

Spring 3-2016

CeTEAL News, March/April 2016

CeTEAL, Coastal Carolina University

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CeTEAL, Coastal Carolina University, "CeTEAL News, March/April 2016" (2016). *CeTEAL Newsletter*. 31.
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CeTEAL

Center for Teaching Excellence
to Advance Learning

Faculty Focus: Student Retention

March/April 2016

Addressing Alcohol in the Academic Environment

Lee Carter, associate director for alcohol and other drug prevention, Counseling Services

The Problem

High-risk alcohol use in the college environment has long been associated with negative health and safety consequences for students, including alcohol poisoning, assaults, accidents and fatalities (Jennison, 2004). Its impact does not end there, however, as several studies show that alcohol negatively affects classroom performance and grades, increasing a student's likelihood of missing class and dropping out. Frequent binge drinkers experience more severe academic consequences than less frequent binge drinkers (Ziemelis, Buckman and Elfessi, 2010; Jennison, 2004; Pritchard and Wilson, 2003).

"The college effect" refers to the fact that student drinking rates nationally follow a typical pattern in which alcohol use rises over the summer and then increases substantially after students arrive on campus. Adults between the ages of 18 and 24 who are enrolled in college drink significantly more than those who are not enrolled (Hingson et al, 2002). The prevalence of high-risk alcohol use on college campuses and its link to classroom consequences makes it an important issue for faculty and instructors to consider as they interact with students.

Faculty Impact on Alcohol Norms

Faculty not only create and sustain the classroom environment, they are a part of the overall normative environment on a college campus (White, Park and Cordero, 2010; Oseguera and Rhee, 2009). When they choose to address alcohol and other drug issues through curriculum infusion, incorporating alcohol

Continued on Page 5



CCU Math Initiative: Jim Solazzo (far left) and Keshav Jagannathan (center) work with students.

Engaging First-Year Psychology Majors

Contributed by Terry Pettijohn

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(article on Page 3)

CCU Math Initiative Connects with Students

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(article on Page 4)

Tech Tools to Rev Up Student Engagement

Contributed by Carrie Flickinger

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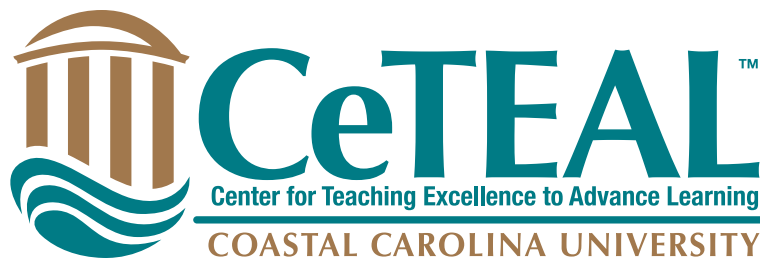
(article on Page 3)

Locating Resources and Support for Students

Contributed by CeTEAL staff

Coastal Carolina University offers a variety of services to support the personal well-being and academic success of our students. If you have a student in crisis or in need of support beyond the scope of your expertise...

(article on Page 4)



Opportunities for Faculty Development

Designing and Developing Your Teaching Portfolio - **New!**

Teaching portfolios create an opportunity for instructors to both reflect on and present their teaching in rich ways. This session will highlight some guiding principles that will help attendees construct a portfolio. By looking at examples, discussing design elements and considering the kinds of artifacts typically used to create a complex picture of teaching, attendees will come away with concrete ideas about how to represent the work they do with students. This session is open to the campus community, but might especially be helpful for lecturers who wish to document the teaching central to their positions.

Presented by Denise Paster, director of composition and professor of English, Edwards College of Humanities and Fine Arts

March 15, 10:50 a.m. - 12:05 p.m.

