

BMPF 7008 - WORK-BASED LEARNING PROJECT

A SURVEY STUDY INVESTIGATING THE VOCAL COOL-DOWN PRACTICES OF UNDERGRADUATE MUSICAL THEATRE STUDENTS

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PROJECT OUTLINE

VOCAL TUTORIAL INSTRUCTOR AT SHERIDAN COLLEGE'S
BACHELOR OF MUSICAL THEATRE PROGRAM.

Vocal cool-downs are exercises performed after excessive singing to **aid in** vocal **recovery** (Mezzedimi, et al., 2020), and **reduce** a singer's **risk of** vocal **injury** (Searl, et al., 2022), benefits similar to the cool-down exercises of an **athlete** (LeBorgne & Rosenberg, 2021; DeFatta & Sataloff, 2012).

1. The context

2. The justification

AND LITERATURE REVIEW

3. The aims

AND HYPOTHESES

4. The objectives



PROJECT OUTLINE

Undergraduate musical theatre students have a **higher vulnerability** to **vocal injury** (D'haseleer, et al., 2022).

They incorporate vocal warm-ups in their vocal practice (Mezzedimi, et al., 2020) **more than** vocal cool-downs (Donahue, et al., 2014; Gish, et al., 2012).

Reckers, et al., (2021) reported that with **increased education levels**, a vocal student's utilization of vocal warm-ups **AND** cool-downs increased.

1. The context

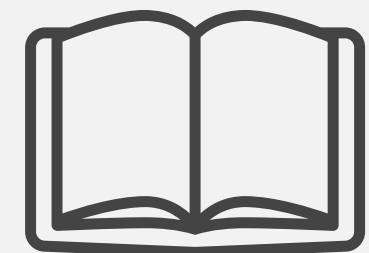
2. **The justification**

AND LITERATURE REVIEW

3. The aims

AND HYPOTHESES

4. The objectives



PROJECT OUTLINE

Understanding the role cool-downs play in a students' vocal practice is one potential way educators can aid **"the development of prevention programs for the musical theatre field"** (D'haseleer, et al., 2022, p. 292. e9) and **"instill lifelong habits to promote vocal longevity"** (Donahue, et al., 2014, p. 321).

1. The context

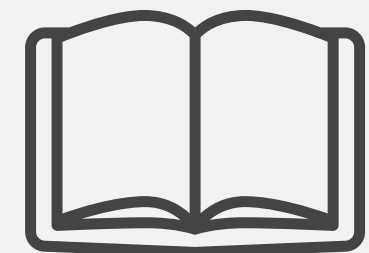
2. **The justification**

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4. The objectives



PROJECT OUTLINE

- 1 Undergraduate musical theatre students are more likely to engage in vocal warm-ups compared to vocal cool-downs.**
- 2 Higher education levels have an association with a higher probability of a vocal practice that includes vocal cool-downs.**
- 3 Students face various barriers incorporating cool-downs into their practice.**
- 4 Students do not know enough about vocal cool-downs to incorporate them into their practice.**

1.The context

2.The justification

AND LITERATURE REVIEW

3.The aims

AND HYPOTHESES

4.The objectives



PROJECT OUTLINE

- **literature review**
- **ethics approval**
- **survey**
- **analyze findings**
- **recommendations**

1. The context

2. The justification

AND LITERATURE REVIEW

3. The aims

AND HYPOTHESES

4. The objectives



METHODOLOGY

PRAGMATIC FIT-FOR-PURPOSE PARADIGM

- practical
- quantitative and qualitative
- mix methods approach

(Cohen, et al., 2018; Denscombe, 2010; Creswell, 2009)

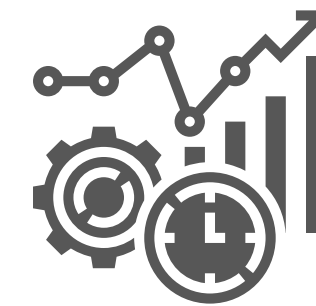
SURVEY

- descriptive
- deductive
- can also draw inferences from data
- purposive non-probability sampling
- electronic consent

(Davies, 2022; Patton, 2015; Berg, 2000)

