

Correspondent

Center for Excellence in Teaching and Learning

SWOSU Center for Excellence in Teaching and Learning Newsletter

August/September 2018

Marci's Messages

Upswing – SWOSU's 24/7 Tutoring Platform

Help get the word out!

All SWOSU students have access to Upswing SWOSU's **24/7 online Academic Help, Tutoring, Paper Reviews (Askup), and Writing lab** assistance.

By adding information to course syllabi, regarding all available tutoring opportunities available to students, faculty would be helping students succeed in their courses.

Upswing supplements departmental tutoring hours by being available 24/7.

Askup, Upswing's 24/7 paper review platform, supplements [SWOSU's Writing Center](#) that is available in the basement of the Library. More information about SWOSU's Writing Center is found by going to the [Center's website](#). Upswing's Askup paper review process takes 24-48 hours.

Upswing also provides a writing lab available to help students master every stage of the writing process from pre-writing, drafting, revising, and editing.

Students need to log in at swosu.upswing.io or when on the SWOSU web page click on Current Students, click on tutoring, click online, then click on swosu.upswing.io.

Short videos are available on the login page for students such as ["How to Schedule a Session as an Upswing Student"](#) and ["How to Use AskUp as an Upswing Student"](#). This [video](#) walks students through how to use Upswing as a student.

Many faculty have asked to see what an Upswing tutoring session is like. View a ["Live Math Session on Upswing"](#) that focuses on the basics of mathematics and Algebra. View a ["Live Writing Session on occurring through Upswing"](#) that shows a student getting help with a paper assignment by focusing on the basics of writing and grammar. Students in the session can communicate with coaches through real-time audio, video, text chat, a virtual whiteboard, document sharing and more. Upswing

do a brief tutorial of Upswing for your students.

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Dr. Veronica McGowan (3147) is available to come to classes to

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. Sharon Lawrence, Assistant Professor and Chair of Allied Health Sciences** as CETL's August-September 2018 spotlighted faculty.



Dr. Sharon Lawrence, Assistant Professor of Allied Health Sciences, holds an A.A.S in Physical Therapist Assistant, a B.S. in Health Science, and a M.Ed. in Health Science & Microbiology from SWOSU, and a Doctor of Health Science (D.H.Sc.) from Nova Southeastern University in Florida. She has maintained her PTA license in

Oklahoma for the last 18 years and has worked in a variety of therapy settings. She joined the SWOSU faculty full-time in 2013 and is the current department chair of Allied Health Sciences. She has taught a variety of online and traditional courses within the Health Science and PTA curricula.

Dr. Lawrence believes in fostering an attitude of volunteerism in her students. Volunteerism provides the student a way to give back to the community as well as providing a "hands-on" approach to teaching critical thinking and encouraging a servant-like attitude needed in healthcare providers. She has implemented a service learning project into her Cultural Competence in Health Care class that encourages students to choose a community organization or site in which to volunteer

that provides immersion into a different culture or disparity. Usually, students are not amenable to this project, but as the semester progresses, they decide volunteering was their favorite part of the class and feel the need to continue in some sort of volunteerism. Dr. Lawrence is currently gathering data for a future presentation on this topic.

Dr. Lawrence is married and has four children and two granddaughters. Her husband, David, is Associate Professor in Engineering Technology at SWOSU. Her oldest son is married, has a Bachelor's degree and a MBA from SWOSU and is a process engineer for MARS Inc. in Topeka, KS. Her daughter is married, has an associate degree from SWOSU, and teaches cosmetology at Caddo Kiowa Technology Center in Ft. Cobb. Her middle son has a Bachelor's degree from SWOSU and is a manufacturing engineer for NORDAM Aerospace in Tulsa, OK. Her youngest son is a senior at Oklahoma State University and is majoring in Aviation Management-Professional Pilot. In her free time, she sings with the Singing Churchwomen of Oklahoma, plays with the grandbabies, and loves to spend time with family and friends.



2018 Transformative Learning Conference Takeaways

Is Notetaking a Lost Art? Written by: Dr. Sherri Brogdon

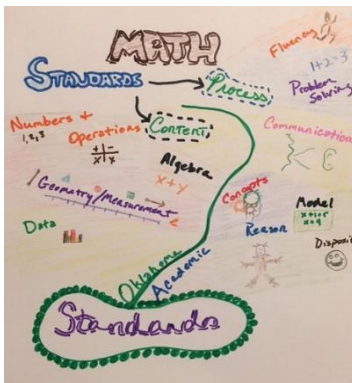
Throughout my teaching experience, at both K-12 and college-level, I have sought the best tools available for student-learning, especially tech tools. Technology integration has allowed my students to create projects, visit virtual museums, and understand concepts via 3D models and simulations. These teaching and learning strategies would not be possible without the technology component, which is getting more commonplace, as well as more complex by the hour. But what if technology is not the best tool to use?

An ongoing debate in education is whether the use of technology really benefits student learning. Research has proven that it benefits students in many ways (Costley, 2014), including: engagement, real world application, personal growth, collaboration, etc. But one learning activity has shown to have a negative effect when using the keyboard as a tool, and that is the art of note-taking.

In comparing note-taking using a laptop with writing notes by hand, the understanding of the material is deeper with the longhand note taking, according to Mueller and Oppenheimer (2014). They also reported that even though students were able to take more notes on a laptop, the mindless transcription of the notes negated the benefit of the word count, and the understanding of the concepts was greater with the manual note taking. The study reinforced the fact that the encoding process from taking longhand notes was a significant factor in concept attainment compared to the verbatim aspect of notetaking using a laptop.

At the Transformative Learning Conference, this note-taking dilemma was taken a step further. Sketchnoting was found to be even more beneficial for learning than longhand note-taking. Sketchnoting is the art of visual note taking. It is said that a picture

is worth a thousand words, so why not use that concept in taking notes in the classroom? This strategy is supported by a couple of scientific theories: the Picture Superiority Effect, which states that we remember pictures longer than words, and the Dual-Coding Theory stating that the brain encodes pictures differently than text-based information, thus giving students twice the opportunity for learning and remembering the information (Knezel, 2016).



After-the-fact sketchnoting on
OAS Math Standards by Dr.
Brogdon

According to the presenters at the Transformative Learning Conference, Weimer and Perry (2018), there are really two types of sketchnoting: live and after-the-fact. The live sketchnoting would be taken during a presentation or lecture, while the after-the-fact notes would happen after an event. Events that would benefit from sketchnoting are many, but the following list would be a start: reading a book, watching a video, or listening to a lecture or podcast. The session presenters recommend after-the-fact sketchnoting for the beginner. Once a person has had a chance to learn and practice at their own pace, the live sketchnoting would be very beneficial.

Of course, you can create sketchnotes by hand or you can use technology tools, such as the iPad to take handwritten notes. There are quite a few apps available for sketchnoting in digital space, including, but not limited to: ZoomNotes, Paper by FiftyThree, and Autodesk SketchBook by Penultimate. Some are free, some cost, some use IOS, some use Android platforms, but with all the apps, there is a learning curve involved. Personally, I enjoy both digital and hands-on sketchnoting, but one of the best parts about sketchnoting is that you don't have to be an artist. A challenge for myself in the upcoming semester is to have my students learn the basics and see how much they benefit from sketchnoting in the classroom.

References

- Costley, K. (2014). The positive effects of technology on teaching and student learning. Arkansas State University. Retrieved from <https://files.eric.ed.gov/fulltext/ED554557.pdf>
- Knezel, S. (2016, Dec.28). The power of visual notetaking. *Education Week Teacher*. Retrieved from <https://www.edweek.org/tm/articles/2016/12/28/the-power-of-visual-notetaking.html>
- Mueller, P., Oppenheimer, D. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25(6) 1159–1168. DOI: 10.1177/0956797614524581
- Weimar, H. & Perry, K. (2018, March 8). *Sketchnoting: Transforming the way students connect with content* [Presentation]. Transformative Learning Conference. Oklahoma City, Ok.

Workshops Available for August-September

CETL Workshops with Nathan

Basic Zoom Training

Contact Nathan for one-on-one Basic Zoom training. The training introduces faculty to all of the basic Zoom features. It is structured for the new Zoom learner.

CETL Workshops with Mapopa

Using Speedgrader, Docviewer and Turnitin

This three in one workshop walks faculty through using Speedgrader, making annotations using Docviewer and also managing Turnitin submitted assignments.

Tuesday, August 28, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, September 5, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, September 11, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, September 18, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, September 25, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Using the Scheduler Tool

This half 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.

Wednesday, August 29, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, September 6, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

CETL Workshops with Veronica

Intro to Canvas

Learn about basics of setting up a course, announcements, assignments, quizzes, gradebook, files, importing content.

Tuesday, September 4, 2018 3PM HEC 208

Join this workshop via ZOOM: <https://zoom.us/j/354760825>

FlipGrid, Padlets, Kahoot, and Thinglink, oh my!

Tuesday, September 11, 2018 1:30PM HEC 208

Join this workshop via ZOOM: <https://zoom.us/j/951694123>

Peer Reviews in Canvas

Friday, September 14, 2018 11AM HEC 208

Join this workshop via ZOOM: <https://zoom.us/j/173978838>

Microsoft Excel: An Intensive Afternoon

Tuesday, September 18, 2018 1 PM – 4:30 PM HEC 208

Join this workshop via ZOOM: <https://zoom.us/j/656478478>

Wednesday, September 12, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, September 19, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, September 26, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Using Attendance and Rollcall

In this workshop, we will hold an in-depth discussion on using Attendance and Rollcall in Canvas.

