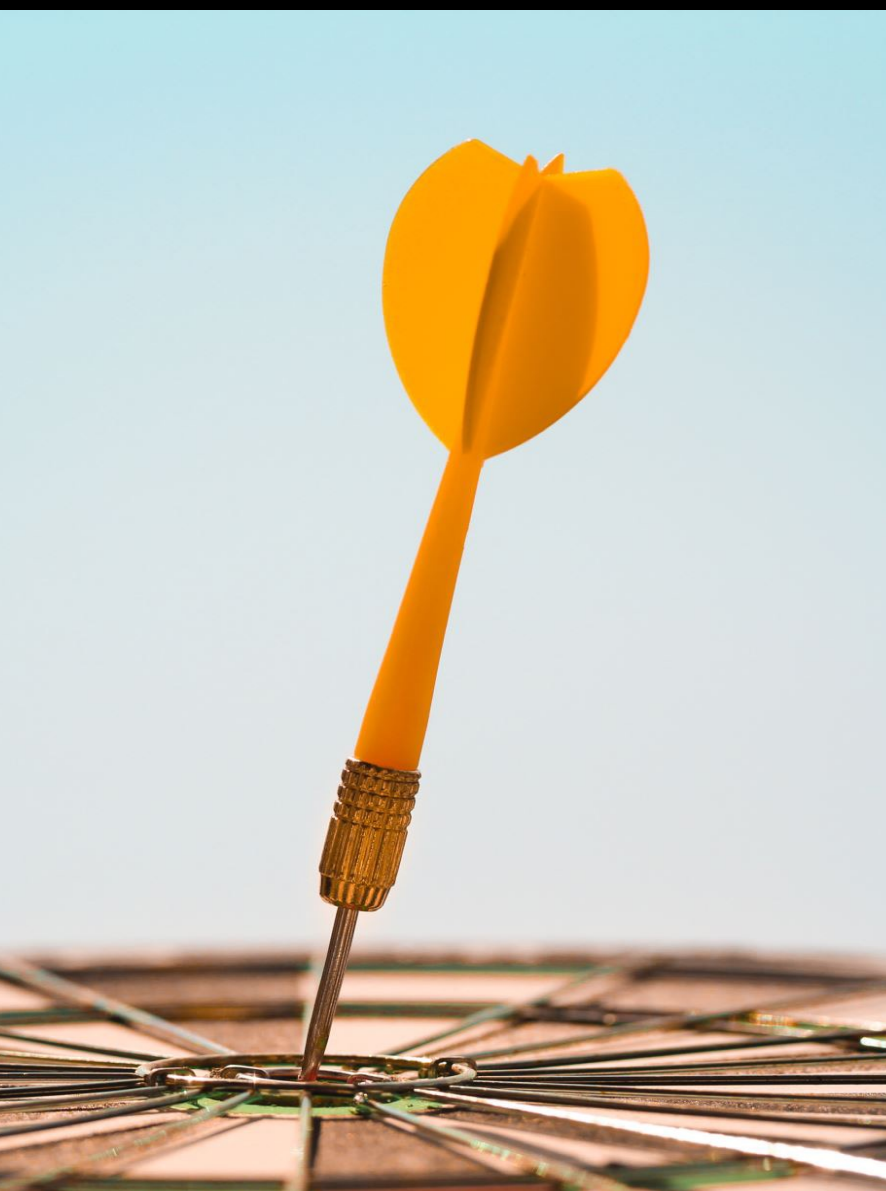


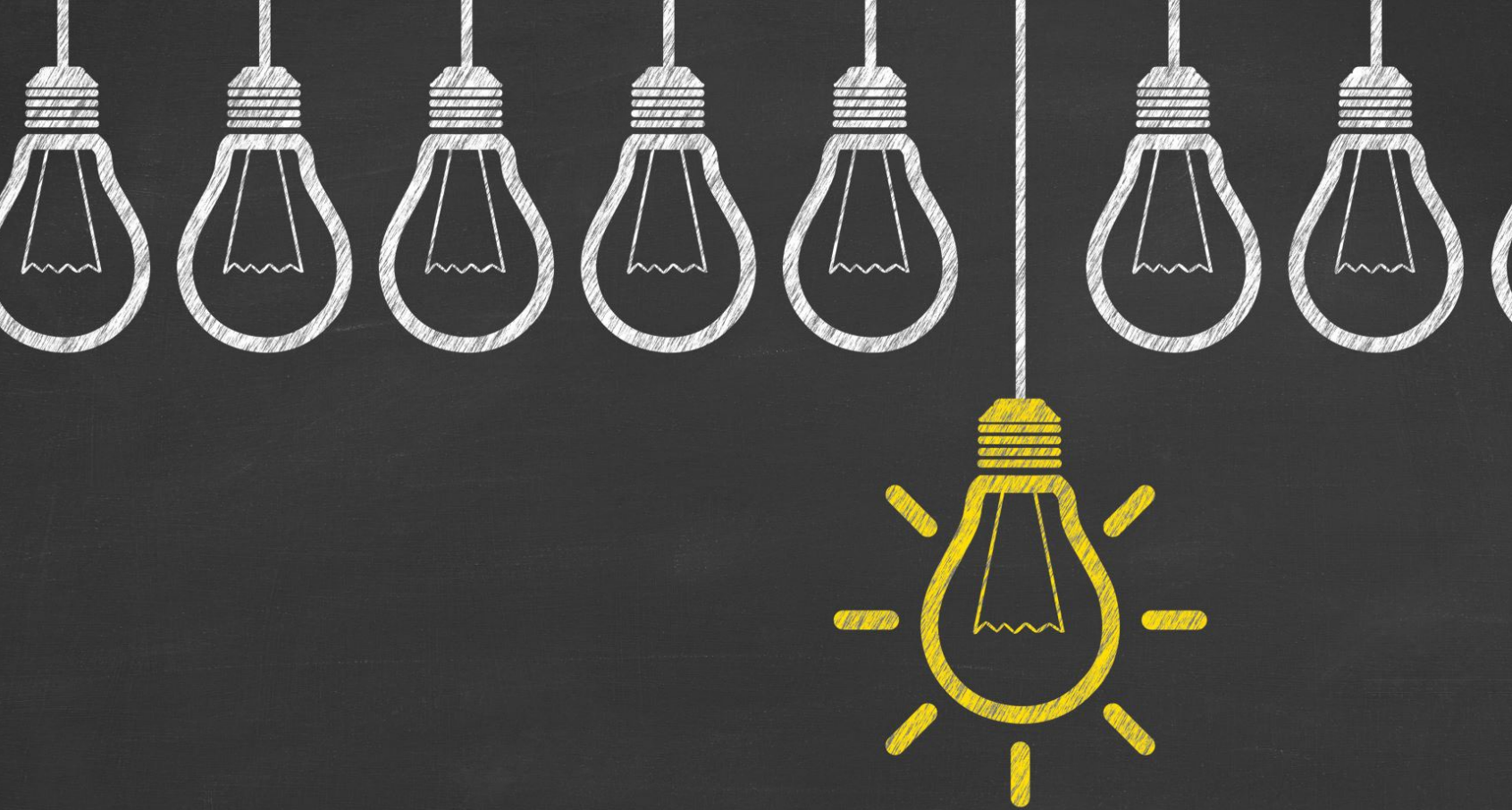


THE ADULT SINGING STUDENT'S MINDSET – IS IT AN IMPORTANT CONSIDERATION IN VOCAL PEDAGOGY?

