Archaeological Field School Provides Student Research Opportunities

Carolyn Dillian, department chair/associate professor, Department of Anthropology and Geography, Edwards College of Humanities and Fine Arts

Since 2011, students at Coastal Carolina University have had a unique summer opportunity: to participate in archaeological research into the lives of prehistoric Native American occupants of the South Carolina Lowcountry. As the main focus of the Maymester course ANTH 395: Prehistoric Archaeological Field School, students have worked with me to excavate a shell midden site located within the Anne Tilghman Boyce Coastal Reserve on the Little River Neck of South Carolina.

Shell middens are common archaeological features associated with coastal and wetland ecosystems. They are composed of dense concentrations of shell, in this case clam and oyster, that mark the remains of prehistoric meals and seasonal food gathering and processing. The environmental setting of the Little River Neck was very rich and provided a wide range of resources, from fish and shellfish, to sea mammals, turtles, birds, reptiles, flora and terrestrial species. In addition, the transportation networks that could be accessed by boat through ocean and river systems facilitated movement of people along the coast and into the interior. Prehistoric hunter-gatherers, as well

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News from CeTEAL

CeTEAL Welcomes a New Instructional Technologist

In August, CeTEAL welcomed a new staff member. Matthew C. Tyler joined CeTEAL as an instructional technologist. Tyler’s specialty is the use of instructional technology tools to support sound pedagogical practice. He provides sessions and consultations on integrating emerging technology tools into on-campus and online classes; using technology to engage and assess students; and using the Moodle course management system.

Tyler has an M.A.T. degree and will complete his Ed.S. degree in instructional technology in December 2016. To contact Tyler, call 843.349.2951 or email mctyler@coastal.edu. His office is located in the CeTEAL suite (Room 215) in Kearns Hall.

Tyler will be leading several upcoming sessions including:

Survey of Tech Tools for Distance Learning Instructors
This session will discuss the use of various technology tools for teaching online including tools for building community, creating course content, and engaging students.
Nov. 18, 2 p.m.

Integrate Quizalize for Gamified and Individualized Instruction
This session will introduce participants to Quizalize, a gamified learner response system designed for use in on-campus and online classes.
Nov. 22, 1:40 p.m.

Collect Student Feedback with Moodle Survey Tools
This session will review options for collecting feedback from students through several survey tools in Moodle. Participants will discuss uses for data collected.
Dec. 6, 1:40 p.m.

CeTEAL Website Format Updates in November

The CeTEAL website is moving to the new t4 format in November. The site will be updated to showcase faculty newsletter articles, faculty-led sessions and CeTEAL recognition events. If you have questions about the new website when it rolls out, please contact Jean Bennett at jbenet1@coastal.edu.

CeTEAL to Offer New Hybrid Programs for Faculty

CeTEAL is in the process of developing a new hybrid course design program for faculty. The program will guide faculty through the process of designing a hybrid course (part on-campus, part online). The program will be offered as a combination of on-campus and online sessions that will allow faculty to experience learning in a hybrid format. If you have questions about the program, please contact Jean Bennett at jbenet1@coastal.edu.
Discover What Your Students Are Learning

Amy Fyn, coordinator of library instruction, Kimbel Library

Plickers? Padlet? Google Forms? Check, check and check. I’ve used each of these tools to learn more about what students are doing, using and finding in my library instruction sessions.

What I learn helps me adjust my expectations and discussion points for later classes, sometimes as soon as the next class. These three free, low-barrier tools may help you learn more about your students, too. I’ve sketched out some ways to match the tools to the information you would like to gather.

Plickers (Student reaction: 5 stars) Highly useful for multiple-choice questions with four choices. Plickers worked well for a quick pre/post test, a “temperature” check during class, self-assessment of skills or self-reporting of work accomplished or goals met. (Did you email yourself at least two potential sources from library resources?) Students hold up response cards oriented to their answers, and I scan their responses with my phone. Aggregate results can be viewed live. In the few classes I’ve used Plickers, students have needed little instruction in how to use the cards. I see future potential with this tool. Learn more at www.plickers.com.

