Logic model report for the Music Monday program

Part 1 Background

The online Music Monday program, created for middle school students, was launched at Marymount School of New York at the beginning of the 2020-2021 academic school year. The impact of the COVID-19 global pandemic necessitated that the Manhattan school create flexible hybrid curricula which could be conducted both in-person and online. At first, all arts programs were in danger of being suspended until further notice, as the required social distancing restrictions could not be met. Music was deemed an invaluable part of the student education and a proposal for the subject to be moved online for the full academic year was written and approved. Music classes were held every Monday, the designated remote learning day, for all students in the division. Together the division's four music teachers offered eleven unique electives ranging in different musical practices and topics.

After the positive response to the Music Monday program, school administrators have requested an evaluation of the program. They believe that with a model and appropriate documentation, they will be able to implement the program into the other divisions of the school. A logic model consultant has been contracted to develop a draft logic model that will inform the evaluation process.

Part 2 Logic model rationale

The action of change and intervention is never easy, especially when working with large communities such as a school. Without taking time to construct a clear plan or model, which outlines the requirements, necessary steps, and desired outcomes, a program runs the risk of failure. A logic model is a visual graph created to illustrate a program's theory, meaning how a program or intervention intends to work and provides a visual unpacking of key ideas (Funnel & Rogers, 2011). The model should include the primary elements of the program, including inputs (resources), outputs (activities), outcomes (both short and long term) and impact, and exhibit how they are related (Knowlton & Phillips, 2013). Although detailed, a logic model aims to deliver essential information in a concise one-page document. Once completed, this document can be used to inform stakeholders and convince them to contribute time, energy, or investment to the program.

The creation of a logic model for the Music Monday program will help the development of the program's theory and evaluation. During evaluation, the model will help decide whether the right aspects of implementation quality and quantity were measured accurately (Funnel & Rogers, 2011). After construction, this model can then be used to communicate all requirements and actions which must occur for the program to work in the school's other three divisions. Although there are many different types of models (Funnel & Rogers, 2011), a pipeline style model will be used so that the relationship between variables can be easily interpreted by all school staff. As Funnell & Rogers (2011) states, "We refer to these as pipeline models because they represent the program as a linear process where inputs go in one end and outputs and outcomes come out the other end" (p. 32).

A logic model is designed to support an action of intervention or change, and there is no better way to ensure the program's success than by including multiple perspectives in the planning. Key stakeholders should be involved in the design process of a logic model, as they may identify the potential for unintended outcomes, whether positive or negative (Funnell & Rogers, 2011). These stakeholders should be identified early on and can include anyone affected or involved in the roll out of the program. As Knowlton and Phillips (2012) points out, "Stakeholders are situational, but generally are those with an interest in or people likely to benefit from the program" (p.45). Collaborating with stakeholders in the planning process allows them the opportunity to engage in the program design rather than simply being passive bystanders affected by the program's implementation.

The facilitator, one of the key stakeholders in the Music Monday program, was interviewed and their responses recorded in the table below.

Stakeholder and position	Key points related to logic model
What is the program?	The program is called Music Mondays and is a selection of thirty weekly online music electives held between the hours of 9am-12pm every Monday. The program requires every middle school student in the school attend one or more music electives offered by the music staff.
Why was this program started?	The impact of the COVID-19 illness required schools in Manhattan to adhere to strict social distancing restrictions. It was not possible to conduct music in-person due to the restrictions, so a shift to an online format was made.
What is your role in the program?	I work as both the organiser/facilitator of the program as well as one of the music teachers conducting lessons.
What is required to run the program?	You would need one or more music teacher to offer the electives and time within the at-home school day for the class to be held. All staff and

	students would require a WIFI connected laptop or tablet and musical instruments or digital software depending on the class topic.
What does the program do?	It provides music instruction for all the middle school students attending the school.
Who are the main beneficiaries?	The students will benefit because they will learn or enhance musical skills and knowledge. The music teachers will benefit because they will get to continue teaching music and session music staff remain employed. Parents will be happy to know their child is engaged in class at home and the school will benefit because it will have video content to share with the community.
How do you know if the program is successful?	By receiving feedback from the students that they are enjoying the electives and by observing the students video performances and compositions.

