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CeTEAL, Coastal Carolina University

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Instructional Technology: Transformative Learning with VR Has Arrived

Alex Fegely, lecturer; graduate and specialty studies; Spadoni College of Education

The goal of technology integration in classrooms is to use technology as a transformative learning instrument. Justifiably, schools and educators can be slow to warm up to new technology tools. Simply swapping one tool for a newer “trendy” technology tool is often not a financially justified choice. Not only does virtual reality (VR) offer transformative, previously infeasible learning possibilities, but many students already have VR-enabled devices in their hands, adding no new costs for schools.

You may have noticed that VR has recently assimilated into mainstream culture. Since the early 2000s, the incorporation of this technology into the leisure, corporate, sports, military, and education worlds has become more evident. The mainstreaming of VR largely stems from the contemporary price drop of VR-enabled devices. While products from a decade ago had costs in the thousands, today’s low-cost consumer-targeted devices – smartphones and tablets released within the past few years, as well as VR-specific goggles – provide high levels of immersion at affordable prices. Based on projections from around the technology industry, investment by the general public in virtual reality devices will amount to more than $700 million dollars by the year 2025. It appears as if this “trendy” technology tool is here to stay.

The arrival of VR in consumers’ hands presents educators with exciting possibilities. Through classroom bring-your-own-device policies, VR can provide students with an avenue to encounter a variety of different experiences that would ordinarily not be possible in the physical world. VR can make abstract ideas more concrete for students. Research shows that VR experiences offer users the ability to empathize with others through new perspectives and gain a global view of issues that face people around the world.
In this issue of CeTEAL News, we focus on the use of instructional technology to enhance or improve teaching and learning. In their articles, Alex Fegely and George Warriner discuss the transition to new technologies, such as virtual reality. Kelly Parnell and Ariana Baker introduce us to tools and resources that can expand our students’ ability to access and use course content. Cari Borisuk shares her experience with developing and integrating instructional videos into her class.

Professional Development Opportunities
We have moved to a webinar format while the University is closed.

Sessions offered by Kimbel Library

Build Your Scholarly Presence through Journal Metrics (Live Webinar)
Journal metrics help authors track citation patterns, article impact, and online reader attention and engagement. This session will define metrics, explain how metrics are calculated, and distinguish traditional metrics from new “alt” metrics, such as downloads and social media mentions.

Participants will:
- Identify measures of journal impact and quality.
- Identify tools that measure impact factor.
- Utilize metrics to select journals for publication.

Tuesday, April 21, 9:25 a.m.

Integrating Streaming Videos into Your Courses (Live Webinar)
Instructors often use videos as a way to engage students. To this end, Kimbel Library subscribes to a number of streaming video databases, including Kanopy, Alexander Street Press, and Films on Demand, that can be integrated into your online and face-to-face courses. Attendees will get hands-on experience in searching for and incorporating these videos in Moodle.

At the end of this session, participants will be able to:
- Locate Kimbel Library’s streaming video resources.
- Link to and embed streaming videos in Moodle.
- Create short clips of streaming videos.

Monday, April 27, 4 p.m.

Affordable Learning through Kimbel Library and the Open Textbook Library (Live Webinar)
Use the Open Textbook Library to adopt free, openly licensed, and original online textbooks for your classes. Learn about the benefits of adopting open textbooks and how to utilize the Open Textbook Library to help mitigate students’ financial burdens while maintaining high academic standards.

Participants will:
- Discuss financial stresses that prevent students from purchasing textbooks.
- Explore the Open Textbook Library and identify textbooks for adoption.
- Identify additional tools to help alleviate the financial burden of traditional textbooks.

Wednesday, April 29, 11 a.m.

Register for sessions at coastal.edu/ceteal.

In this issue of CeTEAL News, we focus on the use of instructional technology to enhance or improve teaching and learning. In their articles, Alex Fegely and George Warriner discuss the transition to new technologies, such as virtual reality. Kelly Parnell and Ariana Baker introduce us to tools and resources that can expand our students’ ability to access and use course content. Cari Borisuk shares her experience with developing and integrating instructional videos into her class.

Instructional technology plays an increasingly important role in education. From something as simple as using PowerPoint to present content in the classroom to more complex simulations and virtual realities that allow students to interact with content they could never have accessed in the past, technology is integrated in most of our educational experiences.

Instructional technology can bring people together to collaborate and share diverse experiences and understandings—see our article on the Hypothes.is tool—and it can give a voice to students who might not have had one in the past. It can help us continue to teach in times of crisis, and it can help us show our students people and places we could only dream of seeing in the past.

As you consider ways you might integrate technology into your teaching, keep in mind that technology for technology’s sake does not improve learning. Find the tools that support your content and teaching style, and use them to make your classes engaging and enriching. If you would like to engage the services of an instructional designer with expertise in instructional technology, contact CeTEAL. We are here to help!

