

AiO Student Problem Response

Problem: Student frustrated with Analog materials

Use: As individual or class post, for students who are impatient and frustrated with learning and applying analog materials in classes like drawing and painting

Response:

Class, as we begin to start working with the medium of paint, I wanted to share a note on painting and time.

The online classes move really fast and it is important to stay on track with deadlines. In a world that seems to move faster and faster on internet time, we sometimes become impatient with our progress. I.E. 'why can't I learn to paint like Michelangelo in the time it takes to download a copy of this weeks assignment?'

Painting is a practice that cannot be learned in hours and days, but rather months and years. It will take some time before you become comfortable with the material and gain a confidence in the medium. I do not expect anyone in the class to paint like Vermeer in a matter of hours. Many of you are trying this for the first time and I recognize that this struggle is part of the learning process.

I will be instructing the course and evaluating you according to AiO guidelines and standards. This means that I am evaluating at the level of an AiO foundations painting class (comprehension of perspective and shape accuracy, form, value, color, etc..) However, I am not comparing you to Michelangelo or Vermeer.

Remember also to give yourself time to learn and experiment and time to paint. Vermeer did not become a master painter in a few days. Rather it was his entire life. Look at painting as a life long process and suddenly you will find much more room to grow as an artist. This applies to all of us.

AiO Student Problem Response

Problem: Inappropriate Language/Message in Threads

Use: for Flare messages containing Inappropriate Language/Message in Threads

Response:

Strategy is 3-pronged with a private email to the violating student and then to the class, finally with a process of deleting the inappropriate message

Private Email

Student Name,

I want to write to you in regards to your post in our discussion threads,

(Cite Post)

Though I encourage free thought and intellectual discussion around ideas pertaining to our curriculum, please remember that this is a classroom situation and to conduct a professional, respectful candor and use of language. In order to maintain a professional setting, please be advised that I will have to remove the above thread that contains the suggestive language. (If I see another post by you utilizing a similar tone or use of language you will be removed from the class and the issue reported to the school. (Optional depending on severity of context)) Thanks for your help with this matter.

Sincerely,
Instructor Name

Note to Class in Discussion Thread:

Subject: Candor in Threads.....All

Message:

Class, Please remember that this is a classroom situation and to conduct a professional, respectful candor and use of language. Thanks for your help with this matter.

Instructor Name

If Deleting a Thread:

Before you delete/modify an offensive post, Always:

1. Take a screen shot of the message (in windows it should be the Print Screen key or Alt+Print screen) (then save the file on your hard drive)
2. Copy/Paste the message contents into an MS word document including author, time stamp, and the message (including inappropriate language). Also copy the entire thread as well (sometimes deleting a thread can delete all subthreads)
3. Delete the post on the administrator side at the message level, so as to avoid deleting subthreads
4. Save any/all email and discussion messages the student posts. If student protests, contact your Academic Director and inform them of the situation.

AiO Student Problem Response

Problem: Behavior: Improper tone with peer in threads/Flare

Use: for when a student flares with improper tone toward another student (critique context)

Response:

Student Name, I wanted to comment on your follow up reply to (fellow Student Name).

In the online format of discussion we only know each other through what we write. We are unable to sense or interpret in quite the same manner as we do when we are in a discussion face to face.

While I can understand your concerns and respect your right to dislike the work in question, the tone in your follow up, (Quotation that lists the Flare message) may also be interpreted as inciting a potential flare.

It has been my experience that students have the best interest of their peers in mind. I do not feel (Fellow Student's Name) line of questioning was intended to attack or offend you, but rather to encourage and foster your learning and class performance.

Sometimes the wording may not read clearly and so you have to offer the benefit of the doubt in reading a post and composing a response. If uncertain as to a peer's question or intent, ask in a friendly tone.

This course is a professional, academic environment and I have to ask that you compose your responses in as courteous and professional a tone as possible.

I want you to know that I value your contributions to the class as a learning community. It is perfectly fine to disagree with a peer's ideas, but it is my hope that you can continue to work together with (Fellow Student) as professionals for the remainder of this class. Your help with this matter would be greatly appreciated.

Optional for stricter tone: If another instance occurs, you will be removed from the class and reported to the office.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Poor behavior/candor with support staff

Use: For when student uses disrespectful candor with AiO support staff

Response:

Example: support staff

Student Name,

I wanted to write to you regarding a note I received from (Name of support staff department/person) This note contained a transcript of the email message dialogue between you and support.

I can understand your frustration (it is no fun when you are working hard to get assignments in and there is a technology issue). However, I wanted to discuss the issue of written candor with the support staff:

(Place Quotation here if you have copy of disrespectful message)

Comments such as this show disrespect for a staff who have your best interest in mind. Moreover, they went above and beyond the call of duty communicating with you over the weekend during off hours.

You should expect questions from them, as their job is to find out specifically your situation. They cannot offer specific help unless they receive specific, clearly written descriptions as to your process and view. Sometimes, even screen shots are necessary so they can see exactly what you see.

AiO expects a professional, courteous behavior towards other students in our classroom threads, and we expect the same candor in communications with AiO staff.

The online education format offers greater convenience with respect to transportation. However, it also requires greater effort, patience, and responsibility on the part of the student to act in a professional manner at all times.

I ask that you conduct all AiO communications in a professional manner. If another instance occurs, you will be removed from the class and reported to the office

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Student-to-Student Flare

Use: When one student posts a message that causes another to take offense and/or flare back

Response:

Strategy is 2-pronged with a private email to the violating student and then to the class,

Note: Letters to students will depend largely upon the context of the Flare posts. The following is based on an example only and may need to be additionally modified to the context of the problem.

Note to the Class can also be used in generating the private emails to the students.

Example: Context is where Student 1 took offense of the critique feedback posted by student 2. Feedback by Student 2 was constructive, but inquisitive and with a tone that was taken in offense. Student 1 Flared.

Student 1

Student Name I wanted to comment on your follow up reply to (**fellow Student Name**).

In the online format of discussion we only know each other through what we write. We are unable to sense or interpret in quite the same manner as we do when we are in a discussion face to face.

While I can understand your concerns and respect your right to dislike the work in question, the tone in your follow up, (**Quotation that lists the Flare message**) may also be interpreted as inciting a potential flare.

It has been my experience that students have the best interest of their peers in mind. I do not feel (**Fellow Student's Name**) line of questioning was intended to attack or offend you, but rather to encourage and foster your learning and class performance.

Sometimes the wording may not read clearly and so you have to offer the benefit of the doubt in reading a post and composing a response. If uncertain as to a peer's question or intent, ask in a friendly tone.

