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COOL Newsletter, Spring 2018

Coastal Office of Online Learning

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**COASTAL OFFICE OF
ONLINE LEARNING**
e-NEWSLETTER
coastalonline@coastal.edu

In This Issue

From the Director	3
Featured Online Program	4
Distance Learning Committee Update	5
COOL Sponsors Campuswide OLC Membership	6
Course Enhancement Grant	7
Exemplary Course Shout-Outs	8-12
Exemplary Course Showcase	13
Open Educational Resources	14
Staff Highlights	15-16
New Features for Moodle	17-18
Upcoming COOL Grant Opportunities	19-20
Mark Your Calendar!	21



From the Director

Dear Coastal Colleagues,

I'm nearing my two-year mark now here at Coastal (July 1), and I am amazed at how much I've seen our campus grow in that short period of time relating to our approach to online learning. With our fourth publication of this e-newsletter, you'll see some of the incredible projects that COOL has worked hard to bring to this campus. Some highlights include: Online Learning Consortia (OLC) Institutional Membership perks; Course Enhancement Grant (CEG) Cohort 2 and CD Cohort 7, as well as our new program grant; numerous exciting Moodle upgrades; our second Exemplary Faculty Showcase; and our newest initiative, the Open Education Resource (OER) Initiative.

Our ongoing work in Digital Accessibility—such as the campuswide captioning initiative—are areas we're excited to offer and thrilled to see our faculty, staff and students benefit from. With each of these projects, we're working hard to move Coastal into a competitive online learning space and a truly accessible, inclusive environment where we focus on the core Coastal goals of student-centeredness, academic excellence, and diversity in our teaching and learning environments, which allows us to reach our ever-growing diverse body of learners. We're excited to collaborate with and serve the campus, local, and worldwide community. Thanks to each of you for all of your hard work to make these amazing accomplishments happen.



Sherri Restauri, Ph.D.

Coastal Office of
Online Learning
(COOL)

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[Connect with me on LI](#)

Welcome to the
fourth edition of
our COOL
e-newsletter!

Featured Online Program

Geospatial Technologies Certificate

An online learning certificate in geospatial technologies is designed to give students a broad understanding of the geographic concepts that underpin geographic information systems (GIS) and related geospatial technologies, as well as develop practical skills in utilizing these technologies to address applications in a wide range of disciplines and domain areas. As a skills-based certificate, this program focuses on both 'software knowledge' and fundamental concepts related to spatial thinking and geographic information, and provides training in the tools and techniques required to utilize GIS and geospatial technologies in professional settings.

Students who undertake this certificate will:

1. Explore geographic concepts and spatial-thinking skills that are a core of geography and geospatial technologies.
2. Explore the concepts and methods of maps and mapmaking, especially digital cartography.
3. Develop practical skills in designing and producing informative digital maps and other visualizations of geographic information.
4. Develop practical skills in the utilization of GIS and geospatial technologies in selected fields.

For more information on the geospatial technologies certificate, please contact:

Susan Bergeron, geospatial technologies certificate adviser
843-234-3496 • sbergero@coastal.edu



Distance Learning Committee Update

The Distance Learning (DL) Committee was established to review and make recommendations to ensure quality and consistency in all online learning environment, curricula and related initiatives. The DL Committee is comprised of six elected faculty members (one from each college and one from the library); the director of COOL; and representatives from CeTEAL and ITS. During the past academic year, the DL Committee has been hard at work evaluating some of the most important issues facing CCU with regards to online learning. The following items were identified as priorities for this year. Moving forward, you will continue to hear more about these important areas:

- Faculty Training Requirements for Online and Hybrid Learning
- Copyright and Intellectual Property/Ownership in Online and Hybrid Learning
- Retention Rates in Online and Hybrid Classes
- Open Education Resources at CCU for Use in Academic Classes ([see page 14](#))

Special thanks to these 2017-2018 members of the DL Committee for their continued commitment to quality online learning. We welcome new members from your colleges to serve as elections open:

Ariana Baker, Kimbel Library, faculty chair
Melissa Clark, College of Business
Tracy Gaskin, CeTEAL
Jim Streicher, ITS
Sherri Restauri, director of COOL

Jennifer Boyle, College of Humanities and Fine Arts
Stephen Firsing, College of Science
Austin Hitt, College of Education
Matthew Wood, University College
Jessica Hall, student representative



COOL Sponsors Campuswide OLC Membership for CCU

The Coastal Office of Online Learning is proud to sponsor Coastal Carolina University's membership to the Online Learning Consortium (OLC). As a member of OLC, all CCU faculty and staff can now take advantage of great benefits and privileges.

