



Organized Teaching: Conquer the Chaos and Support Student Success

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Today's Topics

- ▶ Efficient Course Design Strategies
- ▶ Communication and Feedback
- ▶ Technology
- ▶ Creating a Time Plan



Objectives for this Session

- ▶ Given technology and/or analog tools, you will be able to adopt a proactive class environment setup that requires minimal emergent actions from you.
- ▶ Given effective teaching strategies and a course to revise or develop, you will be able to generate a teaching plan that strikes a balance between responsibility for day-to-day interaction on you, vs. students.
- ▶ Given a technology and/or analog tools, you will be able to choose tools and habits that optimize time and time and effort pursuant to your individual needs.
- ▶ Given multiple competing priorities or obligations, you will be able to generate a daily or weekly plan that includes time to work, time to attend to meetings or appointments, and time to yourself.

The Problem with Best Practices Is...

- ▶ **They can often take more time than traditional lecture!**
 - ▶ Students have more questions, need more scaffolding;
 - ▶ Time to create or find projects, cases; set up groups, other design and implementation logistics
 - ▶ Time to create, post recorded lectures/materials online
 - ▶ Can't automate or auto-grade many "authentic" activities;
 - ▶ Time to maintain a feedback loop that supports individual student learning goals.



Course Design

Zoom Poll 1: Course Design

How much control do you have over your course design?

Choose Course Elements that Fit Your Teaching Style and Content

- ▶ Multi-week projects (grade with rubrics)
- ▶ Weekly assignments due at same time
- ▶ More student responsibility (peer review, discussion leadership)
- ▶ Review / grade as a class when schedule allows
- ▶ Use technology to auto-grade quizzes



Rubrics & Peer Reviews

- ▶ Use rubrics to guide student work
 - ▶ Table with 3 or more levels (*Does Not Meet, Approaching, Meets, Exceeds, etc.*) AND multiple criteria (*format, breadth, depth, etc.*)
 - ▶ Set up once, use term after term
 - ▶ Refer students to it when they ask questions
 - ▶ Provides expectations without providing direct samples
- ▶ Have students grade themselves and each other using rubrics
 - ▶ Guidelines for kind, constructive, helpful suggestions.
 - ▶ Revision based on peer suggestions
 - ▶ Turn in peer feedback with paper
 - ▶ Makes your grading easier
 - ▶ https://med.und.edu/education-resources/_files/docs/resource-rubrics-peer-assessment.pdf

Threaded Discussion Strategy

- ▶ Scaffolded, student-led structure for discussions
 - ▶ Online or offline; individual or in groups
 - ▶ Choose weekly or biweekly readings of similar complexity
 - ▶ Students sign up to lead (if you can, encourage a thorough student to go first)
 - ▶ Very detailed instructions are provided
 - ▶ Detailed rubric outlines participation standards
 - ▶ Provide guidance privately
 - ▶ https://med.und.edu/education-resources/_files/docs/resource-threadeddisc-strategy.pdf



Robust Online Tests

- ▶ Blackboard Tools
 - ▶ Test banks/pools
 - ▶ Blocks or Question Sets
 - ▶ Randomize Questions and Answers
 - ▶ Time and access options
- ▶ Create test questions that require thought/calculation
- ▶ Set a time limit so that...
 - ▶ Referencing notes or books would take too long
 - ▶ Students each complete within a certain timeframe
- ▶ Tools like these lessen the need for in-person testing or ProctorU



