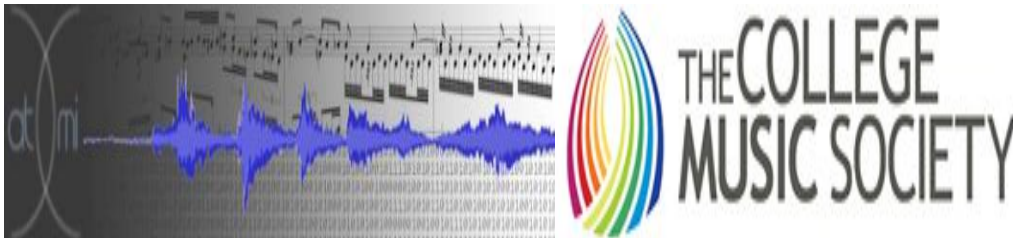


**Creating Student e-Collaboration
Opportunities for Online Music Course
Interaction:
Tools, Techniques, Scenarios.**

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Presentation at:

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Abstract

An examination of collaborative opportunities available through music technology packages that will allow college-level music students to interact as they collaborate on mutual projects necessary to complete course curriculum requirements. Composition, theory, soundscapes, software examination, arranging, and lesson plan design/implementation opportunities will be considered in addition to cutting-edge software and apps.

Outline

*My Task at BU: Revitalize the BU Tech course sequence! We are totally online but collaboration techniques can be added to any course scenario! Exciting collaboration: Assignments provide communication, motivation and interest.

What I Will Explore For You Today:

- *Illustrate collaboration features of current software and online tools.
- *Consider rationale for collaboration.
- *Describe scenarios for collaboration involvement.
- *Examine software/online tool mechanics!
- *Play student collaboration examples.
- *Provide suggestions for possible collaboration activity in music subjects.
- *Observed excitement of online student involvement.
- *With Collaboration, my students' assignments became:
 - *More comprehensive!
 - * Projects were longer!!
 - *Student discussions became more detailed and extensive.
 - *Students not just fulfilling the superficial assignment requirements!
 - *Providing more comprehensive responses of depth.
- *One reason:
 - *Students were participating in real-time music creation with peers who challenged and supported their creativity!

Synchronous vs Asynchronous

- *Synchronous vs. Asynchronous interaction. How Sync is Sync??
- Collaboration can be a philosophy with limited tech tools!
- *Simple to complex tools.
- Simple sharing of files to more complex communications opportunities as illustrated by ProTools interface.
- * Some programs are limited as to interactive or immediate connectivity opportunities and/or have latency problems.
- * No technology mentioned is totally synchronous!
- * Asynchronous programs can work effectively-latency can be accommodated without too much of a problem.

Developing Opportunities For Student Involvement:

- *Look over your curriculum and try to substitute interaction for lecture.

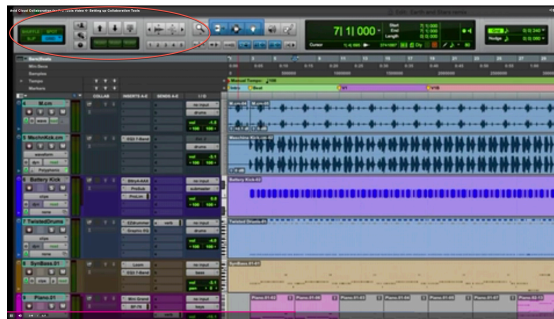
*Look over the software you are using. Note possibilities for each program and lead from them into your course curriculum.

*Assess interactive possibilities for each assignment.

*Consider **interaction** over lecture:

- a. Student contributions initially-music history interact and present on a specific topic. Explore together!!
- b. Student compositions. Explain, criticize and perform.
- c. Music Theory, students develop harmonic examples and analyze as a group.
- d. Consider new material as Group.
- e. Group creations -composition, sound collage, theory analysis and harmonization.

ProTools



*Avid Cloud Collaboration (introduced in Pro Tools 12.5).

*Session file stored in Cloud. Has chat window.

*Buy personal cloud storage.

*Share Audio, MIDI, Edits, File Changes, two persons.

*Many can cycle I/O of project.

*Just if you are all working together in same studio.

*Can create and work offline.

Global Collaboration Tools

*Upload Changes.

*Download Changes.

*Download All New Shared Tracks.

*Auto Buttons for Upload, Download.

*Button to Add Collaborator to the project.

*Button to open up Artist Chat Window.

*Illuminated Button to indicate New Chat Message.

Track-Based Collaboration Tool

*Track Share button--upload edited track to cloud.

Noteflight Learn

NOTEFLIGHT LEARN-more than basic notation site!

- *Exciting New NOTEFLIGHT Collaboration Advances!
- *Collab for music ed so teachers and students can interact, create share and listen.
- *Activity templates- students/teacher sees all copies of assignments students develop.
- *Live audio recording performance assessment and feedback.
- *Direct Integration with other LMS.
- *Teacher see notation and listen. Performance assessment-can constantly send comments to students and students can send information back.
- *Noteflight Collaborative Composition Library.
- *Students access and work together.

Soundtrap

- *Soundtrap is an online music recording studio (DAW).
Mentioned as similar to Garageband but easier to work with.
- *Music makers around the world can use Soundtrap to collaborate in an easy-to-use cloud-based system.
- *ST user-friendly platform appeals to individuals with all levels of musical interest and ability. K-12-through higher education.

Soundtrap and Noteflight Interaction

With both Soundtrap and Noteflight communication, you can:

- *Create projects that include looping, mixing, and notating.
- *Remix the audio of your Noteflight score with Soundtrap instruments.
- *Add Soundtrap loops to the playback of a Noteflight melody.
- *Learn and reinforce music notation skills by seeing Soundtrap files in Noteflight notation.
- *Use Soundtrap to collaborate with players and record & mix Noteflight scores.

