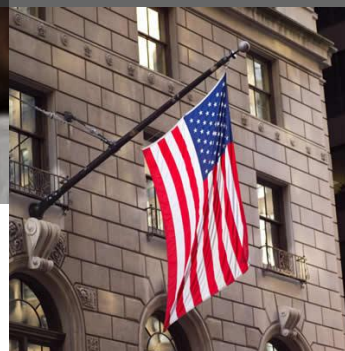


CONNECT:ED

ADULT & GRADUATE STUDIES FACULTY
OKLAHOMA WESLEYAN UNIVERSITY

June/2015

Issue: 6



Use It or Lose It Participation Policy

Effective July 1st, AGS will be adopting a new policy eliminating the institutional attendance requirement. This means that although individual instructors or schools may establish their own attendance policy, attendance taking is not mandatory for all courses.

However, we will be retaining the "use it or lose it" policy of first week mandatory student participation. If a student does not attend/participate Week 1, he or she will be dropped from the course. Participation will now be defined as the **completion of the course participation survey** in Blackboard for online courses and **physical presence** for evening courses. For online courses, please use the Retention Center to determine whether each student has completed the survey. View the complete policy [here](#).



If you have any questions, please contact:

- [Dr. Bryan Easley](#), Dean of Online Education
- [Patricia Leggett](#), Dean of AGS Daily Operations

From the Desk of Dr. Easley

In this post, I am sharing some of my suggestions and practices for grading that I have found to be helpful in my online courses. In the first section, I share a bit of my grading



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Dates to Remember

July 3 -
AGS offices closed for Independence Day observation

philosophy and how I communicate with students. Then I talk about the value of a clear grading philosophy and how to set yourself and your students up for an optimal experience when it comes to course grading. Finally, I offer a few specific tips related to giving feedback.

Recently, I have begun posting something similar to the following as an announcement on day 1 of a course: [Read more here...](#)

totidem verbis

\TAW-ti-dem WER-bees; Eng. TOT-i-dem VUR-bis\

1. *Latin.* with just so many words; in these words

by Patricia Leggett, Dean of AGS Operations



The Impact of Powerful Questions

"Why are the nations so angry? Why do they waste their time with futile plans?" (Psalm 2:1, New Living Translation) - Amazing that these questions posed long ago to a different people in a different place still apply today. They are powerful questions, not bound by time or location. What if the questions you asked in class were powerful? could be applied by the students later? in a different setting? The technique of asking the right question, one that may be ageless and endless, is an essential skill for instructors. [Read more here...](#)



Ten Tips for More Efficient Grading

by Victoria Smith, PhD and Stephanie Maher Palenque

Many instructors dread grading, not just because grading takes up a sizable amount of time and can prove itself a tedious task, but also because instructors struggle with grading effectively and efficiently. However, effective grading does not have to take inordinate amounts of time, nor does one need to sacrifice quality for speed. The following tips can help instructors grade more effectively while enhancing student learning.

[Read more here...](#)



Formative and Summative Assessment

What is the difference between formative and summative assessment?

Formative assessment

The goal of formative assessment is to



December 12 - Commencement 2015
Please plan to participate in the Faculty Professional or watch live stream.

Spotlight: Sarah Crockett



Q. *What do you do here at OKWU?*

A. I am Academic Advisor for Adult and Graduate Studies.

Q. *What do you like most about working at OKWU?*

A. I enjoy helping people reach their educational dreams. Education plays a huge part in changing lives.

Q. *How did you end up here?*

A. I finished the Master of Education degree with OKWU in January of 2015. I chose to apply for the advisor job because I was familiar with OKWU's mission and vision through the program. I have been a science teacher for the last 5 years and felt God calling me to a place outside of the classroom.

monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

[Read more here...](#)

Make It Count: Providing Feedback as Formative Assessment

by Troy Hicks

Providing students with feedback on written work can, at times, feel like a burden. Dozens (perhaps even hundreds) of papers clutter your desk, and commenting on each is nearly impossible.

Still, we know, both from our experiences and from research, that feedback is essential. [John Hattie](#), Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne, Australia, believes that feedback must be timely, relevant, and action-oriented. The good news, [according to Hattie](#), is that "students want feedback just for them, just in time, and just helping nudge forward." To that end, he encourages us to "worry more about how students are receiving your feedback . . . than increasing how much you give."

So how can we provide this kind of feedback -- the kind that students actually listen to, understand, and use -- in a timely manner? [Read more here...](#)



The Online Learning Consortium



The Online Learning Consortium (OLC) is the leading professional organization devoted to advancing quality online learning by providing professional development, instruction, best practice publications and guidance to educators, online learning professionals and organizations around the world. OLC workshops enable colleagues worldwide to collaborate cost effectively with peers and experts via synchronous and asynchronous methods for effective and engaging learning. [Read more here...](#)

[Read more here...](#)

Some Important Reminders

Adjunct Pay

There will be an increase of \$5/session in adjunct pay effective for courses starting after July 1, 2015. We wish it were more, but are thankful to have this small bump. For more information on pay related to class size, [click here](#).

Evening instructors

BYOL: Plan to Bring your Own Laptop to teach onsite by January 2016
FOLT: Faculty Online Training coming just for you - Incorporate Blackboard into evening classes

BSBA

Will be converted to online delivery with two additional emphases: Marketing and Accounting

Course Length Standardization

Across the board, we are standardizing the length for AGS courses as follows:

Undergrad

- 5 weeks, 3 credits
- 7 weeks, 4 credits

Grad

- 8 weeks, 3 credits

New Staff

Stacey Bailey,
sbailey@okwu.edu - send contracts and expense reports to Stacey, offices in Bartlesville

Tweets, Chirps, & Good Ideas

by Bryan Easley

Twitter users: I am regularly putting some good stuff out on Twitter as a handy, fast way to share ideas and resources. You can follow me [@bryeasley](#). I am using #OKWUonline to flag related posts, so if you are using Twitter, just do a hashtag search for #OKWUonline and you'll have a good library of resources and ideas. Of course, you can also then *contribute* to that dialogue in the Twittersverse by posting a helpful link or a good idea. Just add the hashtag and it will join the stream!



Sarah Crockett,
scrockett@okwu.edu - academic
advisor, offices in Tulsa