

# THE CETL CORRESPONDENT

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# CETL Correspondent

*A Monthly Newsletter by the Center for Excellence in Teaching and Learning*

SWOSU Center for Excellence in Teaching and Learning Newsletter

October 2020

## Issue Highlights (October):

- Get to know **Dr. Amber Sturgeon** as she writes about her educational journey and some of the projects in the Kinesiology department for this month's **Focus on SWOSU Faculty**.
- **Monthly Workshops** are available from CETL staff. Check **Page 3** for dates and times.
- **Respondus** is holding webinar training sessions for **LockDown Browser & Monitor**. Check **Page 4** for registration information.
- Dr. Mapopa Sanga focuses on the importance of **Collaborating in the Online Learning Space**.
- Steve Ray shares some of the testing challenges choosing between **Traditional Assessments vs. Alternative Assessments**.

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## Focus on SWOSU Faculty



CETL is spotlighting faculty members in a series of articles called "Focus on SWOSU Faculty." These faculty have been selected as doing inspiring active learning methods 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 advance student learning at SWOSU. This month, CETL is spotlighting Dr. Amber Sturgeon, Department of Kinesiology.



My husband and I have been married for 15 years. Our paths crossed in Stillwater, OK while we were both graduate students at Oklahoma State University. My Bachelor's Degree is in Elementary Education with a Master's and a Ph.D. in the Health and Human Performance program at OSU. I am blessed to be a mother of 3 girls, Skyler, Paisley, and Bentley. My husband and I enjoy raising our

girls out in the country, attending stock shows where our girls show steers along with playing basketball and softball.

I am forever thankful to Vicki Hatton for giving me a chance at SWOSU. In 2005 when I was hired, I was 2 years into the doctorate program at OSU. She called me on my wedding day asking if I would want to come interview for the position the following week. Her leadership and mentorship was remarkable and I will forever be grateful for her knowledge and friendship.

As a faculty member in the Department of Kinesiology my primary job responsibility has been to serve, educate and advise the Exercise Science students. The duties involve teaching many of the upper level Kinesiology classes along with being the Exercise Science Program Director. The Exercise Science Program was developed and implemented in 2007. I had an integral part in the creation, implementation and execution of the new program. Four new courses were created and developed when the Exercise Science Program started. At the time, I created and taught all four of the new classes. I currently teach three of the four classes.

One of my responsibilities for the program is being the program Director. The Director is responsible for the Exercise Science Internship Program. At the end of the Exercise Science Program, students finish their degree by completing a 240-hour internship. The program director coordinates, places, and monitors the students while they are in the field receiving real- life experiences.

In my 40 years of living, one of the many things I have learned is, "change" is going to happen. Over the past 15 years of being an educator, I have witnessed several changes in academia. However, adapting to change has not been as rampant as it has been in the past six months. Being forced to be completely virtual

after Spring Break brought about many challenges especially for the many hands on classes that we have in the Kinesiology Department. However, I do believe that with any challenge we face in life there are also opportunities that arise. Through this pandemic, I have learned and am better equipped to use the vast array of technology that can be used with virtual learning. Learning what is available and being able to use it with confidence excites and motivates me to try new things. In the Spring semester students created presentations using Zoom. They would then watch each other's presentations virtually. Class presentations have always been an assignment that I implement in my upper level classes. I believe it is so important for students to gain the confidence they need to be able to get up in front of others and speak. When Covid-19 prevented students to return to campus after spring break, we were still able to do this assignment with the use of Zoom and other technologies.

In many of my classes this Fall, I implement live Zoom sessions along with using Canvas Studio. Having these resources allows for the information to be delivered to the students in an effective teaching format. Students are also using the Discussion Forum. One of the many things I have learned with Virtual Learning is, students are more open to writing what they are thinking and feeling versus what they will say in the classroom. From past experiences, when I would encourage and beg students to start a discussion in class, there would be, many times, limited discussion. With virtual learning however, you ask them a question where they can write down their feelings and opinions they are more apt to opening up. I do enjoy the Discussion Forum and the amount of feedback I receive from it.

Teachers should be lifelong learners and continually strive to increase knowledge and growth. Undoubtedly, I learn from my students through the preparation, implementation, evaluation, and feedback process of teaching. It is always important to seek educational opportunities – both formal and informal – to gain new insights, ideas, and knowledge that will promote my professional and personal growth as a kinesiology educator. It should be remembered that the enthusiasm, attitude, and demeanor of an instructor can strongly influence and motivate students to learn and excel in a particular subject. If a teacher is approachable, sincere, caring and has a sense of humor, they will facilitate and motivate students to learn.

## Workshops Available for October

### CETL Workshops with Nathan

#### DropBox Training

Learn how to link DropBox documents/videos/recordings to Canvas.

#### Basic Zoom Training

One-on-one Basic Zoom training. Introduces Basic Zoom features. Structured for the new Zoom user.

