COASTAL CAROLINA UNIVERSITY

CeTEAL News

Center for Teaching Excellence to Advance Learning

Faculty Focus: Innovative Teaching | September/October 2017

What My Students Taught Me about Role Play as Pedagogy

Elizabeth Baltes, assistant professor, visual arts, Edwards College of Humanities and Fine Arts

Of course I try to be engaging in the classroom. I ask my students questions; I try to engage them in debate; I show them why art made thousands of years ago matters today. Sometimes everything clicks and the classroom comes alive, but sometimes my students don't respond the way I hope they will (and the way I know they can). They seem active and engaged—they're taking furious notes, at least—but when I ask them a question… nothing happens. They stare at me as if I'm speaking a different language. I wait, patiently, hoping they're thinking through what they want to say, and then… more nothing. This was my experience most days in a small Honors section of a 100-level course I was teaching recently.

To say that my students were quiet in the classroom is an understatement, but when they turned in written assignments, I could see their minds working in creative ways. I had talked with them individually during office hours and academic coaching, and I knew they could be making thought-provoking contributions to class discussion. Why weren't they? It occurred to me that students, and perhaps especially Honors students, might be reluctant to speak in class because they're afraid of being wrong. So I decided to try a new approach.

Continued on Page 5.

Dual Keynotes Mark CCRC Fifth Anniversary

Amy Edmunds

The Campus and Community Research Collaborative (CCRC) celebrates its fifth anniversary on Oct. 12 with an expanded program across multiple venues. CCRC kicks off with its Newcomers Orientation…

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Learning Science through Kitchen Chemistry

Drew Budner

Why do we add salt to the water when cooking pasta? Why are great biscuits flakey but baguettes are firm and airy? These are the types of questions that I have students address in my Kitchen Chemistry course.

(article on Page 3)

Lessons for Teaching, Learning and Leading

Amy Eiben

In May 2017, I attended The Innovative Library Classroom (TILC), a one-day conference hosted at Radford University. The theme for this year's conference was "Teaching, Learning and Leading." While TILC…

(article on Page 3)

Flipped Classroom: Lessons Learned

Lee Shinaberger

I have been intrigued by the idea of flipping my classroom for many years. After attending a half-dozen presentations at various teaching and learning conferences, I felt I had learned enough to try it….

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CeTEAL™
Center for Teaching Excellence to Advance Learning
COASTAL CAROLINA UNIVERSITY

Dual Keynotes Mark CCRC Fifth Anniversary

Amy Edmunds, lecturer, health sciences, College of Science

The Campus and Community Research Collaborative (CCRC) celebrates its fifth anniversary on Oct. 12 with an expanded program across multiple venues.

CCRC kicks off with its Newcomers Orientation in Johnson Auditorium at 8:30 a.m. Breakout sessions immediately follow at 10 a.m.

Dual keynotes will be hosted in Wheelwright Auditorium at 11:30 a.m. Both represent the South Carolina Department of Health and Environmental Controls. Myra Reece, director of Environmental Affairs, oversees DHEC's Office of Environmental Quality Control and Office of Ocean and Coastal Resource Management. Nick Davidson, director of Community Health Services, ensures service delivery of DHEC's community health clinics.

Myra Reece

Nick Davidson

The signature of CCRC remains its speed-dating luncheon scheduled in Atheneum Hall at 1 p.m. During this time, faculty engage with community partners to yield dynamic student learning outcomes.

CCRC is supported by the Office of the Provost and the Office of the Vice President for Research and Emerging Initiatives.

Pre-registration is requested. Attendees may register for the specific activities or the entire day. (This registration is not through CeTEAL.)

For more information, contact Amy Edmunds at aedmunds@coastal.edu or 843.349.2441.

CeTEAL Special Interest Groups

Jenn Shinaberger, director of CeTEAL

This fall, CeTEAL will be piloting several special/shared interest groups (SIGs) for the 2017-18 academic year. The SIGS will bring interested faculty and staff together around common topics of interest. With the SIG program, we hope to build community, increase collaboration across campus and establish communities of practice at CCU to provide a framework for sustained professional development, dialogue and research.

The SIGs may be cross-disciplinary, including faculty and staff who examine a topic through the lenses of many fields. SIGS may also be cohort-based where a department or previously established group participates in one of the proposed topics.

The format for each SIG will be decided upon by the members of group. Ideally, each SIG would schedule an initial meeting, and then set goals and plan activities for the year, such as establishing meeting times and a communication plan such as a SIG website in Moodle or another team platform. The initial idea is to connect the groups and see what is possible.

If you are interested in learning more about CeTEAL's SIGS, visit www.coastal.edu/ceteal/programsandinstitutes. If you have questions, please email Jenn Shinaberger (jshinabe@coastal.edu) or CeTEAL (ceteal@coastal.edu.)

From The Director

Jenn Shinaberger, M.S.Ed., MPIA

In this newsletter, we take a look at some innovative teaching methods. I stopped to ask myself the question, "What is an innovative teaching method?" Is the innovation in the strategy or in the technology? If you've spent any amount of time in education, you know that some strategies termed innovative are methods you've seen before just called something different or with a new technology added. For example, take learner response systems—clickers—which can measure students' responses to questions in the classroom. Clickers have evolved from an analog clicker system where students hold up a piece of paper with an answer to web-based applications that work on any mobile device.

So is it the method or strategy that is innovative or is it the instructor who is innovative? As higher education tries to adapt to the ever-changing student body, I would argue that it is the instructors who are innovative. In this issue, we feature four instructors who are trying something different in their classrooms: Drew Budner writes about his kitchen chemistry class which is taught online; Elizabeth Baltes shares her experience with role playing and simulation-based instruction through Reacting to the Past; Lee Shinaberger discusses how he changed his classroom over several years to a flipped classroom; and Amy Eiben shares ideas for supporting innovative teaching through leadership and partnership.

Innovative instructors have something in common. They try something new, they aren't afraid to fail, they reflect on the experience and they try again.

If CeTEAL can help you with a new idea, brainstorm with you or serve as a sounding board, please let us know.

-Jenn

Faculty Focus: Innovative Teaching

Learning Science through Kitchen Chemistry

Drew Budner, assistant professor, chemistry and physics, College of Science

Why do we add salt to the water when cooking pasta? Why are great biscuits flakey but baguettes are firm and airy? These are the types of questions that I have students address in my Kitchen Chemistry course. I developed Kitchen Chemistry to be a fully online lecture and laboratory course that satisfies a core requirement and was honored when it was designated as a COOL Exemplary Course. In this course, students explore the chemistry behind food and cooking using the text "On Food and Cooking: The science and lore of the kitchen" by Harold McGee, which is an excellent text covering a huge range of subjects relating science and food. To help further explain and clarify this material, I have created a series of video lectures. In these videos, I directly relate food and chemistry while building on previous material. The most exciting part for me is that I am helping students learn very fundamental chemical concepts through the lens of food and cooking. I love sharing my passion for both food and chemistry with students and providing non-science majors a practical application of chemistry.

In the laboratory course, the students use their own kitchens to design "experiments" to further demonstrate and solidify the chemical concepts. In addition, as a core science course, students learn and apply the scientific method while cooking good food. Some of the lab activities include investigating freezing point depression by making ice cream, investigating the formation of gluten by varying kneading times of a simple dinner roll, and investigating the chemical changes involved in fermentation by making cheese. In all the experiments, students make hypotheses, design and carry out experiments, and draw conclusions. The course asks students to make observations of not only visible differences but also taste. This allows students to put the science completely into the real world; they see, smell and taste the results of the experiments, something not possible in any other chemistry laboratory.

Just so you know, while adding salt to water slightly increases the boiling temperature, the real reason we add salt to pasta water is to improve its flavor, not to make the water boil hotter. And flakey biscuits are a result of a high fat content with little gluten formation, while a baguette typically will have lower fat content but much greater gluten formation. Which is why you have to do a lot of kneading for a baguette but little mixing for great biscuits.

Lessons for Teaching, Learning and Leading

Amy Eiben, information literacy librarian/ assistant librarian, Kimbel Library

In May 2017, I attended The Innovative Library Classroom (TILC), a one-day conference hosted at Radford University. The theme for this year's conference was "Teaching, Learning and Leading." While TILC is intended for instruction librarians, the takeaways—innovation, collaboration—could benefit anyone who teaches in higher education.

The keynote address, "Teaching, Learning and Leading: Be a Professional Triple Threat," was delivered by Rebecca K. Miller of Pennsylvania State University. Miller took an innovative approach to the role and skills of the instruction librarian, rather than the classroom itself. She emphasized transferring skills from our "teacher identities" to other contexts. For example, some pedagogies and learning theories (feminist pedagogy, Mezirow's Transformative Learning) work well to inform the development of leadership strategies. What aspects of your teacher identity can you utilize in a leadership role outside of the classroom?

Miller also made suggestions for becoming a leader even if you're lower-ranking; facilitating meetings and managing projects are great ways to start. As a new faculty member myself, this message was encouraging. We may not have proven ourselves yet as decision-makers or movers-and-shakers, but we don't have to (and shouldn't!) be supervisors or wait a couple of years before taking on leadership roles.

Kristin E.C. Green of Pennsylvania State University at Worthington Scranton is using innovation in reference and instruction. In her session, "Dust off those Encyclopedias: Using Reference Sources to Teach the ACRL Framework for Information Literacy," Green encouraged librarians to see reference works as scaffolding tools. Sometimes we forget that students have not yet reached the thresholds that we crossed long ago. We send them directly to scholarly sources for research, and that can be overwhelming when they have little or no experience navigating that realm. Green presented a great outline for moving through a first-year project in a way that reduces students' negative affective responses to the research process.

Over the course of the day, I heard variations of this phrase time and again: librarians are process experts; professors are content experts. This means that we support each other in support of student learning. This partnership was especially evident in "Library Live! Collaborating toward Heightened Information Literacy and Retention in English Composition Classes." This session was presented by two librarians (Denise Woetzel and Suzanne Sherry) and an English professor (Joshua Watson), all from J. Sargeant Reynolds Community College. Proactive librarians Woetzel and Sherry wanted their library instruction to impact retention, so they sought input from classroom teachers. Watson identified problem areas that he has seen in his students (getting over hurdles in the research process, identifying transferability of research skills) and volunteered some of his course sections for a trial run of Library Live. The program they developed might not be sustainable with the human resources that exist in many smaller academic libraries, but the active communication between library faculty and teaching faculty that they started with stands as model for successful collaboration.

Want to check out the conference content for yourself? Slides for most of the sessions can be found on the conference website: http://theinnovativelibraryclassroom.weebly.com/2017-conference.html.

Faculty Focus: Innovative Teaching

Flipped Classroom: Lessons Learned

Lee Shinaberger, lecturer, management and decision sciences, Wall College of Business

I have been intrigued by the idea of flipping my classroom for many years. After attending a half-dozen presentations at various teaching and learning conferences, I felt I had learned enough to try it. In the Fall 2014 semester, my Business Statistics flipped classroom went live. Since I began flipping, my students have demonstrated significant gains in their exam performance.

What is a flipped classroom? Strayer (2012) says flipping "… moves the lectures outside the classrooms and uses learning activities to move practice with concepts inside the classroom." I used Camtasia screen capture software to record my voice over PowerPoint and Excel lectures. Students were required to watch the videos prior to class. In class, we worked example problems using active learning techniques.

To evaluate the effectiveness of flipping, I evaluated the students' raw exam performance on four exams throughout the semester using a linear mixed model. The model included five years of data, with 1,103 students and 4,115 valid exams. The most significant effect of several interventions during those five years was the use of a flipped classroom. The typical exam performance by students with no absences improved by 5.77 percent. However, the benefit declined in students with absences, and at eight or more absences, exam performance actually declined.

Another intervention also had a significant effect. After the first semester of flipping, an informal survey found that approximately 30 percent of students did not watch the videos. In response to this, I added a short five-minute quiz to the beginning of class when students were to have watched the videos. The analysis revealed that students with no absences did not benefit from these quizzes – perhaps because they were already watching the videos. However, an interaction effect was found that indicated exam scores improved by 1.70 percent per absence.

Together, these two effects improved typical student exam performance by 5.7 percent to 8.6 percent for students with 12 or fewer absences (in a class taught three days per week). In addition, student feedback has been positive. Most of the written comments on my student evaluations of teaching are students saying how much they like the videos. In a survey administered at the end of the Spring 2017 semester, 77 students indicated they would take another flipped classroom, while 11 indicated they would not.

Flipping the classroom provided significant improvement in student exam performance for students with no absences. However, to achieve improvement for most students, a method of ensuring the students interact with the external material had to be included. Adding quizzes provided the necessary incentive, resulting in improvements in exam score of more than half a letter grade in students with 12 or fewer absences.

References

Strayer, J. F. (2010) "How Learning in an Inverted Classroom Influences Cooperation, Innovation and Task Orientation," Learning Environment Research, vol 15(2), October, p. 171-193.

CCU Welcomes New Faculty - If you see any of these new faces on campus this fall, be sure to welcome them to the University!

Faculty Focus: Innovative Teaching

Our Common Goal: Quality Service

Jason Leary, information resource consultant, Information Technology Services

Having worked at CCU as an information technology (IT) technician for the last seven years, not only have I been given an opportunity to assist others, but also to improve my technology skill set. While having the knowledge to properly assist our faculty, staff and students is important, I believe that the way we assist is just as important and, in some cases, critical to a favorable outcome. The campus community depends on quality assistance from our IT team, and great customer service is a key aspect to that assistance.

When end users avoid asking technology departments for help, it is usually due to the quality of customer service they receive, not the ability of the tech to resolve their issue. People often remember poor customer service before remembering that their technical issue was resolved. Unfortunately, this experience is not exclusive to technology departments. This is why initiatives such as CCU's Feel the Teal are important.

Since I started in the IT field, my goal has always been to treat everyone I assist as the most important person in the organization. This ensures the person I am assisting gets the best version of me. I consider customer service a skill since it is something that has to be developed and put into practice. You may interact with a person who may be a bit difficult, but you cannot let that dictate the level of service you provide.

I did not intend on this article to be an IT piece, as I feel we can all benefit from great customer service. We are all here at CCU because we bring something to the table that benefits the students. Whether we work in ITS, facilities, teaching or executive administration, we all have a variety of skills that have brought us together on this campus. The skill that we should all have in common is great customer service.

What My Students Taught Me about Role Play as Pedagogy

Continued from Page 1.

Reacting to the Past (RTTP) is a role-playing pedagogy in which students engage in a pivotal historical debate—in character. They might, for example, have to decide whether or not to award Charles Darwin the Copley medal for his work on evolution, or they might be asked to design the new democracy in ancient Athens, or decide how far the U.N. can and should intervene in the genocide in Rwanda. Each student has a role to play and arguments to make from the perspective of his or her historical character. The idea is that students take the lead inside the classroom, and the instructor steps in only when needed, as a facilitator. The heavy lifting, from the instructor's perspective, is mitigated: Each RTTP "game" comes with both an instructor's manual and student game books that include background information, key historical texts and assignments. Using this framework, debates can be modified and adapted to the needs of particular classes.

My students, I decided, would find themselves in ninth-century Constantinople, debating Byzantine iconoclasm and the role of images in religion and society. Because this was a last-minute change to my syllabus, I had only one 50-minute class session to discuss readings and set up the debate, and one session for the debate itself. On the day I tried to discuss the readings with the students, disaster seemed imminent. They would barely talk to me, much less to each other. How would they ever have a meaningful debate?

Despite my fears, on the day of the debate all my students arrived early, and one showed up in costume! The debate was certainly slow to start. Everyone seemed a little shy and reluctant, but by the end of class, every single student had asked questions and weighed in on the issues. An argument had even broken out between two characters on the nature of the divine and its relationship to images! My students were not only responding to each other (in character!), but also demonstrating a deep understanding of the texts they had read—an understanding that had not been clear from our discussions the previous class meeting. I was elated, but the feeling didn't last. Once the debate was over, the students returned to their silent note-taking. But in reflective essays, they almost all said they wished they had at least another day for debate. I wished we had had another day for debate, as well. The brief transformation of my students was jaw-dropping.

After the debate, one student told me that if she had been asked to write a traditional paper on iconoclasm, she would have thought that the subject was irrelevant because it happened so long ago. Because she had to take on and espouse someone else's ideas, though, she felt she had a stake in the outcome and that her opinion mattered. Apart from engendering all the other benefits of active learning, RTTP helps students understand the contingency of history and the importance of vigorous debate in which multiple viewpoints are heard, challenged and defended. Most importantly, it helps them find the power of their own voice.

> I plan to devote more class time to role-playing debate in the hope that students will become more comfortable with the idea of being wrong and with the understanding that disagreement and debate can be powerful tools of social change.
>
> —*Elizabeth Baltes*

What my students taught me in this brief experience is that role playing can be a way for them to engage with big ideas—and with each other—with much less reluctance and much less fear of being wrong. They taught me that in inhabiting a character, they are more willing to express an opinion because, in the end, if it's wrong (or on the losing side), it wasn't "theirs" to begin with. In the coming semesters, I plan to devote more class time to role-playing debate in the hope that students will become more comfortable with the idea of being wrong and with the understanding that disagreement and debate can be powerful tools of social change. My hope is that role playing will help my students to find their voices inside and outside the classroom.

Want to know more about RTTP? Visit their website (https://reacting.barnard.edu) or reach out to any member of the Reacting Working Group here at Coastal:

Elizabeth Baltes (ebaltes@coastal.edu)
Amanda Brian (abrian@coastal.edu)
Stephanie Miller (smiller@coastal.edu)
Shari Orisich (sorisich@coastal.edu)
Ina Seethaler (iseethale@coastal.edu)

Resources & Tips

In each newsletter, CeTEAL includes a page of resources and tips. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to cetealnews@coastal.edu.

Making Your Course Content Accessible

The tips below can help you make your online course content more accessible to students.

1. **Add the Moodle Accessibility block** to your Moodle course site. The Accessibility block provides tools students can use to customize their screen. Users can adjust font size and contrast, and use tools such as text-to-speech.
2. **Used closed captioning** for videos**.** Closed captioning supports users who are unable to hear the audio portion of the video. Captions are also beneficial for users who prefer text to audio or who are not able to play the audio.
3. **Use an accessibility checker** to review the accessibility of your documents.
   - For Microsoft Office files:
     1. Select **File** in the menu bar.
     2. Select **Check for Issues**.
     3. Select **Check Accessibility**.
   - For Adobe pdf files:
     1. Select the **Tools** tab.
     2. Select **Accessibility**.
     3. Select **Full Check**.
4. **Format documents using best practices** for accessibility:
   - Use "heading" font settings in your documents. Headings help to organize content so it is easier to navigate with a screen reader.
   - Use "alt-text" for all images that are important to the user. A screen reader does not read an image with no alt-text.
   - Use good contrast between the text and background.
   - Avoid busy backgrounds and busy content.
5. **Use the "Page" and "Book" tools in Moodle** to display content in a screenreader-friendly format.

To learn more about accessibility for your courses, contact ceteal@coastal.edu and/or attend an accessibility session. The Coastal Office of Online Learning offers an excellent session through CeTEAL called "Integration of Accessible Assignments and Activities into Your Online, Hybrid and Flex Classes."

How Turnitin Can Make Grading Easier

The Turnitin tool in Moodle has several nifty features that could streamline the way you grade student writing. Take a look at the top five reasons you should give Turnitin a try:

1. Turnitin will help you determine if students are plagiarizing material from other sources. Turnitin compares student writing to other student papers, online resources, journals and more, and then provides you with an originality report.
2. Turnitin will review student writing for grammar and spelling errors and mark those errors with an informational comment. If you want to go more in depth, you can set Turnitin to check for style, mechanics and usage as well.
3. You can create sets of frequently used comments that you can drag and drop onto your students' papers. In addition, Turnitin provides sets of commonly used writing comments that you can use.
4. Turnitin has rubric and grading guide tools that allow you to build reusable rubrics and grading guides that can be associated with any Turnitin assignment in your class and can be easily exported and imported into other classes.
5. You can provide audio feedback to students as you are reviewing their writing using a built-in recording feature that will allow audio comments of up to three minutes. Recording audio comments is a quick and easy way to provide personalized feedback.

To add a Turnitin assignment to your Moodle course:

1. Click the **Add an Activity or Resource** link.
2. Select **Turnitin Assignment 2** from the Activities list.
3. Click the **Add** button at the bottom of the list.
4. Provide a title and select settings for the assignment.
5. Click **Save and Display**.

Visit CeTEAL's Moodle Resources for Faculty site (libguides.coastal.edu/moodlefaculty) to access the Turnitin instructor user guide.

Books You Might Enjoy

Dear Committee Members: A Novel (2014)
Author: Julie Schumacher
In *Dear Committee Members*, professor Jason Fitger tells of his woes in the world of academia through a series of letters of recommendation he writes for students and fellow faculty.

Learner-Centered Teaching: Five Key Changes to Practice, 2nd edition (2013)
Author: Maryellen Weimer
Learner-Centered Teaching discusses ideas for developing a learner-centered classroom and notes the research that supports this way of teaching.

Cheating Lessons: Learning from Academic Dishonesty (2013)
Author: James M. Lang
Cheating Lessons looks at cheating through the lens of cognitive theory and provides strategies to reduce cheating and improve academic performance.

Paying the Price: College Costs, Financial Aid and the Betrayal of the American Dream (2016)
Author: Sara Goldrick-Rab
In *Paying the Price*, Goldrick-Rab discusses study data and student experiences that illustrate the high financial and personal cost of college education.

CeTEAL Faculty Development Schedule

To see our complete schedule, visit www.coastal.edu/ceteal.

Assessment/Evaluation

Understanding and Building Assessment Rubrics for Core Courses
Sept. 11, 10 a.m.
Oct. 20, 10 a.m.
Nov. 6, 11 a.m.

Assessment Institute: Overview of Assessment
Sept. 26, 1:40 p.m.
Sept. 27, 11 a.m.

Assessment Institute: Course Map and Assessment Audit
Oct. 3, 1:40 p.m.
Oct.11, 11 a.m.

Assessment Institute: Designing an Assessment Plan
Oct. 17, 1:40 p.m.
Oct. 18, 11 a.m.

Assessment Institute: Connecting Courses to Program Goals through a Curriculum Map
Oct. 31, 1:40 p.m.
Nov. 8, 11 a.m.

Assessment
Sept. 8, 9 a.m.

Creating Effective Assignments
Wed, Oct. 4, noon

Rubrics Simplified
Oct. 6, 10 a.m.

Distance Learning

Distance Learning Institute Overview
Online Online, Continuous enrollment, Self-paced

Distance Learning: Universal Design
Sept. 19, 1:40 p.m.

Distance Learning: Building Community
Sept. 22, 9 a.m.

Distance Learning: Course Organization
Sept. 8, 9 a.m.

Distance Learning: Ensuring Quality
Sept. 12, 1:40 p.m.
Sept. 29, 9 a.m.

Establishing an Online Instructor Presence
Sept. 13, 4 p.m.

Distance Learning: Activities and Assessment
Sept. 15, 9 a.m.

Using Best Practices to Update Your Online Learning Course
Online, continuous enrollment, self-paced

QAI Online
Online, continuous enrollment, self-paced

Effective Teaching

Building an Inclusive Classroom
Sept. 15, 11 a.m.

Reducing Student Stress by Reviewing with Kahoot
Sept. 20, 11 a.m.

Peer Instruction for Active Learning
Sept. 21, 10:50 a.m.

Mindfulness in the Classroom: Contemplative Pedagogy and Practice
Nov. 14, 10:50 a.m.

Technology

Monday Moodle Drop-in
Mondays at 8 a.m. from Sept. 11 through Oct. 30.

Using the Moodle Workshop Tool for Peer Review
Sept. 5, 11 a.m.
Sept. 8, 11 a.m.

Echo360 Personal Lecture Capture Basics
Sept. 5, 5 p.m.
Oct. 9, 5 p.m.

Moodle Gradebook (Basics)
Sept. 6, 11 a.m.
Sept. 25, 1 p.m.

Taking Attendance with Moodle
Sept. 6, noon

Moodle Quizzing
Sept. 18, 10 a.m.

