Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
9/10/2013 13:21:00	Kristine Spinks	One strategy that has been beneficial is that I have created an organizational and development strategy for when I design a course. This has led to a set of procedures that I follow in every course I develop. This helps me to organize my resources and ideas from the beginning and helps me to make sure I do not forget an important step as I go through the same steps every time. I also first look to the instructor materials provided by the publisher. Although I often build my own material I have found that the instructor materials are a great tool for facilitating brainstorming and idea generation.	A strategy that I had not considered to break up the time spent grading is to make some of the submissions peer-assessed. This is an interesting idea as I do think if timed right that through peer assessment students can gain a new perspective on the assignment. Another strategy that I have recently started using is placing a sample of each of the major assignments in the course for students to use a as model of the work they need to do. Now I point them toward the sample assignment first and then ask them to come to me with any specific questions they still have. This has cut way down on the number of questions, especially those questions related to the format of the paper.	October Cohort	Angela Velez-Solic
9/12/2013 9:13:58	Aida E Diaz	I have created a Course Orientation that I can use in multiple courses. To avoid having students ask where they can find important information I include this information in the Course Orientation, in a separate link under Course Materials, and again in the Unit Objectives. I believe the more places I can include important dates of assignments and assessments the easier it is for the students to find it.	I want to explore the idea of incorporating the videos to help the students navigate the classroom and also review the Tech support site. I have heard of some of my colleagues using this technique but haven't given it too much thought. But I spend a lot of time writing emails explaining things over and over.	October Cohort	Angela Velez-Solic
10/5/2013 20:39:15	tomomi horning	My favorite work-saving strategy is to keep revision notes from previous sections of courses in order to improve future iterations. This can be as simple as handwritten notes along the margins of assignments, the syllabus, etc. Each semester, during course planning I pull out these notes so that I can make the noted improvements.	I am hoping that >talking with colleagues< at other institutions via this Sloan experience will help broaden my skills and knowledge regarding fully online instruction/classroom management.	October Cohort	Angela Velez-Solic
10/8/2013 11:09:17	Rebecca Romeo	I hate the feeling that I'm re-inventing the wheel; my favorite work saving tip is using the course / item copy and import keys through Moodle. This enables me to save and reuse the best of a previous course, which is especially helpful when I teach multiple sections of the same course. It also allows me to reflect on an item's effectiveness, choosing whether or not to replace it and try something new.	I will be more organized by establishing folders and categories for my classes. I currently have documents all over the place, downloads, my college's u:drive, flash drives, as well as the skydrive. My plan is to schedule one hour each week for "clean-up" and concentrate on one class at a time. I welcome any ideas on how to improve upon this, but I think it's a doable goal.	October Cohort	Angela Velez-Solic
10/8/2013 12:18:22	Kate Lee	In the Podcasting module of my Digital Media Literacy course, students are required to produce a 2-3 minute enhanced audio podcast about a topic of interest at Smith College. This is an accelerated course and this particular module is covered in two days of intense training; learning objectives include understanding podcast terminology, learning how to define, structure and plan a podcast, learning how to record, edit and export audio, etc. To save my students time in producing their podcast, I give them a starter file (Example: An eight minute audio interview with the Director of Environmental Sustainability]. The students pull sound bites from this primary interview, and then record a position-statement interview on campus. In the Workload and Time Management presentation, Sloan states that, "Content can be found as well as be created. Think of time for learning activities." The starter file allows me more instructional time for emphasis on enhancing the message, and it helps the students concentrate more on the design and message of the podcast and less on the technical aspects of location recording. In retrospect, after receiving twelve podcasts on sustainability in last year's course, for future courses, I will provide three starter files on different topics and allow students to choose between the three.	The time and work saving tip that I will implement in my next online course is to keep in-depth course design revision notes. Tracking tasks is something I do on a regular basis for media production via Google Docs with our creative team; I create backup time-stamped copies of project timelines but I never thought about transferring that strategy to online teaching. I appreciate the value of a document that will track the time and work required for each activity/assignment. I also like the idea of combining data from course surveys, evaluations and informal discussions into a single course overview that shows me what works and what needs to be improved.	October Cohort	Angela Velez-Solic

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10/8/2013 18:51:40	Sara Mathov	Using templates. I love templates and use them frequently especially for creating syllabi or organizing courses. Saves a ton of time and keeps things organized in the same fashion so the student knows what to expect.	Considering my personal schedule when planning my course schedule as well as comparing the schedules between multiple courses. I have frequently made the mistake of having all of my exams or major assignments scheduled in the same week and then find myself having no personal while I'm trying to grade them all. This strategy will hopefully help me avoid that.	October Cohort	Angela Velez-Solic
10/8/2013 20:06:59	Anu Ashwat	I will have the faculty prepare a script while recording, so that they can present it in a very professional, smooth and effective manner. This will reduce the headache of doing re-runs of the content and saves a lot of time.	I have experience in course design and have not taught any online courses. I would incorporate a brief introductory video about the course and the faculty in all my courses. This video will encompass an overview of the course and its goals, personal information of the faculty, ways to communicate with the faculty and the learning activities and assignments. The instructor's presence in the online space would provide a sense of warmth and comfort to the students.	October Cohort	Angela Velez-Solic
10/9/2013 12:28:12	Jonathan Crothers	Although my organization of files on my computer will be revisited again in the near future, I think being able to access files quickly is an asset to utilizing my time-management strategies.	I especially liked the FAQ file that students could access. I think as far as a time-saving strategy, directing students to a list of resources in which they can help themselves is of great value to teacher and student and is part of a learning process for the student to create independence.	October Cohort	Angela Velez-Solic
10/10/2013 9:47:43	Rebecca Smith	I assign a different student each week to be the discussion leader. It is their job to make a substantial initial post and ask discussion questions to their peers. They are then expected to manage the discussion and engage their peers in a back and forth discussion. This saves me some time because I can come in to the discussions and provide brief feedback or clarification, but it is not my job to engage every single student in the discussion board. That is the responsibility of the discussion leader.	I like the idea of using a holistic rubric to asses a draft of an assignment, followed up by the analytic for the final submission. I also like including a week for peer assessment. I wonder if I could have the students use the holistic rubric to assess their peer's work and I would use the analytic rubric to assess the final draft.	October Cohort	Angela Velez-Solic
10/10/2013 14:03:38	Wen-Chieh Fan	My favorite tip is creating reusable content. One tip I want to add on top of it is create smaller units and then reuse them. When you create a unit, it is possible that the first half works for another curse but not the second half. If we break it into 2 parts in the very beginning, we will be able to transfer it to another course easily. When creating a unit, try not to make it belong to specific course, term, or audiences. You can always use the LMS the wrap those small unit if we need to address that kind of needs. Building a course is like building LEGO. You can always reuse the pieces instead of buying new ones. It will be expensive in LEGO and it means effort and time in the real world.	I will try to implement the template trick. To be honest, I really hate some customers give me templates while I do the design. I feel it frames my creativity and all the component are very much alike. Not only me as a designer feel bored, so does the users. However, if I am my own boss who owns the online course, it could be different story. On one hand, I can be creative on the template based on the topic and content. On the other, it will give me a clear guide line when developing the content. In addition, students will have a clear layout through the while course. The less time they get lost, the more time they will put into the content.	October Cohort	Angela Velez-Solic
10/10/2013 17:59:41	Dana Reinecke	I have my students self-monitor by completing the rubric that I'm going to use for grading prior to handing in their work. They must paste the rubric into their paper and fill it out for themselves. The small benefit of this is that I don't have to paste a rubric into the paper for myself to fill out - I just work on theirs. The more important time-saver, however, is that this DRASTICALLY reduces the amount of corrective feedback that I have to provide, especially with regard to meeting all of the components of the assignment. I had one multi-step assignment that students would consistently find it difficult to complete - there were always one or two steps missing. Once I implemented the self-monitoring rubric, no one ever forgot a step again, because they had to rate themselves on each and every step.	I would like to use the strategy of balancing my grading and feedback activities within and across courses. I have certainly kept the workload and time demands of grading and feedback in mind when planning courses, but never formally plotted it out so that I can clearly see where I might be overloading myself.	October Cohort	Angela Velez-Solic

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10/10/2013 20:11: 54	Ceslav Ciobanu	My favorite time is from 10:00PM to 2:00AM and, as I know, it is compatible with favorite time of on-line students. The strategy that I'll choose will have at least five components: a) setting the adequate learning environment, organizing the course around exercises, practical problems and challenging case studies in combination, of course, with lectures; b) I will follow the recommended steps in course design: quality oriented to students' satisfaction; clearly defined goals in correspondence to students' interests; selecting learning objectives; creating course outline and establishing course schedule; c) each subject (lesson) will be divided in 4- 6 short (8-10 minutes) parts (videos) in which informative, analytical materials will be integrated with intriguing practical cases, inquiry into the history of economic thoughts and today economic and political context of the concrete subject, and, of course, d) inter active discussion, exchange, debates, followed by e) conclusions and homework assignments, which are the most important predictor of positive grades, professor's and students' satisfaction.	I will make my course as simple and affordable as possible. I do not want my students to feel isolated and disengaged: according to some surveys 90% of people who registered for the on-line courses do not finish it. The keys for success of my on-line course will be: first, interesting and attractive for students analytical material, based on my modest and unique experience of teaching for more than 25 years in different countries and different eras (USSR, Russia, Moldova and USA); second, clearly defined objectives, time lines, outcomes, methods of engagement of students in real time and real case studies, and third, active involvement in discussion forums, critical thinking and practical application of learning materials.	October Cohort	Angela Velez-Solic
10/11/2013 10:17: 37	Molly Mead	For an online course that I have taught more than one time, I save all of my communication and feedback documentation in a folder for each semester that I teach. When I am in a module during the semester and I want to send a reminder to students or give some specific and pointed feedback about an assignment, I re-use the pertinent parts of documentation I have written in the past. it saves me time and I am more apt to remember all of the issues that I wanted to discuss than I am if I try to re-write the entire thing from memory. I give each student individualized feedback on all written work, but having a document that summarizes some of the commentary about common mistakes makes it easier for me to compose my response. Some of the sentences I use regarding common mistakes are repeated for each student who make those mistakes, but overall the content of all of my feedback is different for each student - and based upon the originality of their response to the questions.	I will try to become more organized about saving course content and filing it appropriately on my computer. People routinely laugh at me because I have random documents scattered all over my desktop. It looks remarkably like my real desktop which is also littered with papers. I have always said that things don't look neat but I can find everything easily. I am afraid that on my computer this strategy no longer holds true. It takes me much longer than it should to find files that I know I have somewhere.	October Cohort	Angela Velez-Solic
10/11/2013 18:54: 40	Karen Dielmann	One thing that I have implemented in both hybrid and online courses is to ask the "veteran" students to help me coach and shape the thinking and writing of the newer students. I am teaching organizational behavior online right now and I reached out to a few of the seniors in the course to help me "coach" the Blackboard discussions of the newer students. Every one of the "veterans" said an enthusiastic yes so this makes it easier for me to not have to do as much shaping of the newer students - plus they are getting feedback from other students and the "mentors" are learning valuable mentoring skills.	The strategy that I really gravitated to was the one on balancing grading and feedback. I routinely teach more than one course at a time and creating a schedule to balance grading and feedback, due dates and my responses to student discussions will be invaluable. This is one of those "duh" type of suggestions; I don't know why I didn't think of it before but it is an awesome idea. I tend to create courses (both face to face and online) and then only after they are implemented and in play do I realize that I have a number of assignments to grade at the same time. All of the courses I teach are accelerated so there are frequent assignments within one week; staggering deadlines will be helpful to me.	October Cohort	Angela Velez-Solic
10/12/2013 6:36: 54	Phillip Coleman	Discussing my course strategies with colleagues. Even if they have never taught this class before they are outside the bubble and can sometimes see items that I may have missed.	Keeping revision notes documents. I just run this from semester to semester and do not write these valuable items down.	October Cohort	Angela Velez-Solic

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10/12/2013 9:58: 04	Launey Patton Griffith	Since I have not yet taught or created online courses before, I do not have any "true" time or work saving tips or strategies to fully address this question. However, I am fortunate to have the opportunity to partake in this course (Sloan C). My strategy is to learn from you all who have experience teaching online courses and from our mentors and proctors. I am hoping to learn bits-and-pieces of "what not to do" and what works and is supported by empirical evidence. I am hoping that this saves time by not doing the "wrong things" and instead, focusing on the "right things."	Based on the time & work saving tips and strategies that were listed in the presentation, two tips caught my attention that I will definitely use in the creation of my course(s). The first is scheduling the graded materials (test, papers, etc...) apart from one another. If you are teaching one course, have a week with an assignment due, grade the assignment, and allow time for the feedback to set-in before the next assignment is due. I wouldn't have thought to do this.

If you are teaching two classes, separate the assignments in those classes as to allow balance of workload and to allow quality feedback to the students. This allows for the feedback to impact the students and also allows me to balance the workload. Both parties win.

I will definitely implement the above stated tips into my courses. | October Cohort | Angela Velez-Solic |
| 10/12/2013 10:33: 09 | Diane Litynski | I have been a fan of templates since I started doing research and teaching in 1992. (Has it really been 21 years?) I have been doing templates by week, but I noticed that a power outage or a very bad snowstorm (I'm at a college in the northeast) and I "fall off" the weekly template.

Instead, I now use a module template with specific topics in each module. It's essentially the same, but allows for the unexpected. | Without question, I'm going to start preparing my presentations that can serve several courses (or the same course over multiple semesters) by leaving out specific dates. This way, I no longer have to develop a new presentation each semester. As an example, I have been saying: your group project much be done by Dec 15th. " Now I'm going to tell them to check the assignment section of the group project to see the date posted.

Why didn't I think of this earlier? | October Cohort | Angela Velez-Solic |
| 10/12/2013 11:46: 46 | Pamela Johnson | Favorite idea: Create a detailed analytic rubric, share it with students ahead of time, and when grading the work, simply highlight the text that describes the student's work. Write a few personalized comments at the end of the rubric. "Save as" with the student's name in the document title, then open the template and start the process again. When everything is electronic, I work much more quickly.

Second favorite idea: Create an FAQ forum for each major assignment, and copy and paste questions and answers from student emails into the forum (anonymously, of course). | Next spring I will be teaching two sections of the same course, so I will definitely make generic presentations that can be used with each section. Someone else in this forum shared the idea of having students refer to their course materials for due dates rather than announcing them in the video, and I will keep that kind of tip in mind when making the presentations.

The mention of providing commonly-needed tech tips reminded me that my university has many types of support documents already prepared. I simply need to find them and link them to my course files.

Lastly, in the vein of developing generic materials, I think that I can create one section of my course in Blackboard, and then copy the entire course into the second section. Again, I should strive to keep things generic (i.e. post due dates on the Blackboard page rather than the assignment description) so that I can reuse as much as possible. | October Cohort | Angela Velez-Solic |

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10/12/2013 16:27:39	Shannon Lawson	My favorite time-saving strategy is to schedule office hours for communicating with students. They know they can count on a response from me during that window of time. They also know that if they are online during that time, we can chat through a particular question or problem. I once had a student text me 6 times over a period of 1 hour, each text getting more and more strident in tone. I think she felt like I did not take her question seriously when I did not respond right away because each text explained more and more in detail. However, as I explained to her later, I was teaching during the time she was trying to communicate with me. That kind of expectation and disappointment among the students when the instructor does not immediately respond is eliminated when you tell them specific days and times that you will be available for communication. It also reduces guilt on my part if I have not been able to respond to student emails all day.

Of course, just because I have scheduled hours for communicating does not preclude me from responding when I can outside of the schedule. I have a colleague who will respond whenever she has time, but then schedules the email to go out during her posted office hours. What do you think about that? Not sure I would go to those lengths. | The time management presentation was excellent! I am torn between 2: Creating a spreadsheet of grading and feedback work and the FAQ for students.

I will create a spreadsheet of grading and feedback work that I am doing this semester and then FIX it as I prepare for next semester. I have always kind of thought about which weeks I will have grading as I create my course schedule but staggering the grading work was always done in a haphazard chaotic kind of way. The thing I like about the spreadsheet is that all 4 courses I teach will be visible at the same time, at a glance. This seems so obvious as a time-saving strategy but one that I never thought of on my own.

