CeTEAL Newsletter

9-1-2018

CeTEAL News, September/October 2018

CeTEAL, Coastal Carolina University

CeTEAL *News*
Center for Teaching Excellence
to Advance Learning

Connecting Globally: Using Skype for Academic Instruction

Gillian Richards-Greaves, assistant professor, anthropology, Edwards College of Humanities and Fine Arts

For more than two decades, I have used Skype to connect with relatives, friends and colleagues all over the world. Skype allows me to make audio and video calls that are generally of a decent quality. Because the Skype application can be downloaded to just about any device (computer, smartphone, tablet, etc.), it allows me to make calls from virtually anywhere—once I have internet access.

I have made Skype calls using several different approaches, including: 1) Skype-to-Skype calls and chat; 2) Skype-to-phone calls; 3) purchasing Skype credit; 4) purchasing a Skype subscription and 5) purchasing a Skype (phone) number. When the person I am contacting has a Skype account and internet access, I generally opt for Skype-to-Skype calls, which are free. In cases where my contact's internet access is poor or nonexistent, I would purchase "Skype credit" using a credit card and use the funds to make calls to the person's mobile phone or landline. The cost of making calls via Skype varies depending on the geographic location being contacted; thus, sometimes it is more cost-effective to purchase a subscription, which provides a specific number of minutes per month for a fixed price. I often purchase subscriptions for the places that I call regularly or spend sustained periods of time

CCU students and faculty visit the Kreuzberg area of Berlin as part of a study abroad trip.

Ten Lessons Learned about Academia in China

Lee Shinaberger

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Exploring a City with a Complicated Past

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Go Global with the Center for Global Engagement

Darla Domke-Damonte

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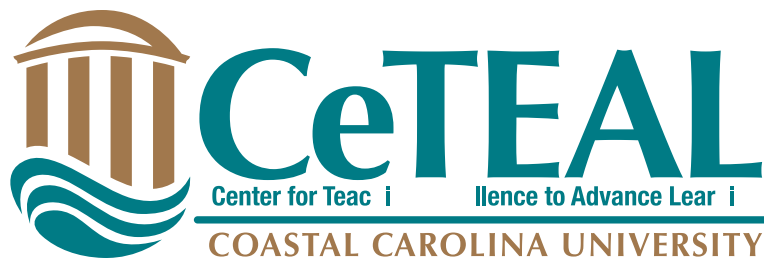
TDSE Offers Leadership Program for Faculty/Staff

Eileen Soisson and Nick DeStefano

The Office of Training, Development and Service Excellence is proud to announce 86 employees have been accepted to the 2018-2019 Leadership Institute. There were more than 120 applications received for…

Professional Development Opportunities

Instructional Coaching Certificate Program

During October, CeTEAL will offer its Instructional Coaching certificate program. The Instructional Coaching (IC) program teaches faculty to use CeTEAL's strength-based classroom observation process. Instructional coaching provides a learning experience for both the coach and the observed faculty member and is an opportunity to provide service to the University. The IC program sessions guide participants through the process of completing a classroom observation and providing feedback and strategies to the faculty member.

The following sessions will be offered:

Instructional Coaching: Observing the Class
Monday, Oct. 1, noon to 1:15 p.m.
Tuesday, Oct. 2, 1:40-2:55 p.m.
In this session, we discuss the process of preparing for and conducting a confidential, strength-based classroom observation. We review CeTEAL's Classroom Observation Rubric, complete a simulated observation, and discuss strategies for effective data collection.
Participants will:
• Discuss the instructional coaching process
• Explain CeTEAL's confidentiality policy
• Contrast peer observation with other types of observation
• Articulate the advantages of being an instructional coach
• Apply the Classroom Observation Rubric to a teaching scenario

Instructional Coaching: Holding the Post-Observation Conference
Monday, Oct. 8, noon to 1:15 p.m.
Tuesday, Oct. 9, 1:40-2:55 p.m.
After observing the class, an instructional coach meets with the instructor to debrief and discuss the observation. In this session, we discuss how to conduct the meeting using strength-based language and effective listening skills.
Participants will:
• Discuss a meeting agenda for the post-observation conference
• Review tips for effective communication and constructive feedback
• Explain how faculty can use the observation report to document teaching

Instructional Coaching: Writing the Report
Monday, Oct. 15, noon to 1:15 p.m.
Tuesday, Oct. 23, 1:40-2:55 p.m.
In this session, we discuss how to write a comprehensive follow-up report after a classroom observation. We review strategies for writing the report using strength-based language, and we provide a collection of research-based suggestions for effective teaching that can be shared in your reports. Based on results of a simulated observation, we will walk through the process of writing a brief sample report.
Participants will:
• Explain the type of data that is collected as part of a classroom observation
• Discuss how to analyze the observation data
• Explore evidence-based strategies and suggestions to share in the reports
• Review the template for writing the formal follow-up report

To register for CeTEAL sessions, visit coastal.edu/ceteal, and choose Register for Sessions from the menu in the upper left corner.

FROM THE DIRECTOR
Jenn Shinaberger, M.S.Ed., MPIA

This issue of CeTEAL News includes articles on making global connections. Gillian Richards-Greaves brings global perspectives into her classroom through Skype, and Lee Shinaberger shares 10 things he learned while teaching in China. For those who are interested in going global, Darla Domke-Damonte provides information on the Center for Global Engagement.

