

Samanta Franco

Student ID: 2319578

Module 2

BMPF7323D

'Critically evaluate a selected range of methodological approaches appropriate for voice research in work-based settings, with due consideration to research ethics and insider research.'

Word count: 4102

Introduction

Research philosophy, methodology, methods, and ethics are vast and intricate subjects that have been extensively written about. They have evolved over time and generated many ramifications, making this a challenging topic to become acquainted with. However, gaining a general understanding of each of them is essential before undertaking any work-based research.

As a singing teacher working mainly in schools with teenagers and some young adults, my areas of interest lie in the sung voice and the development of vocal qualities used in different styles, particularly in Musical Theatre. I am also interested in the relationship between voice and gender, and how my practice can be more inclusive. I believe exploring any of these topics in depth in a work-based project would be immensely beneficial to my pedagogical approach.

This paper is therefore directed toward exploring some of the philosophical stances, frameworks, and data collection methods that may best serve my interests, while not forgetting that I am a novice researcher without too many resources at my disposal other than literature, my workplace, and students. Certain concepts that I cover do not resonate with me as much as others, and this defines my choices of what to scrutinise in more detail. Finally, I consider any ethical issues that may arise not only from my methods but also from the fact that I will most likely be working with underage participants who I may already know well.

Even though the scope of this paper does not allow for an exhaustive analysis of every existing item, it aims to be the beginning of my journey in grasping these matters to understand myself better as a researcher, and to inform my choices while undertaking work-based research in the future.

Research Philosophy

Philosophical orientations establish the foundations for every piece of research, as they not only provide the author with a trajectory, but also help the reader understand why certain approaches were chosen to the detriment of others (Grix, 2002). Some of the terms below are written about interchangeably, and not all authors describe them equally nor attribute them to the same subcategories. What I now present are my own conclusions based on the literature and my views.

Ontology is the metaphysical study of reality and being (Aspers, 2015) or the assumptions about them (Khan, 2022). In research, it concerns convictions about what exists and how (Sol

and Heng, 2022), or what exists to be researched (Grix, 2002). Some ontological stances include **Objectivism**, which contends that reality exists independently of human influence (Grix, 2001), and **Subjectivism**, which associates reality with individuals' unique perception and imagination (Bahari, 2010). It has been argued that both approaches are equally valuable and warranted for "integral scholarship," and that separating them could be deceptive (Green, 2012). Even though I agree with their equivalent importance in scholarship, I do recognise how contrasting they are and how each may lead to different research outcomes. Rather than arguing against separating these stances, I would assert that both are fundamental on their own and complement each other. Subjectivism has been frequently linked with **Constructionism**, which asserts that reality can be interpreted in various ways (Yazan, 2015), being therefore a human construct resulting from evolving experience continuously tested and revised according to historical and sociocultural aspects (Schwandt, 2007).

Epistemology studies the nature of knowledge and how we attain it or come to accept whether something is true or not (Sol and Heng, 2022 & Willig 2019). In research it produces a framework through which knowledge can be obtained or created (Sol and Heng, 2022). Some of the existing epistemological theories include **empiricism** - when knowledge is attained from sensorial experiences-, and **rationalism** - when reason is the source of knowledge (Schwandt, 2007).

Although ontology plays a defining role in the researcher's epistemological orientation, it is possible to choose an objective ontological position while not necessarily settling for a matching epistemology (Grix 2002). This is particularly relevant for me, as I find myself ontologically inclined towards subjective or constructionist views, while my epistemological stance tends to be more objective and rational.

Axiology is often overlooked across literature, but some authors believe it to be linked with ontology and epistemology, and an intrinsic factor in researchers' decision-making (Killam, 2013). It refers to the study of value and righteousness (Sol and Heng, 2022) and would, therefore, reflect a researcher's ethical and moral values.

Paradigms

Paradigms, which arise from the aforementioned positions, are academic frameworks adopted by researchers and establish their use of terminology, theories, and methods (Grix, 2001 & Mackenzie and Knipe, 2006).

The **positivist** paradigm is the one preferred by natural sciences (Hughes and Sharrok, 1997). It stems from an objective stance, in which the researcher is dissociated from the object of their study (Blaxter, Hughes and Tight, 2006 & Žukauskas, Vveinhardt and Andriukaitiene, 2018), and their personal values play no role in the outcome of the research (Bryman and Bell, 2019). Positivism has been described as “observable and measurable” (Grix, 2002) because it seeks to gather numerical and precise data that will ideally lead different researchers to reach the same conclusions (Bryman and Bell, 2019). This suggests that positivism may be a highly reliable framework. However, it has been criticised for failing to differentiate between human beings and inanimate bodies or things, consequently disregarding human individual power, intellect, and emotionality (Bracken, 2010 & Bryman and Bell, 2019). The criticism of Positivism led to the origination of **post-positivism** which recognises the complexity and imprecision of human reality (Blaxter, Hughes and Tight, 2006).

