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CeTEAL News, January/February 2019

CeTEAL, Coastal Carolina University

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CeTEAL *News*
Center for Teaching Excellence
to Advance Learning

Digital Teaching Contingency, or, Getting the Plywood Ready for Your Course

Jen Boyle, English professor/director of digital culture and design, Edwards College of Humanities and Fine Arts; 2018 HTC Distinguished Teacher Scholar

As Florence approached the Carolina coast early September of last year, we all made preparations for the approaching storm. We stocked supplies, monitored weather tracks, evacuated if in danger, and some of us even boarded up our homes. Though not many of us can lay claim to exceptional carpentry skills, we consulted friends, we YouTubed instructions and we went to work. Contingency plans for emergencies ask us to go beyond what's comfortable, to push ourselves to take up skills well beyond our wheelhouse, so to speak. We enacted our own home emergency contingency plans and did what was needed to remain productive and safe.

Digital contingency defines any plan or set of proposals that are deployed to protect and manage digital systems and infrastructure in the event of an emergency or disaster. In most higher education institutions, such plans now extend to online learning and the digital tools that support learning and instruction.

During spring semesters, we are at risk of campus closures due to ice and snow. Be prepared.

Ensure Continuity of Instruction

COOL Staff

Natural disasters, personal emergencies and other impediments to physical class time are always occurring, usually without a moment's notice. That is why Coastal Carolina University strives to maintain…

Wellness Circle for Faculty and Staff

CeTEAL Staff

At the end of the Fall 2018 semester, faculty and staff seemed unanimously exhausted and ready for the winter break. Hurricane damage to homes, roads and academic course plans created stress that lasted well…

Mitigating the Influence of Hurricane Florence

Matthew Tyler and George Warriner

We must admit, when Hurricane Florence was three days out and we saw the computer models showing the projected precipitation and wind impacts, we were concerned. Reflecting on the recent impacts…

Designing Your Plan for Contingency Instruction

CeTEAL Staff

Ensuring continuity of instruction works best when you start with a plan. If you have clear idea of what you will do and how your class will operate in a contingency situation, you will be better situated to successfully keep…

Professional Development Opportunities

CeTEAL Webinars

Now that Skype for Business is available to faculty and staff at CCU, CeTEAL is offering some of its sessions in a webinar format. Our webinar sessions, labeled with "Live Webinar" in the title, are synchronous sessions offered online only.

Approximately 24 hours before the session is scheduled to take place, the presenter will send registrants a Skype for Business link specific to the session, along with instructions for how to access the webinar at the scheduled time.

We are not recording the Skype sessions at this time due to our need to maintain confidentiality for the participants.

Upcoming CeTEAL Webinars

Survey of Tech Tools for Teaching Online (Live Webinar)

In this synchronous session delivered via Skype for Business, we will discuss the use of various technology tools for teaching online. We will consider tools for building community, creating course content, engaging students and more. In response to the recent campuswide Office 365 rollout, a particular emphasis will be placed on the integration of Office 365 products in the teaching and learning process.

Participants will:

- Discuss the use of technology to enhance effective teaching.
- Explore a variety of technology tools for teaching and communication.
- Consider the use of a specific technology tool for your classes.

Thursday, Jan. 17, 1:40 p.m.

Establishing an Online Instructor Presence (Live Webinar)

What qualities does research deem present in an "effective online instructor"? The leading qualities are social presence, cognitive presence and teaching presence. These presences ensure that your students feel a connection with you comparable to that of a face-to-face class, but perhaps better in some cases. As an added benefit, these strategies are shown to reduce DWF rates and limit the frustration and isolation that many students feel when they take an online course. In this session, we will focus mostly on the social presence.

Participants will:

- Discuss research on how to motivate and retain online students.
- Recognize the importance of a social, cognitive and teaching presence.
- Determine how to integrate the discussed research proven principles in their classroom.

Thursday, Jan. 24, 9:15 a.m.

