

ABSTRACT

Title: Implementing a Cross-disciplinary Rubric for Metacognition in the Undergraduate Music Core

Poster presented at the annual conference of the Pennsylvania Music Educators Association

Hershey, PA

March 31-April 2, 2016

**Sister Kathleen C. Doult, IHM, D.M.A.
Immaculata University Music Department
1145 King Road
Immaculata PA 19345**

This Teagle-funded research has been focused on the development of metacognition, thinking about thinking, in university faculty. During the first phase, faculty who were participating in the i-Pad pilot program were invited to identify and evaluate apps that could foster metacognition in course work. Workshops and Metacognition Summits in Spring 2012 and 2013 introduced faculty to techniques which promote metacognition. The positive, enthusiastic response suggested the formation of a learning community. This researcher initiated a cross-disciplinary group known as the Academy for Metacognition. Members identified one course for intensive metacognitive focus, kept a journal of metacognitive reflection and strategies, and met bi-weekly to share insights. A variety of approaches were used by the members of the Academy for Metacognition. Strategies that seem especially appropriate across disciplines and, more specifically, in music instruction include active listening, critical thinking, comparing and contrasting, small group collaboration, and group problem-solving. Working toward higher level thinking seemed to call for an assessment tool, and the present researcher collaborated with two colleagues to develop the Inter-disciplinary Rubric for Faculty Metacognition. Beginning in Fall, 2014, members of the Academy used the rubric to evaluate the effectiveness of the metacognitive reflection and strategies. This researcher has found the rubric and support of the faculty learning community especially helpful in supporting the undergraduate music core. Reflection on the rubric preceded each period of class preparation. The quality of musical analysis, music listening essays, and discussions by engaged students revealed that focus on metacognition assists students in developing skills of critical thinking, creative thinking, and making interdisciplinary connections. This researcher discovered that, as one's focus on metacognition increases, thinking about thinking becomes integrated into all course preparation as a necessary and quintessential ingredient. This poster presentation offers specific techniques and strategies for promoting student metacognition in the music core, particularly in the areas of aural skills, music history, and world music.

Applications of Research to Teaching

- For the music educator, the cross-disciplinary rubric for metacognition can be a valuable tool in each stage of lesson planning, including reflective planning, implementation of lesson, and reflection on lesson.
- Focus on metacognition compels the music educator to infuse each course and class with activities and techniques that foster depth and perspective.
- Reflecting on the rubric, a tool for developing metacognition, can reveal false assumptions about students' prior learning and understanding of new material and can suggest new, creative ways of engaging students in their learning.
- Prioritizing the promotion of metacognitive skills in one's teaching preparation enhances students' effective ownership of learning.
- A practical corollary which emerges is that activities and learning tools that foster metacognition need to be designed and frequently adapted to suit each course and group of students. Special focus needs to be given to collaborative learning, critical thinking, active listening, and comparison and contrast in music classes.
- The research on metacognition in the music core suggests that technology, including iPad APPS, be integrated within coursework and must be selected according to its ability to enhance critical thinking.
- Fostering student metacognition may be considered a kind of "uphill stretching" that requires ongoing work on the part of the music educator.
- Efforts toward metacognition effectively enhance the development of musicianship. For example, students' critical thinking in aural skills class helps them to sight read faster and with improved rhythmic and tonal accuracy. Metacognitive techniques in music history and world music courses promote integration of musical, cultural, literary, and philosophical elements.