

Action Research Utilizing Peer Tutoring in a Musicological Unit of Study with a
Related Assessment of Student Values and Achievement

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PHILOSOPHY OF MUSIC EDUCATION

I believe the intrinsic value of arts education has many facets that all students should be exposed to. Every individual and culture has their own unique preferences, but, through music education each individual

- Develops an understanding and knowledge upon which they can build,
- Understands a genre that allows for self-expression as well as interpretation of the world around them,
- Receives an outlet from which they may aspire to their highest potential as artists, educators, and human beings,
- Is free to explore and choose professional and artistic opportunities in the world, and
- Enjoys an affirmation through the process of performance.

Music promotes an individual's emotional, physical, social and academic growth.

Music provides each individual with insight into cultures and historical periods to not only give an academic understanding but a broader feel and overall concept.

Music can unite; music can divide. We use music to raise children. We use music to sell products. We use music to celebrate. We use music to sway emotion. With music so deeply embedded in our lives it is only logical that a quality education would include its understanding.

ABSTRACT

Title: Action Research Utilizing Peer Tutoring in a Musicological Unit of Study with a Related Assessment of Student Values and Achievement

Subject: Peer Tutoring

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This study examines the values and beliefs of undergraduate students enrolled in a course in the music history sequence at The University of North Carolina at Pembroke regarding the teaching method, peer tutoring. To begin the process, the writer develops and administers a pretest on teaching methods and women troubadours. The writer also reviews related literature and provides an overview for the reader concerning the benefits, understanding, and application of the teaching method, peer tutoring. An educational unit on teaching methods and women troubadours is then presented to a group of twelve students. Students are assigned the task of becoming peer tutors and developing an educational presentation on a selected topic which relates to the understanding of women troubadours. Through direct observation, interaction, and interviews, the writer discusses the processes that take place during the peer tutoring assignment. Posttests are given to the study group to obtain changes in beliefs, values, and knowledge. Results demonstrate students' beliefs that peer tutoring gave them a comprehensive understanding of the topic, that peer tutoring was a valuable experience, and that peer tutoring enabled students to practice skills applicable to teaching. Appendices include pretest and posttest results and presentation educational handouts.

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DESCRIPTION OF THE PROBLEM TO BE ADDRESSED

“Learning is the process through which experience causes permanent change in behavior or knowledge” (Woolfolk, 1993). “Research shows that if students experience a high level of interaction with content, the rate of motivation and retention increases, and learning improves” (Business, 2003). “But educational practices invented when higher education served only the few are increasingly disconnected from the needs of contemporary students” (Association of American Colleges and Universities, 2002). This is demonstrated by the findings in the 1999 report *National Study of Postsecondary Faculty* that states: “...the predominant teaching method for undergraduate classes was lecture/discussion” (US Department of Education). Research conducted by National Training Laboratories (NTL) in Bethel, Maine developed a pyramid that ranks the teaching method, “Teach Others/Immediate Use of Learning” (Abilene Christian University Adams Center for Teaching Excellence, 2000), at the highest level with an average of 90% retention. Peer tutoring is an example of this teaching method.

The purpose of this thesis is to examine in depth the teaching method peer tutoring, its viability as a methodology for undergraduate music education majors, and the values and beliefs these students will express prior to and following their experience with peer tutoring.

RATIONALE

Educators are continuously looking for new ways to improve education. A report from the Association of American Colleges and Universities *Greater Expectations* initiative (2000) consisting of the nation's top education, business, government, and community action leaders calls for a reorganization of higher education to meet the needs of today's students. Two recommendations of the report are:

- Adopting new ways of teaching that help students become intentional, lifelong learners capable of responding to unanticipated and complex challenges.
- Creating new teaching, learning, and assessment practices that require students to apply their learning to the real world and demonstrate their achievement as the basis for the degree.

The teaching method, peer tutoring, has the potential to meet these goals.

Peer tutoring is an educational method in which one belonging to the same group helps another to learn by teaching. This can be accomplished one-on-one, one-to-many or by small groups to a larger group. Research shows that students who have the opportunity to work in groups towards a common goal "learn faster and more efficiently, have greater retention, and feel more positive about the learning experience" (New Horizons for Learning, 2005). An area of peer tutoring that less research has been applied to is the benefit of the application of the method to education majors. Peer tutoring involves the student taking the role of teacher within a supervised learning environment. The peer tutor is responsible

for organizing material to be learned and then presenting it to the tutee. These are skills that education majors will need once they have graduated and pursue a career in teaching both for their own and their students' use.

Further research into the viability of peer tutoring will benefit the future work of education majors. Need has been demonstrated for educational reform to create productive ways for students to learn more effectively. In addition, students need to work towards the mastery of real-world skills. Given the positive research results regarding that methodology, peer tutoring would provide an action-research venue to meet these needs.

For the purpose of this thesis, the process of music education was the focus. Ten music education majors and two non-music education majors participated. All students were instructed in the same manner. By examining the beliefs and values of students prior to and after participating in a peer tutoring unit, the writer documents how students respond to peer tutoring, including the disadvantages they express as well as the advantages.

INTRODUCTION

The primary goal of this thesis project was to study, in depth, the teaching method, peer tutoring, as a methodology for undergraduate music education majors. Student beliefs and values were examined prior to and after participating in a peer tutoring unit. The peer tutoring unit gave students the vehicle to assume the role of peer tutors.

To begin this process, the writer conducted a search of relevant information regarding peer tutoring. Visits to the library produced an abundance of material related to past research, theoretical basis, defining peer tutoring, and implementing it in an educational environment. The Internet provided another great source for locating information as well as an avenue to purchase books that were unavailable through local libraries. University sites and publication references also provided helpful guidance in finding material relevant to the topic.

At the same time, the writer also conducted a search of relevant information regarding women troubadours. Women troubadours were the topic for the peer tutoring assignment in which students participated. Literature on this topic is not as abundant as peer tutoring literature. One major source, *The Women Troubadours*, by Meg Bogin (1976), was found in the library. It provided a link to other sources. Topics relating to women troubadours, their historical background, social context, musical style and composition, and the medieval period in general were also researched.

After reviewing the literature, the writer created two pretests, one on teaching methodology, and the other on women troubadours. The writer

administered both pretests to twelve students enrolled in an undergraduate history of music and literature course at the University of North Carolina at Pembroke (UNCP). This information provided useful guidance regarding student understanding and comprehension of both topics. From this information, the instructional unit was developed in which students participated as peer tutors and taught an assigned aspect of women troubadours.

The peer tutoring assignment design was based on Classwide Peer Tutoring (CWPT) in which students were divided into small teams. The writer was the facilitator of information studied and acted as a guide during peer tutoring presentations. Several handouts were developed by the writer and provided to each student during an initial presentation introducing the project and topic to the students. These handouts included

- A peer tutoring assignment sheet which covered contact information, general description, objectives, research/presentation topics, peer tutoring assignment, grading, a presentation evaluation form, and online sources.
- A handbook discussing the seven teaching methods found in The Learning Pyramid, how they are used, and the advantages and disadvantages of each method.
- A copy of the women troubadours pretest with notations on where information for each question could be found.
- A copy of a PowerPoint slide presentation on teaching methods and women troubadours.

- An analysis of a composition created by the woman troubadour Beatriz de Dia.
- A notated version of the same piece.
- A handout on medieval mode and notation.

The text, *The Women Troubadours*, by Meg Bogin was also provided to each of the students.

The writer conducted the peer tutoring assignment during a 45-minute initial presentation followed two weeks later by a 75-minute class in which each group presented its topic as peer tutors. The initial presentation provided students with an explanation of the project, assigned students to peer tutoring groups, guided students on how to proceed using the evaluation and information handouts, and provided students with a model for their own peer tutoring assignment. Students assumed the role of peer tutor during the second 75-minute class and gave their presentations on their assigned topic relating to women troubadours. Each presentation was videotaped. At the end of each presentation, the writer and tutees evaluated each presentation using the evaluation form found in Appendix K. The writer reviewed the video tape, compiled the evaluation forms of each group, and provided each student with a feedback letter discussing aspects regarding class-, group-, and individual-participation in the project.

The writer administered a posttest on teaching methodology and women troubadours to examine the results of the research conducted. The writer pointed out possible problems found within the study and made recommendations for

further study. The study was conducted during the Spring 2006 semester at The University of North Carolina at Pembroke.

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REVIEW OF THE LITERATURE

The web site <http://www.acu.edu/cte/activelearning/whyuseal2.htm> illustrates research conducted by National Training Laboratories (NTL) in Bethel, Maine (Abilene Christian University Adams Center for Teaching Excellence, 2000), and presents a diagram of learning methods and the percentage of retention for each method. The category, *Teach Others/Immediate Use of Learning* 90%, prompted the writer to look into peer tutoring.

The writer began looking at material of four specific natures. The first was information regarding the value of peer tutoring as a teaching method. The following sources document many benefits.

- Hedin, in *Students as teachers: A tool for improving school* (1987), reviews peer and cross-age tutoring in terms of (1) current use; (2) expected benefits to tutors, tutees, teachers and society; (3) research on academic and effective outcomes for tutors and tutees; and (4) tips for expanding the use of peer tutoring.
- The Abilene Christian University Adams Center for Teaching Excellence, in *Active learning online: Why use active learning?* (2000), diagrams the learning pyramid of teaching methods and their average retention rates.
- Greenwood, Delquardi & Hall, in *Longitudinal effects of classwide peer tutoring* (1989), describes a four-year longitudinal study of Class-wide Peer Tutoring, documenting reading, language, and mathematics achievement of at-risk students.

- Greenwood, Carta & Kamps, in *Teacher-mediated versus peer-mediated instruction: A review of educational advantages and disadvantage* (1990), reviews a variety of studies and concludes that peer-mediated strategies are as effective as, or more effective than, the traditional teacher-mediated practices.

The second type of literature the writer researched was information regarding the application of peer tutoring. The following provided definitions of peer tutoring and its application.

- Thousand, Villa and Nevin (1994), in *Creativity and collaborative learning*, details how peer-mediated instruction promotes academic success through classwide student tutoring teams (CWPT) with pointers for implementation.
- Falchikov, in *Learning together: Peer tutoring in higher education* (2001), defines peer tutoring; beneficial effects; theoretical frameworks; and planning, helping, and evaluating peer tutors.
- Damon and Phelps, in *Three approaches of peer learning and their educational uses* (1988), indicates three approaches to peer learning: peer tutoring, cooperative peer learning, and peer collaboration.
- McKeachie, in *McKeachie's teaching tips; strategies, research, and theory for college and university teachers* (2002), provides ideas for active, cooperative, collaborative, and peer-guided learning.

The third type of literature the writer researched was reports by institutions that might suggest a need for peer tutoring. The following supported this need.

- Association of American Colleges and Universities (AAC&U) report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2000), analyzes higher education in the United States today, details their findings and gives recommendations.
- Chen, in “The National Center for Educational Statistics Report,” from *Teaching Undergraduates in U.S. Postsecondary Institutions: Fall 1998* (2002), provides data from faculty and other instructional staff in postsecondary institutions regarding curriculum content, performance standards for students, and the quality of students’ preparation for careers.
- Business-Higher Education Forum’s report, *Building a Nation of Learners: The Need for Changes in Teaching and Learning to Meet Global Challenges* (2003), cites skills that education should be addressing to meet the needs of students and the workforce.

The fourth type of literature the writer researched was information regarding women troubadours, their context in history, and music they composed.

- Bogin, in *The Women Troubadours* (1976), details specific trobairitz, their poems, historical background, biographies and manuscript.
- Grout, in *A History of Western Music*, 3rd ed. (1980), provides an understanding of musical composition of the period.
- Hill, in *Anthology of the Provençal Troubadours* (1973), details provençal troubadours and their music.

- Cyrus, in *Music: Introduction to Medieval Music* (1999), provides a source for medieval women as composers and performers, a medieval music glossary, and an introduction to medieval church modes. ⁶

The writer used this information for the educational presentation conducted within the research project. After reviewing the literature, the writer believed there was sufficient data to address the proposed hypothesis.

PEER TUTORING

Definitions

Defining peer tutoring in a way that is acceptable to all educators is not an easy task. Many different explanations of the term exist as well as different forms of its application. Peer tutoring may be referred to as peer teaching, peer learning, classwide student teaching, classwide peer tutoring, classwide student teaching, partner learning, peer collaboration, peer mediated instruction, peer coaching, and peer cooperation. Cooperative learning has also been referred to as peer tutoring (Wagner, 1982). To add to the confusion, peer tutoring can be broken down into sub categories depending on the status of the participants and the location in which the tutoring is done. Cross-age peer tutoring refers to groups of students with significant age differences. Cross-level peer tutoring refers to groups in which the tutor or tutors have possibly been through a selection and training procedure, have gained some knowledge about theories or learning that the tutees have not, or have been selected for their excellence in grades. Cross-institutional peer tutoring refers to peer tutoring programs that involve peer tutors from one institution delivering instruction to tutees at another institution (Falchikov, 2001).

Research provides many different definitions for peer tutoring. "Peer tutoring is an approach in which one child instructs another child in material on which the first is an expert and the second is a novice" (Damon and Phelps 1989). This definition conflicts with many peer tutoring situations that involve small groups as well as peer tutoring situations in which the tutor and the tutee are both novices. Another definition is, "Peer-mediated instruction refers to an alternative

teaching arrangement in which students serve as instructional agents (e.g., tutors, models, encourages) for their classmates and or other students” (Strain, 1981). This definition seems to encompass more than peer tutoring and its vague term “instructional agents” could be applied to more than a tutor/tutee relationship. Yet another definition of peer tutoring is “people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by teaching” (Topping, 1996a).

Theoretical Background

Theoretical foundations for peer tutoring can be found in three major educational theories: Piaget’s cognitive developmental theory, Vygotsky’s zone of proximal development theory, and role theory. “Piaget believed that co-operation between peers is likely to encourage real exchange of thought and discussion, and that such co-operation among children has an importance as great as that of adult action” (Falchikov, 2001). “Vygotsky believed that this life long process of development was dependent on social interaction and that social learning actually leads to cognitive development” (Riddle, 1999). Bierman and Furman studied the effects of role and assignment and assignment-rationale on attitudes formed during peer tutoring and reported that students began to associate their assigned role with perceived characteristics. Students “in the course of enacting these roles, begin to apply these characteristics to themselves, thus influencing their self-perceptions” (Bierman and Furman, 1981).

These theories are not contradictory; instead they look at different aspects of development through peer tutoring. Jean Piaget (2001), viewed cognitive

development through a series of four stages: the Sensorimotor stage which occurs from birth to age two, the Preoperational stage which occurs from age two to seven, the Concrete Operational stage which occurs from age seven to eleven, and the Formal Operational stage which occurs after age eleven. Documented research (Bierman & Furman, 1981; Greenwood, Carta, & Kamps, 1990; Greenwood, Delquardi, & Hall, 1989; Hedin, 1987) supports the value of this theory, reporting that students are more likely to ask questions of their peers, feel less threatened, and explain things in language that is more understandable. Lev Vygotsky (1978) indicates that social interaction supports cognitive development. Falchikov argues that a zone of proximal development refers to "the range of skill that can be developed with adult guidance or peer collaboration exceeds that which can be attained alone" (Falchikov, 2001). This is particularly relevant to peer tutoring because learning takes place through social interaction, especially within small group situations. Role theory relates to non-academic results that can occur during peer tutoring. "Students who become tutors are being placed into the role of teacher, and therefore become the help providers rather than the receivers of help. They are bestowed a higher level of responsibility and trust from an adult, in turn boosting their own pride, confidence and sense of adequacy" (Topping, 1988a).

PEER TUTORING APPLICATIONS

The practice of peer tutoring can be found in three different formats: classwide, small-group and individual peer tutoring. Classwide peer tutoring involves students being paired together as teams to receive one-on-one instruction. Within these pairs, one student assumes the role of tutor and the other tutee. At a given point, the roles may be reversed and students assume the others' roles. Small-group peer tutoring involves students being placed in groups of four to seven people. Peer tutoring can occur within the group with individuals taking turns at being the tutor while the others become the tutees or the group can assume the role of tutor to the rest of the class becomes the tutees. Individual peer tutoring describes one student taking the role of tutor while the rest of the class becomes tutees.

The organization of peer tutoring involves three key variables:

- The status of participants.
- The location of the activity.
- The roles undertaken (Falchikov, 2001).

The status of participants may involve: older students who have more experience (cross-age peer tutoring), students who have been specifically trained or have already completed the level that the tutee is at (cross-level peer tutoring), or students with the same amount of experience (same-level peer tutoring). Peer tutoring can occur across institutions (cross-institutional peer tutoring). An example of this would be college students traveling to a local high school to tutor

other students. "In same-level tutoring, roles of tutor and tutee may be fixed or may change" (Falchikov, 2001).

Some examples of classwide peer tutoring are: three-step interview, think-pair-share, and flashcard tutoring. Three-step interview, developed by Nattiv, Winitzky and Drickey (1991), involves students taking turns interviewing each other about a topic or material presented by the teacher and then reporting their findings to the class. Think-pair-share is similar to three-step interview except students do not interview each other. Instead, they compare notes from given instruction, discuss their findings and then report to the class. Flashcard tutoring, developed by Millis and Cottell (1998), involves students creating a set of cards with information that the student wishes to master. A question is placed on one side of the card with the answer on the other. Students trade cards and one student assumes the role of tutor. The tutor then holds up a card showing only the question. If the tutee responds with the correct answer their card is handed to them; if not, the card is returned to the bottom of the pile. When the tutee has answered all of the questions correctly and receives all of his/her cards, the roles of tutor and tutee are reversed and the new tutee begins working on the set of questions he/she developed.

