Research on the Collaborative and Shared Path of AI-Empowered Undergraduate Music Courses

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Abstract. In response to the policy requirements of AI-assisted educational transformation under the digitalization strategy of education, and supported by the theories of collaboration and the concepts of resource sharing and complementary advantages, this study analyzes the practical case of the 'Chinese Music History and Masterpiece Appreciation' course alliance in Jiangxi Province, aiming to explore collaborative and shared pathways for AI-enabled undergraduate music courses.AI is not only applied in curriculum development, classroom teaching, and assessment evaluation, but should also be used for technological advancement, upgrading inter-school collaboration, and transforming talent training. The AI-empowered model of collaborative and shared cross-school courses not only responds to the needs of the times and policies but can also provide a practical paradigm for other universities in building interdisciplinary cross-school courses.

Keywords: AI Empowerment; Undergraduate Music Programs; Inter-University Collaboration; Collaborative Sharing; Curriculum Development.

1. Introduction

Artificial Intelligence (AI), originally termed "Artificial Intelligence," gradually took shape as the technology advanced. In 1943, Warren McCulloch and Walter Pitts proposed the "*Artificial Neuron Model,*" which provided a [1] neuroscience-based framework for machine learning algorithms. In 1950, Alan Turing introduced the "*Turing Test*" in his seminal paper "Computing Machinery and Intelligence," exploring whether machines could exhibit intelligence indistinguishable from humans. During the Dartmouth Conference in 1956, mathematician John McCarthy formally coined the term "Artificial Intelligence," marking the [2] birth of the discipline. Subsequently, with the continuous development and application of deep learning algorithms, AI has increasingly captured public attention.

In the context of digital transformation, the report of the 20th National Congress of the Communist Party of China first incorporated the promotion of educational digitalization into the Party Congress report, proposing to advance the digitalization of education. Currently, China has hosted two World Digital Education Conferences, significantly enhancing its international influence. This demonstrates that educational digitalization is an inevitable trend in contemporary development. To advance the national strategic layout of educational digitalization in the new phase, artificial intelligence must be leveraged to drive educational reform. The "Outline for Building a Strong Education Nation (2024-2025)" issued by the CPC Central Committee and the State Council explicitly [3] states the implementation of the national educational digitalization strategy and promotes AI-assisted educational transformation [4], positioning educational digitalization as a key component. In April 2025, the Ministry of Education and eight other departments jointly released the "Opinions on Accelerating Educational Digitalization." With the implementation of various national policies, the trend of educational digitalization [5] has intensified. On August 28,2025, facing the "Action Plan for Adjusting and Optimizing Higher Education Disciplines and Specialties (2025-2027)" issued by the Central Leading Group for Education Work, music undergraduate programs naturally faced related adjustments. According to existing research, studies on music undergraduate curriculum models focus on diversified optimization, with some institutions developing distinctive courses based on regional culture, though most research remains limited to individual institutions [6]. AI applications in music education also exist, such as the Shanghai Conservatory of Music establishing an AI Music Therapy Laboratory that uses DeepSeek-MaxMSP technology to build an AI-powered medical music

teaching [7] system. However, the integration of AI with undergraduate music education still lacks long-term pedagogical experimentation. Given this situation, it is crucial to explore innovative pathways for AI-enhanced curriculum development in music programs.

2. Curriculum Model of Traditional Music Undergraduate Program and AI-enabled Analysis

2.1 Overview of Traditional Curriculum Model and Practical Problems

The curriculum model of undergraduate music education directly affects the formation of students 'comprehensive qualities and is an important stage in cultivating professional music talents. Traditional undergraduate music programs often limit themselves to the teaching resources and faculty strength of their own institutions, resulting in relatively monotonous course settings that lack flexibility and innovation, which has certain limitations in cultivating well-rounded music talents. In terms of curriculum design, traditional undergraduate music programs typically revolve around three major categories: professional skills, music theory, and music history. Professional skills courses include vocal music, instrumental music, conducting, and singing, requiring students to invest substantial time in training and practice to build solid foundations in performance and singing. Music theory courses cover subjects such as music theory, sight-singing, form, and harmony, primarily focusing on knowledge explanation and practice to lay the groundwork for students' music theory knowledge. Music history courses include the history of Chinese and Western music, an introduction to China's traditional music, and more, often taught through classroom lectures to help students clearly understand the development of music history and master cultural knowledge related to Chinese and Western music.

