Work Smarter, Not Harder: Online Teaching Strategies that Help Manage Your Workload

Simone C. O. Conceição, Ph.D.,
Associate Professor, University of Wisconsin-Milwaukee

Rosemary M. Lehman, Ph.D.
Author, Instructor, and Consultant, Partner in eInterface

Wiley Learning Institute
Tips for Participating in Adobe Connect

Technical Tips

**Audio:**
- Your computer speakers (or headphones) provide the audio. Closing other programs can improve your audio. We recommend using an updated version of Flash.

**Full Screen Option:**
- During the presentation, the “Full Screen” button at the upper right will allow you to switch back and forth between full screen and normal view.

**Troubleshooting:**
- Closing the browser and rejoining the event often corrects technical issues.

Participation Tips

**Use the Chat window to:**
- Introduce yourself;
- Share questions or comments; or
- Communicate a technical issue.

**Activities:**
- We will use polls and additional chats throughout the event for interaction.
- Participation is required when Continuing Education credits are available.

Wiley Learning Institute
Simone C. O. Conceição, Ph.D.,

Rosemary M. Lehman, Ph.D.
Work Smarter, Not Harder: Online Teaching Strategies that Help Manage Your Workload
Session Preview

- Learning outcomes
- Getting to know you, introductions, and icebreaker
- Issues and challenges on teaching online
- Study on instructor workload
- Workload strategies
- Break
- Assessing workload strategies through case stories
- Debriefing and Q&A
Learning Outcomes

• Develop strategies for managing workload and prioritizing time

• Assess workload strategies by analyzing case stories from instructors

• Create a template to identify your teaching tasks and prioritize your time
### Getting to Know You

<table>
<thead>
<tr>
<th>What type of organization do you work for?</th>
<th>What do you do in your organization?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Higher Education</td>
<td>• Administrator</td>
</tr>
<tr>
<td>• Business or Industry</td>
<td>• Faculty</td>
</tr>
<tr>
<td>• Non-Profit</td>
<td>• Instructional Designer</td>
</tr>
<tr>
<td>• Military</td>
<td>• Technical Support</td>
</tr>
<tr>
<td>• Consultant</td>
<td>• Student</td>
</tr>
<tr>
<td>• Other</td>
<td>• Other</td>
</tr>
</tbody>
</table>
Getting Ready for the Session

Answer the following questions in the chat area:

1. Why did you select this session?
2. What do you hope to gain from the session?
   • What are the group similarities?
   • What are the group differences?
Do you ever feel like this?
Which of the following represents your work-life balance?

• My work and lifestyle are well balanced
• My work and lifestyle are somewhat balanced
• I’m unsure if my work and lifestyle are balanced or unbalanced
• My work and lifestyle are somewhat unbalanced
• My work and lifestyle are unbalanced
What is your definition of “quality of life”? 
Issues and Challenges on Teaching Online

Institutional Issues and Challenges

Instructional Issues and Challenges
Institutional Issues

• Market demands
• Institutional perspective on workload
• Definition and recognition of workload
• Program quality and instructor workload
### Institutional Issues and Challenges

<table>
<thead>
<tr>
<th>Issue</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How do market demands affect online instructor workload?</td>
<td>1. Increased online learner population requires systems thinking for instructor empowerment, support, incentives, and rewards to offer efficient and effective online education.</td>
</tr>
<tr>
<td>2. How does the institutional perspective affect online instructor workload?</td>
<td>2. Online education requires innovative institutional perspectives to determine online instructor workload in the changing higher education landscape.</td>
</tr>
<tr>
<td>3. How does the institutional definition and recognition of workload affect the online instructor?</td>
<td>3. Institutions must determine equitable workload policies and procedures for online teaching.</td>
</tr>
<tr>
<td>4. How does program quality affect online instructor workload?</td>
<td>4. Institutions must provide online instructor support for developing quality online programs that show meaningful outcomes based on competencies through assessments.</td>
</tr>
</tbody>
</table>
Instructional Issues

What makes the online environment different?