Thursday, August 30, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, September 13, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, September 20, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, September 27, 2018 1:50 p.m. to 2:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Blueprint courses in Canvas

Overview, Blueprint course permissions, Page Filter, Locked objects, Blueprint templates, Blueprint course management, Course associations, Course sync

Thursday, September 20, 2018 2PM HEC 208

Join this workshop via ZOOM: <https://zoom.us/j/189142817>

Integrating popular (& free!) Canvas Apps into your course

Quizlets, ChemType, Cabri Express Math, Graph Builder, Internet Archive, Flatworld Knowledge/OER Commons, Screencast-O-Matic

Monday, September 24, 2018 2PM HEC 208

Join this workshop via ZOOM: <https://zoom.us/j/196742465>

Microsoft Access: An Intensive Afternoon

Friday, September 28, 2018 1 PM – 4:30 PM HEC 208

Join this workshop via ZOOM: <https://zoom.us/j/701705282>

NOTE: all workshops will be recorded and placed in Faculty Trainings/Workshops in Canvas at some date after the live workshop

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

Classroom Communication

Let us take a look at best classroom communication practices.

Giving feedback to students is one of the core foundations of effective classroom communication. Give Prompt Feedback (Chickering & Gamson, 2007). According to Graham et al. (2004), there are two types of feedback that should be used in traditional or online teaching; information feedback and acknowledgment feedback. Information feedback answers students' questions or provides information or comments. Acknowledgment feedback on the other hand assures students you have received their assignment, for example. Sometimes you can give feedback to the entire class, reminding them that you are grading their papers and it will take a week or so to return them. This alleviates individual questions and comments. Always assure students as quickly as possible. Remember that students cannot see how busy you are when trying to find the answers to their questions or sitting behind your desk grading their papers.

Throughout the semester, begin each class by complimenting students on their participation or send emails to online students complimenting them on their participation as a morale booster and motivator. Again with online students, print out the first week's discussion where students posted introductions and keep it by your computer for the entire semester. When responding to students via email, scan the printout to review with whom you are speaking and ask about their children or spouse by name. This creates a personal connection with students.

Create a "Don't Call Me, I'll Call You" pattern for grade information. Post a course announcement or email to communicate to students each time grades are posted. This alleviates individual inquiries from students requesting grades on their assignments. Students will quickly realize you will post notification when grades are posted, so requests are unnecessary.

Create a fastback hour. If there are specific times when you will be online, you should include a "fastback" time, or online office hours. A fastback time is a time period when students can expect a quicker than normal email response, usually within the hour or soon after the message is received. Many instructors offer online office hours where they enter the class chat-room and wait for questions. In the same way, clearly communicate office hours for your traditional students.

References available by contacting Mapopa Sanga x7128.



Veronica's Vibes

By Dr. Veronica McGowan

Clinical Big Data – Could it happen here at SWOSU?

In the United States, Big Data efforts are fragmented by field, however, the mission of the NIH's Big Data to Knowledge initiative (<https://commonfund.nih.gov/bd2k>) is to forward innovative and transformative efforts and is currently in Phase II of a broader implementation. Field efforts include the 1000 Genomes Project, sponsored by the NIH, contains the world's largest set of data on human genetic variation, and further development of the unified clinical genomics database (ClinGen) will be the result of a huge collaboration initiative. In addition, clinical data warehouse applications exist in 45% percent of hospitals (Terry, 2014). In a report of activity for InterMountain Healthcare's Enterprise Data Warehouse, it was noted that over 150,000,000 queries per month are performed on a dataset containing 150,000,000,000 rows of clinical, financial, claim, and patient data (Hobbs, 2017).

In terms of support groups in the USA, Cambridge Healthtech Institute's **Big Data for Clinical** Trials conference could be considered a leading group with representation from leaders in pharmaceutical, biotech and academia industries for panels and case studies involving the use of **clinical data** and big data applications.

There are issues that may be unique to the American setting that serve as a barrier to greater big data rollout. Funding can be strictly tied to projects; for example, SWOSU is installing a connection to the National Science Foundation that would allow us to seamlessly transfer very large databases (such as a public weather database) for student exploration (Goode, 2018). However, since that connection (known as MORE-OFFN) is funded by the NSF, data that has personal identifiers would not be allowed to be used, although public health databases with disaggregated data as well as databases with fake data would be allowed. In addition, as evidenced by NSF's spring 2018 creation of policy (Rice University, 2018), the United States has not more forward policy regarding personally identifiable data to the extent that other countries, particularly the European Union has, which limits our interoperability with foreign databases as we may not meet strict standards.

