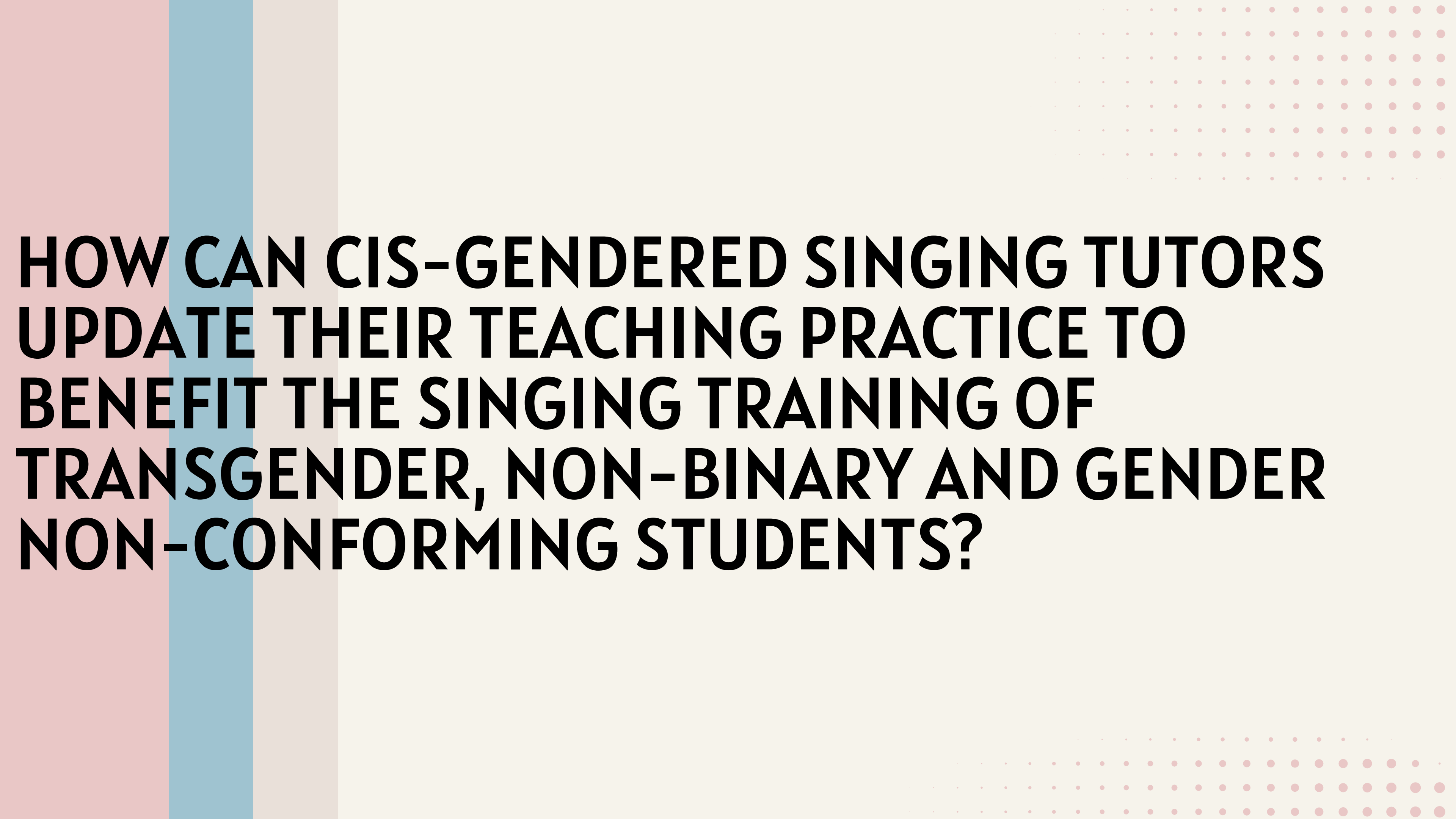
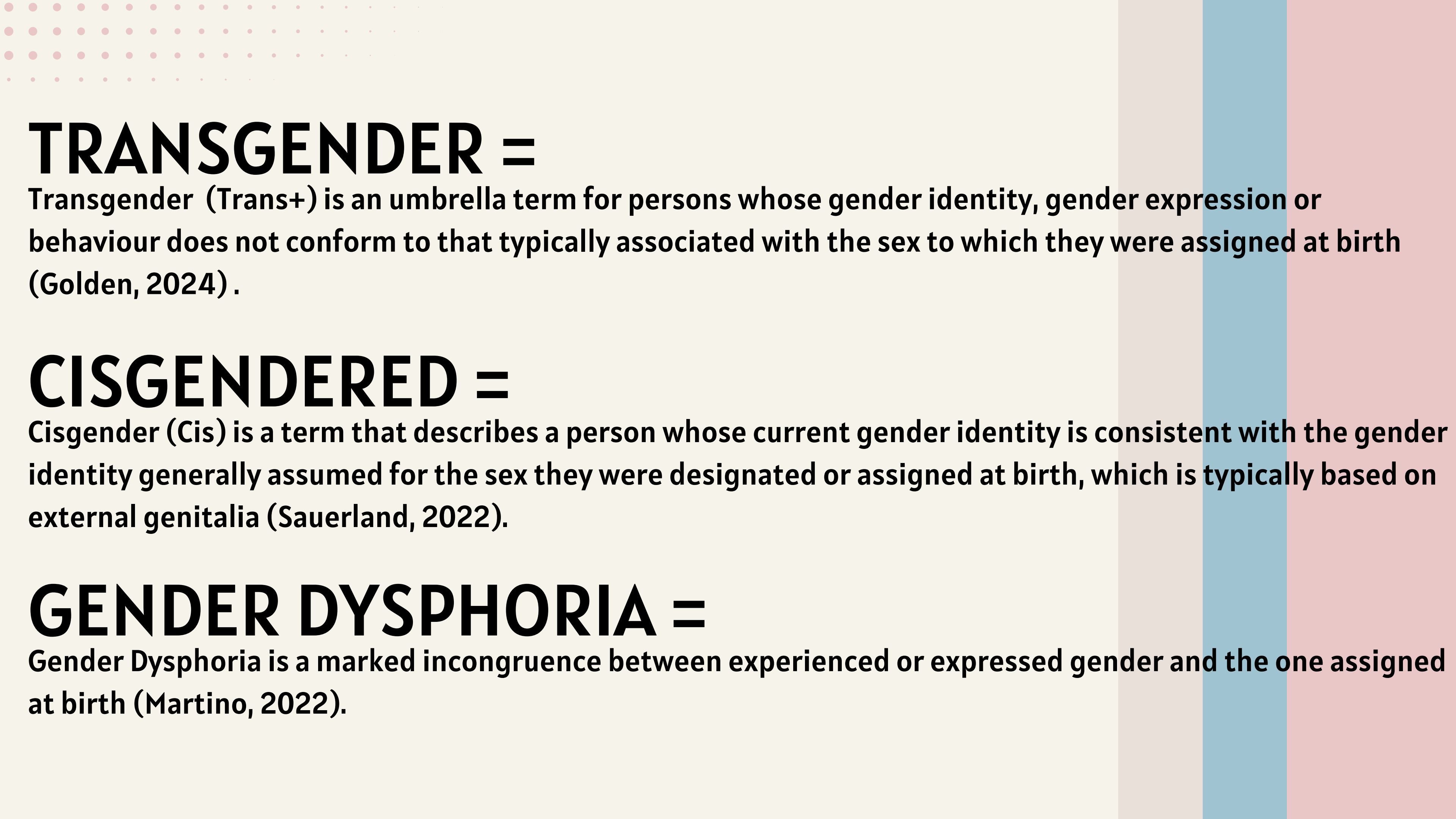


