2014

MUED 403: Student Teaching Seminar—A Peer Review of Teaching Project Inquiry Portfolio

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UNL PEER REVIEW OF TEACHING

INSTRUCTIONAL ACTIVITY ANALYSIS

UNIVERSITY OF NEBRASKA –LINCOLN

GLENN KORFF SCHOOL OF MUSIC

MUSIC EDUCATION DEPARTMENT

STUDENT TEACHING SEMINAR MUED 403

Spring Semester 2013-14

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Table of Contents

Abstract

The purpose of this course inquiry was to describe how music student teachers use social networking and how their usage may change throughout the semester long full-time internship. All music student teachers at University of Nebraska – Lincoln during the spring semester of 2013-14 ($n = 14$) were asked to complete a researcher-designed questionnaire three times, at monthly interviews, for their self-reporting of social networking use and social interaction needs. All enrolled music student teachers voluntarily completed the questionnaire. Repeated measures ANOVA and t-tests were computed to determine differences at different points of the semester. Feelings of detachment from peer groups at the beginning of student teaching, gender issues and how independence or self-efficacy develop through the semester are discussed.

Description of the Course Student Teaching Seminar MUED 403

Introduction to the Course

This course is taken during music education undergraduate students' student teaching semester, which occurs after completion of all coursework in the Bachelor of Music Education degree. While students work full-time in elementary and secondary schools, they participate in on-campus seminars and workshops. These meetings include presentations and discussion sessions led by the instructor, area school district administrators, and UNL Career Services counselors. Sessions explore online and print resources for professional advancement in the field of music teaching. Other instructional activities include:

- Interactive class activities and discussions

- Presentations by the instructor

- Field experience assistance

- Readings and resource gathering

- Reflective practice and writing reflective journals/blogs

- Writing lesson plans in accordance with UNL GKSOM guidelines and maintain a plan book that includes all lesson plans and resources

- Developing a credentials file and electronic teaching portfolio

The UNL undergraduate bulletin describes this course as, "Analysis of K-12 music teaching with special attention to: teacher certification; selected legal aspects of education; current issues in education, and professional communication." This course also satisfies Achievement Centered Education (ACE), UNL's general education program outcome 10: generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation,

presentation, and reflection. The primary assignment that fulfills the ACE 10 aspect of this course is a professional e-portfolio.

The approximately 20-30 students who take this course in a given academic year are seniors in UNL's Music Teacher Education Program (MTEP). By this point, students have completed all core music and music education courses. They have also completed several four semesters of practicum (i.e., short term school-based field experiences) designed to develop experience with students in schools. Finally, they will have participated in large music ensembles for a majority of their lives, including at least seven semesters at UNL. All students are admitted to the School of Music after showing evidence of advanced musical performance skills and should have grown as musicians and teachers over the, at least, 2.5 years prior to taking this course.

Assumptions about Students

Some general assumptions underpinning course design are that students *do* possess the following:

- advanced training, knowledge, and skills in conducting and music score analysis

- training in lesson planning, 100 hours of teaching experience in schools at differing levels/disciplines, and several opportunities to peer-teach/microteaching during other music education classes

- experience playing almost all orchestral and band instruments (i.e., in their final skills class concurrently) beyond the beginner level and experience singing in choirs

- have been provided in advance of this course with materials and resources for teaching at all levels and in all music disciplines, conducting ensembles, and planning lessons

- advanced musical performance skills both as soloists and within large ensembles

- are dedicated musicians and committed to the teaching of music in schools as, assuming a passing grade in this course and the co-requisite internship, students will be licensed to teach K-12 Music in schools.

Further assumptions in course design are that students *do not* possess the following, or possess them at levels that could benefit from further development:

- awareness and perspective of current developments and trends in music education

- some degree of independence and competence in teaching

- some degree and much experience collaborating in groups and with peers

- strategies for implementing the National Standards for Music Education and principles of comprehensive music within the instrumental music program

- experience and training for semester long music curriculum

- knowledge, resources, and skills for administrating a instrumental music program (i.e., budget, legal issues, fundraising, trips and travel, scheduling, business management, time management, stress management, etc.)

- knowledge and resources for assessing music students

- advanced awareness rehearsal strategies for ensembles and music activities or lessons for elementary/general music classes

- knowledge, resources, and skills for inspiring creativity, self-expression, knowledge of music, and other skills or concepts

Aside from the above, this course is typically the final course-based opportunity in the MTEP to fill any noted gaps of knowledge and required skills for future music educators.

