

THE USE OF COMPETENCY-BASED INSTRUCTION
IN A NON-PERFORMING MUSIC CLASS

by

CHARLES BYRON VOLLAND

B.M.E., Kansas State Teachers College, 1967

A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

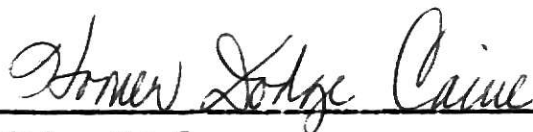
MASTER OF MUSIC

Department of Music

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1975

Approved by:



Major Professor

LD
2668
R4
1975
V64
c 2
Document

PREFACE

The inspiration and rationale for this Master's report has its roots in a series of conversations with an individual whom I highly respect as a professional colleague, namely my wife. In January of 1974, I was searching for a new or different method of teaching a high school music appreciation course, as I was rather dissatisfied and frustrated with the method or approach previously used.

Through these conversations with my wife, who is quite knowledgeable about competency-based instruction as well as successful in making "field application" of the method, I began to realize that most of my feelings of frustration and dissatisfaction were the result of not clearly defining the goals and objectives which the students were to achieve.

After some reflection and self-examination, I began to conclude that as a music educator, I was reasonably proficient in my subject area, seemed to be successful in using various rehearsal techniques and methods; but, in the setting of a non-performing music class, my instructional technique was at best very traditional and somewhat haphazard. In fact, I was using the same method by which I had been taught: lecture, assigned

readings, class discussion, review and then test. My understanding of "goals" and "objectives" was too broad and vague; and, I was at times forcing students to guess specifically what it was that they were to learn.

Competency-based instruction was chosen as the topic of this report as a result of my interest, study and application of the method. Additionally, this method is increasingly being recognized for its educational validity and is becoming one of the major educational movements in this country. Personally, it has made a strong impact on my method of instruction, and indeed, my philosophy of education. After eight years of teaching experience, and several years of serving as the cooperating teacher for student teachers; it has become my opinion that one of the most consistent problem areas for student teachers is in writing meaningful objectives, particularly as they apply in a non-performing class.

In addition to my wife, Katharyn, and Mr. Homer D. Caine who provided critical and editorial suggestions for this report, I would like to express appreciation to Mrs. Ramona Printz who served as my team teacher in the application of this method to the music appreciation class. I would also like to express my appreciation to Dr. Jack Flouer, Dr. Jerry Langenkamp, and Mr. Rod Walker who served on my Graduate Committee. Additionally, I would like to express my appreciation to Dr. Gerald D. Bailey of the College of Education for use of some of his unpublished

materials for this report. Special acknowledgement is given to Mr. Caine for serving as my major professor, advisor, and indeed, my facilitator.

TABLE OF CONTENTS

	Page
PREFACE.	ii
Chapter	
1. INTRODUCTION.	1
2. HISTORY AND PHILOSOPHY.	5
3. COMPONENTS OF COMPETENCY-BASED INSTRUCTION.	9
OBJECTIVES	10
PREREQUISITES AND PRE-ASSESSMENT	11
INSTRUCTIONAL ACTIVITIES	12
POST-ASSESSMENT AND REMEDIATION.	13
4. PERSONALIZATION OF COMPETENCY-BASED INSTRUCTION	15
5. PROBLEMS IN APPLICATION	18
6. SUMMARY	25
APPENDIXES	
A. SAMPLE LEARNING UNITS	28
B. STUDENT EVALUATION.	44
BIBLIOGRAPHY	47