WORKLOAD MANAGEMENT

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GETTING STARTED

- By design this presentation, including the chat, will be recorded and posted online for Stan State faculty use. Please recognize this as a component of your active participation in this session. You are encouraged to contact Betsy outside of the presentation if you have questions/issues you'd like to raise privately

- Zoom naming/visibility protocols

- Review of other Zoom protocols/tools

- Start of recording

- You are trying to work during a pandemic
  - You had a challenging workload before the pandemic arrived
- The conversion of a single course to an online format typically takes 6 months of planning
  - You do not have 6 months to plan, and are likely offering more than one course remotely
- You will not develop or teach perfect courses
  - There will always be things you can improve
  - There will always be new pedagogical practices to test out
  - There will always be new/different tech to use
  - There will always be new texts/data/research to use
  - You can always provide students with more feedback/support

SAY IT WITH ME

A course that isn't perfect can still be a valuable learning experience for students (and you)

- Your imperfect course should be celebrated as a great achievement

If you are worn out before courses begin, or throughout the semester, you will not be able to effectively teach (or do the other components of your job, or enjoy the rest of your life).

SOME BASICS

- Courses exist for the achievement of course/program learning outcomes. Whatever you plan/do, ensure that CLOs/PLOs are in mind.

- Student success in remote learning environments is especially enhanced through "engagement" activities. Engagement can be student-content, student-student, student-instructor, and student-community/world.

- Keep equity, inclusion, and accessibility in mind as you design your course.

- All in-person course activities can't and shouldn't be converted to online/remote activities - consider the opportunities of your new "space"

- Limit your own new learning – and focus as much as possible on things you can utilize in several courses or for several units/assignments/activities.

- Strategically use tech, and try to replicate tech across units/courses.

GROUP CHAT QUESTION: WHAT WERE THE SURPRISING TIME-SUCKS WHEN TRYING TO TEACH REMOTELY THIS SPRING?
WRITE YOUR ANSWER IN THE "CHAT" BOX

KNOWNS/UNKNOWNS

- Known:
  - Nearly all fall courses will be online, synchronous and/or asynchronous
  - Students and faculty are able to request hardware and hotspots – hopefully enough
  - Most/all? campus services will be online throughout the term
  - We expect to have 1-2 Coronavirus surges – pre-plan for this disruption
  - The pandemic is supposed to be taken into account in personnel evaluation/RPT
- Unknown
  - Will K-12 schools, child care, adult care will be open all or part of fall?
  - Will public wifi sites will be open for student/faculty use?
  - What work opportunities will be available (with correlation to food/housing impacts on students, faculty)?
  - Health status of any of us or our students, families, colleagues

CONSIDER CONNECTIONS BETWEEN COURSES, RSCA, SERVICE

- Work with your departments to set realistic workload expectations during the pandemic and document these expectations as needed.

- How can you utilize your course re-design and/or participation in faculty development as a "Scholarship of Teaching and Learning" project for publication and/or professional presentation? Consider what you need to be documenting/journaling, and if you need to get IRB approvals for anything (e.g. student consent to collect/share their work in publications/presentations).

- How might you incorporate your own RSCA work into the courses you're teaching?

- Recognizing the limitations of social distancing, are there ways in which service activities can be incorporated appropriately into your courses?

MANAGE THE NUMBER OF CHANGES

- You already do this every term – making choices about how much to change content and assignments/activities, but you now need to add in consideration of how remote instruction/online pedagogies inform change.

- Consider – perhaps take some notes on this?:

  - Is this the time for revolutionary change in one or more courses or is incrementalism wise given current circumstances?

  - Do you need to engage in change alone, or can/must this be done collaboratively?

  - What did you learn from Spring that can help you decide what needs to be changed?

  - What did you do in Spring that can be replicated/adjusted easily for Summer/Fall?

  - What didn't work in Spring that needs to be avoided in the future?

PICK YOUR LMS – CHANGE NOW OR LATER?

- Blackboard will no longer be available at Stan State after Spring 2021, Canvas will be our primary LMS, with Moodle also available with more limited staff support than available for Canvas.

- You can start teaching courses on Canvas beginning in Summer 2020. There are some time-saving tools in Canvas that are pretty helpful (a great speed-grader with integrated rubric, clear Calendar tool, easy document loading).

- Going back to the basic rule of not learning too many things at once, is this the right time for you to learn a new LMS or do you need to focus on other components of your course development?

INITIAL ORGANIZATION/PLANNING

- **QLT standards are helpful for course design-** http://courseredesign.csuprojects.org/wp/qualityassurance/qlt-informal-review/

- QLT-Lite handout -10 steps to building a great online course https://www.csustan.edu/sites/default/files/qolt_lite_handout.pdf

- **Plan out your full syllabus and assignment framework before posting components to the LMS** so that you don't have to re-edit information you've already posted.

- Ensure there's a **clear "Start Here" space and orientation** to the course/LMS (Bb, Canvas, Moodle) so that everyone knows how to navigate the course site before starting to make sense of the course content. Have a **consistent structure** to all units/modules, and consider using this in all you're courses. A "**syllabus quiz**" is highly recommended.

- Be as **organized, clear, and redundant** as possible, and include a course question/answer site for all to post to – the fewer clarifying emails you're answering, the more time you have to teach and grade.

- Make clear **how to contact you and when they should expect to hear from you**

PICK YOUR CONTENT DELIVERY METHOD(S) AND CONSISTENTLY

- **If you're synchronous, which system(s) are you using** – Zoom, Google Meet, FaceTime, Skype, Facebook Rooms, etc? Practice, practice, practice all tools you'll use before the first day of class. Consider tools with good tutorials, LMS integration, and/or campus support.

