

Spring 5-1-2020

CeTEAL News, May/June 2020

CeTEAL
Coastal Carolina University

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CeTEAL News

CENTER FOR TEACHING EXCELLENCE TO ADVANCE LEARNING

Continuity of Instruction Issue — May/June 2020

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CCU Faculty and Staff Shift to Academic Continuity Plan, Bringing Creativity and Concern for Students to the Task

CeTEAL Staff

The spring semester was a tough one, no doubt, but CCU faculty and staff were up to the challenge. Faculty moved classes online and engaged new tools and technologies to connect with students, present course content, and assess student learning. Staff and faculty set up workspaces from home or worked in lonely campus offices to keep the University moving forward. Many were inspired to develop new ways of doing things to make it all work. Jenn Shinaberger shared the



DIY document camera: three soup cans, a smartphone, a pad of paper, and a pen.

creative idea captured in the featured photo for building a document camera for recording and sharing written notes, math problems, diagrams, etc.

In the articles on the following pages, faculty and staff share their experiences of moving classes online and working in the “new normal” of the coronavirus pandemic. As you read, we hope you will be inspired by the creative solutions and the concern for students expressed by our CCU family.



Professional Development Opportunities

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

Managing the Workload in Your Online Class (live webinar)

Distance learning (DL) courses can have an overwhelming workload. Don't let a DL course take over your life. This session will help you organize yourself before, throughout, and at the end of the semester for a distance learning course. We will share a checklist with you and encourage you to adapt and develop your own checklist.

Participants will:

- Discuss the tasks that make up your online workload.
- Review checklists for all stages of an online course such as pre-semester, semester, and post-semester events in distance learning courses.
- Brainstorm ideas for reducing your workload.

Thursday, June 4, 1 p.m.

Universal Design for Learning (UDL): More than Accessibility (live webinar)

Universal Design for Learning (UDL), is more than accessibility, as it benefits all students. In this session, we will discuss the framework of UDL multiple means of representation, action, and expression. Other topics include assessment, executive functioning (EF), and case studies.

Participants will:

- Define UDL.
- Appreciate the UDL framework.
- Discuss ways to implement UDL in your course.

Tuesday, June 9, 1 p.m.

Streamlining Your Online Activities Feedback (live webinar)

Feedback and assessment of the online learner may become tedious and time-consuming if you don't have a plan. This session will cover the importance of creating a plan and using templates in feedback and assessment. We will discuss what you need to do to plan your time in an efficient manner and review various templates to use in feedback and assessment.

Participants will:

- Appreciate a feedback plan and using templates.
- Discuss different forms of feedback.
- Devise a rough draft plan.
- Modify or create a feedback template.

Wednesday, June 10, 1 p.m.

Register at coastal.edu/ceteal. A meeting link and login directions will be sent to registrants via email prior to the scheduled synchronous session.

FROM THE DIRECTOR

Jenn Shinaberger, M.S.Ed., MPIA



Welcome to the COVID-19 edition of the CeTEAL News. A little more than a month ago, we began to face the reality of the pandemic head-on. During an extended spring break, CCU, and so many other universities around the United States, converted to being an online university within the span of a week. The days of extended spring break and the first week back to the "new normal" are a blur of helping faculty get ready to teach remotely, whatever that meant for them.

While I saw colleagues at other schools panicking, at CCU we were more prepared in some ways. We had already shuttered campus for three weeks during for Hurricane Florence, two weeks for another hurricane, one week for another hurricane — the names run together — and assorted days for ice and snow. One month, 100 Microsoft Teams meetings, and 50 Zoom calls later, the reality of social distancing, being away from our beautiful campus, and the difficult times ahead is setting in.

Through all of the constant reminders to wash my hands, sanitize anything coming into the house, and wear a mask, when I tune out all of the noise and reflect on the past month, a few themes rise to the top. First, I am privileged to have a position at a university that can adapt quickly without losing sight of our main purpose, the students. The creativity and instructional innovation that has come out of the initial response to COVID-19 is inspirational. It's not perfect, not even close, but everyone is making it work. I am surrounded by resilient colleagues who face each challenge, do the best they can, and move on to what's next.

In this issue, you will read, and no doubt, understand, and empathize with this issues authors. Steve Hamelman writes about the reality check of the preparing to teach remotely and the "academic calabash" buffet of resources that CCU provides; Kris McIntyre answers the question, "How do you teach acting and performance classes online?"; Alison Hamilton shares how she prepared to teach her finance class remotely; Suzanne Horn celebrates the resilience and hard work of our CCU students; and Aggie O'Brien-Gayes shares a checklist she offers students while they deal with social distancing and isolation.

None of us is sure what the next iteration of CCU will look like over the summer or in the academic year to come. As we overcome this obstacle, we will do the best we can and move on to what's next.

-Jenn

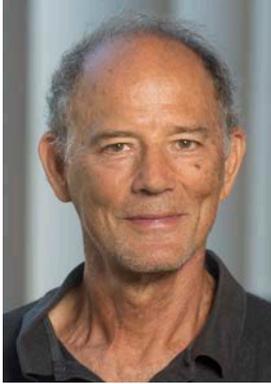
Continuity of Instruction

Reality Check

Steven Hamelman, professor; English;
Edwards College of Humanities and Fine Arts

Disclaimer

I began this essay on the last day of the first full week of online/virtual/digital instruction brought about by the novel coronavirus pandemic. I finished it a week later. Like most, if not all schools across the land, CCU had to close its doors abruptly. On the



Friday before the start of Spring Break 2020 (it feels so long ago!), no one was aware that, at least for the foreseeable future, the academic calendar by which we Chanticleers plan our lives had ceased to exist. One day, all routines and operations were running smoothly; the next, those same functions came grinding to a halt, forcing every single member of the CCU community to adapt to the new teal order without delay. Having, at the outset of this piece, "taught" in these conditions for a mere five days (following an extended spring break, during which "the notion of circular time," to quote the Rolling Stones in a different context, began to be "destroyed"), I was able to say only one thing with certainty: The ideas and impressions recorded here would evolve in tandem with the evolution of CCU's, the state's, and the nation's responses to the virus. My mental processes, and thus my pedagogy, were in flux. They still are. Because of the fluid nature of this unprecedented situation—the inconsistent verb tenses themselves signal stress—I offer in this essay no thesis and no conclusion.