Jenn Shinaberger, M.S.Ed., MPIA
Digital Accessibility: A Must for Student Success

Kelly Parnell, online learning systems administrator; Coastal Office of Online Learning

Online and hybrid learning are some of the fastest growing areas in higher education. Instructors are now challenged with delivering digital content that is accessible for the diverse student population we now attract. This is critical to the success of our students who are now looking to engage in the online or hybrid modality. Coastal Carolina University has made the commitment to work toward a fully inclusive learning environment and the one initiative at the forefront is the Ally Accessibility Tool integrated into our campuswide Moodle Learning Management System (LMS).

Ally is a revolutionary product that focuses on making digital course content accessible anytime, anywhere, and from any device. Ally can benefit all students, faculty and staff who use Moodle to either access or deliver digital content by helping you understand and tackle accessibility in a way that benefits all students. Ally integrates seamlessly to give users the ability to transform course documents into preferred formats, including tagged PDFs, HTML (for improved reading on mobile phones), ePub (for reading and taking digital notes on tablets or e-book readers), electronic braille, audio (a student favorite for learning on the go), and even 50+ foreign languages. In most cases, conversion from one document type to an alternative type takes only a few seconds and is as easy as downloading a file.

Your class is full of many students with unique learning abilities. By providing them with accessible content, they can now choose formats that work best for them. Students with low vision, auditory learners, and those prone to eye-strain after studying for hours are among those who would benefit from access to alternative formats of your course content; students with long commutes to campus, as well, benefit from the mp3 audio format to listen to content as they drive in to campus. The implementation of Ally is a positive move in creating a more inclusive learning environment for our students across many learning preferences and personal characteristics and needs.

But how do you know if your content is accessible or to what extent? With the new Moodle 3.6 upgrade, instructors now have access to a course-level Accessibility Report. To access the report, there is a block at the bottom of the left-side navigation bar titled “accessibility report.”

This is a new feature available to faculty at CCU, and allows you to check the overall accessibility of your course. You will see an overall accessibility score at top left for your course, as well as a breakdown of the different types of files that need improvement. From there, you are able to see which specific documents are in need and the severity of each issue. Some issues may be easily fixed — such as adding alternative text descriptions for images. Others may be more complex, requiring more effort to make them fully accessible. The great thing about Ally is that it not only identifies issues, but it also will give you instructions on how to correct the most common accessibility issues.

What’s an example of a quick fix I can do with my Ally tool to improve accessibility in my course?

Here is an example of one easy fix that will eliminate a large portion of accessibility issues within documents. At one time or another, we have all scanned a document into our course as a PDF; many campus-based scanners only scan our documents in as images. This image format is inaccessible for students to access this content if they need to use a screen reader, or if they need to listen to the content aloud. All you need to do is download your scanned PDF using the OCR (Optical Character Recognition) alternative format from the drop-down in Ally beside your file, and then re-upload your newly OCR formatted document into your course.

This will make it perfectly accessible for these students, and your overall course accessibility score will increase!

How do I get further assistance with Ally?

The Coastal Office of Online Learning is working directly with faculty to improve courses using these new course-level reports starting this Spring 2020 semester, and we encourage you to reach out to us for individual assistance with course and file accessibility questions at coastalonline@coastal.edu. You may also read more about our Ally tool on the Ally Faculty Resources page, and learn about individual file conversion tips for improved accessibility on our Digital Accessibility Faculty Resources page.
Boosting Instructional Efficiency through Video

Austin Hitt, associate professor, graduate and specialty studies, Spadoni College of Education

College students today are facing an increasing scarcity of time. For many of them, it is essential that they work part time in the evenings and weekends. Unfortunately, the on-the-clock time at work reduces the time they have to study and to complete assignments. Additionally, the time it takes students to travel to and from school and the seat time within classes cuts into their study time. It has been demonstrated that manageable time constraints or deadlines can improve the efficiency of students’ work efforts and result in higher quality products (Ariely and Wertdenbroch, 2002). However, it is common for college students to have multiple assignments due within short time frame. Such an intensive course load, in addition to demands of a job and school, result in a scarcity of time. The end result of this scarcity of time is lowered output and academic achievement (Mallainthan and Shafir, 2013).

The increasing scarcity of academic study time for students has led to me to develop more online instructional content. Online instruction mitigates time scarcity but it can introduce a different instructional issue: the depersonalization of the course, specifically the instructor. Synchronous instructional approaches, such as video conferencing and live chats, can directly address this issue. However, synchronous instruction requires students to commit to specific times and requires them to utilize spaces that provide quality internet access. If it is used excessively, synchronous instruction can produce a scarcity of time comparable to face-to-face classes. Subsequently, it is essential the majority of course content is delivered using less restrictive non-synchronous formats such as readings, slide presentations, videos, etc.

