A survey of music educator's understanding and use of advanced audio technology in their instructional methods and strategies

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Abstract
This study examines the correlation between how certified music educators understand audio technology and how they incorporate it in their instructional methods. Participants were classroom music teachers selected from fifty middle schools in Miami-Dade Public Schools. The study adopted a non-experimental research design in which a survey was the primary tool of investigation. The findings reveal that a majority of middle school music teachers in Miami-Dade are not familiar with advanced audio recording software or any other digital device dedicated to the recording and processing of audio signals. Moreover, they report a lack of opportunities to develop this knowledge. Younger music teachers, however, are more open to developing up-to-date instructional methodologies. Most of the participants agreed that music instruction should be a platform for preparing students for a future in the entertainment industry. A basic knowledge of music business should be delivered to students enrolled in middle-school music courses.

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Understand nine research-based instructional strategies identified by Robert Marzano in Classroom Instruction That Works and the Art and Science of Teaching and how they align with the AMT principle. Apply 9 strategies in design effective and engaging learning experiences for student understanding. An 11-year national and international effort in improving the design skills of educators - UbD is textbook in over 300 school of education courses - The text is in the hands of over 700,000 educators. Overcoming the prevalence of "Aimless Activity" and "Superficial Coverage" Moving beyond micro-manag