

The Influence of Self-Regulated Learning in Piano Learning

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Introduction

Online education has become a popular teaching approach as a result of COVID-19. Online piano training provides numerous advantages over traditional classroom teaching techniques, including flexibility and accessibility, allowing students to study at any time. Teaching is more flexible for instructors, and students may selectively study under the direction of teachers, including autonomous choice of learning time, learning resources, and self-assessment. Learners in online education must offer and organize their own framework, as well as select when and how to participate in course content, manage their time effectively, and adhere to learning objectives.

At the same time, students must have their own learning process with acceptable learning techniques, but they must also be aware of their own abilities, reasonable planning of learning routes, monitoring and altering learning process task assignments. That is, an effective online piano learning environment must rely on students' metacognitions. In this paper, we build a self-regulated learning scheme, apply it to piano teaching, and assess the scheme's effectiveness using experiments.

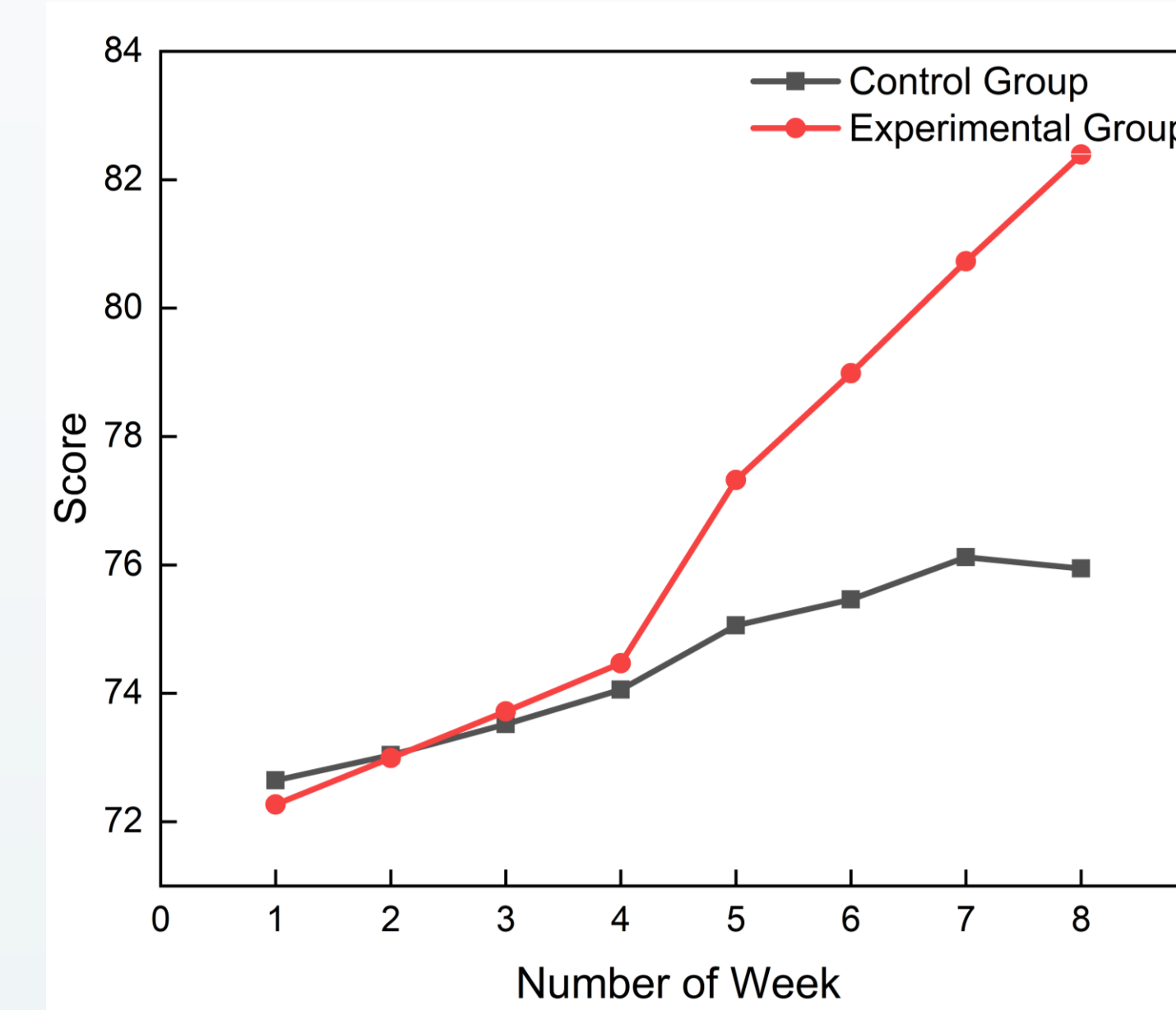
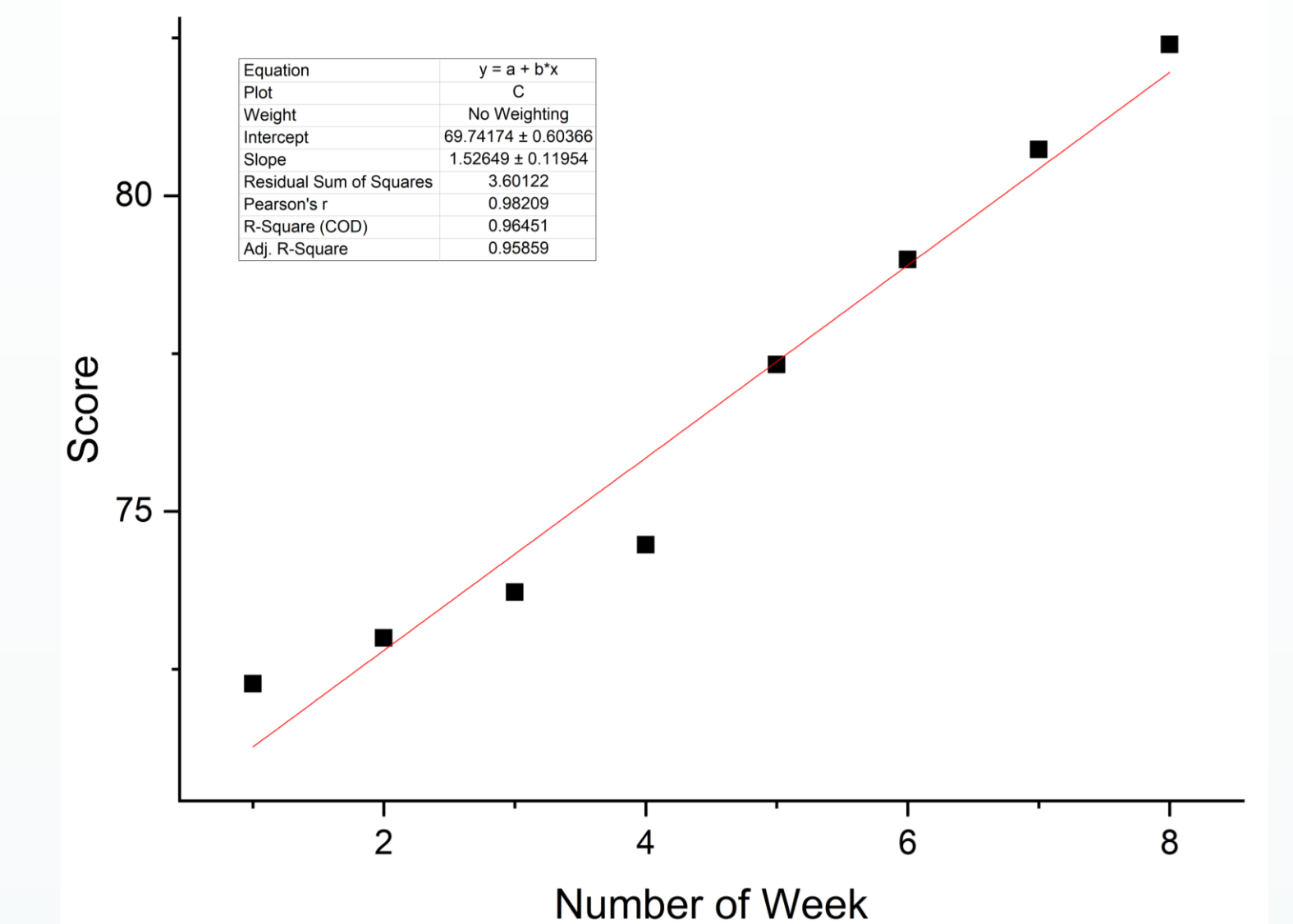
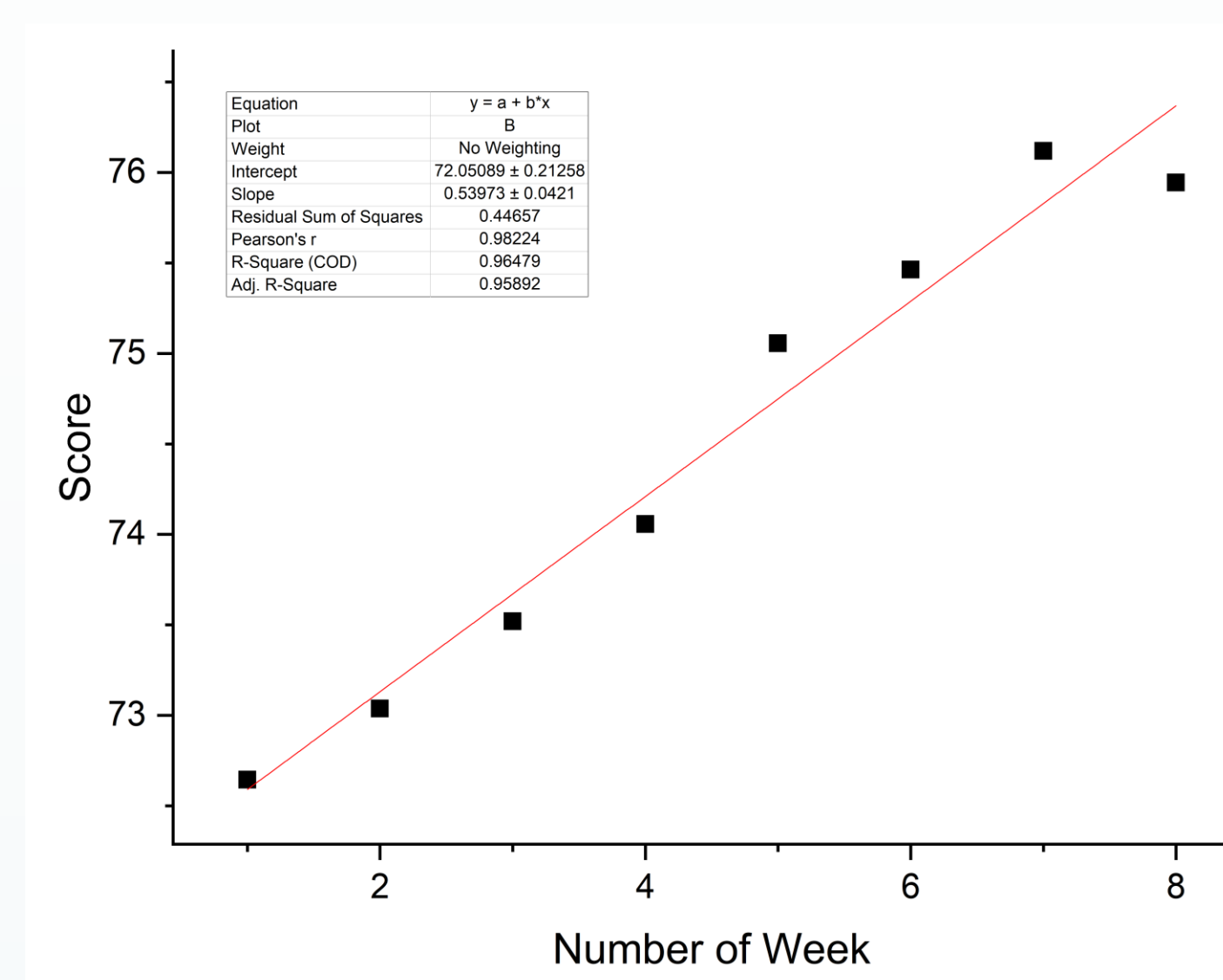
Methodology

