The one constant in life is change.—Heraclitus

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Course Overview

The one constant in life is change. In today’s world, both technology and arts organizations are changing. The hot new technology one week might be yesterday’s news the next. How can arts organizations select the technology that will work best for their needs and, most importantly,
the needs of their audiences? What are considerations that need to be made when selecting a particular technology? We will explore this topic through a combination of readings, discussion, and hands-on activities.

For the purposes of this course, technology means the digital, online realm.

Certificate students may take this course to satisfy the "Introduction to Technology" requirement in their concentrations.

Learning Outcomes
Students will come away with a "toolkit" of skills and ideas related to the use of digital technology that will be helpful for their future careers in arts organizations. At the conclusion of the course, students will be able to:

- Demonstrate hands-on skill with various tools for project management, web publishing, and social sharing;
- Identify the key questions to ask when selecting a digital tool;
- Evaluate the potential of digital tools for PR, marketing, fundraising, events, programs and ticketing; and
- Compose an online review of a digital tool or trend for arts managers.

Course Requirements and Grading

Attendance
Students are required to attend all class sessions. One excused absence is allowed without penalty. Please contact me if you will miss a class.

Tardiness will also negatively impact your participation grade.

Technology Use
We will be using a computer classroom and we will frequently be using the Internet as a means to enhance our discussion and for in-class assignments. You are also welcome to bring your own device to use in class. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to the class. Such disruptions show a lack of professionalism and will affect your participation grade.
The course will be run through Basecamp, a simple project management tool, in order to give you hands-on experience using the tool. You will receive an email invitation from your instructor inviting you to join.

Assignments and Grading

Grades are based on:
- 30% Class participation 30 points - each class 6 points
- 30% Assignments 30 points - each assignment 10 points
- 20% Lightning talk 20 points
- 20% Lightning talk blog post 20 points

Class participation
Includes attendance, as well as active participation in class and on Basecamp. This includes reviewing the readings before class, asking and answering questions, and participating in in-class activities.

Assignments
Activities designed to help you further engage with the readings and/or draw you into the upcoming week’s topic. Often the assignment will be the basis of the next class discussion so it is important that you complete the assignment prior to class. Due dates are listed for each assignment in the schedule. Assignments turned in late will lose 1 point (out of a 10 point scale) for each day late on that assignment.

Lightning Talk
A five-minute presentation where you introduce your classmates to a new technology tool or trend and show how it can be useful for an arts organization or arts professional. Real life, practical examples are best so pick a tool that you could see yourself using in your current or future work. You must be able to try the tool in order to review it. You can also consider interviewing an arts professional who has used the tool to get their perspective. Due date: February 14 or February 21 (depending on sign-up).

Please email your topic by February 3 for instructor approval. In the event of duplication, the first student to select a given topic will be assigned it. This presentation will be graded on content, how clearly the topic is explained, delivery, visuals, and the quality of the examples of how an arts organization or arts professional can use it.

Write-Up
In addition to your lightning talk, you will also write a brief description (250-300 words) about your topic and how it can be useful to an arts organization. The write-up will also include links to real world examples of how arts organizations or arts professionals are using it. The write-up will be graded on spelling, grammar, content, visuals and quality of examples. Directions for
formatting the post will be posted to Basecamp. You will post your write-up on the course WordPress site.

The collection of write-ups will form the basis of an online toolkit that you and your classmates can refer to when you are in the field. You will use your skills using WordPress to add your contribution to the toolkit. Due February 28.

Course Schedule

Class 1: January 24
- Introduction to Course
- Project Management: Basecamp
- What is Digital Engagement?
- Writing for the Web

Watch:
Basecamp Welcome (00:47)

Elyse Eidman-Aadahl on Writing in the Digital Age (7:33), Edutopia.com

Read:
LOG INTO GMU LIBRARY BEFORE CLICKING LINK


Assignment: Post a bio (150-200 words) to Basecamp prior to our first class to introduce yourself. Include what you hope to learn during the course. Due at beginning of class.

Class 2: January 31
- State of the Arts Online: Where Are We and Where Are We Going?
- Websites and the User Experience
- Audience Engagement
Read for State of the Arts Online:


Read for User Experience:
Note: This is available as an e-book from the GMU Library.

Explore:
“Personas.” *Usability.gov*. 

“User Experience Basics.” *Usability.gov*. 

[http://www.smashingmagazine.com/2010/10/05/what-is-user-experience-design-overview-tools-and-resources/](http://www.smashingmagazine.com/2010/10/05/what-is-user-experience-design-overview-tools-and-resources/)

Assignment: Come to class with an infographic uploaded to Basecamp that shares something that you found interesting about the state of the arts online from the week’s assigned readings. The infographic should also incorporate at least one other fact from another reliable source that corroborates or challenges what you found interesting in the readings. The audience for this infographic is other arts management professionals. A suggested list of infographic tools will be on Basecamp. We will use the infographics to guide our discussion so be prepared to present your work.
Class 3: February 7

- The Evolution of Digital Strategies at Fords’ Theatre: David McKenzie, Fords’ Theatre
- WordPress Workshop

