RESOURCE KIT for ONSITE TEACHING

ACADEMY of ART UNIVERSITY

FOUNDED IN SAN FRANCISCO 1929
BY ARTISTS FOR ARTISTS
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AAU ONSITE TEACHING STANDARDS

These are the university expectations for teaching and classroom management. Periodically referencing these standards as a self-assessment tool throughout the semester will develop your skills and awareness as a teacher.

A. Introduction

1. Class begins / ends on time; meets during the scheduled period
2. Takes attendance at the beginning of the class
3. Explains what will be covered and the objectives of the session; posts an agenda in class
4. Explains how the session topic fits into the overall context of the course
5. Follows the syllabus/course outline posted in the LMS
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. Speaks at an appropriate pace and volume
3. Poses questions during lectures, demonstrations, and critiques to engage student participation and gauge their understanding
4. Demonstrates command and knowledge of subject matter; material is explained clearly, concisely and thoroughly
5. Stays focused on topics and meets stated objectives
6. Emphasizes and summarizes main points; clarifies difficult material
7. Includes visuals and examples to clarify key points

C. Assignments and Homework

1. Shows examples that are clear, precise, and appropriate
2. Provides clear guidelines for assignments
3. Presents clear grading standards for fair and honest grading

(Continued)
### D. Demonstrations
1. Introduces the demo process by first showing an example of its outcome
2. Ensures that all students can see, hear, and understand the demonstration
3. Reviews supplies being used and shows students how to use them
4. Explains concepts and technical approaches while doing the demonstration
5. Breaks the demonstration into short segments; requires students immediately practice steps introduced before moving to the next segment of the demonstration

### E. 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

### F. 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 (One example: Takes attendance again after the break)
5. Has students start homework in class (studio courses only)

### G. 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.
Thinking about teaching from your students’ perspective can help you craft a learning experience that excites and engages your class. As you prepare for your first class, think back to your own experiences as a student:

- How did you feel at the start of a new class?
- What did you hope for from your teacher and the course?
- What made you feel satisfied with the way a class session went?

In addition to a teacher who is engaging, knowledgeable, and energetic, students also like to know that they are in the hands of a teacher who is prepared and organized. Below is a checklist of tasks and values AAU teachers need to incorporate into their first class sessions.

### Before Class Begins:

- **Arrive 20-30 minutes early to familiarize yourself with the equipment and welcome students.**
  - Note: Know the name and number of your department’s administrative assistant (AA). If you have trouble using equipment such as projectors, they can explain the setup.
- Display your name, contact info, course name, and section number on the white board or screen so arriving students know they are in the right classroom.
- Display a simple agenda for the session so students know what to expect.
- Open all documents, browser windows, and software programs you will use in your lecture and demo so you won’t have to locate files or struggle with login processes while the class waits.

### Beginning the Session:

- Start on time; never begin early or late.
- Take attendance at class start using your course attendance roster in the Learning Management System (LMS). Rosters become available one hour before a class session begins. The attached “Resource Kit for Onsite Teaching” includes detailed instructions for using the LMS.
- Introduce yourself and briefly describe your professional experience. Encourage questions from students to set an interactive tone.

### Introducing the Course & General Expectations:

- Give a brief overview of the class and the skills students will learn over the course of the semester. Link course goals to professional practices so students understand why the course is relevant.
  - Note: In the event your department has updated the course outline without posting the changes in the LMS, provide students with an updated version.
- Go over all required supplies, books, and materials.
- Follow the syllabus/outline posted in the LMS.
Review the major policies listed in the syllabus such as attendance, grading, and AAU code of conduct. Summarize these policies rather than reading them verbatim to students.

Breaking the Ice:

Before beginning your lecture and demo for the session, lead the class in an icebreaker activity so students can interact with one another and build rapport.

It is useful to have students complete a questionnaire that can inform you of their interests, course-related experience, and preferred contact information. The attached “Resource Kit for Onsite Teaching” includes an example questionnaire.

Presenting Information

While lecturing and demonstrating, use techniques that engage student participation, such as posing questions to whole class, having students work in pairs or small groups, etc. Present visual examples, case studies etc. to make the information come alive.

