



Center for Teaching Excellence to Advance Learning

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CATALOG OF SESSIONS 2014-2015

This catalog is subject to change without prior notice. Updates will be made each month.

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CeTEAL POLICIES

- This catalog is subject to change without prior notice
- Updates of this catalog will be made on or around the 15th of each month
- Instructors for CeTEAL will wait for 10 minutes for participants to show for class, class will be cancelled at that time.

REQUESTED SESSIONS

- Sessions will be scheduled and developed upon request by faculty only when a name or username is attached to the request. This will allow the faculty member to get an email letting them know when the session has been scheduled.
- Sessions can be requested at www.coastal.edu/ceteal

FACULTY/INSTRUCTOR CANCELLATIONS

Faculty: Please cancel your registration for a class, an appointment for consultation, or observation if you are not able to attend. You may cancel your registration in the following ways:

- You may cancel your registration by going to www.coastal.edu/ceteal, click on the MyCeTEAL Account and click on “cancel” next to the title of the session, or
- Email ceteal@coastal.edu
- An email to a CeTEAL staff member is sufficient for cancelling an appointment for consultation or observation.

Instructors: If you are unable to teach a CeTEAL session, please contact us as soon as possible to reschedule or cancel. In order to cancel a session you can:

- Email a CeTEAL staff member
- Email ceteal@coastal.edu

INSTRUCTOR NO-SHOWS

If an instructor does not show up to teach a session, the following will apply:

- Attendees will be notified after 15 minutes that the session has been cancelled
- CeTEAL staff will contact the instructor to attempt to reschedule the session
- The CeTEAL calendar and administrative website will be updated to reflect “Instructor No-Show” for the session.

ASSESSMENT

HOW TO WRITE EFFECTIVE STUDENT LEARNING OUTCOMES

Learn how to write effective Student Learning Outcomes for your courses or for TealOnline Plans. We'll start with reviewing your program's goals/outcomes, the catalog description of your course, and then write a couple of course objectives. From there we get into the process of writing Student Learning Outcomes (SLOs), using higher order thinking skills, only one verb and the components of a strong SLO. Bring your memory stick/thumb drive so you can save your work. This session has been attended by those hoping to write better program objectives as well and is an excellent session for those developing courses.

Participants will:

- Review their program's goals/objectives
- Find their course description in the catalog
- Develop, Revise or Admire 2-3 Course Objectives
- Write at least one Student Learning Outcomes.

MEASURING STUDENT ASSESSMENT OF LEARNING GAINS (SALG) AS CLASSROOM ASSESSMENT TECHNIQUE AND EVIDENCE OF TEACHING AND LEARNING

This session will demonstrate the use of an instrument originally funded by the National Science Foundation for chemistry classes. The SALG instrument asks students to assess and report their learning and the degree to which specific aspects of the course have contributed to their learning. Questions correspond to the subgroups of understanding, attitudes, skills, integration of learning. In this web-based questionnaire, instructors can view aggregate data of student responses and customize questions to fit their courses. This instrument can be used across classes by a department or academic unit. Over 200,000 students and 10,000 faculty have used this instrument for student-focused classroom feedback. Results are available in averages, distribution tables and cross tabulation as well as raw text from open-ended responses.

Participants will:

- Discuss the background of the Student Assessment of Learning Gains (SALG) instrument
- Identify alternative forms of teaching effectiveness (besides end-of-course evaluations) including SALG instrument to complement end-of-course evaluations
- Explore a sample SALG instrument
- Create items for a customized SALG instrument for a course
- Create and deploy a SALG instrument for a course

TEALONLINE REPORT WRITING: ANALYSIS

Want help with writing the Analysis section of your TealOnline Report? We've all received our feedback on our reports. We do a great job of reporting our data and we are being told that we need to analyze the data better. This session is designed to help you write up your analysis. The session will begin with a few questions, some hints and strategies to help you, and giving you time to write the analysis while being able to ask questions. Then attend the [TealOnline Report Writing: Continuous Improvement](#) session the following week.

Participants will:

- Analyze assessment data to determine what can continue to occur to maintain program progress
- Analyze assessment data to determine what can be done to improve SLOs or to improve objectives – identifying who, how, and when
- Compose the Continuous Improvement section for **at least one** Student Learning Outcome **or at least one** Objective

TEALONLINE REPORT WRITING: CONTINUOUS IMPROVEMENT

Want help with writing the Continuous Improvement section of your TealOnline Report? Feedback is good and we certainly all got that. This session is designed to help you write up what you want to continue to do and what you want to improve based on the analysis section of your report. The session will begin with a few questions, some hints and strategies to help you, and giving you time to write the Continuous Improvement section of your report while being able to ask questions.

Participants will:

- Analyze assessment data categorizing by strength and need
- Compose the Analysis section for **at least one** Student Learning Outcome
- Compose the Analysis section for **at least one** Objective

ASSESSMENT INSTITUTE CERTIFICATE PROGRAM

After completing this program, you will receive a certificate indicating your expertise in assessment. Coastal Carolina University is SACS accredited and strives to continue our progress in assessing our programs and classes to improve student learning. To effectively improve programs and classes, we first need to know how to assess our students, then our classes and programs.

This program was developed based on the University Wide Assessment Committee for Student Learning Outcomes recommendations. This program is specially designed to meet the needs for those who want to know more about how to develop an assessment plan. It is designed for Assessment Coordinators, Department Chairs, and those who are interested in improving their courses and programs.

To earn the certificate of completion, participants must attend four AI Fundamentals sessions, and choose a minimum of five sessions from the Assessment Toolbox. Participants will then submit a written Assessment Plan.

AI: INTRODUCTION TO ASSESSMENT

This introduction session will review the program we have developed based on the University Wide Assessment Committee for Student Learning Outcomes suggestions. This program is specially designed to meet the needs for those who want to know more about how to do assessment, college-wide Assessment Coordinators, and Chairs who are overseeing programs and are interested in improving their programs.

Participants will:

- Complete a Teaching Guide Indicator inventory that will assist them in defining their instruction
- Review the certificate program
- Select sessions from the Assessment Toolbox that meet their needs/interests
- Commit to the process of becoming an Assessment Expert

AI: FIRST STEPS

This class is part of the Assessment Institute CeTEAL certificate program. We will discuss the relationship of course assessments to program assessments, student learning outcomes, classroom assessment techniques (CATs) (Angelo & Cross, 2001) and designing an assessment plan.

Participants will:

- Plan the implementation of the assessment cycle
- Develop realistic assessment goals
- Create an assessment plan

AI: CONNECTING CLASSROOM ASSESSMENT TO PROGRAM EVALUATION

We will discuss your (participant's) Assessment Plans for your courses and/or programs, revised based on the sessions you have completed. What assessments are effective and giving you data to show that students are meeting your program goals? What assessments need to be reconsidered to better measure student success? Please bring a curriculum map or list of your program courses and assessments. We will discuss the pros and cons of various assessments being used and what could be used and how your assessment data meets the needs of [TealOnline](#) as well.

Participants will:

- Connect the assessment in an explicit way to the program
- Review the assessments in your program to determine if they assess what you need to know to improve your program

AI: CONCLUSION

This is our wrap-up session. Bring any questions you may have for discussion. We will discuss “continuous improvement”? What does it mean? How do you write it up? How does it impact what you have found in the assessment cycle? We will demonstrate how you can turn all of this work into a publishable paper and connect your TGI (completed in your Introduction session) with your assessments and scholarship.

Participants will:

- Compare and apply what they learned from their TGI with their current work on their assessment plans
- Discuss any questions they still have about program assessment
- Discuss how to turn their work into a paper to submit for publication

ASSESSMENT TOOLBOX

THE AMAZING 3X5 NOTECARD: QUICK TECHNIQUES FOR GETTING STUDENT FEEDBACK

Do you want to know what your students think about a particular topic, assignment or class and to get real, honest feedback? Do you want to know if they understand a particular activity? Then you should meet the amazing 3x5 notecard. Introducing CATs (classroom assessment techniques) and notecards into your classroom can give you valuable feedback to improve instruction, for classroom research, and to let you know if your students “get it.” We will give you a window into your students’ brains.

Participants will:

- Describe classroom assessment techniques
- See examples of how CATs are used
- Learn five different classroom assessment techniques and their uses
- Apply CATs to your classroom
- Discuss how you use CATs to improve your teaching

ASSESSING YOUR STUDENTS: BEYOND THE MULTIPLE CHOICE TEST

Do you want to develop ways of measuring what your students are learning without having to write a test? This session will provide you with an overview of several different strategies to assess student learning throughout your course. Plan to bring your syllabus and a test from a current course. Participants will leave the session with at least one idea to change how you measure student progress for your course. ^(m7)

By the end of this session participants will:

- Define the assumptions of assessment
- Identify and develop several ways to assess student work
- Develop a plan for reevaluating the assessments in your course

BLOOM'S TAXONOMY-REVISED: ALIGNING SLOs TO YOUR SYLLABUS OR PROJECTS

Understand Bloom's Taxonomy already and want to learn how to apply it to Student Learning Outcomes? We'll take your course and course goals, and have you revise them to align with Bloom's Taxonomy. This is an intermediate level course in Bloom's Taxonomy-Revised; participants will be familiar with the taxonomy and will apply it to projects and/or their syllabus. Bring your syllabus or a project description with you.

Participants will:

- Develop student learning outcomes for syllabus development or projects that align with Bloom's Taxonomy-Revised

CATS: AFFECTIVE DOMAIN (VALUES, ATTITUDES AND APPRECIATION)

Do you find it difficult to assess values, attitudes or appreciation in your class? The affective domain describes abilities that appear to be more difficult to assess. Krathwohl's Taxonomy of Affective Domain classifies learning outcomes related to values and attitudes, and behaviors related to those values and attitudes. The taxonomy starts with basic awareness and moves to internalization. In this session, we will demonstrate how to write outcomes based upon an affective domain taxonomy and provide suggestions for assessment and evaluation of this domain.

Participants will:

- Discuss Krathwohl's Affective Taxonomy
- Identify topics in the affective domain in a course
- Write sample affective learning outcomes
- Discuss assessment and evaluation methods for affective domain

THE CHALLENGES OF ASSIGNING STUDENT GRADES

Do you hate grading? Do you find the process arduous and painful? This session will help you work through the challenges, for both instructor and student. We will provide several strategies to improve the grading

process in a way that fits your teaching style. Bring a current project from your class to discuss those things you find challenging. ^(m10)

By the end of this session participants will:

- Discuss the purpose of evaluation
- Discuss what a grade means from the perspective of the student, the faculty, and students' future employers
- Identify assignments to determine whether to curve the grade or grade against a standard
- Discuss student anxiety about grades and requests to change their grades
- Develop a policy for your class on grading procedures

COURSE AUDIT: ALIGNING YOUR COURSE SLOs WITH YOUR ASSESSMENTS

Are you looking for ways to ensure you are aligning your assessments with your Student Learning Outcomes? Are there ways to assess the SLOs that are not so formal and still collect the data? In this session, participants are to bring a course syllabus to align their assessments with the SLOs of the course and possibly the program. This is the first step to take toward curriculum mapping for your program.

Participants will:

- Align their course syllabi with the course and/or program SLOs
- Evaluate whether their SLOs are appropriate
- Evaluate the alignment of the SLOs and assessment in their course

CREATING EFFECTIVE ASSIGNMENTS

Evidence of student learning can be determined through effective assignments. These assignments not only allow for us to assess student learning but also allow for students to know what is valued. During this session you will learn the importance of communicating your expectations through your assignments and consider assignments beyond essays and research papers. Please bring an assignment or an idea with you that you will use to change or apply to your course.

Participants will:

- Appreciate the value of an effective assignment
- Identify specific, important learning goals for an assignment
- Create a meaningful task or problem corresponding to a goal
- Realize that there should be equitable opportunities for students with diverse learning styles and backgrounds to demonstrate their learning

CURRICULUM MAPPING

This session is best with a group of faculty from your program. However, the individual will take away important information on how to effectively map their curriculum. Bring your courses, SLOs, program mission, program student learning goals. We will map your courses based on the alignment of the assessments to the student Goals/SLOs, emphasis of instruction, and the expected developmental level (introductory to mastered) of the students in the courses.

Participants will:

- Align their course program Goals/SLOs

- Evaluate the level of instruction given for each of the SLOs
- Evaluate the expected developmental level of the students at the end of the courses
- Begin to develop a curriculum map that is useful in the evaluation of the program needs, expectations, and effectiveness.

GIVING TESTS: STRATEGIES FOR BEFORE, DURING, AND AFTER THE TEST

How do you assist your students before, during and after giving a test? We will discuss how to help students reduce test anxiety (unless you are assessing “test-taking” abilities), how to avoid issues while proctoring an exam, and how to streamline your grading procedures and policies. ^(m8)

By the end of this session participants will:

- Identify strategies to prepare your students for your exams
- Develop ideas to assist students through test anxiety
- Develop strategies to avoid issues while proctoring an exam
- Discuss student cheating and how to deter it
- Develop procedures for grading tests to streamline the process.
- Learn best practices for returning tests, dealing with students who missed the test, and how to help a student who is upset about the results

QEP AND REFLECTION

This workshop will include information on how to execute the QEP in your class, the rubric for assessment, and refining deep-reflection. Attending an orientation and/or reflection workshop is mandatory for any faculty or instructor teaching an Experiential Learning course. Attendance at these sessions will be recorded for the Experiential Learning Office.

Participants will:

- Discuss theory of Experiential Learning
- Discuss what deep reflection means

PORTFOLIOS: TYPES & PURPOSES

Portfolios are valuable learning and assessment tools when there is a clear educational purpose attached. The key educational purposes: helping students learn, assessing what students have learned, and providing feedback to the portfolio’s audience on what students have learned and how their learning might improve. Portfolios allow for assessment in a holistic manner and for students to engage simultaneously in learning and assessment.

Participants will:

- Appreciate the value of using portfolios
- Identify the types of portfolios and their purpose
- Evaluate the appropriateness of a portfolio in your course or for a program
- Recognize the elements, organization, reflection, and evaluation of portfolios
- Discuss managing portfolios

PROVIDING MEANINGFUL FEEDBACK TO STUDENTS

What are the features of good written teacher comments? Do you expect students to respond to your feedback? In other words, is it worth my time to write the comments? We will provide you with some strategies to encourage students to use your feedback and to get the most out of the assessment process. Faculty will learn how to use student comments for an ongoing feedback discussion and how to incorporate peer review into the process. Bring a stack of papers that you are grading or have graded, to review your comments. ^(m9)

By the end of this session participants will:

- Discuss the role of student feedback in the classroom
- Improve your feedback to improve student learning
- Identify and meet the needs of students more effectively through assessment
- Develop a process to write feedback using strength-based language or language that engages students to learn the next concept
- Leave with at least one strategy to improve your feedback

RUBRICS SIMPLIFIED

This session is designed to walk you through the stages of rubric design. Bring a description of an assignment/project for which you want to write a rubric and some samples of the assignment/project (if you have this available). You will leave with a rubric well on its way to completion.

Participants will:

- Discuss the advantages of rubrics
- Develop a rubric based on assignment/project

WRITING EFFECTIVE TEST QUESTIONS

This session will help instructors develop tests that are based on higher order thinking skills and give you guidelines to evaluate your tests prior to launching the tests for students. Guidelines will be given for general test writing, multiple choice, short answer, matching, and true/false questions. Bring an exam or quiz you would like to revise or one you would like to develop (and all of the materials participants will need to write the test). This session is typically followed by a session to demonstrate how to build and manage tests in a course management system (Moodle).

In this session participants will learn to:

- Identify general guidelines for writing tests, multiple choice, short answer, matching, true/false
- Revise or write your test, or part of a test, using the guidelines
- Define and use higher order thinking skills to develop tests

INTERNATIONAL

CURRICULAR INTERNATIONALIZATION WRITING CIRCLE

This writing circle will assist faculty from departments around the university to work into their existing program of study an embedded international experiential engagement (study abroad, international internship, service learning, etc.) in support of efforts to increase substantially student involvement in such activities as a part of their learning experience at CCU in affordable and highly value added ways. Insights will be shared from the NAFSA Association of International Educators Annual Conference workshops highlighting best practices in this effort around the USA as well as current efforts at CCU and programs in support of such activity (including current international partner institutions), and participants will work to explore appropriate points in their respective degree programs to embed such activities and work together to identify specific, targeted learning outcomes, activities, and locations for such activities for their degree programs.

Participants will:

- Increase their awareness of ways in which other colleges and universities in the USA have embedded internationalization activities into their curriculum.
- Learn about current international partners and the opportunities available through them that might be supportive of further curricular internationalization.
- Explore and draft a model for their own degree program to include an embedded internationalization element within the four-year or three-year degree model at the undergraduate level and/or the graduate programs.
- Develop needed curricular changes and advance them through department, college, academic affairs, faculty senate and elsewhere as appropriate.

DEVELOPING SHORT-TERM STUDY ABROAD PROGRAMS WRITING CIRCLE

This circle will help to bring together CCU faculty interested in developing short-term study abroad programs for the 2015-16 program cycle. As a result of dialogue about desired goals, destinations, and areas of focus, the circle seeks to enable a more collaborative and consultative approach to short-term study abroad program development. The circle will include members of the International Programs Committee, Office of International Programs Staff, and Provost's Office to help assist faculty in developing programs that can have tremendous academic appeal and which include attention to CCU policies and study abroad best practices.

Participants will:

- Engage with other interested faculty to identify potential collaborative programs to enable broader interest and larger study abroad cohorts to support programs financially.
- Develop draft proposals of their desired study abroad locations and programs.
- Share their draft proposals with members of review committees for suggestions and assistance in further refining their proposals.
- Develop budgets that support their learning outcomes and reflect attention to best practices and CCU policies.
- Complete fully developed proposals for outstanding short-term study abroad programs

TEACHING ABROAD OPPORTUNITIES

This session will explore with interested faculty the myriad opportunities for teaching abroad for short and long periods of time through existing partnerships as well as national and international programs and fellowships.

Participants will:

- Identify teaching abroad interests and share with the Office of International Programs and Services.
- Learn about current and future teaching opportunities through CCU partner institutions and national and international teaching fellowship programs.