In contrast, **Interpretivism** or **Constructivism** evaluates the world and human behaviour through the variable context of their environment, actions, and history (Sol and Heng, 2022 & Blaxter, Hughes and Tight, 2006). The interpretivist researchers' views and interests are of immense importance, as well as those of the participants they are studying (Kankam, 2019), and it is accepted that the results of a study may be interpreted in different manners because no one experiences the same reality as anyone else (Žukauskas, Vveinhardt and Andriukaitiene, 2018). Interpretivism is therefore deeply subjective and very advantageous for areas of research that focus more on individual experiences than numbers. It has however been argued that it is so inherently and strongly opposed to Positivism that it makes researchers choose between one or the other, creating difficulties for them in designing their work (Winter, 2021).

This dichotomy draws certain researchers to **Pragmatism**, which seeks to avoid divisions altogether by rejecting any definite association with only one type of ideology. Pragmatists focus on the needs of the research question or situation at hand (Mackenzie and Knipe, 2006 & Žukauskas, Vveinhardt and Andriukaitiene, 2018) and what can practically be done to resolve it, by employing whichever necessary approaches or methods (Sol and Heng, 2022). This paradigm has been described as effective in connecting theory and practice (Winter, 2021), and while it is usually associated with the emergence of mixed-methods, it does not require pragmatist researchers to adhere to them (Feilzer, 2010).

Methodologies

Methodology constitutes the philosophical foundation of research work and composes its strategy, theories, and values (Grix, 2002 & Žukauskas, Vveinhardt and Andriukaitiene, 2018). Choosing a methodology involves settling for either **quantitative** or **qualitative** research, umbrella designations for a wide variety of approaches and methods for data collection and analysis (Grix, 2001).

Quantitative research is most associated with natural sciences due to its objectivity and positivist stance (Blaxter, Hughes and Tight, 2006 & Bryman and Bell 2019). Arithmetical data or quantities are collected from large-scale and extensive participation, deeming this methodology a possible gatherer of “facts” that are generalizable and replicable (Blaxter, Hughes and Tight, 2006). It adheres to a deductive approach, starting from a theory or hypothesis that is tested and verified through the chosen methods (Grix, 2001 & Bahari, 2010). It is widely used in voice research to measure for example physiological or acoustic elements of singing, making it very useful for scientific understanding. Some examples of quantitative studies that have provided me with useful insight into voice science were Lee et al’s 2023 paper comparing mixed, chest and head registers, or Kochis-Jennings et al’s 2014 study about muscle dominance in different registers. Both papers presented precise anatomical and acoustic evidence that impacted my practical understanding of registers. Nevertheless, quantitative research may be difficult to understand due to technical language and jargon (Treinkman, 2019), and it overlooks the human experiences of singers, which is what I am more likely to explore and engage with as a singing teacher (Scott, 2024).

In contrast, **qualitative research** starts without a theory or hypothesis, and generates it throughout the process, making it an inductive approach. It examines a smaller number of examples or subjects and tends to be ontologically subjective or constructionist, and paradigmatically interpretivist (Blaxter, Hughes and Tight, 2006 & Bryman and Bell 2019). Qualitative data is descriptive and collected by a researcher closely involved with the subjects or the reality of the study, an insider, unlike quantitative research that tends to be undertaken by outsiders (Blaxter, Hughes and Tight, 2006). This strategy has been criticised for failing to be generalizable due to its small scale that may not be replicated widely, as well as potential bias (Bell, 2005). However, the exact purpose of qualitative research is to gain in-depth understanding of the studied areas through description and interpretation, rather than obtaining a broad comprehension (Grix 2001 & Blaxter, Hughes and Tight, 2006). Although this methodology is becoming more widely accepted in voice research, the field is still dominated by

quantitative research (Forbes, 2024), making it challenging to find examples of qualitative studies.

In some instances, particularly when adhering to pragmatism, **mixed methods** are utilised, meaning that the researcher would choose to use both quantitative and qualitative strategies to take advantage of the strengths each has to offer while avoiding their limitations on generalisation or lack of depth (Bahari, 2010).

As a voice teacher with a performance background rather than a scientific one, I am drawn to qualitative methodology and will dedicate the rest of this paper exclusively to it. Even though I vaguely identify with post-positivists, I do not believe such a paradigm would currently be useful for me as a researcher.

