Too much student agency? Experiences from a Music Theory Course

In this presentation, I will start by introducing preliminary findings from the *studX project*, a three-year project focusing on student-active learning. The context of the course is within the first year of the Bachelor's Program in Electronic Popular Music, at the Department of Popular Music at the University of Agder, Norway. The project's main goal is to enhance student ownership, engagement, and critical reflection, which we have sought to achieve by increasing student activity through four defined "phases." These phases were implemented as a pilot project in a course during the 22/23 academic year, and preliminary findings show that students had mixed feelings about being given the freedom to make decisions regarding the content in music theory. This led to a (re)consideration about how the students were equipped with tools and competences to tackle this agency with its consequential freedom and responsibilities, or to be more precise, the lack of such tools and competencies.

Based on these preliminary findings, I will invite the attendee to participate in a discussion on the following topic:

1. When we emphasize student agency in educational programs, how do we prepare our students to tackle the freedom and responsibilities they are given in student active learning forms?

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