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CeTEAL News, September/October 2013

CeTEAL, Coastal Carolina University

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CeTEAL

Center for Teaching Excellence to Advance Learning *News*

September/October 2013

Martin discusses QM

Pamela Martin discusses her experience participating in a formal Quality Matters review of her online Introduction to Politics course. Learn about the QM review process from a faculty perspective.
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Innovative Teaching

Do you have an innovative teaching strategy or a cool new technology tool that you are using in your classes? CeTEAL will be sponsoring an innovative teaching and technology fair in October. Come join us!
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CATS in the Classroom

Think technology is the only way to get students actively engaged in class these days? Take a look at one way to use a good old-fashioned 3x5 notecard. You might be surprised.
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Organizing Moodle

Moodle offers several tools to help you organize and streamline your course content. Learn about some of the tools you can use to reduce the "scroll time" on your Moodle course content page.
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Clicker Technology

Clicker technology is a great way to increase student engagement in the classroom. Consider how clicker technology might engage students in your class.
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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.
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CCU Course Certified by Quality Matters

First QM Review Completed

In July 2013, professor Pamela Martin successfully completed a formal Quality Matters review of her online Introduction to Politics course, making her course the first officially recognized QM certified course at CCU. Martin submitted her course for formal review in May 2013 with assistance from CeTEAL staff.

The review process was completed over several weeks by a team of three reviewers, including a master reviewer from another university. Each reviewer reviewed the course in great detail based on QM's rubric including eight general standards and 41 detailed standards of quality. When her course was officially recognized by QM, Martin received a QM certificate and permission to display the official QM certification mark in her course.



A second CCU course is in the final stages of the official review process and is expected to be certified soon.

If you are interested in finding out more about the QM review process or in having your course reviewed, contact Jean Bennett (jbennet1@coastal.edu).

Welcome New Faculty

CCU and CeTEAL offer new faculty orientation

On Aug. 13 and 14, we held our New Faculty Orientation. CCU hired 60 new faculty this year. We are excited about the level of energy and expertise this new group of academics will add to our faculty. President DeCenzo, Executive Vice President Dyer and Interim Provost Byington welcomed the new faculty.

There were several speakers and opportunities for the new faculty to connect with almost 40 offices during four New Faculty Expos. Some of our faculty who serve on the CeTEAL Advisory Board or as CeTEAL Instructional Coaches served as Ambassadors during the Expos, including Elizabeth Howie, Margaret Fain, Renee Smith and Louis Keiner. New faculty were given a "passport" to complete in order to qualify for almost \$2,000 worth of donated items at the end of the two-day affair. The popular faculty panel was the last event of the orientation and was facilitated by Lee Shinaberger and included Jim Solazzo, Wes Fondren, Jamia Richmond, Miranda Brenneman, Dale Quinn, Stephanie Danker and Rob Salvino.

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Professor Pamela Martin discusses politics with a student



Coastal Carolina University fall 2013 new faculty

Faculty Spotlight: Pamela Martin

by Pamela Martin

I'm delighted to have the opportunity to reflect on my experience with the Quality Matters online course certification process that I followed during the spring and summer 2013. Quality Matters is an external, private certification institution that reviews your online course, gives it a score based on a rubric of 41 criteria, and if your course meets the criteria, certifies your course as a QM certified on-line course. With the help of Jean Bennett and Tracy Gaskin, my POLI 101 Introduction to World Politics course received QM certification in July 2013.

I've been teaching this course online in different formats and through different course management systems (remember WebCT?) since 2005. While I've sat with experts at CCU and in CeTEAL, I've always wondered how my course compared to best teaching and learning practices around the globe. In our many technology committee meetings, I had often asked that we invite someone who was world-renowned in online teaching to give a workshop at CCU. What I learned is a) one size does not fit all and b) content matters.

So, when the kind and generous faculty and staff of CeTEAL offered to let me try the Quality Matters certification process, I was at once enthusiastic and panicked. While I wanted to learn from my mistakes, opening up this course to a panel of reviewers, including an outside, content-area master reviewer, made me feel exposed. Our colleague Richard Collin and I wrote the text for the course, and I had poured my heart into reworking the activities in the course over the seven years I have taught it. Then, I thought: Could it all be wrong?

Here are some things that I learned along the road to certification:

Learning objectives are useful as generalities, but online students need to know the purpose of each online activity and how it correlates to

the evaluations and activities. I had previously only stated general student learning objectives, not daily SLOs.

Letting students know how long it will take for me to respond to their emails, Skype calls, and phone calls is important in an online environment. I did not have this in my syllabus clearly, but now I do.

Voice Lectures make a difference. I've always hated hearing my own voice and it's time consuming to sit down and make them. However, the reviewer noted my enthusiasm for the subject in my discussions and commented that students might get a more personal sense of me from them. I had never really thought about it that way.