TRIALLING A SCHEMA TO INVESTIGATE
THE IMPACT OF STUDENT MINDSET ON
GOAL ACHIEVEMENT IN THE
1-TO-1 SINGING LESSON

Researched and Presented by Angela Daniels

MA Voice Pedagogy Work Based Learning Project BMPF7010
Voice Workshop and University of Wales Trinity St David



CONTEXT

Contemporary and musical theatre singing teacher of 20+ years

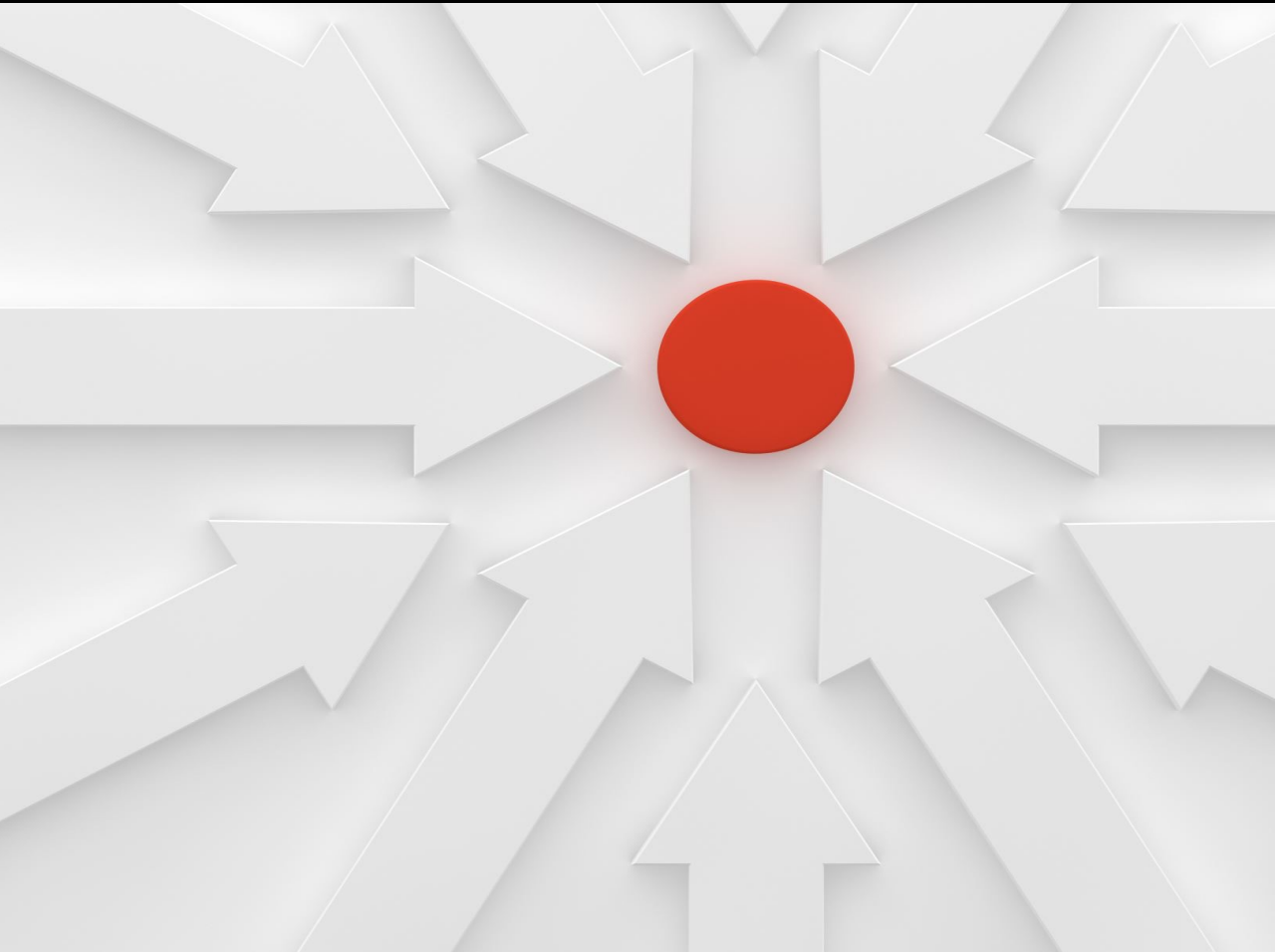
Experiential interest in student self-schema

Drawing links between goal setting for student development and mindset

Teacher epistemology is critical

Developing vocal teaching schema from BMPF7013F to enhance pedagogical knowledge and practice

AIMS & OBJECTIVES



Complete schema from BMPF7013 for practical research testing



Ascertain importance of mindset in the vocal lesson



Develop mindset research specifically for singing



To inform vocal teachers of their responsibility to treat students' individually and instruct and feedback accordingly



Establish impact of singing mindset on goal attainment



Investigate flexibility of teacher epistemology



To improve upon the schema to create a teaching model for wider teaching community

DRAFT SCHEMA DESIGN



- Mindset characteristics - (fixed and growth)
- Mindset profiling tools - (combining general and creative)
- Singing Profiling tool
- Considerations surrounding goals set dependent on mindset –vocab and phrases important.
- Student reflection
- Teacher reflection

LITERATURE REVIEW

Thematic and narrative review

- **Mindset and goal-attainment**
- **Considerations of student psychology**
- **Epistemic beliefs of teachers**
- **Implementing the schema to a wider teacher community**

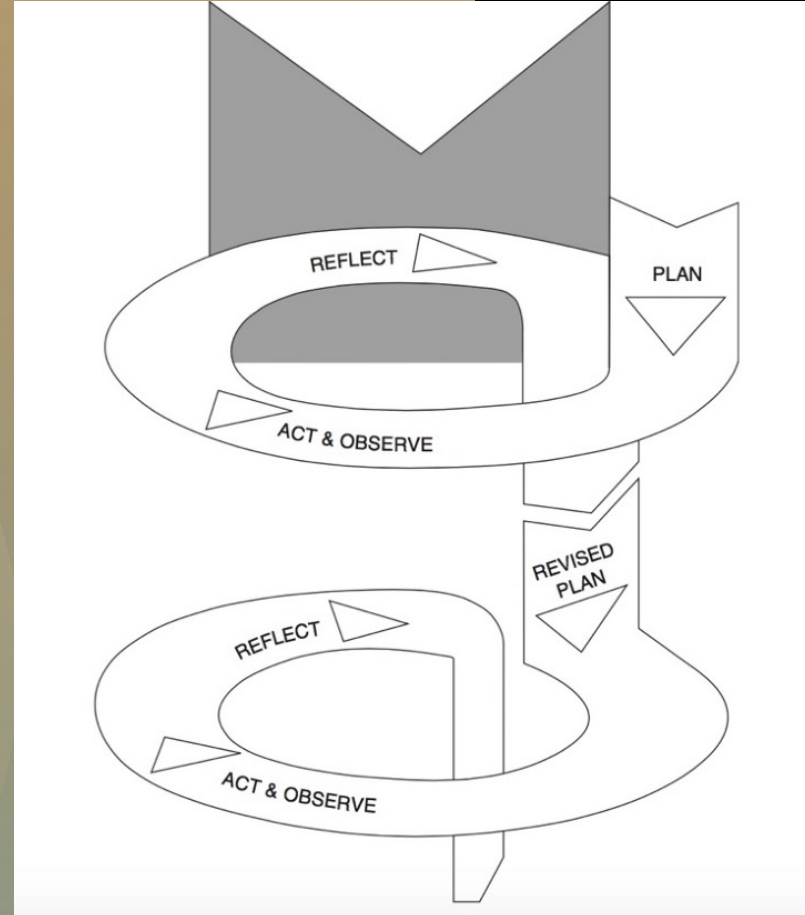
Mindset and goal-attainment – Individual belief affects goals set and attained in general education (Dweck and Leggett, 1988; Richardson and Bledsoe, 2020; Woods, 2020; Poe et al. 2021) more research is needed (Poe et al.; Yu and McLellan, 2020).

Likert Scale is a valid measurement.





METHODS & METHODOLOGIES



Action Research Spiral (Kemmis and McTaggart, 2007:278)

- Interpretivist and subjective ontology considers individual participants' perceptions will differ (Ryan, 2018; Scotland, 2012) and potentially with the researcher (Rolfe, 2006). Conflicting ideas can inform a more thorough understanding of the subject (Cohen and Crabtree, 2006).
- Builds upon schema created through Design Science Research Methodology and theories are built upon to enhance the design (Weber, 2010; Ahmed and Sundaram, 2011).
- Cycle of action prompts reflection and and further development
- Interpretive phenomenological analysis lends itself to the inductive reasoning (Noon, 2018; Smith and Flowers, 2009)
- Qualitative research – narrative and thematic literature review, semi-structured interviews and coding.

