

# THE CETL CORRESPONDENT

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## February 2019

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# Correspondent

## Center for Excellence in Teaching and Learning

### Marci's Messages 2019 Transformative Learning Conference

#### New Teaching and Learning Coordinator has been hired!

Mr. Steve Ray has joined the ranks of the Center for Excellence in Teaching and Learning, please contact Steve and give him a warm SWOSU welcome.

Steve will be providing Departmental Teaching and Learning Support for the departments of **Biological Sciences, Business, Chemistry and Physics, Computer Science and Engineering Technology, Kinesiology, Nursing, Pharmacy Practice and Social Sciences**. If you are in these departments, please contact Steve at extension 3147 or email him at [steve.ray@swosu.edu](mailto:steve.ray@swosu.edu).

Steve has recently worked as an Instructional Design Specialist at the University of Oklahoma College of Dentistry, where he provided professional support in the selection, design, production and implementation of instructional objectives and strategies. He implemented instructional design principles through interaction with faculty and staff to ensure the effective delivery of instruction. He also consulted with faculty and staff concerning instructional techniques including web-based course delivery.

As many of you know, prior to working at the University of Oklahoma College of Dentistry, Steve worked for SWOSU's Distance Learning department for 21 years. We are so excited to have Steve back on campus.

#### Student-Centered Learning and Student Buy-In

This study finds that student resistance to curriculum innovation decreases over time as it becomes the institutional norm, and that students increasingly link active learning to their learning gains over time.

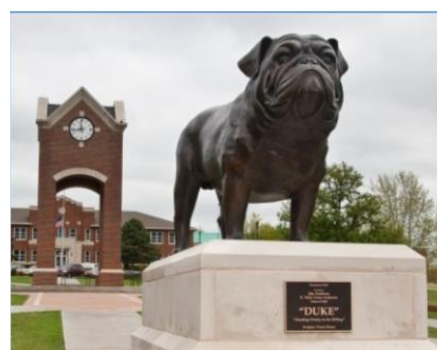
Faculty buy-in is a common challenge to curricular innovation. But what about students? What hurdles, if any, do they represent when it comes to adopting a more student-centered pedagogy? After all, taking notes during a lecture is arguably less demanding than engaging in more active learning.

That question is at the heart of a [new study](#) published in *PLOS ONE*, called "Knowing Is Half the Battle: Assessments of Both Student Perception and Performance Are Necessary to Successfully Evaluate Curricular Transformation."

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## Focus on SWOSU Faculty

The Center for Excellence in Teaching and Learning is spotlighting faculty members monthly in a series of articles called "Focus on SWOSU Faculty". These faculty have been selected as doing inspiring active learning activities in their courses and have agreed to share some of their activities with the SWOSU community. One SWOSU faculty member will be spotlighted per month who is using transformative and other exciting active learning methods in their teaching which advances student learning at SWOSU.

This month, CETL is spotlighting **LeaAnne Hume, Department of Nursing**-as CETL's February 2019 spotlighted faculty.



As a child, LeaAnne Hume told everyone that someday she wanted to be a nurse so she could sit and rock babies all day long! Sadly, even though she has helped deliver lots of them, sitting around rocking may have to be a retirement activity. Growing up in Weatherford, Hume was influenced by many to pursue medicine rather than nursing with comments such as "you are too smart to be a nurse" or "why be

the nurse when you can be the doctor and make the money you deserve." So in the fall of 1993, Hume moved into Stewart Hall and in spring 1997 she graduated with a Bachelor's Degree in Biological Sciences. Over the course of four years, dreams of pursuing a nursing degree had been abandoned, the MCAT had been taken, and applications to medical school had been filled out, but in the final semester, Hume realized that medical school had never been her goal, but that of others with good intentions. Serving as a math and science tutor for the University had actually revealed a passion for teaching that had not been considered. So, applications to medical school were withdrawn and another route was pursued.

