New **E**mployability **W**ithin **S**elf-leadership in **M**usic **A**cademic **P**rograms

news
in
ma*p*

https://www.newsinmap.eu

Intellectual Output ④
"Employability within self-leadership"
Course module

Leading Institution: Conservatory of Music Santa Cecila - Roma

Conservatorio Santa Cecilia

YASAR ÜNIVERSITESI

RIAM
Royal Irish
Academy of Music

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Association Européenne des
Conservatoires, Académies de
Musique et Musikhochschulen

NEWS in MAP Course Module

"Employability within Self-leadership"

Introduction by Carla Conti

C'est ce que nous pensons déjà connaître
qui nous empêche souvent d'apprendre.
Claude Bernarde

Developing a new course or simply redesigning or further developing one of the existing courses is always a challenge in HEIs, and this becomes even more evident if some institutions have a great tradition as well as a wordwide educational heritage that comes from the past.

A success story over a long period of time can lead to an attitude that is not very open to novelties and changes.

On the other hand, research shows that students, in every sector of HE, are attracted by new experiences, unusual paths, and broad opportunities in an outpread range of academic courses and training offers.

For this reason, such a project like NEWS in MAP takes up the incentives to "tackling skills gaps and mismatches through designing and developing curricula that meet the learning needs of students that are relevant to the labour market and societal needs" of the Erasmus+ Projects - Strategic Partnership action KA203 of the type: 'supporting innovation'.

According to the general objective of the NEWS in MAP project, this 14 weeks course module has been prepared and designed by the involvement of HEIs project partners coordinated by the Conservatory of Music "Santa Cecilia".

However, discussing about out new course module, it has been important for us to note that there are often more or less subtle differences in the ways in which our universities/conservatories implement these kind of general principles and processes, to design new ones in a fully informed manner. We therefore needed to be familiar with all the relevant institutional and local (Faculty/School/Course) regulations and requirements – especially those that relate to assessment.

Focusing the design of the NEWS in MAP's new module "Employability within Self-leadership" we started with the teacher trainingworkshop "Design Sprint". It included goal, content, structure, delivery, assessment, learning outcomes.

The workshop developed the theoretical frame of the design plan expanding:

<u>Creative Thinking</u> - the way of looking at problems or situations from a fresh perspective that suggests unorthodox solutions;

<u>Critical Thinking</u> - the objective analysis and evaluation of issues in order to form a judgment;

<u>Innovative Thinking</u> - the process of translating ideas into what creates value for who participates.

The last session of the workshop involved 12 students from the NEWS in MAP project HEIs reflecting on the course module hypotheses.

This session took place under the ICE Framework (Fostaty Young, S., & Wilson, R.J. -2000): not linear or hierarchical, but transformative process discussion.

Involving the students' group and receiving their reactions, we got the opportunity to share our excitement and passion about learning/teaching process providing students themselves with a comprehensive overview of the course's aims and objectives, learning outcomes, and assessment strategies.

So that we have realized that the syllabi purposes that HEI's students community view as essential and useful are: a Communication Mechanism, a Planning Tool for Teachers, a Course Plan for Students, and a Contract between student/institution.

The characteristic elements of the "Employability within Self-leadership" course module are:

<u>Foundations of cognitive psychology applied to the theories of leadership</u> - to focus on how 'self-leadership' is effective in music careers to become more empowering and collaborative musician; creative/critical thinking; recognizing other musicians' strengths and skills;

<u>Women and gender studies theory</u> - to respond to how discrimination and gender imbalance can be overcome in various music areas;

<u>Fundamentals of Entrepreneurial Management</u> - to design and lead a music project; how to design and lead a team building activity; how to carry on an organizational management.

Its outlines consisting in:

<u>Course Information</u> - title, sub-section title, weeks, hours per week, mode of delivery, prerequisites;

<u>Course Description</u> - rationale and aims, learning outcomes;

<u>Course Schedule/weekly</u> - topics, preliminary preparation, teaching/learning methods;

<u>Required materials</u> - reading/textbook, recommended material;

<u>Assessment</u> - quality of research, quality of presentation, quality of output;

<u>Contribution of Learning outcomes</u> to overall outcomes of the NEWS in MAP module.

Our principal aims in designing the "Employability within Self-leadership" course module have been to answer to *why* and *how*:

-to align your core values with your career objectives.

-to identify different types of leadership according to your project.

-to realize artistic ideas by finding financial resources.