METHODS



Developing schema using Merrill's Principles of Instruction (Merrill, 2013) and Revised Taxonomy of Anderson and Krathwohl (Wilson, 2016)



Semi-Structured Interviews (Bowmann, 1998) with purposive sample of five participants of more than three years experience (Palinkas et al., 2015) who each instruct adult singing students



Implementation of schema in participant lessons



Inductive and deductive coding (Saldana, 2013) for a pragmatic approach (Ramanadhan et al., 2021) and "rich descriptions of phenomena" allowing for analysis (DiCicco-Bloom, 2006:314)

INSIDER RESEARCH AND ETHICS

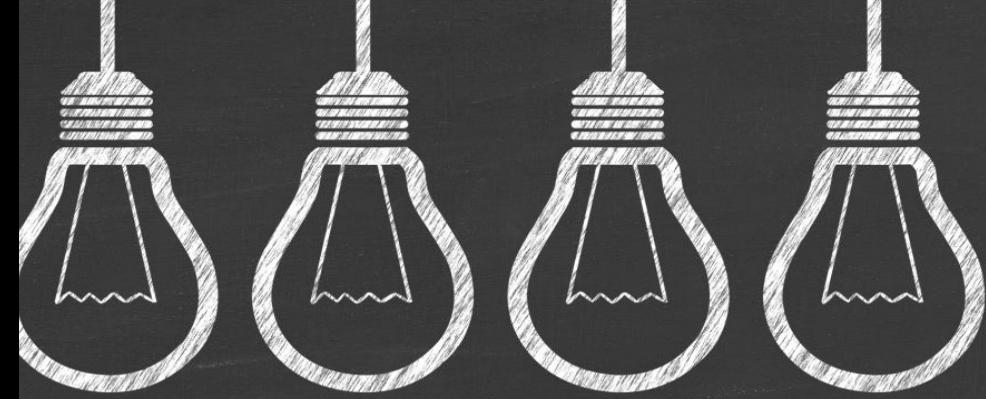
- Considerations given to teachers not being psychologists – (American Psychological Association, 2024; Mahony, 2022)
- Psychology is an intrusive subject – mental health contact details given
- The study passed ethical review through University of Wales Trinity St David. Overall sensitivity in data protection and mindfulness of the psychological content of this work was ensured through confidential survey software and password protection. Participants were informed of data handling, that research was voluntary and that they could leave the research at any time.
- Cockatoo and Delv
- Position and experience of researcher determines narrative of qualitative research (Greene, 2014)
- Consider all possible outcomes - A deeper introspection or reflective and reflexive process can guide the project toward a more rounded interpretation (Greene, 2014)
- Reflexive research diminishes bias - (Davis and Janostick, 1991; Ahern, 1999).
 - Bracketing (Tufford and Newman, 2012) - Hermeneutical phenomenological method – constant cyclical awareness of research process and allows new themes to emerge.



FINDINGS

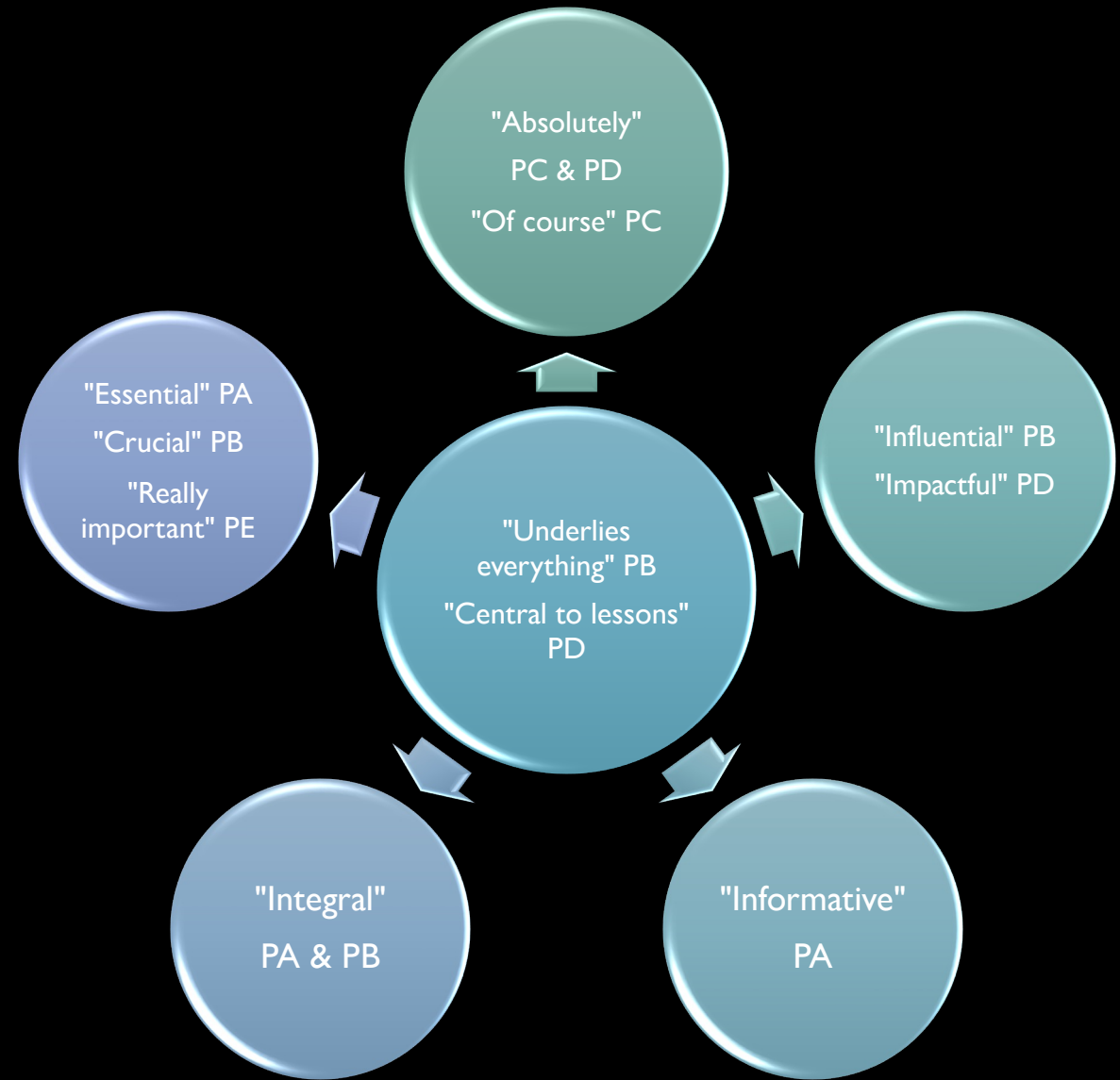
Semi-Structured Interview 1 – Teacher knowledge and Epistemology

- Student Psychology Importance
- Mindset knowledge
- Goal Setting Utilisation and Value of Measuring Development
- Adapting Vocabulary and Feedback
- Participants' Flexibility to Developing Knowledge and Singing Studio



PARTICIPANT PERSPECTIVE – IS CONSIDERING STUDENT PSYCHOLOGY IMPORTANT?

IN VIVO CODING



PARTICIPANT PERSPECTIVE – IS CONSIDERING STUDENT PSYCHOLOGY IMPORTANT?

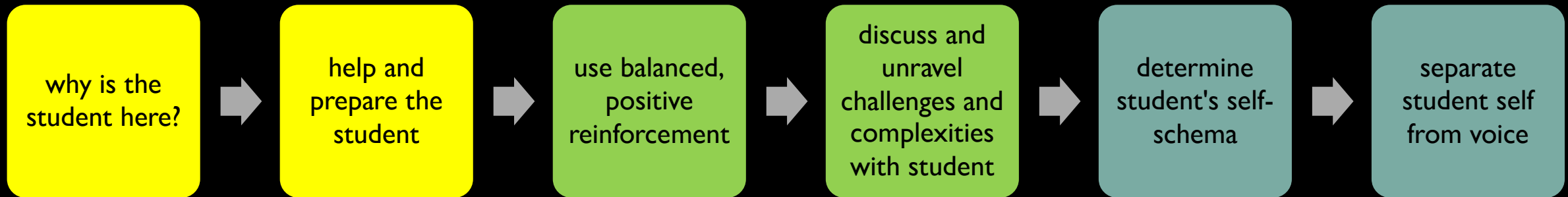
Examples of quotes:

“Help student’s separate out their instrument from themselves.”

“I try to bring in a lot more balance.”

“Say things to reinforce how well she is doing.”

“Just keeping their comfort level and mindset in mind”



Pattern Coding deduces teacher responsibility in the vocal lesson.

