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CeTEAL News, March/April 2017

CeTEAL, Coastal Carolina University

CeTEAL *News*
Center for Teaching Excellence
to Advance Learning

Instructional Coaching Encourages Reflection

Lisa Winters, assistant professor, Department of Sociology, College of Science

As a student-centered institution, CCU places great emphasis on high-quality teaching. CeTEAL offers a variety of resources to assist faculty with teaching effectiveness, but the services and trainings that have been most valuable to my own instructional development are those involving peer-to-peer observations of the classroom. I have volunteered to have my teaching observed by other faculty members using CeTEAL's instructional observation service, and I am also currently enrolled in the instructional coaching program, which requires me to complete teaching observations for colleagues. Whether I am in the role of observer or observee, I consider peer-to-peer instructional observations to be a valuable tool for achieving my teaching-related professional goals.

Why volunteer for a peer-to-peer instructional observation? All faculty—regardless of their teaching experience—benefit from continued reflection on the quality of their teaching. CeTEAL's peer observation reports provide constructive comments related to variety, pacing and clarity of instruction. More importantly, feedback is designed to be formative and in response to specific concerns identified by the observee. Faculty members who request an observation can identify the teaching-related activities and behaviors (e.g., facilitating classroom discussion, fostering instructor-student rapport) they seek to improve, or may request a more general overview of

Understanding Student Tech Support at CCU

Jenifer Riddei

Technology support and education is an essential area of support within the realm of higher education today. With technology personnel support, tools, and education, our daily functions can be enhanced and the value of the…

Coastal Office of Online Learning

Sherri Restauri

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Engaging Students in the Semiotics of Culture

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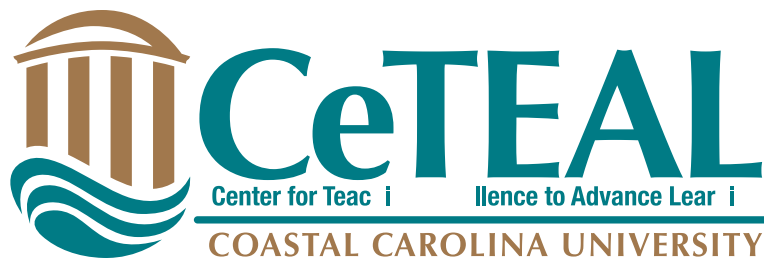
Becoming a More Effective Teacher

Patti Edwards

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

Professional Development Opportunities

This semester, CeTEAL is hosting several presenters from around campus for upcoming sessions. Please register for these sessions at www.coastal.edu/ceteal.

Learn about the new core curriculum:

Understanding VALUE Rubrics: Purpose and Function in Assessing the New Core Curriculum
Presented by: Margaret Fain, librarian, Kimbel Library/director of the core curriculum
This session will cover the background and development of the AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics and how these are being used as part of student learning assessment in the new core curriculum. This is an essential session for anyone teaching or accessing the new core curriculum.
Monday, March 27, 2 p.m.
Thursday, April 6, 1:40 p.m.

Building Assessment Rubrics for Core Courses
This is a hands-on session that will assist faculty in building assessment rubrics for core courses, based on the VALUE rubrics. Rubrics will be adapted to student artifacts in specific courses while providing data on student learning across the core goal area.
Monday, April 3, 2 p.m.

Students with Learning Disabilities: Beyond Basic Procedures
Presented by Mary Fischer, Office of Accessibility and Disability Services
In this session, we will discuss the common challenges facing students with ADHD and/or learning disabilities, as well as strategies and tools for engaging students with "invisible" disabilities.
Monday, March 13, 1 p.m.
Friday, March 31, 10 a.m.

Researching with Mendeley
Presented by: Alan Reid, assistant professor, Department of English
Learn how to collect, organize and share research with the online program Mendeley. This citation management program allows you to locate, read, annotate and save articles online. Additionally, make your own research more visible to a wide network of scholars.
Monday, March 20, noon

Using Office Hours as an Opportunity to Facilitate Deep Learning
Presented by Mary Fischer, Office of Accessibility and Disability Services
In this session, we will focus on strategies for addressing common learning challenges and learn questioning techniques aimed at gathering meaningful information and eliciting student reflection.
Tuesday, March 21, 12:30 p.m.
Friday, March 24, 10 a.m.

