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In This Issue
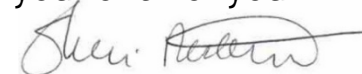
From the Director-Three Years In

So much has happened in the three years that I've been at Coastal that I wanted to highlight a few accomplishments this new team has made in that short timeframe. I also want to recognize how far we've come in such a short amount of time. Some notable accomplishments include:

- Expansion of COOL Grants to part-time faculty and to hybrid-online courses, along with an add-on expansion for incorporation of OER (see Cohort 9 CFP for more on this!)
- Moodle Timeline showcases our adoption and support for the Moodle LMS for our campus, including eight version upgrades and incredible student- and faculty-focused enhancements over a span of three years to get us to Moodle 3.6 in December 2019.
- Full adoption and implementation of our Ally digital accessibility tool, alongside our digital accessibility workshops and support for the campus, enhancing overall student access to learning content across all colleges, disciplines, and course modalities.
- Development (thanks to SAF grants!) of an Open Education Resources program, including a two-part faculty-focused workshop training series that aids faculty in building courses in an inclusive education model at or below $50/course. We currently have more than 50 courses available in this program.
- Our third COOL Faculty Exemplary Showcase, honoring incredible innovation and best practice accomplishments by our CCU faculty, is right around the corner on Oct. 29.

Thank you for an amazing three years at Coastal. I look forward to seeing all that we accomplish in the next years. We enjoy serving our campus. Thank you for all of your support as we work to strengthen digital learning here at CCU.

Sherri Restauri, Ph.D.

Coastal Office of

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Connect with me on LI

**Welcome to the Fall 2019 edition of our COOL e-newsletter!**

Best Practices Guide for Digital Learning Courses

Digital 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. With those considerations in mind, the Coastal Office of Online Learning has created a Faculty Best Practices Guide for Digital Learning.

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 Digital Learning, relating to pedagogy, course design, and more.

In addition, the guide provides faculty with tips for assessments and grading in digital courses, and links to the many resources and programs available to support faculty when designing new digital courses.

Faculty can access the Best Practices Guide for Digital Learning on the Coastal Office of Online Learning website or by clicking the link above. Thank you to the Distance Learning Committee for feedback and recommendations on this guide.

Faculty Best Practices Guide for Online/Hybrid Courses
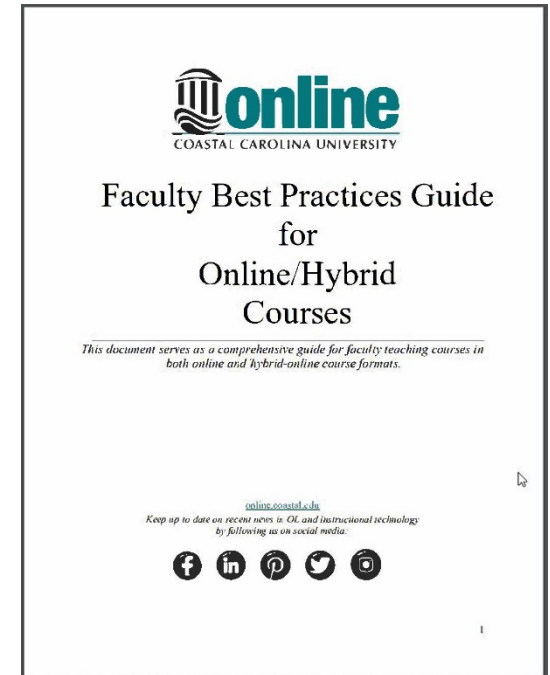
What's New with Moodle?

Moodle Upgrades

Moodle was upgraded to 3.3.9 during the summer with another upgrade to Moodle 3.6 happening prior to Wintermester 2019. These updates to Moodle offer many new tools for faculty to enhance their teaching within their online and hybrid-online courses. See exciting new updated Moodle features here!

Did You Know?

Starting in the fall semester, faculty are now auto-enrolled into their sections shown on WebAdvisor in which they are listed as instructor of record. *Faculty Course Requests* are now needed only for copying/merging content, or requesting sandboxes to prepare materials in advance. If you do not see your course shells appear in Moodle, please contact us at coastalonline@coastal.edu and we will will assist you with access to your courses.