Research designs

Ethnography, the design dedicated to the detailed evaluation of cultural practices (Schwandt, 2007), involves researchers who are immersed in the community they are studying (Hoey, 2014). In voice research, Roll (2019), a singer herself, analysed the female Broadway voice and strategies to achieve it. She observed singing lessons delivered by established pedagogues, noted their strategies and exercises, and heard the students' feedback. As I am interested in exploring approaches to develop belt and mix register in inexperienced adolescents, this study provides me with an excellent model to gather strategies and get feedback about them from singers. Ethnography can, however, be very challenging to undertake because, not only can it be difficult to gain access to the people we wish to study, but also the presence of the researcher may affect their natural reactions and therefore compromise data (Bailey 1994 & Grix, 2001).

Case Study entails the thorough examination and description of one specific entity, which could be "a person, a program, a group" (Yazan, 2015). This framework is frequently used to identify and describe problems or to highlight adequate practices. It generates data that may be cautiously generalised for a larger population or at least pave the way for larger studies (Blaxter, Hughes and Tight, 2006). Even though their limited scope has been criticised, I believe case studies may produce niche information to understand a broader subject (Bell, 2005). For example, Greer (2022) conducted a descriptive case study detailing her process with one transgender singing student going through transition, and this detailed information about one individual granted me important perceptions about voice and gender. Additionally, one other

advantage of this approach is how accessible it is to researchers like me who may have fewer resources (Blaxter, Hughes and Tight, 2006).

Similarly, **action research** has been deemed a suitable framework for such researchers, particularly teachers (Costello, 2003). It interconnects research and practical outcomes through the planning and implementation of interventions, followed by evaluation and reflection on the outcomes to improve future practice (Rowley, 2003, Blaikie, 2010 & Cain, 2008). An example of this in voice research came from Howard et al (2007), who introduced real-time acoustic feedback from a computer during singing lessons to explore how technology might enhance the quality of teaching. Using methods such as interviews, it was possible to conclude that this intervention brought many practical benefits for both pedagogues and students and could be a useful addition to singing lessons. However, I can see from this example how complex this framework can be and would therefore need to consider carefully whether it is suitable for small academic projects with a low word count and short time frames. Additionally, when undertaking action research, care needs to be taken not to get too engrossed in the small details of the study itself, which is a recurring challenge both for this design and case studies. To mitigate this, the researcher needs to identify those details and understand how they relate to each other and to the bigger picture resulting from the study (Blaxter, Hughes and Tight, 2006).

Research methods

Interviews are a data collection method in which the researcher asks participants a range of open-ended questions to gain in-depth information about their experiences and points of view on a given topic (DiCicco-Bloom and Crabtree, 2006). They are widely used in qualitative voice research, such as Bourne, Garnier and Kenny's (2011) article about vocal qualities used in Musical Theatre. For this study, they interviewed expert singing pedagogues to document their understanding of different registers and their strategies to help students develop them. Although very insightful, the interviewing process needs to be carefully planned, as it is time-consuming and must, therefore, be arranged around participants' availability and convenience (Bailey, 1994). Interviews can be structured, with a predetermined list of questions that must be followed without deviations, unstructured, based on one single initial question allowing the interviewee to speak freely and at length, or semi-structured (Gill et al, 2008). The latter, as the name suggests, would be a combination of the other two, by entailing some predefined questions, while allowing scope for other ones that may arise based on the participant's statements (Bryman and Bell, 2019). I believe this would be the most appropriate approach for me to adopt with adolescents because, although they may appreciate some order and structure, too much of

these could feel like a classroom environment and inhibit their involvement (Patel, Jensen and Lai, 2016). Furthermore, semi-structured interviews would grant me the opportunity to cover aspects I may not have envisioned during preparation.

A **focus group** entails discussion between participants, in which the researcher takes on the role of the moderator (Bryman and Bell, 2019 & Sim et al, 2019). I am drawn to this method because it provides researchers with in-depth insight into collective experiences, views, and behaviour (Gil et al, 2008 & Cyr, 2017). However, a skilled moderator who can create a free and comfortable environment that naturally guides the discussion to the focus of the study is of paramount importance (Darlington and Scott, 2002, Cyr, 2017, Sim and Waterfield, 2019 & Adler, Salanterä and Zumstein-Shaha, 2019). This may pose a significant challenge for me, especially as my work involves teenagers, who I know from anecdotal experience tend to deviate from the topic and adjust their behaviour in the presence of their peers. They might either not take the task seriously, withdraw, or simply agree with each other's views without much discussion (Adler, Salanterä and Zumstein-Shaha, 2019) due to potentially feeling 'pressure to conform' with others, which is frequent in focus groups anyway (Cyr, 2017). I would need to sample with care by reflecting for example on the number of participants to include, as a small group may lead to limited debating, whereas a large one can easily become chaotic (Gill et al, 2008). While looking for voice research literature that employed focus groups, I noticed that this method appears to be mostly used in topics related to singing for health or group singing, whereas in my areas of interest of performance and individual singing, one-to-one interviews seem to be the preferred method. However, I may find this approach useful for gathering information to complement data found through interviews (Hollander, 2004), depending on the exact question and needs of my research.

