

University of Texas at Tyler

Scholar Works at UT Tyler

Faculty Posters

Research Posters

4-2015

Sonatas, Rondos, and Cupcakes: The Efficacy of Collaborative and Creative Project Formats in Undergraduate Music Theory Courses

Kyle Gullings

University of Texas at Tyler, kgullings@uttyler.edu

Follow this and additional works at: https://scholarworks.uttyler.edu/fac_posters



Part of the [Education Commons](#), and the [Music Pedagogy Commons](#)

Recommended Citation

Gullings, Kyle, "Sonatas, Rondos, and Cupcakes: The Efficacy of Collaborative and Creative Project Formats in Undergraduate Music Theory Courses" (2015). *Faculty Posters*. Book 11.

<http://hdl.handle.net/10950/378>

This Book is brought to you for free and open access by the Research Posters at Scholar Works at UT Tyler. It has been accepted for inclusion in Faculty Posters by an authorized administrator of Scholar Works at UT Tyler. For more information, please contact tgullings@uttyler.edu.



Sonatas, Rondos, and Cupcakes:

The Efficacy of Collaborative and Creative Project Formats in Undergraduate Music Theory Courses

Dr. Kyle Gullings, D.M.A. – kgullings@uttyler.edu
The University of Texas at Tyler – Department of Music

INTRODUCTION

This poster details my experience teaching Form and Analysis in the Fall of 2011, 2013, and 2014, and focuses specifically on my evolving approach to designing creative-format group projects.

Differences among my three years designing this project include the class size, group sizes, group selection method, number of group projects assigned during a given semester, time to complete the project, sizes of forms examined, and, most notably, the project format itself (instructor- or student-selected).

Project Designs: Fall 2011, 2013, & 2014

Term:	Fall 2011	Fall 2013	Fall 2014
Format:	4-page paper	Student-selected	Student-selected
Class size:	32	35	10
Group size:	5-6	5	3-4
Groups selected by:	Students	Instructor (heterogonous ability levels)	Instructor (heterogonous ability levels)
# of group projects this semester:	4	1	1
Time to complete:	3 weeks	4 weeks	4 weeks
Form; instruments:	Binary/ternary; piano	Sonata; symphonic	Rondo; symphonic/chamber

While group projects across all years were fairly to quite successful, the project designs were also correlated with overall end-of-term content retention.

RESULTS



- Fall 2011:
 1. Group Projects = Fairly successful
 2. Individual Final Papers, Exams = Fairly poor
 3. SLO's = Marginal proficiency
- Fall 2013:
 1. Group Project = Successful & quite creative
 2. Individual Final Analysis Papers = High quality
 3. SLO's = Fairly high proficiency
- Fall 2014:
 1. Group Project = Successful & fairly creative
 2. Individual Final Analysis Papers = High quality
 3. SLO's = High proficiency in content assessed

DISCUSSION

The years in which I utilized creative-format projects for group work (2013 & 2014) were correlated with stronger end-of-term individual papers, as compared to the year in which I assigned standard group paper formats (2011). Moreover, my 2014 end-of-course assessment data show an increase in retention of the content specifically covered in the creative group project, over other content taught in that same year.



CONCLUSIONS

Group work is dreaded by many students; large, open-format creative projects can easily become too vague, subjective in grading, or time-consuming. However, creative, student-driven group projects, when executed correctly, have a net benefit for students. Therefore, we as educators should make more frequent and effective use of them in our courses.