Non-synchronous formats, while more efficient, can have a downside: depersonalizing the student-instructor interactions. An asynchronous approach that can help instructors connect with their students is to produce a green-screen video. A green-screen video gives the instructor the ability to communicate information, move naturally and freely, and interact with the background images. A useful analogy for visualizing the impact of a green screen on instruction is the local televised news. The green screen accounts for the mobility, dynamism, and sense of connectedness that weather forecasters build with their viewing audiences.

Helpful Hints
In the following section, I address some key concepts that can help individuals produce an effective green-screen presentation.

Write a Script
It is absolutely essential to have a script. As an instructor, I generally receive high marks from students in regards to my teaching. For face-to-face instruction, I create an outline of the content I want to present and the supporting slide presentation. The flow and exact verbiage during the lesson varies based upon the students’ responses. It seemed to me that I could use a similar approach to producing a green-screen video. I was very wrong! After analyzing video footage, it was evident that what I previously thought of as “endearing expressions” did not translate very well to a video format. Much of what I said was off-target and seemed to detract from my instructional goals. In fact, the process of developing scripts for green videos has improved the clarity of my face-to-face instruction.

Simplicity
It is essential that you use clear, basic language to communicate your thoughts. Use technical terms when it is absolutely necessary. The style of a script for a green-screen video is different from the language that is used for effective face-to-face dialogues or texts. For my first green-screen videos, I included a lot of appealing terms which worked well in live conversations. Unfortunately, such language seems flat and abstruse in a video format. The difference between video and face-to-face conversations is the interaction between the speaker and the audience. In a live face-to-face conversation, the speaker can pick up clues from listeners and modify the message accordingly. Video presentations lack real time, person-to-person interactions. This is one reason why directors incorporate laugh and sound tracks into television shows. The canned laughs and background music clue the audience into the directors’ intentions.

Get to the Point
Even the most dedicated of audiences can only maintain their focus for so long. A general rule of thumb is an informational video should be no longer than 10 minutes. If more time is needed, the solution is to create another video. Consider the fact that the average 30-minute sitcom is comprised of 22 minutes of acting, which is interrupted by three commercial breaks. Generally there is a commercial break at the 10-minute and 20-minute marks. The final commercial break occurs a right after an approximately 2-minute kicker segment when the audience sees what happens to the players in the aftermath of the storyline.

X Marks the Spot
A green-screen set-up does not allow for an unlimited range of motion. The key is to find the target spot, an “X” on the floor, where the presenter is centered and has the ability to twist and adjust his/her body. A more mobile presentation can be facilitated using a camera on a tripod and by using a portable extended green screen as a backdrop. Another positional factor that should be strongly considered is that the speaker should be positioned so he/she is not obscuring the graphics in the background.

Dress for Success
It is essential the presenter can be clearly seen and not absorbed into the background. Presenters should not wear any type of green clothing. This is because the green clothing will blend into the green background. During the editing process, the background graphics are placed over all green images. Any clothing or accessories will be filled in with background images. It is also a good idea to wear simple, monochrome colors. Colorful stripes or other busy patterns can appear blurry on the screen and create colorful, fuzzy shadows around the presenter.

Make it Interactive
In order to help viewers focus on the relevant information, pop-up quizzes can be embedded in the video. When the quiz pops up, the audience is prompted to type or select answer choices to the questions. This type of scaffolding helps to keep the target audience engaged and focused on the content in the video. In effect, a passive viewing experience is converted into an active learning experience.

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Instructional Technology

Revamping My Courses with Instructional Videos

Cari Borisuk, lecturer; management and decision sciences; Wall College of Business

I originally reached out to CeTEAL in the fall to help me learn about my options for developing an online classroom, in preparation for a business communication class I was scheduled to teach in the winter. Initially, I thought I’d pick up some minor tips and tricks; little did I know that my interactions with Matt Tyler and George Warriner would completely improve my effectiveness as an instructor. With their help and guidance, I have now completely revamped the two courses I teach most, and students are reaping the benefits.

Tyler and Warriner told me about the ability to film my lectures in front of a green screen, so students would be able to see both my facial expressions and body language, while also seeing any slides or additional visual aids — a game changer, particularly for a business communications class that would otherwise have been a video of my slides with a voiceover. Throughout the fall, I would go into a studio graciously loaned to me by the Spadoni College of Education and record each lecture. CeTEAL taught me how to edit the videos, so I’m now able to take that recording, edit, and upload the video on my own. I got tremendous feedback from winter students that they looked forward to the video lectures, confirming for me that these more engaging videos are a way to mitigate the downsides of a strictly online classroom.

I’ve always taught classes with a breadth of material, making it difficult to both ensure students get it and leave time for activities, discussions, practice, or case studies in the classroom. With the success of the lecture videos in my winter class, I decided to record lecture videos for my spring courses, as well, giving me the ability to truly take advantage of the flipped classroom model. My class time is now reserved for discussions, small group activities, and more exercises that strengthen understanding, rather than simply providing the basics through lecture. Students also now have an additional resource that they can watch, rewind, and revisit on their own schedule.