In terms of teaching methodologies, traditional undergraduate music programs predominantly adopt teacher-centered approaches through lecture-based instruction and demonstration methods. For instance, in practical skill courses, instructors demonstrate techniques firsthand while students mimic the demonstrations. During theoretical and historical-philosophical classes, teachers explain concepts using blackboard writing and PowerPoint presentations, with students taking notes. This reveals that most universities still rely on a teacher-centered model where instructors lecture and students passively listen. While these methods can directly convey knowledge, they may not effectively facilitate learning. The passive absorption of information often leads to "cramming-style" teaching that neglects students 'active role. With low student engagement, opportunities for critical thinking and self-directed learning diminish, ultimately hindering the full realization of students' initiative and enthusiasm in the learning process.

Meanwhile, the assessment methods in traditional undergraduate music programs remain relatively monolithic. Professional skills courses are evaluated through live performances, where instructors score based on technical accuracy and expressive delivery. Music theory and historical-philosophical courses typically employ closed-book exams, with test scores serving as the primary evaluation criterion. This one-way assessment primarily tests students 'ability to comprehend, memorize, analyze, and apply knowledge. Such conventional evaluation methods fail to comprehensively assess students' learning processes, practical skills, and innovative thinking. Moreover, traditional music education remains confined to individual institutions. Insufficient collaboration between universities in curriculum development, faculty sharing, and academic exchanges hinders the formation of educational synergy and collective advancement of undergraduate music education. The current educational model should transition from a competition-based structure to a collaborative framework, enabling more students to access quality teaching resources and exposing educators to diverse pedagogical approaches.

2.2 New Requirements for AI-enabled Music Undergraduate Curriculum Model

Constructivism posits that learning is not a one-way transmission of knowledge from teacher to student, but rather a process where learners actively construct their own understanding. Learners are not passive recipients of information, but rather active constructors of meaning that cannot be delegated to others [8]. In the digital and intelligent education era, teaching models must shift from teacher-centered to student-centered approaches, employing diverse pedagogical methods to stimulate learners 'initiative and enthusiasm. The core of "student-centered education" lies in transitioning from a "teaching-centered" to a "learning-centered" paradigm – evolving from "teachers imparting knowledge" to "students discovering and creating knowledge independently," and shifting from a "transmission model" to a "learning model." Student-centered education does not [9] undermine teachers' leading role in educational relationships, but rather emphasizes students 'central position within the teaching framework. It also advocates that educators should pay closer attention to students' learning experiences and needs during the instructional process. Furthermore, the talent development [10] goals of music undergraduate education have expanded beyond cultivating professional skill-oriented talents, now focusing on nurturing versatile professionals with enhanced social adaptability, competitiveness, and innovative awareness [11].

With the advancement of artificial intelligence and cloud computing in the intelligent era, innovative technologies powered by general-purpose large models are fundamentally reshaping social structures and daily lifestyles, driving transformative changes in higher education toward digitalization, intelligence, and deeper integration. Currently, the global [12] landscape features nearly 1.3 billion personal computers, 7 billion smartphones, 18 billion internet-connected IoT devices, and 200 billion active CPUs. As vital components of society and primary creators of intelligent technologies, universities must embrace AI to adapt to the demands of the intelligent age while seizing opportunities to enhance teaching quality and research capabilities.

