

Summer 7-2013

## CeTEAL News, July/August 2013

CeTEAL, Coastal Carolina University

Follow this and additional works at: <https://digitalcommons.coastal.edu/ceteal-news>



Part of the [Higher Education Commons](#)

---

### Recommended Citation

CeTEAL, Coastal Carolina University, "CeTEAL News, July/August 2013" (2013). *CeTEAL Newsletter*. 43.  
<https://digitalcommons.coastal.edu/ceteal-news/43>

This Book is brought to you for free and open access by the Center for Teaching Excellence to Advance Learning (CeTEAL) at CCU Digital Commons. It has been accepted for inclusion in CeTEAL Newsletter by an authorized administrator of CCU Digital Commons. For more information, please contact [commons@coastal.edu](mailto:commons@coastal.edu).

# CeTEAL

Center for Teaching Excellence to Advance Learning *News*

July/August 2013

## New Faculty Liaison

Helping incoming faculty transition into the CCU environment is an important way to welcome them to our team. The Wall College of Business is supporting this effort through a new faculty liaison role.

Page 2

## Good Teaching Practice

"How can students and faculty members improve undergraduate education?" As educators, we consider this question every day. Learn more about seven principles for good practice you can integrate into your teaching.

Page 3

## Moodle Features

Whether you have tried Moodle already or you have been waiting to learn more about it, check out these new features that may motivate you to give it a try. Moodle offers some useful tools not currently available in Blackboard Learn.

Page 3

## New Faculty Checklist

What do new faculty need as they come to campus to start their new positions with the university? How can you help them get oriented to CCU and the community? Take a look at our checklist.

Page 4



## TED-Ed

Do you like TEDTalks? Do you use YouTube videos in your classroom? Learn more about integrating video into your classroom using TED-Ed, the latest innovation from TED.

Page 4

## 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 5

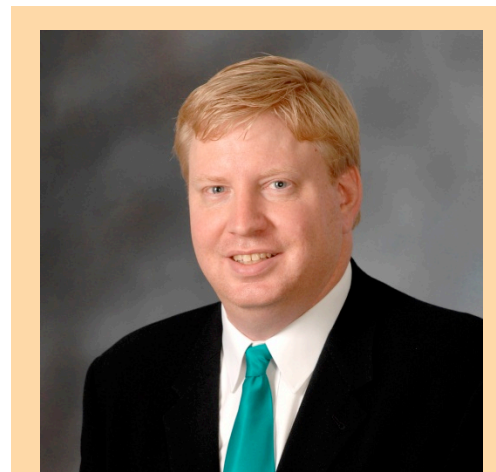


# Bringing in New Faculty

## Helping faculty settle into CCU

Have you ever wondered what to do to help someone you have hired become a member of the team? Consider the new faculty member's perspective and your own. He or she may be experiencing some psychological let-down between signing the offer letter and starting their new position. New faculty members come from different and varied backgrounds and experiences, and they may not have higher education experience, which could manifest itself as anxiety about how this is all going to work. At the same time, most of these folks are moving, possibly selling their homes and, at the very least, packing up all of their belongings into a truck to bring to a new place.

As the veteran faculty member, you will want the new faculty member to experience a smooth transition as they become a part of



**Faculty Spotlight: Lee Shinaberger**  
Lee Shinaberger is a lecturer in the Wall College of Business Administration.  
Page 2

your team. We have developed a checklist (page 4) of activities to consider as you take on your role as a mentor.

The first thing you need to do is establish communication with the new faculty member. Make contact with the new faculty member via email or phone to introduce yourself and

welcome him or her to the department/program. Your department chair will have their contact information.

When you make contact with new faculty members, provide them your contact information and ask them what is the best way to contact them (email, text messages, or mobile phone). Store this information in a readily accessible place – it is inevitable that you will be contacted when you least expect it. They may not leave information about how to contact them, because they believe you already have that information. Keeping the information somewhere that is readily accessed will help particularly if the new faculty member is in an emergency situation (i.e., the car broke down, do you know of a repair shop that is reliable they can call, or they are stuck somewhere and won't be able to get an appointment they set up with you).

Set up some personal parameters for calls, email and texting. It is okay to say you do not answer your phone after 9 p.m., or you will email a response in 24-48 hours, or you will try to respond to a text message within six hours or the next morning if the text comes in after 9 p.m. Be reasonable and set up what you are comfortable doing.