I am so grateful to CeTEAL and to the two gentlemen, who, through time, effort, and

Easy Tech Tools for Content Production by Students

CeTEAL staff

One of the challenges of assigning projects or presentations that require technology is the fear of having to provide tech support for your students. The tools listed below are easy for students to use on their own with little or no need of faculty support.

PowerPoint (to video)

We all know how to create a presentation in PowerPoint, but you might not be aware that PowerPoint can be used to produce quick voiceover PowerPoint videos. Depending on the version of PowerPoint used, it is possible to record both the PowerPoint and a webcam, and even grab screen captures to include in the video.

Sway

Sway is an easy tool available as part of Office365 that students can use to create interactive presentations. Sway presentations are easy to create with built-in templates and drag-and-drop features. Tutorials are available to help students as they build.

Phones

Many students can use their phones to produce good quality photos and videos for class assignments. Be sure to offer an alternative if you ask students to submit content produced through their phone.

Moodle Glossary

The Moodle Glossary tool allows students to build a content page containing text, images, video and audio clips. The glossary “entries” are individual pages that students can build using the basic Moodle word processor. The latest version of Moodle includes webcam and microphone capture, so students can add video and audio directly to the page.

Screencast-O-Matic

Screencast-O-Matic is a simple tool students can use to produce presentation videos that include computer screen (think PowerPoint) and webcam capture. Screencast-O-Matic has a free version that requires no login, or students can purchase a more in-depth version for less than $20.

If you are interested in learning more about any of the tools listed here, or if you would like to discuss options for activities that work well with these tools, contact Tracy Gaskin (tgaskin@coastal.edu) or George Warriner (ghwarrin@coastal.edu).
The Transformational Effect of Instructional Technology

George Warriner, instructional technology trainer, CeTEAL

Coming from the generation where massive jumps in technology advancement were almost a daily occurrence, the same can now be said in the context of the prevalence of technology in K-12 and higher education classrooms. Traditionally, classrooms were set up in lecture format with little to no interaction between students in the same class. Instructional technology, and more broadly, technology in general, has changed the face of the teaching and learning process. From simulations to learning management systems to collaborative systems, etc., technology has allowed students to engage with content in ways that were previously unimaginable.

I did not have a computer at home until I was 6 years old. At that time, the ability to simply do a browser search on any topic and access treasure troves of information on demand was a revolutionary thing in itself. The advent of computers and the internet allowed teachers to pivot away from being the sole arbiters of information to being the facilitators and allow for more inquiry-based, investigative learning done by the learner. It was all the way through my sophomore year of high school that teachers still taught via lecture and did not incorporate any kind of technology into their teaching.

Fast forward into my undergraduate years of college, and I began to see a lot more technology being integrated into teaching and learning. The ability to upload content information into a Learning Management System (LMS) and teach or engage with content from anywhere in the world was progressively becoming the choice for instructors and students alike. Utilizing platforms such as Google Docs or Microsoft Word Online allows students to collaboratively work on projects without working out the logistics of who will email the paper to who or who has the group flash drive on what day. The majority of textbook companies are developing e-texts and supplemental materials such as simulations that allow students, especially in the sciences, to manipulate variables and see how changes affect the outcome of certain experiments in a low-risk environment.

In the field of medicine and health education, three-dimensional computer-generated models of the human body are being used to teach anatomy and how the body reacts to varying stimuli (Battulga, Konishi, Tamura, and Moriguchi, 2012). In K-12 and higher education classrooms, teachers are using instruments such as SmartBoards, Smart Projectors, etc., to allow students the opportunity to interact with content and provide hands-on components to in-class lectures.

“The most valuable aspect of instructional technology is that it allows the teaching and learning process to extend far past the physical confines of the classroom. What were previously considered to be abstract concepts are now becoming more concrete due to these advances in technology.”

The technologies that are available for teaching and learning now extend past the physical and into the virtual, as platforms such as Gear VR, Oculus Rift, and HTC Vive, partnering with large companies such as Google, immerse users into 360-degree environments that allow for the interaction with virtual manipulatives. There are large groups of app developers that create apps that target virtual platforms that can be incorporated into classrooms anywhere.

The most valuable aspect of instructional technology is that it allows the teaching and learning process to extend far past the physical confines of the classroom. What were previously considered to be abstract concepts are now becoming more concrete due to these advances in technology. This is an exciting time for instructional technology as advancements are still almost an everyday occurrence with no end in sight.

