

Correspondent

Center for Excellence in Teaching and Learning

Lisa's Notes

I cannot believe that October is already here! With enrollment starting, we also understand that instructors are wanting to work on setting up their spring 2020 courses. Our projected timeline for opening the spring courses in Canvas is November, prior to Thanksgiving break.

Canvas Updates – Update to Quizzes function in Development

Canvas is working on a redesign of the current Quizzes function. As this change is in the development process, we do not see it happening soon, but be looking for announcements in the upcoming months explaining the change, offering a timeline for deployment, and providing help/technical support.

Upswing Updates – Campus Visit October 3

Lydon Audagnotti, the Higher Ed. Retention Officer for Upswing will be visiting our campus on October 3, 2019. Steve Ray, CETL Teaching and Learning Coordinator, is planning meetings so that faculty can meet Lydon and discover what Upswing has to offer. Be looking for emails with news about these meetings.

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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. Krista Brooks, Pharmacy.



This year marks the beginning of Dr. Krista Brooks' 9th year of teaching and service at the SWOSU College of Pharmacy. A life-long western Oklahoma resident, Dr. Brooks grew up in Hollis and started college as a freshman at SWOSU, where she earned her B.S. in Health Sciences. After graduating, Dr. Brooks taught high school science courses at both Amber Pocasset High School and Okarche High School before returning to SWOSU to earn her Doctor of Pharmacy degree. Prior to continuing her

education through a pharmacy residency program, Dr. Brooks held the position of pharmacist in charge at Swann's Pharmacy in Watonga, OK. In 2011 she completed a pharmacy residency at the Oklahoma City Veterans Affairs Medical Center, where her major area of focus was in the anti-coagulation clinic and patient education. Dr. Brooks joined the College of Pharmacy in 2011 as an assistant professor, and successfully obtained her tenure and promotion to associate professor in 2015. Dr. Brooks coordinates and teaches the Drug Information, Pharmacotherapy I, and Pharmaceutical Care Lab IV courses, and assists with the Introduction to Pharmacy course.

Her interest in teaching began early, as Dr. Brooks grew up watching her mother, also a SWOSU graduate, who taught math at Hollis High School. Throughout the years, she noted how former students would always mention how much they appreciated her mother for helping them build a strong foundation in math. Dr. Krista Brooks admired her mother's hard work and dedication to student learning. It was these observations that truly inspired her desire to work with students. Dr. Brooks also has a strong interest in helping others through health care; having the opportunity to combine both

passions through teaching pharmacy has been very rewarding.

Dr. Brooks continuously strives to provide various types of active learning in her classroom. An activity that she is using for the first time this semester is a QR code scavenger hunt. With limited introduction to each drug information database, students are encouraged to work together to explore the databases which enhances their search skills and knowledge so they can efficiently and effectively find important clinical information. In another class, utilizing discussion boards in Canvas is a tool that Dr. Brooks uses to engage students. Students post their food choices and activities daily for one week to simulate some of the lifestyle issues that patients with diabetes face. One team-based activity that she regularly incorporates into her lectures is allowing students to work in small groups and apply concepts discussed in class to clinical cases. This type of peer interaction allows students to talk through and analyze various solutions. Other peer learning opportunities include providing feedback to each other during patient counseling and student-led discussions after patient case presentations. All of these activities highlight Dr. Brooks' firm belief that peer interaction is essential to student learning. She believes that there are times that students may not retain information presented through lecture alone, but when they are able to take that information, use critical thinking to apply and reinforce it through discussion, knowledge is enhanced and secured.

Dr. Brooks is married to Nathan Brooks (SWOSU Engineering Technology), and they have two daughters, Karly and Kate, who attend Weatherford public schools. Activities that she enjoys include traveling, reading, and spending time with family and friends.

Workshops Available for October

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 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.

President's Conference Room System Training

Contact Nathan for one-on-one training on how to use the new system in the President's Conference Room. Please call (3077) or email (nathan.thiessen@swosu.edu) and schedule a day and time for training.

