

1-1-2018

CeTEAL News, January/February 2018

CeTEAL, Coastal Carolina University

Follow this and additional works at: <https://digitalcommons.coastal.edu/ceteal-news>



Part of the [Teacher Education and Professional Development Commons](#)

Recommended Citation

CeTEAL, Coastal Carolina University, "CeTEAL News, January/February 2018" (2018). *CeTEAL Newsletter*. 17.
<https://digitalcommons.coastal.edu/ceteal-news/17>

This Article is brought to you for free and open access by the Center for Teaching Excellence to Advance Learning (CeTEAL) at CCU Digital Commons. It has been accepted for inclusion in CeTEAL Newsletter by an authorized administrator of CCU Digital Commons. For more information, please contact commons@coastal.edu.

CeTEAL *News*

Center for Teaching Excellence
to Advance Learning

Faculty Focus: Work Life Balance

January/February 2018

A Family across Borders: Stitched Together by Opportunity

*Tonya Melvin-Bryant, lecturer, computing sciences,
College of Science*



My first year at Coastal Carolina University was a real whirlwind. The newness of going back into the teaching world after six years was not the scary part. The scary part was moving from Durham, N.C., to Myrtle Beach with my young son and no family living nearby. My family, especially my mother, created a list of reasons why I should not move; after all, I had lived

near my family in Durham for the past 20 years. So despite the list of 'items of uncertainty' – "Who will babysit?" and "What about your house here?" and "You are taking my baby away from me!" – I decided that following new opportunities was more important.

Before the adventure of the new semester could begin, I had the challenges of finding a place to live and enrolling my son in a new middle school. I also planned to sign my paperwork early so I could begin taking CeTEAL courses to help in class preparation and setting up Moodle before my Aug. 16 start date. I traveled to Conway to sign my paperwork and then registered for CeTEAL sessions for late July and early August. Getting ahead of the game, right? Always have a plan.

The best laid plans.... The trip across the border to Conway took five hours instead of the normal three, so I missed my first CeTEAL class. This is when I met

Continued on Page 5.



Juggling It All Using Pockets of Time

Suzanne Horn

When I was asked to write a piece about juggling a full life well, I had to think about how I make things happen. We are all busy. Whether we are single, coupled, with kids or without, our time is precious....

(article on Page 3)

Work-Life Balance Challenges and Strategies

Amy Fyn

On the playground of life, my current work-life balance more closely resembles a teeter-totter than a balance beam. In this article, I share my challenges and strategies for creating some equilibrium among...

(article on Page 3)

WIPL Conference Adds Health Component

Jenn Shinaberger

This year, Women in Philanthropy and Leadership (WIPL) will join with health care provider Tideland Health to add a new component to the 2018 Women in Philanthropy and Leadership Conference. A daylong...

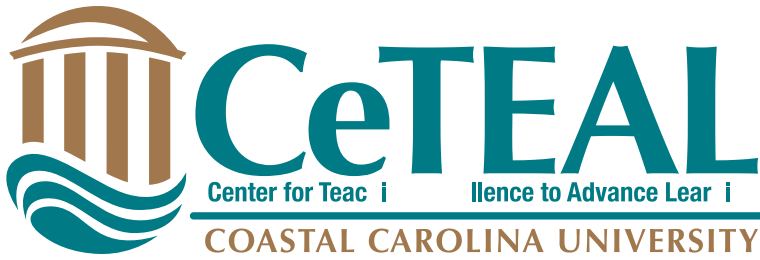
(article on Page 3)

Join CeTEAL for Stress Awareness Week

CeTEAL Staff

During the first week of April, CeTEAL will host its third annual Stress Awareness Week. As part of our programming for this annual event, we bring in faculty and staff from around campus to share...

(article on Page 4)



Professional Development Opportunities

Assessment Institute Offered for Spring

CeTEAL’s expanded Assessment Institute will be offered again this semester. We will run two series of the institute, and participants are welcome to register for sessions in either or both series. If you started the institute last semester but missed a session or two, you are welcome to participate in the sessions you need this semester.

The expanded institute offers three tracks:

- Classroom Assessment
- Program Assessment
- Core Curriculum Assessment

The basic sessions required for the three tracks are the same (listed below), but each track requires different elective sessions. For more information on the institute, visit www.coastal.edu/ceteal/programsandinstitutes.

