

Table 1. Suggested guidelines to aid in asynchronous learning of applied music

Category	Suggested guidelines	Corelating principle(s)
Instruction	• Succinct • Present tense • Simple language • Directive • State the main teaching points at the start and end of the video • Use your own voice • Ensure microphone is adjusted to capture your instrument clearly	▸ Coherence ▸ Personalization ▸ Pretraining ▸ Voice
Visuals	• Record a visual of your demonstration • Film in a quiet environment with no distractions • Split the video screen into two. One for key words and the other for the video of your demonstration • Only show what the student should focus on (i.e. hand on piano). • Show the specific section of the score while you perform • Highlight specific bars in a music score/line in song lyrics • Avoid on-screen text, unless necessary • Use keywords to identify techniques when you demonstrate them • Avoid animation • You do not need to show your face (unless it is vital to the demonstration i.e. wind instruments/voice)	▸ Coherence ▸ Signaling ▸ Redundancy ▸ Spatial Contiguity ▸ Temporal Contiguity ▸ Modality ▸ Multimedia
Pacing	• Short segments to focus on key points • User-paced and digestible • Assign short tasks related to the main piece/skill learned in the lesson • Pace short tasks to improve recollection and skills transfer	▸ Segmenting ▸ Sequence learning
Feedback	• Reference students' recordings (with split view or timestamps) • Encourage student reflection (i.e. exit tickets)	▸ Multimedia ▸ Metacognition