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Learning about yourself in the band rehearsal

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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
Informing by social constructivist thought
Extensive peer marking data
Sixteen in-depth individual interviews

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?

‘Personal weaknesses’ that your band think you can improve

<table>
<thead>
<tr>
<th>Marking scale 1–5</th>
<th>HA</th>
<th>OM</th>
<th>SC</th>
<th>TP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open to ideas</td>
<td>x</td>
<td>3/5</td>
<td>3/5</td>
<td>x</td>
</tr>
<tr>
<td>Blinking eyes?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Willingness to help others</td>
<td>x</td>
<td>x</td>
<td>5/5</td>
<td></td>
</tr>
<tr>
<td>Not helping?</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>4/5</td>
</tr>
<tr>
<td>Lacking enthusiasm?</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team member</td>
<td>x</td>
<td>x</td>
<td>3/5</td>
<td></td>
</tr>
<tr>
<td>Taking too much control?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Confident         | 3/5| 3/5| 4/5|x
| Lacking confidence? |
|                            |
| Learn lyrics quickly   | 4/5| x  | x  |
| Leaving it last minute? | x |    |
| Listening to others   | x  | x  | 3/5|
| Disregarding others?  |
| contributing to ideas | x  | 2/5|
| Too quiet?          | 3/5| 2/5| x  |

Feedback...

“an exceptional way of getting feedback” – YL
“it enables you to understand how to improve” – TP
“It teaches you to try harder, do better” – OD, HL, JS
“hard to work with people who cannot accept criticism” – YL
“my self-selected weaknesses – they’re not what the other people would perceive as my weaknesses” – SA

Grounded theory analysis produced four substantive categories

Interviews

Confidence……

“I’ve always been the one to kind of take a back seat and kind of just sit back 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

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
“If other people know what they think of you as well as what you think of yourself” – OD

Honesty...

“There are difficulties in letting the truth face-to-face, so written feedback is good” – SJ, JS
“written feedback avoids confrontations” – HA, SA
“It’s much addressing our friends” – OD
“It’s hard to be honest with my friends” – HA, MR
“some give friends better marks…” – OD
“personal feelings get in the way sometimes, and people will purposely mark low out of spite” – YL

Peer assessment of ‘personal weaknesses’