PREP KIT FOR ONSITE TEACHING

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AAU ONSITE TEACHING CRITERIA

Instructors should use the criteria below to become familiar with university expectations for teaching and classroom management. It should also be used by instructors for self-assessment and to help in developing teaching skills.

A. Introduction / Organization of the Session
1. Class begins/ends on time; meets during the scheduled period
2. Instructor takes attendance at the beginning of the class
3. Explains what will be covered and the objectives of the session
4. Explains how the session topic fits into the overall context of the course
5. Follows the syllabus/course outline provided by the department
6. Comes prepared at the start of class with all props, equipment, visual aids ready for immediate use; is well organized

B. Lectures
1. Speaks with a clear voice, strong projection and maintains eye contact
2. Poses questions during lectures, demonstrations and critiques to engage student participation and gauge their understanding
3. Demonstrates command and knowledge of subject matter; material is explained clearly, concisely and thoroughly
4. Stays focused on topics and meets stated objectives
5. Emphasizes and summarizes main points; clarifies difficult material
6. Shows examples that are clear, precise and appropriate
7. Provides clear guidelines for assignments
8. Presents clear grading standards for fair and honest grading

C. Demonstrations
1. Ensures that all students can see, hear and understand the demonstration
2. Reviews supplies being used and shows students how to use them
3. Explains concepts and technical approaches while doing the demonstration
4. Breaks the demonstration into short segments; requires students immediately practice steps introduced before moving to the next segment of the demonstration

D. Critiques
1. Reviews assignment criteria or rubric at the start of the critique
2. Models honest and constructive feedback
3. Explains what was done correctly, identifies areas for improvement then explains why the improvements are needed and how to make them
4. Paces the critique succinctly
5. Illuminates the common class successes and weaknesses observed
6. Facilitates student involvement

E. Classroom Management
1. Uses time effectively
2. Breaks up long lectures & demonstrations; creates an active learning environment through classroom discussions, group activities, etc.
3. Demonstrates leadership; maintains a productive, disciplined class
4. Ensures that students return from breaks on time and do not leave early (Example: Takes attendance again after the break)
5. Has students start homework in class (studio courses only)

F. Rapport / Classroom Environment
1. Holds the interest of students, shows enthusiasm and encourages participation
2. Instructor is approachable, helpful and provides feedback & assistance
3. Students are engaged, asking questions, participating in activities and class discussions, etc.
4. Treats all students with respect, regardless of culture, gender, etc.

FIRST CLASS SESSION: CHECKLIST

1. On the board, write your name, contact information, course name and section number. Write a simple agenda for the session.

2. Take attendance when class starts. (Get to class early to access the attendance roster and syllabus in the LMS.) Do not begin late.

3. Introduce yourself and speak to your professional experience.

4. Do an icebreaker. This enables students to meet one another, build rapport.

5. Do a brief overview of the course and the skills students will learn by taking the class.

6. Go over all required supplies, books, materials. Do not deviate from what is indicated in the course syllabus in the LMS. Many students will have purchased their course supplies in advance based on what is written in the course syllabus.

7. Review policies found in the syllabus: attendance, grading, assignment deadlines, AAU code of conduct, academic honesty policies.

8. Have your lecture prepared. Insure it is organized with information clearly defined, including visual examples, case studies etc., depending on the nature of your course.

9. If doing a demonstration, insure you have all materials needed. Practice the demo in advance to insure it runs smoothly.

10. Provide time for your students to work in class. Insure that they understand the information you presented before leaving for the day.

11. Introduce the homework early in the session. Have the requirements written down in advance as handouts, on the board or posted within the LMS. If possible, show an example to clarify expectations and standards for execution. Discuss how it will be graded.

12. Start on time and ensure the class goes to the end; do not let your class out early.

EXAMPLE ICEBREAKERS

Icebreakers help you and your students get to know each other in a fun and relaxed way. With careful planning, icebreakers can also introduce some of the concepts or processes that you will cover in the course. Choose or adapt any activity that reflects the tone you want to strike in your classroom.

