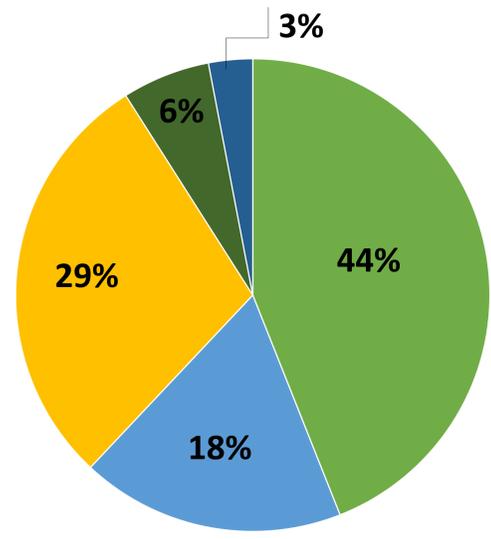


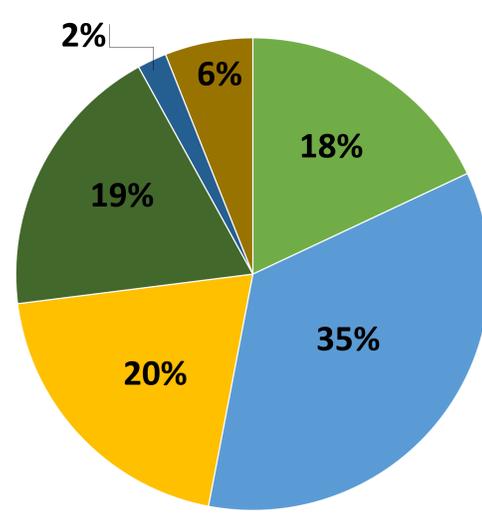
Teaching Comparison: Student Learning in Private Music Lessons



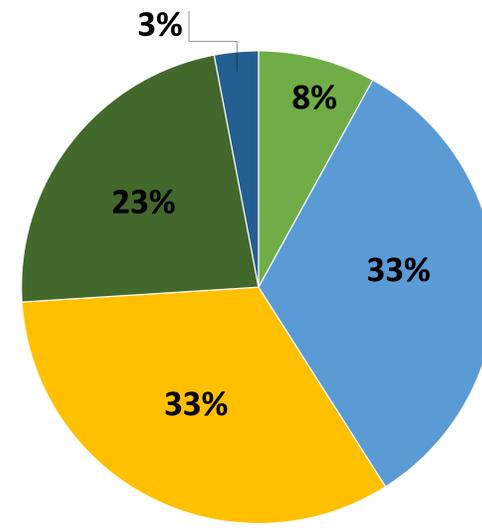
A study made possible by RCAH and the Graduate School
By Rachel Frederiksen | College of Music



Trombone Lessons

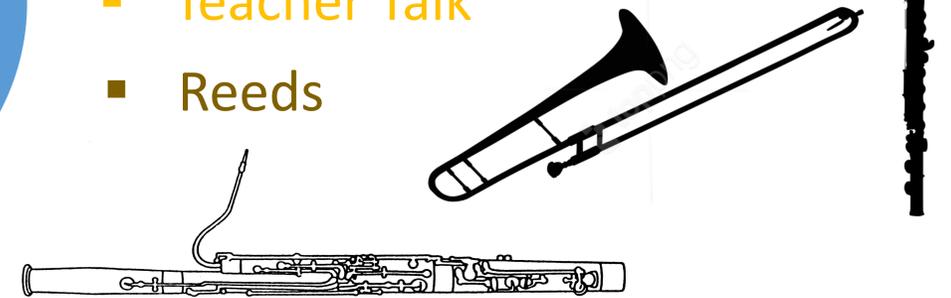


Bassoon Lessons



Flute Lessons

- Student Performance
- Teacher Modelling
- Feedback/Student Reflection
- Instructed Practice (IP)
- Teacher Talk
- Reeds



Research Question

What teaching strategies are used in private lessons of various instruments and which practices have been the most effective?

Method

Observed 4 individual lessons of 1 flutist, bassoonist and trombonist with a video recorder and field note-taking.

“My teaching philosophy is all about student engagement...making them be their own teacher; the less I can be involved in a lesson, the more independent they become.”

Discussion

- Dialogue between student and teacher was used **more** than teacher modelling across all instruments
- Each part of the lesson generally flowed from one to the other, quickly, and there was a similar **order** per lesson
- Trombone and Bassoon teachers allowed time for student reflection, but generally this time was used for them to give **feedback**
- Flute teacher *always* asked **“What did you hear?”** after each time the student played regardless if it was performance or IP
- **Applicability** to students’ future outside of lessons used in most lessons
 - Future music educator
- **Movement** from the teacher occurred in trombone and flute lessons in order to get a different perspective of sound

Preliminary Findings

- **Confidence** grew over the course of lessons that had more **student reflection** time. Students were also more **aware** of their sound and adjusted without prompting.
- Lessons that incorporated more **structured practice** time lead to less review of concepts previously taught
- **Process** of student learning from the flute teacher seemed to have the greatest impact
- Moments of **dialogue** between student and teacher also had immediate improvements

“[I] want the musician to develop an opinion”

Many thanks to Professors Michael Kroth, Ava Ordman and James Brinkmann for opening their lessons to this project!