BGSU| ONLINE COURSE DESIGN | TIME ON TASK

VERSION 1.5 | September 2020

# INTRODUCTION

Understanding how time “works” in online teaching and course design is often a challenge for online instructors, especially those new to online education. Four distinct yet related questions can express the challenge:

* How do we determine the total time on task by online students per week and for the entire course?
* How do we calculate how much time students will need to complete the course tasks?
* What should students be doing with their time to accomplish the goals of the course?
* What should faculty be doing with their time as online instructor?

# DETERMINING TIME ON TASK IN ONLINE EDUCATION

The academic credit model, developed on the Carnegie unit over 100 years ago, is based on classroom hours for students and corresponding contact hours for faculty. Online courses appear not to fit this model, as by definition they do not have face-to-face classroom/seat time. The consensus within U.S. higher education is that one college credit requires 15 hours of classroom time plus additional homework time for students (typically two or three hours per hour of classroom time). How, then, can this model accommodate courses that have no seat time?

The answer to this question is to de-emphasize the course mode (or course-delivery method) and focus instead on total time on task (by course and/or week). This approach was adopted by the Rochester Institute of Technology and is the approach taken by Bowling Green State University.

**An example of an official policy for BGSU of time on task is the following:**

*Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.) The Ohio Department of Higher Education has defined a credit hour as a minimum of 2250 minutes (37.5 hours) of instructional time. Conventional classroom education normally breaks down into 12.5 hours of instruction plus 25 hours of student work/study out of class.* [*BGSU has adopted the ODHE definition of a credit hour*](https://www.bgsu.edu/content/dam/BGSU/provost/documents/curriculum-modification/contact-hour-requirements.pdf)*.*

*"Instruction" is provided differently in online courses than in face-to-face courses. Despite the difference in methodology and activities, however, the total "learning time" online can usually be counted. Rather than try to distinguish between "in-class" and "outside-class" time for students, the faculty member developing and/or teaching the online course should calculate how much time a student doing exemplary work would take to complete the work of the course, including:*

* *Reading course presentations/"lectures"*
* *Engaging “other” media-based materials*
* *Planning, conducting, research*
* *Writing papers or other assignments*
* *Constructing lab-based projects (maker-projects I.e., models, large print posters)*
* *Composing performances*
* *Creating works of art*
* *Completing all other assignments (e.g., projects, problem sets)*
* *Participating in peer-to-peer interactions such as discussion replies or workshop activities*

*The total time spent on these tasks should be roughly equal to that spent on comparable tasks in a classroom-based course. Time spent downloading or uploading documents, troubleshooting technical problems, or in chat rooms (unless on course assignments such as group projects) should not be counted.*

*In determining the time on task for an online course, useful information includes:*

* *The course objectives and expected learning outcomes*
* The list of topics in the course outline or syllabus; instructional materials including textbooks, lectures, additional readings, multimedia components, and other resources
* *Statements in course materials informing students of the time and/or effort they are expected to devote to the course or individual parts of it*
* A list of instructional activities to be implemented in the online course, how each will be carried out, the pedagogical tools to be used, and the expectations for participation

*Theoretically, one should be able to measure any course, regardless of delivery method, by the description of content covered. However, this is difficult for anyone other than the course developer or instructor to determine accurately, since the same statement of content (in a course outline or syllabus) can represent many different levels of breadth and depth in the treatment of that content, and require widely varying amounts of time.*

In sum, regardless of course mode or type of learning activities assigned, the amount of student time on task for any BGSU course (campus, online, blended, independent study, etc.) should total 37.5 hours (2250 minutes) per credit/contact hour. For a 3-credit course, a total of 112.5 (6750 minutes) hours would be estimated for course completion.

The hours per week will, of course, vary depending upon the length (in weeks) of the course. See Figure 1 below for a breakdown of the time on task for BGSU ’s major 3-credit course formats. The second column provides the total hours per week that students will need to complete their course work. For a 7-week online course, for example, the instructor and/or course developer knows that students can expect to spend about, but certainly no more than, 16 hours per week on course work.

