

# THE CETL CORRESPONDENT

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# THE CETL CORRESPONDENT

SWOSU Center for Excellence in Teaching and Learning Newsletter

April 2017

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# Welcome

## The Launch

The Center for Excellence in Teaching and Learning has started a monthly newsletter that should eliminate the majority of the messages that are sent out during the semester. CETL's scope is to work with all faculty in providing teaching and learning support to enhance all methods of courses.

The mission of the Center for Excellence in Teaching and Learning is to support the University's mission of enriching students' educational experience with faculty members who effectively combine teaching, scholarship, and technology to help create a campus culture that values and supports excellence in teaching, learning, and research in the latest uses of technology in the classroom.

The Center for Excellence in Teaching and Learning at Southwestern Oklahoma State University includes support, resources and services that enable faculty to achieve excellence, integration, and satisfaction in the areas of teaching, learning, and classroom technology proficiency across their career lifespan.

*"There is no teaching until the pupil is brought into the state or principle in which you are; a transfusion takes place; he is you, and you are he; then is a teaching; and by no unfriendly chance or bad company can he ever lose the benefit."*

*-Ralph Waldo Emerson*

# Veronica's Vibes

By Dr. Veronica McGowan

## Technology Literacy: What is Web 2.0?

First popularized in 2004 (O'Reilly, 2005), the term "Web 2.0" has derived to refer to Web-based software, platforms, services, and applications that emphasize user participation, interactivity, and sharing. User-generated content, saved to a cloud-based server is a common feature in this setting. Simply put, Web 2.0 represents a shift to interactivity from static "web 1.0" pages. In a Web 2.0 site, a user is invited to participate with an account or profile that is used to track submissions and interactions. The range of interactivity spans from the simple "like" or "tagging" to mid-range contributions such as searching and commenting facilitated by the site or by browsers deploying a common account such as a Google account to easily comment. More complex contributions such as authoring, editing content, and uploading files and photos are typically accompanied by login with most sites fostering quick access by saving login information in a cookie. This account access allows users to extend the experience by classifying information (e.g. tagging and linking), evaluating, and commenting. The most popular Web 2.0 sites are social media sites such as Facebook and Twitter; content sharing sites such as YouTube, Flickr, Instagram, and Pinterest; blogging and wiki sites; and index sites such as Craigslist.



Photo: [blogs.salford.ac.uk](http://blogs.salford.ac.uk)

While Web 2.0's promise is that it harnesses collective knowledge (O'Reilly, 2005); and offers quick, easy, and free resources for a variety of personal (Wright & Zdinak, 2009), business (Babushkina, 2011) and educational (Alexander, 2006) usages. In educational settings, use of Web 2.0 technologies have been shown to support student-based pedagogies by conceptualizing learning through activities such as peer review, self-reflection, and Socratic Questing (Hew & Cheung, 2012). Criticism of the trend to Web 2.0 technologies is common with charges that it promotes cyberbullying (Jaffe, 2013), expands the digital divide between economic and social classes (Schradi, 2009), and age groups (Morgan, 2011); and promotes digital narcissism and amateurism (Keen, 2006).

For article references, contact Veronica McGowan X3147



### Marci's Messages

The database that ITS has created for us to keep track of all distance education course rubrics as well as stipends is nearing completion. (yay! High five Mary Jane!) It has been nine months in the creation process. We are happy to report that it is nearly complete, we are presently tweaking some of the reports. Currently, we are able to create a report of all distance education courses that are in the published course schedules that have been approved and those that are not approved. If you are teaching an online, blended, webinar or self-paced course and have not submitted a rubric for the spring semester, please do so as soon as possible. Also, please submit any summer or fall rubrics prior to the beginning of the semester the course is being taught so we can get the courses approved. We will definitely work with you if there are any hardship cases. If you have any questions regarding your course, please feel free to contact me 580-774-3149.