This course is a professional, academic environment and I have to ask that you compose your responses in as courteous and professional a tone as possible.

I want you to know that I value your contributions to the class as a learning community. It is perfectly fine to disagree with a peer's ideas, but it is my hope that you can continue to work together with (Fellow Student) as professionals for the remainder of this class. Your help with this matter would be greatly appreciated.

Optional for stricter tone: If another instance occurs, you will be removed from the class and reported to the office.

Sincerely,
Instructor Name

Student 2

Student 2, when I originally read your message, I saw the encouragement and attempt to encourage learning in the process.

After a second read, however, I could see where this may be interpreted as an attack or condescending.

comments:

“You say that it looks like your three year old's art...Do you dislike your three year old's work? “

(could be read as an attack on how Student 1 feels about her child)

“The client won't be sympathetic if you say...I just don't like it”

(in using the word “you” here it could be read as if you are speaking for her or placing her in the context of that example, putting her on display)

Even though you literally write, “I'm not be sarcastic or condescending. “, some students may read the opposite.

I have been doing this for years and still struggle with the fine line between clear and miscommunication.

The Online format is a learning process and writing style of its own, even different from the tone of a written paper or article.

My best advice is to write in as literal and friendly a tone as possible. Avoid humor unless using emoticons and avoid even the slightest hint of sarcasm (I've never seen it used successfully in the written format, it needs the voice inflection)

I think you did the right thing by offering an apology. You may want to post an additional note expressing your reflection on getting used to the online format and interest in working with Student 1 as a peer during the rest of the class.

Your help with this would be much appreciated,
Instructor Name

To the Class:

Subject: Online Communication All Please Read
Message:

One of the challenges in our format is the limitation of written language.

As a class, we only know each other through what we write and the visuals we post.

When we write, we are unable to insert tonal use of voice or facial expressions. When we read, we are unable to sense or interpret in quite the same manner as we do when we are in a discussion face to face. We don't see the good intentions in a smile, or hear the encouragement in a person's tone of voice.

As a result, we sometimes have to elaborate on our posts, not just to provide description for others but also the back up our opinions with facts and examples, that is the nature of academic study.

It is also important to carefully consider How you write. Humor, and many other emotions are often lost or misinterpreted. The best advice I can offer is to write and read in as literal, professional, and cordial a tone as possible, even with controversial topics.

It is equally important to be mindful of how you read a post. Try to read the text for what it is, not what you may be thinking in your head at the time, be careful not to 'read into' someone else's comments. Closely examine the remarks of others, think about it, and then respond in a positive manner, try to give that person the benefit of the doubt. Responding positively is always the right choice: even if the person really is being negative!

I have found that usually when a comment that was taken as offensive, the offense was never intended.

This applies to everyone. It is not a perfect system and will be something that takes time to develop. Thank you for your help with this issue.

Instructor Name

AiO Student Problem Response

Problem: Creative Block

Use: For student who has expressed problems with generating ideas, low self esteem, expresses notion that they are a failure and are thinking of dropping out

Response:

Hi **Student Name**,

Take a step back for a moment,

Creative blocks happen to every designer at one time or another, but you can still rebound.

If you can't decide on an (**assignment**) focus, assign yourself one, this can be a good exercise in generating creative ideas ex: (**provide example here**) (**mine from G311: you are working on a campaign for Photoshop CS targeting existing Graphic Design Photoshop users who need an upgrade**).

If you are still at a creative block, I often just leave the studio, go read a book, see a movie, go for a bike ride, something to get my mind off of work and clear my mind of things that may be trying to block ideas.

Another route is to work inwards, a more meditative approach. Sketching helps me to generate ideas but it could also be something like going for a drive in an area that is new, writing with your opposite hand...something that forces the right side of the brain to become more active.

There are also some web sites out there on brainstorming that contain other good exercises to stimulate creativity. This one is a good start:
<http://www.brainstorming.co.uk/>

As far as schooling, the best person to speak with is your academic advisor. They are in the best position to offer the right guidance on your schedule with respect to your interests and goals for school.

I think you can get back into the swing of things and make it through the course. Every artist and designer hits a creative block, in fact some feel that it is part of the overall creative process.

Let me know if you have further questions. Things may seem like you are in a rut now, but you can and will rebound!

Sincerely,
Instructor name

AiO Student Problem Response

Problem: Critique too harsh?

Use: Student wonders if they are being too harsh, detailed with criticism (although the critique is good)

Response:

Sample Letter to Instructor:

Hi Instructor,

I wanted to ask you about my comments that I give to classmates. Do you think I am being a little too critical or harsh? I notice in most of the comments I get from this class as well as past classes that a lot of one or two sentence compliments are used. Some students may dislike my comments but I wanted to get your feedback on this. I do not want to be too harsh or anything.

Thanks,

Student

Sample Response to Student

Hi Student Name,

Thanks for your note. Have students written to you to complain? Please let me know if so (via private email) and cite the specific context. As facilitator, it is also my responsibility to be a moderator of the critique process, and make sure everyone feels welcome.

As far as your efforts thus far, I think you are doing a good job with critique.

In general, the more descriptive you can be while offering specifics on suggestions/observations, the more helpful it is to the artist in taking their work further. When students apply 1-2 sentence answers, I am less likely to grade as high as opposed to a lengthier, well considered and well written post.

I think it is good to give constructive criticism: that which builds up but also reveals areas where the artist needs improvement

We are all here to learn and improve, generalizations ("I like that"), baseless compliments ("cool!"), and being too harsh or critical ("you did terribly on that piece") do not serve to these ends as such tactics impede progress. If you find

student's comments to you to be lacking. Respond in a polite tone with questions (ex: what do you think about my use of taglines, do you have suggestions for improvement? Etc...) It can often work as a catalyst to evoke response from that student or another peer.

In Critique, the challenge is to be mindful of the language and wording you use when communicating your ideas in written format to your peers:

(Insert Student Critique example here)

This was a good example of effective, constructive criticism. You start by observing the success of the X piece and why. You then move on to the Y piece citing areas that need improvement. Overall, the tone is also pretty objective and reassuring. The only suggestion I would have is that after you cite problem areas, offer a solution or 2 to give the person options.

Critique is an ongoing process in itself that takes time to develop, but it is worth the effort because it improves your communication and perceptual skills.

Instructor Name

Depending on context. Instructor may need to follow up with other students or the class to remind them of the critique process and guidelines, using similar explanation.

AiO Student Problem Response

Problem: Death in Family

Use: For when student reports death of close family member or friend

Response:

Student Name,

Thank you for your note, I am sorry to hear of your loss.

