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January/February 2020

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SWOSU

Correspondent
Center for Excellence in Teaching and Learning

Lisa's Notes

Welcome to the first semester of 2020! For CETL, this semester will be filled with some of our favorite things; training, workshops, and collaboration.

Dropout Detective/AspireEdu

In collaboration with the Student Success Center, Dropout Detective has been added to Canvas courses. Dropout Detective is s student retention and success system that will be found in each Canvas course. Look for upcoming training on how to use Dropout Detective and why it is an important tool in student retention.

LinkedIn Learning Webinar Opportunities

Faculty Webinar: Covers what LinkedIn Learning is, how it can be leveraged inside of the classroom, demo features of the platform, and how it can be used for professional and personal development.
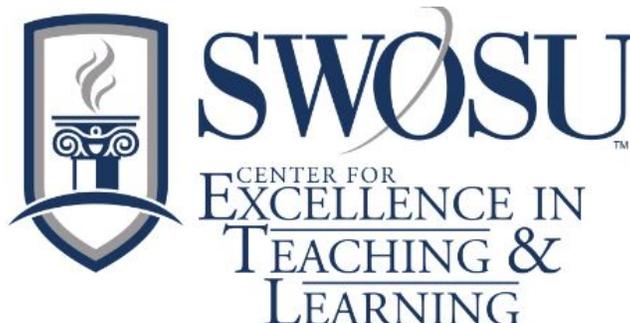
Workshop is offered twice in February:

- Tuesday, February 11th @ 11AM CST (12PM EST) *Register:* http://bit.ly/FacWeb1
- Thursday, March 19th @ 2PM CST (3PM EST) *Register*: http://bit.ly/FacWeb2

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 Dr. Denise Landrum-Geyer, Language and Literature.

Dr. Denise Landrum-Geyer (often called Dr. LG around campus) is an Associate Professor of English and the SWOSU Writing Center Coordinator. She joined the Department of Language & Literature in 2010 and took over writing center duties in 2012. She is originally from Louisville, Kentucky, and she is a University of Kentucky alum and sports fan. She earned two bachelor's degrees (English & French), a master's degree (English), and a graduate certificate (Women's Studies) from the University of Kentucky before earning her Ph.D. in Rhetoric & Composition from Miami University of Ohio (where the slogan is "we were a college before Florida was a state"). She has been married to her husband, who is a Norman native and OU graduate, for 10 years, and they have a five-and-a-half-year-old son who is in Kindergarten. A blind, elderly German shepherd completes their family.

Dr. LG spent most of her undergraduate career focused on attending law school. While working at the Kentucky Governor's School for the Arts for two summers as a Resident Assistant during undergrad, she realized she was interested in other career paths. Instead of pursuing law school after graduation, she began her English M.A. degree intending to go into the publishing and editing industry. After teaching her first Composition I class as a graduate T.A., however, she fell in love with the teaching of writing, especially in the context of writing center work. Under the mentorship of Drs. Janet Eldred and Randall Roorda at the University of Kentucky, she discovered the field of Rhetoric and Composition, which largely focuses on effective strategies for teaching writing and working with writers in a variety of contexts. She moved on to her Ph.D. program at Miami University, where her love of teaching writing deepened, further cementing her commitment to working with writers in a university setting.

Dr. LG's writing center background greatly informs the pedagogical choices she makes in her classroom. She favors interactive discussions over lectures whenever possible, and her students spend the majority of their time composing their projects during class sessions, which allows them to conference with each other and with her as problems or questions arise while they work. In addition, many of her classes include a "teaching presentation" component in which students work in groups to teach a basic course concept to the rest of the class; this could cover anything from grammar and citation concerns in Composition I and II to rhetorical strategies and figures of speech in Advanced Composition. In her online Introduction to Film class, she creates weekly overview videos so that her students see and recognize the human face of the teacher working with them on Canvas Learning Management System, and she often includes discussion boards that encourage students to share both rough and completed drafts of movie reviews with one another as the semester unfolds. She is currently working on developing more blended upper-level writing courses in which the in-person class sessions function as a writing group with more traditional class assignments (reading responses, etc.) being completed online. She believes this format may encourage participants to see themselves as aspiring writers honing their skills in a professional setting. She is testing the format this semester in her Writing in the Disciplines and Creative Nonfiction II courses.

