

# Musicians’ Perspectives on Self-Regulated Learning in an After-School Music Program

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## Purpose and Methods

- To showcase musicians’ perspectives on supports for **self-regulated learning (SRL)**
- To share an innovative approach to studying SRL

## Research Questions

- What SRL promoting practices did musicians use?
- How did they perceive these practices supported their teaching and students’ learning over time?



We present data from a larger research project: *Promoting Positive Outcomes for Children and Youth: Supporting Self-regulation through Music Education*

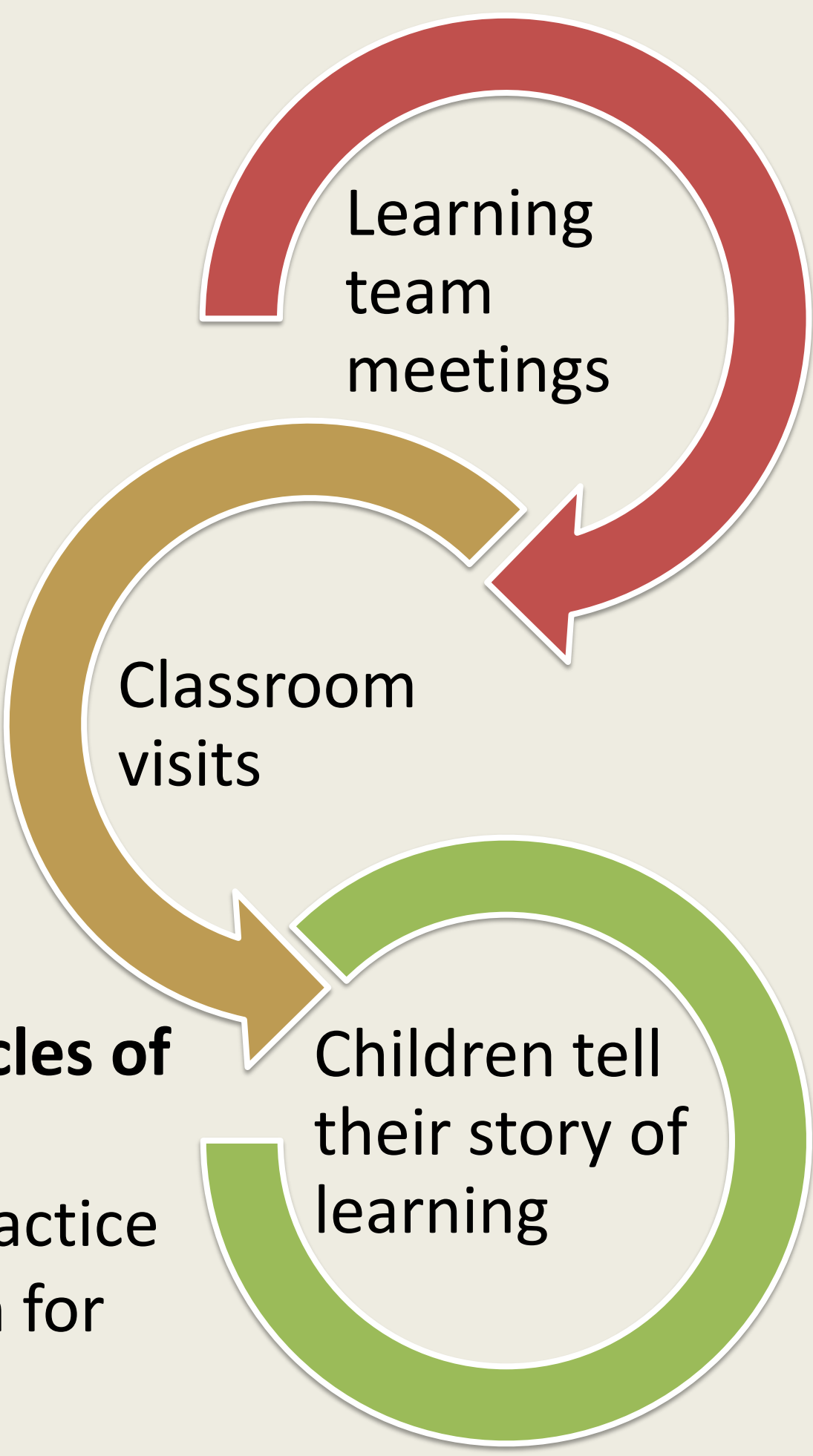
## Context

After school music education program in a low SES portion of a city in Western Canada.

