Optimizing Student Groups for Active Learning and Achievement

Nicholas Schlereth, assistant professor, recreation and sports management, College of Science

When we tell our students to get into groups, two thoughts come to mind. The faculty mindset, “yes, less lecture and collaborative learning, it’s a win-win.” The student mentality, “really groups, yay (insert sarcasm).” As a new faculty member and “baby doc,” I couldn’t wait to place my students into groups. I know from my industry experience it is how the real world operates. My goal in teaching is to prepare my students to be effective once they graduate and to enter the workforce as sport management professionals.

Over the past three years, while I was working on my Ph.D./MBA at the University of New Mexico, I had positive and negative experiences working in groups both on school projects and in industry. My classmates and mentors all shared their experiences with groups, often stating that groups can be hard to orchestrate because there are always issues that arise with the groups, creating more headaches for the faculty member. Starting my faculty career, I wanted to attack groups from a different perspective and apply the skills learned from my MBA that prepared me to be a manager.

I studied sport management at the University of New Mexico, specializing in leadership. My mentor, David Scott, a sport leadership scholar, stressed being a “leader in the classroom.” I was a naive Ph.D. student experience it is how the real world operates. My goal in teaching is to prepare my students to be effective once they graduate and to enter the workforce as sport management professionals.

Continued on Page 5.
Engaging Students with a “Teal Points” Program

Matthew Murphy, assistant professor, psychology, College of Science

Hello, Teal Nation! We all know how difficult it can be to motivate ourselves, as anyone who has ever made a New Year’s resolution can attest. “Teal Points” is a new teaching technique I have designed for my psychology course, Principles of Learning (PSYC 407). The program is designed to showcase the power of reinforcement in motivating and changing our behavior, while at the same time promoting school spirit.

Every time students in my courses wear teal for Teal Tuesdays, they can earn a Teal Point. They can accumulate these Teal Points throughout the course, and can then trade them in for various rewards, such as extra credit in the course, a hint on an exam question, or CCU “swag” such as T-shirts, hats, decals and cups, generously donated by various offices and departments throughout the University, including the Department of Psychology, CHANT 411, the Office of University Communication, the Office for Philanthropy, the Chanticleer Athletic Foundation, and the TD Campus and Community Sustainability Initiative.

This principle is known as a token economy, which is a behavior-modification system based on B. F. Skinner’s principles of reinforcement. In a token economy, subjects can earn “tokens,” which can be accumulated and traded in for desired rewards at a later point. Token economies have been very effective in behavior therapy, children with problem behaviors, classrooms, the workplace, and even with animals for husbandry behavior.

Now that we are almost halfway through the semester, I have seen the number of students wearing teal on Tuesdays increase by fully half, up to more than 75 percent of the class. I anticipate this number will rise even further by the end of the semester. It is rewarding for me to look out and see so many students participating so actively in the program. Students are also excited about the different ways they can trade in their points and being given options. Some have said they want to use their points to boost their performance in the class, and at least a few have mentioned they are saving up for one of the “higher points” items like the Chanticleer hats.

I was inspired to start Teal Points by applying the very principles I teach to my students. Teal Tuesday is a big deal for Coastal Carolina University, and I wanted to contribute to that grand tradition. When asking myself how I could motivate my students to participate, I didn’t need to look further than our course lessons. When students can learn the material in hands-on and engaging ways, and at the same time they can show off their school pride, they will be more engaged and more motivated to really learn. For me, that is part of what providing a quality education is all about.

CeTEAL Book Talk with the Author: Dear Committee Members

On Thursday, Nov. 16, at 4 p.m., CeTEAL is hosting a book talk to discuss Dear Committee Members. The author of the book, Julie Schumacher, will join us via Skype. If you have not read Dear Committee Members, now is your chance to get a free copy of the book (for the first six people who sign up for the talk). The book is a hilarious take on life in academia told from the perspective of a professor through a series of recommendation letters. The book is a quick read that will make you laugh as you recognize happenings from your own experiences in the world of higher education. Join us in Kearns 210!
Faculty Focus: Research and Engagement

The Swain Scholar Program: Engaging Students through Experiential Learning and Research

Sharon Thompson, assistant professor, health sciences, College of Science; coordinator of Swain Scholars

The Swain Scholar Program was created by Kenneth Swain in 2009 for health science majors in the College of Science. The competitive program provides stipends of up to $5,000 per year for four semesters. Students selected as Swain Scholars are charged with the mission to improve the health of our community, which they begin through needs assessments to determine health problems.

