



WELCOME

**WORKSHOP BEGINS
AT 9:00 AM**



WELCOME
Grant Cody
Executive Director



WELCOME
Dr. David Chapman
Commissioner



WELCOME
Matt Holder
Education Director





Session One: Setting the Stage



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WHAT YOU'LL LEARN

Part 1:

- Housekeeping & Expectations
- Overview of the Day
- Why We Are Here
- Goals for the Day
- From Learning to Action: The Challenge
- Who's in the Room?

Part 2:

- Understanding Today's Learners
- Data from Licensees in Oklahoma



HOUSEKEEPING & EXPECTATIONS

- Breaks
- Working Lunch
- Headshots
- Feedback
- Phones
- Social Media



OVERVIEW OF THE DAY

- Session 1: **Setting the Stage: Rethinking Adult Learning and Raising Standards**
- Session 2: **From the Investigators: What Educators Need to Know for 2025**
- Session 3: **Course Design & Curriculum Planning**
- Session 4: **Roundtable Discussions & Mastermind *[Working Lunch]***
- Session 5: **AI, Automation & Systems**
- Session 6: **Engaging the Modern Learner**
- Session 7: **Keeping Courses Relevant & Effective Testing Strategies**



WHY WE ARE HERE

Real estate isn't just transactions.

It's about shaping communities, building economies, and creating opportunity.

Education is the foundation.

It's where ethical practice, consumer protection, and professionalism begin.

Strong education builds a strong industry.

Intentional instructors = Capable students

Relevant courses = Thriving licensees

You = The starting point

It starts with **you**.



GOALS FOR THE DAY

By the end of today, you'll leave with:

- Strategies for designing & delivering better courses
- Clarity on key regulatory updates
- Tools to boost engagement (in-person, hybrid, online)
- Ideas to streamline your work & raise standards
- Stronger connection with peers across the state

Your Goal:

What do you want to walk away with today?



FROM LEARNING TO ACTION

Most people forget 70% of training within 24 hours.
Only 15% ever apply what they learned.
(Ebbinghaus, 1885)

You're not most people.

The Challenge:

Pick one idea and implement it within 7 days.
Rewrite a slide. Raise a standard. Change a habit.



WHO'S IN THE ROOM

Today isn't about the people on stage.

It's about the people in this room.

We are sitting in a room with **806 years of combined experience** in real estate education.

That's 806 years of insight, stories, mistakes, breakthroughs, and growth — within arm's reach of you.

Every voice in this room adds value.

Take advantage of it.



UNDERSTANDING TODAY'S LEARNERS

Today's real estate students aren't the same students we taught 5, 10, or 20 years ago.

Many haven't been in a formal classroom for years. They're used to short-form content, multitasking, and learning on demand.

As educators, we must **bridge the gap** between their habits and our expectations — not by lowering standards, but by designing **smarter learning environments**.



UNDERSTANDING TODAY'S LEARNERS

- **Average attention span:** *8–12 minutes without re-engagement*
- **Highly visual:** *Video, graphics, and storytelling outperform pure text*
- **Motivated by relevance:** *They learn best when content feels useful and timely*
- **Expect immediacy:** *Real-world examples > theoretical lectures*



