CeTEAL News, November/December 2019

CeTEAL, Coastal Carolina University

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Signature Pedagogies Program Supports Examination of Teaching Practices

*Jenn Shinaberger, director, CeTEAL*

CeTEAL’s Signature Pedagogies program was a grant opportunity developed and conducted with funds from a student achievement funding grant. The Signature Pedagogies program was designed to support faculty members’ efforts to examine their own teaching practices and current practices within their disciplines, with the ultimate goal of improving student achievement. Participants in the program took part in a learning community over the course of a summer and two academic terms.

**Learning Communities**

A faculty learning community (FLC) is a group of faculty who work for the length of one year to examine one topic—in this case, signature pedagogies—from a multidisciplinary perspective. Members of the signature pedagogies FLC engaged in disciplinary-based educational research, examined pedagogical literature within their individual disciplines, and participated in the larger conversation of their learning community.

Participants developed individual classroom research projects that resulted in an intellectual contribution. Learning communities provide a framework for sustained faculty development and have several advantages, such as:

- Building community and increasing collaboration across campus while honoring disciplinary expertise.
- Encouraging faculty to reflect on teaching and learning individually and with colleagues.
- Creating an awareness of the scholarship of teaching and learning (SOTL).
- Encouraging reflection on classroom practices.
- Producing intellectual contributions to be disseminated (Cox, 2004).

**Background of Signature Pedagogies**

Every discipline has unique practices—methods for teaching, ways of thinking, and professional practices—called signature pedagogies which define how a discipline prepares students. CeTEAL’s Signature Pedagogies program uses a faculty learning community structure to examine how signature pedagogies can...
Professional Development Opportunities

From Lecturer to Senior Lecturer:
Your Path to Promotion

Presented by CeTEAL

This panel discussion is designed to provide lecturers with information about the promotion process at Coastal Carolina University. Panel members will include several senior lecturers from different colleges and members of college promotion and tenure committees. The panelists will answer questions based upon their experience with the promotion process in their colleges as well as useful tips and tricks. The interim provost will attend to provide opening remarks and to answer questions.

Friday, Nov. 15, 2019
3-4:30 p.m.
Atheneum Hall 105 (Alford Ballroom)

Survey Research Methods

Presented by Anthony Setari

Surveys can be powerful research tools used to capture data on the actions, perceptions, and backgrounds of respondents. Too often though, survey tools are developed and implemented in ways that dampen their ability to effectively capture data. The purpose of this session is to support the research work of CCU faculty by reviewing best practices in survey development, implementation, and processing. Participants are encouraged to bring copies of surveys they are currently using and developing as part of their work.

Friday, Dec. 13, 2019
10 a.m.
Kearns Hall 210

Visit coastal.edu/ceteal to register for sessions.

From The Director

Jenn Shinaberger, M.S.Ed., MPIA

This issue of the CeTEAL News is part one of two special issues focused on CeTEAL’s inaugural Signature Pedagogies Faculty Learning Communities grant program which was supported by student achievement funding.

During the 2018-19 academic year, 11 faculty members came together in two learning communities to research teaching in their disciplines. Each faculty member was responsible for a classroom-based research project, but was able to work on the research with the support of a community of five or six other scholars. We wanted to change the narrative of teaching as a problem to be fixed and apply a scholarly lens to teaching as research problem to be investigated. The goal of the communities was to build a culture where we value the work in our classrooms and raise to it the level of scholarship.

I am extremely proud to show you the work of those faculty in this issue of CeTEAL News and the next. Each community member produced a scholarly contribution that they will use as the basis for a conference presentation or further research. In this issue, we share a brief summary of the work one learning community did while working within their group. The second learning community will be featured in the January/February issue.

Hosting faculty learning communities has been a goal of CeTEAL since its founding 2004, and that goal is now a reality. We hope to find a way to continue offering these opportunities for collaboration, exploration, and scholarship to the faculty. As several of the faculty mention in their articles, having the support of a learning community was beneficial to the research process. We hope this will be the first of many such collaborations.

I hope that you will enjoy reading the research of your colleagues and how they are making a difference in their teaching and students’ learning at CCU.

Enjoy the rest of the semester!

-Jenn

November/December 2019
Impact of a No Exam Implementation on Student Success in a General Chemistry Course

Brett Simpson; associate professor of chemistry; Gupta College of Science

General Chemistry I (CHEM 111) is the initial entry-level chemistry course for a majority of students in the Gupta College of Science at Coastal Carolina University (CCU). While considered a freshman-level course because of the 100-level designation, the course is taken by students at different stages in their academic career (freshman-senior). Additionally, most of the students are non-chemistry or non-biochemistry majors who are required to take the course. CHEM 111 has consistently been on the list for high DFW (drop-failure-withdrawal) rates, suggesting that students are struggling with learning.