It is the same with the FAQ. I have taught for 18 years and my colleagues and I often joke about writing a book about our frustrations with students. A chief frustration is our seemingly ongoing mantra "It's in the syllabus." But sometimes a 5 or 6 page syllabus is difficult for students to read and find the answer to the question they have quickly. An FAQ would be a way for me to pull out key information from the syllabus and make it available to students at a glance. I will do this for the course I am creating for Sloan by starting a running list of questions now and trying to answer them clearly and succinctly so that it will be ready for uploading when I create my blended course to give my mentor in December. I use Blackboard so it will be easy to create a tab labeled FAQ and list those q & a. | October Cohort | Angela Velez-Solic |
| 10/12/2013 17:20:01 | Richard Omotoye | Developing rubrics that balance grading with feedback is a great idea, both in terms of evaluation effectiveness and as a time-saving tool. It has worked well for me in a F2F teaching environemt. The key is to reduce what I call the traditional "overemphasization of student performance in exams"; recognizing that many of our students our not good test-takers. I believe that the goal of good evaluation metric is not to narrowly evaluate student performance in exams, but to evaluate student overall learning and acqustion of skills that are transferable to the real world; hence the need for a balancing approach to grading rubric. I am particularly optimistic about being able to implement a balanced-grading approach in an online/blended teaching environment considering that there seems to be more electronic tools and opportunities available for evaluation and feedback through an online teaching mode, compared to F2F. | The idea concerning reuseable course content is definitely a great one whichI will implement both both in an online and blended teaching environments. I plan to implement it through delivery of reuseable course platform consisting of standardized teaching materiials, tutorials, problem sets, and other materials that define overall course structure. I will also review the standardaized content for periodic updates. On a more frequent basis (i.e. semester basis or as needed), I will revise my course illustration materials in order to keep them relevant and meaningful. This is especially needful for faculty teaching business-related disciplines, considering rapidly changing business events and the need to keep students connected with both concepts and meaningful current economic and financial news/events. | October Cohort | Angela Velez-Solic |
| 10/12/2013 18:06:37 | Lena Frennborn | I just finished teaching my first online course and I would say that building the rubric into Blackboard was my favorite time saving strategy. It was worth the time it took to build the rubric because it saved me plenty of time when I was later assessing the assignments. | I will use the strategy to create a file for design revisions in order to keep track of things that I want to change or improve for the next semester. I would like to try and write comments for each week and especially include student questions or feedback. I also liked the suggestion of tracking how long it takes to do various activities. I will start by noting how long it takes to grade assignments. | October Cohort | Angela Velez-Solic |

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10/13/2013 15:22: 58	Marlene Beck	At my institution, all online classes have weekly discussion questions/posts. While every student's DQ post/ responses are graded with feedback based on a rubric at the end of the week, I feel responding to every student's post is very time-consuming and often not necessary. I post a summary at the end of the discussion board that includes major themes identified in the discussions, clarifying any inaccurate statements, answering any questions that came up in the discussions and any interesting or unusual perspectives or points of view. I am careful not to identify specific students nor do I include any sort of critiquing at this point . Although I have read conflicting points of view on responding to discussion boards, my students have given me very positive feedback in providing this type of summary.	A strategy listed in the presentation that I have never used before is providing the students with assignment examples. Although students have asked for this in the past, I always felt this strategy would be "spoon-feeding" the student and they would just mimic the example. After reflecting on this and thinking about how often I repeatedly explain directions to some of the more complicated assignments, I now see that providing examples is a time saver for both myself and the student that is spinning their wheels for days, trying to figure out how to get started. Thank you!	October Cohort	Angela Velez-Solic
10/13/2013 16:46: 32	David Kendall	I am a real believer in templates and copying and pasting at every opportunity possible. I teach several different courses online. Each course has a nearly identical layout and formatting scheme. That's because I create each course in the LMS (we use Moodle) by copying and pasting from a master template.\n\nCopying and pasting headers into LMS slots saves a lot of time, even if the words need to be changed. Sticking to a standard formatting scheme and navigational structure save me time, and I believe it helps students who take more than one of my online courses.	Keeping a design revision log is the time-work saving tip I will implement going forward. I find that my online courses will not stay "in the can." Each time I teach an online course, regardless of how many times I've taught it before, I find that the course must be revised. Plus, I always learn something about how to do a better job next time. But I haven't been keeping a log of revisions needed for the next time out.\n\nIn the future, I will keep a simple bullet list of revisions I want to make for the next time I teach the course online. I'm confident that just keeping the log as I teach the course will save me time for the next go round.	October Cohort	Angela Velez-Solic
10/13/2013 22:16: 20	Jeronda Burley	While I have not taught online, I do currently use the following time-saving strategies for my F2F courses: 1) Blackboard resource folders for each course which includes links to content and technical assistance, 2) notes in a Word doc with next semester ideas and student feedback to be incorporated into course revisions, and 3) course templates. I use Tegrity to record class lectures. For next semester's research course, I plan to copy several Tegrity lectures for students to review online during the week, in order to free up time to "flip" my classroom, which will allow more F2F time to analyze and evaluate actual research.	There were so many great tips noted in this video. I wish I had this information nine years ago when I taught my first F2F course. I plan to utilize the following time-saving tips as I transition my F2F course to a blended course and eventually to a fully online course: 1) create reusable content, 2) balance grading and feedback, and 3) create support materials, particularly assignment examples. I plan to use these tips in my F2F courses as well.	October Cohort	Angela Velez-Solic
10/14/2013 9:55: 47	Hala Esmail	Even though I haven't taught a course before, I think talking to colleagues is very valuable. Having a fresh pair of eyes looking at your course can help improve your course by noticing something you overlooked, and having someone with a different perspective. Also sharing ideas with your colleagues is valuable. We have Coffee Talks at LSU in which faculty share strategies and their experiences with one another.	A strategy that I will definitely implement is organization. I think the examples of how to organize your computer files is very beneficial. Also developing easy navigation in your course is extremely important. As a student, it is very frustrating when there isn't a clear organizational method in a course. A tip that I haven't used before is keeping design revision notes. I like the idea of having a place that I keep all notes regarding how to improve the course throughout the duration of the course. Having a document for this will help not to forget something as I am teaching the course.	October Cohort	Angela Velez-Solic
10/14/2013 12:17: 23	Linda Morrow	My favorite time and work saving strategy is to have all my courses in Blackboard set up in exactly the same format. By having the weeks set up identically, it is second nature to know precisely where everything is located. This strategy is a time saver for faculty as well as students.	Of the time-and work-saving tips and strategies listed in the presentation, the strategy that I will definitely try to implement is develop a couple/few self-graded assessments. I can administer a quiz and then have the students correct their own work and respond as to what their biggest take away was from the learning activity.	October Cohort	Angela Velez-Solic

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10/14/2013 13:23: 21	Evelyn Thrasher	Because of the large student count in my courses, I must limit the number of manually graded activities. However, I still want to give the students plenty of opportunities to work with the material so that the concepts are reinforced in a number of different ways. One way I have found to accomplish this is to turn the test bank for the textbook into a series of auto-graded activities. So, for instance, this semester my students will complete a multiple choice exercise, a true/false exercise, and a short essay exercise for each chapter. Of those, I will need to manually grade the short essay. However, because of time constraints, I can grade it quickly with limited feedback because the test bank provides a suggested correct answer for each essay question. Thus, I can make those answers available to the students so that they have feedback to go with the grades. I tend to keep these weighted fairly low since they don't get the level of detailed feedback that I will give for other large, manually graded assignments. But, it is enough weight that they have an incentive to do them and to put forth good effort; and it does indeed reinforce the readings and video lectures.	In the spring, I will begin teaching an online course through Independent Learning (On Demand). IL courses allow students to register on any day and to take up to 9 months to complete the course. In that setting, it's going to be very difficult to send out general emails to the class as questions arise. So, I'm definitely going to make use of the suggestion to post an FAQ section on my Blackboard site. This will allow me to capture questions as they first come up and then make them available so that new students can access them as they join the course.	October Cohort	Angela Velez-Solic
10/14/2013 15:21: 24	Melanie Johnson	Many of my GIS labs have students go through a series of steps to accomplish various tasks. At the end of the steps, I ask questions in various formats. The students then complete an untimed "Quiz" that asks similar questions, but usually phrased as multiple choice questions. This gives the student a chance to see if their answer is correct (if it is listed), and if not, gives them the opportunity to repeat the series of steps to see where they went wrong so they can get the correct answer. Since multiple choice questions can be automatically graded by Moodle, I can spend more time grading the final maps they submit.	I love the idea of keeping a document with a running list of notes. I have numerous marked up labs and notes over the course of a semester, but keeping them in a single running document would be so much more efficient. Incorporating evaluation notes would not only help with course assessments, but help keep the good parts and revise the parts that need work. I also plan on noting the parts that worked well- I tend to think I will remember those without taking notes, but it is particularly hard when the course is offered once a year.	October Cohort	Angela Velez-Solic
10/14/2013 18:02: 01	Dennis York	Use of templates would be one of my favorite time-saving strategy. When the template is carefully developed and addresses issues common to an online course, it allows me to save my preparation time designing a course or an element of the course (e.g., course website, assessment rubric, or an activity), as well as it enables me to make sure that I included information that is required for a particular task. In addition, using templates allows students to have a consistent experience and be able to navigate the course or its elements in an efficient way.	In a new course I am designing, I will integrate a strategy aimed at creating support materials for students. In particular, I am going to develop a learning support package for my students that will contain (a) a short video orienting students to the course, its structure, and requirements; (b) guidance documentation in using online tools within Moodle (I will use a screencasting technology to record video tutorials); (c) a course roadmap; (d) a set of practical guidelines for completing assignments, and (f) self-evaluation rubrics to support students in managing effectively their time and enable them to engage actively in the learning process.	October Cohort	Angela Velez-Solic
10/15/2013 13:56: 55	Su Senapati	I like the idea of maintaining a revision list, especially which I do sporadically but adding student concerns and feedback to the list is a great idea and will be very useful to the overall effectiveness of the course.

To cut time on navigation I like the idea of modules and students click on the module instead of having to scroll down the syllabus. | I will use the rubrics, especially since I will be teaching a writing course and students often think that grades awarded in writing courses are subjective grades.   I have taught the same online course in two different settings, where both used rubrics, however in one, the rubrics page popped when I went to grade the assignment and I populated the fields; in the other the rubrics existed but was not very accessible both for the insructor and student and you can guess which was more successful. I had less demand for grade explanation when I was populatin the rubrics page. This is what I wish to learn how to do - i.e. design the course such that the rubrics page pops up and I populate it for each student - this will definitely save time in giving students specific feedback | October Cohort | Angela Velez-Solic |

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
10/15/2013 16:41: 00	Tammy Lampley	My favorite time saving tip is creating information that can be used in more than one course and or in more than one module. I have used this approach in orientation documents, key concepts that I wish to focus upon as the learning week evolves, and by posting students with a "looking forward" announcement as this helps students prepare for large projects/assignments and have an idea of the project expectations and time involvement.	The Q and A list - implementing this will be time saving as many students have the same questions and it helps students become oriented in the course.	October Cohort	Angela Velez-Solic
9/10/2013 8:42:16	Kathy Sundin	I have not yet taught an online course before. However a strategy I plan to implement on my first course is to have a pilot group review the course prior to making it available campus-wide. The team reviewing the course will be from the Center for eLearning, our Access Office and faculty members. Having multiple "eyes" on the course content and submitting feedback prior to dissemination, I believe, will be a great time saver in the end.	Keep a Word document that lists the revisions you want to make the next time you teach the course. Also recognize what DOES work in the course and continue to built on those strategies. This is an easy technique to implement by just using feedback from, in my case, the faculty taking the course either given F2F or through the evaluation process. The course I am developing is more of a workshop format, as opposed to a semester-long course, so it can be updated "on-the-fly".	September Cohort	Angela Velez-Solic
9/10/2013 10:10: 24	Janice Kuo	My favorite time- or work-saving strategy is to provide students with an orientation to the LMS and other tools that they will be using in their fully online, cohort-based program prior to starting their first online course. This has been implemented by creating an orientation course within the LMS that walks the students through the features of the LMS and the tools they will be using in their program. It also gives the students an opportunity to practice using the features by completing the related tasks that they are assigned to do. By participating in the orientation, students have the benefit of becoming more familiar and comfortable with the online tools prior to starting their online course.	I will definitely try to implement the strategy of alternating between graded assignments and peer/self-assessment activities for each week and across multiple courses. I plan to implement this by following the suggestion in the presentation of creating a table that lists all the courses that I'm working on and mapping out when major grading activities will be taking place in each course. By having a visual representation of all the activities across all courses, I will be able to ensure that major grading activities will not occur at the same time.	September Cohort	Angela Velez-Solic
9/11/2013 10:40: 05	Daniel Stanford	I'm sure people have heard this before, but I think it's really useful to have students post all questions on the discussion board and not email them to me directly. This prevents me from having to respond to the same question over and over and it encourages students to help each other. I'm also considering adding a note to my help forum instructions that would require students to state at least one resource they already consulted before asking for help from me/their peers. For example, let's say a student is having trouble changing a background color as part of her web design assignment. Her help request on the discussion board should say, "I reviewed the section on background color and double checked my syntax and everything seems right," or "I tried googling the problem, and but all the suggested solutions used an approach we haven't covered in class. Here's an example of that:..."	I'll definitely be creating a video orientation to help students get a basic sense of how the course is structured and where to go to find what they need during the first week. I've known for a while that I need one, but I always seem to run out of time and do a basic text version because I want the video to be perfect. But I've found for some learners, they really need to see a guided video screencast that walks them through the course interface. Hopefully, I can let go of some of my perfectionism and put together a video that gets the job done.	September Cohort	Angela Velez-Solic
9/11/2013 15:27: 59	Suzanne Richins	I am a big proponent of re-useable content. Students answers to discussion questions often follow the same topical ideas. I keep responses ready that address their postings. I can add a little customization to the saved responses. My students are required to link their postings to the learning concepts for the week and to support it with a citation. I model that behavior. That is why it is so important to save these responses.	One that I will try is looking at assignment due dates across the courses I am teaching to even out the workload for grading especially since I try to get all feedback to the students within 48 hours of submission. I also like the idea of using holistic rubrics for drafts and analytical rubrics for final submission that will save time.	September Cohort	Angela Velez-Solic

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
9/11/2013 21:51:55	Leeann Denning	I have created several re-usable content files. There are different activities for each unit in the folders and I mix it up each time I teach the course. I store them on my computer in a "Course folder and then select and place activities into the next course offering. It's not hard to figure out which ones work well and re-use them. The clunkers go to the "Think about this again and see if it can be salvaged" folder!!	I will definitely be implementing balancing grading and feedback. I have many graded activities in the course I'm teaching now and it really never dawned on me to encourage self assessment. I'm thinking of a grading rubric that would allow the student to evaluate objectively their own performance and submit their own grade. My course is offered to licensed RN's that wish to further their degree. They are independent learners and professional people that peer review and self assess all the time. It seems very clear that this is something I should be adding to the design of my course.	September Cohort	Angela Velez-Solic
9/12/2013 9:18:51	Aida E Diaz	I want to explore the idea of incorporating the videos to help the students navigate the classroom and also review the Tech support site. I have heard of some of my colleagues using this technique but haven't given it too much thought. But I spend a lot of time writing emails explaining things over and over.	I have created a Course Orientation that I can use in multiple courses. To avoid having students ask where they can find important information I include this information in the Course Orientation, in a separate link under Course Materials, and again in the Unit Objectives. I believe the more places I can include important dates of assignments and assessments the easier it is for the students to find it.

(Please ignore the earlier post. This is what happens when you try to answer the phone and post at the same time.) | September Cohort | Angela Velez-Solic |
| 9/12/2013 12:38:51 | Elizabeth Wellman | Having the list of people that I or my students can contact for tech support, administrative support, content support, or skills support (like tutorials for various tools the students could use.) Having that avaialble, especially for my students during class, makes me look good and helps both me and my students in our time management. | Keeping a Design Revision Notebook.

This is something that I am aware will help me in 2 ways - it is documented and by me documenting it I emphasize the importance of those aspects of the course that I want to revisit to my memory. I have frequently started it but I do not follow through past the first week or so.

I have just started using evernote as a way of collecting my thinking and the resources for my thinking. I will try to use evernote to document these design revisions as they come up - it is easy as I usually have evernote open on my desktop. | September Cohort | Angela Velez-Solic |
| 9/12/2013 22:12:43 | Sylvia Amitoelau | I teach an Excel course and I want to provide students with detailed feedback on what they missed. I have rubrics for each assignment and each item is numbered. For their feedback, all I need to do is tell them which item numbers they missed. (I know some LMS have built in rubrics but mine doesn't.) I also include positive feedback. I have a Word document that has statements such as "Great job on the pie chart colors" or "Thank you for changing the Page Layout to Landscape." All I need to do is copy from the Word file and paste it in the feedback box of my gradebook.

I know many publishers offer software that can provide detailed feedback (similar to what Gerald Burton said about MyMathLab), but I'm trying to keep the cost of the course down for students. If I used this tool, students would have to purchase an access code.

I also provide students with examples. I show screen shots of what their work should look like. For the final project where they choose their own topic and format, I provide several examples to get their creative juices flowing. This reduces a lot of questions (emails/posts). | I will keep a more formal design revision notebook. In the past I've waited until the end of the course and tried to remember things that needed improvement for next term. There have been times when I looked at the list too late so I didn't get around to implementing the improvements.

