Teach Smarter: Maximize Your Impact in the Online Classroom

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61 hours per week

61% Instruction
12% Class Preparation
11% Course Administration & Grading
35% TEACHING
A little math...

21.35 hours per week

3 courses
7.12 hours per course per week

4 courses
5.34 hours per course per week

...and more math...

7.12 hours

5.34 hours

6.23 hours per class per week for campus faculty

ONLINE Teaching

Adjunct 13.33 hours per course per week
Fulltime 11.05 hours per course per week
The challenge...

Available Time = Instructional Tasks

- Course development
- Technical challenges
- Course interaction
- Grading & feedback
- Communication
- Course administration
- Content development

Tip #1:
Don’t waste a minute

How much time do you have to teach your online course each week?
Prioritize and budget instructional time

Create a teaching checklist and time budget that prioritizes instructional activities based on potential impact to the student learning experience.

What do students think really helps their learning?

<table>
<thead>
<tr>
<th>Content Type</th>
<th>Students (N = 5,323)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos</td>
<td>3.3</td>
</tr>
<tr>
<td>Websites</td>
<td>3.5</td>
</tr>
<tr>
<td>Outlines</td>
<td>3.5</td>
</tr>
<tr>
<td>Summaries</td>
<td>4.5</td>
</tr>
<tr>
<td>Text-based lectures</td>
<td>4.5</td>
</tr>
<tr>
<td>Announcements</td>
<td>4.5</td>
</tr>
<tr>
<td>Instructor’s participation in online discussions</td>
<td>4.5</td>
</tr>
<tr>
<td>Detailed feedback on assignments</td>
<td>4.5</td>
</tr>
<tr>
<td>Detailed feedback on discussion forums</td>
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</tr>
<tr>
<td>Websites</td>
<td>4.5</td>
</tr>
<tr>
<td>Videos</td>
<td>4.5</td>
</tr>
</tbody>
</table>

How does this compare to what faculty think helps student learning?

<table>
<thead>
<tr>
<th>Content Type</th>
<th>Students (N = 5,323)</th>
<th>Faculty (N = 758)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos</td>
<td>3.5</td>
<td>3.5</td>
</tr>
<tr>
<td>Websites</td>
<td>4.0</td>
<td>4.0</td>
</tr>
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<td>Detailed feedback on discussion forums</td>
<td>4.5</td>
<td>4.5</td>
</tr>
</tbody>
</table>
Where do “good” online faculty spend their teaching time?

- Email, text
- Chat, phone, videoconference
- Content development
- Discussion facilitation
- Grading & feedback

So, if you have 9 hours (rounded average of 12.91 online time and 6.23 campus time) per week to spend on your online teaching...

<table>
<thead>
<tr>
<th>Time Allocation</th>
<th>Time Per Week</th>
<th>Realistically</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email, text</td>
<td>10%</td>
<td>54 minutes</td>
</tr>
<tr>
<td>Chat, phone, videoconference</td>
<td>8%</td>
<td>43.2 minutes</td>
</tr>
<tr>
<td>Content development</td>
<td>9%</td>
<td>48.6 minutes</td>
</tr>
<tr>
<td>Discussion facilitation</td>
<td>29%</td>
<td>156.6 minutes</td>
</tr>
<tr>
<td>Grading &amp; feedback</td>
<td>43%</td>
<td>232.2 minutes</td>
</tr>
</tbody>
</table>

Online Teaching Budget per Course 10 hours

Example: Online Teaching Checklist and Time Budget

<table>
<thead>
<tr>
<th>Time Allocation</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email, text</td>
<td>5 min.</td>
<td>5 min.</td>
<td>5 min.</td>
<td>5 min.</td>
<td>5 min.</td>
<td>5 min.</td>
<td>1 hour</td>
</tr>
<tr>
<td>Chat, phone, videoconference</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>1 hour</td>
</tr>
<tr>
<td>Content development</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>1 hour</td>
</tr>
<tr>
<td>Discussion facilitation</td>
<td>15 min.</td>
<td>15 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>10 min.</td>
<td>1 hour</td>
</tr>
<tr>
<td>Grading &amp; feedback</td>
<td>60 min.</td>
<td>60 min.</td>
<td>60 min.</td>
<td>60 min.</td>
<td>30 min.</td>
<td>30 min.</td>
<td>4 hours</td>
</tr>
</tbody>
</table>
Example: 25 students

Tools to consider...

