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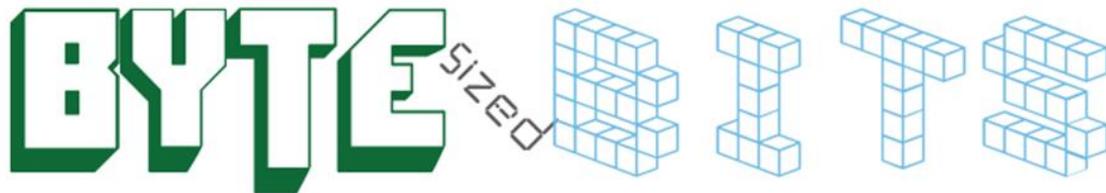


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November 2017

eClass Gradebook: What Do Our Students Say and Why Should We Listen?

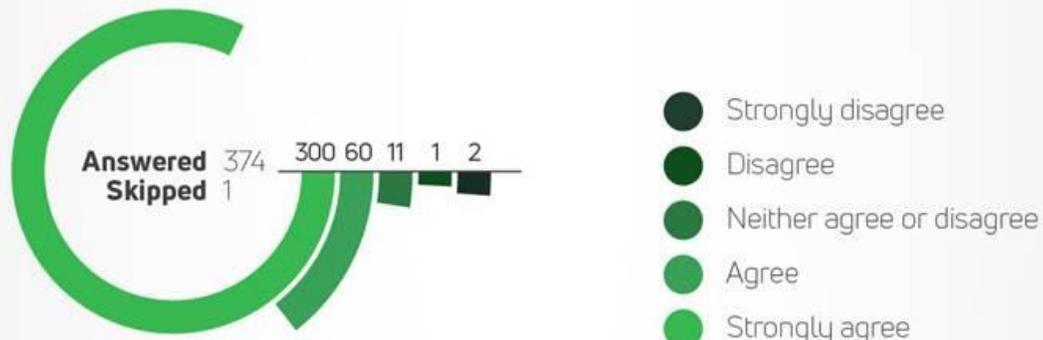
By Tammy Overstreet, Ph.D

Students who are active and engaged in the learning process are more successful than those who are not (Courtner, 2014; Lee, 2013). According to research, one factor related to academic engagement is a sense of responsibility for learning. While the professor is an important part of the learning equation, the student is also a crucial factor. Many professors have wondered at one time or another how to help students accept responsibility for their part of the equation. We would like to urge that the eClass gradebook is an integral component in helping students accept responsibility for what they are learning.

Professors who wish to capitalize on a learning partnership with students provide students with timely feedback (Barkley, 2010). While feedback that occurs in real time is the most beneficial for many types of learning, this can be difficult for college professors to provide. Students sometimes have to wait until their assignments are returned in subsequent class periods to know how well they have performed. The greater amount of time that transpires between performance and feedback, the less impactful that feedback tends to be. Southern professors can shorten the time between student performance and feedback given by using the eClass gradebook.

In Fall 2016, with the help of Hollis James, Southern's Institutional Research and Planning Director, Online Campus conducted a survey of Southern students regarding their use of eClass and their expectations regarding eClass. One of the survey prompts was: "Being able to check my grades on eClass is important to me." Over 96% of students who responded (n=375) stated that being able to check their grades on eClass is important to them. Many professors at Southern already use the eClass gradebook, which means they are meeting student expectations in that regard.* Professors who are not using the eClass gradebook may want to consider the strong mandate of our students. Southern students expect to be able to access their grades on eClass. As the survey says, it's important to them.

Being able to check my grades on eClass is important to me.



Not only is meeting our students' needs and expectations an important consideration, we should also consider the feedback-performance loop mentioned earlier. An advantage of using the eClass gradebook is that it allows students to see how well they've done on individual assignments as well as how well they are doing in the overall class as soon as points are recorded by the professor (or by the course management system on auto-graded quizzes and tests.) As each assignment's points are entered, students can then play an active role in their learning since assessments provide accountability (Maddix, Estep, & Lowe, 2012). When they can connect the dots between the time they spent studying or effort they put into an assignment and the grade they received, students become a stronger part of the learning partnership.

If you are not currently using eClass gradebook, please consider making an appointment with us today to begin learning how. We feel so strongly about the importance of using the gradebook that we are delighted to spend time with any professor helping them learn how to do so. It won't take long to get you up and running. An adjunct faculty member spent 10 minutes with one of our coaches last week and learned how to do eClass gradebook. He told me when I next saw him that his students noticed immediately and were very glad to have access to their grades. When he told me this, I thought to myself that it was only a small investment of his time that has already paid big dividends in customer service. I hope any of you who'd like to try using eClass gradebook will get in touch with us right away so that we can help you set up your W18 courses with this important tool.

** Some professors use e-textbooks/websites that have a gradebook, which students are able to use to see their grades on demand. This method provides information to the student in a timely way, as well, although some caveats exist for this method.*

Barkley, E.F. (2010). *Student engagement techniques: A handbook for college faculty*. San Francisco, CA: Jossey-Bass.
Courtner, A. (2014). Impact of student engagement on academic performance and quality of relationships of traditional and nontraditional students. *International Journal of Education*, 6(2). Retrieved from <http://www.macrothink.org/journal/index.php/ije/article/download/5316/4474>
Lee, J. (2014). The relationship between student engagement and academic performance: Is it a myth or reality? *The Journal of Educational Research*, 107(3). Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/00220671.2013.807491>
Maddix, M. A., Estep, J. R., & Lowe, M. E. (2012). *Best practices of online education: A guide for Christian higher education*. Charlotte, NC: Information Age Publishing, Inc.

Amanda's Picks

- [Google Keep features which can make you more productive](#) - Ever needed to jot down a quick note? How about wanting to dictate a note to remember later? Google Keep has many great features including: integration with existing Google Drive account, voice memos, and OCR so you can take notes by snapping pictures.
- [How to use new Google Slides features to create better business presentations](#) - Step it up with your presentations using Google Slides. This article discusses three key features: "linked" slides that sync across presentations, Google Keep integration, and add-ons to improve functionality.
- [How to share a Google Drive document with the public](#) - Created a great resource you'd like to make available for students to use and share? Learn how to easily make it available to all, without compromising sensitive data.

Greg's Picks

- [The Practical Guide to Flipping Your Classroom by Panopto](#) - Learn more about the flipped classroom, and how to transform your classes using this step-by-step guide from Panopto.
- [Mentimeter.com](#) - Check out this web based audience response system for use with class presentations that includes multiple question types, great word cloud interaction feature, and free accounts.

Ryan's Picks

- [Ditto Clipboard Manager](#) - Access a history of your copy and paste queue in windows.
- [Teach with Portals](#) - These are free lesson plans for using the video game Portal to teach various topics. It was once part of Valve Software's Steam for Schools initiative, but was discontinued. However, the resources are still available and a fascinating glimpse at using video games in education. The Foundry10 website that currently hosts the content also has some fascinating research and information on new methods of learning.