Session	Thursday Series 1:40 p.m.	Friday Series 11 a.m.
Assessment Institute: Overview of Assessment	Jan. 25	Jan. 26
Assessment Institute: Course Map and Assessment Audit	Feb. 1	Feb. 2
Assessment Institute: Designing an Assessment Plan	Feb. 8	Feb. 9
Assessment Institute: Connecting Courses to Program Goals through a Curriculum Map	Feb. 22	March 2
Assessment Institute: Analyzing and Reporting Assessment Results	March 15	March 16

New Faculty Development Series Begins

CeTEAL will be offering a new series of sessions designed to help you answer the question “How does what I do at Coastal Carolina University make this a better place for students to learn and faculty and staff to work? The first session in the series—“Civil and Constructive Feedback”—will be offered in late January. Other sessions offered later in the semester will cover topics such as working with diverse talents, maintaining high standards, collaboration and collegiality, and constructive faculty-students interactions.

Civil and Constructive Feedback

Tuesday, Jan. 23, 12:15-1:15 p.m.

Friday, Jan. 26, 3-4 p.m.

Register at www.coastal.edu/ceteal.

FROM THE DIRECTOR

Jenn Shinaberger, M.S.Ed., MPIA

This issue of the CeTEAL newsletter focuses on the unicorn that is work-life balance. I do not feel like the most qualified person to write about this topic. My calendar looks crazy; at times, I will have several appointments on top of each other or have myself leaving one meeting and arriving at another meeting at the same time. My desk piles up with books I’m reading, projects I’m working on and the meeting stuff that I drop off rushing from one meeting to the next.



Recently, I’ve been participating in a series of webinars entitled “Academic Decluttering” and the first session was “Academic Decluttering for your Calendar System.” After reflecting on the session, I got a few good realizations about my own calendar, the dashboard of my work-life balance.

1. “It won’t all fit...because it won’t.” No matter how hard I try, I will not be able to cram all the things into my calendar, and believe me, I have tried.
2. For every hour of meeting time, there is one to two hours of work. It occurs to me that this is almost like what we tell our students. For every one hour of class time, you should spend two to three hours working on class work. It’s the same thing with meetings, I realized.
3. There is no badge of honor or prize for the busiest calendar. No one is judging me if my calendar is not scheduled with wall-to-wall appointments.
4. My calendar should reflect my true self and my integrity. This is a difficult statement. If our calendar is a reflection of ourselves, what does it reflect? I had to ask myself a few questions. Can I meet my commitments with a crazy calendar? Am I involved in activities that reflect who I am as a person?

Work-life balance is a work in progress for me. In this issue, we have several faculty and staff writing about how they manage work-life balance and make choices in their situations as a second-time new mom, as an early career faculty member, and as a caretaker of parents and children. I hope their stories will resonate with you.

Macintosh, M. (Producer). (2017). *Academic Decluttering: Decluttering Your Calendar*. [Webinar]. Retrieved from <https://meggin.com/classes/academic-decluttering>.

Have a great semester!
-Jenn

Faculty Focus: Work-Life Balance

Juggling It All Using Pockets of Time

Suzanne Horn, associate professor, graduate and specialty studies, Spadoni College of Education



When I was asked to write a piece about juggling a full life well, I had to think about how I make things happen. We are all busy. Whether we are single, coupled, with kids or without, our time is precious. I am a single mom, and I

care for my mother who is 79, so I spend a good deal of time waiting. I wait at doctor's appointments, which are rarely my own. I wait in the carpool line. I wait at Girl Scouts and at the myriad activities my girls attend. So this made me reflect on how I keep moving forward while sitting still. My answer was time pockets and a smartphone.

I use pockets of time. If I am waiting for an appointment, I whip out my phone and handle emails and scheduling. If you do not have Outlook, I highly recommend that as a tool. I can email and view my calendar from any of my devices and any changes are noted everywhere, and I always seem to have changes. I can respond to emails quickly and efficiently. I believe my phone is attached to me.

I also use the phone for research. While sitting in carpool line over one week, I gathered all of my research for a presentation. I accessed the library databases. I explored articles for a research presentation and took notes in the notes section of my phone. I wrote my literature review from the notes page on my phone when I had time to be at my desk and compose. I cannot write full articles on my phone, I need a larger screen for that. However, I do know people who compose full documents and have Word on their phone. For me, I need a larger screen to write.

