Coastal Carolina University

CCU Digital Commons

CeTEAL News, December/November 2015

CeTEAL, Coastal Carolina University

CeTEAL News

Center for Teaching Excellence to Advance Learning

Faculty Focus on...
Research at CCU. In our second annual research issue, we bring you a new collection of faculty researchers with a variety of interesting topics.
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New in November
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From the Director
As the semester wraps up, keep CeTEAL in mind. We are ending the year with the DL Institute and several sessions to help you prepare for promotion and tenure.
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Faculty Focus on Research *(Page 2)*

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Faculty and Students Involved in Research at Coastal Carolina University

Research opportunities at CCU continue to expand

Faculty and students at Coastal Carolina University are involved in a wide variety of research projects across many disciplines. With our second annual research issue, CeTEAL's goal is to give faculty a platform to share information about their research interests with the CCU community. Take a moment to read about research on the reliability of nuclear weapons protection systems, the role of ritual performance in rediasporization, the impact of new media in the past and more.

The Office of Research Services (ORS) is a great source of support for faculty who are considering writing a research grant proposal. If you are thinking of applying for a grant, be sure to contact ORS before you get started. ORS can provide support as you move through the process of preparing and submitting a grant proposal and managing an award. Visit the ORS website (coastal.edu/research/ors) to learn more about the grant writing process and the services that are available for CCU faculty.

In addition to faculty research, graduate and undergraduate student research opportunities are increasing as the University grows. More graduate student research is expected with the addition of the marine science Ph.D. program, but undergraduate research is expanding as well. The Office for Undergraduate Research (UGR) promotes and supports development of research opportunities for students. UGR also provides faculty resources such as information on funding opportunities and best practices for undergraduate research. If you have opportunities for student research in your area, UGR will be happy to post your information on their site. If you are interested in learning more about undergraduate student research opportunities, visit coastal.edu/ugresearch.

Focus on Research

Research at Coastal Carolina University spans a wide range of topics and disciplines and has expanded over the years to include work by graduate and undergraduate students. As the number of CCU graduate programs grows, so do the opportunities for research.
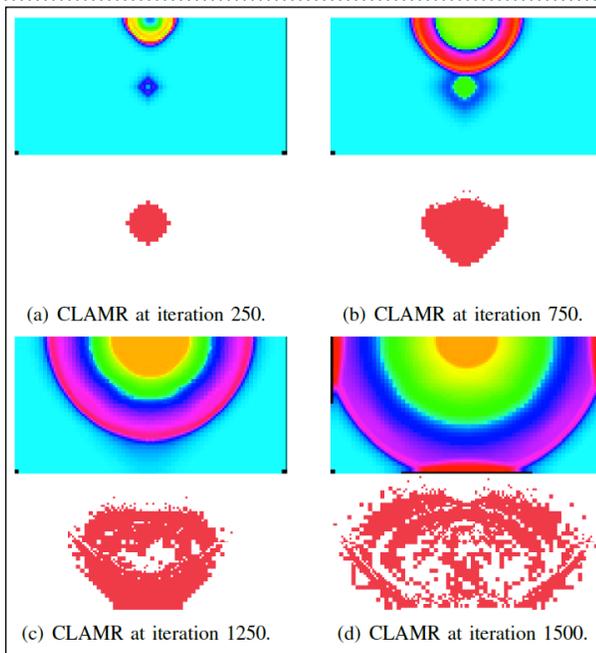
Resilient Computing at Extreme Scale

Contributor: William M. Jones, associate professor and chair of computing sciences, College of Science

Large, high-end computing systems, often referred to as supercomputers or high-performance computing (HPC) systems, are constructed of hundreds of thousands of individual processors and millions of cores, petabytes of RAM memory and truly massive storage systems. They are interconnected by high-speed, specialized networks that enable them to solve complex problems of interest in the shortest period of time possible. These systems are employed by both industry and government alike for large-scale scientific computations and simulations such as weather modeling and prediction, pharmaceutical discovery, national security, and myriad other applications involving the need to compute complex time-consuming calculations and process extremely large sets of data within a reasonable and mission-appropriate amount of time. For example, a program or simulation that would take years to run on a single standard computer could be completed in hours or weeks on a large supercomputer.

