



Tool Kit – Studio/Performance and Visual Art Courses

1. Supply, for any performance- or project-based assessment, a brief and rubric/grading scheme that clearly articulate the artistic goals and student learning outcomes.
2. Be cognizant of spatial (performance) and technological (visual) limitations; any flexibility with submission formats are encouraged. Be mindful that students do not assume that students have printing capabilities, and may have to reproduce (portions of) visual assessments by hand; students may also have limited tools that would normally be available by SDSU or instructor.
3. Embrace flexibility of live-testing (for live performances, they can be scheduled at a mutually convenient time) vs. pre-recorded. Pre-recorded allows students additional (re-)takes, and provides the instructor additional opportunities to reflect and generate feedback that normally would have to occur in “real-time.”
4. Utilize certain zoom features such: as "hide non-video participants" (https://support.zoom.us/hc/en-us/articles/201362323-How-Do-I-Change-The-Video-Layout-#h_7fbf4fed-9ea2-44ed-83d4-11f1b7b689cd) to look at one or more students performing without seeing the rest of the class's video tiles, which helps create the sense of watching performers on stage. Mirroring of screens (<https://support.zoom.us/hc/en-us/articles/201379235-iOS-Screen-Sharing-with-the-Zoom-Desktop-Client>) is also a valuable tool.
5. Provide formative feedback not only synchronous (during virtual meetings) but also asynchronous (either through Blackboard/Canvas) via e-mail, summarizing major points of a meeting, or elaborating on any points. For quizzes/exams over technical components of a course, allow students to retake if they failed, encouraging deeper learning over rote memorization.