4-2021

April 2021

Lisa Friesen
Southwestern Oklahoma State University

SWOSU

CETL Correspondent

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

Lisa's Notes

CETL is working on projects to help the semester wind down smoothly! Below are some tips to remember as finals are approaching:

➢ If you plan to use Respondus for final exams, please make sure that you add text in the Advanced Settings to help exams/quizzes to run smoothly. See Canvas Announcements for the settings and text CETL requests you add. If you have any questions, please feel free to reach out.

➢ With the Summer 2021 Significant Change requests, CETL has launched an electronic form for faculty to report their online, blended, webinar, or self-paced classes. If your course is due to be reviewed, you will receive an email from CETL with a link to the form. Any questions, please call 774-3149 or email distance@swosu.edu.

➢ Summer is a great time to work on projects or get focus on a task you would like to do in your course. Don't forget that Steve Ray and Mapopa Sanga are here for your instructional design needs. Call Mapopa at 774-7128 and Steve at 774-3147 with any questions.

IN THIS ISSUE

SWOSU
CENTER FOR
EXCELLENCE IN
TEACHING &
LEARNING

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. Howard Kurtz, Social Sciences.

Renowned Criminologist and Barnhart Scholar Dr. Howard A. Kurtz is a Full Professor of Sociology and Criminal Justice at Southwestern Oklahoma State University. He is an expert on crime and social issues and consults with state, local, and national media and the government on critical incidents and events. He has published and presented his research in the United States and Internationally. He is also an accomplished musician and recording artist.

On his teaching philosophy, Dr. Kurtz begins; "A bird does not sing because it has an answer -- it sings because it has a song."

Dr. Kurtz goes on to state that his teaching philosophy has evolved from his own search for answers about society, how it works and how it affects us all. He is a third-generation European immigrant raised in an impoverished inner-city community on the East Coast of the United States. Because of this experience Professor Kurtz has lived firsthand through many of the social problems "social scientists" study.

As a boy, he received a scholarship to an academically advanced college preparatory school which began a long transformation through culture and social class that continues to this day. In his teaching, Dr. Kurtz guides students to see the sociological forces in their everyday lives as they become more aware and empowered and become active participants in the social worlds in which they live.

Dr. Kurtz contends that study in the social sciences should be an exercise in self-realization essential to the development of understanding.

"We examine basic social issues and problems objectively and do not simply react journalistically to passing events", explains Dr. Kurtz.

He goes to state that he accepts as fact that the social sciences are a set of well-defined disciplines and not simply a set of social issues that change over time. This, according to Dr. Kurtz, allows us freedom to pursue questions of great interest to the socially conservative and to the rebellious as well. That

in the social sciences, they address the concerns of both using widely accepted and formalized methods and theories.

Dr. Kurtz continues by observing that constructing a teaching philosophy based on attitudes, values, and beliefs about teaching and learning can be a somewhat contradictory task for a sociologist. According to Dr. Kurtz, sociologists are formally trained to focus on observation and research and are charged to remain dedicated to keeping their own attitudes, values, and beliefs out of the mix when conducting research, making observations and lecturing. He adds that sociologists do have values and beliefs, so they fall back upon their sociological imagination to measure their own thoughts and actions.

Professor Kurtz further asserts that the prevailing ideas in modern societies require an understanding of social context and its effects on thoughts and actions. He goes on to observe that the idea that conceptual thought, language, and logic can be influenced by the sociological milieu out of which they arise was applied to everyday life in the 1960s, by Peter L. Berger.

Dr. Kurtz was at the university host for Peter Berger for three days one semester. Peter believed that 'Society is an objective reality and a subjective reality'. His analysis of society as subjective reality describes the process by which an individual's conception of reality is produced by his or her interaction with social structures. Berger and others add to this understanding the element in sociological thinking that compels us to see the particular in the general and the general in the particular and to view both with a sense of skepticism. Developing this skepticism through social science develops critical thinking.

Dr. Kurtz states that when sociologists see a social gathering, they do not simply see people enjoying the evening or protesting perceived injustices. They see demographic variables of education, race, and gender. They may also see variations of social class and the way these things are manifested. They also see the qualitative aspects of the social interactions taking place and the social context. Dr. Kurtz believes that if we fail to do that, all social interactions seem very mechanical and without human dimensions. He adds that some call sociological thinking the "sociological imagination". Professor Kurtz concludes that developing this in his students is an ongoing process that has made teaching his life's work.

