



# Interim summary

# The unifying bracket (so far)

- + All studies use LongGold data
- + All studies aim to understand individual differences and development related to music
- + All studies present quantitative models

# Insights

- + Musical abilities develop over time and there is a close relationship to musical activity
- + Some factors are important for individual differences in music (e.g. subjective theory of musicality, cognitive variables, musical home environment, personality?)
- + Other factors seem unrelated (e.g. handedness)
- + Musical training can be a catalyst and helps strong as well as weak students to grow their musical abilities
- + Near transfer effects are much stronger than far-transfer effects

# Opportunities waiting to be explored

- + Create longitudinal analysis scheme within structural equation modelling framework (e.g. random-intercept cross-lagged panel model, dual change score model)
- + Mitigate against measurement error and missing data (e.g. via multiple imputation)
- + Focus on causal mechanisms and analysis (e.g. difference-in-differences model)
- + A focus on yet *untouched* variables, e.g. musical home environment, socio-economic status, gender, start age for instrumental learning, social and academic self-concept, general academic achievement, sports and drama activities, etc.
- + Create theory of musical development that incorporates individual differences
- + The **big Gold-MSI paper** including highly multivariate and longitudinal models?