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

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ABOUT CeTEAL

- 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 before cancelling

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:

- 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.

CETEAL ADVISORY BOARD

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<td>Vin Porter</td>
<td>College of Education</td>
<td>2014–</td>
<td>Advisor</td>
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<td>Amy Tully</td>
<td>College of Humanities &amp; Fine Arts</td>
<td>2015–</td>
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<td>Elizabeth Howie</td>
<td>College of Humanities &amp; Fine Arts</td>
<td>2012–2015</td>
<td>Outgoing Advisor</td>
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<td>Jeremy Dickerson</td>
<td>College of Education</td>
<td>2012–2014</td>
<td>Former Advisor</td>
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The Center for Teaching Excellence to Advance Learning (CeTEAL) is a resource for faculty who wish to improve their teaching and their students' learning. The teaching assessment services that we provide are formative in nature, not summative. In other words, our services act as feedback to the instructor so that he/she can improve; they are not meant to be used for any final yearly evaluation or in the promotion and tenure process.

The confidentiality of our services fall into three main categories:

- **New Faculty Orientations and Seminar Series, Quality Enhancement Program: Experiential Learning (QEP/EL)**
  The University requires all new tenure-track faculty members to attend the New Faculty Programs during their first year. Therefore, CeTEAL reports attendance at these events back to the colleges each year. The University also requires that any faculty or instructor that teaches a QEP/EL course will attend QEP/EL training Orientation and seminars. Therefore, CeTEAL reports attendance at these events back to the Associate Provost for QEP.

- **General Faculty Teaching and Technology Seminars**
  We keep a record of the names faculty members who attend our regularly scheduled teaching and technology training seminars. This is done for two reasons: we need the numbers of faculty that we helped for our year-end reports and assessments, and we need the records in order to provide individual faculty members with training transcripts for his/her annual report (these are found by faculty member on our website). If a faculty member does not wish that his/her name be recorded, we will honor that request and record an anonymous attendee. These records are not public and the data is used by us only in aggregate form.

- **Classroom Observations, Student Feedback Sessions and Consultations**
  It is the policy of CeTEAL to respect the confidentiality of any individual consultation that occurs between a faculty member and the CeTEAL staff. When a faculty member requests an individual consultation, a classroom observation, or a mid-semester student feedback session, these encounters are considered private. The CeTEAL staff will not share any information about the consultation with any third party, except at the request of that faculty member.

*CeTEAL – Spring 2012*
CETEAL MISSION STATEMENT

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

CETEAL VISION STATEMENT

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

CETEAL GOALS

- CeTEAL will provide faculty development sessions and resources to improve student learning outcomes.
- Develop and provide sessions to support faculty in scholarship/research.
- CeTEAL will provide QM aligned distance learning training, resources, and support for faculty.
- Provide training on innovative technologies to improve faculty instruction to improve student learning.
- Develop and maintain highly qualified staff who are recognized as leaders and resources in faculty development.
- CeTEAL will effectively market its services and resources to manage growth.

CETEAL ROUNDTABLES/DISCUSSIONS

CeTEAL is your center and we exist to help you improve your instruction, scholarship, distance learning, and leadership and service skills while integrating technology. To that end, we sponsor roundtables and discussions on various topics, such as:

- Accessibility Roundtable
- Building an Inclusive Class
- Building Your Professional Portfolio for Promotion and Tenure
- BYOD (Bring Your Own Device) Mobile Device Roundtable
- A Conversation About Case Studies in the Classroom
- A Conversation About Motivating Students
- A Conversation About Online Discussions: What Works
- A Conversation About Smartphones in the Classroom
- Copyright and Fair Use
- Effective Academic Advising: It’s More Than Just Picking Out Classes
- Gamification Roundtable
- Grant Basics for New Faculty (Grants 101)
- Interpreting Student Evaluations
- Promoting a Healthy Workplace: Conflict Resolutions for Abrasive Treatments
- Reaching a Quality (Bully-less) Work Place
- Snack Learning Roundtable Discussion
- Student Advising Panel Discussion
- Transfer Student Panel Discussion
- Who to Call: Making Student Referrals

Please let us know if you’d like to sponsor a roundtable or suggest a discussion topic!
ASSESSMENT AND EVALUATION

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
Assessment and Evaluation

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

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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

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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

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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.

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

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**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

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**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

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**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.

By the end of this session participants will:

- Discuss the purpose of evaluation
- Discuss what a grade means from the perspective of the student, faculty, and students' 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.
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

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**GRADING PARTICIPATION IN THE CLASSROOM**

Many faculty members have a participation requirement for their classes as listed in the course syllabus. This session will discuss the many ways that faculty grade participation and provide some suggestions and strategies for assessing participation.

Participants will:

- Discuss how faculty participants currently grade participation
- Discuss the pros, cons and issues surrounding grading participation
- Evaluate ways to assess participation in light of the faculty member’s course
- Develop guidelines for participation in a specific course

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**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 and find their course description in the catalog
- Develop or revise 2-3 course objectives
- Write at least two effective Student Learning Outcomes for a course or for their program.

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**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
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

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 and managing 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

PROVIDING STUDENTS WITH MEANINGFUL FEEDBACK

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.

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

**TECH TOOLS FOR FORMATIVE ASSESSMENTS**
This session will examine three tech tools that will allow teachers to formatively assess students while integrating technology. Kahoot and Plickers, free student response systems, and TodaysMeet, a microblogging backchannel, will be examined.

Participants will:
- Recognize the purpose of ongoing formative assessments
- Examine three tech tools to formatively assess students
- Observe how to set-up and navigate each tech tool
- Determine ways that they can implement at least one tech tool

**USING EDPUZZLE TO HOLD STUDENTS ACCOUNTABLE FOR WATCHING VIDEOS**
This session will examine an interactive video questioning tool called EDpuzzle. Instructors sometimes struggle to ensure that students are not only engaged but also held accountable for watching videos. This session will offer a quick fix.

Participants will:
- Recognize the role of EDpuzzle and its functionality
- Create an EDpuzzle account
- Determine ways that EDpuzzle can be integrated into their classroom
- Develop an EDpuzzle video lesson

**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

**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
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.

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 (DLI) 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 and determine sessions that fit your needs
• Identify the roles of CeTEAL and COOL
• Review the Quality Assurance Inventory and Quality Matters

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
Distance Learning

- Discuss examples and strategies for meeting the expectations of the QAI
- Apply sections of the QAI to an example course

DISTANCE LEARNING INSTITUTE – CONCLUSION

In the concluding session of the Distance Learning Institute, participants will review progress made in designing and building 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 sustain 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
- Adding Narrated PowerPoint to Your Moodle Course
- Applying the QM Rubric Workshop (counts as 2)
- Building a Course Tour
- Building Rubrics and Grading Guides
- Communication Musts in an Online Classroom
- Copyright and Fair Use
- Course Design: Creating Learning Guides
- Course Design: The First Week of Your Online Class
- Creating a Distance Learning Syllabus
- Designing Effective Online Discussions
- Eliminate the Top 10 Issues in Distance Learning
- Finding & Linking to Library Resources in Moodle
- Finding Video Resources for Your Online Course Through Kimbel Library
- Improving Communication with Students in an Online Course
- Making an Introductory Video
- Moodle Assignments
- Moodle Communication Tools
- Moodle Gradebook
- Moodle Rubrics
- Moodle Testing
- Organizing a Distance Learning Course
- Organizing Your Moodle Course to Improve Usability
- Providing Digital Feedback to Students
- Providing Meaningful Feedback to Online Students
- Rubrics Simplified
- Streamlining Your Grading in Moodle
- Streamlining Your Online Activities Feedback
- Survey of Tech Tool for DL Instructors
- 10 Best Practices for a Hybrid Course
- 10 Principles of Effective Online Teaching
- 10 Tips for Saving Time in Your Online Course
- 10 Tools for Organizing Your Moodle Course
- 10 Ways to Make Your Course More Accessible
- Tracking Online Class Attendance
- Transitioning Face-to-Face Activities to an Online Environment
- Turnitin – Originality and Grammar Checker
- Using Peer Review in an Online Course
- Using Screen Capture to Develop Online Course Content
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.

Participants 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

A CONVERSATION ABOUT ONLINE DISCUSSIONS

Online discussions should be productive and achieve the student-learning outcome. Join use as we discuss best practices in achieving good online discussions.

Participants will:
- Discuss the components of what works in good discussions
- Share ideas for motivating students to participate in discussions
COURSE DESIGN: CREATING LEARNING GUIDES

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 tool 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: THE FIRST WEEK OF YOUR ONLINE 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
FINDING & LINKING TO LIBRARY RESOURCES IN MOODLE

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

FINDING VIDEO RESOURCES FOR YOUR ONLINE COURSE THROUGH KIMBEL LIBRARY

In this session, we will discuss the streaming video resources available in Kimbel Library, including Films on Demand, Filmmakers Library Online, VAST Academic Video Online, and more. We will demonstrate how to find these resources and how to integrate them into your Moodle course.

Participants will:

- Search for video resources through the Kimbel website
- Link and embed videos in their Moodle course

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 practices 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 and 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

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

THE ONLINE COURSE: BUILDING COMMUNITY

Social Presence Theory as introduced by Short, Williams, and Christie in 1976 speaks to the degree of social presence as the awareness of others in an interaction combined with an appreciation of the interpersonal aspects of that interaction. Building community in an online course is building social presence. In this session we will look at the things an instructor must have in order to build community in a course.
Participants will:

- Recognize Social Presence Theory
- Examine being intentional about community building
- Determine ways to humanize your course

THE ONLINE COURSE: ENGAGEMENT IS NOT OPTIONAL

The nature of the online environment lends itself to engagement. The action of logging into a course starts the engagement process. How engaged a learner is has many variables and some are out of your control. Some students may not be the right fit for online learning as they may not possess the needed characteristics to be successful online. In this session we will look at engagement between student – instructor, student – student, and student – instructional materials.

