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The Negative Effects of Technology and How Music Can Counteract Them

University of Denver

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Annotated Bibliography

11-13-19

Brealey, M. Review of *A Child's Mind: How Children Learn During the Critical years fomr Birth to Age Five Years,* by Muriel Beadle. *British Journal of Educational Studies* 21, no. 2 (June 1973): 229. https://www-jstor-org.du.idm.oclc.org/stable/3120542?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents.

This article reviews a book regarding research that has been done on the mental development of children within the last 25 years. This book discusses how mental development should influence teaching. I think this source will help give me some background and general information on how children learn and develop, as well as an insight into how teaching has evolved because of the research done and by extension how music training influences mental development.

Bus, Adriana G. "Affordances and Limitations of Electronic Storybooks for Young Children's Emergent Literacy." *Developmental Review* 35 (March 2015): 79-97. https://www-sciencedirect-com.du.idm.oclc.org/science/article/pii/S0273229714000501

This article tackles the present day fact that phones, tablets, and e-readers continue to replace printed books. During this change, observations dealing with retention in children have been alarming. This source reviews the effects of digital narratives and presentations on children in preschool and kindergarten. The outcomes have been both positive and negative, and seem to be conditional depending on the type of material used and if it is

conducive to how the human brain processes information. This source will enhance my argument that technology may have negative effects on how children are learning.

Campbell G., Don. *Introduction to the Musical Brain.* Saint Louis, MI: Magnamusic-Baton, Inc., 1983.

The author explores theories, functions and the musical connections of the brain as it relates to music education. This book aims to address the general realms of what is happening in the brain and how significant it can be to understand as musicians and educators. Included are activities to activate the right lobe (emotional) and the left lobe (logical) in hopes to get them to communicate. This research will be essential in my understanding of the specifics of the connection between the brain and music education; foundational information necessary to build my argument.

Edwards, Linda, Kathleen M. Bayless and Marjorie E. Ramsey. *Music and Movement: A Way of Life for the Young Child,* 6th Ed. Columbus: Pearson, 2009.

This book challenges teachers and caregivers alike to be present in the professional research and thought regarding music and movement. Included in this book are ideas and theories presented in a meaningful way to aid the adult who has chosen teaching as a profession. All the songs, ideas and music and movement concepts included are age appropriate and time tested. This source may provide some specific theories and ideas that are being used in education to achieve the growth points expressed in my argument; practical application data that supports the point I am making.

Foster, Michael E. “Does Participation in Music and Performing Arts Influence Child Development?”*American Educational Research Journal* 54, No. 3. (June 2017): 399-443. https://journals-sagepub-com.du.idm.oclc.org/doi/pdf/10.3102/0002831217701830.

This article attempts to answer the question “Does participation in Music and Performing Arts Influence Child Development?” The findings seem to be ambiguous when it comes to language, reading and math skills. Splitting their research into thirds, Foster states that two thirds showed positive or mixed effects, and the remaining third showed no effect at all. Some positive effects include social readiness, positive recognition, self-esteem and self-efficiency which carried into all academic areas, curricular and non-curricular activities. This is not a strong resource in my favor, but contains information I will need to consider as I make my argument.

Harris, Maureen. *Music and the Young Mind: Enhancing Brain* Development *and Engaging Learning.* Lanham, MD: Roman and Littlefield Educators, 2009.

This book is a great resource for teachers as it provides summaries of the latest research done on child development, music development, brain research, and the biology of music making. Also included are comprehensive lesson plans and supporting literature that give exposure and confidence to those diving into the young mind. This book gives a music-enriched environment for teaching the whole child. Similar to *Music and Movement: A Way of Life for the Young Child*, this source contains both theory and practical application of the benefits of music.

Kossyvaki, Lila. “The Role of Technology-Mediated Music-Making in Enhancing Engagement and Social Communication in Children with Autism and Intellectual Disabilities."

Journal of Intellectual Dissablilties 9, no. 1 (January 2018): 17. https://journals-sagepub-com.du.idm.oclc.org/doi/full/10.1177/1744629518772648.

This article explores the impact of technology mediated music –intervention in children with autism and the effects it has both positive and negative. During a study over five weeks, five children with autism and intellectual disabilities (ID) were observed as they engaged in technology mediated music – intervention. This study was particularly interested in the effects it had on these children regarding social communication and engagement levels. This article explores this in detail but finds that positive outcomes in social communication were reported. This article will aid my stance that when children engage in musical activities, social growth is impacted positively. This source also combines technology with music in a positive way.

Michelle, Sarah. "Spotify Relaunches Kids Category To Promote the Importance of Music for Early Brain and Language Development: Playlists and Audio Prompts Encourage Parents and Caregivers to Talk, Read, and Sing with Children." *PRNewswire,* August 15, 2016. http://du.idm.oclc.org/login?Url=?url=https://search-proquest-com.du.idm.oclc.org/docview/1811288237?accountid=14608.

