

Unanswered Questions

**Analysis of Trumpeters' Written DMA
Research Outputs**

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Background: DMAs at a Glance

- Started in United States, early 1950s
- 2022: 1000+ DMA graduates, at least 72 institutions
- Practice-based doctorate, vs. research-based PhD

DMA Practice

Can include:

- Performance, composition, conducting
- Performance-based coursework
- Ensembles
- Recitals, lecture-recitals

DMA Scholarship

Can include:

- Academic coursework
- Lecture recitals
- Comprehensive exams
- Final written output

Background: DMA Written Outputs

DMA origin story:

- Created to fulfill university hiring criteria
- Way to legitimize applied music faculty
- Build secondary teaching competency

Role of the thesis:

- Contribution to knowledge, or candidate training?
- Multiple streams
- Now optional at some faculties

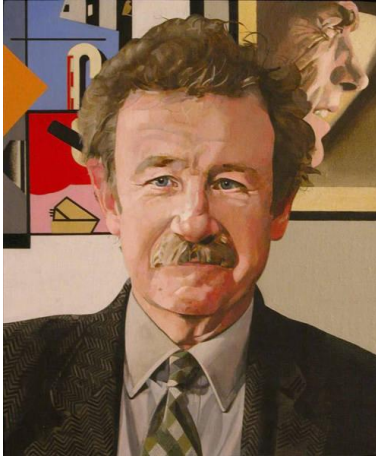
Background: Studies of Dissertation Research

- Corpus studies: how documents function in practice; trends
- Performance: only two narrow studies in Korea

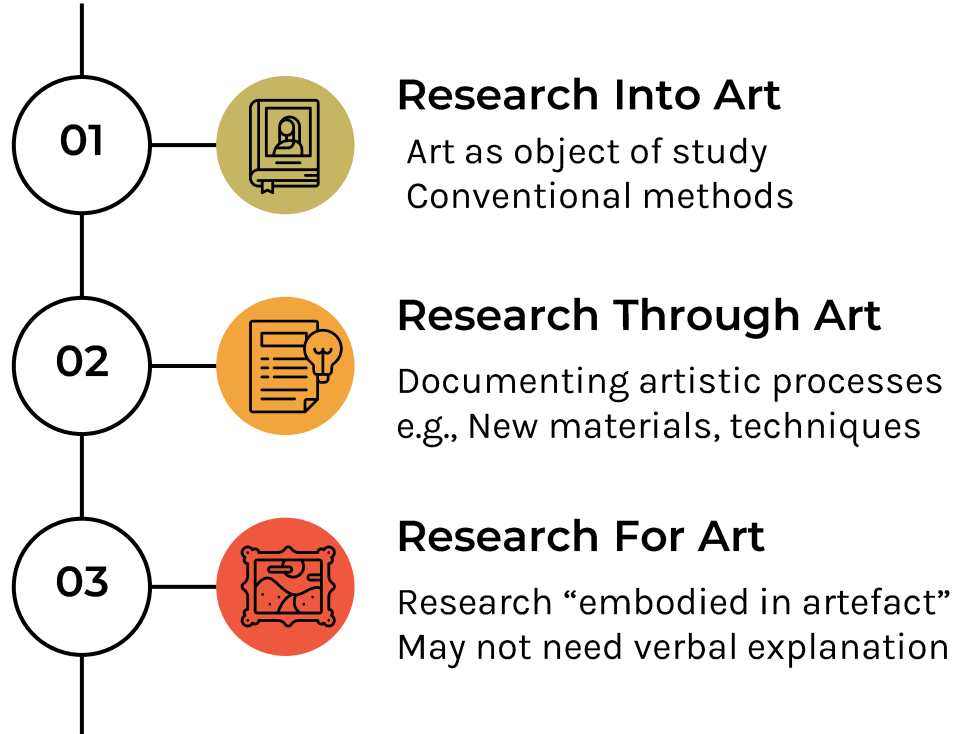
Analysis within music education:

- Bibliometric analysis
- Demographic analysis
- Qualitative content analysis
- Studies of dissertations, other research

Theoretical Framework: Research in Art and Design



Sir Christopher Frayling (b. 1946)



Objectives

- Mapping trumpeter's written DMA documents

Research questions

1. What are the most common themes, fields of inquiry, and methods within this body of research?
2. How do trumpet DMA candidates' written research outputs relate to their authors' artistic practices?
 - a. To what extent do these outputs reflect Frayling's categories of research *into, through, and for* art?

Methods: Data Collection

 ProQuest Dissertations & Theses Global

Advanced Search [Command Line](#) [Field codes](#) [Search tips](#) [Western Libraries](#)

"doctor of music"

OR

"doctor of musical arts"

OR

"D.M.A."

AND

trumpet

in

Anywhere except full text — NOFT

in

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in

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[+ Add a row](#) [- Remove a row](#)

Limit to: ☒ Full text

Publication date:

After this year...

2005

Methods: Analysis

- Descriptive statistics:



genderize.io

- Qualitative Content Analysis:
 - Iterative coding process
 - Open coding
 - Thematic analysis
 - Categorical labels: themes, fields, methods (up to 3 each)
 - 40 themes, 23 fields, 27 methods
 - Connection to author's artistry?
 - Summative analysis: research into, through, or for art

Methods: Sample Analysis 1

Langham, J. (2022) *The Life and Music of Oskar Böhme*. [Thesis, 45 pp.]

German-born cornetist and composer Oskar Böhme (1870-1938) is widely regarded as a pivotal figure in the history of trumpet, both through his own performing career and his many compositions for

the instrument. And yet, despite Böhme's importance in the development of the trumpet and music composed for it, he is the subject of little serious research. Detailed scholarship on Böhme's life is limited, and a discussion of Böhme as a composer has yet to take place. There are two components to this project. The first

establishes a timeline of Oskar Böhme's life and career. The second

analyzes specific aspects of his expressive style, examining melody and chromatic harmony, with a particular focus on common melodic schemata used as techniques of musical expression.

