Correspondent
Center for Excellence in Teaching and Learning

Marci's Messages
2019 Transformative Learning Conference

Teaching in Higher Education Podcasts available

Marci's Messages

Browse the different podcasts that are available concerning Teaching in Higher Education. I listened to one under Course Design called "But You Can't Do That in a STEM Course" with Karen Cangialosi who discusses how she and her colleagues in her department use open education resources. Using open education resources has become a norm in her department. They have saved students hundreds of dollars in textbook costs.   She discusses how she and her students use the course learning outcomes to develop and teach her classes.

Some of the topics that are available are:

Digital Pedagogy
Blended Learning (4 podcasts)
Connected learning (3 podcasts)
Digital Literacy (5 podcasts)
Educational Technology (11 podcasts)
Online Learning (11 podcasts)
Open education (9 podcasts)

Our Students
Caring for students (18 podcasts)
Cultural Competence (16 podcasts)
How people learn (13 podcasts)

Work / Life
A day in the life (17 podcasts)
Personal knowledge mastery (8 podcasts)
Productivity (15 podcasts)
Reflective practice (14 podcasts)
Teaching philosophy (7 podcasts)

Teaching
Assessment & grading (10 podcasts)
Course design (11 podcasts)
Creativity in teaching (14 podcasts)
Ethics in teaching (10 podcasts)
Excellence in teaching (18 podcasts)
Instructional methods (22 podcasts)

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.

This month, CETL is spotlighting **Terry Ford, Instructor, Department of Language and Literature** as CETL's January 2019 spotlighted faculty.

In fourth grade, Terry Ford drew a picture of herself as a teacher, with her desk and her classroom. That crayon drawing hangs on the wall of her office today. Ford, a Sayre native, strayed for a bit by beginning her career as a reporter with a B.A. in Journalism from Oklahoma University, but after a few years, she converted her degree to a teaching certificate and completed her Masters.

She finally got that desk and classroom when she began teaching high school English in 1992. After 12 years at Sayre High, she moved up the block to SWOSU's Sayre campus, where she has been teaching English Composition I and II, Fundamentals of English, Student Publications I and II, and Intro to Public Speaking for the last 14 years.

Terry and her husband, Troy, have been married since 1989, and they have two adult children. A major influence in her teaching style was the Great Expectations professional development program which gave teachers permission to use creativity and hands-on activities in the classroom, instead of just worksheets and lectures. "It felt like it was a novel concept," Ford stated, remembering when a principal interrupted her class to complain because chairs were turned for students to work in groups. "What if a school board member walks by?" the principal asked. She assured him that learning was going on, even though the chairs were not in straight rows.

One learning activity Terry Ford enjoys in Speech class is the Cultural Speech, where students interview persons of a different culture or co-culture, prepare a visual aid, present a speech, and even bring a food or object from that culture to share with the class. For some speeches, peers are invited to rate one another on different aspects of the speech, including voice quality, use of visual aid, audience contact, personal appearance, and so on. "They are usually harder on themselves in grading than I am," says Terry, "and that's great." In Composition I, students enjoy presenting their Process Analysis paper orally, by reading it aloud as they demonstrate a process. They may enlist the aid of a partner in the demonstration if they choose, and they may have the entire class participate in the process when possible. As for English Comp II, the research paper occasionally is part of a group project. In the past, students researched the lives of noteworthy Western Oklahomans, arguing for their inclusion in a book by Oklahoma's prolific publisher/writer/lawyer Bob Burke, of Oklahoma City. (Ford is *still* waiting for Burke to publish that book, and he promised he will when he concludes his next big case.) Last spring, during Sayre's 30-50-80 Celebration, research papers were assigned on topics related to the history of the campus, generally on programs and people who were instrumental in the development of higher education over the past 80 years in Sayre. Students sat down with former deans, instructors, coaches, and dorm parents to interview them about the good old days! The students' essays were displayed publicly, along with artifacts, yearbooks, and photographs on tri-fold boards. Many students reported feeling more connected to SWOSU after learning about the history of their campus.

Another active learning project Ford enjoys in Fundamentals is where students walk around campus, noting the sensory details to include in a descriptive essay over the campus. They must decide on a dominate impression to highlight. Then the students present their essay in the form of a tri-fold pamphlet (with photographs and logos) that could be used in PR to promote the campus. "I know oratory is a time-tested method of learning, but I'll always believe creative hands-on activities inspire academic excellence," Ford said.

SWOSU Instructional Excellence Academy

Ten SWOSU faculty members have recently been selected to the inaugural class of the SWOSU Instructional Excellence Academy.

The Instructional Excellence Academy is SWOSU's new initiative to provide resources to university instructors who wish to improve teaching and learning in their classrooms. It is a joint venture between the Center for Excellence in Teaching and Learning (CETL) and the Faculty Development Committee. Participants spend two semester completing hybrid learning experiences, encompassing both online and in-person activities.

Inaugural class members are:

Dr. Kelley Logan, Department of Language and Literature

Dr. David Martyn, Department of Chemistry and Physics

Ms. Jessica Salmans, Department of Art, Communication, and Theatre

Dr. Lisa Castle, Department of Biological Sciences

Ms. Eunice Lonebear, School of Nursing and Allied Health Sciences

Dr. Sharon Lawrence, Department of Allied Health Sciences

Dr. Amanda Evert, Department of Business

Dr. Heather Katz, Department of Social Sciences

Dr. Roxanne Davis, Department of Business

Dr. Raygan Chain, Department of Business

Upon successful completion of the course, faculty members will be known as SWOSU Instructional Excellence Fellows and will be able to display the logo of the academy on their office doors and email signatures.

The ten individuals were selected through a competitive application process. Applications were reviewed by a panel of SWOSU staff and faculty. The inaugural class will last from January 2019 to December 2019. A second class will be selected this spring and will begin the academy in the fall. Two classes of 10 faculty members will be selected each year.

"We had many great applications for this first class," said Marci Grant, CETL Director. "We highly encourage those who were not selected and all faculty to apply in the future."

The application due date for the next class (Fall/Spring) is April 19.

Workshops Available for December

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 Canvas Course Home Pages for Traditional Courses
This 15-minute Workshop walks faculty through creating a course homepage in a traditional course in Canvas. Workshop emphasizes the importance of having a welcome message for students in a traditional course.

Tuesday, January 8, 2019... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Wednesday, January 9, 2019................................... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Thursday, January 10, 2019 .... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Intro to Canvas: For Beginners
This one-hour workshop introduces faculty to the Canvas interface. Create a homepage, upload syllabus, create modules and module pages, create assignments, quizzes, use speed grader and docviewer, make announcements, use the messaging system.

Tuesday, January 15, 2019....................................... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Tuesday, January 22, 2019....................................... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Tuesday, January 29, 2019....................................... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

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.

Wednesday, January 16, 2019................................. 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Wednesday, January 23, 2019................................. 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Wednesday, January 30, 2019................................. 1:50 p.m. to 2:30 p.m.
Join this workshop 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, January 17, 2019.................................... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Thursday, January 24, 2019.................................... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Thursday, January 31, 2019.................................... 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

LockDown Browser & Respondus Monitor Workshops

Instructor Training for LockDown Browser & Respondus Monitor: Prevent Cheating During Online Exams
This comprehensive training webinar is intended for instructors who use LockDown Browser and/or Respondus Monitor with online exams. The session provides a detailed demonstration of both applications, including new enhancements that make Respondus Monitor even more effective and easy to use.

Tuesday, January 15, 2019 ....1:00 p.m. CT
Sign up Now

Wednesday, January 30, 2019 ....2:00 p.m. CT
Sign up Now

Instructor Training: Lockdown Browser Advanced Settings
This in-depth training for LockDown Browser will focus on advanced settings and features – such as how to use external websites, spreadsheets and online calculators with LockDown Browser. The session will also include how students can use LockDown Browser on different devices, such as an iPad, and best practices for instructors and students. The webinar will include a Q&A period at the end.

Wednesday, January 23, 2019 ....2:00 p.m. 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

VoiceThread Workshops

.

VoiceThread Basics 1 – Upload, Comment, and Share
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

Tuesday, January 8, 2019 ....6:00 p.m. CT
Sign up Now

VoiceThread Basics 2 – Groups and Secure sharing
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.

Tuesday, January 15, 2019 ....6:00 p.m. CT
Sign up Now

VoiceThread Basics 3 – Moderating comments, private and thread replies, and copying
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.

Tuesday, January 22, 2019 ....6:00 p.m. CT
Sign up Now

VoiceThread Basics 4 – VoiceThread and your LMS
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.

Tuesday, January 29, 2019 ....6:00 p.m. CT
Sign up Now

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

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.

Insights from CETL's Teaching and Learning Coordinator

Mapopa Musings   By Dr. Mapopa Sanga

Peer Assessment

Assessment is an essential constituent of learning (Karasavvids, & Zaranis, 2017). Formally, assessment can be defined as "the determination of the amount, level, value or worth of something (Topping 2003, p. 58). In terms of function, assessment can be distinguished in formative and summative. In terms of the assessor, assessment can be distinguished into (a) instructor assessment, (b) self-assessment, and (c) peer assessment (Topping, 2003). Peer assessment can be defined as "an arrangement for learners and/or workers to consider and specify the level, value or quality of a product or performance of other equal-status learners and/or workers." (Topping 2003, p.65). The primary goal of peer assessment is to provide learners with feedback (Topping, 2009, Kollar & Fischer, 2010).

Peer assessment has been associated with several gains such increased time on tasks, higher responsibility, early error misconception detection, and increased reflection) Topping, 2009). For instance, the literature review on peer assessment conducted by Van Zundert et al. (2010) included only 26 empirical studies. Due to the lack of many published studies, the authors concluded that determining what exactly constitutes effective peer assessment is difficult. Similarly, Kollar and Fischer (2010), concluded that from a learning perspective, the relation between particular forms of peer assessment such as feedback provision and learning is not presently evident. Peer assessment has been primarily used in higher education's settings and especially in writing tasks (Topping, 2003). Considering that Wiki tasks involve writing, this makes Wikis ideal as candidates for exploring novel peer assessment practices.

References

Kollar, I. & Fischer, F. (2010). Peer assessment as collaborative learning: A cognitive perspective. *Learning and Instruction, 20*(4), 344-348.

Karasavvids, I., & Zaranis (Eds.). (2017). *Research on e-learning and ICT in Education.* DOI 10.1007/978-3-319-34127-9_10

Topping, K. (2003). Self and peer assessment in school and universities: reliability, validity and utility. In *Optimizing new modes of assessment: In search of qualities and standards* (pp. 55-87). Netherlands: Springer.

Topping, K.J. (2009). Peer assessment. *Theory into Practice*, *48*(1), 20-27.

Van Zundert, M., Sluijsmans, D., & Van Merrienboer, J. (2010). Effective peer assessment processes: research findings and future directions. *Learning and Instruction, 20*(4), 270-279.

A Day in the Sentient World of 2030

I read this and it was very enlightening. I am not sure that it will happen but some day in the future it will or may.
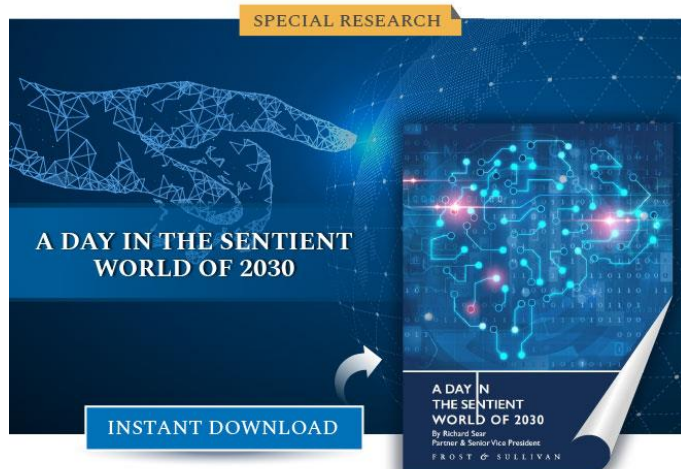
Have you ever wondered what the future might look like in 2030? Have you thought about how new technologies will change the world and how we will work and play within it? Are you curious about how new business models will reshape customer experiences? How data could be used, not only as currency but also as a future consumer empowerment tool?

Richard Sear, Frost & Sullivan Partner & Senior Vice President of Visionary Innovation & Smart Cities, has released a complimentary guide, A Day in the Sentient World of 2030, to shed light on the opportunities created by emerging technologies and their potential impacts on everyday life in the future.

Access Free Intelligence

Through a use-case scenario, discover what a typical day will be like in 2030, and gain insight from these expert analyses and opportunity-focused predictions.

- Waking up in a new world
- Leveraging brain-computing interface devices
- Benefiting from home control centers for health and wellness
- Insights into future supply chains and customer expectations
- The impacts of robotics on everyday living
- How mega companies could leverage data as a currency and security implications

Frost & Sullivan Leadership Council

The above deliverable is the latest addition to Frost & Sullivan's Visionary Innovation research and analysis available through the Frost & Sullivan Leadership Council, which helps organizations identify a continuous flow of growth opportunities to succeed in an unpredictable future.

Anonymous Moderated Grading

The current anonymous and moderated grading features have been updated to provide improved assignment flexibility with fully anonymized, multiple grader anonymity, and moderated options. Additionally, moderated grading has been simplified for a better user experience.
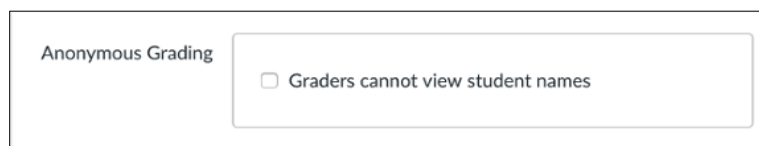
Assignment Setup

Anonymous Grading

In anonymous grading, graders cannot identify students associated with each submission that helps remove grading bias.

When anonymous grading is enabled in a course, content creators can create assignments with the option to hide student names from graders.

Notes:
- This option can be edited and changed at any time by the final grader or an admin. Any edits made to the assignment will be tracked. Auditing tools will be added to help with accountability in a future release.

- Currently, enabling this option **displays SpeedGrader submissions as read-only** and does not allow annotations or comments in DocViewer.
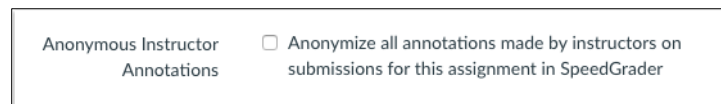
Anonymous Grading | ☐ Graders cannot view student names

Anonymous Instructor Annotations

Content creators can choose to anonymize instructor names in DocViewer-supported assignments. When the Anonymous Instructor Annotations option is enabled for an assignment, all annotations and comments made by instructors in SpeedGrader are anonymized. This option does not apply to annotations previously made to an assignment in SpeedGrader.

Note: Anonymous Instructor Annotations is not associated with the Anonymous Grading feature option and displays in all assignments. This option can be enabled by any content creator.

Anonymous Instructor Annotations | ☐ Anonymize all annotations made by instructors on submissions for this assignment in SpeedGrader

Anonymous Moderated Grading involves up to two feature options: Anonymous Grading and Moderated Grading. These features can be enabled individually or together to provide multiple options in the assignments page.

When one or both feature options are enabled, the assignments page displays several options according to each feature.

Existing Moderated Grading Functionality
Currently moderated grading is included in all assignments by default, but this update allows it to be enabled for the entire account or on a course-by-course basis.

Existing Anonymous Grading Feature Option
Accounts or courses that have set the current Anonymous Grading feature option to On will have the new Anonymous Grading feature option turned on by default. However, accounts or courses that have set the feature option to Allow must reset the Anonymous Grading feature option to Allow; by default it will be turned off.

Moderated Grading

In moderated grading, anyone with assignment creation permissions specify an assignment submission to be reviewed by one or multiple graders, review the grades, and select which grade should be set as the final grade for each student. For each moderated submission, the user set as the moderator is the only user who can specify the final grade for each assignment. Any grader can be specified as the grader who can determine the final grade as long as they have the corresponding permission, but the moderator does not have to personally grade the assignment. Once the assignment is created, only the moderator and admins will be able to change the assigned final grader.

When moderated grading is enabled in a course, content creators can create assignments with moderated options:

- **Grader number**—the number of graders who should grade the submission. This number does not have a limit. However, the page displays a message if there are not enough course users with grading permissions to fulfill the desired number of graders.

- o A moderator does not have to specify which graders can grade submissions. If a course includes a surplus of graders higher than the desired number of graders, any grader can assess an assignment submission until the specified number of grades has been achieved. When an assignment has reached the specified number of graders, remaining graders will not be able to access the assignment.
- o The moderator is never included in the number of available graders since the moderator does not traditionally grade individual submissions but may provide a custom grade.
- **Grader comment visibility**—the option that allows graders to view each other's comments. This option is selected by default.
- **Final grader**—the moderator, or the grader who determines the final grade. The Select Grader menu displays the names of course graders who have been given permission to determine the final grade. This permission is assigned to one or more roles at the account level.
- **Final grader visibility**—the option that allows the final grader to view the names of other graders. This option is selected by default.

Moderated assignments cannot be edited by any grader except the moderator. Any edits made to the assignment will be tracked. Auditing tools will be added to help with accountability in a future release.

## How do I add an assignment that includes anonymous grading?

When creating an assignment, you can choose to set up an assignment with anonymous grading. Selecting the anonymous grading option hides student names from graders when they view assignment submissions in SpeedGrader. If anonymous grading is not enabled as a feature option in your course, you can enable anonymous grading in SpeedGrader on a per-assignment basis at any time.

Currently, **enabling Anonymous Grading displays SpeedGrader submissions in a read-only state** and does not allow annotations or comments in DocViewer. If you want to use DocViewer tools and create anonymous comments in the submission, you can enable Anonymous Instructor Annotations in your assignment instead.

Notes:

- Anonymous grading is currently a course opt-in feature. To enable this feature, learn how to manage feature options in the course features lesson.
- You or an admin can enable or disable the anonymous grading option at any time. Any edits made to the assignment will be tracked, and auditing tools will be added to help with accountability in a future release.
- Anonymous grading can be enabled with moderated grading assignment options.
- Anonymous assignments are automatically muted. Like with all other muted assignments, grades are not displayed to students until the assignment is unmuted.
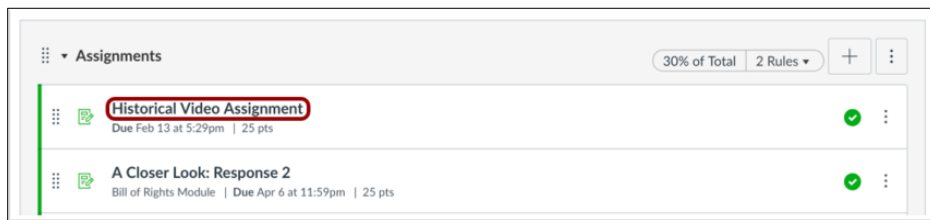
Open Assignments
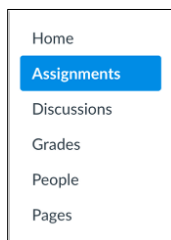
In Course Navigation, click the **Assignments** link.

Add Assignment

To create an assignment with all assignment details at the same time, click the **Add Assignment** button.

Edit Assignment

If you want to edit an existing assignment that has not yet received student submissions, click the name of the assignment.

Add Assignment Details

Add details to the assignment.

Select Anonymous Grading


Click the **Graders cannot view student names** checkbox.

Note: If the moderated grading assignment option is also enabled, anonymous grading includes an additional option for graders to not view each other's names.

Save Assignment

If you want to notify users about any future assignment changes, click the **Notify users that this content has changed** checkbox [1]. Click the **Save** button [2].

Note: If your assignment has not yet been published, the assignment will show the **Save & Publish** button. The Save button will create a draft of your assignment so you can publish it later.
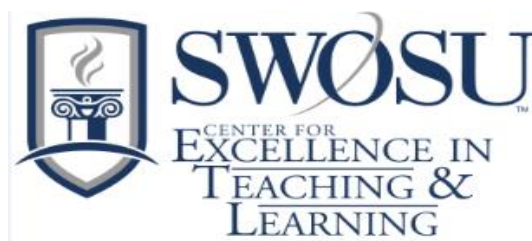
Marci Grant, Director
marci.grant@swosu.edu
HEC 210 3149

Dr. Mapopa Sanga
mapopa.sanga@swosu.edu
HEC 209 7128

Nathan Thiessen
nathan.thiessen@swosu.edu
HEC 210 3077

Michael Brinkley
michael.brinkley@swosu.edu
SAB 101 2105

Ashley Walkup
ashley.walkup@swosu.edu
HEC 210 3149

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