

Research on Human-centered Design in College Music Education to Improve Student Experience of Artificial Intelligence-based Information Systems

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ABSTRACT

The integration of Artificial Intelligence (AI) technology with music instruction necessitates a delicate balance between technical advancement and the maintenance of humanistic teaching. This study examined how human-centered design concepts were used to optimize the integration of AI while also investigating the effects of AI technology on college-level music instruction in China. It aimed to identify potential, difficulties and make recommendations for ethical AI deployment in this particular environment. Semi-structured interviews with 20 music students and professors from Chinese higher education institutions were conducted using a qualitative study design. To condense significant themes and subthemes from the data, open coding, axial coding, and selective coding were used. The study revealed complex interactions between AI and Chinese music instruction. Themes included "Enhanced Learning with AI", emphasizing AI's role in motivating and personalizing music education; "User-Centric Design", emphasizing the importance of intuitive interfaces and aesthetic appeal; "Collaboration and Peer Learning", demonstrating AI's facilitation of collaborative projects; "Technical Challenges and Ethical Concerns", addressing technical obstacles and ethical concerns; and "Educator Support and Curriculum Alignment", emphasizing the importance of educator support and curriculum alignment. This study adds knowledge about how AI can be successfully incorporated into Chinese music teaching. It informs best practices for the adoption of AI, ensuring that technology enhances the learning experience for students while preserving cultural nuances. The study improves the conversation about innovative pedagogy and responsible technology integration. Implications include the potential for AI to change music education, cultural preservation, and global viewpoints. However, drawbacks such as sample bias and the dynamic nature of AI technology necessitate more study and development of educational techniques that use AI. Personalization and multimodal methods used in college music instruction in the future, to help increase student involvement. The importance of ethical issues, long-term effect analyses, and user-centered design will call for interdisciplinary cooperation. The future of AI-enhanced music education will also be shaped by assuring accessibility, diversity, and active engagement in policy and regulation discussions.

Keywords: Artificial Intelligence, Human-Centered Design, Music Education, Technology Integration.

INTRODUCTION

An exponential increase in capabilities and applications has been a hallmark of the development of AI technology in education. AI-powered information systems outfitted with machine learning algorithms, natural language processing, and data analytics, have progressed beyond their initial origins as aids for automating administrative duties. As dynamic learning partners, they now provide individualized recommendations, produce adaptable content, and facilitate real-time feedback. In the field of music education, AI

systems carry the promise of personalized instruction, collaborative music projects, and a comprehensive understanding of individual learning patterns and progress (Shin, Park, Park, Hwang, & You, 2019). The use of AI in education is part of a larger paradigm shift toward learner-centered approaches. AI helps educators shift away from one-size-fits-all training to adaptive, individualized learning experiences by utilizing the power of huge data and sophisticated algorithms (Kaliakatsos-Papakostas, Floros, & Vrahatis, 2020). Music education, with its emphasis on

creativity, expression, and individuality, stands to profit greatly from AI's ability to adapt to each student's particular requirements and objectives.

In the digital age, where revolutionary technological developments are altering educational techniques, classroom dynamics, and the fundamental nature of musical learning, music education is at a crossroads (Gómez-Galán, Martínez-López, Lázaro-Pérez, & García-Cabrero, 2021). Among these technical advancements, Artificial Intelligence (AI) has emerged as a powerful force with the potential to transform how music is taught, learned, and experienced at the college level. The emphasis is shifting away from just adopting new technologies to making sure that their use adheres to the fundamental principles of human-centered design as AI-driven information systems are increasingly included in music education (Pisoni, Díaz-Rodríguez, Gijlers, & Tonolli, 2021). Among the revolutionary possibilities of AI in education, the concept of human-centered design emerges as a guiding principle for this research. To create systems and technologies that support the cognitive, emotional, and social elements of learning, human-centered design centers on the student experience (Bhutoria, 2022). This strategy for integrating AI in music education aims to make sure that technology complements rather than replaces the human elements of teaching and learning. It places a focus on developing user interfaces with intuitive controls, visually pleasing designs, and moral considerations that protect equity, privacy, and fairness (Wu, Wu, & Li, 2019).

China has shown a significant interest in utilizing the potential of Artificial Intelligence (AI) to revolutionize its education system, particularly music education, in recent years. The use of AI in music education in the Chinese setting has been the subject of several notable research and projects, shedding light on both the advantages and disadvantages of this technological integration. Zhou (2020) provides a complete review of AI's impact on education across China. This study explores the effects of AI on student learning experiences across a range of educational areas, including music education. It delves into how AI is used in Chinese classrooms and investigates how much AI personalizes music education experiences for students. In particular, Wei, Karuppiah, and Prathik (2022) concentrate on how AI might be used in Chinese music instruction. The study looks into artificial intelligence-powered platforms and tools used in music schools, such as virtual music teachers and individualized learning systems. It aims to comprehend how these technologies are viewed by music instructors and students, as well as how they affect the results of music education.