After teaching middle school math and science for a short time, Hume knew that while she loved teaching she also craved being in the healthcare field. Realizing that being "too smart to be a nurse" is ridiculous and that becoming a nurse would be her perfect fit, Hume returned to SWOSU in 2000 and graduated with a Bachelor's in Nursing in 2002. During her time as a nurse, Hume has worked in the emergency department (her favorite!), obstetrics, and medical – surgical units. She has also served as a nurse educator and opened a convenient care, a surgeon's clinic, and an obstetrical clinic. In 2009, after serving as a guest lecturer several times for SWOSU School of Nursing, Hume pursued her Master's Degree in Nursing Education from the University of Oklahoma, which was completed in 2010. In August of 2010, Hume began teaching

for SWOSU School of Nursing and her love of teaching and nursing were combined.

During Hume's time at SWOSU, she has taught Pharmacology, Community Nursing, Personal Wellness, Acute and Chronic I, and Fundamentals in the traditional program while occasionally picking up a course in the RN-BSN online program when needed. Referring to Pharmacology as her nemesis, Hume spends a lot of time working to find ways for students to better grasp concepts in this course. Over time, several simulations, collaboration with the College of Pharmacy, flipped classrooms, and peer teachers have been added. Simulation is a personal favorite and undoubtedly student approved! Learning a concept in class and then entering the safe environment of the lab to apply the concept

is a very popular and successful activity. In Community class, while some lectures are necessary, the students spend most of their time actively learning. Rather than taking exams, students are evaluated on ability to identify health problems using county statistics, key informant interviews, and windshield survey of an assigned community. Once problems are identified, the students provide education to the community in an effort to improve health outcomes. While lectures in mass are necessary in many nursing courses, Personal Wellness is a student favorite packed with guest lecturers and certification opportunities for deeper understanding of Organ Donation, Compassion Fatigue, Advanced Disaster Life Support, Legal and Ethical Dilemmas, Advanced Cardiac Life Support, Nursing Forensics, Trauma, and Personal Wellness of the Nurse.

In SWOSU School of Nursing, all courses are taught as a team with two or more instructors sharing the responsibility. This approach allows for use of many teaching methods. According to Hume, "teaching at SWOSU School of Nursing and being a part of this great team has been a blessing!"



## 5Cs & R Luncheon Series

On January 22 and 23, the Center for Excellence in Teaching and Learning began their **5Cs & R Luncheon Series** in conjunction with the SWOSU Instructional Excellence Academy. The series features presentations from two SWOSU faculty related to one of six teaching components that can improve student learning in the classroom: Creativity, Critical Thinking, Collaboration, Community, Communication and Relevance.

The topic for January was **CREATIVITY** with Dr. Richard Tirk from the Department of Music and Jonna Myers from the Department of Business presenting. Both provided short presentations on how they incorporate **CREATIVITY** in their courses. After the presentations, those in attendance worked in small discussion groups to record various ways they can incorporate **CREATIVITY** into each of their classes. It was great seeing and hearing the 37 faculty in attendance discussing how they include creativity in their classes and more importantly, gleaned ideas from others on how to update current assignments to incorporate creativity.

The next topic in the 5Cs & R Luncheon Series will be **CRITICAL THINKING** and is scheduled for Wednesday, February 20, and Thursday, February 21 from 12:00 to 12:50 p.m. in HEC 217. Dr. Jon Henrikson from the Department of Chemistry and Physics and Dr. Stephen Burgess from the Department of Psychology will be the focus presenters on **CRITICAL THINKING**. The event are required for faculty who have been selected for the first SWIEA class. However, ALL University faculty are invited to attend the Luncheon Series on either day. A sack lunch will be provided. Those who plan to attend need to email Marci Grant at [marci.grant@swosu.edu](mailto:marci.grant@swosu.edu) by Friday, February 15 to reserve a spot and lunch.

# Workshops Available for February

## CETL Workshops with Nathan

### Basic Zoom Training

Contact Nathan for one-on-one Basic Zoom training. The training introduces faculty to all of the basic Zoom features. It is structured for the new Zoom learner.

