Experiential Learning is Thriving At CCU

Opportunities for experiential learning are enhancing the quality of student education

In 2011, Coastal Carolina University, with faculty, staff and student input, chose an experiential learning program as the Quality Enhancement Plan (QEP) portion of SACS reaccreditation. A school’s Quality Enhancement Plan describes a course of action for enhancing the quality of student education at the institution. CCU’s experiential learning program was named Experienced@Coastal, and it focused on building courses that included an experiential component. These courses are now known as “Q” courses (from QEP).

To have one of your courses designated as a “Q” course, you must follow the process developed by the Experiential Learning office. More information on this process can be found on their website: coastal.edu/elo/faculty.html. “Q” courses are designed to include experiential learning opportunities that engage students in the process of active learning.

Each college at CCU offers a selection of “Q” courses. Students have the opportunity to actively participate in research, meet with leaders in their field of study, engage in realistic simulations and use the real-life instrumentation and technology of their fields.

In the past few semesters, students at CCU have gone to sea to perform seafloor mapping, met with Warren Buffett, studied business culture in Europe, competed with fellow students in a simulation to build a successful business marketing plan, worked hands-on with community planning and social justice activities... and the list continues to grow.

Experiential learning offers many benefits to students. In addition to giving them the opportunity for hands-on experience in their field, it can help students reflect on their experiences and apply their reflections to future situations. Through the growth of experiential learning, more and more CCU students will have the opportunity for active learning and once-in-a-lifetime experiences with the potential to engage their minds and enhance their learning.
Focus on Experiential Learning

Since 2011, Coastal Carolina University has been expanding opportunities for experiential learning around campus.

“Critical Making” as Experiential Learning

Contributor: Jennifer Boyle, Associate Professor of English/Coordinator, Digital Culture and Design, Edwards College of Humanities and Fine Arts

In Fall 2016, the Edwards College of Humanities and Fine Arts will begin an innovative and highly experiential undergraduate degree program, the Bachelor of Arts in Digital Culture and Design (DCD) (pending final approval by the Southern Association of Colleges and Schools).

The DCD program offers a curriculum focused on intensive experiential learning alongside critical thinking and a newly developed pedagogical approach called “critical making.” Critical making emphasizes a reflexive and experimental approach to the objects, artifacts and texts that make up our virtual and material environments. At a moment when digital technologies and smart machines are populating all aspects of our lives, this pedagogical shift allows students to evolve their applied critical skills in tandem with existing approaches to linguistic and conceptual knowledge.

Experiential learning typically connotes on-site learning experiences, or travel to different cultural or environmental landscapes. The pedagogy of critical making brings us back to the everyday technical and built environments that we increasingly take for granted with questions about why digital objects take certain forms, and how we might actively intervene in their “making.” Critical making insists that students not assume the practicality of made environments, and instead question how such objects are imbricated with social, political and aesthetic means and ends. Students are required to create while they critique.

“Critical” and “making” are dually emphasized. The Edward College’s student-directed publishing lab, The Athenaeum Press, has been a testing ground for the development of a pedagogy of critical making. In this context, students begin with a conceptual and practical knowledge of black soldiers in WWII — and then are asked to develop digital and analog expressions of those stories. The forms these stories take are approached not as invisible vehicles for the delivery of concepts and texts but processes of praxis where students learn that artifacts, language and ideas create assemblages of meaning and action.

There is a clear significance to this type of pedagogy for a 21st-century liberal arts curriculum. A further benefit is that students will leave the program with experience in manipulating objects, codes and built environments, and with a reflexivity about the ethical, aesthetic and political implications of making as a form of interpreting and analyzing. A pedagogy of making is not just about problem solving but making active choices about what built environments we cultivate and evolve.

Experiential Learning Through Simulations

Contributor: Dave Doerring, Lecturer of Management and Decision Sciences, Wall College of Business

The use of simulations, in training and education, is not a new concept. Situational role playing has been a method of simulating real life experiences for business professionals in training, as well as college students, for decades, if not longer. Simulations and role playing can create realistic experiences, and that is why I use them for training and education. Simulations not only create the opportunity for application of current knowledge, from past courses and experience; they can lead students to new knowledge and experience. In addition to creating an opportunity to apply and train, simulations and role playing can be excellent tools for assessment of learning outcomes. A student’s learning can be measured by how well they perform on complex simulated tasks and presentations.

