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## Problem Statement

There is a gap in understanding the transformative learning experiences of music producers also working as educators, and how such experiences influence their professional development as an educator.

## General Research Approach

Autoethnography was selected for its capacity to merge personal reflections with a robust theoretical framework, specifically utilising transformative learning as a guiding lens.

This methodological choice enables a distinctive approach to examining the multifaceted journey experienced by a music producer/educator undergoing transformation throughout his career.

## Research Project Overview

Utilising autoethnography to combine personal reflections with the theoretical framework to gain a deeper insight into the transformative journey of the music industry as part of the educator's professional development.

## Research Objective/s

- To explore first-hand transformative learning experiences adding to TL literature in music education.
- To understand how the educator's experiences in the music industry have influenced his understanding, knowledge, and practice of music production over the years.

## Research Methodology

Data collection:

- Reflectivity
- Artefacts
- Member-checking and member-checking interviews
- Self-interview

Analysis:

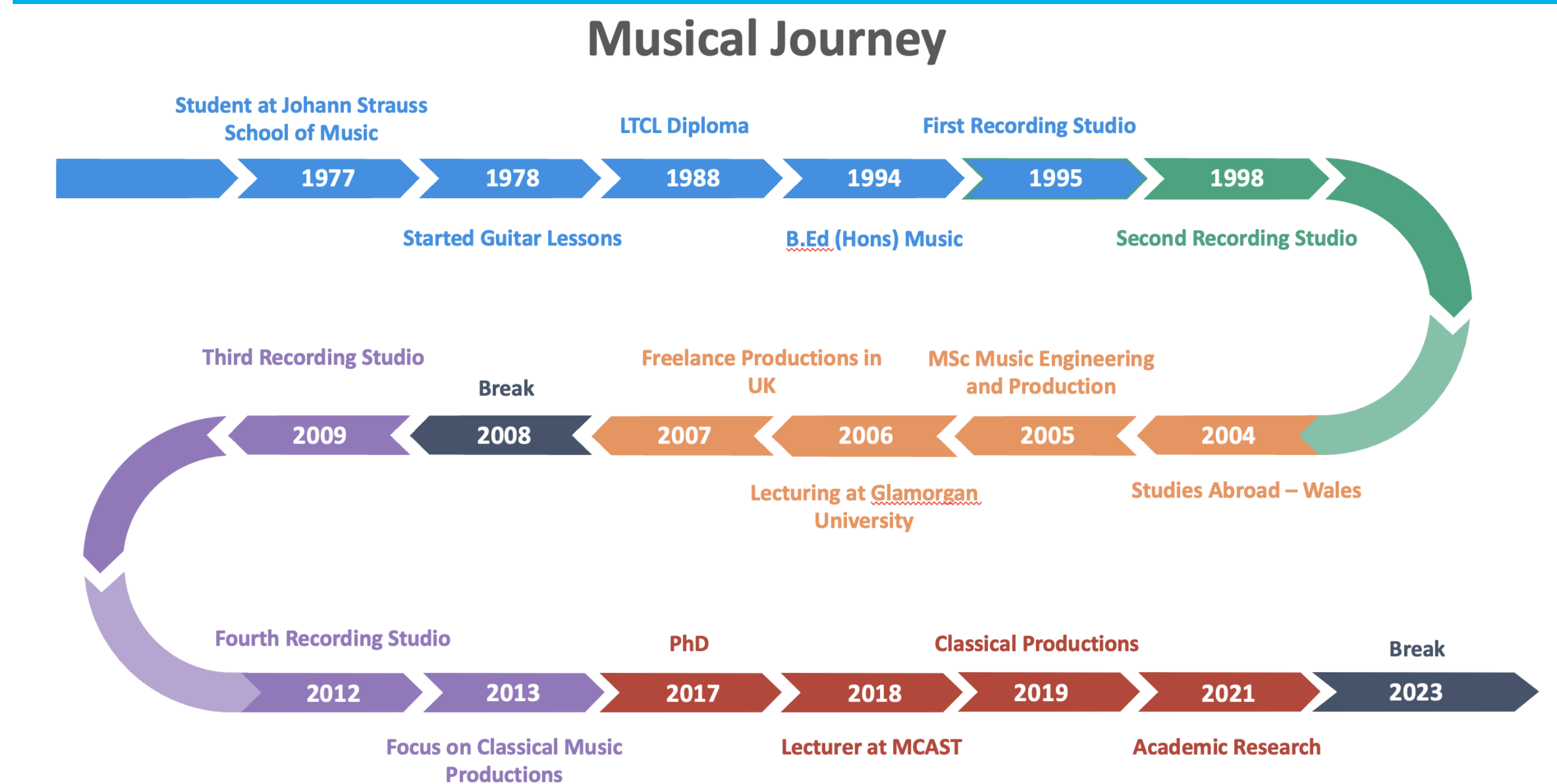
- Nvivo 12- creating nodes, emerging themes
- Thematic analysis
- Transformative learning 10 phases

## Research Propositions or Key Findings

### Key Propositions/Findings

- To understand the educator's holistic experiences in the music industry and how such experiences influenced his understanding, knowledge, and practice of music production over the years contributing to his current teaching career.

## Key Figures & Visuals



## Key References

- Mezirow, J. (1997). Transformative learning: Theory to practice. *New directions for adult and continuing education*, 1997(74), 5-12.
- Mezirow, J. (2003). Transformative learning as discourse. *Journal of transformative education*, 1(1), 58-63.