References

Hypothes.is and Social Annotation for the Classroom

Jenn Shinaberger, director, CeTEAL; and Jean Bennett, assistant director, CeTEAL

Social annotation with Hypothes.is allows anyone to comment on a website, public, or privately. Think of the way that we highlight in a book and write notes in the margin. Now, imagine a space where you and your students can comment, tag, and highlight directly on webpages and PDF files. Instead of students merely consuming information, they interact with the content. Students become co-creators of knowledge and engage in open pedagogy. Hypothes.is empowers students and gives them agency. Once comments are made in Hypothes.is, you can respond using images, drawings, and videos. You are not just limited to text.

Professors have used Hypothes.is for many different scenarios, including:

- Posting your syllabus and inviting students to ask questions or co-create policies.
- Reading, critiquing, and commenting on scholarly articles.
- Digital note-taking for research.
- Organizing research by commenting on the document level and adding tags.
- Creating counter-narratives.
- Critically examining current events and news sources.
- Creating public and private groups.
- Providing feedback for peers.

Hypothes.is has some useful features to use in your classroom and for digital note-taking. You can even use Hypothes.is directly in Moodle. If you are interested in knowing more, check out our website or contact Jean Bennett at jbbennet1@coastal.edu.
Utilizing Open and Inclusive Course Textbooks

Ariana Baker; scholarly research librarian; Kimbel Library

The cost of college textbooks increases every year. According to Coastal Carolina University’s Office of Financial Aid, it is estimated that books and supplies will cost students $1,082 for the 2019-20 academic year (n.d.). While this is manageable for some students, others simply cannot afford it. As a result, these students may not purchase required texts, which can result in dropping or failing courses. Fortunately, faculty at CCU can reduce this financial burden by transitioning to open and inclusive textbooks.

Open Textbook Library

Open textbooks are funded, published, and licensed with the intent to be freely used, downloaded, adapted, and distributed (Open Textbook Library, n.d.-a). In 2019, South Carolina’s academic library consortium (PASCAL) joined the Open Textbook Network, a community that supports a comprehensive catalog of open textbooks known as the Open Textbook Library: https://open.umn.edu/opentextbooks. While there are many free books available online, the Open Textbook Library indexes only those textbooks that are quality, peer-reviewed, and meet four specific requirements:

1. All content must be openly licensed.
2. The textbook must be complete.
3. Portable file options (e.g., PDF, ePub) must be provided.
4. Textbooks must be either:
   a. In use at multiple colleges and universities.
   b. Affiliated with a higher education institution, scholarly society, or professional organization.

Textbooks in the Open Textbook Library are subject to faculty review based on the following criteria: comprehensiveness, content accuracy, relevance longevity, clarity, consistency, modularity, organization structure flow, interface, grammatical errors, and cultural relevance (Open Textbook Library, n.d.-b). There are currently 694 textbooks across 26 disciplines with more added all the time, so check back if you don’t currently see options for your courses.

Inclusive (Library) Textbooks

Kimbel Library purchases and subscribes to thousands of e-books, which are included in the cost of students’ tuition. These are traditionally published books available in an online format, so regular copyright restrictions apply and affect your ability to download, adapt, and distribute them. Most library ebooks are available to concurrent users, so they can be assigned to an entire class at one time. If an e-book you want to assign is available for single-use only (there will be a statement to this effect in the catalog record) or if the library does not own a particular title, contact Kimbel Library to learn about purchasing options.

References


A Message from CeTEAL

Dear colleagues,

As you move your classroom teaching onto new digital landscapes, please remember that CeTEAL is here to support you.

Our instructional design staff can help you:

• Focus your content and goals for effect online delivery.
• Choose the instructional tools and strategies that will best suit your content and goals.
• Plan the sequencing of your content and the flow of your online course.
• Brainstorm ideas and solutions.
• Use Moodle tools to engage your students and streamline your processes.

We are happy to meet with you virtually through Microsoft Teams, Skype for Business, or Zoom.

Contact us at ceteal@coastal.edu to request a consult.

— Jenn, Jean, Elf, Matt, George, Gail, and Tracy
Instructional Technology

Providing Digital Content May Be Less Challenging Than You Think

Tracy Gaskin, faculty development program coordinator; CeTEAL; teaching associate, biology and public health; Gupta College of Science

Many instructors avoid teaching online classes because of the perception that it takes too long to build the content. Others avoid content creation and present online course material solely through textbook readings and publisher PowerPoint presentations. The need to engage students in the course content demands a bit more from us as online instructors. So how do we provide content that serves the dual purpose of capturing our students’ interest and presenting the knowledge we want to pass along? More importantly, how do we generate this content within the confines of an already overflowing schedule?

First, we must recognize that we do not have to create all of our own content. We have many digital resources that are already available for us. We are not the first people trying to share information online. For most subjects we teach, plenty of tech-savvy folks have already blazed the trail. So where can we find all these great resources?

