EDUCATION ON MUSIC AND TECHNOLOGY:

A PROGRAM FOR A PROFESSIONAL EDUCATION

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1. Introduction

- Utrecht School of Music and Technology
  (part of Utrecht School of Arts)

- Professional Education in Music and Technology

Degrees offered:

- Sound Design.
- Composition for the Media.
- Composition for non-linear Media
- Composition of Electronic Music.
- Composition & Music Production.
- Composition & Music Technology
- Music Production & Performance.
- Music Technology & Performance.
- Audio Design, Music System Design
- Audio Design, Recording and Production

- >= 450 students, 45 teachers

- bachelor, master and research degree programs

- some programs emphasize Arts, others are more technical. However there is some overlap between them

- 92% of graduates have a healthy career within 2 years of finishing MA

- 90 new students per year, 80-85 of which graduate
  - policy is to maintain active contact with alumni
  - feedback from alumni used to redesign curriculum where needed

Our mission:

- educate students towards professional career in Dutch and international contexts

- emphasis on:
    - personal development of the student
    - outlook on a professional career
    - lifelong learning skills to keep up with rapidly changing field

History:

- started as part of the Utrecht Conservatory in 1985
- current program started 1987

Curricula:

- major changes in past 6 years:
  - introduction of new area: composition for non-linear media
  - recent research emphasis on applications of music technology for both adults and children with special needs
  - research integrated into curriculum

- every 4 years curriculum evaluated and adapted in light of context

2. Vision and Mission

• central focus on teaching students how to keep up in ever-changing field

• to this end, various teaching methods are employed:
   - lectures, workshops, projects, study groups, industrial placement, external projects, interdisciplinary projects

- primary characteristics of the program:
   - students learn by doing
   - students learn to be their own teacher

- importance of self-reflection, professional independence, development

3. Composition for the Media

- common elements of various contexts in media
    - speed and unpredictability of development
    - prosumerism
    - individualization of consumer
    - mechanisms for measuring effectiveness of product

- role and function of music in the media industry
  - virtual orchestration
  - use of 'temp track'
  - emancipation of sound

- consequences for education:
  - broader approach
  - contextual awareness
  - relationship context-design-production

4. Music Production

• fundamental changes in industry brought about by technological innovations
 - 'disruptive' technologies
 - shift centralized -> decentralized tools
 - shift physical -> virtual product
  - recorded music -> live performance
  - intellectual property issues
  - rise of non-linear music

- consequences for education:
  - problems for traditional approach
    - technical focus
    - implicit or explicit preferences for genre
    - how to integrate innovation?

- our program seeks to balance:
  - technology
  - design strategies
  - development, including new contexts
  - innovations in product and distribution

• our approach to music production comes from three overlapping strands:
- the 'engineering producer'
- the 'organizing producer'
- the 'composing producer'

• an individualized approach towards the student

5. Research

• curriculum adapted yearly to reflect ongoing changes in the field
   - focus on higher-level tools for designing adaptive music systems

• need for research from both mono and multi-disciplinary approaches

• growing need to combine research with production

• results from research important to both students and teaching staff:
  - application to new fields, such as adaptive systems
  - leads to improvements in music design processes for the creative industry
  - leads to improvements in music education in support of social themes such as inclusion, inter-culturality, and new contexts

6. Conclusion

- since 1985 we have succeeded in developing a continuously adaptive educational program which prepares students for existing professional practice

- both the program and teaching staff are adapted to ongoing developments in the field

- mechanisms which guarantee ongoing development, taking into account quality standards and a real view of the field of study

Thank you!

Questions?