Once a health problem is targeted, the scholars begin the experiential learning process to become “experts” through volunteering and internships, as well as qualitative and quantitative research. During their senior year, they apply to present at national conferences and begin work on a manuscript to be published.

Swain Scholars have had diverse interests over the past 10 years – working on community problems in many areas – from preventing bullying and promoting prosocial behavior in elementary schools to advocacy for safer pedestrian and bicycle areas in Horry County.

Two of the most recent Swain projects are highlighted in the following two articles: “Quantifying Perceptions of Opioid Addiction in Horry County” and “Community Perceptions of Homelessness in Horry County.” The summaries are written by two senior-level Swain Scholars, Ashley Lynch, a biology major, and Kerry Dittmeier, a public health major.

Quantifying Perceptions of Opioid Addiction in Horry County

Ashley Lynch, Swain Scholar, biology major, College of Science

Last year, 637 people died in motor vehicle accidents in our state while 550 died of opioid and heroin overdoses; 123 of these overdose fatalities were reported in Horry County alone. As college students make up one of the largest groups of substance abusers nationwide, my partner, Sydney Brown, and I determined that, thanks to the Swain Scholars Program, we had the perfect opportunity to combat this epidemic through research as well as advocacy.

In the early stages of our project, we gained a greater understanding of the epidemic by conducting research at the community level. Attending multiple Heroin Coalition meetings enabled us to learn about both the facts of the issue as well as the vastly diverse perceptions of addiction. We gained significant insight through forming connections with prominent figures of the Horry County/Myrtle Beach area, including an on-campus meeting with Senator Greg Hembree. In addition, we teamed up with members of the Horry County Police Department and Fire Department, as well as members of the organization The Addict’s Mom (TAM)—a nationwide support group for family members of those struggling with addiction. This step in understanding the perceptions of the community on addiction is critical to the entire process of combating both opioid use and addiction, as it will lay groundwork for what changes should be made to prevent the tragedy of overdose.

Since no previous research has compared the perceptions of college students, family members of addicts, and those involved in law enforcement, our first step of action was to develop a survey that would effectively embody our mission. Meanwhile, we have since completed extensive research in the field and created a survey: Quantifying Perceptions of Substance Abuse. During the Spring of 2017, we had 491 survey participants. The initial results of the survey were presented at the Spring 2017 Undergraduate Research Competition at CCU.

As more surveys have been administered over this past summer, we are currently working on gathering this new data to incorporate it with our existing results. Once gathered, we will run statistical analyses such as t-tests in order to determine the differences in perceptions among various subsets of individuals (i.e., college students, substance abusers, family members of substance abusers, individuals not familiar with substance abuse) regarding substance abuse. It will be interesting to compare, for instance, how an individual affected by addiction perceives substance abuse versus someone such as a college student who is only familiar with certain substances at a social level. The data and conclusions that are gathered from these statistical tests will be useful in presenting at potential conferences such as Posters on the Hill in Washington, D.C., National Conferences on Undergraduate Research in Memphis, Tenn., and American College Health Association in Washington, D.C.

As we are preparing for submission to these conferences, we are also investigating substance abuse at a personal, first-hand level. Specifically, Sydney and I are currently under the mentorship of Brenda Ryan, assistant director of New Directions of Horry County Inc. Under Brenda’s guidance, we plan to make personal connections with individuals in the shelters who may have been affected by addiction, as well as with professionals who work to treat substance abuse on a daily basis. We are eager to gain insight into the real-life tragedies and triumphs of these individuals. The experiences that we share with these members of the community will serve us greatly in better understanding the epidemic so that we may assist in laying the groundwork for education.

We are looking forward to creating quality, long-lasting relationships with all who we encounter over the next several months. Our hope is to become familiar with the truths of substance abuse so that we may, then, share these truths with the public. After all, on a community level, change cannot be made if members of the community are not aware of the realities of the issue.
Community Perceptions of Homelessness in Horry County

Kerry Dittmeier, Swain scholar, public health major, College of Science

On a single night in January 2015, 564,708 people were experiencing homelessness nationwide. In 2016, the South Carolina Coalition for the Homeless Point in Time Count estimated 5,050 persons were experiencing homelessness in South Carolina. Horry County is ranked first in the state for the highest population of unsheltered homeless individuals, and third for the largest population of homeless. Due to these alarmingly high statistics and the lack of prior research conducted on perceptions of homelessness, my fellow Swain Scholars, Emma Kroger, an exercise and sports science graduate, and Nancy Phillips, a senior biology major, and I spent two years delving into the challenge of changing social stigma toward persons who are homeless in our county. This was accomplished through a multifaceted comprehensive community research project that has been divided into two primary components that provide both quantitative and qualitative views.

First, a survey was developed, Homelessness in Horry County, which was completed by community members. The survey was distributed in both online and print copies and contained demographic information and 18 multidirectional items. Most respondents (N = 518) were female (70 percent) and in the millennial generation (69 percent). During the first year of our project, we focused on Horry County residents’ perceptions of homelessness. During the second year, it was decided to expand on this previous research and examine generational differences in perceptions of homelessness. Over the range of the two-year project, we analyzed a number of research questions from the results of the survey.

The results from our survey suggest that community members perceive the main cause of homelessness to be alcohol/drug abuse; however, the national statistics demonstrate that only 9 percent of individuals are actually homeless due to drugs and alcohol, and the No. 1 cause of homelessness, at 35 percent, is job loss. The results from this question alone are consistent with national data demonstrating that there are large discrepancies between public opinions on the causes of homelessness and the actual causes of homelessness.

In looking at the second research question, the top three groups or organizations that community members perceived should be responsible for addressing homelessness were state government (44 percent), city/local government (35 percent), and homeless people themselves (21 percent). The third research question led us to observe discrepancies between what the community would be willing to do to solve the problem of homelessness and what they have actually done to help solve the problem of homelessness. Fifty-four percent of respondents would volunteer their time to work directly with the homeless; however, only 23 percent of respondents reported that they actually have volunteered their time to work directly with the homeless.

The survey results were presented at the 2016 and 2017 Undergraduate Research Competitions, the 2016 Society for Public Health Education Conference, and the Posters on the Hill conference in Washington, D.C. These national conferences were wonderful opportunities to bring awareness to the problem of homelessness and for us to serve as advocates for homeless individuals.

The second component of this project, the community outreach qualitative component, included an invaluable collaboration with The Athenaeum Press. This collaboration led to the publication of a book, 492 and Counting: The Homeless of Myrtle Beach, a photographic and narrative portrait of the homeless community including interviews with homeless individuals, caregivers and policymakers in Horry County. This community outreach component also included interactive wall installations around the community titled “Homeless Are ____” which allowed community members to fill in the blank and express their perceptions, and oftentimes misconceptions, of homelessness. And finally, this component of the project includes a website, homelessare.com, that includes videos of a variety of the interviews used for the book as well as other interviews conducted throughout the process.

The Swain Scholar Program has by far been the most defining experience of my time as an undergraduate student at Coastal Carolina University. This program has provided me with researching skills, community health outreach experience, and networking opportunities that I know will be invaluable to me as I continue on to graduate school and eventually into the professional world. I am forever indebted to Mr. Swain for the opportunity to spend two irreplaceable years exploring my passions of working with underserved populations and improving the health of our community all under the distinguished mentorship of Professor Sharon Thompson.

Upcoming CeTEAL Session

Mindfulness in the Classroom: Contemplative Pedagogy and Practice

In this interactive session, we consider how contemplative pedagogies can open conversations about race and writing in first year composition classes. Presenting a combination of theoretical positioning with discreet exercises, our session explores the role of mindfulness and the concept of deep, rhetorical listening in facilitating critical reading, writing and thinking skills in the classroom. These exercises are applicable to a number of interactions with text and are presented to open up conversations about ways that we might encourage students to linger with the processes of reading and writing and what benefits such pauses might bring.

