



Alliant International University
Center for
Teaching and Excellence - Newsletter

November 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

Center for Teaching Excellence Upcoming Events



Beginning in September, the Center for Teaching Excellence and the Department of Online Learning at Alliant have been hosting a three-part webinar series to explore topics related to the use of Generative AI in higher education.

Information on the final webinar in the series:

- **Title: Considerations when using AI Detection Tools**
- **Date & Time:** November 17, 2023, 9:00-10:00am, Pacific Time
- **Presenter:** Dr. Melissa Vervinck, Instructional Designer, Alliant International University and Dr. Jeremy Bond, Director, Online Learning, Alliant International

Other Alliant Upcoming Events



New Faculty

This fall, the Provost's Office is sponsoring a series of workshops for new faculty members, organized by Dr. KJ Conner, Assistant Vice President of Academic Administration.

The remaining sessions are:

- Mon, Nov 13 12-2pm: *Student Services & Mentorship*

Disability and Ableism

Dr. Olkin will present her personal narrative as a female with early onset disability, growing up before disability rights laws were passed, and what the literature tells us about the intersection of female gender and disability.

- **Intersectionality: Females w. Disabilities**
- Thursday Nov 9th from 6:30-8:00 PST
- Dr. Olkin will present her personal narrative as a female with early onset disability, growing up before disability rights laws were passed, and what the literature tells us about the intersection of female gender and disability.

Resources from the Department of Online Teaching



Modifying Your Dashboard in Canvas

Melissa Vervinck, D.E.T.

Instructor's Inquiry

Hello Online Learning Team,

I want to thank you for suggesting the Moderate Quiz feature in Canvas. It has been very helpful to see how long students take to complete a quiz. I noticed that some students need more time than the current settings allow, so I will be modifying the quiz settings accordingly. I didn't know I could check that information so easily!

I wanted to ask you for some suggestions on how to organize the dashboard in Canvas. I have several courses, and I want to make it easier to find the current ones that I need. Do you have any best practices or tips on how to arrange my dashboard?

I appreciate your support and guidance. You are doing a great job in helping us use Canvas more effectively and efficiently.

*Sincerely,
Professor Optimasage*

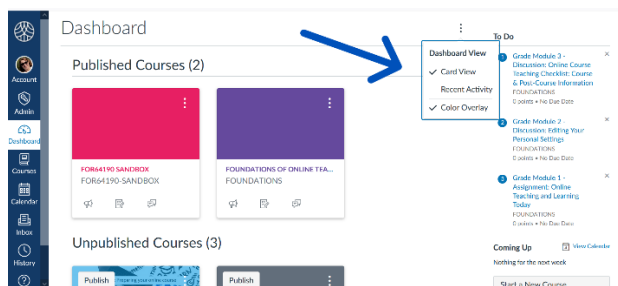
Online Learning Team's Reply

Thank you for your email and your kind words. We are glad to know that the Moderate Quiz feature in Canvas, highlighted in the October CTE Newsletter, has been useful for you. It is indeed a great tool to monitor students' progress and adjust quiz settings as needed.

Regarding your question about how to organize the Canvas dashboard, we have some suggestions that may help you in customizing the dashboard according to your preferences and enhance course access.

Dashboard View

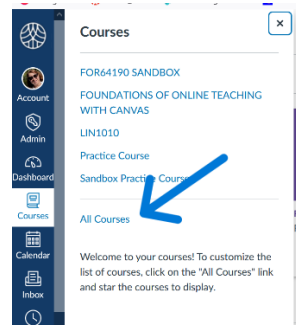
- Access the dashboard and click on the three-dot icon located at the top right corner to access the "Dashboard View." Choose between "Card View" or "Recent Activity." The Card View shows each course as a colored card, while Recent Activity shows messages from discussion, grading updates, private messages and more.



- Next, for effective course organization, drag-and-drop the course cards to reorder them on the dashboard.

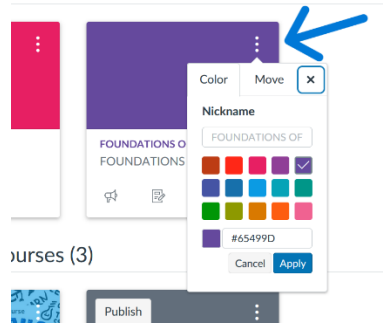
Favorite Courses

- To designate specific courses as your favorites, click on “Courses” in the left sidebar and then select “All Courses.” You can mark courses as favorites by clicking on the star. Starred courses will be displayed on your dashboard. Any new courses added to your dashboard each term will automatically be starred until you remove the star. You may revisit this area to update your preferences at any time.



