

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

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:

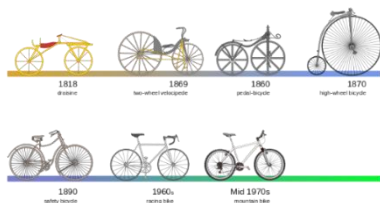


Figure 1 Bicycle evolution-en. By AI2 (Own work). <http://www.gnu.org/copyleft/fdl.html> or CC BY 3.0 (<http://creativecommons.org/licenses/by/3.0/>), via Wikimedia Commons

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.

The Center for Excellence in Teaching and Learning Team

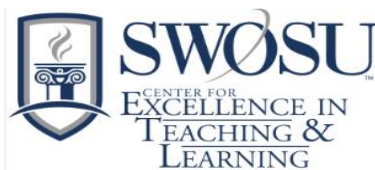
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We, in the Center, are here to help, feel free to give us a call.

