

ProQuest Database

Technology-based music courses and non-traditional music students in secondary schools

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ABSTRACT

The purpose of this project was to informally gather information about technology-based music classes being taught in secondary schools for the purpose of assisting traditional music teachers in the development and teaching of non-traditional music classes that focus on using technology. A quasi mixed-method design was used. This project should not be considered typical descriptive or statistical research but rather informal information gathering in preparation for future curriculum.

Teachers (N=307) participated in a survey regarding technology-based and commercial music classes. Teachers who teach technology-based music courses were asked about curriculum, resources, and the students in those classes. Suggestions were compiled for curriculum and training materials, some of which were then reviewed and incorporated into a sample curriculum plan. Teachers also indicated perceived differences between typical traditional music students and students in technology-based music classes. Teachers who do not teach technology-based music classes were asked reasons these classes do not exist and ideas that would encourage them to start teaching them. Primary reasons for not offering such classes were lack of funding and perceived lack of knowledge or comfort regarding technology. Teachers indicated they would be more encouraged to start technology-based classes if they had the financial resources, training, and easy-to-follow curriculum resources. Based on information collected from the survey, a review of previous literature, and personal experience, a

suggested plan for starting a technology-based music class is developed which includes recommendations for planning, recruiting, and curriculum to target non-traditional music students with a beginning focus on popular music and creativity through writing and producing original electronic music.