Observations are frequently used in ethnographic studies and allow researchers to evaluate events as they occur (Darlington and Scott, 2002). I am particularly interested in participant observations, where the researcher actively engages with the studied environment and subjects (Hoey, 2014). In voice research, this involves a practitioner teaching and simultaneously noting what they perceive from their student while benefiting from the personal relationship between both (Scott, 2024). For ethical reasons, if I were to undertake such observations, they would need to happen with the knowledge and consent of my participants and therefore be overt (Bailey, 1994). Although in my areas of interest in voice research, to the best of my knowledge, no one openly states that they carried out participant observations, Greer (2022) may have used this method in her case study, as she describes her lessons and strategies, as well as her

student's spontaneous reactions to them. This allowed Greer to receive valuable feedback on her teaching in real-time, which would not have been possible from interviews alone, as those would have focused on events in the past (Darlington and Scott, 2002). Observations can however be challenging to conduct due to the huge amounts of data they can generate, requiring the researcher to establish in advance exactly what they wish to observe and why, to keep data as relevant as possible (Blaxter, Hughes and Tight, 2006 & Bell, 2005).

The methods described above result in an immense amount of data that needs to be interpreted, analysed, and presented. For this, there are different approaches that may be used, such as **grounded theory**, which focuses on carefully coding each line of written data, identifying the similarities and contrasts, and ultimately generating a theory (Burck, 2005). Another method is **thematic analysis**, a flexible approach applicable to any paradigm or research design, which involves describing and interpreting information by seeking recurring patterns (Braun and Clarke, 2006 & Kiger and Varpio, 2020). There is no scope in this paper for detailed analysis of each of these methods, but I should in future assess them carefully to make an informed decision about which one to adopt, depending on my research question.

Insider research and Ethics

Voice practitioners who engage in research are considered 'insiders', a part of the community they are examining (Bulk and Collins, 2023). This could refer to the singing community in general or a specific institution -for example, a school- where research is being undertaken (Forbes, 2024). Due to their position, such practitioners have a personal insight into their topics and participants that would be out of reach for an outsider. However, previous acquaintance with individuals or their context may unintentionally affect how their words or behaviour are interpreted, resulting in biased data collection and analysis (Poulton, 2023). Methods that frequently face this challenge include observations (Bell, 2005) and interviews (Peters and Halcomb, 2015), and rigorous reflection during the entire study is necessary to mitigate bias (Poulton, 2023). This may involve the creation of a reflective journal for the researcher to note down thoughts and feelings for later evaluation (Deblasio, 2022), enabling them to identify, gain awareness of, and question their presuppositions (Gabriel, 2015). Moreover, triangulation, the combined use of two or more data collection methods, is another means to reduce bias, as it allows researchers to cross-check information gathered in different ways and therefore help verify the validity of their interpretations (Bell, 2005 & Mackellar, 2013).

Insider research still comes with potential ethical issues that must be addressed. **Ethics** refers to actions and the impact they may have on others (Schwandt, 2007). Any researcher intending to study human subjects is expected to prove their work is conducted ethically to prevent harm, which could be emotional, social, or economical (Bryman and Bell, 2019). Although my areas of interest are not concerned with health nor any potentially harmful or triggering subject, I will still have to follow ethical guidelines and anticipate challenges. Some general ethical principles to consider in research include:

- **Consent:** the participants' autonomy to make informed decisions regarding their participation in any study, and to freely withdraw at any time (Smythe and Murray, 2000)
- **Anonymity:** the subject's right not to be identifiable when data is presented (Sim and Waterfield, 2019).

In my specific circumstances, as a practitioner working with underage people, consent needs to be handled with particular care, as this is a group considered vulnerable to participating in research coercively or without fully understanding its implications (Garcia and Fine, 2018). Involving their guardians in the process of consenting is vital, as well as clearly communicating relevant information regarding the research, including its objective and potential risks (Smythe and Murray, 2000). Strategies for communicating with young people about research can be found in Appendix A. I should still consider that, as an insider, I will have already developed relationships within the institution where I work, which could be affected negatively and even harm the reputation of anyone involved (Greene 2014 & Cox, 2024), including the institution itself (Bell, 2005).