Despite increased interest and investment in AI integration in education, including music education, in China, there is a significant research gap. The specific use of human-centered design principles when integrating AI into the context of college-level music teaching is where this gap is centered. While the value of human-centered design is widely acknowledged, the specific tactics and practices used to ensure the smooth integration of AI with pedagogical aims remain relatively unexplored, particularly in the Chinese higher education music landscape (Dias Pereira dos Santos,

Loke, Yacef, & Martinez-Maldonado, 2022). When the distinctiveness of Chinese music education, which is firmly based on creative traditions and cultural history, is taken into account, the research gap becomes more obvious. Unaddressed is the need to understand how AI technologies are being developed and built to resonate with these cultural and educational differences (Hu & Wang, 2021). By filling in this knowledge gap, this study seeks to offer a thorough comprehension of the complex interactions between AI technology and music education in China. It intends to shed light on how human-centered design concepts are being applied, providing insights into best practices for AI integration in music education.

Research Questions (RQs)	Research Objectives (ROs)
RQ1: How do college music students and instructors perceive the integration of AI-based information systems in music education?	RO1: To explore the perceptions and attitudes of college music students and instructors regarding the integration of AI-based information systems in music education.
RQ2: What are the key challenges and opportunities associated with implementing AI in college-level music education?	RO2: To identify the specific challenges and opportunities that arise when implementing AI technologies in college-level music education.
RQ3: What human-centered design principles can be applied to enhance the student experience with AI-based information systems in music education?	RO3: To apply human-centered design principles to develop recommendations for enhancing the usability and effectiveness of AI-based information systems in music education.
RQ4: How do students and instructors envision AI-based systems improving teaching and learning experiences in college music education?	RO4: To envision potential scenarios and use cases where AI can contribute to more engaging and efficient teaching and learning experiences in college music education.

The convergence of AI and Chinese college-level music instruction is examined in this study, with a special emphasis on human-centered design concepts. To begin, it addresses the critical need to maximize the integration of AI in music education while keeping the key humanistic elements that identify music as an art form. For students to continue to benefit from the richness of music education in the digital age distinguished by technological breakthroughs, a perfect balance between AI-driven innovation and pedagogical tradition is essential. The findings of this study hope to provide educators, institutions, and policymakers with significant insights towards establishing this equilibrium, thereby improving the quality of music education for students in China. Second, because it explores how AI technology might be adapted to conserve and advance traditional Chinese music forms, this research is important

from a cultural perspective. China's cultural legacy, which is strongly ingrained in its music, is an important component of its identity. It is crucial to comprehend how AI can be used to both modernize music instruction and safeguard these cultural quirks. This work contributes to the preservation of China's artistic traditions and cultural legacy by shining a light on culturally sensitive AI integration.

LITERATURE REVIEW

Theoretical Frameworks of Human-Centered Design

The term "human-centered design" (HCD) refers to a broad theoretical framework for creating experiences, processes, and products that prioritize the wants and needs of people. The fundamental idea behind it is empathy, which emphasizes the value of deeply comprehending users. To obtain a thorough understanding of users' viewpoints, feelings, and motivations, designers who use HCD do activities including interviews, questionnaires, and observations. All following design choices are built on this empathic foundation, guaranteeing that they resonate with consumers' actual experiences (Elmosnino, 2021). The user-centered perspective is a basic feature of HCD. It recognizes that users are the most knowledgeable about their own experiences and that they should actively engage in the design process. This participation not only empowers users, but also results in designs that are closely aligned with their aims, values, and preferences (Ergano et al., 2020). HCD encourages collaboration among diverse teams made up of designers, engineers, psychologists, and domain specialists. This collaborative approach draws on a variety of viewpoints and experiences, which typically results in more inventive and user-centric solutions (Wang et al., 2023). As iterative by nature, HCD encourages a cycle design process. Designers build prototypes, test them with users, get their input, and then make adjustments to the design in light of what they learned. Because of its iterative nature, the design may be continuously enhanced, modified, and optimized to meet users' changing demands and expectations.

HCD emphasizes problem formulation before suggesting solutions. Designers conduct in-depth research into the problem space, outlining the breadth and underlying challenges. This rigorous problem-framing is critical because it ensures that the ensuing remedies address the underlying issues rather than just the symptoms (Grenha Teixeira, Pinho, & Patrício, 2019). User personas are yet another essential HCD idea. User personas, which are fictional but accurate profiles of the target audience, are created in-depth by designers. These personas include demographic details, objectives, problems, and behaviors. They act as a reference point for designers, allowing them to have a user-focused perspective and make wise design choices (Fondo & Gómez-Rey, 2021). HCD relies heavily on prototyping and testing. To swiftly test and iterate on their ideas, designers develop low-fidelity prototypes, which are rough drafts of the design. Real-world testing reveals usability flaws, identifies pain areas, and verifies design decisions, directing improvements and additions (Monlezun, 2023). Fundamental factors in HCD include usability and accessibility. In addition to being

useful, designs must also be user-friendly and open to a variety of people. This entails paying close attention to user interfaces, and navigation, and making sure design is inclusive, especially for people with a variety of needs and abilities.

