Hijacking a MOOC...even your own.
Write, revise, images, revise, write, revise, and record...
Learning Outcomes

Canvas MOOC, week 5

Intro to Visual Culture, week 5

Week 6: Design and Visual Rhetoric

Learning objectives for week 6: at the end of this class session, you should be able to
- explain what visual rhetoric and visual literacy are
- identify and explain the key issues in the reading for this week regarding design
- identify and explain what your current understanding of design and fine art are
- identify and ask any questions about information literacy/paper draft issues

Edges and Resistance: Arts and Crafts/Art Nouveau

Learning Objectives

1. To identify and explain the position of the Arts and Crafts Movement in a modern society.
2. To identify and explain how Art Nouveau offered a universal aesthetic and the reasons for the failure of that goal.
Hijack the MOOC

- Use content in an existing for credit course
- Use class time for active learning

Flip the Classroom
of the French avant-garde in developing and showcasing new modernism in the 19th century. The material addresses the most critical issues of modernism. We will cover the stylistic changes that challenged academic audiences, and the new roles and authority of the modern artist. To do so, we will follow a series of video podcasts and online readings over five weeks. By the end of the course, participants will have a greater understanding of the impact that 19th century Europe had in shaping our contemporary art world.

COURSE INSTRUCTORS

Parme Giuntini

After graduating from UCLA (B.A., M.A., Ph.D. in Art History) with a scholarly focus on eighteenth century English portraiture, gender and family representation, Parme Giuntini joined the faculty of Otis College of Art and Design. Working as an art college professor proved to be so challenging, productive and rewarding, she is now a full-time professor at Otis College.

* To find out more about our different membership options, please see our Membership page

** Additional fees apply to “For-Credit” Courses. For more information, please see our billing policy located at our Help Desk.
Five Weeks as a MOOCer

1. Podcasts
2. 3-5 questions
3. Respond to a writing prompt
4. Finish/Post 24 hours before class
5. Parme reviews/organizes/activities
6. Class votes/talks/activities
Assessment
What’s Working? What’s Not?
Liked a Lot...

- Podcast Lectures
  - Production style
  - Information Pace
  - Flexibility/Breaks
  - Great for English Language Learners (ELL)
Opposed to... long lectures

- Listen, write, try to understand, be expected to have questions and discuss...

- All at the same time
Quizzes...’we’d study but...

- Memorize for the grade
- Low stakes quizzes
- “It’s just memorizing” and we want to learn”—learning is by doing
Flipped was better because...

- Discussions and presentations
- Loved, loved, loved... **activities (debates, role-playing, ethical dilemma simulations)**
- MOOC format/production/model for them
My Perspective...

- Content control/delivery
- Teaching practices
- Learning curve
- Different Preparation
The Flip: Talk Less, Teach More

People generally remember...
(learning activities)

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they see and hear
- 70% of what they say and write
- 90% of what they do.

People are able to...
(learning outcomes)

- Define
- List
- Describe
- Explain

- Demonstrate
- Apply
- Practice

- Analyze
- Define
- Create
- Evaluate

Passive Learning

Active Learning

Participate in Hands-On-Workshops
Design/Perform a Lesson

Simulate, Role-play, Demonstrate a Lesson

Design/Perform a Presentation - "Do the Real Thing"