This article promotes the idea of music aiding children's early brain and language development. Spotify is noticing the shift in technology and how it is impacting children. They are providing positive playlists for families to listen to that encourage learning in children and help the family engage as a whole in music and movement. This will back up my argument in that technology is effecting children negatively, but there are platforms that are recognizing this and even using technology to turn things around.

Myers, Helen. “Theories of Child Development of Musical Ability.” In *Music and Children Development: The Biology of Music – Proceedings of the 1987 Denver Conference.* Edited by Frank R. Wilson, 65-67. St. Louis: The Biology of Making, Inc., 1990.

In this essay, many questions about children’s music are presented to a panel of people from all around the world. Questions like “What is the relationship between the child and adult repertory? Is children’s musical learning directed exclusively by adults? Are there special characteristics of children’s music that may be considered universal?” As each specialist tackles these and other questions, we get a taste of what music is like in other cultures and how it is benefiting and hindering children and cultures alike. This relates to my paper in that music in other countries is being introduced to children at a very young age and proving to have positive outcomes as the children get older. This source will provide a examples from other cultures of the importance of music in the early years.

Rogers, Sally J. “Theories of Child Development and Musical Ability.” In *Music and Children Development: Biology of Music – Proceedings of the 1987 Denver Conference.* Edited by Frank R. Wilson, 1-10. St. Louis: The Biology of Making, Inc., 1990.

This source discusses how western culture continues to stray from music education focusing on “more important” areas such as logic, numbers, language, reasoning, etc. And how music can aid things like problem solving, motor skills, language, etc. Rogers looks at how music is being used in other countries and discovers that it is being introduced at very young age. She continues her findings and relates it to psychological theories, learning theories, and cognitive theories of child development. This source will provide similar information as found in the essay by Helen Myers, but is more narrowly focused on the young learner.

Starr, William. “The Suzuki Method.” In *Music and Children Development: The Biology of Music – Proceedings of the 1987 Denver Conference.* Edited by Frank R. Wilson, 377-383. St. Louis: The Biology of Making, Inc., 1990.

In this essay, Starr gives a brief but thorough overview of the Suzuki method and the success it has had specifically on young children. He goes through seven areas that are the skeleton of the Suzuki method including sections on praise, private lessons, early participation in concerts, review, and repetition. Quoting often from the book Nurtured by Love by Suzuki himself, Starr emphasizes the philosophy behind this method and demonstrates only a portion of the success it has had. This source provides concrete examples of how a specific music learning method is impacting the early learner.

Suzuki, Shinichi. *Ability Development from Age Zero.* Translated by Mary Louise Nagata. Athens, OH: Ability Development Associates, Inc., 1981.

In this book, Dr. Shinichi Suzuki explains his “Mother Tongue Method” to music education. Suzuki’s ability to understand fully how children think and learn was a life-long quest of his. This book explains many of his philosophies and principles of teaching as well as some of his discoveries of how a child’s mind works.

Vaiouli, Potheini and Georgia Andreou. “’Sing along!’: Language Development Through Music for Young Children with Autism.” *Nordic Journal of Music Therapy* 25 (2016): 80. https://www-tandfonline-com.du.idm.oclc.org/doi/pdf/10.1080/08098131.2016.11783620?needAccess=true

This article describes the outcomes music therapy can have in the development of language and social development in children with autism. Music therapy within the context of families,

proved to enhance children's language development by engaging in music-making. This source will help my argument that making music aids brain development in young children, with or without autism, and that engaging in music proves to enhance language development and social skills in children.

Wade, Michael. "Motor Skills and Music: Contrasting Styles of Control." In *Music and Children Development: The Biology of Music – Proceedings of the 1987 Denver Conference.* Edited by Frank R. Wilson, 157 – 178. St. Louis: The Biology of Making, Inc., 1990.

In this essay, Wade courageously tackles the science behind motor skills and how it relates to music making. He examines many different theories such as the Adams' Theory and Schema Theory and how they can help us analyze the movement musicians make. He briefly touches on how these skills are developed. He and his team of movement scientists continue examine coordination and control and hope to be included in the larger conversation of how these skills relate to music making. This could be helpful in my discussion regarding technology and how it has changed how children play and the effects on developing motor skills as music both requires and helps develop those skills.

Zhang, Peiwei. "Application of Digital Music Technology in Music Pedagogy." *International Journal of Emerging Technologies in Learning* 12, no. 12 (December 2017): 4-13. https://online-journals.org/index.php/i-jet/article/view/7966/4737.

This article gives evidence for the advantages of having music in the classroom. It gives a current update on how music technology is evolving and how it can aid classroom structures. This source discusses how music technology is bettering music pedagogy and how integrating it into classrooms cultivates a culture that increases students' capacity for

learning. This source argues against what I am proposing in my paper and will give me good counter arguments to consider as I form my stance on the topic.