Guided reciprocal peer question (RPQ), structured academic controversy and team learning are examples of small group peer tutoring. RPQ was developed by King in 1991. King states RPQ "is a strategy for enhancing peer interaction and learning in terms of improving comprehension of material encountered in lectures or other oral presentations" (King, 1993). Students are divided into

groups of three or four students and provided with a list of generic questions such as: What if....?, How does affect?, How are and similar? Students take turns within the group acting as tutor. Tutees answer the questions and the group discusses their answers. In some instances, group discussion might involve the entire class. Structured academic controversy involves students pairing up and preparing one side of an argument that has two well-documented sides from which to be chosen. At the same time, another pair of students prepare the opposite side of the argument. When both pairs have completed their position, they are then placed together to conduct "controversy." Team learning, developed by Metheny and Metheny (1997), involves students being assigned to groups of three to seven people. Groups then work on an assigned project which involves answering a set of questions regarding the topic, explaining the material to the rest of the class, and engaging in group discussion. Teams are then evaluated by their peers.

Teaching assistants and teacher-of-the-day are examples of individual peer tutoring. Teacher-of-the-day involves an individual student assigned as tutor by the instructor. The student is given instructions on handling aspects of the class that day, such as leading discussions, running experiments, or showing a movie. Teaching assistants are also assigned by the teacher to teach their peers by leading discussions and conducting lectures in the same manner as their teacher. Assessments or evaluations are used at the end of these sessions. In each of these scenarios, advantages are reported to the tutor but little has been found of benefit to other students (Falchikov, 2001).

PRETEST OF TEACHING METHODS AND WOMEN TROUBADOURS

To begin looking at student knowledge, values, and beliefs as they pertain to teaching methodology and women troubadours, two pretests were created. The first pretest was on teaching methodology. A series of twenty questions were developed to ascertain students' current knowledge of the seven teaching methods found in the Learning Pyramid, the values and beliefs they would express regarding each of the seven methods, and the values and beliefs they would express regarding peer tutoring. The second pretest was a series of questions on women troubadours, their historical background, the theory behind the music and text, and how they contrasted with and compared to male troubadours. Both pretests were administered to twelve students enrolled in an undergraduate history of music and literature course at The University of North Carolina at Pembroke. Both pretests provided useful information in developing the instructional unit in which students participated as peer tutors by teaching an assigned aspect of women troubadours.

Teaching Methods Pretest

The first question on the teaching methods pretest asks students to match each of the seven teaching methods from the Learning Pyramid to its corresponding learning retention rate. In response to Question 1, one student matched three of the seven methods correctly, four students matched two of the methods correctly, five matched one of the methods correctly, and two were unable to match any of the methods. This indicates that students were relatively unfamiliar with retention rates of each of the methods.

Questions 2 through 20 asked students to rate their beliefs or values based on a rating scale. Students rated their responses from 0 to 4 indicating their response to the question. Each response is associated with a point value: 0 = 1 point, 1 = 2 points, 2 = 3 points, 3 = 4 points and 4 = 5 points. Question 2 through 7 asked students to rate a statement in relation to the seven teaching methods. Each method will receive a composite total. Questions 8 through 20 are single questions. Scores for each question have the possibility to range from 12 to 60, unless all students did not answer the question. These exceptions will be pointed out when discussing the results of that question.

Question 2 asked students to consider their total educational experience (Kindergarten to the present), reflect on the amount of exposure to each of the seven teaching methods, and rate that exposure from 0 to 4 (0 = no exposure and 4 = considerable exposure). Students rated "practice by doing" with a score of 50, "lecture" and "reading" with a score of 48, "audio visual" and "discussion group" with a score of 47, "demonstration" with a score of 43, and "teaching others" with a score of 42.

Question 3 asked students to describe their preference for receiving college level instruction via each of the seven teaching methods (0 = "I don't like it at all." And 4 = "I like it the most.")). Students rated "practice by doing" the highest with a score of 51, "teaching others" with a score of 50, "audio visual" with a score of 47, "demonstration" with a score of 46, "lecture" with a score of 37, "discussion group" with a score of 36, and "reading" with a score of 31.

Question 4 asked students if they were presented with the chance to teach another college student, small-group, or class, what would be the likelihood that they would use each of the seven methods (0 = "I might use this method." And 4 = I definitely would use this method."). Students rated "practice by doing" the highest with a score of 53, "teaching others" with a score of 51, "demonstration" and "audio visual" with a score of 50, "discussion group" with a score of 42, "lecture" with a score of 36, and "reading" with a score of 34.

Question 5 asked students to represent how comprehensive their understanding is regarding implementation of the seven teaching methods (0 = "I have no idea." and 4 = "I have a strong understanding."). Students rated "practice by doing" the highest with a score of 50, "demonstration" with a score of 48, "teaching others" with a score of 47, "audio visual" and "reading" with a score of 46, and "discussion group" and "lecture" with a score of 45.

Question 6 asked students to describe their belief regarding the amount of work it would take as an educator if they used the each of the seven teaching methods when organizing and implementing instruction (0 = "very little work" and 4 = "quite a lot of work"). Students rated "practice by doing" the highest with a score of 48, "teaching others" with a score of 46, "demonstration" with a score of 43, "lecture" with a score of 41, "discussion group" with a score of 34, "audio visual" with a score of 31, and "reading" with a score of 28. It should be noted that "demonstration" with a score of 43 and "discussion group" with a score of 34 were not rated by one participant thus lowering those scores a possible 1 to 5 points.

Question 7 asked students to describe their belief regarding the amount of information that their students would retain when being taught by the seven methods (0 = "not much of the information" and 4 = "most of the information"). Students rated "practice by doing" the highest with a score of 55, "demonstration" with a score of 50, "teaching others" with a score of 43, "audio visual" with a score of 39, "discussion group" with a score of 38, and "lecture" and "reading" with a score of 31.

Question 8 asked students about the degree to which they have participated in a class where they have taken on the role of student teacher. Four students strongly agreed, one student agreed, three students were unsure, one student disagreed and three students strongly disagreed. Question 9 asked students about the degree to which they like participating in a class as a student teacher. Four students strongly agreed, 2 students agreed, three were unsure, and three strongly disagreed. Question 10 asked students about the degree to which they believe they retain more information about a subject being taught when they assume the role of student teacher. Four students strongly agreed, five students agreed, and three students strongly disagreed. Question 11 asked students about the degree to which they understand how to implement various teaching methods in the role of student teacher. One student strongly agreed, four students agreed, two students were unsure, two students disagreed, and three students strongly disagreed. Question 12 asked students about the degree to which they believe taking on the role of student teacher would be more work for them than learning by another teaching method. Three students strongly agreed, two students agreed,

one student was unsure, one student disagreed and five students strongly disagreed. Question 13 asked students about the degree to which they are confident that they could be a good student teacher. Six students strongly agreed, three students agreed, and three were undecided. Question 14 asked students about the degree to which they have been in a class where they have been instructed by a student teacher. Five students strongly agreed, two students agreed, two students were unsure, one student disagreed and two students strongly disagreed. Question 15 asked students about the degree to which they like participating in class as a student with another student acting as student teacher. One student strongly agreed, four students agreed, four students were unsure, two students strongly disagreed and one student abstained from answering. Question 16 asked students about the degree to which they believe they can retain more information about a subject being taught when instructed by a student teacher with the class teacher acting as facilitator to make sure the correct information is taught. Two students strongly agreed, two students agreed, five students were unsure, two students disagreed and one student strongly disagreed. Question 17 asked students about the degree to which they believe a student teacher would speak to them in terms they would be more likely to understand. One student strongly agreed, four students agreed, three students were unsure, three students disagreed and one student strongly disagreed. Question 18 asked students about the degree to which they believe being taught by a student teacher would require more work for them than learning by another teaching method. Two students strongly agreed, two students agreed, three students were unsure, two students

disagreed, and three students strongly disagreed. Question 19 asked students the degree to which they would expect that their professor would help to guide a student teacher in presenting a subject to make sure that correct and needed information was taught. Five students strongly agreed, four students agreed, and three were unsure. Question 20 asked students about the degree to which they believe it would be beneficial for an education major to act as a student teacher in an environment where they receive support and guidance regarding what they will be expected to teach. Four students strongly agreed, four students agreed, one student was unsure, one student disagreed and two students strongly disagreed.

Results from the teaching methods pretest indicated the following:

- Students demonstrated little to no comprehension of teaching-method retention rates.
- Students expressed “teaching others” to be the teaching method that had received the least amount of instructional time.
- Students expressed a preference for “practice by doing” and “teaching others” when receiving college level instruction.
- Students expressed a relatively strong understanding for each of the seven teaching methods but were unsure how to implement them as a student teacher.
- Students expressed confidence in their ability to be a good student teacher.
- “Practice by doing” is consistently the most favored teaching method and “reading” is the least.

Women Troubadours Pretest

The women troubadours pretest is divided up into three categories.

Category one asked students six questions related to historical background.

Question topics include: from whom the women troubadours developed their style, during which period they composed, of what social group they belonged, what laws had possible influence on their emergence, what historical events contributed to their emergence, and how women were regarded during the medieval period. Category two asked students six questions that compare and contrast women troubadours to their male counterparts. Question topics include: the language they used, names of women troubadours, how their texts differed from their male counterparts' texts, where they performed, compositions they wrote, and styles of text. Category three asked students eight questions relevant to the musical composition and text and how the work was performed. Question topics include: what form was used, the correlation of syllables to notes, medieval mode, instruments of the period, and the development and configuration of mensural notation.

Results from the women troubadours pretest demonstrated partial knowledge in all three categories. Out of the twenty questions, three students answered six questions correctly, four students answered seven questions correctly, two students answered eight questions correctly, one student answered nine questions correctly and two students answered ten questions correctly. Students demonstrated a need for more instruction in all three categories. Figure

1 below identifies how many students answered each question on the women troubadours pretest correctly.

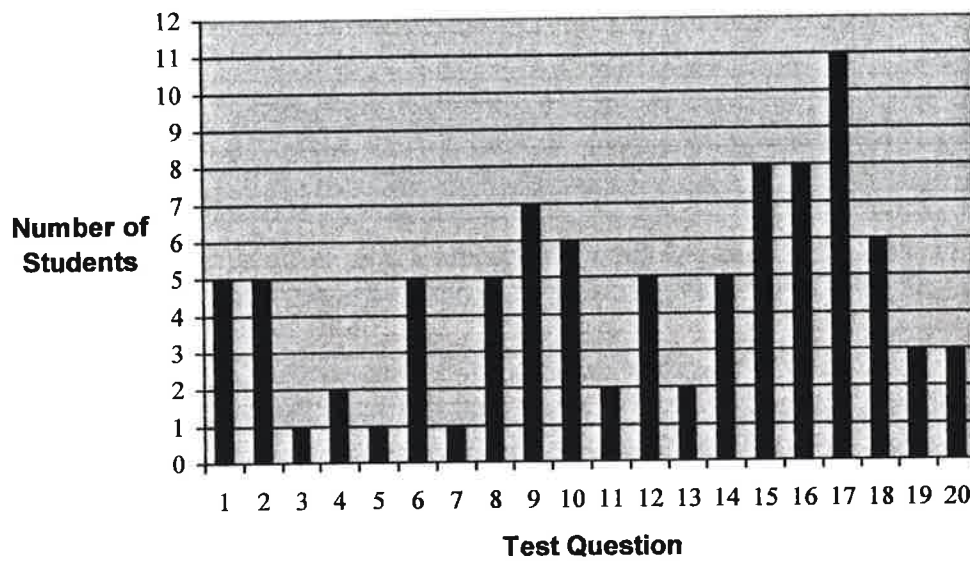


Figure 1 – Women Troubadours Pretest Results – Correct Answers per Question

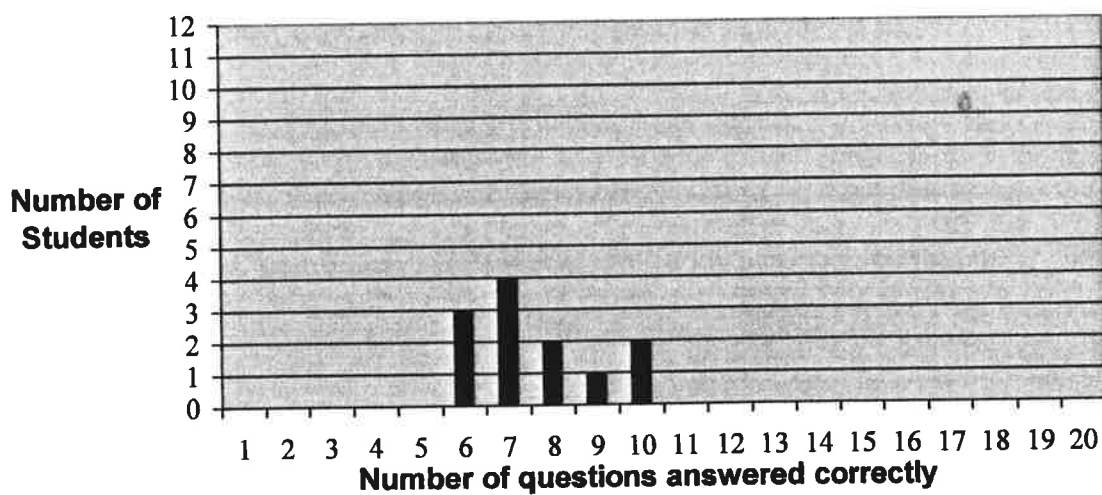


Figure 2 – Women Troubadours Pretest Results – Correct Answers per Student

IMPLEMENTATION OF THE PEER TUTORING STUDY IN A UNCP MUSIC HISTORY CLASS

Description of the Process

Implementation of the peer tutoring research had four separate phases: pretest, instructional, peer tutoring and posttest. The study group, comprised of twelve students in the Spring 2006 semester music history and literature class at UNCP, participated in each of the four phases. The study group consisted of four males and eight females, three at the sophomore level of their studies, seven at the junior, and two at the senior. Ten of the students are music education majors and two are not.

The Pretest Phase

In the pretest phase, students met with the writer. Teaching-methodology pretests were assigned random numbers. Student's names appeared on women-troubadour pretests. Each time that the pretests were administered, the writer informed each participant that answers from the pretest were only for the purpose of gathering and comparing data. Their current knowledge, opinion, or attitude toward specific information was what was most important to the project in which they were participating. As each student finished, the pretests were collected and students were asked to sign their names by a number that corresponded with their teaching-methods pretest. After all twelve pretests were administered, data from each was compiled. The writer then developed material to meet needs implied by that data to use in the instructional phase of the study.

The Instructional Phase

The instructional phase was composed of three sections: section one - explaining the peer tutoring assignment in which students would be participating, section two - a presentation on women troubadours, and section three - a presentation on teaching methodology. The writer met with the study group during one of the music history and literature classes. The meeting lasted forty-five minutes. The writer made use of a PowerPoint program (Appendix M) designed to cover all three sections throughout the instructional phase. Each participant received a folder providing material for review of each section of the instructional presentation and for preparation of the peer tutoring phase.

Materials included the text, *The Women Troubadours*, by Meg Bogin and:

- A peer tutoring assignment sheet which covered contact information, general description, objectives, research/presentation topics, peer tutoring assignment, grading, a presentation evaluation form (Appendix K), and online sources (Appendix F).
- A teaching methods handbook discussing the seven teaching methods found in "The Learning Pyramid," including a description of how they are used and the advantages and disadvantages of each method (Appendix G).
- A copy of the women-troubadours pretest with notations on where information for each question could be found (Appendix E).
- A copy of a PowerPoint slide presentation on teaching methods and women troubadours (Appendix M).

- An analysis of a composition created by the woman troubadour Beatriz de Dia (Appendix H).
- A notated version of the same piece (Appendix I).
- A handout on medieval mode and notation (Appendix J).

During section one of the instructional presentation, the writer gave a brief explanation of the thesis project. The writer then guided the participants' attention to the peer tutoring assignment sheet and continued with a discussion regarding the students' involvement. Peer-tutoring assignments were developed to replicate the process a teacher implements when planning a lesson. Each group was responsible for researching the assigned topic and developing a lesson to present to the class. Ten criteria for evaluation of the presentation were given as guidelines for developing each presentation. Groups were expected to develop handouts for their tutees to supplement their presentation. Each member of the group was to act as a tutor during some point of the presentation and the presentations were limited to fifteen minutes. After covering the assignment, students were then asked to divide up into three groups by placing their names under one of three topics. The three topics were the historical/social context of women troubadours, women troubadours in comparison/contrast to male troubadours, and the poetry and music of women troubadours. Four students chose historical/social context, three students chose comparison/contrast, and five students chose poetry and music. Students were then asked to move into the peer tutoring groups in which they would be working for the second section of the presentation.

During section two, the writer introduced the topic of women troubadours. The writer made use of the PowerPoint presentation while also referencing the corresponding handouts that each student possessed. The writer presented educational instruction regarding the three peer-tutor topics and explained how the women troubadour pretest was divided up by these three topics. During this section students listened to "A Chantar," a musical selection written by the woman troubadour Beatriz de Dia. The writer directed the participants' attention to the written analysis and notated version and discussed both.

During section three of the instructional phase, the writer presented educational instruction on teaching methods. Participants viewed the PowerPoint slides while referencing the teaching methods handbook which they were provided. The writer covered the Learning Pyramid, each of the seven teaching methods, and Bloom's Taxonomy. The writer asked students to give examples of how they might use each teaching method in their peer tutoring groups. The writer gave examples of several of the methods by making reference to the various ways the students had received instruction so far during the presentation. The writer then reviewed information that had been covered during the instructional phase and answered student questions. Students were then given time to start working on their peer tutoring assignments. Groups were expected to meet and work on their projects outside of class. However, the writer met with the participants for an hour during a planning period the following week. Groups reported on their progress, and utilized the rest of the period to work on their projects. The writer offered any assistance to them that they might need.

The Peer Tutoring Phase

Two weeks following the instructional phase, peer tutoring groups met for seventy-five minutes to present their projects to the rest of the class. Each presentation was video taped. Presentations were limited to fifteen minutes.