The first time I encountered simulations was in 1989. I was enrolled in an International Business Management course, and my professor asked all of our class to go and try a game called “Airline” that was loaded on the new Macintosh computers in the computer lab. The simulation was a blast! You would be given some startup capital and then you decided how to build and deploy aircraft and airport facilities around the globe, to grow your firm. The simulation was you vs. the computer, but because you received a score, you could compete with other students to see who got the better score. The competition drove all of us to keep playing well beyond the end of that course. We even had a student competition, to see who could score the highest. Because simulations are often similar to games, it is easy to get students involved and spending time in the simulation.

Simulations are not the real world, but when integrated with content and context, they can be excellent tools for students to experience decision making first hand. I am currently teaching CBAD373 Business Integration and Application using a business simulation. The students have to start up and grow a computer company, in competition with other student teams. The student teams move through the stages of the simulation, as we cover content from readings, videos and discussions. The content is timed to give students insight into the upcoming decisions. The decisions become increasingly complicated, and student teams must take their competitor’s decisions into account, in order to achieve successful outcomes.

In an effort to augment the benefits of the simulation, in this course students are required to make a formal presentation to a venture capitalist. The students are also required to make a second formal presentation, describing their firm’s performance, to their board of directors. These two formal presentations require the students to critically analyze their performance using tools and information from the simulation. The students then prepare logical presentations making a case to get investment capital or explain the performance of their respective firms to the board.

Simulations and role playing are not the real world. They should not be a replacement for an internship or real work experience. However, educators and trainers can and have successfully used these tools to create realistic experiences, for trainees and students. I highly recommend simulations and role playing as a way to see if students really understand how to accomplish tasks in their chosen field. Please feel free to contact me if you have questions or want to see some outcomes from using these tools. I would be very excited to share more with you.
Focus on Experiential Learning

Experiential Learning in the Wall College
Contributor: Cara Scheuer, Manager of Student Development and Retention, Wall College of Business

The Wall College of Business (WCOB) had a very successful year with Experiential Learning (EL). As part of the college’s EL projects, over 1,300 WCOB students were able to:

- participate in local, national and international trips,
- visit, interact with, and learn from prominent business leaders and their organizations,
- take part in applied projects such as business simulations, consulting work and company creation projects,
- gain valuable internship experiences and celebrate their accomplishments with their faculty and peers.

Collectively these projects were effective in engaging the students in the college, in providing them unique and timely real world learning opportunities and work experiences, and in getting them excited about their majors and future careers in business. The projects also gave students opportunities to interact with and learn from their faculty, peers and successful business executives on a more intimate level, resulting in internship and job opportunities for some.

“With all this hands-on learning you get the experience that can be applied directly to life not just a test.”

--CBAD 120 student

Students walked away from these experiences raving about how much they had learned, how much they appreciated the opportunities that were afforded to them, and how it was among the best experiences they have had during their college career. One participant in a trip to meet with Warren Buffett (the “Warren Buffett Excursion”) made the following comment: “Coming home from this trip, I am proud as ever to be a Chanticleer. I think as a school, we represented ourselves EXTREMELY well. Aside from being professional, we came off as approachable and capable of being comfortable in highly professional settings. I know several executives took notice and it’s my hope that this trip put the CCU business program on the radar.”

The Wall College is excited to be able to offer even more experiential learning opportunities for 2015-16, with 14 projects currently planned, up from nine this past year and up from just a handful of projects the year before that.

Experiential Learning: Some Thoughts and Experiences
Contributor: J. Kay Keels, Professor/Vereen Professorship, Management and Decision Sciences, Wall College of Business

Learning and education neither begin nor end at the classroom door! However, this revelation is not new. It was recognized in an ancient Chinese proverb: “Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand” (Chinese Proverb Quotes, 2012).

