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Save the Date Announcements:

Coffee with Sarah: February 24, 2 pm at Bariques in Middleton, 1901 Cayuga St, Middleton, WI 53562

Quarterly IL Instructor Appreciation and Professional Development Meeting: February 19, 1-3 pm at 21 N. Park Street, Rm 7045
Topic: Authoring an engaging course description for the catalog. This will be a hands-on workshop with DCS writing specialist Christine DeSmet!

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



LRMS & Exam Retakes

In many Independent Learning courses, students have the opportunity to retake mid-course and final exams. In D2L courses that use online exam proctoring, students scoring lower than 70% automatically have a second exam attempt available to them. You will notice in LRMS that the official student record now reflects this policy by automatically including slots for the exams and the exam retakes. The exam retake name has the same name as the original exam, and also the letter "R". The exam retake field should be directly below the LRMS field for the original exam attempt.

For instructors teaching D2L courses with online exam proctoring, there will be no change in your record keeping. Once students complete an exam attempt in D2L, you can simply grade the attempt, leave feedback for students in the D2L "grades" tab under that exam, and email that grade to Sarah at il@dcs.wisc.edu. We will enter that grade once the proctor report has been reviewed and we are certain that no academic misconduct occurred.

For instructors teaching D2L or print based courses that do not yet use online exam proctoring with Software Secure: when you enter the exam grades, it is important that you enter the exam grade in the correct exam field. Only exams that are retakes should be entered in the exam fields designated with "R". Should a student not need to retake a specific exam, when entering the course grade, enter "NA" and the current date in all exam fields designated with "R". (Something must be entered in his field in order to com-

plete out the course.) If you notice that there are 2 slots in LRMS for one exam, but the "R" designation is not included, please assume that the first available slot is for the original exam attempt and the second is for the exam retake.

Exams
Exam 1
Exam 1R
Final
Final

Please feel free to email il@dcs.wisc.edu with any questions or concerns you may have regarding this new record keeping detail.

Welcome New Instructors

Independent Learning is happy to welcome Jackie Mauer to the French instruction team. Jackie will be working with second and third semester French students. We also welcome Erin Paul, Steve Fondow, Nate Maddux, Matthew Griffin, and Arsenio Cicero to our Spanish instruction and course revision team.

Course Open

U244-205, Latin and Greek Origins of Medical Terms, has been successfully converted from the print format to the D2L platform and is now open for student enrollment. Special thanks to the instructor, Matt Hogan, and the instructional designer, Barney Gallagher, for an especially timely revision!

D2L Gem: Using the News Feed to Encourage Asynchronous Discussion

A feeling of belonging to a learning community is one of the things that students taking courses online most often cite as a main motivator for staying engaged in their coursework. In Independent Learning courses, although many students may be enrolled in the course, developing a sense of community can be a challenge.

Instructors can help develop a learning community in the D2L environment for their asynchronous courses through strategic use of the news feed and discussion board. Items of general interest related to the course topic (rather than any specific unit) can be posted in the news feed along with a reflection question and instructions to post in the Discussion board related to this topic. Instructors can then create a discussion board post related to this news feed topic, which students can post to. Instructors may wish to reward students for participating with an “extra credit point” on an upcoming assignment or exam. For highly enrolled courses, instructors may even want to encourage students to respond to other students’ discussion board posts. When using the discussion board, it is important to monitor student posts for appropriate content.

In addition to encouraging students to make real-world connections to the content matter of the course and interact with other students enrolled in the course, this instructor-guided activity allows each instructor to personalize their course and give students a reason to return to the D2L course each week.

Good Practice Reminder: Resubmitting Assignments, Retaking Exams

Independent Learning students have an advantage over students enrolled

in traditional classrooms in that they are able to learn at their own pace. For some, this means that the slower pace and possibility of additional time allows students to pass courses with Independent Learning that they have struggled with in the past. The option to resubmit assignments and retake exams allows students to assimilate material at their own pace and achieve course objectives. At the same time, allowing for unlimited attempts can result in students submitting sub-par work or not doing their best work the first time around.

In order to continue to support student learning while at the same time establishing clear expectations and lines of communication, and because reworking an assignment is best done soon after the original submission and feedback review, students must submit any assignment resubmissions within 2 weeks (14 calendar days) of the feedback being posted. When allowing for resubmissions, please be clear with students about this resubmission deadline.

Similarly, students who retake exams to better demonstrate their mastery of course content must retake the exam within 30 calendar days of the feedback being posted.

If resubmissions and exam retakes are not completed within these time lines, then the original grade will be used for grade calculation and the work cannot be redone.

Introducing: Jamie Henke

Dr. Jamie Henke is a Distinguished Faculty Associate here at UW-Madison. She teaches face-to-face, online, and honors sections of Basic Concepts of Music Theory for non-majors for the School of Music. She also teaches music theory, composition, and music appreciation at a distance for the Division of Continuing Studies. Her top teaching awards include the Hilldale Chancellor’s Award for Excellence in Teaching, a Lifetime Achievement Award, University Hous-

ing’s Honored Instructor award, and induction as a Teaching Fellow in the UW-Madison Teaching Academy. She serves on the UW-Madison Teaching Academy Executive Committee and in conjunction with the Academy is currently developing a series of teaching programs for the UW-TEaCH initiative on campus including teaching development institutes for instructors and teaching assistants. Dr. Henke is currently collaborating with other Division of Continuing Studies colleagues in a research project comparing face to face, blended, and online delivery methods. She published the first truly



online music theory textbook entitled “Theory Gizmos: Fundamental Tools to Understand, Analyze and Build Music.” She has been awarded various Engage grants to work on podcasting projects, collaborative learning projects, an e-learning video project, and several Simulations and Games projects with the Division of Information Technology at UW-Madison. She is the coordinator for Independent Learning in music and Online Continuing Education in music. In Fall 2015, she will be launching a new program pairing the arts with children’s literature, called Literally Arts, as a part of the Odyssey Junior project. She has a Bachelor of Music degree in vocal performance and a Ph.D. in music theory, both from UW-Madison. Jamie works with the IL music courses.