Student Experiences in Technology-Enhanced Learning

TEL (technology-enhanced learning) has ushered in a new era in education, transforming the landscape of student experiences. Student engagement is emphasized in this paradigm as it changes. TEL incorporates interactive components such as virtual simulations, multimedia information, and online discussion forums into learning settings to create dynamic and immersive learning environments. The flexibility and convenience provided by TEL, which caters to a variety of learner profiles including working professionals and those with busy schedules, complements this increased engagement (Fan & Zhong, 2022). Despite the benefits, students may face problems in online classes, ranging from technical concerns to feelings of isolation, emphasizing the need for supportive solutions. Another distinguishing feature of TEL is personalization, as content is tailored to suit each student's needs in adaptive learning settings (Makini, Oguntola, & Roy, 2020). Collaborative learning promotes critical thinking and community building through virtual teaming and online debates. In the meanwhile, data analytics offer perceptions of student behavior, guiding instructional design (Deb & Fuad, 2021). However, digital literacy is still an important factor since children must learn how to navigate the digital realm successfully.

Studies on Student Perceptions and Experiences with Technology

Research into student perceptions and experiences with technology in education has yielded valuable insights into the multifaceted relationship between students and technology. These studies have unearthed a range of important themes and findings. Firstly, they've shed light on the digital divide, emphasizing the impact of unequal access to technology and internet connectivity on students' educational experiences (Chen, Wen, & Jin, 2023). Secondly, research has revealed that students exhibit diverse learning styles and preferences concerning technology use, highlighting the need for adaptable approaches. Attitudes towards technology vary, with some students embracing it as a powerful learning tool, while others may harbor reservations or anxiety (Panigrahi, Srivastava, & Sharma, 2018). Notably, investigations have explored the correlation between technology use and learning outcomes, underlining the potential for technology to positively influence achievement and engagement when effectively integrated into pedagogy (Singh, Singh, & Nermend, 2022). Furthermore, the concept of digital natives versus digital immigrants has been examined, acknowledging how generational differences influence students' comfort and proficiency with technology. Challenges in technology use have been identified, prompting discussions on the support mechanisms students require, including technical assistance and digital literacy training (Zhang, Yu, & Goh, 2022). Privacy and ethical concerns have emerged as technology

collects increasing amounts of data, with students' perceptions of data privacy and ethics under scrutiny (Adams, Pente, Lemermeyer, & Rockwell, 2023). The rise of hybrid and blended learning models has introduced new dynamics, and research investigates how students navigate the combination of in-person and online learning experiences.

AI Applications and Their Impact on Music Education

Applications of AI are significantly influencing the field of music education, sparking a surge of innovation and change. These programs are changing how music students study, practice, and interact with their profession by providing a wide range of features and advantages that have a significant positive effect on both students and teachers. The ability of AI in music education to create tailored learning experiences is one of its most appealing features. Individual students' talents, practice habits, and learning preferences can be analyzed using AI-powered systems (Dias Pereira dos Santos et al., 2022). Using this information, they personalize lesson plans, practice exercises, and repertoire suggestions to each student's specific needs and skill level. This level of personalization improves music instruction efficiency by ensuring that students receive focused support and advice (Wei et al., 2022). Automation of music composition is another area where AI is crucial. Algorithms can produce novel musical arrangements, harmonies, and compositions (Civit, Civit-Masot, Cuadrado, & Escalona, 2022). AI systems for teaching music theory provide immediate feedback on student compositions, enabling students to explore different musical ideas precisely and imaginatively. Feedback is essential for effective music teaching, and AI is making it more accessible and efficient. AI systems can assess students' musical performances and provide precise feedback on pitch accuracy, rhythm, dynamics, and other important factors (Tubadji, Huang, & Webber, 2021). This immediate feedback not only speeds up the learning process but also pushes pupils to practice more effectively. Another amazing AI used in music education is virtual music teachers. These online teachers are getting more and more complex, capable of leading students through classes, showing them how to do things, and giving them individualized practice routines. They are readily

available around the clock, offering constant assistance to pupils as needed (Dai & Ke, 2022). AI-powered recommendation systems are changing the way students find music. Based on individual skill levels and musical interests, these systems recommend pieces, exercises, and educational materials. This not only broadens students' musical range but also keeps them motivated in their musical practice and discovery.

METHODOLOGY

To improve student experiences with AI-based systems in college music instruction, a qualitative research approach was chosen for this project to explore the complex dynamics of human-centered design (HCD). The need to delve deeply into the subjective perspectives, experiences, and subtle interactions of students and instructors within this context drove this choice. The flexibility and breadth needed to examine the complex effects of HCD on the student experience were supplied via qualitative research. A purposive sample strategy was used to select 20 participants, including both students and educators involved in college music education, to guarantee a broad understanding of the subject topic. These participants were selected based on predetermined criteria: students had varying levels of experience with AI-based systems, varied musical backgrounds, and a willingness to share their opinions; educators had experience teaching music at the college or university level, were integrating AI-based systems into their teaching methods, represented a variety of teaching philosophies, and were available and willing to take part in semi-structured interviews. The primary data-gathering strategy for this study was semi-structured interviews. The examination of a wide range of subjects concerning HCD and AI-based systems in college music education was made possible by this method, which allowed participants to engage in open and conversational dialogues. The interview process was painstakingly crafted to include crucial subjects such as AI's role in music education, the impact of HCD principles, ethical considerations, and overall student and educator experiences (Table 1).