In July, I had the opportunity to visit Huaqiao University in Xiamen, China, to present an invited, two-week teaching effectiveness workshop with Lee Shinaberger, a lecturer in the Wall College of Business.

Twelve faculty members from four universities in China participated in the program, engaging in topics such as idea-based course design, active learning, classroom assessment techniques, and instructional technology integration. The program was part of the Sino-American Cooperation in Higher Education and Professional Development (CHEPD) and funded by the China Center for International Educational Exchange in cooperation with the CCU's Center for Global Engagement. The workshop was presented in cooperation with the Huaqiao University Center for Teaching and Learning Development.

At the end of the two weeks, the participating faculty members each delivered a final presentation, prepared course-design documents, and received a certificate of participation. See 10 ten lessons learned from this experience on Page 3.

Finally, we would like to highlight the leadership program offered by the Office of Training and Development and Service Excellence. The program is an excellent opportunity for faculty and staff to grow as leaders and make connections here at CCU.

−Jenn

Faculty Focus: Global Perspectives

Ten Lessons Learned about Academia in China

Lee Shinaberger, lecturer, management and decision sciences, Wall College of Business

Jenn Shinaberger and I spent three weeks presenting CeTEAL's Teaching Effectiveness Institute to a group of 12 Chinese faculty at Huaqiao University in Xiamen, China. We were surprised by both the similarities and differences between China and the United States. Here are 10 lessons we learned while on our trip.

1. **Lecture Isn't the Only Way**
   During our research before the trip, we were told that lecture was the way things were taught in China. We expected the faculty in our program were all teaching by lecture. We expected to have to convince them that active learning was beneficial. We expected that almost everything we presented would be new to them. This was profoundly incorrect. All 12 of the faculty who participated in the institute were using active learning already. While we believe that many of them embraced active learning in advance of their colleagues, it was clear that teaching methods were not all that different between China and the U.S.

2. **Students Are Students**
   My experience with international students has found Chinese exchange students to be remarkably attentive and well-prepared. Yet the faculty indicated that only the best Chinese students are selected for international study. They indicated that they had similar frustrations as U.S. faculty – concerns about how to motivate students, how to get them to read assignments before class, and so on.

Jenn Shinaberger with Chinese faculty.

3. **Percentage of High School Graduates in College**
   Both countries sent a high percentage of students to college. In China, one professor said that the percentage had increased from 10 percent when she was in college to 50 percent today. Looking at the U.S. Department of Education's fast facts, 69.2 percent of U.S. high school graduates attended college.

4. **But the Graduation Rates Differ**
   The professors were shocked when we (reluctantly) reported our first-year retention numbers. They found it incredible that more than 30 percent of our students left the university after one year. They indicated their graduation rates were about 98 percent.

5. **Career Track**
   We are a bit uncertain about this, but it seems that the career track for faculty is sharply different. It seems that new faculty were hired as lecturers. Lecturers were similar to the lecturers at CCU. Teaching loads seemed to diminish with higher academic rank, but it appeared to be more of a function of class size than number of classes taught. To be promoted to assistant professor, associate professor and professor required research and international experience. The amount of research was different at each level, and it seemed to be possible to skip some levels based on performance. There did not appear to be any tenure. Instead, the faculty received contracts with the length based on their academic rank. A lecturer might be on an annual contract, while a (full) professor might be on a four-year contract.

6. **What Is Taught**
   Chinese learning goals are provided by the state. One group of instructors had lesson plans that included tasks down to the minute for each day. A quick Google search indicates that changes in 1986 permitted universities and colleges to choose their own teaching plans and curricula (retrieved from Wikipedia), so perhaps they simply chose not to make any revisions or the department was just very specific when creating them.

7. **Faculty Involvement**
   Chinese faculty were far more involved in university activities outside of the classroom. This came up when the faculty casually mentioned that they participate in

Jenn and Lee Shinaberger with several of the Chinese faculty who completed CeTEAL's Teaching Effectiveness Institute at Huaqiao University in Xiamen, China.

Jenn Shinaberger working with Chinese faculty at Huaqiao University in Xiamen, China.

Sports Day, an annual day where they were required to wear uniforms for a parade and engage in athletic contests.

8. **Annual Reviews**
   In China, faculty are evaluated annually by the human resources department. The evaluations included teaching and intellectual contributions. We did not get a clear answer if service or other factors were also included.

9. **Public vs. Private**
   In China, a public university education is considered better than a private university education. Private universities

Ten Lessons Learned about Academia in China

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are seen as places to go if you cannot get into a public university. The 12 faculty members participating in the institute (all were faculty of public universities) seemed to regard private universities in China with disdain. Their attitudes seemed similar to how faculty view for-profit colleges in the U.S.

10. **College Admissions**
    The faculty indicated that there was one main criteria for getting into college. Students took a national exam (*gaokao*) during their last year of high school. After receiving their scores, students pick three to six key universities, three to six regular universities, and three to six vocational colleges. They also have to declare their major in advance. Popular majors had higher entrance requirements, and typically colleges only admit students listing the college as their first choice. Depending upon how the students scored and the competitive nature of the degree program they selected, they either got in or didn't. If they didn't, they could take the exam again in another year while repeating their last year of high school. The faculty indicated that this exam may be a source of their frustration with student motivation, as some students felt like they had met their goals just by getting into college.

