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Statistics For Educational Research

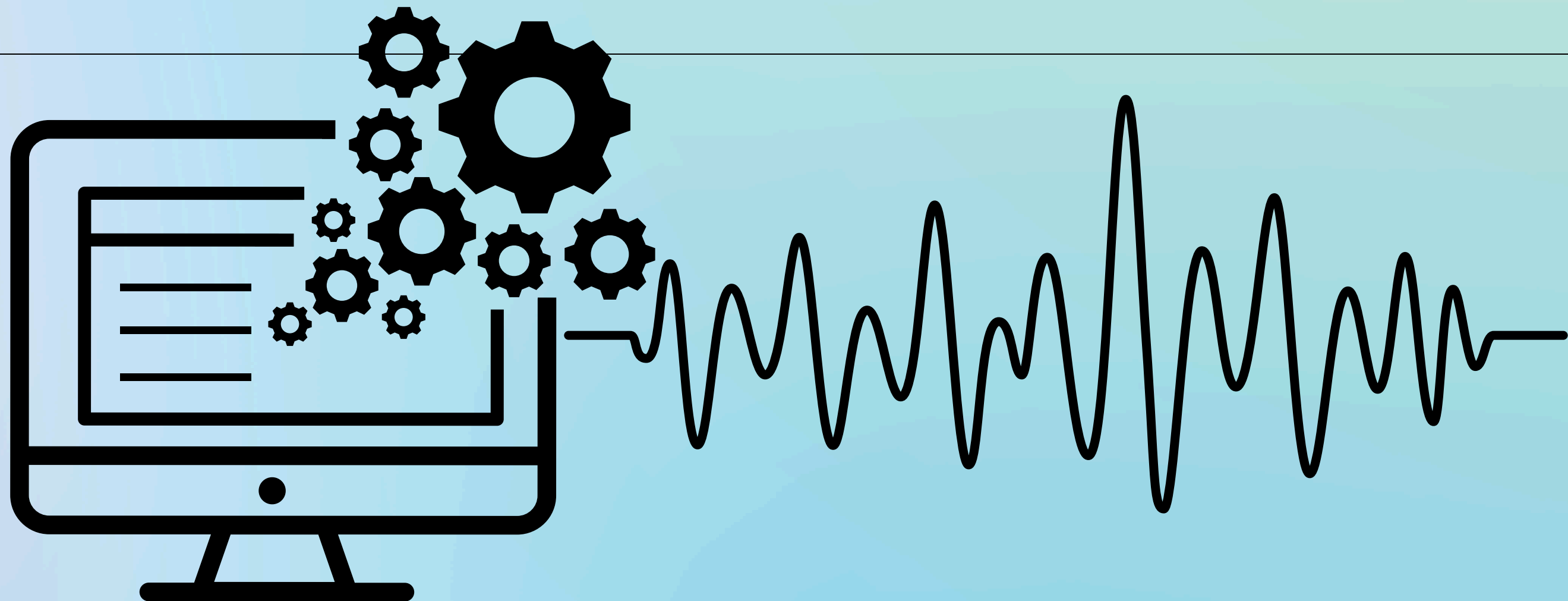
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"Integrating Digital Technology to Motivate and Engage Educators in Visual and Performing Arts Education: A Mixed Methods Exploration"



Background and Purpose

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- New technologies and methods for instruction are continually being developed in the field of education in order to improve the educational experience for students.
- The use of digital technology in the classroom, particularly in the fields of performing and visual arts, is one area of great interest.
- The emergence of digital tools and platforms has given teachers and students new opportunities for motivation, creativity, and involvement.
- Purpose of this dissertation is to explore how digital technology impacts music educator motivation and engagement.

