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 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 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.

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

New Faculty Orientation

August 13 - 14, 2013

For more information email 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.
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 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.

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.

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 for more information.

Visit the Moodle website (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.

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.
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.

For more information on flipping your classroom, contact ceteal@coastal.edu.
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.

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Location</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Design Workshop: Developing a Syllabus</td>
<td></td>
<td>Aug. 5</td>
<td>9 a.m.</td>
</tr>
<tr>
<td>(Re)Constructing Your Syllabus</td>
<td></td>
<td>Aug. 5</td>
<td>1:30 p.m.</td>
</tr>
<tr>
<td>What to do the First Day of Class</td>
<td></td>
<td>Aug. 5</td>
<td>3:30 p.m.</td>
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<tr>
<td>Rubrics Simplified: A Workshop for Developing Your Rubric</td>
<td></td>
<td>Aug. 6</td>
<td>1 p.m.</td>
</tr>
<tr>
<td>Moodle: Rubrics</td>
<td></td>
<td>Aug 6</td>
<td>2:30 p.m.</td>
</tr>
<tr>
<td>3-in-30: Mindmapping</td>
<td></td>
<td>Aug. 6</td>
<td>3:45 p.m.</td>
</tr>
<tr>
<td>3-in-30: Mindmapping</td>
<td></td>
<td>Aug. 7</td>
<td>10 a.m.</td>
</tr>
<tr>
<td>Getting Your Students to do the Reading</td>
<td></td>
<td>Aug. 7</td>
<td>1:30 p.m.</td>
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<tr>
<td>Problem-based Learning</td>
<td></td>
<td>Aug. 8</td>
<td>9 a.m.</td>
</tr>
<tr>
<td>Moodle: Managing Assignments</td>
<td></td>
<td>Aug. 6</td>
<td>10:30 a.m.</td>
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<tr>
<td>Moodle: Communication Tools</td>
<td></td>
<td>July 16</td>
<td>Noon</td>
</tr>
<tr>
<td>Moodle: Managing Your Assignments</td>
<td></td>
<td>Aug. 7</td>
<td>9 a.m.</td>
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<tr>
<td>Moodle Testing (with Respondus)</td>
<td></td>
<td>July 23</td>
<td>2 p.m.</td>
</tr>
<tr>
<td>Introduction to Moodle</td>
<td></td>
<td>Aug. 8</td>
<td>9 a.m.</td>
</tr>
<tr>
<td>Critical and Reflective Analysis Through Rubrics</td>
<td></td>
<td>July 18</td>
<td>9 a.m.</td>
</tr>
<tr>
<td>Amazing 3x5 Notecard and CATS</td>
<td></td>
<td>July 18</td>
<td>1:30 p.m.</td>
</tr>
<tr>
<td>Guidelines for Test Development</td>
<td></td>
<td>July 23</td>
<td>10 a.m.</td>
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</tbody>
</table>

Microsoft Products

- PowerPoint 2010: From Planning to Presenting - Session 1
  - July 26, 10 a.m.
- PowerPoint 2010: From Planning to Presenting - Session 2
  - Aug. 2, 10 a.m.
- PowerPoint 2010: From Planning to Presenting - Session 3
  - Aug. 23, 10 a.m.

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
- coastal.edu/blackboard
- libguides.coastal.edu/moodlefaculty