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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

November 2020

Lisa's Notes

Thank you to everyone that attended our Lunch and Learn over Zoom, presented by Nathan Thiessen. Just a reminder that Nathan is available to answer questions or provide assistance with Zoom. Please contact him at 3077 or Nathan.Thiessen@swosu.edu.

Another thank you to all who attended our recent 5 C's and R presentations of Community and Communication. Community, presented by Cindi Albrightson and Communication, hosted by Lori Gwyn, had great attendance and some very helpful information was shared.

The last 5 C's and R presentation of Relevance will be presented in November. Plans are being finalized and more information will be coming soon.

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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. Regina McGrane, Department of Biological Sciences.



Dr. Regina McGrane grew up in Iowa, in a small, agricultural community. In high school she fell in love with Biology thanks to Mr. Kessler, her AP Biology teacher who spoke in a soft, monotone voice that still managed to bristle with enthusiasm. His passion fed Dr. McGrane's fascination for cellular processes and the interactions occurring amongst a complex ecosystem.

As an undergraduate at University of Northern Iowa, Dr. Regina McGrane's familiarity with Agriculture, her love of Biology, and an internship in a corn genetics research laboratory converged into a path to graduate school. Her goal was to pursue a career focused on crop improvement. As a graduate student at Iowa State University, she worked in a laboratory that focused on a bacterial pathogen of tomatoes and green beans. She was fascinated by the work and dissecting the role of environment in plant diseases continues to be a passion of hers.

While Dr. McGrane completed her dissertation studying plant-microbe interactions, she also had the opportunity to teach a microbiology lab. After years of tedious experiments, teaching was refreshing, exciting, and engaging. Teaching not only allowed her to pass her knowledge to the next generation of biologists, but it also allowed her to learn every day.

"Despite the joy I found teaching, the course I assisted with what was not perfect. It felt like a revolving door of faceless students due to the high enrollment and lack of student-focused, discovery-based learning opportunities. I had found my niche, but I was learning it could be done better. This experience motivated me to pursue faculty positions at small universities like SWOSU where I could continue my research but also participate in and develop student-focused curriculum," elucidates Dr. McGrane.

As a faculty member in the Department of Biological Sciences, Dr. Regina McGrane teaches across the curriculum, advises students, and mentors students in research. Her primary teaching responsibilities include introductory Biology, introductory microbiology, and upper-level microbiology courses. Dr. McGrane explains that these courses are taken by a variety of students including Biology majors, health science majors, pre-pharmacy students, and pre-nursing students.

Learning Biology is inherently active. Most of the courses Dr. McGrane teaches have laboratory sections in which students engage in the process of science. She credits her fabulous colleagues for developing many of the activities performed in the introductory laboratories Dr. McGrane teaches.

"In laboratory sessions, students develop hypotheses, run experiments, collect data, interpret results, and make conclusions. This allows students

hands on opportunities to learn basic biology techniques while fostering critical thinking skills," explains Dr. McGrane.

For example, in Environmental Microbiology, Dr. McGrane implemented a multi-session activity in which students evaluated the community of ice nucleating bacteria in Crowder Lake. Students read scientific literature and developed hypotheses about the areas of the lake most likely to support this type of organism. Dr. McGrane and the students then visited the lake, cultured the microbes in the water, characterized the prevalence of ice nucleating bacteria, and identified the bacteria using molecular biology techniques. Students then wrote a paper describing their project and their findings in the context of published literature.

This semester in Applied Microbiology, Dr. McGrane is using a flipped classroom strategy in which students complete supplemental material outside of class including: recorded lectures, videos from various research groups, chapters from books, and journal articles. Students take a quiz over the material prior to class and then we use worksheets to review content, apply content to real world questions, and design experiments. Worksheets are designed to push students beyond topical memorization to develop critical thinking skills. Students work in groups to discuss journal articles and present assigned sections to the class. Her development of this course was funded by a Curriculum Development Grant from OK-INBRE.

The laboratory courses Dr. McGrane teaches, each has an oral presentation assignment. The topics vary based on the course, but overall, they allow students to present complex biological topics while fostering their communication skills.

Dr. McGrane also strives to keep students engaged during lecture sessions, which can be difficult in courses with high enrollment. She constantly poses questions to the class for discussion and does her best to create an interactive classroom environment. She often posts questions on an interactive student response tool called Learning Catalytics. This strategy inspires students to come prepared and stay engaged and promotes retention. Furthermore, it allows the professor to gauge student understanding in real-time. She also uses this tool to poll student opinions about controversial topics.

Dr. McGrane also assigns write-to-learn assignments. These allow students to practice their written communication skills. They also force students to transform information full of discipline specific jargon into their own language.

Finally, Dr. McGrane believes that active learning strategies not only support student learning, but they also make her job a lot of fun. She concludes by stating that the joy felt when a student is excited about learning something new is a particularly rewarding part of my job.

Workshops Available for November

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) to schedule training. Training times vary.

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, Nov. 3 @ 1:50 PM to 2:50 PM

Tuesday, Nov. 10 @ 1:50 PM to 2:50 PM

Tuesday, Nov. 17 @ 1:50 PM to 2:50 PM

Tuesday, Nov. 24 @ 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.

