



Building bridges between schools and researchers: Lessons from two quasi-experimental studies in music education

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Our two studies

Karine

Master degree

Grade 1

n = 16

1 class

Active music intervention
around the sounds of nature

2 weeks

Pretest and posttest

Sophie

Ph.D.

Grade 4

n = 57

3 classes

Entrepreneurial approach
intervention in music and in a
regular classroom with an active
control group

15 weeks

Pretest, Posttest, 4-month follow-
up



Communication

Show the value

- School benefits
- Research impact
- School context considered

Build trust

- Plain language
- Questions welcomed
- Voluntary participation

Principal

Teachers

Parents
&
Students

School
Staff

Reduce concerns

- No disruption to learning
- Minimal extra workload
- Collaborative planning

Create partners

- Everyone has a role
- Explain the protocol
- Shared responsibility

Organizational planning



Coordinating schedules



Aligning with school life



Managing room availability

Pedagogical adaptation

Students' needs first

Timing and duration of the data collection

Anticipate the unexpected

Inclusive implementation of the intervention

Validity and transferability



**STANDARDIZE WHENEVER
IT'S POSSIBLE**



**DOCUMENT CONTEXTUAL
FACTORS**

Practical recommendations for future studies



Relationships

Build relationships before recruitment



Practitioner Perspective

Co-design with schools whenever possible

Include a researcher with teaching experience in the team



Time

Value teachers' time



Representation

Broaden where educational research takes place

Conclusion

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Thanks!

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<https://www.teluq.ca/communaute/corps-professoral/sjalbert>