

# THE CETL CORRESPONDENT

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# Correspondent

## Center for Excellence in Teaching and Learning

### Lisa's Notes

We've Almost Made It! I want to thank all administrators, faculty and staff for their hard work during this stressful time. Your willingness to try new methods/processes has been amazing to watch. Your students definitely appreciate it, and we at CETL do too!

### Submitting Final Grades

**Submitting final grades** in Canvas is just few steps away. When you submit grades through Canvas, the grades "flow" to Colleague and students can see their grades in Self-Service.

Teaching and Learning Coordinator Steve Ray has created a great video on the process, and you can access it in Faculty Commons.

A few "things" to remember when submitting final grades in Canvas:

- Once you press Submit, the grades are "locked". To unlock the grades, please call 3778 and request the course grades be unlocked in Canvas. Have your Course Name, Course Number and Section Number ready before calling.
- When submitting grades in Canvas, all course grades are submitted.
- The first step of the submitting grades process is to apply a grade scheme. Once a grade scheme is applied, students will see a letter grade appear in the Grades section.
- Just like always, if the final grades deadline has passed, instructors will need to fill out a "Grade Change Request" in the Registrar's office, if a grade change is needed.

CETL is here to assist faculty, staff and students with any questions. Please call 3149, or fill out a CETL Help Ticket for assistance.

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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 Steve Strickler, Dept. of Art, Communication, & Theatre.



Steve Strickler has spent over half of his life at Southwestern Oklahoma State University. He graduated from SWOSU in 1988 with a Bachelor of Arts in Speech/Theatre Education. He states that those undergraduate years were some of the best in his life; many of his strongest friendships were formed during that time. After graduating, he accepted a graduate teaching assistantship with the theatre department at Oklahoma State University. That opportunity allowed him the experience of teaching a collegiate-level course – leading to his newfound passion. He graduated with a Master of Arts in Speech/Theatre in 1990. A

year later, he moved to Moberly, Missouri where he taught at Moberly Area Community College. One year later, he was informed of an opening at SWOSU. His dream was always to return to Southwestern. According to Steve, “that was one of the most nerve-racking interviews I have ever experienced; many of the professors from my undergraduate education interviewed me. I wanted them to believe that I had learned something and that I deserved to join forces at SWOSU – which somehow happened in the fall semester of 1992.” He’s been on faculty here ever since.

In 1999, he married Southwestern alumna, Laci Osmus; in true theatrical fashion, they were married on the Old Science Auditorium stage. Together they have two daughters, 17-year-old Hannah and 11-year-old Ella.

In the 28 years he has been at Southwestern, Steve has directed 70 theatre productions. Thirty of those have been entered in the Kennedy Center American College Theatre Festival (KCACTF); nine have been nominated to advance to the regional festival, four of them were advanced on for presentation on the regional level with universities and colleges within a five-state region. He has received numerous awards through KCACTF. Two of the most prestigious were the Gold Medallion for Service and the Region VI KCACTF Faculty Fellow – which earned him a trip to the Kennedy Center with only three other directors from the United States. Equally as exciting was seeing three of his students advance to the National Theatre Festival – one of whom won the National Sound Design award. Steve received two prestigious awards at Southwestern: the Bernhardt Academic Excellence award in 2007 and the Brandy Award in 2011.

He has served on state and regional committees. He was the Oklahoma Chair and Vice-Chair for the KCACTF. Through this position he chaired panels with the Oklahoma Speech Theatre Communication Association (OSTCA). He also served on the OSTCA Executive Committee as the journal editor and received their Ruth Arrington Outstanding Theatre Professor Award. In 2000, he was

granted a scholarship from Toshiba to attend the Noh Training Project in Pennsylvania. This training resulted in an award-winning production of *Medea: A Noh Cycle Drama Based on the Greek Myth*.

Steve shares that his “true professional passions are the classroom and educational theatre. Many have asked me if I ever wanted to do professional theatre. I quickly explain that I have never had a desire to do professional theatre; I much prefer the learning environment of educational theatre. I would rather prepare students for the professional theatre, have them be successful, and thank me when they receive their Tony Awards!”

Steve admits that the learning environment has been very unique since spring break and that switching all of the classes to online has been a challenge. However, he stated that flexibility, understanding, and creativity have been the answer to most challenges. Throughout this pandemic, he has tried to remember that students are more stressed than usual so he has done what he could to make the process as stress-free as possible; most of this was accomplished by staying in contact with the students and making all of the projects clear and easily accessible.

“I am very thankful that we have all of the technology available to us that we do. I can’t imagine what the end of the semester would have looked like without it,” observes Steve. The various functions in Canvas have been very useful to him and his students. “Because of a malfunction with ZOOM, I was able to connect with my student through Canvas’ Conference application very quickly. She was very thankful that we were able to still connect and allow her to successfully complete her presentation. Some had to ultimately abandon the live format and resort to recording in the Studio tab; fortunately, this flexibility offered the students options for success. Being able to respond quickly and efficiently through SpeedGrader has been wonderful. Many parts of this experience has allowed me to see what things will have to be modified and clarified for a complete online format. It was also interesting to see how much the students still have a desire for the face-to-face connection with lecture materials. I’ve also learned very quickly that it is important to detail boundaries and timelines. I caught myself being connected virtually too many hours of the day.”

