CeTEAL Newsletter

Center for Teaching Excellence to Advance
Learning (CeTEAL)

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CeTEAL News, July/August 2018

CeTEAL, Coastal Carolina University

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CeTEAL *News*
Center for Teaching Excellence
to Advance Learning

How to Address Hot Moments and Facilitate Difficult Discussions in a College Classroom

Tiffany Hollis, assistant professor, foundations, curriculum and instruction; Spadoni College of Education

What happens when Student A disagrees with Student B, they begin to argue, and Student A gets up in Student B's face and tries to argue his point as the other students and the professor look on? What is the professor supposed to do when a situation like this happens in the college classroom? How should a professor handle a "hot moment," have difficult discussions, and maintain civility and a safe classroom conducive to learning? Does the professor just ignore this hot moment and attempt to continue instruction or does the professor stop, address the hot moment and facilitate dialogue?

As the professor, it is helpful to consider a variety of perspectives on teaching controversial subjects when deciding how you will approach these subjects in the classroom. Controversial topics that present a source of disagreement or an argument result in professors often avoiding them, limiting what can be gained from having those much needed conversations. The same conversations that are being avoided could be the cure for some of the incivility, injustice and disrespect that is taking place in society (and even in college classrooms and on college campuses) today.

Reacting to the Past - The Trial of Galileo

Shari Orisich

Could it be true, that the Earth revolves around the Sun? Isn't the Earth the motionless center of our universe as Aristotle described? Then how does Galileo's "spyglass" make us see the world differently…

Badging in First Year Composition

Denise Paster

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To my Students: I've Failed You in the Past, but…

Dennis Earl

Dear students,
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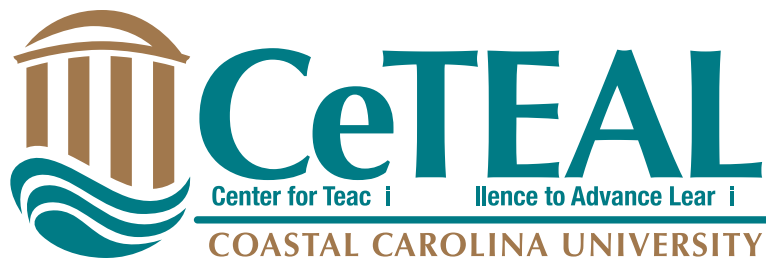### CeTEAL Welcomes New Instructional Tech Trainer

CeTEAL Staff

In June, CeTEAL welcomed a new member to the team. As an instructional technology trainer, George Warriner will be working with faculty to effectively integrate instructional technology into…

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

Professional Development Opportunities

CeTEAL is always looking for new session ideas and for presenters from around campus who are interested in leading sessions. If you are interested in sharing your expertise, please contact Jenn Shinaberger at jshinabe@coastal.edu or Tracy Gaskin at tgaskin@coastal.edu to propose a session.

Interracial Communication: A Primer for Faculty and Staff

Communication between people of different races may be inhibited by differing lived experiences. In the absence of reflective dialog, shared meaning may be difficult to achieve. Examination of such differences may improve interracial interactions as CCU moves toward strategic goals for inclusion, diversity and equity. Session participants will navigate origins of their own attitudes, values and beliefs about race and dissect their racial perceptions of others. Practical tools for facilitating crucial conversations about race in our workplace and classrooms will also be addressed during a dynamic, highly interactive session led by Amy Edmunds, senior lecturer from health sciences and Andrea Bergstrom, assistant professor from communication, media and culture.

Distance Learning Boot Camp

CeTEAL's Distance Learning Boot Camp is a three-day professional development opportunity designed for instructors who are new to distance learning. The Boot Camp will run from Monday, July 30, through Wednesday, Aug. 1. Each day we will meet from 9 a.m. to 3 p.m. with an hour lunch break at noon.

The Boot Camp will cover the basics of designing and managing an effective online course, including: organizing your class, developing effective activities, creating video lectures, engaging and motivating your students, and much more. We will show you how to build a course that will encourage student learning, streamline your workload and be user-friendly for your students. The group environment of the Boot Camp offers instructors the opportunity to work with colleagues who share similar goals and who can offer ideas, feedback and support.

Each Boot Camp participant will receive an online teaching survival guide book and a workbook with additional resources. The Boot Camp is limited to eight participants, so please sign up early! If you have questions, contact Tracy Gaskin at tgaskin@coastal.edu.

Teaching Associate Orientation in August

On Saturday, Aug. 18, CeTEAL will offer its Teaching Associate (Adjunct) Orientation for new or recently hired teaching associates. The orientation is a day-long introduction to teaching at CCU with information on topics such as:

- CCU syllabus requirements
- Faculty and student technology resources
- Student conduct process
- Library services and resources
- Online learning

Teaching associates must register for the orientation in order to attend. To register, please email Tracy Gaskin at tgaskin@coastal.edu. You will receive an email with additional information once your registration has been confirmed. Continental breakfast and lunch will be provided during the orientation.

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

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

The overarching topic in this issue of the CeTEAL newsletter is providing students with opportunities to be their best. Tiffany Hollis offers advice on how to deal with tense moments in the classroom that arise around difficult dialogue. She argues that instructors can and should use situations as teachable moments to help students critically examine their own views and to listen to the views of others.

Sherri Orisich writes about a recent Reacting to the Past event on campus that explored the trial of Galileo. Reacting to the Past (RTTP) is a pedagogy that uses gaming and live-action roleplaying. Students become figures from the past and study primary texts as the basis of their characters. During an RTTP event, students play characters set around historical events such as suffrage and labor in Greenwich Village in 1913 or the trial of Galileo. Several professors in the RTTP group on campus are utilizing this pedagogy to engage students in reading primary texts, writing, critical thinking and presentation skills.

Denise Paster discusses updates in the English department's badging program for first year composition. The badging program, developed by Paster and Alan Reid, has been in use since 2014, and serves to standardize writing skills across the many sections of English 101.

Dennis Earl contends in a letter to students that the traditional point system of grading does not adequately measure how much you learn. Earl considers a different grading system from Linda Nilson's book, "Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time."

Finally, we welcome George H. Warriner to CeTEAL as our new instructional technology trainer. You can read his bio on page 5.

–Jenn

Faculty Focus: Student Growth

Reacting to the Past - The Trial of Galileo

Shari Orisich, assistant professor, history, Edwards College of Humanities and Fine Arts

Could it be true, that the Earth revolves around the Sun? Isn't the Earth the motionless center of our universe as Aristotle described? Then how does Galileo's "spyglass" make us see the world differently, and why are some cardinals in the Catholic Church calling his methods and ideas "scandalous"? Are they attacking his science or his theology? The same questions that challenged scholars, scientists and the Holy Office in Rome in the early 17th century were taken up again on May 10, 2018, by CCU faculty and staff who played the roles of cardinals, scientists and theologians in the CeTEAL workshop, "The Trial of Galileo: Aristotelianism, the 'New Cosmology' and the Catholic Church, 1616-1633." This workshop introduced CCU instructors from across the curriculum to Reacting to the Past (RTTP), an innovative pedagogy that consists of elaborate games, set in the distant or recent past, in which students are assigned roles informed by classic texts in the history of ideas. While running class debates or faction meetings in character, they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations.

Players in the workshop were able to experience how the use of factions helped to bring complexity to historical debates and events, illustrating how there were often more than two sides vying for representation. For our trial, defenders of Galileo were part of the Lincean faction, a group of scholars and scientists who were attempting to convince more moderate members of the Holy Office that Galileo's work was advancing the ideas of Copernicus, and their support could in fact bring prestige to the church by making heliocentrism the church's "discovery." This spirited group representing history, physics, communications, political science and our

Norton Publishing representative would clash with more conservative forces in the church who saw the Linceans as dangerous for suggesting that the heavens were not fixed and that the universe was finite. The conservative faction proved to be an outspoken and, some would argue, overconfident group hailing from philosophy, CeTEAL, art history, political science, and history, who tended to rely on scriptural evidence to support their claims of heresy against Galileo. To deter factions from supporting Galileo, they would remind more moderate cardinals of the fate of Giordano Bruno, a mathematician who was burned at the stake. But their fear tactics proved unsuccessful. Moderates in the church along with the group of "indeterminates," (characters who are noncommittal and are not obligated to express loyalty to one viewpoint), hailing from history, women's and gender studies, physics, philosophy, and the Honors College, put the other factions' feet to the fire (pardon the expression), pressing both sides to find spiritual truth in this "new" scientific philosophy.

While these debates and the arrangement of factions reflect the historical context of Galileo's time, students quickly learn that they must devise their own means of expressing those ideas persuasively, in papers, speeches or other public presentations, and must also pursue a course of action they think will help them "win" the game. A physics faculty member, in the role of a Jesuit cardinal of the Lincean faction, jumped at the chance to perform a demonstration showing how Venus would always appear to us as a crescent if it remained in the Earth-Sun line, in its own epicycle as Ptolemy described. He then showed Cardinal Bellarmine, one of the most influential fathers of the church (played by a professor of history), describing how the

Jesuit Cardinal Valerio (Louis Rubbo) makes a compelling case for heliocentrism.

Galileo Galilei (Dan Ennis) makes a surprise cameo appearance at the BBQ picnic thrown by Prince Cesi (Shari Orisich).

Copernican model shows that Venus actually lies between the Earth and the sun, and therefore must orbit the sun because we see the sun's shadow fall across Venus in phases, visible to the naked eye.

Our workshop participants learned that Reacting to the Past roles do not have a fixed script and outcome—they are not mirror images of the events as they happened in the past, but they are an experience of the process, resulting in any number of outcomes that help players understand how and why things occurred the way they did. For participants, these role-playing workshops offer a student-view of a pedagogy that can be hard to describe. The word "game" can lead some to believe that RTTP is not rigorous or that it teaches historical contingencies rather than "what really happened." The experiences of participants and student veterans of RTTP suggest otherwise: to "win" demands student engagement with sources and with each other. Students reflect on the paths of contingency that have opened up greater understanding to historical processes. For our workshop, Galileo's defenders made compelling arguments from both science and scripture to sway indeterminates and moderates to their side, thus saving Galileo from persecution. Until the trial begins again, in a classroom somewhere on the CCU campus…

Badging in First Year Composition

Denise Paster, coordinator of composition and associate professor, English, Edwards College of Humanities and Fine Arts

Since the fall of 2014, the First-Year Composition Program has used digital badges to provide students with a unified introduction to the expectations associated with college level writing. This badging program, which was spearheaded by Denise Paster (the coordinator of First-Year Writing) and Alan Reid (an assistant professor in English with expertise in instructional design), relies on participation from across the writing program, and many instructors of composition have written and revised badges. As a part of an ongoing effort, badges housed on the Coastal Composition Commons site have been reworked every semester since their rollout in 2014 in response to student feedback, faculty responses and assessment findings.

During the summer of 2017, Steven McCartney, a lecturer in the English department, worked with Paster to revise the ENGL 101: Composition badges to create a more visible shared structure across the Coastal Composition Commons. Because badges had been composed by different individuals and teams, they each had a distinct approach, voice and structure. McCartney had noted patterns that emerged organically from the badges themselves, and he worked with Paster to reorganize badges so they would share a common structure to create an even stronger sense of usability for both students and instructors. This revision also entailed restructuring badge assignments, so they all ask students to respond, write and reflect.