Echo360 Starter Pack

Echo360 is an easy-to-use tool for creating video lectures, tutorials or presentations for your students. With a few easy steps, Echo360 videos can be recorded from your own computer, stored on campus servers and added to your Moodle classes. In this Echo360 Starter Pack session, we will explore the Echo360 Personal Lecture Capture system for recording the computer screen and/or a webcam to create videos for your classes. The University has a site license for Echo360, so the program is readily available for download.

Presented by Jason Gildner, academic technology support specialist, Information Technology Services

March 16, 1 - 1:50 p.m.

April 6, 4 - 5 p.m.

April 20, 11 - 11:50 a.m.

"Echo360 solves many of the issues faculty have faced in producing videos for their classes. Finally! We have a tool that makes the production and storage of videos straightforward and ridiculously easy."

--Echo360 user

Teaching Effectiveness Institute (CeTEAL Certificate Program) - **New!**

CeTEAL will offer a new certificate program, the Teaching Effectiveness Institute, during the week of May 9. The institute will focus on aspects of effective classroom teaching, such as planning lessons and courses, engaging students, managing the classroom, assessing student work and integrating technology. The program will include four fundamentals sessions, a toolbox of electives and a capstone project.

Check the CeTEAL website for the schedule of sessions. If you have questions about the institute, please contact Tracy Gaskin at tgaskin@coastal.edu. Register early; we have a limit of eight participants for the May program.

Stress Reduction Week - **New!**

April is Stress Awareness Month, and during the week of April 4, CeTEAL is offering a collection of sessions to help you reduce your work stress. Sessions will include topics such as planning your semester, balancing life and work, using technology to eliminate work stressors, and streamlining teaching processes.

Register for sessions at coastal.edu/ceteal.

FROM THE DIRECTOR

Dodi Hodges, Ph.D.

Spring is here! This issue of CeTEAL News is about strategies for student engagement and retention. We all know student retention is an important issue



on our campus. How can we – faculty, lecturers, instructors and staff – help increase the retention of our students? This issue offers some options, including using active learning, building connections and addressing outside challenges.

We recognize that engagement in learning is a huge part of student success. But how do we engage? In 2011, our faculty decided that the Quality Enhancement Plan (QEP) for the University's accrediting process would be the development of an experiential learning (EL) program. EL provides opportunities for our students to engage in hands-on, active learning. Along those same lines, as you will see in the following articles, individual faculty and entire programs are seeking to get their students engaged.

We also recognize the effect outside influences can have on student success in our classrooms. In her cover article, Lee Carter gives us some important information on the role we can play in reducing misconceptions about alcohol use on campus.

Each of us has a piece of the puzzle. We need to put the puzzle pieces together and encourage our students to take responsibility for their learning by engaging them in the learning process.

We hope you enjoy this issue and consider sharing your story with us and with your colleagues. If you are interested in writing an article for the CeTEAL News, please contact Tracy Gaskin.

–Dodi

Faculty Focus: Student Retention

Engaging First-Year Psychology Majors: A Freshman Seminar Trial

Terry Pettijohn, department chair and professor of psychology, College of Science

The faculty in the Department of Psychology have a long history of engaging with our majors to guide student learning and professional development. On our senior exit interview survey, students often



report feeling as if they were part of a family in our department and that our faculty were genuinely interested in student success inside and outside of the classroom. This is excellent feedback, but it is coming from graduating seniors who have successfully completed our program. What about students at earlier stages in our major?

As we began to think about this cohort, we realized we do not have much contact with students in their first year as psychology majors. Majors are required to take general psychology, but many of these sections are taught by adjunct faculty due to the large number of sections required. Otherwise, freshman psychology majors typically enroll in core and foundation courses, and majors do not often complete psychology content or research methods sequence courses until their sophomore year. We decided to initiate a freshman seminar course this year (Spring 2016) to connect with our majors earlier and to enhance student retention.

At the time of this writing, we have only had one meeting of Psychology 190 (freshman seminar), but we are excited about the potential for this class. The class was designed as a 1-credit class, meeting 50 minutes once a week. The plan was for each of the full-time faculty members (13 of us) in our department to lead a session on topics related to the psychology major at Coastal Carolina University, student resources available on campus, career options for majors, the graduate school process, the importance of research in the discipline and strategies for academic success.

