

JOB AID

Teaching with DAW Software

An Online Course for K-12 Music Teachers

PREPARED BY RYAN GIBSON, INSTRUCTIONAL DESIGNER



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Purpose of the Course

The purpose of this course is to provide professional development to in-service K-12 music teachers in both technical skills and pedagogical practice through project-based integration of technology tools, specifically computer-based digital audio workstation (DAW) software. The design and implementation of technology based music classes has been identified as an effective approach to making classroom music more relevant to a greater number of students (VanWheelden & Walters, 2004; Dammers, n.d.). Unfortunately, insufficient and/or ineffective training on how to use digital tools and technology-driven models of instruction in the classroom has discouraged widespread adoption (Gall, 2013; Greher, 2011; Haning, 2016; Murphy, 2016; Bauer, Reese, & McAllister, 2003). This course seeks to remedy this discrepancy through the implementation of a long-term (16 week) training in which learners (K-12 general music teachers) will develop basic proficiency in DAW operation while concurrently exploring and developing best practices for implementation of DAW-driven instruction in their own classroom.

Guiding Learning Theory

At its heart, learning is defined by change; i.e. because of learning, the learner exhibits a change in behavior and/or performance (Gagne, 1965; Schunk, 1991; Ertmer & Newby, 1993; De Houwer, Barnes-Holmes, & Moores, 2013; Driscoll, 2004). Of course, the methodology by which how this change is best accomplished has been a foundational concern of instructional design since its inception as a field of inquiry. Professionals in the field of instructional design have traditionally sought the answer to this question within the theories of Behaviorism, Cognitivism, and Constructivism (Winn & Snyder, 1989, Ertmer & Newby, 1993, and Reiser, 2001). A primary distinction between each theory is, at its core, how change is achieved through that theory's approach to learner motivation. Specifically, Behavioral theories tend to focus on extrinsic motivation (i.e. rewards) while Cognitive and Constructivist theories deal with intrinsic motivation (i.e. goals) (Weiner, 1990).

In this course, learning activities will emphasize community inquiry, self-directed and collaborative learning, and reflective practice, based upon Constructivist learning theory. As defined by Savery and Duffy (2001), Constructivism is characterized by three primary propositions: (1) understanding is in our interactions with the environment, (2) cognitive conflict or puzzlement is the stimulus for learning and determines the organization and nature of what is learned, and (3) knowledge evolves through social

negotiation and through the evaluation of the viability of individual understandings. From these propositions, instructional principles are derived which are in turn reflected in Howard Barrows (1985, 1992) problem-based learning model. Problem-based learning (PBL) is an instructional model in which learners are “actively engaged in working at tasks and activities which are authentic to the environment in which they would be used” (Savery & Duffy, 2001, p. 14). Furthermore, learners are “encouraged and expected to think both critically and creatively and to monitor their own understanding, i.e. function at a metacognitive level”, and to engage in social negotiation to problem solve and determine factual understanding. (Savery & Duffy, 2001, p. 14). For a more in-depth exploration of Constructivist learning theory, click [here](#).

Therefore, course learning objectives and activities reflect a Constructivist emphasis on authentic tasks and real-world application through technology-based projects, interaction, and reflection. Each week, learners will produce artifacts using DAW software that demonstrate understanding of intended weekly learning objectives. Additionally, learner participation in online forums will support and encourage collaboration and community inquiry in learning through peer review and literature-driven group discussions. In this model, the instructor provides coaching, help, and feedback that encourages self-directed learning; students engage with and help one another to master objectives and solve problems rather than depending on a sole expert (i.e., the instructor) to find and deliver answers to their inquiries.

Course Goals and Objectives

Upon successful completion of this course of training, learners will be able to demonstrate mastery in the following areas:

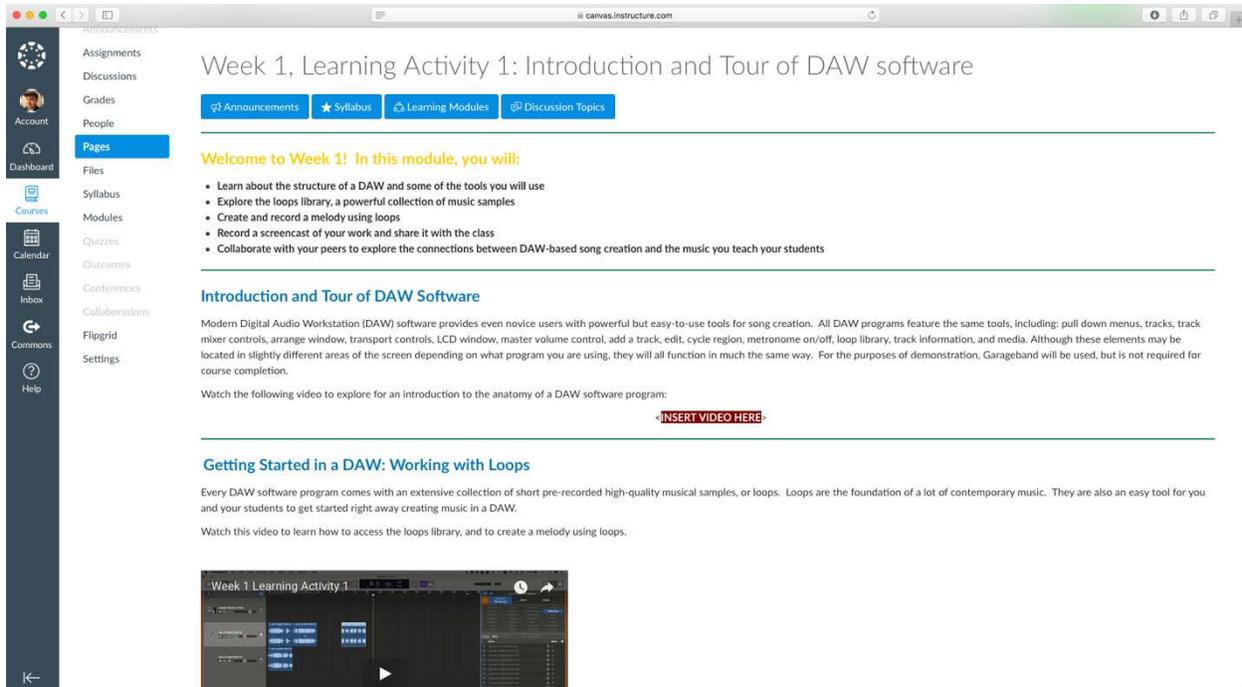
1. The Learner Will (TLW) navigate and become familiar with the tools, structure, and functionality of the DAW software application
1.1 TLW demonstrate ability to access the application
1.2 TLW interpret user interface icons
1.3 TLW manipulate user interface to access desired tools and perform desired tasks
1.4 TLW evaluate available tools to determine which is appropriate to complete tasks
1.5 TLW demonstrate an understanding of the organizational structure of the application

2. TLW compose and arrange music within specified guidelines using DAW software
2.1 TLW create, edit, and arrange melodies using prerecorded loops
2.2 TLW create, edit, and arrange drum/percussion beats
2.3 TLW use a variety of tools to manipulate recorded material to create variation
2.4 TLW create original melodic and accompaniment materials
2.5 TLW arrange recorded material to adhere to standard musical forms

3. TLW develop an understanding of how foundational elements of music (rhythm, dynamics, melody, harmony, form, tone, and texture) can be taught using project-based learning with DAW software
3.1 TLW understand and create rhythmic notation and dictation using DAW-based graphical representation
3.2 TLW demonstrate knowledge of musical form through recording analysis and related projects
3.3 TLW conceptualize and create melodies using DAW to create motives and variations
3.4 TLW create rhythmic and harmonic accompaniment patterns
3.5 TLW demonstrate proficiency in use of mixing and mastering tools to perform manipulations of recorded material to achieve a variety of tonal, textural, and expressive effects

4. TLW evaluate best-practices for DAW-driven pedagogy and classroom management
4.1 TLW become familiar with course literature related to DAW-driven pedagogy and classroom management
4.2 TLW synthesize learned ideas with current classroom practice
4.3 TLW develop a personalized management plan for DAW integration
4.4 TLW develop and apply related evaluation criteria