INCLUSION CRITERIA

- 18 years of age or older
- Winter 2023 term enrollment in Sheridan College's Bachelor of Musical Theatre Program



METHODOLOGY AND METHODS

METHODOLOGY

TO ENSURE RESPECT AND DIGNITY:

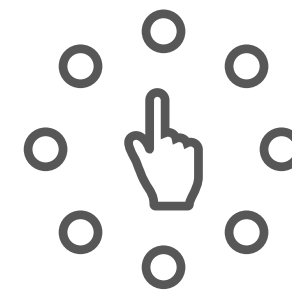
- informed consent
 - data protection
 - right to withdraw
 - law-abiding research
 - ethics board approval
- (Cohen, et al., 2018)

POTENTIAL RISKS:

- researcher bias - > practice reflexivity
 - undue influence - > anonymity
 - lack of objectivity -> replicability
- (Saidin & Yaacob, 2016; Berg, 2000)



ETHICS



INSIDER RESEARCH

METHODOLOGY

DATA COLLECTION

SURVEY TOOLS

Microsoft Office 365 Forms

- closed-ended questions
- option for 'other' qualitative answers
- Likert scales

ANALYTICAL TOOLS

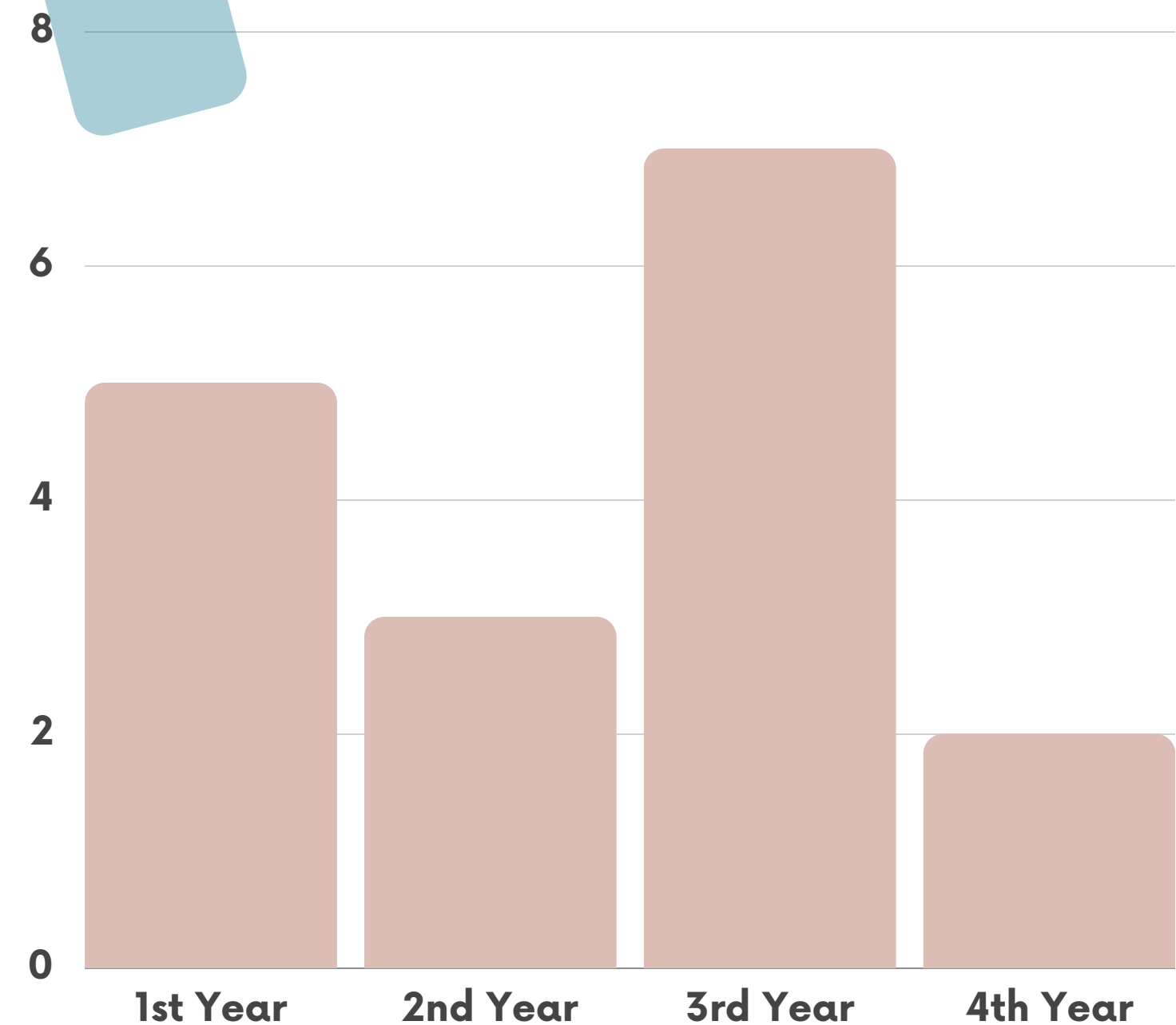
SPSS

- descriptives
- chi-square test
- paired-samples t-test

FINDINGS & ANALYSIS

The Demographics

- 17 participants
- 41.2% of participants were 3rd years
- 3rd years were the most represented year with a 19.44% engagement level
- 10% of total student body (170 students total in program)



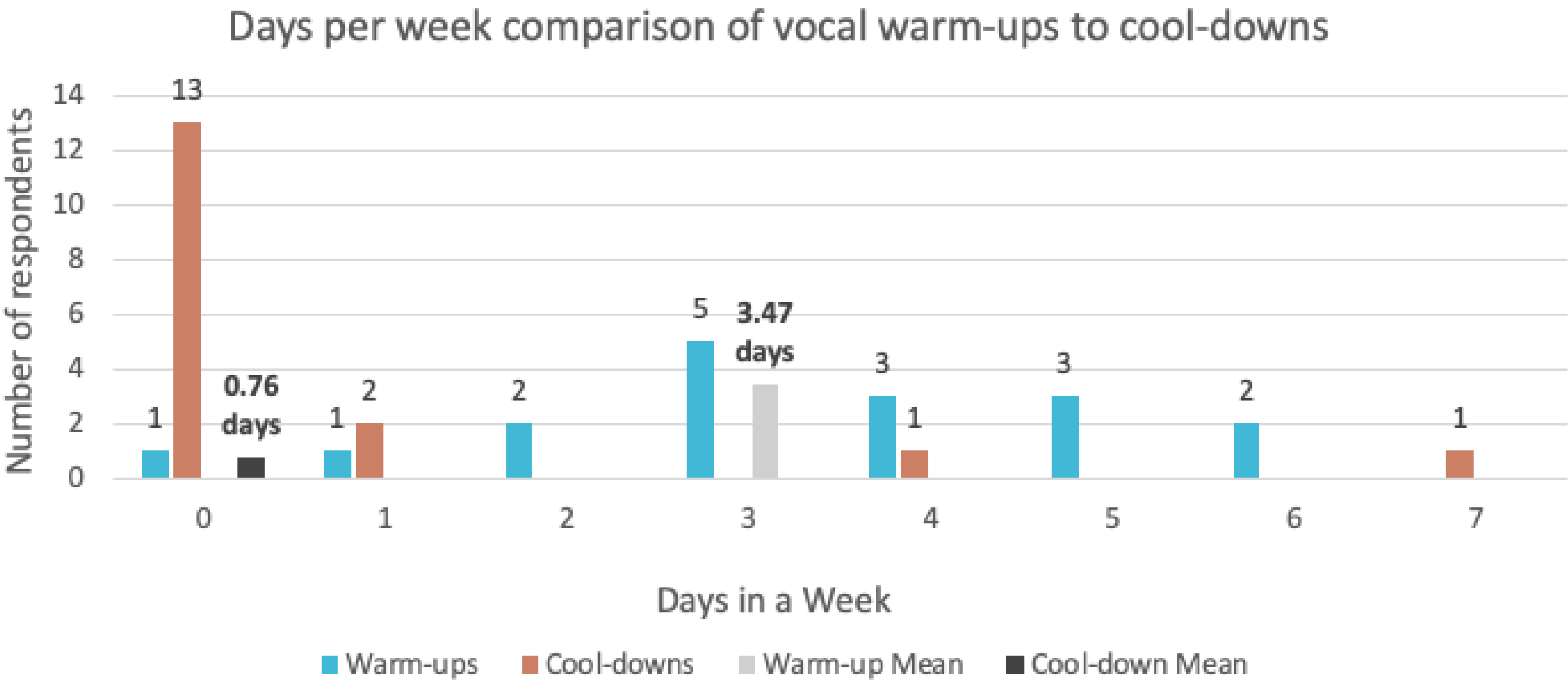
“The aim is to get accuracy that is good enough for the purposes of research within the resources available for research” (Denscombe, 2014, p. 86).

