

as a means towards positive social change in response to an evolving society. Through the introduction of musical experiences with contemporary popular and cultural values, the enforcement of education for preserving traditional Chinese values and ethics, the cultivation of a state-led nationalism in music education, and the appreciation of global cultures and social harmony in the music curriculum, the article considers challenges of calls for moral education in recent demands for the reform of Chinese education.

The final study featured in this issue is a case study about a pre-school boy's engagement with music. In this study, a youth's musical development as an extraordinary musician is examined over the course of a year in the context of his music engagement, parental support and the fact that he has a sensory integration disorder.

We hope you enjoy this issue, and we look forward to bringing you more fine research in the near future. As always, we owe a huge debt of gratitude to our fine and diligent reviewers and we hope you will consider submitting your future efforts to *International Journal of Music Education: Research*.

Classroom observation ability among pre-service music educators in Greece

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Abstract

The purpose of this study was to examine the classroom observation ability of pre-service music teachers in Greece ($N = 62$). Two groups of undergraduates, one near the beginning and one near the end of a two-year course sequence in teaching methods that included in-class and in-school training in observation ('juniors' and 'seniors', respectively), observed videotapes of one elementary (4th grade) and one secondary (8th grade) general music class, each being taught by its own expert music teacher. Subjects wrote comments that judges classified into subcategories within overall categories of lesson, teacher, and students. Results largely confirmed those of previous research from the USA, with the more experienced subjects making significantly more comments and both groups focusing more on teachers than on lessons or students. There were also differences between subcategories and significant interactions involving experience level and sex of the subjects.

Keywords

classroom, feedback, music educators, observation, pre-service

The requirement for pre-service music teachers to observe music teachers in schools is a common one in university training programs. According to the (USA) National Association of Schools of Music (NASM), 'students must be provided opportunities for various types of observation and teaching' (NASM, 2007, p. 93). NASM further stipulates that 'institutions should encourage observation and teaching experiences prior to formal admission to the teacher education program; ideally such opportunities should be provided in actual school situations' (NASM, 2007, p. 97). According to Goodman (2006), 'One expectation of the observation experience is that the student preparing to be a teacher will gain a better understanding of the varying aspects of teaching including classroom management, setting and maintaining routines, and introducing new material' (p. 37).

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In an early study on the effects of teaching experiences on pre-service music teachers, Brand (1982) found that the student teaching experience had no significant effects on either beliefs or skills related to classroom management. Nevertheless, experts believe that adequate pre-service training can prepare future teachers for classroom management and other aspects of teaching (e.g., Gordon, 2001). In one of the earliest studies on the effects of observation experiences on pre-service music teachers, Brand (1977) reported that subjects trained with videotapes of simulated classroom incidents demonstrated significantly better classroom management skills in actual classrooms than did control subjects. There were no significant differences between the two groups in knowledge of behavior management reflected in paper-and-pencil tests. In contrast, Saker (1983) reported no significant differences in classroom management skills between subjects trained with videotaped simulations and those not so trained. However, the experimental group subjects expressed more confidence in their ability to deal successfully with behavior problems than did the control subjects.

Other researchers have also found that pre-service music teachers exposed to videotaped materials and other types of observation training developed significantly better observation skills, among other things, than did other students (Dorman, 1978; Duke, 1987; Duke & Prickett, 1987; Erbes, 1973; Gonzo & Forsythe, 1976; Hedrick, 1977; Reynolds, 1974; Ten Eyck, 1985). Moreover, Kinder (1988) reported that more than 90 percent of responding elementary classroom teachers ($N = 400$) considered observation of a music specialist at work an important part of their training.

Despite generally positive results from observation training reported by researchers, Duke and Prickett (1987) concluded from their review of literature that observers tend not to focus on what they should see. Instead, they tend to be influenced by the nature of the observation situation, among other things. For example, Duke and Prickett reported that field experience students focused their observations on the teacher's behavior and thus may have perceived the classroom climate as less positive and more disapproving than it actually was. The researchers also concluded that although 'the many hours presently devoted to observation in teacher education curricula may be of great benefit ... it seems imperative that the time spent be carefully structured so that observers "see" what is actually taking place' (p. 37).