CETL Workshops with Mapopa

Using the Roll Call/Attendance Tool

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

Tuesday, October 1st, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

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

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

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

Using Canvas Studio

This workshop introduces faculty to Canvas Studio. Formerly called Arc, Canvas Studio allows you to manage all your media at any time. Accessible from your left navigation bar, Canvas studio enables you to upload video and audio files into one place in Canvas. You can view, share, and comment on any uploaded video or audio file.

Wednesday, October 2nd, 2019 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Using Canvas Studio (Continued)

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

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

Wednesday, October 30th, 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, October 3rd, 2019 1:50 p.m. to 2:30 p.m.
Join this workshops via ZOOM: <https://zoom.us/j/960339908>

Thursday, October 10th, 2019 1:50 p.m. to 2:30 p.m.
Join this workshops via ZOOM: <https://zoom.us/j/960339908>

Thursday October 31st 2019 1:50 p.m. to 2:30 p.m.
Join this workshops via ZOOM: <https://zoom.us/j/960339908>

Register with Ashley X3149 OR: ashley.walkup@swosu.edu

CETL Workshops with Steve

Upswing Tutoring and Reporting

In this workshop, we will explore some of the basic features of Upswing.

Tuesday, Oct. 1, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Thursday, Oct. 3, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Thursday, Oct. 10, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Exploring the Canvas Community

This workshop introduces you to the Canvas Community.

Tuesday, Oct. 8, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Tuesday, Oct. 15, 2019 11:00 a.m. to 11:30 a.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Thursday, Oct. 24, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Introduction to Canva.com

In this workshop you will be introduced to the basic features of Canva.com. Canva.com is a user-friendly graphic design website that provides users with over a million photographs, graphics, and fonts that can be used to enhance presentations and websites

Tuesday, Oct. 22, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Tuesday, Oct. 29, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Thursday, Oct. 31, 2019 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Register with Ashley X3149 OR: ashley.walkup@swosu.edu

Workshops are Available from the Online Learning Consortium

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

Respondus 4.0 Test Making Videos (transfer publisher test banks to Canvas)[Creating and Formatting Questions with Respondus](#)[Importing Questions with Respondus](#)[Using Publisher Test Banks with Respondus](#)

Insights from CETL's Teaching and Learning Coordinators

Mapopa Musings By Dr. Mapopa Sanga

On the Difference Between Cooperative and Collaborative Learning

While to most educators collaborative and cooperative learning have similar meanings, there is considerable debate and discussion as to whether they indeed mean the same thing Barkley (Major & Cross, 2014). According to Barkley, Major and Cross (2014), the terms have been used interdependently to mean students working interdependently on a common learning task. But as Cuseo (1992) contended, to others, cooperative learning is simply a subcategory of collaborative learning. Yet others hold that the best approach would be to view collaborative learning as positioned on a cline or continuum from structured (cooperative) to least structured (collaborative) (Millis & Cottell, 1998).

Other scholars, however, insist on a sharp distinction between the two. For example, Brufee (1995) contended that "describing cooperative and collaborative learning as complementary understates some important differences between the two. Some of what collaborative learning pedagogy recommends that teachers do tends in fact to undercut some of what cooperative learning might hope to accomplish, and vice versa" (p. 16). According to Barkley, Major and Cross (2014), the essence of Brufee's position is that whereas the goal of cooperative learning is to work together in harmony and mutual support to find the solution, the goal of collaborative learning is to develop autonomous, articulate, thinking people, even if at times such a goal encourages dissent and competition that seems to undercut the ideals of cooperative learning.

References:

Barkley, E. F., Major, C.H., & Cross, K.P. (2014). *Collaborative learning techniques: A handbook for college faculty*. Danvers, MA, USA: Jossey-Bass.

Brufee, K.A. (1995). Sharing our toys: Cooperative learning versus collaborative learning. *Change*, 27(1), 12-18.

Cuseo, J.B. (1992). Cooperative learning: A pedagogy for diversity. *Cooperative learning and College Teaching*, 3(1), 2-6.

Millis, B. J. & Cottell, P.G., (1998). *Cooperative learning for higher education faculty*. American Council on Education. Phoenix, AZ: Oryx.