I understand that students sometimes deal with this issue while a class is in session.

I have to adhere to the course syllabus, but your learning is important to me and I want you to stay on track in the course.

(Facilitator may consider posting his/her policy on death in family here)

Optional handling of late work message: I will accept missing work from (List Time/Week) per the emergency. Please submit a funeral note via email to confirm the issue. Turn in by (Date) for consideration. This will be the last time I can accept work after a week in which it is due. Unfortunately attendance/participation cannot be made up as it occurs in real time during the week and also to be fair to the class as a whole.

Do your best to hang in there and engage with the class to boost attendance/participation asap. If you foresee this to be a continuing problem, I also suggest you contact your academic advisor to discuss scheduling options. I would like it if you could stay in the class, but your wellness comes first and I don't want you to have to continually deal with this issue along the way.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Cheating: student uses software to digital manipulate/create an analog assignment

Use: Context is for Painting, G130, however, language may be changed to reflect other courses such as Drawing CC110.

Response:

Student Name,

I wanted to discuss your submissions for (Assignment #s) for week X.

I must honestly state that these are some of the best works I have seen from a student. The level of craft is excellent. However, the images are at a level where I must question the hand-rendered authenticity of the work.

It could be the resolution on the scans, but the textures in each look as if they were digitally rendered. (Place additional description/context here to back up assertion if necessary)

Because our class is an online format, it is difficult to tell without seeing the actual, physical paintings. I would like to verify the authenticity of the work, by asking that you mail the work to AiO by X date. Use Priority Mail or Fed Ex.

(Instructor: Contact Department Director for approval and to make them aware of the situation, prior to sending out this letter. Have the student mail the work to AiO who can then mail to you to keep instructor's address private)

If we can verify the painting is at the level of quality in the image, then you are to be commended, as the work is excellent.

If these images were manipulated digitally, I must ask you to redo the work by hand, and remind you of the guidelines on use of Photoshop in the week 1 lecture:

G130 Policy: "Photoshop may be used to correct the contrast and color balance of a scan or digital picture to match the original color quality of your painting. Aside from this, we request that you not use Photoshop to apply painterly effects or touch up the image. This is a class where we are using analog/hand materials. Be honest with the process as that is the best way to learn how to learn the craft of painting. This will also help to increase your skills in utilizing hand rendered mediums that are still quite applicable in many design and art related fields. If we see or suspect digital manipulation beyond color/contrast correction, the assignment will not be accepted."

(Instructor: may insert policy and how to handle per your class, ex: you can choose to issue a zero for the assignment)

Thanks in advance for your help and understanding with this issue.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Grade Complaints

Use: Examples include:

- Excessive, repetitive complaints on grades that come down to semantics, and/or dissecting every point.
- Grade complaints existing in threads (individual and/or class as a mob) Attempt to flare/riot to force the facilitator into compromising.

Response:

****Please Note:** it is Very difficult to offer a template response as each complaint is often unique to a given class and assignment situation. However, here are some issues to consider as a 'best practice' policy on handling grades and dealing with complaints.

Practice:

Policy:

Be up front with your expectations and policy. You don't need to offer guarantees, but if students know what to expect, grades may be less of a shock. This also gives you back up information if a question ever comes up (ex: you can point to your policy as to why a student earned the grade). Also work to promote that if a question arises have the student email rather than post the question in the threads.

Feedback:

Be specific with feedback. If you are not specific with why a student did well or poorly on an assignment, it will often increase the likelihood of a student questioning a grade.

Be professional, polite. With feedback, point out strengths, not just errors. With errors, be specific as to why it is wrong and why they lost points. Then consider suggestions as to how they could have improved the assignment in going forward in future work. Pay note of how you write so the critique does reads as fostering improvement and learning, rather than a potential insult.

Timing:

Let students know when to expect grades each week and be punctual. The deadline is by day 3 of a following week.

Tips for Handling Complaints:

Timing: the sooner you reply, the sooner you get the issue off your plate so you can return to teaching. It also prevents the issue from snowballing into a flare or other type of escalation.

If a complaint happens in the threads it is vital that you respond ASAP and recommended that you divert to private email.

Be specific: Again, you may have to go through the evaluation and be specific as to why a student lost points

ex: if a student wonders why they lost points on attendance:

1. list the attendance policy
2. list the student's thread posts
3. point out that the posts fall short of the 5/7 attendance requirement

Be firm: If the student's complaint does not hold warrant, politely explain why the student lost points and also explain your policy on why you grade the way you do.

Be honest: if the facilitator makes an error in calculation, be honest and credit the student, but also explain that with the online format, large classes, and amount of information, mistakes do happen.

Online: explain that the online format is more convenient in terms of scheduling but also that the accelerated pace is more concentrated and difficult (more work in a shorter period of time, about 12-15 weeks concentrated into 5.5 weeks). Also remind them that they made the choice for this format and are responsible and accountable for the syllabus and competencies as evaluated by the facilitator.

Be consistent: handle your policy fairly to all as consistently as possible.

If you have listed policy and specifics and it comes down to semantics and essentially a student having a higher opinion of their work than what is actually submitted, and it goes on email after email, summarize that you have explained the situation, remind them of the online format and its challenges, and stand by your evaluation. Essentially, you want to avoid the attempt for the student to 'complain their way to a higher grade'

Ideally the issue should start and end with the facilitator and stay within the class context. If you have been polite, clear, specific, and just with the student, and they still complain, it may be that you refer them to their advisor and/or the department director. At the very least you want to promote a step process that follows a logical chain of command, rather than the student calling the dean and flaring.

AiO Student Problem Response

Problem: Student Questions Grade/Evaluation in Discussion Area

Use: Sometimes a student will question or speak of their evaluation in the Discussion Area. In general it is advised that you direct all questions of this nature via private email with the facilitator.

Response: ([context of threads](#))

Hi Student Name,

Thank you for your question, I will respond to your question shortly via email.

I am glad that you are carefully reviewing the comments from your evaluation, but I do have a favor to ask, and this applies to all students as well:

If you have a question about your evaluation, please respond in private via email. As facilitator it is important for me to keep the grading process separate from the discussion area in order to respect the privacy of the student body, and manage the classroom effectively.

Thanks much for your help and understanding with this.

Instructor Name

AiO Student Problem Response

Problem: Student Illness

Use: Fore when student relays illness/hospitalization (self or family member) as reason for absence

Response:

Student Name,

Thank you for your note.

I understand that students sometimes get knocked out from an illness or emergency that affects a family member. I have to adhere to the course syllabus, but your learning is important to me and I want you to stay on track in the course.

