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CeTEAL News, May/June 2017

CeTEAL, Coastal Carolina University

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CeTEAL *News*

Center for Teaching Excellence to Advance Learning

Faculty Focus: Diverse Learners

May/June 2017

Feminist Pedagogy Empowers Students

Ina Seethaler, assistant professor, Department of Women's and Gender Studies, University College



Feminist pedagogy strives to create a nonhierarchical, nonjudgmental, collaborative classroom. It comes out of the liberation pedagogy movement and acknowledges that education is often complicit in teaching students to adhere to the social, political, cultural, etc. status quo. As such, it can be an effective tool in

perpetuation oppression. The most essential concept in feminist pedagogy, then, is power: The goal is to empower students to work toward justice outside of the classroom and become leaders in their communities; as an educator, you need to be aware of your own power in the classroom, your privilege and your biases. The central approach to implementing feminist pedagogy is to decentralize power in any educational setting.

Feminist pedagogy strives to create a learning atmosphere in which students can share their lived experiences and in which marginalized voices are heard. It fosters political consciousness and critical thinking and creates ample opportunities to connect theory and practice. What does this look like on a practical level? Whenever possible, emphasize that you are not the center of knowledge and authority in the front of the room. Consider (if the classroom layout and furniture allow it) arranging students in a circle as that equalizes the bodies in the room and is conducive to in-class conversations. Make sure that minority students get to take up space in the classroom

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Professional Development Opportunities in May

Tracy Gaskin

Interested in completing CeTEAL's Distance Learning or Teaching Effectiveness Institutes but can't find the time? During the second week of May, we are offering all the required sessions for both institutes.

(information on Page 2)

Embracing Diversity by Building Community

Susan Foley

On a visit to Brookgreen Gardens, I was asked what type of classes I taught. I replied that I taught diversity in schools. A man overhearing the conversation loudly exclaimed, "Diversity. I HATE that word!..."

(article on Page 3)

Move Beyond 'Average' Learning with UDL

Jean Bennett

When you hear the words Universal Design for Learning (UDL), what is your first thought? Hold on to that thought and consider the background of "Universal Design" (UD), a term coined by UD's architect...

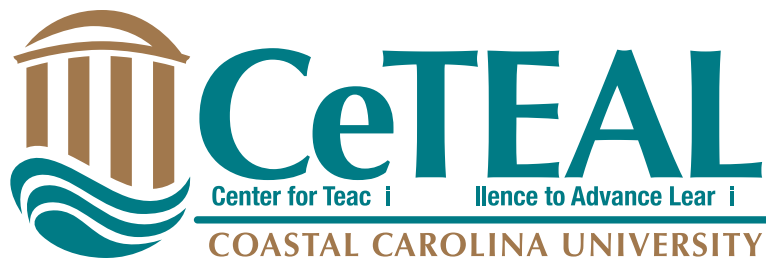
(article on Page 4)

Five Things Students Want You to Know

Matthew Tyler

Students do not always feel comfortable communicating their academic needs to faculty. After speaking with students on campus and considering my own experiences as a student, I would like to share...

(article on Page 5)



Professional Development Opportunities in May

During the week of May 8, CeTEAL is offering the opportunity to complete the session requirements for Distance Learning and Teaching Effectiveness Institutes. The capstones required for both institutes can be completed at a later date.

Distance Learning Institute (required sessions)

Distance Learning Institute Overview	May 8, 9 a.m.
Distance Learning: Applying the Quality Assurance Inventory	May 8, 10 a.m.
Distance Learning: Course Design and Preparation	May 8, 1 p.m.

Distance Learning Institute (toolbox sessions)

10 Tips for Saving Time in Your Online Course	May 8, 8 a.m.
Survey of Tech Tools for Teaching Online	May 8, 3 p.m.
Finding Accessible Content and Resources for Your Online Class	May 9, 8 a.m.
Integration of Accessible Assignments and Activities into Your Online, Hybrid and Flex Classes	May 9, 9 a.m.
Organizing a Distance Learning Course (for beginners)	May 9, 10:45 a.m.

Teaching Effectiveness Institute (required sessions)

Teaching Effectiveness Institute Overview	May 10, 9 a.m.
Effective Teaching: Course Design and Preparation	May 10, 10 a.m.
Effective Teaching: Assessment Strategies	May 10, 12:30 p.m.
Effective Teaching: Classroom Instruction Methods	May 11, 9 a.m.
Effective Teaching: Integrating Instructional Technology	May 11, 10:45 a.m.

Teaching Effectiveness Institute (toolbox sessions)

Flipped Classroom: Lessons Learned over Three Years of Flipping	May 8, 11:45 a.m.
The Impact of Student Alcohol and Other Drug Use on the Academic Environment	May 10, 3 p.m.
Students with Learning Disabilities: Beyond Basic Procedures	May 11, 1 p.m.
Building an Inclusive Classroom	May 11, 2 p.m.
Learner-Centered Teaching: Giving Students Choices	May 11, 3 p.m.

Register for these sessions at www.coastal.edu/ceteal. If you have questions, please contact Tracy Gaskin at tgaskin@coastal.edu.

FROM THE DIRECTOR

Jenn Shinaberger, M.S.Ed., MPIA

This issue is a continuation of our exploration of the diversity we find in our classrooms. (See our May/June 2015 issue.) We



want our center to be a safe place to explore and learn about differences in our students and our teaching methods while honoring our own backgrounds and uniqueness.

In the past, CeTEAL has partnered with faculty and staff to offer sessions such as "Building an Inclusive Classroom," "What Veterans on Campus Would Like You to Know," "Feminist Pedagogy: How to Create an Empowering Classroom," "Students with Disabilities: Beyond Basic Procedures" and more. Each of these sessions challenges us to question our assumptions about our students, our teaching and ourselves.

In this issue, you will explore feminist pedagogy with Ina Seethaler, diversity in the classroom with Susan Foley, and universal design with Jean Bennett. In addition, you find tips to address student concerns and to de-stress online classes.

Brookfield (1990) encourages us to ground our teaching in a critical rationale of our values, beliefs and convictions so we know who we are as teachers and why we teach. He also encourages us to be critically responsive so we are open to new ideas, insights and methods so we can examine our practice and adapt.

We invite you to read this newsletter, come to our sessions, ask questions and critically examine assumptions about your students and your teaching. Consider how you can explore, challenge, integrate or reflect on different teaching methods and beliefs to improve your teaching practice.

-Jenn

Brookfield, S.D. (1990). *The skillful teacher*. Jossey Bass: San Francisco.

Faculty Focus: Diverse Learners

Embracing Diversity by Building Community

Susan Foley, teaching associate, Spadoni College of Education



On a visit to Brookgreen Gardens, I was asked what type of classes I taught. I replied that I taught diversity in schools. A man overhearing the conversation loudly exclaimed, "Diversity. I HATE that word! That's

all you hear." This comment made me contemplate why the word "diversity" appeared to cause him so much angst. Was it a possible misconception or something more?

In the course on schools and diversity, an underlying concept is what diversity actually means and what the implications are for future teachers in our public schools. Many students enter the class believing multicultural education means studying about different countries represented, and diversity means looking at how we are all different. A goal is to build interpersonal skills and respect for others so that students are better prepared for the global society they face. There is evidence that the key to successful creativity and innovation is to hear multiple perspectives and viewpoints.

To encourage students to go beyond their own comfort zone, trust must be established. This is where the sense of community in the classroom is vital. Students must experience community in our University classrooms to understand how important a role community will play in their own classroom. Since same groups tend to sit together, it is important to create mixed groups and to provide students the opportunity to engage in meaningful learning activities with all members of the class. Similarities rather than differences become apparent.

On average, approximately half of the students in the class are from South Carolina and the other half from various states in the Northeast. Each student brings their unique ideas, beliefs and life experiences to the class. Students often have not ventured far from their home communities, so this is a new learning experience.

Early in the schools and diversity course, students engage in various assignments dealing with self-awareness and global awareness. One such assignment is writing a cultural self-analysis. Students analyze what has made them the person they are today and discover how to build on strengths and challenges. This assignment is designed for introspection, but the real benefit is to the instructor. A key concept I reinforce throughout the semester is for students to know and trust each other but also for the instructor to know their students. We investigate race, ethnicity, gender, sexual orientation, socioeconomic status, age, exceptionalities, language and religion through historical perspectives and current situations. Students see the relevance to their lives as they relate to current events in news, videos, articles and movies.

Students are required to perform community service hours. Most students become a mentor in a Title I Horry County school. This experience provides valuable insight into what it is to know and help a single student. Students in the class have journaled on the positive impact of mentoring. Seeing the individual struggles and successes of their mentee benefits not only the mentee but often profoundly impacts the mentor.

Through class experiences, students see the need to have a clear sense of their own ethnic and cultural identity, as well as respect for others. As future teachers, they need to be personally committed to achieving equity for all students. I hope my students do not view diversity adversely but rather embrace diversity and are prepared to face the world of the future by understanding that diversity enriches their classrooms.

Reducing Anxiety in Online Classes

Tracy Gaskin, training coordinator, CeTEAL/teaching associate, College of Science

Student anxiety seems to be on the rise. In my own online classes, I have noticed that more students are reporting anxiety about their classes than in the past. Whether it's test anxiety or stressing over too many deadlines, many of us can relate to these concerns.

To address this issue, I have been making an effort to do a few small things to make my classes less stressful while still maintaining same the standards for workload and quality. Making my online class less stressful for

students has had the added bonus of making them less stressful for me. Many of the stressors we experience in online classes are easy to eliminate. These 10 tips may help:

1. **Make your expectations clear from the start.** Provide students with details and examples of the type of work you expect from them. Show them you expect high quality. Knowing what to shoot for can help students feel more comfortable.
2. **Set deadlines and stick to them.** Post a course schedule at the beginning of the semester so students can plan their work in advance. Try to stick with the schedule as much as possible. If you can assign the same deadlines each week, even better. Consider providing students with a sample schedule of how they might complete the work.
3. **Set up your Moodle grade book to provide students with a running grade.** If students know what their grade is in your class, they are able to make better-informed decisions. As an added bonus, this reduces the number of students who will contact you with grade questions.
4. **Give students an opportunity to improve.** Provide substantive feedback early in the semester, and then give students an opportunity to follow up on your recommendations. You might offer a chance to update an assignment or provide a new assignment to practice the same skills.
5. **Give students some choices.** Students are diverse, and they may have different ways to show you what they are learning. Let your students choose from a few options for an assignment or two. For example, you might allow students to make an infographic or a poster instead of writing an essay.
6. **Consider giving multiple attempts on tests/exams.** If Moodle is grading the test, why not give students two attempts? If you randomize and select questions from a larger database, students will get a different test each time. Knowing they have a second attempt if the first one goes poorly can reduce stress. Two added bonuses: Students can use the second attempt as a do-over when technology goes wrong, and taking the test a second time causes students to engage with the material again.

Continued on Page 4.

Faculty Focus: Diverse Learners

Continued from Page 3.

7. **Organize your Moodle site to make it easy to navigate.** Find ways to reduce the scrolling and make your content easy to access. Moodle has several tools to help organize and locate content, including the Book, the Page and the Activities block. (I am happy to give you ideas for using these tools.) You can also try the Moodle templates offered by the Coastal Office of Online Learning.
8. **Provide regular communication.** Communicate with your students through weekly emails. Respond when they contact you. If you are receiving too many emails containing basic questions (e.g., syllabus information), try pre-empting those emails with a Course Questions forum or an FAQ. Ask students to check the FAQ and post any unanswered questions in the forum before contacting you.
9. **Help students feel a sense of connectedness to the class.** Through your personal introduction and other course communications, let students know you are engaged in the class and you want them to have a good experience. If students feel comfortable with the class, they may feel less anxiety when participating in discussions or group activities.
10. **Let students know why you do the things you do.** Sometimes students may not understand the purpose of some of the assignments or activities we ask them to complete. Let students know how these activities will help them learn.

Bonus tip based on an experience I had this semester: **Give students an opportunity to opt out of an assignment, reading or discussion that may be uncomfortable.** Students are diverse, and their experiences are diverse. Depending on what classes you teach, some topics may be disturbing to some students. Consider building some flexibility into your course to allow students to opt for a different topic in cases where a particular topic is too upsetting. (For example, in my class, we study a unit on loss, grief and death. This might be a difficult topic to study the week following the death of a family member.)

These tips are not designed to “hand hold” or “coddle” students, but are suggested as ways to make online learning less stressful. Most of these tips will help the course instructor as

much as the student by streamlining course processes and creating an environment of good will.

Move Beyond ‘Average’ Learning with Universal Design

Jean Bennett, instructional designer, CeTEAL



When you hear the words Universal Design for Learning (UDL), what is your first thought? Hold on to that thought and consider the background of “Universal Design” (UD), a term coined by UD’s architect, Ronald L.

Mace. UD intends that products and environments will be usable by all people, to the greatest extent possible, without the need for adaptation (The Center for Universal Design, 2008). An example of UD is curb cuts which were originally designed for people in wheelchairs, but are now used by everyone (CAST, 2011).

Historically, curriculum/instruction has been designed to meet the needs of the imaginary “average” learner (National Center on Universal Design for Learning, 2013). Research demonstrates that variability is what each learner brings to the learning environment. Rather than expecting learners to conform to the learning environment, the environment should be designed for the variability of the learner (Myer, A., Rose, D. and Gordon, D., 2014). Designing instruction to meet the needs of all learners through UDL helps to avoid the need to make changes after the fact. Those changes may be time-consuming and or costly.

UDL is rooted in neuroscience research, educational science and learning theory. The three large learning networks in the brain— affective, recognition and strategic—form the foundation for learning. Vygotsky and Bloom both described similar approaches to learning, and their theories are still used today. The core principles of the UDL framework are:

- provide multiple means of engagement (the “why” of learning) for purposeful, motivated learners;

- provide multiple means of representation (the “what” of learning) for resourceful, knowledgeable learners;
- provide multiple means of action and expression (the “how” of learning) for strategic, goal-directed learners (Myer, A., et al., 2014).

Effective and engaging options for learners may be presented using this UDL framework.

“Engagement” provides options for self-regulation, persistence and recruiting interest. “Representation” provides options for comprehension, language, mathematical expressions and symbols. “Action and expression” provide options for executive functions, expression and communication, and physical actions (Myer, A., et al., 2014). With advances in technology and tools these options become easier to implement in course design.

With the advances in the neuroscience of learning, the reality of UDL is that it is “ever-changing, a living concept evolving as a result of ongoing interactions among researchers, educators, and learners” (Myer, A., et al., 2014). Rather than design for the imaginary “average” learner, design to the variability of a learner.

Now, when you hear Universal Design for Learning (UDL), what is your first thought?

For more information on UDL, visit the National Center on Universal Design for Learning, www.udlcenter.org and or CAST, www.cast.org.

If you would like to incorporate UDL in your courses, contact ceteal@coastal.edu.

References

CAST (2011). Universal design for learning guidelines version 2.0. Retrieved from www.udlcenter.org/aboutudl/udlguidelines/downloads.

Myer, A., Rose, D. & Gordon, D. (2014). Universal design for learning: theory and practice. Wakefield, MA: CAST Professional Publishing.

National Center on Universal Design for Learning (2013). The concept of UDL. Retrieved from www.udlcenter.org/print/230.

The Center for Universal Design (2008). About the center: Ronald L. Mace. Retrieved from www.ncsu.edu/ncsu/design/cud/about_us/usronmace.htm.

Faculty Focus: Diverse Learners

Five Things Students Want You to Know

Matthew Tyler, instructional technologist,
CeTEAL



Students do not always feel comfortable communicating their academic needs to faculty. After speaking with students on campus and considering my own experiences as a student, I would

like to share a few of the elements students feel are important to their success in a class. The following five suggestions can help make your class more student-friendly.

1. **Provide students with an opportunity to give feedback on the course before the end of the semester.** After the first exam is a prime time to provide students with an anonymous survey via Moodle. Students appreciate having an opportunity to express their concerns (and their appreciation) about how the class is working for them. They particularly appreciate knowing you have taken their input seriously, so be sure to report back to them on what you have learned and about any changes you might be making.

How does this benefit you?

With an anonymous survey, you can seek feedback that will help you learn which instructional strategies are most and least effective for your students' learning; how much time students are spending completing course requirements; and whether or not students understand the purpose and value of assigned activities. The survey can help you facilitate a dialogue regarding students' expectations regarding the teaching and learning experience.

2. **Provide formative assessments early in the semester.** Providing students an opportunity to complete smaller assignments leading up to larger credit-bearing assignments can help them understand your expectations for content knowledge and quality. Understanding expectations can help reduce the stress level for students. Students may drop

courses when they discover a class contains a small number of large credit-bearing assignments (i.e., four exams).

How does this benefit you?

Beyond helping retain students in your class, smaller formative assessments will ensure students are being held accountable for material as it is covered and will provide ongoing data to help you tailor your instruction to the needs of the students.

3. **Provide clearly defined grading criteria.**

Clearly define the grading scheme for the course and stick with it. Knowing how they will be assessed and graded can help students better prepare for the course activities and better plan their semester. Consider using Moodle gradebook so students can easily keep track of their grades for the course. Moodle will allow you to set up a calculation to ensure students always know how they are doing throughout the semester.

How does this benefit you?

Providing clear grading guidelines and posting grades in Moodle can reduce the need for students to email you with grading concerns. When students have a clear understanding of their grades with no end-of-semester surprises, you will have fewer headaches. If you need help setting up your gradebook, please contact me at 843.349.2951 or mctyler@coastal.edu.

4. **Form professional relationships with students to establish a sense of community.** Students appreciate instructors who take time to formally introduce themselves and to learn their students' names, research interests and career goals. Students feel more comfortable when they feel that the instructor is invested in the class and in student success.

How does this benefit you?

Making connections with students can improve the class atmosphere and make it more enjoyable for everyone. Research shows that an instructor's social presence plays a large role in DWF (drop/withdraw/fail) rates.

5. **Be accessible.** Students hope you will be willing to see them during office hours and make them feel welcome. This is important so that students do not feel like they are a burden when they have a question.

How does this benefit you?

Students repeatedly cite that the email response time of their instructors and personalized assignment feedback has played a role in overall course satisfaction.

Using these ideas in your on-campus or online courses can help improve student satisfaction while making your own teaching experience more enjoyable and less stressful.

Feminist Pedagogy Empowers Students

Continued from Page 1.

and feel comfortable contributing to discussions and that your readings reflect diverse viewpoints, knowing, of course, that one text by a person of color does not cover all diversity issues.

In terms of assignments, feminist pedagogy asks educators to stay away from exams as much as possible, especially multiple choice questions. The same goes—you might have guessed it—for lecturing as your main teaching approach. Instead, feminist teachers prioritize class discussion and have students work on multiple, more diverse, smaller projects throughout the semester (perhaps contributing to a blog, doing show and tells, leading discussion on a scholarly article, writing an event reflection, planning and implementing a social justice activism project, engaging in service-learning, participating in a role-playing game, etc.). It can be uncomfortable to give up power at first because a hierarchical set-up is still the persistent image we get of a "real" education. But empowering students means so much more than covering "all the content." And, based on my experience, higher grades, fewer absences and lower withdrawal rates are worth the effort.

Not all of the practices I've described will work for every class or heavy teaching loads, but feminist pedagogy certainly does not just apply to the women's and gender studies or other clearly social justice-focused classrooms. Feminist pedagogy can offer something for all disciplines. Its ultimate goal is to end all forms of oppression, and isn't that what we all get up for in the morning?

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.

Resources for Designing Rubrics

Looking for information to help you design an effective rubric for your class assignments? The sites below offer tools for building rubrics, tips for using them effectively and collections of existing rubrics for a variety of assignments and activities.

University of Wisconsin-Stout offers a collection of rubrics and rubric resources: www.uwstout.edu/soe/profdev/rubrics.cfm.

EdTechTeacher offers rubrics for everything from general assessment to assessing social media, podcasts and digital storytelling: edtechteacher.org/assessment.

Andrew Miller, blogging on Edutopia, offers tips for designing and using rubrics: www.edutopia.org/blog/designing-using-rubrics-andrew-miller.

For more information on rubrics, contact ceteal@coastal.edu.

Try a Wiki for an Online Group Project

Students often dislike working in groups because it is difficult to get together, and there is always that one group member who disappears during the process, leaving the work to the everyone else. One group project that can avoid these issues is the group wiki. If you have never used a wiki, think of it as a website where multiple users can contribute information and edit each other's work to build a comprehensive site with text, images, video, etc.

Consider assigning each of your groups to build a wiki to which each group member can contribute. Most wiki tools allow the construction of multiple pages, so each student in the group can have an individual page/subtopic. The students can work together to provide introductory or summary information, but each student will also have their own specific part of the wiki to complete.

You might ask each group to assign roles such as team leader, technology expert, lead editor, etc., to help facilitate the wiki-building process. Communication among group members is essential for any group, but building a wiki with separate pages that make a whole will allow students more flexibility to complete their own part of the assignment without total dependence on the group. Here is one wiki tool you might try: www.wikispaces.com.

eReading, eWriting and Learning

Have you ever thought about how electronic reading and writing affect student learning? The articles below may interest you:

- McGloin, Maggy. (2015, July 31). What You Miss When You Take Notes on Your Laptop. Harvard Business Review Digital Articles. pp. 2-4.
Topic: Taking electronic notes
Note: HBR articles cannot be printed.
Online readers, click here for direct link.
- O'Callaghan, Tiffany. (2014, November 1). The Writings on the Screen. New Scientist. V. 224, i. 2993, pp. 40-43.
Topic: Child development and learning with computers vs. handwriting
Online readers, click here for direct link.
- Scott, Nick. (2016, March). The Pen: Mightier than the Keyboard. Director. V. 69, i. 6, pp. 88-89.
Topic: Cognitive and therapeutic benefits of writing using a pen and paper instead of a computer
Online readers, click here for direct link.
- Students Retain Knowledge Better with Handwritten Notes. (2014). Nutrition Health Review: The Consumer's Medical Journal. Issue 111, p. 14.
Topic: Retention of information from handwritten notes
Online readers, click here for direct link.
- Baron, Naomi. (2014, July 18). How eReading Threatens Learning in the Humanities. Chronicle of Higher Education. V.60 i. 41., p. A52.
Topic: eReading (opinion piece)
Online readers, click here for direct link.

List compiled by Judith Nagata, electronic resources librarian/assistant librarian, Kimbel Library.

Moodle Gradebook stressing you out?
Contact CeTEAL for a consultation.
We will be happy to help you set up a gradebook that runs like clockwork.



Moodle Tools and Tips

Grade Me Block

Moodle has a *Grade Me* block that shows a list of assignments and manually graded quiz questions that need to be graded. To add the Grade Me block, turn editing on, and select Grade Me from the Add a Block dropdown list.

Activities Block

Moodle's *Activities* block generates a menu containing all the different types of activities you have added to your course, such as Forums or Assignments. Click "Assignments" in the block to see a list of every assignment you have added.

Export Forum Block

Moodle offers an *Export Forum* block that allows the instructor to export discussion forum posts from a single forum topic. The tool offers the option to anonymize the posts. The exported file downloads as a PDF document.

Recommendations

Do you have a tip or tool that helps you with teaching, research, technology, organization, etc.? We would love to share it. To make a recommendation, please send the information to cetealnews@coastal.edu.



