



Alliant International University

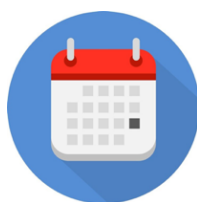
Center for Teaching and Excellence - Newsletter

April 10, 2023

The Center for Teaching Excellence monthly newsletter provides information about events sponsored by the CTE as well as around the university and beyond. We also highlight resources available to Alliant faculty on the CTE site and elsewhere.

Dalia Ducker

Update from the Center for Teaching Excellence



On Demand

Title of Workshop: DIY Video Production: Video for Creating Community

Presenters: Dr. Jeremy Bond and Dr. Melissa Vervinck

Creating a video can be done with your smartphone, tablet, or computer at anytime from anywhere. In this first of three webinars, the presenters looked at the use of video as the basis for creating a positive and supportive online learning community for all students enrolled in your course. A variety of video recording options and editing suggestions as well as best practices to improve your video production skills were shared.

[DIY Video Production_012723.mp4](#)

Title of Workshop: Content and Clarity: Video as a Course Delivery Tool

Presenters: Dr. Jeremy Bond and Dr. Melissa Vervinck

When delivering content in an online environment, videos are often used. In this second session, the presenters discussed research backed best practices when creating videos for delivering course content and information. (Hint, it is NOT recording 90-minute lectures and posting them online.) They also focused on Zoom and how to use it to create videos, including how to use the annotations and whiteboard as well as using PowerPoint as a virtual background.

[Video as a Course Delivery Tool_021723.mp4](#)

Title of Workshop: Multimedia Feedback: Bringing Your Input to Life

Presenter: Dr. Melissa Vervinck

In this last webinar of the series, the presenter focused on how to provide audio or video feedback to students and the affordances of doing so. Specifically, the presenter focused on utilizing tech tools in Canvas for sharing this information quickly and easily. In addition, the presenter will address any other questions or issues brought up in the previous two webinars and provided a wrap up of the series.

[Multimedia Feedback_Bringing Your Input to Life.mp4](#)

Other Events



Upcoming CSPP lecture series

Title of Workshop: Healing for Helpers: Trauma Resiliency for First Responder

Presenters: Catherine Bishop Vincent, EdD, and Samantha S. Guber, EdD

Date and time: Thursday, April 20, 2023, 10:00 - 11:00 am PT

Location: Zoom

For the past three years, first responders have been at the forefront of our care and crises almost nonstop, with little opportunity for respite. Even though first responders are survivors of critical incidents who need help dealing with the trauma they experience, they are traditionally not categorized as such due to the nature of their roles. In this webinar, Dr. Catherine Bishop Vincent and Dr. Samantha Guber will analyze historic mental health treatments for first responders and their levels of effectiveness. They will also discuss the basic the latest best practices for clinical treatments for first responder clientele, the basic tenets of the Trauma Resiliency Protocol, and preliminary analysis on the specific effects of trauma on the quality of life for first responders.

On Demand

Zoom

Zoom sponsors an ongoing series of webinars listed [here](#). Not all webinars are relevant to education, but some are, including those on hybrid meetings. There are also repeated sessions Zoom basics.

<https://zoom.us/webinar/register/weeklylivedemo>.

Resources from the Department of Online Teaching



Inclusive Pedagogy: Institutional commitment and management

This is the final article of a four-article series focusing on Inclusive Pedagogy.

Melissa Vervinck, D.E.T.

This final article in the series of four articles focused on Inclusive Pedagogy evolved from the definition proposed by Hocking (2010) and cited in Lawrie, et al. (2017): “Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed to engage students in learning that is meaningful, relevant, and accessible to all” (p.2). To review, the areas of focus and topics for these articles were:

Areas of Focus	Topic of Article (Month)
Inclusive curriculum delivery	Suggestions for creating a supportive online learning environment (January)

Inclusive curriculum design	Technological tools in Canvas to create an accessible course (February)
Inclusive assessment	Techniques designed to evaluate student learning in meaningful, relevant, and accessible ways (March)
Institutional commitment and management	Availability of Professional Development opportunities focused on areas related to inclusion (April)

The last area of focus is related to Institutional Commitment and Management. According to Lawrie in 2017, this area had gotten more attention since the research by Hocking which was published in 2010, and I daresay, this particular area has gotten even more attention since 2017.

