

Correspondent

Center for Excellence in Teaching and Learning

SWOSU Center for Excellence in Teaching and Learning Newsletter

September 2019

Lisa's Notes

CETL had a great start to the fall semester! We again appreciate everyone's patience during this busy, busy, time. Please contact CETL at 3149, with any questions about Canvas, requests to reserve classroom space on the 2nd floor of HEC, etc...

Canvas Updates – Cross-listing Courses

Due to the implementation of the Colleague system, courses are now created in Colleague and “pushed” to Canvas as separate sections. This is opposite of how courses were “pushed” from the PX system to Canvas. CETL provided cross-listing services for many teachers in August, and will continue to do so in future semesters. We urge instructors to turn in cross-listing requests as soon as possible, after enrollment begins for the spring 2020 semester.

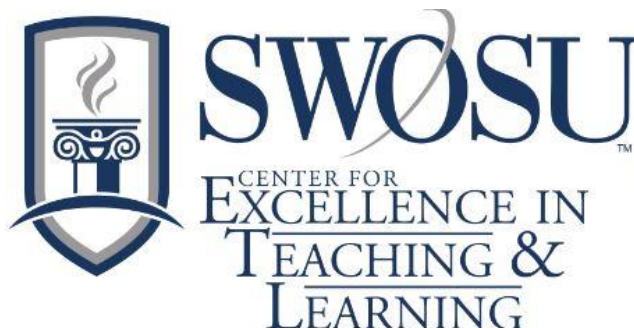
Canvas Updates – Course/Section Revision Requests

With the implementation of the Colleague system, requests for CETL to add faculty or students to a section now includes research to determine if the course and/or section has been created in Colleague. Especially important is that the instructor is entered into the Colleague system as the instructor of record. Departments should complete a Course Modification Form and send to Carolyn Barron when there are faculty/course/section additions/deletions/changes, so that the information can be entered into Colleague. For requests to add students to a section, research will be completed, often assisted by ITS, to determine the best course of action.

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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 Ms. Kimberly D. Zachary, Computer Science & Engineering Technology.

Ms. Kimberly D. Zachary is an instructor in the Computer Science Department at SWOSU Sayre Campus. Born and raised in Southwest Oklahoma, Ms. Zachary Completed a B.S. in Computer Science from Cameron University. She later earned a M.S. in Computer Science from Southeastern Oklahoma State University.

Prior to joining SWOSU, Ms. Zachary worked in the IT Department at Western Oklahoma State College (WOSC). Ms. Zachary held many positions at WOSC which included, Director of Instructional Support, and Director of Institutional Recourse. After completing her Master's Degree she taught Computer Science for four years.

Ms. Zachary joined SWOSU on the Sayre Campus in 2015. She

teaches in the Associate Degree Program in Computer Science. Ms. Zachary has taken this program and developed it in its entirety to be taught online.



MS. Zachary has incorporated the online experience in her program using various labs. These labs allow students to apply their knowledge and gain hands on experience. This gives the students a better understanding of what employers and looking for.

Ms. Zachary is very active in her community. She has been invited by local high schools, churches, and clubs to present ways to incorporate computer science in the community.

In her free time, she enjoys working out, sports and spending time with her family.

Workshops Available for August

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

Intro to Canvas: For Beginners

This one-hour workshop basically 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, September 3rd, 2019 1:50 p.m. to 2:30 p.m.

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

Tuesday, September 10th, 2019 1:50 p.m. to 2:30 p.m.

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

Tuesday, September 17th, 2019 1:50 p.m. to 2:30 p.m.

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

Tuesday, September 24th, 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, September 4th, 2019 1:50 p.m. to 2:30 p.m.

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

Wednesday, September 11th, 2019 1:50 p.m. to 2:30 p.m.

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

Wednesday, September 18th, 2019 1:50 p.m. to 2:30 p.m.

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

Wednesday, September 25th, 2019 1:50 p.m. to 2:30 p.m.

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

CETL Workshops with Mapopa (Continued)

How to begin a Semester in Canvas

This hands-on Workshop walks faculty through the process of beginning a semester in Canvas. The workshop covers steps such as importing a copy of your course from a previous semester, building a course from scratch, uploading files into a course, weighting grades, welcoming students and others.

Thursday, September 5th 2019.....1:50 p.m. to 2:30 p.m.
 Join this workshops via ZOOM: <https://zoom.us/j/960339908>

Thursday, September 12th 2019.....1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, September 19th 2019.....1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, September 26th 2019.....1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>
 Register with Ashley X3149 OR: ashley.walkup@swosu.edu

CETL Workshops with Steve

Introduction to Upswing

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

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

Respondus Lockdown Browser Basics

This thirty minute workshop will help familiarize you with how to use and update Lockdown Browser.

Thursday, Sept. 5, 2019 11 a.m. to 11:30 a.m.
 Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Using the Canvas Help Guide Videos

This 30 minute workshop will lead you through locating and using the Help videos in Canvas.

