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COOL Newsletter, Spring 2019

Coastal Office of Online Learning

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COASTAL OFFICE OF ONLINE LEARNING e-NEWSLETTER

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From the Director

Greetings, colleagues! This newsletter, our sixth from the COOL team, showcases so many excellent developments and strides we've made in the last couple of semesters. As I reflect on my first two and a half years serving our wonderful campus and getting to know our incredible faculty, staff and students, I'm excited not only about what we've accomplished but also about where we are going. It's through your feedback as a community and with the collaborations from our colleagues on the DL committee that we have been able to both solicit and utilize feedback in order to provide important enhancements and improvements to our services offered to the Coastal campus. Highlights this round include our second **Exemplary Faculty Showcase** with some incredible courses built in online and hybrid formats that readily detail your hard work and dedication to improved communication with students; enhanced accessibility and course design; and so much more. Courses submitted through COOL Grant reviews are stronger than ever, and I'm excited to see what's coming next in our Cohort 8 submissions, due this fall.

New tools offered to the campus—such as Ally and PooDLL—provide the enhanced functionalities we've been needing to better serve our students. We're continuing to solicit faculty recommendations through our [Moodle Tool/Feature Request Form](#), where we use your recommendations to move along considerations for new tools, plug-ins, and supplements for our teaching and learning environment.

As well, COOL is thrilled to announce we've now fully moved all [Moodle support and training](#) under the OL umbrella, for all faculty and staff using the Moodle learning platform. We cannot wait to show you the new training offerings we've built both face-to-face and online, per your request, as they continue to roll out this semester and through the Summer 2019 term.

We're looking forward to a great Spring 2019 term and are ready to serve the campus even better moving forward. Thanks to each of you for your support, participation in grants and trainings, and for all of your incredible hard work in your hybrid and online courses on our campus. Please [join us March 27](#) to cheer on your COOL Exemplary Faculty colleagues at our upcoming showcase.



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

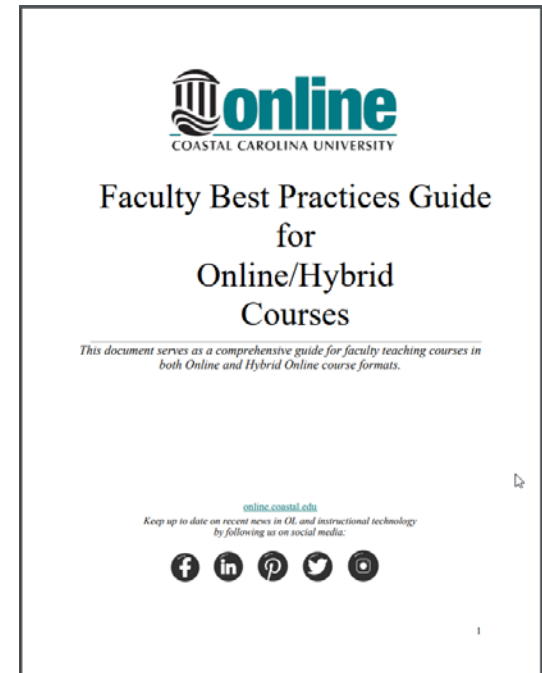
Best Practices Guide Now Available

Online and Hybrid Learning is ever changing in today's higher education. New tools and features are constantly being added and enhanced to assist faculty with their courses to promote engagement, continuity and integrity. Keeping those issues in mind, the Coastal Office of Online Learning has created a [Faculty Best Practices Guide for Online/Hybrid Courses](#).

This guide highlights the difference between online and hybrid online courses as defined by our University. It also provides information on *Moodle*, the University's learning management system; *third party tools* supporting Moodle at CCU; and most importantly, *Best Practices for Online and Hybrid Online Learning*, relating to pedagogy, course design and more.

In addition, the guide will provide faculty with tips for assessments and grading in online and hybrid online courses, and links to the many resources and programs available to assist faculty when designing new online and hybrid online courses.

Faculty can access the [Best Practices Guide for Online/Hybrid Courses](#) on the Coastal Office of Online Learning website or by clicking the link above.