After receiving positive feedback, McCartney and Paster revised all ENGL 102: Composition and Critical Reading badges for the spring of 2018. Again, they focused on adding uniform subtitles, sections and assignment structures across these badges. Jessica Fokken, a teaching associate in the writing program, also significantly revised the ENGL 102 Critiquing badge.

In addition to providing a foundation for all ENGL 101 and 102 classes, the badges housed on the Coastal Composition Commons have become an important programmatic tool in the First-Year Composition program, one that invites instructor engagement and involvement. This home-grown program helps us act on a programmatic level as we consider our students' needs as well as our academic goals. The badges provide our students with a common composition experience that can also be used to support the ways in which writing is taught across campus. We encourage faculty in other departments to use the badges to supplement writing assignments and tasks that require students to compose written responses within and across the disciplines.

Moodle Upgrade Improves Usability

CeTEAL Staff

Moodle is being upgraded to version 3.2.8, and you can expect to see some changes when the update occurs. Most of the changes are cosmetic, with a cleaner overall look for the system and the movement of menus and tools to more user-friendly locations.

Here are a few tips to help you get started:

1. When you login to the new Moodle system, a course navigation user tour will pop up. You can click through the tour for a quick introduction to the new layout. If you click "End tour," you can reload the tour from the "Reset user" tour link at the bottom of the screen.

2. The Administration menu, previously located on the lower left side of the course page, has been moved to the top right corner as a gear icon with a dropdown list. Click the gear to access important tools such as "Edit settings" and "Gradebook setup."

3. When editing is turned on, the "Add a block" option is located on the bottom left side of the screen beneath the static course menu. In the new version of Moodle, all blocks added to the course—Calendar, Activities, Latest news, etc.—will appear on the right side of the screen.

4. The editing tools for activities—such as quizzes, assignments, etc.— are now more conveniently located. Instead of accessing the tools in the context-specific administration menu on the lower left, you can click the link for the activity, and click the edit gear in the upper right corner of the screen to access related tools.

5. In the course menu on the left side of the screen, Moodle will automatically display links to each section (topic or week) of your course page. Instead of scrolling to find a section that is far down the page, you can click on the name of that section in the menu and Moodle will pull that section up onto your screen. You will be able see hidden sections in the menu, but students will not.

6. Users can minimize the left course menu to increase screen real estate by clicking the "stacked lines" icon in the upper left corner of the screen. This action hides the menu from view, but does not affect how students see the screen. Students have the same option to minimize the menu on their screens

7. Moodle Blocks can be added to the right side of the screen, but not to the left. The built-in Moodle course menu is located on the left and cannot be removed. This is an important change for anyone who was using html menus on the left side of the course. These menus will appear on the right side of the course when the course is transferred into the new version of Moodle.

8. Icons for notification and messages appear in the top right corner of the screen beside the user's name.

9. The layout of the Moodle Book tool has changed slightly with the table of contents shifting to the right side of the screen.

Most of the changes you will see in the upgraded version of Moodle will make it easier to use, and the content from existing courses should make the transition without difficulty. Users may need to rearrange menus and blocks and reorganize slightly, but for most courses, the transition should be painless.

COOL and CeTEAL are working together to provide information sessions—"What's New in Moodle 3.2?"—to help faculty learn what changes to expect in the new system. Visit the CeTEAL website to register for these sessions.

To my Students: I've Failed You in the Past, But I Might Fail You Better in the Future

Dennis Earl, chair and associate professor, philosophy and religious studies, Edwards College of Humanities and Fine Arts

Dear students,

I'm writing something of a confessional, but with a promise to do better by way of helping you learn. I confess that for a long time, I've been worried about the grading system we're all pretty familiar with—a system based on points. You get points for a test, points for some papers and points for some quizzes, and it's all weighted to generate a final grade for the course. Assignments such as papers have their own weighted components, too—introduction, accuracy, basic writing, etc. The more I think about it, the more I believe this system fails to measure how much you've really learned, and it fails to motivate you to do your best. My promise to do better involves switching to a different grading system called "specifications grading." I heard about it from a colleague and from reading Linda Nilson's *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time* (2015). Much of what I say here is from her book and the other references listed at the end of this article.

Why worry about grading on points? It's not as if I think nobody learns in my classes. I've had a lot of great students. Even students who make B's do pretty well on the motivation and performance fronts. Still, on a point system, you can slide by with a decent grade without improving as much as you could. How? Say you turn in a paper with a terrible introduction. I might give your introduction 5/10 (with that counting, say 10 percent of the paper grade). Not good—you really need to learn how to introduce a paper better. But you might still make an 80 if the rest of the paper is fine. Now, what incentive is there to improve your introduction next time? The difference between a 5/10 and a 9/10 is just four points. Another example: Say you're an excellent writer on the "basic writing" front—you really know how to write in complete sentences. I give you 30/30 on that part of the paper. But what if the rest of your paper isn't organized very well, your summary material has some errors, and you don't give much of a

defense of your thesis? Maybe that paper still winds up with an 80 on the strength of the basic writing. If you're happy with an 80, there's not much incentive to improve.

Partial credit makes for problems elsewhere, too. Take someone who fails all of the tests but makes B+'s on all of the homework. If the homework counts a lot, that student might get a C in the course. I say that masks the fact that the student might not have learned much. Or take someone who makes high F's (an F+?) on everything but the exam, and then gets a D+ on that. The student probably passed the course, but I doubt a lot of learning happened. Partial credit can hurt good students, too. Say you have a 90 going into an exam that's worth 10 percent of the course grade, and your exam score is an 84. You might get a B+ overall. Is that 89.4 final average an accurate measure of what you learned? The upshot: partial credit doesn't serve students very well.