Lastly, I try to get things done early. This does not always happen, but when I do have a project or activity that I can work ahead on, I do so. This way when an emergency comes up—and an emergency always comes up—I can handle it without panicking about what I have due at work. I am by no means perfect,

or would claim to tell anyone how to do their job. However, these are a couple of tricks that keep me progressing ahead in a busy life.

Work-Life Balance Challenges and Strategies

Amy Fyn, librarian/coordinator of library instruction, Kimbel Library



competing demands for my time.

On the playground of life, my current work-life balance more closely resembles a teeter-totter than a balance beam. In this article, I share my challenges and strategies for creating some equilibrium among the

I recently returned to work after a "baby sabbatical." During this time, I completed my tenure and promotion materials and a book chapter, both also due during my FMLA. I am sure my situation is not unique, and many new faculty parents find themselves typing with one hand while parenting with the other. Like most faculty members, I do not have extended family nearby to help with childcare or other responsibilities. As a member of the sandwich generation, I struggle with concerns about the welfare of my elderly parents from a distance.

One of the healthiest actions I took during my first leave was to turn email off on all my devices. I never turned it back on, and I have less work anxiety after I leave campus.

—Amy Fyn

Since my work hours are not very flexible, I plan my schedule to make the best use of my time on campus. Each week I consider which tasks absolutely need to get done, and I block off time in my calendar to do them. For example, when I schedule my library

instruction requests, I also schedule prep time into my calendar with enough lead time to collaborate with the faculty member on session expectations. I do the same for meeting prep and for research appointments with students if their research is outside of the disciplines with which I am most familiar. While these tasks may shift around based on workflow, I try to honor the time allotted since often the alternative is to bring work home to complete after my family goes to bed—bad business all around. Advance planning for preparation forces me to be realistic when considering additional commitments.

One of the healthiest actions I took during my first leave was to turn email off on all my devices. I never turned it back on, and I have less work anxiety after I leave campus. Going forward, I plan to arrange more walking meetings with colleagues to meet goals of more movement and sunlight. I will evaluate course assignments and my grading strategies to be more efficient without sacrificing student learning. I am attempting to limit my service responsibilities in order to conduct research activities within my work day. It's definitely a struggle, drawing boundaries between the people and the work I love so I can do what matters most. Over time, I have come to recognize that these boundaries make me better, both at home and on the job. And although some days I feel like the world's okayest librarian, I know that's OK too, and I'll rise again.

WIPL Conference Adds Health Component

Jenn Shinaberger, Director of CeTEAL

Women in Philanthropy and Leadership (WIPL) is joining with health care provider Tideland Health to add a new component to the 2018 WIPL Conference. A daylong women's health expo will provide information and activities for health and wellness on topics such as nutrition, regular health screenings, reducing stress and developing a work-life balance. This new addition to the conference, in a 4,500 square-foot space, will have three activity areas and two breakout sessions related to the topic "Better! Be Strong. Be Healthy. Be You."

The 8th annual WIPL Conference and Celebration of Inspiring Women will be held on Feb. 5-6, 2018, at the Sheraton Myrtle Beach Convention Center. For more information, visit www.coastal.edu/wipl.

Faculty Focus: Work-Life Balance

Tech-Life Balance: Managing Your Devices

CeTEAL staff

If you read the articles by Suzanne Horn and Amy Fyn on the previous page, you will likely have noticed the role mobile devices played in each story. Smartphones and other mobile devices can allow you to keep in contact while you are away from home or out of the office. They can be great tools for helping you use spare moments that might otherwise feel wasted. They can help you integrate your many responsibilities. They can help you be more productive.

However, you may find that the constant dings, buzzes and vibrations emanating from your devices are increasing your stress level. Are your students emailing you at night? Are work emails popping up in the evenings and on weekends? Do you feel obligated to respond? Is your phone a source of constant distraction? Are you addicted?

It might be time to start managing the way you use your mobile devices. Here are some simple strategies that might help.

Schedule downtime

Select a timeframe during which your phone is silent. Most phones allow you to schedule quiet times, and this a useful feature to use at night for your sleeping hours. Consider expanding those undisturbed hours to give yourself a bit of extra downtime in the morning or evening.

On Apple devices, you can use the *do not disturb* setting to set a timeframe during which your device will not make sounds or vibrations. You can set your phone to allow calls from a select group of users, such as your favorites or people in a specific contact list, so you won't miss important calls. You can also set the phone to sound off for calls repeated within three minutes in case of potential emergencies. Alarms set on your device will continue to function even when the device is in *do not disturb* mode.

