

Inclusive Digital Voice Pedagogy

From Intention to Experience

Participatory exploration, evaluation and pedagogical refinement of a prototype inclusive digital voice-training application

Laura Newton-Harris

MA Professional Practice (Voice Pedagogy)

WHY THIS RESEARCH?

Voice is more than sound.

- Identity.
- Agency.
- Embodiment.
- Performance.

Digital voice training creates opportunity — but also raises an important question:

Who defines the destination?

(Azul and Quoresimo, 2022; Ahmed, Kim and Hoffmann, 2022; Alter *et al.*, 2024)

MOVING FROM MODULE FIVE TO MODULE SIX

Module 5

Theory + Practitioner Knowledge → Prototype

Module 6

Participant Experience → Pedagogical Refinement

THE RESEARCH QUESTION

How can participant experience inform the iterative development of an ethical, inclusive and sustainable digital voice pedagogy for transgender and non-binary actors?

Refinement, not validation.



RESEARCH DESIGN

A Participatory Practitioner-Research Inquiry

Five Participants

Pre-engagement interview



2–3 weeks prototype engagement



Post-engagement interview



Reflexive Thematic Analysis

(Braun and Clarke, 2021; Nelson, 2022)

ETHICS & POSITIONALITY

Insider knowledge is both a resource and a responsibility.

INSIDER KNOWLEDGE

Practitioner Experience
Contextual Understanding
Rapport



REFLEXIVE SCRUTINY

Assumptions
Power
Role Boundaries
Interpretation

Ethics as ongoing practice — not a completed form.

THE ANALYTICAL CHAIN

How participant experience became pedagogical knowledge.

Evidence



Interpretation



Prototype Refinement



Theoretical Alignment

From Participant Experience to Pedagogical Knowledge

An iterative analytical process



Participant experience → pedagogical development

FIVE INTERCONNECTED THEMES

What participants revealed



No Prescribed Destination

‘It asked what I wanted rather than assuming a destination.’ — Robin

Expertise Without a Single Ladder

‘I've been singing and performing for twenty-odd years — I know my voice, even if I don't always know the fancy words for it.’ — Zed

Practice That Bends Without Punishment

‘When I came back it just... welcomed me back. No “you broke your streak” nonsense.’ — Priya

Trust Grows Where the System Exercises Restraint

‘I could decline questions or skip exercises without it turning into a whole thing.’ — Mari

A Companion to Situated Performance Practice

‘As a supplement, definitely, not a replacement.’ — Jim

Placing participant experience at the centre

From Participant Themes to Pedagogical Principles

How lived experience informed design and pedagogy

Participant Theme (What emerged)	Interpretation (Meaning-making)	Participant-Informed Pedagogical Principle (What this means for practice)
 No Prescribed Destination	→ Participants valued agency over predetermined vocal outcomes.	→ Agency Participants retain authority over their destination.
 Expertise Without a Single Ladder	→ Lived experience was valued alongside professional knowledge, rather than hierarchy.	→ Partnership Professional expertise works alongside participant knowledge.
 Practice That Bends Without Punishment	→ Sustainable practice accommodates interruption, recovery and non-linear pathways.	→ Sustainability Practice accommodates interruption rather than treating it as failure.
 Trust Grows Where the System Exercises Restraint	→ Trust is produced through transparency, privacy and what technology chooses not to demand.	→ Restraint Trust includes what technology refuses to demand.
 A Companion to Situated Performance Practice	→ Digital pedagogy is strongest when it accompanies, rather than replaces, human teaching.	→ Situated Practice Digital pedagogy strengthens performance practice when it accompanies rather than replaces human teaching.

EVIDENCE → REFINEMENT

Participant experience tested, challenged and refined the prototype.

Need for Rationale → Clearer pedagogical explanation

Need for Flexibility → Expanded pathways and adaptable practice

Interruption and Recovery → Sustainable return/recovery pathways

Privacy and Trust → Clearer data boundaries and technological restraint

Knowledge shaping the design throughout.

