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CeTEAL News, March/April 2018

CeTEAL, Coastal Carolina University

CeTEAL *News*

Center for Teaching Excellence
to Advance Learning

Using Personal Narrative as a Teaching Tool

Jaime McCauley, assistant professor, sociology, College of Science

My students don't know it, but when they register for my social inequality class, they're signing up to learn about the sociology of my dad. It's not in the course description, but my family economic history illustrates the ups and downs and wins and losses of the American economy over the last three generations. Traditional academic expectations discourage professors from sharing personal information in the classroom, but personal narrative can be a valuable teaching tool for demonstrating course concepts and encouraging student participation.

My dad dropped out of high school in the 1950s, walked into a factory job, and managed to provide his family a good, stable life. We lived on a budget, but we had plenty of food on the table, presents at Christmastime, and the occasional trip to the beach (I'm from Ohio, so, yes, Myrtle Beach!). He worked 40 hours with ample opportunity for overtime, had vacation and sick leave, good benefits, and a pension. When he was laid off in 1992, he was making about $52,000. That's just a few thousand dollars less than the current median household income, and about $90,000 adjusted for inflation. After being laid off, however, my dad could only find as a truck driver: honorable work, but less lucrative.

Blocking, Spacing and Interleaving

Lee Shinaberger

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Exploring Gender and Gaming in the Classroom

CeTEAL Staff

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Using Peer Instruction to Promote Active Learning

Matthew Tyler

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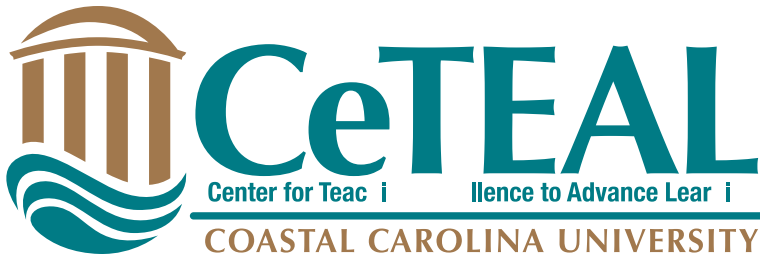
Looking for Creative Ideas to Re-engage Students?

Jean Bennett

Tired of all those blank faces staring back at you? Feeling like you just can't break through? Need to get out of a rut? I have the solutions for you! In no time at all, you can integrate these easy-to-use ideas into your courses…

CeTEAL
Center for Teac i llence to Advance Lear i
COASTAL CAROLINA UNIVERSITY

Professional Development Opportunities

Stress Awareness Week (April 2-6)

For CeTEAL's third annual Stress Awareness Week, we are hosting the following sessions:

Stress: Lions, Tigers and Bears in the Modern World

The stress response is a biological hardwired automatic tool designed for physical survival. The tool is designed to be used intermittently, not constantly. Today, stress is, for the most part, an automatic emotional response with no threatening physical survival aspect; however, the physical response of fight, flight or freeze is the same. The result is that chronic stress has a major role in many detrimental health issues in our modern world.

April 2, 11 a.m. in KRNS 210

Presented by Eric Konig, teaching associate, biology, College of Science

Meditation for Deep Mental Relaxation

This Kundalini Yoga meditation is called meditation in self-performed solid state. After a brief introduction and explanation of the technique, we will start the meditation which takes about 25 minutes. If possible, it is done sitting on the floor with legs crossed—bring a mat or pillow. It can also be done in a chair with a straight back and feet on the ground.

April 3, 10 a.m. in KRNS 210

Presented by Jose Sanjines, associate professor, communication, media and culture, Edwards College of Humanities and Fine Arts

Taking Care of the Caregiver: Strategies for Reducing Stress

In this roundtable discussion, we will explore the challenges of being a caregiver for children, parents and others who require our support. We will discuss strategies for avoiding the stress and burnout that may accompany caregiving activities, and we will consider ways to make sure we are taking care of the caregiver. Bring your ideas and concerns to share, and if you're on a tight schedule, bring your lunch (you will not be asked to share your lunch).