Table 1. Demographic Profile of Respondents

Participant	Age	Gender	Academic Level	Musical Background
1	22	Male	Undergraduate	Classical Piano
2	25	Female	Graduate	Jazz Saxophone
3	20	Male	Undergraduate	Pop Guitar
4	30	Female	Graduate	Classical Violin
5	21	Male	Undergraduate	Rock Drumset
6	28	Female	Graduate	Jazz Trumpet
7	23	Male	Undergraduate	Classical Flute
8	26	Female	Graduate	Pop Vocal
9	19	Male	Undergraduate	Jazz Bass Guitar
10	32	Female	Graduate	Classical Cello

Participant	Age	Gender	Academic Level	Musical Background
11	24	Male	Undergraduate	Rock Electric Guitar
12	29	Female	Graduate	Jazz Drums
13	22	Male	Undergraduate	Classical Guitar
14	27	Female	Graduate	Pop Keyboard
15	20	Male	Undergraduate	Rock Vocal
16	31	Female	Graduate	Jazz Piano
17	21	Male	Undergraduate	Classical Violin
18	28	Female	Graduate	Pop Guitar
19	22	Male	Undergraduate	Jazz Saxophone
20	25	Female	Graduate	Classical Flute

The three unique processes of open coding, axial coding, and selective coding were used in the data processing method for this qualitative study.

Open Coding

The first phase of data analysis began with Open Coding. During this step, the qualitative data gathered through semi-structured interviews with 20 individuals was thoroughly examined. To fully understand the substance and context of the data, the research team began by thoroughly familiarizing themselves with the interview transcripts.

Following that, the transcripts were broken down into smaller, more comprehensible portions or "chunks" that represented discrete pieces of information related to the research objectives. Following that, descriptive codes were given to each of these pieces to best capture the content. Importantly, this coding was open-ended, allowing for the gradual emergence of new themes and notions. Patterns, commonalities, and variations were carefully detected through constant comparison throughout the data, and new codes were established as needed to account for these emergent themes (Table 2).

Table 2. Open Coding and Its Descriptions

Code	Description
Student Engagement (SE)	- Active participation
	- Motivation
Educational Impact (EI)	- Interaction with AI tools
	- Improved learning outcomes
	- Personalized learning experiences
User Interface (UI) Design	- Intuitiveness
	- Ease of navigation
	- Aesthetics
Collaborative Learning (CL)	- Group projects
	- Online collaboration
	- Peer interaction
Technical Challenges (TC)	- Connectivity issues
	- Software glitches
	- Hardware limitations
Data Privacy and Ethics (DPE)	- Data security
	- Algorithmic bias
	- Ethical considerations
Educator Support (ES)	- Training
	- Integration of AI tools
	- Educator feedback
Personalization (P)	- Tailored content
	- Adaptive learning
	- Individual progress tracking

Axial Coding

After completing Open Coding, the analysis moved on to

Axial Coding. The first step in organizing the coded material into a logical framework was to rigorously classify the codes

produced during Open Coding into overarching themes and sub-themes. The study team then investigated the interconnections between these categories and subcategories, attempting to identify linkages and patterns in the coded data. By enabling a deeper comprehension of the phenomena under study, this method enhanced the analysis.

Furthermore, during Axial Coding, data from numerous interviews and sources were combined to uncover overarching themes and concepts that transcended individual individuals. A more thorough understanding of the research findings was made possible by this holistic approach (Table 3).

Table 3. Codes Identified During Axial Coding

Core Category	Subcategory	Codes	Description
Student Engagement (SE)	Motivation	Increased practice, enthusiasm.	AI systems motivated students to practice actively.
	Interaction with AI Tools	Active participation, user feedback.	User interaction with AI tools influenced learning.
Educational Impact (EI)	Improved Learning Outcomes	Skill development, knowledge.	AI improved skill development and knowledge.
	Personalized Learning Experiences	Customized lessons, adaptive.	Personalized learning tailored to individual needs.
User Interface (UI) Design	Intuitiveness	User-friendly, ease of use.	Intuitive UI enhanced ease of use.
	Aesthetics	Visual appeal, engaging design.	Aesthetically pleasing UI improved engagement.
Collaborative Learning (CL)	Group Projects	Collaborative music projects.	AI facilitated group music projects.
	Online Collaboration	Virtual ensemble, remote collaboration.	Online collaboration with AI.
Technical Challenges (TC)	Connectivity Issues	Network problems, compatibility	Technical challenges included connectivity issues.
	Software Glitches	System errors, software bugs.	Glitches and errors in AI software.
Data Privacy and Ethics (DPE)	Data Security	Privacy measures, data protection.	Privacy and data protection in AI systems.
	Ethical Considerations	Algorithm fairness, bias awareness.	Ethical considerations and bias awareness.
Educator Support (ES)	Training	Educator training, development.	Training for educators to integrate AI.
	Integration of AI Tools	Curriculum alignment, design.	Integration and instructional design with AI.
Personalization (P)	Tailored Content	Customized lessons, recommendations.	Customization of content and recommendations.
	Adaptive Learning	Progress tracking, dynamic feedback.	Adaptive learning and dynamic feedback.

