Role-Playing Games and Intrinsic Motivation in the Classroom

Alex Hogue, lecturer, Department of Languages and Intercultural Studies, Edwards College of Humanities and Fine Arts

Like most people of my generation, I grew up playing games at home in my free time, as well as in lessons at all levels of schooling. While I enjoyed both learning and games individually, educational games, regardless of level or subject, most often presented a traditional activity skinned with the context and mechanics of a game offering little link between the academic exercises and the narrative and ludological experiences that were supposed to make the work more fun. Inspired by these experiences to implement more effective pedagogical play, I have created games for my German classes based on the model of tabletop role-playing games (RPGs) where the game involves navigating structured conversations that lead students to use the language creatively to achieve the lesson’s pedagogical goal.

In lower-level German classes, students play roles and converse in a series of highly controlled situations that elicit particular vocabulary and grammar usage and build to a more comprehensive, less constrained role play. While not built on direct competition, these RPGs offer proceduralized, rule-based interaction governing what a student can and cannot do or say, and offer many potential outcomes for each situation. A unit on travel and tourism, for example, would include several groups of students negotiating how to travel...
Professional Development Opportunities

This semester, CeTEAL is hosting several presenters from around campus for upcoming sessions. Please register for these sessions at www.coastal.edu/ceteal.

Using the Visible Body Database Available through Kimbel Library (NEW)
Presented by Ariana Baker and Judith Nagata, Kimbel Library
If you teach anatomy and physiology, exercise science or other topics on the human body, you may want to learn more about the Visible Body Database. The database includes 3D animations and streaming videos about different body systems.
Friday, Jan. 6, 1 p.m.

More than a Feeling: When a Student Disrupts Your Learning Environment
Presented by Sara Peacock and Erin McDonald, Dean of Students Office
If you have concerns about how to handle student disruptions in your classroom, this session will give you a clearer understanding of your role in reporting, confronting and holding students accountable for inappropriate behavior.
Thursday, Jan. 12, 12:15 p.m.

Students with Learning Disabilities: Beyond Basic Procedures (NEW)
Presented by Mary Fischer, Office of Accessibility and Disability Services
In this session, we will discuss the common challenges facing students with ADHD and/or learning disabilities, as well as strategies and tools for engaging students with “invisible” disabilities.
Tuesday, Jan. 24, noon

How to Mentor Students to Successful International Prestige Scholar Applications (NEW)
Presented by Darla Donke-Damonte, Associate Provost for Global Initiatives
This session will make faculty and staff more familiar with some of the major international prestige scholar programs and more comfortable mentoring students through the application processes.
Wednesday, Jan. 25, 3 p.m.

Using Office Hours as an Opportunity to Facilitate Deep Learning (NEW)
Presented by Mary Fischer, Office of Accessibility and Disability Services
In this session, we will focus on strategies for addressing common learning challenges, and learn questioning techniques aimed at gathering meaningful information and eliciting student reflection.
Friday, Jan. 27, 2 p.m.

Distance Learning Institute
CeTEAL will be offering several opportunities to complete the Distance Learning Institute (DLI) during the spring semester. We have scheduled the required DLI courses on several tracks (same day/same time) throughout the semester. We hope this will allow faculty to quickly complete the required sessions within a short time frame. We are also offering an accelerated evening track for the three required sessions on Jan. 10, 11 and 12 at 6 p.m. Electives for the DLI will be offered throughout the semester.

CeTEAL’s Gail Sneyers Moves to New Space
Gail Sneyers, CeTEAL’s administrative specialist, has moved into Suite 215 in Kearns to join the rest of the CeTEAL crew. She will now be working full time for CeTEAL. The COOL office has a new administrative specialist, Kelly Parnell, who is located in Suite 216.

FROM THE DIRECTOR
Jenn Shinaberger, M.S.Ed., MPIA

This issue of CeTEAL News highlights effective teaching practices at CCU. Our faculty are using innovative techniques in the classroom, and we’re excited to showcase them. Learn how Alex Hogue uses role-playing games in his German classes and how Linda Martin engages students in her science fiction literature course.

CeTEAL offers sessions and certificate programs to help faculty teach effectively. In May 2016, CeTEAL launched the Teaching Effectiveness Institute (TEI) to provide a sustained opportunity for faculty to examine their teaching practices and learn new strategies. In this issue of CeTEAL News, Brandi Neal discusses how she used the knowledge gained from the TEI to effectively share her expertise and engage her students.