Parkinson’s Law

The amount of time which one has to perform a task...

...is the amount of time it will take to complete the task.
Batch instructional tasks

Focus instructional attention on one activity at a time rather than jumping between tasks.

Pareto Principle

Tools to consider...

| Integration of email filters to summarize and categorizes emails on a set schedule | Sanebox; www.sanebox.com |
| Task management software to schedule teaching activities for specific days and times | Trello; https://trello.com |
| Repository of reusable instructional content and learning objects (i.e., announcements, discussion forum posts, resources, videos, etc.) | Evernote; www.evernote.com |
| | OneNote; https://www.onenote.com/ |
| | Faculty Files; http://www.facultyfiles.com/ |
Tip #2: Know your teaching ROI

What is the impact of your instructional investment?

To maximize instructional effectiveness...
Prioritize teaching time investment to focus on high impact instructional activities

interaction ➔ presence ➔ feedback

Capture students’ attention
There is NO value in investing time creating instructional resources that students will not use.
“Rate the impact of each on your learning.”

And yet...

Belief in learning value

Willingness to engage with material
Give ‘em what they want…
or, at least what they will use.

Tools to consider…

**Screencasts**
- Ilos: [https://www.ilosvideos.com](https://www.ilosvideos.com)
- Loom: [https://www.useloom.com/](https://www.useloom.com/)
- Jing: [https://www.techsmith.com/jing.html](https://www.techsmith.com/jing.html)

**Whiteboards**
- Web Whiteboard: [https://www.webwhiteboard.com](https://www.webwhiteboard.com)
- Real Time Board: [https://realtimeboard.com/](https://realtimeboard.com/)

**Videos**
- Ilos: [https://www.ilosvideos.com](https://www.ilosvideos.com)
- Loom: [https://www.useloom.com/](https://www.useloom.com/)
- YouTube: [https://www.youtube.com/](https://www.youtube.com/)

**Animation**
- Moovly: [https://www.moovly.com/](https://www.moovly.com/)
- PowToons: [https://www.powtoon.com/](https://www.powtoon.com/)

**Presentation**
- Animoto: [https://animoto.com/](https://animoto.com/)
- eMaze: [https://www.emaze.com/](https://www.emaze.com/)
Customize existing content and resources

Rather than creating instructional content from scratch, streamline content development by customizing existing online material.

### OER Databases

<table>
<thead>
<tr>
<th>OER Databases</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas Commons</td>
<td><a href="https://canvas.unl.edu/accounts/1/external_tools/launch_type=global_navigation">https://canvas.unl.edu/accounts/1/external_tools/launch_type=global_navigation</a></td>
</tr>
<tr>
<td>MERLOT</td>
<td><a href="https://www.merlot.org/merlot/index.htm">https://www.merlot.org/merlot/index.htm</a></td>
</tr>
<tr>
<td>OER Commons</td>
<td><a href="https://www.oercommons.org">https://www.oercommons.org</a></td>
</tr>
<tr>
<td>OpenStax</td>
<td><a href="http://cnx.org">http://cnx.org</a></td>
</tr>
</tbody>
</table>

### Tools to consider...

- **Annotate and customize online videos**
  - Ilos: [https://www.ilosvideos.com](https://www.ilosvideos.com)
  - EdPuzzle: [https://edpuzzle.com](https://edpuzzle.com)
  - PlayPosit: [https://www.playposit.com/](https://www.playposit.com/)

- **Create a webquest**
  - Create Web Quest: [https://createwebquest.com/](https://createwebquest.com/)

- **Interactive online information boards**
  - Pindex: [http://www.pindex.com/](http://www.pindex.com/)
Engage students as co-creators of content

Design course activities in which students identify, design and create learning resources.

Show me the data!
- Page views
- Participation
- Time on task
- Video views
- Missed questions
- Activity patterns
- Grade distributions

Learn more about analytics: https://community.canvaslms.com/videos/1103
Don’t forget about video analytics...