Selective Coding

The third stage of data analysis, Selective Coding, entailed refining and synthesis of emergent themes as well as the selection of key categories that best represented the research findings. The most crucial findings of the study were determined to be the core categories, which captured the substance of the data. These fundamental categories served as the foundation for the study's key findings. The

research team also tried to create a theoretical framework that clarified the connections between these fundamental categories, providing a methodical comprehension of how HCD affected students' interactions with AI-based systems in the context of college music instruction. Additionally, member checking was used to validate the research findings. People were asked to review and provide feedback on the research findings to ensure their accuracy and trustworthiness (Table 4).

Table 4. Selective Codes for Data Analysis

Core Theme	Subtheme	Codes	Description
Enhanced Learning with AI in Music Ed	Motivation and Engagement	Increased practice, enthusiasm, and active participation.	AI boosts motivation and engagement in learning.
	Personalization and Tailoring	Customized lessons, adaptive learning, individual progress tracking.	Personalized learning tailored to students.
User-Centric Design for Improved UI/UX	Intuitive User Interfaces	User-friendly, ease of use.	Intuitive UI enhances user experience.
	Aesthetic Appeal	Visual appeal, engaging design.	Aesthetics improve user satisfaction.

Core Theme	Subtheme	Codes	Description
Collaboration and Peer Learning with AI	Collaborative Music Projects	Group projects, teamwork.	AI fosters collaboration and teamwork.
	Online Collaboration and Ensemble	Virtual ensemble, remote collaboration.	Online collaboration with AI enriches learning.
Addressing Technical Challenges and Ethical Concerns	Technical Challenges and Solutions	Network problems, software glitches, privacy measures.	Tackling technical issues and privacy.
	Ethical Considerations and Awareness	Algorithm fairness, ethical implications.	Addressing ethical implications of AI.
Educator Support and Integration of AI	Educator Training and Development	Educator training, professional development.	Educators receive training for AI integration.
	Curriculum Alignment and Instructional Design	Curriculum alignment, instructional design.	Aligning curriculum and designing effective instruction.

Below is the layout of the methodology of this research (Figure 1).

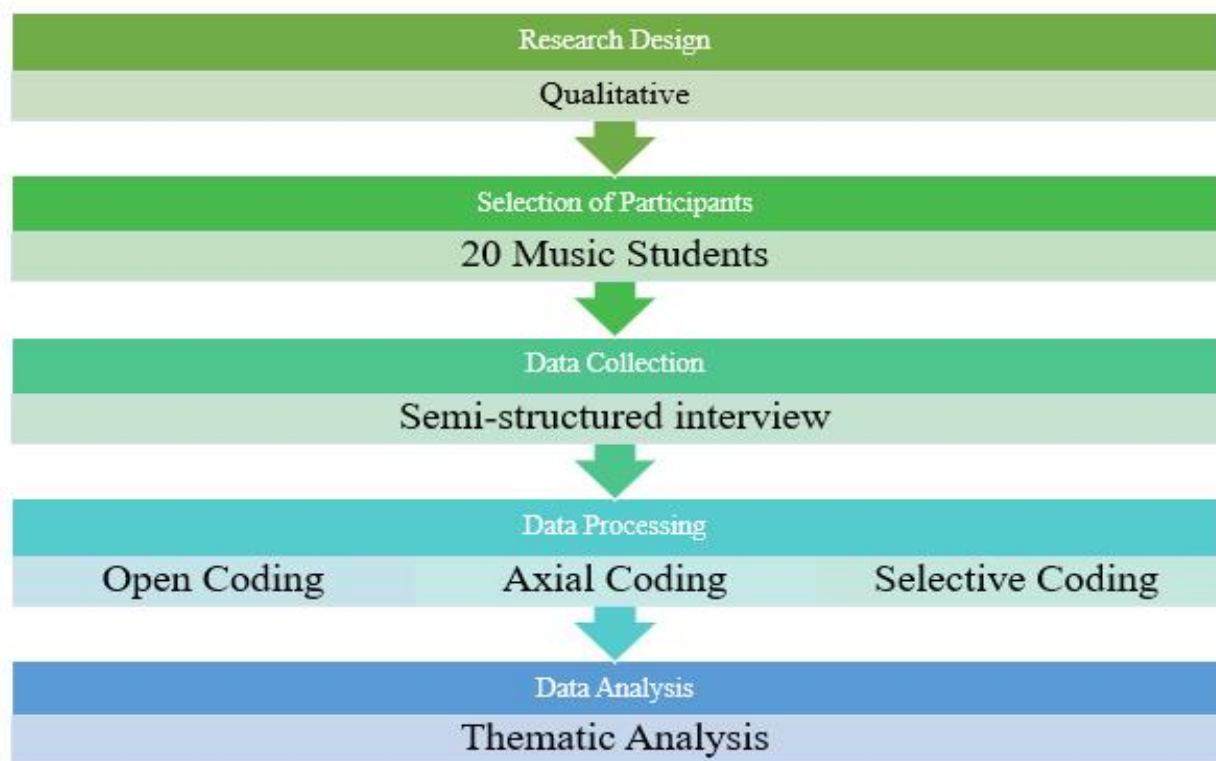


Figure 1. Layout of Research Methodology

Ethical Consideration

In this study, ethical questions were of the utmost significance. All participants provided informed consent, ensuring their willing and informed involvement. To safeguard participant names and personal data, strict confidentiality and anonymity safeguards were put in place. Data security standards were followed to protect study data, and participants were given the option to debrief after their participation.