Science encourages learning from one’s mistakes, yet one-time exams are often used as the major determination for a grade and assessment of learning. One common complaint of students—and quite often the source of poorer grades in the course—is the stress involved in taking exams, especially for students who identify as poor exam takers. This stress leads to students “cramming” their learning of the material right before an exam rather than working toward learning across the semester. Evaluating students based upon a one-time, right or wrong exam that has a large impact on their grade leads to a “memorize and forget” attitude instead of the problem-solving approach which is typical in our discipline.

I teach the CHEM 111 course in a flipped classroom setting where students use online materials on their own and then have the option to meet face-to-face to work through example problems. In the online component, students watch narrated PowerPoint videos, complete short quizzes on video content, participate in discussions, and complete online homework. In-class problem-solving is conducted during the assigned face-to-face meeting times for the course. Attendance during these sessions is highly recommended but not required. Students work in groups to answer question sets on the week’s topics. Students are required to show work on whiteboards to allow the instructor to assist students with their problem-solving skills as well as content-specific answers.

For this study, CHEM 111 students were not asked to complete exams, and the majority of grade emphasis was placed on the online homework systems that allowed for multiple chances at answering a question. The Connect assignments were online assignments consisting of questions from the textbook that were of moderate difficulty. Each assignment consisted of 10-15 questions, and students had two attempts at each question and two attempts at the overall assignment. In addition, the assignment had a time limit of three hours. The time limit was implemented to help provide some protection against the students finding major outside assistance in answering the questions. The time was chosen based upon the maximum amount of time typically used by students on these assignments in past semesters.

“Science encourages learning from one’s mistakes, yet one-time exams are often used as the major determination for a grade and assessment of learning.”

—Brett Simpson

The course also employed the Assessment and Learning in Knowledge Spaces (ALEKS) system, which allows students to cover chosen topics in the discipline, determined by the instructor, at their own pace. Students are asked a question and if correct, they are asked additional similar questions until the system determines they have answered sufficiently enough to demonstrate learning of the topic. There is no penalty for getting an answer wrong other than having to answer more topic questions to demonstrate learning. Occasionally, the system will provide what is called a knowledge check, which asks students to answer questions related to earlier and recently learned topics. This acts like an exam in a sense, except the student is not penalized for missing a question. If a student misses a question, the system takes this as an indication that the student has forgotten or has not learned the topic and puts the topic back in the rotation for them to have to revisit.

Students reported that the removal of exams opened them up to a different process of learning and reduced their stress levels. There is still a necessity for work on the student’s part, but that work can be individualized to allow the student to work on areas they need to learn versus what they already know. The students now face a similar scenario to what we typically face in practice—we have assignments to accomplish within certain time frames, but there isn’t a one-time event that majorly impacts our life. This will lead to less stress for the students and greater development of problem-solving skills.

Overall, the removal of exams had no measurable impact upon grades for CHEM 111; however, the overall course had a 16 percent DF rate—significantly lower than the typical 40-45 percent seen for the course. This is to be expected as the students for this section were allowed multiple attempts to get answers correct without penalty. Whereas in other sections, a large portion of their grade (60 percent) is determined by exams and typically causes a significant decrease in the overall grade. The main issue throughout the course tended to be ensuring proper time management to complete the necessary assignments. Some students underestimated the amount of time it would take for them to get through material and their grades suffered for it. Along with the decreased DF rate, there was an impact on stress levels reported by the students. Stress levels for the instructor were also reduced.
Applying a Cultural Lens to the Study of Development: Infusing Equity Issues into a Developmental Theory Class

Adriane Sheffield; assistant professor; foundations, curriculum, and instruction; Spadoni College of Education

The purpose of my signature pedagogies classroom research project was to examine the use of narrative fiction as an in-depth case study of adolescent development and social justice issues with pre-service teachers. My specific teaching method involved using literature as a case for developmental analysis and teaching reflection. The case method is a signature pedagogy in the field of education. Cases are typically written by educators and have a limited amount of information. Using literature as a case allows for more detailed description of the character and for development of a character over time.

Background
While the P-12 teaching force remains predominately white, middle-class females, the student population becomes increasingly diverse with myriad issues related to equity and social justice. This mismatch leads to a need for more culturally relevant teaching at the pre-service teacher level to prepare teachers for P-12 settings. This need is recognized by national accreditation bodies as well as at regional, state, and local school levels. Teacher education programs continue to explore ways to strengthen the preparation of teachers for diverse students and learning environments. Recent research has noted that one diversity course is not sufficient to promote significant reflection on these issues. As a result, it is important to find ways to embed issues of diversity, equity and social justice into other educational courses.