If using PowerPoint, be sure to present the information in your own words rather than reading verbatim from the slides.

Make sure that any type you project is large enough to be read easily by students farthest away and that all students can see the screen.

When assigning homework, present the assignment in written form with sufficient detail for clarity, and discuss how the assignment will be graded. (See the homework assignment template in the attached “Resource Kit for Onsite Teaching”). Show examples to clarify grading standards.

Finishing the Session

Finish class on time; do not release students early or late.

Have enough material ready to ensure your class does not end early. Students pay for a full session each week. Provide time for students to work in class so you can provide assistance.

Resources

Need help with any of the above? Here are some resources to help get you going on the right track. All of these resources and more can be found on the Academy's Library of Teaching Resources (https://wiki.academyart.edu/display/OTLIB).

- Your First Day of Class
- Online Tools for Onsite Classes (including taking attendance)
- Professionalism & Classroom Management
- Delivering Class Content
- Encouraging Student Engagement
- Assigning Homework
ATTENDANCE POLICIES

This information has been taken from the 2019-2020 Student & Academic Policies catalog, pp 80-81. Refer to the Faculty Manual link you were provided by HR for additional resources on attendance & grading.

AAU ATTENDANCE POLICY

“Students are expected to attend all class periods/modules of the courses for which they register. Failure to attend and participate in a class will reflect negatively on the student’s performance. Final grades will reflect this policy. Students may be administratively dropped from classes due to excessive absences.

In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam due to an excused or unexcused absence will be penalized according to the individual instructor’s grading policy.

Attendance requires arriving on time and staying for the entire class session.”

MODEL ATTENDANCE POLICY

Academy of Art University has developed a Model Attendance Policy. This is not a blanket policy; many classes follow these policies; however, department and instructor policies may differ from the model policies. Check with your department director to see if your department has a policy. Here is the model:

“Class attendance is required. Each course requires that the student be present and participate in every class session. Failure to attend classes, habitual tardiness, 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 (with a doctor’s note); or 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 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 when 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.
EXAMPLE ICEBREAKERS

Icebreakers help you and your students get to know each other in a fun and relaxed way. This is important: rapport among students (and teachers) helps create a learning environment that is open and collaborative, and this will result in students who feel more motivated to participate and learn.

Choose or adapt any of the activities below, or try your own icebreaker ideas.

INTRODUCE A CLASSMATE (best for lower levels)

Divide the class into pairs. Ask each person to interview the other with general questions such as where they are from, their goals are, their hobbies, etc. After a few minutes, have the pairs switch roles, with the interviewer becoming the interviewee. After a few more minutes have the students introduce their partners to the class.

*This is much more effective than simply having students introduce themselves to the class because students often feel more comfortable talking about others than themselves.*

BURNING QUESTIONS (best for upper levels)

Put students into pairs and give them 2 minutes to discuss what they would like to learn from this course and how they think it will help them in their field. Have them write 1-3 “burning questions” they have about the course (explain the term if students do not know the expression). Then, as a class, have each pair choose one of their questions to write on the whiteboard. Gather the class to discuss and answer as many of the questions as possible.

*By the time students are in the upper levels of their program, they may already be familiar with the other students in the course. At this point, they may be better equipped to talk about their field, their classes, and their future in the industry.*
FIRST DAY QUESTIONNAIRE SAMPLE

It is a good idea to collect basic information about your students, so you know a bit about who they are, how to contact them, and why they are at AAU. Ask them to fill out the following and return it to you in the first session.

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

Course Name & Section Number ______________________________________________________
Your name _____________________________________________________________________
What do you want to be called 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? ______
OUR STUDENTS

Our Students
To communicate with students successfully, a teacher must understand who they are.

- AAU students represent a broad age range, from teenagers just out of high school to adults who have decided to change careers after years in the workforce.
- AAU has open enrollment; students may not have had prior experience in their areas of study when they enter AAU.
- AAU has a large population of international students who speak English as a second language. They have varied levels of speaking and listening comprehension skills.
- Our students tend to learn best visually and through hands-on practice.

TEACHING AT AAU

The primary classroom teaching most AAU instructors do falls into four categories: lecturing & demonstrating, leading in-class practice activities, assigning homework, and critiquing homework.

