The Microphone as a Teaching Tool:

Building Student Confidence and Engagement in Kindergarten

Teaching Artist Joseph Dixon, Young Audiences of Houston

The Big Idea

More Than Just an Amplifier

"A microphone is not just a tool for making sound louder—it's a social and psychological scaffold that reduces barriers to public speaking."

Background & Purpose

Why This Study? **Study Objective:**

To determine whether structured microphone use produces **observable, measurable outcomes** in kindergarten students' independence and satisfaction.

Research Questions

Does microphone use produce measurable behavioral outcomes?

Level of Independence (1-5 scale)

Level of Expressed Satisfaction (1-5 scale)

Methodology – Setting & Participants

Where & Who

School Braeburn Elementary, Houston ISD Principal: Kesia Lang, M.Ed.

Class: Ms. Dimus' kindergarten class Students: 17 participants

Setting: Weekly music sessions (55 minutes)

Recording Period: 4 weeks (baseline + 3 follow-ups)

How We Captured the Data

Primary Tool: Video Recording

How We Measured Outcomes

Level of Independence

1 = Totally Dependent

2 = Requires Verbal Prompts + Physical Assistance

3 = Requires Verbal Prompts Only

4 = Requires 1 Verbal Prompt to Start

5 = Totally Independent

Level of Expressed Satisfaction

1 = Refused to participate

2 = Appeared to strongly dislike activity

3 = Appeared neutral/showed no emotion

4 = Appeared to enjoy activity

5 = Expressed satisfaction/enjoyed activity

What This Study Demonstrates:

*Microphone use produces measurable, positive outcomes in independence and satisfaction

*Different activities yield different engagement patterns

*Findings can directly inform future program development

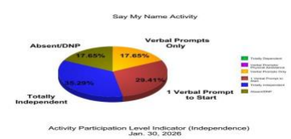
*Video documentation offers a replicable framework for classroom research

"When we give students a way to be heard—and create a supportive structure for them to use it—they will find their voices. And once found, those voices will only grow stronger."

Three Structured Activities

1. Say My Name





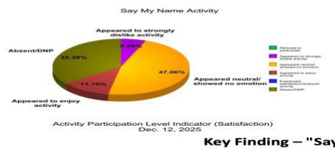
Key Finding – "Say My Name" Activity

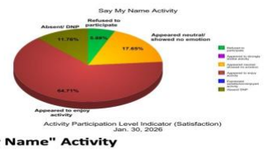
Independence Gains:

*"Verbal Prompts Only" decreased by 68.2%

*"One Verbal Prompt to Start" increased by 29.4%

*"Totally Independent" increased by 35%





Key Finding – "Say My Name" Activity

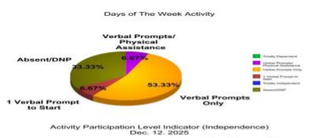
Satisfaction Gains:

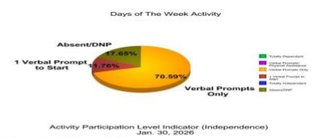
*Day 1: 11.7% "Appeared to Enjoy Activity"

*Day 4: 64.7% "Appeared to Enjoy Activity"

*Increase: 453%

2. **Days of The Week**





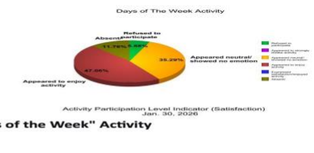
Key Finding – "Days of the Week" Activity

Independence Gains:

*"Verbal Prompts Only" increased by **32.2%**

*"One Verbal Prompt to Start" increased by **11.7%**





Key Finding – "Days of the Week" Activity

Satisfaction Gains:

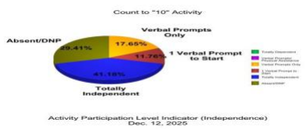
Day 1: 5.8% "Appeared to Enjoy Activity"

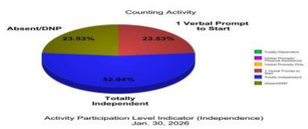
Day 4: 47% "Appeared to Enjoy Activity"

Neutral responses decreased by 24.6%

Increase in enjoyment: 710%

3.Count to 10



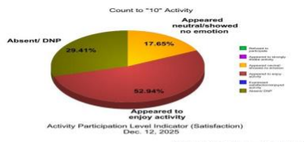


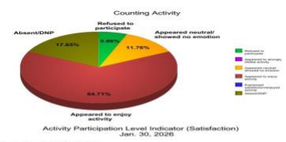
Key Finding – "Count to Ten" Activity

Independence Gains:

•"Totally Independent" increased from 41.1% to 52.9%

•Increase: 28.7%





Key Finding – "Count to Ten" Activity

Satisfaction Gains:

•Day 1: 52.9% "Appeared to Enjoy Activity"

•Day 4: 64.7% "Appeared to Enjoy Activity"

•**Increase: 22.3%**

Notable: This activity started with the highest baseline engagement.

Key References

Maulia, F. Y., Parapat, A., & Habiburahman, M. (2025). Implementation of microphone electronic media to increase confidence in children 4-5 years old. International Journal of Society and Law, 3(1), 58-67.

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