Students may have unique needs that require special modes of communicating the materials in an online environment, especially when they cannot come to campus. I learned a number of techniques to help better serve these students and to hopefully help them learn more effectively.

With the panel of three reviewers, two from CeTEAL and one outside reviewer, we met twice live and communicated via email. I also sat down with CeTEAL staff on various occasions. I was given the rubric and a short time period to review my course within this framework. Then, it was sent out for review.

The content master reviewer was friendly and encouraging and all three reviewers made copious comments on all 41 specific standards. I realized that things in the course that seemed clear to me were not all that clear to the outside reviewer and that some of the articles I combined with the text did not align with my course objectives properly. Overall, I reflected on their comments and adjusted my course appropriately, according to the standards. After that, we had another live meeting and my course was approved.

While I know we're all busy, I have to admit that I not only benefitted from the QM certification process, but I enjoyed it. In my rush-rush from class to class, I rarely take the time to reflect on the teaching process from

start to finish, over a multiple-month time period with reflection, modification and live discussions with experts. The QM process not only enriched my teaching and learning environment online, but it made me a more reflective teacher in all of my courses – traditional as well. Most importantly, I was able to get outside validation on a course that I teach every semester, and I feel more confident the course communicates high learning standards to and for students.

CeTEAL Sponsors Innovative Teaching Fair

CCU faculty are using a variety of innovative teaching strategies and technologies.

On Oct. 21, CeTEAL will host an innovative teaching and technology fair from 11 a.m. to 1 p.m. in room 219 of Kimbel Library. During the session, faculty will demonstrate and discuss their use of innovative technologies and teaching strategies in the classroom and online. Come join us as we share exciting ideas and light refreshments.

Contact CeTEAL@coastal.edu if you have questions or if you are interested in participating.

CCU and CeTEAL Welcome New Faculty (Continued from page 1.)

The New Faculty Orientation could not have happened without the collaboration with Employee Services, HREO and participants from across campus including: Debbie Conner, Mike Latta, Dan Ennis, Ed Jadallah, Mike Roberts, Nelljean Rice, Barbara Burd, Wendy Woodsby, Jennie Cassidy, Abdallah Haddad, Dan Lawless, Hunter Yurachek, Academic Chauncey, Eileen Soisson, Mike Ruse, Jim Luken, Amy Fyn, Joe Winslow, Steve Madden, John Marcis, Marvin Marozas, Louis Keiner, Erin Burge and the 40 campus offices that participated in the Expos. Thank you to all of our Chanticleers for putting on an exciting and active New Faculty Orientation.

TECH TIPS & UPDATES

Organizing Your Moodle Course

The course content page of a Moodle course can tend to run long, requiring a bit of scrolling to reach all the content. Several Moodle tools help to consolidate course information in order to make the content page more manageable:

The Folder

The Folder tool in Moodle can be used to store multiple files. A folder is a great place to store class notes, PowerPoint presentations and other documents used in the course. Adding content to a folder is easy; just drag and drop the files in from your computer or flash drive. You can easily add and remove files from the folder as needed.

The Page

The Page tool allows you to easily present content in a web format that can be opened directly onscreen without the need for special software. You can type content into a page or copy and paste it from another source. The Page tool is particularly useful for presenting a list of web links to outside resources. Rather than displaying a list of individual links on the main course content page, you can consolidate them into a single document by listing them on one page.

The Book

The Book tool in Moodle can be used to create a collection of pages of content called "chapters" that are organized with a table of contents. Creating a book is as easy as copying content from a Word or text document and pasting it into the book chapter. You can add additional chapters to easily expand the book.

The Moodle Book is particularly beneficial to students as it does not require them to have any special software to view the content and they do not need to be concerned about pop-up blockers when viewing the pages. In addition, printing a chapter or the entire book is easy through the Print Book and Print Chapter options.

The Eye

The Eye tool can be clicked to hide and unhide individual course items or entire course sections. Keeping content hidden when it is not in use can help make the content area more streamlined for your students. Although you will still see the hidden items in your instructor view, the students will not see content you have hidden.

If you would like more information on using these features, please contact Tracy Gaskin at tgaskin@coastal.edu.

CATS in the Classroom

Classroom assessment techniques can be as low tech as a 3x5 notecard.

A simple notecard can be used for many purposes in the class, particularly with classroom assessment techniques (CATS). Focused listing is a CAT that can be used to determine a student's prior knowledge of a topic, to get feedback in the middle of a class, or to assess student learning and provide closure at the end of a class.

To conduct a notecard CAT:

1. Pass out 3x5 notecards to students and ask them to write words or phrases about the topic, subject or reading you want to assess.
2. Give a time limit.
3. Tell students to list five to seven items on their cards.
4. Collect the cards and sort them into piles based on responses.