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**HOW CAN CIS-GENDERED SINGING TUTORS
UPDATE THEIR TEACHING PRACTICE TO
BENEFIT THE SINGING TRAINING OF
TRANSGENDER, NON-BINARY AND GENDER
NON-CONFORMING STUDENTS?**



TRANSGENDER =

Transgender (Trans+) is an umbrella term for persons whose gender identity, gender expression or behaviour does not conform to that typically associated with the sex to which they were assigned at birth (Golden, 2024) .

CISGENDERED =

Cisgender (Cis) is a term that describes a person whose current gender identity is consistent with the gender identity generally assumed for the sex they were designated or assigned at birth, which is typically based on external genitalia (Sauerland, 2022).

GENDER DYSPHORIA =

Gender Dysphoria is a marked incongruence between experienced or expressed gender and the one assigned at birth (Martino, 2022).



OVERVIEW

1

- **Context – WHY THIS RESEARCH?**
 - **Project Overview – AIMS**
 - **Literature Review – GENDER THEORY, TRANS+ THEORY & TRANS+ SINGING VOICE**
 - **Methodology – WHY A MIXED METHOD APPROACH?**
 - **Ethics & Insider Research – WHAT TO CONSIDER**
 - **Data Collection – PLANNING AND PHASES**
 - **Results – TRANS+ & CIS-GENDERED PARTICIPANTS**
 - **The Artefact – PLANNING**
 - **Limitations – WHERE CAN I IMPROVE?**
 - **Conclusion – SUMMARY & GOING FORWARD**
- 

