



Alliant International University

# Center for Teaching and Excellence - Newsletter

March 13, 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: Multimedia Feedback: Bringing Your Input to Life**

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

Presenters: Dr. Jeremy Bond and Dr. Melissa Vervinck

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.

### On Demand

**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, 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.

[Video as a Course Delivery Tool\\_021723.mp4](#)

**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.

[DIY Video Production\\_012723.mp4](#)

## Center for Teaching Excellence Upcoming Events



### Upcoming

#### CSPP lecture series

##### **Title of webinar: Earning Secure Attachment as a Pathway to Resilience**

Date and Time: March 21, 2023, 11:00am - 12pm Pacific time

This presentation will address how to earn attachment security from childhood to adulthood and demonstrate how this is the foundation for thriving and resilience. The presentation will include a visual process model and major themes from Dr. Olufowote's research. A collaborative group experience will be used to identify ways to apply the model to clinical practices and in communities.

**Presenter:** *Dr. Rachael Olufowote is a licensed marriage and family therapist and AAMFT-approved supervisor. She is an assistant professor and branch director for the online MA marriage and family therapy program at Alliant International University, teaching couples therapy, research methods, and practicum. Dr. Olufowote's research focuses on attachment change processes, interracial couple dynamics, and the intersection of faith and practice.*

One hour of continuing education credit for psychologists.

## Resources from the Department of Online Teaching



### Inclusive Pedagogy: Focus on inclusive assessment in an online course

Melissa Vervinck, D.E.T.

*This is the third article of a four-article series.*

*The area addressed in this third article about Inclusive Pedagogy is inclusive assessment. To review, the first article in the January CTE newsletter addressed inclusive curriculum delivery with suggestions for creating a supportive online learning environment for all learners. The second article in the February newsletter focused on inclusive curriculum design and shared some technological tools in Canvas that can be used to create an accessible course for learners. This article will cover assessment techniques in Canvas designed to evaluate student learning in meaningful, relevant, and accessible ways.*

When utilizing inclusive pedagogy in an online course, it is important to assess student learning in a way which is equitable, accurate, and meaningful. Some students struggle when taking traditional tests, especially tests given online under a time constraint which are available to students only on a specific day and at a specific time. For students who have a diagnosed or undiagnosed learning difference, which they may or may not share with the instructor, a one-size-fits-all online multiple-choice test with one or two essay questions may not be the most accurate way to assess learning. For students who struggle with test anxiety because they only have one shot to get it right, or those who prepare for a fact-based test when the questions require more critical thinking or analyzation skills, their test score may not be an accurate reflection of what they know or how much they have learned. Another factor that can affect a student's test score is the background knowledge they bring with them to the

class. I still cringe when I think of a test question I gave to students which asked them to identify whether the word “pterodactyl” started with the International Phonetic Alphabet (IPA) symbol [p] as in “pat” or the IPA symbol [t] as in “train.” If they had not been exposed to the names of dinosaurs, possibly due to being English Language Learners or for other reasons, they may not know that the “p” is silent and [t] is the correct answer. I was not assessing what I had taught in the class; I was assessing the students’ background knowledge of dinosaurs. Reflecting on your assessment questions, are all equitable, accurate, and meaningful?

Assessing student learning is an important way to gauge if students are meeting course learning objectives, for instructors to determine what teaching methods are or are not working, and to evaluate the overall program effectiveness. Therefore, when teaching a course through the lens of utilizing tenets of Inclusive Pedagogy, consider alternative ways for students to demonstrate learning in lieu of taking tests or quizzes. For example, students could complete an authentic project in which they integrate their personal interests and background knowledge while exploring topics and concepts being taught in the course. For this project, students would complete specific parts of the final project throughout the term which they would submit for peer and/or instructor review in Canvas. After submitting a required part of the project, peers would review and give feedback to each other about what they had submitted. The final product produced to demonstrate learning would be determined by each student and would be submitted in audio, video, or written form.

An authentic project reduces assessment bias so that no one has an unfair advantage, such as not knowing how to pronounce dinosaur names. It considers the needs of diverse learners by allowing student choice and flexibility during the process and in the final product. It fosters student engagement because it promotes student interests and values students’ differences. By including peer feedback activities utilizing the technology tools available in Canvas, students will benefit from the multiple perspectives and viewpoints of others in the class and can evaluate what recommendations they want to incorporate when submitting their final project. Lastly, it allows students to demonstrate their learning in a meaningful way while showcasing their ability to meet the learning objectives of the course in a measurable way.