Depending on your Android device, you can use *silent* or *do not disturb* mode. When you set up one of these modes on your device, you can allow certain priority notifications, alarms, etc. to come through while blocking the rest. Vital communications are still possible, but you can define what/who is vital.

Turn off automatic notifications

Do you really need notifications from every app on your phone? Consider setting a specific time (or two) each day to check for updates, and then turn off notifications from non-vital apps.

Disconnect work email from your device

Do you really need to work all the time? The answer to that question is "no." Even if you regularly use hours outside of work to answer emails, and you are OK with that, consider disconnecting when you are on vacation or home sick. Allow yourself to take a break. (You know you are working at home too much when a bout of the flu makes you happy because you are too sick to sit at your home computer and answer emails.)

As Amy Fyn mentioned in her article on Page 3, disconnecting work email from your phone can reduce your anxiety. Most people who email you will not mind waiting until the next day. Often, the person who contacts you at odd hours may be sending the email so they won't forget later, not because they expect you to answer them right away.

Take advantage of useful apps

Letting go of our 24/7 connection to the world and to work can be beneficial, but so can taking advantage of the incredible power mobile devices offer. With that computer in your pocket, you can use apps to organize and streamline your schedule, reduce your workload, and shop from a distance. You can keep track of projects, write papers, do research, even collaborate with colleagues. Need a way to make your workflow more efficient? There's an app for that. Need to be able to record your brilliant insights on the fly? There's an app for that, too.

On the flip side, be selective with your app use. You probably don't need four apps to track your projects or schedule your appointments. You can save time and stress by finding an app that matches your needs and using that one. A little advanced research can help you find the app that's right for you.

Learn to say "No"

Technology may allow you to work from anywhere, but that doesn't mean you should. "No" is a wonderful word that, when applied in the right places, can make your life much better. Learning to say "no" can be very freeing. It is amazing the success you can have when you focus on what is most important and stop saying "yes" to everything.

Even when you have multiple responsibilities such as teaching, research, service, caregiving, managing a household, etc., you can find ways to streamline your efforts by saying "no" to things that don't support your priorities. You don't need to say "no" to everything, but choose each "yes" thoughtfully.

The point of all this is that you should take advantage of all the great features mobile devices provide without allowing the devices to take control of your life.

CeTEAL's Stress Awareness Week Coming in April

CeTEAL staff

During the first week of April, CeTEAL will host its third annual Stress Awareness Week. As part of our programming for this annual event, we bring in faculty and staff from around campus to share information, tips and techniques to help us learn to recognize and manage the stressors we face every day.

This year we are planning a variety of activities and sessions. Some of our favorite sessions from the past two years will be back, including our gratitude drop-in session when faculty and staff can stop in for few minutes to write notes or thank you cards to send to family, friends or co-workers. CeTEAL staff provide the cards, the stamps, and coffee, tea and snacks to enjoy while you write. We will even deliver your letters and cards to the post office if they need to be mailed.

Several new sessions will be offered this year. We will host a roundtable discussion titled Taking Care of the Caregiver to share ideas and resources for those who provide care and support for family members and others. We will feature a session using the beautiful sounds of crystal quartz singing bowls to promote relaxation and calm during a meditation session. In addition, we are planning for several sessions related to physical health and stress reduction.

We are always looking for faculty and staff who would like to share their expertise. If you are interested in leading a session on a topic related to stress awareness or work-life balance, please contact Tracy Gaskin.

Faculty Focus: Work-Life Balance

A Family across Borders: Stitched Together by Opportunity

Continued from Page 1

a most gracious lady named Tracy Gaskin, whose friendly attitude and smiling face told me everything would be OK. She walked me through the content of the CeTEAL class I had missed.

After a couple more classes, it was time for apartment hunting. Well, not a single place would be available before Aug. 29. Remember that Aug. 16 start date? Next was school. This is when the babysitting issue reared its head since public school started during my Coastal new faculty orientation. As I started hearing the "I told you so" from back home, the CeTEAL staff came to my rescue again. My son was able to come to the orientation with me. There, we were treated as if we had been a part of the Coastal family for 10 years already.