WORKING EFFECTIVELY WITH INTERNATIONAL STUDENTS

This session will help familiarize CCU faculty with some of the issues associated with serving international students effectively, the information provided to international students during their recruitment, pre-arrival, and orientation at CCU, and the support and guidelines attached to being an international student in the USA. A discussion will be initiated to help the OIPS understand better the concerns of CCU faculty, and to suggest effective ways to service the issues noted. Insights from best practices in international student services will be shared to arrive at successful service outcomes and supportive communication to enhance the faculty AND student experience.

Participants will:

- Learn about best practices for international student services.
- Discuss and share concerns and frustrations that they have experienced and work together to identify effective resolution.
- Identify new services and/or support services and adjustments to student services based on the issues discussed.

FACULTY TEACHING EFFECTIVENESS

5 IN 50: STUDENT ENGAGEMENT TECHNIQUES

In this session we will explore five techniques faculty can use to engage students in the classroom.

Participants will:

- Discuss five techniques for student engagement
- Practice two or more student engagement techniques during the session
- Develop one activity that can be used to engage students in your classroom

5 IN 50: EFFECTIVE FEEDBACK TECHNIQUES

In this session we will explore five techniques faculty can use to provide effective feedback to students.

Participants will:

- Discuss the importance of effective feedback
- Discuss five techniques for providing student feedback
- Practice two or more effective feedback techniques

ALIGNING STUDENT LEARNING OUTCOMES USING BLOOM'S TAXONOMY

Want to learn more about this thing called Bloom's Taxonomy? Bloom categorized higher order thinking skills and we will discuss how to apply the taxonomy to exams, projects, or Student Learning Outcomes (SLOs). We'll also discuss the variations of Bloom's Taxonomy beyond the most well-known taxonomy for cognitive skills. Please bring a syllabus for aligning.

Participants will:

- Discuss higher order thinking skills beyond cognitive skills
- Align Student Learning Outcomes based on Bloom's Taxonomy Revised
- Propose how to integrate Bloom's Taxonomy in their courses

THE AMAZING 3X5 NOTECARD AND CATs (CLASSROOM ASSESSMENT TECHNIQUES): QUICK TECHNIQUES FOR GETTING STUDENT FEEDBACK

Under [Assessment](#)

10 WAYS TO MAKE YOUR COURSE MORE ACCESSIBLE

This session will help you understand universal design and introduce you to 10 things that you could do to make your course more accessible. Come with digital documents or access to an online course and try some of the things we cover on your own materials.

By the end of this session participants will:

- Appreciate universal design for all students
- Inventory current course content
- Craft or revise a document to meet accessibility compliance

ACCESSIBILITY ROUNDTABLE

In this roundtable discussion, we hope to bring together individuals willing to share and discuss their thoughts, concerns and experiences with accessibility issues related to teaching and learning at CCU. We will discuss accessibility and student accommodations for both classroom and online learning. Our goal is start a discussion that will lead to a greater understanding of the issues and inspire new ideas to help us better address accessibility in our classes.

Participants will:

- Discuss issues of accessibility and student accommodations
- Share experiences related to accessibility issues
- Share recommendations, suggestions and ideas for improved accessibility

BEST PRACTICES FOR USING CLICKERS IN THE CLASSROOM

This session will cover the research and best practices on clickers as an effective engagement tool for students. Faculty will explore the possibilities of using clickers in their course. The hands-on portion will allow faculty to create various types of questions using the Turning Point software, and run and save a practice session.

At the end of the session faculty will:

- Realize the possibilities for using clickers in the classroom
- Create question slides
- Run a session
- Save a session

BLOOM'S TAXONOMY-REVISED: ALIGNING SLOs TO YOUR SYLLABUS OR PROJECTS

Under [Assessment](#)

BUILDING EFFECTIVE RESEARCH PROJECTS: USING THE LIBRARY

Are you satisfied with the sources your students use for their research? Do you wish your students would use more scholarly sources? If so, then this session may be for you! Participants are welcome to bring current research assignment sheets or come with ideas for crafting a new research assignment.

Participants will:

- Discuss their student learning outcomes for research
- Review assignment directions and identify potential improvements
- Apply best practices of designing successful research-based assignments

THE CHALLENGES OF ASSIGNING STUDENT GRADES

Under [Assessment](#)

CLASSROOM (IN)CIVILITY AND DISRUPTIVE BEHAVIOR

Join us for a discussion of (in)civility in the classroom, and how this impacts the teaching and the learning environment of your students. We will discuss the types of incivilities we see in classrooms as well as some

proactive strategies you can apply to your classrooms. We will also discuss appropriate responses to categories of incivilities and share ideas among the group.

Course outcomes:

- Examine literature and studies on classroom incivilities
- Discuss a framework by which to categorize incivilities in higher education
- Discuss how faculty rank, gender, and ethnicity may play a role in classroom incivilities and disruptive behavior
- Review CCU's Student Code of Conduct as it relates to students disrupting the classroom
- List and categorize incivilities we experience in our classroom at Coastal
- Discuss appropriate responses and solutions to addressing common incivilities
- Develop ways to prevent incivilities by setting expectations and syllabus policies

CLASSROOM MANAGEMENT: DEALING WITH THE 8 MOST ANNOYING BEHAVIORS

Do you want to learn how to deal with attention seekers, students who dominate the discussion, inattentive students, students who come to class unprepared, the flatterer, the disciple, the con (wo)man, or the student with multiple excuses? Yes, you recognize those students. You probably put a name on each descriptor as you read them. We will discuss some research-based practices and strategies to use in your classroom. Lots of idea sharing will be encouraged. Bring a notepad or your memory stick so you can write down some ideas on how to work with these students to improve their learning and your classroom environment! ^(m13)

By the end of this session participants will:

- Identify and/or share several strategies to work with minor classroom distractions
- Identify and meet the needs of students more effectively
- Develop your own classroom behavioral management strategies

CLASSROOM MOTIVATION AND MANAGEMENT

This session will give you some tips and tricks to motivate students to perform even better in your classroom. Lots of strategies to manage your class and help keep the students motivated, making your job as the instructor that much easier!

Please bring your class syllabus with you. Participants will be able to copy and paste some of the ideas right into your syllabus.

Participants will be provided with:

- Helpful tips on managing the classroom environment, interactions, and assignment completion
- Some ideas to define expectations on your syllabus
- Ideas on how to structure class to get the most out of the students

COURSE DESIGN: COURSE OBJECTIVES AND SLO'S (BLOOM'S)

Designing a course from nothing...How does that work? We'll discuss different approaches to developing a course fully as well as how to develop the Course Objectives, the Student Learning Outcomes, consider assessing your students, and then get you started thinking about how to instruct the students effectively. Bring an idea of a course you wish to design. This is an opportune time to begin developing a course that you may want to submit to your college Curriculum Committee.

Participants will:

- Develop a rough draft of a course
- Write Course Objectives and Student Learning Outcomes
- Develop a plan for completing a “Master Syllabus”

COURSE DESIGN WORKSHOP: DEVELOPING A SYLLABUS

This is a workshop to help faculty develop the framework for a course that will be taught soon or go through Academic Affairs. We will use an instructional design model to develop the syllabus, clarify the goals and student learning outcomes (SLOs) and align them with Bloom’s-Revised. We will discuss assessments (e.g., exams, projects) and assist faculty with ideas for assessment based on the SLOs. Instructional strategies will be shared. This is a three hour workshop to allow faculty time to write and develop a syllabus for one course. Faculty should bring either a syllabus that they currently have for a course or an idea for developing a syllabus.

Participants will:

- Develop a syllabus
- Clarify course goals
- Refine their syllabus based on CCU requirements
- Develop assessment tools that align with Bloom’s Revised and their Student Learning Outcomes

CREATING EFFECTIVE ASSIGNMENTS

Under [Assessment](#)

CRITICAL AND REFLECTIVE ANALYSIS THROUGH RUBRICS

You may call it Critical Analysis, Reflective Analysis, or simply a rubric. Using rubrics to assess student work can be exceptionally helpful to students and will reduce grading time. Let’s make your grading much simpler and more objective. Bring a description of a project or paper for which you would like to develop a rubric, and we will provide sample rubrics and help you decide what type of rubric you need. Using rubrics as an assessment tool will help you to save time in your grading and streamline the grading process. Rubrics allow you to be more objective and consistent in your grading, and give your students a better understanding of what to expect as a grade for your assignment.

At the end of this session participants will:

- Decide the type of rubric that meets the need for a student assignment
- Review and begin writing a rubric for their assignment
- Discuss different types of rubrics

DESIGNING EFFECTIVE POWERPOINTS

We have all been exposed to PowerPoint presentation that included so much text we needed a magnifying glass, or one that had no contrast or images. This session will cover designing PowerPoints that not only get your content across but also focus on what students will remember. Bring a PowerPoint to this session to turn into a presentation that will enable student learning.

At the end of the session faculty will:

- Identify the components of effective design in PowerPoint

- Realize how the brain remembers
- Develop slides with effective design

ENHANCING STUDENT ENGAGEMENT WITH TEAM-BASED LEARNING

Team-Based Learning is a method of instruction that takes what you know about group work and active learning and brings it to a whole new level. Using the TBL model can help enliven the classroom atmosphere and provide a framework for meaningful interaction between students through a structure that emphasizes preparation, accountability and application. Whether you are interested in making a big change to the design of your course or small changes that will enhance what you are already doing, this session will help you develop ideas by taking you through each stage of the TBL model.

At the end of the session participants will:

- Understand the stages of the Team-Based Learning model
- Discuss the advantages of TBL over regular group work
- Apply concepts from the TBL model in their own classroom

FACILITATING EFFECTIVE DISCUSSION IN THE CLASSROOM

Want your discussions in class to improve? Not all of your students participating or one is participating too much? This session will provide you with some strategies to facilitate the classroom discussion more effectively and you will develop your own classroom protocols.

Participants will:

- Discuss the typical challenges instructors have with classroom discussion
- List student barriers to discussion
- Identify different discussion prompts
- Identify different types of questions to elicit different levels of critical thinking
- Formulate strategies to deal with nonparticipants and those who dominate discussions
- Participate in a mock classroom discussion
- Develop your own classroom discussion protocols

FERPA FOR INSTRUCTORS

Want to learn the ins and outs of FERPA? What is FERPA? How does it impact your teaching? Coastal Carolina University's Office of the Registrar will share the most current information about the Family Educational Rights and Privacy Act (FERPA) and maintaining the confidentiality of educational records.

Participants will:

- Discuss the truths and myths of FERPA rules and regulations.

FINDING VIDEO AND DISCUSSION RESOURCES FOR YOUR CLASS

This session will address various discussion resources that you will be able to use in your courses. Many of these resources are available through the Kimbel Library. Learn about the different types of resources available and which ones will address your needs for class discussions. Spend some time locating a resource that you will use in your class this semester.

At the end of the session faculty will:

- Consider other resources for discussion
- Differentiate the various video resources available
- Locate a video to use for a discussion

THE FLIPPED CLASSROOM: RETHINKING YOUR CLASS TIME

The idea of a Flipped Classroom (Inverted Classroom) is an innovative technique in education. Using this technique can help students attain and learn course content outside of the classroom in an online environment, and then use this knowledge to participate in discussions, activities, and projects conducted in the face-to-face classroom. This session will introduce the idea of a Flipped Classroom and facilitate the conversion from a traditional course.

After completing this session, instructors will be able to:

- Identify and explain the Flipped Classroom concept
- Discuss pros and cons to the Flipped Classroom
- Apply the Flipped Classroom concept to their course
- Identify a variety of technologies to support the Flipped Classroom

GAMES, SIMULATIONS, AND ROLE PLAYING IN THE CLASS

Do you want to learn how to integrate games, simulations and role playing effectively in the class? We will provide you with strategies to evaluate the usefulness of the different types of games, simulations and role playing activities. We will discuss how to evaluate the usefulness of these activities and develop a plan for your course to incorporate games, simulations, and role playing. ^(m15)

By the end of this session participants will:

- Discuss the different types of games, simulations and role playing
- Analyze the value of using games, simulations, and role playing in your course
- Select strategies for choosing effective games, simulations, and role playing activities
- Develop a plan for using games, simulations, or role play in your class

GAMIFICATION ROUNDTABLE

Gamification is the concept of apply gaming concepts to non-game contexts, and is used already in many contexts such as physical activity and customer engagement. Are you interested in gamifying your classroom? Are you interested in finding out more about the possibilities of this concept? This session is an open discussion about what the participants know and would like to know about gamification. If session participants are interested, a gamification working group or learning circle can be set up to further research gamification.

Participants will:

- Discuss a definition of gamification
- Identify examples of gamification in everyday life
- Discuss course design as it relates to gamification.
- Discuss the use of gamification in the classroom
- Discuss technology to support gamification

GETTING STUDENTS TO DO THE READING

How do I get my students to do the readings? This session will help you answer that question by providing strategies to engage students during the reading, your lecture, discussion, and provide you with ideas to hold students accountable for assigned readings. Plan to bring your syllabus or an example reading assignment from a current course. ^(m4)

By the end of this session participants will:

- Set the context for your readings assignments
- Discuss active learning strategies to engage students
- Differentiate different types of reading assignments beyond “Read Chapter 5 for homework”
- Develop a reading guide and reading goals for your assigned reading
- Develop a plan to teach your students to better prepare for your class and assessments
- Discuss ways to build accountability into your reading assignments

GIVING TESTS TO YOUR STUDENTS: STRATEGIES FOR BEFORE, DURING AND AFTER THE TESTS

Under [Assessment](#)

GUIDELINES FOR TEST DEVELOPMENT

Under [Assessment](#)

HIGH STAKES VS. LOW STAKES WRITING: WHAT TO CONSIDER WHEN YOU EVALUATE STUDENT WRITING

What is high or low stakes writing? Do you find it difficult to efficiently grade written assignments? Have you ever heard, “How can you grade me on that, you’re not an English professor?” We will discuss the importance of using both high stakes and low stakes writing assignments in your class. We will provide strategies to grade those assignments efficiently, and give you tips to respond to high stakes writing assignments. Plan to bring your syllabus and ideas for this session. Participants will come away with ideas to integrate high, middle, and low stakes writing into your course(s). ^(m16)

By the end of this session participants will:

- Define high and low stakes writing assignments
- Identify the benefits of low stakes and high stakes writing assignments
- Develop plans for grading efficiently, even for large classes
- Develop some middle stakes assignments that enhance your class
- Identify ways to integrate technology into your writing assignments

HOW CCU’S FIRST-YEAR WRITING PROGRAM IS USING DIGITAL BADGES

This workshop will focus on the innovative way in which CCU is implementing a digital badge program, Coastal Composition Commons, into its first-year writing program as a fourth credit hour. Join us for a discussion on what badges are, how they work, and how to design a custom badging system for your department or course.

Participants will:

- Discuss the use of badges in education

- Discuss ideas for designing a custom badging system for your course or department

INCORPORATING A LIFE™ STUDENT IN YOUR CLASSROOM

The Coastal Carolina University LIFE™ program provides a wonderful postsecondary education opportunity to students with intellectual disabilities. LIFE™ students audit classes in any of the University's five academic colleges. They do not receive grades from your classes but are required to attend, be attentive, and complete as much of the assignments as possible. Some of our students will have mentors with them and some will not. Mentors are placed with students on an as-needed basis.

This session will be a personal conversation on what to expect, how to manage this diverse level of student within your classroom, modifications and accommodations you can use, and a very honest approach to your questions.

Participants will:

- Discuss what to expect from these diverse students
- Discuss modifications and accommodations

INTEGRATING PROBLEM-BASED LEARNING INTO YOUR CLASSROOM

Do you want to learn how to improve critical thinking and problem solving in your classroom? This session will walk you through the steps to design a problem-based learning lesson or project. We will help you think of an idea for a project or a lesson to use in your course if you do not have an idea yet. Plan to bring your syllabus and course description. Participants will leave the session with at least one idea for a lesson or a project for your course using problem-based learning. ^(m15)

By the end of this session participants will:

- Define project-based learning
- Identify the value of using problem-based learning
- Develop a lesson using the steps in the problem-based learning lesson plan

INTERPRETING STUDENT EVALUATIONS

Student Evaluations...What can we learn from the students via these evaluations? Are there some trends showing up that need to be addressed? In this session, we'll talk about the trends that might emerge, consider what to do with the few outliers, how to illuminate the positive comments, and then align those comments that are a trend and indicate how to improve the course explicitly.

Participants will:

- Discuss the ups and downs of student evaluations
- Critique the evaluations for positive and negative trends
- Align professional development to help them improve their teaching

MAKING YOUR LECTURES MORE EFFECTIVE

Do you want students to get more out of your lectures? Would you like to make your lectures more exciting? This session will help you understand the role of lecture in the classroom and to prepare, plan and deliver lectures that are more effective. Bring a set of current lecture notes and a copy of your syllabus. Participants will leave this session with strategies for both you and your students. ^(m6)

Participants will:

- Discuss the organization of lectures
- Identify strategies for improving and preparing your lecture notes
- Identify approaches to maintain and improve your students' attention during lecture
- Develop a list of strategies for your class to help students listen, process, and take notes during your lecture
- Develop a plan to make your lectures more effective using the strategies and approaches discussed in this session.

MEASURING STUDENT ASSESSMENT OF LEARNING GAINS (SALG) AS CLASSROOM ASSESSMENT TECHNIQUE AND EVIDENCE OF TEACHING AND LEARNING

Under [Assessment](#)

OUT OF ALIGNMENT? GETTING YOUR COURSE BACK INTO SHAPE!

This hands-on workshop will help you get your course back (pun intended) into alignment. We will discuss (re)writing outcomes that are measurable and (re)write assessments that measure and strategies that deliver the objective(s). Come prepared to manipulate your outcomes, assessments, and instructional strategies back into alignment.

At the end of the session faculty will:

- Describe the concept of alignment
- Appreciate how misalignment can undermine student motivation and learning
- Redevelop objects, assessment, and instructional strategy

PLANNING A CLASS: THE BASICS

Do you want to learn how to plan instruction better for each class? We will take you through the planning process step-by-step. Learn about the active teaching model (researched for more than 30 years) and how it applies to every class you teach. Come prepared with materials and an idea for a class you would like to make more robust.

