



CeTEALTM

Center for Teaching Excellence to Advance Learning

COASTAL CAROLINA UNIVERSITY

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CATALOG OF SESSIONS
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This catalog is subject to change without prior notice. Updates will be made quarterly.

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ABOUT CETEAL

CETEAL MISSION STATEMENT

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

CETEAL VISION STATEMENT

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

CETEAL GOALS

CeTEAL will:

- Support effective teaching by providing research-based faculty development sessions, consultations, instructional coaching and resources
- Support the development of quality face-to-face, hybrid and online classes through instructional design consultations
- Provide an inclusive, collaborative environment that encourages the sharing of ideas and innovations
- Research and share best practices in the use of emerging instructional technology tools
- Recognize faculty success in the areas of teaching, scholarship and service
- Provide a highly-qualified professional staff who maintain current knowledge in the fields of teaching and learning, instructional design, and instructional technology using the scholar-practitioner model
- As faculty developers in higher education, adhere to the Ethical Guides for Educational Developers as defined by the Professional and Organizational Development Network in Higher Education

CETEAL VALUES STATEMENT

Service to Faculty

- We value service that is responsive, kind and effective. We use a strength-based approach to serve those in teaching roles across the university, and we work with all faculty—from new faculty to veteran faculty, from graduate assistants to full professors. Our services allow for growth in teaching practice at any point in a career. We provide a non-judgmental, supportive approach to our services

Teaching Effectiveness

- We value a climate and culture that promotes student learning and engagement. As faculty developers, we are dedicated to helping faculty improve the craft of teaching, so our students can excel in learning. We want to see our faculty and students to be successful.

Evidence-Based Practice

- We value teaching that employs best-practice strategies and innovative ideas grounded in a thorough knowledge of the SOTL (scholarship of teaching and learning) research and signature pedagogies. As



faculty developers, we strive to advance our current knowledge and practice in support of teaching and learning through our own reflective practice.

Inclusiveness

- We strive to provide environment where all feel welcome and safe. We honor the varied experiences and backgrounds that faculty bring to our center. We value teaching strategies that address the needs of students with a variety of backgrounds and abilities. Such strategies will facilitate a learning environment where CCU community members feel valued.

Confidentiality

- We value the relationships and trust we share with the faculty we serve. We recognize that confidentiality must be a cornerstone of our center in order to build and maintain that trust. We value each interaction we have with faculty, and we offer support, constructive feedback and advice in a confidential environment.

Community

- We value shared knowledge and we understand that, as a community, we can be more successful than if we stand alone. As members of the CCU community, we value collaboration with many departments across campus to develop quality programs for faculty. As a faculty development center, we offer opportunities for collaborative learning through our programs, institutes and sessions.

CETEAL ADVISORY BOARD

Dennis Edwards	Wall College of Business	2018 –	Advisor
Margaret Fain	Kimbel Library	2012 –	Advisor
Dianne Mark	Spadoni College of Education	2018 –	Advisor
Aggie O’Brien Gayes	University College	2018 –	Advisor
Denise Paster	Edwards College of Humanities & Fine Arts	2016 –	Advisor
Brett Simpson	College of Science	2016 –	Advisor
Louis Keiner	College of Science	2012 –	Ex-Officio Advisor

PRIVACY AND CONFIDENTIALITY STATEMENT

The Center for Teaching Excellence to Advance Learning (CeTEAL) is a resource for faculty who wish to improve their teaching and their students’ learning. Confidentiality is the cornerstone of our Center and is important to build trust with the faculty we serve. The teaching assessment services that we provide are formative in nature, neither summative nor evaluative. In other words, our services act as feedback to the instructor so that he/she can improve; they are not meant to be used for any final yearly evaluation or in the promotion and tenure process, unless the instructor chooses to do so.

- **Classroom Observations, Student Feedback Sessions and Other Consultations**
CeTEAL respects the confidentiality of any individual consultation that occurs between a faculty member and the CeTEAL staff. When a faculty member requests an individual consultation, a classroom observation, or a mid-semester student feedback session, these encounters are considered private. The CeTEAL staff will not share any information about the consultation with any third party, except at the request of that faculty member.
- **General Faculty Teaching and Technology Seminars**
CeTEAL keeps a record of the names of faculty members who attend our regularly scheduled teaching



and technology training seminars. This is done for two reasons: 1) we need the numbers of faculty that we helped for our year-end reports and assessments, and 2) we need the records in order to provide individual faculty members with training transcripts for his/her annual report (these are found by faculty member on our website). If a faculty member does not wish that his/her name be recorded, we will honor that request and record an anonymous attendee. These records are not public and the data is used by CeTEAL only in aggregate form.

The following programs are exceptions to the Confidentiality Policy

- **New Faculty Programs**

The University requires all new slotted faculty members to attend the New Faculty Orientation and New Faculty Seminar Series during their first year. CeTEAL reports faculty attendance at these events to the chairs, deans and provost.

- **Quality Enhancement Program: Experiential Learning (QEP/EL)**

The University also requires that any faculty or instructor that teaches a QEP/EL course will attend QEP/EL training Orientation and seminars. Faculty attendance at these events is reported to the director of the QEP.

- **Distance Learning Institute**

Certain sessions are reported for faculty who receive COOL Grants from the Coastal Office of Online Learning. Reporting is limited to the required session and other sessions taken for professional development stipends as part of the grant.

CATALOG AND SESSION POLICIES AND PROCEDURES

- This catalog is subject to change without prior notice
- Updates of this catalog will be made quarterly
- Instructors for CeTEAL will wait for 10 minutes for participants to show for class before cancelling

REQUESTED SESSIONS

CeTEAL welcomes requests for sessions according to the following guidelines:

- Sessions may be scheduled and developed upon request in writing by faculty. The faculty member will receive an email letting them know when the session has been scheduled.
- Sessions can be requested at www.coastal.edu/ceteal

FACULTY CANCELLATIONS

CeTEAL requests that faculty members cancel your session registration, appointment for consultation, or observation if a conflict arises. You may cancel your registration in the following ways:

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



INSTRUCTOR CANCELLATIONS

CeTEAL requests that instructors contact us as soon as possible if they are unable to teach a CeTEAL session so that the session may be rescheduled or cancelled. In order to cancel a session you can:

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

INSTRUCTOR NO-SHOWS

If an instructor does not show up to teach a session:

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

ATTENDEE NO-SHOWS

Faculty who do not attend a session may be marked as NO SHOW in the CeTEAL administrative website, and will then be reflected in the faculty member’s [MyCeTEAL](#) account. This information is only available to the faculty member (and requires login) and CeTEAL staff. See the [Privacy and Confidentiality Policy](#) above.

CETEAL ROUNDTABLES/DISCUSSIONS

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

- [Accessibility Roundtable](#)
- [Building Your Professional Portfolio for Promotion and Tenure](#)
- [BYOD \(Bring Your Own Device\) Mobile Device Roundtable](#)
- [A Conversation About Case Studies in the Classroom](#)
- [A Conversation About Motivating Students](#)
- [A Conversation About Online Discussions: What Works](#)
- [A Conversation About Smartphones in the Classroom](#)
- [Copyright and Fair Use](#)
- [Interpreting Student Evaluations](#)
- [Reaching a Quality \(Bully-less\) Workplace](#)
- [Who to Call: Making Student Referrals](#)



CETEAL PROGRAMS

- [Assessment Institute](#)
- [Distance Learning Institute \(DLI\)](#)
- [Instructional Technology Certificate](#)

- [Blended/Hybrid Course Design Institute](#)
- [Instructional Coaching Certificate](#)
- [Teaching Effectiveness Institute \(TEI\)](#)





ACCESSIBILITY

ACCESSIBILITY: WAYS TO MAKE YOUR ONLINE COURSE ACCESSIBLE

The word "accessible" may mean different things to different people. Join this session to learn what it means in an online course. The topics of universal design, accessible documents, and videos with captioning and transcripts will be demonstrated and attendees will apply to a hands-on activity. If you have a video that you would like captioned, please upload it to YouTube one day prior to the session.

Participants will:

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

ACCESSIBILITY ROUNDTABLE

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

Participants will:

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

FINDING ACCESSIBLE CONTENT AND RESOURCES FOR YOUR ONLINE COURSE

The accessibility of digital course content is a growing concern in higher education, and making course content accessible is required for students needing accommodations. Ideally, all of the content in an online course will be accessible; however, for busy faculty, the production of accessible content can be challenging. In this session, we discuss how faculty can locate and use existing accessible resources such as videos with closed captioning or transcripts and text documents with audio versions.

Participants will:

- Discuss issues students may face when accessing digital content
- Explore options for finding existing accessible content
- Review a list of resources to search for accessible materials for your course topics

INTEGRATION OF ACCESSIBLE ASSIGNMENTS & ACTIVITIES INTO YOUR ONLINE, HYBRID, AND FLEX CLASSES

Join us for an insightful, 2-facet session providing an overview of the many tools and services available to Coastal's faculty members for developing accessible assignments and activities for your classes. We will examine first the tools that allow you to bring your online, hybrid, or mixed methods (flex) class to students with varying learning needs. We will also be discussing alternative teaching, class development, and class management techniques for faculty with needed instructional accommodations.



Accessibility

Participants will:

- Review tools and services available to CCU faculty for developing accessible course content
- Discuss strategies for instructional accommodations

Instructor: Sherri Restauri, Coastal Office of Online Learning, 843-349-2254, srestauri@coastal.edu.
Please contact Dr. Restauri about scheduling this session.

INTEGRATION OF OPEN EDUCATIONAL RESOURCES (OERS) INTO YOUR ONLINE, HYBRID, AND TRADITIONAL CLASSES

Join us for an instructional, hands-on session providing an overview of select OER tools and services available to Coastal's faculty members for adoption in your classes. We will first examine the most recommended OER tools that exist today and will discuss in depth how these tools may be integrated into your online, hybrid, or mixed methods (flex) class for students with varying learning needs.

We will also be guiding faculty in expedited selection of appropriate OER tools to match your unique academic disciplines. Alongside this instructional session, we'll be providing you with the mechanism for documenting your OER adoption, to showcase cost-savings provided on a course, program/department, and/or college-level. We're so excited to share this new campus-wide initiative and hope you and your colleagues will join us. Instructor: Sherri Restauri, Coastal Office of Online Learning

MAKING YOUR OFFICE DOCUMENTS ACCESSIBLE

In this session you will learn how to create and revise existing Microsoft Office documents to be accessible. Come with access to your own digital documents and leave with the know-how of checking and creating accessible documents.

Participants will:

- Practice using specific tools in office
- Revise an Office documents
- Demonstrate strategies to use in practice

10 TIPS FOR IMPROVING ACCESSIBILITY IN YOUR ONLINE COURSE

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

By the end of this session participants will:

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





ASSESSMENT AND EVALUATION

ASSESSMENT INSTITUTE



CeTEAL's Assessment Institute is an important tool for faculty and administrators who want to learn more about assessment at all levels — student, classroom and entire programs. This program was developed based on the University Wide Assessment Committee for Student Learning Outcomes recommendations.

The Assessment Institute is designed to provide faculty, administrators and others with a comprehensive understanding of classroom assessment and how classroom assessment supports program goals. Through the series of required sessions, we will discuss the importance of assessment as it relates to student learning outcomes in the classroom, and we will connect the classroom activities and assessments to the larger program, department and University mission and strategic plan. The institute offers three separate tracks of electives to build increased understanding in the areas of classroom assessment, program assessment, and core curriculum assessment.

There are 5 required sessions and you can choose 4 electives from one track to earn a specialist assessment certificate for that track (Classroom, Program or Core Curriculum). Choose electives from multiple tracks to earn a General Assessment certificate. Participants who complete the Assessment Institute will receive a certificate at our Spring CeTEAL Celebration. These are the 5 required sessions, plus capstone:

ASSESSMENT INSTITUTE: OVERVIEW OF ASSESSMENT

In this session, we will discuss a contemporary approach to assessment and consider the many places where student learning takes place. We will provide a brief overview of the assessment cycle, and assessment at the course, program and institutional level. We will discuss the differences between assessment vs grading, evaluation, research and program review. We highlight assessment typical at the classroom and program level. Participants will also complete Angelo & Cross' Teaching Goals Inventory (TGI). The TGI helps an instructor define teaching goals and link assessment to teaching goals based upon one class.

Participants will:

- Discuss the assessment cycle
- Generate a list of places where student learning takes place
- Compare and contrast assessment with grading, evaluation, research and program review
- List assessment methods typically used in courses and programs
- Complete the teaching goals inventory

ASSESSMENT INSTITUTE: COURSE MAP AND ASSESSMENT AUDIT

This session is the first step to take toward mapping your course. We provide a systematic way to analyze course description, course objectives, and student learning outcomes against your course assessments. We will begin to create a course map by examining the course description from the University Catalog. You will perform an assessment audit of your tests, quizzes, papers and projects (assessments and evaluations) as a way to be sure that you are teaching what your syllabus says you are teaching. This audit will raise questions such as 1) is your course description current? 2) are the course objectives current and reasonable? 3) are the student learning outcomes current and measurable?