Looking back at my list, I notice that I wrote far more differences than similarities. I am surprised, because my overall, impression is that the academic environment has more similarities than differences. The differences are in the details, but overall life at university did not seem foreign. I enjoyed my experience, and would like to return. I encourage anyone interested in teaching there to contact Darla Domke-Damonte in the Center for Global Engagement.

> # Interested in writing an article for the CeTEAL News?
>
> Contact Tracy Gaskin at tgaskin@coastal.edu.

Exploring a City with a Complicated Past: Coastal in Berlin

Amanda Brian, associate professor, history, Edwards College of Humanities and Fine Arts

We gathered outside the State Opera house on the main thoroughfare in Berlin, Unter den Linden, having just watched a delightful production of *The Marriage of Figaro*—the Italian comic opera super-scripted in both German and English. It was dark, finally, and the city of Berlin was thrumming, while 12 Coastal students and accompanying Coastal faculty members peered into a glass plate set in the cobblestones. We paused to examine and reflect on this memorial to Nazi book-burnings. On the night of May 10, 1933, not long after the Nazi Party consolidated its power in Germany, Nazi-sympathizing university students, accompanied by many spectators and roused by a speech-making Joseph Goebbels, publicly burned books written by Jews and Leftists on this main square. The memorial features a stark-white underground room with four walls of empty bookshelves. Created by the Israeli artist Micha Ullman, it was particularly haunting that night, since the light of the buried room became reflected in the faces of history and German students and curious passers-by. As a history major and German minor, Elizabeth "E.P." Vermont, gave her presentation on the significance of the landmark, we and other tourists around us fell silent. She emphasized the quotation from the German poet Heinrich Heine, which is also engraved on the square, "where they burn books, they will in the end also burn people" ("dort wo man Bücher verbrennt, verbrennt man am Ende auch Menschen"). This chilling, yet illuminating, moment was one of a hundred lived experiences that I will never forget from the short-term study abroad program "Coastal in Berlin" that I helped to co-lead with my colleague in the Department of Languages and Intercultural Studies, Gary Schmidt this past May 2018.

No matter how many such programs I lead, I am always amazed by the personal growth achieved by Coastal students when they study abroad. For me, too, this particular teaching experience was a dream come true because I had been wanting to take students to Berlin since I arrived at Coastal nine years ago. My dissertation—completed at the University of Illinois, Urbana-Champaign—is a history of

childhood in the city prior to World War I, and I had since published a peer-reviewed journal article on the quintessential Berlin artist Heinrich Zille. I had lived in Berlin from 2004 to 2005 on a Fulbright scholarship to conduct research, and I could not wait to introduce my students to a city with such visible scars of its complicated past. That my vision worked out last summer was a positive lesson for me to be patient about my goals and to identify positive collaborators. For example, it was a distinct pleasure to welcome newer colleagues to short-term study abroad programs at Coastal in the form of two faculty mentees, Alex Hogue of the Department of Languages and Intercultural Studies and Emma Howes of the Department of English. While Gary and I both taught multiple classes, Emma and Alex provided unique resources for our students and made plans to lead their own study-abroad programs in the academic year 2018-2019. Working with such a team made for a very smooth international travel experience for everyone.

CCU students at the Sinti and Roma Memorial in Berlin.

From start to finish, completing a short-term study-abroad program is one of the most intense teaching experiences possible in undergraduate education. But every proposal revision, marketing effort, reservation mishap, and orientation meeting is well worth it! I am also incredibly grateful to the new policy on unofficial family travelers on CCU faculty-led study-abroad programs. It allowed me as the mother of a seven-month-old infant to be both an expert instructor and a breastfeeding mom, since my husband as the full-time caregiver and son were able to accompany me on the trip. This kind of institutional support by the Office of Global Engagement and its director Darla Domke-Damonte creates equity for female professors, and the policy was enriching for all involved.

Go Global with the Center for Global Engagement: New Names, New Faces and New Services

Darla Domke-Damonte, associate provost for global initiatives

Coastal Carolina University faculty, staff and students are involved in a wide variety of programs and projects on our campus, in our community and around the world that support an enhanced global perspective and raise the visibility of CCU. Last year, CCU faculty, staff, and students traveled to more than 40 countries on study programs, research projects, competitions and conferences, some of which are highlighted on our webpage for the Center for Global Engagement (www.coastal.edu/globalinitiatives), on our Instagram feed (#ChantsAbroad), and through our Facebook page (CoastalCarolina CGE). In addition, students from more than 60 countries study on our campus through our academic programs, and students from many countries study English at our intensive English program for non-native speakers of English here on campus. The 2016-2021 CCU strategic plan calls for doubling study abroad, increasing international student and scholars on campus, enhancing curricular integration for education abroad initiatives, expanding experiential learning opportunities, and supporting an enhanced global perspective. The Center for Global Engagement partners with colleges, departments and individuals here on campus and around the world to help support the reaching of those goals.

Our mission is one of service, support and leadership. More specifically, the Center for Global Engagement supports the enhancement of a global perspective among our students, faculty, staff and community here at CCU.

We work to achieve this mission by:

- Coordinating and facilitating efforts on campus to transform individuals and connect the world through travel abroad;

- Programming to raise global awareness on campus and in our community;

- Cultivating a safe and supportive environment for learners and leaders from all parts of the world;

- Building sustainable partnerships that enhance the resource position of the university to achieve strategic global engagement.

