

LONGGOLD WORKSHOP

am Freitag,
17. Februar 2023



VORMITTAG

9.00 Uhr	Ankunft und Kaffee
9.30 Uhr	Begrüßung und Vorstellung der Workshop- Teilnehmer*innen
10.00 Uhr	Wie funktioniert das LongGold-Projekt?
11.45 Uhr	Kaffeepause
12.05 Uhr	Ergebnisse
13.10 Uhr	Mittagspause

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NACHMITTAG

14.30	The next generation: Spin-offs und Kollaborationen
15.00 Uhr	Berührungspunkte: Verwandte Ideen und Projekte
16.00 Uhr	Kaffeepause
16.30 Uhr	Möglichkeiten für die Schulpraxis
18.30 Uhr	Abendessen



Idee und Ziele des LongGold-Projektes

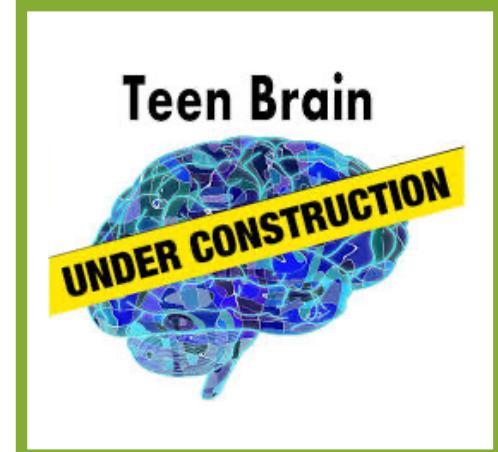
DANIEL MÜLLENSIEFEN, GOLDSMITHS, UNIVERSITY OF LONDON & UNIVERSITY OF MUSIC, DRAMA & MEDIA, HANNOVER

The Question

What role do musical abilities and activities play in human development across the teenage years?

Adolescence

- Greater social and economic independence
- Development of identity
- Acquisition of new social skills
- The capacity for rationalised decision making, planning and abstract reasoning.
- **Pivotal period for role of music in later life**

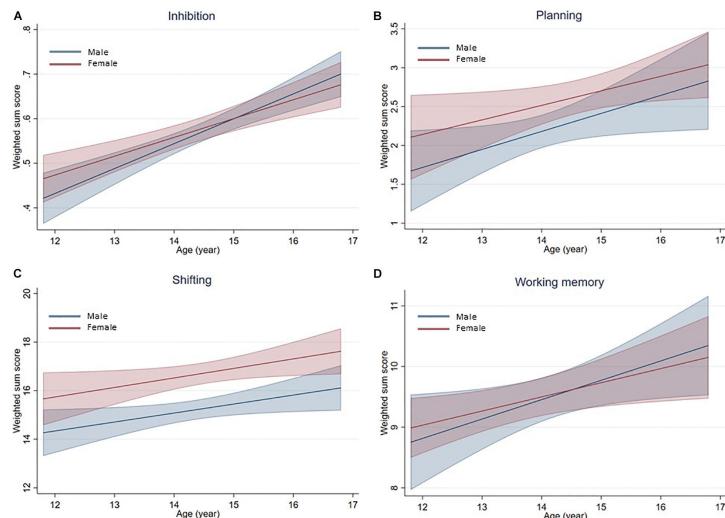


The core questions

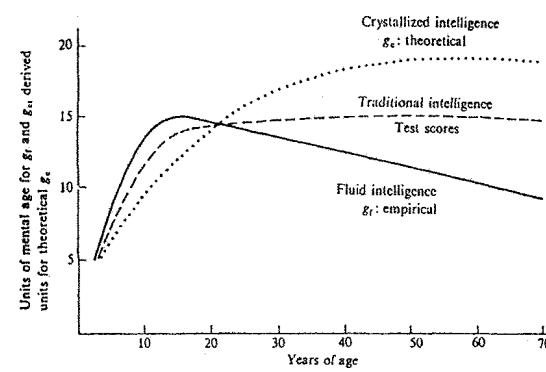
- How do personality, cognitive and social skills co-develop with musical abilities?
- What are causal factors driving musical development?
 - => Who will take up music seriously?
 - => Who will give it up again?
- How does academic achievement benefit from engagement with music?
- How does music compare to the effects of other leisure activities?