Themes: notable trumpeters, trumpet repertoire, composers

Field: musicology

Method: historical analysis

Field: Music theory

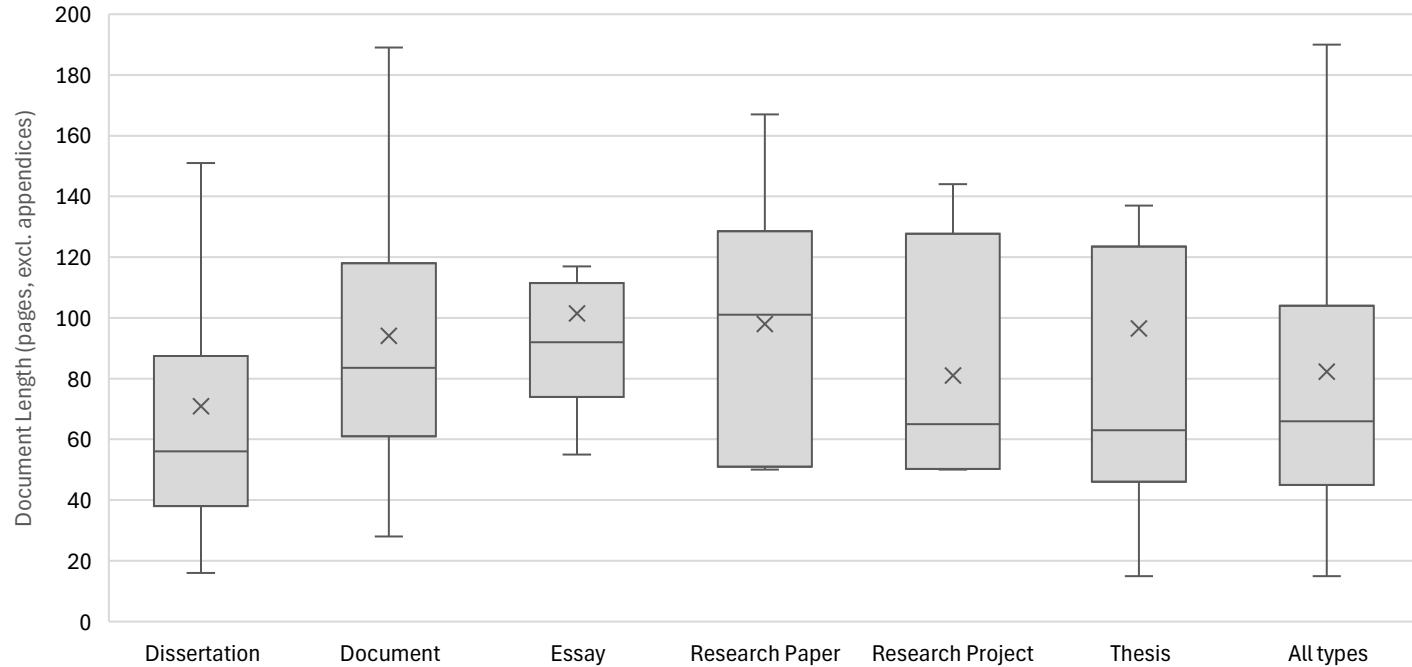
Method: theoretical analysis

Connected to artistry: No

Research into art

Findings: Descriptive Statistics

- Estimate: 79.1% men
- Pages (excl. appendices): min 15, max 476, M = 81.3, Mdn = 65.5, SD = 54.9



Findings: Themes

Top 10 Themes

1. Trumpet repertoire (109)

2. Pedagogy (70)

3. Performance guides (65)

4. Notable trumpeters (43)

5. Composers (42)

6. National/ethnic styles (22)

7. Transcription (20)

8. Indices (18)

9. Performance practice (16)

10. Chamber music (16)

Primarily associated with trumpet repertoire

The diagram consists of a list of 10 themes on the left, each enclosed in a light red rounded rectangle with a dark red border. To the right of the list is the text 'Primarily associated with trumpet repertoire' in an italicized black font. Five red arrows originate from the right side of the theme boxes and point towards this text. The arrows start from the boxes for 'Trumpet repertoire (109)', 'Performance guides (65)', 'Composers (42)', 'National/ethnic styles (22)', and 'Performance practice (16)'.

