

Enhancing self-regulated learning through music education and educators' collaborative inquiry

Silvia Mazabel, Ben Dantzer, Nancy Perry - University of British Columbia



Abstract

We present data from a three-year *research-practice partnership* (RPP, Coburn & Penuel, 2016) involving university researchers and personnel in an after-school music program. Together we engaged in evidence-based collaborative inquiry about teaching and learning (Perry et al., 2015; Halbert & Kaser, 2013). Specifically, our partnership sought to build the program's capacity to engage students in *self-regulated learning* (SRL, Butler et al., 2017). Eleven educators participated in researcher-facilitated meetings, reflected on their practice and implemented SRL supportive practices in their music classes. All participants reported that their participation in the RPP and involvement in evidence-based collaborative inquiry transformed their teaching practice. Researcher observations support participants' reports, indicating participatory approaches to research can bridge research to practice and build teachers' capacity to create opportunities for students to engage in effective forms of SRL.

Purpose and Methods

Research Question

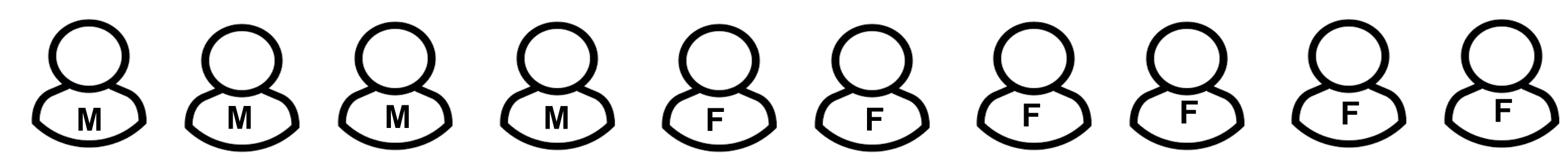
How did educators in the after-school music program develop SRL promoting practices through their participation in the RPP?

Participants

11 educators joined the RPP (min. 1 year and max. 3 years)

10 Professional Musician-Teachers

1 Music Therapist



12+ years of teaching experience
Formal teaching education (n=2)

8+ years of practice

Activities

Data Sources

Learning Team Meetings

(Min. 3 – Max 9)

Reflections about their teaching practice over time

- *What did you learn about teaching and learning?*
- *What did you learn about supporting SRL?*

Classroom Observations

(Min. 3 – Max 7)

Records of SRL supportive teaching practices
Coding guide:
2= practice supports SRL
1= practices are used but not SRL supportive
0= practice not observed

Questionnaires

(Midterm and/or exit)

- *Is there one practice that you found effective?*
- *What did you gain from your participation?*
- *What do you value about SRL?*

Analysis and Findings

SRL promoting practices (Perry, 2013; Perry et al., in press)

Providing Structure

- Tasks
- Expectations and instructions
- Familiar routines/participation structures
- Visual Prompts

Supporting Autonomy

- Choices that involve making decisions to support learning
- Control over challenge
- Self-assessment

