Managing the Online Workload

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Participant Poll
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
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
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.
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
Orientation Example

SIX WAYS TO SUCCEED IN PATIENT MANAGEMENT

PARTICIPATE
- Actively engage in class discussions and participate in group activities to enhance your understanding and retention of the material.

STAY ON TRACK WITH LEARNING
- Regularly review course materials and practice questions to reinforce learning and stay on track with assignments.

PRACTICE
- Apply what you've learned in real-world scenarios, such as patient interactions or case studies, to strengthen your skills and knowledge.

ASK QUESTIONS
- Don't hesitate to ask questions if you're unsure about a concept or if you need clarification on a particular topic. Engaging with instructors and peers can help clarify doubts.

STAY ORGANIZED
- Keep your notes, assignments, and resources well-organized to easily access information and stay on top of your studies.

STUDY
- Use effective study techniques such as active learning, spaced repetition, and summarization to improve retention and understanding of the course content.

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Leveraging LMS Tools

- Discussion board
- Quizzes
- Adaptive release
- Announcements
- Gradebook
- Rubrics
Delivery Strategies
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

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Managing Discussions

Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12
---|---|---|---|---|---|---|---|---|---|---|---
Discussions | Grading

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## Example Discussion Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exemplary</th>
<th>Satisfactory</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Initial Post</td>
<td>Response to the prompt is complete</td>
<td>Response to the prompt is mostly complete</td>
<td>Response to the prompt is not posted, or mostly incomplete</td>
</tr>
<tr>
<td>Organization of Initial Post</td>
<td>Response is well organized and free from mechanical errors</td>
<td>Response is somewhat organized but may contain mechanical errors</td>
<td>Response is not organized and contains many mechanical errors</td>
</tr>
<tr>
<td>Engagement with Peers</td>
<td>Engagement with peers is timely, relevant, and respectful</td>
<td>Engagement with peers is timely, relevant, or respectful</td>
<td>Engagement with peers does not occur, or is untimely, irrelevant, disrespectful, or distracting</td>
</tr>
</tbody>
</table>
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
Contact Us

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