Educational Practices in the Model of Music Learning Theory of E. Edwin Gordon: An Observational Research

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This paper analyzes the supervision activity, to which educators and teachers enrolled with AIGAM (Gordon Italian Association for the Musical Learning) are subject to every year and intends to verify the application of those principles expressed in the learning model of the MLT (Music Learning Theory) developed by educational psychologist E. Edwin Gordon (1989, 1999, 2000, 2001, 2007) and promoted internationally by various institutions and organizations specifically accredited. It describes the influence of the videotaped supervision on the process, functions of monitoring, and evaluation of educational practices, starting with an empirical model that has guided the interventions in a study of supervision on training aimed at consolidating and developing professional skills in music education in early childhood. This paper sought to understand: the kind of practices, interactions, communications developing during an educational actions, the existence of a consistent relationship between the principles expressed in the MLT and their application, the type and benefits of supervision performed by of video recording on stakeholders in terms of change in professional behavior, and finally whether the active supervision could be comparable with other kinds of approaches.

Keywords: music education, MLT (Music Learning Theory), empirical research in music education, observational tool

Introduction

The paper here proposed is about a study conducted on the educational practices during early childhood using the videotaping technique that assumes an evaluation function of the activities, actions, and practices, starting from a learning model deriving from the MLT (Music Learning Theory) developed by the developmental psychologist E. Edwin Gordon (1989, 1999, 2000, 2001, 2007), that has guided the interventions of educators and teachers registered to the AIGAM (Gordon Italian Association for the Musical Learning). This paper has analyzed the supervision activity to which professionals working in this field are subject to on a yearly basis through a direct and indirect observation that allow verifying the implementation of the general principles expressed into action by the MLT model, in order to understand: the kind of practices, the interactions, the level of connection with the proposed educational course, the existence of a coherent relationship between the MLT principles and their application, the type and advantages of the control effected on the subjects through videotaping in terms of professional behavior change, and finally the compatibility of the supervision compared with other types of approaches.

This model is promoted worldwide by various institutions and organizations specifically accredited, even though it has been found that in those countries where Gordon associations or institutes do not carry out adequate

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supervisions, the implementation of the gordonian requirements is not homogeneous: This is resulting in important differences in the musical education practices and in those realities, sometimes causing distortions of the original model. This is not happening in the Italian context where the straightforward and close collaboration between the educators' management committee and the theory's author allows a continuous enrichment for the AIGAM Training School (Apostoli, 2008). And realizing the presence of different educational styles in applying the MLT in the USA and other European countries, it basically connected to the presence of the supervision activity or its absence, lead the AIGAM Management to propose a research which allows focusing on dimensions and problems of the same kind also in an Italian context. Observing and analyzing the supervision activities have offered the chance to verify the implementation of the general principles expressed in the MLT and expressed into the action. Far from being intended as way to control by the educators the conservation of a rigid model, the supervision should be seen as an action to promote each professional's growth and independence, as educator and musician. Therefore, trying to study this dimension within a precise interpretative model means understanding, in a comparative perspective, the variety of the methodological forms sustaining the educational proposals made starting from the same reference theory. Giving directions is important to understand and guide the education activity conducted by AIGAM in the best possible way, and to compare the use of the gordonian model by the different institutions and organizations accredited worldwide.

The Research on the Musical Educational Practices in the Early Childhood: Purposes and Methodology

Why and how to analyze the relationships and the educational-musical practices within the gordonian model and whose meanings should be attributed to them? This is the question from which we started when AIGAM had been requested pedagogical support to understand the interpretative system developed by the education psychologist E. Edwin Gordon in the MLT (Gordon, 2005, 2007) and its implementation in an Italian context (Apostoli, 2008, 2010). To adequately reply this question, it was necessary to carry out a research centered not only on the model's theoretical principles, that is well known all over the world (Gordon is actually one of the main theoretical reference points within the musical learning psychology in the United States), but also especially on the meanings of practices, processes, actions, and connections developed around the MLT in our country and their implementation, in a period when they expand more and more in this field without precise directions.

Such a study could not therefore avoid to consider the kind of education and supervision developed and prepared by AIGAM for its associates to build professional competences with the educational-musical field and to verify what kind of actions are carried out by each educator more or less in line with the MLT model. The continuous education activity that AIGAM provides for its associates, includes not only course, seminars, and laboratories, but also the participation to two supervision meetings for the first three years of their activity. The supervisions help educators and teachers to define their goals more clearly and their work modalities better responding to both addressees and gordonian principles, as well as increasing the efficacy of the interventions deepening specific aspects of the professionalism, e.g., the methodological competences.