3. Theoretical Interpretation of AI-enabled Collaborative Sharing in Music Undergraduate Curriculum

Artificial intelligence (AI) has achieved significant breakthroughs in key technologies for artistic creation and education, demonstrating immense application potential. In education, AI enables personalized teaching plans and cross-school collaboration platforms. By tracking data to implement process evaluation, it addresses the shortcomings of traditional teaching methods such as uneven resource distribution and insufficient interaction, providing technical support for cultivating interdisciplinary talents in science and art integration [13]. This drives the advancement of art education toward intelligent and personalized development. As a novel teaching model, curriculum collaboration requires cross-school partnerships and has long been a focus in educational circles. Through such collaborations, schools can integrate their respective strengths to achieve sharing and complementarity of faculty, courses, and teaching resources. By combining AI technology with curriculum collaboration, we can not only enrich course content and expand learning channels, but also promote multi-school exchanges and cooperation, stimulate teachers' innovative teaching practices, and inject new momentum into undergraduate music education.

3.1 Synergy Theory

The theory of synergetics was first proposed by German physicist Hermann Haken in the 1970s. In 1979 [14], Haken published "An Introduction to Synergetics," marking the establishment of synergetics theory. By 1983, his publication "Advanced Synergetics" represented the initial completion of a comprehensive synergetics framework [15]. A concept closely related to "synergy" and widely used in China is "coordination." During China's reform and development process, the strategic idea of coordinated development was proposed: The Fifth Plenary Session of the 13th CPC Central Committee established the national economic strategy of "sustainable, stable, and coordinated development," formally [16] addressing coordination issues both theoretically and practically. The

14th CPC National Congress further discussed coordinated development during the reform process from the perspective of building a socialist market economy. In education, synergetics theory emphasizes collaboration among various elements within the educational system—such as between schools, teachers, students, and among students—to maximize educational outcomes.

In AI-powered cross-school curriculum collaboration, collaborative theory serves as the cornerstone for integrating inter-school resources. Each school, as a subsystem within the education system, possesses unique resources that can be effectively consolidated and utilized through coordinated efforts. This collaborative approach fosters multi-school partnerships, creating synergistic effects where 1 + 1> 2. During collaborative course instruction, teacher-student interactions vividly demonstrate the principles of collaboration. Educators evolve from mere knowledge transmitters into teaching teams that collaborate with peers across institutions, exchanging pedagogical experiences and innovating teaching methods to provide students with more comprehensive guidance. Students transcend their original school environments, engaging in cross-school exchanges that inspire mutual learning. Furthermore, human-machine collaboration remains an essential component in AI-enhanced cross-school curriculum development.

3.2 The Concept of Resource Sharing and Complementary Advantages

Resource sharing refers to the collaboration among different universities to break down barriers between institutions [17], enabling the exchange and circulation of resources such as faculty, curricula, teaching facilities, and educational materials. In music undergraduate programs, there are notable disparities in resource allocation across institutions. Comprehensive universities generally boast higher proportions of highly qualified faculty with advanced degrees and professional titles, along with more complete teaching facilities. Teacher-training [18] universities tend to lag slightly behind top-tier comprehensive institutions in overall resources. Science and engineering universities face challenges including scattered teaching facilities, insufficient practical funding, and difficulties in recruiting qualified faculty due to inadequate institutional emphasis. In terms of program offerings, music performance and musicology remain the mainstream disciplines, while composition and compositional theory programs are scarce. Some institutions struggle to offer applied courses due to faculty limitations, while others with adequate resources can develop specialized programs. Therefore, resource sharing serves as a crucial foundation for AI-powered collaborative curriculum development across institutions. Through cross-institutional joint curriculum initiatives, multiple universities can share teaching resources, allowing students to benefit from diverse instructional approaches and enhancing the efficiency of educational resource utilization.

The complementary advantages of traditional classroom teaching are grounded in Blending Learning Theory. This philosophy requires educators to play a guiding role in steering, inspiring, and monitoring the learning process, while fully empowering students [19] as active participants with initiative, enthusiasm, and creativity. At the 20th National Congress of the Communist Party of China in October 2022, President Xi Jinping emphasized "deepening the implementation of regional coordinated development strategies [20]... to build a regional economic layout and territorial space system featuring complementary advantages and high-quality development." In 2024, he reiterated the need to "establish a regional economic layout and territorial space system with complementary advantages." In education, this concept also advocates for institutions to leverage their strengths while addressing the shortcomings of others to achieve mutual growth. For instance, in collaborative curriculum development for music undergraduate programs, institutions with varying strengths in program offerings, teaching approaches, and resource allocation can learn from each other through cross-institutional joint curriculum initiatives, thereby realizing complementary advantages.

