

THE CETL CORRESPONDENT

Volume 5
Issue 1

Article 1

2-9-2021

February 2021

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Recommended Citation

Friesen, Lisa (2021) "February 2021," *The CETL Correspondent*. Vol. 5: Iss. 1, Article 1.
Available at: https://dc.swosu.edu/cetl_correspondent/vol5/iss1/1

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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

February 2021

Lisa's Notes

Happy February! Now that the spring semester is in full swing, CETL would like to notify faculty of the following learning opportunities:

The Online Learning Consortium (OLC) hosts workshops throughout the year, focusing on enhancing online learning for both students and faculty. CETL will cover the registration fees for the first ten participants. Please see the Canvas announcement for more information on how to register.

Respondus is introducing a BETA test of Instructor Live Proctoring, that can utilize with Lockdown Browser and Web Monitor. An information webinar is scheduled for February 3rd at 1:00 pm CST. Please see a Canvas Announcement on the topic.

The next lunch and learn details the SWOSU Course Development Process, with Lisa Friesen presenting. The session, "A Late Lunch and Learn" is scheduled for February 17th at 2:00 pm. Please register using the registration link found in Canvas.

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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. Jeremy Evert, Computer Science.



Dr. Jeremy Evert went through a rural high school, with around three hundred people in town, and about 150 students in his K-12 school. He had 14 students in his class. It was made clear to Dr. Evert and others that an education was supposed to be a path to a better life. Two and a half decades later, he is still trying to help his students

in this process. Dr. Evert explains that he had always wanted to be a teacher. His goal was to help people grow and experience joy. When he was finishing up his doctorate, Dr. Evert took a NASA Workforce Development trip with Madeline Baugher, a SWOSU Computer Science instructor, and Jack Guillory, a SWOSU Computer Science student. They talked him through what the student experience was and helped him understand the student centric culture at SWOSU. SWOSU helped that goal become a possibility.

Dr. Jeremy Evert has a few class activities that he uses to advance student learning. Every semester he starts his class by asking his students to do three things. He asks them to look at the course syllabus to help them see what the class is about. He then asks them to look at their transcript and degree plan or degree check to make sure their degree is on track and ensure a plan to graduate. He also asks them to look at their resume and a dream job posting or description, and then make a semester project plan to help them get there. Dr. Evert has had students change their majors after this exercise. He has had many more finish their degree on time because of it as well. Several students have used their resumes, and skills from Dr. Jeremy Evert's classes, to help them land jobs.

Faculty in Computer Science feel very blessed to have a close relationship with companies who hire their students. Dr. Evert and fellow faculty also enjoy frequent messages

back from their alumni about what they are experiencing at work. One big push is talking about technical projects on a regular basis. They are able to turn this feedback into classroom activities, such as group projects, that help students become comfortable with what daily work will be like. Dr. Evert asks students to talk about their work frequently. In his first-year level classes, they have "show and tell time." This is where they go around the meeting and share their work. They do not spend much time on individuals that just get the job done. They tend to focus more on the individuals that need help. They also make time to show off students that were able to get creative and find interesting solutions. Dr. Evert records these lectures on Zoom. Other individuals often re-watch these lectures to see how their classmates were able to fix their problems. Dr. Evert also has several of the hard charging students that really start to push each other. He also tries to share his own mistakes or failures with the students, as well as the cool work he has done. He finds that his openness leads to more comfort with the students. Dr. Evert observes that students are more at ease asking for help when they realize that he knows he makes mistakes and has things to learn. And the employers keep hiring their students, so that makes Dr. Evert and fellow Computer Science faculty happy.

The disruptions that started in the Spring of 2020 hit them all a little differently. There were some negative consequences. For Dr. Evert, he feels that the disruption made him address some of the areas he needed to improve upon. It also helped him embrace some opportunities he might have otherwise missed. He did not always have a good attitude, but he now tries to remind himself that as a teacher, he can look for a leadership role in his classroom, and he can try to help guide a way towards understanding and joy. It is Dr. Evert's hope that he can help his SWOSU family get through some of the negative consequences of these and other disruptions.

Workshops Available for February

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 a Home page in Canvas for Traditional Courses

This 15-minute Workshop walks faculty through creating a course homepage in a traditional course in Canvas; emphasizes the importance of having a welcome message for students in a traditional course.

Tuesday, February 2 @ 1:50 p.m. to 2:30 p.m.

Tuesday, February 9 @ 1:50 p.m. to 2:30 p.m.

Tuesday, February 16 @ 1:50 p.m. to 2:30 p.m.

Tuesday, February 23 @ 1:50 p.m. to 2:30 p.m.

