



Alliant International University

Center for Teaching and Excellence - Newsletter

January 2024

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



Webinars from the Online Learning Team

January 18, 2024, 12:00-1:30 PM Pacific Time

GenAI Garage is a 90-minute online workshop for beginners who have a desire but little experience exploring and tinkering with Generative AI tools. Through a hands-on approach requiring active participation, participants will learn by doing while discovering the potential and limitations of Generative AI, creating content using various tools, and sharing insights and feedback with other participants.

February 15, 2024, 12:00-1:00 PM Pacific Time

Art and Science of the Prompt is a 60-minute online workshop that teaches how to craft effective prompts for GenAI tools. The workshop requires active participation from attendees, as they will be asked to write, share, and discuss their own prompts throughout the session. Participants will learn the principles and techniques of prompt engineering, practice with different GenAI tools and domains, and evaluate the quality and reliability of the outputs generated.

March 21, 2024, 12:00-1:00 PM Pacific Time

A Guide to the Essential Canvas Features and Functions You Might Be Missing is a 60-minute online webinar suitable for anyone who wants to improve their skills with Canvas. Participants will discover and explore some of the hidden and advanced features and functions of Canvas that can enhance the learning experience and outcomes for instructors and students. They will also have the opportunity to ask questions and share feedback with the webinar facilitator and other participants.

Other Events



Harvard Business Publishing

[What Happens to Learning When Generative AI Can See, Hear, and Speak](#)

Dr. Haya Ajjan, Professor, Management Information Systems, Associate Dean, Martha and Spencer Love School of Business, Elon University

Topics discussed: (a) the rapidly changing Open AI landscape, (c) impact on productivity across businesses and research, (c) examples from the classroom: lesson plans to regression analysis, and (d) how to begin your exploration of AI.



Navigating Canvas: Announcement Options for Enhanced Student Engagement

Melissa Vervinck, D.E.T.

Instructor Request

Online Learning Team,

Wishing you a Happy New Year! As we embark on a new term, I find myself eager to enhance the student experience by integrating real-world examples into our course content. Often, I stumble upon valuable podcasts or webinars that could significantly enrich our discussions. However, I need a streamlined method for sharing these resources at various dates throughout the term while also allowing for informal engagement and discussion. Your guidance on achieving this would be greatly appreciated.

Looking forward to a fruitful year and term ahead! 🍷

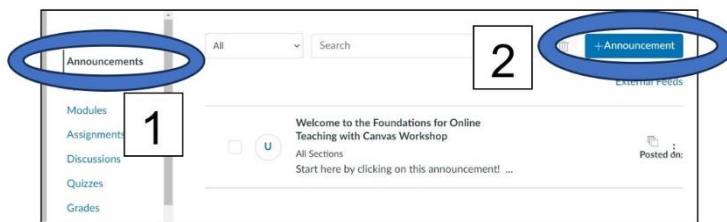
Professor Dan Nounzè

Solution: Using Announcements

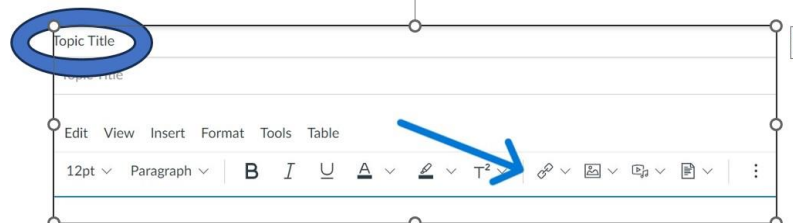
Helping students to make connections between the classroom and the real world is very important for adult learners. We propose that you use the Announcement feature in Canvas to do this. It is a valuable tool for communicating with students and can do more than just share an upcoming weekly agenda, topics to be covered or reminders about due dates. It can be used for fostering interactive communication and engagement.

Announcements are very versatile. Information can be shared with students in a variety of forms: text, images, audio, video, attachments or links. Let's explore the options available when creating a new announcement in Canvas.

Adding an Announcement



1. In the Course Navigation section, select the Announcement link
2. Click on the **+ Announcement** button to open the [Rich Content Editor](#).



3. Add a topic title and enter the content of the message. In the Rich Content Editor, a few things you can do are:

- [Share important information](#) with all course users.
- Add files, media, links, documents, or other content. By clicking on the following icons, you can add:



External Link or Course Links



Upload Image, Course Images or User Images



Upload/Record Media, Course Media or User Media



Upload Document, Course Documents, User Documents



Embed Code (e.g., videos to explain difficult concepts)

The screenshot shows the 'Attachment' section of the Rich Content Editor. It includes a 'Choose File' button and the text 'No file chosen'. Below this is the 'Options' section, which contains several checkboxes: 'Delay posting' (checked), 'Post At' (with a calendar icon), 'Allow users to comment' (unchecked), 'Users must post before seeing replies' (unchecked), 'Enable podcast feed' (unchecked), and 'Allow liking' (unchecked).

