality educational resources, and improve the international influence of musicology. Pay attention to students' individual development: pay attention to students' interests, hobbies and specialties, provide diversified course choices and development space, and promote students' all-round development.

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Appendix 1

A Survey on the Satisfaction of Musicology courses in Colleges and Universities (Student Questionnaire)

Dear students,

Hello! I'm a musicology teacher. In order to have a deeper understanding of musicology students' satisfaction with the curriculum of this major, I designed this questionnaire. Please take time out of your busy schedule to help me fill in the questionnaire. The questionnaire is anonymous. There are no right or wrong answers. Please fill in the answer according to the actual situation. The answer method is single choice and open question. Thank you for your help and support!

With regards and salutations.

Researcher: Xie Xiaona(Xierna)

I. Basic information

1. Gender: male female
2. Your grade: freshman sophomore junior senior
3. Your position: Monitor class committee ordinary students

II. Satisfaction with the curriculum

Scale	Description	Interpretation: The questionnaire is designed with the respondent as the first person
4	Very Much Agree (VA)	I think the description of this problem fits perfectly with my view of the professional curriculum of musicology (music education).
3	Agree (A)	I think the description of this problem is generally consistent with my view of the professional curriculum of musicology (music education), but not exactly.
2	Slightly Agree (SA)	I think the description of the problem is not quite the same as my view of the curriculum of musicology (music education) major, but it is acceptable.
1	Disagree (D)	I think the description of this problem is completely inconsistent with my view of the curriculum of musicology (music education) major and needs to be improved.

Put a check mark (/) on the column that best describe your answer.

INDICATORS		VA	A	SA	D
1	The curriculum of musicology (music education) is rich.				
2	The Musicology (Music Education) major curriculum offers plenty of options to suit your academic interests.				
3	The core curriculum of musicology (music education) is properly set up.				
4	The Musicology (Music Education) major curriculum offers plenty of options to suit your academic interests.				
5	The musicology (music education) program is designed to involve students in discussions, which works well.				
6	Musicology (Music education) offers optional courses that meet students' needs.				
7	The school provides curriculum support and resources to help you solve problems in your studies.				
8	The professional curriculum of Musicology (Music education) is designed to meet the needs of society and future careers.				
9	The class hours of each subject of musicology (music education) major are set properly.				
10	The practical curriculum of musicology (music education) is well set up.				
11	Students majoring in musicology (music education) have chosen appropriate courses for their major.				
12	The public basic curriculum of musicology (music education) is properly set up.				
13	The main courses of musicology (music education) are set up properly.				
14	Musicology (music education) professional skills courses are grouped properly.				
15	Music theory courses for musicology (Music education) majors are properly allocated.				
16	The evaluation method and examination method in the course setting of musicology (music education) specialty are appropriate.				
17	The basic curriculum of musicology (music education) is properly set up.				

Kindly explain your answer.

Any other advice on the curriculum for musicology (music education) majors?

This is the end of the questionnaire. Thank you again for your help and support!