Integration of Accessible Assignments and Activities into your Online, Hybrid and Flex Classes
Presented by: Sherri Restauri, director, Coastal Office of Online Learning (COOL)
This session provides an overview of the many tools and and services available to CCU's faculty for developing accessible assignments and activities for online, hybrid or flex (mixed method) classes. We will also discuss alternative teaching, class development and class management techniques for faculty to provide needed instructional accommodations.
Friday, March 24, 1:30 p.m.

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

CeTEAL has existed at CCU in one form or another since 2004, and most faculty are aware of our center. Although you know we're here, many of you may not realize the array of services we offer. In this issue of CeTEAL News, we hope to provide a snapshot of the types of services we, and other offices, can provide.

CeTEAL is still a relatively young center in the world of faculty development, and our services have evolved to meet the needs of our faculty. As director of CeTEAL, I often answer questions about the services we provide, and I say what has become our tagline, "We have a session for that."

While it is true that we have sessions on a wide range of topics, we also provide more individualized services such as instructional observations and coaching, instructional design support and one-to-one technology training. We enjoy and encourage individual consultations, so please don't assume we don't have time.

In this issue, you will hear from faculty and staff about the many ways they have worked with our center. Several contributors describe their participation in our institutes and programs, and others share their consultations with individual members of our staff. In addition, we have included faculty support information from other offices, including Student Computing Services, the Coastal Office of Online Learning, and the Office of Sponsored Programs and Research Services.

Please contact ceteal@coastal.edu if you have questions.

We are here to help.

–Jenn

Focus: Resources for Faculty

Understanding Student Tech Support at CCU

Jenifer Riddei, student technology support and computer labs manager, Information Technology Services

Technology support and education is an essential area of support within the realm of higher education today. With technology personnel support, tools, and education, our daily functions can be enhanced and the value of the education we provide to our students increases. In addition, now more than ever, most students need to acquire or hone their technology skills in order to surpass their peer competitor's skills when they seek future employment. Student Computing Services, within the Department of Information Technology Services, is here to assist students and faculty with student technology needs at Coastal Carolina University. Read each section below for details!

What does Student Computing Services do?
Student Computing Services (SCS) is a branch of and serves the mission of the Department of Information Technology Services (ITS) at Coastal Carolina University. A portion of this mission is to assist in the advancement of student technological learning and provide technology support in the University community. Depending on your curriculum and needs, SCS can assist you in educating and/or supporting student technology skill advancement at CCU.

How can FACULTY partner with SCS to support students?

- Schedule a mini-class visit for freshman seminar courses to reiterate services that we provide for their technology needs; SCS staff will visit your class for 5-15 minutes upon request.
- SCS can develop and host a variety of technology workshops to meet your curriculum and students' needs:

  ‣ In-class technology workshops or walk-around support tailored to your course's technical projects.

  ‣ Out-of-class technology workshops customized for your students. Workshop examples: computer skills/maintenance, Microsoft Word, Microsoft PowerPoint or Microsoft Excel; Weebly or other technology-related topic.

- SCS can record basic technology-related tutorials to use exclusively for your on-campus or online classroom needs.

All visits or workshops requests should be submitted at least three to four days in advance by faculty to the student technology support and computing labs manager Jenifer Riddei (jriddei@coastal.edu) to allow time to discuss, meet and/or tailor presentations for the curriculum class.

How can STUDENTS utilize Student SCS?
Use open computer labs with IT assistants for computer support: Kearns Hall, Room 113; Bryan Information Commons; Edwards, Room 171; and Wall, Room 108.

- Assistance with general computer questions, Moodle, WebAdvisor, email and more
- Assistance with CINO printing
- Assistance with CCU course-related software or academic projects involving technology

SCS – Tech Support Center (Kearns Hall, Room 113) is available to resolve students' various technical issues or software concerns and to conduct virus and malware removal on computers. The SCS – Tech Support Center also provides free antivirus software installation; tutorials; SafeConnect/wireless assistance; and Microsoft Office software installation.

When student positions are available, SCS can provide opportunities to students for real-life work experience, which assists in development of leadership, customer service and technology skills.

If you have any questions or comments about Student Computing Services or if you are interested in scheduling a workshop/discussing opportunities for future partnerships or new student technology needs, please contact me at 843-234-3423 or jriddei@coastal.edu.