When planning a session, it’s important to remember that these four elements are interrelated.

Lecturing & Demonstrating
- Present key terms orally and in written form
- Provide clear examples
- Engage your students and check their understanding through questions

In-class Practice
- Present each step of the demo in a logical, sequential manner for clarity
- Make sure all students can see and hear you
- Repeat complicated steps as necessary
- Regularly check on your students’ comprehension by posing questions as you demo

Assigning Homework
- Homework is the way students practice the information from the lecture/demo and is a key way they are assessed for grades.
• Always set aside enough time to present detailed assignment instructions
• Provide your students with examples of the quality of work you expect
• Provide clear, written guidelines and grading criteria
• Showing examples of A, B, C, D level work is best to clarify expectations and grading

**Critiques let students know what they are doing well and where they need to improve.**

• Link critique feedback to the assignment guidelines and grading criteria
• Tell students what they did well on the assignment and why it was done well
• Tell students what needs to be improved and why the changes are necessary
• Provide tips for how to make the improvements

**TIPS:**

• During lectures, reference the topic’s connection to the upcoming demo and assignment.
• In demos, point out elements that are especially relevant to the homework you will assign.
• When assigning homework, provide clear written guidelines, show examples, and discuss how you will be grading the work.
• When critiquing, start with a review of the assignment guidelines in relation to an outstanding example.
BEING A GOOD PRESENTER

AAU instructors often teach complicated tools, methods, procedures, and concepts, so it is essential that every part of each lesson be clear. Students can’t learn and succeed if they can’t understand.

The majority of our students come from other countries. Please keep the following best practices in mind:

- **Speak in a loud, clear voice.** As a rule, good teachers speak louder than “normal.” If that’s difficult for you, try to project your voice to the back of the room. Students in the back need to be able to hear you.
- **Enunciate clearly.** Don’t mumble or trail off at the end of sentences. Remember, if the information you are delivering is important, then it’s important to express it in a way that everyone can understand.
- **Slow down by 25%.** If you speak to a classroom at the same rate you use with friends and colleagues, you’ll leave some students behind. Consciously reducing your speed by 25% will not only make you easier to follow, it will help you speak louder and more clearly as well.
- **Stress key words and phrases.** When you stress an important word or phrase, listeners naturally pay closer attention. Vocal stress means saying something louder, longer, and at a higher pitch than usual.
- **Repeat yourself.** Good teachers reinforce information by repeating it in different ways. After explaining a complicated procedure, summarize the key steps. If you have expressed a thought in a somewhat fuzzy way, paraphrase yourself to make the information clearer. It is also a good idea to repeat students’ questions so everyone in the room can understand them.
- **Incorporate pauses and intonation variety.** A speaker who communicates in a flat, monotonous stream will quickly find students tuning out. Try to speak to your class as if you are having an interesting, dynamic conversation with them (while speaking slower, louder, and clearer than you would in normal conversation).
- **Use expressions that help students follow the progression of the session.** For example, “OK, that was step one. Now let’s move on to the second step.” or “Now that we’ve looked at examples, let’s talk about your homework.”
- **Check comprehension.** Find out how well your students are understanding by asking questions. For example, “OK, what are the two settings used to convert my image file without losing quality?”
- **Break up long lectures into short segments.** Research shows that interest in a lecture begins dropping after 7-10 minutes and drops dramatically after 15-20 minutes. To combat audience fatigue, incorporate regular “soft breaks” such as assigning a brief activity or exercise for students to work on alone or in teams, showing short video clips, pose questions to the class, or compare good and bad examples.
- **Support your lecture with visual materials.** Robust research shows that students learn and remember information best when it is presented **multimodally** (they hear it, read it, and see visual examples). Images, examples, handouts, or simple PowerPoints with bullet points can help focus students’ attention and increase comprehension.
o Visual clarity is just as important as oral clarity. Visual aids can’t help if your students can’t see them, so **make sure your writing and fonts are large enough** to be seen from the back of the room.