If you have questions about either of these sessions, contact Matthew Tyler at mctyler@coastal.edu.

FROM THE DIRECTOR

Jenn Shinaberger, M.S.Ed., MPIA

In this issue of CeTEAL News, we take a look at contingency instruction (also called "continuity of instruction"). This past semester, faculty lost quite a few hours of on-campus instruction time, and most of us were ill-prepared for a lengthy campus closure. Many of us were scrambling to put course content online in order to get our students back in the "classroom" as we waited for campus to reopen.

In this issue, we will hear from Jen Boyle, director of the digital culture and design program, who is taking a leading role in moving the campus forward in our thinking about the use of digital tools for contingency instruction. We will also hear from the Coastal Office of Online Learning about the specific technology tools that are available at CCU for delivering online content.

Following Hurricane Florence, CeTEAL staff worked with faculty as they moved classroom activities to a digital format and began the work of reconnecting with their geographically scattered students. In this issue, our instructional technologists reflect on the experience and give us an idea of which tools and techniques worked well for faculty as they moved their courses online.

Although we hope to avoid long absences from campus, we can never predict when a hurricane, ice storm, flu epidemic or other challenge may close the University for a few days or a week (or longer). It is always a good idea to be prepared with digital content that can be quickly deployed.

Feel free to contact us if we can help you develop your plan for contingency instruction.

Welcome back!

– Jenn

Faculty Focus: Contingency Instruction

Ensure Continuity of Instruction: Integrate Technology into Your Contingency Plan

COOL Staff, Coastal Office of Online Learning

Natural disasters, personal emergencies and other impediments to physical class time are always occurring, usually without a moment's notice. That is why Coastal Carolina University strives to maintain academic continuity (AC) when scheduled academic activities are disrupted. Faculty may be surprised to find that, beyond the physical services that aid academic continuity, like free 30-day access to third-party textbooks in the case of natural disasters, Coastal provides a host of digital solutions to assist faculty in keeping their courses on schedule. While natural disruptions may encroach on a faculty's ability to teach, the Coastal Office of Online Learning (COOL) provides support and best practices for digital solutions to assist with class restructuring and make-up activities. Moodle, Echo 360 and Skype for Business are examples of platforms supporting digital instruction, and faculty should inspect and implement all available resources during times when on-campus instruction is impossible.

Moodle is a learning management system (LMS) capable of implementing digital pedagogies for faculty. Coastal utilizes Moodle for digital instruction, course design, asynchronous communications, assessing students, and as an instructional course content repository. For academic continuity, Moodle acts as the prime alternative to physical instruction, and faculty are strongly encouraged to take advantage of Moodle to provide instruction when scheduled class times are disrupted. Likewise, Moodle has plug-in capabilities that expand its base feature-set. CCU takes advantage of Moodle's diversity by incorporating and supporting plugins that feature digital accessibility, class discussions, assessments, assignment submissions, attendance, scheduling and much more.

Best practice recommendations for all CCU courses in academic continuity

The COOL recommends that faculty prepare at least one online course module per course taught on a two-year cycle, across all course formats (i.e., online, hybrid or traditional class format). One module would be equivalent to the time covered in a traditional class meeting, which may include time for readings, researching online, and completing activities such as self-checks, quizzes, discussion boards, or other online or offline activities required. Also, faculty may wish to take advantage of our other platforms to support academic continuity.

Echo360 is a lecture and personal capture platform that Coastal employs to provide digital lectures. Lecture capture is a critically important resource when faculty cannot be on-campus to teach, and Echo 360 provides the functionality that faculty require to transfer their lectures from physical to digital, ranging from full lectures to short video snippets (Best practice video tip: Record video segments of 25 minutes or less to maintain student focus and engagement). Students will watch videos of faculty lectures and have the ability to see automated captions via Echo's automatic speech recognition (ASR). Echo360 serves predominantly as an asynchronous instructional experience; therefore, faculty will need to utilize tools for synchronous communications with students, where desired, such as Skype for Business.

