

Australian Journal of Educational & Developmental Psychology (AJEDP)

Volume 2 2002

Self-efficacy issues in learning to teach composition: A case of instruction

Neryl Jeanneret
School of Education
The University of Newcastle, Australia

Robert Cantwell
School of Education
The University of Newcastle, Australia

Abstract

Secondary music specialists at the University of Newcastle combine the study of education, music and music education within a Bachelor of Teaching/Bachelor of Music double degree structure. Despite their specialist study of music and considerable musical background, they echo the sentiments of many music educators (for example, Beauchamp, 1997; Jeanneret, 1997; 2000) in voicing their lack of confidence in teaching composition in the classroom setting. This paper outlines the results of the refinement of a composition module included in the third year secondary methods subject that endeavours to not only provide students with strategies for the classroom but also build their confidence to implement these strategies. The module framed around Cantwell's (2001) Four Level Model of Cognition, specifying the complex of metacognitive components guiding and directing learning activity. The focus of this model is on the link between composition processes (operative level) and the metacognitive control of those processes at the regulative, dispositional and efficacy levels. The module uses the model in two ways: in its application to 7 - 12 music students learning to compose and, perhaps more importantly, in encouraging the tertiary students to reflect on their own learning, both as teachers and as composers, in relation to the four levels.

[Link to full text paper pdf \(48KB\)](#)

Uploaded: 7 November 2002
