

# Applying *Type-A* Tendencies to Teaching: Tips to Coordinate the Chaos and Support Student Success

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# I Care Because...

- ▶ SMHS instructional designer "hat:"
  - ▶ Best practices for education
  - ▶ Students *AND* professors learn more
  - ▶ Want to best serve you; see student and program-level success
  - ▶ Don't want to bury anyone in work
- ▶ Adjunct professor "hat:"
  - ▶ Teach 2-3 graduate level courses per semester
- ▶ Life outside of work "hat."



# We Know What Works

Use class time for things that can't be done between classes. When we follow this mantra, things can look pretty similar...

## ► Teaching Face-to-Face

- iRAT/gRAT (Blackboard, other online quiz tool, or paper)
- Active learning and project work (groups or individual)
- Discussion and interaction among peers and with you (the expert)

## ► Teaching Online

- iRAT/gRAT (Blackboard or other online quiz tool)
- Active learning and project work (breakout groups or individual)
- Discussion and interaction among peers and with you (the expert) using Zoom or discussion boards

# Is This Another Active Learning Cheer Session?

- ▶ Research shows that active learning and collaborative, constructivist strategies are often most effective
- ▶ **There isn't enough time in the day to deal with the extra work it seems to require.**
  - ▶ Students have more questions, need more scaffolding.
  - ▶ Can't automate or auto-grade many "authentic" activities;
  - ▶ Need to invest time to develop rapport with students, especially online;



# What's Your Problem?

- ▶ A few of mine have been:
  - ▶ Time spent designing, facilitating, grading, and participating in activities online and face-to-face
  - ▶ Differing student personalities & needs, late adds, exceptions
  - ▶ Students sending emails to ask questions, looking for a response ASAP
  - ▶ Keeping on top of schedules and who is doing what
- ▶ How about you?



# For The Rest of the Session

- ▶ **Setting the stage:** relay expectations for students, scaffold for everyone, and lay the groundwork for your own easier semester (and beyond)– before it even starts.
- ▶ **Making technology work:** What to do before class to avoid problems later.
- ▶ **Place responsibility on students:** Learn to share the load of class management and even assessment.
- ▶ **Establish rapport with students:** A few memory-saving hacks to remain in the loop and avoid seeming clueless.

# How Much Time Do you Spend....



- ▶ BEFORE the term: setting up your class materials, activities, and technology?
- ▶ DURING an average week of the term, outside of class, on class-related activities?

# Set the Stage for Student Success

Do the work up front to save your sanity later.

## ► Teaching Anywhere

- Set expectations in writing.
- Rubrics, Checklists, Assignment Details documents for students:
  - More info for students now = less questions for you later
  - Reuse next term. Minimal time spent
  - See handouts #1 & #2
- Create an FAQ.

## ► Teaching Online

Do all of the previous, and...

- Always state the time zone for any activity.
- Be sure all is posted on Blackboard.
  - ORGANIZE.

# Set the Stage for YOUR Success

- ▶ Generic due dates (where feasible)
  - ▶ Keep actual dates in only one location.
    - ▶ “Due every Wednesday.”
    - ▶ “Comment by Saturday.”
    - ▶ “Due at the end of Week 7.”
- ▶ Save emails and/or Blackboard course announcements
  - ▶ Use next year/semester with minor edits
  - ▶ Same for discussion board prompts

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# Peek at my Calendar...