Recently, the Office of Information Technology Services launched Office 365 for both faculty and students. The launch provided a host of new services for digital instruction and communication, including Skype for Business. Simply put, Skype is the best method for faculty to hold synchronous meetings with students when campus cannot facilitate physical class times. In particular, the business variant of Skype houses functionalities beyond what faculty may be used to during personal use. While Skype for Business carries the same abilities that the normal variant has—IM, video, audio and screensharing capabilities with up to 25 people—the software also contains the institutional database for current faculty, staff and students, making it easy for faculty to organize digital meetings without having to search for or load individual email addresses of students into a separate system.

With the rapid expansion of digital initiatives at Coastal, online and digital learning became an essential space for adopting and

implementing strategies to tackle continuous learning and academic continuity. Accordingly, the Office of the Provost and the COOL have come together to provide faculty with funding opportunities to augment the quality of their online and hybrid courses and programs. The COOL Grants were established to meet the University's need to support continuous learning and academic continuity. Interested faculty should reach out to the COOL or visit our website to learn more: coastal.edu/online.

Wellness Circle for Faculty and Staff

CeTEAL Staff

At the end of the Fall 2018 semester, faculty and staff seemed unanimously exhausted and ready for the winter break. Hurricane damage to homes, roads and academic course plans created stress that lasted well beyond the end of the storm. Throughout the post-hurricane portion of the semester, many faculty and staff at CCU focused on making sure our students were able to get back on track, sometimes at the cost of our own recovery.

This spring, two faculty members from the College of Education, Adriane Sheffield and Eugenia Hopper, are kick-starting a Wellness Circle for faculty and staff that will give us an opportunity to look more closely at our own well-being. The Wellness Circle will consist of a series of sessions during which faculty and staff can engage in contemplative practices and learn ways to find balance in our lives. Acknowledging that our higher education vocation can lead to burnout, Sheffield believes the wellness sessions "will help us refresh and re-energize while building collegiality across campus."

Sheffield and Hopper will lead the first meeting of the Wellness Circle, scheduled for Jan. 25 at 10 a.m., but their goal is to collaborate with CeTEAL and session participants to bring in campus experts to discuss topics such as mindfulness, stress awareness and contemplative practices. The Wellness Circle is intended to be a place for faculty and staff to find strategies and build skills to engage in self-care.

If you are interested in attending the introductory session of the Wellness Circle for Faculty and Staff, you can register for the session on the CeTEAL website: coastal.edu/ceteal.

Faculty Focus: Contingency Instruction

Mitigating the Impact of Hurricane Florence: Two Instructional Technologists

Matthew Tyler and George Warriner, instructional technologists, CeTEAL

We must admit, when Hurricane Florence was three days out and we saw the computer models showing the projected precipitation and wind impacts, we were concerned. Reflecting on the impacts of Hurricane Matthew in 2016 and recalling how long the CCU community was away from campus, we were concerned regarding Florence's impact of flooding and washed out roads that would undoubtedly isolate community members from campus for quite some time.

Matthew Tyler

After Florence passed and officials assessed wind damage and projected flood impacts, it became clear that the University would be closed for an extended period. Faculty began to consider remote instruction, and online teaching was encouraged by the University in an effort to reduce the loss of instructional time.

George Warriner

Faculty who were interested in moving their classes to an online environment contacted CeTEAL, and we helped them find effective ways to temporarily transition their classes. Faculty were interested in using tools such as Skype for Business, OneDrive, Word Online, PowerPoint Online, Moodle and Echo360. In working with faculty as they restructured their courses, we saw many examples of creative uses of these digital tools.

Skype for Business is one of the most valuable applications available to CCU faculty for distance learning. Skype for Business allows a faculty member to hold face-to-face class meetings without having to physically be in the same room. Faculty used Skype for Business (S4B) in many ways. For example, many faculty used S4B to host office hours in an effort to facilitate a virtual social presence and assist students with assignments and field questions.