- *Teachers* are musicians
- *Students* are children who live and attend school in the neighbourhood (culturally and linguistically diverse, wide ranging abilities, face adversity)

We used a **case-study participatory approach** (Perry et al., 2015), operationalized as teachers actively driving and engaging *with* researchers in cycles of inquiry to:

- (a) Learn about, design, and implement practices known to support SRL
- (b) Support children ’s development of self-regulation and self-determination



When teachers engage in **collaborative and iterative cycles of inquiry** as a form of professional development they:

- Generate situated and sustainable changes to their practice
- Enhance children’s learning experience and motivation for learning

(Halbert & Kaser , 2013; Butler & Schnellert, 2012)

## Participants

*Nick* and *Laura* are two of 12 professional musicians teaching in the project. Nick has taught at the music program for 3 years and has no formal teaching education; Laura has taught there for 4 years and has teaching training.

## Data sources

- Musician’s reflections from learning team meetings
  - What did you try? What happened?
  - What did you learn about teaching and learning? About supporting SRL?
  - What will you try next?
- Classroom observations

## Categories of Analysis

Different classroom practices support children’s development of and engagement in self-regulation and SRL (Perry, 2013):

### Providing Structure

Clear expectations and instructions  
Tasks  
Accommodation for individual differences

### Giving students influence

Choices, involvement in decision making  
Control over challenge  
Self-reflection, self-assessment

### Supporting learners (teachers and peers)

Scaffolding and co-regulation  
Embedded assessment  
Interest and emotional support