Participants will:

- Check course descriptions from current university catalog
- Align course syllabus with the course and/or program student learning outcomes
- Evaluate whether their SLOs are appropriate
- Evaluate the alignment of the student learning outcomes and assessment in a course
- Create a course map and assessment audit

ASSESSMENT INSTITUTE: DESIGNING AN ASSESSMENT PLAN

This session will discuss the components of an assessment plan including measurable goals and outcomes, assessment timelines, methods and procedures, samples of the assessments (rubrics, et.) and results for an administrative and academic assessment plan. General questions will be posed to help you think about creating or revising an assessment plan. We will discuss different types of assessments and how they might fit into your assessment plan. You will come away with the framework for assessment plan can be used at the course or program level. (s4)

Participants will:

- Review the components of an assessment plan
- Discuss different types of assessments
- Create the beginning of an Assessment Plan Template document

ASSESSMENT INSTITUTE: CONNECTING COURSE ASSESSMENT TO PROGRAM GOALS THROUGH A CURRICULUM MAP

In this session, you will develop a curriculum map--based on a template we provide--to connect your courses to departmental/program mission, goals and outcomes. We will identify departmental/program goals and student learning outcomes, emphasis of instruction and the expected level of proficiency (introductory to mastery) of the students. We then analyze course objectives and student learning outcomes and the level to which these are reinforced in each course with the program.

Participants will:

- Align departmental program goals and student learning outcomes to courses
- Evaluate the level of instruction given for each of the student learning outcomes
- Evaluate the expected developmental level of the students at the end of the courses
- Begin to develop a curriculum map that is useful in the evaluation of the program needs, expectations, and effectiveness.
- Discuss whether current courses support program goals
- Determine where gaps may exist in program goals and courses

ASSESSMENT INSTITUTE: ANALYZING AND REPORTING ASSESSMENT RESULTS

In this session, we will discuss ways in which you can analyze your assessment plan results. True analysis of assessment results goes beyond providing descriptive data. Using the University's assessment reporting system, Campus Labs, as a template, we will walk through description of assessment, analysis of results and the use of results for continuous improvement.



Participants will:

- Discuss various means of analyzing assessment results
- Discuss the use of Campus Labs to report assessment results and analysis
- Consider how to demonstrate continuous improvement based on assessment

ASSESSMENT INSTITUTE CAPSTONE

Participants must submit a copy of their assessment plan, assessment report, curriculum map, etc., with reflection.

ASSESSMENT INSTITUTE TRACKS

Choose 4 electives from one track to earn a specialist assessment certificate (Classroom, Program or Core Curriculum). Choose electives from multiple tracks to earn a General Assessment certificate. Alternate electives are available, with prior approval from CeTEAL.

CLASSROOM ASSESSMENT ELECTIVES

- [Aligning Assessments to Student Learning Outcomes](#)
- [Assessing Your Students: Beyond the Multiple Choice Test](#)
- [Classroom Assessment Techniques: Affective Domain \(Values, Attitudes and Appreciation\)](#)
- [Classroom Assessment Techniques: Using the Amazing 3x5 Notecard](#)
- [Creating Effective Assignments](#)
- [Portfolios: Types & Purposes](#)
- [Providing Students with Meaningful Feedback](#)
- [Rubrics Simplified](#)
- [Selecting a Published Instrument](#)
- [Strategies for Before, During and After a Test](#)
- [Teaching Students to Reflect](#)
- [Using Exam Wrappers and Assignment Wrappers to Promote Student Reflection](#)
- [Writing Effective Student Learning Outcomes](#)
- [Writing Effective Test Questions](#)

CORE CURRICULUM ASSESSMENT ELECTIVES

- [Aligning Assessments to Student Learning Outcomes](#)
- [Assessing Your Students: Beyond the Multiple Choice Test](#)
- [Campus Labs – Writing Goals and Objectives](#)
- [Developing Effective Assignments to Support Core Curriculum Assessment](#)
- [Integrating Critical Thinking Activities into Your Classes](#)
- [Portfolios: Types & Purposes](#)
- [Rubrics Simplified](#)
- [Understanding and Building Assessment Rubrics for Core Courses](#)
- [Writing Effective Student Learning Outcomes](#)

PROGRAM ASSESSMENT ELECTIVES

- [Advanced Curriculum Mapping](#)
- [Aligning Assessments to Student Learning Outcomes](#)



- [Campus Labs – Writing Goals and Objectives](#)
- [Selecting a Published Instrument](#)
- [Special Topics in Assessment](#)
- [Writing Effective Student Learning Outcomes](#)

ASSESSING GROUP WORK

This session will explore effective ways to assess students before, during, and after assigned group work. This session is designed to implement a system of assessment that corresponds with active participation in collaborative work. During the session, we will explore several techniques, tools, and resources available for use in assessment of group work. Bring a group project that you currently use, or wish to use in your courses for evaluation of effectiveness and overall quality of assessment.

Participants will:

- Discuss the use of group work and collaborative assignments
- Discuss various assessment strategies of group work (i.e., individual or collective)
- Identify various assessment strategies for group work
- Identify which type of assessment is most useful in specific discipline
- Apply an assessment strategy for group work to a new or existing group project

ASSESSING YOUR STUDENTS: BEYOND THE MULTIPLE CHOICE TEST

Do you want to develop ways of measuring what your students are learning without having to write a test? This session will provide you with an overview of several different strategies to assess student learning throughout your course. Plan to bring your syllabus and a test from a current course.

Participants will:

- Define the assumptions of assessment
- Identify and develop several ways to assess student work
- Develop a plan for reevaluating the assessments in your course
- Leave the session with at least one idea to change how you measure student progress in your course

BLOOM'S TAXONOMY – REVISED: ALIGNING SLOS TO YOUR SYLLABUS OR PROJECTS

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

Participants will:

- Develop student learning outcomes for syllabus development or projects that align with Bloom's Taxonomy – Revised
- Identify the levels of Bloom's Taxonomy – Revised



THE CHALLENGES OF ASSIGNING STUDENT GRADES

Do you hate grading? Do you find the process arduous and painful? This session will help you work through the challenges, for both instructor and student. We will provide several strategies to improve the grading process in a way that fits your teaching style. Bring a current project from your class to discuss those things you find challenging. ^(m10)

By the end of this session participants will:

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

CLASSROOM ASSESSMENT TECHNIQUES: AFFECTIVE DOMAIN (VALUES, ATTITUDES AND APPRECIATION)

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

Participants will:

- Discuss Krathwohl's Affective Taxonomy
- Identify topics in the affective domain in a course
- Write sample affective learning outcomes
- Discuss assessment and evaluation methods for affective domain
- Identify at least one assessment the instructor can use in their course for this domain

CLASSROOM ASSESSMENT TECHNIQUES: USING THE AMAZING 3X5 NOTECARD

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

Participants will:

- Take a learning profile inventory
- Describe classroom assessment techniques
- See examples of how CATs are used
- Learn five different classroom assessment techniques and their uses
- Apply CATs to your classroom



COURSE AUDIT: ALIGNING YOUR COURSE SLOS WITH YOUR ASSESSMENTS

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

Participants will:

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

CREATING EFFECTIVE ASSIGNMENTS

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

Participants will:

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

CRITICAL AND REFLECTIVE ANALYSIS THROUGH RUBRICS

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

At the end of this session participants will:

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

CURRICULUM MAPPING

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



Participants will:

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

FORMATIVE ASSESSMENT USING PLICKERS – A FREE LEARNER RESPONSE SYSTEM

Plickers is a free learner response system that can be used as a formative assessment tool in the classroom. The system is versatile and requires only an instructor iPad, iPhone or Android device in conjunction with a series of printed QR codes. The system can be used to collect data as students answer questions, and the data can be viewed in a web browser or on the Plickers mobile app.

Participants will:

- Recognize the role of Plickers and its functionality
- Create a Plickers account and add a class
- Develop a Plickers formative assessment
- Determine ways to implement Plickers in their classroom

GRADING PARTICIPATION IN THE CLASSROOM

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

Participants will:

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

IMPLEMENTING UDL PRINCIPLES TO CREATE YOUR COURSE ASSESSMENT

Universal Design for Learning principles are key in helping you to recreate any course assessment. The three principles of Engagement, Representation, and Action & Expression will allow for your students to demonstrate their knowledge gain in your course.

Participants will:

- Discuss the three principles
- Recognize the variety of possible choices
- Redesign a course assessment using UDL principles

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

This session will demonstrate the use of an instrument originally funded by the National Science Foundation for chemistry classes. The SALG instrument asks students to assess and report their learning



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

Participants will:

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

PORTFOLIOS: TYPES & PURPOSES

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

Participants will:

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

PROVIDING STUDENTS WITH MEANINGFUL FEEDBACK

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

By the end of this session participants will:

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



RUBRICS SIMPLIFIED

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

Participants will:

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

STRATEGIES FOR REDUCING ONLINE CHEATING AND PLAGIARISM

In this session we will discuss strategies for reducing cheating and plagiarism in the online environment. We will consider technology tools that can be used to make cheating more difficult, and we will consider strategies to build “plagiarism-resistant” assignments.

Participants will:

- Discuss how to educate students about plagiarism and cheating
- Review tools that may reduce students' ability to cheat
- Review strategies for building assignments that are resistant to plagiarism

TEACHING STUDENTS TO REFLECT

Under [Effective Teaching](#)

TECH TOOLS FOR FORMATIVE ASSESSMENTS

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

Participants will:

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

UNDERSTANDING AND BUILDING ASSESSMENT RUBRICS FOR CORE COURSES

This session will cover the background and development of the AAC&U Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics and how these are being used as part of student learning assessment in the new core curriculum. The session will introduce the CCU rubrics and is targeted to faculty teaching courses in the Core Curriculum, Department Chairs, and Assessment Coordinators. We will follow-up with hands-on work that will assist faculty in building assessment rubrics for Core courses, based on the VALUE rubrics. Rubrics will be adapted to student artifacts in specific courses, while still providing data on student learning across the Core Goal area. Please bring a sample syllabus and/or requirements for one or more student assignments with you.

This is an essential session for anyone teaching or assessing the New Core Curriculum.



Participants will:

- Review the development of the VALUE rubrics
- Discuss the use of VALUE rubrics for student assessment in the new core curriculum
- Discuss assessment of student artifacts to provide data on student learning across a core goal
- Build an assessment rubric for an assignment based on the VALUE rubrics

WRITING EFFECTIVE TEST QUESTIONS

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

In this session participants will learn to:

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





DISTANCE LEARNING

DISTANCE LEARNING INSTITUTE (DLI)



The Distance Learning Institute is designed to support Coastal Carolina University's [Distance Learning Policy](#) by providing CCU instructors with the basic information needed to build and manage successful online courses. There are 6 required sessions and you can choose 4 electives so you can customize the program to suit your needs. Participants who complete the Distance Learning Institute will receive a certificate at our Spring CeTEAL Celebration. These are the 6 required sessions, plus capstone:

DISTANCE LEARNING INSTITUTE – OVERVIEW



In this **online session**, we will review the requirements of the Distance Learning Institute (DLI) Certificate program. We will discuss CCU's Distance Learning Policy and Quality Assurance Inventory, and the roles of CeTEAL (Center for Teaching Excellence to Advance Learning) and COOL (Coastal Office of Online Learning) as they relate to preparing and teaching online courses. In addition, we will discuss other issues related to distance learning such as copyright, intellectual property and ADA Section 508 compliance.

Participants will:

- Recognize the requirements of the DLI program
- Discuss CCU's [Distance Learning Policy](#) and quality standards
- Identify the roles of CeTEAL and COOL
- Discuss copyright, intellectual property and [ADA Section 508](#) compliance

DISTANCE LEARNING: ACTIVITIES AND ASSESSMENT

Designing activities and assessments for online learning can be significantly different than designing them for a face-to-face class. In this session, we will discuss the specific concerns of building online activities that will both engage and educate our students. In addition, we will explore multiple means of assessment that can provide us with evidence of student learning. As we explore these ideas, we will discuss strategies to meet the needs of diverse learners and to integrate authentic (real-world) activities and assessments into the online environment.

Participants will:

- Discuss the challenges of designing online activities and assessments
- Align activities and assessments to student learning outcomes
- Explore options for developing authentic activities and assessments
- Consider strategies to meet the needs of diverse learners
- Share and discuss activity and assessment ideas with fellow faculty

DISTANCE LEARNING: BUILDING COMMUNITY

Participating in an online course is more than sitting in front of a computer. The goal is to have the student engage with a community of learners. Designing for that community engagement is a key element. This session will discuss the various ways to intentionally design for community. Examples of the tools that help to create community will be given.



Participants will:

- Realize the importance of building community for successful engagement
- Recognize the various ways to build community
- Develop a plan for community building in a course

DISTANCE LEARNING: COURSE ORGANIZATION

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

Participants will:

- Discuss the importance of backwards design when planning an online course
- Review options for the display of course content
- Discuss the options for formatting Moodle content areas to suit their content
- Explore tools and blocks such as the Book and the HTML block that can streamline course content, assessment, communication, feedback, and navigation

DISTANCE LEARNING: ENSURING QUALITY

What does it mean to have a quality online course? There are several measures of quality including CCU’s Quality Assurance Inventory (QAI) and other nationally recognized course design rubrics from organizations such as Quality Matters and the Online Learning Consortium. These measures of quality are based on best practices in online learning and have several features in common. In this session, we will discuss the common elements in designing a course. We will also view examples of how you can incorporate these elements into your own class.