In order to help you document your work for promotion purposes, we also offer sessions on how to write a teaching philosophy, create a teaching portfolio and document teaching improvement.

We are pleased to be hosting several new sessions from presenters around campus. Please take a look at the list to the left for some interesting new topics. If you would like to lead a session at CeTEAL, please contact Tracy Gaskin.

As we move into the new year, we at CeTEAL hope to have more opportunities to work with you—helping you overcome your challenges, celebrate your successes and share your ideas for effective teaching. CeTEAL is your professional development center.

I hope you had a restful break!
Jenn
Faculty Focus: Effective Teaching

Engaging Students with a New Teaching Style

Brandi Neal, lecturer, Department of Interdisciplinary Studies, University College

When I was asked to teach the Introduction to Women’s and Gender Studies (WGST 103) class this semester, I was pumped. The University College had just received a new director of Women’s and Gender Studies who came en fuego with ideas for the program. Additionally, the political climate of the United States was ripe for discussion on the topics we would cover in the course. I looked forward to stimulating discussions and to providing a platform for students to give their opinions in a safe space. Imagine my disappointment when, in the first two weeks of classes, less than 20 percent of students had done the reading on a given day, only two students seemed to be consistently engaged in our discussion and students in the back of the room were falling asleep. As a teacher who prides herself on her panache and keeping a hot classroom, I could not abide this development.

I enrolled almost immediately in the Teaching Effectiveness Institute, and in the first session, I was smacked in the face with the problem in my WGST course. I am an insufferable know-it-all. That is, after taking the Grasha-Riechmann Teaching Style Survey, I learned my teaching style in the Teaching Effectiveness Institute. My openness to other techniques likely saved the class. “Who to Leave Behind” opened a significant door in changing mood and receptiveness of the class. For this assignment, students in the class had to make difficult choices, understand why they made them and defend their choices. Each student had a list where they marked who would live, and the class had to reach a consensus on who to leave behind. Luckily, I was the expert who was already on Mars and was merely directing and observing the discussion. During this exercise, the talkative students were useful. When a talker agreed with a quieter student, the quieter student gained confidence in his/her choice. Students were engaged with each other after sitting together in dullness for the first few weeks of the semester. This exercise also revealed the class as the safe space I was hoping it to be. I continued using more kinetic activities; so much so that students in the class began together in dullness for the first few weeks of the semester. This exercise also revealed the class as the safe space I was hoping it to be. I continued using more kinetic activities; so much so that students in the class began asking if I would be supplementing their discussion with an activity.

I suppose the moral of the experience is to be flexible and seek out methods that suit the dynamics of your class situation. Teaching effectiveness may not only be measured by grades and content mastery, but in the changing mood and receptiveness of the class. I’m glad—with a bit of bruised ego—that I learned my teaching style in the Teaching Effectiveness Institute. My openness to other techniques likely saved the class. “Who to Leave Behind” opened a significant door in classroom communication in my section of Introduction to Women’s and Gender Studies. And then the U.S. election happened; the students had a lot to say about that.

Strategies for Promoting Student Learning

Mary Fischer, learning specialist, Office of Accessibility and Disability Services

There is a serious discrepancy between students’ and professors’ expectations regarding the level of effort that is required to be a successful learner at the college level. The Higher Education Research Institute (2015) found that 92.3 percent of surveyed students earned at least a B average in high school (Eagan, Stolzenberg, Bates, Aragon, Suchard and Rios-Aguilar, 2015, p. 31). Yet, 55.2 percent reported spending five hours or less studying or doing homework each week (p. 48). Even more interestingly, 73.5 percent rate their academic abilities as “above average” or in the “highest 10 percent” of their peers (p. 51).

This data shows that many of our students are entering college assured that they have what it takes to be successful academically. Yet researchers assert that students are entering college with incorrect assumptions about what it means to learn (McGuire and McGuire, 2015). Students are focusing on memorizing facts rather than understanding, applying and analyzing the material. They are expecting study guides that include every test question. They are expecting to have a transformative experience in class and to leave lectures having learned all of the course material. They are expecting to cram the day before the test and earn an A (pp. 31-32).

