



**DEMUSIS**

Enhancing the digital competencies and  
entrepreneurship skills of academic musicians  
in Serbia for culturally more engaged society



UNIVERSITY  
OF ARTS  
IN BELGRADE



Co-funded by the  
Erasmus+ Programme  
of the European Union

*Enhancing the digital competencies and  
entrepreneurship skills of academic musicians  
in Serbia for culturally more engaged society –  
**DEMUSIS project***

**Higher Music Education, what's next?**

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How did we start our project?

Official date: 15th of January

- **Project category and type:** Erasmus+ Capacity building in higher education / Joint projects / Curriculum development
- **Duration:** 36 months + 12 month extension granted due to COVID-19
- **Start:** 15/01/2019
- **Project coordinator:** Faculty of Music, University of Arts in Belgrade
- **Budget:** 695,401.00 EUR

The project aims at **enhancing entrepreneurial abilities** of academic musicians to use **digital technologies** artistically, creatively, knowledgeably, critically and responsibly (both toward self and others) **in general and cultural context**. The objective is to introduce forward-looking curricula that will offer **sustainable career for musicians** and provide them with knowledge, skills and understanding **how to work alone and manage their own careers**. DEMUSIS aims to ensure capacity development of HEIs to educate **culturally engaged professionals** willing to **participate in civil society**.



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# Balanced consortium

## 3 higher academic institutions from Serbia



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## 3 EU higher academic institutions



Royal  
Conservatoire  
The Hague



NEW BULGARIAN  
UNIVERSITY



## 3 non-academic institutions



# Three main objectives



1) EXPANDING THE  
CURRICULUM TO  
INCLUDE DIGITAL  
MEDIA AND  
ENTREPRENEURSHIP



2) CONTINUING  
PROFESSIONAL  
DEVELOPMENT FOR  
MUSIC  
PROFESSIONALS

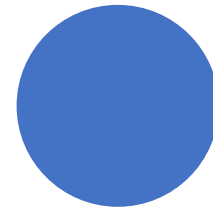


3) SOCIAL  
AWARENESS

- Expanding the curriculum to include digital media and entrepreneurship.
- Implementation of new master programme(s), modernization of existing study programmes through integration of at least 8 new courses in the curriculum.
- Student-centered learning and independence of students
- To inspire students to find their own artistic voices, new/modernized curricula will offer them the possibility to learn how to combine their passion for music, digital media and sound entrepreneurial principle.
- E-learning platform and LoLa system for distant musical performance will encourage the use of digital technologies.

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## Objective 1



- Continuing professional development for music professionals
- Improvement and enhancement of their digital and entrepreneurial skills.
- At least 10 modules offered through national Institute for the Promotion of Education in traditional classroom or via distance learning.
- Development of new and necessary digital competences of music teachers through the conceptualization and design of suitable education training measures for them.

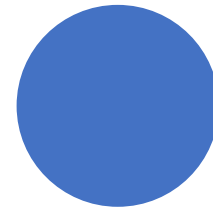
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## Objective 2

- Development of the social awareness among students.
- Graduates to become “artistpreneurs” who constantly explore intersections of music and civil society, particularly in the digital environment.
- The aim is to strengthen music education in its lessons in citizenship and cultural participation and to bridge the current gap between HMEIs and civil society.

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## Objective 3





# Preparation for the curricular changes

- Survey for students and teachers from the Faculty of Music University of Arts in Belgrade, Academy of Arts University of Novi Sad and Faculty of Philology and Arts University of Kragujevac regarding attitude toward digital and entrepreneurial knowledge and skills necessary for the profession and awareness of musicians' role in society
- Over 600 students and 200 teachers from 3 institutions took part in 2019
- *Dialogue with the stakeholders* meeting : What outcomes do we need to achieve for our students? What competencies do we need to develop? - Novi Sad, 26/06/2019
- An analysis of current national study programmes and comparisons with similar EU programmes & Defining learning outcomes and competences with regards to stakeholders' needs

# Study of needs: Students/teachers survey

Which additional skills important for your profession do you develop during your studies?

Skills that are acquired	Skills	Skills that they would like to acquire
16,1%	Entrepreneurial skills	42,20%
60,85%	Communication skills	48,13%
60%	Academic skills	39,66%
51,86%	Team work skills	33,9%
20,34%	Digital-tehnical skills	41,52%
4,91%	Other	7,63%
14,74%	I don't know	14,23%

Which additional skills are needed to deal with the profession you gain at the studies?

Skills that are acquired	Skills	Skills that they would like to acquire
18,60%	Entrepreneurial skills	34,88%
69,76%	Communication skills	43,02%
53,48%	Academic skills	34,88%
51,16%	Team work skills	38,37%
43,02%	Digital-tehnical skills	48,83%
/	Other	5,81%

Which entrepreneurial skills would be, from your point of view, important to develop during studies?