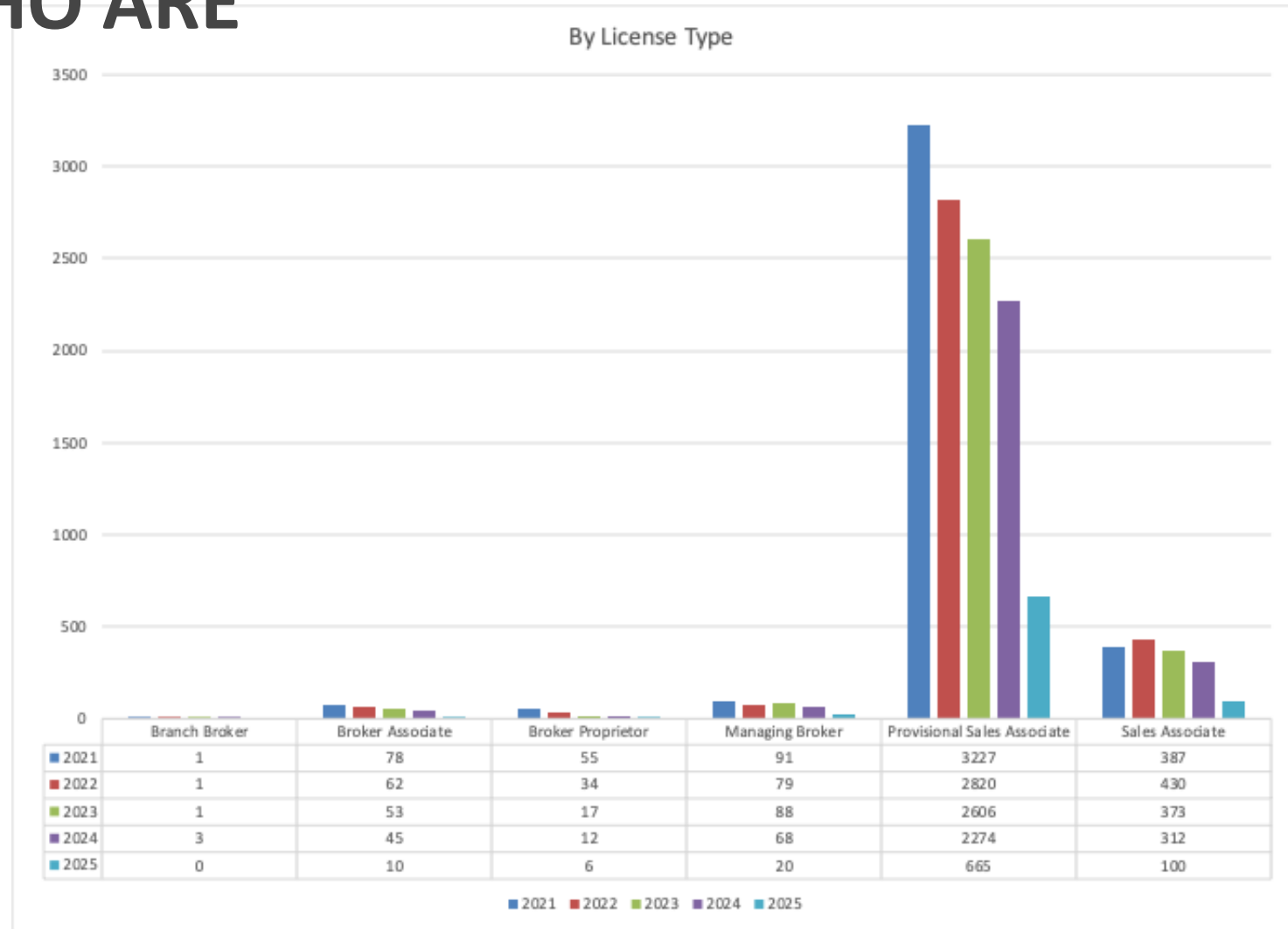
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Bailey Crotty
Deputy Director



OKLAHOMA DATA – WHO ARE WE TEACHING TODAY?

New Applicants (Year Over Year)

- PROVISIONAL SALES ASSOCIATES
- BROKER APPLICANTS



OKLAHOMA DATA – WHO ARE WE TEACHING TODAY?

Application to License Issuance

- Average Time, Median Time
- Fastest Time, Slowest Time

2022

| | |
|-----------------------|-------|
| Average Time - PSA | 70.64 |
| Median Time - PSA | 42.78 |
| Average Time - Broker | 76.7 |
| Median Time - Broker | 42.56 |

2023

| | |
|-----------------------|-------|
| Average Time - PSA | 72.26 |
| Median Time - PSA | 42.75 |
| Average Time - Broker | 109 |
| Average Time - Broker | 42.76 |

2024

| | |
|-----------------------|-------|
| Average Time - PSA | 64.92 |
| Median Time - PSA | 42.69 |
| Average Time - Broker | 79.03 |
| Average Time - Broker | 43.36 |



OKLAHOMA DATA – WHO ARE WE TEACHING TODAY?

Age of Active Licensees

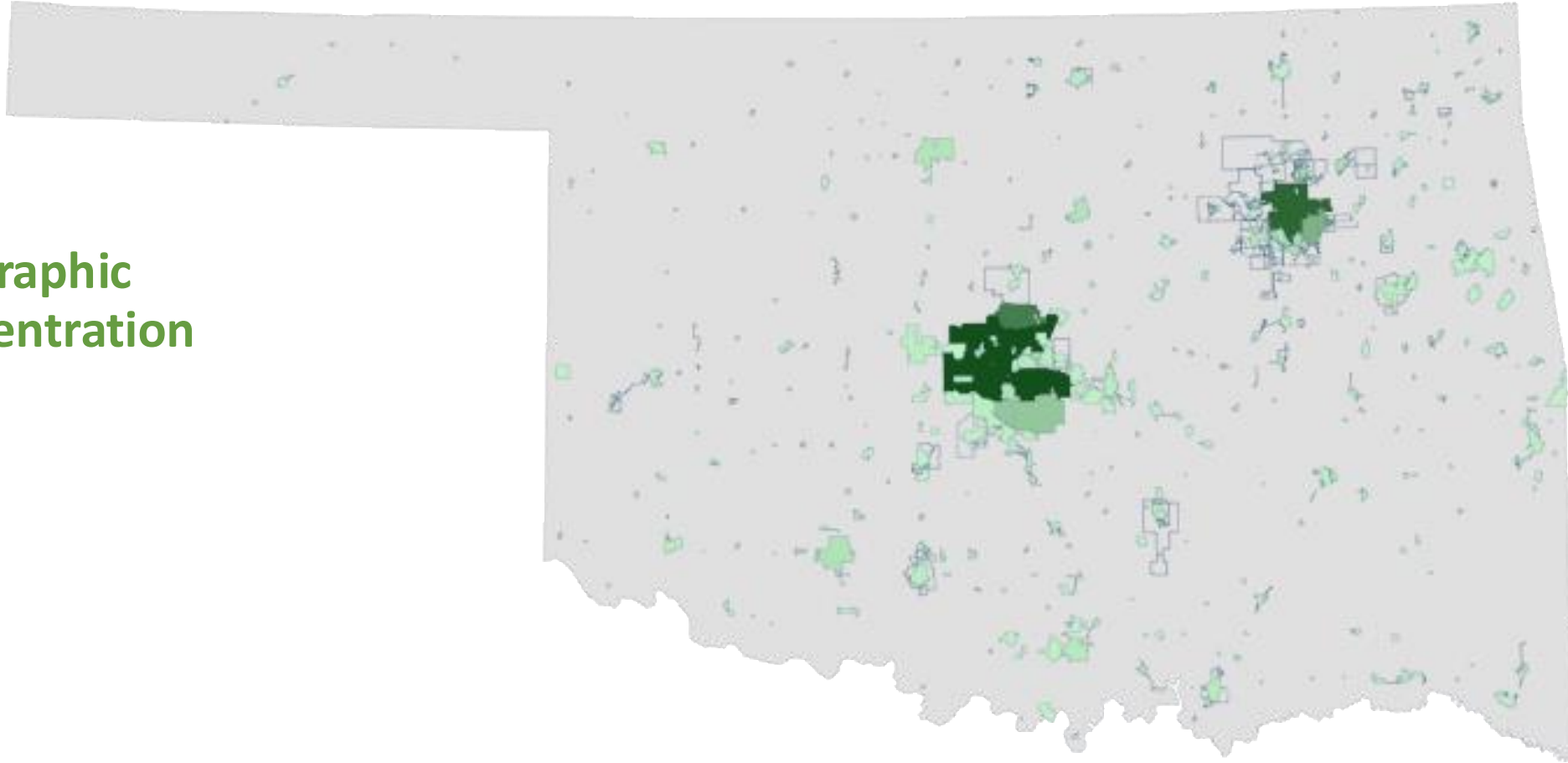
- Median age
- Notable trend

| | |
|-------------------------------|----|
| Average age active licensee | 51 |
| Median age active licensee | 49 |
| Average age issued since 2021 | 42 |
| Median age issued since 2021 | 40 |
| Average Age Current PSAs | 38 |
| Average Age Current SA | 48 |
| Average Age Current Broker | 59 |



OKLAHOMA DATA – WHO ARE WE TEACHING TODAY?

Geographic
Concentration



OKLAHOMA DATA – WHO ARE WE TEACHING TODAY?

Geographic Concentration Top Counties

| | |
|-------------------------------|------|
| Oklahoma County, Oklahoma | 4947 |
| Tulsa County, Oklahoma | 4558 |
| Cleveland County, Oklahoma | 961 |
| Canadian County, Oklahoma | 800 |
| Rogers County, Oklahoma | 388 |
| Comanche County, Oklahoma | 285 |
| Payne County, Oklahoma | 236 |
| Garfield County, Oklahoma | 198 |
| McCain County, Oklahoma | 173 |
| Bryan County, Oklahoma | 164 |
| Muskogee County, Oklahoma | 155 |
| Logan County, Oklahoma | 150 |
| Carter County, Oklahoma | 147 |
| Washington County, Oklahoma | 143 |
| Pottawatomie County, Oklahoma | 142 |
| Grady County, Oklahoma | 138 |
| LeFlore County, Oklahoma | 132 |
| Delaware County, Oklahoma | 125 |
| Creek County, Oklahoma | 120 |
| Pittsburg County, Oklahoma | 119 |
| Pontotoc County, Oklahoma | 107 |

| | |
|-----------------------------|-----|
| Cherokee County, Oklahoma | 103 |
| Kay County, Oklahoma | 91 |
| Sequoyah County, Oklahoma | 91 |
| Stephens County, Oklahoma | 87 |
| Custer County, Oklahoma | 85 |
| Ottawa County, Oklahoma | 80 |
| Garvin County, Oklahoma | 69 |
| Mayes County, Oklahoma | 68 |
| Marshall County, Oklahoma | 67 |
| Oklmulgee County, Oklahoma | 67 |
| McIntosh County, Oklahoma | 64 |
| Beckham County, Oklahoma | 62 |
| Wagoner County, Oklahoma | 59 |
| Craig County, Oklahoma | 57 |
| McCurtain County, Oklahoma | 56 |
| Kingfisher County, Oklahoma | 55 |
| Jackson County, Oklahoma | 52 |
| Woods County, Oklahoma | 39 |
| Caddo County, Oklahoma | 35 |
| Woodward County, Oklahoma | 33 |
| Lincoln County, Oklahoma | 31 |



OKLAHOMA DATA – WHO ARE WE TEACHING TODAY?

Top 10 Out-Of-State Licensees

| Row Labels | Count of License Number |
|------------|-------------------------|
| Oklahoma | 16793 |
| Texas | 781 |
| Arkansas | 354 |
| Kansas | 130 |
| Missouri | 66 |
| California | 65 |
| Florida | 50 |
| Colorado | 48 |
| Georgia | 23 |
| Arizona | 22 |



OKLAHOMA DATA – WHO ARE WE TEACHING TODAY?

Retention & Attrition

- % who don't upgrade after Year 1

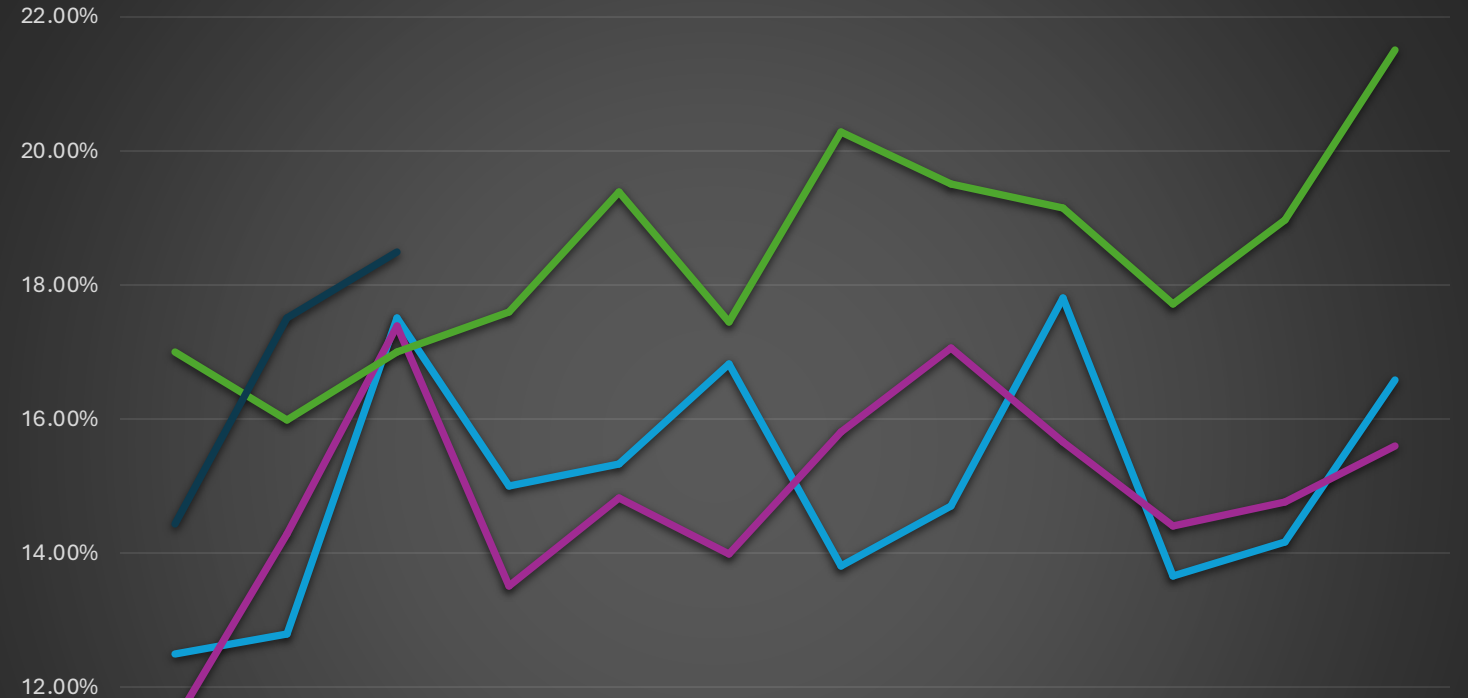
| Provisional Sales Associates | | | | |
|------------------------------|------|------|------|------|
| | 2021 | 2022 | 2023 | 2024 |
| # Lapsed | 230 | 337 | 296 | 308 |
| # Issued | 2317 | 2137 | 1826 | 1628 |
| % Lapsed | 10% | 16% | 16% | 19% |



Inactive or Lapsed Licenses by Year

| | Count of Inactive |
|-------------|-------------------|
| <12/28/2020 | 11 |
| 2020 | 11 |
| 2021 | 609 |
| 2022 | 941 |
| 2023 | 1045 |
| 2024 | 1139 |
| 2025 | 402 |
| Grand Total | 4158 |

Lapse Rate
Jan 2022 - Mar 2025





**TAKING
ACTION**





**10 MINUTE
BREAK**





Session Two: Investigators Panel

What Educators Need to Know in 2025



WHAT YOU'LL LEARN

- What Every PSA Should Know Before Day One
- Broker Pre-Licensing & BIC Essentials
- What Every Licensee Should Still Be Hearing
- Legislation You Need to Know



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Peggy Wright
Commissioner



Welcome OREC Investigators:



Riece Baker
Chief Investigator



David Hall



Patrick Schrank



COMPLAINT OVERVIEW

| YEAR | TOTAL COMPLAINTS | CASES ENDED IN DISCIPLINARY ACTION* | CASES STILL IN PROGRESS** |
|------|------------------|-------------------------------------|---------------------------|
| 2022 | 436 | 82 ↑ | 3 ↓ |
| 2023 | 541 | 75 | 6 |
| 2024 | 434 | 65 ↑ | 29 ↓ |
| 2025 | 170 ↑ | 7 ↑ | 50 ↑ |

*Includes Letters of Caution

**Includes Cases Held in Obedance



COMPLAINTS FILED BY LICENSEES

| YEAR | COMPLAINTS FILED BY LICENSEES | % OF COMPLAINTS FILED BY LICENSEES | DISCUSSED COMPLAINT W/ BROKER | % OF LICENSEE COMPLAINTS DISCUSSED W/ BROKER |
|-------------|-------------------------------------|---|-------------------------------------|---|
| 2022 | 102 | 23% | 69 | 68% |
| 2023 | 114 | 21% | 79 | 70% |
| 2024 | 103 | 23% | 65 | 63% |
| 2025 | 48 ↑ | 28% ↓ | 19 ↑ | 39% ↓ |



WHAT EVERY PSA SHOULD KNOW BEFORE DAY ONE

1. Chain of Command: **OREC vs. OAR vs. MLS vs. NAR**
2. The Broker's Role in **Supervision**
3. Licensable Activities & **Broker Oversight**
4. **Scenario Practice**





REGULATORY BODIES IN REAL ESTATE



BROKER PRE-LICENSING & BROKER-IN-CHARGE ESSENTIALS

1. Contract Oversight
2. Supervision & Office Policy
3. Complaint Process
4. Code & Rules Integration



WHAT EVERY LICENSEE SHOULD STILL BE HEARING

1. Contract compliance and **timely delivery of documents**
2. Handling of **earnest money**
3. Updated OREC forms and their use
4. Misrepresentation of **license status**
5. Rental scams, wire fraud, and **consumer deception**



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Grant Cody
Executive Director



LEGISLATION YOU NEED TO KNOW

SB 1062

1. Right to Compensate Bill
2. Protects the option of cooperative compensation in Oklahoma
3. Stops the DOJ/Federal Government from prohibiting cooperative compensation
4. First state in the country to establish this law, preserving consumer choice
5. Making homeownership more affordable



LEGISLATION YOU NEED TO KNOW

What is deed theft?

SB 877

1. Intentionally altering, falsifying, forging, or misrepresenting a document relating to real property with the intent to deceive, defraud, or unlawfully transfer or encumber ownership rights.
2. Misrepresenting oneself as the owner or authorized representative in order to obtain ownership or possession of real property.
3. Taking, obtaining, stealing, transferring title by fraud, forgery, larceny, or any other fraudulent or deceptive practice.



LEGISLATION YOU NEED TO KNOW

SB 877

What does this bill aim to do?

1. Makes deed theft a felony crime
2. Requiring real estate licensees to complete continuing education on deed theft.
3. Requires OREC to promulgate administrative rule(s) establishing a set number of hours on deed theft for every licensee to complete prior to license renewal



LEGISLATION YOU NEED TO KNOW

Wholesaler Requirements

SB 1075

1. Disclose assignment intent in writing before any agreement
2. Include prominent legal advice disclosure in contracts
3. Provide full contact info and total compensation on agreements
4. Deposit earnest money in an Oklahoma FDIC-insured institution
5. Include OREC-created cancellation notice with purchase agreements



LEGISLATION YOU NEED TO KNOW

Consumer Protection

SB 1075

1. Mandatory disclosures at transaction start
2. Two-day penalty-free cancellation window
3. Failure to disclose = void contract + homeowner keeps earnest money



LEGISLATION YOU NEED TO KNOW

ACTION YOU CAN TAKE TODAY





Common License Law Violations Quick Reference Guide

1. MISREPRESENTATION & DISHONESTY

➤ False Promises or Misleading Advertising

Making substantial misrepresentations to influence or persuade others (§ 858-312 #2; 605:10-17-5; 604:10-9-4)

➤ Fraudulent or Improper Conduct

Engaging in dishonest, untrustworthy or improper dealings (§ 858-312 #8; 605:10-17-4)

➤ Bad Faith or Incompetence

Actions that show lack of skill or care (§ 858-312 #13)

2. BROKER DUTIES & SUPERVISION

➤ Neglecting Broker Responsibilities

Violating duties in § 858-351 through § 858-363 (§ 858-312 #3)

➤ Improper Supervision or License Use

Lending a Broker License, or failing to supervise associates (605:10-17-4 #7)

3. HANDLING OF MONIES OR PROPERTY OF OTHERS

➤ Failure to Remit or Account

Not turning over funds, documents, or property belonging to others (§ 858-312 #6)

