
Expectancy-value theory* and model categories:

- 1) Attainment value: the importance a person places on doing well in a musical activity
- 2) Intrinsic motivation: does the student expect the activity to be rewarding
- 3) Extrinsic utility value: does the student see music as being useful in achieving future goals
- 4) Perceived cost: the amount of effort and/or practise that the student believes is required.

Use the following sections below to consider the questions you might ask.

Attainment value:

- Beliefs about music
- Importance of the activity
- Value of the activity

Examples: how important do you consider music tuition? Do you have any specific beliefs or opinions about music that might influence this opinion? What is achievement for you in music?

Intrinsic motivation:

- Is it enjoyable?
- Is it personally rewarding?

Examples: how enjoyable do you expect this course to be? Do you expect the course to be personally rewarding? If so, in what ways? Do you think it is important to do well? or do you regard lessons as for pleasure only with little work expected?

Extrinsic utility value:

- Does it help you accomplish other goals?
 - Is it just a means to an end?

Examples: do you think this course will help your child achieve goals, musical or other? Please specify. Do you think music tuition serves a means to any other important end or is it an important end in itself? Please specify.

Perceived cost:

- Is it convenient?
 - Less effort than something else?

Examples: why did you choose this course/school/teacher? (location, timetable, cost etc.) How much effort do you feel is required for this activity? Do you feel less effort is required in group lessons over individual lessons? Did you choose this over any other activity that you/your child might do? If so, why?

Feedback

Depending on how this information is acquired (informal chat or formal questionnaire) feedback is likely to be delivered in the same manner. Feedback is important so that the student or parent is aware of your expectations, or of misconceptions. This is an ideal opportunity to address, or potentially anticipate, any issues, as well as to adapt to the student's expectations where possible. It is always important to be able to back up your feedback with concrete examples. Equally, be flexible as a one-size-fits-all approach does not always work. In order to do this, you need to be clear about your own teaching philosophy (see [guidelines for new music teachers](#)).
