



RESEARCH STRATEGIES FOR CLASSROOM TEACHERS

FIVE PERSPECTIVES

PRESENTERS



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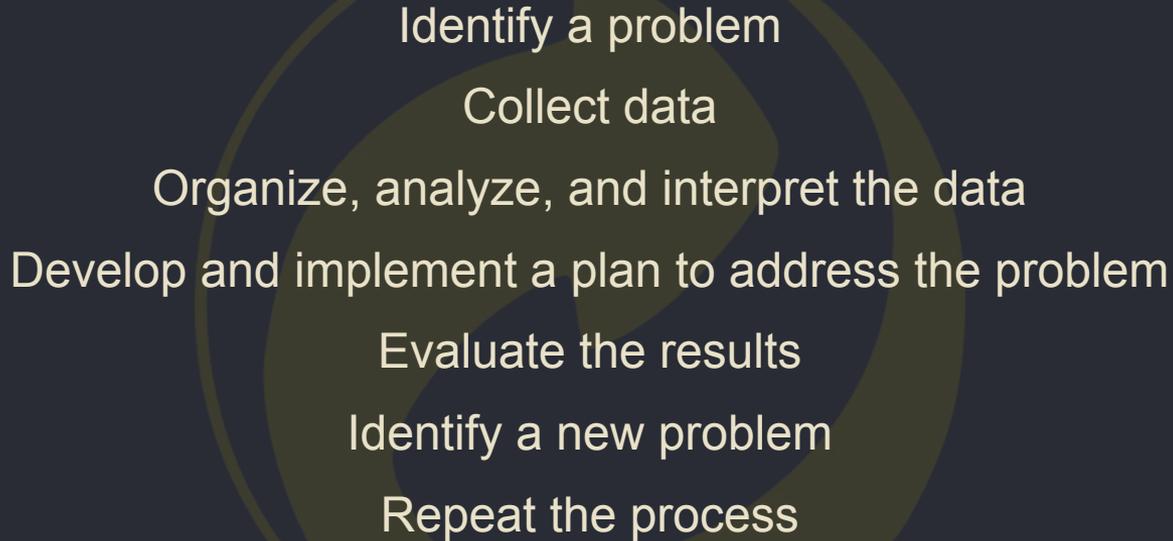
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What is Action Research?



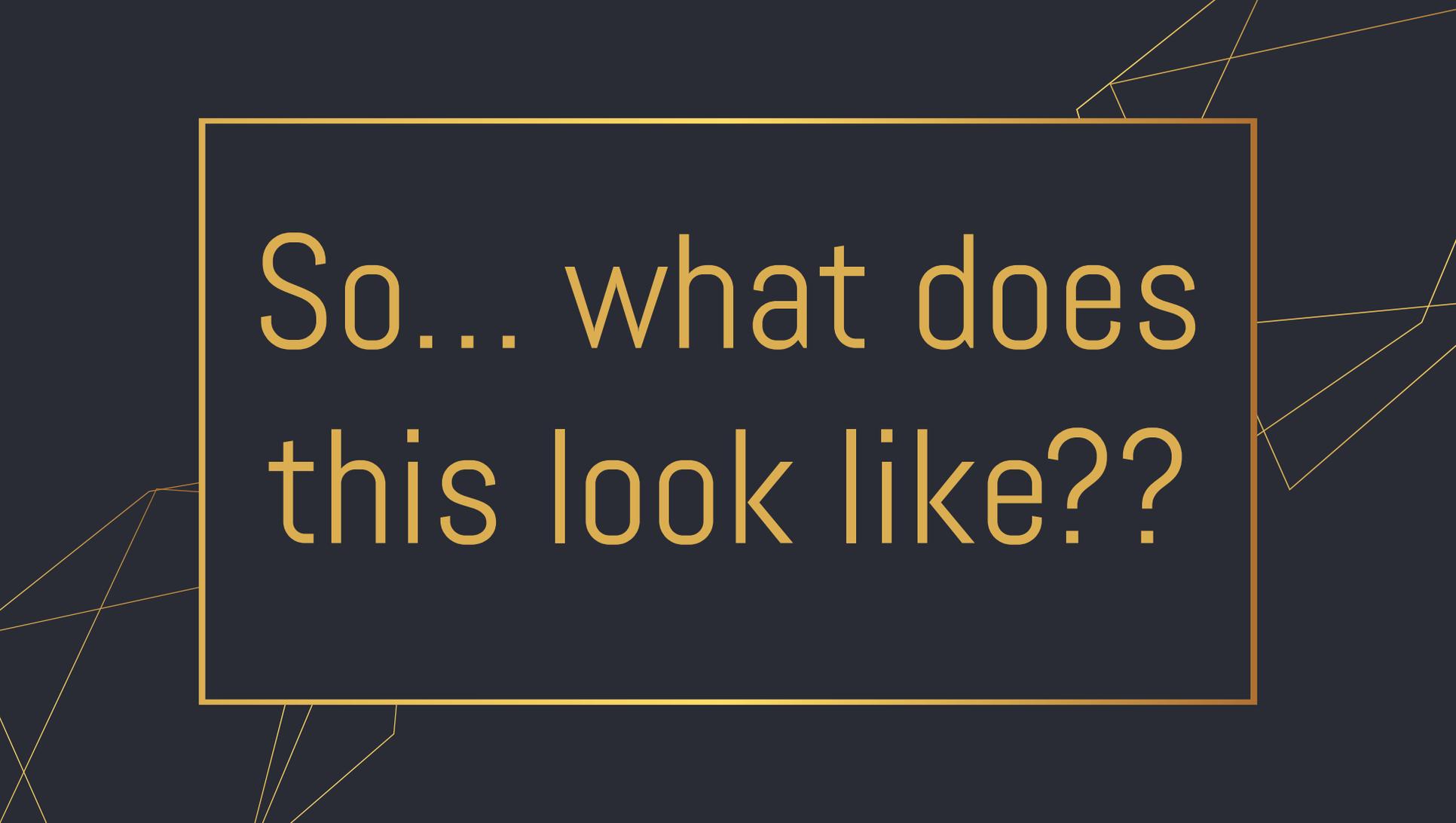
Action Research...