Nov. 14, 10:50 a.m.
Session presented by: Emma Howes and Christian Smith from the Department of English
Register for this session at www.coastal.edu/ceteal.
Optimizing Student Groups for Active Learning and Achievement

Continued from Page 1

and did not fully appreciate what Scott was telling me until it was my time to begin my academic career. As I was prepping for my classes over the summer and attending a few CeTEAL sessions, the phrase “leader in the classroom” finally made sense. I’ve taught previously, but I felt like a blank canvas coming to Coastal, and I wanted to enhance my teaching with new techniques. The primary area that I wanted to address was how to get students to work better in groups. The purpose of this article is to introduce a project I’m presently employing in my classes this semester, attempting to understand how students form their groups in class and how can the groups be optimized for active student learning and achievement.

Student Group Optimization

What does it take to make student groups optimal? If you were to ask a random selection of faculty around campus, it would probably be a safe assumption that you would receive a variety of rationales. Acting as any curious scientist would, I developed a quasi-experiential study to examine how the students develop and manage their groups. The study utilizes all three of my sections this semester (two sport marketing, one event management). Each student was given the Blake and Mouton Management Grid Leadership Questionnaire to complete before being assigned to groups, based on their preferences for which group they would like to be in on the first day of class. Students in the marketing course were asked to rate their preference for groups from 1 (absolutely) to 5 (nope). Groups corresponded to the 4+1 P’s that make up the marketing mix taught in this course: Price, Product, Place, Promotion and Public Relations. The students were not instructed ahead of time on what each group would accomplish in the group project.

Methods

The three classes are each working on their unique projects: Section 01 of sport marketing is collaborating on a fictitious marketing plan for a possible college football bowl game in Myrtle Beach; Section 02 of sport marketing is working on marketing our newly created RSM Executive Lecture Series; and event management is planning and executing the “Fetch Me If You Can” Doggie Fun Run this semester. Each Thursday in class, time is given to the groups to work and for me to roam around the classroom and aid the groups in accomplishing their projects. Each group was instructed to elect a team leader, and the two sport marketing courses were told to elect a team leader and an assistant team leader. The team leader in the sport marketing courses selected their assistant team leader for the group; the group is only responsible for selecting the team leader. Evaluations are conducted within the groups with the team leader evaluating the assistant team leader and the group, the assistant team leader evaluating the team leader and group, and the group evaluating both the team leader and assistant team leader.

The quasi-experimental study design was implemented to have a control and experimental subjects. The dependent variable in the study is whether the group was asked to complete their mission and objectives for their group in accomplishing the assigned project. Section 01 of sport marketing was the experimental section and was not instructed to complete a mission and goals. The other two sections taught were told to produce a mission statement and objectives for their group. Each group was given a list of my expectations for the group in accomplishing the group project. An assessment of group effectiveness will be conducted by the overall quality of the product created by the group and how the group worked together to accomplish their role assigned to the project.

The Blake and Mouton Managerial Grid Leadership Questionnaire (MGLQ) is utilized to develop an understanding of each student’s leadership disposition as a means for developing the assessment of effectiveness among the group. The MGLQ focused on two dimensions: people (moral) or task (work). The evaluation of leadership falls within five categories: Country Club Manager (High People-Low Task), Team Manager (High People-High Task), Impoverished Manager (Low People-Low Task), Authority-Obedience Manager (Low People-High Task), and Middle of the Road Manager (Medium People-Medium Task). Students’ leadership styles were not assessed before the assignment of groups in an attempt to limit research bias in the study.

Effective leadership and team performance are evaluated through notes taken by myself throughout the semester as I observe their behavior within the groups and assessment of group performance from the students in their groups. The students must complete two group evaluations throughout the semester, at weeks 4 and 12, and a final group assessment. The team evaluations will be analyzed using an inductive thematic analysis to understand the themes that emerged within the groups, linking them back to leadership theory.

The Next Step

I’m presently enrolled in the Teaching Effectiveness Institute with CeTEAL and plan to publish my research in a pedagogical journal. It took a few weeks for the students to fully open up to each other. I had two female students come and discuss their concern with a group. One of the students is the team leader for a different group and witnessed another group not engaging in discussion about the project and they were distracted talking about fantasy football. The other student is a member of the group that wasn’t on task with her group’s performance. She was not the team leader or the assistant team leader but expressed a notion that she wanted to be in control of the group to ensure it was successful. She expressed concern that being the only female in the group would impact her ability to be perceived as a leader within the group. Her concern is common for women in a male-dominated environment. I provided her with guidance in inserting herself as a leader for the group. I also told her that this project is as much about making a marketing plan as it is figuring out how to effectively work with others to accomplish an objective.