(Facilitator may consider posting his/her policy on illness here)

Optional handling of late work message: I will accept missing work from (List Time/Week) per the illness. Please submit a doctor's note via email to confirm the issue. Turn in by (Date) for consideration. This will be the last time I can accept work after a week in which it is due. Unfortunately attendance/participation cannot be made up as it occurs in real time during the week and also to be fair to the class as a whole.

Do your best to hang in there and engage with the class to boost attendance/participation asap. If you foresee this illness to be a continuing problem, I also suggest you contact your academic advisor to discuss scheduling options. I would like it if you could stay in the class, but your health/wellness of your family comes first and I don't want you to have to continually battle this issue along the way.

Sincerely,

Instructor Name

AiO Student Problem Response

Problem: Student Illness

Use: Fore when student relays illness as reason for absence, after the fact

Response:

Student Name, about your note in the threads,

(Student post in threads relaying illness as reason for absence)

I was not aware of this until now. Technically as a student it is your responsibility to inform me of this as per the syllabus:

"For absence due to technical problems, the student is expected to contact the instructor immediately after notifying the appropriate technical support. Failure to notify the instructor will be considered a missed deadline."

Still, I understand that students sometimes get knocked out from an illness, and your learning is important to me. I'm here to help, but if I do not know of your situation, it is difficult for me to know your intentions for remaining in the class.

If a problem like this ever occurs in a class again, the best thing to do is to try to keep in communication: leave a message via phone, email a quick note, etc... as soon as you can.

Optional handling of late work message: I will accept missing work from (List Time/Week) per the illness. Please submit a doctor's note via email to confirm the issue. Turn in by (Date) for consideration. This will be the last time I can accept work after a week in which it is due. Unfortunately attendance/participation cannot be made up as it occurs in real time during the week and also to be fair to the class as a whole.

Also, it is already day X of week X, I urge you to engage with the class to boost attendance/participation asap. If you foresee this illness to be a continuing problem, I also suggest you contact your academic advisor to discuss scheduling options. I would like it if you could stay in the class, but your health comes first and I don't want you to have to continually battle sickness along the way.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Laziness/Sloppiness

Use: Laziness/Sloppiness (student is lazy about quality in work, but also reading instructions and posting messages (ex: keeps original message text in threads). Student is also sloppy with craft/execution of both written and visual work)

Response:

Note: this can exist in the context of an email letter, but may most likely fit with weekly evaluation feedback for the grade book.

Student Name,

With respect to your assignments, one key issue that is affecting your point totals is craft and presentation.

(Cite assignment example here with feedback on where the quality is poor and why)

Because this is a visual, studio-based class, presentation and craft are vital elements of design exercises and projects. (If this relates to sloppiness in posts: This also pertains to text posts as well, with issues such as spelling/grammar, and efficiently removing original message text from a reply post.)

As a student of AiO you are making a choice to embark upon a career within the field of visual arts. Within these fields, presentation is vital and you only get one chance to make a first impression. If a color is off in a design, a link broken in a web site, or even a bent edge on a portfolio page, it can mean the difference between you landing or losing a job opening. Employers look carefully at visual presentation because it indicates the level of service and commitment you are willing to offer a company or client.

It is in your best interest to take the time to fine tune craft and visual presentation of your assignments. Work hard in the coming weeks to improve upon this issue or you will continue to lose points on visual work.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: New student contacts you in week 1 with a sense of being lost, and/or has been missing and misunderstands the navigation of the classroom structure and active attendance/participation process

Use: For when student does not show up in the Discussion area in week 1

Response:

Hi **Student Name**,

Thanks for getting back to me. It is now Day X (day) of Week 1 and you have not yet been present in class. Please log into class right away, read through the lecture materials, and then go to the Week 1 discussion area. There you will find a summary of all of your assignments for the first week, as well as discussion threads where you are to submit your assignments. The biography, discussion questions, **(list other assignments)** are now past due, **and the critique assignment is due X (Day)**

So you are quite a bit behind at this point. Please take the time to get up to speed right away and let me know if you have any questions along the way. I'm afraid that if you fall any further behind that you will be unable to successfully complete the course. Also, please be aware that attendance is required 4/7 days each week through participation in the Discussion threads. So please join us in the discussion area as soon as possible!

If you are unable to log in to the class, let me know and contact eCollege Helpdesk: 1-800-351-3846 as soon as possible.

Student Support

The Student Support Center is open Monday through Friday, 8AM to 8PM and on Saturdays 8AM to 12PM. Our toll free number is 877-872-8869 and our e-mail address is studentsupport@aii.edu. To send a fax, dial 412-995-4320.

I would also appreciate it if you could let me know what department you are studying in and what degree you are pursuing. I'd like to put you in touch with your Academic Advisor who may be able to help you further.

Thanks,
Instructor Name

AiO Student Problem Response

Problem: Missing Student misunderstands the active attendance/participation process

Use: For when student does not show up in the Discussion area in week 1

Response:

Hi **Student Name**,

I want to welcome you to the class once again. I noticed it is already **Day X of week 1** and you have not yet logged into the discussion area.

This is just a reminder that attendance is required 4/7 days each week through participation in the Discussion threads. Please join us in the discussion area as soon as possible! If you have dropped the class, be sure to let me know as well as the office so they are aware of the situation.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Move

Use: When student comes to facilitator with excuse of missing class due to a move

Response:

Student Name,

Thanks for your note, I understand a move can be a great inconvenience, however as a student you are responsible for having reliable access to technology while a class is in session.

I cannot offer extensions, and must adhere to the attendance/participation requirements, both in general and as it applies to assignment grading criteria, but if you turn in work early, it may help minimize the penalty for missed class.

Option: I can offer an extension until Date on assignments but must adhere to the attendance/participation requirements, both in general and as it applies to assignment grading criteria as it occurs in real time during the week and to be fair to those who do attend.

If you are able to work while moving, other options would be to access a Kinkos or other digital imaging center, or library that will allow for scanning and upload to the web. Keep me posted as to your situation.

Instructor Name

AiO Student Problem Response

Problem: Not asking questions

Use: For student who posts an assignment late or incorrect and pleads confusion after the fact, but did not make an effort to ask instructor or the class

Response:

This can also be modified and posted as a general announcement at the start of your class to head off problems

Student name,

Thanks for your note,

I know you had some confusion with respect to (assignment). However, as a student, it is your responsibility to ask questions in advance, if you were confused about the assignment process.

