

Correspondent

Center for Excellence in Teaching and Learning

Lisa's Notes

Please welcome Lisa Friesen as CETL's new Director beginning July 1st, 2019. I will be retiring at the end of June. I have enjoyed working with each of you during my 31 years at SWOSU. Marci

Canvas Updates

Upcoming Change

On 3 August 2019, Internet Explorer 11 will no longer be supported as a Canvas browser. Internet Explorer was previously downgraded to a functionally supported browser in March 2018.

Lynda.com changing to LinkedIn Learning

Lynda.com was officially updated to LinkedIn Learning on June 10, 2019. All registered users have been migrated over to the new platform. LinkedIn Learning is an **online** learning platform enabling individuals and organizations to achieve their objectives and aspirations. Our goal is to help people discover and develop the skills they need through a personalized, data-driven learning experience.

Turnitin Plagiarism Framework

We have successfully transitioned the old, Legacy, Turnitin platform to the new Turnitin Plagiarism Framework. You will find that it is easier to use. There are instructions in Faculty Commons under the Turnitin Section for Instructors and one for instructors to use to help students.

Information for students on how to submit papers using Turnitin. is located in Resources for Student Success. The Canvas Turnitin Plagiarism Review integration is an Originality Check option that is available to instructors who utilize Turnitin within Canvas. This integration allows an instructor to add a Plagiarism Review to a Canvas Online Submission Type.

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Contact Ashley Walkout about creating a course header for the homepage of your Canvas Course.

For Example



Web Accessibility Workshops are Available

How do you know if your course webpage is accessible? This two-part series of 30-minute sessions will help to equip you with some tools and techniques to assess some of your course materials for accessibility. We will focus on testing webpages using automated tools and manual techniques.

- **Part 1 July 17 -- 3-3:30 p.m.** - we'll discuss a little bit about what we actually test for. We will also use a couple of free tools that make it much easier to assess some elements of accessibility on the web; however, automatic tools are only going to catch about half of the possible accessibility barriers in a web page.
- **Part 2 July 24 -- 3-3:30 p.m.** - we'll fill in the gap for the other 50% of content NOT caught by automatic tools by going over the manual techniques used to get a more complete picture of a page's accessibility. Finally we will discuss a little bit about how you can use common assistive technologies to add another layer of rigor to our testing.

REGISTRATION REQUIRED - <https://www.surveymonkey.com/r/OCOAccessibility2019>

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](#)

Podcasts available

Go to Teachinginhighered.com/podcast-Category/excellence/ to watch/listen to various podcast on Excellence in Teaching, such as Teaching STEM for Social Import, Experience Inquiry, Changing our Minds About Teaching; Values, Interdisciplinary Knowledge, and Pedagogy, Why Students Resist Learning and many, many more.

2019 Transformative Learning Conference Takeaways

Cindi Albrightson

This year, I was selected as a recipient of a scholarship to attend the Transformative Learning Conference in OKC. I enjoyed my time at the conference and learned a lot about what transformative learning is and how to incorporate it into my classroom. I think the most interesting thing I learned is that I am already doing some of what the conference recommended, I just didn't realize it had a name.

Since adding online teaching to my course load, I have realized one of the hardest parts is getting to know my students. Adding video chats and video updates from the students will help with this issue. Listening to

other instructor share their ideas gave me many others. I also enjoyed hearing from the keynote speaker. The activity "A Chance at Birth" was interesting. Looking around the room during the activity reminded me that we really don't know what type of student is in our classroom, unless we ask. Getting to know our students will allow us to include activities, and assignments that will help them grow. The best learning can come from something other than a textbook. We just have to be willing to work at it and not get caught in the trap of using a "canned course". I look forward to continuing to incorporate many of the ideas I learned during the conference and hope to attend next year.

Insights from CETL's Teaching and Learning Coordinators

Mapopa Musings By Dr. Mapopa Sanga

Forging Learning Communities in Cyberspace

With the advent of electronic communication and virtual reality, it has become difficult to determine exactly what is meant by the word community (Palloff & Pratt, 2010). According to Palloff & Pratt, entry into the virtual community and maintenance of membership in that community entails a very different process and may in fact, be more difficult for some people to achieve. Jones (1995) described what has been termed the electronic personality, that is, the person we become when we are online. According to Palloff & Pratt (2010), for this electronic personality to exist, certain elements must manifest themselves: The ability to carry an internal dialogue in order to formulate responses, the ability to create a mental picture of the partner in the communication process and also the ability to create a sense of presence online through the personalization of communications.

