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Exploring Nontraditional Learner Engagement and Motivation through Music Integration

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Abstract

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MA, Mount Vernon Nazarene University, 2012

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Proposal Submitted in Partial Fulfillment

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Abstract

The increase in population of nontraditional adult learners paired with a demand for multisensory learning created a need for further research in best pedagogy in higher education. Thus, the purpose of this qualitative case study was to explore the central question on how the integration of music, lyrics, or music videos into higher education classrooms affected the motivation and engagement levels of nontraditional adult learners. The conceptual framework was based upon self-determination theory, andragogy, multiple intelligences, and visual literacy. A multiple case design was used to collect data from 8 nontraditional higher education students. Data were collected via telephone interviews and responses to the Activity Perceptions Questionnaire. Data analysis used Yin's cross-case analysis procedures, including familiarization, development of word tables, and examination of cross-case patterns. Results revealed that the use of music in the classroom positively impacts learner engagement and promotes intrinsic motivation. This study is expected to contribute to social change by exploring music as an innovative instructional tool and providing a deeper understanding of how music engages and motivates the increasing number of nontraditional students in higher education.

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Dedication

My work is dedicated to my husband, Derek, and my two children, Damian and Jadyn. The encouragement, support, and love from my family provided me with the motivation to pursue my doctorate.

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Chapter 1: Introduction to the Study

The student population of undergraduates, 25 years of age and older, increased rapidly between 2000 and 2014 and significant growth is projected for this population (National Center for Education Statistics, 2017; Shillingford & Karlin, 2013; U.S. Department of Education, 2016). In 2014, the total enrollment of students 25 years of age and older was 8,193 (in thousands) with a projected increase by 2020 of 8,995 (in thousands) and 9,670 (in thousands) by 2025 (U.S. Department of Education, 2016). The enrollment of nontraditional adult learners in colleges and universities has increased and is projected to grow over the next 10 years (U.S. Department of Education, 2016).

The student population enrolled in institutions of higher education today thrives in a diverse, technology connected, global society. Various teaching strategies have been integrated: pop culture, media, and technology can be used as learning tools for instructors in adult education (Blasco, Moreto, Blasco, Levites & Janaudis, 2015; de Merode, 2006; Govender, 2015; Hutchins & Bierema, 2013).

Although a variety of student-centered strategies have been found to improve the overall learning experience of adult learners, instructors in higher education are less likely to utilize varied strategies (Gehart, 2011; Govender, 2015; Kenner & Weinerman, 2011; Palis & Quiros, 2014; Park, 2013; Sanders & Conti, 2012). The population of nontraditional adult learners is well equipped with tech-savvy and culture-rich experiences; instructors in higher education are missing the opportunity to employ innovative instruction to maximize student success (Blasco et al., 2015; de Merode, 2006;

Hutchins & Bierema, 2013). An effective, innovative instructional strategy that encompasses a diverse community of learners is music (Fay, 2001; Hobbs, 2004).

The literature on this growing population indicated common themes in teaching and learning. Nontraditional adult learners are most successful under a set of three conditions: when multiple modes of teaching and learning are used, when experiences are relative to their cultural and social contexts, and when students are in control of the learning process (Sanders & Conti, 2012; Kenner & Weinerman, 2011). An effective, innovative strategy that encompasses a diverse community of learners is to integrate music into instruction (Fay, 2001; Hobbs, 2004). Educators found that music transcends differences in age, ethnicity, race, and life experiences as well as provides nontraditional adult learners with a personal connection to, and ownership of, their learning (Fay, 2001; Hobbs, 2004; James, 2004; Lucas, 2006; One, 2005; Reichert, 2004; Wakefield, 2006).

While music as a tool of instruction has been found to be useful, the use of technologies, such as the application of music as an instructional strategy, are uncommon at the higher education level (Gehart, 2011; Govender, 2015; Palis & Quiros, 2014; Park, 2013). The use of music, lyrics, or music videos as an effective practice to motivate and engage nontraditional adult learners in higher education is not well researched and thus provided a direction for this study. This chapter covers the background, problem statement, purpose of the study, research questions, conceptual framework, nature of the study, definitions, assumptions, scope and delimitations, limitations, significance and summary.

Due to the projected continued growth of this population, research is needed to explore how nontraditional adult students attending a college or university learn most effectively. Nontraditional adult learners are a dynamic group, with a range of experiences, strengths, and weaknesses (Browne-Ferrigno & Muth, 2012; Francois, 2014). While most instructors continue to use traditional instruction methods, innovative instructional methods that meet the diverse needs of this growing student population are slowly gaining popularity are being implemented (Gehart, 2011; Govender, 2015; Palis & Quiros, 2014).

Background

According to research, many faculty at community colleges use the traditional instruction method of lecture, although this has not been found to be the most effective approach for teaching nontraditional adult learners (Gehart, 2011; Govender, 2015; Kenner & Weinerman, 2011; Palis & Quiros, 2014; Park, 2013; Sanders & Conti, 2012). According to research by Park (2014), many higher education students do not actively or completely read assigned texts due to time constraints and to the complexity of the text ().

 Nontraditional adult students have been out of school for a while and require strategies that improve their reading, writing, and study skills. Research in andragogy indicated that this population of learners prefers authentic and meaningful learning experiences that incorporate their life experiences (Kenner & Weinerman, 2011; Sanders & Conti, 2012; Marschall & Davis, 2012). Current research provides insight into using technology in the nontraditional adult learner's classroom; however, there is very little research on the use of song lyrics and music videos as an alternative method to teaching

higher level skills.

While lecture and assigned readings lack effectiveness, innovative strategies in the classroom may increase student motivation and engagement. As the population of nontraditional adult learners increases across college and university campuses, it is evident that instructors need to incorporate media and technologies that address these learners' individual needs.

Problem Statement

The increase in population of nontraditional adult learners paired with a demand for multisensory learning creates a need for further research in best pedagogy in higher education. Considerable research exists on student motivation, adult learning theory, and literacy (Kenner & Weinerman, 2011; Park, 2013; Perry, Wessels, & Wager, 2013; Nordgren, 2013; & Sanders & Conti, 2012). Additionally, there are research studies of K-12 and higher education courses that integrate multimedia, including music videos, to enhance and improve student learning (Garza, 1991; Hobbs, 2004; & Berk, 2009). However, there is a gap in the literature as to whether using music, lyrics, or music videos constitute an effective practice for motivating and engaging nontraditional adult learners in higher education programs.

An increasing number of practitioners recognize that multimedia—such as magazines, videos, music, and films—can be used as texts on which students can use reading comprehension and writing applications (Hobbs, 2004). The integration of multimedia in the classroom activates students' auditory and visual learning, thus providing multiple modes of learning and engaging both hemispheres of the brain (Berk,

2009; Reichert, 2004). Nontraditional adult learners are more creative and productive when they are in control of their learning, can participate in a collaborative environment, and when their knowledge and expertise is valued (Sanders & Conti, 2012; Marschall & Davis, 2012).

In traditional courses, instructors use articles, excerpts from books, and/or other written works for students to practice reading comprehension and writing applications. The use of music, lyrics, or music videos replaces the traditional written works with visual, auditory, and written components. Instructors of adult learners should consider the background knowledge, experiences, and motivators of nontraditional adult learners and create a learning experience that uses individualized, student-centered instructional strategies (Sanders & Conti, 2012; Kenner & Weinerman, 2011). According to multiple studies, employing music, lyrics, or music videos promotes engagement, participation, and personal experiences which increase the motivation of the nontraditional adult learner (Bohonos, 2014; Halawah, 2011; Martin, Galentino & Townsend, 2014; Petty, 2014; Shillingford & Karlin, 2013; Velez, Sorenson, McKim, & Cano, 2013). Using music, lyrics, or music videos as instructional tools may provide venues for nontraditional adult learners to be successful.

Purpose of the Study

The purpose of this qualitative case study was to explore how the integration of music, lyrics, or music videos into a higher education classroom affects the motivation and engagement levels of nontraditional adult learners. To accomplish this purpose, I studied how nontraditional adult students describe the use of music in the classroom and

their perceptions about the use of music, lyrics, and song videos as learning tools. Additionally, I analyzed the results of the Activity Perceptions Questionnaire (APQ) and the motivation levels of students participating in classroom activities in multiple higher education classrooms that integrated music in some way.

Research Question

The question for this research study was as follows: How do music, lyrics, or music videos effect the motivation and engagement of nontraditional adult students in a higher education classroom?

Conceptual Framework

The conceptual framework for this study was based upon self-determination theory (SDT), andragogy, multiple intelligences (MI), and visual literacy. The SDT is based upon the idea that individuals present the highest quality motivation when they experience autonomy, competence, and relatedness (selfdeterminationtheory.org). Andragogy, also known as adult learning theory, posits that an adult learner's motivation is internal and requires the integration of personal experiences and goals (Kenner & Weinerman, 2011; Knowles, 1984a).

Adult learners excel in differentiated environments in which multiple modes of learning are present; thus, the integration of MI engages students in a complex and multisensory experience (Kimball & O'Connor, 2010). Visual literacy, one component of MI, incorporates critical thinking and analysis of images into teaching and learning. In a technology-driven society, visual learning is a growing trend (Rowsell, McLean, & Hamilton, 2012).

The analysis of SDT, andragogy, and MI is expected to yield knowledge and understanding of how the nontraditional adult student best learns and how to incorporate innovative strategies into instructional practices. These theories provided insights that address the research questions in this study. A thorough explanation of them is provided in Chapter 2.

Nature of the Study

This qualitative case study was designed to understand the relationship between students' motivation and the integration of music videos into a higher education course. Data consisted of telephone interview transcripts with higher education students and their responses to the APQ. The student interviews provided insight into the students' motivation and engagement levels during lessons that employ music, lyrics, or music videos in instruction. The study used the APQ to understand if there is a relationship between the integration of music, lyrics, or music videos into the course and student motivation (Ryan and Deci, 2000). The researcher used inductive thematic analysis to determine any emergent themes and respond to the research question.

Operational Definitions

Higher Education: "Education at a college or university where subjects are studied in great detail and at an advanced level" (Cambridge Dictionary, 2018).

Instructor: the individual teaching and/or preparing instruction for the higher education course.

Likert-scale or Likert type items: A survey or questionnaire that "consists of two parts: (1) a positive statement about some feeling, belief, opinion or affect; and (2) a

series of responses representing a breadth of potential responses" (Carl & David, 2014).

Nontraditional students or learners: "A student in higher education who is 25 years of age or older, delayed enrollment into college, attends school part or full time, works part or full time while enrolled, is financially independent, has dependents other than spouse or is a single parent, or may not have a high school diploma" (Shillingford & Karlin, 2013, p.92).

Music video: "A film or video rendition of a recorded song, often showing the musicians performing or showing images that illustrate the lyrics or the mood of the song" (The Free Dictionary).

Song lyrics: "Of or relating to a category of poetry that expresses subjective thoughts and feelings, often in a songlike style or form" (The Free Dictionary).

Traditional students or learners: "A student in higher education who is 24 years of age or younger, earned a high school diploma, enrolls full time immediately after finishing high school, depends on parents for financial support, or either does not work during the school year or works part time" (Shillingford & Karlin, 2013, p.92).

Assumptions

The assumptions behind this study's design were as follows:

1. Nontraditional adult students attending a higher education institution perceive motivational factors differently than traditional students.

2. The Activity Perceptions Questionnaire () is a way to measure the motivation of participants regarding a specific task or activity.

3. Participants were open, honest, and able to answer each question on each of the instruments used.

Scope and Delimitations

This case study was bounded by specific criteria to make apparent the motivation and engagement levels of nontraditional adult students. A sample of eight nontraditional adult students were the focus of the inquiry. I interviewed and provided the APQ to the first eight participants who met the following criteria: was at least 25 years of age, (b) had engaged in an activity, assignment, or other instruction in which music, lyrics, or music videos were integrated. This sample size provided a reasonable amount of data to describe how music, lyrics, or music videos affected the motivation and engagement of nontraditional adult students.

The findings from this study may inform future research in nontraditional adult learners, higher education instruction, and motivational learning design. The knowledge and understanding gained from this study provided insight as to how student-centered learning strategies—specifically music, songs, lyrics, or music videos—engage and motivate nontraditional adult learners. Insights from this study can also help differentiate nontraditional adult students from traditional adult students by providing a candid perspective from this specific group of students.

Limitations

The main limitation of this study was the parameters used to select the participants. The literature review revealed a gap regarding the use of music, lyrics, or music videos in courses for nontraditional adult learners attending higher education

institutions. The results of this study can affect social change for nontraditional adult learners in the communities in which the study occurred, however, other geographic locations and other dynamic groups of learners may require further review. The results of the study may not be transferable to a similar population due to the limited number of participants but may provide implications for future research.

A second limitation was that this study only included data collected from nontraditional adult learners in higher education courses. Other forms of data could add further understanding to the use of music, lyrics, or music videos as an instructional tool. Interviews with instructors and traditional students from other groups within higher education could add to understanding the use of music, lyrics, or music videos in instruction, but may diminish the experiences and motivation of nontraditional adult learners.

The limitations of the instruments also presented concerns for the researcher. The Activity Perceptions Questionnaire, APQ, includes 25 seven-point Likert-scale items to measure the student's perceptions about three factors: Interest/enjoyment, value/usefulness, and perceived choice. Although the nature of Likert-type items makes this format easy to use, the Likert type items are limited to generalized data only and thus? inhibit individualized responses from participants (Carl & David, 2014).

The personal interviews were completed as telephone interviews. The researcher was not able to see the interviewee nor were the socioeconomic status or ethnicity known. Conducting an interview is a valuable research method; however, they require a skill set developed with time and experience.

Significance

While the existing literature explores the use of multimedia in the classroom (Berk, 2009; Bohonos, 2014; Halawah, 2011; Martin et al., 2014; Petty, 2014; Reichert, 2004; Shillingford & Karlin, 2013; Velez et al., 2013), few studies address the population of nontraditional adult students in a higher education course. This study may help fill the research gap by making a connection between the use of music, lyrics, or music videos to teach higher level skills and nontraditional adult student motivation and engagement levels in higher education courses.

Many nontraditional adult learners return to college for career improvement—whether for advancement, career change, or obtaining skills (Bohonos, 2014; Deci & Ryan, 2000; Jamieson, 2012; Kenner & Weinerman, 2011; Shillingford & Karlin, 2013). Although nontraditional adult learners are motivated to return to college, maintaining and developing motivation for learning requires additional attention (Francois, 2014). Simple pedagogical changes may improve the experiences of students in the classroom and encourage them to continue in their pursuit of a technical certification or degree.

A student-centered learning design that integrates cultural and artistic learning responses—such as music, songs, lyrics, or music videos—provides students with opportunities to use their strengths, experiences, and prior knowledge to construct new knowledge (Browne-Ferrigno & Muth, 2012). This approach builds confidence and may contribute to increased motivation for nontraditional adult learners in higher level courses (Sanders & Conti, 2012).

Summary

The increase in the population of nontraditional adult learners, paired with a demand for multisensory learning, creates a need for further research in best pedagogy in higher education. Much of what is known about student motivation, adult learning theory, literacy, and K-12 and college level courses that integrate multimedia does not address a larger knowledge gap about whether using music, lyrics, or music videos is an effective practice for motivating and engaging nontraditional adult learners in a higher education program. Nontraditional adult learners were interviewed and completed questionnaires to understand their motivation and engagement levels in a course that employed music, songs, lyrics, and/or music videos.

Chapter 2 synthesizes current research on nontraditional adult learners and the use of multimedia in the classroom. The strategy used to conduct the literature search is provided for replication of the study in different contexts. The SDT, Knowles' adult learning theory (andragogy), MI theory, and visual literacy theory were analyzed. Chapter 3 describes the study's methodology. Chapter 4 contains an in-depth analysis of each participant's responses and the findings from the study as they relate to each research question. Chapter 5 provides a summary and discussion of the findings, recommendations for further research, and the implications for social change.

Chapter 2: Literature Review

The purpose of this qualitative case study was to explore how the integration of music, songs, lyrics, or music videos into a higher education classroom affects the motivation and engagement levels of nontraditional adult learners. Music as a tool for instruction was found useful; however, the use of technologies, such as application of music as an instructional strategy, are relatively uncommon at the college level (Gehart, 2011; Govender, 2015; Palis & Quiros, 2014; Park, 2013). The issue is that in a traditional college course, instructors use articles, excerpts from books, and/or other written works for students to employ reading comprehension, writing applications, and study skills (Hobbs, 2004). Little is known about how to use music, lyrics, or music videos to increase the motivation and engagement of nontraditional adult students in a higher education classroom.

In this research, I explored, through interviews and the APQ, how the integration of music, lyrics, or music videos affects the motivation and engagement levels of nontraditional adult learners. The question answered by this research study was: How do music, lyrics, or music videos effect the motivation and engagement of nontraditional adult students in a higher education classroom? The collected data identified emerging themes which provided an understanding of the motivation and engagement levels of the growing population of diverse and technology connected students. This results of this study have the potential to encourage higher education instructors to adapt to the learning styles of nontraditional adult learners.

In this chapter, I explain the literature search strategy followed by a discussion of the research in SDT (Deci & Ryan, 1985; Deci & Ryan, 2000), andragogy (Henschke, 2011; Knowles, 1984a), and MI theory (Gardner, 2011). These theories and how they relate to current research were examined. This is followed by a review of the literature on the needs and motivations of nontraditional adult learners, innovative uses of multimedia in instruction of nontraditional adult learners, and the use of multimedia to teach literacy skills. The chapter ends with a summary of the gap in research literature addressed by this study.

Literature Search Strategy

Several areas were addressed in the literature review to understand the perceptions, motivation, and engagement of nontraditional adult learners. The following databases were used: Walden University's Thoreau Library portal, Academic Search Complete, ERIC, Education Research Complete, ProQuest dissertation and theses database, Google Scholar, and PsycTEST. The following search terms were used as broad categories for the primary search: *multimedia*, *motivation, literacy education,* and *adult students*. To identify the most current research available, further searches were conducted using the following search terms: *engage, engagement, adult student, adult learner, nontraditional, read, write, literacy,* and *intrinsic motivation*.

Specific databases were used to locate research for the instrument as well as studies related to the use of songs, music, and lyrics in literacy classrooms. Research also revealed that many scholars use *adult learner* and *nontraditional* interchangeably, while others have differentiated between the two terms. For this study, the focus was on the

definition for *nontraditional students or learners* provided previously in the definition of terms. The search details are outlined below.

The first search was focused on nontraditional adult learners and motivation. This search was conducted using the following databases: Walden University's Thoreau Library portal, Academic Search Complete, ERIC, and Education Research Complete. Several studies indicated that instruction should focus on the dynamics of the nontraditional adult learners needs; however, research revealed that very few studies addressed the use of music, lyrics, or music videos in a higher education course. Once this gap in current literature was identified, the search was expanded to include other uses of multimedia in the classroom, strategies for teaching adult learners, and intrinsic motivators for adult students.