There are many challenges that face the HPC community today, including the ability to easily program these types of machines. In many cases, programming differs significantly from the traditional models taught to undergraduates. Additionally, capital and operational costs, including power and cooling, play important roles in the procurement, deployment and ultimate use of supercomputers. The reliability of these systems has also become a focus in recent years due to a number of factors.

As the number of components in these massive computers has increased and as transistor size has decreased, the number of faults or errors that occur at runtime has dramatically increased over the last 20 years. These faults can originate at almost any place and can happen at almost any time. What is worse is that sometimes these errors go unnoticed, which can lead to erroneous answers that are then used by decision makers. This is especially the case in situations where it is difficult to compare the computed values to ground truth. For example, in the case of the United States, where critical

(a) CLAMR at iteration 250.   **(b) CLAMR at iteration 750.**

(c) CLAMR at iteration 1250.   **(d) CLAMR at iteration 1500.**

Visualization of fault propagation in different iterations of fluid flow of shallow water equations.

In each subplot, the upper half shows the faulty CLAMR states while the lower half shows a binary difference (same = white, different = red) between the faulty states and normal states of CLAMR at the same iteration.

In (a) the fault is visually apparent in the southern portion of the image. However, as the simulation continues the fault in the top portions of the subplots seems to be absorbed. Yet the bottom portions of the subplots shows that indeed there are differences between the plots that accumulate over time.

nuclear weapon tests are no longer allowed, all work regarding the stewardship of the existing nuclear stockpile is done largely by way of simulations performed on supercomputers; however, due to the ban on weapon tests, it is no longer viable to check the computer predictions against measurements from actual detonations.

My team has been working with the U.S. Department of Energy's Los Alamos National Laboratory (LANL) on several projects related to the investigation of the reliability and operation of these systems since 2009, and more recently we have received two years of external funding from LANL to continue this work, both in complexity and in scope. In addition to the colleagues at LANL, led by Nathan DeBardeleben, currently my team consists of a computer science undergraduate at Clemson University (Rusty Davis) as well as a computer science student here at Coastal Carolina University (Scott Lavigne). We have been studying fault tolerant adaptive mesh refinement codes (CLAMR, above), fault tolerant matrix multiplication and fast Fourier transform algorithms, all within the context of soft-error fault injection campaigns conducted using a custom-built fault injector housed at LANL.

Recently, we have found that in some cases, errors can be injected into executed code with no apparent impact to the calculated results. This can happen for a number of reasons, including as a side effect of how computer

arithmetic is performed in hardware and the underlying fixed bit-width discretized number systems used or round-off error in floating point numbers. This implies that in some cases, even program codes that are not designed to be resilient against errors can display a degree of implicit resilience in the face of these faults. This characteristic, combined with explicit fault-tolerant designs, can produce even more robust algorithms on these massive and increasingly unreliable supercomputing systems, which is a desperately needed consequence as we approach much-anticipated 'exascale'-sized systems.

[Re]Constructing "Home" in the USA through African-Guyanese Ritual

Contributor: Gillian Richards-Greaves, assistant professor of history, Edwards College of Humanities and Fine Arts

My research examines the role of ritual performance in rediasporization, the process by which new diasporas are created from existing ones. I specifically interrogate the ways that African-Guyanese in New York City draw on the Come to My Kwe-Kwe ritual to reconstruct their community and, in the process, negotiate identities that distinguish them from other ethnic groups.