Leadership and Service

Effective Academic Advising: It's More Than Just Picking Out Classes
Sept. 11, 1 p.m.
Sept. 12, 10:50 a.m.

Instructional Coaching: Holding the Post-Observation Conference
Sept. 13, 2 p.m.
Sept. 14, 9:25 a.m.

Instructional Coaching: Writing the Report
Sept. 20, 2 p.m.
Sept. 21, 9:25 a.m.

Accessibility

Integration of Accessible Assignments and Activities into Your Online, Hybrid and Flex Classes
Sept. 28, 9 a.m.
Oct. 18, 3 p.m.
Nov. 9, 10:50 a.m.

Hybrid Learning

Hybrid Workshop - Introduction to Blended/ Hybrid Teaching and Learning
Sept. 6, 9 a.m.

Online Sessions

QAI Online
Online, continuous enrollment, self-paced

Using Best Practices to Update Your Online Learning Course
Online, continuous enrollment, self-paced

Distance Learning Institute Overview - **New!**
Online, continuous enrollment, self-paced

Teaching Effectiveness Institute Overview - **New!**
Online, continuous enrollment, self-paced

If you would like to meet with a member of the CeTEAL staff for an individual consultation, contact the individual staff member to make an appointment. We are happy to help!

If you have questions about the schedule, please contact Tracy Gaskin at tgaskin@coastal.edu.

We are always looking for presenters to lead sessions. Please keep us in mind if you are interested in providing this service to the University.

CeTEAL Services and Resources

Professional Development Sessions

CeTEAL offers professional development sessions in the following areas: effective teaching, assessment and evaluation, scholarship and research, leadership and service, technology, and distance learning. In addition to the sessions offered by CeTEAL staff, we host sessions led by individuals and offices across campus on topics such as grant writing, student advising, intellectual property and copyright issues, course and program development, and more. For more information, contact Tracy Gaskin.

Instructional Observations for Classroom Teaching

CeTEAL trains and coordinates a cadre of instructional coaches who are available to provide classroom observations and recommendations for faculty who request them. The process is confidential and strength-based. To request an observation, contact Jenn Shinaberger.

Quality Assurance Reviews for Online Classes

For faculty who are seeking to develop quality online courses, CeTEAL offers quality assurance reviews based on the Quality Assurance Inventory associated with Coastal Carolina University's distance-learning policy and/or the Quality Matters nationally recognized rubric. For more information, contact Jean Bennett.

Individual Consultations

CeTEAL staff are available for individual consultations on a variety of topics, including instructional design for in-class and online courses, using technology for teaching, effective teaching techniques, promotion and tenure activities, research and scholarship activities, and more. For more information, contact Tracy Gaskin.

Certificate Programs

CeTEAL offers several certificate programs. For more information on these programs, visit www.coastal.edu/ceteal.

- Teaching Effectiveness Institute
- Online Course Design Coach
- Instructional Coaching
- Assessment Institute
- Distance Learning Institute
- Blended/Hybrid Workshop
- Instructional Technology Certificate

CeTEAL Online Resources

- **CeTEAL website:** www.coastal.edu/ceteal
- **Moodle Guide for Faculty**: libguides.coastal.edu/moodlefaculty
- **Associated Faculty Orientation**: libguides.coastal.edu/afo
- **Contingency Instruction Resources**: libguides.coastal.edu/contingency

CeTEAL Newsletter

CeTEAL News was created to share information with faculty and to highlight faculty accomplishments, activities and research. If you are interested in contributing to the newsletter or have news you would like to share, please contact Tracy Gaskin at cetealnews@coastal.edu.

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CeTEAL Advisory Board

Margaret Fain - Kimbel Library
Librarian/Director of Core Curriculum

Malvin Porter - Spadoni College of Education
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Professor, Finance and Economics

Denise Davis - Advising
Academic Adviser

Denise Paster - Edwards College of Humanities and Fine Arts
Coordinator of Composition/Assistant Professor, English

Brett Simpson - College of Science
Associate Professor, Physics and Chemistry

Position Open - University College

Louis Keiner - Ex Officio
Associate Professor, Physics and Chemistry

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