

COOPERATIVE LEARNING, MUSIC START-UPS AND TECHNOLOGY.

A FEASIBILITY STUDY

PAOLO SUSANNI AND PAYAM SUSANNI

YAŞAR UNIVERSITY

IZMIR, TURKEY



RIAM
Royal Irish
Academy of Music



Association
Européenne des
Conservatoires

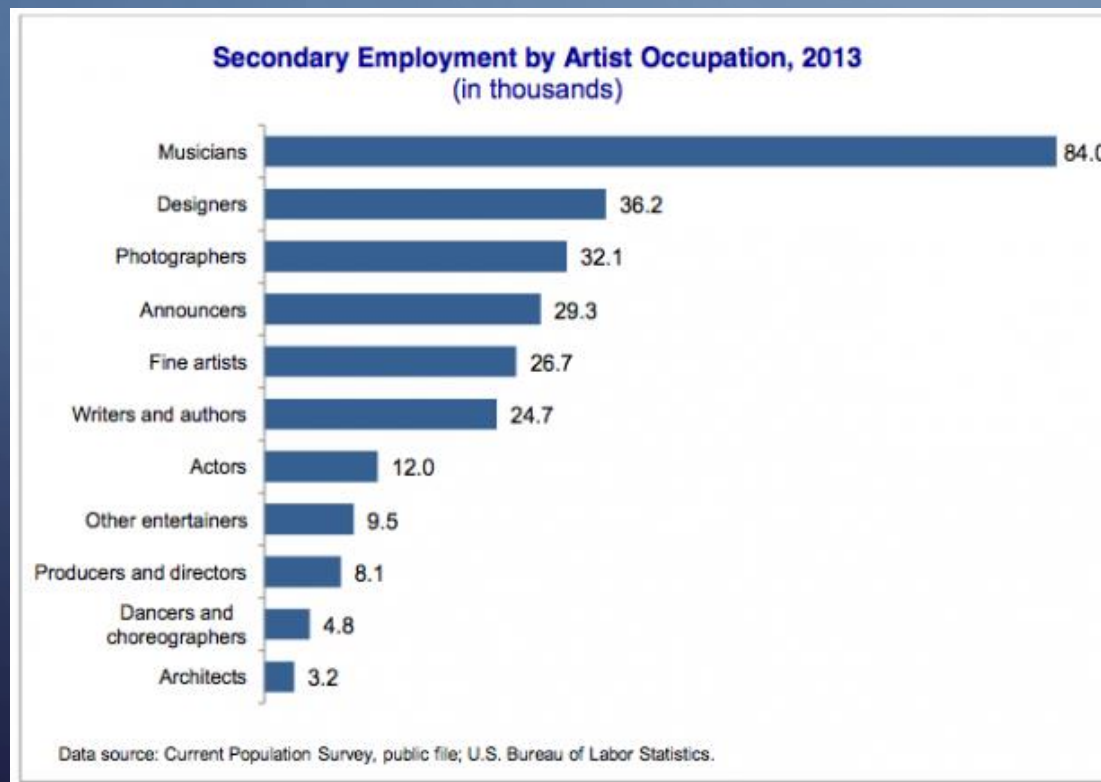


Co-funded by the
Erasmus+ Programme
of the European Union



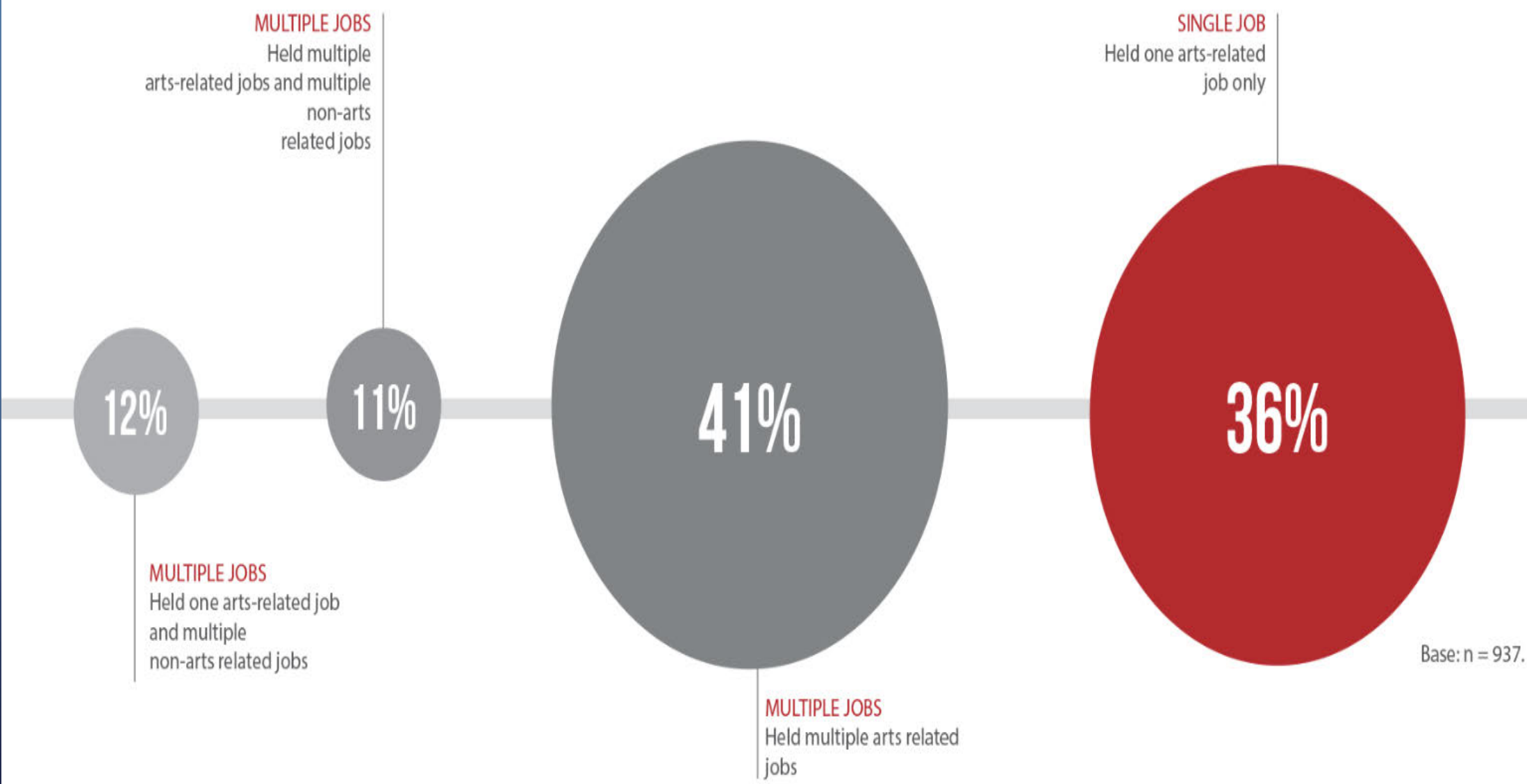
WHY?

- Post WWII there was a population explosion (2.5-7.5) and an explosion of credit which created the economic boom.
- The financial crisis of 2008 shook the foundations of the global economic system and brought the boom to a halt.
- Results: massive financial losses and a severe contraction of the labor market from which we never recovered.
- National Endowment for the Arts (2014) states that the unemployment rate among musicians increased from 5% in 2003 to 9.1% in 2013



- Musicians, more than any other creative arts group, ended up relying on secondary employment in what became known as the «gig» economy which lead to «diversification» into jobs that provided new income streams.

The «Gig» Economy



The Internet, Technology and Decentralization.