It would be beneficial to connect with other relevant stakeholders, including any music staff who would be teaching the music electives and also some students. Other questions that were not able to be answered could have inquired about the focus topics of each music elective and asked for reasons why students chose particular electives over others. If possible, it would be constructive to host a workshop where all available stakeholders could come together to share their thoughts and opinions.

In order to create a richer and more nuanced program, it is beneficial to draw from many sources of information (Funnell & Rogers, 2011). Reviewing documentation and literature about similar programs, in a deductive development style, can support the design of logic models and outcome chains (Funnel & Rogers, 2011). Evaluating the findings of other relevant programs can help provide insight into what can be achieved and assist in assessing whether the intended outcomes of your program are realistic. When discussing the benefits of observing other theories, Funnell & Rogers (2011) points out that, "These theories can provide shortcuts to improve the efficiency of the process, reduce the amount of time needed, and avoid the trap of theories that are not supported by or are contradicted by research" (p.109). Although it may be difficult to find programs constructed for the same purpose, observing programs which share similar themes, activities or include the same participant groups can still provide useful information.

In order to develop the Music Monday program, literature reflecting upon already established online music programs and discussions about the COVID-19 pandemic and its effects on music education were explored. Below is a list of findings and outcomes of these documents.

Reference	Outcome notes – outcomes of the research or program
Johnson, C., & Hawley, S. (2017). Online music learning: informal, formal and STEAM contexts. *International Journal on Innovations in Online Education*, 1–13. https://doi.org/10.1615/intjinnovonlineedu.2017015989	- Online music learning has rich potential. - Many online music programs are beginning to emerge and are now being offered in higher education. - An online music program provides students with interactive learning opportunities. - Online music courses can provide students in remote and rural areas with engaging music instruction.

	• Pedagogy and learning styles should be deeply considered when conducting one-on-one interaction online.
Daubney, A., & Fautley, M. (2020). Editorial Research: Music education in a time of pandemic. *British Journal of Music Education*, *37*(2), 107–114. https://doi.org/10.1017/s026505 1720000133	• There has been serious impact on mental health across the world and music plays an important role in fostering emotional wellbeing. • Face-to-face music tuition has been suspended or drastically changed in order to meet the demands of an online classroom. • Many music teachers have been furloughed due to lockdowns. • There are challenges in rendering live ensemble playing online, however there are teachers who have managed to preserve their instructional groups through the use of technology.
Oxford University Press. (2020, May 21). *How after school music programs have adapted to online music playing*. OUPblog. https://blog.oup.com/2020/06/ how-after-school-music-programs-have-adapted-to-online-music-playing/	• It only took a few weeks for the OrchKids program to revamp and move to offering online instruction. • Many teachers and students had never experienced music tuition in an online format. • Online ensemble practice is currently impossible due to time lag. • Recordings of lesson were made accessible on multiple devices to cater to families who did not have access to a laptop. • As many students had a piano at home, OrchKids began offering keyboard lessons. • Some teachers found benefits to offering one-on-one lessons and wish to continue this once the pandemic has ended.

