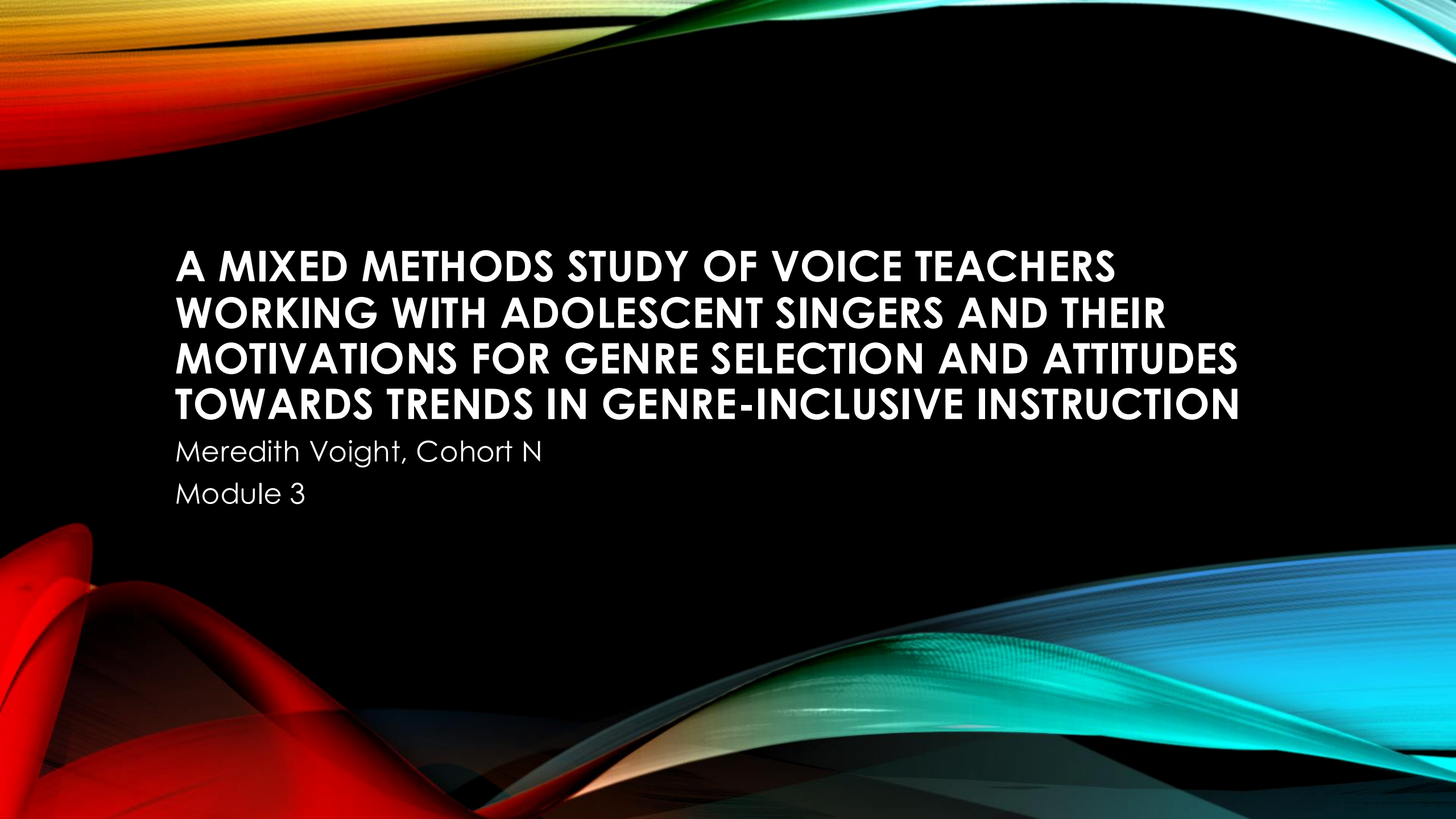




A MIXED METHODS STUDY OF VOICE TEACHERS WORKING WITH ADOLESCENT SINGERS AND THEIR MOTIVATIONS FOR GENRE SELECTION AND ATTITUDES TOWARDS TRENDS IN GENRE-INCLUSIVE INSTRUCTION

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Module 3

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RESEARCH QUESTIONS

How are vocal instructors **motivated** to **include** certain **genres** in instruction?

