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# Learning about yourself in the band rehearsal

Have you ever seen yourself - as others see you?



Do you really know yourself - as others know you?

## Pedagogical Research

**Overview**  
Pedagogical research in popular music

**Focus**  
How might peer assessment and learning activities help to improve our personal attributes as they are displayed in band rehearsing?  
How can we develop an improved awareness of our personal attributes and those of others in rehearsing?

## Methodology

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

Informed by social constructivist thought

Extensive peer marking data  
Sixteen in-depth individual interviews

Would you like to improve your self-awareness?

## Peer assessment of 'personal weaknesses'

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

## Personal attributes

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

Attributes that the band feel are important to them?  
Attributes that are important to each band member?  
Our personal 'strengths' in the rehearsal?  
Our personal 'weaknesses' in the rehearsal?

**Feedback...**

*"an exceptional way of getting feedback" -EJ*  
*"it enables you to understand how to improve"- EJ*  
*"it teaches you to try harder, do better"-OD, HA, NL, HS*  
*"hard to work with people who cannot accept criticism" -EJ*  
*"my [self-selected] weaknesses - they're not what the other people would perceive as my weaknesses" -SA*

**Confidence.....**

*"I've always been the one to kind of take a back seat and kind of just sit and do whatever I'm told to do, if you know what I mean. So, because they put me in the position of deciding this, that and other, I've learnt to be more assertive" -DS*  
*"It made me look a lot more at myself, and looking at their confidence like, with mine" -YL*  
*"You definitely notice people who are confident ... put their ideas forward more than people who tend to maybe not have had as much experience of playing with people;" -TP*

## Interviews

Grounded theory analysis produced four substantive categories

**Self knowledge...**

*"it made me look a lot more at myself" -YL*  
*"subconsciously, I was always thinking about them two things I'd to improve on" -TP*  
*"it lets people know what they think of you as well as what you think of yourself" -OD*

**Honesty...**

*"[there are] difficulties in telling the truth face-to-face, so written feedback is good" -SA, DS*  
*"written feedback avoids confrontations" -HA, SA*  
*"it's tough assessing your friends" -OD*  
*"I try to be honest with my friends" -HA, MR*  
*"some give friends better marks..."*  
*"I'm more critical with strangers" -OD*  
*"personal feelings get in the way sometimes, and people will purposely mark low out of spite" -EJ*