**AUBURN UNIVERSITY**

**DEPARTMENT OF CURRICULUM AND TEACHING**

**DIGITAL MEDIA PRODUCTION FOR MUSIC EDUCATION, Summer 2024**

# COURSE INFORMATION

| **Course Title:** Digital Media Production for Music Education | **Schedule:** MW 5:00-7:00 pm CDT |
| --- | --- |
| **Course Number:** CTMU 7560/7566 - 001 / D01 | **Prerequisites:** Admission to Graduate School |
| **Location:** <https://auburn.zoom.us/j/82639832590>  | **Credit Hours:** 3 Semester Hours |
| **Instructor:** Dr. Macy Bell, email | **Office Hours:** By appointment |

# COURSE DESCRIPTION

Current digital learning tools, instructional technology skills, and foundational concepts for technology-based music instruction.

#  REQUIRED MATERIALS

* ***Required Text:*** Dorfman, J. (2013). *Theory and Practice of Technology-Based Music Instruction* (2nd ed)*.* Oxford University Press. <https://doi.org/10.1093/oso/9780199795581.001.0001>
	+ AU Bookstore All Access: <http://aub.ie/allaccess>
* ***Required Software:*** Activated AU Soundtrap Account (DO NOT purchase – login instructions will be provided)
* ***Required Hardware:***
	+ MIDI Keyboard – recommended purchase through [Spicer’s Music](https://spicersmusic.com/) (local) - **eligible for AU student discounts + free shipping**
	+ Personal device with stable internet connection
* [National Core Arts Standards](https://nationalartsstandards.org/) / [National Core Arts Standards - Technology Strand](https://www.nationalartsstandards.org/sites/default/files/2021-11/Music%20Tech%20Strand%20at%20a%20Glance.pdf)
* Other – Materials on Canvas

# COURSE OBJECTIVES

* Students will facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources.
* Students will design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content, state, and national standards to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning.
* Students will model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats.
* Students will promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright, intellectual property, the appropriate documentation of sources, and Internet user protection policies.
* Students will engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators.

# JUSTIFICATION FOR GRADUATE CREDIT

# Advanced knowledge into device control structures and software protocols will deepen philosophical and theoretical understandings of technology-based music instruction and support pedagogically sound decisions in the music classroom. In this course, students will: (a) develop a technology-based music instructional unit using the K-12 National Core Arts Standards Technology Strand; (b) design original multimedia products using various music technology platforms; (c) evaluate a variety of digital learning tools and instructional technologies so that they may choose the best paradigm for their instructional goals and; (d) engage in scholarly discourse on the implementation of technology-based music instruction in the K-12 music classroom.

**COURSE EVALUATION***(subject to change)*

| **EVALUATION** | **PERCENT OF GRADE** |
| --- | --- |
| **Course Participation**Demonstrating consistent *growth toward mastery* of various digital learning tools and music technology platforms.* Attendance (synchronous course meetings)
* Class Preparation & Activities
* Chapter Discussion
	+ 15-20 minute Chapter Discussion
	+ Chapter Signup
	+ Prep, Planning, & Materials Submission
* Canvas Discussions
 | **40%** |
| **Pedagogy: TBMI Instructional Unit (Midterm Assessment)*** Midterm Part 1: Project Design Elements 1-3
* Midterm Part 2: Lesson Plans 1-2
* Midterm Part 3: Complete TBMI Unit Submission
* In-class Unit Presentation / Teaching Demonstration
 | **30%** |
| **Individual Musicianship: Soundtrap Project (Final Assessment)**Independent Soundtrap project* Final Part 1: Project Proposal
* Final Part 2: Rough Draft
* Final Part 3: Finished Product Submission
 | **30%** |

**GRADING SYSTEM** A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 0-59

# CLASS POLICY STATEMENTS

Be aware of the policies in the *Student Policy eHandbook*: <http://www.auburn.edu/student_info/student_policies/>

# Participation

Students are expected to participate in all class discussions and participate in all exercises. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Participation includes your willingness to contribute thoughts and ideas during class discussions, make music, work in groups, teach, and give project presentations. Your final grade may be influenced by your observed willingness to participate in class activities.

# Attendance/Absences

Students should be aware of the *Student Policy eHandbook* on Class Attendance: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassAttendance.pdf>

Attendance is required at each class meeting and each lab meeting. If an exam is missed, a make-up exam will be given only for university-approved excuses as outlined in the *Student Policy eHandbook.* Arrangement to take the make-up exam must be made in advance. Students who miss a class or an exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor *in advance*. Five points will be deducted from the final grade for every two absences or three tardies (or early departures from class), except in the case of documented illness or University-excused absence (i.e. trips for band/choir/orchestra, etc.). If you are sick or have another excusable absence, you must email me PRIOR to the start of class.