April 4, noon in KRNS 210
Roundtable discussion hosted by Tracy Gaskin, faculty development program coordinator, CeTEAL

Book Talk - "The Slow Professor"

"The Slow Professor" will have you thinking about adopting the principals of the "Slow Movement" into your professional practice. The authors, Maggie Berg and Barbara K. Seeber, argue that the academy has become a culture of speed and stress with "corporatization of the contemporary university." The book presents and analysis of the problem along with solutions that give the reader food for thought. The first four registrants will receive a free copy of the book.

April 4, 2 p.m. in KRNS 210
Hosted by Jean Bennett, assistant director of CeTEAL

Meditation with Singing Bowls

Join us for a 30-minute meditation. The meditation time will be accompanied by crystal quartz singing bowls. The singing bowls produce beautiful sounds which can help you relax. Typically, participants choose to lie down while listening to and receiving the sounds of the singing bowls. Participants are invited to bring a yoga mat, towel or pillow for comfort.

April 5, noon in ANTM 105
April 6, 10 a.m. in ANTM 105
Presented by Jennifer Shinaberger, director of CeTEAL

FROM THE DIRECTOR

Jenn Shinaberger, M.S.Ed., MPIA

In this issue of CeTEAL News, we focus on classroom teaching methods. Faculty are using a variety of techniques to improve student learning and engagement, including integrating analog games in the classroom; using blocking, spacing and interleaving to increase exam performance; and sharing personal narrative. In addition, CeTEAL staff members have included some ideas for classroom activities, such as peer instruction, reflection and mini-lectures.

To further support classroom teaching, the University has awarded CeTEAL a Student Achievement Fund grant for $55,400 to support faculty who participate in our Signature Pedagogies Learning Community program.

The Signature Pedagogies Learning Community program began in February with a call for proposals. Faculty who are accepted into the program will spend an academic year in a faculty learning community, researching and designing a classroom research project. The Signature Pedagogies program will support faculty members' efforts to deeply examine current teaching and learning practices in their discipline with the ultimate goal of improving student achievement. This is an excellent opportunity for faculty to work alongside colleagues from other departments and colleges while furthering their own scholarship. CeTEAL is excited to be able to offer this opportunity for faculty with the support of the University.

Have a great spring!
–Jenn

Faculty Focus: Classroom Teaching

Blocking, Spacing and Interleaving

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

For many years, the average grade on the third exam in my business statistics course has been much lower than other exams in the course. Despite many changes, I could never increase student performance until last semester. Here is what I did.

Prior to last semester, I did what educational psychologists call blocking, or massing. This is a common teaching technique, especially in math and science. I would teach a particular technique to solve problems, and then we would practice that exact technique in class. The homework would use the same technique. Then we would move on to the next method. We would cover the method for one or two days, and then ignore it until the exam. All of the content was delivered in a block. It is encouraged by most textbooks, in which almost all problem sets are blocked.

Blocking has its place. It encourages students to repetitively master the use of a new technique. However, educational psychology research shows that relying on blocking exclusively leads to poor discrimination skills. The students are unable to identify when to use a particular method to solve a problem—a common deficiency I noticed among students that performed poorly on my third exam.

To address the disadvantages of blocking, researchers recommend incorporating interleaving. Interleaving is essentially mixing other types of problems into a practice session. An interleaved homework set may begin with a block of questions on the new technique, but then end with a set of problem types that were learned throughout the semester. Interleaving encourages students to learn when to apply the correct technique to reach a solution.

Interleaving automatically incorporates spacing. Spacing is relearning material after a delay, and it improves how long we retain knowledge. If students study a topic once,

and then take a test on the material after a delay, their performance declines as the length of the delay increases. However, if a second study period is added (study, delay, study, delay, test) the rate of performance decline may significantly decrease. (I say may decrease because the length of the delay is important.) Interleaving incorporates spacing because students are exposed to older material again prior to an exam. They must revisit their prior knowledge, improving their retention of the material.

