

# Music Learning Networks: Supporting the Music Learning of Adolescents

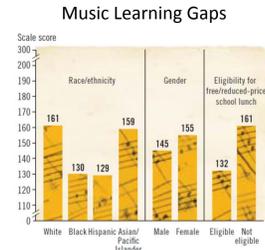


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## Research Problem

- Student-driven music learning is understudied. There is limited understanding of the ways students engage musically in and across settings (formal and informal), interact with multiple supporters, and make use of resources and technologies available to them.
- There is a lack of research focused on low-income and historically marginalized music learners. Extant research shows achievement gaps in music, and fewer, often lower-quality music learning opportunities available to low-income and racial/ethnic minority students.
- Better understanding the music learning and participation of adolescents—particularly historically marginalized students—will generate new knowledge to better support them.

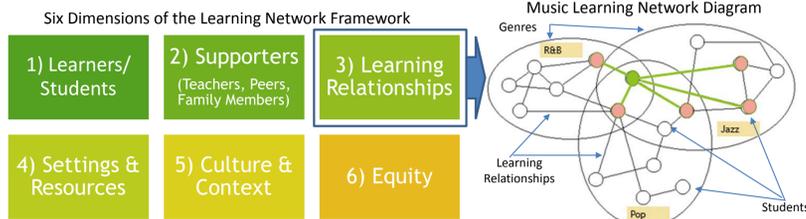


Source: 2008 National Assessment of Educational Progress

## Research Questions

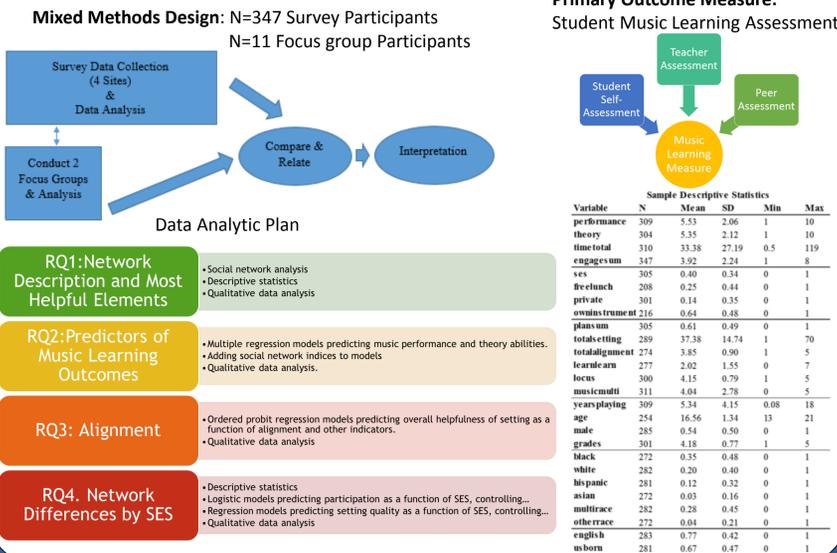
- What are the most helpful relationships, settings, and resources that constitute a music learning network?
- Do students with rich connections to people, settings, and resources in a music learning network exhibit more positive learning outcomes on average than those without these connections? If so, which relationships, settings, and resources are most strongly associated with higher levels of music learning?
- Do students whose interests, motivations, and goals are aligned with the resources available to them in their learning network exhibit more positive music learning outcomes than students whose interests and motivations are not in alignment with resources available to them?
- Are the music learning networks and music learning outcomes of low-SES students different on average from those of high-SES students, and if so, in what ways?

## Music Learning Network Framework



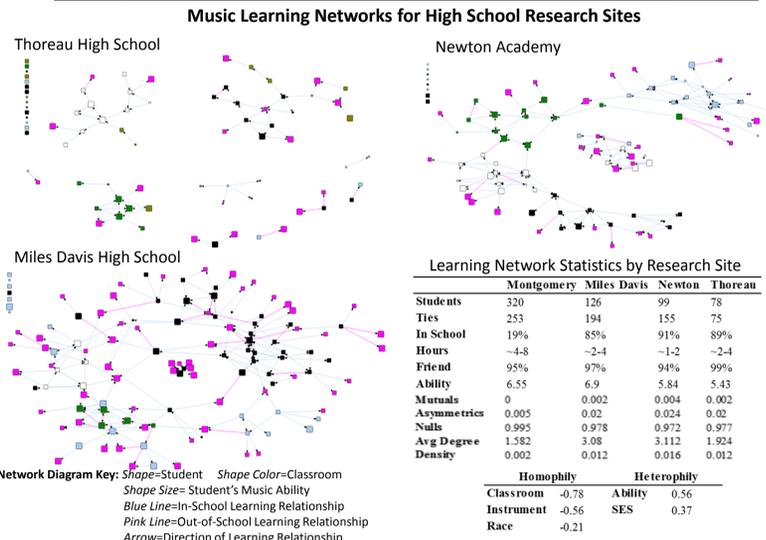
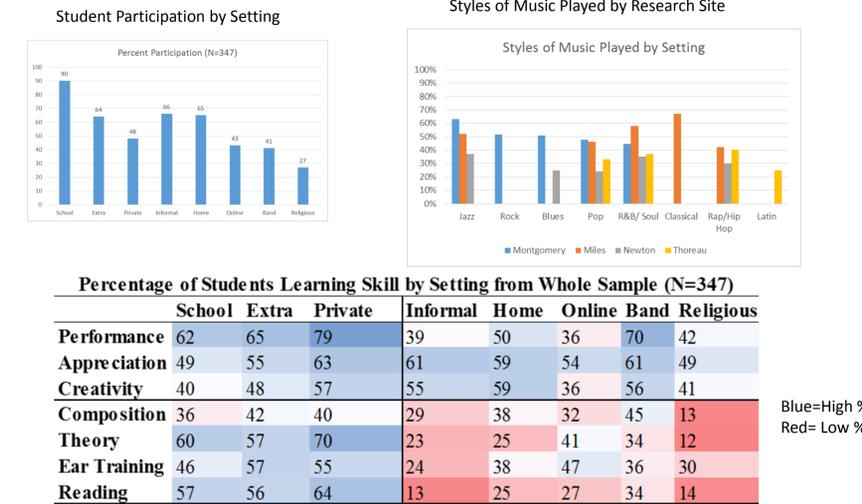
Framing Literatures: Music Education, Learning Sciences, Multicultural Education, & Informal Learning.

