



Alliant International University

Center for Teaching and Excellence - Newsletter

June 12, 2023

Center for Teaching Excellence

News about The CTE site: We are moving



The Center for Teaching Excellence site is now a website. It is available at <http://cte.alliant.edu> and can be accessed by faculty, staff, students, alums, and the public. Currently, it has all the content of our SharePoint site, including resources for teaching, videos of past webinars, and an archive of newsletters. We will continue to expand and update it with new topics and updated information (e.g., new sections on ChatGPT and AI, Gender Inclusive Teaching, Balancing Structure and Flexibility, and Universal Design for Learning). As always, we welcome your input; please send ideas, suggestions, and feedback to Dalia Ducker at dducker@alliant.edu.

Events



Upcoming

Presenter: Dr. KJ Conner, Alliant's Assistant Vice President of Academic Administration.

Topic: Affirming LGBTQIA+ Communities Amidst Recent Challenges

Date: Thursday, June 22, 8-9:30am PST

This training will serve as an introduction to LGBTQIA+ issues, with special attention to transgender and nonbinary communities. We will explore both recent progress and backlash in the form of increased discrimination. We will also discuss what we can do to combat hate, discrimination, and stigma. This training will consist of a one-hour presentation followed by a 30-minute, interactive Q&A session.

Register Here:

<https://alliant.zoom.us/meeting/register/tJcoc-mtqDkpGdFkFUpzJhNBDZHemd4GS7AE>

On Demand

[ChatGPT and AI: The What, The Why, and the Oh My](#)

This is an introduction to and demonstration of ChatGPT and other AI tools presented by Dr. Craig A. Meyer of Jacksonville State University as part of a Transformative Conversation sponsored by the Gardner Institute.


[Academic Integrity and AI](#)

This is a recording of a panel of three academicians who are experts on the topics, sponsored by *The Chronicle of Higher Education*.

Consultation Request Form



The CTE provides confidential voluntary consultations to faculty members who have questions about their courses, want help addressing teaching challenges, or would like advice on course design, instructional strategies, or assessment of learning. If you are interested in receiving a consultation, please use this form or contact Dalia Ducker at dducker@alliant.edu.



Consultations Request Form

If you are interested in a consultation, please fill out the form below.

Hi, When you submit this form, the owner will see your name and email address.

* Required

1. Name: *

2. Email: *

3. Status: *

Core Faculty

Adjunct Faculty

Other

4. What would you like to discuss? *

5. Other questions or comments:

[▶ Submit the request form](#)



Teaching Tips

Teaching Students Metacognitive Strategies

“Metacognition is the process of ‘thinking about thinking’ or reflecting on personal habits, knowledge, and approaches to learning.” Yale University Poorvu Center for Teaching and Learning

To help students learn and retain information and develop effective study skills, instructors can teach them metacognitive strategies so they can think about and regulate their learning. These skills improve student learning outcomes, enable students to have a better understanding of what and how they learn, and make it easier for them to transfer learning across content areas and situations. To teach students to engage in self - reflection about their learning, instructors can both model this behavior and include assignments that involve explicit metacognitive strategies. They can model metacognitive practices by making their own thinking and reflection process explicit, and they can use such tools as active learning techniques and opening and closing class exercises that encourage students to reflect upon and monitor their learning. Examples include:

- At the end of class, pass out index cards and ask students to list their “muddiest point” from class that day. Encourage students to develop a plan and monitor their progress towards achieving clarity on that point.
- After students turn in an assignment, ask them to review the steps they took to complete the assignment, identify what was most and least effective, and consider how they could improve their writing in future assignments.
- In addition to returning students their graded exams provide an “exam wrapper” that asks them to write about how they studied, what content came easiest and hardest, what question formats were easiest and hardest to answer, and how they plan on bolstering their weaker areas of knowledge.
- Ask students keep a weekly journal in which they document their study habits and success with various assignments and class activities. At the midpoint and end of term, ask students to review their journals to assess what study habits and preparations led to the best performance in assessments and class time.
- Ask students to keep a troubleshooting journal in which they make note of any time they have a question or hit a roadblock in their work. Once they’ve noted the issue, they can seek help by talking to peers or to you or by consulting other resources.
- Ask students to submit a reflection on a topic before reading a text and then revisit that reflection after the reading to consider how it informed their thinking.

- Introduce a problem and have students discuss the strategy they would use to solve it in a think-pair-share activity.
- Ask students to write a reflection on how they figured out an answer to a question.
- Ask your students to bring an assigned reading to class and have them consider how reading strategies can help them retain the information. One method is to ask students to individually read a short passage, note two to three strategies they used when reading and compare their strategies with a partner.
- Ask students at the end of a group activity to reflect on the whole group experience, including what worked and what didn't.
- Assign students to review and provide feedback to a peer; after giving students time to read and consider the feedback they receive in the peer review, have them respond to that feedback as they plan their revisions.
- Assign students to create an elevator pitch in which they convey information to a general audience in a short amount of time. To prepare students must reflect on what they have learned and convey the crucial parts of an idea or activity in a concise way.

