

Spring 5-2013

CeTEAL News, May/June 2013

CeTEAL, Coastal Carolina University

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CeTEAL

Center for Teaching Excellence to Advance Learning *News*

May/June 2013

New Library Tools

Locating study space and available computers has become much easier in the Kimbel Library and Bryan Information Commons. Find out how you can locate these valuable resources.

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New Faculty Activities

CeTEAL helps new faculty learn about Coastal Carolina University and the campus community through social activities.

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Student Engagement

Looking for ways to engage your students in the learning process? Why not give students an opportunity to show their creativity? Take a look at some free and fun online programs students can use to create class projects and assignments.

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Summer Moodling

ITS has announced that the Moodle course management system will be available for Maymester, Summer I and Summer II courses. Find out how to request Moodle course, register for Moodle training and keep track of the latest Moodle updates.

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Quality Matters Rubric

The Quality Matters Rubric with its eight general standards is the guiding document for distance learning course quality within the QM program. Learn more about the QM general standards.

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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.

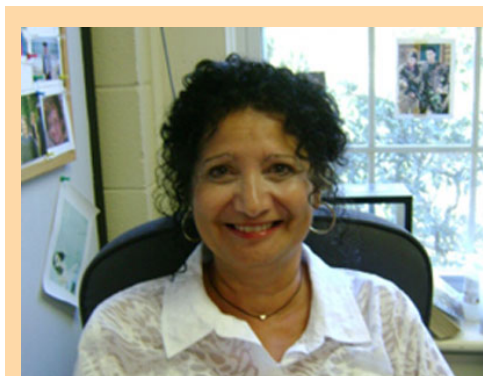
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CeTEAL Refines Mission and Vision

Strategic Planning Under Way

CeTEAL's staff and advisory board recently participated in a strategic planning retreat in the Kline Hospitality Suite. Provost Robert Sheehan welcomed the group to the day-long event. Professor Barbara Ritter led the group in a successful discussion to clearly identify the vision for CeTEAL and begin the strategic planning for the upcoming year. The strategic planning included ideas for development of the Center over the next several years.



Faculty Spotlight: Karen Aquirre

Karen Aquirre is an associate professor and chair of the Department of Biology.

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During the second half of the day, Katie Walbourne and Kimberly Raymond from Human Resources and Equal Opportunity led the group through some team-building activities. These activities were important to continue the process of community building for the CeTEAL staff and advisory board. As a result, the staff and some of the advisory board met the following Tuesday to revise the mission statement, develop a vision statement

and clearly identify items for CeTEAL's strategic plan.

Our Mission:

The Center for Teaching Excellence to Advance Learning (CeTEAL) seeks to promote a culture of excellence in teaching and learning at Coastal Carolina University by facilitating the integration of proven pedagogical techniques into the instructional process and encouraging the development of a University-wide community of reflective practitioners.

Our Vision:

To be a strength-based collaborative group of faculty developers who provide an inclusive, safe and dynamic environment to engage, inspire and motivate all faculty to innovate in teaching, research and leadership.

We are finalizing our strategic plan for 2013-2014 and will have it posted on our website this summer. We are excited to work with all of the instructors on campus and look forward to a very successful, innovative year.

For more information about CeTEAL's plans for the future, contact ceteal@coastal.edu.

Faculty Spotlight: Karen Aguirre

by Karen Aguirre

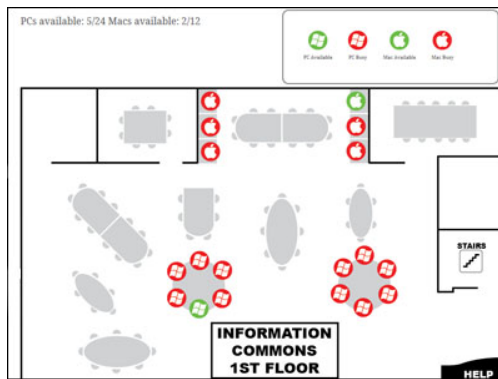
I came aboard in the Department of Biology at Coastal Carolina University in the fall of 2004. I have taught Cell Biology, Biological Science I, and Immunology. This year, I was appointed an HHMI/NIH/NSF PULSE fellow. PULSE (Partnership for Undergraduate Life Sciences Education) is an organization of about 600 members, formed shortly after these three science funding agencies published their Vision and Change document. Vision and Change addresses the emerging crisis in our nation's STEM pipeline.

American universities are not producing the quantity and quality of scientists needed in an increasingly challenging and competitive global technical workplace. Vision and Change calls for a revolution in our pedagogical practices in biology, moving from a model that is largely lecture- and test-driven to one that focuses on active learning and student engagement in research and practice, and relies on an empirical approach to teaching science. Vision and Change calls for a curriculum that is largely concept- and competency-based, rather than one that has content delivery as its organizing principle. The 40 PULSE fellows, all department chairs, associate deans and deans, began their fellowship year in October 2012. We are divided into four complementary smaller teams, each with a discrete task that is part of the larger one of catalyzing Vision and Change at the departmental level.