Focus on Research

Come to My Kwe-Kwe is a re-enactment of the traditional African-Guyanese pre-wedding ritual named kweh-kweh, less frequently referred to as karkalay and mayan. Kweh-kweh emerged among African slaves in Guyana, South America, and historically functioned as a medium for matrimonial instruction for soon-to-be-married couples. Kweh-kweh is celebrated on the eve of a wedding ceremony and has approximately six distinct segments or states, which include a procession from the groom's residence to the bride's home and the negotiation of brideprice. Each ritual segment is executed with singing, dancing and gesticulations that allow attendees to advise and instruct the bride and groom and to comment on their respective nations (relatives, friends and representatives). At Come to My Kwe-Kwe, the overarching structure and principal segments of the traditional kweh-kweh are retained, though grossly modified to accommodate a multifaceted African-Guyanese-American community, which is comprised of Guyanese nationals and their foreign-born children, spouses and friends (Figure 1).

Figure 1: Dancer Rose October-Edun leads the groom's nation in the procession to the bride's place at the 2015 Come to My Kwe-Kwe celebration in Brooklyn, N.Y. Photo by Gillian Richards-Greaves.

The Guyana Folk Festival Committee conceptualized Come to My Kwe-Kwe in 2005 under the auspices of the Guyana Cultural Association of New York. I have been conducting research on Come to My Kwe-Kwe since its inception, and through participant observation, interviews and other research techniques, I have discovered that this ritual is increasingly becoming the singular expression, unique enough to be regarded by African-Guyanese as quintessentially "we ting" (our thing). Studies have shown that when ethnic groups are displaced from their homelands they often experience a sense of liminality (in-betweenness) that renders "home" an elusive

concept. It is the feeling of homelandlessness (Tsuda 2003:122) that has compelled the secondary African-Guyanese diaspora in New York City to reinvent and celebrate a ritual many previously regarded as "pagan," "backward" or "dead" (Figure 2).

Figure 2: Men at the 2015 Come to My Kwe-Kwe hoist the bride after the negotiation of brideprice. The lifter to the right (front) is New York State Sen. Kevin Parker. Photo by Gillian Richards-Greaves.

Thus, Come to My Kwe-Kwe performances allow African-Guyanese-Americans to symbolically transform their performance spaces into Buxton, New Amsterdam, and other Guyanese villages within which they then sing in Creolese (Guyanese-Creole language), dance the traditional kweh-kweh dance, and behave in manners deemed appropriately and inappropriately Guyanese. Ultimately, Come to My Kwe-Kwe facilitates the gelling of the African-Guyanese-American community's construction of a secondary African diaspora in the United States.

Reference:
Tsuda, Takeyuki Gaku. 2003. "Homeland-less Abroad: transnational liminality, social alienation, and personal malaise." In *Searching for Home Abroad: Japanese Brazilians and transnationalism*. Jeffrey Lesser, ed. Pp. 121-162. Durham: Duke University Press.

New Media Technology Past and Present

Contributor: Kate Faber Oestreich, assistant professor of English, Edwards College of Humanities and Fine Arts

I am responsible for supporting the English department's traditional literature course offerings as well as developing new curricula. Often when people hear "new media," they instantly think "computers." But books and writing implements are technology, and at one point they were the new media of their day.

Although British texts of the long-19th century (1789-1917) are examples of historical technology—for example, quill pens, chemically pulped paper, steam-powered printing presses—they are increasingly being remediated into digital code and video. All of this now means that scholar-teachers of 19th-century literature are conducting research into the multiple modes of writing required by 21st century hypermedia while also simultaneously looking back at past technologies with a new perspective. I challenge my students, therefore, to read British texts of the long-19th century as examples of historical new media, to analyze digital remediations of said literature, and to become proficient at writing in the multiple modes required by 21st century hypermedia (i.e., graphics, audio, video, plain text and hyperlinks).