The "poetry and music of women troubadours" was the first group to give its presentation. Each member of the group presented information regarding his/her topic to the class. A PowerPoint presentation was used throughout the presentation. The group developed a handout that was given to each of the tutees to use during part of the presentation. Tutors conducted a class participation activity in which the tutees sang a section of music written by a woman troubadour. The group was well prepared, spoke clearly, demonstrated enthusiasm, worked well together, and moved at a steady pace. The group did not cover all of the questions on the women troubadours pretest that corresponded to their topic. A review was conducted through a question/answer segment. The group incorporated in their presentation the teaching methods: lecture, reading, audio visual, demonstration, and discussion.

"Historical/social context of women troubadours" was the next group to give their presentation. Each member of the group presented information regarding his/her topic to the class. A PowerPoint presentation was used throughout the presentation. The group developed a handout that was given to each of the tutees to use during part of the presentation. To review, tutors conducted a class participation activity in the form of a game in which teams competed against each other to answer questions regarding the material the group

had covered. The group was well prepared and worked well together. Most of the members demonstrated enthusiasm and spoke clearly. The presentation moved at a steady pace with a few awkward moments. The group did not cover all of the questions on the pretest that corresponded to their topic. The group incorporated in their presentation the teaching methods: lecture, reading, audio visual, and discussion.

"Compare/contrast women troubadours to male troubadours" was the final group to give their presentation. Two out of the three members of the group presented information regarding their topic. One of these students was prepared, one of them was not. The student that was prepared utilized a visual aid while instructing the class. The student who was not prepared played Beatriz de Dia's "A Chantar," but no connection was made to the purpose of instruction. There was no evidence that the third member of the group had contributed any input into the presentation. The student who was prepared spoke clearly and demonstrated enthusiasm at times and at other times seemed embarrassed. The group did not cover all of the questions on the women troubadours pretest that corresponded to their topic. Group members apologized and gave excuses for their presentation. The group incorporated in their presentation the teaching methods: lecture and audio visual.

After each presentation, the writer and each of the tutees filled out a presentation evaluation form (Appendix K). The writer collected the forms and totaled each group's score. The writer then utilized the video tape and score compilations to develop feedback letters for each of the participants. Each letter

contained three sections. The first section reported observations on class performance as a whole and was documented on each student's feedback report. The second section reported observations on group performance as a whole. Students received only comments for their group. The third section reported observations on individual performance. Only comments regarding their participation were listed in this section (Appendix L). A copy of the scores was given to the class professor who agreed to give students credit for their participation in the peer-tutoring project.

The Posttest Phase

Two weeks after the presentation, posttests were given on teaching methods and women troubadours. The women troubadours posttest was the same as the pretest. The teaching methods posttest contained the same twenty questions found on the pretest but included fifteen new questions. These questions were aimed specifically at the participants' experiences with the project and values and the beliefs that they expressed. Teaching-methodology pretests were numbered one through twelve. Ten of the students met with the writer during a planning period to take the posttest. Students were assigned numbers by the order in which they came. Students' names appeared on women troubadour pretests. The writer was unable to coordinate a time to meet with the two remaining students. The instructor of the music history and literature class administered the posttests to the remaining students the following week. As each student finished, the pretests were collected and students were asked to sign their

names by a number that corresponded with their teaching methods pretest. After all twelve pretests were administered, data from each was compiled.

6

POSTTEST OF TEACHING METHODS AND WOMEN TROUBADOURS

Teaching Methods Posttest

The teaching methods posttest contained the same twenty questions found on the pretest and an additional fifteen questions. Questions 21 through 33 were based on the same rating scale as previous questions. Question 34 and 35 were open-ended questions. These questions were aimed specifically at the participants' understanding of the project, how they approached it, how they worked within their group, how competent the writer was in conducting the project, and possible complaints or recommendations the students might express.

The first question on the teaching methods pretest asks students to match each of the seven teaching methods from the Learning Pyramid to its corresponding retention rate. In response to Question 1, one student matched seven of the seven methods correctly, two students matched five of the methods correctly, four students matched three of the methods correctly, two students matched two of the methods correctly and three students matched one of the methods correctly.

Questions 2 through 30 ask students to rate their beliefs or values based on a rating scale. Students rate their responses from 0 to 4 indicating their response to the question. Each response is associated with a point value: 0 = 1 point, 1 = 2 points, 2 = 3 points, 3 = 4 points and 4 = 5 points. Questions 2 through 7 ask students to rate a question in relation to the seven teaching methods. Each method received a composite total. Questions 8 through 30 are single questions

and received individual scores. Scores for each question have the possibility of a range from 12 to 60.

Question 2 asked students to consider their total educational experience (Kindergarten to the present), reflect on the amount of exposure to each of the seven teaching methods, and rate that exposure from 0 to 4 (0 = "no exposure and 4 = "considerable exposure"). Students rated reading with a score of 54, "lecture" with a score of 52, "practice by doing" with a score of 50, "discussion group" and "audio visual" with scores of 45, "demonstration" with a score of 44, and "teaching others" with a score of 37.

Question 3 asked students to describe their preference for receiving college level instruction via each of the seven teaching methods (0 = "I don't like it at all." and 4 = "I like it the most.")). Students rated "practice by doing" the highest with a score of 52, "demonstration" with a score of 51, "audio visual" with a score of 49, "teaching others" and "discussion group" with scores of 46, "reading" with a score of 38, and "lecture" with a score of 37.

Question 4 asked students if they were presented with the chance to teach another college student, small group or class, what would be the likelihood that they would use each of the seven methods (0 = "I might use this method." and 4 = "I definitely would use this method.")). Students rated "practice by doing" the highest with a score of 53, "teaching others" with a score of 51, "demonstration" and "audio visual" with scores of 50, "discussion group" with a score of 42, "lecture" with a score of 36, and "reading" with a score of 34.

Question 5 asked students to represent how comprehensive their understanding is regarding implementation of the seven teaching methods (0 = "I have no idea." and 4 = "I have a strong understanding."). Students rated "practice by doing" and "demonstration" the highest with scores of 54, "discussion group" and "audio visual" with scores of 47, "teaching others" with a score of 46, "reading" with a score of 42, and "lecture" with a score of 40.

Question 6 asked students to describe their belief regarding the amount of work it would take as an educator if they used each of the seven teaching methods when organizing and implementing instruction (0 = "very little work" and 4 = "quite a lot of work"). Students rated "lecture" the highest with a score of 50, "demonstration" with a score of 47, "teaching others" with a score of 44, "practice by doing" and "audio visual" with scores of 43, "discussion group" with a score of 42, and "reading" with a score of 31.

Question 7 asked students to describe their belief regarding the amount of information that their students would retain when being taught by the seven methods (0 = "not much of the information" and 4 = "most of the information"). Students rated "practice by doing" the highest with a score of 54, "teaching others" with a score of 52, "discussion group" with a score of 51, "demonstration" with a score of 48, "audio visual" with a score of 42, "lecture" with a score of 38, and "reading" with a score of 37.

Question 8 asked students if they have participated in a class where they have taken on the role of student teacher. Six students strongly agreed, five students agreed, and one student was unsure. Question 9 asked students if they

like participating in a class as a student teacher. Four students strongly agreed, four students agreed, three were unsure, and one strongly disagreed. Question 10 asked students if they believe they retain more information about a subject being taught when they assume the role of student teacher. Four students strongly agreed, six students agreed, one student was undecided and one student strongly disagreed. Question 11 asked students if they understand how to implement various teaching methods in the role of student teacher. Five students strongly agreed, three students agreed, two students were unsure, and two students disagreed. Question 12 asked students if they believe taking on the role of student teacher would be more work for them than learning by another teaching method. Four students strongly agreed, three students agreed, one student was unsure, three students disagreed and one student strongly disagreed. Question 13 asked students if they are confident that they could be a good student teacher. Seven students strongly agreed, and five students agreed. Question 14 asked students if they have been in a class where they have been instructed by a student teacher. Five students strongly agreed, four students agreed, two students were unsure, and one student strongly disagreed. Question 15 asked students if they like participating in class as a student with another student acting as student teacher. Two students strongly agreed, six students agreed, three students were unsure, and one student strongly disagreed. Question 16 asked students if they believe they can retain more information about a subject being taught when instructed by a student teacher with the class teacher acting as facilitator to make sure the correct information is taught. Two students strongly agreed, three students agreed, six

students were unsure, and one student strongly disagreed. Question 17 asked students if they believe a student teacher would speak to them in terms they would be more likely to understand. Two students strongly agreed, five students agreed, three students were unsure, and two students disagreed. Question 18 asked students if they believe being taught by a student teacher would require more work for them than learning by another teaching method. Three students strongly agreed, two students agreed, four students were unsure, two students disagreed, and one student strongly disagreed. Question 19 asked students if they would expect that their professor would help to guide a student teacher in presenting a subject to make sure that correct and needed information was taught. Eight students strongly agreed, two students agreed, one student was unsure and one student disagreed. Question 20 asked students if they believe it would be beneficial for an education major to act as a student teacher in an environment where they receive support and guidance regarding what they will be expected to teach. Seven students strongly agreed, three students agreed, one student was unsure, and one student disagreed.

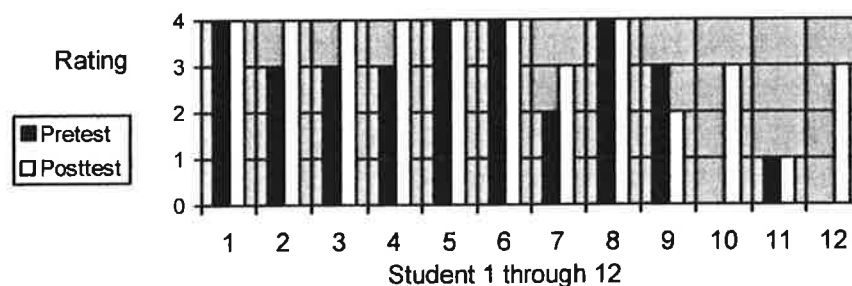


Figure 3 – Pretest/Posttest Question 20

Question 21 asked students: “As an education major, I believe that it would be very beneficial for me to act as a student teacher in an environment

where I receive support and guidance regarding what I will be expected to teach.”

Figure 3 reports student answers from the pretest to the posttest. The results show a growth in the value of peer tutoring. The bar graph demonstrates that four students strongly agreed with the statement from pretest to posttest. Three students moved from agree to strongly agree. Two students answered strongly disagree on the pretest and then changed to agree on the posttest. One student gave a neutral answer on the pretest then moved to agree on the posttest. One student disagreed on both pretest and posttest. One student agreed on the pretest then moved to neutral on the posttest. The student who’s answer remained disagree is a non music education major. (What effect this might have had on the study is discussed in the conclusion.)

Question 22 asked students if they gave the peer tutoring project their best effort. Four students strongly agreed, four students agreed, two were unsure, and two disagreed. Question 23 asked students if they were confused about what was expected of them regarding their participation in the peer tutoring assignment. One student agreed, two students were unsure, five students disagreed and four students strongly disagreed.

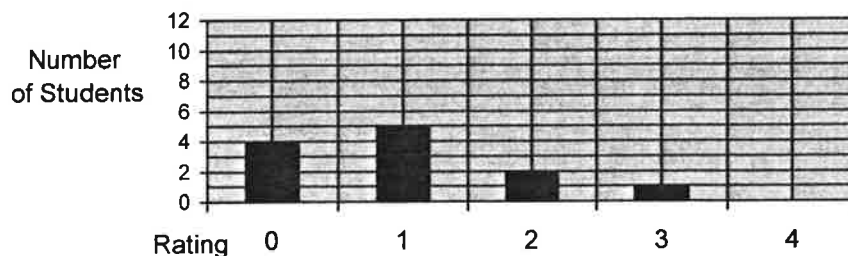


Figure 4 – Posttest Question 23

Question 23 was intentionally a “reverse psychology” question to make sure that students did not simply check answers down one side of the page. Results from Figure 4 demonstrate that the majority of students understood what was expected of them regarding the peer tutoring assignment. The two students who gave a neutral answer and the one student who disagreed are discussed in the conclusion of this paper.

Question 24 asked students if they felt the writer gave a thorough explanation of the peer tutoring project. Seven students strongly agreed, three students agreed, and two students were unsure. Question 25 asked students if they felt their group worked well together. Five students strongly agreed, three students agreed, one student was unsure, one student disagreed and two students strongly disagreed. Question 26 asked students if they felt the peer tutoring unit gave them a comprehensive understanding of women troubadours. Five students strongly agreed, two students agreed, three students were unsure, and two students disagreed. Question 27 asked students if they believed it was a good experience for them to practice using teaching skills. Four students strongly agreed, four students agreed, three were unsure and one disagreed. Question 28 asked students if they believed they had a greater understanding of teaching methods after working with the peer tutoring unit. Four students strongly agreed, three students agreed, four students were unsure and one student disagreed. Question 29 asked students if they believe the materials given to the class to conduct the peer tutoring project were helpful. Eight students strongly agreed, two students agreed, and two students were unsure. Question 30 asked students if they believe

peer tutoring is a valuable experience. Seven students strongly agreed, three students agreed and two were unsure.

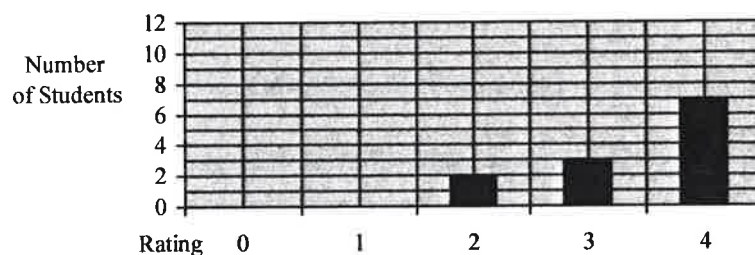


Figure 5 – Posttest Question 30

Results from question thirty demonstrate 75% of the students agreed or strongly agreed and 25% of the students were neutral.

Question 31 asked students if they liked learning using the peer tutoring method. Four students strongly agreed, two students agreed, four were unsure and two disagreed. Question 32 asked students if they believed peer tutoring gave them the chance to explore areas of a topic that they were interested in. Three students strongly agreed, two students agreed, three students were unsure and four students disagreed. Question 33 asked students if the peer tutoring project had set aside more class time for students to meet and plan their presentation, would they be interested in learning more often using the teaching method peer tutoring. Three students strongly agreed, three students agreed, four students were unsure and two students disagreed. Question 34 asked students to list any complaints they had with the peer tutoring project. Students listed the following:

- My group did not cooperate well at all. They did not want to participate. There was no way I could do it by myself.
- Not enough time for us to meet together with different schedules.

- Time conflicts.
- My group was tacky.

Question 35 asked students to list any recommendations they had for improving the peer tutoring project. Students listed the following:

- Group students according to different personality types.
- Longer time to prepare projects.
- Make presentations individual instead of group.
- Appoint people to certain groups so the work can be evenly distributed.
- Require PowerPoint presentations.

Answers for Questions 1 through 20 of the posttest were compared to the pretest. Over-all, general findings are:

- Participants demonstrated stronger convictions in their answers with more students answering disagree and strongly disagree.
- Participants demonstrated a reevaluation of their prior experience with each of the seven teaching methods. Table 1 below demonstrates the relative amount of exposure students cited from pretest to posttest.

Table 1 – Pretest/Posttest Results of Question 2

Pretest – Highest to lowest amount of prior exposure.		Posttest – Highest to lowest amount of prior exposure	
Practice by Doing	50 points	Reading	54 points
Lecture	48 points	Lecture	52 points
Reading	48 points	Practice by Doing	50 points
Discussion Group	47 points	Discussion Group	45 points
Audio Visual	47 points	Audio Visual	45 points
Demonstration	43 points	Demonstration	44 points
Teaching Others	42 points	Teaching Others	37 points

- Participants expressed a change in belief regarding the amount of information students would retain when learning through peer tutoring. The pretest score was 43 out of 60 possible points; the posttest score, 52 out of 60 possible points.
- Participants expressed a significant change in their belief regarding understanding how to implement various teaching methods through the role of student teacher. The pretest score was 34 out of 60 points; the posttest score, 47 out of 60 points.

Findings for questions 21 through 33 are:

- Participants expressed a strong belief in gaining a comprehensive understanding of a subject they are studying as evidenced by Question 21 with four students answering agree and eight students answering strongly agree. Posttest score was 56 out of 60 points.
- Participants expressed a strong belief that the peer tutoring assignment gave them a comprehensive understanding of women troubadours as evidenced by Question 26 with five students answering strongly agree, two students answering agree, three students answering neutral and two students answering disagree. Posttest score was 46 out of 60
- Participants expressed a strong belief that peer tutoring is a valuable experience. (See Figure 5.)

Women Troubadours Posttest

Results from the women troubadours posttest demonstrated a gain in knowledge for each student. Out of the twenty questions, one student answered fifteen questions correctly, one student answered fourteen questions correctly, four students answered thirteen questions correctly, one student answered twelve questions correctly, four students answered eleven questions correctly and one student answered 10 questions correctly. Students demonstrated an improvement from pretest to posttest. One student achieved a one point gain. Two students achieved a two point gain. Two students achieved a four point gain. Two students achieved a five point gain. Three students achieved a six point gain. One student achieved a seven point gain and one student achieved an eight point gain.

The women troubadours pretest and posttest was divided up into three sections. Section one was made up of Questions 1 through 6 (historical/social context). Section two was made up of Questions 7 through 12 (compare/contrast male and female troubadours). Section three was made up of Questions 13 through 20 (poetry and music). Figure 5 below demonstrates the growth in each of these sections.