This statement has probably never been more relevant than it is today, given the technological savvy and dependence upon technology of the current traditional-aged student. These students do not necessarily need to listen when we tell them something; it is more easily accessible when (if) they have a need for the information. Likewise, being shown how to do something may capture their attention for the moment, but they need not labor to learn and remember it, because technology allows them to access the instructions whenever they are relevant. However, active involvement (thankfully) still requires attention, effort, output and delivery.

More than 20 years ago, Alison King (1993) wrote an article suggesting that the teacher’s role as “Sage on the Stage” was no longer relevant for the students of that era. She promoted instead the “Guide on the Side” as a more appropriate way to reach students. Some of her recommendations still have relevance, but for our current students, a role that we might call the “Coach with the Approach” seems to be a better fit (i.e., “involve me and I’ll understand”). Those who insist on maintaining what they consider to be the “Sage on the Stage” role are probably mostly regarded by today’s students as the “Riddle in the Middle.”

I have been privileged to teach the senior capstone in strategic management for most of my 10 years at CCU. The course is structured around a process that can be depicted as:

Identification —> Research —> Analysis
—> Interpretation —> Recommendation
—> Action —> Impact

The students are actively involved from Day One. Each student is required to assume the role of a member of a consulting team that has been assigned a publicly-traded company as a client. The ultimate requirement is to produce a thorough report (both written and oral) that concludes with a recommendation for “where the firm should be in five years” based on supporting research, analysis and interpretation. Many students arrive on the first day of class nearly terrified at the prospect of being held accountable at the level required. Many of them have not been involved in a semester-long project where they have been required to sign a contract committing their effort and cooperation for the duration of the class. The teams also prepare interim reports based on their research and findings. In addition, each individual is also required to demonstrate his/her ability to apply the concepts and tools being used by the team. The final oral reports are presented to the class as well as to a panel of outside judges. The winning team is announced at a final gathering of all class sections.

Do the students learn from this applied experience? Here are a couple of students’ reflections indicating how they will use what they learned:

“I will use these tools, concepts, and processes when I go to get a job at a business/firm. For instance, I would assess the inside and external forces of a firm to forecast how the firm will do in the future. Furthermore, seeing what opportunities the firm will hold for me in the future. Lastly, I may use what I learned to open a business of my own one day. For example, I would need to assess the whole industry and the area/operations I would like to open a business in.”

For more information regarding the courses that the Wall College offers, please visit www.cculeob.com.

Continued on page 6
CCU Welcomes New Faculty

New Faculty Orientation was held on Aug. 11-12 in the Lib Jackson Student Union with 38 new faculty in attendance. The faculty were greeted by President DeCenzo and Provost Byington, and then spent two days learning about CCU. Speakers from many offices around campus had the opportunity to address the group. Additional offices and organizations were represented at four expos scheduled during the orientation. The new faculty posed for a “class photo” (below) and had the opportunity to pose for photos with Chauncey.

Some of the new faculty have been teaching here for a while, but others are brand new. If you see any of these faces around campus, please welcome them to CCU!

Experiential Learning When You Can’t Leave the Classroom

Contributor: Jenn Shinaberger, Assistant Director for Distance Learning and CeTEAL, College of Education

You do not need to leave the classroom to incorporate aspects of experiential learning into your course outline. Many different types of classroom activities will provide students with an experience beyond the traditional, seats-in-rows classroom setting. Experiential learning in the classroom includes well-structured instructional activities that engage students’ higher order thinking skills. These activities can include case studies, vignettes, scenarios, project-based learning, problem-based learning, simulation, debate, role playing and undergraduate research. Effective classroom experiential activities will provide:

- a safe environment where students can make mistakes,
- an established context,
- motivation for student success,
- relevance to the student and the course,
- opportunity for reflection,
- an instructor as a resource, not the main focus of the activity.

