

# Tech for Music

Meeting freshmen needs with the NASM  
technology standards at  
Loyola University New Orleans

- Laurie Phillips, Associate Dean for Technical Services, Liaison to CMFA
- Teri Gallaway, Library Systems & Web Coordinator
- Elizabeth Kelly, Digital Initiatives Librarian

# Timeline: beginning in 2001

- College of Music annual report for 2000-2001 cites the NASM report under weaknesses:
  - NASM standards regarding technology are currently not being met in all degree programs. The College must develop and implement a music technology competency for all students.
- First course developed to be co-taught by music librarian, Alicia Hansen, and composer, Stephen Dankner, in Fall 2005. Interrupted by Katrina.
- Fall 2006 – first course offered.

# NASM standards

[http://nasm.arts-accredit.org/site/docs/Handbook/NASM\\_HANDBOOK\\_2013-14.pdf](http://nasm.arts-accredit.org/site/docs/Handbook/NASM_HANDBOOK_2013-14.pdf)

The standards are slightly different for each degree program and very vague. You can find something about technology for each of the degree programs:

- Music Performance
- Music Education
- Music Therapy

Because the standards are vague, we have the ability to adjust to whatever we think is appropriate as long as students are getting certain basic skills.



# Samples from the standards

- From the music history standards:

Ability to use effectively the tools of scholarship including keyboard skills, spoken and written language, research techniques, advanced musical analysis, and applicable technologies. Reading skill in foreign languages is essential.

- From the music performance standards:

Ability to use the tools of theoretical work including keyboard skills, spoken and written language, research techniques, and applicable technologies.



# Initial course development 2006

- First iteration of the course involved:
  - Sandy Hinderlie, professor in the Music Industry Studies program, did primarily demonstrations of music technology software.
  - Alicia Hansen, music librarian, offered library instructions.
  - Brad Petitfils, then a library staff member in Online Learning, offered instructions in MS Office.
- A survey of students in Alicia Hansen's last year (2009) indicated:
  - Students no longer needed instruction in MS Office.
  - Students wanted more hands-on with the music technology software.

# What the course is

- Required for all first-year students in Music Performance, Music Therapy, Jazz Studies, and Music Education. Transfer students are not required to take the course, but some have chosen to do so.
- Pass/Fail. No grades. Pass/fail is based on attendance. Students may miss up to 3 sessions in the semester.
- Usually 55-60 students.



# What we do now

- Introductory session with all students on the first Wednesday. Class meets for 50 minutes a week.
- The class is scheduled on the day and time when their theory class does not meet.
- Class divided into 2 groups. Half meet in the Library Instruction classroom. Half meet in the Music Mac Lab (also in the Library).
- All sessions are hands-on or experiential.
- 3 Library faculty members teach in this program. All three have graduate degrees in music. We work with one Music Industry Studies professor – Jeff Albert.
- 12 class periods in the semester. Students may miss 3 and pass.
- Roster and attendance are kept in Google Drive so each instructor can take attendance in a unified place.
- We have been given control of the course by the Dean of the College of Music and Fine Arts.

# Current Curriculum

- **Recording technologies** (2 sessions – Jeff Albert)
- **Working with Images** – Photoshop (2 sessions – Teri Gallaway)
- **Web presence** – WordPress (2 sessions – Teri Gallaway)
- **Notation software** – MuseScore (2 sessions – Elizabeth Kelly)
- **Social media** (1 session – Elizabeth Kelly)
- **Library Instruction** (3 sessions – Laurie Phillips)
  - Intro to the Library and music collections
  - Finding music in the catalog/discovery system
  - Music databases

# Library Instruction

- **First day** – walking around the first floor – talking about what the library offers for music students.
  - Different types of scores
  - Books
  - CDs – call numbers
  - Mini and oversized
- **Second day** – finding music in the catalog/discovery system
  - Students divided by instrument or voice part.
  - Work in groups with reporting back about challenges/successes
- **Third day** – introduction to music databases and the music research guide

# Notation software and Social Media

## ■ Music Notation

- Proprietary versus Open Source software
- In-class assignments
- Pre- and post-class software survey

## ■ Social Media

- NASM standards mention social media as a technology application
- Social media and information literacy
- Importance for music students
- Best and worst practices
- Platforms

# Working with Images/Web Presence

- **Photoshop for Web and Print**
  - Using images from Flickr (Copyright and Creative Commons)
  - Using personal photographs
  - Resolution basics and resizing
  - Layers
  - Filters
  - Blemish corrections
  - Text
- **Wordpress.com**
  - Discussion of using web for professional purposes
  - Account creation
  - Hiding the Blog Feed
  - Developing content areas
  - Including images, video, audio

# Challenges

- Getting students to come to class
- Getting students to take it seriously
- Getting music faculty involved
- Scheduling 3 librarians and one music faculty in two different rooms with various technology needs
- Need for library faculty to learn new software and tools as they become necessary for instruction



# Opportunities

- All 3 librarians who have graduate degrees in music teach in the program so students meet each of us.
- Students ask for us at the desk when they need help.
- We connect with the first-year music students.
- They've all been in the library.
- We can tell music faculty what each student should have as background, then use that as a jumping off point.
- We see first-hand what students need to be learning
- Informs collection development – students feel comfortable asking for what they need. We know the mix of instruments and students.



# Conclusion

- Continuing to revise and update the course.
- Considering a change to not allow students to miss more than one session on any topic.