CONTEXT

2

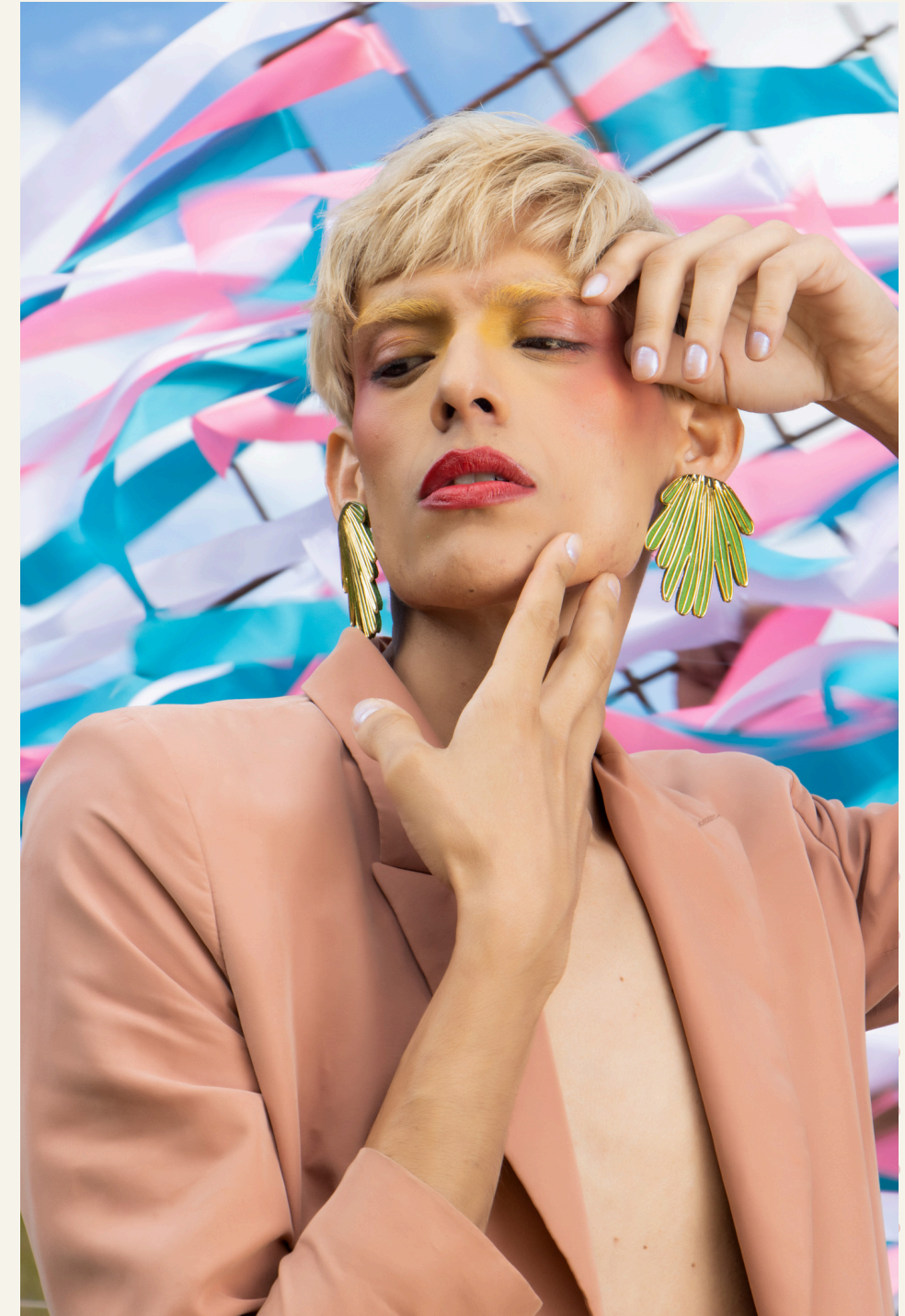
"SINGING IS ONE WAY OF GAINING THE TOOLS TO FIND OUR OWN LIMITATIONS, AND HAPPY SURPRISES CAN HELP TO UNDO SOME OF THE DAMAGE DYSPHORIA DOES."

