

Correspondent

Center for Excellence in Teaching and Learning

Marci's Messages 2019 Transformative Learning Conference

Help get the word out!

Marci's Messages

The Center for Excellence in Teaching and Learning is once again offering two registration scholarships per academic department to attend the 2019 Transformative Learning Conference in lovely downtown Oklahoma City, OK. The conference will be held March 13 -14, 2019. 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 December 11, 2018.

To qualify for the scholarship, the faculty member must commit to writing an article for CETL's Correspondent in how you will be using the conference information to enhance your courses. Submit article information to distance@swosu.edu prior to the end of April 2019 for inclusion in future issues of CETL's Correspondent.

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

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

Teaching and Learning Tidbit

Cut the Busy Work! Establishing Clear Purpose in Course Assignments and Activities

Students want to know why assignments are important and how they are going to help them achieve their learning goals, according to Amanda Hurlbut, an ACUE-credentialed assistant professor in the teacher education department at Texas Woman's University.

In order to communicate the purpose of her assignments and goals for students, Dr. Hurlbut established the following guidelines for herself:

1. Ask yourself first: Why am I having students do this?
2. Clearly explain the assignment's purpose.
3. Provide students with written instructions.
4. Provide examples, both good and bad, of student work from previous semesters.
5. Give clear grading expectations.
6. Consider using a graphic syllabus as a roadmap.

"I was amazed by the quality of work submitted this semester, as I noticed a difference in both the quality of student reflections and the quantity of written work, details, and examples used in their reflections," Dr. Hurlbut [writes](#). "Establishing a clear purpose for the course and all related assignments is a vital aspect in creating a meaningful and deliberate learning experience for students."

[Read the post](#)

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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.

This month, CETL is spotlighting **Dr. Allen Boyd, Assistant Professor, Department of Education** as CETL's December 2018 spotlighted faculty.



This is Dr. Allen Boyd's 12th year to serve as a faculty member in the SWOSU Department of Education. He obtained his B.S. in Mathematics Education from Southwestern Oklahoma State University, master's degree in Educational Administration from the University of Oklahoma, and his Ed.D. in Leadership from Concordia University. He holds teacher certifications in secondary mathematics, elementary administration, and secondary administration.

After student teaching at Hydro, Dr. Boyd taught and coached for three years in Altus. He then served as a graduate assistant coach at the University of Oklahoma in men's basketball with Coach Billy Tubbs. He was on the staff when the Sooners played for the NCAA National Championship. He taught mathematics, coached, and was an administrator at Weatherford Public Schools from 1989 until 2007. While coaching boys' basketball at Weatherford High, Dr. Allen Boyd guided five teams to the state tournament and to the 1998 State Finals. He was recently inducted into the Weatherford Athletics Hall of Fame.

In 2007, Boyd moved "up the hill" to SWOSU. Dr. Boyd, an assistant professor, teaches both undergraduate and graduate level courses. His teaching schedule includes Foundations of Education, Educational Tests and Measurements, Teaching Elementary/Secondary School, Introduction to Research, and Leadership Theories and Behaviors. In the past, he has taught courses in the Mathematics Department and graduate and undergraduate classes in the Health, Physical Education, and

Recreation Department at Southwestern. He also serves as a university supervisor for teacher candidates and is the Service Learning Coordinator for SWOSU.

Dr. Boyd has very deep roots at Southwestern. His wife, Ruth (SWOSU's V.P. of Student Affairs), met while undergrads on the SWOSU campus 36 years ago. Their two sons, Blaine and Brady, both have degrees from SWOSU. As happens many times, Dr. Boyd was drawn to becoming a teacher because he was raised in family of teachers. Both of his parents and his two brothers were educators and received degrees from Southwestern.

