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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

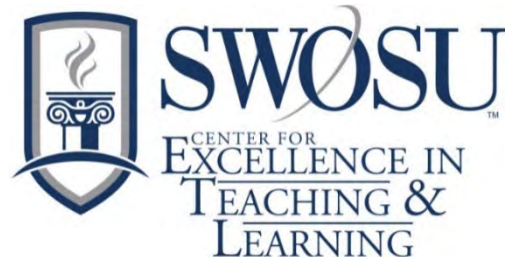
February 2021

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. As Canvas has revised the deadline for the creation and use of Classic Quizzes, SWOSU's deadline is changing as well. Dr. Sanga will still be holding workshops devoted to New Quizzes in the upcoming months.
- The Language and Literature Department is piloting Hypotheiss, a social annotation tool. Instructors can use Hypotheiss to make PDFs and websites annotatable. In Canvas, instructors can add Hypotheiss to assignments to provide students the ability to annotate collaboratively and reply to others' comments. Please reach out to CETL to add Hypotheiss to a course, or to ask questions.
- CETL is here to help! Please call 580-774-3149, and a CETL employee can assist you.

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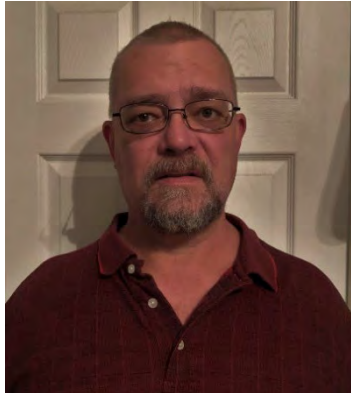




Focus on SWOSU Faculty



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 Christopher Stufflebean.



Christopher Stufflebean graduated from Woodward High School in 1985. He began attending Southwestern Oklahoma State University (SWOSU) in Spring of 1986 and received his BS in Business Administration in May 1990. Christopher then, enrolled with SWOSU at Sayre in 1993 for Radiologic Technology. He subsequently achieved AAS in Radiologic Technology in August 1995. Mr. Stufflebean then, worked at the hospital in Woodward from 1994-1998 as a Radiologic Technologist/Nuclear Medicine technologist.

In 1998, Christopher accepted a position at SWOSU at Sayre as the Radiologic Technology Clinical Coordinator. In 1999, he accepted the position in Sayre as the Radiologic Technology Program Director.

While in this position, he received his MBA in May 2003 from the Weatherford campus. He continued in this position until Spring 2015, when he needed to relocate back to Woodward for personal reasons.

Mr. Stufflebean had not wanted to leave SWOSU, it felt like his home, he absolutely missed it every day that he was not there.

One of the main parts of the position he missed the most was the constant knowledge Christopher acquired while at SWOSU. His students gained knowledge while attending class, but he also believed that as a faculty member, he gained a vast amount of knowledge and information. And so when he was called back to SWOSU in November 2020 to begin as program director again in January 2021, he felt it was a blessing.

Christopher explains that as the Director and a faculty member in the radiologic technology program, he makes sure that classes still have the traditional lecture portion of education. He however goes on to point out that training students in this occupation is also very proactive.

"We assist our students in both of the university's x-ray labs actively participating in radiographic lab sessions, producing radiographs on mannequins to better prepare our students to be competent in their clinical education in area hospitals and also once they graduate and are actively employed in the field", elucidates Christopher.

He concludes by pointing out the radiography occupation can be somewhat physical and stressful. And so, as faculty members, they always want to prepare students for the kind of real-life situations they will encounter in this field.



Workshops Available for February

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

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

Tuesday, Feb. 15 @ 1:50 p.m. to 2:30 p.m.

Tuesday, Feb. 22 @ 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, Feb. 9 @ 1:50 p.m. to 2:30 p.m.

Wednesday, Feb. 16 @ 1:50 p.m. to 2:30 p.m.

Wednesday, Feb. 23 @ 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, Feb. 8 @ 2:00 p.m. to 2:30 p.m.

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

Respondus LockDown Browser/Monitor

This workshop will help familiarize you with how to use Respondus LockDown Browser & Monitor.

Friday, Feb. 11 @ 11 a.m. to 11:30 a.m.

Tuesday, Feb. 15 @ 11 a.m. to 11:30 a.m.

Thursday, Feb. 17 @ 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.

Tuesday, Feb. 22 @ 2:00 p.m. to 2:30 p.m.

Thursday, Feb. 24 @ 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

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, February 1 at 1 pm ET / 10 am PT](#)
- [Wednesday, February 2 at 4 pm ET / 1 pm PT](#)
- [Tuesday, February 8 at 2 pm ET / 11 am PT](#)
- [Thursday, February 10 at 1 pm ET / 10 am PT](#)
- [Tuesday, February 15 at 1 pm ET / 10 am PT](#)
- [Thursday, February 17 at 2 pm ET / 11 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, February 9 at 3 pm ET / 12 pm PT](#)

Insights from CETL's Teaching and Learning Coordinators

Mapopa's Musings

by Mapopa W. Sanga, PhD.

Defining Evidence-Based Teaching

Most teachers base their instructional practices on tradition, the opinion of experienced practitioners, ideology, faddism, marketing, politics, or personal experience gained through trial and error (Beder & Medina, 2001; Slavin, 2008). Groccia and Buskist (2011), encourage teachers to look at the evidence supporting systems of teaching and consider if one or more of these instructional approaches would help them achieve their teaching and student learning objectives.

