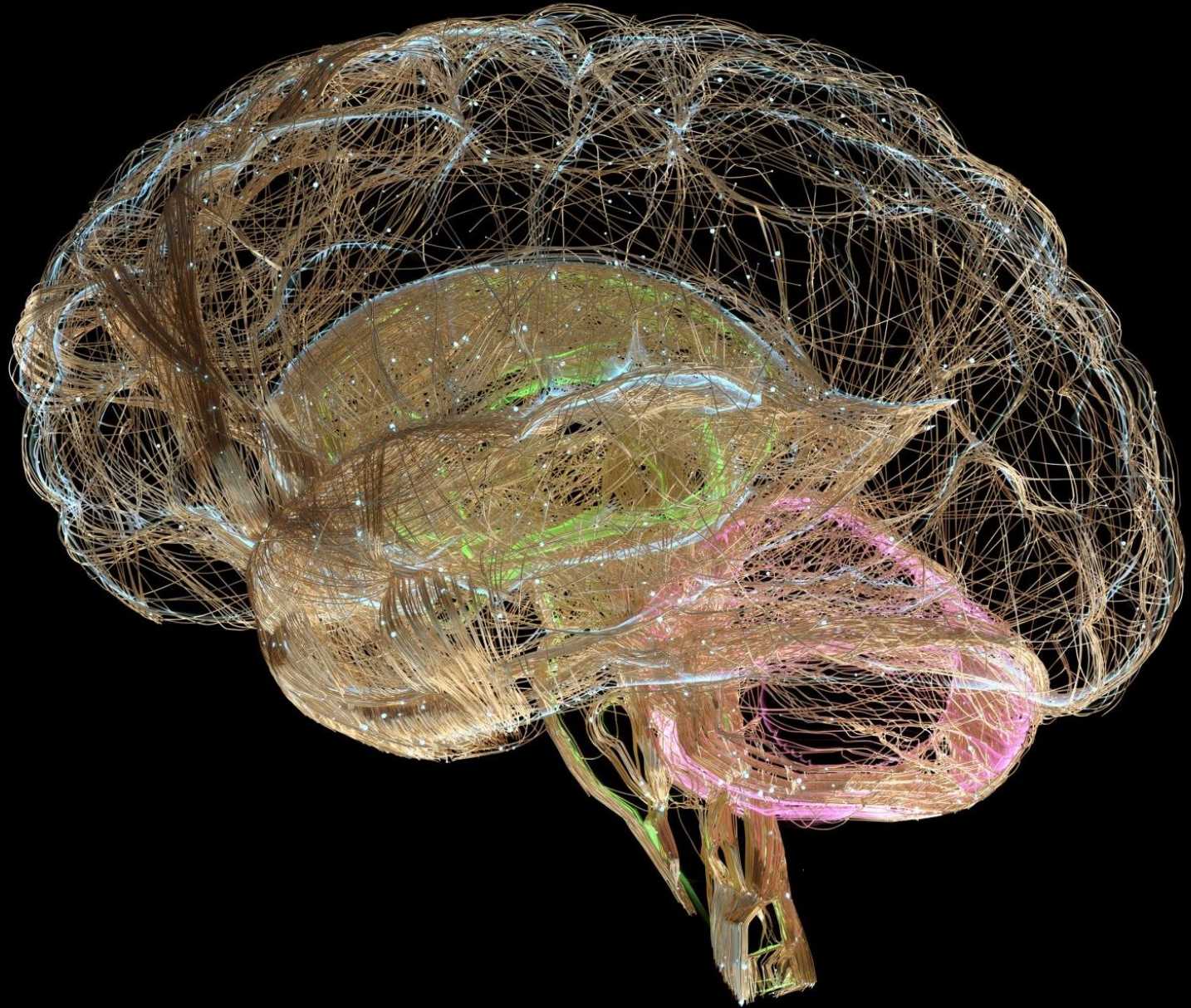


Psychology of Motivation and Procrastination in Music Learning and Practice

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What I aim to do in this session

- Present and summarize the most recent research in music, educational, and social psychology and neuroscience
- Connect the research to common issues students face with music practice (particularly motivation and procrastination)
- Explore approaches teachers can take
- Question and discussion time

What I hope you leave with

- Positive feelings and reassurance that you are already incorporating best teaching/learning practices
- Knowledge that your teaching/learning practices are (or can be) based in the most recent research
- A new angle from which to approach teaching/learning challenges
- Knowledge to apply to your own motivational challenges

Motivation



Loading...