FINDINGS

Theme 1: Enhanced Learning with AI in Music Education

Subtheme 1.1: Motivation and Engagement

Increased student enthusiasm and engagement is one of the fascinating ways AI is changing music education. The study's participants frequently claimed that AI systems act as powerful motivators that force them to constantly enhance their musical abilities. In music, where ongoing practice is necessary to advance, this increased practice is vital for skill development. AI achieves this by providing students with the tools and incentives they require to practice frequently and toward a specific goal. The addition of AI to music education also provides interactive and gamified features that enhance learning enjoyment and engagement. Students have a greater drive to learn and explore cutting-edge musical concepts and techniques, which rekindles their enthusiasm for learning. AI also promotes participation by offering in-the-moment feedback, obstacles, and interactive

aspects. As a result, students become more involved in their education, work hard to improve constantly, and take genuine pleasure in learning. AI-based solutions' interactive features enable greater participation in music education, which leads to more effective and enjoyable learning experiences.

Subtheme 1.2: Personalization and Tailoring

A new level of customization and personalization provided by AI technology is transforming music education. The capacity of AI to modify classes and adjust information to individual students' needs, preferences, and skill levels was underlined as having a transformative influence by participants. Through these customized courses, teachers may make sure that students are exposed to material that is both pertinent to their goals and needs at the moment and appropriate for those needs. This great level of flexibility enhances the learning experience, allowing students to advance at their own speed. To accommodate the various learning styles and talents available among music students, AI's adaptability is especially valuable. Furthermore, AI excels at tracking and measuring each student's specific progress. AI systems give pupils insights into their areas of strength and need for development through data analysis and feedback mechanisms. This kind of personalized feedback allows students to take responsibility for their learning journey by setting clear goals and constantly enhancing their musical abilities.

Theme 2: User-Centric Design for Improved UI/UX

Subtheme 2.1: Intuitive User Interfaces

The emphasis on user-friendly and intuitive user interfaces in AI-based systems for music education is one of their most notable characteristics. Participants frequently stated that these interfaces were intentionally intended to be user-friendly, with simplicity of use as a top priority. User-friendliness is crucial in an educational setting, where the emphasis should be on learning rather than juggling technology. These interfaces streamline interactions, reducing the learning curve and allowing users to navigate the system with ease, regardless of technological proficiency. Participants valued the easy-to-use navigation provided by these interfaces, which made it possible for them to quickly access the required features and functionalities.

Subtheme 2.2: Aesthetic Appeal

Aesthetics, in addition to functionality, play an important part in designing the user experience in AI-based systems. The art of designing user interfaces that captivate and interest people is included in the concept of aesthetic appeal, which extends beyond simple visual aesthetics. Participants commented that these interfaces were visually pleasing, having been carefully developed to be engaging and visually harmonious. The aesthetic aspects were not only pleasing to the eye, but they were also specifically designed to improve learning. An immersive learning environment was enhanced by engaging design elements such as interactive visuals, animations, and innovative use of multimedia. Users were more engaged and captured by these aesthetics, which improved the learning experience. The aesthetic appeal subtheme emphasizes that AI designers are addressing not

only functionality but also the tremendous impact of aesthetics on user happiness and engagement.

Theme 3: Collaboration and Peer Learning with AI

Subtheme 3.1: Collaborative Music Projects

The facilitation of collaborative music projects is one of the significant ways AI is influencing music education. AI-based solutions give students the tools and platforms they need to participate in group projects centered on making music together. These initiatives promote group collaboration among students, utilizing AI's ability to improve their joint musical endeavors. Students learn the art of teamwork as well as individual musical skills through collaborative music projects. Participants in the study stressed this point repeatedly, arguing that AI encourages productive teamwork by encouraging students to exchange ideas, coordinate their efforts, and cooperate to achieve common musical objectives. Such projects require students to combine their abilities, knowledge, and imagination, establishing a sense of collaborative responsibility and shared achievement. In essence, AI-powered collaborative music projects act as a beneficial learning environment for teamwork and cooperation, traits that are important in both music and a variety of other spheres of life.

Subtheme 3.2: Online Collaboration and Ensemble

The impact of AI extends beyond the classroom, breaking down geographical borders to allow for online collaboration and ensemble experiences. AI-led virtual ensemble performances assemble performers from several locations into a cohesive musical ensemble. AI improves synchronization and cohesion, allowing musicians to perform flawlessly together despite physical distances. Moreover, AI-powered online cooperation encompasses a variety of aspects of music education, from composition to practice sessions. Participants emphasized that AI not only enriches the learning environment but also creates new opportunities for musical connections. The possibilities are increased by this technology, whether it is students working together remotely on a musical composition or participating in virtual practice sessions with AI guidance. This subtheme emphasizes how artificial intelligence helps students transcend geographical boundaries, developing worldwide musical connections and extending their horizons.