Participants will:

- Apply the active teaching model
- Develop a lesson that engages students following the active teaching model

PORTFOLIOS – TYPES AND PURPOSE

Under [Assessment](#)

PROBLEM-BASED LEARNING

Do you want to learn how to improve critical thinking and problem solving in your classroom? This session will walk you through the steps to design a problem-based learning lesson or project. We will help you think of an idea for a project or a lesson to use in your course if you do not have an idea yet. Plan to bring your syllabus and course description. Participants will leave the session with at least one idea for a lesson or a project for your course using problem-based learning.

Participants will:

- Define problem-based learning
- Identify the value of using problem-based learning
- Develop a lesson using the steps in the problem-based learning lesson plan

PROBLEM-BASED LEARNING: ONE CLASS AT A TIME

Are you interested in problem-based learning (PBL) as an instructional strategy for your classroom? Do you want to know more about problem-based learning? This session will introduce you to the concept and demonstrate how it can be used in your classroom. A problem-based learning worksheet will be introduced to faculty to help them develop a lesson and consider how to apply PBL.

Participants will:

- Review the tenets of problem-based learning
- Discuss how it can be applied to a lesson
- Discuss ways to assess problem-based learning
- Identify opportunities to integrate PBL into the framework of your course
- Apply problem-based learning to a lesson, class or assignment

PROVIDING STUDENTS WITH MEANINGFUL FEEDBACK

Under [Assessment](#)

(RE)CONSTRUCTING YOUR SYLLABUS

Have you considered updating or revising your syllabus? Are you teaching a new class and need to write a new syllabus? With a helpful checklist and analysis tool, this session will help you revise an existing syllabus or write a new one. For this hands-on session bring a current syllabus that you hope to revise or your ideas for your new course or prep. We have tips and tricks gathered from other faculty members to share as well!

In this session, participants will:

- Discuss CCU requirements for syllabi according to the current Faculty Manual
- Review best practices for constructing a syllabus from several faculty development experts
- Review examples of syllabi from different colleges
- Discuss a sample syllabus template and checklist of suggested items to include in your syllabus

RETHINKING ASSIGNMENTS TO ADD FLEXIBILITY TO YOUR COURSE

Have you been offering the same assignments for several years? Would you like to try something new? In this session, we will take a look at your current assignments and brainstorm ideas for new types of assignments that may help improve student engagement and creativity and make your grading efforts more enjoyable. We will also discuss ideas for offering assignment options and flexibility to students.

Participants will:

- Discuss current assignment types and the purpose (goals) of those assignments
- Discuss assignment options available both in and outside of Moodle
- Brainstorm optional assignments to meet current goals
- Discuss the idea of offering assignment flexibility to students

RUBRICS SIMPLIFIED

Under [Assessment](#)

SNACK LEARNING ROUNDTABLE DISCUSSION

“Snack learning” is a term used to describe the delivery of small chunks of information—often online—in a format that can be easily consumed by students. The idea of snack learning is not new, but with the explosion of free and easy-to-use technologies for creating video and audio content, faculty have more ways to generate and distribute course materials. Snack learning can be used in both online and traditional classrooms as a strategy for keeping students engaged and helping them process information in smaller packages. Join us in a roundtable discussion about how snack learning could benefit your online or on campus classroom.

Participants will:

- Discuss ideas related to chunking information into small “bites”
- Share techniques and technologies available for producing snack learning opportunities
- Share lessons learned from snack learning experiences

STRATEGIES FOR ACTIVE LEARNING AND SMALL GROUP WORK

Do you want to integrate active learning in the classroom? Do you want to use small groups more effectively? This session will provide you an overview of several different strategies to improve active learning and small group activities. We will review several strategies from the simple to the more complex. Plan to bring a lesson that you would like to be more active or one that you would like to integrate into small groups. Participants will leave the session with at least one idea for how to integrate active learning and/or small group activities. ^(m14)

By the end of this session participants will:

- Describe the value of active learning
- Discuss why peer learning works
- Identify barriers to active learning and how to overcome them
- Identify a spectrum of strategies including Jigsaw, Think-Pair-Share, Peer Tutoring, Syndicate, and others
- Develop a plan for integrating an active learning strategy in your classroom

STREAMLINE YOUR GRADE CALCULATIONS

Do you spend more time calculating your grades than you do teaching your students? Have your students complained that they can’t understand their grades in Moodle? Whether you calculate your grades on a calculator, in Excel or in the Moodle gradebook, you may be working harder than necessary.

In this session, we will discuss some ways to streamline your grading. The benefits can include reducing the time you spend calculating grades, reducing the questions from students and reducing your stress level when midterm and final grades are due. This will be a hands-on session, so bring your current grading scheme/policy and be prepared to make some positive changes.

Participants will:

- Discuss previous challenges with grading
- Explore grading scheme options
- Explore Moodle grading options

- Streamline a current grading scheme

STUDENT ACADEMIC ISSUES IN THE CLASSROOM

Have you ever had a student who challenged almost everything you taught? How about the student who wants you to just give them the right answers for the test or the student who truly believes *everything* is relative? How do you work with those students who are underprepared or struggling in their courses? We will discuss some research-based strategies and best practices, and then guide the discussion for you to find what works best for you. This is not a complaint session, but a productive session to find several strategies that work for you. Bring your notepad or memory stick so you can save some of the strategies you learn from the discussion. ^(m13)

By the end of this session participants will:

- Improve your list of strategies to work with students more effectively
- Leave with at least one strategy to improve classroom management for struggling and/or academically challenged students
- Develop a series of responses to student issues so you can be ready to address them in and out of the classroom

STUDENTS' EMOTIONAL CHALLENGES IN THE CLASSROOM

Do you have students who are angry, discouraged, and ready to give up? Do you have students who have “over-the-top” reactions to topics in class? Are you concerned about students with psychological issues? Have you considered how you would handle a student who discusses thoughts of suicide with you? We all know to refer students for counseling. What do you do when you are confronted with these situations? You need to plan your reaction, as much as possible. We will provide you with strategies and ideas about how to talk with students to diffuse difficult situations enough to get them to the next level of help they need. ^(m13)

By the end of this session participants will:

- Identify strategies to implement in situations that are not typical in the classroom
- Develop a plan for dealing with students who have emotional issues in the classroom
- Identify campus resources to assist you and your students with difficult situations

TEACHING YOUR STUDENTS TO THINK AND LEARN (BETTER)

Do you wish your students would think like a professional in your discipline? Are there specific ways of thinking, problem-solving, or being in your field that you would like your students to model? Do you want to help your students develop strategies for becoming a more effective, strategic learner? Students do not walk into the classroom as you, the instructor, so it is up to you to help them build strategies for thinking and learning. Bring a current syllabus and come prepared to brainstorm the characteristics of a successful student in your discipline. Walk away from this session with a plan to make a change to your syllabus, a lesson, or an assessment. ^(m20&21)

By the end of this session participants will:

- Discuss what thinking, problem-solving, and reasoning look like in your discipline
- Develop a profile of what a competent, strategic learner or a successful student looks like in your field
- Identify a list of strategies for your course to help your students be more successful with discipline-specific content and course-specific tasks

USING CASE STUDIES, SCENARIOS AND VIGNETTES IN THE CLASSROOM

Using case studies, scenarios and vignettes in the classroom is an effective way to teach students how to apply their knowledge. Do you want to learn how to use these strategies more effectively? There are several strategies that we will review to accomplish that! Plan to bring your syllabus or a lesson that you would like to integrate case studies/scenarios/vignettes. Participants will leave the session with at least one idea for changing how you integrate case studies/scenarios/vignettes into your course. ^(m15)

By the end of this session participants will:

- Define case study, scenario and vignettes for the classroom
- Develop a strategy to find “the right” case study/scenario/vignette
- Develop a plan using case studies/scenarios/vignettes in your course

USING JUST-IN-TIME TEACHING TO INCREASE STUDENT PREPAREDNESS

Do you want your students to come to class prepared? Getting students to do the readings and other class preparation is often a point of frustration for many faculty members. What if your students not only came to class prepared but engaged the material in a meaningful way before class? Just-in-Time Teaching has been used in many disciplines to increase student preparedness and motivation. This evidence-based pedagogical approach can have an impact on your classroom.

Participants will:

- Understand the concept Just-in-Time Teaching
- Discuss the logistics and assessment of JiTT
- Discuss examples of how JiTT can be applied to different disciplines
- Describe how you could apply JiTT to a lesson or course

JITT WORKSHOP: CREATE A LESSON TO INCREASE STUDENT PREPAREDNESS

Join us for this workshop class where will help you design a Just-in-Time Teaching lesson to increase student preparedness. In this session, we will create a JiTT lesson and assessment by using application level questions. You will be surprised at how this evidence-based pedagogical approach can increase student preparedness and motivation. Using this approach will help you know what your students do and don't understand before you get to the classroom.

Participants will:

- Review the concept of Just-in-Time Teaching
- Review the logistics and assessment of JiTT
- View samples of JiTT activities from several disciplines
- Create a JiTT question for an assignment
- Create an assessment for the JiTT question

USING STORY TO REFLECT ON OUR TEACHING AND PROFESSIONAL IDENTITIES

What are the teaching stories that you tell in your classes? What are your favorite stories that you tell your colleagues? What story does your C.V. or syllabus tell? What story does our scholarship and service tell? In this session, we will identify and analyze core stories to see how they define us as teachers and scholars. Through this session, we will reflect on our stories and how they build the narrative of our professional lives. Based on Linda Shadiow's book “What Our Stories Teach Us: A Guide to Critical Reflection for College

Faculty.” This session is useful for those who wish to think more deeply about their teaching and for those who wish to further develop a philosophy of teaching or teaching narratives for promotion and tenure.

Participants will:

- Discuss how story is prevalent in the work of faculty members
- Identify core teaching stories
- Analyze and reflect on teaching stories as critical incidents to identify themes
- Consider more deeply underpinnings of the professional identity of faculty through story

WANT TO FLIP YOUR CLASS? FLIP A LESSON FIRST

You may have heard of flipped classrooms but aren't sure exactly what it means or if it's for you. Join us to learn about the basics of flipped classroom as a pedagogy. We will help you identify opportunities to flip a lesson in one of your courses, what you need and how it's done. Come with your questions.

Participants will:

- Discuss change in teaching styles and strategies
- Discuss the technologies available for flipped classroom
- Discuss how to hold students accountable for the work
- Identify points to flip your classroom

WHAT TO DO THE FIRST DAY OF CLASS

This session will help the instructor decide what to do during the first day of a course and the development time prior to the start of the course. We will consider:

- How to first communicate with your student
- What course expectations will you have?
- What activities and assignments will you provide to engage your students during the first day?
- How will you direct your students to the first week assignments?

We will think through the nuts and bolts of what you as the instructor need to best prepare your students to be successful starting the first day of your course.

Participants will:

- Prepare and implement a course communication policy
- Prepare and implement course expectations
- Prepare and implement course activities and assignments to engage students the first day of class

WORKSHOP FOR CREATING A FLIPPED LESSON

This session will provide the time and assistance in creating a flipped lesson to use in your course. Be prepared to use your knowledge from either [The Flipped Classroom: Rethinking Your Class Time](#) or [Want to Flip Your Class? Flip a Lesson First](#) sessions. The goal of this session is to provide workshop time for you to work on a lesson or class that you would like to convert to a flipped class

At the end of the session faculty will:

- Identify a lesson in which the Flipped Classroom concept can be applied in your course
- Identify technologies to support the Flipped Classroom
- Create a flipped lesson

FACULTY SCHOLARSHIP AND RESEARCH

ALL BUT THE DISSERTATION (ABD) CIRCLE

This session is an introduction to a group that will meet once a week to work on their dissertation. This circle is designed for those faculty/staff wishing to complete the process. The circle provides accountability, motivation and discipline. The circle will meet at the same time each week until the week prior to final exams.

Participants will:

- Apply time management strategies
- Evaluate and use strategies used to complete their dissertation
- Write and assist in editing peer papers as requested

CITATION ANALYSIS: SHOWING THE IMPACT OF YOUR RESEARCH

Show the impact of your research on your discipline through free library tools such as “Web of Knowledge.” In this session, participants will receive a brief overview of citation analysis and learn what a journal impact factor is and how to make it work for you. Participants will learn the tools to measure the impact of your published work and how your research products are being used. View how your research products, traditional and nontraditional, are being cited and used by your colleagues. Build a powerful picture of how others are using the research you produce so you can quantify the quality of your work for annual evaluations, professional portfolios, C.V. and promotion and tenure files.

Participants will:

- Discuss the tools to measure the impact of their published work
- Review how their research products are being used
- Review how their research products are being cited
- Begin to develop a narrative about the use of their research products for professional portfolios, CV, annual reports and promotion and tenure files

COPYRIGHT AND FAIR USE

This session is designed to educate faculty about copyright law and applying the law to their teaching and student learning. We will discuss the basics of copyright law, fair use and issues involved with using copyrighted materials. Scenarios and opportunities to practice will be provided. If you are not sure about some of the materials you are using, bring it to the sessions to apply the four factor analysis test.

Participants will:

- Increase your knowledge and understanding of copyright
- Describe the exclusive rights of copyright holders
- Learn about history of copyright and why copyright law exists
- Appreciate and respect the ethical/moral aspects involved in using materials protected by copyright
- Interpret Fair Use by applying the four factors analysis in a Fair Use Test
- Realize when permission should be requested
- Determine if Copyright Law Section 110 the Teach Act applies
- Locate alternative materials to use when permissions and Fair Use don't apply

CREATING A RESEARCH AGENDA

Do you want to conduct research but you are not sure how it fits into your career path or you don't know where to begin? This session will focus on where to begin and assist you in mapping out your research agenda and goals.

Participants will:

- Create a research agenda outline
- Analyze their personal interests and research history to develop a plan for research
- Develop a goal(s) for the academic year and/or 5-10 years into their career
- Develop and begin to strategize how to achieve their research goal(s)

DESCRIBING YOUR DATA AND USING EXCEL: DESCRIPTIVE STATISTICS

Do you need a refresher on statistics for your research or just want to understand basics for your research or to better analyze student grades? This session will review the fundamentals of descriptive statistics to describe a set of data. A set of sample data will be provided (or bring your own) so participants can have hands-on experience manipulating data in Excel.

In this session participants will:

- Review descriptive statistics vocabulary for research
- Use the data analysis tool to quickly summarize data (mean, media, mode, standard deviation, range, etc.)
- Discuss research scenarios that are appropriate for the use of descriptive statistics

FINE TUNE YOUR RESEARCH WITH KIMBEL LIBRARY'S DISCOVER!

Discover! is the main library search tool that quickly searches credible library resources to help you find research materials. It is a quick portal to hidden library resources, but does it provide easy access or too much information? Learn about working with this tool and how it can be useful both in the classroom and for your own research.

In this session participants will:

- Learn what *Discover!* is
- Practice using *Discover!* tools in order to become more familiar with search functions
- Discuss pros and cons of using *Discover!* for research
- Consider integrating use of *Discover!* into a class assignment

FOCUSING YOUR ACADEMIC PLAN

Do you want to organize your research, teaching and service so there is a focus and connections? This session will help you delineate how these three important components of academic life are integrated to develop an academic plan. Come to this session if you want to develop a cohesive plan which clearly articulates how these areas can be woven together. Developing a clear plan will help you choose wisely among the many things that compete for your time in academia.

Participants will:

- Identify themes in teaching, research and service to find connections
- Develop an overarching theme and focus areas

- Classify current and near future projects into focus areas
- Create a graphic organizer to visually describe your plan
- Write a narrative to articulate your academic plan including teaching, research and service

GROWING YOUR ONLINE SCHOLARLY PRESENCE

This session will focus on emerging tools being used for building online researcher profiles, author identification profiles, and tracking citation metrics. Tools covered in the session will be: ResearcherID (Thomson Reuters), ORCID (Open Researcher and Contributor ID), Google Scholar Citations, and Academia.edu.

Participants will:

- Describe two author identification systems available for researchers (ResearcherID and ORCID)
- Describe two tools used to create online researcher profiles (Google Scholar Citations and Academia.edu)
- Discuss how unique author identification systems and online researcher profiles can help Coastal faculty build their online scholarly presence and generate citation metrics
- Sign up for one of the tools discussed in the session if desired

INTRODUCTION TO MENDELEY: MANAGING YOUR RESEARCH PROCESS

This session will provide an overview of Mendeley, a free reference manager, to help you manage the research process. The Mendeley program will help you manage and organize your pdfs by allowing you to import, annotate, create a bibliography, and collaborate through sharing. You can take your research with you on mobile devices with web browsers or on an iPhone/iPad through apps. Once you see Mendeley, you'll wonder how you did research without it.

Participants will:

- Explore Mendeley
- Investigate a free program that will organize research literature based on their topics of interest

INTRODUCTION TO NSF'S FACULTY EARLY CAREER DEVELOPMENT PROGRAM (CAREER)

For faculty on how to write a successful proposal to NSF's Faculty Early Career Development Program (CAREER). Topics included cover:

- How to decide when and if to apply for a CAREER grant
- How to position yourself and your research to be competitive for a CAREER
- How to structure your proposal
- How to develop an education plan
- Addressing diversity
- Keys to success and common mistakes to avoid
- A step-by-step discussion of each section of the proposal and what it needs to tell the reviewers
- How to analyze reviews and decide whether to revise and resubmit
- Questions and Answers

Participants will:

- Learn how to decide when and if to apply for a CAREER grant
- Learn how to position yourself and your research go be competitive for a CAREER

- Learn components of a CAREER proposal

PRACTICAL STATISTICS: SIGNIFICANCE TESTING OF NOMINAL DATA

Are you looking for a way to evaluate whether something has changed significantly or not? This session will focus on testing whether the count of something is significantly different than expected. In-class examples will use actual data to compare the number of students answering assessment questions correctly in SP-12 to previous years. The session is intended to be non-technical, and will present a “cookbook” method for comparison using Microsoft Excel. A working knowledge of Excel is required

Participants will be able to:

- Understand the use of the Chi-Square test and what it measures
- Learn in which situations to use the Chi-Square test
- Discuss examples drawn from assessment data where the test of significance was applied
- Use Excel to perform the Chi-Square test with assessment data
- Correctly interpret data and draw conclusions from this test of significance

RESEARCH CAFÉ

This is a series of Brown Bag Lunch sessions (bring your lunch) to help build and/or further develop your research agenda. We will offer a session on developing your agenda and follow-up with featured speakers discussing their research as part of their career path. Participants will be able to discuss with experienced researchers barriers and/or outcomes of research as it relates to developing their research agenda.