Overall, this project is intended to gain a deeper understanding of how student groups within a class operate and provide recommendations about how faculty can work to place their students in the best possible position to be successful working in groups. It is the intention of the project to provide practical guidance for faculty that can be implemented into their courses, assisting with the successful implementation of groups within classes. I communicated to my classes that I am a trained manager, so it is my goal to place them in a position to succeed within the class and their groups. If you have questions about my project, please feel free to contact me at nschleret@coastal.edu and stay tuned as I will be providing an update on my project at a later date in CeTEAL’s newsletter.

Interested in writing an article for the CeTEAL newsletter?
Contact Tracy Gaskin.
Classroom Observations through CeTEAL: Why Invite an Instructional Coach into Your Classroom?

The instructional coaches who work through CeTEAL are faculty who have attended training on CeTEAL’s strength-based, confidential approach to classroom observation and feedback. These instructional coaches can observe your teaching, speak with your students, and provide you with helpful recommendations and ideas for strengthening your teaching techniques or expanding your teaching in new directions. The coaches are collaborative and supportive and will meet with you before and after the observation to help you gain the information you are looking for through the observation process.

Classroom observations conducted through CeTEAL are personal and confidential, and the report generated by the instructional coach is not shared outside the coaching process. The report is yours to use as you please for promotion and tenure files or annual reviews, but the report is never provided to department chairs, administrators or anyone else outside the coaching team.

What will you gain from the experience?

- Impartial observation of teaching practices from an experienced faculty peer outside of your department.
- Recommendations and ideas for becoming a better instructor to improve student learning.
- A greater understanding of student experience in your class and strategies to address students’ concerns.
- A final confidential report addressing your concerns and providing practical teaching strategies to improve student learning in your classes.
- Documentation of your efforts to improve your teaching for promotion and tenure.
- A review process that begins with your goals in mind and results in a positive, strength-based discussion of your current and future teaching practices.

If you are interested in having an instructional coach provide an observation of your class, please contact ceteal@coastal.edu.

Tools for Student Collaboration in Moodle

Student interaction is an important part of a quality online or on-campus class, but it can be challenging to ask students to work together when they are not on the same schedule. Moodle offers two simple tools you can use to engage students in asynchronous collaborative activities.

Moodle Glossary

The Moodle Glossary tool allows students to work together to build collections of items such as definitions, images, websites, study resources and more. The tool is easy for students to use and can be used by the entire class or by small groups. Students can add individual entries, and the instructor can reserve the right to approve the entries before they post to the glossary.

Moodle Wiki

The Moodle Wiki tool allows students to work collaboratively to build a webpage or series of pages including formatted text, images, embedded video and links. Each student has editor access to the wiki page, so they can add and update content as needed. Any changes made by students are tracked in the wiki’s history so the instructor can track each student’s contributions.

CeTEAL Consultations

Looking for new instructional strategies for your classes? Have a teaching challenge you want to address? Need a sounding board to help you bounce some ideas around? Contact someone in CeTEAL to set up an appointment for an individual consultation. If you have a question or a concern or a new idea, we are here to assist.

Email CeTEAL at ceteal@coastal.edu to request an appointment, use our appointment link at www.coastal.edu/ceteal/contactus or email CeTEAL staff directly.

Follow CeTEAL on Social Media

- Find us on Facebook at www.facebook.com/ceteal.
- Follow us on Twitter @ccuceteal.

CCU Office 365 Tools

OneDrive

According to ITS, OneDrive is available as of Summer 2017. OneDrive will allow you to store your files in the cloud, making them accessible from your desktop, mobile device or on the web. OneDrive gives you 1 GB of cloud storage.

Office Online

Office Online allows you to create Office documents in Word, PowerPoint and Excel from your online browser. With Office Online, you can edit documents on the fly from your browser on any device. Available as of Summer 2017.

OneNote

OneNote is a content collection tool that lets you take notes, make lists, and clip text and images from your screen. With OneNote, you can build “notebooks” of content that you can access from anywhere. Available as of Summer 2017.

Skype for Business

Skype for Business allows users to set up virtual meetings and connect with other people through computers and mobile devices. Team collaboration, conference calls, class meetings and more will be possible. Available Spring 2018.
CeTEAL Faculty Development Schedule

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

**Roundtable/Discussion**

Book Talk - Paying the Price
Nov. 8, 4 p.m.