4. UNDISCLOSED INTERESTS

➤ Buying/Selling property for Self or Owned Entity Without Disclosure

No written disclosure or notice to other party of self purchasing/selling interest (605-10:17-4 #2; 605-10:17-4 #3; 605-10:17-4 #8)

➤ Failure to Disclose Familial Relationship

No written disclosure or notice to other party immediate family relationship (605-10:17-4 #21)

➤ Failure to Disclose Beneficial Interest

No written disclosure or notice to other party of beneficial interest, compensation, or ownership interest in product/service to transaction (605-10:17-4 #21)

5. DOCUMENT & CONTRACT ISSUES

➤ Incomplete or Vague Contracts

Procuring signatures on contracts without required terms like price, dates, payment method, or property description (605-10:17-4 #5)



Common License Law Violations Quick Reference Guide

6. ADVERTISING VIOLATIONS

➤ Unauthorized Listings or Signs

Advertising or posting signs without owner permission (§ 858-312 #11)

➤ Failure to Identify as Licensee

Advertising without disclosing as a licensed agent (§ 858-312 #20)

➤ Failure to Advertise with Proper Broker Reference

Associates must include Broker's Reference prominently and conspicuously in a way that such Broker's Reference should be at least half the size of the Associate's Reference (605:10-9-4 B #3)

7. PROPERTY ACCESS

➤ Unauthorized Entry

Accessing or allowing access to a property without owner's consent (605:10-17-4 #17)

8. GENERAL VIOLATIONS

➤ Violating any Commission Rule or Law

Includes any breach or violation of the Oklahoma Real Estate License Code (§ 858-312 #9)

STAY COMPLIANT, STAY LICENSED!

Review OREC rules regularly to ensure compliance with rule and law changes. Document everything in transactions clearly and thoroughly. Communication with clients and other licensees is always key!



Q & A





**TAKING
ACTION**





**10 MINUTE
BREAK**

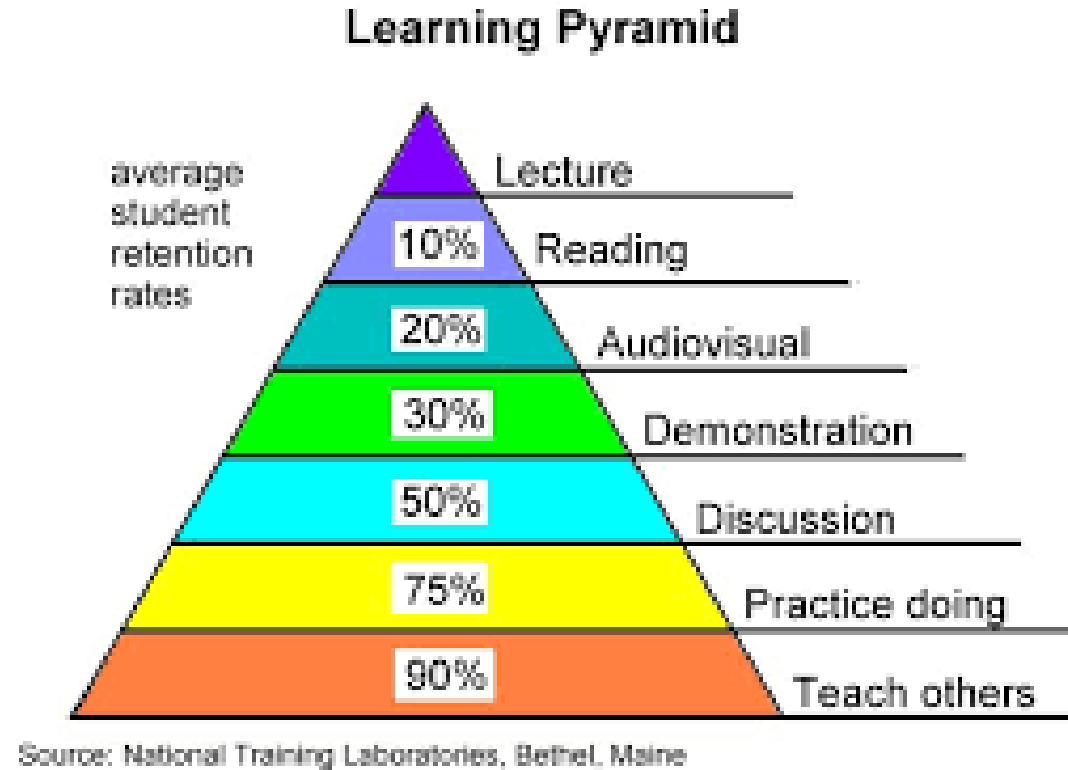




Session Three: Course Design & Curriculum Planning



MYTH VS. REALITY: LEARNING STYLES & HOW ADULTS REALLY LEARN



MYTH VS. REALITY: LEARNING STYLES & HOW ADULTS REALLY LEARN

1. The Cone of Learning Myth

1. “We remember 10% of what we read...” — totally made up.
2. These fake percentages were wrongly attributed to Edgar Dale’s “Cone of Experience.”