*Please note: Appointments for routine medical and dental checkups are not considered excused absences.*

**Accommodations**

Students who need special accommodations in class, as provided for by the American Disabilities Act should arrange a confidential meeting with the instructor during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. You must bring a copy of your Accommodations Letter and an Instructor Verification Form to the meeting. If you do not have these forms but need accommodations, make an appointment with the Office of Accessibility. More information can be found here: <https://cws.auburn.edu/accessibility>

# Honesty Code

Students should be aware of the *Student Policy eHandbook* Academic Honesty Code: <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf>

# Policy on Classroom Behavior

Students should be aware of the *Student Policy eHandbook* Policy on Classroom Behavior: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyonClassroomBehavior>

# Harassment

Students should be aware of the *Student Policy eHandbook* Policy on Harassment: <https://sites.auburn.edu/admin/universitypolicies/Policies/PolicyRegardingtheProhibitedHarassmentofStudents.pdf>

Harassment in academic settings and in the employment arena where students are involved is defined as: Conduct (physical, verbal, graphic, written, or electronic) that is (1) unwelcome; (2) discriminatory on the basis of race, color, sex, religion, national origin, age, or disability; (3) directed at an individual or group in one of the protected classes outlined in this policy; and (4) so severe or pervasive and objectively offensive that it unreasonably interferes with the victim’s ability to participate in or to realize the intended benefits of an institutional activity, opportunity, or resource, unreasonably interferes with the victim’s work or living environment, or deprives the victim of some other protected right.

# Professionalism

Please dress professionally and conduct yourself professionally in every way. All discussions of teachers and their programs are to be confidential and confined to our classroom. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and school programs outside of our classroom. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics creates a bad reputation for your integrity and the integrity of Auburn University and can damage teachers’ careers (and your own). As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Professional Ethics**: In this course you will be observing teachers and working in a classroom. All discussion of teachers and their programs are to be treated confidentially. Although there is no law except those of slander and libel, professional ethical behavior includes refraining from critical or derogatory statements of teachers and school programs. You should not discuss teachers or programs in a negative light with other professors, friends, or students. Violation of these ethics create a bad reputation for your integrity and the integrity of Auburn University and can damage teacher’s careers (and your own).

# Equipment & Materials Policy

Materials for music education are available in the LRC and in HC 1408. Resources including books, posters, instruments, and recordings are available for student use ***on campus.***

# The Family Rights and Privacy Act

Public Law 93-380 assures parents that all information concerning their child will be kept confidential. The only person who may access records or information are those who are directly involved with the student's educational program. Educational records cannot be released without the written consent of the parents. In compliance with this federal law, the following guidelines must be followed for students taking this course:

* All discussions about a student should be conducted with the teacher or university supervisor only.
* Discussion should be conducted in the privacy of the classroom or the teacher/supervisor's office. (Be aware of listeners in all settings.)
* You should not discuss students with other parents, agencies, or other students.
* Limit discussion to those involved with your assignment.
* When providing reports, class observations, lesson plans for university classes, identify the student by a pseudonym or his/her first name only.
* Do not violate any of the above guidelines in electronic communications such as e-mail, discussion boards, or stored documents such as word processor files stored in your computer.

# Other:

Students must satisfactorily complete all course objectives and assignments to pass this course. The instructor reserves the right to change the syllabus to best fit the needs of the students.

# HEALTH & WELL-BEING

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, please contact me immediately. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. You must provide your instructor a doctor’s excuse when you have to miss class.

Please do the following in the event of an illness or COVID-related absence:

* Notify me as soon as possible as macy.bell@auburn.edu.
* Participate in class activities and submit assignments remotely, as you are able.
* I will work with you to assure that you can complete course activities.
* Students with questions about COVID-related illnesses should reach out to the COVID Resource Center at (334)844-6000.
* Refer to the Covid 19 Resource center at <http://auburn.edu/covid-resource-center/policies/safe-practices/>

**Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are several resources on campus to assist you:

* Student Counseling and Psychological Services ([http://wp.auburn.edu/scs/ (Links to an external site.)](http://wp.auburn.edu/scs/)
* AU Medical Clinic ([https://cws.auburn.edu/aumc/ (Links to an external site.)](https://cws.auburn.edu/aumc/)
* Covid 19 Resource Center (<http://auburn.edu/covid-resource-center/>)
* If you or someone you know are experiencing food, housing or financial insecurity, please visit the Auburn Cares Office (<http://aucares.auburn.edu/>

