Doing More with Less:

TIME MANAGEMENT SKILLS FOR THE ONLINE CLASSROOM
A Note Before We Begin

SOME OF THESE STRATEGIES MAY BE FAMILIAR. TIME MANAGEMENT DOESN’T CHANGE FOR THE ONLINE CLASSROOM SPECIFICALLY, BUT THERE ARE STRATEGIES THAT WORK WELL FOR THE ONLINE SPACE IN ADDITION TO STANDARD TIME MANAGEMENT SKILLS. WE WILL PRESENT MULTIPLE ASPECTS OF THESE PROCESSES IN THIS PRESENTATION.
Time Management
Background
Where Should We Spend Our Time?
So, Where Does Our Time Go?

Interacting with students: discussions, emails
Evaluating student work: assignments, papers,
Recording grades
Modifying course materials and/or course design
Addressing issues
Other...
## Where Do We Spend Our Time...Statistically?

<table>
<thead>
<tr>
<th>Instructional Activity</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Total</th>
<th>Percentage of Teaching Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asynchronous, One-to-One Communication</td>
<td>40.00</td>
<td>89.00</td>
<td>78.36</td>
<td>79.65</td>
<td>10.46%</td>
</tr>
<tr>
<td>Synchronous Communication</td>
<td>87.50</td>
<td>56.50</td>
<td>66.91</td>
<td>64.17</td>
<td>8.43%</td>
</tr>
<tr>
<td>Content Development</td>
<td>117.50</td>
<td>81.30</td>
<td>50.00</td>
<td>69.48</td>
<td>9.13%</td>
</tr>
<tr>
<td>Discussion Facilitation</td>
<td>307.50</td>
<td>199.10</td>
<td>217.91</td>
<td>217.52</td>
<td>28.57%</td>
</tr>
<tr>
<td>Grading &amp; Feedback</td>
<td>472.50</td>
<td>377.60</td>
<td>262.00</td>
<td>330.57</td>
<td>43.42%</td>
</tr>
<tr>
<td><strong>Total Time Minutes</strong></td>
<td>1025.00</td>
<td>803.50</td>
<td>675.18</td>
<td>761.39</td>
<td></td>
</tr>
<tr>
<td><strong>Total Time Hours</strong></td>
<td>17.08</td>
<td>13.39</td>
<td>11.25</td>
<td>12.69</td>
<td></td>
</tr>
</tbody>
</table>

How Do We Succeed?

Assess the Issues
Personal Time Management
Course Development
Grading Design
Interaction
Automating Processes
Assess the Issues
Find Your Deficiencies

We all have them

Spend time looking for the areas that you need to work on to become more efficient

Use an assessment instrument to determine areas

Develop new ways of tackling old issues

Be honest with yourself
Take a Time Inventory

The first step is knowing how you spend your time.

The second step is knowing how much time you spend.

This need not be a rigid set of measurements.

It should be as accurate as possible.
SmarterMeasure

Tool to assess readiness to learn online

Should also be used by faculty

Beyond knowing what the students experience, it may also identify some areas where improvement may be needed
SmarterMeasure Categories

Self motivation
Time management skills
Self discipline
Reading Rate and Recall
Persistence
Availability of time
Technology use
Typing speed and accuracy
Personal Time Management
Setting the Stage (Focus, Focus, Focus)

Learn how to focus during work

Unplug from your life

Meditate...or just sit

Check the thermostat

Turn on the tunes

Be blue...but not depressed

Multitasking/Shmultitasking
Organizing Your Time

Dedicate specific time to working on your online course

Schedule your time in repeating increments

Allocate time each day or several times a week to work on your online course

Spacing of time is imperative to successful time management
Chunking

Break work time in to manageable pieces
Break assignment grading and discussion posting up
Find your “best times” for different tasks
Don’t grade all at once – rubrics for consistency
Mute assignments
Prioritization (When All Else Fails)

Things will happen and stuff will fall through the cracks.

Make sure you have a prioritization plan for your course work.

