

## **Welcome Video**

Hello! Welcome! To Online Teaching for Art and Design

I am your instructor, Micaela Kwiatkowski.

I work in the Teaching and Learning Centre as an Instructional Designer.

I help instructors with Moodle, course building and design, and run various workshops.

In this course we will be learning about basic principles and processes for teaching art online.

This will include practical components such as using Moodle, Kaltura, and video editing software. It will also include pedagogical components including community building and student engagement, instructor presence, and effective course building.

The course is broken down into 6 weeks. Each week there will be readings, a group discussion forum, and various activities. These activities will introduce you to different online collaboration tools and Moodle features. Do your best to complete all of the activities assigned each week and check in on the announcements forum at the top of the course for course updates from me.

In addition to each week's activities and readings, there will be a live zoom session every Tuesday from 1-2 pm. If you are unable to attend please watch the recording afterwards. If you need assistance through the course feel free to book an appointment with me by email or by using the scheduler at the top of the course.

Now, I will give you a quick tour of the course.

- Announcements

- Top Section

- Resources

- Modules

## **Student Supports Video**

Student Supports are different resources or activities that support the student throughout their learning experience. They can take a variety of forms including directing students to university support services, providing students with tools to track their learning progress, and creating activities to promote peer to peer community building and collaboration.

Some key students supports to include in your course are:

### **Weekly Checklists or Outlines**

- Checklists or outlines provide students with clear guidelines for completing each module or week, and support them in self-directing their learning. One of the challenges with online learning is motivation and engagement, and the outlines can make content appear more manageable and easy to follow.
- Provide a weekly outline or checklist at the beginning of each course
- Include all of the readings, activities, and any assignments.
- Provide prompts such as READ, SUBMIT, or WATCH.
- Make sure they are clear and easy to access

### **Icebreaker Activities & forums**

- Get students engaged with one another from the outset of the course. An icebreaker activity can support students' sense of community in the classroom and lays a foundation for peer to peer relationships and support.
- Icebreakers can take the form of discussion forums, whiteboard tools, and zoom activities.
- Add a Q & A forum for students to ask questions about the course to their peers and yourself.
- We will be investigating potential icebreaker activities in the weeks to come.

### **Student Resources Section**

- Direct students to resources at the university and within your online class by creating a specific area for resources in each course.
- The resources section can include links to library resources and support, the Moodle Guides, the writing centre and mentoring opportunities, as well as a list of the resources, handouts or assignments that will be used throughout the course.
- In addition to the student resource section, add blocks that support your students. These blocks could include Library askway block and the calendar block if you have specific meetings scheduled.

These are some examples of potential student supports to include in your online course. Try adding them to your course.