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**Parent as Home Teacher:  
Observation and Analysis of Suzuki Method Practice Sessions**

ABSTRACT

The primary research question of this study was “what does a Suzuki practice session look like?” This was a descriptive study of observation and analysis of the home practice sessions of 30 Suzuki students and their home teachers/parents. Ten cellists, ten violinists, and ten pianists from the Capital University Suzuki program in Columbus, Ohio, participated in this study. The data was collected by trained Suzuki teachers and recorded on SCRIBE based on three separate observation sessions – Session activities, Home Teacher activities, and Student activities.

The results illustrated a picture of averages among the students, in terms of what activities occurred during a Suzuki home practice session and included that Suzuki cello, violin, and piano students under the age of 12 and their parents, practice 30 to 40 minutes on average 5 to 6 days a week. This study also determined that Suzuki parents are trained to be Suzuki method home teachers and function similarly in the practice sessions as do Suzuki teachers in private lessons. The home teachers model home practice sessions on the structure of most Suzuki private lessons in terms of content and pacing, including warm-up or technical exercises at the beginning and the practice of new skills, review, and music reading, with very little time spent in off-task talking.

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## **Acquisition of Teaching Skills in String Methods and Student Teaching**

### ABSTRACT

Systematic self-observation has been shown to be of immeasurable benefit to novice teachers, but a remaining challenge for novices is to recognize the connections between what they (as teachers) do and student achievement.

String education majors enrolled in string methods recorded videotapes of their teaching during field experience. Students analyzed their teaching using SCRIBE and evaluated their success in the areas of diagnosis of performance problems, delivery of stepwise instruction, demonstration on a string instrument, and effecting positive change in student performance. Students repeated the process during their student teaching practicum.

Tables report SCRIBE data recorded by string education students across observations of their own performance as teachers during string methods and student teaching. The data provided documentation of change as student teachers endeavor to improve their teaching. Also included are excerpts from their narratives during string methods and student teaching record self-evaluations and reflections regarding skill acquisition over time. The data indicated that prospective teachers change what they do to facilitate student achievement and what they say about their teaching from early field experience through the end of student teaching.

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## **Exploring Indigenous Southwestern Folk Music: Creating a Parallel Teaching Repertoire**

### ABSTRACT

New Mexico has a rich heritage of folk tunes that exist in several collections, most notably the collection of John Donald Robb. Since this music is seldom played in our local string programs, we are endeavoring to preview most of the available collections. The selection of melodies will be based on pedagogical principles that can be appropriately paired with tunes from the Suzuki Violin School. Each piece will be analyzed, transcribed, fingered, bowed, recorded and arranged in pedagogical teaching order. Our final document will be a collection of these folk melodies, and will include a copy of the original melody with notes about how/why changes were made. Simple piano or guitar accompaniments will be added and settings will also be included when they are available and appropriate.

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## **One School District, One Suzuki Program: An Oral History**

### ABSTRACT

The Wayzata (Minnesota) School District offered a modified Suzuki program within the school day for nearly forty years. This research, based upon interviews with 29 students, parents, teachers and administrators offers perspectives on the value of the public school program, the significance of having the program offered during the school day and importance of a child's early start. The interviewees offer a wealth of information about the development of this rich and colorful school offering which was wildly popular among elementary students. Difficulties with the structure of the program are described. In the eyes of the participants, however, the opportunity to participate in a public school string program was a life-altering event.