Some faculty used S4B to embed the human element in their course as they led "check-in-days" for students to log into a S4B call to let everyone know they were OK, share their storm experiences and verbalize a plan for moving forward in the class, even when a date of return to campus was unknown. Other faculty used S4B to hold live optional recorded mini-lessons in which students could log into a pre-scheduled meeting. Faculty shared their presentations on the main S4B window and made their video and audio feeds live so that the experience was much like that of a traditional classroom. Students were able to ask questions via an audio or text feed, as well. For students who could not attend the live mini-lesson, the recorded video was uploaded to Moodle as an MP4 file or hosted in Echo360 or Microsoft Stream.

Faculty used OneDrive to host important course-related files that students needed to access. Some faculty created OneDrive folders for groups or individual students, in which they placed course-related files (Word Online or PowerPoint Online documents). By doing so, the instructor was able to monitor student progression in real time and provide instant feedback if students had questions. Some faculty took this a step further and held a S4B call with student(s) as they provided feedback on their Word Online document. This facilitated an environment that bridged the physical distance from faculty to student.

Faculty used Moodle to deliver instruction via uploaded files, interactive lessons, discussion forums, assignment submission folders and quizzes. Many faculty have noted that they will now ask for their courses to be populated in Moodle due to its value in ensuring continuity of instruction. Furthermore, faculty who were already using Moodle stated how easy it was to continue instruction in the online environment. Some faculty who taught face-to-face courses mentioned that they were thankful that they had already created a "contingency module" for their course in Moodle that included self-produced instructional videos, discussion forum, assignments and a quiz. This allowed the instructor to unhide the contingency module in Moodle and move it to the diverted day(s)/week(s) to ensure that no instructional time was lost.

When teaching students in an online environment, it is important to maintain the class connection and sense of community. Using Echo360 Personal Lecture Capture allows you to create lecture videos as if you were talking to your students. You can record your desktop screen, as well as a connected webcam, in order to create an instructional video that can be deployed online. You can embed these videos from your Echo360 library directly into your Moodle courses so that your students can view them from anywhere.

That sense of classroom connection can be further supported by providing quality feedback on student work, so students know their online work is valued. When providing feedback on assignments submitted through Moodle, ensure that you provide feedback to the standard that you would a student who was sitting in your office. This allows the students to feel connected to the instructor.

While designing online components for your class, it is important to keep accessibility in mind. According to ADA standards, online courses must be accessible for a wide variety of learners. Applying the concepts of universal design will aid you in providing an equally accessible environment for your students who are engaged in online learning. Using features such as alt text, closed-captioning, and transcripts of audio and video content ensure you are providing an accessible environment for your students. Moodle allows you to provide students with additional time when taking exams, and individualized extensions for submitting assignments, along with other features aimed at accessibility.

While the use of all of these tools can help you maintain class instruction, your contingency experience will run more smoothly if students know what is expected of them during such situations. Please consider including a contingency plan statement in your syllabus so your students will understand the expectations if contingency instruction becomes necessary.

Faculty Focus: Contingency Instruction

Designing Your Plan for Contingency Instruction: First Steps

CeTEAL Staff

Ensuring continuity of instruction works best when you start with a plan. If you have clear idea of what you will do and how your class will operate in a contingency situation, you will be better situated to successfully keep your class and your students on track, and you will reduce your workload during a potentially difficult situation.

Here are some recommended first steps to take as you design your plan:

1. Decide what technology tools will work best for your (and your students') comfort level and learn to use them. A technology tool is useless if you do not know how to use it. Many tools are quick and easy to learn, but not at the last minute. CeTEAL and COOL have sessions and trainers who are happy to help you learn the technology.

2. Set up the basics of your course in Moodle. Even if your course meets on campus, students appreciate having access to grades and course documents online, and you will have the basic Moodle structure ready to go in case you need to move your course online temporarily. Consider developing a general template for assignments and discussions that can be quickly updated with specifics. Check the CeTEAL website for Moodle sessions offered by COOL.