We selected the textbook, *Majoring in Psychology: Achieving your Educational and Career Goals* (Helms and Rogers, 2015), which should be a great resource for all of our majors beyond the context of this single class.

Students complete weekly quizzes on the material presented and will write a career exploration paper and a course review toward the end of the semester. We will embed assessment measures in the course and maintain retention data to determine the impact of the course.

Fifty students registered for the course out of approximately 125 freshman majors. (The course is an elective at this time.) We are optimistic this course will offer a unique opportunity for students to meet each of the faculty, become more involved in the Department of Psychology, and learn how to be successful in the major at CCU and after graduation.

Tech Tools to Rev Up Student Engagement

Carrie Flickinger, teaching associate in communications, languages and cultures, Edwards College of Humanities and Fine Arts

How do we compete? I mean seriously, how do we capture students' attention in our classrooms and engage them when we're competing with Twitter, Instagram and Snapchat? In our incredibly media-saturated world, this is a conundrum.



One way is to meet students on their techie playing field. I have found incorporating their world into pedagogy is the key to the "engagement game." The technology tools listed below are free and user-friendly, and they have helped my students increase engagement and test scores.

VoiceThread

VoiceThread is a great way for students to meet one another at the beginning of the semester and collaborate throughout. This interactive collaboration and sharing tool enables users to upload images, documents and videos, and respond to other users by adding voice, text, audio files or video comments. VoiceThread is an effective tool for

distance-learning classes as it offers a way to personalize, or humanize, the class using the camera tool along with collaboration. Learn more about VoiceThread at voicethread.com.

Padlet

A useful tool for building community is a class collaborative blog called Padlet. This tool allows students to ask or answer questions about material and respond to other classmates. Padlet is a great way for students to give each other feedback. It is user-friendly and has the ability to attach pictures, web links or videos. Learn more about Padlet at padlet.com.

Today'sMeet

Today'sMeet is an engaging tool for performing class warm-ups, exit slips, polls or blogs. Today'sMeet can help you perform a quick check on student learning or gauge where there are learning deficits. The article at the link below offers 20 suggestions for using Today'sMeet in the classroom: ditchthattextbook.com/2014/01/30/20-useful-ways-to-use-todaysmeet-in-schools. Learn more about Today'sMeet at todaysmeet.com.

Quizlet

Quizlet provides learning tools for students, including flashcards, practice tests and games. Content is completely user-generated, and you can use pre-made sets of searchable vocabulary or content or create your own. Once you create a vocabulary set, you can share it with colleagues. For example, I have each student create a quiz, then the students swap and take each other's quizzes. This is a great way for the students to display ownership for their learning while creating a useful review tool. Learn more about Quizlet at quizlet.com.

Kahoot

One of my students' favorite activities is Kahoot, an interactive, game-based learning platform that increases engagement with healthy competition. Interestingly enough, it's a website for any subject, in any language, on any device. Once your questions are generated, Kahoot provides a code, and students then enter the code on their device and it links into the questions, and the whole class competition begins. This tool is fabulous because you can store review games or warm-ups and share them with other colleagues or post your kahoot on the class's Moodle page for absent students to review. Visit getkahoot.com.

Faculty Focus: Student Retention

The tools listed speak students' techie language and offer quick and easy options to keep students interested. I guarantee you will see student engagement escalate...along with their grades! Enjoy.

If you have questions, email me at cflicking@coastal.edu.

CCU Math Initiative Connects with Students

Jim Solazzo, department chair and professor of mathematics and statistics, College of Science

The CCU Math Initiative began in Fall 2014. The goal of this initiative was and still is to promote meaningful relationships between math faculty and students enrolled in math courses at CCU. For many students, math can be a challenging subject that prevents them from moving forward in their chosen degree. In fact, fewer than 40 percent of students nationwide who begin college as a science, technology, engineering or math (STEM) major graduate with a degree in a STEM field. We hear numerous stories from students who have had "a bad math experience" in previous math courses, math anxiety, or comments such as, "I have just never been good at math." Consequently, math is partly to blame for this exodus from STEM fields.