*Continued on page 2.*

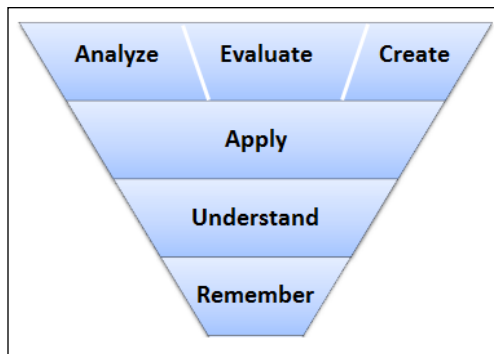
# Faculty Spotlight: Lee Shinaberger

by Lee Shinaberger

During my first semester, my mentors Sam Wathen and Dennis Rauch suggested I ask my students to work problems in class to demonstrate their proficiency. Their suggestions, combined with a couple of CeTEAL sessions (in particular Louis Keiner's Active Learning Strategies for your Courses), turned into eight case studies that are given to my students throughout the semester. The background information and questions are posted to Blackboard in advance. Most of the students choose to do the actual work in class. The advantage of working in class is the additional resources available – their peers and the instructor. Students are encouraged to discuss the case and the questions with each other, and they take advantage of it. The classroom is abuzz with activity.

The cases are written at the analysis and evaluation levels of the cognitive domain of Bloom's taxonomy. This is intentionally higher level than the homework, which is written at the lower three levels (Knowledge, Comprehension, and Application).

In order to help students attain the highest level of learning, scaffolding is used. Early



Categories in the Cognitive Domain of Bloom's Taxonomy (Anderson & Krathwohl, 2001)

questions are used as prompts to direct students' thoughts toward analysis and evaluation of the problem. The questions are sequenced to lead them to a solution. If a particular question must be answered correctly to permit students to continue, I will wait until most of the class has answered the question, and then we will discuss the answer as a group. By guiding the students when they reach the boundaries of what they can do by themselves, we help them to attain a higher level of learning (Vygotsky).

Students report that the case studies help them see the connection between the theory presented during lecture and real world



Session in progress in the CeTEAL training lab

application. I find that the case studies help students identify gaps in their knowledge prior to high stakes exams.

*Lee Shinaberger brings years of experience as a principal engineer to his role as lecturer in the Department of Management and Decision Sciences at CCU.*

## Wall College of Business Appoints New Faculty Liaison

*The Wall College of Business helps new faculty feel welcome.*

Lee Shinaberger from the Department of Management and Decision Sciences has been appointed to the role of New Faculty Liaison for the Wall College of Business. Shinaberger will contact new faculty prior to their arrival on campus and assist in their transition to Coastal Carolina University.

The new faculty liaison function supports the university's mission to recruit and retain highly qualified and motivated faculty. Assistance to new faculty may include answering questions about the internal operations of the college and the university and providing information about the surrounding community—such as recommending professional service providers, identifying social and recreational activities, and providing information about school districts.

### New Faculty Orientation

August 13 - 14, 2013

For more information  
email [ceteal@coastal.edu](mailto:ceteal@coastal.edu)

### Bringing in New Faculty

*(Continued from page 1.)*

Ask faculty what they need. Generally, new faculty members are new to the area and will want some help in identifying reliable sources for personal, family or work needs. This is where your knowledge and personal resources are most helpful. Provide names and resources as you can, but be careful not to set up a situation where you are making the contacts for them. This is their opportunity to connect with the community. Balance how much information you give or send. It is detrimental if you do not give enough information and equally detrimental if you give too much and overwhelm them.

Be a gracious host and introduce them to the people who will be most helpful. Your new colleagues may want to have some guidance about how to set up their work place. Introduce them to the department's administrative assistant. Administrative assistants are the backbone of any organization, and will be a great source of knowledge for the new faculty member.

In addition to providing new faculty members with information about the nuts and bolts of the university, start thinking about their socialization. Establish a schedule for contacting them to check on their progress and remind them of various CCU social, cultural and athletic events. Encourage them to make the effort to participate and network with their new colleagues.

Networking may be accomplished in a variety of ways. Set up some sequential events (First Fridays, Game Night, etc.) to integrate them into the department or college. CeTEAL arranges a social event for the new faculty once a month in addition to New Faculty Seminars. Introduce them to others in the department and around the university who may have similar interests. Make them feel welcomed into the university community and help them **Feel the Teal**.

