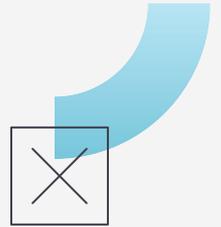
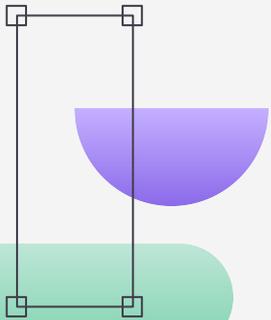




Action Research Project

Diego Benalcazar



Action research

Review and reflection

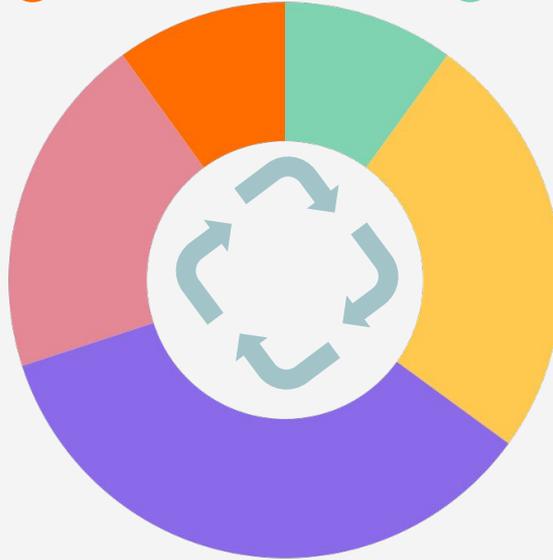


The problem



Data gathering

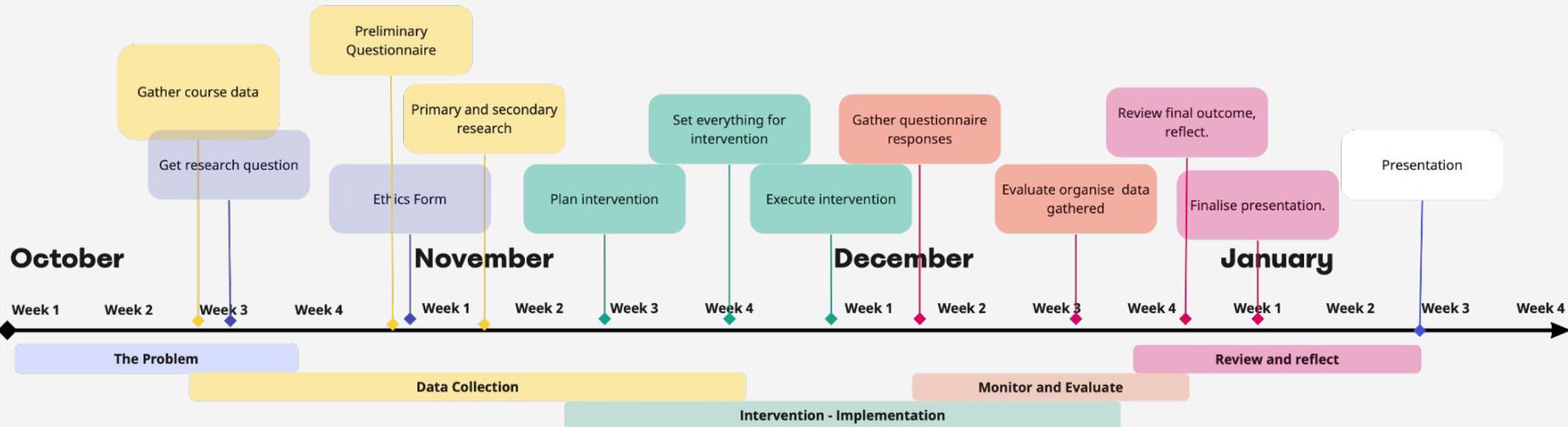
Monitor
and evaluation



Intervention



ARP Timeline





01

The problem



The research question?



- Student experience
- Student satisfaction
- Course specific
- Unit Specific
- Workshops
- Studio based work
- Tutorials
- Feedback
- Crits
- Assessments
- Social Justice issue





02

Data gathering





Document Analysis

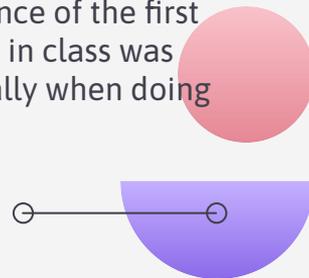
Empirical Evidence

Course Committee minute: Students ask for more feedback and peer feedback exercises before the submission.