Risks posed by specific methods should also be anticipated. For example, interviews, when not properly briefed and explained, may lead to 'over-disclosure', where participants inadvertently share more than they wish (Sim and Waterfield 2019 & Humphrey, 2013). This applies to focus groups too, with the added challenge of other participants witnessing such an event, impacting the individual's right to anonymity and even withdrawal of consent (Sim and Waterfield, 2019). Honesty and clarity are therefore fundamental to mitigate such risks, as well as giving participants an opportunity to check their accounts before the final study is submitted (Bell, 2005).

It is the researcher's incumbency to not only anticipate any ethical challenges in their work, but also to continuously reflect on their procedures and unforeseen issues that arise (Humphrey, 2013 & Poulton, 2023). After all, no method is completely devoid of risk (Bryman and Bell, 2019).

Conclusion

Throughout this study I learned about different philosophical positions and research strategies that I am likely to adopt in the future. I also became aware of the ethical issues associated with insider research and how to manage them, particularly within my professional context as a singing teacher working with underage people.

I realised that, while my ontological views lie on subjectivism and constructivism, somehow my epistemological orientations are the opposite, as I tend to prefer hard facts and data as sources of knowledge. However, I became aware that my inclination towards certain concepts or designs is highly biased by what I have already come across as a reader. I am much more likely to be drawn to a framework or method I have already seen used in voice research that is relevant to my interests, rather than something I am merely reading about from a theoretical or hypothetical point of view. This may explain my inclination towards post-positivism despite having no scientific background. Most voice literature that has informed me in the past was very quantitative and post-positivist, as is the case with most studies in this field (Forbes, 2024). If I were to write about this theme again in the future, after coming across, for example, more voice-related phenomenological or hermeneutic studies, this paper might look very different. Nevertheless, I learned that for someone undertaking practice-based research grounded on subjective experiences, interpretivism may be the more appropriate approach, even if that someone finds solace in hard facts and data, like me.

There were qualitative frameworks rooted in interpretivism that captivated me, particularly case studies. This design would allow me to explore someone's experiences in detail, and its limited scope does not appear problematic to me because I believe each account is valuable to create a bigger picture. Additionally, action research seems particularly appealing for whenever I am involved in a larger project, due to the possibility to make practical changes to my work and assess their impact through interviews and potentially focus groups.

Qualitative research is therefore the branch of study I currently intend to explore further. It has been compared to an "adventure" (Forbes, 2024), and I believe this to be the perfect way to view it. Just like going on an adventure into the unknown, qualitative research in voice can appear daunting, but also very compelling.

References

- Grix, J. (2002) 'Introducing Students to the Generic Terminology of Social Research', *Politics (Manchester, England)*, Vol.22 (3), p.175-186. DOI: 10.1111/1467-9256.00173
- Aspers, P. (2015) 'Performing ontology', *Social Studies of Science*, Vol.45 (3), p.449-453. DOI: 10.1177/0306312714548610
- Khan, A. (2022) 'The Significance of Comprehending Ontology and Epistemology within the Framework of Practitioner Research', *Journal of Education and Finance Review*, Vol. 1, No. 1, pp. 35-42. Available at: <https://submissions.jefr.com.pk/index.php/jefr/article/view/4> (Accessed: 27 May 2024).
- Sol, K. and Heng, K. (2022) 'Understanding epistemology and its key approaches in research', *Cambodian Journal of Educational Research*, Vol. 2, No. 2, pp. 80–99. Available at: https://www.researchgate.net/profile/Kimkong-Heng/publication/367310530_Cambodian_Journal_of_Educational_Research_-_Volume_2_Number_2/links/63cbbd17d7e5841e0be63c76/Cambodian-Journal-of-Educational-Research-Volume-2-Number-2.pdf#page=87 (Accessed: 23 May 2024)
- Grix, J. (2001) *Demystifying Postgraduate Research: from MA to PhD*. 1st edn. Edgbaston: University of Birmingham Press.
- Bahari, S. F. (2010) 'QUALITATIVE VERSUS QUANTITATIVE RESEARCH STRATEGIES: CONTRASTING EPISTEMOLOGICAL AND ONTOLOGICAL ASSUMPTIONS', *Sains Humanika*, Vol. 52(1), p17-28. Available at: <https://doi.org/10.11113/sh.v52n1.256> (Accessed: 8 June 2024)
- Green, M. (2012) 'Objectivism in organization management knowledge: an example of Bourdieu's "mutilation"?' *Social Responsibility Journal*, Vol.8 (4), p.495-510. DOI: 10.1108/17471111211272084
- Yazan, B. (2015) 'Three approaches to case study methods in education: Yin, Merriam, and Stake', *The qualitative report*, 16.2, Vol. 20 (2), pp. 134-152. Available at: https://edcpr.com/wp-content/uploads/2017/03/Three-Approaches-to-Case-Study-Methods-in-Education_Yin-Merriam.pdf (Accessed: 16 June 2024).
- Schwandt, T. A. (2007) *The Sage Dictionary of Qualitative Inquiry*. 3rd edn. Thousand Oaks: Sage Publications, Inc.