This contribution makes us consider the role that videotaped supervisions have had in the consideration of a training institution such as AIGAM and on the results and consequences of the educators' training on the work conducted with children within a specific interpretational model. It certainly represents a further step towards the improvement of the educational practices which have given to the association's school important

validations to positively re-orient their interventions, showing how it could be possible, even within new educational contexts, to find new research forms able to improve the quality of the interventions.

The supervision in the MLT model is conceived as a way of improvement and not as an attempt to control or tie educators to "rigid forms of action", supporting the growth and autonomy of every single professional in accordance with the peculiarities of his/her educational and musical professionalism. It indeed is characterized as a form of "control" of the supervisor's interventions' quality in respect to the educator's activity, excluding any kind of sanction. The supervisor and the supervised group work together on common aims to be obtained through a "transfer" of competences, knowledges, and educational practices among the various subjects under supervision and those of other groups (Apostoli, 2010). Also, we expect that with supervisions, an "osmotic" process takes place such that the supervisor, following some educational practices puts to use spontaneously by a professional, acknowledges and shares them with the supervised present and the educators, intervening on some aspects regarding both the distribution modalities of the educational proposals and the quality of training.

The research activity, of which we will analyze only some aspects here, has connoted itself as an instrument capable of supplying important indications to better adjust the further training activity developed by AIGAM. In this direction, the contribution offers an account of the main characteristics of the research, guidelines, and methodological criteria implemented in the videotaping, as well as of the main observational instrument created *ad hoc* to analyze the videos.

Using the data coming mostly from a both direct and indirect observation of the supervision activity, the research has used videotaping of complete educators' interventions in specific moments and educational contexts as the favored technique. Even if based on different levels of analysis and with the use on mixed techniques, it is aimed to study the fundamental effort to support the efficacy of the educators at work and the variations of their professional, personal, and working conditions through the various phases of their professional activity.

It is widely known that educators and teachers do not necessarily learn through experience and their skills are not always gained in an incremental manner, i.e., they are exposed to a higher efficacy risk in the subsequent phases of their professional life and not only at the beginning; it is also known that the contexts of professional learning to whose educators working within training institutions or childhood organizations are particularly exposed to are, by definition, different for those working in the school, as teachers concentrate mainly on the basic literacy processes. The educators' capacity to effectively employ their professional activity in these contexts is referred to their ability to manage positive and negative "scenarios" through different phases of their professionalism. The research takes into account the variety of contexts when focuses on the professional practice that, to be effective, must be designed in accordance with the contexts where it is expected to be carried out and recall the "external scenarios" that call it into discussion, in terms of responsibilities, resources, and main purposes.

The videotaping procedures are allowed to measure the quality of the interactions produced between participants and addressees (children of 0-5 years old) of the educational action, both in contexts such as the childhood institutions and other informal situations, including small, family-like groups. Identifying the variety of contexts has been a focal point of the research, but also a "critical" one, that to be examined has requested a classification of the locations' diversity and application's conditions of the "method" relative to MLT, also depending on the age of the interested subjects.

Objectives and tasks of the research first of all considered three central routes:

(1) The MLT theory by E. Edwin Gordon from the point of view of its constructions, i.e., the identification of the underlying interpretative model, its decentralization and explanation, centered on how to learn when apprehending music, based on a vast research *corpus* and experimentations carried out by the author and on a complete "method" for the musical teaching that is passing through the "audiation" concept, term created by the author and representing the main prerequisite of his theory;

(2) The kind and role of the training offered by AIGAM, that most interests the associates (who they are, from where they come from, what education they have, what kind of educational path is proposed them, etc.);

And (3) the function of the annual supervisions, i.e., of the control of the competences' use by those who are musically "trained" by AIGAM and are evaluated every six months through videotaping on their implementation of the gordonian theory.

Secondly, the objectives are to: (1) describe the profile of educational-musical actions system where the AIGAM educator works; (2) study the model's concordance depending on its application; and (3) redefine the actions' system depending on some quality descriptors.

For this reason, the research's goals had been: (1) verifying efficiency and efficacy of the interpretative model of the MLT actions system, in terms of relations, actions, procedures, instruments, and methodologies employed; (2) analyzing the forms and types of educational relations present in the MLT interpretational model; (3) identifying strengths and weaknesses of activity, communication, and educational relationship; (4) examining the validity of the conceptual apparatuses and principles within the action system adopted by MLT; and (5) defining the efficacy of the gordonian logic adopted through the identification of specific descriptors.

The methodology used has therefore considered various levels of analysis at the same time: (1) the MLT; (2) the interventions on the education going on over the national territory; and (3) the sampling analysis of the visual material regarding the supervisions affected during the last five years by AIGAM.