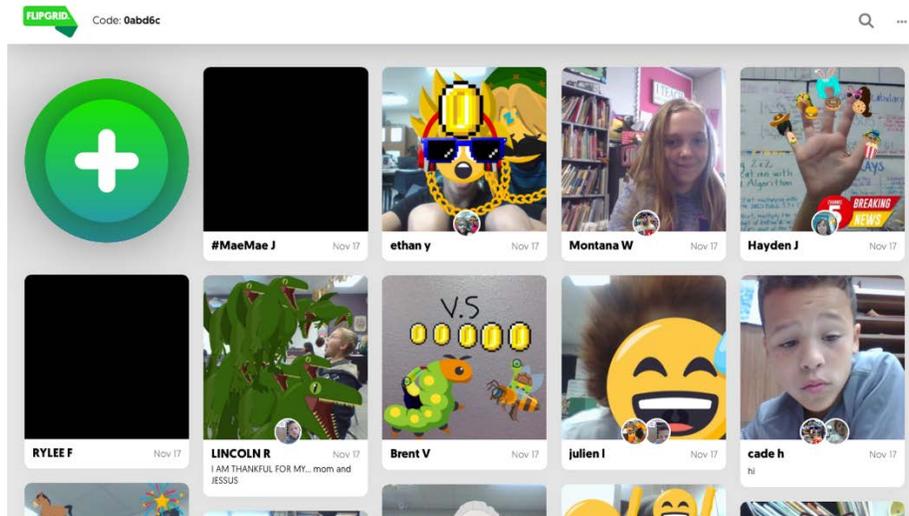
Course Environment



The screenshot shows a Canvas LMS interface. The left sidebar contains navigation options: Announcements, Assignments, Discussions, Grades, People, Pages (highlighted), Files, Syllabus, Modules, Quizzes, Outcomes, Conferences, Collaborations, Flipgrid, and Settings. The main content area is titled 'Week 1, Learning Activity 1: Introduction and Tour of DAW software'. Below the title are buttons for 'Announcements', 'Syllabus', 'Learning Modules', and 'Discussion Topics'. A section titled 'Welcome to Week 1! In this module, you will:' lists four bullet points: 'Learn about the structure of a DAW and some of the tools you will use', 'Explore the loops library, a powerful collection of music samples', 'Create and record a melody using loops', and 'Record a screencast of your work and share it with the class'. Below this is a section titled 'Introduction and Tour of DAW Software' with a paragraph of text and a video placeholder labeled '<INSERT VIDEO HERE>'. The next section is 'Getting Started in a DAW: Working with Loops' with a paragraph of text and another video placeholder. At the bottom, there is a small video player thumbnail showing a DAW interface.

This course is offered 100% online in a 16-week format using Canvas Learning Management System (LMS) accessed through standard web browsers. Each module is scheduled with a beginning and ending date, with activities assigned and due within each week. Specifically, each week learners will demonstrate proficiency in intended learning objectives through successful production of a DAW-based project, and will then share their work with peers, who will provide feedback. Additionally, learners will participate in weekly literature-driven discussion forums to explore and develop best practices for the implementation of DAW project-based teaching and learning in their own classrooms. Due to emphasis on peer feedback and interaction, it is vital that all students participate, collaborate, and progress together within the scheduled week; the instructor should encourage and moderate group progression through weekly newsletters that aggregate, review, summarize, and reflect on course activity.

FLIPGRID



All DAW-based project presentation/sharing, peer feedback, and discussion will be facilitated via Flipgrid, an online video discussion platform. In each weekly module (outlined in the Scheduling/Course Implementation section of this Job Aid), Flipgrid is integrated into the course for learning activities 2 (project presentation and feedback) and 3 (discussion). For learning activity 2, learners will create and share screencasts of their work, and will be able to offer video-based peer feedback as well interact with each other's work via familiar social-media type tools such as “likes” and stickers. Similarly, in learning activity 3 learners will record and share their thoughts regarding weekly discussion topics, and will interact via video responses and interaction tools.

To access and utilize Flipgrid for the purposes of this course:

1. Review the Flipgrid Teacher Guide (**Appendix 1**).
2. Login to Flipgrid via <https://flipgrid.com> utilizing supplied credentials.
3. Select “My Grids”, then “Teaching with DAW Software in the General Music Classroom”.
4. Review each topic. If not done by a previous instructor, delete student videos from previous iterations of the course.

Guidelines for Course Implementation

Before Training (at least one week prior)

1. Login to course as instructor
2. Review Design Document and Job Aid on “For Instructor” page of the course
3. Become familiar with course layout, structure, and functionality
4. Review navigation and external links for functionality and accuracy
5. Update course calendar and due dates to reflect current implementation
6. Login, become familiar with, and update Flipgrid (see instructions under *Course Environment* section of this document)
7. Record and post a video welcome message with Flipgrid for Module 1: Week 1: Learning Activity 3. This message should (1) provide a brief introduction to Flipgrid; (2) welcome students to the course; (3) introduce students to the instructor; and (4) review students of the specific requirements of the Week 1: Learning Activity 3 discussion assignment.
8. Contact instructional designer with any questions or concerns

Day One of Implementation

1. Post announcement that welcomes students to the course and directs them toward “Start Here” and syllabus pages
2. Monitor student activity and provide aid/answer course-related questions in a timely manner
3. Report any LMS and/or course-related technical issues that arise immediately

