

### **3<sup>e</sup> Colloque en pédagogie musicale** **3rd Colloquium on Music Pedagogy**

**Le vendredi 31 mars 2006**  
**Pavillon Pérez, salle 208**  
**13h00 à 16h00**

**Friday March 31, 2006**  
**Perez Hall, room 208**  
**1 pm to 4 pm**

**Piano students' perception about their practice strategies**

- Nisreen Jardaneh

By working on a multidisciplinary research project to develop a psychometric scale for measuring the motivational levels of piano students, we notice that the preliminary data suggests negative attitudes towards practicing. Thus, practicing could be one of the main elements that affect piano students' continuation. Therefore, this presentation highlights the importance of examining the perceptions of piano students towards their practice strategies in order to develop a measuring tool that will be used for this purpose.

**Developing a measuring tool for assessing the motivation of  
beginner piano students ages 4-7**

- Tamar Dubuc

The assessment of children's motivation is requisite to a fundamental understanding of their sustained involvement in task-related activities such as piano playing. Since present research indicates that a substantial number of students beginning musical instruction are likely to abandon the activity within the first years of study, the appraisal of young beginner music students demands focal consideration. This presentation will underline selected literature in the fields of motivation theory, child development psychology, music, and education, with the purpose of establishing the necessity for developing a measuring tool for assessing the motivation of young beginner piano students ages 4 – 7.

**How parental style and involvement contribute to children's motivation  
to pursue music lessons**

- Leana Azerrad

According to Creech and Hallam (2003) in the early years of instrument learning, pupil incentive is influenced by the quality of interpersonal relations involving child and parent. The purpose of this presentation aims at demonstrating how parental styles and parental involvement could have an impact on a child's motivation in wanting to pursue his/her music lessons. In the first section of this presentation the three parenting styles according to Baumrind's 1971 typology will be identified, and defined. Subsequently, a correlation between Baumrind's parenting styles and child motivation will be established through a look at several studies. The relationship between parental styles and motivation is significant because it helps us understand why some children may be more motivated than others in working thoroughly towards demanding goals. The following section will discuss different parental involvement strategies and its positive and/or negative influence on child motivation.

**A cross-cultural comparison of Asian and Asian American students' motivation to study music**

- Haodan Brown

Asian-American students' extraordinary achievement does not only appear in the academic field but also in the music learning world. In the east part of Canada, the percentage of Asian-American students winning silver medals in the piano examinations of The Royal Conservatory of Music and trophies in the piano competitions in the Kiwanis music festival is over 40%. Asian-American students' motivation in music learning and the different motivational patterns between Asian-American students and North-American students are studied in this research. The concept and the historical background of Deci and Ryan's self-determined motivation theory are introduced at the beginning of the presentation. A literature review of the cross-cultural comparisons between Asian-American and North-American students' motivation will be also presented in four perspectives: different learning patterns, different cultural values, different patterns of parental involvement and different parenting styles. Finally, the development of an assessment scale to measure the motivational level of piano students will be introduced.

**A comparison of motivation levels between Chinese and North American  
piano students**

- Yifei Liu

Motivation plays a very important role in the undertaking and pursuit of piano learning, because it is essential not only for helping student's continuous learning but also for improving the quality of their engagement. Motivation is an issue that has been widely studied and discussed in the field of education within an academic setting. Among these studies, cross-culture difference is one of the elements that has been extensively investigated. However, while many of these researchers studied motivation in the field of general academic performance, few of the studies dealt with music education, especially piano learning. This research is designed to compare and measure the motivational level of private piano students in North American and People's Republic of China. This presentation contains a review of literature on motivation theories and cross-culture studies between Asian and Western countries, and a description of the specific methodology that this research is going to employ.