Workshops Available for January

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

Instructional Design and Active Learning

This two-part workshop introduces faculty to the principles of instructional design and also discusses 21st century active learning strategies that can be employed in both online and traditional settings.

Tuesday, February 4th, 2020...1:50 p.m. to 2:30 p.m.
    Join this workshops via ZOOM: https://zoom.us/j/960339908

Tuesday, February 11, 2020..1:50 p.m. to 2:30 p.m.
    Join this workshops via ZOOM: https://zoom.us/j/960339908

Tuesday, February 18, 2020..1:50 p.m. to 2:30 p.m.
    Join this workshops via ZOOM: https://zoom.us/j/960339908

Tuesday, February 25, 2020..1:50 p.m. to 2:30 p.m.
    Join this workshops via ZOOM: https://zoom.us/j/960339908

Using Speedgrader, Docviewer and Turnitin

*This three in one workshop walks faculty through using Speedgrader, making annotations using Docviewer and also managing Turnitin submitted assignments. *This workshop is for beginners.*

Wednesday, February 5, 2020 ....1:50 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/960339908

Wednesday, February 12, 2020 ....1:50 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/960339908

Wednesday, February 19, 2020 ....1:50 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/960339908

Wednesday, February 26, 2020 ....1:50 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/960339908

CETL Workshops with Steve

Upswing Tutoring and Reporting

In this workshop, we will explore some of basic the features of Upswing.
Tuesday, Feb. 4, 2020 .... 2:00 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032
Thursday, Feb. 6, 2020 .... 2:00 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032
Tuesday, Feb. 11, 2020...11 a.m. to 11:30 a.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032

Exploring the Canvas Community

This workshop introduces you to the Canvas Community.
Thursday, Feb. 13, 2020 .... 2:00 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032
Tuesday, Feb. 18, 2020...11 a.m. to 11:30 a.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032
Thursday, Feb. 20, 2020 .... 2:00 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032

Introduction to Canva.com

In this workshop you will be introduced to the basic features of Canva.com
Tuesday, Feb. 25, 2020... 11 a.m. to 11:30 a.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032
Thursday, Feb. 27, 2020..2:00 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032

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

Using ePortfolios in the Classroom

Included in Canvas is an ePortfolio function. Canvas has included some helpful information on using ePortfolio in your class, in the Canvas Guides. To access the guides, click on the Help icon, located at the bottom of the navigation area in your Canvas account (the question mark icon.) This will open the Canvas guides section, and you can search for specific questions, or access the complete guide information.

Guides are in place for those who like to see information in a written format. Please keep in mind that we are also available to answer questions in CETL, and the 24/7 Canvas Support that can be found in the navigation section as well.

Insights from CETL's Teaching and Learning Coordinators

Mapopa Musings By Dr. Mapopa Sanga

Saundra McGuire's Ideas on Teaching and Learning: Strategies for Motivating Students

McGuire (2015) contended that you can create a supportive learning environment for students by setting a clear, positive tone on the first day of class. She recommended three ways to accomplish this goal.

First, according to McGuire (2015), share something from your personal life with students and let them see that you are human. Let them know that you like to enjoy yourself. For example, one professor talks to her students about her love for horses on the first day of class. As McGuire observed, because students so often think that professors are omniscient automatons placed in their lives to make them feel inferior, why not share past academic struggles with them? Make it clear that you were not always the thinker and scholar that you are today and that you believe they can make a similar journey.

Second, according to McGuire (2015), create your syllabus so that it makes the course structure and your expectations crystal clear. Also, include in your course structure many opportunities for students to demonstrate competency.

Third, McGuire emphasizes tapping into students' intrinsic motivation and begin building rapport among them by introducing a metacognitive get-acquainted activity on the first day of class. Finally, arrange your students in small groups and have them answer the following questions suggested by Simpson (2012):

1.   What do you believe is important to understand and learn in [course name]?

2.   What do you believe to be critical characteristics of successful students in [course name]?

3.   How will you study and prepare for exams in [course name]?

According to McGuire (2015), these questions help students to think about exactly what they need to do to succeed in the course.

References:

McGuire, S.Y. (2015). *Teach students how to learn.* Sterling, VA: Stylus Publishing, LLC.

Simpson, M. (2012). Program evaluation studies: Strategic learning delivery model suggestions. In R. Hodges, M.L. Simpson, & A. Stahl (Eds.), *Teaching study strategies in developmental education* (pp. 391-408). New York, NY: Bedford/St. Martin's Press.

Ray's Reflections By Steve Ray

Encouraging "Active Learning" in Course Redesign

Many scholars agree that the survival of many institutions may rely upon its ability and willingness to assess its course offerings and redesign them, if necessary, to provide their students with the tools necessary to compete globally. Given all of the barriers to course redesign, including faculty load, technology, budgets, etc.; there are still compelling reasons to undertake this transformation. There are many models out there, so each University must seek the one that fits their own unique circumstance.

Each redesign model makes significant shifts in the teaching-learning enterprise, making it more active and learner-centered. Lectures and other face-to-face classroom presentations are replaced with an array of interactive materials and activities that move students from a passive, note-taking role to an active-learning orientation. As one math professor puts it, "Students learn math by doing math, not by listening to someone talk about doing math." Instructional software and other Web-based learning resources assume an important role in engaging students with course content. Resources include tutorials, exercises and low-stakes quizzes that provide frequent practice, feedback and reinforcement of course concepts. In some instances, classroom meetings are partially or entirely supplanted by online learning activities; in others, active learning environments are created within lecture hall settings supplemented by out-of-class activities. In moving from an entirely lecture-based to a student-engagement approach, learning is less dependent on words uttered by instructors and more dependent on reading, exploring, and problem-solving undertaken actively by students.

References:

Shand, Kristen & Farrelly, Susan & Costa, Victoria. (2016). Principles of Course Redesign: A Model for Blended Learning.

What "Digital Native" Means Today by Lisa Friesen

A Higher Education Article, written in 2017, discusses the myth and truth surrounding the term Digital Native. This term, coined in a 2001 article by Marc Prensky, identifies people who have grown up during the technology age and insinuates that these people are technologically advanced. According to Prensky, the term is still viable twenty years later because it is just that valuable, however, as times have changed, so should how the term is used. Prensky goes to state that, "…new educational models should focus on encouraging collaboration, instead of simply communicating content they can receive from other sources." An article written in 2017 seems to not only dispel the Digital Native persona, but also urges instructors to not design curriculum around this presumption.

In "The myths of the digital native and the multitasker", Paul A. Kirschner and Pedro DeBruyckere, urge instructors not create curriculum with the belief that all students are adept in the use of technology. The same article also disputes the idea of users being able to multi-task, instead; Kirchschner and DeBruyckere believe that users are task switching. According to the article, if people are true multi-taskers, they should be able to perform tasks such as driving or walking and texting on a mobile device. Many accidents have happened because a person cannot do both successfully.

What does this mean for higher education? It means that when designing a curriculum, instructors should keep in mind to allow time for students to focus on learning any new information, including technology. Kirschner and DeBruyckere warn against abolishing all technology, instead, they urge instructors to find the right tool for the right type of learning.

The Center for Excellence in Teaching have two Teaching and Learning Coordinators, Dr. Mapopa Sanga, and Mr. Steve Ray III, that can help instructors design curriculum to benefit their students and course. Please call 3149, and Ashley Walkup can direct you to the Teaching and Learning Coordinator assigned to your subject area.

<div align="center">References:</div>

Kirschner, P. A., & De Bruyckere, P. (2017). The myths of the digital native and the multitasker. Teaching and Teacher Education, 67, 135-142.

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