



Alliant International University
Center for
Teaching and Excellence - Newsletter

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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

Update from the Center for Teaching Excellence



CTE Resources

We have added a new section to the monthly CTE newsletter: CTE Resources. The section features resources on the CTE website that instructors can use in planning and teaching their courses. This month it includes links to resources on constructing a syllabus and making it student friendly and inclusive.

Resources from the Department of Online Teaching



Embracing AI Tools as an Educator: Adapting for the future

Melissa Vervinck, D.E.T.

For an example of a conversation with generative AI, go to [Create a very short and succinct email](#) to review the full human-AI online discussion which took place during this article's development.

Instructor Inquiry

Dear Online Learning Team,
With just a short summer break ahead, I'm hoping to quickly get up to speed on AI tools and how to prepare for increased student use this fall.

Could you recommend:

- A few books on AI in education I could read oceanside?
- A website with overviews of different AI writing tools?
- Ideas for redesigning assessments to discourage AI cheating while still allowing students to learn?

I only have limited time before the new semester, so any quick insights would be greatly appreciated.

I appreciate all you do!
Prof. Ava Innovatrix

Response

Professor Innovatrix, your email resonates with many educators eager to learn more about AI this summer. The increased use of language models is transforming the way we write, research, and learn. While these tools come with challenges, they also offer valuable opportunities to enhance education when used thoughtfully.

For a thought-provoking read on adapting pedagogy to integrate AI tools, consider *Teaching with AI: A Practical Guide to a New Era of Human Learning* by José Antonio Bowen and C. Edward Watson, along with *Co-Intelligence: Living and Working with AI* by Ethan Mollick. Each book offers well-researched information while providing practical suggestions that can be implemented immediately and an emphasis on the development of an essential skill for all - AI literacy.

When first using AI writing and research assistants, Mollick suggests dedicating approximately 10 hours to gain familiarity and enhance proficiency with these tools - an investment of time well worth making. Speaking of resources, you asked for recommendations on where to learn more about AI. We would point you to the [AI Literacy and Prompting](#) section on Teaching Naked, which offers a wealth of AI resources with hyperlinks as well as prompt template suggestions.

Your question for ideas to curb AI-assisted cheating is a wise one. Employing multiple approaches tends to be most effective. A few ideas for you to try are:

- Redesign assignments that could be "outsourced" to AI writing models. Move toward more original, experience-based prompts that require a personal voice.
- Incorporate video recorded or oral responses.
- Create assessments that tap into skills where humans excel - critical thinking, reflection, creative insights, and unique perspectives.
- Most crucially, have open dialogues with students about using AI ethically and responsibly to enhance, not replace, their own learning efforts.

The ongoing evolution of AI will require a shift in how we approach teaching and learning. Especially in online/remote scenarios, we must rethink pedagogy by prioritizing active learning. The overarching goal should be for AI to enhance education by handling routine tasks, freeing humans to develop higher-order skills like creativity, empathy, complex decision making, and adaptability.

- For discussions, move beyond text-based forums to ADA compliant multimedia formats. These are more difficult for AI to generate while allowing for the emphasis on personal experiences over general opinions.
- With assignments, leverage AI assistants for initial research and drafting, but then require students to substantively revise that work by applying critical thinking and injecting their own voices. Final submissions could include audio walkthroughs where they explain their process of building upon the AI's output.
- Design interactive simulations or scenario-based assessments rather than traditional tests. These assessments should tap into problem-solving and decision-making skills that remain beyond current AI capabilities.
- Facilitate more team-based group projects that bring students together to collaboratively build solutions from start to finish. This allows each individual to contribute their unique skills, experiences, and perspectives in a way AI cannot replicate.

Ultimately, we need to train students to work symbiotically alongside AI, not have it replace their growth and development. By rethinking pedagogy across discussions,

assignments, assessments, and group work, we can create an ethical, productive path for students to incorporate AI for more than cheating.

AI has arrived; educators now have an important role to play in shaping its impact. While the summer break may be short, taking time now to understand these technologies will be rewarding for you and your students. Adopting an attitude of "co-intelligence" - learn to leverage AI as a powerful assistant, not a replacement, for human instruction and the development of critical thinking skills. While we are still exploring the best ways to utilize AI in education, it's vital to consider how it can positively impact both teachers and students, while also considering its ethical implementation. I wish you an enriching summer of exploration.

Disclosure: This advice article was created through collaboration between a human expert and an AI writing assistant from Anthropic called Claude. The human provided prompts, guidelines, and oversight, while the AI conducted some research, generated drafts, and incorporated feedback iteratively. The human expert made final edits and takes responsibility for the published content. View the full human-AI conversation here: https://www.perplexity.ai/search/Create-a-very-CMgpii.tT_.fZBNW0YqI5A

Teaching Tips



Ethical Teaching

Descriptions of the elements of excellent teaching often include lists of attitudes and behaviors. Although not always identified as such, some of these attitudes and behaviors can be understood as characterizing ethical teaching as well. [Teaching Excellence](#)

One source of ethical guidelines for university teachers is a list of Ethical Principles developed by the Society for Teaching and Learning in Higher Education first drafted by Canada's Society for Teaching and Learning in Higher Education (STLHE) in 1966.

