

Correspondent

Center for Excellence in Teaching and Learning

SWOSU Center for Excellence in Teaching and Learning Newsletter

January 2018

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Changing Course Dates

In order to have your course open prior to the term start date or close after the term end date, follow the guide "[Changing Course Dates](#)" to change the course begin and end dates.

Validate Course Links

Prior to the beginning of each semester and publishing each course, it is important to validate all the links to make sure they are still valid and the documents are contained inside the course and not another course (which students do not have access to). Just go to course settings and click on "Validate Links in Content" on the right side. For more information go to: <https://community.canvaslms.com/docs/DOC-5626>.

Marci's Messages

Transformative Learning Conference

The Center for Excellence in Teaching and Learning is once again offering two registration scholarships per academic department to attend the [2018 Transformative Learning Conference](#) in lovely downtown Oklahoma City, OK. The conference will be held March 8-9, 2018. 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 **January 8, 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. The article information needs to be submitted to distance@swosu.edu prior to the end of April 2018 and column will be used in future issues of CETL's Correspondent.



Important beginning a new semester information

Canvas Course Identification

As we continue to use Canvas as our LMS, and faculty are teaching the same courses, in order to identify the semester in which the course is taught within the course list. I am suggesting that faculty go into each of their course settings and add the following prior to the name of the course: the semester and year; type of course: online, blended, webinar, traditional.

Example:

- **Name:** Spr17 Online GSTDY 1451 Sec 1001 Advanced Floral Design
- **Course Code:** Spr17 Online GSTDY 1451 Sec 1001 Advanced Floral Design

If adding this information when you import previous semester courses into a new semester, you will know what course to choose.

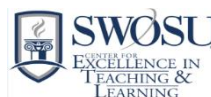
Cross-list (Combine) /Decross-list (Separate) Course Sections

To separate (decross-list) or combine (cross-list) your Spring 18 course sections, please complete the appropriate form in Faculty Commons (located in your Canvas list of courses). These forms contain the essential information that is needed to complete the task.

Succeeding in an Online Course

If students are unable to open the first lesson in "Succeeding in an Online Course", or receiving "unauthorized" when trying to access "Succeeding in an Online Course", please have them email distance@swosu.edu with their Dawgtag, name, and student email address and we will add them into the course.

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



Focus on SWOSU Faculty

The Center for Excellence in Teaching and learning will be spotlighting faculty members monthly in a new series of articles called "Focus on SWOSU Faculty" are doing interesting and innovative active learning activities in their courses. In the CETL Correspondent newsletter we will be focusing on one SWOSU faculty member who has demonstrated innovation in their teaching that has advanced learning at SWOSU. To begin the series, we are focusing on two faculty who have added more innovated and active learning projects to their courses. If you wish to nominate someone to spotlight in the "Focus on SWOSU Faculty" article in upcoming CETL Correspondent Newsletters, please complete the [nomination form](#).

Our first two faculty that we are spotlighting in our inaugural "Focus on SWOSU Faculty" are Dr. Brian Rickel, who teaches in the Everett Dobson School of Business and Technology, College of Professional and Graduate Studies; and Dr. Tugba Sevin, who teaches in the Department of Language and Literature, College of Arts and Sciences. They both have done great and innovative things in their courses, by coincidence, they both have completed the "Three Pillars of Learning in Undergraduate Education: Preparing Students for the 21st Century" and have added great active learning activities to their courses.

Dr. Brian Rickel



Dr. Brian Rickel was born in Kansas, and spent his early years in southern California, he moved to Oklahoma when he was nine and now considers it home. Brian grew up in Thomas, graduated from Corn Bible Academy (CBA) in 1982, and completed his Bachelor and Master degrees in Business Education at SWOSU in 1986 and 1987 respectively. In 2002, he earned his Doctor of Education degree from Texas A&M University-Commerce. Brian taught Computer and Business courses in two different K-12 schools in the Dallas, Texas area for a total of 28 years (1987 - 2015). While teaching typing in his early years of teaching Brian became interested in the history of the typewriter and started collecting antique typewriters and now has 70 pieces in his collection. During the last eight years before coming to Southwestern, Brian had the opportunity to teach an Introduction to Computing class through a Community College to high school students as a dual-credit class (very much like the concurrent enrollment classes here at SWOSU). This Intro to Computing class was the same as the Computer & Information Access course at SWOSU. In 2017, he achieved certification as a Microsoft Office Specialist in Office 2016 for Word, Excel, Access, and PowerPoint.

Dr. Rickel first became interested in education while in high school. He did well in the business courses and really liked his instructor at CBA. She seemed to enjoy her work, interacted well with the students, and made the students feel important. She was also the sponsor of the school newspaper, of which Brian was Editor-in-Chief during his senior year. She motivated him to do his best. Her example is what first inspired Brian to consider education, and specifically business education.

During the summer of 2016, Brian became the coordinator of the Computer & Information Access course (CIA). In revising the course with the Three-Pillar model, he expanded the course with discussion, application, and group assignments to help students think about ways to apply what they are learning to their major degree area. These additional assignments require the students to research or think about computer use and job information in a potential career choice. As coordinator of the course, Brian has created a Canvas Sandbox course, and a Coordinator Course in MyITLab, which allows all the other instructors of the course to copy the materials he uses. Once they copy the course, they modify due dates and personalize the course and syllabus information. As the semester progresses, if instructions are added/clarified or the schedule updated, the other instructors will receive the updated information. With up to six different instructors teaching the course, the department's goal is to provide consistency and the same learning experience for all of the students who take CIA.

Dr. Tugba Sevin



Dr. Tugba Sevin received her MAT degree from Florida Atlantic University and Doctoral degree from Vanderbilt University. Dr. Sevin began teaching online courses in 2011. Tugba always had interest in exploring online teaching because she knew how important it was to reach out to students from different backgrounds and regions. When Dr. Sevin first came to SWOSU in 2014, there were no online Spanish courses. Because of the location of the university and the student demographic with many students working, living far away from campus, or having family to take care of, she understood the need to have online courses. For that reason, she designed and implemented online courses that would fit the needs of the students.



Bulldog Proud

When Dr. Sevin began teaching her first course online in 2011, she was so excited that she decided to attend all workshops available to improve her teaching style. Since then, she has attended numerous workshops about distance learning and has learned improved teaching techniques. Here at SWOSU, Mrs. Marci Grant assisted and encouraged Tugba in developing all of her courses. To inform the importance and advantages of the distance learning to our students, Dr. Sevin organized a conference about online learning with the participation of Dr. Bucky Dodd, Chair of Council of Learning Excellence at Oklahoma State Regents and Mrs. Marci Grant, Director of SWOSU Center in Teaching and Learning.

For the last 7 years, Dr. Sevin taught and designed multiple foreign languages courses for different levels. Tugba brings the knowledge that she received from Vanderbilt to her online courses here at SWOSU. Throughout the years, she learned new and advanced teaching methods.

According to Dr. Sevin "The best thing about online teaching is reaching out to the many students who cannot commute to campus courses for various reasons. Each student recruited or retained by these online courses is the biggest award for me. The most important thing when teaching online is to make the students feel that they receive the same quality and attention like the students in my brick and mortar classroom." Therefore, Tugba is available to her students via email, virtual communication platforms or/and in person during her office hours to answer their questions and to guide them through the course. When designing the course, Dr. Sevin puts herself in the place of the students. She knows that navigating in an online course can be challenging for a student, so for this reason, Tugba gives as much details and provides step-by-step instructions for assignments and discussions.

To provide the excellent and quality learning experience to the students, Dr. Sevin decided to transform five of her courses with Three-Pillar design technique. Dr. Mapopa Sanga guided her through Three Pillars

implementation process and gave valuable feedback. Three pillars gave Tugba the option to analyze her courses in depth and to redesign them with an interactive approach that helps the advancement in student learning. All courses were designed to reflect the real-life environment and provide multiple ways of interaction to the students because, to Tugba, each student is unique.

At SWOSU, the following online courses that were designed and are being taught have been approved by CETL: Elementary Spanish I, Elementary Spanish II, Hispanic Life and Culture, Readings in Spanish,

Elementary Italian II, Elementary Italian I (Blended) and Elementary Spanish II (blended).

Among many other goals for online teaching, Tugba has an important goal that was achieved: giving students the option to work towards a World Languages minor completely online; students can choose the online path instead of the brick and mortar system if they are unable to commute to campus or for flexibility in their daily lives. Dr. Sevin believes that online teaching is extremely valuable to SWOSU, as it allows the university to reach out to more students both in and out of state.

Teaching Tips

Class Management

- State technology policies in the syllabus and should direct students to helpdesk or resource other than you, the instructor, for technology problems. Additionally, you should encourage students to create draft postings of assignments in a word processor and save them before posting for the class. This will minimize spelling and grammar mistakes and provide a backup copy for students in case of technology problems. Remind students to save all work on a computer hard drive and to a removable device. Saving work to an external drive allows portability between home, office, and campus systems, and a chance of recovery if systems go down.
- Self-examination and contemplative thought are successful approaches for course improvement. A recommended practice is to keep a journal of items that need redesigned or altered when teaching the course the next time. The instructor should make notes of assignments that worked well and those that were difficult, and critically evaluate the effectiveness of content and instruction.

