



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

- ε Evidence of disciplinary thinking in music (incl. higher-order thinking)
- ε Permanent assimilation?

⊕ Table 2: *Some recommendations to motivate learning*

SDT considerations	Some general recommendations
<p>For intrinsic motivation</p> <ul style="list-style-type: none"> • pertaining to the need for a sense of autonomy • pertaining to the need for perceived competence • pertaining to the need for a sense of relatedness 	<p>Design assignments that offer students choices, preferably catering to their personal interests (but informational limits as opposed to controlling ones can be set)</p> <p>Task must be sufficiently but not overly challenging</p> <p>Enable students through prior teaching and/or sufficient scaffolding</p> <p>Respect the students, connect with them, establish a sense of being a member of a learning community</p>
<p>More generally in terms of informational supports</p> <ul style="list-style-type: none"> • dealing with external regulation • concerning <u>introjected</u> regulation • fostering identified and integrated regulation 	<p>Adopt an autonomy-oriented style of communication</p> <p>Be assuring and encouraging, give positive feedback</p> <p>Help students feel positively connected within the learning community</p> <p>Make the whole learning journey/experience pleasurable</p>

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

The background of the slide features a close-up, slightly blurred image of a document. The word "monitor" is prominently displayed in a bold, black font. Above it, the words "ORIGIN" and "'warn'" are visible. Below "monitor", there is a list of items: "thing 2", "duties 3", and "picture". The overall color scheme is a cool blue.

Thank you

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