Jim Solazzo works with a student during math outreach hours at the HTC Center.

As a department, we strive to find ways to connect with the students beyond just solving a problem or providing assistance the day before an exam. We hear far too often comments akin to, "I spent 20 hours studying for the exam, but I still got 50 on the exam!" Learning (studying) mathematics is an acquired skill that the math faculty have

mastered over tens of thousands of hours during their own education and experiences teaching mathematics. We want to share our strategies as well as our own personal struggles with learning mathematics.

What we refer to as math outreach hours has allowed us to develop relationships beyond just problem-solving. A student who makes use of math outreach hours usually stays the full hour and will more than likely come back several times. This helps students feel more comfortable sharing questions and concerns with the faculty. Furthermore, the instructors are now afforded an additional opportunity to provide guidance and encouragement as the student progresses through the semester. The faculty have an opportunity to share study strategies, discuss additional resources offered by the department or spend time getting to know the students.

Math outreach hours take place in the HTC Center corridor, Kimbel Library, the Math Learning Center and various computer labs across campus. This semester, math faculty have donated more than 40 hours of math outreach per week. During the Fall 2014 semester, 97 students attended math outreach hours for a total of 192 visits. This fall, 418 students attended math outreach hours for a total of 995 visits. Seventy percent of the students who both attended math outreach and completed their math course earned a C or better. Our goal for this semester is to have more than 700 students attend math outreach hours. Please encourage your students to visit us!

Locating Resources and Support for Students

CeTEAL Staff, Center for Teaching Excellence to Advance Learning, Spadoni College of Education

At some point during the course of our teaching, we will encounter a student who is struggling with personal or academic issues that may cause him or her to leave the University. Sometimes it may take nothing more than showing our concern or offering a supportive gesture to help the student regain momentum. At other times, it may take more substantive action to help the student.

Coastal Carolina University offers a variety of services to promote the personal well-being and support the academic success of our students. If you have a student in crisis or in need of support beyond the scope of your

expertise, keep the following resources in mind.

CCU's Dean of Students Office has a student advocacy and intervention manager who can assist students who are struggling personally or academically and can help students locate the resources they need to address their issues. For more information on this resource, contact Sara Peacock at speacock@coastal.edu.

Another service offered by the Dean of Students Office is the Faculty Absence Alert Process. If you are concerned about students who have stopped attending your classes – either online or on campus, you can submit a Faculty Absence Alert if your own attempt to contact the student has failed. The Dean of Students Office will coordinate an effort to contact the student to determine why the student is missing class. To access the Faculty Absence Alert, visit coastal.edu/deanofstudents/facultyabsencealert.

CCU's Counseling Services office offers support for students dealing with emotional and psychological concerns as well as alcohol and other drug issues. Counseling Services offers confidential crisis services and clinical services such as individual and couples counseling, psychiatric consultations, nutrition counseling, and substance abuse services. To learn more about Counseling Services, visit coastal.edu/counseling.

CCU offers many other services that may benefit your students in need. Keep in mind that CCU has offices for veterans services, multicultural student services and student health services. To contact any of these offices, visit coastal.edu/students. Remember, academic success and student retention may depend on students' personal well-being.

CeTEAL's 2016 Faculty Needs Assessment

In March 2016, CeTEAL will distribute a faculty needs assessment survey to help us determine how best to serve CCU faculty. When you receive our email survey, please take a few minutes to answer the questions and add your comments. Our goal is to support you, and we can do that best if we know what you need from *your* faculty development center.

Thank you for taking the time to help us improve!