In general, questions are a good thing. If you have made an effort to find the answer on your own but are still needing an answer then please ask by posting your question in the Q&A area of the threads. I am usually able to provide a response within 24 hours or sooner and your peers may also be able to respond. Moreover, another student may have the same question and it shows me that you are trying to synthesize the information.

(Optional for considering new/week 1 students a second chance)

However, I see you did make an effort to complete the (assignment) and will allow you the opportunity to resubmit by (Date). However, after this it is your responsibility to seek out help if you have questions about an assignment, as I will no longer accept an excuse for late/incorrect submissions.

Many of the assignments contain detailed instructions and it is important to read through these carefully at the start of the week, so that if a question does arise you have time to gain an answer to help you understand how to proceed.

Instructor Name

AiO Student Problem Response

Problem: Not Reading posts and/or textbooks

Use: For when student does not take the time to read posted announcements, assignment instructions, lecture content, texts, resulting in not following directions correctly.

Response:

This can be a response for email or weekly evaluation. It can also be edited to address the class as a whole in the threads, depending on severity of problem.

Student Name,

With respect to your posts, one key issue that is affecting your performance is that it appears you are not reading **my posted policies/ assignment instructions/ lecture content/texts**.

As stated in the syllabus, “Students are required to read all the notes of the instructor and fellow students, for this is what constitutes the course of study.”

Your post indicates that you have not read the instructions and policies and therefore you are not meeting the expected participation requirements.

It is fine if you ask questions, but only after you have made an effort to find the answer on your own through careful reading of instructions. Many of the assignments contain detailed instructions and it is important to read through these carefully at the start of the week, so that if a question does arise you have time to gain an answer to help you understand how to proceed.

As a student of AiO you are making a choice to work in the online format. The online classes mean more convenience, but not necessarily less time or difficulty, In fact it can be more difficult given the concentrated format and emphasis on written work and reading. This is the nature of distance learning. **Moreover, the vocations within the visual arts are very detail-oriented, misreading a client’s instructions can result in errors costing thousands of dollars.**

It is in your best interest to take the time to read **my posted policies/ assignment instructions/ lecture content/texts**. Work hard in the coming weeks to improve upon this issue or you will continue to lose points.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Overconfidence/Unwilling to accept critique

Use: Overconfident (student refuses to accept criticism from peers or instructor (i.e. “everything I touch turns to gold”))

Note: Part of this content can also be found in G130 Painting and G313 Portfolio Lectures.

Response:

Hi Student Name,

I wanted to write to you to discuss the issue of critique in the classroom.

Optional, depending on context: In your responses to peers and to me you have been somewhat defensive in tone:

(post example of student response to peers)

As facilitator I need to remind you of the importance of accepting critique as an integral part of the education experience at AiO. As student it is your responsibility not only to offer critique feedback to peers, but also to openly accept and consider the critique suggestions of others.

This course and education program is in place to foster learning and improvement. All artists, regardless of education, experience, or stature need regular critiques. Just when an artist thinks he/she is beyond critiquing is when it is most needed! Too often an artist may be easily satisfied with his/her work.

Learn to try and separate yourself from your work. Realize that criticism of your work is not meant to be personal and don't take it that way. Do learn from what other's say. Listen and apply newly gained knowledge in a positive way and grow from it.

Learning to accept and consider the critique comments from instructors and peers not only helps to improve your own work, it also prepares you for the job application process. Employers may openly critique your work in an application or interview and you have to be prepared to accept their feedback to use it as guidance or it can hurt your chances of landing a job, particularly in a tight market. How someone handles criticism offers insight about strength of character.

Your help and cooperation with this matter would be greatly appreciated.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Overwhelmed Student

Use: When Student writes to communicate they feel overwhelmed by pace of class early on, note also includes a list of time saving tips, feel free to add in your own here

Response:

Hi Student Name,

Thanks for your note. It is not uncommon to feel overwhelmed given the accelerated pace of the online courses and the busy schedule of people's daily lives. An online education is often more convenient in terms of accommodating a student's schedule, but it is not necessarily less work. Many feel that it can be more difficult given the concentrated format.

I think the best person to speak with on this issue would be your Academic Advisor. They are very experienced in dealing with scheduling issues and are in a better position to offer advice that will be in your interest.

Cite Academic Advisor if you know who it would be for that student

I would like it if you could stay in the class, but I also want you to make a decision that is best for your goals as a student. Keep me posted as to your decision and let me know if you have any other questions.

Sincerely,
Instructor Name

Here are some tips to stay caught up:

1. Read lecture/text and assignment material early in the week. Use day 7 of a previous week/day 1 of the new week to obtain and get started on the reading for the new week. This way you'll have it done and you will also know what is expected of assignments, then if you have a question, there will be enough turnaround time for me to respond.
2. Check in more than once a day if possible. While you are only expected to attend 4 days by participating in the threads, also do some checking in to stay on top of reading of class discussion. This way, the threads do not pile up as fast.
3. Break up workload. If possible work on assignment throughout the day (little in the morning, lunch, and evening as opposed to all at night) This will depend on your schedule and preference, but I find it allows more time to think about ideas.

4. Fast ISP. If you are on 56k that makes it a big challenge. Use the copy/paste method I suggested and work offline, then use the internet to post your responses.

Again, a lot of this will depend on your own schedule and time constraints with work and life outside of school. You are also more aware of how fast you read and work on projects.

5. My final tip is to contact your Ai Advisor. This person will be a great resource for discussing your academic and scheduling issues.

AiO Student Problem Response

Problem: Major Problems outside of class affecting student's ability to be in class:

Use: For when a student comes to you with a problem from outside of class that is well beyond a facilitator's ability to handle and offer counsel (spousal abuse, sick child, chemical dependency, divorce, relationship breakup, etc...)

Response:

Student Name,

Thanks for your note, I am very sorry to hear you are experiencing such issues and that they have affected your ability to be in class. Have you contacted your advisor? That would be a great person to discuss this with as your academic advisor is in the best position to discuss scheduling issues. I am not sure about dates for withdrawing, but it might be a better learning experience for you if you were able to take the course at a later date. Again, best to check with your advisor. Good luck with everything.

Regards,

Instructor Name

AiO Student Problem Response

Problem: Plagiarism of image/art work taken off the Internet or from another student

Use: For when you catch a student that plagiarizes in an assignment

Response:

Student Name,

I wanted to discuss your post for the (Assignment Name):

(Consider Citing Student Thread Post here)

From what I can see of these submissions it appears that you have taken actual images from (Name of web site or other Student), some a direct copy. As it stands, this is considered plagiarism, per policy issued in week 1 threads. Even if for educational use, by using these images and claiming as your own, you are committing plagiarism. (see URLs and attachment screen shot comparison)

(Place URLs here)

(Attach screen shot comparing student image submission with source image found on the web)

As a result, the assignment will not receive credit.