Padlet (Student reaction: 4 stars) Useful to gather one response from individual students. Students post responses or results to my question. Students can see each other’s responses in real time, so I’ve used this as an icebreaker to quickly hear from a number of students simultaneously. It can also be used as a starting point for discussion. I have students share their research struggles, so all students see that they have similar challenges (and I speak to that during class). Alternatively, I might have students list all they know about a topic, research, or databases and research tools they already use. Padlet also works well to show student findings: Students can post a citation or link to a potential source. Responses are easily downloaded into Excel to tabulate responses or to manage coding. In the classes in which I’ve used Padlet, students liked that everyone contributed anonymously and shared simultaneously. This works well in quiet or shy classes. Learn more at www.padlet.com.

Google Forms (Student reaction: 3 stars) Perhaps the most flexible, Google Forms can mix and match multiple choice questions, checkboxes or open ended responses, among others. Responses are easy to share immediately with classes in neat charts. These are the most similar to quizzes, though, so I make sure to reassure students that their responses are not graded. This is the most traditional assessment-like tool. I tend to use this in large volume courses in which I might teach several sections. Learn more at www.drive.google.com.

The challenge with using technology in research sessions is that tech tools shouldn’t be distracting, invasive or take much explanation. In the best circumstances, the tool also reinforces student skills or knowledge.

I rarely have the chance to share information about our students’ research skills and challenges directly with faculty. Librarians are unique on campus in that we work directly with faculty and students across programs, majors and colleges on research. If you would like to talk about student research skills or your assignments, drop me a line at afyn@coastal.edu.

Revealing Themes in Tourism Using Social Network Analysis

Bomi Kang, professor, Department of Marketing, Hospitality and Resort Tourism, Wall College of Business

My research focus while attending graduate school and also as a junior faculty member at Coastal Carolina University was shaped around hotel electronic channels (such as online booking systems and global distribution systems) and hospitality technology (such as gaming machine standards and hotel property management systems). After a few years of submerging myself in the Grand Strand area, my research interest has shifted to the planning and management of travel and tourism, including tourist experiences and the consequences of those experiences for communities, economies and environments. For example, the research project that I conducted with two MBA students reviewed domestic migration to the Carolina coastal region which contributes to a large population influx. The contributing factors include housing, support services, employment and infrastructure, as well as their vacation experience in the region as tourists. We identified the social and economic factors considered to be contingent upon the stability and continued growth of this region.

I am also concerned with the creation of image, the shaping of tourist experiences and tourist perceptions, and the ways in which tourism organizations manage themselves and the destination. The Grand Strand area is a well-established beach and golf destination, with more than 80 golf courses supported by approximately 100,000 transient bedroom-equivalent units. The area boasts soaring 73 percent repeat visitation among family vacationers; however, it also faces many challenges and issues. The area tourism attracts 16 million visitors annually, whereas the permanent residence of the county is only a quarter-million. The tourism-related businesses in the area flourish the most from June to August as the demand reaches its peak during the summer. The area is known for seasonal fluctuation of tourist influx in shoulder or off-season.

My recent research examined the image of the Myrtle Beach area. The data was collected from the city-sponsored festivals and parades, including the Coastal Uncorked Wine Festival. The findings from this research revealed several concept maps showing interconnected images and knowledge networks in the tourist’s perception of the festival and the area. The results demonstrated insights for tourism policy makers and suggested unique contributions to the understanding of tourist behavior in tourism destination research. This specific research used social network analysis, one of the big data techniques, to reveal the emerging themes that inform and advance the conceptual understanding of key areas within travel and tourism management.

One other issue that I am currently interested in is how the social media affected and

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initiated changes to how the business of hospitality and tourism is conducted. Along with my colleagues in the Wall College of Business and a visiting scholar from China, I recently published a paper on the domain of social media and its impact on international luxury hotel brands.

The comparison of Chinese Sina-Weibo (a major Chinese microblogging site) and Twitter in the U.S. found the luxury hotels communicated their messages and brand images differently in accordance with their brand strategy, along with unique promotional activities on Sina-Weibo to attract customers in China. In collaboration with the Myrtle Beach area hotel operators, a team of business faculty are investigating sustainability/green practices in the area and the impact of social media on their sustainability initiatives. I see this as an opportunity to engage in the community and the area industry as well as to bring the results to the classroom to share with students and stress how important it is to remain updated with the current issues.