Participants will:

- Recognize the different engagement interactions
- Compare engagement activities
- Choose an engagement activities that supports an outcome

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

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

PROVIDING MEANINGFUL FEEDBACK TO ONLINE STUDENTS

What are the features of good instructor feedback? Do you expect students to respond to your feedback? Is it worth your time to provide it? In this session, we will explore strategies to encourage students to use
your feedback and to get the most out of the assessment process. We will discuss how to use feedback effectively and how to provide effective feedback in a digital environment.

Participants will:

- Discuss the role of student feedback
- 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
- Explore digital options for providing feedback
- Leave with at least one strategy to improve your feedback

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 and 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 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
• Consider a commitment to the Online Course Design Coach Program

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ONLINE COURSE DESIGN COACH PROGRAM

This face-to-face session will allow participants who have completed the Applying the Quality Matters Rubric Workshop and the Applying the Quality Assurance Inventory session to complete the process of becoming an Online Course Design Coach.

Participants will:
• Distinguish between the two types of reviews
• Recognize the different forms to use
• Apply standards to a sample course
• Complete an assignment

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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

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SURVEY OF TECH TOOLS FOR DISTANCE LEARNING INSTRUCTORS

This session will present various tech tools and tips that an online instructor may use. Themes of tools will cover audio, video, and communication. Come find a tech tool and tip that will help you maximize your feedback or teaching and save time.

Participants will:
• Appreciate the value tech tools may provide
• Identify a tech tool to use in your course
• Practice using a tech tool

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10 BEST PRACTICES FOR A HYBRID COURSE

In this session we will discuss best practices for designing a hybrid course. These best practices will help you to recognize and develop an effective hybrid course.
Participants will:

• Discuss 10 best practices for hybrid course design
• Consider applying these practices to their course

10 PRINCIPLES OF EFFECTIVE ONLINE TEACHING

This session will look at ten principles of effective online teaching. You may have attended sessions on online course design, now learn about barriers and limitations along with strategies to be effective in teaching in the online environment. The 10 principles will be presented and discussed.

Participants will:

• Identify the ten principles of effective online teaching
• Find new strategies to use in your online teaching
• Share your experiences in teaching online

10 TIPS FOR SAVING TIME IN YOUR ONLINE COURSE

Are you struggling to keep up with all the emails, grading and general work of your online course? Do you feel like you spend too much time scrolling up and down your Moodle site? Do you feel like you don’t have enough time to enjoy the “teaching” part of teaching online? Come to this session to learn about 10 ideas for streamlining your online course.

Participants will:

• Discuss the time challenges that come with teaching online
• Discuss 10 tips for streamlining class processes
• Select at least one new technique to include in your class

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? 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 and 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

**TRANSITIONING YOUR ON-CAMPUS COURSE TO A HYBRID FORMAT**

In this session we will consider the process of transitioning a face-to-face course into a hybrid format. Hybrid courses meet both in the classroom and online. Determining the best way to integrate online and in-class lecture, activities, assessments, etc. can be challenging. We will discuss ideas to consider when making the transition to hybrid, and how to overcome some of the challenges.

Participants will:

- Discuss goals for their hybrid courses
- Consider the best format for particular course activities
- Consider how to present face-to-face activities online
- Discuss strategies for integrating the online and in-class portions of the class

**USING FLIPPED COURSE PRINCIPLES IN A HYBRID COURSE**

In this session we will look at the “flipped classroom” as a model for a hybrid course. These flipped principles will take your classroom from a teacher-centric environment to a student-centered one. Active learning through groups or teams, removal of boredom for both instructor and student, and better discussions are results of these flipped principles.

Participants will:

- Recognize the flipped principles
- Apply a principle to a hybrid course
- Appreciate a different approach to the learning experience

**USING PEER REVIEW IN AN ONLINE COURSE**

In this session we will discuss ideas and tools for student peer review in an online course. We will discuss the best practices and options for the peer review process and share experiences. We will look at 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 & CREATING COMMUNITY IN THE VIRTUAL CLASSROOM

Instructor presence is crucial in an online classroom to create a sense of community, enabling higher level learning to take place by helping students feel connected to the content and the virtual classroom environment. The use of virtual avatars help the development of community, allowing instructors to create virtual representations of themselves to 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
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

ACTIVE LEARNING THROUGH RETRIEVAL PRACTICE

Retrieval Practice is an active learning process that engages students to recall information. Implementing retrieval practice into your course allows for you to get information out of your students rather than putting information into students. Join us to learn strategies and tools to incorporate retrieval practice in your course.

Participants will:

• Describe retrieval practice
• Identify tools or strategies that support retrieval
• Plan to implement retrieval practice

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 and Evaluation

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 and save a session

BLOOM’S TAXONOMY-REVISED: ALIGNING SLOS TO YOUR SYLLABUS OR PROJECTS

Under Assessment and Evaluation

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

BUT I DON’T TEACH ENGLISH: TEACHING WRITING ACROSS THE CURRICULUM

The presenters of this session will highlight pedagogically sound ways of assigning and evaluating student writing in a variety of courses representing different disciplines. By providing actual assignments, rubrics, and grading strategies, they will help faculty from across the University weave writing instruction into their teaching to improve our students’ skills with written communication. Those who attend this session can expect to learn how to teach writing in ways that can support their own course objectives.