INTRODUCE ANOTHER

Divide the class into pairs. Ask each person to interview the other with general questions such as where they are from, what their goals might be, hobbies etc. After five minutes, participants introduce their partner to the rest of the class. This is a simple, effective icebreaker as we find that students tend to feel more comfortable introducing another person to the group, rather than themselves.

COMMON GROUND

Give groups (4-6 students) 5 minutes to write a list of everything they all have in common. Tell them to avoid the obvious ("we're all taking this course"). When time is up, ask each group how many items they have listed, and ask them to announce some of the most interesting items.

BURNING QUESTIONS

Ask students to write one to three "burning questions" (explain the term if international students do not know the expression) that they may have about the course. Give students two minutes to write their questions. Have the students form pairs, introduce themselves and discuss their most pressing burning question. Tell the students to choose ONE burning question from their lists that they would most like to have answered immediately. Have them write and post their question on the wall. Reconvene the whole group for a class discussion and to answer as many of the "burning questions" as possible.

FIRST DAY QUESTIONNAIRE SAMPLE

Having your students provide this kind of basic information can be useful. Have them fill it out and turn in to you the first session.

Welcome to the class! Please provide the following information. Thank you!

Course Name & Section Number _____

Your name _____

What do you want me to call you in class? _____

Best way to contact you:

Phone _____

Email _____

Your major _____

Why did you choose this major? _____

Have you had prior experience with this course material? If so, please explain:

Are you an international student? _____

ATTENDANCE POLICIES

MODEL ATTENDANCE POLICY

Academy of Art University has developed a Model Attendance Policy. Most classes follow these policies; however, department and instructor policies may differ from the model policies.

Class attendance is required. Each course requires that the student be present at, and participate in every class session. Failure to attend classes, tardy arrivals and early departures will be reflected in final grades as follows:

- Four late arrivals may drop the final grade by one letter grade ("B" to "C", "C" to "D"...)
- Three unexcused absences may result in a final grade of "F".
- Three consecutive absences may result in a final grade of "F" or being dropped from the class.

EXCUSED ABSENCES

Excused absences are at the discretion of the instructor. Absences are excused on the following grounds only: illness, injury or other medical necessity accompanied by a doctor's note; death in the student's family.

There is no substitution for information or demonstrations missed due to an absence. Students who miss a project deadline, presentation or exam due to an excused or unexcused absence will be penalized according to the individual instructor's grading policy.

An excused absence and the acceptance of late work are determined by the instructor.

- ❖ **NOTE**: Excused absences are not recorded on the attendance roster. Student attendance is only marked as either present or absent.
- ❖ **NOTE**: An excused absence does not alter the deadline for assignments or projects.
- ❖ **NOTE**: Personal computer or Internet connection related problems do not qualify as an excused absence. Regardless of technical difficulties, it is the student's responsibility to find alternate computer access to participate in the discussions and complete quizzes and assignments on time.

Make-Up Work: Students should discuss make-up work with their instructor or Department Director.

LATE SUBMISSION OF PROJECTS/ASSIGNMENTS

Assignments and projects have deadlines to which students must adhere. Failure to submit an assignment or complete a project on time may be reflected in the grade for that assignment/project. Any work that is not submitted as due may be marked with a grade of "F" or marked down by one letter grade ("B" to "C", "C" to "D"...) for each week that it is late.

LECTURE DO'S AND DON'TS

Note: The tips on the next few pages represent some key things to keep in mind. For more complete tips and information, please refer to the Onsite Teaching Basics document.

DO:

❖ Outline your key points in advance. Keep your lectures clear and on track. Know what you want them to learn from that session; remain focused on the key items while presenting.

❖ Keep lectures to 10-15 minute segments. Provide thought provoking questions you can ask while you lecture.

❖ Break up long lectures with exercises and activities that allow them to apply/practice what was just covered. This will help you to determine if they're understanding what they need to—before the session ends.