Participants will:

- Describe elements of a quality online course
- Articulate ways to apply quality to your own course

DISTANCE LEARNING: UNIVERSAL DESIGN

Universal Design for Learning’s goal is to maximize learning for all students. The three tenets of UDL are to provide multiple means of engagement, of representation, and of action and expression. These tenets are backed by research on the learning brain. In this session, the three tenets will be discussed along with examples. Time for planning UDL in a course will be given.

Participants will:

- Describe UDL
- Identify the three tenets of UDL
- Appreciate the value of the three tenets
- Develop a plan for implementing UDL in a course



DISTANCE LEARNING INSTITUTE CAPSTONE

For the Distance Learning Institute capstone, DLI participants will review progress made in designing and building their distance learning course(s) by completing one of the capstone options below. (For more details, see DLI Workbook.)

- Complete a self-review based on quality standards, and then meet with a CeTEAL instructional designer discuss the participant's distance course
- Complete a self-review based on quality standards, write a reflection on the process of developing/improving their distance course and submit to CeTEAL

DISTANCE LEARNING INSTITUTE ELECTIVES

As part of the Distance Learning Institute, you will choose at least 4 of the following recommended sessions:

- [Echo360 Personal Lecture Capture](#)
- [Establishing an Online Instructor Presence \(ONLINE\)](#)
- [Integration of Accessible Assignments & Activities into your Online, Hybrid, and Flex Classes](#)
- [Providing Meaningful Digital Feedback to Your Students](#)
- [QAI Online \(Quality Assurance Inventory\) \(ONLINE\)](#)
- [Survey of Tech Tools for Online Learning](#)
- [Using Best Practices for Recording Lecture Capture Videos](#)
- [Using Best Practices to Update Your Online Learning Course \(ONLINE\)](#)

Alternate electives are available, with prior approval from CeTEAL.

BLENDED/HYBRID COURSE DESIGN INSTITUTE



The Blended/Hybrid Institute is designed to help faculty develop a Blended/Hybrid course based on best practices. This institute will provide faculty with the experience of building and participating in a Blended/Hybrid learning environment. The core of the institute is the Blended/Hybrid Workshop where faculty experience the best practices of a Blended/Hybrid course while focusing on the development of their own Blended/Hybrid course. Other sessions are required to provide additional skills and best practices for building the online components of a hybrid course.

Required sessions:

- [Blended/Hybrid Workshop and Capstone](#)
- [QAI Online](#)
- An [ECHO 360](#) session
- An [Accessibility](#) session

BLENDED/HYBRID COURSE DESIGN INSTITUTE OVERVIEW

In this introductory session, we will discuss the purpose and goals of the institute and describe the requirements for completing it. Faculty will determine if they want to make a commitment to the 10-week Blended/Hybrid workshop during this session.



BLENDED/HYBRID WORKSHOP AND CAPSTONE



This workshop is the cornerstone of the institute. Faculty will experience 10 weeks of learning and doing in a Blended/Hybrid environment. This Hybrid Workshop will allow faculty to learn teaching strategies for hybrid courses, experience a hybrid course as a learner, and complete a final capstone project by developing a hybrid course. Faculty who are interested will need to make a commitment to the format and schedule of the workshop. This Hybrid Workshop will run over a period of 10 weeks with the culminating project due after the completion of the course. The capstone project due date will be determined by each individual participating in the workshop.

Participants will:

- Describe a blended/hybrid course
- Identify various hybrid learning theories
- Participate in the various activities and tools provided in the course
- Develop a list of tools to incorporate into a course design plan
- Create a redesigned face-to-face into a hybrid course or create a new hybrid course

COOL (COASTAL OFFICE OF ONLINE LEARNING) SESSIONS

INTEGRATION OF ACCESSIBLE ASSIGNMENTS & ACTIVITIES INTO YOUR ONLINE, HYBRID, AND FLEX CLASSES

Under [Accessibility](#)

INTEGRATION OF OPEN EDUCATIONAL RESOURCES (OERS) INTO YOUR ONLINE, HYBRID, AND TRADITIONAL CLASSES

Under [Accessibility](#)

PERSONAL LECTURE CAPTURE FOR ONLINE/HYBRID CLASSES



This online workshop covers the basics of personal lecture capture, from installation and usage of the software to examples of best practices in recording multimedia for online and hybrid classes. This workshop is a requirement for all COOL Course Development (CD) grant awardees, and is also open to all faculty interested in learning more about personal lecture capture for their courses. This session is asynchronous and contains 5 short learning modules. Faculty may enroll at any time during the workshop's enrollment period and will work at their own pace. All faculty completing this course will receive a Moodle completion badge.

Credit: This course counts as 1 credit towards COOL Grant programs.

Instructors:

- Sherri Restauri, Coastal Office of Online Learning, 843-349-2254, srestauri@coastal.edu
- Jessica Hall, Coastal Office of Online Learning, 843-349-2123, jahall1@coastal.edu

Please contact Sherri Restauri with any questions on this workshop.



QAI ONLINE



This is a required session for all COOL Course Development (CD) and Course Enhancement Grant (CEG) awardees, and is also open to other faculty interested in learning more about the official quality assessment tool used at Coastal for online and hybrid course reviews, the Quality Assurance Inventory (QAI). This session is a 6-week asynchronous online course containing 9 short learning modules. Faculty may enroll at any point and work at their own pace.

All faculty completing this course will receive a completion certificate from the Coastal Office of Online Learning. This course counts as 1 credit (\$100) towards the COOL CD and CEG faculty incentive program.

Instructor: Sherri Restauri, Coastal Office of Online Learning, 843-349-2254, srestauri@coastal.edu. Please contact Dr. Restauri about scheduling.

10 PRINCIPLES OF EFFECTIVE ONLINE TEACHING



This session will look at ten principles of effective online teaching.

Participants will:

- Identify the ten principles of effective online teaching
- Find new strategies to use in your online teaching

Instructors:

- Ashley Long, Coastal Office of Online Learning, 843-349-2263, asmith2@coastal.edu
- Jessica Mew, Coastal Office of Online Learning, 843-349-2123, jahall1@coastal.edu

Please contact the instructors with any questions about this session.

USING BEST PRACTICES TO UPDATE YOUR ONLINE LEARNING COURSE



This 6-week asynchronous online session covers 5 core modules of best practices relating to online courses and is geared towards faculty currently teaching in an online environment. The core modules discussed include best practices and updated guidelines and research in the following 5 core areas:

- Organization
- Accessibility & Usability
- Presence & Engagement
- Online Collaboration
- Individual and Peer Assessment

This session is required for all COOL Course Enhancement Grant (CEG) awardees, and is also open to other faculty interested in learning best practices in online learning. Faculty may enroll at any point and work at their own pace. All participants completing this session will receive a completion certificate from the Office of Online Learning.

Instructor: Sherri Restauri, Coastal Office of Online Learning, 843-349-2254, srestauri@coastal.edu. Please contact Dr. Restauri about scheduling.

ACCESSIBILITY: WAYS TO MAKE YOUR ONLINE COURSE ACCESSIBLE

Under [Accessibility](#)



BEST PRACTICES FOR A STRONG, REUSABLE FRAMEWORK FOR AN ONLINE LEARNING COURSE

In this session, participants will use instructional design techniques to organize their online learning course in the Moodle LMS. Upon completion of this workshop, participants will have hands-on experience using a few key design and layout tools in Moodle to better enhance their online learning course. This course is recommended for faculty teaching online, hybrid, and traditional, as all techniques discussed are generalizable to other course formats and will strengthen your course design.

Participants will:

- View and discuss sample course designs, including the Moodle Basic & Advanced templates, developed by COOL
- Add Labels, Pages, and Books in Moodle as content placeholder tools for your course
- Add blocks to simplify navigation for your students, and to make a more visually appealing course

BUILDING A COURSE TOUR

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

Participants will:

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

COMMUNICATION MUSTS IN AN ONLINE CLASSROOM

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

Participants will:

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

A CONVERSATION ABOUT ONLINE DISCUSSIONS

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

Participants will:

- Discuss the components of what works in good discussions
- Share ideas for motivating students to participate in discussions



COURSE DESIGN: CREATING LEARNING GUIDES

This session will show you how to create learning guides for your course for a unit, chapter or module. A learning guide is a useful to help you organize your course and to let your students know outcomes, resources, content and assessments. Developing a learning guide helps you gather your resources, materials and assessments and organize your class. Students will then clearly see what is expected of them for each section of your course.

Participants will:

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

COURSE DESIGN: THE FIRST WEEK OF YOUR ONLINE CLASS

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

Participants will:

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

CREATING A DISTANCE LEARNING SYLLABUS

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

Participants will:

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

CURATING CONTENT AND RESOURCES FOR YOUR ONLINE CLASS

In this session, we will discuss the definition of curation as it apply to your online course. Through discussion and exploration we will address the purpose, sharing, creation, contributing, and resources for curating content. Bring any links or resources you are using to this session.

Participants will:

- Define content curation



- Identify resources to curate
- Discover tools that aid in curation

DESIGNING EFFECTIVE ONLINE DISCUSSIONS

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

At the end of the session faculty will:

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

DISTANCE LEARNING: ASSESSMENT STRATEGIES

Assessing student work in an online class offers different challenges than assessment in the physical classroom. In this session, we will discuss those challenges and consider strategies for successful online assessment. We will discuss the need for authentic assessment, and review the alignment of online assessments to student learning outcomes. We will review the use of both formative and summative assessment tools to formally and informally assess student work. Finally, we will explore various online assessment tools.

Participants will:

- Discuss the challenges of assessing online student work
- Align assessments to student learning outcomes
- Discuss strategies for providing authentic assessment
- Explore tools for online assessment

DISTANCE LEARNING: COURSE DESIGN AND PREPARATION

In this session, we will help you prepare for the development of a distance learning course and provide you with practical tools for getting organized to teach online. We will discuss principles of good DL course design, strategies for planning your course and faculty readiness for teaching online.

Participants will:

- Review faculty readiness considerations
- Review a practical checklist of items to get ready for teaching online
- Use a course design guide to plan your course
- Use a course matrix to align content with student learning outcomes

ELIMINATE THE TOP 10 ISSUES IN DISTANCE LEARNING

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



Participants will:

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

ESTABLISHING AN ONLINE INSTRUCTOR PRESENCE



What qualities does research deem present in an "effective online instructor"? The leading qualities are: social presence, cognitive presence and a teaching presence. These presences ensure that your students feel a connection with you that is comparable to that of a face-to-face class, but perhaps better in some cases. As an added benefit, these strategies are shown to reduce DWF rates and limit the frustration and isolation that many students feel when they take an online course. In this session, we will focus mostly on the social presence. This session is offered both online and in person.

Participants will:

- Examine research on how to motivate and retain online students
- Recognize the importance of a social presence
- Determine how to integrate social presence principles in their classroom
- Reflect on the evolution of their definition of an instructor presence.

FINDING ACCESSIBLE CONTENT AND RESOURCES FOR YOUR ONLINE COURSE

Under [Accessibility](#)

FORMATIVE ASSESSMENT TECH TOOLS FOR ONLINE COURSES

When you are teaching in an online environment, do you often wish that you could encourage class engagement while also collecting formative assessment data in a quick and easy fashion? Such data would allow you to instantly modify your lessons based on the needs of the learners, thus preventing students from being "lost in the content" until the next exam. What if there were free popular tools that did such a thing? Would you be interested?

Participants will:

- Recognize the importance of formative assessment
- Observe how to set up and navigate the varied assessment tech tools being discussed
- Determine effective ways to implement the tech tools in their online classes

HYBRID/BLENDED LEARNING BASICS

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

Participants will:

- View a video on blended learning
- Describe the stages of blended learning
- Discuss what can be done with in class time to build student engagement



- Discuss what to do with out-of-class (online) time
- Apply examples to your own class

IMPROVING COMMUNICATION WITH STUDENTS IN AN ONLINE COURSE

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

Participants will:

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

INTEGRATING PAUSE IN ONLINE COURSES

The “Pause” while teaching has been shown to produce greater learning for students and provides essential feedback for instructors. In this session we will look at integrating pause techniques in the online course.

Participants will:

- Define “Pause”
- Discuss the benefits of using “Pause” techniques in an online course
- Develop a “Pause” for your online course

MAKING AN INTRODUCTORY VIDEO FOR YOUR ONLINE COURSE

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

Participants will:

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

MANAGING YOUR ONLINE WORKLOAD

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



Participants will:

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

THE ONLINE COURSE: BUILDING COMMUNITY

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

Participants will:

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

THE ONLINE COURSE: ENGAGEMENT IS NOT OPTIONAL

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

Participants will:

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

ORGANIZING A DISTANCE LEARNING COURSE

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

Participants will:

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

PROVIDING MEANINGFUL DIGITAL FEEDBACK TO YOUR STUDENTS

This session will provide ideas about ways to give meaningful feedback to students via digital or electronic means. We will discuss the types of feedback you already provide in your classroom and what your goals



are with feedback to students. We will consider the characteristics of effective feedback and how those characteristics can be achieved through digital means.