Therefore, the person creates a virtual environment that allows his or her electronic personality to emerge. Palloff and Pratt (2010) observe that people who are introverts are more adept at creating a virtual environment because they can process information internally and are less outgoing socially.

In the final analysis one questions comes up; can community building in cyberspace be complete without the group meeting face-to-face? Palloff and Pratt (2010) contended that in fact, although face-to-face contact at some point in the community-building process can be useful and facilitate community development, that contact is not is not likely to change the group dynamic created online.

References

- Jones, S. (1995) *Cybersociety*. Thousand Oaks, CA: Sage Publications.
 Palloff, R. M., & Pratt, K. (2010). *Building Learning Communities in Cyberspace*. San Francisco, CA: Jossey-Bass.

Ray's Reflections By Steve Ray**Change Theory: The Three Step Model**

Kurt Lewin's Change Theory model is based upon a three-step process that provides a high-level approach to get people to "change". It proposes that individuals and groups are influenced by restraining forces aimed at keeping the status quo and driving or positive forces that push in the direction that causes change to happen. This tension between the driving and restraining forces helps maintain equilibrium (Lewin 1951). This is one reason why most of us are so resistant to change. Management can implement new processes and re-assign tasks, but research shows that change will only occur and be effective if the people involved embrace it and become pro-active in that implementation (Morrison 2014).

Let's explore the three steps:

1. **Unfreeze:** When a structure has been in place for a while, habits and routines settle in. Although the Organization as a whole is going in the right direction, people and/or processes begin to stray off course. Unfreezing means getting people to "unlearn" bad habits and open up to new ways of thinking.
2. **Change:** Once team members have opened their minds, change can start. This can be a long process and will require a transition period. People will have to take on new tasks and responsibilities which entails a learning curve that will initially slow the organization down. After the new processes are rolled out, chaos may ensue, and people will try to revert back to old habits (comfort zone). Negativity will start to creep in. It is critical during this stage that managers and change agents remain positive and remember that these "growing pains" are the price that has to be paid in order to achieve effectiveness.
3. **Freeze:** Change will only reach its full impact if it's made permanent. Once the desired Organizational changes have been made and implemented, every effort must be made to standardize the new processes and paradigms, thus creating new "habits".

Critics of the model say it is outdated for today's fast-paced environment. However, supporters say The Kurt Lewin change theory model is as valid today as it was when it was first developed because people still need to "Learn" to change behavior and the *three steps* method provides people with a structured framework they can work with to foster that change (Morrison 2014).

References

Morrison, M. (2014, July 7). *Kurt Lewin change theory three step model – unfreeze, change, freeze*. Retrieved from <https://rapidbi.com/kurt-lewin-three-step-change-theory>

Insidehighered.com – April 19, 2017**How to Humanize the Online Class Setting**

Kit Kittelstad

Kit Kittelstad says instructors should reply quickly, start a new discussion every week and offer all types of help and guidance.

At least once a semester, some student sends me an e-mail that goes something like this: "Professor K., This was my first online class. I had no idea what to expect! But, you made it totally manageable and I even enjoyed myself!"

This is why I keep sending in those druthers, semester after semester. Sure, it's a fair argument when someone defends the impossibility of forming tight-knit bonds with students in an online class setting. The whole face-to-face factor holds some serious weight when the two are placed on a scale.

However, I also know the perks of an online class. Busy students can maintain packed schedules full of internships, part-time jobs, in-class seminars and everything else that goes into the making of a "full package." Maybe they also write for the student newspaper, joined a mock trial team or are involved in a drama club or dance troupe.

In the hopes of encouraging professors new to teaching online, I'd like to share three simple tips that have allowed me to emerge from each semester feeling as though I created some tight-knit bonds.

1. First, last and always -- respond to student e-mails immediately.

Okay, I know an eye or two just rolled. This is an impossible task, you say. We might be in the middle of a three-hour lecture, or perhaps we're meeting with students all day, advising them on their academic and career paths. Perhaps we're parents and it's 6 o'clock on Friday. Slicing up pizza and preparing the kids for movie night is what's paramount at the moment.