-to hypothesize various conflict scenarios and propose solutions to them.

-to communicate your personal brand and engage new audience.

-to test your project presentation with targeted groups.

The course can be addressed to both master's and bachelor's degree students

References:

Biggs, J. (2003). *Teaching for quality learning at university*. Buckingham: Open University Press/Society for Research into Higher Education. (Second edition).

Fostaty Young, S., & Wilson, R.J. (2000). *Assessment and learning: The ICE approach*.Winnipeg, MA: Portage and Main Press.

Gosling, D., & Moon, J. (2001) *How to use learning outcomes and assessment criteria*. London: SEEC Office.

Kennedy, D., Hyland, Aine, & Ryan, N. (2006) *Writing and using learning outcomes: A practical guide. In, Implementing Bologna in your institution*, C 3.4-1, 1-30. Retrieved January 10, 2015.

McDonald, J., Siddall, G., Mandell, D., & Hughes, S. (2010). *Two sides of the same coin: Student-faculty perspectives of the course syllabus*. Collected Essays on Teaching and Learning, 3. Retrieved June 19, 2015.

Rae, A. M. and Cochrane, D. K. (2008). *Listening to students: How to make written assessment feedback useful*. Active Learning in Higher Education, 9 (3), 217-230.

Ramsden, P. (2003) *Learning to teach in higher education*. 2nd ed. London: Routledge.

Course Information

Sub-section Title	**Understanding Yourself**
Weeks	1 – 3
Hours per Week	3
Mode of Delivery	In-person /Online/ Blended

Course Description

Rationale and Aims	- To develop self-awareness - To explore core values and objectives - To discover your personal pathway - To investigate the 'why?' - To define your personal brand - To communicate your brand through relevant social media channels and build an online reputation. - To identify, engage and attract your audience. - To develop a self-promotion PR toolkit.
Learning Outcomes	Upon successful completion of this course, students are expected to be able to: - Be aware of their own core values, strengths, objectives, and goals. - Communicate their passion and purpose – *why they do what they do.* - Write a life purpose statement. - Identify and manage their own personal brand. - Create a mission statement for their own personal brand. - Communicate their personal brand through social media channels. - Gain knowledge in how to utilize marketing strategies to expand their reach. - Create a self - promotion PR toolkit (Canva, Bio, CV, Covering Letter and LinkedIn).

Course Outline/Schedule (weekly)

Week	Topics	Preliminary Preparation	Teaching and Learning Methods
1	**Understanding Yourself** - Identify your core values, strengths, and objectives. - How to align your core values with your career objectives. - Investigate the 'why?'	Reading, Observing, and Reflecting: *Personal Swot Analysis* https://www.open.edu/openlearn/ocw/mod/oucontent/view.php?id=20020&section=4.1 *Discovering Your Core Values* https://28dj2rs9k7d1slzcd40rpfrp-wpengine.netdna-ssl.com/wp-content/uploads/2016/10/ABCT-Values-Assessment-2014-1.pdf *Core Value Alignment* https://www.astridbaumgardner.com/blog-and-resources/write-a-life-purpose-statement-in-4-steps-for-fulfillment-and-direction/ *Find Your 'Why?'* https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?language=en	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board, Storytelling, Pitching
2	**Defining Your Personal Brand** - Create a personal persona. - Present and pitch a mission statement for your own personal brand. - How to communicate your personal brand via social media channels and PR Kit.	Reading, Observing, and Reflecting: *Creating a Persona* https://www.innovationtraining.org/create-personas-design-thinking/ Personal Mission Statement https://www.icadenza.com/musicians-must-mission-statement/ *Social Media Research and Personal Branding* https://literallylefthanded.com/2021/01/03/4-classical-musicians-with-great-instagram-profiles/ https://www.icadenza.com/build-your-personal-brand/ https://www.musicianonamission.com/how-to-make-an-epk/	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board, Storytelling, Pitching, Designing PR Kit on Canva – Part 1
3	**Social media – how to communicate your brand and engage your audience.** - Identify the social channels you want to engage with. - Build an online reputation. - Utilize marketing strategies to expand your reach.	Reading, Observing, and Reflecting: *Social Channels and Building an Online Reputation.* https://www.thestrad.com/playing-and-teaching/top-10-tips-for-monetizing-classical-music-online/11428.article	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board, Storytelling, Pitching, Designing PR Kit on Canva – Part 2