## CETL Workshops with Mapopa

### Intro to Canvas: For Beginners

This one-hour workshop basically introduces faculty to the Canvas interface. Create a homepage, upload syllabus, create modules and module pages, create assignments, quizzes, use speed grader and docviewer, make announcements, use the messaging system.

Tuesday, February 5, 2019..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

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

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

Tuesday, February 26, 2019 ..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

### Creating Electronic Portfolios

This half hour Workshop introduces faculty to creating e-portfolios in Canvas. The Workshop takes a hands-on-approach to creating an e-portfolio as a place to showcase your work for a course or project.

Wednesday, February 6th, 2019 ..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, February 13<sup>th</sup>, 2019 ..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, February 20, 2019..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Wednesday, February 27, 2019..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

### Using the new improved Analytics in Canvas

This Workshop introduces faculty using the new, improved Analytics in Canvas. The Workshop walks faculty through the new Analytics interface and familiarizes them with its enriched features.

Thursday, February 7, 2019 ..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, February 14, 2019 ..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, February 21, 2019 ..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

Thursday, February 28, 2019 ..... 1:50 p.m. to 2:30 p.m.  
Join this workshop via ZOOM: <https://zoom.us/j/960339908>

### Online Course Development Workshop (OCD)

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.

Workshop runs throughout the Fall semester and faculty can register at any time and submissions can be turned in at any point.

Register with Ashley X3149 OR: [ashley.walkup@swosu.edu](mailto:ashley.walkup@swosu.edu)

## LockDown Browser & Respondus Monitor Workshops

### Instructor Training for LockDown Browser & Respondus Monitor: Prevent Cheating During Online Exams

This comprehensive training webinar is intended for instructors who use LockDown Browser and/or Respondus Monitor with online exams. The session provides a detailed demonstration of both applications, including new enhancements that make Respondus Monitor even more effective and easy to use.

Thursday, February 7, 2019.....1:00 p.m. CT  
[Sign up Now](#)

### Instructor Training: Lockdown Browser Advanced Settings

This in-depth training for LockDown Browser will focus on advanced settings and features – such as how to use external websites, spreadsheets and online calculators with LockDown Browser. The session will also include how students can use LockDown Browser on different devices, such as an iPad, and best practices for instructors and students. The webinar will include a Q&A period at the end.

Thursday, February 14, 2019 .....2:00 p.m. CT  
[Sign up Now](#)

### Available Videos

- [Respondus Monitor Overview](#)
- [Preparing Your Exam for Respondus Monitor](#)
- [Student Overview](#)

## Respondus 4.0 Test Making Videos (transfer publisher test banks to Canvas)

- [Creating and Formatting Questions with Respondus](#)
- [Using Publisher Test Banks with Respondus](#)
- [Importing Questions with Respondus](#)

## Online Learning Consortium Workshops

The Center for Excellence in Teaching and Learning has 20 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.

The following are examples of some of the workshops that are offered

- Creating Infographics for Learning,
- Designing with Accessibility in Mind,
- Designing a Flipped Classroom,
- Strategies to Improve Retention,

- Strategies to Increase Faculty Motivation,
- New to Online: Essentials Part 1-Getting Started,
- Exploring Open Educational Resources, Part 1,
- Creating Rubrics,
- Applying the Neuro, Cognitive, and Learning Sciences to Instructional Design,
- Exploring Learning Analytics,
- Strategic Planning for Web Accessibility,
- And many, many more

If you are interested in applying for a scholarship to attend one of the following workshops, please complete the [Registration form](#).

## Free Professional Development Webinars for Faculty

Extend your professional development and meet your students where they are with this free [Digital Learning Webinar Series](#). Below are just a few examples of some of the webinars that are available.