Main instruments used: (1) interviews; (2) observational grid; and (3) analysis instrument of the visual material.

The videotaped supervision allowed to observe the level of comprehension of the interpretative model used, and it is for that reason that it has been conceived as a form of external evaluation. In line with what has been said so far, it has been employed in two different meanings: on one hand, as control of the perspective where the action is directed to, i.e., for the role that the expert guide (qualified) exercises on the less expert (supervised); on the other hand, as meta-perspective, where the supervisor helps the supervised to cover the distance between what he/she does and what should be done tracing, at the same time, new dimensions in the action (processing and reflecting with the supervisor and the internal or external group). It has been therefore intended as a real recognition process of the path started by the supervised with reference to the educational path, to facilitate the reflection's strengthening. It seems actually that, exercising this function, i.e., combining "practical execution" and reflection, a professional competence develops cementing principles and practices and the explicit knowledge of the implicit knowledge pragmatics is structured. Therefore, the relationship between practice and supervision can be described as a "potential dialectic tension" among educational process, competence and sector of relevance, which may allow the educator to be an actor and to ponder with the supervisor about the meaning of being an "educational-musical mediator in the early childhood". This is also due to the fact that the musical education in the pre-school phase is characterized by a high degree of complexity, not always attributable to linear strategies to solve the problems set by the context of action, but sometimes it assumes forms of integrated intervention making clearly possible the management of hindrances and difficulties. This requires a

multidimensional approach to the educational action phenomenon and to the variety of possible solutions it implies. The supervision action through videotaping, in accordance with the model's previsions would help sustain the professional and individual learning of the AIGAM educators during the different conditions and phases of the training process, as well as strengthening the diligence and efficacy of their interventions, allowing: (1) understanding the level of internal coherence of the model; (2) improving the internal coordination; (3) increasing the critical evaluation; (4) supporting the decision-making process; (5) delivering the feedback; (6) procuring a guidebook for the chosen model; (7) allowing the educator to extend the interventions' inventory; (8) improving the interventions; and (9) stimulating the development of the supervised.

The research showed that the *supervisor behavior*, intended to improve the musical intervention situations compared to the educational practices, is aimed to: (1) evaluate the nature of the performances; (2) evaluate first-hand observations; (3) use a positive approach from the point of view of the improvement of educator's interventions efficacy in different contexts; (4) combine the measurement of progresses both of children and educators in the training and evaluative programs proposed by AIGAM; (5) maintain an evaluation intervention sufficiently flexible to satisfy the erratic conditions of the action's contexts; (6) consider the supervision as a fundamental action on the way to achieving the objectives and not for itself; (7) become familiar with specific educators' and teachers' abilities and backgrounds all over the national territory; (8) supply an immediate videorecording and allowing an accurate organization of the reflection to make it possible for educators and teachers to discuss and analyze the results both individually and collectively; (9) reflect on the strengths and weaknesses of the performances and defining clear plans for correction and improvement; and (10) promote an environment where educators and teachers feel free in the educational offer to explore, experiment, and evaluate methods, methodologies, techniques, processes, and materials.

The "basic supervision principles" make it possible to focus on all those elements intervening in the educational situation expected by the model: (1) improving the interventions; (2) allowing every educator to give tangible and objective foundations to the improvement; (3) helping the supervisor to sustain the supervised in undertaking self-evaluation forms and measures; (4) making it possible for the supervised to feel free to discuss problems and receive suggestions and for the supervisor to respect opinions and points of view of the educational group and the training-supervision staff; (5) promoting the use of specific methodologies and creating a satisfying environment; and (6) allowing the supervised to freely behave, opening up the planned interventions to individual initiatives and explorations within the usage contexts of the gordonian method.

The Role of Videotaped Supervision Technique

It is now necessary to describe and examine the importance assumed by the videotaped supervision through control and evaluation process in the educational practices, starting from a clear, empirically supported model that has guided the supervision interventions in a research conducted on training actions aimed to develop professional competences in the field of early childhood musical education (Nuzzaci, 2010, 2012a; Nuzzaci & Pagannone, 2008). Videotaping is one of the most common ways to supervise (Romans, Boswell, Carlozzi, & Ferguson, 1995), even if not always the available literature gives rigorous guidelines to those asked to examine the conceptualization and use modalities for the videotapes in this field.