Week	Topics	Preliminary Preparation	Teaching and Learning Methods
	- Develop marketing materials (PR Kit – CV, Bio, Canva, LinkedIn)	*Effective Marketing Strategies* https://www.acso.org/index.php?option=com_dailyplanetblog&view=entry&year=2020&month=01&day=21&id=49:ten-classical-music-social-media-accounts-to-follow-in-2020 https://aubreybergauer.medium.com/content-marketing-what-it-is-and-why-every-orchestra-should-be-doing-it-5af040fe016f https://www.canva.com/learn/marketing/ *PR Kit* https://sfcm.edu/student-resources/professional-development-and-engagement-center/guides-and-handouts https://www.canva.com/learn/how-to-build-a-brand-kit/	

Required Material(s)/ Reading(s)/Textbook(s)	**All materials present in Preliminary Preparation column** Pressfield S. (2003)**,** *The War of Art - Break Through The Blocks and Win Your Inner Creative Battles* https://stevenpressfield.com/books/the-war-of-art/ Godin S. (2018)*, This is Marketing* https://seths.blog/tim/ Baumgardner A. (2019)*, Creative Success Now: How Creatives Can Thrive in the 21st Century* https://www.astridbaumgardner.com/book/
Recommended Material(s)/ Reading(s)/Other	Reading, Observing, and Reflecting: Elizabeth Gilbert Ted Talk, *Your Elusive Creative Genius* https://www.ted.com/talks/elizabeth_gilbert_your_elusive_creative_genius?language=en Brene Brown, *Dare to Lead Podcast with Angela Duckworth on Grit* https://brenebrown.com/podcast/brene-with-dr-angela-duckworth-on-grit-and-the-importance-of-trying-new-things/ Brene Brown, *Dare to Lead Podcast with Guy Raz* https://brenebrown.com/podcast/brene-with-guy-raz-on-how-i-built-this/ Seth Godin, *Blog* https://seths.blog/popular/ Tim Ferris, Podcast with Steven Pressfield - *How to Overcome Self-Sabotage and Resistance, Routines for Little Successes, and The Hero's Journey vs. The Artist's Journey.* https://tim.blog/2021/02/26/steven-pressfield/

Assessment

Description of Activities/ Studies	Weight in %
• Quality of Research	30%
• Quality of Presentation	30%
• Quality of Output	40%
TOTAL	100%

Contribution of Learning Outcomes to overall outcomes of NEWS in MAP module

No	Outcomes of NEWS in MAP module	Level of Contribution (1- lowest/4- highest)			
		1	2	3	4
1	To explore the theoretical background of leadership and self-awareness.				x
2	To explore branding: defining, articulating, communicating ones' brand.		x		
3	To understand how to use social media responsibly.		x		
4	To recognize the impact of an effective PR kit – CV, long/short biog., social media descriptions.			x	
5	To develop project management skills			x	
6	To develop business basics		x		
7	To use creative and critical skills in career pathways			x	
8	To know about different types of leadership for orienting oneself into the gender issues		x		
9	To design and lead a music project			x	
10	To demonstrate the necessary skillset in using a foreign language to communicate with foreign colleagues/counterparts and follow worldwide developments in music careers		x		

Course Information

Sub-section Title	**Your Future Self and Your Livelihood**
Weeks	4 – 6
Hours per Week	3
Mode of Delivery	In-person /Online/ Blended
Prerequisites	Having attended and completed all the requirements of Week 1-3 of this course: Understanding yourself – values, objectives, personal pathway

Course Description

Rationale and Aims	• To concretely realize their artistic ideas by finding financial resources • To create a concrete plan for the actualization of these goals involving other artists • To disseminate the contents of points 1-3 in the most productive and efficient manner • To learn basic of money management, tax, fund raising and legal entities' structure.
Learning Outcomes	Upon successful completion of this course, students are expected to be able to: • Be able to act concretely in an entrepreneurial and artistic vision at the same time. • Have gained new knowledge and skills that aid in the generation and management of new projects, whether personal or professional. • Create an entrepreneurial development plan involving other artist • Manage and improve your financial future health.