The change in my class that resulted in such an improvement used all three techniques. I introduced the material in a blocked manner while spending less time on each area. I then used the time I had saved to revisit each topic area, resulting in spacing with a two-week delay. Finally, the question sets assigned during the second iteration were interleaved, including a variety of problems from throughout the module.

Blocking, interleaving and spacing were thus used in combination to increase student performance on the exam. Blocking encouraged initial mastery, interleaving allowed students to practice discrimination and spacing improved retention.

Exploring Gender and Gaming in the Classroom

CeTEAL Staff

On Feb. 12-13, the Women's and Gender Studies program hosted a series of events around the topic of gender and gaming including classroom visits, a CeTEAL session and a roundtable discussion for the general public. Katherine Castiello Jones, game master and designer; Evan Torner, co-editor of the online journal Analog Game Studies; and Jason Morningstar, game designer, were invited speakers. The interdisciplinary event was organized by Ina Seethaler, women's and gender studies; Alex Hogue and Simone Boissonneault from languages and intercultural studies; Leigh Hughes in visual arts; and Jenn Shinaberger from CeTEAL.

The program was a follow-up to a successful fall 2017 session entitled "What Does a Gamer Look Like?" which featured several faculty and students participating in a discussion and playing analog role-playing games from the book "#Feminism," a collection of nano games which presents an anthology of bite-

sized takes on contemporary feminist issues. Castiello-Jones, Torner and Morningstar all wrote games for the "#Feminism" collection.

Hogue, assistant professor of German and affiliate faculty in digital culture and design, writes, "The events comprising 'What Does a Gamer Look Like?' put on by Kat Jones, Evan Torner and Jason Morningstar brought faculty and students together in shared experiences that shed a critical light on the systems of power surrounding gender in our culture. As Kat demonstrated in her CeTEAL discussion, 'Exploring Analog Games in the Classroom,' using games in this way is an incredibly effective teaching tool because the game rules and roles structure the interactions between players to create a situation with a specific pedagogical goal. As it plays out, it produces both an intellectual and emotional understanding within the players that is deeper and more meaningful than an explanation or discussion could have produced alone. Games are the dominant medium of our era and certainly a dominant medium among our students. Continuing to develop our literacy in game design and the pedagogical possibilities within procedural media will only serve to make our classes more engaging and effective."

In a visit to a Hogue's classroom, Jason Morningstar facilitated a game called "Shoutdown to Launch" in which students enthusiastically demonstrated gendered roles in meetings. The discussion featured the invited speakers presenting on the role gender plays in the world of gaming. Faculty, game designers, game developers and students shared their personal experiences and research. The invited speakers, Castiello Jones, Torner and Morningstar, along with Hughes, presented, and then faculty, staff, students and the general public were able to participate in role-playing games that underscored feminist issues.

According to Seethaler, "the multifaceted events emphasized the impact experiential learning can have on our students' understanding of culture and society. The speakers did a fantastic job of demonstrating how gaming (in all its forms) can bring light to the power gender has over all our forms of communication and interaction." A follow-up series of events will be planned for the 2018-19 academic year.

These events were co-sponsored by CeTEAL, Languages and Intercultural Studies, the College of Science and the Department of Computing Sciences.

Faculty Focus: Classroom Teaching

Using Peer Instruction to Promote Active Learning

Matthew Tyler, instructional technologist, CeTEAL

Are you looking for a teaching method that will help students process and retain information while also conceptualizing the material so that they can apply it in different situations? If so, an interactive teaching strategy called Peer Instruction may be for you. This strategy allows students to socially construct their knowledge while becoming better learners as they are challenged to answer questions that require the application of higher order thinking skills. This interactive pedagogy uses active learning to transform students from note-taking observers into teachers. This strategy has been proven to improve grades, minimize the gender gap, and increase student retention, especially in the STEM fields.

When asked about teaching methods, faculty often say that they revert to the traditional lecture early on in their career because that was the way they were taught. Since the traditional lecture can be a very passive experience, many aspire to be the "guide on the side," allowing the students to take responsibility for the learning, rather than the "sage on the stage." Peer instruction facilitates a happy medium in teaching styles, allowing faculty to be interactive while also lecturing. If you are in a similar situation, peer instruction may be for you.