Continued Implementation

1. Review activities and assignments, listed below in the SCHEDULE OF ACTIVITIES AND ASSIGNMENTS, for each week. Each week runs Monday through Sunday, unless otherwise indicated.
2. On day 1 of each week after week 1, post weekly announcement that aggregates, reviews, summarizes, and reflects on course activity from the previous week.
3. Complete grading of previous week’s work by the end of day 3 of the new week, or within 72 hours of submission

Schedule of Activities and Assignments

WEEK 1: INTRODUCTION TO SOFTWARE FOR MUSIC CREATION
Activities and Related Learning Objectives
<ul style="list-style-type: none">• TLW explore the features of chosen DAW software (<i>Learning Objectives</i> 1.1, 1.2, 1.3, 1.4, 1.5)• TLW create and share a piece of music using DAW software instruments and pre-recorded loops (1.2, 1.3, 1.4, 1.5, 2.1)• TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)
Student Assignments
<ul style="list-style-type: none">• Create a short melody comprised of at least 2 pre-recorded musical samples, i.e. loops, in the DAW software• Record a screencast of that melody playing in the DAW software, then share that screencast to the Week 1, Learning Activity 2 Flipgrid. Record and share a peer video response to at least 1 classmate. –DUE Sunday of week 1 at 11:59pm• Record a video introducing yourself and exploring comparisons between contemporary music and classroom repertoire, then share that video to the Week 1, Learning Activity 3 Flipgrid. Be sure to reference at least 1 outside source (article, blog post, video, etc) in your discussion. Record and share video responses to at least 2 classmates. –DUE Sunday of week 1 at 11:59pm

Special Tips for Week 1

- Remind students of suggestions for discussion participation and peer feedback as outlined in course syllabus.
- There are many great free screencasting programs, and most students should have no trouble finding one. For those that do, [Screencastify](#) is an easy to use screen recorder for the Chrome browser, accessible to both Mac and PC users.
- Review functionality of Flipgrid, and monitor student use for any problems. Provide guidance as needed.

WEEK 2: COMPOSING WITH LOOPS
Activities and Related Learning Objectives
<ul style="list-style-type: none"> • TLW create melodies in DAW through the selection and editing of pre-recorded loops (1.2, 1.3, 1.4, 2.1, 3.3)
<ul style="list-style-type: none"> • TLW use DAW to compose and share a piece of music consisting of at least two contrasting loop-based melodies (1.2, 1.3, 1.4, 2.1)
<ul style="list-style-type: none"> • TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)
Student Assignments
<ul style="list-style-type: none"> • Record a second loops-based melody, arrange with the melody created in week 1, and add accompaniment to produce a composition comprised entirely of loops
<ul style="list-style-type: none"> • Record a screencast of your composition playing in the DAW software, then share that screencast to the Week 2, Learning Activity 2 Flipgrid. Record and share a peer video response to at least 1 classmate. –DUE Sunday of week 2 at 11:59pm
<ul style="list-style-type: none"> • Record a video discussing assisting students with issues related to performance anxiety, then share that video to the Week 2, Learning Activity 3 Flipgrid. Be sure to reference at least 1 outside source (article, blog post, video, etc) in your discussion. Record and share video responses to at least 2 classmates. –DUE Sunday of week 2 at 11:59pm

Special Tips for Week 2

- Grading of week 1 work should be completed by the end of week 2, day 3. Assignments should be assessed according to rubrics found in **Appendix 2**.
- Post announcement reminding students of grading policy (found in syllabus), and reiterate that students can revise and resubmit to earn full credit.

WEEK 3: RECORDING DRUM TRACKS
Activities and Related Learning Objectives
<ul style="list-style-type: none"> • TLW read and write rhythms written in DAW-based graphic notation (3.1)
<ul style="list-style-type: none"> • TLW play/record a digital version of a drum beat in DAW software (1.1, 1.2, 1.3, 1.4, 2.2, 3.1)
<ul style="list-style-type: none"> • TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)

Student Assignments
<ul style="list-style-type: none">• Transcribe a drumset-based beat from the recording of your choice, then reproduce and record at least 4 measures of that beat using MIDI software instruments in the DAW. Quantize as needed for accuracy.
<ul style="list-style-type: none">• Record a screencast of the recorded drum beat playing in the DAW software, then share that screencast to the Week 3, Learning Activity 2 Flipgrid. Include a link in the comments section of your video to the recording you transcribed. Record and share a peer video response to at least 1 classmate. –DUE Sunday of week 3 at 11:59pm
<ul style="list-style-type: none">• Record a video sharing how you might teach rhythm in your classroom utilizing DAW functionality, then share that video to the Week 3, Learning Activity 3 Flipgrid. Be sure to reference at least 1 outside source (article, blog post, video, etc) in your discussion. Record and share video responses to at least 2 classmates. –DUE Sunday of week 3 at 11:59pm