Course Outline/Schedule (weekly)

Week	Topics	Preliminary Preparation	Teaching and Learning Methods
4	- Developing a theory of change based on previous self-assessment. - Creating and implementing a set of new personal/professional goals	Reading, Observing, and Reflecting: https://www.mindtools.com/pages/article/intentional-change-theory.htm https://www.mindtools.com/ https://www.lucidchart.com/blog/the-ultimate-goal-setting-process-in-7-steps https://www.lifehack.org/ https://www.youtube.com/watch?v=cLXkOYaZ_K0	1) Specialists of Original Cooperative Learning groups will present findings. 2) Q&A Session to follow-up 3) Assessment by mentor and Group based assessment. 4) Group findings distributed to all other groups.
5	- How do we carry out our projects together? (Organizations and legal entities in art, partnership construction) - Tax in the performance (Tax obligations, gross and net) - How do I manage my money? (Finance your project, co-financing, simple and compound interest - How do I invest my money? (Stocks, bonds and ETF, Rating agencies, Morningstar)	Reading, Observing, and Reflecting: *Project Management for Dummies* at https://books.google.com.tr/books/about/Project_Management_For_Dummies.html?id=m0-BwC1UWOUC&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false Bogle C.J. (2007), *The Little Book of Common Sense Investing* Lee P.K.D. (2020)*, Art of Fundraising* https://www.youtube.com/watch?v=jPLAuCUHkSY https://www.morningstar.co.uk/uk/	1) Specialists of Original Cooperative Learning groups will present findings. 2) Q&A Session to follow-up 3) Assessment by mentor and Group based assessment. 4) Designing Project Kit on Canva – Part 2
6	- Disseminating information gained from already-presented materials through productive and effective communication and networking.	Reading, Observing, and Reflecting: Carnagie, D. (1936), *How to win Friends and Influence People* – pp.18-24, 67-76, 86-102 and 109-118 https://www.readingsanctuary.com/wp-content/uploads/2018/10/How-To-Win-Friends-Influence-People.pdf https://www.helpguide.org/articles/relationships-communication/effective-communication.htm https://blogs.constantcontact.com/social-media-quickstarter/ https://play.google.com/store/apps/details?id=com.mayur.personalitydevelopment&gl	1) Specialists of Original Cooperative Learning groups will present findings. 2) Q&A Session to follow-up 3) Assessment by mentor and Group based assessment. 4) Group findings distributed to all other groups.

Week	Topics	Preliminary Preparation	Teaching and Learning Methods
		https://www.youtube.com/watch?v=KEir K5QWgrA	

Required Material(s)/ Reading(s)/Textbook(s)	**All materials present in Preliminary Preparation Column**
Recommended Material(s)/ Reading(s)/Other	Reading, Observing, and Reflecting: *Project Management for Dummies* in https://books.google.com.tr/books/about/Project_Management_For_Dummies.html?id=m0-\BwC1UWOUC&printsec=frontcover&source=kp_read_button&redir_esc=y#v=onepage&q&f=false https://www.youtube.com/watch?v=jPLAuCUHkSY https://www.morningstar.co.uk/uk/

Assessment

Description of Activities/ Studies	Weight in %
• Quality of Research	30%
• Quality of Presentation	30%
• Quality of Output	40%
TOTAL	100%

Contribution of Learning Outcomes to overall outcomes of NEWS in MAP module

No	Outcomes of NEWS in MAP module	Level of Contribution (1- lowest/ 4- highest)			
		1	2	3	4
1	To create a personal development plan for any aspect of professional life.		x		
2	To gain new knowledge and skills that aid in the generation and management of new projects, whether personal or professional.		x		
3	To improve your financial health			x	
4	To create an entrepreneurial development plan				x

Course Information

Sub-section Title	**Your Impact in Your Wider Community**
Weeks	7 – 9
Hours per Week	3
Mode of Delivery	In-person /Online/ Blended
Prerequisites	Having attended and completed all the requirements of Week 1-3 of this course: "Understanding yourself – values, objectives, personal pathway" and of Week 4-6 "Your Future Self and Your Livelihood".

Course Description

Rationale and Aims	• To discover different types of leadership. • To explore leadership examples in musical contexts. • To investigate gender issues in leadership. • To define the "how?" different types of leadership can be present in your project. • To develop awareness of one's qualities as a leader. • To communicate effectively to obtain reasoned consent. • To identify the strong and weak points one's leadership. •
Learning Outcome	Upon successful completion of this course, students are expected to be able to: • Identify leadership models suitable for the objective to be pursued. • Be aware of replacing the type of leadership by supporting different project phases. • Design a musical project where leadership in action is clearly present. • Communicate effectively so that conflicts do not go unexpressed. • Listen to criticism of their leadership proposal. • Create modular public development paths (school, neighborhood, municipality, city ...).