Teaching Environment

The course is taught in a large classroom where a majority of music education courses are held. There are tables and chairs in one half of the room, and an open area for the other half. The room is very conducive to breaking students up into groups for group discussion or peer-teaching. Several groups can function at once with large areas of space between them to facilitate their discussion. A presentation station (i.e., audio/visual equipment, multimedia projector and screen) is available for connecting a laptop computer to present Power Point presentations or audio excerpts; a mobile blackboard and blackboards at the front of the room are also available.

Course Goals and Objectives

This course serves as the ACE 10 course requirement for the MTEP degree. Therefore, the curriculum was set several years ago, prior to the ACE program introduction at UNL and is to be reviewed for re-certification this year. As such the goals and objectives of course design differ from the inquiry to be discussed later. The goals of this course are to:

- support student teachers at regular intervals throughout their student teaching experience

- prepare future music educators for success early in their career

- prepare all future music educators for administrating their music programs

- provide opportunities for students to refine their teaching strategies and resources

- provide students with opportunities to discuss teaching experiences and explore new teaching resources or strategies

- prepare students for future professional development

- prepare students to meet legal and ethical mandates on teachers

- provide a final reflective capstone experience and portfolio representative of their degree as a whole

At the end of the course, students should be able to:

- complete the Nebraska Department of Education form for Personal and Professional Fitness

- apply for Nebraska teacher licensure

- prepare professionally and personally for a fulltime teaching position

- complete a professional portfolio

- develop skills in planning for musical learning

- articulate immediate professional development goals

- develop skills in communicating with administrators, cooperating teachers, supervisors, etc.

- demonstrate the ability to meet teaching responsibilities and ethics without direct supervision

- demonstrate the professionalism and ethical behavior expected of practicing music educators

- understand the value of connecting with colleagues and sharing resources and teaching strategies

Introduction to the Problem

There are several assumptions made about college students, and more specifically undergraduate music education students. It is assumed, in general, that adolescents and college students use social networking adeptly and heavily. Further, student teachers used to a close network of friends through their degree (e.g., years of large ensemble and collaborative work, college activities, and general social interaction on a daily basis) are severed from such a setting and social network during full time internship. I have at least anecdotal evidence and occasional first-hand testimony of student teachers that this causes insecurity and other issues that negatively impact student teaching itself. It is also discussed and assumed

that technology-based social networking (e.g., Facebook, twitter) is not used for professional interaction, rather personal interaction, but could be harnessed in such a way to strengthen student teaching experiences. It was my hypothesis for this peer review inquiry that when encouraged to use social networking during student teaching, student teachers would increase their use for professional development purposes and thereby improve their student teaching experiences.

Background to the Peer Review of Teaching Project

A program entitled Peer Review of Teaching Project is offered annually at the researcher's institution. Instructors from across the institution, in a variety of disciplines, are invited to voluntarily participate. The program is designed to promote instructors actively assessing their teaching and making learning visible. Several methods of inquiry underpin the process (Walvoord & Anderson, 1998; Bernstein, Burnett, Goodburn, & Savory, 2006; Savory, Burnett, & Goodburn, 2007) but advanced levels tend to employ elements of action research (Mertler, 2012). In general, some aspect of a course such as teaching or learning strategies are targeted for empirical scrutiny in regards to effectiveness and potential improvement.

I volunteered to participate in the program and objectively analyze a component of a music student teaching seminar course offered during spring 2014. Over several recent semesters, course evaluations had generally been positive with the occasional critique of some textbook related "busy work" or the number of assignments being somewhat burdensome in relation to time requirements of the music student teaching internship itself. However, in respect to most of these critiques, numerous contradicting reviews testified that the course was well-balanced, practical, and helpful.

I have taught this course at UNL for 13 semesters since my arrival at UNL in fall of 2007, albeit this is only the third time it has been offered in its current 3 credit, ACE 10 version. The course was developed from a one credit version that primarily served only as a monthly professional or career development course, with opportunities for student teachers to discuss their field experiences. The ACE 10 version

added 2 credits of work through a textbook with independent study, observation-based worksheets and development of a professional e-portfolio.

Rationale for Peer-Review Instructional Activity Analysis

This course is an important course both in the Bachelor of Music Education degree as the ACE 10 requirement, as well as supporting the crucial student teaching internship which is the final step in preparing students for teaching licenses and a career in K-12 music teaching. Therefore, it is important to continually consider balancing coursework so that is supportive of student teaching (not intrusive or distracting from student teaching), supporting the job hunt process, and providing activities and discussion to support success in student teaching. Further, with new technologies and possibilities, changes in assignments or activities should be weighed in order to augment the efficacy of student teaching seminars. Because social networking is something students are assumed to be using in personal lives, and the detaching from the school of music environment and social network can have deleterious effect, it was deemed a valuable activity to consider social networking tools and their potential benefit to this course.

