UTSA

Engaging Aural Skills Students Through Model-Eliciting Activities

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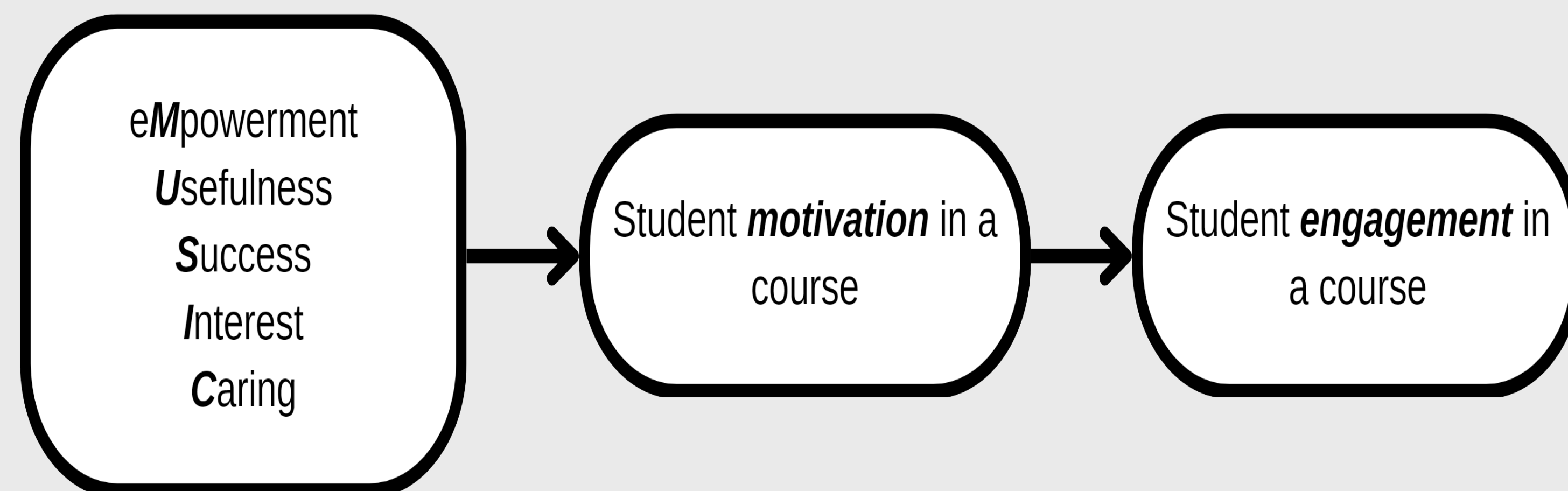Assistant Professor, Academic Introduction and Strategies

Introduction

Model-Eliciting Activities (MEAs) are thought-revealing problem-based activities in which students create conceptual models to solve various a problem and future scenarios, iterating on their thought process along the way (Lesh et al., 2000). Within aural skills classrooms, students are frequently asked to sing, listen, and transcribe music. Using MEAs, these tasks become tied to activities relying on real-life scenarios, thereby capitalizing on existing learning and engagement to further enhance meaning and engagement within students. To reach maximum engagement, students must be motivated, a key precursor to active and engaged learning (Jones, 2009). This activity uses MEAs to help students understand transcription, asking them to create a rubric for transcribing a piece of music. This poster reports on pilot study results obtained in Spring of 2021 which is the basis for further current research.

Research Question

How do students perceive classroom engagement when Model-Eliciting Activities are used in an aural skills classroom?

MUSIC Inventory of Motivation

Motivation is a key precursor to engagement and utilizes the following components perceived by students within the MUSIC Inventory of Motivation (Jones and Carter, 2019)

eMpowerment
Usefulness
Success
Interest
Caring
→ Student *motivation* in a course → Student *engagement* in a course

Theoretical relationship between MUSIC inventory components and engagement. Adapted from figure 2.6 in *Motivating Students By Design* (Jones, 2018)

Materials

Scan to access supplemental materials used to implement this MEA

The MEA

Through the semester, students are given the opportunity to transcribe music of their own choosing to practice solo transcription. Later, students are placed into groups and do transcriptions together, utilizing knowledge of their past experiences to create a Transcription Guide (TG) that could serve as a guide for others to transcribe any type of music. The MEA progresses in the following steps:

1. Student groups transcribe Piece 1 (C Major, 2 measures) and create a TG for how they completed the transcription.
2. Student groups transcribe Piece 2 (A minor, 4 measures) and apply their previous TG to the minor-mode piece, iterating on any issues that came up.
3. Student groups transcribe Piece 3 (12-bar, Blues in C) and apply TG, revising as necessary.
4. Each group presents their finalized TG, reflecting on each step.

