RESOURCE KIT for ONSITE TEACHING
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Instructors should use the criteria below to become familiar with university expectations for teaching and classroom management. Criteria are also useful for self-assessment and to help in developing teaching skills.

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

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

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

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

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

- Introduce yourself and speak to your professional experience.

- Do an icebreaker. This enables students to meet one another and build rapport.

- Do a brief overview of the course and the skills students will learn by taking the class. In the event that your department has provided an updated course outline that does not yet appear in the LMS, provide a copy of this updated version for your students, and explain that you will be following the updated version.

- 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.

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

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

- If doing a demonstration, be sure you have all materials needed. Practice the demo in advance to ensure it runs smoothly.

- Provide time for your students to work in class. Confirm that they understand the information you presented before releasing them for the day.

- Introduce the homework early in the session, with the specifications 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.

- Start and finish the class on time; 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 students often 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 1-3 “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 students form pairs, introduce themselves, and discuss their most pressing question. Tell the students to choose ONE burning question from their lists that they would most like to have answered immediately. Have them post their question on the whiteboard or wall. Reconvene the whole group for a class discussion to answer as many of the questions as possible.
Having your students provide this basic information is useful. Ask them to fill it out and return it to you at the first session.

<table>
<thead>
<tr>
<th>Welcome to the class! Please provide the following information. Thank you!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name &amp; Section Number</strong></td>
</tr>
<tr>
<td><strong>Your name</strong></td>
</tr>
<tr>
<td><strong>What do you want me to call you in class?</strong></td>
</tr>
</tbody>
</table>

**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 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 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 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.
TIPS TO INCREASE PARTICIPATION

- Learn your students’ names and use them in your interactions.
- Vary the pitch of your voice, circulate, and make eye contact as you speak.
- When posing questions to the class, give students sufficient time (5 seconds – don’t be afraid of the silence!) to consider and answer the question before speaking again. If no response, or if answers are off-target, try rephrasing the same question before giving the correct answer.
- Set up collaborative pairs or small groups to brainstorm, problem solve, discuss opinions, etc. with each other and the instructor.
- Engage students beyond just listening. Involve them through researching, writing, discussing, problem-solving, comparing & contrasting, evaluating, and practicing. Retention improves when students use more senses in discovering or working with the information, not just listening to it.
- Make time for them to practice and begin homework in class when possible. Be available to offer assistance.
ENGAGING STUDENTS WITH EFFECTIVE QUESTIONS

- **Use Think-Pair-Share**
  
  When posing a question, give students 1 minute to *think* about the question, *pair* them up to talk to a partner, then ask them to *share* what they’ve discussed. This quickly engages all students. Circulate as they talk and check in with a few pairs. After they’ve talked for 1 or 2 minutes, call on specific pairs to share their answers.

Ask targeted questions to increase participation, focus, and exploration

- **Questions asking who, what, when, where, why, and how**
  - 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?

- **Following a Yes/No question with a deeper question to get shy students participating**
  - 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?
  - Why might we switch to 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 some assumptions we might make about this?
  - What cultural values / experiences may have caused your response?

- **Questions to probe reasons, evidence, and implications**
  - What is your reasoning?
  - What prompted that response? What evidence do you see?
  - 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 argued with your perspective?
# Lecture 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.

