

me SYLLABUS
School of Music | University of Florida
Technology Assisted Music Learning
MUE 6696 | Spring A 2024 | 3 credits

<i>Class #</i>	<i>Professor</i>	<i>Email</i>
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COURSE DESCRIPTION

This class will explore the role of digital technologies in creating, performing, and responding to music, with applications to lifelong music learning and participation. A primary emphasis of the course will be the development of students' Musical Technological Pedagogical and Content Knowledge (M-TPACK). The technological focus of the class will include music notation software, MIDI and digital audio, instructional computer programs, Internet resources for music learning, social media, and productivity tools.

OFFICE HOURS

There are no specific office hours for this course as the instructor may be contacted at any time via the Canvas messaging system or his UF email address. Messages will be responded to within 24 hours during the week and 48 hours on the weekend. If a phone or video chat consultation is desired, those may be arranged directly with the instructor.

REQUIRED TEXT

Bauer, W. I. (2020). *Music learning today: Digital pedagogy for creating, performing, and responding to music* (2nd ed.). Oxford University Press. ISBN: 9780197503713 [[Kindle version](#) is also available].

ADDITIONAL RESOURCES

- The textbook for this class has a companion website at <http://digitalmusicking.com>
- Students will utilize tutorials from LinkedIn Learning, accessed via e-Learning Support Services – see <https://training.it.ufl.edu/linkedin/>
- Additional selected readings as indicated in the weekly schedule will be available for download from the Canvas course site.
- A USB MIDI Keyboard for use as an input device with music notation and DAW software is not required, but it is recommended. If you do not already own an appropriate MIDI keyboard, the [M-Audio Keystation Mini 32 MK3](#) is an inexpensive option that would be satisfactory. Note that this keyboard, available through various resellers, works fairly well as an input device, but does not have self-contained sounds and would probably not be the best choice as a performing instrument.

COURSE GOALS/LEARNING OUTCOMES

Through full participation in this course, the graduate music education student will:

1. discuss the role of technology in music education;
2. explore applications of artificial intelligence (AI) to music education;
3. compare and contrast MIDI and digital audio;
4. identify types of music software and evaluate software titles;
5. catalog Internet resources that can be used for music learning;
6. discuss research and best practices related to creating, performing, and responding to music;
7. describe the affordances and constraints of technologies with application to creating, performing, and responding to music;
8. make connections among curricular outcomes, pedagogies, and technologies;
9. describe ways in which technologies can be utilized to assess music learning; and
10. design lessons and develop instructional resources for technology-assisted music learning.

COURSE POLICIES

WORKLOAD AND ASSIGNMENTS

This graduate course requires considerable reading, along with discriminating reflection, writing, and discussion. Be prepared to devote the time necessary to be successful. The compressed format of this online course will require 15-18 hours of work per week to meet course expectations. *Late work will not be accepted unless prior arrangements have been made with your instructor.*

EMAIL

Your UFL email account is the official email address used by the University, where official correspondence is sent. Important communication regarding this course may take place using your UF email address and/or the Canvas messaging system. All students need to regularly check both of these at least once per day. Make checking them part of your daily routine. Likewise, unless there are extenuating circumstances, when you send your instructor an email or Canvas message during the week (M-F) you can expect a reply within 24 hours. Instructors will reply on weekends as they are able.

TECHNOLOGY REQUIREMENTS

- Computer with a high-speed internet connection
- Webcam (may be integrated with your laptop or computer monitor)
- Speakers, headphones, and/or earbuds that will allow for discerning music listening
- Current internet browser (Google Chrome is recommended)
- Email
- Software as specified in the course's Canvas e-Learning site
- MIDI keyboard (optional – see the bottom of p. 1 of this syllabus)
- e-Learning (Canvas)

TECHNOLOGY EXPERTISE

In order to succeed in this course, you need to possess the following technology skills:

- Navigating the eLearning management system
- Using email with attachments
- Creating and submitting files for programs used in the course
- Downloading and installing software
- A willingness to learn new technological skills by following tutorials provided in the course.

