

MA Voice Pedagogy: Cohort G

BMPF7010

Jon Morris 2016633

How does a collaborative approach to developing
an evidence-based belt training process
impact my professional practice?

Background, aim, and objectives

Background, aim, and objectives

Previous classical
focus

Background, aim, and objectives

**Previous
classical focus**

**Female
students**

Background, aim, and objectives

**Previous
classical focus**

**Female
students**

Belting

Background, aim, and objectives

**Previous classical
focus**

Female students

Belting

**Continuing
Professional
Development needs**

Background, aim, and objectives

*To use a collaborative approach to improve
my professional practice
in the area of belting*

Background, aims, and objectives

Background, aim, and objectives

*To use a Design-based research methodology
to guide the study*

Background, aim, and objectives

*To evaluate a theoretical belt training process
with independent experts*

Background, aim, and objectives

*To engage in a literature review
to assimilate relevant knowledge*

Background, aim, and objectives

To refine the belt training process with the knowledge gained at each stage of the study

Background, aim, and objectives

*To introduce the belt training
process to participants*

Background, aim, and objectives

To use the belt training process in lessons

Background, aim, and objectives

*To gather qualitative data
from the student participants*

Background, aim, and objectives

To analyse the qualitative data

Background, aim, and objectives

*To reflect on the impact of the
belt training process on the learning experience*

Background, aim, and objectives

*To evaluate the impact of this study
on my professional development*

Methodology

Methodology

Evaluating and refining a previously synthesised belt training process by:

Methodology

Evaluating and refining a previously synthesised belt training process by:

- Collaborating with experts in belting

Methodology

Evaluating and refining a previously synthesised belt training process by:

- Collaborating with experts in belting
- Research

Methodology

Evaluating and refining a previously synthesised belt training process by:

- Collaborating with experts in belting
- Research
- Application in singing lessons to evaluate its impact on students' learning experience

Methodology

Previously,

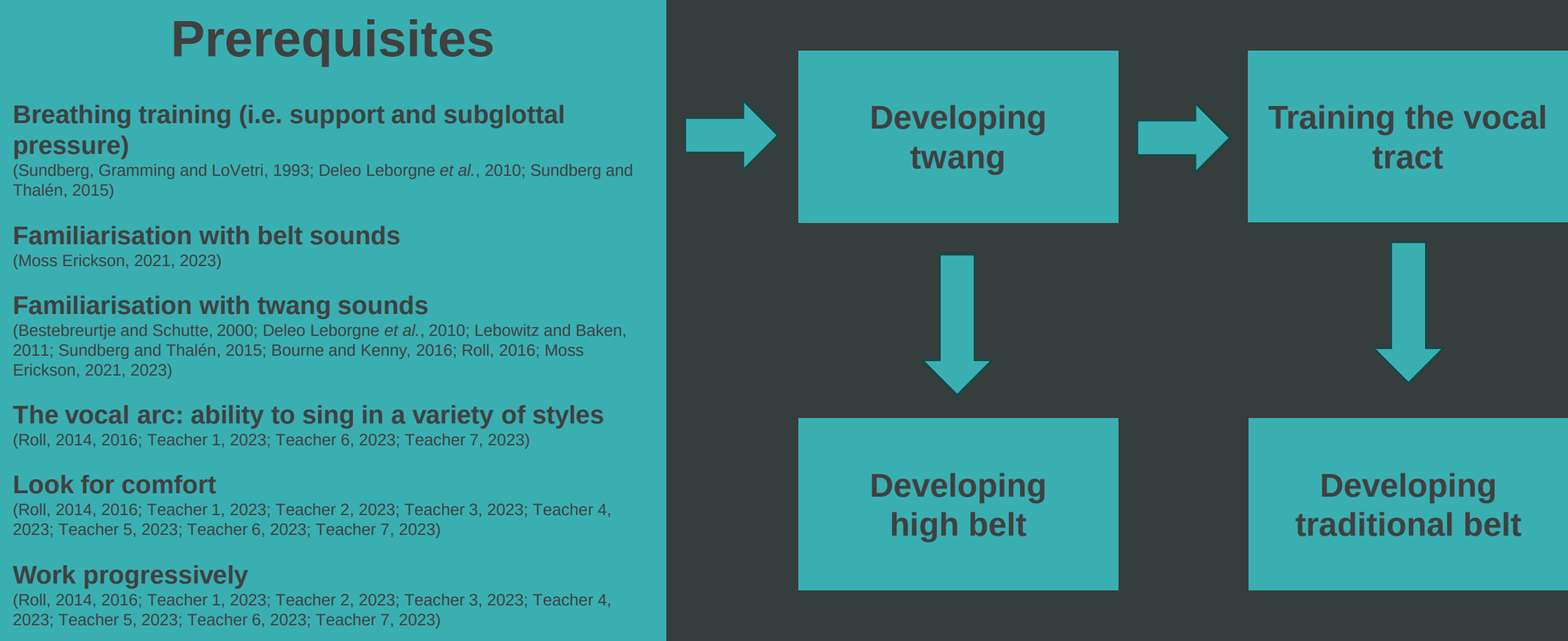
Evidenced-Based Voice Pedagogy (EBVP)
was the ethos used to synthesise the belt training process.

EVIDENCE-BASED VOICE PEDAGOGY



(Bozeman and Ragan, 2021; Ragan and Maxfield, 2021; Holding and Ragan, 2022; Morris, 2023)

Figure 2: EBVP theoretical belt training flow chart (overall process)



(Morris, 2023)

Methodology

This study, aimed to work in harmony with the ethos of EBVP. combined with the compatible methodology of Design-Based Research (DBR):

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- To research the complexities of an educational environment

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This study, aimed to work in harmony with the ethos of EBVP. combined with the compatible methodology of Design-Based Research (DBR):

- To research the complexities of an educational environment
- To discover the factors which most impact learning