CeTEAL to Host Innovative Teaching Showcase for COI

During CCU's Celebration of Inquiry in April, CeTEAL will host a showcase on innovative teaching that will include CCU faculty and students. The showcase, organized by Jean Bennett, will feature posters and presentations on topics related to innovative teaching techniques that engage students and enhance student learning.

The following individuals will participate with CeTEAL:

Stephen L. Firsing III with students Mariel Celina G. Po and Kaitlyn T. Brown:
"Using Clickers vs. Students' Phones as Audience Response Tools"

Four professors evaluated the adequacy of two audience response systems (Poll Everywhere and TurningPoint) in CCU classrooms during two academic semesters (total of 17 classes). More than 300 students completed evaluation surveys. Students preferred using the TurningPoint system more than the Poll Everywhere system for multiple reasons.

Jennifer Boyle: *"Critical Making: A 21st Century Approach to Liberal Arts Teaching"*

This presentation provides a specific example of "critical making" pedagogy. This model merges critical reflexivity with the creation of digital objects and texts – students are asked to create while they critique. This approach also adapts well for subjects not focused on digital culture.

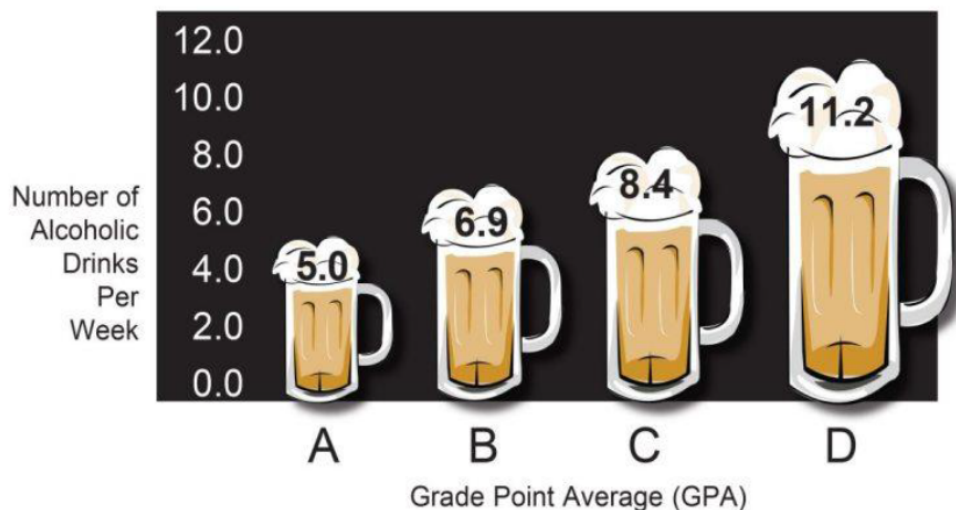
Matthew C. Tyler: *"Transform Your Students from Passive to Active Learners"*

How do you know that your students are processing and retaining information? Is there a way that you can ensure that all students are conceptualizing what they are learning so they can apply it in different situations? How can you embed a time for this in each class? Active engagement is the key! Join us for research-based solutions to such questions.

Melissa N. Clark: *"Online Student Engagement with the Business Community: A Social Media Marketing Perspective"*

Today's students are digital natives; they grew up with technology, so it is second nature to them. They understand new platforms and learn to use them easily. Because older generations in the established business community do not find social media communications as intuitive as students do,

Academic Achievement & Alcohol Use



Source: The Core Institute Students Health Programs, Southern Illinois University Carbondale, Carbondale, IL 2001.

Environmental Resource Council www.enrc.org

they are looking to these younger employees to be the lead on such initiatives.

Although students might understand how to use the platforms, they often do not know how they fit into an overall marketing strategy. Therefore, courses that incorporate skills and strategy are vital to future college graduates. Bringing together a local business's need for social media marketing support and the students' need to practice creating content within an overall marketing strategy is a powerful learning opportunity for all involved.

