

Correspondent

Center for Excellence in Teaching and Learning

SWOSU Center for Excellence in Teaching and Learning Newsletter

December 2017



IN THIS ISSUE

	Page
➤ Marci's Messages	1
<i>2018 Transformative Learning Conference</i>	
<i>Upswing Information Webinars</i>	
➤ CETL Support for Academic Departments.....	2
➤ Zoom Licenses Now Available for SWOSU Faculty ..	2
➤ Checklist in Ending a Semester in Canvas	2
➤ Checklist in Beginning a Semester in Canvas	3
➤ Canvas – Hacking Mastery Paths	3
➤ Plagiarism.org Webcasts	3
➤ UpSwing – 24/7 online tutoring/writing center	3
➤ Mapopa's Musings	4
<i>Viable Online Learning Pedagogies</i>	
➤ OLC Workshops Available	4
➤ CETL Workshops with Mapopa	5
➤ Online Course Development Workshop (OCD).....	5
➤ Nathan Notes.....	5
➤ Virtual Teaching and Learning Book Club	5
➤ Lynda.com - Dynamic Video Tutorials	6
➤ Veronica's Vibes	6
<i>CATs</i>	
➤ Team Contacts for CETL	7

Marci's Messages

2018 Transformative Learning Conference

The Center for Excellence in Teaching and Learning is once again offering two registration scholarships per academic department to attend the [2018 Transformative Learning Conference](#) in lovely downtown Oklahoma City, OK. The conference will be held March 8-9, 2018. If awarded the scholarship, CETL will pay the conference registration fee of \$349. CETL will provide a van, if you do not go in the van; travel is on your own. Selection will be on a first come first served basis. The [scholarship application](#) form can be found in Faculty Training/Workshops in Canvas. To be eligible for the scholarship, the form must be completed and submitted prior to **January 8, 2018**. To qualify for the scholarship, the faculty member must commit to writing an article for CETL's Correspondent in how you will be using the conference information to enhance your courses. Submit article information to distance@swosu.edu prior to the end of April 2018 for inclusion in future issues of CETL's Correspondent.

To find more information regarding the Transformative Learning Conference's Call for Proposals click the following link:

<http://sites.uco.edu/central/tl/conference/2018conference/proposals.asp>

Upswing Informational Webinars

A webinar on SWOSU's 24/7 online tutoring/writing center services (Upswing) scheduled for **January 5, 2018, at 11:00 am CT** and **January 12, 2018, at 3:00 pm CT** will provide information and a question/answer time for faculty. Add these times your calendars now to receive a reminder. Log in information will be sent via email closer to the time.

We, in the Center, are here to help, feel free to give us a call.



CETL Support for Academic Departments

CETL's Teaching and Learning Coordinators are assigned to support different departments and their faculty. We have done this so that the coordinators are not overwhelmed and so that they can get to know the faculty and department to whom they support more in depth.

Dr. Mapopa Sanga

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Allied Health Sciences
 Art, Communication, Theatre
 Education
 Language and Literature
 Mathematics
 Music
 Parks and Recreation Management
 Pharmacy Practice
 Pharmaceutical Sciences
 Psychology

Dr. Veronica McGowan

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Biological Sciences
 Business and Computer Science
 Chemistry and Physics
 Engineering Technology
 Kinesiology
 Nursing
 Social Sciences



Zoom Licenses Now Available for all Faculty

Contact either Nathan Thiessen (nathan.thiessen@swosu.edu) or Marci Grant (marci.grant@swosu.edu) to receive a license and then arrange with Nathan to receive Beginning Zoom Training. After the Beginning Zoom Training, for training in how to use Zoom pedagogically in your courses and to use for virtual office hours, contact your Teaching and Learning Coordinator.

Faculty Commons in Canvas has a [Zoom module](#) with a lot of how to information that will assist faculty with any questions after hours. [View a FAQ for Zoom.](#) [View Zoom's Online Event Best Practices.](#) Courses using Zoom will need to be coded appropriately, contact Marci for more information.



Checklist for Ending a Semester in Canvas

At the end of the semester, it is important to make sure that your Fall 2017 Canvas course is closed out properly. Go through the ["Checklist for Ending a Semester in Canvas"](#) to make sure you have quick access to any of the course data in the future. The document gives details on how to

1. Export a copy of the course so that you have exact replica of your content. Exporting does not include student submissions and data.
2. Export a copy of your gradebook in a format that can be viewed and manipulated in Microsoft Excel. It is important to enter zeroes for ungraded assignments.
3. Copy your student's submissions
4. Copy (import) your course into next semester's course (never modify your current semester's course to prepare for the next semester, import the course content into the next semester's course shell and modify it there).
5. Turn off the ability to see quiz answers. Students maintain a read-only access to courses from their past enrollments.
6. Lock Files and Disable Tools
7. Remove unwanted courses from the dropdown menu

8. Archive Conversations in your Inbox
9. Optional: Run Reports and collect data on your course.

Checklist for Beginning a Semester

I know that most faculty will be working on their Spring 2018 courses over the semester break, so I thought it would be important to include in this newsletter the [Checklist for Beginning a Semester in Canvas](#). Many will be importing a previous semester course into the new semester course, so now it is a great time to review what you want in your Spring 2018 course. The document give details on how to

1. Start a course from scratch
2. Import a copy of your course from a previous semester
3. Uploading new files into the course
4. Content Development
5. Weighting grades
6. Double check settings (dates) of each assignment, discussion, and quiz
7. Double check that all graded items are included in Assignments and have correct points
8. Simplify course navigation
9. Check links to external websites and course documents
10. Check the student roster
11. Preview and Publish your course
 - a. Preview the course using "Student View"
 - b. Publish your Canvas course (students will not have access to it until the course is published)
 - c. Refer students to "Resource for Student Success"
12. Welcome Students to your course
13. Post a course Announcement
14. If you are teaching a traditional course, give students a tour of the course site during your first class

CANVAS – Hacking Mastery Paths, Kona Jones, Richmond Community College

<https://community.canvaslms.com/people/kona@richland.edu/blog/2017/03/29/hacking-masterypaths>

Situation: Your students have the option to pick from two (or more) different Projects they can do and each project has multiple assignments associated with it. For example, there are two different books students can read and different assignments associated with each book. You'd like to automate it so students can pick their book and then have access to the assignments for that specific book. What can you do? [Try hacking mastery paths!](#)

Plagiarism.org Webcasts

Plagiarism.org has some archived webcasts that may be of interest to a lot of faculty. All the following videos are located at <http://www.plagiarism.org/video/responding-to-plagiarism>.

- Responding to Plagiarism: Lesson Plans and Strategies
- How instructors Respond to Plagiarism: Survey Findings
- Methods for Successful Plagiarism Discussions
- Creating an Academic Integrity Community through Campus
- Approaches to Plagiarism – Policy to Practice: Developing Effective Academic Integrity Policies

Upswing – SWOSU'S new Online Tutoring / Writing Center Platform

All SWOSU students now have access to a **24/7 online Academic Help/Tutoring/Writing Center** (paper reviews) assistance. All the students need to do is go to swosu.upswing.io or on the SWOSU web page click on Current Students, then click on tutoring. This supplements the departmental tutoring hours provided to students. We feel one-on-one tutoring on campus is one of the great benefits our students have on campus, but we need to reach out to those students who cannot get to campus at the specific scheduled tutoring days and times. All students have to do is enter the above URL or go to Current Students and click on the Tutoring link.



Contact Dr. Veronica McGowan to do a brief tutorial of Upswing for your students.

Mapopa's Musings

By Dr. Mapopa Sanga

Viable Online Learning Pedagogies

The goal of designing an online course is to empower the online learner to take responsibility for managing their own learning experience and free the instructor to concentrate their time and energy on crafting a truly engaged learning experience (Regan, 2009). Online learning should therefore be more collaborative, contextual and active. Instructors should always endeavor to release control of learning to students. Below are some strategies that really engage the online learner.

1. Discussion

Online discussions are a great strategy. They allow learners to analyze alternative ways of thinking, making learners critical thinkers. They also allow learners to reflect on a subject discussion and present their views.

2. Small group work

Within small online groups, learners can discuss content, share ideas and solve problems. They can also be exposed to a variety of viewpoints on a given subject. Small groups can provide opportunities for interaction and also give learners experience in decision making.