I will keep a more organized document. I will also note when I implement the revision. In addition to noting what doesn't work, I need to be more aware of what does work. Then I'll be sure to keep that in. Also, when/if a colleague asks me for tips, I'll be able to provide them with a respectable list instead of having to rely on my memory (or lack of memory).

I like the suggestion about including time/workload observations. This will help me manage my time better and not feel overwhelmed. I wish I had learned about this a few days ago. I just graded a batch of assignments (I could have started my time log). I want to know how long it takes me to grade a certain number of assignments for each of the lessons. Then I can better estimate how much time it will take me to give students their grades and feedback. When I see a long list of files to grade, I'll be more motivated know approximately how many I can get done in let's say, 30 minutes. | September Cohort | Angela Velez-Solic |

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
9/13/2013 12:31:03	Cindi Tysick	I re-use content all the time. I've created folders with topics or theories I want to introduce that include a presentation, video, and assignment. The examples are so generic that they can be reused for almost any course.	Using templates. I really like the idea of having a basic outline for specific level of course (i.e. undergraduate, graduate, professional). Each have different learning needs and types of assessment. I can see how taking time to create templates for each would really save me time when I had to come up with the first draft of a course. I also want to try developing a rubric. I'm very lazy when it comes to grading and clearly articulating to students what is bad, good, excellent in terms of their learning. I was never really taught how to create a rubric.	September Cohort	Angela Velez-Solic
9/13/2013 15:12:41	Karen Kemp	One strategy I use for ongoing course development is to force myself to take the time to revise each assignment as it is graded. It is much easier to improve an assignment immediately after I have observed how it is misunderstood than to respond to some cryptic note I made months ago. At the end of the term I have two versions of each assignment - the original and a "rev" version which moves directly into next term's materials.	I like the idea of adding a FAQ to my LMS site. This will give me a place to link screen capture videos I make as needed by students. They've ended up being just listed in the relevant discussion forum in each course and lost for future courses. In which case I then have to remake them.	September Cohort	Angela Velez-Solic
9/13/2013 15:14:17	Karen Kemp	One strategy I use for ongoing course development is to force myself to take the time to revise each assignment as it is graded. It is much easier to improve an assignment immediately after I have observed how it is misunderstood than to respond to some cryptic note I made months ago. At the end of the term I have two versions of each assignment - the original and a "rev" version which moves directly into next term's materials.	I like the idea of adding a FAQ to my LMS site. This will give me a place to link screen capture videos I make as needed by students. They've ended up being just listed in the relevant discussion forum in each course and lost for future courses. In which case I then have to remake them.	September Cohort	Angela Velez-Solic
9/13/2013 15:42:44	Andrea McCourt	When I first started teaching online, a colleague told me to remember that just because you and teach 24 hours a day doesn't mean that you should teach 25 hours a day. She encouraged me to avoid "popping in" to my class just to check on things. Her thought was that if you only have time to check into class, but not enough time to actually answer student questions, etc. you aren't helping. She said I would have great intentions to "get back to the student" and then forget and since I had clicked on the link, I wouldn't remember to re-read the question. She was right. Now I only sit down to teach when I know I have enough time to engage in the class. I schedule one-hour blocks on my calendar just like I would for a traditional class to make sure I check in on a regular basis.	I really liked the idea of setting up a assignment/feedback grid for all of my classes each semester. I tend to think of my classes as separate entities and often get slammed with papers in all classes right around the same time. I love the idea of planning ahead so I can grade things more effectively and give better feedback to the students.	September Cohort	Angela Velez-Solic
9/14/2013 12:03:26	Steve Doster	During this Sloan course I will be converting a f2f traditional general education capstone course to an online format. A work-saving strategy that works well in the former, and is adaptable to the latter, is the use of groups of about four students to assess each others work and answer questions. My role is that of an consultant; available to answer questions and ensure that the group is functioning as intended.	I will definitely try and implement the use of templates that will allow me to easily transport repetitive content across courses and semesters. Though this tactic seems obvious, I have managed to teach for a quarter of a century without apparently understanding the value of templates.\n\nMy first goal will be to search for available templates free on-line, and then use that as a starting point to modify them for my individual courses, both face to face and my first on-line course.\n\nI second goal will be to convert my existing templates to the three courses that I'm teaching this semester for use Spring Semester, 2014.	September Cohort	Angela Velez-Solic

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9/14/2013 12:32: 48	Lazaros Simeon	I haven't taught students in about five years, but working with adjunct faculty has similar challenges. For whatever reason, people would miss the orientation sessions and not know how or where to find basic information (where to find and download class lists, how to reserve a laptop, how to input final grades, etc.). I used Camtasia to create screen capture videos of some of these processes and then posted these onto my department's webpage. I made sure that everyone knew about these videos.	This presentation provided so many good ideas that appear to be quite simple to implement. Where do I start to choose? While I've never taught an online course before, I know that much of my classroom time has been used answering the same questions countless times in the same class. I know that while there is tech support for students for using our LMS, the teacher is always the first person they ask. Therefore, I really like the idea of setting up a Tech Tip Forum that students can populate with their questions and perhaps even help each other to answer. They then wouldn't have to email the teacher every time they have a question. I also like the idea of setting up an FAQ. I think this, too, would reduce the number of emails about non-content related questions.	September Cohort	Angela Velez-Solic
9/14/2013 13:52: 38	Michelle Johnson	I really like the Navigation by Function- since most of my Blackboard courses are designed that way, when I am designing the course, it is easy for me to follow the same structure. This helps in keeping me organized.	Talk to colleagues- this is something I have started to do and will actually have some formal meetings. Since the course is a DNP (Doctoral of Nursing Practice) course and I have never developed a DNP course, as well as I need to know more about the structure of other DNP courses in our program, it is important that I talk to others who currently teach in the program. I really have done this before because a lot of the course development I have done before I was a contracted employee and had little interaction with others. I was just given a structure and a book and told to design. This time I am part of a team, but was just given an idea and the rest will be all me, with some help.	September Cohort	Angela Velez-Solic
9/14/2013 18:54: 57	Linda Cook	I have kept A+ papers for each course I have taught to use as examples if needed. Of course I delete all identifying student information. It does cut down on the questions I get asked.	I would like to develop a FAQ tab in my courses since I seem to have answered the same questions again and again. I do have a document that I keep my answers to common questions asked but never thought about putting it in the course.	September Cohort	Angela Velez-Solic
9/14/2013 19:55: 52	Andrew Schwarz	I have focused upon creating re-usable content. I took my campus-based course content and broke it down into a series of micro-lectures (with each micro-lecture being ten minutes or less). Then, I spent six months recording micro-lectures. I now use these micro-lectures in both my online and campus-based courses. This has enabled me to flip my classroom for my campus-based course and leverage my work across multiple programs.	I need to work on balancing grading and feedback. My current model relies upon me being the sole source of grading and feedback and I do not allow for peer assessment and feedback.	September Cohort	Angela Velez-Solic
9/15/2013 15:28: 31	Trevor D. Rasmusson	I have implemented templates throughout all of the courses that I teach. APA is something that is graded heavily later in a student's program, but something that they may struggle with at first. By providing templates, they can assure they are meeting APA and content requirements for the course while slowly being exposed to the concept of APA formatting. This will provide a foundation for using this type of formatting later in the program. This has cut down greatly on the amount of questions I have to answer and the amount of time I have to spend providing Live Demo's in the course. Students are also more likely to meet the objectives of the assignment due to the prompts within the template.	I have 2 (per week) live lectures that are provided in each course that I teach. Students that are unable to attend the Live sessions can rely on the archives. However, I find that if a student does not attend live, they are less likely to watch the recording. This causes them to miss important information that has been provided to help them with successful completion of the week's deliverables. I would like to use the idea of creating short demo videos (Camtasia- Streaming via Screencast) and pairing them with Sample Assignments. This would cut down on the amount of time a student must spend reviewing the archive, interpreting instructions and should also decrease the amount of questions I am asked. It would also give me a resource to provide a student with if the question is asked, rather than trying to explain a whole lesson through text in an email.	September Cohort	Angela Velez-Solic

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
9/15/2013 17:24:05	April Mattix	I create templates of general information about taking online courses that I can use over and over regardless of the course. I also provide an "info guide" for each assignment that I use in order to answer the more minute questions that tend to get asked - as well as (re)iterate the salient features of the assignment. It doesn't cut out all questions, but it certainly cuts down on them.	I have always used a "narrative" document to walk students through the course (where to find things, where to put things, etc.), but I am really excited after watching the time- and work-saving strategies presentation about doing this in a video format. I think it is one thing to read through a litany of information, but to be visibly walked through it is another.

I also want to work on developing a better balance between grading and giving feedback. I liked the suggestions regarding using peer reviews, and I think implementing assignments that have peer review or self assessment are a great idea not only in terms of making the feedback/grading beast easier to work with in the end, but also in terms of making the learning experience more robust for the students. | September Cohort | Angela Velez-Solic |
9/15/2013 18:19:55	Marcus Tanner	One of my favorite time saving tips is to use a plugin for Microsoft Word called GradeAssist. Because my courses all utilize APA style, I download the APA version of the software which includes many pre-written comments for everything APA. It also has pre-written comments about spelling, font, margins, spacing, sentence structure, and other grammatical issues I might typically comment. If all of those features are not enough to spend the money for this software ($99), it also includes a button where the use can customize typical comments they make on any given assignment. This software has saved me a lot of time when it comes to grading papers.	Navigating by unit is a great time saving tip. As I develop my course in Blackboard, I will utilize folders to create major parts of the course. Inside each of those major parts or units, I will create folders for each lesson. In those folders students will find readings, presentations, and assignment links. I think this will be easy for students to organize how they will proceed through the course and students can get to the link for each reading, presentation, and assignment in less than three clicks.	September Cohort	Angela Velez-Solic
9/16/2013 8:54:06	Marcie McGuire	I am a big believer in the time-saving benefits of file management. Although it takes a little time up front to decide what to call things and how to organize them, it saves time later. I like to organize my electronic files by course or project, with subfolders by individual units or lessons. I also try to follow consistent naming conventions so I can easily scan a folder for specific types of materials. For example, exam-midterm.doc, exam-final.doc, lesson1.doc, activity1. doc, and so forth. This also helps me avoid having multiple versions of the same document saved under different names. Sometimes I add a topic to help me quickly identify what the lesson was about. For example, activity1-paraphrasing. Did I mention I used to be a librarian? :)	I will look into the strategy of using a holistic rubric to assess drafts and an analytic rubric to assess final projects/writing assignments.	September Cohort	Angela Velez-Solic
9/16/2013 14:37:29	Margie Draskovich	I agree with the presentation noting that although I am the content expert, I am not responsible for delivering all of the content. This is especially true when a course builds on existing knowledge from pre and co-requisite classes. Since my students need to be able to retrieve knowledge from anatomy and physiology, I post Kahn Academy links in my Bb course that relate to my content and encourage them to use them as quick reviews of that content. Then I don't have re-teach that background knowledge and they have a mechanism for reviewing that material independently.	I plan to work toward scheduling and balancing grading assignments in the semester better so I don't have everything due at the end and then I am the one with rushed deadlines. I have typically done that to give students as much time as possible to work on them, but then I don't have adequate time to give in-depth feedback. I liked the idea of even scheduling the 'start date' of an assignment and will utilize that suggestion too.	September Cohort	Angela Velez-Solic
9/17/2013 0:10:23	Tammy Lampley	Using templates for calendars and syllabus as well weekly course content that can be easily revised or amended for future courses

placing key information in the same menu location using tabs that are consistent in each course | I will incorporate an orientation video in the LMS for each week and frequently asked questions
in a word or pdf | September Cohort | Angela Velez-Solic |

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
9/17/2013 12:56: 27	Stephanie Cook	Right now I spend a lot of time checking and responding to email. Therefore I like to have all LMS email forwarded to my campus email. That way I can view them while I am checking my other email at my desk or on my Iphone. I will usually screen for important or time critical messages and then log in to the LMS to address the issues if necessary. If the messages are not of a critical nature I can view them and respond at a later time. I set it up so that reading the email in my campus email does not make the email come up as read in the LMS. That way I know which are new messages when I have the time or urgency to log in to the LMS.

I go back and forth with this strategy because it creates a lot of extra messages to go through. But, I feel like it makes me a more responsive instructor. | Although I have my course materials organized into folders based on the semester, I really like the Get Organized strategy using the organization structure for Span571. Many of the documents and resources I use are stored in our LMS but I feel like a better strategy is to at least have a copy of everything on disk. That way I can easily find the information and share it with colleagues who do not normally have access to my online classes. Semester and length of the course are still important so I will have to work those into my filing scheme.
I am also going to combine this organizational tool with keeping track of my support materials. I am currently creating these on an ad-hoc basis but it would save a lot of time if I had a library of tools that I could use over again and in different courses. | September Cohort | Angela Velez-Solic |
9/22/2013 3:29:47	Don Humphrey	The list of action words, and phrasing examples for course objectives is like gold to me. I love to see examples in this way, there's such good fuel there to spark ideas and model the form for getting them effectively onto a file.	Just having the workflow shared in the Course Syllabus and Design video is useful to keep me from spinning my wheels, I like to have a high level overview to visit when my attention wanes, like a map to re-orient myself. This started out in paper form with lists pinned on a corkboard, now I use google docs which I search for terms related to my present task. I have added a few very useful lists to my google drive from our materials for this week. I do feel silly retyping my own lists while watching videos, but I guess its because I am still enthralled with multiple monitors, and there needs to be something towards my learning (not email inbox) going on in the second window.	September Cohort	Angela Velez-Solic
9/10/2013 15:47: 46	Yun Lee	I'm using a weekly tests format for each chapter of the course textbook on the course blackboard, so that as soon as students take their tests, the system automatically enters the students' earned points. I assign readings for each test and give due dates for the tests. So students should be self-motivated to follow all the requirements they need to do to successfully complete the course. This encourages students to read the chapters of the textbook and helps them keep up with the necessary knowledge and skills to achieve their learning goals.	I love the strategy to reuse formats and contents across courses. I think I can do this by creating similar formats and contents which can be used for the courses I'm teaching and then interchangeably using them across courses. For example, I may be able to use same formats of assignments and tests across classes, so that I can copy and paste, and revise the contents for each different course. I think even I can reuse the comments I'm giving to my students for the assignments and tests across courses by revising them. I think this a good way to save time and reduce workloads.	October Cohort	Julia Parra
9/10/2013 15:48: 28	Yun Lee	I'm using a weekly tests format for each chapter of the course textbook on the course blackboard, so that as soon as students take their tests, the system automatically enters the students' earned points. I assign readings for each test and give due dates for the tests. So students should be self-motivated to follow all the requirements they need to do to successfully complete the course. This encourages students to read the chapters of the textbook and helps them keep up with the necessary knowledge and skills to achieve their learning goals.	I love the strategy to reuse formats and contents across courses. I think I can do this by creating similar formats and contents which can be used for the courses I'm teaching and then interchangeably using them across courses. For example, I may be able to use same formats of assignments and tests across classes, so that I can copy and paste, and revise the contents for each different course. I think even I can reuse the comments I'm giving to my students for the assignments and tests across courses by revising them. I think this a good way to save time and reduce workloads.	October Cohort	Julia Parra
9/15/2013 10:56: 59	Cathie Collins	I like to put all the course materials onto the LMS at once, and organize the units before the course actually starts. I usually hide all the units from the students and reveal them as we move through the semester. But getting all the material onto the course at once gives me the "big picture" and lets me see what I might need to add, or what things I need to take off. This usually works best in a course I have implemented already--it takes more time for new courses.	I wil definitely be adding resources and FAQs to my courses. I always find myself answering the same questions during my courses. I never thought of writing all these down and putting them onto the course at the beginning to help students with the same questions. I have always posted my answers to student questions to the course message board if it seems like something more than just that one student would benefit from seeing. I also like the idea of placing everything in separate files to keep things organized. I have always kept my assignments, etc. in their own course files, but dividing them further into unit files seems like a great way to save even more time.	October Cohort	Julia Parra

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
10/7/2013 12:25: 25	Mary Talalay	I use FAQs quite a bit. I find that some topics trend, and, if I can direct the students to the FAqs (which are easily searched), then many of the questions via phone and email can be handled in bulk. I also love the idea of using a syllabus quiz for points in the beginning of a new term. Not only do the students go on an ersatz treasure hunt for vital information, they get to test out the quiz tool in a low-risk setting. I also get a chance to grade the students and let them try out the .my grades. dashboard in the first week. It seems to get everyone settled and in the swing of things much faster and prevents panic emails.	I really like the idea of an orientation video for saving time and getting students all off on the right foot. As someone who troubleshoots courses and sees the student trouble tickets that come in, much of the beginning of the term panic and flurry of emails is largely due to confusion about where to start in the course and what is expected in weeks one and two. The students want to feel secure and safe, and many instructors don't spend time on the logistics, instead, heading straight for the content. But a brief video orientation saves time in the long run because it sets expectations and gives clear direction.	October Cohort	Julia Parra
10/7/2013 13:04: 30	Lara Madden	Recently I assisted a faculty member in understanding how to best create , calendar and participate in discussion boards. I feel that creating a discussion board plan that includes questions/prompts, complete instructions and due dates assists faculty in managing the boards. There are several creative ways to do this but the bottom line is the number of discussions assigned: if 40 students must all submit a thread and reply to 3 others each week, the amount of review and grading can add up quickly. I suggest choosing 4-5 "big idea" topics to use throughout the semester. That focus on critical thinking, problem solving prompts or other creative based discussions. This allows for engaged student conversations on a big idea related to the course content, and also creates manageable time management when it comes to grading and responding to these discussion assignments.	I am a fan of rubrics. I find that faculty spend such large amounts of time grading they miss some of the collaborative and engaging moments associated with the students learning process. In my online course project focused on Instructors I will create and implement rubrics for the content , and use them teach faculty how to use rubrics effectively to save time and frustration in grading assignments. I believe well written rubrics also assist in the students understanding what the assignment is looking for, which also alleviates the amount of student questions at the beginning of an assignment.	October Cohort	Julia Parra
10/8/2013 16:40: 12	Suzanne Friedman	I like to search for videos that have already been published rather than making my own when I can. I think this helps in a number of ways-- 1. Students are hearing a different voice demonstrate a skill other than my own, which may explain things more effectively. 2. It encourages students to search for their own videos when they have a question. 3. By finding good outside resources, students will start to learn what to look for when utilizing outside resources.	I like the idea of appropriating materials for multiple courses. That is definitely a practice I would use in my trainings.	October Cohort	Julia Parra
10/8/2013 18:46: 32	Larisa Olesova	My favorite strategy is organization the course by modules by identifying each steps students should complete. It helps me reflect on my own learning process - where to start and where to finish. This also helps students not to get lost.	I have never used Keep Design Revision Notes strategy. I will keep notes organized what not only WORKS but also what WORKS. I will keep data from evaluations, students' questions, students' suggestions, and also information on time/workload observations. This strategy helps me in re-design the course and keep the course of high quality that I can duplicate in other courses.	October Cohort	Julia Parra

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
10/9/2013 6:44:26	Nektaria Tryfona	Due to the complexity of the GIS courses, involving different tools, from different environments (e.g., GIS tools, programming languages, modelling tools etc), as well as readings from difference sources (manuals, research articles, input from discussions, previous assignments), it is crucial for me to be very organised and to develop environments easy to navigate. I think that these strategies go hand-by-hand and save time and stress. I use the Navigation by Module, where Module is Week. Meaning, for every week I have the mini syllabus, learning objectives, readings, labs (assignments). I keep separately the Discussion Forum (with weekly threads) and the Announcement Forum.	The one strategy I will definitely implement in this year's course is to develop rubrics. The reason I have not used them until now is that my classes consist of - theory-based assignments. These one are easy to be evaluated. - lab-based assignments. These require complex evaluation. For the lab-based assignments I plan on implementing analytic rubrics with the following criteria: demonstration of knowledge of the respective theory. problem-solving (analysis, design, implementation) competence algorithmic competence programming (language-based) competence code readability and self-explanation solution achievement These criteria will not have the same weights, as some times, although many students reach 1-3 (which are not very easy), they fail to deliver a working solution (6) or even a program with readable code (5). This affect also the scale standards (exemplary, satisfactory, unacceptable), which has to be very analytical in order to cover more cases. At the moment, I am thinking of introducing the following schema: non-acceptable, needs revision, satisfactory, very good, exemplary.	October Cohort	Julia Parra
10/9/2013 12:20:01	Andres Martinez-Alegria	I like trying to keep consistent, so I try to organize my folders in a sequential and logical manner on my computer. I try to classify documents, emails, and other assets in a consistent manner, and incorporate subfolders for more specific components. In an online LMS, I try to encourage instructors to keep consistent and maintain a logical order of their units and materials. In other words, always have your content under "Lessons", divide your content by week or topic, then within a subfolder or component within the topic, separate objectives from notes, from videos, from lectures, from resources, from assignments, from assessments, etc. Further, I encourage instructors to try to keep the same structure in each of their units.	Template Creation. I have seen templates used before, and I think they would be great to use in course creation. As a trainer, creating templates could allow me to develop more short training classes for instructors looking to build their courses. I would imagine, from the students' (or, in my specific case, the faculty I train) perspective, the consistency templates provide will prepare them to know what to expect and allow them to learn under a consistent structure. It will also force me to consider important components, such as learning objectives and assessments, in each unit.	October Cohort	Julia Parra
10/9/2013 14:49:23	Kathleen Poll	I found many of the time- and work- saving strategies presented in this unit to be extremely practical and worthy of consideration. One that seemed particularly useful was to develop grading rubrics that could be re-used for various assignments in this course or other courses I am teaching. I also liked the idea of keeping an ongoing design revision list/notes as I teach the course so I am sure to document the changes I want to make the next time I teach the course. I know in the past when I was teaching f2f, I did not do this and this would have helped me find ways to improve my courses over time. I think it will also be extremely important to talk with my colleagues who have more experience teaching online than I do to learn from them methods that might be more effective in the online teaching environment.	I have not taught a 100% online course yet but one strategy that I would like to use in the online faculty development course I am revising is to create a course / LMS orientation video that I could reuse in this course or other courses. We just moved from Blackboard to Sakai as our LMS as of this Fall 2013 so I think this orientation would be helpful for all taking an online course now using our new Sakai LMS. The orientation will also include FAQ as well as information about technical support, other resources and tools our online learners have access to. This should hopefully reduce the number of question I would get around some of the basic for the online course.	October Cohort	Julia Parra

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
10/9/2013 17:41: 57	Lisa Rizzo	My favorite time- or work- saving tip that I have used is in the past is creating support materials for my students. It is so important that the students do not get confused by the learning environment while they are trying to learn new information. Some of the reusable materials that I have created include a "How to Navigate Your Classroom" video, a list of useful web links with common LMS issues, a "Learning Support" page which includes all of the resources that the students may need to contact for their course (i.e. the library, student support services, IT, etc.), and exemplars of work that they can use as guidelines along with the rubric.	I definitely plan on implementing the time- and work- saving tip of keeping design revision notes. Often, my notes get scattered and I forget what revisions I wanted to make. If I create a "Revisions" document in my course folder on my computer and use this for these notes then I imagine this will help save me a lot of time during the evaluation phase. Also, if I make sure to include things that are working along with things that aren't working then that will give me a better idea of which objects should be reusable.	October Cohort	Julia Parra
10/9/2013 20:11: 59	Aubrey Underwood	I do keep a general syllabus template that I reshape for individual history courses, varying only by course and graduate level. Recently, I added a "Frequently Asked Question" section on the syllabus, which included technical resources for students. I have found this highly effective in both providing information to students as well as providing students with technical support (F-2-F).	As someone who teaches Face-to-Face and online, I am interested in learning as many time saving tips to help manage my workload. One of the strategies I will use in the future is the holistic and analytic rubrics. Even though I have used both in the past, a combination of the rubrics, using the holistic rubric on shorter assignments, and the analytic rubric for longer paper assignments, would provide the necessary feedback for students, while also saving me some time. The other strategy I will use is to maintain a master list of assignments in all of the courses, so I balance student feedback more effectively. It is very easy to become overwhelmed with the student feedback, and this is one way to keep up with the workload.	October Cohort	Julia Parra
10/10/2013 7:47: 09	Eric Nathan	My favorite time- or work-saving tip or strategy is creating reusable course content, in particular, my Course Introduction video. I have reused a Course Introduction when teaching the same course with the same version of the textbook for a few semesters. The Course Introduction video is important because it orients students to my learning environment by showing them how to use the navigation and where the important resources are located. Creating my Course Introduction video was time consuming because it was very detailed and I worked extra hard detailing information about contacting me; the course objectives/expectations; the course syllabus, navigating through the course; and technical requirements and assistance. This information remained the same from one semester to the next for one of my courses. I created the reusable video resource in an effort of assisting my students as much as possible and based on feedback I had received from students in previous sections of the course. Since I wanted to reuse this video resources in multiple semesters, I was careful to exclude semester specific content (i,e, "Welcome to the Fall 2012 semester"; "This is ETC 3301 Section ??????"; "Your first assignment will be due on September ??"…etc.). I continued to use the same Course Introduction video for three semesters until the textbook edition changed. Subsequently, I took the opportunity to revised my course in order to prevent it from becoming stale.	I have taught online for quite a few years and I have used many of the time- and work-saving tips and strategies listed in the presentation. I have only used a rubric for a Case Study assignment in the past and I would like to start using more rubrics to grade different assignments. I have noticed in the past that I have received fewer questions with regards to the Case Study assignment's expectations and how it will be graded. Traditionally, my students have done a better job on that Case Study assignment than other assignments and perhaps it has been directly due to the fact that the expectations are more clearly defined in the rubric. One other idea that I will definitely try is creating a mock or draft assignment for my students and using a Holistic rubric. Subsequently, when I create an actual assignment, I will use an Analytic rubric. For the Analytic rubric, I will focus on clearly stating the criteria and standards with very descriptive levels of performance expectations. The holistic will allow me to assess the students overall assignment and the analytic rubric will allow me to assess specific components that contribute to the overall assignment.	October Cohort	Julia Parra

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
10/10/2013 8:23:50	Christina Hernandez	When I am teaching a course that I will teach again, I write on my copy of the syllabus what activities/assignments went well and which did not. I look at how much student and instructor time each assignment required as well as student satisfaction and learning with each activity. Then when I am ready to teach the course again, I have my notes of suggested changes and revisions right there and can incorporate them as I create the syllabus for the new semester. Additionally, I analyze the exams and take note of questions that nearly everyone got right or were too ambiguous and refine or replace them in the following course.	I plan to implement the "need to know vs nice to know". In the course that I am currently teaching, there is so much exciting content that I would like to convey to the students that I get off track of what they must know. I plan to look at the course goals, develop the learning objectives based on what they need to know and stick to that. I just wish I could share everything with the students. They are very enthusiastic about what we discuss. But my job, as the content expert is to narrow down the content for what fits to the student learning needs and time allotted for the course.	October Cohort	Julia Parra
10/10/2013 10:49:10	Beth Iserman	I have not taught online before but I plan on presenting the syllabus to all students in the course I will be developing as part of this certificate and I would like to (unless development takes me down another path) have video introductions to the homework, etc., anything students need to pay attention to, every week. This helps different types of learners (some students like a list and others like to listen) get to the same goal and that is keeping on track. I appreciate that Julia records a weekly overview for us and I like watching that in conjunction with looking at the outline formats - that way I feel I'm aware of everything that is due and it brings assignments to top of mind.	I have not taught online before but I work with online instructors every day. We get the most complaints and calls from students whose expectations do not match the instructors. Having an introduction to the syllabus in any form but especially a little video clip and/or spending the first class just on that is one of the suggestions that I know works because the instructors I work with who employ this strategy are a lot more successful in this area.	October Cohort	Julia Parra
10/10/2013 22:22:14	Ying-Ying Kuo	When I work on a course design, I first build up a blueprint for my course, just like a house blueprint. It starts with the learning objectives supported with Bloom's taxonomy. Then, I make sure course structure aligns with the learning objectives, activities support the learning process, and assignments can assess students' learning outcomes. With the blueprint in my mind, I eventually save time/work along with course development.	Feedback organization sounds interesting. I haven't tried to schedule evaluation/feedback backwards. I will definitely try it when I work on my course for this Sloan-C program. I will list all the activities and assignments and schedule them using this tip.	October Cohort	Julia Parra
10/11/2013 12:06:34	Angie Williams	Through trial and error, I learned that not using Blackboard email is a big time saving tip. I used to have students primarily email me through Blackboard because I thought it would help keep all email about the course located in the course. However, since there were two of us involved in the instruction, we had to communicate with one another as to whether or not someone had handled the email in Blackboard. This created more work and confusion. In addition, I found that I was constantly checking email in Blackboard. When I decided to just have students email me at my normal university account, which I'm on all day anyway, it saved a lot of time and actually reduced the amount of work, and confusion, in communicating with students.	I had not thought about utilizing a FAQ section in my course before watching the video. This is an immediate take away that I will use in the future because I personally love FAQ's and they are among the first thing I look for on a website. Providing one for students should help cut down on the questions that I answer over and over again, especially if I refer to it during a syllabus quiz at the start of the semester.	October Cohort	Julia Parra
10/13/2013 14:03:13	Karen Gebhardt	I utilize online homework and quiz websites if they are available. Some texts have really great companion websites where students can self-quiz, practice vocabulary, and access additional resources. This saves me a ton of time because I don't have to recreate that content within my class. I can just send the students to the companion website.	One approach that I will integrate was related planning out grading for all courses during the semester. This was accomplished through generating a table of the courses and the graded assessments by week, ensuring that the grading obligations are spread evenly through the semester. This method helps organize the timing and pace of the graded assessments to ensure that I, as the instructor, am able to provide timely feedback (which is so important!).	October Cohort	Julia Parra

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10/13/2013 14:57:29	Mary Rau-Foster	I use Dragon Naturally Speaking voice recognition software when I am making my lecture notes, creating PowerPoints or responding to emails. I have found it to be a wonderful time-saving tool because I can dictate my notes faster that I can type them. The software has improved since I first started using it several years ago. I can create an outline of my material or even create the slides by simply dictating the material.

I also use concept mapping, a tool that I have found helpful. In fact, I used while watching the time and workload management video. My students also like the concept mapping because they can better understand the relationship between topics that I cover in my class. I map by hand and am mindmapping software that will make the process easier. | The orientation video and the FAQs will be very effective time-savers for me. I provide a very detailed syllabus with class topics, chapters and exam dates but still have questions that can be found in the syllabus. I believe that my students would refer to the FAQs rather than emailing me with requests for information that has already been provided.

Our students indicate that they know how to navigate our LMS, but when it is time to post an assignment or respond to discussion questions, many of them need help.

Both of these techniques are student-centric techniques and I think that the students will appreciate them as such. | October Cohort | Julia Parra |
| 10/13/2013 20:15:35 | Ashley Windley | Creating a plan and setting due dates that I can check off in my task list is one of my favorite time saving tips. I like seeing the progress that I am making and it helps to encourage me to check more items off my list. By setting due dates for milestones, it helps to keep me on track and prevents me from getting behind. | I will try to create templates that will allow for content to be easily added based on what is found in the Quality Matters Rubric. It is important to create templates for all students so I will try to create a template that will be accessible for all students. | October Cohort | Julia Parra |
| 10/14/2013 8:22:57 | Joy Taylor | While I have not taught online before, I plan to use forums for students to use if they have questions (especially technology related questions). This will allow students to search the forum(s) for an answer and/or reply to each other. I would step in if the request is urgent but will encourage students to reach out to each other for support. This strategy will also help with community building. | Keeping a running list of course revisions that need to be made. It makes much more sense to do it this way than to spend the entire semester trying to fix things as I go along. | October Cohort | Julia Parra |
| 10/14/2013 9:47:48 | Erica Walker | I actually think I do not implement great time-saving strategies. The courses I initially inherited when I started teaching were extremely time intensive and I am still struggling with how best to reduce the time-sucking elements without decreasing the quality of the course.