WEEK 4: COMPOSING DRUM AND PERCUSSION BEATS

Activities and Related Learning Objectives
<ul style="list-style-type: none">• TLW create, record, and share an original drum beat (1.2, 1.3, 1.4, 2.2, 2.4, 3.4)
<ul style="list-style-type: none">• TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)
Student Assignments
<ul style="list-style-type: none">• Create and record an eight-measure drum beat using at least 3 separate drum tracks
<ul style="list-style-type: none">• Record a screencast of the recorded drum beat playing in the DAW software, then share that screencast to the Week 4, Learning Activity 2 Flipgrid. Record and share a peer video response to at least 1 classmate. –DUE Sunday of week 4 at 11:59pm
<ul style="list-style-type: none">• Record a video discussing how you currently teach rhythmic improvisation and composition in your classroom and how you might incorporate DAW capabilities into that process, then share your video to the Week 4, Learning Activity 3 Flipgrid. Be sure to reference at least 1 outside source (article, blog post, video, etc) in your discussion. Record and share video responses to at least 2 classmates. –DUE Sunday of week 4 at 11:59pm

WEEK 5: WRITING MELODIES

Activities and Related Learning Objectives
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<ul style="list-style-type: none">• TLW create, record, and share an original 16-bar melody (1.3, 2.4, 3.3)
<ul style="list-style-type: none">• TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)
Student Assignments
<ul style="list-style-type: none">• Create and record a 16-measure melody in 4/4 time in the key of A minor, using only white keys
<ul style="list-style-type: none">• Record a screencast of your melody playing in the DAW software, then share that screencast to the Week 5, Learning Activity 2 Flipgrid. Record and share a peer video response to at least 1 classmate. –DUE Sunday of week 5 at 11:59pm
<ul style="list-style-type: none">• Record a video exploring how you might encourage a reluctant student to compose, then share your video to the Week 5, Learning Activity 3 Flipgrid. Record and share video responses to at least 2 classmates. –DUE Sunday of week 5 at 11:59pm

WEEK 6: MELODIC VARIATION

Activities and Related Learning Objectives

- TLW utilize learned DAW tools and features to manipulate their composed melody from Week 5 (1.2, 1.3, 1.4, 2.1, 2.3, 3.5)
- TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)

Student Assignments

- Create at least two variations of the melody composed in week 5. Use both augmentation and diminution, as well as alternative software instruments. Arrange and label your variations sequentially in a single DAW project.
- Record a screencast of your melodic variation project playing in the DAW software, then share that screencast to the Week 6, Learning Activity 2 Flipgrid. Record and share a peer video response to at least 1 classmate. –**DUE Sunday of week 6 at 11:59pm**
- Record a video discussing your favorite piece or resource that you use to teach the concept of theme and variations, then share your video to the Week 6, Learning Activity 3 Flipgrid. Include a link to the recording/resource in the comments section of your video. Record and share video responses to at least 2 classmates. –**DUE Sunday of week 6 at 11:59pm**

WEEK 7: MORE MELODIC VARIATION

Activities and Related Learning Objectives

<ul style="list-style-type: none"> • TLW explore and apply additional tools in DAW for melodic manipulation, including variations in pitch and rhythm (1.2, 1.3, 1.4, 2.1, 2.3, 3.5)
<ul style="list-style-type: none"> • TLW utilize DAW create and share a theme and variations track showcasing all learned melodic variation techniques (1.3, 1.4, 2.1, 2.3, 2.4, 3.3, 3.5)
<ul style="list-style-type: none"> • TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)
<p>Student Assignments</p>
<ul style="list-style-type: none"> • Create additional melodic variations and edit existing work by manually adjusting pitch using DAW-based tools. Arrange and label variations in a single DAW project.
<ul style="list-style-type: none"> • Record a screencast of your revised melodic variation project playing in the DAW software, then share that screencast to the Week 7, Learning Activity 2 Flipgrid. Record and share a peer video response to at least 1 classmate. – DUE Sunday of week 7 at 11:59pm
<ul style="list-style-type: none"> • Find an article that discusses DAW-based composition, record a video in which you summarize the article and your reaction to it, then share your video to the Week 7, Learning Activity 3 Flipgrid. Record and share video responses to at least 2 classmates. –DUE Sunday of week 7 at 11:59pm

