



Alliant International University  
Center for  
Teaching and Excellence - Newsletter

December 5, 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

Resources from the Department of Online Teaching



**Canvas Gradebook: Utilizing Features in the Settings**

Melissa Vervinck, D.E. T.

**Instructor Request**

*Subject: Assistance Needed with Canvas Gradebook Settings*

*Dear Online Learning Team,*

*I hope this email finds you well. I am seeking your assistance with the Settings features in Canvas Gradebook. I would like to better understand how to configure and optimize these settings to communicate grading information with students and to ensure accurate record-keeping. Your guidance in this matter would be greatly appreciated.*

*Thank you for your help.*

*Best regards,*

*Professor Cypher Gradehaven*

**Online Learning Team Response**

Professor Gradehaven, the Gradebook feature in Canvas proves to be a valuable tool for both educators and students, offering a range of functionalities to enhance the grading process and communication within your course. When using the gradebook in Canvas, you can enter grades and comments about assignments as well as gain insight into student performance, such as activity by date and assignment grading comparisons.

Your students benefit from viewing their personal graded assignments and current overall grade for your course. Furthermore, you can communicate with students about late, missing, or excused assignments. Let's take a look at what you can do in this area.

**Gradebook Settings**

The screenshot shows the Canvas Gradebook interface. On the left is a navigation sidebar with icons for Account, Admin, Dashboard, Courses, and Calendar. The main area is titled 'Gradebook' and has two search bars: 'Student Names' and 'Assignment Names'. Below these is an 'Apply Filters' button. The main table has the following columns: 'Student Name', 'Module 1 - Assignment: Out of 0', 'Module 2 - Discussion: Edif Out of 0', 'Module 2 - Quiz: Preparing Out of 10', and 'Module 3 - Discussion: On Out of 0'. Three rows of student data are visible, with names redacted by black bars.

Student Name	Module 1 - Assignment: Out of 0	Module 2 - Discussion: Edif Out of 0	Module 2 - Quiz: Preparing Out of 10	Module 3 - Discussion: On Out of 0
[REDACTED]	0	0	10	0
[REDACTED]	0	0	9	-
[REDACTED]	0	0	10	0

1. Open your Canvas Gradebook and click on the gear icon located at the top right side of the page to access Gradebook Settings.
2. You can customize the course settings for **Late Policies**, **Grade Posting Policy**, and **View Options**.
  - a. **Late Policies\***: Choose specific grades for missing submissions and set automatic deductions for late submissions. Remember to click **Apply Settings** to update your preferences.
  - b. **Grade Posting Policy** – The default setting is to **Automatically Post Grades** as soon as you enter them. To **Manually Post Grades** and delay posting to determine when grades will be made available for each assignment, choose this option. Don't forget to click **Apply Settings** to save your choice if updated.
  - c. **View Options** – Choose how **Columns are Arranged**, what information you wish to **Show**, and **Status Color**. **Status Color** visually show when students have assignments listed as: late, missing, resubmitted, dropped or excused. Remember to click **Apply Settings** to save your configurations.

\*Note: Some programs/schools have standard late policies. Check with your program director for guidance.

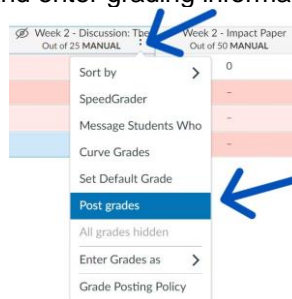
### Using Setting's Selections

Additional steps will be needed if you choose to manually post grades or when adding an assignment status. For these, you will need to also complete the following steps.

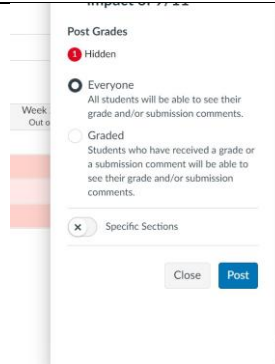
### Manually Posting Grades

If you have selected to **manually post grades**, grades will not be available for students to view until you post them. You will need to complete the following steps.

