

graphic designers are expected to possess thirteen competencies. It is challenging for design educators to teach design students to possess all thirteen competencies. As AIGA states, no single designer is likely to have all the skills required. However, it is still important to raise the awareness of design students about the expectations placed upon them.

To achieve these expectations, Dr. Siriporn Peters has set teaching objectives for each class to explicitly include autonomous thinking and recognize that this requires experiences designed to foster critical reflectivity and experience in discourse. She has also designed instructional materials and activities to reflect the real-life experiences of her students and foster their participation in small-group discussion, so that they can learn how to assess reasons, examine evidence, and arrive at a reflective judgment. She has utilized teaching methods and academic tasks that require students to learn actively, responsibly and cooperatively. She normally assesses her students' prior knowledge and skills before she starts teaching them new topic of study. After learning activities, she usually uses valid assessment methods to evaluate the effectiveness of her teaching approach and methods. This also helps her craft an instructional material and activities that build off of her students' strengths and acknowledge as well as address their weaknesses.

Each year, Dr. Peters constantly generates design knowledge through her research and scholarly activities and improves her computer skills in order to keep up with new technology in the design industry. She teaches design students to utilize a Macintosh computer and Adobe Creative Cloud: 1) Illustrator, 2) PhotoShop, 3) InDesign, 4) After Effect, 5) Flash 6) Dreamweaver and 7) Premiere Pro. This helps her design students to understand that design instructors are also lifelong learners. Based on her reflection and observation, she realizes that her students are unique and have different career paths from traditional graphic design to digital graphic design as well as motion graphics. She encourages her design students to expand their knowledge and explore different design techniques in order to custom their own

knowledge and skill through class activities and assignments. This also helps design students to costume their own portfolio and resume for the future job. Dr. Peters also notices that her design students learn best when they engage with a real design brief and design problem. It also helps design students accumulate the required knowledge and skills in the design field. To that end, Dr. Siriporn Peters encourages design students to seek for a graphic design internship. She also initiates collaborative design projects with local organizations as service learning in her classes to provide opportunities for students enhance her students' portfolio, resume, communication and critical thinking skill.

In the last two years, Dr. Peters also implemented a Transformative Learning framework as her teaching approach. According to Jack Mezirow (1997), Transformative Learning (TL) is the process of effecting change in both instructors and students. Mezirow also states that TL is a route to the development of critical thinking. Based on her reflection and discussion at the 2017 TL Conference, TL is the most effective teaching approach for design students because it affects positive and sustainable change on her as an instructor and her students' knowledge, attitude and behavior. The effectiveness of her teaching approach is reflected by the success of her students. In 2014, one of graphic design students at SWOSU was appointed as a graphic design intern at the Stafford Air and Space Museum in Weatherford for two years. Two years later, another of graphic design students was chosen to replace the position of her previous student who graduated. The majority of graphic design students who graduated between 2015 and 2017, are working in the design industries in Oklahoma City. Based on her teaching experience and outcomes, Dr. Peters intends to continue teaching her design students to be lifelong learners, so that they become graphic designers who can continue improving the knowledge, skill set, and competencies, which are required for their future job and career.



2018 Transformative Learning Conference Takeaways - Continued

According to Patsy Parker, "The Transformative Learning Conference had great faculty presentations and inspiring keynote speakers. I enjoyed the presentations from Dr. Amanda Evert, Ms. Sarah King, Dr. Kelley Logan, and Ms. Taylor Verkler. Other SWOSU faculty presented, but I did not get to hear their presentations – there were so many simultaneous presentations. One of the most enjoyable parts of any conference is the networking. I got to spend time with my SWOSU colleagues and meet colleagues from other institutions.

Dr. Peter Felten, the keynote speaker for Friday, delivered a motivating message about engaging students as partners. Dr. Felten gave some examples and encouraged us to think of other ways we can increase students' learning by making them a active participant in the teaching process. For example, allowing students to grade essays from a former semester will encourage better writing skills. Creating the partnership advantage with students promotes four processes: engagement, awareness, enhancement, and belonging. All four of the processes lead to increased retention, which fits perfectly with SWOSU's mission.



SWOSU’s Online Tutoring – convenient for your students

SWOSU’S Online Tutoring / Writing Center Platform via Upswing

All SWOSU students have access to a **24/7 online Academic Help/Tutoring/Writing Center** (paper reviews) assistance. All students need to do is go to **swosu.upswing.io** or when on the SWOSU web page click on Current Students, then click on tutoring. This supplements the departmental tutoring hours provided to students. All students have to do is enter the above URL in their browser’s address bar 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.

Checklist for Ending a Semester in Canvas

At the end of the semester, it is important to make sure that your Spring 2018 Canvas courses are 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 by un-highlighting the star in front of the course.

Workshops Available for April

CETL Workshops with Nathan

Basic Zoom Training – Also available in HEC 213 at these times.

This workshop introduces faculty to all of the basic Zoom features. It is structured for the new Zoom learner.

Thursday, April 5, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Monday, April 9, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Monday, April 16, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Wednesday, April 25, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Monday, April 30, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Downloading Panopto Video Instructions - Also available in HEC 213 at these times.

This workshop will cover the step-by-step process of downloading Panopto Videos and storing them on personal computers.

Monday, April 2, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Tuesday, April 10, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Tuesday, April 17, 2018 2:00 p.m. to 2:30 p.m.
Join this workshops via ZOOM: <https://zoom.us/j/5807743077>

Thursday, April 26, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Basic Dropbox - Also available in HEC 213 at these times.

This workshop covers basic Dropbox features, and steps on sharing documents and/or large files, such as videos, to Canvas.

Tuesday, April 3, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Wednesday, April 11, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Wednesday, April 18, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Tuesday, April 24, 2018..... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Informal Technology Q&A

This time allows for any questions or ideas to brainstorm about ways to help you in your endeavors.

Friday, April 6, 2018 2:30 p.m. to 3:30 p.m.
Join me at: The Bulldog Beanery

Friday, April 20, 2018 2:30 p.m. to 3:30 p.m.
Join me at: The Bulldog Beanery

Friday, April 27, 2018 2:30 p.m. to 3:30 p.m.
Join me at: The Bulldog Beanery

CETL Workshops with Veronica

Piloting an OER Project

Part of the Oklahoma Learning Innovations Summit – Meet Up Schedule
There will be a short overview of OER, we will discuss distinctions between adopting, adapting, creating, and use of library resources, as well as searching for OER and any legal issues that may occur.

Friday, April 6, 2018 HEC 208, 3:00 -3:45 p.m.
 Or attend via **Zoom:** <https://zoom.us/j/753920817>

Working with Outcomes in Canvas

This workshop will cover: creating outcomes, aligning objects to outcomes, outcome artifacts, and learning mastery gradebook.

Monday, April 16, 2018 HEC 208, 11:00 a.m.,
 Or attend via **Zoom:** <https://zoom.us/j/245326804>

Tuesday, April 17, 2018 SMH 135, 1:00 p.m., Sayre

CETL Workshops with Mapopa

Technology Tools Use for Course Communication

Part of the Oklahoma Learning Innovations Summit – Meet Up Schedule
We will be discussing the various technology tools that can be used for Course Communication.

Friday, April 6, 2018HEC 209B, 2:15 p.m. to 3:00 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

How to Begin a Semester in Canvas

This hands-on Workshop walks faculty through the process of beginning a semester in Canvas. The workshop covers steps such as importing a copy of your course from a previous semester, building a course from scratch, uploading files into a course, weighting grades, welcoming students and others.

Tuesday, April 3, 2018..... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, April 10, 2018..... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, April 17, 2018..... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, April 24, 2018..... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

How to End a Semester in Canvas

This hands-on Workshop walks faculty through ending a course in Canvas at the end of a semester. The workshop covers steps such as export a copy of a course, exporting a copy of the gradebook, downloading student submissions, locking files and folders, removing unwanted courses from the drop-down menu, archiving conversations in the inbox and others.

Wednesday, April 4, 2018..... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, April 11, 2018..... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, April 18, 2018..... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, April 25, 2018..... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Using Canvas Scheduler

This half an hour workshop introduces faculty to using scheduler in the Canvas calendar. The workshop takes a hand-on approach to using Scheduler as a Calendar tool that creates appointment groups within a course or group.

Thursday, April 5, 2018 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, April 12, 2018 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, April 19, 2018 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, April 26th, 2018 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

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.

Online Learning Consortium Workshops

The Center for Excellence in Teaching and Learning still has 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, , New to Online: Essentials Part 1-Getting Started, Exploring Learning Analytics, Introduction to Online Presentation Tools, etc. If you are interested in applying for a scholarship to attend one of the following workshops, please complete the [Registration form](#).

Insights from CETL's Teaching and Learning Coordinators

Mapopa Musings

By Dr. Mapopa Sanga

Instructional Design Standards for Distance Education: The last five

According to the Association for Educational Communications and Technology (AECT), there are ten instructional design standards for distance education. These are; purpose, assumptions, sequence, activities, resources, application, assessment, reflection, independent learning, and evaluation. This article presents the last five standards.

Application

Consistent with providing for active learning, students should have integral opportunities within the course design to apply new learning. Effective course design incorporates opportunities to practice newly acquired understandings and skills, both independently and collaboratively.

Assessment

Regardless of the model of sequencing learning opportunities, the sequence should include points of assessment for purposes of feedback and review, with instances of re-teaching as necessary for students to acquire full understanding. Formative assessment, whether formal, informal, or incidental, allows teachers and students to give feedback to one another to review the operationalized design in order to revise the course design based on student input.

Reflection

Effective course design must include opportunities for reflection as an extension of the Feedback/Review/Reteach standard. Reflection involves both instructor self-reflection and student self-reflection related to achievement of the purposes that have been articulated as the basis for the course. Such reflection is intended to deepen the learning experience and may serve as reiteration of purpose at key points during the course.

Independent Learning

Effective course design incorporates opportunities for independent learning, both instructor-and self-directed. Online course development particularly in the asynchronous mode, should epitomize independent learning which should include opportunities for feedback, review, and reflection.

Evaluation

Course evaluation must be purpose-driven. Alignment with the purpose should be threefold: a) based on acquisition of new knowledge, understandings, and skills; b) based on instructor self-evaluation; and c) based on student self-evaluation.

References

AECT (2017). *Instructional design standards for distance education*. Indiana, USA: AECT publications.

Veronica's Vibes

By Dr. Veronica McGowan

What is Value-Added Assessment?

Value-added assessment has been deployed in higher educational settings with a comparative analysis methodology in an effort to improve how assessment systems use data to predict student progress. In this assessment methodology, data measures the long-term impact that a particular teacher, course, or instructional method has on student achievement. While application to state and national benchmark systems are slow, this methodology shows promise for gauging educational effectiveness of a setting. In fact, tracking practical implementations of value-added assessment has been difficult to the newness of the approach and lack of supporting field literature. For higher educational institutions, focusing on a set of accountability measures for undergraduate research activities will serve to satisfy governing boards and accreditation bodies in a manner similar to that of standardized examination.

One of the bonuses about implementing value-added assessment tools is that there is no need to collect additional data. Existing measures are analyzed to discover new insights about teaching and learning, particularly in terms of expected amount of progress, losses of making less progress than expected, or gains that demonstrate that students have been stretched beyond learning objectives. By taking students' scores and placing them on a curve, or, similarly ranking them in percentiles, students will meet value added targets by appearing at about the same place on the curve or score at the same percentile from year to year. If the appearance is lower on the curve or have a lesser percentile rating, the student learning goals do not

meet value added. If the placement is further along the measure, the student has scored above the goal.

For additional information on Value-Added Assessment, a good resource is: Wiley's *A Practitioner's Guide to Value Added Assessment*, available at http://nepc.colorado.edu/files/Wiley_APractitionersGuide.pdf

Operation Public Education also offers a site on the topic with slides and FAQs: http://www.cgp.upenn.edu/ope_value.html

Insights from the Web

Getting Students to Read: Fourteen Tips

Reading textbooks and the assigned reading is often a difficult task for professors. Many students often will not do it, thus making class discussions not as engaging and limited. The IDEA Center has provided suggestions for professors to encourage their students to read the text. Read "[Getting Students to Read: Fourteen Tips](#)" by Eric H. Hobson, Georgia Southern University

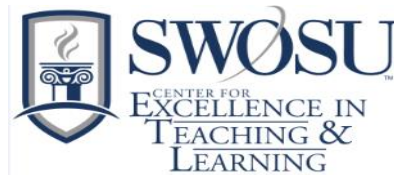
Educating the Net Generation

According to Diana G. Oblinger and James L. Oblinger editors of *Educating the Net Generation*, "The Net Generation has grown up with information technology. The aptitudes, attitudes, expectations, and learning styles of Net Gen students reflect the environment in which they were raised—one that is decidedly different from that which existed when faculty and administrators were growing up.

The book explores the Net Gen and the implications for institutions in areas such as teaching, service, learning space design, faculty development, and curriculum. Contributions by educators and students are included. [To view the entire book in pdf](#)

"Darn It, Professor. Just Tell Us What We Need to Know to Pass Your Course"

A few days ago, a student from one of my classes came to my office to talk about his science course. The student was in his third week of plant science and wanted to talk about the way I was presenting information to the class. For decades, I've been using the inquiry strategy of teaching my students. As such, I don't lecture course content to them, but rather I present a progression of challenges that students, in small teams, work through to discover the information. The method requires lots of pre-class planning but permits me to assist teams of learners in figuring out the challenges I give them during the class hour. Such teaching takes an incredible amount of preparation; constructivist teachers know it's what's orchestrated before class that's the key to valued inquiry instruction. [To view the entire article in pdf.](#)



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

