

Spring 3-2014

CeTEAL News, March/April 2014

CeTEAL, Coastal Carolina University

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CeTEAL *News*

Center for Teaching Excellence to Advance Learning

News Highlights

March/April 2014

Faculty Focus on...

Faculty share ideas and experiences on using the Moodle system to build quality, interactive course sites. Learn more about how CCU is using Moodle.

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Moodle Accessibility

Accessibility of electronic course content grows more vital each day as more of our educational resources move to an online format. Is your course ready?

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Moodle Tool Highlights

Moodle has many of the same tools we use in Blackboard, plus several new and innovative tools you may not have seen before. See tool highlights.

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Upcoming Training

Wondering what this Moodle thing is all about? Looking for ways to engage your students in the classroom? Interested in presenting your course content online?

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Inside CeTEAL

CeTEAL is helping CCU integrate Quality Matters into distance learning. To find out more about the latest happenings in CeTEAL, see our departmental information.

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Faculty Focus on Using Moodle (page 2)



Renee Smith



Ariana Baker



Jenn Shinaberger



Janice Black



Jean Bennett

Managing Your Courses with Moodle

According to Information Technology Services, Moodle becomes the official course management system for CCU in Fall 2014.

Moodle is a course management system – similar to Blackboard – used to provide course content in an online format. Unlike Blackboard, which has a yearly license fee, Moodle is an open source system, meaning the software is free to use and is updated and maintained by a large community of volunteers. One benefit of Moodle, compared

to a licensed system such as Blackboard, is the ability of individual schools to customize some aspects of the system. CCU has a programmer in ITS who has already tweaked our Moodle system based on faculty input.

Using Moodle to build and manage course content is somewhat different from using Blackboard. Moodle is a more streamlined system, and many of the tasks that require three or four clicks in Blackboard are only one click away in Moodle. The most commonly used tools in Moodle – Assignments, Discussion Forums, Quizzes and Gradebook – provide more flexibility and settings options than the same tools in Blackboard.

In addition to the familiar tools used in Blackboard, Moodle provides the Workshop tool for facilitating peer review, the User Override tool for providing test

accommodations, and the Attendance tool for tracking and grading student attendance. Two html-based tools, the Book and the Page, allow instructors to add content through a copy-and-paste process from Word or text files and use editing on the fly to update the text online. The plagiarism/originality detection tool Turnitin is replacing the SafeAssign tool used in Blackboard. Turnitin is a more robust tool than SafeAssign, containing additional functions such as GradeMark for adding quick instructional comments and feedback on papers.

Despite its positive points, Moodle does offer a few challenges. The first issue facing new users is the need to build new courses in Moodle, as Blackboard courses cannot be copied into the new system. With Moodle's easy drag-and-drop feature for bringing in content files and simple test import process for

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Faculty Focus on Using Moodle

As CCU makes the transition to Moodle, faculty are discovering new teaching tools and rethinking ways to use familiar tools in a new system. Read on, as faculty share their ideas and experiences on using Moodle.

Building and Organizing a Dynamic Course in Moodle

Contributor: Renee Smith, Associate Professor of Philosophy, Edwards College of Humanities and Fine Arts

I am presently teaching three, cross-listed sections of PHIL 101 entirely online on Moodle. I am using just five content blocks, one for each of the main sections of my course--Orientation, Philosophy and its Methods, Epistemology, Philosophy of Religion, and Ethics. The blocks are displayed in collapsed form on the course home page allowing students to see only the section heading and the main objectives for that section when they first log in to the Moodle course. In each section, there are a number of subtopics, each of which contains a reading (either online or in the book), a PPT lecture with audio, a reading quiz, and other resources. Each section has a discussion forum, a homework assignment (Turnitin), a multiple choice exam, and an essay exam (Turnitin). The Turnitin QuickMarks feature is excellent.

I use the top, static, block on the course home page for weekly announcements, topics to be covered that week, and reminders for graded assignments. Just below that block, there is a link to my forum posts where each week I post a course update that is automatically mailed to students. The next link is a forum called "Ask a Classmate," where I encourage students to seek out help from their classmates. Students have used this to set up study groups, find course materials, and report problems with Moodle or course materials. This forum has considerably reduced the number of emails I get from students.