To maintain timeliness and include the most current research, another search was conducted using the search terms *engage, engagement, adult student, adult learner, nontraditional, read, write, literacy, and intrinsic motivation.* This search provided recent publications to include studies which used the instrument, Intrinsic Motivation Inventory. Additionally, articles were found including useful information about intrinsic motivation in adult learners and best teaching practices. Each article was explored and examined to determine commonalities of nontraditional adult learners, multimedia in instruction, and best practices for motivating and engaging adult learners.

Due to the lack of research studies and/or articles specifically related to the use of songs, music, lyrics, or music videos in a higher education classroom, Google Scholar was used to search for more specific and current literature within these parameters. The

same search terms were used, including *multimedia*, *motivation, literacy education,* and *adult students/adult learners/nontraditional students*.

These searches revealed relevant publications related to the search terms, including articles from the *National Council of Teachers of English* and information related to the instrument, APQ from the website, Self Determination Theory.org. After extensive research using the Walden University online library, diversified higher education journals and publications, and websites; results among databases became repetitious and saturation was reached.

Conceptual Framework

The issue addressed in this study is the integration of multimedia, specifically songs, lyrics, or music videos, into a higher education classroom to increase nontraditional adult learner motivation and engagement. An extensive review of current literature and research did not provide an answer to this specific issue; therefore, the selection of these conceptual frameworks provide a significant potential for deeper understanding of nontraditional adult learners and instruction. The frameworks used for this study are SDT), Knowles' adult learning theory (andragogy), and MI theory ().

The frameworks selected provide a deeper understanding of nontraditional adult learners, their learning needs, and teaching strategies designed for this group of learners. SDT identified three needs for human motivation: competence, relatedness, and autonomy (Deci & Ryan, 1985). Knowles' adult learning theory posited that motivation changes from external to internal as an individual ages (Knowles, 1984a).

Cultural and artistic knowledge such as music, visual arts, and interactive media

integrate components of real-life experiences in the classroom and generate both an intrinsic desire to learn and a point of discussion (Azevedo & Goncalves, 2012; Barilla & Brown, 2015; Park, 2013; Perry et al., 2013). MI consists of multiple modes of learning, including verbal, auditory, visual, and musical. Multimedia includes a combination of these, thus appealing to variety of learners (Berk, 2009; Reichert, 2004).

A component of MI, visual literacy, describes an individual's ability to read, write, think critically about, and interpret images in a variety of contexts (Rowsell et al., 2012). The primary component of motivation in nontraditional adult learners is the extrinsic motivation for career improvements - whether the education is for advancement, career change, or skill obtainment (Bohonos, 2014; Deci & Ryan, 2000; Jamieson, 2012; Kenner & Weinerman, 2011; Shillingford & Karlin, 2013).

Theories of Motivation

The population of nontraditional adult students is increasing in community colleges (National Center for Education Statistics, 2017; Shillingford & Karlin, 2013; U.S. Department of Education, 2016). The motivation behind this group of learners comes from different sources, both internal and external (Francois, 2014; Kreijns, Vermeulen, Van Acker, & Van Buuren, 2014; Shillingford & Karlin, 2013). Both andragogy and SDT address the motivation of nontraditional adult learners and provide strategies for creating a learning environment conducive to motivating this population of students.

Additionally, research indicated that the inclusion of pop culture, multimedia, and creativity in the classroom increased the motivation of nontraditional adult learners (de

Merode, 2006; Kenner & Weinerman, 2011; Palis & Quiros, 2014). My previous research

indicated that students prefer teaching and learning strategies in which they are engaged

and active participants in the learning process (Govender, 2015; Kranke, Constantine

Brown, Danesh, & Watson, 2016; Reynolds, Stevens, & West, 2013).

An integral component of motivation for adult learners lies in the active

participation, engagement, and ownership of the learning process (Shillingford & Karlin,

2013). In a higher education classroom, increasing student motivation can be challenging

(de Merode, 2006; Kreijns et al., 2014). Therefore, research on what motivates

nontraditional adult learners is necessary so that instructors can meet students' needs.

Andragogy

Andragogy is "the art and science of helping adults learn" (Henschke, 2011, p.

34). The term *andragogy* was adopted by Knowles; attributes of his theory include:

acknowledging that learners are self-directed and autonomous and that the teacher is a

facilitator of learning rather than presenter of content (Henschke, 2011). "Knowles

successfully tested and refined this theory and design on a broad spectrum in numerous

settings: corporate, workplace, business, industry, healthcare, government, higher

education, professions, religious education, and elementary, secondary, and remedial

education " (Henschke, 2011, p. 34).

Knowles posited that as an individual ages their motivation changes from external

to internal (Knowles, 1984b). Knowles identified four characteristics of adult learners:

they are self-directed, they have a depth of experiences, they are ready to learn, and they

are task-motivated (Kenner & Weinerman, 2011). Adult learners have practical goals and

find success when they can relate classroom learning to real-life contexts. (Sanders &

Conti, 2012; Marschall & Davis, 2012). Cultural and artistic knowledge such as music,

visual arts, and interactive media integrate components of real-life experiences in the

classroom and generate both an intrinsic desire to learn and a point of discussion

(Azevedo & Goncalves, 2012; Barilla & Brown, 2015; Park, 2013; Perry et al., 2013).

During the 1970s, Knowles developed a model explaining the characteristics of

adult learners (Palis & Quiros, 2014; Kenner & Weinerman, 2011):

1. The adult learner has a need to know why learning will occur and why it is
   important.

2. Adult learners are self-directed and want to be responsible for their own
   learning.

3. This population brings personal and professional life experiences,
   meaning there is a diverse range of learners regarding background,
   learning styles, habits, biases, interests, and goals.

4. Adult learners are ready to learn and are best suited to learn when new
   knowledge and content is applied to real life situations.

5. Adult learners are both extrinsically and intrinsically motivated. Extrinsic
   factors include employment, promotions, and salary increase. Intrinsic
   factors include self-esteem, satisfaction, and quality of life.

The principles of andragogy can be applied to instructional programs designed to

meet the diverse needs of nontraditional adult learners. Palis and Quiros (2014)

emphasized the usefulness of active and reflective learning strategies that connect to the

students' knowledge and experiences. Kenner and Weinerman (2011) posited that adult

learners are self-directed and goal-oriented; therefore, learning must be framed such that

adult learners clearly understand the purpose and can apply their individual learning

preferences to the task.

Self-Determination Theory

The self-determination theory (SDT) identified three needs for self-motivation

and personal integration for adult learners (Kreijns et al., 2014; Shillingford & Karlin,

2013). These needs are:

1. Autonomy is the feeling that one is the origin of one's actions

2. Competence is the feeling that one is effective and has opportunities to
   demonstrate efficacy.

3. Relatedness is the feeling that one is connected and valued by others; a
   sense of belonging.

Deci and Ryan (1985) indicated that for an individual to be intrinsically

motivated, the needs of autonomy and competence must be satisfied. Per SDT, a student

is intrinsically motivated to participate in an activity because it provides an opportunity to

demonstrate efficacy (Shillingford & Karlin, 2013). Based upon this theory and research,

challenging tasks, positive feedback, and individuality all contribute to intrinsic

motivation in the classroom (Deci & Ryan, 1985; Shillingford & Karlin, 2013; Kreijns et

al., 2014).

SDT defines a critical aspect of self-motivation. According to SDT, motivation is

multifaceted and related to these three varying levels of engagement and performance

(Deci & Ryan, 1985). Satisfaction of the need for autonomy, competence, and relatedness influences students' amount of motivation and type of motivation toward an activity.

Intrinsic motivation is concerned with active engagement of tasks solely because one finds them appealing and interesting. Extrinsic motivation is concerned with active engagement of tasks because of factors including importance and beneficence or external rewards or punishments (Kreijns et al., 2014). Learning activities are not typically intrinsically motivating, rather, are extrinsically motivated due to the external factors necessitating the activity's completion (Deci & Ryan, 2000).

In research conducted by de Merode (2006), literacy programs were found to have a significant impact on adult motivation. Major components of the literacy programs included culturally adapted materials, use of media and video, and integration of MI design were found to have the most significant impact. Experiential learning methods provided experiences that were inclusive of the rich and diverse world experiences adult learners brought to the classroom.

Additionally, integration of a range of media to teach adult literacy was found to empower participants to be involved in the learning process. The positive outcomes of the literacy programs included: strengthened sense of pride, a desire to see individual ethnicities and cultures portrayed in the media, strengthened media competence, greater social justice, and an increased involvement and interest in society (de Merode, 2006).

In this literature review, it was evident that student engagement and participation in learning is related to motivation. Nontraditional adult learners are both intrinsically and extrinsically motivated to learn (Francois, 2014; Kreijns et al., 2014; Shillingford &

Karlin, 2013). Andragogy and SDT provided insight into why this population of learners have rich and diverse learning needs: they are independent, self-directed, knowledgeable, and experienced. They want to feel in control of their own learning as well as feel valued for their contributions and wealth of life experiences (Palis & Quiros, 2014; Kenner & Weinerman, 2011; Kreijns et al., 2014; Shillingford & Karlin, 2013).

In my literature search of andragogy and SDT, I discovered that the integration of personal experiences and real-life situations and contexts can increase the motivation of nontraditional adult learners. If the use of real-life situations and contexts has the potential to motivate nontraditional adult learners to participate in learning literacy skills, what remained unknown is why original music videos and song lyrics are not readily incorporated into professional practice. Discovering how the use of music, songs, lyrics, and music videos influence student motivation to learn may help instructors of this diverse population of learners partake in this practice.

Multiple Intelligence Theory

The multiple intelligence (MI) theory was developed by Howard Gardner (2011) working with a 1979 research group at Harvard Graduate School of Education. Gardner (2011) was asked to write a book chronicling the established human cognition discoveries. Gardner (2011) posited that it is necessary to include a wider and more universal set of competencies than ordinarily considered regarding intelligence.

In addition, he indicated that these competencies may not be measurable through standard methods. He defined intelligence as the ability to solve problems or create products that are valued in one or more cultural settings (Gardner, 2011). Building upon

this definition, Gardner (2011) presented eight distinct criteria for an intelligence: potential for brain isolation by brain damage, place in evolutionary history, presence of core operations, susceptibility to encoding (symbolic expression), a distinct developmental progression, the existence of savants, prodigies and other exceptional people, and support from experimental psychology and psychometric findings.

He selected eight abilities that meet the criteria: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, and naturalistic. Gardner (2011) suggested that existential and moral intelligence may be added to these abilities. Learners are not limited to only a specific intelligence, but rather, learners are empowered to learn through multiple modes of learning (Gardner, 2011). The application of Gardner's MI theory in curricula and pedagogy continues to develop for children, however, the application of MI theory in adult education is less reported, evaluated, and seemingly newer (de Merode, 2006). Teaching methods incorporating MI theory in adult education revolve around multi-sensory experiences as well as learner's control of their learning and mastery (de Merode, 2006).

Gardner (2011) identified eight intelligences, including the visual-spatial ability. The visual-spatial intelligence includes learning using drawings, imagery, video, multimedia, charts, maps, and other sources that provide a visual representation of content (Gardner, 2011). Visual literacy, a specific component of the MI theory, describes an individual's ability to read, write, think critically about, and interpret images in a variety of contexts (Rowsell et al., 2012).

Visual literacy in the classroom makes connections between content and the learner's real-life experiences, thus, utilizing learner-centered instruction (Rowsell et al., 2012). The connection between student-centered instruction and intrinsic motivation is found in the student's desire to improve skills and construct important, relevant, and meaningful knowledge (Nordgren, 2013). Connecting content to students' interests and real-life concerns using visual literacy is a strategy of learner-centered instruction that may increase learners' intrinsic motivation (Francois, 2014; Nordgren, 2013; Shillingford & Karlin, 2013).

The use of media, one form of visual literacy, in adult education has been found to increase learner potential and empower students more than the traditional lecture methods (de Merode, 2006). Research of children and young adults up to age 25 indicated an increased sense of pride and self-esteem, strengthened ability and competence, and greater interest when participating in media education (de Merode, 2006). The use of media to teach literacy is culturally adaptive, empowering, and designed for MI of the student population (de Merode, 2006; Moheb, & Bagheri, 2013; Reichert, 2004; Scott, 2008; Gardner, 2011).

The MI theory established that there are multiple modes of learning and Gardner (2011) defined learning in a new way than previously throughout history. MI includes multi-sensory experiences which provide the nontraditional adult learner with opportunities to learn using individual areas of strength and creativity (de Merode, 2006; Gardner, 2011). MI theory defined a learner's propensity to learn through multiple modes

of learning which justified the integration of multiple instructional tools to support learning

In my literature search of MI theory, I found that nontraditional adult learners can greatly benefit from instruction that incorporates multiple modes of learning into the curriculum (de Merode, 2006; Moheb, & Bagheri, 2013; Reichert, 2004; Scott, 2008; Gardner, 2011). The use of media has been shown to increase student engagement and participation as well as empower students to learn, what remains unknown is how music, songs, lyrics, and music videos can play a part in higher education instruction. Research has shown that nontraditional adult learners prefer to be in control of their own learning and learn through strategies that are meaningful and rich in experiences (Kenner & Weinerman, 2011; Shillingford & Karlin, 2013). Further research is needed, however, on the use of music, songs, lyrics, and music videos are related to nontraditional students' engagement in learning in higher education.

Summary

This study explored how the integration of multimedia (songs, lyrics, or music videos) affects the motivation and engagement levels of nontraditional adult learners in higher education courses. In my review of literature, I identified a gap in the research on how music is integrated into higher education classrooms and the influence of music on learning. There is a need for research concerning how these students experience the use of music, lyrics, or music videos in higher education institutions.

SDT and MI theory provided a framework that establishes the motivations of adult learners, the specific learning needs and goals of adult learners, and the multiple

modes of learning and intelligences that adult learners possess. By developing an understanding of each of these theories, the researcher established research-based strategies and best practices for teaching the population of nontraditional adult learners. Additionally, these theories provided insight into what components of the classroom that motivate and engage nontraditional adult learners most effectively.

Andragogy indicated that adult learners are self-directed and goal-oriented, therefore, learning must be framed such that adult learners clearly understand the purpose and can apply their individual learning preferences to the task (). SDT established that appealing and interesting activities and tasks influence students' amount of motivation and type of motivation toward the activity or task (). Visual literacy, a specific component of the MI theory, provided that the use of multimedia (a visual literacy) makes connections between content and the learner's real-life experiences, thus, utilizing learner-centered instruction and increasing learners' intrinsic motivation (). Therefore, the integration of a visual multimedia component, music videos and song lyrics, into a higher education course may be an innovative teaching strategy that instructors can use to both motivate and engage their nontraditional adult learners.

Literature Review Related to Key Concepts

Today's nontraditional adult learners thrive in a diverse, technology connected, global society, thus, implementation of innovative instructional methods that meet the diverse needs of this growing student population is slowly gaining popularity among instructors. The increase of nontraditional adult learners paired with a viable research on multisensory learning creates a need for further research in best pedagogy in higher

education. The response of higher education instructors has been to integrate pop culture, technology, and media; use a variety of student-centered teaching and learning strategies; and increase the creativity and individuality of assignments, activities, or tasks. These types of teaching and learning strategies are strategies to support learners and increase motivation to actively participate in learning. This literature review presents the following concepts: 1) student engagement and motivation, 2) teaching methods in higher education, and 3) multimedia integration in higher education classrooms.

Student Engagement and Motivation

Today's nontraditional adult learners thrive in a diverse, technology connected, global society. The integration of pop culture, media, and technology can be leveraged to explore varied adult learning concepts (Blasco et al., 2015; de Merode, 2006; Hutchins & Bierema, 2013). The use of technology-based multimedia education not only engages learners, but also provides for a rich common experience that all students.

In addition, multimedia in education develops critical thinking skills through the analysis of varied media sources as well as promotes discussion which leads to a greater understanding for learners (Blasco et al., 2015; Hutchins & Bierema, 2013). In higher education, it is necessary for educators to engage students in learning, know and understand their students, be enthusiastic and utilize strategies that best meet individual student needs as well as develop an ongoing rapport with students (Blasco et al., 2015). Whether or not the integration of original music videos and song lyrics in higher education classes will engage and motivate students remains a question.

To motivate and engage nontraditional adult learners, educators must understand what motivates these students to learn. Nontraditional adult students bring their personal, educational, and professional experiences with them to the classroom including myriad differences in motivation and attendant barriers to success (Quiggins, Ulmer, Hainline, Burris, Ritz, & Van Dusen, 2016). Quiggins et al. (2016) noted that nontraditional students have higher intrinsic motivation than traditional students and have a high task value, which indicates these students are more likely to complete an assigned task. "Individual extrinsic motivation can in fact change an individuals' intrinsic motivation" (Quiggins et al., 2016, p. 273).

Nontraditional adult students are more likely to complete a task based upon the extrinsic motivation for a passing grade in the course as well as the intrinsic motivation to meet personal goals. Nontraditional adult learners also had high levels of internal locus of control, meaning that they hold themselves accountable for their own educational successes (Quiggins et al., 2016). To enhance the educational success of such students, it is recommended that the learner have control and input over the learning environment, materials, methods, and assessments.

The integration of technology, media, culture, and real-world scenarios in a learner-centered environment and structure increases the students' control, in turn, increasing student motivation and engagement (Quiggins et al., 2016). A research study conducted by Quiggins et al. (2016) found that nontraditional students perceived intrinsic motivation, task values, self-efficacy, and internal locus of control as the largest

motivations to continue their education. They also found that intrinsic motivation was the greatest motivational force for the nontraditional adult learners.

The barriers to nontraditional student success included a lack of specific support, resources, and programs designed to support these learners. Such resources would be designed to meet the needs of this specific population of learners and provide them with individualized support and a network of classmates and peers. With this dynamic group of students, Quiggins et al. concluded that higher education instructors can provide learning resources for students that are tailored to meet the motivational needs and overcome the barriers for the nontraditional student.

The use of pop culture and multimedia has been proven as an effective method to engage students. Scott (2008) conducted a research study including 73 online university students. The students were assessed in a mixed methods study using three separate questions and an open-ended questionnaire regarding the use of voice-over-internet mediated learning environments. The results indicated that students favored team working opportunities, enjoyed interacting with one another and reported a positive development of critical thinking skills (Scott, 2008).

The students noted the relevance of the learning activities to the real world and application of their knowledge to the real-world scenarios (Scott, 2008). The students in this study maintained their independence, while promoting an ongoing learning community in a virtual setting. Although this research did not find any statistical correlations, Scott (2008) emphasized the importance of professional development for instructors implementing new technologies and the importance of incorporating MI and

learning styles. This integration of technology into the adult learning environment provided independent learning as well as the desire to engage students in an online learning community.

To integrate activities that increase student engagement and motivation, educators have used movies and films as a widely recognized tool. Movies and film are useful pedagogical tools, however, the barriers and challenges in using movies and film results in most of higher education instructors not incorporating them into their coursework (Kress & Watland, 2016). The context of the movie or film and how it relates to content as well as the application of course objectives are important and can require a daunting amount of effort to prepare. The integration of movies and films requires instructors to complete extensive research, planning, and effort.