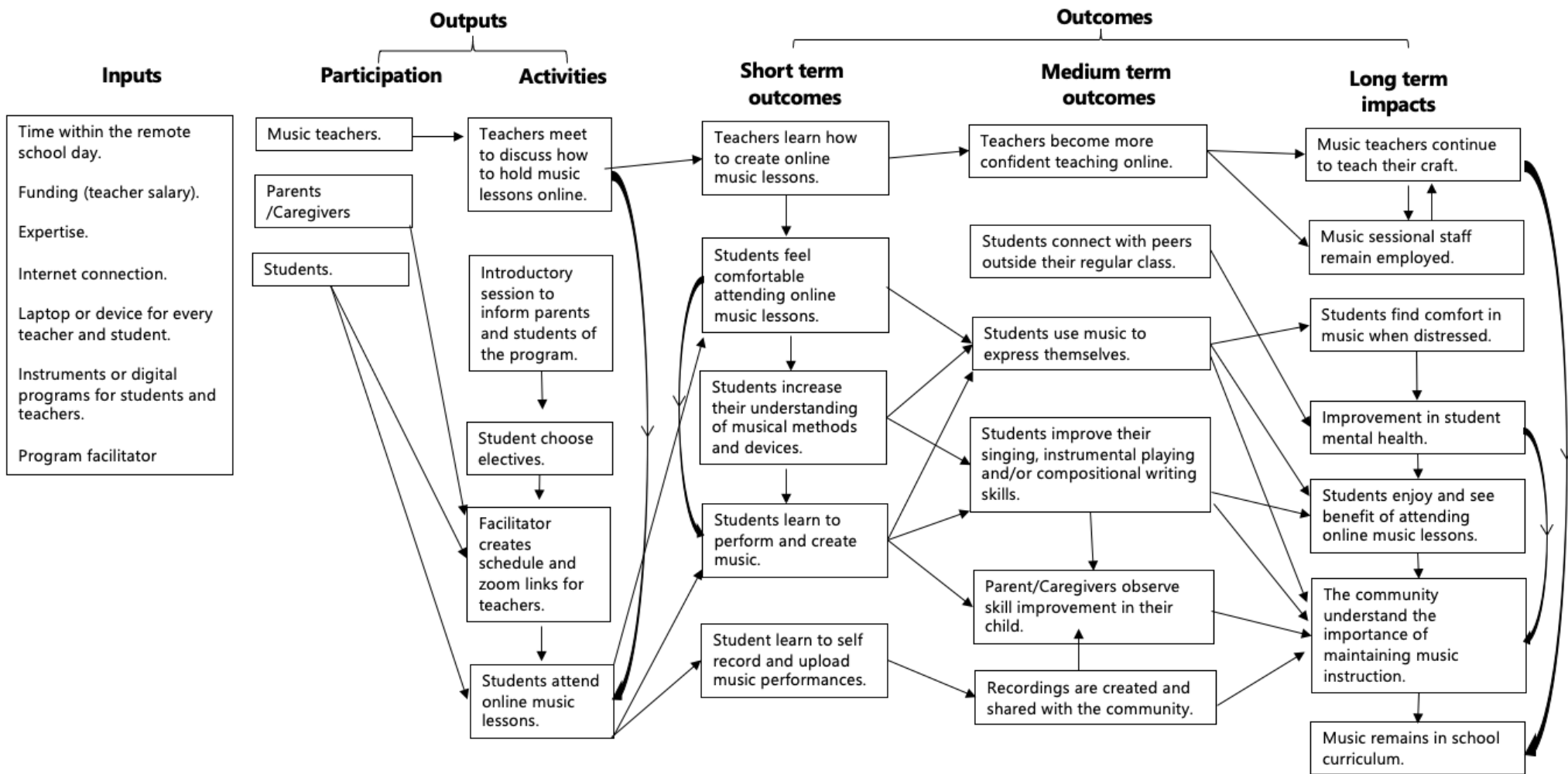## Part 5 Logic model elements

During the process of designing a logic model the key components of the program should be identified and organised. A draft table including definitions of each key element is listed below. All items and concepts of the Music Monday program are sorted into these various components. This table displays the beginning steps and initial thinking as the pipeline model was developed.

		Outputs		Outcomes		
	Inputs	Activities	Participants	Short term	Medium term	Long term
Definitions:	The essential resources required for the activities to occur. This can include materials, funding and staff in any combination (Knowlton & Phillips, 2013).	The specific activities that will be provided using the resources. Activities could include services such as meetings, training, workshops and conducted to secure the desired outcomes (Knowlton & Phillips, 2013).	The people who we reach during the program. Includes those contributing, but also receiving benefit from the activities (*Designing A Logic Model*, 2015).	Immediate or initial results that occur. Changes in learning, knowledge, awareness, attitudes, skills, opinion and motivation (*Designing A Logic Model*, 2015).	Results and changes in action observed in a medium time frame, such as over months or perhaps years. Changes in behaviour, decision-making, policies and practices (*Designing A Logic Model*, 2015).	The long-term impact or highest-level outcomes of the program. These changes could occur at the end of the program or most likely much later on (Knowlton & Phillips, 2013). Impact can affect conditions, the community, the environment, or effect social constructs.
Items for this program:	Time within the remote school day. Funding (Teacher salary). Expertise. Internet connection. Laptop or device for every teacher and student. Instruments or digital programs for students and teachers. Program facilitator.	Teachers meet to discuss how to hold music lessons online. Introductory session to inform parents and students of the program. Students choose electives. Facilitator creates schedule and zoom links for teachers. Students attend online music lessons.	Students. Music teachers. Parents/Caregivers.	Teachers learn to create online music lessons. Students feel comfortable attending online music lessons. Students increase their understanding of musical methods and devices. Students learn to perform and create music. Students learn to record themselves and upload performances.	Teachers become more confident teaching online. Students connect with peers outside their regular class. Students use music to express themselves. Students improve their singing, instrumental playing and compositional skills. Parents/Caregivers observe skill improvement in their children. Recordings are created and shared with the community.	Music teachers continue to teach their craft. Music sessional staff remain employed. Students find comfort in music when distressed. Improvement in student mental health. Students enjoy and see benefit of attending online music lessons. The community understands the importance of maintaining music instruction. Music remains in school curriculum.