Course Outline/Schedule (weekly)

Week	Topics	Preliminary Preparation	Teaching and Learning Methods
7	**Leadership – learning about the types of leadership, the type of leader you are, and the landscape as it relates to gender** - - Identify different types of leaders: entrepreneurs/facilitators/ "architects" and their main values, strengths, weakness and objectives. - - Reflect on the model of shared leadership in musical contexts. - - Investigate the 'how?' (leadership role can be performed) according to gender issues.	Reading, Observing, and Reflecting: *Observing leaders at work* https://www.ted.com/talks/roselinde_torres_what_it_takes_to_be_a_great_leader *Stories of remarkable leaders* https://www.ted.com/talks/fields_wicker_miurin_learning_from_leadership_s_missing_manual *What Makes a good leader, and Does Gender Matter?* https://www.pewresearch.org/social-trends/2015/01/14/chapter-2-what-makes-a-good-leader-and-does-gender-matter/	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board/Mural/Miro, Storytelling, Pitching
8	**The artist in the community – how to action cultural agency, audience development** - Collect demographics of individuals served by the project. - Describe artistic community: composition and resources. - Needs Identification. - Look for Trends.	Reading, Observing, and Reflecting: *Agency Cultural Competence Checklist* http://www.eastpointe.net/wp-content/uploads/2019/01/Agency-Cultural-Competence-Checklist.pdf *Cultural competence self-assessment questionnaire* https://www.pathwaysrtc.pdx.edu/pdf/CCSAQ.pdf	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board/Mural/Miro, Storytelling, Pitching
9	**Project design and Conflict resolution** - Identify which kind of leadership model is effective for your project. - Design a project focused on the leadership acting into the musical sector. - Hypothesize various conflict scenarios during your project and propose solutions to them. - Develop ability to lead discussions, and to organize a team (assign tasks, evaluate results, etc.)	Reading, Observing, and Reflecting: *Different Leadership for 10 Exceptional Music-Related Projects* https://onextrapixel.com/10-exceptional-music-related-projects/ *Conflict resolution strategies* https://www.pon.harvard.edu/daily/conflict-resolution/conflict-resolution-strategies/	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board/Mural/Miro, Storytelling, Pitching. Designing Project Kit on Canva – Part 3

Required Material(s)/ Reading(s)/Textbook(s)	**All materials present in Preliminary Preparation Column**
Recommended Material(s)/ Reading(s)/Other	Reading, Observing, and Reflecting: Jago A. (1982), *Leadership: Perspectives in theory and Research*, in "Management Science", 28, pp. 315-36. https://www.sehity.com/uploads/4/2/2/4/42243697/jago_-_1982_-_leadership_perspectives_in_theory_and_research.pdf Goleman D., Boyatzi R.E., Mckee A. (2002), *Primal leadership: realizing the power of emotional intelligence*. Mass: Harvard Business School Press, Boston https://www.researchgate.net/publication/230854764_Primal_Leadership_Realizing_the_Power_of_Emotional_Intelligence Grenness T. (2011), *Will the 'Scandinavian leadership model' survive the forces of Globalization? A SWOT analysis*. International Journal of Business and Globalization 7(3): 332-350 https://www.researchgate.net/publication/264440566_Will_the_%27Scandinavian_leadership_model%27_survive_the_forces_of_globalisation_A_SWOT_analysis Göçen A. (2020), *Neuroleadership. A Conceptual Analysis and Educational Implications*. International Journal of Education in Mathematics, Science, and Technology (IJEMST) 9(1), 63-82. https://pdfs.semanticscholar.org/8b2d/079a6e4fda87c8ff47daedfb7d7c9bac8ac7.pdf?_ga=2.79634260.1594531052.1630649069-446772485.1622637645

Assessment

Description of Activities/ Studies	Weight in %
• Quality of Research	30%
• Quality of Presentation	30%
• Quality of Output	40%
TOTAL	100%

Contribution of Learning Outcomes to overall outcomes of NEWS in MAP module

No	Outcomes of NEWS in MAP module	Level of Contribution (1- lowest/ 4- highest)			
		1	2	3	4
1	To reflect on the effectiveness of the different types of leadership.				x
2	To recognize gender issues in the implementation of leadership.			x	
3	To understand leadership strategies into the music audience development.		x		
5	To develop interdisciplinary skills to lead music teams.			x	
6	To use leadership tools for resolving conflicts.			x	
7	To communicate one's project by simulating various context scenarios.		x		
8	To master one's leadership skills in musical framework designed.				x