#### Advanced Zoom Training

One-on-one Advanced Zoom training. Introduces Advanced Zoom features. Structured for the experienced Zoom user.

#### President's Conference Room System Training

Contact Nathan for one-on-one training on how to use the sound/display system in the President's Conference Room.

Call (3077) or Email ([nathan.thiessen@swosu.edu](mailto:nathan.thiessen@swosu.edu)) to schedule training. Training times vary.

### CETL Workshops with Mapopa

#### Using Speedgrader, Docviewer and Turnitin\*

This 3-in-1 workshop walks faculty through using Speedgrader, making annotations using Docviewer, and also managing Turnitin submitted assignments. \*This workshop is for beginners.

Tuesday, October 6th, 2020 @ 1:50 PM to 2:50 PM

Tuesday, October 13th, 2020 @ 1:50 PM to 2:50 PM

Tuesday, October 20th, 2020 @ 1:50 PM to 2:50 PM

Tuesday, October 27th, 2020 @ 1:50 PM to 2:50 PM

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, October 7th, 2020 @ 1:50 PM to 2:30 PM

#### Using Canvas Studio (Continued)

Wednesday, October 14th, 2020 @ 1:50 PM to 2:30 PM

Wednesday, October 21st, 2020 @ 1:50 PM to 2:30 PM

Wednesday, October 28th, 2020 @ 1:50 PM to 2:30 PM

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.

Thursday, October 8th, 2020 @ 1:50 PM to 2:30 PM

Thursday, October 15th, 2020 @ 1:50 PM to 2:30 PM

Thursday, October 22nd, 2019 @ 1:50 PM to 2:30 PM

Thursday, October 29th, 2020 @ 1:50 PM to 2:30 PM

Join this workshop via ZOOM: <https://zoom.us/j/960339908>

### CETL Workshops with Steve

#### Upswing Tutoring

In this workshop, participants will explore the main features of Upswing.

Tuesday, Oct. 6, 2020 @ 2:00 PM to 2:30 PM

Thursday, Oct. 8, 2020 @ 2:00 PM to 2:30 PM

Join via ZOOM: <https://zoom.us/j/9123629032>

#### Exploring the LinkedIn Learning Video Library

In this workshop, participants will explore the new tools in LinkedIn Learning.

Thursday, Oct. 15, 2020 @ 11:00 AM to 11:30 AM

Tuesday, Oct. 20, 2020 @ 11:00 AM to 11:30 AM

Join via ZOOM: <https://zoom.us/j/9123629032>

#### Alternative Assessment Strategies

In this workshop, Steve will introduce some alternative assessment and testing techniques.

Thursday, Oct. 22, 2020 @ 11:00 AM to 11:30 AM

Tuesday, Oct. 27, 2020 @ 2:00 PM to 2:30 PM

Thursday, Oct. 29, 2020 @ 11:00 AM to 11:30 AM

Join 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.

## **Instructor Training: LockDown Browser & Respondus Monitor**

Respondus holds training sessions throughout the semester. These comprehensive training webinars are intended for instructors who plan to use LockDown Browser and/or Respondus Monitor with online exams. The session provides a detailed demonstration of both applications, including enhancements that make Respondus Monitor even more effective and easy to use. You can register at the Respondus website: <https://web.respondus.com/webinars/> or click the links below.

### Session times for October 2020:

- [Tuesday, October 13 at 12 pm ET / 9 am PT](#)
- [Wednesday, October 14 at 1 pm ET / 10 am PT](#)
- [Tuesday, October 20 at 3 pm ET / 12 pm PT](#)
- [Wednesday, October 21 at 2 pm ET / 11 am PT](#)
- [Tuesday, October 27 at 1 pm ET / 10 am PT](#)
- [Thursday, October 29 at 12 pm ET / 9 am PT](#)

## Insights from CETL's Teaching and Learning Coordinators

### *Mapopa's Musings*

by Mapopa W. Sanga, PhD.

#### Collaborating in the Online Learning Space

Collaboration has often been defined as the “heart and soul” of an online course, or for that matter, any course that bases its theoretical foundation in constructivism (Palloff & Pratt, 2005). As Brookfield (1995) contended, collaborative processes promote initiative, creativity, critical thinking skills, and dialogue on the part of the learners.