**Mental Health**

If you are experiencing stress that feels unmanageable (personal or academic) during the semester, Auburn University’s Student Counseling & Psychological Services (SCPS) offers a variety of services to support you. The mission of SCPS is to provide comprehensive preventive and clinical mental health services to enhance the psychological well-being of individual students, as well as the broader campus culture. As an instructor, I am available to speak with you regarding stresses related to your work in this course, and I can assist in connecting you with the SCPS network of care. You can schedule an appointment yourself with the SCPS by calling (334)844-5123 or by visiting the [Auburn University Medical Clinic.](http://auburn.edu/map/?id=150)

If you or someone you know needs to speak with a professional counselor immediately, the SCPS offers counseling during the traditional academic year. Students may come directly to the SCPS and be seen by the counselor on call, or you may call 334.844.5123 to speak with someone. Additional information can be found at <http://wp.auburn.edu/scs/>

**Course Meeting Schedule**: Class meetings will be in-person and on Zoom. In the event that the course delivery method is altered, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and assessment methods.

**COURSE SCHEDULE** *(subject to change)*

| **TIMELINE** | **TOPIC** | **TEXT & READINGS** |
| --- | --- | --- |
| **Week 1***May 16-19* | **Welcome & Introductions:** Considerations for Music Educators in an Increasingly Digital World *(asynchronous)** Ch. 1 – Introducing TBMI
* Ch. 2 – Models of Music Pedagogy and their Influences on TBMI
* DUE Sunday May 19: Welcome & Introductions Discussion Post
 | **TBMI Ch. 1-2****U.S. Copyright Office, Circular 21** |
| **Week 2***May 19-26* | **Livin’ La Vida Google:** The Google Workspace for music educators* Monday May 20: Ch. 3 – Theoretical Foundations
* Wednesday May 22: Ch. 4 – Materials for TBMI
 | **TBMI Ch. 3-4** |
| **Week 3***May 26-June 2* | **Hey Now, You’re a Technology Star:** Various digital learning tools and their uses in the music classroom* Monday May 27: No Class *(Memorial Day)*
* Wednesday May 29: Ch. 5 – Teaching Methods and Teacher Behaviors
* DUE Sunday June 2: TBMI Unit Design Elements 1-3—Project Rational, Enduring Question, and Project Outline
 | **TBMI Ch. 5** |
| **Week 4***June 2-9* | **Teach Me How to Soundtrap, Teach Me, Teach Me How to Soundtrap:** DAW Software and MIDI * Monday June 3: Ch. 6 – Lesson Design in TBMI
* Wednesday June 5: Ch. 7 – Assessment and TBMI
* DUE Sunday June 9:
	+ Soundtrap Project Proposal
	+ TBMI Unit Lesson 1-2
 | **TBMI Ch. 6-7; Clauhs (2021); Gallo & Kruse (2023); Pierard & Lines (2022); Stanleigh (2024)** |
| **Week 5***June 9-16* | **All About that AI:** AI tools for the music classroom* Monday June 10: Ch. 8 – Accountability Concerns
* Wednesday June 12: Ch. 9 – Teacher Preparation Considerations
* DUE Sunday June 16: **MIDTERM: TBMI UNIT**
 | **TBMI Ch. 8-9; Donaldson (2024); Hutton (2024); NAfME AI Resources** |
| **Week 6***June 16-23* | **MIDTERM: TBMI UNIT*** Monday June 17:
	+ **TBMI Unit Teaching Presentations**
	+ Ch. 10 – Future Considerations for TBMI
* Wednesday June 19: TBMI Unit Teaching Presentations (if needed)
 | **TBMI Ch. 10** |
| **Week 7***June 23-30* | **Video Killed the Radio Star:** Evaluating when and why to ‘put the instructional technology away’* Monday June 24: No Class *(Mini-Semester Final Exams)*
* Wednesday June 26: TBMI Unit Teaching Presentations (if needed)
* DUE Sunday June 30: Soundtrap Project Rough Draft
 |  |
| **Week 8+***June 30-Aug. 3* | **Asynchronous Tasks*** DUE Sunday July 7: READINGS Discussion Post
* **DUE Sunday July 28: FINAL: SOUNDTRAP PROJECT**
 | **READINGS** |