<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>• Students are often distracted before class starts and not ready to learn</td>
<td>• Make eye contact with every student and check that you have their attention</td>
</tr>
<tr>
<td></td>
<td>• Getting students’ attention is a clear way to show that you care about their learning experience</td>
<td>• Tell students that you are starting</td>
</tr>
<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>• It’s more motivating and compelling to listen when there’s a clear purpose or goal stated up front</td>
<td>• Show an example of the lecture topic to find out how familiar students already are with the topic</td>
</tr>
<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>• It’s difficult to follow a lecture and retain new information when ideas are not communicated clearly</td>
<td>• Write key vocabulary/concepts on the board for visual reinforcement</td>
</tr>
<tr>
<td></td>
<td>• We learn better by engaging multiple senses at the same time</td>
<td>• Use an outline to stay on topic &amp; organize information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Signal clear transitions taking place in the session with expressions like “before we get started…”, “Next…”, and etc.</td>
</tr>
<tr>
<td>D. Keep students engaged</td>
<td>• We learn better by staying active and challenged to think analytically</td>
<td>• Break up lectures into short chunks, followed by an interactive activity or questions</td>
</tr>
<tr>
<td></td>
<td>• Students can stay focused when there is someone they can interact and collaborate with frequently</td>
<td>• Pose open-ended questions to keep students thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pair students up to collaborate with each other</td>
</tr>
<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>• Plan to set aside time for comprehension check after each section of the lecture or at the end of the lecture</td>
</tr>
<tr>
<td></td>
<td>• We won’t know for certain if students have learned something until we check before they leave for the day</td>
<td>• Ask a couple of comprehension checking questions to the gauge how well the whole class have learned</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Let students pair up to quiz each other</td>
</tr>
</tbody>
</table>
**DEMONSTRATION 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>
</table>
| A. Show finished examples               | • Seeing a finished example first will help students see where the demo is headed  | • Show not just best examples; also show average and below average work to compare and contrast  
• It’s usually the finished product that entices us and makes us want to learn  
• Ask departments for examples if you don’t have any  
• Find or create multiple examples (take photos of student work to use in future semesters) |
| B. Review materials and/or supplies      | • We want to avoid confusion about what materials and/or 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 they can purchase the supplies  
• Have a written supply list for students to refer to |
| C. Break demo into segments             | • Long demos can cause student attention and retention to suffer                  | • Before class, to help you prepare, write out major steps to the demo  
• Rule of thumb is to show just 3 to 5 steps at a time  
• After each segment, have students try out those steps before moving on to the next segment and 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 | • Preview the stages / segments of the demo  
• Narrate each step as you do it  
• Stress the importance of doing a step in a particular way and the consequences of doing it differently |
| E. Give an immediate chance to practice  | • We learn by doing and mimicking  
• It provides instructors the opportunity to give feedback that will help prevent students from forming bad habits | • Plan to set aside time after each segment or the entire demo for students to practice  
• Circulate as they practice to provide feedback  
• Consider pairing students up to practice in turn so they can provide feedback to each other as well |
CRITIQUE TIPS

- Keep critique periods short. When doing class critiques, rather than go over each student’s work with the entire class, use a few representative samples that address common class successes and weaknesses related to a rubric or criteria list. Engage them by soliciting their input as you lead the critique.

- Use a variety of critique formats to keep students engaged.
  - **Representative Samples** – Select a few samples that represent how the class is doing as a whole, and critique them in front of the class. Afterwards, give the students who were not critiqued individual feedback while the class is working or making revisions.
  
  - **Small Groups** – Call small groups of students to your desk for critique. Students can focus on the feedback better in a small group, and they can still learn from their peers’ work.
  
  - You can also put them into groups to critique one another’s work after you model how the critique should be done. Long critiques that fill the class sessions are a chief student complaint because the feedback tends to be repetitive. Start critiques after presenting the lecture/demo to ensure the class session is not dominated by critique. As they work in class, you can circulate and provide individualized feedback.
  
  - **Gallery Walk** – Have all students pin up their work and leave feedback for classmates on a piece of paper or on post-it notes. Afterwards, read their feedback aloud to the class and discuss their comments.

- Do a quick review of the expectations of the assignment.

- Connect all the feedback to the criteria for the assignment. This will both streamline the critique and focus it on the elements being graded.

- Offer the “feedback sandwich” (positive feedback / constructive (needs improvement) feedback / positive feedback).

- Tell students what they’ve done correctly. They need to know what they’re doing well so they will continue doing it.

- Explain how to make improvements and why they are needed. Students want to understand why they need to make changes to their work. They also need to know how to make the necessary changes.

- Verify that students understand the feedback. Often teachers assume that because they told the students something, the students understood it. Here a couple of ways you can make sure your students understand the feedback.
  
  - Have students write down the feedback they receive. This will make them prioritize the feedback and summarize it in their own words.
  
  - Have students repeat the feedback to you. Paraphrasing and verbalizing the feedback is a great way for them to demonstrate that they understood the main ideas from the critique.
ASSIGNMENT TIPS

“Instructor gives unclear guidelines for homework and projects” is a common student complaint. Since we grade them 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. Give them a handout or post the instructions on the class page and review it, pausing to invite questions at each step. *(See the assignment template below for an idea on organizing this.)*

- **Review grading criteria.** Understanding criteria for grades gives them 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 them a deeper understanding of the assignment.