Collaboration then, according to Palloff and Pratt (2005), assists with deeper levels of knowledge generation. Put differently, when online classes are developed from a collaborative framework, the central theme is the co-construction of knowledge and meaning. Palloff and Pratt went on to state that when working in small groups, teams, or even on the discussion board of an online course, the ability to create knowledge and meaning is enhanced. Again, Palloff and Pratt (2005) argued that collaboration allows students to create a shared goal for learning and forms the foundation of a learning community which in essence is the vehicle through which learning occurs in the online course. Palloff and Pratt asserted that beginning an online course with a discussion of learning objectives and working toward a common goal not only creates the foundation of that learning community, it is also the first step toward collaboration. If students are clear from the beginning of the course that “we are all in this together,” then incorporating collaborative activity into the course happens much easier (Palloff & Pratt, 2005). When an online course is developed using the concept of learning cycles, all learning styles are tapped. By learning cycles, Palloff and Pratt (2005) meant a systematic set of activities that build on each other and scaffold learning, collaborative projects, or complex activities that demand that students use multiple skills. Finally, Palloff and Pratt (2005) contended that collaboration addresses issues of culture in that collaborative activity enables students to construct their own knowledge and apply prior experience and their own culturally preferred ways of knowing to the task. Consequently, according to Palloff and Pratt (2005), through collaboration, it is likely that a more culturally-sensitive online classroom can be created.

#### References:

Brookfield, S.D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Palloff, M., & Pratt, K. (2005). *Collaborating online*. San Francisco, CA: Jossey-Bass.



## Ray's Reflections

by Steve Ray, III

### Traditional Assessments vs. Alternative Assessments

While doing Research for an upcoming workshop involving Alternative assessment strategies, I ran across an interesting article from the Online Journal of Educational Technology. Below is a condensed version of that article:

Recently, there has been a movement from traditional assessment toward alternative assessments. Alternative assessment started being used as a means for educational reform due to the increasing awareness of the influence of testing on curriculum and instruction (Dietel, Herman, and Knuth, 1991). Similarly, Reeves stated that traditional assessment, which is generally called testing, is being challenged by alternative assessment approaches (2000, p. 103).

According to Bailey (1998), most traditional assessments are indirect and inauthentic. She also adds that traditional assessment is standardized and for that reason, they are one-shot, speed-based, and norm-referenced. Law and Eckes (1995) underline the same issue and state that traditional assessments are single-occasion tests. That is, they measure what learners can do at a particular time. However, test scores cannot accurately tell us about Learner progression. Similarly, they cannot tell what particular difficulties the students had during the test. Bailey (1998) also mentions that there is no feedback provided to learners in this type of assessment other than a "norm-referenced score". Law and Eckes (1995) point out most standardized tests assess only the lower-order thinking skills of the learner. Similarly, Smaldino et al. (2000) state that traditional assessment often focuses on learner's ability of memorization and recall, which are lower level cognition skills. Additionally, traditional assessment tools require learners to display their knowledge in a predetermined way (Brualdi, 1996).

Alternative assessments, on the other hand, assess higher-order thinking skills. Students have the opportunity to demonstrate what they learned. This type of assessment tools focus on the growth and the performance of the student. That is, if a learner fails to perform a given task at a particular time, s/he still has the opportunity to demonstrate his/her ability at a different time and different situation. Since alternative assessment is developed in context and over time, the teacher has a chance to measure the strengths and weaknesses of the student in a variety of areas and situations (Law and Eckes, 1995). More authentic assessment tools, such as portfolios, independent projects, journals and so on, let learners express their knowledge on the material in their own ways using various intelligences (Brualdi, 1996). According to Gardner, there are eight intelligences: "1. logical-mathematical intelligence, 2. linguistic intelligence, 3. spatial intelligence, 4. musical intelligence, 5. bodily-kinesthetic intelligence, the two personal intelligences: (6) a. interpersonal intelligence, (7) b. intrapersonal intelligence, and (8) naturalistic intelligence." Reeves (2000) believes the emphasis on performance assessment is the ability of learners to apply his/her knowledge and skills to real life simulations. He further states that there are five main points in performance assessment (p. 108): "1. It is focused on complex learning, 2. engages higher-order thinking and problem-solving skills, 3. stimulates a wide range of active responses, 4. involves challenging tasks that require multiple steps, 5. requires significant commitments of student time and effort." Similarly, Simonson and others (2000) discuss the several advantages of alternative assessment. First of all, they tend to simulate real-life contexts. Learners have the opportunity to practice the authentic activities that they might encounter in real life. These activities allow them to transfer their skills to various real-world related settings. Second, collaborative working is encouraged. Finally, alternative assessments assist instructors to have a better understanding of student learning (Winking, 1997). That is, looking at the student product rather than scores can allow the instructor to get further insights regarding students' knowledge and skills.

#### References:

- Brualdi, A. (1998). Implementing performance assessment in the classroom. *Practical Assessment, Research & Evaluation*, 6(2). Available online: <http://ericae.net/pare/getvn.asp?v=6&n=2>
- Dietel, R. J., Herman, J. L., & Knuth, R. A. (1991). What does research say about assessment? NCREL, Oak Brook. Available online: [http://www.ncrel.org/sdrs/areas/stw\\_esys/4assess.htm](http://www.ncrel.org/sdrs/areas/stw_esys/4assess.htm)
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