Shining a spotlight on Alliant, it is evident that inclusion is a focus of the university as exemplified by the IMPACT Values. You are probably familiar with these; however, as a reminder, the letter “I” in IMPACT stands for “Inclusion: We are committed to inclusive excellence; we value, include, and engage the rich diversity of the Alliant community.” In addition, this statement goes on to support the investment of “time in education and training that increase my cultural competency and understanding of underrepresented groups.”

It is important that the university follow through with action to support its stated values. The resources available through the [Alliant Center for Teaching Excellence \(CTE\)](#) are a great place to start. A variety of topics are available including more information about developing an Inclusive Pedagogy. To highlight a few recent webinars presented by the Online Learning staff on topics related to inclusive teaching practices and are available to you on-demand:

- [Digital Accessibility](#)
- [DIY Video Production: Video for Creating Community](#)
- [Content and Clarity: Video as a Course Delivery Tool](#)
- [Multimedia Feedback: Bring Your Input to Life](#)

Attending a workshop, webinar or conference session is a good place to start learning about inclusive teaching practices. However, you will need to invest additional time to learn about the details, nuances, and complexities necessary to implement any new teaching practice so that it is effective for developing the type of classroom environment where you and your students thrive. Focusing on “...develop[ing] a deeper understanding of how people learn from a neuroscientific and cognitive-psychology perspective, and develop[ing] a model for how students learn” is an approach taken by many faculty development programs in higher education and is exemplified by the faculty development program at Washington State University (Supiano, 2023, para. 50). In this program, more in-depth training is offered over a longer duration of time so that faculty can develop a deeper understanding of topics which they find improves student success metrics. You can do this, too. Find a topic that you want to learn more about (Inclusive pedagogy, online teaching or another one) and dive in. Ask others to join you or seek out others who have successfully

implemented ideas you are interested in trying yourself. There is success in numbers and working with others.

By exploring and adopting ideas to create an inclusive environment in your own online courses through the lens of teaching using an Inclusive Pedagogy, you will create a learning environment where learners succeed. Of course, when trying something new you may feel, as shared in the first article in this series, “Nervous, apprehensive, scared, excited, happy, not angry, but everything else...[and] wonder... ‘Okay, is this gonna be really good? Or is this gonna be stupid and students aren’t gonna like it?’ ” (Erby et al., 2021, para. 1). You will not know what will happen unless you begin. Learn more first, and then, thoughtfully implement the teaching techniques you want to try based on your pedagogical beliefs.

References

- Erby, K., Burdick, M., Tutwiler, S. W., & Petersen, D. (2021). Motivation to “keep pushin’”: Insights into faculty development facilitating inclusive pedagogy. *To Improve the Academy: A Journal of Educational Development*, 40(2). doi: <https://doi.org/10.3998/tia.461>
- Lawrie, G., Marquis, E., Fuller, E., Newman, T., Qiu, M., Nomikoudis, M., Roelofs, F, & Van Dam, L. (2017). Moving towards inclusive learning and teaching: A synthesis of recent literature. *Teaching & Learning Inquiry*, 5(1), 9-21. <https://files.eric.ed.gov/fulltext/EJ1148444.pdf>
- Supiano, B. (2023, March 9). Changing your teaching takes more than a recipe. Retrieved March 14, 2023, from *The Chronicle of Higher Education* website: https://www.chronicle.com/article/changing-your-teaching-takes-more-than-a-recipe?cid2=gen_login_refresh&cid=gen_sign_in

Teaching Tips



[Radical Empathy in Teaching](#)

The author of this post on the Oregon State University Center for Teaching and Learning blog, Dr. Katie Hubler, defined radical empathy as “a model of holistic, inclusive teaching that can help instructors foster a welcoming and equitable university classroom”. It utilizes teaching practices common to [Universal Design for Learning \(UDL\)](#), [trauma-informed \(TI\) pedagogy](#), [anti-racist education](#), and [inclusive teaching](#).