What's New with Moodle?

The Coastal Office of Online Learning is excited to have officially taken over all Moodle training and support for the University. Trainings will be offered on an ongoing basis to assist faculty with new and existing Moodle tools and how to best utilize them within their courses, regardless of format.

Upcoming Moodle Trainings:

Getting Started with Moodle- Tier 1

Monday, Feb. 18, 2019, from 2 - 3:30 p.m.

Advanced Moodle Training - Tier 2

Tuesday, Feb. 26, 2019, from 2 - 3:30 p.m.

Wednesday, March 6, 2019, from 1 - 2:30 p.m.

Tuesday, March 26, 2019, from 1:40 - 3:10 p.m.

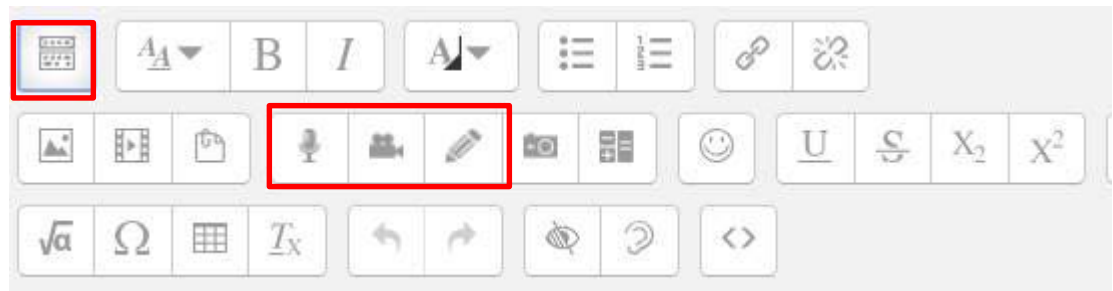
Using Moodle Communication Tools Effectively- Tier 3

Thursday, Feb. 21, 2019, from 1 - 2 p.m.

[Click here for Moodle Tutorials.](#)

New feature!

PoodLL provides a new series of plugins that add features such as audio and video recording, whiteboards allowing students to submit drawings and annotations, and components like stopwatched and flashcards! To access PoodLL, simply expand the toolbar for the message box by selecting the first option. The second row will give you the new buttons to access PoodLL audio, video, and the whiteboard function.



For complete directions on how to use PoodLL, please access the [PoodLL Resource Guide](#) on the Coastal Office of Online Learning website.

Ally Accessibility Tool Now Campuswide

We are excited to announce that Ally—our newest accessibility platform for Moodle—is now available campuswide. Ally is a revolutionary product that focuses on making digital course content more accessible. Using inclusivity, sustainability and automation as its key pillars, Ally helps you understand and tackle accessibility in a way that benefits all students.

Some of the features available through Ally include:

***Student and faculty alternative accessible formats** – Using advance learning machine algorithms, Ally provides all students access to more accessible alternatives such as Semantic HTML, ePub, OCR and pdf, Audio (mp3), Electronic Braille and more than 50 foreign languages.

***Faculty feedback and guidance** – Delivery of in-context feedback and guidance to help instructors improve the accessibility of their content and build toward a sustainable change in behavior.

The “Ally Weekly Digest” has been created to feature innovative ways for students and faculty to utilize this exciting new tool. COOL has provided this digest to assist you with the latest updates to the Ally platform and our installation on campus. Please sign-up to receive the [Ally Weekly Digest!](#)

For other questions about Ally, please see our [Ally Resources page](#) or reach out to our [Ally administrator](#).

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COOL to Host Second Exemplary Course Faculty Showcase

Coastal Office of Online Learning is excited to host the second *Exemplary Course Faculty Showcase* on **Wednesday, March 27, 2019, from 7:45 to 10 a.m. in the Alford Ballroom, Atheneum Hall, Room 105.**

The showcase will feature the work of CCU faculty who have been awarded an exemplary course designation for their online or hybrid online course. Faculty presentations and discussions will focus on innovations and excellence in course design, Moodle templates, interactive technology and multimedia, accessibility and usability, and will offer the opportunity to exchange ideas for best practices. Come enjoy breakfast and learn about exemplary courses at CCU taught by your peers. Attendance counts for elective credit for COOL Grant participants.