Ray's Reflections By Steve Ray

Active Instruction: Perception vs Reality

One of our Colleagues from the Social Sciences dept. and current CETL Excellence Academy Class I participant forwarded me a fascinating article concerning the latest research on Active Instruction. I thought I would share it in this Month's reflection.

College students think they learn less with Active Instruction when, in fact, studies show they don't even realize they actually learn more!

Active learning (also called active instruction) consistently produces the best results. This involves pushing students to work through problems and reason things out as an inherent part of the learning process. Even though the science on that is clear, most college professors have remained committed to approaching class time as a lecture. In fact, a large number of instructors who try active learning end up going back to the standard lecture, and one of the reasons they cite is that the students prefer it that way. This sounds a bit like excuse making, so a group of instructors decided to test this belief using physics students. And it turns out professors weren't making an excuse. Even as understanding improved with active learning, the students felt they got more out of a traditional lecture.

Testing education

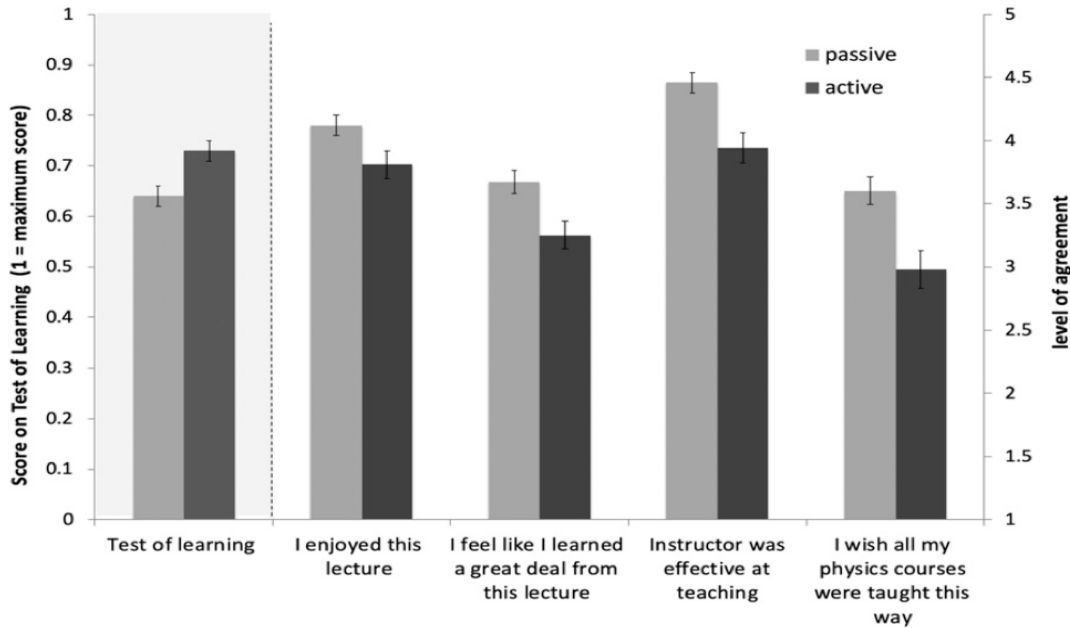
One of the challenges of tracking this sort of thing is that every class will have a different range of talents, and some instructors will simply have been better at teaching. Figuring out how to control for this variability is essential if you want to understand the impact of teaching methods. Fortunately, the Harvard team came up with a clever way of doing so.

They essentially split a physics class in two. One half would get a standard lecture. The person teaching the other half would use the same slides and class materials but lead these students through an active learning process during the class. Then, two weeks later, the two groups of students would swap places; the first would now have an active learning class on a different physics topic, and the second would receive a standard lecture. That way, the same students experience both regular lectures and active learning, and the instructors would bring any talents they had to both approaches.

Ray's Reflections By Steve Ray (Continued)

After each class, the students were surveyed about the experience, and they took a short quiz to determine how well they understood the subject of the class. The whole thing was done for both the spring and fall semesters of a class to provide a larger sample size.

As expected from past studies, the students in the active learning classes consistently outperformed their peers (and themselves), scoring a half a standard deviation higher on the quizzes.