Values of music students

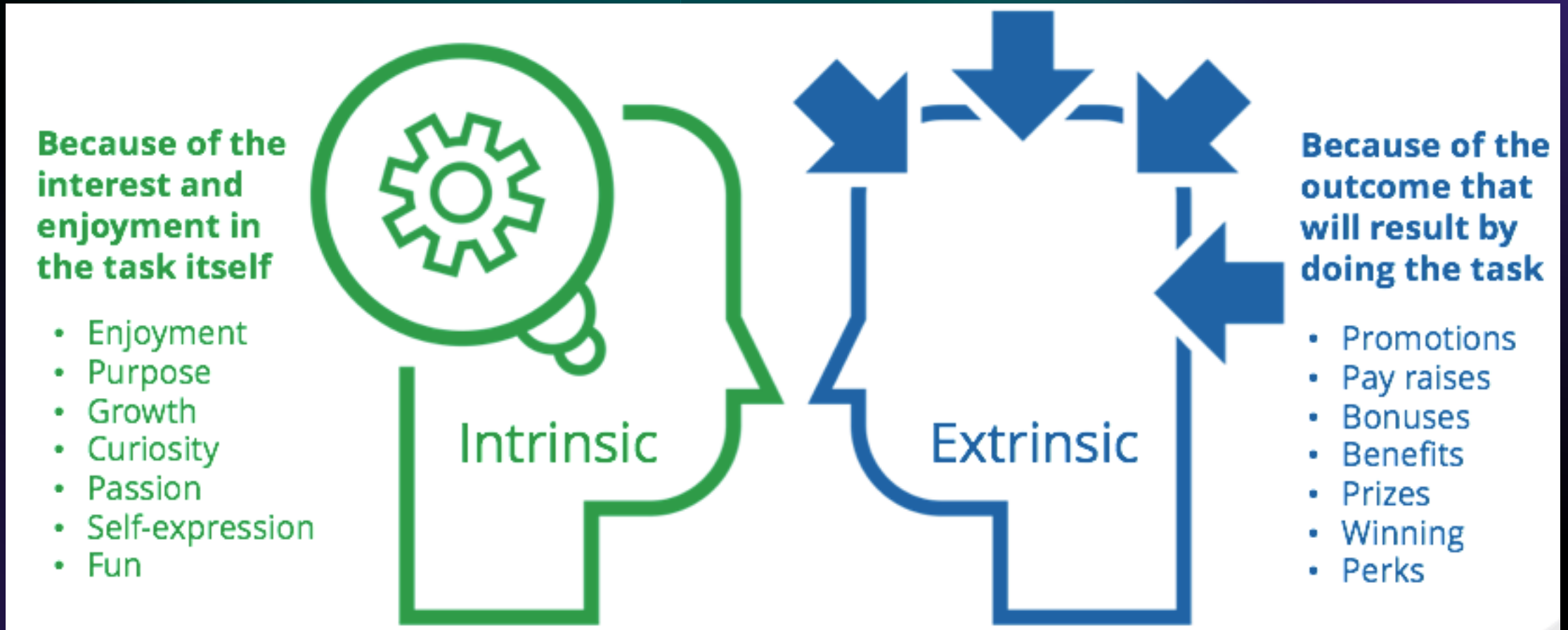
- *Interest*—personal satisfaction playing and practicing, love for the repertoire.
- *Importance*—how learning the instrument fits with personal goals.
- *Usefulness*—whether instrument is constructive and functional for current and future plans.
- *Difficulty*—whether the outcomes of learning are worth the effort and investment.

