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WWC QUICK Review

“Academic Music: Music Instruction to Engage Third-Grade Students in Learning Basic Fraction Concepts”

What is the study about?

The study examined the effectiveness of an intervention designed to teach mathematical concepts through music. Specifically, it investigated the effect of the intervention on third-grade students’ understanding of fractions. Sixty-seven students from one northern California elementary school participated in the study over a period of six weeks; of those, about half received both music instruction and mathematics instruction, while the other half received regular mathematics instruction.

What did the study report?

The study reported that students in the music intervention had greater understanding of fraction computation, but not fraction concepts, than students who did not receive the music intervention.

How does the WWC rate this study?

The results reported in the paper are based on an analysis that *does not meet WWC evidence standards* because a required statistical adjustment for initial differences between the students who received the music intervention and those who did not was not included. The authors described an additional analysis which may have included the statistical adjustment, but the results of that analysis were not presented in the paper. A more thorough review (forthcoming) will examine whether this analysis may *meet WWC evidence standards with reservations*.

The New Quick Review

In March 2012, the WWC began using a new format for quick reviews to allow for a faster release. When a more complete review is conducted for the study described here, this information will be updated.

Handy Definitions

- ▼ *quick review*
- ▼ *study rating*
- ▼ *meets evidence standards*
- ▼ *meets evidence standards with reservations*
- ▼ *does not meet evidence standards*

See the [full glossary](#) ►

Citation

Courey, S. J., Balough, E., Siker, J. R., & Paik, J. (2012). Academic music: Music instruction to engage third-grade students in learning basic fraction concepts. *Educational Studies in Mathematics*, 1–28. doi:10.1007/s10649-012-9395-9.