Included in our campus membership is access to a number of free webinars and panel discussions on online higher education topics. There are also significant opportunities for peer networking with an international community of online learning educators and early access to research and trends in online learning.

There are deep discounts provided for all OLC Conferences with this membership, including discounts to online professional development workshops that are perfect for course designers, teachers and administrators.

Faculty and staff are encouraged to take advantage of all materials and opportunities available to assist with course enhancement, best practices and innovations for online teaching.

To access the Online Learning Consortium, please visit [Online Learning Consortium, Inc.](https://www.onlinelearningconsortium.com) and explore the many resources available to you. COOL will also provide and promote relevant, OLC-related training opportunities throughout the year.



Second Call for Proposal of CEG for Faculty Opening in May

Last spring, COOL introduced a new opportunity for faculty development with the **Course Enhancement Grant (CEG)**. The CEG focuses on applying enhancements and updates to *previously developed online courses*, both those that have and have not undergone prior review under the COOL Course Development Programs within the past 18 months. The CEG program recognizes the numerous changes that take place relating to online methodology within a short timeframe, and empowers faculty to meet the needs and objectives of their courses. CEG is designed as a summer-only program, allowing approximately eight weeks for the development and training program.

Through integration of updated methods and best practices, applicants for CEG are asked to identify areas of course improvement that they would like to update as part of the process. Those areas include **accessibility and universal design, communication, interactivity, organization, and assessment**, which are the primary areas of best practice focus for the CEG.

Faculty members are chosen by the Distance Learning committee and COOL to participate in CEG based on their plans for modifying their course. The decision-making process entails evaluating those courses that have the most need for redevelopment by adding new tools and design, new multimedia and enhancing accessibility functionality. Faculty are required to attend courses such as Lecture Capture, Accessibility, Quality Assessment Inventory (QAI), as well as a course developed by COOL on “Using Best Practices to Update your Online, Hybrid or Flex Course” (BPOL). Most of the required courses are now offered online, making them more accessible for our faculty.

[Learn more about CEG](#)

Congrats to our 10 CEG-Certified faculty from Summer 2017!

Exemplary Courses: Cohort 6, Course Development

Several courses were recently recognized for exemplary design in online learning. Courses designated as exemplary exceed standards set forth by the CCU Quality Assurance Inventory (QAI) tool used by the COOL unit for course evaluations. Courses receiving an Exemplary Course (EC) designation have been reviewed and improved during a COOL Course Development process and demonstrate two or more characteristics that place their course above minimum online course expectations. View a list of [Exemplary Courses](#).



Suzanne Horn
*Associate Professor
Graduate and Specialty
Studies*

EDSC 510: Secondary Adolescent Development and Management

Associate Professor Suzanne Horn created engaging activities so that students could interact with each other. “I did not want students to feel as if their hybrid time was a correspondence course. I wanted an intersection between class, online and school visitation activities,” said Horn. She stated that this course is required by students enrolled in the MAT program.

Her students enjoyed TED videos and those activities that they were able to tie to their experiences in the schools.

Exemplary Course: Cohort 4, Course Development

Anthropology 102: Understanding Other Cultures



Gillian Richards-Greaves
Assistant Professor
Anthropology and Geography

Assistant Professor Gillian Richards-Greaves stated that “the most challenging aspect of developing this course was finding ways to make the course as engaging, interactive and multilayered as a face-to-face course.” Her course was designed to include discussion forum activities that allow students to actively engage each other, compare cultural norms and propose solutions to contemporary problems. She achieved this by implementing documentary films, photo collages, comedy sketches and other forms of media to assist students in providing thoughtful responses to open-ended questions. “More importantly, discussion forum questions of this sort allow students to incorporate key anthropological concepts from assigned readings and recorded lectures into their discourse,” said Richard-Greaves.