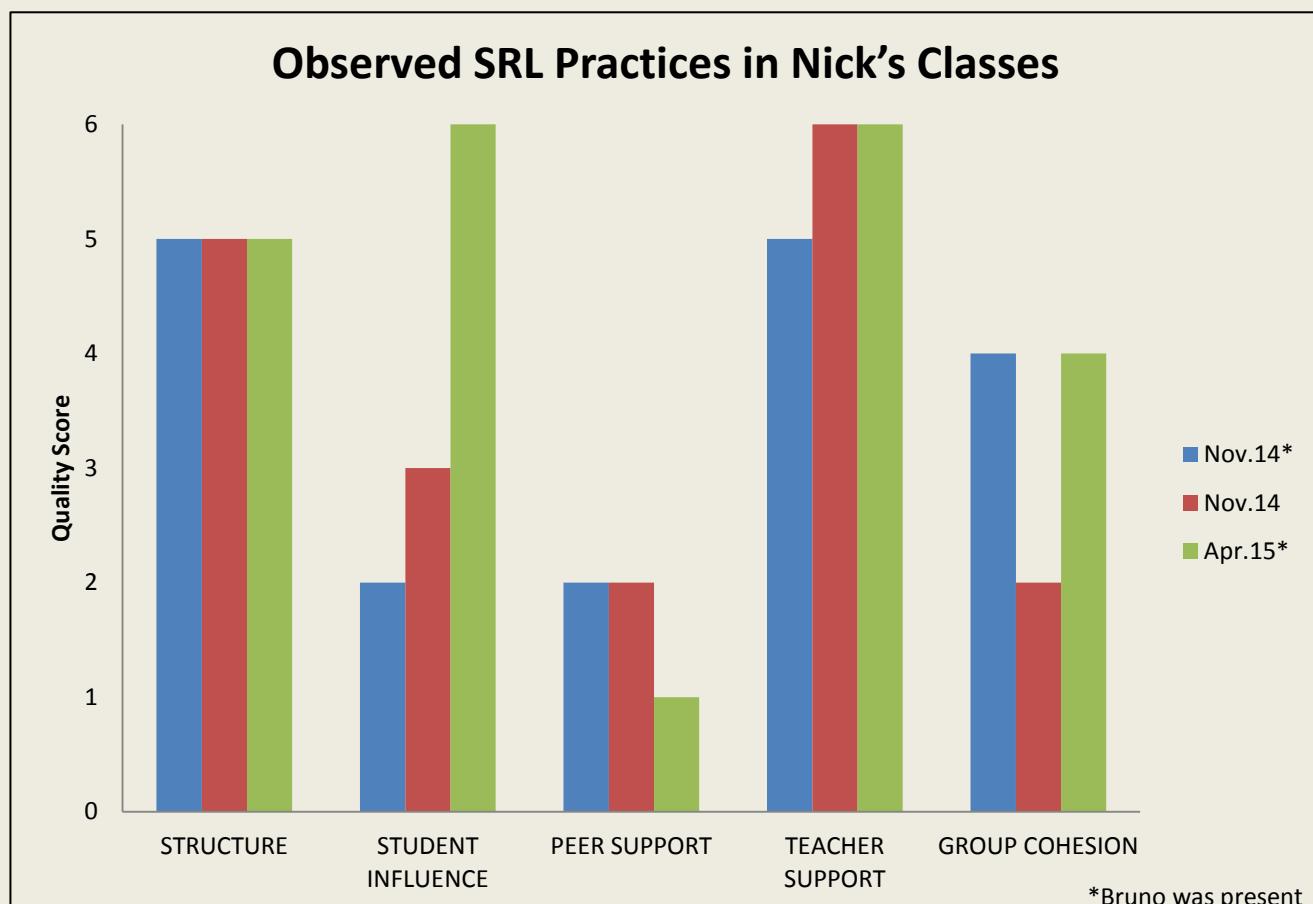
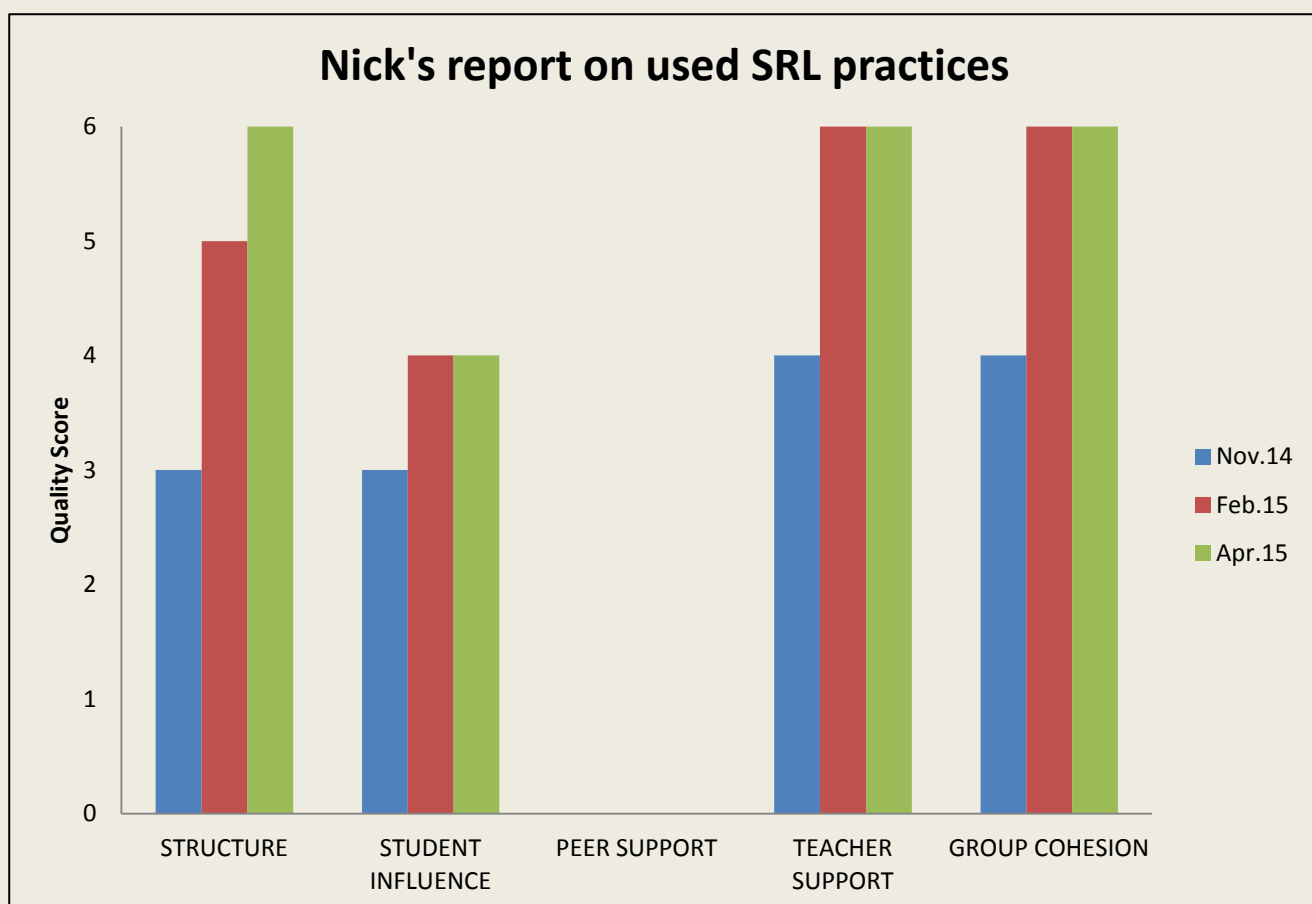
### Creating a community of learners

