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Correspondent

Center for Excellence in Teaching and Learning

Marci's Messages 2018 Transformative Learning Conference Takeaways

This is a continuation of CETL sponsored faculty's takeaways of the 2018 Transformative Learning Conference held on March 8-9, 2018.

Raygan Chain writes: "As I think back on my time with the Transformative Learning Conference 2018, I am forced to admit to myself that the first day was not as truly inspirational as I had expected it to be. The plenary speaker was not respectful of our time. While he encouraged us to think about our mistakes, there was honestly little use from his presentation (other than I should buy his book). It left the rest of the morning in a scramble as he took more than his allotted time. Which in turn, took from the following morning sessions. I attended the presentation "Teaching for Lifelong Learning" following the plenary speaker. The presenter was hurried, which ended up hurting her presentation. Oddly enough, one of the main things I took away that morning was to respect other's time. So, it got me thinking about time management in the classroom. How can I use the students' time in a way that will impact them most...which I guess is what Transformative Learning is really all about.

"The presentation "Teaching for Lifelong Learning" was an interesting session. The presenter discussed the dimensions of learning: Information, Awareness, Attitude and Action. As we looked at the dimensions, lifelong learning seemed to occur during the three As. While information is important, it became clearer that how the information was presented and how the students took in the information that would make the difference in memorizing for the test and really learning. I took away some great suggestions for activities that I plan to use in my classes, such as Mini Teach & Learn, Red/Green Dot, and Gallery Walk. A lot of these activities will allow me to determine if the information is being presented in an articulate manner, as many of the activities provide feedback to the instructor. (She did caution us to be careful...too much feedback from the students is not always a good thing.) I plan on incorporating some of these games and activities into at least one of my classes in the Fall.

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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.

If you wish to nominate someone to be spotlighted in the “Focus on SWOSU Faculty” article in upcoming CETL Correspondent Newsletters, please complete the [nomination form](#).

This month, we are spotlighting **Dr. Lori Gwyn**, Assistant Professor in the Department of Chemistry and Physics, College of Arts and Sciences, as CETL’s May-June 2018 spotlighted faculty-



Dr. Lori Gwyn received her Bachelor’s of Science in Chemistry degree with an American Chemical Society certification in 1999 from Southwestern Oklahoma State University. Attending SWOSU runs in Dr. Gwyn’s family—her father Tim graduated in the 80’s with an Industrial Arts degree and an Art Education degree; she was then followed by her sisters—

Brandi and LaCreta who earned a Business degree and Athletic Training degree, respectively. Dr. Gwyn continued her education at Texas A&M University in Biochemistry and Biophysics; and in 2005 completed a Ph.D. degree in Chemistry with an emphasis on Biochemistry while attending the University of Missouri-St. Louis. While in St. Louis, Dr. Gwyn studied the contribution of metal cations to the function of DNA binding proteins. She continued additional training as an NIH Postdoctoral fellow at the University of Oklahoma Health Sciences Center in the lab of Dr. Karla Rodgers. As a postdoc, she studied the V(D)J recombinase, an enzyme necessary for the synthesis of varied antibodies and T-cell receptors. Dr. Gwyn has not had a traditional academic career. After her postdoc experience, she spent time as a chemist for Danlin, a local specialty chemical company for the oil and gas industry. In 2010, Dr. Gwyn became the Director of Sponsored Programs at SWOSU and in 2013 moved to a Chemistry faculty position.

“As long as I can remember, I have always wanted to be a teacher. I’m sure I was influenced somewhat by all of my family members that were teachers,” explains Dr. Gwyn. Her brother and sisters were her first students. Math and history were Dr. Gwyn’s favorite subjects for a long time, and she would give them homework in both subjects. Continues Dr. Gwyn, “My freshman year at Newkirk High School, my science teacher Ms. Ginger Coleman introduced me to the Periodic Table and as they say, the rest is history. From that point on, I knew I wanted to be a Chemistry teacher. I was very fortunate to have teachers in both high school and college to encourage me in my academic pursuits”.