Similar to other online students, her students often have full-time jobs while trying to complete their education or are unable to fit face-to-face classes into their schedules.

Exemplary Course: Cohort 6, Course Development

Sociology 350: Juvenile Delinquency



Matthew Wilkinson
*Associate Professor
Sociology*

Associate Professor Matthew Wilkinson used polls and wikis to establish collaboration between students so they feel they are part of a larger learning community. Students are asked to “vote” on their favorite theory or concept in a poll. They are also asked to identify examples for the different concepts and post them to the appropriate Wiki. “The result is a kind of emerging collaborative endeavor,” said Wilkinson.

When asked what was most challenging in developing this course for online learning, Wilkinson said that “it is impossible to replicate the spontaneous nature of face-to-face interaction and group discussion. The discussion forums help bridge some of this gap, but they are not a replacement.” He found that some students are more concerned with “how much do I need to write to get credit,” which presents a serious challenge. “It prevents them from deeply engaging.” His solution is not to give them a word count target or a rubric, which may result in similar standard responses. “I tell students that I expect them to participate in the discussion forums daily, and that more engaged, thoughtful contributions will help them better understand the material in the long run.”

Exemplary Course: Cohort 6, Course Development

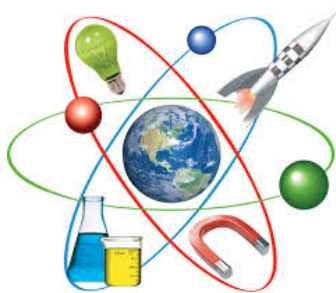
Science 101L: Introduction to Science Lab



Jennifer Jackson-Baro
Lecturer
College of Science

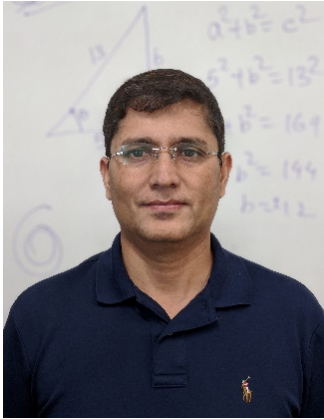
College of Science lecturer Jennifer Jackson Baro indicated that it takes a self-motivated student who can work on his or her own to be successful in this type of online class. She gives them weekly deadlines to help keep them on track, but she agreed that not every student is meant to take an online course.

The most challenging part for her was creating labs that had similar content to her face-to-face course and were still engaging. Jackson-Baro said her students enjoyed the “Design Your Own Experiment Lab” exercise. “They get to pick their own topic, create their hypothesis and do the experiment. The students then create presentations to share so everyone can see what each student did.”



Exemplary Course: Cohort 6, Course Development

Mathematics 131: Trigonometry



Rajendra Dahal
Associate Professor
Mathematics and Statistics

Associate Professor Rajendra Dahal was challenged with finding a way to write mathematical equations on his Moodle page. He took time to learn a special TeX notation that could be incorporated in to the Moodle TeX filter to display mathematical equations.

His students mostly enjoyed his short quizzes where they were able to get immediate feedback. “I have recorded several short YouTube videos for lecture and examples that the students watch first,” said Dahal.

Most of his students have scheduling conflicts and are both traditional and nontraditional, which is why the online format works for them.

To view more of our COOL Exemplary Courses at CCU,
please visit: [COOL Exemplary Courses](#)

COOL Hosts First Exemplary Faculty Course Showcase

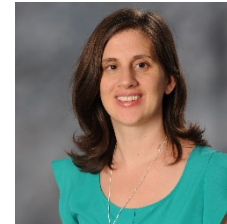
Coastal Office of Online Learning was excited to host the inaugural *Exemplary Course Faculty Showcase* in November. The showcase featured the work of CCU faculty who have been awarded an exemplary course designation for their online or hybrid courses. Presentations and discussions focused on course design, Moodle templates, interactive technology and multimedia, and accessibility and usability. It also was an opportunity for faculty to exchange ideas for best practices in online learning.