An integral part of Dr. Boyd's educational philosophy revolves around the cohort learning experience. He firmly believes that **"none of us is as smart as all of us"**. As he designs and organizes his courses, he intentionally plans activities where students can learn from one another. He is quick to refer to educational research that reflects the importance of peer instruction. Dr. Boyd has carefully formatted his online Canvas courses to include requiring discussion posts and peer reviews.

Dr. Allen Boyd loves inspirational quotes and uses them as part of his face-to-face and online teaching pedagogy. Maya Angelou's quote, "I have learned that I have a lot to learn" keeps him focused on the importance of making modifications and accommodations to his teaching methodology and course work. He recognizes his students' wide variety of learning styles. Whether providing instruction in a classroom in the Hibler Education Center, via Zoom technology, or in the online Canvas platform, Dr. Boyd strives to meet the needs of each individual learner. Dr. Boyd emphasized that it vital to learn *with* students and to be willing to make adjustments when needed.



SWOSU Instructional Excellence Academy

Southwestern Oklahoma State University has announced a new initiative to provide resources to university instructors who wish to improve teaching and learning in their classrooms.

The SWOSU Instructional Excellence Academy (IEA) will begin its first class in January 2019. The Center for Excellence in Teaching and Learning (CETL) at SWOSU on the Weatherford campus will implement the initiative.

The IEA is a two-semester hybrid learning experience for 10 faculty members in each class, encompassing both online and in-person activities. Faculty members may begin in either the fall or the spring semesters and will be paid for their participation.

“The Center for Excellence in Teaching and Learning has been diligently creating this academy for the past six months and is excited that the endeavor is ready to be implemented,” said Marci Grant, director of the center. “Many emails have been received from faculty across the University who are excited about applying and participating in the academy.”

Participants will apply for acceptance into the academy and, throughout the course, will receive resources to improve the quality of student engagement and depth of learning. Some of the training will be presented in online modules, and some will be collaborative face-to-face projects, which will be presented to their peers at lunchtime “brown bag” sessions. These sessions will focus on *Critical Thinking, Collaboration, Creativity, Communication, Community Service and Relevance*.

Upon successful completion of the course, faculty members will be known as SWOSU Instructional Excellence Fellows and will be able to display the logo of the academy on their office doors and email signatures. They will be recognized in the SWOSU course catalog faculty listing as SWOSU Instructional Excellence Fellows.

“SWOSU has always valued teaching and has always had great professors,” said SWOSU Provost and Vice President for Academic Affairs Dr. James South. “This initiative allows us to invest in faculty members who want to continue to improve teaching and student learning. I look forward to seeing this program become a well-regarded resource for faculty.”

Funding for the Academy is provided by the Center for Excellence in Teaching and Learning and the Faculty Development Committee at SWOSU.

Workshops Available for December

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

Creating Electronic Portfolios

This half hour Workshop introduces faculty to creating e-portfolios in Canvas. The Workshop takes a hands on approach to creating an e-portfolio as a place to showcase your work for a course or project.

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

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

Using the New Improved Analytics in Canvas

This Workshop introduces faculty using the new, improved Analytics in Canvas. The Workshop walks faculty through the new Analytics interface and familiarizes them with its enriched features.

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

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

LockDown Browser & Respondus Monitor Workshops

This comprehensive training webinar is intended for instructors who use LockDown Browser and/or Respondus Monitor with online exams. The session provides a detailed demonstration of both applications, including new enhancements that make Respondus Monitor even more effective and easy to use.

Tuesday, December 11, 2018.....1:00 p.m. CT
[Sign up Now](#)

Available Videos
[Respondus Monitor Overview](#)
[Preparing Your Exam for Respondus Monitor Student Overview](#)

Respondus 4.0 Test Making Videos (transfer publisher test banks to Canvas)

[Creating and Formatting Questions with Respondus](#)
[Using Publisher Test Banks with Respondus](#)
[Importing Questions with Respondus](#)

Free Professional Development Webinars for Faculty

Extend your professional development and meet your students where they are with this free [Digital Learning Webinar Series](#). Below are just a few examples of some of the webinars that are available.

