

#100daysofpractice: Selection and adaptation of self-regulated learning strategies in an online music performance challenge

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This reflective case study sought to apply a social-cognitive approach to music practice and performance, based on the use of social media. The first author of the article is also the study participant: a classical guitarist and Ph.D student who took part in the Instagram challenge *#100daysofpractice*, which involves recording and posting a video of one's daily musical practice for 100 uninterrupted days. We used autoethnography as a methodological tool, organizing and analyzing its results according to the six psychological dimensions of Self-Regulated Learning and the processes involved therein. Results showed that the Self-Regulation processes often concurrently affected more than one of the six dimensions as well as the strategies applied. This suggests that (a) some dimensions may be interdependent, and (b) learning strategies should be planned and evaluated considering this interdependence. Social media presents a specific perspective on feedback: the exchange with national and international peers allowed the participant to access information sources and different perspectives

on what she was playing. With this self-reflective article, we hope to encourage other musicians to monitor and record their daily practice and to share the processes involved while learning and practicing, as new processes that require metacognitive thinking can improve music performance and goal achievement. As self-reflection is a critical process in SRL, an autoethnographic approach could present new perspectives on SRL and promote metacognitive behavior. This article is part of a broader research on Self-Regulated Learning and advanced music practice, and a result of the academic cooperation between University of Aveiro and UNICAMP (Brazil), funded by São Paulo Research Foundation (2018/20809-2 and 2019/21491-3).

Reference

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