

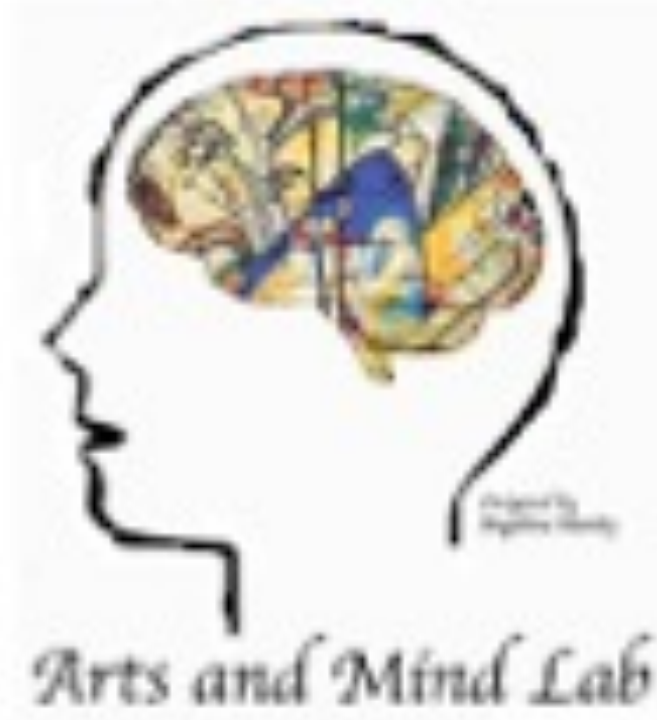
Ensemble Habits of Mind: What is Actually Taught in High School Music Ensembles?

Preliminary Findings

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Introduction

Many have argued for the importance of teaching dispositional habits of mind across the curriculum (e.g. Costa & Kallick, 2009; Cuoco, Goldenberg & Mark, 1996, 2010; Goldenberg, Mark & Cuoco, 2010; Ritchhart, Church & Morrison, 2011; Tishman, Jay & Perkins, 1995). Thus far only one study has systematically investigated the habits of mind actually taught in the classroom (Hetland, Winner, Veenema & Sheridan's (2007; 2013) study of high school visual arts teaching). We examined the habits of mind taught in the ensemble music classroom at the high school level. Here we present a preliminary report on the habits taught in one class from each of these 6 teachers.

Hypotheses

Below we list 8 habits of mind we expected to observe being taught, and 2 we did not expect to see. We believe all of these habits are important ones. The 2 we did not expect were ones we thought teachers would find difficult to convey.

Ensemble Habits of Mind Predicted to be Observed	Ensemble Habits of Mind Predicted to NOT be Observed
Continuously Improve	Use Creativity
Engage & Persist	Recognize Problems with more than One Correct Answer
Express	
Imagine	
Listen	
Observe	
Perform	
Reflect	

Method

Participants

Teachers and schools chosen due to strong commitment to music education.