Plans are currently underway for our second Showcase to be held this fall. Watch your email for further information!

Thank you to our amazing faculty for sharing their exemplary course design elements!



Drew Budner
Assistant Professor
Chemistry



Corinne Dalelio
Assistant Professor
Communication



Monica Fine
Chair/Assistant Professor
Marketing, Hospitality
and Resort Tourism



Jessica Lowery
Teaching Associate
Public Health



Gillian Richards-Greaves
Assistant Professor
Anthropology and
Geography



Wendy Weinhold
Assistant Professor
Journalism

Open Educational Resources (OER)

Did you know that Coastal Carolina University's estimated cost for textbooks and supplies for this academic year are approximately \$1,170 per student? This can be a major source of concern for students struggling to pay for their education. This is just one of the reasons that Open Educational Resources (OER) have become a serious topic among universities.

But what are OERs, and how do they work?

Open Educational Resources are teaching, learning and research resources that are free or low cost which also carry legal permission for open use. They include a multitude of formats, including textbooks, full courses, modules, videos, labs, assignments and assessments. COOL will be reaching out to faculty starting with our summer CEG program to assist with the development and implementation of OERs within our courses.

OER Resources:

- [Coastal Carolina University Affordable Learning LibGuide: What are OERs](#)
- [Merlot](#)
- [Openstax](#)



Staff Highlights

COOL Director Sherri Restauri was a presenter at the Active Learning Conference in Washington, D.C. She spoke on COOL's *closed captioning initiative* designed to increase accessibility at the University. Restauri also focused on how we are utilizing tools in our Echo360 lecture capture system to assist with this effort.



Monica Fine, associate professor of marketing, and Sherri Restauri, director of COOL, at the Active Learning Conference.

The Office of Online Learning was invited to speak about online programs at the Conway Kiwanis Club. Director Restauri discussed how online learning provides access to students of many different needs and backgrounds and how Coastal Carolina University and COOL are working to expand our programs.



COOL senior learning management system administrator Ashley Long dedicated a portion of her day volunteering for the second year in a row at the Horry County Schools Technology Fair. Long had the honor of judging an awesome group of fourth and fifth graders who presented on video production.



Matthew Tyler, CeTEAL, and Ashley Long COOL, at the Horry County Schools Technology Fair.

Staff Highlights



Ashley Long, senior online learning system administrator, was recently named a Chauncey's Champion for her commitment to providing excellent customer service and feeling the teal! Way to go, Ashley!



The COOL team was recently a sponsor at a CCU men's basketball game.

Representing COOL are Director Sherri Restauri and Jessica Hall instructional technologist.

Instructional technologist Jessica Hall and student assistant Lauren Steptoe had an awesome opportunity to volunteer at the Women in Philanthropy and Leadership (WIPL) conference held in Myrtle Beach on Feb. 5-6.



COOL Director Sherri Restauri has been named program co-chair of the 2018 OLC Accelerate in November 2018. Click [here](#) to read more about [OLC Accelerate](#).



Highlighted Features in Moodle

We are excited to highlight the following added features to Moodle 3.1.9, our most recent upgrade to the campus' Learning Management System. Look for more exciting upgrades over Summer 2018.

Scheduler Activity - The scheduler activity allows instructors to set up time slots for appointments to which students can then sign up for face-to-face meetings. This activity can also be used as a sign-up tool for other activities (i.e. presentations). The outcome can be recorded (marked as taken place) and a grade given. More than one scheduler activity can be added to a course.

Student Folder - The student folder activity allows students to upload documents to a folder that is visible to all users in a course. This activity allows for the students to easily share and download other documents.

Microsoft Office 365 Block- This block provides a menu to access various Office 365 integration features such as Email, OneNote and OneDrive.