Method

The purpose of this quantitative course inquiry was to describe how music student teachers use social networking and how their usage may change throughout the semester long full-time internship. An invitation to participate (see **Appendix A**) was read via proxy at three monthly student teaching seminars. All ($n = 14$) University of Nebraska – Lincoln senior undergraduate music education students enrolled in the instructor's MUED 403 Student Teaching Seminar and concurrently student teaching full time in Nebraska, Iowa, and Wisconsin schools voluntarily participated in the study.

A researcher designed questionnaire (see **Appendix B**) employing 5-level Likert-type scales measured self-reported use of technology, independence, social needs, and demographics. The

questionnaire was reviewed by doctoral students at UNL for wording and face validity. The questionnaire was administered by proxy three times during the semester: at the beginning of each monthly student teaching seminar in February (4 weeks into student teaching), March (8 weeks into student teaching), and April (13 weeks into student teaching) to measure social networking use and changes in needs longitudinally.

After the first completion of the survey (considered a pre-test), and after the second administration, respondents were encouraged verbally to use social networking for professional uses (basic, short, informal suggestion not a course requirement or using examples). A script was read by the proxy that informally suggested this use for student teaching (see **Appendix C**). After the second administration a formal assignment involving Wikispaces where students uploaded a lesson plan and used social/commenting/editing tools interacted and peer edited partner lesson plans and materials.

Results

When considering the type of social networking and communication technologies used most students used facebook (n =14), email (n =14), twitter (n = 7), and Skype (n = 7) often. Other types such as Facetime, other video conferencing, other instant messaging, and discussion boards were rarely or not as adopted.

Through repeated measures ANOVA with LSD post-hoc analyses some differences were found based on gender. Females (M = 3.43, SD = 1.13) during the second test felt more detached (F (1, 10) = 6.13, p = .03) from their peers and friends more so than males (M = 2.00, SD = .71). To the third measurement, females had lessened in this feeling (M = 2.50, SD = 1.05) suggesting either the peer assignment or other factor may have helped their detachment. At all three survey points, females reported

that they needed friends to be happy and satisfied more so than males [F_1 (1, 11) = 5.87, p = .03); F_2 (1, 10) = 15.23, p < .01); F_3 (1, 10) = 11.54, p = .01] as shown in Table 1.

Table 1

Means of Participant Need for Friends for Satisfaction by Gender

Survey	Gender	*M*	*SD*
1	Male	2.50	.84
1	Female	3.71	.95
2	Male	2.80	.84
2	Female	4.29	.49
3	Male	2.29	.95
3	Female	4.00	.71

Based on paired-sample t-tests, there were two differences. Students decreased in their feeling of detachment from the first (*M* = 3.45, *SD* = 1.37) to second (*M* = 2.91, *SD* = 1.22) survey administration; $t(10)$ = 2.21, p = .05. As use of social networking did not change, this detachment could be attributed to students growing accustomed to the internship, or building a new personal/professional network. Students also increased in their feeling of independence from the first (*M* = 4.18, *SD* = .87) to second (*M* = 4.36, *SD* = .92) measurement; $t(10)$ = 2.19, p = .05. When considering means, there seems little practical implications of this finding, and it expected that towards the end of student teaching that they grow in their feelings of independence or self-efficacy.

Reflection

The transition from undergraduate preservice music education student to full-time music student teacher is an important one. The music student teaching internship constitutes the final educational experience and challenge in becoming a fully licensed music teacher. Yet, it is a transition that is sudden and bewildering to many students used to a consistent environment of friendships and support as exists in the semesters preceding student teaching. While most student teachers will find themselves prepared for student teacher by their undergraduate degree program, create new professional support networks within their student teaching settings, and in the end successfully complete student teaching, it behooves music teacher educators to continuously explore new experiences and pedagogy to scaffold the initial student teaching experience.

This inquiry confirmed that student teachers are active users of social networking tools, particularly facebook. However, as hypothesized, they primarily use such technology for personal or social purposes rather than professionally. While the suggestion was made throughout the semester to use social networking for professional purposes, and although social networking use remained high, participants did not significantly change their habits.

As for feelings of independence or being detached from their support circle during student teaching, some participants did identify this as a potential problem. In particular, female student teachers seemed to be most challenged by this and report needing friends to feel happy and satisfied in general. Instructors of internships such as student teaching should remain aware of possible issues that could arise, and support not only females, but all student teachers in feeling connected within their new environment, and supplemented with ongoing connections with their existing peers. It is possible that male student teachers are less willing through their degree to ask for help, tending to project masculine characteristics such as self-reliance and independence. However, this does not mean that male student teachers are

immune to detachment, isolation, or the sudden test of their independence at the outset of student teaching.