Kress and Watland (2016) investigated movies and film used in an online course as a means of classroom discussion board posts. The goal was to engage students in conversation with one another, both in small groups and class. Movies were selected based upon 1) availability and popularity for ease of access by students and 2) connections to content and illustration of concepts studied in the course. The questions prepared by the instructors played a significant role in the success of the movie discussion assignments.

They concluded that students enjoyed viewing and discussing the movies through the lens of the course content, discussing with classmates, and applying the course objectives. The students not only made connections to course content but were given the opportunity to read a diverse range of perspectives from other student responses. The

movies provided a shared experience which was not only effective, but enjoyable and engaging for students. The use of popular media created real-world connections and applied to multiple generations of students. Kress and Watland (2016) concluded that further research in different programs of study and learning environments would provide more evidence to support the use of movies and film as an effective method of student engagement.

Research has shown that students with higher levels of social integration are more likely to continue enrollment (Quiggins et al., 2016). The theory of andragogy (Knowles, 1984b) indicated that active and reflective learning must: 1) be framed such that adult learners clearly understand the purpose, 2) connect to the students' knowledge and experiences, and 3) allow student to apply their individual learning preferences to the task (Kenner and Weinerman, 2011; Palis and Quiros, 2014). Knowles (1975) argued for the importance of strategically planned group activities into any course, especially those for adult learners" (Kress & Watland, 2016, p. 60).

Increasing student engagement through the purposeful use of digital media and twenty-first century literacies can be accomplished with innovative approaches to teaching and learning. Hines and Kersulov (2015) explored how students use digital media to create texts in a high school English classroom. In addition, the use of digital medias to accomplish learning objectives prepares students at the high school and higher education levels for the workforce. Hines and Kersulov (2015) used iPads, Google Plus, laptops, and cell phones for an assignment in which students designed and created a "Literacy in Our Lives" video. The assignment required research in both local and global

communities, was culturally responsive, and used personal and cultural experiences of the students to produce a multimodal text. As a result, Hines and Kersulov (2015) noted a significant increase in the engagement of students who enjoyed participating in the tasks necessary to complete the digital media assignment.

In another attempt to increase student engagement through technology integration, an elementary school purchased tablets to facility the ongoing use of technology in the classroom (Nelson, Fien, Doabler, & Clarke, 2016). However, the teachers were hesitant to utilize the new tablets because they did not know how to effectively integrate the apps, educational games, and applications into their instruction. The tablets provided the opportunity for children to have differentiated instruction and for teachers to have individual access to each student's progress.

Although many teachers were hesitant to use the tablets, the special education teacher at the elementary school decided to use selected apps with an online database for student information to meet individual learning goals of her students (Nelson et al., 2016). She could preview, test, and select applications and educational games for specific learning objectives and assign engaging and fun activities for struggling students. Her students could use the tablets while showing effective results in student achievements.

Nelson et al. (2016) cautioned the implementation of apps and educational games available on the tablets for lack of research-based options. However, the special education teacher was able to find programs that met the needs of her students based upon her own extensive research, selection, and testing of the apps. Technology has been evolving within the educational setting over the last thirty years, however, teachers can

be apprehensive to integrate new technologies into their curricula do to the necessity of research and testing involved in selecting the most effective strategies (Nelson et al., 2016). Moreover, the important element of this research study was the suggested process by which a teacher can evaluate, select, implement, and assess any media or technology application for classroom use.

Nelson et al. (2016) indicated best practices begin with the teacher having a clear understanding of the intended learning outcomes. The study concluded that once the purpose of the technology tool is identified by the teacher then the appropriate use of new technology can be evaluated to determine which best meet the needs of the students and meet the learning objectives. Although Nelson et al. (2016) specifically investigated the use of tablets in an elementary school, the process to aid teachers in learning how to use new technologies in the most effective manner carries over to higher education institutions.

In summary, research has shown that nontraditional adult students thrive in learning environments that promote student-centered approaches while incorporating tech-savvy and real-world applications (Kress & Watland, 2016; Nelson et al., 2016; Scott, 2008; Quiggins et al., 2016). Additionally, the integration of technology, media, culture, and real-world scenarios in a student-centered classroom was identified to increase student motivation and engagement (Kress & Watland, 2016; Nelson et al., 2016; Scott, 2008; Quiggins et al., 2016). Finally, the study by Nelson identified that teachers' understanding of the pedagogy of integrating new technologies influences their use of technology in their classrooms.

In my literature search, I discovered that nontraditional adult learners are most successful in classrooms that integrate technology, media, life experiences, and student-centered instruction. If the use of media and student-centered instruction can effectively maximize student engagement and motivation, why then are music videos and song lyrics not incorporated into higher education classrooms? Further research into the possible benefits of using music, songs, music videos and lyrics to teach nontraditional adult learners may provide instructors with another useful technology tool to engage and motivate their students.

Higher Education Teaching Methods

The integration of varied teaching strategies in adult education is important for student engagement and motivation. Govender (2015) sought to ascertain students' perceptions of selected methods used for teaching undergraduate students to provide better practice and a more solid foundation for quality teaching and learning. Govender (2015) gathered data from 200 students exploring the methods they perceived as most interesting, least interesting, and best and most effective. Students reported that the lecture method had always been used during their years of study, while group discussions and assignments were regularly used. About 80% of students reported that individual presentation, brainstorming, role play, workshops, and seminars had never been used (Govender, 2015).

The results indicated that 82% of students rated group discussion as highly effective (Govender, 2015). Suggestions for educators and adult education institutions included assessing the added value of technology integration, developing of and updating

technology skills and digital capabilities, and creating relevant learning opportunities that enhance quality teaching and learning (Govender, 2015). This study indicated that students would like opportunities for engaging lessons in which they are actively involved in the learning process, rather than passively listening to a lecture.

Students also responded that group discussion and assignments were interesting because they had opportunities to share, assist, and exchange ideas with one another, actively participate and voice opinions, and improve communication skills and increase confidence levels (Govender, 2015). Many students reported that they preferred the lecture method, it was based upon their experiences which were comprised significantly of lecture in large classroom settings. Although the students in this study reported that the lecture method was interesting because lecture explained all the necessary points, they also reported that the lecture method was passive and limited student engagement (Govender, 2015).

The use of digital technology can be used to provide peer to peer learning while also providing students with skills needed in both school and the workforce (Smith & Chipley, 2015). Additionally, students are more likely to engage and participate when working within a larger network and community of learners rather than as an individual (Smith & Chipley, 2015). Engaging learning experiences can be varied depending upon the students, the experience of the instructor and the overall learning objectives for the assignment or course.

One study sought to explore the impact of creative assignments on students. In a research study by Reynolds, Stevens, and West (2013) explained various examples of the creative assignments:

"Students have displayed photographs, shared hand-made furniture, played the drums in a compelling duet; written songs and sung them; played the guitar; flute; piano; shared calligraphy; cooking skills; sewing clothes. The examples are many and as varied and diverse as the students. They share their gifts in small groups and the group collectively identifies the types of intelligences they are using so that everyone in course is reminded of the different ways of knowing" (p. 54).

Results indicated that the creative assignment had worthwhile benefits such as synthesizing their learning, deepening their learning, and assisting in learning content and transfer. Researchers' findings suggest "students might become more engaged and learn more if they could connect with a creative process they are familiar with and enjoy" (Reynolds et al., 2013, p. 58). The students learned course content through engagement with the creative assignments.

The study's limitations included the sample size, lack of control group, and sample selection, however, insights into how students experience creative assignments were revealed. Implications for educators included providing students with opportunities to extend students learning in their courses using creative assignments (Reynolds et al., 2013).

Creative assignments are an innovative approach to teaching and learning that incorporate individual learning styles, preferences, talents, and knowledge. Similarly, the integration of pop culture and media can be used in the nontraditional adult classroom to engage learners. In a study by Kranke, Brown, Danesh, and Watson (2016), researchers outlined an innovative approach to teaching qualitative research methods using song lyrics. The research studied a course where the students used the coding process to assign codes to song lyrics (Kranke et al., 2016). This method of teaching incorporated real world experiences and applied pop culture sources including diversity, human behavior, and social classes.

The learning activities engaged students in an enjoyable, easily accessible way using relevant, up-to-date, and contemporary events and issues. The students were actively engaged in the learning process and researchers encouraged use of song lyrics in assignments to increase student comfort and engagement (Kranke et al., 2016). Implications for future research included the assessment of students' response to participating in such an activity, particularly, whether the song lyrics engage students more than other data sources typically used (Kranke et al., 2016). Conclusions include that the integration of digital media, such as song lyrics, engaged students more effectively in the learning process and increased students' confidence in the use of digital technologies.

Students have a heavy investment in digital media outside of the classroom, widening the new possibilities for classroom inquiry. In a study conducted by Smith and Chipley (2015), six sections of three courses employed digital projects embedded into the

curriculum to provide meaningful context and engagement for the students. The goal was to increase student confidence and enjoyment as digital learners. Throughout the semester, students shared their research and experiences by creating digital media in podcasts, audio slideshows, interactive timelines, and videos. The students also critiqued media presented through online blog posts and other media sources.

The results of this study found that students who increased media use over the course of the semester showed growth in both confidence and enjoyment as digital learners. The repeated exposure to digital learning experiences increased the students' confidence in using digital technologies and increased the students' self-confidence. The findings indicated that students rely on the instructors' ability to model and integrate the use of digital tools and media into the learning environments. Smith and Chipley (2015) recommended that institutions of higher education develop and support digital literacies across the curriculum by offering a variety of digital learning experiences embedded in courses at all academic levels and ensure that students use a variety of digital tools throughout their educational experiences.

In summary, the integration of varied teaching strategies combined with digital media can increase student engagement, enjoyment, and confidence (Govender, 2015; Kranke et al., 2016; Reynolds et al., 2013; Smith & Chipley, 2015). The use of creative assignments was found to increase student involvement and deepen and extend their learning (Reynolds et al., 2013; Kranke et al., 2016). Govender (2015) indicated that students prefer teaching and learning strategies in which they are actively involved and engaged with the content, rather than passively listening to a lecture. Kranke et al. (2016)

utilized song lyrics as a strategy to increase students' comfort level and engagement and found success. Concurrently, Smith and Chipley (2015) indicated that students' self-confidence and enjoyment increased because of the integration of digital learning experiences such as podcasts, blog posts, interactive timelines, and videos. If research indicates that embedding creative assignments and digital media into curriculum is beneficial for students in higher education institutions, then further research into the benefits of music, lyrics, or music videos to teach nontraditional adult learners is validated.

Digital Literacy

Digital tools can promote reading skills and online sharing, collaboration, and writing skills. Colwell and Hutchison (2016) investigated the use of digital tools to promote children's literacy achievement. Such literacy skills are important to prepare students for a digital and tech-savvy world. Digital technologies change how readers and writers interact with text, as the new and emerging methods of communication no longer involve the printed page (Colwell & Hutchison, 2016). Learners need to understand how to interact with and create multimodal forms of text, such as blogs, wikis, videos and other interactive digital media.

Colwell and Hutchison (2016) stressed the importance of educators to incorporate digital literacies, as not the Common Core Standards for English Language Arts require that students are "digitally literate" (p. 56). In their research, Colwell and Hutchison (2016) found digital tools to support literacy in three major areas: 1) reading

comprehension, 2) discussion, and 3) collaboration. The digital tools that support reading comprehension included iPads, e-readers, online games, and podcasts.

Digital tools are also used to support discussion included the use of online blog posts and discussion boards. The use of blogs and discussion boards also promote student analysis of text, writing, and reading of traditional and digital texts. The digital tools found to be most useful in collaborative learning included wikis and video production tools. These digital tools promoted literacy instruction and development by incorporating: authenticity, oral language activities, increased collaboration, and exposure to multiple perspectives.

Despite the many advantages found in the use of digital tools to teach literacy, Colwell and Hutchison (2016) emphasized that instructors must understand both the functionality and the limitations of digital tools. Additionally, instructors must understand and allow for the learning curve for students to use digital tools effectively. Although this research was conducted with a younger population, the overall purpose of digital tools remains applicable for programs at higher education campuses and the nontraditional student population.

Literacy teachers should understand not only the potential that each digital tool offers, but also the limitations and how to combine digital tools for a specific learning outcome. Ranker (2015) found that there is an increasing use of digital technologies incorporated into literacy education across the high school and higher education communities. Ranker explored the use of digital technologies and how each offers a unique lens, yet also comes with limitations. Ranker explained that the combination of

multiple digital tools, multimodality, also comes with affordances and constraints, which are the possibilities and limitations of the digital technologies.

Ranker (2015) shared an example from a high school English teacher's experience using a combination of digital tools to teach literacy. The students began with a blog used to communicating with one another about their research on a given topic. The students were reading and responding to one another's blog posts, which provided a real audience for their writing (Ranker, 2015). The blog also provided students with a new way to engage on their topic with their peers.

Although the blog provided interaction as well as text, it was not comparable to the traditional academic research essay in a formal written text. Another digital tool used for this study was the digital video. The students created a digital video to represent meaning and create a visual presentation of their research. However, this also had limitations, the greatest being the length of the video. Video production and editing takes a lot of time, thus, resulting in a very short video presentation (Ranker, 2015). Although the students were limited in the amount of detail they could provide in the video, they were still able to make a connection between their video images and the research conducted on their topic.

In addition, Ranker (2015) emphasized that the social context and the classroom environment shapes the ways in which digital tools are used as well as their effectiveness. Ranker concluded that the use of a combination of digital tools allowed students to explore their topics through new lenses as well as socially through online interaction. The students interacted with their subject matter from a variety of angles, were engaged with

their topics, and used multiple modes of media and technologies. This provided students with a more comprehensive and engaging understanding of the research process and the topics in which they were emerged.

Of the many forms of digital media, two research studied the use of song lyrics as a strategy for teaching higher education Social Studies in an engaging and meaningful way. Pellegrino, Adragna, and Zenkov (2015) studied a Social Studies classroom to examine the various components of music including the lyrics and the tone of the songs. The students read the lyrics and analyzed the music to discover implicit and explicit messages. The songs were used with other sources of information about the same concepts to discern the meaning of the song as related to the learning objectives. The students were introduced to the musician's music by listening to the song and then reading the song lyrics. They worked individually and then collaboratively to find similarities and differences from their sources as well as identify the audience and intent for each source.

Pellegrino et al. (2015) found that effective teachers go beyond the passive lecture or use of textbooks to utilize the dynamics of society and student cognitive development. Music was found to enhance empathetic importance of important themes in history as well as use of comparisons, analysis, and interpretation. Music was found to be an essential component for enhancing students' understandings of the social studies.

The researchers emphasized effective practice in social studies education includes listening to, analyzing, and creating music and encouraged additional research of the use of music in other classrooms to foster meaningful understanding and student engagement.

Pellegrino et al. (2015) indicated that songs can express a range of feelings and emotions, inform listeners of historical, political, and social issues as well as provoke social awareness and change. They stressed the relevance of music in culture and societies and stated that "music is woven deeply into the fabric of life and significantly reflects the contexts in which it is written and shared" (p. 67).

Pellegrino et al. (2015) stressed that music transcends language and cultural differences and holds a great potential to inspire students and facilitate learning. Music is a source of global engagement, as it holds significant components of culture, events, and past movements as well as the identities of members with a community. Teachers and instructors in higher education institutions can use this popular culture to engage students in relevant content and meaningful learning experiences.

In a similar study, Howell and Callahan (2016) used visual and auditory formats of public issues to teach critical listening and thinking habits through the analysis of songs and song lyrics. Howell and Callahan indicated that students tend to listen to songs with powerful messages and often construct opinions on social issues based on popular culture in music including developing the ability to think deeply about these powerful messages and develop competence in media literacy would provide students with judgment to evaluate music and choose more wisely which music to access).

Howell and Callahan (2016) suggested that song lyrics and music have the potential to teach such skills while creating an engaging and culturally aware learning environment. "Songs can be used as resources to develop and hone powerful analysis tools for negotiating auditory data (i.e., music and lyrics), weighing value-conflicts, and

deriving solutions to public issues" (p. 81). They found that students can learn how to

analyze competing perspectives in media and controversial public issues. They also

developed the ability to establish a view and defend their own reasonable solutions to

such issues. This emerging trend necessitates a need for students to think critically about

visual and auditory expressions.

Howell and Callahan (2016) emphasized that public issues are not always

expressed in writing, but often take form in visual and auditory forms. Music are

representations of social or political issues and can provide a rich resource for educators

to investigate the use of persuasion, tones, rhythms, intent, audience, and views. The

integration of music and song lyrics into the social studies classroom provided a research-

based lesson in which students learned about a public issue and a critical historical event,

which developed the skills of students to be active and involved citizens.

In summary, it is evident that the use of multimedia in education is becoming

increasingly common. Additionally, research indicated that the use of digital tools in a

variety of ways can enhance student learning as well as increase their participation and

engagement in the classroom (Colwell & Hutchison, 2016; Howell & Callahan, 2016;

Pellegrino et al., 2015). The integration of songs and song lyrics was shown to be

effective in teaching students how to analyze and discuss an author's tone, intent,

purpose, and audience in the social studies classroom (Howell & Callahan, 2016;

Pellegrino et al., 2015). Research by Pellegrino et al. (2015), Howell and Callahan (2016)

found that songs and song lyrics to scaffold student understanding, facilitate discussions,

analyze the intent, audience, and tone of the songs, as well as relate the song and song

lyrics to the central focus of the social studies lesson. Further research into the possible benefits of using music and song lyrics to teach nontraditional adult learners may provide instructors with another useful technology tool to engage and motivate their students by socially and culturally relevant means.

My rationale for selecting andragogy, self-determination, and MI for my theoretical framework was that each of these theories provided insight into the learning needs of nontraditional adult learners. Andragogy was based upon the principles that adult learners are self-directed, experienced, involved, and motivated students. Self-determination identified that autonomy, competence, and relatedness are the three needs for self-motivation for adult learners. MI suggested that learners are not limited to only one specific way of learning but are empowered through the combined use of eight abilities: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, and naturalistic.

Current research emphasized that nontraditional adult learners are most successful in a diverse, tech-savvy, global environment that integrates multiple modes of media, digital technologies, and varied instructional strategies (Kress & Watland, 2016; Nelson et al., 2016; Scott, 2008; Quiggins et al., 2016). Such technologies and digital media include sources such as videos, films, movies, song lyrics, and music. Additionally, research indicated that the use of multimedia and digital tools in a variety of ways can enhance student learning as well as increase their participation, motivation, and engagement in the classroom (Colwell & Hutchison, 2016; Howell & Callahan, 2016; Pellegrino et al., 2015).

Although research indicates innovative approaches to teaching support nontraditional adult students can be effective, many instructors resort to traditional methods of lecture, which are not as effective (Hobbs, 2004; Johnson et al., 2012; Park, 2013). Nontraditional adult students achieve deeper learning, motivation, and engagement when they have opportunities to share their backgrounds, personal experiences, and individual learning styles (Palis & Quiros, 2014; Kenner & Weinerman, 2011; Kreijns et al., 2014; Shillingford & Karlin, 2013). The use of lecture as an instructional strategy has been in question due to the teacher-centered rather than learner-centered focus. Researchers challenge the use of lecture and assigned reading from complex text because motivation and engagement of students are not achieved (Hobbs, 2004; Johnson et al., 2012; Park, 2013).