Unit Survey: For Creative Audio Programming unit, we had some responses mentioning that the anonymous feedback session gave them confidence to speak up

Informal conversations: Students mentioned that they wanted to have tutor feedback and peer feedback before the crits, with enough time for them to make any adjustments.

Personal experience with group: With the experience of the first cohort of BAMP, I gathered that speaking out loud in class was difficult for a good percentage of the class. Specially when doing peer feedback.



Literature



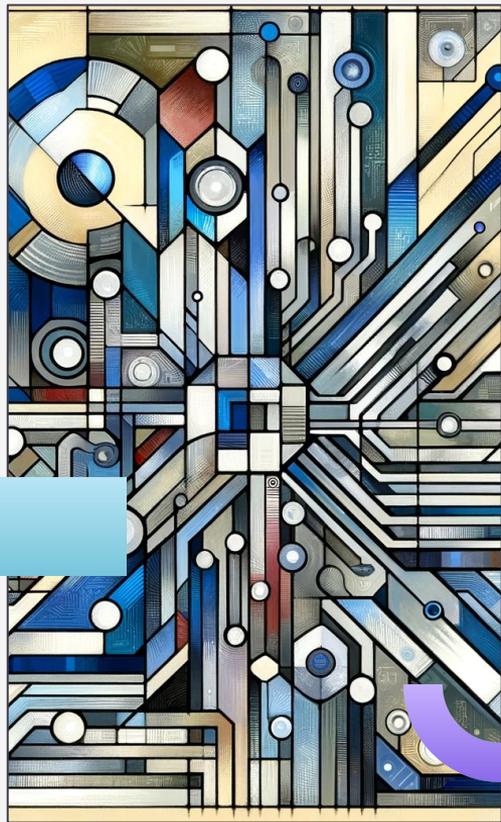
AR in Music Education



AR projects on peer
feedback



**“How might we improve
student participation in peer
feedback?”**



03

Intervention



Intervention



Plan



Design



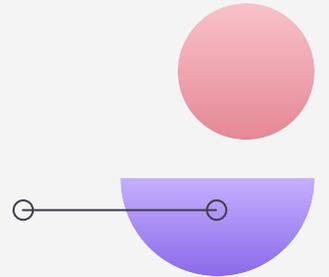
Execute





- Work as part of an assignment
- Select the group of students
- Try to complete the cycle before the presentation
- Keeping it simple

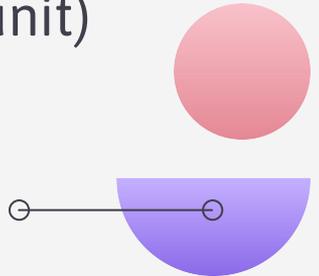
Plan





Plan

- Y1
 - Audio Principal for Music Production
 - Class of 32
 - Work in progress around December
 - Enough time in class for feedback (not enough for peer feedback)
- Y2
 - Audio Post-production
 - Class of 5
 - Some artefacts done from October
 - Too many artefacts to do peer feedback in class (30h unit)

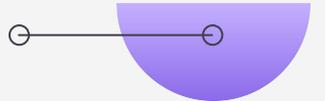




Plan

- Y1
- Audio Principal for Music Production
- Class of 32
- Work in progress around December
- Enough time in class for feedback (not enough for peer feedback)

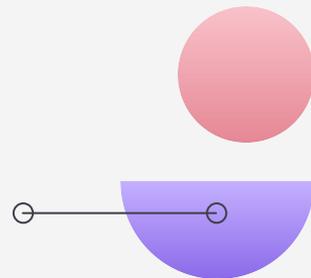
- Y2
- Audio Post-production
- Class of 5
- Some artefacts done from October
- Too many artefacts to do peer feedback in class (30h unit)

