

THE CETL CORRESPONDENT

Volume 6
Issue 3


Article 1

4-2022

April 2022

Lisa Friesen
Southwestern Oklahoma State University

Follow this and additional works at: https://dc.swosu.edu/cetl_correspondent

 Part of the [Adult and Continuing Education Commons](#), [Educational Methods Commons](#), [Higher Education Commons](#), [Instructional Media Design Commons](#), and the [Online and Distance Education Commons](#)

Recommended Citation

Friesen, Lisa (2022) "April 2022," *The CETL Correspondent*. Vol. 6: Iss. 3, Article 1.
Available at: https://dc.swosu.edu/cetl_correspondent/vol6/iss3/1

This Newsletter is brought to you for free and open access by the Newsletters at SWOSU Digital Commons. It has been accepted for inclusion in The CETL Correspondent by an authorized editor of SWOSU Digital Commons. An ADA compliant document is available upon request. For more information, please contact phillip.fitzsimmons@swosu.edu.



CETL Correspondent

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

SWOSU Center for Excellence in Teaching and Learning Newsletter

April 2022

Lisa's Notes

Respondus has launched a new proctoring format, "live proctoring with Zoom." This format is intended to be used with small classes, as the instructor will serve as the proctor. To learn more about Respondus Live Proctoring, look for the Live Proctoring Quick Start Guide, found in Faculty Commons. On the homepage of Faculty Commons, click on Lockdown Browser, then scroll down to the Respondus Monitor section of the page that appears.

The semester end is quickly approaching, and instructors are reminded of the Canvas guide, "Checklist to End a Semester." Which can be found in Faculty Commons. Scroll down on the Faculty Commons homepage to the Remote Learning Instruction and click on the "Checklist for Ending a Semester" icon.

Canvas has revised the timeline for the implementation of New Quizzes. Please see the announcement "Revision to New Quizzes" in the Canvas Announcement of April 6, 2022.

IN THIS ISSUE

Pages

- **Lisa's Notes** 1
 - *Respondus, New Quizzes*
- **Faculty Focus** 2
 - *Kriss Kirk*
- **Workshops Available** 3
 - *CETL Workshops with Mapopa*
 - *CETL Workshops with Steve*
- **OLC, ePortfolios, & Instructor Training** 4
- **Insights from CETL's Teaching & Learning Coordinators:**
 - **Mapopa's Musings** 5
 - On New Quizzes and Migrating*
 - **Ray's Reflections** 6
 - Transformative Teaching*
- **Humanizing Online Learning** 7
- **Team Contacts for CETL** 8





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 Kriss Kirk, Language and Literature.



Kriss Kirk has a bachelor’s degrees in English and sociology and a master’s in English. Kriss strives to approach English sociologically, to meet students where they are and help them realize that English is not just something to endure, but something to enjoy. Kriss observes that students already

use argumentation and rhetoric in their everyday lives, and by taking English classes they learn to improve these skills and recognize when others are using them. Kriss’ favorite assignment is in Composition One; she has students rhetorically analyze a song they like so they can see the different layers of intention and influence language and culture can have in their own lives. She deliberately has them analyze a song they enjoy so they can better understand the mechanics of how music, and popular culture in general, works to both create and maintain their interest. Kriss’ hope is that they become more aware and conscientious consumers of popular culture. Her goal, ultimately, is to encourage critical thinking that will last longer and serve them better than an essay only she reads.

“I’ve always been interested in English, in the power of language to affect the world, not just in school or from public figures but in small, everyday moments. A kind word from a stranger, a line of dialogue in a TV show, a comment heard in passing at the grocery store—all of these can change lives,” explains Kriss.

Kriss continues by pointing out that she loves nothing more than sharing with students the love of language, her passion for popular culture, and the intersection of the two. Currently, says Kriss, she is working on her PhD at the University of Texas at Dallas, hoping to graduate in 2023. Kriss’ dissertation focuses on connecting literature and sociology, showing that rap music is a form of literature which exemplifies the politics of black culture.

“My main research goal moving forward is to demonstrate how popular culture, specifically rap and hip-hop culture, can increase student attentiveness and help them gain rhetorical

awareness that will benefit them throughout their lives,” elaborates Kriss.