- Willig, C. (2019) 'Ontological and epistemological reflexivity: A core skill for therapists', *Counselling and Psychotherapy Research*, Vol.19 (3), p.186-194. DOI: 10.1002/capr.12204
- Killam, L. (2013) *Research terminology simplified: Paradigms, axiology, ontology, epistemology and methodology*. Sudbury, ON: Author.
- Mackenzie, N. & Knipe, S. (2006) 'Research dilemmas: Paradigms, methods and methodology', *Issues in educational research* 16.2, Vol. 16, (2), pp. 193-205. Available at: <https://d1wqtxts1xzle7.cloudfront.net/102948270/Handout4L4pages11-Research-Dilemmas-etc-libre.pdf?1685741142=&response-content->
- Hughes, J. A. and Sharrock, W. W. (1997) *The philosophy of Social Research*. 3rd edn. London and New York: Longman
- Blaxter, L., Hughes, C. and Tight, M. (2006) *How to research*. 3rd edn. Maidenhead: Open University Press.
- Žukauskas, P., Vveinhardt, J. and Andriukaitiene, R. (2018) *Management Culture and Corporate Social Responsibility*. Available at: <http://dx.doi.org/10.5772/65483> (Accessed: 28 May 2024)
- Bryman, A. and Bell, E. (2019) *Social Research Methods*. 5th edn. Ontario: Oxford University Press
- Bracken, S. (2010) 'Discussing the importance of ontology and epistemology awareness in practitioner research', *Worcester Journal of learning and teaching*, Vol. 4. Available at: <https://eprints.worc.ac.uk/843/> (Accessed: 28 May 2024).
- Kankam, P.K. (2019) 'The use of paradigms in information research', *Library & information science research*, Vol.41 (2), p.85-92. DOI: 10.1016/j.lisr.2019.04.003
- Winter, D. (2021) 'Voicing a Practitioner Research Methodology: Further Framing the Conversation', *Voice & speech review*, Vol.15 (1), p.76-88. DOI: 10.1080/23268263.2020.1843270
- Feilzer, M. Y. (2010) 'Doing Mixed Methods Research Pragmatically: Implications for the Rediscovery of Pragmatism as a Research Paradigm', *Journal of mixed methods research*, Vol.4 (1), p.6-16. DOI: 10.1177/1558689809349691

- Lee, Y., Oya, M., Kaburagi, T., Hidaka, S. and Nakagawa, T. (2023) 'Differences Among Mixed, Chest, and Falsetto Registers: A Multiparametric Study', *Journal of voice*, Vol. 37 (2), p.298.e11-298.e29. DOI: 10.1016/j.jvoice.2020.12.028
- Kochis-Jennings, K., Finnegan, E., Hoffman, H. T., Jaiswal, S. and Hull, D. (2014) 'Cricothyroid Muscle and Thyroarytenoid Muscle Dominance in Vocal Register Control: Preliminary Results', *Journal of voice*, Vol.28 (5), p.652.e21-652.e29. DOI: 10.1016/j.jvoice.2014.01.017
- Treinkman, M. (2019) 'Lifting the Curse of Knowledge in Voice Pedagogy', *Journal of singing*, Vol. 75(3), pp. 337-. Available at: <https://research-ebsco-com.ezproxy.uwtsd.ac.uk/c/onvpsy/viewer/pdf/qysnuydvln?route=details> (Accessed: 27 June 2024)
- Scott, S. (2024) 'Insights, Considerations, and Suggestions for the Practitioner-Researcher in Voice Studies', *Voice & speech review*, Vol.18 (2), p.146-165. DOI: 10.1080/23268263.2022.2137972
- Bell, J. (2005) *Doing your Research Project: A guide for first-time researchers in education, health and social science*. 4th edn. Maidenhead: Open University Press.
- Forbes, M. (2024) "'The Full Monty': Taking a Fully Qualitative Approach to Research By Singers, With Singers, For Singers', *Voice & speech review*, Vol.18 (2), p.166-180. DOI: 10.1080/23268263.2024.2329421
- Hoey, B. A. (2014) 'A Simple Introduction to the Practice of Ethnography and Guide to Ethnographic Fieldnotes', *Marshall University Digital Scholar*, pp. 1- 10. Available at: <https://www.cedarnetwork.org/wp-content/uploads/2016/06/Wasserfall-Intro-to-ethnography.pdf> (Accessed: 11 June 2024)
- Roll, C. (2019) 'The Female Broadway Belt Voice: The Singer's Perspective', *Journal of singing*, Vol.76 (2), p.155-162. Available at: [https://www.nats.org/Library/JOS_On_Point/JOS-076-2-2019-155 - Christianne Roll - The Female Broadway Belt Voice.pdf](https://www.nats.org/Library/JOS_On_Point/JOS-076-2-2019-155_-_Christianne_Roll_-_The_Female_Broadway_Belt_Voice.pdf) (Accessed: 11 June 2024).
- Bailey, K. D. (1994) *Methods of social research*. 4th edn. New York: The Free Press.
- Greer, C. (2022) 'Finding Grace: A Singing Teacher's Journey with Her First Transgender Student', *Voice & Speech Review*, Vol.16 (2), p.208-219. DOI: 10.1080/23268263.2021.1955457

