

Summer 7-1-2015

CeTEAL News, July/August 2015

CeTEAL, Coastal Carolina University

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



Part of the [Higher Education Commons](#)

Recommended Citation

CeTEAL, Coastal Carolina University, "CeTEAL News, July/August 2015" (2015). *CeTEAL Newsletter*. 27.
<https://digitalcommons.coastal.edu/ceteal-news/27>

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

CeTEAL *News*

Center for Teaching Excellence to Advance Learning

News Highlights

July/August 2015

Faculty Share...

Advice for teaching success. This edition of the newsletter has articles from faculty at various stages of their careers. See what advice they have to share.

Page 2

Faculty Recognition

Faculty were recognized at CeTEAL's annual spring awards ceremony. President DeCenzo was on hand to present certificates and letters of appreciation.

Page 4

Suggestions for First Year

Is this your first year at CCU? Are you working toward tenure? Check out a list of 10 recommendations for your first year (and beyond) at CCU.

Page 4

Tips & Updates

Hit the ground running when classes start in fall. Consider these ideas for getting your technology and your teaching ready for a new semester.

Page 6

CeTEAL Sessions

Check out a sampling of our fall professional development offerings including TealOnline Report Writing, Assessment Institute and Instructional Coaching.

Page 7

Faculty Share Advice for Teaching Success (page 2)



Brenda Estep



Dianne Mark



Brett Simpson



Wes Fondren



Susan Webb

Learning from Experience

CCU faculty have a wealth of knowledge to share about their University, their students and their experiences as teachers.

When asked to share ideas and suggestions with incoming faculty, the current CCU faculty featured in this issue offered up a wide variety of information. The information is not only valuable to new faculty, but to the rest of us as well. The articles on the following pages were written by faculty at various career stages and on various professional paths. One of our writers is retiring as this newsletter goes to print. She has spent many years

teaching at CCU and has excellent advice for those of us working to improve our teaching.

Whether we are new to teaching or have been teaching for years, all of us should be dedicated to the idea of continuous improvement. We can always improve our teaching, and as technology and society change, we must be prepared to adapt our teaching techniques.

One of the most valuable assets at Coastal Carolina University is the willingness of our faculty to collaborate and share ideas. Your fellow faculty will be your best supporters as you work to improve your teaching and your research at CCU. As one of our writers mentions, these faculty will be the ones with whom you share successes and failures. Your fellow faculty will be the ones sharing

the ideas and the experiences that will make you, will make all of us, better teachers.

One of the benefits of having a center such as CeTEAL is that it gives faculty from across campus a common place to gather and to explore new ideas. Instead of being confined to the silos of our own departments or buildings, we can meet with faculty from different disciplines and different colleges and bring diverse ideas to the conversation.

As we begin this new fall semester, keep in mind that the faculty and staff around you are working with you toward a common goal: successful student learning. Keep in mind that resources such as CeTEAL are here to help you succeed in reaching that goal, as well your own goals for professional success.

Advice for Teaching Success

One of the most valuable assets we have at Coastal Carolina University is our willingness to share information and help our colleagues. Whether you are new to teaching, new to Coastal Carolina University or just looking to expand your knowledge, your colleagues are a vital resource.

New to CCU? Ask Questions!

Contributor: Brenda Estep, Lecturer of Management and Decision Sciences, Wall College of Business

Whether you are new to the higher education teaching environment or just new to Coastal Carolina University, there are things about CCU you will want and/or need to know.

How do I get my phone connected? How do I get pens, pencils, pads, etc.? Do I have to buy my own supplies? Who or where do I go if the equipment in my classroom doesn't work? How do I order textbooks? These and other similar questions are those that all new faculty will have upon arriving at Coastal. In addition, there will be questions you did not even know you had until you stumble upon a problem or hear a colleague mention something in a conversation.