Like my pedagogy, my scholarship is concerned with how the new media of the Victorian era impacted literature. English professor and famed new media theorist Marshall McLuhan proclaimed in his seminal "The Medium is the Massage" [sic]: "The book is an extension of the eye; clothing, an extension of the skin" (34-39), effectively arguing that all technology (or as he puts it, extensions of the human body)—from books to clothes—influence the way we live our lives, the way we think and the ways in which we communicate. As the Industrial Revolution lessened the expense of clothing and facilitated the expanded production of novels—in both pages and volumes published—authors increased their use of dense imagery, detailing the everyday items of 19th-century life. With access to cheaper books, literacy rates rose and reading became a private, silent pastime of both men and, scandalously, women. Accordingly, censorship became the standard of the day.

I recently published an article, "Sue's Desires: Sexuality and Reform Fashion in Jude the Obscure" (Victorians Institute Journal) in which I argue that Thomas Hardy adorns the protagonist Sue Bridehead in the Liberty dresses of a "free union" woman in order to both hide and reveal her revolutionary erotic life. Many Victorians referred disparagingly to these relationships as "free love"—disclosing a fear (or hope) that sexual activity would spiral out of control once intercourse was no longer synonymous with marital procreativity—instead of "free unions," with the term's emphasis on freedom or independence within unity.

Increasing Teacher Candidates' Awareness of Professionalism and Responsibility

Contributor: Kimberly L. Carroll, assistant professor of early childhood, elementary and literacy education, Spadoni College of Education

As part of an ongoing project to improve student preparedness for their first year of teaching, early childhood education candidates have been attending all senior level classes at a local elementary school site for almost two years. The purpose of this classroom setting is to enhance the professional awareness of senior-level early childhood education students and to get them involved in the responsibilities of day-to-day school operations.

Each Tuesday and Thursday morning, candidates arrive on the school grounds, dressed professionally and displaying their Coastal Carolina University student identification. They scan their driver's licenses for a background check and park in the farthest parking spaces to allow room for guests who may be visiting the school that day. Students press the intercom button and await security clearance. While at the school, candidates must walk down hallways quietly to avoid disrupting the young children's academic learning environment.

The requirements of an early childhood teacher's workday are vastly different from student experiences in junior-level classes held on campus. We want our students to familiarize themselves with the requirements of their future employers.

Once candidates arrive at the designated CCU classroom, they find a freshly decorated student classroom that resembles an early childhood classroom. It is not a classroom designed by faculty; it is a classroom designed by candidates who volunteered their time to gain experience setting up a classroom for the first time. The room has a safari-themed mathematical rug, a full children's classroom library, rocking chair, SMARTboard, computer stations, calendar math, art supplies, manipulatives for all academic subject areas, and a sink and bathroom. Candidates are involved in decorating the room, arranging tables and seating, and changing door, wall and bulletin board displays on a regular basis. They are also responsible for cleaning the classroom.

This year, the candidates have dealt with many technical issues such as technology and air conditioning failures. Due to an increase in

student enrollment, we had to move our classroom the day before classes started even though the room had already been decorated and organized. Candidates experienced the many disruptions that can happen during a school day such as announcements, emergency drills and assemblies. One might think of these disruptions as taking away from the learning environment or see them as a string of bad luck, but it is crucial for our students to have prior knowledge of the many unpredictable circumstances of an early childhood academic school year. Our candidates have a heightened awareness of both the positive and negative sides to protecting core instructional time and how much hard work goes in to preparing the classroom, school and lessons for young children.

Our candidates are given many opportunities to experience what it is like to work as a teacher, counselor, academic coach and principal. They are often recruited to help with car rider and bus duties, standardized testing, and individualized lesson planning for struggling students. Candidates are able to work with teachers to collect food and personal hygiene items for needy families and ride the school bus to the neighborhoods to hand out the items. During this outreach project, our candidates have been able to participate and observe parent meetings and interact with students in their home environments.

In addition to these hands-on opportunities, our early childhood candidates have the option to be in a yearlong residential internship at a school. They begin the internship before young students arrive and remain with the same teacher and students for an entire academic school year. Candidates complete the internship while taking classes, providing rich discussion in our classes as they make connections from theory to practice.