FINDINGS & ANALYSIS



**SIGNIFICANT
RELATIONSHIP**

The Details



Vocal Practice and Frequency

FINDINGS & ANALYSIS

The Details

Warm-ups

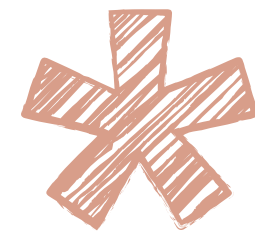
p-value 0.009



**SIGNIFICANT
RELATIONSHIP**

Cool-downs

p-value 0.262



**NO SIGNIFICANT
RELATIONSHIP**

Education Level and Vocal Practice

FINDINGS & ANALYSIS

The Details

Barriers to engagement with vocal cool-downs		Responses		Percent of
		N	Percent	Cases
Reasons why students don't engage with vocal cool-downs ^a	Don't know enough exercises	10	20.8%	58.8%
	Don't have the time	10	20.8%	58.8%
	Don't remember to do them	15	31.3%	88.2%
	Haven't learned about vocal cool-downs	4	8.3%	23.5%
	No access to space after class, presentation, or audition in order to cool-down properly	5	10.4%	29.4%
	Other 1 – "I am unsure of the necessity for cool downs, as I have not learned about them"	1	2.1%	5.9%
	Other 2 – "I don't know how to practice singing in general"	1	2.1%	5.9%
	Other 3 – "Don't notice/don't know why they help"	1	2.1%	5.9%
Total	Other 4 – "Embarrasment. If you can't do something effortlessly whats the point? Of course theres a point and thats what school is for, but i feel weird anyway [sic]"	1	2.1%	5.9%
		48	100.0%	282.4%