Coastal Office of Online Learning: More Than Just Teaching and Learning Online

Sherri Restauri, director of Coastal Office of Online Learning

Coastal's Office of Online Learning (COOL) has expanded the services it provides to faculty teaching online, hybrid and traditional face-to-face classes. In an effort to shorten the development time for online and other courses, COOL has developed two course templates (basic and advanced) that faculty may use as a starting point for designing their classes. The templates contain pre-loaded information such as a Getting Started module with a Moodle tutorial for students and links to other student support services. In addition, the templates provide a Course Introduction module and a starter lesson for faculty to customize and copy. The basic template includes built-in navigation with a customized menu using the standard Moodle look and feel. The advanced template provides navigation through a graphical interface.

The templates are listed in the Resource section of each faculty member's Moodle home page as "Basic Moodle Course Template" and "Advanced Moodle Course Template."

Another way COOL is addressing faculty needs is with the rollout of their multimedia captioning service. COOL has been working with several faculty this semester in the initial launch stage of an initiative to provide captioning for course multimedia to improve accessibility within CCU's online, hybrid and traditional courses.

To learn more about COOL's course templates and multimedia captioning services, visit COOL at www.coastal.edu/online/howitworks/facultyresources.

Focus: Resources for Faculty

Engaging Students in the Semiotics of Culture

José Sanjinés, associate professor, Department of Communication, Media and Culture, Edwards College of Humanities and Fine Arts

Perhaps it shouldn't have surprised me that semiotics (the science that studies signs, sign systems and sign processes) would turn out to be an ideal subject for an online class. After all, the very nature of online communication leads one to reflect on the possibilities and limits of the array of signifying systems available in the new media (various modes of verbal and visual communication, for instance).

I was surprised, however, when one of my students in Signs Among Us: The Semiotics of Culture (CLC 350-D1) wrote me an email expressing her appreciation "to see a professor so passionate about what they are teaching," because it allowed her, as a student, "to become more engaged and passionate about the subject as well."

How, I asked myself, was I able to transmit my passion for the subject via distance learning? I am not particularly fond of hyperbole, gratuitous exclamation marks or being emphatic. The answer, I think, is that the online medium allowed me to use a variety of audiovisual methods to teach a course that has as its subject the manifold ways of generating meaning with today's communication tools and the cultural universes they help define.

I told the student that the work of building the course had been educational and fun for me as well. I thanked her for seeing my passion on her screen. I'm sure that colleagues in other disciplines who are considering transposing courses to an online modality will encounter similar surprises.

This spring, I'm teaching Signs Among Us for the second time. It was interesting and professionally rewarding to re-encounter the materials I put together in the spring of 2015.

Ahead of me now is the task of researching new resources to revitalize the course and to fine-tune it.

"It is just nice to see a professor so passionate about what they are teaching, it allows me as a student to become more engaged and passionate about the subject as well."
—CCU student

I can't say enough about the support I received from the folks at CeTEAL. Always kind and patient, they are immensely helpful as I set up and maintain the course. And I can say one thing about Moodle: It will keep you learning.

CLC 350-D1, Signs Among Us: The Semiotics of Culture, is currently housed by the Department of Communication, Media and Culture. Sanjinés completed CeTEAL's Distance Learning Institute in Spring 2015.

Becoming a More Effective Teacher

Patti Edwards, associate professor, Department of Music, Edwards College of Humanities and Fine Arts

During the early weeks of last summer's break I participated in CeTEAL's Teaching Effectiveness Institute (TEI). The Institute was designed to help faculty develop evidence-based skills for effective teaching, reflect on their own effectiveness in teaching, and adapt their current teaching practices in order to teach more effectively. It was a great booster shot for me as a music professor to learn about new techniques and technologies in order to improve the classroom experience for my students and myself.

The TEI began with an overview of the program and a survey to help us recognize our teaching styles. Later sessions covered four areas: course design, classroom instruction, assessment and instructional technology. After completion of the five fundamentals sessions, each participant chooses at least five electives, which range from "How to Write Student Learning Outcomes" to "The Seven Principles for Good Practice in Undergraduate Education." There are many other options relating to technology, classroom management, assessment skills, inclusivity and using student feedback to improve the class. The TEI instructors keep up with all the new educational software and tools, and they helped me to become more comfortable with this technology. I am no expert, but I am finding that these technologies are useful in and out of the classroom, and programs like Moodle are improving participation and communication with my students.

It had been awhile since I was the student. I was a very traditional teacher who liked the teaching style that I had taken on — expert/formal authority. I came to realize that this style could lead to rigidity in the classroom — with clear expectations and "correct" methods, I was probably intimidating some students and irritating others. I learned about other teaching styles and decided to try being more of a facilitator. It took better planning and more preparation time at first, but it has changed my perspective from giving information to exploring the information as a class. This is a major change from the standard lecture process, but I am seeing better results in my classes as students begin to take on parts of the activity/teaching/practicing in the foreign language diction courses that I have been teaching since my arrival at CCU.