- **Use vocabulary strategically.** Many of your students may be unfamiliar with the jargon used in your field. **Get in the habit of defining and redefining industry-specific terminology** until you’ve seen evidence that your class understands them. Remember that learners must be exposed to new vocabulary multiple times before they really learn them. Avoid using slang or idioms that international students may not know.
ENGAGING STUDENTS WITH EFFECTIVE QUESTIONS

Regular, consistent questioning is an essential teaching tool that increases engagement and provides important information about your students’ comprehension.

COMPREHENSION CHECKING

Comprehension checks tell you how well your students understand the content of your lectures. This information can help you determine whether you need to spend more or less time clarifying a topic.

- Don’t ask simple yes/no questions (e.g., “Everybody OK?” “Got it?”).
  - This doesn’t create space for discussion, and students often claim they understand when they don’t.
- Do ask strategic, open-ended questions that reveal students’ actual knowledge:
  - “What happens if I set the value to “true?” What if I leave it “false?”
  - “To increase the animation time by 0.5 seconds, what two things should I do?”
  - “Why does this image look flat? What can we do to improve it?”

QUESTIONS TO INCREASE ENGAGEMENT

Questioning increases student engagement by focusing their attention, adding interaction to your lectures, encouraging critical thinking, and refreshing the classroom mood.

Predictive Questions

Before starting the next stage of your lecture, let students share what they already know about the topic or make predictions about what will come next:

- “Now we need to convert the image without losing too much quality. Who has some ideas on how we’re going to do that?”
  - Note: Even wrong answers generate critical thinking and learning opportunities.

Collaborative Problem Solving

- Think-Pair-Share: When posing a question, pair up students to discuss it with their neighbor for a minute. Then call a few pair to share their ideas with the class. This quickly engages all students.

Final Notes on Questioning

- Give students enough time (5 seconds – don’t be afraid of the silence!) to consider and answer your questions. If there is no response, try rephrasing the question before giving the answer.
- Questioning isn’t quizzing – don’t create a mood where your students feel afraid to be wrong.
- Encourage struggling, shy students by asking them easier questions.
- Don’t play favorites – try to involve everyone by posing questions to a variety of students.
**LECTURE BASICS**

**Note:** The following chart represent some key things to keep in mind. For more complete tips and information, please refer to the Onsite Teaching Basics document.

<table>
<thead>
<tr>
<th>What to do</th>
<th>Why it’s important</th>
<th>How to do it</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Get students’ attention</td>
<td>• It eliminates distractions and prepares students to learn</td>
<td>• Make eye contact with every student and check that you have their attention</td>
</tr>
<tr>
<td></td>
<td>• Calling for their attention clearly shows that you care about their learning experience</td>
<td>• Tell them class is starting</td>
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<tr>
<td></td>
<td></td>
<td>• Direct students to put distractions away, such as cell phones</td>
</tr>
<tr>
<td>B. Tie lecture to homework assignment</td>
<td>• We are more motivated to listen when the material is tied to a stated purpose or goal</td>
<td>• Show an example of the lecture topic to explore student familiarity with the topic</td>
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<tr>
<td></td>
<td></td>
<td>• Remind students that the lesson has a trajectory leading to an assignment</td>
</tr>
<tr>
<td>C. Communicate ideas clearly</td>
<td>• Clear communication enhances students’ ability to follow the lecture and retain new information</td>
<td>• Write key vocabulary/concepts on the board for visual reinforcement</td>
</tr>
<tr>
<td></td>
<td>• Engaging multiple senses supports learning</td>
<td>• Use an outline to organize information &amp; stay on topic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clarify when you are transitioning from one thing to another, with phrases such as “Next” and “Now we are going to do ____”</td>
</tr>
<tr>
<td>D. Keep students engaged</td>
<td>• We learn better by staying active and being challenged to think analytically</td>
<td>• Break lectures into short chunks by inserting an interactive activity or questions</td>
</tr>
<tr>
<td></td>
<td>• Students stay focused when there is someone they can interact and collaborate with frequently, and they like talking to peers</td>
<td>• Pose open-ended questions to keep students thinking</td>
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<td></td>
<td></td>
<td>• Pair up students for collaborative work/discussion</td>
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<tr>
<td></td>
<td></td>
<td>• Give students a reason to listen, such as taking required notes</td>
</tr>
<tr>
<td>E. Check students’ comprehension</td>
<td>• Teachers’ success is defined by how well students have learned from us</td>
<td>• Set aside time for a comprehension check after each section of the lecture</td>
</tr>
<tr>
<td></td>
<td>• We won’t know for certain if students have learned something until we check in before they leave for the day</td>
<td>• Ask a couple of comprehension checking questions to gauge how well the whole class has learned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Having students quiz each other in pairs can be effective</td>
</tr>
</tbody>
</table>
**DEMONSTRATION BASICS**