One strategy that was mentioned in the presentation that I do use consistently is organization of files. Each subject has it's own folder and inside that folder is the associated lectures and assignments. The folders are then numbered starting with 01 in order to force their proper ordering in my master files based on the sequence of topics I will be presenting. Once I have completed that topic folder, I mark it as orange in the master folder so I can easily see what has been completed and what remains to be covered each semester. | I would like to add resources that are available to students from before the class starts all the way until the completion of the course. Some of the items that I could like to include in a more organized fashion are: Technical and academic resources for students, FAQs, and assignment examples. By providing these in the information section of BlackBoard, students will be able to find out the information throughout the semester if they have questions. | October Cohort | Julia Parra |
| 10/14/2013 10:06:23 | Kern Cox | I like the idea of reusable content both across courses and semesters. As I develop my course I will keep this in mind so as not to mention specific assignment names and specific assignment deadlines as well as other items so it can be easily used semester to semester or course to course. | I will definitely use the template time saving strategy. The template will provide a consistent look and users will know where to find specific information. As a course creator, it will help me include all important information as well as help me provide consistency in how I present information to users. I will talk to other colleagues about templates they use in addition to looking at a various designs. | October Cohort | Julia Parra |

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10/15/2013 13:28:54	Kevin A. Van Dewark	My current favorite time saving tip is to use a syllabus template with week numbers instead of dates. This allows me to reuse on future courses without having to go in and change 16 different dates every time I roll out a new course.	The tip that I am going to implement in my courses is keeping design revision notes. I have never done this before, and although it seems like a common sense approach, I have never taken the time to implement this. This is a great way to track changes over time and be able to view course progression. I am going to implement this by setting up a database with the common fields that I might make changes to, e.g. layout, content, etc. By utilizing a database I can track multiple course revisions through a single file as well as provide a reporting function.	October Cohort	Julia Parra
10/15/2013 21:35:05	Janice Lanham	One of my favorite time or work saving strategies is templates. Templates help consolidate course components and provide consistency across courses.	One strategy I will implement is rubrics. Using rubrics helps to clarify grading expectations and assists in providing objective grading measures.	October Cohort	Julia Parra
9/8/2013 21:05:41	Amanda Major	I like to reuse content from course to course. I can achieve this by copying and pasting discussion responses to students, as well as links to pertinent information links and videos. The next time a student discusses a similar topic as a former student, I revise my comment and re-use it. I also re-use materials across courses. This is a wonderful time saver and contributes to continuously improve courses, as I revise and reconsider course materials from course to course.	I will alternate self-graded and facilitator graded activities in each unit. I can achieve this by balancing the graded and self-graded activities in each unit (usually spanning a week). If I design too many graded activities in one week I will overload myself and likely my students. Student satisfaction and faculty satisfaction, usually indicates a quality course, according to the Sloan-C five pillar article.	September Cohort	Julia Parra
9/10/2013 5:01:52	Crystal Wynn	Organization & navigation in the classroom. I usually organize my online classroom by function or unit depending on the course. I also incorporate a required online orientation and orientation quiz prior to assigning course assignments. Organization and easy navigation in the classroom has significantly reduce the amount of time I spend answering emails regarding course structure and organization.	The one strategy that I found most beneficial is developing a grading chart. This will allow me to balance grading activities and assignments in all of my courses. Prior to this course, I never thought of using that strategy has an option. Also, I plan to become more organized and plan time for interaction in each online course to make sure that I am actively participating.	September Cohort	Julia Parra
9/10/2013 11:03:14	Lora Kosten	I like to create assignment examples or exemplars for selected assignments in order for students to gain a better understanding of what is expected. This allows students to have a picture of the final product and "begin with the end in mind". I feel this helps to reduce anxiety about course requirements and helps support their learning.	I teach a Gordon Rule course that requires writing assignments where students must be given feedback on at least 50% of each assignment before a final submission. This is very valuable to the student and also time consuming for me. The idea of using a holistic rubric on feedback for drafts and an analytic rubric for final score makes sense. For the research paper assignment that is used in this course, an analytic rubric has been developed by the College of Education. The online version of this course (Schools and Society) is for non-education majors and I am able to revise this analytic rubric to make it highly descriptive where criteria and high levels of expectation will be developed. Next, I will create a holistic rubric with numerous indicators that align with the criteria for the assignment. This will allow me to utilize the holistic rubric to acknowledge what is presented, missing, or needing revision. In addition to the holistic rubric, I could make a comment to encourage or inspire students to continue to progress in their writing. The detailed analytic rubric for the final score can also serve as a review checklist for students before they submit their final paper.	September Cohort	Julia Parra

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
9/10/2013 11:04: 06	Lora Kosten	I like to create assignment examples or exemplars for selected assignments in order for students to gain a better understanding of what is expected. This allows students to have a picture of the final product and "begin with the end in mind". I feel this helps to reduce anxiety about course requirements and helps support their learning.	I teach a Gordon Rule course that requires writing assignments where students must be given feedback on at least 50% of each assignment before a final submission. This is very valuable to the student and also time consuming for me. The idea of using a holistic rubric on feedback for drafts and an analytic rubric for final score makes sense. For the research paper assignment that is used in this course, an analytic rubric has been developed by the College of Education. The online version of this course (Schools and Society) is for non-education majors and I am able to revise this analytic rubric to make it highly descriptive where criteria and high levels of expectation will be developed. Next, I will create a holistic rubric with numerous indicators that align with the criteria for the assignment. This will allow me to utilize the holistic rubric to acknowledge what is presented, missing, or needing revision. In addition to the holistic rubric, I could make a comment to encourage or inspire students to continue to progress in their writing. The detailed analytic rubric for the final score can also serve as a review checklist for students before they submit their final paper.	September Cohort	Julia Parra
9/10/2013 13:55: 11	Christopher Doval	In order to maximize class time, I have my students take a quiz online that is to be completed before we discuss the material in class. This way it facilitates the socratic method with them having already self taught the lesson. It also helps dealing with what students don't understand. It puts a lot on their plate and demands hard work therefore creating a specific work ethic for the course and life skills.	I felt so inspired from the presentation to aggressively deal with my file structure in my courses. Although I have a file structure on my desktop that I share with my computer in my office and my laptop via dropbox.com my notes are not easily accessible. I am now transferring my lectures notes to Evernote for accessibility.	September Cohort	Julia Parra
9/10/2013 21:41: 08	Lanna Monday Lumpkins	My favorite time saving strategy is using desktop capture video by using either Quicktime or Jing and then uploading to YouTube to explain both the assignments for upcoming weeks/modules and as a feedback tool on assignments, especially those that are good examples. (No, I do not disclose grades and sometimes keep the source anonymous depending on the assignment.) It is helpful however to choose the top four or five assignments and cover what makes them excellent examples to the rest of the participants.	My favorite strategy, also the one I have the most difficulty with, is creating well developed rubrics to balance feedback workload. This is one area I know I grapple with on a regular basis, so I will be spending more time in development on them.	September Cohort	Julia Parra
9/11/2013 11:34: 03	Ray Boykin	I have used FAQs with a little twist. I teach a software based course that requires students to spend a good amount of time running process transactions in a software system. I have been developing a FAQ discussion board (using Blackboard ConnectYard) I have the students post their issues and I then post the solution. This allows all the students to see the problem and solution. Many times students have the same problem and they look to the FAQs before they post it or email me. This significantly reduces my time tracking down and solving software issues. A great side effect is that it gets students connected to work out the issues together before they contact me.	One strategy I am going to use is developing topic presentations that can be used in multiple courses. I plan to keep my presentations (I use Camtasia) short so that they will be easier to use for other online courses.	September Cohort	Julia Parra

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
9/11/2013 13:42:18	Benedict	My favorite time saving tip is my attendance taking system. I have every student tagged in my class using radio frequency identification technology. Each tag contains student's name, course title, course location, arrival and departure times. I have a mobile reader with an antenna that captures student arrival and departure times every single class session. With this system, I do not have to worry about who is there or who is not. At the end of the class, I go to the storage area network room to retrieve the day's record of attendance. This method has given me ample to teach my classes using the class to the fullest.	One strategy that resonated with me is the idea of keeping design revision notes. Before now, I do not really have notes. I keep a mental note of questions. Sometimes, I review individual performances on exams and assignments. It is, sort of, a general discussion. Time and workload observations do not normally receive the attention it deserved. My data from evaluation usually from a prior semester course generally end up with the semester. Why is this so? Generally, I tend to teach students with varying needs, challenges and idiosyncracies. Addressing the conflicting needs takes time. I have now learned the advantage of keeping revision notes. I will now begin to utilize evaluation from prior class test/exam as a lesson learned too, as a matter of choice. I will religiously mine ideas/questions/suggestions from students and use such data to improve teaching and learning. Regarding time and workload observations, I will begin to do every single assignment before the gets the chance to do it. This will give me an idea of timing and how much they will be required to do, given their peculiar circumstances.	September Cohort	Julia Parra
9/11/2013 15:40:14	Madelynn Shell	One work saving tip that I have used when planning online courses is converting assignments that I use face-to-face classes into an assignment for an online class. This is similar to the point about creating re-usable content, but in this case I'm finding new uses for the old content/activities. For example, I often have classes engage in debates when we cover a controversial topic. Students are assigned a side and asked to find a source supporting their side and then come in and as a group form an argument. In an online course this summer, I used the same general idea, but had the students find two sources - one supporting each side of the issue. Then, based on their evidence they came to conclusions on their own, posted on the public discussion forum and engaged in a debate that way.	I plan to start using a resource list. I think this is an excellent idea, and have done this informally, but for courses I'm teaching this semester and in future semesters I am going to start making this list publicly available to students. I will start a document with university resources that I regularly get asked about and post it on Moodle for my current courses. I will continue to edit the document as I identify more resources students should know about.	September Cohort	Julia Parra
9/11/2013 17:16:11	dina@sar.usf.edu	Creating re-usable content greatly helps me save time when I am teaching the same or similar course. The platform I use allows me to copy the course and then I customize it with new dates and tweak or add new assignments or discussion threads. This creates a template for my new course while giving me the choice to bring in new materials that may be relevant.	Talk to Colleagues: Ask about their strategies; Talk to them about my plans and get feedback; Show them my course and get feedback:	September Cohort	Julia Parra
9/11/2013 18:34:52	Ifeoma Udeh	I have not taught online before, however, I use the flipped classroom in my traditional courses. Students are required to read the content to be covered and do some work based on their reading (e.g. quiz, research). Since it is mostly accounting courses, they are informed about the exercises that will be solved/discussed in class. The students are also required to read the questions, think about applicable accounting concepts, and possible approaches to addressing the question.	Discussing my plan for a course with colleagues and seeking feedback from them. First, I will identify the colleagues that I will seek feedback from. Then, I will let them know that I will need their input. I will have to prepare my course plan early so that my colleagues will have adequate time to review it and provide feedback. I think it may be good to also let the colleague know how their suggestions were applied and what the outcome was.	September Cohort	Julia Parra

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9/12/2013 14:51:04	Gerald Burton	My discipline is mathematics, so my favorite time and work-saving strategy is easy. In 21st century college-level mathematics instruction, there is quality testing and assessment software that can be scored and grades automatically input into electronic grade books. The software will also allow for cumulative review/practice and home assignments. The instructor can set up the program to determine the amount or percent of credit to be credited for each assignment. Ultimately, those tests, quizzes, and home assignments can be set up into spreadsheet-style formulas for obtaining a comprehensive grade.

This will obviously save time and grading headaches. However, the software allows the instructor to review any work done by any individual students as well as observe item analyses. Fortunately this software is not reserved exclusively for mathematics. This software can be found in many STEM disciplines. For example, the publisher PearsonEd distributes MyMathLab for mathematics as well as MyBioLab, MyChemLab, MyPsychLab, etc. I use this program in my current courses and I will certainly continue to use it in an online environment. | Online teaching is new for me, so I found numerous strategies in the presentation that seem practical for saving time and instructor work. One that seemed particularly useful for my circumstances is using templates for organization. This will work for both my syllabus as well as my assignment schedule. The syllabi that I currently use in my face-to-face classes are consistent from one semester to another for the same course. However, the template can create uniformity for all of my courses regardless of the level of the course. This will limit the time required for me to analyze each different course based upon content and replace that analysis with a common format based upon common criteria.

Some parts of the template will be simple: Course Title, Course Description, Required Textbook, Technical Assistance and Contact Information. However, there are several topics that are usually different for different courses that can now be unified into template format. For instance instead of having different sections and descriptions for a specific calculator or specific software or specific learning materials, I will be able to employ a template to create a category such as "Technology Requirements" that I can alter for each course while maintaining the presentation style. | September Cohort | Julia Parra |
| 9/12/2013 15:25:27 | Oscar Raile | One of my favorite time savers is machine gradable quizzes that serve as self-assessment tools for the student as well as a traditional grade component for a class.

The traditional model of submitting all work to the "teacher" for grading was not working from my students' perspective. The real need was simply an "on demand" self-assessment process that I created using Machine gradable quizzes.

A machine graded quiz allows a student to review what was missed while still engaged with the content then retest to confirm the new answers. I tell the students each quiz can be taken as many times as they like but the last grade obtained is the one retained for their grade (could also use highest obtained score). Most of these quizzes use a carefully screened set of 70 – 80 machine gradable questions per unit from which the quiz pulls a random block of 20 questions for each quiz.   The students really like this and actually tend to take the quizzes about 3 to 8 times gaining the value of repetition to "lock in" the information.

Part of the time saved allows me to focus on what the students missed and the actual answers given so I can formulate unique feedback as needed. As one student stated about how he liked this process, "I actually remember stuff from your class!". I love it when a student confirms your design strategy works!! | Balance grading and feedback. I need to do this especially when I am setting up 2 or more classes to run concurrently.

To do this will not take a lot of change to my process because i start with a calendar for the semester and block out breaks and non school days. I adjust the timing of my topics to fit the time available. This will just mean I add one step of adjusting due dates between the classes to level out the work load. | September Cohort | Julia Parra |

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9/12/2013 18:41:16	Craig Piercy	My time saving tip is to get a good organization scheme in order to use time wisely and save time. My current scheme is a mix between GTD (just google GTD to find a wealth of info on that) and my own that I developed while a masters student. This scheme is very similar to what project managers call a project plan or work breakdown structure. First, put all important work deadlines in your calendar as soon as you know them. Second, add your own deadlines for any intermediate steps that you need to do in order to get to the work done in time. Divide the work into however many steps you feel comfortable with but try to estimate a good time to completion. Third, check the calendar at least once a day and update it as needed. Steps one through three are pretty basic and are probably part of most peoples organization scheme. The secret that I found works well for me was to strive to get several days ahead on my schedule and stay there. The magic number of days for me was 3 days. I would work very hard for a few days to make sure I was 3 days ahead of schedule. This would usually take about a week of working doing more than a days work each day. Once the 3 day buffer was attained, I would generally work each day (just a day's work) to maintain that 3 day lead. 3 days worked for me as I would always be ahead if I slipped by a day or two, and it was a short enough time that I could remember what I had done if I should be required to recall it on the actual due dates. Of course, there would be times when something would come up either for work or fun that might put me a little behind. But even if I got a day behind on my schedule, I was still 2 days ahead of the actual schedule. Should I ever get to the point where I am working to get tomorrow's items done, I can work a little harder for a few days to get back to my buffer. Of course, your mileage will vary, so see if you can find a good number of days to buffer your schedule.	Several, but one that stood out to me is to make material that can be reused. I have been making videos for some fixed classes but made the mistake of noting the course and semester at the beginning of the videos. Now, they all need to be edited before reusing in later semesters. Well, live and learn.	September Cohort	Julia Parra
9/13/2013 7:38:36	John Blackwell	In my course I have a weekly assignment to review research articles about technology integration, this rubric is the same for each assignment. I am looking for content, reflection, and construction in this one assignment. This saves time grading because the rubric is the same. Students recieve feedback on their submission and can improve on each submission.	The time saving tip I was most interested in was creating assignments that can be used with multiple courses. This would allow for certain standards to be stressed across multiple courses and save time in development.	September Cohort	Julia Parra

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9/13/2013 12:09:17	Karen Faison	Since my only teaching experience is face to face, I maintain my syllabus from year to and look for opportunities to enhance the information and concepts presented based upon the previous group of student's performance. At the end of the semester, our department has an end of year meeting whereby we review all courses taught that semester. The form is broken down into assets and deficits. There is also a column for recommendations. This form is maintained on the department website and provides a ready resource for course improvement the next time the course runs again.	This is my first time teaching an online course. I like the opportunity to alternate grading assignments between student directed and facilitator directed. This will give the student an opportunity to evaluate the work of their peers and also provide an opportunity for me evaluate the student's application of information presented. In the facilitator role, I will be able to utilize assessment strategies which evaluates the student's comprehension of the information presented. Then in reviewing the grading/evaluation style between myself and the students I can develop a strategy to make certain my information I am presenting is in alignment with the course outcomes and objectives.	September Cohort	Julia Parra
9/13/2013 13:47:49	Paula Inserra	One of the time saving strategies I employ in my online course is to develop a orientation Power Point for students to view on the first days of class. In the Power Point I show students haw to navigate the content in the Blackboard course. I also try to anticipate questions they may have during the course. This saves a lot of time. the first few times I taught online the students would email me similar questions and I would spend hours answering their questions/emails. While the course is being taught I update the orientation with addition questions that arise throughout the semester. This way, when I teach the class again I'm all set to go.	I like the idea of narrowing the scope of the course to identify information students really need to know vs information I would like them to know. By doing this, I can align the assessments that require my feedback to the concepts that the student really need to know. I can then use self graded assessments for the content that is not as crucial for their success in future courses in their major. I think this would be an extremely efficient way to use my time while providing students with comments/input on the core concepts but still exposing them to other less important material.	September Cohort	Julia Parra
9/13/2013 16:36:49	Colleen Taylor	I have recorded my lectures countless times over the years and have had to think more and more about how can I record the lectures and organize them such that I can reuse them in different classes and yet make the students feel as if I am speaking to them. I found some rules of thumb that seem obvious now but took me awhile and a lot of recordings to figure out later! #1 - Do not organize by chapter or even lecture number, organize by topic. The text book may change and order may differ so each video needs to be a self consistent as possible. #2 - Keep the lecture topics in small modules that can be interchanged if needed to fit the organization of the current text. 15- 20 minutes is an ideal time to stay within. #3- Never mention current whether, activities, things that happened in a class meeting, due dates etc and other time stamps that will not make sense if the video is used later. Make comments that will work for any audience at any time and still give a personal touch. #4 - Try whenever possible to use open source material in the lectures. Those Power Points provided by the publisher are nice and save time initially but later when you change books and publisher, you cannot continue to use recorded lectures with resources from the old book.	The time saver I am most interested in implementing which I have no used before is developing and implementing a video resource that orients students to the organization of the course. I currently do spend a lot of time in my current hybrid and standard course explaining via multiple text messages where content is located and how to navigate through the course materials. This constant feedback to students when I have about 100 seats in my course is exhausting. I am not sure how to imbed the video in our current LMS as the videos are imbedded in the course we are taking now in Moodle now. I really like the weekly updates as well. They seem like constant orientation reminders. This is a very nice model.	September Cohort	Julia Parra
9/14/2013 6:25:44	Rhonda Moraca	I teach a leadership theories undergraduate course and one of the assignments is for students to select and read two research articles, and write a five page review. Instead of the students submitting this directly to me, I asked them to add this to the discussion board so that all students can review. This saves time for me and also provides more substance to the discussion boards. The students and I are exposed to more information on leadership theories.	The time/work savings tip that I plan to use is keeping a design/revision notes. I often think of things I want to change/revise while I am teaching my class, but doe not have a formal way of tracking this information. Keeping this list will be very helpful. Using data from evaluations will be helpful. Recognizing what works and what does not work in class is important not only for time savings, but will improve the quality of the course. Recognizing how long things take is also a good strategy to use.	September Cohort	Julia Parra