[Ethical Principles](#)

1. **Content Competence** - A university teacher maintains a high level of subject matter knowledge and ensures that course content is current, accurate, representative, and appropriate to the position of the course within the student's program of study.
2. **Pedagogical Competence** - A pedagogically competent teacher communicates the objectives of the course to students, is aware of alternative instructional methods or strategies, and selects methods of instruction that are effective in helping students to achieve the course objectives.
3. **Dealing with Sensitive Topics** - Topics that students are likely to find sensitive or discomfoting are dealt with in an open, honest, and positive way.
4. **Student Development** - The overriding responsibility of the teacher is to contribute to the intellect development of the student, at least in the context of the teacher's own area of expertise, and to avoid actions such as exploitation and discrimination that detract from student development.
5. **Dual Relationships with Students** - To avoid conflict of interest, a teacher does not enter into dual-role relationships with students that are likely to detract from student development or lead to actual or perceived favoritism on the part of the teacher.
6. **Confidentiality** - Student grades, attendance records, and private communications are treated as confidential materials and are released only

with student consent, for legitimate academic purposes, or if there are reasonable grounds for believing that releasing such information will be beneficial to the student or will prevent harm to others.

7. **Respect for Colleagues** - A university teacher respects the dignity of her or his colleagues and works cooperatively with colleagues in the interest of fostering student development.
8. **Valid Assessment of Students** - Given the importance of assessment of student performance in university teaching and in students' lives and careers, instructors are responsible for taking adequate steps to ensure that assessment of students is valid, open, fair, and congruent with course objectives.
9. **Respect for Institution** - In the interest of student development, a university teacher is aware of and respects the educational goals, policies, and standards of the institution in which he or she teaches.
10. [Principles of Ethical College and University Teaching](#)

Another major attempt to articulate ethical principles relevant to university professors was made by the American Association of University Professors (AAUP). This Statement of Professional Ethics is broad in scope, not focused just on teaching; however, the second of the five principles deals explicitly with ethical teaching. [Statement of Professional Ethics](#)

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

Furthermore, some professional organizations have also developed ethical principles related to teaching. For example, the American Psychological Association's *Ethical Principles of Psychologists and Code of Conduct* has a specific principle devoted to teaching. The most relevant elements of this section have to do with (a) distributing accurate syllabi and disseminating accurate information about the topic (7.03); (b) respecting student privacy (7.04); (c) avoiding dual relationships with students (7.05); (c) having a timely and specific method for providing feedback and evaluating students on their performance (7.06); and (c) avoiding sexual relationships with students (7.07). Additionally, there are relevant principles related to (a) teaching only within the boundaries of competence (2.01); (b) maintaining competence (2.03); (c) avoiding sexual harassment, other harassment, and exploitative relationships (3.02, 3.03, and 3.08); and (c) not divulging or exposing confidential information (4.07).

The Alliant Faculty Handbook refers to both the AAUP statement and the codes of professional ethics related to each discipline:

1.5.2. Commitment to Professional Code of Conduct

Faculty of the University recognize the public trust that is given to them and agree to abide by the Statement on Professional Ethics of the AAUP. Faculty also agree to abide by the codes of professional ethics as adopted by their respective schools as appropriate for their particular disciplines and the personnel policies put forth by the University.

Upon hiring, faculty are responsible for reviewing and abiding by the codes of professional conduct/ethics for the University as well as their individual discipline, if applicable.

CTE Resources



Developing a syllabus

The main purpose of a syllabus is to provide information. The university has policies about what information must be included in every syllabus, and an instructor will want to include information about course content, requirements, policies, procedures, and so on. Additionally, another purpose of the syllabus is to set the tone for a course. The syllabus is often the first point of contact students have with an instructor, so it is important to use it to introduce oneself and the subject matter, to get students excited about the course, and to begin to engage students in learning the course content. In this context, it is important to create an inclusive syllabus that uses language, policies, principles, and format to promote equal access and opportunities for all students.

The CTE website has resources to help instructors plan for their upcoming courses. For instructors who are reviewing and revising their existing syllabi or creating new ones, there are tips for what to include and for making the syllabi more student friendly and inclusive.

- [How to Create a Syllabus](#)
- [Inclusive Teaching](#)
- [Creating an Inclusive Syllabus](#)
- [Integrating Equity, Diversity, and Inclusion into Course Content and Assignments \(Kim Case, PhD\)](#)

Other Resources



Podcasts

[Teaching in Higher Ed Podcast](#)

Teaching in Higher Ed produces a weekly podcast to help instructors be more effective at facilitating learning. Here are links to some recent podcast episodes:

- [Teaching with AI](#) with Jose Bowen
- [Thinking With and About AI](#) with C. Edward Watson
- [How to Develop Microskills – Small Actions for Big Impact](#) with Adaira Landry & Resa E. Lewiss
- [How to Create Engaging Microlectures](#) with Tolu Noah

Substack

[Innovation Through Prompting](#)

In this post on his One Useful Thing substack, Ethan Mollick discussed the four ways instructors can become innovators and use prompts in their teaching (a) use re-made prompts, (b) customize or build a prompt, (c) create tools that make tools, and (d) just tell the AI what you want. He encourages prompt sharing and provides a link to a [prompt library](#) here.

Faculty Success and Well-Being



Wellness

[How to Foster Self-Compassion as a Professor](#)

This episode of the Teaching in Higher Ed podcast features Danielle De La Mare, a wellness coach, addressing ways to prevent and overcome overwork and burnout among instructors.

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