Can Instagram be an effective tool in delivering ACT-based MPA strategies in vocal coaching?

COMPONENT 1: Project Portfolio

Introduction

This assignment will be centred around creating Instagram (IG) Reels that can help to support singers with Music Performance Anxiety (MPA) and will investigate theory and practice that will evaluate its suitability in this context.

There is a lack of practical support in music education and management strategies are not routinely used in the singing studio (Rodriguez, 2023). This lack of practical support in vocal pedagogy has been addressed in recent research into third wave psychological modalities such as Acceptance and Commitment Training (ACT) with Acceptance and Commitment Coaching (ACC) being the non-clinical extension. The emerging studies have revealed ACT to be a powerful management strategy for MPA (Juncos, 2018; Kenny, 2011).

Social media is a popular medium for coaches to supplement and promote their online curriculum, where focused, interactive, digital educational content is delivered through small accessible and digestible units called 'microlearning' (Buchem, I. & Hamelmann, H., 2010). The purpose of these 'micro lessons' is often twofold; to reach a wider audience that is limited by the in-person setting and to market 'taster' sessions of a larger course or pedagogic service (Hug et al, 2006). IG users tend to seek out informative and educational content, and it has higher engagement metrics than its counterparts such as Facebook, X, and TikTok (Rahman et al, 2022).

This short series of IG Reels will provide small units of information and exercises that are designed for singers to be able to incorporate into their practice independently which, reflecting on my own practice, is often a barrier for singers who struggle with symptoms of MPA. The content will be ACC-informed and will use guided exercises in video format. The artefact's

design will consider best practice for independent use and will aim to increase accessibility and engagement (Chen, 2019).

Justification

MPA can be a significant barrier to progress and enjoyment (Kenny, 2011) and is a common theme amongst students seen in vocal coaching practice and research. There is a real need for educators to have practical knowledge of MPA management and supportive strategies to apply in practice (Shaw, et al. 2022), and individual's self-efficacy is key to the motivation of this research (Skews, 2018).

ACT is a broad modality that incorporates many tools to improve psychological flexibility which in turn supports nervous system regulation and the management of anxiety symptoms. ACT practitioners such as Harris (2006), Hayes et al (1999) are at the forefront of the literature and more recently Juncos (2015, 2022), Shaw (2020), Mahoney and Winter (2022) in the specific context of MPA. ACT provides a well-rounded scope to strategise against a full range of MPA experiencing (Juncos and Markman, 2016). ACT is becoming an important modality to address MPA featuring some mind-body techniques to become more calm, mindful and with an increased capacity to tolerate and manage discomfort. The artefact design will include ACT-informed resources that include guided interactive content that promotes accessibility, education and engagement.

Vocal pedagogy must evolve to provide innovative support to address this widespread problem; this project will attempt to explore digital solutions to some of the challenges posed by traditional in-person MPA methods. Online educational methods could offer a solution to challenges of accessibility, and engagement (Cilliers et al, 2022); they may also alleviate capacity limitations of in-person teaching that requires proximity and is restricted to a finite capacity of time (Michalik et al, 2021). This study will be investigating how ACC exercises can be delivered via IG Reels; consideration will be made to evaluate the efficacy, relevance and validity of the content as a tool to both support MPA and to market my coaching services.

Theoretical influences shaping the artefacts creation

By investigating the academic and theoretical underpinnings of social media theory pertaining to engagement, best practice and a deeper exploration of ACT principles we can create a considered artefact that is grounded in theory.

ACT is a holistic, evidence-based modality rooted in mindful, acceptance-based practices that ultimately seek to build resilience and psychological flexibility (Harris, 2009) offering practical and accessible solutions to the often multifaceted nature of MPA experiencing (Black, 2022).

The Covid-19 pandemic social media has acted as a catalyst to social connectedness and has been a powerful tool in engaging people in online education (Photopoulos, et al. 2023). Online platforms have opened up accessibility and engagement to wider audiences (Subramanian, 2017), and removed barriers of proximity, financial constraints and learning challenges that come with the traditional in-person education setting (Dingle et al. 2013). Studies on social media education have found it increased social engagement and built a sense of community (Carvalho and Goodyear, 2016).

Social Media research is relatively limited (Rahman et al, 2022), and although it is a fast paced, changing medium there are some recent theories that have been developed that will provide insights. Uses and Gratification Theory (UGT) is a means to understand how and why individuals consume and actively engage on social media platforms. UGT helps us to understand peoples' motivations on social media which can support the artefact's creation and planning process. Social Media Processing Theory (SMPT) (Ellison, Heino and Gibbs, 2006) explores how people relate online and how best to create content to foster communication, create meaningful interactions and crucially consider the opportunities for building online relationships and communities. Understanding how people can be motivated through autonomy, feeling competent and accomplished is an important focus. Self-Determination Theory (SDT) explores user connection and the importance of achievement through personal progress (West et al, 2024) Improving individual self efficacy in MPA management is the artefact's central aim. SDT promotes the ability to move at their own pace and engage with the lessons at their convenience; thus increasing motivation and satisfaction by promoting a sense of accomplishment (Nikou, 2019).

Cognitive Load Theory (CLT) (Sweller, 2011) is a concept that our brains can only process a limited amount of information at once and this will be important to consider in this context. By structuring educational material into smaller manageable units of learning a more productive learning environment is created digitally, promoting accessibility, engagement when creating educational resources.

I will be utilising the most up to date peer reviewed literature to explore the connected theory, although I will also be considering 'grey' sources that may carry significant value such as blogs, vlogs, podcasts and social media video content. MPA research is broad-ranging so I will need to narrow my field of research to explore exclusively ACT-based literature and best practice from the last 8 years.

Best Practice influences

There are many coaches online who have been utilising their social media platforms to share their message via educational video content on IG. It has been at the forefront of social media elearning (Pujiati et al, 2019) with its short form video 'Reels,' being used educationally in the last five years. The literature review will look at the benefits and criticisms of social media elearning with a focus on Instagram and explore the best practices for digital learning in vocal pedagogy. The study may need to take a more broader approach to explore best practice of e-learning within participatory arts and well-being digital communities for thematic analysis.

Previous research has elevated Acceptance and Commitment Training as a leading MPA management strategy for vocal students (Kenny, Stewart, Shaw, 2020, Juncos et al 2022) and these artefacts will use ACT- based exercises delivered in video format. This study will be delving further into the literature to support how this type of content can both help with MPA management and simultaneously support the marketing of an online coaching business.

IG Reels is a short-form video feature that allows users to create and share videos ranging up to three minutes in duration with the option to add engagement boosting features such as audio, stickers and filters (Chen and Lin, 2019). Reels can also be supported with an explanatory caption, text headings with interactive elements to boost participation to create content that caters to a variety of learning styles. Synthesising audio, visual, text-based and demonstrative content supports the VARK learning styles in terms of inclusivity and accessibility (Idrizi et al, 2018.)

People engage in pedagogy through mimicking and observing demonstrations in a social media age (Deaton, 2024). Research has shown that video content receives more engagement than plain text or photo posts on the same social media platform (Berni, et al 2020), and the succinct nature of the content promotes engagement and minimises information processing overload (Mohammed, & Mohan, (2021).

Digital learning relies on different communication styles and features compared to the traditional in-person model. For the message to be effectively conveyed, clarity of audio and visual elements is crucial; the content must be simple and demonstrative (Rahman et al, 2022). Simple, clear messaging with easy to read text supports the Cognitive Load Theory that information overload in a short space of time would be counterproductive to learning (Pittman and Haley, 2023). Ensuring the tone and messaging is supportive, engaging and promotes interactivity is in line with good practice for MPA coaching. By asking questions, inviting participants to engage in the post by liking and commenting or polling you can provide this sense of engagement and build an online community (Fujita et al, 2018). Exploring Social Identity Theory through audience engagement, audience participation and online community building may be out of the scope of this study but will be an interesting area of focus for future study when considering the wider programme's aim.

The SMART target model (Doran, 1981), is a mainstream method of ensuring rigour when goal-setting. It provides a well-rounded and easy to follow structure to ensure targets are met. It has received some criticism in recent years with scholars stating that the SMART model is too simplistic and heavily focused on step taking rather than considering the specific context (which can affect outcome) Chen (2019). Care will be taken specifically when considering these objectives and considerations when tying these targets to the GANNT timeline must be made.