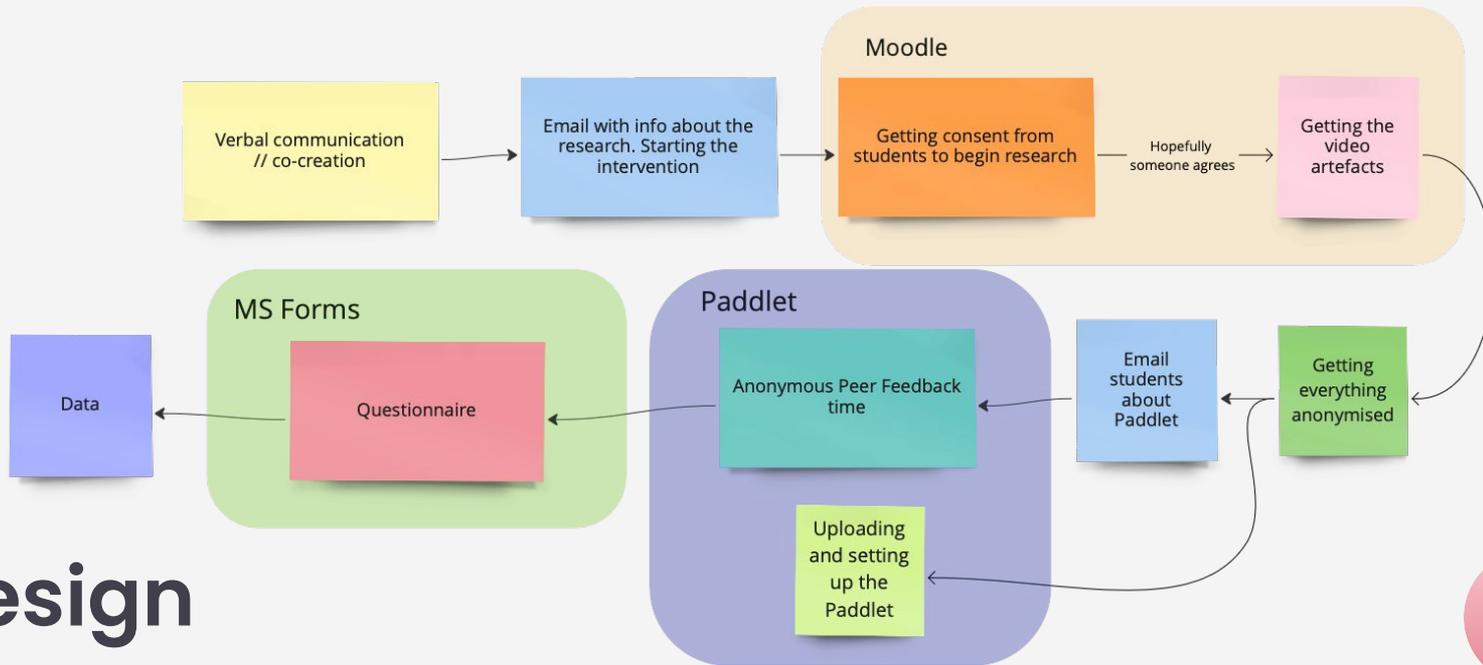




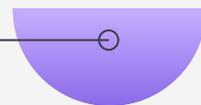
Design

- Anonymous peer feedback tool
 - Online
 - Asynchronous
 - Easy to use





Design





[Dashboard](#) / [Courses](#) / [23/24 Audio Post-Production](#) / [Week 8 - Surround Mixing](#) / [Submit your videos here:](#)

Open course menu 

Opened: 15/11/23

You can submit any (one or more) of your 8 small pieces to get anonymous feedback.

1. UI (sound design)
2. lizzard (Sound Design)
3. astronaut (ambient)
4. london (ambient)
5. forest (foley)
6. zombie (foley)
7. Dialogue Edit 1
8. Dialogue edit 2

By submitting your videos you agree to participate in an action research project focusing on the peer review of video work. Before you decide to participate, it is important that you understand what this research entails and how your contribution will be used.

Participation in this project is entirely voluntary. You have the freedom to decide whether to be part of this study or not. Your decision will not affect your final grade. By participating, you acknowledge that you have been fully informed about the purpose of this research, the process of your involvement, and how your video work will be used for anonymous peer review. This consent is ongoing, and you have the right to seek clarification on any aspects of the project at any time. It is your right to withdraw from the study at any point. If you choose to withdraw, you are not required to provide a reason for your decision, and there will be no negative consequences. Your decision will be respected and adhered to promptly.