The Center for Global Engagement includes five areas of activity:

- Education Abroad
- International Student and Scholar Services
- International Recruitment and Admissions
- ELS Intensive English Program for Non-native Speakers of English
- Campus Internationalization and Risk Management

There are opportunities to get involved in each one of these areas for campus partners. We work with partners on and off campus to provide the following services and activities and welcome your involvement:

- Guiding CCU students in their choices for education abroad programs (including semesters abroad, short-term faculty-led programs abroad, international internship and service learning experiences abroad) to support their educational and professional goals;

- Sponsoring a faculty peer mentoring program to help faculty learn to lead study abroad programs by working alongside colleagues who already have experience leading short-term education abroad programs for CCU students;

- Working with program leaders for faculty-led study abroad programs to develop their program proposals through seminars delivered in CeTEAL and supporting those programs as they train and prepare students and faculty to travel abroad, and while they are abroad;

- Administering the faculty-led education abroad programs to support campuswide consistency in program management, enable students to make informed decisions about their study abroad experience, and support faculty and staff leaders in program logistics, budget management and training;

- Managing application processes for more than $60,000 in scholarships for all education abroad programs;

- Developing and implementing strategic recruitment plans to attract talented international students interested in our degree programs;

- Mentoring qualified international students to complete their CCU applications and engaging them from before their application, through to their arrival on campus, and throughout their CCU experience;

- Developing and delivering immersive programming experiences on our campus and broader community to bring together international students and scholars with U.S. students and community members to support global perspectives through our Intercultural Experience Community at University Place, collaborative programming with offices around campus, community service opportunities, and field trips;

- Serving as the collaboration leader for the Sino-American Cooperation in Professional Development (CHEPD) program on CCU's campus, through which faculty training experiences in the U.S. and in China have taken place, student recruitment to CCU degree programs brings talented degree seekers to campus, and faculty teach in experimental classes in China that highlight specific majors at CCU;

- Encouraging talented international students through a highly intensive and tailored English language learning experience to help them meet English proficiency requirements so that they can study for degree programs or advance their professional skills in their home countries;

- Establishing institutional agreements with international partner universities, research partners or other institutions to further professional and departmental goals;

- Hosting and welcoming international visitors to campus;

Faculty Focus: Global Perspectives

Go Global with the Center for Global Engagement: New Names, New Faces and New Services

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- Reviewing, making recommendations and implementing processes for risk management to support healthy and safe global engagement activities;

- Handling all international travel insurance processing for all CCU faculty, staff and students traveling and providing a 24/7 access point for emergent issues while abroad;

- Processing requests by faculty or staff to travel with CCU students abroad to evaluate and manage risk and provide mandatory training to assure clarity to all participants on expectations and obligations;

- Sponsoring the international faculty scholar program that brings talented scholars to collaborate with CCU faculty and departments in scholarly or creative projects;

- Overseeing the international lecturer program that brings talented international faculty to teach at CCU for one half of a semester to one full year;

- Managing faculty exchange programs, like the @Chinese Campus Program and ERASMUS+ Faculty Mobility program in Germany, to enable CCU faculty to teach abroad;

- Sponsoring the Fulbright Council and encouraging campus engagement with the Fulbright programs through mentoring activities, Fulbright scholar support, and campus and community outreach activities;

- Providing general assistance with international travel arrangements, among other activities.

So how can you get involved?
Share your involvement abroad as a representative of CCU at this link snap.coastal.edu/snapwebhost/s.asp?k=147136390303 for us to highlight your involvement on webpage, social media and other venues.

Want to lead an education abroad program? Please reach out to Rachel Massey (rmassey@coastal.edu) for questions, timeline and support in proposal development.

Want to have a speaker in your class about education abroad activities, prestige international scholarship programs or other CGE areas? Please reach out to the CGE at 843-349-2213 to share your request.

Want to get involved with our international students, host an international scholar, or make a request to bring an international visiting lecturer to campus? Please reach out to Amir Maleki (amaleki@coastal.edu).

Want to participate in a faculty exchange program, join the Fulbright Council, develop a new institutional agreement, or take CCU students abroad on a research project, competition or conference? Please reach out to Darla Domke-Damonte (ddamonte@coastal.edu).

To host a student studying in the ELS intensive English program for a four-week period at your house, please reach out to ELS Center Director Sofy Sargsyan (ssargsyan@coastal.edu) for more information, terms and financial support.

As you settle into the new academic year, consider the myriad opportunities supported by CCU to enhance global perspective on our campus and in our broader community. Please remember that the CGE is the only department authorized to complete the mandatory international insurance required for all CCU students, faculty and staff traveling abroad on behalf of CCU (and you can also get family members traveling with you covered on this insurance at a very reasonable $1.80 per person per day). Any faculty or staff travel intended with CCU students must be reviewed and approved through the CGE before being offered to students or other financial commitments being made, so please reach out to get started in partnership with us. For more information about the CGE's services or to access resources and tools, visit our website: www.coastal.edu/globalinitiatives.

If you would like to visit us, our team is located in the Lib Jackson Student Union (Room A-109) and Baxley Hall. We are available Monday through Friday, from 8:30 a.m. to 5 p.m. Please call for an appointment, or drop by if you're in the neighborhood. We look forward to seeing you soon!