Participants will:

- Create a research agenda outline
- Analyze their personal interests and research history to develop a plan for research
- Develop goals for the academic year and/or 5-10 years into their career
- Develop and strategize how to achieve their research goals
- Build relationships with other researchers across campus in a casual, informal setting

Speakers will:

- Provide strategies to use to add to faculty curriculum vitae under leadership service
- Refine their agenda through preparation for discussion with faculty
- Build relationships with other researchers across campus in a casual, informal setting

RESEARCH SERVICES FUNDING SERIES

This series will focus on the availability of funding, how it is dispensed, and strategies to find funding.

BUDGET BASICS

This session will provide an overview of the essential components of a grant proposal budget. Learn what to include, what is allowable, how to calculate the PI salary and fringe benefits and what exactly “F & A” is.

Participants will:

- Learn budget categories
- Learn how to calculate salary and fringe benefits

FINDING FUNDING

This is a hands-on workshop for faculty to learn what external funding resources are offered on the Office of Research Services' website. It is a do-it-yourself session with staff on hand to answer questions and to assist you in sorting out where to begin your search. The session will focus on finding available funding, a brief overview of how funding is dispensed, and strategies on how to find funding.

Participants will:

- Learn basic federal, foundation, and corporate funding levels
- Learn about the external funding resources located on the ORS website
- Learn to use the funding databases available on campus
- Learn tips to find relevant funding sources

GRANT BASICS FOR NEW FACULTY (GRANTS 101)

An overview of the grant process at Coastal Carolina University. Find out what funding opportunities are available using internal and external databases. Learn the basics of a grant proposal and what to put into a basic budget, and what other funding resources and services are available for you on campus through the Office of Research Services.

Participants will:

- Learn about the resources located on the ORS website and on CCU's campus
- Find out the basic information you should include in a grant proposal
- Find out the basic information you should include in a grant budget

PROPOSAL WRITING BASICS

An overview of the essential components of an award winning proposal, including defining the problem, conducting needs assessment, putting together a program strategy, writing goals & objectives, and designing the management and evaluation plan.

Participants will:

- Learn basic proposal requirements
- Learn what to avoid when writing a proposal
- Learn the most common mistakes when submitting a proposal

RESEARCH COMPLIANCE

Learn what you need to know to be in adherence with the Federal and State laws and CCU rules and regulations when involving humans or animals in your research.

Participants will:

- Learn integrity in scholarship and scientific research
- Learn how to be compliant with the Institutional Review Board (IRB)
- Learn how to be compliant with the Institutional Animal Care and Use Committee (IACUC)
- Learn who needs to be trained in research compliance and how to get training

rSmart: The Electronic Grants Approval Process for Chairs and Deans

TURNING YOUR ARTICLE INTO A RESEARCH GRANT PROPOSAL

You wrote an article. It may be published, it may not be. But you have an idea or research that you have started working on. This is a 12-week workshop that walks through how to take the article you have already written and transform it into grant proposal sections in order to request funding to complete or continue the idea or research of your article.

Participants will:

- Learn how the sections of a grant proposal differ from an article
- Access databases to search funding resources
- Complete basic sections of a basic grant proposal
- Edit and share with others
- Learn grant budget strategies

rSMART: THE ELECTRONIC GRANTS APPROVAL PROCESS FOR CHAIRS AND DEANS

A session for chairs and deans to become familiar with the new electronic grant system, rSmart, and the approval process for grants in this system.

Participants will:

- Learn how to log in
- Learn how to maneuver around the rSmart database
- Learn how to find the proposal summary, budget, and important sections
- Learn how to approve, disapprove, and reject proposals

rSMART: THE ELECTRONIC GRANTS PROCESS FOR PIs

This workshop is for PIs who have a grant or who will be submitting a grant at CCU. This session will introduce the new rSmart electronic grant system; explain how to maneuver around the rSmart system; show the step-by-step process of how to certify and sign off on your grant proposal in order for the Office of Research Services to submit it; and how to approve the proposal in the rSmart system.

Participants will:

- Learn how to log in
- Learn how to maneuver around the rSmart database
- Learn how to find the proposal summary, budget, and important sections
- Learn how to certify and sign off on your proposal
- Learn how to approve, disapprove, and reject proposals

SPEED NETWORKING - RESEARCH STYLE

New to the University? New to Research? Come introduce yourself and meet other CCU faculty in a fast-paced networking atmosphere. Crafted after a “speed dating” meeting, you will have 3-minutes to learn about each person in attendance, as well as introduce yourself! Learn the interests of other faculty and staff members, find out who is doing research on campus, possibly find a partner who can assist you in your research, or learn how you might be able to help others’ endeavors...all in 3-minute increments.

Participants will:

- Craft a 3-minute “elevator speech” about their research/interests
- Meet CCU faculty and staff
- Learn about fellow faculty research and interests on campus
- Potentially find research partners or faculty who complement faculty interests

STATISTICAL PRODUCT AND SERVICE SOLUTIONS (SPSS)

Coastal Carolina University has a university-wide license for SPSS. We have several sessions on how to use this software effectively. Faculty and staff are encouraged to select the sessions they think will help them with their research.

INTRODUCTION TO SPSS: THE BASICS

Want to learn or revisit how to use SPSS? This session will provide an overview of the SPSS program that is available at CCU. We will demonstrate different screens, including: data/variable view, syntax, editor, and output. This session will also cover data exploration, computing variables, split files, and selecting cases. Bring your data!

Participants will:

- Review the SPSS program
- Discuss any questions they may have about the program

SPSS: FACTORIAL ANALYSIS OF VARIANCE

Factorial Analysis of Variance is used to analyze the differences between group means and their associated procedures (such as "variation" among and between groups). In this session, we will discuss T-tests, One-Way ANOVA (more than two groups with one variable), and Factorial ANOVA (with multiple variables). Participants will have the opportunity to work with their data or use a “dummy” database to experience how to do factorial analysis.

Participants will:

- Use the T-Test, One-Way ANOVA, and Factorial ANOVA capabilities of the SPSS program
- Analyze their own or “dummy” data for practice
- Discuss any questions they may have about the program

SPSS: MULTIVARIATE DATA ANALYSIS

Multivariate Data Analysis involves observation and analysis of more than one statistical outcome variable at a time. This technique is used to perform studies across multiple dimensions considering the effects of all variables on the responses. We will use data to learn about:

- Multivariate Analysis of Variance (MANOVA) for comparing population means of several groups
- Linear Discriminate Analysis (used for pattern recognition, to find linear combinations of features)
- Principal Component Analysis (PCA) convert a set of observations of possibly correlated variables into a set of values of linearly uncorrelated variables (principal components)
- Canonical Correlations which make sense of cross-covariance matrices-2 sets of variables and correlations among the variables leading to linear combinations of dependent and independent variables

Participants will have the opportunity to work with their data or use a “dummy” database to experience how to do a regression analysis.

Participants will:

- Use multivariate data analysis (MANOVA, Linear Discriminate Analysis, Principal Component Analysis, and Canonical Correlation) capabilities of the SPSS program
- Analyze their own or “dummy” data for practice
- Discuss any questions they may have about the program

SPSS: NONPARAMETRIC AND CATEGORICAL DATA ANALYSIS

In this session, we will be guided through the process of analyzing ranked and counted data, such as survey data. We will talk about:

- Kruskal-Wallis one-way analysis of variance by ranks to test samples, which leads to significant results when at least one of the samples is different from the other samples. The test does not identify where the differences occur or how many differences actually occur
- Kolmogorov-Smirnov test (K-S test) tests for the equality of continuous, one-dimensional probability distributions to compare a sample with a reference probability distribution or to compare two samples
- Friedman test is similar to ANOVA and is used to detect differences in treatments across multiple test attempts by ranking each row (or block) together, then considering the values of ranks by columns
- Chi Square Distribution is the most widely used distribution of a sum of the squares of independent random variables and is used in hypothesis testing or in the construction of confidence intervals
- Log-Linear Models is a mathematical model that takes the form of a function, which makes it possible to apply linear regression

Participants will have the opportunity to work with their data or use a “dummy” database to experience how to do a regression analysis.

Participants will:

- Use Kruskal-Wallis one-way analysis of variance; Kolmogorov-Smirnov test (K-S test); Friedman test; Chi Square Distribution; and Log-Linear Models to analyze data in the SPSS program
- Analyze their own or “dummy” data for practice
- Discuss any questions they may have about the program

SPSS: REGRESSION AND MEDIATION ANALYSIS USING

This workshop will provide a brief overview of SPSS for regression analysis and statistical mediation analysis. The workshop will begin by discussing common misconceptions when using regression analysis, then will move into interactions with categorical variables, as well as interactions among continuous variables. The workshop will then discuss examples of mediation analysis, which is a useful tool to address the relationship between the stimulus and response. Workshop participants will have the ability to work with their data or use a “dummy” database to experience how to do a regression analysis.

This workshop will assume no prior knowledge of regression and mediation analysis and the emphasis will be on a practical introduction.

Participants will:

- Practice with how to use regression analysis by using SPSS
- Practice with how to interpret the outcomes by using examples

- Practice with how to use Moderator (interaction)/ Mediator analyses
- Discuss any questions they may have about their data

SPSS: REPEATED MEASURES (AKA WITHIN-SUBJECTS DESIGN)

Repeated Measures Analysis is a technique that allows the researcher to use the same subjects with every condition of the research, including the control. For instance, to test the effects of sleep on cognitive function, a subject's reading ability might be tested once after they have no sleep and another time when they have 6-8 hours of sleep. Participants will have the opportunity to work with their data or use a "dummy" database to experience how to do a regression analysis.

Participants will:

- Use the repeated measures capabilities of the SPSS program
- Analyze their own or "dummy" data for practice
- Discuss any questions they may have about the program

WRITING CIRCLES

AN INTRODUCTION TO WRITING CIRCLES: WRITING YOUR ARTICLE IN 12 WEEKS

Do you need some deadlines for your writing? Do you need to get productive? Write and submit an article in 12 weeks. The process works! Join the growing number of faculty who have written, submitted, and published articles, conference proposals, book proposals, and presentations from our circles! Based on Belcher's framework for writing an article in 12 weeks, we will begin the process together as a circle of friends working to produce! So mark your calendar for 12 weeks of productive writing! Bring your laptop/iPad/netbook to the session as well, because participants will have time to write. We will decide a time that is best for you to meet at the same place/time for 12 weeks. If this time slot does not work, let us know! We are here to help you!

Each session begins with the participants sharing what they have accomplished and what they plan to complete during the upcoming week.

Participants will:

- Engage in planning their writing time
- Apply strategies taught in the sessions to their projects
- Discuss their paper, progress, and plans

ALL BUT THE DISSERTATION (ABD) CIRCLE

Under [Faculty Scholarship](#)

ASSESSMENT GRANT PROGRAM PROPOSAL WRITING CIRCLE

Looking for a grant that will provide support to examine the effectiveness of your academic program, programs related to student development, or services to students and the university? Want to learn how to write a better proposal for that grant? We will walk you through the process of writing an Assessment Grant as you attend a session once a week for 4 weeks. We will discuss the criteria for the award, funding expectations, and writing the sections of the proposal. Come prepared with an assessment idea in mind – this will NOT be a workshop on how to write an assessment. More information on the Assessment Grant Program is located at <http://www.coastal.edu/provost/assessmentgrants.html>.

Participants will:

- Commit to writing an Assessment Grant
- Write effective sections of a grant proposal
- Contribute to the assessment system and your professional development

CURRICULAR INTERNATIONALIZATION WRITING CIRCLE

Under [International](#)

DEVELOPING SHORT-TERM STUDY ABROAD PROGRAMS WRITING CIRCLE

Under [International](#)

GRANT PROPOSAL SUMMER WRITING CIRCLE

A weekly session that walks you through the grant proposal writing process starting with making sure that the grant you are applying for is the right one. We will help you focus on the need you are trying to address, define your goals and objectives, put together a program strategy, and create your budget.

Participants will learn:

- Proposal requirements
- Proposal writing techniques
- Budget basics
- Winning grant strategies

MASTER WRITING CIRCLE

This writing circle is for those who want to participate in a scheduled meeting to write. Participants must have already “graduated” from a 12-week Writing Circle.

Participants will:

- Share updates of writing progress
- Develop a plan for completing a writing project
- Complete a paper for publication

FREE-WRITE: AN EXTENSION OF THE WRITING CIRCLE

Circle members are invited to our writing sanctuary. This is dedicated quiet time for you to write. There will be some computers available, but we encourage you to bring your own. We kindly ask participants to observe and agree to the following ground rules:

- Writing Sanctuary is a quiet study and writing area; talking or group discussion should be done outside of the sanctuary
- The space will be unmonitored by staff. If you have questions about Moodle or library reference, please make an appointment before or after the sanctuary
- Phones should be set to vibrate and calls should be taken outside of the sanctuary
- Bring your writing to focus your work, limit your text and email interactions while in the sanctuary

PROFESSIONAL ENHANCEMENT GRANT PROPOSAL WRITING CIRCLE

Want to learn how to write a better Professional Enhancement Grant (PEG) Proposal? Looking for a grant that will provide seed money to allow you to seek funding from other sources and increase the magnitude of the results of your projects? Attend this once a week for four weeks session which will walk you through the grant writing process. We will review what the guidelines are really asking for, review your project goals, lay out a plan for writing your grant, and create a timeline and budget.

Participants will:

- Commit to writing a Proposal Writing Award
- Begin developing research project/idea
- Submit a Professional Enhancement Grant (PEG) Proposal

RESEARCH WRITING CIRCLE

Want some accountability to complete your data collection and interpretation? Not ready for a writing circle to publish a paper? Need to get the prep work together over the summer so you can write your paper? During each session, participants will give updates on what they have completed, talk about what they want to accomplish by the next session, and have time to work on their data. Come join the circle...it requires a commitment to be present at each of the sessions. Bring your data!

Participants will:

- Share with others their progress on collecting and interpreting data
- Develop a plan for data collection and interpretation
- Develop a plan for dissemination of information

SCHOLARLY REASSIGNMENT APPLICATION WRITING CIRCLE

Thinking about applying for Scholarly Reassignment? We are offering a Scholarly Reassignment Application Writing Circle co-sponsored by the Faculty Welfare and Development Committee. This circle will meet twice face-to-face and once online. Participants will get instruction and support as they complete the application.

WEEK 1 – INTRODUCTION OF THE SCHOLARLY REASSIGNMENT APPLICATION

- What works
- Where you find the application
- Complete demographic information on the application

WEEK 2 – THE ABSTRACT

Participants will discuss the abstract portion of the application and the other mandatory options addressed in the application process including:

- Word limit of 300 words
- Problem, project, or question to be addressed
- Significance
- Benefits
- Examples: community engagement, furthering research, etc.
- Purpose
- Location
- Research agenda connection
- Timelin

WEEK 3 – ONLINE EDITING

In this circle participants will post completed applications, review one proposal, and edit their application.

Participants will:

- Complete a Scholarly Reassignment Application

FACULTY LEADERSHIP AND SERVICE

ADVISING

ADVISING TRANSFER STUDENTS

CeTEAL and the Registrar's office are sponsoring a hands-on session for faculty advisers from the procedural perspective of advising. We will demonstrate different tools available in WebAdvisor and participants will log into their WebAdvisor accounts to interact with the presenters. Please bring a list of your advisees who have transferred to Coastal Carolina University, need a waiver, need to complete course forgiveness, and/or any other issues you have faced with advising. To fully engage in this session faculty advisers will need a working knowledge of WebAdvisor.

In this session, we will:

- Explore advising features available for students and advisers in WebAdvisor(unofficial transcript, TRER, advising holds)
- Decipher the online Program Evaluation and how it can assist you
- Apply for waivers and exceptions
- Explain repeat forgiveness and duplicate credit
- Discuss information important to the advising process (dates, grades, things to consider)
- Discuss functionality of WebAdvisor and solicit feedback to improve the system

DATATEL REGISTRATION HOW-TOS AND MORE FOR ADMINISTRATIVE ASSISTANTS

Come talk to staff in the Registrar's Office to help you do your everyday duties. This session will help administrative assistants with Datatel and how things work with the Registrar's office.

Session outcomes:

- Establish a basis of knowledge for all Administrative Assistant's duties regarding Datatel entries
- Assigning advisers
- Adding/ changing/ deleting majors, minor, concentrations
- How to link program requirements so that it is reflected in EVAL processing forms, specifically the substitution form and when to send it registration
- Scheduling rooms
- Get an introduction to running reports

EFFECTIVE ACADEMIC ADVISING: IT'S MORE THAN JUST PICKING OUT CLASSES

Want to know how to facilitate an advising session effectively and efficiently? This session will help you with setting the agenda for your advising sessions and show you how to help the students become their own advocate for accomplishing their goal of graduating.

Advisers will:

- Plan and learn how to implement effective advising sessions
- Discuss and develop your approach to your first advising session with a student
- Discuss pre-registration advising sessions with an emphasis on tracking sheets and program evaluations

- Discuss techniques to help students take responsibility for their academic plan. Consider having an advising syllabus for your advisees
- Experience what the students see on WebAdvisor and discuss the tools students have been given in their first year at CCU

FINANCIAL AID

This session will provide faculty with a brief summary of Financial Aid & Scholarships processes and guidelines.

STUDENT ADVISING PANEL DISCUSSION

Do you have questions about advising or working with students? This session will provide you an opportunity to learn from the experts. Representatives from Academic Advising, Registrar's Office, Admissions, and Financial Aid will participate in this panel discussion and will be happy to address your questions and concerns while sharing important tips to make advising more successful. Please join us for this informative session.

