

7-1-2017

CeTEAL News, July/August 2017

CeTEAL, Coastal Carolina University

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Recommended Citation

CeTEAL, Coastal Carolina University, "CeTEAL News, July/August 2017" (2017). *CeTEAL Newsletter*. 14.
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CeTEAL

Center for Teaching Excellence
to Advance Learning

News

Celebrating Five Years of CeTEAL News

July/August 2017

CeTEAL Celebrates Five Years of Faculty Sharing Ideas and Experiences

CeTEAL staff

This issue of CeTEAL News is the final issue of our first five years of publication. To celebrate this milestone, we have pulled together a collection of articles specifically related to CeTEAL's mission of developing teaching excellence.

Some of the best faculty development sessions and consultations we've enjoyed with CCU faculty involve spontaneous discussions and sharing of ideas between faculty members. The ideas shared may relate directly or indirectly to the session in progress, but often the discussion take us beyond the confines of teaching theory or technology innovations.

As anyone who has spent time in a classroom will recognize, teaching and learning often happen in ways that differ greatly from prescribed techniques. Students and classroom environments vary from semester to semester and even from class to class. The way you reach students must be tailored to meet the needs of a specific class or a specific topic. How do you develop a portfolio of teaching strategies and tools to help you address the different needs of your classes?

One good way to learn about teaching is to communicate with fellow teachers. CeTEAL hopes to continue to facilitate these conversations as we help faculty develop learning communities, share teaching successes (and failures) through CeTEAL News, and continue the conversations through programs such as the Teaching Effectiveness Institute.

Please take a moment to read what faculty and staff have shared over the past five years, and please consider sharing your own stories, experiences, tips and ideas with us. To learn more about writing an article to share, contact Tracy Gaskin at cealnews@coastal.edu.

The Perils and Power of Storytelling

Jonathan Trerise

A legendary story about the philosopher Immanuel Kant is that he was so strict and regimented that his neighbors would set their clocks when he was on his afternoon walk. Does this indicate that he was a...

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Meeting the Needs of Diverse Learners

Jamia Thomas-Richmond

As the number of students increases on campus, so does the diversity of the student population. According to the mission of Coastal Carolina, the University "seeks to develop students who are both knowledgeable...

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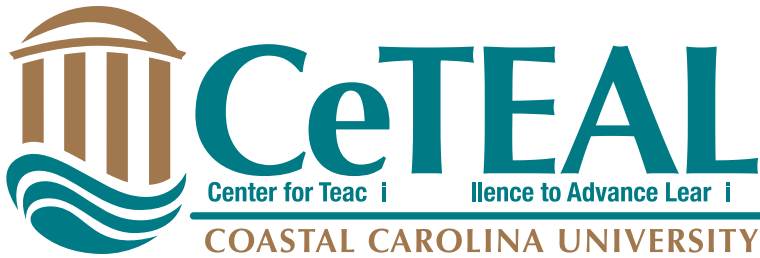
Strategies for Promoting Student Learning

Mary Fischer

There is a serious discrepancy between students' and professors' expectations regarding the level of effort that is required to be a successful learner at the college level. The Higher Education Research Institute....

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Professional Development Opportunities

Teaching Effectiveness Institute (CeTEAL Certificate Program)

The Teaching Effectiveness Institute (TEI) is designed to help faculty develop evidence-based skills of effective teaching. The institute focuses on aspects of effective classroom teaching, such as developing effective lessons, engaging students, managing the classroom, assessing student work and integrating technology.

Assessment Institute (CeTEAL Certificate Program)

CeTEAL's Assessment Institute is designed to meet the needs of those seeking more information on assessment, such as collegewide assessment coordinators, department chairs or faculty who are interested in classroom research. This program takes a hands-on approach and walks you through the process of developing an assessment plan.

Distance Learning Institute (CeTEAL Certificate Program)

Our Distance Learning Institute (DLI) is designed to provide the information needed to build and manage successful online classes. In addition to required courses, the institute includes a variety of elective sessions to help faculty address areas of particular interest or concern.

Instructional Coaching (CeTEAL Certificate Program)

Instructional coaches provide a vital service by helping fellow faculty improve their teaching through an observation process that is strength-based and confidential. CeTEAL's Instructional Coaching program provides participants with a process and protocols for conducting classroom observations and providing constructive feedback and recommendations.

“The writing circle’s motivation, support and structure allowed me to write more productively than ever before. The writing techniques and strategies provided at the meetings made me feel much more confident as I worked to refine my argument.”

-Elizabeth Howie

Writing Circles

Writing Circles are more than just a time to get together and write. Each circle has incorporated a process to complete a written document or presentation. The circles require a commitment from the participants to attend the sessions and complete the assignments given. Each participant is given an opportunity to develop his or her ideas for a project and is provided with strategies and tools to help complete the project. As part of the process, participants have the opportunity to receive strength-based feedback from their peers.