> "Specifications grading also motivates you to do better than maybe you otherwise would, and it builds in chances to learn from not getting it right the first time."
>
> - Dennis Earl

What's the alternative specifications grading system that's better? In a specifications grading system, I specify precisely how to meet the expectations for each assignment, and everything gets graded only on whether it meets expectations or not. If it helps to think in terms of passing and failing, everything is graded pass/fail or satisfactory/unsatisfactory. What about the course grade? Instead of needing to get 90 percent of the available points to get an A, it's about your meeting expectations for however many assignments I say is necessary for an A. On top of that, maybe an A grade requires a special assignment that isn't necessary for a B. If you're fine with a B, don't do that special assignment. For a B, you still need a lot of satisfactory grades, but not as many as for an A. For a C, it's fewer. But whatever the course grade, you still have to do satisfactory work for a specified number of assignments to get it.

There are two important catches to this system. First, "satisfactory" isn't set at the

D-level—that's what you might have thought of first as "passing." Instead, it's at a much higher standard—more like the B or B+ level. You have to do B/B+ work for it to count. The second catch is that you get second chances to improve your work if you do not meet expectations on something. You don't get to revise or improve every assignment, but you get more opportunities than I've tended to give in the past.

Specifications grading eliminates what I call "the low road" (or what Nilson calls "sliding by"). It motivates you to do better than maybe you otherwise would, and it builds in chances to learn from not getting it right the first time. When you take the low road to a B, C or whatever, you slide by with some partial credit here, some partial credit there, and maybe hardly anything you turn in needs to be good. Specifications grading minimizes that option by eliminating partial credit. You're motivated to do better than you otherwise would, because with a "fail" or "unsatisfactory" grade hanging around, you'll give the paper, homework or test prep the attention it needs. Would you try to write a paper the night before, without having given any thought ahead of time even to what thesis you'll defend, if you know a "fail" or "unsatisfactory" grade is a real possibility? Would you ever try to wing it on a test or case study presentation if it's an all-or-nothing grade? Everybody knows what they're supposed to do. I find most students can do very well with the right self-discipline. Specifications grading encourages that.

Another big advantage is that you can learn from your mistakes. The standards are higher, but you get extra attempts to meet expectations if you need them. (Yes, you could do the paper the night before and fail, but that burns one of your rewrite opportunities.) If your work falls short on some component, I tell you what to do to make it meet expectations. Then you go fix your mistakes. Learning from failing is an excellent way to learn. This is how it works in most places outside of college, oddly enough. If you fail the first exercise in parachuting school, say learning how to put on your parachute properly, they don't just move you to the next step and let you have your F for the first exercise. They make you practice it over and over until you get it right. With papers in college we make you practice with multiple assignments, yes, but not exactly with the idea of practicing until you get it right. Some

Faculty Focus: Student Growth

To my Students: I've Failed You in the Past, But I Might Fail You Better in the Future

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professors offer rewrite opportunities—that's good, but how many of those opportunities do you usually get, and how often do you take him or her up on the offer?

What might grading an assignment look like with specifications grading? For papers, I'll use a checklist. The checklist will give everything I'm specifying as necessary for a satisfactory paper. Here's part of a hypothetical checklist I'd use for an introduction to an argumentative paper, and suppose I say a satisfactory introduction will have none of these boxes checked:

☐ Is a thesis missing?
☐ Is the thesis ambiguous or imprecise, difficult to find, or not what the paper's thesis really is?
☐ Is the paper's organization not given?
☐ Is the overall topic unstated or ambiguous?
☐ Is the introduction too lengthy or too brief? (no introduction at all?)

Now consider the sample introductory paragraph below. Does it meet all of the specifications above?

"René Descartes, a philosopher from the Enlightenment, thought a lot about God. Descartes believed God exists, and Descartes argues for this in Meditation III of his Meditations (1641). The argument includes a most interesting premise: The idea of God is possible only if there really is a God. This paper will examine this intriguing premise."

I hope you said 'no.' It's a nice lead-off to signal the topic and focus of the paper, but an argumentative paper must state its thesis up front, along with something by way of the overall organization or plan. This introduction falls short. If a satisfactory paper requires a satisfactory introduction, then the whole essay falls short. My feedback might be "Rewrite your introduction to include the required elements, but keep the length brief. You're missing a thesis statement and a signal as to the overall structure and reasoning. Good otherwise." Or maybe I'll just use the checklist: Checking the first three boxes above. If you choose to revise, I'll see if those criteria are now met.

What about for a whole course grade? An upper-level course might have this scheme:

For the 'Reading quizzes' column, the notation gives what proportion of the quizzes have to be satisfactory. For a B, C or D, you need to pass ≥70 percent of the quizzes. If we have 15 quizzes, you need to pass 11 of them. Note that to get an A, you'll need a longer final paper. Also, we at CCU have 'plus' grades. I might build that in with class

	A 2-part midterm + A 2-part final exam	Reading quizzes	Short papers (6, 2-3 pp. each)	Final paper
A	4 S	S = ≥80%	6 S	S (7-8 pp.)
B	3 S	S = ≥70%	5 S	S (4-5 pp.)
C	3 S	S = ≥70%	4 S	S (4-5 pp.)
D	2 S	S = ≥70%	4 S	S (4-5 pp.)
F	Doesn't meet minimum specifications for a D			

participation (perhaps also required for an A), or by having ≥80 percent S on the quizzes.

Note that you get some choice here in what to do. If you want an A, you need to write a 7-8 pp. paper at the end. But if you're good with a B, write just a 3-5 page final paper and be sure you've met the other criteria. What about rewrites and second chances? Nilson suggests a token system. Maybe I give you four "virtual tokens" at the start. You can use them for correcting the midterm, rewriting a paper or turning something in late. It's up to you whether to use the tokens, again depending on what level you're aiming for. There's room to fall short on some things and still make an A, B, C or whatever. But the standards are higher.

That's specifications grading. What objections might get raised? What fears might there be? The first worry I have, and that you might have too, is that everybody's gonna fail. (On the heels of that, as far as my worries go, is "I'm gonna get fired.") But why think that? Yes, if I set the standards really high and nobody is able to meet expectations with some second chances, then things could be bad. But that's not going to happen. I'll set the standards where everybody ought to be able to meet them, either on the first try or the second. But it will take some discipline on your part and mine. You need discipline to do what you need to do. I need discipline to make sure that if something falls short to give

it the honest assessment it deserves. (Partial credit makes it easy for instructors to let things slide by, incidentally.) Nilson and others who use specifications grading say that students tend to rise to the occasion and do just as well as before. In fact, they say, students do better than before. And that's exactly what I'm shooting for here.

Another objection is that high-functioning A-level students won't have the incentive to excel. If I set the bar at the B/B+ level, A students can slack off. But I doubt they'll do that anyway. Besides, I can always add a special assignment for students seeking an A, and an S on that assignment can require something pretty high level. Problem solved. One might also object that once you as a student find yourself in a situation where an A or B is impossible, you'll be crushed and just quit or slack off from there. I understand the worry, but first, students have letdowns on the normal scheme, too. Sometimes the result by the midterm is that an A is out of the question. So the schemes are on par there. And with a fair number of second chances, you've got more control over that point where an A is out of reach than you do on the other scheme. Another objection: There's more work for me as the teacher. Don't you as a student worry about that, especially since I'm asking for a higher level of work from you.

For faculty members reading this, they might be thinking "With all those assignments and second chances, and all of that 'specifying' up front, that's a lot of work." I agree, but it might not be that much more work for me, and if more work on my end as the professor neatly gets my students to learn significantly more than on the other scheme, I'll take it. In addition to potentially learning more, you also get more control over your grade, and you might find that you're capable of a better work ethic than you thought. That makes it even more worth it on my end.

For my colleagues reading this (or students, especially those in education or who might teach someday), I recommend Nilson's book and/or items from the references below. I lay no claim here to inventing anything about specifications grading. I've summarized the case for thinking differently about grading. I suspect I've failed some students by grading with a system that doesn't measure their learning very well. I need to do a different kind of "failing": If you fail to meet the expectations, that needs to be an all-or-none affair. If you don't meet expectations, I need

Faculty Focus: Student Growth

To my Students: I've Failed You in the Past, But I Might Fail You Better in the Future

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to tell you as much, I need to say what would meet the expectations, and I need to give you chances to meet them if you don't get there the first time. Specifications grading does all of this far better than a point system. So I'm going to switch schemes, and I recommend others consider doing the same.

Acknowledgements: This content was presented at an Art & Craft session sponsored by the Edwards College of Humanities and Fine Arts on March 29, 2018. I thank the attendees for their attention, encouragement, and helpful questions and suggestions, and I also thank the dean's office of the Edwards College for organizing the sessions. Thanks finally to CeTEAL for inviting me to submit this article for the newsletter.

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What Veterans on Campus Would Like You to Know

Join us for an informative session presented by CCU's Office of Veterans Services to learn about the veterans on our campus.

Friday, Aug. 31, 2018
Thursday, Sept. 6, 2018

Register at www.coastal.edu/ceteal

Keeping Your Moodle Gradebook Simple

Tracy Gaskin, faculty development program coordinator, CeTEAL; teaching associate, College of Science

One of the best things I ever did was change my Moodle grading scheme to something simple. This simple grading scheme has reduced the amount of time I spend on grade calculations to near zero. As I occasionally remind myself, Moodle gradebook is designed to calculate grades for me, so why not let it?

The simplest method for setting up the Moodle gradebook calculation is to use the default settings. For example, by default, the Moodle gradebook calculates grades based on a "simple weighted mean" calculation that weights each grade based on its maximum point value and then generates an average for the course total. The grade Moodle generates for the course total in this process is a running average on a 100-point scale that automatically updates as additional grades are added to the gradebook. Students will see their current average based on everything that has been completed and graded at that point.

Another key to keeping your gradebook simple is to streamline the information your students see in their view of the course. To set the student or "user report" view, do the following:

1. Click the "Setup" tab at the top of the gradebook screen.
2. Click the "Course grade settings" tab in the second row of tabs below "Setup."

3. Scroll down to the "User Report" settings.
4. Hide settings such as "Contribution to course total" and "Weightings," and show only the simple items such as "Grade," "Letter grade" and "Feedback" depending on your needs.

Make these changes and enjoy easy grading!

CeTEAL Welcomes New Instructional Technology Trainer

CeTEAL Staff

CeTEAL welcomes a new member to the team. As an instructional technology trainer, George Warriner will be working with faculty to effectively integrate instructional technology into face-to-face and online classes. He has specific interests in the use of interactive technologies in the learning process such as interactive whiteboards and virtual/augmented reality platforms that promote immersion into learning content. As the instructional technology trainer in CeTEAL, Warriner will offer professional development sessions on various tools including Moodle, Echo360, Office365 and other technologies and will consult with faculty to successfully integrate these tools into their classes.

Prior to taking this position, Warriner completed his M.Ed. in instructional technology through the Spadoni College of Education and served as a graduate assistant in the college's Office of Instructional Technology.

Warriner has lived in the Myrtle Beach area for the past 20 years and has been part of the CCU community for the past eight years, as a student and a graduate assistant. He enjoys traveling and is always interested in visiting new places and meeting new people from different cultures. In his spare time, he refurbishes old computers to their former glory.

How to Address Hot Moments and Facilitate Difficult Discussions in a College Classroom

Continued from Page 1.

Controversial topics typically become controversial when students have competing values and interests; when they strongly disagree about statements, opinions or behaviors; or when the subject touches on something about which they have strong convictions (e.g., political, religious, race-related issues). Having critical conversations or difficult discussions about controversial topics can result in teachable moments in the classroom and often lead to transformative and insightful dialogue. Topics that really matter and cause a conflict among the students need to be discussed, analyzed, understood and viewed from multiple angles and through multiple lenses in order to promote and maintain the democratic principles. Because of the discomfort that revolves around certain controversial topics —especially those that deal with race, gender, and/or politics—many of the topics are among the most pervasive, emotionally charged, and even unaddressed. As a result, dialogue is often avoided. When this happens, an opportunity to break down barriers and build bridges in the classroom, on campus, and in the community is missed when professors fail to address or acknowledge certain topics. The strategies mentioned in this article could foster trust and encourage critical thinking, reflection, and intentional dialogue in the classroom. In essence, the same controversial topics that used to force us apart can bring us together.

Professors should keep in mind that each class and each student present different challenges. Professors should not be surprised when an approach or strategy they used was effective in one class, yet ineffective in the next. Teaching controversial topics or addressing hot moments requires a toolbox of strategies and a willingness to acknowledge one's own biases and to engage in honest self-reflection and pedagogical re-examination. Many instructors consciously avoid controversial issues in the classroom because of the difficulty involved in managing heated discussions. However, controversy can provide insight, promote critical thinking and foster a certain level of civility, respect and understanding in the classroom, while encouraging healthy dialogue.

What are "hot moments"? According to Warren (2006), hot moments are "moments in the classroom when the emotions of students and/or faculty escalate to a level that threatens teaching and learning, usually triggered by a comment on a sensitive issue." Educators may be surprised by a hot moment, especially if they do not recognize the intent versus the impact of one's behavior. Sometimes people say and do things to others, and their impact is more harmful than their intent. Professors who are unprepared or underprepared to diffuse hot moments or facilitate difficult discussions typically respond by ignoring an incident, changing the subject or dismissing class without addressing the source of tension. They may fear "losing control" of the class, or feel that they should not devote class time to address the issue (Hughes, Huston, and Stein 2010).

Hot moments occur when people's feelings— often conflicted or challenged—rise to a point that threatens teaching and learning. They can occur during the discussion of issues people feel deeply about, or as a result of classroom

> "Instructors can transform hot moments into profound learning opportunities for their students by keeping a level head, not taking sides, and letting both groups know that they would gain immeasurably by under-standing the arguments of the other side."
>
> - Tiffany Hollis

dynamics in any field. For some instructors, teaching controversial topics and addressing hot moments when they arise can be rewarding, while it is intimidating and stressful for others. Fortunately, all of us can develop techniques to handle the unavoidable difficult moments. Having difficult discussions and addressing hot moments can lead dialogue that encourages inclusivity as a standard of practice that empowers deeper and more expansive thinking, promotes action beyond understanding and engages advocacy when that is the right thing to do while working to create a more socially just and equitable environment.

As a faculty member in the Spadoni College of Education, one of the courses that I teach is the Schools and Diversity course. There are discussions about religion, socioeconomic status, race, gender, sexual orientation, language, age and ability (mental or physical) that often lead to difficult discourse in the classroom. The course focuses on the interrelatedness of diversity, multicultural education, social justice and equity within a system of power, privilege and oppression as those concepts relate to schools. During the Schools and Diversity course, students watch videos, do quick writes, engage in real-life scenarios, use case studies, have guest speakers and participate in challenges by choice. These activities foster a sense of community and allow for meaningful dialogue. The exposure to controversial topics from varying perspectives often challenges my students to explore their own biases and engage in open and civil discourse—key word "civil." I have seen many students go from being shy and introverted to being able to ask difficult questions and have courageous conversations and difficult dialogue. We often look at issues from a social justice and humane perspective, which tends to remove some of the tension and other emotions that could arise.

One example of facilitating difficult discussion in the Schools and Diversity course is when we discussed the role of religion in PK-12 schools. Issues arose, and there were moments when students who were passionate about being Christians made comments about some hot button issues. Topics such as kneeling during the anthem, immigration, same sex matters and other issues were brought up. Instead of lecturing that day, I provided a space for the students in my class who were atheists or who practiced other religions to share their viewpoints. I set several ground rules, and we had a great discussion in class that day. Rich dialogue took place as all perspectives were heard. I could also see that there were several students who began to forge unlikely bonds with students that they barely said hello to. Hence, engaging in constructive dialogue led to breaking down the walls that had initially been built, and bridges to understanding the "other" were constructed instead. It was very rewarding as a professor to challenge the students by choice and to see the blinders removed for the students who accepted the challenge as they learned to suspend judgement and listen to an alternate viewpoint.

How to Address Hot Moments and Facilitate Difficult Discussions in a College Classroom

Continued from Page 8.

Some of the ways that difficult discussions can be facilitated and hot moments can be addressed in the classroom setting are as follows:

1. Establish discussion norms early. To help students think productively about issues raised during hot moments, establish discussion norms early in the term, or at the moment if necessary. Some of the strategies outlined below are norms that can be established early on: don't permit personal attacks, seek to understand in order to be understood, and write about their feelings and reflect on them before just blurting them out.

2. Don't permit personal attacks. Model norms encourage an open discussion of difficult material—by being open to multiple perspectives and by asking all students to argue their point responsibly. We can take the issue off the student who has made the offensive remark and put it on the table as a topic for general discussion. This protects the student while also encouraging others who disagree to understand a view they dislike and then to argue their position later.

3. Seek to understand in order to be understood. Another strategy is to require that all students seek to understand each other's perspectives, as a prerequisite to understanding the subject at all. Ask them to listen carefully to the other point of view, to ask questions, and then to be able to restate or argue for that position. This can work for the hottest of subjects. Help students learn something substantive from the experience—about themselves, about others, about diverse perspectives or stances on an issue, about the topic as a whole, and about how to voice their thoughts so that they can be heard, even by those who disagree.

4. Write down your thoughts and reflect on them before sharing them out loud. Ask students to write about the issue, either in class, as a reflective and hopefully calming exercise followed by discussion, or outside of class. You can ask them to do some research on the subject and write a more balanced essay. You might require them to argue the position they most disagreed

with. Sometimes it is important to talk with students outside of class, particularly those who have been most ensnared in the hot moment.