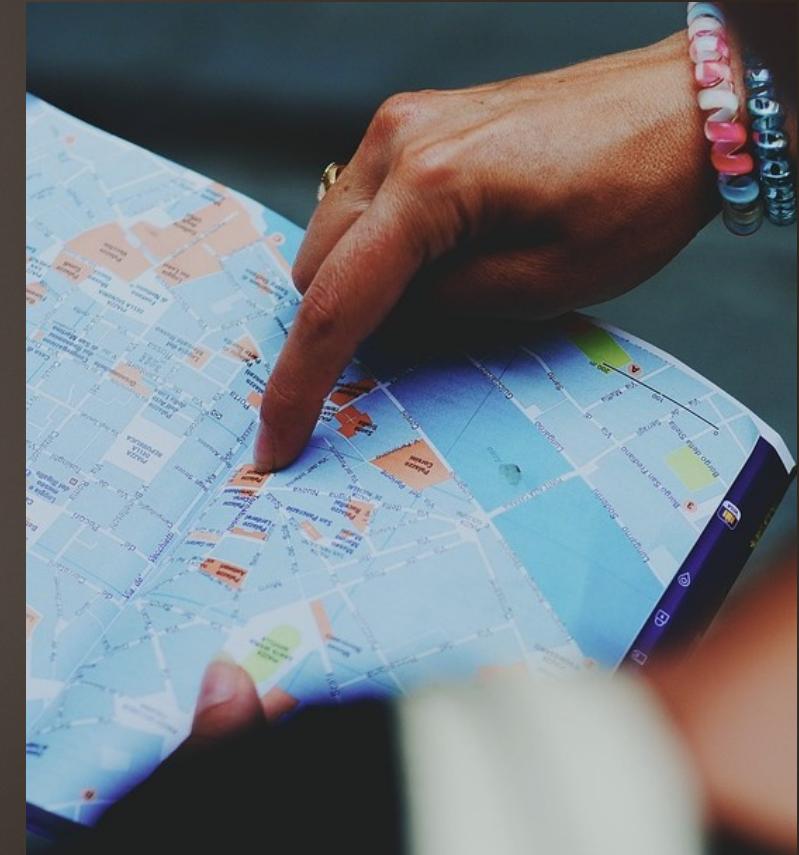
Communication

Zoom Poll 2: Email and Messages

1. **Select the choice that best describes your relationship with student messages.**

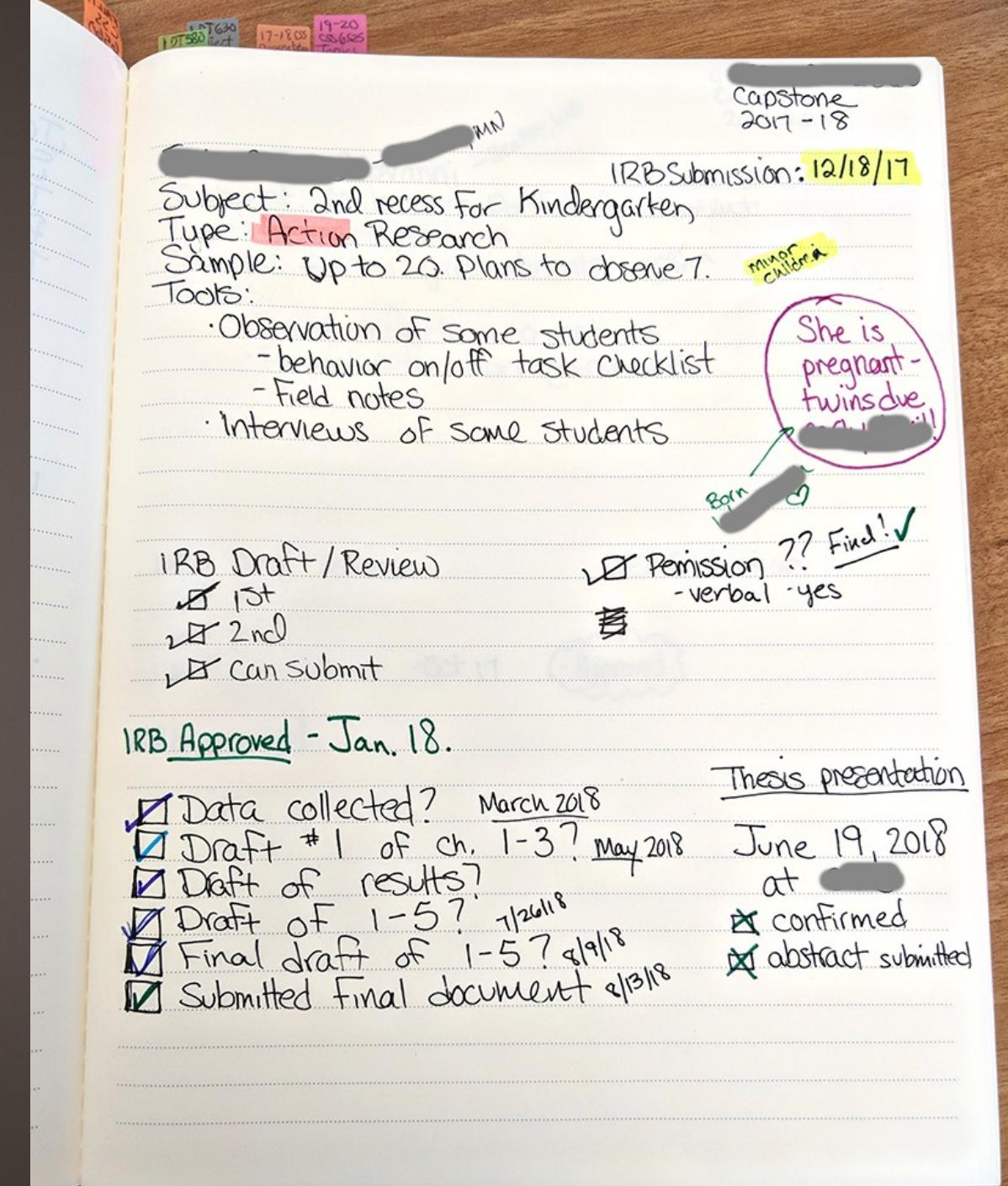
Give the “Lay of the Land”