Results from studies in other fields have shown that, in comparison with novice teachers, expert teachers tend to focus on student learning and performance (Carter, Sabers, Cushing, & Berliner, 1988; Graham, French, & Woods, 1993; Needels, 1991). In music, Berg, Woody, and Bauer (2002) reported that 64 percent of pre-service teachers' observations of videotaped classrooms were focused on music teachers, with only 25 percent focused on learners, 6 percent on classroom environment, and 5 percent on subject matter. Madsen and Cassidy (2005) reported that both pre-service and in-service music teachers made more comments about videotaped music teachers than about the students, results that corroborated findings of other studies (Duke & Prickett, 1987; Henninger, 2002; Standley & Greenfield, 1987; Yarbrough & Henley, 1999).

Several researchers have reported the effects of various other factors and conditions on the observations of music teachers (Hancock, 2003; Madsen, 2003; Yarbrough & Madsen, 1998). Goodman (2006), for example, reported that experienced teachers made significantly more comments overall about videotapes of observed classes than did pre-service teachers. Specifically, experienced teachers wrote approximately twice as many comments about the lesson itself as did pre-service teachers, including the subcategories of lesson content, lesson focus, and content of the previous lesson. By contrast, pre-service participants wrote almost twice as many comments about the appropriateness of the lesson statements as did the experienced participants.

In relation to comments directed toward the teacher on the videotaped classrooms, Goodman (2006) reported that experienced teachers wrote more than pre-service teachers about their personal experiences, pacing, teacher feedback, and teacher involvement. The pre-service participants offered more comments about the enthusiasm level of the teacher. The two groups of participants provided approximately the same number of comments about the teacher's expectations for the class. Goodman also reported that experienced participants made almost twice as many comments as pre-service teachers about the students, including both subcategories of student participation and student response.

The aspects of the depicted classroom scenes described most frequently by the experienced music educators in the Goodman (2006) study were teacher involvement, student responses, and lesson content. Pre-service participants discussed student responses most frequently, followed by teacher involvement and personal experiences. Experienced teachers wrote approximately three times more comments than pre-service teachers about teacher feedback and lesson content, suggesting that experienced music educators noticed how the teacher presented the information, what was taught, and the ways in which the teacher interacted with the students. Pre-service participants, on the other hand, mentioned the appropriateness of the lesson to the age group of students almost twice as often as did the experienced teachers. Both groups of observers wrote far more comments about the teachers they observed than about the lessons or the students, although student response was the largest single subcategory for pre-service teachers and the second largest for experienced teachers.

Pre-service general music teachers in Greek universities are required to observe practicing music teachers as part of their degree programs. However, the number, length, settings, and preparations for the required observations vary widely between programs in different institutions. The purpose of the present study was to describe and compare the observations of pre-service music teachers in one Greek music teacher training program, before and after observation training.

The setting

The study took place in a public university in a large city in Greece. In this program, pre-service music teachers observe general music classes in the public schools as part of four required music education courses taken during their last two years at the university. They observe elementary and/or secondary school classes during the first course, elementary school classes during the second course, and secondary school classes during the third course. During the fourth course, students observe a particular (elementary or secondary) class for two weeks and then teach the same class for five weeks, which constitutes their student teaching experience.

At the beginning of the first course, near the beginning of the third ('junior') year and prior to in-school observation experiences, the pre-service teachers are provided information and participate in a class discussion on observation practices. This training lasts for one 60-minute class period and focuses on observation of the following: (1) singing, moving, listening, and playing instruments; (2) improvising and composing; (3) teaching procedures, including collaborative learning; (4) instructional content and teaching approaches as specified in the national curriculum; (5) establishing and maintaining discipline; (6) evaluation procedures; (7) general organization; (8) pacing; (9) instructional materials (e.g., books, CDs, CDRoms, videos) and equipment; (10) student attitudes; and (11) teacher self-evaluation procedures.

In addition to in-class training during the first three courses, pre-service teachers write narrative descriptions of the lessons they observe in the schools. They provide critical insights about what

they observed as well as ideas for improvements in the classes, if any. In the second, third, and fourth courses, observation principles and strategies are reviewed before observations begin.

