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Correspondent

Center for Excellence in Teaching and Learning

Marci's Messages Lynda.com is available for all

Help spread the word!

"If we teach today as we taught yesterday, we rob our children of tomorrow." – John Dewey

Available for the SWOSU community (faculty/staff/ students) is a video education platform called **Lynda.com**.

Faculty have been using **Lynda.com** videos to supplement course discussions and student learning. By requiring students to watch videos prior to coming to class students have the background information for class discussions (flipped classroom model) or software skills necessary for the class, thus saving faculty time from teaching the basic software skills in the classroom.

Sign in to **Lynda.com** from the SWOSU website and check out some of the new content that is available.

Documentary: [Bracketology Club: Using March Madness to Teach Data Science](#). In this short film, learn how Brian Tonsoni's informal, project - based approach to learning helped his students acquire key skills, like data science and public speaking.

Lynda.com's instruction design training shows teachers how to implement the best practices for college settings in their own classrooms, Learning to teach effectively with technology, flip your classroom, and much more.

Some of the videos available for instructors are:

[Teaching Techniques: Blended Learning](#)

[Measuring Learning Effectiveness](#)

[Teaching Online: Synchronous classes](#)

[Learning to Teach Online](#)

[PowerPoint: Creating a self-Running, Interactive Presentation](#)

[Data-Driven Presentations with Excel and PowerPoint 2016](#)

There are even some great videos for Career Services

[Developing your Professional Image](#)

[Career Opportunities that come from certification](#)

[Creating a Career Plan](#)

[Job Hunting for College Grads](#)

[Job Skills: Learning the Basics](#)

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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. Melinda Burgess**, Professor in the Department of Psychology, College of Professional and Graduate Students, as CETL’s July 2018 spotlighted faculty.



Dr. Melinda Burgess earned her BA in Psychology from Colby College, followed by her MA in Clinical Neuropsychology from Hollins University, and her Ph.D. from Florida State University in Experimental Psychology. Today, Dr. Burgess’ primary research interests involve investigating how stereotypes in the media affect how we see ourselves and how we see and treat others. Dr. Burgess is an active member of the Association for Psychological Science, the Society for the Teaching of Psychology, Oklahoma Network for the Teaching of Psychology, and is also a consultant and researcher for Institute of Child Development and Digital Media.

Dr. Burgess has always enjoyed the energy of the classroom and her students. She began teaching in graduate school in a bit of a trial by fire with a section of 212 general psychology students. Her first job teaching was at a local community college while she was completing her doctoral degree. Dr. O’Kon who hired Dr. Burgess quickly became a mentor and laid the foundations that have shaped Dr. Burgess’s teaching career. Her mentor once posted a quote on the faculty copy machine that read, “When the dignity of challenge is absent, mediocrity is habitually assured.” This has become a central piece of Dr. Burgess’s teaching philosophy and is at the top of each of her syllabi. Through a combination of lecture and Socratic dialogue, Dr. Burgess challenges her students to apply the course concepts to the world around them, looking for ways that they could use the material to improve policy and decision making.

It is from these challenges and student questions in class that Dr. Burgess’ favorite research projects have been derived. While Dr. Burgess engages

in a number of research projects with her students (and gladly welcomes new students to become involved), projects driven by course material allow Dr. Burgess to work through the scientific method with her students to guide them into achieving a depth of understanding that exceeds what is possible in the classroom. While Dr. Burgess certainly enjoys both teaching in the classroom and the research process itself, watching students take a question that intrigued them and carry through the research process all the way to presenting their work at a professional conference is the highlight of her work.

Dr. Burgess also utilizes a number of teaching methods to engage her students. She has experimented with a variety of class activities, all designed to foster engagement with the material as it exists outside the classroom. Most recently she has begun to use a modified flipped teaching format for several units in her Lifespan Developmental Psychology course. For one unit, the students prepare by reading short overviews of different theoretical perspectives on human development prior to class. During class they work in small groups to practice applying that material to practical questions about human development they are likely to see in their professional and personal lives. Once the students realize that Dr. Burgess is serious about the outside preparation (and this often takes a class or two of complaints!), they will often report that they were surprised how much easier the material was to learn this way. Certainly, some are relieved when later units contain more traditional lectures, but the classes are clearly improved with enhanced discussion from the students with that strong initial foundation. Dr. Burgess enjoys utilizing a variety of teaching methods to engage her students, and thoroughly enjoys when students bring real life examples from their world around them to apply to course material.



