The labour market for music workers in the new millennium

Music 9586y (2015-16)

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Rationale:

In contemporary society, the parts as well as the dynamics of the labour market for musicians and music teachers have become increasingly differentiated and difficult to overlook, not least as this market has become increasingly international. A corresponding differentiation has become visible with regard to the vocational roles and identities of the professionals in the field. Altogether, these factors require musicians and music teachers, to an increasing degree, to construct their jobs by putting together various types of performance and teaching, being capable of constantly acquiring new knowledge and finding new niches wherein they can position themselves within their own country as well as across national borders.

This course examines dynamics and differentiations as well as competence requirements of the music labour market in Canada and Norway, thereby addressing the relationship between national and international labour market perspectives. Focus is on how to set up and carry out Masters and Doctoral degree level labour market studies. In order to enlighten this issue, concepts such as ‘music worker’, ‘relevance quality’, ‘change competence’, ‘generic competences’, ‘competence nomad, and ‘entrepreneurship’ will be discussed and elaborated upon. The aim is to present, discuss and elaborate relevant conceptual bases as well as research designs for systematic studies of the music labour market. It is also to challenge you to consider from a labour market perspective your own experiences, beliefs and practices in musicianship and music education. It is hoped that this will provide for you a new lens through which to examine labour market challenges. Emphasis will be placed upon the Masters and Ph. D. level skills of analysis, reflection, synthesis and evaluation. As such you will be expected to read widely and show the ability to draw together a range of ideas, summarise them, and reflect critically upon them, weighing their merits and identifying their deficiencies. You will also be asked to demonstrate the same qualities in relation to your own work and that of your peers.

Learning Outcomes: By the end of this course you should be able to

- Demonstrate a systematic understanding of key labour market concepts and their relevance to musicianship and music education, including current issues and research at the forefront of the field
- Demonstrate conceptual and methodological understanding that allows critical evaluation of current research in the labour market for music workers.
- Develop and support a sustained argument in written form
- Show competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue
- Exercise initiative and personal responsibility and accountability, and decision-making in complex situations;
- Communicate ideas, issues and conclusions clearly in written and verbal form.
- Demonstrate cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.
Learning Strategies

The course will utilise a blend of lectures, seminars and tutorials. Students will be required to complete assigned readings in advance of class as well as group assignments in the intermediate period between the intensive course weeks. The work on the group assignments will utilize Internet communication resources such as Google docs and Skype sessions.

See class schedule following

<table>
<thead>
<tr>
<th>Week/period</th>
<th>Class content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Week 1</td>
<td>Introduction and course overview</td>
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<tr>
<td>At the Norwegian Academy of Music, Oslo, Norway.</td>
<td>Lectures by academic faculty.</td>
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<tr>
<td>Autumn 2015, Monday November 9 - Friday November 13 in Norway (arrival in Norway Sunday November 8 - travel back home on Saturday 14).</td>
<td>Lectures by labour market representatives.</td>
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<td></td>
<td>Establishing cross-national student working groups (one masters group and one Ph. D. group), group assignments and supervisors for the upcoming, intermediate period.</td>
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<tr>
<td></td>
<td>Introduction to conceptual grounds and research designs for labour market studies.</td>
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<tr>
<td></td>
<td>Start of the group assignment work.</td>
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<tr>
<td>Intermediate period</td>
<td>Students work in cross-national groups on assignments developing a theoretical basis and research design for a labour market study.</td>
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<td></td>
<td>Supervised by appointed staff and labour market representatives.</td>
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<td></td>
<td>Working tools: Internet resources such as Skype and Google docs.</td>
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<tr>
<td>Intensive Week 2</td>
<td>Lectures by academic staff</td>
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<tr>
<td>Spring 2016,</td>
<td>Lectures by labour market representatives.</td>
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<tr>
<td>At the University of Western Ontario, London, Canada.</td>
<td>Presentations of the student groups’ work.</td>
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<tr>
<td>Monday April 4-Friday April 8 in Canada (arrival in Canada Sunday April 3 - travel back home on Saturday 9).</td>
<td>Comments by supervisors and academic faculty.</td>
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<td>Course evaluation.</td>
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<td>4</td>
<td>Student groups finish and submit their reports no later than June 30.</td>
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Evaluation:

1. Class Attendance/Participation/ Discussion 20%

The course will comprise lectures, group assignments and group discussions. You will be expected to prepare for classes by undertaking assigned readings, and reflecting on the issues raised as they relate to the course literature and your own experiences and practices. You should make notes on the readings and then prepare 3 questions on each to pose to the group for discussion. You will be assessed on the quality of your questions in prompting critical reflection, your participation in class discussion, your understanding of the issues discussed and your grasp of the readings assigned to you and ability to reflect upon them.

Criteria for assessment:

- Evidence of understanding of topics addressed in readings
- Ability to reflect critically upon readings
- Depth of engagement in class discussions
• Ability to produce discussion questions that engage with issues thoughtfully and prompt discussion

2. Critical reflection Due: Week 2 20%
You will select one reading from those assigned for the course and present a verbal, critical reflection, assisted by PowerPoint or equal. You should reference other reading in an appropriate manner using APA style and relate issues to your own experience.

Criteria for assessment:
• Ability to reflect critically upon reading
• Depth of engagement with issues discussed in reading
• Ability to relate reading to your own experiences
• Ability to relate reading to other literature
• Ability to communicate ideas, issues and conclusions clearly in written and verbal form

3. Scholarly project presentation Due: Week 2 30%
Choose one main research question to be studied. If relevant, formulate sub questions. Connect the research question(s) with a conceptual framework as it relates to the labour market of music workers. Discuss the conceptual ground or theory as it applies to your own practice. Select a relevant research design and describe methodological reflections, including strategies for analysis. Discuss the challenges and potential outcomes of the study. You will show that you can reflect upon your research into the literature and relate your reading to your own experiences. You will present your project together with your collaborators in an organised and logical format, showing that you can produce a coherent explanation of the topic, the key issues relating to the labour market for music workers and your own views upon the topic and its possible implications for future labour market studies. You will also demonstrate accurate, coherent English and observe the conventions of academic language at Masters/Ph. D. level. Use APA referencing style 6th edition. You should discuss your topic with your peers and supervisor(s) and meet periodically (on Skype or equal) to discuss your work in progress.

Criteria for assessment:
• Evidence of a systematic understanding of a key labour market issue and its relevance to your own practice as a music worker and scholar.
• Ability to reflect critically upon a labour market issue or theory
• Depth of engagement with issues discussed in reading
• Ability to relate reading to your own experiences
• Ability to relate reading to other literature
• Ability to communicate ideas, issues and conclusions clearly in verbal form
• Ability to develop and support a sustained argument.
• Demonstration of competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue
• Accurate use of APA referencing in the presentation.
• Spelling, punctuation and grammar in the presentation.

4. Scholarly project report Due: Week June 30. 30%
You will submit your project report together with your collaborators in an organised and logical format, showing that you can produce a coherent, written explanation of the topic, the key issues relating to the labour market for music workers and your own views upon the topic and its possible implications for future labour market studies. You will also demonstrate accurate, coherent English and observe the conventions of academic language at Masters/Ph. D. level. Use APA referencing style 6th edition. Before the submission you should discuss your topic with your peers and supervisor(s) and meet (on Skype or equal) at least once.
Criteria for assessment:

- Evidence of a systematic understanding of a key labour market issue and its relevance to your own practice as a music worker and scholar.
- Ability to reflect critically upon a labour market issue or theory
- Depth of engagement with issues discussed in reading
- Ability to relate reading to your own experiences
- Ability to relate reading to other literature
- Ability to communicate ideas, issues and conclusions clearly in written form
- Ability to develop and support a sustained argument.
- Demonstration of competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue
- Accurate use of APA referencing
- Spelling, punctuation and grammar

Suggested Reading


Statement on Academic Offences
Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf