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Save the Date Announcements:

Coffee with Sarah: March 24, 10 am at Manna Cafe in Madison

Quarterly IL Instructor Appreciation and Professional Development Meeting: May 20, 1-3 pm at 21 N. Park Street, Rm 7045
Topic: Creating Rubrics with Kristine Pierick and the CEOEL Design and Development Team

Distance Teaching & Learning Conference 2016 : August 9-11
dtlconference.wisc.edu



January Instructor Meeting Recap

The January instructor appreciation and professional development meeting set a new record for attendance with close to 20 Independent Learning team members participating. The January meeting marks a shift in meeting content; the new meeting format includes a hands-on professional development activity that instructors can use immediately in their instruction. At the January meeting, DCS colleague Christine DeSmet offered an informative session on writing engaging catalog course descriptions for Independent Learning courses. Instructors who wish to submit a new catalog course description should do so by April 1.

New Payroll System

February 1 marked the official start of phase 2 of the payroll pilot, when payroll for work done in the month of January was completed with the new payroll system. The new payroll system relies on a report from LRMS/LPV that includes all newly graded assignments recorded in a specified period. The new payroll system does not track assignment resubmissions through changes in course grades in LRMS/LPV, so it is important for instructors who grade resubmissions to complete and submit an assignment resubmission form. On March 1, we will again run payroll with the new system. In order to be compensated for grading work done in the month of February, all student grades must be entered in LRMS/LPV. Instructors will again receive a report of graded assignments included in the

payroll calculation. Any discrepancies should be brought to Sarah's attention so they can be resolved in time for payroll on April 1.

Some instructors opted not to submit tally sheets on February 1. Because payroll is being processed through the new system, we are no longer requiring tally sheets for compensation. If you prefer to continue submitting tally sheets before they are phased out entirely on April 2, you may do so for the March 1 and April 1 payroll cycles.

Showcase: March 16, 2016

The Independent Learning professional development model (monthly newsletters, quarterly meetings, instructor website, and instructor orientation course - forthcoming) will be featured in a poster at Showcase 2016, March 16 in Varsity Hall at Union South. Showcase is an annual event for the UW-Madison community. Participants have the opportunity to learn from each other about best practices, improvements in work processes, learning environments, and campus climate for both academic and administrative areas. Showcase is free and open to all members of the UW-Madison community. More information about Showcase can be found here: www.quality.wisc.edu/whatisshowcase.htm

Fun Fact: Course End Date

The course end date is the day the student completes the final exam.

D2L Gem: Using Rubrics to Communicate Assignment Expectations

Rubrics are fast becoming an instructional staple in traditional and online courses. A well-designed rubric can save instructor time when offering students feedback by letting them know how their performance compared with the expectations of the assignment in multiple categories. While the rubric should not replace personalized comments to the student about their work, they can allow instructors to quickly add more detail to that feedback. In addition, the rubric can be used to calculate the assignment grade in a way that is transparent to students. Rubrics are an integral component of backwards course design, because they help to answer the question: "How will students demonstrate that they have mastered the objectives of this unit?" Rubrics are also a strong pedagogical tool. When students are introduced to an assignment and given access to the rubric, they can plan their work in a way that meets the standards of the assignment. Students can also make more informed choices regarding how they will direct their attention and how they will invest their time when completing an assignment. Rubrics are a required course component for all DCS-instructed Independent Learning courses. Rubrics will be phased in during the regular course revision process. There are many helpful resources available to instructors who wish to create meaningful rubrics for their existing courses. UW-Extension CEOEL offers a tip sheet on their Instructional Design resource page. UW-Stout and ascd.org also have useful resources.

At the May Instructor appreciation and professional development meeting, CEOEL's Design and Development team will offer a hands-on workshop for creating quality rubrics. Instructors are

encouraged to come to the workshop with an assignment in mind so the rubric created in the workshop can be used in the course for student feedback.

Good Practice Reminder: Academic Misconduct

Today's students are growing up with social media, including Facebook and Twitter, where one can simply re-share an article of interest without citing the original source. Students may need additional assistance in their online courses to identify which types of information they must cite and how to complete the citation. Addressing expectations for originality and proper citation in your course welcome email can help give students the tools they need to be successful in their IL course. Just like students in face-to-face courses, some may fail to properly cite something or engage in other forms of plagiarism in their assignments. TurnItIn is one powerful tool that D2L instructors can use to identify original sources. Independent Learning has an academic integrity policy and procedure to assist instructors in dealing with issues of academic misconduct. If you notice issues with plagiarism in a student's work, please refrain from posting a grade and contact Sarah. She will walk you through the process and engage in academic integrity-related communication with the student. You can find specific information about the academic integrity policy and procedure in your IL Instructor Handbook.

Introducing: Jackie Mauer

Jackie Mauer grew up in a wonderful small town in Wisconsin where her high school sat no more than a stone's throw from the hospital in which she was born. That high school had a strong foreign language program, and Jackie was hooked. Since earning her

B.A. from University of Wisconsin at Eau Claire in language teaching, Jackie has taught English as a Second Language and French in a variety of contexts. She also holds a masters in professional French (concentration: international development) from the University of Wisconsin-Madison.



She has lived and worked in France, Sweden, Haiti, and Quebec, and is currently in Guatemala creating educational and health programming for a nonprofit. She has studied French, Swedish, Spanish, and Haitian Creole formally, and will attempt any language placed in her path. Language learning has opened doors for her personally and professionally, and she is incredibly passionate about helping others find those doors.

Since she was old enough to attend, Jackie has nearly never missed a summer at camp. As a child and an adolescent she loved her local Girl Scout camp and the opportunities for outdoor activities and collaboration. As an adult, she returns every summer to a Concordia Language Village in Minnesota, where her love of culture, language, community, nature, and global citizenship converge.

Jackie is excited to be a part of the Independent Learning team.