



Alliant International University

Center for Teaching and Excellence - Newsletter

January 3, 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



Upoming

Increasingly, instructors are called upon to use multimedia, not only to convey information, but also to make their teaching more efficient and effective. The CTE is sponsoring a series of three webinars by Dr. Jeremy Bond and Dr. Melissa Vervinck on creating and using videos for both online and on ground courses.

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

Date and time: January 27, 2023, 12-1:00 p.m. PST

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.

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.

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.

Dr. Jeremy Bond, Director of Online Learning at Alliant is responsible for overseeing and developing online teaching at the university. He is also responsible for

supporting all faculty to integrate technologies into their teaching. Dr. Bond has training and expertise in educational technology, online teaching, and instructional development. He has designed and taught workshops and online courses on a range of subjects related to these topics.

Dr. Melissa Vervinck, an instructional designer at Alliant, is responsible collaborating with subject matter experts to develop online courses. Dr. Vervinck has training in educational technology, linguistics, and teaching. She has directed an ESL program and taught courses using Hybrid Flexible course design as well as providing training in hybrid-flexible methods for ESL courses.

Other Events

Upcoming

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

Date and time: January 9, 2022, 12:00 - 2pm, PST

This workshop will provide 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, will be discussed. Key social psychological theories and findings related to ableism and disability identity will be introduced. The workshop will conclude with future directions focusing on key research gaps.

Dr. Kathleen Bogart is an eminent social psychologist who specializes in disability research. She earned her PhD from Tufts University and currently is an Associate Professor in the School of Psychological Science at Oregon State University. As a member of the disability community, she has been especially interested in stigma, barriers, hidden and rare disabilities, facial disabilities, disabilities identity and pride, and changing perceptions and attitudes of persons with disabilities. She has over 60 publications and presentations, has been a principal investigator on several grants, and has received numerous awards.

Psychologists can earn 1.5 CE credits.

CSPP Lecture Series

Title: Gender, Power, and Global Justice: The Healing Power of Psychotherapy

Date and time: Thursday, January 19, 2023, 10:00 - 11:30am, PST

This presentation is based on a book of the same title written by the presenter, Dr. Manijeh Daneshpour, analyzing how practitioners can use psychotherapy as a healing mechanism, focusing on the intersection of gender, power, and social justice within the global context. The concept of social justice is examined before examining men's and women's issues from biological, sociological, contextual, and ecological perspectives. The presentation covers individual, couple, and family therapy and training and supervising for heterosexual and homosexual individuals from a social justice standpoint.

Dr. Manijeh Daneshpour is the systemwide couple and family therapy director and distinguished professor of marriage and family therapy at Alliant International University. She is also a licensed marriage and family therapist with more than two decades of academic, research, and clinical experience. She is from Iran and identifies herself as a third-wave feminist. Dr. Daneshpour's main areas of research, publications, and presentations have been centered on issues of gender,

multiculturalism, social justice, postmodernism, third-wave feminism, and premarital and marital relationships.

Psychologists can earn 1.5 CE credits.

Resources from the Department of Online Teaching



Inclusive Pedagogy Four-Part Series

Dr. Melissa Vervinck

Overview

Inclusive pedagogy is a term that has a variety of meanings depending on the context where it is used. The following article and three subsequent articles, which will appear in future newsletters, will focus on the overarching definition as 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). Literature on inclusive pedagogy has been classified into four areas:

- Inclusive curriculum design
- Inclusive curriculum delivery
- Inclusive assessment
- Institutional commitment and management (Hocking, 2010; Lawrie, et al., 2017)

In this series of four articles, we will delve into each of the categories listed above and explore strategies for creating an inclusive learning environment when teaching with technology.

First Article

Inclusive Pedagogy: Focus on inclusive curriculum delivery

In the past, the term Inclusive Pedagogy was applied narrowly to providing access to education for students with disabilities. Now, the term is applied more broadly to include all groups of learners who have been historically marginalized based on race, religion, ethnicity, socioeconomic, gender and/or sexual orientation as well as first-generation students and those of various educational backgrounds. This article focuses specifically on Inclusive Curriculum Delivery and asserts that faculty can provide help and support to all students while creating a classroom climate where a diverse set of perspectives is welcomed and encouraged.

Following are six *easy* strategies to consider implementing when teaching inclusively in an online course:

- **Be aware of what you say and write:** Refrain from using phrases such as, “This will be easy.” It may be easy for you because of your background knowledge and interest in the topic, but will it be easy for all students in your class? It can be frustrating for a student who struggles with a concept that is deemed easy when it is not easy for them.
- **Connect to students:** Many online classes begin by having everyone create an introduction video. Model for students the pronunciation of your name, a preferred nickname if you have one, and your pronouns, if you are comfortable doing so. For students, make potentially sensitive items optional in case they have not identified or are not comfortable sharing. Watch the students’ videos and ask students questions; encourage all students to also

do so. Online conversations help to build a positive tone and classroom environment; it demonstrates that you want to get to know them as people.

- **Representation:** Be aware as you are teaching that a range of ideas and perspectives are represented including authors of a variety of races, ethnicities, genders, etc. Check your videos and PowerPoint slides, too.
- **Difficult online discussions:** Be prepared and set ground rules for discussions. Be proactive and determine how you will handle problems if they occur. For example, “If a student emails me that they were offended by another student’s post, then I will...” You can find more ideas on the [Facilitating Class Discussions](#) page.
- **Equity in discussion forums:** One study of 124 online courses found that 94% of instructors responded more often to posts from white male students (Baker, 2018). Keep track of your responses so that you know you have responded to every student in your class at least every two to three discussion questions.
- **Provide warnings about content:** Provide caution or trigger warnings to all students for materials important to class but possibly offensive to some students. For example, a video I use for a course on language development details an event from the 1970s, and it contains a word that is offensive to many today. Prior to viewing the video, students respond to a discussion post about how language changes over time, and I use the video with this word in it as both an example and a warning about what they will hear. This proactivity helps students focus on the topic of the video and not the unacceptable word.

Implementing strategies to make your class more inclusive may be uncomfortable. In one research study about using Inclusive Pedagogy in higher education, a faculty member shared that he felt, “Nervous, apprehensive, scared, excited, happy, not angry, but everything else. I always wondered, ‘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). By the end of the semester, the same professor shared that by pushing through his insecurities, he modeled for his students that being culturally competent is something that must be worked on throughout life, and he was glad that he had started. (Erby et al., 2021, para. 32).

References

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- 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>



Office Hours


One strategy for increasing student engagement and making teaching more inclusive is being accessible to students outside of the classroom. One way to achieve this goal is to educate students about the importance of attending office hours, make them inviting, and teach students how to use them effectively. Many students who do not understand the purpose of office hours and see them as beneficial only when something has gone wrong (e.g., a failed test or a missed assignment). However, “interactions between students and faculty outside the classroom (particularly mentorship-type interactions) have been shown to increase retention, student satisfaction, engagement, a sense of belonging, and overall academic performance.” [Increasing students’ use of office hours](#)

Below are strategies instructors can use to educate students about office hours.


1. **Invite students to attend office hours.** During the initial class meeting, explain the purposes of office hours and encourage students to attend. List office hours on the syllabus, using language that makes students feel more welcome by communicating a desire to support them and see them succeed in the course.
2. **Rename office hours.** For some students, “Office Hours” is associated with negative ideas about who is meant to attend. To avoid these associations, consider using one of the following terms instead of office hours: student hours, consultation hours, conversation hours, drop-in hours, or office chats.
3. **Consider making attending office hours a requirement.** An instructor may require students to attend an office hour sometime early in the course, as part of an assignment (e.g., selecting a paper topic) or for a more general discussion.
4. **Tell students how to use office hours.** Office hours serve many purposes, and students need to be made explicitly aware of them (e.g., ask questions about the course material or assignments, ask questions about the syllabus and course requirements, get feedback on exams, talk about grades, talk about the readings, work on practice problems, talk informally, get suggestions for further readings, or discuss research interests).
5. **Advise students on how to prepare for office hours.** Tell students what to expect during their meetings and what materials to bring (e.g., their laptop, books, homework problems, drafts of papers, or notes). Ask students to prepare an agenda or write out their questions and use these as a starting point for the meeting.
6. **Suggest how students can make the most of office hours.** Encourage students to do the following during the meeting (a) take notes so they can refer to them later; (b) ask for clarification if they are confused or not following an explanation; (c) try and repeat back what the instructor is saying to check for understanding; (d) ask for more examples if needed; and (e) summarize a take-away or action plan at the end of the meeting.
7. **Encourage office hours for “scaffolding” assignments.** Let students know that office hours can be used as a place to bring work for input before it is completed. For example, encouraged students to come to office hours with an idea and a brief outline for a paper, which can then be discussed and refined or to bring outlines or drafts of papers.
8. **Stagger office hour days and times to enable students with varied schedules to attend.** Because many students are extremely busy, staggering office hours can be a way to encourage attendance. Select several times that maximize the number of students who can attend. Better yet, at the beginning of the semester, ask for students’ feedback about when to hold office hours. Some office hours can be virtual to make it even more feasible for students to attend.