<p>WEEK 8: EXPLORING MUSICAL FORM</p>
<p>Activities and Related Learning Objectives</p>
<ul style="list-style-type: none"> • TLW aurally and visually identify standard popular song forms, including 32-bar AABA, blues, strophic, verse-chorus, etc. (3.2, 4.2)
<ul style="list-style-type: none"> • TLW create and share a form analysis on the song of their choice (3.2, 4.2)
<ul style="list-style-type: none"> • TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)
<p>Student Assignments</p>
<ul style="list-style-type: none"> • Map out the musical form of a pop/rock/etc. song of your choice. For each section, identify what is happening, including how many measures, what/who has melody, what/who has accompaniment, and what is added or taken away musically to differentiate each section.
<ul style="list-style-type: none"> • Utilize SmartDraw or similar mapping software to create your map, then upload it to the Week 8, Learning Activity 2 assignment dropbox. –DUE Sunday of week 8 at 11:59pm.
<ul style="list-style-type: none"> • Find an article that presents ideas for teaching musical form to students at the level (elementary, middle, or high school) where you teach. Discuss how you

might adapt those ideas to use DAW capabilities in a video, then share your video to the Week 8, Learning Activity 3 Flipgrid. Record and share video responses to at least 2 classmates. –**DUE Sunday of week 8 at 11:59pm**

WEEK 9: COMPOSITION WITH ORIGINAL REGIONS

Activities and Related Learning Objectives

- TLW utilize their own loops and melodies in DAW to create and share a piece of music with the same structural form as completed in Week 8 analysis (1.3, 1.4, 2.1, 2.3, 2.4, 2.5, 3.2, 3.3, 3.5)
- TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)

Student Assignments

- Using the musical form that you mapped out in week 8 as a template, plug in melodic material created in weeks 5, 6, and 7 to create the melody to an original composition. Create more variations and/or material as needed utilizing techniques learned.
- Record a screencast of your composition project playing in the DAW software, then share that screencast to the Week 9, Learning Activity 2 Flipgrid. Record and share a peer video response to at least 1 classmate. –**DUE Sunday of week 9 at 11:59pm**
- Record a video in which you discuss how you might teach lyric writing to your students, then share it to the Week 9, Learning Activity 3 Flipgrid. Be sure to reference at least 1 outside source (article, blog post, video, etc) in your discussion. Record and share video responses to at least 2 classmates. –**DUE Sunday of week 9 at 11:59pm**

WEEK 10: CHORD PROGRESSIONS AND ACCOMPANIMENT PATTERNS

Activities and Related Learning Objectives

- TLW identify standard accompaniment practices, including patterns, instrumentation, and chord progressions (2.4, 3.4)
- TLW create, record, and share accompaniment tracks in DAW that support composition created in Week 9 (1.3, 1.4, 2.3, 2.4, 3.2, 3.4)
- TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)

Student Assignments
<ul style="list-style-type: none">Utilize a common chord progression and loops to add at least 3 accompaniment instruments to the melodic composition you created in week 9.
<ul style="list-style-type: none">Record a screencast of your revised composition project playing in the DAW software, then share that screencast to the Week 10, Learning Activity 2 Flipgrid. Record and share a peer video response to at least 1 classmate. – DUE Sunday of week 10 at 11:59pm
<ul style="list-style-type: none">Record a video discussing the advantages of DAW-based teaching and music creation, then share it to the Week 10, Learning Activity 3 Flipgrid. Be sure to reference at least 1 outside source (article, blog post, video, etc) in your discussion. Record and share video responses to at least 2 classmates. –DUE Sunday of week 10 at 11:59pm

WEEK 11: AUDIO EDITING

Activities and Related Learning Objectives

- TLW become familiar with basic DAW audio editing tools (1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.5)
- TLW apply learned audio editing techniques to week-10 created work (1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.5)
- TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)

Student Assignments

- Complete your composition by applying basic editing, mixing, and mastering DAW functionality.
- Record a screencast of your completed composition project playing in the DAW software, then share that screencast to the Week 11, Learning Activity 2 Flipgrid. Record and share a peer video response to at least 1 classmate. – **DUE Sunday of week 11 at 11:59pm**
- Record a video discussing the limitations of DAW-based teaching and music creation, then share it to the Week 11, Learning Activity 3 Flipgrid. Be sure to reference at least 1 outside source (article, blog post, video, etc) in your discussion. Record and share video responses to at least 2 classmates. –**DUE Sunday of week 11 at 11:59pm**