Section one demonstrates considerable growth. One question received five correct answers on the pretest and then six correct answers on the posttest, demonstrating a one point gain. One question received one correct answer on the pretest and then three correct answers on the posttest, demonstrating a 2 point gain. One question received five correct answers on the pretest and then nine

correct answers on the posttest, demonstrating a 4 point gain. One question received two correct answers on the pretest and then nine correct answers on the posttest, demonstrating a 7 point gain. One question received one correct answer on the pretest and then twelve correct answers on the posttest, demonstrating an 11 point gain. One question received five correct answers on the pretest and then five correct answers on the posttest, demonstrating no gain. A 25 point gain appears in section one.

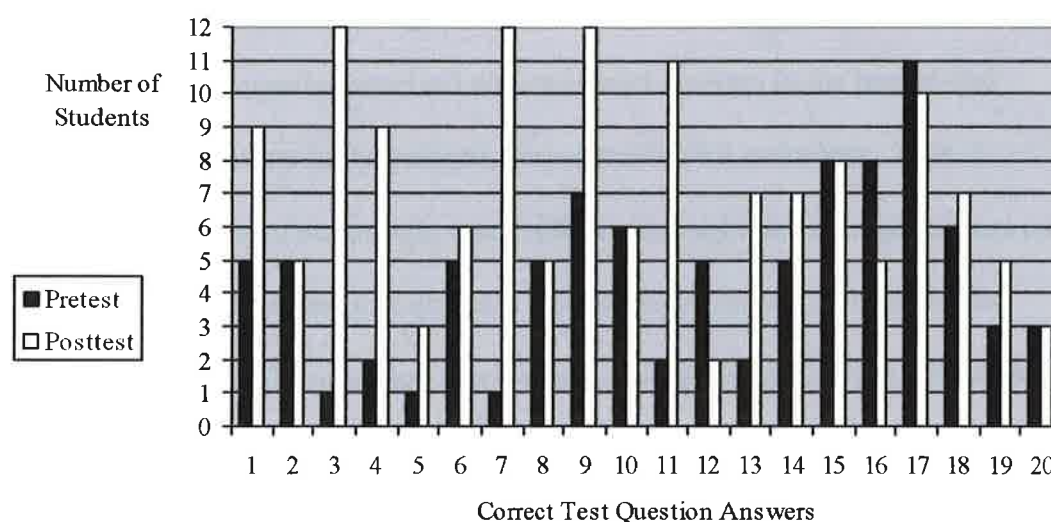


Figure 6 - Women Troubadours Pretest/Posttest Results

Section two demonstrated a smaller gain than section one. One question received five correct answers on the pretest and then two correct answers on the posttest, demonstrating a decrease of 3 points. One question received five correct answers on the pretest and then five correct answers on the posttest, demonstrating no gain. One question received six correct answers on the pretest and then six correct answers on the posttest, demonstrating no gain. One question received seven correct answers on the pretest and then twelve correct answers on

the posttest, demonstrating a 5 point gain. One question received two correct answer on the pretest and then eleven correct answers on the posttest, demonstrating a 9 point gain. One question received one correct answer on the pretest and then twelve correct answers on the posttest, demonstrating an 11 point gain. A 22 point gain appears in section two.

Section three demonstrated the least amount of gain. Two questions demonstrated a decrease in correct answers; one question received eight correct answers in the pretest and then five correct answers in the posttest, demonstrating a 3 point loss. One question received eleven correct answers in the pretest and then ten correct answers in the posttest, demonstrating a 1 point loss. Two questions demonstrated no growth; one question received three correct answers on the pretest and posttest; and one question received eight correct answers on the pretest and posttest. One question received six correct answers on the pretest and then seven correct answers on the posttest, demonstrating a 1 point gain. Two questions received a 2 point gain; one question received three correct answers on the pretest and five correct answers on the posttest and one question received five correct answers on the pretest and then seven correct answers on the posttest. One question received two correct answers on the pretest and then seven correct answers on the posttest, demonstrating a gain of 5 points. A 6 point gain appears in section three.

CONCLUSION

The current study identified the prior knowledge, values and beliefs of students and compared them to knowledge, values, and beliefs that the study population expressed after participating in a peer tutoring learning unit. Research has documented many benefits of peer tutoring for student learning and comprehension. The current study investigated how students in an undergraduate-level music history and literature course would respond before and after participating in peer tutoring.

In considering this study, a few methodological limitations should be noted. First, the current study was based on only one institution and the sample size was small. Participants were selected from a class that was available for the study. The sample is considered a "nonprobability sampling" and can not be generalized to a larger target population. No statistically significant findings can be made. However, the data can be viewed in and of itself as an in-depth description of various aspects of a complex educational process broken down into segregated parts. This assists in the teaching and learning of discrete instructional skills. Five different questions were left unanswered in the teaching methods pretest by one person. With only twelve students making up the population, one missing answer can skew the results considerably. This has an effect on considering questions in the pretest as a whole as well as on comparing them to the posttest.

Second, participation was not voluntary. Three of the twelve students demonstrated a lack of willingness to participate in the project. On two different

occasions, one student voiced complaints to the writer about the extra work required besides that of normal class work. The other two students failed to contribute anything to their group's presentation.

Third, because the study took place in another teacher's class, the amount of time students had to work in their groups was limited. If the study had been conducted in the writer's class, additional time would have been allotted for students to work on their project. Participants had to do most of the preparation outside of class.

Fourth, the study included ten students who were music education majors and two students who were liberal arts majors. One of these two students expressed to the writer the uselessness of studying teaching since they were not majoring in education. This and the fact that the sample group was a mixture of education and non-education majors may explain some of the irregularities in posttest answers.

RECOMMENDATIONS

In conclusion, the results of the study demonstrate that a majority of the students, ten of twelve, agreed or strongly agreed that acting as student teacher would be very beneficial for them. This would occur in an environment where they received support and guidance. All of the students agreed or strongly agreed that they could be a good student teacher. The writer believes that further study of the same participants in a year's time might reveal more information about retention of the topic they studied (women troubadours) as well as teaching methods. Other areas of study that the writer would suggest are skills that students who participate in peer tutoring recommend. This might include preparing a lesson, researching a lesson, or choosing a teaching method that best matches a lesson's content. Research extending this study on a larger scale would also be recommended.

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FIGURES

Figure 1 – Women Troubadours Pretest Results – Correct Answers per Question

Figure 2 – Women Troubadours Pretest Results – Correct Answers per Student

Figure 3 – Pretest/Posttest Question 20

Figure 4 – Posttest Question 23

Figure 4 – Posttest Question 30

Figure 5 - Women Troubadours Pretest/Posttest Results: Correct Answers Per
Question

TABLE

Table 1 – Pretest/Posttest Results of Question 2

Appendix A
Teaching Methods Pretest

Teaching Method Pretest

Instructions

The following questions are only for the purpose of gathering and comparing data. Your current knowledge, opinion, or attitude toward specific information is what is most important to this project. Thank you for taking the time to read each question and answer to the best of your ability.

(Circle each of the following that describes you)

Sex: M F

Class: Freshman – less than 30 hours
Sophomore – 30 to 59 hours
Junior – 60 to 89 hours
Senior – 90 hours to graduation

I am a music education major. Yes No

(Check the following classes you have completed or are currently taking)

_____ EDN 302 Foundations of Education

_____ MUS 420 Secondary Instrumental Music Methods

_____ MUS 400 Elementary Music Methods

_____ MUS 405 Secondary General and Choral Music Ed. Methods

_____ EDN 304 Curriculum in Elementary School

_____ EDN 350 Educational Psychology

_____ EDN 400 Methods of Teaching in the Secondary School

- 1) Studies show that students' retention of (more or less) information depends on the type of instruction that they receive. Place the reference letter from Diagram B in the section of the Learning Pyramid (Diagram A) that you believe corresponds with a particular retention rate of learning.

Diagram A

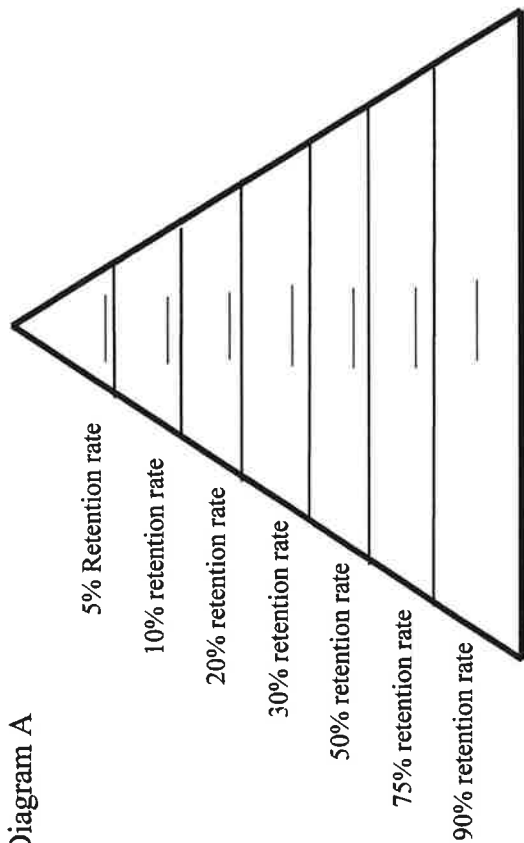


Diagram B

Ref. Letter	Teaching Method
A	Practice By Doing
B	Discussion Group
C	Demonstration
D	Teaching Others
E	Audio Visual
F	Lecture
G	Reading

- 2) Consider your total educational experience (Kindergarten to the present). Reflect on the amount of exposure you have had to each teaching method. Fill in the oval that best describes your exposure to each teaching method (0 being no exposure / 4 being considerable exposure).

Practice By Doing	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Discussion Group	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Demonstration	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Teaching Others	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Audio Visual	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Lecture	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Reading	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

- 3) Fill in the oval that best describes your preference for receiving college level instruction by the following methods (0 being "I don't like it at all / 4 being "I like it the most").

Practice By Doing	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Discussion Group	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Demonstration	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Teaching Others	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Audio Visual	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Lecture	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Reading	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

- 4) If you were presented with the chance to teach another college student, small group or class, what would be the likelihood that you would use each of the following methods? Fill in the oval that best describes your belief (0 being "I might use this method." / 4 being "I definitely would use this method").

Practice By Doing	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Discussion Group	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Demonstration	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Teaching Others	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Audio Visual	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Lecture	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Reading	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4

- 5) Fill in the oval that best represents how comprehensive your understanding is of the following teaching methods (0 being "I have no idea how this teaching method would be implemented regarding teaching fellow classmates." / 4 being "I have a very strong understanding of how this teaching method would be implemented regarding fellow classmates.").

Practice By Doing	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Discussion Group	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Demonstration	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Teaching Others	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Audio Visual	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Lecture	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Reading	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4

- 6) Fill in the oval that best describes your belief regarding the amount of work it would take as an educator if you use the following teaching methods when organizing and implementing instruction (0 being very little work / 4 being quite a lot of work).

Practice By Doing	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Discussion Group	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Demonstration	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Teaching Others	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Audio Visual	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Lecture	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Reading	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4

- 7) Fill in the oval that best describes your belief regarding the amount of information that your students would retain when being taught by the following methods (0 being "My fellow classmates would not retain very much information taught." / 4 being "My fellow classmates would retain most of the information taught.").

Practice By Doing	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Discussion Group	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Demonstration	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Teaching Others	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Audio Visual	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Lecture	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
Reading	<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

Learning by teaching or peer tutoring is an educational method in which a student is placed in the role of teacher (student teacher) and gives instruction to another student, small group or class. Fill in the oval below that best describes your belief (0 being strongly disagree / 4 being strongly agree).

- 8) I have participated in a class where I have taken on the role of student teacher. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 9) I like participating in a class as a student teacher. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 10) I retain more information about a subject being taught when I am in the role of student teacher teaching the subject. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 11) I understand how to implement various teaching methods in the role of student teacher. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 12) I believe taking on the role of student teacher would be more work for me than learning by another teaching method. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 13) I am confident that I could be a good student teacher. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 14) I have participated in a class where I have been instructed by a student teacher. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 15) I like participating in class as a student with another student acting as student teacher. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 16) I believe I can retain more information about a subject being taught when instructed by a student teacher with the class teacher acting as facilitator to make sure the correct information is taught. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 17) I believe a student teacher would speak to me in terms I would be more likely to understand. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 18) I believe being taught by a student teacher would require more work for me than learning by another teaching method. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 19) I would expect that my professor to help guide a student teacher in presenting a subject and making sure that the correct and needed information was taught. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 20) As an education major, I believe that it would be very beneficial for me to act as a student teacher in an environment where I receive support and guidance regarding what I will be expected to teach. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4

Appendix B
Teaching Methods Pretest Results

Teaching Method PRETEST Results

Student answers are indicated by a number followed by a "SA". Example: 4SA= Four students answered

Instructions

The following questions are only for the purpose of gathering and comparing data. Your current knowledge, opinion, or attitude toward specific information is what is most important to this project. Thank you for taking the time to read each question and answer to the best of your ability.

(Circle each of the following that describes you)

Sex: 4 SA - M 8 SA - F

Class: Freshman – less than 30 hours

Sophomore – 30 to 59 hours - 3 SA

Junior – 60 to 89 hours - 7 SA

Senior – 90 hours to graduation - 2 SA

I am a music education major. 10 SA - Yes 2 SA - No

(Check the following classes you have completed or are currently taking)

6 SA EDN 302 Foundations of Education

1 SA MUS 420 Secondary Instrumental Music Methods

2 SA MUS 400 Elementary Music Methods

_____ MUS 405 Secondary General and Choral Music Ed. Methods

_____ EDN 304 Curriculum in Elementary School

_____ EDN 350 Educational Psychology

_____ EDN 400 Methods of Teaching in the Secondary School

Question # 1 Results -

- 1 Student answered 3 sections of the pyramid correctly.
- 4 Students answered 2 sections of the pyramid correctly.
- 5 Students answered 1 section of the pyramid correctly.
- 2 Students were unable to answer any section correctly

- 1) Studies show that students' retention of (more or less) information depends on the type of instruction that they receive. Place the reference letter from Diagram B in the section of the Learning Pyramid (Diagram A) that you believe corresponds with a particular retention rate of learning.

Diagram A

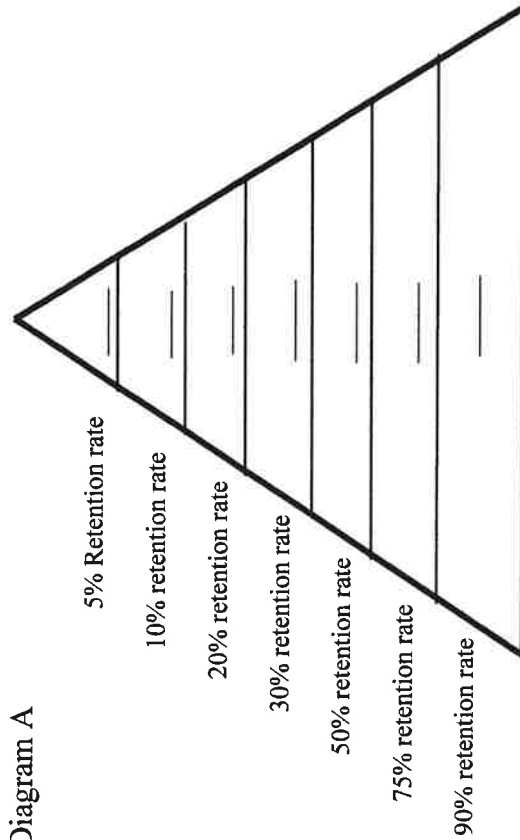


Diagram B

Ref. Letter	Teaching Method
A	Practice By Doing
B	Discussion Group
C	Demonstration
D	Teaching Others
E	Audio Visual
F	Lecture
G	Reading

- 2) Consider your total educational experience (Kindergarten to the present). Reflect on the amount of exposure you have had to each teaching method. Fill in the oval that best describes your exposure to each teaching method (0 being no exposure / 4 being considerable exposure).

TOTAL SCORES

Practice By Doing	- 0	- 1	2 SA - 2	6 SA - 3	4 SA - 4	50
Discussion Group	1 SA - 0	1 SA - 1	5 SA - 2	6 SA - 3	1 SA - 4	47
Demonstration	- 0	1 SA - 1	3 SA - 2	8 SA - 3	- 4	43
Teaching Others	- 0	1 SA - 1	5 SA - 2	5 SA - 3	1 SA - 4	42
Audio Visual	- 0	- 1	4 SA - 2	5 SA - 3	3 SA - 4	47
Lecture	1 SA - 0	2 SA - 1	- 2	2 SA - 3	7 SA - 4	48
Reading	- 0	2 SA - 1	1 SA - 2	4 SA - 3	5 SA - 4	48

- 3) Fill in the oval that best describes your preference for receiving college level instruction by the following methods (0 being "I don't like it at all / 4 being "I like it the most").

						TOTAL SCORES
Practice By Doing	- 0	1 SA - 1	1 SA - 2	4 SA - 3	6 SA - 4	51
Discussion Group	1 SA - 0	3 SA - 1	3 SA - 2	5 SA - 3	- 4	36
Demonstration	- 0	- 1	4 SA - 2	6 SA - 3	2 SA - 4	46
Teaching Others	- 0	- 1	3 SA - 2	4 SA - 3	5 SA - 4	50
Audio Visual	- 0	- 1	3 SA - 2	7 SA - 3	2 SA - 4	47
Lecture	1 SA - 0	1 SA - 1	6 SA - 2	4 SA - 3	- 4	37
Reading	1 SA - 0	5 SA - 1	5 SA - 2	- 3	1 SA - 4	31

- 4) If you were presented with the chance to teach another college student, small group or class, what would be the likelihood that you would use each of the following methods? Fill in the oval that best describes your belief (0 being "I might use this method." / 4 being "I definitely would use this method").