The step that is often skipped with experiential learning is allowing students time to reflect on experience and apply it to new situations. Asking students to critically reflect on an experience gives them the opportunity to question assumptions and consider different perspectives. When you take the time to plan an activity to give students real world practice, do not forget to include reflection to make the activity that much more valuable.
Resources & Tips for the College of Science

In each newsletter, CeTEAL includes a topic-specific or college-specific Resources & Tips page. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to cetealnews@coastal.edu.

Teaching Resources for Life Sciences
The sites listed here contain collections of educational resources for use by undergraduate life science instructors.

CourseSource
CourseSource is an open-access online journal of evidence-based, peer-reviewed teaching resources for undergraduate biological sciences.

www.coursesource.org

Life Science Teaching Resource Community (LifeSciTRC)
LifeSciTRC is an online community of life science educators. The site contains educational resources, opportunities for collaboration with science organizations, forums and more. Free registration is required to access some resources and participate in forums.

www.lifesictrc.org

BioSciEdNet Collaborative (BEN)
BEN is the National Science Digital library (NSDL) pathway for biological sciences education.

www.biosciednet.org

Online Education
Interested in taking an online class or finding out how other classes are taught?

MITOpenCourseware
MITOpenCourseware makes course materials from Massachusetts Institute of Technology available online. Materials from 2260 courses are currently available. Course topics include math, social science, health and medicine, science, engineering and more. Take a look!

ocw.mit.edu

Using Case Studies and Scenarios
Using case studies and scenarios is a great way engage students in science learning by helping them understand the real world application of science information. Several resources for science case studies are listed below:

Science Stories You Can Count On: 51 Case Studies with Quantitative Reasoning in Biology is a book containing case studies in areas such as microbiology, genetics, health, evolution, chemistry and more. Published by the National Science Teachers Association in 2014, this book contains two case studies written by Karen Aguirre, associate dean and associate professor in the College of Science at CCU.

The National Center for Case Study Teaching in Science offers a collection of cases that can be used to teach science concepts and content as well as skills and critical thinking. The cases are written by science faculty and are peer-reviewed before publication. The cases are available for standard educational “fair use” free of charge. To access the answer keys and teaching notes, you will need to join the site for an annual fee of $25.

sciencecases.lib.buffalo.edu/cs/

CASES Online: Creating Active Student Engagement in the Sciences is an online collection of case studies for the sciences. You must register for access to this Emory University site:

www.cse.emory.edu/cases/

Websites of Interest
The sites listed below may be useful for developing discussion topics or student assignments.

Biographies of Women Mathematicians
This site offers a collection of biographical essays and information on women mathematicians. The site is part of an ongoing project from Agnes Scott College in Georgia.

www.agnesscott.edu/lriddle/women

National Science Foundation
See a list of discoveries and innovations that began with funding from the National Science Foundation. Topics include astronomy, biology, chemistry, computing, engineering, math, society, physics and more.

www.nsf.gov/discoveries

Cool Apps

SimPhysics
SimPhysics is an app with 50 games to engage students in hands-on learning about physics concepts. Instructors can view tracking to see how students are progressing.

(Available for iPad, iPhone and Android devices.)

Secchi Disk
Secchi Disk is a global scientific study with an associated app that engages citizen scientists in measuring phytoplankton levels using a simple Secchi disk apparatus.

(Available for iPad and iPhone and Android devices.)

Symbolic Calculator ($2.99)
Symbolic Calculator allows simple to complex calculations including algebra and calculus. Built-in functions with descriptions and examples. Can create pdf files.

(Available for iPad, iPhone and Android devices.)

First Aid
First Aid is an app by the American Red Cross that provides quick access to first aid information for everyday emergencies. Great info to have at your fingertips.

(Available for iPad, iPhone and Android devices.)
To add QuickMail to your Moodle course:
1. Make sure editing is turned on in your course.
2. On the lower left side of the main class page, locate the Add a block block.
3. Select QuickMail from the Add a block dropdown menu. The QuickMail block will appear just above the Add a block block.
4. To allow students to see and use the QuickMail block, click the Configure link at the bottom of the QuickMail block.
5. Select Yes under Allow students to use QuickMail. (Do not change anything else.)
6. Click Save Changes of the bottom of the screen.