Unfortunately, failing a test does not mean that a student will automatically understand why his or her test preparation approach was flawed or what behavior he or she should change to ensure that his or her performance improves on the next test. In fact, very few of my students are willing to discuss their test results with their instructor, much less analyze their test to understand which questions they answered incorrectly and why. I have had students stare at me blankly when I have asked them to consider which concepts they

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should revisit in order to improve their performance moving forward.

Educators understand that these behaviors are problematic. We know that meaningful learning requires effort (Brown et al., 2014, p. 43). We also know that strong students monitor their understanding of course material and make adjustments to their learning approach as needed (Nilson, 2013).

What can professors do to help facilitate academic self-awareness and to encourage students to approach their studies more deliberately and intentionally? Below are four ideas to consider:

**Use the syllabus to communicate your expectations clearly.** Be clear about your course expectations (McGuire et al., 2015, p. 82). Whenever possible, provide guidelines for how much time a student should expect to spend on the course each week. Revisit this information after the first exam, when students may be experiencing shock over their first test score, and be willing to listen (p. 29).

**Provide opportunities for regular and early assessment.** Consider whether it is possible to increase the number of learning assessments in the course. Research has shown that testing can help improve student learning (Roediger and Karpicke, 2006, p. 249; Brown et al., p. 44). Additionally, achieving a poor grade on an exam or assignment early in the semester may help a student recognize that his or her current approach is not working, and that adjustments are necessary (McGuire et al., 2015, p. 86).

**Intentionally frame assignments.** Explaining the purpose of assignments helps students better understand what the professor is expecting of them (pp. 85-96) and how the assignment will contribute to their learning. Any guidance you can provide on how to read course texts effectively and critically will be beneficial, as many students have little experience developing this skill before college (p. 45).

**Provide opportunities for students to reflect on their learning.** Incorporate student reflection as often as possible. Have students identify their learning goals for your course at the start of the semester and ask them to develop a strategy for how they will successfully achieve their goals. After returning the first exam, have students reflect on how they prepared, and how they would prepare differently next time (Nilson, 2013, pp. 70-71).

**References:***


**Improving the Quality of Online Discussions**

*Tracy Gaskin, training coordinator, CeTEAL/associated faculty, College of Science*

If you teach distance learning, you may be using online discussions to encourage student interaction and engagement in your class. Online discussions can be an excellent way to allow students to explore important course topics, to experience a diversity of views and to enjoy a sense of community.

If you are relatively new to online student discussions, you may be experiencing frustration that students are not viewing your discussion opportunities as true discussions, but rather as another assignment to be checked off their list. They may see each required discussion post as a stand-alone activity rather than part of a cohesive conversation. It may surprise you that the word “discussion” does not give them a clue to your intent.

Some of your students have never taken an online class and might be inexperienced with online communication beyond texting. Other students may have developed their discussion participation habits based on the requirements and grading in previous online courses. You will often recognize these experienced students as the ones who regularly end their posts with a question or who ask why “I agree with everything you said” earns a “0” grade. The former have likely been given more detailed instructions and tougher grading than the latter.

Perhaps you expected students to be more interested in your carefully crafted, fascinating discussion prompts. Who wouldn’t be interested in discussing the intricacies of DNA replication, right? Developing and guiding a great discussion can be even more challenging online than in the classroom. Classroom discussions offer immediacy and the ability to quickly shift gears as needed. Online discussions can be slower to develop and harder to guide. The three strategies below may be a place to start:

**Let students know what you expect.** Explain to students why the discussions are an important part of the class, and outline your expectations for participation and quality. To help students understand expectations:

- provide a rubric describing how student posts will be graded,
- provide samples of posts that meet (and don’t meet) your expectations,
- give students a chance to rate and/or comment on the quality of sample posts, and
- provide meaningful feedback.

**Participate in the discussions.** Join your students in discussing the topic. You do not need to respond to every post, and you do not need to guide the discussion—unless it strays too far off track. Instead, try adding additional information and resources as appropriate to help support the conversation and correct any misinformation that students might post. Your participation can show students that you are reading the discussion posts and that you are enthusiastic about the topic.

