

CONNECT:ED

ADULT & GRADUATE STUDIES FACULTY
OKLAHOMA WESLEYAN UNIVERSITY

September/2015

Issue: 8



Dear Faculty,

We want to be sure that you are aware of Oklahoma Wesleyan University's decision to withdraw its membership from the Council of Christian Colleges and Universities. Here is link to the press release on our website: [OKWU terminates Affiliation with CCCU](http://www.okwu.edu/blog/2015/08/press-release-okwu-terminates-affiliation-with-cccu/):

<http://www.okwu.edu/blog/2015/08/press-release-okwu-terminates-affiliation-with-cccu/>

Dr. Piper summarized this decision to full-time faculty and staff in the following statement:

Bottom line - This is the right thing to do. We are obligated to be good stewards of our institutional identity. We cannot be part of any confusing messages concerning the moral issues of our time. Ambivalence is antithetical to the very definition of what it means to be OKWU.

We are thankful for our president's leadership and strength of conviction. As culture changes, our direction to uphold our mission does not. As an organization, we will honor the primacy of Christ, the priority of Scripture, the pursuit of Truth, and the practice of wisdom.

Hear Ye! Hear Ye!

Staying

Sharp

AGS Faculty Workshop
Saturday, October 3rd, 9 a.m. to 3 p.m.
Tulsa Center, 10810 East 45th Street

Commencement Events:



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[Dates to Remember](#)

- Friday, December 11th @ 1:00 pm - School of Nursing Pinning & Commissioning Service, Chapel Fine Arts
- Saturday, December 12th @ 10:15 am - Rehearsal: Undergraduate (Traditional & AGS), Lyon Performance Hall
- Saturday, December 12th @ 11:00 am - Commencement: Undergraduate (Traditional & AGS), Chapel Fine Arts Center
- Saturday, December 12th @ 2:15 pm - Rehearsal: Graduate, Lyon Performance Hall
- Saturday, December 12th @ 3:00 pm - Commencement: Graduate, Chapel Fine Arts Center

Please RSVP to Trish (pleggett@okwu.edu) with information as to which faculty processional you will participate in.

If you have any questions, please contact:

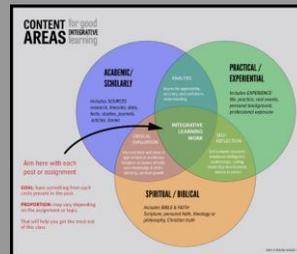
- **Dr. Bryan Easley**, Dean of Online Education
- **Patricia Leggett**, Dean of AGS Daily Operations

From the Desk of Dr. Easley

In this issue of Connect:ED, I am sharing with our faculty a new idea that I've recently begun to develop. It started out as a way of sharing with an online class I am teaching what I really wanted to see happening in their weekly discussions. This is an advanced graduate-level course, so my expectations are rather high. But I wanted to offer the class a clear, simple way to help them decide how and what to do as they worked. (This is one example of *formative assessment*, by the way.) In my welcome announcement to the class, I shared the following: *One of the things I really want to challenge you to do in this course is to come at our discussion from three domains:*

1. *the academic/theoretical side (what does research, history, philosophy tell us),*
2. *the practical/experience side (what have you encountered in your life), and*
3. *the spiritual/faith side (what does Scripture and Christian faith call us to be like).*

[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

Why Will They Even Attend...?

October 3, 9am to 3pm - Staying Sharp, AGS Faculty Workshop Lunch Provided

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

Some Important Reminders

Blackboard for On-Ground Faculty

- a 4-week workshop facilitated fully online to highlight features of Bb and to show you step-by-step how to use Bb for your courses. This mini-course counts for professional development. Plan on a few hours each week on your schedule. See Trish's article, "Why Will They Even Attend...?" And email [Trish](#) to enroll in next session, in October.

Note to evening instructors:

Please plan to have your own laptop by January 2016.

Spotlight: Danielle Valle

...In light of the Attendance Policy?