Faculty of Music, Belgrade (P1)	Skills	Faculty of Philology and Arts, Kragujevac (P3)
16,1%	Communication skills	42,20%
60,85%	Presentation skills	48,13%
60%	Project proposal and application	39,66%
51,86%	Basics of financial management	33,9%
20,34%	Basics of management	41,52%
4,91%	Other	7,63%



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# Modernization of existing study programs

- 10 new elective courses introduced at BA and MA levels (app. 200 students in 3 years)
- Over 100 courses modernized by introduction of project topics in teaching units
- Practical knowledge and skills of digital technologies for music professionals developed in practical student placements in media and gaming industry
- Intensive courses (bootcamps) in collaboration with the Royal Conservatoire The Hague as innovative tool for addressing the project objectives:
  - Music – Here and Now (2021, Belgrade-Novı Sad-Kragujevac/hybrid form)  
*Paint life with music, Children of the woods, Zvezdara forest invaders, Musical bonds*
  - The Music/ian is Present (12-16 September 2022, Novi Sad)  
*Sheltered by music, Musical collage of memories*

# Two new master study programs introduced

## Music Direction

- Two-year study program
- A special attention is given to the development of creative music abilities of students in the field of working with music material from the perspective of complex use of contemporary digital technologies.
- The objective is formation of a music director of high professional level of using contemporary technologies for music recording, production and direction, with potential for taking up a leading role in realization of music recording or music event
- Along with gaining capacities for independent artistic activity and work with various performers and ensembles, students have competencies for work in cultural institutions, mass media and creative industries.





# Two new master study programs introduced

## Music Direction

- The main subject: Music Direction (4 semesters)
- Other subjects are Studio Audio Engineering and Electronics, Software for Music Production, Processing and Restoration of Recordings, MIDI System, Listening and Analysis of Recordings, Principles of Orchestration, Fundamentals of Acoustics and Psychoacoustics. Elective courses are: Introduction to Electronic Music, Analog Synthesis, Introduction to Applied Music, Mastering and Final Formats, Media Management and Music Production, Psychology and Communication Skills, Space Acoustics, Music Production in Interactive Environments, Live Electronic Music - Live Performance, Hybrid recording and mixing.
- Final master project: independently prepare, organize, record and produce a music event with a program that is freely formed accordingly with the course content, proving that they achieved the basic goal of the study program – capability for independent artistic activity.
- 5 students from the first generation of students (enrolled 2020/21) graduated on 21 September 2022



# Two new master study programs introduced

## **Applied Research in Music - PRIMA**

- 2 semester study program
- Integrates application of knowledge, concepts and methods in music research from the perspective of new technologies, entrepreneurship and work with audiences in wider social contexts. The program aims at enabling students to understand new phenomena related to the role of music in the contemporary environment, to adopt and apply current knowledge on entrepreneurial approach to music, socially engaged artistic/music practices and growing and more complex possibilities of digital technologies.
- Knowledge, competencies and skills gained enable work in various institutions within the public, civil and business sector, in the field of creative industries, culture and mass media.
- 2 generations of students enrolled (2020/21, 2021/22)
- 6 graduates



# Two new master study programs introduced

## **Applied Research in Music - PRIMA**

- Study program structure
- 8 students graduated in 2 years since implementation of the program

Student voice:

“Study program prompted me to develop my personality as a music professional further, in alliance with current tendencies.”

“As a musician who works on my own projects with music bands, as well as in the organization of music festivals and various events, particularly in this age when underground musicians have to know how to promote themselves and even act as producers, PRIMA study program seemed to be the right place to be to acquire all that kind of diverse knowledge;

From my perspective as a graduated jazz guitarist, the concept of these studies is completely new to me compared to my BA studies.

What particularly singles out this study program is the fact that is comprehensive, covering work in tone studio, in media, marketing, along with the importance of transmedia in contemporary artistic practice.”

“Two key characteristics of my experience with PRIMA master I would like to point out: first – contemporaneity in choice of study topics, both in literature and practice.

The second, perhaps more important one, is insistence on individuality and self-reliance, underlining critical thinking while developing knowledge and tools for design and placing of individual artistic narrative. “

# Main innovations

- 1. Curricular innovation.
- 2. Change at institutional level.
- 3. Paradigm shift.
- 4. Student-centered approach.
- 5. Continuing professional education.
- 6. Development of socially engaged music professionals.



# Innovations (1)

## 1. Curricular innovation.

- New/modernized curricula/syllabi resulting in new outcomes and affecting students' learning at different levels: digital skills (such as digital content creation, problem solving, etc), entrepreneurship skills (such as time/financial/resource/project management, social skills, etc.), discipline specific skills (basic music recording and production, music related software, on-line music relevant resources, creative use of digital technologies, music digitalization, etc.)

## 2. Change at the institutional level.

- Adoption of new digital platforms introduced novel methodology approach to realization of curricula. Steps toward institutional shift ensure sustainability of the curricular innovation.

# Innovations (2)

## 3. Paradigm shift.

Most highly academic musicians in Serbia think that „business approach“ and „selling out“ will compromise their art. Shift toward the attitude that creating a career, especially in the digital environment, is a creative extension of the art itself, and not something corruptive

## 4. Student-centered approach

Encouraging students to develop their own ideas and train problem solving skills using new technologies.

Our music students were independent in creating/performing music, but lacked entrepreneurial attitude in terms of initiative, innovation, etc.

# Innovations (3)

## 5. Continuing professional education

13 LLL courses in topics and delivery method new to the national level accredited

## 6. Socially engaged music professionals

Development of academic musicians having knowledge and skills to promote public participation in music as well as appreciation of music all contributing to the growth of a culturally-engaged society.

# Follow DEMUSIS



<http://www.demusis.ac.rs>



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