Participants will:

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

STRATEGIES FOR REDUCING ONLINE CHEATING AND PLAGIARISM

Under [Assessment and Evaluation](#)

STREAMLINING YOUR ONLINE ACTIVITIES FEEDBACK

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

Participants will:

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

STUDENT BLOGS FOR DISTANCE LEARNING

This session will provide instructors with an educational approach to implementing student weblogs in distance learning classes, particularly experiential classes such as internships or service-learning. We will discuss how to use blogs in the online classroom and how to effectively supervise and appraise student blogs.

Participants will:

- Summarize the educational outcomes of blogs
- Recognize functions of blog creation and editing
- Organize an appropriate blog implementation procedure
- Design assignments to be created using blogs
- Appraise student work using feedback and reinforcement

SURVEY OF TECH TOOLS FOR ONLINE LEARNING

This session will present various tech tools and tips that may be useful to an online instructor. Tool categories to be covered are audio, video, and communication. Come and find a tech tool and tip that will help you maximize your feedback or teaching and save time.

Participants will:

- Appreciate the value tech tools may provide
- Identify a tech tool to use in your course



- Practice using a tech tool

10 BEST PRACTICES FOR A HYBRID COURSE

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

Participants will:

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

10 PRINCIPLES OF EFFECTIVE ONLINE TEACHING

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

Participants will:

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

10 TIPS FOR SAVING TIME IN YOUR ONLINE COURSE

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

Participants will:

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

TRACKING ONLINE CLASS ATTENDANCE

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

Participants will:

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



TRANSITIONING FACE-TO-FACE ACTIVITIES TO AN ONLINE ENVIRONMENT

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

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

Participants will:

- Identify existing classroom activities to transition to an online format
- Consider how online activities will support student learning outcomes
- Select appropriate tools for presenting the course activities online

USING FLIPPED COURSE PRINCIPLES IN A HYBRID COURSE

In this session, we will look at the “flipped classroom” as a model for a hybrid course. The flipped principles will help you to change your classroom from a teacher-centric to a student-centered environment. Active learning through groups or teams and better discussions are results of these flipped principles.

Participants will:

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

USING PEER REVIEW IN AN ONLINE COURSE

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

Participants will:

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

USING RUBRICS IN ONLINE LEARNING

Good rubrics can streamline grading in any course. This session will show you best practice in creating rubrics. We will discuss different types of rubrics and how those can be integrated into the assignments in your online learning course using the Grading Guide and Rubric tools in Moodle.

Participants will:

- Identify types of rubrics
- Create a rubric using best practices
- Compare the Grading Guide and Rubric tool in Moodle
- Choose the right tool, Grading Guide or Rubric, for your assignment



- Add a rubric or a grading guide to your Moodle course

USING SCREEN CAPTURE TOOLS TO DEVELOP ONLINE COURSE CONTENT

Under [Technology](#)

USING THE MOODLE BOOK TO ORGANIZE YOUR ONLINE CONTENT

Under [Technology](#)





EFFECTIVE TEACHING

TEACHING EFFECTIVENESS INSTITUTE (TEI)



CeTEAL is now offering the Teaching Effectiveness Institute, with a focus on aspects of effective classroom teaching such as planning lessons and courses, engaging students, managing the classroom, assessing student work and integrating technology. The certificate program requires the completion of ten sessions and a capstone project. Once you have completed the requirements, you will receive a Teaching Effectiveness Institute certificate (presented each spring semester by the president and provost).

TEACHING EFFECTIVENESS INSTITUTE OVERVIEW SESSION

The Teaching Effectiveness Institute was designed to help faculty recognize evidence-based skills of effective teaching, self-evaluate teaching effectiveness and adapt current teaching practices to teach more effectively.

In this session we will introduce you to the Teaching Effectiveness Institute (TEI) and review the requirements to receive the TEI certificate. During this session you will complete a confidential self-assessment of your current teaching to help you determine your individual needs and goals for the institute. Based on your self-assessment, you will have an opportunity to request specific TEI toolbox courses to support your needs. In addition, we will discuss the options for the institute's capstone.

During this session, you will receive a workbook containing documentation to supplement each of the required TEI sessions. This workbook will include hand-on activities and resources to assist you in developing effective teaching strategies for your classroom.

Participants will:

- Review requirements and procedures for the TEI
- Complete an individual self-assessment of current teaching methods
- Discuss toolbox sessions that may best support your goals
- Review options for the institute's capstone

EFFECTIVE TEACHING: COURSE DESIGN AND PREPARATION

Effective teaching begins with good course preparation and design. In this session we will review the Backward Design Model for course design. Using an existing student learning outcome (SLO), we will walk through the design process by "unpacking" the SLO, identifying the big ideas, understandings and essential questions. We will uncover the most important key skills and knowledge, so you can better prioritize your course content.

Participants will:

- Apply the Backward Design Model to an existing student learning outcome
- "Unpack" a student learning outcome
- Identify the big ideas in the student learning outcome
- Derive essential questions and understandings
- Consider how you might design or redesign your class based on the Backward Design Model



EFFECTIVE TEACHING: CLASSROOM INSTRUCTION METHODS

In this session, we will introduce participants to a variety of instructional methods and activities—from ways to enhance your lecture to the use of case studies and classroom discussion. We will review the common issues and challenges faculty encounter in the classroom and discuss best practices for managing interactions with a class and with individual students. We will explore activities designed to increase student engagement and motivation. Evaluating the instructional methods that are relevant to your teaching self-assessment will provide strategies to take away and use in the classroom.

Participants will:

- Explore several instructional methods and activities
- Explore activities for increasing student engagement and motivation
- Discuss the common issues and challenges of classroom teaching
- Describe methods of managing interactions with individual students and the class as a whole
- Evaluate instruction methods relative to your teaching self-assessment

EFFECTIVE TEACHING: ASSESSMENT STRATEGIES

In this session, we discuss the importance of assessment and evaluation in the classroom. We will review methods to formally and informally assess student work, using both formative and summative assessment tools. We will discuss the importance of aligning classroom assessment to student learning outcomes and give you strategies for aligning your class assessments. We will review various assessment tools beyond the multiple choice test, and we will discuss the use of rubrics and grading guides.

Participants will:

- Discuss assessment strategies, including formative and summative assessments
- Describe how specific assessment strategies will be integrated into your classroom
- Align assessment strategies with student learning outcomes
- Evaluate assessment strategies relative to your teaching self-assessment

EFFECTIVE TEACHING: INTEGRATING INSTRUCTIONAL TECHNOLOGY

In this session, we will explore the use of instructional technology to improve student learning and engagement. We will discuss options for evaluating and choosing technology tools that can be effectively integrated into the classroom. Participants will select a student learning outcome and identify a technology that will support student achievement of the outcome. We will provide a checklist to simplify the process of evaluating technology tools. Revising a lesson or an assignment to incorporate a chosen technology will culminate the session.

Participants will:

- Explain how technology may enhance student engagement
- Select a student learning outcome to use in exploring for technology
- Explain several technologies to consider for a lesson or assignment
- Evaluate a technology to implement into a current lesson or assignment
- Revise a lesson/assignment using a suitable technology



TEACHING EFFECTIVENESS INSTITUTE CAPSTONE

- **Capstone Option 1: Classroom Innovation** – Choose a new or innovative teaching strategy that you have not used in your classroom. Prepare a report or project to reflect on your prior teaching and to describe how this innovation changed (or will change) your teaching.
- **Capstone Option 2: Reflective Observations** – Observe an instructional coach or a master teacher in their classroom and submit a reflection and analysis of the observation. Have an instructional coach observe you in your classroom and provide you with feedback. Submit a reflection and analysis of what you learned from the experience.
- **Capstone Option 3: Classroom Research** – Develop a research question/plan and methodology to apply to your classroom with the goal of a scholarly publication or presentation.

TEACHING EFFECTIVENESS INSTITUTE TOOLBOX

Active Learning Strategies to Use in < 10 Minutes

Active Learning to Enhance Lectures

Applying Cultural Introspection to Teaching and Learning

Best Practices for Teaching Accelerated Courses

Best Practices for Using Clickers in the Classroom

Building Your Students' Engagement Through Practical Strategies

Civil and Constructive Feedback

Classroom (In)Civility and Disruptive Behavior

Classroom Management: Dealing with the 8 Most Annoying Behaviors

Classroom Motivation and Management

Copyright and Fair Use

Creating Effective Mini-Lectures to Promote Active Learning

Designing Effective PowerPoints

Developing a Contingency Instruction Plan for Your Class

Effective Management of Faculty Time and Resources

Enhancing Interactivity in the Foreign Language Classroom with Microsoft OneNote Class Notebook

Facilitating Effective Discussion in the Classroom

Finding Video and Discussion Resources For Your Class

Five+ Active Learning Techniques That You Can Use Tomorrow

Five Tools to Get Students Engaged with Course Content

The Flipped Classroom: Rethinking Your Class Time

Games, Simulations, and Role Playing in the Class

Getting Students to Do the Reading

Group-work and Quality Feedback Made Simple with Microsoft OneNote Class Notebook

How to Get Students to Hack Your Syllabus

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

Increasing Student Preparedness Using Just-in-Time Teaching

Just-in-Time Teaching Workshop: Create Lessons to Increase Student Preparedness

Large Classes: Challenges and Opportunities

Making Your Lectures More Effective

Peer Instruction for Active Learning

Problem-Based Learning

Providing Classroom Observations for Colleagues (Re)Constructing Your Syllabus

Save the Lecture! Using Pauses During Lecture to Engage Students

Signature Pedagogies: Discovering and Defining Teaching and Learning in Your Discipline

Strategies for Active Learning and Small Group Work

Strategies for Improving Your End-of-Course Evaluations

Teaching Students to Reflect



Effective Teaching

10 Tips for Improving Accessibility in Your Online Course

Tips for Structuring Your Class Time

Transform Your Students From Passive to Active Learners

Using Case Studies, Scenarios and Vignettes in the Classroom

Using Exam Wrappers and Assignment Wrappers to Promote Student Reflection

Using Humor in the Classroom

Using Mid-Semester Feedback to Improve Your Course

Using Story to Reflect on Our Teaching and Professional Identities

Utilizing Echo360 Interactive Tools to Maximize Student Engagement

Want to Flip Your Class? Flip a Lesson First

What to Do the First Day of Class

Working with Diverse Talents and Ways of Learning

What Veterans on Campus Would Like You to Know

INSTRUCTIONAL COACHING CERTIFICATE



CeTEAL's Instructional Coaching certificate program includes a series of sessions that give you the tools to provide a confidential, strength-based classroom observation and review process to fellow instructors. CeTEAL provides the structure and the documentation to help you successfully complete the process along with personal support as you complete two supervised reviews. The certificate program consists of:

- An introductory video (provided via email when you sign up for the program)
- Instructional Coaching – Observing the Class
- Instructional Coaching – Holding the Post-Observation Conference
- Instructional Coaching – Writing the Report
- Electives – Choose five electives from the [Effective Teaching](#) category

INSTRUCTIONAL COACHING – OBSERVING THE CLASS

In this session, we discuss the process of preparing for and conducting a confidential, strength-based classroom observation. We review CeTEAL's Classroom Observation Rubric, complete a simulated observation, and discuss strategies for effective data collection.

Participants will:

- Discuss the instructional coaching process
- Explain CeTEAL's confidentiality policy
- Contrast peer observation with other types of observation
- Articulate the advantages of being an instructional coach
- Apply the Classroom Observation Rubric to a teaching scenario

INSTRUCTIONAL COACHING – HOLDING THE POST-OBSERVATION CONFERENCE

After observing a class, a coach meets with the instructor to debrief and discuss the observation. We'll discuss how to conduct the meeting using strength-based language and effective listening skills.

Participants will:

- Discuss a meeting agenda for the post-observation conference
- Review tips for effective communication and constructive feedback



- Explain how faculty can use the observation report to document teaching

INSTRUCTIONAL COACHING – WRITING THE REPORT

In this session, we discuss how to write a comprehensive follow-up report after a classroom observation. We review strategies for writing the report using strength-based language, and we provide a collection of research-based suggestions for effective teaching that can be shared in your reports. Based on results of a simulated observation, we will walk through the process of writing a brief sample report.

Participants will:

- Explain the type of data that is collected as part of a classroom observation
- Discuss how to analyze the observation data
- Explore evidence-based strategies and suggestions to share in the reports
- Review the template for writing the formal follow-up report

INSTRUCTIONAL COACHING REFRESHER

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

Participants will:

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

A CONVERSATION ABOUT CASE STUDIES IN THE CLASSROOM

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

Participants will:

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

A CONVERSATION ABOUT MOTIVATING STUDENTS

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

Participants will:

- Discuss the issues surrounding student motivation



- Share ideas for motivating students to participate and do the work

ACTIVE LEARNING STRATEGIES TO USE IN < 10 MINUTES

Not sure that you can give up more time in your course for active learning because you have too much content to cover? This session will discuss five different active learning strategies you could use in your course. Each one lasts less than 10 minutes.

Participants will:

- Discuss active learning strategies
- Participate in active learning strategies
- Select a strategy to use in your course

ACTIVE LEARNING TO ENHANCE LECTURES

Active learning has been thought to be a replacement for a lecture when in reality active learning benefits lectures by reinforcing the content, concept and skills. This session will present various techniques to promote active learning in the classroom. These techniques will include for both individual and group/team as well as helping you to focus on engaging more students in meaningful ways.