I use a number of different programs to create materials for students that I post on Moodle. I add narrations to PowerPoint presentations and then package the files using iSpring (ispringsolutions.com). These can be uploaded to Moodle as SCORM packages. I also create screen capture videos using Screencast-o-matic (screencast-o-matic.com), which allows me to add narration and webcam images to screen capture; I can store these on the Screencast-o-matic site or on Google Docs and

post links to them on Moodle. I have recently been experimenting with Audacity (audacity.sourceforge.net) to create MP3 audio files of readings and mini-lectures. Since my favorite animation program is no longer available, I am experimenting with GoAnimate (goanimate.com) and Tellagami (tellagami.com) to present content in a new way.

After an initial learning curve, and with considerable support from Jim Streicher, I am finding Moodle much more dynamic and reliable than Blackboard.

You can get a quick peek at my course here: <http://drive.google.com/file/d/0B5zeIc6quTzLVVdJWU5xdWZqeHc/edit?usp=sharing>

Integrating Streaming Videos into Moodle

Contributor: Ariana Baker, Distance Learning Librarian, Kimbel Library

Would you like to liven up your Moodle course? If so, consider adding streaming videos. You are probably already aware that videos can be a great way to capture students' attention. What you may not know is that Kimbel Library subscribes to more than 15,000 streaming videos that can be embedded in Moodle. These videos can be found in the following library databases:

- Access World News (current events)
- Bates Visual Guide to Physical Examination (nursing)
- Entrepreneurial Studies Source (business)
- Filmmakers Library Online (multidisciplinary)
- Films on Demand (multidisciplinary)
- Journal of Visualized Experiments: JoVE (science)
- Opposing Viewpoints in Context (interdisciplinary / current events)
- Sports Medicine and Exercise in Video
- VAST Academic Video Online (multidisciplinary)

To access these videos, go to Kimbel Library's website and type the database name into the Discover! search box. Once you've found the database, you can search for videos by keyword or browse by topic. To link or embed the video in Moodle, simply copy and paste the URL or embed code. Depending on the database, you may need to add Kimbel Library's proxy prefix (<http://login.library.coastal.edu:2048/login?url=>) in front of the URL so your students can view the video from off-campus.

Using the Moodle Questionnaire to get Student Feedback

Contributor: Jenn Shinaberger, Assistant Director of CeTEAL; Teaching Associate, Spadoni College of Education

The Questionnaire tool in Moodle is a great way to get feedback from students. With this survey-like activity, faculty members can create several types of questions to gather data. Creating a survey within Moodle has the advantages of being password protected and being available only to students enrolled in a course. The types of questions are standard survey questions such as scale, text or essay box, check box (choose all that apply), drop-down menu, radio button or yes/no. Questionnaires can be deployed once or multiple times. Faculty are able to see responses by student or have the results displayed anonymously. Results can be viewed within a course or exported to text or .csv files for use outside of Moodle. Once a questionnaire is created, it can be re-used multiple times within the same course or shared among multiple courses.

Faculty may want to gather data about a course or a specific activity. Some specific ideas are:

- Administering classroom assessment techniques (CATS) such as One Minute Paper, Focused Listing or 3, 2, 1
- Asking students about a particular assignment or module
- Asking students about a particular aspect of class such as lectures, discussions or group work

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Faculty Focus on Using Moodle

Using the Moodle Questionnaire

Continued from page 2

- Giving a midterm course evaluation to students to make adjustments in class prior to the end of the course

The Questionnaire tool is a simple way for faculty to create a survey within Moodle to gather data from students which can be used to improve courses or provide data for other reports.

Using the Workshop for Peer Evaluation

Contributor: Janice Black, Associate Professor of Management and Decision Sciences, Wall College of Business

I use Quality Circles that require students to provide peer evaluations of homework case reports which results in the determination of their test readiness. Moodle is my class management tool all the time, so I tried the Workshop tool as a way to facilitate my quality circles.

Workshops take time to set up and manage. When asynchronous, the workshop needs to run about two weeks to allow for all student involvement, but using it in class requires a much shorter time. It works well as a 50-minute class activity when students have laptops.

As an instructor, setting up the workshop takes two different entry steps. You add the activity with its basic settings, and then, entering the workshop from the direct link, you extend the instructions. You must deliberately release the workshop to the students and actively manage each phase. I prefer a synchronous use of the workshop: I set up the parameters and then assign students one 50-minute interaction.

If you are interested in learning more about the Moodle Workshop tool, see page 4.

Collaborating with the Wiki Tool

Contributors: Jean Bennett, Instructional Designer in CeTEAL; Teaching Associate, Spadoni College of Education

According to Merriam Webster online, a wiki is a website that allows visitors to make changes, contributions or corrections. You are

probably familiar with Wikipedia, the world's largest collaborative wiki. Whether you like Wikipedia, the wiki is a still great collaborative tool.

