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# Correspondent

## Center for Excellence in Teaching and Learning

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SWOSU Center for Excellence in Teaching and Learning Newsletter

May 2017

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### Congratulations on another successful semester!

As you are finishing the semester and before you take off for your break, if you are using Canvas, please make sure your Canvas courses are properly closed-out.

**There is nothing that you need to do** to conclude your Canvas course; the term limits for the semester will take effect automatically. Once the semester term ends, your course will be placed on your students' "Past Enrollments" list, where they will continue to have read-only access to it.

Some additional items that need to be done

- [Export a copy of your gradebook](#) prior to submitting your final grades so you have scores for all students. ***Note:** student grades are FERPA-protected and should only be saved in a secure location.*
- [Export a copy of your course](#) so you have an exact replica of your content as a back up
- [Copy your course into the next semester's course shell](#) so that you can modify it in its new location.
- Turn off the ability to see quiz answers. *If you allowed them to view the quiz after completing it by marking either the Let Students See their Quiz Responses or Show Which Answers Were Correct checkboxes, you may want to remove access to viewing the complete quiz after the quarter is over.*
- [Lock Files and Disable Tools](#) you do not want students to have access to after the end of the term, especially if you have copyrighted material.

Additional items to consider

- [Archive Conversations in your Inbox](#) In order to keep your conversations clean and manageable each semester it is recommended that you archive your conversations.
- [Remove unwanted courses from the dropdown menu](#) If your course drop-down menu has become too long, you can remove concluded courses from the list to make it more manageable. You will still be able to access ALL of your courses from the View All Courses Page, accessed by clicking on the Courses link instead of hovering on it.

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"Never stop dreaming,  
never stop believing,  
never give up,  
never stop trying, and  
never stop learning."

— [Roy T. Bennett](#)

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## Marci's Messages

By Marci Grant

### Intellectual Properties Distance Education Ownership in Layman's terms

We have had a lot of questions on what exactly the three Intellectual Properties for distance education course mean. There are only slight differences between the three in regards to the licensing aspect of the course.

Work(s) for Hire: The creator/developer of the course owns the course. The University retains the right to license or offer the course at no cost to the University. The course is created above and beyond the scope of the creator/developer's duties and is compensated by the University over and above the creator/developer's contracted position. The University retains the right to license or offer the course at no cost to the University whether the developer is employed by the University or not. The creator/developer may take the course with them if and when they leave the employment of the university.

Substantial Use of University Resources: The developer of the course retains ownership of the course. The University retains the right to license or offer the course at no cost to the University while the developer is employed by the University. The university may choose to transfer course development to another faculty member to obtain licensing rights. If the creator/developer is paid by the department to create the course or if the creator/developer receives release time to develop the course it is considered Substantial Use of University Resources.

Minimal Use of University Resources: The creator/developer maintains ownership and licensing of the course.



## Chat

To hold office hours or discuss course materials synchronously, use the Chat link in Course Navigation. Click the Chat link, when you open the Chat page, you immediately join the chat. Chat discussion appears in the content window.

Chat displays the number of users who are in the chat. To view a list of these users, hover your cursor over the number. To receive alerts for new chat messages, click the new message alerts button. If this option is turned on, you will receive alerts if Chat is open in Canvas but your browser window is minimized or you are viewing another browser tab. Alerts will not send if you leave Chat to view another area in Canvas. When a user sends multiple chat messages without another user sending a message, all messages will appear under the first message's time stamp. To view additional time stamps, hover your cursor over the message.

To send a chat message, enter your message in the chat window. To add an emoji to your message, click the **Emoji** icon. Then click the **Send** button. Message history is included in the chat. Chat history can be accessed indefinitely by loading more results and scrolling through previous course chats.