**Figure 1.** Learning hours per week for BGSU’s major 3-credit course formats

|  |  |  |
| --- | --- | --- |
| **Course format in weeks** | **Total hours per week** | **Total hours per 3-credit course** |
| 15 | 7.5 (450 minutes) | 112.5 |
| 8 | 14 (840 minutes) | 112.5 |
| 7 | 16 (960 minutes) | 112.5 |
| 6 | 18.7 (1122 minutes) | 112.5 |
| 3 | 37.5 (2250 minutes) | 112.5 |

# CALCULATING THE TIME NEEDED TO COMPLETE ONLINE TASKS

The above guidelines address how to determine not only total time on task, but also the time needed to complete specific learning tasks. For a variety of factors, it is far more challenging to determine the latter than the former. (One of the biggest factors, of course, is student variability in ability, experience, and motivation.)

Nonetheless, the higher education literature does offer at least four viable methods for calculating completion times for learning tasks in any course mode:

* **The proxy method**. Here the instructor and/or course designer first calculates how much time it takes them to complete a given task, and this figure is then multiplied by some factor. As Carnegie Mellon University (2013) explains to their faculty, “To calculate how long it will take students to read an article or complete an assignment, you can estimate that your students will take three to four times longer to read than it takes you.” The Course Workload Estimator is a tool for faculty or course designers to calculate time on task: <https://cat.wfu.edu/resources/tools/estimator2/>.
* **The experiential method**. The least studied, but probably the most common method. As McDaniel (2011) wrote, “Faculty can use their experience to estimate the time and effort needed by the typical student to engage successfully in each of the learning activities in a particular field, course, and program…Using these estimates, the designers of courses determine if students have the requisite time to meet course expectations.”
* **The survey method**. Involves surveying students after they have completed a given task. Carnegie Mellon University (2013) advises faculty “to ask students how long it took them to do various assignments and use this information in future course planning.”

BGSU recommends instructors prioritize use of the proxy method and Course Workload Estimator tool, however, instructors may use a combination of any of the three methods as needed

# LEARNING TIME FOR STUDENTS IN ONLINE COURSES

Having addressed the determination of time on task, and the calculation of completion times for learning tasks, the matter of what students can and should be doing with their time to effectively and efficiently accomplish the goals and learning outcomes for their online courses will now be addressed.

Despite some significant differences in communication technologies and pedagogical methods, online courses are similar to face-to-face courses in many important respects. As we have seen, total time on task is the same for online and on-campus courses of equal lengths. Additionally, an online course will have the identical goals and learning outcomes as its on-campus counterpart. The online course must be equal in content and challenge as the on-campus course (Vai & Sosulski, 2011). Online courses that do not have on-campus, or face-to-face equivalents must still have time-on-task activities that meet the necessary time-requirements for the number of credit hours in the course.

How students spend their time in on-campus and online courses is directly related to the assignments, assessments, and other tasks given by instructors. In the classroom portion of face-to-face courses, students typically engage in the following activities:

* Listen to and take notes on lectures, presentations, and multimedia.
* Participate in whole-class and small-group discussions with other students and the instructor.
* Engage in experiential learning activities, such as labs, studios, and simulations.
* Practice developing new competencies.
* Contribute to formative and summative assessment practices through quizzes or exams.
* Write short in-class essays.
* Collaborate with peers on group projects.
* Communicate with instructor on course related experiences.

Students typically do the following as outside-class activities in face-to-face courses:

* Read articles and books
* Review class notes
* Solve homework problems
* Conduct and write-up research
* Complete projects and other major assignments
* Prepare classroom presentations
* Meet with instructors during their office hours
* Collaborate with peers on group projects

The same categories of learning tasks or activities exist in both course modes, though online instructors usually modify the face-to-face activities to make best use of online communication technologies and pedagogies. (It should be noted that face-to-face instructors are increasingly incorporating online learning tools and methods into their courses.)

Boston University offers several representative samples of face-to-face learning activities that have been modified for the online learning environment:

* Instructor may pre-record lectures with slides and annotation tools as for synchronous lecture; chunk lectures into sections of up to 10 minutes and intersperse with activity; additional tips for creating
* Virtual Small Groups can be formed in to focus on topic for timed period (e.g. 1-3 days) and then report back to larger group through whole-class forum through text, audio, or video
* The whole-class asynchronous discussion area will allow the instructor to expand upon the lecture and also facilitates post-lecture Q & A and general student interaction.