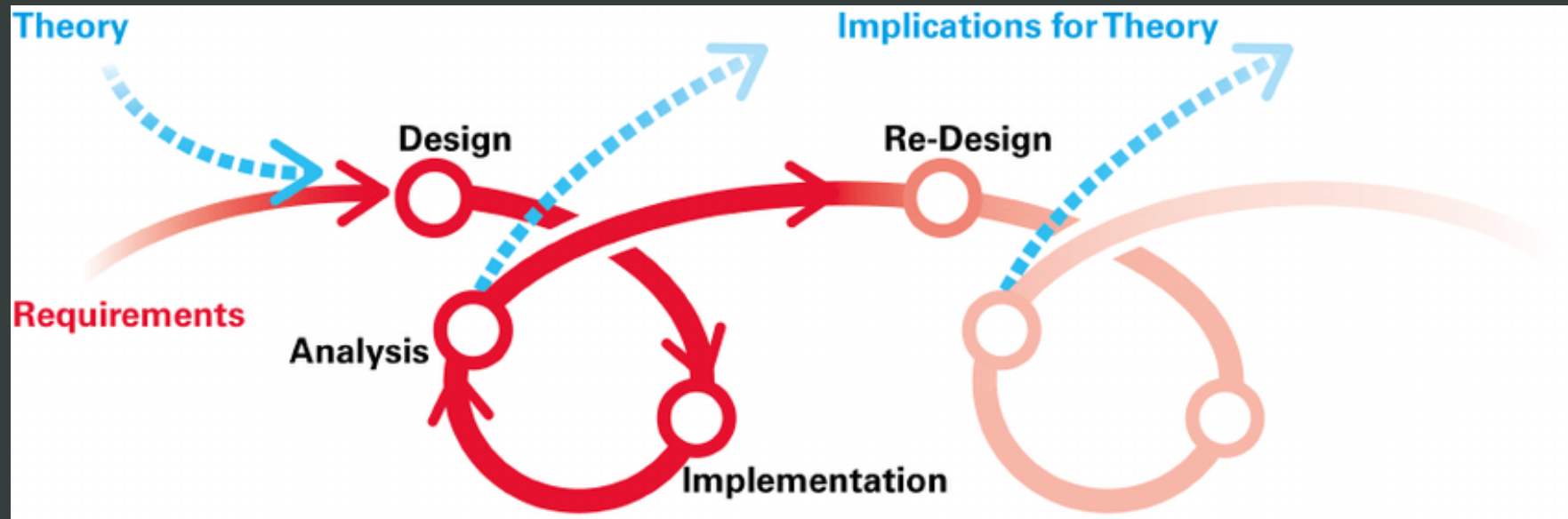
Methodology

This study, aimed to work in harmony with the ethos of EBVP. combined with the compatible methodology of Design-Based Research (DBR):

- To research the complexities of an educational environment
- To discover the factors which most impact learning
- To create usable knowledge.

(Hoadley et al., 2002; Plomp and Nieveen, 2010)

Methodology



(Cortez and Warr, 2021)

Methodology

Iterative stages include:

Methodology

Iterative stages include:

Inquiry

Methodology

Iterative stages include:

Inquiry

Analysis

Methodology

Iterative stages include:

Inquiry

Analysis

Methodology

Iterative stages include:

Inquiry

Development

Analysis

Methodology

Iterative stages include:

Inquiry

Testing

Development

Analysis

Methodology

Iterative stages include:

Inquiry

Testing

Development

Analysis

Evaluation

The stages of the study

The stages of the study

Design-based research stage 1: expert consultations

The stages of the study

Design-based research stage 1: expert consultations

Design-based research stage 2: the literature review

The stages of the study

Design-based research stage 1: expert consultations

Design-based research stage 2: the literature review

Design-based research stage 3: assessing practical application

Data gathering methods:

Data gathering methods:

- Semi-structured interviews (with experts)

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- A literature review

Data gathering methods:

- Semi-structured interviews (with experts)
- A literature review
- Pre- and post-study surveys (students)

Data gathering methods:

- Semi-structured interviews (with experts)
- A literature review
- Pre- and post-study surveys (students)
- Practice logs (students)

Data analysis:

Thematic Analysis (TA) was used to explore themes in all the data.

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Systematic approach

(Lincoln, Lynham and Guba, 2011; Merriam and Tisdell, 2016; Braun and Clarke, 2019).

Data analysis:

Thematic Analysis (TA) was used to explore themes in all the data.

Systematic approach

Rigour

(Lincoln, Lynham and Guba, 2011; Merriam and Tisdell, 2016; Braun and Clarke, 2019).

Data analysis:

Thematic Analysis (TA) was used to explore themes in all the data.

Systematic approach

Rigour

Reflexivity

(Lincoln, Lynham and Guba, 2011; Merriam and Tisdell, 2016; Braun and Clarke, 2019).

Ethical considerations:

Ethical considerations:

Vocal health

Ethical considerations:

Professional network

Vocal health

Ethical considerations:

Professional network

Vocal health

Informed consent

Ethical considerations:

Professional network

Vocal health

Informed consent

Conflicts of interest

Ethical considerations:

Professional network

Vocal health

Informed consent

Conflicts of interest

Privacy

Ethical considerations:

Professional network

Vocal health

Informed consent

Conflicts of interest

Privacy

Option to withdraw

(University of Wales Trinity Saint David, 2015)

Findings

Design-based research stage 1:

Expert consultations

Design-based research stage 1:

- Written introduction to the belt training process

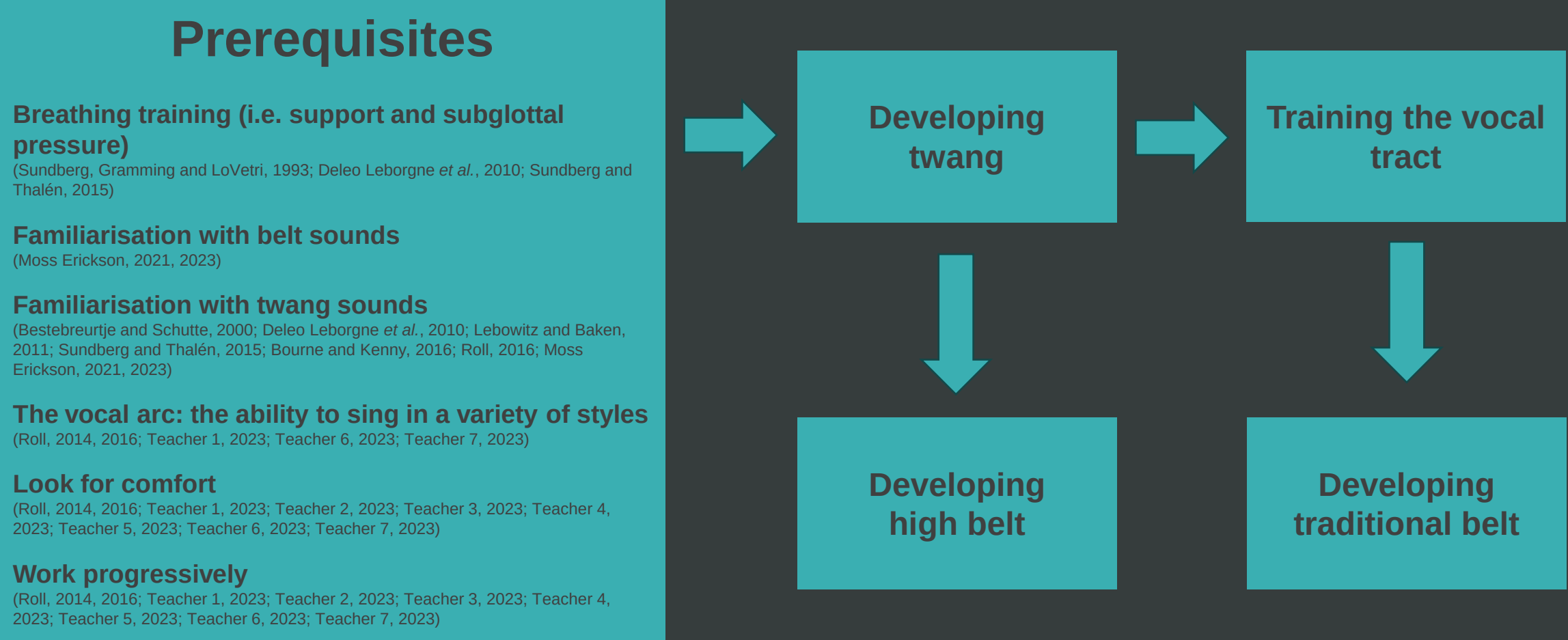
Design-based research stage 1:

- Written introduction to the belt training process
- Written interviews

Design-based research stage 1:

- Written introduction to the belt training process
- Written interviews
- Follow-up interview (online)

Figure 2: EBVP theoretical belt training flow chart (overall process)