We've developed the following resources on the Coastal Online website to help with getting started:

[Scheduler Activity Instructions](#)

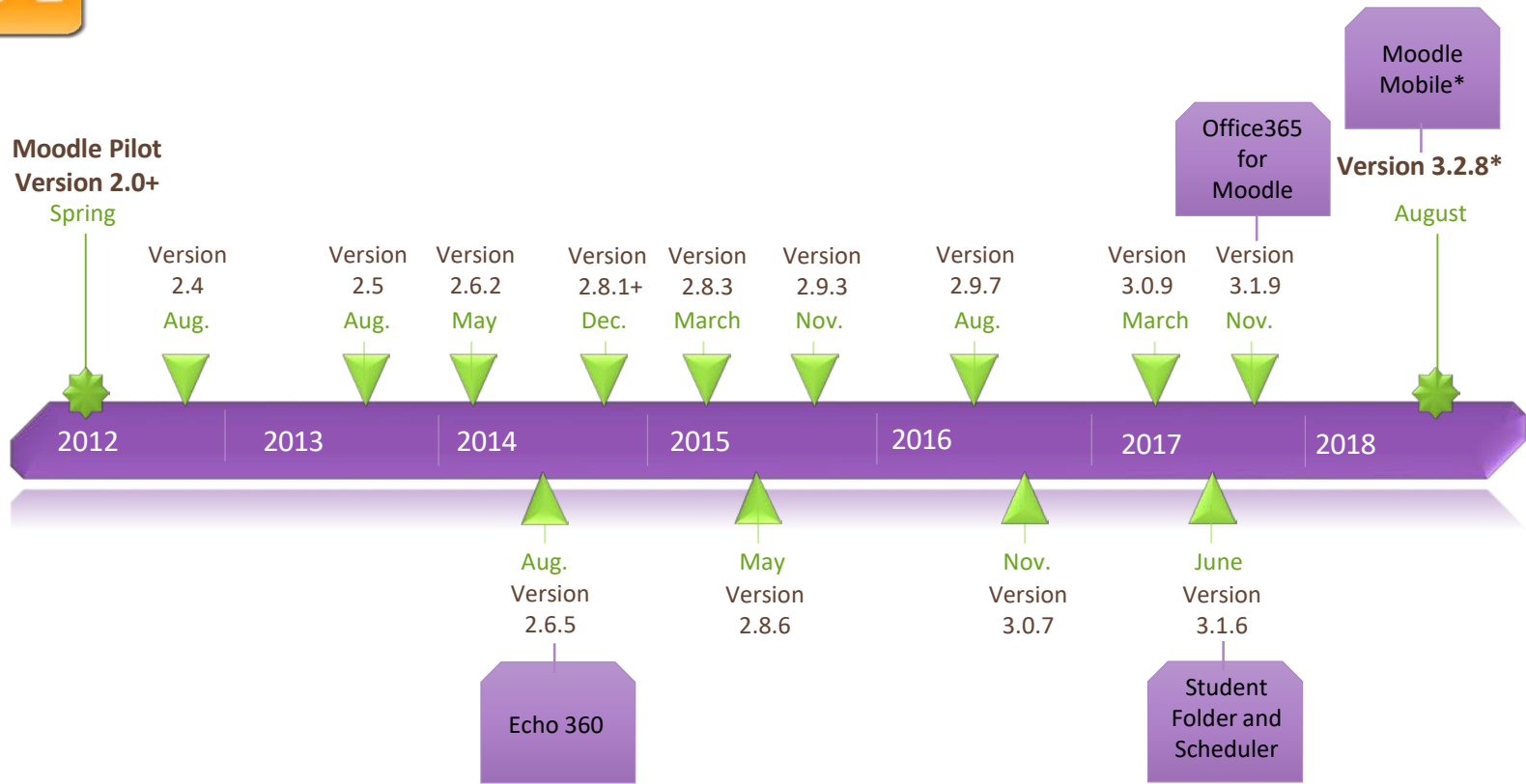
[Student Folder Instructions](#)

[Moodle Enhancements for 3.1.9](#)

Please contact moodle@coastal.edu with any additional questions.