*‘The most successful vocalist is probably the one who can mentally separate himself from the instrument’.
(Titze, 2022:53)*

TEACHER EMPATHY

- ◆ *“Drawing on past experiences of my own, of how I wish teachers had been with me...I had gotten into this really bad place because all I heard was what I was doing wrong”. PA*
- ◆ *“I had a teacher who was all well-meaning but crushing...I treat them how I like to be treated and bypass some of the ‘wow, that was amazing’.” PB*
- ◆ *“I had one teacher who was absolutely fantastic at removing from any negative place and distracting me essentially. She used a variety of techniques to do that, and I have expanded on that.” PC*
- ◆ *“I went through a traumatic event...I suddenly found myself unable to sing...it was only the psychological intervention that helped from somebody who was a specialist in this and was a singing teacher...and then the teacher I went back to again really emphasised mindset stuff...it really impacted me in a positive way...it is central to a lot of my lessons.” PD*



Congruent with Fletcher and Krause's (2023) research, which concludes experiential, empathic and leadership skills to be positively and statistically associated with the voice teacher's influence on student achievement.

TEACHER'S SHEET

Here is an example of a filled in sheet. Please note the scoring system at the bottom of this page. Do not explain the scoring system to your student as this could affect the results.

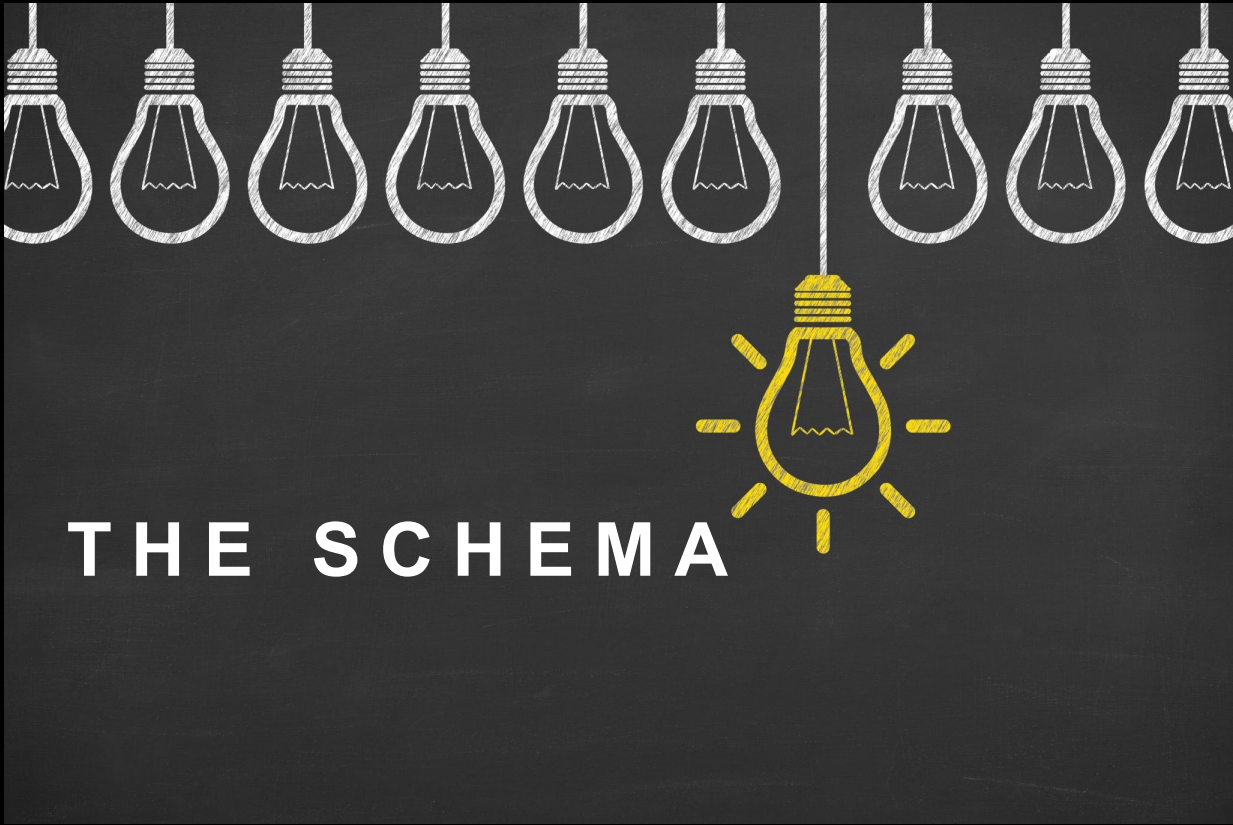
Singing Mindset Profiling Tool

Consider each statement and decide if you strongly agree, agree, disagree or strongly disagree. Write your choice as the corresponding number in the far right column.	Strongly Agree	Agree	Disagree	Strongly Disagree	Write your answer number in this column
1. Everyone can sing well at some point if he or she is given appropriate conditions.	4	3	2	1	3
2. You can either sing or you can't – even trying very hard you can't change much.	1	2	3	4	2
3. Anyone can develop his or her singing abilities up to a certain level.	4	3	2	1	4
4. You have to be a born singer – without innate talent you can only be an amateur.	1	2	3	4	1
5. Practice makes perfect - perseverance and trying hard are the best ways to develop and expand one's capabilities.	4	3	2	1	3
6. Singing can be developed, but one either is or is not a true singer.	1	2	3	4	1
7. Rome wasn't built in a day – singing requires effort and work, and these two are more important than talent.	4	3	2	1	4
8. Some people are singers, others aren't – and no practice can change it.	1	2	3	4	3
9. It doesn't matter what singing level one reveals, you can always increase it.	4	3	2	1	3
10. A true singing talent is innate and constant throughout one's life.	1	2	3	4	1
				Total:	25

Add the scores together the student has written to give the total.

- Score 10-15 Fixed mindset
- Score 16-24 Fixed mindset with some growth mindset
- Score 25-34 Growth mindset with some fixed mindset
- Score 35-40 Growth mindset

This student scored 25 and although leaning more towards a growth mindset, does exhibit some fixed mindset beliefs that need considering.



Mindset Profiling Tool

What to consider...

Now you know your student's singing mindset, re-look at the characteristics for that mindset (p.4-5). It is likely you will need to consider both sets of characteristics which can seem a contradiction, but fostering a growth mindset is the desired result and you should consider the following:

Whether your student has a fixed, growth or mixed mindset, you should:

- Allocate time boundaries: short/mid/long term goals - keep small and manageable,
- Limit goals to maintain focus and cognition. Split bigger goals into sub sections,
- Keep the 'why' at the heart of the goal,
- Clear, specific, and written down goals,
- Be clear about any apprehensions the student may have about their voice.

8.

If your student has a fixed mindset, remember:

- They may well blame lack of ability over effort and will stop trying.
- You should avoid blaming the mindset and refocus it.
- Embrace failure by reframing it and utilise distraction methods. Frame response to non-attainment of goal with 'yet', e.g. "you can't do it yet".
- Acknowledge some of your own or celebrity failures to normalise it.

If your student has a growth mindset, remember:

- They will blame effort over ability and will keep trying.
- Constructive criticism is valued.
- Sharing relevant inspirational success stories is valuable to their motivation.

If they are mixed mindset, use the most dominant traits as your framework to work from. I.e., a heavier weighting of growth mindset won't mind some gentle critique.

9.

Student Reflection

This record asks 5 questions which are repeatedly asked each week:

1. I progressed well with my goal(s) this week.
2. I fully understood what I was trying to achieve.
3. I fully believed I would be able to accomplish my goal(s) when I started them.
4. I believe I can accomplish my goal(s).
5. I feel more able to accomplish similar goals in the future.

These questions have answers for the student to select on the printable PDF, but do encourage them to write more after the lesson to further their reflection if they are receptive to this.

Student Reflection Record

Please fill out weekly for 3 weeks.

Consider each statement and decide if you strongly agree, agree, disagree or strongly disagree. Write your choice as the corresponding number in the far-right column.	Strongly Agree	Agree	Disagree	Strongly Disagree	Write your answer number in this column
1. I progressed well with my goal(s) this week.	4	3	2	1	
2. I fully understood what I was trying to achieve.	4	3	2	1	
3. I fully believed I would be able to accomplish my goal(s) when I started them.	4	3	2	1	
4. I believe I can accomplish my goal(s).	4	3	2	1	
5. I feel more able to accomplish similar goals in the future	4	3	2	1	
Total:					

Anything else you'd like to add?

