

DOCTORAL THESIS

Principal themes and intellectual structure of research in piano pedagogy: the mapping of doctoral and masters' research 1951-2008

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**Principal Themes and Intellectual Structure of
Research in Piano Pedagogy:
The Mapping of Doctoral and Masters' Research
1951-2008**

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**A thesis submitted in partial fulfillment of the requirements
for the degree of
Doctor of Philosophy**

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ABSTRACT

In this age of instant information with a seemingly unlimited warehouse of knowledge, where do piano teachers learn about the professional research in piano pedagogy? Given the approximately one thousand completed doctoral dissertations and masters' theses in piano study, and the vast amounts of journal articles related to piano pedagogy, piano teachers can be bewildered and frustrated when seeking (research-based) answers to pedagogical questions. Thus, given the need, to capture, explain, and interpret the large amount of research in piano pedagogy for the benefit of piano teachers, students, and researchers, this study sought to identify and analyze the principal themes and to formulate the intellectual structure of research in piano pedagogy.

Specifically, this study analyzed 457 doctoral and masters' research studies that directly relate to piano pedagogy. This examination of doctoral and masters' piano pedagogy research was performed in three stages using text mapping, content mapping, and concept mapping. Results identified and analyzed an array of trends and developments in doctoral and masters' research in piano pedagogy research completed between 1951-2008, and then offered a detailed and comprehensive map of the intellectual structure of piano pedagogy research. This map isolated the principal themes underlying research in piano pedagogy and explained how these research themes and the diversity of topic interests relate to each other to form a coherent and intellectual structure of piano pedagogy research.

By understanding these principal themes and the intellectual structure of research in piano pedagogy, piano teachers may be better able to form a connection between the professional research literature and their piano teaching. Also, by more fully comprehending the available research in piano pedagogy, researchers will be more able to create a research development agenda and possibly a clearer perspective in conducting future research in piano pedagogy. It is believed that the mapping of research in piano pedagogy may deepen our understanding of the nature and development of piano teaching and learning for the benefit of piano teachers and their students and for the advancement of piano pedagogy as a whole.

TABLE OF CONTENTS

	Page
Declaration -----	i
Abstract -----	ii
Acknowledgement -----	iii
Table of Contents -----	iv
List of Figures -----	viii
List of Tables -----	x
 Chapter	
I Introduction -----	1
Purpose -----	4
Background -----	5
Methodology -----	8
Research Outline -----	11
Summary -----	12
II Literature Review -----	14
Mapping Principal Themes and Intellectual Structure -----	14
Mapping Principal Themes and Intellectual Structure of Music Education Research -----	19
The Development of Piano Pedagogy Literature -----	28
Mapping Principal Themes and Intellectual Structure of Piano Pedagogy Research -----	37

Summary -----	48
III Methodology -----	52
Mapping Methodologies -----	52
Text Mapping -----	53
Content Mapping -----	55
Concept Mapping -----	57
Mapping within the Context of the Current Study -----	62
Text Mapping -----	62
Content Mapping -----	69
Concept Mapping -----	73
Conclusion -----	74
IV Results, Findings, and Discussion -----	75
Research Trends and Developments in Piano Pedagogy -----	76
Quantitative and Qualitative Development -----	76
Researchers' Countries and Institutions -----	78
Target Student Group -----	81
Research Methodology -----	86
Changes in Research Themes in Doctoral and Masters' Piano Pedagogy Research -----	90
Principal Themes and Intellectual Structure of Piano Pedagogy Research --	97
Tier-1: Material Core -----	100
Tier-2: Theoretical Tier -----	104

A. Teaching Methods/Theories -----	105
B. Curriculum/Program -----	108
Tier-3: Practical Tier -----	112
A. Teacher -----	114
B. Learner -----	117
C. Keyboard Techniques -----	120
D. Musicianship -----	122
E. Technology -----	126
Tier-4: Output Tier -----	128
A. Practice -----	130
B. Performance -----	132
Tier-5: Accommodating Tier -----	135
A. Piano Pedagogy Discipline -----	135
B. Teaching Piano in Modern Society -----	138
Summary -----	139
V Summary, Conclusions, and Recommendations -----	141
Summary -----	141
Conclusions -----	143
Implications -----	154
Recommendations -----	156
Closing -----	158
References -----	160

Appendix: A List of 457 Studied Doctoral Dissertations and Masters' Theses ----	181
Curriculum Vitae -----	218