



Alliant International University

Center for Teaching and Excellence - Newsletter

February 7, 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

Center for Teaching Excellence Events



Upcoming

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

Date and time: February 17, 2023, 12:00 – 1:00pm PST

When delivering content in an online environment, videos are often used. In this second session, we will discuss 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.) We will also focus 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. [CLICK HERE TO REGISTER](#)

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

Date and time: March 24, 2023, 12:00 – 1:00pm PST

In this last webinar of the series, we will focus on how to provide audio or video feedback to students and the affordances of doing so. Specifically, we will focus on utilizing tech tools in Canvas for sharing this information quickly and easily. In addition, we will address any other questions or issues brought up in the previous two webinars and provide a wrap up of the series. [CLICK HERE TO REGISTER](#)

Title of Workshop: Using Universal Design in Teaching: Practical Applications

Presenters: Julie Cosenza, Ph.D. and Rhoda Olkin, Ph.D.

Date and time: February 23, 2023, 4:00 – 5:30pm PST

Location: Zoom

This workshop will give a brief overview of principles of universal design (UD) and the rationale for using UD in pedagogy. Myths and controversies about UD are presented. Designing teaching and homework that maximizes learning for all students and practical applications are the focus. Specific ideas that can be readily implemented will be shared. Psychologists can earn 1.5 CE units by attending.

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, we will look 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 will be shared.

[DYI Video Production: Video for Creating Community](#)

Center for Teaching Excellence Upcoming Events



Upcoming

CSPP lecture series

Title of Workshop: “Hands Up! Please Don’t Shoot”: African Americans’ Views on Police Misconduct, Brutality, and Killings

Presenters: Kimberly Finney PsyD, ABPP, MSCP, MPH and Dr. Tracy Washington

Date and time: Friday, February 24, 2023, 1:00 – 2:00pm, PST

Location: Zoom

This webinar examines the psychological and traumatic effects on African Americans within urban communities due to police profiling, misconduct, and shootings (fatal and nonfatal). This information was published as a chapter in the book titled, *The Reality of Diversity, Gender and Skin Color*.

The presenters will provide an overview of the past decade of how national news networks and social media have been platforms for highlighting the numerous instances of African Americans being killed or mistreated by police officers across the United States. Ten African Americans were interviewed, and the results of those interviews were collected and analyzed for patterns and themes. The psychological, biological, and social impact of their experiences with the police will also be discussed followed by a question-and-answer period.

On Demand

Title: Disability Research: State of the Science and Future Directions

Presenter: Dr. Kathleen Bogart

Title or Workshop: Disability Research: State of the Science and Future Directions

Presenter: Dr. Kathleen Bogart

This workshop, given by an eminent social psychologist who specializes in disability research, provided an overview of cutting-edge psychological research on disability and what is needed next. Best practices of psychological research on disability, including disability representation and participatory research, were discussed. Key social psychological theories and findings related to ableism and disability identity were introduced. The workshop concluded with future directions, focusing on key research gaps.

Disability Research_Bogart_010923.mp4









[Inclusive Pedagogy: Focus on Inclusive curriculum design](#)

Melissa Vervinck, D.E.T.

This is the second article of a four-article series.

A second area of Inclusive Pedagogy focuses on developing an inclusive curriculum design. The goals, learning objectives, pedagogical strategies, instructional materials, activities, assessments, pacing, and technological tools are some of the areas that must be addressed when designing a course in addition to ensuring that your course is inclusive and accessible for all learners.

Creating an inclusive learning environment encompasses a plethora of topics and areas. For this article, the focus will be on creating accessible written materials using the technology tools provided by Canvas and the Microsoft products, Word and PowerPoint.

- **Hyperlinks:** Need to be clear, visually distinctive, and readable. Do not force users who are using assistive technology to listen to a long string of letters and numbers. Links should be embedded into the text so that it is clear where the link will be going. Avoid using “click here” and linking from those words. It makes it difficult for students to understand where the link will be going. Also, linked text should be in a contrasting color so that the user will know that by clicking on it they will be taken to another page or website.
- **[Canvas Accessibility checker:](#)** When creating a page in Canvas, find the icon  at the bottom of the Rich Content Editor (where you type the information to be saved for students to read) to the left of the word count. Click on this icon. If there are any accessibility errors, the area will be highlighted along with an explanation of the error in a sidebar on the right side of the page. With this information, you can address the error.
- **Word Accessibility checker:** After creating content in Word, click on the “Review” tab, and choose “Checking Accessibility.” Results will appear in a sidebar along with suggestions to correct identified issues. Dr. Jeremy Bond has created a video demonstrating how to access and use the [accessibility checker in Word](#).
- **Color contrast:** To help students who have difficulty seeing certain colors, do not use color to convey meaning on your page or in PowerPoints. Ensure that there is sufficient contrast between the colors you have chosen to use. One simple test is to take a screenshot of a page and view it in black and white. If you cannot see all elements of the page, you need to increase the contrast ratio. (To take a screenshot with a PC, press  +  (Windows + Print Screen) at the same time. Locate the screenshot in your folder “Pictures” and “Screenshots.” For a Mac, press    (Shift + Command + 3). The image will appear in the bottom right corner of the screen.)
- **Structure matters:** Screen readers take embedded cues when reading information aloud. For example, in Canvas instead of increasing the font size for titles, click on “Paragraph” and choose a “Header” and when including images, select “Insert” and the type of image you want to insert. Before you click “submit,” add a description of the image in the “Alt Text” area. Also, when adding information in a list on Canvas, click the three dots above the

rich text area to choose the type of list you wish to add. For students using assistive technology, information will be identified correctly.

