Coastal Carolina University

CCU Digital Commons

CeTEAL News, March/April 2015

CeTEAL, Coastal Carolina University

CeTEAL News

Center for Teaching Excellence to Advance Learning

to Advance Learning

Faculty Focus on Sharing Knowledge *(page 2)*
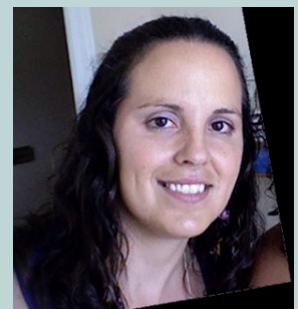
| Jenn Shinaberger | Jonathan Trerise | Sharon Gilman | Arlise McKinney | Denise Williams |

Sharing Knowledge With Our Students

Making knowledge accessible to students is the heart of teaching...doing it well is the art of teaching.

Ask any two faculty members how they share their knowledge with students, and you will hear two different answers. Some faculty provide riveting lectures, some "flip" their classrooms, some share knowledge through story, some provide online support to engage students through mobile learning. As teachers, we cannot pour knowledge into our students;

we have to find ways to engage them and encourage them to actively seek the information we have to offer. We are the cheerleaders, the translators and the facilitators who make our subject matter desirable and understandable.

Faculty are the conduits carrying knowledge from the past to the future and, through our research, building new knowledge. We learned from experts before us; we teach the experts of the future. Our words, our teachings, our contributions may continue beyond our lifetimes. Our students may quote us to their families and friends, to their own future students, just as we quote our teachers. How do you handle that responsibility? How do you share your knowledge with your students?

Some faculty, who are skilled at "professing," can hold the interest of their students throughout a class with an engaging lecture. As technology expands and attention spans shorten, other faculty are moving away from full-class lectures and are including classroom activities or technology-based materials such as videos or classroom response questions. With the growth of online classes, many of us are facilitating student learning through the development and selection of digital content. What do we choose? What do we create to engage our students and keep them interested in receiving the knowledge we want to share?

The following articles provide a glimpse of some of the techniques faculty are using here at CCU to pass knowledge on to their students.

Faculty Focus on Sharing Knowledge

In higher education, faculty are the conduit through which knowledge travels from one generation to the next. Whether they share their knowledge through storytelling, classroom lectures, multimedia presentations or engaging activities, faculty inspire learning in the next generation.

Using Adobe Voice for Online Lectures

Contributor: Jenn Shinaberger, Assistant Director of Distance Learning and CeTEAL; Associated Faculty, Spadoni College of Education

Sharing information in a format that appeals to students can help engage them in the content. As part of my EDUC 204 Computer Technology and Instructional Media course, I try to demonstrate the tools our students might use in their future classrooms. One particular tool, Adobe Voice, allows me to create quick and simple videos to explain concepts and tell stories. Adobe Voice is a free app for iPad that I began using this semester when I started to teach a hybrid course. I have used narrated PowerPoints in the past, but I have received more positive feedback from my students about my Adobe Voice videos.

Adobe Voice requires, at minimum, an iPad2 running iOS 7. The great part about Adobe Voice is that it includes preset themes, music, icons and pictures. All of the icons and pictures are under the Creative Commons license. Adobe Voice will even cite the sources of Creative Commons music, icons and pics for you at the end of the video. If you prefer, you can import your own images or use your own music.

Adobe Voice allows you to start with a blank project or to choose one of several project templates. The project templates offer a nice structure by which to tell your story or explain your idea or concept. All you have to do is choose your template, theme, music, icons and images, and press a button to record your voice.

Adobe Voice has been perfect for producing short videos on key topics. In a short amount of time, you can produce professional looking videos that are fun to record and fun to view. I have used the videos to provide a topic overview, a mini-lecture or project ideas. My students have really appreciated the videos, and I've received favorable feedback from them such as, "I thought the Adobe Voice lecture videos were really cool. I really liked them and thought they were cute and interesting," and "I thought they were helpful and I feel like it helped so much."

