

Action Research  
Final Presentation  
May 28, 2009

Dawn DeLuca and Robert Manning

# Research Question

Will regular student self-assessment using established MSVMA/MSBOA adjudication rubrics help increase intrinsic student performance motivation?

# Annotated Bibliographies

Caliendo, Eric (1999). Improving Student Motivation and Performance in Music Programs. Saint Xavier Univeristy

- Students may attribute musical ability to talent rather than effort.

# Annotated Bibliographies

Asmus, Edward P. (1986). Student beliefs about the causes of success and failure in music: A Study of Achievement Motivation. Journal of Research in Music Education, 34 (4), 263-278

- Analyzing motivation using Attribution Theory: The determinates of student action are deduced from reasons students cite about success and failure at a task. The theory holds that what students attribute to be the causes of success and failure at a task will mediate how the task is approached in the future. Example: If a student who attributes success at playing a musical instrument to diligent practice would more likely persist in learning to play a difficult musical work than one who attributes success to a matter of luck.
- Research has shown that four causal categories can represent a majority of reasons students cite for success and failure: ability, task difficulty, luck and effort.

# Annotated Bibliographies

Young, Jerry (1994). Shaping lessons to motivate students. The Instrumentalist. 49 (5), 80, 79

- Adults who were questioned as to why they stopped music lessons as a child most answered that they had problems improving their skills or did not feel challenged by the lesson material (not that their parents had forced them to take lessons and they quit at the first opportunity!)
- Fear of a teacher is another reason students give for discontinuing private lessons.
- Setting clear, student goals gives more purpose to daily practice.
- Allowing students to choose some of the music to study is a valuable form of motivation.

# Annotated Bibliographies

Miziner, Charolette P. (1993). Attitudes of children toward singing and choir participation and assessed singing skill. Journal of Research in Music Education, 41 (3), 233-245

- Factors influencing student attitude toward singing include: perceived musical aptitude, out-of-school music experiences (parental involvement), self concept and self esteem.
- In the fields of mathematics and visual arts, some investigators have found that training and skill in the subject matter are related to positive attitude toward the subject. Applying that evidence to the field of music, we could assume that that good singing skills will result in a more positive attitude toward singing. In addition, a greater enjoyment of singing through improved singing skill might be assumed to lead a more positive attitude toward music and participation in choir.