4. Case Study of AI-Enabled Collaborative Sharing in Music Undergraduate Curriculum

4.1 Background and Objectives of Alliance Construction

In the undergraduate music curriculum, "China Music History" serves as one of the essential history and theory courses for all music institutions, playing a crucial role in helping students gain a deep understanding of China's music culture and enhance their basic musical literacy. However, under the traditional teaching model, many universities face numerous challenges in teaching this course. Some institutions lack sufficient faculty strength and professional music history and theory instructors, resulting in limited depth and breadth of teaching content; others suffer from scarce teaching resources, making it difficult to access rich music historical materials and audio-visual resources, which affects teaching effectiveness; furthermore, there is insufficient exchange and collaboration among universities in curriculum development, leading to relatively monotonous teaching methods that fail to meet students' diverse learning needs. To address these issues and advance the construction of foundational music courses in Jiangxi universities, the "China Music History and Masterpiece Appreciation" course alliance was established in Jiangxi Province.

Initiated by the School of Music and Dance at Gannan Normal University, this alliance has partnered with multiple institutions since 2023, including the College of Science and Technology at Gannan Normal University, Ganzhou Teachers College, Ji'an Preschool [21] Education College, Jiangxi Science and Technology Normal University, Jiangxi University of Traditional Chinese Medicine, Jinggangshan University, and Yuzhang Normal University. Its core mission is to bridge academic silos, foster cross-institutional collaboration among faculty and students from diverse universities, enable cross-school sharing of high-quality teaching resources, support the professional development of young educators, and comprehensively enhance the teaching quality of foundational musicology courses. By integrating the strengths of participating universities, the alliance aims to develop a distinctive and influential cross-institutional shared curriculum, transforming campus relationships from closed systems to open collaborative models. In 2024, the alliance began incorporating AI technology to further innovate intelligent teaching approaches.

4.2 Implementation Path and AI Application

In the development of course models, AI enables the collaborative construction of cross-university music undergraduate courses, allowing multiple institutions to jointly build an online collaborative education platform. Before the implementation of specific courses, the Jiangxi "China Music History and Masterpiece Appreciation" Course Alliance first formed a collaborative teaching team composed of outstanding teachers from multiple universities. These teachers, from different institutions with diverse professional backgrounds and teaching experiences, jointly participated in the design, teaching, and evaluation of the courses. During the course design phase, the team thoroughly discussed and formulated detailed syllabi and teaching plans based on the actual teaching conditions and student characteristics of each university. Additionally, AI was utilized to integrate high-quality teaching resources from various universities, including abundant music historical materials, precious audio-visual resources, and unique teaching methods. While building an intelligent platform, AI technology consultants were also invited to co-develop an innovative music education curriculum system. Through joint development of digital music courses, virtual classrooms, and virtual teaching and research rooms, cross-university course resources can be stored, shared, and interacted with.

In terms of classroom teaching applications, AI-enabled cross-school collaborative music courses adopt a blended teaching model combining online and [22] offline methods, which aligns with the "Golden Course" advocated by Professor Wu Yan. Online, teaching platforms such as Yu Classroom and Xuetong play a significant role in cross-school collaborative music education. Teachers upload teaching videos, courseware, and extended reading materials on these platforms, enabling students to engage in self-directed learning anytime, anywhere. Meanwhile, the integration of AI technology has also led to the emergence of 24-hour AI teaching assistants, intelligent Q&A systems, and

personalized knowledge point delivery functions, significantly enhancing learning convenience and efficiency [23]. Offline, to enrich students 'learning experiences and practical skills, a variety of teaching activities are organized. For instance, students are taken to visit provincial school museums and cultural centers to experience the charm of China's music culture firsthand; music history knowledge competitions and essay contests on masterpiece appreciation are held to stimulate students 'interest in learning and competitive spirit; inter-university music cultural exchange activities are conducted, including themed joint performances, allowing students to discuss China's music history with peers from other universities and broaden their exchanges and learning. Additionally, AI-assisted teaching can generate personalized teaching plans to address resource shortages in some universities.