The challenge of dealing with hot moments as a professor in a college setting is to use them to create learning opportunities and teachable moments, while helping students learn *in* the moment and learn *from* the moment. Strategies suggested above rest upon the assumption that it is the instructor's responsibility both to help students learn something from the moment and to care for and protect all the participants, perhaps particularly the student(s) who has generated the hot moment. This does not mean that discomfort can be avoided. The assistant director of intercultural and inclusion student services here at Coastal Carolina, Franklin Ellis, often reminds me that "There is no growth in comfort and no comfort in growth." Therefore, engaging in hot moments and facilitating difficult discussions foster deeper and more expansive thinking, promote action beyond understanding and engage advocacy, while working to create a more socially just and equitable environment.

Instructors can transform hot moments into profound learning opportunities for their students by keeping a level head, not taking sides, and letting both groups know that they would gain immeasurably by understanding the arguments of the other side. Professors need to also acknowledge their own biases and what will push their buttons. Don't take remarks personally when they are about issues that you feel strongly about, or even about groups of which you are a part. Every one of us has areas in which we are vulnerable to strong feelings. Knowing what those areas are in advance can diminish the element of surprise and lead to a welcoming environment where students where respected and welcomed and are willing to share and contribute to discussion as a result.

Tiffany Hollis is a 2018-2019 Coastal Carolina Dialogue Fellow.

References

Hughes, B., Huston, T., & Stein, J. (2010). "Using case studies to help faculty navigate difficult classroom moments." College Teaching. 59 (1): 7–12. doi: 10.1080/87567555.2010.489076.

Warren, Lee. 2006. Managing hot moments in the classroom. Cambridge, MA: Derek Bok Center for Teaching and Learning. http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html

CeTEAL Needs You to Bring Your Voice to the Conversation

CeTEAL Staff

CeTEAL is your faculty development center, and we are always looking for ways to get faculty more involved in CeTEAL activities. In the fall, CeTEAL's Signature Pedagogy Learning Communities will be rolling out for the first time, with faculty engaged in classroom research and collaboration with colleagues. We are expanding our ability to consult with faculty on instructional design and technology innovations, and we will continue to engage faculty through our professional development institutes, writing circles, and promotion and tenure programs.

Another important way we hope to engage faculty is by increasing the number of faculty who come into CeTEAL to present sessions. Many of you are trying innovative ideas in the classroom, experimenting with new technologies or having important discussions that could be shared with a wider audience. We encourage you to share these activities with your colleagues. Have you tried something new in your classroom? How did it go? Did you develop a new online activity that was a great success? What did you do? Are you trying a new plan for motivating your students? Did it work? Has your department started a conversation the rest of us might be interested in joining? Invite us!

If you are interested in sharing your ideas and innovations with your colleagues, get in touch with CeTEAL. We would love to sit down and talk to you about sessions that you might present. If you are not interested in presenting, consider writing an article for the CeTEAL newsletter. You can share your ideas without the pressure of presenting in person. CeTEAL and your colleagues need you to share your expertise.

If you are interested in sharing your knowledge and experiences through CeTEAL, contact Tracy Gaskin at tgaskin@coastal.edu or 349-2790.

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.

Use a Moodle Game to Engage Students

Moodle includes a set of games that can be integrated into your course to help students interact with course content. Most of the games are based on Moodle Glossary entries or Moodle Quiz questions. In order to build the games, you must first create the glossary or quiz content. Here is one way you might use one of the Moodle games to engage your students.

To develop and deploy a Moodle Crossword game:

Step 1: Add a Moodle Glossary to your course page.

1. Click the "Add and Activity or Resource" link and select Glossary.
2. Select the settings you prefer for the glossary, using the question mark icons to help you understand your options. You have an option to hide entries until you approve them or to publish them directly.
3. Click "Save and return to course."

Step 2: Assign students to create one or more glossary entities including course terms and definitions.

1. Ask students to create entries for the glossary based on important terms and definitions from the textbook, lecture, readings, etc.
2. If you have selected to publish based on your approval, you should approve or edit entries once students have posted.

Step 3: Create the Moodle Crossword based on the glossary populated by your students.

1. Click the "Add and Activity or Resource" link and select "Game - Crossword."
2. Select the glossary developed by the students as the source of the questions, and choose the settings you prefer for the game.

Step 4: Assign students to complete the crossword.

If you design the activity in this way, students are interacting with the content as they build the glossary and again when they complete the crossword. Both the glossary and the crossword are gradable.

New Tools are Available in Office365

ITS has rolled out several new tools in Office365, and CeTEAL is offering training sessions to help you learn how to make the most of these useful new features.

OneNote Class Notebook
OneNote Class Notebook is an expanded version of OneNote that allows instructors to create online collaboration spaces for group activities, individual class notebooks for personal work, and a content library for sharing documents. Instructors can push content out to student notebooks, track student activity, and provide feedback on group or individual work.

Sway
Sway is an easy-to-use tool for creating interactive web-based presentations that can include text, images, videos and other multimedia content. Sway presentations can be used by instructors to create learning modules for classes and by students to create presentations.

Skype for Business
Skype for Business is a tool for hosting online meetings. Meeting leaders can share their computer screen, annotate PowerPoint presentations, record the session and use other tools to interact with meeting attendees. Skype for Business can be used by online instructors to hold synchronous meetings with students. These meetings can be recorded for later viewing by students who were unable to attend.

Easy Narrated PowerPoint Videos

Are you interested in making narrated PowerPoint videos for your classes? PowerPoint 2016 and Office 365 PowerPoint make this process easier than ever. PowerPoint makes it easy to narrate and annotate your slides to create an engaging presentation to share with your students.

