Correspondent
Center for Excellence in Teaching and Learning

Marci's Messages
2018 Transformative Learning Conference Takeaways

CETL sponsored 12 faculty to attend the 2018 Tansformative Learning Conference held on March 8-9, 2018. As part of their scholarhip agreement they were asked to write a couple short paragraphs on how the information that they learned at the conference could be used in their courses. We will be continuing these TLC Takeawyas over the next couple newsletters.

Amanda Evert states that "Attending the 2018 Transformative Learning Conference was a very inspirational experience. Getting to meet professors and educators from across the nation who are passionate about improving the teaching and learning experience is something that empowers me to keep working on improving my classes. This year I gained three exciting project ideas which I am in the process of applying. The first came from a music professor in California. In his classes he has the students collaborate in designing the grading rubric. He reports that students really become invested in the rubric when they are part of creating the tool. He also said that often the students' final rubric offered higher expectations than he would have originally required.

"The second idea that I plan to implement is a change in evaluating discussions. An instructional designer from Texas pointed out in one of the sessions that we do not grade the number of comments students make in a live class discussion. His point was that often in online classes our discussion becomes more about assessment and less about actual feedback. In my summer online classes I am planning to put my focus on feedback instead of trying to quantitatively "measure each post.

The third idea that I am going to use is the idea of enhanced internship experiences. I met with my first summer intern yesterday, and we talked about ways to add value to her internship. She is going to develop a social media marketing campaign proposal for her internship employer. This will improve her learning experiencing and also benefit the employer beyond what may have occurred in her traditional internship experience. Overall, the 2018 TL Conference was an amazing opportunity that has already benefited my SWOSU students. I am very excited about next year's event."

Don't miss the virtual Oklahoma Learning Innovations Summit scheduled on April 2-13. More information about the Summit is on Page 2.

Oklahoma Learning Innovations Summit – April 2-13, 2018

Oklahoma Learning Innovations Summit is a new professional learning opportunity for educators in Oklahoma.

The Oklahoma Learning Innovations Summit is a "blended" professional learning opportunity for educators in the State of Oklahoma. The summit activities will take place April 2-13, 2018 and will focus on advancing excellence in online and blended learning, with particular emphasis on higher education settings. This opportunity is facilitated through the Oklahoma State Regents for Higher Education, Council for Online Learning Excellence.

The Summit includes live online webinar sessions, on-demand lessons and resources, and live in-person meet-ups covering topics relevant for leaders and educators in Oklahoma.

The Summit is offered free of charge to participants. To register for the summit and for more information about ways to participate, visit http://www.onlineexcellence.onenet.net/

You can also connect with other educators during the Summit by joining the Oklahoma Learning Innovations Summit Facebook group.

Focus on SWOSU Faculty

The Center for Excellence in Teaching and Learning is spotlighting faculty members monthly in a series of articles called "Focus on SWOSU Faculty". These faculty have been selected as doing inspiring active learning activities in their courses and have agreed to share some of their activities with the SWOSU community. One SWOSU faculty member will be spotlighted per month who is using transformative and other exciting active learning methods in their teaching which advances student learning at SWOSU.

If you wish to nominate someone to be spotlighted in the "Focus on SWOSU Faculty" article in upcoming CETL Correspondent Newsletters, please complete the nomination form.

This month, we are spotlighting **Dr. Siriporn Peters**, Assistant Professor in the Department of Art, Communication and Theatre, College of Arts and Sciences, as CETL's April 2018 spotlighted faculty.

Dr. Siriporn Peters was born in Thailand. She started teaching after she graduated with a Bachelor of Science in Industrial Education from the Faculty of Industrial Education at King Mongkut's Institute of Technology Ladkrabang (KMITL) in Bangkok, Thailand in 1995. In 1997, she was a recipient of the Thai Royal Government to pursue a Master's Degree in Graphic Design at Oklahoma City University. After graduation from the U.S., she went back to KMITL and started teaching graphic design courses at KMITL. In 2007, she undertook a Ph.D. in Communication Design at RMIT (Royal Melbourne Institute of Technology) University in Australia in order to learn how to do design research. While studying, she taught at the Digital Media Department, Cambridge International College (CIC). In 2009, she received the Best Teacher Award of CIC. After graduation, she went back to KMITL to continue teaching design research courses both undergraduate and postgraduate level at the Department of Architectural Education and Design, KMITL. In 2013, she won the Good Ph.D. Award 2012 of the National Research Council of Thailand. Her Ph.D. research focused on "Design for Enabling Sustainable Livelihoods in Disadvantaged Communities in Thailand". While teaching at KMITL, she was also an active member of the design research community. She continued

Bulldog Proud

investigating the roles and contributions of communication design and designers in enabling sustainable livelihoods of disadvantaged communities. In 2013, the National Empowerment of Persons with Disabilities (NEP) under the Ministry of Social Development and Human Security of Thailand adopted and implemented her research on a macro scale. The research raises awareness of design educators and students about the roles and contributions of communication design and designers to the community and society where we live in.

Dr. Peters strongly believes that doing design research and scholarly activity is an essential means to generate new knowledge and teaching design students is an essential means for her as a design educator and researcher to contribute her knowledge to the design community and society. After her appointment at SWOSU in 2013, Dr. Peters has taught all levels of graphic design courses in B.F.A. in Graphic Design program at the Department of Art, Communication and Theatre at Southwestern Oklahoma State University on Weatherford Campus in Oklahoma. Teaching design students is challenging because knowledge and technology in the design field is consistently rapidly developing and expanding. Dr. Peters believes that effective teaching should facilitate a learning environment to enable design students learning how to be lifelong learners, so that they can continue improving their knowledge, set of skills, and competencies, which are required for their future jobs. According to the online survey of the AIGA (American Institute of Graphic Arts) in 2015, the professional association for design,

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, 2018 ....HEC 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.
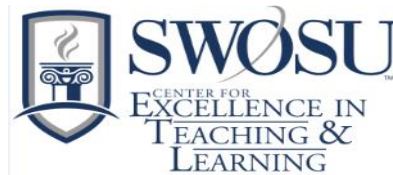
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We, in the Center, are here to help, feel free to give us a call.