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## Online Learning Consortium -online workshops available-

CETL is continuing to offer workshops with the Online Learning Consortium to faculty. These workshops are not just for faculty teaching online courses, faculty who teach traditional course may glean information from the workshops to use in their courses

The Center for Excellence in Teaching and Learning has paid for 20 College Passes with Online Learning Consortium. **The passes are available until July 31, 2017.** So far during the school year, only 5 faculty members have taken advantage of this program. The Online Learning Consortium offers online workshops, webinars, and other learning opportunities that would be of value to SWOSU's faculty. I would encourage any faculty member to take this opportunity to take some free classes!

**Due to the limited number of passes, we would like to limit the workshops to one per faculty member.**

If you are interested, please go to the web site below and browse the workshops. If you would like to sign-up for a workshop please contact Jodi at 3149 and we will sign you up for the learning opportunity. We can only sign faculty up for the workshops that are eligible for the workshop passes. Certificates, Mastery Series, and some others do not fall under this opportunity.

<https://onlinelearningconsortium.org/learn/olc-new-institute-schedule/>

We will keep this service if demand for the learning opportunities is utilized. Please contact us with any questions or concerns.



## Nathan's Notes

By Nathan Thiessen

### Zoom this summer

This summer CETL plans to do Zoom training. We are able to meet with you on your terms, whether in person or online we want to do Zoom training with you! Let us help you get prepared for the fall semester so that you can teach class and give students both on and off campus the best experience. If you've taught ITV classes before, transitioning will be a breeze. If you've never taught with ITV that's okay! Zoom is not complicated, you will gain an entry level of knowledge to start teaching the very same day. Contact Nathan Thiessen at ext. 3077 to set up an appointment for your personalized Zoom training.

# Mapopa's Musings

By Dr. Mapopa Sanga

## Writing Instructional Objectives: A skill that Fascinates me

I have often said that the most useful thing I learned as a graduate student in Instructional Design was to write learning objectives. Today, I can confidently say that writing learning objectives fascinates me a lot. But why are learning objectives so important to an instructor? Objectives, in my opinion, are so important because they articulate the knowledge and skills you want students to acquire by the end of a course. They do so by stating specifically what a student should be able to do.

So, what are the qualities of good learning objectives? For starters, objectives need to be student-centered, not teacher-centered. Below are examples of teacher-centered objectives:

- \*Make learners apply leadership theories to modern day organization situations.
- \*Ensure that students notice the difference between leadership and management.
- \*Encourage students to come up with a leadership and management skills framework

These objectives are wrong because they place emphasis on the instructor and not the student. We can revise these and make them student-centered as in the following:

By the end of the course/module/unit, students should be able to:

- Apply leadership theories to modern day organization situations
- Difference between leadership and management
- Create a leadership and management skills framework

Learner-centered objectives give students the responsibility to master the intended knowledge and be able to perform measurable actions as a result of learning. And talking about measurable actions, that is what encompasses the other quality of learning objectives; objectives need to be measurable. In order for learning objectives to be measurable, they need to employ action verbs. Again, let us begin with the converse, objectives that do not employ action verbs:

By the end of the course/module/unit, learners should be able to:

- \*Understand knowledge in leadership theory
- \*Process leadership principles
- \*Know the differences between synchronous and asynchronous approaches in distance learning
- \*Gain an appreciation for different models of Instructional Design

While these objectives might be learner-centered, the verbs “understand” “process” “know” and “gain” in themselves are not action verbs and would make it difficult for the instructor to measure if learning took place at the end of the course/module/unit. In other words, what would students do differently if they know, understand, process or gain? Below are examples of objectives that employ action verbs:

By the end of the course/module/unit, learners should be able to:

- Demonstrate knowledge in leadership theory by applying theory to the issues of negotiation, change and conflict resolution.
- Integrate leadership principles in given scenarios to effectively develop people
- Explain the differences between synchronous and asynchronous approaches in distance learning by providing practical examples
- Demonstrate knowledge of different instructional design models by listing and describing at least three.