Master Writing Circles

At the request of faculty, CeTEAL expanded its Writing Circle program to include a Master Writing Circle. The Master Writing Circle allows those who have “graduated” from a Writing Circle to continue to take advantage of the structure and process the circles provide. In the Master Writing Circle, participants work on completing writing projects while enjoying support, accountability and feedback from colleagues.

Instructional Technology Certificate - **New for Fall 2017!**

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.

Register for these sessions at www.coastal.edu/ceteal.

FROM THE DIRECTOR

Jenn Shinaberger, M.S.Ed., MPIA

So many times we hear that university faculty teach classes the same way they were taught hundreds of years ago and that colleges have not changed. Looking beyond this broad brushstroke, you will find faculty at CCU who are engaging with and challenging their students.



This newsletter was started with the purpose of highlighting faculty who are doing innovative and interesting things in their teaching, research and service. One of the coolest things about working in faculty development is that we get to see what faculty are doing all over the University, not just in one department or college.

In this issue, you will read about storytelling, role playing, team-driven learning and simulations in the classroom. There is advice on how to engage students during the first days of class with icebreakers and how to let students influence course content for increased engagement.

In addition to faculty highlights, we have included articles from faculty and staff with advice or services for faculty such as teaching in a diverse classroom, mentoring students, and using new strategies to promote student learning. We have also included reflection pieces from faculty who have taken the Teaching Effectiveness Institute and Instructional Coaching certificate.

With this issue, our CeTEAL newsletter turns 5 years old. Instead of one topic or theme, this edition of the newsletter is a curated list of some of the best articles from the past five years. There were so many great articles that we loved, we could not include them all, as it is, we had to expand to 12 pages to fit more.

-Jenn

Five Years of Faculty Focus

The Perils and Power of Storytelling

Jonathan Trerise, assistant professor, philosophy and religious studies, Edwards College of Humanities and Fine Arts



A legendary story about the philosopher Immanuel Kant is that he was so strict and regimented that his neighbors would set their clocks when he was on his afternoon walk.

Does this indicate that he was a tedious person and philosopher? Perhaps. But he was also a pool shark, and his classes were packed, standing room only.

Are you more ready to read and learn about Kant because of what I've just told you? That kind of storytelling is one way I try to make what students are learning more accessible. The philosophers who we studied were people with their own quirks and interesting histories, so why not try to draw students into their lives and their stories, and hope thereby they'll be more involved with what they're reading and learning?

The story about Kant is useful, in particular, because his writing is so difficult and at times tedious that it reflects those aspects of his character. Yet what he was working on was so revolutionary and of such deep significance to human life, that we can also see the other, magnetic side of his personality shining through. Kant's particular quirks, then, provide a place from which to marry deep philosophical ideas and arguments to common everyday experience.

But it is not only the stories of famous philosophers that I use in class. Personal stories, I've found, make the work in my classes more accessible to students. Philosophy has an air about it that can be intimidating and off-putting. Philosophers do, too. I try to dispel this by bringing my own humanity to the fore through my own stories. It's well-known that humans are drawn toward the telling and hearing of stories, so I'm inclined to believe that storytelling is a crucial part of making philosophy understandable to students.

But I have some heartache over this methodology, for three reasons: 1) the students begin to focus so much on the stories that they sometimes might distract from our material; 2) students begin to treat me less seriously as a professor—there's more chit-chat in my classrooms as they joke with or relate to each other about the stories; and 3) as I tell the stories each semester, I get shorter and shorter on time because I'm always adapting to new classes and students. My passion for telling successful stories, that is, has meant less time in the classroom for material as other, new challenges arise with each new class.

I don't have any solutions, but I'm pretty confident that the solution is not to eliminate the stories. I've seen too many students get interested who initially weren't or invest themselves more than they already were, in part, because of these stories. Philosophy, and, I gather, other disciplines are simply more accessible to students when told with personal and historical stories as color along the way.

Role-Playing Games and Intrinsic Motivation in the Classroom

Alex Hogue, lecturer, languages and intercultural studies, Edwards College of Humanities and Fine Arts



Like most people of my generation, I grew up playing games at home in my free time, as well as in lessons at all levels of schooling. While I enjoyed both learning and games individually,

educational games, regardless of level or subject, most often presented a traditional activity skinned with the context and mechanics of a game offering little link between the academic exercises and the narrative and ludological experiences that were supposed to make the work more fun. Inspired by these experiences to implement more effective pedagogical play, I have created games for my German classes based on the model of tabletop role-playing games (RPGs) where the game involves navigating structured conversations that lead students to

use the language creatively to achieve the lesson's pedagogical goal.