Thursday, Sept. 12, 2019 2:00 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Tuesday Sept. 17, 2019 2:00 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Thursday Sept. 19, 2019 2:00 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/9123629032>

Thursday Sept. 26, 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](#)
[Using Publisher Test Banks with Respondus](#)

[Importing Questions with Respondus](#)

Insights from CETL's Teaching and Learning Coordinators

Mapopa Musings By Dr. Mapopa Sanga

Defining Collaborative Learning

According to Barkley, Major and Cross (2014), Collaborative learning is used as a general expression for group learning. Smith and MacGregor (1992, p. 10), noted that "collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together". Smith and MacGregor (1992) also contended that in most collaborative learning situations, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product.

Barkley, Major and Cross (2014) state that in collaborative learning, faculty members create intentional learning activities for students. According to Barkley, Major and Cross (2014), the focus should be on intentional group activities carefully structured to provide opportunities for learning. Barkley, Major and Cross (2014) reiterate that crucial to collaborative learning is co-laboring, a characteristic underscored by literal meaning of the Latin-based term. In collaborative learning, argue Barkley, Major and Cross, all participants in the group must engage actively in working together toward the stated objectives. If one group member completes a group task while others simply watch, then it is not collaborative learning. Whether all group members receive the same task or complete different tasks that together constitute a single, large project, all students must contribute more or less equally.

Lastly, Barkley, Major and Cross (2014) argue that in collaborative learning, meaningful learning must also take place. As students work together on a collaborative assignment, they must increase their knowledge or deepen their understanding of course curriculum. The task assigned to the group must help accomplish the learning objectives of the course. Barkley, Major and Cross (2014) conclude by stating that shifting responsibility to students and having the classroom vibrate with lively, energetic small-group work are attractive but is educationally meaningless if students are not achieving intended instructional goals.

References:

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

Smith, B.L., & MacGregor, J.T. (1992). What is collaborative learning? In A. Goodsell, M. Maher, & V. Tinto (Eds.), *Collaborative learning: A sourcebook for higher education* (pp. 10-36). University Park, PA: National Center on Post-Secondary Teaching, Learning, and Assessment.

Ray's Reflections By Steve Ray

Backward Design: Forward Progress?

I recently attended a MAGNA webinar for Instructional Designers that focused on the concept of Backward Design. The contents of the webinar originated from research done by Dr. Pete Burkholder, an associate professor of history at Fairleigh Dickinson University.

This approach to course construction asks faculty to initially ignore the specific content of a class. Rather, the designer begins the process by identifying desired learning goals, and then devising optimal instruments to measure and assess them. Only thereafter does course-specific content come into play—and even then, it is brought in not for the sake of "covering" it, but as a means to achieve the previously identified learning objectives. Courses designed this way put learning first, often transcend the traditional skillset boundaries of their discipline, and usually aim to achieve more ambitious cognitive development than do classes that begin—and often end—with content mastery as the primary focus. Although the advantages of backward design are manifest, it's probably still the exception to, rather than the rule of, course planning.

That said, backward design has benefits beyond those outlined above. Just as the technique is advantageous to the students we teach, it is valuable to our own growth trajectory as educators and serves as a useful bridge to interactions with faculty outside of our disciplines.

Making tough decisions

First, (re)designing a course via backward design forces us to step back from our fields of expertise, which we know so well and hold so dear, and approach the learning process as novices. In translation, we are so familiar with our disciplines and their content that it's hard to imagine anyone not endowed with such knowledge or a burning desire to acquire it. Even more importantly, we love the content that makes up our fields, and it can be downright painful to imagine excluding parts of it for the sake of skill development or the realities of semester time limits.

Backward design forces us to make tough decisions about what content is really needed for our students to achieve their learning goals. Maryellen Weimer writes that our attitude toward basic content "has always been dominated by one assumption: more is better". If that construct embodies the typical "coverage" approach, then perhaps "just enough content—and no more" could define the course built around backward design principles. And in forcing us to make fundamental decisions about learning and the role of basic content therein, we must confront the very nature of what we seek to achieve as educators. Is it simply for students to know a lot about our field? Or is it primarily for them to develop the habits of mind that typify practitioners? The former aims low at the Bloom's Taxonomy target, while the latter requires an elevated trajectory.

Ken Bain writes about "expectation failure" as a necessary component to students' cognitive breakthroughs. That is, students must be placed in a situation where they realize their present ways of knowing won't serve them adequately. Only then can they make their way through the "learning bottlenecks" which populate our fields. In addition, it is often only through our own expectation failures that we as faculty can devise more authentic and meaningful learning experiences for our students. For better or for worse (and usually it's for worse), most of us started out teaching the way we'd been taught ourselves—and many of us still do. Only when we realize that these approaches can't achieve our desired learning goals do we stare into the instructional abyss and contemplate

Ray's Reflections By Steve Ray (Continued)

change. If we're lucky, we can seek help from a peer, or stumble across a good pedagogical read. And if backward course design is deemed a solution, we just might squeeze through our own instructional bottleneck and offer something so much better.

