

THE LOOP

Moody Distance Learning

a monthly faculty communication brought to you by MDL

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MOODY BIBLE INSTITUTE

Issue No 5, October 2013



by Dr. James Spencer,
Vice President and Dean of MDL

I remember taking organic chemistry in college. As an exercise physiology major who was working as a personal trainer, I could not figure out why I would ever need to be able to identify a carbon group or describe the reactions of organic compounds. Not understanding why the subject was important made it far more difficult for me to get motivated to learn.

While the value of the material we are presenting or the activities and assignments we require may be

obvious to us, it may not always be obvious to the students. We shouldn't assume that the students understand the importance of the tasks we are asking them to do. We need to remind students that the tasks they are performing have value.

The church needs believers capable of rightly interpreting the word of God, thinking critically, investigating new realms of possibility, and living with the sort of character that glorifies our Lord. Earning a degree offers students the opportunity to be the kind of men and women who can help the church be more faithful.

As you interact with your students, please keep in mind that they may or may not see the value in what they are doing. They need to be reminded that their efforts are not in vain. One of the best ways that you can do this is to give them example of people who have completed similar tasks and have seen their efforts impact the church. Tell the students stories about those who have studied at Moody and show them how these former students have impacted the church. One good way to find these stories is to visit Moody's Alumni page (<http://www.moody.edu/alumni>) where you can read about current and past alumni of the year and find articles on alumni who are ministering around the world. Giving students a vision for the way in which others have used their education from Moody will reinforce the value of their education.

As always, thank you for your service to the Institute. It is great to have you as part of the MDL team!

Blessings, James



by Kelly Wright,
Faculty Coordinator MDL

In the previous edition of the Loop the Need to Know section showcased two items: [The New Online Training Course](#) and [The Student Course Engagement Process](#). Since these topics are fairly new and we are still learning about them, it is a good time to address them again.

The New Online Training

Last time I communicated that the training is:

Required for all adjunct faculty

- Optional to high performing full-time faculty
- Adjunct faculty will be contacted about training 2014

Here is a comparison chart between the former and new training course. You will notice that the training has been condensed into five weeks, requires fewer hours and the content applies to online courses in general.

	Former Training Course	New Training Course
Number of Weeks	10	5
Hours of Work Per Week	10-12	10
Content	Specific to MDL	Online in General

The new faculty training course was created with your professional development in mind. MDL's desire is that you become the best online instructor you can be. We also value the pursuit of excellence and believe you are well fit for this pursuit. The course, therefore, is an opportunity to learn invaluable skills for online instruction. Not only are these skills invaluable, but they are becoming increasingly important for high-caliber delivery of online courses. Course assignments include creating an E-portfolio, study of learning styles, writing a Philosophy of Online Education and recording videos.

With this brief explanation in mind, please keep in mind that the training carries a sense of excitement grounded in responsibility.

The Student Course Engagement Process

Thank you for your attention to and participation in this crucial process. Some applied this right away, great job and thank you.

Earlier, I stated that the Student Course Engagement process starts **October 22, 2013**. This is the official start date. Here is a recap of the process:

1. Faculty will be notified via email on October 22, 2013.

- Faculty are responsible to **Review, Reach Out and Report**
- The Review, Reach Out and Report actions occur on **Thursday of the 1st Week of Class** and **Tuesday of the 2nd Week of Class**
- Please click [here](#) for a **1st Two Weeks of Class Calendar** and [here](#) for a **copy** of the process.

GOOD TO KNOW



by Andrew Beaty,
Assistant Director of Inst. Quality

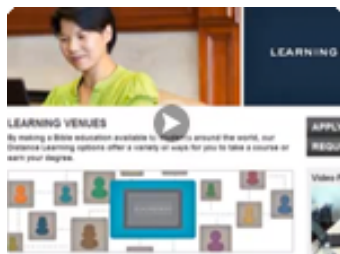
Over the past month, one of the listservs that I belong to has been inundated with conversations about how the best colleges and universities around the world are training and equipping their instructors in all kinds of teaching venues. One of the areas receiving a lot of interaction is the discussion of how we can improve our pedagogical methods as we teach. At MDL, we teach students in online, face-to-face, blended, and even correspondence settings. As we continue to grow, we are in the initial process of gathering data from a variety

of sources in order to evaluate how our students perceive the training they are receiving as well as evaluating how instructors are interacting with students and improving their teaching skills.

The Instructional Quality team is working on developing methods to both assess instructor effectiveness and to provide opportunities for all of our faculty members to continue improving in their teaching excellence. Some of the elements that will be built into the assessment include student satisfaction surveys, engagement with students, self-evaluation, development of an ePortfolio, ongoing professional development, presenting at conferences and publishing about your area of expertise, and so on. This will give each of us a great view of how we're doing with our teaching and how we are working at constantly improving what we're doing.

Currently, for those courses in the undergraduate and graduate programs that include the use of Blackboard, we are monitoring how often faculty members are logging into their courses and seeing how long they are taking to grade assignments. These are two of the critical areas that Moody students over the past number of years have indicated as the areas where we most need to improve. Just to remind everyone, the expectation for online courses is that every instructor checks into Blackboard multiple times each week and that they never go more than 72 hours during the course without checking in. The expectation is that all assignments are graded within a week of the due date or earlier if there is a similar project due the following week so that students know what they need to change for the next assignment. If you'd like to learn more about ways you can engage your students throughout

We're excited about how together we will be able to increase our teaching excellence as we equip the saints for the Lord's work! Thanks for coming on this journey together with us!

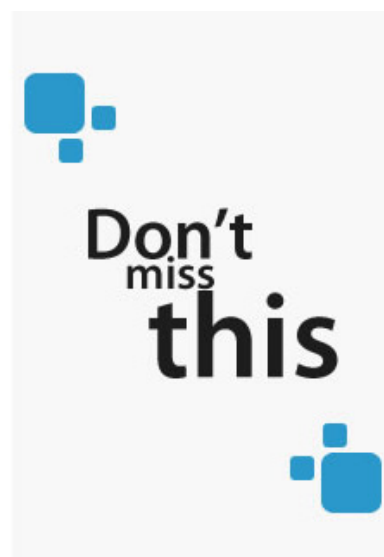


[Christian Martinsen discusses Self-Paced and CEU Courses](#)



[James Spencer's articles](#) have two new articles published in the Lexham Bible Dictionary published by Logos "Sociology and the Old Testament" & "Sabbatical Year".

- **The eight week online and extension site undergraduate courses and end on October 14.**
- **If you are teaching courses in any venue that conclude in October, please make sure to have your final grades posted no later than two weeks after the course ends. The goal is to have them submitted within a week of the end of the course**
- **The new eight-week online and extension site undergraduate courses begin October 21/22. Make sure to get into your class(es) and have everything set up prior to students getting into the course on the 18th**
- **We will be hosting a Modular intensive session on campus October 14-28 on the main campus.**
- **The pre-course work for the Hermeneutics modular session in Ann Arbor is starting October 21.**



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