Findings: Fields of Study

Top 10 Fields

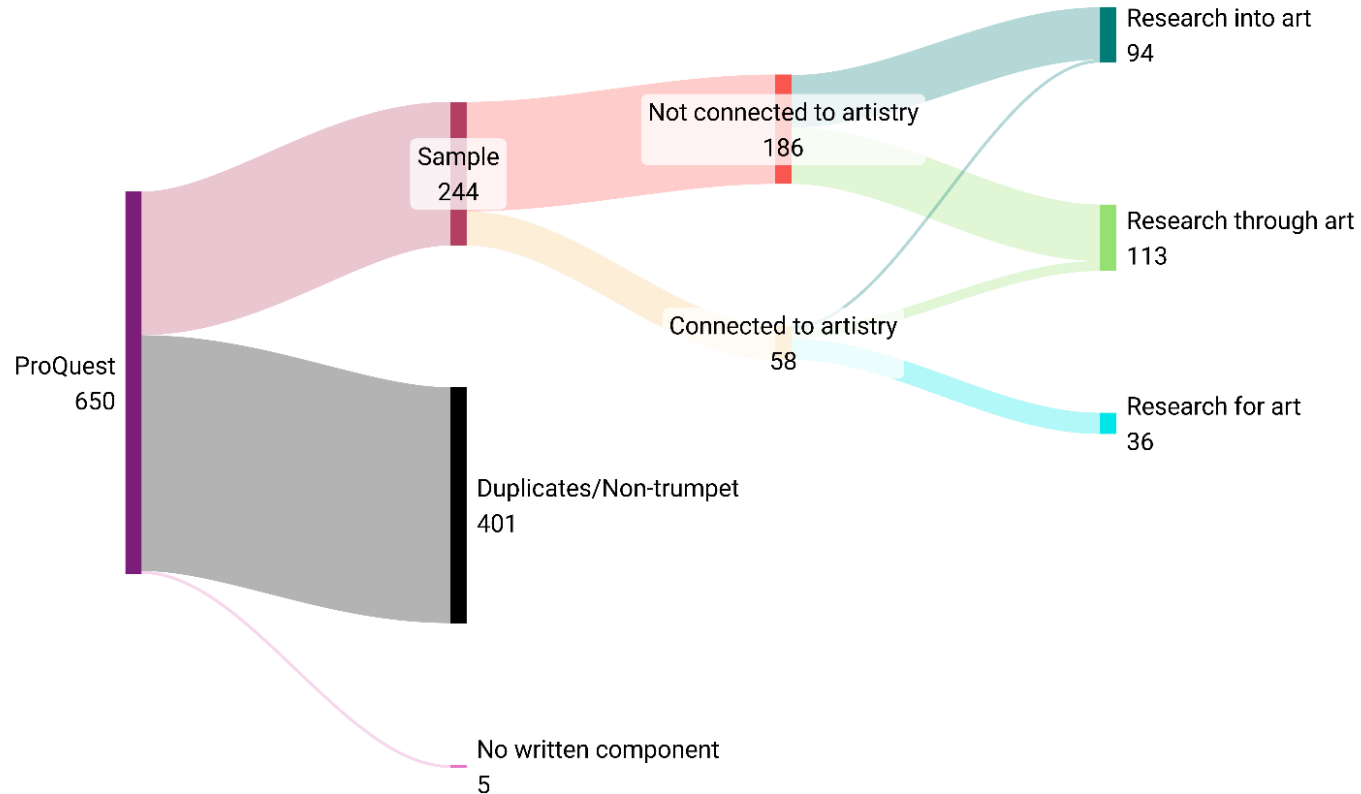
1. Performance studies (131)
2. Musicology (122)
3. Pedagogy (76)
4. Music theory (41)
5. Jazz studies (16)
6. Music technology (15)
7. Composition (8)
8. Ethnomusicology (7)
9. Health and wellness (6)
10. Music psychology (4)

Findings: Methods

Top 10 Methods

1. Historical analysis (126)
2. Performance practice analysis (111)
3. Pedagogical analysis (67)
4. Theoretical analysis (43)
5. Interviews (30)
6. Performing (22)
7. Recording (21)
8. Transcription (17)
9. Literature review and applications (16)
10. Qualitative (9)

Findings: Artistic Research



Discussion: Key Findings and Implications

Finding: Documents are highly variable in length and type.

Implication: Lack of consensus across the field. Purpose of documents disputed.

Finding: Heavy thematic focus on trumpet repertoire. Reliance on fields and methods of traditional core undergraduate music curriculum.

Implication: Gap between undergraduate teaching and needs of graduate researchers.

Finding: Most documents not connected to author's artistry. Connection linked to artistic research categorization.

Implication: performance-scholarship gap shapes student research.

Discussion: Future Research

- Pilot study: illuminates one subfield, demonstrates feasibility
- Future directions:
 - Accessing “grey literature”
 - Expanding to other instruments, disciplines (composition, conducting), countries
 - Examining totality of DMA outputs (e.g., performances and writing)
 - Content analysis of curricula and program descriptions
 - Understanding DMA students research choices and experiences (surveys, interviews)

Thank you!

Q&A

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For slides and references, visit aaronhodgson.ca or
or use the QR code:

