

April 9, 2021

Managing the Online Workload

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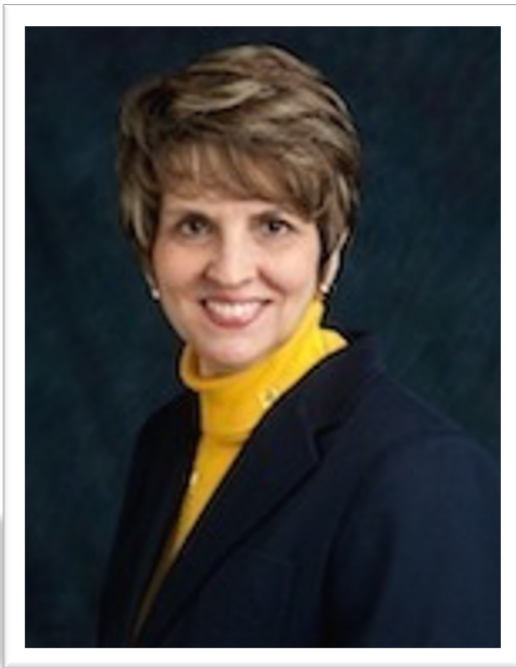
Dr. Barbara Frey & Dr. Rae Mancilla

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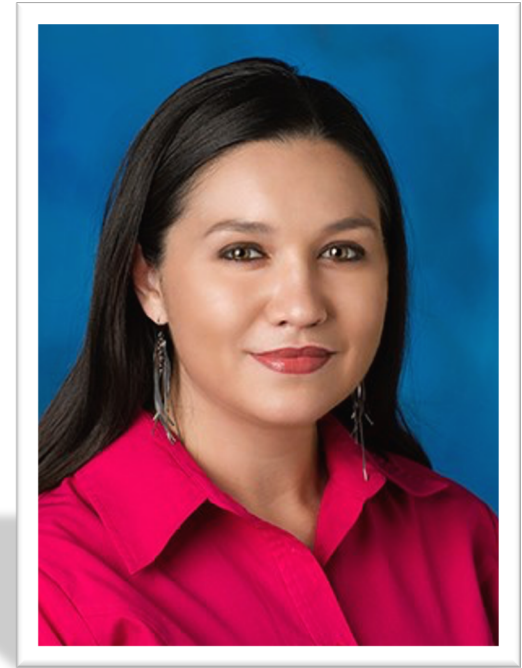
QUALITY MATTERS
QM

Presenters



Barbara Frey
Assistant Professor

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Rae Mancilla
Assistant Director of Online Learning

Participant Poll

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Session Goals

- Analyze time management challenges for online course instructors.
- Self-assess current time management practices and tools.
- Develop personal strategies for managing the online teaching workload.

Top Online Teaching Demands

- Interacting with students
- Evaluating student work
- Recording grades
- Modifying course materials
- Addressing technical issues/course administration

Personal Information Management

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Personal Information Management (PIM)

- Individual strategies for:
 - Creating
 - Maintaining
 - Retrieving
 - Using
 - Distributing information

Managing Email

5 "D's"

- Delete
- Do
- Delegate
- Defer
- Design

Information Management

- File management
 - Create a folder for each course and subfolders
 - Develop uniform naming system
 - Ex: PT 2041_Mod 1_Patient Management Lecture
- Website organization
 - Develop a bookmarking system
 - Ex: Pocket, Google Keep
 - Use content curation tool
 - Ex: Wakelet, Padlet, Scoopit

Design Strategies

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Communication Policy

- Instructor contact method
- Office hours
- Availability
- Response time (email, grading)
- Email header
- Tone and courtesy
- Writing requirements
- Points of contact

Communication Policy Example

All emails and discussion board postings must follow traditional writing standards:

- A Salutation: Hi/Hello Person's Name
- A message that is clear, concise, polite, and has complete sentences with standard spelling and grammar.
- A Sign-Off: Thanks/See you Monday/Have a nice weekend/Best wishes, and your name.

When you have questions for me, please use the following guidelines so that other students may benefit:

- Questions about **Technology** should be directed to the Help Desk (add contact information)
- Questions about an **Assignment** or the **Syllabus** should be posted in the Questions for the Instructor discussion forum.
- **Personal matters** should be discussed with your instructor through email.

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Orientation Module

- Instructor introduction
- Instructor expectations
- Course structure/navigation
- Technical requirements
- Technical support (help desk)
- University resources (student support services)
- University policies
- Tips for success

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Orientation Example

UNIVERSITY OF PITTSBURGH DPT: PT5041

SIX WAYS TO SUCCEED IN PATIENT MANAGEMENT I

PARTICIPATE
Stay engaged and active with the course content. Sign on to the course course @ 8:00 AM PT 4x per week. Check for any new announcements for homework. Participating in live and/or chat discussions. Doing live reviews and live learning, stay engaged and active. Do not miss this task. Full participation in this course will help you learn.

STAY ON TRACK WITH LEARNING
It is important to keep up with the learning weekly. Do not miss class and be right before an assignment quiz exam to prepare. Use the optional "Learn More" resources provided within each module to learn more about the topics.

PRACTICE
You will be learning many new skills that will be vital to your success in this role. Regular practice of these skills is very important. Hands-on practice occurring only in immersion labs will not be enough for you to improve your skills. Identify family and friends or forms who are willing to serve as practice partners for you. Check out the optional "Practice On Your Own" component either each module to provide additional ideas for practicing your skills. In course practical situations, it is chosen whether or not a student has practiced.

ASK QUESTIONS
If you don't understand something and are concerned about a grade talk to an instructor ASAP. Dr. Kubark's office hours are posted in Canvas and additional hours are always available by appointment. Do not get too far into the material before asking for clarification if needed. Asking questions can help the instructor identify and clarify problems areas for the entire class.

STAY ORGANIZED
Having your email and your calendar organized is important. This course is designed to follow a clear progression toward learning about patient management. As the course progresses, we will provide you with tips and strategies to help organize your learning. If you get behind or "off track" with the progression, it will be harder to be successful.

STUDY
In this course, you should spend at least 3-5 hours per week learning and completing activities and assignments. While these items are designed to help you learn the material, you will also need to put aside some time to study each week to ensure that you retain what is learned.

H2P

UNIVERSITY OF PITTSBURGH DOCTOR OF PHYSICAL THERAPY
Patient Management I - Instructor: Dr. Kara Kubark (kara.kubark@duke.edu)

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Leveraging LMS Tools



Discussion
board



Quizzes



Adaptive release



Announcements



Gradebook



Rubrics

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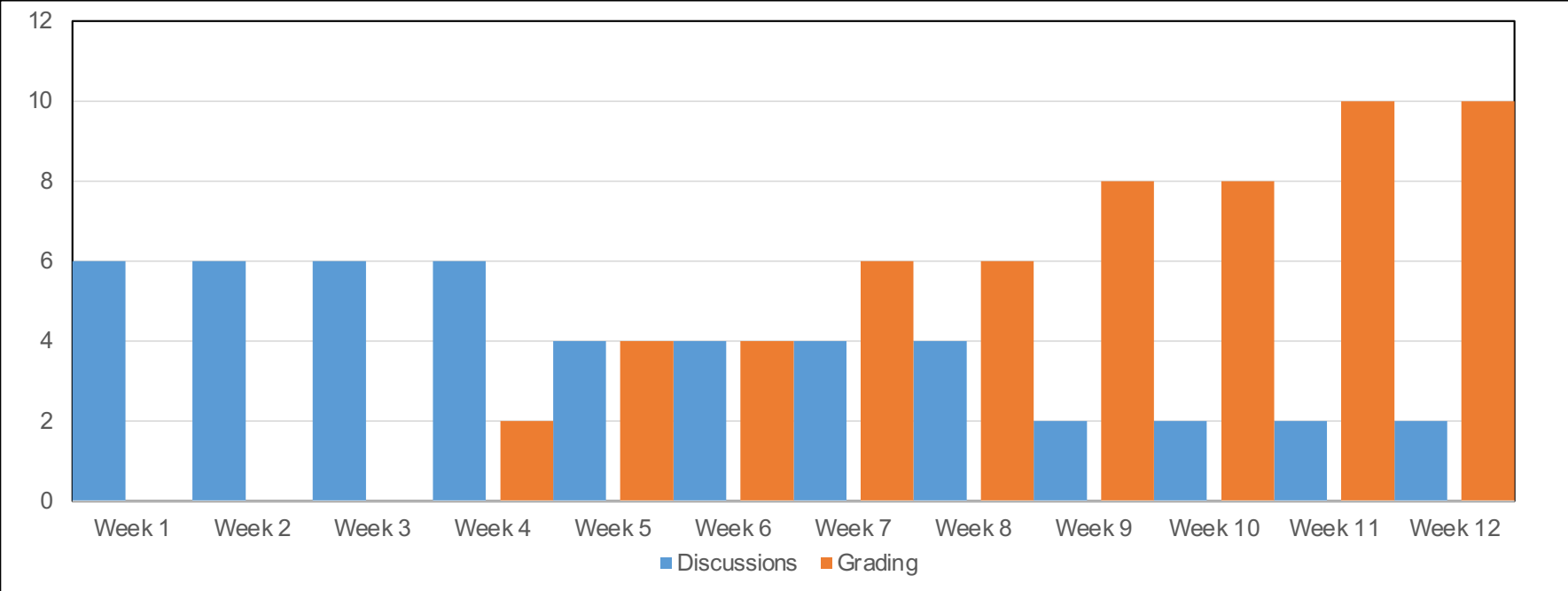
Delivery Strategies

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Discussion Forums

- Schedule dedicated time for moderating discussions
- Divide into groups for large enrollment courses
- Design questions with responses in sub-sections
- Model the format you want students to use
- Recognize well written posts
- Respond to student posts judiciously
- Summarize forum posts with names or quotes
- Apply a grading rubric
- Consider self-assessment of discussions

Managing Discussions



Example Discussion Rubric

| Criteria | Exemplary | Satisfactory | Not Evident |
|------------------------------|--|--|---|
| Quality of Initial Post | Response to the prompt is complete | Response to the prompt is mostly complete | Response to the prompt is not posted, or mostly incomplete |
| Organization of Initial Post | Response is well organized and free from mechanical errors | Response is somewhat organized but may contain mechanical errors | Response is not organized and contains many mechanical errors |
| Engagement with Peers | Engagement with peers is timely, relevant, and respectful | Engagement with peers is timely, relevant, or respectful | Engagement with peers does not occur, or is untimely, irrelevant, disrespectful, or distracting |

Grading Assignments

- Designate specific time for grading
- Provide clear instructions with templates and examples
- Use a grading rubric per type of task (ex: presentation, papers, etc.)
- Assign students to work in pairs or groups
- Design major assignments to be submitted in milestones/benchmarks
- Use peer review as formative assessment prior to your summative grading and feedback

Case Scenario

Dr. Oh is a new adjunct instructor who is developing an Intro to Psychology course online that is expected to have at least 50 students enrolled. She plans to assess student learning through a combination of individual written case studies, class discussions, and quizzes. She is concerned she will not be able to keep up with grading and providing feedback for this large number of students.

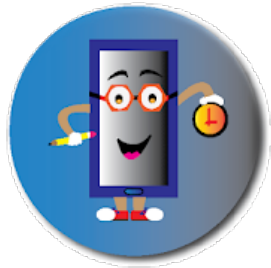
Her full-time clinical responsibilities require her to manage time carefully. Since this is the first online course for many of the students in the degree program, she is uncertain of their level of technical skill and familiarity with the Canvas platform.

Questions?

Please type your questions in the chat box.

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Workload Management Plan



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Contact Us

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