To Kriss, teaching and learning are complementary; in teaching, she learns. In the song “Learning, Growing, Changing,” rap duo dead prez rap, “man sharpen man, and every day is another lesson.” Kriss says she appreciates the opportunities she has had to learn with and from students not only about their essay topics but also about humanity. Again and again, says Kriss, students have shown her new nuances in human interaction and human thought. She goes on to observe that the student who speaks most often struggles with anxiety; the student who is quietest also struggles with anxiety. The student who writes about cults wants to learn, through research, more about her mother’s involvement in a cult. Kriss continues to point out that the student who comes to class fearing indoctrination needs to see a college professor treat them with respect. From these students, and the many others she has taught, she has learned. While she does not have direct access to a former cult member, Kriss finds the psychology fascinating, and this student’s paper allowed her to learn with her; while she does fear indoctrination, she does understand, especially in the current social climate, and this student’s overt fear strengthened her resolve to treat students with empathy and compassion, to recognize their humanity and show them mine in the process. Kriss says dead prez sums up her philosophy on teaching and on life:

“Long as the world keep turning / Our duty is to keep on learning...Keep doing the knowledge, building and adding on / With faith in the assumption / that nobody knows everything, but everybody knows something.”

Kriss concludes by saying that she has really enjoyed getting to know her students and colleagues. She has always wanted to work somewhere where she could enmesh herself in a department and contribute meaningfully to student success, and the past semester and a half have shown her SWOSU was the right choice for her. Also, observes Kriss, Weatherford beats Dallas on so many levels—there’s a *lot* less light pollution so she was able to see her first shooting star a month or so ago!

Workshops Available for April

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 canceled for that day.

CETL Workshops with Mapopa

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.

Tuesday, April 5 @ 1:50 p.m. to 2:30 p.m.

Tuesday, April 12 @ 1:50 p.m. to 2:30 p.m.

Tuesday, April 19 @ 1:50 p.m. to 2:30 p.m.

Tuesday, April 26 @ 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, migrating classic quizzes and test banks.

Wednesday, April 6 @ 1:50 p.m. to 2:30 p.m.

Wednesday, April 13 @ 1:50 p.m. to 2:30 p.m.

Wednesday, April 20 @ 1:50 p.m. to 2:30 p.m.

Wednesday, April 27 @ 1:50 p.m. to 2:30 p.m.

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

CETL Workshops with Steve

Respondus LockDown Browser/Monitor

This workshop Steve will help familiarize you with how to use Respondus LockDown Browser & Monitor for Quizzes and Exams.

Tuesday, April 19 @ 2:00 p.m. to 2:30 p.m.

Thursday, April 20 @ 2:00 p.m. to 2:30 p.m.

Tuesday, April 25 @ 11 a.m. to 11:30 a.m.

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

Exploring the LinkedIn Learning Video Library

This workshop will help familiarize you with how to access and use the LinkedIn Learning Video Library.

Thursday, April 28 @ 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, some topics 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 (before 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, April 12 at 2 pm ET / 11 am PT](#)
- [Wednesday, April 20 at 2 pm ET / 11 am PT](#)
- [Tuesday, April 26 at 12 pm ET / 9 am PT](#)
- [Thursday, April 28 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.

- [Thursday, April 14 at 12 pm ET / 9 am PT](#)

Insights from CETL's Teaching and Learning Coordinators

Mapopa's Musings

by Mapopa W. Sanga, PhD.

On New Quizzes and Migrating

Canvas has introduced new quizzes and SWOSU is gradually transitioning to the new quiz interface. New quizzes have been turned on in Canvas and ready for use. Do not be left behind, classic quizzes will eventually disappear.

New quizzes bring with them awesome features and improvements. For example, it is now easy to manage item banks (no longer called question banks), they have an excellent question navigator that enables faculty to easily use questions from item banks and add new questions to banks. Reports have also been simplified and it is easy to view assessment reports. Quiz and item analysis reports show data about student performance for the overall assessment and for individual questions. New quizzes also make it easy to manage accommodations at the individual and class level. Another awesome feature is the ability to print quiz items at your fingertips. With classic quizzes, this had to be done via Respondus 4.0, and well, it could take as much as an hour just to print a single quiz. With new quizzes, the action can be done in a minute or two, and besides, you can select to print items with answers or without and be able to adjust font sizes.

Remember, classic quizzes will disappear, and your item banks and individual quizzes will not transfer automatically. Action is required.

I continue to offer a comprehensive workshop on new quizzes and so, join me so I can walk you through the new, amazing features and how to migrate classic quizzes and item banks into the new, user-friendly interface.

