

Summer 7-2014

## CeTEAL News, July/August 2014

CeTEAL, Coastal Carolina University

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# CeTEAL *News*

## Center for Teaching Excellence to Advance Learning

News Highlights

July/August 2014

**Faculty Focus on...**

*Collaborative and team-based learning. Find out how faculty are assigning collaborative work to improve student learning.*

**Page 2**

**Tools for Collaboration**

*Many technology tools are available to make it easier for students to collaborate inside and outside Moodle. Learn about a few of these helpful tools.*

**Page 4**

**CCU is Moving to Moodle**

*As of the start of the fall semester, CCU will be using Moodle as its course management system. Are you ready to take the first steps?*

**Page 4**

**Upcoming Training**

*See CeTEAL's latest training offerings: Writing Circles, Teaching Effectiveness, Faculty Scholarship, Teaching and Technology Week, Moodle and more.*

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**Inside CeTEAL**

*Based on the recent needs assessment distributed to faculty and staff, CeTEAL is working to refine its programs and training sessions for the 2014-2015 academic year.*

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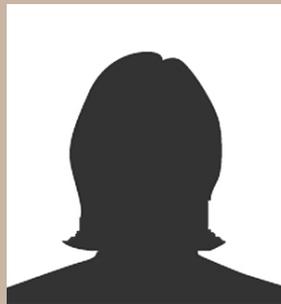
Faculty Focus on Collaborative Learning (page 2)



Angela Fitzpatrick



Mikel Norris



Could this be you? See page 3.



Allison Hosier



Denise Williams

## Student Learning With Classroom Collaboration

*Whether your classroom is online or on campus, you can use student collaboration to enhance learning.*

The idea of working in groups in a classroom is nothing new. Most of us have participated in group projects as students, and many of us have assigned group projects in our own classrooms. As communication technology options increase and students become more accustomed to social networking and rapid sharing of ideas, collaborative work in the classroom may be more suitable than ever for student learning.

As you will see in the Faculty Focus section of this newsletter, collaboration can be used in a variety of ways. Whether you pair or group students for quick single-session activities or long-term class projects, student collaboration can enhance student learning. Collaborative learning activities can help students:

- build interpersonal and team skills,
- experience diverse perspectives,
- develop self-management and leadership skills, and
- make connections and friendships with fellow students.

Creating appropriate collaborative assignments and building successful groups requires careful consideration. Although many of today's students are accustomed to social

learning, they may not have much experience working together toward a shared goal. As you plan your classroom collaboration opportunities, it may help to keep the following ideas in mind:

- Students might not know how to work successfully as part of a team. Sometimes assigning specific roles and rotating those roles during the semester can help students increase their team skills.
- Students are more likely to take a project seriously if you give it value. Value does not necessarily have to be a grade. Value might be helping students do better on future assignments or assessments.
- Projects of particular interest to students are more likely to keep them engaged and on

*Continued on page 4*

# Faculty Focus on Collaborative Learning

CCU faculty are using collaborative, team-based learning in their classrooms to increase student engagement, improve communication skills, facilitate knowledge-sharing, and encourage group problem-solving. Read the faculty contributions on these pages to learn how your colleagues use collaboration in the classroom.

## Ten Strategies for Successful Team-Based Learning

*Contributor: Angela Fitzpatrick, Assistant Director Women and Gender Studies, Lecturer, University College*

The final project in my introductory women's and gender studies class is always collaborative. Students usually groan at this news and for good reason. The time management and conflict resolution requirements of group projects make them more challenging than individual projects. But these are also some of the reasons why team-based learning is so important. Group work requires students to fully engage with the course materials and their classmates. It also teaches them how to effectively work with others as they learn how to actively listen to their classmates and communicate their own ideas. These are all valuable skills that students can take with them to their families, their neighborhoods and their workplaces.

Here are 10 ways you can successfully incorporate team-based learning into your classroom:

1. Do in-class group activities often and early to help students get comfortable with their classmates and the process of collaborative learning.
2. Test out a variety of group configurations to determine what works best for your students. Some students can successfully organize their own groups, while other students need help from the instructor.
3. Aim for three to four students per group, especially for large projects. At this size students can effectively divide the labor and coordinate their schedules.
4. Provide class time for students to check in and work on their projects.
5. Introduce students to online tools that allow them work together on their project when they can't meet in person. Examples include Google Docs and Google Hangout.
6. Require students to create a contract clearly describing each group member's responsibilities.

