A Mixed Methods Approach

To Qualitative Enquiry, Focused on Primary Age Group Music Workshops in a Special Educational Needs School

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Why?

- Increasing access in early years
- Understanding context
- Creating more sensitive design responses
Where?

Threeways School, Bath UK
Approach

**Longitudinal Embedded** - Spending time as teaching assistant and workshop leader - Reciprocal approach

**Existing and novel tech** - Workshops used both Soundbeam and new bespoke instruments

**Thick Description** - Written up from notes and observations: telling a story

**Grounded Theory Methods** - On both interview and video data
The Instrumental System

FEATURING

Glocko
Guitar
Beater
iPad Interfaces

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Workshops

28 workshops over 2.5 years
Between 15 and 40 minutes
Between 3 and 8 students
Thick Description

Written from notes and observations

Both prose and diagrams

Allowed the researcher to construct the narrative of each session
Grounded Theory Methods

This research used the methods developed and adapted by Cathy Charmaz (2006)


Open Coding
Assigning short inductive codes to text, audio or video data

Focused Coding
Beginning to group initial codes into larger categories and concepts

Axial Coding
Drawing out relationships between codes in their categories

Theoretical Coding
Examining relationships between higher level categories

Memo Writing
Actively wiring up any ideas/thoughts/analyses you make during data collection and coding
t002
00:01:37.78
and that does take usually a couple of weeks for her sometimes even more, for her to yeah,

Dave Meckin
00:01:45.41
feel free to chime in with anything [...] t008 moving stuff...

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t002
00:01:52.54
um, so yeah I mean a lot of it does depend on mood of the children and um
obviously we didn't have s012 today

Dave Meckin
00:02:01.90
was he just off was he?

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t002
00:02:03.41
off sick yeah, um I thought it was great having the instrument on the resonance
board today I thought that was really really good

Dave Meckin
00:02:13.05
yeah
Salient Findings
Salient Findings

Usability is an issue for all stakeholders
If new technologies are not easily usable or have a reputation as being so, adult stakeholders will leave them in the cupboard.

Varied stakeholder understandings
Acting as workshop leader, teaching assistant and technologist allowed longer term connection with learners. Interviewing others gave insight into the lives of the adult stakeholders.

Significant interactional mediation
Teachers and teaching assistants generally helped students with more complex needs a lot in their physical interaction with any instruments and interfaces.

Flexibility is key
Instruments and systems should be designed to be adaptable to the dynamic and fluid environment.

Importance of physicality in interaction
Touch and kinaesthetic perception appear to help students with more complex needs to identify sound-action relationships.
Critical Reflections

- Representation of Students
- Time
- Perceptions of Qualitative Research