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SWOSU

Correspondent
Center for Excellence in Teaching and Learning

Lisa's Notes

Finals are fast approaching, and with it comes entering final grades. This semester entering final grades can be a one-stop process in Canvas. Please check Faculty Commons for information on the process, as well as a quick video, that goes through the process with narration.

Canvas Updates – Now is the time to Cross List!

CETL encourages faculty to complete cross-listing forms prior to leaving for Winter Break in December. As campus is closed from December 21 through January 2nd, cross-listing will not be completed during this time. Please use the cross-listing form in Faculty Commons to get your classes set up prior to the beginning of the semester.

Canvas Updates – Course Naming Convention

CETL and Assessment are asking for faculty to implement revised course naming conventions in Canvas. Part of the change from the PX to the Colleague system, meant that the unique identifiers used for setting up student evaluations in Canvas has changed. With this in mind, Assessment and CETL are asking for the following: If revising the Course Name or Course Code sections of Canvas Settings, please add the unique identifiers at the end of the existing information. For example: 2020SP Data Analysis & Interpretation (ORGL-3333-5582) 1st 8 Weeks Friesen. Following this naming convention will assist with setting up the course evaluations. Please contact Lisa Friesen at lisa.friesen@swosu.edu or 3149 with any questions.

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 Landry Brewer, Associate and Applied Programs.
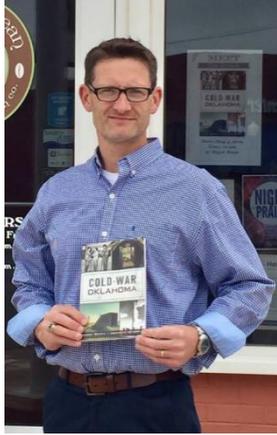
Landry Brewer is a native Western Oklahoman, an Elk City High School graduate, and a five-time SWOSU graduate. Brewer joined SWOSU's full-time faculty at the Sayre campus in 2005 and, as a member of the Social Sciences Department, he teaches U.S. History to 1877, U.S. History Since 1877, World History and American Government and Politics. Brewer won SWOSU's Bernhardt Academic Excellence Award in 2018, and last April, the History Press published his book Cold War Oklahoma. Since 2006 he has co-hosted "The Early Morning Show" on KECO Radio in Elk City with his twin brother, Nathan. Brewer married his high school sweetheart, Erin, and they have five children, the youngest two of whom are homeschooled.

Landry's interest in teaching grew out of his interest in history and government. "My eighth-grade Civics class was a turning point for me; it was the first class that I loved," Brewer said. Brewer ultimately earned degrees studying history and political science so that he could teach those disciplines. "I love what I do; I can't imagine being happier doing anything else," Brewer said.

Brewer knows that history and government are not always his students' favorite subjects, but he tries to explain ideas, movements, events and even the American political system in a way that is understandable and relevant. One way is to incorporate current events, whether a presidential impeachment inquiry or an adversarial Communist nation testing long-range nuclear missiles. The Cold War becomes concrete for students when he discusses Oklahoma's role in it, including the state's housing intercontinental ballistic missiles that were part of the nation's cold war nuclear arsenal in the 1960s.

Additionally, all of Landry Brewer's brick-and-mortar classes taught at the Sayre campus are formatted to broadcast to juniors and seniors at Oklahoma high schools, and he uses all of the technology at his disposal to reach them. His lectures include an outline displayed on the classroom monitors for the students to follow so that they may understand concepts and events in their context. In all subjects that he teaches, he conducts beginning-of-class reviews and solicits answers to questions about the previous class lecture, often asking students to explain concepts to him. He also uses PowerPoint slides and even YouTube videos, especially for his online students so that he may reach the audial, visual and multi-sensory learners among them. "I use as many of the resources in my quiver as I can to facilitate student understanding and critical thinking as I encourage them to see the cause-effect relationships of our historical/political prologue that has brought us to the circumstances of the present," said Brewer.