Field placements are a standard part of all teacher education programs. Field placements allow students to actively practice their lesson planning, lesson implementation, and classroom management skills in the field. Students are traditionally afforded field placements in a variety of educational settings within their chosen grade levels. By this I mean that they often experience an urban, rural, and suburban setting across a range of grade levels. Before they engage in field placements, students complete a series of foundational courses that help them to understand the theoretical underpinnings and history of the field. The goal is also to prepare them for the diversity of the students and schools in which they will eventually work.

In my classes, I try to present students with cases that include classroom snapshots. In doing this, my goal is to have students apply their understanding of developmental theory to scenarios that they may encounter in their future classrooms. I also use video vignettes to allow them to see real-life classrooms and strategies that may be used in those classrooms. Many times, the students describe how challenging it is to apply the theory, but later report that it helps them gain of sense of the relevance of theory to their future classroom practice.

Signature Pedagogies Project
Prior to starting my project, I conducted a literature review, and I identified survey measures to use as pre- / post-assessments of student attitudes toward diversity. The use of literature (narrative fiction) as a case has not been explored in recent years. The uses identified in earlier literature do seem to warrant more study, hence this project. The research questions for my signature pedagogies project were:

• What types of assignments and activities will allow students to explore concepts of development through a culturally relevant lens?
• Can social justice issues be addressed in a development theory course without sacrificing the learning of developmental concepts?

Using the survey measures identified, I examined pre-service teachers’ beliefs, values, and attitudes regarding equity and social justice prior to developmental character analysis assignment. Then, using a variation on the case study method, I had students read a fictional novel whose primary setting is a classroom. Students were then asked to apply developmental theory and conduct a case analysis of the protagonist’s development while also examining the social context in which this development was occurring. Students were able to have a rich conversation around topics like bias, the school-to-prison pipeline, the Black Lives Matter movement, zero-tolerance policies, power, and privilege. Students were able to successfully discuss cognitive, moral, and social-emotional development of the protagonist while examining the influence of peers, family, and the school context.

Following the developmental character analysis assignment, I again examined pre-service teachers’ beliefs, values, and attitudes regarding equity and social justice. Using qualitative, text-based analysis, themes were identified in student papers, and a measure was administered to look for differences in students’ perceptions and attitudes toward diversity. Students were able to discuss issues of development and equity with richer conceptual understanding and vocabulary. Students were able to reflect on their own future practice and discuss the importance of the concepts discussed in their future classrooms. Several students even mentioned a shift in mindset and views about social justice issues.

Disseminating Information
My signature pedagogies research project will improve teacher preparation for diverse...
Impact of Peer Review on Pre-Service Teachers’ Lesson Planning

Heather Hagan; assistant professor of foundations, curriculum, and instruction, Spalding College of Education

Teaching is no longer considered a solo practice. Educators don’t really shut their classroom door and do their own thing. Many schools have begun to implement a peer learning community (PLC) structure. The peer learning communities in my course are designed to support the PLC practice in many schools. Although the PLCs in schools have a different purpose, the communities in my classroom are designed to complement and prepare pre-service teachers for their role in future PLCs by allowing them to practice lesson plan review, collaborative planning, giving and receiving peer feedback, and communication skills.

Background
Teachers are constantly engaged in curriculum design and/or implementation. They must understand how to implement a given curriculum to best meet the needs of the learners. Furthermore, teaching a given curriculum or content requires teachers to evaluate those lessons. Teachers must be able to examine curriculum and determine if it is adequate or needs to be adjusted to their class and needs. The classroom also demands curriculum creation, or at least the ability to do so when needed. If a curriculum does not meet the needs of a teacher, or if she simply wants to be creative, the teacher must know how to create curriculum. This is a deep process which requires knowledge of the students, the learning process, the content, and the classroom context.

Because research demonstrates pre-service teachers are more successful at evaluating and modifying existing curriculum, it seems that peer evaluation would be a successful endeavor. During a teacher education course that included original lesson design, Ozogul et al. (2006) engaged students in peer, self, or teacher formative evaluation of lesson plans. Students showed favorable attitudes to all three types of feedback though the group receiving teacher formative feedback received the highest scores on the post-test. The teachers interviewed after the process reported that peer and self-feedback groups eliminated major errors and enabled students to better understand the rubric (p. 195). All groups showed significant improvement between their draft and final lesson plans.

