

Iowa State University
Course Syllabus – Spring 2024
Music 248 – Technology in Music Instruction

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Required Textbook: *none*

Course Description:

Music 248 provides an overview of the use of digital technologies in the music classroom and as a music educator. In this class we will emphasize the educational aspect of digital technologies, that is, how teachers and students can use digital technologies to enhance the learning process. Course activities were designed to provide you with experiences using a variety of instructional technologies commonly found in educational settings.

Course Overview:

This course is designed to prepare preservice teachers to teach *with - not about* - technology in music classrooms. We believe that the purpose of technology in today's classrooms is to enhance and expand learning opportunities for students. All future teachers will need to use many different types of technologies that are part of our changing educational landscape. This course will stimulate thoughts on preservice teachers' theoretical and practical knowledge of technology and the role technology plays in teaching and learning.

Instructional technology not only applies to hardware and software; it pertains to the process of planning and designing instruction to facilitate teaching with technology in ways that best enhance student learning. New ways of teaching and learning are possible by using instructional technology in classrooms. Attention to student-centered instruction, blended learning, flipped learning, cooperative learning, and authentic assessment accompany the expanded concept of instructional technology.

Learning Outcomes:

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

1. discuss the role of technology in music education;
2. compare and contrast MIDI and digital audio;
3. identify, analyze, and evaluate types of music software & apps;
4. discuss research and practices related to creating, performing, and responding to music;
5. describe the affordances and constraints of technologies with application to creating, performing, and responding to music;
6. make connections among curricular outcomes, pedagogies, and technologies;
7. describe ways in which technologies can be utilized to assess music learning;
8. design lessons and develop instructional resources for technology-assisted music learning

Attendance:

As this course is part of the educational core curriculum required by the state of Iowa for licensure, attendance is expected of all students. Failure to consistently attend class may result in grade deductions, failure to demonstrate standard competencies, as well as difficulties in continuing in teacher education, and clinical experiences.

If you have a situation that merits an accommodation, please contact the university for documentation and accommodation arrangements.

You are responsible for the class materials and all assignments. Incompletes will not be given unless you are in an emergency situation. Office hours will be announced, and appointments may be made by contacting me. If you need to be certain of meeting with me, making an appointment will guarantee private, uninterrupted time.

Email: All students need to regularly check their email. Important communication regarding this course may take place via email. Make it a part of your daily routine.

Projects/Assignments

The development of skills is an important attribute of a successful teacher, so assignments will be evaluated on the basis of content, insight, mechanics, and cogency. All assignments are to be completed on time and are **due at the beginning of class**. Written work is to be typed, double-spaced, error-free, in proper essay form, and *stapled* in the upper left-hand corner, if needed. Any missed course requirement/assignment or deviation from recommended formats may result in a lowered grade. **Be mindful in backing up your work.**

Assignment details will be available on Canvas. Assignments will be submitted on Canvas or CyBox as instructed.

If you are absent, you are still responsible for turning in assignments on time. Likewise, it is your responsibility to find out what was assigned for the following class. Regardless of whether or not you were absent, you are still expected to turn in work on time.

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|-----------------------|---------------|
| Grading Scale: | 92 - 100% = A |
| | 90 - 91% = A- |
| | 88 - 89% = B+ |
| | 82 - 87% = B |
| | 80 - 81% = B- |
| | 78 - 79% = C+ |
| | 72 - 77% = C |
| | 70 - 71% = C- |
| | 60 - 69% = D |
| | below 60% = F |

While the evaluation process is implemented in order to protect and encourage your academic and musical growth, resist the urge to become fixated on grades. **Keep in mind that an A is the result of EXCELLENT work, a B is the result of GOOD work, and a C is the result of AVERAGE work.**

A “C” or better is required for this course.

Grades will be kept current on Canvas.

Final Exam Time: TBA

Recommended Resources:

Integrating Technology with Music Instruction by Greg Foreman and Kyle Pace (2008). Alfred Publishing, Van Nuys, CA. ISBN: 0-7390-5499-6

Make Music with Your iPad by Ben Harvell. (2012). John Wiley & Sons. Indianapolis, IN. ISBN: 978-1-118-14558-6

Music Apps for Musicians and Music Teachers by Elizabeth C. Axford. (2015) Rowman & Littlefield. Lanham, Maryland. ISBN: 978-1-4422-3277-8

Music Learning Today by William Bauer. (2014). Oxford Univ Press. Oxford, New York. ISBN: 978-0-19-989059-0

Teaching Music Through Composition: A Curriculum Using Technology by Barbara Freedman. (2013). Oxford University Press. ISBN: 978-0-19-984062

Teaching Music with Technology by Thomas E Rudolph 2nd edition. (2004). GIA Publications, Chicago. ISBN: 1-57999-313-3

Theory and Practice of Technology-Based Music Instruction by Jay Dorfman. (2013). Oxford Univ Press. Oxford, New York. ISBN: 978-0-19-979559-8

Expectations:

Students are responsible for living the tenets established in ISU’s Principles of Community: Respect, Purpose, Cooperation, Richness of Diversity, Freedom from discrimination, and the Honest and respectful expression of ideas. Visit ISU’s Principles of Community website (<http://www.diversity.iastate.edu/principles-of-community>)

Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.

You are expected to treat your instructor and all other participants in the course with courtesy and respect. Your comments to others should be factual, constructive, and free from harassing statements. You are encouraged to disagree with other students, but such disagreements need to be based upon facts and documentation (rather than prejudices and personalities). It is the instructor’s goal to promote an atmosphere of mutual respect in the classroom. Please contact the instructor if you have suggestions for improving the classroom environment. It is preferable if students discuss

issues directly with the instructor, however, students may also leave a note in the instructor's mailbox.