- Determines how an intervention has impacted student learning
- Provides evidence to your school community and leadership on how your program is best serving students
- Presents an opportunity to reflect on practice

“Without data you're just another person with an opinion” -
W. Edwards Deming

RESEARCH IN THE CLASSROOM: DISPELLING MYTHS

MYTH	TRUTH
<ul style="list-style-type: none">● You need to have a PhD/ Doctorate to conduct research of any kind● If you aren't enrolled in a college program, you can't conduct research● If you do research, the only way to share it is in research journals or conferences (behind a paywall)● Research is only beneficial to those at the collegiate level	<ul style="list-style-type: none">● You can conduct research in your classroom at any point in your career!● You can partner with a college program or professor/student if you would like and/or it would be beneficial● There are practical and accessible ways to use and share your research● Research can be beneficial to classroom teachers and students



So... what does
this look like??

RESEARCH IN THE CLASSROOM: REAL LIFE EXAMPLES



Student perceptions of a composition project within a concert band setting

RESEARCH IN THE CLASSROOM: REAL LIFE EXAMPLES

The Research	The Data	The Action
<ul style="list-style-type: none">● Composition project for HS students in two concert band ensembles of varying ability levels● Students completed the project over several weeks resulting in a final optional performance● Students had the option to use notation software if they wanted● Data collected by observation and conducting interviews with students and the teacher	<ul style="list-style-type: none">● Students reported increased communication skills, enjoyed working in small groups, had increased self-motivation and set high expectations to produce playable music● Teacher took a risk, tried something new/ out of his comfort zone and learned along with the students. Felt he was "given permission" to do so● Time was a major factor in level of success of the project● Removed facade that composition couldn't be done in secondary ensemble classes	<ul style="list-style-type: none">● Increased integration of creative activities/ composition at the secondary level ensemble classes● Teachers being learners and facilitators of new musical skills● Creation of new elective courses that encourage the <i>creation</i> of music- not just the reproduction of it● Fully funded recording studio at the HS building for students to create, record, produce, and mix their original work● Students that can create and share their ideas!

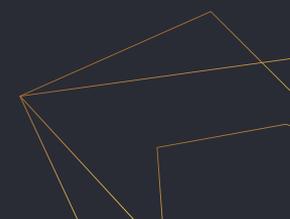


RESEARCH IN THE CLASSROOM: REAL LIFE EXAMPLES

WHY?

