

Spring 1-2014

CeTEAL News, January/February 2014

CeTEAL, Coastal Carolina University

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CeTEAL *News*

Center for Teaching Excellence
to Advance Learning

News Highlights

Jan/Feb 2014

Faculty Focus on...

Faculty share ideas and experiences on engaging students through the use of games, technology, personal connections, badges, and interactive assignments.

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Google Tools of Engagement

Google offers many tools we can use to engage students inside and outside of class. Learn what tools are available and how you might make them work for you.

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Hangout with CeTEAL

CeTEAL offers a new series of sessions using Google Hangouts. Learn to use Hangouts, and then attend live training sessions from the comfort of your office.

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Upcoming Training

Interested in turning your article into a grant proposal? Thinking about joining a writing circle? Looking for training in the latest educational technologies?

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Inside CeTEAL

Did you know CeTEAL has a new staff member? To find the latest happenings in CeTEAL or to contact us with questions or suggestions see our departmental information.

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Faculty Focus on Student Engagement (page 2)



Miranda Brenneman



Karen Aguirre



Stephanie Danker



Alan Reid



Denise Paster

Faculty Share Ideas & Experiences

As a new feature of CeTEAL News, faculty share their ideas and teaching experiences.

Some of the best training sessions and consultations we have enjoyed with CCU faculty have involved spontaneous discussions and sharing of ideas between faculty members. The ideas shared generally related directly or indirectly to the session in progress, but often the ideas can take us beyond the confines of teaching theory or technology innovations.

As anyone who has spent time in a classroom will recognize, teaching and learning often happen in ways that differ greatly from prescribed techniques. Students and classroom environments vary from semester to semester and even from class to class. The way you reach students must be tailored to meet the needs of a specific class or a specific topic. How do you develop a portfolio of teaching tools to help you address the different needs of your classes?

One good way to learn about teaching is to attend sessions offered by CeTEAL. Everyone in CeTEAL is an experienced teacher, but even more importantly, we continuously have opportunities to learn from our fellow teachers. The faculty at CCU have many collective years of experience and a willingness to share ideas and try new techniques. Through our work with faculty here and at other higher education

institutions, CeTEAL staff members have gathered, and continue to gather, ideas and innovations in teaching.

As a way to provide CCU faculty with increased access to shared ideas and experiences, we have added a new feature, "Faculty Focus on..." to the CeTEAL newsletter. In each issue, we hope to include articles contributed by faculty containing their ideas and experiences related to a specific teaching topic.

The theme for the March/April issue of CeTEAL News will be Moodle. If you would like to share your experiences, email:

cetealnews@coastal.edu

Faculty Focus on Student Engagement

How can we avoid the blank stares, smart-phone distractions, disinterest, boredom and even the outright hostility that sometimes greet us in the classroom? Read on, as faculty share their ideas and experiences on encouraging student engagement.

Engaging Students through Trivia

Contributor: Miranda Brenneman, Assistant Professor of Psychology, College of Science

I've started using trivia as a way for students to review for tests. Not only do students get a review session, the winning team gets a few points of extra credit. I switch the teams up before every test so it's not the same team winning every time. Distributed study has been shown to be more effective than cramming for tests so no books or notes are allowed during the game to motivate students to study for the trivia review in addition to studying for the test.

The game is played similar to "bar trivia" with all teams answering the same question by writing their answer on a slip of paper and wagering predetermined point values. I typically have time for two rounds of three questions per half with a multi-step answer required for the half-time and final question.

What I love about the final question is that even a team that has performed poorly still has a chance of winning in the end. While this may seem unfair, I think it keeps students on these teams from checking out and not trying just because they've fallen behind. It's trivia after all and these kinds of upsets make the game fun. Studying the material and a little bit of strategy can go a long way.

Building Connections Between Students

Contributor: Karen Aguirre, Associate Dean/ Associate Professor of Biology, College of Science

I sometimes start a freshman class with an icebreaker I call "What Matters to Me." It's easy. You write on the whiteboard all of the nouns you can think of that describe yourself. At first, there's a trickle of them, then a flood, and finally, again, a trickle. For myself, I might come up with list A, as shown. Next, I rank the items in List A in order of how central they are to my idea of myself. That's list B. Try it. Don't think about it too much, take it nice and easy. Don't worry about stuff you miss – it's not worth it. I usually talk aloud as I generate the lists, especially list B, turning back and forth to the students and

narrating as I go along. It takes less than five minutes. They get to know me pretty darn quick – one goal accomplished.