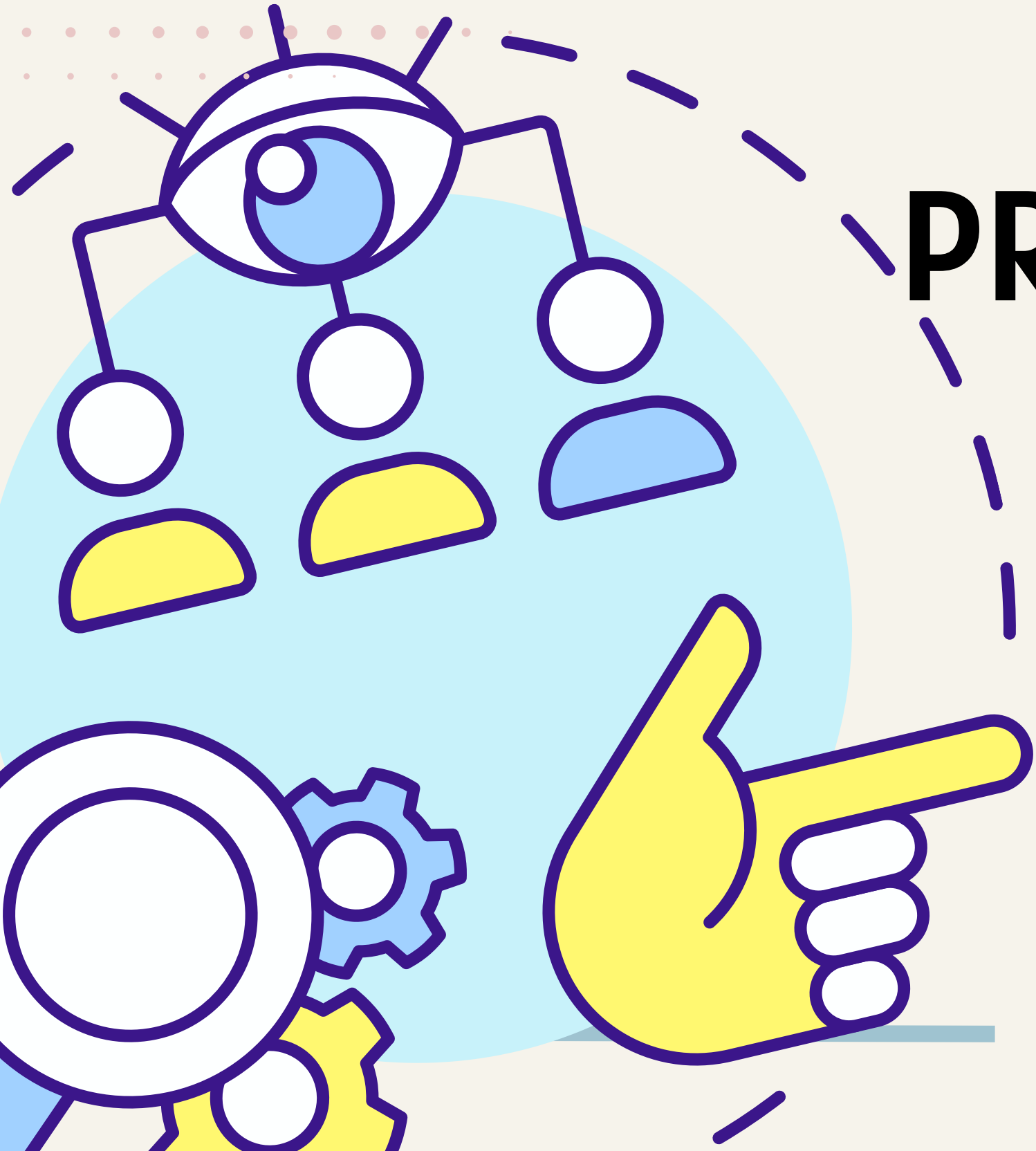
- Jackson Hearn, 2018

WHY THIS RESEARCH?

3

- I began working with my first Trans+ student over 6 years ago.
- I noticed a lack of information was readily available.
- My colleagues were also lacking in information.
- The information available didn't have as much practical application as I needed.



A stylized illustration on the left side of the slide. It features a large light blue circle containing several white circles of different sizes, some with yellow or blue semi-circles below them, resembling a network or organizational chart. Above this circle is a large eye icon with a blue iris. Below the circle is a large yellow hand icon pointing upwards. To the left of the hand are two interlocking gears, one white and one blue. The entire illustration is outlined in dark purple. Dashed purple lines radiate from the top left of the 'PROJECT OVERVIEW' text.

PROJECT OVERVIEW

AIMS

5

Aim 1:

Make sure this research will directly benefit those it intends to help by involving Trans+ people from the start - (Lietz, et al., 2006).

Aim 2:

Research the key areas identified by Trans+ participants and examine the literature thoroughly.

Aim 3:

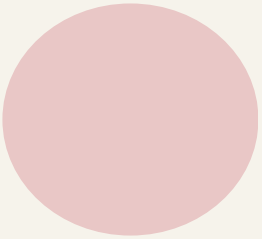
Use the information given to formulate a survey for cis-gendered teachers to identify areas for improvement from their perspective.

Aim 4:

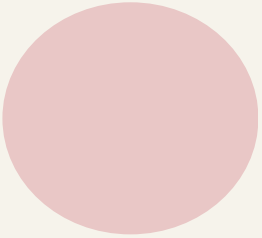
Analyse all of the information gathered and use the findings to identify key areas and content for a future learning document.

