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SWOSU

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

Lisa's Notes

Exams are in full swing! If using Respondus for your exams, please make sure to add settings to help with ease of access. Check your Canvas announcements for more information.

Plans are being made for the Learning Innovations Summit to be held in April 2021. Be looking forward to a call for presentations.

Significant Change Form requests have been a huge success! Thank you to all who have turned in your forms!

IN THIS ISSUE

SWOSU
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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 Mr. Nathan Brooks, Engineering Technology.

This year marks the beginning of Mr. Nathan Brooks' 7th year of teaching and service at SWOSU in the Engineering Technology Department. A life-long western Oklahoma resident, Mr. Brooks grew up on a farm near Hitchcock and started college as a freshman at SWOSU, where he earned his B.S. in Technology Education. After graduating, Mr. Brooks taught middle school and high school technology education courses at both Mustang South Middle School and Okarche High School. In 2004 he completed his Master's in Education Administration from the University of Central Oklahoma. Mr. Brooks joined the Engineering Technology Department in 2014 and became chair of the Engineering Technology Department in 2019. Mr. Brooks coordinates the Professional Certification course, and teaches Automation and Control Systems, Fabrication Processes I, Machine Tool Processes and Computer Aided Design.

His interest in teaching began early, as Mr. Brooks grew up watching his father, also a SWOSU graduate, who taught industrial arts at Dover and Kingfisher High School. Throughout the years, he noted how former students would always mention how much they appreciated his father for the hands-on learning opportunities that he provided. Mr. Brooks admired his father's hard work and dedication to student success. It was these observations that truly inspired his desire to provide a project-based learning environment for students.

Mr. Brooks learned early in his career that students learn best when they know what to expect and receive feedback. By utilizing the rubric function in Canvas, he has been able to easily incorporate these important aspects into everyday assignments. The Canvas rubrics feature allows him to provide detailed feedback for each criterion and easily adapt rubrics for new assignments. The rubric tool also allows him to include course outcomes which help track mastery of the course. He believes that using rubrics to assess students work helps to remove subjectivity and leads to increased student achievement.

Mr. Brooks is married to Dr. Krista Brooks (SWOSU College of Pharmacy), and they have two daughters, Karly and Kate, who attend Weatherford public schools. Activities that he enjoys include traveling, and spending time with family and friends.

Workshops Available for March

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

Acting Learning Strategies
This 40-minute Workshop walks faculty through creating a course homepage in a traditional course in Canvas. Workshop emphasizes the importance of having a welcome message for students in a traditional course.
Tuesday, March 2 @ 1:50 p.m. to 2:30 p.m.
Tuesday, March 9 @ 1:50 p.m. to 2:30 p.m.
Tuesday, March 16 @ 1:50 p.m. to 2:30 p.m.
Tuesday, March 23 @ 1:50 p.m. to 2:30 p.m.
Tuesday, March 30 @ 1:50 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

Using Attendance and RollCall
In this workshop, we will hold an in-depth discussion on using Attendance and Rollcall in Canvas.
Wednesday, March 3 @ 1:50 p.m. to 2:30 p.m.
Wednesday, March 10 @ 1:50 p.m. to 2:30 p.m.
Wednesday, March 17 @ 1:50 p.m. to 2:30 p.m.

Using Attendance and RollCall (Continued)
In this workshop, we will hold an in-depth discussion on using Attendance and Rollcall in Canvas.
Wednesday, March 24 @ 1:50 p.m. to 2:30 p.m.
Wednesday, March 31 @ 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, and use the messaging system.
NB: This Workshop is for beginners in Canvas only.
Thursday, March 4 @ 1:50 p.m. to 2:50 p.m.
Thursday, March 11 @ 1:50 p.m. to 2:50 p.m.
Thursday, March 18 @ 1:50 p.m. to 2:50 p.m.
Thursday, March 25 @ 1:50 p.m. to 2:50 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