While students learned more with active instruction (test of learning column), every measure of satisfaction was lower.

But based on the surveys, the students would have been surprised to find out that's the case. The students found the active learning classroom to lack a bit of coherence, and it suffered from the frequent interruptions, which made the experience frustrating and confusing. When asked how much they felt they learned, students in the active learning classroom consistently rated themselves as having learned less—the exact opposite of what the quizzes indicate. The students also indicated that they would prefer that all their future classes be standard lectures.

Explanations abound

So why is an extremely effective way of teaching so unpopular? The researchers come up with a number of potential explanations. One is simply that active learning is hard. "Students in the actively taught groups had to struggle with their peers through difficult physics problems that they initially did not know how to solve," the authors acknowledge. That's a big contrast with the standard lecture which, being the standard, is familiar to the students. A talented instructor can also make their lecture material feel like it's a straight-forward, coherent packet of information. This can lead students to over-rate their familiarity with the topic.

The other issue the authors suggest may be going on here is conceptually similar to the Dunning-Kruger effect, where people who don't understand a topic are unable to accurately evaluate how much they knew. Consistent with this, the researchers identified the students with the strongest backgrounds in physics, finding that they tended to be more accurate in assessing what they got out of each class.

Whatever the cause, it's not ideal to have students dislike the most effective method of teaching them. So, the authors suggest that professors who are considering adopting active learning take the time to prepare a little lecture on it. The researchers prepared one that described the active learning process and provided some evidence of its effectiveness. The introduction acknowledged the evidence described above—namely, that the students might not feel like they were getting as much out of the class.

In part thanks to this short addition to the class, by the end of the semester, 65% of the students reported feeling positive toward active learning. That's still not exactly overwhelming enthusiasm, but it might be enough to keep instructors from giving up on an extremely effective teaching technique.

References:

Timmer, John(2019,Sept, 4) "College Students think they learn less..." Retrieved from <https://arstechnica.com>.

PNAS, 2019. DOI: 10.1073/pnas.1821936116 (About DOIs).

Fostering Student Connections Online By Lisa Friesen

Talk to instructors of online courses and the topic of fostering student connections will usually arise. While online learning is excellent, it can mean that students do not get to know each other or their instructor, which can result in a reluctance to reach out for help. One instructor managed to change this reality by encouraging student connections via office hours.

In the June 20, 2019 issue of the Chronicle for Higher Education, columnist Beckie Supiano describes how the University of California at Irvine instructor, Rachel Lehman, redesigned office hours in her remedial math online course into an active learning session. In fall 2018, Dr. Lehman found from talking with students in her online class, that many expressed a desire to get to know their classmates. As Dr. Lehman explains, "... students can be a tremendous resource to one another since they all have different pieces of the material mastered." With this in mind, Dr. Lehman created "ALOHA" the acronym for Active Learning Office Hours and Assignments.

While Aloha is held both in-person and online, Lehman focuses on encouraging students to join virtually. Why? To help these students join small groups, in the hopes that this will foster students connecting in a manner that can be replicated virtually, at a time that works for their schedule. Dr. Lehman is assisted by teaching assistants during the sessions, which focus on topics that students appear to be struggling with, even if they do not realize their struggle.

To encourage students to participate, Dr. Lehman offered to drop their lowest quiz score, if students attend ten ALOHA sessions. By attending multiple sessions, Dr. Lehman was helping to encourage students to feel comfortable with each other, and in turn, have a familiar name and face to turn to with questions outside of class.

The results of ALOHA were so successful that Dr. Lehman has set attendance as a requirement in the current and upcoming semesters. Many students reported becoming friends outside of class, which is a great outcome.

Have any examples of fostering student connections you would like to share with fellow faculty? Please email Lisa Friesen at lisa.friesen@swosu.edu. With your permission, CETL would like to share your story to help foster student success.

References:

Supiano, B (2019). How One Professor Helps Online Students Forge Connections. *Chronicle of Higher Education*, 65. Retrieved from <https://www.chronicle.com/article/How-One-Professor-Helps-Online/246522>.



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