Ways to Meet the Instructional Time Worksheet

This worksheet summarizes a few of the most popular Canvas tools and how to adjust the time each takes when students complete them in an online format. Below is a worksheet that will help you make choices and adjustments to best meet your pedagogical objectives.

**Example: English 1000: Creative Writing -4-credit course**

* 110 minutes twice a week = 220 minutes per week x 10 weeks = 2200 minutes
* 10% of class time will be used for logistics such as sharing the Zoom screen, moving students to breakout rooms, technical difficulties, etc.
* 2200 x 10% = 220 leaves 2000 minutes of class time

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| --- | --- | --- |
| **Activity** | **# of minutes x how many times per quarter** | **Total minutes** |
| **Prior to class – asynchronous** | | |
| Preview a PowerPoint before class - 5 weeks | 60 x 5 | 300 |
| Watch a video prior to class  3 per quarter | 100 x 3 | 300 |
| **In-class – synchronous** | | |
| Lecture 20 minutes at the beginning & 20 minutes at the end ending | 20 x 2 | 400 |
| In-class Discussion | 20 | 200 |
| **After class – asynchronous** | | |
| Canvas Discussion  6 posts per quarter (30 minutes each)  6 responses (60 minutes to read, write, & post response) | 30 x 6  60 x 6 | 180  360 |
| Reading Quiz in Canvas  3 questions with short written answers  7 weeks | 30 x 7 | 210 |
| Midterm | 90 | 90 |
| Final exam or presentations | 90 | 90 |
|  |  | **2130** |

**Designing Your Course**

**Course name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Minutes per class \_\_\_\_\_\_\_\_\_ x classes per week\_\_\_\_\_\_\_\_\_\_\_10 weeks = minutes
* 10% of class time will be used for logistics such as sharing the Zoom screen, moving students to breakout rooms, technical difficulties, etc.
* Total number of minutes x 10% = \_\_\_\_\_\_\_\_
* Total number of minutes - \_\_\_\_\_\_\_\_\_\_\_\_(10%) = \_\_\_\_\_\_\_\_\_\_\_\_ class minutes

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| **Activity** | **# of minutes x how many times per quarter** | **Total minutes** |
| **Prior to class – asynchronous** | | |
|  |  |  |
|  |  |  |
| **In-class – synchronous** | | |
| Lecture |  |  |
| In-class Discussion or Activity |  |  |
| **After class – asynchronous** | | |
|  |  |  |
|  |  |  |
| Midterm |  |  |
| Final exam or presentations |  |  |
| Total |  |  |

**Time Allotment for Asynchronous Course Activities**

|  |  |
| --- | --- |
| **One Discussion Post**  Posts are approximately 250 words responding to a specific prompt from the instructor. | The original post should take 30 minutes to construct, edit and upload. |
| **Multiple Discussion Posts in Discussion Threads** | When students are asked to respond to previous posts by their peers, the time to respond is considered to take 60 minutes. This is because students need time to read the previous posts, construct a response and upload it. If students are asked to respond to 2 posts, then this constitutes 120 minutes of class time. |
| **Videos**  It is best for students to watch videos outside of class. The time to watch a video can be considered class time or homework. | If the video counts toward class time, then the length of the video is the number of minutes of class time. For example, a 90-minute video is 90 minutes of class time. |
| **Reviewing PowerPoint** | If students are asked to review a PowerPoint and take notes before class, this constitutes 60 minutes of class time. |
| **Quizzes and Tests** | In-class quizzes and test tend to take between 30 and 120 minutes. Offline quizzes and test constitute the same number of minutes. |
| **Peer-review** | Peer review constitutes 120 minutes of class time. |
| **Reflection** | Each reflective exercise is considered to be 60 minutes of class. |