Workshops Available for December

CETL Workshops with Nathan

DropBox Training
Nathan is taking DropBox training to the departments. Please call (3077) or email (Nathan.Thiessen@swosu.edu) and schedule a day and time for Nathan to come and do DropBox training especially how to link dropbox documents/videos/recordings to Canvas.

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 user. Please call (3077) or email (nathan.thiessen@swosu.edu) and schedule a day and time for training.

Advanced Zoom Training
Contact Nathan for one-on-one Advanced Zoom training. The training introduces faculty to advanced Zoom features. It is structured for the experienced Zoom user. Please call (3077) or email (nathan.thiessen@swosu.edu) and schedule a day and time for training.

President's Conference Room System Training
Contact Nathan for one-on-one training on how to use the new system in the President's Conference Room. Please call (3077) or email (nathan.thiessen@swosu.edu) and schedule a day and time for training.

CETL Workshops with Mapopa

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.

Tuesday, December 3, 2019...1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Using Canvas Studio
This workshop introduces faculty to Canvas Studio. Formerly called Arc, Canvas Studio allows you to manage all your media at any time. Accessible from your left navigation bar, Canvas studio enables you to upload video and audio files into one place in Canvas. You can view, share, and comment on any uploaded video or audio file.

Wednesday, December 4, 2019.......................................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, December 5, 2019..1:50 p.m. to 2:30 p.m.
Join this workshops via ZOOM: https://zoom.us/j/960339908

Register with Ashley X3149 OR: ashley.walkup@swosu.edu

CETL Workshops with Steve

Changing the Grade Scheme in the Canvas Gradebook
In this workshop, you will learn how to clear Change the Grade Scheme in Canvas and enter Final Grades.

Thursday, Dec. 5, 2019 .... 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/9123629032
Tuesday, Dec. 10, 2019..11:00 a.m. to 11:30 a.m.
Join this workshop via ZOOM: https://zoom.us/j/9123629032

Register with Ashley X3149 OR: ashley.walkup@swosu.edu

Workshops are Available from the Online Learning Consortium

The Center for Excellence in Teaching and Learning has 20 scholarships available for faculty to attend Online Learning Consortium workshops. Go to https://onlinelearningconsortium.org/learn/workshops/ to see the various workshops that are available. These workshops are not just for online faculty, there are topics that pertain to all areas.

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,
- Exploring Learning Analytics,
- Strategic Planning for Web Accessibility

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

Creating and Formatting Questions with Respondus

Importing Questions with Respondus

Using Publisher Test Banks with Respondus

Insights from CETL's Teaching and Learning Coordinators

Mapopa Musings By Dr. Mapopa Sanga

Managing an Online Class: Time offline Versus Time Online

Palloff and Pratt (2008) observed that many instructors and institutions mistakenly believe that the online teaching mode and course delivery is easy. According to Palloff and Pratt, the opposite could actually be true. An instructor for an online course cannot simply post material and walk away for a week. If that happens, the instructor may log back in to find a flurry of posts and questions and may have difficulty appropriately reentering the conversation. It becomes important to check the course site at least once a day, if not more, in order to respond quickly to student posts, offer advice or suggestions, or simply make our presence known and felt (Palloff & Pratt, 2008). One student stated:

To some degree, it's easier to drive to a class every week, Wednesday night for three hours or to spend all weekend in class. At least you know that the time is designated and finite. This class, on the other hand, goes on for 24 hours a day, 7 days a week. This takes it so much harder to know when to "go to class" so to speak. I thought this would be an easier way to take class. I was wrong! June.

According to Palloff and Pratt (2008), students also need to be responsive and involved. Instructors in the online arena will find that the time needed to deliver this type of class is two to three times greater than to deliver a face-to-face class.

