

Comparative Technologies in Arts Administration

AAD 610 :: Spring 2017 :: TR 5:00-6:50pm :: Mezzanine Lab, Lawrence Hall

Instructor:

Eric Schiff (ejschiff@uoregon.edu; 541.915.4664)

Office Hours: T, TH - one hour prior to class (or by appointment)

Course Requirements:

Attendance/Meetings - Weekly and scheduled

Project Proposals - Submitted/Approved

Weekly Journals/Group Shareouts - Project progress updates, resource identification, blog posts, peer collaboration

Midterm - Project Progress presentation, midpoint evaluations

Final Projects - Presentation and final evaluations

Texts/Readings: Instructional blog selected readings, Canvas Discussion Threads, Individual - TBD

Course Sites: Comparative Technology Instructional Blog: <http://www.artappdev.com/>, Canvas Course Site, Diigo lists

Additional resources - <http://blogs.uoregon.edu/aadinfodesign/>

Course Description: This is a seminar where students will explore and learn about various technology tools, applications, and concepts particular 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. I will coordinate and help facilitate individuals and groups of students, each having a specific focus for technology exploration, application(s), with identified individual (and group) goals and outcomes. With my assistance, and additional faculty/mentor assistance as it fits, students will determine project intents, necessary resources, project timelines, assessment and evaluation checkpoints and measures. While the scheduled course meeting time is Tuesday and Thursday, 6:00-7:20p, groups may develop meeting schedules, field trips and off-campus meetings, and coordinate other outside resources as necessary. These kinds of logistics will be unique to individuals and groups, and are determined early on in the term. Students will have at least one common meeting time per week with the entire class. I anticipate great opportunity for idea and resource sharing; a cross pollination of the group knowledge base.

The following are some ideas for group focus that have surfaced through discussion with both first and second year AAD students, AAD alums, AAD Faculty, and arts organizations affiliated with AAD/A&AA:

- QR Codes design and applications, opportunities for implementation in the Arts and Arts Management
- Mobile Apps design and development for application and implementation in the Arts and Arts Management
- Web 2.0 Apps for enhancing and facilitating communication and interaction with personal and professional Web channels
- Professional web and blog design tools for creating and managing Arts Organization web

- presence, HTML5 & CSS3
- WordPress customization
 - Adobe Creative Suite specific program skills development and application opportunities
 - 3D Design using Sketch-up, other 3D tools. Applications could include installation design, etc.
 - Work flow design - explore applications, tools, and resources for project management
 - Social network marketing tools and analytics
 - Video production for Arts Marketing, social media deployment.

Workload

There are five kinds of assignments: A) weekly progress reports/reflections with one set turned in at Midterm, the other at Final presentations B) two scheduled checkpoint meetings with the instructor - one at 3 weeks, one at 8 weeks C) a Formal Project Proposal with learning goals and timelines stated D) formal Midterm Presentation, and E) Final Project Presentation and posted Reflection. In addition to these assignments, I expect you to contribute to class discussions and collaborations (in-class and online). Assignment descriptions and point values follow, and I will provide more detailed guidelines for written work/presentations prior to an assignment's due date. Due dates are listed in the course schedule and at the end of this syllabus. All assignments should be posted to your learning portfolio site and syndicated to our course site!

Grading

Weekly progress reports (2 sets 2.5 points each) - 5 points.

Two scheduled checkpoint meetings (2.5 points each) - 5 points.

Formal Project Proposal - 10 points.

Midterm Project Presentation and Report - 10 points.

Final Project Presentation and Report/Reflection - 10 points.

Attendance & Participation

I expect you to come to class, just as you expect me to show up. Should you not be able to make it to a particular meeting, please let me know in advance (my email is the best contact). If you have a university-excused absence, present it with documentation no later than the next class period. Finally, coming to class late is an annoyance to both myself and your classmates; please arrange your schedule beforehand so that you can be in the classroom for the full period. This is much appreciated.

A large portion of the "work" in this class will be talking; we will talk about your projects and the issues that emerge along the way. This is a seminar-style course (as opposed to a lecture), so you should come to class prepared to say something: ask a question, provide some observations, link issues or concepts to an examples presented by peers or to share out that we've not discussed directly. Given the size and structure of this course, lack of any input on your part will stand out, and while you are not graded on participation per se, lack of it on your part will likely impact your graded work.

Resources

Google Analytics - Standard is free. Good baseline analytics for assessing website traffic and interactions.

Google Analytics Link

Royalty Free Music Sites: Bensound, Incompetech

Video Embedding/streaming in InDesign help: Adobe's help link for movies in InDesign

FTP Program for Mac or Windows: Cyberduck (Mac), CORE (PC)

Learning Objectives: (Individual learning objectives are defined per student identified projects at the beginning of the term – generalized learning goals are listed below)

- 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
- Understand necessary preparation for working effectively and efficiently with multi-media, technology tools, and developing strategies in the arts and culture sector

Workload & Grading:

There are **five** kinds of assignments: A) weekly lexicon postings; B) periodic/short exercises in brand identity; C) case study analysis; D) final collateral design/graphics standards and E) learning goals/reflections. In addition to these assignments, we expect you to complete all readings and contribute to class discussions (in-class and online). Assignment descriptions and point values follow, and we will provide more detailed guidelines for written work prior to an assignment's due date. **Due dates** are listed in the course schedule and at the end of this syllabus. *All assignments should be posted to your learning portfolio site and syndicated to our course site!*

Attendance & Participation:

I expect you to come to class, just as you expect us to show up. Should you not be able to make it to a particular meeting, please let us know in advance (John is the best contact). If you have a university-excused absence, present it with documentation no later than the next class period. Finally, coming to class late is an annoyance to both myself and your classmates; please arrange your schedule beforehand so that you can be in the classroom for the full period. This is much appreciated.