						TOTAL SCORES
Practice By Doing	- 0	1 SA - 1	1 SA - 2	2 SA - 3	8 SA - 4	53
Discussion Group	1 SA - 0	1 SA - 1	3 SA - 2	5 SA - 3	2 SA - 4	42
Demonstration	- 0	- 1	- 2	10 SA - 3	2 SA - 4	50
Teaching Others	- 0	- 1	4 SA - 2	1 SA - 3	7 SA - 4	51
Audio Visual	- 0	- 1	2 SA - 2	6 SA - 3	4 SA - 4	50
Lecture	1 SA - 0	2 SA - 1	6 SA - 2	2 SA - 3	1 SA - 4	36
Reading	- 0	5 SA - 1	4 SA - 2	3 SA - 3	- 4	34

- 5) Fill in the oval that best represents how comprehensive your understanding is of the following teaching methods (0 being "I have no idea how this teaching method would be implemented regarding fellow classmates." / 4 being "I have a very strong understanding of how this teaching method would be implemented regarding fellow classmates.").

						TOTAL SCORES
Practice By Doing	- 0	1 SA - 1	3 SA - 2	1 SA - 3	7 SA - 4	50
Discussion Group	1 SA - 0	1 SA - 1	2 SA - 2	4 SA - 3	4 SA - 4	45
Demonstration	- 0	1 SA - 1	2 SA - 2	5 SA - 3	4 SA - 4	48
Teaching Others	- 0	1 SA - 1	3 SA - 2	4 SA - 3	4 SA - 4	47
Audio Visual	- 0	1 SA - 1	4 SA - 2	3 SA - 3	4 SA - 4	46
Lecture	1 SA - 0	1 SA - 1	3 SA - 2	2 SA - 3	5 SA - 4	45
Reading	- 0	3 SA - 1	2 SA - 2	1 SA - 3	6 SA - 4	46

- 6) Fill in the oval that best describes your belief regarding the amount of work it would take as an educator if you use the following teaching methods when organizing and implementing instruction (0 being very little work / 4 being quite a lot of work).

TOTAL SCORES

Practice By Doing	-0	1 SA - 1	4 SA - 2	1 SA - 3	6 SA - 4	48
*Discussion Group	1 SA - 0	2 SA - 1	3 SA - 2	5 SA - 3	-4	34
*Demonstration	-0	2 SA - 1	1 SA - 2	4 SA - 3	4 SA - 4	43
Teaching Others	-0	1 SA - 1	2 SA - 2	7 SA - 3	2 SA - 4	46
Audio Visual	2 SA - 0	4 SA - 1	4 SA - 2	1 SA - 3	1 SA - 4	31
Lecture	1 SA - 0	2 SA - 1	3 SA - 2	3 SA - 3	3 SA - 4	41
Reading	4 SA - 0	3 SA - 1	3 SA - 2	1 SA - 3	1 SA - 4	28

- 7) Fill in the oval that best describes your belief regarding the amount of information that your students would retain when being taught by the following methods (0 being "My fellow classmates would not retain very much information taught." / 4 being "My fellow classmates would retain most of the information taught.").

TOTAL SCORES

Practice By Doing	-0	-1	2 SA - 2	1 SA - 3	9 SA - 4	55
*Discussion Group	1 SA - 0	1 SA - 1	1 SA - 2	8 SA - 3	-4	38
Demonstration	-0	-1	2 SA - 2	4 SA - 3	5 SA - 4	50
*Teaching Others	-0	-1	2 SA - 2	8 SA - 3	1 SA - 4	43
Audio Visual	-0	2 SA - 1	6 SA - 2	3 SA - 3	1 SA - 4	39
Lecture	2 SA - 0	2 SA - 1	7 SA - 2	1 SA - 3	-4	31
Reading	2 SA - 0	2 SA - 1	7 SA - 2	1 SA - 3	-4	31

* - One student did not fill in an answer for discussion group and demonstration leaving only 11 answers.

Learning by teaching or peer tutoring is an educational method in which a student is placed in the role of teacher (student teacher) and gives instruction to another student, small group or class. Fill in the oval below that best describes your belief (0 being strongly disagree / 4 being strongly agree).

TOTAL SCORES

8) I have participated in a class where I have taken on the role of student teacher.	3 SA - 0	1 SA - 1	3 SA - 2	1 SA - 3	4 SA - 4	38
9) I like participating in a class as a student teacher.	3 SA - 0	- 1	3 SA - 2	2 SA - 3	4 SA - 4	40
10) I retain more information about a subject being taught when I am in the role of student teacher teaching the subject.	3 SA - 0	- 1	- 2	5 SA - 3	4 SA - 4	43
11) I understand how to implement various teaching methods in the role of student teacher.	3 SA - 0	2 SA - 1	2 SA - 2	4 SA - 3	1 SA - 4	34
12) I believe taking on the role of student teacher would be more work for me than learning by another teaching method.	5 SA - 0	1 SA - 1	1 SA - 2	2 SA - 3	3 SA - 4	33
13) I am confident that I could be a good student teacher.	- 0	- 1	3 SA - 2	3 SA - 3	6 SA - 4	51
14) I have participated in a class where I have been instructed by a student teacher.	2 SA - 0	1 SA - 1	2 SA - 2	2 SA - 3	5 SA - 4	43
*15) I like participating in class as a student with another student acting as student teacher.	2 SA - 0	- 1	4 SA - 2	4 SA - 3	1 SA - 4	35
16) I believe I can retain more information about a subject being taught when instructed by a student teacher with the class teacher acting as facilitator to make sure the correct information is taught.	1 SA - 0	2 SA - 1	5 SA - 2	2 SA - 3	2 SA - 4	38
17) I believe a student teacher would speak to me in terms I would be more likely to understand.	1 SA - 0	3 SA - 1	3 SA - 2	4 SA - 3	1 SA - 4	37
18) I believe being taught by a student teacher would require more work for me than learning by another teaching method.	3 SA - 0	2 SA - 1	3 SA - 2	2 SA - 3	2 SA - 4	34
19) I would expect that my professor to help guide a student teacher in presenting a subject and making sure that the correct and needed information was taught.	- 0	- 1	3 SA - 2	4 SA - 3	5 SA - 4	50
20) As an education major, I believe that it would be very beneficial for me to act as a student teacher in an environment where I receive support and guidance regarding what I will be expected to teach.	2 SA - 0	1 SA - 1	1 SA - 2	4 SA - 3	4 SA - 4	43

* - One student did not fill in an answer for discussion group and demonstration leaving only 11 answers.

Appendix C
Women Troubadours Pretest

Instructions

Read each question and answer to the best of your ability. Scores will be used solely for the purpose of gathering and comparing data.

Check the correct answer for each of the following:

1. *Trobairitz* was a group of female performers who developed their style from:

<input type="checkbox"/> The French <i>trouvères</i>	<input type="checkbox"/> The Italian <i>troubadours</i>
<input type="checkbox"/> The French <i>troubadours</i>	<input type="checkbox"/> The English <i>troubadours</i>

2. *Trobairitz* mainly composed during which period?

<input type="checkbox"/> Early Middle Ages	<input type="checkbox"/> Late Middle Ages
<input type="checkbox"/> Early Renaissance	<input type="checkbox"/> Late Renaissance

3. *Trobairitz* were mainly:

<input type="checkbox"/> Wandering minstrels	<input type="checkbox"/> Nobility
<input type="checkbox"/> Local commoners	<input type="checkbox"/> Gypsies

4. The Justinian and Theodosian Code allowed women to:

<input type="checkbox"/> Inherit or own land	<input type="checkbox"/> Legally divorce
<input type="checkbox"/> Perform in public	<input type="checkbox"/> Fight in battle

5. The following historical events give some explanation to the appearance of women *troubadours* **except**:

<input type="checkbox"/> The Crusades	<input type="checkbox"/> Feudalism
<input type="checkbox"/> The Justinian and Theodosian Codices	<input type="checkbox"/> Pope Eugene III annulled the marriage of Eleanor of Aquitaine and King Louis VII of France

6. During the middle ages, women who failed repeatedly to give birth to sons might have all of the following happen **except**:

<input type="checkbox"/> Be placed in a convent	<input type="checkbox"/> Be rejected by husband
<input type="checkbox"/> Be sent home to parents	<input type="checkbox"/> Be beaten publicly

7. Language of the *trobairitz* and *troubadours* was called:

☐ Latin
☐ French

☐ *langa d'oc*
☐ *langue d'oïl*

8. Which of the following is considered a *trobairitz*?

☐ Beatriz de Dia
☐ Eleanor of Aquitaine

☐ Raimbaut d'Orange
☐ Pope Innocent III

9. *Trobaritz* text expressed:

☐ Worship of men
☐ Professional dedication

☐ Complex poetic vision
☐ Personal feelings

10. *Troubadours* traveled from kingdom to kingdom seeking the patronage of local nobility while *trobairitz* usually remained in one kingdom.

☐ True

☐ False

11. The only known *trobairitz* composition to survive with both text and music copied together is called:

☐ *Flos ut rosa floruit*
☐ *A chantar*

☐ *Douce dame jolie*
☐ *Non al suo amante*

12. *Troubadours* used the following when writing their poems **except**:

☐ *Midons*
☐ *Fin amour*

☐ Multiplicity of meaning
☐ First person

13. Which of the following is **not** used by *trobairitz*?

_____ Canso
_____ Chanson

_____ Tenson
_____ Trope

14. The use of 2, 3, or 4 notes to be sung for one syllable is called:

_____ Neumatic
_____ Syllabic

_____ Melismatic
_____ Dytonomatic

15. The medieval mode with a range from D to D and a reciting pitch of A is called:

_____ Dorian
_____ Hypodorian

_____ Phrygian
_____ Hypophrygian

16. In the medieval mode Lydian, the reciting pitch is:

_____ D
_____ A

_____ C
_____ B

17. The following are medieval instruments **except**:

_____ The lute
_____ The violin

_____ The harp
_____ The recorder

18. The mensural note  is called a:

_____ Semi-breve
_____ Neume

_____ Minim
_____ Longa

19. The mensural note  is called a:

_____ Breve
_____ Minim

_____ Longa
_____ Double Longa

20. By the 13th century, mensural notation had been developed principally by:

_____ Philippe de Vitry
_____ Franco of Cologne

_____ Guillaume de Machaut
_____ Jacopo da Bologna

Appendix D
Women Troubadours Pretest Results

Women Troubadours Pretest/Posttest Results

Participant #	Pretest questions answered correctly	Posttest questions answered correctly	Point Gain
1	7	11	4
2	10	11	1
3	8	15	7
4	10	12	2
5	6	14	8
6	8	13	5
7	7	13	6
8	6	11	5
9	7	13	6
10	6	10	4
11	9	10	1
12	7	13	6

Appendix E
Women Troubadours Pretest With Study Guidance

Instructions

Read each question and answer to the best of your ability. Scores will be used solely for the purpose of gathering and comparing data.

Check the correct answer for each of the following:

1. *Trobairitz* was a group of female performers who developed their style from: (Pg. 63 TWT)

<input type="checkbox"/> The French <i>trouvères</i>	<input type="checkbox"/> The Italian <i>troubadours</i>
<input type="checkbox"/> The French <i>troubadours</i>	<input type="checkbox"/> The English <i>troubadours</i>

2. *Trobairitz* mainly composed during which period? (Pg. 37 & 63 TWT)

<input type="checkbox"/> Early Middle Ages	<input type="checkbox"/> Late Middle Ages
<input type="checkbox"/> Early Renaissance	<input type="checkbox"/> Late Renaissance

3. *Trobairitz* were mainly: (Pg. 36 & 63 TWT)

<input type="checkbox"/> Wandering minstrels	<input type="checkbox"/> Nobility
<input type="checkbox"/> Local commoners	<input type="checkbox"/> Gypsies

4. The Justinian and Theodosian Code allowed women to: (Pg. 22 & 23 TWT)

<input type="checkbox"/> Inherit or own land	<input type="checkbox"/> Legally divorce
<input type="checkbox"/> Perform in public	<input type="checkbox"/> Fight in battle

5. The following historical events give some explanation to the appearance of women *troubadours* **except**: (Pg. 21-29 & 35-36 TWT)

<input type="checkbox"/> The Crusades	<input type="checkbox"/> Feudalism
<input type="checkbox"/> The Justinian and Theodosian Codices	<input type="checkbox"/> Pope Eugene III annulled the marriage of Eleanor of Aquitaine and King Louis VII of France

6. During the middle ages, women who failed repeatedly to give birth to sons might have all of the following happen **except**: (Pg. 11 The Women Troubadours)

<input type="checkbox"/> Be placed in a convent	<input type="checkbox"/> Be rejected by husband
<input type="checkbox"/> Be sent home to parents	<input type="checkbox"/> Be beaten publicly

7. Language of the *trobairitz* and *troubadours* was called: (Pg. 9 The Women Troubadours)

☐ Latin
☐ French

☐ *lenga d'oc*
☐ *langue d'oïl*

8. Which of the following is considered a *trobairitz*? (Pg. 82 & 163 TWT)

☐ Beatriz de Dia
☐ Eleanor of Aquitaine

☐ Raimbaut d'Orange
☐ Pope Innocent III

9. *Trobaritz* text expressed: (Pg. 67 TWT)

☐ Worship of men
☐ Professional dedication

☐ Complex poetic vision
☐ Personal feelings

10. *Troubadours* traveled from kingdom to kingdom seeking the patronage of local nobility while *trobairitz* usually remained in one kingdom. (Pg. 9 The Women Troubadours)

☐ True

☐ False

11. The only known *trobairitz* composition to survive with both text and music copied together is called: (<http://www.vanderbilt.edu/~cyrus/ORB/orbwomen.htm>) (Pg. 18 TWT)

☐ *Flos ut rosa floruit*
☐ *A chantar*

☐ *Douce dame jolie*
☐ *Non al suo amante*

12. Troubadours used the following when writing their poems **except**: (Pg. 49-56 & 68 TWT)

☐ *Midons*
☐ *Fin amour*

☐ Multiplicity of meaning
☐ First person

13. Which of the following is **not** used by *trobairitz*? (Pg. 72-75 TWT & <http://www.vanderbilt.edu/htdocs/Blair/Courses/MUSL242/s02/trobar.htm>)

☐ Canzo
☐ Chanson

☐ Tenson
☐ Trope

14 The use of 2, 3, or 4 notes to be sung for one syllable is called:
(<http://www.geocities.com/shusem81/chanting03>)

☐ Neumatic
☐ Syllabic

☐ Melismatic
☐ Dytonomatic

15. The medieval mode with a range from D to D and a reciting pitch of A is called:
(<http://graham.main.nc.us/~bhammel/MUSIC/Cmodes.html> &
http://en.wikipedia.org/wiki/Musical_mode#Church_modes)

☐ Dorian
☐ Hypodorian

☐ Phrygian
☐ Hypophrygian

16. In the medieval mode Lydian, the reciting pitch is:
(<http://graham.main.nc.us/~bhammel/MUSIC/Cmodes.html> &
http://en.wikipedia.org/wiki/Musical_mode#Church_modes)


☐ D
☐ A

☐ C
☐ B

17. The following are medieval instruments **except**:
(<http://www.music.iastate.edu/antiqua/instrumt.html>)

☐ The lute
☐ The violin

☐ The harp
☐ The recorder

18. The mensural note  is called a:
(<http://www.lcsproductions.net/MusHistRev/Terms/MnsrlNtn.html>)

☐ Semi-breve
☐ Neume

☐ Minim
☐ Longa

19. The mensural note  is called a:

☐ Breve
☐ Minim

☐ Longa
☐ Double Longa

20. By the 13th century, mensural notation had been developed principally by:
(http://en.wikipedia.org/wiki/Mensural_notation#Note_values)

☐ Philippe de Vitry
☐ Franco of Cologne

☐ Guillaume de Machaut
☐ Jacopo da Bologna

Appendix F
Peer Tutoring Assignment Sheet

Music History and Literature II

Peer Tutoring Assignment

Project Coordinator: R. Denise Bloomer **Phone:**
E-Mail:

Text: Bogin, Meg. (1976) *The Women Troubadours*. New York: Paddington Press LTD.

General Description:

Students will participate in a learning unit that explores a deeper understanding of women *troubadours* by researching the assigned topic and presenting it to the class as Peer Tutors.

Objectives:

- To obtain a deeper comprehension of women troubadours through self discovery and application of found information through peer tutoring.
- To apply skills needed in teaching by means of a classroom presentation.
- To evaluate other student presentations.

Research/Presentation Topics

- The historical/social context of women *troubadours*
 - Where were they located?
 - What was the social/political atmosphere during that period?
 - What historical events took place that might explain the occurrence of this group of women?
- Women *troubadours* in comparison /contrast to male troubadours
 - Who were they?
 - How did their text differ?
 - What was the motivation behind their work?
- The poetry and music of women *troubadours*
 - What forms were used?
 - How was music of this period constructed?
 - What type of instrumentation was used and how?

Peer Tutoring Assignment: Students will be assigned to groups. Each group will be assigned one of the above mentioned topics. Each group will be responsible for researching the assigned topic and developing a lesson to present to the class. Groups should refer to the presentation evaluation form when developing their presentations. Groups should have handouts regarding their presentation for student participants, the class instructor and project coordinator. Each group member must present some portion of the lesson. Presentations should be limited to 15 minutes. Groups should have all needed materials set up prior to their presentation and be ready to present at their given time.

Grading:

Each group will be graded as a whole based on the presentation evaluation form attached. The course instructor, project coordinator, and students enrolled in the class will be responsible for filling out the presentation evaluation form for each group that presents. The course instructor will decide how evaluations are to be weighted regarding presentation grades.

