**Project Overview**

During the 2012 fall semester, Boise State University students engaged in a qualitative study exploring effective teaching and learning practices utilizing an iPad 3, specifically the Coach’s Eye App. Dr. Nicole Molumby explored how the mobile device allowed students to develop their own “inner instructor” and metacognitive skills used to regularly evaluate their own playing. The mobile device was a tool to video capture performance behaviors in the lesson or performance that were later reviewed by the instrucor and student. The Coach’s Eye App, allows the viewer to pause, slow down, and write on the video.

**Coach’s Eye App**

* $4.99
* Video Capture
* Speed Control
* Screen Mark-up Capabilities
* Sharing - Facebook, Email, Dropbox, iTunes,

**Funding Sources**

* University IT or Academic Technologies Departments
* Grant Sources:
	+ Michigan State Libraries - <http://staff.lib.msu.edu/harris23/grants/2comptec.htm>
	+ Bill & Melinda Gates Foundation - <http://www.gatesfoundation.org/>
	+ IBM - <http://www.ibm.com/ibm/responsibility/initiatives/>
	+ Progressive Technology Project - <http://www.progressivetech.org/>
	+ Verizon Foundation - http://www.verizonfoundation.org/

**Set-Up**

* iTunes Account
* Apple ID (if using iPad, iPhone, iPod)
* Explore iTunes Store for useful apps
* Suggest specific Apps for your students and provide a focused activities using the App
* Information Sharing - Dropbox, iTunes, YouTube, Email, Text, Facebook

**Metacognition**

Bruser, Madeline. (1997). *The Art of Practicing; A Guide To Making Music from the Heart*, Chapter 8. Bell Tower: New York.

Kohut, Daniel L. (1992). *Musical Performance: Learning Theory & Pedagogy*. Stipes Publishing LLC.: Champaign, IL.

**Metacognition Assignment**

Bruser, Madeline. (1997). *The Art of Practicing; A Guide To Making Music from the Heart*, Chapter 8. Bell Tower: New York.

Questions:

* Choose three videos from your Coach’s Eye Library where you are performing your solo or etude and you consistently exhibit: 1) overstated passion; 2) avoidance; and 3) aggression.
* Please analyze each video by writing an objective, chronological list of actions that you see yourself doing. (i.e. scratched my nose, before bringing flute to face, took a breath and then cracked first note of the etude, restarted after taking flute off face, etc…..).
* After you have described the events of each video, please answer the follow questions for each video:
	+ ***How*** *did overstated passion, avoidance, or aggression negatively impact your performance?*
	+ ***Why*** *do you believe you were exhibiting overstated passion, avoidance, or aggression in this specific video?* ***What*** *thoughts were you thinking that lead to overstated passion, avoidance or aggression?*
	+ *Were you able to positively change your approach to playing the musical excerpt or etude during the video clip? If yes, what changes did you make? What thoughts did you have to help you make the change? If no, what happened to your playing?*
	+ *Any other observations…..please include.*