

Title of Doctoral Dissertation Plan: Self-directedness in instrumental one-to-one tuition.
Further education model for instrumental teachers in Basic Education of Music

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The aim of this research is to devise a further education model that helps instrumental teachers to develop their practice in supporting students' self-directed music-making. In my study I argue that self-directedness is a popular but misunderstood concept which is – on many levels – challenging to students and teachers alike. This misunderstanding leads to several problems in students' learning, as well as in teachers' practice, which may have negative effects also on both parties well-being. The model devised in my study responds to these challenges.

1) Background of the research

Though self-directedness has been shown to have many positive effects on motivation, growth, integrity, performance, and well-being, if it is not promoted in an appropriate way, results in the classrooms can be quite the opposite. Some of these negative impacts have been seen clearly, for instance, in public schools since adoption of the new core curriculum (2016), and in the sudden transition to distance learning because of the COVID-19 pandemic (spring 2020), which mistakenly rely too much on students' self-directedness. This caused anxiety in students and some have even dropped out of the educational system. Critical views of the situation presented in public centre on the fact that the well-being of students – and teachers too – is in jeopardy.

With its strong teacher autonomy and long-lasting teacher-student relationship in one-to-one tuition, the Finnish music school system offers an excellent environment for conducting my research. It allows teaching to be individualised to match each student's unique capability in self-directedness. My own long experience as teacher-researcher and the obvious need for further education among teachers in the current situation also provide strong grounds for this research.

2) Purpose of the study and methodology

The purpose of my article-based action research is to devise a further education model that addresses these challenges of promoting self-directedness in instrumental music teaching. I make no distinctions between musical genres. The main research question is:

What kind of further education model can assist teachers in basic music education to promote self-directed learning in instrumental one-to-one tuition?

The model will be developed, tested, and assessed by two groups (experts in the field, and instrumental teachers) in three action cycles (from autumn 2021 to spring 2023) with me as the principal investigator (PI). The research data will consist of information gathered from the members of the groups and observations of the three cycles. The data will be analysed using a mixed method (qualitative/quantitative), with an emphasis on the reflexivity of the teacher-researcher.

3) Outputs and implications

The concrete end result of my research will be a description of a further education model which will contain instructions and materials for the deployment of the model in a form of a website. After the research, the website will be opened to 25 music institutes in the Uusimaa region who can adopt the model as part of their teachers' pedagogical development (approximately 1,000 teachers).

Since my research is article-based and carried out at the Sibelius-Academy as part of my doctoral studies, the study will also include several international conference papers, presentations, and articles regarding successful implementation of self-directedness. Although the context of my research is music schools and one-to-one instrumental tuition, the fundamentals of self-directedness are the same in every field of education. The results and outcomes of this research can therefore be easily adapted to all branches of education or otherwise where self-directed studying, or actions, are present or required.