*Continued on page 4.*

## TECH TIPS &amp; UPDATES

**Respondus Quiz Builder Update**

Respondus Quiz Builder is a software used by faculty to quickly and easily upload tests into Blackboard and Moodle. CCU faculty have access to the software through an annually renewed campus-wide license. Each year on July 31, the Respondus Quiz Builder software asks users for an **updated license number** to renew the program on individual computers for another year. The new license number will be listed in the Respondus site in your Blackboard course list. If you no longer have access to the Respondus site in Blackboard or would like to try Respondus Quiz Builder, please email [blackboard@coastal.edu](mailto:blackboard@coastal.edu) to request access to the site.

**Moodle Updates**

The Moodle pilot is continuing with Phase 3 in the fall, and Moodle will be available for Fall 2013 courses. To request Moodle courses, use the Blackboard [course request form](#), and let us know in the comments area which of the courses you would like to add to the Moodle system.

CeTEAL will offer Moodle training throughout July and August. To find and register for Moodle training sessions, visit the CeTEAL website: [coastal.edu/ceteal](http://coastal.edu/ceteal).

**Moodle Features****Moodle Attendance Module**

Moodle offers an attendance module that allows the instructor to take attendance within the class. The Moodle attendance module offers several helpful features including:

- easy grading of student attendance
- options to designate an absence as excused or unexcused
- space for comments for each student/class meeting
- student access to review their own attendance record

Once the attendance module has been set up within the course, taking attendance is simply a matter of clicking down the list of students to select their attendance status.

**To add the attendance module to your Moodle course:**

1. On the main page of your course, in the upper right corner, click **Turn editing on**.
2. Select **Attendance** from dropdown list in the *Add a block* block on the lower left side of the screen. The *Attendance* block will appear just above the *Add a block* block.
3. In the content area of the course, click **Add an activity**.
4. Select **Attendance** from the activity list.
5. Select your desired settings and click **Submit**. The attendance module will appear in the content area.

For more information on how to set up the attendance module to suit your particular class, visit [libguides.coastal.edu/moodlefaculty](http://libguides.coastal.edu/moodlefaculty).

**Big Blue Button**

Big Blue Button is a web conferencing tool being tested within our Moodle environment. Big Blue Button offers basic web conferencing features such as webcam and audio sharing, chat, and desktop or document sharing. Big Blue Button is simple to use and has great potential as a tool for conferencing with other class participants. If you would like to try Big Blue Button, email [moodle@coastal.edu](mailto:moodle@coastal.edu) for more information.

Visit the Moodle website ([coastal.edu/moodle](http://coastal.edu/moodle)) for more information on

Moodle and to keep up with the “Moodle Project” updates and timeline.

To request a practice course in Moodle email [moodle@coastal.edu](mailto:moodle@coastal.edu).

**Seven Principles for Good Practice in Undergraduate Education**

*Improving student learning outcomes is the primary goal of quality education and the focus of CeTEAL's Faculty Teaching training series.*

“Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.” (Chickering and Gamson, 1987)

*The Seven Principles for Good Practice in Undergraduate Education*, albeit “old” in terms of research, still speaks to higher education. Chickering and Gamson asked this question: “How can students and faculty members improve undergraduate education?” Through their research, they compiled a response to the question including seven principles for good practice. According to Chickering and Gamson, good practice in undergraduate education:

- encourages contacts between students and faculty,
- develops reciprocity and cooperation among students,
- uses active learning techniques,
- gives prompt feedback,
- emphasizes time on task,
- communicates high expectations
- respects diverse talents and ways of learning.

Student outcomes will improve by applying these seven principles in undergraduate classes. The principles address the “how” of instruction and apply to any subject area. Engaging students in and out of class and showing concern for their wellbeing has a positive effect on student learning. Social beings need to work together, learn from one another, share ideas and create community. Expect pushback from students who have been trained to be the receivers of information and are accustomed to working in isolation.

Timely instructor feedback allows students to assess their own learning. Having time to reflect makes learning deeper. Time management, an issue for some students, may be alleviated through instructor expectations of time on task and performance. The one-size-fits-all concept does not apply in education.

*Continued on page 4.*

## Seven Principles for Good Practice

(Continued from page 3)

Allowing students to demonstrate outcomes through various channels will enable growth.