The CeTEAL leaders modeled great teaching. They were enthusiastic! They showed patience (especially with my lack of technological skills) in demonstrating different teaching styles. They introduced many new classroom assessment strategies that have allowed me to receive almost immediate feedback from the students, including asking students "What was the muddiest thing I talked about today?" They taught me to identify the "Big Idea" in my teaching and encouraged me to think about what had changed in my teaching philosophy.

I am now more student-centered in my approach, more active in the classroom, more apt to use new assessments and definitely more comfortable with technology. The Teaching Effectiveness Institute has given me new inspiration and skills, and I definitely recommend it to all my colleagues!

Focus: Resources for Faculty

Office of Sponsored Programs and Research Services

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

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

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

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

If you are looking for opportunities to begin a research project, expand on current or past research, or maybe developing an idea for an innovative program that could benefit from sponsored funding, remember that OSPRS is the only department authorized to submit external funding proposals and accept awards on behalf of the University, so please reach out to us at: OSPRS@coastal.edu or 843.349.2978 to get started.

To learn more about the services of this office or to access grant resources and tools, please visit the OSPRS website at: www.coastal.edu/research/ors. If you would like to meet with any of us in person, our team is located at 450-B Century Circle, and we are available Monday through Friday from 8 a.m. to 6 p.m. Please call for an appointment or drop by if you're in the neighborhood. We look forward to seeing you soon!

Parts of this article were published previously in CeTEAL News in 2016.

Writing Circles Provide Support for Publishing

Elizabeth Howie, associate professor, Department of Visual Arts, Edwards College of Humanities and Fine Arts

I have found CeTEAL's Writing Circles to be of enormous help in my research and writing process.

First, at the beginning of each semester, group members design and commit to detailed work schedules, including how many hours each week will be set aside for writing, specific times that will be set aside for writing, and goals for what to accomplish each week. Those goals may be to read certain articles, write an outline, write an introduction, have a draft ready for a fellow group member to read, contact a journal, etc. These schedules make a daunting amount of work seem much more manageable. Group members are held accountable for following these schedules by penalties determined individually, usually ranging from $1-$10 for failing to meet a weekly goal. At the end of the semester, the penalties are pooled and the members decide on how to spend the money; for example, by going out for dessert.

But Writing Circle is more than that. It provides a place for academics to discuss the frustrations and anxieties involved in writing, as well as to share the triumphs of publication and good reviews. For me, the guidance about how to evaluate what journal might be appropriate; how to navigate communication with journals and reviewers; strategies for editing others' work; how to approach indexing; and other types of knowledge that come only from experience were incredibly helpful. During my time in Writing Circle, I used its structure to write and publish papers, and, more importantly, to co-edit and publish a volume with Routledge.

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Instructional Coaching Encourages Reflection

Continued from Page 1.

best practices identified in the faculty development literature. Observation reports are confidential, and the observee has complete discretion regarding whether or not to submit it as evidence of effective teaching for merit, promotion or tenure decisions. Simply put, peer-to-peer instructional observations are a low-stakes, high-reward approach to improving your teaching.

Why earn an instructional coach certificate? One of the greatest benefits of becoming an instructional coach is that the work is a meaningful form of service to the University. Instructional coaching involves a willingness to connect with fellow faculty members and to form supportive relationships aimed at increasing their teaching efficacy and overall satisfaction with the job. In addition, the process of observing colleagues and of developing and discussing strategies for their improvement can be advantageous to the coach. Instructional coaches are more easily able to identify their own teaching-related strengths and weaknesses, which encourages ongoing self-improvement.

Simply put, to be an instructional coach is to be in a collegial, mutually beneficial relationship with many extrinsic and intrinsic rewards.

CeTEAL's Stress Awareness Week: April 3 - 7

Join us in April for sessions on time management, stress reduction, work-life balance and more.