In lower-level German classes, students play roles and converse in a series of highly controlled situations that elicit particular vocabulary and grammar usage and build to a more comprehensive, less constrained role play. While not built on direct competition, these RPGs offer proceduralized, rule-based interaction governing what a student can and cannot do or say, and offer many potential outcomes for each situation. A unit on travel and tourism, for example, would include several groups of students negotiating how to travel to a city and what to see there, while simultaneously attempting to achieve a series of secret goals printed on each role card. Each set of goals varies in nature, and students are able to substitute their own, all while being encouraged to compromise in completing their task. Games such as these, naturally, do not have a winner; rather, they offer students personal challenges and the ability to tailor the challenges to their own interests.

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

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

Five Years of Faculty Focus

Break the Ice and Get to Know Your Students

Dianne Mark, professor; foundations, literacy and technology; Spadoni College of Education



It is a good feeling for students to be recognized and known by teachers, whether they are in first grade, 12th grade or a college sophomore. It is important to familiarize yourself with your students, either by knowing their

names, their involvement in school clubs or their membership on an athletic team.

At the beginning of each semester, besides taking time to go over the syllabus and assignments, I purposely find ways to get to know my students. I actually begin this process before the first day of class. Once I get the list of students enrolled in my classes, I develop a spreadsheet with the following information: name, hometown, adviser, major, gender, status, phone number and email. I also practice pronouncing unfamiliar names. By the first day of class, I already know a lot about my students. This spreadsheet is something that benefits me, plus it makes for a great reference throughout the semester. I also may use this information for placing students in interactive groups.

During the first class, I use my initial icebreaker, "Commonalities and Uniqueness." In this activity, I begin by having students complete an index card asking the following questions: high school (city/state), favorite music, favorite television show, recent movie watched at the theater, purpose for taking my course and three things that make them unique. Then I divide the class into four to five groups of five to six students per group. Again, they identify three unique characteristics, but they cannot be the same characteristics as anyone in their group. This allows for a lot of conversation within the groups and a chance for them to become acquainted. The second part of the icebreaker is for the group to identify three things that they have in common. Finally, they come up with a group name based on those commonalities. The entire activity takes about 45 minutes, which includes introducing each

group by highlighting some of the group members' unique characteristics. I also take time to tell them about me and allow them to ask me questions. A second icebreaker, which is given on the second day of class, builds upon the information from the first icebreaker. The icebreakers are one way to encourage team building and student interaction.

As we all become more familiar and comfortable around each other, students tend to speak up more in class, ask questions, and come to class better prepared.

—Dianne Mark

Throughout the semester, I engage students in many group activities, and they are expected to address each other by name. As we all become more familiar and comfortable around each other, students tend to speak up more in class, ask questions, and come to class better prepared.

Team-Driven Learning Benefits Students

Paul Richardson, professor, chemistry and physics, College of Science



I have been at Coastal Carolina University more than nine years teaching upper-level chemistry and biology classes. Upper-level sciences classes like biochemistry are very daunting with the amount

of material that is covered in the class and the synthesis of material that is required to be successful on the exams and assignments. I believe the best way to master this material and the critical-thinking skills desired are for the students to learn how to communicate effectively in small groups.

The first task is to try to set up a classroom atmosphere where the students know they will have an active dialogue with the professor to discuss ideas. In order to create

this, it is important to let the students know that an incorrect answer is often more valuable than a correct one. You also need to develop a level of trust with the students where they understand there are no consequences for wrong answers and that these discussions are often material that will be on quizzes and tests. Once they realize the importance of working through these answers in a group discussion, it is often better, in terms of their grades, if they are willing to have discussions in the classroom.

To help them work through the material better, I put them into teams of two or three students. These groups work together on all quizzes, laboratories and assignments. This allows the students to divide up the material to cover and help teach each other the material. In essence, they learn to communicate with each other to help distribute the workload of material and become self-teachers. During the past few years, my students have consistently scored in the top 25 percent (class average) on the standardized American Chemical Society Biochemistry exam.

In the laboratory, the students also must work in the same teams to accomplish assigned tasks. Each member of the team is assigned a role and must work with the team to accomplish the lab. The entire lab is a result-driven process in which they have a task to complete by the end of the semester; similar to a setting in an industrial laboratory. Communication and results are a big determination in their grade. Weekly sit-down meetings are required, as well as written weekly lab notebooks, and the project ends with a written report that covers the entire work accomplished and discussion of results and errors.

This team-driven learning is a very popular teaching methodology. It helps students take a more active role in their education. More importantly, it helps them develop communication skills that are paramount to success in professional schools. In a meeting I recently had with a professor at a medical school, he told me the No. 1 reason that doctors failed in medical school and in their profession was lack of communication skills. That is why I try to make my students work together to overcome obstacles in the classroom, because it will give them the tools to overcome obstacles when they leave.