- Costello, P.J.M. (2003) *Action research*. 1st ed. New York: Continuum
- Rowley, J. (2003) 'Action research: an approach to student work based learning', *Education & training (London)*, Vol.45 (3), p.131-138. DOI: 10.1108/00400910310470993
- Blaikie, N. (2010) *Designing Social Research, The Logic of Anticipation*. 2nd edn. Cambridge: Polity Press
- Cain, T. (2008) 'The characteristics of action research in music education', *British journal of music education*, Vol.25 (3), p.283-313. DOI: 10.1017/S0265051708008115
- Howard, D. M., Brereton, J., Welch, G. F., Himonides, E., DeCosta, M., Williams, J. and Howard, A. W. (2007) 'Are Real-Time Displays of Benefit in the Singing Studio? An Exploratory Study', *Journal of voice*, Vol.21 (1), p.20-34. DOI: 10.1016/j.jvoice.2005.10.003
- DiCicco-Bloom, B. and Crabtree, B. F. (2006) 'The qualitative research interview', *Medical education*, Vol.40 (4), p.314-321. DOI: 10.1111/j.1365-2929.2006.02418.x
- Bourne, T., Garnier, M., Kenny, D. (2011) 'Music theater voice: production, physiology and pedagogy', *Journal of singing*, Vol.67 (4), p.437. Available at: <https://research-ebsco-com.ezproxy.uwtsd.ac.uk/c/onvpsy/viewer/pdf/7smstsjiwj?route=details> (Accessed: 8 July 2024).
- Gill, P., Stewart, K., Treasure, E. and Chadwick, B. (2008) 'Methods of data collection in qualitative research: interviews and focus groups', *British dental journal*, Vol.204 (6), p.291-295. DOI: 10.1038/bdj.2008.192
- Patel, Z.S., Jensen, S.E. and Lai, J.-S. (2016) 'Considerations for conducting qualitative research with pediatric patients for the purpose of PRO development', *Quality of life research*, Vol.25 (9), p.2193-2199. DOI: 10.1007/s11136-016-1256-z
- Sim, J. and Waterfield, J. (2019) 'Focus group methodology: some ethical challenges', *Quality & quantity*, Vol. 53(6), pp. 3003–3022. DOI: 10.1007/s11135-019-00914-5
- Cyr, J. (2017) 'The Unique Utility of Focus Groups for Mixed-Methods Research', *PS, political science & politics*, Vol.50 (4), p.1038-1042. DOI: 10.1017/S104909651700124X
- Darlington, Y. and Scott, D. (2002) *Qualitative research in practice: stories from the field*. Maidenhead: Open University Press.