Active participation in the group  
Shared goals  
Cooperation

## Findings

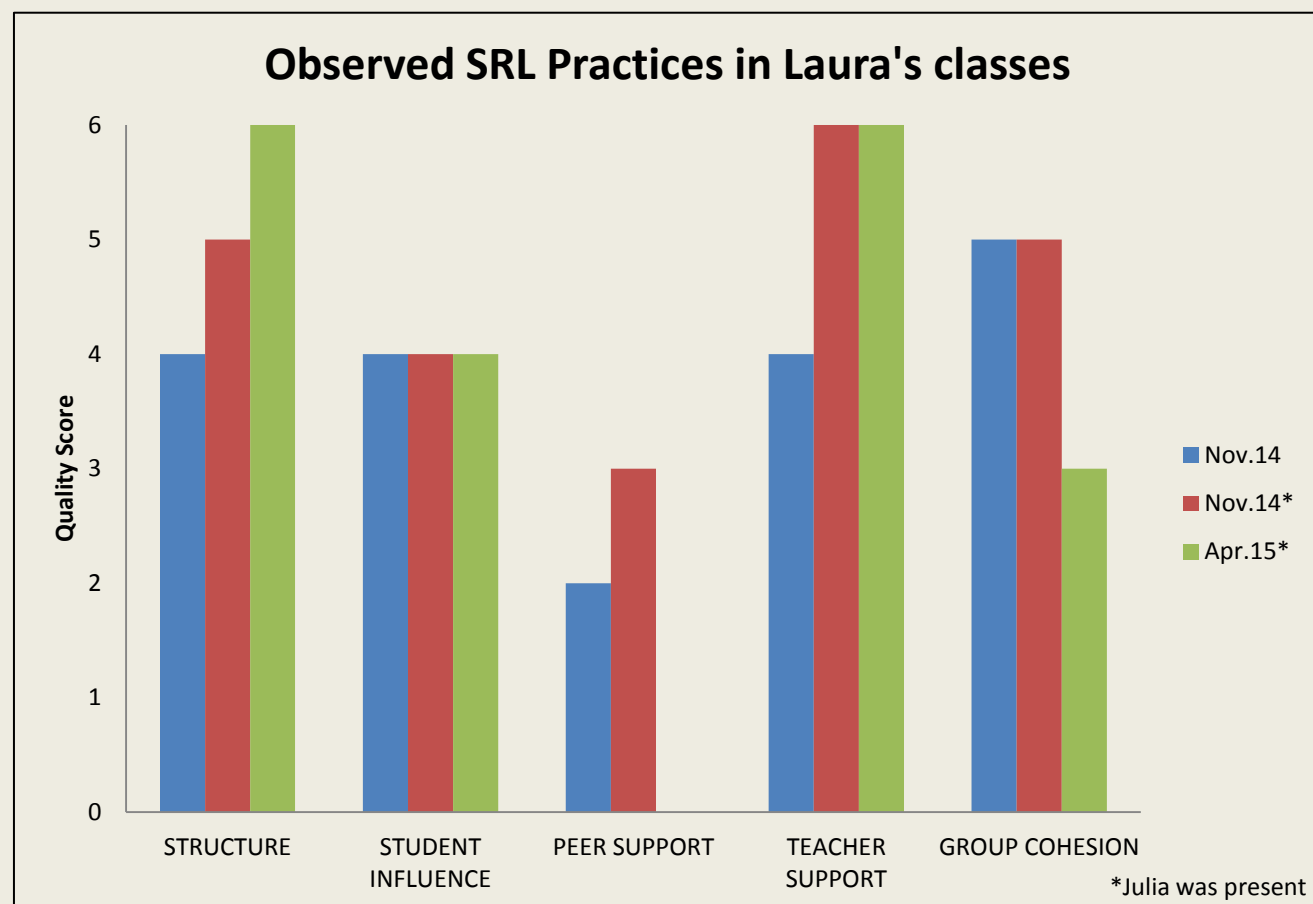