Participants will:

- Discuss issues related to student advising
- Share experiences and knowledge related to student issues

TRAINING FOR NEW FACULTY ADVISORS

CeTEAL and the Registrar's office are sponsoring a hands-on session for faculty advisers from the procedural perspective of advising. We will demonstrate different tools available in WebAdvisor and participants will log into their WebAdvisor accounts to interact with the presenters. Please bring a list of your advisees who have transferred to Coastal Carolina University, need a waiver, need to complete course forgiveness, and/or any other issues you have faced with advising. To fully engage in this session faculty advisers will need a working knowledge of WebAdvisor.

In this session, we will:

- Explore advising features available for students and advisers in WebAdvisor (unofficial transcript, TRER, advising holds)
- Decipher the online Program Evaluation and how it can assist you
- Apply for waivers and exceptions
- Explain repeat forgiveness and duplicate credit
- Discuss information important to the advising/registration process (dates, grades, things to consider)
- Discuss functionality of WebAdvisor and solicit feedback to improve the system

TRANSFER STUDENT ADVISING PANEL DISCUSSION

Do you have questions about advising or working with transfer students? This session will provide you an opportunity to learn from the experts. Representatives from Academic Advising, Registrar's Office, Admissions, and Financial Aid will participate in this panel discussion and will be happy to address your questions and concerns while sharing important tips to make transfer advising more successful. Please join us for this informative session.

Participants will:

- Discuss issues related to transfer student advising
- Share experiences and knowledge related to transfer student issues

WHO TO CALL: MAKING STUDENT REFERRALS

Are your students stressed? Can you feel it in the air? Are they coming to you to talk about issues outside of the classroom and you think they need to be talking to an expert who can help them? There are resources! Dr. Cassidy will talk about the numerous initiatives and resources to help students cope. She'll give you helpful tips on what to say to students to help them get the help they need. There are more resources available on campus than ever.

Participants will:

- Discuss various resources on campus to help students cope
- Discuss how to deal with a student who comes to you with issues you are not prepared to deal with at this time

BRINGING IN NEW FACULTY: BEST PRACTICES

Have you hired a new faculty member for your department? Now what? We will discuss some tips and tricks to help bring that faculty member into the CCU family based upon research and best practices. We will give you a timeline to help with the transition for new faculty, provide information about New Faculty Orientation and seminars, and talk about the services CeTEAL can provide prior to their arrival.

In this session participants will:

- Identify tips to introduce new faculty to the area
- Develop strategies to introduce new faculty to the culture of CCU
- Plan the steps they will develop to make the transition easier for the new faculty member
- Review new faculty orientation and seminar information
- Identify sessions available through CeTEAL for new and veteran faculty

BUILDING A PROFESSIONAL PORTFOLIO: PROMOTION AND TENURE

Thinking about the "Third Year Review" and the tenure and promotion process? This session will help you determine what goes into your portfolio, how to organize it, and how to keep up with the collection and organization of the information needed for the promotion and tenure process. Bring your college's performance standards and/or elaborations for promotion and tenure. A USB drive (flash drive, thumb drive, etc.) may be helpful too. We will provide participants with a format for their table of contents and coversheets for the sections of their portfolio.

Participants will:

- Investigate what is expected in their tenure and promotion portfolio
- Discuss the required information and the "mandatory options" required for the portfolio
- Choose the types of evidence that are the best to submit for review of college-specific tenure and promotion requirements

CREATING NEW COURSES AT CCU WORKSHOP

Bring your lunch and join us for a panel discussion on developing courses at Coastal Carolina University. We will discuss: What is the process? What is required? We have invited a panel of experts to discuss:

- How the course development process works
- The timelines set-up by academic affairs and why those deadlines were established
- How to write effective course goals and student learning outcomes

Participants will:

- Discuss the course development process
- Discuss timelines for course approval and to get the course published in the catalog
- Develop skills on writing student learning outcomes and effective course goals

HANDLING CONFLICT WITH COMPETENCY

Learn the dynamics and value of conflict and the essential steps in resolving conflicts at work. Explore lessons on disentangling and resolving troublesome work relationships and situations. Recognize the signs of abrasive treatments; understand their impact and the implications of actions taken. Following an overview on the topic, relevant case studies will be presented and discussed.

Participants will:

- Identify components of and reactions to conflict
- Discuss productive methods in dealing with conflict
- Evaluate the effective options and available resources for actions to resolve issues of conflict.

INSTRUCTIONAL COACHING CERTIFICATE

CeTEAL encourages faculty from across campus to become peer Instructional Coaches. Instructional Coaches are a key tool in providing faculty with feedback on their teaching. At the request of an instructor, Instructional Coaches will observe the instructor's classroom teaching, meet with the students and provide the instructor with feedback. To guide our instructional coaches, we have developed a process and protocols to capture the best information from the initial meeting with the instructor and from the classroom observation. We guide you through best practices for writing the followup report and conducting the post-evaluation meeting with the instructor. Faculty who complete our five-step process will receive a certificate of completion.

Step 1 – Introduction to Instructional Coaching/Peer Observation: The Process

- Have you been asked to observe your colleagues in the classroom? Do you need to provide a peer observation as part of a promotion and tenure committee or mentoring committee? Would your department like to implement peer observation in a standardized format? Based on the faculty development literature, best practices, and in consultation with our advisory board, CeTEAL has developed a process and set of protocols to perform classroom observations. Our strength-based, instructional coaching process will help you set up a pre-observation meeting, perform a classroom observation, write a follow-up report, and conduct a follow-up meeting. We will share with you all of the necessary documentation to guide you through the process. This session is the first in the 5-step process to become an Instructional Coach at CCU.

Step 2 – Writing the Report Session

- This session is Step 2 of the instructional coaching/peer observation series. We will discuss how to write a comprehensive report after a classroom observation. Participants will be walked through how to give constructive, strength-based feedback and how to provide strategies and suggestions that work to improve teaching.

Step 3 – Holding the After Observation Conference

- This session is part of the peer observation/instructional coaching series. We will discuss how to hold a post-observation meeting after a classroom observation and the meeting after the report has been written.

Step 4 – Attend at least one [Teaching Effectiveness](#) session of your choice

Step 5 – Completion of a minimum of two observations, closely supervised

INSTRUCTIONAL COACHING REFRESHER

This is a call for all certified Instructional Coaches! It has been a while since you were in training and you may be curious about the other instructional coaches, you want to meet them. This session is designed to get all of our Instructional Coaches together to meet each other, discuss updates to the program, discuss how to improve the program, and discuss the future of the program. We hope to see all of the certified Instructional Coaches at this meeting.

Participants will:

- Get to know the other instructional coaches
- Discuss updates to the program
- Discuss how to improve the program
- Discuss the future of the program

QUALITY MATTERS (QM) RUBRIC COACH

We encourage faculty from across campus to become QM Rubric Coaches. Faculty who complete our process will receive a certificate of completion. CeTEAL has developed a process and protocols to capture the best information from the initial workshop through the report and follow-up meeting. Participants receive a certificate of completion at the end of the process and will be considered a CCU QM Rubric Coach! This is an excellent college or university- wide service opportunity. As a result, QM Rubric coaches will be more likely to improve their own course design. When we improve our course design, we improve student learning and retention, that is our focus!

Step 1 – Attend the Applying the QM Rubric Workshop:

- The workshop is a six-hour full day session (with an additional hour for lunch on your own) or two days in a row of three hours each. During this hands-on session participants will be introduced to QM and its principles, history, rubric and annotations, concept of alignment, the peer review process and applying the rubric to an actual course by writing helpful recommendations

Step 2 – Complete the short online QM Rubric Coach session:

- This online session will give you the tools you will need from your initial contact with another faculty member through writing your report

Step 3 – Complete a minimum of 2

- Applying the QM Rubric to an online or hybrid course (one may be your own online course or a hybrid)

PLANNING YOUR SEMESTER: TIME MANAGEMENT FOR ACADEMIA

The semester is about to begin. Are you already feeling overwhelmed with the amount of things you planned on getting accomplished from last semester and it didn't happen? Or are you looking at this upcoming semester and thinking there is too much to do? We will guide you through a process to help you find the balance between your expectations at work and in your personal life.

Participants will:

- Develop a weekly and/or possibly a monthly schedule for life in academia and life in the “real world.”
- Prioritize expectations

PROJECT MANAGEMENT FOR ACADEMIA

Are you wondering how to manage all of the projects you want to accomplish this semester? Are you looking at your schedule and thinking there are not enough hours in the day to accomplish all of the projects I need to complete, teach, and complete my commitments for service, community outreach, etc.? We will take you through a process to prioritize your personal schedule and help you figure out a way to complete everything you need to complete.

Participants will:

- Prioritize projects to be completed for the semester
- Schedule due dates for projects that are realistic

PROMOTING A HEALTHY WORKPLACE: CONFLICT RESOLUTIONS FOR ABRASIVE TREATMENTS

Have you been a target of abrasive treatment, or know someone who has, or witnessed it? Have harsh work relationships caused you too much emotional labor? Recognize the signs, understand the implications (to one's health and the university's) of abrasive treatment and learn what actions may reduce the stress to gain a healthier workplace. Following an overview on the topic, panelists will add their comments and field audience questions. (If numbers permit, there will be a breakout session to discuss case studies.)

Participants will:

- Identify abrasive treatments at work (incivility, bullying, mobbing, verbal hostility)
- Identify methods to handle abrasive treatments for an improved workplace atmosphere and improved relationships.

PROPOSING AND DEVELOPING A NEW GRADUATE PROGRAM

Do you have an idea for a new graduate program or certificate and don't know if the idea has merit? Do you have questions about how graduate programs move from the idea stage to the implementation stage? Are you intimidated by the amount of time and effort involved in developing new graduate programs? This session will examine the rapidly changing graduate studies landscape at CCU and then provide guidance for how you can help shape this landscape.

Participants will:

- Be aware of current and planned graduate programs at CCU
- Know the internal and external approvals required for new graduate programs
- Identify the academic, economic, and political factors involved in developing new programs

- Determine if their department is ready for a graduate program
- Know the various delivery methods for graduate education
- Identify a target audience for a new graduate program

REACHING A QUALITY (BULLY-LESS) WORK PLACE

Want to learn more about working effectively with difficult behaviors? We will discuss situations that require strategic approaches to resolve the combative issues using authentic situations and/or case studies. We will define bullying behavior (academic mobbing), tips to respond, and recognizing bullying behaviors within you.

Participants will:

- Develop strategies to communicate with leadership
- Discuss how to succeed in a difficult situation (negotiating difficult communication, coming to an understanding, succeeding in getting your points across)

WRITING THE ANNUAL REPORT

The annual report is an important tool to document the development of instruction, scholarship and service. This session will help you think through the evidence, artifacts and narrative to write a quality report. Although reports differ by department and college we will discuss common elements to a good report. This session is of particular interest to new faculty including lecturers. Veteran faculty will receive some tips on how to improve their reports. Faculty should bring copies of their department or college annual report form.

Participants will:

- Review examples of annual reports from different disciplines
- Discuss evidence and artifacts that can be used as supporting documentation
- Outline and develop supporting narratives and self-evaluation statements and letters
- Develop an outline or rough draft of the annual review
- Create a to-do list of items needed to complete your annual review

COURSE MANAGEMENT SYSTEMS – MOODLE

INTRODUCTION TO MOODLE

This session will introduce the user to the Moodle system, and will cover basic Moodle navigation, editing course settings, adding basic course content such as files and folders. More advanced topics – such as assignments, quizzes, and grading—will be offered in later sessions.

Participants will:

- Navigate Moodle and locate tools for editing a course
- Add files and folders to the course content area
- Explore the process for adding basic tools and blocks to a course

MOVING COURSE CONTENT FROM BLACKBOARD TO MOODLE

Although Blackboard courses cannot be copied directly into Moodle, it is possible to move documents and tests from Blackboard to Moodle quickly and easily. In this session, you will learn the step-by-step processes for downloading files and test questions from Blackboard and uploading them into a Moodle course.

Participants will:

- Download files from Blackboard in a batch download process
- Upload files into Moodle in a batch process
- Download tests from Blackboard through direct export and through Respondus
- Import tests into Moodle through direct import or through Respondus

DOWNLOADING AND ARCHIVING CONTENT AND ESSENTIAL STUDENT DATA FROM YOUR BLACKBOARD COURSES

According to the system administrators, faculty access to Blackboard will end in December 2014. In this session we will show you how to efficiently download content files, tests, and gradebook data from your existing Blackboard courses.

Participants will:

- Download content files from the file management area of a Blackboard course
- Export Blackboard tests in a format that can be imported into Moodle
- Export the Blackboard Grade Center into Excel format

ADDING NARRATED POWERPOINT TO YOUR MOODLE COURSE

In this session we will create a narrated PowerPoint presentation and convert it into a format compatible with Moodle. Using a headset/microphone we will record a narrated presentation, use iSpring Free (a free PowerPoint conversion tool) to convert the file into video format, upload the file into Moodle and set it up for student interaction.

Participants will:

- Create a narrated PowerPoint file
- Use iSpring Free to convert the file to a SCORM-compliant video package
- Upload the video package into a Moodle course

- Select appropriate Moodle settings for interactivity and grading

BUILDING YOUR FINAL EXAM IN MOODLE

If you have used Moodle for testing during the semester, creating a final exam will be a breeze. In this session, we will show you how to build a final exam based on questions from your existing Moodle Question bank. Topics will include: pulling questions from multiple question categories, randomizing questions, and setting test and feedback options.

Participants will:

- Build a Final Exam shell in Moodle
- Move test questions into the Final Exam
- Set up randomized questions
- Explore test and feedback settings

EMBEDDING STREAMING MEDIA INTO YOUR MOODLE COURSE

Streaming media embedded into your Moodle course will benefit your students in many ways. One way is that it may be more engaging and students can review the media more than once. Attend this session to learn about the various media you may embed into your course and practice embedding.

Participants will:

- Examine the various types of media
- Find media to embed
- Practice embedding media in your Moodle course

INTEGRATING LIBRARY RESOURCES INTO MOODLE

This session will demonstrate how to integrate Kimbel Library's online resources into Moodle. Participants will learn how to link directly to Kimbel Library's streaming videos, database articles and e-books by using a persistent URL and proxy authentication, as well as where to find online tutorials that teach students how to use Kimbel Library's resources.

Participants will:

- Search for library videos, articles and e-books
- Correctly link to these resources in Moodle by providing persistent URLs and proxy authentication for off-site access
- Find and embed library tutorials

MOODLE: BUILDING AND MANAGING TESTS

This session will cover the testing functions in Moodle. We'll talk about editing tests and adding questions, configuring test settings, and viewing test results. This session **will not** cover using Respondus to upload tests into the system. For that, we recommend you sign up for [Moodle Testing \(With Respondus\)](#).

Participants will:

- Edit a test in Moodle
- Configure test settings
- View test submissions

MOODLE ASSIGNMENTS

In this session we will discuss the Assignment tool in Moodle. We will go through the process of building a basic Moodle assignment using the Assignment tool, and review the management and grading options for the assignment. We will also discuss other options for assignments offered by Moodle.

Participants will:

- Add a basic assignment to a Moodle course
- Use the assignment settings to release an assignment
- Understand how to grade a basic assignment
- Consider other tool options for assignments

MOODLE COMMUNICATION TOOLS

How do you communicate with students in an online or hybrid class? How do the students in your class communicate with each other? This session will demonstrate the use of several tools in Moodle that can help promote communication and interaction in hybrid and distance learning courses. In addition to our demo, we will give you an opportunity for hands-on practice with discussion forums, messaging and email.

Participants will:

- Discuss the various modes of communication within Moodle
- Participate in Moodle chats and discussion forums
- Add communication tools to a Moodle course

MOODLE COMMUNICATION TOOLS AND DISCUSSION FORUMS

How do you communicate with students in an online or hybrid class? How do the students in your class communicate with each other? This session will demonstrate the use of several tools in Moodle that can help promote communication, interaction, and discussion forums in hybrid and distance learning courses. You will have an opportunity for hands-on practice with these tools.

Participants will:

- Discuss the various modes of communication within Moodle
- Participate in Moodle chats and discussion forums
- Add communication tools to a Moodle course
- Determine the differences between the five forums
- Distinguish the features that are available to use
- Examine the grading feature in the forum

MOODLE DISCUSSIONS

There are several different forum types used for discussion in Moodle. Which one will best serve the purpose? Attend this session and learn about the five different types and other features you may use with them. We will also discuss grading options in the forum.

Participants will:

- Determine the differences between the five forums
- Distinguish the features that are available to use
- Examine the grading feature in the forum

MOODLE GRADEBOOK

In this session, we will give you an overview of the Gradebook layout and teach you the basics of managing your students' grades in Moodle.

Participants will:

- Navigate the Gradebook
- Create a Category
- Create a Column
- Enter grades directly into the Gradebook
- Select options for displaying Gradebook content

MOODLE ADVANCED GRADEBOOK FEATURES

In this session, we will take a look at some of the more advanced features of the Moodle Gradebook including selecting options for automatic grade calculations, creating calculated grades using formulas, and exporting and importing grades with Excel.

Participants will:

- Assign an ID number to a grade column
- Build a simple formula for calculating a grade
- Set up a weighted grade calculation
- Export and import Gradesheets with Excel

MOODLE GRADEBOOK, RUBRICS, AND MARKING GUIDES

This Moodle Grading session is more comprehensive and fast-paced than the general Moodle Gradebook session. Moodle Grading will cover the Gradebook as well as the rubric and marking guide tools available for assessing Moodle assignments. In addition, the session will cover Gradebook features such as building calculated columns with formulas and using the extra credit feature. Recommended for faculty/staff who have used these tools.

Participants will:

- Locate tools and settings for grading options
- Set up grade columns and calculated columns in Moodle
- Set up a rubric or marking guide to assess an assignment

MOODLE GRADEBOOK WORKSHOP DROP-IN

This two-hour hands-on workshop is a drop-in session for working on your Moodle gradebook. If you need to untangle your gradebook in preparation for end-of-semester grade reporting, then this session is for you. Jean and Tracy will be here to answer your questions as you work on making your gradebook work for you. (This is **not** a gradebook training session. This is workshop time.)

MOODLE GROUPS

Do you want to use groups in Moodle for assignments or projects? Do you have a cross-listed course? Looking for a way to make your course more manageable in terms of streamlining? This session will cover creating groups, grading by groups, and creating assignments and discussions for groups.

Participants will:

- Create groups in their course
- Explore grading by groups
- Create an assignment and discussion forum for groups

MOODLE ORGANIZATION

In this session, we will discuss some of the different ways you can organize your course content in Moodle. We will cover how the course content area is set up and consider some options for arranging your course resources to best fit the flow of your online, on campus, or hybrid course.

Participants will:

- Discuss the options for formatting Moodle content areas to suit the content
- Edit the course settings to select an overall content area format
- Use section title and labels to organize content topics and subtopics
- Use the tools for hiding, showing and highlighting content sections

MOODLE RUBRICS

Rubrics are a valuable tool when it comes to evaluating and measuring students and their work. They are excellent for assisting with valid and consistent assessment of learning. Moodle gives you the ability to integrate rubrics into Assignments.

This session will:

- Identify where rubrics can be used in Moodle
- Show you how to create a rubric in Moodle
- Reveal how to grade with a rubric in Moodle
- Show you what these rubrics look like to your students
- Identify resources for help with rubrics

MOODLE TESTING

This course will cover the basic setup and management of quizzes in Moodle. While we will discuss the various methods of uploading questions into the system, the focus of this session will be editing a quiz and editing quiz settings. (Training for Respondus is provided in a [separate session](#).)

Participants will:

- Review options for uploading questions into the Moodle Question bank
- Edit a quiz by adding and removing questions and randomizing questions
- Edit quiz settings such as: quiz availability, quiz layout, and grading/feedback options

MOODLE TESTING (WITH RESPONDUS)

In this session, participants will learn to use the Respondus Quiz Builder tool to create quizzes and quiz questions that can be uploaded into Moodle. The session will also cover how to edit and manage the quizzes once they have been loaded into the Moodle system.

Participants will:

- Upload a sample quiz into Respondus

- Edit quiz settings in the Moodle system
- Discuss best practices for testing in Moodle

MOODLE TIPS AND TIMESAVERS

In this session, we will discuss tips and timesavers to help streamline Moodle tasks and update you on any recent changes in Moodle. We welcome input from participants as we all share tips and techniques we have discovered in Moodle.

Participants will:

- Explore timesaving ideas in Moodle
- Review recent updates/changes to the Moodle system
- Share Moodle tips with fellow participants

USING THE MOODLE WORKSHOP TOOL FOR PEER REVIEW

Moodle's Workshop tool is designed to organize the student peer assessment process through a series of stages. Using the Workshop tool, the instructor can set up a submission area for a student assignment, assign students (manually or randomly) to review each other's assignment, and provide a sample submission to allow peer reviewers to practice. Students can receive two grades through the Workshop tool: one grade based on their assignment submission and one grade based on their peer reviewing efforts.

Participants will:

- Discuss the organization of the peer review process as delineated by the Moodle Workshop tool
- Participate in the peer review process as a reviewer
- Walk through the setup process of a Workshop

DISTANCE LEARNING

DISTANCE LEARNING INSTITUTE CERTIFICATE PROGRAM

The Distance Learning Institute is designed to provide CCU faculty with the basic information needed to build and manage successful online courses. You'll attend four required sessions, then choose 5 from the institute toolbox to customize the program to suit your needs. At the completion of the Institute, faculty will receive a certificate.

GETTING STARTED IN DISTANCE LEARNING

This overview will help you prepare for the development of a distance learning course and provide you with practical tools for getting organized to teach online. Come learn about the elements in a distance learning syllabus, principles of good course design, faculty and student readiness for distance learning, and components of a quality course. We will provide you with many resources and discuss any issues or questions that you may have about teaching via distance. You will come away from this session with ideas to prepare for teaching online.

The participants will:

- Review a practical checklist of items to get ready for teaching online
- Identify the difference between a distance learning syllabus and a traditional course syllabus
- Use a course matrix to align content with student learning outcomes
- Review resources for faculty and student readiness
- Discuss accessibility of content and other issues and questions regarding distance learning
- Review Coastal Carolina University's distance learning policy
- Discuss the items in the Course Overview section of the Quality Assurance Inventory resource

DISTANCE LEARNING INSTITUTE – OVERVIEW

This introductory session will review the Distance Learning Institute Certificate program along with the requirements to complete the certificate. Faculty will be introduced to the Quality Assurance Inventory, discuss the roles of CeTEAL and COOL, and learn about Quality Matters (QM). The DLI session offerings will be reviewed and faculty will be able to register for future sessions.

Participants will:

- Recognize the requirements of the program
- Identify the roles of CeTEAL and COOL
- Review the Quality Assurance Inventory and QM
- Determine sessions that fit your needs

ORGANIZING A DISTANCE LEARNING COURSE

In this session we will look at general options for organizing your distance learning course and specifically how you might organize the course in Moodle. We will look at options for building a “Start Here” area to help students get started in the course, and then discuss the flow of the course through the semester. In addition we will look at options for reducing scrolling and increasing accessibility for basic course content.

Participants will:

- Review options for display of course content
- Explore tools and blocks that can streamline course content and navigation
- Make a customized menu block
- Discuss potential organization strategies for course content

DISTANCE LEARNING INSTITUTE - CONCLUSION

In the concluding session of the Distance Learning Institute, participants will review progress made in designing and building distance their distance learning course(s). Each participant will have the opportunity to review their own course using the Quality Assurance Inventory and share their course with other participants if outside feedback is desired.

Participants will:

- Review their course using the Quality Assurance Inventory
- Share ideas and suggestions with fellow participants
- Discuss possible changes, additions, and future maintenance issues to maintain course quality

DISTANCE LEARNING TOOLBOX

As part of the Distance Learning Institute, you will choose at least 5 of the following sessions:

- | | |
|---|--|
| • Accessibility: Ways To Make Your Online Course Accessible | • Moodle Gradebook |
| • Adding Narrated PowerPoint to Your Moodle Course | • Moodle Gradebook, Rubrics, & Marking Guides |
| • Applying the QM Rubric Workshop | • Moodle Testing |
| • Applying the Quality Assurance Inventory to Your Distance Learning Course | • Moodle Workshop |
| • Building a Course Tour | • Providing Digital Feedback to Students |
| • Copyright and Fair Use | • Providing Students with Meaningful Feedback |
| • Course Design for Distance Learning: The First Week of Class | • Rubrics Simplified |
| • Course Design: Creating Learning Guides for Your Online Course | • Streamlining Your Online Activities Feedback |
| • Eliminate the Top 10 Issues in Distance Learning | • 10 Ways to Make Your Course More Accessible |
| • How to Write Effective Student Learning Outcomes | • Timesavers for Teaching Online |
| • Library Resources for Online Courses | • Tracking Online Class Attendance |
| • Moodle Assignments | • Transitioning Face-to-Face Activities to an Online Environment |
| • Moodle Communication Tools and Discussion Forums | • Turnitin - Originality and Grammar Checker |
| | • Using Just-in-Time Teaching to Increase Student Preparedness |
| | • Using Peer Review in an Online Class |
| | • Using Screen Capture Tools to Develop Online Course Content |

APPLYING THE QUALITY ASSURANCE INVENTORY

Developed by CCU's Distance Learning Committee, the Quality Assurance Inventory (QAI) is a set of expectations for online learning courses. This session will discuss each of the categories in the QAI and participants will apply the inventory to an example course as a peer review exercise.

Participants will:

- Identify and explain the categories of the Quality Assurance Inventory
- Discuss examples and strategies for meeting the expectations of the QAI
- Apply sections of the QAI to an example course

ACCESSIBILITY: WAYS TO MAKE YOUR ONLINE COURSE ACCESSIBLE

The word "accessible" may mean different things to different people. Join this session to learn what it means in an online course. The topics of universal design, accessible documents, and videos with captioning and transcripts will be demonstrated and attendees will apply to a hands-on activity.

If you have a video that you would like captioned, please upload it to YouTube one day prior to the session.

Participants will:

- Discuss what accessible means in an online course
- Appreciate the practice of accessible course design
- Apply universal design formatting to a document or other item

BUILDING A COURSE TOUR

This session will introduce the course tour as an engagement activity for students in a distance course. Topics covered will include: general course overview, schedule of activities, guiding the learner to explore the course site and how to get started in the course.

Attendees will practice creating a course tour with a current course or a practice course.

Participants will:

- Appreciate the significance of a course tour for students
- Recognize the components of a course tour
- Practice creating a course tour

COMMUNICATION MUSTS IN AN ONLINE CLASSROOM

Communication musts in the online classroom will help you appreciate the importance of establishing five areas to communicate credibility. These five areas will allow your students to feel more connected with you, the content, and allow for interaction. Join this session for discussion, video and reflection on these communication musts.

At the end of the session faculty will:

- Recognize the types of credible communication
- Discuss how you currently communicate in your online course
- Determine where these musts fit into your course
- Reflect on implementing these communications in your online course

COURSE DESIGN: CREATING LEARNING GUIDES FOR YOUR ONLINE COURSE

This session will show you how to create learning guides for your course for a unit, chapter or module. A learning guide is a useful to help you organize your course and to let your students know outcomes, resources, content and assessments. Developing a learning guide helps you gather your resources, materials

and assessments and organize your class. Students will then clearly see what is expected of them for each section of your course.

Participants will:

- Develop a learning guide for a chapter, unit or module
- Use the “Book” activity in Moodle to organize learning guides
- Write learning outcomes for a specific unit, chapter or module
- Identify learning resources, content and materials used within a specific unit, chapter or module
- Identify assessments for the unit, chapter or module

COURSE DESIGN FOR DISTANCE LEARNING: THE FIRST WEEK OF CLASS

In this session we will discuss the importance of good course design in a distance learning class. A matrix will be presented to assist with the incorporation of student learning outcomes, activities, assessments and technology needs. Issues of copyright in distance learning will be addressed. The second part of this session will help instructors decide what to do during the first week of a distance learning course and reduce the development time prior to the start of the course. We will help you think through the nuts and bolts of what you, as the instructor, need to best prepare your students to be successful in a distance learning environment.

Participants will:

- Learn when to first communicate with your students
- Determine course expectations
- Identify engaging activities and assignments for your students during the first week
- Determine how you will direct your students to the first week assignments

CREATING A DISTANCE LEARNING SYLLABUS

How does a distance learning syllabus differ from a traditional course syllabus? What needs to be included in a good DL course syllabus? A template will be presented for review and feedback.

Participants will:

- Be encouraged to provide an abbreviated syllabus to students in addition to the full syllabus and course outline
- View a syllabus template for Distance Learning

DESIGNING DL COURSE CONTENT FOR USE IN MULTIPLE PLATFORMS/DEVICES

How many devices and or platforms do you currently use? How many do your students use? This session will cover what you need to know and do to make your course accessible on multiple platforms and devices.

Participants will:

- Describe the various platforms and devices
- Differentiate formats for devices and platforms
- Recognize the universal formats
- Create a small piece of content that is universally formatted

DESIGNING EFFECTIVE ONLINE DISCUSSIONS

Why is it hard to get students engaged in discussions in my online course? Engaging students in online discussion is more than just posting a question. Designing your discussions takes some knowledge and practice. Structuring discussions in advance is the starting point. This session will cover the materials you need to have great online discussions.

At the end of the session faculty will:

- Establish rules for discussion in your course
- Create engaging questions
- Plan to use an assessment tool
- Develop roles for discussion

ELIMINATE THE TOP 10 ISSUES IN DISTANCE LEARNING

This session will cover the Top 10 issues in distance learning (DL). Start off or revise your online course with the tools to avoid the issues by learning what they are, along with strategies and practical ways to eliminate the issues.

Participants will:

- Recognize the 10 issues in DL
- Appreciate the strategies to eliminate the issues
- Develop a plan to avoid the issues in the course

ENGAGING THE ONLINE LEARNER SERIES

This series is based upon the work of Conrad and Donaldson (2012) and approaches engaging online learners in activities based on phases. Each week a phase will be introduced and activities presented. Faculty will have the opportunity to choose and modify an activity to fit their course

CONNECT IN 50

Engaging the online learner may be approached in stages. Connecting is the first stage. This session will cover the activities to help students become comfortable with communicating online. The instructor takes on the role of “Social negotiator” and needs to develop activities that help students develop community. This important step sets the next stages in motion. We will discuss activities that should be present, what to consider when planning, and activities to try.

By the end of this session participants will:

- Recognize the importance of connecting between students
- Discuss planning for activities
- Select an activity to use or modify

COMMUNICATE IN 50

Engaging the online learner may be approached in stages. Communicate is the second stage in this engagement. This session will cover the instructor as the “Structural engineer” forming student dyads and providing activities that promote critical thinking, sharing of ideas and reflection. We will discuss activities that should be present, what to consider when planning, and activities to try.

By the end of this session participants will:

- Appreciate discussion between learners
- Discuss planning for activities
- Select an activity to use or modify

COLLABORATE IN 50

Engaging the online learner may be approached in stages. Collaborate is the third stage in this engagement. This session will cover the instructor as the “Facilitator” to small student groups that are working collaboratively to solve tasks. We will discuss activities that should be present, what to consider when planning, and activities to try.

By the end of this session participants will:

- Appreciate authentic tasks
- Discuss planning for activities
- Select an activity to use or modify

CO-FACILITATE IN 50

Engaging the online learner may be approached in stages. Co-Facilitate is the fourth stage. This session will cover the instructor as “Community member/subject matter expert” while students are initiating and leading activities. We will discuss activities that should be present, what to consider when planning, and activities to try.

By the end of this session participants will:

- Recognize co-facilitation as a possibility
- Discuss planning for activities
- Select an activity to use or modify

CONTINUE IN 50

Engaging the online learner may be approached in stages. Continue is the fifth stage. This session will cover the instructor as “Supporter” and students as “Contemplator.” We will discuss activities that should be present, what to consider when planning, and activities to try.

By the end of this session participants will:

- Appreciate reflection by students
- Discuss planning for activities
- Select an activity to use or modify

HYBRID/BLENDED LEARNING BASICS

Are you curious about blended learning? Have you been conducting a blended learning course but wonder if there is a better way to structure your course? What should you put online and what should you do in class? Learn how to best structure the stages of a blended learning course along with best practice pedagogical considerations of this model.

Participants will:

- View a video on blended learning
- Describe the stages of blended learning
- Discuss what can be done with in class time to build student engagement
- Discuss what to do with out-of-class (online) time
- Apply examples to your own class

IMPROVING COMMUNICATION WITH STUDENTS IN AN ONLINE COURSE

In this session you will learn valuable and practical advice on how to communicate with your students with your introductions, setting expectations, using voice communications, and check-ins. You will also learn how effectively conveying course policies and procedures can strengthen communication. You will come away with several strategies and ideas to improve your course presence.

Participants will:

- Watch a video on communication in the online classroom
- Engage in a discussion about communication in online courses
- Learn to replicate “informal conversations” (occurring before and after class) to the online environment
- Discuss available technology for making course videos and voice communications

MAKING AN INTRODUCTORY VIDEO FOR YOUR ONLINE COURSE

Best practice in distance learning tell us that students who feel connected to an instructor are more successful in and have a higher satisfaction with online courses. An introductory video is a great way to set the tone for a course to introduce your course, yourself or both. This session will help you create an introductory video for your distance learning course from start to finish. You will leave with a short video that you can use right away in your course.

Participants will:

- View sample introductory videos
- Discuss ideas for topics to include in your introductory video
- Discuss technologies for creating an introductory video
- Draft a script for your introductory video
- Create a 30 second to one minute introductory video

FINDING & LINKING TO LIBRARY RESOURCES IN YOUR COURSE MANAGEMENT SYSTEM

In this session we'll review searching for articles, books, and streaming videos in Kimbel Library's subscription databases. We'll practice linking and embedding those resources in Moodle, making sure to include components such as the proxy URL that are necessary for off-site access of distance learning students.

- Search for and find subscription articles, e-books, and streaming video from Kimbel Library
- Link to articles, e-books and streaming video from your course management system
- Embed streaming video in your course management system
- Recognize the importance of including the proxy URL for off-campus access to library resources

MANAGING YOUR ONLINE WORKLOAD: WHAT TO DO BEFORE, DURING, AND TO WRAP-UP YOUR ONLINE COURSE

Distance learning courses can have an overwhelming workload. Don't let a DL course take over your life. This session will help you organize yourself before, throughout, and at the end of the semester for a distance learning course. We will share a checklist with you and encourage you to adapt and develop your own checklist.

Participants will:

- View a video about managing course workload
- Review checklists for all stages of an online course such as pre-semester, semester and post-semester events in distance learning courses
- Adapt and create their own checklist

NARRATED POWERPOINTS: DELIVERING YOUR CONTENT ONLINE

This session will show you how to create a narrated PowerPoint for your course using only PowerPoint, a headset, and a free program called iSpring for Mac and PC users. Participants will create an example which could be used as a course introduction.

Participants will:

- Discuss how PowerPoint presentations can be used with narration
- Narrate a slide

PROVIDING DIGITAL FEEDBACK TO DISTANCE LEARNING STUDENTS

This session will provide ideas about ways to give meaningful feedback to students via digital or electronic means. We will discuss the types of feedback you already provide in your classroom and what your goals are with feedback to students. Discussion will be centered characteristics of good feedback, and then show you how digital feedback can help.

Participants will:

- Discuss the methods and outcomes of feedback currently used in their classes
- Discuss alternative methods of providing effective, engaging feedback
- Identify technologies available for generating feedback
- Develop a plan for expanding or enhancing feedback for an existing assignment

STREAMLINING YOUR ONLINE ACTIVITIES FEEDBACK

Feedback and assessment of the online learner may become tedious and time consuming if you don't have a plan. This session will cover the importance of creating a plan and using templates in feedback and assessment. We will discuss what you need to do to plan your time in an efficient manner and review various templates to use in feedback and assessment.

Participants will:

- Appreciate a feedback plan and using templates
- Discuss different forms of feedback
- Devise a rough draft plan
- Modify or create a feedback template

TIMESAVERS FOR TEACHING ONLINE

Teaching online can be a time-consuming process. Creating content, answering emails, resetting tests, inputting grades, reading discussion forums...and the list goes on. In this session we will look at some ways to save time and streamline some of your online teaching tasks.