Participants will:

- Define active learning
- Identify active learning techniques
- Select a technique to implement in a lesson

APPLYING CULTURAL INTROSPECTION TO TEACHING AND LEARNING

Based on the work of Chavez and Longerbeam (2016), this session will apply a cultural lens to teaching and learning through the Cultural Frameworks of Teaching and Learning Model. We will examine individuated and integrated instruction across eight continua (1. purpose of learning, 2. ways of taking in and processing knowledge, 3. interconnectedness of what is being learned, 4. responsibility for learning, 5. time, 6. role of the teacher, 7. student interactions, and 8. sequencing). From this model, we will reflect on how our teaching is situated within the model.

Participants will:

- Discuss the Cultural Frameworks of Teaching and Learning Model
- Identify the characteristics of individuated and integrated instruction
- Apply the Cultural Frameworks Model to your individual teaching context to intentionally incorporate strengths into your teaching
- Incorporate teaching techniques from individuated-integrated cultural continuum

BEST PRACTICES FOR TEACHING ACCELERATED COURSES

The offering of accelerated courses in higher education is a growing trend. With students wanting to complete their degrees in a shorter period of time, an increasing number of institutions are offering such courses. Accelerated courses are defined as being delivered with fewer “contact hours” in the classroom, and in a shorter time frame, than a traditional course. Typically this would mean the class is held for 5 or 8 weeks. Oftentimes, the condensed format can pose a host of challenges for faculty and students. In this



session, we will explore the perceptions and best practices surrounding accelerated courses as well as ways to reduce stress and maximize student support.

Participants will be able to:

- Distinguish the differences between traditional and accelerated courses
- Explain the perceptions of accelerated courses and defend its value
- Discuss the best practices for teaching accelerated courses
- Discuss ways to reduce the stress of accelerated courses for both faculty and students
- Discuss ways to maximize student support in accelerated courses
- Develop a plan to begin restructuring their course

BEST PRACTICES FOR USING CLICKERS IN THE CLASSROOM

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

At the end of the session faculty will:

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

BUILDING YOUR STUDENTS' ENGAGEMENT THROUGH PRACTICAL STRATEGIES

Research shows that students who are engaged in their courses are more likely to successfully complete their course of education. There are many ways to engage your students, from active and collaborative classroom learning experiences to student - faculty interactions. This session will provide general strategies that you can use right away in your teaching.

At the end of the session faculty will:

- Discuss active engagement in the classroom
- Develop a strategy for using active engagement in the classroom
- Identify a technique to incorporate into a lesson

CIVIL AND CONSTRUCTIVE FEEDBACK

In this session, we will learn to give constructive feedback using strength-based language. We will offer strategies for giving meaningful feedback to students and to colleagues in order to improve student work and collaborative working relationships.

Participants will:

- Define strength-based language
- Discuss the use of strength-based language and constructive feedback in different scenarios (classroom, colleagues, personal relationships)
- Discuss non-verbal communication
- Use vignettes and scenarios to practice strength-based language and constructive feedback



CLASSROOM (IN)CIVILITY AND DISRUPTIVE BEHAVIOR

Join us for a discussion of (in)civility in the classroom, and how this impacts the teaching and the learning environment of your students. We will discuss the types of incivilities we see in classrooms as well as some proactive strategies you can apply to your classrooms. We will also discuss appropriate responses to categories of incivilities and share ideas among the group.

Course outcomes:

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

CLASSROOM MANAGEMENT: DEALING WITH THE 8 MOST ANNOYING BEHAVIORS

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

By the end of this session participants will:

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

CLASSROOM MOTIVATION AND MANAGEMENT

This session will give you some tips and tricks to motivate students to perform even better in your classroom. We'll discuss strategies to manage your class and help keep the students motivated, making your job as the instructor that much easier! Please bring your class syllabus so you can copy and paste some of the ideas right into your syllabus.

Participants will be provided with:

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

COPYRIGHT AND FAIR USE

This session is designed to educate faculty about copyright law and applying the law to their teaching and student learning. We will discuss the basics of copyright law, fair use and issues involved with using



copyrighted materials. Scenarios and opportunities to practice will be provided. If you are not sure about some of the materials you are using, bring it to the sessions to apply the four factor analysis test.

Participants will:

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

CREATING EFFECTIVE MINI-LECTURES TO PROMOTE ACTIVE LEARNING

Active learning has been thought to be a replacement for a lecture when in reality active learning benefits lectures by reinforcing the content, concept, and skills. This session will present creating mini-lectures and techniques to promote active learning in the classroom.

Outcomes:

- Define active learning
- Assess the reasoning behind mini-lectures
- Identify active learning techniques

DESIGNING EFFECTIVE POWERPOINTS

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

At the end of the session faculty will:

- Identify the components of effective design in PowerPoint
- Realize how the brain remembers
- Develop slides with effective design

DEVELOPING A CONTINGENCY INSTRUCTION PLAN FOR YOUR CLASS

Each year, we face potential class postponements due to hurricanes, snowfall, illness, conference attendance, etc. Do you have a contingency plan in place for your on-campus or online course? Come to this session to learn how to prep your class for the possibility that campus might be closed due to a hurricane or other natural disaster or that you might need to redirect your class due to illness or travel.

Participants will:

- Develop a communication plan for your class
- Develop activities and assignments students can complete online
- Review tools for recording and delivering video lectures
- Review planning resources



EFFECTIVE MANAGEMENT OF FACULTY TIME AND RESOURCES

In this session, we will discuss strategies for managing your time and organizing your teaching, research and service commitments. We will explore tips and tools to help you manage projects, and help you locate campus resources that can help. When we are over-programmed, we try to multitask--usually at the expense of all our tasks. In this session, we will help you find a better way to manage your workload.

Participants will:

- Identify areas that are “time sinks”
- Discuss flow and the importance of focus and why multitasking is not productive
- Identify campus resources that are available to save you time
- Identify the amount of time spent on teaching, research and service for an average week
- Create a plan to organize your commitments for a semester

ENHANCING INTERACTIVITY IN THE FOREIGN LANGUAGE CLASSROOM WITH MICROSOFT ONENOTE CLASS NOTEBOOK

If you teach a foreign language, odds are that you have been looking for an, easy to use, online tool that will allow you to pair students in private groups to practice their language skills. Perhaps you also want the students to respond to your questions verbally or written. You may even wish to provide video or audio feedback on the students’ responses. OneNote Class Notebook is the answer you have been waiting for.

OneNote Class Notebook provides a platform for you to prepare interactive course content, create and deliver interactive lessons, collaborate with students in an organized manner, and provide private feedback. In this session, we will create a Class Notebook and begin building instructional content that you can use with your students.

Participants will:

- Learn how OneNote Class Notebook enables Foreign Language teachers to prepare interactive course content, create and deliver interactive lessons, collaborate with students in an organized manner, and provide private feedback.
- Learn OneNote strategies that engage students in content, particularly in the foreign languages.

FACILITATING EFFECTIVE DISCUSSION IN THE CLASSROOM

Do you want more discussion in your classroom? Does your classroom discussion feel like it consists of you and a few other students? This session will help you think through the challenges (for both instructor and student) associated with discussion and provide you with several strategies to improve your discussion in a way that fits your teaching style. Participants should bring a current copy of their syllabus and/or a discussion scenario for revision. Be prepared to revise or plan your own classroom discussion. ^(m5)

Participants will:

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



- Develop your own classroom discussion protocols

FINDING VIDEO AND DISCUSSION RESOURCES FOR YOUR CLASS

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

At the end of the session faculty will:

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

FIVE+ ACTIVE LEARNING TECHNIQUES THAT YOU CAN USE TOMORROW

Are you interested in trying active learning in your classroom? Are you looking for new ideas to engage your students? This session will introduce you to five techniques that can be easily implemented and are “low to medium” stakes, meaning that they require smaller amounts of time and energy to utilize in the classroom. This session will discuss types of active learning in terms of purpose and levels of student and instructor engagement.

Participants will:

- Examine research which demonstrates the effectiveness of active learning
- Identify student and faculty barriers to active learning
- Differentiate between low, medium and high stakes as a classification for active learning
- Compare five active learning techniques
- Select an active learning technique for a class

FIVE TOOLS TO GET STUDENTS ENGAGED WITH COURSE CONTENT

Online course content is not limited to online classes. Many of us provide online content to enhance our flipped, hybrid and/or on-campus classes as well. Ensuring that students engage with that online content can be challenging. In this 50-minute session, we will quickly review five tools you can use to get students to engage with your course content.

Participants will:

- Discuss ways to engage students with course content
- Review five tools to encourage student engagement with content
- Practice using at least one of the tools discussed
- Share other tools and ideas

THE FLIPPED CLASSROOM: RETHINKING YOUR CLASS TIME

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



After completing this session, instructors will be able to:

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

GAMES, SIMULATIONS, AND ROLE PLAYING IN THE CLASS

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

By the end of this session participants will:

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

GETTING STUDENTS TO DO THE READING

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

By the end of this session participants will:

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

GROUP-WORK AND QUALITY FEEDBACK MADE SIMPLE WITH MICROSOFT ONENOTE CLASS NOTEBOOK

Providing individual students, and groups, with timely quality feedback is one of the single most important factors for improving student learning. Learn how you can utilize built-in features within One-Note Class Notebook to easily guide students through assignments, scaffold learning opportunities and provide quality feedback to immediately enhance the level of understanding and clarify misconceptions. You can also create private groups for students to work in, but keep checking in to see time and user stamped contributions to ensure group fluidity. Use inking to draw or write over any existing file, or add audio to simply say what you mean. Better yet, embed a quick video tutorial on the student page for immediate, anytime assistance.

Participants will:

- Use built-in features of OneNote Class Notebook to enhance the quality of feedback given to students



- Create private groups for group work
- Practice digital inking techniques for assignment feedback
- Use the audio feature to provide narrative feedback on assignments
- Explore how the audio and video features can be set for providing feedback and scaffolding opportunities

HOW TO GET STUDENTS TO HACK YOUR SYLLABUS

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

In this session, participants will:

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

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

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

Participants will:

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

INCREASING STUDENT PREPAREDNESS USING JUST-IN-TIME TEACHING

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

Participants will:

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

JUST-IN-TIME TEACHING WORKSHOP: CREATE LESSONS TO INCREASE STUDENT PREPAREDNESS

Join us for this workshop class where we will help you design a Just-in-Time Teaching lesson to increase student preparedness. We'll create a JiTT lesson and assessment by using application level questions from



Bloom's Taxonomy. You will be surprised how this evidence-based pedagogical approach can help get your students to show up ready for class with the readings and an assignment completed. Using this approach will help you know what your students do and don't understand before you get to the classroom.

Participants will:

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

LARGE CLASSES: CHALLENGES AND OPPORTUNITIES

What number determines a large class? Research shows that as class size increases there are new challenges an instructor may face. In this session we will discuss the challenges and solutions along with opportunities.

Participants will:

- Define a large class
- Describe challenges you may face in a large class
- Identify solutions for those challenges
- Demonstrate opportunities for a large class

MAKING YOUR LECTURES MORE EFFECTIVE

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

Participants will:

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

PEER INSTRUCTION FOR ACTIVE LEARNING

How do you know that your students are processing and retaining information? Is there a way that you can ensure that all students are conceptualizing what they are learning so they can apply it in different situations? How can you embed a time for this in each class? Active engagement is the key! Join us for research-based solutions to such questions.

Participants will:

- Discuss the benefits of a Flipped Classroom approach
- Discuss the benefits of various research-based classroom engagement strategies
- Participate in some of the engagement strategies throughout the session



- Outline an engagement plan utilizing at least one of the strategies presented in the session

PROBLEM-BASED LEARNING

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

Participants will:

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

PROVIDING CLASSROOM OBSERVATIONS FOR COLLEAGUES

Has a colleague asked you to observe her class? Have you done classroom observations for colleagues but weren't really sure what to look for? Are you unsure what type of feedback to provide for colleagues after you have observed their class? This session will provide a step-by-step guide for performing peer evaluations. You will leave with an evidence-based checklist that you can immediately use for a classroom observation. (Please note that this session is for departmental observations or peer observations outside of CeTEAL. CeTEAL's [instructional coaching](#) programming provides confidential, non-evaluative peer classroom observations. For more information on [instructional coaching](#) email ceteal@coastal.edu)

Participants will:

- Discuss dimensions of an effective classroom observation
- Discuss the uses of peer classroom observation for feedback and evaluation
- Define the three steps to a successful observation
- Define what to do before, during and after an evaluation
- Define how to provide observations out-of-discipline
- Provide effective feedback to a colleague which can be used to document teaching effectiveness
- Apply the classroom observation checklist to an observation scenario

(RE)CONSTRUCTING YOUR SYLLABUS

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

In this session, participants will:

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



SAVE THE LECTURE! USING PAUSES DURING LECTURE TO ENGAGE STUDENTS

Are you looking for a way to reinvigorate your lectures that doesn't involve redesigning your entire course? This session will help you incorporate quick, simple-to-use activities which can be immediately applied in the classroom. Pauses during lecture can be used to get attention, focus/refocus, generate curiosity, build on prior knowledge, scaffold, connect to a topic, connect to other students, review, relieve cognitive load, retrieve information, review, reflect, celebrate accomplishments, and bookend learning.

