Abstract
In 2016, a committee of the Technology Institute for Music Educators theorized that music teachers must have strong foundations in 3 domains: (a) content knowledge, (b) pedagogical knowledge, and (c) “technologies that can support musical teaching and learning.” This survey was designed to provide insight into the attitudes and feelings of readiness of undergraduate music students regarding the areas of pedagogical skill and understanding (TAPSU) outlined by this committee.

TI:ME Areas of Pedagogical Skill and Understanding (TAPSU)
1) Music instruction software
2) Computer music notation
3) Multimedia development
4) Electronic musical instruments
5) Productivity tools, classroom/lab resources (5 sub-area: Netiquette)
6) Electronic music production
7) Live sound reinforcement

Survey Design
30 Likert-Type statements
Based on TAPSU (with in vivo phrasing) level of agreement from 1 to 7
1=Strongly Disagree
7= Strongly Agree

Limitations
Smaller Sample Size
Non-random sampling
Varied formal music tech education

Sample (N = 84)
2 Universities in the Southeastern U.S.—(1 Private, 1 Public)
Music Majors—(62% MUED)

Data Analysis
Descriptive Statistics
Repeated Measures ANOVA
Estimated Marginal Means

Reference

Repeated Measures ANOVA

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<tr>
<th>Groups</th>
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<tbody>
<tr>
<td>TAPSU</td>
<td>12.438</td>
<td>&lt; 0.001</td>
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<td>MT Class Completed (Y/N)</td>
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<td>&lt; 0.001</td>
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<td>MUED or non-MUED</td>
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Completed Music Technology Class?

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<th>Groups</th>
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<th>No</th>
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<tr>
<td>TAPSU</td>
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Estimated Marginal Means