An Electric Musical Score

to Encourage Self-teaching of Piano

by Providing Feeling of Togetherness

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For self-teaching piano learners, it is an important problem to maintain a motivation for self-teaching of piano practice. Within many reasons that spoil the motivation, I focus on "Isolated feelings in a self-teaching of piano practice" that pointed out by some pianists and piano teachers. To solve this problem, this thesis proposes a system named "BondScore" for sharing private annotations to a piano score with some other piano learners who are practicing the same piece. Using BondScore, the piano learner annotates on the score for him/herself, which are transferred to other piano learners who are practicing the same piece and shown on their score. Thus, BondScore bonds the piano learners who are tackling with the same piece and provides them a score-mediated communication channel so that it produces "feeling of togetherness" among them. In this way, isolated feelings in a self-teaching of piano practice can be relieved and the motivation for a self-teaching of piano practice is maintained and fostered.

I conducted user studies. By comparing practice time with and without using BondScore, I found a tendency that the subjects practice with using BondScore longer than that without using it. Although there can be some side-effects derived from differences of difficulty of the test pieces and of each subject's preference of the test pieces, it can be said that BondScore has basic efficacy in motivating self-teaching of the piano. Questionnaire results also support

this conclusion.