While it seems that most student teachers overcome the early challenges of student teaching, it remains possible to improve the entire student teaching experience by embedding support mechanisms into the student teaching experience. Specifically, because student teachers already use technology tools in their personal lives to remain connected, leveraging those tools for building professional outlets seems both possible and simple. This inquiry did not determine the impact of a more purposeful, or assignment based use of social network which would seem a logical next step in this line of research. Such inquiry should take place in future peer review projects or research. It should also be noted that other demographics or grouping factors did not have sufficient cases given the small sample. Future studies should examine larger student teaching sample sizes.

References

Bernstein, D., Burnett, A. N., Goodburn, A., & Savory, P. (2006). *Making teaching and learning visible.* Bolton, MA: Anker.

Mertler, C. A. (2012). *Action research:Improving schools and empowering educators* (3rd ed.). Los Angeles: Sage Publications.

Savory, P., Burnett, A. N., & Goodburn, A. (2007). *Inquiry into the college classroom: A journey toward scholarly teaching.* Bolton, MA: Anker.

Walvoord, B. E., & Anderson, V. J. (1998). *Effective grading: A tool for learning and assessment.* San Francisco: Jossey-Bass.

Appendix A

Invitation to Participate Script

Introductory Announcement (to be read prior to first distribution)

Because you are enrolled as a Music Student Teacher in the University of Nebraska - Lincoln, School of Music you are being asked to complete a questionnaire. This research study is being conducted by Dr. Dale E. Bazan, Assistant Professor of Practice in Music Education at the University of Nebraska – Lincoln School of Music. This study is being funded by a University of Nebraska -Lincoln Peer Review of Teaching Project stipend. Your experiences are valuable, and it is hoped to document these to inform other music teacher education programs.

Dr. Bazan is asking student teachers to provide input on their backgrounds, experiences and views about music student teaching and their use of social networking such as facebook or Twitter. There is no penalty if you decide not to participate and there is no immediate benefit to you for participating. Your grades will not be effected as any answers do not relate to assignments or expectations in the course. Your input could be valuable for future students.

To complete the questionnaire, open your named envelope that includes a coded questionnaire and consent notice. Discard the envelope immediately so it cannot be connected to your response. Please read all instructions, complete all questions, and return to the facilitator inside the yellow envelope which will be sealed and returned immediately to Dr. Bazan. By completing and/or submitting the questionnaire you are consenting for any responses to be used in the study as detailed in the consent notice. Your name will not be included or attached to the questionnaire. There is a code printed on the questionnaire that allows Dr. Bazan to match your responses on future questionnaires with the current one. Only Dr. Bazan maintains a master list of names and codes, which he maintains in a password protected file and will keep strictly confidential. He will not report any names in any presenting or publishing of the research. The survey will take approximately 15 minutes to complete. If you have any issues or concerns please ask the facilitator now. Other questions are answered on the consent notice which you need to read and agree to before completing the questionnaire.

Thank you in advance for your effort and input into this research study!

Appendix B

Questionnaire

STUDENT TEACHERS AND SOCIAL ENGAGEMENT QUESTIONNAIRE

_____ This ID will be used to match your responses with future questionnaires. . It will be kept strictly confidential and your name will not be connected to your responses as only the researcher Dr. Dale Bazan possesses the master list. Please discard the named envelope your questionnaire came in to keep your responses anonymous. By completing and submitting this questionnaire you are agreeing for your responses to be used in an anonymous, aggregate way and your name will not be used in any reporting of results.

1. What is your gender? [*circle one*]   Male   Female

2. What is your age? _____ year(s) [*print a number*]

3. I am currently student teaching approximately _____ miles from University of Nebraska – Lincoln. [*write an approximate mile amount on the line*]

MEASURES OF SOCIAL NEEDS

4. I make friends easily. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

5. I like to have many friends. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

6. I tend to be very independent. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

7. I am an extrovert and outgoing socially. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

8. I have an active social life. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

9. I not only enjoy but feel I <u>need</u> friends in order to feel happy and satisfied. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

10. I am an introvert and not very outgoing socially. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

11. I accomplish things best working in groups or as part of a team. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

12. I feel detached from my music education peers as a student teacher. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