THE CHALLENGES OF ASSIGNING STUDENT GRADES

Under Assessment and Evaluation

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 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!

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. We’ll discuss 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 so you can 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

A CONVERSATION ABOUT CASE STUDIES IN THE CLASSROOM

In this roundtable discussion, we bring together faculty who are currently using case studies in their classrooms to share and discuss their thoughts and experiences with case studies related to teaching and learning at CCU. Our goal is introduce other faulty to the possibilities that case studies bring in terms of application to real life and for teaching and student learning.

Participants will:
• Discuss the process of teaching with case studies
• Share experiences related to case studies
• Share recommendations, suggestions and ideas for finding or creating case studies

A CONVERSATION ABOUT MOTIVATING STUDENTS

Motivation is a key factor in student success and retention. Join us for a roundtable discussion on motivating students. We’ll share tips and strategies for student engagement and motivation related to both on campus and online classes.
Participants will:

- Discuss the issues surrounding student motivation
- Share ideas for motivating students to participate and do the work

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

COURSE DESIGN: GOALS, SLOS (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 and refine it based on CCU requirements
- Clarify course goals
• Develop assessment tools that align with Bloom’s Revised and their Student Learning Outcomes

CREATING EFFECTIVE ASSIGNMENTS

Under Assessment and Evaluation

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 YOUR COURSE BY INCLUDING SERVICE-LEARNING

Service-learning can be a powerful pedagogical tool to help students develop their writing and critical thinking skills and to help them become active citizens. In this session, we will provide information about best practices for implementing service-learning into the classroom and for working with community partners.

Participants will:

• Discuss how service-learning activities can benefit students.
• Discuss best practices for implementing service-learning in their courses based on recommendations from the book The Unheard Voices.
• Review the resources that CCU’s Leadership & Civic Engagement office can provide to service-learning faculty.
FACILITATING EFFECTIVE DISCUSSION IN THE CLASSROOM

Do you want more discussion in your classroom? Does your classroom discussion feel like it consists of you and a few other students? This session will help you think through the challenges (for both instructor and student) associated with discussion and provide you with several strategies to improve your discussion in a way that fits your teaching style. Participants should bring a current copy of their syllabus and/or a discussion scenario for revision. Be prepared to revise or plan your own classroom discussion.

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

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
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

THE FLIPPED CLASSROOM: RETHINKING YOUR CLASS TIME

The idea of a flipped 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.

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 or 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 and identify examples of gamification in everyday life
- Discuss course design as it relates to gamification.
- Discuss the use of gamification in the classroom
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.

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

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

HOW TO GET STUDENTS TO HACK 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 brand 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 we have gathered from other faculty members to share as well!

In this session, participants will:

- Discuss CCU requirements for syllabi according to the 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

THE IMPACT OF STUDENT ALCOHOL AND OTHER DRUG USE ON THE ACADEMIC ENVIRONMENT

In this session, we will explore data specific to CCU students including trends and impact as well as discuss ways to address AOD issues with students as they pertain to the classroom environment.
Participants will:

- Become familiar with CCU specific data, including trends and benchmark comparisons
- Learn ways to discuss the normative environment at CCU in regard to AOD issues
- Learn about available resources to help students who are struggling with AOD issues

**INTEGRATING 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

**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 follow-up 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 Effective Teaching 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

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.

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 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.

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

**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 and 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 DIGITAL FEEDBACK TO STUDENTS**

Under **Distance Learning**

**PROVIDING STUDENTS WITH MEANINGFUL FEEDBACK**

Under **Assessment and Evaluation**

**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

RUBRICS SIMPLIFIED

Under Assessment and Evaluation

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 and 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, et al
• 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

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 STUDENTS TO REFLECT

How do you teach students to reflect? This session will cover what reflection is and strategies and ways to teach students to tap into their metacognition and for reflection.

Participants will:

- Discuss metacognition
- Determine strategies to help learners to reflect
- Develop a strategy to use in a class

### 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.  

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

### 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

### TRANSFORM YOUR STUDENTS FROM PASSIVE TO ACTIVE LEARNERS

How do you know that students are retaining information? Is there a way that you can ensure that all students are taking the time to think about the information presented and process it? How can you embed a time for this on a daily basis?
In this session participants will:

- Discuss benefits of using Kagan Strategies
- Discuss benefits of using a Flipped Classroom
- Outline an engagement plan utilizing at least one of the strategies presented in the session

**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.

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 (JITT) 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 of 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

**JUST-IN-TIME TEACHING WORKSHOP: CREATE A LESSON TO INCREASE STUDENT PREPAREDNESS**

Join us for this workshop class where we 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
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

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 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

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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:

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- 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

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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.

Participants will:

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

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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.

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 AN INCLUSIVE CLASS (SPONSORED BY THE SAFE ZONE)

When we learn to be teachers, we often model the behavior of those who taught us. We also tend to focus our class construction on the content of the class without putting much time into considering who we will be teaching. This presentation intends to help teachers understand the variety of students that populate our classes. The presentation will briefly explore types of learners, but will primarily explore the how the intersection of race, class, and gender can be used to help students comprehend and internalize class content.