**Note:** The following chart represents some key things to keep in mind. For more complete tips and information, please refer to the Onsite Teaching Basics document.

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</table>
| **A. Show finished examples** | • Seeing a finished example before starting the demo will help students see what they will be doing  
• Seeing the finished product can entice us and make us want to learn | • Show a variety of examples of the finished product  
• Ask your department for examples if you don’t have any  
• If you have no examples, find some on the internet or create your own. You can also see about getting examples from the online version of your class.  
• Photograph current student work to use in future semesters |
| **B. Review materials and/or supplies** | • To avoid confusion about what materials / supplies students will need for their assignment | • Go through each item and explain/show what each is  
• Pass samples around, or have students come up to see  
• Tell students where to purchase the supplies  
• Have a written supply list for student reference, sticking to what is indicated in the course syllabus |
| **C. Break demo into segments** | • Long demos can cause student attention to suffer and they will not retain the information | • Rule of thumb is to show 3 - 5 steps at a time  
• After each step or segment, let students practice those steps before moving on to the next part of the demo. Make sure everyone is up to speed before moving on |
| **D. Describe and explain each step** | • Students won’t know what to focus on unless you tell them what you are doing and why  
• Students love to hear why one approach will help them succeed while another will trip them up | • Explain what you’re about to do  
• Narrate each step as you do it, explaining your process  
• Stress the importance of doing the technique in a particular way and explain why it’s effective |
| **E. Give an immediate chance to practice** | • We learn by doing  
• It provides an opportunity for instructors to give feedback that prevents students from doing the steps incorrectly | • Plan to set aside time after each segment or after the entire demo for students to practice  
• Circulate as they practice and provide feedback to keep students on track  
• Consider pairing students up to practice together |
# CRITIQUE BASICS

There are many ways of conducting critiques, depending on the size of your class and level of students. In the critique approach below, the instructor focuses the critique on the criteria, pointing out key pieces where it was successfully achieved and where improvements are needed.

<table>
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<th>What to do</th>
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<tbody>
<tr>
<td><strong>1. Before the critique:</strong> Look briefly at all the work to get an overview. Identify common strengths/weaknesses to be discussed</td>
<td>• Identifying commonalities in advance helps to focus the critique.</td>
<td>• Pin ups: After the class pins up work, have everyone view it while you evaluate common strengths and weaknesses in it (5-10 minutes). Select a variety of strong and weaker pieces to be discussed. • Digital files: Students submit digital files to you before class. Give students an activity to do (10 minutes) while you quickly review the digital files, selecting a handful of key pieces you will discuss in the critique.</td>
</tr>
<tr>
<td><strong>2. Start the critique:</strong> Review assignment criteria and expectations with students. Do this in conjunction with an example piece</td>
<td>• Reviewing the criteria with an example piece reminds students of the requirements and reinforces principles for success.</td>
<td>• Before starting the critique, show a list of the criteria on the board, on screen, or written on an 18x24 paper, large enough to be easily seen. • Review each criterion point for your class, pointing out how each I executed in the sample piece.</td>
</tr>
<tr>
<td><strong>3. Conduct the critique using a few, representative samples.</strong> Provide constructive, balanced and honest feedback for the class, highlighting common strengths and weaknesses in conjunction with the criteria</td>
<td>• To develop skills, students need to understand what they are doing well, what to improve, and why improvements are needed. Positive feedback helps students understand what to continue doing, while highlighting areas to improve helps them understand what to do differently. • Critiquing key pieces for everyone to learn from keeps the class engaged and focused. • Critiquing every student’s work in large classes can become repetitive, boring, and non-productive as students often stop.</td>
<td>• Referring to each criterion point, point out a few pieces in which it was well executed. Explain why it was well done. Offer comments on things the student or group did well. • Then, point out a few pieces where the criterion was not executed as well and where improvements are needed. Explain why the improvements are needed and how to make them. • Continue down the criteria list, pointing out where they are successfully met or needs improvement. Always explain why something is successful or needs improvement.</td>
</tr>
</tbody>
</table>
paying attention after about 20 minutes. This approach avoids that from happening.

