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CETL Correspondent

A Newsletter by the Center for Excellence in Teaching and Learning (CETL)

SWOSU Center for Excellence in Teaching and Learning Newsletter

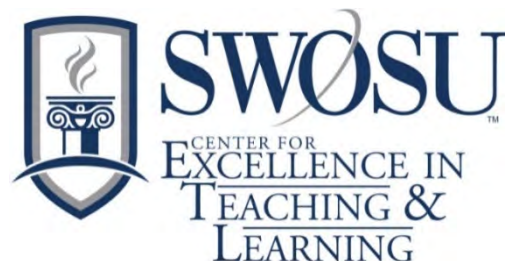
November/December 2021

Lisa's Notes

- CETL will be launching Blackboard Ally, an accessibility tool, in Canvas. Blackboard Ally will review documents uploaded into Canvas and make recommendations on improving accessibility. CETL will conduct a pilot in Spring 2022, which will be led by Steve Ray III, CETL Teaching and Learning Coordinator. Be looking for more information in the upcoming months.
- Dr. Mapopa Sanga, CETL Teaching and Learning Coordinator, will be leading the faculty/staff training over the new quizzing tool in Canvas. Dr. Sanga will be hosting workshops, one-on-one trainings, and lab workdays to help faculty convert and create new quizzes. More information is coming up soon.
- LinkedIn Learning offers many training videos for faculty, staff, and students. After logging into Go SWOSU, click on the LinkedIn Learning icon to launch the app. If you have a LinkedIn account, you can sync it to your LinkedIn Learning account. Contact CETL if you have any questions.
- CETL is here to help! Please call 580-774-3149, and a CETL employee can assist you.

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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. Robyn Randol.



Robyn Randol is a graduate of Weatherford High School and Southwestern Oklahoma State University (SWOSU). While attending SWOSU, she majored in Elementary Education and later continued her education in educational leadership and graduated with a master's degree. Robyn taught English/Language Arts at the middle school level and taught first grade for 13 years before moving into an Elementary Principal's position in Weatherford, Oklahoma, serving for four years. Upon joining the Department of Education at SWOSU in the Fall of 2021, Robyn expresses her excitement to start on a new adventure and help future teachers experience and learn the skills they will need in a school setting where she has served for many years.

Robyn states that she cannot remember a time that she did not want to be a teacher;

"From my early childhood years, I always dreamed of being a teacher. I played 'school' at any chance I could with my friends and decorated my room as a classroom. I have always enjoyed helping others and leading, so education has been a great fit," explains Robyn.

Robyn Randol points out that her teaching philosophy hinges on always to keep teaching practical and applicable. She explains;

"I want to model different strategies for my students to use when they become teachers. Engagement is the focus in my classroom. I always want to find ways to keep students active, and give them the opportunities to work together, collaborate on ideas, and learn from one other."

She concludes by stating that she enjoys taking her students to do observations and get real experience through working in the real classroom with students and seeing what great teachers look like.



Workshops Available for November/December

The Center for Excellence in Teaching and Learning (CETL) has workshops available to faculty to receive essential and supplemental training for various online applications. If you have questions about our workshops, please contact our office at (580) 774 – 3149.

Please note: If there are no attendees present within the first ten minutes of a scheduled workshop time, that workshop will be cancelled for that day.

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

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

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

Tuesday, Dec. 7 @ 1:50 p.m. to 2:30 p.m.

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

Introduction to New Quizzes

This workshop introduces faculty to new quizzes in Canvas. Canvas is introducing new quizzes and SWOSU will gradually transition to new Quizzes. This workshop introduces faculty to the new quizzes interface and new quiz features.

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

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

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

Wednesday, Dec. 8 @ 1:50 p.m. to 2:30 p.m.

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

CETL Workshops with Steve

Upswing Tutoring

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

Tuesday, Nov. 2 @ 2:00 p.m. to 2:30 p.m.

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

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

Alternative Assessment Strategies

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

Thursday, Nov. 18 @ 11:00 a.m. to 11:30 a.m.

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

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

Exploring the LinkedIn Learning Video Library

In this workshop, Steve will help you explore the new tools in LinkedIn Learning.

Thursday, Nov. 11 @ 11:00 a.m. to 11:30 a.m.

Tuesday, Nov. 16 @ 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. **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

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

This comprehensive training webinar is 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.

- [Tuesday, November 2 at 2 pm ET / 11 am PT](#)
- [Tuesday, November 9 at 2 pm ET / 11 am PT](#)
- [Thursday, November 18 at 2 pm ET / 11 am PT](#)
- [Tuesday, November 30 at 4 pm ET / 1 pm PT](#)
- [Wednesday, December 8 at 3 pm ET / 12 pm PT](#)
- [Tuesday, December 14 at 1 pm ET / 10 am PT](#)

Respondus 4 and the Test Bank Network: Quickly Create Online Exams

Find out how Respondus 4 allows you to create and manage exams that can be printed to paper or published directly to your LMS, and how the Test Bank Network enables instructors to create online tests from official publisher test banks.