CETL Workshops with Steve

Clearing the cache and updating FireFox/Chrome Browsers
In this short 15-minute workshop, users will learn how to clear the cache and update your FF and Chrome Browsers.
Thursday, March 4 @ 2:00 p.m. to 2:30 p.m.
Tuesday, March 9 @ 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/9123629032

Respondus Lockdown Browser/Monitor
In this workshop, Steve will demonstrate how to use the LD Browser and Monitor with Exams and Quizzes.
Thursday, March 11 @ 11:00 a.m. to 11:30 a.m.
Tuesday, March 16 @ 11:00 a.m. to 11:30 a.m.
Thursday, March 18 @ 11:00 a.m. to 11:30 a.m.
Join this workshop via ZOOM: https://zoom.us/j/9123629032

How to use the Accessibility Checker in Canvas
This workshop will help familiarize users with the Accessibility Checker in Canvas.
Tuesday, March 23 @ 11:00 a.m. to 11:30 a.m.
Thursday, March 25 @ 11:00 a.m. to 11:30 a.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. <mark>These workshops are not just for online faculty, there are topics that pertain to all areas.</mark>

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 March/April 2021

- Tuesday, March 16 at 1 pm ET / 10 am PT
- Thursday, March 25 at 2 pm ET / 11 am PT
- Wednesday, March 31 at 12 pm ET / 9 am PT

- Tuesday, April 6 at 1 pm ET / 10 am PT
- Thursday, April 8 at 3 pm ET / 12 pm PT

Insights from CETL's Teaching and Learning Coordinators

Mapopa's Musings
by Mapopa W. Sanga, PhD.

Assignment Ideas for Online Teaching

Discussion Board Makeup Assignment

If students fail to post in the class discussion but truly need/want to receive credit, have them create a summary of the entire discussion and submit via email for credit. This assures you they have read and understood the discussion even though they were unable to participate. You may still assess a late penalty as described in your syllabus.

AHA! Assignment

Ask students to keep a journal of Aha! or epiphany moments they experience during the course. Encourage them to share these moments in a discussion board at some point during the course or on an ongoing basis. It will enrich the course.

Focused Listing

After reading the text or lecture material, have students recall the most important points related to a particular topic. These could be posted in the Journal tool and may help prepare students for an exam (Classroom Assessment Technique by Thomas A. Angelo and K. Patricia Cross).

Empty Outlines

Provide students with an empty or partially completed outline of lecture material or a reading assignment and direct them to fill in the blanks. This could be completed in using a word processor and the Assignment feature, the Quiz tool, or submitted to an online Journal or Blog tool (Classroom Assessment Technique by Thomas A. Angelo and K. Patricia Cross).

One-Minute Paper

Ask students create a one-minute paper in the essay function of the quiz tool with the timer set to one minute. This is a good way to assess new information presented in the session (Classroom Assessment Technique by Thomas A. Angelo and K. Patricia Cross).

References:

References available by contacting Mapopa Sanga x7128.

Insights from CETL's Teaching and Learning Coordinators

Ray's Reflections
by Steve Ray, III

Transformative Teaching

I recently attended a MAGNA webinar for Instructional Designers that focused on the concept of Backward Design. The contents of the webinar originated from research done by Dr. Pete Burkholder, an associate professor of history at Fairleigh Dickinson University.

This approach to course construction asks faculty to initially ignore the specific content of a class. Rather, the designer begins the process by identifying desired learning goals, and then devising optimal instruments to measure and assess them. Only thereafter does course-specific content come into play—and even then, it is brought in not for the sake of "covering" it, but as a means to achieve the previously identified learning objectives. Courses designed this way put learning first, often transcend the traditional skillset boundaries of their discipline, and usually aim to achieve more ambitious cognitive development than do classes that begin— and often end—with content mastery as the primary focus. Although the advantages of backward design are manifest, it's probably still the exception to, rather than the rule of, course planning.

That said, backward design has benefits beyond those outlined above. Just as the technique is advantageous to the students we teach, it is valuable to our own growth trajectory as educators and serves as a useful bridge to interactions with faculty outside of our disciplines.