NO
PRESCRIBED
DESTINATION



AGENCY



WELCOME

A space for exploring voice

This is a prototype for exploring vocal possibilities — not for achieving a particular voice.

There is no correct outcome here, and nothing about your voice that needs to be 'fixed'.

You decide what feels authentic and useful to you, today.

Continue →

PRACTICE BENDS WITHOUT PUNISHMENT



SUSTAINABILITY



Rest is part of practice

Rest is not a break from voice work — it is part of it. Reduced effort, shorter sessions and returning another day are all valid ways to practise.

There is nothing to keep up, and no streak to maintain.



You can always stop

You can pause, skip, adapt or stop at any moment, in any session or exercise.

Stopping is not a failure — it is a choice the design expects and welcomes.

You can return whenever feels useful, and begin wherever you like.



Emotional responses matter too



Home



Library



Journal



Safety



Settings

TRUST GROWS WHEN THE SYSTEM EXERCISES RESTRAINT

not include voice recording, acoustic analysis, pitch tracking, gender prediction, social features, or any form of assessment.

Researcher & institution

Laura Newton-Harris

MA Voice Pedagogy Candidate

University of Wales Trinity Saint David

2319576@student.uwtsd.ac.uk

Ethical approval: Approved by the University of Wales Trinity Saint David on 25 February 2026.

Data and privacy

Journal entries remain on your device and are not transmitted to a server, analytics or another user.

Clearing your browser data may permanently remove them.

The prototype does not record or analyse your voice.

Check-in selections are not stored or analysed.

No claims are made about the efficacy of this resource. It exists to be experienced and critiqued.

 [Read the Safety & Care guidance](#)



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EXPERTISE
WITHOUT A
SINGLE
LADDER



PARTNERSHIP

EXERCISE

Meeting vibration

Sample content — pending researcher review and approval.

🕒 What we're exploring

Meeting vibration

A guided, adaptable exploration that can be shortened, changed or skipped.

WHY THIS MAY HELP

Builds a sensory starting point without asking the participant to change the sound.

🕒 2-3 minutes

🌟 Try this

- 1 Choose a position that feels adequately supported.
- 2 Notice the breath without enlarging it.
- 3 Allow an easy hum to begin and end; it does not need to be sustained.
- 4 Notice where vibration is present, faint or absent.
- 5 Rest, then repeat only if useful.



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Safety



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SITUATED PERFORMANCE PRACTICE

- 4 Notice where vibration is present, faint or absent.
- 5 Rest, then repeat only if useful.

👁 Notice

Where did vibration seem most available today?

⚙ Options

- Hum silently in imagination
- use `m`, `n`, `ng` or a comfortable vowel
- place a hand near rather than on the face or chest.

🔗 Performance connection

Notice whether vibration changes when speaking one neutral line.

🛡 Safety & care

Stop for dryness, strain, pain or unwanted sensory intensity.



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Safety



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AGENCY

+

SUSTAINABILITY

+

RESTRAINT

Welcome back.

**Begin wherever feels
useful today.**

TODAY'S SESSION

**A short guided voice
exploration**

🕒 Approximately 8–12 minutes

Begin session →

You can pause, skip or stop at any point.

How does voice practice feel today?

This optional check-in is for your own reflection. It is not stored, and it does not change or assess your session.

Ready to explore

Low energy

Short on time

Not sure yet



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CONTRIBUTION

The project produced more than a prototype digital voice application.

