

## The Effect of Advanced Coursework, Time, and Experience on the Diagnostic Statements of Pre-Service Teachers

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The purpose of this study was to obtain and compare the written diagnostic statements of two groups of pre-service music teachers. The first group was enrolled in a junior-level course related to instrumental music rehearsal techniques. This was the students' first formal course in teaching techniques and is typically taken in the sixth semester of course work. The second group of students chosen for participation in this study had already completed the junior-level course and was student teaching. Student teaching is typically undertaken in the eighth (and final) semester of course work.

Students were asked to watch three videotape-recorded segments of a high school instrumental group in various stages of rehearsal. After each segment, the subjects were asked to write remarks diagnosing the problems they heard in each video segment. Subjects were asked to identify at least three problems that they perceived were the most obvious and needed the most attention by the teacher. Subjects' responses were then coded and categorized for content analysis.

Categories that emerged after analyzing subjects' written statements were: Ambiguous/Other, Articulation/Note Lengths, Balance/Blend, Dynamics/Contrast, Intonation, Phrasing/Musicality, Pitch Accuracy, Tempo/Rhythmic Accuracy, and Tone Quality. These categories reflected the types of statements subjects made related to the music performance problems they diagnosed for each video segment excerpt. Results support the idea that advanced course work, time, and practical teaching experience helps pre-service music teachers diagnose music performance problems in instrumental groups.