




Course Title	International Music Industry lab
Term	Term 1 and 2 (Fall semester); Term 3 and 4 (Spring semester)
Inholland Faculty	Creative Business
Course code	3821IMIE1Z
Inholland location	Haarlem
Cycle	First cycle/undergraduate/Bachelor level
Number of ECTS	30
Language of instruction	English
Course content	<p>The world of pop music is a technical, innovation-driven sector in which music is the content. In practice this means that the previously known partition between artists, managers and organizers has become somewhat blurry. In the development of successful concepts, creativity, business insight and practical realization are now fully intertwined, and the professionals who participate in the current market regularly change both roles and perspectives.</p>  <p>The IMI-lab offers (research) projects in the international music world to students who want to further develop the skills they have already acquired during their study. These are the people who will help an artist to shine at big events, is the key person behind a producer who produces international hits, the musical director who organizes and leads an accompaniment, the stage designer who realizes spectacular stage sets, the creative business manager who manages to launch an international career for his or her artist and there is the entertainment manager who has a leading role in the organization of a major music festival.</p>

<p>Lecturer(s)</p>	<p>Koos Zwaan PHD: Lab lead</p> 
<p>Learning outcomes</p>	<p>We work with three overarching learning outcomes or competences. These are:</p> <ul style="list-style-type: none"> <li>• <b>Experimenting:</b> Based on analysis and via a process of successive iterations and development loops, the student designs and realize creative solutions for complex problems from the urban agglomeration. This is done in collaboration with partners from the professional field and other disciplines from the creative sector.</li> <li>• <b>Interdisciplinary collaboration:</b> The student brings in his own (professional) expertise and appreciates and uses the perspective. The active role in teamwork and constructive work ethic has lead to a collaborative solution-oriented result.</li> <li>• <b>Professionalization:</b> The student proactively manage their professional development by making content related choices and formulating personal learning issues and (SMART) learning objectives. Feedback received on professional conduct has led to adequate self-reflection.</li> </ul> <p>The learning objectives are:</p> <ul style="list-style-type: none"> <li>• Independently initiating and achieving innovative cooperation with external partners that result in a prototype of an economic and/or societally relevant product or service.</li> </ul>

	<ul style="list-style-type: none"> <li>• Being able to develop innovative and relevant solutions for your collaborating client's complex, wicked problem, in a multi-disciplinary environment, based on a creative analysis.</li> <li>• Critically reflecting on underlying conceptual points of departure and premises of a professional practice, using relevant scientific theoretical concepts. Formulating possible alternative points of departure and establishing the resultant consequences for society and/or professional practice.</li> </ul>
<p>Mode of delivery, planned activities and teaching methods</p>	<p>The program aims at experiencing a new way of working in order to learn to collaborate within a multidisciplinary team, to grow personally and collectively, and to embrace design thinking processes.</p> <p>Design thinking is solving all kinds of problem the way designers solve problems. It got popular since the books Change by Design of Tim Brown and The Design of Business of Roger Martin became international bestsellers. It is believed that design thinking can solve complex problems and is educated to many professionals nowadays, also within Inholland. We guide students with a structure and tools and we send them off on a learning journey.</p>  <p>Following a period of stagnation and reorganization, the global music industry grew rapidly in the past few years until the outbreak of COVID-19 turned the world, including the music industry, upside down. Time and time again, new challenges call for new innovative energy in this ever-dynamic industry. The IMI-lab deals with these state-of-the-art issues in the world of pop music. In other words, you will deal with a 'wicked problem'. This will be a problem from a collaborating client that can be studied from various different angles to identify possible solutions. The outcome is entirely uncertain at the outset, so the scope is very wide indeed. There are also no specifications regarding the end product. The one set requirement is that you must provide the collaborating client with a useful contribution (in the form of a prototype) towards a solution for their problem.</p>

The Project Team will set up and conduct a design process. The project team members are students from different educational backgrounds and decide themselves how they divide tasks, depending on the represented disciplines in the team and their personal learning goals and objectives.

The Learning Coach can support the teams on demand with design process decisions and content tasks based on students' affinity and specific learning goals.



Our working method is inspired by the metaphor of a climbing wall: you climb towards the next boulder in order to get to the top. In line with our defined design thinking framework, we work with four big Climbs. Every Climb consist of a diverging and a converging phase.

- The first climb start with discovering the challenge and defining the opportunity space.
- The second climb is Design phase, focusing on ideating and designing a creative concept.
- The third climb is Develop, where the concept will be developed and tested.
- The fourth and final climb is Deliver, the phase where you will focus on delivering the final experimental outcomes.

In addition to these design phases, weekly program is structured in: Method Monday, Try Out Tuesday, Wander Wednesday (no classes scheduled), Try Out Thursday and Feedback Friday.

Method Monday: is about exchanging new knowledge, introducing new information and learning about new theory and methods.

	<p>Try-out Tuesdays and Thursdays are meant for the project team to work together. Feedback Friday mornings are used for sharing progress on design process, -decisions and -outcomes.</p>
<p>Prerequisites and co-requisites (if applicable)</p>	<p>Conditions for participation</p> <ul style="list-style-type: none"> <li>• You are at least a third-year Bachelor student, or an Associate Degree student in the final phase of the study</li> <li>• You are enthusiastic, creative, innovative and can work autonomously</li> <li>• You are passionate to tackle complex challenges together with stakeholders and peers</li> <li>• Your development is self-directed supported by setting your own educational goals</li> <li>• You choose your own educational path supported by a teachers' coaching and within the opportunities of your team</li> <li>• You are open for new and pioneering forms of education and assessments: showcase portfolio and conscious reflection in and on action</li> </ul> <p>In your motivational content, state who you are and why you are motivated/qualified to participate. This could take the form of a video, a letter or any other medium of your choice. If there are questions further to your motivation, you may be invited to attend an explanatory interview. On the basis of this interview, a decision will be made as to whether to admit you.</p>
<p>Assessment methods and criteria</p>	<p>There are three assessments on the course: the project (part 1 and 2) and your individual portfolio.</p> <p>In a personal road map you will have freedom to explore yourself. Through regular coaching sessions and feedback, you will gain a deeper insight into your own sense of identity and purpose. There is a great deal of freedom in this component for you to choose what you study and how you develop yourself. There are five themes: Deep Dive, Adventure, Skills Mastery, Community and Bildung.</p> <p>The Process Biography is a reflective document on your project group development. It gives insights into the process, the team effort &amp; the individual activities.</p> <p>The Design Rationale shows your project group's design decisions in the iterative co-design process and experimenting</p> <p>The Experimental Outcome is your group's concept prototype and its value proposition and business model.</p>

	<p>The final Presentation for the collaborating partners.</p> <p>Learning Road Map – individual portfolio of your learning journey</p> <p>Learning Road Map – Presentation and final assessment with your coach</p> <p>The professional products and process products indicated above must all be assessed as 'satisfactory' as a condition for successful completion of the project. In the event of a 'insufficient' result for one of the components, you will be able to retake the component in question up to two weeks after the term has ended.</p> <p>The program for the individual portfolio will be based upon individual activities and guided through individual coaching. Based on several feedback moments you will develop your personal learning journey. Final assessment will be based on a portfolio including your reflection on the outcomes attained and your growth and personal development during this lab program. Your final presentation and interview will be with a learning coach.</p>
More information	<p><a href="http://www.imi-lab.nl">www.imi-lab.nl</a></p> <p>or</p> <p><a href="mailto:imilab@inholland.nl">imilab@inholland.nl</a></p>