❖ Bring in visuals and/or case studies to clarify concepts and expectations.

❖ Use the white board. List important information on the board such as topics, concepts and vocabulary. Emphasize these things in class.

❖ Keep in mind students' language limitations:

- Speak slowly enough for non-native speakers to understand.
- Project your voice. You need to be heard from the back of the room.
- Minimize idiomatic speech and ironic humor
- Summarize the most important points and insure that students write them down.

DON'T:

❖ Read word for word from slides or notes. Instead, explain information in your own words.

❖ Speak too fast or too softly.

❖ Spend the majority of the time talking or rambling from topic to topic

❖ Forget to list important information, such as required materials, concepts etc. on the board

❖ Introduce the homework assignment without having the requirements and expectations written clearly for students to access, either in the course downloads or as handouts.

DEMONSTRATION TIPS

❖ Practice all demos in advance so that you'll know exactly what to do when the time comes to present it in class.

❖ Before starting, show a finished example of what the demo will cover. This will give students a better framework for understanding what you're about to cover.

❖ Ensure all students can see and hear before you start.

❖ Show and **tell** students how to execute each step; explain concepts behind what you're doing. Explain "why" you are doing specific things as you demo.

❖ Do the demo in an orderly fashion; do not jump around from thing to thing or go off topic.

❖ When speaking, use "transitioning terms" such as *"first do __", "next do __", "then do__".* This will keep your communication clear and sequential. Your students will follow along better as a result.

❖ Stop after every few steps to check for questions.

❖ Have students follow along, step by step, as you demonstrate the material.

❖ Limit what you show to small amounts of information so that students can immediately practice what you just showed them. They will not be able to remember all steps needed if you do long, uninterrupted demos.

❖ If applicable, provide students time to practice the steps again. Circulate around the room and see how each student is doing and offer additional support to individual students.

TIPS FOR ENGAGING YOUR STUDENTS

❖ Explain how the topic fits into the course, and why the information is relevant to the industry. When students understand why information important, their attention will be stronger.

❖ Show an example of the homework **before** you start the lecture or demo. Explain how the assignment will relate to the information you're about to present.

❖ Start your lecture with a question or visual to engage their curiosity about the topic.

❖ Come up with questions or activities for small group discussions or for students to do as pairs. Students feel more engaged when allowed to collaborate, brainstorm, problem solve, discuss their opinions etc. with other students and the instructor.

❖ When pitching questions to the class, give students sufficient time (5 seconds) to answer you before continuing.

❖ Come up with practice exercises for them to do in class. Begin homework in class when possible; provide help and assistance so they can succeed.

❖ Learn your students' names; address them by name.

❖ Vary the pitch of your voice, circulate and make eye contact as you speak.

❖ Use the whiteboard. Have students take notes.

❖ Keep critique periods short. When doing class critiques, use a few representative samples that **address common class successes and weaknesses** related to a rubric or criteria list—rather than go over each student's work with the entire class. Solicit student input as you lead the critique to engage them. You can also allow them to get into groups to critique one another's work, after you model for them, how the critique should be done. Long critiques that take up entire class sessions are one of the main complaints made by students because the feedback tends to be overly repetitive. Do critiques *after* presenting the lecture/demo to insure the class session is not dominated by the critique. You can provide individualized feedback while students are working in class.

❖ Have students follow along with you as you demo: Do a few steps at a time, have them immediately do those steps before you proceed to the next steps.

❖ Engage their senses beyond just hearing/listening. Get students engaged through experiencing, doing, looking, writing, discussing, problem solving, comparing/contrasting, evaluating, practicing. Students tend to learn by doing, not listening.

QUESTIONS THAT GET STUDENTS TALKING

If your students are silent during a lecture, demo, or critique, you may wonder if they understand. Are they even listening? Do you know what kinds of questions to ask that garner the best responses? Students may remain silent if your questions are too broad or elicit too much of an opinion or too general of an answer (e.g. What do you think?).