Historically, 1940 has seen the use of videotaping in the psychotherapy training (Schnarch, 1981), becoming later on (during the 1960s) a standard practice progressively introduced in the most part of the educational programs (Glatthorn, 1997) adopted in several countries, both in Europe and elsewhere, and subsequently

become a popular research instrument (Gelso, 1974). The videotaping capacity is widened thanks to the "video" function and it has been more and more present in studies about teacher's training (Boudreau, 1999; Carr, Reeves, Meditz, & Wyatt, 1999) developing in relation with tutoring and conducts, behaviors and attitudes revision, and the general improvement of the educational practices (Beach & Reinhartz, 1989). Nevertheless, the examination of the current literature discloses the existence of specific tendencies about how to use this technique for the methodological point of view in the supervision activities, because the current technologies allow saving time and improving methods and instruments to be adopted in the teachers' training, especially during the initial phase where they learn to teach.

In recent years, the videotaped supervision in education field has been examined in a systematic way (Ebmeier, 2003), also from an empirical point of view, even though it is clear that, as in all the techniques used for research reasons and implying a specific contextualization and significance of the scientific research to be carried out, there are advantages and disadvantages using it. Apart the specific methodological implications of it, we should bear in mind that first of all it is: (1) a means for the collection of information, memorization, and diffusion; (2) a means to work on the developing and professional sense of self; (3) an instrument to boost the self-analysis processes of those undergoing training; (4) a way to precisely understand, analyze, and evaluate conducts, behaviors, etc., of "experts" and "non-experts"; (5) a way for "non-experts" and "experts" to relive and revisit the interventions and the educational action; (6) a way to understand contexts, situations, and educational relationships; and (7) a way for the supervisors to understand the own characters of the supervision.

The videotaped supervision therefore can be intended basically as a modality to get a series of information regarding the quality of the educational action, the reactions and relationships between addressee and educator, among the various actors operating within the space of the interventions used into specific contexts and action systems, the capacity of revision and evaluation of the third parties (Apostoli & Nuzzaci, 2010) as well as the observation of non-verbal behaviors. From the general point of Lessing and Schulze (2003, p. 162), they referred to two aspects of the supervision quality, one is the process (from the supervisors) and the other is research's results (from the research's experts); it is an instrument implying precise procedures and operational schemes able to adequately respond both to exploratory needs of the educational phenomena, characterized by events not always foreseeable and given difficulties, i.e., built from specific material conditions defined by the contingent situation, and to those of the education's professional, who is dealing with a job where his/her competences are not always clearly codified and he/she must transform a situation in a problem to be solved, which is appearing vague and complicated at first (Schön, 1983). In this direction, the videotaped supervision can be literally meant as an activity which superintends and recalls four different perspectives: The first one is informational and of the control, where the "expert guide" adopts an exploration from which derives a precise intervention on a less qualified and expert subject; The second is the "meta" one, where the supervisor helps the supervised to set a distance between himself/herself and his/her professionality, contributing in amplifying his/her conceptions or finding new interpretative paths; The third one is the research one, where the supervision is investigated from a methodological and technical effectiveness point of view, as an instrument to allow an adequate data collection; The fourth one is of the self-evaluation and research quality, where the supervision is used to control the procedures and the research methodologies adopted.

The supervision begins with an acknowledgement process from the subject, who is acting together with the educational path, to simplify the development of a reflective practice about the observation's goal. It seems that the combination of the practice's executive power and the reflection on it helps in boosting the professional

competence that is founded on the explicit, pragmatic, creative knowledge on the implicit knowledge (Schön, 1983). The relationship between practice and supervision can be described as a dialectic tension that allows the educator to be an actor, and subsequently reflect with the supervisor about the meaning of being an actor. It is characterized by a high degree of complexity, which cannot be reduced to linear-type strategies to solve the problems, but presume a precise interpretative (H. L. Dreyfus & S. E. Dreyfus, 1986).

This demands a reflective awareness inducing to step into the problem, which could contain several possibilities and solutions. It actually seems that there is a close connection between supervision and logic of the educational intervention, as a modality to effectively respond to the needs of the addressee based on a reflective dialogue (Frawley-O'Dea & Sarnat, 2001). In this direction, the primary task of the videotaped supervision seems to be dispersing the ignorance and updating the competences, as well as encouraging the exploration of work in order to help the supervised to become more aware about the reactions they produce and the answers they provide to the addressees of the educational action, to understand the dynamics regarding their interactions, to examine the ways they intervene and the consequences deriving from the logic used to structure their interventions, and to examine the new forms of communication structuring themselves with the addressees in similar situations (Hawkins & Shohet, 1989, p. 42). In substance, qualifying itself as a reflective, learning, verified, and evaluative path developing between an expert professional and one or more subjects during the educational path or during the professional activity aiming to find connections and relationships, it can better meet the fundamental principles of the professional process revision, in accordance with the principles stated by Hawkins and Shohet (1989) that can be found summarized in Tables 1-2.

