AmSAT Huddle: Researching our Practice: Gabriella Minnes Brandes, Ph.D.
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Publications relevant to this talk:


SLIDES

1 RESEARCHING OUR PRACTICE
   Gabriella Minnes Brandes, Ph.D.
   AmSAT Panel on Research, 2021

2 F M Alexander: An invitation for inquiry
   • Vocal challenge: Posing a question that matters
     • “It was something I was doing that evening [on stage performing] in using my voice that was the cause of the trouble” (U o S p. 412)
     Curiosity, real need and responsibility

   • Choosing methods and systematically collecting data:
     • Experiments and Observations (mirrors)
     • Moving from familiar to unfamiliar
• Emergent theory based on data analysis and relevant literature
• New experiments
• New theories

3  Alexander Technique: Re-education

Learning from research in education:
• Qualitative or quantitative
• Action research
• Observation, participant observation, interviews, surveys etc.
• Choosing methods that fit the question
• Oriented towards teaching and change

4  An exploration of the process of practicing: An intersection of music and Alexander Technique with Theresa Lei

Research question:
How can a musician examine the process of practicing through the lens of the application of AT in the practice room?

Methodology:
Videotaping five practice sessions; using WeVu for time-specific comments on videos. Musician (Theresa Lei), French horn professor, AT teacher (Gaby)

5  WeVu
• Each observer viewed each session independently and made comments that were time-specific using codes that highlighted AT concepts and music
• https://wevu.video/wevu-for-music

6  Application of AT concepts to enhance Learning to Act

Research question:
In which ways do acting students take what they learn in Alexander lessons to support their acting?
Methodology:
Content Analysis of journal entries that acting students submitted throughout one academic term.

Alexander Technique and piano pedagogy: A “duet” of applying AT concepts in a piano studio with Jennifer Condie

Research questions:
How are a piano teacher’s decisions made in real time connected to AT concepts? How is piano student’s learning shaped by the teacher’s use of AT inspired concepts?

Methodology:
Seven students, six weeks. Using WeVu four people (two piano teachers and two AT teachers) provided time-specific comments on the videotapes. These comments as well as follow-up meetings were analyzed.

Research: A generative process of inquiry

Burning Question>

• Moving away from an intuitive “hunch” to a systematic, critical and analytical process of approaching a question
• Literature review, framework, context, other works in the related fields
• Choosing methods and participants
• Data collection
• Analysis
• Sharing findings and articulating new questions

Challenges:
• Bias & preconceived ideas
• Ethics
• Resistance
• Time consuming
9 My “burning questions”
	Learning
	• How do we describe how we learn when we use AT as a framework for experiential and embodied learning?

Teaching
• How are AT concepts taught in different contexts? Collaborating
• What / how do AT teachers contribute when collaborating with experts in other fields?

9 research projects Findings:
• Co-constructing a nuanced language for experiential and embodied learning through the application of AT
• Collaborating with others is a fruitful context for exploration

10 What is your “burning question”??
• What are you curious about?
  • Is there a challenge in your own use?
  • Is there a comment that you repeat to your students?
  • Is there something that you want to change in your practice?
• Where can you learn more about your question?
• What data will help you systematically gather information to answer
• What data will help you systematically gather information to answer your question?

Feel free to email me with questions or comments
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