- If asynchronous, are you **providing video-based presentations** (using Camtasia, VoiceThread, Powerpoint, Powtoon, etc) and/or **text-based information**? Again, consider tools with good tutorials, LMS-integration, and/or campus support.

- **Strong Recommendation** – If your students need to create a presentation for a course assignment, it'd be great for you to use one of the tools that they have free access to so that you can model the use of the tool, and so that you know how the tool works and can help them trouble-shoot problems they may face. Choosing a tool that is easy for you to use (and has clear tutorials) helps ensure it's easy for students to use.

TAKE ADVANTAGE OF LMS OPTIONS

- Canvas, Blackboard, and Moodle have some of the same standard options that are fairly easy to use – get familiar with the ones that meet your learning outcomes - learn them once and you can use them in all your courses.
  - Announcements
  - Discussion boards
  - Tests/Quizzes
  - Surveys
  - Assignments
    - "Test" vs "Assignment" mode – what is your grading/reading style?

EFFICIENT ASSIGNMENTS/GRADING

- **Keep a focus on learning outcomes** – what is achievable remotely, what is interesting but non-essential this term? Imagine a shortened fall term. **Map?**

- **Pre-loading grading rubrics** can be time-saving and helps students to understand what you're looking for in an assignment. For some assignments, engaging in peer review or self-review using the rubric can be a great way to ensure higher-quality work before a student submits an assignment to the instructor. All of our LMS systems have internal rubric options (Canvas has a nice integrated rubric/speed grader system).

- **Pre-write many/most responses** to students as you write assignment questions/topics – you can "store" these in the instructor comments in the LMS as in a personal file. You can quickly paste these into the grading text boxes or assignment comments as you grade.

  - As you're grading, add in the new responses you're making to students so you can repeat this information to other students.

  - Keep a file of "notes to self" for ways to reword/redo assignments if you're learning things from the kinds of student successes or failures on assignments.

  - Article - **Online Discussion Boards: Strategies to Ease Instructor Burden and Promote Student Learning** https://onlinelearningconsortium.org/online-discussion-boards-strategies-ease-instructor-burden-promote-student-learning/

EFFICIENT ASSIGNMENTS/GRADING

- In most cases, **provide summary comments for discussion boards,** not individualized comments to each student posting – think of most discussions as "small group work" with addressing themes

- Can **group projects** promote engagement, achievement of learning outcomes, peer-to-peer learning, and decrease your workload? This promotes student-student engagement, and decreases grading, but requires some front-loaded work on group building/group-responsibility.

- Are there ways in which **students can write questions and/or grade conversations** occurring on the discussion questions and/or in breakout rooms following a rubric/process you develop?

- If possible, close your email, social media pages, notifications – just grade!

BUT IT'S SHINY AND NEW!!!

- You've heard of all the fun things you can try. - VoiceThread, FlipGrid, Padlet, Loom, EdPuzzle, Instagram, Kahoot, Snapchat, Yammer, WordCloud, Wikis, Blogs, Popplet, etc, etc, etc. Should you take this on too?

- Look at your learning outcomes – is there a tool you need to achieve an outcome?

- Is there a tool you can use in multiple classes, or can be used by multiple instructors in your program, or will be useful to students after they leave your program?

- Can you and your students learn to use it fast enough, and in an equitable manner, and in a manner that the learning outcomes achieved are worth the effort?

- Does the tool integrate well with the LMS you're using?

STAN STATE LICENSED SOFTWARE

STUDENT Licensed Software: https://www.csustan.edu/oit/licensed-software-tools

- Microsoft Office

- VoiceThread (site license) –with tutorials

- Zoom (site license) – with tutorials

- Adobe Creative Cloud thru July 6 2020 (maybe longer)

- SPSS - thru July 31 2020 (or longer)

FACULTY Licensed Software: https://www.csustan.edu/oit/licensed-software-tools

- Above plus Camtasia and Snagit (site license)

CANVAS – 3RD PARTY TOOLS CURRENTLY AVAILABLE

- iClicker Registration
- [Turnitin](#)
- Office 365
- Google Drive
- Zoom
- Blog (Canvas discussion)
- Journal (Canvas discussion)

- McGraw-Hill Campus/Connect
- VoiceThread
- Wiki (Canvas page)
- YouTube
- Zoom Meetings
- https://www.csustan.edu/office-academic-technology/canvas-support

SCHOLARSHIP OF TEACHING AND LEARNING

- Stan State Human Subjects Research (UIRB) https://www.csustan.edu/office-research-sponsored-programs/human-subjects-research-uirb

- Disciplinary Journals: https://www.washington.edu/teaching/programs/teaching-and-learning-symposium/scholarship-of-teaching-and-learning/journals-on-teaching-and-learning-research-discipline-specific/

- Interdisciplinary Journals: https://www.washington.edu/teaching/programs/teaching-and-learning-symposium/scholarship-of-teaching-and-learning/journals-on-teaching-and-learning-research-interdisciplinary-publications/

- Annual Conferences: https://www.washington.edu/teaching/programs/teaching-and-learning-symposium/scholarship-of-teaching-and-learning/sotl-annual-conferences/

DISCUSSION BOARD RESOURCES

- Guide to Effective Use of Discussion Forums: https://www.uc.edu/cetl/ourwork/online/DiscussionForums.html

- Discussion Boards: Valuable? Overused? Discuss. IHE, March 27, 2019. https://www.insidehighered.com/digital-learning/article/2019/03/27/new-approaches-discussion-boards-aim-dynamic-online-learning

- Discussion Forum Grading Rubrics: https://www.uis.edu/colrs/teaching/assessment-and-feedback/rubrics/

- More Discussion Forum Grading Rubrics: https://topr.online.ucf.edu/discussion-rubrics/