*SUCCESS is an important value for 9-19 year olds

Three frameworks...

1. Intrinsic VS Extrinsic Motivation (WHAT motivates us)
2. Self-Determination Theory (motivational NEEDS)
3. Self-efficacy (HOW self-belief is built)

Intrinsic vs Extrinsic Motivation



Intrinsic VS Extrinsic Motivational Approaches



Punishments



Rewards



Praise



Relationships

Self-Determination Theory



Facilitating Intrinsic Motivation:

AUTONOMY

- Absence of pressure
- Goal/strategy choice
- Task involvement

COMPETENCE

- Optimal challenge
- Positive feedback
- Informational rewards

RELATEDNESS

- Empathy
- Warmth
- Acknowledging emotions

Undermining Intrinsic Motivation:

AUTONOMY

- Pressure and punishment
- Controlling goals and rewards
- Surveillance

COMPETENCE

- Non-optimal challenges
- Negative feedback

RELATEDNESS

- "Cold" interactives
- Lack of positive involvement



Types of praise:

- Trait-focused praise

"You have a naturally good ear!"

- Ability-focused praise

"You're so clever!"

- Effort-focused praise

"You've worked hard!"

- Non-verbal praise

High-five

- Verbal ambiguous praise

"Yeah!"





Strategies for improving self-efficacy:

- Learn *how* to evaluate past “performances”.
- Support the thinking *processing* of students.
- Teach/model helpful cognitive processing of situations.
- Parents & teachers crucial connection for children
- Peers are crucial connection for teenagers



PROCRASTINATION

Procrastination is **not** a time management problem...

... it's a **mood regulation issue** of **wanting to avoid** the immediate urgency of **negative reactions** to (perceived) overwhelming, challenging, or uninteresting tasks

