



Alliant International University

Center for Teaching and Excellence - Newsletter

October 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

Center for Teaching Excellence Upcoming Events



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

Information on the second webinar in the series:

- **Date & Time:** October 13, 2023, 9:00-10:00am Pacific Time
- **Title: AI in Higher Education: Problems, Potentials, and Possible Futures**
- **Presenter:** Dr. Troy Hicks, professor of English and Education at Central Michigan University, where he serves as Chair of the Department of Teacher and Special Education and directs the Chippewa River Writing Project.

Information on the third webinar in the series:

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

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.

Thurs, Oct 5 12-2pm: *Faculty Expectations, Evaluation, Promotion, & Retention*

Featuring: Yolanda Miller (workloads), SPERC Chair (eval, promotion, & retention)

Mon, Oct 23 12-2pm: *Admin. Structure, Faculty Governance Structure, & University Values*

Featuring: Tracy Heller

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

Featuring: Esmeralda Silva, Michelle Jackson (OOA), Ollin Stowers (FWS)

Thurs, Dec 7 12-2pm: *Scholarship Opportunities & Resources*

Featuring: Ava Chan-Crowder (AEF)

Disability and Ableism

Dr. Rhoda Olkin, Distinguished Professor in the CSPP Clinical PsyD Program at the Emeryville campus, is arranging a series of webinars on disability and ableism. Please join her for these informative and interesting webinars on disability throughout the Fall 2023 semester.

Brief History of Disability Rights, Relevance for Students

- Thursday, Sept 21st from 4:00 - 5:00 PST
- Presenter: Patricia Chadwick
- Disability history is rarely taught, and even disabled students don't know about the disability rights movement, the fight over the ADA, key leaders in the movement. What are the implications for any minoritized group to be unaware of their own history?

What Students with Disabilities Tell Us

- Thursday, October 12th from 4:00 - 5:00 PST
- Presenter: Rhoda Olkin
- Dr. Olkin has quantitative and qualitative data from about 200 disabled students at Alliant International University. She will share the key findings, including what students wanted their faculty and their peers to know about disability.

Universal Design for Learning

- Monday, October 16th
- Presenters: Rhoda Olkin & Julie Cosenza
- This is the 2nd offering of principles of UDL, with some updates. The myth of learning styles will be discussed, as well as simple steps to take in syllabi, assignments and the classroom. PowerPoint will be available to all participants.

Documentary (Hale Zukas) & Discussion

- Friday, October 20th from 12:00 – 1:00 PST
- [Hale](#)
- Presenter: Rhoda Olkin
- A 20-minute video about a key figure in the Bay Area disability rights movement will be shared. Participants will discuss issues raised by the video first in small groups, then with the larger group.

Reasonable Accommodations for Specific Disabilities

- Thursday, November 2nd from 12:00 – 1:00 PST
- Presenter: Rhoda Olkin
- This will cover the main accommodations for neurodiversity (ASD, LD, ADHD), blindness, and psychiatric disabilities.

Intersectionality: Females w. Disabilities

- Thursday, November 9th from 6:30 - 8:00 PST
- Presenter: Rhoda Olkin
- 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



Leveraging Technology: Using the “Moderate This Quiz” Page in Canvas

Melissa Vervinck, D.E.T.

The Alliant Online Learning Team is here to assist with inquiries and provide guidance on using Canvas in any class. In responding to this month's email question, we will address a common challenge: adjusting quiz settings within the Canvas platform.

Subject: Assistance Needed: Accommodations for Quizzes in Canvas

*Dear Online Learning Team,
I am in need of assistance regarding accommodating students who need additional time for quizzes in Canvas. Could you please provide guidance or resources on how to adjust quiz settings to allow for extra time for specific students? Your support would be greatly appreciated.*

Thank you in advance for your assistance.

*Best regards,
Professor Dominic Accomodio*

Canvas provides a range of customizable quiz settings, including the ability to grant extra time and additional attempts to specific students. Instructors may have various reasons for extending quiz time; one being that it is necessary to meet an accommodation for a student as determined by the [Office of Accessibility](#). Instructors can easily access the [Moderate this Quiz](#) page, which is not only relevant for accommodating students but holds valuable data that can be used to:

- Track completed attempts for a quiz
- Assess the time taken by students to complete the quiz
- Determine the number of remaining attempts
- Review quiz scores

Returning to Professor Accomodio's email, a [comprehensive guide](#) on this topic is available. However, here's a concise overview of how to implement these modifications for Canvas quizzes.

1. **Access the Quiz Settings:** Log in to your Canvas account and navigate to the course where the quiz is located. Open the quiz you want to modify.

2. **Moderate Quiz:** On the right sidebar, select “Moderate this Quiz.”
3. **Identify Student(s):** In the Student column, check the boxes next to the names of students who require timing or attempt adjustments for this quiz. If you're modifying settings for only one student, click the edit icon in the rightmost column and proceed to step 5.
4. **Change Extension:** At the end of the list of student names, click on “Change Extensions for X Selected Students.”
5. **Modify Attempts and/or Timing:** In the Student Extensions pop up, modify the number of extra attempts and/or the extra time that will be allowed for each attempt (e.g., if the quiz has a 60-minute time limit, but you want to give 50% more time, type 30 minutes). Then click Save.
6. **Verify Change:** Review the information located with each student’s name to verify accuracy (e.g., “gets 30 extra minutes on each attempt” if you added an additional 30 minutes of time for every attempt for this quiz for that student).