Peer instruction utilizes a two-step process. In the first step, information is transferred outside of the classroom via an instructional video or reading material (flipped classroom). Students are quizzed on the material through a learning management system such as Moodle, so that the instructor can ensure that the students have engaged with the content before class and also gauge areas of student misunderstanding. In the second step, the instructor teaches using Eric Mazur's four step method. First, the instructor will give a

10- to 15-minute micro-lesson in an effort to prevent students' attention from waning. Then, the instructor will use a learner response system to deliver a ConcepTest question (a conceptual question that focuses on a single concept, requires students to think critically beyond the application of a "recipe" or formula, and is of intermediate difficulty). The students will have two minutes to silently prepare their response. Once the time is up, the answers will be submitted through the learner response system. At this point, the instructor will look at the data to see the response distributions.

> "...transform students from note-taking observers into teachers."

If 35 percent or fewer students got the correct answer, then the instructor could briefly revisit the topic and explain it in a different way before having the students resubmit their responses.

If 35 to 80 percent of the students respond with the correct answer choice, then the students will break up into groups of three or four for about two to three minutes to externalize their answer with their peers and defend their answer with facts and reasoning. Throughout this time, students become emotionally invested in the learning process. After the time is up, the students re-vote and then any remaining misconceptions will be explained by the instructor.

If 80 percent or more of the students get the correct answer on the initial ConcepTest, the instructor will immediately clear up any remaining misconceptions because group conversations may go off topic when a majority of the members, or all, know the correct answer.

The following website provides a glimpse into classrooms using peer instruction, evidence regarding the effectiveness of peer instruction, and a guide on how to implement peer instruction: https://seercenter.uga.edu/realisevideos. Julie Schell, peer instruction expert, writes a blog that focuses on the flipped classroom and peer instruction: https://blog.peerinstruction.net.

CeTEAL offers a session on this topic called "Peer Instruction for Active Learning" if you are interested in learning more about this interactive pedagogy.

Consider Inviting an Instructional Coach to Observe Your Class

CeTEAL Staff

CeTEAL offers classroom observations for faculty who are interested in reviewing and refreshing their current teaching methods. CeTEAL's instructional coaches are faculty and/or instructional designers who have completed CeTEAL's Instructional Coaching program.

The classroom observation process is confidential, strength-based and supportive, and it generates a report that can be used by the instructor to show evidence of teaching improvement efforts. Observation reports are provided to the instructor only and will not be shared with department chairs or deans.

During the observation process, the instructional coach will make contact with the instructor to discuss any particular concerns the instructor may want the coach to address. The coach will visit the class at an agreed upon date and time. The coach will observe the class and may spend a few minutes with the students afterward if the instructor chooses. The coach will write a follow-up report discussing teaching strengths and areas for improvement, including evidence-based strategies to support the instructor's needs.

Email ceteal@coastal.edu to learn more.

AAUP@CCU Spring Forum to Be Held in March

The American Association of University Professors' (AAUP) spring forum "Fostering Shared Governance and Diversity in the University" will be held on March 23, 1-3 p.m. in the Lib Jackson Student Union, Room A-201.

Both CCU and AAUP are committed to the idea of shared governance, and the keynote speaker on shared governance at the spring forum will be CCU President David A. DeCenzo. Sara Hottinger, dean of University College, will be the keynote speaker on the topic of diversity. This forum will include discussion how we might further equal opportunity and diversity at all levels of education.

Faculty Focus: Classroom Teaching

Looking for Creative Ideas to Re-Engage Students?

Jean Bennett, assistant director of CeTEAL

Tired of all those blank faces staring back at you? Feeling like you just can't break through? Need to get out of a rut? I have the solutions for you! In no time at all, you can integrate these easy-to-use ideas into your courses.

Sousa states that there are limitations to a lecture-only format, but despite this evidence, lecture continues to be the preferred format of most professors (Sousa, 2011). So how can you keep your lectures, but improve your outcomes? Try using mini lectures to promote active learning. With mini lectures, dissemination of your information will be limited to an appropriate timeframe and will contain the elements of an intriguing mystery novel. Wait for it…Mini lectures will engage students, decrease arduous stretches of note-taking, and enhance students' memory processing.