7. Provide clear expectations for group work, establishing how they should divide labor and how often they should meet. This will provide them with a framework to use in managing conflicts.
8. Be available to help students resolve conflicts, but encourage them to solve problems on their own.
9. Let students grade everyone in the group, and require them to explain why they assigned each grade.
10. Encourage them to reflect on their experience.

Though team-based learning requires more work, the rewards are well worth it. By teaching our students how to successfully work with one another, we are providing them with skills that they can carry everywhere.



*Collaboration can benefit faculty and staff too.*

## Two Birds with One Stone: Wikis Facilitate Online Participation and Student Learning

*Contributor: Mikel Norris, Assistant Professor of Politics, Edwards College of Humanities and Fine Arts*

Two areas of concern with online classrooms are active student participation and knowledge retention. How do you get your students who are remotely located to involve themselves in activities that demonstrate they are actively applying what they learn to real world situations and participating in active learning with other students? Wiki pages on Moodle provide an excellent forum to accomplish both goals.

When teaching American National Government, it is essential for students to realize that the technical aspects of American government can be seen all around us. To make sure students make this connection, I use a "Course Wiki Page" and require students to post news stories, videos, pictures and other media to a wiki page that will catalogue the many political events that happen during the course. Students explain why the information they post is relevant to the course and can comment on each other's posts as well. This page can bring students closer to the ins and outs of American government and also show them that the structure and operation of government is consequential to our daily lives.

Wikis are also a great format for assuring course participation in the online context. Professors can monitor participation on wiki pages and can see who is participating and who is not. Wiki pages also allow for comments and discussions, which can take on a life of their own depending on the content that is posted! This is an excellent way to get your online students from "out of the shadows" and into an active, collaborative online learning environment.

## Getting Started with the 4S Structure of Team-Based Learning

*Contributor: Allison Hosier, Information Literacy Librarian, Kimbel Library*

I started using Larry Michaelsen's model of Team-Based Learning (TBL) as a first-time instructor in Spring 2011. The structure of TBL appealed to me as someone with very little background in pedagogy. However, more experienced instructors who are interested in TBL as an example of the flipped classroom technique might be reluctant to undertake the process of converting a whole course to the model. For instructors who are thinking of trying TBL but are wary of the commitment, a good way to dip your toes into the water is by designing in-class group activities using what Michaelsen calls the 4S's.

# Faculty Focus on Collaborative Learning

## Getting Started with the 4S Structure of Team-Based Learning

Continued from page 2

Michaelsen's 4S's are as follows:

1. **Significant Problem:** This means that whatever task you ask the groups to undertake should have a clear connection to the material they have encountered on the topic so far and any assignments they may later have to complete. This helps make the group work feel less like "busy work."
2. **Same Problem:** Rather than giving each group a different piece of the puzzle to work with, each group should work on the same problem. The benefit of this is that students are more likely to pay attention when other groups report out if they know they will be comparing their own work to that of their peers.
3. **Specific Choice:** Open-ended questions can be great discussion starters, but they can also lead to blank stares and uncomfortable silence. Posing the problem so that groups are making a specific choice gives students a framework with which to work.
4. **Simultaneous Reporting:** After making a specific choice, have groups report their answers at the same time in a public manner. An example of this is having each group write down their answer on a mini marker board that everyone holds up at the instructor's signal. This requires groups to commit to a choice and gives the instructor the opportunity to get a feel for where there might be differences in students' thinking.

Michaelsen's TBL model is one I have used with great success in various adaptations throughout my teaching career. Adapting the 4S's for in-class group activities is a great first step for anyone interested in experimenting with this model. Examples of group activities that use this structure can be found at the following website, which was created for my presentation on this topic at the LOEX Conference in May 2013: <http://infolitfinetune.weebly.com/>.



We want to hear from you!

If you would like to contribute an article to the CeTEAL newsletter, email: [cetealnews@coastal.edu](mailto:cetealnews@coastal.edu)

## Cooperative Learning in Math Classes

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

I have taught at Coastal Carolina University for the past five years and, during this time, have primarily taught MATH 130I-College Algebra. I implemented cooperative learning into my classes three years ago. I think it has been very successful, and students agree that this technique has greatly helped their understanding of the material. I follow a process that works both for me and for students. This process allows students to digest and practice a substantial amount of material in a non-high stakes environment.

