



SAS – SCHOOL OF ARTS AND SCIENCES

SCHOOL OF PROFESSIONAL STUDIES AND EXPERIENTIAL LEARNING / FINE ARTS
DEPARTMENT OF EXPERIENTIAL LEARNING / ART EDUCATION
COURSE TITLE: Special Project: Experiential Learning in Fine Arts - Gallery Assistant
COURSE CODE: PSSPGA350 / FAAEGA350
3 semester credits

1. DESCRIPTION

3 semester credits. The objectives of this special project are based on creating an opportunity for the student to observe and participate in the coordinating and curating activities of art, design, and photography exhibitions in a gallery setting. Students will be exposed to various tasks including daily operations, exhibitions, catalog creation, show installation, and interaction with local and international artists. The student will also assist the on-site curator with promotional tasks ranging from press releases to social networking. EL hours may be distributed from Monday through Friday. This placement may require PM shifts, shifts that take place on weekends, or ongoing research-based activities for remote placements.

This special project course features experiential learning hours with our Community Engagement Member Institutions (CEMI). CEMI are dynamic learning environments created to foster learning through a structured interaction with the community. Remote option students will gain international community exposure through a virtual setting. Students will be involved in learning by doing through real projects and integration with the local population and territory in order to remove cultural and learning barriers as well as to develop a strong likelihood for success in life. The experiential learning hours are fully supervised by instructors who track students step by step during their learning experience, monitor and advise according to student needs, and support student initiative. This unique learning model allows students to benefit from an all-encompassing educational experience based on theory and practice in real enterprises, learning of comprehensive operational processes, problem-solving, leadership, and management.

Main tasks: Artist research and scouting, exhibition installation development, catalog creation, artist relations, event curation, final portfolio.

Additional materials/Dress code: Business casual attire for dress code. Not applicable to remote option.

2. OBJECTIVES

This special project allows students to interact with the local community in Florence through experiential learning in collaboration with the Community Engagement Member Institutions affiliated with Florence University of the Arts. These community projects are directly linked to the academic divisions of FUA-AUF and open to the general public in order to share academic results with the greater community.

Students will be introduced to their field of concentration through experiential learning hours held within the FUA-AUF CEMI regarding their individual field of study under the guidance of experienced

professionals. Students will also have the opportunity to develop an understanding of the activities, functions, and organization of the CEMI, as functional and operative structures servicing the local community.

3. REQUIREMENTS

Cover letter, CV, and material pertinent to the chosen area, interview.

4. METHOD

Students should be prepared to start their experiential learning hours at an entry level, performing all duties requested by their supervisor. Student tasks will initially consist of basic functions or prep work, depending on the field of study. Gradually, and in alignment with the student's demonstrated work-ethic, skill set, attitude, responsibility level, and willingness to learn, the supervisors will assign more challenging tasks.

Students must to be prepared to encounter and collaborate with clients who may not speak English.

Meetings will be arranged with the supervisor, in order to verify participation and the progress made. Students will also have the opportunity to provide feedback and ask questions regarding their experience.

A final evaluation will be provided by each supervisor, in order to verify the performance of the student.

5. TEXT BOOK – FURTHER READINGS – RESOURCES

TEXT BOOK:

BRINDLE M., DEVEREAUX C., *The Arts Management Handbook: New Directions for Students and Practitioners*, M.E. Sharpe Publisher, 2011.

The text book is mandatory for successful completion of the course.

Where applicable, additional materials, handouts and/or notes will be provided by the instructor.

LIBRARIES IN FLORENCE

The FUA-AUF library is located in Corso Tintori 21. Please consult the posted schedules for official opening times. Also note that the library is for consultation only and it is not possible to borrow materials. The library is equipped with a scanner and internet access so that you may save or email a digital copy of the pages needed.

Students may also utilize additional libraries and research centers within the local community:

BIBLIOTECA PALAGIO DI PARTE GUELFA

Located in Piazzetta di Parte Guelfa between Piazza della Repubblica and Ponte Vecchio. Please consult the library website for hours of operation:

http://www.biblioteche.comune.fi.it/biblioteca_palagio_di_parte_guelfa/

BIBLIOTECA DELLE OBLATE

Located in via dell'Oriuolo 26. Please consult the library website for hours of operation:

www.bibliotecadelleoblato.it

THE HAROLD ACTON LIBRARY AT THE BRITISH INSTITUTE OF FLORENCE

Located in Lungarno Guicciardini 9. Please consult the library website for hours of operation. This library requires a fee-based student membership. For information: www.britishinstitute.it/en

6. FIELD LEARNING

This course does not include a field learning activity.

7. COURSE MATERIALS

Refer to course description in point 1 for placement-specific indications.