WEEK 12: CLASSROOM MANAGEMENT

Activities and Related Learning Objectives

- TLW write and share a referenced short report (2-3 pages) proposing their personal classroom management plan for technology integration (4.1, 4.2, 4.3)

<ul style="list-style-type: none">• TLW participate in literature-driven group discussion and offer peer feedback (4.1, 4.4)
Student Assignments
<ul style="list-style-type: none">• Write a 2-3 page classroom management plan for DAW tool integration into your classroom. Include: rules and expectations, procedures, organization of students and materials, and other related policies. Reference at least 3 outside sources.
<ul style="list-style-type: none">• Upload your classroom management plan to the Week 12, Learning Activity 2 assignment drop box –DUE Sunday of week 12 at 11:59pm
<ul style="list-style-type: none">• Record a short video in which you summarize your classroom management plan, then share it to the Week 12, Learning Activity 3 Flipgrid. Be sure to reference at least 1 outside source (article, blog post, video, etc) in your presentation. Record and share video responses to at least 2 classmates. – DUE Sunday of week 12 at 11:59pm

WEEK 13-16: FINAL PROJECT

Learners will prepare a final project to showcase acquired technical skills and exhibit comprehension of best practices for pedagogy and classroom management using DAW-driven project based learning. The final project will consist of a design of a student-centered DAW-driven unit (minimum of 2-3 45 minute lessons) intended for delivery to students at the learner's current campus, including development of any needed learning materials, participant guides, and/or teaching aids. All content will be submitted as a single document. **FINAL PROJECT IS DUE SUNDAY OF WEEK 15 at 11:59pm.**

Special Tips for Final Project Implementation/End of Course

- Every 2-3 days, post updates, including reminders of final project requirements, due dates, and general tips/tricks for success on the project
- In week 15, remind students to complete course satisfaction and effectiveness survey (**Appendix 4**). Remind again in week 16 if necessary.
- Complete grading of final project by the end of week 16. Project should be graded following rubric found in **Appendix 3**. Send feedback to each student on final project and overall course progress

- Log in to Flipgrid and clear all student videos from the “Teaching with DAW Software in the General Music Classroom” grid, in preparation for next implementation
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Guidelines for Learner Assessment

As referenced in the Implementation section of this Job Aid, student work will be assessed according to rubrics (found in this document in **appendices 2 and 3**) that are posted within each assignment module. Because the purpose is to provide professional development, it is the goal of this course that students achieve a score of 100% on every assignment. Therefore, assignments that receive a score of less than 100% are eligible to be reworked and resubmitted for consideration of a higher score. **Finally, instructor should provide feedback on all assignments within 72 hours of completion.**

Additional Instructional Tips and Tricks

- The instructor should maintain a high level of “social presence”, or “the degree to which a person is perceived as ‘real’ in mediated communication” from the instructor. In other words, be active and present in the course, particularly in discussion forums; guide critical thinking by following the same recommendations for providing feedback as outlined for students in the course syllabus.
- As outlined in the course schedule, at the start of each week the instructor should send an announcement/newsletter that aggregates, reviews, summarizes, and reflects on course activity
- Answer student questions in a timely manner; respond to messages/emails within 24 hours
- Learning in this course is learner centered, incorporating independent inquiry, collaborative inquiry, and formative inquiry. In this pedagogical approach, the learner is viewed as a potential expert; students engage with and help one another to master objectives and solve problems rather than depending on a sole expert (i.e., the instructor) to find and deliver answers to their inquiries. As such, the course is designed to sequence projects which build on and extend the knowledge and skills of previous work. The instructor’s job is to provide coaching, help, and feedback that encourages self-directed learning.
- The instructor should be cognizant that most learners in the course are novices to DAW software; assignment feedback should be positive and

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encouraging, guiding learners toward content objective mastery as opposed to commercial grade audio quality productions.

- Learners in this course (K-12 music teachers) are professionals; course communications and management, following instructions outlined in this Job Aid, should reflect this.
- Accept late work at your discretion. As discussed earlier in this document, it is vital that all students participate, collaborate, and progress together within the scheduled week, as there is a strong emphasis on peer feedback and interaction. If a student is consistently turning in work late, and not participating in peer feedback and discussion forums, it may be best to advise that student to drop the course and re-enroll in a future implementation.
- Review “Guidelines for Course Implementation” and “special tips” in weeks 1, 2, and 13-16 of the course schedule as needed.

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Appendices

APPENDIX 1: FLIPGRID TEACHER GUIDE



What is Flipgrid?

Flipgrid is the leading video discussion platform used by PreK to PhD educators, students, and families around the world. Teachers post topics to spark the conversation and students respond with short videos. Bring the back row to the front and engage ALL your students!