MYTH VS. REALITY: LEARNING STYLES & HOW ADULTS REALLY LEARN

2. The Learning Styles Myth

- No evidence supports the idea that people learn better when taught in their “preferred style” (visual, auditory, kinesthetic).
- Over-focusing on styles can distract from effective instructional design.



MYTH VS. REALITY: LEARNING STYLES & HOW ADULTS REALLY LEARN

What Does Work?

1. **Multimodal learning** — combining visuals, sound, movement, and interaction
2. **Active engagement** — asking questions, using real scenarios, doing the task
3. **Spaced repetition** — revisiting content over time
4. **Emotional relevance** — stories and scenarios that connect to real life
5. **Self-explanation** — asking students to explain what they've learned



STORYTELLING AS STRATEGY

Why Storytelling Works

1. Adults retain stories up to 30% better than facts alone (EdTech Magazine, 2022)
2. Over 50% of adult learners prefer examples, scenarios, or case studies over slides or definitions (HBR, 2023)
3. Stories build emotional relevance, real-world connection, and long-term retention



STORYTELLING AS STRATEGY

Use Storytelling in Your Courses To:

1. Explain complex concepts
2. Demonstrate Consequences
3. Make Abstract Ideas Practical
4. Open Class with a Hook



TEACH THE WHY, NOT JUST THE WHAT

Compliance Without Context Doesn't Stick

- Adults remember what they understand — not just what they're told.
- Teaching only the rule = memorization.
- Explaining the “why” behind the rule = understanding.
- Understanding = better retention and real-world application.



TEACH THE WHY, NOT JUST THE WHAT

EXAMPLES

| Rule | What You Might Say | How to Add the “Why” |
|---|------------------------------|---|
| Brokers must supervise all advertising | “This is required by OREC.” | “Because one misleading ad can damage public trust and trigger hefty fines.” |
| Licensees must disclose all material defects | “It’s the law.” | “Because buyers rely on you — and nondisclosure could lead to lawsuits or license suspension.” |
| Fair Housing | “This is a protected class.” | “Because we’re protecting the consumer’s legal right to housing — not just avoiding penalties.” |



GAGNE'S NINE EVENTS OF INSTRUCTION

| Step | What It Means | Real Estate Course Example |
|--|--|--|
| 1. Gain Attention | Start with a hook — a question, stat, or story | “What’s the most expensive mistake you’ve seen in a contract?” |
| 2. State Objectives | Tell learners what they’ll know/do | “By the end, you’ll know how to draft an accurate buyer agreement.” |
| 3. Recall Prior Knowledge | Connect to what they already know | “Who’s used this form before? What questions came up?” |
| 4. Present The Content | Deliver the new information | Teach the form sections, terms, legal framework |
| 5. Provide Learning Guidance | Give examples or tips | Walk through a sample with highlights or scenarios |
| 6. Elicit Performance | Have them try it | Give them a partially filled-out form to complete |
| 7. Provide Feedback | Tell them what’s correct, what’s not | Group discussion or instructor debrief |
| 8. Assess Performance | Test understanding | Quiz, peer review, or scenario wrap-up |
| 9. Enhance Retention & Transfer | Help them connect to future use | “When will you use this form again? What could go wrong if you don’t?” |



SETTING HIGH STANDARDS: WHY EXPECTATIONS MATTER

- When instructors set high expectations, students are more likely to succeed.
- Known as the Pygmalion Effect: Students internalize your belief in them.
- Research shows this improves engagement, performance, and equity.



SETTING HIGH STANDARDS: HOW TO SET HIGH STANDARDS

Practical Strategies

- Set clear learning objectives from day one
- Explain participation & attendance expectations early
- Give consistent, constructive feedback
- Model professional behavior and mindset





**TAKING
ACTION**





**10 MINUTE
BREAK**





Session Four: Roundtable Discussions



WORKING LUNCH

EACH TABLE WILL DISCUSS

1. What should we stop doing in Oklahoma real estate education?
2. What should we start doing?

PICK ONE OF THE FOLLOWING:

- What's holding you back from improving your courses/school?
- Why licensees fail and how we can help them?
- How we can get licensees engaged in continuing education prior to license renewal?
- Marketing education classes effectively.
- What makes a premium educator?
- Questions every educator should be asking pre-license students.
- What partnerships could you build locally to expand your school's reach?



WORKING LUNCH

WHAT TO DO NOW

- 1. Pick a Scribe**
- 2. Select a Reporter**
- 3. Select a 3rd Prompt**





**TAKING
ACTION**





**10 MINUTE
BREAK**





Session Five: AI, Automation & Systems



USING AI TO STREAMLINE COURSE CREATION

1. Rewrite learning objectives or descriptions
2. Generate quiz/test questions
3. Brainstorm lesson hooks or scenarios
4. Reformat course outlines
5. Create scripts for role-play or discussion



VISUAL TOOLS: CANVA, FIVERR & BRANDED DESIGN

Canva (Free or Pro)

- Slide, flyer, certificate, and course guide templates
- Drag-and-drop interface
- Add your logo, brand colors, and icons

Use Canva for: slides, outlines, evaluations, social media graphics

Fiverr (Freelance Marketplace)

- Affordable help designing decks, infographics, or branded materials
- Search: “education branding,” “PowerPoint templates”
- You can provide current slides for a refresh

Use Fiverr for: leveling up design without doing it yourself



SURVEYS & FEEDBACK TOOLS TO IMPROVE YOUR COURSES

Great educators constantly ask: **“How can I make this better?”**

Feedback helps you adjust pacing, refine delivery, and spot what’s working (and what’s not).