Checkout: John Mlynczak - SUPER INSTRUCTIONS FOR COLLABORATION COMMUNICATION USING NOTEFLIGHT IN COLLABORATION WITH SOUNDTRAP <https://notes.noteflight.com/noteflight-soundtrap-make-music-creation-easy/>

POWTOON (Asynchronous Only)



- *The Collaborate feature is used only to send a Powtoon from one user to another.
- *It does not allow for real-time editing by multiple users in a synchronous mode.
- *The Powtoon you send will be added to the recipient's My Powtoon page.

Teaching Scenario for Possible Collaboration –Using Powtoon

iPad Pedagogy Assignment:

Select an iPad app that you might wish to utilize with your students. This could be oriented either for instruction in the classroom or to a home situation. Decide what you want to teach? The app selection can be so varied. You can use apps focused on:

- theory
- keyboard performance
- composition
- guitar/or ukulele
- recording
- general music
- ensemble performance

Collaborate with a colleague (asynchronous). Develop a scenario describing the app and how it can be used. You will be using PowToon to develop the video. You have to use Chrome as your browser!!

Flat

- *Flat is being integrated with Google Classroom.
- *Classroom composition collaboration.
- *One Chromebook per student.
- *"Students quickly started to explain each other how to use the different aspects of the program, which saved precious time."
- *"Students are all about technology today. On Flat, they try to make music on their computer and have a direct feedback of how it sounds. This is the way they learn."

Soundation

- *Thousands of sounds, loops, effects and instruments.
- *Lives entirely in the cloud.
- *Record directly into Soundation.
- *Automation of track volume, panning, reverb.
- *Audio loops from an extensive built-in library.
- *Mix and add effects (reverb/EQ/compression etc.).
- *Previous Collaboration utilizing Google Hangout..new interface coming shortly.

Flipgrid

- *Private asynchronous video communication vehicle.
- *Developed at U of Minnesota.
- *Uses both text and video for interaction.
- *x-number of grids can be developed for class.
 - *Flipgrid (video interaction suggestions):
 - “1. Office hours.
 2. Socratic discussions Flip grid videos 5 grids \$50.
 3. Research presentations.
 4. Advisor check-ins.
 5. Goal setting.
 6. Team collaboration.
 7. Course reviews.
 8. Showcases.
 9. Guest speakers.
 10. Study groups.
 11. Flipped classroom.
 12. Assignment reviews.

Source: How do you use Flipgrid?

https://docs.google.com/presentation/d/1peTXmuqWIPAw7voi29tbd-RXk8y0ngUpLNCcTPrwuY/present?includes_info_params=1&eisi=CLiOxqGviOMCFZEXJAodIlsG4w#slide=id.p13

References and Resources

- *FLAT <https://flat.io/auth/signup?only-email> <https://flat.io/my-library>
- * Kompoz <https://www.kompoz.com/music/home> Dedicated to specifically work online.
- *Soundtrap and Noteflight Collaborative Videos:
 - *[Soundtrap & Noteflight: Better Together!](#)
 - *[Noteflight and Soundtrap Make Music Creation Easy](#)
 - *[Noteflight to Soundtrap Tutorial](#)
 - *[What you can do with Soundtrap and Noteflight together](#)
- *John Mlynczak – President, and TI:ME --_Noteflight Learn Webinar! Super resource to access! <https://www.youtube.com/watch?v=3sz4mbpM5Xg>
- *Here's a couple of videos showing how a user can access the MIDI files developed in Noteflight to work with Soundtrap.
 - <https://www.youtube.com/watch?v=KMJV8VqlQtI>
 - <https://www.youtube.com/watch?v=Kr0VmpE05Qk> downloaded export video.
- * Best Websites for Music Collaboration. <https://www.producerspot.com/best-websites-for-music-production-collaboration>
- *ProTools Free and information on how to use collaboration app.
 - <https://www.avid.com/pro-tools-first> <https://www.avid.com/pro-tools-first/cloud-collaboration>
- * Best Websites for Music Production Collaboration. Information and links to outreach. <https://www.producerspot.com/best-websites-for-music-production-collaboration> 1. Splice, 2. Kompoz, 3. Blend,Vocalizr, 5. ProCollabs, 6. Bandhub, Audiu.
- *Loopmasters, “the sample boutique.” Valuable for access to a multitude of free samples. <https://www.loopmasters.com/genres/57-Vocals/products/1780-Movie-Dialogue-Vol-6>

About Dr. Fred Kersten

Dr. Fred Kersten is currently and has been for ten years an Online Graduate Facilitator for Boston University. He works with graduate music education majors around the world who are completing their masters and doctorate degrees in music education. Currently he is instructor in charge of online music technology courses taught.

Fred holds five degrees in music and music education. He received the B.S. and M Mus degrees from Crane School of Music in Potsdam, New York. His M.S. in Elementary Education and Certificate of Advanced Study in School Administration are from SUNY, New Paltz in New York. The Doctorate (D Ed) in music education/administration was awarded by The Pennsylvania State University. A veteran of public school music teaching in Choral, General and Instrumental areas,

Fred has taught music from Nursery, and Kindergarten through Graduate Levels. His doctoral dissertation focused on Music for the Visually Impaired and was developed from his many years of teaching music to students with exceptionalities. Interest in the recorder as a performing instrument led to study at Indiana University and he authored a book on Teaching Recorder that has been published by NAFME. His performance repertoire includes Bach, Handel, Telemann, and the vast repertoire of classical recorder literature. His current interests are focused on music technology and his study of classical pipe organ, which was his dual major as an undergraduate in addition to clarinet and recorder.

