



SIMPeF 2026 • JULY 13–14, 2026

A Collaborative Project

Asynchronous Learning Model

for Applied Music Pedagogy

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Presenters

INTRODUCTION

The Collaboration

A CROSS-DISCIPLINARY PARTNERSHIP

PIANO

+

VOCALS

Two studios, one shared model for learning
between lessons.

Benefits of Singing for Piano Students

What singing brings to piano study.

01 Internalise melody

02 Aural reinforcement

03 Helps musicality

3

BENEFITS FOR PIANISTS

Benefits of Asynchronous Lessons

What an asynchronous model adds for applied music pedagogy.

- 01** Improves communication between collaborative pianists and other instrumentalists
- 02** Improves student autonomy and critical thinking
- 03** Consistent progress
- 04** Continued momentum and convenience

4

KEY BENEFITS

FOUNDATIONS

Theory

Five questions that frame our model.

- 01 What is asynchronous learning?
- 02 What are Mayer's Principles?
- 03 What is Varkey's work about?
- 04 What did Judith Bowman do?
- 05 How did we combine them into our table?

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

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PIANO EXAMPLES

01 Signaling

Highlight key information to direct learners' attention.

PIANO



WHAT YOU'LL SEE

- Specific bars highlighted in the score before each play-through.
- On-screen arrows point to fingering at the moment of action.
- Coloured cues mark dynamics and pedal changes as they happen.

VOCAL

WHAT YOU'LL SEE

- Breath marks, melisma and improv cues.
- Visual cue is simple and aligned with the lyrics.
- Emphasis on the technique student is focusing on.

Signaling directs attention without adding cognitive load.

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Jazmin & Celyn

PIANO

WHAT YOU'LL SEE

-

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WHAT YOU'LL SEE

-
- The screenshot shows the 'Songwriter' app interface. At the top, there's a search bar with the text 'Search: 6/14/14 Sat 10 Mar'. Below it are tabs for 'Pro', 'Chords', and 'Sheet'. The main area displays a musical score for 'Amazing Grace'. The score is in 12/8 time and includes an 'Intro' and two verses. The lyrics are: 'Amazing Grace, how sweet the sound, that saves a wretch like me, I once was lost but now am found, and thanks be to thy grace, I stand amazed at thy love.' The app has a dark theme and includes various controls like a play button and a volume slider at the bottom.

03 Spatial & Temporal Contiguity

Place related visuals together; synchronise narration with demonstration.

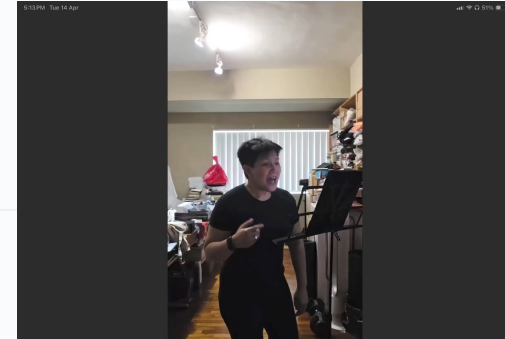
PIANO



WHAT YOU'LL SEE

- Split-screen: score on the left, hand close-up on the right.
- Narration cued to the exact bar being played.
- Score marking and demonstration appear together, not in sequence.

VOCAL



WHAT YOU'LL SEE

- Key instruction displayed alongside the video at the point of singing.
- Student's submission aligned with teacher demonstration to highlight the likeness/difference in pitch and timing.
- No delay between hearing, seeing, and singing.

Co-locating sight and sound reduces split-attention load.

Focus Group Discussion

- 01 Hard to catch live, but obvious on video?
- 02 What logistical problem could async solve?
- 03 Where won't async work — and why?
- 04 What would you keep or redesign from my piano workflow?