I have implemented Moodle wikis in my online course as a collaborative assignment for student partners. Using the group feature, I created several groups made up of two students. In the wiki settings, I selected "separate groups" under the common module settings. This allows the students to only see their group page in the wiki.

In the wiki, the History tab allows the instructor and students to see what has been altered and who did what for an assignment or project. This is useful when you have a group requirement of sharing the workload. One can compare versions of the wiki and may change the wiki back to a prior version.

I have surveyed my students about their experience with using a wiki. The majority of students said that they did enjoy using the wiki and found, when collaborating with a partner, the assignment was more meaningful than in an individual assignment. A few students noted that there was a slight learning curve, and the majority stated they were more engaged in this assignment.

Consider using the Moodle wiki for the first time for a small partner assignment and then build to a larger group project. I think that you and your students will find the Moodle wiki to be a wonderful collaborative tool.

Distance Learning Boot Camp
will be offered during the
week of May 12 - 16

Sign up at coastal.edu/ceteal

Moodle Accessibility

CeTEAL is working to assist faculty in making their online course content more accessible.

Accessibility of electronic course content grows more vital each day as more of our educational resources move online. CeTEAL is working to gather information on the best practices for making course content accessible,

especially content offered through Moodle. As part of our efforts, CeTEAL recently hosted an Accessibility Roundtable to start a discussion on ways faculty can provide accessible content. With the assistance of Wendy Woodsby from CCU's Office of Accessibility and Disability Resources, information gathered during the roundtable will be used to develop training sessions to assist faculty in building their content with accessibility in mind.

In addition, members of the CeTEAL staff will be participating in an online Quality Matters accessibility training course. Through this training, we hope to bring additional information and best practices into the development of distance learning courses at CCU.

Managing Your Courses with Moodle

Continued from page 1

uploading existing Blackboard test files, the transition is not as painful as it might be.

Another challenge for new Moodle users is the need to rethink course content organization. Moodle has one main course content area, and the options for organizing and displaying content are different from Blackboard. Without thoughtful organization, a Moodle course can become an exercise in scrolling. Fortunately, the organization challenge can be overcome by taking advantage of several Moodle tools for consolidating content and for displaying content sections individually.

Finally, Moodle can seem challenging because it is new to many users. Finding the time to learn a new system and build courses in a new way will always be a challenge, but CeTEAL is here to make that challenge easier to overcome. Through group training sessions and one-on-one consultations, CeTEAL staff are here to help faculty learn to take full advantage of the excellent tools Moodle has to offer.

For more information on Moodle training opportunities, visit coastal.edu/ceteal or email ceteal@coastal.edu.

For Moodle technical support, contact the Moodle administrators (Jim Streicher and Ashley Smith) in Coastal's Office of Online Learning (COOL) at moodle@coastal.edu.

TECH TIPS & UPDATES

Just a Few Moodle Tools

Moodle has the same basic tools found in almost all course management systems. As compared to Blackboard, many Moodle tools offer additional options to allow more flexibility to instructors.

Communication Tools

Discussion Forums

Moodle offers five different types of discussions forums with options allowing instructors and students to subscribe to the forums. One forum type, called "Q&A Forum," allows instructors to post a question or topic and requires students to post a response (answer) before they can see other students responses.

Chat

The Moodle Chat tool allows simple synchronous communication between instructors and students in an instant messenger-style format. The Chat tool in Moodle seems to be easier to use and more reliable than Blackboard chat.

QuickMail

The QuickMail email tool in Moodle allows instructors to send email to students' CCU accounts. QuickMail is a send-only tool and has no inbox. Student responses to instructor emails will go to the faculty's CCU email account.

Assessment Tools

Assignments

The Moodle Assignments tool is used to collect student assignment submissions either as attached files or online text. The collected submissions can be downloaded with a few clicks, and graded online through the submissions page or offline through a downloadable grading sheet.

Rubrics/Marking Guides

Moodle assignments include the option to grade with a rubric or marking guide. The Rubric tool allows instructors to build an interactive rubric for grading assignments. The rubric can be displayed to students both before and after grading is completed. The Marking Guide tool

allows instructors to develop a set of criteria for the student assignment being graded as well as criteria to assist graders. The use of the Rubric and Marking Guide tools are limited to the Assignment tool.