Establish the most important work and make sure it is completed regardless of the “age” of the work.

<table>
<thead>
<tr>
<th>The Priority Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Important is the task?</strong></td>
</tr>
<tr>
<td>High Importance</td>
</tr>
<tr>
<td>Low Importance</td>
</tr>
<tr>
<td>Action: Do Later</td>
</tr>
<tr>
<td>if still necessary</td>
</tr>
</tbody>
</table>

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Take Breaks!

Movement breaks are essential for your physical and emotional health

Breaks prevent decision fatigue

Breaks restore motivation, especially for long-term goals

Breaks increase productivity and creativity

Waking rest helps consolidate memories and improve learning
Course Development
Before You Begin

Online and blended courses are different
Preparation is critical
Time spent developing will be longer
Organization of materials is important
Preparation and Organization

Begin with your syllabus
- Comprehensive, explicit directions
- Tell students exactly what you expect
- Detailed calendar

Organize your digital and non-digital resources

Locate videos

Record your own videos

Prepare tests, quizzes, exams
Where are the Resources?

Textbook publisher
OER – Open Educational Resources
TED Talks – instead of creating your own
Khan Academy
eCampus Template
Module Template
eCampus Template

Module Template for use in Canvas
Provides a standard view and flow of materials
Resources available for students
Clear direction on where to go next
Everything students need available through Canvas links
Assignment Distribution

Maintain a consistent schedule for students
  ◦ Specific assignment types due on the same day of the week.

This allows easier chunking of the grading

Tie this to your grading schedule so that you are on track with grading timetables
No Repeat Material Creation

AKA – One and done

Create materials to be reused
  ◦ Do not add dates
  ◦ Do not refer to season, weather

Break items into pieces

Create one – use for many
Course FAQ Creation

Create a document to add to your Start Here area

Answer questions and give resources
  ◦ How can I contact my professor?
  ◦ Do I need to attend a live component of the class?
  ◦ What software do I need for this class?
  ◦ Do I need to purchase the online textbook?
  ◦ What writing style guide do I need to use in this class?
  ◦ Will there be a final exam?
  ◦ How long do I have to complete an exam?
  ◦ Can I work at my own pace in this course?
Help for Students

Tell them where to get help

◦ Technology
  ◦ UNK HelpDesk
  ◦ eCampus Website
  ◦ Hoonuit
  ◦ eCampus Instructional Designers for certain products

◦ Course questions
  ◦ Discussion Board – Questions for the Instructor
  ◦ Email – INSIDE Canvas
Student Resources

eCampus Student Resources website
Microsoft
OneDrive
Loper Mail
Requirements
Other software
VoiceThread
Manage Expectations

Students should be informed of their rights...
And limitations
Take the guesswork out of their instruction
Students should know what they can expect of you...
And what you expect of them in turn
Course Strategies

Roll Call
Syllabus Quiz
Ask the Class/Instructor
Success Roadmap
To-Do List
Grading Design
Why Rubrics Save Time

Designing a rubric helps clarify the objective and standards.

Consistent and fair grading when using clearly-stated criteria.

Do not need to write long summative comments.

Students ‘see’ the criteria associated with their grade.

Refer students to criteria instead of writing similar comments over and over.

Lasting resource you can use each time you teach. (possible modifications)
Types of Rubrics

Holistic
Analytic
Developmental
Holistic

Contains broad objectives and lists evaluation scores, each with an overall criterion summary that encompasses multiple skills or qualities of the objective.

Provide a single score based on an overall impression of a student’s performance on a task.

Emphasis on what the learner is able to demonstrate, rather than what s/he cannot do.

Saves time by minimizing the number of decisions the evaluator makes.

Does not provide detailed information, may be difficult to provide one overall score.
Analytic

Breaks down the characteristics of an assignment into parts, allowing the scorer to itemize and define exactly what aspects are strong, and which ones need improvement.

Provides useful feedback on areas of strength and weakness.

Criterion can be weighted to reflect the relative importance of each.