8. COURSE FEES

Course fees cover course-related field learning activities, visits, and support the instructor's teaching methodologies. Book costs are not included in the course fee. The exact amount will be communicated by the instructor on the first day of class.

9. EVALUATION – GRADING SYSTEM

10% Attendance

40% Participation and assignments (10% overall participation and 30% placement tasks)

10% Midterm Report

20% On-site supervisor evaluation

20% Final portfolio and presentation

A = 93-100 %, A- = 90-92%, B+= 87-89%, B = 83-86%, B-=80-82%, C+ = 77-79%, C=73-76%, C- =70-72%, D = 60-69%, F= 0-59%, W = Official Withdrawal, W/F = Failure to withdraw by the designated date.

10. ATTENDANCE – PARTICIPATION

Academic integrity and mutual respect between instructor and student are central to the FUA-AUF academic policy and reflected in the attendance regulations. Student presence is mandatory and counts toward the final grade.

On the second absence the attendance and participation grade will be impacted. Please note that missing certain field learning activities may count for more than one absence.

On the third absence the instructor may lower the final grade by one letter grade. (Example: Final grade average of 93% or A will become a B).

The fourth absence constitutes automatic failure of the course. Students with excessive absences will be asked to withdraw with a W (if before the deadline) or leave the course with a WF.

LATE ARRIVAL AND EARLY DEPARTURE

Arriving late or departing early from class is not acceptable. Two late arrivals or early departures or a combination will result in an unexcused absence. Travel is not an exceptional circumstance.

TRAVEL (OR DELAYS DUE TO TRAVEL) IS NEVER AN EXCUSE FOR ABSENCE FROM CLASS.

It is always the student's responsibility to know how many absences he or she has in a course. If in doubt, speak with your instructor!

Participation: Satisfactory participation will be the result of contributing to class discussions by putting forth insightful and constructive questions, comments and observations. Overall effort, cooperation during group work, proper care of work space and tools, responsible behavior, and completion of assignments will be assessed. All of the above criteria also apply to Field Learning and site visits.

11. EXAMS – PAPERS – PROJECTS

Students are required to schedule a first mandatory meeting with the supervisor half way through the session and a second one before the end of the session to discuss improvements. It is the responsibility of the student to contact the supervisor in order to schedule appointments. Failing to do so will impact the final grade.

Students will fill out a questionnaire in which they evaluate their experience midway through the session. A midterm report must be prepared and turned in at the midterm meeting.

A journal with entry dates, tasks performed, and a signature from site supervisor must be kept and brought to all the meetings.

A final portfolio must be prepared during the session and turned in at the last meeting. The course will not be considered complete and no credits will be given if the portfolio is not produced by the student within the requested date.

12. LESSONS

MANDATORY MEETINGS

Mandatory First Meeting: Date, time, and location to be decided with the supervisor.

Students will meet with the supervisor and will be given details about the placement process and training schedule.

Mandatory Midterm Meeting: Date, time, and location to be decided with the supervisor.

Students will meet with the supervisor and discuss program improvements.

It is the student's responsibility to get in touch with the supervisor in order to schedule the appointment.

Mandatory Final Meeting and Portfolio Presentation: Date, time, and location to be decided with

the supervisor. Students will submit their final portfolio and will give a presentation on their experience.

PLACEMENT PROJECTS

Students receive a SPEL project overview for the session of enrollment. The overview includes a summary of projects, important deadlines, and references/resources to utilize for project fulfillment and submission. Projects may be subject to variation based on the student's skill level and the session of participation.

GUIDELINES FOR PORTFOLIO

The final portfolio must include the following information:

General Information:

- a. Objectives you have accomplished during the experiential learning hours.
- b. Discuss the position(s) held. Identify responsibilities, who you reported to, shift hours, and type of orientation and training received.
- c. Discuss your overall professional experiences. Identify at least five aspects of your experience that helped you understand the expectations and responsibilities of your placement.
- d. Identify at least three aspects of your responsibilities, challenges faced, and modifications you would have made. Discuss why you want these changes and how you would implement them.

Operations:

- a. Gain information from various resources or schedule an appointment with key members/colleagues of your placement location to discuss: History of the organization, Target customers, Challenges facing the organization, the vision/mission of the organization, Long-term plans for the organization, Other issues you deem appropriate
- b. Prepare an organizational chart of the facility structure, taking into consideration positions/roles, number of staff members/supervisors/managers, and other appropriate matters based on the placement location.

Portfolio Format:

The following format must be followed for your portfolio. The information must be presented with labeled sections. A cover page listing student's name, the program name, and the on-site placement supervisor's name must be included:

1. Cover page
2. Table of Contents
3. General information (information about the experience)
4. Operations (information about the placement)
5. Daily Log of Activities (journal)