Resources & Tips

Take Advantage of CeTEAL's Consultation Services

CeTEAL offers individual consultations for faculty and staff to help with instructional design, instructional technology, effective teaching strategies, online learning and more. Sometimes we hear faculty say they don't want to take up our time, but these consultations are what we love best, so please get in touch for an appointment. Below are a few examples of ways we can work with you:

Designing a Five-Credit Hybrid Language Course   *Contributed by Yun Sil Jeon, associate professor*

In August 2013, the Department of World Languages and Cultures was merged into the Department of Communication, Languages and Cultures, and the Spanish major was suspended for further revision. Alejandro Muñoz Garcés and I led Spanish faculty discussions to revisit our core offering through the 2013-2014 academic year. We proposed an innovative new core class (SPAN 115 – Hispanic Studies), one hybrid course of five credits that help students complete the foreign language requirement in one semester. At the beginning of the course development, we contacted the CeTEAL staff for ideas. Jean Bennett worked diligently with us, and she made contact with Glynis Cowell at the University of North Carolina at Chapel Hill who gave us insightful advice and copies of her own hybrid class syllabus. This helped us tremendously for the initial setup of SPAN 115. The course was extremely well-received by administration, faculty and students, because we addressed the major issues of the language core offering, and we believe that we have improved students' experience with languages and cultures.

Designing Online Courses Based on Quality Assurance Standards   *Contributed by Cathy Jones, associate professor*

Five online classes to develop in 11 months sounded doable if stressful. When the project first started, I wasn't really worried. I had taken a daylong training on designing high-quality distance courses, and I was passionate about the subject matter. As the months rolled along and the deadline loomed, the pressure grew but the class development did not. I took another class offered by CeTEAL. Many of my questions were answered and pieces started to fall in place. But the question remained, "Was I constructing the courses as I was supposed to and meeting the rubric criteria?" Frazzled and about to give up, I met with a CeTEAL staff member one on one. She had reviewed two of my courses and indicated on CCU's Quality Assurance Inventory what changes I needed to make. She was clear in her instructions. She was very approachable and understood that I was willing but still conquering a steep learning curve. She talked through possible solutions and helped me rule out changes that didn't contribute to the quality of the classes. Prior to this experience, I had worked with this staff member before on the learning management system and found her to helpful and supportive. But this time, she went above and beyond by meeting me on my schedule and understanding my needs with project. I am so grateful she was available and willing to help.

Developing Technology Skills and Confidence   *Contributed by Cynthia Thibodeau, associate faculty*

I was asked to teach a classroom management class during the Fall 2015 semester. I was completely confident that I could deliver a rich, interactive, informative experience for the M.A.T. students; however, I had no experience with setting up and delivering a class through Moodle. I attended several classes that were offered through CeTEAL. Although the instructor was extremely knowledgeable and thorough in her delivery of the material, I was lost and very frustrated. At that point, I asked her if she would be willing to work with me one-on-one and she agreed. As a result of the individualized consultations provided by this CeTEAL staff member, I have continuously gained skill and confidence over the past four semesters. At all times she has treated me with dignity and respect, regardless of how simple the task was for her. Thank you to CeTEAL for providing individualized consultations.

Developing Courses in Moodle   *Contributed by Eric Konig, associate faculty*

I was referred to CeTEAL to learn about Moodle for developing my courses at CCU. I was helped by Matthew Tyler in implementing the Moodle program. Matthew has been outstanding and always available as a CeTEAL coach. Additionally, all the staff at CeTEAL have been wonderful and welcoming at all times.

Quick Tips and Resources

Pocket
Pocket is an app that allows you to quickly save articles, videos, images, etc. from the web or from other apps such as Twitter and Facebook. Easily collect information in your Pocket and view it later offline. Works on computers and mobile devices.

Google Keep
Google Keep is a note-taking program that allows you to add notes, to-do lists, reminders, etc. to a web-based platform that is seamlessly accessible from computer and mobile devices. Each item can be shared with others for collaboration.

VocApp
VocApp allows users to create multimedia flashcards with audio. Great for language learning and more, these digital flashcards can be used with text, images and audio. VocApp is available on computers and mobile devices.

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.

Special Topics (NEW!)

Understanding VALUE Rubrics: Purpose and Function in Assessing the New Core Curriculum
March 27, 2 p.m.
April 6, 1:40 p.m.

Building Assessment Rubrics for Core Courses
April 3, 2 p.m.

Strategies for Improving Your End-of-Course Evaluations
April 7, 1 p.m.

Accessibility

Integration of Accessible Assignments and Activities into Your Online, Hybrid and Flex Classes
March 24, 1:30 p.m.

Scholarship/Research

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

Researching with Mendeley
March 20, noon

Focusing Your Academic Plan: Integrating Research, Teaching and Service
May 15, 9 a.m.

