

Correspondent

Center for Excellence in Teaching and Learning

SWOSU Center for Excellence in Teaching and Learning Newsletter

March 2018

Marci's Messages March Workshops Offered

Nathan Thiessen will begin offering weekly workshops in March. He will be leading workshops in:

- Basic Zoom Training
- Downloading Panopto Video Instructions
- Basic Dropbox
- Informal Technology Q&A

Other EXCITING WORKSHOPS offered in March

- Using Canvas Scheduler
- Using Speedgrader, Docviewer and Turnitin
- Canvas Sandbox and Master courses

The full workshop schedule can be found on Pages 3 and 4.

I found this great article written by Raya Bidshahri "[7 Critical Skills for the Jobs of the Future](#)" that fit right in with what SWOSU's faculty are doing in the classroom.

1. Critical Thinking and Problem Solving
2. Collaboration Across Networks and Leading by Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurship
5. Effective Oral and Written Communication
6. Assessing and Analyzing Information
7. Curiosity and Imagination

According to the author of the article, "There is a stark contrast between these seven survival skills of the future and the focus of education today. Instead of teaching students to answer questions, we should teach them to ask them. Instead of preparing them for college, we should prepare them for life.

Beyond creating better employees, we must aim to create better leaders and innovators. Doing so will not only radically transform the future of education and the workforce, it will also transform the world we live in."

Check out the article about the upcoming **CETL Webinar Speaker** scheduled on Wednesday, March 14th, 3:30 pm. More information can be found on page 3. The topic will be "**Engaging Online Learners**".

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Important - Canvas Course Identification

Canvas Course Identification is used in Messages and importing course information. Faculty should go into each of their course settings and add the semester and year to the name of the course

Example

Name: Spr18 GSTDY 1451 Sec 1001 Advanced Floral Design

Course Code: Spr18 GSTDY 1451 Sec 1001 Advanced Floral Design

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. Shelly Martinson**, Assistant Professor in the Department of Music, College of Arts and Sciences, as CETL’s March 2018 spotlighted faculty.



Dr. Shelley Martinson

Originally from Vermont, Dr. Shelley Martinson received her BA in music from Skidmore College (Saratoga Spring, New York). She also earned degrees and held teaching assistantships at the University of Akron (MM, Flute Performance; MM, Musicology) and Florida State University (DMA, Flute Performance; Certificate: World Music). She taught flute and chamber music as a Visiting Instructor at Skidmore College

prior to her appointment at SWOSU. Shelley currently serves as Past President of the Oklahoma Flute Society, Founder and President of the Flute New Music Consortium, and Chair of the National Flute Association’s Career and Artistic Development Committee. She joined the faculty of SWOSU in fall 2013; her primary teaching areas include applied flute and related courses, woodwind chamber ensembles, and Introduction to Music.

Because of her strong interest in music and enthusiasm for the flute and helping others, Dr. Martinson started mentoring other flutists in a less formal teaching capacity from a young age. She cites her own teachers as highly influential in her decision to pursue teaching at a collegiate level. Her undergraduate teacher, Jan Vinci, had a particular impact. She continually demonstrated her love of music and teaching and challenged students to achieve the highest level. Her continued mentorship and support of former students is emblematic of the special student-teacher relationships that extend far beyond graduation. Shelley values the chance to share her passion for music while also helping college students prepare for, and succeed in, their chosen careers.

One of Dr. Shelley Martinson’s favorite parts about teaching is the chance to continually learn and improve as an educator and

musician. She regularly attends flute and music specific conferences and has taken part in many of CETL’s workshops. Shelley recently transformed Introduction to Music according to the Three Pillars under the guidance of Dr. Mapopa Sanga. This course was simultaneously developed and offered as an online course. She also took part in CETL’s Online Course Development Workshop and received a grant to attend the Magna Teaching Professor Technology Conference in Atlanta in 2016.

All of Dr. Martinson’s courses strive to involve students in the learning process by incorporating active learning and participatory activities, and creative projects. The introduction of creative composition projects in Intro to Music have proven particularly successful in inspiring personal and innovative projects from students. Not only are these assignments fun (for teacher and students!), but the quality and creativity of the compositions continues to improve each term. In the live course, student compositions are performed in class by students or SWOSU music students; online course students share video performances of their compositions on the discussion board.



