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AUTHOR Facinelli, Jaclyn
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ABSTRACT

A study was conducted of the efficacy of two methods of teaching music bibliography to 80 undergraduate and graduate students at the University of Akron in Ohio. One group of subjects received only lectures in bibliographic instruction; the other group had the benefit of lectures and worksheet exercises, which involved location of publications and information by the individual students in the central and music libraries. The courses covered such topics as approaches to music research; the meaning of library terminology; use of the library; and utilization of dictionaries, style manuals, encyclopedias, bibliographies, indexes, biographies, catalogs, and periodicals. Undergraduate students were instructed in the use of basic music sources while graduate students were taught about complex music sources and large indexes that include music subjects. Pretests and posttests of both groups, administered five times during the 15-week semester, showed that students who received the lectures and worksheets performed significantly better than students who only received the lectures. It was concluded that it is beneficial for music bibliography instructors to supplement lectures with worksheet exercises. This paper describes study methodology and results. A nine-item bibliography and copies of the pretest, posttest, and worksheets are also provided. (ESR)

Music Students and Bibliography Instruction: A Study

Jaclyn Facinelli
Assistant Professor of Music
University of Akron

Abstract

This paper briefly examines two methods of teaching music bibliography. The efficacy of these methods was measured through the pretesting and posttesting of students who were learning library terminology and literature. A group of subjects was individually tested after only lectures; another group had the benefit of lectures and worksheets. The evidence shows that students who received the lecture and worksheets performed significantly better than students who only received the lectures. Therefore it would be beneficial for music bibliography instructors to supplement lectures with worksheets.

Introduction

Music students typically encounter a multitude of literature when formal study begins at a university or college. Characteristic music students may fail to have proper library orientation or instruction which provide an acquaintance with materials and the skills to use them.

Literature of academic bibliography instruction has been growing over the years, and varied and creative programs are now being tried at many institutions (Krier, 1976 p.7).

National recognition of the importance of music bibliography instruction has produced instruction standards. These standards have been listed and developed by such organizations as Project Loex, a clearing house for academic library orientation and instruction materials at Eastern Michigan University, the Music Library Association's Midwest Chapter of the Bibliographic Instruction Committee, the ACRL Bibliographic Instruction Section and the American Library Instruction Round Table. In this study national bibliographic instruction standards formed the foundation for materials used and methods taught in the music bibliography classes.

A review of the literature shows that specific course related instruction (bibliography courses verses instruction in music literature, history or theory classes), often has the most success and that measurement of the results is absolutely

essential (Jennerich and Smith, 1979 p.226). Once bibliographic instruction has been incorporated into a curriculum of a discipline it may be easier to convince students that the library is an essential compbnent of their academic study. A review of lecture and lecture-worksheet methods of bibliography instruction has been examined in this study. This was an endeavor to expand and strengthen an existing music bibliography program at a major midwestern university. In this program, bibliography courses called "Research in Music," and "Graduate Music Bibliography" were taught in a strict lecture method. As an experiment, classes were divided into lecture groups and lecture-worksheet groups, then tested to determine the effectiveness of each method.

The music library in many universities typically exists as a facility in the music building. It functions as a curriculum center for music scores, recordings, and a basic reference collection. Microfilm, periodicals and journals, indexes, biographies, style guides, computer searches and directories are housed in the main library. Thus, since the music materials are separated, course instruction has attempted to cover materials in both libraries, showing the student the necessity of using both source areas for research.

Procedures

The music bibliography instruction program was divided into three sections: freshman orientation, undergraduate course instruction, and graduate course instruction. Freshmen make-up one-third of the music classes and all take a basic

music literature course that includes an orientation session in the music library provided by the music librarian. The class of approximately 120 students was divided into sections of 10 students per orientation group. It was believed that the smaller the group, the more individual attention would be provided for each student. During this one hour of instruction, types of holdings were explained and call numbers, tracings, subject headings and card catalog information were emphasized. A handout of an annotated basic reference guide was given to all students with an explanation of the materials. The objectives of the orientation were to teach the music students the location and holdings of the music library as well as how to use the card catalog and other reference tools. No testing was carried out with the orientation students.

"Research in Music" the undergraduate course in music bibliography, was a two credit class with prerequisites of one year of "Music Literature," and "Music Theory." Mostly sophomores took this course. The class met for two hours per week for one semester. During the semester oral reports, reading assignments in Watanabe's Introduction to Music Research, and Duckle's Music Reference and Research Materials, and a term paper were assigned. Music sources such as dictionaries, encyclopedias, directories, biographies and bibliographies were emphasized as well as a review of the card catalog, and library terminology. Use and explanation of several style manuals were stressed including proper procedures for researching a subject and writing a paper. The objectives of the course were

to teach students how to use the library effectively, how to write a research paper and how to use several types of research materials.