UF POLICIES

UNIVERSITY POLICY ON ACCESSIBILITY

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC) by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY ACADEMIC HONOR POLICY

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

HEALTH AND WELLNESS RESOURCES

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392- 1575 so that a team member can reach out to the student.
- Counseling and Wellness Center
<http://www.counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575;
and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS)
Student Health Care Center, 352-392-1161
- University Police Department
352-392-1111 (or 9-1-1 for emergencies) – <http://www.police.ufl.edu/>

COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

NETIQUETTE

Online etiquette, or *netiquette*, refers to the fact that because the body language, tone of voice, and instantaneous listener feedback cues found in face-to-face classrooms are often absent in online courses, certain considerations are important to keep in mind when interacting with fellow students and professors.

GENERAL NETIQUETTE GUIDELINES

When communicating online, you should always:

- Treat the professor with respect, including when using email or any other online communication.
- Always use your professors' proper title: Dr. or Professor. Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Avoid using the caps lock feature **AS IT CAN BE INTERPRETED AS YELLING!**
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensively.

EMAIL NETIQUETTE

When you send an email or Canvas message to your instructor or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Sign your message with your name.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you **REALLY** want everyone to receive your response when you click, "reply all."
- Be sure that a message's author intended for the information to be passed along before you click the "forward" button.

DISCUSSION FORUM NETIQUETTE

When posting in the Discussion Forum in your online class, you should:

- Make posts that are on topic and within the scope of the course material.
- Take your posts seriously and review and edit your posts before sending.
- Always give proper credit when referencing or quoting another source.
- Read all messages in a thread before replying.
- Not repeat someone else's post without adding something of your own to it.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Be open-minded.

ASSIGNMENTS

Please see the course site in Canvas for complete details of each week's activities and the assignment due dates. All assignments are due on the date specified. Grades on late assignments will be lowered by 10% for each day they are late. No credit will be given for assignments received later than two weeks following the due date. An exception to this policy is if the student is personally ill (doctor's excuse required) or has a death in his/her immediate family. The student should contact the instructor immediately upon his/her return to make arrangements to complete missed assignments at the earliest possible date.

ASSESSMENT

Item	When	Percentage of Final Grade
Start-up Activities (Videochat, personal introduction to the class; blog URL)	Module 1	1
Discussion Participation	Modules 1-7	10
Artificial Intelligence in Music Education	Modules 1-6	7
Blog Reflections	Modules 1-7	10
Reaction Reports	Modules 3 & 5	4
Notation Projects = MuseScore (50%) & Noteflight (50%)	Module 2	10
BandLab Project	Module 3	10
Audacity Project	Module 4	7
Software and Web Resources = Instructional Software Evaluation (50%) & Social Bookmarking Project (50%)	Module 5	10
Spotify Project	Module 5	4
Google Tools = Google Forms Quiz (50%) and Administrative Projects (50%)	Module 7	5
WebQuest Project (16% Plan, 84% WebQuest)	Plan – Module 6; WebQuest – Module 8	12
ePortfolio	Module 8	10

Grading Scale

93-100	A		70-72	C-
90-92	A-		67-69	D+
87-89	B+		70-72	C-
83-86	B		63-66	D
80-82	B-		60-62	D-
77-79	C+		59 & below	F
73-76	C			
70-72	C-			
67-69	D+			

COURSE OUTLINE

Module details and specific assignments can be found in Canvas.

Module 1

A Conceptual Framework for Technology Assisted Music Learning

January 8-14

Module 2

Creating Music with Technology: An Overview of Creativity and Improvisation

January 15-21

Module 3

Creating Music with Technology: Focus on Composition

January 22-28

Module 4

Performing Music with Technology

January 29 – February 4

Module 5

Responding to Music with Technology

February 5-11

Module 6

Instructional Design and Technology

February 12-18

Module 7

Musical Assessment and Professional Productivity with Technology

February 19-25

Module 8

Coda

February 26-28