



Alliant International University

# Center for Teaching and Excellence - Newsletter

May 25, 2021

The [Center for Teaching Excellence](#) monthly newsletter provides information about events sponsored by the CTL as well as around the university and beyond. We also feature resources available to Alliant faculty on the CTE site and elsewhere. We encourage you to submit possible content of interest to faculty for an upcoming newsletter.

Dalia Ducker

## Center for Teaching Excellence Events

### On Demand



The CTE site section on **Course Design**, subsection on Integrating Diversity, Equity, and Inclusion into Course Content and Assignments, includes a link to the recent webinar by Dr. Kim Case, *Syllabus Challenge: Infusing Inclusive Practices*. There is also a link to the Syllabus Challenge document provided by Dr. Case that includes practical tips and strategies to address both the syllabus document itself and broader course design issues.

► View webinar here: [Syllabus Challenge: Infusing Inclusive Practices](#)

## Other Events



### On Demand

**Diversifying the Graduate Student Pipeline.** This is the recording of a panel of professionals and practitioners in diversity and inclusion who joined *The Chronicle* discussion of the steps needed to make progress on this pivotal issue in higher ed today.

► View here: [Diversifying the Graduate-Student Pipeline](#)

**Active Learning for a Post-Pandemic World.** This is a recording of a discussion by educators, sponsored by *The Chronicle of Higher Education*, on the role of active learning and technology in online, onsite, and hybrid teaching when classes resume in the fall.

► View here: [Active Learning for a Post-Pandemic World](#)

**Race, Gender, and Social Class: AAPI Women Resist Invisibility.** This is a recording of a program with presentations by four panelists that was sponsored by Section 5 of APA Division 35.

► View here: [At the Intersections of Race, Gender, and Social Class: AAPI Women Resist Invisibility](#)

## Resources on Center for Teaching Excellence site



## Documents

- In the **Diversity Equity, and Inclusion** section there is a link to the American Psychological Association's Equity, Diversity, and Inclusion framework, that is intended to (a) promote the coordination and streamlining of EDI efforts; (b) build knowledge and a common language for talking about EDI; and (c) support APA's long-term strategy toward dismantling systemic inequities that exist within the association, discipline, and society.  
▶ View here: [American Psychological Association's Equity, Diversity, and Inclusion Framework](#)
- In the **Diversity, Equity, and Inclusion** section, there is also a link to the Social Responsiveness in Health Services Psychology Education and Training Toolkit from the Council of Chairs of Training Council. This document is based on the work of conference in which participants identified ways in which training programs can ensure that faculty and supervisors are competent to prepare psychologists in training to be socially responsive.  
▶ View here: [Social Responsiveness in Health Services Psychology Education and Training Toolkit, from the Council of Chairs of Training Council](#)
- In the **Assessment** section, under Student Assessment, there is a link to the publication, A New Decade for Assessment: Embedding Equity into Assessment Praxis from the National Institute for Learning Outcomes Assessment that defines and characterizes equity-minded institutional assessment.  
▶ View here: [A New Decade for Assessment: Embedding Equity into Assessment Praxis from the National Institute for Learning Outcomes Assessment](#)
- In the **Remote Teaching** section, there is a report entitled Planning for a Blended Future: A Research Driven Drive for Educators published by Every Learner Everywhere and partners. It identifies factors to consider in planning and redesigning courses and programs for online and onsite instruction.  
▶ View here: [Planning for a Blended Future](#)

## Consultations

- The **Confidential Individual Consultations** section of the CTE site includes a narrative on Interpreting End of Semester Course Evaluations. This subsection contains information on the Alliant process and comparative data, how to interpret both qualitative and quantitative student feedback, and some contextual factors to consider. It also gives ideas for a few specific changes and practices that can help improve evaluations. Faculty who would like to discuss their evaluations in order to develop ways to improve their courses can use the following Consultation Request form:  
▶ Request consultation here: [Consultations Request Form](#)
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## Student Assessment



The CTE site section on **Assessment** provides information on best practices in assessing student learning and inclusive assessment.