RSVP to [Exemplary Showcase](#) by no later than March 20, 2019.

For additional information, please contact COOL at 843-349-6932.

Featured Exemplary Faculty – Spring 2019



Kristal Curry
Associate Professor
Graduate and
Specialty Studies



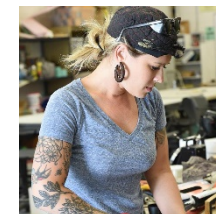
Rajendra Dahal
Associate Professor
Mathematics and
Statistics



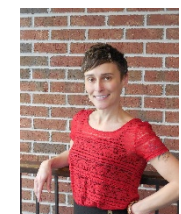
Suzanne Horn
Associate Professor
Graduate and Specialty
Studies



Jennifer Jackson-Baro
Lecturer
College of Science



Alexandra Knox
Assistant Professor
Visual Arts



Jaime McCauley
Assistant Professor
Sociology



Mikel Norris
Associate Professor
Politics



Matthew Wilkinson
Associate Professor
Sociology

Exemplary Courses: Cohort 7, 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](#).

EDSC 679: Multicultural Issues in Education



Kristal Curry
Associate Professor
Graduate and Specialty
Studies

Kristal Curry developed this course fully online for new teachers who are pursuing a teaching certificate through PACE and are unable to participate in a face-to-face section of this course. She found the most challenging aspect of developing this course was determining how to take activities that work well in a face-to-face environment and move them online. She took time to learn about new tools such as infographics and utilizing One Drive for group presentations which helped her to develop activities that she could substitute.

Curry stated, “students value talking to each other about the topics in the course, hearing others’ views and experiences on potentially divisive content.” The forum questions were very popular because they allowed for discussion between students in the same way. “A multicultural education course *MUST* involve active engagement because the point is to inspire new teachers to deliberately choose to use multicultural resources and strategies in their own classrooms.”

Exemplary Courses: Cohort 7, Course Development

POLI 307 – Scope of American Politics



Mikel Norris
Associate Professor
Politics

This course is a required course for political science majors. Mikel Norris has only taught this course online over the summer and has found that most of the students who take it at that time do so because of scheduling issues or because they have had difficulty passing it during a prior semester.

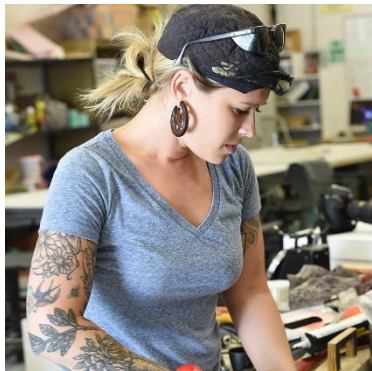
Building this course out as an online offering for a COOL Grant proved to be extremely time consuming and challenging for Norris. He set deadlines to meet the requirements for his COOL Grant and made time to play with the new features he learned during the required training. “This is a course I’ve taught a dozen times. I know the material, but it gets stale and I forget specifics at times. The tune-up really made my Fall 2018 course better than it’s been in some time.”

“The tune-up really made my Fall 2018 course better than it’s been in some time.”

Norris will be offering his exemplary course online in the future. Based on student feedback regarding the new changes he made in the face-to-face version that will now be offered online, students consistently said that the course content was clearly offered in several different ways to meet their learning needs.

Exemplary Courses: Cohort 7, Course Development

VPA 103: Inquiring Minds: Topics, Ideas



Alexandra Knox
Assistant Professor
Visual Arts

One of the biggest concerns we hear consistently is the challenge of making online course content engaging for students. Alexandra Knox stated that her content is fairly advanced and is specific to art and design majors. Her approach was an inclusive one, with the idea that anyone can have a conversation and appreciate contemporary art if given the proper tools and vocabulary. She was able to do this by creating narrated lectures with specific examples of the content each week, and assignments that were multi-media based and current.