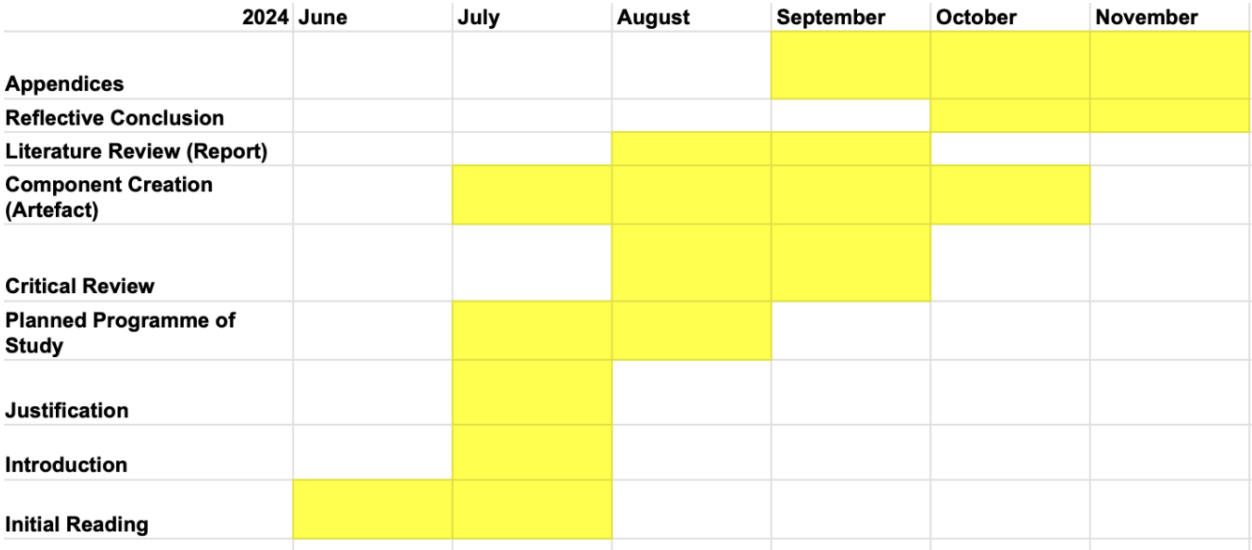
Aims

- To explore how appropriate Instagram is as a platform for MPA elearning
- To research how ACT can be best delivered online for MPA.
- To investigate how social media microlearning could be used to increase reach and engagement in the application of MPA management strategies.
- To create ACT based educational video content for MPA management to be released on Instagram Reels

Objectives

- Conduct a literature review of all social media theories pertaining to audience engagement and user motivation.
- Critically engage in the theory of digital learning and social media theory for coaching businesses
- To consider best practice by thematic analysis of IG vocal coaching and ACT accounts.
- Further exploring ACT based principles and exercises in a vocal coaching context and investigating how MPA is being delivered digitally (on IG).
- To become an ACT practitioner by completing an ACT short course by David Juncos.
- To conduct a critical review of the application and efficacy of elearning and microlearning theory.
- To investigate what practical and technological skills are required to create and IG Reel and any further technical skills that need to be acquired. To evaluate best apps that can help with editing, script writing,

Project Timeline - GANTT Chart



Methodological influences

The literature review will be conducted using a constructivist methodological paradigm. Constructivism centres on how knowledge is acquired through experience, individual reflection and interaction. I will have some pre existing experience and knowledge and biases that I will need to be mindful of when considering which literature to use, however, the research will help me to frame how best to create the most effective and relevant content.

I have some experience of IG to support and promote my vocal pedagogy work which makes sense to utilise this previous understanding and capitalise on my current following. This may cause some bias and assumptive practice as there may be many other more effective platforms and ways to deliver these videos. This may also manifest in my methodology as it may influence how I seek out my data sources and the searches I conduct. My previous experience and research into MPA will be beneficial to investigate but I must be careful to consider a breadth of perspectives on this subject to avoid confirmation bias (Moon & Blackman, 2017); but also to remain reflexive as a practitioner researcher.

Action research is a useful cyclic approach during an iterative process that aligns well with the constructivist framework. This methodological tool allows for reflection and feedback to be

gathered during the evolution of the artefacts creation. Peer focus groups are good for insight acquisition during the process to allow for artefact refinement and this type of qualitative feedback supports a reflective and evolutionary process.

Journaling throughout is another way to ensure reflexivity during the iterative process in line with Nelson's Model of Art's Praxis. This framework will be used to underpin the critical analysis of the artefact and the process therein. The idea of practice being the central focus of research and that knowledge can be generated by the creative process allows for a framework to remain focused yet reflective (Nelson, 2014).

Previous MPA research and a desire to investigate ACT in greater depth will drive the literature review. The project aims to use this research and explore how to best support my practice in delivering accessible and effective digital MPA strategies to a wider audience. Data from my participant research study into Box Breathing for MPA and nervous system regulation (Fitch, 2023) has highlighted the need for access to strategies and guided exercises that can be performed independently at home. This need for self sufficiency, via guided online resources that promote personal efficacy is central to this study. Challenges of accessibility and the personnel and time limitations of in-person coaching have implored me to look at other ways to expand my business and to be able to create digital resources that can be accessed by a wider audience.

Investigation into how ACT is currently being represented online and exploring best practice will ensure the artefact is well placed to deliver clarity of message with impact. ACC will also need deeper exploration to understand how best to apply the ACT principles in a coaching context (the work of Mark Webster who has conducted extensive research into the direct application of ACT in coaching settings will be of particular interest). Additionally, Mahony, Juncos, Shaw and Winter are ACT practitioners and vocal pedagogues of note that have researched ACC in a singing teaching context.

My theoretical understanding of social media and the best practice is limited and will require substantial investigation to ensure the artefact design is rigorous and rooted in theory. I will be conducting Google Scholar searches in order to deepen my understanding of ACT and to explore all the relevant theories pertaining to social media use in this context in order to position the artefact for success and best practice. Uses Gratification Theory (UGT) (Ellison, Heino and

Gibbs, 2006) helps us to understand why and how users consume social media. By understanding user motivation, decisions made during the creation process will be robust and secure theoretically (Whiting & Williams, 2013). Uses engagement theory (UET) is a key methodological concept that will need to be explored in order to understand how to create an artefact that will promote participation (Chen et al, 2020). This study will also need to research the theories associated with digital learning to ensure the content is in alignment with theory and best practice educationally. Constructivist Learning Theory encourages reflection, fosters a personal learning experience through interaction, reflecting on personal values, synthesising previous understanding and new insights through an interactive approach. (Mohammed & Kinyo, 2020).

My search terms and decisions around inclusion and exclusion of sources will be following Information Search Process Model Kuhlthau's (2005) to create a search strategy. The various stages in this process model are initiation, selection, exploration, formulation, collection and then presentation. By focusing on the cognitive and emotional states during the process reflexivity is promoted and allows for refinement of search terms thus improving the quality of the information. This model also aligns with the constructivist framework and the iterative process.

As the research for both ACT and Social Media theory is emerging and gaining visibility the research parameters will initially span the past eight years. Boolean searches will be themed and will include:

- Acceptance and Commitment Training AND Acceptance and Commitment Coaching
- Microlearning AND Instagram
- Elearning AND Instagram
- Social media in education
- Vocal coaches on instagram
- ACT / ACC AND singing

Expected learning outcomes

Expected learning outcomes will include a deeper understanding on how to create meaningful ACT based MPA digital content that can reach a wider audience and improve engagement metrics. This development of content creation skills alongside studying audience behaviour and digital strategy theory will be a new and exciting area to develop.

The study will also enable me to confidently deliver and create ACT-based content that will be able to support vocalists to manage their MPA as I will have a more robust understanding of ACC and best practice for non clinical professionals. By consolidating prior experience, gained knowledge through research and current best practice I will be able to produce meaningful and effective ACT-base MPA Instagram Reels.

The broader aim of this assignment will be to produce a larger online programme that will provide a more comprehensive approach to MPA management and the creation of the artefact in this assignment will act as a pilot for marketing it. The creation and implementation of this study enables a thorough exploration of all relevant theory and best practice to best align the artefact's efficacy and also to provide the foundations to build upon moving forward.

Time management will be a skill that must be developed during this assignment which can be challenging when managing part time postgraduate study. Navigating the balance between work, personal commitments and study can be challenging in terms of time management and organisational capacity (Visser, 2011). An important learning outcome is to be able to exercise and develop the important skill of reflective practice which is an integral aspect of academic research as a conscientious practitioner dedicated to professional growth (Costley et al, 2010). Troubleshooting and reflecting on challenges and mistakes will be a crucial part of this process in order to complete the assignment but also for the next steps in the artefact creation to be effective and meaningful. The design of this assignment will highlight any challenges with the iterative process and a written assignment synonymously. As this module will be a preparatory pilot for Module 6, it will help to highlight any amendments that may need to be made and to act as a reflexive evaluative project before planning the broader programme.

Assessment criteria

It is imperative to have a set of assessment criteria to evaluate whether a project has met its aims and objectives especially as this pilot will be trialling some ideas and concepts with a view to developing them further in Module 6. Kolb's reflective model provides a reflective framework

during an iterative process that promotes creativity, improvement, and adaptability with continuous reflection throughout.. This is an ambitious assignment that includes producing an artefact by researching and implementing both ACC MPA strategies and Social Media Theory. An iterative reflective model will help to negate irrelevant tangents and assists in ensuring the artefact is tweaked and amended as the process develops.