CeTEAL Faculty Development Schedule

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

Distance Learning

Distance Learning Institute Overview

May 8, 9 a.m.

June 6, 8 a.m. **(Early)**

Distance Learning: Applying the Quality Assurance Inventory to Your Online Course

May 8, 10 a.m.

June 15, 8 a.m. **(Early)**

Distance Learning: Course Design and Preparation

May 8, 1 p.m.

June 8, 8 a.m. **(Early)**

Survey of Tech Tools for Teaching Online

May 8, 3 p.m.

Finding Accessible Content and Resources for Your Online Class

May 9, 8 a.m. **(Early)**

Organizing a Distance Learning Course (for Beginners)

May 9, 10:45 a.m.

May 17, 10 a.m.

Course Design: Creating Learning Guides

May 9, 2 p.m.

Making an Introductory Video for Your Online Class

May 16, 1:40 p.m.

Designing Effective Online Discussions

May 17, 11 a.m.

May 24, 11 a.m.

Building a Course Tour

May 18, 3 p.m.

Streamlining Your Online Activities Feedback

June 1, 11 a.m.

June 6, 1 p.m.

Communication Musts in an Online Classroom

May 18, 3 p.m.

Distance Learning: Assessment Strategies

June 5, noon

June 13, 8 a.m. **(Early)**

June 27, 10 a.m.

Managing the Workload in Your Online Class

June 20, 8 a.m. **(Early)**

June 27, 9 a.m.

Strategies for Reducing Cheating and Plagiarism in Your Online Class

June 20, 9 a.m.

June 22, 8 a.m. **(Early)**

Using the Moodle Book to Organize Your Online Content

June 6, 9 a.m.

June 27, 8 a.m. **(Early)**

Effective Teaching

Flipped Classroom: Lessons Learned over Three Years of Flipping

May 8, 11:45 a.m.

Teaching Effectiveness Institute Overview

May 10, 9 a.m.

Effective Teaching: Course Design and Preparation

May 10, 10 a.m.

Effective Teaching: Assessment Strategies

May 10, 12:30 p.m.

Effective Teaching: Classroom Instruction Methods

May 11, 9 a.m.

Effective Teaching: Integrating Instructional Technology

May 11, 10:45 a.m.

Students with Learning Disabilities: Beyond Basic Procedures

May 11, 1 p.m.

Building an Inclusive Classroom

May 11, 2 p.m.

Using Humor in the Classroom

May 16, 10:50 a.m.

May 24, 1 p.m.

Teaching Students to Reflect

May 17, 1 p.m.

May 23, 1 p.m.

Assessment/Evaluation

How to Write Student Learning Outcomes

June 1, noon

June 6, 11 a.m.

Scholarship/Research

Focusing Your Academic Plan: Integrating Research, Teaching and Service

May 15, 9 a.m.

Master Writing Circle 21 SU17, Introduction

May 18, 1 p.m.

Master Writing Circle 21 SU17, Week 1

May 25, 1 p.m.

Special Topics

Understanding VALUE Rubrics: Purpose and Function in Assessing the New Core Curriculum

May 9, 1 p.m.

Building Assessment Rubrics for Core Courses

May 10, 2 p.m.

Accessibility

Integration of Accessible Assignments and Activities into Your Online, Hybrid and Flex Classes

May 9, 9 a.m.

June 9, 9 a.m.

July, 11, 2 p.m.

10 Tips for Improving Accessibility in Your Online Course

June 8, 11 a.m.

Technology

Echo360 Video Lecture Capture

May 9, 3 p.m.

Using Adobe Spark to Create Content for Teaching and Learning

May 18, 11 a.m.

May 25, 11 a.m.

Moodle Gradebook

May 25, 3:05 p.m.

May 31, 10 a.m.

June 6, 3:05 p.m.

If you have questions about the schedule, please contact Tracy Gaskin at tgaskin@coastal.edu.

We are always looking for presenters to lead sessions. Please keep us in mind if you are interested in providing this service to the University.

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
- Blended/Hybrid Workshop

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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