Moodle Tutorials for version 3.3.9

Moodle Training

COOL now oversees all Moodle training and support for the University. Trainings are 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 LMS Trainings:

Getting Started with Moodle-Tier 1 Training
Thursday, Oct. 10, 2019, from 2-3:30 p.m.
Getting Started with Moodle-Tier 1 Training
Thursday, Oct. 24, 2019, from 11 a.m. to 12:30 p.m.
Getting Started with Moodle-Tier 1 Training
Thursday, Nov. 7, 2019, from 2:30-4 p.m.
Advanced Moodle Training-Tier 2 Training
Tuesday, Oct. 15, 2019, from 9:25-10:55 a.m.
Advanced Moodle Training-Tier 2 Training
Thursday, Oct. 31, 2019, from 1:40-3:10 p.m.
Advanced Moodle Training-Tier 2 Training
Tuesday, Nov. 12, 2019, from 10-11:30 a.m.

Xinyi Tan Awarded Echo360 Champion Grant

Xinyi Tan
Assistant Professor
Languages and
Intercultural Studies

Coastal Office of Online Learning wants to congratulate Xinyi Tan, who received one of seven highly coveted 2019 Echo360 Academic Champion Grants for her creative development in the Chinese Studies I course, here at Coastal. Tan teaches a hybrid-online introductory course that focuses on the Chinese language and culture. She was the only foreign language instructor nominated for the grant and naturally is excited to use Echo360 to teach in her course. "Students need to have ample exposure to both the oral and written input of the language before being able to internalize the language, and eventually communicate it." Her goal was to help students better understand the process through lectures, activities, and technologies. By using Echo360's universal lecture capture feature, she was able to create video tutorials that combined verbal explanation and visual support to help them better understand each lesson.

As a recipient of this grant, Tan is charged with promoting Echo360 through her personal experience as an academic champion. She was invited to attend two conferences, one at the University of Michigan, Ann Arbor, and the other was the 2019 North American Academic Community Conference at Columbia University in NYC. Both experiences provided her with an opportunity to meet with Echo360 users, and with other champion grant recipients to share information and learn new ways to work with the Echo360 platform.

Siming Guo, Xinyi Tan, and Sherri Restauri representing CCU at the North American Academic Community Conference in New York City.

Xinyi Tan story continued . . .

Tan states that "thanks to the grant, I am able to offer the students in my CHIN 115 classes a unique hybrid learning experience. So far I have made 12 tutorial videos, including a welcome video and a course tour video to familiarize students with different aspects of the course." She was also able to incorporate formative assessments to use as a preparation check. "This five-minute quiz allows me to check their learning outcomes in the online environment. Without Echo360, in my previous classes, I used to assign vocabulary lists in the textbook and prepare grammar explanations in handouts. Now with Echo360, students can achieve the same learning objectives with less time and more fun. Even though this is only the fifth week of the semester, some of my students have told me they really enjoyed watching the tutorial videos because it made their learning easier and more fun. Their engagement has also been good with the interactive activities. I am really glad that they appreciate my videos and enjoy participating in the interactive activities embedded in the videos. I am looking forward to collecting more data from my students and using Echo360's analytical feature for my presentation at OLC Accelerate in November. I am excited to find out how the technology promotes active learning in my hybrid Chinese class through a phenomenological study focusing on intensive personal experiences from my students and myself."

Professor Tan presenting at the 2019 North American Academic Community Conference in New York City.

From her initial application to today's delivery of Echo360 in her class, Tan states "it has been an incredible journey. The grant allowed me to respond to major shifts in our transnational, digital society by enriching and enhancing my teaching methods used in my Chinese classes. I am still exploring additional functions of the technology and I am excited to try them in my class. For example, I would like to increase students' active use of the platform. Based on their positive feedback on my videos, I decided to encourage them to record their own videos with Echo360 for their final digital projects in which they need to perform a skit in Chinese with two other classmates. I am also interested in learning how to submit audio recording assignments through the tool because it makes submission and grading easier."

Exemplary Course Faculty Showcase Highlights

Coastal Office of Online Learning hosted the second *Exemplary Course Faculty Showcase* this past spring. Seven of our exemplary faculty highlighted innovations within their online courses that exceeded quality expectations in course design. Areas such as interactive technology, accessibility and usability, Moodle tools, and templates were all featured. The next Exemplary Course Faculty Showcase is scheduled for Tuesday, Oct. 29, 2019, from 3-5 pm in the Alford Ballroom.

Thank you to our wonderful presenters and to all who attended!

Spring Exemplary presenters:

Kristal Curry, education
Mikel Norris, politics
Rajendra Dahal, math
Jaime McCauley, sociology
Suzanne Horn, education
Matthew Wilkinson, sociology
Alexandra Knox, visual arts

Exemplary Courses

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.