We have some new faces, so please meet our team below:

Darla Domke-Damonte
Associate Provost for Global Initiatives
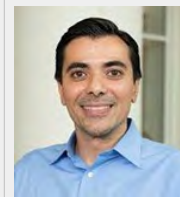ddamonte@coastal.edu
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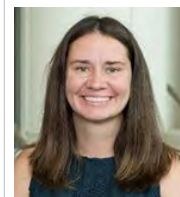amaleki@coastal.edu
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TDSE Offers Leadership Program for Faculty and Staff

Eileen Soisson, executive director; Nick DeStefano, service excellence program coordinator, Office of Training, Development and Service Excellence

The Office of Training, Development and Service Excellence (TDSE) is proud to announce 86 employees have been accepted to the 2018-2019 Leadership Institute. TDSE received more than 120 applications for this campuswide program. Congratulations to all who were accepted!

This nine-month leadership development program is designed to engage employees in purposeful skill development to create leaders who can better serve their departments, Coastal Carolina University and the world around them. The Leadership Institute has been recently revised to function as a cohort, by adding new leadership topics including a featured leadership book, a specific leadership assessment, and team-building activities within the training sessions. The program is comprised of three separate tracks which build upon themselves.

Track I, Leading Self: The primary track of the program focuses on developing basic leadership skills. Topics included in the monthly meetings for this cohort include the SELF Profile assessment, time management, a service project, goal setting, workplace etiquette, communication skills, stress management and networking skills. Participants in this track will be reading and reflecting on the book *The 7 Habits of Highly Effective People* by Stephen R. Covey.

Track II, Leading Others: The second track of the program is designed to increase the leadership impact and influence of employees have on the community around them. Topics covered will include the Clifton Strengths Finder assessment, team building, a service project, communication skills, diversity and inclusion, public speaking, multigenerational leadership and motivation. Participants in this track will be reading and reflecting on the book *Strengths 2.0* from Gallup, Don Clifton. All accepted applicants to this track previously completed Track I, Leading Self.

Track III, Leading Change: This track is the culminating leadership experience of the program and requires that employees utilize their knowledge of leading self and others to develop change management skills. Topics covered will include embracing change, problem identification and solving, and implementing change among others. This track will also require participants to be extremely action-oriented as the cohort will be assigned a campus improvement project to explore and implement throughout the year. Participants in this track will be reading and reflecting on the book *Leading Change* by John P. Kotter. All accepted applicants to this track previously completed Track I, Leading Self and Track II, Leading Others.

CCLI
TRAINING, DEVELOPMENT, AND SERVICE EXCELLENCE
LEADERSHIP INSTITUTE

Congratulations to our 2018 Leadership Institute participants!
We cannot wait to work with you this fall!

TRACK I: LEADING SELF

Amelia Carte	Diane Sanders	Joey Fowler	Rhonda Mullins	Tabitha Brown
Amy Haggard	Elizabeth Gathings	Katie Angulo	Richard Estabrook	Terry Powers
Andrew Hieber	Elizabeth Muckenstrum	Laine Clark	Russ Clardy	Tim Shank
Benika Jones	Erin Fowler	Leo Levent Onar	Ryan Failing	Travis Brooks
Brentley Broughton	Greg Capitelli	Lisa Bellamy	Samantha Sullivan	Travis Youngblood
Brittany Donatelli	Hailey Melton	Lydia Deeck	Scott Dean	Tyler Todd
Davita Foushee Pugh	Hilda Kelley	Megan Rodriguez	Scott Gallimore	
Delia Doino	James Aucreman Jr.	Michael Bacchus	Sharon Eagles McCants	
Delvie Jude Gavilan	James Liles	Michael Hall	Stephanie McCallum	
Dennis Cronin	Jessica Handy	Reagan Moore-Boyd	Susan Failing	

TRACK II: LEADING OTHERS

Barry Lippman	Heather Moore	Judy Rosario	Peter Gasca	Yoav Wachsman
Casey Roach	James Hucks	Kathryn Caulfield	Randy Smalls	
Christina Genovevo	Jeremy Monday	Katie Walbourne	Samantha Hicks	
Denise Oldeack	Jeremy Tillman	Kay Yeakel	Stacy Wyeth	
Georgia Sexton	Jim Solazzo	Lesley Holody	Tiffanie Mason	
Grace Gavin	Joshua Desmond	Michael Davidson	Wendy Richardson	

TRACK III: LEADING CHANGE

Amanda Sturgeon	Brianne Parker	Donna Lewis	Kelly Parnell
April Betsch	Caroline Rohr	Gregory Johnson	Lauren Koonce
Ashley Long	Daniel Todd	Jean Bennett	Melanie McKeefery
Brian Carter	Dennis Edwards	Judy Johns	Ross Foultz

Faculty Focus: Global Perspectives

Connecting Globally: Using Skype for Academic Instruction

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on the call. At the end of the subscription period, I have the option of renewing or canceling the subscription based on need. Purchasing a Skype number also facilitates ease of contact and reduces calling cost. For instance, during a 16-month dissertation research in Guyana, South America, I needed to make frequent calls to the United States. So I purchased a Skype phone number with a Bloomington, Ind. area code and phone number, since I was completing my Ph.D. program at Indiana University. (I had the option of choosing a phone number from any locale in the world). When I made a call using the Skype phone number, it would be displayed in their caller ID. Moreover, individuals could call the Skype number, just as they would a regular phone, and speak with me, if I were signed on to the internet at the time of their call. If I were not signed on, contacts could leave me a message, which I could retrieve once I signed in to Skype. Although I initially installed Skype for personal use, it quickly became a research tool that enabled me to initiate and maintain contact with research consultants during and after fieldwork. More importantly, Skype has become a crucial pedagogical instrument that allows me to expose students to other cultures and bring the world into the classroom.