The entire purpose for this assignment is to create your own, original submission for the Assignment. Please do not plagiarize the efforts of others.

If this happens again, I will have no choice but to issue an automatic F for the course and report the issue to the school office.

Sincerely,
Instructor Name

(Place your policy on Plagiarism here)

ex:

Class, the web is a fabulous resource for information and while I am ok with you using outside references for your research, it is vital that you cite your sources properly.

Plagiarism is defined as submitting for credit the work of another as one's own.

Clearly, this would include directly copying a classmate's work. It would also include copying the content of a web site, textbook, or any other source, without providing attribution (that is, without noting the URL or crediting the author). In

the context of a class assignment this will even carry over into image references (to be on the safe side)

Finally, this definition would include paraphrasing the words or work of another, since changing a few words (or their order) does not change the essential ideas that are being copied.

Plagiarism is a severe breach of academic integrity. Period. AiO takes the issue very seriously in all courses. In a job context, repercussions can range from hefty lawsuits to jail time! My standing policy is that a student's first instance of plagiarism will result in a zero for that assignment. A student's second instance of plagiarism (be it in this or from a previous course) will result in failing the course and possible expulsion from AiO.

The best way to synthesize information is to put it into your own words, that way the material becomes more relevant to you. If you do use the work or ideas of another, Please Cite Sources!! Use quotes, foot/endnotes where necessary, and also list URL/text sources. Let me know if you have any questions. Thank you very much for your cooperation with this matter.

As a student it is your responsibility to cite properly. Not sure what plagiarism is or how to avoid it? Here is a resource with definition and citation guidelines

http://www.plagiarism.org/research_site/e_home.html

AiO Student Problem Response

Problem: General Notice on Plagiarism Policy

Use: Post in your classroom at the start of each session so that students are aware in advance, and responsible for adhering to the policy

(Recommended policy from past discussions on plagiarism: as instructor you may edit as to how you plan to enforce)

Response:

(Post in Discussion Thread to the Class)

Class, the web is a fabulous resource for information and while I am ok with you using outside references for your research, it is vital that you cite your sources properly.

Plagiarism is defined as submitting for credit the work of another as one's own.

Clearly, this would include directly copying a classmate's work. It would also include copying the content of a web site, textbook, or any other source, without providing attribution (that is, without noting the URL or crediting the author). In the context of a class assignment this will even carry over into image references (to be on the safe side)

Finally, this definition would include paraphrasing the words or work of another, since changing a few words (or their order) does not change the essential ideas that are being copied.

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(Recommended policy: as instructor you may edit as to how you plan to enforce)

As a student it is your responsibility to cite properly. Not sure what plagiarism is or how to avoid it? Here is a resource with definition and citation guidelines

http://www.plagiarism.org/research_site/e_home.html

The best way to synthesize information is to put it into your own words, that way the material becomes more relevant to you. If you do use the work or ideas of another, Please Cite Sources!! Use quotes, foot/endnotes where necessary, and also list URL/text sources. Let me know if you have any questions. Thank you very much for your cooperation with this matter.

Instructor Name

AiO Student Problem Response

Problem: Plagiarism of written work

Use: For when you catch a student that plagiarizes in an assignment

Response:

Hi (Student Name),

I was looking at your (assignment name) post and while it offers some good advice, a large amount/the entirety of text is taken word for word from a web site without proper citation of quotes or listing of the URL.

ex: (cite a quote here)

Taken from: (cite a URL here)

As it stands this constitutes plagiarism and will be marked as zero credit per my policy (see week 1 post, also pasted below in this message). AiO takes this issue seriously.

Also, in general, instructors are more interested in assignments expressed in your own words, even if responding to the quote of another author or using it to support an argument, because it demonstrates a synthesis of course information and also makes it more relevant to your experience.

I am fine with you using the Internet to research for the class, but you must cite sources properly.

If this happens again, I will have no choice but to issue an automatic F for the course and report the issue to the school office.

Sincerely,
Instructor Name

(Place your policy on Plagiarism here)

ex:

Class, the web is a fabulous resource for information and while I am ok with you using outside references for your research, it is vital that you cite your sources properly.

Plagiarism is defined as submitting for credit the work of another as one's own.

Clearly, this would include directly copying a classmate's work. It would also include copying the content of a web site, textbook, or any other source, without providing attribution (that is, without noting the URL or crediting the author). In

the context of a class assignment this will even carry over into image references (to be on the safe side)

Finally, this definition would include paraphrasing the words or work of another, since changing a few words (or their order) does not change the essential ideas that are being copied.

Plagiarism is a severe breach of academic integrity. Period. AiO takes the issue very seriously in all courses. In a job context, repercussions can range from hefty lawsuits to jail time! My standing policy is that a student's first instance of plagiarism will result in a zero for that assignment. A student's second instance of plagiarism (be it in this or from a previous course) will result in failing the course and possible expulsion from AiO.

The best way to synthesize information is to put it into your own words, that way the material becomes more relevant to you. If you do use the work or ideas of another, Please Cite Sources!! Use quotes, foot/endnotes where necessary, and also list url/text sources. Let me know if you have any questions. Thank you very much for your cooperation with this matter.

Instructor Name

As a student it is your responsibility to cite properly. Not sure what plagiarism is or how to avoid it? Here is a resource with definition and citation guidelines http://www.plagiarism.org/research_site/e_home.html

AiO Student Problem Response

Problem: Lurker: Lurker Student misunderstands the active participation process

Use: for when student is very, very quiet in the Discussion area.

Response:

Hi **Student Name**,

I want to welcome you to the class once again. I noticed it is already **Day X of week X** and you have been very quiet in the discussion area.

Just a reminder, if you are relatively new to the online learning experience, you will find that I am a strong proponent of the participation aspect of our class. AiO courses tend to follow an Active Learning model, and Student Centered Approach. That means less of a traditional lecture format and more of the students constructing their learning from personal experiences through participation. The content works to put the responsibility of learning in the hands of the student. My role as facilitator is to act as your guide, rather than disseminator of information. I'll be here to guide you and offer feedback to keep discussions on track and relative to course content, but I cannot do it alone. As facilitator my primary responsibility is to provide you as students with the opportunity to participate in class discussion and peer critique feedback. This helps to personalize and internalize course concepts. Moreover, Participation can count for no less than 35% of your total grade! Your active participation in the discussion and critique process is a vital element of this class.