MONDAY 1 Labor Day

TUESDAY 2

WEDNESDAY 3

THURSDAY 4

FRIDAY 5

SATURDAY 6

SUNDAY 7

Today's Focus

6:00 email

6:30 email

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9:30 ID updates

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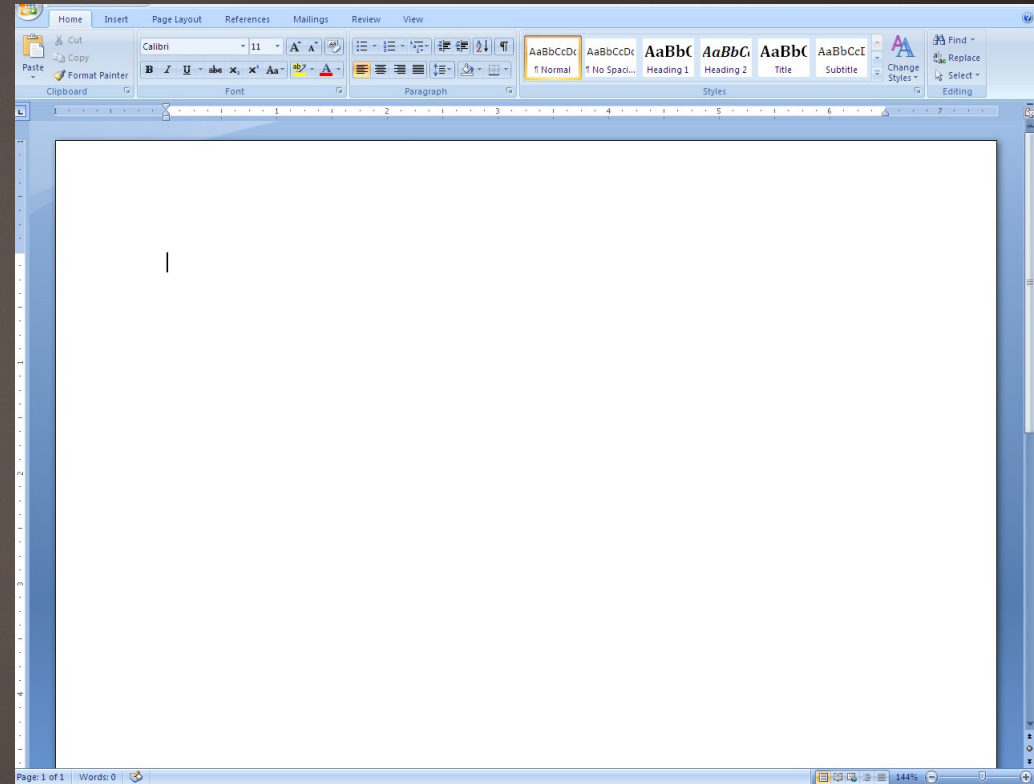
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# Set the Stage for YOUR Success

- ▶ Reuse everything!
  - ▶ Don't reinvent the wheel
- ▶ Address potential questions NOW
  - ▶ Refer to it later
- ▶ How do you save time?
  - ▶ Energy?
  - ▶ Sanity?



# Tame the Technology

- ▶ Who uses at least some technology?
- ▶ Tech tools
  - ▶ Set up any assignment drop boxes, discussion boards, wikis, blogs, etc.
  - ▶ Record any lectures (review older ones for accuracy).
  - ▶ Blackboard: "Display After/Display Until."

## STANDARD OPTIONS

Permit Users to View this Content

☒ Yes ☐ No

Track Number of Views

☐ Yes ☒ No

Select Date and Time Restrictions

☒ Display After    
*Enter dates as mm/dd/yyyy. Time may be entered in any increment.*

☐ Display Until    
*Enter dates as mm/dd/yyyy. Time may be entered in any increment.*

# Tame the Technology

- ▶ Web conferencing
  - ▶ Test it
  - ▶ Have students test it
  - ▶ Build in time for problems on day 1
  - ▶ Refer students to tech support



# Place Responsibility on Students

- ▶ Peer review. Have students grade each other using your rubric.
  - ▶ Guidelines for kind, constructive, helpful suggestions.
  - ▶ Revision based on peer suggestions
  - ▶ Makes your grading easier
- ▶ Online F.A.Q.
  - ▶ Students manage it
  - ▶ Direct them to it if they email
- ▶ Discussions and Class Activities
  - ▶ Student-led, student facilitated. Leader(s) change weekly.



