

Abstract

DISSERTATION: A Case Study of Two Successful Piano Educators: Their Attitudes Toward Piano Education Programs Concerning Curriculum Development and Field Work Experiences, and the Implications in Their Studios

STUDENT: Malissa W. Tong

DEGREE: Doctor of Arts

COLLEGE: Fine Arts

DATE: December 2020

PAGES: 78

This dissertation explores the philosophies of two piano teachers regarding their attitudes toward curriculum development and field work experiences. The difference between observation requirements in music education degrees and piano pedagogy degrees is vast. During my time obtaining my music education degree, I was required to spend 100 hours engaged in teaching observations, in contrast to 30 hours of observations required during my master's degree in piano pedagogy. This discrepancy was the impetus for this research which intends to investigate the requisite skills needed to become a successful private piano teacher beyond the scope of institutionalized educational curriculum. The master-apprentice model of teaching has been a time-honored tradition backed by research indicating that novice teachers benefit from observation and field experience. Through this case study, one may examine successful teachers' approaches and viewpoints illuminating their views on how to encourage well-rounded musicianship in their students. This study consisted of interviews with two piano teachers as well as observations of a total of four students in piano lessons. During the course of the case study, the following themes arose: the attitude toward field experience and observations, the importance of establishing strong foundations, viewpoints on curriculum, and the insights of teaching

philosophies. By observing varied interpretations of the roles that these elements have in teaching, novice piano teachers can more readily understand options in their own approach to teaching and finding what works best for them. Through these case studies, we may better understand what we can gain from observing and connecting with master teachers.