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9/15/2013 10:54:57	Basil Hamdan	I am yet to teach an online course but in my face-to-face teaching I like give a lot of quizzes to encourage my students to prepare read the material before coming to class. The process of administering the quizzes in class and hand-grading them afterwards proved to be quite time consuming so one thing I did was moving from paper-based quizzes to clicker-based quizzes. Here, I create my quizzes using MS PowerPoint where each question is displayed on a single slide. Students use their clickers or their smartphones (with the right app) to respond to the questions within the allocated time (30-45 seconds per question). As the students answer the questions, they see live statistics about the quiz (highest score, lowest score, number of students who answered each question correctly and so on). By the time the quiz is over, it has already been graded and the grades have been posted to the course Gradebook. The clicker-based quizzes proved to be a real time/effort saver for me let alone that students receive immediate feedback/scores. With online teaching, I think I will be uploading my test banks to Blackboard (or whichever MLS I will be using) and create reusable online time-restricted quizzes which are graded automatically upon submission by students. That's the closest thing, to my clicker-based quizzes, which I can think of in terms of saving time/effort on administering and grading the quizzes.	Again, I am yet to teach an online course but I rely heavily on Blackboard for my face-to-face teaching. Despite my few years of teaching, I have become pretty accustomed to using the 'navigation by function' scheme which Blackboard is built around. Regardless of which course I am teaching, I try to be consistent as to how I organize my course on Blackboard. Obviously, students are exposed to different course-organization schemes depending on their instructors' preferences and the MLSs used. Consequently, what seems to me as a natural navigation scheme is not necessarily so for them. For example, I constantly get questions like: where can I locate the course syllabus, where can I find the lecture material, where and how can I submit the homework assignment? Now instead of answering the same questions over and over again whether in class or via e-mails and announcements, I will be creating a shot video in which I walk my students' through the course web site and answer most of their repetitive questions. I will post the video or a link to it to the course web site on Blackboard (or whichever MLS I may use) and emphasize to the students that they need to check the video out for questions related to the organization of the course. This way, I can spend more time responding to questions about the course materials itself as opposed to how to locate them.	September Cohort	Julia Parra
9/15/2013 11:52:40	Melissa Watts	The course I am teaching has an online site (www.mymathlab.com) that enables me to create homework, tests, and quizzes based on the book I used. I chose the problems I want out of the book and the site sets the assignments. These assignments are graded at that site and a weight can be added to each problem. The site also includes tutorials and course material. This is a time saver. If I was to do this in Blackboard, I would have to teach how to type each answer so the program could grade it correctly. In math there are multiply ways of typing a solution. For example, a fraction can be written as a decimal and a percent. The decimal may also be rounded. I tried to do this in Blackboard for a simple 10 question quiz and it took 6 hours to do it.	Since this hybrid course will be used each semester, I will be keeping a document of Revision Notes to improve it. Also I will create an orientation video to go with the course.	September Cohort	Julia Parra
9/16/2013 21:44:03	Heather Askea	I've found a video is worth more than a million words. When I am demonstrating a particularly complex or hard to describe skill such as embedding media into a module in Moodle, I always use a Screencast to "show" my students rather than just giving them the written assignment. I've found that this strategy saves me hours of individual questions and redirection. Many of my students have commented on how clear the same directions are when they can see what I'm talking about.	I liked the self assessment idea. I tend to rely on instructor feedback on assignments and forums which can be intensely time consuming. I plan to alternate my type of assessments to include more self assessment activities especially on weeks when I have more time intensive activities scheduled in my other courses.	September Cohort	Julia Parra
9/20/2013 19:06:39	Dr. Benita Brown	My favorite time and work saving tip is to gather notes on improving the course design. Thus far, I have noted students requests (sometimes in the form of suggestions and/or complaints [F2F]) of what films they would prefer watching in my Foundations of Dance as well as my Dance in America and the Black Experience class. I am a big advocate of viewing documentaries, but I have discovered that students prefer looking at other types of films such as High School Musical, the Dancer, Rize, and other popular films. In looking closely at these films, I find that the documentary comments and information is hidden in the context of the film. Thus, this kind of viewing has challenged me to dig deeper into my pedagogical skills to create a revised model for assessment, evaluation, feedback, and, grading.	One of the strategies for time saving with the least amount of work that sounds interesting to me is the creation of a video that explains and demonstrates how students can use navigation tools to easily navigate the site to retrieve resources, assignments, grading, and feedback. I would have to learn some new skills to implement this strategy and that would be of making and uploading the video. I would also need to determine what mechanism I would use to upload the video. Accordingly, my present skills and knowledge are limited to the use of LMS engines insofar as the production and uploading of videos.	September Cohort	Julia Parra

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
9/22/2013 16:22:51	GRACE NDIP	My favorite time and work saving tip or strategy is the use of a rubric for grading writing assignments. A well-designed rubric reduces the number of questions from students regarding what should be included in their paper, how it would be graded and why they got a particular grade since it has the scale right there and the expectations are clearly stated. Such a rubric helps the students focus on the important aspects of the assignment and less on fluff. It is my experience that the students do not fuss about the grade they get and their papers read better. I have not taught an online course before but I have implemented this in my f2f course. The rubric is provided to the students with the assignment instructions and I know I will use it as I transition to the online version of the course.	I loved the idea of using a template to prepare the course outline. It will definitely save me time since the plan is already organized, it provides clarity and consistency which will reduce the number of questions from the students. Such a template will remind me of what to put in each section and being a novice at course design, this would really be time saving. Another reason is the fact that a well organized plan provides easy navigation for the students therefore cutting down on the number of emails that i have to answer and preventing their frustration.	September Cohort	Julia Parra
9/25/2013 10:03:22	Lawrence Jackson	(1) I use our Learning Management Platform (Adobe Connect Pro) pages to present 'Preset Online Classroom Layouts' of a number of frequently repeated 'Communication Pods' to communicate written information to students. (2) The 'Pod- like Pages' I use include: Chats; Notes; Power Point and mp3 music files; pdf uploads; 'White-Board' curriculum subject matter content presentations. (3) I rename those pages appropriately with titles. subjects, and topic dates as needed. I also 'Favorite Tab' frequently pay attention to related industry content from favorite information resource websites.Does anyone use 'RSS Streaming effectively'?	(1)To find primarily online and crossover time saver strategies I will: have Formal Outreach Application Talks with accessible Face2Face college instructor colleagues; and 'Formal Outreach Application Talks' with Online Instructors from our traditional college instructors; (2) I'll also scan & perhaps survey information gleaned from our 'OTC Cohort Colleagues Shared Time Saving Strategies';(3) I'll 'Fastrack Research & Apply' Adobe Virtual Class LMS 'File Organizing' Features' using file storage and access of presentations, assignments ,quizes and etc. for needed student /faculty information. This will extend beyond our primary use of the Adobe Connect LMS Web Meeting Conference Feature Category; (4) I will proactively re-explore 'Adobe Connect Presentor /Feature' for use with our midterm and finals testing Exams.	September Cohort	Julia Parra
9/25/2013 11:49:15	Lawrence Jackson	At present, Im using the previously mentioned 'Preset Communication Pods' of our Adobe Connect LMS ('Web Conference Meeting Features') at our college.	I'll definitely be using time strategy excerpts from the 'Workload Time Management' power point presentation. I'll glean from the contained 15 Topic Slides ranging from slide #1 (Managing Your Time) to slides #14 & 15 (Creating Support Materials etc.), to apply relevant time saver strategies to our upcoming '2013-2014 Live/ Recorded Online Student Orientation (at Jesus The Christ Church Biblical Studies College).	September Cohort	Julia Parra

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
10/5/2013 19:35:21	Benita Brown	My favorite time or work saving tip or strategy is scheduling and I have used this strategy for many years as it was taught to me as I studied dance in the graduate school at Temple University. Whereas we used Bloom's Taxonomy as well as Garner for developing our course goals and objectives, I was also taught to develop an itinerary for the course. My itineraries included what would occur on each day that the class would meet. Because I use a lot of documentary films in my dance history and foundation of dance classes, the itinerary I use indicates which and what kind of film would be shown on each day. The itinerary also included assignments, assignment due dates, special events, my personal or professional agenda, as well as notes on the last day of class with greetings of holiday cheer and safe travel/safe break wishes to students.

Although I called my depiction of daily class activities an itinerary, of course, scheduling, as depicted in the presentation, serves the same purpose. Whereas my itinerary was depleted of resources for students and me, important University events such as registration, drop/add deadlines, and graduation deadlines should be included. I see these things as an important addition to my course design and structure that I plan to implement in the future when I am further developing my online course's structure and design. | Although there are several time and work saving strategies that I would like to implement from the presentation, the one that I think would be most useful to me at this point in time is to begin consulting with colleagues about the overall design of my online course by directly asking for input from various people in contacting them by email or telephone. I would ask at the departmental, school, and university level as well as ask colleagues in the field of dance from outside of my institution. I would ask them to review my syllabus as I would ask them to provide constructive feedback about the design, structure, and content of the syllabus.

Also, for those colleagues who would be interested, I would ask them to go a step further and provide commentary on the design of the course's entire website. Also, in LMS, I would ask my colleagues to review the entire course's content and applicability to the course goals and objectives as the course progresses by asking them to look at the activities and assessments of the course from time to time as I would set them up as guests in my LMS. Further, I would ask my colleague's to visit and/or join a web page used to solicit their thoughts and practices about teaching dance history online through a thread of discussions, chats, and/or blogs. | September Cohort | Julia Parra |
| 10/8/2013 11:15:48 | Celeste Domsch | I am absolutely the wrong person to contribute a time saving tip! I spend way too much time on course development and need to implement everyone else's ideas!
However, I will add these two...first, I put the grading rubric up on the elmo screen and spend time going over the answer key for any quiz/paper/test etc, and explain why certain answers were not right. My sense is that this saves me a lot of office hour visits with the same questions over and over again. I also use TREC for grading the scantron portion of any exam, so I can tell students what percentage of the class got any one question right. TREC lets me know if it was a good or bad question, as well, which is really helpful.
Second, when students do come see me, I ask how their semester is going in general before getting down to business. This does not seem like it would save time, but I think it does! Students start to answer, and then realize a few things at once: I am a human being who is paying attention, so there is no need to get snarky about a grade; They themselves are quite busy and perhaps do not need to spend the next 15 minutes arguing over a single point's worth of credit. :) A simple and sincere "How are you?" can get a lot fo work done, I think! | I was very intrigued at the idea of re-usable content that does not refer to a specific semester/class etc. While I am now developing only one online course, it is clear to me that some modules from one class could also be viewed by other classes, either as review or if they did not receive that content in the first place.
My issue/potential problem with re-usable content is how to keep it at the appropriate intellectual level--normally, my teaching style is that the students and I are interacting with each other, and with a specific, time-bound text of some kind or another (book, journal article etc). While I think that an intro class could be well suited to generic content, I am not at all convinced that a senior-level or graduate course could be done well in this way. I would be curious to hear how others have solved this issue.
One thing to consider is how long the content will be re-used....if we are reading a specific journal article, chances are that lecture will be repeated once or maybe twice, but not more than that, as the research will be replaced with new stuff.
I was also intrigued to read about the Word add-in that can grade APA format and spelling/punctuation errors. I need to move to either grading on a computer screen, so I can use add-in software to help, or to using audio feedback. I have a friend who simply records his thoughts while he is reading student papers, and then send them the audio clip. No problems with reading the teacher's handwriting! | October Cohort | Scott Hamm |

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10/8/2013 15:22:01	Rachel Davenport	I have not previously taught an online course, but I have several small strategies that I use to save time in my face-to-face courses. I keep all of the information I use for each course well-organized and easy-to-access. I also have a template for each type of lecture, exam, quiz, or assignment that I give, in order to develop each one faster, and also to stay consistent without omitting anything. I have also had great success with rubrics- these make grading go much faster and reduce the amount of time spent talking with students about why they lost points on certain items or why they "deserve" a better grade. They also increase the quality of submitted work, since I make the rubrics available to the students before they start each assignment.	I think it is a wonderful idea to collaborate with veterans of online-teaching. I am new to it and I understand that what makes my face-to-face courses successful won't all translate to an online course. I plan to show more experienced colleagues my online course and to solicit their feedback before implementing it. I will also continue to read as many tips as I can from experienced faculty before I design my course.	October Cohort	Scott Hamm
10/8/2013 15:28:17	Stephanie Noll	Re-usable content. This is the 3rd semester that I have taught the 1310 online hybrid, and since I have used the same texts each semester, I have been able to re-use the assignments and forums topics.	Developing rubrics for my synchronous and asynchronous sessions. I use analytic rubrics when grading student essays, but I don't use them when my students meet synchronously (chat) or asynchronously (forum). I liked the rubric for commenting that was a part of the 5 Pillars reading--I think I could revise this instrument and use it for our chats.	October Cohort	Scott Hamm
10/8/2013 16:29:09	Millie Cordaro	I use low-stake weekly chapter quizzes in my online class. Questions are randomly selected from a large question pool when students access the quiz. TRACS automatically grades questions and sends scores to TRACS. The initial preperation is a lot of work, but I don't have to spend any time on assessments during the semester.	One time- and work- saving tip that stood out to me is to avoid referencing dates or specific classes, so audio recording can be reused in future semesters, across classes.	October Cohort	Scott Hamm
10/8/2013 19:50:42	Josy Petr	I use templates for my syllabus and schedule. Have been using Word, but would like to try different tools	I will definitely create a plan for organizing course content on my computer. I waste too much time trying to find what I am looking for. I will create nested folders according to units or modules. Will also develop an orientation video with an associated quiz. And a list of FAQ's. Can hardly wait :)	October Cohort	Scott Hamm
10/9/2013 9:33:21	Joy Pollock	I use a writing rubric that saves me from having to write the same thing over and over when grading papers. I just use the number of the writing problem. I have done this when hand grading papers, I have yet to integrate it into online grading of papers so I need to do that.	I am going to use the FAQ suggestion. I do tend to answer the same questions frequently and I think this is a great idea to deal with assignment directions, deadlines, and how to submit. I could post these for the course in general and also for individual assignments.	October Cohort	Scott Hamm
10/9/2013 10:44:50	Jeffrey Cancino	I'm partial to the tips, F&Q and the every other week feedback, especially when I assign posts/discussion feedback. I will definitely post an assignment (for posts/discussion) examples.	Based on the Master's level course that I plan to design, I prefer the two pronged holistic, followed by the analytic rubric. What I have found in Master's face to face courses is that students still need a fair amount of hand-holding. Thus, the holistic rubric (draft assignments) can be used to get the student on the correct path and understand the expectations of the outcomes and performance required. Once the holistic has been satisfied, the analytic rubric can be employed more efficiently and effectively. I will establish these rubrics (especially the holistic) by assigning students to a group in pairs of two and conducting blind reviews of drafts. I can do this because of the small class. I will code the papers by numbers and then ask students to discuss among each other. I believe this exercise will improve clarity on the holistic side (check-list). Students can use a chat-box to discuss online.	October Cohort	Scott Hamm