Analyzes each component; identifies needs and strengths dimension.

Takes more time to create and use.
Developmental

Help students see how they are moving on a path toward improved performance.
Monitor the development of students as they learn skills.
Focus on development rather than the quality of a final product.
Used by educators to make instructional decisions.
More difficult to design.
Stages of constructing a rubric

1. Reflecting
   ◦ What do I want from the students?
   ◦ Why did I create this assignment?
   ◦ What happened the last time I gave this assignment?
   ◦ What are my expectations?

2. Listing
   ◦ What are the specific details of the assignment?
Stages of constructing a rubric

3. Grouping and Labeling
   ◦ Can I group expectations together?
   ◦ What are the titles/labels of those groups?

4. Application
   ◦ Creation of the grid.
   ◦ Titles/labels created in step 3 become the dimensions listed in the left column.
   ◦ Expectation levels listed in corresponding scale columns.
Create Rubrics Online

Rubistar:
http://rubistar.4teachers.org/index.php

Rubric Maker:
http://www.makeworksheets.com/samples/rubrics/index.html

teAchnology:
http://www.teach-nology.com/web_tools/rubrics/
Create Rubrics in Canvas

Creation:
- Create an assignment and click **Save**
- Click on **+Rubric** (bottom left)
- Add a title, criterion, *ratings, points
- Check the settings
- Save the rubric

Settings:
- I’ll write free-form comments when assessing students
- Hides rating scale*
- **Use this rubric for assignment grading**
- Hide score total for assessment results
- Will not put the grade in gradebook, self-reflecting, or developmental
Grading Documents with SpeedGrader

From the Gradebook
1. Click on the triangle in the corner
2. Click on More details in the SpeedGrader link
3. Mark up the document using the tools
4. Add points
5. Add additional comments if needed in Comments
6. Add attachment, video or audio file if needed
7. Click Save
Grading with Rubrics in Canvas

From the Gradebook

1. Click on the triangle in the corner
2. Click on More details in the SpeedGrader link
3. Click on the View Rubric button
4. Add points
5. Add additional comments if needed in appropriate cells
6. Click Save
Download All Student Assignments

From the Gradebook

1. Hover your mouse over the assignment title
2. Click on the circle with a triangle in the corner of the cell
3. Click on Download Submissions link
4. Locate your zip file
5. Click to open
6. Save on your computer/flash drive
Note: Grading in Canvas

If you type in a **Score/Grade**, add a comment, then click **Post Comment**, only the comment will be posted, the score will NOT!!

Remember to:
- Enter score – click return
- Enter text comments hit submit
Rigor Vs. Busy Work

Achieving mastery is important

Overachieving mastery is detrimental

Look at the number of assignments

Look closely at assignment lengths

You can sometimes reduce the length without reducing learning
Interaction
There Is No True Magic Bullet

Interaction is one category that is tough to plan around

Interaction can be sporadic and in some ways random

There are strategies, but this is not an area that will be a large time saver

Aggregation is the key to this area
Never Do Twice What You Can Do Once

Aggregate your comments on certain topics
Posts frequent short announcements
All interaction doesn’t need to be true interaction

repetition repetition repetition repetition repetition
Automating Processes
Pre-Built Discussion Responses

Discussions are time consuming

Set up canned partial responses when possible

These shouldn’t be the whole response, but should act as the filler to specific responses to the student prompts

Build a “database” with specific section headings for ease of use
Pre-Built Feedback

Use a similar strategy to the discussion responses

Build in-depth feedback that goes beyond what you would be writing on-the-fly

Provide links to resources that will demonstrate skills/concepts

Always include personalized responses in feedback
Automated Feedback

Microsoft AutoComplete

Canvas is your friend

Use rubrics to begin the process

Reuse comments in rubrics

Both standardized rubrics in SpeedGrader and in TurnItIn
Final Thoughts

It’s less about will and more about knowing yourself

Small goals should be your starting point

Implement one thing at a time to assess its viability

Be good to yourself, and each other
Thank You

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