3. Decide how you will communicate with students during the separation. You can go high-tech and use technology such as Skype to hold synchronous online meetings, or you might use a simpler tool such as Moodle Chat to hold "office hours" to answer student questions. Again, consider your comfort level and the needs for your individual situation.

4. Gather or produce resources that can be presented online. These resources might include links to readings, tutorials, podcasts, videos, class notes, etc. For example, you might create mini-lecture videos through Echo360 or PowerPoint, or locate videos through the Kimbel Library databases, YouTube or Vimeo. You do not need resources for the entire semester, but you should have enough content for a week or so. Since you will not know in advance what classes you will be missing, you may want to make this content on a topic that can be dropped into your class at any point.

5. Design a few activities students can complete while they are out. These might be online Moodle discussions and assignments or other online activities. Be sure to offer options so that students with limited access can work offline if needed. For example, provide an assignment document in Moodle that students can download early in the semester and complete on their computer if they cannot access Moodle.

6. Write a description of how you envision the class running if the contingency plan must be implemented. Share this description with your students at the beginning of the semester—perhaps as part of the syllabus—so they know what to expect.

7. Set up a consultation with a CeTEAL instructional designer to help brainstorm ideas and develop content for successful contingency instruction. Contact us at ceteal@coastal.edu.

Digital Teaching Contingency, or, Getting the Plywood Ready for Your Course

In 2017, Inside Higher Education observed that even with plans in place, digital teaching contingency is often "hastily assembled" (insidehighered.com/digital-learning/article/2017/09/06/universities-proactively-prepare-online-transition-amid). While some of us may still be skeptical about the efficacy of online learning, or feel out of our depths with digital platforms and online teaching, the reality is that the majority of our students rely on some aspect of digital communication to academically survive and thrive. Having a plan in place can prevent the need to get to campus in potentially dangerous conditions, better ensuring the physical safety of students and faculty.

What if we all, as a learning community, were to begin viewing digital contingency preparedness the same way we view plywood for the windows when a storm is imminent? Is it possible to have such a teaching contingency plan in place without getting too far outside our comfort zone as professionals? What would such a plan look like?

Coastal actually has a plan in place and has outlined some basic approaches and requirements for an emergency requiring the suspension of classes for up to two weeks. Now contained in the Faculty Manual and Guide for Teaching Faculty, Coastal's "Contingency Instruction" program outlines what all faculty should have in reserve for teaching through a campus emergency. Listed in that plan is the need to have lectures, videos or interactive assignments ready for an equivalent of up to one week of classes.

It may seem onerous to think about preparing material to have ready for a contingency plan in addition to all our many responsibilities on campus. To help teaching faculty prepare, CeTEAL has put together an extensive set of examples and resources to help us build contingency teaching materials: libguides.coastal.edu/contingency. From video preparation and narrated PowerPoints, to adapted schedules and strategies for online assignments, this online guide has it all. The guide is highly accessible and covers all elements for preparing contingency teaching units, right down to links to vetted digital resources embedded into each section of the guide. It took me half a day to find reliable online resources to help me feel confident boarding up my house; within 20 minutes I was able to identify and download materials for online instruction using the contingency teaching guide.

If the mention of accessing digital resources on your own evokes the kind of fear hammering wood into my home windows conjured in me, in addition to the online contingency guide, CeTEAL has put together a series of workshops that provide hands-on instruction and step-by-step guidance in creating materials that are understandable for you and your students and that are easy to use and deploy.

Over the next year, those of us invested in digital or online learning hope to have further conversations about how we might extend and better communicate Coastal's contingency instruction plan. How might we better get the word out about how to prepare for the next storm or emergency? What types of workshops might make such preparation easier for your program, class or unit? Contact jboyle@coastal.edu or ceteal@coastal.edu to share your thoughts.

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.