William Glasser on What We Remember states it best,

“We remember

10% of what we read

20% of what we hear

30% of what we see

70% of what we discuss with others

80% of what we personally experience

95% of what we teach.”

The more you participate the more active, and more relevant your education will be. Please join us in the Discussion Area more frequently.

Regards,

Instructor Name

AiO Student Problem Response

Problem: Spelling/Grammar

Use: Student either displays or mentions trouble with spelling/grammar and/or general comprehension of the English language

Response:

Student Name,

Thanks for your note and keeping me updated/I wanted to discuss the issue of spelling and grammar in your posts.

Whether you are typing too fast or have difficulty with writing, Spelling/Grammar counts for as much as 10% in a grade, per the AiO Syllabus. Therefore, it is really important to utilize correct spelling, grammar, and style in posts because the online format exists primarily in written format. Effective written communication also helps to make you a more marketable job candidate, even in visual-based vocations.

We all make mistakes, myself included. The best way to correct this for the short term is to type up your responses in Microsoft Word and apply the spelling/grammar check. Then, proofread before posting. It takes a little extra time but can help to avoid penalties on such issues. You also have an automatic back up of what you've typed (quite often, the Embanet platform will error or time-out and a student will lose what they were typing or wished to post in the message area.)

I would also suggest you pick up a Chicago Manual of Style or Harbrace College Handbook, some type of resource that will help with grammar.

The online classes mean more convenience, but not necessarily less time or difficulty, in fact they can often mean more work due to the accelerated format. Have you contacted your advisor? That would be a great person to discuss this with as well. In the meantime, try to work on the issue, as it will show me an effort to improve.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Strange/Solicitation Post

Use: Strange and Solicitation (students posting inappropriate messages in threads to take control of the class to use as a soap box/salesroom for their cause or product.

Response:

Strategy can be 2-pronged depending on severity of situation, with a private email to the violating student and then, if necessary, to the class to head off potential flare.

Dear Student Name,

I want to write to you in regards to your post in our discussion threads,

(Cite Post)

While I am certain your comment had the best of intentions, I am concerned with the comment being an issue of possible discomfort to the other members in the class. I want to make sure that a neutral candor is maintained in the class with postings that will allow (people of all faiths, genders, ethnicity, and beliefs (or list in relation to context of post) to feel comfortable. I ask that you keep the discussion focused on issues related to the course content. Thanks for your help with this issue.

Sincerely,
Instructor Name

Note to Class in Discussion Thread:

Subject: Candor in Threads.....All

Message:

Class, It is important to let everyone feel comfortable in participation with the discussion thread topics. While the lounge may be used for social topics, please remember that this is a classroom situation and to conduct a professional, respectful candor and keep discussion related to the topic at hand. Thanks for your help with this matter.

Instructor Name

AiO Student Problem Response

Problem: Student to Student copying

Use: Problem where 1 student is concerned that another is copying: (will depend heavily on context of situation)

Response:

Will depend heavily on context of situation these letters are private emails and an example where 1 student was concerned that another student had copied their work but, while similar, was not in fact the case. Example, if you think one student did deliberately copy another, you may wish to give the assignment a 0 and even fail the student and notify the department director.

Student 1

Hi **Student 1**, thanks for your note. In fact, I was looking at the 2 assignments yesterday, especially given the time difference in submission. The idea comes up somewhat frequently in this class, and you have to account for a degree of synchronicity, but it did raise a flag in my mind as well.

There are some differences that lead me to believe **Student 2** did/did not physically copy your work:

List Here

I don't think **Student 2** deliberately intended to copy the idea. Still this is something of concern. I want everyone to work as a class community, but that does not include copying of ideas or work for submission so I will keep a close eye on the issue. In the future if you ever experience this type of thing in a class, notify the instructor via private email, like you have here. AiO wants to ensure a system of academic honesty. Thanks for bringing this to my attention.

Instructor Name

Student 2

Hi **Student 2**, I wanted to write to you and inquire about your rough for assignment X. Formally the work is very good. Conceptually, however, the idea of placing the images in the sunglasses is very similar in idea and execution to **Student 2**

To your credit, the idea itself does come up in classes from time to time and I did notice differences between the two (ex:)

Still this is something of concern and as facilitator it is my responsibility to inquire. Your work is similar to the other student's, so I'd like to see you push yourself more creatively to better differentiate your work from your classmates. We will also have assignments that allow for more independence with generating imagery/ideas in the coming weeks, which will also help.

Thank you for your understanding,
Instructor Name

AiO Student Problem Response

Problem: Technology failure/Missing impeding student's ability to access class or complete assignments on time.

Use: For when a student has technology problems/computer problems that keep them from accessing class and thus missing assignments

Examples include:

- ISP
- Storm/Electrical Failure
- Rural Location Impedes alternative sources
- Virus/Hardware Problem
- Software version missing
- Inability to use software

Response:

Student Name,

Thanks for your note.

Technically you are responsible for reliable Internet and technology access, however, I also understand that even the most 'reliable' technology fails at times. I advise you to contact eCollege at 1-800-351-3846 and your Internet Service Provider for technical support.

In the meantime, other options include a friend/family computer, a local library, or a place like Kinko's or Internet café.

Optional Extension: I will allow you to turn in missing work as excused due to technical difficulties. Email to me directly by (date) for credit.

Unfortunately attendance and participation cannot be made up. The reason for this is that participation happens in context during the week in which it occurs and also to be fair to those who do attend.

Optional for tracking improvement: However, if you can maintain a 4/7 days/week attendance record, and submit all assignments in weeks X-6 as complete and on time, I will minimize the impact of week X.

Software Issue: Comprehension of software is the responsibility of the student and technically AiO instructors are required to teach design, not software. Still, I understand it can be challenging to complete assignments while also learning the software. Some resources I can point you are the Learning Centers and TalkOn. The Learning Centers serve as an extension of your classroom experience, supporting the efforts of your faculty member.

You will notice when you login to the platform in addition to the link to your core course you also have course links to ILL101: Learning/Tutoring Center and PS101: Learning/Tutoring Center. The TalkOn Moderators are available for tutoring in major software programs, and you can also seek the collaborative assistance from your fellow students, in many other subjects. Login through the library link in the classroom.

(Instructor may also provide assistance, Internet links, textbooks for related software here as well)

Long term, however, this could be a serious issue that affects your ability to perform in the classroom. If you cannot have (List technology issue here, ex: ISP service) or access to the class by the end of this week I would suggest you contact your advisor to discuss the situation (ex: depending on time in class you could bring up the possibility of Withdrawing from the class and retake at a later date so that the technology issue does not affect student ability to pass class).

