



Graduate Course Number: 7884B

Course Title: Harnessing the Power of Generative AI in Music Education: Tools, Techniques and Ethics

Days/Times of Online/Zoom Meetings: This course is a 4-week Asynchronous Course:

Cohort 1: June 10th – July 5th

Cohort 2: July 8th – August 2nd

Number of Credits for the course: 2 graduate credits

Instructor with phone number, email address, and office hours:

Stefani Langol | slangol@vandercook.edu

Office hours are available via Zoom by appointment.

Student Engagement Statement: Each week contains reading, videos, hands-on projects, discussion, and peer feedback. Projects are designed to be flexible so that participants can develop resources relevant to their specific teaching situation. It is expected that an electronic portfolio containing all completed work for the course will be submitted at the end of the course. Participants should be prepared to spend 6-9 hours each week to complete all weekly course content and assignments.

Course Description The evolution of generative AI is unfolding at a fast and furious pace! While unprecedented opportunities abound for innovation in teaching and learning using generative AI, there are also ethical, bias, and copyright issues that need to be examined and evaluated. Throughout this 4-week course, participants will explore the fundamentals of generative AI, its capabilities in creating text, images, audio, and video content, and ways that music educators can effectively integrate a variety of AI-based tools into their teaching practices to enhance

productivity, creativity, and student engagement alongside strategies for implementing these technologies effectively and ethically in the classroom.

By the end of the course, participants will not only gain a solid foundation in the operational aspects of generative AI and how to use it creatively and successfully, but also develop a keen understanding of its ethical implications. Come and join the conversation!

<u>Student Learning Outcomes</u>	<u>Outcomes Assessments</u>
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Understand the basics of generative AI and its applications in education, focusing on music. • Identify and evaluate the benefits and risks associated with using generative AI in educational settings, including ethical, bias, and copyright issues. • Demonstrate proficiency in using various AI tools for lesson planning, media creation, and music generation. • Develop effective strategies for integrating AI tools into music education that enhance creativity, productivity, and student engagement. • Formulate and critique AI-generated content to ensure it aligns with educational goals and ethical standards. 	<ul style="list-style-type: none"> • Weekly assignments • Discussion posts • Project sharing • Peer feedback • ePortfolio of completed work

Program-Level Outcomes Addressed: *The outcomes that the College strives to develop in its teacher candidates were derived from the institution’s Conceptual Framework and are expressed in its core dispositions. This course addresses the following Program-Level Outcomes:*

Professionalism in Teaching

Students will demonstrate the ability to:

1. Research best educational practices
2. Discern new uses for information from a variety of course work
3. Reflectively discuss their teaching and ways to enhance it

Strength in Character

Students will demonstrate the ability to:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Assessment:

Weekly Assignments: 50%

Participation in weekly class discussion posts: 25%

Final Canva Portfolio: 25%

Grading Breakdown:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 & below

Course Requirements:

- This course requires a Schoology account
- Access to a Mac, PC, or Chromebook, connected to the Internet. Basic computer skills are required, such as setting up accounts with a username and password, basic typing skills, uploading and downloading files, and familiarity with using the Internet.
- Canva for Education Account (details to be discussed in Week 1)
- Google Workspace and YouTube accounts
- Myriad online resources. Free accounts will be used to explore the tools discussed in the course. Details provided in course materials.

Course Bibliography: N/A

Course Calendar

This Syllabus is a general outline of the course and is subject to change upon notification

Week 1 – Overview: AI in Education

- How are you using technology in your teaching?
- What is Generative AI?
- Benefits for Education
- Risks for Education
 - AI Bias and Discrimination
 - Ethical Considerations
 - Copyright Issues
- School Policies
- Teacher Use vs Student Use
- Personalized Learning
- LLMs and Text Generators
 - Intro to OpenAI and ChatGPT
 - Other Text Generators: Gemini, Claude, Perplexity
- What is a Prompt?
- Creating Effective Prompts

Assignment: Explore creating and refining prompts using a variety of text generators for a chosen music education curriculum topic and compare the results.

Week 2 – Using AI Tools for Lesson Planning and Other Administrative Tasks

- AI Tools for Lesson Planning
 - ChatGPT vs MagicSchool.ai
 - MagicSchool.ai Toolset:
 - Lesson Planning
 - Summarizing
 - Assessment: Rubrics and Quizzes
 - Many Other Admin Tasks
 - Some Other tools:
 - SchoolAI.com
 - GoblinTools

Assignment: Design an AI-Enhanced Lesson Plan using MagicSchool.ai

Week 3 – Using AI Tools for Media Creation

- Role of AI in media content creation
- Canva for Education vs Adobe Express
- Introduction to Canva's AI capabilities
 - Magic Edit
 - Magic Media: text-to-image; text-to video
 - Magic Write
 - Magic Design
 - Integrated AI Apps
- Other Image Generators
- Other Video Generators

Assignment: Create a teaching resource using Canva's Magic Studio suite of AI tools

Week 4 – Using AI Tools for Creativity, Music Creation, and Learning

- The role of AI in Music Education
- AI vs/and Human Artistry
- AI as a Creative Partner
- Exploration and Evaluation
 - AI-Powered Songwriting Tools
 - AI-Powered Music Production Tools
 - AI-Powered Music Generation Tools
- Ideas and Strategies for Application

Assignment: Use one or more of the AI-powered music tools to create a piece of music or a music education project, and discuss the creative process, the role of AI, and personal insights into the blend of AI and human creativity.

Attendance Policy: This course is asynchronous. Schoology will be updated every Sunday with the next week's assignments and resources. Participants are expected to check Schoology for updates.

Candidate Conduct:

"An important part of VanderCook's Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may

result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

Health and Safety:

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty:

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.
- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism:

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If

information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement:

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”