An effective instructional strategy in the adult classroom was identified as the use of technology and multimedia. Educators found that multimedia, such as videos, website, music, and magazines, are effective in literacy instruction (Colwell & Hutchison, 2016; Howell & Callahan, 2016; Pellegrino et al., 2015). However, there is limited research indicated whether instructors have adopted integration of multimedia successfully into their instruction.

Many instructors are not willing to part from their traditional lecture nor do they feel comfortable integrating multimedia as a replacement for text-based assignments (Hobbs, 2004; Johnson et al., 2012; Park, 2013). A shift from traditional instruction to innovative instruction is possible, however, it requires professional development and training of instructors such that they are comfortable and confident in integrating

multimedia in instruction (Govender, 2015; Johnson et al., 2012). Further research and exemplar use of multimedia to teach college level skills can encourage educators to adopt innovative instructional practices and has potential to inform best practices in adult literacy education.

There were three major areas in the research literature that established the relevance of the research problem: 1) the needs and motivations of nontraditional adult learners; 2) the use of multimedia to teach literacy skills; and 3) innovative uses of multimedia in instruction of nontraditional adult learners. Instructors need to consider how nontraditional adult students learn and process information to motivate and engage learners in the classroom.

Summary and Conclusions

The two major themes that emerged from the above research studies were: (a) the use of digital technologies and multimedia in higher education classrooms is an effective strategy for increasing student motivation and participation and (b) nontraditional adult learners are more likely to engage in activities that are differentiated to meet their needs. As a result of this review of salient literature on this topic there are certain commonalities reported in the research.

All studies incorporated either digital technologies, multimedia, or varied instructional strategies to determine or increase student motivation and engagement. Although the studies described above provided insight into multi-media integration, higher education teaching methods, and student engagement and motivation; it is not known how the use of music, lyrics, or music videos influences nontraditional adult

students' motivation and engagement in a higher education classroom. Further research to investigate the motivations and engagement levels of nontraditional adult learners using music, lyrics, or music videos may provide instructors in higher education institutions with more research-based instructional strategies that integrate a specific form of multimedia. Chapter 3 will describe the research design, the methodology used and the procedures for the data collection and data analysis.

Chapter 3: Research Method

Introduction

The purpose of this qualitative case study was to explore how the integration of music, songs, lyrics, or music videos into a higher education classroom affects the motivation and engagement levels of nontraditional adult learners. In this multiple case study, I explored how the integration of music, lyrics, or music videos into a higher education classroom affects the motivation and engagement levels of nontraditional adult learners. My objective was to understand the integration of music, lyrics, or music videos and their influence on student motivation and engagement. To understand the experiences of these nontraditional learners, the methodology consisted of a qualitative multiple-case study using participant interviews and the APQ).

Through a more thorough understanding of what motivates and engages nontraditional adult learners, instructors can be better prepared to teach this dynamic group of students. In turn, instructors can provide tailored and differentiated instruction for nontraditional adult learners that includes culturally relevant, meaningful, and current trends found in songs and music videos (Fay, 2001; Hobbs, 2004; James, 2004; Lucas, 2006; One, 2005; Reichert, 2004; Wakefield, 2006). This chapter includes the research method, including the research design and my role as a researcher. This is followed by a description of the methodology which includes the participant selection logic, instrumentation, and the data analysis plan. Lastly, the chapter closes with an explanation of issues of trustworthiness and ethical procedures.

Research Design and Rationale

To better understand how the use of music, lyrics, and music videos affects the motivation and engagement levels of nontraditional adult learners in a higher education course, a qualitative multiple case study was implemented. The central research question for this study was -How do music, lyrics, or music videos effect the motivation and engagement of nontraditional adult students in a higher education classroom? Case study research is a logical method "in situations when the main research questions are "how" or "why" questions; the researcher has little or no control over behavioral events; and the focus of the study is a contemporary phenomenon" (Yin, 2014, p.2). The use of the multiple case design arose from the need to understand complex social phenomena. This allowed me to treat each participant as an individual case and gain a real-world perspective (Yin, 2014).

The goal was to identify emerging themes, issues, and specific situations which provide an understanding and present pattern of the motivations and engagement levels of nontraditional adult students in courses implementing any form of music multimedia. The data was collected using telephone interviews with eight students who experienced an activity in a higher education classroom that employed music, lyrics, or music videos in instruction. The study also used the Activity Perceptions Questionnaire (APQ) to measure the relationship between the integration of music, lyrics, or music videos into the course and student motivation (Ryan & Deci, 2000).

Case studies have been used for research as early as the 1900s in sociology, medicine, psychology, political science, anthropology, social work, business, education,

nursing, and community planning (Kostere & Percy, 2006; Yin, 2014). Descriptive case studies are a way for individuals to study central phenomena about which there are little or no current research. A case study can provide in-depth and specific information regarding unique and/or emergent subjects by maintaining a more focused approach (Kostere & Percy, 2006).

The case study design can include a single case or multiple cases and can include multiple sources of information (Creswell, 2013; Patton, 2002; Kostere & Percy, 2006, Yin, 2014). A well-designed case study includes a defined and easily distinguished bounded system and context, identifies a specific central phenomenon of focus, includes multiple sources of information, and provides an in-depth data analysis and report (Creswell, 2013; Kostere & Percy, 2006; Yin, 2014). In qualitative case study research, including multiple sources of information and detailed, in-depth data collection adds value to the findings and provides specific and timely data for a target population (Creswell, 2013; Yin, 2014). The selection of the multiple case design provided me with contemporary, real-world, holistic and detailed information about the nontraditional adult learners' motivation and engagement levels in a higher education institution that integrated music, lyrics, or music videos in instruction.

The use of a multiple case design was selected for four reasons: specific and population, holistic and real-world perspective, contemporary context and setting, and multiple in-depth data sources (Creswell, 2013; Patton, 2002; Yin, 2014). This method was selected over the quantitative design because it provides detailed, in-depth understanding of the participants' perceptions and perspectives. Quantitative research

assigns measurements to findings (Creswell, 2013), which discards the participants' verbalized perceptions.

A narrative approach (Creswell, 2013) was not selected because my objective is not to retell participants' stories from my perspective, but rather to assign meaning to individual's lived experiences. A mixed methods design would add a quantitative component to the study; however, the objective in this study is to understand student perceptions of the central phenomenon. For this reason, I selected to use qualitative data only.

However, the case study design best suited my research because the focus is student perceptions, motivations, and engagement levels. Yin (2009) indicated three criteria for identifying if the case study design is appropriate. The three criteria are as follows: (a) if the researcher seeks to answer a how or why question, (b) if the there are no requirements to control behavioral events as in quantitative or mixed study analysis and (c) if the study focuses on a contemporary event. (Yin, 2009). This study fit the criteria for a case study as it was designed to respond to statements of experience and my analysis was a thematic inductive analysis to answer the research question.

Role of the Researcher

My responsibilities as the single researcher for this study was to distribute the APQ and conduct one audio recorded telephone interview with a minimum of eight nontraditional adult students. Next, I transcribed, coded, and analyzed the interview responses, and triangulated data from both sources. As a novice researcher, there is a potential for researcher bias. The section on issues of trustworthiness describes the

strategies used to reduce this potential bias. I took advanced research courses in my Ph.D. program at Walden University and worked with my committee and IRB to ensure that my research was done ethically and without bias. I requested feedback from participants as member-checking to ensure that my initial review of the interviews was accurate.

I identified any biases in my response to the integration of music, lyrics, or music videos using memoing to understand my preconceptions and biases because of my experiences teaching nontraditional students in a community college. I have experience teaching in higher level institutions; however, I did not collect data from an institution at which I was employed. Participants volunteered by responding to a recruitment posted publicly on the social media website, LinkedIn and the blog pages of the National Council of Teachers of English, the NCTE. My experience teaching remedial reading and writing at a community college with many of my students being older adults returning to school for either career advancement or career change initiated my interest to conduct this research.

Methodology

This section explains the methodology of this multiple case study. The methodology section includes the participant selection logic; instrumentation used; and the procedures for recruitment, participation, and data collection. Finally, this section includes the data analysis plan of how data will be coded and analyzed, strategies used to augment trustworthiness, and the techniques used to ensure ethically sound research approaches were used.

Participant Selection Logic

This research study used purposive sampling, in which I selected the participants in the study based upon their membership within the subgroup of nontraditional adult learners who attended a course at a higher education institution (Creswell, 2015). The following criteria were used to determine participants: (a) 25 years of age or older, and (b) engaged in an activity, assignment, or other instruction in which music, music videos and/or song lyrics were integrated. I interviewed and provided the APQ to 8 participants who met the inclusion criteria. This sample size provided a reasonable amount of data to describe how music, lyrics, or music videos effect the motivation and engagement of nontraditional adult students in a higher education classroom.

In a case study, the participant selection is based upon the researcher's ability to describe the central phenomenon in depth (Creswell, 2015, Patton, 2002). Both Patton (2002) and Creswell (2015) indicated that saturation is attainable in a qualitative case study using from 1–10 participants. Creswell (2015) and Yin (2014) indicated that the use of multiple sources of evidence and data are needed to gather in-depth and detailed data about the central phenomenon and the participants. In this study, multiple sources of evidence include a telephone interview with participants and the APQ) completed by those same participants. The combination of the short telephone interview and APQ provided a variety of data sources and considered the busy schedules of my participants.

Instrumentation

Data was collected using the APQ (see Appendix A) (Deci & Ryan, 2000) and audio recorded telephone interviews (see Appendix B).

Activity Perceptions Questionnaire

The Activity Perceptions Questionnaire, (APQ) is a variation of the more popular Intrinsic Motivation Inventory (IMI) developed by Deci, Vallerand, Pelletier, and Ryan (1991). The APQ measures the relationship between a specific activity and the participant's motivation (Deci et al., 1991). The use of the IMI (Deci et al.,1991) to measure students' intrinsic motivation toward a specific task is supported by other research findings (Bilouk, 2015; Cortright et al., 2015; Kintu & Zhu, 2016) and has been adapted to meet the specific research needs of the study (Bilouk, 2015).

The IMI was used for varying purposes: (a) to compare the intellectual development of students, intrinsic motivation, and class performance; (b) to determine intrinsic motivation for students transitioning from a face-to-face course to a blended learning environment; and (c) in an English as a Second Language (ESL) reading program to determine the intrinsic motivation of students to read. The purpose of the APQ, a variation of the IMI, is to determine nontraditional adult learners' intrinsic motivation toward the activity which includes the integration of music, lyrics, or music videos in a higher education classroom. Based upon my literature review, the APQ is a validated instrument that will effectively measure intrinsic motivation and provide accurate results to support my research findings.

The APQ included 25 seven-point Likert-scale items to measure the student's perceptions about three factors: Interest/enjoyment, value/usefulness, and perceived choice. The APQ, originally the intrinsic motivation inventory modified by Deci and Ryan (2000), addressed student perceptions and motivation regarding a specific learning activity. These 25 items were rated based upon the activity that included music, song

lyrics, or music videos instruction using a Likert-type scale (1 – very untrue, 2 – untrue, 3 – somewhat untrue, 4 – neutral, 5 – somewhat true, 6 – true, 7 – very true). The interest/enjoyment subscale is a self-report measure of intrinsic motivation, the value/usefulness subscale is based upon the idea that people internalize and become self-regulating with respect to activities that they experience as useful or valuable for themselves, and the perceived choice subscales are positive predictors of both self-report and behavioral measures of intrinsic motivation (Self-Determination Theory, n.d.).

The APQ consists three subscales. Multiple item subscales have high external validity (Self-Determination Theory, n.d.). For this study the APQ was adapted as an online survey, rather than a hard copy format for the ease of use and digital data collection. The APQ was distributed to participants via email after consent was received. Completion took between two to ten minutes, depending upon the amount of time the participant put into reading and answering the questions. The focus of the APQ was to determine the intrinsic motivation of the student while completing the activity integrating music, music videos, and/or song lyrics.

Interview

The audio recorded telephone interview consisted of open-ended questions in which I attempted to understand the lived experiences of the participant. The interview responses were used to make connections between the use of music, lyrics, or music videos to the participants' perceptions about motivation and engagement in the task. The interview questions investigated the student's perceptions of the learning environment during the activity including music, song lyrics, or music videos. The interview questions

for this study included theories of SDT (Deci & Ryan, 1985; Deci & Ryan, 2000),

andragogy (Henschke, 2011; Knowles, 1984), and MI theory (Gardner, 2011). The

interview protocol was based upon Yin's (2014) case study design. Yin (2014) described

the purpose of the shorter interview to ask open-ended and broad questions that allow the

interviewee to provide a fresh commentary.

Additionally, Yin (2014) indicated that carefully worded questions following the

case study protocol can be asked in a short interview within an hour to gain insight from

the interviewee that may support and/or corroborate findings from other data sources.

The interview protocol is based on three overarching topics including personal affect

designed to understand the emotional responses of the students, level of engagement

designed to understand how the use of music videos engaged the learners, and the

learners' perceptions of instructional effectiveness.

The telephone interviews consisted of 12 open-ended questions. The telephone

interviews took between seventeen and twenty-seven minutes. The interview questions

sought to obtain participants' lived experiences and perceptions of the classroom tasks

and environment during instruction integrating music. I memoed during the interviews

and journaled after to focus on what I learned and to increase my objectivity.

The interview questions are listed below:

Think back to a classroom activity that included music, music videos or song lyrics.

1. How were you engaged in the lesson activity that included music?

    a. What was the activity, can you describe it?

2. Can you please describe the most difficult experience during this activity?

3. How did you overcome this challenge?

4. What were your thoughts and feelings about completing the learning activity?

5. In what ways did the use of music influence your understanding of the lesson?

6. What do you think was the reason for using music in this course?

7. Please describe yourself as a learner, how do you learn best?

8. What learning activities are challenging for you?

9. What impacts your learning experiences?

10. Have you had any experiences outside of the classroom that use music as a learning tool and can you explain?

11. How does music impact your daily life or how is it part of your daily life?

12. Is there anything else you want to add regarding your experiences completing the activity?

Procedures for Recruitment, Participation, and Data Collection

Recruitment and participation began by posting my recruitment flyer on two online forums, LinkedIn and National Council of Teachers of English, NCTE (see Appendix C). Once the recruitments were posted, any interested participants were asked to contact me via Walden email. Once an email contact was established and participant selection criteria were met, the consent form was sent via email (see Appendix D). After consent was granted from the participant, a link to the online APQ and request for interview date and time was sent. I used SurveyMonkey with a log-in protected account

to create the survey and send a link via my Walden University email account. Only
individuals with the link could access the survey and the collected responses were held
in my password protected SurveyMonkey account.

Data Collection

The data will be collected from multiples cases to gain multiple perspectives. Yin
(2009) identified three principles of data collection which were: (a) use multiple sources
of evidence (b) create a case study database and (c) maintain a chain of evidence. Yin
(2009) indicated that there are six sources of case study evidence which are: archival
records, interviews, documents, direct observation, participant-observation and physical
artifacts. Just as I sought to gain insight from the multiple perspectives of students in
higher education courses integrating music multimedia, it is important to use multiple
sources of evidence. I used interviews and the APQ as sources of evidence to collect data
concerning the experiences of students in these courses. A database in Dedoose was
created to organize the case study data. I maintained a chain of evidence based on the
case study protocol by memoing and journaling throughout the data collection and
analysis process.

Activity Perceptions Questionnaire (APQ)

The APQ was converted into an easily accessible online questionnaire in which
students rated responses to the given prompts. I used a paid subscription to
SurveyMonkey with a password protected account to create the survey and create a link.
Only individuals with the link can access the survey and the collected responses were
held in my password protected SurveyMonkey account. The participants were emailed a

link to the APQ survey once consent was received. The email included potential days and times to schedule their phone interviews so that participants could reply with a date and time for me to call. The APQ data was stored online until all questionnaires were completed. Then the data was downloaded as a PDF and saved to my login protected computer for analysis.

Telephone Interviews

The telephone interviews were conducted in a timely fashion, within 2 weeks, after the participants agreed to participate in the study. The interview protocol is based upon Yin's (2014) case study design and the shorter case study interview. The interviews were short, between seventeen to 27 minutes to an hour to gain insight from the interviewee about their experiences in a higher education course that integrated music. The phone interviews were recorded using a Microsoft LifeCam microphone and Windows 7 Professional sound recorder. Once completed, I transcribed each interview in a Microsoft Office Word document and stored them on my personal login-protected computer. During interviews, I wrote memos and notes. After each interview, I wrote in my reflexive journal. Additionally, I emailed each transcript to the corresponding participant for his or her review and approval through the process of member-checking.

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Data Analysis Plan

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Yin's (2009) case study design consists of analyzing the case study evidence and reporting the case study. The researcher used the cross-case synthesis technique to organize and analyze the data after collection. According to Yin (2009), the cross-case will allow the researcher to treat each case study as a separate study. The multiple cases

are equivalent to multiple experiments which make the findings from the case study more compelling (Yin, 2009). The composition of a case study report is very important. A well-organized and clearly stated report is essential to gaining insight on a given topic. I used the linear-analytic compositional structure to report findings as it allowed me to remain focused on the primary issue being addressed in the study while providing a forum for recapping the previous literature.

According to Yin (2009), "data analysis consists of examining, categorizing, tabulating, testing or otherwise recombining evidence, to draw empirically based conclusions" (p. 126). Analyzing case study data can be especially difficult as the techniques, to date, are not well defined (Yin, 2009). Researchers may choose to manually analyze data or use computer-assisted tools. In either case, an adequate analysis of case study evidence leads to a greater understanding of an unknown or understudied phenomenon.

Yin (2009) outlined four general strategies, to use as guidelines when analyzing case studies, which were: (a) relying on theoretical propositions, (b) developing case descriptions, (c) using quantitative and qualitative data and (d) examining rival explanations. Such strategies are important to enable the researcher to craft the story, as the data alone typically is not worthy of doing so (Yin, 2009). I used a combination of the four strategies to ensure that the data was treated fairly and to produce adequate conclusions.

Yin (2009) identified five analytical techniques which are as follows: (a) pattern matching, (b) explanation building (c) time-series analysis (d) logic models and (e) cross-

case technique. Of the five techniques, the cross-case technique is the only that applies specifically to the analysis of multiple cases (Yin, 2009). The technique allowed me to treat each case as a separate study (Yin, 2009). The first phase, the cross-case analysis procedures, will consist of eight steps, which are summarized below:

Familiarization: Once I collected the interview data on the audio recorder, I listened to the recordings and read the transcripts several times to become familiar with the collected data. I reviewed all the APQ responses to identify patterns in the individual responses and across all participants. I memoed during and journaled after each interview as well as journaled my responses to this initial review of the data set as units of meaning identified in Dedoose and linked to the data set.

Creation of word tables: Units of meaning that were relevant to the research question were outlined as codes in Dedoose and linked to the original text of the transcripts, creating labels for each source of the data.