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

Using Canvas Studio

Introduces faculty to Canvas Studio. 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, February 3 @ 1:50 p.m. to 2:30 p.m.

Wednesday, February 10 @ 1:50 p.m. to 2:30 p.m.

Using Canvas Studio (Continued)

Wednesday, February 17 @ 1:50 p.m. to 2:30 p.m.

Wednesday, February 24 @ 1:50 p.m. to 2:30 p.m.

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

Intro to Canvas: For Beginners

This one-hour workshop introduces faculty to the Canvas interface. Create a homepage, upload syllabus, create modules and module pages, create assignments, quizzes, use speed grader and docviewer, make announcements, use the messaging system. NB: This Workshop is for beginners in Canvas only.

Thursday, February 4 @ 1:50 p.m. to 2:50 p.m.

Thursday, February 11 @ 1:50 p.m. to 2:50 p.m.

Thursday, February 18 @ 1:50 p.m. to 2:50 p.m.

Thursday, February 25 @ 1:50 p.m. to 2:50 p.m.

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

CETL Workshops with Steve

Upswing

In this workshop, Steve explores the basics of Upswing.

Thursday, February 4 @ 2:00 p.m. to 2:30 p.m.

Tuesday, February 9 @ 2:00 p.m. to 2:30 p.m.

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

Respondus LockDown Browser

This workshop will help familiarize you with how to use RLDB & Monitor.

Friday, February 12 @ 11 a.m. to 11:30 a.m.

Thursday, February 18 @ 11 a.m. to 11:30 a.m.

Tuesday, February 23 @ 2:00 p.m. to 2:30 p.m.

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

Using the Canvas Help Guide Videos

In this workshop Steve will show you how to locate and use the help videos in Canvas.

Wednesday, February 24 @ 2:00 p.m. to 2:30 p.m.

Friday, February 26 @ 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.

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 February 2021

- [Tuesday, February 2 at 1 pm ET / 10 am PT](#)
- [Thursday, February 4 at 12 pm ET / 9 am PT](#)
- [Tuesday, February 9 at 1 pm ET / 10 am PT](#)
- [Friday, February 12 at 12 pm ET / 9 am PT](#)
- [Wednesday, February 17 at 2 pm ET / 11 am PT](#)
- [Monday, February 22 at 2 pm ET / 11 am PT](#)
- [Thursday, February 25 at 1 pm ET / 10 am PT](#)

Insights from CETL's Teaching and Learning Coordinators

Mapopa's Musings

by Mapopa W. Sanga, PhD.

On Implementing Emergency Remote Teaching

Emergency remote teaching (ERT) is defined as a sudden interim shift of instructional delivery to an online delivery mode as result of an immense catastrophe, in contrary to the online courses which are initially planned and designed to be delivered virtually (Hodges et al., 2020). According to Mohmmmed et al. (2020), ERT comprises ultimate exploitation of the available remote teaching tools for delivering the curriculum or educational materials that would normally be delivered physically or as hybrid or blended courses. Once the disaster or catastrophe circumstances abate, the instructional delivery will revert to its original format. Thus, due to urgency and utmost priority, providing a reliable, temporary, fast, and durable access to the instruction and instructional assistances during the crisis would be more efficient than reconstruct a sophisticated educational ecosystem.

Due to the Covid-19 pandemic, in planning to implement emergency remote teaching at Middle East College Oman, instructional designers realized that online lectures based on a wide range of information technology equipment raised serious challenges. Teachers who used to teach live classes for example, would need to engage in novel methods to achieve effective teaching outcomes, which might affect the quality of tertiary education in general. Besides, they thought, students in remote and rural areas might not have the network capacity thereby leading to a loss in educational opportunities. Also, faculty who provided classes on taped broadcast network were likely to face problems of copyright in disseminating the information (Mohmmmed et al., 2020).

To that end, in order to correctly implement emergency remote teaching, the University had to identify appropriate technology tools for remote teaching. These tech tools had to be ones that faculty at the college would be able to use immediately and those that would promote collaboration and keep engagement at the highest level. This formed a big part of the planning stage. Some tech tools that have worked in remote teaching include but not limited to: Video conferencing (most young people and adults own computers or mobile devices), webinars, Voice thread, online discussions, Canvas studio, Ed puzzle, YouTube, Google docs, Google drive, Turnitin and Rollcall.

Lastly but not least, it must be pointed out that selection of each of these tools depends on what one plans to teach, how you want to teach it and what you want students to be able to do afterwards. In short, it always helps to select tech tools based on the context in which they will be utilized rather than selecting them for the sake of it. Finally, it is important to bear in mind the famous argument on teaching with all these applications; "media are mere vehicles that deliver instruction but do not influence student achievement any more than the truck that delivers our groceries causes changes in our nutrition (Clark, 1983, p.445).