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10/9/2013 12:46:14	Laura Ellis-Lai	I have created an online grading rubric based on the learning objectives for two of the courses I teach (English 1310 and 1320). Lots of people teach this course in my department, and the course descriptions and learning goals/objectives are pretty generous to allow for instructor interpretation. Using 5 broad, predefined categories, I created a detailed rubric based on my most frequently written comments during my past grading cycles. In total, I have about 25-30 radial buttons, which I click depending on the feedback I want to give to students, though I limit myself to 3-4 pieces of feedback per paper, focusing on the most important issues. I also include a text box to type more personalized messages with feedback to each student for each paper they write. The rubric also contains detailed information about how to understand and use the rubric feedback. I ask students to take the results of their assessment to a writing center tutor who works with students for at least half an hour on each of the 4 formal papers they write independently over the course of the semester. I ask students to ask the tutors for specific, focused help based on their assessments from their past paper(s). In addition to this final feedback, I use the same rubric during in-class peer-review activities for first and second drafts. Occasionally, I use it during self-assessment activities during class, too, though I always encourage students to use the rubric to self-assess throughout their drafting processes. Each time I grade a paper in either class, I score student writing based on the same rubric, which in turn is based on the department's description of First Year English courses. Students can use their assessments to track their improvement over the course of the semester. The required writing center tutor visits serve to close the feedback loop, which ultimately helps lighten the grading load for me. I use eportfolio to score student papers using this rubric. Students upload their papers by copying and pasting them into a text box, and then I can see both their papers and my entire rubric side by side on the same screen to make scoring go more quickly. This fall, the grading got even easier because TRACS can import eportfolio grades directly into the TRACS gradebook. However, students will still need to visit eportfolio to see their radial button and written text feedback. If anyone is interested in learning how to do this with your own courses, I recommend contacting the fantastic and helpful Yaoling Wang in ITS for help. I'm also glad to share my rubric with anyone who is curious about it.	I will keep a revision document for each semester that I teach a course... to keep track of changes I want to make based on student feedback and questions, insights I have while teaching, and observations about my time and workload.	October Cohort	Scott Hamm

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10/9/2013 19:38:11	Blake Farrar	My favorite time saving tip is keeping a word document with canned emails to send to students or for feedback on discussion posts. There are many common errors in the forums and while I provide detailed suggestions along with a rubric, many students still have issues. Having canned feedback phrases makes it very easy to copy/paste the feedback and then customize for the individual student as necessary.	I currently use Learning Modules to structure my course, but I will explore options in TRACS to help develop a more user friendly navigation so that students are better understand the requirements each week. I hope that this improves student utilization of the resources while reducing confusion and avoidable problems/emails. This will help save time for both myself and my students.	October Cohort	Scott Hamm
10/10/2013 9:14:44	Michele Oliver	My favorite time-saving strategy is getting organized, specifically organizing my computer files. I have a very detailed organization structure for my files for my courses. Although it may look intimidating to most with all of folders created for each unit, it saves me a lot of time when trying to locate information that I (or my students) may need.	I will definitely try to keep design revision notes. This was a great strategy because it suggests to use ideas that are generated from assignments, exams AND student questions. I really like the role that students play in this strategy. I plan (in my quest for organization) to keep a separate notebook designed specifically for this strategy so that I can keep very clear and concise revision notes.	October Cohort	Scott Hamm
10/10/2013 10:58:19	Becky Jackson	Writing to learn activities are, hands down, one of the best and easiest ways to integrate writing into a course and to do so without having to grade it. Writing to learn activities are low stakes assignments designed to help students leverage writing as tool for understanding and grappling with content. This writing is not meant to be graded in any kind of formal way. It is a tool for students. A couple of writing to learn activities that I use in my own classsrooms: hand out index cards at the end of class and ask students to write down one question that they still have now that the class activity for that day (lecture, discussion, lab) is done. Collect and use those to help you develop the next lesson. You could also also ask students to write down the most important thing they learned during a lecture or discussion. The point with notecard writing is to keep the activity short; use it to direct thinking about what they've learned or what they still have questions about; use it as insight into students' learning. The beauty is that is accomplishes all of these objectives but you don't have to spend time grading it!	I will develop grading rubrics for formal projects. In the past, I have been haphazard about this. I have rubrics for some projects and don't have them for others. I do talk about grading standards for each project students submit, but there is value in having standards written down. For graduate classes in particular, I like students to work with me to develop grading standards for particular projects. Perhaps what I can do in the online environment is ask students to discuss grading standards in a forum and use those discussions to inform my development of a grading rubric. This would mean that the rubric is not set in stone when the class begins, but I believe in the learning and the "buy in" that occurs when students participate in developing rubrics.	October Cohort	Scott Hamm
10/10/2013 15:52:25	Cynthia Plotts	I don't know that mine are very unique, but they certainly have helped. I use our TRACS system to develop reusable content. The format allows for me to organize course resources into folders that can be reused in subsequent semesters with ease. I have to be careful not to keep adding content without deleting outdated content, or I end up with too much material and too broad a focus for a single semester course.	I will try the template for scheduling grading activities across courses. I find myself overwhelmed by long written assignments that come due at the same time across the courses I teach. Students have long complained about this happening to them and have suggested that faculty collaborate so that all major assignments don't converge. While this is hard to do with courses taught by other faculty, having a more manageable grading schedule for my courses is very reasonable.	October Cohort	Scott Hamm
10/10/2013 16:40:58	Gerard (Jerry) Nugent	The templates for syllabi and course schedules without including the dates. I have been using these regularly for my F2F courses. Since the course I teach is a required course and taught by several others in the department, we collaborate on the format and much of the content, so that we use the same template (with some individual customization) for not only the different sections in a given semester but from semester to semester.	An introductory/orientation video that emphasizes the structure of the course site and how to navigate it. I have never done this and when I last taught an online course some five years ago, I used an orientation/FAQ text file to do so. I think it will be a challenge to keep the video down to a ten minute time frame. To do that I think I will need to limit the content to just site navigation and not include the other aspects of a course orientation. I think the video is important because the students are accustomed to such instruction when using other web tools to download programs and navigate the sites.	October Cohort	Scott Hamm

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10/11/2013 12:01: 38	Karima Lalani	My favorite one is creating re-usable content; since I teach three different courses in the health information management arena, some projects are such that I can reuse them in other classes. Additionally, I do media monitoring daily for relevant news articles related to the area of health information management, and once I find those relevant article(s), then I post them in all my classes, so all the students can read about the current developments in the news related to the field.	The one that I have not used before, but will do so now, is to keep design revision notes. Uptil now, I hadn't kept a centralized document to note any design revisions, but will definitely start doing that now.	October Cohort	Scott Hamm
10/11/2013 15:05: 57	Michelle Toews	Again, I've never taught an online class. However, my favorite time-saving strategy in F2F classes is to provide clear, detailed instructions for all assignments. This includes written instructions, rubrics, and sample assignments submitted by previous students.	I have never taught an online class before. However, I use some of the strategies outlined in the workload and time management video in my F2F classes (e.g., organize my computer files, keep notes on what I'd like to do the same and differently in the future, rubrics, comparing due dates in classes and trying to stagger them, providing assignment examples). In addition to continuing to use these strategies, I'd also like to create a FAQs page. If anyone has any general FAQs they've had from students in their online courses, I'd love to start my list!	October Cohort	Scott Hamm
10/11/2013 19:52: 23	Janet Payne	I set up folders by topic or week on TRACS. This isn't very original, but it's the one I think translates most broadly to the community. I'm looking forward to reading the ideas of my cohort.	Identify content that is "nice to know," rather than necessary to know. I think I focus too much on including everything.	October Cohort	Scott Hamm
10/12/2013 17:06: 46	Sheyenne Krysher	When starting off with a new course, try to select a book that comes with pre-made activities and presentation. Typically, I was never satisfied with this type of pre-made curriculum and often made everything from scratch...and always wondered where all my time disappeared to. As the course is re-offered, you can revise items that weren't up to your standards.	I liked the advice to create support materials for the students, especially an orientation and giving them a quiz over the material. I think this will cut down on the amount of trivial questions that can really be a time zapper. Another suggestion, to create a revisions folder, is one I can use in my face-to-face classes too. As the semester wears on, I always find something that needs to be updates or revised, but always put it off till later and forget what it was. Definitely implementing a revisions folder today.	October Cohort	Scott Hamm
10/13/2013 11:28: 43	Beth Morgan Russell	I find offering a balance between individual and group activities to be a time-saving strategy. Using individual activities allows me to assess the learning of each student. Using group activities provides an opportunity for students to interact with each other about course-related information. I find that the quality of the group project is usually stronger than what each could produce alone. Group activities also result in fewer activity projects to grade.	I found the strategy about differentiating between "need to know" versus "nice to know" course content very thought provoking. I think the idea of covering less information in greater depth is worth exploring. I will do so in the undergraduate course I'm revising for this course.	October Cohort	Scott Hamm
10/13/2013 17:18: 56	Marilyn Gibbons-Arhelger	My most recent successful strategy has been to use my calendar and a reminder program on my smart phone.

At the beginning of the semester I use Outlook to make my schedule and set my smartphone to remind me of important upcoming events such as exams, office hours, etc. Even though it's all in the LMS, having a visual and audible reminder with me all the time has helped me to stay on track. I use the calendar to set appointments for myself to grade assignments at set times since it's easy to get behind if I don't have a specific time and goal. A student attendance program has an information page for each student in every class. I keep track of every interaction with a student and usually look at their picture when we have an interaction. It also has space for email, phone, alternate email and any special notes. | Keep design revision notes. While viewing the presentation I realized that this would be tremendously helpful and it's something I never considered. | October Cohort | Scott Hamm |

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10/13/2013 18:10: 02	Joe Koke	Recycling previously used material. Although I have never taken an on-line course before, I have taught the course I propose to convert into an on-line course at least 50 times (Cell Biology by various names). I converted to an on-line only syllabus in approximately ~ 2000 and have used the same general framework ever since (see http://www.jkoke. net/BY131/index.html . I simply update to fit the current University Calendar.	As I have not presented an on-line course before, the time saving strategies I use are relevant to F2F courses with a web component - and allow one to perform administrative and scholarship functions as well. I partition my work schedule into those 3 blocks and partition my time appropriately on an weekly basis. I try not to take work "home" - but this varies depending on various demands on my time. I also try to be as linear as possible, taking each task (as close as possible) to completion before moving to the next. I avoid multi-tasking but when necessary, use a log or calendar to keep track of where I am on each task.	October Cohort	Scott Hamm
10/14/2013 11:06: 21	Joy Pollock	I use a grading rubric for writing assignments that identifies common writing mistakes. I use the same form in all my classes and often have students do the checklist themselves before turning in a paper.	I will definitely try the FAQ tip, both for technology-related questions and for class requirements. I think that will save time answering emails.	October Cohort	Scott Hamm
10/14/2013 12:28: 54	Kimberlee Davis	I am going to use a rubric for every assignment and post samples when appropriate. I have found both to be a time saver when grading students work for my face2face classes. It is much easier and faster to grade students work when the work resembles what you as an instructor were looking for in students learning.	I spend time in face2face classes to go over the course syllabus. I do this to answer questions before they can be asked numerous times, thus saving time. I will do the same with my online course with a recorded orientation to the course and the LMS. Another thought is to pilot test the course. However, that might be asking too much of a colleague. Not sure just how I can accomplish this idea.	October Cohort	Scott Hamm
10/14/2013 19:47: 14	Jennifer Krou	Rubrics are great. Take the time to think about what is important in the assignment, then develop the rubric. It eliminates any questions from the students, and provides them with a clear grading assessment.	I teach at two different schools, one FT and one adjunct. The adjunct course is 8 weeks and a standardized syllabus/assignments, while at Texas State I have a lot of control over the assignments etc of the course. I had never considered mapping the two courses with their assignments and other requirements to uncover weeks that might be lighter or heavier. I am going to give it a try with the spring semester and January 8 week course.	October Cohort	Scott Hamm
10/14/2013 22:27: 58	Scott Bowman	My favorite strategy is creating and maintaining support materials. I have traditionally attempted in my courses to use a variety of materials in order to allow for a variety of learning processes. I keep a running list of movies (documentaries), youtube (and similar) clips, readings, news stories, guest speakers, etc. Also, I attempt to have some "carry-over" in the list, where these materials can be used in multiple courses in order to have reusable content -- which I suppose is technically 2 tips!	The one strategy I will attempt to use is to better develop rubrics. I use them from time to time in my face to face courses, especially for larger projects; however, it would seem more essential in an online course, since there is no face-to-face interactions that would allow for additional detail. Also (which was stated in the presentation), it would seem that this would minimize "clarification" emails from students.	October Cohort	Scott Hamm
10/16/2013 9:37: 44	Susan Weill	I am now utilizing the "reusable content" strategy. I use learning modules for my online classes and in the recorded lectures I made, in the past, I numbered them within the recording as related to the module number. I see now that if I don't include the module number in the recorded lecture, I can easily change the modules around without re-recording the lectures. What a time saver!	I will begin to utilize the "reusable content" strategy. I use learning modules for my online classes now and in the recorded lectures I made, in the past, I numbered them within the recording as related to the module number. I see now that if I don't include the module number in the recorded lecture, I can easily change the modules around without re-recording the lectures. What a time saver!	October Cohort	Scott Hamm
10/16/2013 11:14: 05	Susan England	My favorite time-saving strategy is to allow students to grade their own quizzes. They learn from their mistakes and there is a level of respect gained from the trust in allowing them to do that. Plus, it saves me the time of having to grade 100 papers.	I have many resources but they are scattered throughout the files on my computer and in print- scattered through files in cabinets and in class specific files. I am going to gather these resources and put them all in one place- saved electronically in a resources file, with subfiles for each course that they apply to.	October Cohort	Scott Hamm
10/16/2013 11:15: 21	Michelle L. Hamilton	My favorite time saving strategy is using drop box in my F2F courses. I have about 10 labs that I give for assignments in my course. Before using this course management feature, I had to spend a lot of my time organizing paperwork. This feature, with the additon of a lab rubric makes grading labs much more efficient.	The Course Strategy that I would like to use to save time is organinzing my course into folders by units. Ilike this because I think much of the work for organizing a course comes before the course takes place. I also like the organization templates that were discussed on the presentation. I will put together a template before my course is contructed.	October Cohort	Scott Hamm

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10/16/2013 11:15: 36	Michelle L. Hamilton	My favorite time saving strategy is using drop box in my F2F courses. I have about 10 labs that I give for assignments in my course. Before using this course management feature, I had to spend a lot of my time organizing paperwork. This feature, with the additon of a lab rubric makes grading labs much more efficient.	The Course Strategy that I would like to use to save time is organinzing my course into folders by units. Ilike this because I think much of the work for organizing a course comes before the course takes place. I also like the organization templates that were discussed on the presentation. I will put together a template before my course is contructed.	October Cohort	Scott Hamm
10/16/2013 20:10: 37	David Coss	I have used grading rubrics to make the grading process more efficient as well making the grading process more transparent to the students. In the past I have shared the grading rubric with the students when I have given them a semester project so that they are better informed as to what is expected of them. This also helps to streamline my grading process.	One of the time saving tips that I think would be beneficial to me is to stagger the assignments between the classes that I am teaching so that the grading is not required all at once.	October Cohort	Angela Velez-Solic
10/17/2013 10:13: 41	Tovan Krisdianto	Creating Re-Usable Learning and share resources with my colleagues in a resource bank. The way to do it is to make sure that we are not using headings or any information that refers to a specific course Instead i am using the sub or sub-sub heading. As I am using Power Point I record my voice embedded in each page of the presentation, and currently I am using I-spring to combined several slides+voice and quizzes into one interactive video format. I still keep the original PPT format, this makes it easy if I need to make changes, compared if I record the video using traditional means of recording screen and video. What I still need to develop is the naming convention and how to File/group these files so that easy for my colleagues to find and vise versa. Example the definition of Ethics will be use in both Business Ethics and Social Science class and Entrepreneur Class which relates to Business Ethics and Social Science.	Support material: Assignment Example. In my course of Business Ethics and Social Science rely heavily on case study, presentation and discussion. Originally I plan to asked my students to prepare a narration, U tube Video and take questions on the BLOG forum without giving any example of how I expect them to do this. Now I plan to do the firs case presentation using narration, video and blog to give them an idea of what they can do. My focus is to help them learn Business Ethics and Social Science and not learning to create course_ware.	October Cohort	Julia Parra
10/17/2013 11:50: 14	Gwendolyn James	One of my favorite work-saving strategies I have used in my current class I'm teaching is to use the synchronous online meetings we have as student-led seminars. Students are responsible for leading face-to-face activities for the topic of the day which gives me time to focus on other things. It also makes them more responsible for understanding the material and being able to explain it to others.	I want to work on developing video content for key concepts that extend across all of the courses I teach online. For example, it would be helpful to have video, unique to my courses, that would help students understand how to do MLA Documentation.	October Cohort	Angela Velez-Solic
10/17/2013 16:39: 26	Raphael Travis	Providing a summary of major patterns that I see across papers (and the requisite feedback) so that I do not have to write the same thing over and over for each paper. Less consistently - but I intermittently give audio or video feedback when I want to take a break from writing. This can save tremendous time.	A document for course revisions (problems and things that went well during the course) is one strategy that I have used in the past but far too infrequently. I am glad that it was emphasized in this presentation. I consistently have students contacting me for technology problems no matter how much I suggest that it is up to them to problem solve with our IT support. It is in their welcome document, but I think it could be better if in each week's learning module (instructions for the unit). Balance grading and feedback grid!!! This is needed in the worst way. Great idea. I have heard of it, but to see the example was helpful.	October Cohort	Scott Hamm

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10/17/2013 16:50:26	Diana Osborne	The use of a "Start Here" document for my online classes has been a life saver and many students, particularly those with limited exposure to online education, have shared that it made their first few days more manageable. It is a document where I give step by step instructions (in bullet point format) what a student needs to do to complete successfully the first week (day, module) of the course and be directed through a tour of the resources in the course website. The instructions would be simple – 1. download and read the syllabus (hot link and/or explanation where that is to be found), 2. purchase your book (specific instructions where), 3.read first reading assignment (instructions where it is), 4. complete first practice quiz (again direction where and/or hot link), etc. I usually write a sentence at the end, congratulating the students for having completed successfully the first week (day, module) of the class – the idea is to provide student with some indication how much work I expect to see in a week (day, module) and hopefully generate some sense of accomplishment when the list is completed. It is technically a "To-do List" for the first week (day, module) of class. I post it as an announcement, a document, and I e-mail it with my introductory welcome message to my students. It has made the first week of classes much less hectic for me and is particularly useful for anticipating procedural questions.	There are two strategies that I am planning to take advantage of – the FAQ document and a running document of revision notes. I have thought about the usefulness of a FAQ document at busy times of the quarter, but I forget the idea when I am designing my course. It has been obvious that often student questions – especially regarding course procedure, are repetitive and even predictable. I know it will be a useful tool for both me and my students. Keeping a running document of revision notes would likewise be helpful. I have at times created one when grading a specific assignment, but had not thought of creating a master document or even folder with revisions for later reference.	October Cohort	Angela Velez-Solic
10/18/2013 20:13:11	Pinfan Zhu	Obviously, resuable content is my favorite time-saving strategy. As I teach course like Visual Rhetoric, Document design, and Software documentation, and Web Design, all of them have to use graphics, follow similar design principles, and emphsize easy accesibility to user-desired information. I preserve all the graphics, images, and layout samples in a common folder so that I can easily pick out them for use in these courses. I also have a folder that contains samples of design principle applications, and a folder for previous students' projects for students'reference, which I reuse in all these courses. This practice, naturally, saves me a lot of time because I no long have to preparing different materials for diffrent courses.