Course Information

Sub-section Title	**Final project**
Weeks	10 – 14
Hours per Week	2
Mode of Delivery	In-person /Online/ Blended
Prerequisites	Having attended and completed all the requirements of Week 1-3 of this course: "Understanding yourself – values, objectives, personal pathway", of Week 4-6 "Your Future Self and Your Livelihood", and of the Week 7-9 "Your impact in your wider community"

Course Description

Rationale and Aims	• To design a project based on music
	• To analyze the project's needs and resources.
	• To identify the project's strength and weakness
	• To investigate the 'what?'
	• To communicate project aims.
	• To lead a music project team.
	• To develop the project digitization.
	• To explore different ways for the project presentation
Learning Outcome	Upon successful completion of this course, students are expected to be able to:
	• Be conscious of their own project core values, strengths, objectives, and goals.
	• Write a cycle-life project propose.
	• Identify and manage the project's risks.
	• Be able to communicate their project – why this project is like this.
	• Create an interdisciplinary team for their own personal project.
	• Communicate their personal project through social media channels.
	• Present their project appropriately in different circumstances.
	• Leverage digital technologies and context of digitized data, turned into actionable knowledge to support the project digitalization.

Course Outline/Schedule (weekly)

Week	Topics	Preliminary Preparation	Teaching and Learning Methods
10	**Creating your project** - Identify your project values, strengths, and objectives.	Reading, Observing, and Reflecting: Identify your project values, strengths, and objectives. Craton, W. C. (2019), *Wall Scheduling. A Comprehensive Guide to the Process of Creating a Viable Project Work Plan.*	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board, Storytelling, Pitching. Each teacher will finalize one student's project.
11	**Investigate the 'what?'** - How to align your project skills with your project objectives.	Reading, Observing, and Reflecting: How to align your project skills with your project objectives. https://www.projecttimes.com/articles/the-project-plan-how-much-detail-is-enough/	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board, Storytelling, Pitching. Each teacher will finalize one student's project.
12	**Organizing Your Team Project** - Create your personal project team. - Define your cycle life project.	Reading, Observing, and Reflecting: Create your personal project team Gareis R. & Gareis L. (2018), *Project. Program. Change*.	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board, Storytelling, Pitching.
13	**Interpret different types of leadership.** - Integrate interdisciplinary methods.	Reading, Observing, and Reflecting: Interpret different types of leadership. Inspiring leadership now: 30 of the best TED Talks on leadership. https://www.inspiringleadershipnow.com/best-ted-talks-on-leadership/	Lecture Discussion, Role Play, Interactive Whiteboard, Google Jam Board, Storytelling, Pitching.
14	**Project final presentation** - Identify different ways in which you want to present project. - Test your presentation with targeted groups (colleagues, students, musicians, stakeholders).	Reading, Observing, and Reflecting: Identify different ways in which you want to present project. Rajapakse D. C., *Software-Intensive Student Projects* https://www.comp.nus.edu.sg/~damithch/guide3e/Ch14.html	Discussion, Role Play, Interactive Whiteboard, Google Jam Board, Storytelling, Pitching, Designing your Project Kit on Canva – Part 4 (Final presentation).

Required Material(s)/ Reading(s)/Textbook(s)	**All materials present in Preliminary Preparation Column**
Recommended Material(s)/ Reading(s)/Other	Each student will select materials/readings/textbooks, according the project *Interrogating Interdisciplinarity* https://www.youtube.com/watch?v=XfWqKlOzRO0

Assessment

Description of Activities/ Studies	Weight in %
• Quality of Research	30%
• Quality of Presentation	30%
• Quality of Output	40%
TOTAL	100%

Contribution of Learning Outcomes to overall outcomes of NEWS in MAP module

No	Outcomes of NEWS in MAP module	Level of Contribution (1- lowest/ 4- highest)			
		1	2	3	4
1	To finalize a music project presentation		x		
2	To be able to make audience recognize the impact of an effective music project				x
3	To develop one's project outputs			x	
4	To focus on leadership performance and effectiveness			x	
5	To use creative and critical skills in presenting one's project			x	
6	To know about different types of presentation according to the context		x		
7	To understand benefits of the project digitalization		x		
8	To demonstrate the validity of the project for developing a music career				x