Moodle Tips

Adding the QuickMail Tool to Moodle
QuickMail is the Moodle email tool. QuickMail is an outgoing email service that sends email directly to student and instructor email accounts.

To add QuickMail to your Moodle course:
1. Make sure editing is turned on in your course.
2. On the lower left side of the main class page, locate the Add a block block.
3. Select QuickMail from the Add a block dropdown menu. The QuickMail block will appear just above the Add a block block.
4. To allow students to see and use the QuickMail block, click the Configure link at the bottom of the QuickMail block.
5. Select Yes under Allow students to use QuickMail. (Do not change anything else.)
6. Click Save Changes of the bottom of the screen.
CeTEAL Faculty Development Schedule

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

**Roundtables/Discussions**

- **Accessibility Roundtable**
  - Sept. 10, 3:05 p.m.

- **Student Advising Panel Discussion**
  - Sept. 22, 3:05 p.m.

**Assessment & Evaluation**

- **TealOnline Report Writing: Analysis**
  - Sept. 9, 4 p.m.

- **Rubrics Simplified**
  - Sept. 14, 1 p.m.

- **Introduction to the Assessment Institute: A CeTEAL Certificate Program**
  - Sept. 16, 1 p.m.
  - Sept. 17, 9:25 a.m.

**TealOnline Report Writing: Continuous Improvement**

- Sept. 16, 4 p.m.
- Sept. 18, 10 a.m.

**Assessment Institute: First Steps**

- Sept. 23, 1 p.m.
- Sept. 24, 9:25 a.m.

**Portfolios: Types and Purposes**

- Sept. 30, 1 p.m.
- Oct. 8, 3:05 p.m.
- Oct. 23, 1 p.m.

**Guidelines for Test Development**

- Oct. 5, 1 p.m.

**How to Write Student Learning Outcomes**

- Oct. 21, 3 p.m.

**Leadership & Service**

- **Proposing and Developing a New Graduate Program**
  - Sept. 8, 4 p.m.

**Instructional Coaching: Holding the Post-Observation Conferences**

- Sept. 9, 9 a.m.
- Sept. 10, 9:25 a.m.

**Effective Academic Advising: It’s More Than Just Picking Out Classes**

- Sept. 21, noon

**Instructional Coaching/Peer Observation**

- **Introduction Session**
  - Oct. 14, 10 a.m.
  - Oct. 15, 3:05 p.m.

**Study Abroad Proposal Writing Circle**

- Oct. 5, 1 p.m.

**Technology/Moodle**

- **Tracking Student Participation in Moodle**
  - Sept. 8, 8 a.m.

**Building a Multimedia Lesson Using the Lesson Tool in Moodle**

- Sept. 8, 1:40 p.m.

**Turning Technologies Workshop**

- Sept. 11, 2 p.m.

**Monday Moodle Drop-in**

- Sept. 14, 8 a.m.
- Sept. 21, 8 a.m.
- Sept. 28, 8 a.m.

**Moodle Rubrics and Grading Guides**

- Sept. 14, 3 p.m.

**Best Practices for Using Echo 360 Personal Lecture Capture**

- Sept. 21, 5 p.m.

**3-in-30 Encouraging Student Engagement and Creativity**

- Oct. 2, 9 a.m.

**Moodle Testing**

- Oct. 5, 1 p.m.

**Teaching Effectiveness**

- **The Flipped Classroom - Rethinking Your Class**
  - Sept. 16, 10 a.m.
  - Sept. 22, 10:50 a.m.

**But I Don’t Teach English: Teaching Writing Across the Curriculum**

- Sept. 17, 3:05 p.m.

**The Impact of Student Alcohol and Other Drug Use on the Academic Environment**

- Oct. 5, 3 p.m.
- Oct. 6, 3:05 p.m.

**Creating Effective Assignments**

- Oct. 7, 1 p.m.
- Oct. 16, 1 p.m.

**Building an Inclusive Classroom (Sponsored by the SafeZone Program at Coastal Carolina University)**

- Oct. 13, 10:50 a.m.