Examination of word tables: I reviewed information to identify patterns that exist within each case. I used Dedoose to create memos for each individual case and note any correlations to the conceptual framework.

Write individual case reports: Based on the information from the word tables and classification system, a detailed individual report was constructed for each case prior to conducting the next case study. I accomplished this by memoing during each interview, journaling after each interview, coding each transcript separately and triangulating all this data to write a detailed summary for each participant.

Create additional word tables: Once each individual case report was constructed, I created additional tables using data from all case studies to create an overall schematic of the information.

Examination of additional word tables for cross-case pattern. I reviewed these schematic word tables and organized them in a classification system based on frequency of related data to the label or base word. I also reviewed data to identify the major differences amongst the data.

Draw cross-case conclusions. I made assertions on the major patterns as well as the rivalries within the collected data.

Write the report. In this phase, I brought the results and findings of the study to closure (Yin, 2009). I used the linear-analytic compositional structure to compose a report.

Summary of Analysis

The APQ responses were analyzed using individual participant's responses by sections related to the conceptual framework for the questionnaire. The APQ statements were categorized in three sub-categories: interest/enjoyment, value/usefulness, and perceived choice. The APQ instrument provided a guide to scoring each response and identifies which sub-category for each question's score. I scored and then reviewed the APQ for response patterns based on the sub-categories of this instrument by identifying individual and then group trends in the participants' responses.

The interview responses were recording as an audio file. The audio file was transcribed, reviewed, and analyzed by the researcher. I uploaded all transcribed

interviews into Dedoose. Dedoose is an online qualitative research data structuring system that allowed me to tag selected units of meaning with key words. The APQ responses were scored according to the provided rating scales and categories. Next, I constructed a table that included each participant's APQ score for each question as well as score within each sub-category. I color-coded the table to see any trends and noted outliers as well as trends amongst participants. Because of this analysis process, I could respond to the research question.

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Issues of Trustworthiness

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There are many qualitative approaches to validation, or trustworthiness. According to Creswell (2013), validation in qualitative research is an "attempt to assess the accuracy of the findings, as best described by the researcher and the participants" (pp. 249-250). The following describes my approach to establishing trustworthiness and maintaining it throughout the study.

Credibility

Creswell (2015) recommended several techniques to increase credibility including (a) member checking; (b) clarification of possible researcher bias, and (c) peer debriefing to enhance accuracy. I adhered to all three of these recommendations to establish credibility. Member checks were completed via email. I completed two cycles of coding to ensure codes were applied consistently. I used a researcher journal and memoing as well as received feedback from my committee and peers.

Transferability

To ensure transferability, I followed the recommendations of Yin (2014) for a holistic multiple-case study: (a) cross-case synthesis to determine replicated or contrasted patterns, (b) rich, thick descriptions, and (c) a case-study protocol. Word tables were constructed for each participant, then used to create a schematic of data, including similarities and differences. Transferability was evident in thick, rich descriptions during the interviews, in the researcher journal and in the single-case summaries for each participant. A case study protocol consists of four major components: (a) an overview, (b) data collection procedures, (c) data collection questions, and (4) a guide for the case study report (Yin, 2015). I developed a detailed case study protocol to stay on target, anticipate any problems, and plan the process of collecting and reporting data.

Dependability

Yin (2014) and Creswell (2015) recommended the following techniques to maintain dependability: (a) triangulation of multiple data sources, (b) peer review, and (c) detailed researcher journal and memos. Triangulation occurred between multiple-case studies being analyzed individually and through cross-case synthesis. Additionally, data from the APQ, researcher journals, and memos were used in the single-case summaries to corroborate findings. Peer review was a reoccurring process through dissertation reviews by my committee members and peers. I kept a detailed researcher journal along with memos throughout data collection and analysis.

Confirmability

Confirmability refers to the nature of a qualitative researcher to bring his or her own perspectives to the study. Creswell (2015) suggested three strategies to ensure confirmability: (a) checking and rechecking data throughout the study, (b) collaboration with others, and (c) a data audit. My researcher journals and constant memoing ensured that I was checking and rechecking data as well as tracking any possible bias or assumptions. My dissertation draft, data, and codes were shared with my dissertation chair for review, free of any personal identification information of the participants.

Ethical Procedures

To ensure confidentiality and privacy of the study, I followed specific actions to confirm ethical procedures were followed throughout the study.

1. After receiving IRB approval from Walden University to conduct the study (10-23-17-0382206), I began the process of recruiting participants.

2. The first step in recruitment was posting my approved recruitment flyer to my LinkedIn network and National Council of Teachers of English, NCTE blog. The recruitment post included the two requirements for participation in the study: (a) over 25 years of age and (b) participated in a higher education course that integrated music, lyrics, or music videos.

3. Once an individual replied to my post or emailed me with potential interest, I replied via email with my approved consent form.

4. After receiving an electronic consent from participants via email, I sent the link to the online APQ as well as requested to select a day/time for telephone

interview. Electronic consent consisted of the participant typing his or her name
as well as his or her telephone number.

5. The selected eight participants were contacted by me via email to schedule
    interviews and with a link to complete the APQ survey.

6.   The participants scheduled a phone interview of 45 minutes to 1 hour.

7. Only I had access to the confidential information collected throughout the study
    and pseudonyms were used in place of the names of the participants. I created a
    master list with all names and their pseudonyms and stored this list separate
    from the other data set.

8. Should any participant decide to withdraw from the study, all data collected for
    that individual shall be destroyed and will not be included in the data, findings,
    or study.

9. After analysis, all digital information from this study will be deleted from my
    login protected computer and stored on a flash drive in a locked cabinet for 5
    years. After this time, the flash drive will be destroyed. All data will be
    destroyed 5 years after the completion of the dissertation process.

Summary

This chapter provided the methodology used in this study and a description of all
processes used by the researcher. This study selected eight participants who were twenty-
five years of age or older and participated in a course that integrated music, lyrics, or
music videos. The interview and APQ were used to collect data regarding the
participants' motivation and engagement in the activity integrating music.

Trustworthiness and validation were established through reliability of transcribed data, triangulation of data sources, member checking the reported findings, and addressing transferability through rich description. In accordance with Walden University's IRB, ethical procedures were followed for the process of recruitment, data collection, confidentiality, and secure data storage. In chapter four, I will provide an account of how the aforementioned methodology was employed and the findings of the study.

Chapter 4: Results

The purpose of this qualitative case study was to explore how the integration of music, songs, lyrics, or music videos into a higher education classroom affects the motivation and engagement levels of nontraditional adult learners. The question answered by this research study was as follows: How do music, songs, lyrics, or music videos effect the motivation and engagement of nontraditional adult students in a higher education classroom? This chapter includes a description of the setting and demographics of the participants, the data collection process and instruments, a data analysis and description of coding processes, evidence of trustworthiness, and the results of data collected.

Setting

The setting for this qualitative, multiple-case study included two online recruiting websites: LinkedIn and National Council of Teachers of English, that is, the NCTE blog post. Candidates included any members of these two websites who came across my recruitment posts.

Demographics

Participants for this study were selected using the following criteria: (a) participants were 25 years of age or older, (b) participants engaged in an activity, assignment, or other instruction in which music, music videos and/or song lyrics were integrated. Potential participants contacted me via email in response to the online blog posts on LinkedIn and NCTE. My first email response confirmed that the individual met

both of the criteria prior to moving forward with gaining consent. Of the eight

participants in this study, five were women and three were men. The participants were

from various professions, and education levels. They were from various parts of the

United States with a variety of higher education institution classroom experiences.

Data Collection

Data collection was carried out between January and April of 2018 using

LinkedIn and NCTE. This section includes a description of the participants, location,

frequency, and duration of data collection, and the recording instruments, variations, and

any unusual circumstances.

Interview

Eight participants were interviewed from the 13 who expressed an interest in the

research study via email. These eight were the first respondents to consent, schedule an

interview, and complete the interview with me. The remaining five interested individuals

did not respond to emails, complete the consent form, or finish the scheduling process.

The average length of the interviews was 17 minutes with the longest being 27

minutes. The interview was conducted via telephone and recorded using a Microsoft

LifeCam microphone and Windows 7 Professional sound recorder. After the interview,

participants were informed that a transcript of the session would be emailed for their

review. Participants were also reminded to complete the online questionnaire.

I transcribed each interview and stored the recording and transcriptions in a

password protected file. Six of the eight participants reviewed the transcripts and replied

in email that they approved. In addition to the interview and transcriptions, I kept a

journal throughout the study in which I kept memos and reflections before, during, and after the interview sessions to support my analysis.

Questionnaire

The online APQ, , was completed by six out of the eight participants between February and April of 2018. SurveyMonkey was used to create an online version of the APQ and collect data from participants. A link to the questionnaire was sent via email to each participant after receiving consent. The data was downloaded and stored in a password protected file. The average time spent to complete the survey was two minutes, with the longest time at two minutes and thirty seconds. No variations or unusual circumstances arose during the data collection process.

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Data Analysis

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Data collection, organization, and analysis for this study were used to determine the findings according to the central research question and conceptual framework. The first level of analysis consisted of listening to and transcribing the audio recorded interviews. I used Dedoose to manage and organize data.

I developed codes from my journals and memos to begin a primary list of codes. I coded the transcripts line by line, adding codes as they emerged. I also added memos to lines that aligned with the conceptual framework and/or research question. I wrote individual case reports for each participant before moving onto the next. The APQ responses were analyzed using the instrument's provided scoring procedures. I scored and then reviewed the APQ for patterns based on the sub-categories of this instrument by identifying individual and then group trends in the participants' responses.

I next examined each participant's case codes and created additional word tables to create an overall schematic and identify any differences amongst data. I used the linear-analytic compositional structure to report findings as it allowed me to remain focused on the primary issue being addressed in the study while providing a forum for recapping the previous literature. Four major themes were found after a complete and comprehensive data analysis.

Description of Data Analysis

After data collection, the first step was to listen to each audio-recorded interview and transcribe it. I completed this process using Microsoft Office Word and then uploaded the file into Dedoose. I used Dedoose to organize and track codes within the data.

I selected lines of text and applied a code or codes to each line in Dedoose. I also added memos in Dedoose to lines of code that were of interest, related to the conceptual framework, or were outliers. I used these initial codes to create parent codes, combinations of initial codes, which were then combined develop the overarching themes in the data.

The APQ responses were put into a table, color-coded based on participants' responses to each statement as well as color-coded based upon participants' average within the three sub-categories of the instrument. Overarching themes were found among responses from the APQ and added to the individual case summaries of each participant.

Throughout the process of coding and the cross-case analysis of the interviews, saturation occurred after coding seven of the transcripts, no new ideas required new codes

were created after Participant 7's coding. The table below shows the parent and child

codes as well as their frequency in the data (See full table in Appendix E).

Table 1

Coding Table

Code	Meaning	Frequency
Parent 1	Multiple intelligences	2
Child 1	Auditory learner	6
Child 2	Extroverted	2
Child 3	Hands-on learner	7
Child 5	Introverted	4
Child 6	Linguistic learner	4
Child 9	Visual learner	4
Parent 2	Visual literacy theory	1
Child 1	Listening to song in class	18
Child 2	Lyrics	11
Child 3	Tone and genre	3
Child 4	Video	4
Parent 3	Emotional Response from Learner	2
Child 1	Music and emotion, feeling happy	8
Child 5	More personal, relatable	3
Child 6	Motivation from music	5
Child 7	Music activity enjoyment	9
Child 8	Reduced stress of classroom	2
Parent 4	Listens to Music Daily	6
Child 1	Music in religious beliefs/ church	2
Child 2	Music teaching life lessons	2
Child 3	Sets the mood	4

Parent 5	Learning in Higher Edu. Classroom	
Child 1	Deepened understanding	12
Child 2	Engagement in learning	10
Child 4	Memorization or memory tool	13
Child 5	Music added value	4
Child 6	Music adds meaning	7
Child 7	Noted positive instructor interaction	6

I downloaded the SurveyMonkey responses to the APQ questionnaire. The APQ used a Likert-type scale with 25 questions (1 (very untrue) to 7 (very true). After finding the subscale averages using the calculations provided with the instrument, I created a table to show the averages for each participant who completed the APQ (See full table in Appendix F). Findings of the APQ indicate that, overall, participants felt like they had a choice in doing the activity (Q2, Q8, Q9, Q14), the activity was enjoyable (Q 7), the activity was important (Q10), and the activity was not boring, but was interesting (Q12, Q15). Below in Table 2 are the average responses to the APQ for each participant, the names are pseudonyms.

Table 2

APQ Responses

Average of Subscale	Amy	May	Katelyn	Bob	Susan	Robby
Interest/ Enjoyment	6	7	7	5	7	7
Value/ Usefulness	6	5	7	3	7	7
Perceived Choice	4	7	6	5	7	7

Themes

The four themes discovered from the cross-case analysis were: (1) music transcended individual differences and personalized the educational experience, (2) music aided in a deepened understanding and/or memorization of content knowledge, (3) music set the mood and created a positive learning environment, and (4) music was an integral part of daily life. These themes identified with related parent codes are identified below in Table 3.

Table 3

Themes and Totals

Theme	Parent Code Categories	Total
Music transcended individual differences and personalized the educational experience	Multiple Intelligences Visual Literacy Theory	73
Music aided in a deepened understanding and/or memorization of content knowledge	Higher Education Classroom	70
Music set the mood and created a positive learning environment	Emotional Response from Learner	39
Music was an integral part of daily life	Listens to Music Daily Other Uses of Music	38

Evidence of Trustworthiness

Credibility

Creswell (2015) recommended the following techniques: (a) member checking; (b) clarification of possible researcher bias, and (c) peer debriefing to enhance accuracy. I adhered to all three of these recommendations to establish credibility. I emailed the

transcripts of the interviews to participants and requested that they respond with their

approvals and/or requested changes. I completed two cycles of coding to ensure codes

were applied consistently. I used a researcher journal and memoing to constantly check

for any personal biases, values, and expectations. I received feedback from my

committee as well as peers through dissertation revisions and peer forums.

Transferability

To ensure transferability, I followed the recommendations of Yin (2014) for a

holistic multiple-case study: (a) cross-case synthesis to determine replicated or

contrasted patterns, (b) rich, thick descriptions, and (c) a case-study protocol. I

constructed word tables for each participant, or case, separately, then used those word

tables to create a schematic of data, including similarities and differences. Transferability

was evident in thick, rich descriptions during the interviews, in the researcher journal

and in the single-case summaries for each participant. I developed a case study protocol

to stay on target, anticipate any problems, and plan the process of collecting and

reporting data.

Dependability

Yin (2014) and Creswell (2015) recommended the following techniques to

maintain dependability: (a) triangulation of multiple data sources, (b) peer review, and

(c) detailed researcher journal and memos. Triangulation occurred between multiple-case

studies being analyzed individually and through cross-case synthesis. Additionally, data

from the APQ, researcher journals, and memos were used in the single-case summaries

to corroborate findings. Peer review was a reoccurring process through dissertation

reviews by my committee members and peers. I kept a detailed researcher journal along with memos throughout data collection and analysis.

Confirmability

Confirmability refers to the nature of a qualitative researcher to bring his or her own perspectives to the study. Creswell (2015) suggested three strategies to ensure confirmability: (a) checking and rechecking data throughout the study, (b) collaboration with others, and (c) a data audit. My researcher journals and constant memoing ensured that I was checking and rechecking data as well as tracking any possible bias or assumptions. My dissertation draft was reviewed by my peers and my committee. The data sets (free of any participant identities) were shared via Dedoose with my dissertation mentor for her review of codes and data, and to confirm that codes were applied consistently.

<div align="center">

Results

</div>

Four major themes were found after a complete and comprehensive cross-case synthesis and triangulation: (a) music transcended individual differences and personalized the educational experience, (b) music aided in a deepened understanding and/or memorization of content knowledge, (c) music set the mood and created a positive learning environment, and (d) music was an integral part of daily life. Throughout analysis, sets of data often correlated with multiple themes and related to one another. In the following section, I will explore these themes and how they relate to the research question, conceptual framework, and literature review. I chose to report my results following Yin's (2014) multiple-case study design. Each single-case summary is

provided below, including a holistic analysis of each participant. Following the eight single-case summaries, I wrote a report of the cross-case analysis and results.

Participant One: Amy

  Summary of integration of music. Amy provided two main examples of the use of music in a learning environment. The primary example was "Lady of the Lake," by Sir Walter Scott. The professor chose a song related to this reading selection and played the song during a traditional literature class lecture. The professor provided the song lyrics as well as an audio version of the song to listen to. Her second example was a professor of psychology who used familiar songs to create mnemonic memorization tools for students. This professor would modify familiar songs with new lyrics to help students with memorization of facts.

  Music transcended individual differences and personalized the educational experience. Amy described herself as an introverted person who prefers hands-on and linguistic approaches to learning. She prefers to learn holistically and likes differentiated instruction that is individualized to her learning needs. During our interview, I noted that her dialogue was highly refined, and she used terms and language that implied a high level of knowledge. She was self-aware and confident in answering interview questions.

  Both interview data and her APQ results indicated that she enjoyed the learning activities that integrated music and found them important and interesting. Her description of the classroom experience that included music was very vivid, and she noted that she was surprised how much she could recall from this experience versus other days sitting in lectures in the same class. She stated that she loves music in general, and although the

genre and song selection by her professor was not her preference, she enjoyed the music being a part of her learning experience.

Music aided in a deepened understanding and/or memorization of content knowledge. Amy explained how the song in her literature class helped her to understand the story in a deeper and new light. She could remember the story, the author, and the song in vivid detail. Additionally, Amy went into detail about how music engages the brain in more ways than just reading or lecture alone.

> Listening to music engages so much more of your brain than listening to someone talk or even reading. I like reading. I read all the time but listening to a story that is put to music just stuck with me so much better. I was humming chorus parts throughout the rest of the day… what I really liked and really remember about it was that it just helped me remember so much better. And instead of having to reread it after I read it the first time, I played the song… I never had to study for that class for like a week and a half which was amazing.

Amy also shared a second example in which an instructor of psychology used a familiar tune and put vocabulary or other content to the tune of the song as a memorization tool. She enjoyed and valued this method and applied the concept of using music as a mnemonic device for memorization into her future classes and other learning experiences.

> The professor really loved *The Police*, and yes, there certain *Police* songs where every time I hear them I think about pedophilia and that is fine. I will remember that song forever. But walking into the class, I'm humming the song to myself.

And some people are like, "Why are you singing Roxanne?" And I'm like,

"Because I'm trying to remember all of the philias, stop talking to me." But, it

helped. I did really well on those tests (Amy).

Both of Amy's excerpts are examples of how learning is empowered using multiple

modes, as indicated in the MI theory focusing on visual and auditory learning.

Music set the mood and created a positive learning environment. Amy

provided a great description of the learning environment during the lecture in her

literature class. She explained that the teacher had a very impactful emotional response to

the song. Amy did not express her own emotional response but stated that watching her

professor's emotional response was a profound experience for her.

