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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

October 2021

Lisa's Notes

- Canvas is introducing **New Quizzes**, which will be a change in the way quizzes are developed. Be looking for training from CETL to help navigate the transition!
- The Instructional Excellence Academy is under construction! Class Five of the Instructional Excellence Academy will be launching in 2022! New direction, new format, and new information will be the focused of the revisions. More about the change in the coming months.
- Respondus has launched a "live proctoring" feature that allows instructors to proctor students via Zoom. This is recommended for small class sizes. To learn more about this feature, please click [here](#).
- 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. Glenda Ross, Art, Communication & Theatre.



Dr. Glenda Ross begins by pointing out that she can trace her love for knowledge, thus her education career, back to her earliest memories of her parents teaching her creative engineering while making their home in Woodward, Oklahoma. Her high school teachers and SWOSU

professors further developed Dr. Ross' love for creative learning during the 80's. After graduating in 1989 with a BA in Art Education, she chose a career serving Putnam City Schools for 30+ years. Now, she is happy to come back to SWOSU to continue her love for studio art and art education as an assistant professor.

Dr. Ross' educational journey took many paths that include obtaining a master's degree in Human Relations with an emphasis in Art Therapy at OU, National Board Certification in Teaching, and three years doctoral studies in Education Leadership at OSU. Her love for art and education extended out of the classroom to serving on the Oklahoma Art Education Association board and Western Region NAEA summer committee. Working alongside teachers of all levels from around the nation strongly influenced Dr. Ross' teaching philosophy and style.

Her philosophical approach to education can best be described by systems scientist, Erich Jantsch (1980) who postulated that "in life, the issue is not control, but dynamic connectedness. Autopoiesis is life's fundamental process for creating and renewing itself, for growth and change" ... "and a never resting structure that constantly seeks its own self-renewal."

Dr. Ross explains that course maps and instructional plans

illustrate Margaret Wheatley's, *Leadership and the New Science* (2006) theories of how non-linear networks and self-organizing systems flourish, thus the transformative learning environment. Teaching future educators about relational systems within cross-curriculum content to life skills is one of Dr. Ross' biggest joys in teaching.

"I want them to judge the relational concepts among science, math, language, and art by actually experiencing the process. My curriculum entails pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative, and integrative," explains Dr. Ross.

She continues by pointing out that regardless of course level or title, she instructs process-oriented studies where everyone shows stages of their work from planning to product. Dr. Ross also works alongside students, sharing her thoughts, questions, analysis, and final inferred gains. She documents her own process, molding her findings into a presentation that she shares and uses as a teaching tool. Dr. Glenda Ross holds open-discussion and critique sessions including sharing strengths and weaknesses and taking suggestions for change. She elucidates that with this kind of pedagogy, the aim is not to seek perfection but inquiring upon the unknown for the profound. According to Dr. Ross, this risk-taking approach inspires innovation and builds confidence.

"Happy mistakes are solution-bound moments. Many of my assignments are open-ended using justification/evidence rubrics as a guide and a tool for individual and group feedback. The overarching goal is simple in my studio art and education courses: Find connections within universal chaos and make sense of them. Such relationships are key to learning and will be remembered long after the product," concludes Dr. Ross.

Workshops Available for October

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

Using Speedgrader, Docviewer, and Turnitin

This three-in-one workshop walks faculty through using Speedgrader, making annotations using Docviewer, and managing Turnitin submitted assignments.

Tuesday, Oct. 5 @ 1:50 pm to 2:50 pm

Tuesday, Oct. 12 @ 1:50 pm to 2:50 pm

Tuesday, Oct. 19 @ 1:50 pm to 2:50 pm

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, Oct. 6 @ 1:50 pm to 2:50 pm

Wednesday, Oct. 13 @ 1:50 pm to 2:50 pm

Wednesday, Oct. 20 @ 1:50 pm to 2:50 pm

Wednesday, Oct. 27 @ 1:50 pm to 2:50 pm

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

CETL Workshops with Steve

How to Use the Accessibility Checker in Canvas

This workshop will help familiarize you with the Accessibility Checker in Canvas.

Tuesday, October 5 @ 2:00 p.m. to 2:30 p.m.

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

Changing the Grade Scheme in Canvas

In this short workshop, you will learn how to change your grade scheme in Canvas.

Thursday, October 7 @ 2:00 p.m. to 2:30 p.m.

Thursday, October 21 @ 11:00 a.m. to 11:30 a.m.

Tuesday, October 26 @ 2:00 p.m. to 2:30 p.m.

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

Quality Matters Standard 2.1: Writing SMART Learning Objectives and Outcomes

In this workshop, Steve will show you how to create measurable learning objectives that comply with QM Standards 2.1-2.5.

Tuesday, October 12 @ 2:00 p.m. to 2:30 p.m.

Tuesday, October 19 @ 11 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

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

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, October 5 at 2 pm ET / 1 pm CT](#)
- [Wednesday, October 13 at 2 pm ET / 1 pm CT](#)
- [Wednesday, October 20th at 4 pm ET / 3 pm CT](#)
- [Wednesday, October 27 at 3 pm ET / 2 pm CT](#)

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.

- [Tuesday, October 12 at 3 pm ET / 2 pm CT](#)

Insights from CETL's Teaching and Learning Coordinators

Mapopa's Musings

by Mapopa W. Sanga, PhD.

Forging Learning Communities in Cyberspace

With the advent of electronic communication and virtual reality, it has become difficult to determine exactly what is meant by the word community (Palloff & Pratt, 2010). According to Palloff & Pratt, entry into the virtual community and maintenance of membership in that community entails a very different process and may in fact, be more difficult for some people to achieve. Jones (1995) described what has been termed the electronic personality, that is, the person we become when we are online. According to Palloff & Pratt (2010), for this electronic personality to exist, certain elements must manifest themselves: The ability to carry an internal dialogue in order to formulate responses, the ability to create a mental picture of the partner in the communication process and also the ability to create a sense of presence online through the personalization of communications.

