

“They Have to Practice Without you Now”

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Student Centered Learning

- Students direct their own learning with the teacher mediating and guiding
- The learner is an active participant and plays a critical role in the process

Adolescent Cognition / Executive Function

- Affected by Social and Physical Environmental
- Involves Working Memory which drives Mental Processing Speed
- Inhibitory Control
- Mental Flexibility

The Mental process of Cognition drives and support the learner’s ability to Self-Regulate

Teaching Students How to Practice in the full ensemble

“The Self-Regulated Learning Music Practice Strategy Curriculum,” (SRL-MPSC) integrates practice strategies with the processes and practices that are key in developing Self-Regulated Learning. Students take control of their own music learning through modeling, goal setting, problem solving and self-reflecting. The SRL-MPSC is designed to be integrated into daily band class, enhancing independent musicianship as well as broadening the literature level.

What is Self-Regulation?

Self-Regulated Learning is commonly described as a construct that refers to the processes that can facilitate the development of strategic, motivated, and independent learners. (SRL) involves goal-setting, strategic-planning, maintaining organization, controlling the environment, self-monitoring, self-assessing, adjusting, and self-reflecting (Zimmerman, 1989).

The three phases of Self-Regulation

FORTHOUGHT	PERFORMANCE	REFLECTION
Goals	Practice	Assess
	Problem Solve	Reflect
	Monitor / Adjust	Set new goals

Self-Regulated Learning in Music Practice

- Provides the tools necessary to monitor thoughts, actions and metacognitive skills
- Increase Self-efficacy (the belief in one’s ability to learn)
- Increases learner Intrinsic Motivation
- Supports Life Long Learning

The Characteristics of a Self-Regulated Learner

- Motivation – Take Control and ownership of learning
- Plan their learning strategies
- Monitor and adjust in their learning
- Evaluate and Reflect
- Attribute their success or failures to factors in their own control

“The Self-Regulated Learning Music Practice Strategies Curriculum”

Teaches students that music practice should be

Deliberate - Informed - Mindful

- Focused Goal Setting / Strategy Tools / Reflection
- Student Centered Instruction
10% Explaining – 40% Leading – 50% Engaging
- Self-Monitoring and Assessment
- Problem Solving
- Collaborative Group Activities
- Group Discussion and Student Modeling

The Three Music Practice Strategies Categories

Element Elimination - Repetition with Thoughtful Intent - Make It Musical

Self-Monitoring is taught by using the “5 Rules of the Road”

Group Collaborative Activities

- Practice Behavior Observation Exercise
- Verbal Mediation Exercise
- Visible Learning Exercise

Pose LEADING Questions not FEEDING Questions

When you rehearse your ensemble ask students to

- Find a challenge
- Pick a Strategy
- Try it Out
- Reflect on it

Contact Us

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