A large portion of the “work” in this class will be talking; we will talk about the readings and the issues that emerge along the way. This is a seminar-style course (as opposed to a lecture), so you should come to class prepared to say something: ask a question, provide some observations, link issues or concepts to an example we've not discussed directly. In large part, the lexicon postings exist in order to help you prepare for class beyond simply reading. Given the size and structure of this course, lack of any input on your part will stand out, and while you are not graded on participation per se, lack of it on your part will likely impact your graded work.

A quick word on respect—while the classroom should be full of discussion and activity, it should focus on course-related material. Here are a few reminders:

- Turn off or silence cell phones; if you need to take an important call during class, please let me know beforehand and exit the room if the call comes
- *Refrain from having extended low-level (i.e. whispered) conversations* ; while it might seem “quiet”, this is quite distracting to everyone else in the room
- *Do not listen to music, IM your friends, read the paper, or do crossword puzzles during class* ; being in class might not always be a student's priority, but please be “here” when you are here
- *Extend respect to all in the classroom* : Biased, abusive, insulting language or actions will not be tolerated. We may very well discuss stereotypes and derogatory images, as these are often embedded in cultural practice, but we will do so critically and with respect for everyone's feelings and perspectives. Should you feel threatened, insulted, or discriminated in any way, please bring your concerns to me. The University Bias Response Team is also a resource at your disposal; find

more information at their website (<http://bias.uoregon.edu/index.html>) or by phoning (541-346-1134/1139).

Disability Services:

All students are entitled to an accessible and positive learning environment. If you identify as a student with a disability and need any assistance, please let one of the instructors know. You should also contact Accessible Education: 164 Oregon Hall, 346-1155 (TTY: 346-1083), uoacc@uoregon.edu

Academic Honesty:

“Members of the university community are expected to be honest and forthright in their academic endeavors. To falsify the results of one’s research, to present the words, ideas, data, or work of another as one’s own, or to cheat on an examination corrupts the essential process by which knowledge is advanced.”

The above statement comes from the Student Life web page (<http://conduct.uoregon.edu> (click on Student Conduct Code)). For more thorough description of the University’s policies, and the expectations placed on both students and faculty, go to that page. The bottom line is this: don’t cheat. Doing so puts both student and instructor in uncomfortable positions, and can have serious consequences for your career as a student. If you feel undue pressure from the workload in this class, come talk to John Fenn.

Course Meeting Schedule & Important Dates

Week 1: Course Introduction

Tu, 4.4 – Overview, meeting times, project ideas – share out, proposal format and projected timelines.

Formal proposals due Tuesday 4.11 – posted on blogs as PDFs.

Th, 4.6 – Projects named, generate list of challenges and opportunities, begin process of identifying resources, materials, readings, etc. These should be included in project proposals to the extent they can be named at this time. Class time will be used for research and collaboration with other students and instructor. Log weekly progress in Weekly Reports.

Week 2: Project Work, Share-out and Collaboration

Tu, 4.11 – Application Demonstration, Trello. Project proposals due. Review individual timelines and strategies for work.

Th, 4.13 – Project progress share-out. Project work and meeting time. Log weekly progress.

Week 3: Formal 1:1 Progress Check

Tu, 4.18 – Project work – individual meeting time with instructor. Sign up to meet.

Th, 4.20 – Project progress share-out. Project work and meeting time. Log weekly progress. Sign up to meet.

Week 4: Project Work, Share-out and Collaboration

Tu, 4.25 – Project work – individual meeting time with instructor.

Th, 4.27 – Project progress share-out. Project work and meeting time. Log weekly progress.

Week 5: Midterm Presentations

Tu, 5.2 – Project work – individual meeting time with instructor.

Th, 5.4 – Midterm Presentation, Formal Midterm Report posted to blogs as PDF, along with first 5 Weekly Update summaries.

Week 6: Project Work, Share-out and Collaboration

Tu, 5.9 – Project work – individual meeting time with instructor.

Th, 5.11 – Project progress share-out. Project work and meeting time. Log weekly progress.

Week 7: Project Work, Share-out and Collaboration

Tu, 5.16 – Project work – individual meeting time with instructor.

Th, 5.18 – Project progress share-out. Project work and meeting time. Log weekly progress.

Week 8: Formal 1:1 Progress Check

Tu, 5.23 – Project work – individual meeting time with instructor. Sign up to meet.

Th, 5.25 – Project progress share-out. Project work and meeting time. Log weekly progress. Sign up to meet.

Week 9: Project Work, Share-out and Collaboration

Tu, 5.30 – Project work – individual meeting time with instructor.

Th, 6.1 – Project progress share-out. Project work and meeting time. Log weekly progress.

Week 10: Final Presentations

Tu, 6.6 – Final Project Presentations – Formal Final Project Report & Week 6-9 Weekly Reports

Th, 6.8 – Final Project Presentations – If needed, continue presentations

Note: Tu, 6.12 is the official course final date. I'll hold that in the event we need to use it for presentations.

Due Dates

Tuesday, April 11th - Formal Project Proposals

Tuesday/Thursday, April 18th & 20th - 1:1 Progress Checks (Sign up in advance)

Thursday, May 4th - Midterm Presentations & Reports, Weeks 1-5 Weekly Reports

Tuesday/Thursday, May 23rd & 25th - 1:1 Progress Checks (Sign up in advance)

Tuesday/Thursday, June 6th & June 8th - Final Presentations & Reports, Weeks 6-9 Weekly Reports