- The internet brought decentralization, allowed for the redistribution of power and influence within the music industry.
- Ordinary musicians gained more independence from centralized institutions and could more easily determine their future in terms of artistic, intellectual and monetary sovereignty.
- The consequence was that more musicians became more responsible for their own careers. Career types that had never existed and that would not fit into the traditional mould came into being and have been multiplying ever since.
- The proliferation of technology has also had a profound influence on the lives of musicians. It has not only offered musicians professional solutions but has created a myriad of opportunities that were never-before available in terms of careers and the offering of both goods and services.



Hans Lavdal Jakobsen
Musician, Software Expert
Founder of
EarMaster

- This massive proliferation was made possible by the scaling abilities allowed by the internet

EarMaster Company Mission Statement

Being musicians ourselves, our mission is to develop high quality software, and to provide musicians of all horizons with the most interactive and efficient ear training tool. What drives our company is a passion for music in all its shapes and colors. All of our employees are musicians and avid users of EarMaster on a personal basis.

Entrepreneurship Studies as a Solution

« By 2013 Entrepreneurship courses of varying efficacy were being taught in almost all of Europe. For the most part, these courses were offered in non-music departments as entrepreneurship is most often associated with business. However, by 2018, a large number of university music departments as well as music conservatories were offering entrepreneurship studies to their students on both the undergraduate and graduate levels.»

Hard Skills



Subjects



Soft Skills

Subjects that can be taught from theoretical models such as Business, Legal issues, Bookkeeping, Advertising and Fundraising.

Subjects that are not purely theoretical but closer to human social attributes such as Collaboration, Negotiation and Leadership

Project Management which is understood as being a mixture of both hard and soft skills

What is Cooperative Learning?

Cooperative Learning methods, models and instructional procedures organize students to: work in groups toward a common cooperative learning goal or outcome, or share a common problem or task, in such a way that they can only succeed in completing the work through [behavior] that demonstrates independence, while holding individual contributions and efforts accountable.



Three Main Aspects

The first aspect is that learning is achieved by the group. This means that there should be a type of interdependence that assures the learning success of the group. Each member of the group should contribute equally because this will determine if group is to succeed or fail. In this case, group success depends on the contributions of its constituent members.

The second aspect includes both individual and group accountability. It represents the expectations placed on each of the two components and is a prerequisite that should be clearly explained so that each group member understands both personal and collective responsibilities.

The third and perhaps most vital aspect, is that of team work. While most people have participated in some form of team activity in the course of their life, team skills required to achieve a well functioning unit should be taught. This aspect is closely related to the principle of interdependence in that team skills either facilitate or hinder interdependence.

Music Start-ups

A company that provides services or products specifically catered for those in the music industry.

- Characteristics:
- 1) Created by a small group individuals who each contribute their expertise.
 - 2) Rely heavily on collaboration and cooperation of their founding members.
 - 3) They are technology and social media-based companies.
 - 4) They exist and operate almost exclusively on the internet.




Amuse furnishes a free-of-charge distribution service on a platform that allows unknown musical talents to showcase their music online. While providing this service, the company monitors the consumption of said music with the aim of scouting nascent talent. They also provide iPhone and Android apps that allow participating musicians to track their progress and provide real-time support via a support team. They are present on Instagram, Twitter and Facebook. They raised funds (\$ 15.5 million) from Lakestar and Raine Ventures and collaborate with WIRED, Billboard and Forbes magazines. Five founding members.



Endel is a complete sound ecosystem that exists on a cross platform that creates sonic environments that promote concentration, focus, relaxation and sleep and to reduce stress. These soundscapes are based on human parameters such as heart rate and rate of motion as well as environmental aspects such as temperature and time of day. The iOS app delivers the sonic scapes to connected devices such as desktops, cars, smart home sound systems, mobiles, wearables, and voice assistants such as Amazon's Alexa. They are partnered with Apple, Twitch and Amazon. Four founding members.

Shared Infrastructural and Procedural Elements.