Participants will:

- Share online teaching experiences and ideas
- Explore tips and techniques for streamlining specific online teaching tasks
- Apply new information to existing online classes
- Plan ahead to streamline future online classes

TRACKING ONLINE CLASS ATTENDANCE

Recording and reporting online class attendance in a consistent manner can be challenging. In this session, we will consider the options for what counts as attendance in an online class, options for recording and reporting attendance, and ways to explain your attendance policy to your online students. By the end of the session, you will have a plan for tracking attendance in your next online course.

Participants will:

- Discuss the options for tracking online attendance through class activities
- Explore Moodle tools to track attendance and activity
- Develop a plan for consistent attendance tracking

TRANSFORMING A FACE-TO-FACE COURSE INTO A BLENDED LEARNING COURSE

Are you planning converting a traditional course into a hybrid course? Do you want to improve upon an existing hybrid course? This session will dig into the nuts and bolts of transforming a course. We will cover ways to examine your existing content and how to decide what can be put online and what should stay face-to-face content.

Participants will:

- View a video on blended learning
- Strategically consider what to do with existing content
- Build a plan to convert your course
- Discuss different technologies to support blended learning

TRANSITIONING FACE-TO-FACE ACTIVITIES TO AN ONLINE ENVIRONMENT

How do you transition and transform activities from face-to-face to an online environment? In this session we will consider your current on-campus class activities and assignments and explore options for building comparable online activities.

We will discuss the types of activities you might use online to and explore technologies you can use to facilitate these activities. Be prepared to think about and discuss activities and assignments you would like to use in an online environment.

Participants will:

- Identify existing classroom activities to transition to an online format
- Consider how online activities will support student learning outcomes

- Select appropriate tools for presenting the course activities online

USING PEER REVIEW IN AN ONLINE COURSE

In this session we will discuss ideas and tools for doing student peer review in an online course. We will discuss the best practices and options for the peer review process and share peer review experiences. We will look at specific tools in Moodle--the Workshop tool in Moodle and the PeerMark tool in Turnitin—and discuss the pros and cons of each.

Participants will:

- Discuss best practices for the peer review process
- Share ideas and experiences for using peer review
- Review the options for peer review tools available in Moodle

WEB BASED ANIMATIONS AND CREATING COMMUNITY IN THE VIRTUAL CLASSROOM

Instructor presence is crucial in an online classroom to create a sense of community. This sense of community will enable higher level learning to take place by helping students feel connected to the content and the virtual classroom environment. One way to help the development of community is to use avatars. Virtual avatars allow instructors to create virtual representations of themselves that will display in short videos and talk in the virtual classroom.

This session will:

- Introduce two of these technologies, Voki and GoAnimate
- Determine how these technologies can be used to create a sense of community in the virtual classroom

QUALITY MATTERS

COASTAL CAROLINA UNIVERSITY IS A QUALITY MATTERS INSTITUTION. QUALITY MATTERS IS A SET OF STANDARDS DESIGNED TO HELP INSTRUCTORS TO DESIGN AND TO PEER REVIEW BLENDED AND FULLY ONLINE COURSES.

QUALITY MATTERS INTRODUCTION

The Quality Matters (QM) Training session is designed to provide instructors with an introduction to the QM Program and to the specific standards that make up the QM Rubric. Quality Matters is framed by a set of standards that is designed to certify the quality of online and blended courses. However, the standards can also be used as a checklist when designing courses to ensure quality education. This course can be beneficial to any faculty member whether they are an online teaching veteran or they are just getting started.

At the conclusion of this session, instructors will:

- Identify and explain the history of the QM Program
 - Identify and explain the QM course review process
 - Identify and explain the eight general standards of the QM Rubric
 - Participate in the peer review process
-

APPLYING THE QUALITY MATTERS RUBRIC WORKSHOP

To be eligible for this workshop you must currently be teaching an online course for credit and have done so for at least 3 semesters. You will be committed to be a coach for "Applying the QM Rubric" for your peers.

The workshop is a six-hour full day session (with an additional hour for lunch on your own.) During this hands-on session participants will be introduced to QM and its principles, history, rubric and annotations, concept of alignment, the peer review process and applying the rubric to an actual course by writing helpful recommendations.

The goal of this workshop is to have faculty become coaches for "Applying the QM Rubric" for their peers. Faculty may choose to go on to become peer reviewers through QM by taking their Peer Reviewer course after successful completion of the "Applying the QM Rubric" Workshop. The Peer Reviewer course is a 2-week online course and the cost for the Peer Reviewer course is not covered by CeTEAL.

After completing the workshop, participants will:

- Identify the underlying principles of QM. (Recognize key QM underlying principles and concepts.)
- Identify the critical elements of the QM quality assurance program, including the QM Rubric, materials, processes, and administrative components
- Apply the 2015 QM Rubric to review online courses
- Make decisions on whether the SPCH 1113 practice course (or another) course meets selected QM Rubric standards
- Apply the concept of alignment
- Write helpful recommendations for course improvement by citing annotations from the QM Rubric and evidence from the course
- Commit to the "Applying the QM Rubric" Coach Program

INNOVATIVE AND EMERGING TECHNOLOGY

3 IN 30 TRAINING SERIES

This series of sessions are designed to introduce faculty to three examples of innovative technology in a 30-minute overview. Each session will include a quick demo of three technologies related to a single theme. Most of the technologies demonstrated will be free and easy to use.

3 IN 30: COMMUNICATION TOOLS FOR THE CLASSROOM

Communicating with today's students can be challenging. Have you ever thought about communicating with them in their domain? You will be given a quick demonstration/overview of three free, easy-to-use communication tools:

Participants will:

- Discuss uses for texting communications over email
- Discuss the pros and cons of each tool demonstrated
- Experiment with one of the communication tools discussed

3 IN 30: DIGITAL STORYTELLING TOOLS

This 3 in 30 session will demo three web-based tools that will allow you to create assignments for your students that incorporate digital storytelling. These tools could be used across all disciplines and will help to engage your students.

Participants will:

- Recognize the basics of storytelling
- Compare tools that will help in creating student assignments
- Consider how these tools could engage students

3 IN 30: ENCOURAGING STUDENT ENGAGEMENT AND CREATIVITY

Would you like to bring some creativity and fun into your homework assignments? In this session, we will give a quick demonstration/overview of three free tools that will help you give your students a chance to get creative. The tools we demonstrate may include the options listed below or other similar tools:

- Weebly, an easy, drag-and-drop way to build a website
- GoAnimate, a quick tool for making an animated video
- Glogster, a tool for building online interactive posters

Participants will:

- Explore ideas for encouraging student engagement and creativity through technology
- Locate free technology tools students can use to build assignments or projects
- Discuss possible alternatives to existing class assignments

3 IN 30: INFOGRAPHICS

Infographics are created in a process using data visualization and are intended to present complex data in graphic form quickly and clearly. These infographics can be used to enhance cognition and allow for

patterns and trends to be visualized. Explore the possibilities of using these tools in creating assignments for your students. This 3 in 30 session will introduce you to three tools that easily allow the creating of an infographic with no data files, your data files or another data source.

Participants will:

- Define the concept of infographics
- Compare the outputs of these tools
- Consider the tools for personal or student use

3 IN 30: MINDMAPPING

In our digital world the ability to understand relationships, visualize and interpret information is a required intellectual ability and mind mapping is a tool to help. The flexibility of mind mapping allows the user to think out situations and draw conclusions. A quick overview of three free mind-mapping programs: Text to Mindmap, Mind 42 and FreeMind.

Participants will:

- Discuss the uses for mind maps in the classroom
- Compare the differences and similarities of each program demonstrated
- Describe how you could use one of the programs in your course

3 IN 30: MOODLE TOOLS - ATTENDANCE, QUICKMAIL AND CUSTOMIZED MENUS

In this session, we will take a look at three Moodle tools in 30 minutes. The tools we will explore in this session include:

- Attendance tool—allows the instructor to take attendance and view attendance reports; allows students to view their attendance record.
- QuickMail—allows instructors to send email to students enrolled in their Moodle course.
- Customized Menus—allows instructors to build a customized menu block for their course.

Participants will:

- Explore the functions three Moodle tools featured in the session
- Discuss how the tools might be used in a Moodle class
- Review the process for adding each tool to a class

3 IN 30: PHOTO EDITING TOOLS

Photo editing programs can be used to edit, crop, and enhance photos and images for use in online presentations, classroom lectures, or any place you need an image.

In this 3 in 30 session, we will give a quick overview of three free photo editing programs such as Gimp, Pixlr, and Photoshop Express

Participants will:

- Recognize basic tools and options available in free photo editors
- Locate web-based photo editors appropriate for student use
- Practice with one photo editing tool

3 IN 30: PROJECT MANAGEMENT TOOLS FOR STUDENTS

Project management programs provide a collection of tools students (or faculty) can use to collaborate for group projects. In this 3 in 30 session, we will give a quick overview of three free project management programs such as: ZOHO Projects, Basecamp and Huddle

Participants will:

- Discuss use of project management programs in the classroom and online
- Discuss the pros and cons of each tool demonstrated
- Experiment with one of the tools discussed

3 IN 30: SCREEN CAPTURE TOOLS

Screen capture programs can be used to record the activity on your computer screen in order to create a video that can be used as a tutorial or lecture. Come see ways that screen capture can be used to enhance your classes by providing demonstrations and how-tos for your students. In this 3 in 30 session, we will give a quick demonstration/overview of three free, easy-to-use screen capture programs:

- Jing, a downloadable program from TechSmith (the company that produces Camtasia)
- Screenr, an online product from Articulate that requires no download
- Screencast-O-Matic, an online product requiring no download

Participants will:

- Discuss uses for screen capture in the classroom and online
- Discuss the pros and cons of each tool demonstrated
- Experiment with one of the screen capture tools discussed

3 IN 30: USING CELL PHONES AND MOBILE DEVICES FOR CLASSROOM POLLING

Polling/Survey programs can be used in many ways in your instructional setting. Provide instant feedback for assessment for you and your students. Allow students who don't respond in class to find their voice. Take a quick overview of 3 free polling/survey programs: Polldaddy, Poll Everywhere, and Socrative.

Participants will:

- Understand the uses of polling/survey in the classroom
- Compare the differences and similarities of each program
- Describe how you could use one of the programs in your course

3 IN 30: VISUAL LITERACY TOOLS

Visual literacy is an important aspect of student learning in a digital age. Incorporating assignments that help to develop these standards will work in any discipline. This 3 in 30 session will cover three web-based tools that make incorporating these standards in your course easy.

Participants will:

- Understand the need for visual literacy
- Recognize the ACRL Visual Literacy Standards for Higher Education
- Compare tools that will help in creating student assignments

BUILDING YOUR PERSONAL WEBSITE

This session will allow for you to create your own site using the web based site builder Weebly. With the drag and drop website builder participants will easily place elements on your page. Content elements (like text, photos, maps, and videos) are added to your website by simply dragging & dropping them into place. You may even choose to have a blog as part of your site. With hundreds of professional themes available participants will have a website ready to go after this session.

At the end of the session faculty will:

- Understand how to use the Weebly site
- Create a Weebly account
- Differentiate between good and bad web design
- Construct webpages with content

BYOD (BRING YOUR OWN DEVICE) MOBILE DEVICE ROUNDTABLE

If you have a smart phone or tablet or other mobile device and are curious how others use their devices for more than calendar and email, then stop by this session. This will be an informal discussion of how we use our mobile devices for teaching, research, productivity, administrative tasks and entertainment. You can tell us all about the coolest app you've found, and you'll be among friends who understand. We promise we won't judge your games, music, movie or app collection. Bring your ideas and your favorite apps!

Participants will:

- Discuss the types of mobile devices each participant uses on a regular basis
- Exchange different strategies for use of mobile devices
- Brainstorm a list of favorite apps for different types of mobile devices

CLOUD-BASED STORAGE PLATFORMS: DROPBOX, GOOGLE DRIVE AND ONEDRIVE

The idea of putting things into the cloud is a major topic of conversation right now, but what does that actually mean? Simply, it means that your documents and data can be saved and accessed from anywhere and at any time with Internet access. This session will compare and contrast three cloud-based storage platforms, Dropbox, Google Drive, and Microsoft OneDrive (formerly SkyDrive), so that you can decide which platform is right for you. The session will also discuss the upsides and downsides of these storage media and how they relate to confidentiality and security.

At the conclusion of this session, instructors will:

- Discuss the upsides and downsides of cloud-based storage mediums and how they relate to confidentiality
- Identify and explain Dropbox, Google Drive, and Microsoft OneDrive
- Compare and contrast Dropbox, Google Drive, and Microsoft OneDrive

COOL TECH TOOLS

Looking to expand your collection of cool tech tools this summer? Found a new tech tool you would like to share with your colleagues? In this session we (and you, if you want) will demonstrate cool tech tools and discuss ways to use them. We are busy gathering ideas from conferences, colleagues, and every other source we can think of. Come join us!

Participants will:

- Describe cool new tech tools
- Discuss experiences using tech tools
- Discuss effective use of tech tools

GOOGLE HANGOUTS

The first session of this series will be held in person as an introduction to Google Hangouts. Future sessions will be held as Hangouts from your home, office, or mobile device.

INTRO TO GOOGLE HANGOUTS

This session will introduce you to various Google tools. The first step is creating a Gmail account and adding Google+. In this session you will learn about using Google Hangouts. Hangouts let you send messages, photos, emoji, and make video calls with your friends and family but you could use hangouts for communicating with your students or attend a workshop or tutorial. Come join us for this first session and then participate in future Google Hangout sessions from your office, home or on the road.

Participants will:

- Create a Gmail account and join Google+ (if needed)
- Use the controls to setup audio and video
- Participate in a hangout

USING GOOGLE DOCS IN YOUR CLASS

PLEASE NOTE THAT THIS CLASS IS OFFERED ONLINE THROUGH GOOGLE HANGOUTS.

Google Docs (now part of Google Drive) offers a great way for faculty to collaborate with students or other faculty in a cloud-based environment. All CCU students have access to Google Drive and Google Docs through CCUApps (<http://www.coastal.edu/its/ccuapps/>). This session, focusing on Google's word processing application (Docs), will help you take advantage of these useful tools in your classroom. All you need is a Gmail account to access this suite of tools. We will show you how to get a Google Doc started and participate in a collaborative document. We will also provide a demonstration of the use of Google Docs for collaborative note taking. Please note that this session will be held online in Google Hangouts.

Prerequisites: a Gmail Account, Google+, a webcam/microphone, and experience with Google Hangouts. If you need assistance with getting set up in Google Hangouts, contact ceteal@coastal.edu at least two days in advance of the session.

Participants will:

- Create, edit, and format a Google document, then share it for collaboration, controlling levels of access and privacy
- Discuss different strategies for the use of Google Docs in the classroom
- Participate in a collaborative experience with Google Docs

COLLABORATION

PLEASE NOTE THAT THIS CLASS IS OFFERED ONLINE THROUGH GOOGLE HANGOUTS.

Collaboration is the topic this week and we will look at Scoot & Doodle, Scoot Jam for iPad, and Lucid Charts. You will download and use the Scoot & Doodle and Lucid Charts apps during this session.

Prerequisites: a Gmail Account, Google+, a webcam/microphone, and experience with Google Hangouts. If you need assistance with getting set up in Google Hangouts, contact ceteal@coastal.edu at least two days in advance of the session.

Participants will:

- Download Google apps
- Participate in a hangout
- Use the features of each app
- Discuss use of applications for in teaching and learning

GETTING SMART WITH THE SMART BOARD®

Using a SMART Board® with confidence in your class is all about getting your hands on experience. The best way to learn to use a SMART Board® is by play. This session will cover the basics to get you on your way to using a SMART Board® with confidence and enthusiasm.

Participants will:

- Demonstrate proper use of basic functionality
- Identify the basic tools and their functionality
- Demonstrate orienting the SMART Board®
- Use Touch gestures, pens, and eraser
- Use either Microsoft Word or PowerPoint with the SMART Board®
- Create a short lesson

HOW CCU'S FIRST-YEAR WRITING PROGRAM IS USING DIGITAL BADGES

Under [Faculty Teaching](#)

INFOGRAPHICS AND DATA VISUALIZATION

Infographics are graphic visual representations of information, data, or knowledge intended to present complex information quickly and clearly. This session will cover tools that let you work with data to create an infographic. The tools we will cover include Tableau Public, easel.ly and Infogr.am.

At the end of the session faculty will:

- Identify the purpose of infographics
- Explore various tools to create infographics
- Create infographic(s)

LEVERAGING QR CODES IN HIGHER ED

Quick Response (QR for short) Codes were originally created and used in the automotive industry in Japan. QR codes are now seen on many products you purchase, magazines and newspapers. With more mobile devices in students' hands it makes sense to leverage the ability of QR codes in Higher Ed. Join in this session for ideas for using QR codes ranging from updating older texts to supplemental materials. If you have a mobile device that is capable of scanning please bring to the session, as we will be creating QR codes. If your course textbook is dated bring along too.

At the end of the session faculty will:

- Discover practical applications for QR codes
- Create QR code
- Agree to report feedback to CeTEAL any tools or methods used in your class

MEOGRAPH: CREATE MULTIMEDIA STORIES ONLINE

Meograph provides tools for creating map-based and timeline-based narrated stories. It is based on the Google Maps and the Google Earth browser plug-in. You can add images, web videos, narration, music, and web links to the story line. Meograph is browser based and a way to create story lines for almost any purpose.

At the end of the session faculty will:

- Identify the tools in Meograph
- Evaluate using Meograph as a student assignment
- Create your own Meograph

MICROSOFT

EXCEL 2010: THE BASICS

Do you need to upgrade or refresh your Excel skills? This session is intended for the beginning or casual Excel user. It will start with simple explanations and move quickly into hands-on practice. Stop using Word to make those tables when you can use Excel for so many applications! In this session, we will discuss uses for Excel spreadsheets and become familiar with navigating Excel spreadsheets and workbooks.

