Correspondent
Center for Excellence in Teaching and Learning

SWOSU Center for Excellence in Teaching and Learning Newsletter   ***February 2018***

Check out the article about CETL's upcoming Webinar Speaker Series on page 5. The topic will be "Digital Literacy is not Enough"

SWOSU CENTER FOR EXCELLENCE IN TEACHING & LEARNING

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

Marci's Messages
Transformative Learning

http://sites.uco.edu/academic-affairs/cettl/cettl-tl/TLGuideFiles/2015-07-tl.pdf

Academic Transcript: "Record of Everything the Student Has Forgotten"?

Stanford's Registrar says fewer and fewer employers are requesting transcripts these days. The reason?

The old- school version, with its list of abbreviated course titles, credit hours, and grades, might as well broadcast, "Here is a record of everything the student has forgotten," says Mr. Black, who is also associate vice provost for student affairs. (Stanford Registrar Thomas Black, as quoted in Mangan, 2015)

At a recent meeting of the American Association of Collegiate Registrars and Admissions Officers, attendees heard from three hiring professionals at three separate businesses who said they no longer even look at academic transcripts. According to their opinions about academic transcripts, they're not useful for conveying any information that's valuable in making a decision about a new hire (Mangan, 2015).

Even scarier, almost one in five employers in a 2013, 400- employer survey said colleges and universities "inadequately prepare students/decrease standards," the second most frequent response to the question about reasons for decreases in professionalism among college graduates (Polk-Lepson Research Group, 2013, p. 24).

Perhaps employers are less trusting that information on a transcript tells them the most important things they want to know in making a new hire decision.

It's true — there's no place on an academic transcript where you ca n see whether the student is likely to exhibit professionalism in the workplace.

Two questions arise: 1) What attributes do employers want to know about when making a hiring decision? 2) How can they tell if a new hire is likely to possess those attributes?

One answer comes from Google Chairman Eric Schmidt, who said in 2014, "It looks like the thing that separates out the capable students from the really successful ones is not so much their knowledge...but their persistence at something" (Ferenstein, 2014) .

Again, where on the academic transcript is "persistence" shown? According to the head of Google, that's more important to him than the grades or degree a job applicant has.

Notice that both these desired characteristics in a new hire,

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 interesting active learning activities in their courses so they can share some of their activities with the SWOSU community. We are focusing on one SWOSU faculty member per month who is using transformative 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. Raygan Chain**, Assistant Professor in the Department of Business and Computer Science, Everett Dobson School of Business and Technology, as CETL's February 2018 spotlighted faculty.

Dr. Raygan Chain

Dr. Raygan Pierce Chain attended the University of Oklahoma where she received a Bachelor of Arts in International and Area Studies in 1999. After working for a few years, Dr. Chain decided she wanted some kind of training that would open a lot of doors and options for the future. Knowing that the law had always intrigued her, she applied to law school. Dr. Chain attended the University of Oklahoma College of Law, where she received her *juris doctorate* in 2005. She worked in the oil and gas industry "running title" and preparing title opinions as to mineral ownership, rights to drill, etc., as well as operating a small solo practice in Weatherford, where she did a little bit of everything. While she enjoyed helping her clients, there was always a pull toward teaching.

In 2010, Dr. Chain was asked to be part of Leadership Weatherford. There, she met Dr. Patsy Parker (now the current Associate Dean of the School of Business and Technology). She made the students, faculty and atmosphere of SWOSU sound so wonderful, and when she talked about teaching, one could tell she truly enjoyed it. Dr. Parker did not realize it at the time, but she was planting a seed that perhaps, someday, Dr. Chain could teach at SWOSU too. Dr. Parker truly inspired Dr. Chain to take the leap into teaching. With teaching, Dr. Chain learns something new every day and gets to share her love for the law, real estate, ethics and management with others in a way she wasn't able to do practicing law.

Dr. Chain is always looking for ways to improve her teaching skills (she loves to learn), and tries to take advantage of as many courses and conferences as possible offered by the Center for Excellence in teaching

Bulldog Proud

and Learning (CETL) and others. She has taken many classes through the Online Learning Consortium and the Oklahoma Bar Association. But her favorite is coming up in March: University of Central Oklahoma's Transformative Learning Conference. She attended the conference last Spring and came away feeling so inspired that she cannot wait to see what this year's conference has to offer. She also reads as many education journals as possible to find new ideas for student assignments.

One of the things Dr. Raygan Chain tries to do in her classes is to take the abstract content students are learning in class and apply it to the real world. For example, in the undergraduate course The Legal Environment of Business, students are asked to think about opening a business, and within that business, analyze what legal issues might they face. For example, if they open a 24/7 gym, would they be liable if someone was hurt on the equipment? If they have employees, would they face discrimination complaints? How could they prevent these issues, or at least guard against them? In the graduate law course for example, Managerial Jurisprudence, students are asked to do case studies on a current event and analyze how it could impact business. This semester, students are looking at cases with ethical impacts, criminal issues, and intellectual property issues, among others. (One of Dr. Chain's favorite cases this semester asks whether an artist has the right to use, without permission, a photograph of another person posted on Instagram and turn that photo into profit-making art. In another of her favorite classes, Real Estate, Dr. Chain tries to help students see a real estate transaction from both points of view: The real estate licensee or bank view, as well as a personal. More than anything, Dr. Chain hopes she inspires students to see the abstract in everyday life.

Teaching Tips

Class Management

Self-examination and contemplative thought are successful approaches for course improvement. A recommended practice is to keep a journal that records items that should be redesigned or altered the next time the course is taught. The instructor should make notes of assignments that worked well and those that were difficult, and critically evaluate the effectiveness of content and instruction.

Canvas Updates – Coming February 5

Free Text Annotation Backgrounds and Text Size

Free Text annotations support both white and transparent backgrounds. Annotations default to a white background, which may obscure page content, but the transparency option can be selected in the menu next to the annotation color.

The Free Text menu bar also supports selecting a specific text size for the annotation. Text can also be adjusted in existing annotations. In smaller browser windows, the Free Text menu bar displays a secondary toolbar with a scrollbar for easy access.
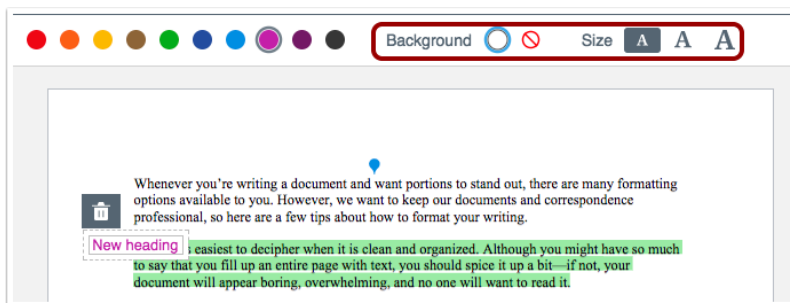
Pagination Links

DocViewer displays pagination links for multi-page documents. These links can be used to advance to additional pages. A specific page can be accessed by typing the page number directly in the page number field and clicking the Enter or Return key.
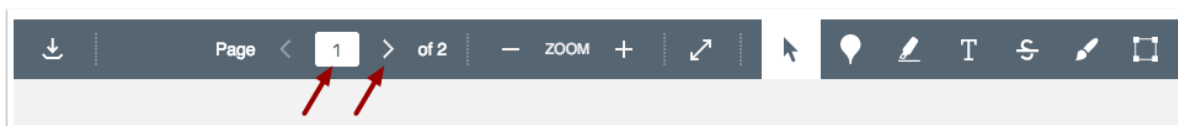
Online Tutoring – convenient for your students

Upswing – SWOSU'S Online Tutoring / Writing Center Platform

All SWOSU students now have access to **24/7 online Academic Help/Tutoring/Writing Center** (paper reviews) assistance. All the students need to do is go to **swosu.upswing.io** or 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 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.

CETL's Webinar Speaker Series

Featuring Dr. Jody Bowie – Southern Nazarene University

The Center for Excellence in Teaching and Learning is proud to host a webinar series that will include presenters discussing various aspects of teaching and learning. The first presenter of the 2017-18 speaker series will be Dr. Jody Bowie from Southern Nazarene University. Dr. Bowie will be beginning the 2017-18 speaker series on February 12, at 2:00 p.m. CT when he will be focusing on "Digital Literacy is not Enough". The presentations will be available live through Zoom, recorded and placed in the Faculty Trainings/Workshops in Canvas and Institutional Commons for participants who are not able to attend live. Prior to the event, CETL will send out invites, or just attend with the information below.

Digital Literacy is not Enough

Date:...February 12, 2018
Time:..2:00 p.m. CT

Learn how to help students become digital fluent by incorporating International Society of Technology in Education (ISTE) Standards for Teachers™, along with the Standards for Students™.

Join via Zoom: https://zoom.us/j/905701118 Join via Phone: US: +1-646-558-8656 or +1-669-900-6833 - Meeting ID: 905 701 118

More information regarding Dr. Jody Bowie can be found in the January 2018 CETL Correspondent Newsletter.

Workshops Available

Online Learning Consortium Workshops

The Center for Excellence in Teaching and Learning has 20 scholarships available for faculty to attend any following Online Learning Consortium workshops. If awarded, upon completion of the workshop, a certificate must be sent to CETL for their records. The cost of the workshops is $170, so, if awarded and you cannot attend, please contact CETL as soon as possible (prior to the workshop) so that a scholarship may be awarded to another faculty member. These workshops cover a wide array of topics, examples of workshops: Designing a Flipped Classroom, Strategies to Improve Retention, Strategies to Increase Faculty Motivation, New to Online: Essentials Part 1-Getting Started, Exploring Learning Analytics, Introduction to

Online Presentation Tools, Exploring Hashtags for Learning, Creating Concept Maps, etc. If you are interested in applying for a scholarship to attend one of the following workshops, please complete the Registration form.

CETL Workshops with Mapopa

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.*

Wednesday, February 7, 2018............................1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Wednesday, February 14, 2018...........................1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Wednesday, February 21, 2018...........................1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Wednesday, February 28, 2018...........................1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

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.

Wednesday, February 71, 2018 ....1:50 p.m. to 2:30 p.m.
Join this workshops via ZOOM: https://zoom.us/j/960339908

Wednesday, February 8, 2018..............................1:50 p.m. to 2:30 p.m.
Join this workshops via ZOOM: https://zoom.us/j/960339908

Wednesday, February 15, 2018 ....1:50 p.m. to 2:30 p.m.
Join this workshops via ZOOM: https://zoom.us/j/960339908

Wednesday, February 22, 2018 ....1:50 p.m. to 2:30 p.m.
Join this workshops via ZOOM: https://zoom.us/j/960339908

CETL Workshops with Veronica

Canvas Rubrics *This workshop will cover: Grading vs. scoring rubrics*
Thursday, February 8, 2018 ....SMH 135, 11:00 1.m., Sayre

Piloting an OER Project
This workshop covers: Overview; distinctions between adopt, adapt, create, use of library resources; searching for OER, legal issues

Tuesday, February 27th, 2018 ....HEC 208A, 1:00 p.m.
Join this workshop via ZOOM: https://zoom.us/j/517570872

Wednesday, February 28, 2018 ....SMH 135, 1:00 p.m., Sayre

Online Course Development Workshop (OCD) with Mapopa

OCD is a fully online workshop, which gives faculty first-hand experience of teaching a fully online course. It makes faculty understand an online course as an environment whose basic rules are different from those of a physical classroom. The workshop introduces you to key concepts, including online course design, digital content planning and construction, communication management, and troubleshooting. Faculty will learn to plan, design, build, react, communicate, troubleshoot and connect in an entirely online environment. Most importantly, OCD gives 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

(**Continued from Page 1)** - **Academic Transcript:** "Record of Everything the Student Has Forgotten"?

professionalism and persistence, are beyond- disciplinary skills that also connect with seeing beyond a limited perspective. In addition, millennials are also sometimes stereotyped as possessing a sense of entitlement (Doan, 2014) that translates into poor professionalism and a failure to see a job through to the expected stage of completion, still another characteristic not shown on an academic transcript.

Many employers are saying that colleges and universities are doing a poor job of preparing graduates to possess such needed skills. Further, some of these employers are now underscoring the importance of these skills as being so important that they'd rather know about them than even look at academic transcripts.

Granted, this may be an extreme stance taken by only a few big -name employers, but the sentiment about recent college graduates not being prepared for the workforce due to the absence of critically important beyond- disciplinary skills is no recent phenomenon. It has been showing up on employer surveys for many years. (For example, click here to see the June 2013 TT- S Snapshot, "Employers Find College Transcripts of Limited Use in Evaluating Potential.")

This continuing conversation about what colleges should be doing to help

students prepare for the workplace compared to what they are not doing really highlights the importance of Transformative Learning (TL) experiences being designed into the curriculum. For whatever reason, it seems — according to these conversations — that postsecondary institutions have been on a downward trend in this area for 15 years or more.

If that's true, then whatever was happening 15 years ago, when employers more frequently agreed that colleges were helping students develop beyond- disciplinary skills like professionalism and motivation is not happening to the same degree now. This is why the intentionality of planning in potential TL experiences is critically important for colleges and universities. And if it's true that entering college- aged freshmen have changed in ways that make them more needful of developing these skills, then all the more reason for mindfulness and intentionality in building the environments and activities where students can do this learning.

It's also true that if the above is important, it's equally important than institutions assess how well they're helping students succeed in this area.

There simply has never been a bigger mandate for Transformative Learning as a necessary part of a college education. Whether TL may go by that name or by the name of the liberal arts education ethos, integrative learning, or any other moniker, societal needs and student needs are today placing all postsecondary institutions smack in the middle of a nexus wherein making important changes is necessary.

References

Doan, C. (2014, February 11). Why employers say millennials can't get a job: Influence of social media might not be such a good thing. Sacramento, CA: KCRA. Ret ieved July 27, 2015, from http://www.kcra.com/news/why -employers -say -millennials -cant - get -a-job/24401230

Ferenstein, G. (2014, April 25). Why Google doesn't care about college degrees, in 5 quotes. San Francisco, CA: VentureBeat. Retrieved 2015-07- 27 from http://venturebeat.com/2014/04/25/why -google -doesnt -care -about -college -degrees - in-5-quotes/

Mangan, K. (2015, July 15). Making transcripts more than a 'record of everything the student has forgotten. Chronicle of Higher Education. Retrieved July 20 from http://chronicle.com/article/Making -Transcripts -More -Than/231595?cid=megamenu

Polk-Lepson Research Group. (2013). 2013 National Professionalism Survey: Workplace Report York, PA. Available: http://www.ycp.edu/media/york - website/cpe/York -College - Professionalism -in-the -Workplace- Study -2013.pdf

Mapopa's Musings
By Dr. Mapopa Sanga

Assignment Ideas for Learning

Check Points for Long Range Assignments

Students will procrastinate! Long range assignments, such as projects, presentations, or papers, need to be duplicated throughout the course as check points to create session reminders. Check point examples are paper topic choices, draft outlines, or preliminary peer reviews. These can be created in the Canvas assignment tool for complete/incomplete settings, so grades are not necessary.

Cases

Instructor-Generated Cases: Place set number of cases on the Web and link to a bulletin board system or conferencing tool for students to discuss. These cases can be used as collaborative quizzes that instructors and students from other universities or institutions can use.

Student-Generated Cases: have students generate a set number of cases during the semester based on field experiences or job-related experiences and respond to a set number of peer cases.

Exam Preparation Cases: Post a set number of cases for each small group to discuss and answer (these might be on their exam) and all groups must respond to the solutions of one other group.

Team Cases: Post case situation and have students respond in small groups (Online Reading and Writing Techniques: Bonk, 1998; Bonk & Reynolds, 1997; Oliver, Omari, & Herrington, 1999; Paulsen, 1995).