Online Sources:**The Historical/Social Context of Women *Troubadours***

Chivalry and Courtly Love - <http://condor.depaul.edu/~dsimpson/tlove/courtlylove.html>

Feudalism - <http://en.wikipedia.org/wiki/Feudalism>

Internet Medieval Sourcebook (Feudalism) -

<http://www.fordham.edu/halsall/sbook1i.html#Feudalism>

Internet Medieval Sourcebook (Maps) - <http://www.fordham.edu/halsall/sbookmap.html>

Middle Ages - <http://www.learner.org/exhibits/middleages/>

The Crusades - <http://www.nmhschool.org/tthornton/mehistorydatabase/crusades.htm>

Women *Troubadours* in comparison /contrast to male *troubadours*

Medieval Women and Music - <http://www.vanderbilt.edu/~cyrus/ORB/orbwomen.htm>

Trobairitz - <http://www.vanderbilt.edu/htdocs/Blair/Courses/MUSL242/s02/trobar.htm>

Troubadours and Trouvères - http://w3.rz-berlin.mpg.de/cmp/g_troubadours.html

Troubadour Music <http://www.umich.edu/~marcons/Crusades/topics/music/music-article.html>

Troubadour History <http://cunanan.sca.org.au/wiki/Troubadours>

The verse and music of Women *Troubadours*

Music and Instruments <http://www.umich.edu/~marcons/Crusades/topics/music/music-article.html>

Introduction to Medieval Music - <http://www.vanderbilt.edu/~cyrus/ORB/orbmusic.htm>

Medieval/ Renaissance Instruments - <http://www.music.iastate.edu/antiqua/instrumt.html>

Medieval Instruments -

<http://www.ptloma.edu/music/MUH/medieval/medievalinst/medievalinst.htm>

Medieval Church Modes - <http://graham.main.nc.us/~bhammel/MUSIC/Cmodes.html>

Medieval Theory and Practice - <http://www.midicode.com/tunings/medieval.shtml#3.3>

Mensural Notation - http://en.wikipedia.org/wiki/Mensural_notation#Note_values

Mensural Notation - <http://www.lcsproductions.net/MusHistRev/Terms/MnsrlnNtn.html>

Musical Modes - http://en.wikipedia.org/wiki/Musical_mode#Church_modes

Rhythm in Gregorian Chant - <http://www.geocities.com/shusem81/chanting03>

The Written Notation of Medieval Music - <http://www.dolmetsch.com/medieval.pdf>

Appendix G
Teaching Methods Handbook

MUSIC STUDENT- TEACHER SURVIVAL HANDBOOK



An Introduction to Teaching Methods

By R. Denise Bloomer

Contents

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11	Teaching Others
12	Bloom's Taxonomy
13	References

SUCCESS

TO LAUGH OFTEN AND MUCH;
TO WIN THE RESPECT OF INTELLIGENT PEOPLE AND
AFFECTION OF CHILDREN; TO EARN THE APPRECIATION OF
HONEST CRITICS AND ENDURE THE BETRAYAL OF FALSE
FRIENDS; TO APPRECIATE BEAUTY, TO FIND THE BEST IN
OTHERS; TO LEAVE THE WORLD A BIT BETTER, WHETHER
BY A HEALTHY CHILD, A GARDEN PATCH OR A REDEEMED
SOCIAL CONDITION; TO KNOW EVEN ONE LIFE HAS
BREATHED EASIER BECAUSE YOU HAVE LIVED.
THIS IS TO HAVE SUCCEEDED!

Ralph Waldo Emerson

Introduction

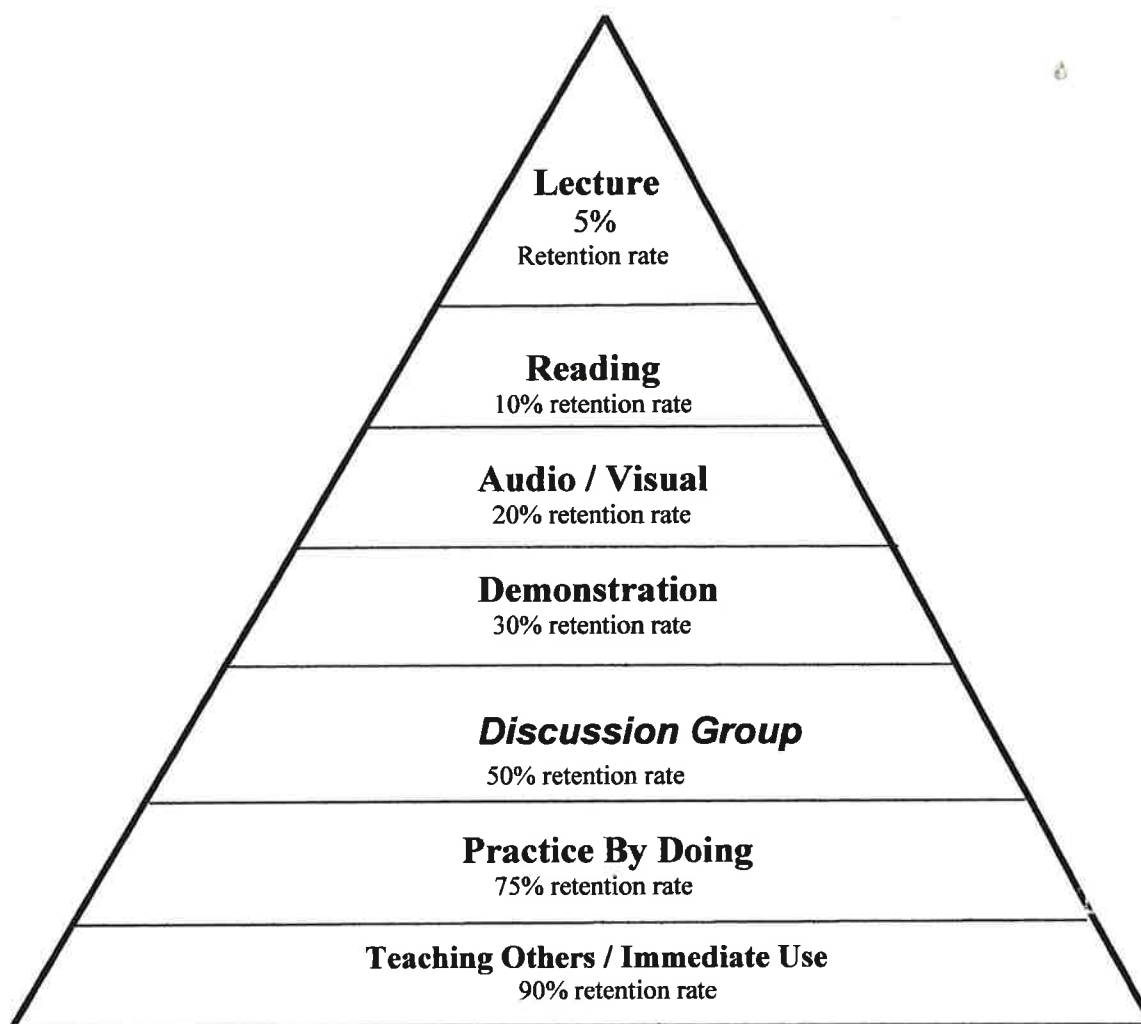
You may be working towards a teaching degree or you may not. You may have experience teaching others or hope to do so in the future. Whatever the case may be, the fact is, most people end up performing the role of teacher throughout their lifetime. Examples of this could be:

- Teaching in a educational institution
- Training of employees
- Teaching within a religious setting
- Leading/Coaching of extra-curricular activities
- Teaching of your own children

The teaching profession is filled with challenges. Many students, upon graduation, enter the teaching profession and receive what might be considered a culture shock. The switch from the world of academia, where classroom interaction is examined and discussed as a working model, to the classroom environment can be a stark contrast. The school administration may not be very effective dealing with discipline. Parent support may be non-existent. Supplies such as textbooks, visual aids, computers and other material related to your content area may be difficult to acquire. Your preparation, your classroom instruction and your attitude will be major contributors to your success or failure.

The information provided in this handout addresses different teaching methods, research, and the application of each method. These are tools that, as a teacher, you may begin to reflect on ways to form your instruction. The quote at the top of the page was handed out to first year teachers at an orientation workshop. I always keep it posted where I work. During good and bad times it has been a source of affirmation as well as inspiration. I hope that it might be the same for you.

The Learning Pyramid*



The pyramid above charts the average retention rate of students exposed to seven methods of teaching. These statistics represent the results of research conducted by National Training Laboratories in Bethel, Maine. The teaching method, lecture, at the top of the pyramid achieves an average retention rate of 5%. At the bottom, the teaching method, teaching others / immediate use, achieves an average retention rate of 90%.

Note that as you move from the top to the bottom of the pyramid, the student's involvement in the learning experience increases.

* Permission granted to use the Learning Pyramid from NTL Institute for Applied Behavioral Science, 300 N. Lee Street, Suite 300, Alexandria, VA 22314. 1-800-777-5227.

Lecture – Knowledge from the Instructor

The lecture method has traditionally been a teaching process that began with a reading from an important passage of text by the instructor. The instructor would then give his/her interpretation of the text. Students were expected to sit, listen and take notes. Edlich (1993) argues that the lecture format for large classes is outdated and ineffective.

Advantages

- It can provide an economical and efficient method for delivering substantial amounts of information to a large numbers of students.
- It can provide a necessary framework or overview for subsequent learning, e.g., reading assignments, small group activities, and discussion.
- Information can be from multiple sources and be more up to date than a single text.
- It can provide a summary or synthesis of information from different sources.
- It creates interest in a subject as lecturers transmit enthusiasm about their discipline

Disadvantages

- An effective lecture requires both extensive research and preparation.
- Good delivery skills and enthusiasm are needed to maintain students' attention and motivation.
- Instructors rarely receive training in presenting effective lectures.
- It is often a one way process unaccompanied by discussion, questioning, or immediate practice.
- It does not afford the instructor with ways to provide students with individual feedback.
- It is difficult to adapt to individual learning differences.
- It may fail to promote active learning unless other teaching methods are also applied to supplement the lecture.
- It does not promote independent learning.
- Students can recall many things but may never assimilate or create anything.

Reading – Knowledge from the Text

The reading method involves class text that is distributed by the instructor. Students may read individually to themselves or follow along as one or more students read out loud. Textbooks often have question sections after each reading that students can respond to.

Advantages

- It can provide an economical and efficient method for delivering substantial amounts of information to a large numbers of students.
- It can provide a necessary framework or overview for subsequent learning, e.g., reading assignments, small group activities, and discussion.
- It can provide a summary, and follow up questions to review.
- It can create interest in a subject through the use of pictures to accompany the text.
- It can keep curriculum organized by following specific required objectives stated in the text.
- It does not require as much preparation and research time.

Disadvantages

- It may be difficult to maintain students' attention and motivation.
- Instructors may not be aware of students who are not reading the material.
- It may not meet the needs of students who are below level readers.
- It does not afford the instructor with ways to provide students with individual feedback.
- It is difficult to adapt to individual learning differences.
- It may fail to promote active learning unless other teaching methods are also applied to supplement the lecture.
- Involvement is mainly passive.
- Students can recall many things but may never assimilate or create anything.

Audio-Visual – Knowledge from Sight and Sound

The audio-visual teaching method may involve tape recorders accompanied by film strips, television programs, videos, books accompanied by tape or cd. Students sit, listen and may take notes. This method was put to use at first mainly in language departments.

Advantages

- It is possible to bring native speaking languages into the classroom.
- Visual clues can be used to elicit responses in foreign language.
- The genre may capture student's attention and provide a lasting memory to draw from.
- Students have the chance to listen to music they might not otherwise have the chance to hear performed by a live group.
- It is possible to expose students to a larger array of cultural music.
- It is possible to demonstrate instrumental music instruction, conducting technique, performance styles, and music theory.
- Music history, composers, and the period in which they lived can be introduced for a wider scope of comprehension.

Disadvantages

- Reading skills of content material may suffer.
- Teaching may be repetition as in rote learning.
- Speech may be standardized and not meet specialty area needs.
- Students can recall many things but may never assimilate or create anything.
- Tendency to regard audio-visual materials as a teaching method in themselves, not as a teaching aid.

Demonstration – Knowledge from Watching First Hand

The demonstration method is aimed at teaching skills. Step by step procedures are implemented in a job task using the exact physical procedures if possible. During the demonstration, explanations and reasons for the significance of each step are given by the instructor. It is important to be sure to include all the steps and demonstrate them in their proper sequence. An example of this could be a teacher demonstrating the dissection of a frog or the assembly of a musical instrument.

Advantages

- The demonstration step gives trainees the opportunity to see and hear the details related to the skill being taught.
- Teachers demonstrate cognitive skills by verbally explaining their thought processes.
- Repetition step helps the average and slow learners and gives the trainees an additional opportunity to see and hear the skill being taught.
- For convenience, the techniques for imparting skills are presented in steps, rather than activities.
- Best results occur when students have the chance to repeat the skills being demonstrated. This changes the learning method to practice by doing.

Disadvantages

- Large groups may have trouble seeing because of the size of the equipment involved
- Behavior problems could result from students' lack of anything to do but observe
- Students copy procedures but do not investigate questions of their own or create anything.
- If students also repeat the instruction, students who achieve success in following directions must sit and wait while other students who have more difficulty completing the task, learn the skill being demonstrated.
- If students repeat the instruction, the instructor may lose control of the session, which can be difficult when time is of the essence.
- It requires a great deal of instructor preparation and planning.
- There needs to be an adequate space for the demonstration to take place.
- If the instructor is not skilled in the task being taught, poor work habits can be learned by the student.

Discussion – Knowledge from Exchange of Ideas

When the discussion method is employed, the instructor becomes a leader of a group that shares ideas, information and opinions in order to clarify issues. Students relate prior knowledge, to attempt or resolve some question or problem that may have no single "correct" solution. There are various types of discussion and other group participation methods. Directed discussion, role-playing, and brainstorming are examples of this.

Advantages

- Establishes communication between the instructor and the students.
- May focus the students' attention on the major points or principles to be remembered.
- May help students to think analytically
- May help develop a feeling of confidence and success, which leads to greater motivation and experimentation.
- May develop the ability to organize ideas and speak effectively.
- Encourages students to think for themselves rather than follow the pattern of the text or the thinking process of the instructor.

Disadvantages

- The instructor must walk a fine line between controlling the group and letting its members speak.
- The instructor must constantly maintain organization and clearly defined goals or gained knowledge becomes unclear.
- Fostering effective discussion is difficult; sometimes even experienced instructors fail to get certain combinations of personalities to enter into discussion.
- Overly long digressions, which eat up class time.
- Pointless arguments that pull attention away from the focus.
- No real discussion at all.
- Heated arguments by individuals with opposing views, especially when students focus on the topic more from a personal level rather than as an objective participant.
- Information is transmitted more slowly via discussion than via lecture.

Practice by Doing – Knowledge from Participation and Interaction

Practice by doing is often referred to as hands on learning or active learning. Active learning is a method of instruction where students actively manipulate the material at hand to learn the concepts being taught. Active learning often utilizes several different teaching methods within a learning session. An example of this would be a music director introducing a new piece of music. The director may present a short lecture on the history or style of the piece, a sound track may be played, students read through the literature, and then practice by playing the piece of music. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation.

Advantages

- Can be particularly useful in providing the instructor with feedback concerning student understanding and retention of material.
- Has the potential to encourage students' exploration of their own attitudes and values.
- May increase retention of material presented in lectures and texts.
- May make it virtually impossible for students to avoid participating, thus preventing each person from being accountable.
- Has the potential to develop cognitive and critical skills more effectively, improve academic performance, and motivate students' long-term engagement with the learning process.
- May satisfy a need for student recognition and creative accomplishment.
- Advances in computer software such as Sibelius provide students with the tools to explore ear training, theory, composition and music lessons at their own speed while saving time for the instructor and student.

Disadvantages

- Some instructors feel the process is too time-consuming and that it interferes with delivery and coverage of required content.
- Students, whose teachers have been telling them everything they needed to know from the first grade on, don't necessarily appreciate having this support suddenly withdrawn.
- Some students view the approach as a threat or as some kind of game, and a few may become sullen or hostile when they find they have no choice about playing.
- When confronted with a need to take more responsibility for their own learning, they may grouse that they are paying tuition-or their parents are paying taxes-to be taught, not to teach themselves.
- Students may complain about team members who may not pull their weight or about having to waste time explaining everything to slower teammates.
- Computer software and hardware may not be available for use in the classroom.

Teach Others / Immediate Use – Knowledge from Research and Direct Application

Teach Others/Immediate Use is often referred to as the Peer Tutoring Method. Peer tutoring places instruction into the hands of students, putting them in the role of teacher. The teacher facilitates the instruction. Peer tutoring experience should be based on clear objectives and goals and implemented in one-to-one or small group settings that consider the ability levels and pre-existing social relationships of the students involved. Examples of peer tutoring can be one to one, one to many, or a small group to the entire class.

Advantages

- Research describes general peer tutoring as effectively increasing self-esteem, academic and social development, critical thinking skills and achievement.
- May provide one-on-one attention, immediate feedback, and active learning in a non-threatening environment.
- Research shows peer tutoring may improve the overall behavior, attitude, self-esteem, communication and interpersonal skills of remedial and/or disruptive students by promoting cooperation, friendliness, and positive social behavior such as giving praise and encouragement.
- Provides opportunities for the teacher to focus on teaching new information while peer tutors can provide reinforcement for those needing more individualized practice and feedback.
- Can help to meet the individual needs and learning styles of students.
- Research shows that peer tutors and their students receive higher grades on tests and develop more positive attitudes toward the courses in which peer teaching has occurred.
- Students bring a lot of invaluable life experiences into the classroom, which should be acknowledged and used. Students can learn much from dialogue with respected peers.
- Students actively engage with material, and create their own learning unit of study.
- Leads to increased feelings of personal responsibility, increased self-efficacy and increased self-regulation of learning strategies.

Disadvantages

- Can be unproductive if careful organization, monitoring and supervision by the classroom teacher is absent.
- Takes teacher/student time to implement.
- Peer tutors are not trained teachers and may have difficulty in accepting the role of teacher with other classmates.
- Difficulty in delivering substantial amounts of information that is required by the syllabus.
- Some instructors cite personality conflicts with delivering this teaching method in an effective manner.
- Tutors may not be equipped to deal with behavior problems of other students.