My professor played a song, which was apparently the story of the Lady of the

Lake and I had never heard it before. It was really pretty and all we did was listen

to it, except he cried, but mostly the class just listened (Amy).

She also shared negative responses from students in the class who snickered or

poked fun at her professor for weeping. After sharing the song, the professor asked the

class for a show of hands to see who enjoyed listening, and Amy noted that most students

raised their hands in response.

Oh, he is so adorable. He is so into literature and Dickens, and he's crying at Lady

of the Lake, this is the best class. I think it might have been two people in a thirty-

person class who snickered and had a little whispery conversation and you could

tell they were being dismissive. Most of the class just seemed to think it was

really cool, they were just sitting and listening quietly.

Amy noted that she did not remember other days in this class with as much detail and that she typically would avoid being noticed, sit in the back, and leave as quickly as possible.

Music was an integral part of daily life. Amy enjoyed sharing experiences that she had with music in her educational journey and in her life. She noted that music is very common in educating young children, such as her daughter, and shared a personal experience of how she has used music to teach her daughter. It was Amy's comment about using music with her daughter that sparked my interest, so after this first interview, I added the interview question, "How does music impact your daily life or how is it part of your daily life?"

Participant Two: May

Summary of integration of music. May, a history major, explained that music was used in many classes, including audio and lyrics. She provided examples of how music was used to provide context for historical events with which the music was associated. Examples included hymns in both audio and written form, songs in foreign languages, as well as songs which were exclusively drums or sounds.

> When we did our study of Africa, there's very few written sources for any time before the 19th century. And so, we had listened to selections of traditional African songs. Some of their histories are passed down orally through the songs (May).

Music transcended individual differences and personalized the educational experience. May described herself as a self-motivated, auditory learner who prefers to complete self-paced classes with limited to no peer interaction. She expressed that

listening to music, as opposed to exclusively reading about historical events, was more meaningful. Her APQ responses corroborate with her interview, as her interest and enjoyment scale were rated the highest value, seven (very true). Amy's perceived choice rated seven (very true) which supports the theories of andragogy and self-determination in that she felt in control of her learning experience and had a sense of autonomy.

Music aided in a deepened understanding and/or memorization of content knowledge. May mentioned the songs' tone, genre, lyrics, and historical context all as components used to deepen her understanding of the concepts she was learning about. She talked about the authors of the lyrics, the people who would play or sing the songs as well as the emotions of the music within the context of era or historical event.

> I think that music has been beneficial to understanding certain periods of time better than those periods that I look at without a musical reference. I've drawn in music when I did a piece about the Erie Canal, in order to kind of get the feel for what canal life was like, I used a piece of music that they would sing while they were on the Erie canal. I really enjoy bringing that more realistic point of view of those people. Hymns were written by wealthy men, generally, but they were sung by the lowly and everyday person. And I think it can be interesting to use those pieces of music to understand what the everyday person was dealing with at that time (May).

She shared that she had a deeper understanding as well as enjoyment and engagement in learning history with music as opposed to learning about history without music. The music, especially listening to it, added value, and meaning to the content.

When you're just looking at the lyrics it's less engaging. Music really has a lot of

heart. When you don't have the music part of it, rather, simply have the lyrics, I

don't find it as, ironically, it is not as deep. (May).

May's commentary above shows that real-world applications are valuable in her learning

experiences and that the use of multiple modes of learning helped her gain a deeper

understanding—theories of andragogy and MI support both.

Music set the mood and created a positive learning environment. May expressed

that music is full of emotion. She shared that the emotion can be positive or negative, but

nonetheless, provided a different learning environment than a traditional approach.

There are ways to present music that are negative. Like when I've studied the

south during the time period of slavery, whenever they present those songs it is a

different environment because of the environment that they were suffering in

themselves. And so, I think that influences my understanding of the music that

was presented (May).

Music was an integral part of daily life. May listens to music daily and has had an

emotional connection to music all her life. She sings and plays instruments as well as her

spouse and children.

It's very influential in my life, I'm in a musical play right now, so it's something

that I actively engage in. From that to my children, who all take music lessons.

We do piano, guitar, violin, mandolin, we have recorders, we have drums. Music

is very important to my husband, who I met while he was in a band. And one of

our things we love to do together is go to concerts. So, music is kind of in

everything for us and me (May).

Additionally, she shared an example of using music to teach her children as a memorization tool that engaged them, made them happy, and was fun.

Participant Three: Katelyn

Katelyn's experience is from her nursing degree program. Her instructor provided a jingle to the tune of "Row, row, row your boat" to help the class remember the difference between a diabetic crisis or a hypoglycemic crisis. She also indicated that there were other jingles or songs used for memorization of facts presented throughout her nursing program.

Music transcended individual differences and personalized the educational experience. Katelyn is a hands-on, visual, and auditory learner. She prefers group work and enjoys collaborative projects. She also has disability services for dyslexia and shared some of the ways she used technology to help with this. She noted reduced stress, enjoyment, motivation, and happiness all as part of the music in instruction. The APQ results for Katelyn indicated that her interest, enjoyment, value, and usefulness of these songs were all rated 7-very true.

Katelyn expressed a high regard for her instructor and teaching practices, which positively impacted Katelyn's experiences in the nursing program and beyond.

She has a huge passion for what she is doing and it's kind of infectious. And so, it's just kind of like she wanted to share her enthusiasm and her joy and her love of learning in a fun way and try to hit more than one type of learning style (Katelyn).

Music aided in a deepened understanding and/or memorization of content

knowledge. Katelyn recalled the first instance of using a jingle was two years ago, so the

class was very memorable for her.

> Hot and dry, your sugars high, insulin's what you need. Cold and clammy, need
>
> some candy, milk would help indeed (Katelyn, personal interview, February 20,
>
> 2018).

She also shared similar experiences using music as a mnemonic device for memorization

in other classes. She mentioned that memorization was her greatest hurdle in learning,

especially when she must learn facts without meaning behind them, yet she recalled the

facts that were set to a rhythm or a familiar song.

> It was just really hard, especially in our first semester of nursing school, to get
>
> those tiny details and the critical thinking that goes with it down. But it was
>
> definitely helpful to have something familiar like "Row, row, row your boat"
>
> attached to something not familiar, like new diabetic information. Honestly, we
>
> just kept singing the jingle over and over, like, okay, is our patient this or is our
>
> patient this. And it just helped us decipher whether our patient was having a
>
> diabetic crisis or a hypoglycemic crisis (Katelyn).

The music helped to engage her in the classroom learning experience and the songs

helped to deepen her understanding of content. Specifically, the song lyrics helped the

students to think critically and simplify complex topics.

> It helped it to be easily repeated and repetition is never a bad thing when trying to
>
> learn new facts. And it I think it just really simplified something that was very

complex (Katelyn, personal interview, February 20, 2018).

Music set the mood and created a positive learning environment. Katelyn was a nursing student in her first year and was afraid, nervous, and under a lot of pressure. She felt that schooling was hard and challenging. She shared that her instructor was passionate about making learning fun for students. Music brought in joy, fun, and was an excellent ice breaker.

> Doing a jingle was definitely an icebreaker. It was definitely fun instead of, "Here, I'm just going to through facts at you until you die of boredom!" I think that you learn better when you're not stressed or not under pressure. I think that being able to have the jingle attached to some very important information, not only lowered the stress, but engaged us and helped us have fun. So, I mean, short answer would be it lowered our stress and it also brought some joy to a very stressful time (Katelyn, personal interview, February 20, 2018).

Katelyn's excerpt above shows that integrating real-world and personalized experiences in the classroom does positively impact students, as indicated by the theories of self-determination and andragogy.

Music was an integral part of daily life. She noted listening to music daily for motivation, learning life lessons (such as in church) and enjoyment as well as growing up with music and listening to songs as a child. "Having songs in your life, period, I think is helpful. Like if a familiar song comes on that you know that can be very comforting or uplifting. It's just very ingrained in our society and our lives" (Katelyn).

This personal connection to music corresponds to a need for autonomy and real-world connections in the self-determination and andragogy theories.

Participant Four: Bob

      Summary of Integration of Music. Bob described his experience with music in a Philosophy class as a part of his degree program. The activity was listening to the Avril Lavine song, "I'm with You." The instructor provided the music video as well as the song lyrics and the audio of the song. The objective of the lesson was to establish a person's worldview based upon the song, music video, and lyrics.

      Music transcended individual differences and personalized the educational experience. Bob is a hands-on learner who learns best by doing. He did not give a lot of detail about his learning styles or preferences. However, he indicated that the instructor had the most impact on his learning and the way in which the instructor chooses to present the content had the greatest impact on his learning experience. Bob shared another classroom experience in a large lecture hall in an introductory philosophy class in which he was learning the same topic. The professor was a great lecturer and engaging; however, Bob noted significant differences between his two classroom experiences.

        I remember the professor: great guy, great communicator, very intelligent, very interactive with the students and so, I mean, it was still a lively kind of discussion. At the same time, it was a little drier and a little more rigorous just because we were in this classroom environment. We were verbally discussing different philosophical positions on presuppositions and what goes into establishing someone's worldview. It was interesting, but it wasn't really personal. I think

what was the most interesting about that video is, with the music and just kind of

all of that blended together. At least from my perspective, you're looking at one

individual person, versus just a concept. It becomes more personal. And with the

music, just how they tailored the music to the visual component, made you feel

that individual persons plight, instead of just trying to dryly philosophize about

something like in the big classroom setting. So, I think it brought more of a

personal element where I felt like I could relate to, on some degree, on some

level, this person that I'm watching. So, it is much more personal (Bob).

The APQ results for Bob indicated that his enjoyment and interest in completing

the activity with music was a 5-somewhat true and the value/usefulness scale was a 3-

somewhat untrue. These results indicate that he found the activity interesting, but not

useful.

Music aided in a deepened understanding and/or memorization of content

knowledge. Bob described the experience with the music video, lyrics, and audio as an

effective and meaningful learning experience. He indicated that having all those

components, especially the music video, really helped deepen his understanding and

connect with the content on a personal level. He stated that he could see and feel the

emotions of the performer by hearing it and seeing it in the music video. Having these

components added value and meaning and engaged him in the learning process.

For me, it was a little bit easier to kind of get my head around just because more

of your senses are engaged in the same kind of process. Thinking about it versus

reading music, seeing a visual reinforcement and audio reinforcement as well

sharpened the focus for me (Bob).

Bob shared the purpose behind this activity from his perspective. He was in training to be a private Christian school teacher. He believed the professor chose this song as an example of the type of students the teachers may encounter daily. He described a common stereotype of private Christian school kids and explained that not all children attending this school would necessarily be from an upstanding and positive background or family environment.

> I think he was trying to use that as a way to get us to think a little bit deeper about opposing worldviews that we're interacting with. Whether inside or outside the classroom. It's not just as easy as, "Someone was raised in this environment; therefore, they have this belief system." But it's a lot more nuance than that. I think he was introducing this video to show what a lot of society is across the board (Bob).

These excerpts from Bob's interview show that visual literacy and MI theories do empower learners when multiple modes are engaged. Bob could think critically about the visual provided to him in the music video and interpret the video based upon its visual components. In addition, Bob combined modes of learning – auditory and visual – to better understand the concept of worldview presented to him in the class.

Music set the mood and created a positive learning environment. The classroom environment was small and interactive during the activity. Bob described the small group of peers working collaboratively to decode the video and lyrics to better understand this person's worldview.

We had a smaller class, there might have been about ten of us there. And we were all just kind of analyzing this together. Look at this one video and layer by layer, line upon line, establish what she's valuing, what she's looking for, what kind of meaning she's seeking, what kind of presuppositions she's holding as she's walking down these empty streets and pushing through these crowds... The music itself, to me, amplified the feeling that we were just starting philosophy and worldview and the music itself made it a lot more personal. I remember kind of watching that video for the first time, I'd never actually seen the video. I'd heard the song, but watching the video and listening to the music, it really was, I thought, was at least twice as impactful than if we just had a dry discussion about philosophy and what makes up a worldview (Bob).

Music was an integral part of daily life. Bob had a unique association with music, as he described that he was a musician and composer.

I have continued to study different genres and orchestration… it's more learning about music and different genres and structures. I try and write when I can… I play at church every couple of weeks and help with worship there. In helping me relate to God in some ways and connect with God in some ways, it's been a helpful thing. And just as a personal outlet for creativity and that kind of thing (Bob).

Bob's personal connection to music corresponds to a need for autonomy and real-world connections as in the self-determination and andragogy theories. Music is a learning tool for Bob because it brings in his personal connection to something he enjoys regularly and

is familiar with.

Participant Five: Charity

      Summary of Integration of Music. Charity described an activity that was part of a writing assignment. Her instructor played two songs along with the music videos and lyrics. Charity explained that students listened to and watched both songs then wrote down individual thoughts on paper. Next, they shared their notes with one another and as a class. She noted the instructor pulled everyone's ideas together to compare the music videos and songs.

      Music transcended individual differences and personalized the educational experience. Charity described her learning styles as hands-on, visual, and auditory. She stated that she is extroverted and enjoys learning collaboratively with others. Charity did not complete the APQ.

> I have a hard time learning straight out of the book. I can listen and watch someone and it's so much easier for me. So, the music and watching the videos always helped me. If I have to read and reread a paragraph, that's not my cup of tea (Charity).

She also described how music is important to her and that she enjoys listening to music. Including music in the class activity made it more interesting to her.

> I am a music lover, so anything that includes music is going to make my day. Music certainly gets the point across when you're trying to say something and rather than just reading it out of a book (Charity).

Charity could give vivid descriptions of both music videos used in the class activity. She

also shared her thoughts about the videos and how she felt after watching them and listening to the songs. The MI theory emphasized that learners are empowered to learn when multiple modes of learning are engaged simultaneously. Her vivid memory of this lesson shows that the use of song, music, video, and lyrics helped her remember in detail. Additionally, her passion for music corroborates the theory of andragogy and how learners appreciate real-life context and application in learning activities.

Music aided in a deepened understanding and/or memorization of content knowledge. Charity expressed her love of music and how the integration of music and the music video helped her to better understand the lesson as well as be engaged.

> You can sit there and read the lyrics and then listen to them and you'll get a better idea of the whole situation. Rather than just reading a book or reading the lyrics on paper and then discussing it in class, it just seems quite boring and it doesn't really motivate the mind to use the imagination. You know music helps get the imagination going… It really engages the mind and a lot of people in this world are music lovers. It really strikes an interest in most individuals, in my opinion. And it engages them to want to learn more about this. I don't like learning out of a book, I really don't. Music is the key to everything. It helps you understand the lyrics more, it helps you understand, especially when you have the video along with the song, it helps you understand what that person is trying to say. So, it is easier to compare and contrast when you have a visual and audio about what's going on, rather than just reading it (Charity).

Charity's explanation here corroborates with the MI and visual literacy theories in that

the use of images combined with other modes of learning (reading the lyrics, hearing the song) helped her to think critically and interpret meaning from this experience.

Music set the mood and created a positive learning environment. Charity provided descriptions of the music videos and how they invoked emotions and feelings in their messages.

One was heavy metal, and one was a modern-day alternative. One was more upbeat, and one was more slow and happy paced. The heavy metal was a more depressed song and the other one was depressed, but with a happy beat. Both songs were about how the world is changing and growing and we're taking away all of God's creation and mother nature to build our own man-made, what's that words I'm looking for, greed. You know, where you just want to ruin everything in the world to make it a better place for you to live in, type thing. That's what both of those songs were about, but in different ways (Charity).

Her descriptions show how the music created an atmosphere and emotional response. Additionally, when asked for any final thoughts or comments, Charity responded:

I think music should be in all classrooms, from kindergarten through college in some form and in some way. I think that music is very inspiring and is very moving (Charity).

She expressed a deep connection with music, which is supported by the SDT's component of relatedness: a connection to others and sense of belonging.

Music was an integral part of daily life. Charity described music as an inspiring and helpful tool in her life. She shared the tragedy of her brother's murder and how music

was her stronghold in several ways.

> I had to have my music to calm myself down. There were certain songs, a lot of
> certain music that helps me learn how to move on with life. And it's helped me
> learn how to grow as an individual, a mother, a woman. It's just helped me learn
> how to be a decent person and not break. Music taught me how to be strong.
> Music taught me how to live again. Music taught me how to keep going (Charity).

In addition, Charity shared ways that music is part of her family and faith.

> Music brings me and my daughters together when we are rolling down the road
> going from the school to a game and we're playing songs to get them pumped up
> for their game. Or when in church, the hymns really make my week and make me
> feel at home and peaceful and happy, sometimes sad. Music helps me clean my
> house. Music helps me relieve my stress. You know, it's just my life. I wouldn't
> know what to do without my music.

Charity's personal connection with music here shows how powerful music can be for her as a learning tool. This is supported by the self-determination and andragogy theories in that music connects Charity to others as well as creates a sense of belonging and real-world experience.

Participant Six: Raymond

Summary of integration of music. Raymond described the activity in which music was integrated as his workout and exercise routine at the gym. Physical fitness was part of his education program and the use of music was to help him engage in a more rigorous exercise routine. In addition, Raymond shared an activity in an English class that

used music to help students consider the theme and emotion in writing.

Music transcended individual differences and personalized the educational experience. Raymond's described his learning style as linguistic and hands-on. He also indicated he was introverted and preferred to work alone at his own pace. He stated he appreciates other input and hearing about topics, but his best method for retention is to research, read, and do for himself.

> If I use my own way of learning, I just feel like I learn it a lot better. You know, a lot quicker. I don't want to just graze the outside of what it is I want to learn. I want to go deeper into the subject. If you just graze the top, then you're not learning as much as you could (Raymond).

Raymond's comments here corroborate with the theories of andragogy and MI. Andragogy emphasizes that learners want to know why they need to know information, like real-world applications, and are self-directed learners. Raymond indicated that he uses multiple modes of learning to fully understand a concept and likes to go beyond basic explanations from another person.

> I love music and being able to bring music into the classroom to learn an emotion or learn a theme or learn anything like that (Raymond).

Raymond's passion for music and statement here shows that music is valuable in helping him learn. He did not complete the APQ.

Music aided in a deepened understanding and/or memorization of content knowledge. Raymond described the use of music as a vehicle to "feel" learning rather than a learning how to complete a traditional writing assignment.

I felt that it affected me more than just saying, "Hey we are going to learn how to

introduce anger into a writing." If you just learn it on paper, yeah, you are

learning it, but you're not feeling it. If you listen to a song that is portraying anger

or happiness or kindness or anything like that you are feeling it through listening

to the tempo, listening to the lyrics, listening to anything that it produced into that

song (Raymond).

Raymond's statement here correlates with the theory of MI because he is using more than

one mode of learning to better understand a concept. The theory of self-determination is

also evident in his connection to the activity and sense of belonging that music presents

in the classroom experience.

Music set the mood and created a positive learning environment. Raymond

shared how music is integral in his workout to help him focus and feel stronger and push

harder to get the best workout possible. He had an extreme emotional response, noting

that music made him feel the anger in the music which gave him more strength.