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- Clark, R. E. (1983). Reconsidering Research on Learning from Media. *Review of Educational Research*, 53(4), pp. 445-459.
- Hodges, C., Moore, S., Lockee B., Trust, T., & Bond, A. (2020). *The difference between emergency remote teaching and online learning*. Retrieved from <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Mohmmmed, A. O., Khidhir, B. A., Nazeer, A., & Vijayan, V.J. (2020). *Emergency remote teaching during corona virus pandemic: The current trend and future directive at Middle East College Oman*. Retrieved from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7327487/>

Insights from CETL's Teaching and Learning Coordinators

Ray's Reflections

by Steve Ray, III

Transformative Teaching

"COVID-19 has done for teaching in higher education what Boyer's (1990) model scholarship has done for decades—made us examine and reconsider current educational models and processes." - Carter/Sims

A Pandemic-initiated, cultural shift has been brought to bear on the higher education classroom and there appears to be, at least in the foreseeable future, no turning back. If higher education institutions want to have some success during this change, they must plan immediate effective implementation and utilization of technology to facilitate instruction (Price and Kirkwood, 2014) (Quality Matters, 2020).

So, here's a prediction, in 10 years, we will no longer refer to online teaching as distinct and different from the traditional classroom. The traditional face-to-face classroom will not be considered the default or better than online instruction in higher education. Therefore, successful transformation means faculty must be versed in varied and critical strategies for teaching online in ways that accommodate diverse students' needs. Faculty must embrace the value of utilizing technology more effectively to engage students.

With this in mind, institutions can assist faculty preparing to teach students of the future by developing and maintaining the following:

- Offering virtual synchronous live classes
- Developing course maps integrated into the Learning Management System (LMS)
- Creating interactive course content
- Hiring course builders, developers, and Instructional Designers
- Providing course access across multiple platforms including mobile
- Ensuring dedicated access to tech support

Finally, as we look forward, even our face-to-face course development must be reviewed, renewed, and reconsidered for technological upgrades and modifications. We must begin now by asking ourselves: How can our courses be facilitated better? What new technology can be integrated? What lessons/assignments should be incorporated to address student inclusivity? When we ask these questions, we guarantee ourselves increased opportunity to transform and transition a better and stronger institution of higher education for all.

References:

Boyer EL. (1990) Scholarship reconsidered. Priorities of the professoriate. Princeton: Carnegie Foundation for the Advancement of Teaching/Princeton University Press.

Kreber, C. (2002) Teaching Excellence, Teaching Expertise, and the Scholarship of Teaching. *Innovative Higher Education* 27, 5–23
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Price, L. & Kirkwood, A. (2014) Using technology for teaching and learning in higher education: a critical review of the role of evidence in informing practice, *Higher Education Research & Development*, 33:3, 549-564, DOI: 10.1080/07294360.2013.841643

Quality Matters (2020) QM Emergency Remote Instruction (ERI) Checklist Retrieved on May 11, 2020 from <https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/ERI-Checklist>

Cetl Monthly Topic

by Lisa Friesen

Changes to Zoom and Respondus Offer More Options to Faculty

SWOSU recently purchased Zoom Webinar for use on campus. The Zoom Webinar license can be used by departments to host events with up to 500 participants. In a Zoom webinar, the host and panelists are seen and heard on the screen, while participants attend without video and audio permissions, but can participate via chat. Webinars are great meetings for guest speakers, a panel discussion, basically information meetings, etc. As SWOSU holds one webinar license, we share the license throughout the university.

As SWOSU holds a single Zoom webinar license, departments who wish to use the license are encouraged to please contact CETL at 774-3149, as soon as possible to ensure your meeting information is added to our calendar.

Zoom also offered a new option, OnZoom, which is according to the Zoom website, “an extension of Zoom's unified communications platform, OnZoom is a comprehensive solution for paid Zoom users to create, host, and monetize events like fitness classes, concerts, stand-up or improv shows, and music lessons on the Zoom Meetings platform. For SWOSU, OnZoom is being used to host workshops for SWOSU Jazz Festival and can be a great way to host events in which registration is needed. Please contact Nathan Thiessen at 580-774-3077, for more information.

In addition, Respondus Lockdown Browser is offering Instructor Live Proctoring via Zoom to universities who currently use Lockdown Browser and Monitor. This option is in BETA Testing, and information on an upcoming meeting on the product is scheduled for February 3rd. See Canvas Announcements for more information.

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