Defining outcomes are best when scope and process are clearly stated from the outset (Nogeste and Walker, 2005). The following questions must be considered when defining outcomes and assessing whether the assignment's aims and objectives have been met:

- Is the content clear, engaging and demonstrates ACC strategies? How would this be measured?
- Does the content align with both ACC theories and current research on social media?
- Is the content presentation user friendly and visually appealing?
- Does the content drive engagement and audience interaction?
- Is self reflection present in the written assignment and have any amendments been made based on this process?
- Have the SMART targets been met?
- How successful were the Reels in terms of engagement? Were audience targets met?
- Has the project demonstrated potential for developing into a larger course?

The outcomes of this study will provide insights on how we measure and assess these outcomes in line with the projects aims and methodological framework:

- Defining clear outcomes of artefact
- Engagement metrics
- Growth in followers
- Impact on audience knowledge and content engagement
- Audience feedback
- Content performance

When measuring metrics the most simple and effective schemas to assess performance is by creating a baseline and measuring metrics post content release (Drivas et al, 2022). Establish your baseline and then measure against new metrics at the stated date. This project does not have the full scope to measure these metrics so these methodologies are being theorised for future and further investigation.

The constructivist research design supports an iterative feedback loop which could involve qualitative feedback to be acquired through peer review and feedback in focus groups and draft presentations (Mohammed & Kınyo,2020) This type of feedback would provide insights into how people engage with the content, their personal experience of the impact of the Reels. Recordings and transcripts could be thematically analysed and coded for trends that can be evaluated to assess the artefact's impact and success.

Qualitative data can be gleaned from IG's business insights feature that provides data on audience and engagement metrics. (Davidson, 2017). This data would be measurable, comparing pre and post publication dates. It would be useful to schedule multiple review dates to observe trends over time since the Reels publishing date, further aligning with the constructivist feedback loop.

IG offers significant opportunities for active learning and engagement, but also for feedback and promoting a dialogue between content creator and user. Comments and direct messages generated by the Reels can be analysed and illuminate how the content is being consumed. Likes and follower growth count can provide some measurable value by comparing with previous posts and reels, providing another measure to assess the artefact's success. IG Stories features such as Q&A and Polls could be used to gain audience feedback, an assessment extension that could be considered for future investigation.

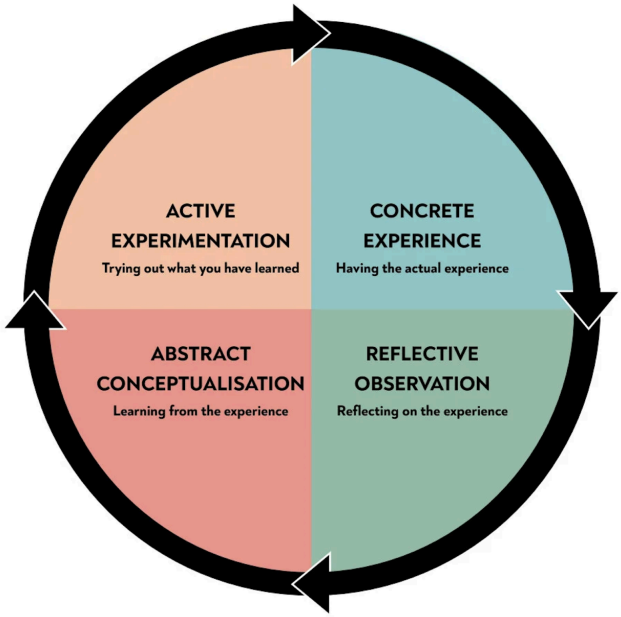
At this stage of the process it is important to be reflexive about present activities but also to think ahead to how scalable this project is. Tasks may involve planning a content creation and social media strategy plan based on current iterations.

Critical Review

I will be using Kolb's reflective cycle to provide a framework to critically engage and reflect on the academic experience and process of this assignment. Applying a systematic approach will keep the project focused and clear. Kolb's model moves through stages of reflection and action is learner-centred, vocational and has an experiential framework (Dennison, 2012). (see Figure 1) This framework will be crucial in ensuring the artefacts I create are relevant, grounded in theory, aligned to my values as a practitioner and ultimately are aiding me to achieve my aims (Dunlap et al, 2008). The clear structure offers specificity and manageable sections to work through which will help to provide a framework to my reflection and support with creative problem solving (Akella, 2010).

Leaning heavily on Lewin's 1951 pioneering work on experiential learning and action research, Kolb expanded these theories to provide a simple and actionable four step process (Dennison, 2012). Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experimentation. The clarity of this process is appealing however it has not been without criticism. Many academics believe it too simplistic and does not take different cultural contexts that may affect an individual's capacity to reflect (Anderson, 1988). Dewey (1933) noted that reflection cannot often be contained in such simple terms and it may not follow a neat pathway outlined by Kolb's model (Dennison, 2012). We must accept that reflection may involve holding many thoughts on reflection at the same time and that I must remain reflexive through this process in case any reflective tensions or anomalies occur.

Figure 1 Kolb's model (McCloud, 2024)



Concrete experience

MPA has been my dedicated area of focus for the past two years in both professional practice and academic study. I have committed my MA research to the investigation and exploration of best application performance anxiety management strategies in my practice. This research has enabled me to help define MPA in the context of my practice with singers and to discern both the quality and efficacy of these strategies. According to research, Acceptance and Commitment Training is illuminated as an effective way to support individuals with MPA as it is one of the most comprehensive strategies that can be applied in non clinical settings by professionals using ACC (Shaw, 2020). This research also motivated me to broaden my understanding of this modality and to discover best practice in regards to application within my vocal studio. By studying with David Juncos and completing the Acceptance and Commitment Training for Vocal Professionals short course I delved deeper into my understanding of the modality. This gave me clear and effective exercises to use in my practice. One striking element I discovered during the ACT course was about how much of it I was already tacitly applying in practice but not in a

conscious way; I have been relying on implicit knowledge and intuition as a coach. This highlights my intuitive, interpersonal ability as a coach, but also that there were gaps in my theoretical understanding and space for me to use frameworks in my coaching to ensure ethical and robust practice (Argyris and Schön, 2015). The exploration and application of wellbeing strategies, self kindness and nervous system regulation has been crucial to my work for many years. I have been embedding mind/body strategies for performance anxiety where appropriate implicitly, however ACT would provide a conscious and meaningful structure to my practice.

I am relatively new to using social media as a business tool and my Instagram currently is used sparingly blending personal and professional use. I do not have any theoretical understanding of how Instagram is used for coaching and this assignment needs to fill in gaps in my understanding to help support the creation of the artefact. Digital ethnography is the observing and documenting of user behaviour analysed through interactions and communities formed around specific hashtags or viral reels/ trends. This theory could be used to analyse how communities are formed through content consumption and creation. By looking at hashtags used by the creators and focusing in on the interactions provided by an IG reels. Captions that accompany posts of reels would be a useful source of analysis for digital ethnography (Rahman et al, 2022).

Reflective Observation

My current experience and understanding of both ACT and Social Media is that there is a lack of theory to support any plan or strategy when applying ACT-based MPA management techniques and using social media in practice. ACT strategies applied in practice tend to be intuitive and used at the vocal coach's discretion. The theory may suggest ethically there needs to be more transparency and consent from the point of view of the student and some clear signposting may need to be in place explaining clearly the modality and process (Skews et al, 2021). A similar theme is noted in my professional social media practice. The literature and initial anecdotal observations on Instagram suggest the most success in terms of engagement and audience reach comes from the consistent and regular posting of engaging and high quality content (Alkhowaiter, W., 2016). Instinct and intuition have served me well as a coach and vocal professional, however, both the artefact and my broader practice could be strengthened and made rigorous with strong theoretical foundation.

Previous IG content featured on my professional account included mostly static photo posts (Figure 2) with infographics with very little personalisation of directly speaking into camera. Although these examples are clear and informative which is important for both ACT and social media elearning theories the content provides little to no interactive elements. Although it may promote learning it does not provide engagement opportunities. The artefacts' content must be carefully constructed considering UGT and CLT to produce a productive learning experience. Current content examples contain lots of textual information that may overwhelm the user and opportunities have been missed to engage the learner through interactive elements and questioning.

