2016 AAD Curricular Mapping Worksheet

Course Title: AAD 610 - Comparative Technology in Arts Administration

Instructor: Eric Schiff

Course Context
This is an elective seminar where students explore and learn about various technology tools, applications, and concepts tied to their concentration area and professional goals. The objective of this seminar is to allow independent and small group exploration, and demonstration of technology tools, applications, and concepts that are relevant to various disciplines within the field of arts administration. The structure of the course is based on a faculty facilitated, peer driven model.

Essential Questions
- After identifying a project focus, what technologies are required to successfully complete the project?
- How are appropriate project technologies identified, vetted, and aligned to project goals?
- What resources need to be further identified?
- What are the anticipated "faculty facilitated" roles?

Learning Outcomes (grounded in core content, concepts, and skills)
- Build upon current skills in using accepted software application standards for specific applications
- Learn new skill sets specific to identified project goals; technology tools, software web-based media, etc.
- Understand multi-tiered, multiple sourced, and collaborative process in achieving project goals
- Preparation for working effectively and efficiently with multi-media, technology tools, and developing strategies in the arts and culture sector

Learning Outcomes (from your syllabus)
- Learning objectives are individually defined per identified projects at the beginning of the term

Core content/themes/topics
- Content and themes are student identified and driven – these are in place as identified proects complete with learning goals by the second week of the term

Key concepts and skills
- Students identify projects that they have keen desire to pursue from previous exposure to technologies in the Fall and Winter AMMC courses. Concepts and skills are identified and outlined with work flow, timelines, check points, and periodic assessment and evaluation in collaboration with the instructor and feedback from peers in the course.

Key Activities and Assessments
- **Project identification/approval** – Students present prospective topics in the first course meeting. Ideas are shared with peers and faculty facilitator. Project ideas are formally presented, and then approved upon feedback and consultation with the instructor.

• **Project timeline and workflow –** Project mapping with projected timelines, resource identification and strategies/tactics to manage and meet goals are submitted and approved after feedback and refinement.

• **Emerging technologies presentations/showcase** - Based upon identified projects, periodic application demonstration, trending highlights, and other relevant resources are presented by both students, faculty, and guests.

• **Organized off-campus visitations and work** – Opportunities for field trips, on-site work, and other off-campus visitations are in place.

• **Formal weekly project progress share-out** – Mandatory meeting of all students to share project progress and solicit feedback, resource ideas, and support from their peers.

• **1:1 Formalized instructor consultation** – At weeks 3 and 8, students meet for a formal check-in and review of project progress.

• **Formalized Midterm and Final project presentations** – At week 5, students give a formal presentation of project progress, along with a formal written report with a summary of weekly updates. Final project presentations follow the same format at week 10.

• **ePortfolios** – All work is posted to student UO blog eportfolios.

Primary Resources (readings, support materials):
Resources stored in *Diigo* are tagged according to the week students should review them; these are key to completing many of the graphics/design assignments, and should be considered "required" reading.

Canvas is used for grading, student discussion threads, and supplementary resource lists specific to identified student projects.