Therefore, the person creates a virtual environment that allows his or her electronic personality to emerge. Palloff and Pratt (2010) observe that people who are introverts are more adept at creating a virtual environment because they can process information internally and are less outgoing socially.

In the final analysis one question comes up; can community building in cyberspace be complete without the group meeting face-to-face? Palloff and Pratt (2010) contended that in fact, although face-to-face contact at some point in the community-building process can be useful and facilitate community development, that contact is not likely to change the group dynamic created online.

References:

Jones, S. (1995) *Cybersociety*. Thousand Oaks, CA: Sage Publications.

Palloff, R. M., & Pratt, K. (2010). *Building Learning Communities in Cyberspace*. San Francisco, CA: Jossey-Bass.

Insights from CETL's Teaching and Learning Coordinators

Ray's Reflections

by Steve Ray, III

Online Learning Leaders Adapt for a Post-Pandemic World

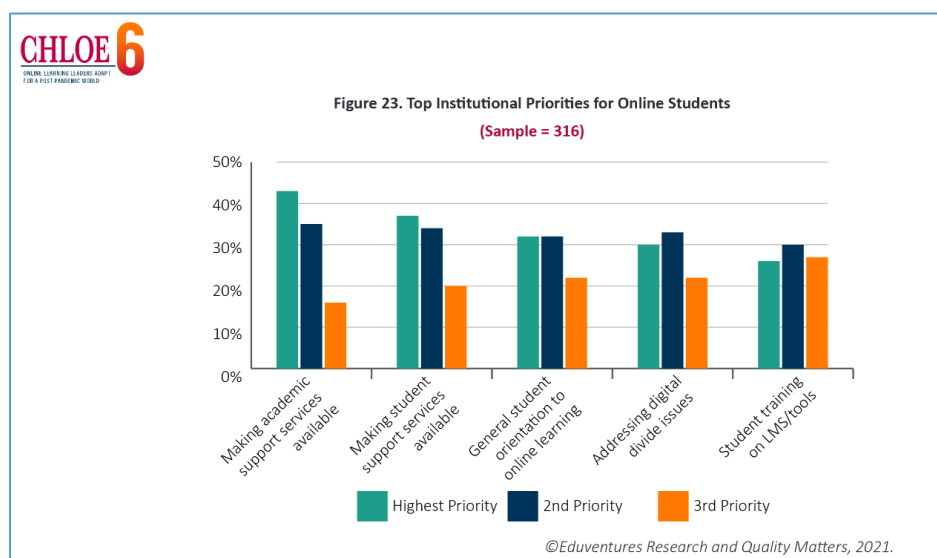
The 2021 CHLOE (The Changing Landscape of Online Education) report, authored by Quality Matters and Eduventures® Research, tracks how institutions are reassessing their priorities related to online learning and shifting focus to Instructional Design, Ed Tech enhancements, Faculty development and online quality. The yearly report was compiled from responses from 422 Chief Online Officers (COO) representing 2 and 4-year colleges and universities.

The COVID pandemic constituted a stress test on how online learning could respond to an externally driven emergency requiring its rapid expansion and how such an experience, encompassing the entirety of higher education, might change its scope, image, and future direction. CHLOE 6 establishes that the pivot to remote learning increased the reach and accelerated the adoption of online learning, and increased the influence of Instructional Designers and Chief Online Officers.

Key CHLOE 6 Survey findings:

- All sectors of higher education invested in ed tech in 2020 and 2021, amounting to the biggest investment jump ever. This included largely in-person schools that had not previously made significant investments in online learning-related technologies.
- Two-thirds of surveyed institutions relied on their chief online officer to coordinate their institution's response to the COVID-19 pandemic, including course conversion, faculty training, student preparedness, technology capability, and quality assurance.
- When asked about future online undergraduate enrollment, only 13% of Chief Online Officers (COOs) expected the moderate growth seen in pre-pandemic years, while 77% predicted some or major acceleration in this trend.

Report authors conclude that institutions would be well-advised to capitalize on the momentum or positivity generated by the pandemic's forced shift into fully distanced learning.



References:

Eduventure Research and Quality Matters.

To view the full 69-page report, click the following link:

<https://www.qualitymatters.org/ga-resources/resource-center/articles-resources/CHLOE-6-report-2021>

SWOSU Center for Excellence in Teaching and Learning and Computer Science Collaborating on Virtual Reality Project

by Lisa Friesen

The Center for Excellence in Teaching and Learning and the Computer Science Department are working together to create virtual reality projects to be used in courses. Using a virtual reality toolkit loaned to SWOSU by the Regents for Higher Education, the project aims to encourage collaboration between students across campus. By participating in the project, students will gain knowledge and skills working with software and hardware that can assist them in job seeking after graduation.

The project is led by Lisa Friesen, CETL Director and Devin Smoot, Computer Science Instructor. Students working on the project are SWOSU Computer Science students, Allison Seale, Andrew Roberts, and Payton Hill. Kendra Smith, instructor in the School of Education, is serving as the Subject Matter Expert for one project, which will allow students to observe an Individual Education Plan (IEP) Conference that K-12 Special Education teachers conduct with their students. Through the creation of the project, SWOSU Special Education students can observe and participate in a virtual IEP, thus providing the students with valuable experience prior to entering the teaching field. Additional projects include a pre-flight check simulation, and a data dashboard creation for use in decision making. Estimated completion of the project is May-July 2022.

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