**IME Worksheet 4.4: Using Theories to Model your Thoughts**

Relates to **Using Theories to Model your Thoughts**, IME p. 86

**Objectives:**

* Use existing theories to craft a verbal or graphic representation of the puzzle your research is trying to solve, AND/OR
* Create a graphic representation to illustrate the ways you are using theories in your research.

**Background:**

In IME Chapter 1, we introduced Gates’ (1999) verbal model of “four different levels of research activity” for music education. In Chapter 2, you created a literature map as a visual model of possible organizational schemes for your literature collection. In Chapters 1 and 3, we used a graphic of interacting cogs to represent the ways teachers, learners, music, and contexts interact in music education. In Chapter 4 we encourage you to review sources that have used graphic models as creative ways to represent actions or processes described in their research (see Butler, Lind, & McKoy, 2007; Webster, 2002; Shaw, 2021; and Stern, 2021 as possible examples).

After reading one or more of the sources cited below (or provided by your instructor) describe how the authors use their graphic model to illustrate their thinking.

[WRITE YOUR DESCRIPTION HERE.]

If possible, discuss with colleagues what kinds of graphic representations might represent each of your research projects. Then create a draft of a graphic model to represent your current understanding of your research topic. Use paper and pencil or your computer; many word processing, presentation, and “whiteboard” software packages include flow chart or “smart chart” graphics that can help you get started. Share and discuss with colleagues.

References

Butler, A., Lind, V., & McKoy, C. L. (2007). Equity and access in music education: Conceptualizing culture as barriers to and supports for music learning. *Music Education Research*, 9, 241-253.

Gates, J. T. (1999). *Music education research at the dawn of the third mediamophosis* [conference presentation]. Desert Skies Symposium, February 15-18, 1999, University of Arizona, Tucson.

Shaw, R. (2021). Placing the music teacher in an era of reform: Synthesizing research on music teacher networks and isolation. In C. Frierson-Campbell, C. Hall, S. R. Powell, & G. Rosabal-Coto (Eds.), *Sociological thinking in music education: International intersections*. Oxford University Press.

Webster, P. (2002). Creative thinking in music: Advancing a model. In T. Sullivan & L. Willingham (Eds.), Creativity and music education (pp. 16–34). Canadian Music Educators’ Association.