**Let students help you choose the topics.** Provide students with an opportunity to choose from multiple topics. You might consider offering students a choice of topics at the beginning of the semester, or you might allow students to choose a topic from two or three that you offer for each discussion. The latter option will help students fall naturally into groups to discuss a topic of interest. You might also review discussions from prior semesters to see what topics were most engaging for students.
Students Connect Science Fiction to History

Linda Martin, senior lecturer, Department of English, Edwards College of Humanities and Fine Arts

There is no doubt students are incredibly bright. Unfortunately, their inherent intellect often seems at odds with what they submit for classroom assignments. Where does this disconnect between what teachers want and need from students and what students are able and willing to achieve happen? That question can only be answered with a thorough examination of culture as it exists in the United States. Since learning is a partnership between teacher and student, this examination of culture—at least in my Literature and the Culture of Science Fiction class (ENG 205)—becomes a collaborative effort to discern the finer points of American culture.

The first time I taught this course, the goal was to read and discuss a series of stories that were thematically arranged—war, artificial intelligence, time travel, etc. Some students loved this class, but most students indicated in course evaluations that while the stories were “OK to read,” they—and, in fact, all literature—did not feel relevant to students. It is crushing for any teacher to hear comments like that, but I quickly realized that my course was crushing for any teacher to hear comments like that, but I quickly realized that my course was not functioning as a part of a larger collective of learners. For students to become more invested in what to them is part, but the knowledge students acquire as they become more invested in what to them is ancient history makes it worth the time.

Since science fiction is only about 80 years old, it is not feasible to have one student expert for each decade. Instead, I have students populate self-selected groups, with each group becoming expert on a decade in modern history (1940s-1980s) and each group member becoming an expert on one facet of that decade. I provide students with the acronym GERM (Government, Economy, Ecology, Religion, Military/Medicine, Society/Science/Sports) and each group member immerses him/her self in a specific component of GERM for the semester’s culminating activity—the presentation.

“[Students] are simultaneously disappointed and amazed to discover that aliens, as extraterrestrial beings, are often substituted in literature for overarching cultural issues.”

—Linda Martin

Requirements for this project include in-class and out-of-class meetings, weekly emails on group activities and an annotated bibliography of all sources used to create the presentation employing specific guidelines for types of sources to be used. These required sources include pieces of literature that received Pulitzer and/or Nebula awards; historical documentaries; clips from cinema, television and songs; representative works from paintings, photos and sculpture; governmental legislation; advances in medicine and science; etc. Preparing for this course each semester takes a lot of time on my part, but the knowledge students acquire as they become more invested in what to them is ancient history makes it worth the time. Students work first as individuals, and then as functioning members of a group, and then as a part of a larger collective of learners. For me, hearing students say they had never connected literature—and all art—to how people lived in earlier times—makes any extra work on my part more than worth it.

Role-Playing Games and Intrinsic Motivation in the Classroom

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to a city and what to see there, while simultaneously attempting to achieve a series of secret goals printed on each role card. Each set of goals varies in nature and students are able to substitute their own, all while being encouraged to compromise in completing their task. Games such as these, naturally, do not have a winner; rather, they offer students personal challenges and the ability to tailor the challenges to their own interests.

In more advanced classes, such as my German 312 conversation course, students are fully immersed in the context of being on a study abroad trip to Germany. Making use of the RPG structure used by “Dungeons and Dragons” and many others, I serve as game master, presenting students with situations they will have to navigate, problems they will have to solve, and playing the roles of the Germans they will meet. I have structured the entire class to promote collaboration between students both in and out of game. While I have planned a series of objectives that the students must accomplish, the story of the students’ time abroad is theirs to create. Working together out of the game, students create vocabulary lists, practice grammar structures, and engage in mock conversations before putting their language abilities to the test during in-game conversations, where they are also encouraged to ask one another for help overcoming lexical gaps.

In these language RPGs, the game is not a skin applied to traditional language-learning activities; rather, authentic language practice, as governed by the rules of the course, is itself the game. By eliminating competitive elements and encouraging cooperation, these RPGs restructure contact time with the material to promote a sense of ownership over the language and community among students.

Alex Hogue is currently developing a session for CeTEAL to help faculty think about ways to integrate role-playing games into their own classes.