It should be noted that in the past few years the supervision in the educational field has received a lot of attention, even though only recently it has been examined sistematically and empirically. In this study, the supervision (Van Kessel & Haan, 1993, pp. 5-27) is displayed as a kind of practice permitting to notice the level of comprehension of the interpretative model used and it is conceived as a kind of external evaluation. Thus it refers: in part to a control of the perspective towards the action points, i.e., to the role that the expert guide (qualified) exercises on the less expert ones (supervised); in part to a meta-perspective, where the supervisor helps the supervised to cover the distance between what he/she does and what he/she should do, tracking at the same time new dimensions in the action (processing and reflection with the supervisor and internal or external group). It is therefore to be seen as a recognition process of the path taken by the supervised with regards to the educational process, in order to expedite the reflection.

It seems that in the combination between "practical execution" and reflection a professional competence develops, cementing the principles to the practices and founding the explicit knowledge of the pragmatic implicit in the knowledge (Schön, 1983, 1987).

The relationship between the educational practice ad supervision can be described as a potential dialectic tension between education and sector, which transforms the educator into an actor able to ponder along with the supervisor about what being a "mediator for the childhood musical learning" means. Preschool musical education is in fact characterized by a high degree of complexity that cannot always be lead back to linear strategies to solve the problems, but assumes peculiar forms and strategies of intervention. This requires a multidimensional approach to the action phenomenon and the multiple solutions possible. Supervision is substantially a practice helping to sustain the educators' professional learning in the varying professional and personal conditions within the different phases of the educational process, as well as the commitment and the effectiveness of their professional path (Day & Qing, 2007, pp. 397-401; Burn & Edwards, 2007, pp. 397-401).

Table 1

Supervision Principles

N	Category	Significance
1	To procure a space to the supervised subjects to think about the *content* and the *process* of their work	$P < 0.010$
2	To develop understanding and professional competences	$P < 0.001$
3	To get information and work on alternative points of view	$P < 0.010$
4	To obtain contents and to comment the process	$P < 0.001$
5	To be recognized and supported both as an individual and worker	$P < 0.050$
6	To ensure that the supervised as an individual and worker is not left alone facing unnecessary difficulties, problems, and projections	$P < 0.001$
7	To have a space to explore and express his/her own discomfort, obtain a re-stimulation, affect a transfer or a counter-transfert, and that can be proposed for the work	$P < 0.000$
8	To plan and use in the best possible way the personal and professional resources	$P < 0.010$
9	To be proactive, rather than reactive	$P < 0.010$
10	To ensure the quality of the work	$P < 0.010$

Table 2

Categories of Analysis

Exemplification of some of the categories considered		
Elements	What to do	What the model expects (level)
Conditions	Recording the situation and circumstances under whose behavior happened, with whom, with what, where, when, etc. (suggest the complexity and ensure that the situation can be reproduced: given situation)…	1 2 3 4 5 6 7 8 9 10
Behaviors	Recording what the individual have to do (observable and measurable): (name) (verb)…	1 2 3 4 5 6 7 8 9 10
Interactions	Recording the interactions (educator-child, child-child, etc.).	1 2 3 4 5 6 7 8 9 10
Criteria	Recording the level of performances if acceptable as the intervention's result (quantifiable standards for the evaluation)…	1 2 3 4 5 6 7 8 9 10

Analysis of the Supervision Material

Video shootings effected amounts to a total of 60 and they have processed through two *ad hoc* instruments. The main instruments have been both the analysis grids to examine the supervisions' footages to find aspects related to the routines used by AIGAM educators and those for the collection of supervisor's statements on this experience, as well as the first-hand experience. Due to lack of space, we will not examine here either the statements or the first-hand observation of devices and action on the education, whilst we will briefly look at the recordings' recognition and the analysis carried out on the videotaped meetings.

For the codification and sequential as well as functional and contents analysis of the footages, an instrument has been created able to classify some behavioral traits expressible in interaction models to determine characteristics and limits of the various types of interaction and communication, obviously bearing in mind the results produced by similar research contexts. The descriptive analysis has been arranged on specific descriptors and carried out by two external observers on the same product; it has been addressed to defining the educational contexts of (Ralph, 1994, 1998) and the specific types of intervention activated. All the meetings examined were about the educational-musical action addressed to the 0-3 years' segment.