One of the simplest ways that I have incorporated Skype in the classroom is for office hours. Holding physical office hours are not required for online classes, but, if requested by students, I can hold virtual office hours via Skype. Each semester, I include my Skype username on my syllabus, along with other contact information. If a student requests a meeting via email, I would instruct that student to create a Skype account, send me their Skype username via University email, and then send me a Skype invitation. Once I have accepted the student's invitation, we would schedule the Skype meeting via email or Skype chat. The student and I decide whether the meeting is conducted via audio, video, chat or a combination of different formats. While video may be more personable, it is not always feasible to show one's surroundings, particularly when sharing physical space with others. Whenever feasible, I conduct Skype office hours in my physical office on campus, which is a professional space, more conducive to video communication.

Guest Lectures

The bulk of my usage of Skype is centered on classroom instruction, particularly guest lectures. Using Skype is an inexpensive way to "bring" experts to my class, and give the students an opportunity to ask pertinent questions. At the beginning of the semester, I would request that Skype be installed on the computer(s) in my classroom, after which I would test its functionality by calling one of my known contacts.

> "…students quickly became enamored by his Caribbean accent and his humor, and began interrogating him. In response to their questions, he provided an impromptu virtual tour of his community…"
>
> -Gillian Richards-Greaves

On the day of the guest lecture, I usually call the guest lecturer about 15 minutes before our scheduled meeting time to ensure that our internet connection is strong and that there is clarity of sound on both ends. In Fall 2017, for example, I taught ANTH 311: Ethnic Identity, which explored the ways the individuals and groups use various symbols to negotiate identities. That semester I invited my former dissertation co-chair, Anya Peterson Royce, Chancellor's Professor of Anthropology and of Comparative Literature at Indiana University, Bloomington. Royce is also a preeminent scholar on ethnic identity and has written extensively on the subject, including several articles and a book *Ethnic Identity: Strategies of Diversity*. She also conducted more than 30 years of ethnographic research among the Zapotec, whom my students learned about earlier in the semester. In her Skype guest lecture, Royce facilitated an engaging discussing by sharing PowerPoint slides, images, links and other media with the students.

Topical Interviews/Q&A

I have also used Skype to connect students with other cultures by allowing them to interview members of that culture. For example, when I taught ANTH 313: Food, Identity and Migration, one of the units we covered was "Food and Religion." For our discussion on the topic of "Food and Islam,"

we conducted a Skype Q&A session with the Saeed family in Pakistan. I met the Saeed family while pursuing graduate studies in Bloomington, Ind., and maintained contact with them after they returned home to Pakistan. During the Skype session, the Saeeds spent almost an hour fielding questions from the students about dietary practices in Islam and in their personal lives. At the end of the conversation, the students expressed gratitude for the family's willingness to stay up until the wee hours of the morning given the time difference between Pakistan and the United States, and to engage them in a nuanced discussion on Islamic dietary practices.

Meet the Author

On several occasions, I have also used Skype to engage in Q&A sessions to allow students to meet the authors of course textbooks after they have completed the reading. After reading scholarly literature, students may have additional or unique questions and concerns. By inviting an author to class via Skype, students can address those concerns and gain more substantive answers from the author. Before the "meet the author" session, I would collect questions from each student and create a combined list. During the session, I would encourage students to pose their own questions to the author. However, when students are apprehensive, I would pose the questions on their behalf and encourage them to engage the author in discussion. I have used the "meet the author" Q&A session with biological anthropologist Katherine Dettwyler, whose book, *Dancing Skeletons: Life and Death in West Africa*, was a required text in my ANTH 102: Understanding Other Cultures course. In the Skype session, the students asked Dettwyler a wide array of questions that examined intersections of her personal life in the United States and her research in Mali, West Africa. I have observed that an opportunity to meet the author often compels students to actively and critically engage the reading.

Virtual Tour

Not all Skype interactions require static locations, as I have sometimes asked guests to turn on their camera and "walk" their computers or devices to give students a virtual tour of their surroundings or event. The incorporation of the Skype Virtual into my lectures was accidental. as it occurred while I was conducting a pre-test for an upcoming guest lecture. Before class, I called

Faculty Focus: Global Perspectives

Connecting Globally:
Using Skype for Academic Instruction
Continued from Page 8.

one of my Skype contacts to do a pre-test. The students quickly became enamored by his Caribbean accent and his humor, and began interrogating him. In response to their questions, he provided an impromptu virtual tour of his community, as far as his computer's camera and internet connection would allow, all the while engaging the students in a vibrant, humorous discussion. This exercise is useful because it adds complexity to the learning process by allowing students, particularly those who may never travel abroad, to experience the architecture, landscape and ritual practices of other cultures in real time.

Research
Skype is also useful in conducting ethnographic research. When I taught ANTH 391: Ethnographic Research Methods, I used Skype to demonstrate various research methods, including interviewing and collecting archival data. At the beginning of

the class, students created Skype accounts or signed in to existing accounts, and then sent me "friend requests." Once they were signed in and added to my Skype contacts, I asked several volunteers to step outside of the class with their computers or smartphones. Using the Skype-to-Skype method, I called student volunteers and allowed the students in the classroom to conduct mock interviews using Skype video chat.