1. Grade all submissions and enter grading information in Canvas.



2. In the assignment column, click the ellipsis to the right of the assignment title and scroll to **Post grades**.

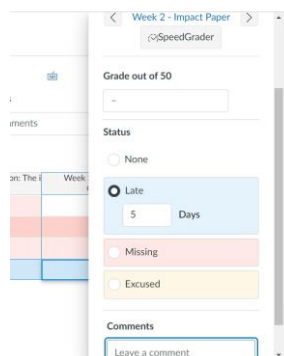


3. In the pop-up menu, choose **Everyone** or **Graded** and click **Post**. The students you have selected will now be able to see their final grade for the assignment.

### Adding Status Information (Late, Missing, Resubmitted, Dropped or Excused)

Student Name	in: Edit	Module 2 - Quiz: Preparing Out of 10	Modu
[REDACTED]		10	
[REDACTED]		9	
[REDACTED]		10	
[REDACTED]		[input field] /10 [arrow icon]	
[REDACTED]		-	
[REDACTED]		-	

1. Locate the student's name and scroll to the relevant assignment.
2. Click on the cell to enter the score or use the box with an arrow to open a sidebar.



3. Enter grade, status and/or comment. The grade will update when you close the box; the status will update automatically; and the comment will be added once you click submit.

### Conclusion

Personalizing your Gradebook Settings in Canvas course streamlines communication and saves time. The settings we have discussed here focus only on a small portion of the options available to you to customize your Gradebook experience. For more detailed information, refer to [How do I use the Gradebook?](#)

We look forward to continuing to respond to questions sent to the Online Learning Team – [onlinelearningstaff@alliant.edu](mailto:onlinelearningstaff@alliant.edu).



## Active Learning

Active learning is defined as any instructional method that engages students in the learning process, requiring them to do meaningful learning activities and think about what they are doing. Thus, the instructor assigns activities that encourage students to seek patterns and connections, analyze and synthesize, and evaluate and apply the material. In addition, students are encouraged to reflect on their learning and learning processes. These activities can be used to both supplement and replace lectures. They can involve one or two students, small groups, or an entire class. Examples include the following:

1. **Pause procedure**– pause for two minutes every 12 to 18 minute and encourage students to discuss notes in pairs.
2. **Retrieval practice**– pause for two to three minutes every 15 minutes and encourage students to write everything they can remember from the preceding segment.
3. **Demonstrations**– Before a demonstration, ask students to predict the results and discuss prediction with a neighbor. After demonstration, ask entire group to discuss observed results and compare to prediction.
4. **Think – pair – share**– pose a question and ask students to think or write about an answer for one minute and then discuss response with a peer for two minutes. Ask students to share their responses.
5. **Peer instruction**– pose a question and ask students to think about an answer and vote on a response before discussing with a neighbor.
6. **Minute papers**– pose a question and ask students to write for a minute. Ask students to share responses and discuss.
7. **Concept map**– identify key concepts and ask students (small groups or entire class) to determine general relationship of concepts.
8. **Student-generated test questions**: provide students with a copy of learning goals for unit and a figure representing Bloom's taxonomy. Ask students to create test questions corresponding to learning goals and different levels of taxonomy.
9. **Decision making activities** - provide a short description of a real life problem and ask students to work in groups to arrive at a decision related to it. Have groups share their decisions and reasoning.
10. **Anonymous cards**: Students write questions about course material on index cards, which are distributed to other students. Each student researches the question that they received, and then shares what they have learned with the rest of the class.
11. **Responsive lecture**: Students work in pairs to generate and write questions based on course material (e.g., election, reading, or out of class activity) for the instructor to answer. Each pair submits their questions. The instructor reviews and organizes the questions and then responds to the top-ranked question at the next class.
12. **If you could ask one question**: Students write on an index card one question about the material that they would like further explored. They then work in groups to discuss the questions and formulate answers.

More information on active learning can be found at the CTE site: [Promoting Active Learning](#).