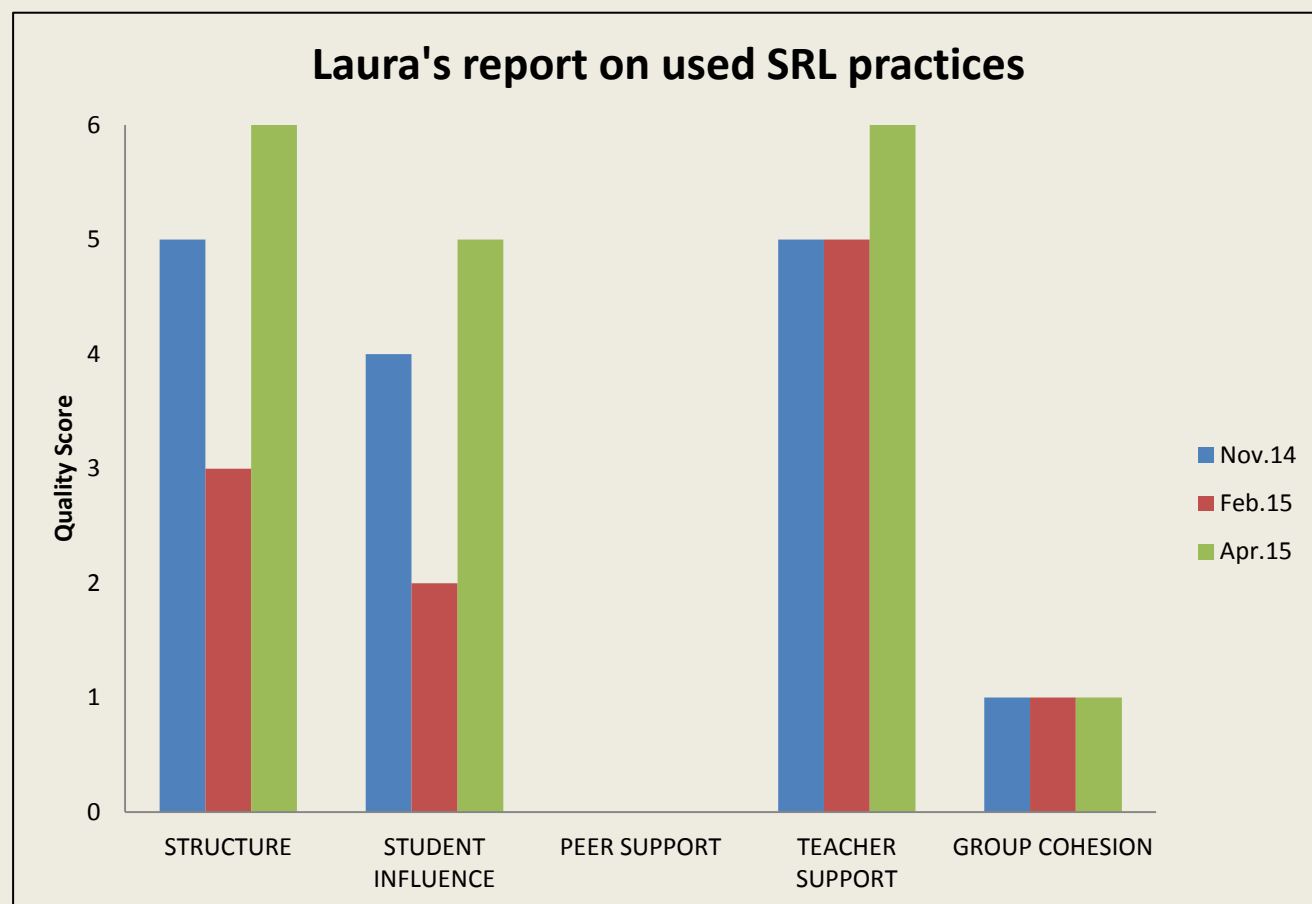
### What SRL practices did Nick and Laura use?