Five Years of Faculty Focus

Meeting the Needs of Diverse Learners

Jamia Thomas-Richmond, assistant professor, educational foundations, Spadoni College of Education



As the number of students increases on campus, so does the diversity of the student population. According to the mission of Coastal Carolina, the University “seeks to develop students who are both

knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective.” To fulfill this commitment, faculty must work to create a learning environment that is student-centered and culturally responsive to all students. This means that faculty should consider their own knowledge, perceptions and understandings of diverse cultures. It also involves using the cultural backgrounds of the students in your course as strengths and supports to the curriculum. Here are some tips for creating a culturally responsive, student-centered classroom:

- **Know your students**

As you learn more about the students in your courses, you begin to know more about their diverse backgrounds, learning preferences/interests and their academic strengths/needs. Using this information, you can effectively plan instruction and course activities to create a classroom that places the students at the center. Making connections with the students on this level also increases the probability of retention of students.

- **Understand the role of culture in the process of learning**

Culture, learning and intelligence are intertwined and cannot be separated. Different cultures teach in different ways. Over time, students have developed certain “cultural tools” with which they learn, access and express knowledge. Allow students to use all of their “cultural tools” in your classroom.

- **Support multiple learning preferences**

We all have preferred methods of learning.

We each receive and process information through different modalities. Use various modalities in the learning environment to present course content. Preferred modes of learning should also be used to develop course activities and assignments through which students respond to the content.

- **Include multiple perspectives**

When presenting course content and supplemental materials, include information that presents multiple viewpoints of the content. Allow students to see/hear multiple perspectives, realities and complexities to develop a broader view of the topic.

- **Use culturally relevant resources**

In planning course curriculum, use a variety of resources (e.g., literature, art, music and websites) that reflect the learners in your course. Students need to see others like themselves in textbooks, videos and historical events. Students make meaningful connections to the content and achieve at higher levels when this occurs.

Connecting with a Classroom of Diverse Student Identities

Robert Jenkot, associate professor/chair, sociology, College of Science



Classes at a university should be challenging. Most academic areas do more than challenge a student’s scholarly ability, challenging their existing political interests, their religious identities and their understanding of

the world around them. The challenge to educators is to connect with a classroom of students who represent a variety of social, political and economic identities. How do you connect such disparate people to a single body of material? One method is to include a variety of texts, visual cues and examples that demonstrate how the course material is connected to the variety of identities of your students. This is how you create an inclusive classroom.

For example, when I teach a course on race and ethnic relations, there are students who

have never felt the brunt of racism or discrimination, while others have.

Alternatively, when I teach a class on gender, there are students who have never felt at risk walking to their cars at night or have never had to worry about avoiding date-rape drugs. In addition, when teaching about crime, there are students who have never experienced gangs in their schools, while others have. I have to demonstrate how the class materials affect each student, regardless of their experiences.

Creating an inclusive class begins with preparation. What texts do you choose to use? If you are teaching British literature, do you include the voices of gay authors? Do you use this part of the author’s identity to help the students understand her/his point of view? Alternately, in sociology, the bulk of early theorists were white males. Do you make that point relevant to your students? Granted, some classes lend themselves more easily to such inclusion. I would expect that a course in general chemistry might lack such variety in texts/examples. In any event, taking some time to consider the authors (and contributors) to the texts we use is important.

When you construct your syllabus, have you considered any statements to let students know that their various identities and experiences are welcome? Lynn Weber from the University of South Carolina at Columbia constructed a set of “Ground Rules” for class. In part, Weber’s rules include statements about racism, sexism and homophobia. I include her rules in my syllabus when I teach courses on race, ethnicity and gender, and then I take a bit of time on the first day of class to see if the entire class is OK with the rules. On day one, the discussion begins, and students with varying identities are welcomed. I am sure there are many existing sets of rules that can be tailored to your specialty. Such clear statements tell students that their experiences matter, and their identities are welcomed in the class.

The final major component in an inclusive class is the day-to-day management of the class. Reflect on your assignments. Do they encourage exploration of one’s own experiences as they relate to the class material? Do you guide discussion toward inclusiveness when a student utters an offensive word? These are but some aspects of creating an inclusive class.

Five Years of Faculty Focus

New Teaching Methods Bring Exciting Results

Brett Simpson, associate professor, chemistry, College of Science



In order to continuously improve and evolve your teaching skills, it is important to try new teaching methods. New technologies and research on best practices can provide ideas for change. Consider

the tips below as you make changes to your teaching.

Recognize that Failure can be Exciting

The learning and incorporation of new teaching methods into your classroom can provide an increased excitement about teaching. Part of that excitement will be seeing the new method increase student learning which will provide you with a sense of accomplishment. The other exciting part, which may seem odd, can be the failure of a new teaching method in your classroom.

There will always be times when things go wrong in the classroom, and you should never dismiss a new teaching method for fear of that occurring. Failure will allow you to reflect on what went wrong and to work on generating new ways to resolve issues with the method, ultimately improving your ability to handle problems in the classroom. Regardless of success or failure, trying new things will help you avoid falling into the trap of complacency and boredom with your teaching.

Keep the Changes Small

When trying new methods, focus on small changes over the long term. Trying out a new idea for one day of a class will not require a large time commitment and will not have a dramatic impact on student learning should the process fail. If the idea is successful, you have learned what can work, and you can choose to incorporate the method into future classes. Keep in mind, you should avoid trying to incorporate the new method into more classes than you have time to prepare. As you make more of those small changes across each semester, you will begin to see a much larger change in your teaching.

Share Failures and Successes

Always share your failures and successes with colleagues inside and outside your department. There will be some faculty who have absolutely no interest in the changes you are making, whether successful or not. However, you will find numerous others who will be just as excited as you about your failures and successes. They will want to discuss solutions to failures, how to incorporate your successes into their classes and even newer ideas for teaching. These faculty will be a core group that will provide you with new and fulfilling approaches to the ways in which you teach.

Experiential Learning through Simulations

Dave Doerring, lecturer, management and decision sciences, Wall College of Business



The use of simulations, in training and education, is not a new concept. Situational role playing has been a method of simulating real life experiences for business professionals in training, as well as

college students, for decades, if not longer. Simulations and role playing can create realistic experiences, and that is why I use them for training and education. Simulations not only create the opportunity for application of current knowledge, from past courses and experience, they can lead students to new knowledge and experience. In addition to creating an opportunity to apply and train, simulations and role playing can be excellent tools for assessment of learning outcomes. A student's learning can be measured by how well they perform on complex simulated tasks and presentations.

The first time I encountered simulations was in 1989. I was enrolled in an international business management course, and my professor asked all of our class to go and try a game called "Airline" that was loaded on the new Macintosh computers in the computer lab. The simulation was a blast! You would be given some startup capital and then you decided how to build and deploy aircraft and airport facilities around the globe, to

grow your firm. The simulation was you vs. the computer, but because you received a score, you could compete with other students to see who got the better score. The competition drove all of us to keep playing well beyond the end of that course. We even had a student competition to see who could score the highest. Because simulations are often similar to games, it is easy to get students involved and spending time in the simulation.

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

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

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

Five Years of Faculty Focus

Engaging Students with a New Teaching Style

Brandi Neal, lecturer, interdisciplinary studies, University College



When I was asked to teach the Introduction to Women's and Gender Studies (WGST 103) class this semester, I was pumped. The University College had just received a new director of Women's and Gender Studies

who came en fuego with ideas for the program. Additionally, the political climate of the United States was ripe for discussion on the topics we would cover in the course. I looked forward to stimulating discussions and to providing a platform for students to give their opinions in a safe space. Imagine my disappointment when, in the first two weeks of classes, less than 20 percent of students had done the reading on a given day, only two students seemed to be consistently engaged in our discussion, and students in the back of the room were falling asleep. As a teacher who prides herself on her panache and keeping a hot classroom, I could not abide this development.

I enrolled almost immediately in the Teaching Effectiveness Institute, and in the first session, I was smacked in the face with the problem in my WGST course. I am an insufferable know-it-all. That is, after taking the Grasha-Riechmann Teaching Style Survey, I learned that instead of the "facilitator" that I had assumed was my style, I was an "expert." Briefly, I was forced into an existential teaching crisis. Was I really an expert? I couldn't be—my case of Imposter Syndrome was chronic. Yet when I thought more closely about it, I had to admit I was indeed an expert. If a student was brave and tried to test me or disrupt my classes, I had always shut the behavior down with logic and superior content knowledge. The technique that had helped me maintain authority earlier in my career was now a method that worked against me. It had formerly helped a young, female graduate student who is a person of color have confidence in a room full of students not much older than she. But as I gained confidence in my years of teaching, my

teaching style probably scared freshmen to death. Many students, even upperclassmen, call me "Dr. Strike."

So, indeed, I had to reassess my methods or we were going to have a long, excruciatingly painful semester in WGST 103. I hesitated to attempt a brand new teaching style one month into the semester, so I came to a middle ground. I sought exercises that would push students into activity, yet I would be positioned still as an authority/facilitator. I got the students up out of their seats; students physically moved individually around the room and in groups. Perhaps my favorite activity was the popular "Who to Leave Behind." In this exercise, students were faced with the end of the world and had to choose four of 20 individuals who had to stay behind on Earth and endure its destruction. Those who could be left ranged in age, gender, sexual orientation, occupation and experiences.

Teaching effectiveness may not only be measured by grades and content mastery, but in the changing mood and receptiveness of the students.

—Brandi Neal

For this assignment, students in the class had to make difficult choices, understand why they made them and defend their choices. Each student had a list where they marked who would live, and the class had to reach a consensus on who to leave behind. Luckily, I was the expert who was already on Mars and was merely directing and observing the discussion. During this exercise, the talkative students were useful. When a talker agreed with a quieter student, the quieter student gained confidence in his/her choice. Students were engaged with each other after sitting together in dullness for the first few weeks of the semester. This exercise also revealed the class as the safe space I was hoping it to be. I continued using more kinetic activities; so much so that students in the class began asking if I would be supplementing their discussion with an activity.

