

Correspondent

Center for Excellence in Teaching and Learning

Marci's Messages

Online Learning Consortium Workshops are available

The Center for Excellence in Teaching and Learning has 20 scholarships available for faculty to attend Online Learning Consortium workshops. Go to <https://onlinelearningconsortium.org/learn/workshops/> to see the various workshops that are available. These workshops are not just for online faculty, there are topics that pertain to all areas.

If awarded, upon completion of the workshop, a certificate must be sent to CETL for their records. The cost of the workshops is \$170, so, if awarded and you cannot attend, please contact CETL as soon as possible (prior to the workshop) so that a scholarship may be awarded to another faculty member.

The following are examples of some of the workshops that are offered

- Creating Infographics for Learning,
- Designing with Accessibility in Mind,
- Designing a Flipped Classroom,
- Strategies to Improve Retention,
- Strategies to Increase Faculty Motivation,
- New to Online: Essentials Part 1-Getting Started,
- Exploring Open Educational Resources, Part 1,
- Creating Rubrics,
- Exploring Learning Analytics,
- Strategic Planning for Web Accessibility,
- And many, many more

If you are interested in applying for a scholarship to attend one of the following workshops, please complete the [Registration form](#).

Thriving in Academe – Reflections on Helping Students Learn.

Below are just a few of the guides that the Professional and Organizational Development (POD) Network provides to college and university faculty on how to more effectively teach higher education students.

[Engaging Students through Interactive Lecturing](#)

Find the middle ground between active learning and lecturing

[Wise Instructional Choices in an Evidence-driven Era](#)

How do you choose the best strategy for your college classroom

[Small Teaching: Lessons for Faculty from the Science of Learning](#)

Small changes to your teaching, implemented tomorrow morning, can improve student learning in your courses.

[Turning Your Classroom Inside Out](#)

Let the Internet deliver your lecture, you can spend more time in the classroom really teaching your students

[Teaching Creative Thinking](#)

Have you figured out how to teach your students the most important skill for the 21st century? Here is a new teacher-learner paradigm that goes beyond active learning

[Seven Ways of Learning](#)

Teaching experts offer specific strategies to accomplish the seven ways of learning among students, including behavioral learning, cognitive learning, and more.

For more exciting information go [to Higher Education Best Practices – Teaching and Learning](#)

Introduce Study Skills to your Students

[Lynda.com](#) has a video course that teaching students how to learn the fundamentals of Study Skills. It is an entire video course with four sections that breaks down the different strategies on how to study successfully. Part one focuses on Reading, part two covers note taking, the third section covers various techniques for improving your memory and the fourth part covers testing.

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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 **Dr. Rickey Cothran, Department of Biological Sciences** as CETL's March 2019 spotlighted faculty.



Dr. Rickey Cothran spent much of his time growing up exploring the patch of blackjack forest near his rural home east of Oklahoma City. During the summer, his grandparents would take him to the family farm near Aline, OK where the opportunities to explore nature seemed limitless.

These experiences, along with many hunting and fishing trips with his father, instilled in him a deep appreciation of nature. He attended Rose State College before enrolling at the University of Oklahoma where he completed his Ph.D. in Zoology. His initial plan was to study veterinary science, but an experiential learning opportunity during sophomore year changed his course and established the first building blocks for a career in science.

His first research experience was under the direction of Dr. Gary Wellborn at the University of Oklahoma who would become his graduate mentor. Dr. Cothran was hooked on the discovery that comes with doing research science. The concepts covered in lectures crystalized in the action of science and the fact that he was involved in answering novel questions and contributing to the growing body of knowledge about the natural world drove him to seek more opportunities. Dr. Rickey Cothran had no idea that you could make a living as a professor teaching and doing research. His new path was set and he pursued it with unbridled enthusiasm. He completed his graduate studies at the University of Oklahoma studying the behavioral ecology of freshwater invertebrates. His path then led to the University of Pittsburgh's Pymatuning Laboratory of Ecology where he studied how chemical contaminants affect the biology of amphibians and the aquatic systems they call home. All along, he was looking forward to providing his own students the same formative experiences afforded to him during his



education. He received that opportunity when he was hired to be a part of the Department of Biological Sciences at SWOSU in 2014.

Dr. Cothran uses a variety of active learning techniques in his classes. During lectures, he engages students with questions that are designed to keep their attention and build confidence. He finds this method of lecturing increases the likelihood that students will actively participate in discussions of material. He also challenges students from a variety of angles. In doing so, he hopes to contribute to the intellectual development of individuals who are able to quickly learn material in a variety of contexts. In addition to short lectures, he uses think-pair-share, role-playing activities, and other active learning exercises to help drive home difficult concepts covered in his courses. However, the focus of Dr.

Cothran's courses is always the science and he provides his students the opportunity to do as much science as possible in the classroom. Developing hypotheses and experimental designs to test them are easily accommodated in a lecture setting; with technology, students can even gather the data necessary to test hypotheses and draw conclusions from their results. In lab-based courses, students develop research projects and are asked to share their discoveries through writing scientific papers and presenting posters at meetings. The idea is to give students a sense of how fun doing science is, which will make difficult concepts more relevant and easier to retain while also developing professional skills that will serve students well in their careers. Dr. Cothran sees no line between teaching and research and thinks that the best teaching is done by allowing students to become active participants (i.e. to do research) in the subject they are exploring. Not surprisingly, Dr. Cothran has been very successful with involving students in primary research projects.

5Cs & R Luncheon Series

On February 20 and 21, the Center for Excellence in Teaching and Learning continued the **5Cs & R Luncheon Series** in conjunction with the SWOSU Instructional Excellence Academy. The series features presentations from two SWOSU faculty related to one of six teaching components that can improve student learning in the classroom: Creativity, Critical Thinking, Collaboration, Community, Communication and Relevance.

The topic for February was **CRITICAL THINKING** with Dr. Jon Henrikson from the Department of Chemistry and Physics and Dr. Stephen Burgess from the Department of Psychology presenting. Both provided short presentations on how they incorporate **CRITICAL THINKING** in their courses. After the presentations, those in attendance worked in small discussion groups to record various ways they can incorporate **CRITICAL THINKING** into each of their classes. It was great seeing and hearing the 47 faculty in attendance discussing how they could include **CRITICAL THINKING** in their classes and more importantly, glean ideas from others on how to update current assignments to incorporate **CRITICAL THINKING**.

The next topic in the 5Cs & R Luncheon Series will be **COLLABORATION** and is scheduled for Tuesday, March 26th and Wednesday, March 27th from 12:00 to 12:50 p.m. in HEC 217. Dr. Tami Moser from the Department of Pharmaceutical Sciences and Nathan Brooks and Brett Chase from the Department of Computer Science and Engineering Technology will be the focus presenters on **COLLABORATION**. The event is required for faculty who have been selected for the first SWIEA class. However, ALL University faculty are invited to attend the Luncheon Series on either day. A sack lunch will be provided. *Those who plan to attend need to email Marci Grant at marci.grant@swosu.edu by noon, Monday, March 25th to reserve a spot and lunch.*

Workshops Available for March

CETL Workshops with Nathan

DropBox Training

Nathan is taking DropBox training to the departments. Please call (3077) or email (nathan.thiessen@swosu.edu) and schedule a day and time for Nathan to come and do DropBox training and especially how to link dropbox documents/videos/recordings to Canvas.

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 user. Please call (3077) or email (nathan.thiessen@swosu.edu) and schedule a day and time for training.

Advanced Zoom Training

Contact Nathan for one-on-one Advanced Zoom training. The training introduces faculty to advanced Zoom features. It is structured for the experienced Zoom user. Please call (3077) or email (nathan.thiessen@swosu.edu) and schedule a day and time for training.

CETL Workshops with Mapopa

Creating a Home page in Canvas 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 or course introduction for students in a traditional course.

- Tuesday, March 5, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>
- Tuesday, March 12, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>
- Tuesday, March 26, 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.

- Wednesday, March 6, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>
- Wednesday, March 13, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>
- Wednesday, March 27, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop 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.

- Thursday, March 7, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>
- Thursday, March 14, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>
- Thursday, March 28, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>



CETL Workshops with Steve

Clearing the cache and updating FireFox and Chrome Browsers

In this short 15-minute workshop, you will learn how to clear the cache and update your FF and Chrome Browsers.

- Monday, March 11, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>
- Monday, March 25, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Using the Canvas Help Guide Videos

In this workshop, I will show you how to locate and use the help videos in Canvas.

- Thursday March 7, 2019 11 a.m. to 11:30 a.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>
- Thursday March 14, 2019 11 a.m. to 11:30 a.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>
- Thursday March 28, 2019 11 a.m. to 11:30 a.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

How to use the Accessibility Checker in Canvas.

This workshop will help familiarize you with the Accessibility Checker in Canvas.

- Friday March 15, 2019 11 a.m. to 11:30 a.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>
- Friday March 29, 2019 11 a.m. to 11:30 a.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>



Colleague Advisor Training

Despite the weather, Colleague Advisor Training was presented to all full-time faculty during the weeks of February 18th and 22nd. This hands-on training was provided so faculty would be ready to assist advisees when they register for the Fall 2019 semester. Guidelines are available in **Colleague Resources** in Canvas. If additional assistance is required: please use these four points of contact 1) Colleague Resources (Canvas), 2) Department Chair, 2) Associate Provost, or 3) the Registrar's Office. For any login issues contact ITS.

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.

Thursday, March 7, 2019 12:00 p.m. CT
[Sign up Now](#)

Available Videos

[Respondus Monitor Overview](#)
[Preparing Your Exam for Respondus Monitor](#)
[Student Overview](#)
[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](#).

[The Digital, Applied Imperative and How to Approach It.](#)

Join Professor Holly Nibert from The Ohio State University to understand digital as imperative, along with a focus on language learning to illustrate how these dual objectives can be met

March 21, 2019, 12:00 noon – 1:30 CT - Live Online

[Digital Integrated Performance Assessments](#)

Join Professor Danielle Richardson from Davidson County Community College for a real-world look at how she implemented Digital Integrated Performance Assessments (IPAs) in her classroom, and recommendations for how you can in yours.

March 21, 2019, 11:00 a.m. – 11:30 a.m. CT - Live Online

[Bringing Calculus to Life with Real Applications](#)

Join Dr. Lyle Cochran from Whitworth University, as he brings calculus to life with real-world applications.

March 19, 2019, 3:00 p.m. – 3:40 p.m. CT - Live Online

[Face Time Matters: The Importance of Peer Feedback on Teamwork Effectiveness](#)

Join Professor Eric Lamm from San Francisco State University for a discussion on the importance of peer feedback on teamwork effectiveness.

March 19, 2019, 12:00 p.m. – 12:30 p.m. CT - Live Online

[Irreplaceable: How Digital Learning Makes Us Even More Valuable in the Classroom](#)

Join Professor Bill Pratt from Piedmont Virginia Community College to explore how digital learning can make educators more valuable in the classroom.

March 18, 2019, 12:00 p.m. – 12:30 p.m. CT - Live Online

[6 Ways to Use Polling Questions to Engage Students in Your Accounting Classroom](#)

Join Wendy Tietz from Kent State University to learn six ways to use a polling system in your course to engage and energize your students.