Several Exemplary Courses are showcased on the following pages. In addition, these faculty members will be featured at our Fall Exemplary Course Faculty Showcase on Tuesday, Oct. 29, 2019, from 3-5 p.m. in the Alford Ballroom (Atheneum 105). RSVP here!

Fall Exemplary Course Faculty Showcase Presenters

Xinyi Tan
Assistant Professor
Languages and
Intercultural Studies

Ross Foultz
Lecturer
Computing Science

Jamie Hedges
Senior Lecturer
Mathematics and
Statistics

Wendy Weinhold
Assistant Professor
Communication,
Media and Culture

COASTAL OFFICE OF ONLINE LEARNING

Exemplary Courses: Cohort 3, Course Enhancement

CSCI 101: Intro to Internet and World Wide Web - Online

Ross Foultz
Lecturer
Computing Science

Implementing a new textbook and new content were the main focus of Foultz's Course Enhancement Grant. He wanted to make the course easy to navigate, update, and convert from semester to semester. Foultz likes having the class data and assignment due dates on the first screen for students so that it is easy for them to find with little or no extra clicks. Some of the limitations in Moodle proved to be challenging because the design lists weeks down the page. He decided to take advantage of HTML 5 to make collapsible weeks that could be closed by the student to minimize the content on the page. Students can mark where they are and hide completed assignments.

"This course is one of the first classes that students take in the computer sciences core. It introduces the basics of the web, file management, networking, digital media, and computer security. The content is precisely the same online and face-to-face," said Foultz. "The assignments are structured as critical thinking MindTap assignments they are scenario-based. The students must respond to the scenario and the assignment changes based on their responses."

Exemplary Courses: Cohort 8, Course Development

MATH 202: Math for Early Childhood/Elementary Ed Majors II - Hybrid
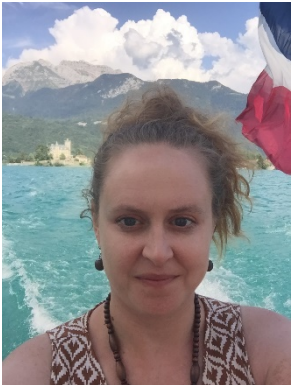
Hedges was challenged with determining out how to deliver material outside of this hybrid class. "Math is learned best when students can see it happening." She made several short videos to give students the opportunity to see problems being worked out instead of just seeing them in the textbook. She also wanted students to understand the type of work she was going to require for assessments. By making her own videos, she could easily model what was expected in terms of showing work.

The videos are short (five-minute) mini lectures which accompany a study packet. Students are also able to take notes while watching and can go back to the lecture(s) if needed. By putting these items online, it allows Hedges to focus on more activity-based learning during class.

The students enrolled in Hedges' class are early, elementary, or special education majors. The hybrid option for this course meets only once a week in-person and gives students the flexibility needed to fit it in to their schedule along with balancing the time needed to complete their work.

Jaime Hedges
Senior Lecturer
Mathematics and
Statistics

Exemplary Courses: Cohort 7, Course Development

COMM 304: Gender Communication - Online

Weinhold stated that a lot of athletes and working students find their way into her courses. "The most important thing is to prepare in advance so that the materials are there and students can do work as their schedules allow."

She also reimagined online discussion forums to make them more personal for students. "They are asked to apply their weekly readings to artifacts they love. Students must cite their assigned readings, but now they are able to discuss how the readings helped them to make sense of their favorite movies or songs."

Weinhold said that "most of us take our gender, sex, and sexuality for granted. Gender Communication asks students to reflect upon the multiple and powerful forces that reinforce normative, binary thinking that encourages them to accept and reify 'normal' ways of being men and women, male and female, and straight and queer. It can be a challenge in the beginning because some students think they can breeze through online discussions and applications without interrogating themselves and the assigned texts."

Wendy Weinhold
Assistant Professor
Communication,
Media, and Culture

**To view more of our COOL Exemplary Courses at CCU,
please visit: COOL Exemplary Courses.**

COOL is pleased to offer a variety of trainings on Moodle and Best Practices in Digital Learning

Moodle trainings include:
- Getting Started with Moodle – Tier 1 Training.
- Advanced Moodle Training – Tier 2.
- Using Moodle Communication Tools Effectively.
- Moodle Gradebook Essentials.

Digital accessibility trainings include:
- Integration of Accessible Design and Assignments into your Digital Learning Classes.
- Ally Digital Accessibility Tool – Let's get Started!

