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P1: AI, Society, Governance, Education & Working Life

4. From Black Box to Open Strings: Towards a living framework for responsible AI use in Music Education

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Abstract: Artificial intelligence (AI), including Generative Artificial Intelligence (GenAI), is rapidly transforming music education by reshaping teaching, learning, assessment, creativity, and musical production, while simultaneously generating complex legal, ethical, and pedagogical challenges. Although Norway has set the ambitious goal of becoming the world's most digitalised society by 2030 through its National Digitalisation Strategy (2024–2030), the policy landscape governing AI in education and particularly in music education, remains fragmented and underdeveloped. This article examines whether existing Norwegian policies are sufficient to support the responsible governance and implementation of AI in music education. The study focuses on music education at the videregående skole (upper secondary school) level, where AI technologies are increasingly influencing music composition, performance, learning, assessment, and creative collaboration.

The article employs a multi-method legal research design that combines doctrinal legal analysis with qualitative policy analysis. The research is situated within the framework of post-critical pedagogy and seeks to contribute to the emerging discourse on post-digital music education by recognising AI as more than a technological tool; rather, it is understood as a transformative force that reconfigures relationships among teachers, learners, creativity, authorship, and educational institutions. The theoretical analysis is guided by Luciano Floridi's concept of explicability, which foregrounds transparency, intelligibility, and accountability as essential principles for trustworthy AI governance. Drawing upon this framework, the article critically analyses selected Norwegian policy documents, including national digitalisation strategies, educational policy instruments, and AI governance initiatives chosen for their relevance to music education.

The findings demonstrate that existing Norwegian policies remain fragmented and insufficient to address the distinctive legal, ethical, pedagogical, and artistic challenges arising from AI-assisted music education. In particular, they provide limited guidance on copyright and authorship, transparency of AI-generated musical content, algorithmic bias, student assessment, academic integrity, data protection, teacher preparedness, and the preservation of human creativity and artistic agency. This regulatory fragmentation creates uncertainty for educators, students, educational institutions, and policymakers seeking to integrate AI into music education responsibly.

The article argues for urgent development of a national living framework for responsible AI use in music education and concludes by highlighting the need for interdisciplinary collaboration across music education, music law, ethics and public policy to ensure the sustainable and equitable future of music pedagogy in the AI era.