Developmental trajectories of important cognitive and psycho-social variables during adolescence

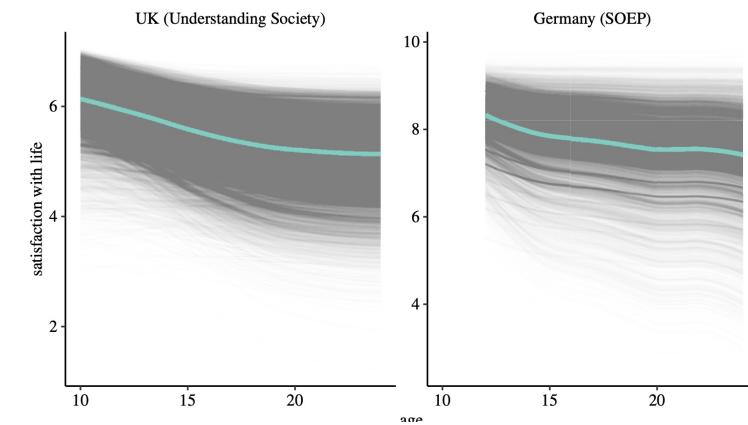
Executive functions



Intelligence



Life satisfaction

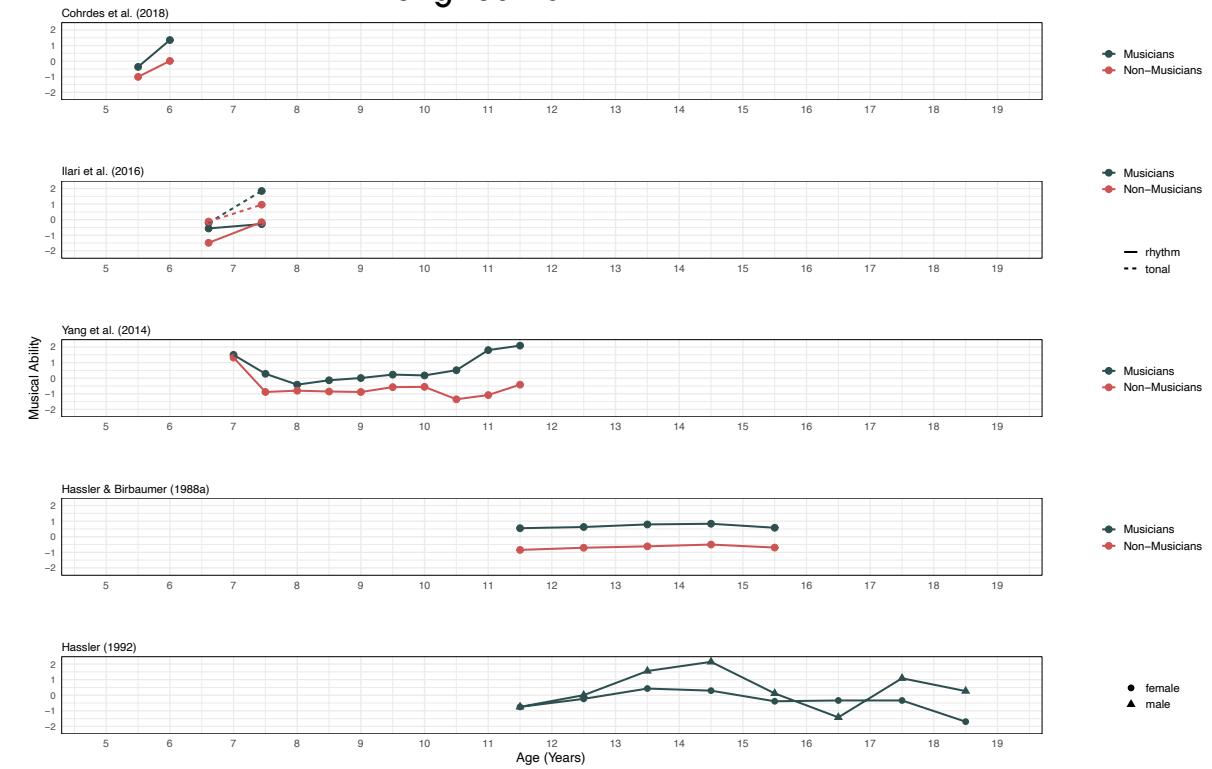


Laureys et al., (2021)