Bulldog Proud

The applied flute and flute chamber ensemble courses also feature a service learning component. In the fall semester, flute students create and share flute clinics with area middle school flutists. Recent semesters have included clinics at Weatherford, Clinton, and Western Heights middle and high schools. This spring, the flute chamber ensembles will create and present a series of three outreach concerts at local daycare centers, as well as Musical Story Times at the Weatherford Library. For both projects, students are encouraged to be creative and develop their own themes and activities. They spend the semester developing outlines, scripts, and practicing their presentations and performances for each other. These assignments better connect students to the community while also developing organization, communication, and performance skills essential for music educators and performers. The students also look forward to these projects and cite them as a highlight each semester.

SWOSU’s Online Tutoring – convenient for your students

SWOSU’S Online Tutoring / Writing Center Platform via Upswing

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 in their browser’s address bar 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 Mr. Brett King – University of Central Oklahoma

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 March 2018’s presenter of the 2017-18 speaker series will be Mr. Brett King from University of Central Oklahoma. 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. The event will be on the University Calendar with the Zoom URL; or, just attend with the information below.



In this webinar, we will discuss three types of engagement for online learners: Instructor to Learner, Learner to Learner, and Learner to Content. In addition, we will also discover how the elements of story can help inspire your learners to connect. With these techniques, you will learn how to further engage and inspire your online learners.

Brett King received his B.A. in Museum Studies, M.Ed. in Training from UCO and is a Certified Learning Environment Architect. He has experience in student engagement issues, collaboration online, assessment tools and has a passion for teaching and learning. Brett currently serves as an Instructional Designer III for the University of Central Oklahoma in the Center for eLearning and Connected Environments.

Engaging Online Learners

Date: Wednesday, March 14, 2018
Time: 3:30 p.m. CT

Join via Zoom: <https://zoom.us/j/960339908>

Workshops Available for March

CETL Workshops with Nathan

Basic Zoom Training – Also available in HEC 213 at these times.
This workshop introduces faculty to all of the basic Zoom features. It is structured for the new Zoom learner.

Thursday, March 1, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Wednesday, March 7, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Thursday, March 15, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Thursday, March 29, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Downloading Panopto Video Instructions - Also available in HEC 213 at these times.
This workshop will cover the step-by-step process of downloading Panopto Videos and storing them on personal computers.

Monday, March 5, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Wednesday, March 14, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Tuesday, March 27, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Basic Dropbox - Also available in HEC 213 at these times.
This workshop covers basic Dropbox features, and steps on sharing documents and/or large files, such as videos, to Canvas.

Tuesday, March 6, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Tuesday, March 13, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Wednesday, March 28, 2018 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Informal Technology Q&A: This time allows for any questions or ideas to brainstorm about ways to help you in your endeavors.
 Friday, March 2, 2018 2:30 p.m. to 3:30 p.m.
Join me at: The Bulldog Beanery

Friday, March 16, 2018 2:30 p.m. to 3:30 p.m.
Join me at: The Bulldog Beanery

Friday, March 30, 2018 2:30 p.m. to 3:30 p.m.
Join me at: The Bulldog Beanery

Insights from CETL's Teaching and Learning Coordinators

Mapopa Musings

By Dr. Mapopa Sanga

Instructional Design Standards for Distance

Education

According to the Association for Educational Communications and Technology (AECT), there are ten instructional design standards for distance education. These are; purpose, assumptions, sequence, activities, resources, application, assessment, reflection, independent learning, and evaluation. This article presents the first five standards.

Purpose: Effective course design begins with a clearly articulated purpose. Purpose may be thought of as two dimensional: Institution or instructor and student. The design should include both the purpose of the course as envisioned by the institution or instructor and purpose as viewed by the student.

Assumptions: Course design must take into account assumption that shape the purpose and subsequent course development. Most assumptions are based on students' prior knowledge and established understandings and skills. Articulating these content assumptions provides a starting point for new learning.

Sequence: Learning opportunities must be sequenced in a manner that promotes efficient knowledge acquisition consistent with prior-knowledge assumptions. Various models of sequencing –

linear, spiral, scaffold, etc.- should be considered, and the course design should incorporate those strategies best suited to the content within the constraints of online delivery.

