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SWOSU

Correspondent
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Lisa's Notes

What an eventual time we are in! First, on behalf of CETL, thank you to all faculty and staff who have pulled together to make virtual learning a reality for our students. We at CETL can attest to the dedication and devotion SWOSU faculty have for their students.

Virtual Learning

In just a few, short weeks, SWOSU faculty have worked tirelessly to begin teaching their courses in a virtual environment. While this is no easy task, what makes this so spectacular is that faculty began this journey less than a month ago. While no journey is without its challenges, time and time again, faculty have risen to the challenge and worked through frustrations in an attempt to provide the best learning environment possible.

Faculty Commons – "One Stop Shop"

Faculty Commons is faculty's "one stop shop" when working on creating material for virtual learning. The front page of Faculty Commons has been revised to include links for information about the apps that CETL believes will assist faculty with their move to online learning. Faculty are also encouraged to click on the Modules section of Faculty Commons to find material that they can use when revising or creating courses.

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. Kristin Griffeath, Department of Music.

Dr. Kristin Griffeath is in her ninth year of teaching in the SWOSU Music Department. She grew up in Plymouth, Minnesota and attended the Lawrence University Conservatory of Music in Appleton, Wisconsin, where she double majored in vocal music education and piano performance. She spent three years in Tucson, Arizona, working in the public schools while earning a master's degree in vocal performance from the University of Arizona. Dr. Griffeath then attended the University of Missouri–Kansas City Conservatory of Music and Dance, where she completed a DMA in vocal performance and a second master's degree in musicology. Her research into popular music of World War I prompted a collaboration on an exhibit for the National World War I Museum in Kansas City, Missouri, and she currently serves on the Museum's Academic Advisory Board. Favorite soprano roles include "Miss Wordsworth" in Britten's *Albert Herring*, "The Lady with a Hand Mirror" in Argento's *Postcard from Morocco*, and "Dorine" in Mechem's *Tartuffe*. She is a performing artist for the Thursday Musical Artist Series, has performed with the Tucson Masterworks Chorale, the Tucson Symphony Orchestra Chorus, and the Tucson Chamber Artists and currently serves as the secretary for the Oklahoma Chapter of the National Association of Teachers of Singing (NATS).

On Teaching as a Passion:

Dr. Kristin Griffeath believes that her love of teaching was inspired by the countless amazing teachers she encountered in the public school system growing up in Minnesota, as well by the great gift in her life of musical mentors like Mary Kay Schmidt and Emilia Flegel who taught her music lessons in their private voice and piano studios. Teaching voice allows Dr. Griffeath to bring many pieces of her background into focus, including her fascination with how the human voice works, her excitement when helping to find the right words and ways to reach individual students as a music educator, her piano skills, her love of literature and languages, and her desire to keep learning and growing. Dr. Griffeath has learned in her carrier that there are always new students to meet and new repertoire to teach and perform.

On Active Learning:

Dr. Griffeath states that she finds providing active learning opportunities for her students a humbling, lifelong quest. She elucidates that some of her more successful explorations in the last year or so have involved creativity-based in-class activities (role playing: students performing "mock radio show host" introductions to Renaissance musical selections, for example; or creative writing/drawing: inviting students to create their own *Fantasia*-like drawings or short stories while listening to Berlioz's *Symphonie Fantastique*). Dr. Griffeath states that she gets excited by group collaborations for class projects, when students arrange and perform works in small groups. With the recent transition to online learning, explains Dr. Griffeath, she has been utilizing the discussions function in Canvas to assign students asynchronous activities (for example, students make their own mini lesson videos on assigned repertoire for the final exam) as well as exploring E-portfolios for reflective writing. Dr. Griffeath concludes with a call to fellow faculty: "If anyone else out there is discovering strategies that work (I'm especially interested in asynchronous instruction due to the increased flexibility for me and the students), please share and e-mail me".

Workshops Available for April

CETL Workshops with Nathan

Workshops only available remotely. Contact Nathan for more information on setting up a session.

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 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.

Workshops Available for April

CETL Workshops with Mapopa

Dr. Mapopa Sanga is not conducting live Zoom trainings this month. Check May's CETL Newsletter for updates.

CETL Workshops with Steve

Respondus 4.0

In this workshop, we will explore Respondus 4.0 and how to upload quizzes.

Tuesday, April 7, 2020..2:00 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032
Thursday, April 9, 2020 ....2:00 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032
Tuesday, April 14, 2020... 11 a.m. to 11:30 a.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032

Exploring the Canvas Community and SWOSU Faculty Commons Help Boards

This workshop introduces you to the Canvas Community and SWOSU Faculty Commons help boards.

Tuesday, April 21, 2020----------------------------------2:00 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032
Thursday, April 23, 2020---------------------------------2:00 p.m. to 2:30 p.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032

Canvas Gradebook: Changing the Grade Scheme

In this workshop, I will walk you through the process of changing the grade scheme in Canvas.

Tuesday, April 28, 2020 ---------------------------------11 a.m. to 11:30 a.m.
    Join this workshop via ZOOM: https://zoom.us/j/9123629032
Thursday, April 30, 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

A Look at Basic Canvas Features that can Support Remote Teaching

Canvas is built to support online learning and several features of Canvas can be used asynchronously to support remote teaching. Basic asynchronous Canvas features like discussions, studio, the messaging feature and announcements can help a lot to teach students from distance.