I can hear you laughing, so perhaps you should consider the benefits of adding humor to your classroom. Humor is engaging and can help create a positive environment, so why not integrate some humor into your

mini-lectures? Do tell me more, you say. My response, attend the CeTEAL session "Mini Lectures to Promote Active Learning" to learn how you can become a mini-lecture expert, and then join us for "Using Humor in the Classroom" to learn how to integrate humor into your teaching.

If you are terrified of the thought of becoming a mini-lecturing humorist, then teaching students to reflect may be right up your alley. Yes, that lost art of reflection. Just imagine all of your students using metacognition. If thinking about thinking is called "metacognition," then what is thinking about metacognition called? If you answered this on the first try, then teaching your students to reflect is for you. Not sure where to start? Start at the very beginning—a very good place to start is the CeTEAL session "Teaching Students to Reflect."

If I still haven't sparked your interest, then Adobe Spark may be for you. Using Adobe Spark, you and your students will be creating fantastic videos, posts and pages in no time. Your vocabulary will be enhanced by terms like "glide" and "voice," and you will take your ideas and transform them into beautiful masterpieces. "Using Adobe Spark to Create Content for Teaching and Learning" is the CeTEAL session you should attend to explore your creative side.

"What?," you say, "this is unbelievable!" I kid you not, sign up for these sessions today and you will become a believer.

Reference:
Sousa, D. A. (2011). How the brain learns.
Thousand Oaks, CA: Corwin, A SAGE Company.

Using Personal Narrative as a Teaching Tool

Continued from Page 1

So what does any of this have to do with sociology, or my students? Well, in a way, everything.

This brief socio-economic history of my dad demonstrates a number of concepts related to sociology and social inequality:

1) The expansion of blue-collar trades in the post-WWII era was part of the rising tide that raised all ships (or many of them, anyway). Social inequality shrank during these years of economic stability when wages—and taxes—were high, unions strong, and businesses invested in their workers and communities.

2) A new era of globalization dawned in the 1970s and brought with it neoliberal economic policies like deregulation and free trade that led to downsizing, outsourcing and union busting. Inequality expanded. With de-industrialization we lost the pathways to mobility that helped my family and others like us achieve the American Dream.

3) In the new service economy, folks like my dad don't stand a chance. If I were born now to parents with the same levels of education and the same work ethic as my parents, my opportunities for upward mobility would be greatly diminished. Now, it's college or bust, or, too often college <u>and</u> bust as young people graduate into an uncertain economy that offers no guarantee of success no matter how hard one works. Many young people are taking on unpaid internships, participating in the "gig" economy, or are part of the "precariate" workforce where wages are low, uncertainty high and benefits nonexistent. Social inequality is the highest it's been since the Great Depression.

Weaving my family history into course material establishes a timeline of social, political and economic forces currently at work in my students' lives. Making myself vulnerable encourages students to open up about their own experiences and creates opportunities to model positive, respectful classroom interactions. Lastly, sharing these details of my life builds rapport so my students see me as "real" and approachable. Using personal narrative may not be appropriate for every professor or every class, but if it feels authentic to you, give it a try. You may be pleasantly surprised by the results!

Textbook Adoption Reminder from
THE CHANTICLEER STORE

The priority deadline for Fall 2018 textbook adoptions is **March 15, 2018.**

- Early adoptions give us the chance to buy back books current students are using to give them the most money back and give future students a used copy, saving them money as well.

- It also gives us a chance to be sure we will be able to obtain enough copies for students in those courses ahead of classes beginning.

- Students who are using financial aid are limited to where they can get their books. Scholarship athletes, veterans, vocational rehabilitation, and Scholars Academy students are all covered under the financial aid and limits where they can purchase books.

Please send any questions to sm8219@bncollege.com or call 843-349-2360.

Resources & Tips

Tools for Facilitating Peer Review

Peer review can play an important role in the learning process. It allows students to gain insight into the quality of academic work, to interact with other students, and to assess and improve their own work. If you are looking for an easy online process for peer review, take a look at these two tools accessible through Moodle:

- **Turnitin's PeerMark**
  PeerMark, a tool integrated with Turnitin, allows students to read and evaluate classmates' papers using review questions and ratings established by the instructor.

- **Moodle Workshop**
  The Moodle Workshop allows students to read and evaluate classmates work using rubrics and grading guides created by the instructor. Students can review their own submissions as well.

Office365: OneNote Class Notebook

OneNote Class Notebook is one of the tools available through CCU's Office365 license. Take a look some of the useful features offered by this tool:

- Faculty can use OneNote Class Notebook to provide students with a space for collaboration, a personal class-related notebook and a general content library for class handouts.

- Faculty can push documents out to students' individual class notebooks, and students can use highlighting, drawing, text and audio tools to mark up their copy of the document.

- Faculty can view student notebooks and collaboration spaces and add feedback directly to the pages through text and audio comments.

Contact CeTEAL to Learn More

To learn more about the tools listed on this page, look for a training session on CeTEAL's website: www.coastal.edu/ceteal or contact ceteal@coastal.edu to request an individual consultation.

Moodle Tools You Can Use to Encourage Student Interaction with Course Content

Not sure if students are engaging with the content in your course? The following tools can help increase student interaction with content by allowing them to create, review, select and share course content.

- **Glossary**
  The Moodle Glossary tool can be used by students to build content such as study guides or resource repositories. Students can create glossary entries containing text, images, video, audio and web links. Entries can be posted immediately or after instructor approval, and editing can be allowed or disallowed after posting.

- **Games**
  If the Moodle Glossary tool is used to create a glossary of course terms and definitions, the instructor can create games such as crossword puzzles, cryptic and hangman based on the glossary entries. Games can be a fun way for students to self-test their knowledge or practice learning course terms.

- **Lesson**
  The Moodle Lesson tool can be used to create an interactive tutorial-style learning module including content—such as text, images and videos—and questions such as multiple choice, ratings, short answers and essays.

- **Choice**
  The Moodle Choice tool is a survey tool that allows instructors to ask a single multiple-choice question. The question can have two or more answer possibilities, and instructors can set each answer to allow a certain number of responses. This tool can be used to allow students to make choices about course activities such as discussion topics or project formats.

- **Database**
  The Moodle Database tool is similar to the Moodle Glossary except that it allows instructors to set up specific fields in a custom entry form into which students can input content. The Moodle Database can be used to create information repositories or collections of resources such as images, web links, etc.

Blogs and Podcasts

You've Got This
You've Got This, hosted by Katie Linder, Ph.D., is a podcast for academics "looking to increase their confidence and capacity for juggling the day-to-day demands" of higher ed. You can access the podcast at: https://ygtpodcast.com.

The eLearning Coach
The eLearning Coach podcast is hosted by Connie Malamed, an information and visual designer. The podcast includes interviews with authors and experts in the field of instructional design. You can access the podcast at: http://theelearningcoach.com.

Grammar Girl
Grammar Girl (Mignon Fogarty) provides writing tips on topics such as grammar, punctuation and word choice, and provides solutions to pesky grammar conundrums. Visit: https://www.quickanddirtytips.com/grammar-girl.

The Learning Scientists
The Learning Scientists are cognitive psychological scientists who focus on making the science of learning more accessible to educators and students. Their website has podcasts, video and other resources. Visit: http://www.learningscientists.org.

CeTEAL Faculty Development Schedule

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

Accessibility

Integration of Accessible Assignments and Activities into your Online, Hybrid and Flex Classes
March 13, 9:25 a.m.
April 20, 9 a.m.

Assessment/Evaluation

Assessment Institute: Analyzing and Reporting Assessment Results
March 15, 1:40 p.m.
March 16, 11 a.m.

Portfolios: Types and Purposes
March 21, 2 p.m.

Effective Teaching

Effective Teaching: Classroom Instruction Methods
March 12, 11 a.m.