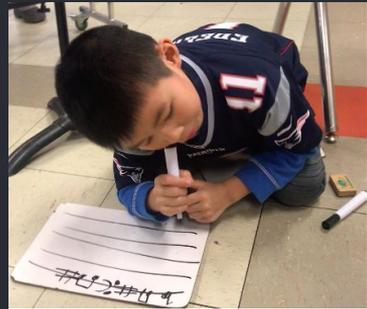
- Personal Curiosity:
 - How do my students learn?
 - How can I better structure my lessons to enhance student learning?
- Personal Passion
- Degree

THE RESEARCH

- Music Play: How do my students learn through play?
 - Play stations based on repertoire from class
 - 10-15 minutes to explore
 - Took myself out of my comfort zone as a teacher to give students a less structured environment
 - Forced my to look at student learning in a new way
- 

RESEARCH IN THE CLASSROOM: REAL LIFE EXAMPLES

WHAT I NOTICED



Improvisation

Helping their peers

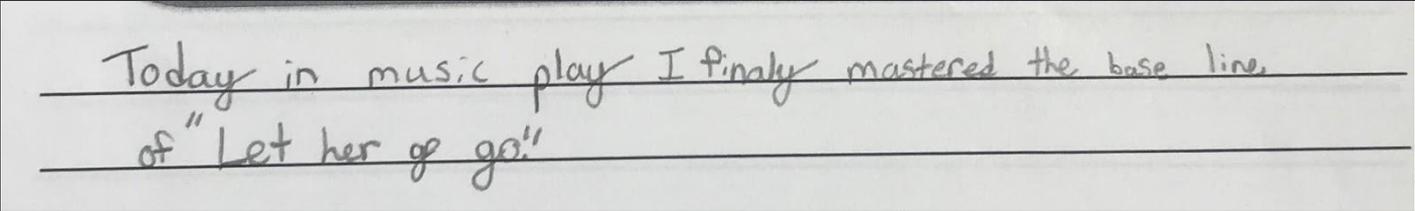
Learning by ear

Developing music literacy

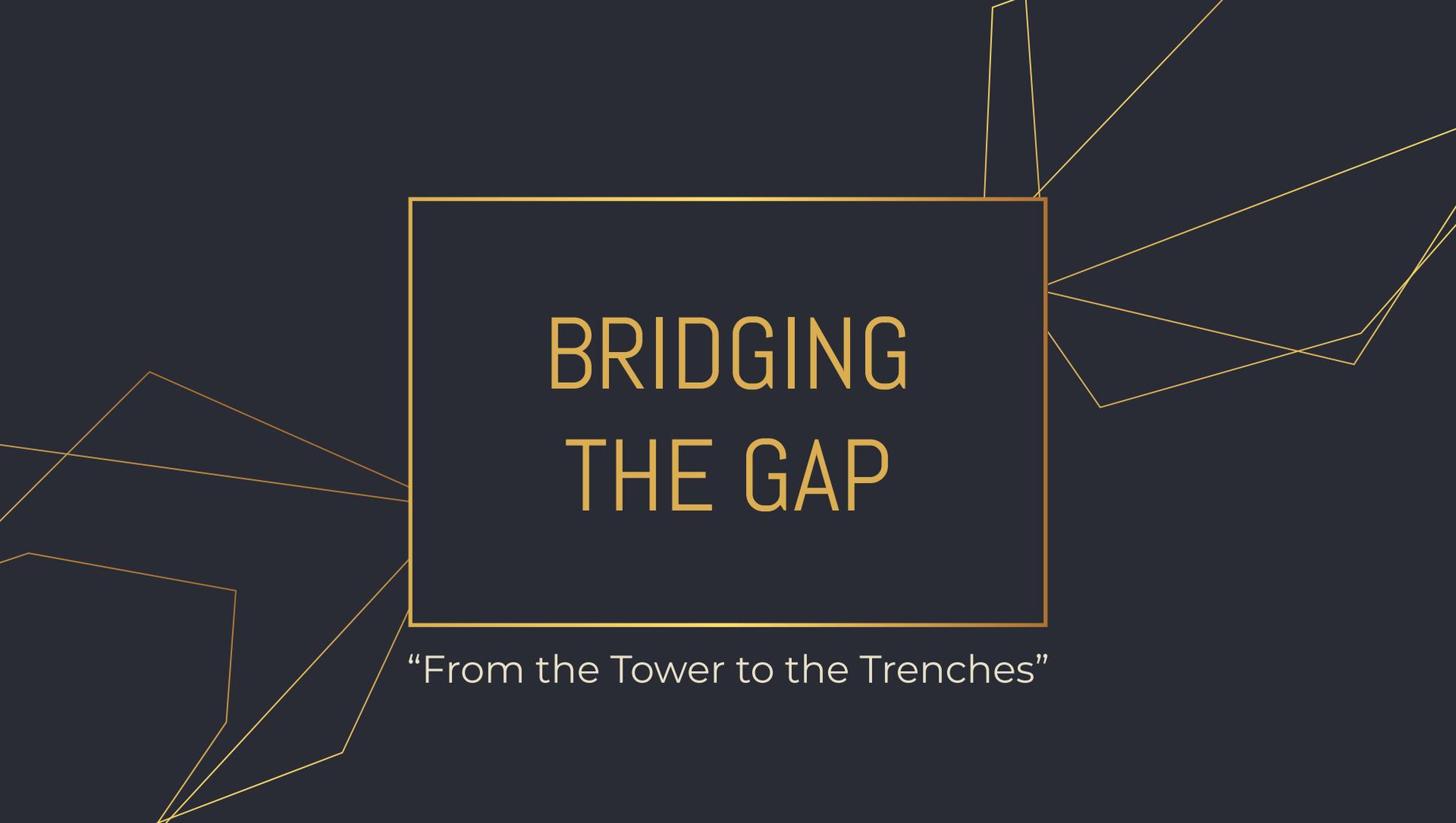
RESEARCH IN THE CLASSROOM: REAL LIFE EXAMPLES