A major assignment in my course is a five-lesson, integrative unit plan. Students are mostly successful with the assignment, but they often need a great deal of support and are often so consumed with the lesson planning process that they pay little attention to the rubric until the assignment is complete and graded. I was looking for a way to further support the students as they plan their unit, but it is difficult for me to provide formative feedback regularly on each student’s work. I began to explore peer feedback as a way to provide formative feedback and increase awareness of the unit’s evaluative criteria.

For this project, pre-service teachers were each assigned to peer learning communities where they shared drafts from a social studies unit in order to give each other feedback. Each unit plan consisted of a scope and sequence planning document and five lesson plans, both due at different times. Before the sections were due, the students met in their PLCs during class. During this meeting, students reviewed drafts of a group member’s scope and sequence or two lesson plans. They were required to write three comments on each document and discuss as a group. Following the lesson plan review, students each evaluated their group member’s plans on the assignment’s rubric. I required a score and a comment on each line of the rubric. Following the meeting, they were asked to complete a reflection survey.

Through document review and student reflections, I explored how that feedback impacted their final instructional plans with a specific focus on how the process of peer feedback led to plan revisions, especially on activity and resource selection. I was also interested in how the process supported both their peers and their own practice as well as their perceptions of the feedback’s utility. I looked at student perceptions of the helpfulness of the feedback and if the process of providing feedback to others impacted their own practice.

Preliminary data analysis revealed that the students were more successful in a few ways. In the classroom, the students were more independent in their lesson planning than in previous semesters when students would often ask me for formative feedback. Because they were sharing and reviewing among themselves, they were able to gain a better understanding of the assignment and criteria so they were able to gauge their performance themselves. At the same time, they were more confident in their work. They already had helpful feedback before I even looked at the plans, and they indicated that outside review strengthened their instructional design.

Student comments were frequently positive and supportive. This is important to build trust and rapport among group members; however, the overall positive nature of the comments might have overlooked areas of concern. At some points, participants were critical of each others’ work, but only when they had clear criteria that was unmet. For example, if a student was missing a section or had grammatical errors, group members often pointed those out. Even so, students...

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—Heather Hagan

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The Impact of GAISE Recommendations on Statistical Reasoning

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

Modern statistics education encourages the use of real (and sometimes messy) data in the classroom. Students are given data in context and asked to extract clues about the underlying structures and relationships. Less emphasis is placed on using specific tools; instead, students are to develop a conceptual framework of how statistics can be used and interpreted.

Redesigning a Class

My signature pedagogies project seeks to transform a business statistics course (CBAD 291) to emphasize statistical reasoning. The course will align with the recommendations in the American Statistical Association’s Guidelines for Assessment and Instruction in Statistics Education (GAISE) report of 2016. GAISE recommendations include:

1. Teach statistical thinking.
2. Teach statistics as an investigative process of problem-solving and decision-making.
3. Give students experience with multivariable thinking.
4. Focus on conceptual understanding.
5. Integrate real data with context and purpose.
6. Foster active learning.
7. Use technology to explore concepts and analyze data.
8. Use assessments to improve and evaluate student learning.

The GAISE report emphasizes that there is not a single introductory statistics course. Each course must be tailored to a range of needs. CBAD 291 is taught as part of the business core. It is also included in the University core, but the vast majority of students in the course are business majors. It is targeted to students in their second year of the program. The class is taught in the traditional in-class modality and typically includes 120 students per semester across three sections. The main benefit to business students is learning the concepts of variability and uncertainty. The concepts are rooted in the rules of probability. In business, there is always some variability and uncertainty in outcomes. Students must understand that making the best decisions does not always guarantee the best results, and that good results can happen as a result of bad decisions. This course is the first in a two-course sequence that teaches how variability and uncertainty apply to business.

Currently, my course is being taught as a methods or tools course, and it does include elements of all the GAISE recommendations. It is geared toward students who will be producers of statistical analysis. Part of the transformation of my course was to shift its focus toward encouraging statistical literacy, since the majority of my students will be consumers of statistical information. The course transformation placed more emphasis on statistical thinking and conceptual understanding using real data (recommendations 1, 2, and 3). Note that this is not a binary distinction. Students were still trained in statistical methods, but the focus of the course shifted toward statistical literacy.

In designing and teaching the class, I placed less emphasis on learning statistical tools, and instead focused on integrating concepts so that students would understand the principles behind the tools. Incorporating research from educational psychology, I included the instructional techniques of blocking, spacing, and interleaving in my content delivery and assignments. Blocking was used to deliver new content free from other distractions. Spacing was used to require students of material they may have forgotten. Interleaving was used after students had learned the material once, so that they had to recognize the situations that required certain statistical tools.

