

THE REFLECTIVE STUDIO™

An Original Practitioner Framework for Action Research in the Independent Piano Studio

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Purpose

In my experience, Action Research becomes most powerful when teachers intentionally study their own instructional decisions. Rather than searching for a perfect method, we ask better questions, gather evidence from our own students, reflect on what we discover, and refine future instruction. The Reflective Studio™ Framework is my original practitioner model for applying this process in the independent piano studio.

The Reflective Studio™ Framework

Observe → Ask → Design → Teach → Collect Evidence → Reflect → Adapt

Five Questions Every Teacher-Researcher Should Ask

1. What teaching challenge am I trying to understand?
2. What intentional instructional change will I make?
3. What evidence will help me evaluate that decision?
4. What did the evidence teach me about my instruction?
5. How will today's learning improve tomorrow's lesson?

Learning Often Appears Before Performance

Look beyond correct notes. Observe engagement, curiosity, persistence, confidence, independence, parent partnership, practice habits, and musical growth. These indicators reveal how learning develops before it is fully expressed in performance.

Getting Started

Resist the temptation to change everything at once. Begin with one student, one clearly defined question, and one intentional instructional change. Collect evidence across several lessons, reflect honestly, revise thoughtfully, and repeat the cycle.

Selected Professional Resources

Action Research Network of the Americas (ARNA): <https://arnawebsite.org>

Music Teachers National Association (MTNA): <https://www.mtna.org>

Royal Conservatory of Music (RCM): <https://www.rcmusic.com>

Selected References (APA 7)

Mills, G. E. (2023). *Action Research: A Guide for the Teacher Researcher*.

Sagor, R. (2020). *The Action Research Guidebook*.

Stringer, E. T. (2021). *Action Research*.

Final Reflection

The independent piano studio is more than a place where music is taught; it is a place where thoughtful teachers generate new knowledge about learning through the daily discipline of reflection.