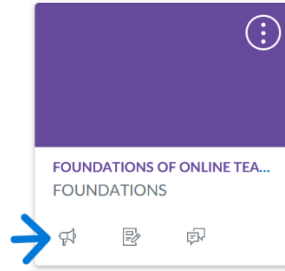
Course Card Customization

- Each course card offers customization options to help you quickly identify the course you are seeking. Click on the ellipses located in the upper right corner of a course card to access these options:
 - **Course Nickname:** You can edit the name of the course to make it more recognizable or memorable. For example, you can change "LIN1010 - Introduction to Linguistics" to "LIN Spring 2024". The nickname will only affect your view of the courses and will not change the official name or appear on your students' dashboards.
 - **Color:** Assign different colors to each course to make them stand out. The colors will also apply to the calendar and other places where the courses are displayed. Consider using gray ([Hex code #8587A7](#)) for all completed courses while choosing more colorful options for courses you are currently teaching.
 - **Move:** Change the position of course cards.
 - **Unfavorite:** Adjust the status of courses that you have originally chosen as a Favorite.



Icons

- While exploring the course cards, it is also worth noting that you can navigate quickly to specific sections of a course by clicking on the icons located at the bottom of the course card. The first icon takes you to the course announcements, the next icon to the assignment section, and the third icon to the discussion section.



We hope these tips will help in organizing your dashboard in Canvas and make it easier to find the course that you want. If you have any questions or feedback, please feel free to contact us anytime. We are always happy to help you use Canvas more effectively and efficiently. Keep those questions coming!

Teaching Tips



AI Basics

[Practical AI for Teachers and Students](#)

This is a link to a series of five videos produced for Wharton Interactive by Dr. Ethan Mollick and Dr. Lilach Mollick, Practical AI for Instructors and Students. The videos introduce AI, discuss strengths and weaknesses, and suggest uses for teaching.

The five parts are:

- Part I Introduction to AI for Teachers and Students
- Part II Large Language Models
- Part III Prompting AI
- Part IV AI for Teachers
- Part V AI for Students

Other Resources



Podcasts

THE, Times Higher Education

This is a listing of recent THE, *Times Higher Education*, podcasts. It features conversations with experts from across the globe on a variety of topics of interest to people in academics. Among recent episodes are:

- [Unlocking people power through citizen science](#)
- [How to be a good mentor and mentee](#)
- [The AI university is coming](#)
- [How the university library is an agent of change](#)
- [How to navigate higher education as a woman of color](#)
- [Academia and activism](#)
- [Is AI in higher education worth the hype?](#)
- [What makes a good higher education leader](#)

Shared Resources



AI in Higer Education

On October 13, 2023, Dr. Troy Hicks of Central Michigan University presented a CTE webinar, AI in Higher Education: Problems, Potentials, and Possible Futures.

Below are links to his presentation as well as to the handout he distributed and his blog.

- Presentation - [AI in Higher Education: Problems, Potentials, and Possible Futures](#)
- Handout - [Alliant Webinar-AI in Higher Education: Problems, Potentials, and Possible](#)
- PowerPoint Presentation - [AI in Higher Education: Problems, Potentials, and Possible Futures](#)
- Dr. Hicks' Blog - [Digital Writing, Digital Teaching](#)

Faculty Success and Well-Being



Leaving Higher Education

[Women with Tenure Are More Likely Than Men to Leave Higher Education](#) A [new study](#) has found that women are more likely than men to leave faculty positions, and attrition is highest for women who have tenure or work in fields outside of science, technology, engineering, and math, according to an article in the *Chronicle of Higher Education*. Women were more likely to leave than men at every career stage, with the gap increasing with rank. At the assistant-professor level, women were 6 percent more likely than men to leave; among full professors, they were 19 percent more likely than men to leave. Additionally, they reported leaving for different reasons. "Early-career women are more likely to leave due to issues with work-life balance, while women later in their careers are more likely to leave because of a hostile work environment. Men tend to cite professional reasons, such as a lack of resources or support.

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