

THESIS WRITING EVALUATION STANDARDS FOR MUSIC PERFORMANCE THESIS COURSE AT SHENYANG NORMAL UNIVERSITY, CHINA

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ABSTRACT

The objectives of this research were: 1) to study thesis standards for music performance, and 2) to write evaluation standards for music performance thesis courses. Use the research and development process: To consult relevant literature on the musical research rules, to analyze 118 music performance professional theses from 2016 to 2021, and to create a guidebook for music thesis writing of the Department of Ethnic Music of the School of Drama and Art of Shenyang Normal University, research between 2021 and 2022. Analyze data with basic statistics.

The results revealed that:

1) The assessment content of the ten items reveals that their scores range from 5 to 20, with an approximate average score of 10 points.

2) The evaluation standards for the music performance thesis course, focusing on studying music practice and basic music analysis. The researcher applied the recommendations from the assessment results to improve the results of the assessment of accuracy and consistency at the 0.91 level for 28 items of music graduation thesis evaluation standard.

Keywords: Thesis Writing Course; Music Performance; Shenyang Normal University

1. INTRODUCTION

The design of a graduation thesis holds significant importance in the development of talent inside higher education institutions. This document provides a synopsis of the research conducted by undergraduate students over a period of four years. By using this hyperlink, students will not only enhance and intensify their expertise in their respective fields but, more significantly, engage in practical application. Enhancing students' capacity

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to effectively use theoretical knowledge, professional skills, and problem-solving abilities, as well as fostering scientific research skills, constitutes a crucial and necessary aspect of the degree application procedure.

The design guidelines for thesis and graduation thesis writing, as stipulated by the Ministry of Education of China, are notable for their rigorous criteria. The primary focus of these endeavors is centered around the development of requirements, specifications, and guidelines for application writing. Notably, significant emphasis is placed on the National Bureau of Standards and the National Press and Publication Administration. The structure of the pertinent thesis is governed by limitations. (Tang, 2019). In April 2004, the Chinese Ministry of Education issued a directive entitled “Notice on Strengthening the Implementation of Graduation Designs (Thesis) in Regular Colleges and Universities.” This directive highlights the importance of acknowledging the graduation design (thesis) as a vital instructional element in achieving educational goals for traditional colleges and universities. The graduation design, commonly referred to as the thesis, plays a pivotal role in the intellectual growth of college students as it cultivates their ability to conduct empirical investigations, promote social awareness, participate in foundational scientific research training, and enhance their overall practical skills and attributes. The integration of education, production, labor, and social activity constitutes a noteworthy manifestation. The development of college students’ innovative capacity, practical skills, and entrepreneurial mindset is enhanced through a substantial integration of practical experiences. (Chinese Education Department; 2005) Concurrently, the assessment of instructional aptitude, student completion rates, and attainment of degree qualification validation relies on the quality of the graduation design, commonly known as the thesis. It is crucial for provincial education administrative departments and various institutions of higher education to fully grasp the necessity and significance of this undertaking. It is recommended that individuals or organizations endeavor to cultivate practical and effective approaches while skillfully navigating the complex dynamics that arise from various employment endeavors. Additionally, it is imperative to incorporate pragmatic strategies regarding the management of time, coordination of tasks, and implementation of plans, among various other facets. The aim is to improve and optimize the management of the graduation design (thesis) connection while maintaining the established criteria and avoiding any leniency.

In January 2021, the Ministry of Education of China released the “Measures for Sampling Inspection of Undergraduate Thesis Design for Trial Implementation”. The Ministry of Education of China initiated this initiative to begin the pilot implementation of sampling inspection for undergraduate theses, aiming to encourage universities to adopt this practice. (Wenjie, 2012) The results obtained from the design questionnaire survey reveal the existence of a prevalent concern among undergraduate students majoring in musicology at the collegiate level. The existing curriculum framework and the structure of the final research project fail to sufficiently encompass the extensive scope and profound nature of the field of art. Individuals are expected to acquire professional skills and training objectives after completing their academic studies. (Jizhou, 2003; Nan, 2015)

In the process of designing the graduation thesis for undergraduate music majors, several issues commonly arise. These include a narrow focus in topic selection, inaccurate topic selection, inadequate argumentation, insufficient literature review, non-standard writing format, lack of seriousness in writing attitude, and inadequate

theoretical guidance from instructors. Issues such as substandard and inadequate writing courses. Music majors often have a comparatively limited cultural base and writing proficiency, while the knowledge they acquire post-education tends to be of a rather elementary kind. (Jia, 2013; Jing, 2019) The limited capacity for observation, analysis, and synthesis is a contributing element that impacts cognitive development in the context of academic writing.