Instructors can utilize many tools in Canvas to support a project such as this. For instance, the inbox in Canvas can be used to send personalized messages to students to keep them on track and to respond to individualized questions. Also, individual or group meetings can be set up using Microsoft Teams directly in Canvas. (Open any Rich Content Editor (e.g., Announcements, Discussions, Assignments) and click on the arrow beside the plug symbol, choose View All, and then Microsoft Teams Meetings. Follow the prompts.) Another suggestion is to place students into groups within Canvas. Each group member is responsible to give peer feedback to all other members of the group via Canvas. For peer feedback, a rubric can be uploaded to Canvas to help when evaluating peer submissions, and audio, video, or written feedback can be given as well. The instructor can monitor students’ progress along the way while also providing constructive feedback and help.

There are benefits for students and instructors when assessments are developed using an inclusive pedagogical approach. The most important is that it promotes a learning environment that is diverse, equitable and engaging.

## Teaching Tips



### [More on ChatGPT Responses and Uses](#)

In this article in the Chronicle of Higher Education, the author described the prevalence of use of ChatGPT in academics and some of the ways colleges and instructors have responded. She summarized arguments for and against its use in coursework, examples of ways it has been used, policies on its use that have been developed, and efforts at devising detection tools. The article provides a summary of some of the major issues related to the use of artificial intelligence in education as well as some of the ways schools and instructors are thinking about them and the actions they are taking.

### [Quality in Teaching](#)

This Chronicle of Higher Education article raised questions about evaluating the quality of all courses – not just those taught online – and provided examples of frameworks developed by university faculty. For example, Oregon State University faculty developed an “umbrella” [quality-teaching framework](#) that outlines standards the institution expects from any of its courses. That framework includes expectations like (a) Providing materials in formats that are accessible by all learners; (b) Fostering community outside of the classroom; and (c) Measuring, documenting, and using achievement data to inform instruction. It also described professional development opportunities for faculty aimed at teaching them the pedagogical skills they need, especially for online teaching

## Course Evaluation and Assessment Update



### Course Evaluation Update

Carolyn Cerda, Assessment Specialist

#### When are the upcoming course evaluations?

- January Term: February 26 – March 10 (recently closed)
- Spring Semester: April 16 – May 12
- Spring Semester (SFLS): April 16 – April 30
- March Term: April 23 – May 5

#### When can I see my course evaluations?

- January Term: Results will be available on March 26. Click [here](#) to log into your Dashboard

Please visit the [Course Evaluation SharePoint Site](#) for more information and resources on course evaluations.

#### 2022-23 Course Evaluation Results (In Progress)

We have the results for three 2022-23 academic year terms. It is beneficial for everyone to review and discuss their course evaluation results with each other at the programmatic and school level. By reviewing these data, we can understand trends and discuss how we can continue to meet the needs of our students.

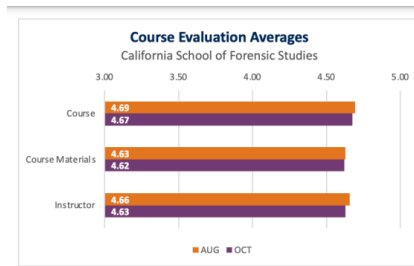
The following charts show each school's average ratings by category (course objectives, course materials, and instructor) for the 2022 Fall Semester, August

Term, and October Term. The number of courses evaluated in each school is noted below each chart.

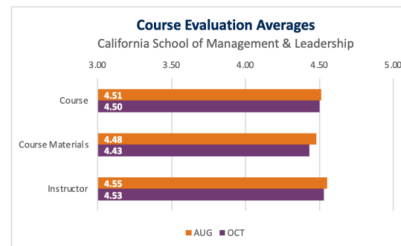
The 2022-23 academic year is off to a great start! Students continue to rate our courses highly for all Alliant programs and schools. Overall, the Fall and August terms were rated slightly higher than the October term. Keep up the great work, and review your upcoming January results when they become available on March 26.

If you have questions, please don't hesitate to contact Carolyn.Cerda@alliant.edu in the Office of Educational Effectiveness.

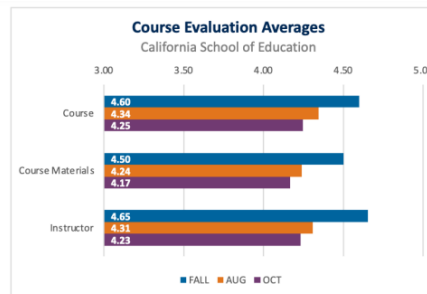
*Tip: For quick access, bookmark our [Watermark EvaluationKIT Login](#) page to your internet browser. Once logged in, your Dashboard can take you to your course evaluation results once they become available.*



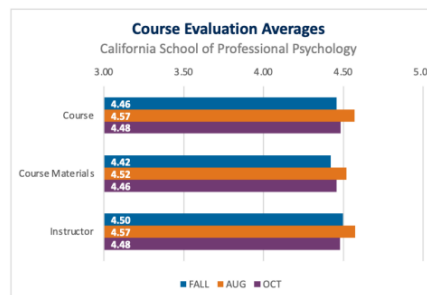
N= 28 (courses evaluated)