| 4. After critiques with the class, do individual critiques. Provide the remaining students with feedback | • Students whose work was not critiqued may need specific personalized feedback to work from. | • Assign the class a task or assignment to work on.  
• Set aside time for you to meet with each remaining student, either alone or in pairs. |
|---|---|---|
| 5. Go around to each student. Check that students understood the feedback and how to move forward with their work | • If students have questions, they may not voluntarily ask during class critiques  
• Assessment is crucial to understanding and guiding student learning and development. | • Have students write down the feedback they receive, and repeat it back to you.  
• OR have the students explain their feedback to a classmate, while you circulate and check in with pairs.  
• OR have the students write down a summary of the feedback to hand in, so you can evaluate whether they understood. |
| 6. Keep the critiques short | • Attention spans are short, so keeping critiques short helps keep students focused and engaged.  
• Fewer items on the critique allow the students to focus on improving the most major aspects that need improvement. | • Choose only a few things to focus on in each critique, rather than discussing every criterion or every aspect of the student work. |
One of the most common student complaints is, “Instructor gives unclear guidelines for homework and projects.” Since we grade students largely on timely and careful execution of assignments, we have to convey this information with clarity and specificity, then check their understanding. Below are tips for starting them out on the right foot.

- **Provide written directions and review them.** Students are more likely to retain information they can see, hear, and discuss. Present instructions on a handout or project them on the screen and review them with the class step-by-step, pausing to invite questions or add elaboration as needed. Be sure to upload the instruction to the class page as well. *(See the assignment template below for an example of how instructions can be organized.)*

- **Review grading criteria.** Understanding criteria for grades gives students a “checklist” to self-evaluate their work. If you don’t have a rubric or criteria list in your syllabus or course outline, ask your department if one exists that you can use to help students form a coherent picture of the points they must include in their work.

- **Discuss examples.** Show students a range of prior student work and discuss how these were or should be graded, checking them against the criteria. Seeing examples gives students a deeper understanding of the assignment.

- **Check for comprehension of directions.** It’s your role as an instructor to set your students up for success, and that includes checking to see that everyone fully comprehends important assignments, instructions, and expectations. Unfortunately, many students are unwilling to admit confusion, even when they are asked if they have questions. To reveal your students’ true comprehension, ask strategic questions about the assignment (e.g., “OK. What size did I say the final piece needs to be and what’s the connection to industry practice?”). If you recognize confusion on their faces, you’ll need to slow down and repeat the instructions using clearer language.

- **Start assignments in class.** Whenever possible, have students begin their homework in class. Even if it’s just brainstorming for a concept with another student, you’ll have a chance to circulate and see that they’re on the right track, answer their questions, and correct misunderstandings.

Use the sample assignment template on the next page as a guide when giving homework assignments. The page after that contains an example of a filled-in assignment sheet for your reference.
Below is an example of the items to include in your assignment sheets to maximize clarity for your students.

Things to include:

1. Assignment Title:
2. Due Date:
3. Assignment explanation
   - Explain briefly what the assignment is. Give an overview of what students will do.
4. Purpose of the assignment
   - List key skills and concepts students will develop an understanding of by doing this assignment.
5. Directions and specifications
   - Indicate the procedure for accomplishing the assignment. If there are specific requirements, specifications, and details, be sure to include these. Write the information as a checklist that students can check off as they accomplish each item.
6. Criteria for grading expectations & a successful outcome
   - Use bullet points to write down parameters you’ll be using for assessing the assignment. What aesthetic considerations or technical specifications are you’re looking for? Note what principles, concepts, and skills should be demonstrated to get an A.
EXAMPLE RUBRIC

The purpose of a rubric is to clarify grading by breaking the criteria into clear components with descriptions. Create rubrics for your assignments so students will know how they’re being graded. This page is to provide you with an understanding of how a rubric can be designed.