CeTEAL offers a variety of sessions on topics such as QEP, innovative and emerging technologies, and teaching effectiveness that may help you put some or all of the seven principles into practice. Visit the CeTEAL website ([coastal.edu/ceteal](http://coastal.edu/ceteal)) to find and register for sessions.

*Reference: Chickering, Arthur W., & Gamson, Zelda F. (1987, March). The seven principles for good practice in undergraduate education. AAHE Bulletin, 3. Retrieved from [eric.ed.gov/PDFS/ED282491.pdf](http://eric.ed.gov/PDFS/ED282491.pdf)*

## Integrating Video into Your Classroom with TED-Ed

*Using videos to expand your teaching activities can be an excellent way to begin the process of "flipping" your classroom.*

Integrating video lessons into your teaching may be easier than you think. As the flipped classroom concept gathers proponents, an increasing number of "flip-appropriate" resources are appearing including TED's latest initiative: TED-Ed. TED-Ed is a great way to integrate videos into a cohesive lesson.

With TED-Ed you can use any video available on YouTube to build customized lessons. The innovative new platform allows you to select a YouTube video and add:

- student learning outcomes,
- open-ended or multiple choice questions,
- links to further resources,
- discussion questions.

Once the lesson is developed, you can assign the video lesson to your students and track their answers.

TED-Ed lends itself perfectly to the flipped classroom model, but it can also be used for pre-class activities or homework in a face-to-face, distance or hybrid class.

For more information on TED-Ed, visit [ed.ted.com](http://ed.ted.com).

For more information on flipping your classroom, contact [ceteal@coastal.edu](mailto:ceteal@coastal.edu).

## Bringing in New Faculty

(Continued from page 2)

Provided below is a handy checklist of items to consider when bringing in new faculty members. This list is not exhaustive, but it will give you a good starting point in providing your new faculty member with the tools they need.

- **Make contact with new faculty members via email or phone.**
- **Give them your contact information.**
- **Ask them for their contact information and preferred method of contact.**
- **Set up some personal parameters for calls, email and texting.**
- **Provide an introduction to the university and its role in terms of the community and academics.**
- **Provide access to organization charts (HREO website).**
- **Review their role as a faculty member** including: teaching, intellectual contributions (scholarship), service, advising, assessment, experiential learning, and promotion and tenure expectations.
- **Introduce them to the department administrative assistant.** Administrative assistants are the backbone of any organization, and the new faculty member can check with this person about:
  - Office space and name placard for office
  - Phone number for their office and the administrative assistant
  - Equipment - computer, copy machine, etc.
  - Furniture - desk, chair, book shelves, file cabinets, etc.
  - Supplies - where to get them, tablets of paper, sticky notes, tape, staples, paperclips, etc.
  - Name badge and business cards
  - Mailbox and campus address
  - Process to mail or fax letters from/to the college
- **Have them contact ITS if their username has been lost in the mail.** They can visit ITS online to request assistance: [coastal.edu/its](http://coastal.edu/its)
- **Have them check with Human Resources.** Is there paperwork they need to complete, have they had their individual meeting to discuss benefits and set up their accounts, have they attended needed training (must complete Sexual Harassment Prevention, Active Shooter, and Title IX training by August 31).
- **Remind them to get their ID and parking stickers.** CeTEAL and HREO will send them information about this. HREO provides tours that allow the new faculty to see the university and provides stops for getting their ID and parking stickers. (Sign up online: HREO "Workplace.")
- **Introduce them to the department chair, if possible.**
  - They will need to know about posting and determining how many office and/or advising hours are required for their department.
  - They will need to request a master syllabus, if available, for each of the courses they will teach in the upcoming semester.
- **Provide information on ordering books.** They should make sure books show up in the bookstore (HTC Center) and online.
- **Help them get their final schedule.** Check WebAdvisor to make sure their courses are listed with their name attached. If not have them contact their department chair.
- **Help them set up Blackboard (or Moodle) account.** Blackboard (or Moodle) accounts can be set up by sending a request to [blackboard@coastal.edu](mailto:blackboard@coastal.edu) or [moodle@coastal.edu](mailto:moodle@coastal.edu). Courses can be requested using the online course request form on the Blackboard website.
- **Direct them to the training website through CeTEAL.** Go to [coastal.edu/ceteal](http://coastal.edu/ceteal) to view and register for sessions.
- **Introduce them to the college/department library liaison.**
- **Introduce them to the college IRC (information resource consultant).**
- **If they have a disability, suggest they contact Lamonica L. Yates, director of Employee Services in HREO.**
- **Provide some helpful websites:**
  - CCU Faculty Manual: [coastal.edu/academics/facultysenate/manuals.html](http://coastal.edu/academics/facultysenate/manuals.html)
  - Quality Enhancement Program: [coastal.edu/elo](http://coastal.edu/elo)
  - HREO: [coastal.edu/hreo/workplace](http://coastal.edu/hreo/workplace)

