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An Exploration of Chinese College Music Majors' Self-Regulated Learning in Music Practice

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Abstract

The research on music practice has pointed that mastering an instrument is not only a matter of several thousand hours of practice but also engaged with motivation, cognition, learning strategies, and so on. Since the 1990s, relevant researchers have started to understand how musician students' behaviors, motivations, and metacognition work during their practice process through the lens of Self-Regulated Learning (SRL) theory to clarify what behavioral, cognitive, and motivational resources needed for effective music practice. Currently, the level of self-regulated learning ability is generally considered to be an important factor affecting the practice efficiency and musical achievement of music instrumental learners.

The purpose of the study is to explore the current situation of Chinese college music majors' self-regulated learning in music practice in the Mainland China context, and to fill the gap that the majority of studies that conducted in the western context and focused on musician students majoring in western musical instruments (e.g., piano, violin).

The presentation will focus on reporting three research questions:

- 1) What are the current characteristics of Chinese college music majors' self-regulated learning in music practice?
- 2) To what extent the level of self-regulating music practice between different instrument types and music styles different is?
- 3) To what extent the variables (e.g., the education level, the years of learning music, and practice duration) correlate to the level of self-regulated learning in music practice?

An online questionnaire designed base on Miksza (2012)'s Self-Regulated Practice Behavior Scale was used to collect data. A questionnaire link was distributed to Chinese college music majors by contacting familiar university teachers from February to March 2021. The data will be analyzed with descriptive and inferential statistics for an in-depth understanding of this topic.

This study will reflect the current situation in terms of college music majors' practice in the Mainland China context, which will provide insights for future research in developing self-regulated learning ability in music practice. Also, in the higher education, this study will become a useful reference to help educators and administrators to refine musical instrument learning curriculum, update the teaching methods to help Chinese college music majors develop their practice effectiveness and self-regulated learning ability.