One team has been focusing on promoting a national PULSE conference and four smaller yearly regional conferences to highlight research and training in the scholarship of discipline-specific biology teaching and learning. These affordable conferences would be attended by teams from institutions, comprised of students, associated faculty, tenured and tenure-track professors and an administrator.

A second team is hard at work recruiting and training PULSE Ambassadors. The ambassadors would, upon invitation from biology departments, come on campus and bring technical expertise in whatever the department asked for, e.g., organization of an effective mentoring system, or alignment of curriculum with Vision and Change principles, or formulating a departmental strategic plan or designing more efficient classroom space.

The third team's task is compiling a comprehensive array of instructional



Library map shows the location of available computers

resources at experiment, course and program levels in both biomedical and ecological disciplines, and making these easily accessible through a web-based central HHMI/NIH/NSF clearinghouse.

The fourth team is developing a set of rubrics used as a diagnostic tool and roadmap to guide departments at two-year, four-year liberal arts, four-year regional comprehensive, or large research universities in transforming their biology program into one aligned with the principles of Vision and Change. The rubrics are also envisioned as the basis of a Vision and Change accreditation program that would enhance recruitment of promising and talented students and faculty, and be acknowledged and validated by the major funding agencies as a significant factor in making funding decisions.

For more information on PULSE, contact Aguirre at knaquirr@coastal.edu, or visit www.pulsecommunity.org

Library Patrons Use Resource Maps

Kimbel Library's Department of Library Technology and Systems (LTAS) has introduced two tools to help library patrons find study spaces and available computers in the library and the information commons

Many faculty members send students to Kimbel Library and Bryan Information Commons to conduct research, to use computers and software, and to study and practice presentations. As a result of the high volume of students served by the library and information commons, John Felts, head of Library and Technology and Systems (LTAS), said, "We were noticing that students were either unable to locate an available computer or could not find a computer with their preferred operating system." To remedy this, LTAS consulted with information resource consultant Jason Leary who developed a series of dynamically generated [computer availability maps](#) that display which computers are available in Kimbel Library and



New faculty participate in kayak outing

the Bryan Information Commons. These maps are updated every two minutes so the information is virtually real-time. The maps are available from the television monitors in the commons, the library website, and the library's mobile interface. Students who are coming to the library can use their smart phones or other mobile devices to see which computers are available, where the computers are located, and each computer's respective operating system. Faculty can point this service out to students to help them locate library resources.

Additional information is available through [image maps](#) of the library and information commons spaces. With the addition of the information commons, new space, new services and new technologies are available. To help library patrons better understand new services and resources in the information commons as well as in the library, LTAS has created intuitive, user-friendly floor maps. Not only are the maps helpful for general orientation and for locating printers, elevators and restrooms, but they provide pop-ups that describe and link to in-depth information about the available technology and seating in each of these rooms.

Links to the library's computer availability maps and image maps can be found on the library's website under the "Research" header at the bottom of the page.

New Faculty Activities Foster Connections

One of CeTEAL goals is to help prepare new faculty for life at Coastal Carolina University.

As an extension of new faculty orientation, CeTEAL schedules several social activities each semester to give new faculty a chance to connect with the CCU community. Recently, new faculty were invited to a kayak trip at Cox Ferry Landing organized by the Outdoor Recreation Center. Other activities organized by CeTEAL include outings to Oktoberfest at Market Commons, opening day for women's basketball and social hour at Handley's.

TECH TIPS & UPDATES

Increasing Student Engagement

One way to increase student interest and engagement in class assignments is to capitalize on the wide variety of easily accessible technologies that can be used to produce student work. For example, you might set up an assignment or project that allows students to use free technology to produce their choice of a website, an online poster or an animated presentation, rather than a written paper.

Listed below are several examples of free online programs students might use to produce a multimedia project.

Weebly

Weebly is a quick and easy online tool used to build websites and blogs. Weebly allows the user to add web elements such as text, images and videos onto a webpage through a simple drag-and-drop method. No web design skills are required to use Weebly, and students can easily set up public or private options for sharing. The program can be used for group projects with the option to have several editors.

Glogster

Glogster is an online tool used to create digital multimedia posters. Students can build an online poster containing text, images and videos, and then share the poster with others. Glogster is free and easy to use with drag-and-drop and browsing features for adding content. Glogster has public and private sharing options.

Voki

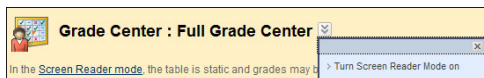
Voki can be used to create customized animated avatars that can deliver audio through voice recordings or text-to-speech conversion. Voki has more than 200 characters to choose from and allows audio messages of up to 60 seconds. Voki is free and easy to use, and Voki avatars can be linked or embedded online.