I will not dwell on all the bumpy details of housing before my apartment was ready, getting my furniture to South Carolina, and the 15 trips back to North Carolina between August 2016 and May 2017. Instead, I will focus on the welcome I received from Coastal Carolina administration, staff and faculty. Every question was answered, sometimes before I even asked. More importantly, I felt as if I had been a part of the department and the school for years. My classes were wonderful and the students a joy. It had everything to do with the people I met when I first stepped on campus and all those I met after.

For anyone who has an opportunity to try something new, do so. Your decision can

introduce you to new friends (and a new work family) and lead to a wonderful experience.

CeTEAL Welcomes New Advisory Board Members

CeTEAL staff

The CeTEAL advisory board provides input and support to CeTEAL through quarterly meetings and assistance with professional development sessions, faculty seminars and events such as New Faculty Orientation. Advisory board members generally serve a term of three years.

This year, CeTEAL welcomes three new members to its advisory board:

- Dianne Mark, from the Spadoni College of Education, is a professor in the Department of Foundations, Curriculum and Instruction.
- Agatha O'Brien-Gayes, from University College, is the director of Academic Advising.
- Dennis Edwards from the Wall College of Business is the department chair and a professor in the Department of Finance and Economics.

CeTEAL would like to thank the following faculty who have stepped down from the CeTEAL advisory board after several years of service:

- Marvin Keene, from the Wall College of Business;

- Malvin Porter, from the Spadoni College of Education; and
- Denise Davis (adviser), from the Spadoni College of Education.

We appreciate their efforts on behalf of faculty colleagues and CeTEAL.

Teaching Associate Orientation

CeTEAL staff

In an effort to support CCU's incoming teaching associates (adjunct faculty), CeTEAL has developed a Teaching Associate Orientation that is offered at the beginning of both fall and spring semesters. The six-hour orientation is designed to provide new teaching associates with the information they need to get started at the University.

This year, the Teaching Associate Orientation was held on Saturday, Jan. 6, from 9 a.m. to 3 p.m. In addition to receiving information on how to access WebAdvisor, email, Moodle and other CCU applications, the teaching associates participated in sessions offered by Harry Titus from the Dean of Students' Office, Amy Fyn from Kimbel Library and Lee Carter from Counseling Services. Lunch was provided by the Office of the Provost.

The next Teaching Associate Orientation will be held in August 2018. If you are interested in providing information or presenting at the orientation, please contact Jean Bennett at jbennet1@coastal.edu.

Need Some Stress Relief? Give Laughter a Try...

CeTEAL Book Talk with the Author: *Dear Committee Members*

Wednesday, Feb. 21, at 4 p.m.

CeTEAL is hosting a book talk to discuss *Dear Committee Members*. The author of the book, Julie Schumacher, will join us via Skype. If you have not read *Dear Committee Members*, now is your chance to get a free copy of the book (for the first six people who sign up for the talk).

Dear Committee Members is a hilarious take on life in academia told from the perspective of a professor through a series of recommendation letters he writes for students and colleagues. The book is a quick read that will make you laugh as you recognize happenings from your own experiences in the world of higher education.

Register at www.coastal.edu/ceteal and join us in KRNS 210!

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.

Create Easy Video Lectures for Contingency Instruction or Flipped Classes

Need to miss class due to a conference, illness or bad weather? Interested in flipping your class? Consider recording video lectures for students to watch outside the classroom.

Echo360 can be used to record your computer screen and webcam to create video lectures that can be quickly shared in Moodle. Echo360 is easy to learn and easy to use, and you can record from your home or office computer or laptop.

With Echo360, you don't need to worry about video storage or uploading bulky videos directly into Moodle. With Echo360 you can record, store and link your videos with a few quick steps. To learn more about Echo360, visit www.coastal.edu/its/fs/lecturecapture.

Save Time with Moodle

1. Ask the Moodle administrator to copy your Moodle class from a previous semester. Don't rebuild a course that just needs a few updates.
2. Use the Moodle assignment tool instead of your CCU email for student submissions. You can download all the assignment submissions at once with a few clicks, or you can grade them quickly on the assignment grading screen. Have your students submit PDF files for easy online grading with marking tools.
3. Offer homework or self-test opportunities for students using automatically graded Moodle quizzes. Student will receive feedback immediately.
4. Add the Grade-me block to your class in Moodle to keep track of assignment submissions and quiz questions that need grading.
5. Use a simple grading scheme with Moodle gradebook. Use the "Natural" aggregation to sum total points. Use the "Weighted mean" to set up categories of different weights. Use "Simple weighted mean" to provide an easy average grade. With proper setup, Moodle can keep a running grade all semester.