"Do you understand?" seldom elicits much information. At best, a "yes" means that students think they understand. A "no" is more useful, but rare because students may be embarrassed to admit that they missed something or may not want to take up class time for further clarification.

Some questions seem to answer themselves (e.g. "That doesn't work, does it?") and don't leave any room for response.

Ask targeted questions to increase participation, focus students, and allow students to explore and deepen their ideas:

Questions that ask who, what, where, when, which, why and how. For example:

- Why is that effective?
- What is a good way to create more impact in this piece?
- How would you go about creating a stronger focal point?
- Who influenced this genre of painting?

Yes/No questions to get shy students participating, followed with a question:

- Is the perspective drawn accurately for the chair? How can you tell?

Questions that elicit performance:

- Could you show/demonstrate how you created the _____ in your drawing?

Questions to predict the next part of the lecture or demo:

- What do you think the next step would be in this procedure?
- What might be a reason for using vine charcoal at this stage of the drawing?
- Why do you think this approach will be important later, as the piece is being finished?

Questions of clarification:

- What do you mean by _____? Could you put it another way?
- How does this relate to our discussion/problem/key concept?

Questions to probe assumptions:

- What are you assuming? What are some other possible assumptions one might make?
- What cultural values and/or experiences may have informed your response?

Questions to probe reasons, evidence and implications:

- What is your reasoning?
- What do you see that prompted this response? Evidence?
- What effect might _____ have?

Questions to probe other viewpoints or perspectives:

- Why have you chosen this perspective rather than another one? What is an alternative?
- How might other groups/types of people respond?
- How could you answer someone who objected to your perspective?

ASSIGNMENTS

It is important to have very clear assignment guidelines in writing that address each area below. When students see the relevancy of an assignment and are given clear steps for its successful completion, they will put more effort into their work. In turn, you will see stronger improvement, because you will have made your expectations clearer as well.

Use the sample assignment template (below) as a guide when giving homework assignments. The following page also contains a sample of an assignment sheet that you can also reference, to see how the template can be filled out.

_____

ASSIGNMENT SHEET TEMPLATE

Things to include:

Assignment Title:

Due Date:

1. Write the purpose of the assignment.

- *What skills will students practice and develop by doing this assignment?*
- *How do these skills relate to industry practices or expectations?*
- *What concepts or information will the assignment help the student develop a better understanding of?*

2. Write the assignment explanation/task.

- *Explain briefly, what the assignment task is. Give an overview of what the students are expected to do.*

3. Write the directions or general procedure they should follow.

- *Indicate the procedure for accomplishing the assignment. If there are specific details to accomplish or processes for development, include them. Write the information as a checklist that students can check off as they accomplish each item.*

4. Write the criteria for a success outcome/grading expectations

- *Use bullet points to write down what parameters you'll be using for grading the assignment. What aesthetic considerations or technical specifications are you're looking for? What principles, concepts and skills should be demonstrated to get an A?*

FND 125 COLOR AND DESIGN

Assignment Title: Value Scale
Due Date: Thursday, June 29. Due at the start of class.

1. Purpose:

- To train the eye to discern and perceive value relationships

- To create a usable reference to help in perceiving and addressing value relationships in future assignments

- To gain experience with the techniques of painting in gouache, and the use of materials

- To learn how to submit work that is neat, and meets professional industry presentation standards

2. Assignment Explanation/Task:

This is the first assignment of the Color and Design notebook. You will paint a 9-step value scale from white to black using gouache. The finished value scale will show gradation from pure white (value 1) to pure black (value 9). Swatches will be cut and mounted in one inch squares for a clean, professional presentation. The finished scale should exhibit even value contrast between all nine swatches.

3. Directions: General Procedure

1. Paint your pure white and pure black swatches first. Paint on Bristol board.

2. Then, paint 50-60 swatches gradating carefully from pure white to pure black. This will provide you with a large number of values to select from for your final value scale.