REGINALD

Saxophone

10 YEARS EXPERIENCE

ONLINE TEACHING GAPS

Internet connectivity issues

Blurred sounds and visuals

ASYNC GAINS

Revisit module freely

Adjust speed to improve practise

ASYNC LIMITS

Generic, not individualised

May miss the root problem



HANNS TAN

Trumpet

12 YEARS EXPERIENCE

PHYSICAL BLIND SPOTS

L-R hand coordination

Body posture

ASYNC GAINS

Scheduling

Studio availability

ASYNC LIMITS

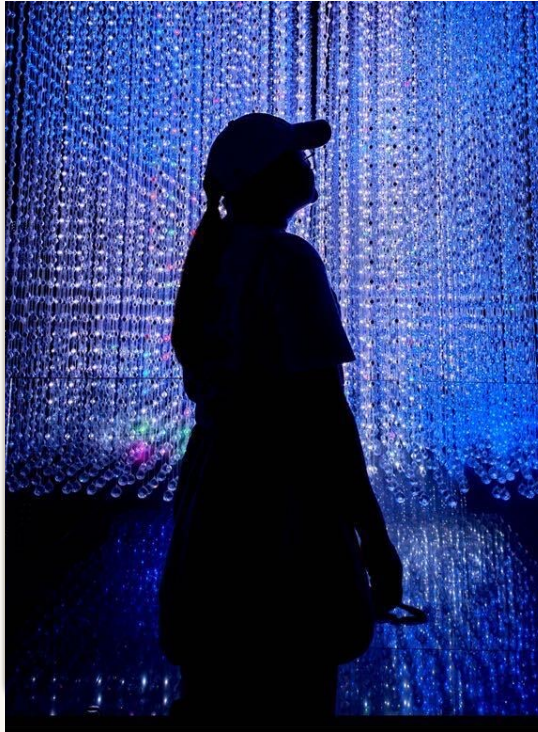
Sound development

Correct body movements

HYBRID APPROACH

Hybrid model

Videos as lesson reminders



JING SIAN LOW

Vocals

13 YEARS EXPERIENCE

VOCAL BLIND SPOTS

Monitoring breathing

ASYNC GAINS

Immediate feedback via voice recording

ASYNC LIMITS

Vocalising exercises

Real-time posture & alignment



YANGJUN LIN

Bassoon

8 YEARS EXPERIENCE

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REAL-TIME BLIND SPOTS

Intonation

Phrasing

Musical details

ASYNC GAINS

Tracking progress

Prevent incorrect lesson notes

Improve practice

ASYNC LIMITS

Imprecise descriptions

Comprehension gaps

WIND ESSENTIALS

Face on camera

Monitor mouth shape

Current Practices vs. Suggested Asynchronous Teaching Guidelines

SIMPeF 2026 · Reginald · Hanns · YangJun · Jing Sian

☒ Applied by all 4

☐ Applied by 2–3 of 4

☐ Not yet widely adopted

Tick colours: ✓ Reginald

✓ Hanns

✓ YangJun

✓ Jing Sian

Category	Suggested Guideline	Reginald	Hanns	YangJun	Jing Sian	Adoption
Instruction	Succinct	–	–	✓	✓	2 / 4
	Present tense	–	✓	–	✓	2 / 4
	Simple language	–	✓	–	✓	2 / 4
	Directive	–	✓	✓	✓	3 / 4
	State main teaching points at start & end of video	–	✓	–	✓	2 / 4
	Use your own voice	–	✓	–	✓	2 / 4
	Ensure microphone captures instrument clearly	–	–	✓	✓	2 / 4
	Record a visual of your demonstration	–	✓	–	✓	2 / 4
Visuals	Film in a quiet environment with no distractions	✓	✓	✓	✓	All 4 ✓
	Split screen: key words + demonstration video	–	–	–	–	0 / 4
	Only show what student should focus on	–	–	–	–	0 / 4
	Show specific section of score while performing	✓	✓	✓	–	3 / 4
	Highlight specific bars / lyrics in score	–	–	–	–	0 / 4
	Avoid on-screen text unless necessary	–	–	–	–	0 / 4
	Use keywords to identify techniques	–	✓	–	–	1 / 4
	Avoid animation	–	✓	✓	–	2 / 4
	No need to show face (unless wind/voice)	–	–	–	–	0 / 4
	Short segments to focus on key points	–	✓	✓	–	2 / 4
Pacing	User-paced and digestible	–	✓	✓	✓	3 / 4
	Assign short tasks related to main piece / skill	–	–	–	✓	1 / 4
	Pace tasks to improve recollection & skills transfer	–	–	✓	–	1 / 4
Feedback	Reference students' recordings (split view / timestamps)	–	✓	✓	✓	3 / 4
	Encourage student reflection (e.g. exit tickets)	–	✓	✓	–	2 / 4

All 4: Film in quiet environment 3 of 4: Directive · Show score · User-paced · Reference recordings Growth areas: Split screen · Score highlighting · Short task assignment · Avoid animation

The Toolkit They Already Have

Four familiar apps — mapped to our four technical considerations. No exotic tech required.

ONLINE LESSONS



Zoom

Recurring meeting links, recording, breakout rooms

SUPPORTS

Schedule Management



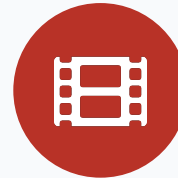
Google Meet

Native integration with the Google ecosystem

SUPPORTS

Google Classroom

CONTENT CREATION



iMovie/ClipChamp

Free, professional-grade video editing

SUPPORTS

Video Taking & Editing



MuseScore

Annotated scores as visual learning aids

SUPPORTS

Intentional Instruction

Four Technical Considerations

Strengths and manageable hurdles to plan for.



Google Classroom

A central hub for async coursework — strengths and hurdles to plan for.

✓ STRENGTHS

Free & Accessible · Centralised Communication · Organised Student Portfolio · Parent Visibility

⚠ MANAGEABLE HURDLES

Initial Setup Time · Not Music-Specific · Parent Privacy Concerns · Tech Learning Curve



Video Taking & Editing

Recorded teaching material — strengths and hurdles to plan for.

✓ STRENGTHS

Reusable Material · Rewatch at Own Pace · Captures Nuance · Smartphones Suffice

⚠ MANAGEABLE HURDLES

Camera Self-Consciousness · Editing Feels Technical · Consistency Drift · Watch-Through Drop-Off



Intentional Instruction

Applying Mayer's principles — strengths and hurdles to plan for.

✓ STRENGTHS

Reduces Cognitive Overload · Purposeful & Professional · Multimodal Learning · Builds Student Independence

⚠ MANAGEABLE HURDLES

Feels Academic At First · Upfront Design Thought · Risk of Over-Engineering · Gauging Understanding



Teacher Schedule Management

Reducing workload through async batching — strengths and hurdles to plan for.

✓ STRENGTHS

Less Make-Up Pressure · Batching Saves Time · Flexible Working Hours · Scales Larger Studios

⚠ MANAGEABLE HURDLES

Upfront Workload · Work-Life Boundaries · Library Organisation · Long-Term Motivation



Thank You

Scan for resources!



www.nomadvoicecoach.com/asynchronouslearning