

Educational Psychology: Teacher-Student Rapport in the Secondary Music Ensemble

Sebastian Adams

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Problem Statement

Discussions in music education about the instrumental director's role suggest that traditional teacher-centric practice can hinder students' comprehensive development as artists. Cultivating teacher dispositions that build teacher-student rapport in the music classroom is a possible solution; however, connections between such dispositions and principles of educational psychology have yet to emerge.

Need for the Study

Arguments informed by seminal work may more likely be considered for education policy. An analysis of the literature will reveal how rapport-building teacher behaviors are informed by the principles of educational psychology. Implications of results can guide policy in education and can recommend best practice in teaching instrumental music.

Methodology: Content Analysis

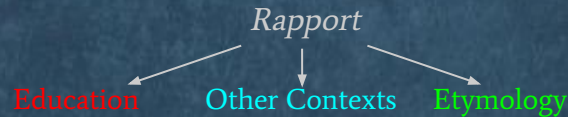
Education practitioner articles and dissertations from 1986 to 2017 concerning rapport, **communication**, and **emotion** dispositions were analyzed.

Does the study reference a prominent psychologist of one of the 4 schools? (Binary: yes = 0, no = 1)
If yes, what school(s)?

Project Concept



Literature Review



Rapport in the classroom is the quality of relationship between teacher and student characterized by **communication** and mutual, **emotional** understanding.

Educational Psychologists

Behaviorists

John Watson (1878-1958)
B.F. Skinner (1904-1990)
Arthur Staats (b. 1924)

Cognitivists

Jerome Bruner (1915-2016)
Albert Bandura (b. 1925)
Robert Sternberg (b. 1949)

Constructivists

John Dewey (1859-1952)
Lev Vygotsky (1896-1934)
Jean Piaget (1896-1980)

Humanists

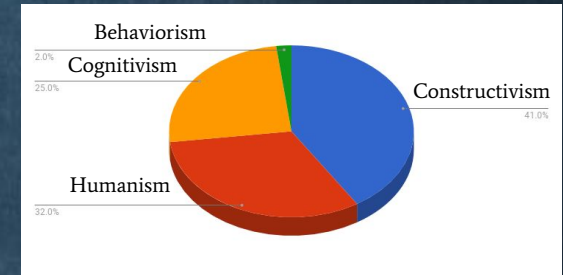
Carl Rogers (1902-1987)
Abraham Maslow (1908-1970)
Rollo May (1909-1994)

Teacher Dispositions

Sets of values, attitudes, and beliefs that impact teaching behavior and practice.

Data

82.35% of analyzed literature is informed by educational psychology.



Research Questions Answered

- How can human learning principles of educational psychology guide the practice of building rapport with students?
 - Methods such as the ZPD, Care Ethics, and Scaffolding can inform **communication** and **emotion** dispositions of teachers.
- How might this information influence the role and dispositions of secondary instrumental music educators?

Teacher shows:

 - Immediacy through conducting and instruction.
 - Empathy through interactions with students.
 - Leadership through facilitating student-centered practice.
- What structures in the instrumental music classroom might support teacher-student connections that foster student learning?
 - Chamber music ensembles
 - Peer Assisted Learning
 - Culturally responsive and relevant repertoire
 - Democratic large ensemble rehearsal