Nick’s goals: To foster engagement and teamwork (i.e., cooperation and respect) in class, and to encourage Bruno to participate meaningfully in group activities



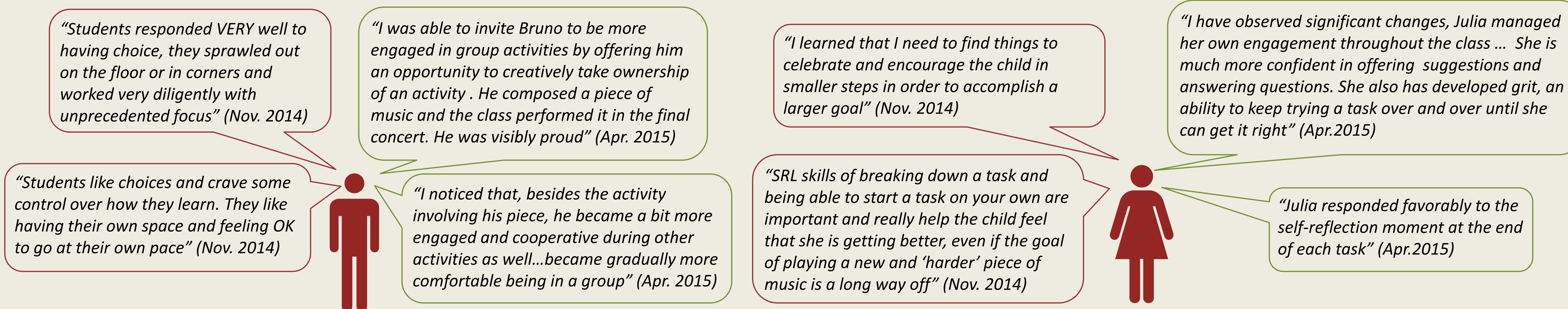
- Nick uses a variety of SRL supportive practices in his classes and his reflections show an improved quality over time in the practices he used.
- Researchers observed Nick tends to use a blend of each SRL supportive practice in his classes. Providing students influence over their learning experience is the practice he developed the most over time. However, the quality of his support and the opportunities for creating a community of learners (group cohesion) also showed dramatic improvements.

Laura’s goals: To motivate Julia to set learning goals and follow through with them in class, and to remember her own key steps to success in learning a piece of music



- Laura reported using a blend of SRL promoting practices particularly around providing structure, giving students influence and supporting learners. Over time, Laura reported having used more complex SRL supportive components in her lessons.
- Researchers observed that Laura combines all SRL supportive practices in her classes and that her teaching practice developed over time. She engaged her students in strategic learning, provided opportunities for self-reflection and offered them instrumental support.

### How did Nick and Laura perceive these practices supported their teaching and students’ learning?



**Nick:** “My involvement with the learning team and SRL, was helpful for me to reflect on my teaching process and to have some feedback from observers. I got some new ideas by reviewing those articles [reading materials] and thinking about how they related to my classes . The [learning team] meetings were a welcome opportunity to chat with other teachers”.

**Laura:** “This project has radically shaped my experience of teaching at the music program. Music teachers aren’t often taught how to teach, I have training in the specifics of teaching group piano, but now how my students are learning and what to do when I see that they aren’t able to do the things that I’m teaching them. The learning team has helped me understand my students better by giving me tools to encourage them towards achieving their own goals. It’s given me the specifics of how to help students who can’t naturally jump into the group dynamic to work their way forward rather than just getting discouraged on the sidelines. I would have been too discouraged to continue teaching after 2 years on my own, had this program not come in to keep me motivated to experiment and try tools that I know work in other places”.

## Significance and Next Steps

- Our participatory approach to research is innovative in the field of SRL and particularly meaningful for our musician participants who perceive their teaching practice evolved.
- SRL theories and practices can be implemented in non-traditional education contexts to support diverse and vulnerable school-aged children.
- Researchers will analyze the wealth of data that continues to be collected from the larger sample of teachers and merge it with students’ stories to better understand how teachers are supporting children’s development of self-regulation and self-determination.
- The study will enter its third year of data collection in the Fall of 2016 and, as one extension, will broaden its focus to investigate how SRL-promoting practices in the music classroom may impact the lives of student’s beyond the after-school program.