- ▶ Provide clear information (announcement / intro / video)
 - ▶ Where to find due dates, rubrics, assignments
 - ▶ When you grade and when/where to expect feedback
 - ▶ Your various policies
 - ▶ How to give GOOD feedback to peers
 - ▶ Remind when introducing a new assignment
 - ▶ Give them a feedback rubric
- ▶ Train them to use the information
- ▶ DO NOT answer questions covered by this information
 - ▶ “It’s in the syllabus.”
 - ▶ “See the rubric / checklist.”
 - ▶ “Please ask this question in the discussion board.”
 - ▶ “Please ask your peer about this.”



Remembering Key Details

- ▶ Create cheat sheets or systems to suit your needs
 - ▶ Phonetic spelling or nicknames
 - ▶ Distance student locations
 - ▶ Personal info
 - ▶ Research interests
- ▶ Example:
 - ▶ 12-15 students each working on a semi-independent timeline over 16 months
 - ▶ Need to check in, answer questions, brainstorm, meet milestones
 - ▶ Each deserves individual attention, my knowledge of their work



Give Helpful Feedback, EFFICIENTLY

- ▶ Use a rubric or checklist
- ▶ Peer review to get the partial picture
- ▶ Use a mini-rubric or checklist during presentations.
 - ▶ 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!
 - ▶ Use the feedback to identify “trouble spots,” address them in lectures or course announcements.



Get Students' Help

- ▶ Set Up an Online F.A.Q.
 - ▶ Students manage it
 - ▶ Provide extra credit or other incentives to those who (correctly) answer questions
 - ▶ Monitor it occasionally
 - ▶ Direct them to it if they email
 - ▶ (always answer sensitive, health- or grade-related Qs over email!)
- ▶ Use the frequently asked questions to revise the course for next term.

Reuse What You Can

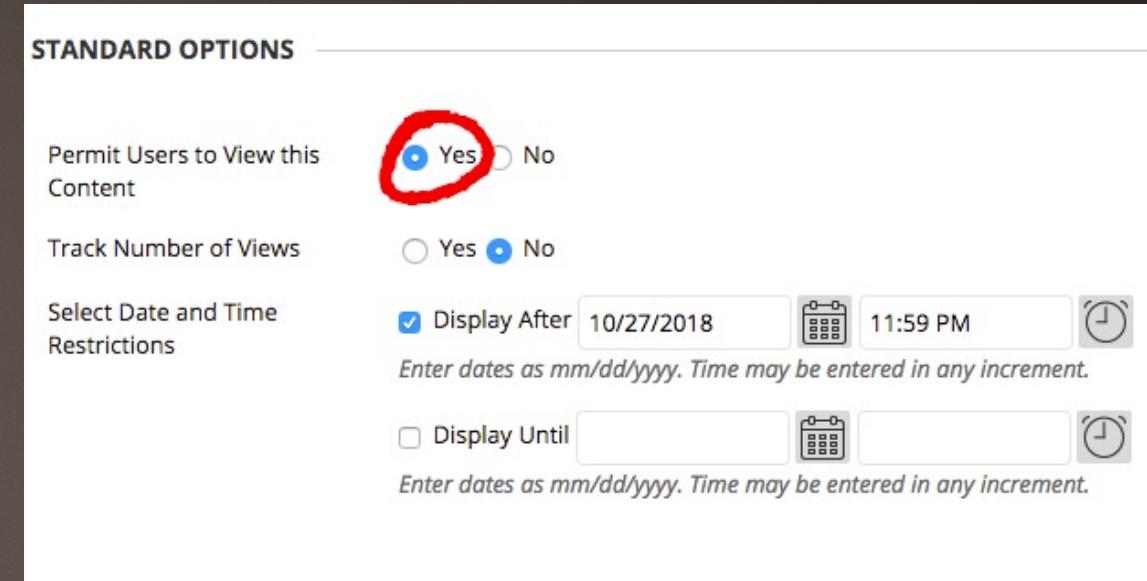
- ▶ Generic due dates (where feasible)
 - ▶ Keep actual dates in only one or two locations (e.g., the course calendar).
 - ▶ “Due every Wednesday.”
 - ▶ “Comment by Saturday.”
 - ▶ “Due at the end of Week 7.”
- ▶ Save emails and/or Blackboard course announcements
 - ▶ Use next year/semester with minor edits
 - ▶ Same for discussion board prompts
 - ▶ Same for “canned” feedback
 - ▶ https://med.und.edu/education-resources/_files/docs/resource-6-efficiency-tips.pdf