In optimizing assessment systems, traditional outcome-focused evaluation methods can no longer be used as a key component of teaching. To align with the "two aspects and one degree" requirements, it is crucial to enhance comprehensive assessments of students 'competencies, improving the scientific rigor, precision, and comprehensiveness of evaluations. The alliance employs AI technology to monitor real-time learning data through educational platforms, including classroom interaction frequency, online resource usage duration, assignment quality, and group participation. This creates dynamic learning profiles that help teachers identify students' learning rhythms and weaknesses, enabling timely adjustments to teaching strategies. Inter-university faculty also utilize AI to analyze student projects and collaborative work outcomes. Furthermore, faculty members from different institutions use technical systems to provide comprehensive evaluations of cross-institutional team achievements, assessing research depth, solution innovation, and feasibility. These optimized evaluation methods naturally integrate multidimensional assessment results into teaching quality monitoring systems, serving as critical references for adjusting instructional content and methodologies.

4.3 Implementation Results and Experience Summary

The implementation of AI-powered cross-institutional shared course collaboration has achieved remarkable results in Jiangxi Province's higher education sector. For students, this model has significantly boosted learning motivation and engagement. Unlike traditional teaching approaches, the AI-enhanced curriculum features diverse content and innovative pedagogical methods. AI-assisted tutors' instant responses and personalized learning paths enable students to participate more actively. Assessment data shows students 'comprehensive competencies have markedly improved, with enhanced knowledge mastery, comprehension, and analytical skills. For educators, the model fosters cross-institutional collaboration. AI-built virtual teaching research rooms and collaborative platforms provide a space for mutual learning and professional growth. With AI support, faculty members engage in in-depth exchanges on teaching innovation, methodological exploration, and resource integration. Many teachers participating in cross-institutional course development not only learn from peers' teaching experiences but also expand their pedagogical perspectives, elevate instructional standards, and achieve substantial teaching outcomes.

From the concrete practical achievements of the "China Music History and Masterpieces Appreciation" course alliance in Jiangxi Province, it can be seen that AI empowerment can effectively promote the collaborative construction of cross-university shared courses. Firstly, AI enhances team collaboration capabilities. On the technology-driven collaborative platform, it enables closer cooperation among teachers from various universities, clearer division of labor, full utilization of their respective strengths, complementary capabilities, and joint efforts to overcome teaching challenges. Secondly, AI activates the value of resource integration. Through intelligent technology, it integrates high-quality teaching resources from various universities, enriches course content, optimizes teaching resources, and improves the appeal and effectiveness of teaching. Thirdly, AI drives innovation in teaching methods. The blended teaching model combining online intelligent teaching tools with offline practical activities effectively meets students' diverse needs. These achievements and experiences provide a clear path for the continuous optimization of the "China

Music History and Masterpieces Appreciation" course construction in Jiangxi Province, and establish an innovative teaching paradigm of "AI + cross-university alliance," offering replicable and scalable practical references for the digital transformation of other disciplines.