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Results

Several instruments to measure statistical reasoning have been developed to measure student learning within an introductory statistics course. I used the CAOS test (Comprehensive Assessment of Outcomes for a first course in Statistics) developed by Garfield, delMas, Chance, and Ooms (2005) to evaluate improvements in students’ statistical thinking and conceptual understanding. The questions from the CAOS test have been mapped to the student learning outcomes of the course. Additionally, this instrument has been nationally normed, so I was able to determine how my students’ performance compares to others.

I measured students’ statistical reasoning using the CAOS test (delMas, et al. 2007) at the end of the semesters prior to and after the course changes. Students given the CAOS test during semesters prior to this project were underperforming—versus other students nationally completing a first course in statistics—scoring at about the 24th percentile. The change in the CBAD 291 course resulted in significant improvements in students’ statistical reasoning ability as measured by the CAOS test. The average student score on the CAOS test of statistical reasoning increased from approximately the 20th to 25th percentile nationally to approximately the 65th percentile nationally. There is strong evidence that teaching statistical thinking instead of teaching statistical tools significantly increases student’s statistical reasoning. The students after the course were more prepared to interpret statistical results and avoid statistical fallacies.

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—Lee Shinaberger

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Signature Pedagogies

Women and Allies in Action: Pedagogical Approaches to Instill an Activist Mindset

Ina Seethaler; assistant professor/director of women's and gender studies; HTC Honors College and Center for Interdisciplinary Studies

Women’s and Gender Studies (WGS) as a discipline grew in the 1970s out of the women’s movement and gender justice activism. Based in this historical connection with activism, WGS courses today center on connecting theory with praxis. In this article, I build on these natural connections, which much scholarship has focused on, to investigate how we can transfer an activist consciousness to our students, some of whom might not consider themselves feminists, might not have thought of themselves as activists, have not participated in any form of activism, or who might be taking a WGS course only for general education or diversity credit. I am using my WGST 310 “Women and Allies in Action” course as a case study to assess—through surveys, focus groups, and an analysis of students’ writing—which pedagogical tools work most effectively in motivating and supporting students to create and implement substantial, creative, valuable, and sustainable feminist activism projects. Research exists on activism elements within introductory courses to the discipline or topical courses, such as on violence against women. Little has been written about courses that focus specifically on feminist activism tools. With my project, I hope to start filling this gap.

Feminist pedagogy strives to be intersectional, anti-hierarchical, communal, and non-judgmental. My teaching is discussion-based and incorporates students’ personal lives as examples. As much as possible, I try to avoid presenting myself as the all-knowing deposit of knowledge. Instead, I hope to make clear to students that they are co-creators of the classroom, material, and learning. My goal is to create a safe (as much as possible) and brave space that allows students to share their experiences and challenge what they have been told to take for granted.

Students Applying Feminist Pedagogy to Their Lives

Whether through service learning, internships, activism, or other project- and community-based assignments, students are encouraged to put theory into practice and uphold WGS’s connection to social movements. Students are encouraged to look at the world and particular issues through gender as a lens—to understand that gender shapes all our lived experiences and all social, political, economic, etc., systems that make up societies. In addition to paying attention to gender, students learn to analyze the world through an intersectional mindset, understanding how all our identity markers come together and shape our access to privilege and to experiences with oppression.

“...students learn to analyze the world through an intersectional mindset, understanding how all our identity markers come together and shape our access to privilege and to experiences with oppression.” —Ina Seethaler

Project Method and Results

For this project, my students completed a pre-survey on the first day of class and completed a “post” version of the survey in our last class session. The survey asked them to reflect about their self-identification as activists and feminists, their involvement in activism projects, how they would define activism, and their prior knowledge about historical feminist activism. The post-survey asked students to reflect on the same questions after having taken the class and about specific details regarding readings, tools, and examples that we learned about.

My pre-survey on the first day of class revealed that 50 percent (n=9) of students had participated in activism before class, and 50 percent had not. 16.6 percent (n=3) of students had not. 16.6 percent (n=3) of students agreed, 22.2 percent (n=2) strongly agreed that they considered themselves an activist, 50 percent (n=9) agreed, 27.8 percent (n=5) disagreed, and 5.6 percent (n=1) strongly disagreed. The post-survey on the last day of the semester shows only slightly shifted numbers: Out of nine students, 22.2 percent (n=2) strongly agreed that they consider themselves an activist, 66.7 percent (n=6) agreed, 11.1 percent (n=1) disagreed, and no one strongly disagreed. While the survey certainly suggests that more students became more comfortable with the term activist, we also did not see a huge change in level of self-identification. As all groups in this particular course pursued a “basic” activism technique (tabling, sending postcards to political representatives, and creating a recycling awareness sticker), this data would support my hypothesis that a higher level of activist self-identification leads to more elaborate project planning and implementation. I will need to teach another section of this class before being able to finalize my assessment as I will need to test adjustments to my teaching methods on another group of students.