| List A (random nouns) | List B (ranked nouns) |
|----------------------------------|----------------------------------|
| scientist | mother |
| reader | reader |
| CCU staff | compulsive truth teller |
| American | scientist |
| PULSE Fellow | teacher |
| Latina | biologist |
| friend | friend |
| democrat | insufferable know-it-all |
| mother | PULSE Fellow |
| compulsive truth teller | democrat |
| frequent white liar | short hiker |
| insufferable know-it-all | frequent white liar |
| writer | writer |
| teacher | CCU staff |
| dieter | Latina |
| diet cheater | wine lover |
| biologist | agnostic |
| agnostic | American |
| wine lover | diet cheater |
| short hiker | dieter |

I ask each student to make his/her own two lists. It's fun for students to do this at the whiteboard, all over the room, all at once, so they're too busy to be embarrassed. But you need a small class with lots of whiteboard for that – I hope you have it. I usually play some music. After 10 minutes or so, we form a slow moving circle around the room, reading the lists to ourselves. The students' lists are way different than mine. If a student really likes one, she/he can ask whose list it is. Usually,

the other student owns up, and a friend is made.

Here's some info you can probably glean from all this. I love students, even the freshmen, and I don't much care if they come from South Carolina or New Jersey or Mars (some may). I'm insatiably curious about them and if the truth be told, a real nosy Nellie about almost everything happening on the planet. I'm a passionate advocate of active learning for our students. Ask me about it (349-4159), and I'll meet you for coffee – I'd love to tell you.

Creating Digital Resource Collections

Contributor: Stephanie Danker, Assistant Professor of Visual Arts, College of Humanities & Fine Arts

A requirement for all of my undergrad and MAT art education courses is for each student to create (or expand on) their own digital resource collection. These websites are shared within peer networks, provide links to student-recommended teacher blogs and museum resources, and create a foundation for developing online teaching portfolios. The main goal is for students to start developing their professional online presence and to experience professional learning networking. The websites also provide space for digital documentation of teaching experiences. Students in ARTE 329 are required to reflect in writing after teaching and post images of student-created work to show evidence of the impact of their teaching.

Two current MAT art education students, Miranda Green and Rebecca Lindblade, presented about their websites (created as part of ARTE 504) at the CCU Innovative Teaching and Technology Fair, October 2013. They will be presenting about them again in March 2014 at the National Art Education Association conference in San Diego, Calif.

In addition to online resources and a unit plan, their websites also include a series of artwork. Jess Paternoster, current elementary education and special education major, will be presenting her website and interdisciplinary art + math lesson (created as part of ARTE 329) to HCS teachers at a February 2014 in-service day.

Continued on page 3.

Faculty Focus on Student Engagement

Creating Digital Resource Collections

Continued from page 2.

Please view the above mentioned students' work on the websites below:

Miranda Green: arteducation9.weebly.com

Rebecca Lindblade: rglindblade.weebly.com

Jess Paternoster: jlpatern.weebly.com/1st-grade-robot-portrait-lesson-plan.html

Earning Digital Badges

Contributors: Alan Reid, Teaching Associate, and Denise Paster, Coordinator of Composition/Assistant Professor of English, College of Humanities & Fine Arts

Coastal Composition Commons (CCC) is an initiative to extend the work of the face-to-face first-year writing classroom through the addition of a digitally delivered curriculum that will launch in the fall of 2014. Embedded in BlackBoard and Moodle, this online platform will allow Coastal students to earn digital badges for demonstrating mastery of concepts central to both ENGL 101 Composition and ENGL 102 Composition and Critical Reading. This pedagogical innovation is currently being designed and developed by Denise Paster, an assistant professor of English and the coordinator of composition, and Alan Reid, a teaching associate in the English Department. Simply put, these badges will serve to recognize student achievement.

Derived from the Massively Open Online Course (MOOC) movement, digital badges are JPEGs that indicate a student's successful completion of the requirements for a particular skill related to the learning outcomes in First-Year Composition courses. To earn the badge, a student will have to progress through a multimedia-heavy online

module that is comparable to a chapter in a digital textbook, complete with embedded videos, podcasts, metacognitive quizzes and writing assignments. English faculty members will evaluate students' work and award digital badges accordingly while maintaining the freedom to designate the sequence, frequency and weighting of these badges.



An example of digital badges offered in the CCC

In an effort to engage, motivate and retain our students while teaching them critical reading and writing skills, the CCC embodies a "gamification" approach to the content of composition courses while ensuring instructional consistency across course sections and instructors. Digital badges will serve as a manifestation of learning and acknowledge student progress at the same time. Badges will be delivered to students who successfully complete a module through email, as well as through the credential management service [Credly](http://Credly.com), which allows users to display their achievements and interact with other learners in a social media setting. Moreover, students will be encouraged to integrate their badges into resumes, online portfolios and networking sites such as LinkedIn. These badges will allow students to showcase their achievements and understanding, as they provide links to visible evidence of the mastery of specific skills.

The CCC is a move to recognize learning, increase social presence, teach writing in

innovative ways and engage our students by using new and media-rich teaching strategies.

For more information, please contact: [Alan Reid \(areid@coastal.edu\)](mailto:areid@coastal.edu) or [Denise Paster \(dpaster@coastal.edu\)](mailto:dpaster@coastal.edu).

Read our article in Inside Higher Ed: "[Digital Badges in the Classroom](http://insidehighered.com/advice/2013/10/11/how-use-digital-badges-help-your-classroom-teaching-essay)" (insidehighered.com/advice/2013/10/11/how-use-digital-badges-help-your-classroom-teaching-essay)

Using Google Docs for Collaborative Notes

Contributor: Jennifer Shinaberger, Assistant Director of CeTEAL/Teaching Associate, College of Education

Google Docs, Google's word processing application, offers a great way for faculty to collaborate with students (or other faculty) in a cloud-based environment. Each CCU student has access to Google Docs and Google Drive through CCUApps (coastal.edu/its/ccuapps/), so why not take advantage of a tool students already have? All the instructor needs is a Gmail account to access this suite of tools.

Last semester, I started collaborative note-taking to help some of my students who required accommodations for a notetaker or a copy of the instructor's notes. I was able to find students who were willing to volunteer to share their notes and vocabulary words in an online document. The notetaker would add his or her notes, and the students with learning disabilities could later add their notes. In the end, we had a document that both students could use as a study guide. The students told me how helpful it was to either retype notes from class to review or to add and edit a document to review their own

Continued on page 4.



Communication is the key to engaging students in any learning opportunity.

TECH TIPS & UPDATES

Google Tools For Student Engagement

Google offers many free tools that can be used to engage students in the classroom and online. Because CCU students are assigned Gmail accounts for their campus email, they already have access to most of these tools.

A Gmail account is all you need to get started with Google Hangouts and Google Drive.

Google Hangouts

Google Hangouts is an excellent tool for online teaching, collaborating and communicating. You can use Hangouts to meet with students or have them meet with each other on group projects. For more information on Hangouts, see the article on the right.

Google Drive

Google Drive is a cloud storage service that allows for sharing and collaboration. Currently the tools available in Drive include: document, presentation, spreadsheet, form and drawing.

Third Party Apps that integrate with Google Drive:**Scout and Doodle**

Use Scout and Doodle to collaborate with up to 10 people in a Google Hangout using tools to sketch and design on a shared whiteboard canvas.

Scoodle Jam on iPad

Scoodle Jam is basically Scout & Doodle on an iPad. With Scoodle Jam, host a one-to-one creativity session using sketch, text and more on a white board with face-to-face video.

Literatu

Literatu lets instructors quickly deliver an interactive activity based on any file in Google Drive onto any device. Instructors can provide personalized feedback and direct instruction for specific students and activities.

VideoNot.es

VideoNot.es allows students to take electronic notes as they watch a video. The notes are automatically synchronized with the video and stored in Google Drive.

Form+

Form+ provides an interface to create forms by just dragging and dropping components and supports the creation of forms with a wide variety of input types including file upload!

Desmos Graphing Calculator

Desmos Graphing Calculator is an intuitive online tool that allows the user to use input and plot data using graphing functions. Users can evaluate equations, create animated graphs with dynamic sliders to adjust data and more.

LucidCharts

Lucid Charts is the easiest way to draw flowcharts, mockups, UML, mind maps and more. Work together in real time, start from scratch or use one of the many templates.

PowToon

PowToon allows students to create animated presentations and videos up to five minutes in length. Instructors might use this tool to flip their classroom, or at least a lesson or two.

Snagit

The Snagit for Google Chrome extension makes it possible for you to capture screen images within your Chrome browser. In order to edit, share and manage your screen captures, you'll need to download the Snagit for Google Chrome application.

Google Keep

Google Keep is a note-taking app available on Android devices and through Google Drive web. Use Keep to make checklists or to keep notes through text, voice and images.

If you would like more information on using these features, please contact Jean Bennett at jbennet1@coastal.edu.

Using Google Docs for Collaborative Notes

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notes. I then expanded the collaborative note-taking to the entire class. Each student signed up to be a notetaker for a specific chapter with three students assigned to each chapter. After class, the students would add their notes to the document. The end result was a way to accommodate a learning disability and benefit all of the students in the class so that they would have a study guide of the chapter. As the instructor, I was able to edit the notes quickly for accuracy.

Google Docs has many benefits: 1) as the instructor you have control of access to the document and editing privileges, 2) you can see who made changes to the document through revision history, 3) you can edit the document, 4) students have access on any computer or mobile device, 5) you can link the document to Moodle or Blackboard, 6) you can go back to earlier revisions of the document, 7) you can add highlights or comments to provide feedback and allow students to respond to your feedback, and 8) a Google Doc can be printed or accessed later.

Consider using Google Docs for collaborative notetaking, drafts, peer editing, peer review, research and group projects in your classroom!

Google Hangouts

Collaboration and student engagement can be as easy as hanging out in Google Hangouts

"Let's hang out!" I am sure that you have heard students say this to each other. Now it is your turn to say it to them. Yes, that's right, hang out with your students. Google + Hangouts makes this possible. If you are looking to engage your students, then a Hangout is the place to start. You can meet one-on-one or with a group of up to 10 using video on mobile devices, tablets, laptops or desktops. Consider meeting with your online students individually during the first week of class to assess their readiness and have them make a commitment to you "eye-to-eye."

Hangouts allow for engagement through virtual office hours, test review sessions, or even bringing in an expert or mentor to your course. Students can use Hangouts for virtual meetings for group work and collaboration while engaging with the tools in Google Drive. Multiple apps can be used within Hangouts to provide seamless integrate for collaboration. Use the Hangouts On Air feature to record the session for viewing by students at a later date.

CeTEAL is offering Friday Hangouts in spring 2014. Come on and Hangout!



CeTEAL Training Schedule

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

New Faculty

Violence/Teaching in Times of Crisis
Jan. 16, 4:30 p.m.

Effective Academic Advising: It's More Than Just Picking Out Classes
Jan. 29, 4 p.m.

Summer Pay and Dual Employment
Feb. 12, 4 p.m.

Interpreting Student Evaluations
Feb. 25, 4:30 p.m.

Assessment & Evaluation

Introduction to the Assessment Institute: Certificate Program
Feb. 3, 3 p.m.

Assessment Institute: First Steps
Feb. 5, 3 p.m.

Creating Effective Assignments
Feb. 14, 2 p.m.

Classroom Assessment Techniques: Affective Domain (Values, Attitudes and Appreciation)
Feb 21, noon

CATS (Class Assessment Techniques) and the Amazing 3x5 Notecard
Feb. 26, 3 p.m.

Grants & Sponsored Research

New Faculty Grantsmanship Workshop
Feb. 11, 1:40 p.m.

Research Grant Writing Circle: Turning Your Article Into a Grant Proposal (Week 1)
Jan. 30, 9:25 a.m.

Research Grant Writing Circle: Turning Your Article Into a Grant Proposal (Week 2)
Feb. 6, 9:25 a.m.

Funding Your Research
Feb. 19, 3 p.m.

Writing Circles

Writing Circle 9 (Introduction)
Jan. 15, 9 a.m.

Writing Circle 9 (Week 1: Designing a Writing Plan)
Jan. 22, 9 a.m.

Master Writing Circle 7 (Introduction)
Jan. 14, 12:15 p.m.

Master Writing Circle 7 (Week 1: Writing Plan)
Jan. 21, 12:15 p.m.

Master Writing Circle 8 (Introduction)
Jan. 15, 11 a.m.

Master Writing Circle 8 (Week 1: Writing Plan)
Jan. 22, 11 a.m.

Teaching Effectiveness

Providing Students with Meaningful Feedback
Jan. 15, 2 p.m.
Feb. 20, 12:15 p.m.

Creating Effective Assignments
Jan. 21, 3:05 p.m.
Feb. 14, 2 p.m.
Feb. 25, 3:05 p.m.

Giving Tests to Your Students: Before, During and After the Test
Jan. 23, 3:05 p.m.
Feb. 27, 3:05 p.m.

Classroom Assessment Techniques: Affective Domain (Values, Attitudes and Appreciation)
Jan. 27, 2 p.m.
Feb. 21, noon

Snack Learning Roundtable
Feb. 4, 3:05 p.m.

Portfolios - Types and Purposes
Feb. 11, 3:05 p.m.
Feb. 19, 4 p.m.

Using Story to Reflect Our Teaching and Professional Identities
Mar. 3, 3 p.m.

Classroom Management: Dealing with the Eight Most Annoying Student Behaviors
Feb. 13, 1:40 p.m.

Distance Learning Boot Camp Series

Introduction to Moodle
Jan. 14, 3:05 p.m.
Jan. 17, noon
Jan. 27, 3 p.m.
Jan. 30, 12:15 p.m.

DL Boot Camp - Foundations I
Jan. 28, 9:25 a.m.
Jan. 29, 1 p.m.

DL Boot Camp - Foundations II
Feb. 11, 9:25 a.m.
Feb. 12, 1 p.m.

DL Boot Camp - Workshop Time
Feb. 4, 9:25 a.m.
Feb. 5, 1 p.m.
Feb. 18, 9:25 a.m.
Feb. 19, 1 p.m.

Using Screen Capture Tools to Develop Online Course Content
Feb. 28, 1 p.m.
Mar. 18, 3:05 p.m.

Moodle Grading - Gradebook, Rubrics and Marking Guides
Feb. 25, 9:25 a.m.

Using Just in Time Teaching to Increase Student Preparedness
Feb. 10, 2 p.m.

Innovative & Emerging Technologies

Friday Hangouts - Introduction to Google Hangouts
Jan. 17, 2 p.m.
Jan. 24, 2 p.m.

Friday Hangouts - Using Google Docs in Your Class
Feb. 7, 2 p.m.
(session online only)

Friday Hangouts - Collaboration
Feb. 21, 2 p.m.
(session online only)

Moodle

Introduction to Moodle
Jan. 14, 3:05 p.m.
Jan. 17, noon
Jan. 27, 3 p.m.
Jan. 30, 12:15 p.m.

Moving Course Content from Blackboard to Moodle
Jan. 13, 3 p.m.
Jan. 21, 1:40 p.m.

Moodle Testing
Jan. 21, 9:25 a.m.
Jan. 31, 2 p.m.

Moodle Gradebook
Jan. 23, 1:40 p.m.
Jan. 31, 1 p.m.

Inside CeTEAL

CeTEAL Welcomes Gail Sneyers

New administrative assistant joins CeTEAL

Please join us in welcoming Gail Sneyers to the CeTEAL staff. As administrative support for both CeTEAL and the Coastal Office of Online Learning (COOL), she will be dividing her time between the two departments.



Sneyers has a degree in graphic design and television production from Rutgers and has a wide variety of career experience in customer service and administrative support. Besides having superior organizational and customer service skills (we have discovered these after only a few weeks), Sneyers' other claim to fame is an appearance and a WIN on *Jeopardy!*

We are excited to have Sneyers join our team, and we look forward to her participation as we move forward in our mission to provide quality faculty development.

CeTEAL Prepares for Uptick in Moodle Training

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

In response to last week's announcement from Information Technology Services naming Moodle as the university's new course management system, CeTEAL is preparing to offer increased Moodle training to the faculty. Over 150 faculty have already attended an Introduction to Moodle session, and many have attended more advanced Moodle training as well.

CeTEAL will continue to offer training throughout the spring and summer as faculty transition their classes from Blackboard to Moodle. As Blackboard classes cannot be transferred directly from Blackboard to Moodle, faculty will need to rebuild their courses in the new system. To support these efforts, CeTEAL will offer sessions on moving course content files and tests to Moodle. In addition, we will offer sessions on

downloading and archiving student data and content files from Blackboard.

CeTEAL will offer training on the following Moodle topics:

- Introduction to Moodle
- Moodle Communication Tools
- Moodle Testing
- Moodle Gradebook
- Moodle Assignments
- Moving from Blackboard to Moodle
- and more

While CeTEAL provides the training for Moodle, the COOL office will provide the technical and troubleshooting support for the Moodle system. To request assistance with adding course shells and students to Moodle, contact moodle@coastal.edu. To request training or one-on-one consultations for building your course content, contact ceteal@coastal.edu.

For more information on CeTEAL training or scheduled sessions, please contact Tracy Gaskin at tgaskin@coastal.edu.

Contact CeTEAL Staff

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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
Jeremy Dickerson - College of Education
Elizabeth Howie - College of Humanities and Fine Arts
Marvin Keene - College of Business
Denise Davis - Academic Advisor

CeTEAL Online Resources

- * coastal.edu/ceteal
- * coastal.edu/blackboard
- * libguides.coastal.edu/moodlefaculty