Barriers with Practice

FINDINGS & ANALYSIS

The Relevant



① Students are more likely to engage with **warm-ups** than **cool-downs**



② Education level does not have an association to doing **cool-downs**



③ There are various barriers to students engaging with the practice

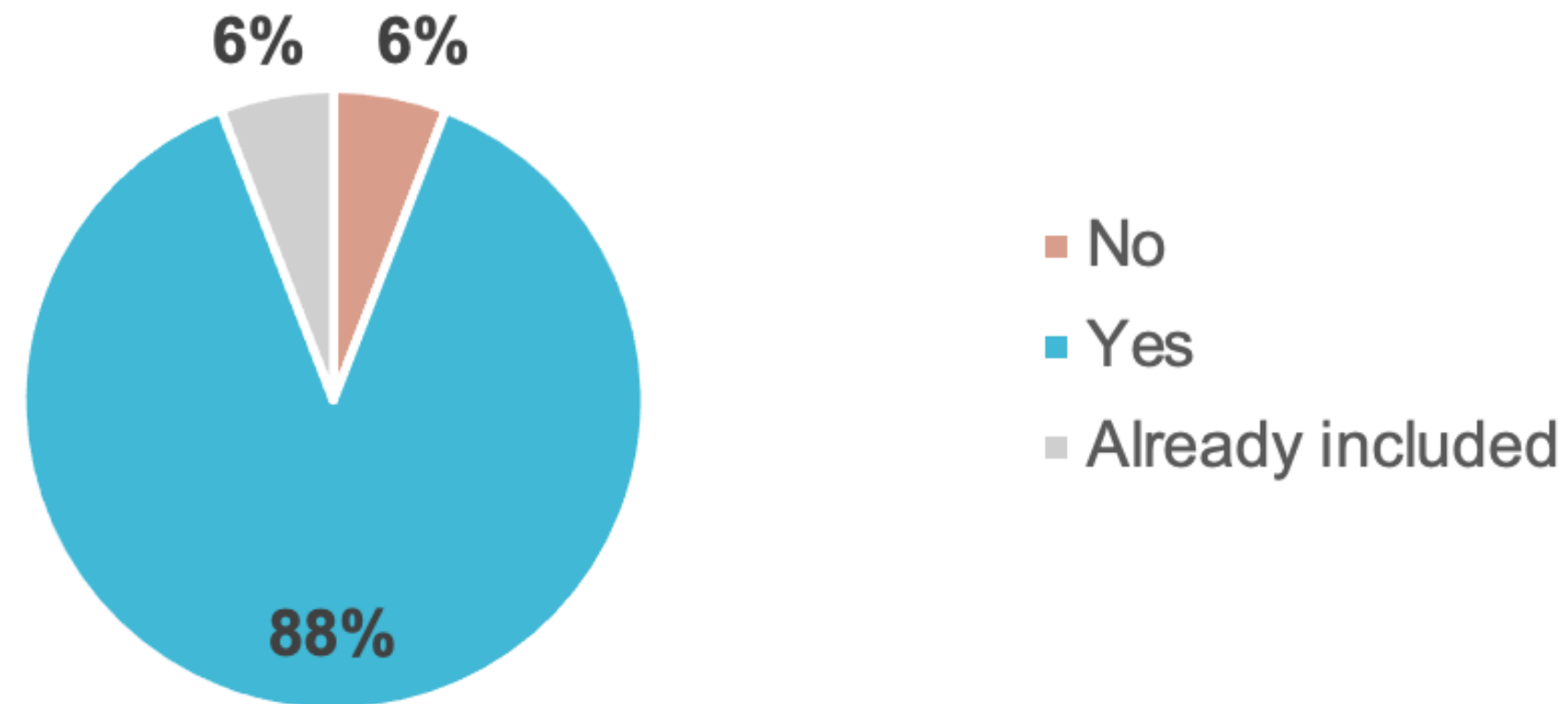


④ Students do not know enough about **cool-downs**

FINDINGS & ANALYSIS

The Interesting

If you do not have the habit of doing vocal cool-downs right now, is it something you would like to incorporate into your vocal practice in the future?



CONSIDERATIONS

**RAISE
AWARENESS
ON THE
IMPORTANCE
OF VOCAL
COOL-DOWNS**

**SHARE MORE
EXERCISES ON
COOL-DOWNS
WITH STUDENTS**

**SUPPORT
STUDENTS WITH
COGNITIVE AND
BEHAVIORAL
APPROACHES FOR
DEVELOPING
PRACTICE**

CONCLUSION

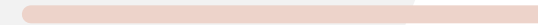
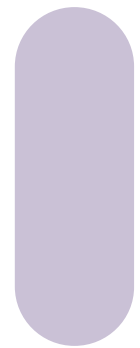
Preliminary look at vocal cool-down practices of undergraduate musical theatre students

Supports findings by Donahue, et al., (2014) that students warm-up more than they cool-down

Voiced interest in incorporating cool-down into their practice

Need for greater educational supports

LIMITATIONS



SURVEY DESIGN

Nuance of designing questions and word choice.

TIME

Time-consuming process of secondary ethics approval meant short turn around time for students to fill out the survey.

LOW PARTICIPATION

Survey overlapping with last week of school, exams, and finals shows.

LACK OF TRIANGULATION

Scope of project scaled back affecting the overall reliability and validity of the study (Creswell, 2014).

FUTURE RECCOMENDATIONS

**1. Interviews with teachers about
cool-downs and exercises**

**2. Diary study with students tracking
self-perceived benefits and effectiveness**

PERSONAL LEARNING & REFLECTIONS

DISCOVERED THE NEED TO

explore and research habit-forming behaviour to better support my students in their learning

LEARNED ABOUT

what the literature says about cool-downs and current practices

GAINED NEW SKILLS

as a professional-practice student-researcher

"Enquiry is part of the way new knowledge is generated in practice"
(Costley, 2006, p. 2)

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