- 1) Each and all of these companies were created by a small numbers of founders.
- 2) The founding members are most often from entirely different fields of specialization that include business, banking, law, and technology. Only a small portion are musicians and artists.
- 3) All the companies went through an establishment process as well as rounds of fundraising.
- 4) Most have strong ties to financial institutions that offer advice, finance and promotion.
- 5) All have a strong presence on the internet for both networking and promotion.
- 6) All collaborate with a wide variety of media and celebrities to increase their presence and relevance in the space
- 7) All of them are linked directly to their clientele via apps.



From this list of characteristics one may choose which hard and softskills one thinks necessary to learn based on the abilities and affinities of the cooperative learning group members.

Are musicians good candidates for cooperative learning models?



Of all professions, music is perhaps one of the few where cooperation is quintessential.

Cooperation is fundamental for musical groups all the way from large ones such as orchestras and choirs to small ones such as chamber music ensembles and duos.

Most musicians possess many of the attributes that allow them to collaborate in groups while many others have skills that allow them to have multifaceted careers as a greater portion of musicians today perform, arrange, teach, write and have alternative employment.

While they possess many of the necessary soft skills, they lack knowledge of many of the hard skills but because of the advancement of technology, this is no longer an insurmountable problem.



The Ease of Using Technology: An Example.

The screenshot displays the Appypie website in a browser window. The browser's address bar shows 'appypie.com'. The website's navigation menu includes 'No-code Platform', 'Enterprise Solutions', 'Customers', 'Academy', and 'Contact Us'. There are 'Join' and 'Log In' buttons in the top right corner. The main heading is '#1 No-Code development platform'. Below this, a form asks 'What would you like to create today?' with radio button options for 'Mobile Application' (selected), 'Website', 'Task Automation', 'Chatbot', and 'Graphics'. A prominent blue 'Get Started' button is located below the form. Underneath the button, it states 'Trusted by 7 million businesses worldwide!'. A testimonial box on the right contains a quote: '"By 2024, no-code application development will be responsible for more than 65% of application development activity." - Gartner'. The Appypie logo is positioned at the bottom right of the testimonial box. The footer of the website features a blue bar with logos for various clients: sodexo, DECATHLON, Nike, THE HOME DEPOT, accenture, L'OREAL, NHS, ASSURANT, Southwest, Pinnacle, and Deloitte. The Windows taskbar at the bottom shows the system tray with the date '19.10.2020' and time '17:08'.

Pricing: Starter-Free, Basic-18\$ per month, Gold-36\$ per month.

Cooperative Learning Group Formation.

The first and most common method is the proximity-based model. In this model the instructor sits with a set of students where-ever they may be located and moves to the next group where-ever they may be. The problems with this model is that students tend to always sit next to the same class mates and there can be no variety in interaction and mode of thought.

The second model is created by the students themselves. This model almost always assures great interaction within the group but can lead to students not even being selected because they are not part of any preexisting circle. It may also happen that the group member all have the same traits and end up lacking in other necessary traits.



The assigned roles model is based strictly on the division of labor and while the workload is effectively distributed, these groups can end up being dysfunctional because of personality conflicts. While being the more complex and time-consuming method, the assigned group model tends to be the most successful, especially when the instructor knows his students well. This circumstance is commonplace in music departments and conservatories because when lessons are not on a one-on-one basis, music class sizes tend to be small and most and teacher/student familiarity is inevitable.

Three Cooperative Learning Models and their use.

JIGSAW

Round 1 - Focus Groups

Divide students into groups and give each group a different text to read and discuss.



Round 2 - Task Groups

Mix the groups so that students can bring their specific focus to a common task or problem.



This model is ideal for the transmission of factual knowledge and can be used whether one has a single or multiple numbers of groups. It is also advantageous when there are individuals that either have a level of expertise in a given subject or show an interest in that subject though they be not experts in it. Because of this, the Jigsaw method is time efficient.

THINK-PAIR-SHARE

Round 1 - Think

Have students think or write about a discussion question.



Round 2 - Pair

Allow students to turn to a partner and discuss their responses.



Round 3 - Share

Start a group discussion by having each pair share their responses with the class.