Sources

Brown University Sheridan Center for Teaching and Learning

[Classroom practices promoting metacognition](#)

Yale University Poorvu Center for Teaching and Learning

[Metacognition in classrooms](#)

Cornell University Center for Teaching Innovation

[Metacognitive strategies](#)

University of Michigan Sweetland Center for Writing

[Cultivating reflection and metacognition](#)

Other Resources



Articles

How to Create Livelier Asynchronous Discussions

<https://www.chronicle.com/newsletter/teaching/2023-05-18>

This *Chronicle of Higher Education* article reports on a panel presentation on the use of role-play in online discussion boards and describes a framework to elevate student engagement beyond info-dumping. It outlines five steps to improving asynchronous discussions: (a) Provide clear expectations, (b) Encourage students to share their thought process, (c) Invite students to add questions in their replies, (d) require students to weave in researched evidence, and (e) Ask students to include reflection.

ChatGPT Could Help or Hurt Students with Disabilities

<https://www.chronicle.com/article/how-chatgpt-could-help-or-hurt-students-with-disabilities>

According to the author of the article on the *Chronicle of Higher Education*, in devising policies for AI use, instructors may neglect to consider the ways in which they affect students with disabilities. For example, AI tools can assist students with disabilities, and complete bans on their use can deprive students with disabilities of these aids. Furthermore, instructors can use AI tools to support students with disabilities (e.g., running a syllabus through ChatGPT to improve its accessibility). To prevent misuse, it is crucial to teach students about the strengths and limitations of AI and how to use the tools most effectively. It is also important to include students, and particularly students with disabilities, when designing policies on AI use.

Podcasts

[Tea for Teaching](#)

The tea for teaching podcast series, has recently presented the following episodes:

- *Navigating Teaching Inequities*: Although women faculty of color are underrepresented in the professoriate, they are responsible for a disproportionate share of faculty workload. In this episode, Chavella Pittman, Professor of Sociology at Dominican University, discusses strategies that can be used by individual faculty and by institutions to create a more equitable workload distribution.
- *Transparency in Learning and Teaching*: While instructors know what they expect from students, these expectations are not always clear to their students. In this episode, Mary-Ann Winkelmes discusses what happens when instructors make their expectations transparent to their students



Academic Integrity and AI

This is Alliant's policy on academic integrity and the use of AI:

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog. An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the University's Student Code of Conduct and Ethics: Academic and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <https://catalog.alliant.edu>. Assignments that include excerpts, all or in part, from generative artificial intelligence programs are considered plagiarized and are unacceptable. The instructor in this course reserves the right to use a computerized detection system (Turnitin), or to review source document(s), to help identify potential plagiarism.

Here are some resources from *The Chronicle of Higher Education* panel presentation on Academic Integrity and AI:

- ["I'm a Student. You Have No Idea How Much We're Using ChatGPT."](#) – a *Chronicle* opinion article
- ["Will ChatGPT Change How Professors Assess Learning?"](#) – a *Chronicle* article
- ["ChatGPT and cheating: 5 ways to change how students are graded."](#) – from *The Conversation*
- Thomas Lancaster's [blog post on AI](#)
- ["ChatGPT Has Everyone Freaking Out About Cheating. It's Not the First Time."](#) – a *Chronicle* opinion article
- ["Artificial Intelligence and Academic Integrity. Post-Plagiarism."](#) – an opinion article by Sarah Eaton in *University World News*
- From Dr. Sarah Eaton: ["6 Tenants of Postplagiarism: Writing in the Age of Artificial Intelligence."](#)
- University of Calgary: ["Teaching and Learning with Artificial Intelligence Apps."](#)

- From Dr. Sarah Eaton: [“The Use of AI-Detection Tools in the Assessment of Student Work.”](#)

[Check out this document](#) containing all the resources from the live Q&A chat during the Virtual Forum.

This more recent article in *The Chronicle of Higher Education* also presents a student's perspective on student use of ChatGPT and academic integrity:

[ChatGPT Is a Plagiarism Machine](#)

Faculty Success and Well-Being

Faculty Well-Being

[They Need Us to Be Well](#)



The author of this *Chronicle of Higher Education* article argued that “social-emotional contagion in the classroom is a demonstrated phenomenon ... Instructors and students synchronize their positive and negative emotions as well as their degree of engagement in the material”. The author contended that for the well-being of students, it is important to bring joy to a class and proposed some ways to rekindle joy of teaching: (a) get some rest; (b) personalize course policies and syllabi to reflect your values; (c) create assignments that you get some satisfaction in evaluating; (d) build moments of excitement, social interaction, and sustainability into a course; and (e) create a teaching and learning commons where instructors and students can interact.