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Integrating Artificial Intelligence (AI) into Music Lessons: Benefits and Challenges from Music Teachers' Perspective

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Abstract

Artificial intelligence (AI) tools have become an integral part of daily life, so music teachers are well advised to integrate them into their music lessons rather than avoiding them. This study aims to identify music teachers' perspectives on which AI tools they integrate into music lessons, as well as the benefits and challenges of implementing them. The study adopted a qualitative research design and involved 93 (n = 93) respondents. A structured questionnaire with open-ended questions was used to collect data. The data were analysed using inductive thematic analysis methods. The results showed that music teachers use a variety of AI tools, but prefer generative AI tools. Music teachers see more benefits than challenges in using AI tools in music lessons. The benefits of using AI tools in music lessons are mainly related to saving time, making lessons more engaging, generating assessment criteria, creating worksheets and adapting tasks to each student. Conversely, the challenges posed by AI tools in music lessons are related to misinformation, a lack of creativity among students and teachers, insufficient practical music-making, and illiteracy with AI among music teachers. The findings suggest that music teachers understand the benefits and challenges of using AI tools in music lessons and attempt to employ them. However, concerns have been raised regarding insufficient knowledge of AI tools and the potential consequences of an overreliance on AI tools in music education, which may reduce active music-making, which has so far been a key component of music lessons.

Keywords: Artificial Intelligence (AI) Tools; Basic Education; Benefits; Challenges; Music