To investigate if it is possible to improve performance by adding the self-regulated learning element into piano learning,

It is planned to select 16 piano students from the college of Music of VDU as research objects. They will be divided into two groups of eight people, one as a control group and one as a research group. It is the same number of males and females in each group. There was no significant difference in the sample of family background, academic background, and performance level.

The practice period of the whole program is expected to be 8 weeks. In addition to classroom teaching, the control group's after-school piano learning was trained on time planning and management ability training in the first 4 weeks, and the students were trained on the skills of reading music/writing style in the last 4 weeks. Students fill in the corresponding record sheets every day and every week, and evaluate their scores every week so as to compare them with the actual scores, analyze the learning effect and formulate the next learning goals. The total score is calculated with the help of the teacher. The scores are not analyzed and calculated as experimental data, but are only used by students for their own comparison. The data processing software is SPSS22.0

Results



		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	
scoreEighthweek	Equal variances assumed	12.862	.001	-7.581	
	Equal variances not assumed			-7.581	
		t-test for Equality of Means			
		df	Sig. (2-tailed)	Mean Difference	
scoreEighthweek	Equal variances assumed	30	.000	-6.4500	
	Equal variances not assumed	23.686	.000	-6.4500	

Conclusion

We devised a novel teaching model and implemented it in piano education after researching the principle of self-regulated learning. A self-regulated learning instructional program was developed, and an 8-week experiment was carried out.

Students who utilize this approach to learn piano music outperform those who follow the standard study program. Statistical results indicate the experiment's validity. It is hoped that our technique will help to advance piano teaching in the future and contribute to the education business.

Reference

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