# Intervention Strategy

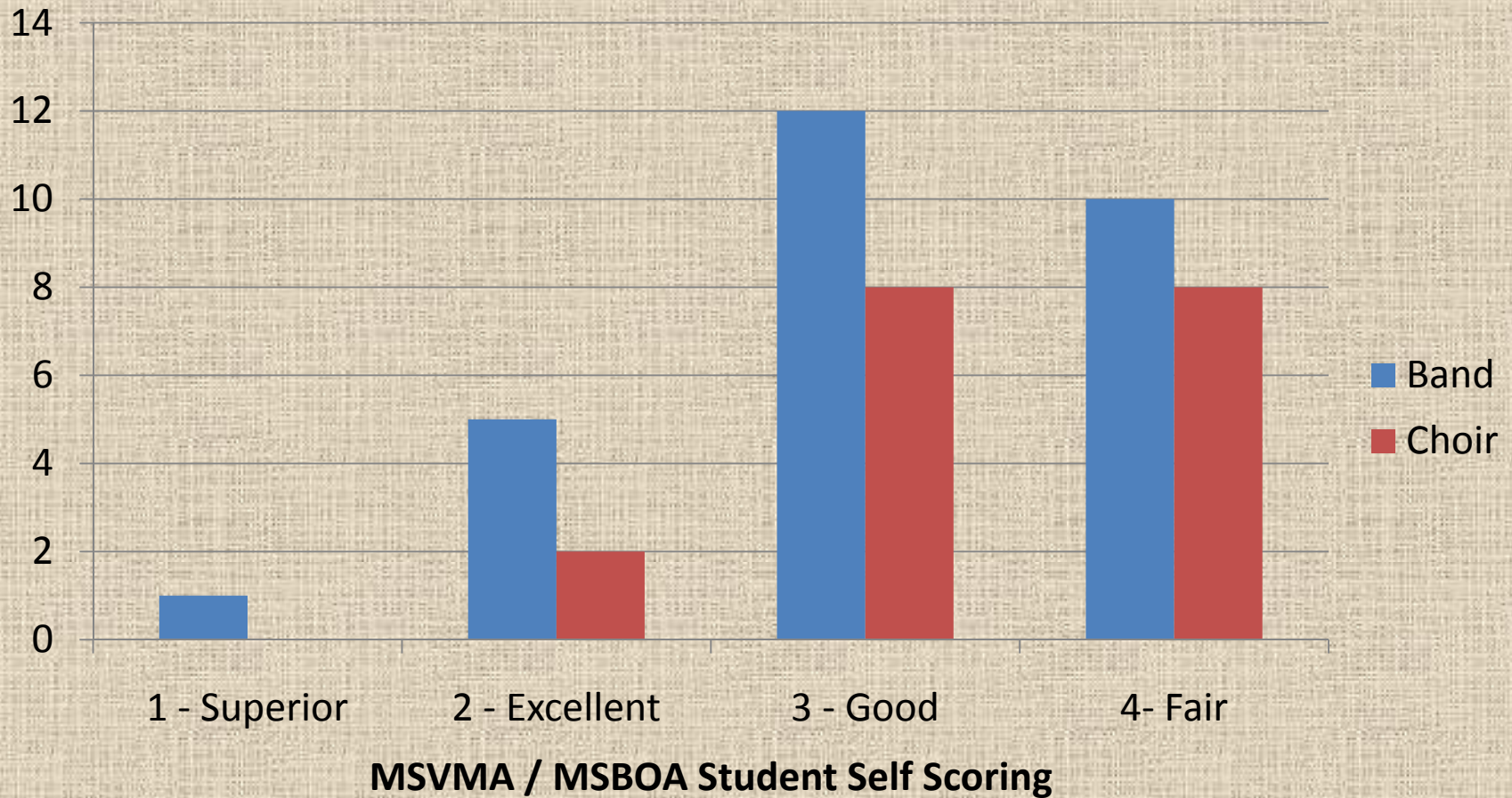
- Students gauge initial motivation via survey.
- Students will self-assess a number of recorded rehearsals using established MSVMA/MSBOA festival adjudication rubrics.
- Students will be encouraged to practice outside of school to increase musical aptitude.
- During second semester, recordings and self-scoring will be compared to previous examples. This data should show students that practice does indeed make more successful musicians. Hopefully this will foster an intrinsic motivation to improve musicianship through dedicated rehearsal time and private practice.