Groccia and Buskist (2011) contended that some faculty may see evidence-based teaching (EBT) as the latest fad in education but should actually be viewed as more than a new trendy fashion. According to Groccia and Buskist, EBT, refers to an approach that holds that practice should be capable of being justified in terms of sound evidence about its likely outcomes.

The American Psychological Association (2005), defined evidence -based practice as the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences. On the other hand, Kazdin (2008) defined evidence-based treatment as the interventions or techniques that have produced therapeutic change in controlled trials.

Based on these definitions, Metz, Espiritu, and Moore (2007) developed this definition of evidence-based practice: The integration of the best available research with out-of-school time expertise within the context of child, teen, family, and community characteristics, culture, and preferences. Adapting these definitions to settings in higher education, Groccia and Buskist (2011) define EBT as the conscientious, explicit and judicious integration of best available research on teaching technique and expertise within the context of student, teacher, department, college, university and community characteristics.

References:

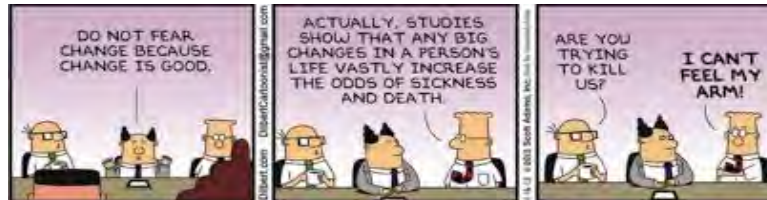
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- Slavin, R.E. (2008). Perspectives on evidence-based research in education – what works? *Educational Researcher*, 37, 5-14.
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Insights from CETL's Teaching and Learning Coordinators

Ray's Reflections

by Steve Ray, III

Creating A Sense of Urgency for Change



The first important step in Dr. Kotter's Eight Step Process for Leading Change is Urgency. Dr. Kotter argues that urgency is needed in the change process, because without it, people often won't give the needed extra push of hard work. Establishing a sense of urgency helps managers of companies and leaders of change to fight against complacency. Complacency is often seen in employees who are satisfied with the status quo. When employees are complacent, we hear phrases such as 'well, we've always done it this way' or 'why make a change, the old way still works.' Urgency is the opposite of complacency. Urgency helps employees see the need for the change to take place.

Urgency does not have to equal anxiety. Kotter has always been quick to point out that productive urgency is vastly different than anxiety or stress. "People think they are urgent," he told The Enterprisers Project, "when in fact they are simply anxious". Here's how leaders can create a sense of urgency about needed change in ways that won't send your best people running for the door.

1. Build a "culture of Urgency" before its required.

"The time to create urgency is prior to a situation or problem reaching a critical stage," says Dr. Deb Kirby, founder of Imaginal Wisdom, a leadership development and culture-building consultancy. "This seems counterintuitive, yet creating an organizational culture to continually spot how people, policies, procedures, and/or technology are responding, regardless of the original intent or design, develops an awareness and sensitivity for finding potential problems before they have time to become critical and urgent."

2. Educate everyone on the rationale for urgency

People need to know that you're not just asking them to run faster for the sake of running faster. "Ensure executives and Colleagues understand why urgency is so important for the initiative," advises Rob Llewellyn, founder of CXO Transform, which offers a digital transformation framework. "Talk about the vision and benefits of making forward progress," says Mindy Bostick, global people and change lead at North Highland Worldwide Consulting, who works closely with CIOs and other C-suite executives. "Excitement and possibility will unleash energy in your workforce teams."

3. Make it personal

"Paint a picture for your colleagues of how the conditions may impact their work and jobs negatively if not done," says Kohli, "and how it can enrich their jobs when the situation is dealt with successfully."

One example that worked for me happened while I was in the Applied Psychology Graduate program at SWOSU back in 1997. I was assigned a research project where I toured the campus in a wheelchair to test accessibility. Before that, I had no idea how difficult and time-consuming it was for disabled students to get around campus. This created a sense of urgency that, until I personally experienced it, did not exist.

References:

- Overby, Stephanie, How to create a sense of urgency without stressing out your team: 7 tips. (2019). Enterprisersproject.com. <https://enterprisersproject.com/article/2019/6/how-create-sense-urgency-in-teams-7-tips>
- Davis, Bethany, Establishing a Sense of Urgency in Kotter's Model: Definition & Explanation - Video & Lesson Transcript | Study.com. (2011).

Blackboard Ally

by Lisa Friesen

Recently, CETL added Blackboard Ally to Canvas. Using Ally, instructors can view an accessibility score for each file uploaded to a Canvas course. While students do not see the score, the ability to download the file in alternative formats is provided. Using Ally, SWOSU can obtain a clearer picture of campus accessibility efforts and be able to proactively plan to improve the accessibility of electronic files used on campus. It is CETL's hope that the use of Ally will have a positive impact on student retention. Special thanks go to Lori Gwynn, for her efforts in securing grant funding for this project.

To learn more about Blackboard Ally, please click on the link below. Also, feel free to reach out to CETL for questions, or to have your course added to the Ally Pilot. CETL plans to deploy Ally campus wide in Summer 2022.

https://help.blackboard.com/Ally/Ally_for_LMS/Instructor

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