Assignment: Origami Paper exercise

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds expectations (A – B)</th>
<th>Meets expectations (C)</th>
<th>Doesn’t meet expectations (D – F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean Overall Presentation</td>
<td>• All surfaces are flat</td>
<td>• Most surfaces are flat</td>
<td>• Excessive wrinkling</td>
</tr>
<tr>
<td></td>
<td>• All edges are clean, intact</td>
<td>• Most edges are clean, intact</td>
<td>• Some surfaces, corners, or edges are bent or torn</td>
</tr>
<tr>
<td></td>
<td>• All 4 flaps form symmetrical quadrants</td>
<td>• Flaps are fully extended from the fold</td>
<td>• Quadrant flaps asymmetrical</td>
</tr>
<tr>
<td>Quality of Folds</td>
<td>• All fold creases are sharp</td>
<td>• Diagonal folds define center of square</td>
<td>• Diagonal folds fail to define center of square</td>
</tr>
<tr>
<td></td>
<td>• All 4 initial corner fold points meet at center of square</td>
<td>• Most initial corner fold points meet at center of square</td>
<td>• Overlap at corner fold points limits mobility</td>
</tr>
<tr>
<td></td>
<td>• All 4 final corner fold points meet at center of square</td>
<td>• Most final corner fold points meet at center of square</td>
<td>• Gaps at corner fold points distort symmetry of segments</td>
</tr>
</tbody>
</table>

Additional Comments:
IMPORTANT THINGS TO REMEMBER

RAPPORT
✓ Make an effort to learn all of your students’ names and use them in your interactions with them.
✓ Try to interact with all of your students individually and avoid playing favorites.
✓ Avoid comments that are ironic, political, sexual, aggressive or culturally insensitive. International students can find irony confusing, and most students are sensitive to provocative or disrespectful speech.

TIMING
✓ Always be prepared for the possibility that your lesson plan will run too long or too short.
  o Too long: Make it a habit to calculate how much time each remaining step of your lesson will require. If you fall too far behind schedule, you may need to reduce parts of your plan.
  o Too short: Have some activity ideas in mind in case you finish your main work early. This could include starting homework in class, leading a discussion, having students analyze examples of professional work, etc.
    ▪ Homework in Class: It is OK and even desirable for students to begin homework at the end of class. This allows you to confirm that they are on track and offer assistance to those who are confused.
NAVIGATING THE LEARNING MANAGEMENT SYSTEM

A. SIGNING IN

1. Go to the AAU portal at https://my.academyart.edu/login and 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.)

2. 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. On 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, choose Instructors then click 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 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 (requires login with User ID and Password and Adobe Flash Player): https://live4.academyart.edu/onsite_attend_inst/.
E. ACCESSING THE ONLINE VERSION OF YOUR ONSITE COURSE

1. In Portal, click on Instructors then 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 can access its content by choosing Outline in the Select drop-down.
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 with 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 experience 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 between 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 won’t make sense to draw upon 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 classroom preparation.

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 upon for ideas and inspiration.
The following shows suggestions for how you can appropriately use online materials as a resource:

<table>
<thead>
<tr>
<th>Module 1: Digital Cameras and Adobe Photoshop</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Page Title</strong></td>
</tr>
<tr>
<td>1. Introduction</td>
</tr>
<tr>
<td>2. Cameras and Illustrators</td>
</tr>
<tr>
<td>3. Settings</td>
</tr>
<tr>
<td>4. White Balance</td>
</tr>
<tr>
<td>5. Tone</td>
</tr>
<tr>
<td>11. Viewing Images and Arranging Documents</td>
</tr>
<tr>
<td>12. Rotation</td>
</tr>
<tr>
<td>13. Conclusion</td>
</tr>
</tbody>
</table>

**Investigate the online course to develop talking points for your lecture or demo.**
- Look over **outline topics**
- Read through the **modules**
- View the **slid shows**

Remember to 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 demos.

Or, if you plan to show demo clips from the online course in your classroom, give your students an active viewing task such as taking notes or looking for examples of specific design principles.

**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.

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

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.