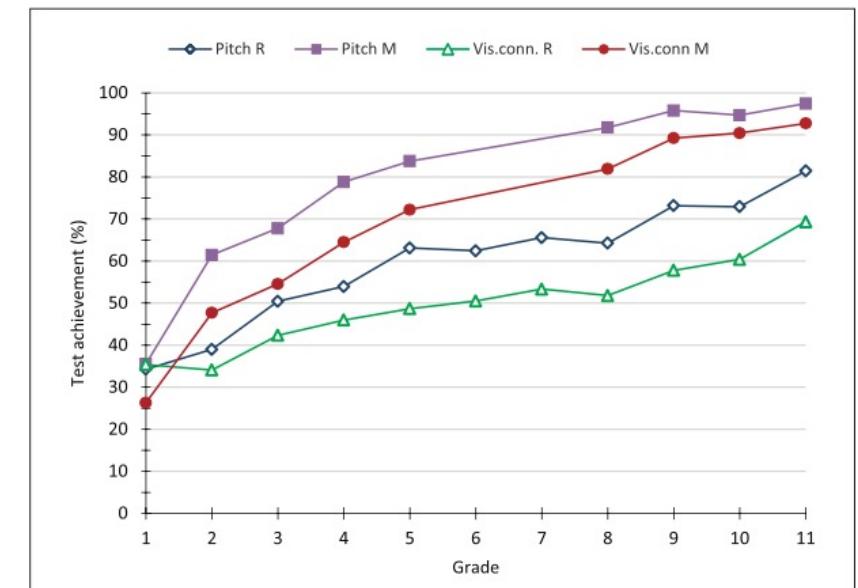
Orben et al., (2022)

But only few quantitative studies of musical development

Longitudinal

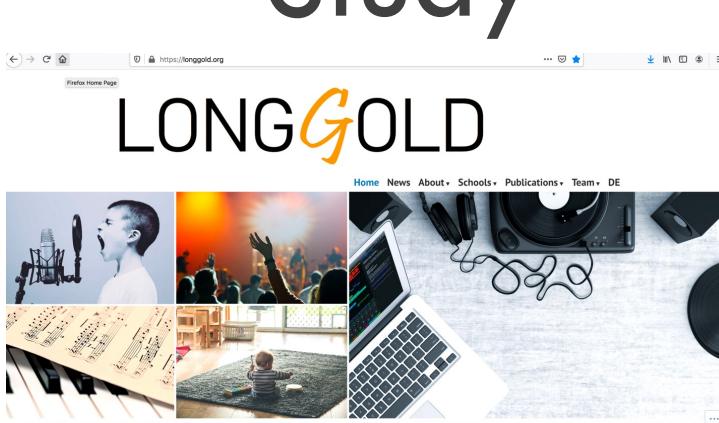


Cross-sectional



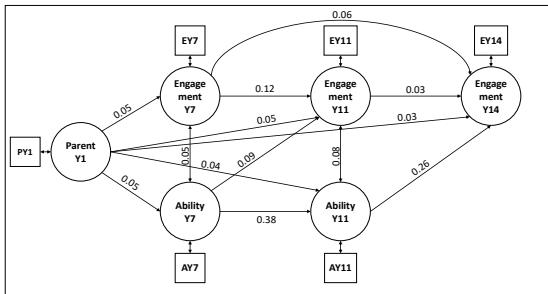
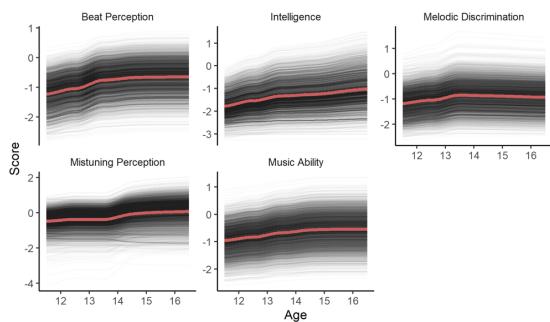
(Asztalos & Csapó, 2016)

LongGold Study



Longitudinal assessment of musical abilities, cognitive skills, academic performance, personality, and psycho-social variables across secondary school years

Why?



- Description of musical development due to maturation, training, and individual differences factors
- Causal factors driving musical development and activity
- Transfer effects from
 - Music => Other Domains
 - Other Domains => Music
- Is music special when compared to sports and theatre activities?