Research Questions

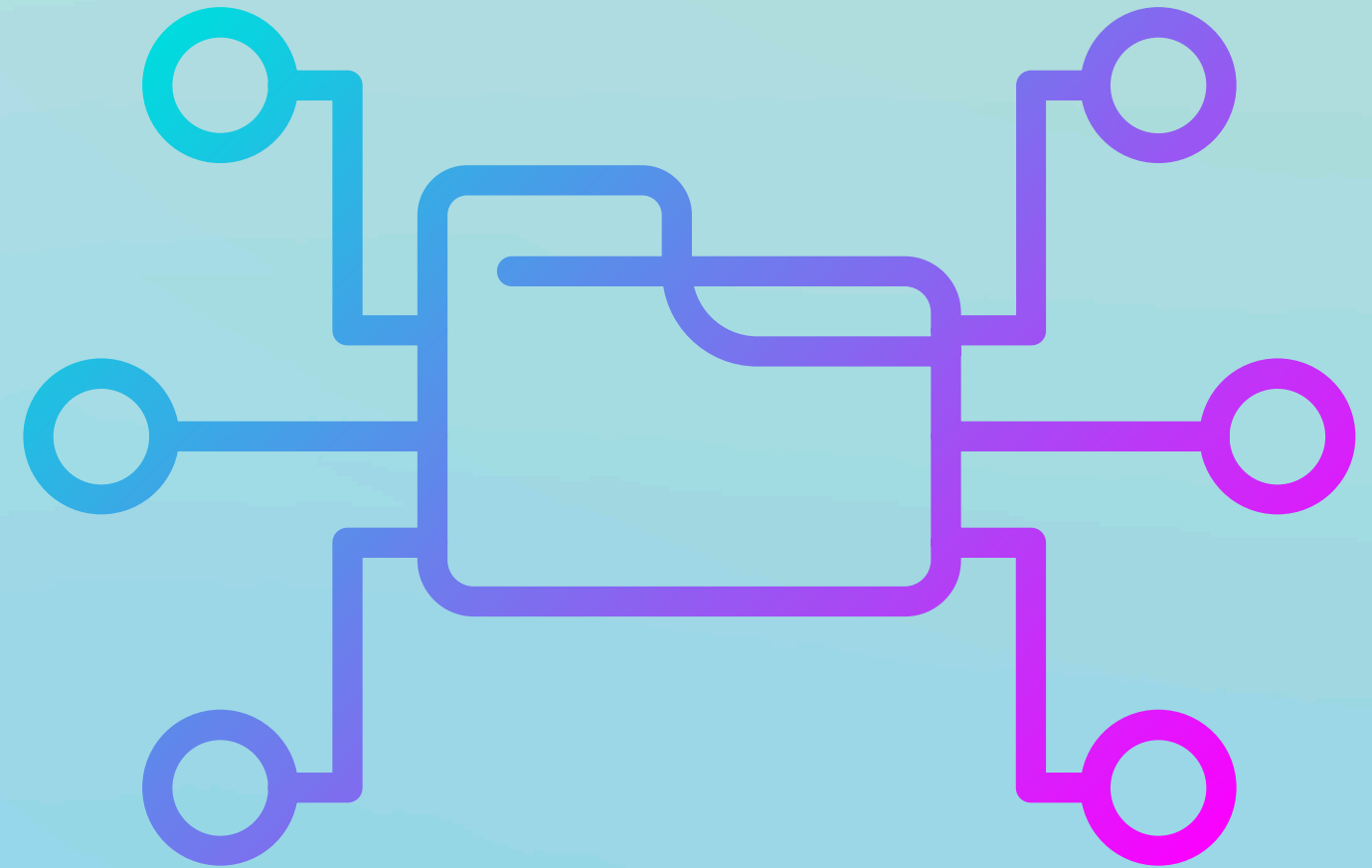


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| 01. | How do visual and performing arts teachers perceive the role of digital technology in enhancing teacher motivation, learning and engagement? |
| 02. | What specific digital tools and platforms are being utilized in visual and performing arts classrooms, and how do they impact educator motivation and learning outcomes? |
| 03. | What are the challenges and barriers faced by teachers in integrating digital technology into their visual and performing arts curricula, and how can these be addressed? |
| 04. | How can digital technology be leveraged to promote inclusive and equitable learning experiences in visual and performing arts education, particularly for students from diverse backgrounds or with special needs? |

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Theoretical/Conceptual Framework:

- Will use motivation theory frameworks like self-determination theory to analyze impacts of tech integration on intrinsic motivation.
- Also draw on TPACK framework to assess technology adoption considering pedagogical and content knowledge.



Mixed Methods Design:

- Will use convergent parallel mixed methods with QUAN and QUAL data collected concurrently.
- Combines strengths of surveys, interviews, and bringing results together for comprehensive understanding.



Quantitative Component:



- Administer cross-sectional survey to sample of K-12 music educators.

- Use validated scales to measure constructs like motivation and self-efficacy.

- Stratified random sampling to ensure diversity in sample.

Qualitative Component:



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- Conduct semi-structured interviews with purposeful sample of survey respondents.

- Employ maximum variation sampling to capture diverse perspectives.

- Analyze interview transcripts using thematic analysis.

Data Analysis:



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- Descriptive stats, inferential tests, and SEM for quantitative survey data.

- Thematic analysis of qualitative interviews with multiple coders.

- Integrate results using complementary techniques like joint displays.

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Trustworthiness and Legitimation:

- Ensure sample integration, inside-outside perspectives, paradigm mixing, multiple validities.

Potential Implications:

- Inform best practices for technology integration to maximize learning and motivation.
- Provide recommendations to educational institutions, policymakers, and developers.



Studies on Technology in Visual/Performing Arts

- *Ruippo & Salavuo (2006): Tech motivates music interaction and learning among students.*
- *Karsenti & Fievez (2013): iPad use boosts motivation above all else.*
- *Bauer (2014): TPACK framework to assess tech adoption with pedagogical knowledge.*
- *Ventura (2017): WhatsApp supports collaboration for students with dyslexia.*

References

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- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Karsenti, T. & Fievez, A. (2013). The iPad in education: uses, benefits and challenges - a Survey of 6,057 students and 302 teachers in Quebec, Canada. Creative Commons: San Francisco.
- Ruippo, M., & Salavuo, M. (2006). *Tieto- ja viestintäteknologiaa hyödyntävän musiikinopetuksen toteuttaminen. Teoksessa J. Ojala, M. Salavuo, M. Ruippo & O. Parkkila (toim.) Musiikkikasvatusteknologia. Keuruu: Suomen musiikkikasvatusteknologian seura, 289-294.*
- Ventura, M. D. (2017). Creating inspiring learning environments by means of digital technologies: A case study of the effectiveness of WhatsApp in music education. In *E-Learning, E-Education, and Online Training: Third International Conference, eLEOT 2016, Dublin, Ireland, August 31–September 2, 2016, Revised Selected Papers* (pp. 36-45). Springer International Publishing.