# CeTEAL Training Schedule

The full CeTEAL training schedule can be found online at [coastal.edu/ceteal](http://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](http://coastal.edu/ceteal)



Make an Appointment



Suggest a Class



Ask a Question

## Teaching & Technology Week - August 5-8

Course Design Workshop: Developing a Syllabus Aug. 5, 9 a.m.	Moodle: Rubrics Aug 6, 2:30 p.m.	Moodle: Managing Assignments July 16, Noon	Moodle: Organization Aug. 6, 10:30 a.m.	Guidelines for Test Development July 23, 10 a.m.
(Re)Constructing Your Syllabus Aug. 5, 1:30 p.m.	3-in-30: Mindmapping Aug. 6, 3:45 p.m.	Moodle: Communication Tools July 22, 10 a.m.	Moodle: Managing Your Assignments Aug. 7, 9 a.m.	<b>Microsoft Products</b>
What to do the First Day of Class Aug. 5, 3:30 p.m.	3-in-30: Mindmapping Aug. 7, 10 a.m.	Moodle Testing (with Respondus) July 23, 2 p.m.	Introduction to Moodle Aug. 8, 9 a.m.	PowerPoint 2010: From Planning to Presenting - Session 1 July 26, 10 a.m.
Rubrics Simplified: A Workshop for Developing Your Rubric Aug. 6, 1 p.m.	Getting Your Students to do the Reading Aug. 7, 1:30 p.m.	Introduction to Moodle July 29, 10 a.m.	<b>Assessment</b>	PowerPoint 2010: From Planning to Presenting - Session 2 Aug. 2, 10 a.m.
	Problem-based Learning Aug. 8, 9 a.m.	Moodle: Gradebook July 31, 1 p.m.	Critical and Reflective Analysis Through Rubrics July 18, 9 a.m.	PowerPoint 2010: From Planning to Presenting - Session 3 Aug. 23, 10 a.m.
	<b>Moodle</b>	Introduction to Moodle Aug. 6, 9 a.m.	Amazing 3x5 Notecard and CATS July 18, 1:30 p.m.	

## CeTEAL Staff

**Dodi Hodges**  
Director of CeTEAL /  
Associate Professor  
Kimbel Library Room 210  
843.349.2321  
[jhodges@coastal.edu](mailto:jhodges@coastal.edu)

**Tracy Gaskin**  
Senior Course Management  
System Administrator  
Kimbel Library Room 217  
843.349.2790  
[tgaskin@coastal.edu](mailto:tgaskin@coastal.edu)

**Jean Bennett**  
Instructional Designer  
Kimbel Library Room 217  
843.349.2481  
[jbennet1@coastal.edu](mailto:jbennet1@coastal.edu)

**Jennifer Shinaberger**  
Assistant Director of Distance  
Learning and CeTEAL  
Kimbel Library Room 208  
843.349.2737  
[jshinabe@coastal.edu](mailto:jshinabe@coastal.edu)

**Jim Streicher**  
Course Management  
System Administrator  
Kimbel Library Room 217  
843.349.2634  
[jstreiche@coastal.edu](mailto:jstreiche@coastal.edu)

**Dena Gordon**  
Administrative Assistant  
Kimbel Library Room 210  
843.349.2353  
[dgordon@coastal.edu](mailto:dgordon@coastal.edu)

## 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  
**Gabrielle Wirth** - CCU Student

## CeTEAL Online Resources

- ◆ [coastal.edu/ceteal](http://coastal.edu/ceteal)
- ◆ [coastal.edu/blackboard](http://coastal.edu/blackboard)
- ◆ [libguides.coastal.edu/moodlefaculty](http://libguides.coastal.edu/moodlefaculty)