- Additional Options
 - Attach files by clicking “Choose Files” and selecting the file to share
 - [Delay posting](#) until a specific date and time
 - Allow students [to comment](#) or [to like replies](#)
 - Enable a [podcast feed](#) which will allow users to use an external podcasting channel to listen to course content on their own time and at their own pace.

4. After finalizing your announcement content and settings, click “Publish.”

5. All announcements and posting dates will be visible on the Announcement page.

6. To add additional information to an announcement once it has posted, open and click “Reply” to access a new Rich Content Area. Students can only reply to announcements if enabled.

When using announcements to post information for your course, ensure that you and your students have configured the Canvas Notification Settings appropriately. Refer to the [September CTE newsletter](#) article, “Leveraging Technology for Your Advantage: Account Settings and Notifications in Canvas” for more information.

Conclusion

Instructors can leverage the features of Canvas to foster student learning and engagement. Sharing real-world topics that connect to course concepts via a Canvas announcement is just one example. To explore other features that

Canvas offers, the Online Learning Team has compiled a list of resources which are available on the [Online Learning Instructional Support](#) page in SharePoint, and we look forward to responding to your questions sent to OnlineLearningStaff@alliant.edu.

Teaching Tips



Exam Wrappers

Exam wrappers are short handouts that students complete when an exam is returned to them that direct the students to review their performance with an eye toward adapting their future learning. It is a way for students to reflect on their experience of an exam, look at the techniques they use to get ready for an exam, and identify strategies they can use to prepare for future assessments.

How to Create Exam Wrappers

1. Begin with a rationale
 - Example:
“This ‘wrapper’ assignment will help you evaluate your own preparation and performance for this exam and allow you to adjust your study for the next test. Your responses are solely to help you improve and are not graded—you simply get credit for completion. However, thoughtful, honest answers are useful to you and an important part of self-examination and mental growth. This also helps me suggest strategies for you to use with learning this material.”
2. Follow with questions of what they did to prepare
 - How did you study for this exam? What strategies did you use? (Can include list of study strategies, including resources and study habits)?
 - How much time did you spend studying?
3. Then add reflective, analysis questions
 - What kinds of error did you make? Where did you lose points?
 - Did you succeed or do poorly at answering questions on particular *content areas* or in particular *formats*?
 - What was difficult for you in the exam? What was easy?
 - What did you do well to prepare for the exam?
 - Was your grade an accurate reflection of what you knew and how well prepared you felt?
4. End with questions and prompts designed to help students improve.
 - What could you do differently to study for the next exam?
 - What could the instructor do to improve your learning prior to the next exam?

How to Use Exam Wrappers

1. The wrapper is usually handed out to students when the exam is returned.
2. Students are asked to fill out the form in 10 minutes or less during class, or outside of class if necessary.
3. Students are not graded based on the content of the wrapper but rather receive credit for completing the form.

4. The instructor reviews the forms, looking for general themes and reviews these themes with the students in class. Adjustments to the course may be based on the findings.
5. The instructor may hold a discussion about recommended study strategies or have the students discuss and compare their strategies in small groups.

The instructor may meet with students individually to discuss study strategies for future exams.

Other Resources



[Guide to which AI](#)

In this blog post, Ethan Mollick wrote about which generative AI tools he would recommend. The advice he would give to most people who want to use AI is to get GPT-4 rather than using ChatGPT. On his words: "If you are at all interested in generative AI and understanding what it can do and why it matters, you should just get access to Open AI's GPT-4 in as unadulterated and direct way as possible." He also provided a table evaluating the other LLMs available and reminded readers that these resources are changing rapidly.

On the podcast *Intentional Teaching*, James M. Lang and Michelle D. Miller participated in a discussion on [Rethinking Teaching in an Age of AI](#).

On the podcast *tea for teaching*, Aaron Clausel and Katie Spoon discussed their research on the magnitude and differential causes of [Gender Differenced in Faculty Retention](#).

Shared Resources



[Bloom's Taxonomy Revisited](#)

Oregon State University Ecampus developed a table that lists AI capabilities as well as distinctive human skills at each level of Bloom's Taxonomy. It recommended that instructors use this table to evaluate course activities and assessments and determine whether changes are necessary.

Faculty Success and Well-Being



The thesis of this *Harvard Business Review* article is that [setbacks can actually boost your career](#). The authors reported on research that found that "... while setbacks are disruptive in the short term, they can galvanize careers in unexpected ways." The researchers recommended three practices that help someone to grow from a setback: (a) explore whether your career goals truly fit your current aspirations, (b) open yourself to unorthodox opportunities in your wider field, and (c) develop new habits that reflect a growth mindset.