uncomfortable

overwhelmed

boredom

self-doubt

confused

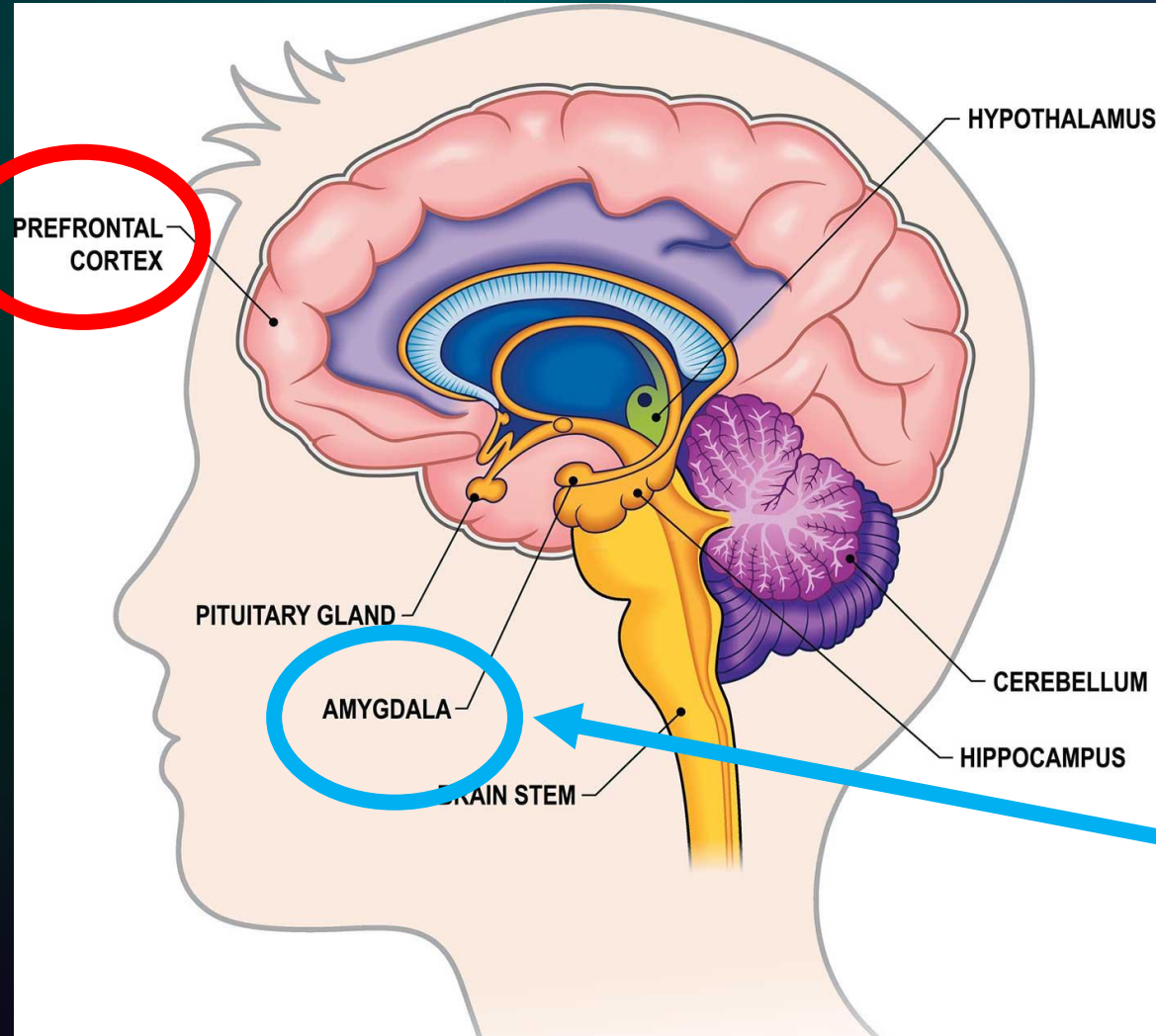
fear of failure

insecurity

intimidated

Question: Which people are less adept at managing their moods/emotions?

Answer: Anyone under ~25 years of age!



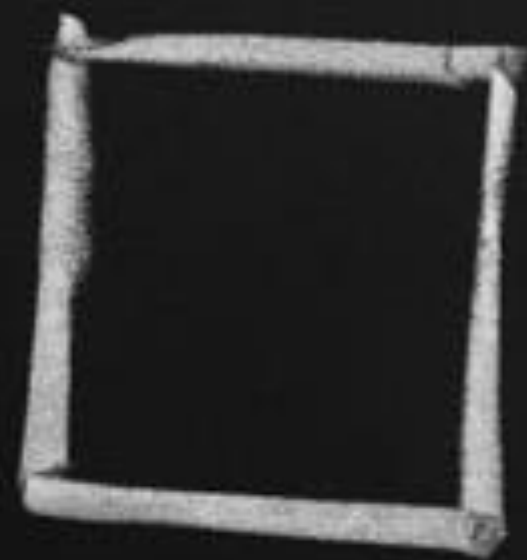
Adults typically think with the prefrontal cortex (the rational part of the brain)

- Good judgement
- Consequences

Young people typically process information with the amygdala (the emotional part of the brain). Sometimes they are more likely to feel rather than think.



NOW



LATER



So how

does that

make you feel?

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Visualise your next steps



Imagine helping a friend



Lower the bar





Show self-compassion
and understanding

Approaching practice: What does research show?

- Plan long-term (semester-long) and short-term (daily) practice – be prepared to adapt
- Know your learning rate
- A balance is needed of “informal” and “formal” practice
- High-achieving learners tend to do significantly more “formal” practice, but also more “informal” practice
- Progress tends to be faster when students start with the new/harder/upcoming material and then moving onto repertoire they enjoy and can already play
- Record yourself and practice performing sooner / earlier on
- Ask for feedback sooner
- Don't just make a learning plan, also plan how to overcome challenges
- Learn to self-regulate (emotionally) to improve *quality* of practice

Connect with me!

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