One of our graduates who participated in the yearlong residential internship last fall is now a pre-k teacher just a few doors down from the room where she completed her internship and across the hall from where she took all of her senior coursework. Many of the other former yearlong interns are working in schools nearby. As a faculty, we see a sense of overall confidence and renewed readiness when it comes to our senior cohorts. The results of the study will be shared by our research team in Fall 2016. We see this as a project that has the potential to make a huge impact on education majors' ability to be ready for their first year of teaching.

Campus & Community Research Collaborative Celebrates Third Annual Luncheon

Contributors: Amy Edmunds, lecturer of health sciences, College of Science, and Miranda Brenneman, assistant professor of psychology, College of Science

The Third Annual Campus & Community Research Collaborative Luncheon was held Friday, Oct. 16 in the Kline Hospitality Suite. This informal networking event featured keynote presenter Ana Gallego, MPH, program director of the Alliance for a Healthier South Carolina.

The event was a faculty-centered initiative to support community-based research by bridging access to target populations among local agencies and organizations. For the campus community, it aimed to enhance student engagement opportunities via internships and service learning as well as grant funding. For our community at large, it aimed to provide access to data generated by academic researchers to enrich grant narratives and student intern contributions.

According to previous attendee Stephen Firsing, Ph.D., Department of Public Health, "… the connections that I made during your Community Research Collaborative were absolutely vital to me developing the connections and relationships that I have made at the Lt. Governor's Office on Aging and SCDHEC Division of Healthy Aging. Those connections have not only led to the implementation of the Master Training but also (and already) one major grant award and one major federal grant proposal submission."

In her role, Gallego provides general oversight for alliance activities and associated projects, reporting, and building partnerships around the priorities of the alliance. She also works directly with the members of the alliance and the board to develop and implement strategies that will lead to long-term involvement of community institutions and organizations in improving population health, experience of care and per-capita cost in South Carolina.

The alliance is comprised of nearly 50 executive leaders from diverse organizations across the state working together to ensure that all people in South Carolina have the

Resources & Tips for
the Wall College of Business Administration

Resources
&Tips

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

Online Education

Interested in taking an online class or finding out how other classes are taught? Online courses and course resources are being shared by these universities:

- **MIT OpenCourseWare** makes course materials from Massachusetts Institute of Technology available online. The Sloan School of Management offers dozens of course content collections from graduate and undergraduate courses, some taught as recently as 2015. Explore the course list!
  ocw.mit.edu/courses/sloan-school-of-management

- **Open Yale Courses** offers economics courses with full sets of class lecture videos, readings, exams and problems sets on financial markets, game theory and financial theory.
  oyc.yale.edu/courses

- **Rutgers Accounting Web** contains the Rutgers Accounting Digital Library, a collection of resources from graduate and undergraduate courses. The resources include video lecture series or courses that are divided into five- to 10-minute segments for easy topic access.
  raw.rutgers.edu/RADL

- For more information on open courses, visit the **Open Education Consortium** website. The site is a collaboration with MERLOT that allows instructors and students to search for openly licensed online courses and course materials by institution, language or category.
  www.oeconsortium.org/courses

Writing Case Studies for the Classroom

Are you interested in learning more about using case studies in your classroom?

- **Case Method in Practice**, a resource from Harvard Business School, describes the case method and provides a sample class.
  www.hbs.edu/teaching/case-method-in-practice.html

- **Using Case Studies to Teach**, a resource from Boston University, provides information on advantages and guidelines for using cases in the classroom.
  www.bu.edu/ceit/teaching-resources/using-case-studies-to-teach

Digital Course Content

Using podcasts, videos, images and other multimedia resources is great way to bring interesting content into your online, hybrid or flipped classroom.