Distance Learning

Distance Learning: Applying the Quality Assurance Inventory to Your Online Course
March 2, 11 a.m.
March 3, 9 a.m.
March 21, 1:40 p.m.

Managing Your Online Workload
March 2, 1:40 p.m.
April 7, noon

Distance Learning Institute Overview
March 3, 8 a.m. (Early)
March 14, 1:40 p.m.

Distance Learning: Course Design and Preparation
March 3, 11 a.m.
March 16, 11 a.m.
March 28, 1:40 p.m.

Survey of Tech Tools for Teaching Online
March 3, 2 p.m.

Designing Effective Online Discussions
March 3, 3 p.m.

Using the Moodle Book to Organize Your Online Content
March 14, 8 a.m. (Early)
March 16, 12:45 p.m.

Establishing an Online Instructor Presence
March 14, 3:05 p.m.

Streamlining Your Online Activities Feedback
April 7, 11 a.m.

Technology

Tips for Grading Assignments and Discussions in Moodle
March 1, 8 a.m. (Early)
March 2, 3:05 p.m.

Building a Moodle Book
March 1, 1 p.m.

Building a Customized Course Menu in Moodle
March 1, 2 p.m.

Using the HTML Block to Add Interest and Functionality to Moodle
March 15, 6 p.m. (Evening)
March 17, 8 a.m. (Early)

Building Quizzes for Moodle Using Respondus Quiz Builder
March 31, 8 a.m. (Early)
April 18, 6 p.m. (Evening)
April 26, 1 p.m.

Creating a Stress-Free Moodle Gradebook
April 7, 10 a.m.

Monday Moodle Drop-in
March 13, 8 a.m.
March 20, 8 a.m.
March 27, 8 a.m.
April 3, 8 a.m.
April 10, 8 a.m.

Effective Teaching

Students with Learning Disabilities: Beyond Basic Procedures
March 13, 1 p.m.
March 31, 10 a.m.

Peer Instruction for Active Learning
March 15, 3 p.m.

Using Office Hours as an Opportunity to Facilitate Deep Learning
March 21, 12:30 p.m.
March 24, 10 a.m.

Teaching Effectiveness Institute Overview
March 22, 10 a.m.
March 23, 11 a.m.
April 10, noon
April 11, 12:15 p.m.

Using Exam Wrappers and Assignment Wrappers to Promote Student Reflection
March 22, 11 a.m.

Effective Teaching: Course Design and Preparation
March 29, 10 a.m.
April 13, 11 a.m.

Effective Teaching: Assessment Strategies
March 30, 11 a.m.
May 3, 10 a.m.

Effective Teaching: Classroom Instruction Methods
April 12, 10 a.m.
April 20, 11 a.m.

Effective Teaching: Integrating instructional Technology
April 19, 10 a.m.
May 4, 11 a.m.

Assessment/Evaluation

Strategies for Reducing Online Cheating and Plagiarism
March 2, 6 p.m. (Evening)
March 3, 4 p.m.

Hybrid Learning

10 Best Practices for a Hybrid Course
March 3, 1 p.m.

Roundtable/Discussion

Languages and Intercultural Studies Roundtable Series (Development of Hybrid Spanish Core Class)
March 16, 2 p.m.

Book Talk: Dear Committee Members—a Novel by Julia Schumacher
April 6, 3:30 p.m.

Take Care of the Caregiver: Strategies for Reducing Stress (Roundtable)
April 5, 2 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 grant writing, student advising, intellectual property and copyright issues, course and program development, and more. For more information, contact Tracy Gaskin.

Instructional Observations for Classroom Teaching

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

Quality Assurance Reviews for Online Classes

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

Individual Consultations

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

Certificate Programs

CeTEAL offers several certificate programs. For more information on these programs, visit www.coastal.edu/ceteal.

- Teaching Effectiveness Institute
- Online Course Design Coach
- Instructional Coaching
- Assessment Institute
- Distance Learning Institute

CeTEAL Online Resources

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

CeTEAL Newsletter

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

CONTACT CeTEAL STAFF

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

Jean K. Bennett
Instructional Designer
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
Training Coordinator
843.349.2790   KRNS 215B
tgaskin@coastal.edu

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Academic Adviser

Denise Paster - Edwards College of Humanities and Fine Arts
Coordinator of Composition/Assistant Professor, English

Brett Simpson - College of Science
Associate Professor, Physics and Chemistry

Position Open - University College

Louis Keiner - Ex Officio
Associate Professor, Physics and Chemistry