**Distance Learning**

- **Using Flipped Course Principles in a Hybrid Course**
  - Sept. 9, 10 a.m.

**Distance Learning Institute Overview**

- Sept. 15, 1:40 p.m.

**Getting Started in Distance Learning**

- Sept. 22, 1:40 p.m.

**Applying the Quality Assurance Inventory (QAI) to Your Online Course**

- Sept. 29, 1:40 p.m.

*These sessions are the first three required sessions in the Distance Learning Institute.

**Online Course Design Coach**

- Sept. 30, 3 p.m.
- Oct. 2, 1 p.m.

**Applying the Quality Matters Rubric Workshop**

- (6 hours with break for lunch on your own)
  - Sept. 25, 8:30 a.m.- 4 p.m.

**Applying the Quality Matters Rubric Workshop**

- (6 hours with break for lunch on your own)
  - Oct. 9, 8:30 a.m.- 4 p.m.

**Individual Consultations**

In addition to our group sessions, CeTEAL staff members are available by appointment for individual consultations on topics related to instructional design for on-campus and online courses, innovative technologies for teaching, best practices for using Moodle, and strategies for enhancing scholarship and leadership opportunities.

To schedule an appointment, contact CeTEAL staff.
From the Director
Dodi Hodges, Ph.D., Director of CeTEAL

Hello colleagues! This issue of the CeTEAL News is all about experiential learning. Throughout all of our sessions, we promote the idea of actively engaging our students in courses. We know that active learning keeps the students engaged and improves the learning process. We have discussed active learning specifically in our recent CeTEAL Book Talks on the books “Making It Stick” and “How We Learn.”

Experiential learning, as this issue describes, takes learning to a whole new level. We look at learning from the students’ perspective and encourage their being able to reflect on their learning. As instructors, we guide them through the process of reflecting on their learning much like we reflect on our teaching. Those levels of reflection may start as simple objective observation of events, move to comparing the observed events to theory or other ideas, and finally expand to synthesizing those observations and theories into individual ideas of professional and personal growth.

This year, our new director of Experiential Learning, Aneilya Barnes, has made the process of making your courses a “Q” (Experiential Learning) course much easier. Based on what we know about student learning, experiential learning is a highly motivating, successful way to improve student learning. Students and faculty will hear more about this type of learning on campus this year. I hope this newsletter provides our instructors across campus the impetus to get more involved or continue to stay involved in the CCU’s initiative to provide these high quality experiences for our students.

I hope you have a great semester and academic year.

Welcome Amy Tully!

Amy Tully, associate professor of music from the Edwards College of Humanities and Fine Arts, has joined the CeTEAL Advisory Board. She takes over from Elizabeth Howie, associate professor of fine arts, to whom we offer our thanks for her willingness to share her ideas and support over the past few years.

Are you interested in teaching a session for CeTEAL?

We are always looking for faculty and staff to share their expertise. If you are interested in sharing a new technology, successful teaching strategy, quality online course design or other topic of faculty interest, please contact Tracy Gaskin at tgaskin@coastal.edu or Jenn Shinaberger at jshinabe@coastal.edu.

Contact CeTEAL Staff

Dodi Hodges, Ph.D.
Director of CeTEAL / Associate Professor
Kearns Hall, Room 215D
843.349.2321
jhodges@coastal.edu

Tracy Gaskin
Training Coordinator
Kearns Hall, Room 215B
843.349.2790
tgaskin@coastal.edu

Gail Sneyers
Administrative Assistant
Kearns Hall, Room 216
843.349.2353
gsneyers@coastal.edu

Jennifer Shinaberger
Assistant Director of Distance Learning and CeTEAL
Kearns Hall, Room 215E
843.349.2737
jshinabe@coastal.edu

Jean Bennett
Instructional Designer
Kearns Hall, Room 215A
843.349.2481
jbennet1@coastal.edu

CeTEAL Online Resources

* coastal.edu/ceteal
* libguides.coastal.edu/moodlefaculty
* libguides.coastal.edu/afo
* libguides.coastal.edu/contingency