LITERATURE REVIEW – NARRATIVE

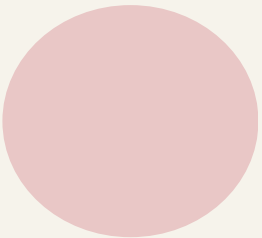
6



Gender Theory - theoretical frameworks with gender identity, (Zizmmman, 2018).



Trans+ Theory - why the identity of gender-diverse individuals can impact their learning, (Golden, 2024).



Trans+ Voices - working with Trans+ voices in the singing studio, (Cox and Forbes 2022)

METHODOLOGY

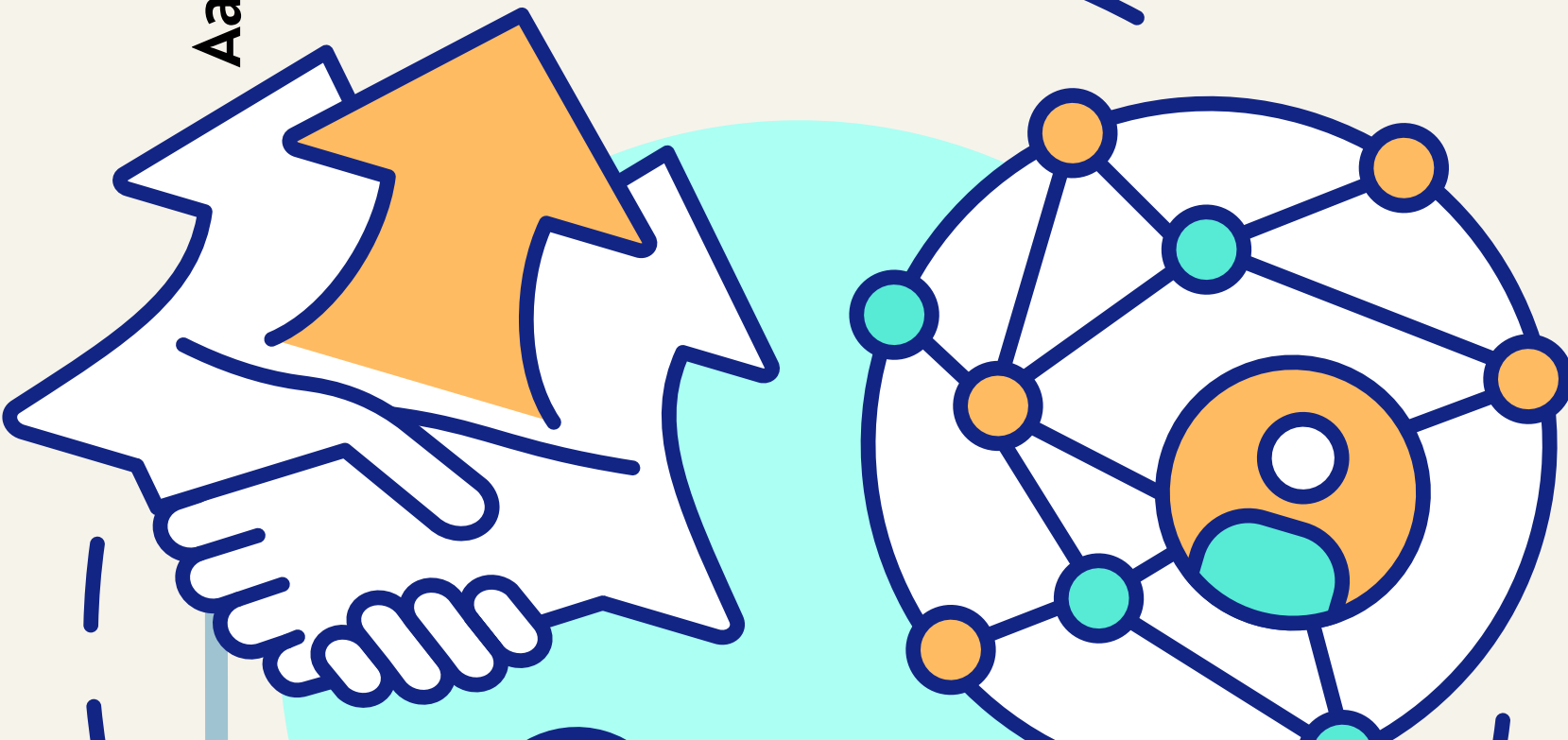
7

Mixed-Method Approach

By employing mixed-method approaches, researchers can mitigate biases and preferences, thereby enhancing the robustness of the collected data - (Martino W., 2022).

Benefits include:

- combining quantitative and qualitative approaches that can balance out the limitations of each method.
- it can provide stronger evidence and more confidence in your findings.
- it can give you more granular results than each individual method (Wadams & Park, 2018).