Typically CATS are anonymous, but they can also be used as a measure to hold students accountable. CATS take very little class time, and the instructor gains quick insight into what students know and do not know. Focused listing is powerful for finding misconceptions, providing the instructor with feedback, and helping students with factual recall, listening, concentration, memory and paying attention in class.

Source:

Angelo, T.A. & Cross, K.P. (1993) *Classroom Assessment Techniques: a Handbook for College Teachers* (2nd ed.). San Francisco: Jossey-Bass

Thoughts on Clicker Technology in the Classroom

Student engagement in the classroom is an important reason to consider "clickers." Imagine what a student in a "clicker" classroom might say...

I entered the classroom prepared to sit in the back and text my friends during the professor's lecture. Everyone said I would be able to pass the course just by reading the textbook. Getting through with a grade of "C" would be fine, I thought, even though this was a foundation course for my major. Oh well, I could just do enough to get by. I took my seat and started texting.

The professor started talking about using clickers in the class. He made using clickers sound interesting and even said that I could use my smartphone to respond to questions. I started to rethink texting during class. On the board the professor posted information on how to access the website so I could purchase the app for my phone. The professor said I could buy a clicker from the bookstore if I decided not to download the phone app.

At the next class meeting, I entered the room and saw a question on the board that related to the reading I was supposed to do. I took out my smartphone and answered the question, and then the professor showed the overall results for the question. He did not give us the right answer, but asked us to discuss the question with our neighbor and then determine the correct answer based on our discussion. He asked us to answer the question again, and the second time the results were different. Eighty-six percent of the class chose the right answer the second time. I liked being able to discuss the topic with my classmates. The discussion about the reading helped me and made me realize that I need to be prepared for class so I can add to the conversation.


As the semester moved on, I found myself more active in the class. I was eager to use my smartphone to answer the questions that were posed. The course content was sinking in, and I was making better grades on my assignments and tests. Using my smartphone "clicker" in class was actually almost fun, and I found myself wondering if any of my classes next semester would be using clickers....


Does this class environment sound like something you would like to achieve in your courses? A Turning Technologies representative will be offering a workshop on campus this semester. Please contact Jean Bennett (jbennet1@coastal.edu) with your interest and/or questions.


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](#)

<p>Moodle</p> <p>Moodle Testing (with Respondus) Sept. 23, 1 p.m.</p> <p>Moodle: Managing the Gradebook Sept. 24, 1:40 p.m.</p> <p>Moodle: Managing the Gradebook Sept. 30, 1 p.m.</p> <p>Moodle: Managing the Gradebook Oct. 1, 1:40 p.m.</p> <p>Introduction to Moodle Oct. 8, 1:40 p.m.</p>	<p>Moodle : Managing Assignments Oct. 9, Noon</p> <p>Teaching Effectiveness</p> <p>Facilitating More Effective Discussions Sept. 20, 10 a.m.</p> <p>Want to Try Flipped Classroom? Flip a Lesson First Sept. 26, 3:05 p.m.</p> <p>Classroom Management: Dealing with the Eight Most Annoying Student Behaviors Sept. 27, 10 a.m.</p>	<p>QEP Orientation</p> <p>QEP Orientation Oct. 18, 8:30 a.m.</p> <p>QEP Orientation Oct. 18, 11 a.m.</p> <p>QEP Orientation Oct. 18, 2 p.m.</p> <p>New Faculty</p> <p>Grades and University Ethics Sept. 25, 4 p.m.</p> <p>Who to Call: Making Student Referrals Oct. 23, 4 p.m.</p>	<p>Faculty Scholarship</p> <p>Creating a Research Agenda Sept. 26, 1:40 p.m.</p> <p>Funding Your Research Oct. 1, 9:25 a.m.</p> <p>Speed Networking - Research Style Oct. 10, 3:05 p.m.</p> <p>Workshops</p> <p>Applying the QM Rubric Workshop Oct. 18 (all day Friday) 8:30 a.m to 3:30 p.m.</p>	<p>Innovative Technology</p> <p>3-in-30: Digital Story-telling Tools Sept. 24, 12:15 p.m.</p> <p>The Flipped Classroom: Rethinking Your Class Time Oct. 3, 1:40 p.m.</p> <p>GoAnimate Oct. 9, 2 p.m.</p> <p>Online Training</p> <p>CeTEAL offers Blackboard training online. To register for online sessions, visit coastal.edu/ceteal.</p>
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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

QM Rubric Coach Training
October 18, 8:30 a.m. to 3:30 p.m.
Applying the QM Rubric Workshop
Information and Registration: coastal.edu/ceteal