In this session, we will share information about how an online course was designed to create this learning environment and meet the needs of both students and the local business community. Emphasis will be placed on project-based learning and specific deliverables to further explain the concepts.

Denise Paster: *"The Pedagogical Potentials of Digital Badges"*

The First-Year Writing Program is taking advantage of digital badges to ensure a unified experience for students of composition while providing a clear sense of the program's mission. This program is an example of how emerging technologies can be used across classes to support student success.

If you have questions about the Innovative Teaching Showcase, contact Jean Bennett at jbennet1@coastal.edu.

Addressing Alcohol in the Academic Environment

Continued from Page 1

and other drug information into course subject matter, or through having conversations with students about the norms surrounding alcohol use on campus, they can play an important part in reducing misperceptions of student alcohol use which studies show ultimately lead to reductions in drinking behaviors across a population (Perkins, 2002).

Interested in learning more? Find out about our campuswide social norming campaign by visiting coastal.edu/counseling/alcoholandotherdrugs/wallysays or by following Wally on Twitter or Instagram at @wallypondccu. Attend a CeTEAL session on curriculum infusion to learn more about how bringing this issue into the classroom can have an impact on student perceptions and behaviors. Contact Counseling Services to find out how you can get involved with the Alcohol and Other Drug Coalition.

Lee Carter leads a session through CeTEAL titled *"Impact of Alcohol and Other Drug Use on the Academic Environment"* that offers strategies for addressing alcohol and other drug use by students.



Resources & Tips

In each newsletter, CeTEAL includes a page of Resources & Tips. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to cetealnews@coastal.edu.

Tips for Grading Assignments in Moodle

1. Download all submissions

Moodle offers the option to download all student submissions for an assignment with a few clicks. The submissions will download as a single zipped folder that can be unzipped/extracted on your computer. Each student's submission will be labeled with the student's name and the title of the assignment.

2. Bulk upload feedback files

If you download all student submissions and edit those submissions – perhaps adding comments, corrections, feedback, etc. – you can bulk upload the collection of feedback files. Just zip the folder of submissions, leaving the individual file names exactly as they downloaded, and upload the zipped file back into the Moodle assignment. Moodle will distribute the feedback files to the appropriate student.

3. Download an offline grading sheet

The offline grading sheet enables you to download a preconfigured spreadsheet in .csv format that you can use to enter grades and feedback for student assignments. When you upload the spreadsheet back into the Moodle assignment, the system will quickly populate the grade and feedback areas.

4. Use a Moodle Rubric

The Moodle Rubric tool enables you to build an interactive rubric you can use to grade an assignment. Your rubric can have multiple criteria and multiple levels of success, and Moodle will calculate the final assignment grade based on the points you assign for each criterion. Once generated, the grade goes directly into the gradebook.

5. Use a Moodle Grading Guide

The Moodle Grading Guide enables you to build a criterion checklist with associated point values. As you grade an assignment, you can enter a specific point value for each criterion and add quick feedback from a list of frequently used comments you create specifically for the assignment.

For more information on these and other Moodle tools, visit libguides.coastal.edu/moodlefaculty. If you are interested in training, contact Tracy Gaskin at tgaskin@coastal.edu.

TEAL TIPS

Style, grammar and punctuation tips from the University editor (editor@coastal.edu or extension 6524)

Coastal Carolina University uses The Associated Press Stylebook as the guideline when proofing materials; however, we do have our own set of rules that we follow and have been known to bend the rules from time to time on a case-by-case basis. That set of rules can be found here: coastal.edu/universitycommunication/brandstandards/standards.html.

- This might come as a shock to some of you, but it is no longer necessary nor correct to put two spaces after sentence-ending punctuation. Now you only have to hit that spacebar once!
- Generally speaking, spell out Coastal Carolina University when you use it the first time in your document. Any time you reference it after that, you can use Coastal Carolina, Coastal, CCU or the University. Note the capitalization of University when referring to Coastal.
- All things “wide” go together. In other words, it's communitywide, Universitywide, nationwide, countywide, etc., NOT community-wide or community wide.
- The correct time format is as follows: 4 a.m. or 4 p.m. Note the periods with a.m. and p.m. and the space between the number and the a.m. and p.m. This goes for posters and flyers as well, though we have been known to make exceptions!
- The proper way to refer to midday is noon, not 12 p.m. The same goes for midnight; it's not 12 a.m.

