



A Student-Led Discussion Model: Collaborative Learning in Music Production Courses

Throughout the three-year Bachelor's Degree program in Music Production at the Royal College of Music in Stockholm, students engage in various project-based courses to expand their experience in producing different types of music. In addition, the program provides elective project courses, which enable students to manage their own production projects. In these production courses and projects, students attend seminars where their work is reviewed and discussed in groups. Although they have worked on their music projects themselves, I have noticed that they often struggle to articulate their thoughts about it when questioned. In smaller student groups, I use a model to encourage discussions about their music and ongoing production projects. The model involves each student formulating 2-3 questions about their current work in the project, playing selected parts of their music, and leading a discussion with the rest of the group about their questions. This process helps to encourage collaboration and constructive feedback among students. During certain seminars, we listen to the productions of students in larger groups. However, in such situations, students tend to rely on the teacher to lead the discussion. To encourage decentralization of conversation and get students to discuss with each other, we suggest steering the conversation towards smaller groups initially. Later, it can culminate in listening and conversations in larger groups led by the students themselves, based on different types of questions. This model will help students engage in meaningful discussions and reduce their dependence on the teacher. In this presentation, I will present and discuss the pros and cons of the methods.

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