Streamline Feedback with Turnitin

As educators, we know meaningful feedback can be an important part of our students' education. Unfortunately, providing quality feedback can be a time consuming process. The Turnitin tool has several useful features that can increase the efficiency of your grading and feedback process.

Turnitin's comprehensive grading screen:

- an automatic grammar and spelling checker that will mark a student's errors and provide tips on how to correct issues;
- sets of commonly used comments that can be dragged and dropped into a student's paper (you can create your own comments as well);
- an audio recording tool that allows you to record up to three minutes of commentary while you review a student's submission;
- interactive rubrics and grading guides that allow you to easily rate an assignment based on your grading criteria;
- a space to add written feedback or an attached feedback file.

Although Turnitin is designed as a tool for detecting plagiarism in writing assignments, it can be used for grading assignment submissions other than text. If the Turnitin assignment is set to accept other file types, you can use the grading features of Turnitin to grade a variety of student submissions.

Streamline Communication with Remind

Remind is a tool that allows instructors to send scheduled messages to an entire class via text message or email. Instructors can set up messages in advance to be released on schedule throughout the semester. Instructors do not need to share their cellphone numbers with students in order to use this service. Students choose whether or not to opt in to the service and can select their preferred message format. Remind provides a quick instruction page to include in your course, and you can add a Remind block to your Moodle page.

To learn more about Remind, visit www.remind.com.

Time-Saving Tips for Teaching

Track Questions

Keep track of the most frequently asked questions about your class. Use those questions to improve your syllabus and/or to generate an FAQ page for your Moodle class. Remind students to check the FAQ before emailing questions.

Simplify Grading

If students do not understand your grading scheme, you will be forced to waste your valuable time explaining it. Life is too short! An easy-to-understand grading scheme, posted in Moodle, will eliminate the need to explain student grades.

Provide Firm Course Policies

You can save time and headaches by providing firm policies for late work, attendance, etc. Make your policies simple and fair, and enforce them firmly. You will not need to spend time negotiating if your policies are clear.

Communicate with the Class

Use regular communication with your class to help preempt the need for individual student questions. Sending a message each week to provide information about the week ahead can help students stay on track and understand details.



CeTEAL Faculty Development Schedule

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

Assessment/Evaluation

Assessment Institute:
Overview of Assessment
Jan. 25, 1:40 p.m.
Jan. 26, 11 a.m.

Assessment Institute:
Course Map and
Assessment Audit
Feb. 1, 1:40 p.m.
Feb. 2, 11 a.m.

Assessment Institute:
Designing an Assessment
Plan
Feb. 8, 1:40 p.m.
Feb. 9, 11 a.m.

Assessment Institute:
Connecting Courses to
Program Goals through a
Curriculum Map
Feb. 22, 1:40 p.m.
March 2, 11 a.m.

Tech Tools for Formative
Assessments
Feb. 7, 3 p.m.

Understanding and
Building Assessment
Rubrics for Core Courses
Jan. 23, 10 a.m.
Jan. 25, 11 a.m.

Scholarship/Research

Master Writing Circle 24,
Week 1
Jan. 31, 8:30 a.m.

Accessibility

Integration of Accessible
Assignments and Activities
into your Online, Hybrid
and Flex Classes
Jan. 22, 3 p.m.

Feb. 27, 10:50 a.m.
March 13, 9:25 a.m.
April 20, 9 a.m.

Roundtable/Discussion

Book Talk with the Author -
Dear Committee Members
Feb. 21, 4 p.m.

Effective Teaching

Civil and Constructive
Feedback
Jan. 23, 12:15 p.m.
Jan. 26, 3 p.m.

Effective Teaching:
Assessment Strategies
Jan. 24, 3 p.m.

Effective Teaching: Course
Design and Preparation
Jan. 30, 8 a.m.
Feb. 2, 9 a.m.
Feb. 14, 1 p.m.

Effective Teaching:
Integrating Instructional
Technology
Feb. 7, 6 p.m.
Feb. 16, 9 a.m.
Feb. 27, 8 a.m.
March 14, 3 p.m.

Students with Learning
Disabilities: Beyond Basic
Procedures
Jan. 31, 3 p.m.
Feb. 9, 9 a.m.

Using Moodle Survey
Tools to Engage Students
Jan. 31, 6 p.m.
Feb. 1, 12:15 p.m.
Feb. 2, 8 a.m.

