

# 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](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](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

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.

Thesis presentation

June 19, 2018 at

- ☒ Data collected? March 2018
- ☒ Draft #1 of ch. 1-3? May 2018
- ☒ Draft of results? 1/26/18
- ☒ Draft of 1-5? 1/26/18
- ☒ Final draft of 1-5? 2/19/18
- ☒ Submitted final document 2/13/18

☒ confirmed

☒ abstract submitted



# 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](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](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

**STANDARD OPTIONS**

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Track Number of Views ☐ Yes ☒ No

Select Date and Time Restrictions

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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.



# 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  
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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                               |



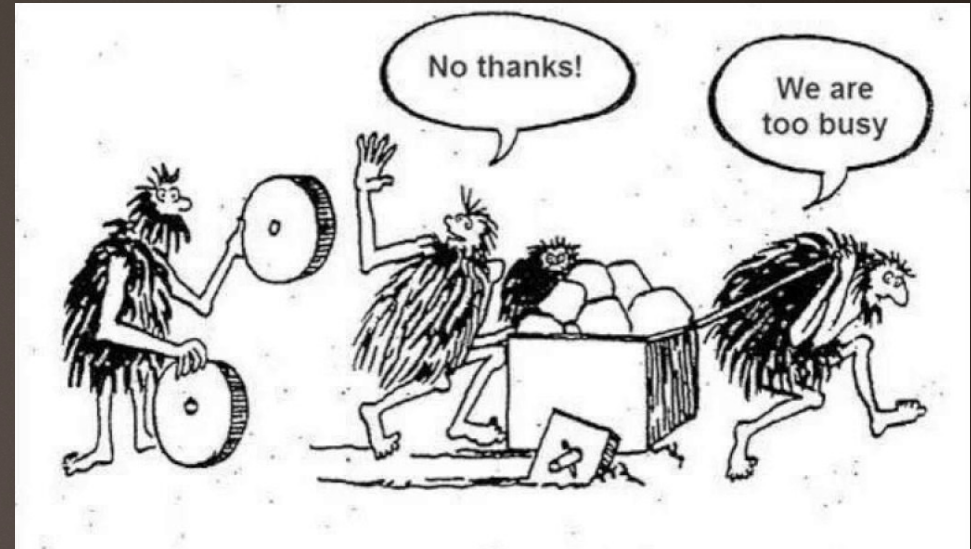
# Zoom Poll 4: Scheduling

- ▶ 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