When I complete a workout and exercise session with music I feel energized and

feel that I've accomplished something… Without music, time almost just seems

to slow down and you're looking for the clock to go a lot faster and you're

looking for your session to end because you've got no entertainment there.

You've got no other emotions there other than focusing on that exercise. And

when you focus on the exercise you feel a lot more tired. You feel the energy

being drained from you… If I've got a really heavy, hard song on it gives me a lot

more of an energy boost. You feel almost the anger that is being portrayed in the

song running through you, even though it's not your anger, you feel it running

through you. It gives you a whole new strength, a whole new energy to push

yourself a lot further (Raymond).

It is evident that music invoked a significant emotional response from Raymond during

his exercise routine. The combination of hands-on experience in the workout with the

auditory component of music corroborates with the MI theory – learners are empowered

to learn through multiple modes.

Music was an integral part of daily life. Raymond shared that he listens to

music daily as a part of his routine. He described a variety of genres used for various

purposes, such as upbeat and happy songs to get going in the morning or classical and

symphony music at night to relax and unwind. He explained that music helps him express

his emotions and that he has listened to all genres of music over the span of his life. He

shared a significant moment in his life when his father introduced him to a new genre of

music.

When I was younger, my dad introduced me to Ozzy Osborne, Poison, Kiss, and

ACDC. It was a new experience for me. I felt, I don't know, something brand new

listening to these songs. As I got older, I listened to everything from country to

top 40 to rock and roll. And each and every song had its own experience and its

own feeling. And just listening to music every day helps me keep track of my

emotions (Raymond).

This is supported by the self-determination and andragogy theories in that music connects

Raymond to others as well as creates a sense of belonging and real-world experience.

Participant Seven: Susan

Summary of Integration of Music. Susan described the use of music as background sound while studying or completing assignments. She used music to create an atmosphere for her personal study time and shared that some instructors in her college courses played background music at times during class. Susan recalled a song from her childhood that helped her learn math facts that Susan has used with her own children.

Music transcended individual differences and personalized the educational experience. Susan described herself as an auditory, visual, and hands-on learner. She indicated that she prefers a small class size with minimal distractions. She stated that when she was young she did not have an established study routine; however, realized in college that she needed to find a strategy for studying that worked. Flashcards and music became her favorite method.

> I found that what worked best for me was flash cards. And then I introduced the music later on and that's what really worked for me was just being able to visualize in my head anything written down and going over and over and over it. And then listening to the music helped to bring it all together and calm myself down (Susan).

Susan's APQ results correlate with her description of music being helpful. Her average rating for the subscales interest/enjoyment and value/usefulness were 7-very true. Both the theory of andragogy and self-determination indicated adult learners engage best when they are in control of learning decisions. Susan's APQ rated her perceived choice in using music as a 7-very true. These results show that Susan selected music to part of her

learning experience and that it was a valuable learning tool for her.

Music aided in a deepened understanding and/or memorization of content knowledge. Susan used music as a background noise to help her with focus and concentration. She integrated music into her study time in conjunction with her class notes and flash cards. Susan indicated that music helped her to remember the information on her flash cards more effectively and that she could visualize her flash cards to recall information.

> A lot of times when I was taking my test I would come back to, I could picture that flash card in my head and then that song would also help me remember what was on the flash card to answer the question… I felt like I was able to remember the information better and just learn it better overall because it helped me relax, basically (Susan).

Susan's comment here relates to the theory of MI and visual literacy. She learns best through visual and auditory modes and using these two strategies in unison helped her to better recall important information.

Music set the mood and created a positive learning environment. Susan described two learning environments during her interview. She explained that she used music in her personal study time as well as some instructors played background music in class.

> In the classroom a lot of times it's just too quiet when you're studying, so having the music on would drown out some of the other noises that were going on to help me concentrate (Susan).

Susan expressed that music could be used to relax and calm. Conversely, she stated that music could negatively impact her study time if she was not in the mood to have the music on. She indicated that acoustical or classical music without lyrics was preferred over music with words to minimize distractions.

> Sometimes depending on my mood and that sort of thing I found that it was distracting to have it on, so sometimes I would end up turning it off. And sometimes I found that it was more helpful to have it on, if that makes sense (Susan).

Susan described that music can set a positive mood for a calm and relaxing learning environment. She also described music as a possible distraction, depending upon her day and the mood was she in. This leads back to the theory of andragogy and an adult learner's preference to have control over his or her learning and to be self-directed.

Music was an integral part of daily life. Susan indicated that music is part of her daily life. She listens to music throughout the day and recalled music in her childhood.

> My husband and I were just singing one the other day to our kids. So, that has stuck with us throughout our whole lives, really, those little jingles.
> I listen to music pretty much every day. If I'm cleaning the house or anything I always seem to have music on in the house. It's always on in the car. I enjoy listening to it. It's calming, and it can be positive for your life, too (Susan).

Music was part of Susan's daily routine and memorable for her from childhood. This correlates with andragogy and self-determination theories in that real-world applications are effective tools for adult learners.

Participant Eight: Robby

  Summary of integration of music. Robby shared three examples of how music

was used in his learning experiences. The first example was from his nursing program.

He noted that his instructor had personal experience using music with patients and that

she brought her expertise into the classroom and curriculum. He shared an example of

how music used to help Alzheimer's patients calm down and be happy while caring for

them in long-term care facilities as a nursing student. His second example of music

integration was the use of music as background noise to read and study. He stated that he

preferred music on during any assigned reading or personal study time. The third

example of music integration was from Robby's experience in the military. He stated that

military cadences were often used to help remember a set of complex orders or drill

orders.

  Music transcended individual differences and personalized the educational

experience. Robby described himself as an auditory and visual learner. He stated that he

has learning disabilities, ADD and ADHD. He indicated that extended amounts of

reading are challenging for him and that he prefers hands-on learning. He also indicated

that the classroom environment impacts his learning, depending upon the distractions that

are present.

    With my learning disabilities, I'm very audio and visual. If somebody shows me

    something and tells me how to do it, I can do it one hundred times. When, if I'm

    just told what to do or just shown what to do, there's a disconnect (Robby).

The APQ results indicated that Robby felt in control of his learning and that the activity

was enjoyable, valuable, important, and interesting. All three subcategories averaged 7-very true. Robby's statements in his interview and APQ results corroborate the MI and visual literacy theories perspective that multiple modes of learning engaged simultaneously result in effective learning experiences. Additionally, these results show that the need for autonomy and self-directed learning were important in Robby's choice to use music as part of his learning.

Music aided in a deepened understanding and/or memorization of content knowledge. Example 2: music in the background to study or read. Robby described the use of music to help him study and read course materials. He stated that the background noise helps him focus more effectively.

> Music keeps everything in my mind in harmony. I could tell you more about [content] with the music in the background than I could had I just been trying to focus. From my ADD, I don't focus really well, so without the music I find it hard to sit there and take in the material. Sometimes I'd have to read it multiple times and as a person, I've just seen how [music] makes things flow a lot smoother and a lot less effort goes into the task (Robby).

Example 3: military cadences, biddies, or songs. Robby described how he used songs in the military to help recall important information.

> Cadence in the military, in itself, is a form of music. It helps you remember things. Say you're learning a complex set of orders, drill orders, there's certain cadences, songs, or biddies that they used when I was in the service to help you remember those acronyms or help you remember order of operations. It ended up

just being a song that you sung in your head the next time that you came to it

(Robby).

The examples Robby gave here are confirmation of the MI theory that multiple modes of

learning combined empower learners to engage and recall more effectively.

Music set the mood and created a positive learning environment. Example 1:

music integration when working with Alzheimer's patients. Robby talked about his

clinical experiences working with these patients. He noted differences in their behaviors

and mood.

Some of the worst, or patients who were most acutely suffering from Alzheimer's,

they were more difficult to work with. After the implementation of using this

[music], they became easier to work with, more optimistic, and just generally it…

you could see the benefits of having the music on while getting them dressed or

feeding them. They were just, overall a happier demeanor (Robby).

Robby's example here shows that music can be used to set the mood in a variety of

settings. Robby, the learner, was not the only beneficiary of music in this example, rather,

the patients with which he was working were also benefiting from music. Robby

expressed passionately how his instructor used music in the field and integrated this into

her curriculum to help more Alzheimer's patients feel good every day. Music integration

helped those patients calm, relax, and smile.

People that have completely lost their memory, had almost lost their ability to

speak even, were showing reactions when they interacted with music. Especially

music from their time period when they were young. There was somebody that

grew up and lived through the 40s and was nonverbal but was showing smiles

when they heard music from their childhood. It really did make a difference in

these people's lives (Robby).

Music was an integral part of daily life. Robby shared examples of how he uses music

daily. "It helps me focus on what I'm doing. It makes the day flow a little smoother and

not seem so long."

He also indicated that his mother taught him songs as a child to help him learn to spell his

name. He added that music should be part of the learning experience for kids, especially

those with learning disabilities.

It would be nice to see somebody implement something involving music,

especially for kids that grew up with learning disabilities similar to the ones that I

have, seeing firsthand the benefits that it can add to the learning process. I don't

think there is enough emphasis on how important music is in our day to day lives

(Robby).

The personal connection to music that Robby shows here correlates with the autonomy

and relatedness from the SDT. It also emphasizes the significance of personalized

learning for adults, presented in andragogy as one of the factors that influence adult

learners.

Cross-Case Synthesis

After summarizing each single-case separately, I looked at each case and pulled

the common and repeating themes amongst data. Below, I note how each theme was

discovered among the data and relate it to my conceptual framework and other research

found in the literature review. The purpose of this research was to answer the following

question: How do music, lyrics, or music videos effect the motivation and engagement of

nontraditional adult students in a higher education classroom?

My presuppositions of what "music integration in the classroom" looked like

were based upon my experiences teaching nontraditional adult learners in a higher

education institution. My goal was to learn how teachers integrate music and songs and

how the participants (students) responded to this integration in their courses. What I

discovered was that the participants all used music in different ways, whether part of

direct instruction or not, and indicated that it was helpful in their learning process. The

activities described by the participants followed a general pattern as shown below in

Table 5.

Table 4:

Integration of Music

Integration:	Instructor shared existing/ professional music media	Music was altered for use as mnemonic for memorization	Music was only used for background noise	Music selection for field work with Alzheimer's patients
Frequency:	*IIII*	*III*	*III*	*I*

Discussion of Themes

As a result of my analysis I developed four themes that resulted from my initial codes,

combining them into parent codes and then combing relevant parent codes into themes.

Below in Table 5 is a summary of these themes and parent codes.

Table 5:

Themes and Totals

Theme	Parent Code Categories	Total
1. Music transcended individual differences and personalized the educational experience	Multiple intelligences Visual literacy theory	73
2. Music aided in a deepened understanding and/or memorization of content knowledge	Higher education classroom	70
3. Music set the mood and created a positive learning environment	Emotional Response from Learner	39
4. Music was an integral part of daily life	Listens to Music Daily Other Uses of Music	38

Theme 1: Personalization

A major them identified by the participants was that music transcended individual differences and personalized the educational experience. Several participants noted a correlation between the music integration and their educational experience. Notably, four participants shared the importance of the professor or instructor in creating the learning experience.

Table 6:

Theme 1 Quotes

Theme 1: Music transcended individual differences and personalized the educational experience.

"I like music, I liked it and thought it was a unique way of introducing something that a lot of people in the class might have found really boring." – Amy

"When you're just looking at the lyrics it's less engaging. Music really has a lot of heart." – May

"[My instructor] has a huge passion for what she is doing and it's kind of infectious. And so, she wanted to share her enthusiasm and her joy and her love of learning in a fun way and try to hit more than one

type of learning style." – Katelyn

"I think it brought more of a personal element where I felt like I could relate to, on some degree, on some level, this person that I'm watching." – Bob

"I have a hard time learning straight out of the book. I can listen and watch someone and it's so much easier for me. So, the music and watching the videos always helped me." – Charity

"I am a music lover, so anything that includes music is going to make my day." – Charity

"If I use my own way of learning, I just feel like I learn it a lot better." – Raymond

"I love music and being able to bring music into the classroom." – Raymond

"I felt like I was able to remember the information better and just learn it better overall because it helped me relax." – Susan

"With my learning disabilities, I'm very audio and visual. If somebody shows me something and tells me how to do it, I can do it one hundred times. When, if I'm just told what to do or just shown what to do, there's a disconnect." – Robby

Despite the variation in music integration and despite the differences in learning styles and preferences, every participant expressed a positive experience with music. Figure 1 below shows the variations in participant learning styles, as coded throughout the transcripts.

Multiple Intelligences	Frequency
Auditory	6
Linguistic	4
Bodily-Kinesthetic	7
Visual	4
Holistic	1
Extroverted	2
Introverted	4
Learning Disability	4
Prefers Differentiation	2

Figure 1: Learning styles.

Figure 1 shows that the learners varied in their self-identified learning styles and

preferences. From auditory to linguistic and extroverted to introverted, each participant

made a connection to the music and enjoyed the activity, as confirmed by the APQ

results.

Themes 2: Deeper Understanding of Content

As a result of my analysis I found that music aided in a deepened understanding

and/or memorization of content knowledge. Music integration was in several content

areas, including English, Literature, Nursing, History, Philosophy, Psychology, and

Athletics. In all content areas, the participants in this study described their learning

experiences as beneficial and that they had a deeper understanding of the content. In

some instances, participants were better able to understand complex topics and memorize

important facts. The participant excerpts below show how each person made meaningful

connections to the lesson or activity integrating music.

Table 7:

Theme 2 Quotes

Theme 2: Music aided in a deepened understanding and/or memorization of content knowledge.
"Listening to music engages so much more of your brain than listening to someone talk or even reading." – Amy
"There certain *Police* songs where every time I hear them I think about pedophilia and that's fine. I will remember that song forever." – Amy
"I think that music has been beneficial to understanding certain periods of time better than those periods that I look at without a musical reference." – May
"It was definitely helpful to have something familiar like 'Row, row, row your boat' attached to something not familiar, like new diabetic information." – Katelyn
"I think it just really simplified something that was very complex." – Katelyn

"It was a little bit easier to kind of get my head around just because more of your senses are engaged in the same kind of process." – Bob

"[Music] helps you understand, especially when you have the video along with the song, it helps you understand what that person is trying to say." – Charity

"If you just learn it on paper, yeah, you are learning it, but you're not feeling it. If you listen to a song that is portraying anger or happiness or kindness or anything like that you are feeling it." – Raymond

"When I was taking my test, I could picture that flash card in my head and then that song would also help me remember what was on the flash card to answer the question." – Susan

"Music keeps everything in my mind in harmony." – Robby

Theme 3: Positive Emotions

For the third theme I found that these participants described a strong positive emotional response to the learning environment. Music set the mood and created a positive learning environment. The learning environment or atmosphere in which students are connecting with new knowledge can vary in location, size, and format. However, one common theme emerged when music was integrated into the lesson or activity. The participants noted positive results of music integration, shown in the table below.

Table 8:

Theme 3 Quotes

Theme 3: Music set the mood and created a positive learning environment.
"[My professor] is so into literature and Dickens, and he's crying at Lady of the Lake, this is the best class." – Amy
"I think that being able to have the jingle attached to some very important information, not only lowered the stress, but engaged us and helped us have fun." – Katelyn

"I'd heard the song, but watching the video and listening to the music, it really was, I thought, was at least twice as impactful than if we just had a dry discussion about philosophy and what makes up a worldview." – Bob

"Music helps get the imagination going… It really engages the mind and a lot of people in this world are music lovers." – Charity

"You feel [the music] running through you. It gives you a whole new strength, a whole new energy to push yourself a lot further." – Raymond

"In the classroom a lot of times it's just too quiet when you're studying, so having the music on would drown out some of the other noises that were going on to help me concentrate." – Susan

"After the implementation of [music], they became easier to work with, more optimistic...They were just, overall, a happier demeanor." – Robby

The excerpts above show that integrating real-world and personalized experiences in the classroom positively impact students, as indicated by the theories of self-determination and andragogy.

Themes 4: Daily Experiences

Every participant noted music as a part of his or her daily life. Amy, May, Susan, Katelyn, Raymond, and Robby all shared how music was a part of his or her childhood and Amy, May, Susan, and Robby specifically gave an example of music used as a vehicle to learn content. Bob and May shared that they are involved in playing musical instruments. Charity and Raymond both expressed an intense and passionate emotional response to music in their daily lives. Table 8 shows excerpts from the participants about music in their daily lives.

Table 9:

Theme 4 Quotes

Theme 4: Music was an integral part of daily life.

"We do piano, guitar, violin, mandolin, we have recorders, we have drums. Music is very important to my husband who I met while he was in a band. So, music is kind of in everything for us and me." – May

"You deal with music whether you like it or not pretty much from birth. I mean your mom starts singing you lullabies when you're a baby and so it's just very ingrained in our society and our lives." – Katelyn

"I play at church every couple of weeks and help with worship there… And just as a personal outlet for creativity and that kind of thing." – Brian

"Music taught me how to be strong. Music taught me how to live again. Music taught me how to keep going." – Charity

"You know, it's just my life. I wouldn't know what to do without my music." – Charity

"When I was younger, my dad introduced me to Ozzy Osborne, Poison, Kiss, and ACDC. It was a new experience for me. I felt something brand new listening to these songs." – Raymond

"Listening to music every day helps me keep track of my emotions." – Raymond

"I listen to music pretty much every day… I enjoy listening to it. It's calming, and it can be positive for your life too." – Susan

"It helps me focus on what I'm doing. It makes the day flow a little smoother and not seem so long." – Robby

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Every participant shared at least one example, if not several, of how music was part of daily life. This personal connection to music corresponds to a need for autonomy and real-world connections in the self-determination and andragogy theories.

Although most of data collected was incorporated into the five themes, I noted some contradictory responses that did not repeat within the case studies. Susan, who used music for background noise to study, noted that sometimes, depending on her mood, music was distracting her from studying, so she would turn it off. Raymond talked more about how music is part of his exercise routines and his daily life than about how it

impacted his learning experiences. However, he was one of the most passionate interviewees, and his love of music was very evident in his descriptions of how music invoked emotions in several examples.

Robby's example of using music to calm and create a positive atmosphere for Alzheimer's patients brings in another confirming source of research evidence. Music as a part of Alzheimer's therapy is a researched based approach to providing care to this population. Robby's instructor had studied and researched music both via professional development and through field research. Music was found to calm, relax, and create a happy demeanor in the patients. Music selection that was personal to the patient was important and access to music was also a factor.

Although these three examples show variation from the other participants, they still relate to the themes and are noted in the individual summaries for each case.

Summary

The purpose of this qualitative case study was to explore how the integration of music, songs, lyrics, or music videos into a higher education classroom affects the motivation and engagement levels of nontraditional adult learners to answer the following question: How do music, lyrics, or music videos effect the motivation and engagement of nontraditional adult students in a higher education classroom? Chapter 4 discussed the data collection process, data analysis process, evidence of trustworthiness, and results of this study.