Different from other Studies

- No systematic music intervention
- Covering adolescent period
- Focus on **musical development** AND four other domains:
 - cognitive abilities
 - academic achievement
 - psycho-social variables
 - personality traits

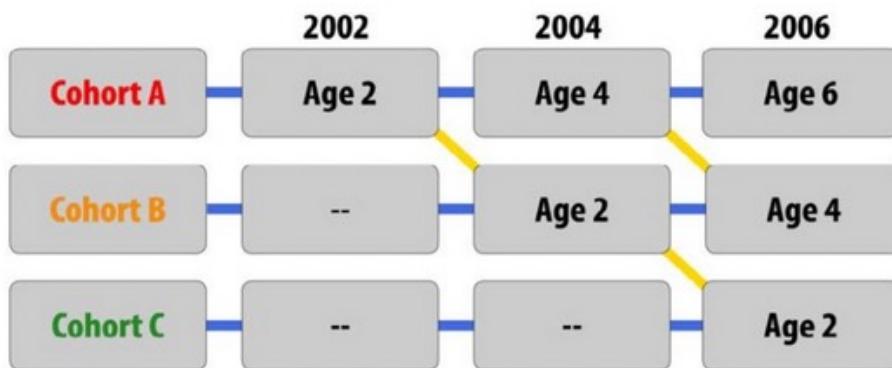
How?



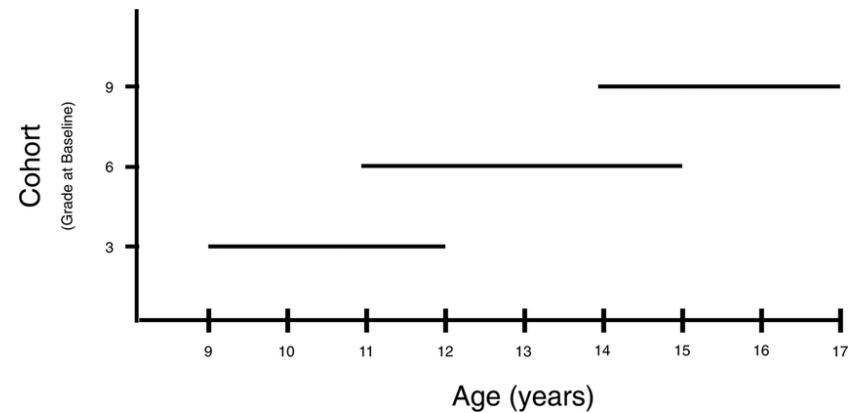
- Annual assessment over 5 to 7 years
- ~4000 students from secondary schools in UK and Germany
- Comprehensive battery of tests and questionnaires in 90 mins,
 - Musical abilities (listening skills)
 - Cognitive skills (IQ, working memory)
 - Personality (Big 5 traits)
 - Psycho-social variables (growth mindset, personal strengths and difficulties, school engagement, social and academic self-concepts)
 - Musical and leisure activities
 - Demographics
- Academic grades from school
- Browser-based test interface under supervision in classrooms

Study Design

Cohort-Sequential Design

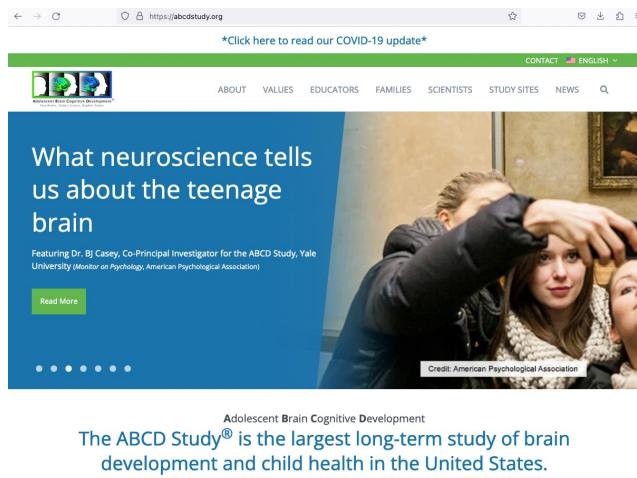


Accelerated Longitudinal Design



Flexibility in study design

LONG**GOLD**



- Define core measurements and set of optional tests
- Drop and replace test from one year to next
- Produce data for answering new questions following previous analyses
- Data resource for answering many, many interesting questions, similar to ABCD study on general development

LONG**GOLD**

A continuous generator for music psychology data!



A great team effort!



More at longgold.org



Nina Düvel, Miriam Eisinger, Amy Fancourt, Daniel Fiedler, Klaus Frieler, Peter Harrison, Frank Höger, Dania Hollemann, Reinhard Kopiez, Philippe Labonde, Hsin-Rui Lin, Chloe MacGregor, Daniel Müllensiefen, Viola Pausch, Nicolas Ruth, Kilian Sander, Sebastian Silas, Mareike Weiser + data collection assistants + teachers and school management teams + children and parents!

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