“The first assignment was to choose one music video [she gave them several options from different genres] and to pick one paused scene and describe what was happening visually in the frame, explaining why it was a successful composition.” Knox said that “this assignment was popular for a few reasons: students recognized the media/content and actually enjoyed it, and they also began to see that art and design is in everything and is everywhere.” Getting her online students excited about art from the start set the tone for the entire course.

Exemplary Courses: Cohort 7, Course Development

SOC 465: Sociology of AIDS



Jaime McCauley
Assistant Professor
Sociology

Because she had never taught online, creating an online/hybrid course seemed overwhelming for Jaime McCauley at first. She had used Moodle in her face-to-face classes for quizzes, assignments and exams; however, the COOL Grant requirements and the Quality Assessment Inventory seemed daunting! With the support of Sherri Restauri, CeTEAL and the COOL Team, she was able to get assistance along the way with every issue.

McCauley is excited to roll this format out to her students as a new hybrid online course. In the past, students enjoyed using the discussing forums and she is personally looking forward to using the course wiki. “I have not used those in a course before but it sounds like an exciting opportunity for collaboration!” McCauley also stated that she has had “positive experiences using class time for writing workshops in which students complete peer review or self-evaluations of their work. Because this is a hybrid course, I can incorporate those experiences here, as well.”

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

Academic Integrity and Best Practices in Digital Learning now being offered as a new training!

This new workshop being taught by COOL is a required course for the COOL Course Development (CD) Cohort 8 Grant awardees, and is also open for other faculty interested in learning more about academic integrity. This course is designed to provide faculty with a foundation beyond basic considerations and technologies to support enhanced academic integrity within their courses, from online, to hybrid, to traditional/face-to-face classes supplementing with digital technologies.

Learn more about the technologies you may use to ensure that your students are authentically using to complete their assignments; strengthening the integrity of your online quizzes and exams; and ensuring that your courses and programs meet your program- and college-level accreditation requirements for student integrity and authentication requirements.

This course is offered as a face-to-face workshop, with an asynchronous online course that allows faculty to work at their own pace. Upcoming training dates may be found on [page 17](#) of this newsletter!

The logo for Respondus LockDown Browser, featuring the word "Respondus" in a serif font, "LockDown" in a bold sans-serif font, and "Browser" in a smaller sans-serif font below it.The logo for Turnitin, featuring the word "turnitin" in a lowercase sans-serif font with a red checkmark icon to the right.

New Features in Respondus

Respondus Monitor continues to add new features almost monthly. Listed below are several new features coming in February and during the past six months.

New Features - Coming February 2019 and forward:

- *Facial detection check before exam* – Respondus Monitor will now perform a facial detection check before the start of an exam. This will help students identify problems with badly positioned webcams or poor lighting, and will prevent the intentional covering of a webcam. By default, students will be unable to start the exam until facial detection is achieved. This setting can be turned off by the instructor on a per-exam basis.

- *Facial detection alerts during exam* – We wish we could prevent students from slouching in their chairs or readjusting their computer screens (and webcams) once an exam begins. But let's face it, shift happens. That's why Respondus Monitor will now alert students during the exam when facial detection is lost for a certain length of time. A quick adjustment is usually all it takes.

- *Pre-exam tips* – A new step in the startup sequence helps students avoid things that trigger false “flags” within the Respondus Monitor system. This brief list of do's and don'ts addresses such issues as turning off the television, not having other people in the room, removing sunglasses and brimmed hats, etc.



Con't. next page

New Features in Respondus con't.

New Features – Past six months

- *Review Priority* – A new scoring system gives instructors an easy way to identify exam sessions that require deeper scrutiny. It analyzes both the quality of the video data and the events that indicate an exam violation may have occurred.
- *Timeline* – The timeline is part of a broader UX update that shows events (flags, milestones) from an exam session in a clear, meaningful way. The instructor can then view the video from a selected point on the timeline.
- *Exam Stats* - Classwide summaries of exam data are now included in the instructor dashboard, such as the average time that students spent on each question, average duration for the exam, whether students waited until the last moment to take the exam, and more.
- *Welcome Resources* - A new resource area for instructors appears in the LockDown Browser dashboard itself, making it easy for instructors to get started with Respondus Monitor.

