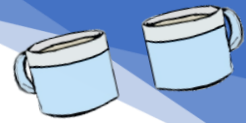


Resources from Instructional Series Session: Instructional Efficiencies in Course Design



Facilitated by Pam Phillips and Amy Todd, February 10, 2021

BUILD-IN INSTRUCTIONAL EFFICIENCIES: UPFRONT STRATEGIES

For Overall Course Design

- Use a [Brightspace course template](#). It is sometimes easier to plug things into a pre-built structure and remove items than start building from scratch.
- Use a [workload estimator tool](#) for determining how much time different course activities will take.
- Post expectations related to original work, citations, and [Academic Integrity](#), so students understand the meaning of cheating within the academic context and save you time dealing with issues.
- Include a list of **academic and student services** to refer students to when needed.
- Provide **rubrics** to help define graded assessments and reduce number of questions from students. Rubrics save time when marking and provide consistency when TAs are grading. See [VALUE rubrics](#) for examples on evaluating presentations, critical and creative thinking, and teamwork.
- Provide **guidelines** for collaborative work and **procedures** to deal with conflict resolution.
- Keep a **running list of helpful resources** to include in feedback on activities and assignments of students who are struggling.
- Use **multiple channels of communication** to reduce number of students saying did not get message.
- Create **checklists** to outline weekly tasks and help students organize their time.
- Manage your time by communicating **how and when you can be contacted and your response time**.
- Create a **FAQ discussion forum** to post responses to questions received from students. Refer students to the forum as a response to repeated questions.
- Encourage students to help each other by **adding a discussion forum** to ask questions or give feedback on assignments. For large classes, place students in groups so students get to know each other.
- Use [Course Resources \(Reserves\) Library service](#) to make online readings and resources available directly in Brightspace course site (see <https://blog.citl.mun.ca/technologyresources/library/>).
- Add a link to [‘Ask a Librarian’](#) so students can easily contact library staff for research related questions or issues with accessing resources.
- **Filter email** received to your Memorial email account (outside of Brightspace) to a separate folder.

BRIGHTSPACE TOOLS/FEATURES TO CONSIDER

- Use the [Calendar](#) tool to post due dates and link to descriptions of activities and assessment content pages..
- Keep up to date with course activities (i.e. assignment submissions) by subscribing to receive a summary or instant [notifications](#) to a preferred email address outside of Brightspace.
- Organize and manage week-specific course items using [Checklist](#) tool.
- Preplan weekly communications (reminders and summaries) and use the [Announcement tool](#) to post and release at specific dates and time.
- Use [Assignments tool](#) to retrieve and track assignment submissions. Assignments are date stamped when submitted.
- Save time grading using the [Assignments tool feedback options](#). You can annotate the submission file, record feedback in a text box, attach additional files, or record audio or video feedback. Also, save drafts as you mark and publish when all are graded.
- Use [rubrics tool](#) to create a rubric and tie it to a graded assignment, including a discussion topic. Rubrics can be copied and used in multiple course shells.
- Use the [Grades tool](#) to create a gradebook for all items you are evaluating students on. Associate a grade item with any quiz, discussion activity, or assignments folder, so grades are automatically entered and a final grade calculated.

For Asynchronous Learning Component of your Course

(Working at one's own schedule and taking time to absorb content)

- Create **weekly modules in Brightspace** and upload content in advance.
- Analyze student learning outcomes (i.e. simple recall or higher-order thinking) and students' prior knowledge of content (i.e. limited, intermediate, advanced) and **pre-record audio or video** for components students could complete on their own schedule.
- Use **open-source resources** and **test banks** to reduce preparation time. Consider asking or hiring a graduate student with content-specific expertise to compile and annotate a list of resources. View [Linney: MUN's Learning Object Repository](#).
- Create a **template that can be reused** for organizing content for pre-recorded video.
- Pre-record a **video bank of practice problems along with explanations of solutions**. Effective way to provide feedback to large number of students.
- Include **examples of assignments** from past students. This reduces students' stress and anxiety.
- Create and **embed self-assessments** with automatic feedback.

BRIGHTSPACE TOOLS/FEATURES TO CONSIDER

- Use [Manage Files](#) tool to upload or copy a number of files at once from your computer.
- [Add all questions](#) to the [Question library](#), so you can organize by type and topic and use questions to create [quizzes](#), [surveys](#) and [self-assessments](#).
- Use the [Class Progress](#) tool to see the overall progress of a student. This includes seeing if students have logged in to course, viewed a topic page, participated in discussions, submitted assignments, or completed quizzes.
- Turn on [completion tracking](#) so students can monitor their own progress. Depending on the completion method selected, content pages students view will be automatically marked as completed or students can manually mark the page as completed when viewed.
- Use [Video Note](#) tool to create recordings with your webcam and insert them directly on a content page.
- Use the [HTML Editor's 'Insert stuff'](#) option to embed or link to a video note or a resource created within the [H5P Memorial Resources Environment](#).

For Synchronous Learning Component of your Course

(Live, real-time session)

- Refer to learning outcomes and assessments to determine **number of sessions** needed. Office hours may be suffice during weeks students are completing independent work with embedded self-assessments.
- Meet synchronously when an **assessment component relies heavily on interactivity** to understand complex concepts. Incorporate team building and problem-solving strategies.
- Ask **TAs or a student** in the course to host a review session. For larger classes, divide students into groups and host smaller group sessions.
- Ask **students to submit questions/comments** to help you plan.
- Invite a **guest speaker**.

WEB CONFERENCING TOOLS INTEGRATED WITH BRIGHTSPACE TO CONSIDER

- Using [Online Rooms](#)
- Getting Started with [Webex](#)