To learn more, sign up for CeTEAL's "Low Stress Method for Making Narrated PowerPoint Lectures." In this session we will review the process for narrating your PowerPoint, converting your presentation to a video format, and showing your video in Moodle. To see a list of available sessions, visit www.coastal.edu/ceteal.

Tips for Teaching Online

Establish Instructor Presence
Make sure your students know there is a real person beyond their screen. Provide an introduction—it might be a simple paragraph and a photo, or you might share a video showing your engaging personality.

Make Navigation Easy
Set up your Moodle course page so that is is easy for students (and you) to navigate through content and activities. If everything is well-organized, easy to find, and only a click or two away, your students will benefit, and so will you.

Make a Plan and Stick to it
Take some time before the semester begins to lay out the schedule for your online class. Create a course calendar that lists readings, assignments, tests, etc. and all the due dates for the semester. Planning up front can prevent mid-semester confusion.

Seek Advice and Ideas
Learn from other people's experiences. Find instructors who teach online and ask for ideas or suggestions. Talk to CeTEAL's instructional designers about strategies for designing and building effective classes.

Writing Circles

CeTEAL's Writing Circles help faculty get organized and motivated to tackle writing projects. Faculty spend 12 weeks working through the writing process with motivation and support from colleagues.

Master Writing Circles

Based on faculty request, we offer Master Writing Circles for Writing Circle alumni. Master Writing Circles include checking in with colleagues for accountability and motivation, and provide dedicated quiet time for writing.

CeTEAL Faculty Development Schedule

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

Special Topic

Interracial Communication: A Primer for Faculty and Staff
Aug. 14, 11 a.m.
(Session presented by Amy Edmunds and Andrea Bergstrom)

Book Talk - *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux*
Sept. 4, 3 p.m.
(Book Talk led by Margaret Fain)

Accessibility

Integration of Open Educational Resources (OERs) into Your Online, Hybrid and Traditional Classes
July 17, 1 p.m.
Aug. 8, 3 p.m.

Integration of Accessible Assignments and Activities into your Online, Hybrid and Flex Classes
July 19, 2 p.m.
Aug. 22, 11 a.m.

Implementing UDL Principles to Create Your Course Assessment
Aug. 7, 10 a.m.

Research/Scholarship

Writing Circle 22, Introduction
Aug. 21, 9:25 a.m.
(Tuesday mornings)

Master Writing Circle 26, Introduction
Aug. 22, 8:30 a.m.
(Wednesday mornings)

Master Writing Circle 27, Introduction
Aug. 23, 1:40 p.m.
(Thursday afternoons)

Distance Learning

Distance Learning Boot Camp (3-day program)
July 30 - Aug. 1
9 a.m. to 3 p.m. each day with a one hour break for lunch on your own.

Survey of Tech Tools for Teaching Online
July 10, 2 p.m.
Aug. 8, noon

Working with Student Groups in Your Online Class
July 10, 3 p.m.
Aug. 7, 9 a.m.

Curating Content and Resources for Your Online Class
Aug. 7, 3 p.m.

Technology

Office365: Skype for Business
July 2, 10 a.m.
July 12, 3 p.m.
July 24, 1 p.m.
Aug. 7, 11 a.m.

What's New in Moodle
July 2, 11 a.m.
July 10, 11 a.m.
Aug. 6, 11 a.m.

Microsoft Sway: Easily Creating Online Content
July 2, 1 p.m.
Jul 17, 3 p.m.

Introduction to Moodle (Basics)
July 11, 9 a.m.
July 16, 1 p.m.
Aug. 6, 9 a.m.
Aug. 8, 5 p.m.
Aug. 13, noon

Low-Stress Method for Making Narrated PowerPoint Lectures
July 11, 3 p.m.
Aug. 8, 11 a.m.

Moodle Gradebook (Basics)
July 12, 9 a.m.
July 16, 2 p.m.
Aug. 6, 10 a.m.
Aug. 13, 1 p.m.

Exploring Moodle Options for Assignments
July 16, 3 p.m.

Echo360 Personal Lecture Capture Basics
July 25, 11 a.m.

Building a Low-Maintenance Moodle Course
Aug. 3, 11 a.m.
Aug. 9, 3 p.m.

Effective Teaching

Effective Teaching: Assessment Strategies
July 9, 11 a.m.

Active learning Strategies to Use in <10 Minutes
July 9, 1 p.m.
Aug. 6, 1 p.m.

Peer Instruction for Active Learning
July 9, 2 p.m.
Aug. 9, 1 p.m.
Aug. 14, 2 p.m.

Creating Effective Mini-Lectures to Promote Active Learning
July 10, 1 p.m.
Aug. 14, 1 p.m.

Five Tools to Get Students Engaged with Course Content
July 18, 11 a.m.

Integrating Critical Thinking Activities Into Your Classes
July 18, 3 p.m.

Effective Teaching: Course Design and Preparation
July 25, 9 a.m.

Group Work and Quality Feedback Made Simple with Microsoft OneNote Class Notebook
July 18, noon
Aug. 6, 2 p.m.

Save the Lecture! Using Pauses
Aug. 10, 9 a.m.

Using Exam Wrappers and Assignment Wrappers to Promote Student Reflection
Aug. 10, 10 a.m.

Tips for Structuring Your Class Time
Aug. 14, 9 a.m.

Assessment/Evaluation

Aligning Assessments to Student Learning Outcomes
July 19, 1 p.m.

Understanding and Building Assessment Rubrics for Core Courses
July 23, 2 p.m.
July 24, 11 a.m.
Aug. 8, 9 a.m.
Aug. 23, 12:15 p.m.
Sept. 7, 1 p.m.

Creating Effective Assignments
Aug. 14, 3 p.m.

CeTEAL Services and Resources

Professional Development Sessions

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

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.

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

CeTEAL Online Resources

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

CeTEAL Newsletter

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

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