The best advice that can be offered to new faculty here at Coastal is to ask your administrative support staff and fellow faculty questions. If your department provides you with a faculty mentor, be sure to ask that person questions on administrative processes as well as for teaching advice. Coastal operates under many processes and bureaucratic rules dictated by the State. If you have never worked in a governmental system, at times you will find this very frustrating and confusing. If you are familiar with the governmental environment, you will understand the need to ask questions and find out what procedures to follow and paperwork to complete. CCU provides a page that lists links to most of the information that you will need for classes, travel, students, personal, HR, etc. You can find this page on the main CCU website (coastal.edu) by clicking the Faculty/Staff link in the Quick Links menu.

For those of you who are new to teaching or coming in from the private work environment, you will want to find another faculty member, or several, that you can go to for guidance on CCU's teaching philosophy and environment. This guidance can be invaluable when making course teaching decisions.

As in any work setting, those who have been around for a while presume the "newbies" know things that they take for granted. Please don't be afraid to ask, ask and ask again!

Also, make sure to observe and learn from all sources (faculty, staff and students). Welcome to CCU and have a great year!

Break the Ice and Get to Know Your Students

Contributor: Dianne Mark, Professor of Foundations, Literacy and Technology, Spadoni College of Education

It is a good feeling for students to be recognized and known by teachers, whether they are in first grade, twelfth grade or a college sophomore. It is important to familiarize yourself with your students, either by knowing their names, their involvement in school clubs or their membership on an athletic team.

As we all become more familiar and comfortable around each other, students tend to speak up more in class, ask questions, and come to class better prepared.

--Dianne Mark

At the beginning of each semester, besides taking time to go over the syllabus and assignments, I purposely find ways to get to know my students. I actually begin this process before the first day of class. Once I get the list of students enrolled in my classes, I develop a spreadsheet with the following information: name, hometown, adviser, major, gender, status, phone number and email. I also practice pronouncing unfamiliar names. By the first day of class, I already know a lot about my students. This spreadsheet is something that benefits me, plus it makes for a great reference throughout the semester. I also may use this information for placing students in interactive groups.

During the first class, I use my initial icebreaker, "Commonalities and Uniqueness." In this activity, I begin by having students complete an index card asking the following questions: high school (city/state), favorite music, favorite television show, recent movie watched at the theater, purpose for taking my course and three things that make them

unique. Then I divide the class into four to five groups of five to six students per group. Again, they identify three unique characteristics, but they cannot be the same characteristics as anyone in their group. This allows for a lot of conversation within the groups and a chance for them to become acquainted. The second part of the icebreaker is for the group to identify three things that they have in common. Finally, they come up with a group name based on those commonalities. The entire activity takes about 45 minutes, which includes introducing each group by highlighting some of the group members' unique characteristics. I also take time to tell them about me and allow them to ask me questions. A second icebreaker, which is given on the second day of class, builds upon the information from the first icebreaker. The icebreakers are one way to encourage team building and student interaction.

Throughout the semester, I engage students in many group activities, and they are expected to address each other by name. As we all become more familiar and comfortable around each other, students tend to speak up more in class, ask questions, and come to class better prepared.

Try New Teaching Methods for Exciting Results

Contributor: Brett Simpson, Associate Professor of Chemistry, College of Science

In order to continuously improve and evolve your teaching skills, it is important to try new teaching methods. Consider the tips below as you make changes to your teaching.

Recognize Failure can be Exciting

The learning and incorporation of new teaching methods into your classroom can provide an increased excitement about teaching. Part of that excitement will be seeing the new method increase student learning which will provide you with a sense of accomplishment. The other exciting part, which may seem odd, can be the failure of a new teaching method in your classroom.

There will always be times when things go wrong in the classroom, and you should never dismiss a new method for fear of that occurring. Failure will allow you to reflect on

Advice for Teaching Success

what went wrong and to work on generating new ways to resolve issues with the method, ultimately improving your ability to handle problems in the classroom. Regardless of success or failure, trying new things will help you avoid falling into the trap of complacency and boredom with your teaching.