3. Projects

Online projects give students an opportunity to pursue their special interest and can be done individually or within groups. Projects also provide students with practical experience and a sense of accomplishment. Again, using projects as a learning activity makes the learning more relevant to learners. Projects

can be shared with everyone in class and critiqued. That makes learners obtain more diverse viewpoints and feedback.

4. Role Playing

Role playing involves recreating a situation relating to a real-world problem in which participants act out various roles. Role playing can be used to stimulate real-life work situations and can help learners gain a fuller understanding of a problem or situation.

5. Case Study

Case studies require learners to draw upon their past experiences. It is a participatory strategy and has action components which are links to future experience. The key to a successful case study is the selection of an appropriate problem situation which is relevant to both the interest and experience level of learners and to the concepts being taught. Case studies emphasize practical thinking and assist in identifying principles after examining the facts of the case and then employing those principles to new situations.

6. Collaborative Learning

Collaborative learning is the process of getting two or more students to work together. Students often work in small groups composed of participants with differing ability levels of learning activities to master material initially developed by an instructor or construct knowledge on substantive issues.

References available by contacting Mapopa Sanga x7128.

Workshops Available

Online Learning Consortium workshops

The Center for Excellence in Teaching and Learning has 20 scholarships available for faculty to attend any Online Learning Consortium workshops. If awarded, upon completion of the workshop, a certificate must be sent to CETL for their records. The cost of the workshops is \$170, so, if awarded and you cannot attend, please contact CETL as soon as possible (prior to the workshop) so that another faculty member may receive the scholarship.

These workshops cover a wide array of topics, examples of workshops: Designing a Flipped Classroom, Strategies to Improve Retention, Strategies to Increase Faculty Motivation, New to Online: Essentials Part 1-Getting Started, Exploring Learning Analytics, Introduction to Online Presentation Tools, Exploring Hashtags for Learning, Creating Concept Maps, etc.

If you are interested in applying for a scholarship to attend one of the following workshops, please complete the Registration form.

CETL Workshops with Mapopa

Join these workshops via ZOOM: <https://zoom.us/j/960339908>

Introduction to Voicethread

Wednesday, December 6, 2017 1:50 pm to 2:50 pm
 Wednesday, December 13, 2017 1:50 pm to 2:50 pm

In-depth discussion on using Voicethread to create a dynamic living conversation that can be altered anytime by instructor and allows students to comment.

Creating Attendance and Rollcall

Thursday, December 7, 2017 1:50 pm to 2:50 pm
 Thursday, December 14, 2017 1:50 pm to 2:50 pm

Create robust, engaging discussion topics in Canvas taking into consideration good qualities. Learn to create discussion topics within student groups.

Active Learning Strategies

Tuesday, December 5, 2017 1:50 pm to 2:50 pm
 Tuesday, December 12, 2017 1:50 pm to 2:50 pm

Workshop will introduce faculty to 21st century working active learning strategies that can be employed in both online and traditional settings.

Online Course Development Workshop (OCD) with Mapopa

OCD is a fully online workshop, which gives faculty first-hand experience of teaching a fully online course. It makes faculty understand an online course as an environment whose basic rules are different from those of a physical classroom. The workshop introduces you to key concepts, including online course design, digital content planning and construction, communication management, and troubleshooting. Faculty will learn to plan, design, build, react, communicate, troubleshoot and connect in an entirely online environment. Most importantly, OCD gives

faculty a hands-on opportunity to create and implement various aspects of their online course in the context of the Canvas interface. Faculty will receive a certificate from CETL upon completion of the OCD Workshop.

Register by calling Ashley at extension 3149 or emailing ashley.walkup@swosu.edu


Nathan's Notes

By Nathan Thiessen

Be sure to check out our new zoom rooms in Stafford 108 and 126, new and improved cameras and microphones to make your experience and the students that much better. On the horizon, better user experience for zoom is coming to rooms

HEC 213 and 216. If you have any questions or would like to share your experience using Zoom, let me know and we will get you in the following newsletter, let your voice be heard to encourage others!

