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Learning about yourself in the band rehearsal

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Learning about yourself in the band rehearsal

Have you ever seen yourself - as others see you?

Pedagogical Research

Overview

Pedagogical research in popular music

Focus

How might peer assessment and learning activities help to improve our personal attributes as they are displayed in band rehearsing?

How can we develop an improved awareness of our personal attributes and those of others in rehearsing?

Methodology

Action research conducted during 2001-2007 It involved 170 undergraduate popular music students and 80 bands

Informed by social constructivist thought

Extensive peer marking data Sixteen in-depth individual interviews

Feedback





Would you like to improve your selfawareness?

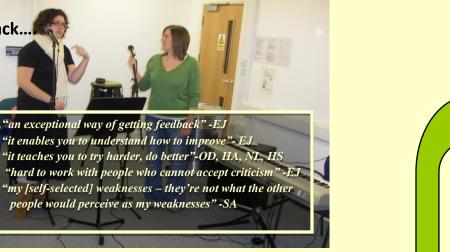
Personal attributes

What might be the nature of our personal attributes as they are displayed in rehearsing?

Attributes that the band feel are important to them? Attributes that are important to each band member? Our personal 'strengths' in the rehearsal? Our personal 'weaknesses' in the rehearsal? Do you really know yourself - as others know you?

Peer assessment of 'personal weaknesses'

'Personal weaknesses' that your band think you can improve	Marking scale 1– 5 (1 = poor; 5 = excellent)			
	HA	ОМ	SC	TP
Open to ideas Blinkered?	х	3/5	3/5	х
Willingness to help others Not helping?	х	х	х	5/5
Enthusiasm Lacking enthusiasm?	х	х	х	4/5
Team member Taking too much control?	х	х	х	3/5
Confident Lacking confidence?	3/5	3/5	4/5	х
Learn lyrics quickly Leaving it last minute?	4/5	х	х	х
Listening to others Disregarding others?	х	х	2/5	х
Contributing to ideas Too quiet?	3/5	2/5	Х	Х







"I've always been the one to kind of take a back seat and kind of just sit and do whatever I'm told to do, if you know what I mean. So, because they put me in the position of deciding this, that and other, I've learnt to be more assertive" –DS "It made me look a lot more at myself, and looking at their confidence like, with mine" –YL

"You definitely notice people who are confident ... put their ideas forward more than people who tend to maybe not have had as much experience of playing with people;" -TP

Interviews

Grounded theory analysis produced

four substantive categories