All information and video work submitted will be treated with the utmost confidentiality. Identifiable personal information will be removed, ensuring your anonymity in the peer review process.

By continuing with your participation, you indicate that you understand the terms of this research project and voluntarily consent to be a part of it. Your contribution is greatly appreciated and will play a significant role in the advancement of our collective knowledge and practices.

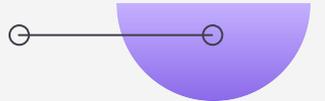
If you have any questions or need further information, please do not hesitate to contact me.

Thank you for your consideration and potential participation.

[View all submissions](#)

[Grade](#)

Execution





Execution

Peer Feedback
Space for anonymous peer feedback

Astronaut 1



Video • 00:25
astronaut 1

☆ Rate 0

🗨️ Add comment

Astronaut 2



Video • 00:27
astronaut 2

☆ Rate 0

🗨️ Add comment

Astronaut 3



Video • 00:25
astronaut 3

☆ Rate 0

🗨️ Add comment

Astronaut 4



Video • 00:29
astronaut 4

☆ Rate 0

🗨️ Add comment

UI 1



Video • 00:15
UI 1

☆ Rate 0

🗨️ Add comment

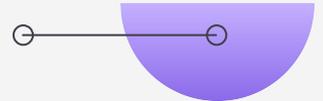
UI 2



Video • 00:14
UI 2

☆ Rate 0

🗨️ Add comment



Peer feedback experience

This is a post intervention questionnaire to gather information about the effectiveness of the intervention. All responses are collected anonymously.

* Required

Pre-intervention experience:

1. On a scale of 1-5, how comfortable were you providing peer feedback during class critiques before the intervention? *



2. How often did you participate in giving peer feedback during past critiques? *

Never

Rarely

Sometimes

Often

Always

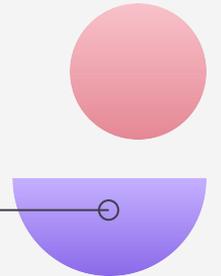
3. What barriers, if any, did you face in giving constructive feedback previously? *

Enter your answer

Next

Never give out your password. [Report abuse](#)

Execution





* Required

Post-intervention experience

4. On a scale of 1-5, how comfortable were you **providing** online peer feedback anonymously? *



5. On a scale of 1-5, how comfortable were you **receiving** online peer feedback anonymously? *



6. Did the anonymous format encourage you to provide more honest feedback? *

Yes

No

Not sure

7. Do you feel that the quality of your feedback improved due to anonymity? *

Yes

No

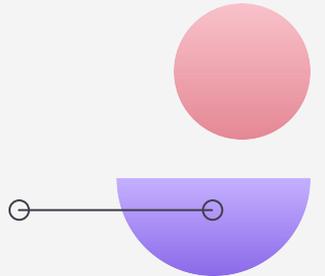
Not sure

Back

Next



Execution





Execution

Peer feedback experience ⋮

* Required

For further reference

8. Would you prefer future critique sessions or peer feedback to use anonymous feedback? *

Yes

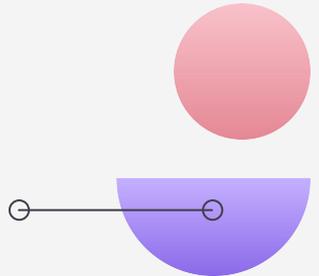
No

Not sure

9. Please elaborate on any factors that made you more comfortable or less comfortable in providing feedback anonymously. *

Enter your answer

Never give out your password. [Report abuse](#)





04

Monitor and evaluation



Some data

Video submission	4/5
Peer Feedback	4 comments
Questionnaire	1 response





Astronaut 1



Video - 00:25

astronaut 1

☆ Rate 1

Anonymous 2d
I like the moving ambient

 Add comment

Astronaut 2



Video - 00:27

astronaut 2

☆ Rate 1

Anonymous 2d
Nice reverb. Love the synth

 Add comment

Astronaut 3



Video - 00:25

astronaut 3

☆ Rate 1

Anonymous 2d
Dark vibes. Brilliant sound design.