3. Cut out all swatches and lay them out sequentially. Then select your final 9 swatches insuring even value contrast between all nine swatches, from white to black.

    - Tip: Start by selecting your white, black and middle grey (value #5) swatches. Select the rest from there.

4. Precision cutting of each swatch: Using your metal ruler and an exacto knife, cut each of your final 9 swatches into 1" x 1" squares as demonstrated in class.

    - Tip: Make sure the exacto knife has a new blade in it; this will insure better control as it cuts through the Bristol.

    - Tip: Practice the cutting procedure on some of the excess swatches you did not select. You may need to try it a few times before feeling confident to cut on the swatches you'll be using for the value scale.

5. Assemble the 9 swatches: Using the technique shown in class, assemble your nine swatches onto a piece of white tape to hold them together. Pure white should be at the top of your scale.

6. After placing all 9 swatches onto the tape, cut off the excess tape from the top and bottom of the scale. Then, mount the value scale to your 8.5" x 11" piece of card stock as demonstrated in class. Before doing this step, insure that your card stock is appropriately printed in type with:

   - Your name

   - Name of Class

   - Title of Assignment: Value Scale

7. After mounting the value scale onto the card stock, place it into a plastic sleeve/sheet protector.

4. Criteria for Success/Grading Expectations

- Value scale must contain swatches that are 1" x 1" square. All cut edges are at 90 degree angles to one another.

- There must be even value contrast between each swatch.

- Pure white is at the top of the scale; pure black is at the bottom.

- Paint consistency is smooth and opaque, avoids streaks.

- The value scale is mounted on the card stock in a straight, vertical manner and placed according to the rule of thirds.

- The assignment is clean and professional in appearance; there are no fingerprints, glue residue, wrinkles, handwriting etc.

- All titles are correct and spelled accurately.

NAVIGATING THE LMS (LEARNING MANAGEMENT SYSTEM)

A. SIGNING IN

1. Go to the AAU website at **www.academyart.edu**. Click on the **Login** button on the top right corner of the page.
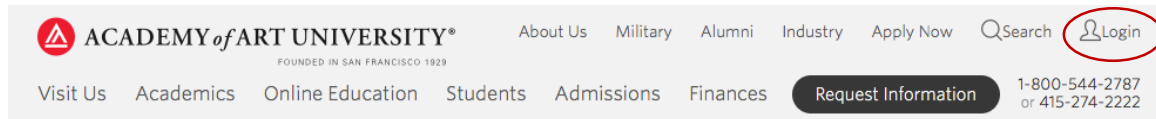
2. You will see the **Sign In** window. Use your username and password to log in. (Your username and password are in the email you received from HR. If you have not received this email, check with your department Administrative Assistant.)

3. Once logged in, you will be taken to your **Portal**, where you can find links to various resources and information.

B. ACCESSING YOUR COURSE

1. Click on the "Home" icon.

2. In your **Home** page, you can see the list of courses that you are enrolled in. Make sure to check that you are viewing the correct semester. (You will see the option to submit attendance and grades *when it's time to do so*.)
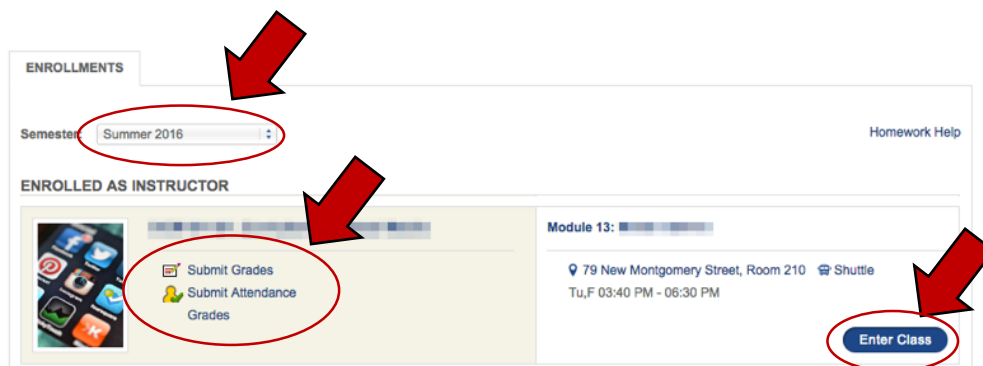
3. Click on "Enter Class" to access your course syllabus, outline, student roster, etc.
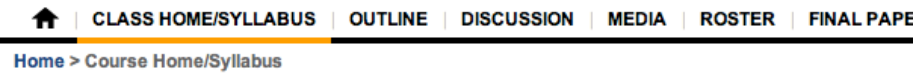
C. ACCESSING YOUR FACULTY EMAIL