Also, during the interview, I demonstrated how to send written messages, take still images and record interviews for later analysis. I also demonstrated how students might send or receive digital files from anywhere in the world, during or after Skype conversations. By the end of the semester, a few students had opted to conduct Skype interviews when it was unfeasible to conduct face-to-face meetings.

Skype for Business
While I have only incorporated regular Skype into classroom instruction, in the future, I intend to use Skype for Business to provide hands-on technology assistance to students, to

create contingency plans and to expose students to other cultures. One of the many unique features of Skype for Business that I plan to use is the desktop-sharing feature, which will allow me to assist students with Moodle or other course-related issues. I will also use Skype for Business to create contingency plans whereby I will be able to teach classes in real time when I am away at a conference or otherwise indisposed. Skype for Business will also allow students to virtually attend academic-related events, such as conferences, study-abroad programs, and archaeological digs and analyses. Ultimately, the use of Skype and Skype for Business in the classroom facilitates multidimensional approaches to teaching that expose students to other cultures and facilitate critical thinking.

As part of the University's Office 365 license, faculty and staff have access to Skype for Business. CeTEAL currently offers training sessions on how to use this program.

CCU Welcomes New Faculty and Teaching Associates

CeTEAL staff

During the week prior to start of fall classes, CeTEAL hosted two orientations for incoming faculty. Thirty-seven full-time faculty attended New Faculty Orientation on Aug. 16-17. Several of the new full-time faculty had recently made the move from long-term teaching associates to lecturers. Many others were brand new to CCU.

Twenty-three part-time faculty attended the Teaching Associate Orientation on Saturday, Aug. 18. The teaching associates were a mix of new and recent hires who will teach a variety of classes across the University.

Both orientations offered faculty opportunities to connect with colleagues and representatives from various CCU offices and departments. The presentations were focused on the information faculty need to know to get started at the University.

If you see any of these new faces around campus this fall, be sure to welcome them!

New full-time faculty

New teaching associates

Resources & Tips

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.

Interested in Providing Service to CCU?

If you are looking for additional ways to provide service to the University, here are some ideas:

- Consider leading a CeTEAL session in your area of expertise. CeTEAL is always looking new topics and presenters to lead sessions. Have a topic that might be poplar University-wide? Contact Training, Development and Service Excellence to offer your services. They would love to hear from you!

- Consider writing an article for the CeTEAL newsletter. We would love to hear about your teaching, research, instruction technology successes, etc.

Individual Consultations with Skype

CeTEAL is now offering individual consultations through the Skype for Business tool in Office 365. For more information or to set up a virtual appointment with CeTEAL, contact Matthew Tyler at mctyler@coastal.edu.

Multi-Factor Authentication

Over the summer, ITS rolled out a new multi-factor authentication process that requires users to provide a second means of authentication when logging into CCU accounts such as email, Moodle, WebAdvisor and other campus systems. You will be required to use the secondary authentication factor every time you log into these programs (although you can check a box to remember you for 30 days on your own computer).

So please remember, if you need to login to your CCU accounts on computers other than your own office or laptop computers, you will need to be ready to use your secondary authentication factor. In other words, if you need your smartphone to access a code or app, bring the phone with you to the classroom, to training sessions, or to appointments.

To learn more about multi-factor authentication at CCU, visit: www.coastal.edu/mfa.

Resources for Contingency Instruction

In the past few years, contingency instruction has become an issue for CCU when hurricanes, ice storms or other weather events have resulted in University closure for several days. This fall, faculty were asked to include a contingency instruction statement in their syllabi.

Beyond including a statement in your syllabus, it is a good idea to plan ahead for how you will handle the loss of one or more instruction days in your course. Sometimes, the loss of instruction may be due to University closure, but you may also face this problem when you are ill or are attending a conference.

CeTEAL offers a resource site to help faculty develop a contingency instruction plan for those times when on campus teaching is not an option. To learn more about developing a plan for your class, visit libguides.coastal.edu/contingency.

Office 365 Tip

As part of CCU's Office 365 license, faculty and staff may download Office 365 programs such as Word, PowerPoint and Excel on up to five personal devices. Although you will still access the downloaded version of the software through your CCU login, this version may be a bit different from the programs you use on campus.

For example, the downloaded version of PowerPoint offers additional features such as webcam recording and a more intuitive user interface. Do not download the personal version to your campus computer, as it will not function properly on campus. However, it may be helpful to try them at home or on your personal laptop tin order to gain access to these additional features.

Moodle Tip

Moodle Gradebook works most efficiently when editing is turned off. For most gradebook functions, you will not need to have the editing turned on, and turning the editing on may slow down grade book processes.

Kimbel Library Resources to Share with Students

How to Cite Resources
To help students with citations, Kimbel Library has created a research guide that will help students with MLA, APA, CBE/CSE, Chicago/Turabian, ASA, and ASPA citations. Share this link with students: libguides.coastal.edu/citing.

Research Skills Videos
To help students navigate the research process, the library offers a series of videos that walk students through searching databases, recognizing scholarly sources and avoiding plagiarism: www.coastal.edu/library/videos/research.html.

Equipment Checkout
The library offers equipment for checkout to students including laptops, video cameras, iPads headphones, calculators and more. To see what items are available visit: www.coastal.edu/library/equipment/index.html.