The descriptive instrument used for the analysis of the videotaped meetings is made of: (1) a structural section collecting the pivotal variables (e.g., from where the material is coming from); (2) a descriptive section

regarding the visual material observed (research profile); (3) a section devoted to the MLT needs; and (4) a section for the concurrence between educator's actions and MLT principles.

From the methodological point of view three main behavioral categories are observed: (1) the type of communication and musical relationship created between educator and children; (2) the degree of functionality, design, and coherence of the actions adopted; and (3) the degree of adequacy and relevance of the actions and musical practices compared with the addressees' characteristics.

The action's profile is attributed to some central nuclei:

(1) Identification of the action's systems: (a) types of actions, (b) types of practices, (c) problems related to the educational action, (d) proposal's execution modality, (e) involvement level of the main and secondary addressees;

(2) Description of the operations forming the action systems: (a) brief description, (b) acting subjects, (c) kind, location, and circumstance they take place;

(3) Educator's description: (a) educational, musical, and MLT competences, (b) means used, (c) obstacles, oppositions or conflicts;

And (4) identification: (a) actions' organization, (b) actions' system and logics, (c) duration, (d) actions' description, (e) procedures' description, (f) strategies' description.

What elements delivered guarantees to the model's adoption? There are: (1) the virtuous action strategies adopted; (2) the efforts made in terms of behaviors and practices realized within the MLT logic; (3) the use of principles and devices supplied by educators; (4) a system of coherent actions; (5) the production of appropriate vocal instruments and musical methodologies; (6) the educational actions defining precise musical incentives, spaces, and means; (7) the fields refine the relationship strategies and increase the efficiency; (8) the analysis of the relations and the educational practices and testing how their work leads to the definition of quality indicators; (9) the analysis of the professional competences of people involved; (10) the description of roles and tasks at different levels; (11) the analysis of the practices leads to the definition of specific quality descriptors; and (12) the analysis of processes leads to the description of an educational practice.

All this led to a structural examination of the relations and educational practices and an assessment of how they work in relation to the definition of possible quality indicators of the activity.

The most interesting aspect to be noted is what has been realized about the guidelines produced for the use of these instruments, whose categories allow the external evaluator (researcher in this case) to work on the material only in respect to clearly identified aspects: (1) interventions' effectiveness; (2) techniques used; (3) educators' performance; (4) children's performance; (5) educators' responsibility; (6) interventions, activities and action implemented; (7) relations among educators, children, and adults; (8) peculiarity of the interventions' contexts; and (9) professional activities carried out in connection with the model.

The use of videotaping caused some considerations about the meaning of the reflective observation as an instrument to help "non-expert" educators in becoming qualified professionals, above all encouraging the examination of the observed behavior by the supervised and supervisor, and the planning of the future one. The results show that videotaping stimulates interesting reports for the reflection (< 0.01), not only because it encourages "a more appropriate and objective comment" from the educator's side (< 0.001) mainly relative to the principles and norms supported by AIGAM, but also for the fact that, thanks to its eliciting technique (< 0.01), it enables to carry out a wider and deeper evaluation of the educational performances against those that could be affected with a more traditional observation based, for example, on the reports.

Also, in line with the results of the international research, the supervisor in the interaction with the

"non-expert" educator is positively influenced when the deduction is used (< 0.01) to support the traditional observation methods based on other types of orientation (Leong, 2010; see Table 3).

Table 3

Categories of the Supervision Activity

		Type of supervision			
Scale	N	Minimun	Maximum	Mean	SD
Supervision	60	-50	+50	49.00	46.21
Climate	60	-50	+50	20.22	34.65
Competences	60	-50	+50	48.32	22.76
Context	60	-50	+50	-20.98	38.27
Supervisor	60	-50	+50	38.00	32.65
Aim	60	-50	+50	29.34	34.98
Expectations	60	-50	+50	54.28	28.58
Satisfaction	60	-50	+50	58.42	49.00

Readers should refer to other researches (Apostoli & Nuzzaci, 2010; Nuzzaci, 2010, 2012a) about the conclusions concerning the research contents, here we just state the AIGAM educator seems to be acting and more or less respecting the MLT principles, the central "focuses" of which regard mainly some aspects such as: the use of the highly musically efficient voice, the respect of the children's response time, and the scanning of the musical turns, that is expressing itself mainly towards the individuals rather than the group.