Participants will:

- Discuss the cognitive science support the use of pauses in the beginning, middle and end-of-class
- Participate in several pause activities
- Reflect on which pause activities are most applicable to their classroom

SIGNATURE PEDAGOGIES:

DISCOVERING AND DEFINING TEACHING AND LEARNING IN YOUR DISCIPLINE

This session will explore the concept of signature pedagogies. Every discipline has unique practices and methods for teachings, ways of thinking and professional practice. This session will challenge you to examine your own assumptions about teaching and learning in your field. Explore scholarly literature and define how you develop disciplinary thinking in your students.

After this session, participants will be able to:

- Discuss signature pedagogies and its three dimensions
- Reflect on the habits of mind and practices around teaching and learning in your field
- Identify journals in your discipline that publish scholarly research on teaching and learning

STRATEGIES FOR ACTIVE LEARNING AND SMALL GROUP WORK

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

By the end of this session participants will:

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

STRATEGIES FOR IMPROVING YOUR END-OF-COURSE EVALUATIONS

Concerned about the quality of your end-of-course evaluations? Looking for other measures of teaching effectiveness to include in your annual report or promotion and tenure file? In this session we will discuss the relevance of end-of-course evaluations and effective strategies for improving your results. We will also explore other measures of teaching and learning success to help present a broader picture of your accomplishments.



Participants will:

- Discuss the role of course evaluations
- Review strategies for improving course evaluations
- Identify other types of evidence and artifacts to document teaching effectiveness and teaching improvements
- Develop an individual strategy to improve end-of-course evaluations

TEACHING STUDENTS TO REFLECT

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

Participants will:

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

10 TIPS FOR IMPROVING ACCESSIBILITY IN YOUR ONLINE COURSE

Under [Accessibility](#)

TIPS FOR STRUCTURING YOUR CLASS TIME

Do you want to learn better ways to plan instruction for each class? We will show you how to structure your classes so you can be more efficient from semester-to-semester, reflect on each lesson and document for teaching improvement. Come prepared with a syllabus, course outline or a topic for a class session that you would like to improve. We will teaching you a structured way to design content for a one-class session.

Participants will:

- Describe the characteristics of a well-planned class session based upon several fields of study
- Develop a lesson based upon a topic or class of your choice to engage students
- Apply a research-based template to a class session or topic of your choosing
- Use a template to plan, reflect and document your teaching

TRANSFORM YOUR STUDENTS FROM PASSIVE TO ACTIVE LEARNERS

How do you know that your students are processing and retaining information? Is there a way that you can ensure that all students are conceptualizing what they are learning so they can apply it in different situations? How can you embed a time for this on a daily basis? Active engagement is the key. Join us for research-based solutions to these questions.

In this session participants will:

- Examine benefits of implementing Kagan Strategies
- Examine benefits of implementing Dr. Eric Mazur's "Four Steps to Active Learning"



- Examine benefits of implementing a Flipped Classroom
- Construct an engagement plan using at least one of the strategies presented in the session

USING CASE STUDIES, SCENARIOS AND VIGNETTES IN THE CLASSROOM

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

By the end of this session participants will:

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

USING EXAM WRAPPERS AND ASSIGNMENT WRAPPERS TO PROMOTE STUDENT REFLECTION

Exam wrappers and homework wrappers are a great way to help students reflect on their performance on an assignment or exam. In this session we will discuss the rationale for using assignment wrappers in the classroom. We will look the components of a wrapper and present several examples from different disciplines. Participants will leave with a list of sample questions for a wrapper and design their own wrapper for a particular assignment or exam.

Participants will:

- Define the purpose of the exam or assignment wrapper
- Articulate the benefits of uses of a wrapper
- Identify uses for the purpose of the exam or assignment wrapper
- Design a wrapper to a selected assignment, test or exam

USING HUMOR IN THE CLASSROOM

Research shows that using appropriate humor in the classroom aides in attention and learning for students. This session will demonstrate the various types of humor to use and humor to avoid. Leave this session with something you create to use in your next class.

Participants will:

- Discuss the benefits for student attention and learning
- Recognize the types of humor to avoid
- Create a product to use in teaching

USING MID-SEMESTER FEEDBACK TO IMPROVE YOUR COURSE

Midterm feedback from students is a valuable tool for faculty members. This feedback can be used for:

- Classroom research
- Understanding student sentiment or opinion
- Assessment and documentation of teaching for annual reviews, promotion and tenure files



When you leave this session, you will take away sample questions for a midterm survey to apply to a course of your choosing. Participants will:

- Discuss reasons to gather midterm feedback from students
- Identify goals for mid-semester feedback for a class or classes
- Review sample questions for mid-semester and relate them to a class
- Describe technology available to conduct mid-semester feedback
- Develop a draft of a mid-semester feedback form for one class

USING STORY TO REFLECT ON OUR TEACHING AND PROFESSIONAL IDENTITIES

What are the teaching stories that you tell in your classes? What are your favorite stories that you tell your colleagues? What story does your C.V. or syllabus tell? What story does our scholarship and service tell? In this session, we will identify and analyze core stories to see how they define us as teachers and scholars. Through this session, we will reflect on our stories and how they build the narrative of our professional lives. Based on Linda Shadiow's book "What Our Stories Teach Us: A Guide to Critical Reflection for College Faculty." This session is useful for those who wish to think more deeply about their teaching and for those who wish to further develop a philosophy of teaching or teaching narratives for promotion and tenure.

Participants will:

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

UTILIZING ECHO360 INTERACTIVE TOOLS TO MAXIMIZE STUDENT ENGAGEMENT

PowerPoint is the chosen presentation tool for a lot of faculty. Did you know that you can use Echo360 to make your PowerPoint presentations much more engaging? In this session, we will explore how the Interactive components of Echo360 can be used to enhance your PowerPoint presentations to increase student engagement. We will also examine the Echo360 class interface, and how you can combine both video and slide presentations to create a complete online class experience. Echo360 integration with Moodle will also be discussed and demonstrated. Faculty are encouraged to bring PowerPoint presentations with them when creating class sessions in Echo360.

Participants will:

- Access the Echo360 website
- Upload and edit slide presentations to add interactivity to presentations
- Learn how to link Echo360 classroom content with Moodle
- Discuss instructional applications for the use of interactive PowerPoint presentations in face-to-face, hybrid, and online course environments

WANT TO FLIP YOUR CLASS? FLIP A LESSON FIRST

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



Participants will:

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

WHAT TO DO THE FIRST DAY OF CLASS

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

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

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

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

WORKING WITH DIVERSE TALENTS AND WAYS OF LEARNING

In this roundtable session, we will explore one of the most important aspects of the university environment - the opportunity it offers all of us to enjoy interacting with a diverse population. We will explore the diversity of CCU faculty, staff and students, and we will discuss ways to take advantage of the diverse talents we encounter every day. We will consider diverse ways of learning and understanding, and we will take a look at the world through different lenses.

Participants will:

- Review demographic data from CCU
- Discuss the many ways in which diversity is manifested at CCU
- Discuss the difference between equity and equality
- Identify resources on campus which support a diverse and inclusive environment
- Identify opportunities to engage in an activity that fosters inclusion and diversity

WHAT VETERANS ON CAMPUS WOULD LIKE YOU TO KNOW

The Office of Veterans Services was created to better serve the growing military related population attending Coastal Carolina University and has been in existence since January 2015. Creation of the Office of Veterans Services responds to the mandates contained in Presidential Executive Order 13607, Establishing Principles of Excellence for Educational Institutions Serving Service Members, Veterans, Spouses, and other Family Members. Commonly called the "8 Keys to Veterans' Success," there are steps that postsecondary institutions can take to assist Veterans and Service Members in transitioning to higher



education, completing their college programs, and obtaining career-ready skills. This training is in addition to the “Green Zone Training” which is available to staff, faculty and students.

How many Veterans do we have on campus? What are the conflicts and wars in which they served? How many service connected family members attend Coastal Carolina University? What are the special privileges Veterans enjoy while attending Coastal Carolina University? What is the definition of Veteran? What is the mission of the Coastal Carolina Chapter of the Student Veterans of America (SVA)? What is the mission of the Office of Veterans Services? Answers to these questions and much more will be covered in this seminar. Presenters include retired Army Chief Warrant Officer Four Dr. Denny C. Powers; Mr. Greg Nance, retired Army; Mrs. Sheila Singleton, spouse of a retired Marine Corps Officer; and selected members of the SVA.

Participants will:

- Meet representatives from the Office of Veterans Services
- Review information about veterans at CCU
- Discuss the special privileges veterans receive on our campus





LEADERSHIP AND SERVICE

ADVISING

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

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

Advisers will:

- Plan and learn how to implement effective advising sessions
- Discuss and develop your approach to your first advising session with a student
- Discuss pre-registration advising sessions, emphasizing tracking sheets and program evaluations
- Discuss techniques to help students take responsibility for their academic plan. Consider having an advising syllabus for your advisees
- Experience what the students see on WebAdvisor and discuss the tools students have been given in their first year at CCU

TRAINING FOR NEW FACULTY ADVISORS

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

In this session, we will:

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

WHO TO CALL: MAKING STUDENT REFERRALS

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

Participants will:

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



BRINGING IN NEW FACULTY: BEST PRACTICES

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

Participants will:

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

BUILDING AN INCLUSIVE CLASS (SPONSORED BY THE SAFE ZONE)

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

Participants will:

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

HANDLING CONFLICT WITH COMPETENCY

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

Participants will:

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

PLANNING YOUR SEMESTER: TIME MANAGEMENT FOR ACADEMIA

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



Participants will:

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

PROJECT MANAGEMENT FOR ACADEMIA

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

Participants will:

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

PROPOSING AND DEVELOPING A NEW GRADUATE PROGRAM

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

Participants will:

- Be aware of current and planned graduate programs at CCU
- Know the internal and external approvals required for new graduate programs
- Identify the academic, economic, and political factors involved in developing new programs
- Determine if their department is ready for a graduate program and identify a target audience
- Know the various delivery methods for graduate education

REACHING A QUALITY (BULLY-LESS) WORKPLACE

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

Participants will:

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

TEACHING ABROAD OPPORTUNITIES

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



Participants will:

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

WORKING EFFECTIVELY WITH INTERNATIONAL STUDENTS

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

Participants will:

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

WRITING THE ANNUAL REPORT

The annual report is an important tool to document the development of instruction, scholarship and service. This session will help you think through the evidence, artifacts and narrative to write a quality report. Although reports differ by department and college we will discuss common elements to a good report. Faculty should bring copies of their department or college annual report form.

Participants will:

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





SCHOLARSHIP AND RESEARCH

BEST PRACTICES IN MENTORING UNDERGRADUATE RESEARCH

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

Participants will:

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

FINE TUNE YOUR RESEARCH WITH KIMBEL LIBRARY'S *DISCOVER!*

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

In this session participants will:

- Learn about *Discover!* and practice using its tools to become more familiar with search functions
- Discuss pros and cons of using *Discover!* for research
- Consider integrating use of *Discover!* into a class assignment

FOCUSING YOUR ACADEMIC PLAN

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

Participants will:

- Identify themes in teaching, research and service to find connections
- Develop an overarching theme and focus areas
- Classify current and near future projects into focus areas
- Create a graphic organizer to visually describe your plan
- Write a narrative to articulate your academic plan including teaching, research and service

GETTING THE MOST OUT OF LIBRARY DATABASES

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



Participants will:

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

INTRODUCTION TO MENDELEY: MANAGING YOUR RESEARCH PROCESS

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

Participants will:

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

QUALITATIVE RESEARCH: CODING AND ANALYZING TEXT

Why should you learn how to code qualitative data? If you have open-ended survey questions, transcripts of focus groups or interviews, student journals, student reflections or other textual data, qualitative coding is an indispensable tool for analysis. Many of us have goldmines of data that go unused. This session is an introduction to the basics of coding and analyzing text in qualitative research. Richards and Morse (2013) humorously advise in their book, *README FIRST: A User's Guide to Qualitative Methods*, "If it moves, code it." While this session will provide a hands-on lesson, it will not write your assessment report or your journal article, and it will definitely not take a deep dive into postmodernist research nor teach you how to use qualitative data software.

Participants will:

- Discuss the types of data for which coding can be used
- Identify the advantages and critiques of qualitative data coding
- Apply a process for initial coding of text to sample text excerpt
- Analyze a sample text excerpt

RESEARCH AGENDA: DEVELOPING, DESCRIBING, AND WRITING

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

Participants will:

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



PORTFOLIOS

BUILDING YOUR PROFESSIONAL PORTFOLIO FOR PROMOTION AND TENURE

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

Participants will:

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

CITATION ANALYSIS: SHOWING THE IMPACT OF YOUR RESEARCH

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

Participants will:

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

DESIGNING AND DEVELOPING YOUR TEACHING PORTFOLIO

Teaching Portfolios create an opportunity for instructors to both reflect on and represent their teaching in rich ways. This session will highlight some guiding principles that will help attendees construct a portfolio. By looking at examples, discussing design elements, and considering the kinds of artifacts typically used to create a complex picture of teaching, attendees will come away with concrete ideas about how to represent the work they do with students. This session is open to the campus community, but might be especially helpful for lecturers who wish to document the teaching central to their positions.