5. Research on AI-enabled Collaborative Sharing Mechanism for Music Undergraduate Curriculum

5.1 Technology Deepening: From Auxiliary Tools to Core Partners

First, leveraging AI-driven big data analytics, we create personalized learning pathways. By analyzing student data through AI-powered systems, we establish tailored educational frameworks. Before classes begin, the AI diagnostic system evaluates cross-institution students 'musical foundations, learning interests, and study habits to generate individualized competency profiles. During lessons, the system intelligently matches students with appropriate course content and teaching formats by integrating cross-institutional curriculum resources. After class, it automatically recommends supplementary materials based on students' classroom performance and assignment completion, while tracking learning progress in real-time to adjust learning paths. This ensures each student receives customized support, avoiding one-size-fits-all teaching approaches. Second, we develop an AI-powered teaching diagnostic system for cross-institution faculty to enable dynamic monitoring and precision optimization of teaching quality. The system analyzes classroom data and teaching behaviors to produce evaluation reports that clearly highlight strengths and weaknesses in the teaching process. Additionally, it connects with a national database of exemplary music teaching cases, using AI algorithms to match similar teaching scenarios with institutional challenges, thereby proposing actionable strategies for improvement. The system also allows cross-institution teachers to share optimized teaching plans on the platform, enabling peer-to-peer knowledge exchange and feedback on practical outcomes, collectively enhancing teaching quality across institutions.

5.2 Upgrading Inter-School Collaboration: From Curriculum Alliance to Ecological Co-Construction

At the provincial or regional level, we will collaborate with diverse universities and local cultural institutions to establish multi-tiered AI-powered music education resource repositories. In alignment with China's regional development strategy, we will foster cross-institutional course alliances and regional partnerships to build a national AI music education platform. To address the needs of cross-institutional teachers in AI application and collaborative teaching, we will develop a dual-qualified faculty training system. Jointly, we will create the "AI + Music Pedagogy" curriculum series using a blended model of "online self-study + offline intensive training + practical guidance" to help educators master AI integration and collaborative teaching methodologies. Additionally, a cross-institutional course coordination council comprising university representatives, education experts, and technical specialists will oversee curriculum development. Regarding quality standards, we will establish unified requirements for core elements including teaching objectives, content design, instructional methods, and assessment criteria. For resource allocation, priority will be given to universities with weaker faculty resources, while adjusting access permissions based on their contributions to resource development and teaching participation. In terms of benefit distribution, clear rules for ownership and allocation of collaborative course outcomes will be implemented to ensure institutional engagement and promote sustainable development of cross-institutional collaborative programs.

5.3 Transformation of Talent Training: From Professional Skills to Composite and Innovative Talents

While retaining the core curriculum of music majors, the program introduces AI applications and interdisciplinary integration modules to guide students in expanding their understanding of music

from a cross-disciplinary perspective. Meanwhile, a "micro-credit" system is adopted, allowing students from different universities to freely choose courses based on their interests, with credits mutually recognized across alliance institutions. In cross-university collaborative courses, AI and cultural heritage education are integrated to avoid the negative impact of technology on music education, guiding students to develop proper technical application concepts and cultural confidence. Students are helped to recognize that AI technology is a tool to assist in music learning and creation, fostering a rational awareness of its use. For instance, during classes, AI can be used to virtually recreate ancient music performance scenes and intelligently analyze the cultural connotations of classical music works, helping students deeply understand the historical context and spiritual essence of China's music culture, while cultivating their awareness of cultural preservation and social responsibility. Additionally, collaboration with music industry organizations should be strengthened to build a multi-faceted collaborative education platform, achieving precise alignment between talent cultivation and industry needs. The platform can jointly conduct thematic incubation projects with universities and enterprises, providing financial support and technical guidance for students' innovative ideas, facilitating the transformation of undergraduate music education from cultivating professional skill-oriented talents to nurturing interdisciplinary innovative talents.

6. Epilogue

In the era of AI-driven advancements, reforming traditional undergraduate music education curricula has become essential for cultivating well-rounded musical talents. The digital transformation of educational collaboration models aims to expand the cultivation of versatile music professionals. With the establishment of a national AI-powered music education platform, this innovative approach will mature continuously, injecting momentum into higher education reforms. It provides robust support for developing interdisciplinary and innovative musicians, establishes a solid foundation for equitable resource allocation and quality enhancement, creates replicable models for cross-disciplinary curriculum development and inter-university collaboration, and ultimately nurtures morally and artistically cultivated talents to strengthen China's educational and cultural leadership.

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