Breaking down silos

Second, it is precisely this type of work—the fumbling, the grappling, the eureka moment—that allows us to bridge the chasms between ourselves and faculty in other fields. Too often we remain siloed in our disciplines, knowing little about what our brethren do and assured they couldn't possibly understand us. But if we momentarily remove discussion of specific course content and focus instead on desired learning goals, we find that we actually have a great deal in common. Is clear and correct writing a goal only of composition classes? (Of course not.) Do we relegate critical thinking to the field of logic? (I sincerely doubt it.) Are group work, information literacy, and quantitative reasoning skills that can be developed and synergized across a broad spectrum of classes in disparate fields? (Absolutely.) Conversations and workshops about backward design necessarily raise these issues, help us emphasize the commonalities (rather than the differences) of seemingly unrelated fields, and serve as vehicles to interdisciplinary empathy and cooperation in ways that content-based curriculum development fails to do.

In the 1998 film *Patch Adams*, Robin Williams plays a physician with quirky but effective approaches to helping his patients. When questioned about his focus on the patient rather than the disease, he replies, "You treat a disease, you win, you lose. You treat a person, I guarantee you: you'll win, no matter what the outcome." I think there's a parallel here for course design. Lead with content, and maybe the more ambitious learning happens, maybe it doesn't. Lead with learning goals, as epitomized by backward design, and educational outcomes can't help but have an impact on students' development. And in adopting such a scheme, we become a more self-aware and interconnected faculty. It's hard to see a downside.

References:

Ken Bain, *What the Best College Teachers Do* (Cambridge: Harvard University Press, 2004)

Arlene Díaz, Joan Middendorf, David Pace & Leah Shopkow, "The History Learning Project: A Department 'Decodes' Its Students," *Journal of American History* 94/4 (2008), 1211-24

L. Dee Fink, *Creating Significant Learning Experiences* (San Francisco: Jossey-Bass, 2003)

Patch Adams, dir. Tom Shadyac (Universal Pictures, 1998)

Maryellen Weimer, *Learner-Centered Teaching: Five Key Changes to Practice* (San Francisco: Jossey-Bass, 2002)

Grant Wiggins & Jay McTighe, *Understanding by Design*, expanded second edition (Upper Saddle River, NJ: Pearson, 2005)

Using External Applications in Canvas By Lisa Friesen

Many instructors utilize external applications as way to integrate publisher created material into their classes. Material such as assignments, test banks, and presentations can be utilized to enhance student learning in a course. Adding external apps is a multi-step process that involves the instructor, the publisher, and CETL.

One of the first steps for instructors is to determine, with their publisher representative, the materials available with the textbook adopted for the course. Many publishers provide multiple types of materials that are tied to a textbook or textbook series, and in multiple formats. An important part of this step is that the publisher representative will assist the instructor in setting up an account on the publisher's website that is linked to the material chosen for the course. This account will come in very handy later on in the process. The publisher may also give the instructor a link for a "course cartridge" that contains the course materials together in one location so that they may be imported into the course quickly. The publisher representative will notify the instructor of which method will be utilized.

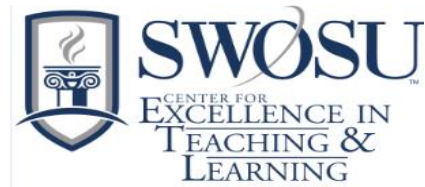
Next, instructors should check their Canvas course Settings, by clicking on the Settings link found in the course navigation. After clicking on Settings, instructors will click on the Apps link, and review the apps that are available to be installed in the course. The apps' logos are listed in alphabetical order, and as instructors can see, there is an extensive list of apps to choose from. Once you find the app you wish to use, click on the logo and you will see the Add App window appear.

On the Add App window, the name of the app will display in the first field. The second field asks for a Consumer Key, followed by a third field call "Shared Secret." While this information request seems like it would be better suited in a spy movie, this is actually information that can be provided by your publisher representative. Once the Consumer Key and Shared Secret are entered into the corresponding fields, the app is ready for instructors to enter specific information about the textbook being used in the course.

The instructor will be given instructions from their publisher representative on how to navigate the publisher's website to locate the materials they will need for the course. Usually this step involves the instructor setting up the course on the publisher's website so that the material can be accessed in the Canvas course by students clicking on a link in the course navigation section. To make sure the link appears for the student, instructors will need to access the Navigation link found in Settings, and "click and drag" the application link to the course navigation section.

We here at CETL are ready to assist instructors will utilizing publisher materials for your class. A best practice tip is to ask for this assistance prior to the semester beginning, at least a month prior, so that all connections between the instructor, the publisher, and CETL can be made in plenty of time for the material to be ready for student use when semester begins.

Please contact me at 3149 to ask any questions about this process.



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