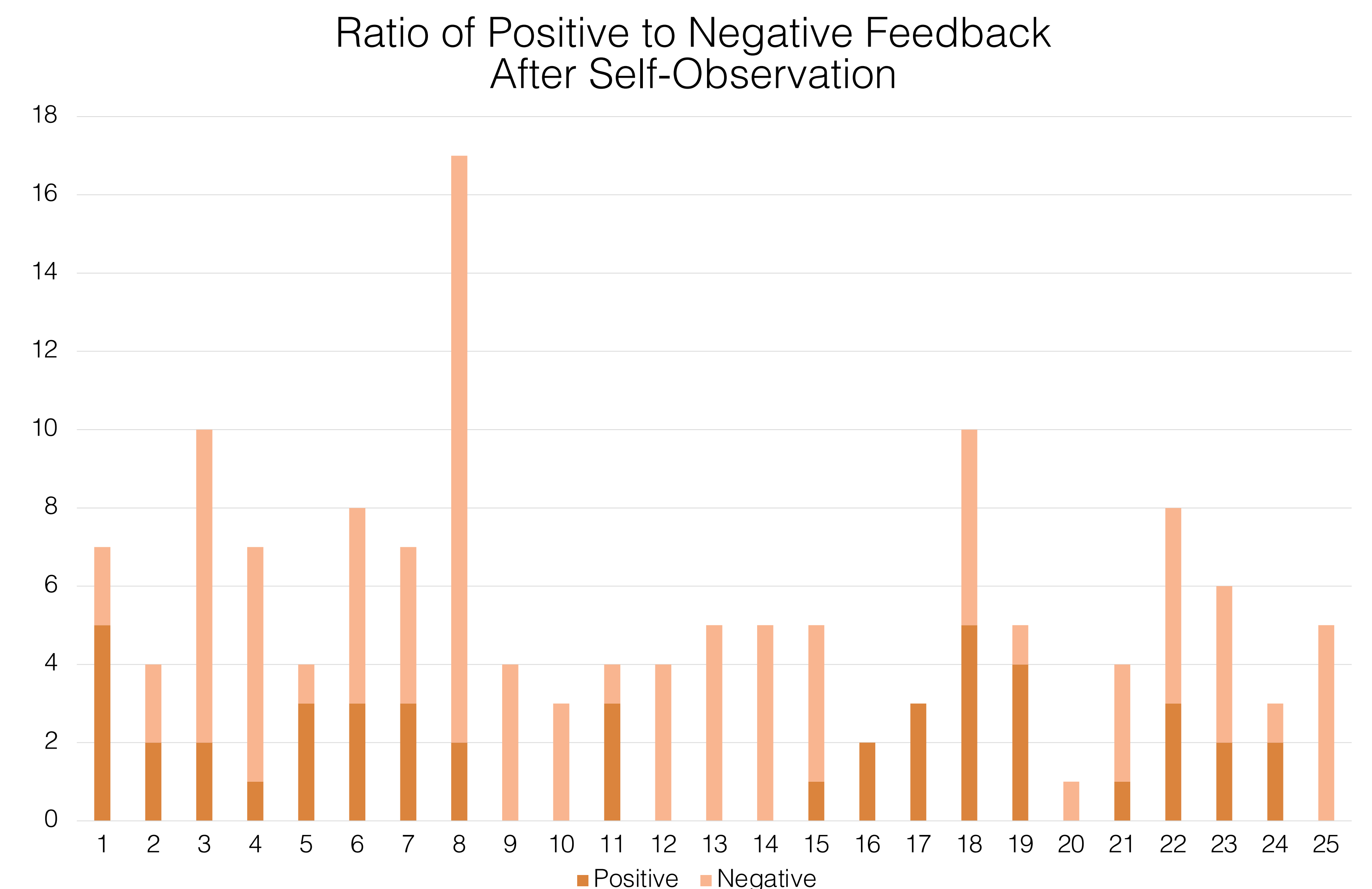
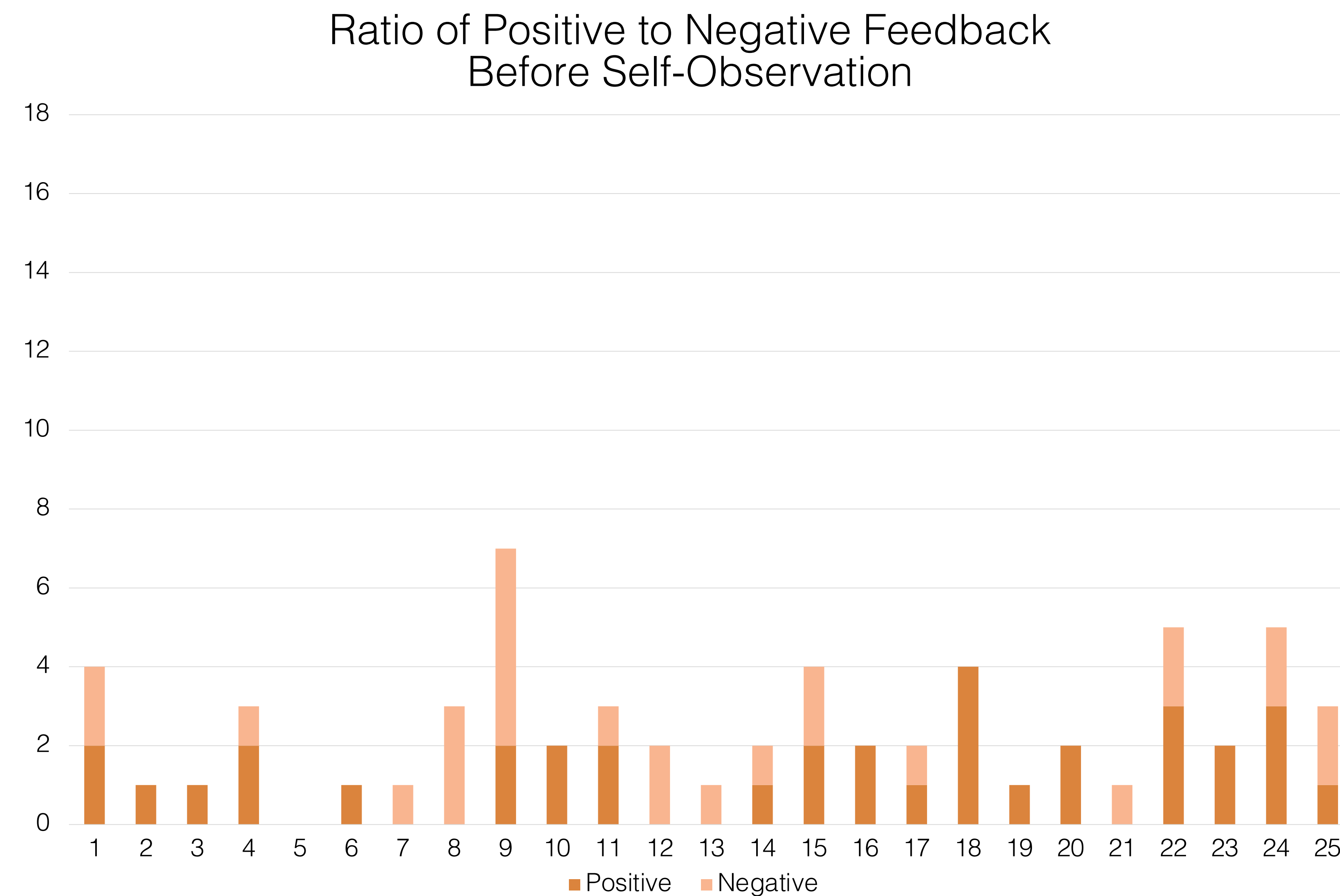
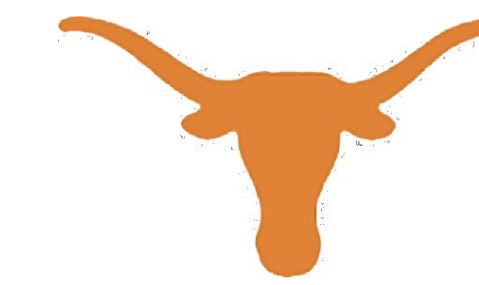


# The Impact of Self-Observation on Novice Musicians' Evaluations of Practice Efficacy

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Figures I & II. Ratios of positive and negative feedback statements before and after participant self-observation. Values on the y-axis indicate total number of feedback statements, and values on the x-axis indicate participant number.

Video recordings and written observations were collected from undergraduate nonmusic majors (N = 25) enrolled on a group piano course. Participants recorded 2 min of individual practice, then wrote a reflection on their session (Schön, 1992). Participants watched their video, then wrote a second reflection summarizing what they noticed while watching themselves practice.

The written data were coded according to themes that emerged from participant reflections (Delve, 2022), which included goal-setting, practice strategy, technique, fluency, and accuracy. The data were additionally coded according to participants' self-evaluations. Any evaluative statements were categorized into positive feedback (indicating effective practice) and negative feedback (indicating a perceived problem or needed change).

Feedback increased after self-observation with many participants noticing discrepancies between their initial and subsequent reflections. After self-observation, participants tended to notice more aspects of their practice that could be optimized to improve performance.