Pilot Study Results

- Significant engagement and enjoyment by students, particularly due to collaborative work
- Half of the interviewed respondents ($n=4$) commented unprompted on the usefulness of an MEA
- All interviewed respondents ($n=8$) commented unprompted on the usefulness of collaborative group work

- "I think it was a bit of an eye-opener for this project because **you can see all the other ways that other people do thing**s."
- "I also liked you had us write the steps first because you made us have to think back and then actually see if we were following those steps, **it was like checking our own work**."
- "I think it was helpful that we were all able to give our ideas and then **collectively put them together in one place**. It wasn't like other projects where everybody does their own and then you try to put them in at the end. **It was more collaborative from the beginning**."

References

Jones, B. D. (2009). Motivating students to engage in learning: The MUSIC model of academic motivation. International Journal of Teaching and Learning, 21(2), 272–285.

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Jones, B. D., & Carter, D. (2019). Relationships between students' course perceptions, engagement, and learning. Social Psychology of Education, 22(4), 819–839. https://doi.org/10.1007/s11218-019-09500-x

Lesh, R., Hoover, M., Hole, B., Kelley, A., & Post, T. (2000). Principles for developing thought-revealing activities for students and teachers. In A. Kelley & R. Lesh (Eds.), Handbook of research design in mathematics and science education (1st ed., pp. 591–645). Routledge.