.....
.....

Discussion with Student

Once your student has answered the questions, talk through their responses with them remembering the following:

- Fixed mindset will blame ability, so distract and refocus with new goal, don't forget to consider any progress made so far though.
 - Growth mindset will blame effort, so discuss how this may be developed going forward.
 - Consider what has been learnt so far.
 - Teacher/student reflective feedback is important for motivation for attaining goals.
 - Be mindful of a growth mindset who constantly succeeds, complacency and risk aversion can set in triggering a fixed mindset.
 - Student should journal their responses as part of the record keeping element of the document.
- It will help them see how they have developed over time.

12.

Student Goal Engagement

Following each lesson, you should complete the Student Goal Engagement Record. This is the final printable PDF. The answers you provide on this each week, combined with the student responses, should evidence either a change or stasis in the student's goal attainment or attitude towards it.

Student Goal Engagement

Week 1

Consider each statement and give an answer of 1, 2 or 3 in the far-right column.	Yes	Some	No	Write your answer number in this column
Did the student:				
1. Embrace the goals	3	2	1	
2. Persist with the goals in and away from the lesson?	3	2	1	
3. Suggest there was no point trying the goal(s)?	1	2	3	
4. Embrace critical feedback	3	2	1	
5. Change the goal(s) after giving up on another goal?	1	2	3	
Total:				

Week 2

Consider each statement and give an answer of 1, 2 or 3 in the far-right column.	Yes	Some	No	Write your answer number in this column
Did the student:				
1. Embrace the goals	3	2	1	
2. Persist with the goals in and away from the lesson?	3	2	1	
3. Suggest there was no point trying the goal(s)?	1	2	3	
4. Embrace critical feedback	3	2	1	
5. Change the goal(s) after giving up on another goal?	1	2	3	
Total:				

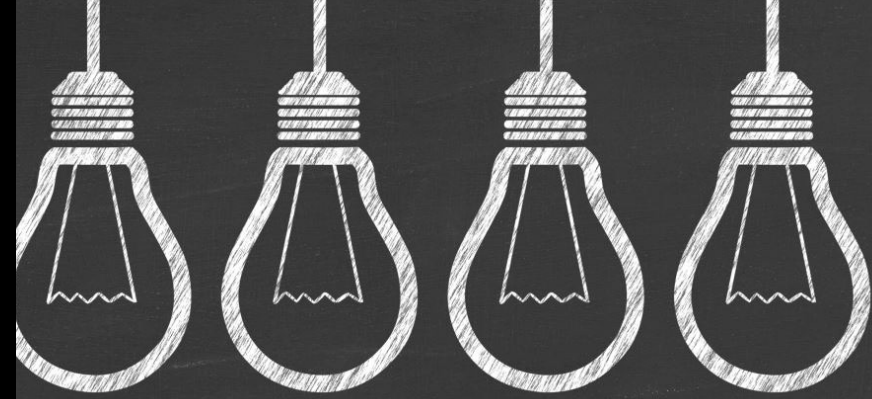
Week 3

Consider each statement and give an answer of 1, 2 or 3 in the far-right column.	Yes	Some	No	Write your answer number in this column
Did the student:				
1. Embrace the goals	3	2	1	
2. Persist with the goals in and away from the lesson?	3	2	1	
3. Suggest there was no point trying the goal(s)?	1	2	3	
4. Embrace critical feedback	3	2	1	
5. Change the goal(s) after giving up on another goal?	1	2	3	
Total:				

Has the total changed over the 3 weeks? If so, is it a higher total = the student is improving in goal attainment, stayed the same, or lower total = the student is finding goal attainment getting harder?

FINDINGS

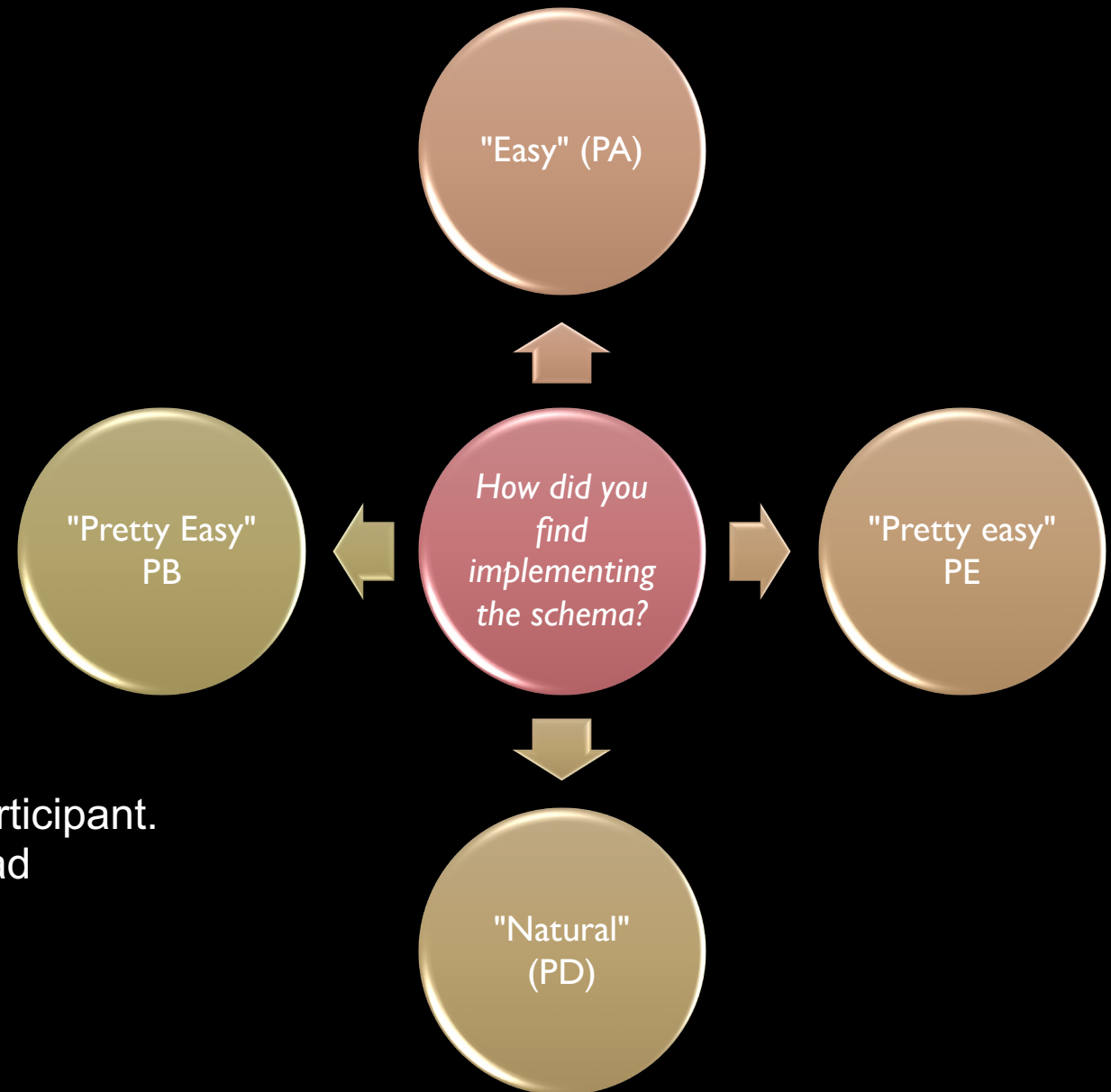
Semi-
Structured
Interview 2 -
Implementing
the Schema



HOW DID YOU FIND IMPLEMENTING THE SCHEMA?

IN VIVO CODING

The schema was successfully utilised by each participant.
PC suggested it was student dependent – they had
worked with most students (3) of all participants.



IMPACT OF THE SCHEMA

Each participant was positive in their response that they had learnt about mindset from the schema and would implement the schema or elements of it going forward.