What are their **attitudes** to the shift towards a more **genre-inclusive** vocal instruction that can be seen to be increasingly promoted within the vocal pedagogy community?



JUSTIFICATION

- Paradigm shift towards more inclusive genre instruction (AATS 2008)
- Social (Fetokaki 2023) and economic (Naismith and Bartlett 2020) justifications for inclusion
- Small, selective samples used in previous studies (Weekly and LoVetri 2003, LoVetri and Weekly 2009, Desilva 2016)
- Need broader insight into practice of teachers





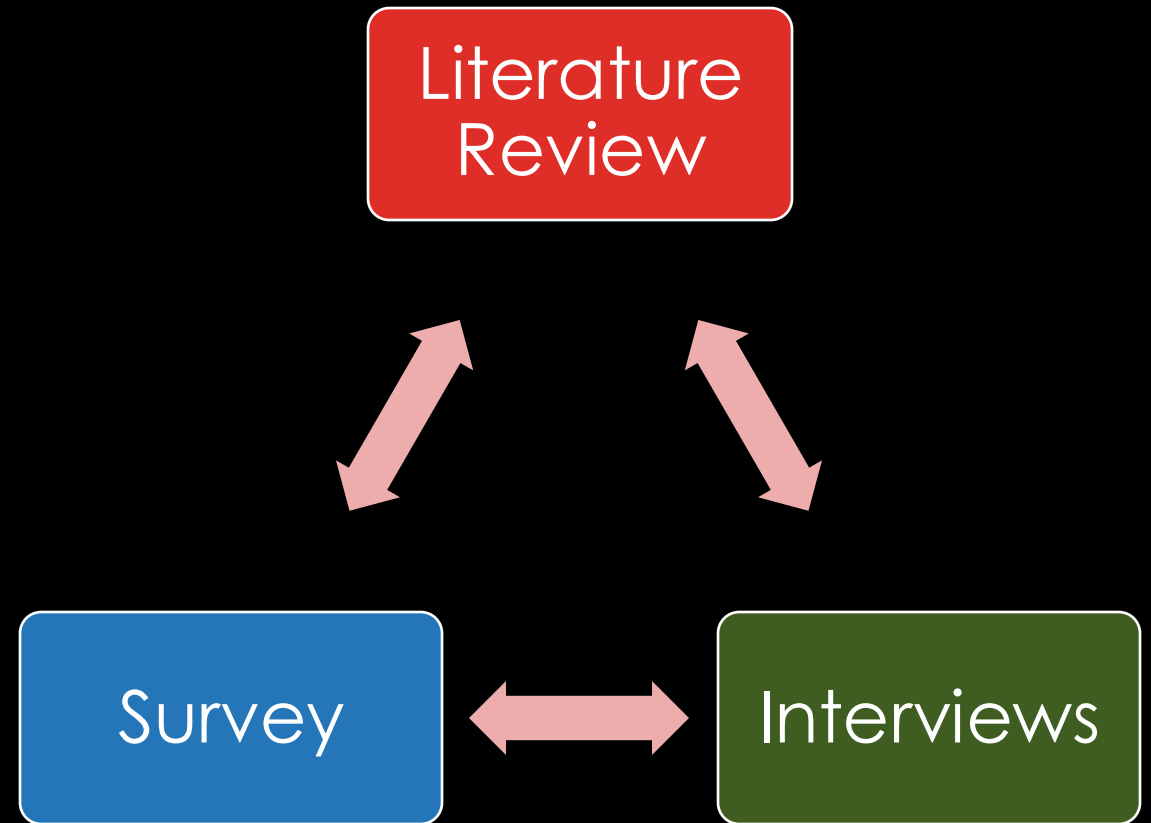
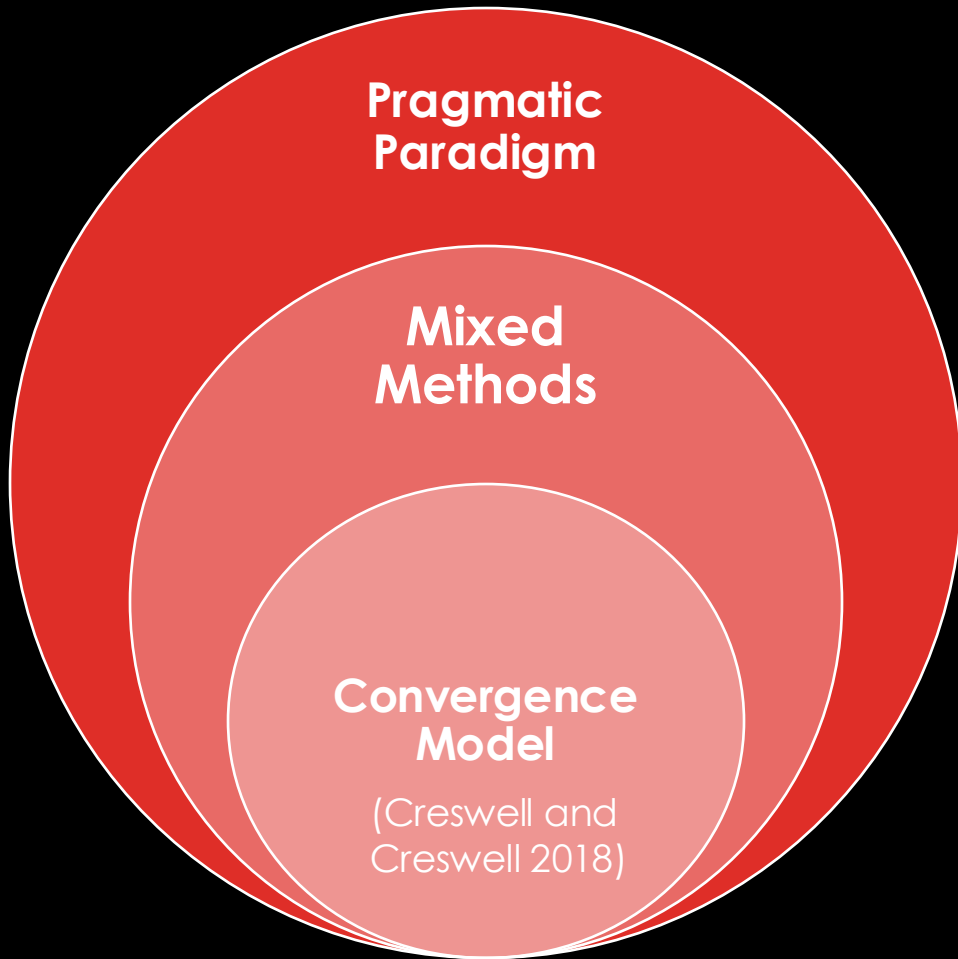
AIMS

- How do teachers feel about teaching multiple genres?
 - How do they decide what genres to include?
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OBJECTIVES

- Literature Review
- Survey members of professional singing-teaching community
- Interview individual teachers

METHODOLOGY



ETHICAL CONSIDERATIONS

Risks for both participants and researcher (as insider):

- Perceptions of Judgement
- Potential sense of incompetence
- Confidentiality

*Study was approved by UWTSD

Insider research:

Researcher is a member of the professional, cultural or social group in which the study is being conducted. (Adler and Adler 1994)

LITERATURE REVIEW

Context

- **Voice Science and Voice Pedagogy**

- Non-classical genres historically excluded (Fetokaki 2023)
- CCM not harmful (Kochis-Jennings *et al.*, 2012)
- Any genre is instructionally useful (Rollings Bigler and Osbourne 2021, AATS 2008)