Conceptual Framework
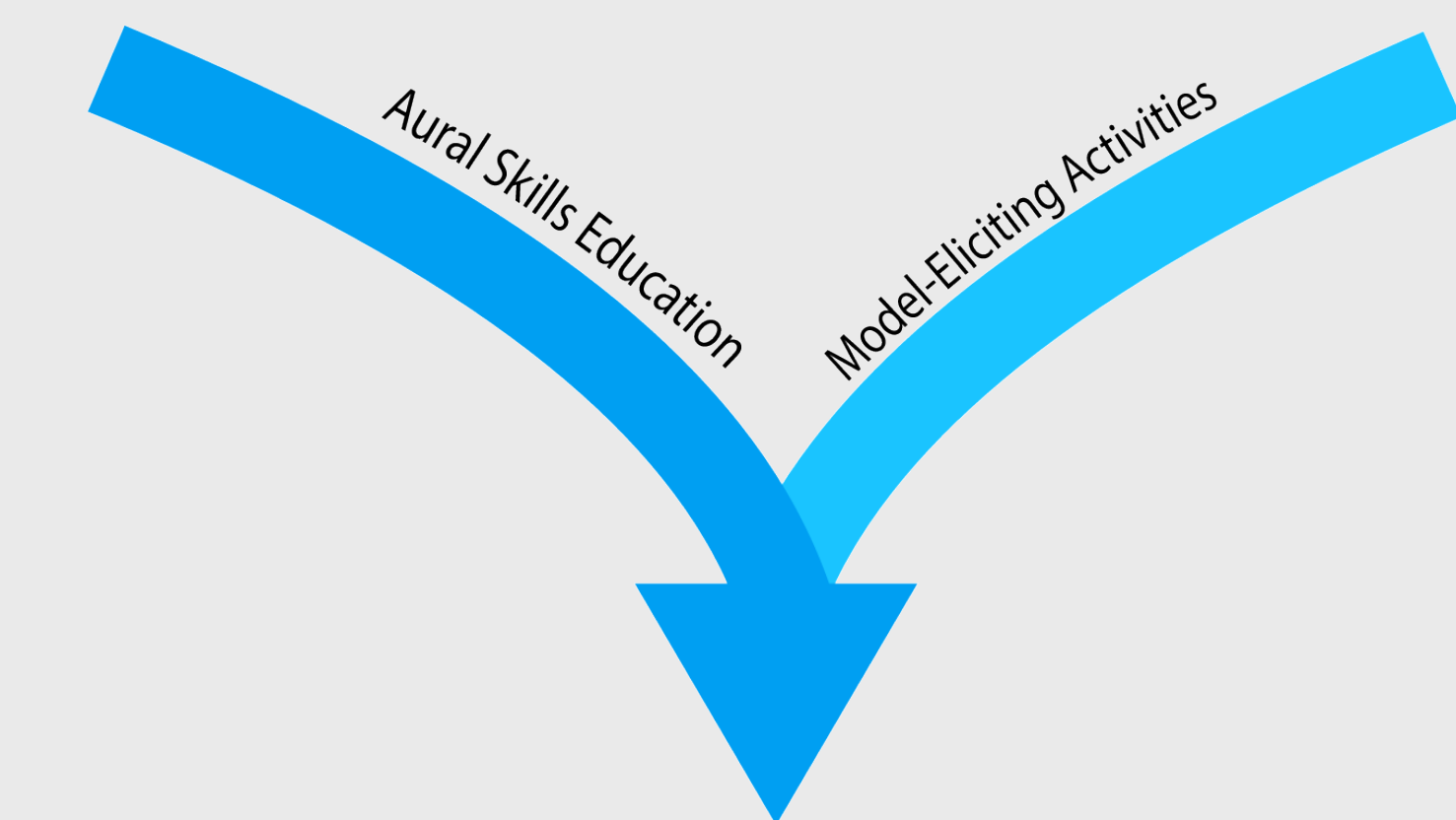
Rooted in an interdisciplinary framework, this study merges mathematics and aural skills to affect student psychology
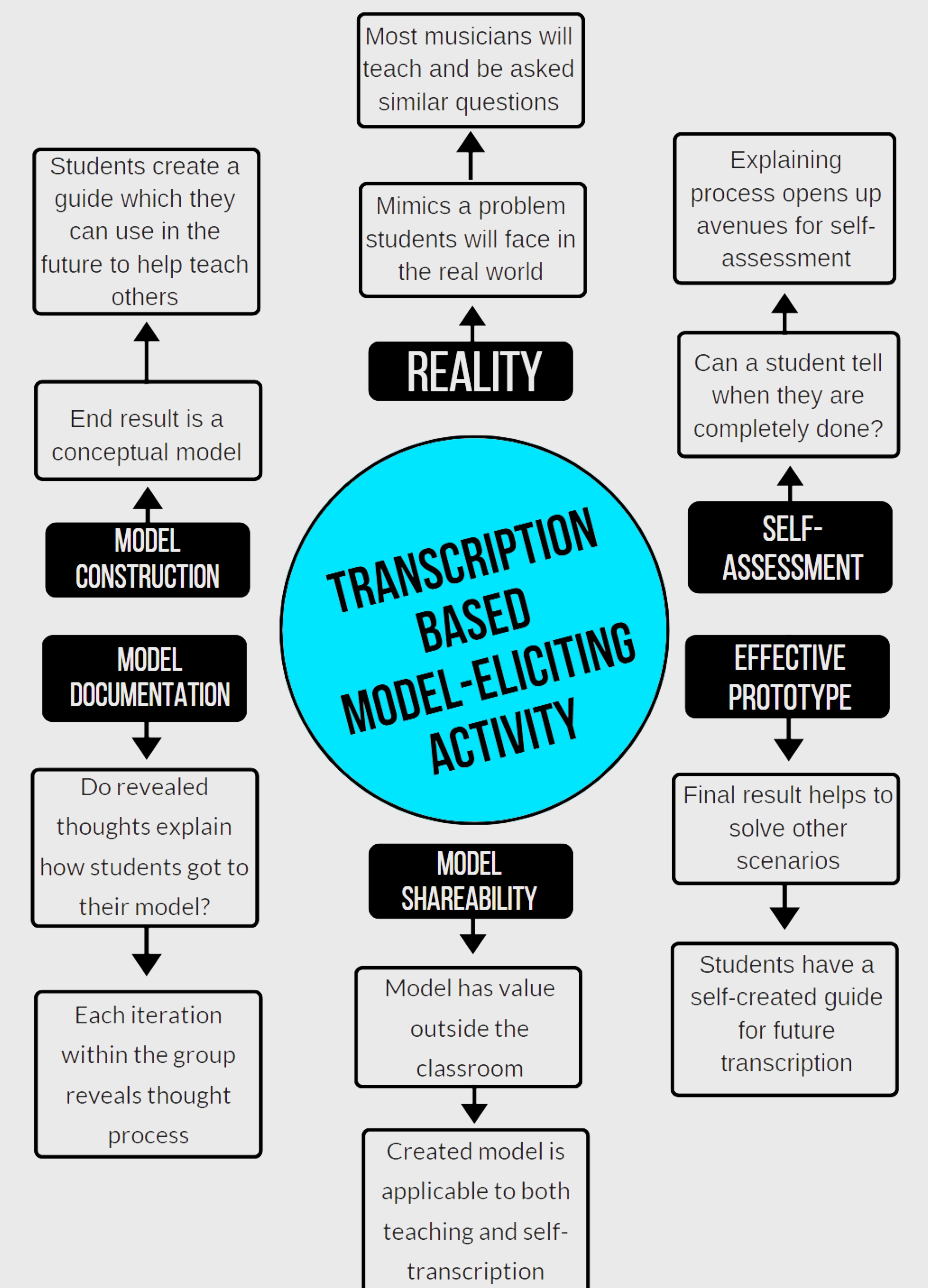
Design principles for MEAs and how each can be seen within this aural skills-based MEA