Let's Get Started!

Sign up for your **FREE** teacher account at flipgrid.com. Then follow these 3 easy steps to start the discussion!

- 1 Create a Grid**
A grid is your classroom or community of learners. Name it after your class and set the security settings. Only those with the grid URL can find your grid.
- 2 Add Topics**
Topics are the questions or themes your students discuss. At least 1 topic is required to start, such as class introductions, but you can add unlimited topics throughout the year!
- 3 Share with Students**
Students do not create accounts on Flipgrid. Just share the grid URL for easy access on Macs, PCs, or Chromebooks. Students with mobile devices access your grid using the free Flipgrid app.



Watch as students share their voices and ignite a community discussion!

APPENDIX 2: RUBRICS FOR WEEKLY ASSIGNMENTS

WEEKLY PROJECT RUBRIC

	5	4	3	2	1
Assignment Requirements	All project guidelines are met and exceed	All project guidelines are met	Most project guidelines are met/At least one project requirement was not met	Some project guidelines are met	Few project guidelines are met
Ability to use DAW	Demonstrates understanding of all required tools and applies them to project	Demonstrates a basic understanding of most tools and applies them to project	Demonstrates basic understanding of tools, but has difficulty applying them to project	Demonstrates some understanding of tools, but cannot apply them to project	Demonstrates little or no understanding of tools, no evidence of application to project
Content	Project is musical, cohesive, and creative (when applicable), with no errors	Project is musical, mostly cohesive, and shows some originality, with few errors	Project has developing musicality. Content is somewhat cohesive. Other's ideas are used but given credit. Some errors.	Project demonstrates rudimentary musicality. Content is somewhat disjointed. Other's ideas are used but credit is incomplete. Many errors.	Project shows little to no musicality. Content is disjointed and doesn't make sense. Other's ideas are used without giving credit. Many errors.

WEEKLY DISCUSSION RUBRIC

	2	1.5	1	.5
Critical Analysis	Posting displays an excellent understanding of underlying concepts and integrates at least one outside resource	Posting displays an understanding of required concepts and uses correct terminology	Posting repeats and summarizes basic information. Terminology used is incomplete or inaccurate.	Postings shows little to no evidence that topic is understood.
Participation in the Learning Community	Postings build on peer responses and stimulate/sustain discussion	Postings contribute to class conversations	Postings sometimes contribute to class conversations	Postings do not contribute to class conversations, or are late

APPENDIX 3: RUBRIC FOR FINAL PROJECT

	3	2	1
Objectives	Lessons or class objectives are performance based, measurable, connect to state and/or national standards, and challenge students to make deep connections	Lessons or class objectives are performance based, measurable, connect to state and/or national standards, and reflect lesson content	Lessons or class objectives are stated but are not performance based, not measurable, and do not connect to state/national standards
Subject Matter Knowledge	Lessons demonstrate deep understanding of DAW and related teaching practices	Lessons demonstrate understanding of DAW and related teaching practices	Lessons reflect weak or inaccurate understanding of DAW and related teaching practices
Materials	Materials are sufficiently developed to support instruction effectively	Materials are insufficiently developed to support instruction effectively	Little or no materials are developed to support instruction
Activities	Lesson activities are developmentally appropriate, creative, conceptually connect to one another, and meet learning objectives	Lesson activities are developmentally appropriate and are sound instructional choices that successfully meet learning objectives	Lesson activities are developmentally inappropriate, are poor instructional choices, or do not meet learning objectives
Assessment	Assessment strategies are evident to evaluate student learning effectively throughout the lessons	Assessment strategies are included in the lessons to evaluate learning	Assessment are not used to effectively measure student learning
Differentiation	Content and assessments are customized for subgroups of students	Content and assessments are generally differentiated	Content and assessments are not meaningfully differentiated

APPENDIX 4: STUDENT COURSE SATISFACTION AND EFFECTIVENESS SURVEY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Learning objectives were clear	1	2	3	4	5
Course content was organized and well planned	1	2	3	4	5
Course workload was appropriate	1	2	3	4	5
Course organization allowed all students to participate fully	1	2	3	4	5
Course videos were clear and effective	1	2	3	4	5
Course content stimulated student interest	1	2	3	4	5
The overall course presentation was effective	1	2	3	4	5
The overall course met my expectations	1	2	3	4	5
The instructor was available and helpful	1	2	3	4	5
Grading was prompt and had useful feedback	1	2	3	4	5
What aspects of this course were most useful or valuable?					
How would you improve this course?					