Method

Two groups of pre-service music teachers from the institution described viewed two 40-minute videotapes: grade 3 (elementary) and grade 8 (secondary) general music classes being taught by music educators with 14 and 12 years of experience, respectively. The demonstration teachers, both females, had served as cooperating teachers for the music teacher education program, and were teaching their regular classes. The camera filmed the entire classroom in each case, including the students and teacher.

One group of subjects, the 'juniors' ($n = 33$; 19 females, 14 males), were early in their first music education course, near the beginning of their third year at the university. They had not participated in formal observation training or observations, on videotape or in the schools. The other group, the 'seniors' ($n = 29$; 21 females, eight males), were beginning the second half of their fourth year at the university, and had completed three music education methods courses and were early in the fourth course, just prior to the student teaching experience. The seniors had completed all required observations in the schools ($M = 11.72$ hours, $SD = 2.45$). All 62 subjects were within the typical age range for traditional third- and fourth-year university students: 20–22. None of the subjects had contractual teaching experience in the schools.

Each intact group of subjects viewed the two tapes during two different sessions on the same day: the juniors early in the fall semester and seniors early in the spring semester. They were encouraged to take notes while watching the tapes. Following each session, subjects were given 25 minutes to write narrative descriptions of the lesson they had seen. They were encouraged to refer to their notes while writing, but were given no other instructions.

The coding system employed in the study was developed by Goodman (2006), which he based on related research on pre- and in-service teacher observation. Each subject comment was categorized by topic as relating to the: (1) lesson, (2) teacher, or (3) students. The category of lesson was divided into subcategories dealing with the lesson content, focus, and appropriateness; and content of the previous lesson. The teacher category was subdivided into classroom atmosphere, personal experience, and pace of the lesson; plus teacher enthusiasm, feedback, involvement, and expectation. The students category was divided into participation and response subcategories (see Table 1).

The principal author of the study and one elementary and one secondary music teacher coded the subjects' responses to the grade 3 and grade 8 videotapes, respectively. Both were experienced music teachers with master's degrees. The few discrepancies between the two auditors for each set of responses (less than 1% of total responses) were discussed until 100 percent agreement was achieved.

Results

Table 2 displays data on the number of observations by subject type and observation category. A 2×2 multivariate analysis of variance with two independent variables (academic level and sex of the observers) and two dependent variables (elementary and secondary observations) revealed that seniors ($M = 22.19$, $SD = 6.18$) recorded significantly more comments overall (multivariate) than did juniors ($M = 10.79$, $SD = 3.23$) (Pillai's Trace = .655, $p < .000$, partial $\eta^2 = .655$). Females ($M = 17.64$, $SD = 7.71$) recorded significantly more comments than did males ($M = 13.36$, $SD = 6.20$) (Pillai's Trace = .102, $p < .047$, partial $\eta^2 = .102$). The multivariate interaction was not significant (Pillai's Trace = .015, $p < .656$, partial $\eta^2 = .015$). (Because the Levene's tests for both dependent

Table 1. Number of observations by lesson type and level of students, in subcategories ($N = 62$)

| Category | Topic (subcategories) | | Juniors | | Seniors | | |
|---------------------|----------------------------|-----------------------|---------|-----|---------|-----|----|
| | | | Ele | Sec | Ele | Sec | |
| Lesson | Appropriateness of lesson | # | 17 | 26 | 5 | 17 | |
| | | % | 17 | 18 | 3 | 8 | |
| | Content of previous lesson | # | 3 | 10 | 27 | 32 | |
| | | % | 3 | 7 | 14 | 15 | |
| | Lesson content | # | 79 | 90 | 155 | 146 | |
| | | % | 78 | 62 | 81 | 67 | |
| | Lesson focus | # | 2 | 19 | 4 | 22 | |
| | | % | 2 | 13 | 2 | 10 | |
| | Total | | 101 | 145 | 191 | 217 | |
| | Teacher | Classroom atmosphere | # | 44 | 20 | 71 | 46 |
| | | | % | 28 | 15 | 28 | 15 |
| | | Enthusiasm of teacher | # | 4 | 1 | 1 | 2 |
| % | | | 3 | 1 | 0 | 1 | |
| Personal experience | | # | 0 | 0 | 0 | 0 | |
| | | % | 0 | 0 | 0 | 0 | |
| Pace of lesson | | # | 1 | 3 | 1 | 11 | |
| | | % | 1 | 2 | 0 | 4 | |
| Teacher feedback | | # | 20 | 1 | 35 | 10 | |
| | | % | 13 | 1 | 14 | 3 | |
| Teacher involvement | | # | 85 | 72 | 144 | 177 | |
| | | % | 55 | 55 | 56 | 59 | |
| Teacher expectation | # | 1 | 33 | 6 | 56 | | |
| | % | 1 | 25 | 2 | 19 | | |
| Total | | 155 | 130 | 258 | 302 | | |
| Student | Student participation | # | 88 | 36 | 183 | 45 | |
| | | % | 73 | 60 | 83 | 45 | |
| | Student response | # | 33 | 24 | 37 | 54 | |
| | % | 27 | 40 | 17 | 55 | | |
| Total | | 121 | 60 | 220 | 99 | | |
| Grand total | | 377 | 355 | 669 | 618 | | |

variables revealed lack of homogeneity of variance, $p < .05$, the more conservative Pillai's Trace was employed instead of the Wilks' Lambda.)

A paired samples t -test between the elementary ($M = 16.87$, $SD = 7.478$) and secondary ($M = 15.37$, $SD = 7.453$) grade levels revealed a significant difference in favor of the elementary level [$t(1, 61) = 2.127$, $p < .038$, partial $\eta^2 = .069$]. However, the small partial eta squared reflects a difference of little practical significance ($M = 1.5$ observations). The correlation (Pearson) between the number of observations made at the elementary and secondary levels was moderately high ($r = .723$, $p < .000$).

Table 2. Descriptive statistics on numbers of comments

| Tape | Academic level | Sex | Mean | SD | N |
|------------|----------------|-------|-------|------|----|
| Elementary | Junior | F | 11.95 | 3.52 | 19 |
| | | M | 10.71 | 3.15 | 14 |
| | | Total | 11.42 | 3.37 | 33 |
| | Senior | F | 24.05 | 5.93 | 21 |
| | | M | 20.50 | 5.04 | 8 |
| | | Total | 23.07 | 5.84 | 29 |
| | Total | F | 18.30 | 7.82 | 40 |
| | | M | 14.27 | 6.15 | 22 |
| | | Total | 16.87 | 7.48 | 62 |
| Secondary | Junior | F | 11.16 | 2.87 | 19 |
| | | M | 8.79 | 2.69 | 14 |
| | | Total | 10.15 | 3.00 | 33 |
| | Senior | F | 22.24 | 7.00 | 21 |
| | | M | 18.88 | 6.35 | 8 |
| | | Total | 21.31 | 6.75 | 29 |
| | Total | F | 16.98 | 7.15 | 40 |
| | | M | 12.45 | 6.57 | 22 |
| | | Total | 15.37 | 7.11 | 62 |

To further examine the data, two three-way analysis of variance (ANOVA) tests were computed, one each for the elementary and secondary levels, each with two between-group variables (academic level and sex of the observers) and one repeated measure (observation categories of lesson, teacher, and students). For taped observations at the elementary level, the main between-group effect of academic level was significant in favor of the seniors [$F(1, 58) = 75.962, p < .000$, partial $\eta^2 = .567$], but the main between-group effect of sex was not significant [$F(1, 58) = 3.624, p < .062$, partial $\eta^2 = .059$].

The main repeated-measures effect of observation category at the elementary level was significant [$F(2, 116) = 12.160, p < .000$, partial $\eta^2 = .173$]. (Sphericity was assumed for the repeated-measures variable because of the non-significant Mauchly's $W = .907, p > .05$.) Post hoc paired samples tests (Bonferroni) showed significant differences between all three observation categories at the elementary level ($p < .000$). The means were (in descending order): teacher ($M = 6.66, SD = 3.539$), students ($M = 5.50, SD = 2.952$), and lesson ($M = 4.71, SD = 2.525$). Correlations between all three pairs of observation categories were moderate ($r_s = .497-.583$) and statistically significant ($p < .01$). All two- and three-way interactions in this ANOVA model were non-significant ($p > .05$).