Ask the Library
To ask reference or research questions when they are not in the library or off campus, students can contact the library through online chat, phone or text by visiting this website: www.coastal.edu/library/ask/index.html.

CeTEAL Faculty Development Schedule

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

Special Topics

Teaching an Honors by Special Arrangement (HbSA) Course
Oct. 3, 3 p.m.
Oct. 4, 1:40 p.m.

What Counselors Would Like You to Know About Veterans and Service Members
Oct. 4, noon
Oct. 18, noon
Oct. 31, 11 a.m.

Effective Teaching

Utilizing Echo360 Interactive Tools to Maximize Student Engagement
Sept. 28, 10 a.m.
Oct. 9, 3:05 p.m.
Oct. 24, 2 p.m.
Nov. 8, 10:50 a.m.

Integrating Critical Thinking Activities into Your Classes
Sept. 14, 1 p.m.
Sept. 21, 2 p.m.

Active Learning Strategies to Use in <10 Minutes
Sept.14, 2 p.m.
Sept. 21, 1 p.m.

Using Mid-Semester Feedback to Improve Your Course
Sept. 25, 8 a.m.

Creating Effective Mini-Lectures to Promote Active Learning
Sept. 24, 4 p.m.

Technology

Office 365: Skype for Business
Sept. 27, 10:50 a.m.
Oct. 8, 9 a.m.

Importing Quiz Questions Into Moodle
Sept. 24, noon

Going Paperless: Apps that Promote Digital Organization and Productivity
Sept. 24, 11 a.m.
Nov. 15, 9:25 a.m.

Office 365: One Note - Class Notebook
Sept. 20, 9:25 a.m.

Echo360 Personal Lecture Capture Basics
Sept. 20, 10:50 a.m.
Oct. 2, 12:15 p.m.
Oct. 17, 11 a.m.
Nov. 6, 1:40 p.m.

Echo360 Crash Course
Sept. 17, 11 a.m.
Nov. 15, 10:50 a.m.

Using the Moodle Assignment Tool
Oct. 1, 4 p.m.
Oct. 2, 3:05 p.m.

Distance Learning

Distance Learning: Building Community
Sept. 17, 4 p.m.

Distance Learning: Activities and Assessment
Oct. 15, 11 a.m.
Nov. 27, 8 a.m.

Curating Content and Resources for Your Online Class
Oct. 3, 1 p.m.

Survey of Tech Tools for Teaching Online
Oct. 4, 9:25 a.m.
Oct. 17, 1 p.m.

Establishing an Online Instructor Presence
Oct. 11, 9:25 a.m.
Oct. 24, 3 p.m.

Distance Learning: Ensuring Quality
Sept. 17, 6 p.m.
Sept. 18, 12:15 p.m.
Sept. 19, 3 p.m.
Oct. 16, 3:05 p.m.

Distance Learning: Universal Design
Sept. 18, 6 p.m.
Nov. 14, 11 a.m.

10 Principles of Effective Online Teaching
This online session will open on Oct. 15 and close of Nov. 30.

Leadership/Service

Leading Students Abroad: Developing a Faculty-led Program Proposal (Session 1 of a 2-session series)
Oct. 9, 12:15 p.m.

Leading Students Abroad: Developing a Faculty-led Program Proposal (Session 2 of a 2-session series)
Oct. 10, noon

Instructional Coaching (a Leadership/Service program)

Instructional Coaching: Observing the Class
Oct. 1, noon
Oct. 2, 1:40 p.m

Instructional Coaching: Holding the Post-Observation Conference
Oct. 8, noon
Oct. 9, 1:40 p.m

Instructional Coaching: Writing the Report
Oct. 15, noon
Oct. 23, 1:40 p.m

Assessment/Evaluation

Course Evaluations in Campus Labs
Sept. 20, 12:15 p.m.
Sept. 28, 1 p.m.
Oct. 3, noon
Oct. 11, 1 p.m.

Formative Assessment Using Plickers—A Free Learner Response System
Oct. 25, 2 p.m.

Understanding and Building Assessment Rubrics for Core Courses
Nov. 7, 1 p.m.
Nov. 15, 1:40 p.m.
Dec. 10, 11 a.m.

Research/Scholarship

Improving Your Conference Presentation Style by Designing Effective Electronic Slides
Sept. 18, 1:40 p.m.

Accessibility

Integration of Accessible Assignments and Activities into Your Online, Hybrid and Flex Classes
Sept. 25, 12:15 p.m.
Oct. 16, 12:15 p.m.
Nov. 13, 12:15 p.m.

Integration of Open Educational Resources (OERs) into Your Online, Hybrid and Traditional Classes
Sept. 27, 12:15 p.m.
Oct. 23, 3:05 p.m.

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 student advising, intellectual property and copyright issues, course and program development, and more. For more information, contact Tracy Gaskin.

Classroom Observations

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.

Professional Development and Consults for Departments

CeTEAL is available to work with individual departments to arrange professional development opportunities tailored to the department's needs. In addition, we can assist with assessment planning, curriculum mapping, scholarship of teaching and learning, and training for departmental classroom observation processes. To request any of these services, contact Jenn Shinaberger or Tracy Gaskin.

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.

- Instructional Coaching
- Teaching Effectiveness Institute
- Assessment Institute
- Distance Learning Institute
- Blended/Hybrid Institute
- Instructional Technology

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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