Fig 2 - Previous IG content for baseline comparison

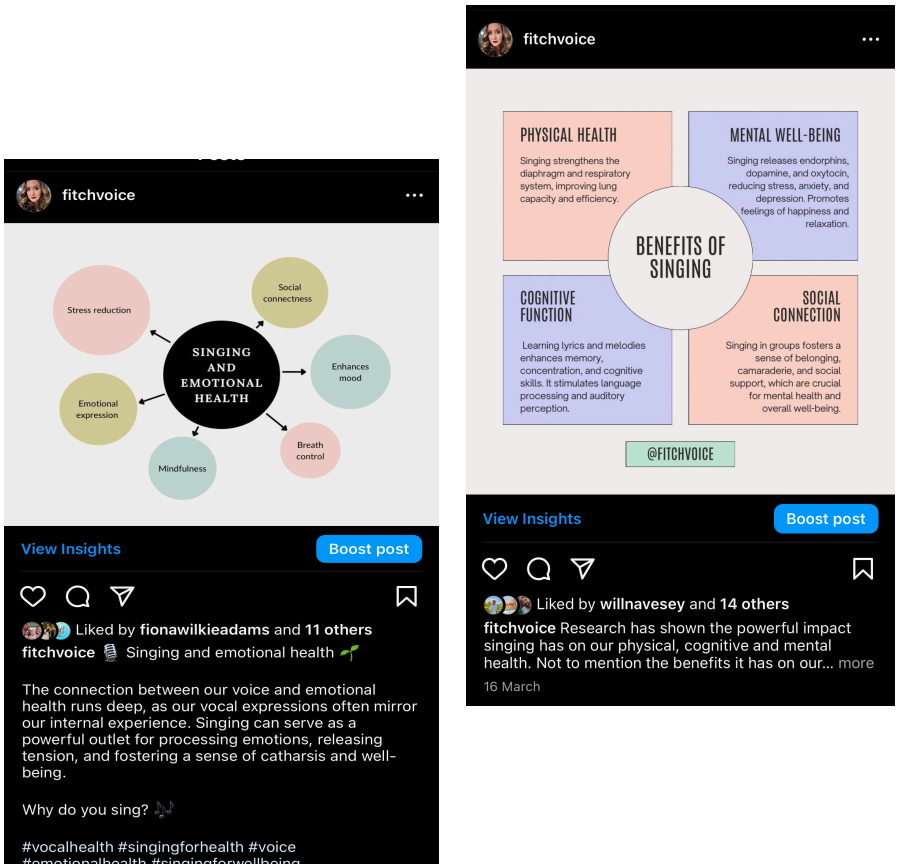
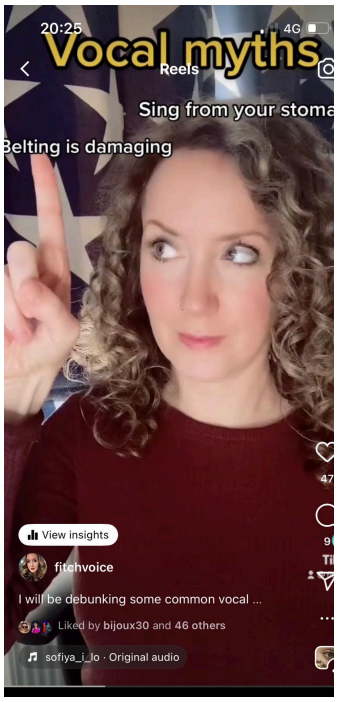


Fig 3 - Previous example of IG Reel content prior to study



The posts in Figure 2 received little engagement averaging at 12 likes per static infographic post, comparing that with the 46 likes on a previous IG video Reel (Figure 3). Video content receives more engagement is an interesting consideration that links well with both the literature and best practice (Berni, et al 2020). All decisions made around the application of ACT and social media in my practice need to be made consciously, underpinned theoretically and have the project's aims in focus.

Abstract Conceptualisation

I have a good working knowledge of ACT and its principles but Acceptance and Commitment Coaching (ACC) is specifically tailored for non clinical professionals to be able to apply in practice. It would be advantageous to explore the possibilities of ACC to see where the differences are and if the coaching models would align more with my pedagogic practice (Skews et al, 2021). The artefact will aim to be the initial pilot for a larger scale online course that will be supported by social media marketing. It would be sensible to be reflexive throughout this part of the process to think about the wider aim and what lessons learnt at this stage of the journey can be improved upon later (Finlay, 2008). There is a wealth of information to investigate when it comes to understanding Social Media as a tool to educate and promote a business synonymously. Social Media theories will be crucial to understanding how to best utilise this tool and I will also be looking at some key social media accounts and comparing themes in terms of audience, engagement, content in both areas of focus (ACT and vocal pedagogy). I will be selecting the top three accounts that the search produces and using the criteria above to draw themes and codes to be able to create an artefact that is aligned with both my values as a practitioner and rooted in solid theory. ACT for MPA research is relatively fledgling and from my previous research the literature only spans the past 8 years with (Huffman and Beale, 2016)

with (Juncos & de Paiva e Pona, 2018) being the first researchers to apply ACT in the context of music performance anxiety. I have extensively researched ACT for MPA in a previous assignment so I will be looking at the most recent literature from 2022 - 2024 as to avoid duplication. It is worth noting that I will need to open up my search terms to include ACC not just ACT for relevance purposes.

Component 2: Artefact creation and Project Report

Introduction

MPA can hinder progress, impinge on a singer's potential, lead to performance avoidance and sometimes complete withdrawal from performing as well as a decrease in engagement in the activity (Kenny, 2011; Braden et al., 2015). Elearning on social media can provide a solution to this challenge. Research into the validity and importance of educational, non-clinical MPA approaches has evolved over the past ten years and although I have implemented many effective ways to support singers with these challenges in my vocal coaching studio, studying ACT as a non clinical practitioner has supported this concept. Research has elevated ACC as an effective modality that simultaneously treats MPA and improves self-efficacy (Shaw et al, 2020).

The inquiry of this research is foundational to a broader aim of designing a more comprehensive online programme of MPA management that is simultaneously accessible, drives engagement and aids course marketing. Research has shown that IG can be an effective elearning tool that can increase users and engagement metrics when it comes to digital education (Rahman et al, 2022) with video based Reels revealed to be the most effective content features for audience reach and engagement compared with other forms like plain text and photo content (Yew, et al, 2018). The artefact aims to provide interactive educational video content that can be performed at home with guided support from me as the practitioner and can be incorporated into individual practice.

The emergency shift from in-person to online teaching in the pandemic brought about a systemic shift in the opportunities for coaches to utilise online platforms to maximise their business opportunities and client reach and change in scope of audience (Photopoulos et al, 2023).

'Engagement' is the buzzword (Syrdal and Briggs, 2018) when exploring content creation and social media. The term refers to the set of user behaviours and relationships to how individuals interact online (Brodie et al, 2011). User engagement may be classified as 'active' which may involve commenting and / or sharing content or 'passive' which involves liking content or following an account simply to view the material. Active engagement is linked with higher user metrics and has positive financial implications (Rahman et al, 2022). This study seeks to investigate how the artefact can be widely dissimilated on Instagram to reach a larger audience to positively impact MPA sufferers; it will also be exploring the business implications that higher engagement content can have (Bakhshi, et al, 2014). The research has revealed there can often be problems with how best to apply and convey the MPA management strategies and it was integral for the artefact to be accessible and promote personal efficacy; creating and disseminating digital content design for increased audience reach and engagement.

The artefact involves the planning and creation of two IG Reels one featuring Mindfulness and the other Positive Self Affirmations both used in ACT-based interventions for anxiety. Each video has an introductory section explaining the method and providing scientific justification, followed by a guided section and a summary.

Critical Evaluation

The literature and best practice examples are integral to decision making when designing and artefact aligned with theory and best practice. ACT and Vocal Coaching IG accounts were analysed using thematic content strategy and using the search terms highlighted in my methodology. By using Nelson's reflective Model of Arts praxis when critically reviewing provides a robust framework to explore the evaluation process. Nelson believes that deep reflective work is crucial throughout the creative process and how experience, knowledge and epistemological and ontological standpoints of the practitioner are "intra-connected" (Nelson, 2022, p4). The simplicity of the "Know-What, Know-How and Know-That" is attractive to the novice researcher but the blurring of lines between research and practice can be difficult to

analyse clearly. Articulating the differences between some knowledge acquired throughout the process may be difficult and assessing the outcomes can be challenging when measures for success and efficacy are subjective (Platt, 2014).

Know That

Prior to this study my understanding of ACT was theoretical and although I was starting to embed theory in my practice further practical training was sought. By completing David Juncos' ACT short course I was able to deepen my understanding and make conscious choices about the practical tools I was using for MPA management. Previously in practice mind/body exercises were applied in an ad hoc, intuitive manner but solid theoretical and practical investigation will ensure I apply these consciously and appropriately.

Previous ACT applications have been delivered in an in person practical session which is very different to a digital application. Considerations and amendments will need to be made to adapt for digital education. The Reels will be focusing on Mindfulness and Positive Affirmations which I have used in practice before to good effect. The literature has supported these to be effective MPA management strategies in ACT based approaches but more widely used for anxiety management using mind-body techniques. The best practice analysis illustrated the importance of including informative and scientific basis for the principles, also transparency to inform the student or user that it was an ACT based exercise, helping to signpost them further should they want to do their own research. Deeper research into the modality theory and practice has reinforced existing knowledge and empowered me to create ACT-based content that is robustly aligned with the principles and is consistent with the best practice models studied. The artefacts will need to be a physical embodiment of my practice where I embed mind-body exercises in with vocal technique where appropriate, the challenge will be to configure how to weave the content effortlessly without ACT to be seen merely as an extension of my practice. All content across the ACT and Vocal Coaching accounts studied for best practice are aesthetically eye catching, utilising captions and hashtags to drive engagement. The ACT accounts that utilise demonstrative content featuring guided exercises appear to be more successful in terms of followers and user engagement which further supports UGT (Ellison, Heino and Gibbs, 2006) comparing this with the static text-based, photo posts which further helped me to align my

artefact accordingly. This trend of informative, clear, visually appealing and demonstrative video content will be included in the artefact. Initially, when conceiving of the plan to use IG for ACT based MPA educational purposes, I had considered the impact of a variety of different types of content in terms of Posts, Reels and Stories but the research clearly reveals that the most impactful accounts and educational content utilised video content and in this case Reels.