IMPACT ON MY CLASSROOM

- Viewing student work through a research lens rather than a teacher lens
- Music play as part of my routine classroom instruction
- Learning to listen to students' musical voices and ideas
- Understanding students' perception of learning



Today in music play I finally mastered the base line
of "Let her go go"



BRIDGING THE GAP

“From the Tower to the Trenches”

FROM THE TOWER TO THE TRENCHES



1. Middle-Ground Scholarship
2. Undergraduate Research
3. Better Research Communication
4. Clear Writing Style

(Webster, 1979)



FROM THE TRENCHES TO THE TOWER

“Of course communication from the ‘trench’ to the ‘tower’ is of equal importance. The lack of this kind of communication is appalling. Rarely can there be observed any organized system of sharing with researchers what teachers feel are the primary issues for study.”

(Webster, 1979, p. 72)

PROFESSIONAL DEVELOPMENT

NAfME professional development:

- NAFME Academy Webinars
- Live PLC webinar series
- 104 *Music Educator Journal* featured articles
- “Live” preK–12 practitioner sessions

Extend professional development to research:

- *UPDATE: Applications of Research in Music Education*
- *Journal of Research in Music Education*
- Music Research and Teacher Education sessions

SCHOOL-UNIVERSITY PARTNERSHIPS

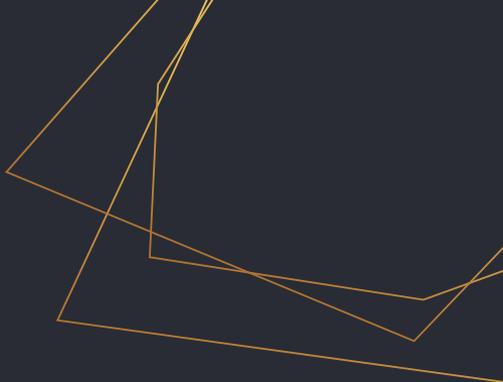
“Bringing practicing music teachers together with university music faculty to improve teaching and learning for both [pre-service music teachers and preK–12] students . . . affords university professors an opportunity to make their work more professionally relevant.”

(Conkling & Henry, 1999, p. 23)

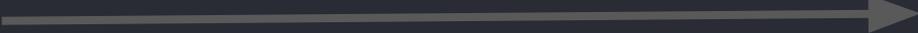
SCHOOL-UNIVERSITY PARTNERSHIPS

“Teachers can provide ideas, insights, and questions to guide research, or help provide access to their classroom(s) as possible research sites.”