Bulldog Proud

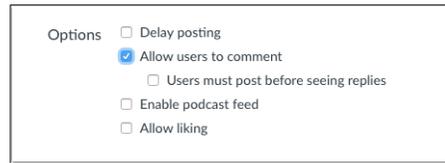


Canvas Updates – May 12, 2018

Announcements: Comment Setting Persistence

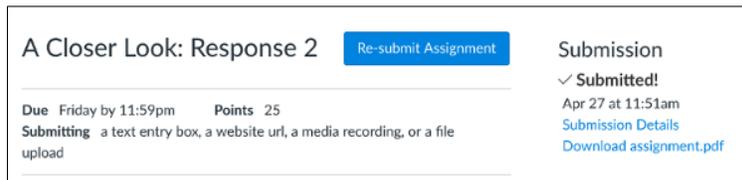
When users are allowed to comment in announcements in a course, the Allow Users to Comment option is persistent and displays the same option set in the previous announcement. This change assists instructors so they don’t have to change the comment option for each announcement they create.

This **setting is associated with the user context and not the course context**. If an instructor changes the comment setting in one course and creates an announcement in another course, the same comment setting will apply. However, if the course has not enabled comments for announcements, the comment option does not display in the announcement and the announcement is locked by default.



Assignments: Submission Details Page Sidebar Terminology Update

When a student submits an assignment, the submission details page sidebar displays the assignment status as Submitted. Previously the sidebar displayed the status as Turned In. This change helps align consistency with Canvas terminology.



Canvas – Did you know?

Table Accessibility in Canvas

<https://community.canvaslms.com/people/snugent/blog/2018/05/11/table-accessibility-in-canvas>

The table feature in the rich content editor has been improved making it easier to add formatting to the table. The following guide details how to use the table feature in the rich content editor.

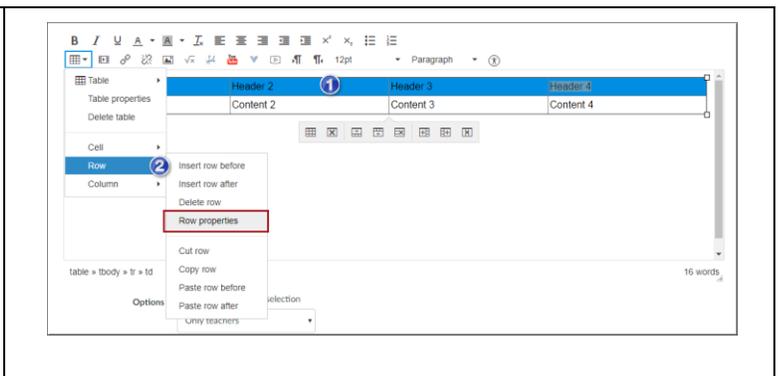
- [How do I insert a table using the Rich Content Editor?](#)

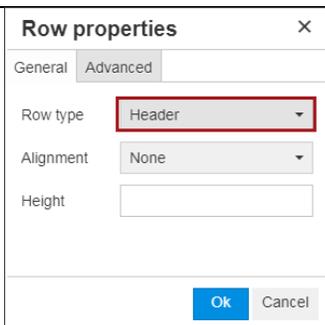
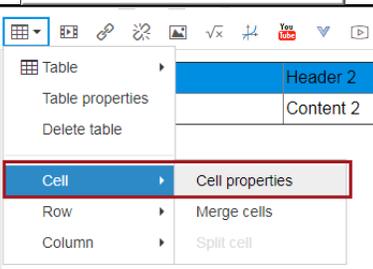
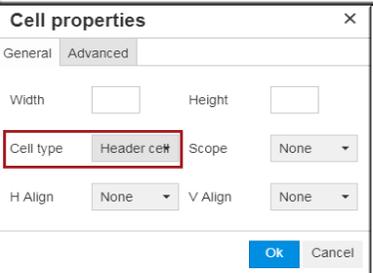
Generally speaking tables should only be used for tabular data. If you do use tables for design, make sure the content will make sense when read from left to right in each row of the table. Regardless of how you use tables, each table should have a header row and caption.

- [Creating Accessible Tables](#) - via WebAIM

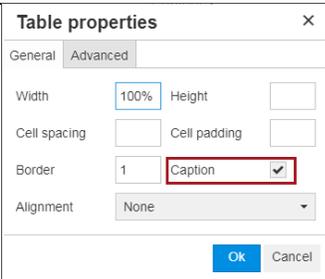
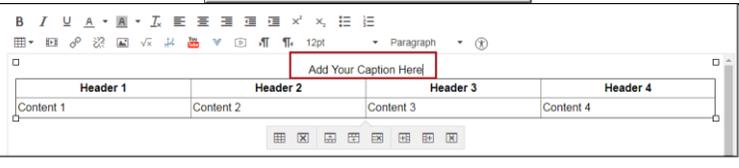
How to Make the First Row a Header

It is important to note there are a few extra steps you need to complete to make your table more accessible. Use the tutorial below for step by step instructions on how to add header row and caption. Create the table as normal. (1) Select the first row of your table. (2) Click the table option and select **Row > Row Properties**.