I wish that there were Adobe Voice apps for Android and Windows so that all of my students could use it to create their own videos.

Here are two examples of the videos that I've produced:
http://voice.adobe.com/v/S3HpqxCM62_
http://voice.adobe.com/v/P6YLRZ_CHZ_

The Perils and Power of Storytelling

Contributor: Jonathan Trerise, Assistant Professor of Philosophy and Religious Studies, Edwards College of Humanities and Fine Arts

A legendary story about the philosopher Immanuel Kant is that he was so strict and regimented that his neighbors would set their clocks when he was on his afternoon walk. Does this indicate that he was a tedious person and philosopher? Perhaps. But he was also a pool shark, and his classes were packed, standing room only.

Are you more ready to read and learn about Kant because of what I've just told you? That kind of storytelling is one way I try to make what students are learning more accessible. The philosophers that we studied were people with their own quirks and interesting histories, so why not try to draw students in to their lives and their stories, and hope that, thereby, they'll be more involved with what they're reading and learning?

The story about Kant is useful, in particular, because his writing is so difficult and at times tedious that it reflects those aspects of his character. And yet, what he was working on was so revolutionary and of such deep significance to human life, that we can also see the other, magnetic side of his personality shining through. Kant's particular quirks, then, provide a place from which to marry deep philosophical ideas and arguments to common everyday experience.

But it is not only the stories of famous philosophers that I use in class. Personal stories, I've found, make the work in my classes more accessible to students. Philosophy has an air about it that can be intimidating and off-putting. Philosophers do, too. I try to dispel this by bringing my own humanity to the fore through my own stories. It's well-known that humans are drawn toward the telling and hearing of stories, so I'm inclined to believe that storytelling is a crucial part of making philosophy understandable to students.

But I have some heartache over this methodology, for three reasons: 1) the students begin to focus so much on the stories that they sometimes might distract from our material; 2) students begin to treat me less seriously as a professor—there's more chit-chat in my classrooms as they joke with or relate to each other about the stories; and 3) as I tell the stories each semester, I get shorter and shorter on time because I'm always adapting to new classes and students. My passion for telling successful stories, that is, has meant less time in the classroom for material as other, new challenges arise with each new class.

I don't have any solutions, but I'm pretty confident that the solution is not to eliminate the stories. I've seen too many students get interested who initially weren't or invest themselves more than they already were, in part, because of these stories. Philosophy, and I gather, other disciplines are simply more accessible to students when told with personal and historical stories as color along the way.

Allowing Students to Influence Content Leads to Engagement and Understanding

Contributor: Sharon Gilman, Associate Professor of Biology, College of Science

One way to make content more engaging is to give students some say in it. I teach Evolution and Vertebrate Zoology, upper level classes, populated by 20-40 junior and senior biology and marine science majors, mostly. Both subjects are huge, so there's no way we could ever cover everything just in our textbooks, so I don't worry too much about time. (By the way, doesn't "cover" mean "to hide from sight or knowledge"?)

One way I let students influence content is to offer an ongoing extra credit assignment. At any point, students may bring in current news related to class. They get two points extra credit each, for a maximum of 10 points over the course of the semester. These items can be something they heard on the radio, saw on TV or in a newspaper, or from websites. If it's a website, I pop the site up at the start of class

Faculty Focus on Sharing Knowledge

Allowing Students to Influence Content Leads to Engagement
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and have the student who sent it tell us the story, or we do it without the visual aid if there is none. And if it's a particularly shy student (I'm sympathetic to them. I was one!), I'll do most of the talking.

Students seem to really like this, and it serves several purposes for me. First, it demonstrates to the students that biological research is a living, breathing thing, happening now, and it's interesting! Second, since I am not an active researcher in either evolution or vertebrate zoology, it helps me keep up with advancements in both fields and provides examples outside the text. Finally, this exercise sometimes provides me with interesting video snippets for my slides the next year. There's no way I'd have time to hunt those down, but the students find some great stuff. In fact, sometimes I'll let a really good video clip count, even if it's not exactly news. It's really helpful!