Communication

- Throughout the semester, send personal emails complimenting students on their participation as a great morale booster and motivator.
- Fastback Hour: If there is a specific time 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.

Zoom Licenses Now Available for all Faculty

Contact either Nathan Thiessen (nathan.thiessen@swosu.edu) or Marci Grant (marci.grant@swosu.edu) to receive a license and then arrange with Nathan to receive Beginning Zoom Training. After the Beginning Zoom Training, for training in how to use Zoom pedagogically in your courses and to use for virtual office

hours, contact your Teaching and Learning Coordinator.



Faculty Commons in Canvas has a [Zoom module](#) with a lot of how-to information that will assist faculty with any questions after hours. [View a FAQ for Zoom.](#) [View Zoom's Online Event Best Practices.](#)

Create online exams from publisher test banks in just minutes – for free

Respondus Test Bank Network offers [thousands for ready-to-use testbanks](#) for the leading textbooks in higher education. SWOSU has a Respondus 4.0 license and this enables you to use *the Respondus Test Bank Network and save hours each term.*

[Search for a test Bank](#)
[Learn How it Works](#)



Upswing – SWOSU'S NEW Online Tutoring / Writing Center Platform

All SWOSU students now have access to a **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. We feel one-on-one tutoring on campus is one of the great benefits our students have on campus, but we need to reach out to those students who cannot get to campus at the specific scheduled tutoring days and times. 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.



Announcing CETL's Inaugural Webinar Speaker Series

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. 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. All you need to attend is a computer, cell phone, or even a rotary dial phone.

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



Jody Bowie is a learner who currently teaches in the Education Program at Southern Nazarene University. He is interested in the integration of technology and Coding to Learn in Elementary STEM environments. He is happily married to his wife of 27 years who is an English professor at SNU. They are both working on a Doctorate in Ed Tech at OK State. Jody is passionate about learning alongside students. His goal is to create an environment in which students can use emerging technologies as tools for learning.

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 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, January 17, 20181:50 p.m. to 2:30 p.m.

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

Wednesday, January 24, 20181:50 p.m. to 2:30 p.m.

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

Wednesday, January 31, 20181:50 p.m. to 2:30 p.m.

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

CETL Workshops with Veronica

Intro to Canvas (for new faculty and others wanting a refresher)

This workshop covers: basics of setting up a course, announcements, assignments, quizzes, gradebook, files, and importing content.

Thursday, January 4, 2018HEC 208A, 9:00 a.m.

Join this workshop via ZOOM: <https://zoom.us/j/117386236>

Wednesday, January 10, 2018HEC 208A, 3:00 p.m.

General Education Assessment

This workshops covers: General Education Assessment overview as well as completing the GE Assessment Report

Friday, January 12, 2018HEC 208A, 1:30 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/524913885>

Tuesday, January 23, 2018SMH 135, 10:00 a.m., Sayre

Join this workshop via ZOOM: <https://zoom.us/j/376462365>

Canvas Rubrics

This workshop will cover: Grading vs. scoring rubrics

Thursday, February 1, 2018HEC 208A, 2:00 p.m.

Join this workshop via ZOOM: <https://zoom.us/j/704679302>

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



VoiceThread Workshops

Upcoming workshops

[VoiceThread Basics 1- upload, comment and share](#)

When: January 9, 2018 7:00 pm (Eastern Standard Time)

[Register here](#)

In this workshop, participants will learn how to upload media, comment and annotate on that media, and share it with others. This will be a slow paced, step-by-step, hands-on workshop. It is open to both VoiceThread license holders and free members.

[VoiceThread Basics 2- groups and secure sharing](#)

When: January 16, 2018 7:00 pm (Eastern Standard Time)

[Register here](#)

In this workshop, we will begin to explore the features available to VoiceThreaders with a full license. Participants will learn how to create groups and subgroups, set sharing permissions within those groups, and privately share VoiceThreads with individuals.