Reflections

This year-long learning community collaboration certainly reminded me that teaching is worth researching and writing about, even though, in the past, I have been discouraged from pursuing pedagogy-related projects as they are presumably not as “rigorous” or “worthy” as other scholarship.
Impact of a No Exam Implementation on Student Success in a General Chemistry Course

Continued from Page 3.

Another aspect of this study was to gauge the attitudes of the students regarding not having exams for the semester. Student comments showed a positive attitude toward no exams with a majority commenting on the fact that there was a reduction in their stress levels which allowed them to focus more on learning the material. There was some concern of not being prepared properly for CHEM 112 as they didn’t feel they had prepared enough since they didn’t have exams as an impetus to study. Results for student success in CHEM112 showed no significant improvement or detriment to the students in the exam-less CHEM 111 versus those who had a section of CHEM 111 that included exams.

Final Thoughts
This project has also allowed me to truly reflect on how my discipline currently teaches the material versus how we actually apply the knowledge in a practical sense. I see the disconnect between what we would do professionally to apply the knowledge versus how we actually teach, evaluate, and assess students in the classroom. Having the opportunity to see this disconnect has been an invaluable experience. In terms of scholarship of teaching and learning, I would say that I have become much more aware of different possibilities for the types of research that can be conducted. My discipline looks a little more toward quantitative data and less towards the qualitative side. However, in working within the learning community, I was able to see how qualitative data can be appropriately collected to provide applicable information. I also have been able to better consider the feasibility of journal publication with smaller n values and teaching-based studies. I spend a considerable amount of time, and have much interest in, improving my teaching, and it was a good experience to be able to see how to get scholarly results from my teaching.

References

Cox, M. D. (2004). Introduction to Faculty Learning Communities. In M. D. Cox and L. Richly (Ed.), Building faculty learning communities (pp. 5-23), New Directions for Teaching and Learning No. 97, San Francisco: Jossey-Bass.

Signature Pedagogies

Applying a Cultural Lens to the Study of Development: Infusing Equity Issues into a Developmental Theory Class

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classroom settings. This aligns with both state and national accrediting standards and should enhance students' success in the classroom. In September 2018, I made a presentation at a national conference focused on my experiences developing the developmental character analysis assignment and initial responses were positive. An interactive workshop was also conducted at the National Association for Multicultural Education. This allowed participants to engage in a snapshot of the activities that are conducted in class. It too was well-received.

In addition, I was able to share my research questions, background framework, and methodology through a digital presentation session for the Spadoni College of Education in May 2019.

Data analysis for this project is ongoing as text-based analysis of student papers is a lengthy process. Using literature as a case study has been seen as a valuable teaching method in the past, and with the topics and issues available in current novels, it should be a strategy of interest to others.

Final Thoughts

I was able to meet my goals during my time with my learning community. I met and worked with colleagues who shared resources, ideas, and insights about classroom-based research. We supported each other during writing exercises and provided useful feedback. In addition, we were able to identify and receive access to Dedoose, a qualitative analysis software platform.

I watched my assignment evolve over the course of the project into a qualitatively richer activity that allows for more in-depth discussion of social justice issues and assessment of student understanding of developmental theory. I believe this learning community has been extremely beneficial and recommend that it be continued with additional cohorts.

Impact of Peer Review on Pre-Service Teachers’ Lesson Planning

Continued from Page 5.

found it beneficial to see each other’s work and get feedback. Specifically, the ability to share ideas about resources, activities, strategies, or the scope of the lesson plan was frequently noted as a benefit of the process.

Peer review is a replicable method that could be implemented across classrooms for an assignment or task such as a lesson planning. The students felt there were many advantages and that they were well supported by the process. At the same time, several important caveats stand out in my preliminary analysis:

• Reviewers need requirements. Some reviewers made a plethora of helpful comments. Others made few that were generic such as “good,” or “I like this idea.” A minimum number of comments was helpful, but instruction on giving feedback might be useful.

• Reviewers should work with the rubric. The literature and this study indicate that working with the assignment’s rubric as a basis for feedback benefits students by giving them directed feedback. Students must become familiar with the rubric and evaluation criteria.

