

The Role of Classroom Observation in Pre-Service Music Teacher Education (In Progress)



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Purpose: To explore the role of classroom observations in the socialization of pre-service music teachers enrolled in an introductory music education course

LITERATURE: EARLY FIELD EXPERIENCES

NASM Handbook (2015):
Observation and teaching
experiences early and in
actual school situations

Pre-service teachers'
perspectives (Butler, 2001;
Warren, 2001; Conway,
2002 & 2012; McDowell,
2007; Powell, 2011)

Student teacher readiness
and performance (Fant,
1996; Hourigan & Scheib,
2009)

Music teacher identity
development (Paul, 1998;
Conkling, 2004; Haston &
Russell, 2012)

RESEARCH QUESTIONS

In what ways, if any, do pre-service music
teachers' perceptions of teaching change
as a result of completing multiple classroom
observations over the course of a semester?

In what ways, if any, do pre-service music
teachers' perceptions of student behaviors
(in the context of a music classroom) change
as a result of completing multiple classroom
observations over the course of a semester?

What do pre-service music teachers find
most valuable about classroom observations
required for the course?
And, conversely, least valuable?

Data were collected through participants' written
observation reflections, researcher fieldnotes,
participant interviews (group & individual).

LITERATURE: NEED FOR RESEARCH

To date,
little research exists on the
role and processes of
classroom observations for
pre-service music teachers.

Conway (2002, 2012):
Participants did not value
observation
without context.

Powell (2011): Research
examining observation
methods and sequencing
may be especially valuable
to understanding pre-
service music teachers' skill
development.

Lack of research