One immediate source for engaging digital content is a textbook publisher who provides digital supplements for their books. Depending on the publisher, you may find good supporting materials such as video clips, simulations, flashcards, or online assignments. Some publishers provide entire online course packages that can be integrated into your Moodle course. Better yet, look at sources like Merlot.org or Open Library for open educational resources related to your subject.

Kimbel Library has an assortment of resources you can use. Visit Kimbel Library’s website and click on the Database Finder link beneath the search box in the middle of the screen. Select “Videos and Simulations” from the subject list. A few of the databases our library offers include: American Newsreels in Video; Films on Demand; Filmmakers Library Online (documentaries); Journal of Visualized Experiments (JoVE); and Kanopy.

The library has resources beyond videos including 3-D Human Anatomy, with interactive models of the human body, narrated animations, and dissection images; and Opposing Viewpoints in Context, a collection of topics you can use for student debate or discussion.

Other resources can be found online. A quick online search for “[subject] videos” or “[subject] simulations” will bring a list of possibilities. YouTube is a gold mine of video clips describing or demonstrating almost anything you can imagine. Khan Academy and Discovery Education are also great sources of educational videos. Seek out sites with videos and simulations related to your course content and add the links to your class.

Once you have discovered the available resources, consider creating your own content to cover those topics that are your particular specialty. Are you passionate about a particular topic? Convey that passion to your students by making a short video clip. You do not need to record an hour lecture. You can easily record a five-minute screen capture with images, diagrams, or data, and your voice explaining the most important points. Including a few of your own videos in a distance learning course will help your students get to know you.

Try creating an interactive lesson using media files from one of the sources mentioned and include a few questions. Using the Lesson in Moodle, you can quickly build a multimedia lesson with content and assessment questions. Within a Moodle lesson, students can watch, read, or listen to a bit of content, answer a few questions, and then move on to another location in the lesson based on how successfully they answered. The Moodle Quiz tool is another great option for integrating content and questions to build a lesson. As a bonus, once deployed, a lesson built with either of these tools is self-paced and will generate a grade for the student’s work. Both are easy to set up and easy to manage.

Finally, one of the simplest ways to bring the engagement and excitement of the classroom into the digital world is through an online discussion. Through discussion, you can introduce a topic and have your students generate the content. Provide students with a question or debate topic, specific instructions on your expectations for quality and participation, and then let them do the work. But what about all that grading, you ask? Find a strategy that allows you to grade selectively. You do not need to read every single post. Do take a little time to participate in the discussion. Just a post or two from you will let students know you are actively involved and reading what they have to say.

Opportunities to interact with good digital content in your course will help keep students interested and engaged in the learning process. Locating and creating digital content is not as challenging as it seems at first glance. Look for what is already available and try out some of the easy technologies for creating your own content.

Updated from article previously published in March/April 2015 CeTEAL News.

Instructional Technology: Transformative Learning with VR Has Arrived

Continued from Page 1.

In addition, utilizing virtual worlds to immerse students in experiences has been shown to enhance students’ understanding and aid with the transfer of information into long-term memory. Further, the use of VR to connect multiple users engaging in learning experiences simultaneously within a virtual world has been shown to stimulate a heightened sense of community with more visible collaboration as opposed to more traditional individual parallel experiences.

Traditional uses of technology in classrooms from the past decade – such as passive video watching – are becoming outdated. Currently, there is an expanding availability of VR offerings that give students more meaningful, active, and collaborative learning experiences. VR presents educators with high levels of technology integration and students with previously impossible types of learning. The pervasiveness of VR-enabled technologies already in students’ hands through mobile devices combined with the emergence of high-quality VR content necessitates a deeper analysis of the ways in which VR technologies can be utilized to provide students with more meaningful learning experiences.

To see for yourself, take a spin in the various VR experiences the in apps Google Expeditions, Within, and UNICEF 360 available on iOS or Android. Whether you are teaching in the humanities or sciences, there is a good chance there is a VR experience that fits your class.
We were invited to present our preliminary findings at the 43rd annual meeting of Eastern Educational Research Association (EERA). The purpose of our mixed-methods study, called “Don’t Get Duped: Exploring PSTs Source Evaluation Criteria and Strategies,” is to examine how pre-service teachers (PSTs) identify and evaluate online sources, especially on Wikipedia and YouTube. We are also interested in seeing if any significant change occurs in students’ source evaluation strategies and skills after a library instruction on source credibility. It was also my pleasure to serve as a session chair at EERA 2020 and meet with wonderful scholars all around the world.

As a part of this ongoing project, Hagan and Faix were invited to present a teacher workshop at the International Society for the Social Studies (ISSS) 2020 conference in Orlando, Fla. In this session, “Is this Credible? Pushing Students to In-Depth Source Evaluation,” they introduce strategies and hands-on activities teachers and teacher educators can use to develop students’ evaluation skills of online sources such as websites, Wikipedia, and YouTube. Our research is ongoing, and we are currently collecting more data during Spring 2020.