These are just a few ideas to get you started to make the written information in your course more accessible for your students. Additional videos and information are available through the Provost Office and the Center for Teaching Excellence at Alliant. This includes a video created by Dr. Olkin, [Teaching Disability as Part of Diversity](#) which can be found at the [Diversity, Equity, Inclusion and Belonging](#) SharePoint site. If you are looking for information on video captioning and creating video transcripts, check out the video [Digital Accessibility](#) presented by Dr. Jeremy Bond, and for information about inclusive practices to create a sense of belonging for your students, the video [Syllabus Challenge: Infusing Inclusive Practices](#) presented by Dr. Kim Case along with the related resources she has provided will be helpful. Lastly, [The Office of Accessibility \(OOA\)](#) provides additional resources and support services for students with documented disabilities.

References
 Inclusive pedagogy: The University of Chicago. (n.d.). Retrieved December 6, 2022, from <https://inclusivepedagogy.uchicago.edu/>
 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>

Teaching Tips



Balancing Structure and Flexibility

At the start of the pandemic, instructors were encouraged to adapt their teaching – not only what and how they taught, but also the academic policies and practices they developed and implemented. Specifically, instructors were asked to recognize the added stresses students faced during this difficult time. This meant being more flexible regarding attendance, deadlines, and other course policies.

Now that most classes have returned to pre pandemic patterns, there is debate about whether instructors should return to their pre pandemic policies. Some have argued for the importance of structure as an aid to learning. Others have argued for the necessity of continued flexibility.

One approach to reconciling these positions is balancing flexibility and structure. Communicating both the course structure and a plan for providing flexibility when students cannot follow that structure can provide both guidance and reassurance to students and help them succeed. Below are some ideas for providing structure and flexibility regarding assignment completion and deadlines.

Structure

- Provide a clear schedule or calendar of assignments and due dates in the syllabus
- Provide clear policies for extensions and missed work in the syllabus
- Specify expectations for assignments clearly in advance, using rubrics

and models

- For challenging assignments, explain steps students should take to complete the work
- For a large project, plan assignments so students complete and get practice and feedback on steps of throughout the semester
- Provide multiple, low-stakes assessments and give students feedback so they can improve
- Let students know when and how to communicate with you if they will fall behind or miss work
- If one student requests an exception, proactively offer these options to all students

Flexibility

- Allow one late assignment per semester/term
- Give students a total number of grace days for turning in assignments that they can use over the course of the semester (e.g., adopt a 'time bank' system, in which students can draw one two-day extension, or one-day extensions on two separate assignments)
- Allow students to opt out of submitting one or two assignments by the deadline if they complete the work before a unit assessment
- Allow students to drop or skip one or more missed exam, test, discussion board post, or low-stakes assignment
- Give students a specified number of opportunities to redo assignments or take new versions of a test
- Build in assignment choices that are available to all students (e.g., give students choices of topics for papers or projects)
- Offer an "amnesty week," during which students may submit assignments they missed earlier
- Allow students to request an extension but require they do so by submitting work completed to date as well as a plan for completing the assignment
- If course has a comprehensive final exam, allow students to replace a low or missing exam score with their score on the final.

Other Resources



For those interested in learning more about ChatGPT, below are a series of resources:

Article

[Why I'm Not Scared of ChatGPT](#)

In this Chronicle of Higher Education article, the author argued that generative artificial intelligence can be an opportunity rather than a threat.


Blog

[ChatGPT Advice](#)


In this Inside Higher Ed blog, the author argued that rather fearing generative artificial intelligence technology (e.g., ChatGPT) instructors should see it as an opportunity to examine their pedagogical practices and make sure they align

	<p>with their pedagogical values.</p> <p>Podcast</p> <p>Potential Impacts of ChatGPT</p> <p>In this podcast, the host looked at the potential impact of ChatGPT by talking to a couple of educators who have used the chatbot.</p> <p>Additional resource</p> <p>Using AI text, image, and music-generating tools in your course</p> <p>This resource, compiled by the Center for Excellence in Teaching at the University of Southern California, provides a brief introduction to AI text, image, and music generators and describes how they can be used as teaching tools to advance student learning. It has a link to a list of articles and videos on the topic that they compiled.</p>
--	--

Shared Resources

	<p>DYI Video Production</p> <p>These links are related to topics discussed in the January 26 webinar presented by Dr. Jeremy Bond and Dr. Melissa Vervinck on Video Production. They are helpful resources for anyone interested in producing videos.</p> <ol style="list-style-type: none"> 1. Alliant branded virtual backgrounds – attached 2. Session slides 3. Flexible smartphone tripod 4. Updating to the latest Zoom client 5. How to use Free Windows 10 Video Editor [28:01] 6. ZOOM Virtual Backgrounds and Filters [2:52] 7. Veed.io– How to Start Creating Videos [3:22] 8. Controlling video playback speed in Canvas 9. Video Recording Tips
---	--

Faculty Success and Well-Being

	<p>Biased Student Ratings</p> <p>This article in Inside Higher Ed reported that “Another study adds to the litany of concerns about student evaluations of faculty teaching. It says men and women are both at risk from bias in gender-lopsided departments, but women more so.” Specifically, looking at teaching evaluations, the findings indicated that “In departments with gender disparities, those in the gender majority were evaluated more positively than those in the gender minority when teaching upper-level courses.” The authors cited related research that indicated that “the more masculine or feminine typed a workplace position is, the more the position is considered appropriate for only that gender. Thus, both men and women can be evaluated poorly when they violate an expected gender role.”</p>
---	---

Dalia Ducker
Alliant International University
dducker@alliant.edu