For observations at the secondary level, the main between-group effect of academic level of the observers was significant in favor of seniors [$F(1, 58) = 64.631, p < .000$, partial $\eta^2 = .527$], and the main effect of sex was significant in favor of females [$F(1, 58) = 4.744, p < .033$, partial $\eta^2 = .076$]. The repeated-measures effect of observation category was also significant [$F(1.619, 93.903) = 103.790, p < .000$, partial $\eta^2 = .642$], with significant differences between all three observation categories ($p_s < .016-.000$): teacher ($M = 6.97, SD = 4.409$), lesson ($M = 5.84, SD = 2.136$), and students ($M = 2.56, SD = 1.771$). (Because sphericity was not confirmed according to a significant Mauchly's $W = .765, p < .000$, adjusted degrees of freedom computed by the Greenhouse-Geisser formula were used in the main effects and interaction tests involving the

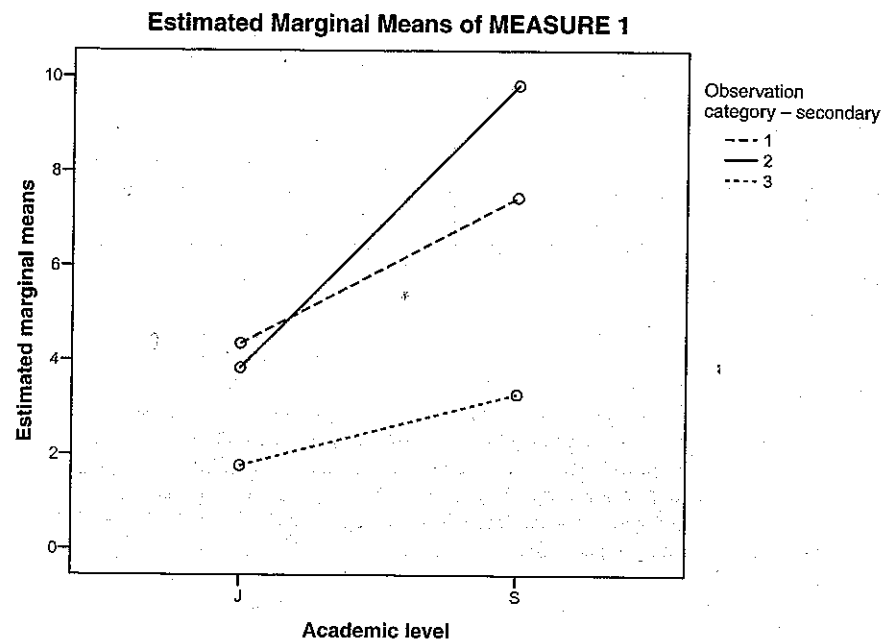


Figure 1. Academic level by observation category interaction at the secondary level

Note: Academic levels: J = juniors, S = seniors; Observation categories: 1 = lesson; 2 = teacher; 3 = students

repeated-measures variable.) Correlations between the three categories were moderate to moderately high ($r_s = .553-.704$) and statistically significant ($p < .01$).

The two-way interaction between academic level and sex of the observers and the three-way interaction in this model were not significant ($p > .05$). However, the academic level by observation category interaction was significant [$F(1.619, 93.903) = 25.836, p < .000$, partial $\eta^2 = .308$]. Seniors made more comments about the teachers than did juniors in relation to senior-junior differences in the categories of lesson and students (see Figure 1).

The other significant two-way interaction in this model also involved the observation category variable: sex by observation category [$F(1.619, 93.903) = 3.891, p < .032$, partial $\eta^2 = .063$]. Male observers made similar numbers of comments about the teacher and lesson at the secondary level, whereas female observers made more comments about the teacher. Both male and female observers made fewer comments about the students than about the other two categories (see Figure 2).

Within the observation category of lesson, approximately 72 percent of comments were directed toward the content of the immediate lesson. Senior observers directed a higher percentage of their comments (15%) in the lesson category toward the content of the previous lesson than did juniors (5%), while juniors showed more interest in the appropriateness of the lesson (17%) than did seniors (5%). Both groups made more comments about the lesson focus of the secondary class (9%) than of the elementary class (2%) (see Table 1).