March 20, 2018, 10:00 a.m. – 10:30 a.m. CT - Live Online



Course Development Workshop (OCD) with Mapopa

OCD is a fully online workshop, which gives faculty first-hand experience of teaching a fully online course. It makes faculty understand an online course as an environment whose basic rules are different from those of a physical classroom. The workshop introduces you to key concepts, including online course design, digital content planning and construction, communication management, and troubleshooting. Faculty will learn to plan, design, build, react, communicate, troubleshoot and connect in an entirely online environment. Most importantly,

OCD gives faculty a hands-on opportunity to create and implement various aspects of their online course in the context of the Canvas interface. Faculty will receive a certificate from CETL upon completion of the OCD Workshop. Register by calling Ashley at extension 3149 or emailing ashley.walkup@swosu.edu.

Insights from CETL's Teaching and Learning Coordinators

Mapopa Musings By Dr. Mapopa Sanga

Saundra McGuire's ideas on Teaching and Learning: Teaching Unprepared Students

First, McGuire (2015) observed that many faculty in the United States believe that lack of academic preparation is the primary reason that students are not so successful. However, according to McGuire (2015), unprepared students can easily gain lost ground. McGuire (2015) proposes six strategies that can help unprepared students as discussed by Gabriel (2008). One of the strategies is establishing high expectations and clearly defining student success. The strategy emphasizes being exceedingly clear about one's course structure and the specific behaviors that one expects from students. For example, the syllabus might include specific readings assignments from books or textbooks, weekly homework assignments that are pitched at an appropriate level and frequent quizzes or tests. It is important to indicate what percentage of the student's grades will be determined by each

assessment or assignment.

According to McGuire (2015), if students know exactly how to approach each assignment and what kind of preparation they should undertake for each test, they will be more likely to succeed. For example, in some courses such as anatomy, students must spend a lot of time memorizing information, whereas other courses, like medical ethics, primarily, emphasize high -level application of concepts. Unprepared students are less likely to know what they need to do to be successful in each of their classes, particularly because those requirements are likely to be different.

References

Gabriel, K.F. (2008). *Teaching unprepared students*. Sterling, VA: Stylus.
 McGuire, S.Y. (2015). *Teach students how to learn*. Sterling, VA: Stylus Publishing, LLC.

Rays Reflections By Steve Ray**The Power of Positive Thinking**

"Most folks are about as happy as they make up their minds to be." - Abraham Lincoln

This is one of my favorite quotes because it still applies today and numerous studies have proven the benefits and power of positive thinking.

In the 2005 issue of the Psychological Bulletin, Dr. Lyubomirsky, head researcher at U.C. Riverside examined studies from over 275,000 people and found out that the happiest people reported they owed their success, in part, to their optimism and

positive outlook. He went on to say. "When people feel happy, they tend to feel confident, optimistic and energetic and others find them likeable and sociable. Happy people are thus able to benefit from these perceptions".

Could it be possible that it is actually *Happiness* that makes you *Successful* instead of *Success* making you *Happy*? If you take a minute and think about it, it does make a lot of sense. So, here is the challenge; the next time a big change comes your way at work or home that takes you completely out of your comfort zone, try looking at it differently. Keep a positive attitude and just smile; it could make a huge difference in how successful you are in handling that change.

FacultyFocus.com – February 6, 2019**Class Discussion: From Blank Stares to True Engagement**

Thirty years of research in the scholarship of teaching and learning in higher education have demonstrated that when students are engaged in the classroom, they learn more (Pascarella and Terezini 1991, 2005). Classroom discussion is likely the most commonly used strategy for actively engaging students. Whether it is a seminar course centered on discussion or a lecture punctuated by moments of interaction with students, discussion is likely second only to lecture as the most frequently used pedagogical strategy.

Yet the idea of attempting to engage students in discussion is also rather frightening. There's always the possibility that our invitation for students to engage with the material and their classmates will be met with silence.

Sociologists have long contended that our behavior is guided by norms—largely taken-for-granted assumptions about appropriate behavior when we are in the presence of other people. The college classroom is no exception. You have likely noticed whichever seat a student sits in on the first day of class is where the student will sit for the entire semester. It is a normative expectation that students have about the classroom.