**Translating Chinese and Japanese Buddhist Texts on Becoming a Bodhisattva**

Ron Green, associate professor, Department of Philosophy and Religious Studies

I am a specialist in Buddhist studies, and my research is focused on two areas in that field, one that’s fun and another that’s, well, more fun. The Buddhist Studies program at the University of Wisconsin-Madison, where I was trained (the program doesn’t exist anymore), specialized in philology, specifically the literary nuances of Buddhist sūtras. To do this, we were required to master two canonical languages as well as one or two modern research languages. Because I’m most interested in the history of Buddhism in China, Japan and Korea, I studied the language of the East Asian Buddhist canon, classical Chinese (which is a different language than modern Mandarin) as well as classical Japanese and modern Japanese. This language training informs the first of the two fun areas of my research. I translate classical Chinese and Japanese Buddhist texts, particularly those related to how to become a Bodhisattva and how to be the best Bodhisattva one can be.

If you’re now wondering what a Bodhisattva is, the answer is the subject of debate, but as way of a broad definition, we can say that the word Bodhisattva means an awakening (bodhi) being (sattva). My understanding of this is informed by the writings of Xuanzang (602–64 CE), which I translate. Xuanzang is the famous monk who snuck out of China on a dark night in order to eventually bring the Buddhist Yogācāra (yoga practice) teachings from India to his country. According to Xuanzang and Yogācāra, there are two senses of “bodhi” in “Bodhisattva,” one transitive and intransitive. A Bodhisattva is awakening in the sense of becoming awake, that is, becoming a Buddha. Buddhist texts speak of the Buddha awakening from the dreamlike aspects of existence. We say “enlightenment” but the sūtras don’t use a light metaphor. (Now you see what philologists do.) A Bodhisattva is also awakening others.

Xuanzang says this is a necessary part of the processes, considering, according to Buddhism, we are all inextricably connected. This brings me to the second area of my research.

Since, by definition, a Bodhisattva is awakening others and since others generally don’t want to be awakened, Bodhisattvas have to come up with creative ways to achieve their goal. I mean, think about it; you can’t just sit down with Donald or Hillary and lecture them on Buddhism epistemology or mindfulness meditation. This doesn’t even work with Coastal students—I’ve tried! No, you have to write songs about the stages of awakening, like “Ballad of the Absent Mare” by Leonard Cohen Bodhisattva. Or you have to write books like Zen monk Gen'yu Sōkyū’s Flowers of the In-between State, which I’m currently translating from modern literary Japanese as a part of an independent study with Coastal student Julie Emory. Along these lines, I also published a book with Routledge called Buddhism Goes to the Movies. All of these representations of Buddhism in popular culture, the second area of my research, are instances of what Xuanzang calls “skill-in-means,” crafty ways of guiding others toward awakening, a little like this explanation.

**Contingency Instruction: Lessons from the Storm**

CeTEAL Staff, CeTEAL, Spadoni College of Education

As Hurricane Matthew demonstrated, faculty are wise to plan ahead for the possibility of missing classes due to weather or other circumstances. Every class is different, so there is no single plan of action that will work for everyone. Your strategy will depend on what works best for your content, your students and your situation. Planning is the key.

Here are a couple of ideas to consider when designing a course that can continue to function when the campus is closed:

- Is your course design flexible enough to allow you to move content from week to week? You might consider including a day or two (or online lesson or two) that can be easily revamped to include content missed if classes are canceled. For example, add a day or two within the semester that have no specific planned content. You can easily shift content to these days if necessary, and if not, you can use them for additional discussion, workshop time or other activities.

- Do you have alternate online or at-home activities students can complete while they are not on campus? You might consider planning a few activities students can work on during their downtime. A few students might not have access to complete these activities immediately, but you can allow flexibility for submitting these replacement activities.

- Have you considered recording your lectures? Recorded lectures can be a good alternative when your class can’t meet face-to-face. Echo360 is a lecture capture tool currently offered by CCU’s information technology services department. With Echo360, you can create video recordings of lectures as you teach in the classroom. Alternatively, you can record your on-screen presentation and webcam from your computer outside the classroom. Jason Gilder, CCU’s Echo360 administrator, regularly offers training sessions through CeTEAL. To register for a session, visit www.coastal.edu/ceteal.
New Name, New Faces and New Ideas: OSPRS is Your Research Resource

Stephanie Cassavaugh, director of Office of Sponsored Programs and Research Services and IRB administrator

The faculty, staff and students at Coastal Carolina University are involved in a wide variety of sponsored programs and research projects across our colleges, departments and many disciplines. The Office of Sponsored Programs and Research Services (OSPRS) is available to support you with:

- seeking funding for a project idea;
- assisting to develop a proposal in response to a solicitation;
- creating a project budget;
- working with sponsors throughout the proposal and award phases;
- managing project deliverables and budgets once funding is received;
- completing payroll forms for faculty, staff and students;
- preparing and submitting grant reports; and
- training for groups or individuals.