Stay tuned!
Setting Student Appointments in Moodle

Idea contributed by Lori Knox, lecturer, Department of Languages and Intercultural Studies, Edwards College of Humanities and Fine Arts

The Choice tool in Moodle is designed to allow students to answer a single question posted by the instructor. Because the Choice tool can be set to allow a single response per answer, the question responses can be used to set up appointments with students.

To set up a Choice for selecting appointment times:

1. In Moodle, click the Add an Activity or Resource link on the main course page.
2. Select Choice from the Activities list and click the Add button at the bottom of the list.
3. Type a Name and Description (instructions), and select Display Vertically from the Display Mode dropdown.
4. Set up the Options as follows:
   - Allow choice to be updated: No
   - Allow more than one choice to be selected: No
   - Limit the number of responses allowed: Yes
   - In each Option box (Option 1, Option 2, Option 3…), type an appointment date/time. Click the Add 3 fields button to add additional Option boxes if necessary.
   - In each Limit box (Limit 1, Limit 2, Limit 3…), type the number 1. (This limits the appointment slot to one person. Set it to a higher number for group appointments.)
5. Set Availability dates to open and close the Choice selection time.
6. Set Results to publish or not publish results to students or to publish results anonymously.
7. Click Save at the bottom of the screen.

Students will be able to click on the Choice item you have created and click to select a single appointment time. The selected time will become unavailable for selection by other students. If a student needs to cancel his/her appointment, you can go in and release the appointment time.

Five Things You Might Not Know about Moodle Quizzes

1. Moodle quizzes can be randomized. You can offer the same 20 questions in random order for each student, and if you want to randomize even more, you can pull the 20 questions randomly from a larger pool of questions.
2. Moodle will scale your quiz grade. If you add question points so they are valued relative to each other, Moodle will scale the total points in your quiz up or down to meet your desired total quiz score.
3. Moodle streamlines manual grading of test questions. If you include paragraph and essay questions in a quiz, the Manual Grading tool will list all the answers for each question on one screen, so you can quickly read and grade the answers.
4. Questions can be edited directly on the quiz preview screen. If you are previewing a quiz and you see a problem with a question, click the Edit question link to the left of the question to make changes. The changes will be saved in the Question database.
5. Moodle allows individual overrides of quiz settings. If you have a student who needs an accommodation such as extended time, the User Override tool will allow you to set the extra time for that student. You can set more than one override on each test.

Free Online Tools for Analyzing Text

Hemingway Editor
www.hemingwayapp.com
Hemingway Editor checks passages of text for readability. The tool allows you to compose text directly onscreen or copy and paste existing text. Hemingway Editor analyzes text for style and provides suggestions to make writing more clear. This editor searches for passive voice, adverbs and sentences which are difficult to read. It highlights and color codes text for easy identification of areas in need of improvement. No login is required for this site.

The Writer’s Diet
writersdiet.com (Click the “Test” tab.)
The Writer’s Diet tool analyzes a passage of text from 100 to 1,000 words and provides automatic feedback. The tool breaks down the number of verbs, nouns, prepositions and other parts of speech to show you the “fitness” of your writing. The different parts of speech are highlighted in your text, and the passage is rated from “lean” to “heart attack.” This is a great website for academic text and requires no login.

Looking for Science Videos and Apps?

Search YouTube for these channels:
- The Brain Scoop
- Minute Physics
- Environmental Science Institute (ESI)
- Veritasium

Search your app store for these options:
- Leaf Snap
- Solar Walk
- The Chemical Touch

Do you have resources or tips you would like to share? Are you using a helpful new app or technology tool? Have you tried a new teaching technique that is working well? Send ideas you want to share to Tracy Gaskin at cetealnews@coastal.edu.
**CeTEAL Faculty Development Schedule**

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

### Technology/Moodle

- **Introduction to Moodle**
  - Jan. 5, 9 a.m. (Evening)
  - Jan. 9, 6 p.m. (Early)
  - Jan. 12, 8 a.m.
  - Jan. 17, 12:15 p.m.

- **Taking Attendance with Moodle**
  - Jan. 5, 10:30 a.m.
  - Jan. 18, 9 a.m.

- **Moodle Rubrics and Grading Guides**
  - Jan. 5, 11:10 a.m.

- **Creating a Stress-Free Moodle Gradebook**
  - Jan. 5, noon

- **Echo360 Video Lecture Capture**
  - Jan. 11, 1 p.m.
  - Jan. 18, 1 p.m.