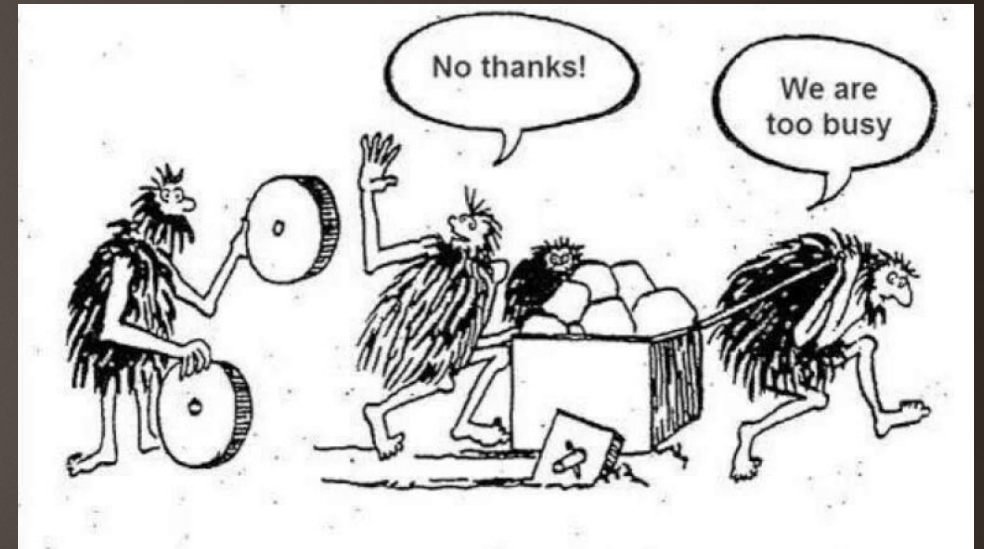
# Establish Rapport Through Faster Feedback

- ▶ Schedule time Use a rubric or checklist
- ▶ Peer review to get the partial picture
- ▶ Mini-rubric or checklist to grade project presentations.  
(See handout #3.)
  - ▶ Gives you the 10,000 foot view of the project
  - ▶ Identify high points and red flags
- ▶ Build a repository of “canned” feedback
  - ▶ Change to reflect individual.  
Do not give same feedback to all students!



# Establish Rapport Through Informed Communication

- ▶ Create cheat sheets or systems to suit your needs
  - ▶ Phonetic spelling or nicknames
  - ▶ Distance student locations
  - ▶ Personal info
- ▶ How have you solved a unique problem?  
(Or... do you have one that needs solving?)



# Example: Drowning in Theses...

- ▶ students working on a semi-independent timeline
- ▶ Need to check in, answer questions, brainstorm, meet milestones
- ▶ Each deserves individual attention, my knowledge of their work
- ▶ I can't remember.

Capstone  
2017-18

IRB Submission: 12/18/17

Subject: 2nd recess for Kindergarten  
Type: Action Research  
Sample: Up to 20. Plans to observe 7.  
Tools:

- Observation of some students
  - behavior on/off task checklist
  - Field notes
- Interviews of some students

She is pregnant - twins due 2/1/18!!

Born

IRB Draft / Review

- ☒ 1st
- ☒ 2nd
- ☒ Can submit

☒ Permission ?? Fixed! ✓  
- verbal - yes

IRB Approved - Jan. 18.

- ☒ Data collected? March 2018
- ☒ Draft #1 of ch. 1-3? May 2018
- ☒ Draft of results? 7/26/18
- ☒ Draft of 1-5? 8/19/18
- ☒ Final draft of 1-5? 8/19/18
- ☒ Submitted final document 8/13/18

Thesis presentation  
June 19, 2018  
at [redacted]

- ☒ confirmed
- ☒ abstract submitted

# Summary

- ▶ Class management requires time management. The key takeaways are:
  - ▶ Do extensive course preparation to save time later (Handout #4)
  - ▶ Use technology where it helps, don't where it doesn't
  - ▶ Provide clear information to students
  - ▶ Find a calendaring solution that works for you
  - ▶ Make students responsible for some of their learning
  - ▶ Use rubrics, checklists, peer review, and other personal "hacks" to ease the burden of evaluation

# Further Information

- ▶ Education Resources: Evidence Based Teaching Group Website:  
<https://med.und.edu/education-resources/evidence-teaching-group.html>
  - ▶ For more information about peer-facilitated threaded discussions: Locate August 2017 session: **A Threaded Discussion Strategy to Build Student Expertise.**
  - ▶ For more information about active learning strategies: Locate February 2018 session: **Active Learning Applied: Simple Strategies for Complex Content.**
  - ▶ For more information about rubrics: Locate May 2018: **What Does Assessment Look Like in Evidence-based Teaching?**
- ▶ I can help you solve your unique needs regarding course design, organization, efficiency, assessment, and more.
  - ▶ [Adrienne.Salentiny@med.und.edu](mailto:Adrienne.Salentiny@med.und.edu)
  - ▶ 777-4272 | SMHS E451
  - ▶ How Can Instructional Design Help You?  
<https://med.und.edu/education-resources/instructional-design.html>