As these samples suggest, online teaching and course design incorporates and, at the same time, changes the discrete on-campus activities. The online lecture is both lecture and reading. Individual time and effort spent in small-group work is visible and therefore measurable (unlike face-to-face group work) and consists of research, reading, and writing. Experiential learning activities include student reports back to the instructor and/or the entire class. The online discussion is reading, writing, and (ideally) part of the instructor’s “lecture” component (Turner, 2005).

**EXAMPLE TASKS AND COMPLETION TIMES FOR ONE WEEK OF AN ONLINE COURSE**

Here is an example of one week (7.5 hours) of learning tasks or activities and respective completion times for a 15-week, 3-credit course:

* Three, 15-minute chunked lectures (text or video) that cover one course topic each; links to illustrative web resources are included in each mini-lecture (1 hour).
* Assume that students spend additional time to review these lectures and explore the links to web resources (1/2 hour).
* After reading/viewing the mini-lectures, students will post a short “knowledge check” self-assessment statement to the course drop box. This activity will help the student gauge his/her understanding and retention of the lecture material (1/2 hour).
* Assign readings (1/2 hour).
* Require students to complete a 10-item online quiz to check their understanding of key terms and concepts from the readings and lectures (1/2 hour).
* Assign a discussion topic on a contemporary issue with a triple-layer response requirement (i.e., original post, responses to three classmates’ posts, responses to responses) (2 hours).
* Stipulate that small groups meet in their web-conferencing “room” and/or asynchronous discussion area to work on an iterative deliverable for their group project; for example, discussing and producing an outline of their final report (1 hour).
* Work on final research paper and presentation, which are due at the end of the course (1 1/2 hours).

# INSTRUCTIONAL TIME FOR FACULTY IN ONLINE COURSES

The following (Vai & Sosulski, 2011) is most likely how an instructor spends their time in an online course (assuming, that is, they are both designing and teaching the course):

* **Designing the course.** Ideally this is accomplished before the course begins.

Instructors who have never designed an online course are encouraged to take ‘An Introduction to Online/Remote Course Design and Teaching’, which is offered by the Center for Faculty Excellence.

* **Posting new material** after the course has been fully designed and is “live.”

In response to contemporary events and student needs/interests, the instructor is putting up announcements, calling attention to relevant material outside the course shell, posting commentaries on the discussions and other activities in the course, etc., as needed.

* **Checking in on student interactions, participation, and questions** about the course

This most typically happens in a dedicated discussion area (i.e., a Q & A or Ask the Instructor discussion forum), but also in email and in other ways and “places” online, such as blogs, wikis, web-conferencing meetings, etc.

* **Giving feedback on assignments.**

Activities such as providing written comments (along with grades) when using the grade book and giving more extensive written feedback on student worked that is submitted.

* **Class management.**

Includes activities such as sending out reminders of assignments that are due, grouping/pairing of students for team projects, and introducing new assignments and requirements.

**Regular and Substantive Interaction**

The Department of Education also requires that instructors in distance education (online programs) provide [“regular and substantive interaction”](https://ecfr.federalregister.gov/current/title-34/subtitle-B/chapter-VI/part-600/subpart-A/section-600.2) students. “Regular and Substantive Interaction” is the primary distinction between distance education (online education) and correspondence education. This distinction is very important for the appropriate use of federal student aid. “Regular and substantive interaction” is not well defined in the federal registry. However [common practice](https://wcetfrontiers.org/2016/09/30/interpreting-regular-and-substantive-interaction/), based on Dear Colleague letters and ED investigations of other institutions, has determined that “regular and substantive interaction” has the following characteristics:

1. Interaction must be initiated by the Instructor.
2. Interaction must be “regular” and probably somewhat frequent.
3. Interaction must be “substantive” – of an academic nature.
4. Interaction must be with an instructor who meets accrediting agency standards.

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