# Baseline Data

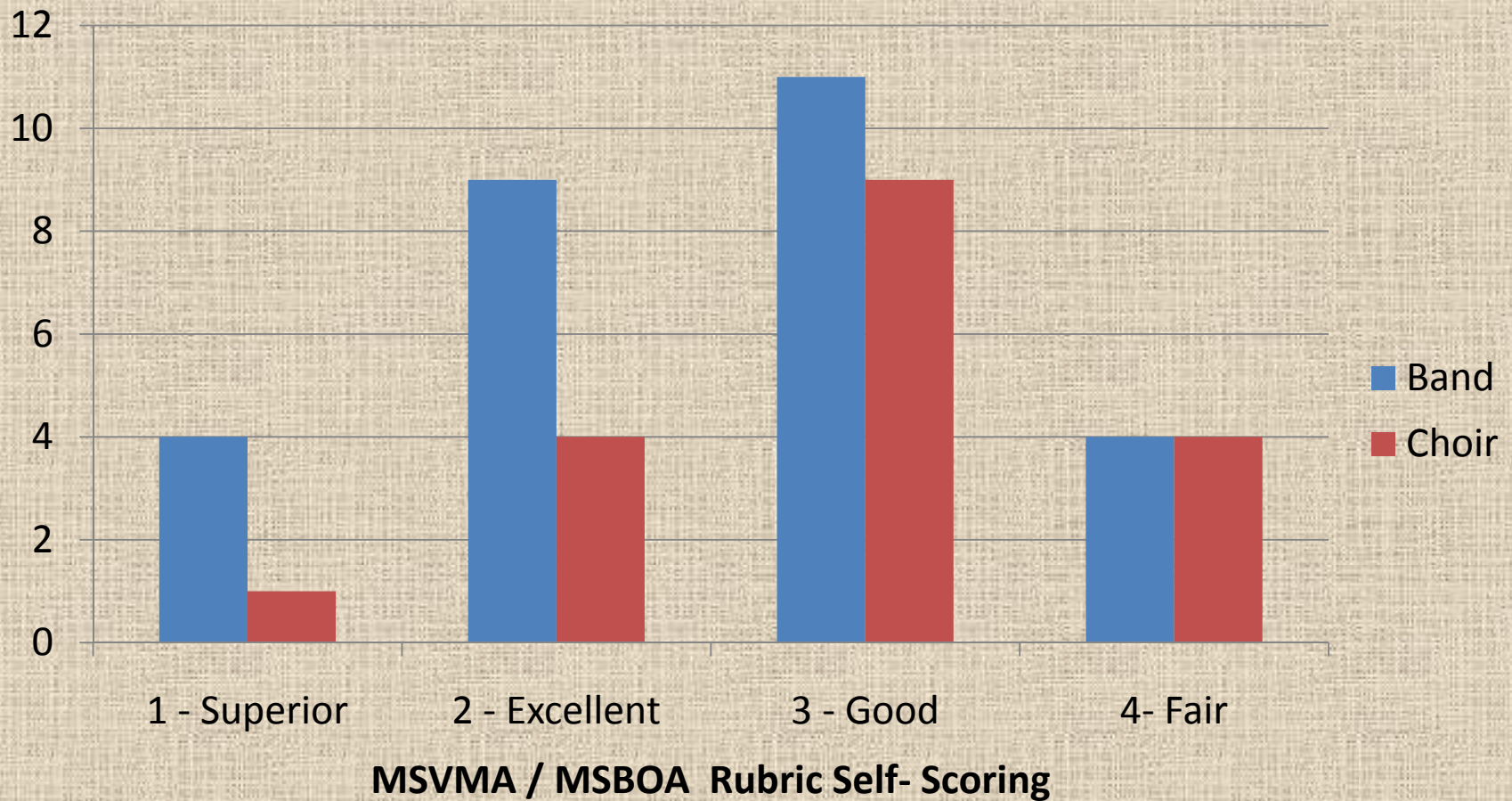
- Self- reported student motivation

|  | Strongly Disagree  | Disagree            | Agree                | Strongly Agree      |
|--|--------------------|---------------------|----------------------|---------------------|
| 1. I practice my music every day outside of class        | Band: 4<br>Choir:6 | Band:10<br>Choir:6  | Band:9<br>Choir:4    | Band:3<br>Choir:    |
| 2. I like to perform easy music in band/choir            | Band:2<br>Choir:1  | Band: 10<br>Choir:2 | Band: 11<br>Choir:10 | Band: 3<br>Choir:3  |
| 3. I like to be challenged in band/choir                 | Band:1<br>Choir:3  | Band:<br>Choir:5    | Band: 15<br>Choir:7  | Band: 10<br>Choir:1 |
| 4. Right now I am performing to the best of my abilities | Band:<br>Choir:1   | Band:2<br>Choir:4   | Band:12<br>Choir:8   | Band:12<br>Choir:3  |

