



Dear Online Learning Team,
I am writing to ask you about the best way to share some content from my Canvas course with a colleague. I have created some modules, pages, and quizzes that I think would be useful for their course as well. Could you please advise me on how to do this in a safe and efficient way?

Thank you for your time and attention.

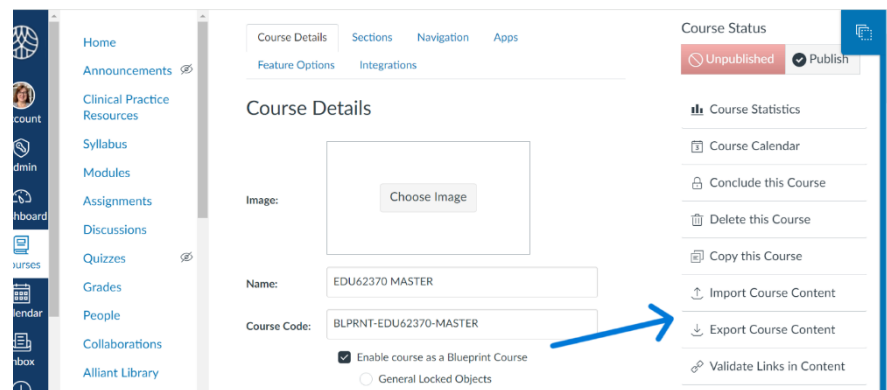
Professor Cole Aballator

Online Learning Team Response

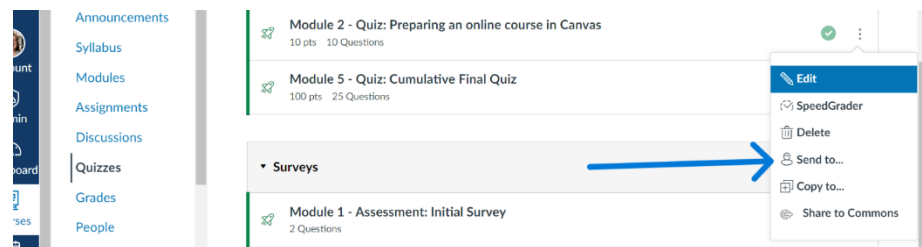
Instructors are the best collaborators, and we appreciate your desire to share your knowledge with others. The best way to do this depends on the mode of your course – online or on-ground. In these two contexts, you have different options and features available to you in Canvas. Let's explore the main differences between these two delivery methods in Canvas.

Sharing Content: On-Ground Courses

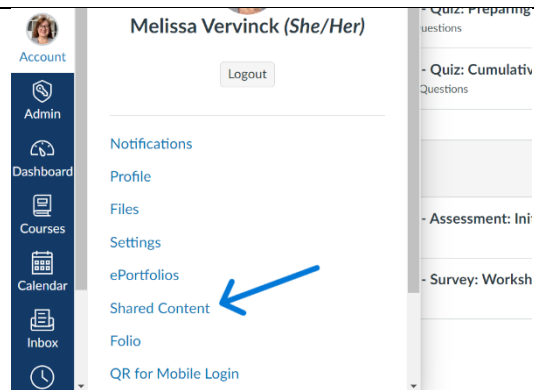
One of the main differences between online and on-ground courses is related to importing and exporting content. Importing and exporting content allows you to reuse or share content from previous or current courses, such as modules, pages, quizzes, assignments, etc.



If you are teaching an on-ground course for Alliant, you can import and export content from your course by going to the course settings and selecting the Import Course Content or Export Course Content option. Then, you can choose what type of content you want to import or export and follow the instructions on the screen. Importing and exporting content can save you time and effort if you teach multiple sections or courses.



Another way to share content from a course taught on-ground is by using the “Send to” option. This option allows you to share a module, assignment, or quiz by choosing “Send to” and entering the other person’s email address.



Then, the other person will be able to access what you shared in Canvas by clicking on Shared Content in their Account area. This is a convenient way to collaborate with other instructors or share best practices.

Sharing Content: Online Courses

If you are teaching an online course, you cannot currently import or export content. You can download files and share them via OneDrive or as email attachments, but you cannot share pages, modules, or quizzes. This is because online courses are designed and developed by the Online Learning team in collaboration with Subject Matter Experts, Program Directors, and others, and they follow a specific format which includes having specific deadlines for attendance purposes and other requirements that need to be met by you and your students. Therefore, some features in Canvas are limited for online courses. Despite that, you can share a file with another instructor. They can view it, but they cannot import it into another online course. Nonetheless, they could import it into a course being taught on-ground. Similarly, if you want to import online course material into an on-ground course, you can do that, but you will need to contact the Online Learning Team for assistance.

Conclusion

We appreciate this question and the opportunity to provide awareness of how the setting in which you teach affects what you can do in Canvas. If you have any further questions, concerns, or need help, please contact us. No matter what setting you currently teach in, you can reach us by email at onlinelearningstaff@alliant.edu.

Teaching Tips



Generative AI Detection

With the widespread use of Generative AI, instructors have become concerned that students will use them to respond to assignments and then submit the output as their own. This concern has been accompanied by the development of tools to detect whether a written assignment was generated by AI. There is some controversy, however, about the effectiveness and utility of these tools, and, in fact, whether they should be used at all. Below are some resources that provide information to consider in deciding what to do.