References:

Palloff, R.M. & Pratt, K.(2008) Building learning communities in cyberspace: Effective strategies for online classroom. San Francisco, USA: Jossey-Bass

Ray's Reflections By Steve Ray

The Collaborative Classroom: Social and Emotional Learning

Some traditional academic approaches that employ narrow tasks to emphasize rote memorization or the application of simple procedures won't develop learners who are critical thinkers or effective writers and speakers. Rather, students need to take part in complex, meaningful projects that require sustained engagement and collaboration.

A growing body of research demonstrates that students learn more deeply if they have engaged in activities that require applying classroom-gathered knowledge to real-world problems. Like the old adage states, "Tell me and I forget, show me and I remember, involve me and I understand (Hammond 2008)."

Research shows that such inquiry-based teaching is not so much about seeking the right answer but about developing inquiring minds, and it can yield significant benefits. For example, in the 1995 School Restructuring Study, conducted at the Center on Organization and Restructuring of Schools by Fred Newmann and colleagues at the University of Wisconsin, 2,128 students in twenty-three schools were found to have significantly higher achievement on challenging tasks when they were taught with inquiry-based teaching, showing that involvement leads to understanding. These practices were found to have a more significant impact on student performance than any other variable, including student background and prior achievement (Hammond 2008).

Similarly, studies also show the widespread benefits of cooperative learning, in which small teams of students use a variety of activities to more deeply understand a subject. Each member is responsible not only for learning what is taught but also for helping his or her teammates learn, so the group become a supportive learning environment.

The takeaway from this research has shown the following:

1. Students learn more deeply when they can apply classroom-gathered knowledge to real-world problems, and when they take part in projects that require sustained engagement and collaboration.

2. Active-learning practices have a more significant impact on student performance than any other variable, including student background and prior achievement.

3. Students are most successful when they are taught how to learn as well as what to learn.

Reference Material:

Adapted from Powerful Learning: What We Know about Teaching for Understanding, a new book reviewing research on innovative classroom practices, by Linda Darling-Hammond, Brigid Barron, P. David Pearson, Alan H. Schoenfeld, Elizabeth K. Stage, Timothy D. Zimmerman, Gina N. Cervetti, and Jennifer L. Tilson, published in 2008 by Jossey-Bass. Published with support from The George Lucas Educational Foundation.

Let's Grade! Lisa Friesen

With the move to Colleague, many changes have happened. One positive change is the fact that instructors can now post their final grades in Canvas.   The first step is to set a Grading Scheme, and then either accept the Final Grades as they appear from the course gradebook, or override the grade by entering a new grade. Complete instructions, along with a video can be found in the Faculty Commons section of Canvas. Feel free to contact Lisa Friesen, Steve Ray or Mapopa Sanga with any questions.

One part of posting final grades via Canvas, as it allows for a more seamless integration from our learning management system (LMS), Canvas, to Colleague. This is a process that is encouraged by the Higher Learning Commission (HLC).

While finishing up the semester, it is also a good time to request your courses to be cross-listed. Please complete the Cross-List Form, found in Faculty Commons, and submit it prior to the campus closing on December 20th. If you submit after the 20th, the cross-listing will be completed, on January 2nd, in the order the forms were received. If you have any questions about cross-listing, please contact Ashley Walkup or Lisa Friesen.

I attended a Canvas Regional Conference in November, and some new changes are in the works! One example is a new Quizzing Tool, which makes creating quizzes a much easier process (in my opinion.) Because this is a major change to the Quiz process, Canvas is still working to perfect the process. I am expecting an announcement in the near future, that the Quiz tool will be "going live" next year, later in the year. When this happens, existing quizzes will need to be migrated to the new quiz tool. At that time, CETL will conduct training and provide one-on-one assistance to faculty so that the move to the new tool is as easy as possible.

The CETL Staff, Ashley Walkup, Nathan Thiessen, Mapopa Sanga, Steve Ray, Michael Brinkley, and myself, would like to wish you Happy Holidays! Thank you for your support throughout the year. We enjoy working with faculty, staff and students! Enjoy the break!

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