At SWOSU, Dr. Lori Gwyn have taught different aspects of Chemistry—from freshman level courses to senior level courses. One concept that

she has tried to apply to all of her courses is the importance of research and what a broad term that it (research) really is. In General Chemistry and General Chemistry I, she has experimented with different ways to present material, whether it is changing the order, Dr. Gwyn teaches different topics including more interactive discussions instead of traditional Chemistry lectures. In the lab courses, when practical, she turns cookbook lab experiments into “research” questions. The emphasis is still on the basic lab skill, but the experiment is opened up for students to ask a question, develop a hypothesis, and see the results of their planned experiment. Biochemistry is a senior level course, and in that course, she emphasizes the material students have learned in past Chemistry classes and how it applies to biological systems. Again, in the corresponding Biochemistry lab course students learn about current biochemical methods, and where practical, she turns it into a research project. “I find that when students are involved in a research project instead of a cookbook experiment with a “right” answer, they are more engaged in the course,” elucidates Dr. Gwyn.

Dr. Gwyn further explains that she has also had the pleasure of mentoring nine research students since 2013. In addition to the research questions being addressed, students are given some leeway to ask their own related questions and with guidance they develop techniques to answer their questions.

One of Dr. Gwyn’s passions is Science, Technology, Engineering and Math (STEM) outreach—activities that she has been a part of include a Chemistry Magic show for a local 3-year old program, homecoming activities, Girl Scout STEM events, Women in Science Conference, and SAGE STEAM camp (formerly Tech Trek at SWOSU). These activities, according to Dr. Gwyn, provide university students an opportunity to learn how to communicate their science to different age levels, and that helps them gain confidence in their knowledge and abilities. Overall, by making students a part of their education and having them explore their own interests, learn about current research, and communicating with the public helps prepare them for their future careers.



Bulldog Proud



2018 Transformative Learning Conference Takeaways - Continued

“The presentation by Dr. Amanda Evert on “Reach Higher: Professors Shake Up the Traditional Online Discussion with an Earthquake of a Lesson” was extremely useful. I plan on using this method in my online Ethics course for the Fall. The session talked about how to get the students involved in an online discussion using a “non-traditional” method. The presenter discussed the use of a letter response as a discussion post, rather than the “usual” types of posts. The use of this format really got the students “talking” in an online discussion forum. I am eager to see how this plays out.

“Finally, the second day plenary speaker was incredible. There is so much that I want to try based on his presentation. One of the things I struggle with in my courses in the lack of Frame of Reference for my international students. And, while it occurred to me on some level, it never really hit me

how important that might be to a course on American law. It has me thinking about how to approach my course in the Fall. I am also considering asking one of my current international students to help with a bit of design. I'm not ready to completely redesign the course, but I think a little tweaking would help immensely. The speaker also discussed how to start a research project. It is something that I would like to undertake in the near future.

I would like to start a Transformative Learning discussion day...maybe once a month get together (those who can make it) for Happy Hour at the Beanery and discuss some projects, bounce ideas off of each other, and just generally be a support group. I also purchased a book, *Dynamic Lectures*, which I am eager to read and try out in my classes.

Although the first day was a bit disappointing, the second day was incredible. I have too many additional ideas to be able to limit them to two-three paragraphs!"

Dana Lloyd says, "The Transformative Learning conference is always packed with great and inspiring ideas. One takeaway from this year's conference was a way to apply reflective tools in the classroom to bring meaning and value to assignments. One of the tools that I plan to incorporate in my courses is the "Six Word Memoirs." After each course module the students are instructed to describe the key lessons learned in only six words. The audience in this roundtable session practiced this method and it's harder than anticipated. This can be used as a tool to enhance the discussion questions in an online course. The discussion questions are an important component in student collaboration; however, sometimes the intent behind discussion questions can get lost in the actual activity. Using the six-word memoir is a way for students to reflect on what they actually learned in the module and allows them to express how the information applies to them. This is a great way to open the discussion thread with classmates and allow them to compare other student's point-of-view.

The six-word memoir tool can also be used in the introduction post at the beginning of each course. The students will use this method to introduce themselves in only six words. I encourage you to try this – how would you describe yourself using six words? It really makes you think – now imagine if students apply this technique to the material they are learning in your courses.

This was my second year to attend the TL conference and I encourage everyone to attend at least once. It is packed with innovative ideas to reach your students and help change their lives. It is not all about the grades – it is about making an impact in the student's education process.



Siriporn Peters states that the "2018 Transformative Learning Conference focused on "Student Engagement & Deep Learning: Prompting, Measuring and Documenting". This was my second year that I received a SWOSU scholarship to attend and learn from distinguished speakers and other presenters from difference universities. This year, I also had an opportunity to present 30 minutes at the research session with my graphic design student (John Herring). Our presentation was "Design learning for sustainable change". I draw this knowledge from my research at SWOSU between 2014 and 2017.

"The main goals were to articulate and disseminate my research outcomes and share my teaching experience with other professors in the design field. Based on my reflection and discussions with other educators at the conference, I realized that the effectiveness of design teaching and learning is difficult to evaluate because of various factors. Students' prior knowledge and their learning experience, curriculum, instruction and assessment are essential factors. SWOSU students in the graphic design program consist local and international students and new admission and transfer students from different colleges and universities. As technology and knowledge in the graphic design field have been rapidly developed and expanded, it is important to teach

graphic design students to become lifelong learners, so that they can continue to improve their design knowledge and competencies to meet the future job requirements. Therefore, teaching design students to how to learn to design by doing is my teaching approach and strategy.

"According to John Tagg, Emeritus Professor of Palmar College, transformative learning is not just for students, but also for instructors. I learn a great deal that there are two kinds of mistakes. One is "Productive mistakes" and the other is "Destructive mistakes". How I can learn from these mistakes and improve our teaching. Students' feedbacks during the semester are crucial as key components because they keep me inform and help me to develop my teaching approaches and strategies. I strongly believe that my students' success during and after their academic careers can truly inform me about my teaching positive and sustainable change.

"Each year, my exceptional students were selected to work as a graphic design intern at the Stafford Air and Space Museum and the Center for Business and Economic Development in Weatherford, OK. After graduation, some work as graphic designers in Oklahoma City. This conference inspires me to continue proving my teaching approaches and strategies and designing curriculum for high-quality instruction and assessment at SWOSU. "

Workshops Available for May-June

CETL Workshops with Nathan

Basic Zoom Training – Also available in HEC 213 at these times.

This workshop introduces faculty to all of the basic Zoom features. It is structured for the new Zoom learner.

Wednesday, June 6, 2018 2:00 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Wednesday, June 13, 2018 2:00 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Wednesday, June 20, 2018 2:00 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Wednesday, June 27, 2018 2:00 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/5807743077>

Informal Technology Q&A

This time allows for any questions or ideas to brainstorm about ways to help you in your endeavors.

Friday, June 1, 2018 2:30 p.m. to 3:30 p.m.
 Join me at: The Bulldog Beanery

Friday, June 15, 2018 2:30 p.m. to 3:30 p.m.
 Join me at: The Bulldog Beanery

Friday, June 29, 2018 2:30 p.m. to 3:30 p.m.
 Join me at: The Bulldog Beanery

CETL Workshops with Mapopa

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.

Tuesday, June 5, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, June 12, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, June 19, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, June 26, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

How to End a Semester in Canvas

This hands-on Workshop walks faculty through ending a course in Canvas at the end of a semester. The workshop covers steps such as export a copy of a course, exporting a copy of the gradebook, downloading student submissions, locking files and folders, removing unwanted courses from the drop-down menu, archiving conversations in the inbox and others.

Wednesday, June 6, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, June 6, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, June 13, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, June 20, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, June 27, 2018 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, June 7, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, June 14, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, June 21, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, June 28, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

CETL Workshops with Veronica

Creating Rubrics in Chalk and Wire

Monday, June 4, 2018 HEC 208, 10:00 a.m.
 Or attend via Zoom: <https://zoom.us/j/323748414>

Introduction to Excel

Wednesday, June 6, 2018 HEC 208, 1:00 p.m.,
 Or attend via Zoom: <https://zoom.us/j/498192118>

Intermediate Excel

Wednesday, June 13, 2018 HEC 208, 1:00 p.m.,
 Or attend via Zoom: <https://zoom.us/j/265704203>

Advanced Excel

Wednesday, June 20, 2018 HEC 208, 1:00 p.m.,
 Or attend via Zoom: <https://zoom.us/j/237875473>

Intro to Canvas (for new faculty and others wanting refresher)

Basics of setting up a course; announcements, assignments, quizzes, gradebook, files, importing content

Monday, June 28, 2018 HEC 208, 10:00 a.m.
 Or attend via Zoom: <https://zoom.us/j/705595510>

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.

Online Learning Consortium Workshops

The Center for Excellence in Teaching and Learning still has scholarships available for faculty to attend any following [Online Learning Consortium workshops](#). 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. These workshops cover a wide array of topics, examples of workshops: Designing a Flipped Classroom, Strategies to Improve Retention, , New to Online: Essentials Part 1-Getting Started, Exploring Learning Analytics, Introduction to Online Presentation Tools, etc. If you are interested in applying for a scholarship to attend one of the following workshops, please complete the [Registration form](#).

Insights from CETL's Teaching and Learning Coordinators

Mapopa Musings

By Dr. Mapopa Sanga

Practical Online Discussion Techniques

There are different techniques in which online discussions can be run in a learning management system environment such as Canvas. These techniques can work for both traditional and online courses.

Voting and Polling

Minority Views: Have students vote on issues before class and then pull out the minority views at the start of class before the majority opinion dominates (tools like SiteScape Forum and eGroups have polling and/or voting tools).

Class Decisions: Use voting and polling tools to make important or interesting class decisions. - This provides students with a voice or choice within the class (Other Online Learning Pedagogical Ideas: Bonk, 1998; Bonk & Reynolds, 1997; Herrington & Oliver, 1999; Paulsen, 1995).

Debates

Reading Reactions as Debates with Free Choice: Assign a set number of articles to read, but student reactions on one or more of these must be in the form of a debate.

Reading Reactions in Teams: Assign students to read a particular article or set of articles and also assign pro and con sides of a debate on such reading(s) (Online Reading and Writing Techniques: Bonk, 1998; Bonk & Reynolds, 1997; Oliver, Omari, & Herrington, 1999; Paulsen, 1995).

Article Discussions

Reading Reactions with no Choice: Students post critiques or reactions to a small set of reassigned articles and react to posts of a certain number of peers.

Reading Reactions with Extensive Choice: List all the articles in their reading packet within an online discussion tool. Next, assign students to reply to a set number of those articles. They decide which articles they want to discuss and reply to.

Students Articles Free Choice: Have students select a set of articles to read for the semester and have them post summaries of some of them to the Web, as well as respond to the summaries of their peers.

Assigned Reading Reactions in Teams: Assign students to read and react to

a particular set of articles that they are responsible for, and, near the end of that discussion, summarize and comment on the discussions of another group (Online Reading and Writing Techniques: Bonk 1998; Bonk & Reynolds, 1997; Oliver, Omari, & Herrington, 1999; Paulsen, 1995).

Topical Discussions

List possible topics for discussion and have students vote on them and sign up to take the lead on one or more weeks.

Have students brainstorm a list of possible conferencing topics and then take responsibility to lead a week of discussion (Online Reading and Writing Techniques: Bonk 1998; Bonk & Reynolds, 1997; Oliver, Omari, & Herrington, 1999; Paulsen, 1995).

Structured Controversy

Assigned Roles: Assign two students a pro side and two students a con side, and debate an issue electronically, and then switch roles and come to compromise; perhaps later post a reflection on the compromise positions of 1-2 other group.

Chosen Roles: As in above, but students select their own roles (Online Reading and Writing Techniques: Bonk 1998; Bonk & Reynolds, 1997; Oliver, Omari, & Herrington, 1999; Paulsen, 1995).

Round-Robin Activities

Storytelling: Have students create a story or scenario by having one person in the group start the story and send to the next group member who adds to it and forwards it on and so forth. The story circulates to everyone in the group. When done, students share their stories with either their group or the entire class.

Problem Solving: Have students start answering a question or topic and forward their partial answers to someone in their group who adds comments or ideas to it and passes it on till it circulates to everyone in the group. The goal here is to solve the problem originally posed. When done, students share their solutions, case analyses, etc., with either the group or the entire class (Online Reading and Writing Techniques: Bonk 1998; Bonk & Reynolds, 1997; Oliver, Omari, & Herrington, 1999; Paulsen, 1995).

References available by contacting Mapopa Sanga x7128.

Veronica's Vibes

By Dr. Veronica McGowan

A Growing Trend: International Campuses

A growing trend in higher education is not only the need for curriculum to address global topics to prepare tomorrow's leaders to work in international settings, but the increase in American institutions providing an international campus in order to foster an abroad experience. There are 48 robust accredited campuses either affiliated with an accredited American institution of higher education or holding an independent accreditation from an accreditation body sponsored by the United States Department of Education with nearly half of those created since 2000 [1]. In some cases, an American institution took over an existing school, updated facilities and resources and applied American standards and practices. In other cases, a new campus developed from scratch or with planned migration of programming elements. While institutions enjoying United States Department of Education sponsored accreditation must offer a comparable education to one within American borders, a common practice is to deploy an educational provider to oversee facilities. The impact in this situation is that some American standards, including accessibility and safety, fall under expectations of local authorizers which typically have lower standards, a condition I can attest to in my service as an evaluator for a regional accreditation body. In addition, some campuses have struggled with their growth; New York University's Abu Dhabi campus was subject to reports of slavery-like conditions and abuse concerning foreign construction workers [2, 3].

In a study of management of branch campuses, Kinser and Lane [4] found that faculty, curriculum, and finances were top concerns. At the international campuses I visited, faculty workload was higher with less compensation, although socialized medicine reduced faculty concerns about benefits and their incentive to unionize. In some international countries, liberal education or a core curriculum is not well-established as students typically move from a secondary setting directly to a training curriculum directly tied to field needs. Finally, while Americans abroad qualify for federal assistance, non-Americans must support their own educational financing, often without the support of government subsidies.

References

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- [2] Carrick, Glenn and David Batty. "In Abu Dhabi, they call it Happiness Island. But for the migrant workers, it is a place of misery", The Guardian, 21 December 2013, retrieved from <https://www.theguardian.com/world/2013/dec/22/abu-dhabi-happiness-island-misery>
- [3] Batty, David. "Conditions for Abu Dhabi's migrant workers 'shame the west'", The Guardian, 21 December 2013, retrieved from <https://www.theguardian.com/world/2013/dec/22/abu-dhabi-migrant-workers-conditions-shame-west>
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SWOSU's Online Tutoring – convenient for your students

SWOSU'S Online Tutoring / Writing Center Platform via Upswing

All SWOSU students have access to a **24/7 online Academic Help/Tutoring/Writing Center** (paper reviews) assistance. All students need to do is go to swosu.upswing.io or when on the SWOSU web page click on Current Students, then click on tutoring. This supplements the departmental tutoring hours provided to students. All students have to do is enter the above URL in their browser's address bar or go to Current Students and click on the Tutoring link. Contact Dr. Veronica McGowan to do a brief tutorial of Upswing for your students.

Insights from the Web

Learning Objectives: Where We Start and Where We End

According to the May 2, 2018, Faculty Focus, Maryellen Weimer, PhD states "On the surface, learning objectives don't seem all that complicated. You begin with an objective or you can work backwards from the desired outcome. Then you select an activity or assignment that accomplishes the objective or outcome. After completion of the activity or assignment, you assess to discover if students did in fact learn what was proposed. All that's very appropriate. Teachers should be clear about what students need to know and be able to do when a course ends. But too often that's where it stops. We don't go any further in our thinking about our learning objectives. There's another, more challenging, set of questions that also merit our attention.

How many activities and assignments does it take to accomplish an objective? With some simple and straightforward objectives, one is all that's needed. But many objectives deal with mastery of complicated content or complex skills, and the best time to know how many it takes is at the point of course design. Sure, there may be a bit of flexibility to add a necessary activity or assignment on the fly, but big alterations aren't possible once a course is underway. Having taught the course for a while helps guide our decision-making, but every collection of students is unique and that impacts how many activities or assignments it takes to accomplish the objective.

What's a realistic number of objectives to pursue in a course? When it comes to course planning, many of us still start with the content. In some cases, what needs to be covered in the course is highly prescribed. In other cases, faculty have more discretion. Either way, course objectives grow out of the content and most of us know we've got way too much material jammed into our courses. So, it's likely we also have too many objectives.

What's a reasonable amount of learning to expect of students in a single course? How much content does it take to promote that amount of learning? Would starting with objectives make it easier for us to get control of how much material ends up in a course?

What about activities and assignments that do double (sometimes triple) duty? If we ask students to summarize the big take-aways at the end of class and we give them a bit of time to prepare that summary, they are getting to interact with the content in a way that could promote learning, thereby accomplishing part or all of a course objective. Simultaneously, they are creating a summary, potentially learning a new skill and fulfilling an objective related to crafting accurate and useful summaries. Should we look for learning experiences that do double duty or does that diminish the learning potential of the individual objectives?

What about the relationship between objectives? Do those relationships have implications for teaching and learning? If so, what are they? An array of relationships is possible. Course objectives can be connected sequentially so that the accomplishment of one leads to the accomplishment of the next one. The relationships may overlap in such a way that the knowledge or skill to be learned is reinforced by a collection of activities and assignments that build on each other and end in some coherent conclusion. Is this how we teach? It certainly isn't the approach students prefer. They want content chunked, and once they've made it through a chunk they'd like to pack up that material and forget about it.

What about the collection of objectives within a curriculum? Here there are questions of sequence and order as well as relationships. The nature of the content, how knowledge of it unfolds and deepens, has implications for where objectives best fit in a course of study. And that consideration must be weighed against objectives that lay out how students need to grow and develop within the degree or program.

Questions like these make it very clear that the systematic, purposeful design of a course is a complicated process and putting together a curriculum an even more daunting task. Yes, we need to start with the essential, well-written objectives, the activities and assignments that promote their accomplishment, and the assessments to see if they did. But that's not where the story ends; it's where it begins.

Retrieved from: <https://www.facultyfocus.com/articles/teaching-professor-blog/learning-objectives-where-we-start-and-where-we-end/>

Three Active Learning Strategies You can Do in 10 Minutes or Less

According to Barbi Honeycutt, PhD in the April 23, 2018 Faculty Focus retrieved from

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A 2015 survey of *Faculty Focus* readers found that the number one barrier preventing faculty from implementing the flipped classroom model and other active learning experiences into their courses is TIME. Faculty reported they don't have time to plan extra learner-centered activities, due to increasing responsibilities, and they don't have time to implement the activities in class because there's too much content to cover.

If you feel this way, you're not alone. But, you can still create engaging learning experiences for students. And you can do it in 10 minutes (or less).

Why 10 Minutes (or Less)? In my work, the [FLIP](#) is when you "Focus on your Learners by Involving them in the Process." It's when you "flip" it to your students and involve them in the process of reviewing, connecting, analyzing and creating. But you don't need to redesign your whole course around the flipped model. I always encourage faculty to first look for [flippable moments](#) and then add an active learning strategy to those moments.

