Metacognition in Musical Note Training

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Abstract

Metacognition is always an important concept in the area of learning. It refers to one's awareness and analysis of his or her own learning or thinking process, and the ability to monitor and regulate it in return. Fleming & Lau (2014) define it as the ability to recognize one's own successful cognitive processing. Such processing can also be recognized in visual perception task. In the work of Wong & Gauthier (2010) on musical notation, experiments attempted to measure the metacognition in reading music note training. This study was to test the hypothesis that the performance in musical notation training is correlated to the metacognition (i.e. metacognitive sensitivity/efficiency). Applying the work of metacognition from Maniscalco & Lau (2012) and Fleming & Lau (2014), metacognitive sensitivity was measured. That is the efficacy of how a subject rates with different confidence level in his/her own choice made in discriminating correct or incorrect stimulus, which is a "type 2" detection task of in classical signal detection theory (SDT) (Galvin et al., 2003). Some issues concerning in the future design of these experiments were also discussed.

Keywords: metacognition, confidence