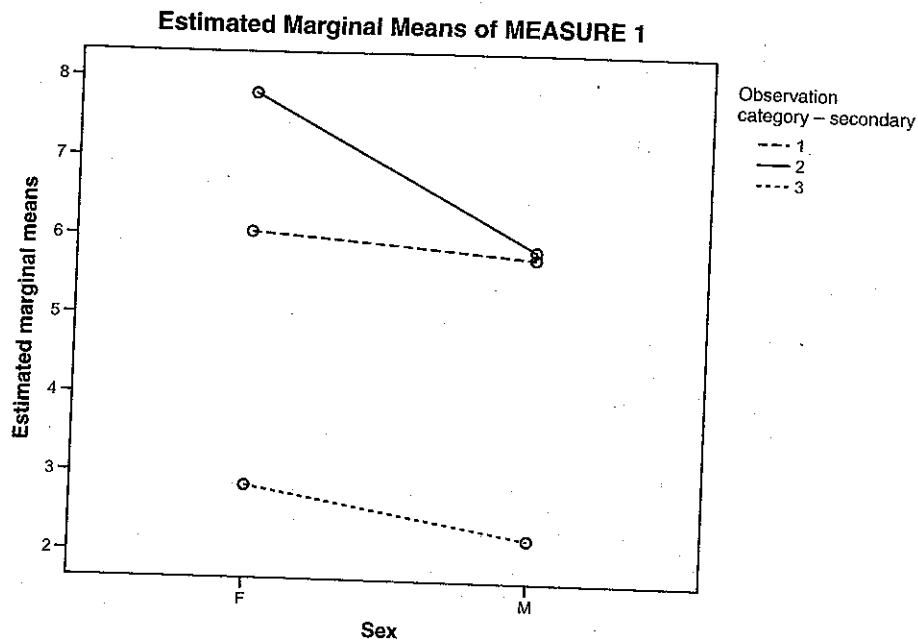


Figure 2. Sex of the observers by observation category at the secondary level
 Note: Sex: F = females, M = males; Observation categories: 1 = lesson; 2 = teacher; 3 = students

Within the observation category of teacher, more than half (57%) of the comments were about teacher involvement, with classroom atmosphere receiving the second highest percentage of comments (21%). Observers made more comments about teacher feedback depicted on the elementary videotape (13%) than on the secondary tape (3%); the opposite was true for the teacher expectation subcategory: secondary (28%) and elementary (2%). Junior and senior observers made similar percentages of comments about the other subcategories related to the observed teachers, with teacher enthusiasm, personal experience, and pacing each receiving very few comments from the juniors or seniors for either grade level (see Table 1).

In the category of students, student participation received significantly more comments (70%) than did student response (30%). Senior observers focused a larger percentage of their comments in this category on the participation of elementary students (83%) than they did for secondary students (45%). The focus on elementary student participation (73%) by juniors was only somewhat greater than it was for secondary student participation (60%).

Conclusions

This study confirms the results of a previous study in which more experienced observers made significantly more comments about videotapes of observed classes than did less experienced observers (Goodman, 2006). The differences between junior- and senior-level observers, which in the present study are reflected in the significance level ($p < .000$) and large effect size (partial $\eta^2 = .655$), suggest

that observation training and experience taken as part of a music teacher training program may have contributed to improved observation skills (Dorman, 1978; Duke, 1987; Duke & Prickett, 1987; Erbes, 1973; Gonzo & Forsythe, 1976; Hedrick, 1977; Kinder, 1988; Reynolds, 1974; Ten Eyck, 1985). This training occurred between the beginning of the third year and second half of the fourth year of the university training program. Because Goodman identified major differences that occurred between pre-service students and experienced teachers, and the present study found differences between the beginning and near the end of pre-service training, future studies could examine differences in observation ability, if any, between graduating seniors and experienced teachers at different levels.

The moderate to moderately strong correlations between numbers of comments made at the two grade levels, and among all three observation categories at both grade levels, reveals that the individual observers were relatively consistent in the number of comments they wrote across grade levels and types (categories) of observation focus. Indeed, the difference between the number of observations made about the elementary- and secondary-level videotapes appears to be of little practice significance (partial $\eta^2 = .069$).