Using Canvas Studio (Continued)

Wednesday, Nov. 4 @ 1:50 PM to 2:30 PM

Wednesday, Nov. 11 @ 1:50 PM to 2:30 PM

Wednesday, Nov. 18 @ 1:50 PM to 2:30 PM

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.

Thursday, Nov. 5 @ 1:50 PM to 2:30 PM

Thursday, Nov. 12 @ 1:50 PM to 2:30 PM

Thursday, Nov. 19 @ 1:50 PM to 2:30 PM

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

CETL Workshops with Steve

How to Use the Accessibility Checker in Canvas

This workshop will help familiarize you with the Accessibility Checker in Canvas.

Thursday, November 5 @ 2:00 PM to 2:30 PM

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

Changing the Grade Scheme in Canvas

In this short 15 minute workshop, you will learn how to change your grade scheme in Canvas.

Tuesday, November 10 @ 2:00 PM to 2:30 PM

Thursday, November 12 @ 11:00 AM to 11:30 AM

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

Quality Matters Standard 2.1: Writing SMART Learning Objectives and Outcomes

In this workshop I will show you how to create measureable learning objectives that comply with QM Standards 2.1 – 2.5.

Tuesday, November 17 @ 2:00 PM to 2:30 PM

Thursday, November 19 @ 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 November 2020:

- [Wednesday, November 4 at 12 pm ET / 9 am PT](#)
- [Thursday, November 5 at 3 pm ET / 12 pm PT](#)
- [Monday, November 9 at 12 pm ET / 9 am PT](#)
- [Thursday, November 12 at 4 pm ET / 1 pm PT](#)
- [Tuesday, November 17 at 1 pm ET / 10 am PT](#)
- [Thursday, November 19 at 12 pm ET / 9 am PT](#)
- [Tuesday, November 24 at 1 pm ET / 10 am PT](#)
- [Thursday, December 3 at 3 pm ET / 12 pm PT](#)

Insights from CETL's Teaching and Learning Coordinators

Mapopa's Musings

by Mapopa W. Sanga, PhD.

Assessment and Evaluation in Collaborative Online Learning Settings

According to Palloff and Pratt (2005), evaluation of students in an online course can be challenging. Explaining to students how they were evaluated can even be more challenging. In order to assess student performance in collaborative activity effectively, the instructor needs to understand basic principles of student assessment. Angelo and Cross (1993) believe that for assessment to be effective, it must be embedded in and aligned with the design of the course. They note several characteristics of effective classroom assessment: It is learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice. It must be noted that although they are discussing assessment techniques for the face-to-face classroom, these same principles can be applied effectively to the online classroom.

Palloff and Pratt (2003) stated that the following principles should guide student assessment in an online course: Design learner-centered assessments that include self-reflection, design and include grading rubrics to assess contributions to the discussion as for assignments, projects, and collaboration itself, include collaborative assessments through publicly posting papers along with comments from student to student, encourage students to develop skills in providing feedback by providing guidelines to good feedback and by modeling what is expected, use assessment techniques that fit the context and align with learning objectives, design assessments that are clear, easy to understand, and likely to work in the online environment and also ask for and incorporate student input into how assessment should be conducted (pp. 101-102).

References:

Angelo, T. & Cross, K.P. (1993). *Classroom assessment techniques*. San Francisco, CA: Jossey-Bass.

Palloff, R., & Pratt, K. (2003). *The virtual student: A profile and guide to working with online teaching*. San Francisco, CA: Jossey-Bass.

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

Insights from CETL's Teaching and Learning Coordinators

Ray's Reflections

by Steve Ray, III

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.

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 a computer with the following minimum 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/>



Cetl Monthly Topic

by Lisa Friesen

Changes to Respondus LockDown Browser

Faculty using Respondus Lockdown Browser and Web Monitor has significantly increased in the last few semesters. I am delighted with the increased usage and wanted to share some exciting news just received from Respondus.

Respondus now offers a BETA version of Lockdown Browser for Chromebooks. Previously, Chromebooks were not supported by Lockdown Browser, so students who purchased Chromebooks to use while in school, had to locate another computer when taking a test requiring Lockdown Browser. If the instructor includes Web Monitor on the Lockdown Browser setting, the student's choice of computers to use must include a webcam, either built-in or external.

For students to be able to use Chromebooks when accessing a course through Lockdown Browser, instructors will need to change the exam settings in Lockdown Browser. To add the settings, instructors must follow these steps:

- Open the Canvas course
- On the left-side of the course, click "Lockdown Browser"
- In the page that displays, click on the arrow next to the exam name
- On the menu that appears, click on "Settings"
- On the "Exam Settings" page, go to the Lockdown Browser section, and click on "Advanced Settings"
- Click to place a checkmark in the box next to "Allow students to use LockDown Browser for Chromebook (beta)"
- Scroll down and click to select "Save + Close"

Students have been notified about the change and have also been asked to approach their instructors about adding the sections to exams in Lockdown Browser.

If you have any questions about these or any other changes, please contact me at 7126 or lisa.friesen@swosu.edu.

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