Theme 4: Addressing Technical Challenges and Ethical Concerns

Subtheme 4.1: Technical Challenges and Solutions

Participants' experiences with AI-based solutions in music instruction have been significantly impacted by technical difficulties. Network concerns, mainly linked to poor or unpredictable internet connections, were commonly highlighted as issues that could impair the smooth operation of AI systems. These interruptions were observed to hurt learning as a whole, causing frustration and interruptions. Furthermore, software malfunctions or defects in AI applications have been documented, producing unexpected disruptions in the learning process. Participants expressed different degrees of anxiety about the security of their data in AI systems, and privacy issues also loomed big. The subtheme of technological difficulties and solutions

emphasizes that, while AI holds enormous promise for music education, users face technical challenges that might negatively affect the quality of their learning experiences. The network infrastructure must be improved, new software must be implemented, and strict privacy protections must be in place to address these issues. These solutions are critical in ensuring that technology is used as an effective educational tool rather than a cause of dissatisfaction and concern.

Subtheme 4.2: Ethical Considerations and Awareness

Ethical concerns have risen to the fore in conversations about AI in music teaching. Participants raised concerns about the potential biases present in AI algorithms, leading to algorithm fairness emerging as a major ethical issue. Fairness is especially important in educational environments, where justice and equality are prioritized. Participants were acutely aware of the broader ethical implications of AI, such as responsible data handling, the ethical implications of AI potentially replacing instructors, and educational institutions' ethical responsibilities when incorporating AI into their programs. The focus of the subtheme on ethical issues and awareness is on the importance of having a strong ethical framework to direct the incorporation of AI in music education. Participants highlighted the significance of openness, accountability, and responsible procedures in ensuring that AI systems improve educational outcomes without jeopardizing ethics or justice.

Theme 5: Educator Support and Integration of AI

Subtheme 5.1: Educator Training and Development

A key component of integrating AI in music education is the development and training of educators. Participants emphasized the importance of structured training programs designed to provide educators with the necessary skills and knowledge for effective AI utilization. These courses covered both the pedagogical techniques required to effectively use AI in education as well as the technical facets of AI systems. Educators found training that enabled them to understand AI tools, analyze AI-generated data, and use AI-driven insights to customize their teaching approaches to be extremely valuable. Such training initiatives help educators get more comfortable utilizing AI while also improving their capacity to adjust to the changing nature of the educational environment. Participants also emphasized the importance of ongoing professional development to keep educators up to date on the latest AI breakthroughs and best practices. By harnessing the potential of AI in music education, effective professional development makes sure that teachers remain knowledgeable and creative in their methods of instruction, thereby helping students.

Subtheme 5.2: Curriculum Alignment and Instructional Design

The subtheme of curriculum alignment and instructional design emphasized the significance of integrating AI strategically into music education. The necessity of smoothly integrating AI tools and technology into the curriculum was emphasized by the participants. To achieve effective integration, concerted efforts must be made to include AI-driven materials, activities, and evaluations into the existing curriculum. By doing this, AI complements and enhances

educational goals rather than existing as a distinct entity, becoming a crucial component of the learning process. Participants also stressed the importance of teaching practices that use AI capabilities. Real-time feedback from AI on student performance empowers teachers to adopt data-driven teaching strategies and give individualized support and interventions depending on each student's requirements. This adaptive method promotes student engagement and success by providing a more personalized and effective learning experience.

Theme 6: Overall Impact of AI on Music Education

A variety of opinions were shared by participants on AI's overall influence on music education. Some emphasized AI's revolutionary potential, emphasizing its ability to improve learning experiences, stimulate creativity, and present students with new options for musical exploration and growth. One significant benefit of AI was its capacity to personalize learning, provide real-time feedback, and promote collaborative projects. AI, according to these participants, is changing the bounds of what is possible in music instruction, making it more accessible, interesting, and effective. Others, on the other hand, took a cautious approach to AI's potential effects, focusing on the necessity of responsible use and ethical considerations. Concerns have been made regarding AI potentially replacing human educators, raising concerns about the loss of human interaction and mentorship in music instruction. Some participants also emphasized the significance of maintaining the creative and human components of music education while balancing technical innovation.

DISCUSSION

The findings of the study strongly suggest that artificial intelligence has a significant impact on student experiences and learning outcomes in music instruction. By allowing for individualized instruction and feedback, AI technologies improve student motivation and engagement. Students' practice and enthusiasm increase as a result. Because AI-based solutions are flexible, learners with different backgrounds and skill levels can gain from a personalized learning experience. Furthermore, the collaboration options made possible by AI, such as collaborative music projects and virtual ensemble experiences, equip students with crucial teamwork and communication skills. Beyond individual education, AI also fosters a sense of community and shared musical experiences. As a result, students not only become better musicians but also learn how to work successfully in groups, which is an important skill for both music and life beyond college. The study emphasizes how important user-centric design concepts and aesthetics are in determining how AI-based technologies in music instruction are used by users. To ensure that technology works as a tool rather than a hindrance, intuitive user interfaces are essential. AI interfaces help students and educators to use technology with ease by prioritizing user-friendliness and simplicity, allowing them to concentrate on learning music rather than navigating difficult interfaces. Furthermore, the aesthetic attractiveness of AI interfaces is not only a secondary issue.