Technology

Embrace Tech for Class Activities

- ▶ Auto-graded quizzes / tests in Blackboard or Leo
- ▶ Adaptive release and “send later.”
 - ▶ https://med.und.edu/education-resources/_files/docs/resource-send-later.pdf
- ▶ Have students create quizzes or tests for study & practice
 - ▶ Kahoot, Quizlet
- ▶ Have students use concept mapping software to explore complex systems or organize research.
 - ▶ Bubbl.us, Cmap



Be Prepared

- ▶ Prepare in advance (instead of while rushed and at the last minute)
- ▶ Build in time for problems on day 1; refer students to tech support
- ▶ Have a backup plan
 - ▶ Funky audio? Try phoning into the meeting
 - ▶ Tech failure? Save files to the cloud AND hard drive
 - ▶ Presentation or Polling problems?
Ask questions and discuss verbally



Configuring update for Windows 10
0% complete
Do not turn off your computer

Time and Planning

Zoom Poll 3: Time

- ▶ **Which of these describes your time?**
 - ▶ Priorities can include work as well as non-work priorities.

Common Time Expenditures



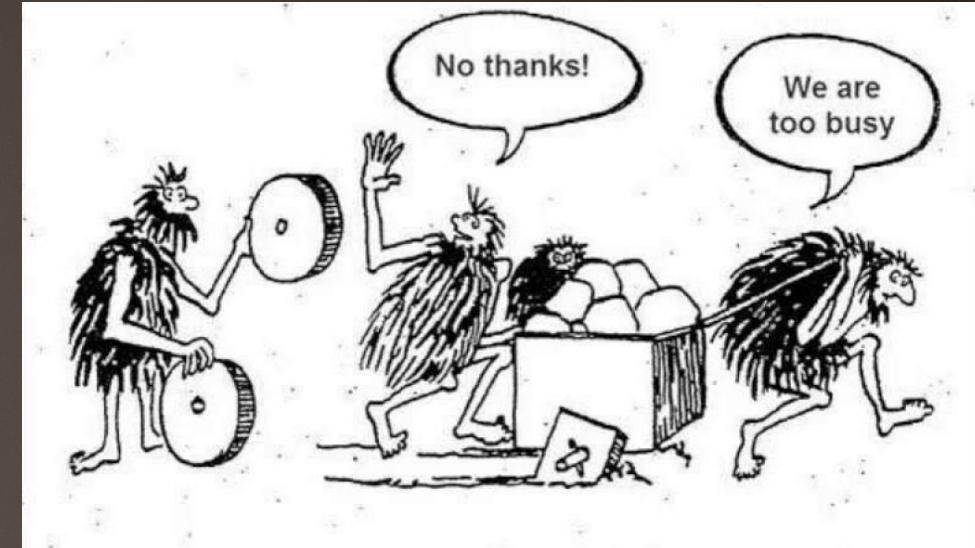
Teaching	Professional, Non-Teaching	Everything Else
Grading papers, projects	Research activities (incl. conferences)	Family / kids / pets / friends
Student emails	Committees & other meetings	Household upkeep & paperwork (bills)
Discussion boards	Seeing patients or clients	“Side gigs” (other jobs), volunteering
Writing Bb announcements	Email	Exercise / hobbies / self-care
Preparing for classes / exams	Continuing education / development	Activism, community involvement
Advising / help sessions / office hours	“Do you have a minute...”	Sleeping

Zoom Poll 4: Scheduling

- ▶ **What do you put on your calendar or agenda?**

Make a Plan

- ▶ Schedule MORE than just meetings
- ▶ Schedule time to...
 - ▶ Answer emails
 - ▶ Work on class prep and/or grading
 - ▶ Work on research or projects that require a “chunk” of time to complete
 - ▶ Take care of non-work priorities
- ▶ Maintain to-do items in one place
(Versus 15 post-its and 4 legal pads, the back of a meeting agenda, a couple of OneNote files, some flagged emails, and a receipt that might be on the floor in your car)



Protect Your Time in Outlook

- ▶ UND uses Outlook calendar
 - ▶ Not using it? *You always appear available.* ☹
- ▶ Have separate calendars?
 - ▶ Make sure you update both
 - ▶ You may be able to set this up automatically (the tech is out there!)
- ▶ Block out recurring times to work
- ▶ Redirect people to the calendar

Summary

- ▶ Course design & communication – make them efficient and effective
- ▶ Technology – make it support you
- ▶ Time and planning – do more of it