1. In **Portal**, click on **Faculty Email**.

2. You will be asked to log into your Faculty Email with the **User ID** and **Password** that was sent to you. If you need assistance with accessing your email, please contact the IT Department at 415.618.6400.
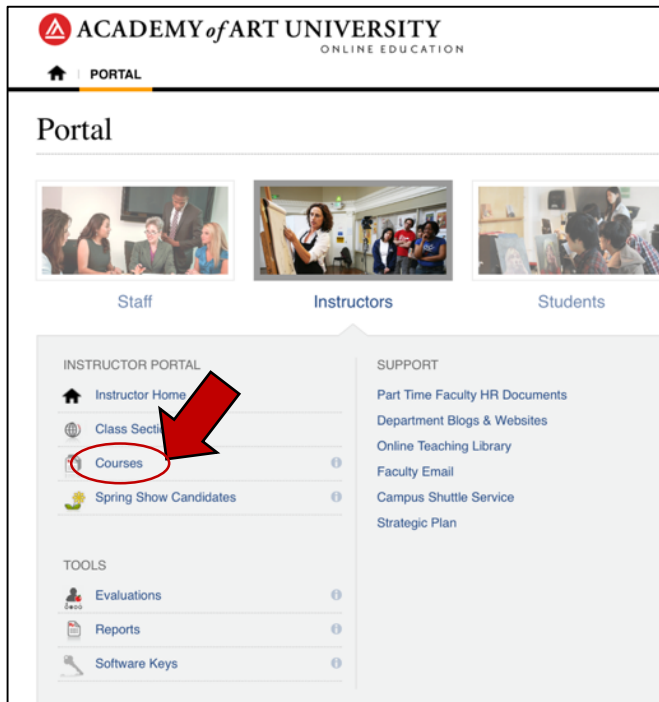
D. TAKING ATTENDANCE IN THE LMS

Watch the following tutorial video on how to take attendance in the LMS.
https://live4.academyart.edu/onsite_attend_inst/

E. ACCESSING THE ONLINE VERSION OF YOUR ONSITE COURSE

1. In **Portal**, click on **Courses**.

2. You should see a group of drop-down menus. Next to Campus, select Online. If there is an online section of your course, you will be able to access the content by choosing the Outline in the Select dropdown. (See next page for image.)
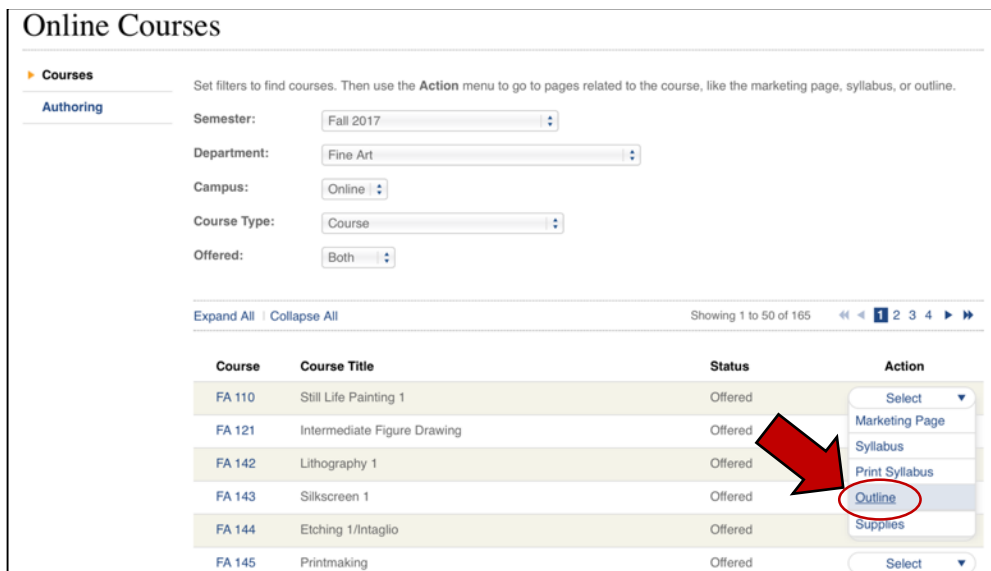
USING ONLINE COURSE MATERIALS