1. Assessments, learning objectives, and instructional strategies need to be closely aligned. The kind of assessment you choose should depend on what kind of task will reveal whether students have achieved the learning objectives that you have identified.
  2. Define and articulate what constitutes high- and low-quality work on a particular assignment or test. One way to do this is by creating and sharing rubrics. Another way is by sharing examples of student work.
  3. Being transparent by sharing the purpose of each assignment and explaining how each contributes toward reaching a specific learning outcome can help students understand their learning experience more clearly and thus increase their motivation.
  4. Giving early and regular opportunities for students to demonstrate their learning throughout the term/semester enables both you and your students to monitor progress toward learning objectives.
  5. Use a variety of formative and summative assessments throughout your course. Formative assessments occur during the learning process to identify misconceptions and gaps. Summative assessments occur at the end of the learning process and can be used to determine achievement of specific learning outcomes.
  6. Providing a variety of assessment options helps to ensure that all students can demonstrate what they know. Create opportunities for students to choose activities and topics related to their own interests.
  7. Use low-stakes assessments, which are often informal opportunities for students to check their understanding and practice with new material or modalities, as well as high-stakes assessments are formal graded assessments that determine the final grade.
  8. Give students exercises or assignments that allow for self-assessment, so they gain insights about the nature and quality of their own work, build self-regulation skills, and increase their motivation and confidence.
  9. Build a climate of cooperation instead of competition by giving students opportunities to collaborate with classmates. Use peer feedback sessions and workshopping as well as group projects.
  10. Knowledge of students' previous performance, personal identities, and other attributes can introduce personal bias into the assessment process. Consider implementing an anonymous grading policy.
  11. Design your assessments so you provide feedback to students early and often. Break down large assignments into smaller steps and give feedback along the way.
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12. Connect your assignment descriptions, rubrics, and other assessment tools to appropriate letter or number grades. Provide students with information and examples of what constitutes A-level work, B-level work, and so on for a given assignment or course.

You can find more about student assessment, including links to additional information and resources, at

▶ [CTE: Student Assessment](#)

The Assessment section also has information on evaluating group projects

▶ [CTE: Evaluating Group Projects](#)

and another section on providing effective feedback

▶ [CTE: Providing Effective Feedback](#)

## Other Resources



### Articles

- **Grading class participation.** In the first of these pair of articles in the *Chronicle of Higher Education*, Dr. James Lang, professor and Director of the Center for Teaching Excellence at Assumption University, argued against grading class participations  
▶ Read here: [Should We Stop Grading Class Participation?](#)
- In the second article, in response to readers' reactions, he described two options for "fairly" grading class participation (although he does not intend to use them).  
▶ Read here: [2 Ways to Fairly Grade Class Participation](#)
- **Scholarly writing.** This article from *Inside Higher Education* reports on a study that found that scholarly articles that are difficult to follow are less effective than those that are written simply and clearly.  
▶ Read here: [The Case for Writing Plainly](#)

### Podcasts

These are two long running podcasts that address issues related to teaching and higher education.

- **NPR Teaching Matters**  
▶ Listen here: [Teaching Matters](#)
- **Tea if for Teaching**  
▶ Listen here: [Tea for Teaching](#)



### Workload Estimator

The Center for Teaching Excellence at Rice University has developed a calculator to help estimate the amount of work students will have to perform outside of class. The calculator has three categories of course work (reading, writing, and exams), and each category has a range of difficulty to choose from. Keep in mind that this instrument was developed for Rice University undergraduate student and may not fully apply to students at other institutions and levels. The calculator is followed by an in-depth account of how the numbers were arrived at.

► View here: [Course Workload Estimator](#)

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**Dalia Ducker**

Alliant International University

[dducker@alliant.edu](mailto:dducker@alliant.edu)