- The **Wall Street Journal Podcast** site includes podcasts from Tech News and Money Matters. The site includes embed codes for each podcast, making it easy to embed specific podcasts directly into your Moodle course.
  www.wsj.com/podcasts

- The **CNN Podcast** site allows you to download podcasts directly to your computer (MP3 format) or receive them through a podcasting application.
  money.cnn.com/services/podcasts/

- The **Entrepreneur** site has provided a list of 25 business podcasts for entrepreneurs. This site links to different podcasts or collections of podcasts from various sources.
  www.entrepreneur.com/article/240202/

- **Echo360 Personal Lecture Capture** allows you to create "mini-lecture" videos or audio files. CCU now has a license for the Echo360 Personal Lecture Capture software. There is no need to record full classroom lectures when you can record mini-lectures directly from your computer and webcam. Visit the Echo360 site for information on how to get started.
  www.coastal.edu/lecturecapture

- **EdTechTeacher's Public Domain Images** site contains a collection of sources of public domain images that can be used for educational purposes.
  edtechteacher.org/tools/research/finding-images/

- **LiveBooklet** allows the user to make a flipbook that can be shared through email, social networks, tweets or websites across any device. (An education version is available with associated student accounts.)
  livebooklet.com

- Remember to explore Kimbel Library's resources for digital content. **coastal.edu/library**

Cool Apps

Workflow
Workflow allows the user to create workflow buttons that do combinations of common tasks on your mobile device. Setting up a Workflow button is an easy drag-and-drop process.
(Available for iPad, iPhone and Apple Watch.)

MileIQ
MileIQ is a mile tracker and mileage log that can be used to automatically keep track of your mileage for the purposes of requesting tax deductions or reimbursement.
(Available for iPad, iPhone and Apple Watch.)

Box
Box is a file-syncing storage service that includes 10 GB of free file storage. It allows you to store, manage and share your files and photos and access them from anywhere.
(Available for iPhone and Android devices.)

Apptuary
Apptuary is an actuarial app with downloadable life tables and fast and easy calculations. Great for students and others interested in having actuarial information and calculations at your fingertips.
(Available for iPad and iPhone.)

TECH TIPS & UPDATES

Reduce Student Grade Confusion in Moodle

By default, the Moodle Gradebook displays several types of data in the student grades view (also called the "User report"). Some of the data can be confusing to students. In order to prevent student confusion and questions, you may choose to hide some of the default date types.

To make changes to the User report:
1. Click the **Grades** link in the *Course administration* menu.
2. Click the **Setup** tab at the top of the gradebook screen.
3. Click the **Course settings** tab on the second row of tabs (below the Setup tab).
4. Scroll down to the **User Report** section.
5. Select **Hide** from the dropdown list below each settings your students have trouble understanding. For example, you may want to select **Hide** for the following settings: *Show weightings* and *Show contribution to course total.*
6. Click **Save changes** at the bottom of the screen.

The fewer options you choose to show, the easier it is for students to understand their grades.

To see how the grades look to your students:
1. Click the **View** tab at the top of the Gradebook.
2. Click the **User report** tab at the far right in the second row of tabs.
3. Select a student name from the **Select all or one user** dropdown list in the upper right corner of the screen to see a specific student's grade view.

Troubleshooting Common Moodle Gradebook Problems

Problem: Students are seeing a different course total grade than the course total grade I see.

Moodle offers the option to "Show totals excluding hidden items." This is intended to prevent students from determining their score on a hidden grade item by calculating it from the course total. However, when this option is chosen in the settings, it excludes the hidden grade from the calculation on the student view, but still includes it in the calculation in the instructor view. Therefore, if you have hidden columns, the grade seen by instructor and student will be different.

To update the setting:
1. Click the **Grades** link in the *Course administration* menu.
2. Click the **Setup** tab at the top of the gradebook screen.
3. Click the **Course settings** tab on the second row of tabs (below the Setup tab).
4. Scroll down to the **User Report** section.
5. Under *Hide totals if they contain hidden items*, select **Show totals including hidden items** to ensure you see the same course total grade as the students.

Problem: Course total grades are calculating incorrectly for some of my students.