In addition, if you are considering research that involves human subjects, OSPRS is your resource for Institutional Review Board (IRB) applications and questions.

Now that you’re settling into the semester, are you looking for opportunities to begin a research project, expand on current or past research, or maybe developing an idea for an innovative program that could benefit from sponsored funding? Great! Remember that the Office of Sponsored Programs and Research Services is the only department authorized to submit external funding proposals and accept awards on behalf of the University, so please reach out to us at: OSPRS@coastal.edu or 843.349.2978 to get started. To learn more about the services of this office or to access grant resources and tools, please visit the OSPRS website at: www.coastal.edu/research/ors.

If you would like to meet with any of us in person, our team is located at 450-B Century Circle, and we are available Monday through Friday, from 8 a.m. to 6 p.m. Please call for an appointment or drop by if you’re in the neighborhood. We look forward to seeing you soon!

Who can you expect to see when you arrive? Meet our new staff below:

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Interested in writing an article for CeTEAL News?
We are always looking for writers to share teaching strategies, research interests, technology tools, resources and tips for success. Have some information you would like to share? Contact Tracy Gaskin at cetealnews@coastal.edu.

Archaeological Field School Provides Student Research Opportunities

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as horticulturalists, in the Carolinas would have used multiple environmental and geographic settings, including a combination of coastal and inland areas, moving seasonally to harvest resources.

The archaeological shell midden site that has been the focus of our work was occupied approximately 1,000 years ago, and artifacts have included pottery, stone tools, mammal and fish bone, and large quantities of shell. All artifacts are housed in the archaeology laboratory at Coastal Carolina University and are undergoing analysis. The association of artifacts, shell and their geographic provenience can help us understand how people used wetland and coastal ecosystems in the past. These archaeological data are also important in learning how prehistoric people adapted to rising sea levels, which continued from the end of the last ice age before stabilizing close to 4,000 years ago. Such information may prove valuable for understanding human responses to global climate change today.

A total of 20 1-by-1 meter excavation units have been completed to date, and additional excavations will be completed with the help of the Maymester 2017 class. Preliminary results have been published in the peer-reviewed journal Archaeology of Eastern North America, and the results of the excavations have formed the basis of one student honors thesis and one independent study project. I look forward to more great results this spring and an inspiring new group of students to join me on this project.
In each newsletter, CeTEAL includes a page of resources and tips. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to cetealnews@coastal.edu.

Resources & Tips

Searching for Closed-Captioned Videos on YouTube and Google

Most of the videos you find by searching online are not closed-captioned or have automatically generated captions that are often inaccurate and sometimes embarrassing. The instructions below provide an easy way to search YouTube and Google to find videos that have been captioned by people. The captions on these videos are more likely to be correct than others you may find.

**Searching for human-captioned videos on YouTube:**

1. Go to YouTube (www.youtube.com).
2. In the Search box at the top of the screen, type in a keyword followed by “, cc” (e.g., “cell biology, cc”).
3. Click the Search button. A list of videos will appear.

**Searching for human-captioned videos through Google’s advanced search:**

2. In the Find videos with... section, type in the keywords or phrase you want to find.
3. In the Narrow your results by... section, beside Subtitles, select “Closed captioned only.”
4. Click the Advanced Search button. A list of videos will appear.

For other accurately captioned videos, be sure to check out Films on Demand and other databases offered by Kimbel Library.

Embedding Video in Moodle

Moodle allows users to embed video in many different places within a course site. Using the video’s embed code, a video can be added to almost any place in Moodle that uses an enhanced textbox, including Moodle pages, books, labels, quiz questions, assignment descriptions and more.

To find the embed code for videos from YouTube, Vimeo, Films on Demand, or other video sources, look for word “Share” associated with the video. For most videos, the “Share” link will lead you to information on how to copy the embed code for the video.