Discussions are an excellent asynchronous feature that is, in my opinion, largely under-utilized. When you create a discussion topic, you can choose to subscribe for updates, which essentially means you get notified whenever students make posts or you can choose not to subscribe, but closely monitor all discussions. Allowing threaded replies allows every single post to keep rolling in a thread. For grading purposes, you can require each student to make a certain minimum number of posts and discussions will take you to speed grader when you are ready to grade. It is also helpful and motivating to students if the instructor chips into the discussion with some comments from time to time. Another excellent added feature to discussions is the ability to split students into groups and have them discuss a topic within their groups. Posts in these groups are only visible to group members and the instructor is able to view posts in all groups.

Canvas Studio is another excellent built-in application within the Canvas Interface. Located on the left navigation bar, clicking on studio, takes you to a rich studio interface that allows you to record videos and store them in one place. Students also have their own studio application within Canvas and they can create their own videos. In order to share your videos with students, create a Studio module in modules and every time you want to share a video, you create an external tool page in the module that links to a selected video in Studio. In order to allow students to share their videos with you, create an assignment and allow online submissions and be sure to select "file uploads". Once you do that, Canvas studio is automatically enabled to allow students to turn in their videos for grading.

Other basic features like messaging and announcements are also very helpful when it comes to remote teaching. To access the messaging feature, go to "inbox" and to access the announcement feature, go to "announcements" on the left navigation bar. Always feel free to call me at X7128 with any issues or questions.

Ray's Reflections   By Steve Ray

Respondus Tools for Assessment

Respondus Lockdown Browser and Respondus Monitor are two powerful tools that help ensure the integrity of online testing. Below are brief overviews of how each one works.

Lockdown Browser

Students are unable to copy, print, access other applications, or visit other websites during an online exam. LockDown Browser also blocks hundreds of common and advanced methods of digital cheating, such as the use of Virtual Machines, remote desktops, screensharing, instant messaging, screen recording, keystroke combinations, launching applications with timers/alerts, browser cache exploits and much more. The Lockdown Browser is usually sufficient in most testing situations, but if additional security is needed, then Faculty should consider adding the Respondus Monitor.

Respondus Monitor

Monitor is a fully automated proctoring solution that enables students to take online exams at any time of the day or night, without pre-scheduling.

Students use a webcam to record themselves during an exam. A "startup sequence" guides them through requirements selected by the instructor, such as showing identification or making a short video of the exam environment. Only the instructor can review video recordings and the results of the proctoring session.

Ray's Reflections By Steve Ray

Powerful analytics are used to detect suspicious behaviors during an exam session. Video segments with potential exam violations are flagged for the instructor, with an overall risk level assigned to the exam session. In order for Respondus Monitor to work effectively, students must have access to computers with the following specifications:

Windows: 10, 8, 7

Mac: OS X 10.10 or higher

iOS: 10.0+ (iPad only). Must have a compatible LMS integration.

Web camera (internal or external) & microphone

A broadband internet connection

Due to these added requirements needed to use the Monitor, Faculty need to be careful and make sure all students have access to a computer which meets these specifications.

To ensure your first exam using Respondus Lockdown Browser and/or Respondus Monitor runs smoothly, it is a good idea to have students take an ungraded practice quiz that requires the use of LockDown Browser and a webcam before taking a graded exam.

References:
Retrieved from https://web.respondus.com/he/respondus/

Apps that can help! by Lisa Friesen

Faculty are familiar with our learning management system (LMS) Canvas, but some may not be aware with all of the applications available for use.

Studio: Canvas' video application. Using this, faculty and students can record or upload video. This is a great way for students to be able to record videos for a class assignment.

E-Portfolio: Canvas portfolio application that offers a location for students and faculty to upload files to either fulfill a class objective or to keep for future needs.

Respondus: SWOSU uses Respondus Lockdown Browser, Web Monitor and Test Bank Creation software. Lockdown Browser, once added to a Canvas quiz or exam, stops students from opening another browser window on the computer they are using. Web Monitor can also be added to quizzes and exams as a video recording device which records students taking an exam. Test Bank Creation software, allows a user to import a test, created in multiple word processing formats, into a Canvas quiz.

Upswing: An online, 24/7 tutoring service. Upswing is available to currently enrolled students throughout the academic year by pairing students to tutors in available subjects.

LinkedIn Learning: Videos created by presenters considered experts in their field, covering thousands of topics. Can assist students in finding a video over a particular topic, and faculty to assign videos to add to their existing curriculum.

Zoom: Webinar application that is proving to be extremely useful during the move to virtual learning. Faculty can use it to create videos for class, conduct office hours, and much more.

Remember, CETL is here to help! Please call 580-774-3149 to reach CETL or email **Distance@swosu.edu**.
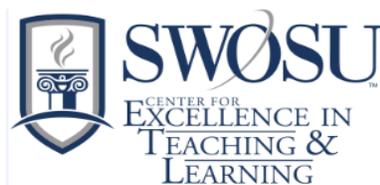
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