Minute or Muddiest Point Papers

Individual Minute Papers: Have students send the instructor 1-2 minute reflections via e-mail perhaps to recap a class or to summarize things that remain unclear.

Team Minute Papers: Have students share their minute papers in a group and summarize their key points for the instructor and/or for other groups (Online Reading and Writing Techniques: Bonk, 1998; Bonk & Reynolds, 1997; Oliver, Omari, & Herrington, 1999; Paulsen, 1995).

Muddiest Point: In the Discussion Board, ask students, "What was the muddiest point?" for a particular lesson and discuss it as a class. This could yield content clarification and participation credit (Classroom Assessment Technique by Thomas A. Angelo and K. Patricia Cross).

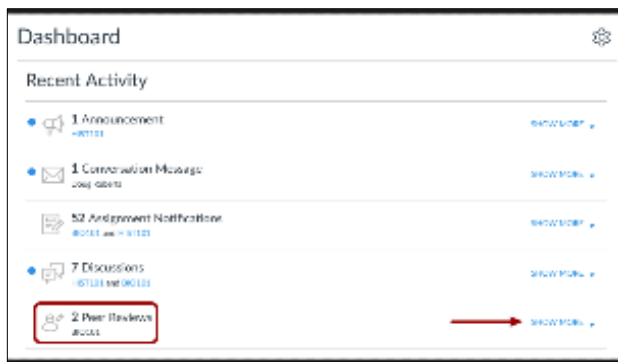*References available by contacting Mapopa Sanga x7128*

Partnering to improve video presentations and peer reviews

By: Veronica McGowan and Amber Sturgeon

Recently, Professor Sturgeon took a course assessment into a new arena of accessibility: virtual presentation with student peer reviewers. To accomplish this task, Prof. Sturgeon created an assignment and allowed either file upload, media recordings, or website URL (for videos hosted on a third-party site such as YouTube®). By selecting the peer review requirement, Prof. Sturgeon was able to automatically assign peer reviews to all of her students; each student was required to submit 9 reviews for this assessment. Once each student submitted their video to the assignment prompt, Canvas automatically generated an assignment to class members. Obviously, the first student in the system sees no assignment, however, once the second submitter participates, each are assigned the other's video to view and further submitters further populate the system. The image below shows a manual assignment should you want certain students (perhaps students in an assigned group or section) to comment on particular students. Dr. Sturgeon notes: "Fall 2017 was the first time I used online presentations for the Exercise Science internship presentations. In previous semesters, students have been required to return to campus to give their presentations in front of their peers. However, this semester was unique in that I had a large number of students doing their internship. Due to the number of students in the class, and the dynamics of the situation, I knew it was time to change the current system I had been using for a number of years. With the great assistance from Veronica McGowan the virtual presentations for the 19 students was a success. We had a few problems as Veronica has mentioned, yet with her great help all the students were able to upload their 15-20 minute presentations to Canvas for their peers to watch. Once the assignment was completed, I asked for student feedback since they were the first group of Exercise Science intern students to do the presentations virtually. The feedback I received was all positive. A number of the Exercise Science students choose to do their internships outside of Oklahoma. Having to travel back to SWOSU can be costly and time consuming for a student who is hours away from Oklahoma. As a whole, the virtual presentations with the student peer reviews was a success and I plan to incorporate this method of learning for future semesters."
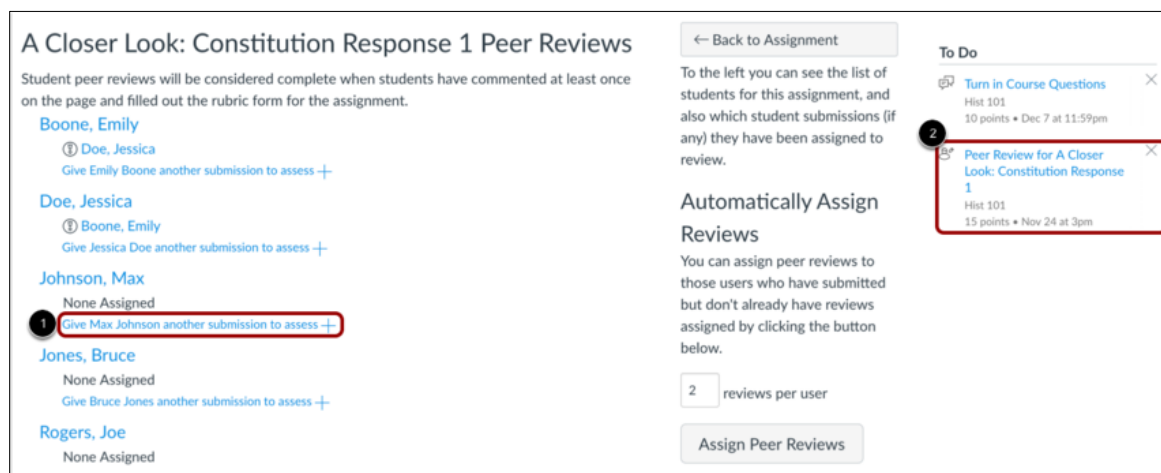

