Creating an online class session for Moodle in an emergency situation — this is about getting something workable together, now!

GENERAL PRINCIPLES

1. Post a set of elements for students to use — videos, links, readings — and use the module that students see on the Moodle page to tell students what you want them to do with these elements and in what order. Numbering steps in a list can be helpful as in this example:

CLASS SESSION MARCH XX

1: Complete the two readings posted below.

2. Watch Videos 1-4, taking notes as you would in lecture.

3: Post at least one response to the lecture — a short question or comment — to the discussion forum labeled "Lecture Discussion" by [TIME], [DATE]

4: Write a 150 word commentary applying ideas from the readings for today to the analysis of a work from the lecture. Post this commentary to the "Lecture Discussion" forum by [TIME], [DATE]

5: Post at least two comments to the responses posted by your classmates. Comments may be brief as long as they are thoughtful. The forums constitute our class discussions; be generous in considering your classmates' thoughts and building on the ideas they have set in motion. Controversy is welcome; please phrase all commentary with a respectful and professional tone. Complete your comment by [TIME], [DATE]

2. Keep the elements you post relatively small— rather than recording an hour-long lecture, record six 10-minute chunks. This makes it easier for students to access material on different devices and to find where they are if they have to stop and start again. Use title slides and label files in a way that makes it easy to keep things in order.
3. Before you record your own lecture, look for already-existing materials that you can use—perhaps the author of one of the readings has a video lecture posted to Youtube. If you link to a long video, give students the time code for the part you particularly want them to watch.
4. Give clear directions for what you want students to do — in a classroom context, there is a lot of indirect and nonverbal communication that helps students know how to act. Online, you have to write directions and clearly ask them to make adjustments: "Your comment tells a personal story; now write four or five sentences telling us about the connections you see between your story and the lecture."

5. Be thorough about responding to comments — respond to every post as you would react to comments in the classroom— it makes a big difference in how connected students feel to the class. But also manage your time in online discussion by sitting down to take care of it once a day, unless you like checking constantly.

CONVERSATION ABOUT STUDENT ARTWORK

If conversation with students focused on their work must be the primary activity, it may work better for you to use the Google Meeting videochat than to work with Moodle—that allows everyone to participate in the conversation at the same time. But if you want to use Moodle, you could inform the class via email that there will be a forum discussion on Moodle that they are required to participate in, have students post photographs of their work to a discussion forum, and conduct class conversations about about the work by you and students posting comments to the forum. These text chat conversations work better if you give students a deadline to contribute, but don't try to have everyone online posting at the same time.

DEMONSTRATION

If you need to demonstrate a studio technique, you could try the following.

1. Search Youtube for a relevant-enough video that already exists and post the URL with your comments.
2. Make a slide presentation of the demo that you can turn into a video using the directions given for lecture below. This is a time-consuming option, as you would have to figure out what photographs would convey the information and make them, but it could be done.
3. Make a video of the demo by having someone record your demo on their cellphone. This probably means recording a short video for each important step, unless you have a fancy cellphone that will shoot bigger files. But posting a 1-2 minute video for each step could work as long as the files are labeled properly and it is clear what order to watch them in. If you choose this option, see steps 1 & 4 for "Lecture" for information regarding posting.

LECTURE

1. Before you do anything else, contact Mark Hellar and let him know you plan to add lecture to your Moodle site. He will need to change the file size limit for uploads on your account, or alternatively make arrangements for your video file to be uploaded to SFAI's Vimeo account. You cannot do either of these things yourself due to the passwords needed.
2. If you have a long lecture — anything over 10-15 minutes — break it into chunks — just make several presentation files, each about 10-12 minutes worth of material. Add simple title slides at the beginning to help keep them straight — "Lecture, Date, Part ___).

3. Record commentaries for your PowerPoint or Keynote presentations—both programs have built-in tools for doing this. Even if your lecture is entirely audio (no images) you could still use this technique — just start with a black slide or an image you think people wouldn't mind looking at for a while. NOTE: If the URLs below are too tedious to type in, just search on "Record narration for Keynote" (or Powerpoint). You might find directions hat are easier for you to follow that than the ones on the official Apple or Microsoft sites, too.

Directions for Keynote: https://support.apple.com/guide/keynote/record-audio-tan8a5df9cc5/mac

Directions for Powerpoint: https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c

4. Once your lecture with commentary is recorded to your satisfaction, you can save it as a video:

Directions for Keynote: From the Keynote File menu, choose Export and then choose Quicktime. Or see: https://support.apple.com/guide/keynote/export-to-powerpoint-or-another-file-format-tana0d19882a/mac

Directions for Powerpoint: https://support.office.com/en-us/article/save-a-presentation-as-a-movie-file-or-mp4-4e1ebcc1-f46b-47b6-922a-bac76c4a5691

5. Check the file size of the videos. Videos over 20 MB will have to be uploaded by special arrangement with SFAI as mentioned above. If resolution is not important, you may be able to save your movies at a lower resolution.

6. Assuming your videos are a size you can post to Moodle, have at it —be sure to label them so students can easily see the order in which to watch them. If you are not used to posting to Moodle, see the directions below for "Posting a Discussion Forum" and follow the same procedure, except that instead of choosing "Forum," choose "File" if you are uploading a video file directly or "URL" if you are adding a link on the SFAI Vimeo site.

POSTING A DISCUSSION FORUM

1. Click on "Add an Activity or Resource" in the lower right of the module for the session.
2. Choose "Forum" from the list on the left, then look for the blue box "Add" at the bottom of the dialog box and click on it.
3. A form will come up that asks for the name of the forum and has a space to add a description. Here you could add specific discussion questions if you wish.
4. If you want the description of the forum to show on the site, you need to check the box "Display description…" at the lower left of the place where the description is entered.

5. There is also a choice of forum type; for most purposes just leave it to the standard setting "Standard Forum for General Use."
6. At this point you can scroll to the bottom and hit the blue button "Save and Return to Course". (You can also choose some additional settings before saving, specifying things like cut-off date or word count, but you don't have to.)