I suppose the moral of the experience is to be flexible and seek out methods that suit the dynamics of your class situation. Teaching

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

Engaging Students through Trivia

Miranda Brenneman, assistant professor, psychology, College of Science



I've started using trivia as a way for students to review for tests. Not only do students get a review session, the winning team gets a few points of extra credit. I switch the teams up before every test so it's not the same team

winning every time. Distributed study has been shown to be more effective than cramming for tests so no books or notes are allowed during the game to motivate students to study for the trivia review in addition to studying for the test.

The game is played similar to "bar trivia" with all teams answering the same question by writing their answer on a slip of paper and wagering predetermined point values. I typically have time for two rounds of three questions per half with a multi-step answer required for the half-time and final question.

What I love about the final question is that even a team that has performed poorly still has a chance of winning in the end. While this may seem unfair, I think it keeps students on these teams from checking out and not trying just because they've fallen behind. It's trivia, after all, and these kinds of upsets make the game fun. Studying the material and a little bit of strategy can go a long way.

Five Years of Faculty Focus

Locating Strengths and Weaknesses through Assessment

Ellen Arnold, assessment coordinator/senior lecturer, English, Edwards College of Humanities and Fine Arts



A common misconception about program assessment is that publishing evidence of weaknesses in our students is something to avoid. The truth is, identifying student weaknesses through

assessment offers exciting opportunities to shape and direct our teaching toward the very areas where students need the most help. In the Edwards College of Humanities and Fine Arts, we have made a concerted effort not only to locate strengths and weaknesses through assessment, but also to test focused solutions to challenges once they are identified. Let me offer just a few examples:

Philosophy found that its students were consistently having difficulty understanding and responding to arguments. A faculty member developed a series of exercises that encourage students to paraphrase the arguments that they read, along with their own responses to them, in the form of a four-sentence dialogue starting with: "They say _____. I say _____." The exercise encourages students to imagine the arguments in dialogue with one another, thus helping them to see the real need for addressing opposing arguments through refutation or concession, while supporting their own with substantial evidence.

The first-year composition program in English discovered weaknesses in ENGL 101 and 102 students' higher order critical-thinking skills. In response to this finding, the composition committee is developing an online component to the courses that will ensure that students receive consistent, targeted instruction and practice in these and other crucial skills.

Visual arts' assessment of its students' sophomore work revealed that their mastery of foundational skills varied widely from student to student. The department

designated a coordinator for the foundations courses who has worked with a committee of faculty to completely revise and align all the foundations courses.

Will these efforts to improve student learning pay off in improved assessment results? Only time and continual assessment will tell. But if they don't, be assured these programs will go back to the drawing board to find better ways to improve learning for students. That is, after all, what assessment is all about.

Mentoring and Building Relationships with Students

Emily Crookston, former lecturer, philosophy, Edwards College of Humanities and Fine Arts



When I first sat down to write this piece, I thought to myself: "What do I know about mentoring students?" I teach mainly core courses, PHIL 102 (Intro to Ethics) and PHIL 101 (Intro to

Philosophy), to mainly first-year students, who don't need mentoring so much as corralling. But then I realized I'm actually the best person to write this piece. First, even though I don't usually spend time discussing with future grad students how to add the appropriate amount of jargon to a writing sample or how to write a killer statement of purpose, I do spend a lot of time thinking about building relationships with students. Part of the reason I spend a lot of time thinking about it is because I enjoy connecting with students. It is some of the most satisfying work I do.

Second, I have been successful at connecting with students. Many of those intro students return to my office later (sometimes years later) looking for help with work for other classes, asking what upper-level classes I'll be teaching, hoping to do an independent study, or just wanting to chat about life. I have had spontaneous, hours-long conversations (often after teaching four back-to-back classes) with curious and passionate students about everything from the existence of God, to the morality of prostitution, to the plausibility of

various conspiracy theories and the value of ancestry.com.

Now, don't get me wrong—I'm not saying that any of the above makes me somehow extraordinary. The majority of professors I know connect with their students in these and similar ways. What is special about me is that I (like most philosophers) am a misanthrope.

So, in case you were thinking that connecting with students requires some kind of bubbly, warm and fuzzy personality, it doesn't. You might also think it has something to do with the material I teach: "Sure, connecting with students is easy when all she does is spout off opinions and talk about the meaning of life. But let's see her connect with them while teaching the quadratic equation." While I accept that every discipline has unique teaching challenges, I can assure you that very little bonding happens as a result of talking about Kant's Categorical Imperative.

The key to building relationships with students is simple: Be genuine. Be transparent. Be respectful.

Using Triangulation to Review Assessment Data

Jean French, assistant professor, computer science and information systems, College of Science

When assessing learning outcomes, it is not important to just gather data, but also different kinds of data, to get a more realistic view of the assessment results. This strategy is called triangulation. There are two main types of data: direct and indirect. Direct data is certainly the easier to interpret as it is based on fact. Direct data comes from sources such as examinations of course content, simulations and portfolios. Indirect data comes from more opinion-based sources such as focus groups and written surveys.

