

A SPACE TO GROW

Considering psychology and understanding to foster a curious, collaborative, and effective rehearsal

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ABSTRACT

In the field of educational psychology, rehearsal is a “cognitive process in which information is repeated over and over as a possible way of learning and remembering it.” This session considers how to best deliver information, engage with our students, and create a motivating environment for growth.

GOALS

To consider avenues for instructional delivery that foster a productive, rewarding, and intrinsically motivating environment where repertoire connects with students in meaningful and lasting ways.

INTERESTS

- Engaging Rehearsals
- Creative and Curious Minds
- Interesting Feedback
- Interpersonal Relationships
- Fun!

QUESTIONS

- What motivates students? (engagement, relationships)
- How do students learn? (creativity/curiosity, connecting with interest)
- What do stakeholders (students, parents, admin, community) care about? (shared values, culture building, teaching the community and your administration)

WHAT DO STUDENTS LEARN?

- What are you teaching?
 - Repertoire Selection - *repertoire is the curriculum* (H. Robert Reynolds)
 - What does the piece teach? What are your goals? What will students learn?
 - Score Study

HOW DO STUDENTS LEARN?

- What you know correlates to what they will know.
- By being engaged: Students have *to do*. - Bob Duke

- How do we engage them:
 - Motivation through the repertoire
 - Scheduling
 - How much time do you need/have?
 - How much time do the students need to process
- Pedagogy/Teaching
 - Task!
 - Students don't learn explicitly, they learn by doing
 - They learn what to do through experimentation based on information gathered from listening and watching.
 - Sequencing!
 - Teach like you study: macro-micro-macro
 - Curriculum/Lesson (repertoire) planning
- FRAMES OF MIND: Howard Gardner
 - Teach with the promise of possibility
 - Psychology is connecting relationships:
 - Student and teacher
 - Individual and work
 - Individuals and the world
- Feedback
 - When, who, how, what...

WHY DO STUDENTS LEARN?

- Motivation to learn is fueled by connection, care, curiosity, and creativity
 - Connections
 - Students seek to find pathways and grow from that which they already know
 - Care
 - Students care when we care
 - Curiosity
 - Build on their interests
 - Get to the "why"
 - Weave stories
 - Build connection (through enthusiasm and empathy)
 - Believe and belief
 - Creativity
 - Provide opportunities to make new based on old

ARE STUDENTS LEARNING?

- Consider:
 - Are they engaged?
 - Cognitive
 - Behavioral

- Affective
- Are *you* engaging?
- Appropriate assessments
- When to really dig in and when to just rep.
- Success is contagious and creates bonds/relationships
- What is the emotional arc of the program? How does the music make the students feel?

WHO ARE YOU SERVING?

- Interpersonal relationships/life outside of band - *we're always teaching!*
- Teaching is creating, building, supporting, and understanding relationships
- Understand:
 - Where students are coming from
 - Where they want to go (their aspirations)
 - How students receive and process information
 - How they feel supported and how they feel challenged
 - What makes them unique (their interests, their stories their humor)
- Students are a mirror (but the reflection might not be immediately evident)

IS IT FUN?

- We have an opportunity to...
 - Build relationships
 - Create curiosity
 - Laugh, smile, engage
 - Take a chance, make a mistake
 - Hear different voices and perspectives
 - Celebrate!
 - Choose joy!

LET'S CONNECT!

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