I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Student Accessibility Services (515-294-7220) to begin this conversation or to establish accommodations for this or other courses.

University Policies

Accessibility Statement:

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. Students requesting accommodations for a documented disability are required to work directly with staff in Student Accessibility Services (SAS) to establish eligibility and learn about related processes before accommodations will be identified. After eligibility is established, SAS staff will create and issue a Notification Letter for each course listing approved reasonable accommodations. This document will be made available to the student and instructor either electronically or in hard-copy every semester. Students and instructors are encouraged to review contents of the Notification Letters as early in the semester as possible to identify a specific, timely plan to deliver/receive the indicated accommodations. Reasonable accommodations are not retroactive in nature and are not intended to be an unfair advantage. Additional information or assistance is available online at www.sas.dso.iastate.edu, by contacting SAS staff by email at accessibility@iastate.edu, or by calling 515-294-7220. Student Accessibility Services is a unit in the Dean of Students Office located at 1076 Student Services Building.

Academic Misconduct:

Academic Misconduct in any form is in violation of Iowa State University *Student Disciplinary Regulations* and will not be tolerated.

“Academic dishonesty occurs when a student uses or attempts to use unauthorized information in the taking of an exam; or submits as his or her own work, themes, reports, drawings, laboratory notes, or other products prepared by another person; or knowingly assists another student in such acts or plagiarism. Such behavior is abhorrent to the university, and students found responsible for academic dishonesty face expulsion, suspension, conduct probation, or reprimand.” (Iowa State University Bulletin, 2013-2014)
Students are advised to pay particular attention to the information on plagiarism provided in the Bulletin (www.catalog.iastate.edu/academiclife)

Students' work must be original for this course. Academic dishonesty includes things like using information from books, journals, or the Internet without giving proper credit (citation and reference); unauthorized use of information in taking an examination; or handing in a project as your own that was based on another person's project whether from current or previous

semesters and even if the original project is substantially changed. Academic dishonesty also includes assisting another student in academic dishonesty (e.g., giving someone your project to use as a template). Please do your own work and be sure to give proper attribution when you use ideas and materials from other sources.

Discrimination and Harassment:

Iowa State University prohibits discrimination, which can include disparate treatment directed toward an individual or group of individuals based on race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age (40 and over), marital status, sexual orientation, gender identity, genetic information, status as a U.S. Veteran (disabled, Vietnam, or other), or other protected class, that adversely affects their employment or education. For religion or disability, the law allows employees and students to request reasonable accommodations to continue their work or studies.

Iowa State University also prohibits harassment, which can be a form of discrimination if it is unwelcome and is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with a person's work or education. Harassment may include, but is not limited to, threats, physical contact or violence, pranks, jokes, bullying, epithets, derogatory comments, vandalism, or verbal, graphic, or written conduct directed at an individual or individuals because of their race, ethnicity, sex, pregnancy, color, religion, national origin, physical or mental disability, age, marital status, sexual orientation, gender identity, genetic information, or U.S. veteran status. Even if actions are not directed at specific persons, a hostile environment may be created when the conduct is sufficiently severe or pervasive and objectively offensive so as to substantially interfere with or limit the ability of an individual to work, study, or otherwise to participate in activities of the university.

It is the university's goal to prevent the occurrence of discriminatory and harassing activity and to promptly stop such conduct. See additional information about Discrimination and Harassment at <http://www.policy.iastate.edu/policy/discrimination#Statement> for more details and a full explanation of the Discrimination and Harassment policies.

Classroom Disruption Policy (Faculty Handbook, Section 10.5)

Should any student officially enrolled for credit or audit in a class disrupt the instructor's ability to ensure a safe environment, control the class agenda, and/or deliver the approved curriculum, the instructor has the right to ask that the disruptive action cease immediately. Although most situations are best resolved without resorting to requests for police intervention, the Department of Public Safety should be called when the disruptive behavior prohibits the continuation of the class. The Department of the Public Safety may also be called if any person enters or remains in the classroom after being asked by the instructor to leave.

If, in the instructor's opinion, the student should be suspended from attending the class, the instructor must request the Chair of the Department offering the course to suspend the student from the class until a decision is reached by the Chair as to whether the student will be allowed to return to the class

Contact Information

If you are experiencing, or have experienced, a problem with any of the above issues, email academicissues@iastate.edu.

Freedom of Expression:

Iowa State University supports and upholds the First Amendment protection of freedom of speech and the principle of academic freedom in order to foster a learning environment where open inquiry and the vigorous debate of a diversity of ideas are encouraged. Students will not be penalized for the content or viewpoints of their speech as long as student expression in a class context is germane to the subject matter of the class and conveyed in an appropriate manner.

ISU Educator Preparation Program Conceptual Framework:

The ISU educator preparation program is founded on the land grant commitment of access and opportunity when serving the people of Iowa, the nation, and the world. Like the University, the ISU educator preparation program is fundamentally grounded in the science and technology of living and learning. The themes of leadership, equity, critical thinking, and innovation are intentionally woven throughout the fabric of this program in order to help today's learners achieve to their full potential. Additional information about the framework can be found at: <http://www.education.iastate.edu/educator-preparation-resources/conceptual-framework/>

The ISU/INTASC Standards can be found at the end of the syllabus.

For all ISU Teacher Education Policies, see:

<https://www.education.iastate.edu/educator-prep-program/policies-procedures/>

Iowa State University Teaching Standards

The Learner and Learning

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practices

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.