This research was initiated by the author, a PhD student specializing in music education who also serves as a teacher and management involved in undergraduate music education. (Yan, 2015) The motivation for this study stems from the significance and existing research deficiencies outlined above. This study is the initial phase of a broad and in-depth research endeavor, marking a significant advancement in the field. The objective of this study is to identify the variables that influence the quality of graduation theses for music majors. Additionally, this research aims to propose appropriate evaluation criteria and a comprehensive set of teaching control models to enhance the overall quality of graduation theses.

2. OBJECTIVES

1. To study thesis standards for music performance
2. To writing evaluation standards for music performance thesis course.

3. LITERATURE REVIEW

Music graduation thesis: The music graduation thesis is a course in which undergraduate and graduate students in colleges and universities engage in thesis writing focused on music performance. Typically, during the final academic year or semester of their studies, students are typically required to complete a graduation design or a graduation concert in lieu of a traditional graduation thesis, depending on their specific field of study.

Music thesis evaluation Standard: The thesis quality standard must be developed by colleges and universities in accordance with their unique positioning, practical circumstances, and goal of talent cultivation.

Music thesis writing course: The syllabus teaching material, thesis writing, thesis defense, and thesis grading are the five components of the music thesis writing course. Decompose the teaching objectives in accordance with the scoring objectives, create the course syllabus, then teach in accordance with the steps, gather student feedback, test, and monitor the quality of the instruction, and evaluate the outcomes. Include the course's content in the manual for the music performance thesis writing course.

Undergraduate Thesis Quality Standards in China: Colleges and universities must develop the criteria for evaluating the quality of theses in accordance with the realities of their own institutions, their positioning, and the goal of developing talent. Chinese Education Department (2005) the benchmark for determining the caliber of a graduation thesis must satisfy two criteria. First, the caliber of the graduation thesis should match and represent the caliber of the student's development. Second, in order to some extent, graduation theses must be of a caliber that satisfies the demands of contemporary knowledge. Wenjie. (2012) and Nan (2015) believes it

is the fundamental circumstances and the thesis are among the aspects that have an impact on the quality of graduation theses.

Undergraduate thesis quality standards Outside of China: Van, Mouton, Redelinghuys, & McKenna, (2020) and Wilson, Cooper, Johnson, & Wright (2014). The successful completion of his doctoral dissertation is a mandatory requirement for graduation at all academic institutions. Imam Bonjol Islamic State Institute, like many other institutions of higher education, mandates the completion of a thesis as a prerequisite for graduation. (Zulfikar, Elismawati, & Yuhardi, 2014; Tang, 2019) The students are responsible for composing their theses, which are then evaluated by the board of examiners. Nevertheless, students encountered challenges while attempting to produce theses that demonstrate both academic integrity and a substantial degree of creativity. After conducting a comprehensive review of more than ten theses utilizing the content analysis methodology, the researchers have discovered that a significant majority of thesis theses exhibit several deficiencies that diminish their uniqueness. It is a common occurrence for students to engage in structural plagiarism, when they adopt the framework of their peers' theses and make only minimal alterations.

Music theses may vary in criteria across different areas, majors, institutions, and training levels. As an illustration, this study examines the evaluation of graduate and doctoral theses at Bangkok University in Thailand, as well as the assessment of undergraduate theses at a university in China. (Jia, 2013; Danpradit, 2022) The thesis assessment criteria from various areas like Finland, Thailand, Kenya, China, and the USA have been consolidated to derive a set of evaluation standards that are more suited for undergraduate music performance majors in China. This study examined ten assessment criteria for theses across five distinct disciplines and five different nations, as detailed in the appendix. Based on the study and expert review of various evaluation standards, a rational evaluation standard for music theses has been ultimately established. (Eastwood, 2003) The requirements for music theses vary according to areas, majors, institutions, and degrees of education. As an illustration, consider the grades for the graduate and doctorate theses submitted by students at Bangkok University in Thailand and the undergraduate theses submitted by students at a university in China. The assessment standards better suited for Chinese undergraduate music performance majors are eventually acquired after the thesis evaluation standards of Finland, Thailand, Kenya, China, USA, and other areas are incorporated.