Lecture capture trainings include:
- Echo360 Basics.
- Encourage Active Learning in your Class Using Echo360.

COOL Faculty Trainings

Best practices in online learning include:
- Quality Assurance Inventory (QAI) Online.
- Using Best Practices to Update your Online or Hybrid Online Learning Course.
- Academic Integrity and Best Practices in Digital Learning.
- Best Practices for a Strong Reusable Framework for an Online and Hybrid Online Course.
- Academic Continuity in the Teaching and Learning Environment.
- Blended/Hybrid Workshop.
- Ten Principles of Effective Online Teaching.
- Five Ways to Incorporate Interactivity into your Online and Hybrid Online Course.

Open educational resources:
- Integration of Open Educational Resources (OERs) into your Online, Hybrid, and Traditional Classes.

Digital Learning Institute

COOL now hosts the Digital Learning Institute, formerly known as the Distance Learning Institute (DLI). The name change now reflects the growing need for training and resources for faculty and staff as it applies to all digital content for the University.

The Digital Learning Institute is a certificate program designed to give faculty the knowledge and skills to develop and manage successful online and hybrid courses. This 10-session program consists of a series of five required sessions, five elective sessions, and a capstone. The modalities of these sessions will vary from session-to-session. Some sessions will be completely online, while some will require you to attend in-person.

Required Sessions:
- Academic Integrity and Best Practices in Digital Learning.
- Integration of Digital Accessibility into your Online, Hybrid, and Flex Courses.
- Encourage Active Learning in your Course Using Echo360 (Online).
- QAI Online (Quality Assurance Inventory) (Online).
- Using Best Practices to Update your Online or Hybrid Online Learning Course (Online).

Elective Sessions (choose 5):
- Five Ways to Incorporate Interactivity into your Online/Hybrid Course.
- Ten Principles of Effective Online Teaching.
- Advanced Moodle Training - Tier 2.
- Ally Digital Accessibility Tool – Let's Get Started!
- Blended/Hybrid Workshop (counts as two).
- Curating Content and Resources for your Online Course.
- Echo360 Universal Lecture Capture.
- Establishing an Online Presence.

Digital Learning Institute con't.

Elective Sessions continued:

- Getting Started with Moodle - Tier 1.
- Integration of Open Educational Resources (OERs) into your Online, Hybrid, and Traditional Classes.
- Moodle Gradebook Essentials.
- Providing Meaningful Digital Feedback to your Students.
- Supporting Diverse Learners.
- Survey of Tech Tools for Online Learning.
- Using Exam Wrappers and Assignment Wrappers to Promote Student Reflection.
- Using Moodle Communication Tools Effectively.
- Using Rubrics in Online Learning.
- Working with Student Groups in your Online Class.

Capstone:

The final component of the DLI is the capstone. DLI participants will review any course that uses digital learning technologies and implement one category found in the Online Learning Consortium (OLC) OSCQR Course Design Review Scorecard. This scorecard is designed to improve instructional design based on best practices. Each category of the scorecard consists of multiple standards that target aspects of online courses for improvement. The scorecard includes categories in the following areas: course overview and information; course technology and tools; design and layout; content and activities; interaction; and assessment and feedback.

Please use this link to register for the [Digital Learning Institute](#) offered through the Coastal Office of Online Learning.

online
COASTAL CAROLINA UNIVERSITY.

COOL Staff Highlights

COOL staff members Jessica Hall and Kiara Hurt gaining new knowledge in the area of pedagogy and implementing new digital technologies at the South Carolina Conference on Innovations and Teaching and Learning in Higher Education.

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

Professional Development

Kelly Parnell, pictured with Sherri Restauri, recently completed Track III, the final track of the CCU Leadership Institute through the Office of Training, Development, and Service Excellence. Congratulations, Kelly!

Congratulations to Kiara Hurt, pictured with President DeCenzo, on her completion of Feel the Teal training!

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 Office of the Provost, oversees the COOL Course Development (CD) grant program for the campus. These grants are issued via a call for proposals (CFP) 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. 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 2020, 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

Exploring Open Education Resources Using MERLOT
Friday, Oct. 18, 2019
2-3 p.m.
Register for this class.

Call for Proposal Course Development Grants
(Cohort 9)
October 2019 release date

Exemplary Faculty Course Showcase
Oct. 29, 2019
3-5 p.m.
Alford Ballroom,
Atheneum Hall Room 105
Showcase RSVP.

Final Course Submission Due Course Development Grants
(Cohort 8)
Dec. 15, 2019

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