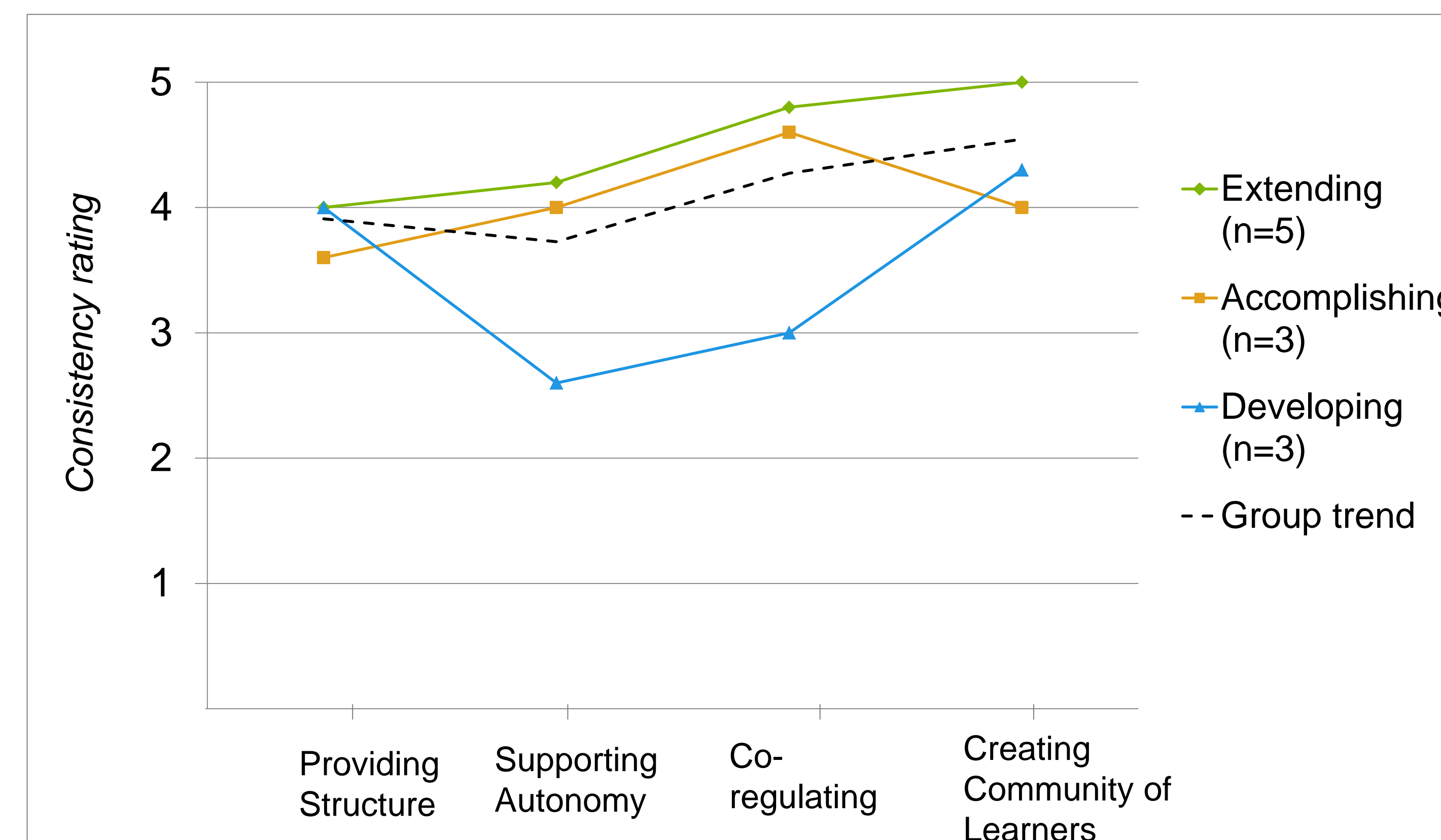
Co-regulating/Scaffolding

- Modeling/Demonstrating
- Questioning
- Feedback
- Metacognitive Language
- Motivational Messages

Creating a community of learners

- Co-constructing knowledge
- Positive/non-threatening communication
- Supporting/Celebrating one another's learning
- Accommodating individual differences

Educators' support of SRL



Consistency rating: 5 = Always supports SRL; 3= about half the time; 1 = Never supports SRL

SRL supportive practices: An example



The baseball diamond

1st base: all notes correct

2nd base: notes correct, rhythm is steady with no pauses

3rd base: notes and rhythm correct, add dynamics

Home run: notes, rhythm, dynamics, add articulations

- Students use the visual to guide their process of learning how to make a piece 'musical'.
- They choose an individual or shared learning goal and monitor their progress.
- The teacher scaffolds them in the process, encourages peer collaboration and engages them in self-assessment.

"Can you find a part that you need to work more on?"... [Then], "The part that you 'spot-practiced', did it get better? Can you move to the next base?"

What did they learn?

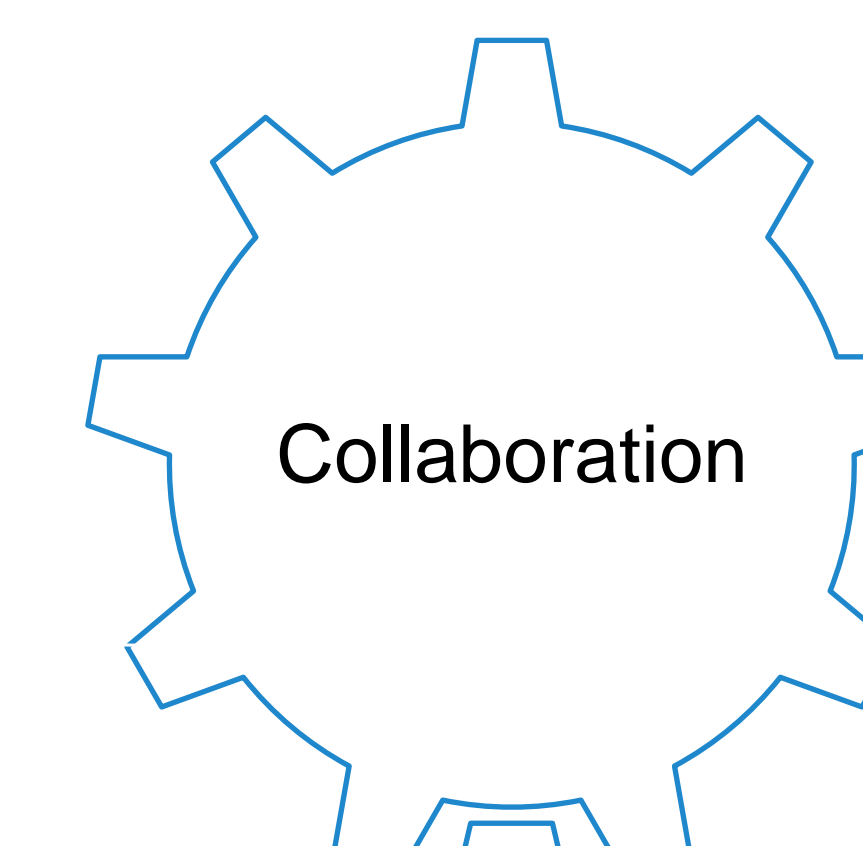
Specific SRL promoting practices

- Check-in with each student to make sure they understand their job fully
- Students like choices and crave some control over how they learn
- Encourage students in the smaller steps to accomplish the larger goal
- Relationships are key to helping children be successful
- Ask students how they think they can improve their learning