And best of all, sometimes I'll walk into class and there will be a student excitedly sharing some cool thing he or she found. The opportunity to inspire that kind of self-motivated enthusiasm is really why I teach.

Managerial Role-Play Increases Student Engagement

Contributor: Arlise McKinney, Assistant Professor of Management & Decision Sciences, Wall College of Business

Student engagement in the classroom has become increasingly more challenging as students' attention is often focused on interacting with social media (e.g., Facebook, Twitter, Instagram, etc.). One of the ways our management curriculum has worked to engage students is through the use of managerial role-plays. Many people advised against the use of role-plays because of the negative feedback on giving presentations; however, students have continued to rate it as the most engaging part of the class and preferred over lecture.

As the instructor, I create the scenarios and label them the "Manager's Hot Seat." Students can view the scenarios in advance and then decide which role-play they would like to facilitate, where they take on the role of

manager to address a workplace issue while seated at the front of the classroom.

In addition to the students presenting the role-play scenario, the remainder of the class serves as a "coach" to the presenter to give feedback on the presentation. Thus, we have accomplished two tasks – engaging in managerial decision-making and engaging in coaching others for improved performance. An overwhelming majority of students commented on the end-of-course evaluations that they wanted more in-class role-plays to develop their own voice for workforce readiness and preparedness for job interviews.

The experiential exercise of conducting role-plays to provide solutions to workplace scenarios has primarily been conducted in organizational behavior and managing teams courses; however, they can be incorporated into any class where you want the students to engage in decision-making. Students are comfortable responding to assignments in written form, but it really enhances the learning environment when they can "present" their decision-making in a manner that models what they would need to do as a manager in the future.

The course begins with an introduction to human behavior and how that behavior can positively or negatively impact the workplace. Students first learn the performance management process [i.e., determining if performance outcomes are a function of ability (deficiencies) or motivation (choices of effort)]. Once students have learned this approach, they take the position of the manager and address issues that occur based on role-play scenarios created/presented by the instructor or scenarios extracted from student experiences in the workplace. The use of role-plays has increased class attendance and attention to the class content, as all students are engaged in the process.

Providing Online Access to Content Aids Student Understanding

Contributor: Denise Williams, Lecturer of Mathematics and Statistics, College of Science

I have taught at Coastal Carolina University for the past six years and, during this time, have primarily taught MATH 130I – College

Algebra. I began online accessibility for my course information when I noticed that many students had difficulty calculating their grade average.

Initially, I started using the gradebook option in My Math Lab, an online program we use for students to complete their college algebra homework. I believe it is imperative that students know their average in a course at all times so they can see when improvement is needed. It makes it clear to students when they see their grades and average in writing and all in one place.

Today, I post everything we do in class in My Math Lab online, not just grades. We already require students to use My Math Lab for their homework so it makes sense to me to post everything in the same location. Students love the ease of finding everything they need for class in one location, and they comment about this often.

In addition to the syllabus, I post the notes I cover in each class. I started posting notes online because I was frustrated that students who were absent from class never learned what they missed. Now that I post all of my notes online, they can print out the notes that they missed in class, and these show all of the steps on how to solve each problem. I add hints and examples to my notes because I know students who were not in class would miss this additional information. I post pdf files so that students can view them from any computer and print the notes. This has worked really well to put the responsibility on students to print the content they missed instead of asking me what they missed.

I post study guides for each exam, as well as the answers to the study guides, to encourage students to check their answers. Students are expected to do the study guides outside of class to help prepare them for exams. I know students are more motivated to complete the study guide if they can check their answers and see if they are on the right track.