- This is from a recording of a November 17, 2023, CTE webinar presented by Dr. Jeremy Bond and Dr. Melissa Vervinck: [Considerations When Using AI Detection Tools](#)
- This is a recent summary article from *Inside Higher Education* on the status of AI detection tools in higher education: [Professors Cautious of Tools to Detect AI Generated Writing](#)

- The University of Kansas Center for Teaching Excellence site discusses why instructors should use caution using AI detection tools, including Turnitin. It offers suggestions for how to use these tools and what to consider when assessing the results: [Why you should use caution with AI detectors](#)
- This post from Stanford University Human-Centered Artificial Intelligence in May 2023 presents findings that indicate that *“The detectors are not particularly reliable. Worse yet, they are especially unreliable when the real author (a human) is not a native English speaker.”* [AI Detectors Biased Against Non-Native English Writer](#)
- This post, written in August 2023, provides an introduction to generative AI and discusses the reliability of AI detectors: [How Reliable Are AI Detectors?](#)
- This post from the Cornell University Center for Teaching Innovation explains why they do not recommend the use of AI detection tools: “We currently do not recommend using current automatic detection algorithms for academic integrity violations using generative AI, given their unreliability and current inability to provide definitive evidence of violations. We believe that establishing trusting relationships with students and designing authentic assessments will likely be far more effective than policing students.” [Detecting AI Generated Content](#)
- This post from the Center for Teaching Excellence at Boston College lists alternative to AI detection tools instructors can use: [ChatGPT in Teaching and Learning](#)
- The Rochester Institute of Technology Center for Teaching and Learning also provides a list of course design strategies that it recommends instead of AI detection tools. (There is a specific note about Turnitin AI Detector): [Course Activities Designed for Authentic Student Work](#)
- The University of Wisconsin/Green Bay Center for Advancement of Teaching and Learning lists strategies for creating [“Generative AI Resistant” assessments](#).
- This article provides a list of writing tips to use to avoid AI detection: [Tips to Avoid AI Detection in Writing](#)
- This is what Turnitin says about its AI writing detection tool, including the possibility of false positives:
“We’d like to emphasize that Turnitin does not make a determination of misconduct even in the space of text similarity; rather, we provide data for educators to make an informed decision based on their academic and institutional policies. The same is true for our AI writing detection—given that our false positive rate is not zero, you as the instructor will need to apply your professional judgment, knowledge of your students, and the specific context surrounding the assignment.” [Turnitin’s Writing Detection](#)

Other Resources



Does Using AI Aid Learning?

This [blog post](#) by Dr. Regan A. R. Gurung, Executive Director of the Center for Teaching and Learning at Oregon State University and Professor of Psychological Science, summarized the results of a meta-analysis of research on chatbots. Focusing on 24 studies, the authors found “There was a statistically significant effect of using chatbots on learning in many realms. Using AI improved learning performance, motivation to learn, the sense of being able to succeed as a learning (i.e., self-efficacy), interest, and the perceived value of learning. Chatbot use also relieved learner’s anxiety.” Despite cautions about the problems with meta-analyses and limits to generalizability, Dr. Gurung concluded because the effects of Chatbots on learning were large, “Faculty need to reflect on the best ways to harness the benefits of this tool.”

Shared Resources



Learn Student Names and Pronouns

The MIT Teaching + Learning Lab blog provides the following tips for learning student names and pronouns.

Introductions

- On your course syllabus and the first day of class, introduce yourself by sharing what you'd like students to call you, your pronouns, and how to pronounce your name.
- In a pre-semester survey, ask students to share their name, phonetic pronunciation, and pronouns (see ideas for questions in pre-semester surveys [here](#)).
- In a community building activity, create opportunities for students to share [the story of their name](#).
- During the first weeks of class, ask students to introduce themselves to each other during small group activities and to say their name each time they ask a question or share a comment in class.
- When addressing groups of people or people whose pronouns you haven't been told, use gender-neutral language such as, "everyone," "folks," "all," or "y'all," rather than "guys," "ladies," "ma'am," or "sir."

Learning how to pronounce names

- Invite each student to record themselves saying their name using a (free) tool like [namedrop](#) that produces a link to the recording. You can also record your own name and include the link in the syllabus, canvas site, and your email signature.
- Consult a database of name pronunciations: You can upload a list of your students' names to a database such as [NameShouts](#) to hear authentic pronunciation of names verified by linguists and native speakers.
- Phonetic spelling: Invite students to share phonetic spelling of their names (see [instructions here](#)) or a familiar word that rhymes with their name.
- You can invite each student to share their name recordings or phonetic spellings in a pre-semester survey, a Canvas assignment, and/or email signature.
- Memory strategies for learning names and pronouns
- Whenever possible, practice recalling a person's name and pronouns (e.g., as they enter the classroom, ask a question, or take an exam in class).
- Visualize the student, recall their name, and imagine referring to the student using the correct name and pronouns when they email you or when you encounter their assignment submission on Canvas.
- If you teach in a large class, invite students to create name cards using large blank index cards that can be seen by you and by others in the class. You can invite students to add their pronouns (if they wish).
- Invite students to correct you if you make a mistake with their name, your pronunciation of it, or their pronouns. If you make a mistake, acknowledge your error, apologize, and to correct it.

[Learn student names and pronouns](#)



Creating a CV

This article in the *Chronicle of Higher Education* answers common questions of early-career academics on creating a CV. According to the authors, “A CV is a record of your scholarly life. Your goal is to organize the document such that your accomplishments leap off the page and need no interpretation. Unlike a résumé or a cover letter, a vita is intended to be comprehensive, in that you are expected to list everything you’ve done in graduate school and beyond.” They go on to provide advice on format, length, and specific information to include (e.g., education, honors and awards, publications, courses taught, university service, skills, interests, and memberships).

[Creating a CV](#)