<p>In the row properties dialog box next to row type select Header. Click OK.</p>	
<p>With the first row still selected Click the table option again and select Cell > Cell Properties.</p>	
<p>In the cell properties dialog box next to cell type select Header cell. Click OK.</p>	

How to Add a Caption to a Table

<p>Select the table until you see the white handles at each corner. Click the Table properties button below the table.</p>	
<p>In the table properties dialog box next to caption place a check mark in the box. Click OK.</p>	
<p>In the editor you will see extra space above the table. Enter your caption text here. Once you have completed these steps your table will be more accessible for all your students.</p>	

Workshops Available for July

CETL Workshops with Nathan

Zoom training is available by request. Contact Nathan

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, July 3, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, July 10, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Tuesday, July 17, 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, July 11, 2018 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, July 18, 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, July 5, 2018..... 1:50 p.m. to 2:30 p.m.
 Join this workshop via ZOOM: <https://zoom.us/j/960339908>

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

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

CETL Workshops with Veronica

Improving your course objectives and assessment measures

Hands-on workshop. Bring your fall semester syllabus with you for fine-tuning.

Tuesday, July 10, 2018 HEC 208, 2:00 p.m.
 Or attend via Zoom: <https://zoom.us/j/208474666>

Preventing copyright infringement in your course

Hands-on workshop. We'll review any courses you would like to self-identify as needing review.

Wednesday, July 16, 2018 HEC 208, 10:00 a.m.,
 Or attend via Zoom: <https://zoom.us/j/553229337>

What is Competency-based education and what could my program\department consider for implementation?

Friday, July 20, 2018..... HEC 208, 11:00 a.m.,
 Or attend via Zoom: <https://zoom.us/j/278640537>

Options for recording your lectures and using student-provided video in your course.

Tuesday, July 31, 2018 HEC 208, 1:00 p.m.,
 Or attend via Zoom: <https://zoom.us/j/455939676>



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

Assignment Ideas for Online Teaching

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.

AHA! Assignment

Ask students to keep a journal of Aha! Or epiphany moments they experience during the course. Encourage them to share these moments in a discussion board at some point during the course or on an ongoing basis. It will enrich the course.

Focused Listing

After reading the text or lecture material, have students recall the most important points related to a particular topic. These could be posted in

the Journal tool and may help prepare students for an exam (Classroom Assessment Technique by Thomas A. Angelo and K. Patricia Cross).

Empty Outlines

Provide students with an empty or partially completed outline of lecture material or a reading assignment and direct them to fill in the blanks. This could be completed in using a word processor and the Assignment feature, the Quiz tool, or submitted to an online Journal or Blog tool (Classroom Assessment Technique by Thomas A. Angelo and K. Patricia Cross).

One-Minute Paper

Ask students create a one-minute paper in the essay function of the quiz tool with the timer set to one minute. This is a good way to assess new information presented in the session (Classroom Assessment Technique by Thomas A. Angelo and K. Patricia Cross).

References available by contacting Mapopa Sanga x7128.

Veronica's Vibes

By Dr. Veronica McGowan

New to Funding Proposals?

Some things to consider:

- Choose a problem or an innovative idea that addresses a need or challenge
- State the research problem at the beginning of the statement of purpose.
 - Give some of historical background and describe relevant published research, always with the goal of showing how your project is unique.
 - "No other scholar has systematically observed and recorded . . ." and "While mating habits of the red panda have been studied (So-and-so, 2013), no research has been found on how climate change impacts mating habits of the red pandas...."
- Justify every expense-why can't you use a public data set (too old, focus too broad, no set matches your variables)

- Make your research scalable, so your research can still be funded on a smaller (or larger scale)
- How will you study your problem?
 - You need to justify your methodology
- Refine your elevator pitch
 - What do you want to do, how much will it cost, and how much time will it take?
 - How does the proposed project relate to the sponsor's interests?
 - What difference will the project make to: your university, your students, your discipline, the state, the nation, or any other concerned parties?
 - What has already been done in the area of your project?
 - How do you plan to do it?
 - How will the results be evaluated?
 - Why should you, rather than someone else, do this project?