Figure 1"Peer Review Assignments" by Canvas Doc Team is licensed under CC BY 2.0

The task is easy for the students to see: both email invitations and dashboard and course assignments prompt students to complete the peer reviews and a checklist allows students to see completed tasks. The image to the left illustrates a dashboard peer review invitation.

The teacher is also able to verify completed reviews in the class list. In this case, students completing the review simply participated in a "comments" text box. However, a more standardized or the teacher providing a review template in a Word file could accomplish robust review. Since the peer review allows attachments, students would complete the file and submit.

To anticipate potential issues, instruction to students was to submit files in a MP4 format or files compatible with Windows Media Player, which is the default for most cell phone video applications. Student instruction noted that if they could see the video in the Canvas environment, then their peers

and instructor would also be able to view the video. While the system is fairly straightforward, Veronica and Amber partnered to insure student support. While most students completed the task easily, some noted problems included:

- Uploading large video files can be problematic for students in rural locations with sketchy cell phone service; the problem manifests itself as either a timeout or unending attempts to upload. Since a larger number of students used their cell phone to capture the video due to familiarity with the video program, we counseled students to either: 1) upload the video to a third-party hosting site such as YouTube and submit the link instead of video upload; 2) emailing the video to student self and uploading from a wired computer such as a campus computer lab; or 3) emailing to Veronica for her to include. Two students who had additional questions or trouble and used the latter option. While we did not capture data on the percentage of students who submitted cell phone videos, it is clear from support discussions that this was the student preferred method, so future faculty implementers should consider support needs for this situation.
- Other options include using the Panopto video embedded within the course with the assignment submission serving as a link to that video. No student selected this option; while we did not collect data on reasons for selection, we suspect that the cell phone video application ease-of-use as well as documented frustrations with using Panopto in the past may have guided selection.
- Therefore, the class was evenly divided by thirds into submissions of file uploads, media uploads, and third-party links. It would be an interesting follow-up to study which inclusions the peer reviewers preferred viewing.
- One student selecting the link option did not see how to include. While a student guide was prepared and sent to students, it did not include instructions for linking, so that will be addressed in future implementations.
- No students reported having trouble seeing the peer review assignment or completing the peer reviews, in fact, two students noted the requirement was easy to perform.
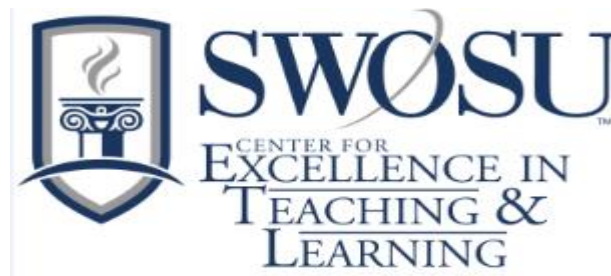
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We, in the Center, are here to help, feel free to give us a call.