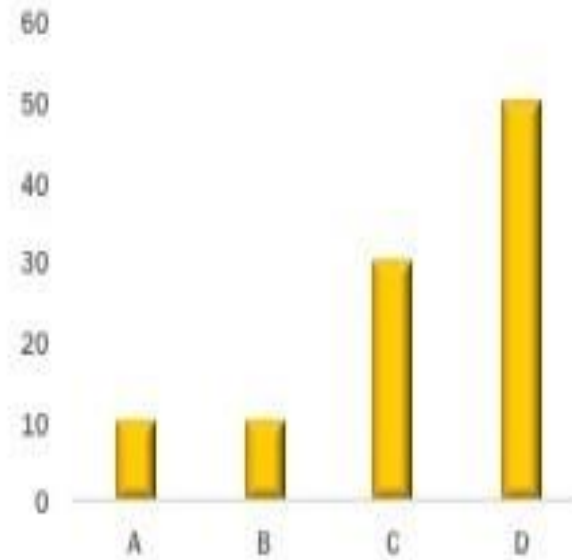
This method is ideal for honing the thinking process and reaching consensus because each group-member has both the opportunity to present their ideas and perspectives and to have these undergo the processes of broadening, supplementation, refinement, and verification offered by discussion in the single and double pairs of the second and third phases of the method.

Question

Post a conceptually based multiple-choice question.

Individual Responses and Discussion

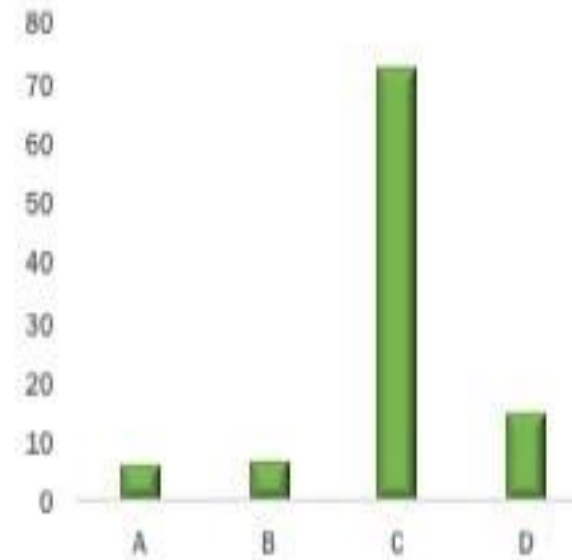
Have students answer with a personal response devices (e.g. clickers) then turn to a neighbor and discuss.



Responses Before Discussion

Re-voting

Allow students to change their answers after discussion. Display responses and use as stimulus for class discussion.



Responses After Discussion

This method cannot really work for factual knowledge and the process is not as intensive and thorough as that of the “Think-Pair-Share” model. However, it can be used instead of the latter and is especially helpful when dealing with urgent procedural and value propositions because of its similarities with a voting system, the refinement being that it allows for open discussion prior to a reconfirmation.

Cooperative Learning Lesson Plan – Music Start-up

Date: 11/11/2020

Instructor: Tom Petty

Subject: Social Media Advertising.

Topic: Setting up website advertising on social media platforms.

Significance: Social Media advertising is a key component for any start-up company because it allows for promotion of the product and brand using the network effect.

Guiding Standards: The quality of the information and mode of dissemination should be of the highest possible quality. The clarification of any point should occur at the time a question arises.

Materials and Resources: Powerpoint presentation, handouts and readings emailed by Mr. Petty.

Learning Objectives: How to set up effective advertising on the major social media platforms. Facebook, Instagram, Twitter and WeChat

Group Type: Jigsaw. Mr. Petty will share the expertise gained from his specialist group. The other members are responsible for listening intently and asking any question that arises.

Interpersonal Skills: Affirmation of the work done by the presenter by the audience. Inclusive manner of clarification by the presenter.