Final Thoughts

I now have a better understanding of the intricacies of conducting research in my own courses. The learning community was particularly supportive to this goal as we shared experiences during our discussions and meetings. For future research, I would like to research ways to promote more specific, academic feedback during peer evaluation. It also seems that more exploration of the possible signature pedagogies in education would be a valuable discussion.

I hope to disseminate my work at conferences and in presentations, and I hope to publish in a journal such as Teaching and Teacher Education, the Journal of Teacher Education, or the National Teacher Education Journal.

At CCU, I was honored to present as a part of a Spadoni College of Education Signature Pedagogy digital poster sessions. It was one of my favorite research presentations. It was wonderful to see what my colleagues have done. The rich discussion with my colleagues from across the college and CeTEAL was so stimulating. Discussing my work with those who understand the context was inspiring, and it was touching to hear about others who might adopt some of the strategies I used.

References


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Final Thoughts

The biggest change resulting from this project has been how I think about my students. Prior to the course, I might be frustrated because my students did not think about statistics like I do. Now I recognize that I have to train them to think like a statistician, and to encourage them to look at problems as an expert would look at them. It has already improved my class. Now I am working on convincing others to embrace some of the ideas (such as spacing and interleaving).

Following the conclusion of the Signature Pedagogies program, Jenn Shinaberger and I jointly presented at Lilly – Bethesda (a regional teaching and learning conference) to discuss the signature pedagogy program and its impact on teaching.

References


Women and Allies in Action: Pedagogical Approaches to Instill an Activist Mindset in College Students
Continued from Page 7.

The article resulting from my grant is the first time I have used some quantitative data and the first time I have used a qualitative analysis software to really dig into my interview, survey, and reflection materials. I definitely plan on using these tools/approaches again for future writing/research projects.

I know that long project-based assignments can seem intimidating or like a waste of time, but I absolutely underscore the value of feminist activism pedagogy and its positive effects on students’ critical thinking/reading and teamwork skills, their understanding of how to connect theory and practice effectively, and their desire to support communities on and off campus as “healthy, productive, and global citizens.”

I have certainly identified a lack of research on courses in Women’s and Gender Studies that are centered on activism. I believe that, especially in the current political climate, it is vital to look at feminist experiential learning projects, the pushback they might receive as too “political,” and how this affects the stability of WGS program in higher education.

My project has implications for how to encourage students to approach and participate differently in experiential-learning assignments. I hope to spread knowledge about how to better prepare students for and help them get the most out of project-based pedagogies.

I plan to disseminate the results of my study in multiple ways. I offer a “Feminist Pedagogy” seminar through CeTEAL, and I will certainly be able to add my results to update the presentation for the CCU community. At the conclusion of the signature pedagogies grant, I presented my findings during a collaborative CeTEAL session in May 2019. I was happy to see that it created lovely and productive conversation about how best to prepare our students for experiential learning assignments. On a national level, I believe that this research would be of interest to an audience at the annual National Women’s Studies Association conference, which heavily focuses on pedagogical research. Finally, it would be my goal to submit my findings with an academic journal.

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2019 Fall Event
Network among faculty and community partners, learn from dynamic speakers, and enjoy a delicious lunch!

Campus and Community Research Collaborative
Thursday, Nov. 14
9:30 a.m. to 1:30 p.m.

You and your guest may pre-register and review event details by visiting coastal.edu/ccrc.

Where to Present Scholarship of Teaching and Learning (SOTL) Research

<table>
<thead>
<tr>
<th>Lilly</th>
<th>The Teaching Professor</th>
<th>ISSOTL</th>
<th>SCCITL</th>
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<td>Lilly Conferences hosts both national and international conferences to provide opportunities for faculty, administrators, and others to share their SOTL research. To learn more, ask CeTEAL or visit lillyconferences.com.</td>
<td>The Teaching Professor Conference—in Atlanta in May 2020—provides a forum for faculty to share their SOTL research and learn more about the best practices for higher ed pedagogy. To learn more, visit magnapubs.com.</td>
<td>The International Society for the Scholarship of Teaching and Learning holds an annual conference to recognize, encourage, and promote scholars work in the area of teaching and learning. To learn more, visit issotl.com.</td>
<td>The South Carolina Conference on Innovations in Teaching and Learning in Higher Education is planned and sponsored through a collaboration of S.C. colleges and universities. SOTL research is welcomed. To learn more, visit web.musc.edu/education/ce.</td>
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To see our complete schedule, visit coastal.edu/ceteal.