Professors believe that one classroom norm is that students are expected to pay attention. But sociologists David Karp and William Yoels (1976) pointed out that in most college classrooms students are not required to pay attention. The real norm is paying civil attention—or creating the appearance of paying attention. Students do this in a variety of ways. They write in their notebooks, nod their heads, make fleeting eye contact (fleeting because prolonged eye contact invites interaction), and chuckle when the professor attempts to be funny. While students may not be paying attention, they create the appearance of doing so.

Why can students get away with only paying civil attention? The answer is that we as faculty let them. Unlike high school teachers, the majority of college professors are reluctant to call on a student who is not somehow signaling his or her willingness to contribute. You likely had high school teachers who sought to coerce students into completing reading assignments by calling on them randomly, publicly embarrassing the unprepared and frightening them into completing future reading assignments.

Yet in college, our students are adults. They are not required by law to attend class. They are in class because they want to be. They attend in order to fulfill a longer-term goal: completing a degree and having a comfortable, secure lifestyle. Because our students are adults, we wish to treat them as such. We believe they should be self-motivated to complete assignments and prepare for class. Therefore, we don't embarrass students into preparing for and participating in discussion.

The result is that students can safely slide by, paying only civil attention in most college classrooms. Of course, there are some exceptions—math courses where students all take turns working problems on the board and foreign language courses where students may take turns conjugating verbs aloud. But in most disciplines, most professors don't directly question students in order to stimulate discussion.

We also defend this practice out of concern for our introverted, shy students. We don't want to subject them to situations that would make them very uncomfortable, which is not an entirely unreasonable concern.

Yet if engaging students through discussion is a key strategy for facilitating student learning, how do we get students to move beyond civil attention to true engagement in the classroom? There are numerous strategies to do so. Perhaps the most effective is allowing students, especially introverted students, the opportunity to formulate their thoughts prior to being called on to verbally participate. The think-pair-share classroom assessment technique is one example: Ask students to take one minute and write in response to a question. Then ask students to share their thoughts with a classmate. Finally, have pairs of students share with the class as a whole.

Another strategy is to provide discussion questions to accompany the reading assignment, which then are used as the basis for class discussion. The questions both guide students' reading of the material, helping them identify key concepts and issues, and allow them to formulate their thoughts prior to being expected to articulate them in class.

Faculty can also structure their courses in a manner that requires students to come to class having read the assignment and prepared a response. One way this can be accomplished is through short response papers wherein students write a paragraph to a page, reacting to a question or an issue raised in the reading assignment or through online just-in-time quizzes (see Novak, Patterson, Gavrín & Christian, 1999).

In these ways, faculty can create new classroom norms, replacing the norm of civil attention with the expectation that all students come prepared to participate in classroom discussion. This shift increases the likelihood that students will learn more and that faculty won't encounter awkward silence when initiating a discussion.

References:

- Karp, D. A. and Yoels, W. C. "The College Classroom: Some Observations on the Meaning of Student Participation." *Sociology and Social Research*, 1976, 60(4), 421-439.
- Novak, G.M., Patterson, E.T., Gavrín, A.D. & Christian, W. *Just-in-Time Teaching: Blending Active Learning with Web Technology*. Upper Saddle River, NJ: Prentice-Hall, 1999.
- Pascarella, E. T., and Terezini, P. T. *How College Affects Students: Findings and insights from Twenty Years of Research*. San Francisco: Jossey-Bass, 1991.
- Pascarella, E. T., and Terezini, P. T. *How College Affects Students: A Third Decade of Research*. San Francisco: Jossey-Bass, 2005.
- Jay R. Howard is the dean of the College of Liberal Arts and Sciences at Butler University. His most recent book is titled *Discussion in the College Classroom: Getting Your Students Engaged and Participating in Person and Online* (Jossey-Bass, 2015).



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