ETHICS & INSIDER RESEARCH

8

- **Voluntary participation. Informed consent and a disclaimer, anonymity & confidentiality. Reduction of potential harm.**
- **The Inclusion of Trans+ people in research that concerns them (Ragan, 2018).**
- **The Ally-Researcher (Helding & Ragan, 2022).**
- **The research MUST benefit the subjects - NOT the researcher (Wadams & Park, 2018).**

**My participants' well-being was paramount, particularly those who are part of the Trans+ community. Traumatic educational experiences can lead to a feeling of uncertainty and affect the ability to communicate
- Sauerland (2022)**

DATA COLLECTION PARTICIPANT PARAMETERS



DATA COLLECTION – PROCESS

10

● Phase 1

Create and distribute an online survey for Trans+ individuals. Collecting quantitative and qualitative data regarding their experience of vocal tuition.

● Phase 2

Collate and analyse the data using thematic coding to identify any common themes which can inform the next survey.

● Phase 3

Using the information provided, a secondary survey aimed at cis-gendered singing tutors was created and distributed in order to obtain further quantitative and qualitative data.

● Phase 4

Findings were thematically coded, presented and compared before being used to create a learning artefact for cis tutors.

RESULTS - TRANS+ PARTICIPANTS

THEMES: AWARENESS AND EDUCATION

12

There were varying levels of confidence in their tutors:

*"They are fascinated by trans voice –
but I've yet to meet one who had been educated enough in it"*

Some participants wanted their tutors to have social awareness and education about Trans+ lives:

*"I check social media to see if they
interact with any pro/anti-trans accounts"*

60% had concerns around the awareness of Trans+ voices:

*"I think they miss the historical social
significance of gender expansive voice training"*

THEMES: QUALITY OF INSTRUCTION

13

Participants emphasised the importance of creating inclusive and supportive environments where they are accepted:

"I could tell they were a little nervous about working with me"

80% of participants identified trust as a contributing factor in measuring the quality of learning:

"I am hesitant to share details of my personal journey if I have not built a trusting connection with my tutor"



THEMES: IMPACT ON VOCAL TUITION

14

60% of participants detailed an impact on their vocal tuition:

"I am often ignored as a gender-queer person"

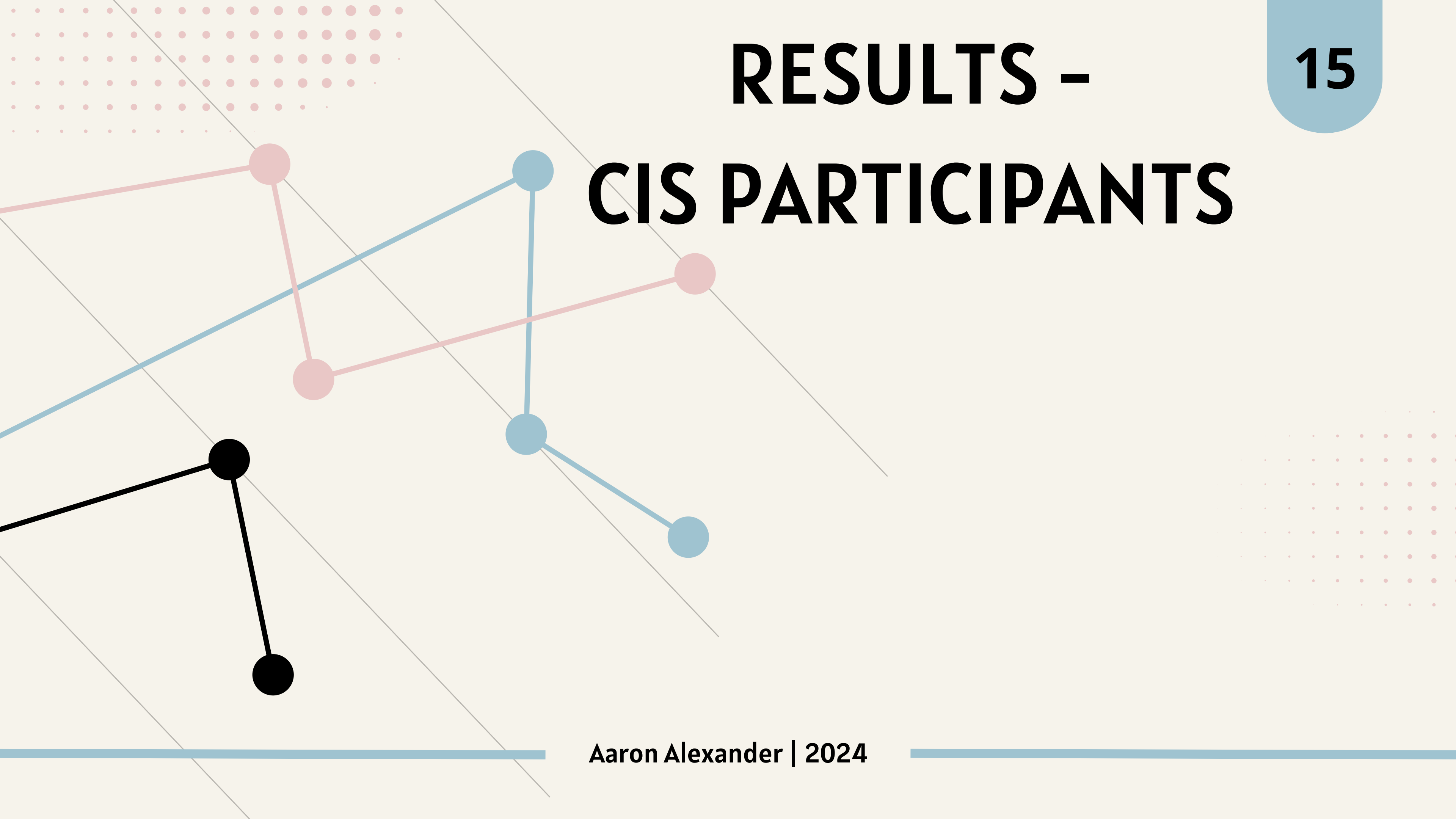
A lack of tailored support – Repertoire and Technical Instruction:

*"Repertoire is very gendered in drama schools and it can enforce
the gender binary"*

One participant in particular noted they had wasted time working with the wrong tutors:

"I have wasted hours and hours because my teachers didn't know what was best for me"

RESULTS - CIS PARTICIPANTS



THEMES: KNOWLEDGE GAPS

16

91% of participants detailed factors affecting confidence.

“teaching trans voice is something I’m wholly unprepared for”

Some participants mentioned a desire for improvement:

“It is in our interest to understand how to work and communicate
with a wide variety of people”

—

“The more we can understand people as people, the easier it is to relate to them ”

Emotional responses were also referenced as barriers to effective tuition:

“I know what I’m doing but I’m afraid of saying the wrong thing ”

THEMES: MOTIVATION FOR CHANGE

17

100% of Participants felt that having more awareness of the lived experiences of Trans+ people would benefit them:

"Knowing many Trans people within my close friends circle also helps"

Acknowledging the learning curve of working with Trans+ voices:

"I've found that students like honesty and it creates a good dynamic"

A deeper understanding of their student:

"A teacher's job is to make the student feel their voice is a true reflection of who they are"

THEMES: PEDAGOGICAL IMPROVEMENTS

18

Some participants requested further information on how to re-apply already acquired knowledge to best serve their Trans+ students:

"More information on differing exercises to help [them] progress"

Some participants identified areas for development within their pedagogical approach:

"I'd like to know about the impact of hormone therapy on the voice "

–

"...non-medical voice change – definitely that"

81% of participants had concerns around their pedagogical limitations:

"I struggle with the sensitivities around rep for Trans+ performers"

THEMES: COMMONALITIES

19

Trans+ Participants:

Political / Societal / Historical Awareness.

Quality of the instruction given.

Repertoire.

Trust.

Cis-Gendered Participants:

Awareness and Sensitivity of the Trans+ Lived Experience.

Pedagogical Knowledge.

Continuous Learning.

ARTEFACT: CONSIDERATIONS

20

- Conley, 2022, details that the planning of a learning curriculum demands a meticulous approach, integrating various components to ensure efficiency in fostering desired learning outcomes
- Ambrose, et al., 2013, write that this process encompasses the use of clear objectives, selection and organisation of content, adoption of appropriate institutional strategies, implementation of assessment methods, and provision of necessary resources.



ARTEFACT: CRUCIAL COMPONENTS

- **Introduction:** provide introductory materials on Trans+ identities and terminology for participants (Pract, 2021).
- **Comprehensive Training Information:** develop information covering essential topics such as Trans+ terminology & vocal physiology (Lee, et al., 2021).
- **Cultural Competency:** include information on how to understand the unique experiences and needs of Trans+ individuals (Nair & Adetayo, 2019).
- **Promote Empathy and Understanding:** case studies or exemplar scenarios to help participants develop empathy and understanding (Riess, 2017).
- **Encourage Reflection:** incorporate reflective exercises and areas for growth (Murillo-Llorente, et al., 2021).
- **Repertoire Selection Guidelines:** offer recommendations for selecting repertoire that is affirming and inclusive of gender-diverse identities and expressions (Cozart-Steele, 2019).
- **Technical Tuition:** include case studies and examples illustrating practical applications of singing techniques that can directly benefit Trans+ voice users (Crowe, et al., 2011).