**Reminder:** All distance education courses that have been previously approved will need to be reviewed annually by the course developers to determine if significant changes have been made to the course.

**Note:** Distance education (Online/Webinar/Blended/Self-Paced) course stipends have significantly changed please refer to the "Policy for Distance Education" located in Faculty Commons for the new stipend amounts.





## NEW UNIVERSITY POLICY

### Student Identification Policy

To be in compliance with the provisions of the United States Federal Higher Education Opportunity Act (HEOA) of 2008, Public Law 110-315, concerning the verification of student identity in distance learning, the attached the Student Identification Policy was written and approved on March 23, 2017 by Dr. South

A shorten version has been added to all syllabi templates (traditional, blended, online/webinar, self-paced) located in Faculty Commons and the Student Handbook will be updated to reflect the change.

## Mapopa's Musings

By Dr. Mapopa Sanga

### **VoiceThread: A cool place to engage your Learners**

Have you ever considered using VoiceThread, to engage your traditional or online learners? With VoiceThread, you can create a dynamic, living conversation space that can be altered any-time. It is just like sending out an email that you can edit at any time.

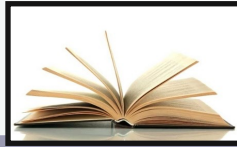
Basically, VoiceThread bridges the gap between real-time discussion and standard video lectures or online presentations. It can be used to communicate ideas using more than one form of media, to connect with an audience in an authentic and simple manner, and to have a discussion that simulates a live presence. So, with VoiceThread, you can glean different types of files, be it text, video, audio, PowerPoint, Pdf, pictures, you name it. Files or slides can be uploaded on the VoiceThread space from various sources; your computer, media sources (for example the New York public library, Facebook, Flickr, existing VoiceThread projects), URLs, your webcam and others. This creates a collaborative space that allows every member of your class to make video, text or audio comments to any of the files in your space. And as already pointed out, you are in full control, you can edit your space at any time by adding more files or removing some. What a way to engage learners!

VoiceThread can be added as n LTI application in your Canvas modules.



Photo: [leadershipfreak.wordpress.com](http://leadershipfreak.wordpress.com)

Do you have questions you would like answered or discussed by one of our Teaching and Learning Coordinators?  
If so, email your suggestions to [distance@swosu.com](mailto:distance@swosu.com).



## Announcing Virtual Teaching and Learning Book Club

CETL is beginning a virtual book club over topics/books of teaching and learning. The first book we are discussing is Dr. Sandra Yancy McGuire's "Teach Students How to Learn, Strategies You Can Incorporate Into Any Course to Improve Student Metacognition, Study Skills, and Motivation."

Dr. McGuire spoke at the last Transformative Learning Conference and all of the attendees came away with great learning strategies that can improve learning. She was so energizing in person and in her writing.

Seven copies of the book are available to be checked out from the Center for Excellence in Teaching and Learning. The book can also be purchased from Stylus Publishing, LLC, [www.Styluspub.com](http://www.Styluspub.com), ISBN 978-1-62036-316-4.

We will be having virtual discussions via a Canvas Course titled Teaching and Learning Book Club. If you are interested in joining the book club, please email [distance@swosu.edu](mailto:distance@swosu.edu) so we can add you to the Canvas Course.

Photo: [blog.timesunion.com](http://blog.timesunion.com)

## Online Innovations Summit

During the month of April educators across Oklahoma can virtually attend the Oklahoma Learning Innovations Summit is a "blended" professional learning summit for educators in the State of Oklahoma.

The summit focuses on advancing the excellence of online and blended learning practices, with particular emphasis on higher education settings. The Oklahoma Learning Innovations Summit includes live online webinar sessions, on-demand lessons and resources, and live in-person meet-ups. CETL is hosting a live in-person meetup on April 11, 2017 from 2:00-4:00 p.m. Register for the Meet Ups by going to: <http://www.onlineexcellence.onenet.net/summit-meet-up-schedule-2017/>

The meet-ups are for educators who would like to meet face-to-face, the "Meet Ups" provide an opportunity to socially engage with creative dialogue, innovative brainstorming, and networking with educational leaders. The "Meet Up" will provide constructive innovative practices while also collaborating for technology solutions and overcoming barriers in distance education.