Keep the Changes Small

When trying new methods, focus on small changes over the long term. Trying out a new idea for one day of a class will not require a large time commitment and will not have a dramatic impact on student learning should the process fail. If the idea is successful, you have learned what can work, and you can choose to incorporate the method into future classes. Keep in mind, you should avoid trying to incorporate the new method into more classes than you have time to prepare. As you make more of those small changes across each semester, you will begin to see a much larger change in your teaching.

Share Failures and Successes

Always share your failures and successes with colleagues inside and outside your department. There will be some faculty who have absolutely no interest in the changes you are making, whether successful or not. However, you will find numerous others who will be just as excited as you about your failures and successes. They will want to discuss solutions to failures, how to incorporate your successes into their classes and even newer ideas for teaching. These faculty will be a core group that will provide you with new and fulfilling approaches to the ways in which you teach.

Seek Continuous Improvement to Build Effective Teaching

Contributor: Susan Webb, Distinguished Professor Emerita (Sociology), College of Sciences

When I came to Coastal in 1984, I had taught some courses in graduate school, had many opinions about bad teachers and assumed I was ready to teach well. I was wrong! Retiring after 31 years here, I know that good teaching demands ongoing learning, effort, evaluation, reflection and change. If you are new, seek out teaching workshops, publications, and mentors and colleagues in and outside your discipline. My professional associations and

publications like The Teaching Professor Blog (<http://www.facultyfocus.com/topic/articles/teaching-professor-blog/>) have sparked better class experiences for my students. Participating in CeTEAL—the Center for Teaching Excellence to Advance Learning—has reaffirmed some of my old ideas (index cards are essential tools for class sessions) and persuaded me to try others I resisted (rubrics have made grading more manageable and more consistent).

The CCU Faculty Manual lists general requirements for syllabi, and departments and colleges have others. A good syllabus shapes a good class. Faculty often tell students to spend at least two hours outside of class for every hour in the class — for good teaching, I need to do that, and more, for each class day, especially the first few times I teach a class.

Evaluation is essential. Keep notes of what works and what doesn't, get student feedback through the course, talk with colleagues and mentors, and respond to formal evaluations of your teaching. CCU expects good teaching and ongoing improvement. Most years, I have requested students add comments to course evaluations about annoying habits I have. My first year at Coastal, my favorite response was "Your butt shakes when you write on the board." That comment has affected how I stand and write ever since! I learned, too, that I often read my notes without looking up, that I asked questions of only one side of the room, and other easily-changed behaviors. With Moodle (and earlier course systems), having my own student username and password ("Ima Student") has been invaluable for seeing the strengths and weaknesses of courseware.

Three credit hour classes meet 150 minutes a week for 15 weeks, a total of only 37.5 hours per semester. For 2015-16, Coastal tuition (<https://www.coastal.edu/studentaccounts/tuitioncostofattendance/>) is \$442 per credit hour for in-state students, \$1010 per credit hour for out-of-state students. It is humbling to reflect that for less than 40 hours of class meetings, that's \$1326 or \$3030 of payment or debt for my expertise and teaching.

Teaching well is a solemn responsibility and my most important duty as a faculty member, and it is powerfully fulfilling. Learn, work, evaluate, reflect, change and enjoy teaching at Coastal Carolina University.

Recognize the Weight of a Feather

Contributors: Wes Fondren, Assistant Professor of Communication, Language and Cultures in the College of Humanities and Fine Arts (and his very wise grandfather)

My grandfather didn't finish third grade. The Depression and life conspired against his education, but it led to his unusual and deep wisdom. I have the other problem of much education and little wisdom.

Early one morning he and I were having coffee and I was bragging about all the meetings I had that day. My aim was to hear him recognize how important I must be to have all those meetings. But, he went the other way. He interrupted my spiel and said, "You know what your problem is?"

Well, this irritated me on several levels. First, I didn't have a problem; I was important. Second, he didn't just tell me—he was wanting me to chase after the answer. So, being stubborn, I sat back in my seat and waited. After what felt like 10 minutes, I finally relented and asked what he was talking about.