- [Wednesday, November 3 at 1 pm ET / 10 am PT](#)
- [Tuesday, December 7 at 2 pm ET / 11 am PT](#)

Insights from CETL's Teaching and Learning Coordinators

Mapopa's Musings

by Mapopa W. Sanga, PhD.

Teacher and Student Use of Technology for Learning

Smaldino, Lowther and Mims (2018) contended that a common use of technology and media is for supplemental support during teaching teacher-centered-instruction. For example, explained Smaldino, Lowther and Mims (2018), the teacher may use an electronic whiteboard to display variations of a bar graph as students predict population growth over time. Teacher may also project a live video "feed" from a zoo which can facilitate their presentation on the feeding habits of birds. Certainly, properly designed instructional materials can enhance and promote learning. However, concluded Smaldino, Lowther and Mims (2018), their effectiveness depends on careful planning and selection of appropriate resources that will work well in certain teaching contexts rather than using technology for technology's sake.

On the other hand, students can use technology and media in a variety of ways to enhance learning. For this purpose, media are packaged for this purpose, objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided (Smaldino, Lowther & Mims, 2018).

Smaldino, Lowther and Mims (2018) continue to state that the use of student-centered activities allows teachers to spend more of their time diagnosing and correcting student problems, consulting with individual students and teaching one-on-one and in small groups. How much time the instructor can spend on such activities will depend on the extent of the instructional role assigned to technology and media. Indeed, under certain circumstances, the entire instructional task can be left to technology and media. This does not mean that technology can or should replace the teacher, but rather that technology and media can help teachers become creative managers of the learning experience instead of merely the dispensers of information. Finally, Smaldino, Lowther and Mims (2018) conclude that when using technology or media, students and teachers need to be aware of copyright guidelines.

References:

- Smaldino, S.E., Lowther, D. L., & Mims, C. (2018). *Instructional technology and media for learning* (12th Ed.). Columbus, Ohio: Pearson.

Insights from CETL's Teaching and Learning Coordinators

Ray's Reflections

by Steve Ray, III

Creating a Digital Accessibility Culture on Campus



The Post-pandemic digital divide is increasing in the area of accessibility. Results from the Educause 2020 student technology survey listed the following key findings:

- Nearly half of students with disabilities do not register with their Institution's disability accommodations office...with many citing reasons of initial embarrassment to issues with website accessibility.
- Mental health disorders and learning disabilities are the most common types of disabilities students report.
- Students with disabilities are three times more likely to drop out of college compared to the regular student population.

Instilling a digital accessibility culture on Campus can be difficult because it involves "change" and in most cases, simply "hiring" a new Administrator may not be the only answer (see Dilbert above). Past studies have shown how difficult it is to change processes and practices that have been ingrained in an Institution for many years. Therefore, it is critical to have the proper framework to manage the changes/pushback that will occur as digital accessibility is being implemented. There are two well-proven "Change Theory" models. For this article, I will focus on MIT Grad and Harvard Business School Emeritus, Dr. John Kotter's 8-step process listed below. I will be elaborating on each step in upcoming articles:

1. Create Urgency
2. Form a Powerful Coalition
3. Create a Vision for Change
4. Communicate the Vision
5. Remove Obstacles
6. Create Short-Term Wins
7. Build on the Change
8. Anchor the Changes in Corporate Culture

References:

- Elizabeth Bradley and [Michele Tugade](#), "[Mental Health in Higher Education: Can a Digital Strategy Help?](#)" *EDUCAUSE Review*, May 18, 2020.
- Kotter, John P. "The 8-Step Process for Leading Change: Dr. John Kotter." *Kotter*, 7 May 2021, <https://www.kotterinc.com/8-steps-process-for-leading-change/>.

Micro-Badging

by Lisa Friesen

Many employers have begun offering micro-badging to employees as part of training efforts, and micro-badging is becoming more common in education today. Emerging from gaming, micro-badging is comprised of visual representations that provide clear evidence that learners have acquired a specific skill and are sought after by employers. Many users find micro-badges easy to trust, consume, and love the portability of badges.

CETL is considering the use of micro-badging in their training offerings as well as possibly in the Instructional Excellence Academy, and would like to hear your thoughts on micro-badging.

Please click the link below and complete a quick survey on micro-badging. You'll need to login to a Google account to fill out the survey.

Thank you in advance for your time. Lisa Friesen, CETL Director.

[Micro-Badging Survey](#)

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