Title Search

On the morning of March 27, as I drove my truck to my local auto shop for long-overdue repairs, I was brainstorming mordant titles for this essay: "Even Registrars Get the Blues," "COVID-19 AKA Commencement Killer-20," "And You Thought Hurricane Florence Was Bad?"¹

I soon found myself asking the shop manager about the effect of the pandemic on his business.

"You know what it is?" he erupted, eyes flashing. "It's a reality check on the way things are done in this country."

My thoughts exactly—confirmed with a nod, not a handshake.

I had my title.

I also had a way forward.

I can't do much about my country's systemic failures in health and child care, prison policy, and sick leave pay; can't mend its off-kilter economy or the addiction of its citizens to toilet paper. The coronavirus has illuminated such failures and foibles with pitiless clarity.

But what about the way things are done at Coastal Carolina University? More to the point, what about my own pedagogy? What could I do to succeed in the teaching/learning environment brought about overnight by COVID-19? How would it alter my "reality" in ENGL 101, 205, 306, and 399?

Academic Calabash

From day one, CCU's equivalent of first responders—the staff of COOL and CeTEAL—arrived on the scene to start triage, dispensing tech-sessions like face masks at a well-stocked clinic. I registered for a refresher course on Skype, not the easiest app to master. During the session I learned about Screencast-O-Matic, Zoom, and Microsoft Teams, this last app striking me as the best bet since it was linked to Office 365. Teams, I decided, would be my main online tool.

The shuttering of CCU by the end of that second week of spring break didn't stop COOL/CeTEAL from continuing to save the day. In the blink of an eye, the schedule of meetings in Kearns Hall migrated to full electronic training. Assistance was available through every avenue COOL/CeTEAL is licensed to use: webinars, telephone, Skype, Microsoft Teams, etc. Individual need was addressed and resolved on the spot. When problems arose in my practice rounds with Teams, I telephoned instructional designer/technologist Matthew Tyler and, later, program coordinator Tracy Gaskin. They both talked me through my impasse. Because of them, I would be "good to go" on Monday, March 23.

Meanwhile, the floodgates had opened. The provost's office, deans, learning centers, program coordinators, and advising teams marshalled dozens of resources for teachers to sample. CCU's largesse was on full display. It was as if a giant virtual table, creaking under the weight of its wares, was there for us to browse. Kimbel Library, the Writing Center, First-Year Composition, the Office of

Diversity and Inclusion . . . each party was eager to contribute to a painless transition.

To switch analogies: CCU's online services resembled an academic calabash. One could eyeball, sniff, pick, taste, scoop out a serving, or move on to the next dish, crafting one's own combo-plate of apps.

Careful not to fall prey to "option paralysis," I settled on a mix of old and new. Moodle remained centerstage. I crash-coursed my way through Teams, to which I added MP4 videos, YouTube, and select CCU links, threading them all together through email, that most trustworthy of content delivery systems.

In no time at all, I could check off synchronous/asynchronous pedagogy. That wasn't so bad, was it?

Not So Fast

Q: "But what about books?"

A: "Google."

For many years now, I've stocked my syllabi with free full-text/online content. Aside from two, maybe three, short paperbacks per course, all required reading, viewing, and listening—poems, essays, novels, stories, songs, satires, letters, jeremiads, reviews, films—is available with the click on a link. These resources range from canonical titles and performance to images and articles in the current *New Yorker* or *Atlantic*. This lack of dependency on print materials made it easy to embed the paper syllabus into the COVID-19 landscape.

Still, teaching has been radically transformed for teachers like me who've never been assigned online classes or received online training. The urgency of shifting to full-online instruction at such short notice had led me (and who knows how many other teachers) to explore several untested alternatives. Google happened not to be one of them. As a person whose research once depended on card catalogues, musty books, microfilm, and photocopies, I will never be blasé about Google's main gift to humankind: instant access to a vast library of primary and secondary literature, not to mention the best journalism in English and endless holdings in music and art. No matter where they were headed, I told myself, my students would have, at the very least, their cellphones in hand; and to have one's cellphone and WiFi was to have one's syllabus and the links to full texts listed on it.

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Continuity of Instruction

Reality Check

Continued from Page 3.

Furthermore, 90 percent of all work in my sections is submitted exclusively through Turn-It-In, Word attachments, or Moodle Forum. For this reason, concern about collection of papers didn't arise while I was busy figuring out Teams, etc.

Within a few days, however, one of the provost's key caveats hit home. That is, I couldn't be sure (1) that all of my students would/did have internet access or (2) that their mental/emotional states were stable enough for all of them to care about how simple it would be to continue to post their work electronically. What was in my mind was not necessarily in theirs.

Media to which teachers might turn for moral support beyond CCU's safety net were tracking the upheaval, with varying results. For instance, on March 16, National Public Radio's Meghna Chakrabarti hosted an "On Point" episode titled "The Impact of the Coronavirus on the Education System." For college faculty, the title promised more than it delivered. Higher education received no attention in the program as the episode spoke mainly on how school administrators across the country were trying to prevent the spread of COVID-19.

On the same day, in the online version of the Atlantic, reporter Saahil Desai hedged more than a bit when stating, "[The coronavirus is] quite possibly the single most disruptive event in American higher education in at least a half century." Talk about understatement! Not "quite possibly" or "in at least." More like "definitely" and "the most disruptive ever."

Otherwise, Desai gave readers much to ponder. His report of student reactions to school closings—from pranks and riots to fear of deportation and unreliable internet—suggests that many Chanticleers may be at risk in ways that all the tech in the world can't alleviate. Desai cited a 2019 study which "found that nearly half of students [of 167,000 surveyed] suffered from housing instability, while nearly 40 percent had gone hungry in the past month." We would be naïve indeed to think Teal Nation's student body is immune to these worries. Indeed, challenges in food, shelter, and connectivity, as well as emotional distress caused by the forced exodus from residence halls, apartments, and campus "safe spaces" may explain why a disturbing number of my

students have yet to show up in a synchronous session or to view/complete an asynchronous assignment. These students have either elected or been compelled against their will not to join the Microsoft Teams sessions at their scheduled time and/or not to contribute to the Moodle Forum prompts. My emails to them go unanswered, and the staff receiving our Campus Labs notifications are likely too overwhelmed to get back to me or other teachers who have submitted alerts. Disembodiment is the order of the day; it's the Reality Check box we've all had checked for us; and it has transformed the material interplay of teaching and learning into an abstraction laced with disquiet.

"Student success depends on many factors, not the least of which is the teacher's attitude and work ethic. We could argue all day about whether or not digital pedagogy can ever be anything but a simulacrum of 'real' teaching, but I doubt we would spend a second debating the importance of a good attitude in either method."

— Steve Hamelman

Since we're in the middle, at best, of the crisis, there is little sociological, academic, or psychological literature on it. Data collection and conclusions based on case studies are months away. Statistical and anecdotal evidence is yet to be compiled and published. We teachers and administrators find ourselves in uncharted territory, casting about with trepidation but also with faith that common sense, diligence, and loyalty to our students will ensure safe passage.

Blessings Not in Disguise

Underlying this essay is the assumption that total online education can't hold a candle to the live, Socratic, performative classroom model. Online, I can't read and react to facial or body language, connect with an immediate voice, improvise as rapidly, work the physical area, circle the room, finesse, gesture, or feint. But it does neither my students nor me any good to harp on the

deficiencies of digital, especially when one concedes the advantages digital does have over the material.

As of now, the argument is moot anyway. No matter how hackneyed this may sound, a positive attitude goes a long way. We must make the best of the present moment, embrace the default medium, savor the gains rather than mourn the losses, and communicate optimism to our students. A sentence in an early email to all my classes summed up this theme: "We must adapt to circumstances beyond our control and make the result equal to if not superior to the former model." I reinforce this belief in everything I do. If I don't embody belief, student morale will falter and performance will suffer. The forces of apathy and detachment must be met and defeated in the forest before they reach the gate. I must and will anticipate their approach and plan accordingly.

Student success depends on many factors, not the least of which is the teacher's attitude and work ethic. We could argue all day about whether or not digital pedagogy can ever be anything but a simulacrum of "real" teaching, but I doubt we would spend a second debating the importance of a good attitude in either method.

What's good? Many things. In no special order, here are a few:

- Students need no introduction to technology—a big thing their teachers don't have to worry about.
- Moodle released a decent overhaul just before COVID-19 hit home.
- Creative screen-hopping (e.g., Teams to a Google image to a poem on the Poetry Foundation page to Moodle to the chat mode) allows the interweaving of content that might otherwise remain uncontextualized—in other words, screen-hopping reveals intertextuality in the immediate moment.
- CCU's academic calabash, unlike local stores, has no shortages; CCU's shelves are sagging with product, not bare.
- Video lectures and live-streaming classes are fun to make/conduct, and they bring out previously untapped skills in the open-minded and curious teacher.
- Passion for teaching and digital content-delivery systems are not mutually exclusive.

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Continuity of Instruction

Moving Theatre Online: The Challenge of Teaching Performance Classes

Kris McIntyre, lecturer; theatre; Edwards College of Humanities and Fine Arts

What's it like to teach performance courses online? Oof! I teach in the Department of Theatre, which you can imagine makes for an interesting transition into online teaching. This semester, my academic load consisted of teaching two Core Curriculum courses (THEA 130: Principles of Dramatic Analysis and THEA 149: Acting for the Non-Major) and three majors courses (two sections of THEA 242: Vocal Production and one section of THEA 142: The Speaking Voice). In addition, I was working with BA senior Shaughnessy Burns on overseeing her direction of the Second Stage Production of "The Women of Lockerbie," which was also to be her honors thesis project.

I was fortunate to have already completed dozens of CeTEAL courses, and I recently received both a distance learning certification and a COOL grant for creating an online version of THEA 130. I've used Moodle for many aspects of my classes throughout the years, and I knew I would be proficient in making Echo360 videos of me teaching from home; uploading audio-guided PowerPoint lectures; and creating assignments for my students that allow them to upload videos and journals, connect with their peers, and access linked library resources and supplementary videos. Thanks to the excellent training and preparation by the team at CeTEAL, I was ready, at least intellectually, to move to online instruction.

Emotionally, however, it was another thing altogether. You see, we who teach theatre thrive on the interaction with our students, and the greatest pleasure is derived from seeing them have an "a-ha!" moment while working on a scene or monologue or making a discovery while analyzing a play. We read their body language and facial expressions, as we are teaching them to do with others, in order to make in-the-moment adjustments in how we teach, constantly searching for clues in them that will help us guide them to those

"a-ha!" moments. So, how was I going to do that online?

Just when I reached the peak of my consternation, which literally consisted of me walking around my house saying, "How do I teach voice and acting classes online?!", I noticed that hundreds of theatre friends across the country were on Facebook expressing the same quandary. It prompted



Kris McIntyre in her home office space engaging with students through Zoom.

the creation of the Theatre Education Distance Learning (Resource Sharing and Support Network), where every day people were adding hundreds of links to online teaching ideas, portals, software, streaming services for theatre...you name it! It not only made me feel far less alone, but I gleaned many ideas for how to maintain a sense of connectivity and interaction among my courses. And the theatre community worldwide has truly come together to provide free streaming videos of world-renowned theatre, music, and dance performances for educators as well as all arts lovers. One common theme that has come from this that keeps motivating me is, "When the world is in a crisis, and we are looking for a little bit of connection to our humanity, where else would we turn but to the arts?"

Ultimately, my courses are now a combination of prepared lectures that I can upload, Echo360 video tutorials of me teaching them a specific skill, video and homework submissions from them that I can correct and scan back to them for review, and my favorite part: Zoom classes. Each week, my students and I log into Zoom, an online meeting portal in which every person who logs in can be seen and heard in real time, and I answer their questions, watch and

provide feedback on their monologues, and just check in with them as human beings. It is now the highlight of my week, although I am limiting it to one hour a week with each class so I do not overload them with obligations. They love being able to check in with their classmates and see each other's work and progress.

While teaching from home has certainly been no picnic, I easily have to cover the same material in four different ways each week (PowerPoint lecture notes, Echo360 video tutorials, written responses to journals and homework, and live Zoom classes), I am grateful for the comprehensive education I have received from CeTEAL that has made me feel adequately prepared to take on this crisis!

Easy Tool for Online Assignments

CeTEAL Staff

Are you having students submit assignments via email? Try using the Moodle Assignment tool instead. The Moodle Assignment tool offers several features to help streamline the process of collecting, grading, and returning assignments.

With the Moodle Assignment tool, you can:

- Create a dropbox for student submissions that includes a deadline and extended cut-off date for the option of accepting late submissions.
- Grade pdf submissions directly onscreen using mark-up tools. (Students can submit other file types as well.) Move easily from one student submission to the next with the click of a button.
- Batch download all assignment submissions into a folder on your computer. Type feedback, track changes, or edit directly in the student's submitted document.
- Batch upload the feedback documents into Moodle. They will be added to each student's assignment feedback area.
- Download a grading worksheet that can be reuploaded to populate the assignment grade into the gradebook.

For more information, contact Tracy Gaskin at tgaskin@coastal.edu.

CeTEAL is offering our sessions virtually. Visit coastal.edu/ceteal to register.

Continuity of Instruction

Excuse Me While I Brag about the M.A.T. Students

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

Certainly we are facing an unprecedented time. You are probably tired of being reminded of this. We are faced with uncertainty, bad news when you turn on the TV, and bad news in meetings. This is a stressful time for us all. As one who runs her life by a color-coded calendar and scheduled to-do list, this working from home, home schooling kids, caring for my mom, and no routine has been a challenge indeed! However, I tend to be a glass-is-half-full kind of gal so by my nature, I try to find things to be happy and excited about.



This brings me to my purpose of writing this article: to brag about what our Master of Arts in Teaching students are doing right now in their student teaching. As a part of their program, students learn skills like creating web quests, using brainstorming programs like Padlet, creating online lecturing with Prezi or PowerPoint, creating tutoring units online with formative assessments, and organizing programs like Blend Space/ TES. The point of learning these skills is to help our students understand and be capable of using technology to conduct blended learning or create online tutoring opportunities for students who have access to technology and cannot stay after school for live tutoring. Because one-third of our program is hybrid, students spend time online working in groups and participating in discussions.

These lessons set up our students to be able to work with their cooperating teachers to help create lectures, discussions, and online activities for students. I am so proud of their resilience and hard work. Their student teaching has been turned upside down. However, these students have dug in and remained flexible and creative. They have not complained that their student-teacher

experience has changed. They have rolled with the issues at hand. For this reason, I had to take a moment and share how well these students are representing Coastal Carolina University out in the schools and with parents and students in our community. Our future teachers are just as courageous, hardworking, and dedicated as our current teachers in the schools. I am excited for their future teaching careers.

Moving Online: Making a Plan and Collaborating with Colleagues

Alison Hamilton, teaching associate; finance and economics; Wall College of Business

On Thursday, March 5, 2020, my CBAD 363-01 students took their second exam and headed off to spring break. Never did I imagine that we would never meet in a traditional classroom setting again. I love teaching. I love standing in front of a classroom twice a week interacting in a learning community. We share stories, ideas, and encouragement.



On Wednesday, March 11, I was told that spring break would be extended and that I should prepare to teach online. What?!?!? Online?!?!? Moodle?!?!? I am familiar with Moodle. I use Moodle to enter my students' grades. In fact, this semester I have stepped it up and posted PowerPoint slides for my students. Also, I posted material for an online assignment when our class was redirected for Professional Development Activities (PDA) Day, but anytime that we miss class due to flooding or hurricane, I have elected to make up class face-to-face. How will I ever prepare to teach online?

Fortunately for me, I rely on CeTEAL. You see, this semester CeTEAL offered additional teaching associate training to bring us into a group. After this day of training, I was assigned a CeTEAL liaison based on my needs. Since I need lots of help with Moodle, I was assigned Tracy Gaskin. After

discovering that we were going online, I scheduled a face-to-face meeting with Tracy Gaskin on Friday, April 13.

I met with her on Friday morning. She helped me create a plan. The plan is as follows:

1. Following the request from Provost Ennis to help test Moodle system capacity, submit a journal question to my students on Tuesday, March 17.
2. Communicate with COOL to let them know that I will be requesting access to Moodle content for two other CBAD 363 professors that teach online.
3. Email Butch Smith and Hongxia Wang to ask if they will provide me access to their CBAD 363 Moodle content.
4. Using Smith and Wang's CBAD 363 Moodle content, build my own course content.
5. Contact the textbook publisher; McGraw-Hill is providing free access to Connect for my students.
6. Schedule an online training session with Patrick Havens at McGraw-Hill to learn about Connect.
7. Request Wang to allow to copy her Connect materials into my Connect.
8. Using Wang's Connect materials and assistance from Patrick Havens at McGraw-Hill, create Connect content.

So, how am I doing? Well, my plan is a work in process. I have learned so much. Ariana Baker, scholarly engagement librarian, has helped me with video content for my course. I have reached out and received help from Sherri Restauri and Kiara Hurt from COOL. Our University offers many resources. I have and will continue to take all the help I can get in life. Thanks to everyone who has helped me.

This semester is not ending as I would like, but as my father always tells me anytime there is uncertainty, there is opportunity, and anytime there is change, there is opportunity. This semester has provided me with many opportunities to step outside my comfort zone and grow.

If you are interested in having a CeTEAL liaison, contact Tracy Gaskin at tgaskin@coastal.edu.

Continuity of Instruction

Challenges of Advising in an Online Format

Aggie O'Brien-Gayes, director of academic advising; HTC Honors College and Center for Interdisciplinary Studies

As someone who relies on nonverbal communication, there are challenges in an online environment. Emails do not provide the breadth and width of understanding that face-to-face interactions provide. Being three weeks into the online format, there are some lessons learned. Students really do appreciate being able to talk to their advisor. Forwarding the office phone to the home phone (yes, I still have a landline) has been very helpful. Talking with students allows for a little bit of human contact right now and it is easier to answer multiple questions that way. It allows you to talk person to person and share the experiences we are all having. We could not work from home, practice social distancing, and finish the semester with our students without technology, but we have to be aware of the isolation that this new environment can bring to students.



Being able to discuss emotions and feeling is very important, and phone calls allow the focus to be on emotions, which is appropriate right now. I have been surprised by how many students are calling me and how appreciative they are when that phone is answered, even at night. I have even had a few calls where students ask me if they can just vent? The answer is of course yes. In anxious times, allowing the focus to be on emotions is appropriate and beneficial.

Emails are also crucial now as an advising tool. Not only did this occur right after an extended spring break, but registration was also occurring simultaneously. Email has been a crucial tool for communication. Taking extra time with emails by starting with a few questions has also had a very positive response from students. Taking the time to ask a student how they are, how their family is doing, what their challenges are, and asking how I can help makes a difference.

Responding to the new Beacon Alert process by saying we are all in this together and sharing our own experiences with students allows them to be validated in terms of their concerns, fears, and challenges. It opens the door to encouraging them to finish the semester strong and to periodically regroup. We all can use a little validation with so much change and so many unknowns occurring at once. For many students, this is the first real crisis of their adult life. They need to know they are not alone.

In the HTC Honors College and Center for Interdisciplinary Studies, we have been communicating even more with students than we normally would, in part to help minimize the feeling of isolation that can be a by product of social distancing and moving to an online environment. The feedback received from students has been quite positive. During the second week, we realized students were struggling a bit in terms of feeling in control and confident about all their classes. Below is the list of tips we pulled with an explanation of why it helps was sent it to all our students:

1. **Stick to a schedule.** Routine and structure help reduce stress and help us complete assignments.
 - a. In effect, go to class at the same time every day or every other day.
 - b. Why this helps: It keeps us on track much like our pre-pandemic schedules kept us on track.
2. **Find a quiet corner.** You do not need a large space. Having a separate working space to call your own helps create boundaries.
 - a. Set up a little table or desk like structure to work from at home.
 - b. Try to avoid your bed or the living room. We are all under a fair amount of stress right now.
 - c. Why this helps: When the mind is under stress, distractions make it even harder to focus.
3. **Discuss boundaries with family members.**
 - a. Establish a quiet time for your quiet space.
 - b. Why it helps: A little peace and quiet is good for everyone right now. Fewer distractions help us study and complete assignments.
4. **Limit distractions in your study space.** You're trying to stay focused in a new environment.
 - a. Turn off social media, radios, and TV.
 - b. Why this helps: The average attention span has been declining for years. It takes weeks for new habits and approaches to become effective.
5. **Use resources.**
 - a. The Kimbel Library webpages and Google Scholar (look for the available at CCU to the right of the source) can help you complete research.
 - b. Reach out to your professors. The vast majority want to listen and help.
 - c. Reach out to other students in the class via Moodle, email, etc.
 - d. Why this works: In times like this, we need to work smarter because it is a little harder.
6. **Take breaks** (probably more breaks). Let's call it "meaningful mindlessness."
 - a. A five-minute stretch or get up and walk around the house.
 - b. Dance to a favorite tune (put it on loop for 5-7 minutes).
 - c. Play a game. (Don't forget to set your timer.)
 - d. Why this works: It allows us to breathe, change it up, and refocus.
7. **Break projects down into manageable sections.** Thinking about everything we all have to finish before the semester ends is, well, overwhelming. Life is a little more overwhelming than usual right now, but the solution is to be in control of what we can control.
 - a. I cannot do the whole paper right now, but I can complete the title page and the opening and read two articles for it in this study session.
 - b. Why this works: You cannot run a marathon without training yourself to run a mile first. Finishing a few tasks gives us confidence and puts us back in control. In times like these, that is even more important.
8. **Make a Daily Checklist,** and actually check things off.
 - a. What you NEED to accomplish this day.

Continued on Page 9.

Continuity of Instruction

Moving Courses Online During a Crisis

Amber McWilliams, senior lecturer, chemistry; Gupta College of Science

On March 5, the last day I taught lecture face-to-face with my students, there were rumors swirling around about extending spring break at Coastal Carolina University (CCU). My students and I had a good laugh and I sarcastically warned them to “take all of their stuff.” Then I dramatically turned and said “but seriously, take your notebook, calculator, and laptop; whatever you may need.” Turns out that was great advice. Spring break was extended by a week. And that already seems like the distant past.



We’re now ending our third week of teaching exclusively online. In some respects, I’ve honed my course to work the best it can for my students. But I’m completely lost without my students. Air Supply’s “All Out of Love” plays in the back of my head as I write this. Because, to be honest, what AM I without my students? Normally, they would be there to make fun of me awkwardly singing that Air Supply song. I’ve spent time over the last few weeks agonizing between focusing on quality content for my students and keeping some small amount of sanity. This requires juggling expectations, home life, parenting, and fear of a growing pandemic.

I first came to Coastal Carolina University in 2012, and for most of those years, I have acted as the general chemistry laboratory coordinator. We’ve had numerous hurricanes of seemingly increasing severity causing cancellation and later redirection of classes to an online environment. These disruptions taught me to be prepared for weeks of alternative instruction, which is particularly difficult for laboratory-based courses.

I have also taken an extensive number of CeTEAL courses featuring online learning; everything from various Learning Management System (LMS) features to encouraging student engagement online. My colleagues, Drew Budner, Brett Simpson, and I worked to create hybrid courses for the

general chemistry sequence through two Coastal Office of Online Learning (COOL) development grants at CCU. The three of us had numerous conversations concerning the effectiveness of remote learning of laboratory skills that often require tangible equipment and careful technique. I am extremely grateful for my experience in helping to create those courses because I’ve found that knowledge invaluable in our current, unique situation.

To be honest, even with all of these experiences, nothing could have prepared me for this situation. I’ve heard this referred to as “crisis schooling” by numerous educators, parents, and the like. I think that pretty much describes it perfectly. Regardless of one’s previous experience with distance learning, this is different.

“I think the most powerful idea that I’m gaining from this experience is that distance learning doesn’t have to be lesser than.”

It’s different because we aren’t simply moving our courses online. We are dealing with a plethora of new circumstances and challenges. There’s creating a new work space, which for some is shared with numerous “new colleagues” (spouses and children) in the (dis)comfort of their own home. Creating a space in my home where I’m “at work” has presented its own challenges. Working from home is completely different than getting up and leaving home for the office. A friend of mine that has worked at home for years announced on her social media account some tips to us newbies (summarized and modified here):

- Set up a dedicated work space. You’ll want to leave this space at the end of working. For real, leave it far behind you. Like Dorothy heading over the rainbow.
- Get up and get dressed. It makes a difference. Put shoes on! I don’t know why, but it helps.
- Schedule your day with regular timed breaks—snacking can become an issue if you let it. I break at 11 a.m. and 3:30 p.m. Personally, I’ve let snacking be an issue. And I’m OK with that!

- Do you do laundry while you’re at your office? Nope. To maximize your efforts, leave household chores for after working hours. Or, just don’t do them. This is a crisis!
- Set boundaries with your family for essential work tasks. If home with a spouse and young kids, take shifts in who’s responsible so work can be accomplished. This one has proved impossible. My kids don’t believe in boundaries.
- Don’t let your dog take advantage of you being home. They’ll want to go out seven times a day, but stay strong.

Another challenge is the breadth of different online tools available. I’ve been hit with 12 new-to-me systems from lab simulations to virtual meeting programs. Each of them has its own nuances, and the ones being used by my children’s teachers are new to them as well. It is rewarding to discover several new tools that I plan to implement in my classrooms in the fall. Trial by fire is teaching me quite a bit about what will and won’t work.

The biggest challenge is converting a primarily face-to-face course to an exclusively online course, which in it of itself, takes a great deal of time. And, if you’re like me, you want to do it right. But with very little time to implement big changes, it was more like throwing spaghetti at the wall to see what would stick.

I almost immediately chose to move my course into Microsoft Teams, even though I had little experience with it. I was already using Moodle in conjunction with McGraw-Hill Campus where students have traditional digital homework problems (Connect), reading assignments (LearnSmart), and online tutoring through Assessment and Learning in Knowledge Spaces (ALEKS) adaptable learning modules.

In my face-to-face classroom, I typically use a combination of lecture and small group work. I wander around the room during group work and encourage them to collaborate and point out mistakes or confirm correct work. Microsoft Teams is really a virtual version of my classroom. It has a central messaging board, an assignment app and chat rooms where students can interact with me or each other.

Continued on Page 10.

Continuity of Instruction

Reality Check

Continued from Page 4.

- I am fortunate to have a dependable graduate teaching assistant (for ENGL 101) with whom I speak daily to plan lessons, bounce ideas around, co-grade, and derive human sympathy.
- The home working environment—my dog at peace on the sofa behind me, choice of music on the home system, superior climate control, no commuting-related stress—is a nice change of pace.

Lesson Learned

Binaries have been one casualty of COVID-19. No need to quibble over the analog/digital divide, the synchronous/asynchronous, the teaching/learning: All are less opposite than they seem—and if we go with the coin cliché (“two sides of the same coin”), I’d tweak it further: that same coin is spinning, so it’s hard to say which side is which at any given time.

Academic articles are supposed to propose and then “prove” a point—a thesis. It would be ill-advised, I think, to try doing that with two such giant moving parts as a pandemic and pedagogy. The one is moving too fast, and the other is reacting to invasion at about

the same speed. Trauma unfolds as I write—real sickness, unemployment, deprivation, depression, anxiety, death—and former wrecked routines make way as new ones form; thus, corresponding lessons to be learned are as fluid as the interwoven energies of the binaries mentioned above. Most, maybe all, of us are ascending a learning curve whose top can’t be discerned, so it’s best not to draw too many conclusions at present. I advise no one but myself, and that advice is: Be grateful for every step up this steep grade. The view improves with each stride toward the unknown.

It’s time for me to record another video—and I can’t help but ask, “Is this another sign that the coronavirus is the coup-de-grâce into analog instruction?” Again, I can speak only for myself, but I don’t think so. Today’s reality check says the Rolling Stones on vinyl can’t be beat; with real fingers I type emails to my students; Coastal Carolina University is made out of brick; I hear my students just fine on Microsoft Teams; and—hold on . . . my dog is barking, and I need to go see what he wants.

Note

1. “Comparisons are odious” (55), says Japhy Ryder in Jack Kerouac’s novel “The Dharma

Bums” (1958) because dualistic conceptions of reality are nullified by Zen enlightenment, which reveals the void underlying relativistic illusions of human perception. That aside, memories of Hurricane Florence’s destruction help us gauge the damage now being wreaked by the novel coronavirus. That the pandemic’s reach is global not local, and that its social and economic damage will far exceed Florence doesn’t mean Florence didn’t ruin its fair share of lives. For thousands of victims, it proved worse than COVID-19. Comparisons are odious to followers of Zen; for everyone else, they’re needed to make meaning of events too big for our small intellects to grasp.

Works Cited

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Challenges of Advising in an Online Format

Continued from Page 7.

- What you WANT to accomplish this day.
 - Why this works: It creates a positive reinforcement when you can check things off the list.
9. **Give yourself rewards for accomplishments.** They don’t need to be big.
- It could be 10 minutes in the sun or a fresh cup of coffee, tea, chocolate milk, or whatever you’d like.
 - Why this works: Creating a positive reinforcement helps us create positive behaviors.
10. **Reach out.** If you need a pep talk, call your advisor or mentor and say you need a pep talk.

There are days when students, advisors, and faculty just need to hear we are all in this together. We all need positive reinforcement in regular circumstances that need increases in a

pandemic. Students being able to discuss their fears is important. Fear is a reasonable response to an invisible threat. It is an appropriate response to the unknown we are facing. Being able to express that and be heard is valuable to students.

I have been surprised at how tired we are at the end of the day. We are experiencing the effects of the additional stress and anxiety. Being aware of how that impacts our own interactions may be harder to recognize. We can inadvertently project that stress onto others. This could influence our effectiveness in helping students particularly through remote media. By being consciously aware of how we are also impacted and acknowledging it to ourselves, we can accommodate and help each other. That in turn helps us help our students. If ever there was a time for empathy, it is now.

We are all in this together and things will get back to normal, but the new normal may include increased uses of technology and more comfort with appropriate emotional responses.

This too shall pass.

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 best suit your content.
- 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, Elif, Matt,
George, Gail, and Tracy

Moving Courses Online During a Crisis

Continued from Page 8.

I've set up individual spaces only accessible to specific members for each group to collaborate on worksheets. They can share pictures of their work or edit directly into the worksheet. I also asked them to schedule a meeting once or twice per week to video chat with their group. I am included in the meeting, but I do not attend unless requested. This allows me to see who is attending the meeting, see how long they meet for, and drop in if necessary but still give them privacy as if they were at their own table. This is similar to breakout meetings in Zoom, but allowing more scheduling flexibility.

The downside is that while I still have worksheets (everybody loves a good worksheet!), I've been heavily editing them to reduce the rigor and length as to not overwhelm students. We lost nearly two weeks of instructional time (one week to extended spring break and the rest to "adjusting to life online"). So cramming the same expectations into less time was not possible. As Provost Ennis suggested, I really took a look at the learning outcomes for the class and attempted to prioritize the topics accordingly.

For the General Chemistry Labs I and II, it was difficult to find quality replacement activities in such a short time. While there are an overwhelming amount of online simulations, video recordings of experimental procedures, and available data with which students could analyze; it was an effort to sift through and find the most appropriate and seamless substitutes that would present as little confusion as possible to both students and faculty. Luckily, Simpson had recorded video of one procedure that we were able to use. The others required the combined effort of several faculty, using online simulations and creating new procedural instructions. I don't feel as if these really replace the hands-on experience of being in the lab to handle equipment and chemicals, but to finish out the semester it was satisfactory. As the lab coordinator, I am already searching and

thinking ahead for a better alternative in the future.

I would say the most important thing in transitioning my courses online was continuing my relationship with my students. Unlike a traditional distance learning course, I know my students from face-to-face meetings. I know their faces and voices and their mannerisms. I fully believe that this was an advantage to students in transitioning to the online environment because they already knew each other quite well.

"More than anything though, I miss my students. It has been a tradition for me for several years that I take a last day photo with all of my general chemistry lecture students. This year there will be no picture (well not a traditional one, anyway). But there will be lasting memories, both good and bad."

During the week of March 23, our first week all online, I met in Microsoft Teams with almost all—50 of 55—students in virtual meetings in their small groups. While I didn't ask them to turn on their video cameras, nearly all of them did. This was, far and away, the highlight of my online teaching experience thus far. I think that this was a necessity to keep them connected to me and to each other. Most of the groups are still consistently meeting once or twice a week for video chats.

I also have experienced a great deal of gratitude from students, everything from appreciating clear communications of new expectations to simply being understanding and flexible. Since our transition to virtual learning, I've had four students contact me with deaths or severe illness in their close families. In an informal course survey using

Microsoft Forms, roughly 40 percent of my students said they were experiencing depression, anxiety, or other forms of mental stress. This was in an open-ended question simply asking if they had additional comments and did not ask if they were struggling. Our students are hurting, and it is important that we recognize this.

I think it is also important that we acknowledge that this is what education looks like in a crisis. It isn't pretty. It was hastily executed. Some doesn't meet our high expectations for student learning. Once this pandemic is over, which hopefully is sooner rather than later, I hope that we are able to reflect on this experience recognizing that this isn't what online education has to look like. With forethought, training, and planning, distance learning would look different than it does for many of our courses. There are excellent tools out there to make distance learning nearly as good as face-to-face learning. While that seems next to impossible in the hard sciences, even that can be attained. I think the most powerful idea that I'm gaining from this experience is that distance learning doesn't have to be lesser than. But it is completely out of the comfort zone for many of us. While I will always advocate for face-to-face, hands-on experiences particularly for laboratory courses, I recognize the value of being flexible with the delivery of course content. Incorporating some of the tools we've been forced to use now, such as virtual office hours, could lend better flexibility to our face-to-face classrooms in the future.

More than anything though, I miss my students. It has been a tradition for me for several years that I take a last day photo with all of my general chemistry lecture students. This year there will be no picture (well not a traditional one, anyway). But there will be lasting memories, both good and bad. I do hope that my students can look back on this class and know that I tried my very best to provide them with a reasonable learning environment and a big dose of love and understanding.

Digital Tools for Working Remotely

Zoom

Zoom is an easy-to-use tool for hosting virtual meetings, classes, trainings, etc. CCU has purchased individual licenses. If you are interested in using Zoom, contact the ITS Help Desk at helpdesk.coastal.edu to request a license.

Microsoft Teams

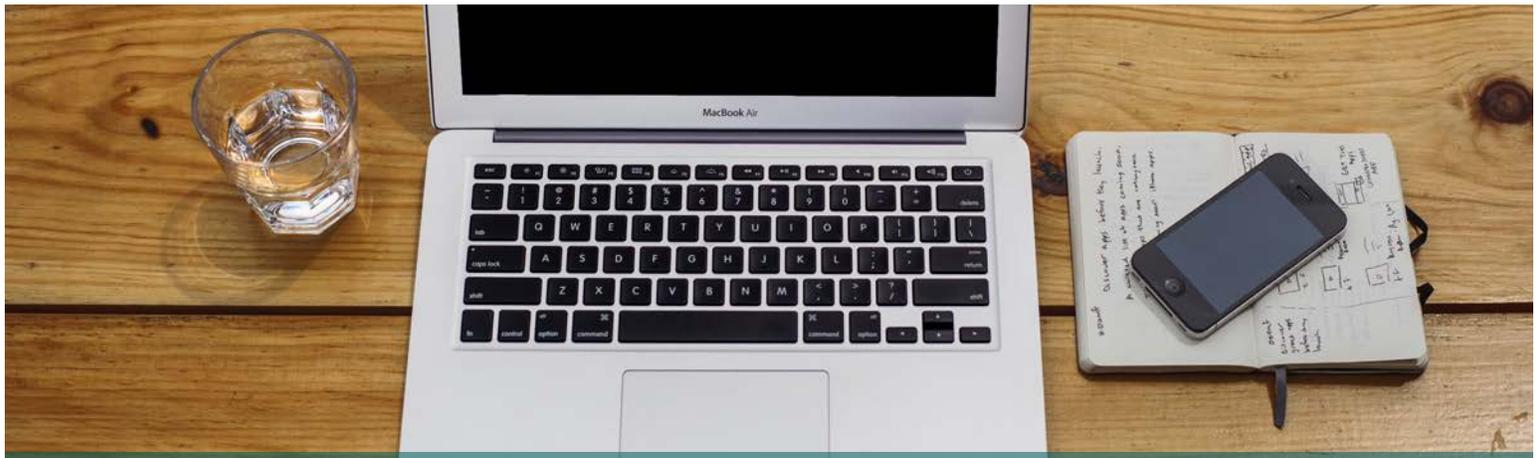
Microsoft Teams is a multi-function collaboration program that allows you to hold online meetings and collaborate using other tools such as chat, file-sharing, task planner and more. Teams is part of our campus license for the Office 365 suite.

Microsoft Planner

Microsoft Planner is an easy organizer tool for managing activities and projects. In Planner, you can build checklists, assign tasks, set due dates, and get updates about progress. Planner is part of our Office 365 suite.

Learn to Use These Tools

Looking for effective ways to use these tools to collaborate with colleagues? Check out CeTEAL's registration page for sessions to help you get started. Prefer an individual consultation? We'll be happy to help! Contact ceatal@coastal.edu.



CeTEAL Faculty Development Schedule

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

Sessions and consults will be offered in an interactive webinar format.

Scholarship/Research

Remote Master Writing Circle (Tuesdays 9 a.m.)
May 19, 9 a.m.

Remote Writing Circle - Week 1 - Introduction to Writing Circle and Designing Your Plan for Writing
May 19, 1 p.m.

Remote Master Writing Circle (Wednesdays 7 p.m.)
May 20, 7 p.m.

Writing with Colleagues: Quick Writing Session (Live check-in via Zoom at 9 a.m.)
May 21, 9 a.m.

The Productive Writer: Managing Your Time, Process, and Energy (Live Webinar)
May 21, 1 p.m.

Accessibility

Integration of Open Educational Resources (OERs) into Your Online, Hybrid and Traditional Classes
May 22, 2 p.m.

Integration of Accessible Assignments and Activities into your Online, Hybrid and Flex Classes
May 11, 3 p.m.
May 21, 2 p.m.

Ally Digital Accessibility Tool - Let's get started!
May 21, 10 a.m.

Technology

ZOOM: The Basics
May 14, 2020 10 a.m.

Office365: Introduction to Microsoft Teams
May 14, 4 p.m.
May 18, 10 a.m.

Adobe Acrobat: The Basics
May 21, 11 a.m.

Creative Uses for the Moodle Glossary Tool
June 26, 4 p.m.

Distance/Hybrid

Five Simple Best Practices for Student Engagement and Success (Live Webinar)
May 19, 2 p.m.

Managing the Workload in Your Online Classes
June 4, 1 p.m.

Establishing an Online Instructor Presence (Live Webinar)
June 8, 10 a.m.

Roundtable/Discussion

Article Talk (Faculty-led discussions about selected articles)
May 15, noon
May 29, noon
June 12, noon
June 26, noon

Chapter Talk - Teaching Struggling Students: Lessons Learned from Both Sides of the Classroom (We will discuss this by chapters):

- Chapters 1 and 2
May 18, noon
- Chapter 3
June 1, noon
- Chapter 4
June 8, noon
- Chapter 5
June 15, noon
- Chapter 6
June 22, noon

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.

Contact Jenn for:

- Student engagement in synchronous sessions.
- Online classroom assessment techniques.
- Formative assessment.
- Teams, Skype, OneDrive, OneNote.
- One-on-one consulting.

Contact Gail for:

- General questions about CeTEAL.
- Excel, Word and Publisher.
- Help in finding stuff.

Contact Jean for:

- Brainstorming ideas.
- Best practices in teaching and learning.
- Online course design
- Microsoft Teams, Office 365.
- Skype for Business.

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.

A meeting link and login directions will be sent to users via email prior to each virtual session.

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.

- Effective Teaching Certificate.
- Instructional Coaching Certificate.
- Instructional Technology Certificate.
- Assessment Institute.
- Blended/Hybrid Institute.

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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For more information relating to discrimination, please contact Title IX via Title IX email titleix@coastal.edu; office phone 843-349-2382; EEO email eeo@coastal.edu; or the U.S. Dept. of Education Office for Civil Rights at www2.ed.gov/ocr.

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