AN EXAMINATION OF METHODS USED TO TEACH PRACTICE STRATEGIES IN THE COLLEGE VOICE STUDIO

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ABSTRACT

This study was designed to inform researchers and educators about practice instruction in the college voice studio by gathering baseline data regarding current methods used by voice instructors for teaching practice strategies. Voice instructors from accredited institutions in three Midwestern states were invited to participate in a researcher-designed survey. Survey items were designed to answer research questions pertaining to (a) the types of practice strategies addressed in the college voice studio, (b) the methods used to assess students' musical achievement, and (c) the value instructors placed on specific practice strategies. Forty-six respondents completed the survey, resulting in a usable response rate of 21.39%. Results of this study indicated that participants typically used logs and journals to keep track of students’ progress in lessons and practice time. There was almost no consensus among these voice instructors regarding how final grades were calculated for applied lessons. Participants tended to address a variety of practice strategies in the voice studio at least to some extent. Responses indicated that they valued and used score study most often as a practice strategy, but other strategies also were rated highly. Findings suggest that although these collegiate voice instructors seemed to be incorporating a variety of assessment and teaching strategies into their studio instruction, no obvious, universal formula for teaching college singers to practice could be identified.