SWOSU's Online Tutoring – convenient for your students

SWOSU'S Online Tutoring / Writing Center Platform via Upswing

All SWOSU students now have access to **24/7 online Academic Help/Tutoring/Writing Center's** (paper reviews) assistance. All current students need to do is go to swosu.upswing.io or on the SWOSU web page click on Current Students, then click on tutoring. This supplements the departmental tutoring hours provided to students. We feel one-on-one tutoring on campus is one of the great benefits our students have on campus, but we need to reach out to those students who cannot get to campus at the specific scheduled tutoring days and times. All students have to do is enter the above URL 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.

Transformative Learning Conference Takeaways



Dr. Hardeep Saluja

As a professor in the college of pharmacy at SWOSU, I continuously seek for learning approaches that will help my students become critical thinker, develop problem-solving skills and become lifelong learners. According to FDA, "From 2006 through 2014, Center for Drug Evaluation and Research (CDER) has averaged about 28 novel drug approvals per year"¹. In year 2017, FDA approved 46 new drug therapies². Most of these new therapies and many more to come are not taught in the existing curriculum and therefore, it is very important to prepare our students to become self-educators. The typical instructional strategy employed in most pharmacy schools has stayed the same for decades "lecturing". The pharmacy curriculum is mostly content driven and is designed to deliver information to students and be able to regurgitate the information back in the exam^{3,4}. However, in order to prepare students to successfully deal with the real world problem, and become lifelong learner, one must strive for new strategies to improve student academic achievement and workforce readiness.

I attended the 2018 Transformative Learning Conference on March 2018 in Oklahoma City to learn new ideas, methods and approaches to become more effective teacher and scholar. Educators and scholar from all over the world attended the conference. The plenary session and subsequent interactive, roundtable and research sessions were very informative. I most certainly learned new strategies to improve learning experience by providing transformative learning approach to train future pharmacist. I wish to thank Center for Excellence in Teaching & Learning (CETL) at SWOSU for providing this opportunity to faculties to learn, network and strengthen existing relationships.

1. Noval drug approval for 2015. <https://www.fda.gov/downloads/Drugs/DevelopmentApprovalProcess/DrugInnovation/UCM485053.pdf>. Accessed March/Thursday.
2. Noval drug approval for 2017. <https://www.fda.gov/Drugs/DevelopmentApprovalProcess/DrugInnovation/ucm537040.htm>. Accessed March/Thursday, 2018.
3. Blouin RA, Joyner PU, Pollack GM. Preparing for a renaissance in pharmacy education: The need, opportunity, and capacity for change. *Am J Pharm Educ.* 2008;72(2):42.
4. Cooksey JA, Knapp KK, Walton SM, Cultice JM. Challenges to the pharmacist profession from escalating pharmaceutical demand. *Health Aff.* 2002;21(5):182-188.

Dr. Patsy Parker

The Transformative Learning Conference had great faculty presentations and inspiring keynote speakers. I enjoyed the presentations from Dr. Amanda Evert, Ms. Sarah King, Dr. Kelley Logan, and Ms. Taylor Verkler. Other SWOSU faculty presented, but I did not get to hear their presentations – there were so many simultaneous presentations. One of the most enjoyable parts of any conference is the networking. I got to spend time with my SWOSU colleagues and meet colleagues from other institutions.

Dr. Peter Felten, the keynote speaker for Friday, delivered a motivating message about engaging students as partners. Dr. Felten gave some examples and encouraged us to think of other ways we can increase students' learning by making them a active participant in the teaching process. For example, allowing students to grade essays from a former semester will encourage better writing skills. Creating the partnership advantage with students promotes four processes: engagement, awareness, enhancement, and belonging. All four of the processes lead to increased retention, which fits perfectly with SWOSU's mission.

Dr. Veronica McGowan

Lessons from the Transformative Learning Conference: Fostering deep learning in coursework

Some takeaways from my recent participation at UCO's Transformative Learning Conference:

- Structure coursework around the investigation of a problem or a big question

- To foster student ownership and student leadership, have students devise the problem and determine the method of investigation
- Have students identify and explore roles in the problem
 - This is an opportunity for students to explore breadth of roles by rotating positions or depth of a single role with a semester-long commitment
- Offer opportunities for formative assessment before summative assessment
- Provide just-in-time instruction and resources to maximize time devoted to hands-on learning
- Have students explore the methods and procedures of the discipline starting from the introductory course by using modified or mini learning experiences devoted to:
 - Scientific method
 - Literary criticism
 - Applied Behavioral Analysis
- Challenge existing paradigms that students have with scenarios or flawed applications were students point out the errors or problems



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