[Active Learning Strategies to Promote Scientific skills](#)

[Early Alerts: Identifying Struggling Students Earlier](#)

[How Mastering Can Help Your Students Learn How to Think Like a Physicist](#)

[Engaging Students in Business Analytics](#)

[Learning Mathematics through Digital Technologies](#)

[Quantitative Reasoning with Excel](#)

[6 Ways to Use Polling Questions to Engage Students in Your Accounting Classroom](#)

[Interactive Assignments in CoReg College Algebra](#)

[Using MyLab Math and Statistics in Corequisite Courses](#)

[Incorporating Critical Thinking in your Introduction to Business Classroom](#)

Free Faculty Development Webinars at edWeb.net

Register for a webinar this month. Just hover over a date and go to the details, then click on the link to register. You'll receive a CE certificate for attending live. If you can't attend live, join the community where we post the webinar recordings and slides, and also provide a quiz so you can get a CE certificate! Stay tuned for future webinars.

Upcoming Webinars

[Misconceptions About Student Literacy: Why Growth Flatlines and What to Do About it](#)

Tuesday, December 4, 2018 @ 2:00 p.m.-3:00 p.m CT

[Fact vs. Fiction: Teaching Critical Thinking Skills in the Age of Fake News](#)

Thursday, December 6, 2018 @ 2:00 p.m.-3:00 p.m CT

[How an Entrepreneurial Mindset Transforms Students](#)

Thursday, December 6, 2018 @ 3:00 p.m.-4:00 p.m CT

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.

Insights from CETL's Teaching and Learning Coordinator

Mapopa Musings By Dr. Mapopa Sanga

Sandra McGuire's ideas on Teaching and Learning: Metacognition

Metacognition, term coined by John H. Flavell (1976), is *thinking about your own thinking*. McGuire (2015) says "it's like you have a big brain outside of your own brain looking at what your brain is doing" (p. 16).

According to McGuire (2015), when students employ metacognition, they become consciously aware of themselves as problem solvers, which enables them to actively seek solutions to any problems they may encounter, rather than relying on others to tell them what to do or to answer their questions. McGuire (2015) goes on to point out that as they make the transition from being passive learners to proactive learners, students gain ability to monitor, plan, and control their mental processing.

McGuire (2015) further contends that Metacognition also gives students the ability to accurately judge how deeply they have learned something, whether they have only a superficial understanding or the ability to widely apply their knowledge. For example, they might begin to ask themselves, "am I understanding this material, or just memorizing it?" McGuire (2015) concludes by stating that when students use metacognition, they become tremendously empowered as learners because they begin to be able to teach themselves.

References

McGuire, S.Y. (2015). *Teach students how to learn*. Sterling, VA: Stylus Publishing, LLC.

Flavell, J.H. (1976). Metacognition aspects of problems solving. In L. B. Resnick (Ed.), *The nature of intelligence* (pp. 231-236). Hillsdale, NJ: Erlbaum.

Create a Faculty Development Plan for Yourself

Presented by: Tom Brinthaupt

This [workshop](#) is designed for faculty members who are interested in working on their faculty development plans. A faculty development plan (FDP) is a short- or long-term plan for optimizing teaching, research, and/or service activities. It entails conducting a self-assessment, setting specific goals, determining how best to achieve those goals, and then evaluating the outcomes of your efforts. The workshop will benefit any faculty members (tenure-track or tenured, FTTs, adjuncts) who are interested in articulating, developing, and balancing their teaching, research, and/or service activities. The session will review the purpose

and value of an FDP, its essential components, and how to create a working document. Participants will receive materials for developing their own FDP.

If you would like to follow along with the presenter, a PDF version of his presentations can be found at the following URL:

<http://w1.mtsu.edu/ltanditc/docs/Creating-a-Faculty-Development-Plan-for-Yourself.pdf>



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