Thesis Quality Enhancement in China: In their study titled "Evaluation and Research on the Quality of Higher Education," Tang (2019) collected samples and performed data analysis to identify and address the prevailing issues in graduation thesis (design). Their findings revealed many key concerns associated with this aspect of higher education. Initially, the task of conducting comprehensive research on the subject matter of the thesis posed challenges, with certain students veering off-topic. The empirical research component is characterized by its simplicity, lacking in-depth derivation, and exhibiting a poor integration of theory and practice. It does rudimentary stacking. Furthermore, the scope and comprehensiveness of the research subject matter are insufficient to develop distinctive perspectives. The presence of excessive replication of prior research findings poses a challenge to the generation of novel ideas and innovation. Furthermore, the allotted time for completing the thesis is inadequate, resulting in a rushed writing process and an insufficient workload.

The music graduation thesis is a critical component of undergraduate and graduate programs, typically undertaken in the final academic year. This thesis often encompasses various elements, including a structured introduction, literature review, methodology, performance analysis, and conclusion, which are essential for organizing research effectively. Students engage with diverse research methodologies, such as qualitative, quantitative, and mixed methods, allowing them to select the most suitable approach for their specific performance-related inquiries. (Pullinger, 2010). A vital part of the thesis is the literature review, which surveys existing research and contextualizes the student's work within the broader academic discourse on music performance. Additionally, performance analysis plays a crucial role, as it involves critically examining musical performances to understand techniques and interpretations, thereby enriching the thesis's analytical depth. (Lerch et al., 2021). Collectively, these components enable students to produce a comprehensive and insightful thesis that contributes to the field of music performance. Furthermore, the proficiency in professional English translation is inadequate. According to Zhou (2013) a significant issue with current graduation theses is the lack of adherence to standardized writing formats. The issue of norms is contingent upon the students' attitudes, whereas ability is correlated with the level of proficiency. Furthermore, the norm is influenced by the attitude exhibited by the students.

Pathirage et al., (2007) article titled "Enhancing Management to Enhance the Quality of Graduate Student Degree" Theses the author emphasizes the importance of improving thesis quality through various stages, including topic selection, introduction, work plan, progress reports, and course writing. The article suggests that by implementing effective management strategies throughout the entire dissertation process, it is possible to exert control over the process and ensure the overall quality of the graduation thesis. The existing literature on thesis process management mostly focuses on the oversight and regulation of the university or college at the graduation thesis stage. (Kyvik, 2013) However, there is a dearth of study on the allocation of authority and accountability between the supervisor and the institution.

Thesis Quality Enhancement Outside of China: González, Peralta & Meneses (2019) an evaluation was conducted on the quality of theses within the Information Sciences program at the Central University "Marta Abreu" of Las Villas. This evaluation was discussed in her doctoral dissertation. The integration of bibliometric approaches with documentary analysis was undertaken. The evaluation of the theses was based on two criteria: (1) the methodology employed in conducting the study and (2) the subject matter explored. A set of 13 indicators were established, encompassing both bibliometric and content-related aspects, which pertain to the methodology employed in the theses. The studies yielded regular outcomes due to challenges in the methodological design of the analyzed theses, the absence of clear technique definitions in the used procedures, and insufficient co-tutoring by the faculty. Regarding the queried subject matter, the outcomes were assessed to have comparable consistency. The primary challenges were mostly centered around the parameters of the Price index and the half-life period, where the relevance of the references was insufficient throughout the academic years of 2012-2013 and 2013-2014. Most of the writers cited in the top 10 were affiliated with the national context, accounting for 70% of the references.

The evaluation of the overall quality of the regular theses was concluded, as six out of the thirteen factors were assessed as fair or poor. The methodological approach employed in conducting the research posed more challenges than the actual research subject under investigation. The initial examination of the quality of undergraduate research in the field of Information Sciences involves the integration of quantitative and qualitative markers. The inherent significance is in the utilization of the findings for subsequent investigations pertaining to the standards of research quality within the scholarly milieu. (Lodhi, 2016)