Differences between the observation categories of lesson, teacher, and students at the elementary (partial $\eta^2 = .173$) and especially the secondary levels (partial $\eta^2 = .642$) were larger than differences between grade levels. The finding that pre-service observers made significantly more comments about teachers than about lessons or students depicted on the videotapes is in keeping with previous research on pre-service and novice music teachers (Berg, Woody, & Bauer, 2002; Duke & Prickett, 1987; Henninger, 2002; Madsen & Cassidy, 2005; Standley & Greenfield, 1987; Yarbrough & Henley, 1999). It is in contrast to findings from other fields involving expert teachers (Carter et al., 1988; Graham French, & Woods, 1993; Needels, 1991). Regardless, the significantly larger focus on the teacher in the present study is attributable to observations made at the secondary level by senior-level females. Future research could examine why female pre-service teachers with more training focused more of their attention on teachers, while experienced in-service teachers focus more on student learning and performance.

Within the observation category of lesson, as in the Goodman (2006) study, most comments (72%) were directed toward lesson content, and at the secondary level there was some concern for lesson focus. There were some differences between juniors and seniors within the category of lesson, most notably with seniors showing more concern for the content of the previous lesson and juniors focusing more on the appropriateness of the current lesson.

More than half (57%) of the comments within the category of teacher were about teacher involvement, a finding that agreed with Goodman's (2006), and there was some attention paid to classroom atmosphere. Observers seemed more interested in teacher feedback at the elementary than at the secondary level, but focused more on teacher expectation at the secondary than at the elementary level. Otherwise, these and the other subcategories within the teacher category received few or no comments. This finding, plus the fact that there were no substantive differences between juniors and seniors within the teacher observation category, suggests that the university teaching training program may not have led pre-service teachers to identify aspects of teaching that have been shown to relate to teacher effectiveness, such as teacher feedback (see Droe, 2008) and enthusiasm/intensity (see Madsen, 1990).

Within the category of students, senior observers showed more interest in elementary than in secondary student participation when compared to junior observers, who made little distinction between the two grade levels in this category. Both groups of observers focused more on student participation (70%) than on student response (30%), also much like Goodman's (2006) results.

It is possible that the music education methods courses, including the formal instruction and videotaped and live observations in the schools during the final two years of university-based training,

led to the increased number of comments. The *ex post facto* design of the present study points to this conclusion but cannot confirm it. Future studies utilizing experimental designs with control groups could confirm or refute this hypothesis. Researchers could also attempt to determine the effectiveness of videotaped versus live observations on the observation skills of pre-service and in-service teachers.

Finally, the fact that similar results were obtained in the Goodman (2006) and present studies, which utilized subjects from the USA and Greece, respectively, suggests that differences in observational abilities may be cross-cultural/national. Future studies could examine aspects of this phenomenon from additional countries and cultures.

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Abstracts

L'habileté à observer une classe chez de futurs éducateurs musicaux en Grèce

L'objectif de cette étude est d'examiner les habiletés de futurs éducateurs musicaux grecs à observer une classe ($N = 62$). Deux groupes d'étudiants de premier cycle inscrits à un programme de deux années axées sur les méthodes d'enseignement qui comportait également un programme l'observation en classe et en milieu scolaire – un groupe presque au début de la formation et l'autre qui achève le programme (respectivement palier junior et senior) ont examiné deux enregistrements vidéos d'une classe en musique, une à l'élémentaire (4^e année), l'autre au secondaire (8^e année), qui chacune était enseignée par le spécialiste en musique de l'école. Les sujets ont rédigé des commentaires que les analystes ont classifiés sous les catégories leçon, enseignant et étudiants. Les résultats ont largement confirmé ceux obtenus par des recherches antérieurement menées aux États-Unis. Les sujets plus expérimentés rédigent un nombre plus significatif de commentaires et les deux groupes se concentrent davantage sur l'enseignant plutôt que sur la leçon ou les élèves. Des différences ont également été observées dans la sous-catégorisation et dans les interactions impliquant le niveau d'expérience et le sexe des sujets.

