

INSIDEINDEPENDENTLEARNING

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Winter 2017

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Save the Date Announcements:

Coffee with Sarah: Monday, April 10, 10 am - noon, Manna Cafe, 611 N. Sherman Ave, Madison, WI

Quarterly IL Instructor Appreciation and Professional Development Meeting: The Spring Meeting will take place during the UW-Extension CEOEL Partner Program Faculty Symposium: May 22-23

Distance Teaching & Learning Conference 2017 : July 25-27
dtlconference.wisc.edu



Student Surveys

Student surveys are now available for your IL course. The questions on these surveys are written to provide information about why a student enrolled in your IL course and to provide feedback on the instructional content of the course, as well as offer the opportunity to provide a testimonial for use on the IL website.

Students have had and continue to have the opportunity to complete student program surveys that are included in their print course guides or emailed to them by student services. However, these surveys focus on course logistics and provide little information to instructors about how students interact with the academic aspects of their courses. In addition, student survey completion is quite low; very few students who register for an IL course complete a student survey. This leads to a lack of useful information for instructors and instructional teams.

You can help encourage your students to complete the student survey for their IL courses by including a link to the survey with your final grade feedback. If you are in the habit of sending a course completion email with the final grade and a few encouraging comments, you can simply add the link and a request to provide feedback on the course with that email. Similar content can be left in D2L in the student Final Grades comment area if that is how you communicate final grades to your students.

You should have received an email in December with the link for the student survey for your content area. Please

email il@dcs.wisc.edu if you would like your survey link resent.

If you would like to see student survey data for your course, please let us know. We are happy to share that information with you on a quarterly basis. The survey data will also be included in course revision planning.

DCS Website Redesign

The Division of Continuing Studies at UW-Madison is in the process of redesigning their website. As instructional specialists with the Division of Continuing Studies, you will have the opportunity to include your bio and photo on the new website.

In the coming months, you will be contacted regarding the new website and whether you would like to include a photo and bio. If you have already provided a photo and bio for use in the Independent Learning Newsletter, they can be re-purposed for the DCS Website. You are also welcome to write a new bio and provide a different photo for the website.

Fun Fact: Pass/Fail

Students can take IL courses with a pass/fail option. To do so, a request must be made in writing before the first assignment is submitted. A grade of C- or better is passing, a grade of D+ or worse is failing. Course Facilitators should enter grades and conduct all interactions as usual for pass/fail students.

D2L Gem: Video for the News Feed

Instructors can now record video in D2L and upload that video to the News-feed. To do this, start composing a new News-feed item as normal, type a headline, and then, in the “content” area, click the button in the upper-left corner. This will allow you to begin recording your video.



Good Practice Reminder: LRMS Issues?

When instructors provide student feedback on assignments in D2L or iStudy, the grades must also be entered in LRMS.

Sometimes, instructors are not able to enter grades in LRMS for students. This often happens when a student’s expected completion date has passed, or if there are issues with course payment. If you are unable to enter grades, simply email the student name, registration number, assignment number, and grade to il@dcs.wisc.edu and we will enter the grade(s) for you.

Plagiarism Prevention

Cases of student plagiarism in assignments are quite common in Independent Learning. In most cases, conversations with students indicate that the student did not realize that it was expected that they would do more than copy the definition from the book. In many cases, the student also did not realize that quoting liberally from the textbook or course guide without citations would be problematic. In still other cases, students did not know how to accurately cite sources.

Good, clear instructions are our first line of defense against student plagiarism. If the assignment instructions do not explicitly state that students may not copy from the text and course

guide without citations, these guidelines should be added to the assignment itself or the student welcome email. If the assignment instructions do not include a length requirement, or information about the depth of answer expected, these details can also be added to the assignment or included in the student welcome email.

Instructors should also be explicit in identifying which materials are and are not allowed during assignment completion. If, for example, students should not use an on-line translator to write their foreign language essay, the instructions should explicitly state this.

A reminder about the citation style that is appropriate for the subject area is also useful. Most times, MLA or APA citations are appropriate. Designating one can remind students about the need to cite appropriately.

At times, students do turn in work that is not their own. The academic support team is available to work with you and your students in such cases. Please remember to email il@dcs.wisc.edu if you have questions or concerns about student plagiarism.

Introducing: Sandrine Pell

I was born in France, not far from Lyon (between the Beaujolais and Burgundy wine regions). Since getting my Masters in Teaching French as a Second Language, I have taught French and English for 16 years in different contexts (primary and secondary public schools, language schools, universities) and in different countries (India, China, Morocco, France, the UK). These experiences triggered my curiosity about how languages were learnt and used, leading me to join the UW Second Language Acquisition (SLA) program in 2011.

My doctoral research focuses on issues of identity, language and power within institutional contexts. After living and

working in France and in Morocco, I became aware of the tension within French society and youth of Maghrebi descent. For my dissertation, I want to study how Franco-Maghrebi students’ negotiate their identities within the French education system. This is an important and timely issue, and I feel that this research is needed both from a theoretical and political stance.

I also feel very passionate about teaching and I feel very lucky to be doing a job I love so much. I love meeting new people who all have different motivations to learn a new language and I love being part of their journey, which I know is long and difficult. I have been in the position of a language learner many times along the years: I started learning English in school when I was 11, then Spanish when I was 14. I then learnt some Mandarin when I was living as a volunteer in China for 3 years and Arabic when I was working in Morocco. I hope I will have the opportunity to learn many more! But I have 2 sons, they are 3 and 6 and they keep me busy. The fun fact about them is that they share the same birthday.

During my free time, I love being outside in nature. I love trekking, walking, cycling, snowshoeing... I also love cooking and eating, after all I am French...