- **Moodle Gradebook (Basics)**
  - Jan. 11, 3 p.m.
  - Jan. 12, 10:50 a.m.
  - Jan. 19, 1:40 p.m.

- **3-in-30: Three Tools for Organizing Content in Moodle (NEW!)**
  - Jan. 13, noon

- **Using Turnitin to Prevent Plagiarism and Provide Feedback for Written Assignments**
  - Jan. 20, 8 a.m. (Early)

- **Moodle Testing**
  - Jan. 20, 10 a.m.

- **Using Adobe Spark to Create Content for Teaching and Learning**
  - Jan. 23, noon

- **Collect Student Feedback with Moodle Survey Tools**
  - Jan. 24, 11 a.m.

### Distance Learning

- **Applying the Quality Matters Rubric Workshop**
  - Jan. 4, 8:30 a.m.

- **Distance Learning Institute Overview**
  - Jan. 10, 6 p.m. (Evening)
  - Jan. 11, 8 a.m. (Early)
  - Jan. 13, 2 p.m.
  - Jan. 23, 1 p.m.

- **Distance Learning: Applying the Quality Assurance Inventory to Your Online Course**
  - Jan. 11, 6 p.m. (Evening)
  - Jan. 30, 1 p.m.

- **Distance Learning: Course Design and Preparation**
  - Jan. 12, 6 p.m. (Evening)

- **Formative Assessment**
  - Tech Tools for Online Courses
    - Jan. 26, 1:40 p.m.

- **Survey of Tech Tools for Distance Learning Instructors**
  - Jan. 31, 11 a.m.

- **More than a Feeling: When a Student Disrupts Your Learning Environment**
  - Jan. 12, 12:15 p.m.

### Effective Teaching

- **Teaching Effectiveness Institute Overview**
  - Jan. 5, 8 a.m. (Early)
  - Jan. 13, 1 p.m.
  - Jan. 24, 3:05 p.m.
  - Jan. 27, 1 p.m.

- **The Flipped Classroom: Rethinking Your Class Time**
  - Jan. 5, 1 p.m.

- **Active Learning to Enhance Lectures**
  - Jan. 6, 2:30 p.m.

- **Classroom Management: Dealing with the Eight Most Annoying Behaviors**
  - Jan. 6, 11:30 a.m.

- **Getting Students to Do the Reading**
  - Jan. 6, 3 p.m.

- **Enhancing Your Course by Including Service Learning**
  - Jan. 9, 11 a.m.
  - Jan. 10, 3:05 p.m.

- **Peer Instruction for Active Learning**
  - Jan. 10, 1:40 p.m.

- **The Impact of Student Alcohol and Other Drug Use on the Academic Environment**
  - Jan. 26, 12:15 p.m.

- **Using Office Hours as an Opportunity to Facilitate Deep Learning (NEW!)**
  - Jan. 27, 2 p.m.

### Assessment/Evaluation

- **Creating Effective Assignments**
  - Jan. 17, 3:05 p.m.
  - Feb. 2, 10:50 a.m.

- **Strategies for Reducing Online Cheating and Plagiarism**
  - Jan. 19, 8 a.m. (Early)

- **How to Write Student Learning Outcomes**
  - Jan. 20, 1 p.m.
  - Jan. 26, 10:50 a.m.

- **Using EDpuzzle to Hold Students Accountable for Watching Videos**
  - Jan. 18, 3 p.m.
  - Feb. 13, 1 p.m.

### Scholarship/Research

- **Master Writing Circle 19 SP17, Introduction**
  - Jan. 9, 3 p.m.

- **Writing Circle 20 SP17, Introduction**
  - Jan. 10, 9:25 a.m.

- **How to Mentor Students to Successful International Prestige Scholar Applications**
  - Jan. 25, 3 p.m.
  - Feb. 23, 2 p.m.

- **How to Develop a Fulbright Application**
  - March 15, 1 p.m.
CeTEAL Services and Resources

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

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

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

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

Certificate Programs
CeTEAL offers several certificate programs. For more information on these programs, visit www.coastal.edu/ceteal.
- Teaching Effectiveness Institute
- Online Course Design Coach
- Instructional Coaching
- Assessment Institute
- Distance Learning Institute

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

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

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