Designs that are aesthetically beautiful increase customer pleasure and engagement. They provide an immersive learning environment that encourages enjoyment and active engagement. This factor is especially important in music instruction, as student interest and immersion are directly related to how well lessons are received.

The report notes that technological hurdles in AI integration exist. Problems with the network and software can stymie the learning process. These difficulties highlight the importance of strong technical support and infrastructure to guarantee that AI-based systems run smoothly. It is widely acknowledged that ethical issues come first, especially in terms of algorithm fairness and broader ethical consequences. Algorithm fairness ensures that AI does not introduce biases or favor specific groups of users inadvertently, hence respecting the values of equity and inclusivity. Furthermore, it is important to give considerable thought to the ethical implications of AI, such as responsible data processing and the possibility that it could replace human educators. To ensure that AI improves music education without jeopardizing values and ethics, ethical awareness and responsible AI practices are essential. The study emphasizes how crucial teacher assistance and curricular alignment are to successful AI incorporation. Educator training programs provide teachers with the skills and information they need to properly harness the potential of AI. Education professionals are kept up to date with the latest AI technologies and best practices through ongoing professional development. Curriculum alignment is incorporating AI-driven resources, activities, and assessments into existing curricula on purpose. Strategically implementing this alignment guarantees that AI becomes a crucial component of the educational ecosystem, improving learning outcomes and experiences. Furthermore, novel pedagogical tactics that take advantage of AI's real-time feedback capabilities allow educators to deliver individualized help to students, thereby enhancing their learning experiences.

CONCLUSION

The impact, difficulties, and prospects of AI integration in college-level music teaching have been examined in this study. The findings demonstrate a dynamic and changing ecosystem in which AI technologies shape student experiences, educational approaches, and the entire landscape of music education. The study highlights how much AI has improved student engagement and academic results. The ability of artificial intelligence to tailor courses, provide real-time feedback, and support collaborative music projects has the potential to spark student motivation, improve practice, and build excitement for music. These results are consistent with the overarching objective of improving the learning environment for budding musicians. User-centric design ideas and aesthetics emerge as critical concerns in AI integration. The adoption of intuitive user interfaces and aesthetically pleasing designs increases user pleasure and engagement, ensuring that technology supports music education rather than hinders it. However, the study

acknowledges the prevalence of technological problems, such as network outages and software errors, which necessitate attention and investment in effective technical assistance. Ethics-related factors, such as algorithm fairness and data privacy, highlight the significance of ethical AI use and the necessity of unambiguous ethical standards. Educator assistance through training programs and ongoing professional development has been identified as a critical component of successful AI integration. The integration of AI into the curriculum, enabled by creative approaches to instructional design, ensures that learning outcomes and experiences are improved. The various opinions on AI's overall impact on music education highlight the importance of open communication and collaboration among stakeholders, including educators, students, and AI developers, to intelligently design the future of music education.

IMPLICATIONS

Several significant consequences for the educational environment are presented by the study on the integration of AI in college-level music education. The ability of AI to improve student engagement and learning results in music instruction is a key finding. This implies that educational institutions and music educators should think about implementing AI-based solutions that fit their curricula. AI has the potential to increase motivation, practice, and passion among music students by personalizing lessons, delivering real-time feedback, and providing personalized learning experiences. This emphasizes how critical it is to research and fund the development of AI technologies to provide budding musicians with a more stimulating and productive learning environment. Furthermore, AI's function in allowing collaborative music projects and virtual ensemble experiences has the potential to foster important cooperation and communication skills in students. Institutions of higher learning should think about incorporating AI-driven collaborative opportunities into their music curricula. This strategy better prepares students not only as great musicians but also as successful team members, which is highly valued in a variety of professional routes and broader life contexts. The study stresses how crucial user-centric design and aesthetics are to the effective implementation of AI in music instruction. To promote intuitive user interfaces and visually appealing designs, institutions should work closely with AI developers. These components make a considerable improvement to user engagement and pleasure.

The consequences call for educators, designers, and AI developers to work together to produce AI solutions that are truly user-friendly and capable of boosting the learning experience. For seamless AI integration, it is important to address technical issues including network issues and software bugs. To effectively offset these issues, educational institutions must invest in substantial technical assistance and infrastructure. Efforts to integrate AI must also prioritize ethical issues, particularly those about algorithm fairness and data privacy. Institutions should develop explicit ethical

norms and policies for the proper use of artificial intelligence in education. A crucial implication is the support of educators through training programs and ongoing professional development. Institutions must engage in training efforts that provide educators with the necessary skills and knowledge to properly use AI in their teaching practices. Institutions should provide forums and opportunities for meaningful discussions about the role of AI in music education, its impact, and the ethical implications of its use. These joint efforts have the potential to be essential in determining how music education will develop in the future, ensuring that AI is used to its fullest potential while upholding the fundamental principles and traditions of the discipline.

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