Graduate students took "Graduate Music Bibliography," a two credit course that met for two hours per week for one semester. Class requirements included oral reports, reading assignments in General Bibliography for Music Research by Minter, selected sections of Duckles' Reference and Research Materials, and Phelps' A Guide to Research in Music Education, as well as an annotated bibliography and a term paper. Students were obligated to complete an undergraduate music degree before taking this course and to have some knowledge of the library and basic music reference tools. Sources that included music topics such as international indexes and bibliographies were emphasized in the graduate-level course, subjects heretofore not covered in lower level bibliography course work.

Objectives of the course instruction were to impart knowledge of advanced level reference sources, and to instruct students in the skill of writing a well rounded, documented paper. Sources including music and non-music subjects were investigated to emphasize the importance of outside influences on any music subject.

Subjects tested were undergraduate and graduate female and male music majors randomly selected from "Research in Music," and "Graduate Music Bibliography" classes held in a large mid-western university. Subjects were randomly assigned to one of four groups: lecture or lecture-worksheet, undergraduate and graduate sections. Groups contained 10 subjects. These students

were pretested and then posttested after a lecture or lecture and worksheet exercise. Worksheets reflected class discussions, (see appendices B and D). Each group was given the pretest and then taken to the music library or main library for a lecture and discussion period with audio visual aids. At the end of each discussion period, students in the lecture group were given a posttest to determine what was learned, and students in the lecture-worksheet group were given a worksheet to complete. The lecture-worksheet group was posttested during the beginning of the following class period. Worksheets were completed by students outside of class time and returned to the professor for grading before the next class period. The professor returned the worksheets to the students after the posttest was administered.

Subjects such as approaches to music research, library terminology, use of the library, dictionaries, style manuals, encyclopedias, bibliographies, indexes, biographies, catalogs and periodicals were covered in the pretests, posttests and worksheets, (see appendices A through D).

All test questions reflected research knowledge needed by students to successfully use the library and library materials. The worksheets paralleled class discussions.

Undergraduate students were also instructed in the use of basic music sources. Although graduate students were taught about complex music sources and large indexes that included music subjects, it was felt that the undergraduate students had enough to comprehend. Graduate students were expected to have some knowledge of music sources and also to expand their research projects into areas that

influenced or were influenced by their research.

Pretests and posttests were administered five times during a 15 week term. Subjects that were in the lecture-worksheet groups were also given five worksheets to complete. This program was repeated using the same worksheets, pretests, and posttests with new subjects in identical bibliography classes.

Subjects tested were divided into groups of 10 students because of the naturally small class sizes. Music History, Music Theory and Applied Music Performance Majors were the only students required to enroll in the music bibliography classes. Since such majors were small in number, classes were also small. Education Majors could have taken either course as an elective, but due to scheduling this was almost an impossibility.

Scores from a population of 80 students were analyzed in the following manner: (1) pretest and posttest means were attained for each group; (2) comparisions between pretests of the lecture groups were achieved through use of the t-test on dependent means; (3) comparisons between pretests of the lecture-worksheet groups were accomplished through the use of the t-test on dependent means; (4) comparisons between posttests of the lecture groups were attained through the use of a t-test on dependent means; (5) using a t-test on dependent means comparisons between posttests of the lecture-worksheet groups was accomplished; (6) comparisons between the pretests and posttests for all groups was attained through the use of the t-test on dependent means; (7) lecture-worksheet group scores on pretests and posttests were compared with the lecture group scores by use of the t-test on independent means.

Results

Testing determined that worksheets and discussion classes led to more successful learning on undergraduate and graduate levels.

The average posttest scores of the lecture-worksheet groups were considerably higher than the groups that had no worksheets or discussion periods, (see tables 1-4).

TABLE 1
Means of pretests and posttests undergraduate lecture groups

Groups	Pretests	Posttests
A	62	80
B	59.5	79

TABLE 2
Means of pretests and posttests undergraduate lecture - worksheet groups

Groups	Pretests	Posttests
C	64	95
D	60	94

TABLE 3
Means of pretests and posttests of Graduate lecture groups

Groups	Pretests	Posttests
A	57	83
B	60	79

TABLE 4
Means of pretests and posttests of Graduate lecture - worksheet groups

Groups	Pretests	Posttests
C	55	96
D	56	92

With the use of a t-test on dependent means, pretests of the undergraduate lecture groups were compared. There was no significant difference between test scores (see table 5). Pretests of the undergraduate lecture-worksheet groups were also compared showing no significant difference (see table 6).