Making tough decisions

First, (re)designing a course via backward design forces us to step back from our fields of expertise, which we know so well and hold so dear, and approach the learning process as novices. In translation, we are so familiar with our disciplines and their content that it's hard to imagine anyone not endowed with such knowledge or a burning desire to acquire it. Even more importantly, we love the content that makes up our fields, and it can be downright painful to imagine excluding parts of it for the sake of skill development or the realities of semester time limits.

Backward design forces us to make tough decisions about what content is really needed for our students to achieve their learning goals. Maryellen Weimer writes that our attitude toward basic content "has always been dominated by one assumption: more is better". If that construct embodies the typical "coverage" approach, then perhaps "just enough content—and no more" could define the course built around backward design principles. And in forcing us to make fundamental decisions about learning and the role of basic content therein, we must confront the very nature of what we seek to achieve as educators. Is it simply for students to know a lot about our field? Or is it primarily for them to develop the habits of mind that typify practitioners? The former aims low at the Bloom's Taxonomy target, while the latter requires an elevated trajectory.

Ken Bain writes about "expectation failure" as a necessary component to students' cognitive breakthroughs. That is, students must be placed in a situation where they realize their present ways of knowing won't serve them adequately. Only then can they make their way through the "learning bottlenecks" which populate our fields. In addition, it is often only through our own expectation failures that we as faculty can devise more

authentic and meaningful learning experiences for our students. For better or for worse (and usually it's for worse), most of us started out teaching the way we'd been taught ourselves—and many of us still do. Only when we realize that these approaches can't achieve our desired learning goals do we stare into the instructional abyss and contemplate change. If we're lucky, we can seek help from a peer, or stumble across a good pedagogical read. And if backward course design is deemed a solution, we just might squeeze through our own instructional bottleneck and offer something so much better.

Breaking down silos

Second, it is precisely this type of work—the fumbling, the grappling, the eureka moment—that allows us to bridge the chasms between ourselves and faculty in other fields. Too often we remain siloed in our disciplines, knowing little about what our brethren do and assured they couldn't possibly understand us. But if we momentarily remove discussion of specific course content and focus instead on desired learning goals, we find that we actually have a great deal in common. Is clear and correct writing a goal only of composition classes? (Of course not.) Do we relegate critical thinking to the field of logic? (I sincerely doubt it.) Are group work, information literacy, and quantitative reasoning skills that can be developed and synergized across a broad spectrum of classes in disparate fields? (Absolutely.) Conversations and workshops about backward design necessarily raise these issues, help us emphasize the commonalities (rather than the differences) of seemingly unrelated fields, and serve as vehicles to interdisciplinary empathy and cooperation in ways that content-based curriculum development fails to do.

In the 1998 film Patch Adams, Robin Williams plays a physician with quirky but effective approaches to helping his patients. When questioned about his focus on the patient rather than the disease, he replies, "You treat a disease, you win, you lose. You treat a person, I guarantee you: you'll win, no matter what the outcome." I think there's a parallel here for course design. Lead with content, and maybe the more ambitious learning happens, maybe it doesn't. Lead with learning goals, as epitomized by backward design, and educational outcomes can't help but have an impact on students' development. And in adopting such a scheme, we become a more self-aware and interconnected faculty. It's hard to see a downside.

References:

Ken Bain, *What the Best College Teachers Do* (Cambridge: Harvard University Press, 2004)

Arlene Díaz, Joan Middendorf, David Pace & Leah Shopkow, "The History Learning Project: A Department 'Decodes' Its Students," *Journal of American History* 94/4 (2008), 1211-24

L. Dee Fink, *Creating Significant Learning Experiences* (San Francisco: Jossey-Bass, 2003)

Patch Adams, dir. Tom Shadyac (Universal Pictures, 1998)

Maryellen Weimer, *Learner-Centered Teaching: Five Key Changes to Practice* (San Francisco: Jossey-Bass, 2002)

Grant Wiggins & Jay McTighe, *Understanding by Design,* expanded second edition (Upper Saddle River, NJ: Pearson, 2005)

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