(Morris, 2023)

Design-based research stage 1:

- Developing traditional belt (up to ~D5)

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- Developing high belt (above ~D5) (Roll, 2014)

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Including...
vocal exercises

Design-based research stage 1:

- Developing traditional belt (up to ~D5)
- Developing high belt (above ~D5) (Roll, 2014)

Including...

vocal exercises

Teaching approaches

Design-based research stage 1:

- Developing traditional belt (up to ~D5)
- Developing high belt (above ~D5) (Roll, 2014)

Including...

vocal exercises

Teaching approaches

References

Design-based research stage 1:

Outcomes... Experts agreed with the basis of the belt training process

Design-based research stage 1:

Outcomes... Experts agreed with the basis of the belt training process

Breathing training

(Expert 1, 2023)

Design-based research stage 1:

Outcomes... Experts agreed with the basis of the belt training process

Breathing training

‘Vocabulary jungle’

(Expert 1, 2023; Expert 2 2023)

Design-based research stage 1:

Outcomes... Experts agreed with the basis of the belt training process

Breathing training

Being too specific

‘Vocabulary jungle’

(Expert 1, 2023; Expert 2 2023)

Design-based research stage 1:

Outcomes... Experts agreed with the basis of the belt training process

Breathing training

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Psycho-social factors

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(Expert 1, 2023; Expert 2 2023)

Design-based research stage 1:

Outcomes... Experts agreed with the basis of the belt training process

Breathing training

Being too specific

Psycho-social factors

‘Vocabulary jungle’

Randomised practice structure

(Expert 1, 2023; Expert 2 2023)

Design-based research stage 1:

Outcomes... Experts agreed with the basis of the belt training process

Breathing training

Being too specific

Psycho-social factors

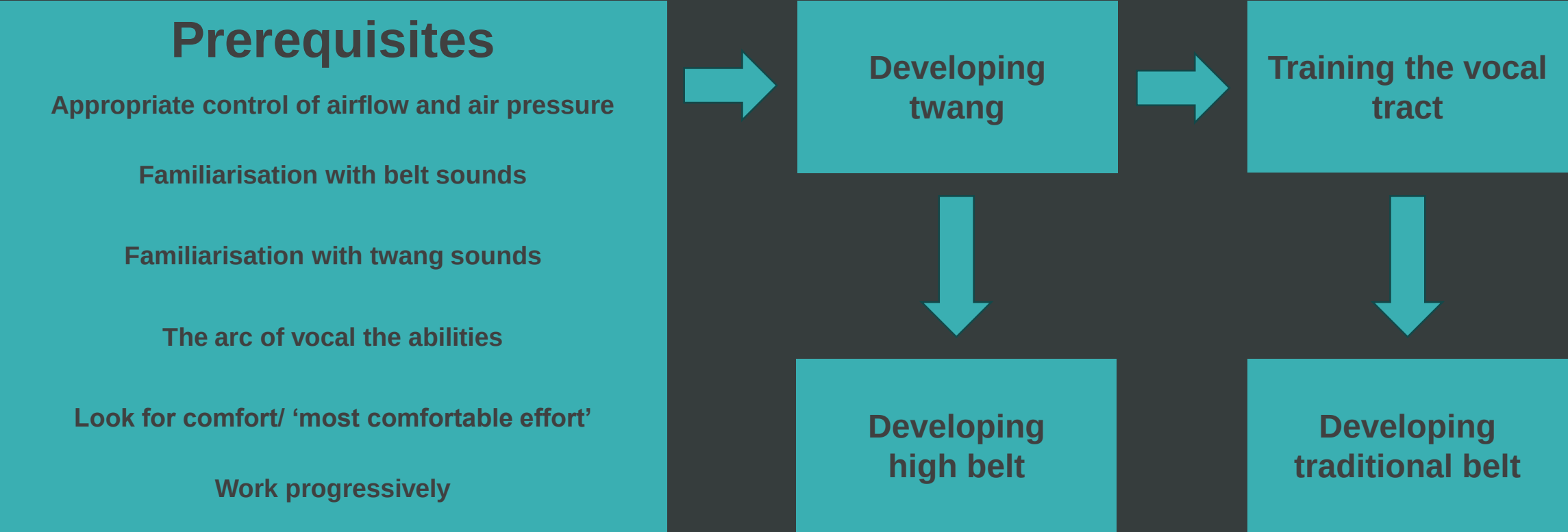
‘Vocabulary jungle’

Habituation and proprioception

Randomised practice structure

(Expert 1, 2023; Expert 2 2023)

Figure 3: Revised belt training flow chart (overall process)



(Morris, 2023)

Design-based research stage 2:

Literature review

Design-based research stage 2:

Literature review

Increase understanding

Design-based research stage 2:

Literature review

Increase understanding

Bolster evidence base

Design-based research stage 2:

Literature review

Increase understanding

Bolster evidence base

Supporting individualisation

Design-based research stage 2:

Design-based research stage 2:

*Associations with
being loud*

(Fouché, 2006; Welzer-Lang, 2008; Trahar, 2009; Redmond, 2015; Wehr, 2016; Caraballo, 2019; Niebudek-Bogusz and Pietruszewska, 2022).
(Creech and Hallam, 2015; Stephenson, 2018; Hogle, 2021; Lewis and Hendricks, 2022).

Design-based research stage 2:

*Associations with
being loud*

*Body
Activation*

(Tomlinson and Archer, 2015; McHenry and Evans, 2016)

Design-based research stage 2:

*Associations with
being loud*

*Body
Activation*

*Physiological
description of twang*

(Bestebreurtje and Schutte, 2000; Echternach et al., 2014).

Design-based research stage 2:

*Associations with
being loud*

*Body
Activation*

Familiarisation

*Physiological
description of twang*

(Hodges and Franks, 2002; Moss Erickson, 2019, 2023)

Design-based research stage 2:

*Associations with
being loud*

*Body
Activation*

Familiarisation

*Physiological
description of twang*

*Vocal
Mimicry*

Audiation

(Verdolini, 1998; Hodges and Franks, 2002; Roll, 2014; Moss Erickson, 2019, 2023; Titze, 2022)

Design-based research stage 2:

*Associations with
being loud*

*Body
Activation*

Familiarisation

*Physiological
description of twang*

*Vocal
Mimicry*

Audiation

*Motor Learning
Theory*

(Maxfield, 2011, 2013; Nix, 2017; Steinhauer and Eichhorn, 2023)

Design-based research stage 2:

*Associations with
being loud*

*Body
Activation*

Familiarisation

*Physiological
description of twang*

*Vocal
Mimicry*

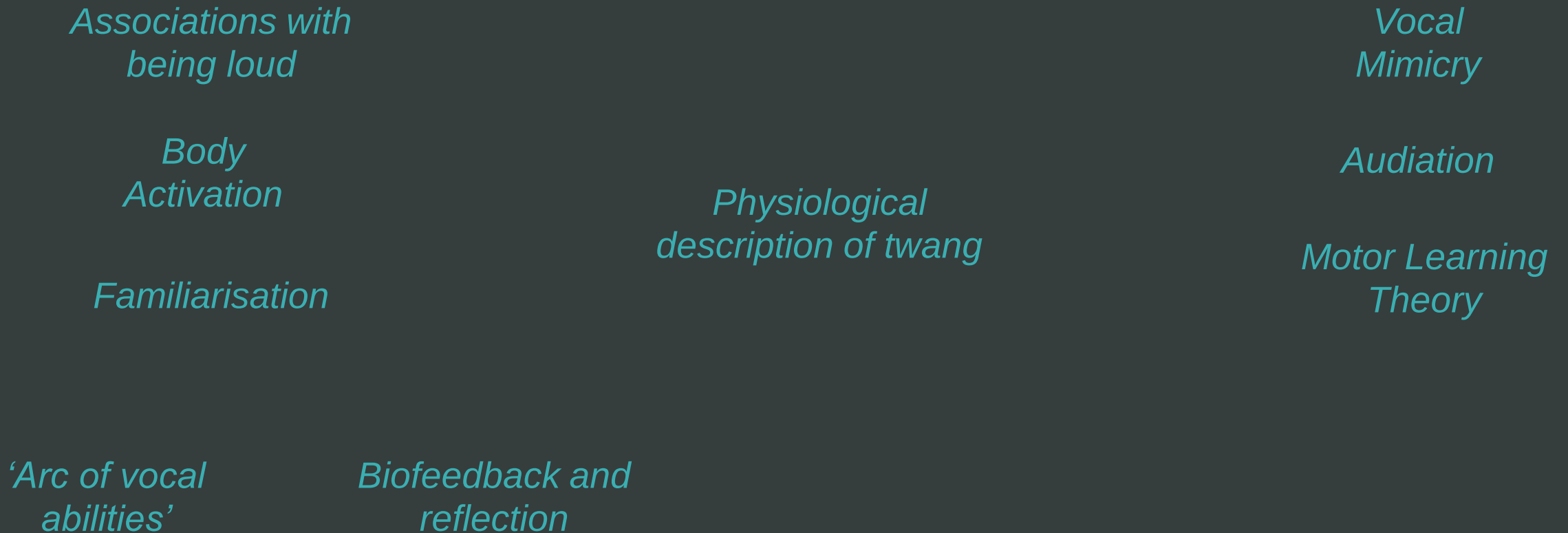
Audiation

*Motor Learning
Theory*

*‘Arc of vocal
abilities’*

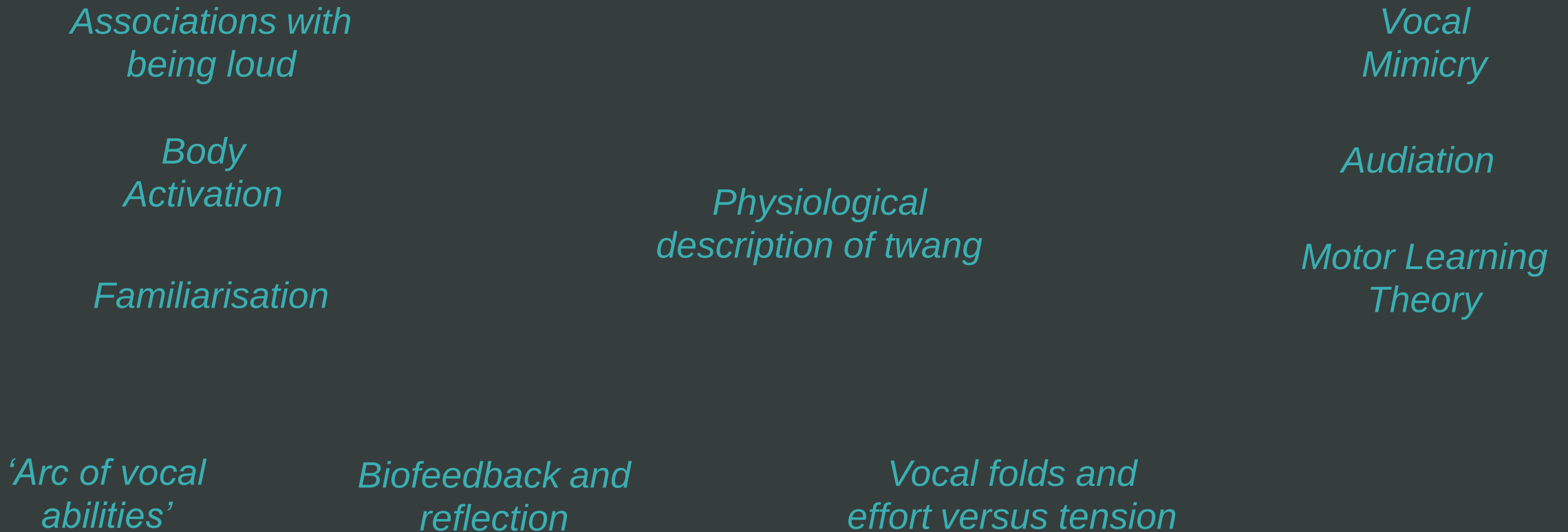
(Roll, 2014; Wilson, 2021)
(Nix, 2017; Steinhauer and Eichhorn, 2023)

Design-based research stage 2:



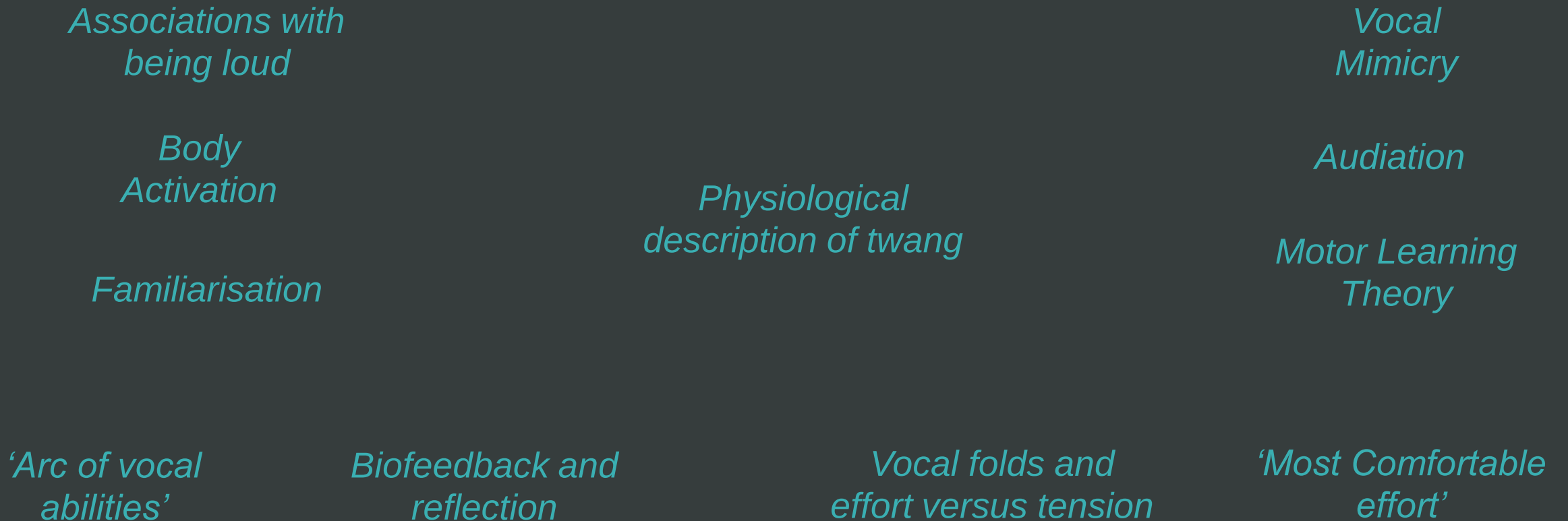
(Creech and Hallam, 2015; Wulf and Lewthwaite, 2016; Maxfield, 2019; Graf et al., 2020; Saulius and Malinauskas, 2021)