Simply put, **YOU!** Yes, **you**, the content expert, **you**, the living curriculum. You have expertise to share and perspective to provide. If you feel that students will not attend your class because they do not have to, please consider what value you bring to the face-to-face experience. This week as I sent out another set of emails to the instructors of the dozen evening courses starting, I wondered about each one and how he or she would bring solid instruction and rich engagement to the classroom. Would students want to return each week? Would they know they needed to return each week to succeed in the course? [Read more here...](#)



Blackboard, Course Design, and Climbing Mount Fuji

by Terry Bell, OKWU Instructor

When I was 9 years old, my father and I climbed Mount Fuji. Mount Fuji, at a little over 12,000 feet is the highest mountain in Japan. There are 10 stations providing climbers with rest areas, and a cup of hot green tea along with a bowl of steaming noodles for a substantial amount of yen. These stations also provide climbers with something equally important, structure and a sense of achievement. When I slept through the night at the 8th station, I knew what I had accomplished and how much further I had to go to reach the summit. Our courses require structure and movement. They require a pathway that leads somewhere. Signposts along the way help keep our students' focus and direction. [Read more here...](#)



3 Easy Steps to Connect with Online Students

by Michael Russell, OKWU Instructor, MA, MBA, DSL

Sustaining high-quality student participation usually does not happen on its own unless I, as an on-line instructor, push it forward. As an adjunct instructor for Oklahoma Wesleyan University I quickly recognized the diversity of student educational interest, their varied academic backgrounds, and the maturation difference between older and younger students. Thus it became necessary to model participation, create challenging assignments to encourage deeper thought, and foster an environment to quickly blend the class into a cohesive unit. [Read more here...](#)



Q. What do you do here at OKWU?

A. I am the Director of Academic Advising for AGS.

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

A. I really enjoy the people that I work with and helping students make it all the way to commencement.

Q. How did you end up here?

A. I've been in education as a teacher, in public health, and in public/private partnership education initiatives for more than eight years. Education is what I love so I was very happy for the opportunity to work in higher education with OKWU.

Q. Where did you originally call home?

The Eight-Minute Lecture Keeps Students Engaged

by Illysa Izenberg

In the 1970s, my mother, a fifth-grade teacher, would lament, "The TV remote has ruined my classroom! I can almost *feel* the kids trying to point a clicker at me to change the channel!" Little did she know that college students today don't need to wish for a remote control to switch from their professor to entertainment—an endless assortment of distractions are all on their smart phones. Numerous studies have demonstrated that students retain little of our lectures, and research on determining the "average attention span," while varying, seems to congregate around eight to ten minutes ("Attention Span Statistics," 2015), (Richardson, 2010). Research discussed in a 2009 Faculty Focus article by Maryellen Weimer questions the attention span research, while encouraging instructors to facilitate student focus. [Read more here...](#)



Interested in Using GoToMeeting in your Blackboard Course?



First, contact [Dr. Easley](#) or [Sean Stedwell](#) to request your GTM account be activated. Then complete the basic 1-time setup step in Blackboard to turn on the service for your courses. [Instructions for configuring Blackboard to use GTM are available here.](#) Don't worry: it's very easy!

Posting Attendance Reminder

Per our new attendance policy for AGS courses, you need to log into Web Access and post attendance/participation reports for your entire roster after the first session, as follows:

- For online, by **Monday evening of Week 2.**
- For evening, **immediately after Session 1.**

1. Go to your class in Web Access and click on the Attendance menu link in the left sidebar.
2. Click on View Overall Section Attendance.
3. For *each student on your roster*, indicate whether they were Present during the first session or Never Attended.
4. Click Save and you're all done!

Remember that for online courses, **Present** means that they completed the **Course Verification Survey** in the Weekly Lessons folder. For evening courses, **Present** means they either were actually **in class** that first night or they communicated with you in some other way **indicating their intent to participate** in the class.



A. I grew up in Caney, Kansas and spent a great deal of my childhood visiting my grandparents in Bartlesville.

Q. *Where did you go to school and what did you study there?*

A. I earned my Bachelor of Science in Psychology from Howard Payne University in Brownwood, Texas. I had the opportunity to earn my Master of Arts in Education from Concordia University St. Paul online while working full time, as many of our AGS students do. I am currently in the dissertation phase of a Doctor of Education with emphasis in Leadership from Walden University. Again, I have the benefit of earning my degree online while working and enjoying my family!

[Read more here...](#)