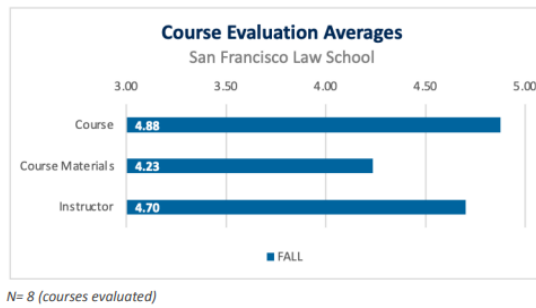
N= 43 (courses evaluated)



N= 282 (courses evaluated)



N= 607 (courses evaluated)



## Assessment Updates

Tara Lopez, Associate Director of Assessment

### Program Annual Reports Update

What are the Program Annual Reports?

- Alliant incorporates a program annual report process to support program effectiveness and student learning. This process focuses on:
  - Reviewing results of student learning outcomes assessments
  - for the year,
  - Reviewing results from a small set of quality assurance
  - indicators,
  - Establishing an improvement plan based on the 2021-2022
  - results, and
  - Providing a status update on the program's prior year
  - improvement plan.

When will Program Directors receive their Program Annual Report?

- The Program Annual Reports are currently being created. Program Directors can expect to receive their Program Annual Report in April 2023

What will the Program Annual Report Process look like this year?


- This year's Program Annual Report will be completed using the Planning module in our new assessment management system (Anthology) for the second year. Anthology supports data collection, data review and analysis, and assessment reporting.
- We recognize the report timing is a busy academic year time, as it coincides with the end of the term/semester. With that in mind, we will schedule a few help sessions to support Program Directors in reviewing and completing their reports.

Anthology Portfolio (Chalk&Wire) Update

- Beginning in August 2022, Alliant rolled out the initial pilot of Anthology Portfolio (formerly Chalk & Wire), Alliant's Assessment Management System (AMS), in four courses. The AMS assessment tools consist of course-based signature assignment rubrics and clinical practice and practicum placements to support candidates and faculty in managing external assessor evaluations, candidate/student self-assessments, and surveys.
- Anthology Portfolio (Chalk & Wire) provides access to students'

	<p>assessment portfolios in the Assessment Management System (AMS).</p> <ul style="list-style-type: none"> <li>○ Students can review and manage assignment submissions via Canvas, clinical practice placements, and related assessments.</li> <li>○ Faculty can review, assess, and manage assignment submissions via Canvas, clinical practice placements, and related assessments.</li> <li>○ Program directors and faculty also have access to Portfolios to support program and/or institutional-level initiatives such as CSOE's Teacher Education Program's Mid-Term Statement of Concern.</li> <li>○ The AMS assessment and reporting tools support the collection and management of programmatic and institutional level assessment and other data reporting needs, including Intensive Program Review and Program Annual Reports.</li> <li>● As of the January 2023 Term, Anthology assessment tools implemented in the following programs and courses, supporting 1300 students and faculty representing over 12,000 assessment submissions.</li> <li>○ All CSOE Teacher Education non-clinical practice courses for signature/key assignments,</li> <li>○ All CSOE Teacher Education Clinical Practice courses for all assignments, including: <ul style="list-style-type: none"> <li>■ the required Video Progress Monitoring Assessment</li> <li>■ External Assessor (District Support Provider, Cooperating Teacher, or Site Supervisor) formative and summative assessments.</li> <li>■ Dispositions assessments</li> <li>■ EdTPA submissions to Pearson for all Teacher Candidates</li> </ul> </li> <li>○ CSOE School Psychology and School Counseling Practicum I and II courses for all signature assignments, including <ul style="list-style-type: none"> <li>■ external Site Supervisor formative and summative assessments.</li> <li>■ Dispositions assessments</li> <li>■ Candidate self-assessments</li> <li>■ Additional practicum and internship courses are being added.</li> </ul> </li> <li>○ CSPP Organizational Psychology Online and San Diego signature assignments</li> </ul> <p>The Assessment Department is working with several other programs to begin implementation of the new AMS in ways that best support individual program needs.</p> <p><i>Please contact Tara Lopez at tara.lopez@alliant.edu if you would like to discuss streamlining your assessment data and other program needs.</i></p>
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**Faculty Success and Well-Being**

	<p><a href="#">How to Run a Good Meeting</a></p> <p>The author provided a guide to making academic meetings “effective, inclusive, and ... even a little bit fun”. She suggested considering 5 questions in planning meetings (a) What am I trying to accomplish? (b) Who should be invited? (c) What is the best way to structure the meeting? (d) How can unproductive dynamics be anticipated and managed? And (e) What are the best ways to make a decision and move forward? The author listed detailed options and gave recommendations for each of</p>
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	these questions (e.g., meetings should not have more than 7 participants or last more than one
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