Design-based research stage 2:



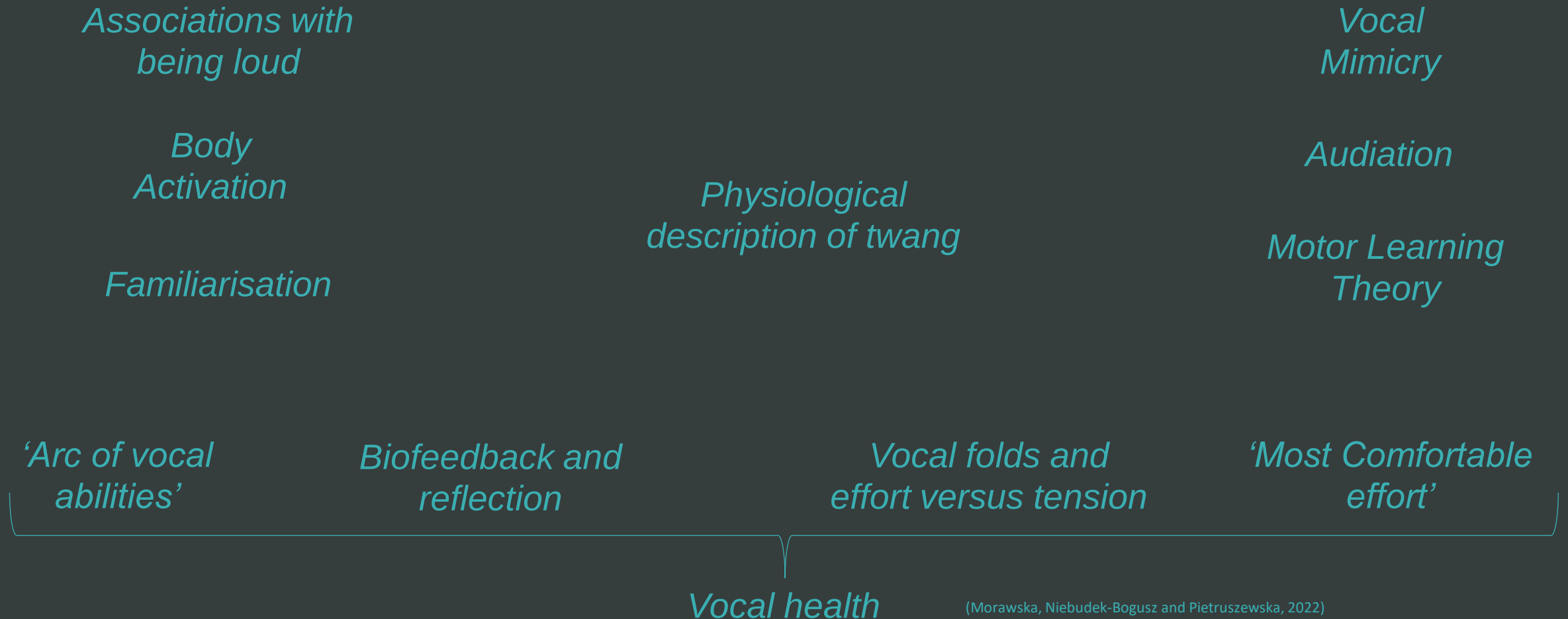
(Dargin and Searl, 2015; Titze, 2015; Manternach, Clark and Daugherty, 2017; Manternach, Maxfield and Manternach, 2021)

Design-based research stage 2:

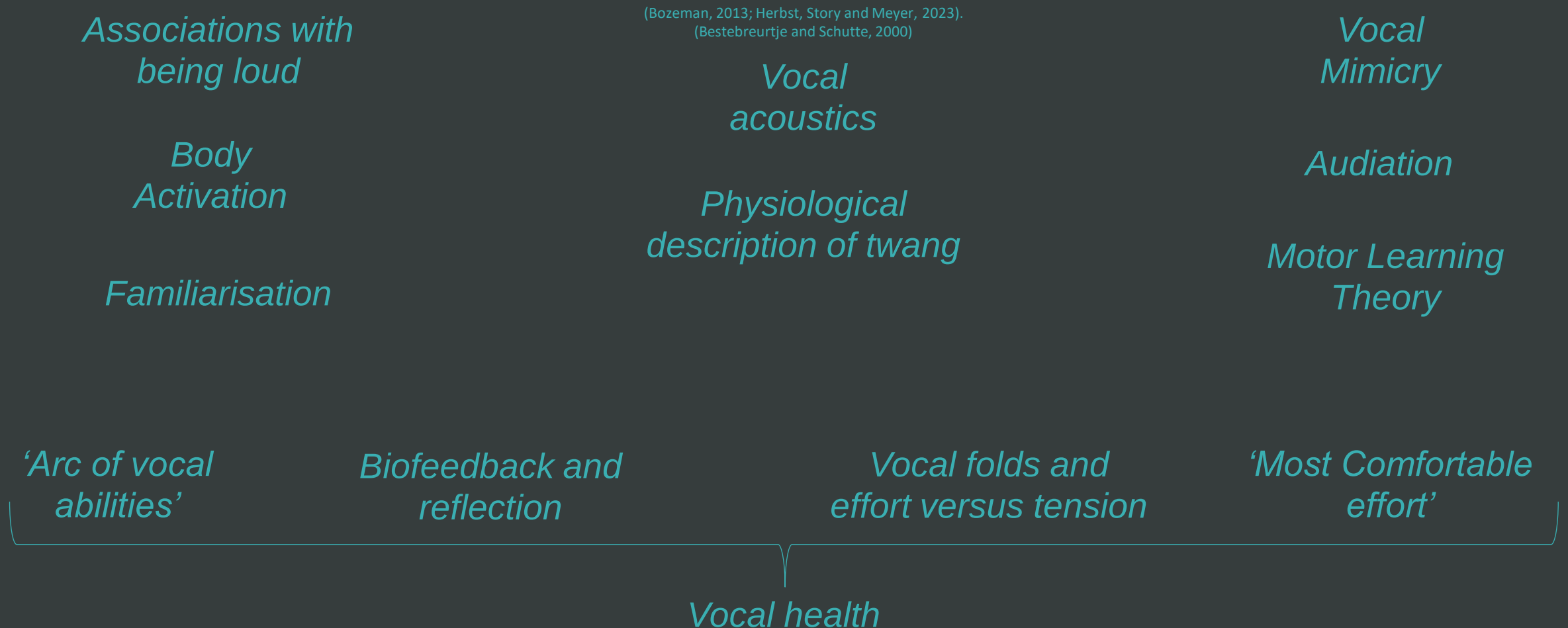


(Steinhauer and McDonald Klimek, 2019; 1, 2023)

Design-based research stage 2:



Design-based research stage 2:



Design-based research stage 2:

*Associations with
being loud*

*Body
Activation*

Familiarisation

Student

*Vocal
acoustics*

*Physiological
description of twang*

Voice research

*Vocal
Mimicry*

Audiation

*Motor Learning
Theory*

Teaching and learning

*'Arc of vocal
abilities'*

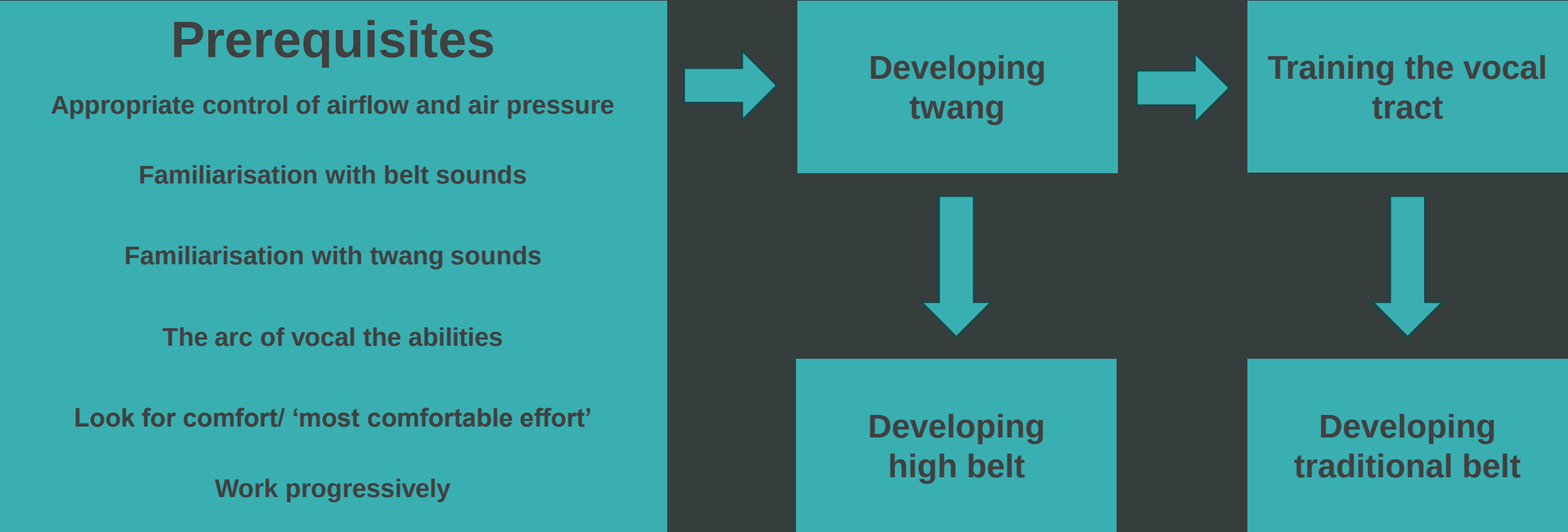
*Biofeedback and
reflection*

*Vocal folds and
effort versus tension*

*'Most Comfortable
effort'*

Vocal health

Figure 3: Revised belt training flow chart (overall process)



(Morris, 2023)

Design-based research stage 3:

Assessing practical application

Design-based research stage 3:

Practical application included:

- An introduction to the belt training process

Design-based research stage 3:

Practical application included:

- An introduction to the belt training process
- Pre- and post-study surveys

Design-based research stage 3:

Practical application included:

- An introduction to the belt training process
- Pre- and post-study surveys
- Student practice logs

Discussion:

New themes...

Discussion:

New themes...

- Communication

Discussion:

New themes...

- Communication
- Vocal health and abilities

Discussion:

New themes...

- Communication
- Practice approaches
- Vocal health and abilities

Discussion:

New themes...

- Communication
- Vocal health and abilities
- Practice approaches
- Student experiences

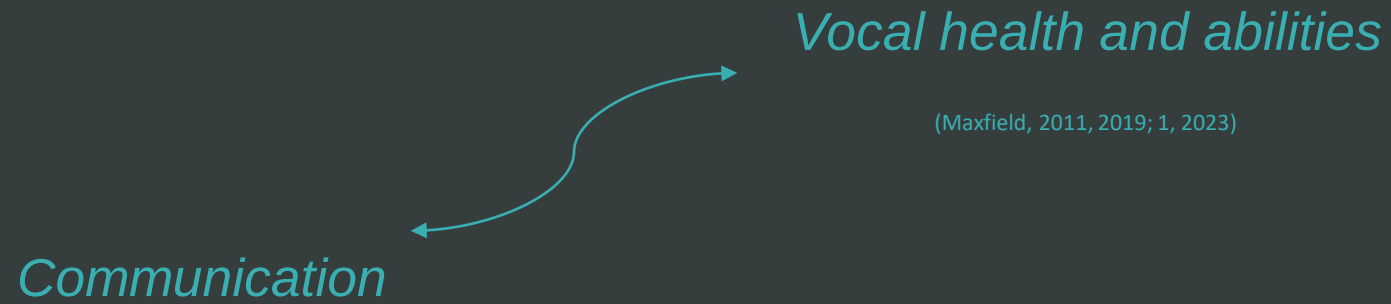
Discussion:

Communication

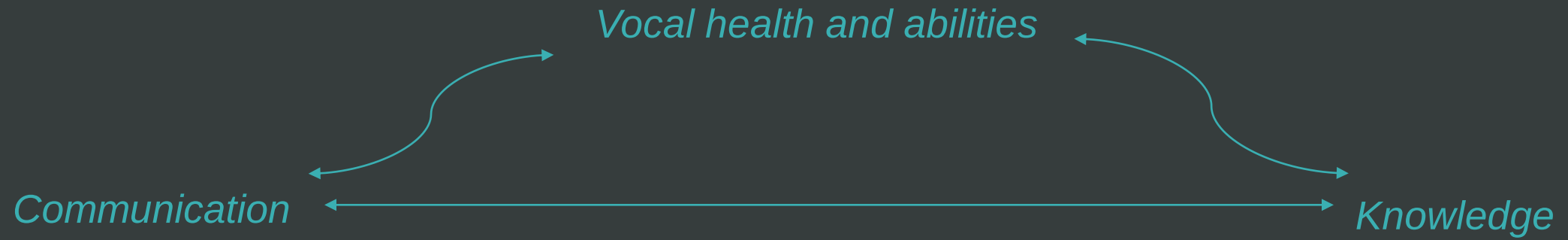
(Warwick, 2007; Blackhurst, 2021; Lewis and Hendricks, 2022)

*‘I need to take care I don’t practice too much or too long...
Afterwards my throat was tight and uncomfortable.’
(B, 2024, practice log 3)*

Discussion:



Discussion:

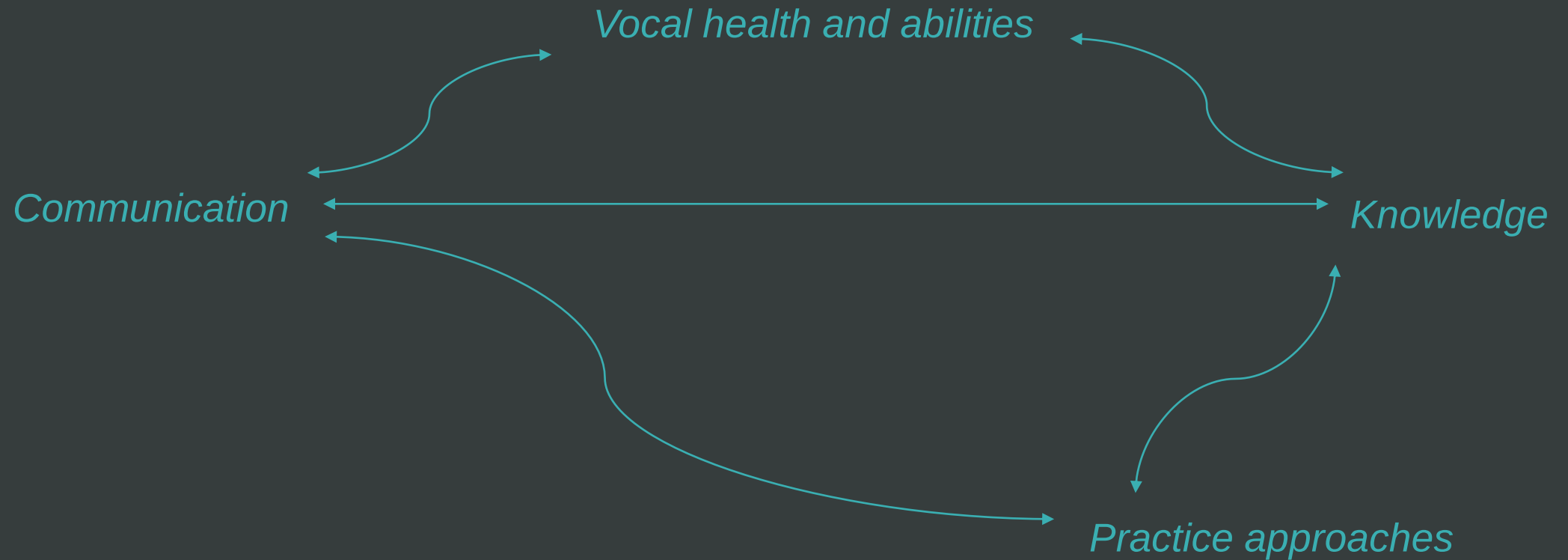


(Nix, 2017; Maxfield, 2019; Steinhauer and Eichhorn, 2023)

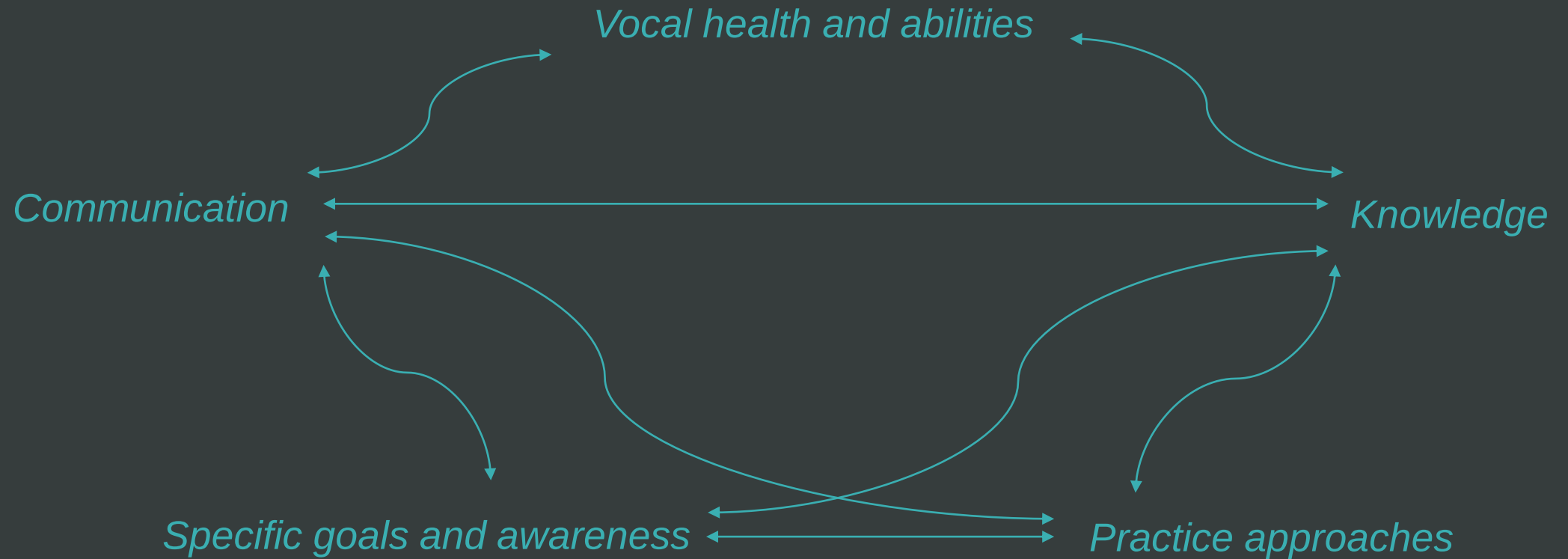
‘This session pulled together much of the learning of the previous sessions and helped me internalise the feeling of belting.’

(B, 2024, practice log 6)

Discussion:

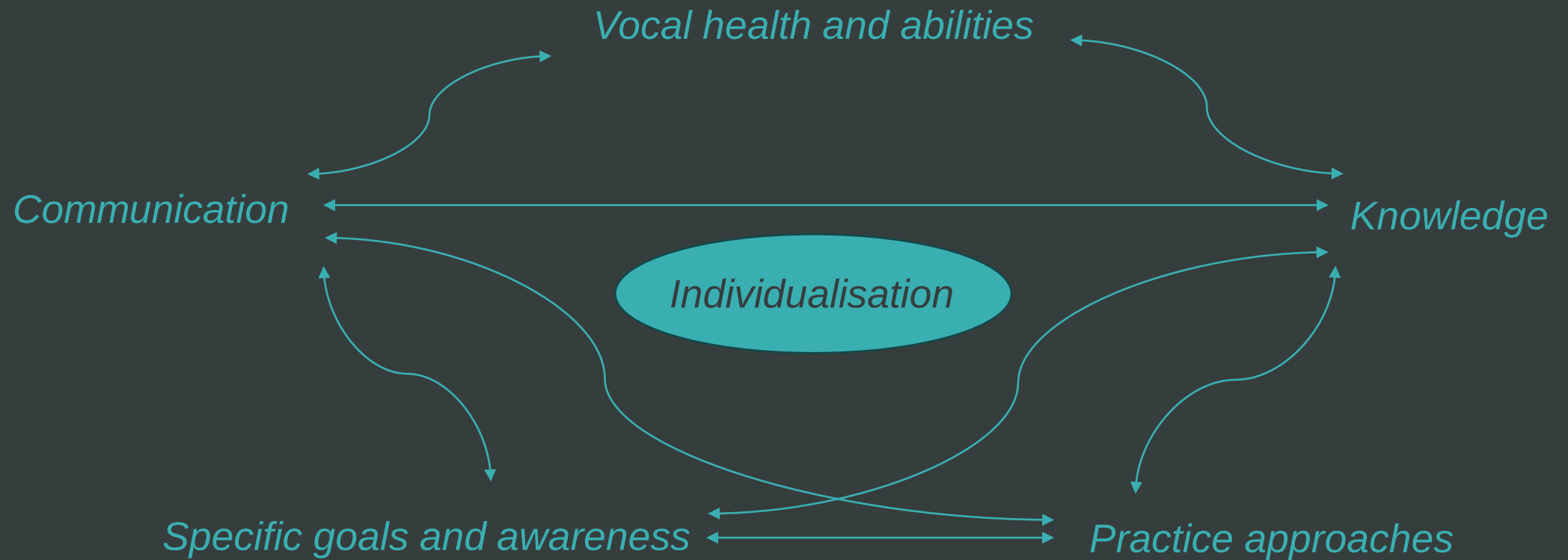


Discussion:



(Creech and Hallam, 2015; Wulf and Lewthwaite, 2016; Nix, 2017; Stephenson, 2018; Hogle, 2021; Holding and Ragan, 2022; Lewis and Hendricks, 2022)
(Latham and Locke, 2006; Donche et al., 2013; Wulf and Lewthwaite, 2016)

Discussion:



'No pressure to reach certain levels of progress week by week'
(A, 2024, post-study survey)

Future considerations

Broader development of the belt training process

Future considerations

Broader development of the belt training process

- More experts

Future considerations

Broader development of the belt training process

- More experts
- More participant singers

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Broader development of the belt training process

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- More participant singers

Aiding generalisability of outcomes (Little, 2013; Denscombe, 2014; Merriam and Tisdell, 2016)

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Quantitative measurements of:

Vocal acoustics and physiological changes (technique)

(Feilzer, 2010; Guzman et al., 2013; Little, 2013; Echternach et al., 2014; Zuim, Stewart and Titze, 2021)

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Teacher training programme for belting

Conclusion

Conclusion

My journey echoed the singers' journeys:

(MacLeod, 2011); Downe *et al.*, 2019; Skains, 2018)

Conclusion

My journey echoed the singers' journeys:

Familiarisation with sounds

(Maxfield, 2019; Moss Erickson, 2019, 2023)

(MacLeod, 2011); Downe *et al.*, 2019; Skains, 2018)

Conclusion

My journey echoed the singers' journeys:

Familiarisation with sounds  Audiation

(Maxfield, 2019; Moss Erickson, 2019, 2023)

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Conclusion

My journey echoed the singers' journeys:

Familiarisation with sounds → Audiation → Practice

(Maxfield, 2019; Moss Erickson, 2019, 2023)

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Conclusion

My journey echoed the singers' journeys:

Familiarisation with sounds → Audiation → Practice → Ability to demonstrate

(Maxfield, 2019; Moss Erickson, 2019, 2023)

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Familiarisation with sounds → Audiation → Practice → Ability to demonstrate

(Maxfield, 2019; Moss Erickson, 2019, 2023)

Mentor guidance supports teachers to:

(MacLeod, 2011); Downe *et al.*, 2019; Skains, 2018)

Conclusion

My journey echoed the singers' journeys:



Mentor guidance supports teachers to:

Make good demonstrations

(Lindqvist et al., 2023)

(MacLeod, 2011); Downe *et al.*, 2019; Skains, 2018)

Conclusion

My journey echoed the singers' journeys:



Mentor guidance supports teachers to:



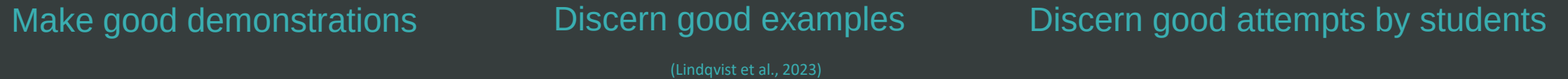
(MacLeod, 2011); Downe *et al.*, 2019; Skains, 2018)

Conclusion

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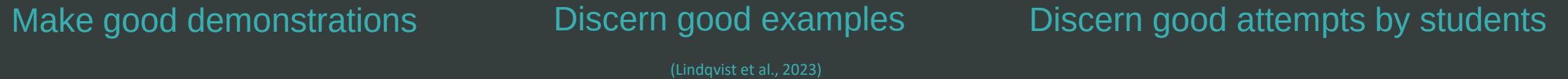
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Conclusion

My journey echoed the singers' journeys:



Mentor guidance supports teachers to:



Literature review:

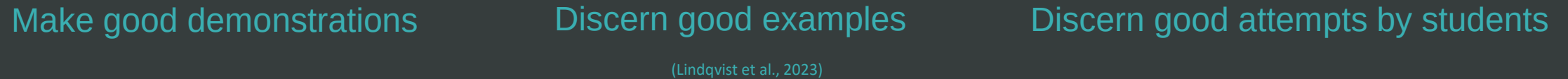
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Conclusion

My journey echoed the singers' journeys:



Mentor guidance supports teachers to:



Literature review:

- Assimilation of knowledge

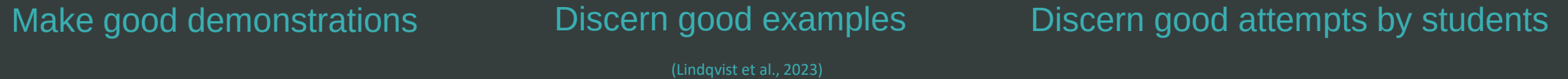
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Mentor guidance supports teachers to:



Literature review:

- Assimilation of knowledge
- CPD opportunity for novice teachers

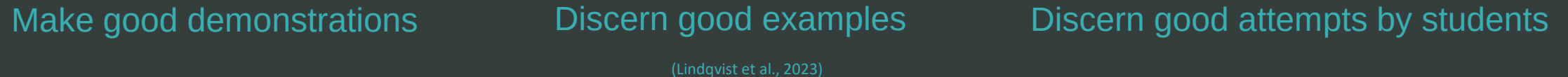
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Conclusion

My journey echoed the singers' journeys:



Mentor guidance supports teachers to:



Literature review:

- Assimilation of knowledge
- Supports teachers to identify their CPD needs
- CPD opportunity for novice teachers

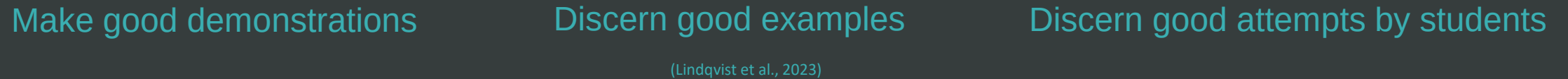
(MacLeod, 2011); Downe *et al.*, 2019; Skains, 2018)

Conclusion

My journey echoed the singers' journeys:



Mentor guidance supports teachers to:



Literature review:

- Assimilation of knowledge
- CPD opportunity for novice teachers
- Supports teachers to identify their CPD needs
- Supports teachers to synthesise resources

(MacLeod, 2011); Downe *et al.*, 2019; Skains, 2018)

Conclusion

Importance of collaboration

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Importance of collaboration

- Vital component of CPD (Mccoy and Macdonald, 2019; Lindqvist et al., 2023)

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- Efficient teacher training and knowledge building (Goker, 2006; Warwick, 2007)

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- Vital component of CPD (Mccoy and Macdonald, 2019; Lindqvist et al., 2023)
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- Student feedback as collaboration feeding into individualisation and CPD (Plomp and Nieveen, 2010; Valentine and Kopcha, 2013)

Conclusion

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Student feedback and self-efficacy

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Student feedback and self-efficacy

A positive learning environment

Conclusion

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Student feedback and self-efficacy

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Attitude

Conclusion

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Attitude

Clear, two-way communication

Conclusion

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Student feedback and self-efficacy

A positive learning environment

Attitude

Clear, two-way communication

Benefits of self-reflection for learning and CPD

References:

1, E. (2023) 'Expert 1 data sources'.

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