- **Check for comprehension of directions.** Sometimes you read confusion in student faces but find that asking “Do you understand?” only leads to nodding heads – even if they’re awash in confusion. Instead ask, “Would you like me to repeat that?” or “Explain to me what I just went over with you” or “Why do you think it’s important to do x at this stage?” Wait for the answers that indicate they’re ready to begin working.

- **Start assignment 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 following page also contains an example of a filled-in assignment sheet for your reference.
ASSIGNMENT SHEET TEMPLATE

Things to include:

Assignment Title:

Due Date:

1. 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 student better understand by doing the assignment?

2. Assignment explanation / task

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

3. Directions or general procedure to follow

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

4. Criteria for grading expectations & a successful outcome

- 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 101: New Instructor Training

Assignment Title: Paper Fortune Teller
Due Date: Thursday, June 29, at the start of class.

1. Purpose:
   • Develop fine motor skills
   • Refine folding skills
   • Promote hand-eye coordination

2. Assignment Explanation / Task:
   • To make a paper fortune teller using 9x9 origami paper with crisp, sharp paper folds that contribute to symmetrical proportions and flexibility

3. Directions: General Procedure
   1. Begin with a 9x9 piece of origami paper.
   2. Fold the paper diagonally to create a triangle shape. Unfold back to a square.
   3. Fold the paper diagonally again, this time from opposite corners. Unfold back to a square. You should now see an X formed from the creases on the paper, their intersection marking the center point of the square.
   4. Fold all four corners into the center of the paper. With the folds in place, you create a smaller square.
   5. With the folds in place, turn the paper over.
   6. Fold all four corners into the center of the paper. With the folds in place, this creates an even smaller square.
   7. With the folds in place, fold the square in half along the vertical axis to create a crease line. Unfold.
   8. Next, fold the square along the horizontal axis to create a crease line. Unfold.
   9. Carefully insert your thumb & index fingers under the flaps and form the paper into symmetrical quadrants.

4. Criteria for Success / Grading Expectations

   Clean Overall Presentation:
   • Smooth, flat surfaces
   • Edges, corners intact
   • Flaps form symmetrical quadrants

   Quality of Folds:
   • The center of the square is located at the intersection of the first 2 diagonal folds.
   • The initial corner fold points meet at the center of the square.
   • The final corner fold points meet at the center of the square.
   • Minimal overlap or gaps found between corner fold points.
## EXAMPLE RUBRIC

### Rubric for Paper Fortune Tellers

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds expectations (A – B)</th>
<th>Meets expectations (C)</th>
<th>Needs improvement (D – F)</th>
</tr>
</thead>
</table>
| **Clean Overall Presentation** | • All surfaces are flat  
• All edges are clean, intact  
• All 4 flaps form symmetrical quadrants | • Most surfaces are flat  
• Most edges are clean, intact  
• Flaps are fully extended from the fold | • Excessive wrinkling  
• Some surfaces, corners, or edges are bent or torn  
• Quadrant flaps asymmetrical |
| **Quality of Folds**       | • All fold creases are sharp  
• All 4 initial corner fold points meet at center of square  
• All 4 final corner fold points meet at center of square | • Diagonal folds define center of square  
• Most initial corner fold points meet at center of square  
• Most final corner fold points meet at center of square | • Diagonal folds fail to define center of square  
• Overlap at corner fold points limits mobility  
• Gaps at corner fold points distort symmetry of segments |

### Additional Comments:
NAVIGATING THE 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.

   ![Portal Screen](image1)

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 drop-down. (See next page for image.)

   ![Online Courses](image2)
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 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 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 upon for ideas and inspiration.

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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
```
Look at the outline topics and read through the modules or view slideshows to develop talking points for your lecture or demo, as if what’s the same as what’s the same. If you want to give a quiz/exam, look at what’s been created online for ideas. Of course, any material you are teaching from the field to create engaging and interactive lectures.

Watch demo videos for ideas on creating an interactive demo. Alternatively, if you plan to use film clips in your onsite class, give students a viewing task. For example, tell them what they should look for and note. 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.