

**Guitar Pedagogy, 365**  
**San Francisco Conservatory of Music, Ferrara**  
**Teaching Guitar Online Format**

**CONTENT**

Create content modules that teach, technique, repertoire, musicality and theory. Embed these modules with text, notation, audio and video examples. When appropriate, from the content modules provide links to other resources on the Web.

**METHOD BOOK, TEXT BOOK, OR THEORY BOOK**

Match the content modules with corresponding reading and playing assignments from a required text or method book. Provide in the course various ways to obtain the text or method by giving a web link, a reference to a brick and mortar store and a phone number.

**WEB REQUIREMENTS—**

List on an Orientation page what is necessary to access your course. For example be sure the student has Internet Explorer, Safari, Firefox, or Netscape for the course. The computer must have an mp3 player, which many systems already have installed in their operating scheme. If the student doesn't have what is required be sure he/she can download it, for example by using the website: [www.winamp.com](http://www.winamp.com). The student may also have to have the latest version of Flash Player installed, which can also be downloaded from an appropriate site.

**ASSIGNMENTS**

On an Assignment page give weekly coursework for the student to complete within the week. The assignment should correspond with the content module. Along with the weekly assignment have a text book or method book playing requirement and corresponding listening examples (accessed from the content module) for a better understanding of the weekly material. On the Assignments page of the course the student should be able to view and list each individual task to be completed for that week. Date all the content modules with the corresponding week they are due.

**QUIZZES—**

Create and schedule weekly quizzes with questions that will help the student better understand the concepts they are learning and to better comprehend the music they are playing. To access the quizzes page, create a link to them from the homepage. Create 1 quiz for each week of work and then have the student submit it for self-evaluation.

Base the weekly quiz on the content module, the playing and the listening components for each weekly lesson.

**LISTENING**

Make the sound files embedded in the content module downloadable so the students can have them on their computer and then open them for future reference and can hear them "off line." Tell the student to download any of the sound files from the course right click the file and [Save Target As].

Make a CD of all of the recorded examples and make them available to the student independent of the course or leave them in a library or media center.

**BULLETIN BOARD—**

Build an ongoing weekly Bulletin Board discussion thread. Post on the bulletin board questions about the techniques and musical concepts the student is learning. These weekly questions will contain musical issues for the student to consider. Have the student answer the questions directly or in participation with another student's response to the question. To access the Bulletin Board page and answer the weekly question or discussion thread put it on the Homepage of the course.

## LIVE DISCUSSION

Schedule a Live Discussion and on certain occasions and especially before performance deadlines have an open ended live discussion. These discussions are different from the Bulletin Board in that that are in real time. To access the Discussion page and enter a chat session give a link on the homepage of the course.

## ATTENDANCE—

Design the course so that it is not self paced. Require regular attendance in the class and track it by how often the student logs on to the course to do the work, practice and experience playing the guitar. Require the student to log on, read and practice the content module, do the listening, take the weekly quiz and post to the bulletin board each week. Each week give a new assignment to practice, a new quiz and new bulletin board question. Allow the student only one week to complete the content module, do the listening, take the quiz and answer or respond to the bulletin board question. If the does not log onto the course frequently and do the work each week they will lose points and it will affect their grade.

## MIDTERM, FINAL PERFORMANCE, OR LAB HOURS

The student will be actively viewing, practicing, listening and reading material on music in the course. Person to person contact is at the orientation and then later during lab hours, at the midterm, and final performance. The material on the midterm and the final exam will be covered by the weekly content modules, the weekly quizzes, the weekly listening, text or method book reading and practicing, website viewing and bulletin board discussion.

The assignments corresponding quizzes and bulletin board bulletin board postings are specifically designed to help the student prepare for the midterm and final performance exam. The more they do them (they are required), the better they will fare on the performance. In addition the weekly quizzes are a way for the teacher to make sure that the student is keeping up with the material in the course. The midterm and the final performance should be taken in person at a convenient location which would ideally be a school or community center.

## GRADING OR EVALUATING STUDENT PROGRESS

Progress in the course consists of:

1. Regular website viewing, practicing, listening and text or method book reading or playing.
2. Partaking in the weekly quiz.
3. Contributing weekly to the bulletin board questions.
4. Taking an in class midterm and final performance evaluation or coming to lab hours.

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| 1. Participation, lab, and quizzes | 20% of final grade |
| 2. Bulletin board participation    | 20% of final grade |
| 3. Midterm performance             | 30% of final grade |
| 4. Final performance               | 30% of final grade |

## STUDENT/TEACHER INTERACTION—

As far as interaction is concerned-- the more the better! There are three different ways to foster student/ teacher communication:

- 1) DIRECT E-MAIL (for private communications). Best used for “private” questions about course content, technique or musical problems, etc.
- 2) BULLETIN BOARD (answering questions that are placed each week ALL students can see; (not private)
- 3) LIVE CHAT: Before exams the discussion room can be utilized and the material can be reviewed.