

Spring 5-2014

CeTEAL News, May/June 2014

CeTEAL, Coastal Carolina University

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CeTEAL *News*

Center for Teaching Excellence to Advance Learning

News Highlights

May/June 2014

Faculty Focus on...

Assessment is an ongoing process at all levels of the education hierarchy. We assess classes, programs, departments and colleges. Learn more.

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Tech Tips & Updates

In each newsletter we try to share useful tech tips. In keeping with our assessment theme, we are taking a quick look at Google Forms, a great way to gather data.

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Faculty Design Tools

Not only are CCU faculty thinking about assessment, a few of them are developing new assessment tools. Check out ELearnReady and AppEdReview.

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Upcoming Training

If you want to work on your new Moodle courses before fall, now is a great time to start. Teaching online? Check out the DL Boot Camp Series.

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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 Assessment (page 2)



Ellen Arnold



Scott Pleasant



Stephen Firsing



Jean French



Kimberly Carroll

Improvement Through Assessment

Dodi Hodges, Ph.D., Director of CeTEAL

The visit of SACs in 2012 brought with it an onslaught of discussion about assessment, starting way back in 2007-2008. Most of us felt like it was just something else we all “had to do.” We know that when we are mandated to do something, it makes the task less pleasurable. Now that we are “pros” at assessment, how about we put on another pair of lenses as we approach the topic? I’m hoping

CeTEAL can help you with your lens adjustment.

As faculty, we assume assessment is:

- part of effective planning (e.g., programs, courses, classes);
- focused on how students learn;
- the second step in planning how to teach (the first step is deciding what needs to be taught); and
- a way to show what your students are learning to anyone who might be interested (e.g., your students, parents of students, future students, your chair, your dean, the “Board of Visitors” for your college, the CCU Board of Trustees, any accrediting body, etc.).

Most of us think of assessment as something about which we have to write a report, although assessment is happening in your class all of the time. As an effective teacher, you are “checking in” with your students to see if they understand what you are teaching. You can “check in” with your students with a quick observation of the students’ behaviors or you may choose one of the many classroom assessment tools you learned in CeTEAL. These assessments are never reported to anyone or put in a report. That is okay!

Some assessments you do “for learning.” These include assessments you write for your students to give them feedback, so the next assignment they submit to you is better. In other words, the students have learned.

Continued on page 4

Faculty Focus on Assessment

CCU faculty are thinking about assessment in many different ways. They are assessing students, courses, programs and even each other. Read on to learn more about how faculty are thinking about assessment.

Locating Strengths and Weaknesses Through Assessment

Contributor: Ellen Arnold, Assessment Coordinator/Senior Lecturer of English, Edwards College of Humanities and Fine Arts

A common misconception about program assessment is that publishing evidence of weaknesses in our students is something to avoid. The truth is, identifying student weaknesses through assessment offers exciting opportunities to shape and direct our teaching toward the very areas where students need the most help. In the Edwards College of Humanities and Fine Arts, we have made a concerted effort not only to locate strengths and weaknesses through assessment, but also to test focused solutions to challenges once they are identified. Let me offer just a few examples:

Philosophy found that its students were consistently having difficulty understanding and responding to arguments. A faculty member developed a series of exercises that encourage students to paraphrase the arguments that they read, along with their own responses to them, in the form of a four-sentence dialogue starting with: "They say _____. I say _____." The exercise encourages students to imagine the arguments in dialogue with one another, thus helping them to see the real need for addressing opposing arguments through refutation or concession, while supporting their own with substantial evidence.

The first-year composition program in English discovered weaknesses in ENGL 101 and 102 students' higher order critical thinking skills. In response to this finding, the composition committee is developing an online component to the courses that will ensure that students receive consistent, targeted instruction and practice in these and other crucial skills.

Visual Arts' assessment of its students' sophomore work revealed that their mastery of foundational skills varied widely from student to student. The department designated a coordinator for the foundations courses who has worked with a committee of faculty to completely revise and align all the foundations courses.

Will these efforts to improve student learning pay off in improved assessment results? Only time and continual assessment will tell. But if they don't, be assured these programs will go back to the drawing board to find better ways to improve learning for students. That is, after all, what assessment is all about.

Assessing the Writing Center's Benefit to Students

Contributor: Scott Pleasant, Writing Center Coordinator, University College

With the aid of two assessment grants, the Writing Center recently completed two years' worth of assessment aimed at answering a single important question: How much benefit do students get from tutoring sessions in the WC? Our assessments were based on the pre-/post-intervention model used by Luke Niiler of the University of Alabama. The plan called for the collection of drafts written by students before visiting the Writing Center (the "pre-intervention" papers) and of revised versions completed after visiting the WC for a one-on-one tutoring session (the "post-intervention" papers).

On a nine-point scale, [student] papers in the study averaged slightly over half a point of improvement after just one visit to the Writing Center. --Scott Pleasant

A panel of expert readers from the English Department then rated those papers blindly (meaning the readers did not know whether any given paper was a pre- or post-intervention paper). On a nine-point scale (with nine being the highest and zero being the lowest possible score), papers in the study averaged slightly over half a point of improvement after just one visit to the Writing Center. The results of our study not only attest to the value of one-on-one peer tutoring, but also reinforce and amplify the findings of

other empirical studies on the consistent effectiveness of writing center tutoring.

To learn more about CCU's Writing Center services, visit coastal.edu/writingcenter.

Top 3 Reasons to Conduct Assessment with Clickers

Contributor: Stephen Firsing, Assistant Professor of Health Sciences, College of Science

I don't believe in failure, only feedback. For that reason, I regularly use audience response systems or "clickers" in the classroom because they provide immediate feedback to both student and instructor. Below are the top 3 reasons to conduct assessment with clickers, according to previous research studies.

1. Immediate feedback. Clickers provide an efficient, interactive and fun approach to providing feedback to students. Although feedback may be attained by a show of hands or using notecards to display individual responses, there are many disadvantages to such conventional approaches. Clickers improve the feedback process by assuring student anonymity, instantly collecting and aggregating student responses, and preventing students from copying each other.
2. Formative assessment. Conducting formative assessment with clickers efficiently measures student understanding of course material (with or without grades) to identify and correct misconceptions. In turn, this form of assessment may be used to improve both student learning and instructor teaching.
3. Students compare responses. Collection and presentation of aggregate responses allow students to compare their understanding of course material to their peers. Researchers posit that students enjoy comparing their anonymous responses to those of other students because it fosters a shared sense of learning and community.

If you are interested in learning more about using clickers in your classroom, contact Jean Bennett at jbenmet1@coastal.edu.

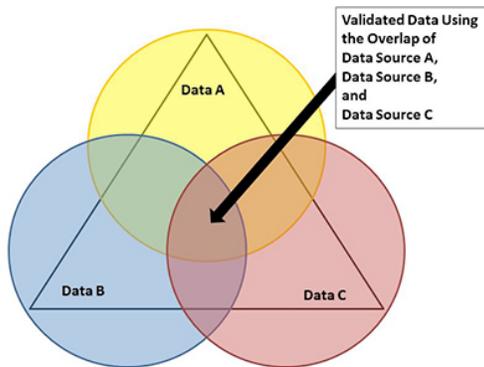
Faculty Focus on Assessment

Using Triangulation to Review Assessment Data

Contributor: Jean French, Assistant Professor of Computer Science and Information Systems, College of Science

When assessing learning outcomes, it is not important to just gather data, but also different kinds of data, to get a more realistic view of the assessment results. This strategy is called triangulation. There are two main types of data: direct and indirect. Direct data is certainly the easier to interpret as it is based on fact. Direct data comes from sources such as examinations of course content, simulations and portfolios. Indirect data comes from more opinion-based sources such as focus groups and written surveys.

In order to achieve triangulation, each learning outcome is measured using a minimum of three data sources, and at least one data source must be of the direct data type. By using triangulation, we reduce the chance of making decisions based on assessment data that is skewed by one particular data type or perhaps by anomalies that might occur in a particular data source.



Model of data validation using triangulation of three data sources.

To see a full review of the assessment strategy of the Department of Computer Science and Information Systems, please visit ww2.coastal.edu/jennis/assessment



Assessment To Support the Student-Centered Classroom

Contributor: Kim Carroll, Assistant Professor of Education, Spadoni College of Education

Early in my career, I committed to making my classroom as student-centered as possible. I didn't just want to tell people that my classroom was student-centered. I wanted to prove that it was. To do that, I had to give up what was easiest and convenient for me as a teacher and do what was necessary to see individual growth within each and every student. This meant that I had to have data of some type to back up every decision I made.

I collected data on where students sat, who they were partnered with, whether they needed intervention or enrichment, or if they needed to walk to another grade level for their instruction. It meant that I had multiple lesson plans on multiple grade levels going at once. I studied the work of Carol Ann Tomlinson early in my graduate studies, and it made all the difference.

In my elementary/early childhood classrooms I collected as much data as possible on the students. This included literacy assessments of many kinds, multiple intelligence surveys, learning style inventories, and also information from former teachers.

One day while I was still teaching elementary school, my superintendent reviewed my lesson plans and my student data binder. He asked me how I was using the data to make classroom decisions. I explained how the data enabled me to motivate my students. One student improved from a third grade to a seventh grade reading level because I was able to motivate him by finding his interests. Another student with dyslexia was able to pass state exams in math and reading once I pushed him just outside his comfort zone. In each case, I referred back to using research-based practices and the data I had gathered to make my next move in the student's instruction. Because I intentionally put assessment at the forefront of everything I did, I was promoted to academic coach, and later that year, to district curriculum adviser.

I still follow this practice now. I collect all of this information on my college students. I use their strengths and weaknesses as a tool for

planning out my semester. Needless to say, they are familiar with becoming comfortable with the uncomfortable by now. Sometimes we pair up in groups because of interests we share, and other times we pair up based on our differences, so that we can grow as young educators. I always tell them the place where you grow the most is right outside your comfort zone. We push ourselves to the limit, but not the breaking point.

By modeling how to use Dynamic Indicators of Basic Early Literacy Skills (DIBELS), conducting multiple intelligence surveys and learning style inventories, and integrating that data into our lesson plans, we are essentially customizing the experience for the students. My research began with the focus of professional development for educators with an emphasis on inquiry. One assessment tool that I have found very beneficial in testing whether a lesson was teacher-centered or student-centered was the STIR rubric (Science Teacher Inquiry Rubric). I teach science methods, so I want to make sure that young students are doing and learning about science, not just reading about it. Each time I talk with a candidate about whether a lesson is student-centered or teacher-centered, we refer to the rubric to help us make an informed decision—we don't just say it is one or the other. So many times we find that what we have planned for young students is teacher-centered. But, by using the STIR assessment tool, we can quickly make changes so that the focus goes back to our young students. So, I now have students I teach who understand the importance of self-assessing what they do and the impact it has on others.

Currently, I am teaching an assessment course for graduate students who are practicing teachers. We are using all of the data I have mentioned, but taking it one step further by also determining if what we are teaching the students matches what is developmentally appropriate for the age level/ability level. Essentially, the course has become something like that of 25 independent studies. Although no two teachers use the exact same data tools, every assessment tool that we use in the course is also being used in early childhood education, high school education, and even with some college athletes in our local area.

Several students from my assessment course have reported back to me that the skills they have learned have helped them in their schools. One student reported that the

TECH TIPS & UPDATES

Google Forms Offers Easy Data-Gathering and Sharing Options

The Google Forms tool allows users to create an online form, send the form to users via email or social network outlets, and gather the responses into a spreadsheet. Google Forms can be shared with additional editors on the back end who can collaborate and update the form in real time.

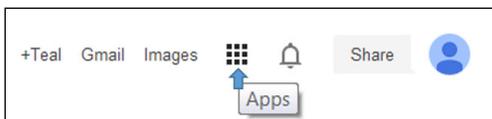
Google Forms can be used for:

- polling students to gather feedback or input on class activities,
- surveying group members to determine roles and responsibilities,
- creating project or assignment checklists for students,
- allowing groups to create forms and collect and analyze sample data,
- and more....

The forms created with Google Forms can contain several different types of questions including multiple choice, short answer, checkboxes, scales, essay, etc.

Responses to the form can viewed in a spreadsheet or through a summary screen that gives an overview of the data. The spreadsheet can be downloaded in .csv format and opened in Excel.

To access Google Forms, go to google.com and set up a Google account if you do not already have one. Once you login to Google, you can access Google Forms through the apps icon in the top right corner of the screen.



Google menu showing apps icon

Keep in mind when using any data-gathering tool—especially one from an outside vendor—you should always follow CCU policies concerning student privacy.

CCU Faculty and Staff Design Tools for Assessment

Recently CCU faculty designed two assessment tools: the first, ELearnReady, is used to assess student online readiness; the second, AppEdReview, is used to assess the quality and usability of education apps.

ELearnReady

ELearnReady is a free assessment tool for determining whether students have the skills needed to be successful in online classes. The tool was designed by Corey Lee and Jenn Shinaberger from the Spadoni College of Education and Lee Shinaberger from the Wall College of Business.

ELearnReady assesses students' readiness for online learning in several categories including self-motivation, self-management, feedback and interaction needs, reading and listening preferences and technology competency. The ELearnReady assessment provides students with a score for each category as well as related study tips to help them succeed in online classes.

To learn more about ELearnReady, visit elearnready.com.

AppEdReview

AppEdReview is a searchable database of educational app reviews. Each review includes a description and evaluation of an app, the app's target audience and subject area, and ideas for using the app in the classroom. AppEdReview was developed by Todd Cherner and Corey Lee from CCU's Spadoni College of Education with the goal of providing a resource to support teachers in using apps "appropriately and meaningfully."

To learn more about AppEdReview, visit appedreview.org.

Improvement Through Assessment

Continued from page 1

Some assessments are done to evaluate learning. These typically lead to a grade that is reported back to the students. These may also be helpful in producing data for you to use to "show off" what your students have learned in your program. These data may be used to find out how to improve your course or your program as well, which may certainly meet the requirements of the accrediting bodies. Meeting the needs of the accrediting bodies is just one way to use assessment data, not the only way.

As educators and researchers, we have an extraordinary ability to analyze data and figure out how to solve problems and/or how to continue a certain method to replicate success. Interpreting and analyzing your assessments in your classes or for your programs is simply research—figuring out what we expect to find, identifying a way to find it, collecting the data, analyzing the data and developing conclusions based on that data. We are always looking for ways to find solutions to problems and teach those skills to our students. Assessments are just a tool to improve our teaching, our courses, our programs and most importantly, a way to demonstrate what our students are accomplishing in our programs.

CeTEAL offered its first Assessment Institute this past fall and spring. The Assessment Institute is a certificate program to enhance the understanding and use of assessment. We have several faculty and lecturers across campus completing this program. We invite you to consider joining this elite group of educators by becoming a CCU Assessment Expert. Our next institute will begin in the fall of 2014. We hope to see you then.



Assessment to Support the Student-Centered Classroom

Continued from page 3

information she collected on her student helped in communicating effectively with the parents about the child's abilities and functional grade level. Another student was able to use the techniques in her classroom and has shared the assessment information and strategies with her team of teachers. These assessment tools are clearly valuable to my students as they bring them out of my classroom and into their own.

Summer Training with CeTEAL...



...more fun than putting
lipstick on a lizard

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

Teaching Effectiveness

Using Just-in-Time
Teaching to Increase
Student Preparedness
May 13, 2 p.m.

Accessibility: Ways to
Make Your Online Course
Accessible
May 20, 2:45 p.m.
May 22, noon

Using Video to Engage
Discussion
May 28, 10 a.m.

Faculty Scholarship

Focusing Your Academic
Plan - Integrating
Research, Teaching, and
Service
May 19, 9 a.m.

Citation Analysis -
Showing the Impact of
Your Research
May 19, 1:30 p.m.

Library

Citation Analysis -
Showing the Impact of
Your Research
May 19, 1:30 p.m.

Fine Tune Your Research
with Kimbel Library's
Discover!
Jun 10, 11 a.m.

Innovative & Emerging Technologies

3-in-30: Communication
Tools for the Classroom
May 6, noon

Communication Musts in
an Online Class
May 7, 1 p.m.

BYOD (Bring Your Own
Device) Mobile Device
Roundtable
May 8, 2 p.m.

Using Screen Capture
Tools to Develop Online
Course Content
May 14, 2 p.m.

Faculty Leadership and Service

Focusing Your Academic
Plan - Integrating
Research, Teaching, and
Service
May 19, 9 a.m.

Building Your Professional
Portfolio for Promotion
and Tenure
May 19, 2:30 p.m.

Writing Circles

Writing Circle 11
(Introduction and Week 1)
May 21, noon

Master Writing Circle 9
(Introduction)
May 20, 9 a.m.

Master Writing Circle 9
(Week 1)
May 27, 9 a.m.

Moodle

Introduction to Moodle
May 12, 9 a.m.
May 12, 1 p.m.
May 20, noon
May 30, 10 a.m.
June 6, 11 a.m.
June 23, 11 a.m.

Moving Course Content
from Blackboard to
Moodle
May 8, noon
May 27, 2 p.m.

Moodle Communication
Tools
May 5, 10:30 a.m.
May 30, 11:30 a.m.

Moodle Assignments
May 2, 10:30 a.m.
May 20, 1:30 p.m.
June 18, 10 a.m.

Moodle Gradebook
May 16, 10 a.m.

Moodle Testing
May 16, 1:30 p.m.
June 3, 11 a.m.

Moodle Discussions
May 29, noon

Distance learning Boot Camp Series

Getting Started in
Distance Learning
May 12, 10:15 a.m.

DL Boot Camp -
Foundations I
May 12, 2:30 p.m.
May 13, 9 a.m.

DL Boot Camp -
Foundations I Workshop
Time
May 13, 10:45 a.m.

DL Boot Camp -
Foundations II
May 14, 9 a.m.
May 15, 1 p.m.

DL Boot Camp -
Foundations II Workshop
Time
May 15, 2:45 p.m.

Introduction to Moodle
May 12, 9 a.m.
May 12, 1 p.m.
May 20, noon
May 30, 10 a.m.
June 6, 11 a.m.
June 23, 11 a.m.

Distance Learning Boot Camp Elective Topics

Streamlining Your online
Activities Feedback
May 21, 10 a.m.

Using Just-in-Time
Teaching to Increase
Student Preparedness
May 13, 2 p.m.

Using Screen Capture
Tools to Develop Online
Course Content
May 14, 2 p.m.

Adding Narrated
PowerPoint to Your
Moodle Course
May 15, 10 a.m.

Accessibility: Ways to
Make Your Online Course
Accessible
May 20, 2:45 p.m.
May 22, noon

Transitioning Face-to-
Face Activities to an
Online Environment
May 22, 10 a.m.

Online Training

Turnitin Training Webinar
Register for the session,
receive a weblink, and
watch the session at your
convenience.

Inside CeTEAL

From the Director

Dodi Hodges, Ph.D., Director of CeTEAL

Assessment should be an ongoing process both in the classroom and in a faculty development center such as CeTEAL. One of the goals of our center is to improve our services and to adapt to the changing needs of the CCU faculty and teaching staff.



At the end of the spring semester, CeTEAL distributed a needs assessment survey to faculty and staff to solicit your input as we work to improve and grow our programs. Once the data has been processed, our team will meet and begin the task of reviewing the survey results and making plans for the upcoming academic year.

If you missed the survey, we would still welcome your input. Please email ceteal@coastal.edu with your suggestions and comments.

CeTEAL Staff to Present at ASCUE Conference

ASCUE is the Association Supporting Computer Users in Education.

In June 2014, several CeTEAL staff members will present at the ASCUE conference held annually in Myrtle Beach. The focus of the conference is technology in education, and attendees include college and K-12 faculty, technology and instructional design specialists, IT administrators and others.

Jean Bennett and Tracy Gaskin will present two sessions related to online technology. The first session, "Let's Hangout," will share the potential uses of Google Hangouts as a tool

for working with students online and for offering faculty training at a distance. The second session will demonstrate the 3-in-30 training classes offered by CeTEAL in which three free technologies related to a single theme are demonstrated in a 30-minute session.

CeTEAL's Jenn Shinaberger will present on the ELearnReady tool developed at CCU by Corey Lee and Jenn Shinaberger from the Spadoni College of Education and Lee Shinaberger from the Wall College of Business. ELearnReady is a free assessment tool for determining student readiness for online learning. To learn more about ELearnReady, see page 4.

To learn more about the Association Supporting Computer Users in Education, visit ascue.org.

Are you interested in teaching a session for CeTEAL?

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

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To contribute to the
 CeTEAL newsletter, email:
cetealnews@coastal.edu

CeTEAL Advisory Board

The CeTEAL Advisory Board meets quarterly to review CeTEAL activities, plans and policies. The members are active participants in assisting the center with teaching, scholarship and leadership sessions, seminars and other events such as New Faculty Orientation and the New Faculty Seminar Series.

Louis Keiner - College of Science
Margaret Fain - Kimbel Library
Jeremy Dickerson - College of Education
Elizabeth Howie - College of Humanities and Fine Arts
Marvin Keene - College of Business
Denise Davis - Academic Adviser

CeTEAL Online Resources

- * coastal.edu/ceteal
- * libguides.coastal.edu/moodlefaculty
- * libguides.coastal.edu/af0
- * libguides.coastal.edu/contingency