LIMITATIONS

22

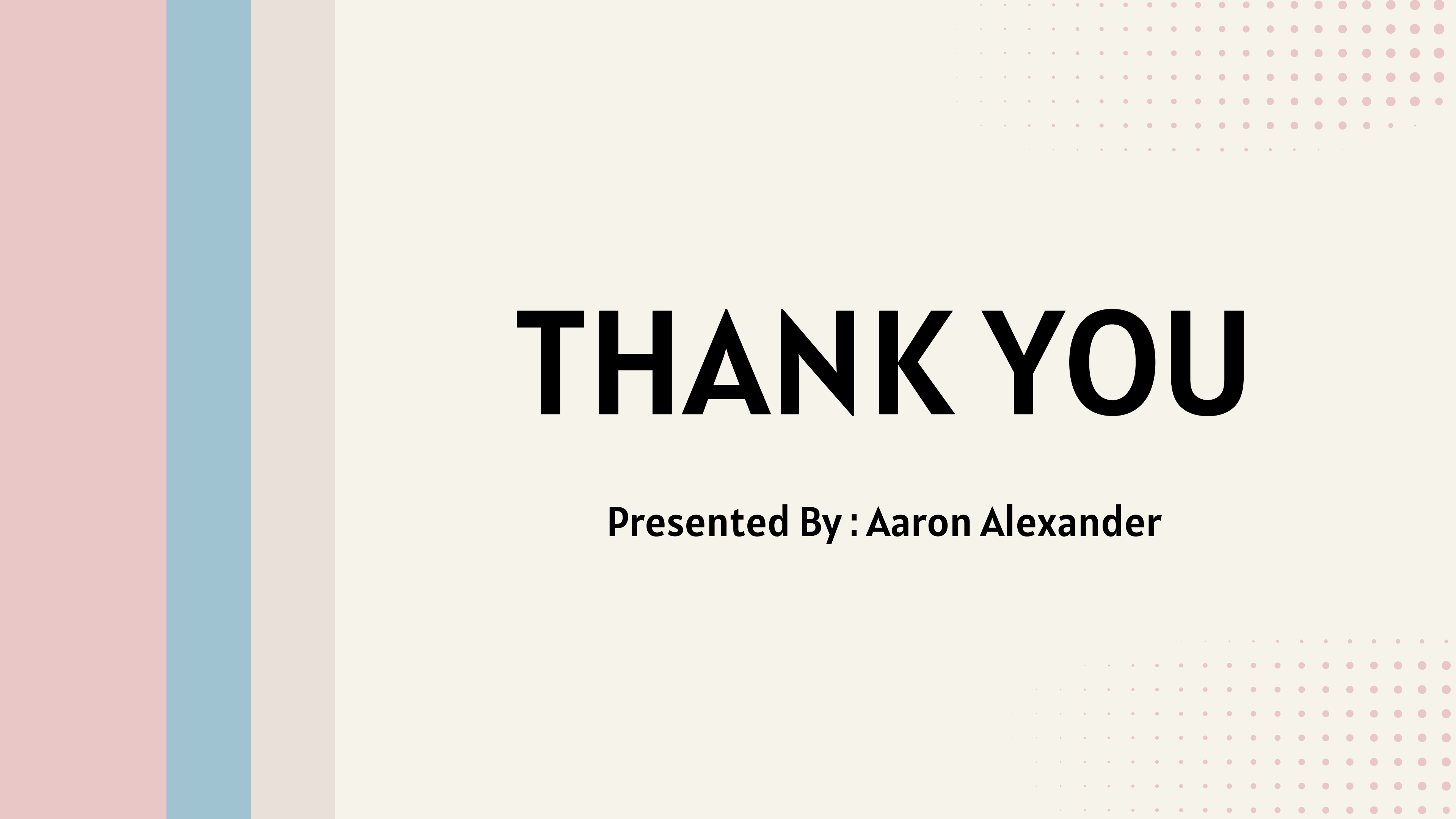
- **Five participants took part in my initial survey, and I feel that if I had more respondents then my scope for research would have been greater, with more insight comes more opportunity.**
- **I was unable to direct my surveys specifically to those who have undergone medical voice change.**
- **Eleven Cis participants contributed – had I achieved more engagement of my surveys I would have been able to expand upon my findings.**
- **Sample bias within cis-gendered participants.**

CONCLUSION

23

- **Summary.**
- **Final conclusions.**



The background features three vertical stripes on the left: a wide pink stripe, a medium blue stripe, and a narrow beige stripe. The right side of the image is a light beige background with two rectangular areas of a pink dot pattern. The top area is a grid of dots, and the bottom area is a pattern of dots of varying sizes.

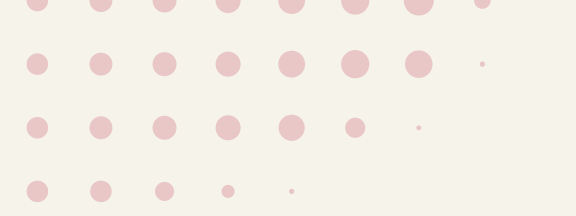
THANK YOU

Presented By : Aaron Alexander

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