The purpose of this study was to examine the effects of two types of instruction: (1) traditional instruction and (2) computer-assisted instruction. The results of this study suggest that computer-assisted instruction may be more effective than traditional instruction in improving students' skills.
Computer Feedback on Conducting Skills

Method

Conducting skills.

Instructor training and a control setting on the acquisition of selected conducting skills. A t-test of the computer-assisted training procedures were compared to the control groups. The purpose of this study was to test the effectiveness of conducting on the performance of selected conducting skills. In addition to being trained in the development of conducting skills, the control group did not receive any training in the conduct of selected conducting skills. Although the conducting skills are of the same magnitude of the conductors, the control group did not receive any training in the conduct of selected conducting skills.

Equipment

Conducting feedback is one of the most difficult and important skills in the development of conducting. A control group of participants was trained in selected conducting skills. The control group did not receive any training in the conduct of selected conducting skills.

References


Conducted the study in class (pre-test). On the following Tuesday, music lessons were added to the curriculum. On the following Thursday, students were introduced to the concept of peak and trough. The instructor introduced the experimental groups and control group in their respective classrooms, on both pre- and post-test days.

Subjects were randomly divided into two experimental groups (N=25) and one control group (N=15). The subjects were assigned to three experimental groups:

1. Peak and Trough Experimental Group
2. Peak and Trough Control Group
3. No Peak and Trough Experimental Group
4. No Peak and Trough Control Group

Subjects were then divided into two experimental groups (N=25) and one control group (N=15).

The instructor introduced the experimental groups and control group in their respective classrooms, on both pre- and post-test days.

Subjects were randomly divided into two experimental groups (N=25) and one control group (N=15).

The instructor introduced the experimental groups and control group in their respective classrooms, on both pre- and post-test days.

Results

Two-factor analysis of variance (ANOVA) was conducted to analyze the data. The ANOVA results showed a significant difference between conditions (significant at p<0.05). Therefore, we used only significant differences to analyze the data. The results showed that there was a significant difference between conditions, with the peak and trough conditions being significantly higher than the control condition.

Conclusion

The results of this study suggest that the use of peak and trough in music lessons can have a positive impact on students' performance. Further research is needed to explore the long-term effects of using this approach in music education.
Computer Feedback on Conducting Skills

The results of this study suggest that computerized instruction could be an effective alternative to out-of-class verbal instruction and modeling for teaching conducting skills. Although conducted skills differ from the specific criteria provided for each piece, the data indicate that the two groups who received computerized conducting instruction scored higher on overall conducting standards than the control group. These groups also received conducting instruction in addition to that provided by the instructor, whereas the control group received only conducting instruction. In other respects, the two groups had similar levels of the results.

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**Discussion**

Computer Feedback on Conducting Skills

The results of this study suggest that computerized instruction could be an effective alternative to out-of-class verbal instruction and modeling for teaching conducting skills. Although conducted skills differ from the specific criteria provided for each piece, the data indicate that the two groups who received computerized conducting instruction scored higher on overall conducting standards than the control group. These groups also received conducting instruction in addition to that provided by the instructor, whereas the control group received only conducting instruction. In other respects, the two groups had similar levels of the results.

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Computer feedback on conducting skills

In 1880 Sousa became the leader of the United States Marine Band.

...ähr and Sullivan’s H. M. S. Pinafore... a number of opportunities, including directing a successful tour of... Washington. In 1878 he moved to Philadelphia, where he performed with... years later, he began a career as a violinist in the opera houses of... Two compositions at age seventeen. He sold his first composition at age seventeen... composed by some of the great composers of the time... A performance by... considered by some to be a composer of secondary significance, but... The Marine Band began at the age of six with the violin and... Sousa's musical training began at the age of six with the violin and... Considerable influence on his country's cultural development... Today his influence is considered by some to be a composer of secondary significance. But... Sousa himself predicted the dual role of the march and the contribution to the expression of the harmonic range of the music... music for the march, and the concertante presentation of... Sousa himself predicted the dual role of the march and the contribution to the harmonic range of the music... The conservative character of the march due to its inherent functional nature... Employment of the harmonic cadence of the march and the related... Sousa himself predicted the dual role of the march and the contribution to the harmonic range of the music... "The March King." Very few have emulated the harmonic techniques of Sousa. Although many studies have been written on the marches of American composers...