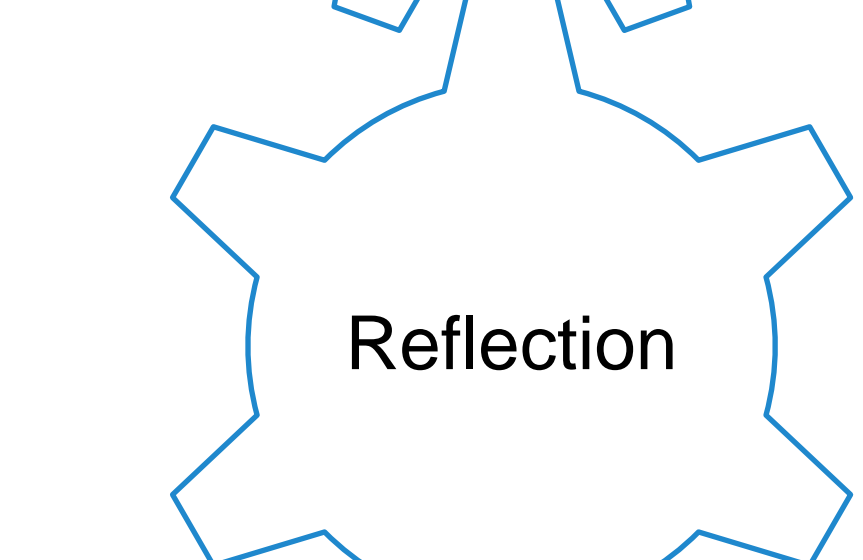
SRL as a teaching and learning framework

- SRL is empowering and effective for students of any age
- It equips them for success in the classroom and beyond
- Self-regulated learners are willing to take more risks
- Empowers educators to be more self-aware, flexible and effective
- Provides a deeper understanding of the different ways students learn

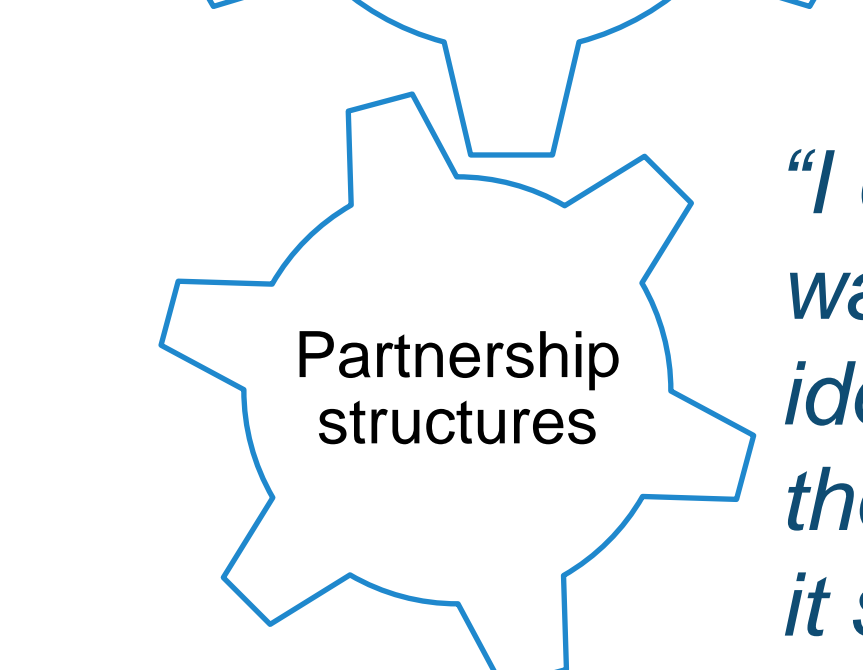
What contributed to the development of their practice?



"The opportunities that this project present for collaboration with other teachers helped me grow as a teacher, and also provided support in managing the many challenges that would crop up in my [instrument] classroom."



"I was able to reflect on my teaching practice through the lens of SRL and it helped me to imagine new approaches to try in class."



"I didn't have teaching training, so all the information on SRL was new and so helpful. I had a place to ask questions, get ideas from others, and express areas of frustration. It served the space of a staff meeting, but with expertise, which made it so helpful!"

Conclusions and Implications

- All educators improved the quality of their SRL promoting practices and gained instrumental knowledge about teaching and learning and about supporting SRL in the music program and in their teaching beyond the program.
- The use of evidence-based collaborative inquiry enabled enriching structures that contributed to building educators' capacity to support SRL and transforming the quality of their practice.
- Frameworks for SRL can support teaching and learning in non-traditional contexts with diverse groups of learners and educators.
- Reported benefits of RPPs (bridging research and practice, supporting the design of situated and sustainable interventions, and increasing capacity to engage in research-informed practices) are supported.