Moodle Timeline



*Pending final testing and review

Funding Opportunities

1. Faculty Course Development Grants (COOL CD Grants)

The Coastal Office for Online Learning (COOL), sponsored by the vice president of distance learning and teaching excellence and CCU's Provost's Office, oversees the COOL Course Development (CD) Grant Program for the campus. These grants are issued via a call for proposals in fall and/or spring terms and are awarded on a competitive basis. In many cases, specific academic disciplines or course formats may be specified in a CFP, to assist the University in meeting strategic objectives. These CD grants focus on enhancing the quality of online and hybrid online courses at CCU.

Faculty who are awarded a course development grant:

1. Have approximately one year of development time from start to finish
2. Are required to attend a training focused on the successful implementation of the Quality Assessment Inventory (QAI) in course design, called Distance Learning: Applying the Quality Assurance Inventory. See the CCU [list of courses](#) to sign up for an upcoming offering of this class, which is also now available online. Faculty will have one or more required trainings on specific tools utilized in online instruction, depending on the COOL Cohort.
3. Will create their course in line with the QAI self-evaluation tool and will submit their course, once developed, to COOL for a formal review process. All completed courses will be submitted to the COOL director (srestauri@coastal.edu) along with the faculty members' completed **QAI Self-Evaluation** form. This form will be provided to all COOL grant awardees during the development process. If you need a copy of this form, please contact the Coastal Office of Online Learning (coastalonline@coastal.edu).

Funding Opportunities continued

4. Upon completion of the formal COOL review, each faculty member will be provided with feedback from the reviewer, including recommendations for updates to his or her course.
5. Upon final updates to course and the final COOL review, the faculty member's course will become COOL Certified and processing for the COOL grant monetary incentive will move forward.

2. [Faculty Marketing Grants \(COOL Marketing Grants\)](#)

COOL marketing grants allow online and hybrid online academic program areas to describe their needs for specific, prioritized marketing activity and justify the anticipated impact on online and hybrid program student recruitment and/or retention. These grants are focused on enhancing recruitment of appropriate students to programs, outreach and promotion in print and electronic formats, as well as through face-to-face promotional opportunities for academic units. These grants typically allow a maximum \$5,000 award per online/hybrid program and are managed through COOL. CFP for marketing grants will be released late Spring 2018.

3. [Faculty Course Enhancement Grants \(COOL CEG Grants\)](#)

This specific COOL grant focuses on applying enhancements and updates to previously developed online or hybrid online courses, both those that have or have not undergone review under the COOL Course Development Programs in the last 18 months. CEG recognizes the numerous changes that take place relating to online methodology within a short timeframe, and empowers faculty to meet the needs and objectives of their courses. CFP will be released late Spring 2018.

[Read more on COOL Funding Opportunities](#)

Mark Your Calendars

SPRING ONLINE COURSE OFFERINGS FOR FACULTY:

Using Best Practices to Build or Update Your
Online, Hybrid or Flex Course (BPOL)
Feb. 5 – April 30, 2018

QAI Online (QAIO)
Feb. 5 – April 30, 2018

Personal Lecture Capture for Online/Hybrid Classes
Feb. 19 – April 30, 2018

Register at www.coastal.edu/ceteal.



Contact COOL

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Administrative Specialist
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Call for Proposal – COOL Course
Enhancement Grants
(CEG - Cohort 2)
April 2018 release date

Deadline for COOL CEG Applications
(CEG - Cohort 2)
May 21, 2018

Deadline for Final Course Submission
COOL Grant (CEG - Cohort 2)
Aug. 9, 2018

Call for Proposal – COOL Program Grant
(PG - Cohort 1) NEW PROGRAM!
April 2018 release date

Deadline for COOL PG Applications
(PG - Cohort 1)
May 21, 2018

Deadline for Final Program Submission
COOL Grant (PG - Cohort 1)
Aug. 9, 2018

Deadline for Final Course Submission
COOL Course Development Grant
(CD – Cohort 7)
Nov. 30, 2018

Coastal Office of Online Learning

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