"The problem is that you don't know the weight of a feather," he said.

My stubbornness rose to a new height. Not only had I given in to ask the first question, he was playing me to ask another. We sat quietly.

Realizing a retiree has all day, I understood I would lose this stare-off. "What in the world are you talking about?" I finally asked.

"You don't know the weight of a feather! If you had all the feathers you could carry and someone asked you to carry one more, you'd look at the feather and say, 'It's just a feather,' then take it on. Taking on too much, looking at each task rather than the load. That's your problem."

Now I was really mad. Not only had he refused to acknowledge my importance, he had insulted me, *and* insulted me with an insight that was absolutely true. Man, I hate when that happens.

Wes Fondren sent this story as an explanation for why he would not be able to write an article for this issue of the newsletter. His explanation contains what is likely the best advice any faculty member could receive. Thanks Wes!

CeTEAL Awards Ceremony Held in May

Each year at the end of the spring semester, CeTEAL holds an awards ceremony to honor those faculty who have completed certificate programs and who have contributed to the success of the center. This year, 28 faculty received certificates, and many more received letters of appreciation.



President David DeCenzo and Provost Ralph Byington present awards to Eric Fu and Brett Simpson for completion of CeTEAL's Assessment Institute.



President David DeCenzo presents letters of appreciation to CeTEAL newsletter contributors Bertha Fladger, Angie Fitzpatrick and Kimberly Schumacher.



President David DeCenzo presents letters of appreciation to individuals who have led faculty development sessions through CeTEAL including (left to right): Margaret Fain, John Beard, Miranda Brenneman, Fredrick Wood, Charmaine Tomczyk, and Louis Keiner.

Recipients of distance learning certificates are shown on page 7.

Top 10 Suggestions for Your First Year and Beyond

1. **Document everything you do.** The best way to accomplish this is to set up a file into which you slip a note every time you are appointed to a committee, give a talk to a student group, write a new syllabus, receive a thank-you note from a student, etc. Keep your curriculum vitae up to date.
2. **Be selective when accepting committee assignments.** New faculty are often overwhelmed with committee assignments and a variety of other departmental duties. CCU's Faculty Senate has 20 standing committees alone. Talk to your colleagues for advice.
3. **Be certain that your letter of agreement reflects what you actually do and coincides with your college's expectations.** If your duties evolve in a different direction from your original expectations, you should request that your written goals be changed to reflect those new or altered duties.
4. **Find a mentor or mentors.** Seek advice and guidance from two or three different, experienced colleagues. These need not necessarily be all in your department. In fact, there may be advantages to receiving advice from those in different departments. Ideally, one of these people should be someone who has recently been through the tenure and promotion process.
5. **Know your rights and responsibilities.** Know your pertinent policies and regulations. Be familiar with the faculty manual and operational policies and procedures of your college and the university (Human Resources, grants, etc.) Your department's administrative assistant can help with the proper paperwork.
6. **Use department, college and university resources to enhance your teaching skills.** Make a point of sitting in on the classes of colleagues known to be good. Attend university academic events such as CeTEAL Teaching Effectiveness seminars.
7. **Engage in self-promotion.** Let others, including your department chair and dean, know what you are doing. Every time you publish a paper, present a talk etc., forward that information to your dean and to University Communication so that it may be published in our University newsletter.
8. **Give continuous attention to promotion and tenure.** You must take it on yourself to make certain that classroom observations are conducted on time, that student evaluations are administered to your classes correctly and on time, and that reports are written up and submitted by their deadlines.
9. **Be a visible presence.** The senior faculty who are active in campus governance see the same faces repeatedly at Senate meetings, the President's welcome party, graduations, convocations, etc. It is not a good thing to come up for promotion and tenure after 5 years and have the committee ask "Tim Who?" Make every effort to attend important meetings and social functions. Create a visible presence for yourself.
10. **Take your role as adviser very seriously.** Students depend on their advisers to help them be successful at the university. Interaction with students during advisement helps the faculty member to know more about what is taking place on campus and in the lives of students. Do not miss an opportunity to provide good advisement and to learn from students. Good advising is linked to good retention.

