

**Funding:** Students paid \$500; the school paid for subway passes, events, and one or two group meals. Guest lecturers received a stipend.

**The experience:** Three objectives guided the course: learning (1) what it takes to be an independent music artist; (2) how an artist can survive in a constantly changing industry; and (3) how to effectively use technology in the music business.

On home turf, Campbell shared his expertise in soul, hip hop, and club music while also bringing in accounting, finance, marketing, and promotion professionals to provide additional knowledge and business perspectives. In London students compared what they'd learned with what they observed in-country. In both locations, students attended a music show and visited places related to the music scene (e.g., radio stations, recording studios, record stores, etc.).

When students returned, they created a marketing plan for releasing a record. They then presented their projects at the Global Expo, an annual event that fosters cross-cultural exploration and celebrates international education.

**Impact:** Students discovered striking differences between music culture in Philadelphia and in London. "Here, most students use streaming. In London, young adults that same age are [regularly] buying vinyl," Campbell said. "[Students] also realized differences in how seriously an artist takes the business, really being strategic [rather than] recording music at home and hoping someone will listen." Ivy Sole, a Philly-based artist who tours mostly in Europe, for example, has researched algorithms to figure out how to use Spotify and social media to tap into her fan base.

### Mom.IT: Helping Barcelona bring more women into technology

As the innovation hub of Europe, Barcelona was an enticing place to launch an "experienceship" that would test Jennifer Madden's graduate students' grasp of principles they'd learned in the Design and Innovation

Program she directs at Carthage College (Kenosha, Wisc.). The 10-month intensive program emphasizes innovative solution finding, design thinking, and teaming skills. For the capstone project, Madden's students traveled to Barcelona to (1) deliver "Storytelling Challenge" marketing-related projects on which they'd collaborated (remotely) with social enterprise start-ups and (2) accept the "City Challenge" work on-site to address, in three days, the need to empower women in the tech industry.

**The trip:** 11 days; 20 students; 1 instructor

**Logistics:** Madden co-created the "experienceship" with principals at Corkscrew, a company that facilitates educational work experiences in international environments by identifying clients and potential projects.

**Funding:** Tuition includes books, laptops, airfare, and basic lodging for the capstone project.

**The experience:** The first two of five work days focused on Phase 1: delivering the "storytelling as marketing" projects. The third and fourth work days (Phase 2) were devoted to solving the city challenge. "Four teams each generated and researched 10 ideas; the top four were shared with the group; and the cohort worked collaboratively on the most impactful solution," Madden said. On the fifth, final work day, the students pitched their idea to the city's d-LAB, a program that "answers societal challenges with considerable scale and relevance."

Students had determined that the most viable, immediately implementable solution had to be digital. So they designed a concept, translatable to an app and a website—mom.IT—featuring "recipes" that mothers could

make with their daughters to develop an interest in technology. For example, one "recipe" involved how to make a robot. "In exploring how to increase the number of women in technology, the students built upon the idea of mothers as children's first teachers," Madden said. "To address the gender gap... they needed to 'mom it.'"

The idea, which d-LAB judged to be the most innovative, would interest women in technology, foster mother-daughter connections, and create a pipeline of females interested in IT work.

**Impact:** Students saw all the skills they had learned come together. "They hadn't learned technology transfer in the program, but they understood divergent and convergent thinking and could use these principles for effective solution finding," Madden said. "It was inspiring. They realized they could make an impact." ■

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*Carthage graduate students prepare for the City Challenge in Barcelona, Spain.*

Courtesy: Carthage College