EXCEL 2010: CHARTS

Charts are very useful in interpreting data especially when you have large data sets. This session will cover the following regarding charts in Excel 2010:

- Types of charts available
- The parts of charts
- Chart tools - Design, Layout, and Format
- Issues with data setup in the worksheet for your chart

At the end of the session faculty will:

- Know the different types of charts
- Understand the chart tools
- Create, change, and edit charts

EXCEL 2010 FUNCTIONS AND FORMULAS

This session will cover formulas and functions in Excel 2010. Topics covered will include: basic formulas, order of operations, general functions, text functions, cell references, and error messages.

At the end of the session faculty will:

- Recognize the basics of functions and formulas
- Review standard order of operations
- Perform basic formulas and functions

- Apply cell references
- Recognize error messages

USING PIVOT TABLES IN EXCEL FOR DATA ANALYSIS AND REPORTING

Do you have data, particularly large amounts, which you need to analyze? This session will help you bring order to your data so you can use it to answer questions, make decisions and create reports. Pivot tables in Excel offer a way to take data, organize it and view or “pivot” it different ways. Using pivot tables you can find relationships and groupings, list of unique values, find trends, create subtotals, create totals, and data aggregations such as count, sum and average. PivotTable is a great tool for annual reports, assessment reports, or other reports. In this hands-on session, we will work with a sample data set. This is an intermediate Excel session and assumes strong knowledge of Excel basics

Participants will:

- Understand the use of pivot tables as a data summarization and data visualization tool
- Learn to prepare and format data for a pivot table
- Use pivot tables to create different reports for analysis
- Use pivot tables to provide summary information
- Use pivot charts to display and customize views of data
- Create and customize a PivotChart

GRAPHIC SYLLABUS WITH MICROSOFT WORD

Do you want to learn how to describe your course graphically to your students? This session will help you present your course and help your students understand your course expectations better by creating a visual organizer. Graphic syllabi demonstrate how your course topics are integrated and build upon each other. Bring in your course syllabus and we will assist you in developing it into a graphic syllabus using “Smart Art” in Microsoft Word to develop concept maps and flow charts.

Participants will:

- Discuss the graphic syllabus
- Sketch course topics to build a graphic organizer
- Identify uses of the graphic syllabus

WINDOWS LIVE MOVIE MAKER

Using lecture capture or screen casting for your class and need to edit your video? Then attend this workshop using Windows Live Movie Maker and learn to edit video.

The workshop will cover the following video features in Windows Live Movie Maker:

- Add/Import
- Trim beginning or end
- Split into smaller items or to delete sections
- Add transitions
- Add an image or photo
- Speedup or slow down
- Change audio volume
- Add music
- Fade music in and out
- Titles and captions

If you have video that you would like to work with please bring to the workshop. If you do not have any video you will be provided files to work with.

After completing the workshop, participants will:

- Apply editing techniques to video
- Create a video that satisfies a need

PERSONALIZING YOUR PRESENTATIONS: USING NARRATED POWERPOINT

Narration is a great way to add interest, information, and a personal touch to PowerPoint presentations. Many faculty use narrated PowerPoint as a method of providing short “lectures” on specific topics in their Moodle classes. This session will give you the opportunity to make a quick 5-minute narrated PowerPoint, convert the presentation to a video-style format using iSpring Free, and then publish the presentation in your course. We will provide a headset/microphone for you to use in class, or you can bring your own.

Participants will:

- Create a brief PowerPoint presentation with narration
- Use iSpring Free to convert a PowerPoint presentation to a video-style format
- Upload a converted presentation into your course in Moodle

POWERPOINT 2010 – FROM PLANNING TO PRESENTING

PLANNING YOUR PRESENTATION

This is the first of a three part series, a 2-hour hands-on session, covering the following:

- Purpose of your presentation
- Forum for your presentation
- Less is more
- GRID for Planning

We will begin creating slides for your presentation by:

- | | | |
|---------------------------|---------------------|--|
| • Adding text | • Adding graphics | • Previewing |
| • Formatting fonts/colors | • Adding hyperlinks | • Applying design templates, themes, and color schemes |
| • Spell check | • Adding photos | |
| • Inserting new slides | • Adding video | |
| • Adding charts/tables | • Backgrounds | |

PERFECTING YOUR PRESENTATION

This is the second of a three part series, a 1-hour hands-on session, covering the following:

- Slide Master, and when to use
- Organizing your slides – adding dates, slide numbers, transitions and special effects
- Ordering your slides – rearranging/sorting/deleting slides
- Printing your presentation
- Running a slideshow

At the end of the session faculty will:

- Recognize when to use slide masters
- Apply transitions and special effects
- (Re)Organizing your presentation
- Understand different formats for printing

PRACTICING YOUR PRESENTATION

This is the third of a three part series, to allow participants to practice delivering the presentations created during the previous 2 sessions. We will discuss the importance of developing confident body language:

- Posture
- Eye contact
- Gestures with hands and arms
- Speech
- Tone of voice

The presentation environment will determine where and how you will present. We'll discuss these factors:

- Visiting the venue
- Internet access
- Files
- Projector
- Presenter device
- Audio
- Screen
- Lighting
- Room layout

At the end of the session faculty will:

- Recognize areas for improvement in presenting
- Apply techniques to their delivery
- Feel confident in your presentation

LIFE AFTER DEATH BY POWERPOINT

According to the paper the cause of death was PowerPoint. The student tried to hold on but eventually succumbed to the presentation.

Of course this is an exaggeration but do you wonder if this could be written about your PowerPoints? Attend this two-part session to revise your PowerPoint presentation and practice delivery. Please bring a PowerPoint that you feel needs to be revived.

Participants will:

- Compare Seth Godin's Five Rules with the 10/20/30 Rule
- Reconstruct your slides using the rules
- Practice presenting with your renewed presentation

USING POWERPOINT TO CREATE A VIDEO PRESENTATION

Have you ever wanted to use a program that you are familiar with to create a video for a presentation or another purpose? This session will allow you to do just that. Come prepared with digital images, PowerPoint slides (with text information if you have) and audio files to use in your video and leave with a completed short video. Bring your own flash drive.

At the end of the session faculty will:

- Discuss best practices for using PowerPoint to produce a different product
- Apply animations, transitions, text, audio, and other elements of PowerPoint
- Create a short video to use

PREZI BASICS: A CREATIVE AND FUN ALTERNATIVE TO POWERPOINT

Looking for a refreshing change from PowerPoint? Prezi is a web-based tool that allows you to create visually stimulating presentations, online tutorials, and more. Creative transitions, the ability to show

connections between concepts, and an element of play are only the beginning of the Prezi experience. Allow your mind to design and make connections with Prezi.

Participants will:

- Create a free educator account with Prezi
- Explore template and theme ideas
- Create their first Prezi: add text, frame text, add symbols and shapes, add images, add videos and more
- Discuss spatial rules to keep your audience engaged, not nauseous

ADVANCED PREZI: GOING BEYOND THE BASICS TO CREATE ENGAGING PRESENTATIONS

So, you have ventured into the world of Prezi and have made some exciting presentations. You've found some tried and true templates and have even adapted design elements to suit your needs. Starting from scratch, learning to work faster and easier, and exploring design ideas are just a few things we'll look at in this Advanced Prezi session. Go beyond the basics to create original Prezis that reflect your teaching style.

Participants will:

- Explore advanced Prezi techniques
- Discuss shortcuts to be more efficient when creating Prezis
- Apply strategies to avoid motion sickness
- Explore design options that work
- Experiment with animation, layering, organization, and more

SCREENCAST-O-MATIC: SCREEN CAPTURE RECORDING FOR PCs AND MACS

One-click screen capture recording on Windows or Mac computers with no install for free! Or you can download and install to run application on your Mac OSX 10.7 or later. The possibilities are endless using Screencast-O-Matic. Here is a list of ideas that you might consider:

- Narrated lecture with or without video
- Student use for a presentation
- Interviewing
- Step-by-step directions
- Tutorials
- Practice presentations
- Audio feed back

This session will be hands-on, so please consider bringing some materials (PowerPoint, website URLs, etc.) to use.

Participants will:

- Identify the tools in Screencast-O-Matic
- Enable audio and video
- Create a recording
- Download a recording
- Save a recording

PROVIDING DIGITAL FEEDBACK TO STUDENTS

This session will provide ideas about ways to give meaningful feedback to students via digital or electronic means. We will discuss the types of feedback you already provide in your classroom and what your goals are with feedback to students. We will consider the characteristics of effective feedback and how those characteristics can be achieved through digital means.

Participants will:

- Discuss the methods and outcomes of feedback currently used in their classes
- Discuss alternative methods of providing effective, engaging feedback
- Identify technologies available for generating feedback
- Develop a plan for expanding or enhancing feedback for an existing assignment

RESPONDUS QUIZ BUILDER

In this session, participants will learn to use the Respondus Quiz Builder tool to create quiz questions and quizzes that can be uploaded into Moodle. We will review sources for Quiz questions such as publisher files and existing text files. In addition, we will review options for printing tests directly from Respondus for use in the classroom. (CCU has a campus-wide license for Respondus Quiz Builder.)

Participants will:

- Discuss proper formatting of a Respondus quiz file
- Upload a sample quiz into Respondus
- Edit quiz settings such as Random Blocks for randomizing questions
- Publish a quiz into Moodle
- Explore the Publisher Test Bank Network wizard for requesting publisher test banks

RESUME BUILDER: ONLINE TOOL FOR HELPING YOUR STUDENTS CREATE

In order to be competitive in today's marketplace, students in all grade levels need to have a resume. Whether they are looking for a job, an internship, professional membership, or applying to graduate school, it is critical that they make the best first impression. Professors who teach courses with a resume component in their syllabus will find this workshop very beneficial.

A new resource tool is now available to all students and instructors through the Chants JOBLINK on the Career Service Center website. Resume Builder will help make the job of teaching a student how to create a professional looking resume much easier.

If you would like to try creating your own resume prior to this session, log on to the Career Services website: www.coastal.edu/career and click on the RESUME BUILDER link. Username: faculty@coastal.edu Password: coastal

Here's what we will cover:

- Navigating through the login process
- Viewing the document library of resume samples
- Selecting the best resume format
- Customizing resume sections to fit your profile
- Creating your resume content
- Choosing your personal resume style from (10) options
- Uploading the completed resume into your Chants JOBLINK account

- How to search and apply for jobs and internships listed on the Chants JOBLINK

TURNITIN - ORIGINALITY AND GRAMMAR CHECKER

Turnitin is a tool that allows faculty to check students written submissions for originality by comparing the submissions to a large database of written materials. According to the Turnitin website, their system compares submitted work to “40+ billion web pages, 300+ million student papers, and 130+ million academic books and publications.” Turnitin is available through Moodle as an add-on to the system, and Moodle offers the Turnitin Assignment as a tool in the course. In this session, we will cover the setup and use of the Turnitin Assignment in Moodle.

Participants will:

- Set up their Turnitin account
- Set up a Turnitin Assignment
- Review the Turnitin submission process and resulting reports
- Discuss ways to use the tool to teach students about plagiarism

USING TWITTER IN YOUR COURSE(S)

Do you use Twitter? Would you like to learn if Twitter would work for you in your class? Sign up to attend this session where we will discuss some research and how faculty use Twitter in their classes. Create an account, learn about following other tweeters, and create tweets and #hashtags.

At the end of the session faculty will:

- Consider using Twitter in a course
- Create a Twitter account (if needed)
- Identify colleagues and request to follow
- Create a tweet and use hashtags
- Share ideas for use in the classroom

VIDEO

CAMTASIA STUDIO FOR SCREEN CAPTURE

This workshop will cover the basic features in Camtasia Studio 7 for Windows. Attendees will need to come prepared with their materials (PowerPoint, other documents or web links along with a script) that they would like to capture during the workshop.

By the end of this session participants will:

- Recognize best practices in recording
- Create a basic screen capture
- Add narration and captions

GOANIMATE: CREATE FREE VIDEOS ONLINE

GoAnimate allows you to create videos quickly and easily. The quick video maker offers speed and simplicity. In this session you will record and upload narrations to use in your video and produce a professional-looking video from scratch.

At the end of the session faculty will:

- Create a GoAnimate account and a GoAnimate video
- Evaluate using GoAnimate for student assignments

USING SCREEN CAPTURE TOOLS TO DEVELOP ONLINE COURSE CONTENT

Screen capture tools allow the user to capture onscreen content in a video format that can be accompanied by voice narration and captioning. Screen capture can be used to create tutorials that walk students through steps in an onscreen process or navigate students through a course website. Screen capture can be used to record existing presentations--developed in programs such as PowerPoint and Prezi--in video format. In this session, we will discuss the purpose of screen capture, recognized best practices, and options for production and storage. This session will also include some hands-on fun with a free screen capture tool.

Participants will:

- Discuss the use of screen capture video for developing course content
- Recognize best practices for creating and using screen capture
- Review available tool options for screen capture
- Create a brief screen capture video using one of the tools discussed

USING TED-ED TO FLIP YOUTUBE VIDEOS: COHESIVELY INTEGRATING VIDEO INTO YOUR CLASSROOM

Do you like TED Talks? Have you heard about TED-Ed? Did you know that you could build flipped lessons around TED Talks and YouTube videos? In this session we will teach you how to use TED-Ed to integrate YouTube videos in a cohesive lesson. TED-Ed is perfect for the flipped classroom, hybrid courses or pre-class activities. Come get some great ideas of how to use video more thoughtfully in your classes.

Participants will:

- Review and navigate the TED-Ed site
- Create a lesson in TED-Ed and integrate YouTube videos
- Use the Think, Dig Deeper and Finally sections of the TED-Ed Flip Tool
- View examples of lessons
- Consider how you can use TED-Ed for your classroom

USING VIDEO IN THE CLASSROOM

Are you considering using video projects in your classroom? This series of sessions will help you to plan your project assignment and suggest tools for your students to use.

DESIGNING THE PROJECT

Video projects can be a great addition to your course. It provides authentic projects which interest and engage students. Video projects can also be a nightmare if not properly designed. This session will help you develop a project that will work for you and your students.

Participants will:

- Define video project outcomes
- Develop criteria for the project

- Discuss in what format (and where) your students can submit the project
- Discuss common issues associated with video projects

VIDEO PROJECTS FOR STUDENTS

Are you considering using video projects in your classroom? If so, this session will help you decide if this type of project will meet your needs? We will discuss pedagogical rationale for video projects as well as the logistics for the faculty members and students.

Participants will:

- Discuss the pros and cons of using video projects
- Identify how students can shoot video and where students can obtain equipment
- Discuss where videos can be store and how students can submit video projects
- Identify different categories of software for video editing
- Discuss how to find free pictures and music that are legal to use

EDITING VIDEO WITH FREE SOFTWARE - WINDOWS LIVE MOVIE MAKER

This session will help demonstrate Windows Movie Maker Live, free software that your students can download for editing video. Please note that Movie Maker works on PCs not Macs.

Participants will be able to:

- Download Windows Live Movie Maker
- Import Video
- Make simple edits to video
- Add audio (voice and music)
- Publish a video project in the correct format
- Put a video online

USING VIDEO TO ENGAGE DISCUSSION

This session (may run over if the discussion gets rolling) will address various discussion techniques that you will be able to use in your courses. The session will run like a real class with a video (TED Talks of varying interest) that will be used to demonstrate the discussion technique(s) for the video shown.

At the end of the session faculty will:

- Engage in the discussion
- Consider using video to generate discussion in their course
- Apply these discussion techniques in their course

WAKE-UP MONDAY MORNINGS

ACCESSIBILITY: CREATING AND SYNCING TRANSCRIPTS TO YOUR VIDEO

Bring your coffee for some fun on Mondays. This session will introduce you to options for creating transcripts for your videos. You will create a short transcript and sync to your short video.

Participants will:

- Identify transcriptions options

- Practice creating a transcription
- Sync your transcript to your video

COMMUNICATION TOOLS FOR THE ONLINE CLASS (FACE-TO-FACE TOO)

Communicating with today’s students can be frustrating. Have you ever thought about communicating with them in their domain? You will be given a demonstration/overview of free, easy-to-use communication tools. Here is a sample of a few:

- ClassPager – Micro a free communication and polling tool
- Ceely – Free communication tool web or app based
- Remind 101 - Free web based or app based texting tool

Participants will:

- Discuss uses for texting communications over email
- Discuss the pros and cons of each tool demonstrated
- Experiment with one of the communication tools discussed

INFOGRAPHICS: TABLEAU PUBLIC

Bring your coffee for some fun on Mondays. This session will introduce you to Tableau Public, a free tool that brings data to life. Create interactive graphs, dashboards, maps and tables from virtually any data and embed them on your website or blog in minutes. PC only, no Mac version available at this time.

Participants will:

- Download Tableau Public
- Access provided data
- Practice creating a graph
- Embed your graph on a website or blog

PODCASTING

Bring your coffee for some fun on Mondays. This session will introduce you to podcasting and options for creating “Snack Learning” a term used to describe the delivery of small chunks of information—often online—in a format that can be easily consumed. You will create a short podcast by the end of the session.

Participants will:

- Identify podcasting options
- Practice recording a podcast
- Create a short podcast

POWTOONS

Bring your coffee for some fun on Mondays. This session will introduce you to PowToons and give you the opportunity to create a short video. PowToons is designed to allow education professionals (and students) to create animated presentations that are visually engaging, captivating and fun to make.

Participants will:

- Create a PowToons account

- Practice using PowToons features
- Create a short video
- Consider using PowToons with your students

WEEBLY: PLAN, CREATE AND PUBLISH A WEBSITE

This session will allow for you to create your own site using the web based site builder Weebly. With the drag and drop website builder you will easily place elements on your page. Content elements (like text, photos, maps, and videos) are added to your website by simply dragging & dropping them into place. You may even choose to have a blog as part of your site. With hundreds of professional themes available you will have a website ready to go after this session.

At the end of the session faculty will:

- Create a Weebly account
- Evaluate using Weebly for student assignments
- Construct webpages with content

WORD CLOUDS FOR PORTFOLIOS

This session will demonstrate a variety of word cloud web tools that a faculty member could use for their portfolio. After a quick demo of the tools attendees will use their tool of choice to create their own.

At the end of the session faculty will:

- Discover the possibilities for word clouds in portfolios
- Create a word cloud of a narrative
- Create a word cloud of their CV