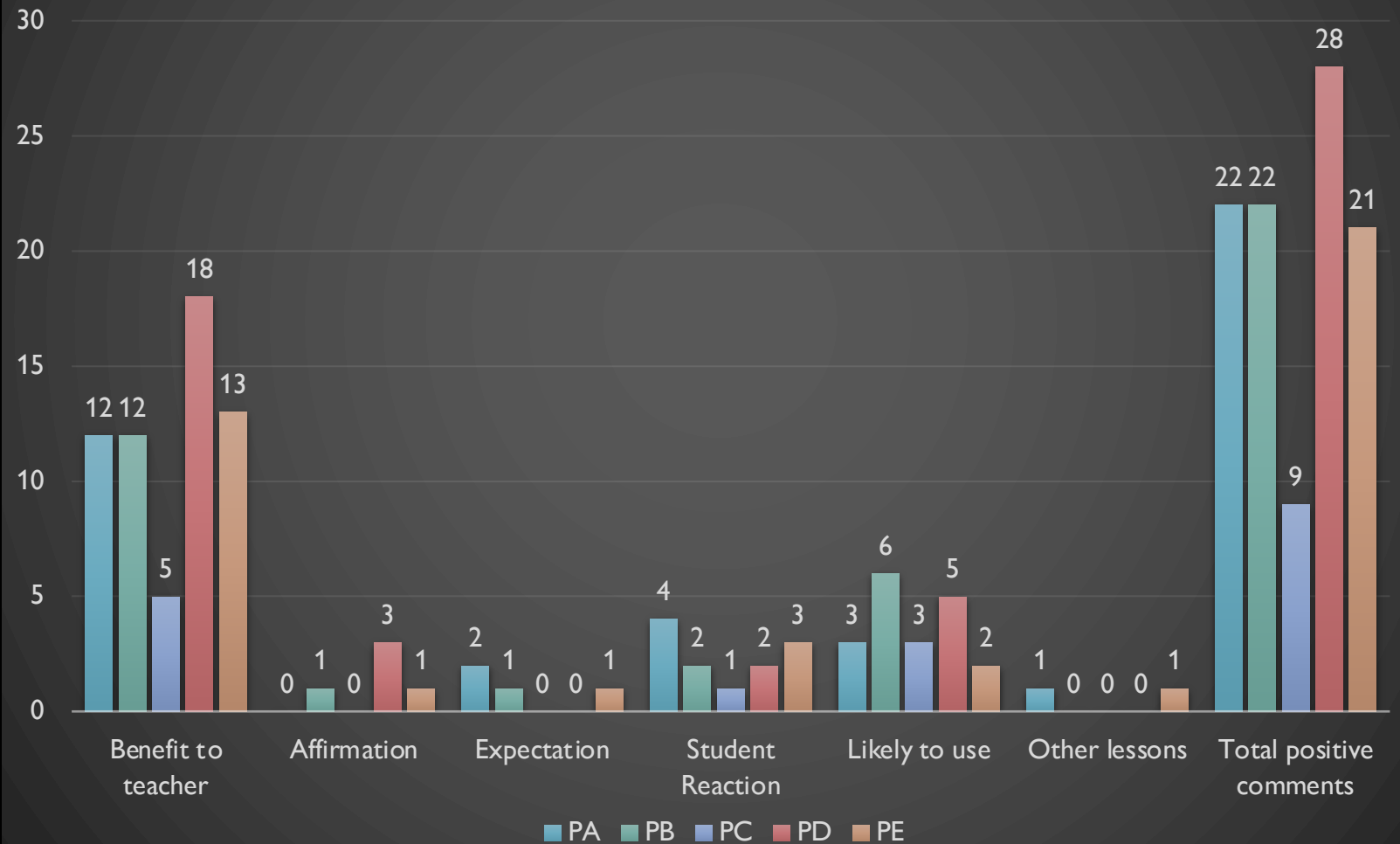
Participant	Did it enhance knowledge of mindset?	Would you use any of the schema in your teaching going forward?
PA	Yes	Yes
PB	Yes, somewhat	Yes, I would consider it
PC	Yes	Yes, but it's subjective
PD	Yes, in the sense of measuring	Yes, I want to use it more
PE	It connected the idea of mindset with goal setting	In some form, for some students

POSITIVE COMMENTS

MAGNITUDE CODING

- Benefit to teacher
- Affirmed current practices
- Matched or better than expectation
- Student reaction
- Likely to use in voice studio going forward
- Likely to implement in other instrument/music lessons

Graph Representing Positive Comments Regarding Schema



NEGATIVE COMMENTS

MAGNITUDE CODING

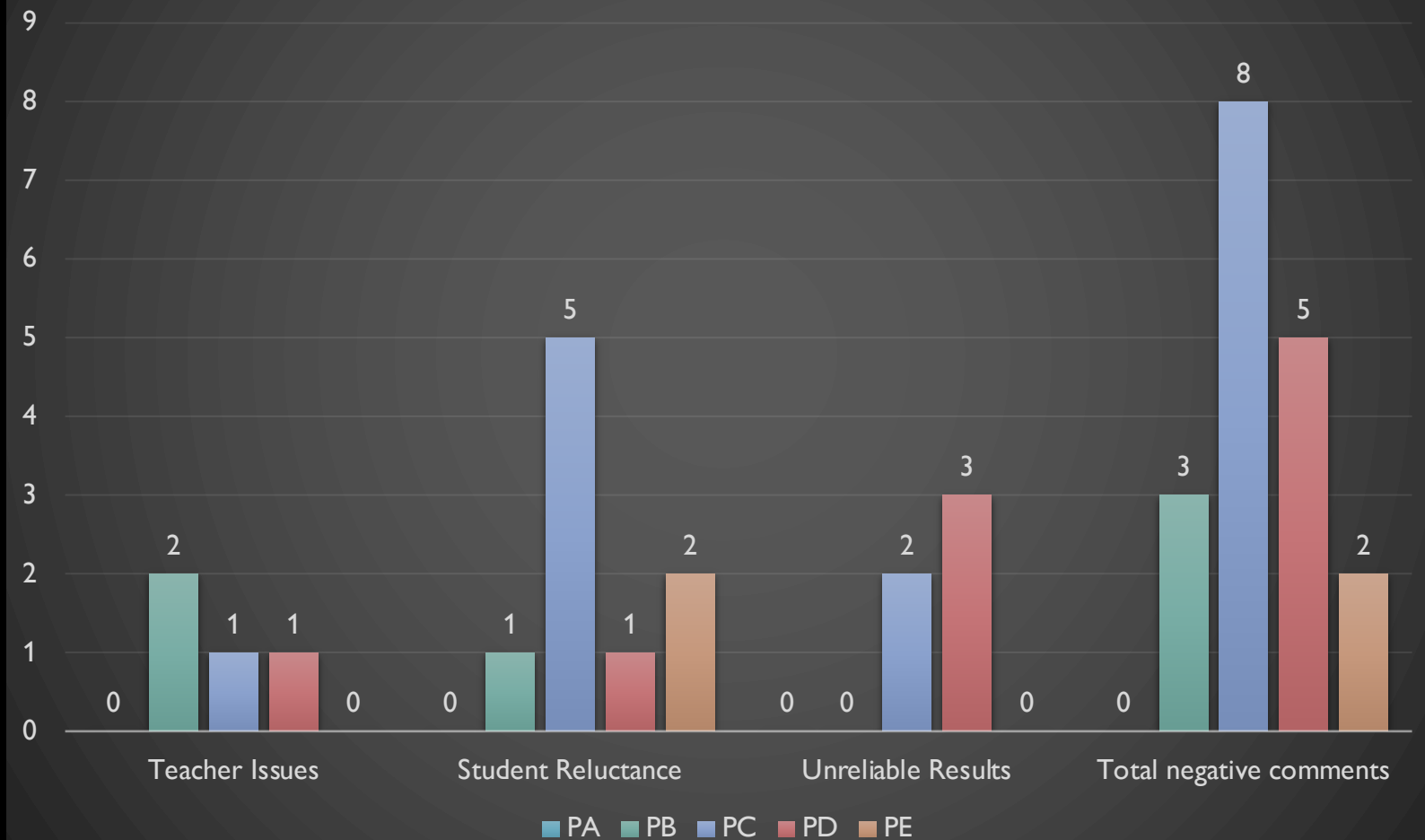
Teacher issues relating to:

- how to implement the schema with current students if not as part of research.
- Learning a new model to implement whilst already busy.
- Concern that there is more to student psychology than covered.

