NAfME AI Resources: Publications and Presentations

Updated October 26, 2026

- NAfME Guiding Principles Publication (July 2025)
- *Teaching Music* magazine
- 2026 NAfME Music Research and Teacher Education Conference
- SRME Research into Practice Series
- NAfME Journal Articles
- NAfME Blogs

NAfME Guiding Principles Publication (July 2025)

- NAfME Publication: ***Guiding Principles, Frameworks, and Applications for AI in Music Education*** (published July 29, 2025)

Teaching Music Magazine

- https://nafme.org/publications-resources/teaching-music/issue-archive/

- October 2026, Volume 34, Number 2
  - **Non-Musical Tools, Musical Gains: AI for Music Educators**, Vincent S. Du Beau
  - **When AI Threatens a Musician's Creative Identity,** Gleb Tsipursky
- June 2026, Volume 34, Number 1
  - **Leveraging AI for Sustainable Teaching**, Billy Brandt
- January 2026, Volume 33, Number 3
  - **AI: Where Do I Even Start?**, Gene Butler
- August 2025, Volume 33, Number 1
  - **Introducing NAfME's Guiding Principles, Frameworks, and Applications for AI in Music Education**
- October 2024, Volume 32, Number 2
  - **AI as a Curriculum Assistant**, Michael Raiber
- April 2024, Volume 31, Number 1
  - **Challenges and Opportunities in the Age of Generative AI**, John Donaldson

2026 Biennial NAfME Music Research and Teacher Education Conference

Presentation and poster sessions at the 2026 Biennial Conference, held September 30–October 3, 2026, in Long Beach, California.

- https://nafme.org/professional-learning-events/biennial-conference-recap/

- **Preparing Future Music Educators in the Age of AI: Reflections on Year One of the NAfME AI Guiding Principles (Special Topics in Music Teacher Education)**
    - 329 - Members of the NAfME AI Task Force reconvene to examine how the Guiding Principles' recommendations have played out in practice. This panel focuses on how music teacher educators have integrated AI literacy, ethical reasoning, and practical AI tools into coursework and field experiences. Panelists share classroom narratives and forward-looking strategies.
    - Benjamin Guerrero, William Bauer, Richard Dammers

- **Musicians' Perceptions About Creativity and AI: A National Survey on How Values Shape Attitudes Toward AI in Music (Research Paper)**
    - 320 - This study examines connections between musicians' views of creativity and their perceptions of AI's risks and opportunities for music-making. Drawing on a 2025 NSF-supported national survey, findings reveal that musicians who prioritize uniqueness and originality perceive significantly greater AI-related risks, while creativity values do not meaningfully predict perceived opportunities.
    - Benjamin Guerrero

- **Artificial Intelligence and Equity in Lesson Planning: Searching for Meaning Amidst Information Overload (Research Paper)**
    - 52 - In this philosophical inquiry I investigate the nature of human versus AI created lesson plans and examine how the use of AI for lesson plan creation might both promote and inhibit equity. Skills and dispositions that teacher educators might emphasize to promote beneficial uses of AI are considered.
    - Lauren Kapalka Richerme

- **Navigating Artificial Intelligence in Music Education: Perceptions of K - University Music Educators (Poster)**
    - 76 - This national survey examines music educators' perceptions, familiarity, uses, benefits, and concerns related to artificial intelligence in music education across K–university levels. Findings will contribute to the emerging body of knowledge on AI in music education and inform future professional learning, practice, and research.
    - Glen A. Brumbach

- **Expanding Access to Feedback: Video-Based GenAI in Rehearsal Pedagogy (Special Topics in Music Teacher Education)**
        - 200 - This session examines a research-informed integration of video-based generative artificial intelligence layered onto traditional rubric-based assessment in an undergraduate rehearsal pedagogy course. Findings indicate expanded feedback access, strengthened reflective practice, and increased instructional confidence, with implications for early-career persistence and sustainable music teacher development.
    - Kathy Melago

- **Music Teacher Educators' Use and Perceptions of Artificial Intelligence (Poster)**

- 365 - AI is a growing interest and concern for music teacher educators (MTEs), yet little is known about their current use and perceptions. This study reports survey findings on MTEs' attitudes toward AI, professional applications, students' use, and institutional guidance. Results will inform policy recommendations, MTE professional development, and technology integration.
- Emmett O'Leary, William Bauer

- **Preservice Teachers' Preferences and Intentions in Integrating Online Music Tools (Poster)**
  - 560 - This quantitative study examines preservice music teachers' preferences and intentions regarding online music tool integration. Findings indicate that attitude uniquely predicts intention beyond self-efficacy and readiness, suggesting belief-centered dynamics in technology integration and highlighting considerations for emerging tools such as artificial intelligence in music teacher education.
  - Ruofan Liu

- **"Embracing the Realness of What We Do": Ensemble Educators' Perceptions of Generative AI (Poster)**
  - 599 - Generative artificial intelligence (AI) is revolutionizing human behavior with profound implications for music education. The purpose of this collective case study is to explore how ensemble music educators perceive, experience, and navigate AI at work. Preliminary themes include efficiency versus agency, access to feedback, and preservation of human connection.
  - Miguel Garcia

SRME Research into Practice Series

As part of an ongoing research-into-practice webinar series, to make various research topics more accessible to a broad range of music educators, SRME organized the following two webinars:

- **Artificial Intelligence in Research**
  - https://nafme.org/resource/artificial-intelligence-in-research/
  - In this Society for Research in Music Education NAfME video, Dr. Peter Miksza discusses "AI in Research" with Dr. Elizabeth Parker. Dr. Miksza addresses how he uses AI in his teaching and research, highlights journal guidelines around AI, and provides helpful advice for researchers. Dr. Peter Miksza, Editor of the *Journal of Research in Music Education* and Professor of Music Education, Indiana University, talks with Elizabeth Parker, SRME executive committee, Professor of Music Education, Temple University. Recorded October 2025.