Even a single-question survey can drive improvement when used regularly.

Survey Tools to Try:

- Monday.com – Automate and track trends across students, courses, or instructors
- Google Forms – Quick, mobile-friendly, free
- Typeform – Clean interface, great for longer or interactive surveys



SYSTEMS & PLATFORMS TO SUPPORT COURSE DELIVERY

**YOUR BUSINESS IS ONLY
AS GOOD AS THE
SYSTEMS IT OPERATES**



SYSTEMS SELF-EVALUATION

**TAKE 5 MINUTES TO
COMPLETE THE
EVALUATION**





**TAKING
ACTION**





**10 MINUTE
BREAK**





Session Six: Engaging the Modern Learner



ATTENTION & RETENTION IN HYBRID AND VIRTUAL LEARNING

Key Challenges

- Adults are overwhelmed, distracted, and multitasking
- Attention spans: 8–10 minutes per concept (HBR, 2023)
- Engagement boosts retention by 25–60% (JAP, 2022)



ATTENTION & RETENTION IN HYBRID AND VIRTUAL LEARNING

Instructor Strategies That Work:

- **Micro-content:** Break into 10–15 minute chunks
- **Polls & Check-ins:** Use Zoom polls or Mentimeter
- **Movement:** Have learners write or stand up
- **Recall:** Ask “What did we learn 10 minutes ago?”
- **Outcome reminders:** Tie content back to real-world impact



INTERACTIVE TOOLS: LIVE POLLS, GAMIFICATION & QUIZZES

Why Use Interactive Tools?

- Boost engagement, focus, and retention
- Support active learning through real-time input
- Break up long lectures and re-energize the room



SUPPORTING MULTILINGUAL & DIVERSE ADULT LEARNERS

| Strategy | Description |
|-------------------------|--|
| Plain Language | Avoid jargon-heavy or overly legal phrasing — simplify where possible |
| Chunking content | Break information into smaller sections with pauses/check-ins |
| Visual reinforcement | Use icons, timelines, diagrams — not just text |
| Bilingual Handouts | If possible, provide materials in English + the learner’s first language |
| Encourage peer teaching | Pair bilingual learners with others for peer support |
| Speak slowly & clearly | Enunciate without “dumbing down” — use real-world examples |
| Check for understanding | Ask learners to rephrase or explain in their own words |





**TAKING
ACTION**





**10 MINUTE
BREAK**





Session Seven:

Keeping Courses Relevant

& Effective Testing Strategies



6 SIGNS YOUR COURSE MAY BE OUTDATED

1. “I’ve heard this before.” - If students are saying this in the first 10 minutes, you're likely recycling content too often.
2. References old laws, rules, or form names - If your slide still says “OREC Contract 2018 version,” it’s time to update.
3. Outdated terminology or tech - “Fax the offer” or “CD-ROM materials” aren’t just dated — they reduce credibility.
4. No connection to current market conditions - Students need help applying laws to today’s market, not just theoretical ones.
5. No reference to recent headlines, cases, or news- Courses that don’t reflect today’s market feel disconnected and irrelevant.
6. Your examples haven’t changed in 3+ years - Even if the content is still technically “correct,” old stories don’t carry the same impact.



WRITING BETTER QUIZZES & TESTS

| Instead of this... | Try this instead... |
|--|--|
| "What year was the Fair Housing Act passed?" | "Which of the following scenarios would violate the Fair Housing Act?" |
| "Define 'latent defect'." | "A cracked foundation not visible during inspection is an example of what?" |
| "What type of agency relationship is formed by a listing agreement?" | "Which of the following best describes the relationship between a broker and a seller under the Oklahoma Broker Relationships Act?" |
| "What must be disclosed on the Property Condition Disclosure form?" | "A licensee is aware that the property has flooded twice, but the seller did not include it on the disclosure form. What is the licensee required to do under Oklahoma law?" |



TIPS FOR BETTER TEST & QUIZ DESIGN

- Use **real-world scenarios** that mirror what they'll see on the job
- Mix in **multiple-choice + open-ended** for variety and critical thinking
- Avoid “gotcha” questions — reward comprehension, not trickery
- Keep it brief but purposeful: 5–10 questions per section is ideal
- Use quizzes as **learning tools**, not just grade checkpoints





TOOLS & RESOURCES



SUBMIT FEEDBACK

1. OPEN CAMERA APP
2. POINT PHONE TOWARDS THE CODE
3. TAP ON THE LINK