Student reluctance to engage due to self-schema, ability and administration skills.

Unreliable results from students and how to ensure they clearly reflect their thoughts.

Graph Representing Negative Comments Regarding Schema



STUDENT RESULTS

Participant	Student Mindset	Student Goal Engagement scores over 3 weeks	Improvement Yes/Static/Decline	Student Reflection scores over 3 weeks	Improvement Yes/Static/Decline
PA:1	33	13 12 15	Yes +2	16 19 20	Yes +4
PB:1	37	14 15 14	Static	16 15 15	Decline -1
PC:3	31	11 10 15	Yes +4	19 19 19	Static
PC:2	29	15 15 14	Decline -1	15 17 16	Yes +1
PC:1	24	N/A	N/A	N/A	N/A
PD:3	33	15 15 15	Static	14 19 19	Yes +5
PD:1	22	7 8 9	Yes +2	12 14 14	Yes +2
PD:2	25	14 12 15	Yes +1	13 16 19	Yes +6
PE:1	36	15 15 15	Static	17 17 ill	Static

Mindsets:

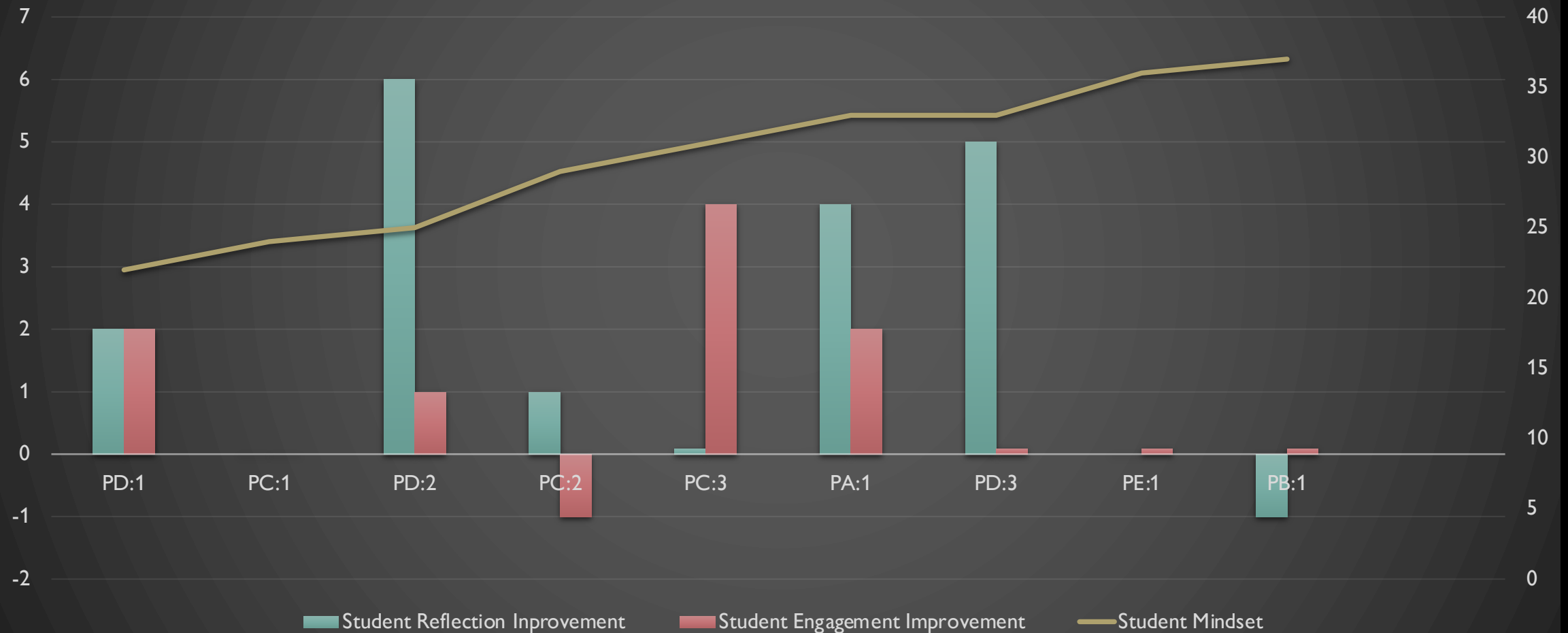
10-15 = Fixed

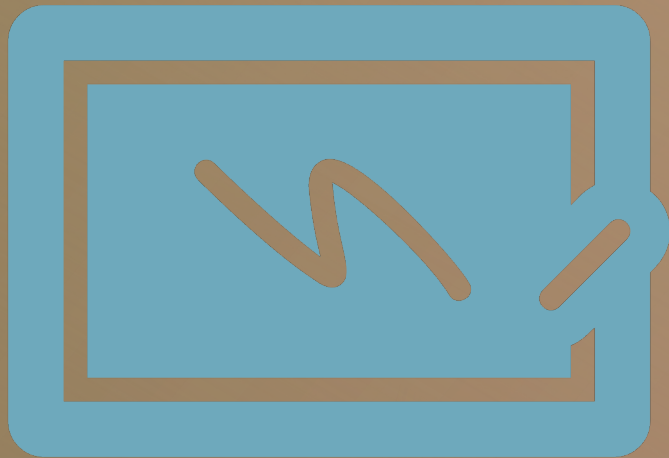
16-24 = Fixed with some Growth

25-34 = Growth with some Fixed

35-40 = Growth

Graph Showing Student Mindset Correlation to Goal Engagement and Reflection Development





STUDENT SUGGESTIONS TO DEVELOP SCHEMA



More “prompt” questions would be useful to help the student complete the weekly student reflection record.



“My results are basically three different types of people...I wonder if you could modify language a little bit for the student reflection record or give some pointers (for each type of person).”



“I would have wanted some more questions.”



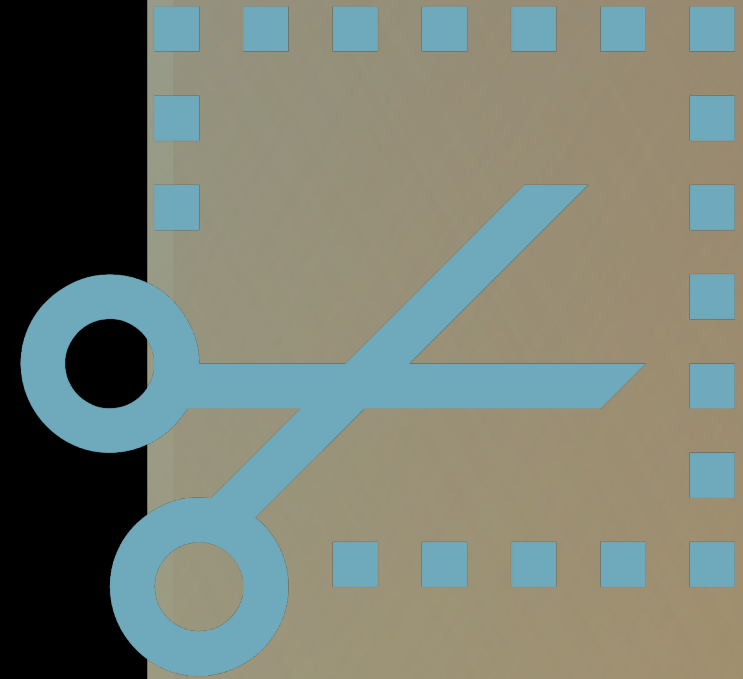
“Meatier prompts, so that they have a little bit more to respond to...I think it would be nice to have some questions that allow the student to be drawn out a little bit”.

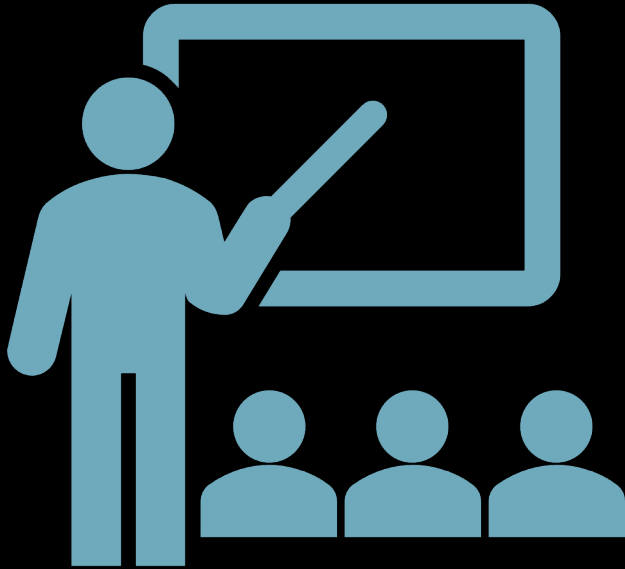


“It’s not part of the profile...it might be interesting to have some open-ended questions to check out if there are limitations to their growth mindset or even exceptions to the fixed mindset.”