Online teaching and quality of life

Allocation of time for online teaching

Institutional infrastructure
# Instructional Issues and Challenges

<table>
<thead>
<tr>
<th><strong>Issue</strong></th>
<th><strong>Challenge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What kind of institutional infrastructure do online instructors need to function in the online environment?</td>
<td>1. Effective online instruction requires institutional support and reasonable policies on instructor workload.</td>
</tr>
<tr>
<td>2. What makes the online environment different and how can instructors understand this difference?</td>
<td>2. Online teaching is different from face-to-face teaching and requires a new way of thinking for designing and delivering instruction. Instructors must be able to make the online environment feel real by creating a sense of presence through strategies and at the same time being mindful of workload.</td>
</tr>
<tr>
<td>3. How can instructors allocate their time effectively when teaching online?</td>
<td>3. Teaching online demands organization, task management, and prioritization to effectively balance the workload.</td>
</tr>
<tr>
<td>4. How do instructors manage online teaching, balance their workload, and maintain quality of life?</td>
<td>4. With sound institutional infrastructure, effective design approaches, efficient time allocation, and useful strategies, instructor workload can be successfully balanced.</td>
</tr>
</tbody>
</table>
Benefits Outweigh Limitations

Benefits
- Convenience
- Flexibility
- Increased knowledge and skills

Limitations
- Pressure placed on instructors
- Lack of awareness
- Unpreparedness of instructors
Activity

What do you do to manage your workload?
Write one strategy you use to manage your workload in the appropriate box.

What do you do to prioritize your workload?
Write one strategy you use to prioritize your workload in the appropriate box.
Study on Instructor Workload

- Why the study
- Who participated
- Study method

<table>
<thead>
<tr>
<th>Course duration</th>
<th>4 weeks (5%)</th>
<th>8 weeks (5%)</th>
<th>15 or 16 weeks (84%)</th>
<th>other (5%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>10 to 100 individuals in an online course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range of experience</td>
<td>once (32%)</td>
<td>twice (18%)</td>
<td>three times (16%)</td>
<td>more than four times (34%)</td>
</tr>
</tbody>
</table>
Workload Strategies

Design strategies

Support strategies

Teaching strategies

Time allocation strategies
Design Strategies for Preparing the Course

- Preplanning
- Anticipating responsibilities
- Prioritizing activities
- Predicting needs
- Reflecting on and revising past courses
Support Strategies for Helping Design and Deliver the Course

One-on-one support

Institutional support

Peer support

External support
Teaching Strategies for Balancing the Workload

- Administrative tasks
- Facilitative tasks
- Evaluative tasks
Time Allocation Strategies for Maintaining Quality of Life

• Being organized
• Being disciplined
• Distinguishing between work and personal life
• Being flexible
## Summary of Strategies

### Strategies for Balancing Instructor Workload

<table>
<thead>
<tr>
<th>Design</th>
<th>Support</th>
<th>Teaching</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preplanning</td>
<td>One-on-one support</td>
<td>Administrative tasks</td>
<td>Being organized</td>
</tr>
<tr>
<td>Anticipating course responsibilities</td>
<td>Institutional support</td>
<td>Facilitative tasks</td>
<td>Being disciplined</td>
</tr>
<tr>
<td>Prioritizing course activities</td>
<td>Peer support</td>
<td>Evaluative tasks</td>
<td>Distinguishing between work and personal life</td>
</tr>
<tr>
<td>Predicting learners’ needs</td>
<td>External support</td>
<td></td>
<td>Being flexible</td>
</tr>
<tr>
<td>Reflecting on and revising past courses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Wiley Learning Institute
Identifying Course Tasks

Types of Tasks
- DESIGN
- ADMINISTRATIVE
- FACILITATIVE
- EVALUATIVE

Purpose
- Help plan the entire experience
- Assist in prioritizing tasks
- Allow instructor to manage workload
Course Tasks

DESIGN

- Accomplished mostly before course begins
- Determined by type of course
- Establishes instructor role
- Orchestrate instructor’s workload
Course Tasks

ADMINISTRATIVE

• Involve communication, management, and support
• Workload is determined by learners’ experience, technology use, and enrollment
Course Tasks

FACILITATIVE

- Require instructor and learner engagement
- Involve cognitive and affective effort
- Workload is contingent on depth of engagement during the delivery of course
Course Tasks

EVALUATIVE

- Assess learners’ work individually or in group/team
- Involve formative feedback on learner experience
- Workload determined by approaches used, enrollment, strategies, tool, and evaluation time
## Examples of Tasks

<table>
<thead>
<tr>
<th>Task</th>
<th>Examples</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>Establish the timeline for course activities.</td>
<td>Before course begins</td>
</tr>
<tr>
<td></td>
<td>Create course format.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create course strategies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develop support materials.</td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>Communicate with learners through announcements.</td>
<td>During and end of the course</td>
</tr>
<tr>
<td></td>
<td>Assign learners to groups or teams.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Check learner participation and course interactions.</td>
<td></td>
</tr>
<tr>
<td>Facilitative</td>
<td>Ask questions during discussions, encourage participation, and solicit comments.</td>
<td>During and end of the course</td>
</tr>
<tr>
<td></td>
<td>Read learner posts and provide insights.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Share resources and solicit comments.</td>
<td></td>
</tr>
<tr>
<td>Evaluative</td>
<td>Give individual and group feedback.</td>
<td>During and end of the course</td>
</tr>
<tr>
<td></td>
<td>Grade assignments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Receive mid-course feedback.</td>
<td></td>
</tr>
</tbody>
</table>
Break
Important Templates to Download