Moodle Support is COOLer Than Ever

In January 2019, the Coastal Office of Online Learning (COOL) will take over Moodle training and support from CeTEAL. The Moodle administrators have been housed in COOL since the office opened, but the training remained with CeTEAL, and COOL and CeTEAL shared in the support of faculty.

As COOL adds additional Moodle support personnel and CeTEAL focuses on new initiatives such as signature pedagogies, diversity and inclusion, and expanded instructional design services, Moodle support will move completely under the COOL umbrella. CeTEAL is still happy to help with the instructional design aspect of Moodle courses and online teaching, but general Moodle support will belong to COOL.

If you have questions about Moodle or need assistance with troubleshooting Moodle issues, please contact coastalonline@coastal.edu.

CeTEAL Instructional Design Services

Since its start in 2012, CeTEAL has offered instructional design services to faculty. In the past couple of years, we have been able to expand those services by adding new instructional design and instructional technology staff.

As technology tools give us more options than ever, and as we begin to look more closely at ideas such as accessibility, student diversity and inclusion, and the teacher-scholar model, CeTEAL plans to expand our support of faculty in these areas. With Moodle transitioning to the COOL office and our own staff expanding, we will have more time to work with faculty to design effective and inclusive teaching and learning experiences.

If you are interested in meeting with an instructional designer to discuss your on campus or online classes, please contact ceteal@coastal.edu, and we can match you with the best person to help.

Streamlining Your CCU Login Experience

Many faculty members have asked questions about how to make CCU's recently adopted process of multi–factor authentication (MFA) a more stress-free experience.

To streamline the process of signing in to your Office365 account:

- Go to the MFA website (coastal.edu/mfa) and select the options for an automated phone call and/or text message. Receiving your authentication code through text or phone call is quicker and easier than using the downloadable Microsoft Authenticator app.

- When you log into Office365, select the option to "stay signed in" and the option "do not ask for a verification code for 30 days." If your browser is set to delete the browsing history every day or after each use, the browser will not retain this information for 30 days.

- Be sure to take your authentication device (mobile phone) with you when you go into classrooms to teach or when you attend a professional development session.

Adding CeTEAL Sessions to Your Outlook Calendar

Many of us use Outlook to help keep us organized and remind us of appointments and meetings. Did you know that you can download and save reminders for CeTEAL sessions that you register for right in your Outlook calendar?

When you register for a CeTEAL session, you will see an "Add to Outlook Calendar" link above the registration block. When you click on that link, a file will download that you can then open and save to your Outlook calendar as a reminder of your upcoming sessions.

If you are on a Mac device, open your "Downloads" folder and right click the file, and select to Open With–>Microsoft Outlook. Microsoft Outlook already needs to be installed on your computer in order for this option to appear. You can also change the default program to open these files so that all future reminders will automatically open in Outlook. Adding these reminders to your Outlook calendar ensures that you will never miss a CeTEAL session that you sign up for!

Who to Contact?

Contact CeTEAL for:
- Instructional design
- Classroom observations
- Teaching strategies
- Documenting teaching effectiveness
- Class and program assessment
- Instructional coaching
- Professional development

Contact COOL for:
- Moodle support and training
- Online course templates
- COOL grants
- Echo360 training and support
- Ally (accessibility checker)
- Video Captioning
- Turnitin
- Respondus

Contact TDSE for:
- Feel the Teal
- Leadership Institute
- Mandatory training—FERPA, Title IX, Safe Response to Violence, etc.
- Supervisor training
- Best practice with University systems

Contact ITS for:
- Classroom technology
- Computer hardware/software
- Technology price quotes
- Website (t4) support
- Multi-factor authentication
- Fraudulent emails
- Information security
- Data storage

CeTEAL Faculty Development Schedule

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

Special Topics

Wellness Circle for Faculty/Staff (Introductory Session)
Jan. 25, 10 a.m.

What Counselors Would Like You to Know about Student Veterans and Service Members
Jan. 25, 1 p.m.
Feb. 22, noon
March 8, noon

Book Talk - "Paying the Price"
Feb. 13, 4 p.m.