## Virtual Teaching and Learning Book Club

The first book we are discussing in the Teaching and Learning Book Club 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"*.

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 (it is a great addition to your office library).

How the book club will work is we will provide some discussion questions just to start the discussion of the chapters, feel free to put down your thoughts of the various topics, reply or comment to other members comments or thoughts or start your own discussion by using the Open Discussion for the chapter. We will be discussing the book as follows:

Introduction and Chapters 1, 2....April thru August  
Chapters 3, 4, 5.....September  
Chapters 6, 7, 8.....October  
Chapters 9-12.....November

Don't be worried about the number of chapters per month as the book is an easy, fantastic read. If you are interested in joining the book club, please E-mail [distance@swosu.edu](mailto:distance@swosu.edu) so we can add you to the Canvas Course.

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"True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own."

-Nikos Kazantzakis

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### ***Tips and Tidbits***

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#### **Learning reflection**

Students need to move beyond the "Whacha get?" exchange when we return graded work. Here's an interesting approach one teacher uses. Early in the course, he asks students to think about their professional destination or even the kind of life they hope to live one day. "What skills and knowledge are you going to need that you don't have or don't have enough of?" Students make a list (yes, they get a few points for doing so) and they keep it handy. After every assignment or activity, they look at the list and write a short reflection on how what they just did supports what's on their list.

#### **Metacognition (thinking about your own thinking)**

When students employ metacognition, they become consciously aware of themselves as problem solvers, which enables them to actively seek solutions to any problems they may encounter, rather than relying on others to tell them what to do or to answer their questions. They make the transition from being passive learners to proactive learners, students gain the ability to monitor, plan, and control their mental processing. McGuire, Sandra Yancy, "Teach Students how to Learn" 2015, Stylus Publishing

#### **Discussion Board Makeup Assignment**

If students fail to post in the class discussion but truly need/want to receive credit, have them create a summary of the entire discussion and submit via email for credit. This assures you they have read and understood the discussion even though they were unable to participate. You may still assess a late penalty as described in your syllabus.



# Veronica' s Vibes

By Dr. Veronica McGowan

## Technology Literacy Feature: What is a portable document (and why should I care)?

A portable document format (PDF) allows information to be disseminated regardless of hardware, software, operating system or platform constraints. For those wishing to send a file, but are unsure of destination software and hardware configurations, this is an ideal transport mechanism as information is encapsulated in a fixed layout certain to display when received. While reader software is required to view PDF files, many popular document-creation applications, including Microsoft® Word™ allow files to be saved in this format. While PDF was originally a proprietary format owned by Adobe Systems Incorporated®, it became an open standard in 2008, although some usages are still subject to proprietary technologies. With organizations decreasing their long-term storage of paper documents due to risks associated with fire, storage space, organizational limitations, longer retrieval time, and paper life-span, PDF usage has significantly increased (Dyson, 2003).

Oklahoma requires state records, including educational records, to be retrained for five (5) years (State of Oklahoma, 2011). This need for preservation of documents means that robust document technologies such as PDF versions are often cited by local, state, and federal organizations, as a preferred or mandated format (Adobe Systems Incorporated, 2013b). As an example, the Library of Congress lists PDF version A first in their list of preferred formats (United States Copyright Office, 2010). While a downside of the PDF layout is that is unavailable for editing, in terms of document preservation, this is considered a strength in that it guarantees non-interference.

Adobe (2013a) provides additional arguments for the adoption of the PDF format including:

- PDF files require less physical and memory space than other archive formats;
- The wide availability of free reader software fosters greater usage;
- Image and graphic objectives are easily incorporated;
- Metadata can be used for advanced searching and classification.

*References available by contacting Veronica McGowan x3147.*

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## DID YOU KNOW???

According to U.S. News & World Report, nationwide the number of high school graduates is expected to grow 10 percent in the next 10 years. The northeastern states will experience declines in growth, while high school grads will grow by 24 percent in both Texas and Florida.