Course Syllabus

INTEGRATING THE IPAD AS A TEACHING AND LEARNING TOOL IN THE MUSIC CLASSROOM

PMED/MMED 778
Online: June 20 – August 12, 2016

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Course Description
Designed for teachers who want to integrate the iPad into music teaching, either for use as a presentation tool or with students in a 1-1 iPad classroom. Applications include accessing cloud storage options including Google Drive and SoundCloud; displaying and annotating music in PDF format; creating screen video recordings (screencasts); exploring the iPad GarageBand app; using Noteflight notation software; reviewing music theory, ear training, and auto-accompanyment apps; using the iPad as a performance instrument; sharing streaming video links and resources; and more.

Prerequisite: Access to an iPad2 or later, iPad Air, or iPad mini, and a Mac or Windows computer. You should be able to connect the iPad to the computer to transfer files.

Instructional Materials
There is no required text for this course. However, if you are new to using the iPad, you may find the following book helpful. The Kindle Edition will display on the iPad and is recommended over the print edition.

MusicaliPad by Rudolph and Leonard
• ISBN-10: 1480342440
• Hal Leonard Books; Paperback with DVD-ROM edition (December 1, 2013)

Course Learning Objectives
Students should learn and be able to demonstrate:

1. Utilize cloud-based sites with the iPad to enhance your teaching including Google Drive, Dropbox, and SoundCloud.
2. Integrate iPad music listening sources including iTunes, Spotify, and other services.
3. Use music notation reading apps in the classroom and performance
4. Review the notation apps for the iPad and create scores using Noteflight or other notation apps such as Notion.
5. Use GarageBand to record and edit audio, loops and MIDI.
6. Develop iPad applications using cloud-computing resources for music learning.
7. Explore options to utilize Learning Management Systems such as iTunes U, Schoology, Moodle, Blackboard, and others in the music curriculum.
Course Requirements and Exit Assessment
Students are expected to engage in regular interaction with the instructor and their classmates throughout this online course. Interaction is required both synchronously and/or asynchronously via a variety of formats in each and every lesson. Students are expected to use the internal private message feature in Schoology when communicating privately with the instructor. Students will also receive weekly announcements and posts in the Updates section of the course where they can reply with questions and/or comments. Students are encouraged to post questions for the class in the Updates area. During the course, students will engage in a weekly discussion, workshop, and assignment, posed by the instructor. Posting and responding to posts by other class members is a course expectation and requirement. The instructor will actively moderate discussion questions and interact with students on a weekly basis.

Starting in the second week of the course, the instructor will schedule a live audio chat session made available to all members of the class. The time and day of the chat will be determined in the first week of the course via an online questionnaire. Attendance in chat sessions is optional as these sessions provide a means for students who need additional assistance and have questions about the course content. All chat sessions are recorded and posted to the Updates section of the course. Students are encouraged to review the recording of each chat if they are unable to attend.

Each student will integrate one or more parts of the course into their teaching during and after the course concludes.

Each student will complete the course evaluation (Google Form) in lesson 12.

Grading
I want everyone to have ample opportunity to learn the course material. Consequently, I’m not super strict on assignment due dates because I understand how a busy life, family, and a day job can interfere with your studies. However, I must set down some guidelines to encourage timely participation, which is key in this online course format. Here are the specifics:

- An assignment handed in a week late will be automatically docked one letter grade. (For example, from an A down to a B.)
- An assignment handed in two weeks late will be automatically docked two letter grades. (For example, from a B down to a D.)
- An assignment handed in more than three weeks late will not receive credit. (There are no exceptions to this rule because three weeks is ample time to get your work in. If you are experiencing extenuating circumstances, please send me a message and we can discuss options at that time.)
- Assignments handed in more than one week after the last week of class will not receive credit. (Exceptions to this rule may be granted in the case of illness or a death in the family.)

You may have one “do-over” per assignment and it must be submitted within one week of the time that I posted the grade for that assignment. If your do-over reflects a better understanding of the lesson, I will re-grade the assignment. Again, you must turn in your revised assignment within a week of receiving the grade for your original assignment or it will not be eligible for a re-grade. Assignments that are handed in more than two weeks late to begin with are not eligible to be resubmitted.

If you ever find yourself stuck on an assignment and lagging behind, try perusing your classmates’ assignments and my responses to their posts. You will often find helpful hints and suggestions about how
to complete the assignment, what to look out for, and what I’m looking out for when I’m grading the assignment. This is a special bonus of this online environment, where you can review my comments on your classmates’ assignments before posting your own assignment.

The key to success is regular study time and staying in communication with me if you have any problems or questions.

**Grades will be based on**
- Weekly Assignments: 50%
- Participation in class discussion posts: 50%
- (Class Chats are optional)

**Grading Scale**
- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 & below

**Academic Honesty**
Students 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.

**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.

**Teacher and Class Communication**
If you wish to contact Dr. Rudolph privately, please use the Schoology message system. There is an envelope icon at the top right of the Schoology homepage when you log in. You can send a private message there. If you do use email to contact Dr. Rudolph, please also send a message on the Schoology system in case your message gets sent to his spam folder. If you want to post a question or comment for the entire class to see, when you are logged into the course, on the left navigation bar, click “Updates” and enter your question or comment.
Course Calendar

Unit/Week 1:
Topic 1: iPad Overview
- iPad operation
- downloading apps
- File Management
- eMail configuration
- taking an iPad screen shot and sharing it

Unit/Week 2:
Topic 2: The Cloud
- Dropbox
- iCloud
- Google Docs
- iPad accessories

Topic 3: Music Listening, Audio Gear and Basic Apps
- iTunes
- Spotify
- Headphones
- External speakers

Unit/Week 3:
Topic 4: Presenting with the iPad
- Projecting the iPad wired and wirelessly.
- Presentation Software
- Prezi

Topic 5: Displaying and Annotating PDF files and Music Notation
- PDF Converter apps
- Finale and Sibelius Files
- forScore and onSong apps
- Wireless Page Turners
- Music Stands for iPad

Unit/Week 4:
Topic 6: Music Learning I: Theory, Ear-Training, History and Music Games
- Musicianship Skills
- Learning an Instrument
- Music History

Topic 7: Music Learning II: Instrument & Vocal Practice
- iRealb
- SmartMusic

Unit/Week 5:
Topic 8: Music Notation and Connecting Hardware
- Noteflight
- Notion
- NotateMe
- MIDI keyboards
Unit/Week 6:
Topic 9: Recording and Sharing Video
  • Video Recording app
  • Creating Screencasts
  • Posting to YouTube, Vimeo, and TeacherTube

Unit/Week 7:
Topic 10: Recording Audio and Music Production
  • Connecting Audio and Electric Instruments
  • Mono and Stereo Recording
  • Loop Recording
  • GarageBand
  • Importing and Exporting Data
  • SoundCloud
Topic 11: Performing with iPads
  • GarageBand in Performance
  • ThumbJam
  • Individual Instrument apps
  • Synthesizers and Electronic Music

Unit/Week 8:
Topic 12 Developing Courseware
  • iBooks Author
  • Learning Management System