A Few Tips for Participating in Virtual Meetings and Classes

CeTEAL staff

As we move through this semester online, we are asked to participate in virtual meetings, trainings, and professional development activities. Additionally, we may be hosting virtual classes for our students. To help your virtual experiences run smoothly, here are a few best practices to consider.

If you are hosting a virtual session:

- Make sure you practice using the system in advance. Feel free to contact CeTEAL if you need someone to practice with you.
- Be sure to send out the link at least an hour in advance to allow participants to test their equipment. Better yet, send it out the day before if possible.
- Arrive a few minutes early to help resolve any issues before the session start time.
- Make sure you have your computer desktop cleaned up and open any documents or websites you will use or share.
- Be sure to engage all of your participants in the conversations.
- If using Microsoft Teams, don’t forget to hang up when finished.

If you are a participant:

- If the session requires registration, do not sign up at the last minute. The instructor may not be available to send you the link.
- Try to access the session a few minutes early to make sure your computer setup works. You may need to download an additional application to participate. For some sessions, you may be asked to wait in a virtual lobby until the presenter gives you access.
- Make sure you have the necessary equipment to participate in the session. Most likely, you will need a microphone. In some instances, you might also need a webcam.
- Do not arrive late to the session. Late arrivals may be disruptive to the group.
- Be sure to mute your microphone except when you are speaking to avoid random background noise and feedback. The presenter may automatically mute all participants.

Boosting Instructional Efficiency through Video

Continued from Page 4.

Closing Thoughts

I have a few more helpful hints that can lead to the production of an engaging green-screen video. First, don’t be a perfectionist. There is no such thing as the perfect video or even clip within the video. It is inevitable that when the video footage is reviewed there is something that can be improved. The more videos a person makes, the better the end product will be. It can be useful to compare and contrast the content of earlier videos to the more recent projects. I find such a comparative analysis useful because it helps me to identify effective approaches that should be used in future videos. Conversely, I can omit ineffective approaches in new videos.

Second, it essential to practice reading the script out loud. I am always surprised by the number of words and phrases that seemed so eloquent and clear in my mind fall flat when I say them out loud. The key is to read aloud and edit out the wonky language.

Finally, it is helpful to read a script in front of a mirror. This allows the presenter to see his/her facial expressions. This “reflective” oration can help a presenter to remove distracting facial expressions and gestures and to add appropriate supporting expressions. It is important to remember that a green-screen video is both an auditory and visual experience for the audience. If the words or the visual presentation is off, the audience will become disengaged.
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.

Easily Update Activity Dates in Moodle 3.6

Moodle 3.6 has a new feature that makes it easier to update your Moodle course each semester.

The Dates tool allows you to see all the start and end dates for course activities on one screen. Rather than going into each activity individually to change the dates each semester, you can open the Dates page and edit the dates in one place.

To access the Dates tool:
1. Click the Edit gear (cog) icon in the upper right corner of the main page of your course.
2. Select More… at the bottom of the dropdown list.
3. On the Course Administration screen, click Dates (in the Reports section.) On the Activity View screen, you will see your class weeks or topics listed.

Dates tool functions:
- Near the top of the screen, the Activity View dropdown list will allow you select a specific type of activity to view, or you may view all activities at once.
- The Expand All link on the far left side of the screen will allow you to see all the activities listed within each section.
- At the bottom of the screen, you will see a horizontal calendar showing when items open and close throughout the semester. If you hover over the icon for an item, you will see the name of the item and whether it is opening or closing on that date. If you click the icon, you will go to the settings for that item where you can make date changes.

Moodle Tips and Tricks

Here are a few Moodle tips and tricks from your Course Administration menu that may be helpful:

Recycle Bin
If you accidentally delete an item from your Moodle page, check the Recycle Bin to see if it is still available to be restored. To access the Recycle Bin, click the Edit gear icon in the upper right corner of your course, and select Recycle Bin from the menu. You will see option to restore or permanently delete each item listed. Items are permanently deleted automatically after seven days in the bin.

Activity Report
The Activity Report can tell you how many times a course item was accessed and how many users accessed it. You can filter by dates to help you look for access during a specific time frame, such as before an exam. To locate the Activity Report, click the Edit gear in the upper right corner of your course and select More…at the bottom of the menu. You will see Activity Report listed in the Reports section of the page.

Course Participation
Just beneath the Activity Report link, the Course Participation tool shows detailed information about how your students have been participating in your course.

Design a Self-Paced Interactive Learning Module Using the Moodle Quiz Tool

The Moodle Quiz tool can be used for more than building online tests. Consider using this versatile tool to create self-paced learning modules to engage students with your course content and to assess their learning as they go.

The Quiz tool enables you to add blocks of content including text, images, video, and audio; and provides a variety of question types to assess student understanding of the content. Most question types can be automatically graded by Moodle, allowing students to receive immediate feedback.

If you are interested in learning more about designing a self-paced, interactive learning module using the Moodle Quiz tool, contact Tracy Gaskin at tgaskin@coastal.edu.

CeTEAL Guides for Faculty

New Faculty
The New Faculty Resources guide is designed to help faculty get to know CCU and review basic information on getting started teaching at the University. To access the guide, go to libguides.coastal.edu/newfaculty.

Effective Teaching
The Effective Teaching Resources guide contains a collection of faculty/staff articles, and links to useful books, articles and websites related to effective teaching practices. To access the guide, go to libguides.coastal.edu/effectiveteaching.

Contingency Instruction
The Contingency Instruction Resources guide can help faculty develop a plan for continuity of instruction for times when classes cannot meet on campus. To access the guide, go to libguides.coastal.edu/contingency.

Contributing Information
We are always looking for information to share with faculty, and you are our best resource. If you would like to contribute to any of CeTEAL’s guides for faculty, please contact Tracy Gaskin at 843-349-2790 or tgaskin@coastal.edu.
## CeTEAL Faculty Development Schedule

Sessions are offered as webinars via Skype for Business until the University reopens.

### Accessibility
- Affordable Learning through Kimbel Library and the Open Textbook Library (Live Webinar)  
  April 29, 11 a.m.
- Ally Digital Accessibility Tool - Let’s Get Started! (Live Webinar)  
  April 22, 3 p.m.  
  May 4, 10 a.m.  
  May 21, 10 a.m.

### Distance/Online Learning
- Best Practices for Developing Online Course Multimedia (Live Webinar)  
  April 28, 11 a.m.
- Integrating Streaming Videos into Your Courses (Live Webinar)  
  April 27, 4 p.m.  
  May 5, 11 a.m.
- Using Remind for Course Communication (Live Webinar)  
  May 1, 3 p.m.
- Edpuzzle: Creating Interactive Videos to Foster Online Student Engagement (Live Webinar)  
  April 22, 3 p.m.
- Reducing Student Stress by Reviewing With Kahoot (Live Webinar)  
  April 28, 2 p.m.

### Technology
- Low Tech Ways of Teaching Online and the Rule of 2’s (Live Webinar)  
  April 22, 3 p.m.
- Hypothes.is: Annotation and Engagement of Digital Documents (Live Webinar)  
  April 22, noon
- Office365: Introduction to Microsoft Teams (Live Webinar)  
  April 23, 2 p.m.
- ZOOM: The Basics (Live Webinar)  
  April 30, 11 a.m.
- Adobe Acrobat: The Basics (Live Webinar)  
  May 21, 11 a.m.

### Individual Consultations
- In addition to our classroom and virtual sessions, CeTEAL offers consultations for faculty and staff related to teaching (classroom or online), instructional design, research, scholarship, or instructional technology. We are happy to meet with you for consult via phone, email, or Skype.

### Effective Teaching
- Low Tech Ways of Teaching Online and the Rule of 2’s (Live Webinar)  
  April 22, 3 p.m.
- Encourage Active Learning in Your Course Using Echo360 (Live Webinar)  
  April 28, 9:25 a.m.
- Remote Master Writing Circle (Tuesdays)  
  May 19, 9 a.m.
- Remote Master Writing Circle (Wednesdays)  
  May 19, 9 a.m.

### Scholarship/Research
- The Productive Writer: Managing Your Time, Process, and Energy (Live Webinar)  
  April 22, 2 p.m.
- Remote Writing Circle - Week 1 - Introduction to Writing Circle and Designing Your Plan  
  May 19, 1 p.m.
- Remote Master Writing Circle (Tuesdays)  
  May 19, 9 a.m.
- Remote Master Writing Circle (Wednesdays)  
  May 19, 9 a.m.

### Contact Information
- **Contact Matt** for:  
  - Instructional design of online courses.  
  - Development of an online instructor presence.  
  - Office 365 Suite.  
  - Instructional technology consults.  
  - Moodle.
- **Contact George** for:  
  - Lecture recording/capture/Camtasia.  
  - Course multimedia creation (audio/video).  
  - Skype for Business.  
  - Microsoft Teams.  
  - Adobe CC.
- **Contact Elif** for:  
  - Mendeley for research and teaching.  
  - SPSS and Dedoose.  
  - OneNote and OneNote Notebook.  
  - ZOOM, SKYPE for Business, and Microsoft Teams.  
  - OneDrive.
- **Contact Tracy** for:  
  - Best practices in Moodle course design.  
  - Moodle.  
  - PowerPoint for video lectures.  
  - Designing interactive self-paced learning modules.  
  - Best practices for teaching online.

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***A meeting link and login directions will be sent to users via email the day before each scheduled synchronous Skype session.***

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March/April 2020
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; 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.

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