In order to achieve triangulation, each learning outcome is measured using a minimum of three data sources, and at least one data source must be of the direct data type. By using triangulation, we reduce the chance of making decisions based on assessment data that is skewed by one particular data type or perhaps by anomalies that might occur in a particular data source.

To see a full review of the assessment strategy of the Department of Computer Science and Information Systems, please visit ww2.coastal.edu/jennis/assessment.

Five Years of Faculty Focus

Allowing Students to Influence Content Leads to Engagement

Sharon Gilman, associate professor, biology, College of Science



One way to make content more engaging is to give students some say in it. I teach Evolution and Vertebrate Zoology, upper-level classes, populated by 20 to 40 junior and senior biology and marine science majors, mostly.

Both subjects are huge, so there's no way we could ever cover everything just in our textbooks, so I don't worry too much about time. (By the way, doesn't "cover" mean "to hide from sight or knowledge"?)

One way I let students influence content is to offer an ongoing extra credit assignment. At any point, students may bring in current news related to class. They get two points extra credit each, for a maximum of 10 points over the course of the semester. These items can be something they heard on the radio, saw on TV or in a newspaper, or from websites. If it's a website, I pop the site up at the start of class and have the student who sent it tell us the story, or we do it without the visual aid if there is none. And if it's a particularly shy student (I'm sympathetic to them. I was one!), I'll do most of the talking.

Students seem to really like this, and it serves several purposes for me. First, it demonstrates to the students that biological research is a living, breathing thing, happening now, and it's interesting! Second, since I am not an active researcher in either evolution or vertebrate zoology, it helps me keep up with advancements in both fields and provides examples outside the text. Finally, this exercise sometimes provides me with interesting video snippets for my slides the next year. There's no way I'd have time to hunt those down, but the students find some great stuff. In fact, sometimes I'll let a really good video clip count, even if it's not exactly news. It's really helpful!

And best of all, sometimes I'll walk into class and there will be a student excitedly sharing

some cool thing he or she found. The opportunity to inspire that kind of self-motivated enthusiasm is really why I teach.

Instructional Coaching Process Encourages Sharing and Growth

Wes Fondren, assistant professor/chair, communication, languages and cultures, Edwards College of Humanities and Fine Arts



We teachers can be arrogant. After all, crowds gather several times a week to hear us illuminate mysteries and provoke insights (we hope). Publishers print our thoughts for the world to read (again, we hope).

So a sense of self-grandeur is almost an occupational hazard.

My own arrogance rears its head when a student text messages in class. Something sudden and deep in me says, "These are pearls of wisdom I'm hurling here. How dare you discard them!" And yet, in the middle of my arrogance, my insecurity is laid bare.

It is an odd pairing, self-exaltation and self-doubt. No one warned me in graduate school about this emotional seesaw. I assumed a Ph.D. was the cure. Some of you share in this affliction. The good news is that I found a balm—it is not a cure, but it helps.

The temptation is to isolate: Carve out my niche, keep to myself and manage my domain. When a colleague wants to see my syllabus or visit a lecture, part of me recoils. What if I am found out? What if my pearls of wisdom are fake?

A mentor and close friend of mine is still teaching after 33 years at a large university. He is an endowed chair of teaching with piles of grants and publications. Yet my favorite topic to hear him discuss is his insecurities.

Isolation is the temptation, but the opposite can bring relief. When I first signed up as an instructional coach, it was mostly for selfish reasons. "I could coach myself," I thought. What happened instead was much more surprising and healing.

Whenever a colleague risks having me sit in on their lecture, it is freeing for me. I always learn from both the lecture and the teaching style. Sending the teacher a report afterward is part of the process, which might sound unpleasant. It is actually a wonderful opportunity to point out what was done right. Often the colleague seems shocked at her or his own skill.

When I first signed up as an instructional coach, it was mostly for selfish reasons. "I could coach myself," I thought. What happened instead was much more surprising and healing.

—Wes Fondren

Each year, my mentor works on improving one aspect of his teaching, even after 33 years. That gives me hope. It encourages me. The same happens when I visit a colleague's class. Isolation is held at bay, and we share with each other our vocation and the desire to be better. And, for a while at least, the two of us slow that nagging, tiresome seesaw.

CeTEAL Needs You!

CeTEAL's mission is to support CCU faculty as you deliver excellent teaching across all disciplines. In order to successfully serve faculty needs, we need to hear from you.

We value faculty input and would like to know more about your interests and concerns. Would you like to see sessions on specific teaching skills, innovative technology or research strategies? Are you interested in hearing experienced guests speak about distance learning, journal publication, teaching strategies, etc.? Contact ceteal@coastal.edu.