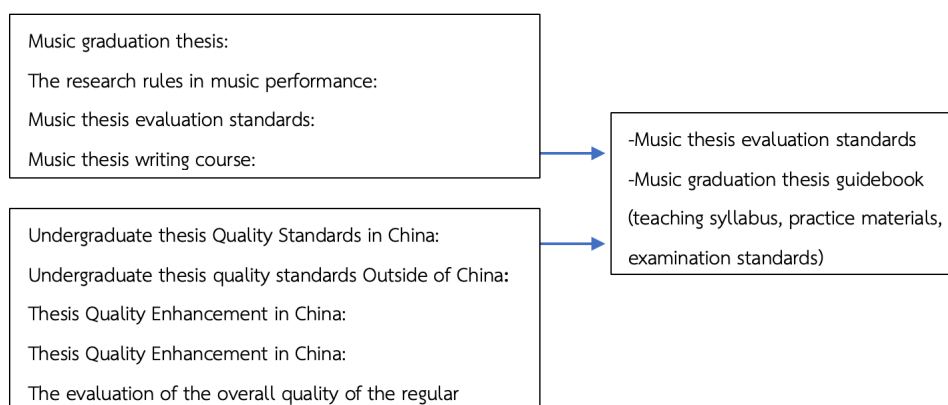
Thesis Quality Issues in Higher Education: The Role of Methodological Triangulation in Enhancing the Quality of a Doctoral Thesis,” he argues that it is important to consider the philosophical perspective and adopt a diverse range of methodology paradigms when writing or evaluating a doctoral thesis in order to enhance its quality. The thesis examines how the use of several paradigms in research inquiry affects the quality of hypothesis development, literature review, data analysis, and achievement of research objectives aligned with the primary research question(s). The present Thesis employs a literature review methodology to underscore the benefits associated with the adoption of a multi-paradigm enquiry. The core argument of this thesis is that employing methodological triangulation can enhance the validity of hypothetical claims, hence increasing the overall credibility of a doctorate thesis. This method has the potential to foster the development of novel hypotheses. Moreover, the use of multi-paradigm formulation of notions would serve to mitigate the risk of making simplistic generalizations.

The study findings indicate that graduation thesis requirements vary significantly among nations and academic disciplines, exhibiting stringent and precise criteria. In order to enhance the overall writing quality of the thesis, it is necessary to engage in various academic activities such as participating in courses, receiving training, doing comprehensive data gathering, seeking help from tutors, engaging in in-depth writing, participating in discussions, and conducting extensive research.

4. CONCEPTUAL FRAMEWORK

Figure 1

Conceptual Framework



5. RESEARCH METHODOLOGY

1. Population and Sample

Populations: There are 142 students in the fourth grade of the music performance major of Shenyang Normal University, which are divided into five departments: orchestral performance, piano performance, vocal performance, Chinese instrument performance, and popular music.

Sample: This study adopts the method of group sampling, and selects 22 fourth-grade undergraduates in the Chinese musical instrument performance class as the subjects of the course experiment, the fourth-year undergraduate of the Department of Ethnic Music of the School of Drama and Art of Shenyang Normal University, that volunteered to participate aged between 22-23, 8 boys and 14 girls.

2. Research Scope

1. Location: The Department of Ethnic Music, at the School of Drama and Art of Shenyang Normal University, Liaoning, China, is the research site. It is a comprehensive university, including art majors in music performance,

2. Thesis Data: 118 music undergraduate theses from 2016 to 2021 were selected as the research object of data analysis.

3. Time period: 2021.9-2022.6 the first semester of the senior year of undergraduate has about 4 months of courses. So, the whole course takes 18 weeks, about 90 minutes once a week.

3. Research process

The thesis quality enhancement of the undergraduate music performance thesis with control model. It is research and development to establish a scientific and reasonable evaluation standard for the undergraduate thesis of music majors and research rules and researcher role to improve the level of the thesis according to model teaching with brief steps are as follows.

R1: Research and consult relevant literature on evaluation standard of theses.

D1: Develop music graduation thesis evaluation standard through expert group evaluation interview.

R2: prototype sample of research thesis.

D2: Making a course guidebook (teaching syllabus, practice materials, examination standards)

4. Research Tools

The research tools include forth types: thesis evaluation standards, questionnaires, interviews form, performance test and guidebook of teaching. Through the research of teaching literature and related literature, the researchers selected five different countries or regions to research the quality of thesis standards, and got a researcher that the most reasonable standard for the music major. A panel of experts was invited to evaluate the validity of the music.