After much consideration and time spent reviewing the relationships between each key element, the Music Monday logic model was formed. By observing the model, it is evident that the whole school community, including the students, their families, the school and staff all benefit in some way by the program. Although there are many long-term outcomes of the project, it is made clear that the overarching outcome of the project is to ensure that music remains in the school curriculum. It is important to note, by reviewing the outcome chains, that student's mental health will improve by attending the online music lessons. This is an important finding which should be made clear to the community, as many recent studies have discussed the lasting negative effects that lockdowns have had on young people.

Pipeline Logic Model of the Music Monday program

Outputs

Outcomes

Inputs	Participation	Activities	Short term outcomes	Medium term outcomes	Long term impacts

Inputs

- Time within the remote school day.
- Funding (teacher salary).
- Expertise.
- Internet connection.
- Laptop or device for every teacher and student.
- Instruments or digital programs for students and teachers.
- Program facilitator

Participation

- Music teachers.
- Parents /Caregivers
- Students.

Activities

- Teachers meet to discuss how to hold music lessons online.
- Introductory session to inform parents and students of the program.
- Student choose electives.
- Facilitator creates schedule and zoom links for teachers.
- Students attend online music lessons.

Short term outcomes

- Teachers learn how to create online music lessons.
- Students feel comfortable attending online music lessons.
- Students increase their understanding of musical methods and devices.
- Students learn to perform and create music.
- Student learn to self record and upload music performances.

Medium term outcomes

- Teachers become more confident teaching online.
- Students connect with peers outside their regular class.
- Students use music to express themselves.
- Students improve their singing, instrumental playing and/or compositional writing skills.
- Parent/Caregivers observe skill improvement in their child.
- Recordings are created and shared with the community.

Long term impacts

- Music teachers continue to teach their craft.
- Music sessional staff remain employed.
- Students find comfort in music when distressed.
- Improvement in student mental health.
- Students enjoy and see benefit of attending online music lessons.
- The community understand the importance of maintaining music instruction.
- Music remains in school curriculum.

Part 7 Application of the logic model to evaluation

Evaluation is a systematic assessment of a program or policy using scientific method. It is a valuable tool which can be used to determine the merit or worth of a program (Giancola, 2020) and can be used to review a program's effectiveness and potential drawbacks. Although logic models have many benefits, they can be extremely helpful when designing evaluation processes (Knowlton and Philips, 2012). As Funnell and Rogers (2011) discuss, "[logic models] can make the process of selecting what hypotheses to explore and what to measure more systematic. It can also provide a more coherent conceptual framework for interpreting findings and reporting results" (p. 441). The model is also particularly helpful if there are limited resources available, time constraints, or if those conducting the evaluation are unfamiliar with evaluation processes.

If Marymount School wished to review whether the Music Monday program worked as intended, an evaluation would need to be performed. The Music Monday logic model would help guide the evaluator in deciding what methodologies of evaluation should be used and who should be approached to provide feedback. Precise evaluation questions could be drawn from the elements listed under the categories of inputs, outputs and outcomes. Considering student feedback, questions inspired by each category could be:

- Inputs: Did you have access to the internet for every music lesson?

- Outputs: Do you feel that you became comfortable attending music in the online classroom? Did you learn how to self-record and upload your music performance?

- Outcomes: Do you think your musical skills or ability improved? Were you able to connect with peers you wouldn't normally see at school?

As students can be busy at any time of the year, it would be important to design evaluation in a way which can be answered quickly and easily. Asking the students to complete a five-minute online survey during their last music lesson could provide a non-obtrusive method of collecting feedback, without impeding on their time.

References

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