--List developed by Louis Keiner and Jenn Shinaberger

Resources & Tips for the University College

In each newsletter, CeTEAL includes a topic-specific or college-specific Resources & Tips page. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to cetealnews@coastal.edu. (Special thanks to graduate assistant Matthew Tyler who located most of the resources below.)

Resources & Tips

Advising Resources

The sites listed below contain resources and information related to student advising.

The Mentor (an academic advising journal)

This online journal from Penn State is a "peer-reviewed scholarly publication about academic advising in higher education." The site provides a collection of articles and opportunities for academic discussion. To access the site, visit <https://dus.psu.edu/mentor>.

National Academic Advising Association (NACADA)

NACADA is a "global community for academic advising" that promotes and supports academic advising in higher education. Membership is inexpensive and provides access to advising resources, publications and professional development opportunities. To access the site, visit <http://www.nacada.ksu.edu>.

MyNextMove.org for Career Decisions

This website allows students to learn about various fields of employment and to match their interests and education with a particular career path. To access the site, visit <http://www.mynextmove.org>.

Interesting & Informative Websites

UNESCO (United Nations Educational, Scientific and Cultural organization)

The UNESCO website contains information on five major themes: education, natural sciences, social and human sciences, culture, and communication and information. Other special themes cover topics such as gender equality, climate change and indigenous peoples. To access the site, visit <http://www.unesco.org>.

Gateway to Women's History

The Gateway to Women's History digital archive is provided by Texas Woman's University. The site provides access to electronic versions of primary source materials (including newspapers, photographs, artifacts, etc.) from the school's Woman's Collection. To access the site, visit <http://twudigital.contentdm.oclc.org>.

Project Management Tools

At a recent conference, CeTEAL staff were introduced to a couple of project management tools that can be used by faculty or students to manage individual or group projects.

Trello is a free program that can be used on a PC or Mac through the web or through a downloadable app. Trello allows you to create a board (think bulletin board) onto which you can add multiple cards (think index cards). On the "front" of each card, you can have a summary of project information. On the "back" of the card (accessed by a quick click to "flip" the card), you can have multiple checklists of tasks. Each task can be assigned to one or more team members. Each card has its own email address, so project communication can be kept inside Trello and out of your email inbox. Trello is easy to use, and it is free for multiple projects. Trello has apps for almost every mobile device you might have, and a pro version with extras bells and whistles is available. To access Trello, visit <https://trello.com>.

Producteev offers easy team management for projects with tools for assigning tasks, setting priorities and tracking deadlines. A Producteev project is a list of tasks. Projects and tasks can be shared with multiple users and include customization and privacy options. Tasks can be filtered by status, user, priority, keywords or due date. The free version of Producteev allows multiple projects and team members. Producteev is web-based, but it does have a Mac app. To access Producteev, visit <https://www.producteev.com>.

Keep in mind, you should never store sensitive University information in an external system.

Fun Tool for Creative Projects

Weebly

Weebly is a free tool for designing and building websites. It is easy to use and is a great tool for student assignments or group projects. Users can easily build a multipage website using drag-and-drop elements to add images, galleries, text and interactive forms. To access Weebly, visit <http://www.weebly.com>.

Cool Apps

30/30

Task management is a breeze with the 30/30 app. With this app, you can set up a list of tasks and set a timer for each one. When the time runs out you know it's time to move on to your next task. (Available for iPhone and iPad.)

iStudiez Pro

iStudiez Pro allows you to organize your schedule, plan and track tasks and deadlines, see a schedule of each day's activities and send backup data to your email. (\$2.99 through iTunes. Available for iPhone and iPad.)

Journey (Journal/Diary)

Journey is a journal app that allows users to keep a journal including text, images and video. Your journey can be accessed through calendar, photo or atlas views. (Available for android devices through Google.)