Assessment of Understanding: This will be done periodically by the instructor

Assessment of Learning: This will be take the form of a student evaluation of the presented materials that includes all the salient points of the presentation.

The Choice of a Cooperative Learning Educator

In traditional education models, the teacher normally has expert knowledge of a particular subject or subjects and his or her aim is to impart that knowledge to the students. The sequence of delivery of lesson content is divided up into prescribed portions of time and is usually contained in a syllabus. The manner or teaching style depends entirely upon the teacher. In this system, the teacher transmits knowledge and the students receive and process it. Teacher/student interaction normally occurs only when students need clarification or when disciplinary issues arise. Even in these two circumstances, all communications start and end with the teacher. He or she is the centralized leader of the class.



The teacher's role in the cooperative learning environment is more as guide and mentor rather than as subject expert. It stands to reason that the educator who is going to guide the cooperative learning groups should possess the attributes that a good mentor would have. It is well accepted that good mentors are able to guide while giving constant positive feedback. They set challenges and foster professional development by instilling a sense of accomplishment. They are accepting of new perspectives and ideas and most of all, lead by example.

One more thing: Research-Based Learning for Students and Educators.

- 1) Define and articulate the research question.
- 2) Identify possible sources of information in many types and formats.
- 3) Judge the scope of the project.
- 4) *Reevaluate the research question based on the nature and extent of information available and the parameters of the research project.*
- 5) Select the most appropriate investigative methods (surveys, interviews, experiments) and research tools (periodical indexes, databases, websites).
- 6) Plan the research project.
- 7) Retrieve information using a variety of methods (draw on a repertoire of skills).
- 8) Refine the search strategy as necessary.
- 9) Write and organize useful notes and keep track of sources.
- 10) Evaluate sources using appropriate criteria.
- 11) Synthesize, analyze and integrate information sources and prior knowledge.
- 12) *Revise hypothesis as necessary.*
- 13) Use information effectively for a specific purpose.
- 14) *Understand such issues as plagiarism, ownership of information (implications of copyright to some extent), and costs of information.*
- 15) *Cite properly and give credit for sources of ideas.*

Why adopt Cooperative Learning

The course would be a rare educational experience in which knowledge acquired does not remain an intellectual exercise in theory but is transformed into a functional entity that may improve the financial lot and career opportunities for many musicians.

The search for the materials required to provide for a music start-up infrastructure has revealed that there exists an abundance of high-quality materials (books, papers, theses, videos and apps) on a myriad subjects that are both readily available and easily accessible by all who may not be experts on subjects that lie outside of the musical realm.

The present generation of music students have, even if on a superficial level, much experience with all that technology has to offer. They need only guidance in deepening and directing their technological know-how in beneficial directions.

The same can be said of the present generation of instructors who can redirect their academic and technological skills in the preparation of a course that sits well within their purview. This is also made possible by the fact that the role of the instructor in the cooperative learning model is more one of guide rather than expert. Experts in subjects that cannot be taught by the principal instructor may be offered, on occasion, by relevant experts.

It follows that this line of education is economically advantageous to institutions because they need not hire extraneous staff. It would also augment the prestige of the institution that adopts the course because it would be indicative of the school's ability to innovate.

Finally, research/project-based learning, so compatible with the cooperative learning model, teaches students how to experience the learning process as a process. The benefits of this opens new pathways to new ways of thinking and creating.

Resources for a Hypothetical Course all Teachers can Master: A Simple Example

Social Media Marketing

Books

The Social Media Marketing Book. Dan Zarrella. "O'Reilly Media, Inc.", Nov 13, 2009. *The Social Media Marketing Book* guides you through the maze of communities, platforms, and social media tools so you can decide which ones to use, and how to use them most effectively. With an objective approach and clear, straightforward language, Dan Zarrella, aka "The Social Media & Marketing Scientist," shows you how to plan and implement campaigns intelligently, and then measure results and track return on investment. *Google Books*.