The results included four themes discovered in the interviews and APQ as well as how they relate to the research question, conceptual framework, and literature. The

themes were: (a) Music transcended individual differences and personalized the educational experience, (b) Music aided in a deepened understanding and/or memorization of content knowledge, (c) Music set the mood and created a positive learning environment, and (d) Music was an integral part of daily life. Throughout the cross-case analysis, the themes often overlapped and related to one another, thus reaching saturation. Chapter 5 will discuss the interpretation of the findings, limitations of the study, recommendations, and implications of social change.

Chapter 5: Discussion, Conclusions and Recommendations

The purpose of this qualitative case study was to explore how the integration of music, lyrics, or music videos into a higher education classroom affects the motivation and engagement levels of nontraditional adult learners. With an increasing number of nontraditional adult students entering colleges and universities across the United States, this study is significant because it addresses the gap in the literature on whether using music, lyrics, or music videos is an effective practice for motivating and engaging nontraditional adult learners in higher education programs.

This study is expected to add to the body of literature in the field of (a) education, specifically nontraditional adult learners, and (b) music media as a vehicle for teaching and learning in higher education institutions. The four major themes that emerged from the data analysis were as follows: (a) Music transcended individual differences and personalized the educational experience. (b) Music aided in a deepened understanding and/or memorization of content knowledge. (c) Music set the mood and created a positive learning environment. (d) Music was an integral part of daily life. This chapter will discuss the interpretation of the findings, limitations of the study, recommendations, and implications for social change.

Interpretation of the Findings

The themes discovered in this study correlate with, and expand upon, those found in the review of the literature. This section addresses how this study's findings relate to the themes found in the literature review. The gaps identified in the literature review were two: (a) There is a lack of research about the use of music, song lyrics, or music videos to

teach nontraditional adult learners in higher level institutions. (b) There is a lack of research about whether music, song lyrics, or music videos are an effective strategy for engagement or motivation. The research findings address these gaps and expanded on the current body of literature related to these topics. In this section, I will make connections between my findings and the conceptual framework, which were SDT (Deci & Ryan, 1985; Deci & Ryan, 2000), andragogy (Henschke, 2011; Knowles, 1984a), and MI theory (Gardner, 2011).

The first theme that echoed throughout the data analysis process was that music integration transcended the learner's preferences or styles. The conceptual framework supports this through Knowles' model of adult learners. This model indicates that adult learners bring personal and professional life experiences to the classroom, meaning that there is a diverse range of learners regarding background, learning styles, habits, biases, interests, and goals. Adult learners are ready to learn and are best suited to learn when new knowledge and content is applied to real life situations (Kenner & Weinerman, 2011; Palis & Quiros, 2014).

Research on andragogy indicated that this population of learners prefers authentic and meaningful learning experiences that incorporate their life experiences (Kenner & Weinerman, 2011; Sanders & Conti, 2012; Marschall & Davis, 2012). Adult learners excel in differentiated environments in which multiple modes of learning are present, thus, the integration of MI engages students in a complex and multi-sensory experience (Kimball & O'Connor, 2010). The findings of this study are expected to add to the current literature by showing promising results of music media integration in providing an

experience for learners that was differentiated and individualized.

Throughout the process of summarizing my findings, a common result reoccurred for all participants, they described that music supported their learning. The participants expressed that music engaged multiple modes of learning, therefore, each felt that the music integration required that they utilize more than one of their preferred learning styles. MI suggested that learners are not limited to only one specific way of learning but are empowered through the combined use of eight abilities: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, and naturalistic (Gardner, 2011; deMerode, 2006).

Bob, Charity, and Susan all described a learning activity that included a visual representation of knowledge, supporting the visual literacy theory and their ability to use the music video or visual component to think more critically about the content. Research indicated that the use of digital tools in a variety of ways can enhance student learning as well as increase their participation and engagement in the classroom (Colwell & Hutchison, 2016; Howell & Callahan, 2016; Pellegrino et al., 2015). With digital tools such as wikis, blogs, interactive timelines, videos, and music, educators can teach students how to be digitally literate and how to utilize digital tools to communicate effectively. The integration of songs and song lyrics was shown to be effective in teaching students how to analyze and discuss an author's tone, intent, purpose, and audience in the social studies classroom (Howell & Callahan, 2016; Pellegrino et al., 2015).

Additionally, participant excerpts show that real-world applications, through the

medium of music media, were valuable and helped him or her gain a deeper understanding. The theory of andragogy (Knowles, 1984b) indicated that active and reflective learning must: a) be framed such that adult learners clearly understand the purpose, b) connect to the students' knowledge and experiences, and c) allow student to apply their individual learning preferences to the task (Kenner and Weinerman, 2011; Palis and Quiros, 2014). With music as a vehicle for learning, the participants connected to the task and were better able to think critically and deepen their understanding. Therefore, the findings of my research are supported by other literature with similar media integration and my findings extend current literature to include the benefits of music, song lyrics, and music videos in a variety of classroom applications and content areas.

The third reoccurring theme across the APQ, interviews and literature, was that digital media creates a positive learning environment. Research corroborates my findings in that integration of varied teaching strategies combined with digital media can increase student engagement, enjoyment, and confidence (Govender, 2015; Kranke et al., 2016; Reynolds et al., 2013; Smith & Chipley, 2015). The use of creative assignments was found to increase student involvement and deepen and extend their learning (Reynolds et al., 2013; Kranke et al., 2016). Govender (2015) indicated that students prefer teaching and learning strategies in which they are actively involved and engaged with the content, rather than passively listening to a lecture.

Kranke et al. (2016) utilized song lyrics as a strategy to increase students' comfort level and engagement and found success. Concurrently, Smith and Chipley

(2015) indicated that students' self-confidence and enjoyment increased because of the integration of digital learning experiences such as podcasts, blog posts, interactive timelines, and videos. When students are involved and enjoying class, the classroom environment is improved. The participant excerpts and the APQ results show that they enjoyed music in their activities. Additionally, participants expressed a deep connection with music, which is supported by the SDT's component of relatedness: a connection to others and sense of belonging. My research findings extend on current research and show that music, song lyrics, and music videos integrated into learning activities create a positive experience for the learner.

For theme 4 Every participant shared at least one example, if not several, of how music was part of daily life, theme four emerged. This personal connection to music corresponds to a need for autonomy and real-world connections in the self-determination and andragogy theories. The personal connection with music here shows how powerful music can be for nontraditional adults as a learning tool. This is supported by the self-determination and andragogy theories in that music connects these learners to others as well as creates a sense of belonging and application of the learners' personal and professional life experiences.

This strong relationship between the APQ results, andragogy, SDT and my findings suggest that these participants have a high level of motivation to participate in activities integrating music. This is supported by literature and the conceptual framework. Both andragogy and SDT address the motivation of nontraditional adult learners and provide strategies for creating a learning environment conducive to motivating this

population of students. Additionally, research indicated that the inclusion of pop culture, multimedia, and creativity in the classroom increased the motivation of nontraditional adult learners (de Merode, 2006; Kenner & Weinerman, 2011; Palis & Quiros, 2014).

An integral component of motivation for adult learners lies in the active participation, engagement, and ownership of the learning process (Shillingford & Karlin, 2013). Music is already part of adult learners' daily lives; therefore, adult learners are motivated to participate in activities that integrate music. My findings extend upon current research to show that adult learners are motivated to learn because of music media integration into learning activities.

Limitations of the Study

As mentioned in Chapter 1, limitations related to this study involved (1) participant selection, (2) number of participants, and (3) instruments and methods used for interviewing. In this study, the participant selection was purposeful and only those who were twenty-five years of age or older and had experienced a learning activity that involved music in higher education institutions could participate. Other dynamic groups of learners may require further review. Additionally, other forms of data could add further understanding to the use of music, lyrics, or music videos as an instructional tool, such as interviews with instructors and traditional students from other groups within higher education. Within the number of participants used, data saturation was reached. Additional participants would increase the amount of data; therefore, producing more codes and themes.

The limitations of the instruments also presented concerns. The APQ used Likert-scale items to measure the student's perceptions about three factors: Interest/enjoyment, value/usefulness, and perceived choice. Although the ubiquitous nature of Likert-type items lends this format to ease of use; the Likert type items are limited to only generalized data and inhibit individualized responses from participants (Carl & David, 2014). The personal interviews were completed remotely as telephone interviews. The researcher was not able to see the interviewee nor was the socioeconomic status or ethnicity known. A face to face interview may have added to the research notes and memos and provided a rich, thick description of the participants that I was not able to see via telephone.

Recommendations

My recommendations for future research are based upon the findings from this study and are within the scope of the study, which included data collection from nontraditional adults who experienced a learning activity that integrated music, song lyrics, or music videos. Other literature about a similar topic found that multimedia, such as videos, websites, music, and magazines, are effective in literacy instruction (Campbell, & Parr, 2013; Hobbs, 2004; Roswell et al., 2012), however, there is limited research if instructors have adopted integration of multimedia successfully into their instruction.

A shift from traditional instruction to innovative instruction is possible, however, requires professional development and training of instructors such that they are comfortable and confident in integrating multimedia in instruction (Govender, 2015; Johnson et al., 2012). Further research and exemplar use of multimedia to teach college

level skills can encourage educators to adopt innovative instructional practices and has potential to inform best practices in adult education. Future recommendations include expanding upon this study by collecting more data related to nontraditional adult learners and music integration in learning and conducting future studies that focus on other populations of learners. Another recommendation based on Robby's excerpt and Robby's and Katelyn's learning disabilities is the research involving music integration for special education. The integration of music, song lyrics, and music videos may benefit this population with further research.

Implications

Implications for this study included exploring the use of music, song lyrics, and music videos as an instructional tool for nontraditional adult learners. The nontraditional adult learners described their lived experiences with activities that included music, which may provide insight into the use of music as a vehicle to teach content. Perhaps these findings will inspire instructors to use innovative approaches and find ways to integrate music.

This study may add to the body of knowledge in educational literature. As the population of nontraditional adults continues to increase across higher education campuses, the need may exist for more studies that explore the use of music, song lyrics, and music videos as instructional tools. Music in the classroom makes sense because every person that I interviewed showed a personal connection to music daily.

Andragogy and self-determination theories explicitly indicate a need for real-world applications, connections to personal life, and relatedness to each other. Music is a

tool that was shown to surpass individual differences, learning styles, and preferences and create a positive learning experience. Music personalized learning for each participant, although their examples were unique, there was a ubiquitous notion that music was interesting and personal. Music invoked emotion and set a mood for learning.

Music was important personally, therefore, it made a difference in the learning experience for each of my participants. On an individual level, nontraditional adult learners may be positively impacted by instruction that integrates music, song lyrics, and music videos. On a family level, music integration in learning may also benefit family members and children. Several participants in my research noted the use of music in their personal life and as a vehicle to teach their children various content knowledge.

On an organizational level, instructors and perhaps higher education institutions will consider integrating music media into class instruction. Likewise, the instructors may benefit from music integration in the classroom because it provides an outlet for personal creativity, builds rapport, and promotes a positive learning environment. Perhaps a change in the instructor's pedagogy will inspire students as well. On a societal level, this study may positively impact communities by encouraging more people to use creativity and innovation through music as a vehicle for learning.

The scope of this study included the experiences of eight nontraditional adult learners. This study may add to the literature in using music to support learning for diverse students and provide recommendations for future research of music integration in multiple learning environments. The implications for social change are related to the increasing numbers of nontraditional learners in higher education but also for other

educational settings. The potential of integrating music as an instructional tool to increase motive and engagement in learning for diverse learners means that music may be an innovative instructional tool for many classrooms of the future.

Conclusions

Due to the projected continued growth of this population, research is needed to explore how nontraditional adult students attending a college or university learn most effectively. As there is an increase in nontraditional learners in higher education music may be an innovative tool for supporting these learners. In my literature review I identified a gap in research on the use of music in higher education to support nontraditional learners.

The problem that this study addressed was to understand the effect of music integration in teaching and learning on nontraditional adult students' motivation and engagement. The purpose of this study was to understand the experiences of nontraditional higher education students experience the integration of music in their courses. The eight adult learners interviewed for this study expressed positive results from the integration of music, song lyrics, and music videos in their learning activities. More research is needed to understand how nontraditional learners experience music integration.

This study may have contributed to positive social change by providing a deeper understanding of how music integration in learning can positively impact nontraditional adult learners' motivation and engagement. Bridging the gap between nontraditional adult learners' needs and current practices in pedagogy would mean effective education

models that promote the needs for this population of learners and, in turn, may result in a highly educated community. Doing so may transform higher education instruction and provide personalized, real learning experiences in which learners feel the experience, take it to heart, and keep everything in harmony through music.

Based on my results that music integration was positively received by all participants and aided in their learning processes, further research in how instructors can integrate music into learning is strongly recommended. Two participants supported future research of music integration in the excerpts below.

> I think music should be in all classrooms, from kindergarten through college in some form and in some way. I think that music is very inspiring and is very moving (Charity, personal interview, March 9, 2018).

> It would be nice to see somebody implement something involving music, especially for kids that grew up with learning disabilities similar to the ones that I have, seeing firsthand the benefits that it can add to the learning process. I don't think there is enough emphasis on how important music is in our day to day lives (Robby, personal interview, March 30, 2018).

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Appendix A: Activity Perceptions Questionnaire

The following items concern your experience with the classroom activity involving a music video and song lyrics. Please answer all items. For each item, please indicate how true the statement is for you, using the following scale as a guide:

1   2   3   4   5   6   7

not at all true   somewhat true   very true

1. I believe that doing this activity could be of some value for me.

2. I believe I had some choice about doing this activity.

3. While I was doing this activity, I was thinking about how much I enjoyed it.

4. I believe that doing this activity is useful for improved concentration.

5. This activity was fun to do.

6. I think this activity is important for my improvement.

7. I enjoyed doing this activity very much.

8. I really did not have a choice about doing this activity.

9. I did this activity because I wanted to.

10. I think this is an important activity.

11. I felt like I was enjoying the activity while I was doing it.

12. I thought this was a very boring activity.

13. It is possible that this activity could improve my studying habits.

14. I felt like I had no choice but to do this activity.

15. I thought this was a very interesting activity.

16. I am willing to do this activity again because I think it is somewhat useful.

17. I would describe this activity as very enjoyable.

18. I felt like I had to do this activity.

19. I believe doing this activity could be somewhat beneficial for me.

20. I did this activity because I had to.

21. I believe doing this activity could help me do better in school.

22. While doing this activity I felt like I had a choice.

23. I would describe this activity as very fun.

24. I felt like it was not my own choice to do this activity.

25. I would be willing to do this activity again because it has some value for me.

Scoring information. Begin by reverse scoring items # 8, 12, 14, 18, 20, and 24 by subtracting the item response from 8 and using the result as the item score for that item. Then calculate subscale scores by averaging the items scores for the items on each subscale. They are shown below. The (R) after an item number is just a reminder that the item score is the reverse of the participant's response on that item.

Interest/enjoyment:

3, 5, 7, 11, 12(R), 15, 17, 23

Value/usefulness:

1, 4, 6, 10, 13, 16, 19, 21, 25

Perceived choice:

2, 8(R), 9, 14(R), 18(R), 20(R), 22, 24(R)

Appendix B: Interview Questions

Think back to a classroom activity that included music, music videos or song lyrics.

1. How were you engaged in the lesson activity that included music?
   a. What was the activity, can you describe it?
2. Can you please describe the most difficult experience during this activity?
3. How did you overcome this challenge?
4. What were your thoughts and feelings about completing the learning activity?
5. In what ways did the use of music influence your understanding of the lesson?
6. What do you think was the reason for using music in this course?
7. Please describe yourself as a learner, how do you learn best?
8. What learning activities are challenging for you?
9. What impacts your learning experiences?
10. Have you had any experiences outside of the classroom that use music as a learning tool and can you explain?
11. How does music impact your daily life or how is it part of your daily life?
12. Is there anything else you want to add regarding your experiences completing the activity?

Appendix C: Coding Table

Code	Meaning	Frequency
Parent 1	**Multiple Intelligences**	2
Child 1	auditory learner	6
Child 2	Extroverted	2
Child 3	hands-on learner	7
Child 4	holistic learner	1
Child 5	Introverted	4
Child 6	linguistic learner	4
Child 7	notes having a learning disability	4
Child 8	prefers differentiated learning	2
Child 9	visual learner	4
Parent 2	**Visual Literacy Theory**	1
Child 1	listening to song in class	18
Child 2	Lyrics	11
Child 3	tone and genre	3
Child 4	Video	4
Parent 3	**Emotional Response from Learner**	2
Child 1	Music and emotion, feeling happy	8
Child 2	emotion of the music itself	6
Child 3	emotional response from instructor	2
Child 4	feeling strong	2
Child 5	more personal, relatable	3
Child 6	motivation from music	5
Child 7	music activity enjoyment	9
Child 8	reduced stress of classroom	2
Parent 4	**Listens to Music Daily**	6
Child 1	music in religious beliefs/ church	2
Child 2	music teaching life lessons	2
Child 3	sets the mood	4
Parent 5	**Learning in Higher Edu. Classroom**	

Child 1	deepened understanding	12
Child 2	engagement in learning	10
Child 3	improved grades in course	1
Child 4	memorization or memory tool	13
Child 5	music added value	4
Child 6	music adds meaning	7
Child 7	noted positive instructor interaction	6
Child 8	self-motivated learner	1
Child 9	small class, reduced distractions	2
Child 10	specific class or activity	
Child 11	Music in English Class	3
Child 12	Music in History Class	3
Child 13	Music in Philosophy Class	1
Child 14	activity was writing, analysis, discussion	1
Child 15	Music in the Military	1
Child 16	Music in Psychology Class	1
Child 17	Music in Nursing Class	4
Parent 6	**Other Uses of Music**	
Child 1	background sound	4
Child 2	children's teaching and learning	2
Child 3	growing up with music	2
Child 4	music and exercise	1
Child 5	music to concentrate	2
Child 6	music to relax	4
Child 7	plays music or instrument	2
Child 8	songs as a child	4
Child 9	studies music as a content area	1
Child 10	suggested music in learning for others	2

Appendix D: APQ Results

Question #	Amy	May	Katelyn	Bob	Susan	Robby
1	6	7	7	3	7	7
2	4	7	7	7	7	7
3	7	7	7	4	7	7
4	7	6	7	4	7	7
6	5	5	7	3	7	7
7	6	7	7	5	7	7
8 (R)	4	7	7	7	7	7
9	6	7	7	7	7	7
10	6	5	7	5	7	7
11	6	7	7	4	7	7
12 (R)	6	7	7	5	7	7
13	6	5	7	1	7	7
14 (R)	5	7	7	5	7	7
15	6	7	7	6	7	7
16	6	7	7	3	7	7
17	6	7	7	4	7	7
18 (R)	4	7	7	3	7	7
19	6	5	7	1	7	7
20 (R)	4	7	7	4	7	7
21	6	5	7	1	7	7
22	5	7	1	4	7	7
23	6	7	7	4	7	7
24 (R)	3	7	7	3	7	7
25	6	7	7	3	7	7
Average of subscale Interest/ Enjoyment	6	7	7	5	7	7
Average of subscale Value/ Usefulness	6	5	7	3	7	7
Average of subscale Perceived Choice	4	7	6	5	7	7