Pushbullet

Pushbullet is a productivity app that saves you time by letting you move information from one device to another and view all notifications on one device. (Available for iPhone, iPad and android devices.)

TEACHING TIPS & TECH UPDATES

Tips for Getting Your Technology Ready for the Fall Semester**1. Check Your Laptop**

If you use a laptop on campus, make sure your computer's virus protection and operating system updates are current. If your computer updates are not current, you may have difficulty accessing the University's wireless system. On your first attempt to access the wireless system, you will be directed to download SafeConnect. SafeConnect will check your computer for current updates before allowing you to access the system.

2. Test the Technology in Your Smart Classroom

If you will be using the technology in your classrooms, visit the classroom and test the system to make sure everything works as expected. For example, if you intend to connect a MacBook or other Apple device to the system, be sure to bring and test your own adapter. If you need any special software on classroom or lab computers, contact the ITS HelpDesk as soon as possible as the user agreement must be reviewed before the software can be installed by ITS (even if the software is free).

3. Request Your Moodle Courses

Moodle courses must be requested each semester using the course request form at the top of the Moodle website: moodle.coastal.edu. Login to the form using your CCU user name and password, and be sure to fill out the form completely before submitting. Moodle courses can be requested at any time. If you requested your Moodle courses early, make sure your section numbers are still the same. Moodle courses do not update automatically if you switch sections or courses.

4. Update Your Respondus Quiz Builder License

Respondus is a quiz builder program that allows users to create quizzes that can be printed for classroom use or uploaded into Moodle. Respondus is an excellent tool for transferring tests from a text or Microsoft Word format into a format suitable for Moodle. If you are already using Respondus, starting on July 31, you may see a reminder to update the license information for Respondus Quiz Builder. The new password for your Respondus license can be found in the Respondus site in your Moodle course list. If you do not have access to Respondus or the Respondus site, email the Moodle administrators at moodle@coastal.edu and request access.

5. Get Answers to Questions about Your Technology

If you have questions about your current technology or future technology options, contact the ITS Help Desk. You can reach the help desk by calling ext. 5000 or by submitting a help request online from the ITS website: coastal.edu/its.

Tips for Getting Your Teaching Ready for the Fall Semester**1. Review Student Feedback**

Review any feedback you received from your students during the last academic year. This feedback may be from the student course evaluations conducted by the Office of Institutional Research or perhaps feedback surveys or assessments you offered to students directly. Were there any common issues students seemed to have with your class(es)? Did they find particular resources helpful? Think about how you can use their feedback to improve your teaching for the upcoming year.

2. Reflect on Your Successes and Failures

Think about activities or classes that were successful and those that flopped. Did you have a particularly good discussion in class one afternoon? Think about how you engaged students that day; think about what made that particular discussion go so well. Perhaps you can use that technique for other topics or classes. Did you have an exam that most students failed? Consider why the exam results were so poor. Perhaps you can revamp the lecture or add active learning options for that unit. Write down your reflections and use them to plan for the coming semester.

3. Streamline Management Tasks to Save Time

Think about the time you spend doing the management processes related to your classes. Could this time be better spent in course development and teaching? Look for ways to streamline your course management tasks. For example:

- Plan and prepare your Moodle course site before class starts to save time once the semester begins. Organize the site for quick and easy access to content.
- Simplify your grading scheme to eliminate student confusion about grades and decrease the number of student questions.
- Design rubrics for assignments and other course activities. A good rubric can increase the speed, accuracy and consistency of your grading.

4. Update Your Syllabus

Check the information in your syllabus to make sure everything is accurate and up to date. Check any web links to be sure they still work (for example, the campus bookstore website changed when Neebo took over, and some of us were providing an old link last year.) Check contact and location information for campus resources such as the Office of Accessibility and Disability Services. Many offices have moved in the past year. Make sure your syllabus contains all the information required by your department and by the University.

4. Take Advantage of Your CeTEAL

CeTEAL is happy to help you plan and design your courses.

CeTEAL Faculty Development Schedule



Faculty receive certificates for completion of CeTEAL's Distance Learning Boot Camp or Distance Learning Institute. From left to right: Jose Sanjines, Melissa Clark, Todd Cherner, Marcie Ellerbe, President David DeCenzo, Lori Knox, Maria Torres, Clay Craig, Angie Fitzpatrick, Kimberly Schumacher, JoAnne Flanders, Sara Brallier, Ed Jadallah, Provost Ralph Byington. Eighteen faculty members received a Distance Learning Certificate.

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

Teaching Effectiveness

How to Get Students to Hack Your Syllabus -

New!
Aug. 3, 9 a.m.

What To Do the First Day of Class

Aug. 3, 10:30 a.m.

Getting Students To Do the Reading

Aug. 4, 9 a.m.
Aug. 20, 1:40 p.m.

Classroom Motivation and Management

Aug. 4, 1 p.m.

Making Your Lectures More Effective

Aug. 25, 1:40 p.m.

Facilitating More Effective Discussions

Aug. 27, 1:40 p.m.

Assessment & Evaluation

Writing Effective Test Questions

July 29, 10 a.m.

TealOnline Report Writing: Analysis

Sep. 4, 10 a.m.
Sep. 9, 4 p.m.

TealOnline Report Writing: Continuous Improvement

Sep. 16, 4 p.m.
Sep. 18, 10 a.m.

Introduction to the Assessment Institute

Sep. 16, 1 p.m.
Sep. 17, 9:25 a.m.

Faculty Leadership

Instructional Coaching/Peer Observation

Introduction Session
Aug. 26, 1 p.m.

Aug. 27, 9:25 a.m.

Faculty Scholarship

Writing Circle - Introduction

Aug. 18, 9:25 a.m.

Master Writing Circle - Introduction

Aug. 18, 2:15 p.m.

Technology/Moodle

Introduction to Moodle

July 28, 2 p.m.
Aug. 3, 8 a.m.

Aug. 12, 10 a.m.

Aug. 12, 5 p.m.

Moodle Communication Tools

July 28, 3:30 p.m.

3-in-30: Communication Tools for the Classroom

Aug. 5, 3:30 p.m.

Using Screen Capture Tools to Develop Online Course Content

Aug. 6, 10:30 a.m.

Cool Tech Tools

Aug. 6, 2 p.m.

Best Practices with Echo 360

Aug. 6, 3 p.m.

10 Best Practices in Moodle Course Design

Aug. 12, noon

Creating a Stress-Free Moodle Gradebook **-New!**

Aug. 12, 2 p.m.
Aug. 15, 1 p.m.

Moodle Crash Course for New Users **-New!**

Aug. 15, 9 a.m.

Saturday Classes

Moodle Crash Course for New Users **-New!**

Aug. 15, 9 a.m. - noon

Creating a Stress-Free Moodle Gradebook **-New!**

Aug. 15, 1 p.m.

Roundtables

Accessibility Roundtable

Sep. 10, 3:05 p.m.

Research Services

Professional Enhancement Grant Proposal Writing

Circle (Wed., 4-week series)

Aug. 26, 9 a.m.

Professional Enhancement Grant Proposal Writing

Circle (Thur., 4-week series)

Aug. 27, 12:15 p.m.

New Faculty Grantsmanship Workshop

Sep. 24, 12:15 p.m.

Research Services Series: Crowdfunding at the University Level

Oct. 8, 12:15 p.m.

Research Services Series: Finding Funding

Oct. 15, 12:15 p.m.

Distance Learning

Applying the Quality Assurance Inventory

July 21, 10 a.m.

Sep. 4, 1 p.m.

10 Tips for Saving Time in Your Online Course

July 28, 10 a.m.

Aug. 13, 11 a.m.

Distance Learning Institute - Conclusion

July 30, 1 p.m.

Distance Learning Institute - Overview

Aug. 21, 1 p.m.

Getting Started in Distance Learning

Aug. 28, 1 p.m.

Individual Consultations

In addition to our group sessions, CeTEAL staff members are available by appointment for individual consultations on topics related to instructional design for on-campus and online courses, innovative technologies for teaching, best practices for using Moodle, and strategies for enhancing scholarship and leadership opportunities.

To schedule an appointment, contact CeTEAL staff.

Inside CeTEAL™

Center for Teaching Excellence to Advance Learning
COASTAL CAROLINA UNIVERSITY

From the Director

Dodi Hodges, Ph.D., Director of CeTEAL

Welcome back!

We hope your summer was filled with lots of fun and relaxation!

This edition of the CeTEAL Newsletter is dedicated to effective teaching and getting ready for the academic

year. Robert Goheen, former president of Princeton University, once said, "If you feel that you have both feet planted on level ground, then the university has failed you." What does this mean as we begin the academic year?

I think it means it is our job as educators to challenge our students, raise our expectations for their ability to learn and guide them



through a process that is not always easy. It is our duty to facilitate and take them into places they have not wandered into previously to help them think.

This edition of the CeTEAL Newsletter invites you to think about learning as well. We have had some wonderful discussions about learning and being in academia at the CeTEAL Book Talks. The Book Talks are once a month. The first six (6) people to register and come to the Book Talk get to keep a copy of the book to be discussed. Also, we are offering various sessions throughout the year to allow us to challenge ourselves to become better educators.

As Albert Einstein once said, "Wisdom is not a product of schooling but of the lifelong attempt to acquire it." Have a great year and we look forward to your participation in CeTEAL.

Dodi

Dodi Hodges and Jenn Shinaberger Present Poster at the Lilly Conference

Dodi Hodges and Jenn Shinaberger presented a poster presentation titled "Maximizing Engagement in Teaching and Assessment" at the May 2015 Lilly International Conference on College and University Teaching and Learning in Bethesda, Md. The presentation focused on the development process for CeTEAL's Assessment Institute, a program offered to faculty at Coastal Carolina University who want to learn more about assessment at student, course and program levels.

For more information on CeTEAL's Assessment Institute, visit coastal.edu/ceteal/programsandinstitutes.

Are you interested in teaching a session for CeTEAL?

We are always looking for faculty and staff to share their expertise. If you are interested in sharing a new technology, successful teaching strategy, quality online course design or other topic of faculty interest, please contact Tracy Gaskin at tgaskin@coastal.edu or Jenn Shinaberger at jshinabe@coastal.edu.

Contact CeTEAL Staff

Dodi Hodges, Ph.D.
Director of CeTEAL /
Associate Professor
Kearns Hall, Room 215D
843.349.2321
jhodges@coastal.edu

Tracy Gaskin
Training Coordinator
Kearns Hall, Room 215B
843.349.2790
tgaskin@coastal.edu

Gail Sneyers
Administrative Assistant
Kearns Hall, Room 216
843.349.2353
gsneyers@coastal.edu

Jennifer Shinaberger
Assistant Director of Distance
Learning and CeTEAL
Kearns Hall, Room 215E
843.349.2737
jshinabe@coastal.edu

Jean Bennett
Instructional Designer
Kearns Hall, Room 215A
843.349.2481
jbennet1@coastal.edu

To contribute to the
CeTEAL newsletter, email:
cetealnews@coastal.edu

CeTEAL Advisory Board

The CeTEAL Advisory Board meets quarterly to review CeTEAL activities, plans and policies. The members are active participants in assisting the center with teaching, scholarship and leadership sessions, seminars and other events such as New Faculty Orientation and the New Faculty Seminar Series.

Louis Keiner - College of Science
Margaret Fain - Kimbel Library
Malvin Porter - College of Education
Elizabeth Howie - College of Humanities and Fine Arts
Marvin Keene - College of Business
Denise Davis - Academic Adviser

CeTEAL Online Resources

- * coastal.edu/ceteal
- * libguides.coastal.edu/moodlefaculty
- * libguides.coastal.edu/af
- * libguides.coastal.edu/contingency