Faculty can refer to the [Respondus Resource](#) page by COOL in Moodle for additional information on activating and using Respondus in your online course.



COOL Staff Highlights



Sherri Restauri, Ph.D., director of the Coastal Office of Online Learning has been named Conference Chair for the OLC Accelerate Conference to be held in Orlando, Fla., Nov. 20-22, 2019. Congratulations to Sherri!



The Coastal Office of Online Learning is excited to introduce Kiara Hurt as a new online learning systems administrator in the Coastal Office of Online Learning. Kiara comes to CCU from Longwood University in Virginia where she served as an instructional technology collaborator. Welcome, Kiara!



Jessica Hall and Kelly Parnell recently attended the Women in Philanthropic Leadership conference held on Feb. 5, 2019 in Myrtle Beach.

COOL 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 the provost's office, oversees the COOL Course Development (CD) Grant Program for the campus. These grants are issued via a call for proposals in the fall term and are awarded on a competitive basis. In many cases, specific academic disciplines or course formats may be specified in our CFP to assist the University in meeting strategic objectives. These CD grants focus on enhancing the quality of online and hybrid online courses and programs at CCU.

2. [Program Grants \(COOL Program Grants\)](#)

COOL program grants are a new option for both online and hybrid online academic program areas to evaluate their quality metrics relating to program design, student support, and online and hybrid program student recruitment and/or retention. These grants are focused on both the successful recruitment of appropriate students to programs and the proper academic and staff support to yield the most positive student learning and satisfaction outcomes. These grants typically allow a maximum \$3,000 award per online/hybrid program and are managed through COOL. CFP for program grants will be released Spring 2019.

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, including those that have and have not undergone previous review under the COOL Course Development (CD) programs. 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 2019, and faculty members whose course has not been through a CD grant in at least 18 months are eligible to apply.

[Read more on COOL funding opportunities.](#)

Mark Your Calendars

Online course offerings for faculty:

Using Best Practices to Build or Update Your Online, Hybrid or Flex Course (BPOL)
Enroll from now through April 26, 2019

QAI Online (QAIO)
Enroll from now through April 26, 2019

Personal Lecture Capture for Online/Hybrid Classes
Enroll from now through April 26, 2019

10 Principles of Effective Online Teaching
Enroll from now through March 15, 2019 session 1
Enroll from March 25 to April 29, 2019 session 2

Register at coastal.edu/ceteal.

Exemplary Faculty Course Showcase
March 27, 2019
7:45 - 10 a.m.
Alford Ballroom,
Atheneum Hall Room 105
[RSVP required](#)

Call for Proposal
[Course Enhancement Grants](#) (CEG)
(Cohort 3)
May 2019 release date

Face-to-face course offerings for faculty:

Integration of Open Educational Resources (OERs) into your Online, Hybrid and Traditional Classes
Wednesday, Feb. 27, 2019, from 8:30 - 10 a.m.
Thursday, March 21, 2019, from 1 - 2:30 p.m.
Thursday, April 18, 2019, from 11 a.m. to 12:30 p.m.
Tuesday, May 7, 2019, from 1:40 - 3:10 p.m.

Integration of Accessible Assignments and Activities into your Online, Hybrid and Flex Classes
Tuesday, Feb. 19, 2019, from 10:30 a.m. to noon
Monday, March 18, 2019, from noon to 1:30 p.m.
Tuesday, April 2, 2019, from 11 a.m. to 12:30 p.m.
Friday, May 10, 2019, from noon to 1:30 p.m.

Academic Integrity and Best Practices in Digital Learning
Thursday, Feb. 14, 2019, from 12:15 - 1:15 p.m.
Tuesday, March 19, 2019, from 11 a.m. to noon
Tuesday, April 16, 2019, from 10:50 - 11:50 a.m.
Thursday, May 9, 2019, from noon to 1 p.m.

[Upcoming Moodle Trainings on page 5](#)
Register at coastal.edu/ceteal.

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