13. I accomplish things best on my own. [*circle one*]

   1. Strongly Agree
   2. Agree
   3. Neither Agree or Disagree
   4. Disagree
   5. Strongly Disagree

USE OF SOCIAL NETWORKING

14. I own a smartphone with social networking apps (software/applications). [circle one]

Yes   No

15. I own a smartphone with texting/text messaging service. [circle one]

Yes   No

16. I have a computer with access to social networking apps. [circle one]

Yes   No

17. I use the following apps or software. [check each that apply; note any others]

_____ facebook
_____ LinkedIn
_____ Twitter
_____ E-Mail
_____ Skype
_____ Instant Messenger (Yahoo, Microsoft, other)
_____ Face Time
_____ Other Video Conferencing: _____
_____ Other Social Networking: _____
_____ Other: _____

18. Have you used social networking in the past week? [circle one; if you answer yes proceed to #19]

Yes   No

19. If you answered "Yes" in #18 above, estimate how many messages you have used social networking (e.g., using facebook and/or tweeting on twitter) for your personal life in the past week [write a number on the line] _____

20. If you answered "Yes" in #14 above, estimate how many messages you have used social networking (e.g., using facebook and/or tweeting on twitter) in relation to your student teaching [write a number on the line] _____

21. If you answered "Yes" in #14 above, estimate how many messages you have used social networking (e.g., using facebook and/or tweeting on twitter) in relation to reasons not related to personal life or student teaching and indicate/list what reasons [write a number on the line] _____

Other reasons: _____

22. Please rate your enthusiasm for using social networking (e.g., using facebook and/or tweeting on twitter) [circle one]

1. Always enthusiastic
2. Somewhat enthusiastic
3. Neither enthusiastic nor unenthusiastic
4. Somewhat unenthusiastic
5. Always unenthusiastic

23. I have used the following apps or software in relation to student teaching during the last week for this amount of time. [for any applications/software you use write the number of times you used it during the last week in relation to student teaching. Leave any you did not use during the last week related to student teaching blank]

_____ Discussion Boards
_____ facebook
_____ LinkedIn
_____ Twitter
_____ E-Mail
_____ Skype
_____ Instant Messenger (Yahoo, Microsoft, other)
_____ Face Time
_____ Other Video Conferencing: _____
_____ Other Social Networking: _____
_____ Other: _____

24. Please describe your use of social networking uses and how it has contributed to your student teaching experience in the box below.

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THANK YOU FOR COMPLETING THIS QUESTIONNAIRE! YOUR CONTRIBUTIONS ARE VALUABLE!

Appendix C

Social Networking Suggestion Script

Subsequent Announcement (to be read in second and third distribution)

Some time ago you completed a questionnaire for a research study is being conducted by Dr. Dale E. Bazan, Assistant Professor of Practice in Music Education at the University of Nebraska – Lincoln School of Music. Because you did so, you are being asked to complete a follow-up questionnaire to determine any changes over time. This study is being funded by a University of Nebraska -Lincoln Peer Review of Teaching Project stipend. Your experiences are valuable, and it is hoped to document these to inform other music teacher education programs.

There is no penalty if you decide not to participate and there is no immediate benefit to you for participating. Your grades will not be effected as any answers do not relate to assignments or expectations in the course. Your input could be valuable for future students.

To complete the next questionnaire, open your named envelope that includes a coded questionnaire and consent notice. Discard the envelope immediately so it cannot be connected to your response. Please read all instructions, complete all questions, and return to the facilitator inside the yellow envelope which will be sealed and returned immediately to Dr. Bazan. By completing and/or submitting the questionnaire you are consenting for any responses to be used in the study as detailed in the consent notice. Your name will not be included or attached to the questionnaire. There is a code printed on the questionnaire that allows Dr. Bazan to match your responses to your last and future questionnaires with the current one. Only Dr. Bazan maintains a master list of names and codes, which he maintains in a password protected file and will keep strictly confidential. He will not report any names in any presenting or publishing of the research. The survey will take approximately 15 minutes to complete. If you have any issues or concerns please ask the facilitator now. Other questions are answered on the consent notice which you need to read and agree to before completing the questionnaire.

Thank you in advance for your effort and input into this research study!

Concluding Announcement (to be read after all questionnaires and consent forms are submitted)

Thank you for completing the questionnaire.

During the few weeks until the next student teaching seminar, you are encouraged to explore and use social networking in relation to student teaching such as instant messaging with other student teachers you would normally interact with, or emailing questions to peers. You should also pay attention to how often you use social networking and how it does or could relate to your student teaching. Your use of social networking is entirely voluntary and you should continue to follow your school's policies for use of social media and ensure that you do not divulge any information publicly related to your students or school. You may be asked to voluntarily complete a follow-up questionnaire in a similar process as today.