Participants will:

- Learn a variety of techniques to make their classes inclusive with regard to differences between & among race, class, and gender.
- Be exposed to different kinds of learners that may be in your class.
- Learn how the intersection of race, class, and gender affects personal & group level interactions.
- Specific attention will be given to inclusiveness of gender and sexuality in the classroom.

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.

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
Leadership and Service

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

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.

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. 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 and
- Create a to-do list of items needed to complete your annual review
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.

Participants will:

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

ASSESSMENT GRANT 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 3 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.

GUIDELINES/APPLICATION/ABSTRACT/PI

Interested in applying for the Assessment Grant? We have a circle for that! Karen Fletcher will guide you through the process of writing a well-written application. We have found that faculty who go through these types of writing circles get tips and strategies they had not thought of when applying for one of these grants. This first session will go over the guidelines of the grant, the application, writing a winning abstract and a general overview of the process.

Participants will:

- Discuss the application process for the Assessment Grant application
- Write an abstract describing their project

TIMELINE, ACTIVITY, SIGNIFICANCE, AND BENEFITS

During the second session of the Assessment Grant Writing Circle, we will discuss the timeline for implementation, the activity in detail, the significance of the outcome of the grant proposal and the benefits that will be derived from this project. You will be provided with some tips and strategies, ideas that are typically funded and strategies.

Participants will:

- Develop a timeline for your project
- Describe the activity proposed in the application clearly and concisely
- Discuss strategies to describe the significance and benefits of the assessment grant application
BUDGET, BUDGET JUSTIFICATION, SUBMITTING THE APPLICATION!

During the third session of the Assessment Grant Writing Circle, we will discuss developing a budget, ideas for enhancing your project and writing the budget justification. You will be provided with some tips and strategies, ideas to enhance your project and make it realistic for funding. This session will also provide you an opportunity to review your application, make sure you have everything you need attached and written. Then it is up to the committee! Good luck!

Participants will:

- Develop a budget for your project
- Discuss strategies for the budget justification
- Review the application and submit it

BEST PRACTICES IN MENTORING UNDERGRADUATE RESEARCH

Want to learn more about how to mentor your undergraduate students to complete research? Come learn the best practices to direct your students through their research projects. Colleagues who have been successful mentoring undergraduates will be available to give you tips and strategies to use to improve the mentoring process and research projects.

Participants will:

- Review strategies to direct undergraduate student research projects
- Review strategies to mentor students to publications and presentations

BUILDING YOUR PROFESSIONAL PORTFOLIO FOR 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

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

**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

**DEVELOPING A TEACHING PORTFOLIO**

Are you interested in developing a portfolio for teaching? This session is designed for those working on the teaching portfolio for promotion. Participants will be writing, so be prepared to access your syllabi, classroom presentations, teaching evaluations, and/or teaching observations. This session based on the book “The Teaching Portfolio” will get you started with putting together your materials to improve performance and display your work toward continuous improvement. This session is designed for teaching associates, lecturers and tenure line faculty.

Participants will:

- Discuss the selection of items for a teaching portfolio
- Review the steps to creating a teaching portfolio
- Evaluate teaching portfolios
- Discuss the use of e-portfolios

**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 about *Discover!* and practice using its tools 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

GETTING THE MOST OUT OF LIBRARY DATABASES

Would you like to incorporate library books, articles and videos into your lessons and homework assignments? If so, attend this session to learn how to utilize these database materials. We’ll review tips and tricks for searching in our Discover! search service, subject-specific databases, and Journals A-Z (the index of all library-owned journals). Also learn how to find permanent URLs and embed codes so you can easily link to library materials in Moodle.

Participants will:
- Locate different library databases
- Refine database searches
- Locate permanent URLs and embed codes for linking and embedding in Moodle

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

NEW FACULTY GRANTSMANSHIP WORKSHOP

An overview. Learn about grant resources on campus, including funding databases, the basics of a grant proposals, and other resources on Coastal Carolina University’s campus. Discover what grants are available for junior faculty and how to lay out a research plan.

Participants will:

- Learn about the resources located on the ORS website and on CCU’s campus
- Learn about grants available for junior faculty
- Learn the basic information you should include in a grant proposal

RESEARCH AGENDA: DEVELOPING, DESCRIBING, AND WRITING

Are you developing a research agenda? Need direction on how to describe your agenda and/or put it in order so you and the promotion and tenure committee understand it? We will discuss some strategies on how to develop and manage your research agenda and then put it in writing.

Participants will:

- Create a research agenda outline
- Analyze their personal interests and research history to develop a plan for research
- Develop their goal(s) for this academic year
- Develop a plan on how to achieve their research goal

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

CROWDFUNDING AT THE UNIVERSITY LEVEL

Can academics raise money for their research by convincing members of the public to open their wallets for small donations? In more and more fields -- from music to journalism to science -- people are raising large sums for projects in precisely this way. The process is called crowdfunding.
Learn how crowdfunding works across the disciplines, provide examples of successful strategies, and answer your questions about how to create a crowdfunding campaign for your research.

Participants will:
- Learn how crowdfunding works
- Learn how to create a crowdfunding campaign for your research
- Learn how to create a successful budget in a crowdfunding campaign

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

**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 and 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 and 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

**STATISTICAL PRODUCT AND SERVICE SOLUTIONS (SPSS)**

CCU has a university-wide license for SPSS, and we have 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: 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 Scholarship and Research

CASE-WRITING CIRCLE: THE WHOLE ACADEMIC PACKAGE (4-WEEK WRITING CIRCLE)

Case studies are used in many academic disciplines to provide “real-life” experiential learning opportunities for students. However, embracing the case method carries the added benefit of providing faculty members with opportunities to enhance their contributions in all three of the traditional areas of expectation for the academician: teaching, research and service. One of the essential keys to this approach is learning to write effective pedagogical cases. Based on The Case Writing Workbook authored by Gina Vega, the Case-Writing Circle will offer 4 sessions devoted to various aspects of the case-writing process.

The first session will involve an Introduction to Case Writing during which participants will be encouraged to identify a specific focus for their case projects. The second session will focus on the Research Process as it applies to cases. Session three will cover the requirements for Writing a Case effectively. The final session will focus on a crucial aspect that case writers often neglect: Developing the Instructor’s Manual. If desired, additional sessions may be offered which cover such topics as Publishing and Reviewing Cases, Teaching with Cases in the Classroom, and others as requested including individual coaching sessions.

Each session will include:

- An opening discussion where participants share their questions, concerns and experiences about case writing as well as what they have learned from their work;
- Interactive instruction focused on the designated topic for the session;
- Individual or group work on assignments based on worksheets from The Case Writing Workbook;
- Sharing of learning and experiences from the worksheets;
- Assignments and goal-setting for the next session.

CORE CURRICULUM WRITING CIRCLE

Want to develop a new course or submit an existing course for the NEW Core Curriculum? We’ll walk you through the process and you end up with a course ready to submit! Come to the introduction session and learn how to create a new or revise a current course for the Core Curriculum with very little pain.

Participants will:

- Review the Value Rubrics designed for CCU
- Complete a course audit
- Revise or develop a new master syllabus
- Complete academic affairs forms
- Review and complete the new Core Curriculum form
- Organizing your timeline for course submission to the new core

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.

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 and 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

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

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**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

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**SCHOLARLY REASSIGNMENT APPLICATION WRITING CIRCLE**

Thinking about applying for Scholarly Reassignment? Our Scholarly Reassignment Application Writing Circle is co-sponsored by the Faculty Welfare and Development Committee. This circle meets 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
- Purpose
- Problem, project, or question to be addressed
- Location
- Significance
- Benefits
- Research agenda connection
- Examples: community engagement, furthering research, etc.
- Timeline

**WEEK 3 – ONLINE EDITING**

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

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**STUDY ABROAD PROPOSAL WRITING CIRCLE**

This circle will help to bring together CCU faculty interested in developing short-term study abroad programs. 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
TECHNOLOGY

APPS AT LUNCH

Apps at Lunch is a series of sessions that will take place on the fourth Friday of the month. Each month an invited guest that has some expertise in a particular area will lead the discussion. Bring your own lunch, smartphones, tablets, and iPads and be prepared to discover and share apps.

Participants will:

• Appreciate various apps
• Discover and share new apps

BEST PRACTICES FOR USING ECHO 360 PERSONAL LECTURE CAPTURE

In this session we will discuss best practices for recording video lectures and screen capture using the Echo360 Personal Capture system offered by CCU.

Participants will:

• Discuss characteristics of effective lecture capture videos
• Review best practices to capture quality video and sound
• Review options for sharing videos through Moodle

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. 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

A CONVERSATION ABOUT SMARTPHONES IN THE CLASSROOM

How do you handle the issue of smartphones in the classroom? Do you ban their use? Do you integrate them into your lesson? Join us for the discussion.

Participants will:
• Discuss the issues surrounding smartphones in the classroom
• Share ideas for managing smartphone use

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

CREATING INTERACTIVE VIDEO LESSONS WITH EDPUZZLE

This session will examine an interactive video questioning software called EDpuzzle. Oftentimes, instructors struggle ensuring that students are not only engaged but also held accountable when watching videos. This session will offer a quick fix.

Participants will:
• Recognize the role of EDpuzzle and its functionality
• Create an EDpuzzle account
• Determine ways that EDpuzzle can be integrated into their classroom
• Develop an EDpuzzle video lesson

FIVE THINGS THAT YOU AND YOUR STUDENTS CAN DO WITH GOOGLE DRIVE

Using cloud-based products for productivity and collaboration is an important skill for our students. All students have access to Google Drive through CCU Apps. This session will teach you five (or more) things that you can do with Google Drive add-ons. Topics, which will vary by session, will include items from Google Drive such as Docs, Forms, and other apps. Bring your ideas to share!

Participants will:
• Identify uses of Google Drive and add-ons for productivity for faculty
• Identify uses of Google Drive and add-ons for students
• Brainstorm ways to use Google Drive and add-on tools for the classroom
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.

