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# Developing Information Literacy Skills for Music Industry Leaders


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# Developing Information Literacy Skills for Music Industry Leaders

Presented by

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**University of the Pacific**

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# Information Literacy and college students

The plethora of information freely available to students on the Internet creates three major problems:

1. Many students come to college believing that all information is freely available on the Internet; however, many resources (like ComScore, SoundScan, and LexisNexis) require costly subscriptions;
2. Students have a difficult time knowing when to stop looking for information;
3. Students are unsure when a source is credible and appropriate for their research.

# Employers Get It!

- “Employers said they recruited graduates for their online searching skills but...they [students] rarely used the traditional, low-tech research competencies that their employers...needed.”
  - Project Information Literacy (Head, et. al.)
- NACE 2013 Employer Survey data (208 firms)
  - “Ability to obtain and process information” = 4.43
  - “Ability to analyze quantitative data” = 4.30
- Our own program’s industry advisory board
  - “New hires need to know how to find, assess and use reliable information in a professional setting”

# Literature Review

- For the Literature Review, we focused exclusively on how information literacy is integrated throughout the curriculum through courses in music or business schools.
- Beth Christensen, “Warp, Weft, and Waffle: Weaving Information Literacy into an Undergraduate Music Curriculum,” *Notes, the Quarterly Journal of the Music Library Association* 60, no. 3 (2004): 616.

... we work with existing courses and schedule course time, collaborating with the faculty, to weave the library and the concept of information literacy into the course content with which students are presented. We accomplish this with specific assignments that build upon the knowledge and skills that students gain from semester to semester. And we do it again, and again, and again.

# MMGT Degree SLOs at Pacific

- Students will demonstrate ability to:
  - Access, analyze, evaluate, synthesize and present information using a variety of methods including computer based media
  - Make informed judgments and solve problems using internal evidence or external criteria involving music industry topics

# Scaffolding Student Skills

- MMGT 10: Freshman Seminar
  - Scavenger hunt, library orientation, asking for advice
- MMGT 11: Introduction to Music Business
  - Literature Brief Assignment: Analyze and interpret industry data to draw conclusions
- MMGT 111: Music Industry Analysis
  - Rock's Back Pages Assignment: Using and analyzing primary sources to develop an argument
  - Research paper

# Scaffolding Student Skills - continued

- MMGT 196: Senior Seminar
  - Company Profiles Assignment: research employers
- MMGT 199: Exit Examination
  - Oral exam before a panel of experts requiring selection and interpretation of industry knowledge to demonstrate competency and fluency
- Additional study through curricular assignments in Pacific Seminar 2, Music History, and other MMGT assignments



# Assignment Example 1: Literature Brief

- Source: *Billboard* magazine news article
- Students must select an appropriate news article that relates to course materials
- Student to interpret facts and evidence and recommend a course of action as if employed by music industry firm
- Rubric is used to grade this assignment



# Assignment Example 2: Rock's Backpages Assignment

- Source: RBP's online database of primary source documents
- Students choose two articles on the same topic at least 30 years apart to compare how reporting has changed (or not) over that time period and draw conclusions as to why that may be the case.



# Assignment Example 3: Research Project

- Sources: Varied--including scholarly, popular, and primary sources
- Students develop their own original thesis, explore relevant source materials, select supporting data, build case to support thesis, and present their findings
- Work products include: Annotated bibliography, outline, draft, final draft, public presentation
- Rubric is used to grade this assignment
- Collaboration between VAW and KH to measure effectiveness and adapt process as we learn

# Outside Influences

- Industry requirements – industry pace of change requires these skills to be successful and to lead
- WASC – Information Literacy is one of the five Core Competency for graduating seniors

**WASC**

# Next steps at Pacific...

- Continue to review outcomes and assignments and adjust approaches to enhance skill development; for example, using rubrics to develop more assessment projects within specific courses.
- Key Takeaway – Information Literacy is worthy of consideration in music industry studies; partnering with other faculty and library specialists will help to build a team with common mission on behalf of learning

# Discussion

- Questions?
  - Keith Hatschek, [khatschek@pacific.edu](mailto:khatschek@pacific.edu)
  - Veronica A. Wells, [vwells@pacific.edu](mailto:vwells@pacific.edu)
- Sample assignments available: <http://tinyurl.com/meiea2014>
  1. Grading rubric for first year Lit Brief assignment
  2. Rock's Back Pages assignment
  3. Syllabus excerpt from upper division research class
  4. Research project assignment and grading rubric
  5. Subject Guide for Music Industry Analysis course