- **AI in PreK-12 Classrooms: Research to Practice Connections**
  - https://nafme.org/resource/ai-in-prek-12-classrooms-research-to-practice-connections/
  - In this Society for Research in Music Education recording, Drs. Sangmi Kang and Hyesoo Yoo focus on AI research to practice connections for PreK-12 educators and university faculty. Presenters discuss how they use AI in their work, helpful intersections among educational theories and AI, and specific examples of how educators might guide their students toward building an AI mindset. Webinar guests conclude with suggested resources and readings. (Download the webinar bibliography.) Recorded October 2025.

NAfME Journal Articles

- Access NAfME journals: https://nafme.org/publications-resources/journals/

- **Education Policy Conversations in the 2026–2027 School Year: Pushing Back on Screens**
  - Ryan D. Shaw
  - *Music Educators Journal*, Volume 113, Issue 1, published August 2026

- **Enhancing Music Pedagogy with Generative AI**
  - Marina C. McLerran
  - *Music Educators Journal*, Volume 112, Issue 4, published April 2026
  - Through this article, I encourage music educators to enrich traditional pedagogical practices by embodying a spirit of exploration regarding emerging generative artificial intelligence (AI) technologies. To explore the capabilities of generative AI tools, music educators require a basic understanding of their function and limitations. Large language models may be used as an assistive tool for (a) curricular planning, (b) administrative tasks, (c) compositional activities, and (d) reading and writing assignments. AI music generators may be used (a) to develop supplemental curricular materials, (b) to facilitate multimedia performances, (c) as an exploratory tool, (d) as a composition assistant, or (e) as a means of self-expression. By developing a foundational understanding of generative AI technologies, music educators empower themselves to effectively modernize traditional instructional approaches.

- **Music Education Matters More Than Ever in an Artificial Intelligence-Driven World**
  - Edward Varner
  - *Journal of General Music Education*, Volume 40, Issue 1, published March 2026
  - As artificial intelligence and digital technologies reshape every aspect of our daily lives, we—educators and perhaps all of humanity—face an urgent question: What kinds of learning experiences best prepare children to function and flourish in a rapidly evolving world? This column contends that music activities provide precisely the kinds of human interactions and competences that technology cannot replace. Sustained attention, emotional expression, collaboration, problem solving, and executive self-regulation are a few that seem to jump to the forefront of the discourse. Contemporary research appears to offer compelling evidence that music education is not merely compatible with a tech-driven future, it is foundational to it as a path to retain our humanity.

- **Research-to-Resource: AI in Music Education Through Heidegger's Lens: Releasement and Openness to Mystery**
  - Hyesoo Yoo
  - *Update: Applications of Research in Music Education*, Volume 45, Issue 1, published March 2026
  - Artificial intelligence (AI) has shifted from a distant prospect to an immediate reality in education, bringing opportunities and challenges. In music education, recent studies emphasize AI's potential to broaden access, personalize instruction, and foster creativity, while also warning of reduced expressivity, overreliance on automation, and the erosion of human judgment. This duality highlights the need for pedagogical frameworks that balance innovation with critical reflection. Drawing on Heidegger's insights on technology, this Research-to-Resource article applies the concepts of Releasement (*Gelassenheit*) and Openness to Mystery (*Offenheit für das Geheimnis*) to music education. These concepts invite teachers and students to engage with AI thoughtfully and receptively, viewing its outputs not as finished products but as invitations for interpretation and imaginative

exploration. Practical classroom activities illustrate how AI can serve as a reflective and collaborative partner, enriching musical learning while sustaining agency, creativity, and critical judgment.

- **Building AI Literacy: A New Era for Music Educators**
  - Hyesoo Yoo
  - *Music Educators Journal*, Volume 112, Issue 3, published February 2026
  - As artificial intelligence (AI) continues to influence all facets of society, fostering AI literacy has become essential—not only for students but also for educators across disciplines, including music education. In an exploratory review of thirty peer-reviewed articles, Davy Tsz Kit Ng and colleagues describe AI literacy as comprising four essential dimensions: understanding AI, using/applying AI, evaluating AI, and considering AI ethics. These core aspects closely correspond to Aristotle's classical division of knowledge: *episteme* (theoretical understanding), *techne* (practical skill), and *phronesis* (ethical reasoning). Acknowledging the growing importance of AI literacy, I suggest that music teachers adopt Aristotle's framework as a guide to develop AI literacy through self-directed learning. This framework can support music teachers in building a strong theoretical foundation, acquiring practical skills, and thoughtfully addressing the ethical considerations involved in responsibly integrating AI into their teaching practice.

- **Idea Bank: Practical AI in the General Music Classroom**
  - Hamidreza Niknampour
  - *Music Educators Journal*, Volume 112, Issue 3, published January 2026

- **Idea Bank: Integrating AI in Music Education: Experiments from Google Arts & Culture**
  - Hyesoo Yoo
  - *Music Educators Journal*, Volume 112, Issue 2, October 2025

- **Comments From the Editor: Generative AI in Research**
  - Jason Silveira, Editor
  - *Update: Applications of Research in Music Education*, Volume 43, Issue 3, published June 2025

NAfME Blogs

- **Make AI Your Personal Music Teaching Assistant**
  - https://nafme.org/blog/make-ai-your-personal-music-teaching-assistant/
  - William I. Bauer
  - Published November 2023