

Correspondent

Center for Excellence in Teaching and Learning



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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. The article information needs to be submitted to distance@swosu.edu prior to the end of April 2018 and column will be used 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>

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





Zoom Licenses Now Available for all Faculty

All faculty now have the opportunity to use zoom.

Zoom makes video and web conferencing frictionless. Founded in 2011, Zoom is the leader in modern enterprise video communications, with a secure, easy platform for video and audio conferencing, messaging, and webinars across mobile, desktop, and room systems. Zoom Rooms is the original software-based conference room solution used around the world in conference, huddle, and training rooms, as well as executive offices and classrooms.

Scalable

- Up to 100 interactive video participants, ideal for panels
- Choose a package ranging from 100 to 10,000 view-only attendees
- Broadcast your event to Facebook Live or YouTube

Easy Sharing

- One-click HD screen sharing
- Dual screen support to show panelists and presentation at same time

- Event assistance available (contact sales for more information)

Full-Featured

- Host controls such as mute/unmute panelists, recording and more
- Polling and Question/Answer dialog box with live or text answers
- Closed captioning
- Integrations with CRM and marketing automation systems

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.



Common Canvas Support Questions

Question: I have a student with a disability that is supposed to have twice the time allowed for other students on quizzes and exams. I have already created my class and want to individually assign the quiz to her with a different time limit. Is this possible? Or do I have to create a new quiz separately with the new time limit and an access code to ensure she is the only one that takes that version? Any guidance is appreciated.

Answer: That is a great question! You will be happy to hear that it is easy to adjust quizzes for individual students. The "bonus" is that you do not need to create an additional quiz to assign only to that student.

Once a quiz is published, you can click *Moderate This Quiz*, and you will have lots of options and tools available! These guides are the most helpful: [Once I publish a quiz, how do I use the Moderate Quiz page?](#) And [Once I publish a timed quiz, how can I give my students extra time?](#)

Question: "The link to the document I am supposed to read gives me an error."

Answer: Prior to the beginning of each semester and publishing each course, it is important to validate all the links to make sure they are still valid and the documents are contained inside the course and not another course (which students do not have access to). Just go to Course Settings and click on "Validate Links in Content" on the right side. [Click here](#) for more information.

Question: Students are contacting Canvas Support because they cannot find the dropbox that they are being asked to submit an assignment to. Students should be informed to submit their assignment via the submit button on the assignment page itself.

Answer: Dropbox is a tool used to share files with users and the use for that in Canvas is not what instructors are meaning when they are asking students to submit files.

Beginning Canvas Course Development

Canvas has created a [self-paced Beginning Canvas Instructor Orientation](#) course designed to familiarize instructors with the basic need-to-know tools and features of Canvas in an effort to prepare them for course design and delivery. This course is broken into **five (5) modules**, which is 19 individual *very short*

lessons. Each module should take about 30-45 minutes to read, review and complete. This course is a basic level course, which could be taken prior to the Online Course Development Workshop put on by Dr. Mapopa Sanga.

Ask Mapopa

How do I Upload media files to Canvas Courses

Create a content page within a module. Once created and named, edit the content page and on top where you have various icons, click on the icon that says “record or upload media,” click on “upload media” and select a video from wherever you saved it



on the computer and on the bottom of the page, click on “Save”. Always make sure videos are not too long. Below is the “Upload Media” icon in the center as it appears in a content page.

Mapopa

UpSwing – SWOSU’S new Online Tutoring Platform



All SWOSU students now have access to UpSwing’s TopUp, an online Tutoring Platform. This platform is supplementing the departmental tutoring hours provided to students. [On-campus tutoring hours](#) as well as the [online tutoring Information](#) can be found on the Current Students and Academic website under the Tutoring Link. 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.

Upswing’s TopUp is a new and exciting tutoring service where students will have 24/7 access to tutoring sessions with Upswing coaches in a variety of courses such as math, writing, science, foreign language , and more. Students can *schedule times* for tutoring or *get immediate help* if there is a coach available.

The video which explains how students can use Upswing to schedule sessions with Upswing’s coaches/tutors is accessed by the following link: [How-To Video on SWOSU’s online tutoring system](#).

Students will have 24/7 access to Upswing’s AskUp asynchronous paper review platform with Upswing coaches. Also available to students is the UpSwing Writing Lab platform where the students will have access to videos, brainstorming tools, CiteUp citation engine and the ability to submit papers directly to the AskUp platform. In combination with Upswing real-time, 24/7 online tutoring, students can select whichever option they prefer based on the assignment, their learning style, and time until the assignment deadline. Askup is complimenting our on-campus SWOSU Writing Lab that is located in the Library.

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

What is that Commons Link in my Navigation Bar in Canvas

According to Canvas, “Commons is a learning object repository that enables educators to find, import, and share resources with the public (or within their institution). Come here for all your news, resources and questions related to Commons.



Educators leverage Commons for a variety of reasons. Whether they mostly import content, review materials, or share (re-share) resources, everyone benefits from the collective contributions of all users. However you use Commons, we've got something for everyone!”

Canvas Network: Free open, online courses which empowers learners and educators everywhere

Canvas Network offers free open, online courses from colleges, universities, and organizations worldwide. Canvas Network is free. Instructure created Canvas Network with the intention of promoting openness, innovation, and experimentation in education and to give back to the academic community.

Canvas Network ‘open’ means:

- Open entry and open access. Open entry for learners around the globe and continual access to course content after the course end date.
- Open content. Open licensing options and content sharing to Canvas Commons where other instructors reuse, revise, remix, retain, and redistribute content.

- Open platform and ecosystem. Open platform to integrate and innovate with third-party tools.
- Open data. Open, de-identified Canvas Network data for researchers to analyze and synthesize.
- Platform neutrality. Your course. Your goals. Your way. We provide the platform for open innovation and experimentation.
- To enroll in the free open, online courses go to: <https://www.canvas.net/>
- If you are interested in creating a course, go to <https://info.canvas.net/offer-a-course?seen=yy> and complete and submit the form to have your course considered by Canvas Network.

Ask CETL

Help! Respondus LockDown Browser doesn't work on my Chrome book

LockDown Browser for Chromebook is currently only available for K-12 schools. LockDown Browser for Chromebook is not available to Higher Education institutions, nor to K-12 institutions that have dual enrolled students needing to take exams at colleges and universities.

Refer to Respondus LockDown Browser for [System Requirements](#).



SWOSU Stipends for Distance Education Developers

All approved distance learning courses prior to the new Policy for Distance Education are considered as Minimal Use of Resources as per the Intellectual Properties Policy (IPP), since faculty submitting courses for approval at that time did not have the opportunity to choose which IPP they wanted the course to fall under. As a result of the new Policy for Distance Education, approved January 2017, faculty now have the option to choose which IPP standard they want for their courses. Faculty that had their distance learning courses approved prior to January 2017 can change the Minimal Use of Resources IPP to Works for Hire or Substantial Use of Resources by indicating the change when submitting the annual Significant Change Form. Because of this change, the faculty would receive the stipend as per the new IPP category.

For example, if a faculty member selected Works for Hire IPP category they would receive the difference between what they were previously paid and the new compensation for Works for Hire IPP.

Workshops Available

Online Learning Consortium workshops

The Center for Excellence in Teaching and Learning has 20 scholarships available for faculty to attend any following [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 a scholarship may be awarded to another faculty member.

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

Thursday, October 5, 2017 1:50 pm to 2:50 pm
 Tuesday, October 17, 2017 1:50 pm to 2:50 pm
 Tuesday, October 24, 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 Effective Discussions

Tuesday, October 3, 2017 1:50 pm to 2:50 pm
 Wednesday, October 11, 2017 1:50 pm to 2:50 pm
 Thursday October 19, 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

Wednesday October 4, 2017 1:50 pm to 2:50 pm
 Tuesday, October 10, 2017 1:50 pm to 2:50 pm
 Wednesday, October 18, 2017 1:50 pm to 2:50 pm
Discussion on 21st century active learning strategies that can be employed in traditional as well as online course 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

CETL Workshops with Veronica

Using Canvas Commons

Wednesday, October 11, 2017 3:00 pm HEC 208A
 Thursday, October 12, 2017 11:00 am Sayre
*Overview and why use
 Institutional vs. Public Canvas Commons
 Importing from Canvas Commons
 Updates
 Sharing in Canvas Commons
 Entire Course
 Single learning object, module, or quiz
 Providing direct links
 File size/content limitations
 Citing Canvas Commons*

Workings with Outcomes in Canvas

Tuesday, October 26, 2017 1PM HEC 208A
*Creating outcomes
 Aligning objectives to outcomes
 Outcome artifacts
 Learning mastery gradebook*

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.

Workshop runs throughout the Fall semester and submissions can be turned in at any point.

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. Saundra 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 to be checked out from the Center for Excellence in Teaching and Learning. The book can also be purchased 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:

Introduction and Chapters 1, 2 Continuing
 Chapters 3, 4, 5 September
 Chapters 6, 7, 8 October
 Chapters 9-12 November



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. Lynda.com has some new courses in their list of videos, which may be of interest to you and/or your students.

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. The following are some of the new videos that have been included on Lynda.com.

Courses for new managers:

- [Managing High Performers](#)
- [Managing High Potentials](#)
- [Coaching for Results](#)

Courses for senior leaders:

- [Leading with Innovation](#)

- [Strategic Agility](#)
- [Measuring Team Performance](#)

Courses for all learners:

- [Working with Difficult People](#)
- [Business Math](#)



Veronica's Vibes

By Dr. Veronica McGowan

Technology Literacy: What Creative Commons license is right for me?

So, let's say you've written the definitive guide to bird-watching in Oklahoma, or wine-tasting in Oklahoma, or bird-watching while wine-tasting in Oklahoma. You now wish to provide this work for others to read, share with additional others, and even contribute to its editing and expansion. You might consider the use of a public copyright license to enable this free distribution of your work, while still maintaining your rights to the work. This article addresses the range in flexibility of Creative Commons (CC) licenses that protects consumers of your work as long as they abide by conditions of the specific license.

First, a brief background: Users love to use CC works because of the stability of the licensing agreement, meaning it can't be revoked, and for the ease of use, meaning that all CC licenses grant the right to distribute. While licenses are governed by the appropriate copyright law, Creative Commons (creativecommons.org) is registered as a non-profit corporation in the United States. Several organizations, institutions, and foundations recognize and approve various CC licenses for various purposes including compliance or conformance with standards such as open access content and data. Content such as images, photos, articles, books, music, movies, and even blogs and websites can apply for copyright and have a registered ISBN number.

The most open of the CC licenses is known as CCO which is essentially a mechanism for entering a work into the public domain. For all other CC license categories (indicated by CC with the BY prefix), users must at a minimum credit the work to the author. As the CC license becomes more restrictive, sharing privileges (SA), commercial use (NC), and use of derivatives (ND) (remixes, adaption, parodies, non-verbatim works, etc.) are curtailed with the most restrictive license impacting all categories.

To help students properly cite a work in the Creative Commons, they should include:

- Author name (which may be a screen name or user identification number)
- Title of work
- CC license
- Any other copyright notices
- Indication as a derivative work

Sample citation: "This is an English language translation of [original work] by [author] licensed in Creative Commons as BY-SA."

A stable citation includes a URL, and a robust citation includes a persistent URL, ISBN, digital object identification (DOI) or Web Citation® (webcitation.org).

Mapopa's Musings

By Dr. Mapopa Sanga

Using the Attendance Tool in Canvas: Some Noteworthy Tips

Have you ever used the Attendance tool in Canvas? The Attendance (Roll Call) tool is an external app (LTI) used for taking attendance in Canvas courses. The tool can be used for online, blended or traditional face-to-face courses. It always appears as a visible course navigation link but it cannot be viewed by students. So, hiding the link in course settings is not necessary. If instructors do not want to use the Attendance tool in their courses, no action is required.

With the Attendance tool, instructors can keep track of course attendance by taking roll electronically. Instructors can choose to view the tool in a list or grid format and can customize the placement of each student in the seating chart. The Attendance tool also creates an assignment in the Gradebook and calculates attendance as a percentage of a student's grade.

After the first time you take roll call, Canvas automatically creates an assignment for Roll Call Attendance and adds a column to the

Gradebook. A green check mark icon indicates the student is present and on time. The red X icon indicates the student is not present, the orange clock icon indicates the student is late while the gray "no symbol" icon indicates attendance is unmarked. By default, attendance is worth 100 points. To avoid Attendance calculation errors, never delete, rename, or unpublish the Attendance assignment.



Instructors can however edit several components of the Roll Call Attendance assignment. If you are using weighted assignment groups for instance, you can create a new weighted assignment group and move the attendance assignment into that group. You can edit the assignment and change the point value. You can remove Attendance from the Gradebook completely by changing the assignment type. You can also exclude the attendance assignment from the final grade. Note that the Attendance assignment will not appear until you have taken roll for at least one student.

If you are using weighted assignment groups and would rather set grade weighting for attendance, you can create a new weighted

assignment group for Attendance. If you are not using weighted assignment groups and just want to edit the points assigned for Attendance, you can edit the point value in the assignment. However, this adjustment is only recommended if (1) you are never going to change the point value again and (2) you make the adjustment after your first roll call entry.

If you do not want Attendance to appear in the Gradebook as a graded assignment, you can edit the Attendance assignment and change the assignment type. Students can still view the

assignment but it will not appear in their grades. Note that once you have changed the assignment type, you cannot change it back to a graded assignment. Please ensure you do not want to grade Attendance before changing the assignment type. If you do not want the Roll Call Attendance assignment to be calculated in the final grade, you can choose to exclude the assignment from final grade calculations by checking “do not count this assignment towards the final grade” in the assignment settings.

References are available by contacting Mapopa at 580.774.7128

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