Reminding Your Students (Remind.com)

Remind (formerly Remind 101) is a tool you can use to send text message reminders about tests, assignments, etc., to your students' phones. You will not need to give out a phone number to your students; Remind generates a no-reply number from which the texts are sent. You can set up a semester's worth of messages in advance based on your class schedule, and students opt in if they want to receive them.

Blogs

The Teaching Professor Blog

The Teaching Professor Blog by Maryellen Weimer features articles on topics from teaching strategies to the scholarship of teaching and learning. Access the blog at facultyfocus.com/topic/articles/teaching-professor-blog/.

The Ticker

The Ticker, a blog hosted by the Chronicle of Higher Education, offers a collection of “breaking news from all corners of academe” with posts from a variety of bloggers. Access the blog at chronicle.com/blogs/ticker/.

How-To Geek

How-To Geek offers a collection of technology articles, how-tos and discussions designed for geeks and not-quite-geeks alike on hardware, software and technology gadgets. Access the blog at howtogeek.com.

Recommendations

Do you have a favorite blog that helps you with teaching, research, technology, etc.? We would love to share it. If you have a blog to recommend, please send the name of the blog and why you recommend it to cetealnews@coastal.edu.



CeTEAL Faculty Development Schedule

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

Effective Teaching

Using Exam Wrappers and Assignment Wrappers to Promote Student Reflection
March 23, noon

Enhancing Your Course by Including Service-Learning
April 25, 3 p.m.
April 27, noon

Scholarship/Research

Designing and Developing Your Teaching Portfolio
March 15, 10:50 a.m.

Project Management for Academia
April 7, 10:50 a.m.

Focusing Your Academic Plan - Telling Your Story
May 16, 9 a.m. to noon

Building Your Professional Portfolio for Promotion and Tenure
May 16, 1:30 p.m.

Leadership/Service

Planning Your Semester: Time Management for Academia
April 5, 10:50 a.m.

New Faculty Seminar: Your Path to Promotion and Tenure
April 8, 3 p.m.

Distance Learning

Building a Course Tour
March 15, 1:40 p.m.

Streamlining Your Online Activities Feedback
March 15, 3:05 p.m.

10 Ways to Make Your Course More Accessible
March 16, 11 a.m.

Distance Learning Institute - Conclusion
March 17, 1:40 p.m.

The Online Course: Building Community
March 23, 1 p.m.

The Online Course: Engagement is Not Optional
March 23, 2 p.m.

Streamlining Your Online Activities Feedback
April 7, 9:25 a.m.

Technology/Moodle

3-in-30: Communication Tools for Classroom
March 16, noon

Building a Survey in Moodle
March 17, 12:15 p.m.

Camtasia Studio for Screen Capture
March 18, 1 p.m.

Building a Customized Course Menu in Moodle
March 21, 1 p.m.
March 22, 12:15 p.m.

Building a Moodle Book
March 21, 3 p.m.
March 22, 10:50 a.m.

10 Tips for Saving Time with Moodle
April 4, 11 a.m.

Echo360 Starter Pack
April 6, 4 p.m.
April 20, 11 a.m.

Creating a Stress-Free Moodle Gradebook
April 8, 9 a.m.

Building a Low-Maintenance Moodle Course
April 8, 10 a.m.

Assessment/Evaluation

Assessment Institute - Conclusion
March 24, 3:05 p.m.

Using EDpuzzle to Hold Students Accountable for Watching Videos
March 30, 11 a.m.

CeTEAL Online Sessions

Experiential Learning (QEP) Orientation
Online, self-paced

Effective Academic Advising: It's More than Just Picking out Classes
Online, self-paced

Transforming the Teaching and Learning Environment: Virtual Conference from the Pennsylvania State System of Higher Education
Online, self-paced

Stress Awareness Week

During the week of April 4, CeTEAL will offer a collection of sessions related to faculty stress awareness, management and prevention. For a complete list of sessions for this program, visit our website.

10 Tips for Saving Time with Moodle
April 4, 11 a.m.

Planning Your Semester: Time Management for Academia
April 5, 10:50 a.m.

Mindfulness Meditation: the Science and Practice
April 5, 1:40 p.m.

Streamlining Your Online Activities Feedback
April 7, 9:25 a.m.

Project Management for Academia
April 7, 10:50 a.m.

Creating a Stress-Free Moodle Gradebook
April 8, 9 a.m.

Building a Low-Maintenance Moodle Course
April 8, 10 a.m.

Sessions by Request

Our session catalog is available in the CeTEAL office in KRNS 216 or on our website: coastal.edu/ceteal.

If you are interested in a session in our catalog that is not currently on our schedule, please let us know. We are happy to schedule sessions to fit faculty requests when possible.

We also offer individual consultations by appointment. Contact us at ceteal@coastal.edu.

If you are interested in teaching a session through CeTEAL, contact Tracy Gaskin at tgaskin@coastal.edu.

CeTEAL Services and Resources

Professional Development Sessions

CeTEAL offers professional development sessions in the following areas: effective teaching, assessment and evaluation, scholarship and research, leadership and service, technology, and distance learning. In addition to the sessions offered by CeTEAL staff, we host sessions led by individuals and offices across campus on topics such as grant writing, student advising, intellectual property and copyright issues, course and program development, and more. For more information, contact Tracy Gaskin.

Instructional Observations for Classroom Teaching

CeTEAL trains and coordinates a cadre of instructional coaches who are available to provide classroom observations and recommendations for faculty who request them. The process is confidential and strength-based. To request an observation, contact Dodi Hodges or Jenn Shinaberger.

Quality Assurance Reviews for Online Classes

For faculty who are seeking to develop quality online courses, including those who are going through the process to receive a COOL grant, CeTEAL offers quality assurance reviews based on the Quality Assurance Inventory associated with Coastal Carolina University's distance-learning policy. For more information, contact Jean Bennett.

Individual Consultations

CeTEAL staff are available for individual consultations on a variety of topics, including instructional design for in-class and online courses, using technology for teaching, effective teaching techniques, promotion and tenure activities, research and scholarship activities, and more. For more information, contact Tracy Gaskin.

Certificate Programs

CeTEAL offers several certificate programs. For more information on these programs, visit coastal.edu/ceteal.

- **Online Course Design Coach**
- **Instructional Coaching**
- **Assessment Institute**
- **Distance Learning Institute**
- **Teaching Effectiveness Institute - New! Coming in May!**

CeTEAL Online Resources

- **CeTEAL website:** coastal.edu/ceteal
- **Moodle Guide for Faculty:** libguides.coastal.edu/moodlefaculty
- **Associated Faculty Orientation:** libguides.coastal.edu/afo
- **Contingency Instruction Resources:** libguides.coastal.edu/contingency

CeTEAL Newsletter

CeTEAL News was created to share information with faculty and to highlight faculty accomplishments, activities and research. If you are interested in contributing to the newsletter, please contact Tracy Gaskin at cetealnews@coastal.edu.

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CeTEAL ADVISORY BOARD

The CeTEAL Advisory Board meets twice a year to review CeTEAL activities, plans and policies.

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 Associate Professor, Physics and Chemistry
Margaret Fain - Kimbel Library
 Librarian/Director of Core Curriculum

Malvin Porter - Spadoni College of Education
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Marvin Keene - Wall College of Business
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Denise Davis - Spadoni College of Education
 Academic Adviser

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