Bloom's Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. This became a taxonomy including three overlapping domains; the cognitive, psychomotor, and affective. Each of the domains can be utilized through the interaction of media.

Cognitive learning is demonstrated by knowledge recall and the intellectual skills: comprehending information, organizing ideas, analyzing and synthesizing data, applying knowledge, choosing among alternatives in problem-solving, and evaluating ideas or actions. This domain on the acquisition and use of knowledge is predominant in the majority of courses. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. Verb examples that represent intellectual activity on each level are listed here.

1. **Knowledge:** arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.
2. **Comprehension:** classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.
3. **Application:** apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
4. **Analysis:** analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
5. **Synthesis:** arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
6. **Evaluation:** appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, score, select, support, value, evaluate.

Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study. This domain relates to emotions, attitudes, appreciations, and values, such as enjoying, conserving, respecting, and supporting. Verbs applicable to the affective domain include accepts, attempts, challenges, defends, disputes, joins, judges, praises, questions, shares, supports, and volunteers.

Psychomotor learning is demonstrated by physical skills; coordination, dexterity, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance. Verbs applicable to the psychomotor domain include bend, grasp, handle, operate, reach, relax, shorten, stretch, write, differentiate (by touch), express (facially), perform (skillfully). (Lane, 2005)

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Appendix H
A Chantar Analysis

A Chantar – Analysis

A chantar (early 13th century) – Pg. 16 in A History of Music in Western Culture Vol. I
Beatriz de Dia (d. ca. 1212)

Written music analysis

Dorian Mode

Free meter – no steady beat – no indication of rhythm at this point in history

Limited range of one octave

Monophonic

Exhibits both syllabic and neumatic text settings.

Form – 7 phrases - ababcb

Each A phrase is an incomplete “open” cadence.

Each B phrase is a full “closed” cadence.

The genre is a chanson – Solo love song, considered the highest expression of Provençal love poetry. (Pg. 16 TWT)

CD Performance analysis (accompaniment)

Improvised intro by lutes

2 lutes and a vielle

The vielle acts as a drone playing 5ths moving from A and E to G and D

Improvised accompaniment

Text

Unlike their male counterparts who often used fictional characters, the text of this piece refers to the writer's own feelings. This is also a departure from the male troubadour's adoration of women. The female troubadour speaks more of the relationship and her feelings regarding the man she sings about.

“To sing I must of what I'd rather not, so much does he of whom I am the lover embitter me; yet I love him more than anything in the world.”

In the following line, the Comtessa de Dia demonstrates a progressive attitude breaking with the dominance of men and subservience of women by describing her own power and self-worth.

“To no avail are my beauty or politeness, my goodness, or my virtue and good sense. For I have been cheated and betrayed, as if I had been disagreeable to him”

Appendix I
A Chantar Notated

A chantar (early 13th century)
Beatriz de Dia (d. ca. 1212)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1. A chan - tar m'es al cor que non deu - ri - e

2. tant mi ran - cun cele a qui sui a - migs,

3. et si l'am mais que nu - le ren qui si - e;

4. non mi val ren bel - tat ni cur - te - si - e

5. ne ma bon - taz ne mon pres ne mon sen;

6. al - tre - si sui en - ga - nade et tra - gi - de

7. qu'e - u - sse fait vers lui de - sa - vi - nen - ce.

A chantar m'es al cor que non deurie
tant mi rancun cele a qui sui amigs,

et si l'am mais que nule ren qui sie;
Non mi val ren beltat ni curtesie;
ne ma bontaz ne mon pres ne mon sen;
altresi sui enganade et tragide
qu'eusse fait vers lui desavinençe.

To sing I must of what I'd rather not
so much does he of whom I am the lover
embitter me;
yet I love him more than anything in the world.
To no avail are my beauty or politeness,
my goodness, or my virtue and good sense.
For I have been cheated and betrayed,
As if I had been disagreeable to him.

Appendix J

Medieval Mode and Notation Handout

Modes

During the Medieval Period music was not written in "keys" as we refer to them today. A system of whole steps and half steps with reference to a tonal center was known as a mode. The name of the mode depends on the beginning and ending point of the scale. Church modes or Gregorian modes are identified by numbers and are named after Pope Gregory I.

Authentic					Plagal				
#	Name	Range	Final	Reciting Pitch or tenor	#	Name	Range	Final	Reciting Pitch or tenor
I	Dorian	D-D	D	A	II	Hypodorian	A-A	D	F
III	Phrygian	E-E	E	C	IV	Hypophrygian	B-B	E	A
V	Lydian	F-F	F	C	VI	Hypolydian	C-C	F	A
VII	Mixolydian	G-G	G	D	VIII	Hypomixolydian	D-D	G	C

In authentic modes the reciting pitch or tenor is a fifth above the final. In plagal modes the reciting pitch or tenor is a third below the tenor of the corresponding authentic mode. Whenever the tenor or reciting pitch would fall on B, it moved to C.

Black Note Medieval Notation

	= *Double Longa		= Longa		= Breve		= Semi-breve		= Minim
--	-----------------	--	---------	--	---------	--	--------------	--	---------

* Note: Many notations of the double longa found on internet sites refer to the note as a Maxima. This was a term that was later applied to the note in the Renaissance.

Appendix K
Presentation Evaluation Form

MUS 296

**Music History and Literature II
Presentation Evaluation Form**

Group Names _____

Evaluator's Name _____

Total Score _____

Check the box you believe corresponds to each of the evaluative points.

Evaluative Point Disagree	Strongly Agree 5 points	Agree 4 points	Somewhat Agree 3 points	Disagree 2 points	Strongly 1 point
The objective of the lesson was clearly presented.					
The group was well organized and gave a clear presentation.					
Information covered was thorough and relevant to the objective.					
The presentation moved at a steady pace and within the time allotted.					
The presentation was interesting and kept my attention.					
Group members demonstrated correct enunciation, diction and grammar.					
Group members demonstrated enthusiasm and confidence.					
The group provided students an opportunity to ask questions and answered them to the best of their ability.					
The group utilized audio-visual aides and had a handout for each student.					
The group summarized their presentation and gave an effective conclusion.					

Appendix L
Group Evaluation Results

Group 1

Evaluative Point	Strongly Agree 5 points	Agree 4 points	Somewhat Agree 3 points	Disagree 2 points	Strongly Disagree 1 point
The objective of the lesson was clearly presented.	.IIII I	.I		.I	
The group was well organized and gave a clear presentation.	.IIII I	.II			
Information covered was thorough and relevant to the objective.	.IIII	.IIII			
The presentation moved at a steady pace and within the time allotted.	.IIII	.III			
The presentation was interesting and kept my attention.	.III	.II	.III		
Group members demonstrated correct Enunciation, diction and grammar.	.IIII	.I	.II		
Group members demonstrated Enthusiasm and confidence.	.III	.III	.II		
The group provided students an opportunity to ask questions and answered them to the best of their ability.	.IIII I	.I	.I		
The group utilized audio-visual aides and Had a handout for each student.	.IIII III				
The group summarized their presentation And gave an effective conclusion.	.III	.II	.II	.I	

*TOTAL

353 points out of a possible 400

49 x 5
245

19 X 4
76

10 X 3
30

1 X 2
2

0 X 1
0

*Note: An absence of points may occur where students did not check a box for a given category.

Group 2

Evaluative Point	Strongly Agree 5 points	Agree 4 points	Somewhat Agree 3 points	Disagree 2 points	Strongly Disagree 1 point
The objective of the lesson was clearly presented.	.1	.llll	.ll	.ll	
The group was well organized and gave a clear presentation.	.ll	.llll	.ll	.1	
Information covered was thorough and relevant to the objective.	.lll	.lllll		.1	
The presentation moved at a steady pace and within the time allotted.	.lllll		.ll	.1	
The presentation was interesting and kept my attention.	.ll	.llll	.ll	.1	
Group members demonstrated correct Enunciation, diction and grammar.	.1	.lllll	.ll	.1	
Group members demonstrated Enthusiasm and confidence.	.1	.lllll ll		.1	
The group provided students an opportunity to ask questions and answered them to the best of their ability.	.llll	.ll	.ll		.1
The group utilized audio-visual aides and Had a handout for each student.	.1	.ll	.lll	.ll	1.
The group summarized their presentation And gave an effective conclusion.	.1	.lll	.ll	.1	.ll

*TOTAL

326 points out of a possible 450

21 x 5
105

36 X 4
144

17 X 3
51

11 X 2
22

4 X 1
4

*Note: An absence of points may occur where students did not check a box for a given category.

Group 3

Evaluative Point	Strongly Agree 5 points	Agree 4 points	Somewhat Agree 3 points	Disagree 2 points	Strongly Disagree 1 point
The objective of the lesson was clearly presented.	.III	.IIII	.I	.I	
The group was well organized and gave a clear presentation.	.I	.I	.IIII	.II	.I
Information covered was thorough and relevant to the objective.		.III	.IIII	.I	
The presentation moved at a steady pace and within the time allotted.	.I	.I	.IIII III		
The presentation was interesting and kept my attention.		.III	.IIII	.II	
Group members demonstrated correct Enunciation, diction and grammar.	.I	.IIII	.III	.II	
Group members demonstrated Enthusiasm and confidence.		.I	.IIII II	.II	
The group provided students an opportunity to ask questions and answered them to the best of their ability.	.II	.I	.IIII	.I	.I
The group utilized audio-visual aides and Had a handout for each student.	.IIII	.III	.II		.I
The group summarized their presentation And gave an effective conclusion.		.II	.IIII	.II	.II

*TOTAL

336 points out of a possible 500

12 x 5
60

25 X 4
100

44 X 3
132

13 X 2
39

5 X 1
5

*Note: An absence of points may occur where students did not check a box for a given category.

Appendix M
PowerPoint Slide Handout

**Music History and Literature II
Class Presentation on**

**Peer Tutoring Project
Teaching Methodology
and
Women Troubadours**

By R. Denise Bloomer
Project Coordinator

Objectives

- To give a brief overview of my thesis project.
- To gather student information regarding current knowledge women troubadours.
- To explain the peer tutoring assignment and review applicable handouts.
- To discuss how students may apply teaching methods to the topic of women troubadours.

Thesis Topic

**Action Research Utilizing Peer
Tutoring in a Musicological
Unit of Study with a Related
Assessment of Student Values
and Achievement.**

MV Pre and WT Pre

- The MV pretest is for the collection of data regarding your values and beliefs about teaching methods.
- The WT pretest is for the collection of data regarding your current knowledge of women troubadours.
- Posttests will be given at the end of the project. That data will be compared to the data from the pretests. Additionally, a sample number of students will be asked to participate in a more in-depth interview.

Peer Tutoring Assignment

- General Description
- Objectives
- Group Assignment and Research Topics
- Presentations and Evaluations
- Grading Criteria
- Text and Online Resources



Trobairitz

- Female counterpart of the *troubadours*.
- Composed poems and music during the 12th and 13th centuries.
- There are twenty one known women *troubadours*.
- All lived within the small area known as Occitania, in what today would be called southern France.
- All were of nobility.

Historical Background

- The Feudal System
- Theodosian and Justinian Codices
- The Crusades

The Feudal System

Note: There is presently an ongoing debate by medieval historians regarding present day definition of Feudalism.

- Lords – Held aristocratic rank and owned the land and offered protection.
- Serfs – Swore alliance to the lord and worked the land.
- Fiefs (benefices) – The land, often inherited or given for allegiance to the monarch.

Roman Codices

- The Code of Justinian - reduced the husband's right to his wife's dowry. He could use her land, but not claim ownership or pass it on to his own heirs.
- Theodosian Code of 394-95 gave sons and unmarried daughters an equal share in their father's estate when no will is present.

The Crusades

- Took place between the 11th and 13th centuries.
- 16 Crusades took place.
- Most were sanctioned by the Roman Catholic Church. A few were directed at other European countries.

12th Century Europe



The Loire River Divides

- Northern France – Made up mostly of British and Germanic cultures
- Southern France – Made up mostly of Spanish and Italian cultures.



Two Different Languages

- Langue d'oïl (modern French *oui*) was spoken mainly in the north.
- Lenga d'oc, now generally called Provençal was spoken in the south.

Courtly Love – fin amour

- *Troubadour* poetry proclaimed chivalry, the obligatory deference to women as the weaker, purer, more virtuous sex. This was in contrast to the actual social status of women of the time.
- *Troubadours* sang the praises and exalted women of high nobility through their verse in hopes of improving their own social and financial status.

Style of the Trobairitz

Love and passion remained the theme for most text but women *troubadours* displayed contrasts to their male counterparts.

- Verse construction is not as important.
- Speech is more direct with less word play.
- The lover and the lady are not used as allegorical figures.
- Relationships are immediately recognizable, men are not worshiped and the women do not want to be adored.

Troubadour Genres

- Partimen – A political debate often with a judge or arbiter to decide between the two parties.
- Pastorela – Accounts the love adventures of a knight and a shepherdess.
- Aubade – Depicts two lovers parting at dawn.
- Sirventes – Subject is mostly a moral or a political topic.

Trobairitz Genres

- Canso – (Love Poem) Term used to refer to any *troubadour* song.
- Tenson – (Debate Poem) Debate between two, each have a stanza or more of lines.

A chantar

- **Written by Countess Beatriz de Dia.**
- **The only known surviving piece of music written by a woman of the 12th century to have survived in written form.**

Teaching Methods

- **Lecture**
- **Reading**
- **Audio/Visual**
- **Demonstration**
- **Discussion group**
- **Practice by doing**
- **Teaching others / Peer tutoring**

Peer Tutoring

- **Classwide Peer Tutoring** – Students are placed on two teams. Within each team students are paired off and become the tutor and tutee.
- **Group Peer Tutoring** – Students are placed in groups. Each group becomes the tutor. Other classmates become the tutees.
- **Individual Peer Tutoring** – Individual students become the tutor. Classmates become the tutees.

Review

- **Thesis project**
- **Peer tutoring project**
- **Women troubadours**
- **Teaching methods**

Questions

Appendix N
Teaching Methods Posttest

Teaching Method Survey

Instructions

The following questions are only for the purpose of gathering and comparing data. Your current knowledge, opinion, or attitude toward specific information is what is most important to this project. Thank you for taking the time to read each question and answer to the best of your ability.

(Circle each of the following that describes you)

Sex: M F

Class: Freshman – less than 30 hours
Sophomore – 30 to 59 hours
Junior – 60 to 89 hours
Senior – 90 hours to graduation

I am a music education major. Yes No

(Check the following classes you have completed or are currently taking)

_____ EDN 302 Foundations of Education

_____ MUS 420 Secondary Instrumental Music Methods

_____ EDN 304 Curriculum in Elementary School

_____ MUS 400 Elementary Music Methods

_____ EDN 350 Educational Psychology

_____ MUS 405 Secondary General and Choral Music Ed. Methods

_____ EDN 400 Methods of Teaching in the Secondary School

- 1) Studies show that students' retention of (more or less) information depends on the type of instruction that they receive. Place the reference letter from Diagram B in the section of the Learning Pyramid (Diagram A) that you believe corresponds with a particular retention rate of learning.

Diagram A

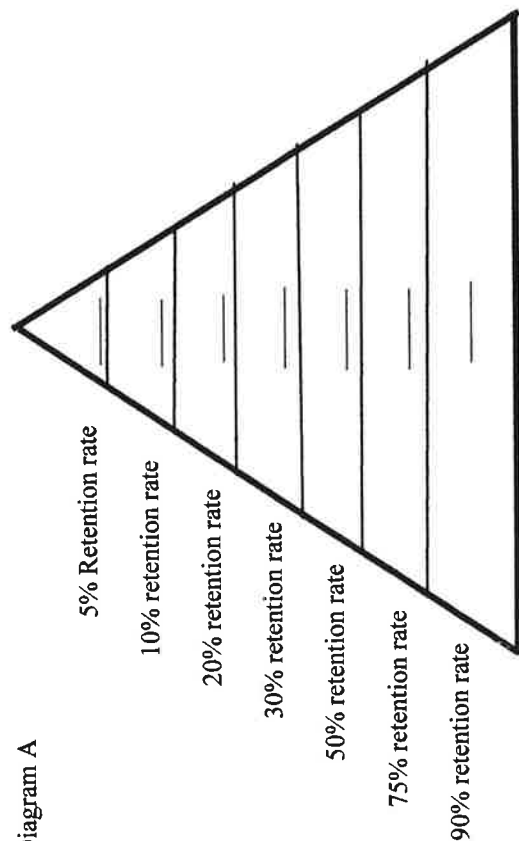


Diagram B

Ref. Letter	Teaching Method
A	Practice By Doing
B	Discussion Group
C	Demonstration
D	Teaching Others
E	Audio Visual
F	Lecture
G	Reading

- 2) Consider your total educational experience (Kindergarten to the present). Reflect on the amount of exposure you have had to each teaching method. Fill in the oval that best describes your exposure to each teaching method (0 being no exposure / 4 being considerable exposure).

Practice By Doing
Discussion Group
Demonstration
Teaching Others
Audio Visual
Lecture
Reading

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

- 3) Fill in the oval that best describes your preference for receiving college level instruction by the following methods (0 being "I don't like it at all / 4 being "I like it the most").

Practice By Doing
Discussion Group
Demonstration
Teaching Others
Audio Visual
Lecture
Reading

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

- 4) If you were presented with the chance to teach another college student, small group or class, what would be the likelihood that you would use each of the following methods? Fill in the oval that best describes your belief (0 being "I might use this method." / 4 being "I definitely would use this method").

Practice By Doing	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Discussion Group	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Demonstration	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Teaching Others	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Audio Visual	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Lecture	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Reading	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4

- 5) Fill in the oval that best represents how comprehensive your understanding is of the following teaching methods (0 being "I have no idea how this teaching method would be implemented regarding teaching fellow classmates." / 4 being "I have a very strong understanding of how this teaching method would be implemented regarding fellow classmates.").