6 classes observed over 4 class sessions

Schools

All public schools in Massachusetts
4 high and 2 low SES

Teachers

4 female, 2 male
10 - 20+ years experience

Ensembles

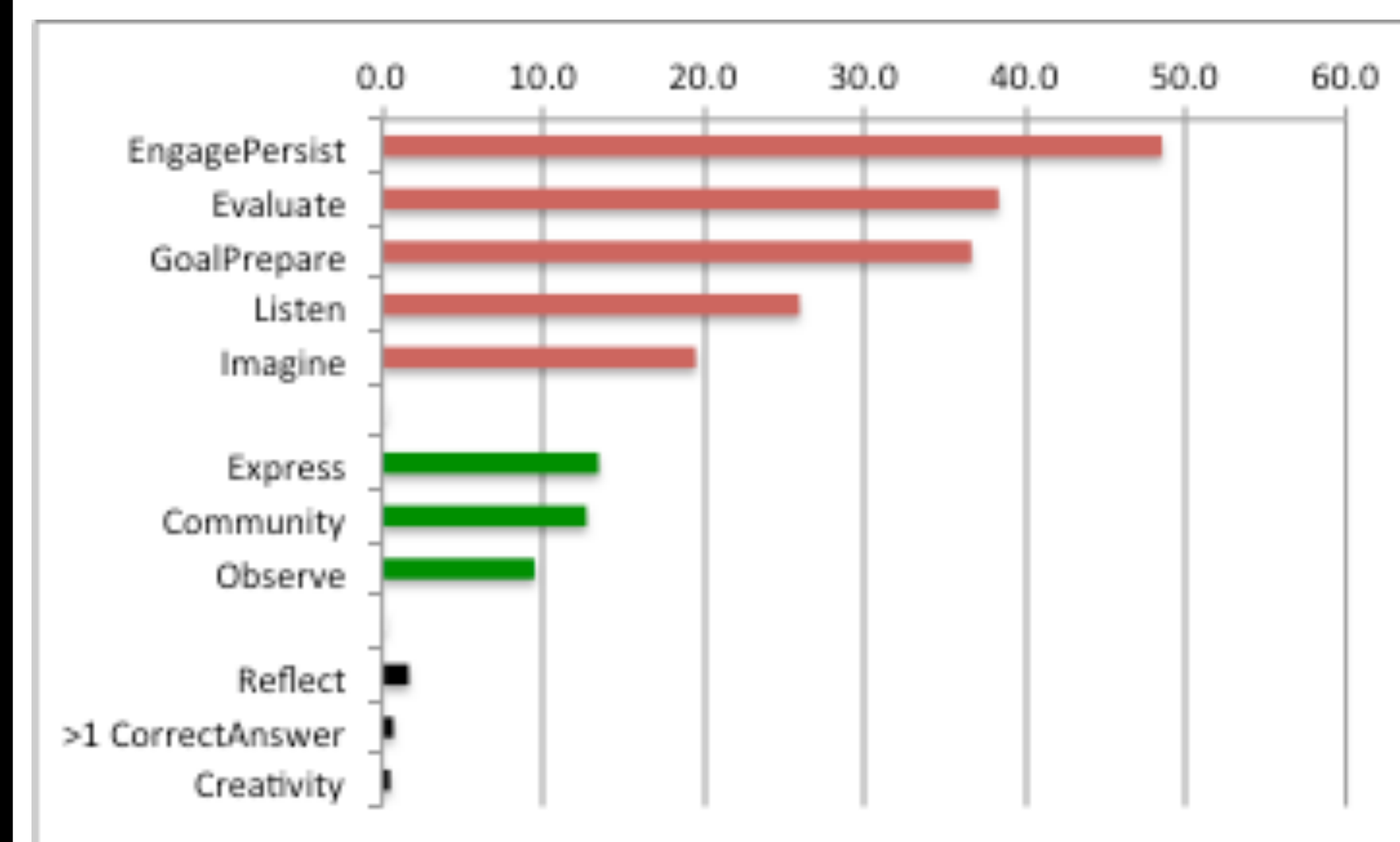
2 orchestra, 2 wind band, 2 choir
Class size ranged from 60 to 100 students

Analysis

- Classes videotaped and transcribed.
- Coding manual created defining each habit of mind with exemplars
- Each transcript now being coded by two independent coders.
- Three predicted habits were folded into others:
 - Continuously improve folded into Engage & Persist
 - Perform folded into Goal setting & Preparedness
 - Work for the Common Good sometimes folded into Community Awareness, sometimes into Goal Setting & Preparedness
- Three new habits emerged during coding:
 - Community Awareness
 - Evaluate
 - Goal setting & Preparedness

Preliminary Results

(based on 1 class/teacher; coded by P.I.)



Five habits emerged as being consistently taught:

- Engage & Persist (focus and stick-to-it-ness)
- Evaluate (decide what needs to be better)
- Goal-Setting & Preparedness (thinking towards the future)
- Listen (really hearing, not just listening)
- Imagine (audiation and imagery)

Three habits were taught more moderately:

- Express (finding and showing meaning)
- Community Awareness (accountability to musical groups)
- Observe (critically watching)

Three habits were taught infrequently:

- Reflect (question and explain your process)
- Recognize more than one correct answer (acknowledge ambiguity and artistic decision)
- Use creativity (generate new ideas)

Conclusions

The habits consistently taught are ones that are valued across the curriculum: the disposition to focus and keep going, to be able to think about how to improve one's work, to be able to think about next steps, to listen really carefully, and to imagine. But while arts educational theorists such as Elliot Eisner (2002) stress that the arts teach creative thinking and an understanding that there is not just one correct way to do things in the arts, these valued habits were not taught by the teachers we observed. We suggest that the teaching of these habits is difficult because they may conflict with the goal of creating a polished performance. In a follow-up study we are investigating the relationship between the habits these teachers believe they are teaching and what we actually observed. A next step will be to assess whether these habits are not only taught by teachers, but actually learned by students.

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Acknowledgments

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