The participants will be able to:

- Articulate the uses and value of a teaching portfolio
- Identify evidence and artifacts that can be used in a teaching portfolio
- Review a template of proposed items for a teaching portfolio
- Relate examples of evidence and artifacts from their discipline and teaching to the template



DOCUMENTING TEACHING IMPROVEMENT

Have you been asked to document improvement in your teaching? Do you want your teaching to be judged by more than your student evaluations or your DFW rate? This session will show you practical ways to demonstrate teaching improvement and effectiveness in a thoughtful, structured, evidence-based manner that uses artifacts from the instructor, material from others, and student and instructor products.

Participants will:

- Discuss an outline of contents for a teaching improvement portfolio
- Identify documents to be used in a teaching improvement portfolio
- Draft a basic teaching philosophy statement
- Respond to several prompts to consider the nature of teaching artifacts and evidence
- Use guiding questions to reflect on their teaching role within their discipline

TEACHING PORTFOLIO WORKSHOP

This workshop session reviews items commonly found in a teaching portfolio. We will outline a statement of teaching philosophy as well as other important sections of the teaching portfolio.

This session is intended for:

- Lecturers considering promotion
- Teaching Effectiveness Institute participants working on the capstone project
- Faculty who are preparing for third year review or promotion and tenure
- Faculty who want to improve their annual report teaching narrative
- Faculty who want to demonstrate teaching improvement.

Come prepared to write!

Participants will:

- Identify items in a teaching portfolio
- Choose items to individualize your teaching portfolio to you and your discipline
- Brainstorm ideas to include in a philosophy of teaching
- Draft sections on teaching philosophy, teaching methodology, evidence of student learning, integration of technology and more

STATISTICAL PRODUCT AND SERVICE SOLUTIONS (SPSS)

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

INTRODUCTION TO SPSS: THE BASICS

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

Bring your data!

Participants will:

- Review the SPSS program



- Discuss any questions they may have about the program

SPSS: FACTORIAL ANALYSIS OF VARIANCE

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

Participants will:

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

SPSS: MULTIVARIATE DATA ANALYSIS

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

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

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

Participants will:

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

SPSS: REGRESSION AND MEDIATION ANALYSIS USING

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

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



Participants will:

- Practice with how to use regression analysis by using SPSS
- Practice with how to interpret the outcomes by using examples
- Practice with how to use Moderator (interaction)/ Mediator analyses
- Discuss any questions they may have about their data

SPSS: REPEATED MEASURES (AKA WITHIN-SUBJECTS DESIGN)

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

Participants will:

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

WRITING CIRCLES

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

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

Participants will:

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

ALL BUT THE DISSERTATION (ABD) CIRCLE

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

Participants will:

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



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

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

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

Each session will include:

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

CORE CURRICULUM WRITING CIRCLE

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

Participants will:

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

MASTER WRITING CIRCLE

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

Participants will:

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



- Complete a paper for publication

PROFESSIONAL ENHANCEMENT GRANT PROPOSAL WRITING CIRCLE

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

Participants will:

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

SCHOLARLY REASSIGNMENT APPLICATION WRITING CIRCLE

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

WEEK 1 – INTRODUCTION OF THE SCHOLARLY REASSIGNMENT APPLICATION

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

WEEK 2 – THE ABSTRACT

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

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

WEEK 3 – ONLINE EDITING

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

STUDY ABROAD PROPOSAL WRITING CIRCLE

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



Participants will:

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



TECHNOLOGY

INSTRUCTIONAL TECHNOLOGY CERTIFICATE



CeTEAL offers a variety of sessions on instructional technology tools and effective strategies for using them. This certificate is designed to acknowledge the work involved in keeping your instructional technology toolbox and skills up-to-date. You can find the complete checklist of required sessions in the [Instructional Technology Certificate flyer](#) online. You can choose from three tracks:

- Technology for Content Development
- Technology for Student Engagement
- Technology for Assessment

ACADEMIC CONTINUITY IN THE TEACHING & LEARNING ENVIRONMENT

The purpose of this workshop is to introduce faculty to the technological tools available for maintaining academic continuity in the times of distress on and around the CCU campus, which may impact the ability for faculty to teach, and/or for students to continue their learning experience. The ultimate goal of this workshop is for faculty to complete an Academic Continuity Plan for one or more class modules.

Participants will:

- Discuss and demonstrate strategies to enhance academic continuity in classes taught through CCU in all modalities, including on-campus, hybrid, flex, and online instructional formats
- Outline the expected instructional responsibilities, as specified by CCU, during times of crisis
- Identify currently available technologies for teaching, learning, and communication along with important processes on and off the CCU campus that will allow for creative solutions for maintaining student learning during times of distress on and around the CCU campus
- Learn of examples for academic continuity on other campuses, and discuss best practices in times of distress within the higher education environment
- Distinguish between critical, essential, and optional Academic Continuity activities, and develop a planning template for these elements within your course
- With the assistance of the instructor, complete an Academic Continuity Plan for one or more designated class modules

ADOBE ACROBAT PRO DC

Adobe DC Pro DC has some good features that instructors may use for various reasons. The “Comment” tools allow several different types of commenting on PDF files. Add sticky notes, highlight text, add a note to text, strikethrough text, insert text as a cursor, record audio, and several others. Create fill in forms that may be saved, make scanned text editable and searchable, combine several documents into one, edit content within the PDF, and more.

Participants will:

- Describe ways to use Adobe Acrobat Pro DC in teaching and learning
- Practice using the various tools
- Create a form
- Save a PDF file that is a combined file

BYOD (BRING YOUR OWN DEVICE) MOBILE DEVICE ROUNDTABLE

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

Participants will:

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

CAMTASIA STUDIO FOR SCREEN CAPTURE

This workshop will cover the basic features in Camtasia Studio 8 for Windows. Bring your own materials (PowerPoint, other documents or web links along with a script) that you would like to screen capture during the workshop.

By the end of this session participants will:

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

CCU TECH TOOLS: WHAT FACULTY NEED TO KNOW

Interested in learning more about CCU technology tools? In this session we will briefly review the basic tech tools faculty need to know to get started at CCU. We will take a look at WebAdvisor, Email, SafeConnect, Echo360, network storage, and more.

Participants will:

- Review a list of CCU tech tools
- Practice accessing or requesting accounts for several tools
- Locate support resources for CCU tech tools

CONTENT CURATION

Content curation is a process of gathering relevant information on a topic in one place. This session will cover some tools for this process and help to develop ideas for use by you and your students.

Participants will:

- Recognize content curation tools
- Create a content curation space
- Develop a plan for personal or classroom use

A CONVERSATION ABOUT SMARTPHONES IN THE CLASSROOM

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

Participants will:

- Discuss the issues surrounding smartphones in the classroom
- Share ideas for managing smartphone use

COOL TECH TOOLS

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

Participants will:

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

ECHO360 VIDEO LECTURE CAPTURE

In this Echo360 session, we will explore the Echo360 Personal Lecture Capture system for recording the computer screen and/or a webcam to create videos for your class. During this class, participants will learn to:

- Download and install Echo360
- Make a recording
- Edit a recording
- Publish a recording
- Add the Echo360 LTI tool to their Moodle Course
- Learn how to import other types of Media into the Echo360 system
- Learn where to find analytics on student viewing

ENGAGING STUDENTS THROUGH INTERACTIVE POWERPOINT PRESENTATIONS

Many faculty use PowerPoint as a tool for presenting important course concepts. Whether you use PowerPoint in class or online, you can help make your presentations more engaging by adding interactive elements such as multiple choice questions, image quizzes and short text responses. In this session, we will cover the basics of how to use the interactive presentation features of Echo360 to build an interactive PowerPoint presentation.

Participants will:

- Access the Echo360 website
- Upload a PowerPoint file into Echo360
- Add activity slides within their presentation
- Discuss various uses for interactive PowerPoints in the classroom and online

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

Using cloud-based products for productivity and collaboration is an important skill for our students. All students have access to Google Drive through CCU Apps. This session will teach you five (or more) things

that you can do with Google Drive add-ons. Topics, which will vary by session, will include items from Google Drive such as Docs, Forms, and other apps. Bring your ideas to share!

Participants will:

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

GETTING READY FOR THE SEMESTER: WHAT FACULTY NEED TO KNOW

This session is your “owner’s manual” for working at Coastal. CeTEAL staff and faculty will provide you with a list of resources and suggestions for getting your semester started successfully. We’ll cover practical items such as requesting your Moodle courses and accessing your rosters, and we’ll talk about the “gotchas” that veteran faculty have learned to avoid.

The participants will

- Access important Coastal websites
- Locate the Faculty Manual, Faculty Guide to Teaching and other important policies, procedures and documents
- Review training opportunities and required training sessions
- Locate important student resources
- Discuss common processes and procedures faculty need to know

GETTING SMART WITH THE SMART BOARD®

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

Participants will:

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

INTEGRATING TECHNOLOGY TO PROMOTE INTERACTIVE LEARNING

Effective integration of technology should allow for interactive learning. Interactive learning engages learners with the content or material as well as with other learners. In this session, we will discuss technologies that aid in this purpose and look at ways to integrate in the classroom.

Participants will:

- Discuss technologies that aid interactive learning
- Select a technology to integrate
- Create a plan integrating a technology to promote interactive learning

INTRODUCTION TO GOOGLE HANGOUTS

This session will introduce you to Google Hangouts where you will learn about using the various features. Hangouts let you send messages, photos, emoji, and make video calls with your friends and family but you could use Hangouts for communicating with your students or attend a workshop or tutorial.

Participants will:

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

INFOGRAPHICS AND DATA VISUALIZATION

Infographics are graphic visual representations of information, data, or knowledge intended to present complex information clearly. In this session, several free tools to create infographics will be covered.

At the end of the session faculty will:

- Identify the purpose of infographics
- Explore various tools to create infographics
- Create infographics

LOW STRESS METHOD FOR MAKING NARRATED POWERPOINT LECTURES

Are you interested in recording narrated PowerPoints to add to your classes? This session will show you a quick and easy way to record narrated PowerPoints with no extra software or hassles.

Participants will:

- Record a narrated PowerPoint
- Convert a narrated PowerPoint to video
- Discuss options for storing and uploading videos

MICROSOFT SWAY: EASILY CREATING ONLINE CONTENT

Are you looking for an easy way for you or your students to create and share online materials? Microsoft Sway is a free, user-friendly application which creates cloud-based presentations, tutorials and interactive online content on most browsers and mobile devices. Sway can be used by faculty and students for professional and personal use. Faculty can use this product to create interesting online resources for their students. Students can use Sway for presentations, digital stories, reports, portfolios, resumes and more.

Participants will:

- Describe Microsoft Sway and its uses of Sway for faculty and students
- Identify devices and platforms you can use with Sway
- Compare and contrast Sway with other tools
- Create a presentation with Sway
- Discuss the pros and cons of using Sway
- Identify resources for help with Sway

MOODLE

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

INTRODUCTION TO MOODLE

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

Participants will:

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

BUILDING A CUSTOMIZED COURSE MENU IN MOODLE

Moodle allows instructors to quickly build customized course menus. These menus can be used to highlight important information, provide links to supplemental websites or add visual interest to your course. In this session we will explore ways to use a customized menu and learn the process for building one.

Participants will:

- Review sample menu types
- Review the settings for the menu
- Build a menu for their Moodle class

BUILDING A MULTIMEDIA LESSON USING THE LESSON TOOL IN MOODLE

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

Participants will:

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

BUILDING A SURVEY IN MOODLE

Moodle provides several options for collecting survey information from students. In this session, we will review the options for building a survey in Moodle and build a survey using the tool of your choice.

Participants will:

- Review the options for collecting survey data in Moodle
- Practice building a survey with the tool of their choice
- Discuss potential uses for survey data

BUILDING AND MANAGING MOODLE TESTS

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

Participants will:

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

BUILDING RUBRICS AND GRADING GUIDES IN MOODLE

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

Participants will:

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

CREATING A STRESS-FREE MOODLE GRADEBOOK

One of the best ways to save time and reduce stress is to create a stress-free Moodle gradebook. In this session, we will look at the best practices for building a streamlined gradebook that is easy to manage and easy for students to understand. Pre-requisite: [Moodle Gradebook \(Basics\)](#) or a basic understanding of the Moodle gradebook.

Participants will:

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

EXPLORING MOODLE OPTIONS FOR ASSIGNMENTS

Moodle offers a variety of tools you can use to create assignments in your classes. Join us in this session as we explore some of the options. We will provide a list of Moodle tools along with the features, pros and cons, and suggested uses for each.

Participants will:

- Discuss desired assignment outcomes
- Review a list of Moodle tools for assignments that best support those outcomes
- Practice deploying tools of your choice

FINDING & INTEGRATING LIBRARY RESOURCES IN MOODLE

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

Participants will:

- Search for library videos, articles and e-books
- Correctly link to resources in Moodle with persistent URLs and proxy authentication for off-site access

IMPORTING TEST QUESTIONS INTO MOODLE

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

Participants will:

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

LOW STRESS MOODLE COURSE DESIGN

This sessions will offer tips and demonstrate tools that can help you reduce the time and stress involved with building and managing your course in Moodle.

Participants will:

- Discuss tips for organizing course content
- Review options for making your course easier to use
- Practice tools that streamline course-building

MOODLE ASSIGNMENTS

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

Participants will:

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

MOODLE COMMUNICATION TOOLS

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

Participants will:

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

MOODLE GRADEBOOK (BASICS)

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

Participants will:

- Navigate the Gradebook
- Create a Category and a Column
- Enter grades directly into the Gradebook
- Review simple gradebook calculations (aggregations)

MOODLE GROUPS

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

Participants will:

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

MOODLE TIPS AND TIMESAVERS

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

Participants will:

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

SETTING UP QUIZZES IN MOODLE

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

Participants will:

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

10 TOOLS FOR ORGANIZING YOUR MOODLE COURSE

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

Participants will:

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

TIPS FOR GRADING ASSIGNMENTS AND DISCUSSIONS IN MOODLE

In this session, we will discuss the tools in Moodle that can help you grade more efficiently. This session does not cover the Moodle Gradebook; instead it specifically reviews the grading functions within the Assignment and Forum tools in Moodle.

Participants will:

- Discuss the challenges of grading Moodle assignments and forums
- Discuss strategies for streamlining grading processes
- Review tools to streamline assignment and forum grading

TIPS FOR STREAMLINING YOUR GRADING PROCESSES IN MOODLE

In this session, we will discuss tools and tips to help you grade more efficiently in Moodle. This session does not cover the Moodle Gradebook; instead it specifically reviews the grading functions within other tools such as Assignments, Forums, Turnitin, Journals, etc. in Moodle.

Participants will:

- Discuss the challenges of grading items in Moodle
- Discuss strategies for streamlining grading processes
- Review tools that can make grading easier

TOOLS AND STRATEGIES FOR CONTROLLING CONTENT ACCESS IN MOODLE

Moodle offers several tools to help instructors control the release of content in Moodle. Content (activities and resources) can be released based on date, user profile, and group membership and/or student performance—such as earning a passing grade or completing a specific activity. In this session, we will explore the tools and discuss the strategies for selective release of course content.

Participants will:

- Review several Moodle tools that govern access to content
- Discuss strategies for effectively managing content release
- Discuss the pros and cons of managing content access

USING THE MOODLE BOOK TO ORGANIZE YOUR ONLINE CONTENT

The Book tool in Moodle is useful for creating a multi-page, multimedia class resource. The Book can be used to consolidate existing text, images, lecture videos, websites, etc. into a cohesive multimedia learning module.

The Book offers benefits to online students and instructors by eliminating some of the most common issues with other types of text documents and by improving course organization/navigation.

Participants will:

- Discuss options for using the Book effectively
- Review the settings for the Book
- Build a sample Book including a variety of content types

USING THE MOODLE GLOSSARY TOOL FOR STUDENT COLLABORATION

The Moodle Glossary tool allows students and instructors to build collections of information such as definitions, image galleries and resource repositories. In this session, we will explore potential uses of the Moodle Glossary tool for student collaboration at the small group and whole-class levels. As we create a group assignment using the Glossary, we will discuss best practices for group work as it relates to this tool.

Participants will:

- Brainstorm ways to use the Moodle Glossary for group assignments
- Review the functions and settings of the Moodle Glossary
- Plan a group assignment based on the Moodle Glossary
- Discuss best practices for creating and managing a successful collaboration

USING THE MOODLE WIKI TOOL FOR ONLINE COLLABORATION

The Wiki tool in Moodle can be used for online collaboration. This session will cover how to create the Wiki and ideas for using, such as group or class note taking, brainstorming, editing documents, create projects/product, study guide, ask and answer questions, and other ideas.

Participants will:

- Discuss ways to use the Moodle Wiki for collaboration
- Review Moodle Wiki settings and management
- As time permits, set up a Moodle Wiki

USING THE MOODLE WORKSHOP TOOL FOR PEER REVIEW

Moodle's Workshop tool is designed to organize the student peer assessment process through a series of stages. Using the Workshop tool, the instructor can set up a submission area for a student assignment, assign students (manually or randomly) to review each other's assignment, and provide a sample

submission to allow peer reviewers to practice. Students can receive two grades through the Workshop tool: one based on their assignment submission and one based on their peer reviewing efforts.

Participants will:

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

USING MOODLE RUBRICS AND GRADING GUIDES TO STREAMLINE FEEDBACK & GRADING

Moodle allows you to create assignments that you can grade with a rubric or a grading guide. Using a well-defined rubric or grading guide can help you streamline your grading and save time. Even if you have a simple checklist for an assignment, you can add feedback you use frequently with one button so you don't have to type the same comments over and over. Moodle will even score your rubric and populate your gradebook. You'll wonder why you weren't using this feature before.

Participants will

- Identify the characteristics of a good rubric
- Create an assignment with a rubric or grading guide
- Re-use rubrics and grading for assignments with the same or similar criteria
- Use rubrics and grading guides to provide overall feedback or specific feedback on each criterion of your assignment

USING MOODLE SURVEY TOOLS TO ENGAGE STUDENTS

Moodle offers several tools that can be used to collect survey data from students. In this session, we explore some ways to use these tools to engage students and help them feel invested in your class.

Participants will:

- Discuss ways to use surveys to engage students
- Generate and share survey questions
- Explore Moodle tools that can be used to collect survey data

USING MOODLE TOOLS FOR PEER REVIEW

In this session, we will explore the tools and opportunities available to provide peer review in Moodle. Moodle offers robust peer review tools such as PeerMark and Workshop, as well as simple opportunities for comments within tools such as the Glossary and the Blog forum.

Participants will:

- Discuss goals for student peer review
- Review the peer review tools in Moodle
- Consider how one or more of the tools might support their goals

USING MOODLE TOOLS TO SUPPORT STUDENT GROUP WORK

In this session, we will explore the Moodle tools that can be used to facilitate group activities. We will look at how to set up and manage groups, and we will explore options for student communication, file-sharing and peer-review.

Participants will:

- Review the process for setting up groups and groupings in Moodle
- Review how to release Moodle activities to groups
- Explore the tools students can use for group activities

OFFICE 365: ONE NOTE BASICS

Did you know that you have access to Microsoft OneNote through your CCU Office 365 account? OneNote will allow you to create interactive digital notebooks that you can use to support learning outcomes across various classroom tasks. You can use OneNote to compile and organize unstructured information, research, and content. OneNote also supports research, collaboration, information management, communication, note taking, journaling, and reflective writing. Consider attending this session to learn the basics of OneNote.

Participants will:

- Learn to create, add, and share pages and content
- Learn how OneNote is organized and how to quickly find materials within notebooks
- Learn ways to utilize digital ink and the replay features within the OneNote app

OFFICE 365: ONE NOTE – CLASS NOTEBOOK

Did you know that you have access to Microsoft OneNote Class Notebook through your CCU Office 365 account? OneNote Class Notebook provides a platform for you to prepare interactive course content, create and deliver interactive lessons, collaborate with students in an organized manner, and provide private feedback. In this session, we will create a Class Notebook and begin building instructional content that you can use with your students.

Learning Objectives:

- Participants learn how OneNote Class Notebook enables teachers prepare interactive course content, create and deliver interactive lessons, collaborate with students in an organized manner, and provide private feedback.
- Participants will learn OneNote strategies that engage students in content

OFFICE 365: SKYPE FOR BUSINESS

Did you know that you have access to Skype for Business through your CCU Office 365 account? Skype for Business is an audio and video web conferencing platform. With this tool, you may schedule a meeting in advance or start one at your chosen time and even record the conference for later use. Skype for Business allows for audience polling and instant messaging during meetings. You may find the built-in desktop sharing feature useful as well. Consider attending this session to learn how Skype for Business can enhance your teaching and learning process.

Participants will:

- Download Skype
- Learn how to use Skype for virtual office hours and mini lessons
- Determine ways to integrate Skype into the teaching and learning process

PODCASTING

This session will introduce you to podcasting and reasons for creating this type of content for your course. By the end of the session, you will have created a short podcast that your students could use for “Snack Learning.”

Participants will:

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

PROVIDING DIGITAL FEEDBACK TO STUDENTS

This session will provide ideas about ways to give feedback to students via digital or electronic means. We will discuss the types of feedback you already provide in your classroom and how to provide that feedback through digital means.

Participants will:

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

RESPONDUS QUIZ BUILDER

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

Participants will:

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

SURVEY OF TECH TOOLS FOR ONLINE LEARNING

Under [Distance Learning](#)

3 IN 30 TOOL TRAINING SERIES

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

3 IN 30: COMMUNICATION TOOLS FOR THE CLASSROOM

Communicating with today's students can be challenging. Have you ever thought about communicating with them in their domain? You will be given a quick demonstration/overview of 3 free, easy-to-use communication tools.

Participants will:

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

3 IN 30: INFOGRAPHIC TOOLS

Infographics are created in a process using data visualization and are intended to present complex data in graphic form quickly and clearly. These infographics can be used to enhance cognition and allow for patterns and trends to be visualized. Explore the possibilities of using these tools in creating assignments for your students. This 3 in 30 session will introduce you to 3 tools that easily allow the creating of an infographic with no data files, your data files or another data source.

Participants will:

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

3 IN 30: PROJECT MANAGEMENT TOOLS FOR STUDENTS

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

Participants will:

- Discuss using project management tools to organize your projects and tasks
- Discuss using project management programs for student groups in the classroom and online
- Discuss the pros and cons of each tool demonstrated
- Experiment with one of the tools discussed

USE THE TEAMMATES TOOL FOR PEER REVIEW

Looking for peer review tools? Attend this session to see if the tool TEAMMATES will work for your peer review needs. Designed and coded by instructors and students, the platform has won awards and is free to use. Some of the features include team evaluations, feedback from instructor and students, downloadable data, reports and statistics, different question types and the ability to reuse questions. No signup required for students.

Participants will:

- Determine if TEAMMATES will fit your peer review needs
- Create a TEAMMATES account
- Explore the features in TEAMMATES

USING ADOBE SPARK TO CREATE CONTENT FOR TEACHING AND LEARNING

Adobe Spark is the web based version of Adobe Slate and Voice. You can create content and share this content in one of three formats. Page allows you to create a story using text, images, and video. This page is then saved as a responsive web page that can be viewed in any web browser. In Post you can create images optimized for social media. Video allows you to create a video using your own images or other images. Add you voice, select background music (if needed) and save and share. You can create individual Pages, Posts, and Videos, or you can use the formats together, including a Post image in a Video, or a Video in a Page.

Participants will:

- Describe ways to use Spark in teaching and learning
- Create an account
- Create content using Spark

USING BEST PRACTICES FOR RECORDING LECTURE CAPTURE VIDEOS

Producing video lectures for your online, hybrid or flex classes is a great way to take expand student access to your content. Posting video lectures in your Moodle course site allows you to share your expertise with online students, provide in-class students with review materials, and open up options for hybrid and flex classes. Personal lecture capture lets you create videos that capture the content of your computer screen along with webcam and microphone input. It can be used to record video lectures using PowerPoint, Prezi, whiteboard or other presentation tools. It can be used to create tutorials that walk students through steps in an onscreen process or navigate students through a course website.

In this session, we will discuss the uses of personal lecture capture and recognized best practices. We will also briefly demonstrate Echo360, a great option for personal lecture capture that you can use on your own computer through a CCU campus-wide license. As time permits, you will have an opportunity to give Echo360 a try.

Participants will:

- Discuss the use of personal lecture capture for developing course content
- Recognize best practices for creating and using lecture capture video
- Discuss accessibility concerns and opportunities for video captioning
- Review basic features available in Echo360 Personal Lecture Capture

USING SCREEN CAPTURE TOOLS TO DEVELOP ONLINE COURSE CONTENT

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

Participants will:

- Discuss the use of screen capture video for developing course content
- Recognize best practices for creating and using screen capture

- Review available tool options for screen capture
- Create a brief screen capture video using one of the tools discussed

USING TURNITIN TO PREVENT PLAGIARISM AND PROVIDE FEEDBACK FOR WRITTEN ASSIGNMENTS

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

Participants will:

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

USING TWITTER IN YOUR COURSE(S)

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

At the end of the session faculty will:

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

WEEBLY: THE MULTIPURPOSE WEBSITE BUILDER FOR ANY DISCIPLINE

Website builders are a great tool for organizing content that can be easily accessed by students. There are many different applications for websites such as class websites, portfolios, and maintaining blogs. Weebly is a powerful tool that allows you to organize your content the way in which you want to organize it. With a simple drag and drop interface, you can have your class resource website, online portfolio, or blog up and running in no time. This session will explore the different options available for creating and maintaining a website in Weebly. Faculty are encouraged to bring course content with them when creating their websites.

Participants will:

- Create a Weebly Education account
- Construct webpages to fit academic needs
- Evaluate the use of Weebly as a classroom resource for portfolios, class websites, and blogs



YOUTUBE FOR CLOSED CAPTIONING YOUR VIDEOS

YouTube provides automatic captioning of videos that have good sound quality, are not too long, pronunciation is clear, and there is not a long period of silence at the beginning. Prior to this session, you will need to create a YouTube account, change your settings to "show automatic captions by speech recognition (when available)", and upload a video to your account.

Participants will:

- Edit closed captioning
- Publish changes
- Download a transcript

