From blogging to self-regulated learning in music

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Two educational ideals

1. Motivate students to become self-regulated learners

2. Induct students into the discipline: “mode of thinking” in music
Pilot Study No. 1

- Student-owned blogging strategy
- Sample size: 6
- 4 out of a choice of 6 blogging tasks
- Learning objective: higher-order thinking in music
- Post-study survey
Pilot Study No. 2

- Group-owned blogging strategy
- Sample size: 2 groups of 3
- Blogging task: group project on pop songs or musicals
- Learning objectives: higher-order thinking + more integrative & collaborative learning
- Post-study survey
Two pedagogical maxims

1. Allow students to take ownership

2. Teacher needs to be involved throughout
Self-determination Theory
(Deci & Ryan, 1985)

Two kinds of motivation:

1. **Intrinsic motivation**

2. **Extrinsic motivation**
   i. External regulation
   ii. Introjected regulation
   iii. Identified regulation
   iv. Integrated regulation
Condition for intrinsically-motivated behaviours

Satisfaction of innate psychological needs:
- The need for autonomy: self-determination
- The need for (perceived) competence

Supported by
- “Informational” environment: satisfy the need for a sense of relatedness
Methodology

Data in the form of

- Students’ blog discourse
- Post-study survey
- One student independent essay
Methodology

Harter’s (1981) motivation scale

i. Motivated by curiosity vs motivated by desire to please teacher

ii. Motivated by desire for personal satisfaction vs motivated by grades

iii. Preference for challenging schoolwork vs preference for easy assignments

iv. Independent vs dependent learning

v. Having internal criteria for success/failure vs depending on external ones
Edu-blogging in SDT terms

Extrinsic and amotivating factors

- Deadlines and grades
- “Public” exposure
- Peer evaluation
- Students’ heavy workload
- IT-related problems

Doomed for failure?
Mitigating factors

- Element of choice
- Informational supports
- Effectance-promoting feedback
- Expectation to ‘teach’
Extent of intrinsically-motivated behaviour

Circumstantial evidence:

✓ Motivated by curiosity vs motivated by desire to please teacher
✓ Motivated by desire for personal satisfaction vs motivated by grades
✓ Preference for challenging schoolwork vs preference for easy assignments
✓ Independent vs dependent learning
✓ Having internal criteria for success/failure vs depending on external ones
Extent of learning-to-be

- Evidence of disciplinary thinking in music (incl. higher-order thinking)
- Permanent assimilation?
Table 2: Some recommendations to motivate learning

<table>
<thead>
<tr>
<th>SDT considerations</th>
<th>Some general recommendations</th>
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<tbody>
<tr>
<td><strong>For intrinsic motivation</strong></td>
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<tr>
<td>• pertaining to the need for a sense of autonomy</td>
<td>Design assignments that offer students choices, preferably catering to their personal interests (but informational limits as opposed to controlling ones can be set)</td>
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<td>• pertaining to the need for perceived competence</td>
<td>Task must be sufficiently but not overly challenging</td>
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<tr>
<td>• pertaining to the need for a sense of relatedness</td>
<td>Enable students through prior teaching and/or sufficient scaffolding</td>
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<td><strong>More generally in terms of informational supports</strong></td>
<td>Respect the students, connect with them, establish a sense of being a member of a learning community</td>
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<td>• dealing with external regulation</td>
<td>Adopt an autonomy-oriented style of communication</td>
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<td>• concerning introjected regulation</td>
<td>Be assuring and encouraging, give positive feedback</td>
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<td>• fostering identified and integrated regulation</td>
<td>Help students feel positively connected within the learning community</td>
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<td>Make the whole learning journey/experience pleasurable</td>
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In essence,

• be mindful of the effects of intrinsic and extrinsic motivating factors as well as of the learning environment to meet innate psychological needs

• craft blog-based assignments that foster learning-to-be
Thank you

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