	<p>Invite students with scheduling conflicts to email with a request to schedule an appointment outside of office hours.</p> <p>9. Arrange the space. To use the time effectively, minimize interruptions and distractions. That means eliminating clutter, silencing the phone, turning off the computer, and arranging for privacy.</p> <p>10. Consider holding some office hours in other settings. Sometimes neutral spaces (e.g., an empty classroom, a room in the library, or even a lounge or coffee shop) can be less intimidating and more conducive for open exchanges and informal discussions. Students may feel more comfortable in these settings and, therefore, communicate more easily</p> <p>11. Encourage group sessions. Consider arranging for students who have similar questions or problems to meet at the same time or even reframing office hours as a study session opportunity. This might entail using an empty classroom or a space in the library and encouraging students to drop-in to work on an assignment.</p> <p>12. Talk about office hours and how to use them throughout the course. Repeat the invitation to use office hours, especially at crucial times during the course (e.g., after returning an assignment or before an exam). Encourage students to use office hours early in the term, but also revisit the benefits and uses of office hours at key points in the course when students need them most.</p>
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Other Resources

	<p>Articles</p> <p>How to diffuse a classroom conflict ‘complexifying’ an issue is identifying and highlighting details that do not fit neatly into the standard narrative” – that is presenting the debates within each side. They introduced the concept of constructive dialogue, which they define as a form of conversation in which people who have different beliefs develop new ways of understanding complex issues while they remain committed to their own principles and perspectives. They identified the following five strategies to improve discussions: (a) set norms to guide class discussions; (b) establish trust and rapport before introducing divisive topics; (c) when discussing difficult topics, use specific techniques to foster complexity (e.g., framing and exploring motivations); (d) model the behavior you want to encourage (e.g., intellectual humility and valuing expression of a range of perspectives); and (e) ground discussions in personal stories.</p> <p>Podcasts</p> <p>Arbitrary Limits in Our Classes</p> <p>In the Teaching in Higher Ed podcast, Dr. David Clark of Grand Valley State University discusses his approach to providing students structure with flexibility. For example, he stated, “I am not deadline free, but I have gone to totally flexible deadlines.”</p>
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Shared Resources

	<p>Shaping a Positive Learning Environment</p> <p>The Ohio State University Teaching & Learning Resource Center has an extensive section on Shaping a Positive Learning Environment, including links to resources at Ohio State University and elsewhere. It presents research findings indicating that students are more likely to succeed in positive learning environments where they</p>
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feel a sense of belonging. The site provides strategies that can “foster a classroom climate that is welcoming, inclusive, and responsive to student needs,” including: (a) set a positive tone from the start; (b) foster open communication; (c) create an inclusive environment;(d) provide options for assignments and participation; and (e) make your goals, rationale, and expectations for the course and assignments clear.

Faculty Success and Well-Being



[You Can Heal Intergeneration Trauma](#)

This is a Tedx Talk by Dr. Thema Bryant, 2023 president of APA, on YouTube. It begins, “Come unto me all ye that are heavy laden, and I’ll give you rest. This is a call, an invitation, a mandate, a manifesto, and a recipe for those of us who are surviving, struggling, and juggling the wounds of collective trauma.”

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