**Special Topics**
- From Lecturer to Senior Lecturer: Your Path to Promotion
  - Nov. 15, 3 p.m.

**The Completion Agenda for Faculty (five-hour)**
- Nov. 14, 9:25 a.m.
- Nov. 26, 12:30 p.m.

**Accessibility**
- Integration of Open Educational Resources (OERs) into Your Online, Hybrid, and Traditional Classes
  - Nov. 14, 9:25 a.m.
- Integration of Accessible Assignments and Activities into Your Online, Hybrid, and Flex Classes
  - Nov. 26, 12:30 p.m.

**Assessment Institute**
- Assessment Institute: Connecting Courses to Program Goals through a Curriculum Map
  - Nov. 13, 1 p.m.
- Assessment Institute: Analyzing and Reporting Assessment Results
  - Nov. 20, 1 p.m.
- Creating Effective Assignments
  - Nov. 21, 12:15 p.m.

**Technology**
- Ally Digital Accessibility Tool - Let’s Get Started!
  - Nov. 18, 11 a.m.
- Beacon Training for Faculty Advisors (Live Webinar)
  - Nov. 19, 10 a.m.
- Hypothes.is: Annotation and Engagement of Digital Documents
  - Nov. 21, 3:05 p.m.
- Camtasia to Develop Effective instructional Videos
  - Dec. 3, 9:25 a.m.
- Creating a Stress-free Moodle Gradebook
  - Dec. 4, 11 a.m.
- Office365: Introduction to Microsoft Teams
  - Nov. 22, 10 a.m.
  - Dec. 10, 12:15 p.m.
  - Dec. 17, 10 a.m.
- Adobe Acrobat: The Basics (Live Webinar)
  - Dec. 5, 1:40 p.m.
- Establishing an Online Instructor Presence (Live Webinar)
  - Dec. 5, 3 p.m.
- Survey of Tech Tools for Teaching Online (Live Webinar)
  - Dec. 10, 9 a.m.

**Online**
- 10 Principles of Effective Online Teaching
  - This fully online course will launch on Nov. 1 and will run through Nov. 30.
- Encourage Active Learning in Your Class Using Echo360
  - This fully online course will launch on Nov. 1 and will run through Nov. 30.
- QAI Online
  - This fully online course will launch on Nov. 1 and will run through Nov. 30.
- Using Best Practices to Update Your Online Learning Course
  - This fully online course will launch on Dec. 1 and will run through Dec. 31.

**Diversity/Inclusion**
- Creating a Culturally Inclusive Classroom Environment
  - Nov. 18, 4 p.m.

**Leadership/Service**
- Streamline the Process of Writing Recommendation Letters
  - Nov. 19, 1:40 p.m.
- Effective Teaching: Universal Design for Learning
  - Nov. 14, 11 a.m.
- Five Tools to Get Students Engage with Course Content
  - Nov. 20, noon
- Effective Teaching: Integrating Instructional Technology
  - Nov. 21, 10:50 a.m.
- Effective Teaching: Classroom Instruction Methods
  - Nov. 25, 1 p.m.
- Effective Teaching: Course Design and Preparation
  - Dec. 12, 3:05 p.m.

**Webinars**
- Teaching Students to Reflect (Live Webinar)
  - Nov. 20, 3 p.m.
- Beacon Training for Faculty Advisers (Live Webinar)
  - Dec. 4, 3 p.m.
- Adobe Acrobat: The Basics (Live Webinar)
  - Dec. 5, 1:40 p.m.
- Establishing an Online Instructor Presence (Live Webinar)
  - Dec. 5, 3 p.m.
- Survey of Tech Tools for Teaching Online (Live Webinar)
  - Dec. 10, 9 a.m.

**Individual Consultations**
CeTEAL offers individual consultations for faculty and staff. We are happy to meet with you on-campus or online via Skype. If you have questions about teaching, instructional design, research, scholarship, instructional technology, classroom observations, etc., contact ceteal@coastal.edu.

If you have questions about the schedule, contact Tracy Gaskin at tgaskin@coastal.edu.
Professional Development Sessions
CeTEAL offers professional development sessions in the following areas: effective teaching; assessment and evaluation; scholarship and research; leadership and service; and instructional technology. 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, study abroad, course and program development, online learning, 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.
- Teaching Effectiveness Institute.
- Assessment Institute.
- Blended/Hybrid Institute.
- Instructional Coaching Certificate.
- Instructional Technology Certificate.

Faculty Orientations
CeTEAL plans and hosts orientations for new full-time and part-time faculty. Full-time faculty orientation is held prior to the fall semester. Orientations for part-time faculty are held prior to both fall and spring semesters.

CeTEAL Online Resources
- CeTEAL website: coastal.edu/ceteal
- New faculty resources: libguides.coastal.edu/newfaculty
- Effective teaching resources: libguides.coastal.edu/effectiveteaching
- 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.