

Action from Reflection: Goal Setting by Pre-Service Music Teachers

Linda Thornton & Jason Gossett, Penn State

"A goal reflects one's purpose and refers to quantity, quality, or rate of performance. Goal setting involves establishing a standard or objective to serve as the aim of one's actions" (Schunk, 2012, p. 138).

INITIAL CONCLUSIONS

RESEARCH QUESTION 1: What are students' conceptions of goals/the goal-setting process?

- Goals are self-evident (product oriented)
 - Play better
 - Working toward excellent performance
- Hard for students to define



RESEARCH QUESTION 2: How do students use goals/goal setting in the teaching process?

RESEARCH QUESTION 3: In what ways did students' goal setting processes reflect Schunk's concepts of a goal and goal-setting?

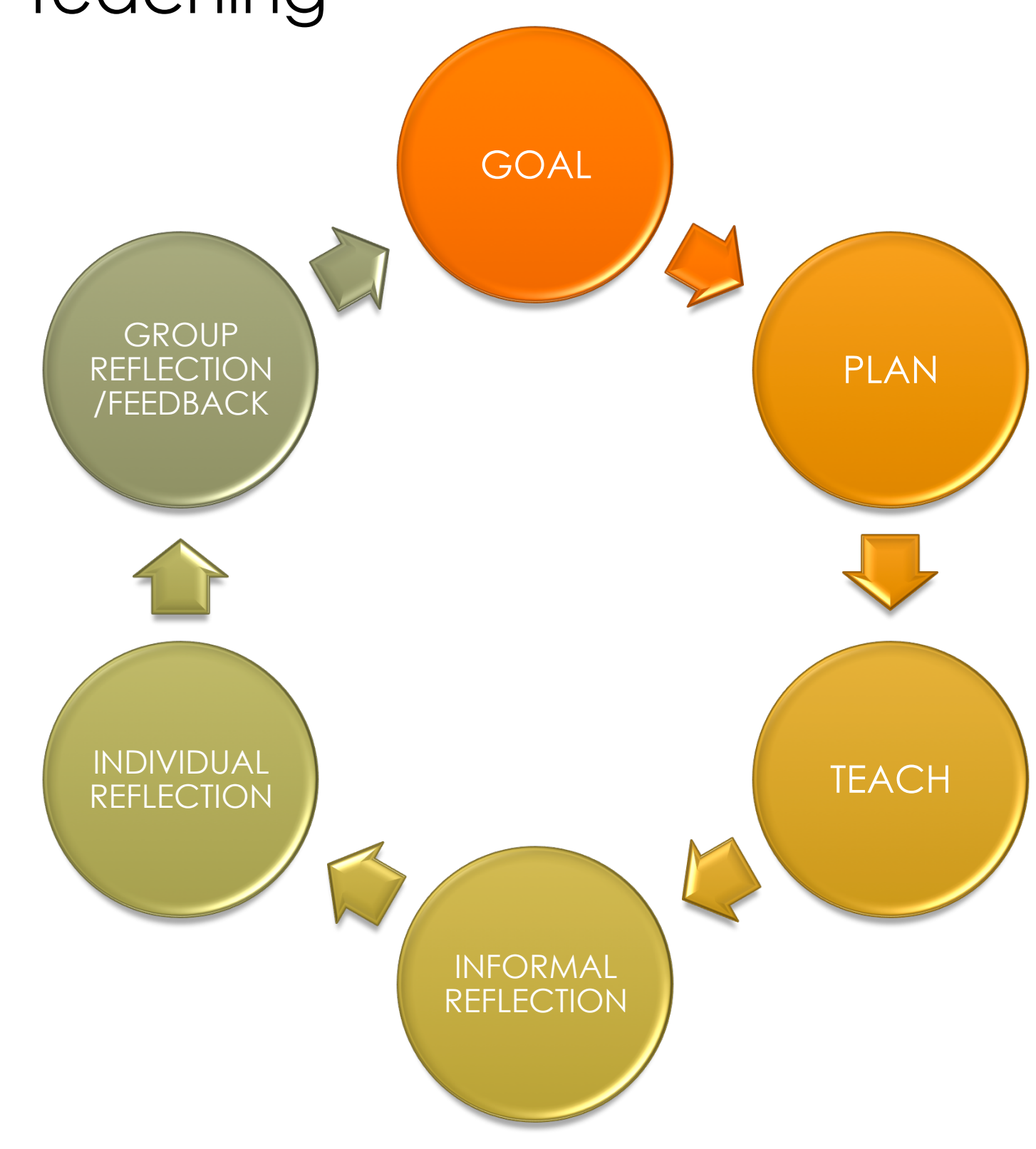
Self Efficacy	Improved teaching knowledge and skill
Specificity	Specific ideas but vague benchmarks
Proximity	Few "long term" goals, intermediate goals only regarding performance
Difficulty	Mostly low-level, basic

RESEARCH QUESTION 4: What goals are evidenced by students in the sequential field experience?

CONTEXT

Sequential field experience within a music education methods course

- Fifth-grade volunteer band
- 5 rehearsals and concert
- Semester prior to student teaching



POTENTIAL IMPLICATIONS

Students may benefit from direct instruction on developing goals, goal-setting and reflection

Student focus on performance (their teaching performance and ensemble performance) may need to be mediated in reflection/goal-setting

Students can articulate importance and appropriate role of goals, but are not ready to embrace their function



*Cat: Where are you going?
Alice: Which way should I go?
Cat: That depends on where you are going.
Alice: I don't know.
Cat: Then it doesn't matter which way you go.*
— Lewis Carroll, *Alice in Wonderland*

PURPOSE

To examine how undergraduate music education students engage in goals and goal setting in a sequential band field experience

PARTICIPANTS

TOM Deciding between teaching/grad school Socially outgoing	ALICE Student-teaching a semester later than others Introspective; Quiet
BRENDA Going to grad school for performance Driven; Friendly yet guarded	SASHA Plans to teach Reserved; Conscientious

Not a social group outside of class
Chose this class to focus on elementary/middle level band

DATA SOURCES

- Student lesson plans
- Student written reflections
- Student-coded videos
- Investigator journals
- Participant interviews

METHOD

Heuristic Case Study (Merriam, 2001)
"Insights into how things get to be the way they are" (Stake, 1981, p. 47)