Five Tools to Get Students
Engaged with Course
Content
Feb. 6, 8 a.m.
Feb. 8, 6 p.m.
Feb. 9, 2 p.m.

Using Office Hours as an
Opportunity to Facilitate
Deep Learning
Feb. 14, 10 a.m.
Feb. 23, 11 a.m.

Large Classes: Challenges
and Opportunities
Feb. 16, 1 p.m.
Feb. 20, 3:05 p.m.

Save the Lecture! Using
Pauses During Lecture to
Engage Students
Feb. 20, 1:40 p.m.

Teaching Effectiveness
Institute Overview
This is a self-paced online
session that can be
completed any time. Once
you register, you will
receive an email with
instructions.

Distance Learning

Distance Learning: Course
Organization
Jan. 18, 12:15 p.m.
Jan. 25, 12:15 p.m.

Distance Learning:
Activities and Assessment
Jan. 24, 11 a.m.
Feb. 21, 11 a.m.

Distance Learning:
Universal Design
Jan. 31, 11 a.m.

Establishing an Online
Instructor Presence
Jan. 24, 10 a.m.

Building a Course Tour
Jan. 31, 10 a.m.

Distance Learning:
Building Community
Feb. 7, 11 a.m.

Integrating Pause in
Online Courses
Feb. 7, 2 p.m.
Feb. 15, 10:50 a.m.

Personal Lecture Capture
for Online/Hybrid
This fully online course will
launch Feb. 19 and will
run through April 30.

QAI Online
This fully online course will
launch Feb. 5 and will run
through April 30.

Using Best Practices to
Update Your Online
Learning Course
This fully online course will
launch Feb. 5 and will run
through April 30.

Distance Learning Institute
Overview
This is a self-paced online
session that can be
completed any time. Once
you register, you will receive
an email with instructions.

Technology

Office 365: One Note Basics
Jan. 19, 11 a.m.
Jan. 26, 2 p.m.
Feb. 12, 1 p.m.
Feb. 22, 12:15 p.m.

Building a Multimedia
Lesson Using the Lesson
Tool in Moodle
Jan. 23, 8 a.m.
Jan. 25, 6 p.m.

Office 365: One Note -
Class Notebook
Jan. 30, 9:25 a.m.

Engaging Students through
Interactive PowerPoint
Presentations
Feb. 13, 8 a.m.
Feb. 13, 12:15 p.m.
Feb. 16, 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.

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

CeTEAL Online Resources

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

CeTEAL Newsletter

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

CONTACT CeTEAL STAFF

Jennifer M. Shinaberger

Director of CeTEAL

843.349.2737 KRNS 215E

jshinabe@coastal.edu

Jean K. Bennett

Assistant Director

843.349.2481 KRNS 215D

jbennet1@coastal.edu

Matthew C. Tyler

Instructional Technologist

843.349.2951 KRNS 215A

mctyler@coastal.edu

Gail Sneyers

Administrative Assistant

843.349.2353 KRNS 215

gsneyers@coastal.edu

Tracy J. Gaskin

Faculty Development Program Coordinator

843.349.2790 KRNS 215B

tgaskin@coastal.edu

CETEAL ADVISORY BOARD

Dianne Mark - Spadoni College of Education

Professor - Foundations, Curriculum and Instruction

Agatha O'Brien-Gayes - University College

Director of Academic Advising

Dennis Edwards - Wall College of Business

Professor/Department Chair - Finance and Economics

Denise Paster - Edwards College of

Humanities and Fine Arts

Assistant Professor/Coordinator of Composition - English

Brett Simpson - College of Science

Associate Professor - Chemistry

Margaret Fain - Kimbel Library

Librarian/Director of Core Curriculum

Louis Keiner - Ex Officio

Associate Professor - Physics

Coastal Carolina University (CCU) does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, genetic information, mental or physical disability, or status as a disabled or Vietnam-era veteran in its admissions policies, programs, activities or employment practices. For more information relating to discrimination, please contact the CCU Title IX Coordinator/EEO Investigator, Coastal Carolina University, Kearns Hall 104B, Conway, SC; Title IX email titleix@coastal.edu; office phone 843-349-2382; Title IX cell phone 843-333-6229; EEO email eeo@coastal.edu; or the U.S. Dept. of Education Office for Civil Rights at www2.ed.gov/ocr.