Workshops Available for April

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

Active 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, April 6 @ 1:50 p.m. to 2:30 p.m.
Tuesday, April 13 @ 1:50 p.m. to 2:30 p.m.
Tuesday, April 20 @ 1:50 p.m. to 2:30 p.m.
Tuesday, April 27 @ 1:50 p.m. to 2:30 p.m.
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.

How to End a Semester in Canvas (Continued)
Wednesday, April 7 @ 1:50 p.m. to 2:30 p.m.
Wednesday, April 14 @ 1:50 p.m. to 2:30 p.m.
Wednesday, April 21 @ 1:50 p.m. to 2:30 p.m.
Wednesday, April 28 @ 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, April 8 @ 1:50 p.m. to 2:50 p.m.
Thursday, April 15 @ 1:50 p.m. to 2:50 p.m.
Thursday, April 22 @ 1:50 p.m. to 2:50 p.m.
Thursday, April 29 @ 1:50 p.m. to 2:50 p.m.
Join this workshop via ZOOM: https://zoom.us/j/960339908

CETL Workshops with Steve

Writing S.M.A.R.T Objectives using QM standards 2.1 & 2.2
In this workshop, we will discuss Q.M. Standards 2.1 & 2.2 and how to write SMART objectives.
Tuesday, April 6 @ 2:00 p.m. to 2:30 p.m.
Thursday, April 8 @ 2:00 p.m. to 2:30 p.m.
Tuesday, April 13 @ 11 a.m. to 11:30 a.m.
Join this workshop via ZOOM: https://zoom.us/j/9123629032

Exploring the Canvas Community and SWOSU Faculty Commons Help Boards
This workshop introduces you to the Canvas Community and SWOSU Faculty Commons help boards.
Tuesday, April 20 @ 2:00 p.m. to 2:30 p.m.
Thursday, April 22 @ 2:00 p.m. to 2:30 p.m.
Join this workshop via ZOOM: https://zoom.us/j/9123629032

Canvas Gradebook; Changing the Grade Scheme
In this workshop, Steve will walk you through the process of changing the grade scheme in Canvas
Tuesday, April 27 @ 11 a.m. to 11:30 a.m.
Thursday, April 29 @ 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 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.

Using the Situated Cognition Construct to Close Gap Between Learning and Use

Knowledge transfer from the classroom to the world outside it is one of the paramount cornerstones of 21st century education. While it not an easy task to measure transfer, one learning theory that can promote transfer is situated cognition.

Herrington and Oliver (2000) provided a nine element framework which effectively details the principles of situated cognition and provides some guidelines for implementation: (1) provide authentic content that reflects the way knowledge will be used in real life – nonlinear design, no attempt to simplify, (2) provide authentic activities – activities that have real world relevance, (3) provide access to expert performances and the modeling of process-access to social periphery, access to expert thinking, (4) provide multiple roles and perspectives – the opportunity to express different points of view, (5) support collaborative construction of knowledge – classroom organization into small groups, (6) promote reflection: opportunity for learners to compare with experts, (7) promote articulation – publicly present argument to enable defense of learning, (8) provide coaching and scaffolding – complex open-ended learning environment and (9) provide for authentic assessment – multiple indicators of learning.

The philosophy advocated in the situated cognition contradicts the emphasis in school and university which has been about extracting essential principles, concepts, and facts, and teaching them in an abstract and decontextualized form where information is stored as facts rather than as tools (Brown et al., 1989; Cole, 2005). Herrington and Oliver (2000) actually reiterated that much of the abstract knowledge taught in schools and universities is not retrievable in real-life problem-solving contexts, because this approach ignores the interdependence of situation and cognition.

A good example of the need to close gap between learning and use comes from the work of Miller and Gilder (1987) who worked on vocabulary teaching. Their work described how children are taught words from dictionary definitions and a few exemplary sentences. They compared this method with the way vocabulary is normally learned outside school. They concluded that people generally learn words faster and successfully in the context of ordinary communication. Brown et al. (1989) complemented this work by contending that learning from dictionaries, like any method that tries to teach abstract concepts independently of authentic situations, overlooks the way understanding is developed through continued, situated use. Brown et al. (1989) went on to elucidate the notion of learning and enculturation. They argued that from a very early age and throughout lives, people consciously or unconsciously adopt the behavior and belief systems of new social groups. Given the chance to observe and practice in situ, the behavior of members of a culture, imitate behavior and gradually start to act in accordance with its norms. But then they observed that so too often, the practices of contemporary schooling deny students the chance to engage the relevant domain culture because that culture is not in evidence. For example, students may pass examinations but still not be able to use a domain's conceptual tools in authentic practice.

