ABSTRACT

This qualitative research study investigated what occurred when third grade recorder students engaged in differentiated, multi-modal learning tasks while working in various cooperative group arrangements. Findings suggest that completing differentiated activities in cooperative groups in music class may promote the emergence of student leaders, positively affect students' musical self-concepts, and influence the way students relate to one another. Additional findings suggest that while working in cooperative groups, students need additional teacher guidance in order to be successful completing the multi-modal, differentiated tasks. In most cases, students could accurately self-assess performance in their individual roles and responsibilities within the group. Students were able to acknowledge their mistakes and offer appropriate solutions for improvement, even when they were not yet able to execute rhythmic tasks independently. The implementation of differentiated, multi-modal techniques may be essential to ensure that all students learn. In order to create the most optimal learning environment, it was important for the teacher researcher to gather background data about students from a variety of sources. Throughout the study, character education concepts positively affected how students interacted and communicated in whole-class, small-group, and individual instruction settings.