I post worksheets that we do in class as a review for exams, again, for the students who are absent on those days. I post the blank worksheet and the full solutions to the worksheet so that students can print the blank one out, write on it and then check their work. This has proven to be very beneficial for students. Even students who are present on days that we complete a worksheet will sometimes ask if they can try the worksheet again, on their own. I remind them they can

Providing Online Access to Content Aids Student Understanding

Continued from page 3

print the worksheet from My Math Lab, and they like this added feature. Providing the solutions ensures they are studying correct solving methods – vital in mathematics.

I post completed exams with the correct answers so that students can use their prior tests to study for the final exam. Many times, students do not know what the correct answers were on tests. Displaying the answers after the exams are graded and returned to students allows students to see and understand the correct responses.

Finally, I post all of the extra math tutoring hours available to students. These include my office hours, the math department tutoring hours in the HTC Center, the Math Center's hours and the hours available with the SLAs (who specialize tutoring in college algebra). This has helped students know where they can go and during what times they can get math help. Students seem to appreciate my posting all of these documents and information. The additional supportive resources helps them be successful students.

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Providing Digital Content is not as Challenging as You Think

How to prevent the "digital natives" in your class from becoming restless

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

First, we must recognize that we do not have to create all of our own content. We have many digital resources that are already

available for us. We are not the first people trying to share information online. For most subjects we teach, plenty of tech-savvy folks have already blazed the trail. So where can we find all these great resources?

One immediate source for engaging digital content is a textbook publisher who provides digital supplements for their books. Depending on the publisher, you may find good supporting materials such as video clips, simulations, flashcards or online assignments. Some publishers provide entire online course packs that can be integrated into your Moodle course. Seek out a publisher who provides these resources, and you will be on your way to an engaging and interactive course.

Another resource for excellent online content is your local library. Kimbel Library has an excellent assortment of resources you can use to stimulate student interest in your subject matter. A few of the databases our library offers include: Films on Demand, Point of View Reference Center, JoVE (Journal of Visualized Experiments), Anatomy & Physiology Online, and more. These databases contain a rich assortment of supporting materials from debate topics to 3-D models. To learn more about these resources, contact Kimbel Library.

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

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

Try creating an interactive lesson using media files from one of the sources mentioned and include a few questions. Using the Lesson tool in Moodle, you can quickly build a multimedia lesson with content and assessment questions. Within a Moodle lesson, students can watch, read or listen to a

bit of content, answer a few questions, and then move on to another location in the lesson based on how successfully they answered. As a bonus, once deployed, the lesson is self-paced and will generate a grade for the student's work. The lesson is both easy to set up and easy to manage.

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

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

The Impact of Student Alcohol and Other Drug Use on the Academic Environment

In this session we will explore alcohol and other drug use data specific to CCU students, including trends and impact. We will also discuss ways to address alcohol and drug issues with students as they pertain to the classroom environment. Finally, we will discuss available resources to help student who are struggling with alcohol and other drug issues.

Presenter: Lee Carter, M.Ed. NCC
Associate Director for Alcohol and Drug Prevention

KRNS 210
March 20, 10 a.m.
March 26, 1:40 p.m.

Register at coastal.edu/ceteal

Resources & Tips for the College of Education

For the 2014-2015 academic year, CeTEAL is including a college-specific Resources & Tips page in each newsletter. If you have teaching tips, technologies or ideas you would like to share, please email them to cetealnews@coastal.edu.

Resources & Tips

Education Blogs

The blogs below cover a variety of teaching and technology topics for current and future teachers.

TeachThought (te@chthought)
The TeachThought blog provides information related to learning models, teaching techniques, practical technology and more.
http://www.teachthought.com

MindShift (Mind/Shift)
The MindShift blog explores education research, cultural and technological trends, and policy changes.
http://blogs.kqed.org/mindshift

Lisa Nielsen: The Innovative Educator
In her blog, The Innovative Educator, Lisa Nielsen shares ideas for "ways to prepare students for relevant and real-world success."
http://theinnovativeeducator.blogspot.com

Edudemic: Connecting Education & Technology
Edudemic publishes stories on the latest technology innovations, research-based professional development strategies, and educational technology tools and tips.
http://www.edudemic.com

Free Technology for Teachers
Richard Byrne's blog shares information on educational technology including apps, video resources and tutorials.
http://www.freetech4teachers.com

Media & Resources for Education

The websites listed below are sources of multimedia content for education.

PBS Learning Media
PBS Learning Media offers a collection of "classroom-ready, curriculum-targeted media resources."
http://www.pbslearningmedia.org

ReadWriteThink
ReadWriteThink provides a collection of classroom resources such as lesson plans, student interactives and printable worksheets.
http://www.readwritethink.org

Films on Demand (available through Kimbel Library)
Search Films on Demand for video clips on a wide variety of education topics from psychology in the classroom to using video to educate.
http://www.coastal.edu/library/databases/index.html

Educational Technology and Mobile Learning
This site offers information on online tools and mobile apps that are useful for educators.
http://www.educatorstechnology.com

Classroom Aid - Game-Building Resources
This site has a list of free resources related to building educational games for students.
http://classroom-aid.com/play-and-learning/game-building

Creative Assignment Idea

Consider having your students design an infographic to consolidate information and share it with their peers. An infographic is a great way to visually represent complex data in a way that is easy to understand and fun to create. The infographic programs listed on the right are easy to use and most are free for basic designs. Each program offers templates students can modify to accommodate their data.

Infographic programs:

* **easelly** - http://www.easel.ly
* **infogr.am** - https://inforgr.am
* **piktochart** - http://piktochart.com
* **visualize** - http://visualize.me
* **visual.ly** - http://visual.ly

Cool Apps for Education

Socrative
Socrative is a classroom response tool instructors can use for formative assessment activities. Instructors can easily quiz students and collect results. Socrative works on multiple devices and multiple operating systems. (IOS and Android)

Scannable
Scannable is tool from Evernote that allows users to scan documents, notes, receipts, business cards, etc. You can automatically save the scanned item to Evernote or send it to yourself or others via email or text. (IOS only, for now)

Remind
Remind is a communication app that allows instructors to send text message reminders to students without the need to exchange phone numbers. Students can opt in to receive messages that you can set up in advance. (IOS and Android)

Turnitin
The *Turnitin* plagiarism detection program currently integrated with our Moodle system offers an app for use with iPads. Grade Turnitin assignments on the go and sync the grades with your Moodle course. (iPad only)

TEACHING TIPS & TECH UPDATES

5

Tips for Designing and Facilitating Effective Online Discussions

Online discussions can play an important role in distance learning courses. Discussions can facilitate learning, generate a sense of community and provide students the opportunity to interact with the subject matter expert. Designing and facilitating effective discussions can be easy if you follow these simple tips.

Consider the topic.
Students are more likely to participate in a discussion if they have an interest in the topic. Use the discussion forum as an opportunity to integrate "real life" issues into the course or to relate course topics to current events or ideas that may be of particular interest to students. Choose topics that are controversial enough to inspire student opinion and ask students to supply supporting information. Avoid discussion topics that will cause most students to post the same answers and replies. Simple questions or topics might be better suited to another assignment such as an essay.

Set group discussions.
If you have a large class, it may be difficult to generate a true back-and-forth discussion of the topic. Consider dividing your class into smaller discussion groups or providing an option of separate discussion threads (separate questions) within a single forum to generate more focused discussions.

Establish rules.
Clearly define your expectations for quality and quantity of discussion posts. Students will find it easier to participate in the forum if they know what is expected. Consider attaching a rubric or a list of grading criteria with the instructions for the discussion and include "netiquette" rules to guide behavior. Remind students that "I agree..." is not a sufficient response to a fellow student.

Participate!
Instructor participation can add a great deal of value to online discussions. For distance learning classes, your participation in the discussion is a great way to show students you are invested in the course and are interested in and knowledgeable about the subject matter. Ask questions in your posts to encourage students to dig deeper. Students will take the discussion more seriously if they have the impression you are actually reading their posts. You do not have to read or respond to every post, but if you post often enough, you will impress students with your commitment to the discussion.

Engage a facilitator.
Sometimes it can be helpful to include an additional facilitator for your online discussion. Some instructors will assign a student facilitator to each discussion, perhaps as a rotating role within a group. If you have a student facilitator, be sure to provide guidelines for facilitating the group discussion. Another option might be to bring in an outsider to guide the discussion. For example, if you have a departmental expert on a particular topic, you might persuade her to participate in your class discussion as a "guest speaker."

Saving Time in A Distance Learning Course

Developing an online class can seem like a chore while you are creating the content and building the course site. However, proper planning and thoughtful course design can make teaching an online course much easier than you think. Here are some tips to streamline the process:

- **Keep it organized.** Organize the course so that you and the students do not need to waste time searching for content items. Scrolling up and down the course page can be stressful and time consuming.

- **Simplify your grading.** If your grading method causes students to email and call you on a regular basis, change it! Of course students should be able to do the math, but it is easier to call and ask you.

- **Provide information.** Providing students with detailed information on course navigation, quality of work, grading procedures and communication details may seem like a lot of work, but it will save you much more time in the long run.

Embedding Library Materials in Moodle

Kimbel Library offers excellent resources for faculty to use in their online classes. CeTEAL's Moodle Guide for Faculty (libguides.coastal.edu/moodlefaculty) includes instructions from Kimbel librarians on how to embed library resources into your Moodle course. Learn how to link or embed subscription videos, e-books or e-chapters, ARTstor images and full text journal articles.

Using Voice Recording Apps to Give Student Feedback

Many mobile devices have apps available for creating quick and easy voice recordings. Try using one of these apps to create quick feedback for student assignments or projects. Post the feedback files in the Feedback box in Moodle.

CeTEAL Training Schedule

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

Assessment & Evaluation

The Amazing 3X5 Notecard and CATs (Classroom Assessment Techniques)
March 17, 10:50 a.m.

Assessment Institute: Connecting Classroom Assessment to Program Evaluation
April 3, 2 p.m.
April 7, 1:40 p.m.

Assessment Institute: Conclusion
May 1, 2 p.m.
May 5, 1:40 p.m.

Book Talk

Book Talk: *Dear Committee Members: A Novel* by Julie Schumacher - **New!**
March 20, 4 p.m.

Teaching Effectiveness

Course Design: Creating Learning Guides
March 16, 9 a.m.

Building an Inclusive Class (Sponsored by the Safe Zone Program at CCU) - **New!**
March 17, 3 p.m.
April 1, 3 p.m.

Providing Students with Meaningful Feedback
March 24, 10:50 a.m.

Library/Scholarship

Introduction to Mendeley: Managing Your Research Process
March 31, 2 p.m.
April 7 , 3:05 p.m.

Citation Analysis: Showing the Impact of Your Research
April 6 , 1:30 p.m.
May 18, 2 p.m.

Core Curriculum

New Core Curriculum Course Submission Overview - **New!**
March 16, 10 a.m.
March 24, 9:25 a.m.
March 26, 12:30 p.m.
April 7, 9:25 a.m.
April 21, 9:25 a.m.

Core Curriculum Writing Circle 3 - **New!**
March 16, noon

Core Curriculum Writing Circle 4 - **New!**
March 17, 12:15 p.m.

Quality Matters

Applying the QM Rubric Workshop (6-hour)
March 9,
8:30 a.m. - 4 p.m.

Research Services

Finding Funding
March 19, 9:25 a.m.

Moodle

Moodle Gradebook
March 12, 5:30 p.m.

Moodle Quiz: Cloze and Calculated Wild Card Questions - **New!**
March 19, 12:30 p.m.
March 25, 3 p.m.

Moodle Gradebook Workshop Drop-In
April 30, 12:15 p.m.
May 4, 2 p.m.

Introduction to Moodle
May 11, noon
May 12, 5:30 p.m.
May 14, 1 p.m.

Distance Learning

Survey of Tech Tools for Distance Learning Instructors - **New!**
March 23, 1:30 p.m.
April 9, 5:30 p.m.

Getting Started in Distance Learning
March 6, 10 a.m.
March 27, 10 a.m.

Applying the Quality Assurance Inventory
March 6, noon
March 20, 9 a.m.
April 24, 10 a.m.

Course Design: Creating Learning Guides
March 16, 9 a.m.

10 Tips for Saving Time in Your Online Course
March 20, 3 p.m.
March 24, 1:40 p.m.

10 Ways to Make Your Course More Accessible
March 23, 9 a.m.

Course Design: The First Week of Your Online Course
March 30, 9 a.m.

Communication Musts in an Online Classroom
April 13, 9 a.m.

Making an Introductory Video for Your Online Course
April 20, 9 a.m.

Distance Learning Institute: Conclusion
April 27, 9 a.m.

Roundtables

A Conversation About SmartPhones in the Classroom - **New!**
March 27, 2 p.m.

Leadership & Service

Your Path to Promotion and Tenure
April 10, 3 p.m.

Focusing Your Academic Plan: Telling Your Story
May 18, 9 a.m.

Innovative Technology

3-in-30: Infographics
March 18, noon
March 19, 5:30 p.m.
April 9, 5 p.m.

3-in-30: Tools for Creating Digital Media for Your Online Course - **New!**
March 18, 1 p.m.

Workshop Time for 3-in-30: Infographics
March 19, 6 p.m.

Apps at Lunch - **New!**
March 27, noon
April 24, noon

Evening Classes

Moodle Gradebook
March 12, 5:30 p.m.

3-in-30: Infographics
March 19, 5:30 p.m.
April 9, 5 p.m.

Workshop Time for 3-in-30: Infographics
March 19, 6 p.m.

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Inside CeTEAL™

Center for Teaching Excellence to Advance Learning

COASTAL CAROLINA UNIVERSITY

From the Director

Dodi Hodges, Ph.D., Director of CeTEAL

We are excited to report that the faculty/lecturers/instructors at CCU are amazing! We have just concluded the third full year of CeTEAL being in business, and there have been some changes. This year we are no longer doing the course management administration (Moodle), and we moved to Kearns Hall! Our training lab is in Kearns 210. We have also LiveStreamed our new faculty seminars, and these are available for anyone to view. Just log into LiveStream (http://new.livestream.com/coastalcarolinauniversity/events/) and select the topic you would like to view.

We want to congratulate the best of the best faculty! You have demonstrated your commitment to strong, effective teaching and scholarship by attending the CeTEAL sessions in record number. From July 1-December 31, 2014, your attendance increased by 9.89% (duplicate), with 43% of the full-time non-duplicate faculty (we only count you once) attending our sessions (last year it was 40%). You have requested and we have provided more sessions this year (339) than last year (249) as well. We had 900 (duplicate) of you attend these sessions, last year we had 819. We continue to encourage our part-time teaching associates to request and attend our sessions as well.

We provide professional development upon request in the evenings and on Saturday mornings as well as one-to-one consultations. We also have a well-trained cadre of instructional coaches who are willing and able to complete a peer observation for you upon your request (email the CeTEAL director at ceteal@coastal.edu or jhodges@coastal.edu). These observations are completely confidential.

Let us know what you need. We are sure we have a session for that!

CeTEAL Offers Evening Sessions

As of January 2015, CeTEAL is offering a selection of our sessions in the evening. Currently we are offering several Moodle sessions beginning at 5 p.m. or 5:30 p.m. We plan to expand our offerings to include some of our popular teaching effectiveness, distance learning and emerging technology sessions. If you prefer an evening schedule and have particular sessions you would like to attend, please contact Tracy Gaskin at tgaskin@coastal.edu to make suggestions.

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.

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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/afo
* libguides.coastal.edu/contingency