The “Moderate This Quiz” page not only supports accessibility needs but also provides valuable insights into students' quiz performance and engagement. All of which will help you create a more inclusive, effective and data-informed learning environment for your students, aiding you in making informed decisions with an eye on student success.

If you require further support in adjusting quiz attempts or timing, please reach out; you can contact us at onlinelearningstaff@alliant.edu. Additionally, if you have inquiries about features within Canvas, drop us an email. We may even spotlight your email in a future CTE newsletter, with your permission, of course.

Teaching Tips



Authentic Assessment


Authentic assessments measure student learning through application of knowledge or skills, usually in the form of a project or a product involving real-world tasks. This approach differs from traditional assessments, such as exams or tests, that rely on recalling and restating information and are often indirect measures of a student's ability to apply the knowledge and skills gained in a course. It focuses on students' ability to understand, analyze, and integrate, and apply information; that is, it encourages students to use higher-order critical thinking skills and to reflect on their work. Authentic assessments have several advantages over traditional tests and assignments for both students and instructors:

- They are likely to be more valid than traditional tests, particularly for learning outcomes that require higher-order thinking skills.
- They are likely to be more interesting and engaging for students.
- They simulate contexts that are relevant to the students' professional and personal experiences.
- They force students to work with ambiguities and grey areas present in the real world.
- They allow students to demonstrate proficiencies in multiple skills or tasks.
- They reduce the likelihood of academic dishonesty (plagiarism, cheating).
- They help students develop their interpersonal and communication skills.
- They provide opportunities for instructors to have individual contact with students.

Authentic assessments also bring challenges. Developing authentic assessments may require more time and effort, and they may be more difficult to grade than

	<p>traditional assessments. When using an authentic assessment, it is useful to create a grading rubric that specifies the dimensions to be evaluated and the criteria by which they will be judged. It is also important to provide students with a clear explanation of the purpose of the activity and the objectives of the assessment. Additionally, because authentic assessments are complex and may take a long time for students to complete, it is useful to provide appropriate scaffolding for the tasks, including (a) breaking complex assignments into smaller tasks and shorter stages; (b) providing additional instructional material to explain the tasks; and (c) providing regular detailed feedback. Following are examples of authentic assessments:</p> <ul style="list-style-type: none"> • Conducting interviews or observations • Conducting an experiment or a survey • Creating a research poster • Creating a podcast or a blog • Creating a manual • Creating a portfolio • Providing peer reviews of papers • Providing consultations • Conducting assessments • Writing grant proposals • Developing or evaluating programs • Scripting, creating, and editing short films or videos <p>For more information and additional resources on authentic assessment, see the CTE site.</p>
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Other Resources

	<p><u>Valuing Teaching</u></p> <p>This comprehensive article in the <i>Chronicle of Higher Education</i> addresses the question of whether colleges sufficiently value teaching. It presents data from a national poll showing that the public highly values teaching and contrasts it with the undervaluing of teaching in most colleges. This undervaluing is manifest in a decreasing share of budgets being allocated to teaching as well as in lack of rewards for good teaching by faculty members. The article also points to the dearth of resources to support the adoption of evidence-based teaching practices and the failure to develop complex and valid measures of good teaching. It suggests that good teaching can be seen as an ethical issue and necessary to support an increasingly diverse student body. Finally, the author emphasizes the need not only for training but also for deeper structural reforms.</p>
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Shared Resources

	<p><u>Guidance for Syllabus Statements About AI Use</u></p> <p>This resource from the Oregon State University Center of Teaching and Learning provides guidance for syllabus statements about AI use with examples. Please remember, however, that any course policy should be developed within the</p>
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context of the Alliant Academic Integrity Policy, which should be included in every syllabus. This policy includes the following statement: 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. 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."

For further information on wording of course policies, see this wide-ranging document with [Syllabi Policies for AI Generative Tools](#) compiled between January and September 2023.

The Center for Teaching Excellence has a section on [ChatGPT and Generative Artificial Intelligence](#) that provides additional sample syllabus statements.

Faculty Success and Well-Being



Publishing Advice

In this *Chronicle of Higher Education* column, the author, an acquisitions editor for a university press, aims to demystify publishing, while also shedding light on publishers’ varied perspectives, processes, and working conditions. She brings by debunking four commonly held myths and misconceptions about publishing: (a) there are “good” and “bad” presses; rather, it depend on the fit between the press and the project; (b) a dissertation is basically a book; rather, they are different genres that serve different purposes; (c) publishers want a book with “crossover” potential; rather, editors are looking for scholarly books with appeal to a primary audience in the author’s field; and (d) writers should play their cards close to the vest; rather, editors want to know career-related goals of a project (e.g., a promotion or a new position). The author’s final advice is to communicate openly and candidly with potential editors and publishers.

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