Much of my previous knowledge of digital learning was acquired during the pandemic when there was an emergency move to deliver sessions online. No formal training in how best to apply educational theory online was conducted at the time so current knowledge has been acquired experientially and gained through practice and reflection during this process. Conducting a literature review will help to refine these processes but space must be provided to reflect to compare my current position and skillset to best practice and deeply analyse the symbiosis of experiential knowledge with theory. Experiential learning can often lead to biased decision making, bad habit- formation (Bradford, 2019) and without reflection in action these can be detrimental to the learning process and development in this area.

The pivot to online learning in the Covid19 pandemic 2020 saw the shortening of the study day and reducing on contact hours adapting to the new style of learning (Camacho and Legare, 2021), intuitively teachers acclimatised to produce a more productive educational experience for the learners. CLT research reinforces this and the adoption of IG Reels to offer short-form, digestible, educational instructions situates the Reels well theoretically.

There has been an interesting disconnect in my perspective on the value of face to face, interpersonal connection when educating, perhaps highlighting the tensions between implicit and explicit knowledge. Intuitively, interpersonal rapport is assumed with in-person teaching and the literature has ensured this knowledge is made explicit. The initial plans not to include content that included static infographics have been replaced with me directly addressing the camera in video format to aid connection, engagement and a fruitful learning experience (Rahman et al, 2022).

This process is illuminating both the benefits of and challenges of the acquisition and developing of fragmented knowledge. Previous experience and research acts as a useful foundation for this study but deep reflection throughout is integral to reduce assumptive practice

and minimises bias. Social media has been a personal and professional tool to build connections, community, communicate and acquire knowledge however I have had no formal training in it nor had I studied the theoretical underpinnings prior to this project. Decisions in creating the artefact will need to be heavily influenced by the theory but also not discount previous knowledge and expertise. My initial ideas were focused on static text-based material to create the video content; however UGT literature has illuminated the importance of tools of engagement to promote interactivity and diversification of user experience (Sundar and Limperos, 2024). To align best with the theory, video content that features address to the camera delivery will be most effective.

Thematic analysis of the top three Vocal Coaching and ACT instagram accounts (full analysis see appendix 1) largely supports the literature. Video-based content that provides guided exercises are key to user satisfaction and audience engagement (Pittman and Haley, 2023). All vocal coaching content utilises informative content on technique, vocal health and performance tips but the main focus is ensuring interactive delivery. The ACT-based accounts favour scientific and informative content with some guided exercises. The content is not as interactive which is reflected in part by the audience and engagement metrics (Fujita et al, 2018). As the artefact will be drawing from both ACT and Vocal pedagogic theory a balance of tone and content is necessary, harmonising the scientific, informative and interactive elements.

Despite my previous experience with social media and digital learning, the theory is pivotal to the decision-making relating to the design in the planning stages of this project. The synthesis of previous understanding that has been gleaned via practice and applied theory ensures amendments can be made throughout the process utilising the ‘feedback loop’ concept to make the artefact much more effective and impactful.

Know How

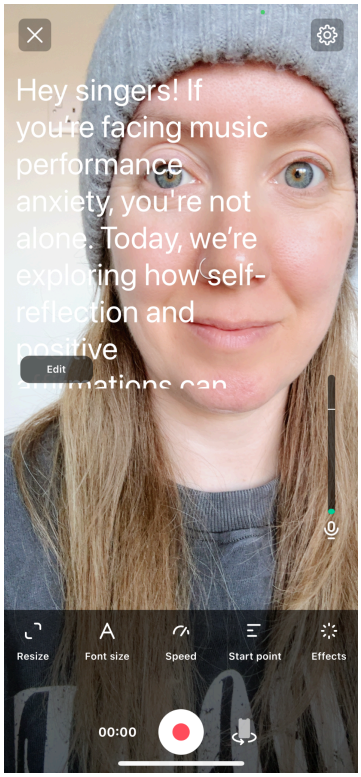
The blending of implicit knowledge through experience and acquired understanding through deeper exploration of ACT literature and social media theory is central to the design and evaluative process. Present social media skills, (however rudimentary) will help me to learn quickly when it comes to the technical aspects of Reel creation. My basic grasp of how to record and edit video content on Instagram has been supplemented with theory and inspired by best practice. InShot, Video Studio (Apple OS) and IMovie are video editing tools that can be used, however the in-built editor in Instagram is sufficient when considering the project's limited timeframe. BIGVU teleprompter and script editor are applications that assist when recording (See Fig 4) content to camera. Specialist editing applications have more sophisticated features and functionality so would potentially produce a more professional output so would be a consideration for future content creation in Module 6.

Previous study on ACT principles and recent exploration in this assignment have amassed a vast body of information. Deciding on inclusions and exclusions and condensing this into a succinct video Reel is a difficult task. I have been using Mindfulness and Positive Self Talk Affirmations in my practice since studying ACT and are confident in delivering these as MPA strategies. Given the project's timeframe I want to develop previously established material. Making decisions on what to omit from the Reels to promote a succinct approach is difficult as professional oversharing can often be a challenge. Overperforming in the guise of giving too much information in sessions and over burdening student's brain capacity have been noted in previous training when studying with Gillian-Anne Kayes and Jeremy Fisher (2020) who introduced me to the term Cognitive Load Theory. Exploring this will be helpful to reflect and understand what the motivation is when overperforming in sessions. The desire to add as much value in coaching sessions is a natural pedagogic instinct but after deep reflection it could be disguising imposter syndrome. Over performing can often be used as a tool to manage self doubt (Lamb, 2024) and is a relatable concept. Constructivism supports reflecting throughout the creative process which helps with decision-making regarding the content.

Similarly when embedding ACT exercises into sessions, I am a novice practitioner that still often feels under qualified to deliver its tenets. There is growing research on the success of ACC for non clinical professionals (Shaw, 2020) and as it becomes more widespread as a modality it may feel more accepted and recognised, therefore easier to deliver confidently in this context. The deeper investigation into theory and practice may help to bolster any professional confidence lapses when delivering this type of material. Despite my practice being deeply purposeful there has always been a reticence in making myself visible and showcasing myself as a practitioner. The creation of this artefact embraces this fear and engages in it openly. It also allows me to model the values I espouse by applying some ACT principles to manage feelings of discomfort during the process.

By exploring digital content concepts and specifically UGT regarding the importance of direct camera address when delivering educational content we aim to engage and inspire. Having a professional lighting setup helps to create a better visual picture and to feel more confident when recording. (Figure 4 is a screenshot from the BIGVU app demonstrating the teleprompter function that can record video simultaneously, which helped to streamline the process.)

Figure 4. Screenshot of BIGVU teleprompter recording view

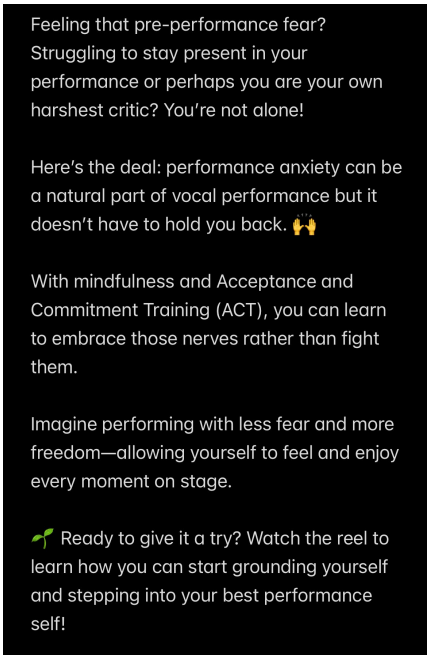


Using a teleprompter app to provide visual support during the recording process will also help with confidence and professionalism. This tool was also invaluable to ensure smooth recording and minimising editing time.

Most educators often take for granted the ease of in-person communication. Verbal, non-verbal cues, body language and the constant opportunity for connection and dialogue all contribute to creating a productive learning environment when engaging in the sensitive matter of MPA. Amendments to the traditional model

must be made in order to create engaging and interactive content and this is apparent when creating and editing the guided video content. The delivery needed to be empathetic and engaging, with a confident and calm tone (Chen, et al. 2019).

Figure 5. Screenshot of text and emojis used in Mindfulness Reel caption content.