5. Data Collection

In this research, 118 samples of graduation thesis are compared with “Thesis evaluation standard 3-3” for data analysis and evaluation. In the fifth, tenth and fifteenth weeks of the course, the researchers recorded the progress and feasibility evaluation in accordance with the “Thesis Writing Course” Compare the new sample of the experimental results with the original sample, evaluate whether the training of the thesis writing course

can improve the Thesis writing ability of music majors, and investigate the satisfaction of the students, through interviews with the expert group and the teacher group, to illustrate the feasibility and effectiveness of the Course guidebook.

6. RESULTS

Thesis research evaluation standard for music performance in different majors.

Thesis research evaluation standard in different majors: In China, there has been a certain foundation for the research on the evaluation standard of undergraduate thesis, master's thesis, and doctoral dissertation, which has developed a relatively mature evaluation system for general engineering, science, and literature majors. As for music majors, universities generally pay more attention to practical performance, but ignore students' academic training, so the research on thesis evaluation system of music is still in the preliminary stage in China.

The researchers analyzed and compared the thesis research rules (evaluation index system) of different majors in different universities. Data analysis and comparison were conducted on chemistry major, literature (law) major, engineering major, physical education major and music major in Chinese universities. The evaluation content is statistically analyzed, and the statistical results are shown in Table 1.

Table 1

Statistical results of 5 different professional thesis evaluation systems

NO.	EVALUATION CONTENT	COUNT
1	Thesis topic selection	5
2	Literature review	5
3	Innovative	5
4	Course Writing Level	5
5	Theory And Expertise	5
6	Research Ability/Research Level	5
7	Research Results	5
8	Writing Specifications	5
9	Dissertation	5
9	Thesis Difficulty And Workload	5
10	Academic Moral	5
11	Academic Value And Application Value	3
12	Learning Attitude	2
13	Data Processing and Analysis	1
14	Correct Score Analysis	1
15	The experiment process and data are accurate	1

In these evaluation systems, each evaluation content or evaluation index is required to be scored. The higher the score is, the better the evaluation. According to the statistical results in Table 1, these five evaluation systems involve as many as 30 evaluation items, with a large degree of dispersion. Some of the evaluation content is not very scientific, which makes it difficult for the reviewer to give a proper judgment. Some of the evaluation content is vague and does not quite meet the requirements of the dissertation. From table 1, the number of statistical evaluation content of the thesis selected topic, literature review, innovative, course writing, to engage in basic theory and specialized knowledge, independent scientific research ability, research results, such as frequency of relatively high, from the data statistics of how many, is that these five different major emphases on evaluation contents in the dissertation.

Table 2

The score of the first 10 evaluation items (total 100) was counted

NO.	EVALUATION CONTENT	HIGHEST SCORE	LOWEST SCORE	MEAN	STANDARD DEVIATIONS
1	Thesis topic selection	10	5	8	2.449
2	Literature review	20	10	15	4.472
3	Innovative	10	5	7	2.449
4	Course writing Level	10	5	8.6	1.959
5	Theory and expertise	20	10	15	4.472
6	Research ability/research level	15	10	11	2
7	Research results	10	5	6	2
8	Writing specifications	15	7	12.4	3.323
9	Dissertation	20	0	8	6.782
10	Thesis difficulty and workload	20	0	9	6.633

Table 2 shows the statistics of the score of the top 10 evaluation items (total score 100), including the highest score, lowest score, mean value, and standard deviation. As can be seen from Table 4-2, among the 10 evaluation items, innovation accounted for the highest score, with an average of 35.40. The second is the research results, with an average of 23.20. The average of the other five terms is around 10. From the perspective of statistical standard deviation, the standard deviation of the three evaluation contents of thesis topic selection, literature review and thesis writing are small, indicating that the scores of these evaluation contents given by relevant universities are relatively close, and the deviation degree or fluctuation from the mean is small.

However, the standard deviation of innovation, basic theory and expertise, scientific research ability, and research achievements is large, indicating that the scores of these evaluation contents given by relevant universities are relatively discrete, and the deviation degree or fluctuation from the mean is large. 16 evaluation systems do not carry out quantitative evaluation, but only carry out qualitative evaluation of excellent, good,

qualified, and unqualified, which makes it impossible to distinguish the importance or weight of each evaluation content in the evaluation system, which will affect the guidance of dissertation research and writing.