INTRODUCTION 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 SESSION 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, contact ceteal@coastal.edu at least two days in advance of the session.

Participants will:

- Create, edit, and format a Google doc 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 SESSION IS OFFERED ONLINE THROUGH GOOGLE HANGOUTS.

Collaboration is the topic 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, contact ceteal@coastal.edu at least two days in advance of the session.

Participants will:

- Download Google apps and 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 Effective 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)

INSTRUCTOR TOOLKIT

This session will highlight tools that an online instructor should consider or have as part of their repertoire. Several tools will be demoed and there will be hands-on practice along with evaluation.

Participants will:
• Consider adding one tool to their practice
• Evaluate the pros and cons of a tool
• Create one useful item to use in a course

MICROSOFT

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:
Technology

- 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

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**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 and perform the basics of functions and formulas
- Review standard order of operations
- Apply cell references
- Recognize error messages

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**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

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**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
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

MOODLE

Moodle is the course management system (CMS) used throughout Coastal Carolina University. It allows instructors to post course materials (like documents, discussion boards, assignments, video and audio) online and use discussion boards, announcements and other social media, expanding the conversion beyond the confines of a traditional classroom.

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

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 A MULTIMEDIA LESSON USING THE LESSON TOOL IN MOODLE

The Lesson tool in Moodle allows the instructor to set up an adaptive, self-paced lesson containing content such as text, images, and audio/video clips as well as assessment questions about the content. By integrating assessment questions between content pages, the instructor can setup an adaptive process that directs the students through the content based on how they respond to the assessment questions. In addition, the lesson can generate a grade based on student performance. If you would like to work on building a lesson you can use in your classes, please bring the digital resources you would like to include.

Participants will:

- Discuss the characteristics and uses of an adaptive lesson
- Practice setting up a basic lesson
- Outline a potential lesson for future creation

BUILDING RUBRICS AND GRADING GUIDES

This session will cover how to create grading guides and rubrics that are attached to assignments in Moodle. Grading guides are a great way to transfer your assignment checklists to a form so you can grade the criteria of an assignment individually. Rubrics allow you to describe your assignment by listing the criteria and levels of performance. After a quick review of grading guides and rubrics, we will walk you through how to create one of each type in Moodle.

Participants will:

- Locate and define grading guides and rubrics
- Create a grading guide in Moodle
- Create a rubric in Moodle

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
CREATING A STRESS-FREE MOODLE GRADEBOOK

One of the best ways to save time and reduce stress is to create a stress-free Moodle gradebook. In this session, we will look at the best practices for building a streamlined gradebook that is easy to manage and easy for students to understand.

Participants will:

• Discuss the grading options that work best in Moodle
• Build a grading scheme that works well within Moodle parameters
• Build the basics of their Moodle gradebook

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

IMPORTING TEST QUESTIONS INTO MOODLE

In this session, we will look at the options for importing test questions into Moodle. We will briefly review options such as Respondus Quiz Builder, the Aiken format for uploading text test files (useful for PC and Mac users), and options for obtaining publisher test files.

Participants will:

• Explore test import options
• Decide their best option for importing test questions
• Develop a plan for importing test questions into Moodle

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 resources in Moodle with persistent URLs and proxy authentication for off-site access
• Find and embed library tutorials
IS YOUR MOODLE CONTENT ACCESSIBLE?

The accessibility of digital course content is a growing concern in higher education. In this session, we will discuss accessibility issues related to Moodle content and explore the options for making your content more accessible to students.

Participants will:

- Discuss issues students may face when accessing digital content
- Explore options for making course content in Moodle more accessible
- Develop a plan for updating your Moodle courses to increase accessibility

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 CRASH COURSE FOR NEW USERS

This session is a 3-hour Moodle training designed to get new users up and running with Moodle.

Participants will:
- Navigate Moodle and locate the settings and tools needed to manage a Moodle course
- Upload and organize course content files
- Build basic Moodle course objects such as assignments and discussion forums
- Use best practices for setting up a Moodle course

MOODLE DISCUSSIONS

There are several different forum types used for discussion in Moodle. Which 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 and 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 grade sheets with Excel

MOODLE GRADEBOOK, RUBRICS, AND MARKING GUIDES

This session is more comprehensive and fast-paced than the general Moodle Gradebook session. We will cover the Gradebook as well as the rubric and marking guide tools available for assessing Moodle assignments. In addition, we 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

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MOODLE GRADEBOOK WORKSHOP DROP-IN
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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.)

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MOODLE GROUPS
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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

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MOODLE QUIZ: CLOZE AND CALCULATED WILD CARD QUESTIONS
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Moodle Quiz has some other question types that may work for your quiz or test. Embedded answers (Cloze) questions consist of a passage of text that has various answers embedded within it, including multiple choice, short answers and numerical answers. Calculated questions offer a way to create individual numerical questions by the use of wildcards that are substituted with random values when the quiz is taken. This session will cover both types of question creation.

At the end of the session faculty will:

- Determine if Cloze and/or calculated questions are appropriate for the course
- Create a Cloze question
- Create a calculated question with wild card

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MOODLE RUBRICS
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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.