The balance in tone of content may prove challenging as balancing scientific, informative content with an empathetic yet engaging delivery that also leads the user through guided components is an ambitious task. By drawing out the most effective elements of all best practice examples in ACT and Vocal Coaching IG accounts we can fuse together features that promote artefact success. Combining the informative delivery in the verbal component during the Reel with the more empathetic, gentle tone in the caption helps to establish this interplay between science and educational delivery. This screenshot (Figure 5) of the mindfulness IG caption, asks questions for engagement, includes emojis to make it fun and is written with empathy and accessibility in mind.

Social media can be an excellent tool for maximising engagement, audience reach, accessibility and is a cost effective elearning tool however Instagram's Reel's are not without their limitations. The format is engineered for short attention spans (Pittman, and Haley, 2023) and there needs to be careful consideration to provide enough informative educational content without overloading the user in a short duration. There is limited capacity for depth and complexity in a short-form video, so although the bite-sized nature of the delivery may initially capture the attention of users, the average Instagram user's distractibility and limited ability for cognitive capacity may ultimately affect retention and overall engagement. Adjustments to structure and content design will have to be made to ensure the right balance of engagement and education are achieved. This artefact will utilise the full three minutes available and will include all features and tools to maximise engagement and audience growth but ultimately create a positive learning experience that can help to manage MPA.

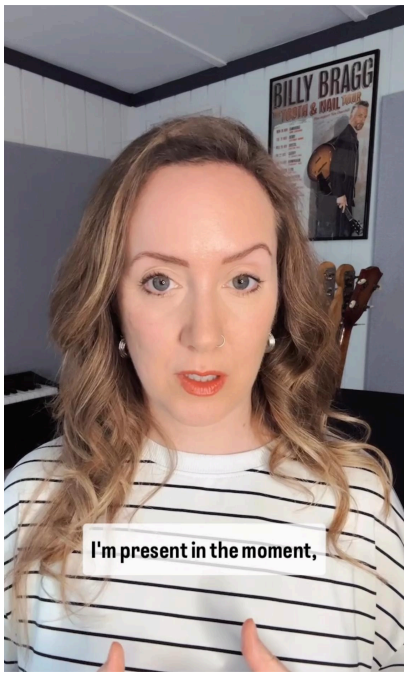
Know-What

The constructivist approach has enabled deep reflection throughout the iterative process to reflect and adjust continuously. Many changes have been made based on the discoveries along the way and this section will evaluate the artefact critically and posit some considerations discovered that are out of the scope of this project for future research. The Reels have not yet been published so parts of the evaluative process will be theorised hypothetically based on potential assessment measures.

The created Reels convey two ACT exercises that can be used in MPA management. Mindfulness and Positive Affirmations support staying present, nervous system regulation, the rewiring of intrusive unhelpful thoughts and defusion of self from negative thought patterns in context (Mahoney et al, 2015). Mindfulness and positive self-talk affirmations are grounded in ACT theory and are effective techniques to support in MPA management and the artefact's exercises clearly explain, demonstrate and summarise both practices.

There is a good balance of informative content, explaining the scientific components of the exercises and how they relate to ACT literature and research; the script also provides insights into why the exercises are beneficial and have multiple moments throughout the Reel to interact. These interactions align with social media theories of social media engagement and digital learning theory that puts interactivity of utmost importance.

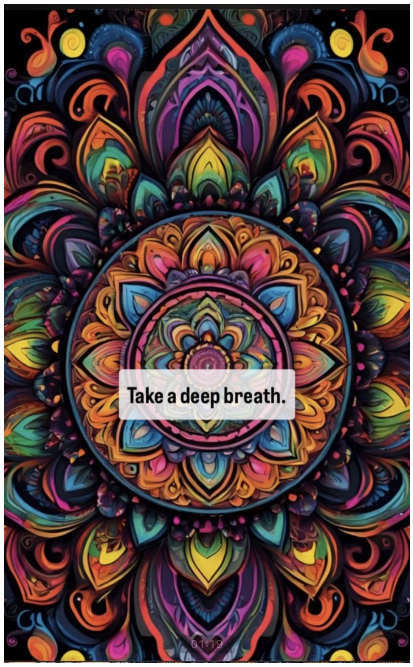
Figure 6. Screenshot to demonstrate how singers can perform and create their own Positive Affirmations.



The instructional content can be repeated and rewatched at the user's convenience and has been captioned to ensure accessibility which links in to Self Determination Theory to support self efficacy in users which is one of the main aims of the project.

Users are most attracted to good quality video content with higher production values (Alkhowaiter, W., 2016), therefore attention has been paid to lighting and sound production to make the content visually appealing (with the addition of extra lights) and multiple sound checks were conducted before and during the recording process to ensure balance and clarity of audio. This aligns well with SDT and fits in with the concepts around general digital learning theory and UET (Chen et al, 2020). By providing good quality educational resources the users are more likely and willing to engage and learn from the content.

Figure 7. Screenshot of Mandala artwork used on the guided mindfulness exercise.



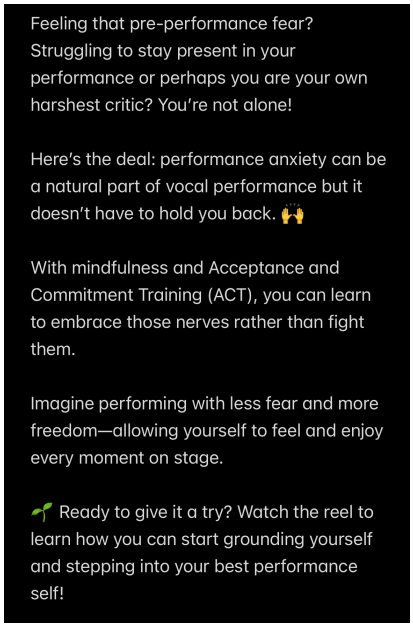
Mindfulness is a key exercise in ACT interventions (Harris, 2009). The exercise uses visual mandala artwork designed to focus attention and allows users to be guided through a meditative process. This content utilises a visual element (see Figure 7) to make the exercise more aligned with mind/body practices that ACT support. The visual is subtitled and a voice over is used here to support accessibility through VARK learning styles and in line with best practice ACT IG content (Idrizi et al, 2018).

The content usability is aided by headings, text subtitles, even tone and flow of delivery with clear direct address to the camera. The guided elements contain visuals and audio to support the messaging with carefully selected instrumental music subtly underscoring the content to further relax, to tie in with engagement and improve audience visibility. By using trending audio on a Reel it makes it more 'discoverable' as other users can connect through the trending element. This boosts the visibility of the content thus increasing exposure and opportunities for engagement (Mishnick & Wise, 2024). Music in this context aids the storytelling, helps to create an appropriate tone and also potentially improves audience reach and engagement. This feature alongside all other IG tools of engagement such trending hashtags, emplates, stickers and captions are an imperative element of social media engagement theory. This study was limited in its ability to investigate these fully so future exploration would be integral for future considerations in this area.

The use of captions on the Reels post is in keeping with theories pertaining to digital learning theory and Social Media Processing Theory (SMPT) (Ellison, Heino and Gibbs, 2006). Providing educational content to aid self-improvement around MPA management ties directly into the concepts around user behaviours and engagement on social media. Captions on Reels are text based and support the video content, and in this instance help to summarise and act as

an extension of the key concepts and message. This type of content extension can enhance user experience by providing a chance for more storytelling, supported by the research.

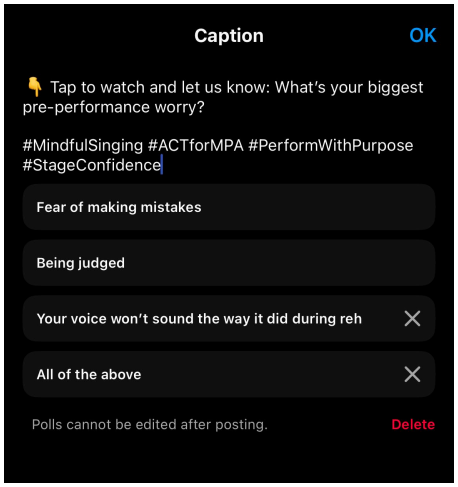
Figure 8. Screenshot illustrating Mindfulness Reel's caption content



The caption of the content demonstrated here in Figure 8 is encouraging in tone, uses empowering messaging and offers moments of reflection throughout by questioning and inviting the audience to consider their experience to help them to engage more deeply with the material.

The role of the caption is to promote clarity of message and to provide further opportunity to promote brand personality and 'voice' supporting relatability and accessibility of content (Syrdal and Briggs, 2018). This artefact is visually driven so context and intent can be further supported by carefully scripted captions; summarising the message and including prompts to engage and interact with the guided content. Thus helping to meet the users educational needs by promoting a duality of effective educational content and content that drives engagement aligned with UGT (Rahman, et al, 2022). This also offers multiple opportunities for reflective education and the interactive elements to support connectedness and community synonymous with SDT and UET.