## Research Design & Methods

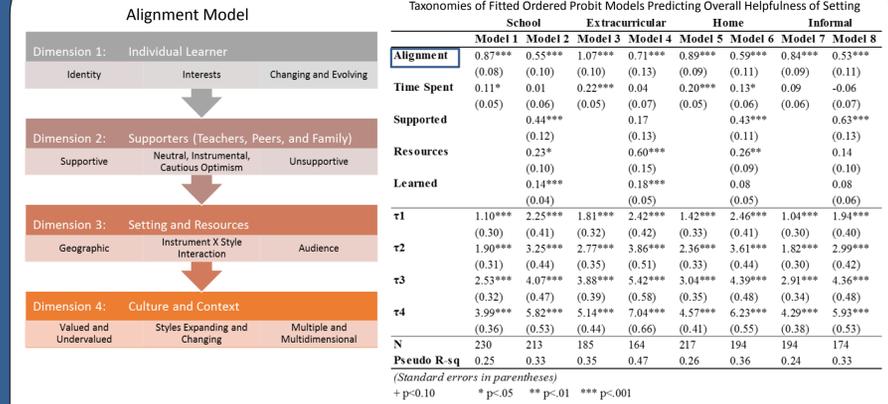


## Findings

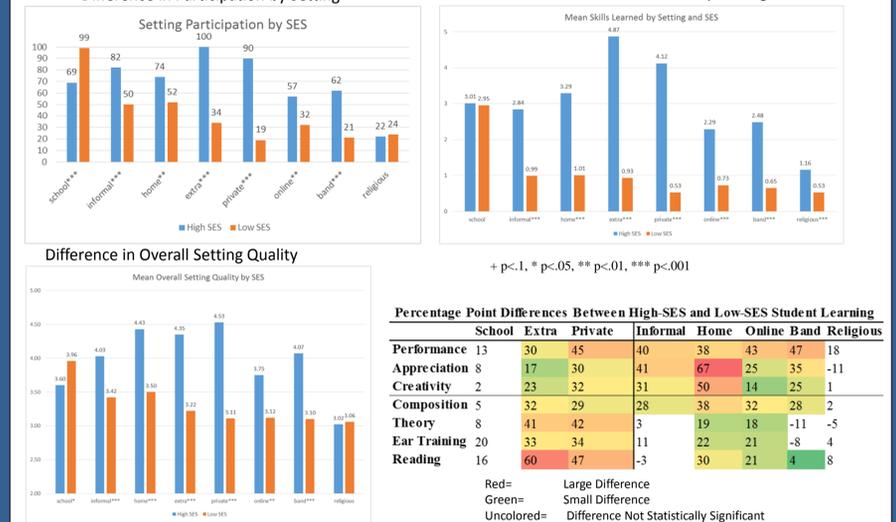
### RQ1: Learning Network Descriptives and Key Components



### RQ3: Does Alignment Support Learning?

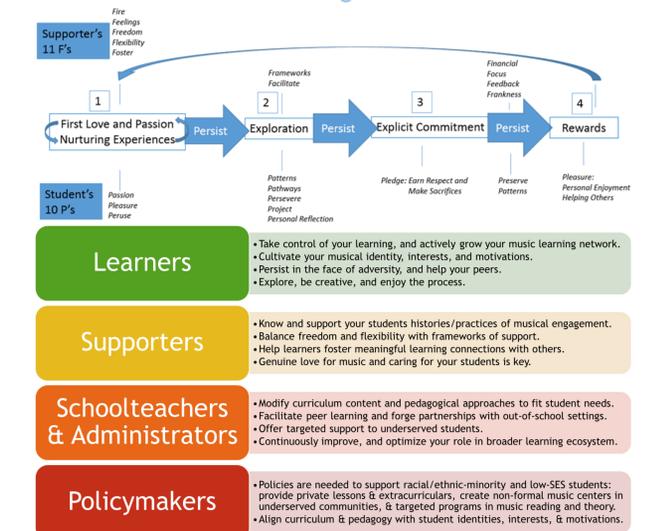


### RQ4: Inequalities in Music Learning Opportunities & Outcomes



## Implications

### Music Learning Process Model



- ### Future Directions
- Apply learning network framework to other subjects.
  - Explore how learning networks form and evolve over time.
  - Investigate virtual learning networks and the use of networked technologies to promote learning.
  - Examine group-level outcomes and network-structures.
  - Link findings to students' social-emotional and academic outcomes.
  - Design future research to support causal inference and to expand external validity to other populations.
  - Further develop music learning measures and minimize use of self-reports.
  - Collect data from non-musicians and expand research to include teachers, family members, and other supporters.