Activities: Learning is achieved through activities both passive (reading, listening, viewing). Activities should be chosen that best suit the content, students' levels of knowledge, experience, and ability, and the online delivery constraints, particularly accommodating synchronous, asynchronous and mixed course participation.

Resources: A range of resources should be articulated to foster deep learning and extend course-related experiences and activities. Resources should be multimodal to accommodate students' interests, understandings, and capacities, consistent with course content and technological accessibility. Resources should allow students to go beyond the constraints of formal course structure to engage in self-directed, extended learning.

References

AECT (2017). *Instructional design standards for distance education*. Indiana, USA: AECT publications.

Veronica's Vibes

By Dr. Veronica McGowan

Spotlight on Academic Quality Improvement



Figure 1 "Report Card" by AJCI is licensed under CC BY 2.0

With a significant portion of our faculty participating in the Three Pillars™ process and with academic accreditation requirements becoming more complex, some of the justification behind the processes may be lost to faculty members. This article serves as a primer into one way that institutions demonstrate course, program, department, and/or system rigor. Traditionally, accreditation bodies offered one means of comprehensively demonstrating academic effectiveness—an institutional self-study that required collection of data, assembly of evidence, and an exhaustive report submission every reporting period, typically a 10 cycle unless other conditions exist. The problem with that method is that it doesn't foster a data-driven nor quick response to conditions. In addition, the framework advances from a focus on meeting minimum standards to one that allows best practices and mission-driven impacts to set the standard. So, accreditation bodies are increasingly recommending movement to a different pathway that allows institutions to demonstrate

effectiveness by developing improvement projects that better reflect their individual needs. While only 10% of all institutions accredited by our intuitional accrediting body, the Higher Learning Commission of the North Central Association of Colleges and Schools participate in the AQIP pathway (Davis, n.d.), research evidence exists that it is gaining momentum for its fostering of sustainability.

Based on Total Quality Management® principles applied to an academic setting, academic quality improvement focuses on categories of activity that are measureable and serve as a robust means for moving an institution forward toward its objectives. While institutions may develop their own quality model, an easy way for an institution to begin the academic quality improvement journey is to select an existing research-based model and define the scope of their project in that model. An accreditation body does not reward or punish an institution for selecting a particular framework, although an emerging model justifies how its addresses standards and principles that best practice institutions use to guide their operations.

References

Davis, S. (n.d.). AQIP – Academic Quality Improvement Project. Lorain County Community College. Retrieved from <https://www.lorainccc.edu/about/lccc-accreditations-and-memberships/aqip-academic-quality-improvement-project/>

Insights from the Web

Learning Styles

http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html

Students preferentially take in and process information in different ways: by seeing and hearing, reflecting and acting, reasoning logically and intuitively, analyzing and visualizing, steadily and in fits and starts. Teaching methods also vary. Some instructors lecture, others demonstrate or lead students to self-discovery; some focus on principles and others on applications; some emphasize memory and others understanding.

When mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and in some cases change to other curricula or drop out of school. Professors, confronted by low test grades, unresponsive or hostile classes, poor attendance and dropouts, know something is not working. They may become overly critical of their students (making things even worse) or begin to wonder if they are in the right profession. Most seriously, society loses potentially excellent professionals. To overcome these problems, professors should strive for a balance of instructional methods (as opposed to trying to teach each student exclusively according to his or her preferences.) If the balance is achieved, all students will be taught partly in a manner they prefer, which leads to an increased comfort level and willingness to learn, and partly in a less preferred manner, which provides practice and feedback in ways of thinking and solving problems which they may not initially be comfortable with but which they will have to use to be fully effective professionals.

This site contains resources for a model of learning styles generally referred to as the Felder-Silverman model. The model was originally formulated by Dr. Felder in collaboration with Dr. Linda K. Silverman, an educational psychologist, for use by college instructors and students in engineering and the sciences, although it has subsequently been applied in a broad range of disciplines.

Interview with Richard Felder - [Richard Felder on Learning Styles](#). An audio interview of Dr. Felder in the "On Teaching Online" series.

For publications related to the Felder-Silverman Learning Style Model go to http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html



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