



Investigating the factors experienced music educators use when planning instruction

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Category: Scientific investigation

Abstract: Instructional decisions teachers make fundamentally impact the lives of their students. Particularly with expert educators, these decisions reveal teachers' motivations and pedagogical reasoning. The purpose of this study was to examine how expert music teachers make pre-instructional decisions, specifically: (1) which factors have more influence on pre-instructional decision-making? and (2) what are the differences in pre-instructional decision-making by teacher characteristics and educational setting? The authors collected data from 68 participants in the United States. Teaching experience had the most influence followed by materials and facilities, while the least influential factor was curriculum. Performance teachers ranked their own musical activities and assessment higher than did their classroom-based counterparts, who gave more emphasis to their own education and state curricula. Further insights include recommendations for enhancing music teacher professional development.

Keywords: Pedagogy, Teacher motivation, Instructional planning, Experienced teachers

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