References:
Brown, J.S., Collins, A., & Duguid, S. (1989). Situated Cognition and the Culture of Learning. Educational Researcher, 18(1), 32-42. doi: 10.3102/0013189X018001032

Cole, M. (2005). Cultural-historical psychology: A meso-genetic approach. In L.M. Martin, K. Nelson, & E. Tobach (Eds.), Sociocultural psychology: Theory and practice of doing and knowing (pp. 168-204). Cambridge, MA: Cambridge University Press.

Herrington, J., & Oliver, R. (2000). An instructional design framework for authentic learning environments. Educational Technology Research and Development, 48(3), 23-48.

Miller, G. A., & Gilder, P.M. (1987). How children learn words. Scientific American, 257(3), 94-99.

Insights from CETL's Teaching and Learning Coordinators

Ray's Reflections
by Steve Ray, III

Alternative Assessment & The Educational Value of Learning Portfolios

The central idea of learning portfolios is for students to reflect on a particular learning experience. This may include a single course, all the courses in their major, or their whole college life experience. At the end of the course or program, the students create a document that describes and illustrates the meaning of that whole experience. Generally, the portfolio consists of two parts; a narrative statement and an appendix with materials that illustrate and support the comments in the narrative (Fink 2013).

The main point is that portfolios can be a powerful addition when combined with other learning activities in a course. For instance, if students are assigned short writing assignments throughout the course, they will gradually become more comfortable with and capable of reflecting and writing about the quality of their learning experiences. They will gradually build up a substantial collection of thoughts and ideas that can be organized into a learning portfolio at the end of the course (Fink 2013).

Learning portfolios encourage students to reflect on what they can and should be learning from a particular experience as well as how they are doing in achieving the learning goals set forth by themselves and the Institution. The completed portfolio is a valuable, cumulative record that allows students to communicate with each other as well as future employers on what they have learned.

References:

Fink, Dee L. (2013) Creating Significant Learning Experiences. San Francisco, CA : Jossey-Bass

Accessibility Highlight: Closed Captioning

by Lisa Friesen

When thinking about accessibility for our students, it is easy to think about the physical; classrooms, computers, monitors, etc., but accessibility also extends to course material. For years, faculty have been aware of accessibility and accommodations, and have worked tirelessly to help students succeed, however, with the move to virtual learning due to the Covid-19 pandemic, new challenges are appearing. One such area is closed captioning.

With the shift to using webinar applications such as Zoom or Google Hangouts, the need for closed captioning is growing, and the diverse challenges it brings is also making universities think about solutions that can work for the long term. One such solution is Studio, the video app that can be found in Canvas.

In Studio, instructors can create and share videos with students. Students can also create and share videos with instructors and their class. One aspect of Studio is that it has the capability to create closed captioning and transcriptions, to be shared with a student or a class. After a video is recorded or uploaded to video, instructors can add a process to create a transcript. This process can take a few minutes or longer to complete, depending on the video length. The transcription can be edited, which is a best practice as the transcription is not 100% accurate, a common practice among transcription apps used today. Once the transcription is edited, it can be saved, and closed captioning added to the video before it is shared with students.

While this process is manual and can be time consuming, it is a good first step to ensure that all students can learn the information being shared in a video, without confusion about what is being shared due to sound issues.

For more information on Studio, and using it to create transcripts and closed captioning, please reach out to Mapopa Sanga, CETL Teaching and Learning Coordinator at 580-774-7128.

Center for Excellence in Teaching & Learning (CETL)

Staff Contacts

Lisa Friesen, Director

lisa.friesen@swosu.edu

HEC 210B...3149

Steve Ray, III

steve.ray@swosu.edu

HEC 208A..3147

Dr. Mapopa Sanga

mapopa.sanga@swosu.edu

HEC 209B..7128

Nathan Thiessen

nathan.thiessen@swosu.edu

HEC 210A..3077

Ashley Walkup

ashley.walkup@swosu.edu

HEC 210A..3149

Michael Brinkley

michael.brinkley@swosu.edu

SAB 101 2105