Sometimes if you type a grade into the Course total column for a particular student and then erase it, the override flag is set for that grade for that student.

To remove the override flag:
1. Click the **Grades** link in the *Course administration* menu.
2. Click the **Turn editing on** button in the top right corner of the gradebook screen.
3. In the Course total column, locate the grade that is not calculated correctly.
4. Click the **Edit settings** wheel just above that specific grade.
5. Uncheck the **Overridden** option.
6. Click **Save changes**.
7. Do this for each grade that is not calculating correctly.

Problem: Moodle will not allow me to "unhide" my quiz columns in the gradebook.

To show a quiz column, you will need to make changes to the quiz itself. A quiz column may be hidden for several reasons:

- The *Review* options in the quiz settings may not be set to display "Points." If "Points" is not checked, the grade column will be hidden.

  To show "Points" for the quiz:
  1. Turn editing on in the course.
  2. On the main page of your course, click the **Edit settings** wheel to the right of the quiz.
  3. Scroll to the *Review* options. Make sure "**Points**" (the test grade) is checked in the last three columns.
  4. Click **Save changes** at the bottom of the screen.

- If the quiz is hidden, the grade column will be hidden as well. You may need to click the "eye" icon beside the quiz in the main content area to show the quiz link. As long as the *Timing* dates have passed for the test, the students will not be able to take the test.

Campus & Community Research Collaborative Celebrates Third Annual Luncheon
Continued from page 4

opportunity to have healthier bodies, minds and communities while reducing the cost of care. Coastal Carolina University is a launching partner of this initiative. Learn more information about the alliance at: www.scha.org/tools/files/alliance-orientation-package-july-5-559a9c1a.pdf.

For more information, contact Miranda Brenneman at brenneman@coastal.edu or 843.349.4035.

CeTEAL Faculty Development Schedule

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

Scholarship & Research

Building Your Professional Portfolio for Promotion and Tenure
Nov. 19, 10 a.m.

Focusing Your Academic Plan
Dec. 3, 9 a.m.

Developing a Teaching Portfolio - **New!**
Dec. 3, 1 p.m.

Leadership & Service

New Faculty Seminar - Cheating and Plagiarism/Academic Dishonesty
Nov. 6, 3:30 p.m.

Assessment & Evaluation

Course Audit: Aligning Your SLOs with Your Assessments
Nov. 4, 1 p.m.
Nov. 9, 1 p.m.

Curriculum Mapping
Nov. 12, 9:25 a.m.
Nov. 13, 9:00 a.m.

How to Write Student Learning Outcomes
Dec. 15, 9 a.m.

Rubrics Simplified (& Moodle Rubrics)
Dec. 16, 11:30 a.m.

Writing Effective Test Questions
Dec. 17, 9 a.m.

Portfolios: Types and Purposes
Nov. 11, 9 a.m.

Grading Participation in the Classroom - **New!**
Nov. 17, 1:40 p.m.

Technology/Moodle

Monday Moodle Drop-in
Every Monday in November
8-9:50 a.m.

Using Screen Capture to Develop Online Course Content (Echo 360)
Nov. 2, noon
Nov. 5, 3:05 p.m.

Tracking Student Participation in Moodle
Nov. 9, 10 a.m.

Prezi Basics - A Creative and Fun Alternative to PowerPoint
Nov. 11, 11 a.m.

Five Things You and Your Students Can Do with Google Drive - **New!**
Nov. 12, 1:40 p.m.

Moodle Tips & Tricks
Nov. 17, 8 a.m.

Building a Multimedia Lesson Using the Lesson Tool in Moodle
Nov. 17, 3:05 p.m.

Turning Technologies Classroom Response System Workshop
Dec. 8, 11 a.m.

Moodle Testing
Dec. 17, 10:30 a.m.

Moodle Assignments
Dec. 17, 2:30 p.m.

Creating a Stress-free Moodle Gradebook
Dec. 18, 2:30 p.m.

Distance Learning

Applying the Quality Assurance Inventory to Your Online Course
Nov. 3, 3:05 p.m.
Dec. 14, noon

The Online Course: Building Community - **New!**
Nov. 4, 10 a.m.

The Online Course: Engagement is not Optional - **New!**
Nov. 5, 9:25 a.m.

10 Tips for Saving Time in Your Online Course
Nov. 9, 11 a.m.
Dec. 18, 4 p.m.

Distance Learning Institute - Overview
Dec. 14, 9 a.m.

Getting Started in Distance Learning
Dec. 14, 10 a.m.

Creating a Distance Learning Syllabus
Dec. 15, 10:15 a.m.

Course Design: The First Week of Your Online Class
Dec. 15, 11:30 a.m.

Communication in Your Distance Learning Course (Workshop)
Dec. 15, 2 p.m.

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

10 Ways to Make Your Course More Accessible
Dec. 16, 10:15 a.m.

Transitioning Face-to-Face Activities to an Online Environment
Dec. 16, 2 p.m.

Finding Video Resources for Your Online Class through Kimbel Library
Dec. 18, 8:30 a.m.

10 Principles of Effective Online Teaching
Dec. 18, 10 a.m.

Tracking Online Attendance
Dec. 18, 11:30 a.m.

Providing Meaningful Feedback to Online Students
Dec. 18, 1 p.m.

10 Tips for Saving Time in Your Online Course
Dec. 18, 4 p.m.

Effective Teaching

Creating Effective Assignments
Nov. 6, 2 p.m.
Nov. 9, 3 p.m.
Dec. 17, 1 p.m.

Transform Your Students from Passive to Active Learners - **New!**
Nov. 12, 12:15 p.m.

Teaching Students to Reflect - **New!**
Nov. 13, 11 a.m.

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

Inside CeTEAL™

Center for Teaching Excellence to Advance Learning

COASTAL CAROLINA UNIVERSITY

From the Director

Dodi Hodges, Ph.D., Director of CeTEAL

Welcome to the second edition of the annual issue on research. This issue is filled with a variety of research from resilient computing to social issues to how academia and the community can collaborate to build a better society. We want to highlight the research accomplished at this University that rivals the research of other institutions, which our faculty accomplish quietly and without fanfare. Please join us in congratulating those who have contributed to this issue of the CeTEAL News on their accomplishments.

CeTEAL offers several programs in addition to our standalone sessions and one-on-one consultations. In December, we are offering our Distance Learning Institute (DLI) during the week following final exams. If you are interested in teaching online and need to transition your on-campus course to an online environment, the DLI is a great place to start.

If you are looking for ways to prepare for tenure and promotion, sign up for our sessions on Focusing Your Academic Plan, Building a Professional Portfolio, and Developing a Teaching Portfolio. If you are looking for motivation and support for writing and publishing, sign up for a Writing Circle in January. Our writing circles for research are full this semester and are a great way to get your ideas ready for publication. If you are looking for ways to improve student learning, think about completing our Assessment Institute (AI). The AI will help

you understand assessment better at the class and the program level.

For more information on our sessions, check out our CeTEAL Sessions catalog online. If you are interested in sessions that are not on our current schedule, let us know. We will try to schedule sessions to suit your needs.

We are always looking for faculty to contribute to the CeTEAL News. We hope you will join us in sharing your interests, projects, research or community outreach with others on campus. Please contact the editor of the CeTEAL News at cetealnews@coastal.edu to share your ideas with us, so we can share your ideas with our community. We look forward to hearing from you.

Dodi

Are you interested in teaching a session for CeTEAL?

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

Contact CeTEAL Staff

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

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

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

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

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

To contribute to the CeTEAL newsletter, email:

cetealnews@coastal.edu

CeTEAL Advisory Board

The CeTEAL Advisory Board meets twice a year 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 - Spadoni College of Education
Amy Tully - Edwards College of Humanities and Fine Arts
Marvin Keene - Wall 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