CCM

Contemporary
Commercial
Music
(LoVetri 2002)

Current Research

- Various forms of CCM are included in practice (Weekly and LoVetri 2003, 2009, DeSilva 2016)
- Teachers don't necessarily know genre differences in technique (Kempfer 2014)
- Institutional and personal values affected choices (Stephenson 2013)

SURVEY ANALYSIS

DESCRIPTIVE STATISTICS (Creswell and Creswell, 2018) PEARSON CORRELATION COEFFICIENT (Kim 2015)

Finding:	Aligns with previous research:
All teach some CCM	Weekly and LoVetri 2009
Classical is more valued by teachers	Fetokaki 2023, Stephenson 2013
Training in CCM outside of academics	Cobb 2022, Keskinen 2013
Lack of clarity regarding genre specific technique	Kempfer 2014
Diversity of training correlates to diversity of instruction	

INTERVIEW DATA ANALYSIS

Thematic Analysis (Braun and Clark 2006): Hybrid Approach (Xu and Zammit, 2020)

Deductive Codes examples:

- Motivations for selecting genre
- Access to training
- Obstacles to genre selection

Inductive Codes examples:

- Healthy singing
- Institutional influences
- Proper technique description

Themes:

- Willingness and motivation to learn
- Instructional goals as motivation for genre selection
- Vocal function and healthy singing before genre
- Institutions and their influences on genre decision-making

KEY FINDING

Instructors are **willing to learn** about unfamiliar genres.

“That’s not my forte. Let me do some research.” (P1)

Kempfer 2014: Lack of CCM understanding:

➔ **Not** an influence on inclusion

Learning occurring after tertiary training.

(Cobb 2022,
Desilva 2016)



Paywall

Instructional goals are a key **motivation** for genre selection



Pedagogical approach matters.



Student-Centered
(Cremata 2017)

"They may have more of a sense of the musical style they want to sing. [...] I can give them the tools to access the sounds they want." (P3)

Master-Apprentice
(Sherwood 2023)

"I typically do not teach pop songs intentionally, because I say, [...] 'You're going to sing that stuff anyway. You don't need to be spending your money learning how to do that with me.' " (P2)

KEY FINDING

Voice function and **health** are a priority over genre.

"I don't teach style. I teach healthy technique." (P2)

Aligns with AATS 2008

How is 'healthy singing' defined?

WCM Bias (Fetokaki 2023)

Institutional values have an **influence** on **instructional decision-making**.



"I think perhaps the expectation [...] was that I would be doing classical anyways, because the ultimate goal was [...] voice performance in college." (P4)

Evidence of WCM bias (Bates 2019)

- Understanding of healthy singing
- Perception of instructional value (Bozeman and Ragan 2021)



Voice science influences (AATS 2008)

Function and health over genre (Benson 2017)

"A lot of it's, to me, about strengthening the voice and getting versatile, [...] and then being able to make choice in the moment." (P3).

CONCLUSIONS

Voice instructors are motivated to provide students with instruction that provides functional and healthy singing skills.

- **Open to various genres if they feel they will meet those goals.**

A willingness to be inclusive does not mean all genres are equally valued or effectively utilized in practical application.

- **Earlier access to diverse instruction, especially during formative years, may help reduce influence of WCM.**

RECOMMENDATIONS AND APPLICATIONS

- **Foundational** training in principles of voice function and healthy singing , including voice science research.
- Practical Applications: focus on functional voice training and student entered pedagogy
- More research is needed on:
 - Presence of voice science in tertiary programs in the US
 - Influence of secondary and tertiary training on WCM bias and genre
 - Connection between early genre exposure and instructional practice

REFLECTION

Module 3 Learning Goals

- Developing time management strategies for carrying out multi-phase research projects.
- Gaining competence in data collection, organization, and analysis.
- Recording and applying lessons to subsequent research projects.

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QUESTIONS