References

- Goode, A. (2018, March 7). MORE-OFFN facilitates ground-breaking research at regional universities. *OneNet News*. Retrieved from <https://onenet.net/more-offn-facilitates-ground-breaking-research-at-regional-universities/>
- Hobbs, N. (2017). *Leveraging Electronic Health Record (EHR) data to transform healthcare*. Retrieved from <http://www.himsschapter.org/sites/himsschapter/files/Nicole%20Hobbs%202017%20MT%20HIMSS%20Presentation.pdf>
- Rice University Sponsored Projects and Research Compliance (2018). *Effective March 1, 2018: Revisions of the National Science Foundation (NSF) Agency specific requirements to the research terms and conditions*. Retrieved from <https://sparc.rice.edu/news/effective-march-1-2018-revisions-national-science-foundation-nsf-agency-specific-requirements>
- Terry, K. (2014, January 21). More Hospitals Buy Clinical Data Warehousing Apps. *Information Week*. Retrieved from <https://www.informationweek.com/healthcare/clinical-information-systems/more-hospitals-buy-clinical-data-warehousing-apps/d/d-id/1113500>

Why Creativity Matters in Higher Education

Written by Jimmy Daly, <https://edtechmagazine.com/higher/article/2012/11/why-creativity-matters-higher-education-infographic>

"Out of the box" thinking isn't limited to art classes. Creativity matters, and that is not a subjective statement. Adobe recently surveyed 1,000 college-educated, full-time salaried workers on this topic, and the results were overwhelming:

- 96 percent believe creativity is valuable to society.
- 78 percent state that creativity is important to their careers.
- 32 percent don't feel comfortable thinking creatively at work.
- 78 percent wish they were more creative.

How do you solve a problem like this? Well, you have to get creative. Like most learned skills, creativity begins in school. Few students take creativity classes, and not enough courses address how to "think outside the box."

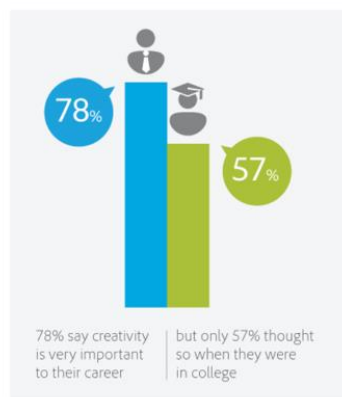
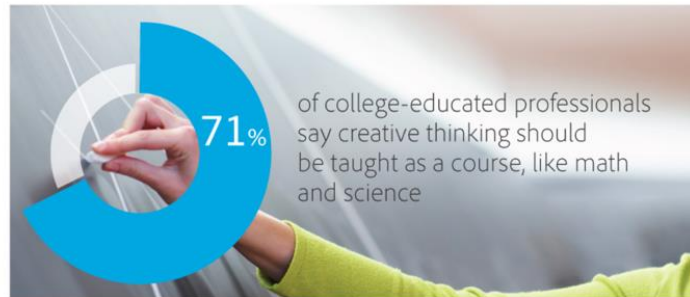
Based on the study, 85% of respondents agree creative thinking is critical for problem solving in their career, and 68% of respondents believe creativity is a skill that can be learned. Nearly three-quarters (71%) say creative thinking should be "taught as a class – like math or science."

To address this issue, rather than build new classes into already busy schedules, professors can ask students to perform exercises and projects aimed at creative thinking. The working professionals surveyed noted they sometimes found that STEM subjects stimulated resourcefulness, which could also be valuable in their careers.

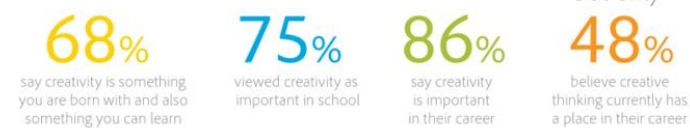
Check out the infographic below for the full results of this study.

Creativity and Education: Why it Matters

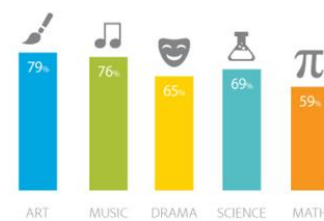
The value of creativity in education and impact on career success



Of education majors:



Interestingly, math and science ranked nearly as high as traditional creative subjects in contributing to creative thinking



Source: Adobe Creativity and Education: Why it Matters study

Study based on interviews with 1,000 U.S., college-educated and full-time salaried employees ages 25+.





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