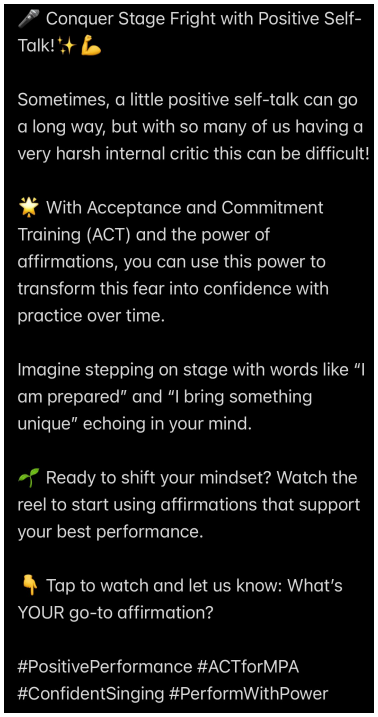
Figure 9. Screenshot of Poll caption



Polls can be included in the captions on a Reels to allow for further interaction and audience feedback. In this context (Figure 9) the poll invites the user to consider their experience and interact in the survey and compare theirs with others experience of MPA, thus building community and engagement (Drivas, et al. 2022). UGT is also being

embodied here by ensuring clear opportunities for interaction that ties in with user motivation and relational calls to connect (Whiting & Williams, 2013).

Figure 10. Screenshot of caption including hashtag design



Hashtags are another engagement tool that can help with content visibility and promotes connection, engagement and network building (Rauschnabel, et al. 2019). Including relevant hashtags can provide increased audience reach and connection with specific associations and also helps IG to effectively sort via algorithmic organisation.

Reflective Conclusion

Over the last ten years digital technologies, via social media platforms, have opened up singing teaching studios to a wider audience (Subramanian, 2017) and promoted engagement and improved opportunities for educational communities. Insights gained on the intersection of social media theory and educational content dissemination have concluded that video content is favoured by IG's algorithms. Video content achieves greater exposure providing a heightened opportunity for wider audience reach and increased engagement (Rahman et al, 2022). Reels offer a suitable platform solution to produce and promote content that both educates in ACT as an intervention for MPA and also helps to provide online marketing opportunities through audience engagement.

This project has allowed for applied context for knowledge, acquired both through practical experience and theorised research in a 'real world' setting. The insights gleaned have enabled a more robustness of practice through deep theoretical and practical investigation into ACT and social media theory. This embodied knowledge will be integral when planning for the broader online MPA programme that I will be embarking on for Module 6.

MPA management delivered on social media has many practical benefits that have been illuminated through this process. However, there have also been some anomalies in previous understanding and insights gained along the way that have brought about changes to content creation. The constructivist methodology provided a creative and flexible structure that aided reflexivity throughout the process. This framework aligns well with the project's aim; blending reflective practice with iterative content creation and engagement analysis (Mohammed and Kınyo, 2020). The concept that knowledge can be constructed through experience and practice, synthesising previous knowledge of ACT and social media and recent deeper exploration supported this iterative process.

The project aims and objectives have been partially met. The project aim to investigate best practice and theory to create integrated ACT-based MPA management content was achieved in part. The artefact includes practical ACT exercises that align well with the modalities principles and are effective as an intervention for MPA in theory. The deep investigation into ACT theory and coaching delivery methods have reinforced my practice and the value of these approaches within context. IG offers a dynamic platform in which to deliver ACT based MPA management strategies and the Reels were designed with robust attention to the literature surrounding social media engagement, user motivations, audience reach and digital pedagogy. Creating informative and interactive content that can practically engage the audience and could also increase business visibility and market services was of particular relevance. The original aims didn't consider the nuance of depth of learning and this has been addressed in part throughout the critique of the literature and the iterative process itself. The artefact meets the aims to produce theoretically robust Reels that simultaneously aligned closely with ACT principles that promote user engagement, however the process illuminated some problems in the format which, upon reflection may not be as suitable for MPA based elearning as first posited. It has emerged that the lack of depth and limited availability for dialogue and real-time feedback may overshadow the benefits of accessibility and promotion of self efficacy. Reflecting during and after the process; each Reel is densely packed with information to fit in content that includes the

new theories and best practice examples. Three minutes was not enough time to fit all the content in and to keep an even pace. The Reels feel rushed and (Sweller, 2011) would suggest the content is overburdening the brain in accordance with CLT. The Reels in their current form would need amendments in order for the various components to work. For example the mindfulness exercise needs a calm and relaxed environment to be conducted productively and the guided elements were minimised to include all elements. In an attempt to include all theoretical elements and best practice components the artefacts are replete with information to the point of cognitive overburden for the user, the guided elements need more time and focus to be fully effective and in line with ACT ethics. This could be a planning and structural issue that could be solved by reorganising each exercise into a series of Reels but deep consideration must be paid to the overall appropriateness of IG for ACT based interventions moving forward. Is there a reason why IG ACT practitioners tended not to include as much interactive content, preferring to funnel users towards a longer form online course behind a paywall.

Despite the structural challenges, the process of integrating theory, best practice and a methodological framework has made the design process more robust, considered and transparent. The artefact has credibility and makes a good attempt to harmonise elearning/ social media theory and informative content that reaches a wider and more engaged audience. Structural issues aside, the content is well considered and with some amendments to the composition of the videos and how the content is arranged the Reels show potential to meet some of the project's aims.

The intersection between educational and business growth are delicately balanced, especially when navigating subject matter as nuanced and complex as MPA. One could argue that navigating the sensitive subject of MPA on social media is always going to require a deep degree of sensitivity and personal reflexivity which must be a focus when considering present and future research. Is IG and its contemporary platforms an appropriate place to address this subject? Chawla (2022) has discussed the problems of coach-led ‘pop psychology’ being disseminated on social media and how, if unregulated, it can do more damage than good. This speaks to the issues of regulation that is a widespread problem across social media platforms (Chen and Lin, 2019).

Due to the ever-changing nature of new technologies and the important role social media has in how we connect and acquire information it would be foolish to discount the value it could have in

both digital education and business marketing. This study has illuminated some key ideas in the theory and practice of IG content creation that, with some more consideration to structure and form, can be useful tools in ACT-based MPA management.

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Appendices

Appendix 1: Links to Artefact

The link below will take you to a screen recording of the drafts Reels plus screenshots of captions and hashtags:

https://drive.google.com/drive/folders/1WInU6rRzr1gpraDSXKuvRBgXKDbSqJk9?usp=share_link

Appendix 2: Reflective Journal

Journal notes

Planning - Pilot for Mod 6. How does ACT and VC currently use SM? What is engagement theory? How to best market coaching services online? Need to have clear parameters for the study otherwise it will be unmanageable,

Initial reading - David Junocs, Russ Harris, Tamar D Black. To investigate social media theory.

Component 1:

Mod 4 - practice led
Mod 5 - practice based, creating an actual artefact (ideally) lifted from research on module 4.

- Where do you stand in your academic journey and how have you progressed towards your goals?

- What specific skills and knowledge do you need to deepen and refine in Mod 5, and how can you effectively utilise the induction process to gain support?
- What new ideas and opportunities are you excited to explore for personal and professional growth?

Monthly Showcase - what would that look like? (Feeling vulnerable about this!)

Planned programme of study

Methodological / theoretical frameworks. Block on this section…. (I need to explain and simplify this to understand fully)

Finding it hard to distil my problem / question / title. Two fold "problem" coaching business issue of reaching with more audience and solving a MPA based problem helping MPA strategies to be more accessible and interactive. It needs to solve both problems

Module 5 will hopefully feed into Mod 6. The wider project is the creation of an interactive course / app / membership resource to bring MPA strategies to a wider audience.

Historically I always seem to take a more chaotic pathway to get to the finished result and I always say at this initial stage I want to be more systematic…help!

Am i being too ambitious, creating a blueprint for an app may make my project SMRT not SMART!

Kolb - 4 stage learning cycle for critical review

Nelson's model for evaluating

Need support in setting up a timeline

Front loaded materials
Subscription / membership
Damien Keys business academy DKMBA BIMM form on website to show content that's most pertinent

A way to direct traffic towards INSTA / YOUTUBE / TIK TOK
Can I create a set of small videos as a resource and develop them Subscribe only on insta paywall?

Best way to empower study not in a one to one

ARTEFACT - Prototype of a little package - benefits of singing infographic, why am i developing this what is the original problem.

FORM VS FUNCTION

Developing some core resources.

Mod 5 for current practice and existing expertise and Mod 6 is where I release to participants.

Aims and Objectives - why are these important and how do the objectives tie into aims?

To explore how appropriate Instagram is as a platform for MPA elearning, To research how ACT can be best delivered online for MPA. To investigate how social media microlearning could be used to increase reach and engagement in the application of MPA management strategies.