Practice By Doing	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Discussion Group	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Demonstration	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Teaching Others	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Audio Visual	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Lecture	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Reading	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4

- 6) Fill in the oval that best describes your belief regarding the amount of work it would take as an educator if you use the following teaching methods when organizing and implementing instruction (0 being very little work / 4 being quite a lot of work).

Practice By Doing	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Discussion Group	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Demonstration	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Teaching Others	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Audio Visual	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Lecture	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4
Reading	<input type="radio"/> -0	<input type="radio"/> -1	<input type="radio"/> -2	<input type="radio"/> -3	<input type="radio"/> -4

- 7) Fill in the oval that best describes your belief regarding the amount of information that your students would retain when being taught by the following methods (0 being "My fellow classmates would not retain very much information taught." / 4 being "My fellow classmates would retain most of the information taught.").

Practice By Doing	0-0	1-1	2-2	3-3	4-4
Discussion Group	0-0	1-1	2-2	3-3	4-4
Demonstration	0-0	1-1	2-2	3-3	4-4
Teaching Others	0-0	1-1	2-2	3-3	4-4
Audio Visual	0-0	1-1	2-2	3-3	4-4
Lecture	0-0	1-1	2-2	3-3	4-4
Reading	0-0	1-1	2-2	3-3	4-4

Learning by teaching or peer tutoring is an educational method in which a student is placed in the role of teacher (student teacher) and gives instruction to another student, small group or class. Fill in the oval below that best describes your belief (0 being strongly disagree / 4 being strongly agree).

- 8) I have participated in a class where I have taken on the role of student teacher. 0-0 1-1 2-2 3-3 4-4
- 9) I like participating in a class as a student teacher. 0-0 1-1 2-2 3-3 4-4
- 10) I retain more information about a subject being taught when I am in the role of student teacher teaching the subject. 0-0 1-1 2-2 3-3 4-4
- 11) I understand how to implement various teaching methods in the role of student teacher. 0-0 1-1 2-2 3-3 4-4
- 12) I believe taking on the role of student teacher would be more work for me than learning by another teaching method. 0-0 1-1 2-2 3-3 4-4
- 13) I am confident that I could be a good student teacher. 0-0 1-1 2-2 3-3 4-4
- 14) I have participated in a class where I have been instructed by a student teacher. 0-0 1-1 2-2 3-3 4-4
- 15) I like participating in class as a student with another student acting as student teacher. 0-0 1-1 2-2 3-3 4-4
- 16) I believe I can retain more information about a subject being taught when instructed by a student teacher with the class teacher acting as facilitator to make sure the correct information is taught. 0-0 1-1 2-2 3-3 4-4
- 17) I believe a student teacher would speak to me in terms I would be more likely to understand. 0-0 1-1 2-2 3-3 4-4
- 18) I believe being taught by a student teacher would require more work for me than learning by another teaching method. 0-0 1-1 2-2 3-3 4-4
- 19) I would expect that my professor to help guide a student teacher in presenting a subject and making sure that the correct and needed information was taught. 0-0 1-1 2-2 3-3 4-4
- 20) As an education major, I believe that it would be very beneficial for me to act as a student teacher in an environment where I receive support and guidance regarding what I will be expected to teach. 0-0 1-1 2-2 3-3 4-4

Consider your experience with the peer tutoring study unit and rate the following statements (0 being strongly disagree / 4 being strongly agree).

- 21) It is important to me to gain a comprehensive understanding of a subject that I am studying. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 22) I gave the peer tutoring project my best effort. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 23) I was confused about what was expected of me regarding my participation in the peer tutoring unit. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 24) I feel the project coordinator, Denise Bloomer, gave a thorough explanation of the peer tutoring project. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 25) I believe my peer tutoring group worked well together. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 26) I felt the peer tutoring unit gave me a comprehensive understanding of women troubadours. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 27) I believe it was a good experience for me to practice using teaching skills. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 28) I believe I have a greater understanding of teaching methods after working with the peer tutoring unit. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 29) I believe the materials given to the class to conduct the peer tutoring project were helpful. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 30) I believe peer tutoring is a valuable experience. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 31) I liked learning by using the peer tutoring method. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 32) I believe the peer tutoring teaching method gave me the chance to explore areas of a topic that I was interested in. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 33) Under normal teaching circumstances, a teacher using peer tutoring would set aside time each class to let groups meet and plan their presentations. Under these circumstances, I would be interested in learning more often using the teaching method peer tutoring. ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4
- 34) Please list any complaints you had with the peer tutoring project.
- 35) Please list any recommendations you have for improving the peer tutoring project.

Appendix O
Teaching Methods Posttest Results

Teaching Method POSTEST Results

Student answers are indicated by a number followed by a "SA". Example: 4SA= Four students answered

Instructions

The following questions are only for the purpose of gathering and comparing data. Your current knowledge, opinion, or attitude toward specific information is what is most important to this project. Thank you for taking the time to read each question and answer to the best of your ability.

(Circle each of the following that describes you)

Sex: 4 SA - M 8 SA - F

Class: Freshman – less than 30 hours

Sophomore – 30 to 59 hours - 3 SA

Junior – 60 to 89 hours - 7 SA

Senior – 90 hours to graduation - 2 SA

I am a music education major. 10 SA - Yes 2 SA - No

(Check the following classes you have completed or are currently taking)

6 SA EDN 302 Foundations of Education

1 SA MUS 420 Secondary Instrumental Music Methods

_____ EDN 304 Curriculum in Elementary School

2 SA MUS 400 Elementary Music Methods

_____ EDN 350 Educational Psychology

_____ MUS 405 Secondary General and Choral Music Ed. Methods

_____ EDN 400 Methods of Teaching in the Secondary School

Question # 1 Results -

- 1 Student answered 7 sections of the pyramid correctly.
- 2 Students answered 5 sections of the pyramid correctly.
- 4 Students answered 3 sections of the pyramid correctly.
- 2 Students answered 2 sections of the pyramid correctly.
- 3 Students answered 1 section of the pyramid correctly

8) Studies show that students' retention of (more or less) information depends on the type of instruction that they receive. Place the reference letter from Diagram B in the section of the Learning Pyramid (Diagram A) that you believe corresponds with a particular retention rate of learning.

Diagram A

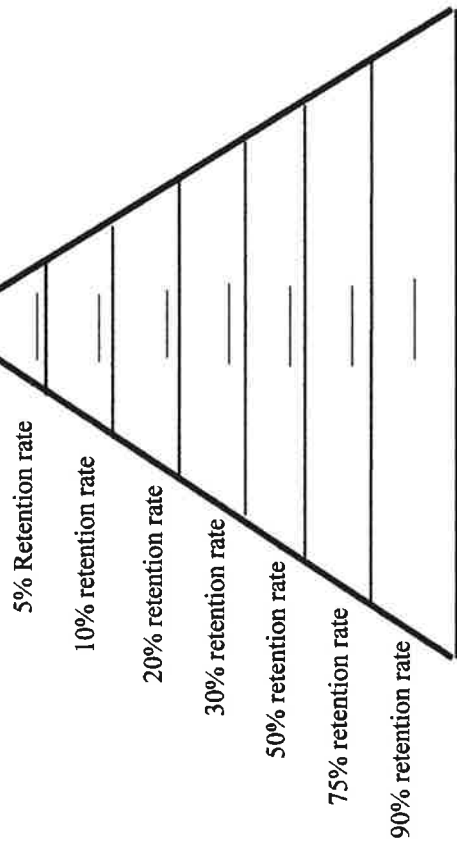


Diagram B

Ref. Letter	Teaching Method
A	Practice By Doing
B	Discussion Group
C	Demonstration
D	Teaching Others
E	Audio Visual
F	Lecture
G	Reading

- 9) Consider your total educational experience (Kindergarten to the present). Reflect on the amount of exposure you have had to each teaching method. Fill in the oval that best describes your exposure to each teaching method (0 being no exposure / 4 being considerable exposure).

TOTAL SCORES

Practice By Doing	-0	-1	2 SA -2	6 SA -3	4 SA -4	50
Discussion Group	-0	1 SA -1	3 SA -2	6 SA -3	2 SA -4	45
Demonstration	-0	-1	6 SA -2	4 SA -3	2 SA -4	44
Teaching Others	-0	4 SA -1	5 SA -2	1 SA -3	2 SA -4	37
Audio Visual	-0	3 SA -1	2 SA -2	2 SA -3	5 SA -4	45
Lecture	-0	1 SA -1	1 SA -2	3 SA -3	7 SA -4	52
Reading	-0	-1	-2	6 SA -3	6 SA -4	54

- 10) Fill in the oval that best describes your preference for receiving college level instruction by the following methods (0 being "I don't like it at all / 4 being "I like it the most").

TOTAL SCORES

Practice By Doing	-0	-1	2 SA -2	4 SA -3	6 SA -4	52
Discussion Group	-0	1 SA -1	2 SA -2	7 SA -3	2 SA -4	46
Demonstration	-0	-1	1 SA -2	7 SA -3	4 SA -4	51
Teaching Others	-0	1 SA -1	5 SA -2	1 SA -3	5 SA -4	46
Audio Visual	-0	1 SA -1	2 SA -2	4 SA -3	5 SA -4	49
Lecture	-0	4 SA -1	4 SA -2	3 SA -3	1 SA -4	37
Reading	-0	4 SA -1	3 SA -2	4 SA -3	1 SA -4	38

- 11) If you were presented with the chance to teach another college student, small group or class, what would be the likelihood that you would use each of the following methods? Fill in the oval that best describes your belief (0 being "I might use this method." / 4 being "I definitely would use this method").

TOTAL SCORES

Practice By Doing	-0	-1	2 SA -2	2 SA -3	8 SA -4	54
Discussion Group	-0	3 SA -1	1 SA -2	2 SA -3	6 SA -4	47
Demonstration	-0	-1	1 SA -2	4 SA -3	7 SA -4	54
Teaching Others	-0	3 SA -1	2 SA -2	1 SA -3	6 SA -4	46
Audio Visual	-0	2 SA -1	1 SA -2	5 SA -3	4 SA -4	47
Lecture	1 SA -0	3 SA -1	2 SA -2	3 SA -3	3 SA -4	40
Reading	-0	2 SA -1	4 SA -2	4 SA -3	2 SA -4	42

12) Fill in the oval that best represents how comprehensive your understanding is of the following teaching methods (0 being “I have no idea how this teaching method would be implemented regarding teaching fellow classmates.” / 4 being “I have a very strong understanding of how this teaching method would be implemented regarding fellow classmates.”).

	1	2	3	4	5	6	7	8	9	10	TOTAL SCORES
Practice By Doing	-0	-1	2 SA - 2	4 SA - 3	6 SA - 4						52
Discussion Group	1 SA - 0	-1	3 SA - 2	4 SA - 3	5 SA - 4						50
Demonstration	-0	-1	1 SA - 2	6 SA - 3	5 SA - 4						52
Teaching Others	-0	-1	3 SA - 2	4 SA - 3	5 SA - 4						50
Audio Visual	-0	1 SA - 1	1 SA - 2	6 SA - 3	4 SA - 4						49
Lecture	1 SA - 0	1 SA - 1	4 SA - 2	3 SA - 3	4 SA - 4						46
Reading	-0	-1	2 SA - 2	4 SA - 3	6 SA - 4						52

13) Fill in the oval that best describes your belief regarding the amount of work it would take as an educator if you use the following teaching methods when organizing and implementing instruction (0 being very little work / 4 being quite a lot of work).

	C	I	S	E	T	A	L S	C	O	R	E	S
Practice By Doing	-0	3 SA - 1	2 SA - 2	4 SA - 3	3 SA - 4		43					
Discussion Group	-0	2 SA - 1	4 SA - 2	4 SA - 3	2 SA - 4		42					
Demonstration	-0	2 SA - 1	- 2	7 SA - 3	3 SA - 4		47					
Teaching Others	-0	2 SA - 1	4 SA - 2	2 SA - 3	4 SA - 4		44					
Audio Visual	-0	1 SA - 1	5 SA - 2	4 SA - 3	2 SA - 4		43					
Lecture	-0	2 SA - 1	- 2	4 SA - 3	6 SA - 4		50					
Reading	1 SA - 0	6 SA - 1	3 SA - 2	1 SA - 3	1 SA - 4		31					

14) Fill in the oval that best describes your belief regarding the amount of information that your students would retain when being taught by the following methods (0 being “My fellow classmates would not retain very much information taught.” / 4 being “My fellow classmates would retain most of the information taught.”)

fellow classmates would retain most of the information taught.”)						TOTAL SCORES
Practice By Doing	-0	-1	1 SA -2	4 SA -3	7 SA -4	54
Discussion Group	-0	-1	1 SA -2	7 SA -3	4 SA -4	51
Demonstration	-0	-1	3 SA -2	6 SA -3	3 SA -4	48
Teaching Others	-0	-1	2 SA -2	4 SA -3	6 SA -4	52
Audio Visual	-0	-1	7 SA -2	4 SA -3	1 SA -4	42
Lecture	1 SA -0	1 SA -1	5 SA -2	5 SA -3	-4	38
Reading	1 SA -0	2 SA -1	5 SA -2	3 SA -3	1 SA -4	37

Learning by teaching or peer tutoring is an educational method in which a student is placed in the role of teacher (student teacher) and gives instruction to another student, small group or class. Fill in the oval below that best describes your belief (0 being strongly disagree / 4 being strongly agree).

						TOTAL SCORES
8) I have participated in a class where I have taken on the role of student teacher.	-0	-1	1 SA - 2	5 SA - 3	6 SA - 4	53
9) I like participating in a class as a student teacher.	1 SA - 0	-1	3 SA - 2	4 SA - 3	4 SA - 4	46
10) I retain more information about a subject being taught when I am in the role of student teacher teaching the subject.	1 SA - 0	-1	1 SA - 2	6 SA - 3	4 SA - 4	48
11) I understand how to implement various teaching methods in the role of student teacher.	-0	2 SA - 1	2 SA - 2	3 SA - 3	5 SA - 4	47
12) I believe taking on the role of student teacher would be more work for me then learning by another teaching method.	1 SA - 0	3 SA - 1	1 SA - 2	3 SA - 3	4 SA - 4	42
13) I am confident that I could be a good student teacher.	-0	-1	-2	5 SA - 3	7 SA - 4	55
14) I have participated in a class where I have been instructed by a student teacher.	1 SA - 0	-1	2 SA - 2	4 SA - 3	5 SA - 4	48
15) I like participating in class as a student with another student acting as student teacher.	1 SA - 0	-1	3 SA - 2	6 SA - 3	2 SA - 4	44
16) I believe I can retain more information about a subject being taught when instructed by a student teacher with the class teacher acting as facilitator to make sure the correct information is taught.	1 SA - 0	-1	6 SA - 2	3 SA - 3	2 SA - 4	41
17) I believe a student teacher would speak to me in terms I would be more likely to understand.	-0	2 SA - 1	3 SA - 2	5 SA - 3	2 SA - 4	43
18) I believe being taught by a student teacher would require more work for me than learning by another teaching method.	1 SA - 0	2 SA - 1	4 SA - 2	2 SA - 3	3 SA - 4	40
19) I would expect that my professor to help guide a student teacher in presenting a subject and making sure that the correct and needed information was taught.	-0	1 SA - 1	1 SA - 2	2 SA - 3	8 SA - 4	53
20) As an education major, I believe that it would be very beneficial for me to act as a student teacher in an environment where I receive support and guidance regarding what I will be expected to teach.	-0	1 SA - 1	1 SA - 2	3 SA - 3	7 SA - 4	52

Consider your experience with the peer tutoring study unit and rate the following statements (0 being strongly disagree / 4 being strongly agree).

TOTAL SCORES

21) It is important to me to gain a comprehensive understanding of a subject that I am studying.	-0	-1	-2	4 SA - 3	8 SA - 4	56
22) I gave the peer tutoring project my best effort.	-0	2 SA - 1	2 SA - 2	4 SA - 3	4 SA - 4	46
23) I was confused about what was expected of me regarding my participation in the peer tutoring unit.	4 SA - 0	5 SA - 1	2 SA - 2	1 SA - 3	-4	24
24) I feel the project coordinator, Denise Bloomer, gave a thorough explanation of the peer tutoring project.	-0	-1	2 SA - 2	3 SA - 3	7 SA - 4	53
25) I believe my peer tutoring group worked well together.	2 SA - 0	1 SA - 1	1 SA - 2	3 SA - 3	5 SA - 4	44
26) I felt the peer tutoring unit gave me a comprehensive understanding of women troubadours.	-0	2 SA - 1	3 SA - 2	2 SA - 3	5 SA - 4	46
27) I believe it was a good experience for me to practice using teaching skills.	-0	1 SA - 1	3 SA - 2	4 SA - 3	4 SA - 4	47
28) I believe I have a greater understanding of teaching methods after working with the peer tutoring unit.	-0	1 SA - 1	4 SA - 2	3 SA - 3	4 SA - 4	46
29) I believe the materials given to the class to conduct the peer tutoring project were helpful.	-0	-1	-2	-3	-4	54
30) I believe peer tutoring is a valuable experience.	-0	-1	-2	-3	-4	53
31) I liked learning by using the peer tutoring method.	-0	-1	-2	-3	-4	44
32) I believe the peer tutoring teaching method gave me the chance to explore areas of a topic that I was interested in.	-0	-1	-2	-3	-4	40
33) Under normal teaching circumstances, a teacher using peer tutoring would set aside time each class to let groups meet and plan their presentations. Under these circumstances, I would be interested in learning more often using the teaching method peer tutoring.	-0	-1	-2	-3	-4	43
36) Please list any complaints you had with the peer tutoring project.						
37) Please list any recommendations you have for improving the peer tutoring project.						