(Culp, Piazza, Messina, & O'Reilly, 2019, p. 28)

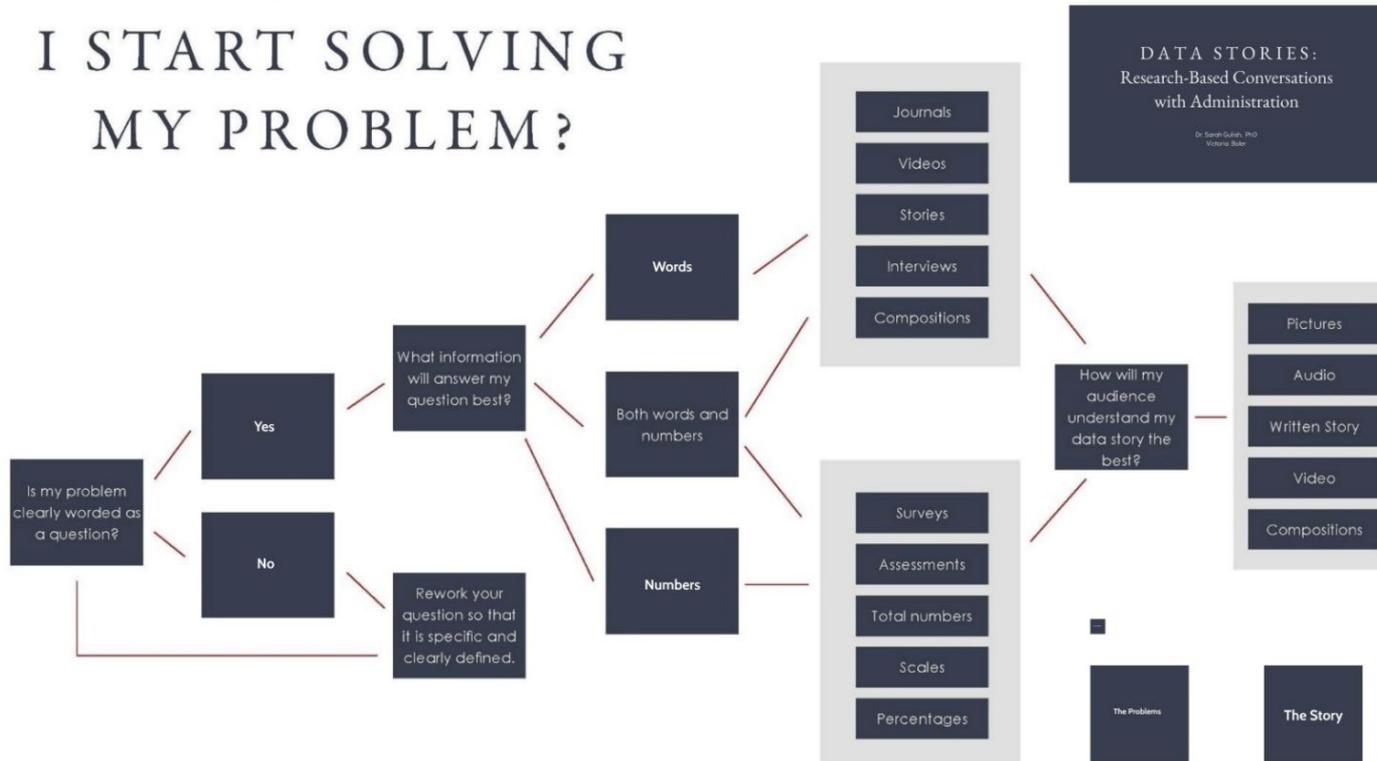


Data Stories



*Empowering teachers to use research
to solve their problems and advocate
for programs*

WHERE SHOULD I START SOLVING MY PROBLEM?



DATA STORIES:
Research-Based Conversations
with Administration

Dr. Sarah Gulian, PhD
Victoria Boler

Do you know the problems that music teachers are facing?



Students will enter classrooms having experienced trauma.

I don't know how students will collaborate this year.

Students need help navigating conflict with peers.



Some of the repertoire in my canon is not uplifting.

Not every student is represented in my curriculum.

When I'm stressed, I lose patience with my students more easily.

I'm teaching on a cart this fall.

Singing is not permitted in my general music room.

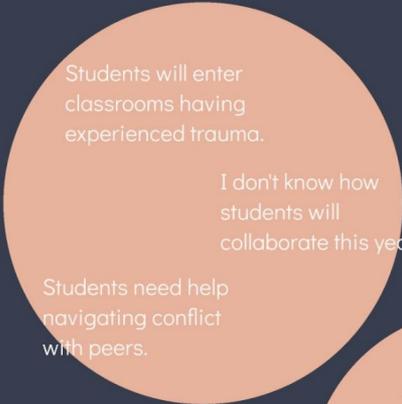
My schedule has been negatively impacted by COVID-19 restrictions.

My students aren't engaging in remote learning.

I don't know what software I should be using.

Students are not playing their instruments at home.