The Oklahoma Learning Innovations Summit is offered free of charge to participants. Register by going to <http://www.onlineexcellence.onenet.net/>

## CETL CALENDAR

### April:

- Online Innovations Conference  
<http://www.onlineexcellence.onenet.net/>
- CETL Book Club beginning-Chapter 1

**April 11:** Online Innovations Conference SWOSU Meet ups – discuss topics of Online Course Innovations, HEC 201, 2-4:00 pm

**April 14:** Panopto Workshop, Facilitator: Veronica McGowan - **Zoom Join**  
<https://zoom.us/j/762885536>

**April 25:** Canvas Chat vs. Collaboration, Facilitator: Veronica McGowan - **Zoom Join**  
<https://zoom.us/j/762885536>

**May 1-5:** Final Exams

**May 6:** Convocation

**May 9:** Final Grades Due, 5:00 p.m.

**August 15:** Basic Canvas Workshop, 8:30 a.m.- noon, HEC 216

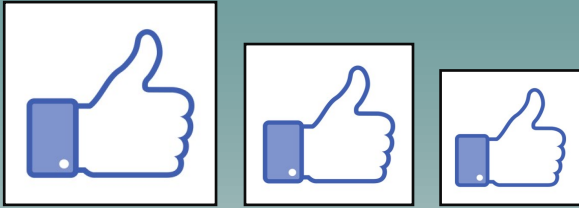
**August 15:** ITV, Panopto, Zoom, etc. Workshop – 1:00 p.m.

**August 16/17:** New Faculty Orientation, 8:30 a.m., STF 104

The U.S. ranks 12th among 36 industrialized countries for percentage of adults with college degrees.



We would love to hear from you!!! Did you like the *CETL Correspondent*? Can we add something to improve our newsletter? Please send any comments and/or suggestions to [distance@swosu.edu](mailto:distance@swosu.edu).



# Nathan's Notes

By Nathan Thiessen

## Do you Zoom?

What is Zoom? What could Zoom be for you? Zoom could be your office hours or your group messaging. It could be your way to reach new students. Zoom could save you a drive, stay put and enjoy your meeting from the comfort of your office or home. Giving a presentation and want to post it for future viewing? Just hit the record button. Every day people are finding new ways to use Zoom, creating new connections and bringing people together. Whether you're only a room away or halfway around the world you can stay connected. Make a SWOSU Zoom account and join a growing network that you can instantly chat with or jump into a live session together and share your thoughts and ideas while harnessing the efficiency of document and desktop sharing. Are you ready to Zoom?



## Tips and Tidbits

- As the end of the Spring 2017 semester is in the near future, there are a few things you will want to be aware of to make sure your online courses are properly closed out. Check out the [checklist on "Ending a Semester in Canvas"](#).
- A lot of faculty will be working on their Summer or Fall courses over the May break. You will want to double check the [checklist for "Beginning a Semester in Canvas"](#).
- ***Have students access course prior to beginning of the semester*** If you are wanting the course to open prior to the beginning of the scheduled date of the semester or closed after scheduled ending date of the semester, check out the [instructions for changing your Canvas course dates](#). Follow the instructions but it is **important to change the dates in Settings > Sections tab**. Sections dates override the dates in Course Details. Changing the section dates override the Course detail dates as well as the semester dates. More information can be found in Faculty Commons under Checklists.
- ***Students getting unauthorized error code when clicking on a link***. An unauthorized error code usually means that the link is broken. As an instructor, you can verify all external links throughout your course to ensure they are valid. You can check these links using the [course link validator](#), which searches through course content and returns invalid or unresponsive external links in both published