It has been recorded a not always appropriate reaction of the type of intervention, the speed of the execution and reaction times in respect to the children's behaviors and musical emissions; a pressing anticipation from the educator towards the children's responses. Among the main action characters, we recall that the musical communication transmitted by the MLT appears basically re-interpreted and strongly dependent from the contexts where it is produced, even though the action is resulting generally sustained, from the structural point of view, by the fundamental gordonian principles that are in most cases respected. Even if on this respect, it is recorded a lack of action and musical functions steadiness, a musical interaction emerges accompanied by a strong children's and educators' involvement, from which a mostly collective communication shines through. An action not always coordinated and fluid as far as the movement-sound relationship is concerned, a not always appropriate use of the discriminating processes/sounds recognition and a not always appropriate use of the patterns, rhythms, and musical sequences. Whilst a more complex statistical analysis shows how the different contexts emerged responses not always relevant or adequate feedback, nevertheless a continuous and meaningful attention towards children, actions, intervention's characteristics has been observed, an use of the children's sound emissions for new productions, a guide to the discrimination of the base note, the similar/different discrimination, the control of the productions "sing with children", etc.. But above all emerges in a significant way for MLT are adequate: (1) free, continuous flow use of limbs' and body's movements (0.01); (2) use of the movement to carry out imitation and assimilation patterns (0.06); and (3) use of the movement in the space (0.001).

It is not possible to detail here the articulated data collection and analysis work and show well organized results to report on the entire process appropriately, so we just underline that from a methodological point of view the use of videotaping in supervision seems to boost: the perceptions of the subjects in respect to their performances (Gelso, 1974; Poling, 1968; Walz & Johnston, 1963), the self-consciousness about the behaviors

adopted (Chodoff, 1972; Star, 1977; Walz & Johnston, 1963), the objectivity concerning their work (Anderson & Brown, 1955; Goldhammer, 1969), and efficacy and commitment (Ebmeier, 2003).

Also, the study reveals how the activity of videotaped supervision boosts the supervisor's involvement (Aveline, 1992), because a wide spectrum of information is supplied based on an impartial reading of facts and progresses of the supervised (Worthington & Stern, 1985), allowing in such a way an objective evaluation of both (Chodoff, 1972; Yenawine & Arbuckle, 1971). It must also be noticed as it reduces the effects (Taubman, 1978) exclusively connected to the observation through "written reports" from the supervised and supervisors that are considered to be not reliable, as they may have strong perceptive distortions in the events' interpretation and a much too positive impression about their work (Noelle, 2002). On the other hand, there could be the potential disadvantage to increase anxiety for the evaluation by the supervised that could result into a worsening of their performances; this is confirmed for example by the studies effected by Roulx (1969), who has registered a physiological anxiety increase (translated into an increase of the heartbeat frequency and temperature) among students practicing teaching, informed that their activity was going to be videotaped and then assessed by supervisors, against those who had been told that the session was not going to be videotaped and assessed. These experiments, as well as those carried out by Niland, Duling, Allen, and Panther (1971), regarding the incidence of some factors acting as inhibitors in the activity of videotaped supervision compared with, for example, those affected through videotaping, traditionally considered less "blocking", should be, as already stated by Schnarch (1981), better examined, as video-taping cannot induce in itself anxiety or fear, that should be reactions probably of a more generalized type (Yenawine & Arbuckle, 1971).

Despite the short description showed here may be considered merely indicative of the path travelled and requires therefore additional follow-ups about the methodological apparatuses, the fact remains that, as witnessed by this research, the videotaped supervision is still a very effective technique, producing undeniable advances in the educational research practices when arranged through a rigorous conceptual apparatus, particularly on those regarding the early childhood: and this makes it possible to look into the future with optimism for the creation of a "good research" culture (Nuzzaci, 2012b, 2012c).

The Project and the Analysis of Supervision Material

In brief, the main research data regarding the direct observation of the supervision activity, which technique has been the videotaping of entire interventions made by the educators in action without censorship and with sophisticated equipments, even if focusing on different levels of analysis and contemplating the adoption of diversified techniques, consider the effectiveness of the educators in action and the variation of their professional, personal, and working variations through the various steps of their professional path. In this sense, it has been found that the educators do not necessarily learn through experience and that the know-how is not always gained incrementally (0.01), i.e., that the subjects are exposed to a higher risk of being not effective at a later stage of their professional activity and that the variety of the contexts where the AIGAM operators work (various istitutions or childhood organizations, kindergartens, small private groups, etc.) essentially remind us modalities influencing the use of the gordonian model being, by definition, different from the teachers who, working within the school, adopt the same model, since the latters are essentially busy in an activity centered on the instructional processes mainly codified and formalized. And the possibility to carry out the professional activity in diversified contexts refers to the capacity of the educators to manage positive and negative "environmental and cultural scenarios" in different moments of the professional path, which are

directly linked to the background, the basic education, the socio-cultural origin, the professional development, and the quality of the experiences they had been exposed to. This shows once again the influence of the context peculiarities on the educators' capacity to develop efficient educational proposals that cannot be designed considering the specific multiplicity of the "environments" where the interventions are carried out, and the cross references to the external scenarios that call tasks, resources, and educational goals into question.