Quizzes

The Quiz tool in Moodle is very similar to that in Blackboard. Quizzes can be uploaded into Moodle using Respondus (for PC users) in the same way they were uploaded into Blackboard. Both PC and Mac users have options for uploading quiz question files directly into the Moodle Question bank.

Workshops

Moodle's Workshop tool is designed to organize the student peer review process through a series of stages. Using the Workshop tool, an instructor can set up a submission area for an assignment, assign students (randomly or manually) to review each other's assignments, and provide a sample submission to allow peer reviewers to practice. Students will receive two grades through the Workshop tool: one grade based on their assignment submission and one grade based on their peer reviewing efforts.

Lessons

The Lesson tool can be used to adaptively direct students through content pages based on their responses to specific questions. Students can progress through the lesson by reading or viewing content, answering questions, and then reviewing prior content or new content based on question responses. A lesson might be used for self-assessment or as a graded assignment.

Turnitin

Turnitin is an originality/plagiarism checker through which students and instructors can submit student papers for review. Turnitin generates reports showing similarity of student work to outside sources such as journals, books, web pages and other student papers.

Attendance

The Attendance tool enables faculty to take attendance within each Moodle

course. Attendance can be set to keep a running tally of points earned or percentage of classes attended. Attendance reports can be exported easily, and students can easily see their attendance record in the course.

Course Content Tools

Files

Moodle offers a drag-and-drop process for uploading files: simply drag and drop the files from your computer or flash drive onto the content area of the course. Files can be added by the usual browsing process as well.

Folders

The Folder tool in Moodle can be used to store multiple files such as class notes, PowerPoint presentations and other course documents. Adding content to a folder is easy; just drag and drop the files in from your computer or flash drive. You can easily add and remove files from the folder as needed.

Pages

The Page tool allows you to easily present content in a web format that can be opened directly onscreen without the need for special software. You can type content into a page or copy and paste it from another source. The content of a Page can be edited on the fly with no need to edit offline and re-upload.

Books

The Book tool in Moodle can be used to create a collection of content pages called "chapters" that are organized with a table of contents. Creating a book is as easy as copying content from a Word or text document and pasting it into a book chapter. The content of a Book can be edited on the fly with no need to edit offline and re-upload.

The Moodle Book is particularly beneficial to students as it does not require any special software to view the content, and it is not subject to pop-up blockers. In addition, printing a chapter or the entire book is easy through the Print Book and Print Chapter options.



CeTEAL Training Schedule

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

Teaching Effectiveness

Activities to Engage Online Learners Series: Connect in 50
March 28, Noon

Activities to Engage Online Learners Series: Communicate in 50
April 4, Noon

Activities to Engage Online Learners Series: Collaborate in 50
April 11, Noon

Activities to Engage Online Learners Series: Co-Facilitate in 50
April 25, Noon

Activities to Engage Online Learners Series: Continue in 50
May 2, Noon

Friday Hangouts - Collaboration (online only)
April 4, 2 p.m.

Measuring Student Assessment of Learning Gains
April 14, 2 p.m.

Providing Digital Feedback to Students
April 22, 2 p.m.

Using Just-in-Time Teaching to Increase Student Preparedness
May 13, 2 p.m.

Faculty Scholarship

Fine Tune Your Research with Kimbel Library's Discover!
April 10, 1:30 p.m.

Focusing Your Academic Plan - Integrating Research, Teaching, and Service
May 19, 9 a.m.

Citation Analysis - Showing the Impact of Your Research
May 19, 1:30 p.m.

Assessment & Evaluation

Curriculum Mapping
March 28, 1 p.m.

Assessment Institute - Connecting Classroom Assessment to Program Evaluation
April 1, 10:50 a.m.
April 21, 2 p.m.

Measuring Student Assessment of Learning Gains
April 14, 2 p.m.

New Faculty

Your Path to Promotion and Tenure
April 11, 3 p.m.

Writing Circles

Master Writing Circle 9 (Introduction)
May 20, 9 a.m.

Master Writing Circle 9 (Week 1)
May 27, 9 a.m.

Moodle

Introduction to Moodle
April 3, noon
April 10, 3:05 p.m.
May 12, 9 a.m.
May 12, 1 p.m.

Moving Course Content from Blackboard to Moodle
April 11, 10 a.m.
April 24, 11 a.m.

Moodle Gradebook
April 21, 4 p.m.
April 24, 1:40 p.m.
April 28, 1 p.m.

Building your Final Exam in Moodle
April 28, 1 p.m.
April 29, 3:05 p.m.

Innovative & Emerging Technologies

Wake-up Monday Morning: Communication Tools for Online Classes
April 7, 9 a.m.

Advanced Prezi - Going Beyond the Basics to Create Engaging Presentations
April 15, 3:05 p.m.

Using Screen Capture Tools to Develop Online Course Content
May 14, 2 p.m.

Distance Learning Boot Camp Series

Getting Started in Distance Learning
May 12, 10:15

DL Boot Camp - Foundations I
May 12, 2:30 p.m.
May 13, 9 a.m.

DL Boot Camp - Foundations II
April 8, 9:25 a.m.
April 9, 1 p.m.
May 14, 9 a.m.
May 15, 1 p.m.

Introduction to Moodle
April 3, noon
April 10, 3:05 p.m.
May 12, 9 a.m.
May 12, 1 p.m.

Distance Learning Boot Camp Advanced Topics

Adding Narrated PowerPoint to Your Moodle Course
May 15, 10 a.m.

Using Screen Capture Tools to Develop Online Course Content
May 14, 2 p.m.

Moodle Grading - Gradebook, Rubrics and Marking Guides
April 8, 2 p.m.

Providing Digital Feedback to Students
April 22, 2 p.m.

Using Just in Time Teaching to Increase Student Preparedness
May 13, 2 p.m.

Communication Musts in an Online Class
April 16, 3 p.m.
April 24, 3:05 p.m.

Inside CeTEAL

From the Director

Dodi Hodges, Ph.D., Director of CeTEAL

Greetings! We are so excited about the faculty and instructors at CCU! We always hear that only “the best” seek out opportunities to learn. Well, we are proud to announce that in our first full year of CeTEAL we had 52 percent of the full-time faculty, lecturers and instructors through our doors and 8 percent of our teaching associates. That is exciting! We have put together our data for the first six months of this fiscal year, and over 40 percent of the full-time faculty, lecturers and instructors have come to classes along with 13.5 percent of our teaching associates. Congratulations, to the fine, dedicated faculty on this campus! We hope to continue to provide the sessions that you want to improve your teaching, scholarship and service.



We have many things going on in CeTEAL, and we want to thank all our speakers and participants for making that happen. We are providing Quality Matters training for up and coming online/hybrid instructors. We have redesigned and reconfigured our Distance Learning Boot Camp and have several cohorts

completing that certification program. Let’s not forget that observations from our Instructional Coaches (we now have 16 trained coaches) may still be completed before those annual reports are submitted.

We have also started working with several programs to think about their curriculums. We are happy to provide training specifically for your program, and we are more than willing to provide the training at your convenience. We are looking forward to providing sessions on Saturdays and in the evenings. We are here for you, so let us know how we can help.

CeTEAL’s Jean Bennett Provides Applying QM Rubric Workshops

Jean Bennett is certified as a face-to-face facilitator for the Applying the QM Rubric workshop.

CeTEAL is encouraging faculty to take advantage of CCU’s status as a Quality Matters institution. Because CeTEAL’s Jean Bennett has been certified by QM to provide Applying the Rubric training, this six-hour workshop is free for CCU faculty. The same workshop would cost \$200 if taken through QM. Eight faculty have already attended the workshop, and their responses were favorable.

The benefits of participating in the workshop are different for each faculty member based on his or her experience with face-to-face, distance learning (DL) and hybrid courses. For example, one benefit is looking at a DL or hybrid course from a student’s perspective. As instructors, we are educated in our discipline and set our standards high for our students. We must remember that not all students are familiar with DL and hybrid courses. Taking a student-centered approach, we can then use the QM Rubric to make sure our students know how to get started and find all components in our courses.

CeTEAL invites faculty to become QM Rubric coaches after attending the Applying the QM Rubric Workshop. The QM Rubric coach will take a short online course that reviews the process and the deliverables for a coaching session. After completion of this online course, the coach will apply the rubric to two DL or hybrid courses (one may be your own). CeTEAL’s goal is to have a collegial process to improve DL and hybrid courses.

Another option is to take the QM Peer Reviewer Course (cost \$200 and not paid for by CeTEAL.) The Peer Reviewer course allows you to review courses in an official QM Peer Review. One attendee from a prior workshop will be taking this course from QM this spring.

Contact CeTEAL Staff

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To contribute to the
 CeTEAL newsletter, email:
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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
Jeremy Dickerson - College of Education
Elizabeth Howie - College of Humanities and Fine Arts
Marvin Keene - College of Business
Denise Davis - Academic Advisor

CeTEAL Online Resources

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