

CONNECT:ED

ADULT & GRADUATE STUDIES FACULTY
OKLAHOMA WESLEYAN UNIVERSITY

October/2015

Issue: 9



Commencement Events:

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

- 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

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

Meeting Face-to-Face Online

How would you like a tool that helped your online students feel more connected, engaged, and motivated to do well in your online course? What if you had a tool that could help strengthen communication with students, eliminate some of the frustrating email patterns online instructors often encounter, and create a much deeper sense of relationship in the virtual classroom?



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Dates to Remember

December 12 -

Well, we have just such a tool available: GoToMeeting integrated with Blackboard. Our partnership with Citrix, the makers of GTM, provides a license for *all* faculty to use for hosting meetings with students at anytime. In our system, GoToMeeting is also integrated right into Blackboard so that faculty can easily schedule, manage, and host meetings for their class from within the course itself. [Read more here...](#)

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

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



Ten Ways to Keep Administration Happy: The Nitty-Gritty of "Adjuncting" with Excellence

Many of you attest to the fulfillment you gain from teaching in AGS classes, to the purpose it gives you, and to the joy you receive. We are thankful for you. The following are some thoughts to help you do what you love with excellence. The questions are for self-reflection; the Scripture passage, for inspiration.



1. **Walk out the mission.** Share a devotion. Connect content with Scripture. Make it personal. Pray. Be available. *What has worked for you in the classroom to integrate faith?* [Read more here...](#)

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 for a few hours each week on your schedule.

And email [Trish](#) to enroll in next session, in October.

Note to evening instructors:

Please plan to have your own laptop by January 2016.

Viktor Frankl and Meaning

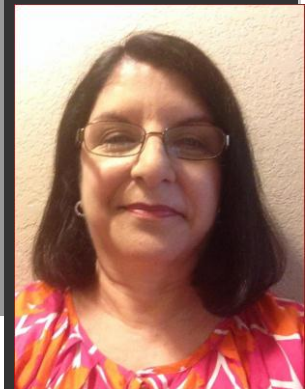
by Terry Bell, OKWU Instructor

Why do we teach?

In December of 1988, I was having morning coffee with one of my heroes. I could scarcely believe the moment; it was such a "dream come true." Viktor Frankl had captured my attention when I was a freshman in college. I had pored over his *Man's Search for Meaning* until I was ready for the final exam. But, more than that, Frankl had made an indelible mark on my life. Now, some twenty years later I was sitting in the good professor's home in Vienna enjoying morning coffee in his study. I looked at the old man and was amazed. He had just returned from a speaking appointment in Mexico City and would be leaving the next week to speak in Boston. Not bad for an 83 year old man! I was a visiting professor of Psychology at a university in Vienna. As a professional courtesy, he had invited me in. [Read more here...](#)



Spotlight: Becky Reaves



Defending the Fatherless

by Megan England

Q.

OKWU Nursing Professor Heads to Africa

When Nursing Professor Rebecca "Becky" Le talks about her dissertation, her passion is contagious. You can't help but be drawn in by her laughter and her rather incredible journey as a missionary nurse and doctoral student. Her mission to care for and defend "the weak and the fatherless" as the Psalmist writes, has defined her career.

"It's kind of a long story," she says.

Her doctoral program began about three years ago, but the real story goes back to her first short-term mission trip to a primitive, mountain community in Mexico. "It touched my heart in a way that changed me forever," Becky recalls. [Read more here...](#)



Becky Le is the current Director of MSN, formerly the Dean of the School of Nursing.

Using Grading Policies to Promote Learning

by Maryellen Weimer, PhD

I just finished putting together some materials on grading policies for a series of Magna 20-Minute Mentor programs, and I am left with several important take-aways on the powerful role of grading policies. I'm not talking here about the grades themselves, but instead the policies we choose as teachers.



We take our grading responsibilities seriously, although most of us wouldn't rank grading among our favorite teaching tasks. Grades matter to students, their parents, those who award scholarships, employers, and graduate and professional schools. Who doesn't think they're important? But our focus is on the grades, not the policies that govern what's graded, how much a certain activity counts, or those mechanisms used to calculate the grades.

[Read more here...](#)

Rethinking Instruction in Online Learning

by Kristi Bronkey

Direct Instruction has a bad reputation. It is often associated in higher education with long lectures and passive learners. "Passivity isn't wrong because it's boring; it's wrong because it doesn't work" (Daniel and Bizer, 2005, p. 103). Direct Instruction is an instructional model that consists of three main components: modeling, guided practice with formative feedback, and independent practice. When utilized correctly, the Direct Instruction model is anything but boring, and students should never be passive recipients of learning. Beyond the scope of a traditional classroom, there are ways to incorporate Direct Instruction in an online format. The I Do, We Do, You Do structure of Direct Instruction can be utilized to present new material, guide students through the learning process using constructive feedback, and allow space



What do you do here at OKWU?

A. I began my work at OKWU with course development, transitioning on-ground or new courses to the Blackboard platform. I work closely with the course designer and convert their intellectual property to Blackboard, incorporating publisher content, and delivering an online course master ready for adjuncts to personalize for their students. I now serve in a variety of online roles, wherever I can be of service to the University. I facilitate Faculty Online Training (FOLT) with another colleague. FOLT is a 4-week course designed to orient our incoming adjuncts to the rigors of online instruction using the 4CQF model in Blackboard. I have taught online courses for the school of business, and I also serve as a teaching mentor for new online adjuncts.

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

A. Meeting new colleagues and developing great friendships. The people I have met at OKWU are truly dedicated to Christ. It shows in how they treat others, in their values, in their grace, and in their genuine compassion. I am blessed to work with people with a shared passion - to bring glory to God through our service at OKWU.

for students to feel part of a larger community of learners as they work in collaboration with peers to demonstrate their understanding. [Read more here...](#)

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.



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!

Q. *How did you end up here?*

A. I retired from the corporate world after an accident left me with a chronic pain disorder. I was hired part-time as an online course developer and adjunct, drawing on my years of leadership and corporate training. Now I do whatever I can, whenever I can, for whomever I can. I am "eager to serve." (1

Peter 5:2).

Q. *Where did you originally call home?*

A. I was raised in Maryland, in a suburb outside of Andrews Air Force Base. When my dad retired from the Air Force, we moved to Tulsa, Oklahoma, where I lived for 34 years.

[Read more here...](#)