ARTEFACT

A refined digital voice-training prototype

PEDAGOGY

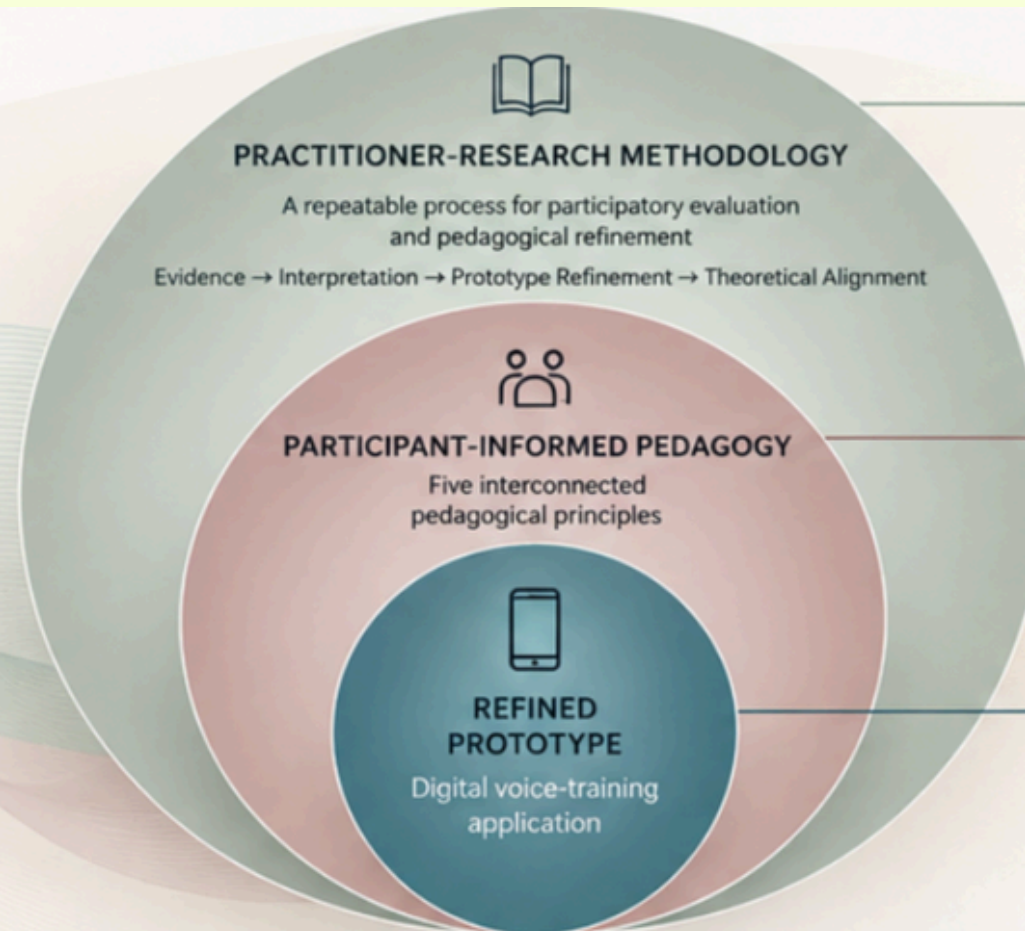
Five participant-informed principles

METHODOLOGY

A repeatable evidence-to-refinement process

Contribution to Knowledge

A layered and interconnected outcome



Methodological Contribution

A transparent, transferable process for generating pedagogical knowledge from participant experience.

Pedagogical Contribution

Five participant-informed principles to support ethical, inclusive and sustainable digital voice pedagogy for trans and non-binary actors.

Practical Contribution

A refined digital voice-training prototype shaped by lived experience and theoretically grounded practice.

THE MOST IMPORTANT THING I LEARNED

Inclusive
intention

≠

Inclusive
experience

Participant experience must be part of the knowledge-
making process.

PERSONAL & PROFESSIONAL LEARNING

My practice changed too.

Designer



Practitioner-Researcher



Participant-Informed Pedagogue

I learned to:

question intention

share pedagogical authority

treat lived experience as knowledge

(Ghaye, 2010; 2011; Nelson, 2022)

WHAT NEXT?

The Next Iteration

Longer engagement

Wider participant groups

Performer-specific pathways

Training-context implementation

Interdisciplinary collaboration

Can these principles travel beyond the
prototype?

FINAL
THOUGHT



Inclusive digital voice pedagogy is strengthened when technology:

Supports

Performer Agency

Rather than directing

Performer Identity.

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A close-up, slightly blurred photograph of a person's hand holding a large, glowing white question mark. The hand is positioned in the lower center of the frame, with fingers slightly curled. The background is a soft, out-of-focus blue-grey color. The question mark is the central focus, emitting a bright white glow.

?????

QUESTIONS.