LIMITATIONS AND RECOMMENDATIONS

- Issue surrounding the false responses given by students undergoing profiling. Given the subjects were potentially falsifying their answers to appear more positive or adept, such human reactivity could possibly be attributed to a theory in line with the Hawthorne Effect (Kenton, 2022).
- A constraint of understanding general teaching flexibility towards learning comes about in this study since only participants who are former or current students on the MA in Vocal Pedagogy course.
- Only female participants took part - De Kraker-Pauw, Wesel and Krabbendam (2017) suggests research studies indicate female teachers tend towards a more supportive disposition with greater expressive feedback than their male counterparts. Further research into the interaction of male teachers with their students would be pertinent.
- Critically to this study, retesting the student mindset after a semester or longer would have provided evidence to suggest an improvement or decline of the student. This is recognised as undeniable but unavoidable flaw of this research. A future study would be conducted over a longer period of time to ascertain such information.





CONCLUSION

- Data supports the schema as a potentially beneficial tool with further researched development required,
- Although the research has been biased towards the opinion of teachers from an academic background - offers rigour to the study, as scrutinised the schema through a developed lens.
- Most value was placed upon the mindset measuring, a tool that was not previously recognised amongst the participants, and the structure the goal setting and attainment record keeping presented to the lesson was valued.
- It is not evident that there was any noticeable change in teacher epistemology although this may be different when researching with a different set of participants of varied training.
- The results suggest that students are complex individuals which is at the core of understanding their learning needs and at some level, teachers are aware of this.
- The singing mindset tool and Likert scale system are usable and provide adequate information, but for a teaching model of substance would be enhanced by qualitative feedback.
- Early signs in testing do suggest that the schema affects student reflection and engagement for those of a mindset of 33 and lower. Further research into how goal setting can best impact the higher growth mindset should be considered, although it could be debated that the students may have falsified the mindset profiling results initially. Researching with a larger group of students would be beneficial in identifying the variables of the results and understand the trends more clearly.
- The findings of this project suggest the scope to develop the schema further with advanced research into prompt questions for the teacher and student discussions and a longer study conducted to gauge mindset of the student over at least a semester. If mindset was proven to grow as a response, a model would be designed to implement the schema into vocal teaching. If no mindset change was recorded, further research into why would be necessitated.

REFERENCES

Ahern, K. (1999) 'Pearls, Pith, and Provocation', *Ten Tips for Reflexive Bracketing*, 9(3), pp. 407-411.

American Psychological Association. (2024) *Ethical Principles of Psychologists and Code of Conduct*. Available at: <https://www.apa.org/ethics/code> [Accessed 9th February 2024].

Cohen, D. and Crabtree, B. (2006) *Qualitative Research Guidelines Project*.

Available at: <http://www.qualres.org/HomeInte-3516.html> [Accessed 18th December 2023].

Davies, J. and Janostick, E. (1991) *Mental Health and Psychiatric Nursing*. Boston: Jones.

De Kraker-Pauw, E., Wesel, F. and Krabbendam, L. (2017) 'Teacher Mindsets Concerning the Malleability of Intelligence and the Appraisal of Achievement in the Context of Feedback', *Frontiers in Psychology*, 8, pp.1-13.

DiCicco-Bloom, B. and Crabtree, B. (2006) 'Making Sense of Qualitative Research: The Qualitative Research Interview'. *Medical Education* 14-321.

Dweck, C. and Leggett, E. (1988) 'A social-cognitive approach to motivation and personality', *Psychological Review*, 95, pp. 256-273.

REFERENCES

- Fletcher, H. and Krause, A. (2023) 'Examining How Voice Teachers Influence Student Achievement', *Journal of Singing*, 79(4), pp. 445-456.
- Green, M. (2014) 'On the Inside Looking In: Methodological Insights and Challenges in Conducting Qualitative Insider Research', *The Qualitative Report*, 19(29), pp. 1-13.
- Henriksen, M., Englander, M. and Nordgaard, J.,. (2021) 'Methods of data collection in psychopathology: the role of semi-structured, phenomenological interviews', *Phenomenology and the Cognitive Sciences*, 21, pp.9-30.
- Kenton, W. (2022) *Hawthorne Effect Definition: How it Works and is it Real*. Available at: <https://www.investopedia.com/terms/h/hawthorne-effect.asp> [Accessed 3rd February 2024].
- Kemmis, S. and McTaggart, R. (2007) 'Implementing a Service of Independent Living Using a Participatory Approach', *Open Access Library Journal*, 3(4), pp. 271-330.
- Mahony, S., Juncos, D. and Winter, D. (2022) 'Acceptance and Commitment Coaching for Music Performance Anxiety: Piloting a 6-Week Group Course with Undergraduate Dance and Musical Theatre Students', *Frontiers in Psychology*, 13, pp. 1-23.
- Merrill, M. (2013) *First Principles of Instruction: Identifying and Designing Effective, Efficient, and Engaging Instruction*. Utah: Pfeiffer - A Wiley Imprint.

REFERENCES

- Noon, E. (2018) 'Interpretive Phenomenological Analysis: An Appropriate Methodology for Educational Research?', *Journal of Perspectives in Applied Academic Practice*, 6(1), pp. 75-83.
- Palinkas, L. (2015) 'Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research', *National Library of Medicine*, 42(5), pp. 533-544.
- Poe, L. et al. (2021) 'Promoting Positive Student Outcomes: The Use of Reflection and Planning Activities with a Growth-Mindset Focus and SMART Goals', *Information Systems Education Journal*, 19(4), pp. 13-22.
- Ramanadhan, S. et al. (2021) 'Pragmatic Approaches to Analysing Qualitative Data for Implementation Science: an Introduction', *Implementation Science Communications*, 2(70), pp. 1-10.
- Richardson, D. and Bledsoe, R. (2020) 'Mindset, Motivation, and Teaching Practice: Psychology Applied to Understanding Teaching and Learning in STEM Disciplines', *National Library of Medicine*, 19(3).
- Rolfe, G. (2006) 'Validity, Trustworthiness and Rigour: Quality and the Idea of Qualitative Research', *Journal of Advanced Nursing*, 53(3), pp. 304-310.
- Ryan, G. (2018) 'Introduction to Positivism, Interpretivism and Critical Theory' *Open Research Online*, 25(4), pp. 41-49.

REFERENCES

Saldana, J. (2013) *The Manual for Qualitative Researchers*. 2nd ed. London: Sage.

Scotland, J. (2012) 'Exploring the Philosophical Underpinnings of Research: Relating Ontology and Epistemology to the Methodology and Methods of the Scientific, Interpretive, and Critical Research Paradigms', *English Language Teaching*, 5(9), pp. 1-9.

Smith, J. and Flowers, P. (2009) *Interpretative Phenomenological Analysis: Theory, Method and Research*. London: Sage.

Titze, I. (2022) 'About Attitude and Mindset in Singing', *Journal of Singing*, 79(1), pp. 53-56.

Tufford, L. and Newman, P. (2012) 'Bracketing in Qualitative Research', *Qualitative Social Work*, 11(1), pp. 80-96.

Wilson, L. (2016) *Anderson and Krathwohl Bloom's Taxonomy Revised*. Available at: https://quincycollege.edu/wp-content/uploads/Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf [Accessed 14th January 2024].

Woods, D. (2020) 'Using Goal Setting Assignments to Promote a Growth Mindset in IT Students', *Information Systems Education Journal*, 18(4), pp. 4-11.

Yu, J. and McLellan, R. (2020) 'Same Mindset, Different Goals and Motivational Frameworks: Profiles of Mindset-Based Meaning Systems', *Contemporary Education Psychology*, Volume 62, pp. 1-13.