## Other Resources



### Article

#### [Students Crossing Boundaries](#)

This article in the *Chronicle of Higher Education* describes student problematic post-pandemic expectations that include suggestions for dealing with unreasonable demands and rude behaviors. Primary among these suggestions is being clear and explicit with students about course rules and policies. “Transparent course design rests on the idea that explaining not only what your policies are but why you have them helps students feel confident in what is expected of them and how it benefits their learning.” Transparency entails including detailed information in the syllabus on deadlines and late work policies, how students will be assessed and why, and ground rules for classroom conduct. Instructions for individual assignments may also include explanations of why they were designed in a certain way and what the instructor wants students to achieve (i.e., related student learning objective). Ad hoc flexibility can lead to worse outcomes for students. It’s better to build flexibility into a course rather than trying to determine on a case-by-case basis whether students have a “good enough” reason to be granted an exception. This transparency will mean that students will be less confused and frustrated and will help to recalibrate expectations.

### Podcasts

Below is a list of academic podcasts on a wide variety of topics:

- <https://www.alieward.com/ologies> Ologies has episodes on a wide range of scientific fields (e.g., road ecology, teratology, pomology, and cosmology).
- <https://www.theskepticsguide.org/podcasts> The Skeptics’ Guide to the Universe comprises episodes that examine science stories for accuracy, debunking myths and misinformation.
- <https://www.theallusionist.org/> The Allusionist by Helen Zaltzman explores the origins and meanings of words in the English


## Shared Resources



- [AI for Education](#) : Educator Resources à AI Launchpad Series
  - [How to Use AI Responsibly EVERY time](#)
  - [GenAI Chatbot Prompt Library for Educators](#)
  - [Top Mistakes Educators Make When Using AI](#)
- [AI Pedagogy Project](#) @ metaLAB (at) Harvard
  - Part 1: AI Starter
  - Part 2: LLM Tutorial
  - Part 3: Resources
  - Assignments Integrating AI (evolving collection)
- Coley, M. (2023, August 16). [Guidance on AI Detection and Why We’re Disabling Turnitin’s AI Detector](#). *Vanderbilt University: Announcement, News*.

	<ul style="list-style-type: none"> <li>• Darby, F. (2023, November 13). <a href="#">Why You Should Rethink Your Resistance to ChatGPT</a>. <i>The Chronicle of Higher Education</i>.</li> <li>• Garces, K. (2023, July 18). <a href="#">How Does an AI Checker Work: 5 Reliable AI Detectors</a>. Penji. Liang, W., Yuksekgonul, M., Mao, Y., Wu, E., &amp; Zou, J. (2023). <a href="#">GPT detectors are biased against non-native English writers</a>. <i>Patterns</i>. 4(7).</li> <li>• McAdoo, T. (2023, April 7). <a href="#">How to cite ChatGPT</a>. <i>APA Style</i></li> <li>• <a href="#">Wharton School Playlist</a> (Wharton Interactive's Faculty Director Ethan Mollick and Director of Pedagogy Lilach Mollick) <ul style="list-style-type: none"> <li>• Practical AI for Instructors and Students <ul style="list-style-type: none"> <li>• Part 1: Introduction to AI for Teachers and Students</li> <li>• Part 2: Large Language Models (LLMs)</li> <li>• Part 3: Prompting AI</li> <li>• Part 4: AI for Teachers</li> <li>• Part 5: AI for Students</li> </ul> </li> </ul> </li> </ul>
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**Faculty Success and Well-Being**

	<p><a href="#">Adventures in Substack</a></p> <p>In this article in the <i>Chronicle of Higher Education</i>, James Lang discussed the decisions he had to make in starting his own Substack academic newsletter. These included ideas for (a) Choosing a subject, title, and description, (b) deciding how much to write, (c) choosing images; and (d) sending, promoting, and responding. He cautioned that writing and publishing a weekly newsletter required a larger time commitment than he'd expected. "If you want readers, you have to put in the time and effort to make your newsletter worth receiving."</p>
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