Once you have copied the embed code, you can insert the embed code into a Moodle textbook following the steps below:

1. Locate the textbook in which you want to embed the video.
2. Click the html icon < > in the toolbar at the top of the textbox. This opens the html editor.
3. Paste the embed code into the html editor using Ctrl + V on your keyboard.
4. Click Update at the bottom of the html editor screen to complete the process of embedding the video in the textbox.

For information on Moodle training opportunities, visit www.coastal.edu/ceteal. For more information on embedding video in Moodle, contact Matthew Tyler (mctyler@coastal.edu).

Resources to Share with Your Students

The list below contains resources that are good to share with your students. Consider adding these links to your class site in Moodle.

- **Kimbel Library’s Citation Guide**
  Learn how to properly cite your sources.
  libguides.coastal.edu/citing

- **Book a Kimbel Librarian**
  Make an appointment with a librarian to help with your research assignments.
  www.coastal.edu/library/forms/bookalibrarian.html

- **Student Tech Support Locations**
  Locate computing labs and tech support.
  www.coastal.edu/services/scs/computerlabs

- **Quick Guide to Student Computing**
  Learn some basic CCU tech information.

Looking for a Fun Way to Collect Information to Share? Try Scoop.it!

Scoop.it is a fun and easy-to-use content curation tool that allows you to “scoop” up content to share on a single website. Scoop.it helps you locate videos, articles, images and other content related to your topic and quickly add it to your site. You can use links located by scoop.it or bring in your own links to build your site.

To learn more about this fun way to curate information, visit www.scoop.it.

Do you have resources or tips you would like to share? Are you using a helpful new app or technology tool? Have you tried a new teaching technique that is working well? Send ideas you want to share to Tracy Gaskin at cetealnews@coastal.edu.

For information on Moodle training opportunities, visit www.coastal.edu/ceteal. For more information on embedding video in Moodle, contact Matthew Tyler (mctyler@coastal.edu).
CeTEAL Faculty Development Schedule

To see our complete schedule, visit www.coastal.edu/ceteal.

**Technology/Moodle**

**Monday Moodle Drop-in**
Held each Monday of the fall semester (except days the University is closed) from 8-9:45 a.m. in KRNS 210. Bring your questions.

**Using Turnitin to Prevent Plagiarism and Provide Feedback for Written Assignments**
Nov. 4, noon
Nov. 10, 10:50 a.m.

**Moodle Gradebook (Basics)**
Nov. 9, 10 a.m.
Nov. 17, 2 p.m.

**Using Adobe Spark to Create Content for Teaching and Learning**
Nov. 9, 11 a.m.
Nov. 17, 2 p.m.

**Adobe Acrobat Pro DC**
Nov. 9, noon

**Introduction to Moodle**
Nov. 17, 12:15 p.m.

**Integrating Quizalize for Gamified and Individualized Instruction**
Nov. 22, 1:40 p.m.

**Moodle Testing**
Nov. 29, 1:40 p.m.

**Distance Learning**

Distance Learning Institute Overview
Nov. 18, 8 a.m. (Early)
Dec. 12, 10 a.m.
Dec. 13, 9 a.m.

Distance Learning: Course Design and Preparation
Nov. 10, 6 p.m. (Evening)
Nov. 18, 9 a.m.
Dec. 12, 11 a.m.
Dec. 13, 10 a.m.

Course Design: Creating Learning Guides
Nov. 18, 10:45 a.m.

Communication Musts in an Online Classroom
Nov. 18, 1 p.m.

Survey of Tech Tools for Distance Learning Instructors
Nov. 18, 2 p.m.

Distance Learning: Applying the Quality Assurance Inventory to Your Online Course
Nov. 18, 3 p.m.
Dec. 12, 2 p.m.
Dec. 13, 1 p.m.

Building a Course Tour and Introduction Video
Dec. 12, noon

10 Tips for Making Your Online Course Accessible
Dec. 12, 1 p.m.

**Effective Teaching**

Want to Flip Your Class?
Flip a Lesson First
Nov. 7, 2 p.m.

Using Exam Wrappers and Assignment Wrappers to Promote Student Reflection
Nov. 11, 9 a.m.
Nov. 15, 1:40 p.m.

Peer Instruction for Active Learning
Nov. 11, 10 a.m.

Beyond Dungeons and Dragons: Role Playing and Foreign Language Instruction (New)
Nov. 16, 10 a.m.