Strickler admits that meeting the challenges of the online format have forced him to also embrace some of the educational desires of the 21st century college student and all that the online learning environment affords him in reaching even more educational opportunities with those students. This experience has shown him the value of preparing students to give virtual presentation so he plans to add a virtual presentation into his future public speaking class for both the online and traditional sections. With a bit of humor, he adds “all of this shows that you actually CAN teach an old dog new tricks.”

# Workshops Available for May

## 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.

## CETL Workshops with Mapopa

Dr. Mapopa Sanga is not conducting live Zoom trainings this month. Check CETL announcements for video recordings and further training information.

## CETL Workshops with Steve

Steve Ray, III is not conducting live Zoom trainings this month. Check CETL announcements for video recordings and further training information.

## 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

## On the benefits of Using E-Portfolios

*Mapopa W. Sanga, PhD*

An academic e-Portfolio is a digital collection created by a student of their course-related work, like essays, posters, photographs, videos, and artwork. Academic e-Portfolios can also capture other aspects of a student's life, such as volunteer experiences, employment history, extracurricular activities, and more (University of Waterloo, 2020). According to Ross Miller and Morgaine (2009), a well-executed e-portfolio program is an incredible tool for higher education. E-portfolios, observed Ross Miller and Morgaine, provide institutions with authentic assessments of student learning and promote the deeper learning that we want for our students.

Ross Miller and Morgaine (2009) further observed that students generally use e-portfolios to collect their work, reflect upon strengths and weaknesses, and strive to improve. Again, as Teacher Tap (2020) observed, professional portfolios help faculty document their teaching achievement, as well as their other scholarly activities including research and service. According to Teacher Tap (2020), the reflective process of portfolio development can promote better teaching, develop fresh thinking about education, and encourage personal and professional growth. Teaching portfolios provide faculty with an opportunity to reflect on their teaching goals, instructional strategies, methods, and materials, as well as student/teacher relationships. And as Ross Miller and Morgaine (2009) contended, equally beneficial are the data that faculty, departments, and institutions derive when they assess the work in portfolios, reflect upon it in curricular contexts, and use the data and reflections to plan for improvement.

E-portfolios provide a rich resource for both students and faculty to learn about achievement of important outcomes over time, make connections among disparate parts of the curriculum, gain insights leading to improvement, and develop identities as learners or as facilitators of learning (Ross Miller & Morgaine, 2009). Teacher Tap (2020) complimented this view to state that many materials may be included in a teaching portfolio including professional plan (goals, philosophy, reflections), teaching materials (syllabi, lessons, activities, student materials, presentations), sample student documents and projects, curriculum vitae, course evaluations (students, peers, administrators, self), reflections, video/audio teaching samples, recognitions (awards, publications, letters), and professional development (personal plans, teaching innovations, professional activities, service, research, publications, presentations and grants).

### References

Miller, R., & Morgaine, W. (2009). *The benefits of e-portfolios for students and Faculty in their own words*. Retrieved from <https://www.aacu.org/publications-research/periodicals/benefits-e-portfolios-students-and-faculty-their-own-words>

Teacher Tap (2020). *Electronic portfolios: Students, teachers, and lifelong learners*. Retrieved from <https://www.eduscapes.com/tap/topic82.htm>

University of Waterloo (2020). *E-portfolios explained: Theory and practice*. Retrieved from: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios>

**Ray's Reflections** By Steve Ray**The Power of Positive Thinking In the Midst of the Pandemic**

*"Most folks are about as happy as they make up their minds to be." - Abraham Lincoln*

In the 2005 issue of the Psychological Bulletin, Dr. Lyubomirsky, head researcher at U.C. Riverside, examined studies from over 275,000 people and found that the happiest people reported they owed their success, in part, to their optimism and positive outlook. He went on to say. "When people feel happy, they tend to feel confident, optimistic and energetic and others find them likeable and sociable. Happy people are thus able to benefit from these perceptions."

Many Learning Theorists agree that Positive thinking can actually be "learned". The thought is that when we practice positive mental behavior, the mind accustoms itself to positive thinking. A positive mind tends to seek happiness and will generally find a silver lining in most any situation.

That said, this Pandemic that we are facing has taken us completely out of our comfort zone both at home and work and quite frankly, it's hard to find a silver lining. However, according to this Theory, we still need to keep a positive attitude and just smile sometimes; it could make a huge difference in how successful we are in handling life's changes.

- Steve Ray III

**Working Together** by Lisa Friesen

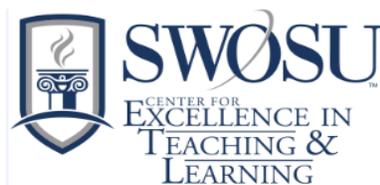
I wanted to take some time to commend all faculty and staff for your hard work this semester. Moving all courses online was a monumental task and not easy, but you did it! Students noticed your hard work, and commented how it was great knowing that their instructors cared about them and their success.

To further help you with creating online courses, now is the time to complete the Certification to Teach Online Courses, available through Faculty Commons. Just send an email to [Distance@swosu.edu](mailto:Distance@swosu.edu), and we will verify that you are enrolled in the course. Upon completion of the course, notify CETL that you have finished, and we will start the process of paying you \$30.00 for completion. Not a huge sum, but something to show we appreciate you taking time to complete the course.

Thank you again,

Lisa

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