Participants will:

- Identify where rubrics can be used in Moodle
- Create a rubric in Moodle
- Grade with a rubric in Moodle
- Identify resources for help with rubrics
MOODLE TESTING

This session 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 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

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. 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

ORGANIZING YOUR MOODLE COURSE TO IMPROVE USABILITY

In this session, we will discuss some of the different ways you can organize your course content in Moodle to help eliminate or reduce the effort it takes for you and your students to navigate the course. 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
- Use section titles, blocks, menus and labels to organize content topics and subtopics
- Setup a plan for organizing current or future courses
STREAMLINING YOUR GRADING IN MOODLE

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? Do you find yourself exporting your grades to Excel instead of calculating grades in Moodle? You may be working harder than you need to.

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

10 TOOLS FOR ORGANIZING YOUR MOODLE COURSE

In this session we will look at 10 Moodle tools that will help you organize your Moodle course for improved navigation and less scrolling.

Participants will:

• Discuss most common issues with Moodle organization
• Try 10 tools for better organization and navigation

TRACKING STUDENT PARTICIPATION IN MOODLE

Moodle has several tools to help instructors track student activity. You can find out who has accessed a specific course content item and how many times they have accessed it. You can see activity logs for specific dates. You can set up completion tracking to help you and your students track student progress through the course. You can set engagement analytics to let you know if any of your students are at risk based on their level of engagement with the class. In this session, we will explore each of these options.

Participants will:

• Navigate course reports and logs
• Explore the settings for completion tracking and engagement analytics for a course
• Determine the best way to get the tracking information they need for their classes

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 based on their assignment submission and one based on their peer reviewing efforts.

Participants will:

• Discuss the organization of the peer review process as delineated by the Moodle Workshop tool
Technology

• Participate in the peer review process as a reviewer
• Walk through the setup process of a Workshop

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 and 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

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
SCREENCAST-O-MATIC FOR SCREEN CAPTURE

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

This session will be hands-on, so please consider bringing materials (PowerPoint, 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

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 this roundtable discussion about how snack learning could benefit your 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

SURVEY OF TECH TOOLS FOR DISTANCE LEARNING INSTRUCTORS

Under Distance Learning

3 IN 30 TRAINING SERIES

This series is designed to introduce faculty to 3 examples of innovative technology in a 30-minute overview. Each session will include a quick demo of 3 technologies related to a single theme. Most of the technologies demonstrated will be free and easy to use. We will often schedule workshop time after a session for those who wish to experiment with these technologies.

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 3 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 3 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: 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 3 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 3 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 3 Moodle tools in 30 minutes. The tools we will explore 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 3 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 3 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 that can be used to plan and manage individual or group projects. In this 3 in 30 session, we will give a quick overview of three free project management programs.

Participants will:
• Discuss using project management tools to organize your projects and tasks
• Discuss using project management programs for student groups 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 3 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: TOOLS FOR CREATING DIGITAL MEDIA FOR YOUR ONLINE COURSE

This 3 in 30 session will introduce participants to 3 digital media creation tools that allow you to build quick digital content for online distribution.

Participants will:
- Discuss types of digital content that can be quickly created
- Consider readily available digital tools, and if time permits, try using a digital tool of their choice

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

TURNING TECHNOLOGIES WORKSHOP

Explore the latest handheld, radio frequency clicker devices and web-based software that helps to encourage student interaction and peer-to-peer learning. The TurningPoint Cloud Session examines the ability of student response systems to transform traditional learning environments into collaborative and dynamic settings.

Armed with powerful polling software that facilitates real-time assessments, instructors can engage, monitor, and measure the learning process in a simple, versatile, and meaningful way. Detailed reports empower instructors to strengthen teaching practices and help administrators make data-driven decisions—all while maintaining the appropriate layers of security and compliance.

Participants will:
- Recognize the possibilities of the technology
- Demonstrate a brief application
- Reflect on uses in the classroom

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 a Turnitin account and 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 and 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 TO DEVELOP ONLINE COURSE CONTENT**

Screen capture is a great way to create video content for your classes by capturing the content of your computer screen along with webcam and microphone input. Screen capture can be used to record video lectures using PowerPoint, Prezi or other presentation tools. It can be used to create tutorials that walk students through steps in an onscreen process or navigate students through a course website. In this session, we will discuss the purpose of screen capture, recognized best practices, and options for
production and storage. For some hands-on practice we will try Echo 360, a great new option for personal lecture capture that you can use on your own computer through a CCU campus-wide license.

Participants will:

- Discuss the use of screen capture video for developing course content
- Recognize best practices for creating and using screen capture
- Review Echo 360 for screen capture
- Learn how to load Echo 360 videos into your Moodle course

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**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 and put it 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

YOUTUBE FOR CLOSED CAPTIONING YOUR VIDEOS

YouTube provides automatic captioning of videos that have good sound quality, are not too long, enunciation is clear, and there is not a long period of silence at the beginning. Prior to this session you will need to create a YouTube account and upload a video to your account.

Participants will:

- Edit closed captioning
- Publish changes
- Download a transcript

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

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 and 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