Unterrichtsbeobachtung in der Musiklehrerausbildung in Griechenland

Ziel der Untersuchung war es, die Fähigkeit zur Unterrichtsbeobachtung bei Schulmusik-Studierenden in Griechenland zu prüfen ($N = 62$). Zwei Gruppen von Undergraduates, eine am Anfang und eine weitere am Ende eines zweijährigen Methodik-Kurses, der theoretisches und schulpraktisches Beobachtungstraining einschloss (also 'Juniors' und 'Seniors'), sahen ein Videoband des Musikunterrichts in einer 4. und einer 8. Klasse, die beide vom eigenen Fachlehrer unterrichtet wurden. Die Versuchsteilnehmer schrieben Stellungnahmen, die von Juroren nach Subkategorien zum Unterricht, zum Lehrer und zu den Schülern geordnet wurden. Die Ergebnisse bestätigten im Wesentlichen die Befunde früherer Untersuchungen in den USA, wonach Personen mit größerer Unterrichtserfahrung signifikant mehr Feststellungen treffen und sich beide Gruppen mehr auf den Lehrer als auf den Unterricht und die Schüler konzentrieren. Unterschiede bestanden es auch zwischen den einzelnen Subkategorien, und es zeigten sich signifikante Interaktionen zwischen dem Grad der Erfahrung und dem Geschlecht der Teilnehmer.

Capacidades de observación de aula del profesorado de educación musical en prácticas en Grecia

El propósito de este estudio fue examinar las capacidades de observación en el aula del alumnado de educación musical en Grecia durante sus periodo de prácticas ($N=62$). Se estudiaron a dos grupos de estudiantes de primer ciclo, uno al inicio y otro al final de un curso de dos años de duración sobre métodos de enseñanza que incluía formación teórica y práctica sobre técnicas de observación. Cada grupo observó dos videos sobre clases de educación musical, uno en Educación Primaria (4^o curso) y otro en Secundaria (8^o), siendo formados cada grupo por su respectivo profesor, el tenía experiencia en observaciones. Los sujetos anotaron sus comentarios que luego los jueces clasificaron en subcategorías dentro de otras categorías más globales sobre las clases, el profesor y el alumnado. Los resultados confirmaron ampliamente los obtenidos previamente en otras investigaciones realizadas en EE.UU., encontrándose que los sujetos más experimentados hacían más comentarios significativos en ambos grupos, centrándose más en el profesorado que en las clases o en el alumnado. Se encontraron igualmente diferencias entre subcategorías e interacciones significativas con el nivel de experiencia y el sexo de los sujetos.

Two decades of research on possible selves and the 'missing males' problem in choral music

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SAGE

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Abstract

Music education researchers have a lengthy history of examining reasons why individuals seek participation in musical activities. Within that history, however, the concept of 'possible selves' (Markus & Nurius, 1986) has received little attention until recently. In the broadest terms, possible selves are a person's impressions of what they might become, what they would like to become, and what they fear becoming. This view of self-concept moves beyond a simple collection of self-attributed traits to encompass the idea that individuals actively manage their choices and actions in order to promote desirable selves and inhibit less-desirable selves. The focus of this article is a systematic review of research and related literature concerning possible selves with specific attention to potential implications for the participation and persistence of adolescent boys in choral music education.

Keywords

boys, changing voice, identity, motivation, persistence, self-efficacy, singing

Musical ability is, at least in part, a social construction. Self-definitions of musicality differ between cultures, between social groups within cultures, and between individuals (Hallam & Prince, 2003). The process through which adolescents construct their personal sense of musical identity is of particular interest because of the potential for self-perceptions to influence musical behavior throughout the lifespan (e.g., Bowman, 2004; Hargreaves, Purves, Welch, & Marshall, 2007; MacDonald, Hargreaves, & Miell, 2002). Until fairly recently, emphasis within psychological research has been on how people arrive at their self-definitions through looking backwards toward past experiences that influenced and shaped an individual's present self-view.

In 1986, Markus and Nurius responded to what they viewed as the neglect of future-oriented aspects of self-definition by proposing the construct of possible selves. The possible selves framework is based on multiple layers of extant theory and research, but its emergence as a focal point for identity research has energized discussion about what people hope to become, expect to become, or fear becoming in the future. While the possible selves construct has generated a large body of

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