Save, organize and recycle instructional materials

Invest time in the creation of GOOD content that can be reused in future courses
Structure online discussions

Lesson Plan
- Outline
- Learning objectives
- Key terms, theories or concepts

Instructor Role
- Balanced involvement
- Establish presence

CATS
- Classroom Assessment Techniques
  - Prepared posts designed as inquiries or activities to assess understanding and promote conversation
  - Shorter, question-based
  - Focus is on gauging understanding

DOGS
- Deliberate On-Going Conversations
  - Prepared posts designed as replies to student posts that take the conversation deeper and clarify misunderstanding
  - Longer, more detailed
  - Focus is on providing information

Settle into the “sweet spot”

10%-15% of total posts in a discussion should come from the instructor


Tip #3: Streamline repetitive tasks
What do you find yourself doing or saying over and over again?

Shift feedback time
One-to-many resources
Reliance on one-to-one feedback

Create a holistic approach to grading and feedback
Feedforward
Peer-to-peer
Summative analysis
Automate repetitive feedback

Increase the efficiency of providing one-to-one feedback by creating feedback banks that allow you to save and reuse common comments or phrases.

<table>
<thead>
<tr>
<th>Text Expanders &amp; Feedback Banks</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Turnitin</td>
<td><a href="http://www.turnitin.com">http://www.turnitin.com</a></td>
</tr>
<tr>
<td>TypeIt4Me</td>
<td><a href="http://www.ettoresoftware.com/mac-apps/typeit4me/">http://www.ettoresoftware.com/mac-apps/typeit4me/</a></td>
</tr>
</tbody>
</table>

Tip #4: Anticipate challenges

What challenges, problems, or issues do you anticipate?

Provide extracurricular student support and guidance

Provide comprehensive guidance without overburdening limited time, by creating a frequently asked questions (FAQ) resource that directs students to relevant institutional support resources.

<table>
<thead>
<tr>
<th>FAQ Topics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>online learning guidance</td>
<td></td>
</tr>
<tr>
<td>technical support</td>
<td></td>
</tr>
<tr>
<td>library resources</td>
<td></td>
</tr>
<tr>
<td>writing resources</td>
<td></td>
</tr>
<tr>
<td>tutoring</td>
<td></td>
</tr>
<tr>
<td>academic advising</td>
<td></td>
</tr>
</tbody>
</table>
Utilize proactive communication strategies

Integrate “push” communication to engage students

<table>
<thead>
<tr>
<th>Push Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canvas “subscribe”</td>
</tr>
<tr>
<td>Canvas LMS</td>
</tr>
<tr>
<td>Remind</td>
</tr>
<tr>
<td><a href="https://www.remind.com">https://www.remind.com</a></td>
</tr>
<tr>
<td>Twitter</td>
</tr>
<tr>
<td><a href="https://twitter.com">https://twitter.com</a></td>
</tr>
</tbody>
</table>

Design opportunities for individualized learning

Integrate resources so that students who need additional support or information can get it without increasing time demand placed on the instructor

Tools to consider...

- Create decision-tree style resources that branch according to student choices: ZingTree; https://zingtree.com/
- Create game-show style review activities: Flipquiz; https://flipquiz.me/  
  Jeopardy Labs; https://jeopardylabs.com/  
- Design and integrate online flashcards: Study Stack; https://www.studystack.com/newHomePage.jsp  
  Brainscape; https://www.brainscape.com/
Tips #5: Limit supplemental technology

How can technology help you?

NASA discovered that ballpoint pens would not work in zero gravity. To combat the problem, NASA scientists spent a decade and $12 billion to develop a pen that writes in zero gravity, upside down, underwater, or almost any surface including glass and at temperatures ranging from below freezing to 1000 degrees Celsius.

The Russians used a pencil.

https://www.snopes.com/fact-check/the-write-stuff/
“When you’ve got a solution in search of a problem, that’s probably a bad thing.”


You only have about 10 hours...

- Email, text
- Chat, phone, videoconference
- Content development
- Discussion facilitation
- Grading & feedback

What is the ROI on your technology investment?
If technology doesn’t...

- Increase learning
- Foster engagement
- Save you time

...don’t use it.

It’s important to teach smarter, not harder (or longer).

Questions, Comments, Suggestions, Ideas...

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- mandernachj1@unk.edu