**Assessment/Evaluation**

Assessment Institute: Connecting Classroom Assessment to Program Evaluation
Nov. 9, 1 p.m.
Nov. 17, 9:25 a.m.

Using EDPuzzle to Hold Students Accountable for Watching Videos
Nov. 10, 12:15 p.m.

Free Gamified Learner Response Systems (New)
Nov. 15, 3:05 p.m.

**Measuring the Affective Domain (Values, Attitudes and Appreciation) (New)**
Nov. 30, 1 p.m.

**Leadership/Service**

New Faculty Seminar - Intellectual Property, Copyright Policy and the New Core Curriculum
Nov. 4, 3:30 p.m.

New Faculty Seminar - Experiential Learning (QEP) Orientation
Nov. 11, 3:30 p.m.

**Scholarship/Research**

How to Mentor Students to Successful International Prestige Scholar Applications (New)
Nov. 16, 1 p.m.
Nov. 17, 3 p.m.

**Webinars**

Technologies to Improve the Note-Taking Experience
Nov. 29, 3:05 p.m.

**Coming Next Semester**

How to Develop a Fulbright Application
March 15, 1 p.m.

**Sessions by Request**

Our session catalog is available in the CeTEAL office in KRNS 216 or on our website: www.coastal.edu/ceteal.

If you are interested in a session in our catalog that is not currently on our schedule, please let us know. We are happy to schedule sessions to fit faculty requests when possible.

**Individual Consultations**

CeTEAL staff can meet with you for individual consultations by appointment. We are happy to assist you with instructional design, instructional technology, distance learning, teaching strategies, etc.

To make an appointment, email us individually, or contact us at ceteal@coastal.edu.

If you are interested in teaching a session through CeTEAL, contact Tracy Gaskin at tgaskin@coastal.edu.
CeTEAL Services and Resources

Professional Development Sessions
CeTEAL offers professional development sessions in the following areas: effective teaching, assessment and evaluation, scholarship and research, leadership and service, technology, and distance learning. In addition to the sessions offered by CeTEAL staff, we host sessions led by individuals and offices across campus on topics such as grant writing, student advising, intellectual property and copyright issues, course and program development, and more. For more information, contact Tracy Gaskin.

Instructional Observations for Classroom Teaching
CeTEAL trains and coordinates a cadre of instructional coaches who are available to provide classroom observations and recommendations for faculty who request them. The process is confidential and strength-based. To request an observation, contact Jenn Shinaberger.

Quality Assurance Reviews for Online Classes
For faculty who are seeking to develop quality online courses, CeTEAL offers quality assurance reviews based on the Quality Assurance Inventory associated with Coastal Carolina University’s distance-learning policy and/or the Quality Matters nationally recognized rubric. For more information, contact Jean Bennett.

Individual Consultations
CeTEAL staff are available for individual consultations on a variety of topics, including instructional design for in-class and online courses, using technology for teaching, effective teaching techniques, promotion and tenure activities, research and scholarship activities, and more. For more information, contact Tracy Gaskin.

Certificate Programs
CeTEAL offers several certificate programs. For more information on these programs, visit www.coastal.edu/ceteal.
• Teaching Effectiveness Institute
• Online Course Design Coach
• Instructional Coaching
• Assessment Institute
• Distance Learning Institute

CeTEAL Online Resources
• CeTEAL website: www.coastal.edu/ceteal
• Moodle Guide for Faculty: libguides.coastal.edu/moodlefaculty
• Associated Faculty Orientation: libguides.coastal.edu/afo
• Contingency Instruction Resources: libguides.coastal.edu/contingency

CeTEAL Newsletter
CeTEAL News was created to share information with faculty and to highlight faculty accomplishments, activities and research. If you are interested in contributing to the newsletter or have news you would like to share, please contact Tracy Gaskin at cetealnews@coastal.edu.

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Coastal Carolina University (CCU) does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, genetic information, mental or physical disability, or status as a disabled or Vietnam-era veteran in its admissions policies, programs, activities or employment practices. For more information relating to discrimination, please contact the CCU Title IX Coordinator / EEO Investigator, Coastal Carolina University, Kears Hall 104B, Conway, SC; Title IX email titleix@coastal.edu; office phone 843-349-2382; Title IX cell phone 843-333-6229; EEO email eeo@coastal.edu; or the U.S. Dept. of Education Office for Civil Rights at www2.ed.gov/ocr.