- Workload Strategies Template
- Template to Manage Tasks and Prioritize Time
## Using the Workload Strategies and Management Templates

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>How to use the template</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workload Strategies Template</strong></td>
<td>Template provides a table to brainstorm the types of strategies you may use in your online course.</td>
<td>Select a specific course. Then, write the strategies you would use to best manage your workload for this course.</td>
</tr>
<tr>
<td><strong>Template to Manage Tasks and Prioritize Time</strong></td>
<td>Template provides a guide for balancing workload when creating a new course, converting a course to the online environment, or revising an existing online course.</td>
<td>Write your course tasks in the column that best fits that task type. Include the week number for accomplishing that task and estimate the time you will spend when accomplishing the task.</td>
</tr>
</tbody>
</table>
Assessing Workload Strategies Through Case Stories

Psychology Community College

Science Community College

Linguistics Four-year Institution
Case 1: Lisa

- Four-year institution
- 20 students, 15-week semester
- Co-teaching
- Small groups
- Technical support
- Orientation activities
- Balance of online presence

Linguistics
Case 1: Lisa
(Questions to Individual Boxes)

1. How should Lisa divide her tasks with the co-instructor before the course begins?

2. What facilitative tasks during the course should Lisa and her co-instructor use to make their teaching time more efficient?
Case 2: Bianca

- Community college
- Teaching from home
- Self-paced, 8-week term
- Textbook-based course
- Extensive pre-planning
- Lab work, large field project
- Instructor as tutor and mentor

Science
Case 2: Bianca
(Questions to Individual Boxes)

1. Since Bianca works from home, how should she organize and administer her time?

2. What facilitative tasks should Bianca use to maintain her presence in this self-paced course?
Case 3: Bernie

- Community college
- 15-week semester, 100 students
- Individual assignments, group discussions, and quizzes
- Rapid response to email
- Posting of announcements and reminders
- Individual feedback to create instructor presence
Case 3: Bernie
(Questions to Individual Boxes)

1. What administrative tasks should Bernie use to manage his large number of students?

2. How should Bernie evaluate students’ progress in this high enrollment online course?
## Case Studies Debriefing

<table>
<thead>
<tr>
<th>Case</th>
<th>Workload Strategies</th>
<th>Time Management &amp; Prioritizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year institution, 20 students, 15-week semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Case 2: Bianca</strong></td>
<td>Textbook-based course. Lab work, large field project. Meets once a week via Skype individually with students.</td>
<td>Teaching from home. Extensive pre-planning. Instructor as tutor and mentor. Email for clarification.</td>
</tr>
<tr>
<td>Community college, Self-paced, 8-week term</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Case 3: Bernie</strong></td>
<td>Orientation activities. Individual assignments, group discussions, and quizzes. Individual feedback to create instructor presence.</td>
<td>Posting of announcements and reminders. Rapid response to email.</td>
</tr>
<tr>
<td>Community college, 15-week semester, 100 students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What are you going to do differently to improve and maintain your “quality of life”?
Session Review

- Issues and challenges on teaching online
- Instructor workload study
- Workload strategies
- Small group work
- Template for identifying teaching tasks and prioritizing time
What was the most important idea you learned in today’s session?
Jossey-Bass Guides to Online Teaching and Learning

Managing Online Instructor Workload

Strategies for Finding Balance and Success

Available at

http://www.josseybass.com
http://amazon.com
http://barnesandnoble.com
How to Contact Us

FACEBOOK
http://www.facebook.com
Follow us to find out what we are doing!

TWITTER
http://twitter.com/einterface
Join us to hear the latest news!

BLOG
http://einterface.blogspot.com/
Share your insights on our blog!

EMAIL
einterface@me.com
Contact us with questions and comments!

WEBSITE
http://www.einterface.me
Questions?
Upcoming Events

• Wed Oct 24: **Social Media for Educators**  
  Presented by: Tanya Joosten, University of Wisconsin-Milwaukee

• Tue Oct 23: **Documenting and Assessing Student Learning with ePortfolios**  
  Presented by: Helen Chen, Stanford University; Tracy Penny Light, St. Jerome's University at University of Waterloo, Canada; and John Ittelson, California State University, Monterey Bay

• Wed Oct 31: **Fast but Fair Methods for Testing and Grading**  
  Presented by: Linda Nilson, Clemson University

Final Thoughts

- Evaluations
- Certificates of Participation
WileyLearningInstitute@Wiley.com

Fall 2012 event information
www.WileyLearningInstitute.com