

# Correspondent

## Center for Excellence in Teaching and Learning

### Marci's Messages Participate In Canvas Product Development Priorities

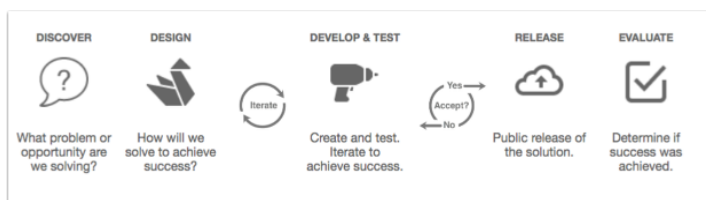
#### Help get the word out!

You can participate and review the Canvas Product Development Priorities. Go to [Canvas Studio](#). The goal of the Canvas Studio idea forum is to provide:

- Insight into what Canvas' team is working on right now and a way for you to give the Canvas Product team timely feedback to help guide their decisions
- An opportunity to share ideas about anything to do with Canvas, whether the Product team is focusing on that area of the application right now or not.

Canvas software development projects move through a series of phases in an agile revolving process. Here is a little insight into their development process.

#### What is the development cycle for Canvas?



High-level product priorities (roadmap) for Canvas are reviewed and updated every three months. At any time in this cycle, the roadmap contains numerous priorities that move fluidly through the process of development.

#### Discover

During the Discover phase the Product team concentrates on understanding the basic needs of users that drive their behaviors. By studying people's actions and asking questions about what they are trying to accomplish, the team hopes to understand the basic goals of the people using the software. Once they have an understanding of these basic needs they can define, at a minimum, what functionality the software must provide. Then the task of creating the software is broken down into as many discrete tasks as possible and a plan is developed to deliver benefits to the users in a series of stages rather than making them wait until all development is completed. Learn more about this process in the Methodology section below.

During discovery, the product team may:

- Visit sites to interview users
- Survey users

- Review community content (ideas, discussions, questions, CanvasLive sessions, etc.)
- Review support cases
- Collect feedback from Customer Success Managers (CSMs)

#### Design

During the Design stage, all possible solutions are explored and evaluated. Sometimes the right solution is obvious and narrowed to a few options, relying on customer feedback to get to the best solution. Think of this stage like developing a proof of concept.

#### Develop & Test

When a product priority is in the Develop and Test stage, engineers are actively building pieces of the solution and testing them against success metrics. As individual components are built and tested, they inform the design and best path forward for the components that engineers will work on next, allowing for a better overall solution than if each component were built in isolation.

Continued on page 4

#### IN THIS ISSUE

#### Page

• Marci's Messages .....	1
<i>Participate in Canvas Product Development Priorities</i>	
• Focus on SWOSU Faculty .....	2
➤ <i>Cindi Albrightson</i>	
• Workshops Available	
➤ <i>CETL Workshops with Nathan</i> .....	2
➤ <i>CETL Workshops with Mapopa</i> .....	3
➤ <i>LockDown Browser and Respondus Monitor Workshops</i> ..	3
➤ <i>Respondus 4.0 (test making) videos</i>	
➤ <i>Free Professional Development Webinars</i> .....	3
➤ <i>Free Webinar: Building Students' Problem-Solving Skills Through Complex Challenges</i>	
➤ <i>Course Development Workshop</i> .....	3
• Insights from CETL's Teaching and Learning Coordinators	
• <i>Mapopa's Musings</i> .....	4
➤ <i>Classroom Communication</i>	
• <i>Veronica's Vibes</i> .....	5
➤ <i>A Transformational Practice: Helping students collect data</i>	
• Team Contacts for CETL .....	5

## 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, CETL is spotlighting **Ms. Cindi Albrightson, Instructor, Department of Technology and Computer Science** as CETL's November 2018 spotlighted faculty.



Cindi Albrightson is originally from El Reno, Oklahoma. She came to SWOSU right out of high school but left after marrying without completing her degree. In 1999, she came back to SWOSU after her family moved to Weatherford. Because she had some oilfield experience, she enrolled in the Engineering Technology department where she graduated with a BS in Industrial Technology in 2003. In 2005, Cindi graduated with a Master's

in Education-Technology.

Cindi is married (29 years in November) and has four children. Her three oldest children have attended SWOSU. Brittini has a degree in English and Art, Airey completed two years before going to the US Marine Corps and Connor is a current Graphic Arts student. Her youngest, Hunter, is a high school junior who plans to come to SWOSU. Cindi was a first generation college student and while she was an undergrad, her professors often encouraged her to consider teaching. Since there were no female instructors in the Engineering Technology department, she took that as a challenge. After she graduated with her Master's, she worked at Weatherford Public Schools for several years before coming back to SWOSU. She originally returned as an administrative assistant in the Engineering Technology department but was later hired as the first female instructor in 2012. In 2014, she began assisting the university with safety. She currently serves on the Custer County Emergency Management Full Scale Response Team and Local Emergency Planning Committee.

When she began teaching, Cindi Albrightson modeled her teaching style after several teachers that she had during high school and college; "why reinvent the wheel?" argues Cindi. According to Cindi, all the teachers she modelled after had one thing in common, they enjoyed their classes and so did she. She loves to laugh in her classroom. Cindi believes that if one is enjoying her class time, they are learning. If one is not struggling

to stay focused, they are learning. She has always enjoyed watching students' faces when they "get" whatever it is they are talking about. She enjoys the one-on-one time that the small classes she has at SWOSU allow teachers to have with their students. Cindi knows all of her students by name and thrives on getting to know them and their story. Also, ever since she started teaching online, she has had to work harder to get to know her students. Since the degree is largely hands-on, Cindi has had to work to incorporate other activities into her online classes. Cindi says that she enjoys the OLC workshops provided by the Center for Excellence in Teaching and Learning (CETL) because they allow her to glean ideas from people all over the United States. She further says that she has been able to add those ideas to her online classes, as well as her traditional classes.



Exposing underrepresented students to STEM is Cindi's passion. For the past several years, she has worked with Dr. Lisa Appeddu, Dr. Lori Gwyn, Dr. Jorie Edwards, and others on a STEM now STEAM camp for girls SAGE STEAM (formerly Tech Trek). In addition, Cindi has worked with the Girl Scouts and Women in Science programs to allow female students the opportunity to learn about STEM. She is the faculty sponsor for the Society of Women Engineers and the faculty lead on the NASA Human Exploration Rover Project with Ms. Madeline Baugher, and others from the department of Engineering Technology.



## Workshops Available for August-September

### 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.

Thursday, November 1st, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Tuesday, November 6th, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Tuesday, November 13th, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Tuesday, November 20th, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Tuesday, November 27th, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Tuesday, December 4th, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Tuesday, December 11th, 2018 ..... 1:50 p.m. to 2:30 p.m.

Join this workshops 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.

Thursday, November 29th, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Wednesday, December 5th, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Wednesday, December 12th, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

**Using Attendance and Rollcall**

In this workshop, we will hold an in-depth discussion on using Attendance and Rollcall in Canvas.

Wednesday, November 7th, 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Wednesday, November 14th 2018 ..... 1:50 p.m. to 2:30 p.m.

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

Wednesday, November 28 2018 ..... 1:50 p.m. to 2:30 p.m.

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

**LockDown Browser & Respondus Monitor Workshops**

In this 45-minute webinar put on by Respondus, see an in-depth demo of LockDown Browser and Respondus Monitor. You will learn about the all-new "Priority Review" system which makes it easy for instructors to identify exam sessions requiring deeper scrutiny. We'll also show the new instructor dashboard, including "timeline" and "milestone" features. Learn best practices, ask questions, and get tips on how to quickly get started.

Thursday, November 7, 2018 ..... Noon 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 CoReq College Algebra](#)

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

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

**Webinar: Building Students' Problem-solving Skills Through Complex Challenges**

Watch the on demand archive presentation and download handouts by clicking the link below and entering the requested registration information.

[Watch Now](#)

**Summary**

If a fundamental goal of schooling is to help prepare young people for the unknowable future, then how might we provide our students with learning experiences that prepare them to creatively respond to uncertainty? Presented by Ronald Beghetto, author of [What If? Building Students' Problem-Solving Skills Through Complex Challenges](#), this webinar will provide K–12 educators with practical strategies for addressing this question. More specifically, participants will learn

1. How to foster "possibility thinking" to help students open up their thinking and learning in creative ways.
2. The process of lesson unplanning, a way of transforming existing lessons, activities, and assignments into more complex classroom challenges.
3. Four basic action principles that teachers and students can use to design and solve complex challenges both inside and outside the classroom.
4. The steps for creating legacy challenges, which require students to identify a problem, develop a solution, and ensure that their work makes a positive and lasting contribution beyond the walls of the classroom.

## 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](mailto:ashley.walkup@swosu.edu).

## Participate In Canvas Product Development Priorities — Continued from Page 1

### Release

The Release stage is when users will first see a priority (or part of a priority) emerge in [Canvas Beta Release Notes](#). After a change has been user tested in Beta it moves to Production. The official [Canvas Production Release Notes](#) will be published the Monday before the production release on Saturday (for Monday holidays, we publish release notes on Tuesday). For more detail, reference [about Canvas Release Notes](#).

### Evaluate

Once a feature reaches the Evaluate stage, our product team looks at the success criteria defined in the Discover stage to determine if success was achieved.

### What methodology is used for development?

Instructure developers subscribe to the [Agile software development methodology](#), which describes this cyclical process. When the user community suggests an idea and it receives a high vote count, it is evaluated to see if it can fit within existing priorities. If it is an easy update or something that could realistically fit in between larger development projects, Instructure tries to get it done immediately. If it is too big to squeeze in, but it is something we think is important, the update goes into a holding pattern for consideration in the next cycle.

### Where does the Community input fit in?

Community input is very important in all stages of this process. The [Community Team](#) meets weekly with the Product Team to translate and advocate for ideas that align with defined priorities or are rising to the top of the open forum. Feature idea relevance to a priority, voter demographic, total votes, and comments are just some of the factors taken into consideration.

If my idea doesn't align with a priority, is it still important?

Every idea is important. Revising the roadmap quarterly, in combination with Agile software development, makes every idea worth submitting. Ideas may be a simple easy update, align with a priority in an unexpected way, spark a new priority added in the new cycle, or be a great idea that sits in waiting for future development. If you don't submit your idea, you'll never know. Before [submitting a new idea](#), be sure to search for similar ideas.

An update might seem simple, however, there may be a few reasons why it's not as simple.

First, behaviors commonly overlap, and sometimes that other behavior may be more complex. Creating the right solution that resolves overlapping behaviors takes a little more time.

Second, when you unpackage a component of the core product (e.g. discussions) and make changes, there may be a ripple effect to these enhancements that needs to be tested and assessed for quality assurance, documented, and communicated to all Canvas users. There are efficiencies inherent in making several changes at one time rather than constantly changing all components with equal frequency. Also, sometimes a simple change cannot be made until another, more complicated component is updated.

Your continued support and participation in the community forums are very valuable to Canvas as a product and to the user experience. We urge you to keep sharing, commenting, and voting.

Learn more about [feature idea process](#) and [creating new feature ideas](#).

# Insights from CETL's Teaching and Learning Coordinators

## Mapopa Musings By Dr. Mapopa Sanga

### Sandra McGuire's ideas on Teaching and Learning: Teaching Students how to Learn:

First, McGuire (2015) observed that faculty development workshops typically deliver wonderful teaching strategies, and there are a number of outstanding books that address this topic. However, McGuire (2015) went on to point out that by focusing almost exclusively on teaching and ignoring how we can help students figure out their role in the learning process, we are leaving out half the equation. McGuire (2015) further argued that even if we have the best teachers on the planet, as long as students do not come to the classroom prepared to learn efficiently and independently, we will never see the kinds of learning gains that are possible. Conversely, goes on McGuire, if students are actively engaged in the learning process, they will be able to learn even in circumstances where the teaching is mediocre. To that end, McGuire (2015) contended that student learning should be faculty's' priority. She argues that we can help students identify and close the gap between their current behavior and the effective, productive behavior that will result in the grades they want. We can turn our students into deep, expert learners using certain ways. For example, once faculty identify

students who do not know that they need to work hard in order to earn good grades, instead of writing off such students as lazy and unmotivated, it helps them a lot when faculty start talking to them about the learning process and the strategies they could use to improve their learning. Once they start using those strategies results are immediate and in some cases remarkable.

References

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

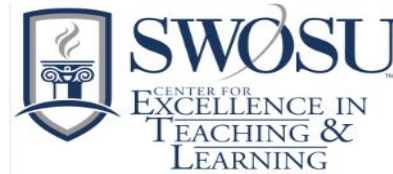
**Veronica’s Vibes**

By Dr. Veronica McGowan

**A Transformational Practice: Helping students collect data**

When students are confronted with potentially large amounts of possible data, it is important to help them consider the variables of the study; however, an even more accessible way to consider study variables are to think about which audience will be most affected by results. For example, say students are interested in collecting student perceptions about smoking and vaping. Will the sample participants have subsets, say smokers vs. non-smokers, Oklahomans vs. others? Students need to consider that collected data helps to under behaviors, values and demographic makeup. To insure data collection is following human

subject protections, it is important to outline the methodology for Institutional Review Board reviewers. Researchers such address protocols for ensuring confidentiality and subject protection, for example, guarding participants from disease transmission when collecting samples. To foster systematic data collection, student researchers can create coding instruments and observational rubrics to standardize and categorize data that falls into continuum categories.



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