Book Talk with the Author - Dear Committee Members
Nov. 16, 4 p.m.

**Accessibility**

Integration of Accessible Assignments and Activities into Your Online, Hybrid and Flex Classes
Nov. 9, 10:50 a.m.

Making Your Office Documents Accessible
Nov. 29, 11 a.m.

**Assessment/Evaluation**

Rubrics Simplified
Nov. 2, 1:40 p.m.

Understanding and Building Assessment Rubrics for Core Courses
Nov. 2, 9:25 a.m.
Nov. 6, 11 a.m.
Nov. 29, 1 p.m.
Dec. 5, noon

Assessment Institute: Connecting Courses to Program Goals through a Curriculum Map
Nov. 8, 11 a.m.

Assessment Institute: Analyzing and Reporting Assessment Results
Nov. 14, 1:40 p.m.
Nov. 15, 11 a.m.

Strategies for Reducing Online Cheating and Plagiarism
Nov. 17, 11 a.m.
Nov. 30, 9:25 a.m.

**Distance Learning**

Distance Learning Institute Overview
Online, continuous enrollment, self-paced

Distance Learning: Course Organization
Nov. 1, 1 p.m.
Nov. 9, 9:25 a.m.
Dec. 11, 2 p.m.
Dec. 12, 8 a.m.

Distance Learning: Building Community
Nov. 8, 2 p.m.

Distance Learning: Activities and Assessment
Nov. 15, 2 p.m.

Distance Learning: Ensuring Quality
Dec. 12, 10 a.m.

Establishing an Online Instructor Presence
Nov. 28, 3:05 p.m.

Distance Learning: Universal Design
Dec. 6, 2 p.m.

Technology

Echo360 Personal Lecture Capture Basics
Dec. 6, 8 a.m.

Tips for Grading Assignments and Discussions in Moodle
Nov. 3, 11 a.m.

Introduction to Moodle (Basics)
Nov. 3, 10 a.m.
Nov. 16, 9:25 a.m.
Nov. 30, 10:50 a.m.

Moodle Gradebook (Basics)
Nov. 10, 10 a.m.

Using the Moodle Glossary Tool for Student Collaboration
Nov. 6, 2 p.m.
Nov. 10, 11 a.m.

Creating Effective Mini-Lectures to Promote Active Learning
Nov. 9, 1:40 p.m.

Building a Multimedia Lesson Using the Lesson Tool in Moodle
Nov. 16, 12:15 p.m.
Nov. 27, 10 a.m.

Monday Moodle Drop-in
Mondays at 8 a.m. from Nov. 6 through Dec. 4.
Moodle Drop-ins will be suspended in the spring.
Contact CeTEAL for an individual appointment or contact COOL for Moodle tech support.

Effective Teaching

Teaching Effectiveness Institute Overview
Online, continuous enrollment, self-paced

Peer Instruction for Active Learning
Nov. 3, 10 a.m.
Nov. 16, 9:25 a.m.
Nov. 30, 10:50 a.m.

Using Humor in the Classroom
Nov. 15, 1 p.m.

Effective Teaching: Integrating instructional Technology
Nov. 29, 9 a.m.

Online Sessions

QAI Online
Online, continuous enrollment, self-paced
(Coastal Office of Online Learning)

Using Best Practices to Update Your Online Learning Course
Online, continuous enrollment, self-paced
(Coastal Office of Online Learning)

Individual Consultations

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

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

Professional Development Sessions
CeTEAL offers professional development sessions in the following areas: effective teaching, assessment and evaluation, scholarship and research, leadership and service, technology, and distance learning. In addition to the sessions offered by CeTEAL staff, we host sessions led by individuals and offices across campus on topics such as 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.

Professional Development and Consults for Departments
CeTEAL is available to work with individual departments to arrange professional development opportunities tailored to the department’s needs. In addition, we can assist with assessment planning, curriculum mapping, scholarship of teaching and learning, and training for departmental classroom observation processes. To request any of these services, contact Jenn Shinaberger or Tracy Gaskin.

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
- Instructional Coaching
- Assessment Institute
- Distance Learning Institute
- Blended/Hybrid Workshop
- Instructional Technology Certificate

CeTEAL Online Resources

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

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

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