Enhancing Interactivity in the Foreign Language Classroom with OneNote Class Notebook - New!
March 13, 1:40 p.m.
March 21, 1 p.m.

Group Work and Quality Feedback Made Simple with Microsoft OneNote Class Notebook - New!
March 14, 1 p.m.
March 22, 1:40 p.m.

Effective Teaching: Integrating instructional Technology
March 14, 3 p.m.

Teaching Students to Reflect
March 12, 2 p.m.

Using Case Studies, Scenarios and Vignettes in the Classroom
March 19, 2 p.m.

Peer Instruction for Active Learning
March 20, 9:25 a.m.

Creating Effective Mini-lectures to Promote Active Learning
March 20, 1:40 p.m.

Five Tools to Get Student Engaged with Course Content
April 27, noon

Roundtable/Discussion

Book Talk - "The Slow Professor"
April 4, 2 p.m.

Scholarship/Research

Enhance Your Promotion and Tenure Files with Citation Analysis
March 14, 11 a.m.

Technology

Introduction to Moodle (Basics)
March 12, 10 a.m.

Tools and Strategies for Controlling Content Access in Moodle - New!
March 12, 4 p.m.
March 13, 8 a.m.
March 16, 1 p.m.

Using Turnitin to Prevent Plagiarism and Provide Feedback for Written Assignments
March 19, 1 p.m.
March 20, 4 p.m.
March 23, 8 a.m.

Moodle Gradebook (Basics)
March 28, 11 a.m.
May 3, 8 a.m.

Using Moodle Tools for Peer Review - New!
March 28, 4 p.m.
March 29, 10:50 a.m.

Creating a Stress-Free Moodle Gradebook
April 2, 4 p.m.
April 6, 8 a.m.
May 4, 8 a.m.

Moodle Gradebook Drop-in
April 27, 10 a.m.

Distance Learning

Communication Musts in an Online Classroom
March 12, 1 p.m.

Designing Effective Online Discussions
March 15, 9:25 a.m.

Distance Learning: Course Organization
March 19, 4 p.m.
March 22, 11 a.m.
March 30, 9 a.m.
April 23, 11 a.m.

Distance Learning: Building Community
March 20, 12:15 p.m.
March 30, 10 a.m.
April 23, 3 p.m.

Distance Learning: Universal Design
March 30, 1 p.m.
April 25, 3 p.m.

Establishing an Online Instructor Presence
March 27, 9:25 a.m.

Survey of Tech Tools for Teaching Online
March 29, 1:40 p.m.
April 25, 11 a.m.

Distance Learning Institute Overview
March 30, 8 a.m.

Distance Learning: Ensuring Quality
March 30, noon
April 9, 4 p.m.

Distance Learning: Activities and Assessment
March 30, 2:15 p.m.
April 16, 4 p.m.
April 17, 10:50 a.m.
April 20, 11 a.m.

QAI Online
Fully online session runs until April 30.

Using Best Practices to Update Your Online Learning Course
Fully online session runs until April 30.

Special Topics

LinkedIn Workshop for Faculty and Staff
March 16, 1 p.m.
Presented by Monica Fine
Wall College of Business

Stress: Lions, Tigers and Bears in the Modern World
April 2, 11 a.m.

Meditation for Deep Mental Relaxation
April 3, 10 a.m.

Meditation with Singing Bowls
April 5, noon
April 6, 10 a.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.

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.

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.

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

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.

CONTACT CeTEAL STAFF

Jennifer M. Shinaberger
Director of CeTEAL
843.349.2737   KRNS 215E
jshinabe@coastal.edu

Jean K. Bennett
Assistant Director
843.349.2481   KRNS 215D
jbennet1@coastal.edu

Matthew C. Tyler
Instructional Technologist
843.349.2951   KRNS 215A
mctyler@coastal.edu

Gail Sneyers
Administrative Assistant
843.349.2353   KRNS 215
gsneyers@coastal.edu

Tracy J. Gaskin
Faculty Development Program Coordinator
843.349.2790   KRNS 215B
tgaskin@coastal.edu

CeTEAL ADVISORY BOARD

Dianne Mark - Spadoni College of Education
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