How might action research and school-university partnerships create meaningful solutions?



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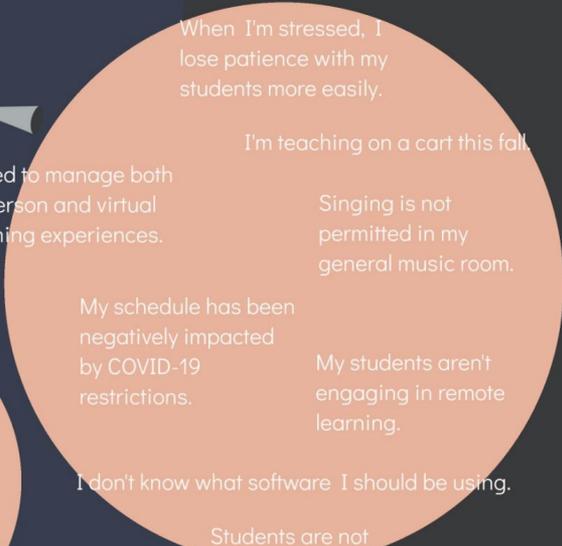


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I need to manage both in-person and virtual learning experiences.



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How do we empower teachers to use the data they already have to find solutions and share their stories with others?

TOPIC: COVID-19 Challenges

Sample Problems

- My students aren't engaging in remote learning
- I don't know what software I should be using
- Students are not playing their instruments at home
- We have restrictions on singing in music class



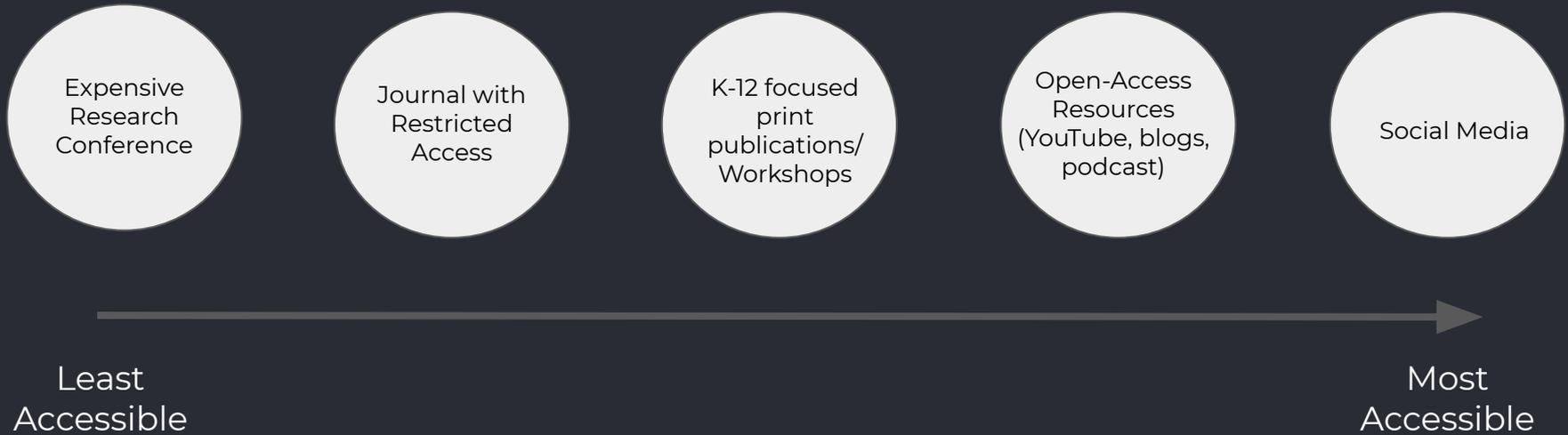
Sample Questions

- What self-reported barriers kept students from engaging in music instruction?
- Which program best met the needs of my students?
- Which students have access to instruments and what are the barriers to practicing music?
- Which pathways to musicianship besides singing are the most engaging and accessible to my students?

What is the basis of our research agenda?

- Personal Curiosity?
- Advancement of the field
- Problems you experienced as a teacher
- Personal Passions
- ***Helping Music Educators Reach More Students through Diverse, Equitable, Accessible, and Inclusive Means of Engagement?***
- Tenure and Promotion

How do you plan to share your research with others?





QUESTIONS?

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Conkling, S. W., & Henry, W. (1999). Professional development partnerships: A new model for music teacher preparation. *Arts Education Policy Review*, 100(4), 19-23.

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