I hope you can get back online soon. Keep me posted as to your situation and let me know if you have questions.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Student using Template critique

Use: In context of critique assignment in visual classes. A student will create a template response with generalize descriptions and adjectives that essentially state “good job” in a verbose manner. This one is difficult to catch and you have to read carefully.

Response:

Student Name,

I wanted to write to you and discuss your posts for critique (Insert Assignment Name/number here). You are essentially saying the same thing in all of these, but just changing the wording:

(Insert Student Posts here or at the bottom of the message)

Comments like these are essentially stating “good job” and are not fulfilling assignment requirements of a meaningful contribution. Try to offer specifics on these issues to back up these opinions. Describe what is happening formally and conceptually. What is working/needs improvement and why, and offer suggestions as to how you would improve the work. It gives me better evidence that you are analyzing the work and more important, it helps to better guide peers towards improvement.

Thanks,
Instructor Name

AiO Student Problem Response

Problem: Missing textbook/materials

Use: Student Unable/unwilling to purchase textbook or materials in a timely manner (finance, location, backorder, etc...)

Response:

Student Name, thanks for your note. Technically the materials are as much requirement as tuition is for all students, and are required to be on hand at the start of class. If you were unable to track down at the AiO bookstore, try a source such as Amazon.com or even the Publisher's web site (If supply related suggest an art web site, art/craft store for materials), and have it shipped via overnight mail. The text may also be possible to find at your local library.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Time zone for students outside Continental U.S. time zones

Use: For when the question arises on how to apply deadlines for students in time zones outside Continental U.S. (Hawaii, Europe, Asia, etc...)

Can be posted in Discussion Area or via email. This is an optional consideration for assessing deadlines.

Response:

Hi Student Name,

Thanks for your question on time zone and deadlines. I realize that the AiO policy reads as “The deadline for assignments and posts is 3:00 A.M. MST (Mountain Standard Time).”

While AiO does often have students from all over the globe, the majority of students and faculty do reside inside the continental U.S. so I ask that you adhere to 3:00 A.M. MST. I realize this will differ from your time zone, but would appreciate some degree of compromise on this issue.

This will benefit the flow of discussions and critiques and help me facilitate the class efficiently as a whole. Thank you for your understanding with this matter.

Sincerely,

Instructor Name

AiO Student Problem Response

Problem: Student Unhappy with Online experience compared to On ground.
(Not challenging enough, too short, Peers not participating in class, etc...)

Use: For when students write to complain that the program is not challenging enough (Good student whose letter brings up points like brevity of class, lack of face to face interaction, other differences between on ground/online, but they feel they are better than everyone)

Response:

Dear Student Name,

I am sorry to hear that you are not having a positive experience with online learning and are considering dropping the program. The class is what you make of it. However, it is also what your peers contribute as well. As facilitator, I can advise others increase their level of involvement and keep an eye on spelling/grammar, but they ultimately must decide how much they wish to contribute. As you observed, for many this is also their first online class. AiO has a range of students, from people just out of high school to working professionals. Some will have a harder time getting used to the format and the importance of meaningful participation.

If you are frustrated in the lack of participation of your peers, lead by example. Participate more in the main discussion thread, ask questions of your peers, ask them to expand on feedback or clarify their answer. (your leadership in the team/discussion process and performance in week X were good examples of this)

With respect to the difference between on ground and online drawing classes, you can learn the same information, but they are very different formats. Neither is a perfect format for everyone. The on ground class may have more face-to-face, concentrated interaction and dialogue between student and instructor. Moreover, most on ground classes cover a longer duration so there is more time to develop your work within the context of the class. The online drawing class is more about learning the information and principles. To get more interaction between student and instructor, I recommend you submit early drafts. Early drafts allow me to see the work in process and are a great way to get feedback on how to go about an assignment and/or adjusting, or what direction to take to improve. It is not instant, but I am usually able to respond to a student within 24 hours.

Optional text for Analog mediums and/or time intensive material:

Often, I think the nature of drawing requires an investment in time and that it may require practice even after the online class has finished before a student will be able to apply the principles they have learned to a satisfactory level. (ex: if an on ground class takes 12 weeks and an online class takes 6 weeks, an online

student should plan to invest time in an additional 6 weeks of practice to absorb the lessons, this is especially true of the analog mediums)

You have raised some important concerns that are valid issues for the quality and reputation of AiO. We are constantly working to provide a quality learning experience so that our graduates are marketable within visual-based industries. I think you have good insights and solid creative skills and would like it if you stayed with AiO. You might want to try and withdraw and make a fresh start in a new term. However, I want you to make a choice that is right for your education. I strongly encourage you to talk with your advisor about these issues and discuss your options. Your advisor is in a better position to counsel you with this type of decision. You invest a lot of time and money into a degree and it is important that you make the decision that is right for you, your learning style, and your career.

Sincerely,
Instructor Name

AiO Student Problem Response

Problem: Vacation

Use: When student comes to facilitator with excuse of missing class due to a move

Response:

Student Name,

Your vacation sounds like fun, however, it is unfortunate that it is timed during a class. Technically, the student is responsible for technology access and syllabus requirements once a term begins.

I cannot offer extensions, and must adhere to the attendance/participation requirements, both in general and as it applies to assignment grading criteria, but if you turn in work early, it may help minimize the penalty for missed class.

I would like it if you can stay in the course and am willing to give you the opportunity to try and complete the class, but you'll have to work hard to turn in work before you leave so that you are not so far behind when you return (week 6 is really only 3 days now with the 5.5 week system).

Another option is to withdraw and take the class at a later date. Discuss this with your academic advisor. In the future, if you foresee missing large periods of time during a class session, you may wish to reconsider whether or not to enroll in courses for that term, depending on your schedule and goals.

Instructor Name

AiO Student Problem Response

Problem: Weather affecting Geographic Area

Use: For when Weather affects students Internet access in a major geographic area: Ex: tornado, T-Storms, Floods, Hurricane, Fire, etc...

[This is in the context of a post in the discussion threads.](#)

Response:

Subject: [Insert Here](#)

Message:

Class, Please be aware that a [\(Insert Issue\)](#) has affected [\(Insert Area\)](#) on [\(Insert Date\)](#). Please let me know if you were affected when you get back online, or if you can, call and leave a message via phone at [\(Insert Phone Number\)](#). Do your best to stay on track keep me posted. I will be flexible with deadlines and participation with those students affected by the [\(Insert Issue, then cite a policy on pushing out due dates\)](#).

[Instructor Name](#)