Dr. Hubler’s approach focuses on demonstrating empathy and recognition of students’ needs and realities “by adopting equitable instructional methods and policies that support minoritized students and students who have experienced trauma”. This approach advocates for having structures and clear-but-flexible policies to meet a variety of student needs and reduce the need for individual accommodations.

The author listed five strategies for building radical empathy into a course:

1. Craft a [warm, welcoming syllabus](#).
2. Get to know your students so you can better anticipate needs and empathize with their current realities.
3. Promote student agency in multiple aspects of your course.

4. Help all students succeed by structuring your class to provide more opportunities to actively engage with the class content and their peers.

Other Resources



Articles

[Flexibility in Courses](#)

This *Chronicle of Higher Education* article described the conflicting expectations instructors are encountering as some courses have returned to the classroom. Students expect the same level of flexibility they experienced when on ground courses were taught inline, “Increasingly, though, professors aren’t so sure that this level of flexibility is working. For one thing, juggling frequent absences and requests for recordings, extensions, and other forms of flexibility is exhausting for already-drained professors. But that’s not their only concern. Many professors suspect the extensive flexibility students now expect might also be undermining their learning.”

[Embracing Uncertainty in Teaching](#)

This article in the *Chronicle of Higher Education*, the authors argued that is important for students to learn to work with the uncertainty they will confront in the real world and that “giving students opportunities to regularly confront those complexities in the classroom offers invaluable preparation for life and work”. They offered five offer five small practices that instructors can adopt (b) pursue the unexpected in class discussions; (b) welcome wrong answers and devalue right ones; (c) leverage uncertainty to build suspense and surprise; (d) model not knowing; and (e) create systems for honoring the unknown explicitly. They concluded that these instructional techniques teach students that to be wrong or confused about something is okay and that uncertainty a necessary part of learning.

[ChatGPT Just Got Better](#)


This article in the *Chronicle of Higher Education*, an educator and writing instructor who tested ChatGP-4 before its release, provides advice on how to respond. Dr. Mills believes the following are ineffective responses: (a) trying to develop prompts that AI won’t be good at; (b) using multimedia assignments to evade AI; (c) giving assignments that use personal narratives and metacognitive reflections; (d) avoiding assignments an instructor knows AI can do; and (e) relying on detection programs. The writer advocated the following responses: (a) assigning writing that is interesting and meaningful to students; (b) communicating what makes the process of writing invaluable; (c) supporting the writing process; (d) focusing on building relationships with students as a way to help them stay engaged; and (e) exploring the nature and risks of AI with students.

Shared Resources



[ChatGPT & Education](#)

Torrey Trust, PhD, an Associate Professor of Learning Technology at the University of Massachusetts Amherst, created this PowerPoint presentation as an introduction to ChatGPT. It describes its development, its drawbacks, and its potential uses for instructors. It also goes over what it cannot (yet) and provides ideas for how educator

	can use it to benefit themselves and their students. These include ideas for preventing its misuse as well as ideas for using it as an educational tool.
Faculty Success and Well-Being	
	<p data-bbox="420 352 651 384">Academic Ghosting</p> <p data-bbox="420 422 1421 636">The author provided examples of various types of academic ghosting. These included collaborators and colleagues who ceased to respond to emails, search committees that never got back to rejected job applicants, advisors who ignored their mentees, and administrators who ignored adjunct faculty. She argued that this disrespectful and hurtful behavior is prevalent in academics but is especially difficult for the least powerful members of the academic community. She advocates for accountability and creating an environment that is safer and more welcoming to all.</p> <p data-bbox="420 678 849 709">Using ChatGPT in Academic Writing</p> <p data-bbox="420 747 1421 993">The author reviewed the ethical issues, including fairness and transparency, related to the use of ChatGPT in academic writing. Although several academic journals and publishers have <u>updated their submission guidelines</u> to explicitly ban researchers from listing ChatGPT as a co-author or using text copied from a ChatGPT response, some academics have criticized these bans as resistant to technological change. The author discussed some of these arguments and concluded that transparency about the use of artificial intelligence is crucial to have “informed and reasoned discussions about what norms and rules should govern academic writing in the future”.</p>

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