Other scholars are also sharing the power of using brief active learning strategies to re-engage students and improve learning. In his book, *Small Teaching*, Lang (2016) explains how brief activities "have the power to produce as much or more learning than your anxiously overprepared lecture" (p. 8). We know from educational research and from our own teaching experience that students' attention, focus, and energy decrease as they listen to a straight lecture. "The longer students sit passively in a class, the more attention drifts from the presentation and the longer the drifts last. If you go more than 15 minutes without an activity, you may have lost more than half of your students" (Felder & Brent, p. 128, 2016).

You may decide to add an activity to the beginning of class to help students review course material or connect their pre-class work to the in-class work. Or, you may pause your lecture at the mid-way point to help students re-focus or review main ideas. Or, you may want to stop lecturing a few minutes before class ends to assess learning or clarify confusion. But, keep it brief. "If you give students too long to solve a problem, you can waste time. Some students finish a task quickly. Others struggle the whole time which increases their frustration. If you keep the activities short and focused – anywhere between five seconds and three minutes – you avoid both problems" (Felder & Brent, p. 124, 2016).

When you deliver a lecture, you are presenting information you know inside and out. But it's all new to your students. They are trying to keep up with the flow of information and make sense of it. They may listen attentively and take notes, but at some point they will encounter information that is completely new to them and this may impact their ability to stay focused. Felder & Brent (2016) explain, "When people's cognitive load at a given time exceeds the processing capacity of their working memory, their brain is in a state of cognitive overload, and they will be unable to process new information" (p. 93). Felder & Brent continue, "To keep students from being plunged into cognitive overload by a non-stop flow of information, occasionally turn off the flow" (p. 94).

You can "turn off the flow" by pausing during a lecture and giving students something to DO with the course material. Here are three strategies to try:

Three Strategies You Can Do in 10 Minutes (or Less)

What's Missing? Show students a list, diagram, picture, or series of steps related to the course content, but omit a piece of information. Challenge students to guess "What's Missing?" from the list or image. Examples: list of steps to solve a problem, list of characters in a story, list of sections in a research paper, and a picture of equipment to be used in a lab experiment.

“Ah-Ha!” Wall As students watch a video, participate in a lecture, or read an article, encourage them to pay attention to “ah ha” moments. An “ah ha” moment is when they notice the content is connected to another idea from the course, something they’ve experienced, or something related to a current issue. Ask them to post their “ah ha” idea on the class “wall.” Use [Padlet](#) or [Note.ly](#) to create a free virtual wall where your students can post digital sticky notes, pictures, videos, or quotes. Review the wall in class and integrate their ideas into the lecture or choose posts from the wall to start a class discussion.

Brainstorming Challenge If you want students to brainstorm a list of ideas or possible solutions, challenge them to generate more ideas by giving them two six-sided dice. Ask them to roll the two dice, add the total number together, and that’s how many ideas they should add to their list. Example: If you roll a “4” and a “6” then you need to create a list of 10 ideas. Then, you can encourage them to analyze, sort, or prioritize their lists based on a set of criteria. The added pressure of time (10 minutes!) increases the challenge.

I hope these ideas inspire you to find 10 minutes in your next lesson to try an active learning strategy. If you’re interested in five more strategies you can do in 10 minutes or less, [download this bonus article](#).

Resources:

Faculty Focus, Magna Publications (2015) *Flipped Classroom Trends: A Survey of College Faculty*. Available online: <https://www.facultyfocus.com/free-reports/flipped-classroom-trends-a-survey-of-college-faculty/>

Felder, R. & Brent, R. (2016). *Teaching and Learning in STEM: A Practical Guide*. San Francisco: Jossey-Bass.

Honeycutt, B. (May 25, 2013). Looking for “Flippable Moments” in Your Class. Faculty Focus. Magna Publications. Available online: <https://www.facultyfocus.com/articles/blended-flipped-learning/looking-for-flippable-moments-in-your-class/>

Honeycutt, B. (no date). 3 Flipped Strategies You Can Do in 10 Minutes or Less. FLIP It Consulting. Available online: <http://barbihoneycutt.com/3-flipped-strategies-can-10-minutes-less/>

Lang, J. (2016). *Small Teaching*. San Francisco: Jossey-Bass.

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