Link: <https://books.google.com.tr/books?id=chd3yfExXMEC&printsec=frontcover&dq=>

Social Media Marketing For Dummies. Shiv Singh, Stephanie Diamond. John Wiley & Sons, 2012. If you're not tweeting, Facebooking, or blogging by now, your business is getting left behind. Social media marketing is a highly effective way to engage with your customers. It's an easy, inexpensive way to enlarge your audience, add customers, and build your business. This guide provides an indispensable resource for small businesses and start-ups looking for low-cost online marketing strategies, as well as for marketers in larger companies who want to be more involved with social media. *Google Books*.

Link: <https://books.google.com.tr/books?id=A4hO-zwxXi8C&printsec=frontcover&dq=>

Advertising 2.0: Social Media Marketing in a Web 2.0 World. Tracy L. Tuten. Greenwood Publishing Group, 2008. *Advertising 2.0* goes way beyond running banner ads on Web sites and explores the rapidly burgeoning world of social media marketing. Among other things, expert Tracy L. Tuten covers viral marketing, doing online research, advertising within online games, and leveraging online opinions to increase sales or grow a brand. *Google Books*.

Link: <https://books.google.com.tr/books?id=ScdF1-vHvHwC&printsec=frontcover&dq=>

Scholarly Articles

Sisira Neti. “Social Media and its role in Marketing.” *International Journal of Enterprise Computing and Business Systems*. Volume 1, Issue 2. July 2011. Pages 1-16.
Gives an extensive overview of the meaning and scope of social media’s incorporation into marketing and provides insight as to its prevalence in India, a country having many small entrepreneurial businesses.

Constantinides, Efthymios. “Foundations of Social Media Marketing.” *Procedia - Social and Behavioral Sciences*. 148 (2014) 40 – 57
Examines the properties of social media marketing and how the concept is beneficial in customer empowerment.

Ashely, Christy. Turen, Tracy. “Creative Strategies in Social Media Marketing: An Exploratory Study of Branded Social Content and Consumer Engagement.” *Psychology & Marketing* Volume 2, Issue 4. 2014.
Discusses creative and continuity strategies used by successful enterprises to maintain customer loyalty and recognition.

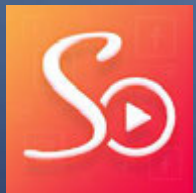
Apps



Social Media Post Maker – Social Post. Engagement with your social media posts helps you to generate leads, make connections, and build up your online reputation. You can also search for facebook posts, social media images, post content, social media for business, create poster, marketing poster, Instagram poster, poster planner, social media marketing, flyer, Instagram ads maker, facebook cover maker, graphics creator, graphics builder, graphics designer for marketing, how to advertise on social media for free, poster maker for social media, social media post template, social media content ideas 2018, facebook marketing examples, twitter marketing examples, YouTube cover maker.

Rating: 4.5

Link: <https://play.google.com/store/apps/details?id=com.socialmedia.socialmediapostmaker>



Social Media Post Maker, Video Story Maker. Social media post maker with video is the best social media marketing app that helps you create stunning posts for different social media platforms anytime, anywhere.

Rating: 4.5

Link: <https://play.google.com/store/apps/details?id=com.socialmediavideoadsmaker>

Videos

Complete Social Media Marketing Course | Social Media Marketing Tutorial For Beginners

https://www.youtube.com/watch?v=q5ASe_sxRYI

How To Start Social Media Marketing As A Beginner In 2019 - Step By Step Training

<https://www.youtube.com/watch?v=KEirK5QWgrA&list=PLEiEAq2VkUUK4-Inc4LAUDeiCSLWF>

Facebook Marketing Tutorial 2020 | Social Media Marketing Strategy

<https://www.youtube.com/watch?v=fhdaokn1iOE>

Twitter Marketing Tutorial 2020 | Social Media Marketing Course

<https://www.youtube.com/watch?v=iEYsoY95cMA>

Instagram Marketing in 2020 | Social Media Marketing Course

https://www.youtube.com/watch?v=2KpAQ0z_Mzo