The assessment content of the ten items reveals that their scores range from 5 to 20, with an approximate average score of 10 points. The selection of a thesis topic is a crucial aspect of academic research. It requires innovative thinking and the ability to effectively write and conduct research. However, it has been observed that the adherence to research and writing norms is relatively low, as indicated by several standard deviations. This holds true across various subjects, where a significant number of items, such as literature reviews and theoretical knowledge, exhibit a larger standard deviation. Additionally, the difficulty and volume of dissertations and theses vary across disciplines due to the distinct characteristics of each profession. There exists a substantial disparity in the scores of the four things.

The writing evaluation standard for music thesis course.

Through the analysis of thesis standards of different majors, different countries, and regions and at different levels, and combined with the actual learning situation of Chinese students majoring in music performance, the evaluation standard of music thesis in this research is formed comprehensively. The researcher has formulated the quality evaluation standards suitable for the undergraduate thesis of music majors.

In this evaluation standard, professionalism, theory, and research are considered. Because most Chinese music performance students and teachers tend to be professional in music. Therefore, in this evaluation standard, some items are set up in the field of analysis and research that tends to be more professional in music.

Table 3

Evaluation Standards for the Quality of Musical Undergraduate Thesis

No.	Nature of research assessed	Assessment Result				
		0	1	2	3	4
1	The research topic is very clear, and the difficulty range is suitable for undergraduate students					
2	The background of the research is written in detail, and the content is related to the topic					
3	The research question/purpose is clear and necessary					
4	The research object or repertoire is very suitable					
5	This research is suitable for researchers, the advantages of the research are clear					
6	The conceptual framework of the research is reasonable					
7	The definition/music/introduction to the composer is written in detail					
8	Correct use of musical terminology					
9	The research framework is correct					
10	References are sufficient (10 or more)					
11	References are related to the research question					
12	References have foreign literature					
13	The point of view of music analysis is correct / the analysis of musical structure is correct					

14	The research steps/music analysis sequence is clear					
15	Music or content analysis is very detailed					
16	Research design and research question are related					
17	Sampling samples are correct/spectrum analysis is correct					
18	Research tools are very suitable/good quality/reasonable selection of spectrum examples or charts					
19	The process of collecting data is correct/spectrum examples are clear and correct					
20	Supported by statistics					
21	Analytical data/statistics (if any) are correct					
22	Data or examples can well prove the research point of view					
23	Conclusion and research purpose, research questions are in the same direction					
24	The suggestion is very clear					
25	The content of the thesis has a certain degree of innovation and academic value					
26	The format of the thesis is correct					
27	The writing language of the thesis is fluent and of good quality					
28	The writing attitude of the thesis is good, the number of words is more than 6000 words					

Improvement and establishment of evaluation standard: According to the Academic Degree Regulations of the People's Republic of China, an expert consultation questionnaire was developed based on extensive literature research and preliminary investigation. Five experts were consulted and two rounds of indicators were screened by index of item objective (congruence standards in music colleges are established, which has a high degree of credibility and reliable results) method, including 28 indicators. The two-round coefficients of this evaluation scheme are 0.73 and 0.91 respectively, and the final coefficient is 0.91, indicating that experts have a high degree.

The researcher has brought the draft thesis writing guidebook to consult and get advice from experts. The researcher applied the recommendations from the assessment results to improve the results of the assessment of accuracy and consistency at the 0.91 level for 28 items standard of music graduation thesis evaluation standard.

7. DISCUSSIONS

The goals of the research are to improve students' research ability and broaden their academic horizons. There remains a significant disparity between Chinese universities when it comes to classroom challenges, autonomy, and in-depth research. There is a significant disparity in the tools used by teachers, the opinions they hold, and the impact they have on the learners. The issues in discussion of the results of the research into issues of knowledge that extend to understanding are as follows:

1. Thesis writing standards: The Chinese Ministry of Education's "National Standards for the Teaching Quality of Music and Dance (Music Majors)" (2018) stipulates that the undergraduate degree of acting major usu-

ally adopts the form of graduation concert and graduation thesis. Graduation concerts and graduation thesis are important links to demonstrate the creative spirit and ability of music undergraduate students in various majors, to carry out comprehensive art and academic training, to reflect the professional art and theoretical level, and to test the quality of talent training.

Through the analysis of music graduation thesis samples, this research understands the basic writing situation and existing problems in music graduation thesis. It is consistent with the chapter II, Wu Shoo-in (2012) argues that the factors affecting the quality of the graduation thesis include the basic situation, the thesis theory of intrinsic quality and innovation, the researchers for a comprehensive understanding of the quality of graduation thesis research present situation, the existing quality of bachelor's, master's, and doctoral thesis, summarized the research literature and summary through the collection and analysis and obtained relevant information for the dissertation research methods. Revelation and Basis.