If an online version of your onsite course exists, you can see the written lectures, demo videos, images, discussion topics, written assignment sheets, and quizzes developed for *online* students.

For instructors who are new to teaching, or new to a particular course, this can be a huge help. It can provide you a more complete and visual sense of the class and offer some concrete ideas for how to approach the content and engage students.

However, there are some serious pitfalls to avoid when accessing online resources:

1. **DO NOT project the online course on the screen and present the material as is to the class.**

A class experience that feels canned with online material is no substitute for a live classroom experience. Use the material there only to help prepare your own lectures so students can learn from your unique expertise, guidance, and personal experiences in the field.

2. **Online materials may or may not match up with your *onsite* course outline.**

While the University is moving toward greater alignment online and onsite, there are sometimes discrepancies in sequencing, module or lecture/demo content, and even assignments.

An online course may be different because it was designed for a different environment or because it was created a few semesters ago. As a result, there may be instances where it may not make sense to draw on online content. The *onsite* course outline is your contract with the students, so you will want to follow that first and foremost.

Compare your onsite outline to the online outline posted in the LMS to see how similar they are. If your onsite class is similar to its online counterpart, it may be useful for you to review online materials to inform your prep for the classroom.

Here's an example from a Digital Media 1 course. Since these outlines are practically identical, the online content may be a good resource for onsite instructors to draw on for ideas and inspiration.

ONSITE

▶ Module 1: Digital Cameras and Adobe Photoshop

▶ Module 2: Composing an Image for Storytelling

ONLINE

▶ Module 1: Introduction to Digital Cameras and Photoshop

▶ Module 2: Composing an Image for Storytelling

▼ Module 1: Digital Cameras and Adobe Photoshop   Hide Details | Go to Module

Page Title		Pages	Video	Slideshow
1. Introduction				
2. Cameras and Illustrators				
3. Intro to Digital Cameras				
and White Balance				
12. Rotation				
13. Conclusion				

Look at the outline topics and read through the modules or view slideshows to develop talking points for your lecture or demo.
Add your relevant, personal experiences from the field to create engaging and interactive lectures.

Watch demo videos for ideas on creating and organizing your own interactive demo.

Or, if you plan to use film clips in your onsite class, give students a viewing task. For example, tell them what they look for and note.

✎ Exercise and Assignment Topic
Assignment 1.1: Self-Portrait
Assignment 1.2: Camera Explorat

Read exercise and assignment descriptions. If an assignment is the same as what's listed on your *onsite* course outline and provides a clear set of instructions, you can project or print the instructions for your students. If not, create your own instructions.

💬 Discussion Topics   Discuss
Topic 1.1: Introductions

Check the discussion for topics/questions that may enrich the in-class discussions you facilitate.

☑ Quizzes and Exams
Quiz 1

If you want to give a quiz/exam, look at what's been created online for ideas. Of course, any quiz you give must be based on the content you are actually teaching.