An example that can explain this is that: I will pull out a page layout to explain how rhetoricallly effective it is when we make a clever use of it by putting the emphasized information on the left side as this side is normally the beginning position that impresses the reader most in my visual rhetoric course, and also use it to show how information can be logically and profesionally arranged by using a page layout for planning for the information to be displayed on a webpage in the web design course; and use the layout page to explain how density, evenly distribution, and balanced look of information on a page may help construct the designer's ethos. Thus the time saving function is made full use of. | I would think using syllabus templates to design a course is very useful tip to me, for I have never used those templates before. The sample template is interesting. I do think how easy and time-saving it is to use a syllabus template to design the course because it has a well organized structures for the general course items like course overview, course prerequisites; course goal and assigments , etc, and systematic arrangement of the course schedule that covers detailed items for each course unit. The advantages are that by following the template, you will not overlook or miss any necessay part of the course content; thus you won't have to spend more time late in the semester finding the needed materials to make up for the missed parts. That would be time consuming. Also, it helps me remember the course contente more effectively, thus avoiding forgetting sth that would cause more time consuming work to make up for the missed items.

I will use the template to do design each unit of of my course by putting assignment samples, grading criteria, writing instructions, and special notes in a folder for each chapter that is to be taught weekly. In addition, I will also apply easy navigation strategy by categorizing materials into course notes, test tips, reference materials for students and myself, and putting them in different folders for easy locating. Of course, using a search engine to find the indexed course items would be also applied. | October Cohort | Scott Hamm |
| 10/19/2013 10:21:10 | Lisa Donohoe | Simply using Moodle as a content management system and organizing the content in modular fashion there has allowed me to use the content in both a online environment (synchronous and asynchronous) and as a "flipped course" in a FTF context. So the content is becoming quite flexible to different course/student needs. The modular format also allows me to expand the course over a semester, or condense it into a shorter, more intensive course. | I would like to spend more time on the course orientation materials, and developing a Camtasia video for course navigation. The other main task for my English for Negotiations course is to generalize my examples so that the language teaching portion of the course is more generic and not topic-specific. Then layer the negotiation topic over the language learning content. This will allow the content to be usable across other similar courses and more distributive. | October Cohort | Julia Parra |

Timestamp	What is your name?	What is your favorite time- or work- saving tip or strategy and how have you implemented it in your course?	Of the time- and work- saving tips and strategies listed in the presentation, which is one that you will definitely try to implement and how will you do that? Please pick a tip or strategy you have never used before.	Which cohort are you in?	Who is your facilitator?
10/20/2013 10:09:22	Michelle L. Hamilton (HHP, Director of Center for P-16)	My favorite strategy is using tool from the course management website (TRACS). I started using dropbox this semester. It is a timesaver because it organizes student work, and allows me to return it to students as I grade the work. My second favorite strategy is to consider my overall workload as I require work of students throughout the semester. This allows me to time the grading so that I don't become back logged in my work.	I will use two of the strategies that were presented. The first strategy was on organizing content into folders so that it can easily be accessed and organzied in the online environment. My course content will be sequenced by week so that it can easily be accessed by students. My second favorite strategy will be using the templates from this website. The templates are well organized and will be easy for students to navigate.	October Cohort	Scott Hamm
10/20/2013 10:09:35	Michelle L. Hamilton (HHP, Director of Center for P-16)	My favorite strategy is using tool from the course management website (TRACS). I started using dropbox this semester. It is a timesaver because it organizes student work, and allows me to return it to students as I grade the work. My second favorite strategy is to consider my overall workload as I require work of students throughout the semester. This allows me to time the grading so that I don't become back logged in my work.	I will use two of the strategies that were presented. The first strategy was on organizing content into folders so that it can easily be accessed and organzied in the online environment. My course content will be sequenced by week so that it can easily be accessed by students. My second favorite strategy will be using the templates from this website. The templates are well organized and will be easy for students to navigate.	October Cohort	Scott Hamm
10/20/2013 20:33:00	Claire Robinson	I like using the time saving strategy of meeting with faculty on course saving strategies and outcomes. I like hearing the insight and perspective of others as we work to deliver effective instruction. This strategy was especially beneficial during our accreditation preparation and planning. In this process departmental faculty had to clearly identify course goals, objectives and outcomes in behavioral terms for persons who were unfamiliar with our course content. Thus we were able to specify what students would know and be able to do, once completing our courses.	I found it beneficial to hear about organizing assignments in each class for the semester on a joint calendar. This technique would allow the faculty member to spread out grading activities for all of the classes that they are teaching. Thus the faculty member would not have several major assignments to grade at the same time during the semester. Cutting down on this grading pressure would allow the faculty member to give more meaningful feedback to their students. I will develop a monthly calendar to chart these class assessments.	September Cohort	Julia Parra
10/20/2013 20:36:09	Claire Robinson	I like using the time saving strategy of meeting with faculty on course saving strategies and outcomes. I like hearing the insight and perspective of others as we work to deliver effective instruction. This strategy was especially beneficial during our accreditation preparation and planning. In this process departmental faculty had to clearly identify course goals, objectives and outcomes in behavioral terms for persons who were unfamiliar with our course content. Thus we were able to specify what students would know and be able to do, once completing our courses.	I found it beneficial to hear about organizing assignments in each class for the semester on a joint calendar. This technique would allow the faculty member to spread out grading activities for all of the classes that they are teaching. Thus the faculty member would not have several major assignments to grade at the same time during the semester. Cutting down on this grading pressure would allow the faculty member to give more meaningful feedback to their students. I will develop a monthly calendar to chart these class assessments.	September Cohort	Julia Parra
10/20/2013 20:36:24	Claire Robinson	I like using the time saving strategy of meeting with faculty on course saving strategies and outcomes. I like hearing the insight and perspective of others as we work to deliver effective instruction. This strategy was especially beneficial during our accreditation preparation and planning. In this process departmental faculty had to clearly identify course goals, objectives and outcomes in behavioral terms for persons who were unfamiliar with our course content. Thus we were able to specify what students would know and be able to do, once completing our courses.	I found it beneficial to hear about organizing assignments in each class for the semester on a joint calendar. This technique would allow the faculty member to spread out grading activities for all of the classes that they are teaching. Thus the faculty member would not have several major assignments to grade at the same time during the semester. Cutting down on this grading pressure would allow the faculty member to give more meaningful feedback to their students. I will develop a monthly calendar to chart these class assessments.	September Cohort	Julia Parra
10/21/2013 16:40:10	Susan Weill	The first time I recorded my lectures for an online class, I included the Learning Module number. Big mistake. Now I need to record them again if I don't want to keep the Learning Modules in that order. A time-saving strategy I'm implementing is to NOT date or number materials that I need to reuse or move around.	The idea of developing a Resource List is a great time saver during the semester. To provide links to Tech support, Department support and content support, saves me much time answering questions from students. I direct them to the resources and let them know to get back in touch with me if they don't get the info they need there, but so far, that Resource List has saved me, AND the students, a lot of precious time.	October Cohort	Scott Hamm

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10/24/2013 8:14:57	Lisa Donohoe	Using the asynchronous online portion of my course as a "flipped" course for FTF students has been an amazing time saver and also helps to ensure that students are more prepared when they come to class. Having the content organized on a schedule, with everything ready to go on the LMS, helps me to concentrate more on extending learning.	I have used a themed modular format for my course, to keep students on track and help them navigate easily. I could make more use of rubrics for providing feedback, and I want to use Camtasia to create a movie about how to navigate through the Moodle. Another task for this semester is to "genericize" the content so that it can be a template for other courses. Currently, the language teaching portion is intrinsically linked to the content/topic portion of the negotiations course. The language portions should instead be independent of the topic, but applicable. That way I can use it for other courses with different topics.	October Cohort	Julia Parra
10/24/2013 20:03:25	Carole-Rae Reed	Grading criteria that break down written assignmentsint specific content with points assigned to each help both students & instructors and reduce ambiguity in grading. I have them use headings in paper that go with content areas that are being graded. That way nobody can say something is there when its not	Use of templates & running file of revisions	October Cohort	Julia Parra
10/24/2013 20:04:34	Carole-Rae Reed	Grading criteria that break down written assignmentsint specific content with points assigned to each help both students & instructors and reduce ambiguity in grading. I have them use headings in paper that go with content areas that are being graded. That way nobody can say something is there when its not	Use of templates & running file of revisions	October Cohort	Julia Parra
10/25/2013 15:08:16	Carolyn Pesthy	Multi-tasking. It is the only way I can keep up with my job. If I teach an on-line course, I am sure that, e.g., course related activities will occur during the rare down-time I have between f2f teaching and advising.	Recycling previously used material. Although I have never taken an on-line course before, I have taught several university-level courses before, and each semester I recycle my syllabus - making the obvious day/date corrections and cramming ever more requirements mandated by the State of Texas.	October Cohort	Scott Hamm
10/26/2013 19:57:33	Krishna Narayanamurti	I'm a big proponent of reusing materials and working off a syllabus template and was glad to see that these techniques were recommended in the presentation as well. As part of a year-long internship during grad school, I co-taught a series of creative writing workshops for ninth graders. My teaching partner and I had a syllabus and a set of printed and video materials that we kept reusing and tweaking for each new term, as we learned what worked with each group of students.	A great tip from the presentation which I'd like to implement in my online course is providing resources for students to get the help they need so they won't always need to ask me. I will definitely include links on my course site for Moodle FAQs and the IT help desk, and I'll also set up a help forum for students to post technical or general questions. A faculty member I know who does this says the best part of an open help forum is that the more tech-savvy students will answer the other students' questions while she's asleep, so when she wakes up there is usually no action required!	October Cohort	Julia Parra
10/26/2013 22:27:11	Pam Newell	have building blocks in the assessments - non marked activities that are interesting so that students don't bye pass and are happy to participate, then I try and have 50% of the course as auto marked quiz which tests underpinning understanding of the topic. The other 50% are marked assessments which show how students can demonstrate the knowledge , and showcase their understanding of the topic.	The use of tutorials to cover key learning objectives for each module and another tutorial to cover frequently asked questions. At present we do a total course tutorial overview and keep posting F&A's to the forums, which is a hassle as they drop down the list and need to be reposted by the lecturer	October Cohort	Julia Parra
11/5/2013 7:40:25	Lawrence Jackson	I have used a 'resource list before of Website List Resources as a professional toolkit preparation, toward teaching Career Development Facilitation (as a teaching trainee). I expect to apply that web resource list and additional newly created resource listing from OTC and other courses , to help motivate our students as they engage and develope. in their learning (as an Online Facilitator and Career Counselor/ Consultant).	I use our Learning Management Platform (Adobe Connect Pro) pages to preset A number of repeated Communication pods to Communicate written information to students. Those pages I use include: Chat; Notes; PDF files; White- Board; as well as renaming those pages appropriately for subject, topic dates as needed	September Cohort	Julia Parra

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11/5/2013 7:42:28	Lawrence Jackson	I have used a 'resource list before of Website List Resources as a professional toolkit preparation, toward teaching Career Development Facilitation (as a teaching trainee). I expect to apply that web resource list and additional newly created resource listing from OTC and other courses , to help motivate our students as they engage and develope. in their learning (as an Online Facilitator and Career Counselor/ Consultant).	I use our Learning Management Platform (Adobe Connect Pro) pages to preset A number of repeated Communication pods to Communicate written information to students. Those pages I use include: Chat; Notes; PDF files; White- Board; as well as renaming those pages appropriately for subject, topic dates as needed	September Cohort	Julia Parra
11/5/2013 22:20:49	Paula Irvine	I have always used Support Materials. So self-help and student support materials I believe are one of the best time saving tips there is. We currently have over 7,000 FAQ' which have been contributed by students, trainers and staff. The FAQ's are searchable by subject, course, topic, facilitator or key words. FAQ's in an online environment also provides 24/7 help to students. I also have comprehensive college orientation, course overviews and subject introduction. This has reduced the number of questions regarding course and subject questions by students by 64% over the preceding 12 months. Now that saves time. The course overview is a video explaining covering information need to complete the entire course. the subject introduction is both a video covering the subject and what is expected from the student, details on assessments and how to use self-help. There is also a checklist and hints and tips on getting started and completing the subject which pops up for the student when they enter the subject. Open Colleges has a list of study tips and other self help mechanisms in our student lounge. These are in both written and video form. Our students know that if they have a question about studying with Open Colleges or a question about their course the first place to start is the self-help video's and fact sheets in the student lounge. Another time saving tip for both student and the college is the inclusion of an email link direct from their subject to the relevant trainer for academic support and another link direct to student support for anything about administration of the course.	The strategy I found the most helpful is the "Keep Design Revision Notes" - i have always just jotted notes on spare piece of paper, tried to remember or more often then not forgotten once the class had finished. I have now created a revision notes section - note pad on my Smart Phone to add notes, suggestions or feedback from students as soon as I think of it or talk to the student or colleague. I will use the note section on my power point print out to record any suggestions or improvements on my course. These two sources will then be transfer (electronically, which saves time) from my phone and power point to a running Design revision log in the course design folder on my computer. This will ensure that none of those good ideas are ever forgotten again. Thank You.	October Cohort	Julia Parra
11/6/2013 0:14:31	Pam Newell	My favourite time saving tip is use of templates. My staff are constantly amazed at the time saving simple checklists and templates can achieve. Our student induction cehcklist and templates ensures that students can provide all the information we need in week one. We make it manadatory for students to complete the induction checklist and assessment templates before they can commence their first study period. This saves time for both our Faculty and the student and we are confident that the student understands the requirements for assessment. My Facultiies Structured Wrokplace Learning templates have been endorsed by our auditing authority as being best practice. There is a guide for students and the workplace, work place logs, equipment checklists, sample questiosns, sign off sheets and supervisor report templates. I would be happy to share my experiences of putting together these templates and sharing copies if any one else in the course has a need for documents that cover assessment in the workplace (on the job).	Get Organised - I am for ever trying to find time to organise my computer files both hard drive and email. Set aside time you also utilizing file struture set up for me by a colleague (using time saving tip talk to a colleague). We have a Faculty structure that has now been divided into two Faculties and there is a pressing need to restructure and save what is appropriate to our Faculty. I already knew that this was the tip I needed and listening to the presentation has motivated me to get this done NOW!	October Cohort	Julia Parra

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11/10/2013 6:18: 12	Donna Jones Miles	I have created a template that explains what needs to be done for the course. Students seem to like the template even though I did not want to use it because I felt it eliminated creativity.	I plan to implement the resource section: course orientation, tips for tehnology, FAQs, and assignment examples. Many times I think my expectations are clear and that I have answered all questions. However, there stills are questions from my students. These suggestions would be helpful and can ce used for more than one course.	September Cohort	Julia Parra