Insights from CETL's Teaching and Learning Coordinators

Ray's Reflections

by Steve Ray, III

Transformative Teaching

"COVID-19 has done for teaching in higher education what Boyer's (1990) model scholarship has done for decades—made us examine and reconsider current educational models and processes." -Carter/Sims

A Pandemic-initiated, cultural shift has been brought to bear on the higher education classroom and there appears to be, at least in the foreseeable future, no turning back. If higher education institutions want to have some success during this change, they must plan immediate effective implementation and utilization of technology to facilitate instruction (Price and Kirkwood, 2014) (Quality Matters, 2020).

So, here's a prediction, in 10 years, we will no longer refer to online teaching as distinct and different from the traditional classroom. The traditional face-to-face classroom will not be considered the default or better than online instruction in higher education. Therefore, successful transformation means faculty must be versed in varied and critical strategies for teaching online in ways that accommodate diverse students' needs. Faculty must embrace the value of utilizing technology more effectively to engage students.

With this in mind, institutions can assist faculty preparing to teach students of the future by developing and maintaining the following:

- Offering virtual synchronous live classes
- Developing course maps integrated into the Learning Management System (LMS)
- Creating interactive course content
- Hiring course builders, developers, and Instructional Designers
- Providing course access across multiple platforms including mobile
- Ensuring dedicated access to tech support

Finally, as we look forward, even our face-to-face course development must be reviewed, renewed, and reconsidered for technological upgrades and modifications. We must begin now by asking ourselves: How can our courses be facilitated better? What new technology can be integrated? What lessons/assignments should be incorporated to address student inclusivity? When we ask these questions, we guarantee ourselves increased opportunity to transform and transition a better and stronger institution of higher education for all.

References

- Boyer EL. (1990) Scholarship reconsidered. Priorities of the professoriate. Princeton: Carnegie Foundation for the Advancement of Teaching/Princeton University Press.
- Kreber, C. (2002) Teaching Excellence, Teaching Expertise, and the Scholarship of Teaching. *Innovative Higher Education* 27, 5–23 <https://doi.org/10.1023/A:1020464222360>
- Penprase B.E. (2018) The Fourth Industrial Revolution and Higher Education. In: Gleason N. (eds) *Higher Education in the Era of the Fourth Industrial Revolution*. Palgrave Macmillan, Singapore
- Price, L. & Kirkwood, A. (2014) Using technology for teaching and learning in higher education: a critical review of the role of evidence in informing practice, *Higher Education Research & Development*, 33:3, 549-564, DOI: 10.1080/07294360.2013.841643
- Quality Matters (2020) QM Emergency Remote Instruction (ERI) Checklist Retrieved on May 11, 2020 from <https://www.qualitymatters.org/ga-resources/resource-center/articles-resources/ERI-Checklist>

Insights from CETL's Teaching and Learning Coordinators

Humanizing Online Learning

by Lisa Friesen

The events of March 2020 are well engrained in people all over the world. In Education alone, the shift to virtual learning was a complete change for many instructors and students. However, there have been many “silver linings” that have come out of this chaotic time, including a renewed focus on humanizing online learning.

Humanizing online learning is focused on making connections between students, the course, and their instructor. In her book, *“Best practices for teaching with emerging technologies”*, Michelle Pacansky-Brock, shares four principles combined to humanize online learning.

1. Trust – Instructors can begin to build student trust by practicing “selective vulnerability” (Hammond, 2014). To do this, instructors should pick activities that portray them as real people. One idea is to create a video where you introduce yourself while doing an everyday task, like cooking dinner or walking your dog.
2. Presence – instructors work intentionally to share their authentic selves with students and assure them that the entire class, including the instructor, is on the journey together. One example is creating short videos just checking in and sharing a tip or focus on that week’s assignments.
3. Awareness – instructors can do this by learning about their students and how best to support them. In large classes, this can be a daunting task, but being intentional and focusing on smaller groups of students at one time can make the task achievable.
4. Empathy -- instructors are asked to slow down, see situations through their students’ eyes, focus on being flexible, and support students to help them reach their goals.

References

- Hammond, Z. L. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Publishers.
- Pacansky-Brock, M. (2017). *Best practices for teaching with emerging technologies* (2nd ed.). Routledge.

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

Ashley Walkup

ashley.walkup@swosu.edu

HEC 210A..... 3149

Michael Brinkley

michael.brinkley@swosu.edu

SAB 101 2105