*"I implemented cooperative learning into my classes three years ago...students agree that this technique has greatly helped their understanding of the material."*

--Denise Williams

Once I finish covering new material that will be on the next exam, I usually have a few review days before the exam date. On these days, I incorporate cooperative learning. I make worksheets that have problems for students to practice – no grade attached. Before I hand out the worksheets, I go over the procedure for the assignment and discuss the following rules with the class:

- You can work with each other as long as you are helping each other.
- You can use your notes.
- I will go around and check your answers as you work.
- When you get them all correct, you are free to leave (make sure I have marked each one correct first).

As I go around the room to each group, I check their answers, respond to questions and point out all mistakes. As I check students' work, I like to tell students how many points are usually taken off if they make the same mistake on the exam. Warning students in advance that I will take off points for certain

mistakes makes them more careful when they're working on the exams. Having students complete the worksheets in class allows me to review their work in real-time on an individual basis despite having at least 30 students per section. I not only address specific problems with students, but I can also address the class as a whole when I discover a common or frequent error being made.

When I create the worksheets for this review activity, I purposefully include tough, tricky problems that my students haven't seen in class before. This is so students can transition from basic problems to more complicated ones (scaffolding), similar to those that might be on the next common exam, which is written by our department's course coordinator for College Algebra. Showing students how we can change average level problems to a higher level of difficulty is a great teaching tool. It also helps them improve their studying skills because it familiarizes students with the different ways a problem can be formatted and requires them to review their notes to research difficult problems.

Students seem to appreciate this activity as well. Rarely does a student leave before they have all correct answers, and I've never had a student complain that the worksheets are unhelpful. Most students request doing more and more worksheets throughout the semester and reiterate that the activity really helps them study and prepare for the exams. Worksheets became so popular in my College Algebra classes that I implemented them in my Trigonometry classes, where they are also a hit.

I would like to point out that I think cooperative learning has been easier for me to implement in my classes because they can't just copy each other's answers. In order to receive credit on a math test, they must show all work. If their work isn't correct, it doesn't matter if they got the correct answer. They won't receive credit for the problem. So students realize quickly that copying each other's answers on the worksheets will not help them make a good grade on the upcoming exam. It's probably harder to prevent copying in other types of courses like history or literature if the answer is a short fact.



## TECH TIPS &amp; UPDATES

## Tools to Encourage and Support Student Collaboration

Technology makes collaborative learning easier than ever before.

### Collaboration Tools Inside Moodle

Whether you need students to work together to submit a group project or you want them to discuss ideas and share resources, Moodle has several tools that can be useful as part of your collaborative learning assignments. A few of these are listed below:

#### Groups

The Groups tool can be used to assign students to work together. Discussion forums, assignments, chats and other tools can be assigned specifically to groups so they can work together.

#### Wikis

The Wiki tool is a great way to allow students to work together to build web-based content. The Wiki tool allows the instructor to view a history of changes to the students' wiki in order to see the contributions of individual students.

#### Workshops

Using the Workshop tool, an instructor can set up an assignment with peer review options. The Workshop tool will allow students to review and rate each other's work. Based on the reviews they receive from classmates, students can improve their work.

#### Forums

Forums can be used for asynchronous student communication and file exchange to support group projects.

#### Chat

Chat rooms can be used for synchronous student chats in an instant messenger style.

### Collaboration Tools Outside Moodle

Many outside tools are available for students collaboration. CCU students have gmail accounts as their official CCU email and can easily set up Google tools

such as **Google Hangouts** for online meetings and **Google Docs** for online document sharing.

Other tools that have proven useful for student collaboration include:

- **Weebly**--students can work together to create a group or class website,
- **WordPress**--students can create group or class blog or collaborate on a project.
- **BaseCamp**--students can collaborate on a project using a set of simple project management tools.

*For more information on tools you can use for student collaboration, contact [ceteal@coastal.edu](mailto:ceteal@coastal.edu).*

## CCU is Moving to Moodle!

In fall 2014, Moodle becomes the official course management system for Coastal Carolina University. If you do not yet have a Moodle account, now is the time to get started.

### First Steps

- ✓ If you need to have your fall course shells set up in Moodle, visit the Moodle site below:  
**[moodle.coastal.edu](http://moodle.coastal.edu)**  
Click the "Faculty Course Request" link near the top of the screen. The Moodle administrators in the Coastal Office of Online Learning (COOL) will email you as soon as they have added your courses.
- ✓ Once you have your course shells in Moodle, visit the CeTEAL training site to sign up for an "Introduction to Moodle" session. This session will teach you how to find the tools you need to get started in Moodle.  
**[coastal.edu/ceteal/myceteal](http://coastal.edu/ceteal/myceteal)**

*For more information on having your courses added to Moodle, contact the Moodle administrators at [moodle@coastal.edu](mailto:moodle@coastal.edu).*

*For more information on Moodle training, contact [ceteal@coastal.edu](mailto:ceteal@coastal.edu).*

## Student Learning with Classroom Collaboration

*Continued from page 1*

task. Offering groups a choice of project topics might increase student interest.

- Allowing the class or the individual groups to set up the ground rules for group participation and workload might help students feel more invested in the process.
- Assigning the project in a way that makes the group members dependent on each other for success may help prevent the "one person does it all" situation. One CCU professor suggests the idea of allowing groups to remove non-contributing members by "voting them off the island."
- Evaluating collaborative work may be a bit more challenging than grading an individual's efforts. Will you use a rubric? Will you assign an overall grade for the group, or will you grade individual effort? Will you use peer review and self-assessment? No matter what options you choose, the grading process should be very clearly explained to the students before the project begins.
- Make sure you set up clear communication with your students and provide an opportunity for them to report on how their group is working.

Collaborative learning can be a successful tool to increase student engagement, improve communication skills, facilitate knowledge-sharing and encourage group problem-solving. Take a look at the faculty articles on page 2-3 to see how collaboration is working at CCU.

## Teaching and Technology Week

Aug. 4-7

Introduction to Moodle

The Flipped Classroom

Classroom Motivation and Management

Integrating Library Resources into Moodle

Moodle Gradebook

Getting Students to do the Reading

Creating Effective Assignments

and more...



To see our complete training schedule, visit [coastal.edu/ceteal](http://coastal.edu/ceteal).

**Writing Circle**

Writing Circle 11: Introduction  
Aug. 20, 9 a.m.

Writing Circle 11: Week 1 Designing a Writing Plan  
Aug. 27, 9 a.m.

**Master Writing Circle**

Master Writing Circle 11: Introduction  
Aug. 20, 11 a.m.

Master Writing Circle 11: Week 1 Designing a Writing Plan  
Aug. 27, 11 a.m.

**Moodle**

Introduction to Moodle  
July 9, 2 p.m.  
July 17, 11 a.m.  
July 18, 11 a.m.  
July 28, 2 p.m.  
Aug. 5, 9 a.m.\*  
Aug. 6, 9 a.m.\*  
Aug. 7, 1 p.m.\*  
Aug. 18, 2 p.m.  
Aug. 19, 11 a.m.  
Aug. 20, 1 p.m.  
Aug. 21, 9:25 a.m.  
Aug. 22, 1 p.m.

Moving Course Content from Blackboard to Moodle  
July 9, 3:30 p.m.

Moodle Testing  
July 10, 2:30 p.m.  
Aug. 26, 11 a.m.

Moodle Assignments  
July 15, 3 p.m.  
Aug. 6, 2 p.m.\*  
Aug. 28, 9:25 a.m.

Moodle Communication Tools  
July 17, 12:30 p.m.  
Aug. 27, 1 p.m.

Moodle Gradebook  
July 18, noon  
Aug. 1, 10 a.m.  
Aug. 6, 1 p.m.\*  
Aug. 25, 2 p.m.  
Aug. 29, 1 p.m.

Integrating Library Resources into Moodle  
Aug. 7, 3:05 p.m.\*

**Teaching Effectiveness**

Accessibility: Ways to Make Your Online Course Accessible  
July 10, 11 a.m.

5-in-50 Student Engagement Techniques  
July 30, 2 p.m.

Course Design: Goals, SLOs (Bloom's)  
Aug. 4, 9 a.m.\*

(Re)Constructing Your Syllabus  
Aug. 4, 10:30 a.m.\*

The Flipped Classroom: Rethinking Your Class Time  
Aug. 4, 2 p.m.\*

Classroom Motivation and Management  
Aug. 4, 3 p.m.\*  
Aug. 25, 10 a.m.

Getting Students to do the Reading  
Aug. 5, 1 p.m.\*

Creating Effective Assignments  
Aug. 5, 2:30 p.m.\*

Designing Effective PowerPoints  
Aug. 6, 3 p.m.\*

Make Your Lectures More Effective  
Aug. 7, 9 a.m.\*

Want to Try Flipped Classroom: Flip a Lecture First  
Aug. 7, 10 a.m.\*

Using Case Studies, Scenarios and Vignettes in the Classroom  
Aug. 7, 11 a.m.\*

**Innovative & Emerging Technologies**

Google Hangouts  
July 8, 11 a.m.

Using Twitter in Your Course(s)  
July 16, 2 p.m.

Using Clickers in the Classroom  
July 17, 9 a.m.

Cool Tech Tools  
July 21, 10 a.m.

Weebly: Plan, Create, and Publish a Website  
July 22, 11 a.m.

PowToons  
July 28, 10 a.m.

3-in-30 Screen Capture Tools  
Aug. 5, 3:30 p.m.\*

3-in-30 Communication Tools for the Classroom  
Aug. 6, 10 a.m.\*

**Distance Learning Boot Camp - Foundations I**

Distance Learning Boot Camp Foundations I  
July 22, 1 p.m.

**Distance Learning Boot Camp - Foundations II**

Distance Learning Boot Camp Foundations II  
July 15, 1 p.m.  
July 29, 1 p.m.

**Distance Learning Boot Camp Elective Topics**

Accessibility: Ways to Make Your Online Course Accessible  
July 10, 11 a.m.

Transitioning Face-to-Face Activities to an Online Environment  
July 16, 9 a.m.

Moodle Communications and Discussions  
July 30, 10 a.m.

\*Teaching and Technology Week sessions

# Inside CeTEAL

## From the Director

*Dodi Hodges, Ph.D., Director of CeTEAL*

The results are in for CeTEAL's recent needs assessment survey. As we review the data, we will begin to consider how best to address faculty and staff suggestions and ideas. We value your input and plan to use many of your ideas to expand and improve our programming.



This summer we have been busy working with faculty on getting their distance learning courses launched, providing sessions on Moodle and redesigning programs based on feedback from faculty. We have had a successful initial run of our Assessment Institute this past academic year – with eight faculty receiving a certificate for completion and becoming CCU certified assessment

experts. We look forward to working with another great group of faculty in the next Assessment Institute beginning in October.

With the success of the Assessment Institute, we have begun work on a Distance Learning Institute that will offer a greater variety of classes and more information on recognized best practices for teaching distance courses. Based on faculty suggestions and knowledge gained from previous distance learning sessions, we are designing a program that gives faculty more flexibility to choose the information they need. We will be rolling out the DL Institute in late August or early September along with sessions for faculty interested in becoming Instructional Coaches and QM Rubrics Coaches.

As we review the data and comments from our needs assessment survey, we will continue to add new sessions and make improvements to existing programs. Thank you to everyone who participated in the survey. We appreciate

your support as we grow *your* faculty development center!

*Please email [ceteal@coastal.edu](mailto:ceteal@coastal.edu) with your suggestions and comments.*

## Denise Davis is 2013-2014 Distinguished Adviser

*Denise Davis is a member of the CeTEAL Advisory Board.*

At the annual Honors Convocation on May 9, Denise Davis was recognized as the 2013-2014 Distinguished Adviser of the Year. Davis is an academic adviser in the Spadoni College of Education and has served on the CeTEAL Advisory board since 2012.



## 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](mailto:tgaskin@coastal.edu) or Jenn Shinaberger at [jshinabe@coastal.edu](mailto:jshinabe@coastal.edu).

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To contribute to the  
 CeTEAL newsletter, email:  
[cetealnews@coastal.edu](mailto: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 Diskerson** - College of Education  
**Elizabeth Howie** - College of Humanities and Fine Arts  
**Marvin Keene** - College of Business  
**Denise Davis** - Academic Adviser

## CeTEAL Online Resources

- \* [coastal.edu/ceteal](http://coastal.edu/ceteal)
- \* [libguides.coastal.edu/moodlefaculty](http://libguides.coastal.edu/moodlefaculty)
- \* [libguides.coastal.edu/af0](http://libguides.coastal.edu/af0)
- \* [libguides.coastal.edu/contingency](http://libguides.coastal.edu/contingency)