Virtual Teaching and Learning Book Club- continues

If you have not joined the Virtual Teaching and Learning Book Club, there is still time. The first book we are discussing in the Teaching and Learning Book Club is Dr. Sandra Yancy McGuire's *Teach Students How to Learn, Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*. 

Seven copies of the book are available for checked out from the Center for Excellence in Teaching and Learning. Book purchase is available from Stylus Publishing, LLC, www.Styluspub.com, ISBN 978-1-62036-316-4 (it is a great addition to your office library).

How the book club will work is we will provide some discussion questions just to start the discussion of the chapters, feel free to put down your thoughts of the various topics, reply or comment to other members comments or thoughts or start your own discussion by using the Open Discussion for the chapter. We will be discussing the book as follows:

Do not be worried about the number of chapters per month as the book is an easy, fantastic read. If you are interested in joining the book club, please E-mail distance@swosu.edu so we can add you to the Canvas



Lynda.com – Dynamic Video Tutorials

Lynda.com is FREE to Southwestern Oklahoma State University faculty, staff, and currently enrolled students. Lynda.com offers dynamic video tutorials on Illustrator, Higher Education, Business, Educational Technology; Teacher Tools, Communication, Leadership, Classroom Management; Time Management, Photoshop, Access, Excel, PowerPoint, Team Management, Job Hunting Skills, multiple software programs, and more. Users can create their own playlists or search and just watch whichever courses are of interest. Feel free to explore and make use of the various courses that are available on lynda.com.

Veronica's Vibes

By Dr. Veronica McGowan

CATs



Classroom Assessment Techniques (CATs) are typically short, non-graded, anonymous, in-class activities designed to provide formative feedback on the effectiveness of the lesson; length can vary and deployment for individuals or collaborative groups are options.

Examples of CATs include the following.

- The *Minute Paper* is an end-of class response to questions such as: "What was the most important thing you learned today?" and "What important question\concept remains unanswered?" or "A friend missed today's class; summarize what they missed in 3 sentences."
- The *Muddiest Point*: done at the end of class or as a transition into the next class; students respond to a prompt such as: "What was the muddiest point in [the lecture, discussion, homework assignment, film, etc.]" A follow-up question to help the student address their muddiest point would be: "Where can you find out more to address your muddiest point?" Alternatively, instructors may collect the questions and make sure that they address the point in the next lecture\lab\class, etc.
- *Constructivism* or the *Background Knowledge Probe* can either be a pre-pared questionnaire or open-ended question given to students at the start of a course, or before a new learning module used to reveal students' knowledgebase, strengths, weaknesses, or pre-conceptions.
- The *Empty Glossary*: deployed as a pre or post activity in

order to help students definitely state their understanding of a concept. The *Mind Map* is a variation activity in which relationships codify understanding of a concept.

- The *What's the Principle?* In problem-solving, the focus is determination of type of problem is on hand and what principle(s)\theories to apply in order to solve the problem. Several problems or scenarios with differing sets of variables will build the student's experience to the application level of thinking.
- *Defining Features Matrix*: Students need to construct a matrix of three columns and several rows with column headings listing distinct concepts that have potentially confusing similarities (e.g. hurricanes vs. tornados vs. typhoon, Picasso vs. Matisse). Rows allow students to rank important characteristics that define the concept.

CATs provide just-in-time feedback without the workload of other assessment measures and encourage stakeholders to think of a lecture as an ongoing process of inquiry, experimentation, and reflection.

yamachem. (2015). Cat silhouette 01 [SVG file]. Retrieved from <https://openclipart.org/search/?query=cat>



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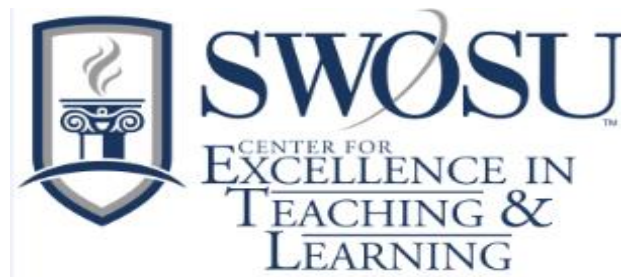
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We, in the Center, are here to help, feel free to give us a call.