To create ACT based educational video content for MPA management to be released on Instagram Reels. Conduct a literature review of all social media theories pertaining to audience engagement and user motivation. Critically engage in the theory of digital learning and social media theory for coaching businesses To consider best practice by thematic analysis of IG vocal coaching and ACT accounts.Further exploring ACT based principles and exercises in a vocal coaching context and investigating how MPA is being delivered digitally (on IG). To become an ACT practitioner by completing an ACT short course by David Juncos.To conduct a critical review of the application and efficacy of elearning and microlearning theory. To investigate what practical and technological skills are required to create and IG Reel and any further technical skills that need to be acquired. To evaluate best apps that can help with editing, script writing,

ANALYSIS OF BEST PRACTICE FOLLOWING GOOGLE SEARCH

I will be exploring the following questions based on my initial inquiry:

1. What presence on Instagram do ACC and ACT practitioners currently have?
2. How many accounts and what type of content are they publishing?

How does the content align with theory and my practice comparatively?

The Happiness Trap Program is an instagram account set up by Dr Russ Harris that helps to educate and disseminate all things ACT. It's primary focus is to promote the 8 week ACT-based programme but it offers little 'breadcrumbs' and gently offers insights into what ACT is and how it can be actionable in everyday life. It doesn't have a huge following (8,729) which suggests its lagging behind slightly compared to the vocal coaching accounts. Not as much content = less followers and engagement.

Rikke Kjelgaard is an ACT practitioner with an instagram account that centres around personal compassion and empowerment through ACT based messages. The content encourages individual to grow their skill sin ACT and includes a mix of text based posts and reels of her explaining a brief element of ACT. The content funnels towards her online courses that are directly marketed towards coaches and therapists in practice rather than individuals who want to

Dr Diana Hill is a ACT Psychologist with 10.2k followers and posts everyday. Her content blends guided interactive videos for people to try out different ACT based exercises, her other content included moments from her personal life and also her academic achievement. Perhaps to appeal to the more personable and professional of audiences. Her content also aims to promote her courses and retreats.

(Cheryl Porter) She has recently changed her business model to include less free content and a paywall for higher tier access to her videos. Which seems to be the direction of traction with content creators (cite). (Colourful, upbeat, encouraging, interactive, focuses on engaging in the comments section to create community). She posts Reels everyday and her engagement boasts a busy comments section.

TVCO - Most of her videos help to signpost towards her app in which you need to pay a monthly subscription. (Content is light-hearted, fun, client-focused, brief but informative.) The posts start from 2016 are not as regular as the others although she is very busy in her stories.

EV First post 2021 and high frequency posting (at least 4 times a week)

Cheryl Porter (CP) is a popular vocal specialist who's colourful technique-focused content reaches 3 million followers. Her mostly video based content involves guided warm ups and demonstrative exercises for users to practise along to. This type of content is supported in the literature in terms of maximising engagement metrics but also in order for learners to maximise the benefits of the reels

Her branding is eye-catching and her videos often feature her delivering upbeat encouraging messages with clear captions and text stickers with a focus on interaction and engagement. The

demonstrative nature of her content aligns well with User Gratification Theory and supports that guided content will have the most impact

Annabel Williams's account 'The Vocal Coach Official' (TVCO) delivers similar technique-heavy but with also a focus on vocal hygiene, maintenance, health and performance. She often features student demonstrations bringing the audience 'into the studio' and includes captions to explain the techniques used as a voice over. The reels are balanced out with more posts of static images but most all feature her as the brand representative similarly to CPs/ She has significantly less guided exercises and this may be part of the reason why TVCO has significantly less engagement and followers (30,000 followers)

Eric Vetro's vocal coaching Instagram account and studio boasts a wealth of famous clients. His Instagram page has amassed 46,500 followers and his content includes actionable and interactive tips for warming up and broader technique. He also includes lots of content on professional practice as a vocalist and well as insightful demonstration videos from lessons with clients. This trend of informative, clear, visually appealing and demonstrative video content is in alignment with my artefact. Before conducting the literature review I had thought I would vary the content in terms of Posts, Reels and Stories but the research is clear in that the most impactful accounts and educational content is via video and in this case Reels.

All vocal coaching content supports the VARK learning styles theory with content providing visuals, kinesthetic opportunities to participate and audio both music and spoken word explainers (Idrizi et al, 2018).

ACC Instagram Accounts

The Happiness Trap Program (set up by Dr Russ Harris) and Rikke Kjelgaard's (ACT Practitioner) instagram accounts seek to educate and disseminate all things ACT. The primary focus for both accounts is to promote online ACT-based programmes but they offers little 'breadcrumbs' and gently provide insights into ACT's principles and how it can be actionable in everyday life. Both have relatively small following in comparison to the Vocal Coaching accounts which could be due to comparatively less content which is supported by User Gratification Theory

Content tends to be scientific, informative and doesn't actively encourage interaction or participation. Engagement with the content tends to more passive, inviting the users to read and contemplate the text or visuals. Video content uses the longer-form Reels template of 3 mins which takes more commitment from users, especially when it isn't overtly interactive.

Rikke Kjelgaard's content that receives the most engagement metrics are videos explaining ACT promoting personal compassion and empowerment. The artefact must be informative but also engaging and offer some guided elements to ensure increased user interaction.

Dr Diana Hill is a ACT Psychologist with 10.2k followers and posts everyday. Her content blends guided interactive videos for people to try out different ACT based exercises, her other content included moments from her personal life and also her academic achievement. Perhaps to appeal to the more personable and professional of audiences. Her content also aims to promote her courses and retreats.

READING NOTES

Axford, E. C. (2015). *Music Apps for Musicians and Music Teachers*. Rowman & Littlefield.

A study that involved over 1000 music apps for iOS and Android platforms
Music is a basic form of human expression therefore everyone should have access to be able to engage in a programme of music pxiii

P126 voice training apps

Gouzouasis, P., & Bakan, D. (2011). The future of music making and music education in a transformative digital world. *The University of Melbourne refereed e-journal*, *2*(2), 127-54.

A study to measure the impact of educational music apps.

"*We express a call for a fundamental rethinking of our basic assumptions about pedagogy and learners"*

"Digital music applications, and the technologies that deliver and network them, represent a shift in the way music is made and distributed in a global environment. This techno- cultural change has already made a profound impact in North America and other parts of our global village. As educators in the 21st century, we are obligated to take a forward thinking stance to anticipate and adapt to both new technologies and emerging forms of music1 (i.e., music interactions) and integrate them into meaningful, contemporary curricula."

DIGITAL TOOLS

Establishment of web 2.0 (second phase of internet development) has had a significant impact on the digital and educational landscape.

Indie - mentality of DIY music making and distribution that was marked by the cultural changes of the music industry 2000-2009 (Bakan, 2010)

We posit a need to reconsider and expand our curricula and pedagogies to include digital media.

Many teachers get too comfortable and prefer to continue teaching how they were taught rather than embracing new ideas and tech.

ETHICAL CONCERNS

Issues with privacy surveillance, control and security. Educators need to be aware and adapt

Content must be meaningful and current

Access to music education moving away from teacher led model - I want to expand on this and unpack a bit “music guides” rather than “teachers”

Digital natives (born post 1980) so are already experts at self directed learning.

Singing app La di Da - rise of the amateur and DIY home singers and away form the formal practices of conservatoire learning

integrated approach considering aesthetic education as a pedagogical environment for training, self-expression, creativity, and personal development (Amadio et al., 2006)

Ouyang, M. (2023). Employing mobile learning in music education. *Education and Information Technologies*, *28*(5), 5241-5257.

ChordIQ app to teach instrumental skills - this study looks into

Aesthetic education - a learning centered, discovery based learning model in arts education

Practical value for a more interactive approach to learning and this can be done via apps?

FUTURE CONSIDERATIONS - How does this relate to Mod 6 and 5?

Approaching component 2/2 - How best to approach this?

Nelson’s model of evaluation to support practical academic work
Enhances research and practice a framework
Ensuring comprehensive and grounded work by integrating the components
Valuable insights

Kolb was for the critical review

KNOW THAT
- Academic and theoretical knowledge that informs practice
- Theoretical underpinnings - includes theories, concepts and methodologies

Lit review to support artefact. Start with a lit review that includes relevant factual info and principles underlying your artefact.

This knowledge is dialogical, in dialogue with other forms of knowing.
Propositional knowledge

KNOW HOW
Skills and techniques, acquired through practice, tacit knowledge embedded in the act of doing.
Specific exercises and the way you teach

Document processes involved in creating an artefact
Making tacit knowledge explicit, being very conscious of methods and critically analysing and articulating clearly in project

Challenges
Share any problem solving moments and use Nelsons model to reflect mid project

Reflexive knowledge SO WHAT?
Critical response on practice

Insights

- Explain the context in which the context and application of your artefact
- Justify the choices made in its design
- Explain its relevance to different teaching scenarios

Think about a teaching scenario where I adapted my technique based on feedback or observation.

Reflect critically on the effectiveness of the artefact you developed in Mod 5. Analyse how well the artefact addressed the identified needs of gaps, and discuss any feedback received during the process, Contextualise your analysis with relevant theory, and highlight the unique contributions and insights your work has provided. STILL AN INSIGHT EVEN IF IT DIDNT GO TO PLAN!

PEACT system` Reflective conclusion Tie off loose ends. Reflect on the overall impact