To learn more about creative ways to use these tools, contact CeTEAL at ceteal@coastal.edu.

Blackboard Updates**Grade Center Display Problem in IE 10**

The recent release of Internet Explorer 10 has caused problems with the display of the Blackboard grade center on some computers. If the grade center in your course is not displaying properly, you might try using either **Mozilla Firefox** or **Google Chrome** as your Internet browser for Blackboard.

Another option is to switch your grade center screen over to screen reader mode. Screen reader mode will allow you to see existing grades as usual and to add or edit grades through a dropdown list function. To turn on the screen reader mode, click the dropdown arrow beside the title at the top of the grade center (see below) and select Turn Screen Reader Mode on from the dropdown box.



Keep track of the latest Blackboard updates in the new “News and Updates” block on CCU’s Blackboard website: www.coastal.edu/blackboard

Moodle Updates

Moodle will be available for Maymester, Summer I and Summer II courses. To request Moodle courses, use the usual 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.

The look of Moodle may change slightly early this summer with the rollout of an improved theme that will provide a cleaner look and more screen real estate.

CeTEAL will offer Moodle training throughout the summer. To find and register for Moodle training sessions, visit the CeTEAL website: www.coastal.edu/ceteal.

ITS has released its new Moodle website: www.coastal.edu/moodle. Check out the new site for information on “Moodle Project” updates and timeline.

Understanding the Quality Matters Rubric

The Quality Matters rubric is an excellent tool for ensuring quality in distance learning courses. The article below is part two of a series describing the QM program.

The QM rubric is the guiding document in a QM course review. Understanding the components known as standards will help enable novice and seasoned instructors to have a better approach to their course design. The rubric is based on research and divided into eight general standards supported by 41 specific standards with annotations. The eight general standards include:

- Course Overview and Introduction
- Learning Objectives (Competencies)
- Assessment and Measurement
- Instructional Materials
- Learner Interaction and Engagement
- Course Technology
- Learner Support
- Accessibility

The specific standards with annotations guide the peer reviewer to look for items that satisfy the specific standard. There are many ways to meet a specific standard in a course’s design.

The concept of alignment is unique to the QM rubric. Alignment occurs when “critical course components” (Standards 2-6) work together to achieve the expected outcomes. For example, if the learning objective is “After completing the lesson, the student will be able to organize and interpret information using historical graphs of the Battle of Gettysburg” and the assessment/ measurement of this objective is a multiple choice test with no graphs provided, then alignment is not achieved. Alignment would not be achieved because the assessment does not measure the objective. A peer reviewer would make note of this discrepancy and offer suggestions on how to meet alignment.

There are many different ways to achieve alignment within a course to meet the standards of the QM rubric. Understanding what the standards are and how alignment works will make for a Quality Course and benefit students’ learning. For an informal QM review of your course or to learn more about QM contact Jean Bennett at jbennet1@coastal.edu.



CeTEAL Training Schedule

The full CeTEAL training schedule can be found online at www.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.
www.coastal.edu/ceteal



Make an Appointment



Suggest a Class



Ask a Question

Distance Learning

Distance Learning Boot Camp includes:

- Course Design for Distance Learning
- What to do the First Week of Class
- Creating a Distance Learning Syllabus
- Transitioning Face-to-Face to an Online Environment
- Assessing the Quality of Your DL Course
- Providing Digital Feedback to DL Students

May 13 - 16, all day

Moodle

Introduction to Moodle
May 13, 3 p.m.

Moodle Communication Tools
May 15, 9 a.m.

Moodle Assignments
May 15, 10 a.m.

Moodle Testing
May 15, 11 a.m.

Moodle Gradebook
May 15, 1 p.m.

Introduction to Moodle
May 23, 10:50 a.m.

Introduction to Moodle
June 5, 3 p.m.

Moodle Testing (with Respondus)
June 7, 10 a.m.

Innovative Technology

International Perspectives: The MOOC and Campus-Based Learning
May 1, Noon

Leveraging QR Codes in Higher Education
May 7, 11 a.m.

Narrated PowerPoint
May 24, 10:45 a.m.

3-in-30: Photo Editing
May 24, 11 a.m.

3-in-30: Tools to Encourage Engagement
May 21, 9 a.m.

Faculty Leadership

Bringing in New Faculty: Best Practices
May 8, 9 a.m.

Integrating Research, Teaching, and Service
May 20, 9 a.m.

Building A Professional Portfolio
May 20, 1 p.m.

Blackboard Learn

Blackboard: Managing Assignments
May 16, 10 a.m.

Blackboard: Building and Managing Tests
May 16, 11 a.m.

Blackboard Learn: Managing the Grade Center
May 16, 1 p.m.

Looking for a session?

Interested in a session we have offered in the past? Check out our [catalog](#) of available sessions.

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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 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

www.coastal.edu/ceteal

www.coastal.edu/blackboard

libguides.coastal.edu/moodlefaculty