We would love to get you involved in sharing your expertise. Do you have a particular skill or idea you would like to share as a guest speaker for CeTEAL? Would you like to write an article for the CeTEAL News? Contact Tracy Gaskin at tgaskin@coastal.edu.

To learn more about CeTEAL, visit our website: www.coastal.edu/ceteal.

Five Years of Faculty Focus

Strategies for Promoting Student Learning

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



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

percent rate their academic abilities as "above average" or in the "highest 10 percent" of their peers (p. 51).

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

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

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

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

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

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

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

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

References:

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Resources & Tips

In each newsletter, CeTEAL includes a page of resources and tips. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to cetealnews@coastal.edu.

Top Three Reasons to Conduct Student Assessment with Clickers

Stephen Firsing, assistant professor, health sciences, College of Science

I don't believe in failure, only feedback. For that reason, I regularly use audience response systems or "clickers" in the classroom because they provide immediate feedback to both student and instructor. Below are the top three reasons to conduct assessment with clickers, according to previous research studies.

Immediate feedback. Clickers provide an efficient, interactive and fun approach to providing feedback to students. Although feedback may be attained by a show of hands or using notecards to display individual responses, there are many disadvantages to such conventional approaches. Clickers improve the feedback process by assuring student anonymity, instantly collecting and aggregating student responses, and preventing students from copying each other.

Formative assessment. Conducting formative assessment with clickers efficiently measures student understanding of course material (with or without grades) to identify and correct misconceptions. In turn, this form of assessment may be used to improve both student learning and instructor teaching.

Students compare responses. Collection and presentation of aggregate responses allow students to compare their understanding of course material to their peers. Researchers posit that students enjoy comparing their anonymous responses to those of other students because it fosters a shared sense of learning and community.

Echo360 Personal Lecture Capture

Echo360 Personal Lecture Capture is a tool instructors can use to record video lectures from their personal computer or laptop. Echo360 will record both the computer screen and a webcam with audio. The tool is quick to learn and easy to use, and the videos you record can be stored in your library on Echo360 server. The videos can be linked or embedded in Moodle. The University has an enterprise license for Echo360.

To learn more about Echo360, visit www.coastal.edu/its.

Moodle Activity Tracking

Moodle offers several excellent tools for tracking student access and activity in course sites. When teaching online courses, you may find tracking tools particularly useful in keeping up with how well your students are participating in your class.

Moodle collects detailed information on Moodle activity through live and archived logs. "Live logs" can show you who has accessed your course in the past hour. More extensive "Logs of course activity" show activity recorded from the first day of the course. "Logs of course activity" can be filtered by user, date and activity.

In addition to course logs, Moodle offers a tool called "Activity completion." The Activity completion tool adds a checkbox to the left of course activities and allows the instructor to set criteria that the system will use to mark the activity as complete. Alternately, instructors may set the tool to allow students to self-report (check) the activity as complete.

"Snack Learning" on Mobile Devices

"Snack learning" is a way for students to learn the basics of a topic through a quick tutorial or lesson that they can play on their mobile devices during moments of downtime throughout the day. Providing short video or audio clips allows students to make use of empty spaces in their class schedule when they might not have the time or opportunity to bring out a textbook, notebook or full course website.

Reminding Your Students (Remind.com)

Remind (formerly Remind 101) is a tool you can use to send text message reminders about tests, assignments, etc., to your students' phones. You will not need to give out a phone number to your students; Remind generates a no-reply number from which the texts are sent. You can set up a semester's worth of messages in advance based on your class schedule, and students opt in if they want to receive them.

Moodle Tools and Tips

Grade Me Block

Moodle has a *Grade Me* block that shows a list of assignments and manually graded quiz questions that need to be graded. To add the Grade Me block, turn editing on and select Grade Me from the Add a Block dropdown list.

Activities Block

Moodle's *Activities* block generates a menu containing all the different types of activities you have added to your course, such as Forums or Assignments. Click "Assignments" in the block to see a list of every assignment you have added.

The Book Tool

The Book tool in Moodle allows the user to set up a multipage module with text, images, and embedded video/audio. Using the Book to organize your content will help streamline your course and eliminate the endless Moodle scroll.

Accessibility Block

Moodle includes an Accessibility block that allows students to change the font size, operate a text-to-speech tool, add a color overlay and use other functions to increase accessibility of content. Add this block from the Add a Block dropdown list.

CeTEAL Services and Resources

Professional Development Sessions

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

Instructional Observations for Classroom Teaching

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

Quality Assurance Reviews for Online Classes

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

Individual Consultations

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

Certificate Programs

CeTEAL offers several certificate programs. For more information on these programs, visit www.coastal.edu/ceteal.

- Teaching Effectiveness Institute
- Online Course Design Coach
- Instructional Coaching
- Assessment Institute
- Distance Learning Institute
- Blended/Hybrid Workshop
- Instructional Technology - **New for Fall 2017!**

CeTEAL Online Resources

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

CeTEAL Newsletter

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

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