# Student Self Assessment #1 (with rubric)

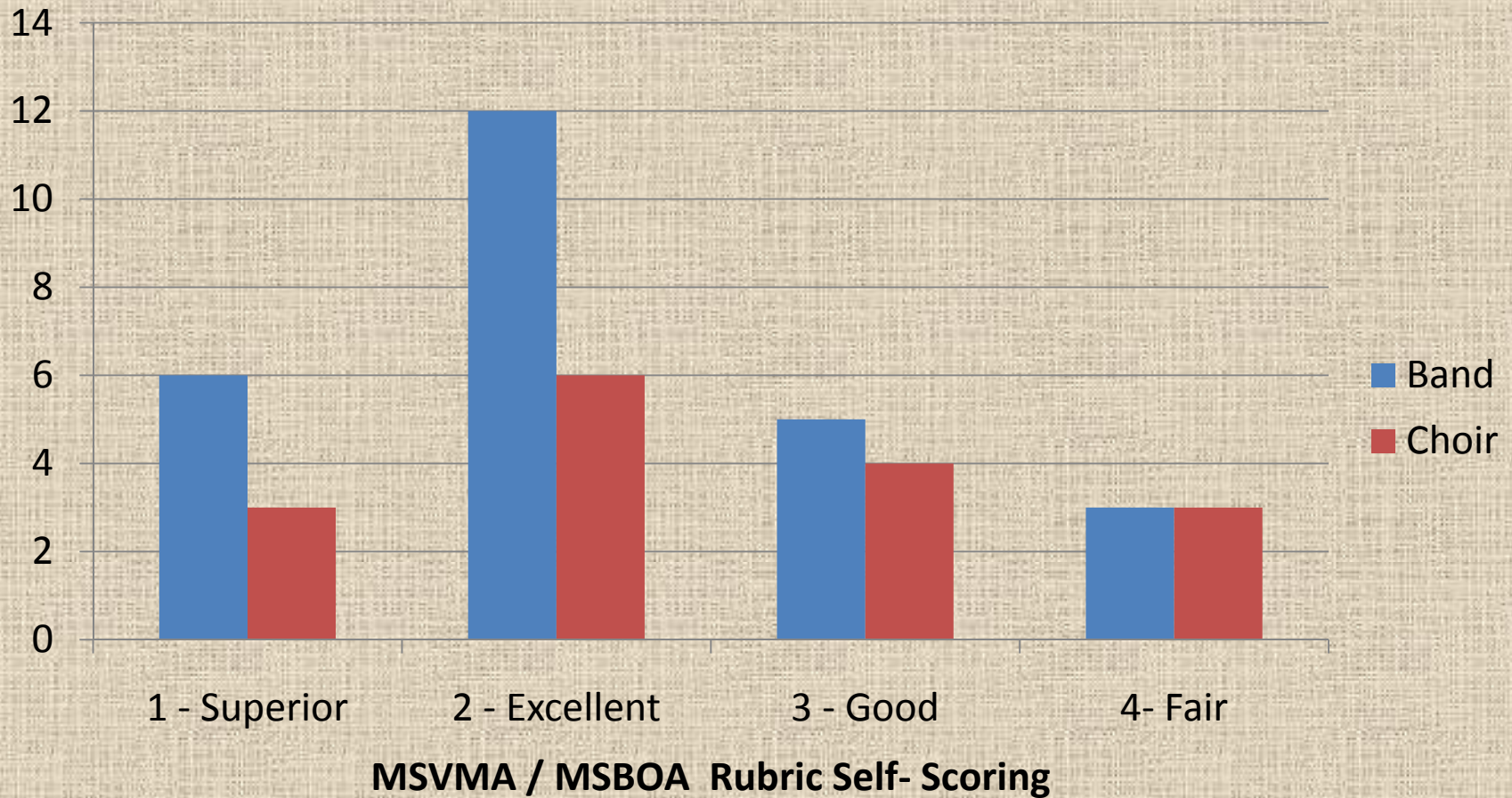


# Student Self Assessment #2 (with rubric)





# Student Self Assessment #3 (with rubric)



# Closing Data

- Self- reported student motivation

|  | Strongly Disagree  | Disagree           | Agree              | Strongly Agree      |
|--|--------------------|--------------------|--------------------|---------------------|
| 1. I practice my music every day outside of class        | Band: 0<br>Choir:0 | Band:5<br>Choir:5  | Band:7<br>Choir:3  | Band:10<br>Choir:1  |
| 2. I like to perform easy music in band/choir            | Band:9<br>Choir:0  | Band: 6<br>Choir:6 | Band: 4<br>Choir:0 | Band: 2<br>Choir:3  |
| 3. I like to be challenged in band/choir                 | Band:1<br>Choir:0  | Band: 0<br>Choir:1 | Band: 9<br>Choir:3 | Band: 11<br>Choir:5 |
| 4. Right now I am performing to the best of my abilities | Band:0<br>Choir:0  | Band:1<br>Choir:1  | Band:11<br>Choir:7 | Band:8<br>Choir:1   |

# Conclusion

- Although our data is slightly skewed due to class enrollment fluctuation, we have found that students will practice more outside of the classroom with regular performance self-assessment.