[VoiceThread Basics 3- Moderating comments, private and threaded replies, and copying](#)

When: January 23, 2018 7:00 pm (Eastern Standard Time)

[Register here](#)

*In our third workshop in the series, participants will learn how to use comment moderation to formatively assess student work, give private feedback, use threaded commenting, and copy VoiceThreads for use with multiple groups. (*Note: Moderated and Threaded comments are not available to free trial users.)*

[VoiceThread Basics 4- VoiceThread and your LMS](#)

When: January 30, 2018 7:00 pm (Eastern Standard Time)

[Register here](#)

In this workshop, we will work on integrating VoiceThread into an LMS environment. With LMS integration educators can create and share VoiceThreads and grade student work. Participants will learn how to use the assignment builder feature to assess student work during a hands-on segment. Everyone who registers will receive the recording of the session the following day.

Lynda.com – Dynamic Video Tutorials



Lynda.com is FREE to Southwestern Oklahoma State University faculty, staff, and currently enrolled students. Lynda.com offers dynamic video tutorials on Illustrator, Higher Education, Business, Educational Technology; Teacher Tools, Communication, Leadership, Classroom Management; Time Management, Photoshop, Access, Excel, PowerPoint, Team Management, Job Hunting Skills, multiple software programs, and more. Lynda.com has some new courses in their list of videos, which may be of interest to you and/or your students.

Nathan's Notes

By Nathan Thiessen

Interested in Zoom or how Zoom can meet your needs? I am too! I'm working on and taking suggestions on how faculty and staff needs for conferences, classes, and meetings can be met. Please email or call me if

you have ideas about expanding the capabilities across campus in new ways. I'm also working on perhaps a weekly time that I can meet with those who want to know more about Zoom or just brainstorm ideas.

Veronica's Vibes

By Dr. Veronica McGowan

Digital Timelines

Digital timelines support robust displays of information—text, graphics, multimedia, hyperlinks, and geospatial data, which make them ideal mechanisms for presenting concepts and ideas to students such as:

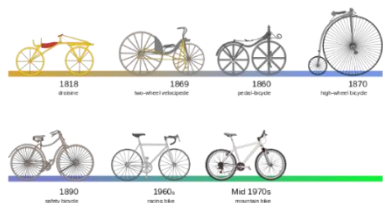


Figure 1 Bicycle evolution-en. By AI2 (Own work).
<http://www.gnu.org/copyleft/fdl.html>) or CC BY 3.0
 (<http://creativecommons.org/licenses/by/3.0/>), via Wikimedia Commons

Analyzing non-linear relationships. Students may struggle with linking historical events by topic or a demonstration of a pattern to identify event relationships. Spatial arrangements, textures, categories, and color schemes can help students attach meaning to these complex relationships.

- **Developing arguments.** Timelines can serve as evidence for students to develop an argument about change or patterns over time.
- **Developing historical context.** Placing a particular person, place, thing or event in its historical context can be fostered in timelines by visually co-locating concurrent events and relationships.
- **Analysis on a micro-, macro-, or mega- scale.** Students can determine how seemingly isolated events relate to larger scale history.
- **Visualize continuity over time *and* space.** Temporal organization is another content consideration.

Mapopa's Musings

By Dr. Mapopa Sanga

Giving Discussion Board Feedback

It is often difficult to provide individual feedback to students on their discussion postings since it would require individual emails each week (Pelz, 2015). However, students really need your feedback to improve in online class discussion. Here is one solution that might be helpful: Each week, choose a well-written quote from one of the student's discussion postings. Explain to the students how this posting not only met your expectations for the topic, but also provided meaningful information to the class and stimulated thoughtful discussion. Then, provide a summary of the class discussion and include any important points that may have been missed. Sending this email out after every session will remind students of good online discussion participation and that you are reading all of the postings.

Discussion Roles

Assign a moderator and summarizer for each class discussion. The moderator is responsible for keeping the discussion on track. The summarizer will provide a summation of the discussion once it is over and email it to the students in the course (Lehman-Wilzig, 2016). You could ask for volunteers or assign the roles in the beginning of the course. For online group discussions, insist that each time a student wishes to contribute a comment, he/she must first read all prior comments. Otherwise, comments tend to repeat themselves and this turns off other students from spending the time to read all the comments. If necessary, the teacher should immediately publicly repeat on the discussion board this policy by "gently" reminding a student that his/her idea was already voiced earlier by another student. In extremis, the teacher can even announce that grade points will be deducted from students who transgress this rule egregiously.



References available by contacting Mapopa Sanga x7128.

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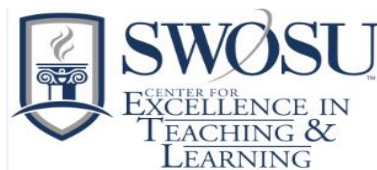
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We, in the Center, are here to help, feel free to give us a call.