- [Active Learning Strategies to Promote Scientific skills](#)
- [Early Alerts: Identifying Struggling Students Earlier](#)
- [How Mastering Can Help Your Students Learn How to Think Like a Physicist](#)
- [Engaging Students in Business Analytics](#)
- [Learning Mathematics through Digital Technologies](#)
- [Quantitative Reasoning with Excel](#)

- [6 Ways to Use Polling Questions to Engage Students in Your Accounting Classroom](#)
- [Interactive Assignments in CoReg College Algebra](#)
- [Using MyLab Math and Statistics in Corequisite Courses](#)
- [Incorporating Critical Thinking in your Introduction to Business Classroom](#)

## 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](mailto:ashley.walkup@swosu.edu).



# Insights from CETL's Teaching and Learning Coordinator

Mapopa Musings By Dr. Mapopa Sanga

## On Gamification and Learner Engagement

Gamification is the process of applying elements associated with (video) games in non-game applications which aims to increase people's engagement and promote certain behaviors (Katsigiannakis & Karagiannidis, 2017). Gamification has been incorporated with commercial success into web applications (Zichermann & Cunningham, 2011), while education is an area prospective for application of this concept (Kapp, 2012). However, despite the fact that most empirical studies indicate that gamification provides positive effects on user engagement and motivation, empirical evidence reports mixed results (De-Marcos et al. 2014). Some surveys have in fact indicated that gamification can effect negatively intrinsic motivation and user satisfaction (Hanus & Fox, 2015). Therefore, further research is required to investigate the effect of gamification on user engagement.

In order to create a gamified system that increases student engagement, it is necessary to focus on the fundamental elements that make games popular to people. "Games are motivating because of their impact on the cognitive, the emotional and the social areas of players" (Lee & Hammer, 2011). There are actually two types of gamification. Structural gamification is the application of game elements to propel a learner through content with no alteration or changes to the content, while content gamification is the application of game elements and game thinking to alter the content to make it more game-like (Kapp, 2012). Kapp (2012) also stressed that in order to successfully gamify a learning experience, "the first priority is to co-design instructional elements along with gameplay elements and not as an afterthought." Some of the popular game elements are points, levels, leaderboards, and badges. Those elements are also the most common in structural gamification.

### References

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- Lee, J. J., & Hammer, J. (2011). Gamification in education: What, how, why bother? Definitions and uses. *Exchange Organizational Behavioral Teaching Journal, 15*(2), 1-5.
- Zichermann, H., & Cunningham, C. (2011). *Gamification by design: Implementing game mechanics in web and mobile apps*. Sebastopol: O'Reilly Media.

## Higher Ed Teaching and Learning Strategies

- [Grading Smarter, Not Harder](#) - Historians discuss efforts to evaluate student learning far beyond a grade....
- ["My Professor Cares"](#) - Can "light-touch, targeted feedback" to students via email improve their perceptions of and performance in a class? New research says in some cases the answer is yes. Read the rest of the article by clicking on 'My Professor Cares'.
- [Flipping the Script on Flipped-Classroom Syllabi](#) - An instructor's explanatory syllabus prompts a discussion of how students perceive new learning models, and how much they want to know about pedagogy before a class begins. Read the rest of the article by clicking on 'Flipping the Script on Flipped-Classroom Syllabi'.
- [Getting Students to Study Literature](#) - Number of English majors is dropping and many language programs fight for survival. But at the MLA, professors share strategies that are boosting enrollments and in some cases forcing them to change what they teach...
- [What Brain-Based Techniques Can I Use to Engage Students During Class?](#) - In this 20-Minute Mentor, the presenters demonstrate several activities and techniques that align with how the brain learns most effectively. All can be incorporated into either a traditional 50-minute or a longer class period. The presenters offer specific techniques that help vary the learning experience including patterning activities, organization and cueing, and creating the emotional impact of the lesson.

## Canvas Information

### [How does the feature idea process work in the Canvas Community](#)

Do you have any ideas that you feel could make Canvas better?

You can submit an idea to Canvas. Ideas that are submitted to Canvas are open for voting by the entire Canvas Community. Ideas are open for six months. Following six months, ideas in the top 10th percentile of the vote will remain in the general forum and open for voting. Ideas in the bottom 90th percentile will be archived and moved out of the general forum which makes room for new ideas.

You also can ask the Canvas Community questions. Type in <https://community.canvaslms.com> into your browser search bar.



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

