

Comparisons between Pre-service Music Teachers' and Classroom Teachers' Learning Experiences with a Korean Percussion Ensemble



Hyesoo Yoo & Sangmi Kang- University of Florida, Gainesville, FL

Purpose of the Study

The purpose of this study is to examine both pre-service music and pre-service classroom teachers' educational outcomes and learning experiences with world music lessons (a Korean Percussion Ensemble).

Study 1

Methods

1. Fixed Mixed-Method

We predetermined research questions in which both **quantitative** and **qualitative** methods are implemented (Creswell, 2003).

2. Research Questions

- 1) What are pre-service classroom teachers' **learning outcomes** after taking Korean percussion ensemble lessons?
- 2) How does learning a Korean percussion ensemble **influence** pre-service classroom teachers' future teaching?

3. Participants (N = 46)

- 1) 46 pre-service classroom teachers
- 2) Ethnicity: Caucasian-American (85.1%), African American (6.4%), Hispanic (4.3%), and Asian/Pacific Island (4.3%).
- 3) Music Experiences: Approximately one fourth (25.5%) of the participants had no prior music activities before participating in this study.

4. Procedure



Learning a Korean Percussion Ensemble, For 8 weeks, 15 min per week

- (1) Performed the music as a class
- (2) Completed Open-ended Questionnaire (with 2 items)

- The same procedure was implemented for Study 2.
- In Study 2, (1) semi-structured interviews, (2) observations, (3) participants' journals, and (4) the instructor's note were added to this procedure.

Results

1. Participants' Learning Outcomes

- 1) A total of 247 written statements (120 musical, 111 cultural, and 16 others) from the open-ended questionnaires were evaluated and categorized into the **Abril's (2006) table**.

	Knowledge	Skills	Affect
Musical	36	60	21
Cultural	74	7	30

** "Others" 16 items (three categories: other skills, other knowledge, and other affect) were not analyzed due to an insufficient number of responses.

- 2) A significant difference was found between participants' musical and cultural responses, $\chi^2(2) = 54.086, p < .001$.
-> Participants reported significantly more **musical skills** and **cultural knowledge** outcomes.

2. Benefits and Future Influence

- 1) Fun, easy, relevant, and effective
- 2) Desire to include world musics in the future curricular
- 3) A well-rounded teacher

Study 2

Methods

1. A Multiple Case Study

We compared learning processes and outcomes of pre-service music versus pre-service classroom teachers through (1) semi-structured interviews, (2) observations, (3) participants' journals, and (4) the instructor's notes.

2. Research Questions

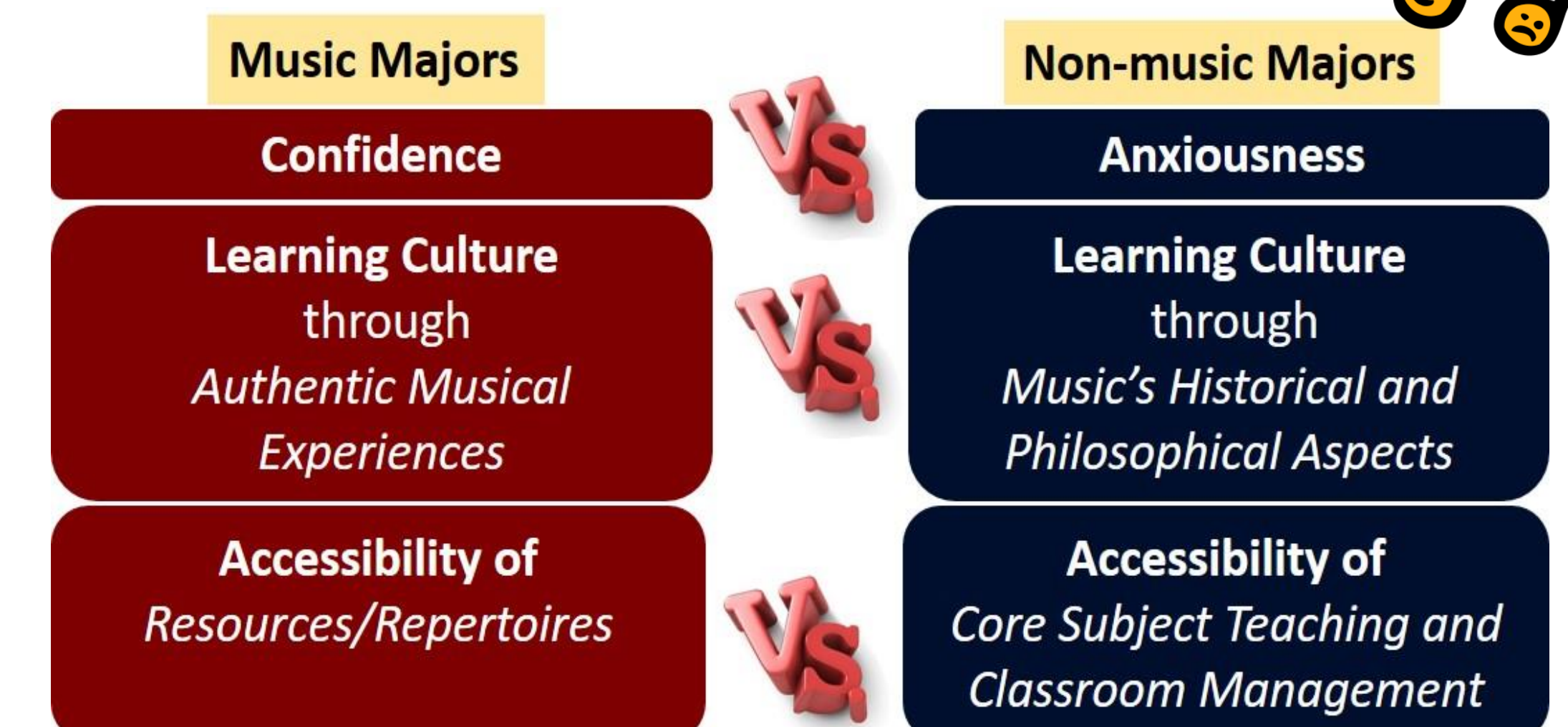
- 1) What are the learner's characteristics and needs between pre-service music vs. classroom pre-service teachers?
- 2) What would be the most effective approaches for teaching world musics for each group?

3. Participants: 6 music vs. 9 classroom pre-service teachers

- 1) Ethnicity: Caucasian-American (64.3%), Hispanic (21.4%), and Asian (14.3%).
- 2) Music Experiences: 13.3 years for music majors vs. 1.3 years for non-music majors.

Results

1. Participants' Characteristics and Needs between Pre-service Music vs. Pre-service Classroom Teachers



2. Effective Instructional Approaches for Each Group

Δ For Music Majors

- **Learning Difficult Part before Easier Parts of Music Pieces**
- **Polishing Musical Demonstrations**
- **Learning Hands on Activities**
- **Visualizing Information**

For Non-music Majors Δ

- **Providing More Reviews**
- **Articulating with Musical Demonstration**
- **Maintaining Instructor's Enthusiasm**
- **Acknowledging Small Successes**

Conclusions

Findings from both studies demonstrated that pre-service music and pre-service classroom teachers believe that **performance-based world music learning** is relevant to teaching. Each group, however, needed distinct instructional approaches.

Recommendations for Further Study

- 1) The effects of performance-based world music activities versus listening-based or conceptual-based approaches on pre-service teachers' confidence and competency
- 2) A larger sample size
- 3) A wider variety of world music pieces
- 4) In-service music teachers

View our abstract using a QR code reader on your phone or by accessing:

