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CeTEAL, Coastal Carolina University

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CeTEAL

Center for Teaching Excellence to Advance Learning *News*

November/December 2013

Online Communication

Communication in any class is vital to teaching and learning success. Communication in online courses can be especially challenging. As you seek to integrate communication into your online courses, consider the issue from the students' perspective.

Page 3

Innovation Fair

At CeTEAL's first Innovative Teaching and Technology Fair, CCU faculty share their knowledge and experience in using a variety of innovative teaching techniques and technologies. See a list of presenters.

Page 3

Bootcamp Revamp

CeTEAL staff will be revamping its Distance Learning Bootcamp over the next couple of months in order to support the university's new distance learning initiative. Find out more about these changes.

Page 4

Online Learning Tips

Transitioning a course to an online environment requires rethinking the way you present class materials, assess student learning and provide timely communication. We offer a collection of tips to help make your online teaching experience a success.

Page 4

Archiving Blackboard

According to ITS, the Blackboard license will expire at the end of 2014. Are you ready? CeTEAL offers training sessions where you can learn how to download and archive your course content and essential student data from Blackboard before it's too late.

Page 6

Contact CeTEAL

Would you like to suggest a class, ask a question or make an appointment with a CeTEAL staff member? We would love to hear from you. Use the CeTEAL website to contact us.

Page 6



Big Changes! Blackboard and Moodle Leave CeTEAL

Course Management is a COOL Deal

CeTEAL is undergoing another exciting change! Our center will no longer manage the Blackboard or Moodle course management systems, allowing us to focus our energies on faculty development. As part of our faculty development mission, we will continue to provide training and documentation on how to use the course management systems to support effective teaching. Of course, this means some personnel changes.

We are thrilled to announce that Tracy Gaskin will be CeTEAL's new Training Coordinator. In her new role, Tracy will continue to support faculty through training and development activities. Moving forward, Blackboard and Moodle will be managed by



Faculty Spotlight: Joseph Winslow

Joseph Winslow is the director of the new Coastal Office of Online Learning (COOL).

Page 2

Jim Streicher as part of the new Coastal Office of Online Learning (COOL). Jim is currently located in the COOL office in Kearns Hall and reports to Joe Winslow. This means, if you

need assistance with Blackboard or Moodle issues, you will contact Jim Streicher at jstreiche@coastal.edu. If you need training on how to use the systems, CeTEAL is the place to go. We are here to help you use these tools efficiently and effectively to support your teaching. As usual, Student Computing Services will continue to support students with Blackboard and Moodle issues.

As part of our reorganization, we will be working closely with COOL to determine how best to support faculty with the university's online learning initiative. As a first step, we are revamping our Distance Learning Boot Camp to make it more relevant and to align it with the Quality Matters standards more explicitly. We have been working closely with the Distance Learning Committee to develop our new curriculum. Learn more about the revamped boot camp on page 4.

With these exciting changes, we are looking forward to focusing more fully on our mission of providing quality, evidence-based professional development for our faculty and staff.

If you have questions about these changes in CeTEAL, contact ceteal@coastal.edu.



Jim Streicher, COOL's Senior Online Systems Administrator

Faculty Spotlight: Joseph Winslow & Coastal's Office of Online Learning

by Joseph Winslow

Coastal has created a new Office of Online Learning (aka COOL) to coordinate university efforts to diversify its academic modalities and increase online student access to high-demand graduate and undergraduate programs. Directing this new startup unit is Joe Winslow, associate professor and instructional technologist in the College of Education. With oversight by Ed Jadallah, vice president for Online Learning and Teaching Excellence, Winslow's vision is to leverage Coastal's late entry into the online market by targeting best practices already established at early adopting institutions. "Many of the successful strategies are well known," says Winslow, "and they focus on four major trends—developing innovative curricula, advancing technology infrastructure, providing student and faculty support and marketing an online brand."

Although Coastal has traditionally attracted residential students, with current enrollments nearing 10,000 this year, rapid improvements in online technologies, combined with 21st century workplace expectations for continuous learning, have created global academic markets, particularly for programs targeting working adults. One of COOL's first challenges was to rake through the national data to identify curricular trends, where they found highest online demand in education and health sciences disciplines, as well as business administration, agricultural and environmental sciences, criminology studies, computer science and others. After communicating these data to college deans to kickstart planning conversations with department chairs and faculty, the next step, of course, was to solicit funding. "We are very fortunate," says Winslow, "to have the support of the Board of Trustees, who were willing to invest in this university initiative."



COOL and CeTEAL staff discuss teaching techniques and technologies with faculty at CeTEAL's Teaching & Technology

All of their funding is going directly to faculty, through a competitive incentive grant process, to develop new and innovative online programming."

COOL is also building a comprehensive marketing plan, with a slick new website that will launch later this semester and serve as the gateway to prospective online students. "What we learned in our online instructional technology program," Winslow reflects, "is that online students prioritize convenience as one of the most important factors influencing their decisions to enroll, so COOL is designing the website for one click access to real-time course and program offerings, with multiple communication options so we can advise them with the information they need."

"The professional literature has validated online learning as an effective instructional modality for well over a decade across a wide variety of instructional disciplines, but teaching online is very different from teaching in the classroom."

Winslow anticipates that processing these advisement inquiries will be an essential daily function for COOL, and that responsibility will be shared among a team of trained graduate assistants and an administrative assistant. But a marketing plan needs more than social media and a groovy website, of course, and Winslow is grateful to the Office of University Communication for its planned support. "Creating a brand for Coastal Online takes a village, and Bill Plate has a talented group ready to assist us with graphic design, ad copy and media blasts."

Online learning technology continues to evolve at a frenetic pace, and another charge

for COOL is to manage the platforms that faculty use to teach online and blended courses, primarily the learning management systems Moodle and Blackboard. Have a question or need help? Just call Jim Streicher, online learning systems administrator. He's COOL, too. But if faculty need more than that, perhaps a training workshop, then CeTEAL is the shop to visit. "Dodi Hodges' team of Jenn Shinaberger, Jean Bennett and Tracy Gaskin is a critical asset to Coastal's online initiative. The professional literature has validated online learning as an effective instructional modality for well over a decade across a wide variety of instructional disciplines, but teaching online is very different from teaching in the classroom, and their collective instructional design expertise is ready to be shared with both novice and experienced faculty members to elevate quality standards of practice."

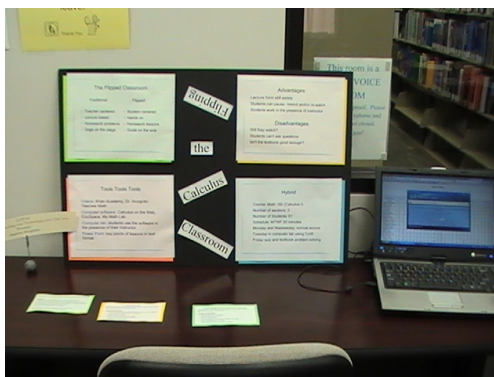
COOL also does a lot of consultation with ITS, which supports the core infrastructure services across all things technological on campus. "Clearly, Abdallah Haddad and his team play a vital role in the success of Coastal Online. The lines between physical and virtual teaching often blur, and one of the most exciting things we do is work with ITS, especially Joe Minter, on designing future multipurpose teaching spaces capable of capturing class materials and video that can be utilized in blended and online courses."

COOL is just starting up, of course, with operating budgets and staff hires still incubating, but Winslow remains upbeat about the potential for this new unit. "Technology has radically altered instructional practice in higher education, where teaching is no longer limited to delivery-centric models that emphasize knowledge consumption. Modern pedagogy is much more blended, interactive and student centered. The opportunity to participate in a university's online transformation at this level is intimidating, but it's also pretty ...um, COOL."

To learn more about COOL, contact Joe Winslow at jwinslow@coastal.edu.



Jean Bennett speaks with students in her online class



Innovative Teaching Fair includes flipped classroom display



Stephanie Danker shares educational resources

Communication in Online Courses is Key

Need to improve communication in your online courses? Think about it from the students' perspective

In an online course what types of communication should a student find? Thinking about and addressing communication from a student's perspective allows an instructor to understand what students need. Who is my instructor and what are they expecting from me in this course? Having an instructor introduction, more specifically, a video introduction of yourself, allows the student to get to know you. Your introduction should include information about yourself such as your credentials, experience with teaching this course online, your hobbies and family life. Be sure to include your personality and get creative.

Your course expectations could be a video too. In this video let students know that you set up your course for student success along with your communication and late policies, how students should be using their time and grading information. Let them know your response times to emails and grading assignments.

How do I get to know and communicate with my fellow students? Allow your students to create their own video introduction that follows your introduction format. This makes students real for each other and lets them find common ground.

In your face-to-face course students talk to each other about the course or answer questions for each other before and after class. How can you duplicate these "Hallway Conversations" in your online course? Having a discussion forum specifically set up for students to ask general questions about the course such as due dates, assignments and any other general course question allows for this student interaction to take place. You

could name the forum "Hallway Conversations" or "Muddiest Point." Ask students to check in the forum to see if a question they have has already been asked.

Weekly announcements are another form of communication you may use to summarize the past week, talk about the current week's content and give instructor observations. Why not make this an audio voice announcement and let students hear your passion and enthusiasm for the subject and what you are observing in the course?

Communication in an online course must be well thought out and implemented. Remember that no communication is communication.

If you would like to learn more about online course communication please visit our website (coastal.edu/ceteal) to sign up for a session on communication in online courses.

Innovative Teaching and Technology Fair

Faculty share their experiences with innovative teaching techniques and technologies

CeTEAL hosted its first Innovative Teaching and Technology Fair on Monday, Oct. 21. Eleven faculty and two graduate students presented their innovative teaching and/or technology in a poster-type setting. Each presenter provided highlights and answered questions from attendees. One attendee said, "Very useful. The informality was great for collegial conversations." Presenters enjoyed the chance to share with their colleagues and one stated, "I appreciated the opportunity to discuss and share ideas with others. This culture of innovation is what I love about CCU." All in all those present enjoyed light refreshments while engaging in collegial conversations. CeTEAL will be hosting more fairs in the future.

CeTEAL wishes to thank the following presenters:

College of Science

- Karen Aguirre, *PULSE (Partnership for Undergraduate Life Science Education)*
- Andrew Incognito, *The Flipped Calculus Class*

Wall College of Business

- Stephen Firsing, *Clickers for Engagement and Research*

Kimbel Library

- Terri Artemchik, *Prezi*
- Margaret Fain, *Instructional Coaches*
- Catherine Goodwin, *Video on Demand, Journal of Visualized Elements*

College of Humanities and Fine Arts

- Miranda Brenneman, *Trivia*
- Patrick Brissey, *Problem Based Learning*
- Stephanie Danker and graduate students Miranda Green and Rebecca Lindblade, *Educational Resource Websites*
- Alan Reid, *Badges in Education*

CeTEAL

- Jennifer Shinaberger, *CATS and The Amazing 3x5 Notecard*

If you have innovative teaching techniques or are using technology in innovative ways and would like to be part of future fairs, please contact Jean Bennett (jbennet1@coastal.edu).

Moodle is here.

Are You Ready?

Sign up for Introduction to Moodle Training through the CeTEAL website:

coastal.edu/ceteal

ONLINE TEACHING TIPS

A Brief List Of Ideas For Creating Effective Online Courses

The following list of online teaching tips has been collected through conversations with faculty who teach online and have developed their own best practices. Many of these tips are recommended as faculty time-savers as they can eliminate student questions and concerns.

Provide a thorough orientation and welcome to your online students.

You might include a short screen capture video to walk students through the course navigation, pointing out the location of the most important course items. You should include instructor information and basic course expectations as well. Let students know they are part of a class, even though they are taking the course at a distance.

Provide a discussion forum where students can post general questions about the course.

Respond to these questions in a timely manner, and encourage students to answer each other. If you have a list of frequently asked questions from previous semesters, post those questions and answers in the course or address them upfront in your syllabus or course introduction.

Post class emails as announcements.

If students delete their emails or file them away and forget them, the message is still available in the course site. (One online instructor recommends posting messages as announcements instead of sending them as emails. People often feel obligated to respond to emails even if they have nothing substantive to say. Skipping the email will allow you to skip reading multiple unnecessary responses.)

Assess your students early and often.

Give quizzes early in the semester so students know what to expect. Giving a practice quiz can allow students to test their computer and browser settings to prevent problems on future quizzes and exams.

Give regular feedback and pep talks.

Let students know early and often how they are doing in the course. Online courses can present special challenges to students, so regular feedback from the instructors can help students over online hurdles and make their experiences more successful.

Make an effort to promote community in the (online) classroom.

Students can feel isolated when taking online courses. Promoting community within the course can help students take a more active interest in the class and increase participation in discussions and group activities.

Make your presence known in the course.

Make sure you participate regularly in the course. In a regular classroom, your students interact with you during each class meeting. Online, the students will not feel your presence unless you make the effort to interact. Participate in class discussions, offer online office hours through a chat or video conferencing tool, provide detailed feedback on student work and let students know you are paying attention. You (and your knowledge) are the most valuable asset for your students.

Have a friend or fellow instructor test your course organization and navigation.

The organization of your course may make perfect sense to you...because you already know where everything lives. Someone who has not seen the course before can provide a fresh perspective and let you know if your organization and navigation are student-friendly.

CeTEAL to Revamp Distance Learning Bootcamp

CeTEAL's Distance Learning Bootcamp allows faculty to learn about distance learning tools and best practices

In response to the offering of distance learning grants through Coastal's Office of Online Learning, CeTEAL is redesigning its distance learning bootcamp. The COOL grants are intended to support the development of quality online courses and programs. The redesigned distance learning bootcamp will be closely aligned to the goals of the grant, and will offer more flexibility for faculty.

The new bootcamp will be delivered in a blended learning format. Faculty will attend three face-to-face sessions-- two foundations courses and one advanced topics course--and part of the instruction will be delivered in an online format. The foundations classes will include such topics as getting started in distance learning, course design, Quality Matters, building a distance learning syllabus, and effective communication in a distance learning class.

Several workshops will also be offered during the bootcamps so that faculty may come to CeTEAL and work on their distance learning courses. Faculty who have participated in a previous distance learning bootcamp can choose from several new advanced topics courses including:

- Screen Capture, Building Interactivity in Your Online Class;
- Providing Accommodations via Distance Learning and ADA Compliance;
- The Blended Classroom;
- Creating an Introductory or Welcome Video for Your Distance Learning Course;
- Creating Effective Threaded Discussion Classes;
- Using Just-in-Time Teaching in the Blended and Online Classroom

Additional topics may be added to meet faculty needs.

An online version of the bootcamp will be developed in the future to better accommodate faculty schedules. The new distance learning boot camp will begin in January 2014.

If you have questions about Distance Learning Boot Camp, contact us at ceteal@coastal.edu.

TECH TIPS & UPDATES

"Snack Learning" on Mobile Devices

Mobile devices offer an excellent opportunity for instructors to provide information in bite-sized pieces for their students. "Snack learning" is a way for students to learn the basics of a topic through a quick tutorial or lesson that they can consume during moments of downtime throughout the day. A student waiting for classes to begin might listen to a quick audio snippet that teaches her a few vocabulary words from an upcoming lesson. A student riding the shuttle to his distantly parked car might watch a brief video showing how cells divide through mitosis. Having access to online course content through mobile devices allows students to make use of empty spaces in their class schedule when they might not have the time or opportunity to bring out a textbook, notebook or full course website.

If you are interested in contributing to a discussion about the techniques and technologies of "snack learning," CeTEAL will be hosting a roundtable concerning mobile learning in spring 2014. Stay tuned for the date and time of this discussion.

Moodle and Blackboard Updates

According to ITS's Moodle website (coastal.edu/moodle), spring 2014 marks the end of the Moodle pilot and the beginning of phase four of Moodle's five-phase rollout. Moodle has been successfully piloted by multiple faculty and students over the past year and has been tested and prepared by Moodle administrators and a hard-working programmer in the background.

What does this mean for faculty? Blackboard Learn will be available for faculty to use with their spring 2014 courses, but the expectation is everyone will shift to Moodle for the fall 2014 semester. The Moodle administrators in the COOL office and the trainers in CeTEAL are prepared to help faculty make this transition.

Browsers vs Moodle & Blackboard

Internet browser programs—such as Mozilla Firefox, Google Chrome and Internet Explorer—are updated regularly. As a result, the ability of a browser to display various types of course content in Moodle or Blackboard may vary from one day to the next. For example, when Internet Explorer 10 came online, the Blackboard Learn gradebook disappeared when IE 10 was used to view it.

The best way to avoid browser issues with Moodle and Blackboard is to download more than one browser on your computer. With two (or even three browsers) downloaded, you can easily switch from one to another if you experience problems viewing particular content in your courses. Often, you can save yourself a panicked phone call to tech support just by trying another browser.

Moodle Activity Tracking

Moodle offers several excellent tools for tracking student access and activity in course sites. When teaching online courses, you may find tracking tools particularly useful in keeping up with how well your students are participating in your class.

Moodle collects detailed information on Moodle activity through live and archived logs. "Live logs" can show you who has accessed your course in the past hour. More extensive "Logs of course activity" show activity recorded from the first day of the course. "Logs of course activity" can be filtered by user, date and activity.

In addition to course logs, Moodle offers a tool called "Activity completion." The Activity completion tool adds a checkbox to the left of course activities and allows the instructor to set criteria that the system will use to mark the activity as complete. Alternately, instructors may set the tool to allow students to self-report (check) the activity as complete.

Wanted: Quality Matters Rubric Coaches

The Quality Matters program is expanding at CCU with the introduction of the Quality Matters Rubric Coach certificate

Who are the QM Rubric Coaches? Quality Matters Rubric Coaches are faculty who take the Applying the QM Rubric workshop (offered through CeTEAL) and agree to apply the QM Rubric to at least two online courses in association with CCU's new distance learning initiative.

Why become a Rubric Coach? The benefits of becoming a rubric coach: learn more about your own online course and apply standards to help promote student success, develop collegial relationships with other faculty in the application of the rubric and satisfy number 2.b of the COOL Incentive Grant guidelines.

When can I start? Now! CeTEAL has QM Rubric Coach workshops scheduled for Nov. 25 and Dec. 13.

How can I sign up? Register online at coastal.edu/ceteal

What is the cost? Free (value = \$200 if completed directly through Quality Matters).

Questions? Contact Jean Bennett at jbennet1@coastal.edu

QM Rubric Coach Training**Applying the QM Rubric Workshop**

Nov. 25
8:30 a.m. - 3:30 p.m.

Dec. 13
8:30 a.m. - 3:30 p.m.

Information and Registration:
coastal.edu/ceteal

CeTEAL Training Schedule

The full CeTEAL training schedule can be found online at coastal.edu/ceteal.
Visit the website and log in to register for the sessions below and many more.

We would love to hear from you!
Visit the CeTEAL website and use these icons to contact us.
coastal.edu/ceteal



Make an Appointment



Suggest a Class



Ask a Question

Moodle

Introduction to Moodle
Nov. 19, 12:15 p.m.

Introduction to Moodle
Nov. 22, 2 p.m.

Introduction to Moodle
Nov. 26, 11 a.m.

Introduction to Moodle
Nov. 26, 3 p.m.

Introduction to Moodle
Dec. 17, 9 a.m.

Introduction to Moodle
Dec. 17, 2 p.m.

Introduction to Moodle
Dec. 18, 10 a.m.

Assessment/Evaluation

Introduction to the
Assessment Institute: A
CeTEAL Certificate
Program
Nov. 19, 3:05 p.m.

Assessment Institute: First
Steps
Nov. 21, 3:05 p.m.

Rubrics Simplified:
Developing Rubrics for
Your Class
Nov. 21, 2 p.m.

Blackboard Learn

Downloading and
Archiving Content and
Essential Student Data
from Blackboard
Nov. 20, noon

Downloading and
Archiving Content and
Essential Student Data
from Blackboard
Nov. 21, 1:40 p.m.

Downloading and
Archiving Content and
Essential Student Data
from Blackboard
Dec. 10, 9:25 a.m.

Downloading and
Archiving Content and
Essential Student Data
from Blackboard
Dec. 11, 2 p.m.

Quality Matters

Applying the Quality
Matters Rubric Workshop
Nov. 25 (all day Monday)
8:30 a.m. - 3:30 p.m.

Applying the Quality
Matters Rubric Workshop
Dec. 13 (all day Friday)
8:30 a.m. - 3:30 p.m.

Faculty Scholarship

Focusing Your Academic
Plan: Integrating Research,
Teaching, and Scholarship
Dec. 5, 9 a.m.

Building a P&T Portfolio
Dec. 5, 1:30 p.m.

Innovative Technology

Go Animate: Create Free
Animated Videos Online
Nov 21, 9:25 a.m.

Workshop for Creating a
Flipped Classroom
Nov. 21, 10:50 a.m.

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Blackboard and Moodle administration may have moved to
Coastal's Office of Online Learning, but

**CeTEAL is still the place to come for training on
building your courses**

Sign up for training through the CeTEAL website: coastal.edu/ceteal

CeTEAL Advisory Committee

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