

Epistemology and procedure in aural training:
In search of a unification of music cognitive
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Epistemology and Procedure in Aural Training: In Search of a Unification of Music Cognitive Theory with Its Applications

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Music Theory Spectrum, Volume 16, Issue 2, 1 October 1994, Pages 159–170,
<https://doi.org/10.2307/746031>

Published: 01 October 1994

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Abstract

This paper reflects a reexamination of the desired knowledge base of aural cognition, the theoretical basis for constructing it, and the means of evaluating the success of its training. Reasons for the frustrations generated by the gap between current cognition research and its applications are presented. The pervasive model of knowledge acquisition, one rooted in objectivist theory, is examined, and the limitations of the training effected through this model are noted. A distinction between well-structured and ill-structured content domains is introduced. Next an alternate, constructivist paradigm for training in ill-structured domains is proposed, and its advantages are cited. A further inconsistency in the epistemological/procedural relationship is cited regarding teaching of analysis vs. teaching aural cognition. The article concludes with a call for a broadening of the epistemological basis of all the interrelated areas of aural training, instructional design, and cognition research itself.

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