In the Introduction sections in creative arts thesis (Ting. et al., 2022) consistent based on the statistical findings and analysis, it can be inferred that the dissertation assessment method employed by institutions in the field holds significant academic merit. These findings can serve as a valuable point of reference for the development of a more rational dissertation evaluation system specifically tailored to the domain of music performance. Nevertheless, there exist variations in the degree assessment systems employed by these universities, encompassing disparities in both the nature of the evaluation criteria and the significance attributed to them. Hence, drawing upon the dissertation assessment systems employed by these universities, it is imperative and significant to undertake a comprehensive study and demonstration in order to design a more rational dissertation evaluation system for the field of music performance.

It is also consistent with Zulfikar (2014) referring to the writing of research papers by music performance students that higher education institutions require their students to write a thesis in order to graduate. Students write their theses, and they were examined before the board of examiners. However, students found it difficult to write 'good' theses that showed academic honesty and a high level of originality. Students frequently commit structural plagiarism, in which they tend to follow the structure of their colleagues' theses and only make minor changes.

According to the report on research standards, different regions, majors, schools, and training levels have different standards for music theses. For instance, the graduate and doctoral thesis grades at Bangkok University in Thailand differ from the undergraduate thesis grades at a Chinese university. The thesis evaluation standards of Finland, Thailand, Kenya, China, USA, and other regions are integrated, and the evaluation standards more suitable for Chinese undergraduate music performance majors are finally obtained.

The validity and feasibility of the music thesis writing course and teaching manual are proved through course experiments. Under the guidance of the guidebook, the teaching process is designed with course generation, knowledge learning and writing practice, graduation thesis writing, defense scoring, discussion, and evaluation as the main lines, and based on this, a set of teaching manuals for music thesis. writing courses is designed.

This researches consistent with Lodhi (2016) The research value of the diversified exploration of the design of undergraduate graduation thesis in music performance in colleges and universities conceived in this paper is that it can cultivate students' various practical abilities in a more diversified manner, which is conducive to the combination of teaching, practice and theory; Cultivate students' ability to use professional knowledge to solve problems encountered in work; enhance students' innovative awareness and spirit of inquiry; cultivate students' practical ability, scientific research ability and self-learning ability. Implement a variety of graduation thesis designs for musicology majors in colleges and universities, and formulate a graduation thesis design plan suitable for students majoring in music performance in colleges and universities, so that the graduation thesis design can fully demonstrate students' professional skills and teaching practice ability during their four-year university study. Be well-prepared for a new job after graduation.

8. ORIGINALITY AND BODY OF KNOWLEDGE

The research aims to enhance students' research abilities and broaden their academic horizons in Chinese universities. Issues include classroom challenges, autonomy, and in-depth research. The Chinese Ministry of Education's National Standards for the Teaching Quality of Music and Dance (Music Majors) stipulates graduation concerts and graduation thesis as important links to demonstrate creative spirit and ability. The study also reveals that different regions, majors, schools, and training levels have different standards for music theses. The validity and feasibility of music thesis writing courses and teaching manuals are proven through course experimentation. The teaching process is designed with course generation, knowledge learning, writing practice, graduation thesis writing, defense scoring, discussion, and evaluation as the main lines.

9. RESEARCH RECOMMENDATIONS

1. Implication of the Study

1. Colleges and universities with music majors should emphasize graduation thesis work, formulate relevant rules, and perfect and standardize the graduation thesis writing work plan.

2. The school, teachers, and students to pay attention to the three aspects, through necessary measures to improve the quality of students' thesis topic selection.

3. Develop the standard evaluation standard for the music graduation thesis of each school. Reference to different regions, majors, and experts on the music graduation thesis evaluation standards of the provisions and suggestions, combined with the characteristics of each school to develop scientific and reasonable music graduation thesis evaluation standards.

2. Recommendations for Future Research.

1. Develop research partners in other course groups and adapt them accordingly.

2. Bring the manual created by the researcher to experiment in other universities or other music institutes, whereby the researcher must pass on the knowledge to the instructors and create a network to use and develop this research teaching manual more widely. It builds a network of educators and experts in practice music research.

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