 Add comment

Astronaut 4



Video - 00:29

astronaut 4

☆ Rate 0

 Add comment

UI 1



Video - 00:15

UI 1

☆ Rate 1

Anonymous 2d
i really like the sound design

 Add comment

UI 2



Video - 00:14

UI 2

☆ Rate 0

 Add comment



The lonely response

Questions	Responses
Comfort level providing feedback pre-intervention	3 out of 5
Frequency of participation in past critiques	Sometimes
Barriers in providing feedback previously	-
Comfort level providing anonymous feedback	5 out of 5
Comfort level receiving anonymous feedback	2 out of 5
Anonymity impact on honesty of feedback	Not sure
Quality of feedback due to anonymity	Not sure
Preference for future anonymous feedback	Yes
Factors affecting comfort with anonymous feedback	Enough time for review and reflection





05

Review and reflection





- **Cycle:** I have gained a lot of new insights from this AR cycle.
- **Pre-intervention questionnaire:** To gather more data
- **Re-Design?:** find where and why in the process I lost the engagement. Maybe at a different stage in the academic year?
- **Sample Size:** maybe going for a bigger class/cohort would have given me more output data.

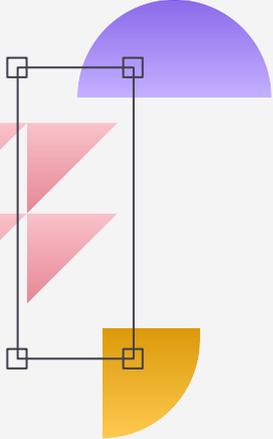


Bibliography

- Adderley, C., Kennedy, M., & Berz, W. (2003). "A Home Away from Home": The World of the High School Music Classroom. *Journal of Research in Music Education*, 51(3), 190–205.
<https://doi.org/10.2307/3345373>
- Bolívar-Chávez, O.-E.; Paredes-Labra, J.; Palma-García, Y.-V.; Mendieta-Torres, Y.-A. Educational Technologies and Their Application to Music Education: An Action-Research Study in an Ecuadorian University. *Mathematics* 2021, 9, 412. <https://doi.org/10.3390/math9040412>
- Bovill, C. (2019) 'Co-creation in learning and teaching: The case for a whole-class approach in Higher Education', *Higher Education*, 79(6), pp. 1023–1037. doi:10.1007/s10734-019-00453-w.
- Cain, Tim. (2008). The Characteristics of Action Research in Music Education. *British Journal of Music Education*, v25 n3 p283-313 Nov 2008. <https://eric.ed.gov/?id=EJ1073476>
- Conway, Colleen & Borst, James. (2001). Action Research in Music Education. Update: Applications of Research in Music Education. 19. [10.1177/87551233010190020102](https://doi.org/10.1177/87551233010190020102).
- Deci, E.L. and Ryan, R.M. (2000) 'The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior', *Psychological Inquiry*, 11(4), pp. 227–268.
[doi:10.1207/s15327965pli1104_01](https://doi.org/10.1207/s15327965pli1104_01).
- Fernández-Barros, Andrea, Duran, David, and Viladot, Laia. (2023). Peer tutoring in music education: A literature review. *International Journal of Music Education*, 41.
<https://journals.sagepub.com/doi/abs/10.1177/02557614221087761>

Bibliography

- Mackworth-Young, L. (1990). Pupil-centred learning in piano lessons: An evaluated action-research programme focusing on the psychology of the individual. *Psychology of Music*, 18(1), 73–86.
<https://doi.org/10.1177/0305735690181006>
- McMahon, Tim. (2010). Peer feedback in an undergraduate programme: Using action research to overcome students' reluctance to criticise. *Educational Action Research*. 18. 273-287.
10.1080/09650791003741814.
- McNiff, J. (2002) Action research for professional development. Available at:
<https://www.jeanmcniff.com/userfiles/file/Publications/AR%20Booklet.doc>
- McNiff, J and Whitehead J. (2010). *You and your action research project*. Routledge.
- Miller, B. A. (2004). Designing compositional tasks for elementary music classrooms. *Research Studies in Music Education*, 22, 59–71.
- Nilson, Linda. (2003). Improving Student Peer Feedback. *College Teaching*. 51. 34-38.
10.1080/87567550309596408.
- Yodgorova, F. (2020). Action Research on Implementation of Peer Assessment as an Effective Learning Strategy: Evidence from WIUT. *European Journal of Research and Reflection in Educational Sciences*, Vol. 8 N. 8, p.45-55.



Thanks!

More info in my ARP blog

diegob.myblog.arts.ac.uk/category/arp