Book Talk - "Open: The Philosophy and Practices that are Revolutionizing Education and Science"
March 30, 4 p.m.

Effective Teaching

Using the Virtual Classroom to Maximize Instruction Time
Jan. 15, 12:15 p.m.

Five Strategies for Helping Students Understand How to Succeed in Your Class
Jan. 30, 3 p.m.

Active Learning Strategies to Learn in < 10 Minutes
Feb. 18, 10 a.m.
March 6, 4 p.m.

Using Humor in the Classroom
Feb. 28, 12:15 p.m.
March 6, noon

Creating Effective Mini-Lectures to promote Active Learning
Feb. 22, 9 a.m.
March 7, 12:15 p.m.

Technology

Low-Stress Method for Making Narrated PowerPoint Lectures
Jan. 14, noon

Hybrid Learning

Blended/Hybrid Workshop - Introduction to the Workshop
Jan. 17, 9:25 a.m.

Scholarship/Research

Researching with Mendeley
Jan. 28, noon

Writing Circle 23 SP19 - Week 1: Designing a Writing Plan
Jan. 28, 2 p.m.

Writing Circle 23 SP19 - Week 2: Starting Your Article
Feb. 4, 2 p.m.

Master Writing Circles
Tuesdays, 8:30 a.m.
Thursdays, 3:05 p.m.

Assessment/Evaluation

Course Evaluations in Campus Labs
Jan. 31, 1:40 p.m.
Feb. 13, 10 a.m.
Feb. 26, 10:50 a.m.
March 22, 2 p.m.

Distance Learning

Survey of Tech Tools for Teaching Online (Live Webinar)
Jan. 17, 1:40 p.m.

Establishing an Online Instructor Presence (Live Webinar)
Jan. 24, 9:25 a.m.

Working with Student Groups in Your Online Class
Jan. 24, 12:15 p.m.

10 Principles of Effective Online Teaching
This is a fully online class that opens on Jan. 28 and runs through March 15.

Personal Lecture Capture for Online/Hybrid Courses
This is a fully online class that opens on Jan. 28 and runs through April 26.

QAI Online
This is a fully online class that opens on Jan. 28 and runs through April 26.

Using Best Practices to Update Your Online Learning Course
This is a fully online class that opens on Jan. 28 and runs through April 26.

Leadership/Service

Leading Students Abroad: Developing a Faculty-led Program Proposal (Session one of a two-session series)
Jan. 29, 12:15 p.m.

Leading Students Abroad: Developing a Faculty-led Program Proposal (Session two of a two-session series)
Jan. 30, noon

Individual Consultations

CeTEAL staff are available for individual consultations with faculty. If you have questions about research, scholarship, teaching, instructional design, instructional technology, classroom observations, the best place to get a good cup of coffee, or pretty much anything else related to teaching, contact CeTEAL and set up an appointment to meet with us. We are **happy** to help!

Instructional Coaching Certificate

Becoming a CeTEAL instructional coach is an excellent way to provide service to the University and to your faculty colleagues. This semester CeTEAL will offer two tracks of the Instructional Coaching Program starting in January. These sessions will not be offered again until fall.

Instructional Coaching: Observing the Class
Jan. 31, 10:50 a.m.
Feb. 1, 1 p.m.

Instructional Coaching: Holding the Post-Observation Conference
Feb. 7, 10:50 a.m.
Feb. 8, 1 p.m.

Instructional Coaching: Writing the Report
Feb. 14, 10:50 a.m.
Feb. 15, 1 p.m.

To learn more about the requirements of the Instructional Coaching Program, see the flyer at coastal.edu/ceteal/programsandinstitutes or contact Jenn Shinaberger at jshinabe@coastal.edu.

CeTEAL Services and Resources

Professional Development Sessions

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

Classroom Observations

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

Professional Development and Consults for Departments

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

Individual Consultations

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

Certificate Programs

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

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

CeTEAL Online Resources

- **CeTEAL website:** 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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