TABLE 5
Pretests of Undergraduate lecture groups

alpha p= <.05				
Groups	Mean	t	Standard Deviation	Significance
A	62.10	0.00	3.20	NS
B	58.90			

TABLE 6
Pretests of undergraduate lecture - worksheet groups

alpha p= <.05				
Groups	Mean	t	Standard Deviation	Significance
C	58.70	0.00	.70	NS
D	59.40			

On a graduate level with the use of a t-test on dependent means, pretests of the lecture groups were compared showing no significant difference (see table 7). No significant difference between pretest scores of the lecture-work groups was found (see table 8).

TABLE 7
Pretests of Graduate lecture groups

alpha p= <.05				
Groups	Mean	t	Standard Deviation	Significance
A	63.70	0.00	4.30	NS
B	59.40			

TABLE 8

Pretests of Graduate lecture - worksheet groups

alpha p=< .05				
Groups	Mean	t	Standard Deviation	Significance
C	54.40	0.00	1.30	NS
D	55.70			

Lecture and lecture-worksheet posttest scores on undergraduate and graduate levels were compared respectively within each group by use of the t-test on dependent means. These comparisons showed no significant change (see tables 9-12).

TABLE 9

Posttests of undergraduate lecture groups

alpha p=< .05				
Groups	Mean	t	Standard Deviation	Significance
A	79.90	0.00	.30	NS
B	80.20			

TABLE 10

Posttests of undergraduate lecture - worksheet groups

alpha p=< .05				
Groups	Mean	t	Standard Deviation	Significance
C	81.80	0.00	1.30	NS
D	80.50			

TABLE 11

Posttests of Graduate lecture groups

alpha p=< .05				
Groups	Mean	t	Standard Deviation	Significance
A	94.70	0.00	.90	NS
B	93.80			

TABLE 12

Posttests of Graduate lecture - worksheet groups

alpha p= <.05				
Groups	Mean	t	Standard Deviation	Significance
C	95.60	0.00	4.00	NS
D	91.60			

With the use of a t-test on dependent means, tables 13-16 show comparitive results of pretests and posttests on the undergraduate and graduate learning levels. Groups using the worksheets scored significantly higher than groups without the additional help.

TABLE 13

Pretests and Posttests of Undergraduate Lecture Groups

alpha p= <.05					
Groups	Mean Pretests	Mean Posttests	t	Standard Deviation	Significance
A	62.10	79.90	5.09	17.80	.001
B	58.90	80.20	5.31	21.30	.001

TABLE 14

Pretests and Posttests of Undergraduate Lecture-Worksheet Groups

alpha p= <.05					
Groups	Mean Pretests	Mean Posttests	t	Standard Deviation	Significance
C	63.70	94.90	9.42	31.00	.0001
D	59.40	93.80	11.42	34.40	.0001

TABLE 15

Pretests and Posttests of Graduate Lecture Groups

alpha p=<.05					
Groups	Mean Pretests	Mean Posttests	t	Standard Deviation	Significance
A	58.70	81.80	6.67	32.10	.001
B	59.40	80.50	6.23	21.10	.0001

TABLE 16

Pretests and Posttests of Graduate Lecture - Worksheet Groups

alpha p=<.05

Groups	Mean Pretests	Mean Posttests	t	Standard Deviation	Significance
C	54.40	95.60	11.52	41.20	.00001
D	55.70	91.60	9.03	35.90	.0001

Using a t-test on independent means, the lecture-worksheet group scores on the pretests and posttests were compared with the lecture group scores from the undergraduate and graduate courses (see tables 17-20). The lecture-worksheet groups scored significantly higher on the posttest, thus indicating that worksheets are necessary as an aid in skill development.