In many ways, responding immediately to students' e-mails is an impossible expectation. But, when you have the choice to hit reply now versus later, choose now. Even if you're on a stroll in the park and you can't completely answer the e-mail, send a quick line indicating you will get back to the student as soon as you return to your desk.

2. Run a new forum within a discussion board each week.

We all use different platforms. My first love was Blackboard, and that tight bond remains. To me, it's user-friendly and easy to navigate. Each week, students must complete various assignments, but they (almost) always end up in the discussion board with one another. They must post their initial write-up, and then reply to at least three of their peers.

Without a doubt, I find myself reading their work on a warm Sunday afternoon and smiling. I read things like, "Me, too! Last semester I interned at Rachael Ray and learned the exact same thing." Students sometimes wonder whether or not they're on the right path. This type of encouragement from their peers who are in the same boat is worth its weight in gold.

3. Offer help in any way possible.

Consistently send weekly reviews, summarizing their work and commenting on the "peaks and pits" of each week. But always sign off with a quiet reminder that you're only a click away. And, when those gentle souls reach out to you for some advice (personal or professional) or a letter of recommendation, carve out the time to do just that (and, again, rather promptly if at all possible).

Sometimes, the switch from an in-class scenario to an online format leaves professors slightly bewildered. How do you fulfill all the usual requirements? How do you keep students motivated and involved in the class? I know that the tips I provided seem obvious, but if you make them the cornerstone of your teaching philosophy, I think everyone in your online course just might sport a smile at the end of the term.

What a wonderful way to wrap up the semester, indeed.

Teaching and Learning Principles**Theory and Research-based Principles of Learning**

The following list presents the basic principles that underlie effective learning. These principles are distilled from research from a variety of disciplines.

1. Students' prior knowledge can help or hinder learning.

Students come into our courses with knowledge, beliefs, and attitudes gained in other courses and through daily life. As students bring this knowledge to bear in our classrooms, it influences how they filter and interpret what they are learning. If students' prior knowledge is robust and accurate *and activated at the appropriate time*, it provides a strong foundation for building new knowledge. However, when knowledge is inert, insufficient for the task, activated inappropriately, or inaccurate, it can interfere with or impede new learning.

2. How students organize knowledge influences how they learn and apply what they know.

Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently. In contrast, when knowledge is connected in inaccurate or random ways, students can fail to retrieve or apply it appropriately.

3. Students' motivation determines, directs, and sustains what they do to learn.

As students enter college and gain greater autonomy over what, when, and how they study and learn, motivation plays a critical role in guiding the direction, intensity, persistence, and quality of the learning behaviors in which they engage. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn.

4. To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned.

Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they learn. As instructors, it is important that we develop conscious awareness of these elements of mastery so as to help our students learn more effectively.

5. Goal-directed practice coupled with targeted feedback enhances the quality of students' learning.

Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria. Practice must be coupled with feedback that explicitly communicates about some aspect(s) of students' performance relative to specific target criteria, provides information to help students progress in meeting those criteria, and is given at a time and frequency that allows it to be useful.

6. Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning.

Students are not only intellectual but also social and emotional beings, and they are still developing the full range of intellectual, social, and emotional skills. While we cannot control the developmental process, we can shape the intellectual, social, emotional, and physical aspects of classroom climate in developmentally appropriate ways. In fact, many studies have shown that the climate we create has implications for our students. A negative climate may impede learning and performance, but a positive climate can energize students' learning.

7. To become self-directed learners, students must learn to monitor and adjust their approaches to learning.

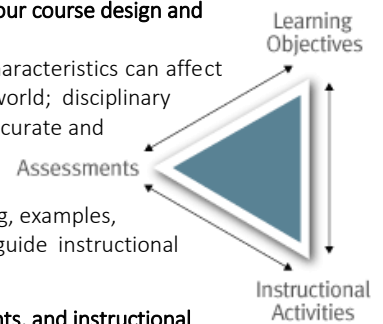
Learners may engage in a variety of metacognitive processes to monitor and control their learning—assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. Unfortunately, students tend not to engage in these processes naturally. When students develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners.

Teaching Principles

Teaching is a complex, multifaceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content, and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

1. Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.

When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. For example, students' cultural and generational backgrounds influence how they see the world; disciplinary backgrounds lead students to approach problems in different ways; and students' prior knowledge (both accurate and inaccurate aspects) shapes new learning. Although we cannot adequately measure all of these characteristics, gathering the most relevant information as early as possible in course planning and continuing to do so during the semester can (a) inform course design (e.g., decisions about objectives, pacing, examples, format), (b) help explain student difficulties (e.g., identification of common misconceptions), and (c) guide instructional adaptations (e.g., recognition of the need for additional practice).



2. Effective teaching involves aligning the three major components of instruction: learning objectives, assessments, and instructional activities.

Taking the time to do this upfront saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when (a) we, as instructors, articulate a clear set of learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course); (b) the instructional activities (e.g., case studies, labs, discussions, readings) support these learning objectives by providing goal-oriented practice; and (c) the assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the objectives, and for instructors to offer targeted feedback that can guide further learning.

3. Effective teaching involves articulating explicit expectations regarding learning objectives and policies.

There is amazing variation in what is expected of students across American classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be considered cheating in another. As a result, students' expectations may not match ours. Thus, being clear about our expectations and communicating them explicitly helps students learn more and perform better. Articulating our learning objectives (i.e., the knowledge and skills that we expect students to demonstrate by the end of a course) gives students a clear target to aim for and enables them to monitor their progress along the way. Similarly, being explicit about course policies (e.g., on class participation, laptop use, and late assignment) in the syllabus and in class allows us to resolve differences early and tends to reduce conflicts and tensions that may arise. Altogether, being explicit leads to a more productive learning environment for all students. [More information on how clear learning objectives supports students' learning.](#) (pdf)

4. Effective teaching involves prioritizing the knowledge and skills we choose to focus on.

Coverage is the enemy: Don't try to do too much in a single course. Too many topics work against student learning, so it is necessary for us to make decisions – sometimes difficult ones – about what we will and will not include in a course. This involves (a) recognizing the parameters of the course (e.g., class size, students' backgrounds and experiences, course position in the curriculum sequence, number of course units), (b) setting our priorities for student learning, and (c) determining a set of objectives that can be reasonably accomplished.

5. Effective teaching involves recognizing and overcoming our expert blind spots.

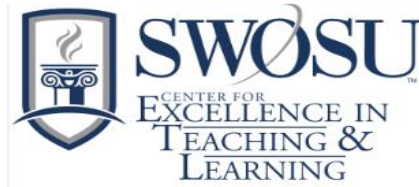
We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously (e.g., make connections, draw on relevant bodies of knowledge, and choose appropriate strategies) and so we often skip or combine critical steps when we teach. Students, on the other hand, don't yet have sufficient background and experience to make these leaps and can become confused, draw incorrect conclusions, or fail to develop important skills. They need instructors to break tasks into component steps, explain connections explicitly, and model processes in detail. Though it is difficult for experts to do this, we need to identify and explicitly communicate to students the knowledge and skills we take for granted, so that students can see expert thinking in action and practice applying it themselves.

6. Effective teaching involves adopting appropriate teaching roles to support our learning goals.

Even though students are ultimately responsible for their own learning, the roles we assume as instructors are critical in guiding students' thinking and behavior. We can take on a variety of roles in our teaching (e.g., synthesizer, moderator, challenger, commentator). These roles should be chosen in service of the learning objectives and in support of the instructional activities. For example, if the objective is for students to be able to analyze arguments from a case or written text, the most productive instructor role might be to frame, guide and moderate a discussion. If the objective is to help students learn to defend their positions or creative choices as they present their work, our role might be to challenge them to explain their decisions and consider alternative perspectives. Such roles may be constant or variable across the semester depending on the learning objectives.

7. Effective teaching involves progressively refining our courses based on reflection and feedback.

Teaching requires adapting. We need to continually reflect on our teaching and be ready to make changes when appropriate (e.g., something is not working, we want to try something new, the student population has changed, or there are emerging issues in our fields). Knowing what and how to change requires us to examine relevant information on our own teaching effectiveness. Much of this information already exists (e.g., student work, previous semesters' course evaluations, dynamics of class participation), or we may need to seek additional feedback with help from the university teaching center (e.g., interpreting early course evaluations, conducting focus groups, designing pre- and posttests). Based on such data, we might modify the learning objectives, content, structure, or format of a course, or otherwise adjust our teaching. Small, purposeful changes driven by feedback and our priorities are most likely to be manageable and effective.



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