Review these digital strategies:
Fords’ Theatre: https://www.slideshare.net/LizaLorenz/engaging-the-21stcentury-visitor-fords-theatre-society-digital-strategy
Tate Museum: http://www.tate.org.uk/about/our-work/digital/digital-metrics
Andy Warhol Museum: https://github.com/thewarholmuseum/digital-strategy

Read:


Explore:
Fords’ Theatre Virtual Tour: https://artsandculture.google.com/exhibit/ZQKyBULuUzepJw
Wordpress: https://en.support.wordpress.com/start/

Assignments: 1. Revise your infographic and write a brief introduction (75-100 words) that we will post on the course website during our WordPress workshop. Due at the beginning of class. 2. Review the digital strategies listed above. What do they have in common? What is different? Come to class ready to discuss: Should an arts organization have a digital strategy?
Class 4: February 14 Meet in Center for the Arts Lobby

- Events and Ticketing: Betsy Yancey, Ticketing Office Manager, Center for the Arts and Emily Flores, Ticket Office Supervisor, Center for the Arts
- Lightning Talks: Group 1
- Social Media, Broadcast Email, and the Arts: PR/Marketing and Fundraising Tools

Read for Social Media:
https://ideas.capacityinteractive.com/hubfs/Benchmark%20Study/2017/Arts%20Industry%20Digi
tal%20Marketing%20Benchmark%20Study.pdf?utm_campaign=Benchmark%20%2717&utm_so
urce=hs_automation&utm_medium=email&utm_content=67503850& hsenc=p2ANqtz-8mk9a3
N9B4nCg4WFPI5Yr8OuOn_yUL48P04Hnw-igPjWSFMbs_bliZWKY0j72Edr5A0GXZmvPDBo
gnGgAyBpVYKvrA&_hsmi=67503850

https://static1.squarespace.com/static/51d98be2e4b05a25fc200cbc/t/5bcc9a82f4e1fc3b64581e94/1540135558978/AMTLabDigitalFundraisingSurvey2018.pdf

http://www.huffingtonpost.com/arianna-huffington/museums-20-what-happens-w_b_801372.htm
l

https://www.idealware.org/reports/nonprofit-social-media-decision-guide/
(Will be shared in Basecamp).


Read for Ticketing:
“Center for the Arts Ticketing System RFP.” NOTE: PDF will be posted to Basecamp.

http://tinyurl.com/ticketingsurvey2015

Assignment: Imagine you are consulting on an arts organization’s social media strategy. Review an arts organization’s or individual artist’s social media outreach for one week. Post a
two-page memo to Basecamp that examines the organization’s or artists’ social media presence. Summarize their current platforms: What is each platform used for? How do they engage with their audiences? Frequency? Based on the readings, what is this organization doing well? What could be improved? How would you advise them? We will discuss your organization in class. Due when class begins.

Class 5: February 21

- Lightning Talks: Group 2
- Measuring Success and Making Decisions
- Wrap Up

Read:


Explore:
Hootsuite http://Hootsuite.com/education

Assignment: All final lightning talk write-ups posted to WordPress site.

We will reserve February 28 for a make-up day in case of inclement weather or other cancellation.

University Policies

Add/Drop Dates

The deadline for adding classes is Tuesday, January 28. The deadline for dropping classes with a full refund is Wednesday, February 5. February 11 is the final deadline for dropping classes (50% tuition refund). Students are able to withdraw from classes via Patriotweb from February 12-24; however, students will be liable for 100% of the tuition of the class and will receive a grade of W. Selective withdrawal (undergraduates only) is available from February 25 to March 30 with 100% tuition liability. See registrar calendar: https://registrar.gmu.edu/calendars/spring-2020/
Academic Integrity/Plagiarism

Student members of George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. To read more about the Honor Code, please visit http://oai.gmu.edu/the-mason-honor-code-2/. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited using MLA or APA format. If you have any doubts about what constitutes plagiarism, please see me.

Disability Accommodations

If you have a documented learning disability or other condition that may affect academic performance you should: 1) make sure this documentation is on file with the Office of Disability Services (SUB I, Suite 2500; (703) 993-2474; http://ods.gmu.edu) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Diversity Statement

George Mason University is an inclusive community of learners. Your instructor and all classmates should abide by the University’s Diversity Statement found at http://ctfe.gmu.edu/professional-development/mason-diversity-statement/.

Emergencies

Please sign up for the Mason Alert System by visiting the website https://alert.gmu.edu. An emergency poster exists in each classroom explaining what to do in the event of crises and further information about emergency procedures exists on http://www.gmu.edu/service/cert.

Incomplete Grades

An incomplete grade (IN) is only considered if a student requests it in writing, in advance. An IN counts as a failing grade until completed, and it automatically turns into an F if a grade is not turned in by the deadline in the Schedule of Classes.

Privacy

Students must use their MasonLive email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.
Federal law (FERPA) requires faculty and staff to protect the privacy of student information. Faculty should not speak about a student’s record with anyone other than the student. The record includes how a student is doing in a course, whether a student has attended class, information about performance or grades, whether a paper has been turned in, etc. This prohibition includes parents, siblings, and spouses.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence

George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason’s process, the resources, and the options available to students.

As a faculty member and designated “Responsible Employee,” all professors are required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434), Counseling and Psychological Services (703-993-2380), Student Health Services, or Mason’s Title IX Coordinator (703-993-8730; cde@gmu.edu).