TABLE 17

Pretests of Undergraduate Lecture and Lecture-Worksheet Groups

alpha p=<.05

Lecture Groups	Lecture-Worksheet Groups	Mean Pretests X	Mean Posttests X'	t	Standard Deviation	Significance
A	C	62.10	63.70	.40	3.96	NS
B	D	58.90	59.40	.12	4.17	NS

TABLE 18

Posttests of Undergraduate Lecture and Lecture - Worksheet Groups

alpha p=<.05

Lecture Groups	Lecture-Worksheet Groups	Mean Pretests X	Mean Posttests X'	t	Standard Deviation	Significance
A	C	79.90	94.70	6.50	2.28	.0001
B	D	80.20	93.80	5.92	2.30	.001

TABLE 19

Pretests of Graduate Lecture and Lecture - Worksheet Groups

alpha p=<.05

Lecture Groups	Lecture-Worksheet Groups	Mean Pretests X	Mean Posttests X'	t	Standard Deviation	Significance
A	C	58.70	54.40	.87	4.94	NS
B	D	59.40	55.70	.80	4.65	NS

TABLE 20

Posttests of Graduate Lecture and Lecture-Worksheet Groups

alpha p=<.05

Lecture Groups	Lecture-Worksheet Groups	Mean Pretests X	Mean Posttests X'	t	Standard Deviation	Significance
A	C	81.80	95.60	8.02	1.72	.0001
B	D	80.50	91.60	4.61	2.41	.001

Discussion

Students who completed the music bibliography instructional program on undergraduate and graduate levels were able to successfully locate and use materials in the main and music libraries. Their success is partly explained by the fact that library instruction is given in the courses and library use is essential for course completion. Students were given the opportunity to interact with librarians and materials, and quickly became aware that library use is not only related to their academic discipline, but it is also a main factor in scholarly success. All work by students was graded and returned; thus the students were able to clearly see the results of their efforts. The librarian was also able to judge the effectiveness of her teaching methods and make improvements as necessary.

The lecture-worksheet groups scored significantly higher on posttests than the lecture groups. Worksheets greatly improved comprehension and therefore were viewed as the critical factor in the improvement of usage skills in music bibliograpy coursework.

In this study pretesting showed that the majority of music students lack exposure and experience with library materials. Although bibliography course instruction introduced the student to the library and its resources, posttests indicated that lecture instruction alone was not enough. Albeit that testing units had only 10 subjects per group, all testing was duplicated with a second similar group. Results, including the duplicate testing, showed that the teaching method described in this study was successful. Learning was achieved with the addition of worksheets. Worksheets reinforced the material given during the lecture and discussion periods. Thus it would be advisable to include worksheets in any bibliography coursework.

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Appendices

A: Pretest and posttest for "Research in Music."

1. Describe and label the parts of the following call number M.1001 .B44 Op. 55.
2. What is a main entry?
3. Draw a catalog card and label all its parts.
4. How can tracings on a library card help you find materials?
5. Why is imprint information on a catalog card important?
6. What is a uniform title, why is it useful?
7. What is the organization of the card catalog in both the main and music libraries?
8. Name the two types of cross reference cards.
9. In what order are materials housed in both libraries?
10. What is the name of the source that would help you find subject headings for materials?

B: Worksheet for "Research in Music."

1. Where are the music materials housed in both libraries?
2. Look at an author card from the card catalog and draw label all parts.
3. What are the different types of cards in the card catalog?
4. What does a recording card look like?
5. What are the three general classification letters for music?
6. Where would you find all music biographies?
7. If you are looking for all works about Debussy where in the card catalog would you look?
8. What is the uniform title for Mozart's Marriage of Figaro?
9. Pull out the Library of Congress Subject Headings source and list the subject headings given for music theory.
10. How is the card catalog set up and organized?

C: Pretest and posttest for "Graduate Music Bibliography."

1. What is a style manual, list one.
2. What is a national bibliography?
3. List one retrospective bibliography and its usage.
4. What would you use a discography for?
5. A trade bibliography contains what information?
6. What source would you use first if you had no knowledge about a subject.
7. What is a well-known periodical index on music?
8. What is RILM?
9. What is RISM?
10. Name a biography index.

D: Worksheet for "Graduate Music Bibliography."

1. Locate Kate Turabian's Manual for Writers of Term Papers, Theses and Dissertations, what is the call number, subject heading, and imprint information?
2. According to Ms. Turabian, how do you footnote a public document?
3. Locate the American Psychological Association Style Manual--how do you footnote a source using the APA style?
4. How many music entries does A World Bibliography of Bibliographies have? List five topic headings.
5. What does the Bibliographic Index contain?
6. Find the Encyclopaedia Britannica fifteenth edition. How are the thirty volumes divided, how can you use the sections?
7. What music dictionaries have signed articles?
8. Look up Vocal Pedagogy in the Music Index for the year 1982--what do you find?
9. What is the call number for J.S. Bach's Complete Works?
10. What is the most current discography--how would you find it?