- Adler, K., Salanterä, S. and Zumstein-Shaha, M. (2019) 'Focus Group Interviews in Child, Youth, and Parent Research: An Integrative Literature Review', *International journal of qualitative methods*, Vol. 18, pp. 160940691988727. DOI: 10.1177/1609406919887274
- Hollander, J.A. (2004) 'The Social Contexts of Focus Groups', *Journal of contemporary ethnography*, Vol.33 (5), p.602-637. DOI: 10.1177/0891241604266988
- Hoey, B. A. (2014) 'A Simple Introduction to the Practice of Ethnography and Guide to Ethnographic Fieldnotes', *Marshall University Digital Scholar*, pp. 1- 10. Available at: <https://www.cedarnetwork.org/wp-content/uploads/2016/06/Wasserfall-Intro-to-ethnography.pdf> (Accessed: 11 June 2024)
- Burck, C. (2005) 'Comparing qualitative research methodologies for systemic research: the use of grounded theory, discourse analysis and narrative analysis', *Journal of family therapy*, Vol.27 (3), p.237-262. DOI: 10.1111/j.1467-6427.2005.00314.x
- Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative research in psychology*, Vol.3 (2), p.77-101. DOI: 10.1191/1478088706qp063oa
- Kiger, M. E. and Varpio, L. (2020) 'Thematic analysis of qualitative data: AMEE Guide No. 131', *Medical teacher*, Vol.42 (8), p.846-854. DOI: 10.1080/0142159X.2020.1755030
- Bulk, L. Y. and Collins, B. (2023) 'Blurry Lines: Reflections on "Insider" Research', *Qualitative inquiry* [Preprint]. DOI: 10.1177/10778004231188048
- Poulton, P. (2023) 'Being a teacher-researcher: reflections on an insider research project from a virtues-based approach to research ethics', *Educational action research*, Vol.31 (3), p.575-591. DOI: 10.1080/09650792.2021.1962379
- Peters, K. and Halcomb, E. (2015) 'Interviews in qualitative research', *Nurse researcher*, 22(4), Vol.22 (4), p.6-7. DOI: 10.7748/nr.22.4.6.s2
- Deblasio, L. (2022) 'Using Reflexivity as a Tool to Validate Feminist Research Based on Personal Trauma', *Feminist legal studies*, Vol.30 (3), p.355-365. DOI: 10.1007/s10691-022-09487-5
- Gabriel, Y. (2015) 'Reflexivity and beyond- a plea for imagination in qualitative research methodology', *Qualitative Research in Organizations and Management*, Vol. 10 (4), pp. 332-336. DOI:10.1108/QROM-07-2015-1305

- Mackellar, J. (2013) 'Participant observation at events: theory, practice and potential', *International journal of event and festival management*, Vol.4 (1), p.56-65. DOI: 10.1108/17582951311307511
- Smythe, W.E. and Murray, M.J. (2000) 'Owning the Story: Ethical Considerations in Narrative Research', *Ethics & behavior*, Vol.10 (4), p.311-336. DOI: 10.1207/S15327019EB1004_1
- Garcia, A. E. and Fine, G. A. (2018) 'Fair warnings: The ethics of ethnography with children' in *Sage handbook of ethics in qualitative research*. London: SAGE Publications Ltd pp. 367-381
- Greene, M. (2014) 'On the Inside Looking In: Methodological Insights and Challenges in Conducting Qualitative Insider Research', *Qualitative report*, Vol.19 (29), p.1-13. DOI: 10.46743/2160-3715/2014.1106
- Cox, Dale. 2024. Exploring the Chasms in Voice Pedagogy: Playing the Field. London: Routledge
- Humphrey, C. (2013) 'Dilemmas in doing insider research in professional education', *Qualitative social work : QSW : research and practice*, Vol.12 (5), p.572-586. DOI: 10.1177/1473325012446006
- Clark, C.D. (2010) 'Child-Centered Inquiry: A Chronicle', in *In A Younger Voice*. United States: Oxford University Press
- O'Reilly, M. and Dogra, N. (2017) *Interviewing children and young people for research*. London: SAGE Publications Ltd.
- Harcourt, D., Perry, B. and Waller, T. (2011) *Researching young children's perspectives : debating the ethics and dilemmas of educational research with children*. 1st ed. London: Routledge.
- Patel, Z.S., Jensen, S.E. and Lai, J.-S. (2016) 'Considerations for conducting qualitative research with pediatric patients for the purpose of PRO development', *Quality of life research*, Vol.25 (9), p.2193-2199. DOI: 10.1007/s11136-016-1256-z

Appendix A

Strategies to communicate with and inform young people before participating in qualitative research

- After gaining consent from legal guardians, young people should be consulted separately about participating in research, to obtain honest answers and to give them more agency (Clark, 2010 & O'Reilly and Dogra, 2017).
- An informal conversation between the potential participant and researcher is preferable to a generic explanation of the study read from a script (Clark, 2010 & Harcourt, Perry and Waller, 2011).
- Use terminology individuals are familiar with (Patel, Jensen and Lai, 2016 & Harcourt, Perry and Waller, 2011).
- Create analogies between young person's day-to-day experience and the researcher's work, to help them understand concepts such as university and research (Harcourt, Perry and Waller, 2011).
- Use props and images to facilitate understanding (Clark, 2010).
- Allow for questions to be asked and concerns to be expressed (Harcourt, Perry and Waller, 2011).