The supervisions' video footage was necessary to get some aspects about the practices of the AIGAM "trainees", then followed by a comment on the experience given by the supervisor, in line with the literature. (Putney, Worthington, & McCullough, 1992; Worthington, 1984, 1987; Worthington & Roehlke, 1979; Worthington & Stern, 1985; Ebmeier, 2003).

The use of videotaping (Adams & Biddle, 1970; Marsh, Mitchell, & Adamczyk, 2010, pp. 742-748; Smith, 2009, p. 124) provokes some considerations on the meaning of the observation as an instrument helping the "non-expert" educators to become qualified professionals, because it allows the examination of the observed behavior and the planning of future behaviors. The results show that the video caused interesting reports about the reflection, encouraging the educator to make a "more reflective and appropriate comment" regarding principles and norms provided by AIGAM.

Also, what made possible an in-depth evaluation of the educational performances with the help of videotaping as an eliciting technique compared with other kinds of more traditional observation techniques (Sewall, 2009, pp. 11-30); let us consider the written accounts. The results of the international research show that the supervisor, in the interaction with the "non-expert" educator, is positively influenced when the deduction through videotaping is used to support the traditional forms of observation based on other approaches.

Among the conclusions that can be drawn, we could say that the AIGAM educator seems to be acting and broadly respecting the MLT principles, and that as far as the fundamental "focuses" under observation are concerned, so far some important data emerge about the usage of the voice with a high musical efficiency, a respect for the children's response time, and a scanning of the musical rotation that is expressed mainly towards the single subjects rather than the group; a not always appropriate reaction instead of the type of intervention, the speed of reaction timings compared with the behaviors and the children's musical emissions; and a strong expectation of the AIGAM educator towards the children's responses (see Table 4).

Table 4

Characters of the Action in the MLT Practices

Some characters of the action	
Strengths	Weaknesses
Consider	Consider
(1) A musical communication transmitted by MLT, but substantially re-interpreted	(1) A mostly collective communication
(2) An action coordinated from the point of view of the gordonian principles	(2) An action not always coordinated and fluid as far as movement-sound coordination is concerned
(3) A poor steadiness in the action	(3) An action not always steady as far as intervention duration is concerned
(4) A poor firmness in the musical functions expressed by MLT	(4) An use not always appropriate of the discrimination processes
(5) A strong musical interaction maintained by a relational one involving both movement and sound	(5) Acknowledgement
(6) Definition of a favorable setting	(6) A poor attention at the moment of vocal production
(7) A pertinent use of the musical tempos	(7) Not always appropriate use of musical patterns
(8) Imbalance in the use of the inspirations	(8) Use not always pertaining to musical rhythms
(9) A high degree of involvement of the children	(9) Use not always relevant of the musical sequences
(10) A substantial involvement of the educators	(10) Feedbacks not always appropriate

Some of the aspects still to be appropriately investigated are: (1) relevant replies or adequate feedbacks; (2) attention paid to children; (3) attention paid to actions; (4) attention paid to the intervention; (5) mirroring adequacy; (6) communicational style and clear instructions to the child; (7) production of replies to children's requests; and (8) definition of a favorable setting.

The following supporting elements are under observation: (1) the use of limbs and body movement in a free and continuous way; (2) the use of movement to carry out imitational and assimilation patterns; (3) the use of movement in the space; (4) the use of the children's sound emissions for new productions; (5) the guide to the discrimination of the basic note; (6) the guide to the discrimination same/different; and (7) the control of the production "sing with children".

This initial description still needs not only further in-depth analysis, but above all more refined statistical applications to establish the sustainability of the statements given so far: It also make us put faith in the possibility to contribute to the improvement of the preschool musical education knowledge.

Conclusions

Although the activity of data collection needs further studies, the research shows how educators of the AIGAM in applying MLT are heavily influenced by the context in which they operate. The analysis shows on the wall that the videotaped supervision technique plays a significant role in monitoring the teachers' training and in the way they progressively adapt their educational activity to the principles of MLT. During the application of the theory, however, a very significant role plays the context in the phase in the implementation of the interventions, which is crucial in the management of educational processes and training, in the application of the theory in action. Preliminary analysis of research results about the educational setting revealed as the MLT principles may be applied in ideal conditions. Tables presented describe these results, leaving open the question of the specific elements (such as the use of tonal pattern) and articulation and variety of activity in the contexts.

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