



Alliant International University

# Center for Teaching and Excellence - Newsletter

July 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 Upcoming Events



### Leveraging the Library to Make Your Job Easier and Your Instruction Richer

[Register Now](#)

**September 19, 2024**

**12:00 p.m. – 1:00 p.m. (PT)**

**Location: Zoom**

**By Scott Zimmer, JD, Ed.D.**

Participants will learn how to incorporate library resources into their courses at every stage of the course life cycle, from course design and development to resource selection, to skill development and evaluation. Need a textbook for a course you are designing? The library can help find ones that allow institutional purchase, so students can use the library ebook instead of buying their own. Looking for a set of articles for students to compare and contrast? The library can help you search for them, provide you with copies, and check permissions to make sure you can use them. Wanting to scaffold students' understanding of plagiarism and APA style, without losing class time? The library has tutorials and quizzes that you can assign to your students. We'll cover these and other strategies you can use to build or improve your course, while not adding to your workload.

### Finding Balance: Integrating AI While Fostering Authentic Student Learning

[Register Now](#)

**October 17, 2024**

**12:00 p.m. – 1:00 p.m. (PT)**

**Location: Zoom**

**By Jeremy Bond, D.E.T. & Melissa Vervinck, D.E.T.**

Explore strategies to strike the right balance between using AI as a tool and fostering authentic student learning. This 60-minute webinar covers designing assessments that encourage original inquiry and problem-solving. It also covers adapting assignments to embrace AI while encouraging students to use skills like creativity, analysis, and reflection, all while promoting ethical AI usage. Gain insights into integrating AI responsibly to support student inquiry while promoting essential critical thinking and lifelong learning skills.

## Elevating Learning: The RISE Model for Effective Feedback [Register Now](#)

**November 21, 2024**

**12:00 p.m. – 1:00 p.m. (PT)**

**Location: Zoom**

**By Jeremy Bond, D.E.T. & Melissa Vervinck, D.E.T.**

In this webinar, participants will explore the RISE Model, developed by Emily Wray, which focuses on providing feedback with the elements of Reflection, Inquiry, Suggestion, and Elevation. The model transforms feedback into a collaborative dialogue, encouraging students to use their skills of self-awareness, critical thinking, and agency. By emphasizing the unique human characteristics that contribute to rich learning experiences, this approach fosters meaningful discussions between students and instructors. By implementing the RISE Model, instructors can create a supportive learning environment that fosters student growth, engagement, and long-term success.

### Center for Teaching Excellence News

#### Consultations



The Center for Teaching Excellence provides confidential voluntary consultations to faculty members who have questions about their courses, want help addressing teaching challenges, or would like advice on course design, instructional strategies, or assessment of learning. These consultations can be useful for faculty members planning a new course or revising an existing course. Additionally, we can help faculty members develop midterm feedback measures and processes, review and interpret final course evaluations, and, if desired, develop strategies for change. This is the link to the page with the form to request a consultation:

<https://cte.alliant.edu/confidential-individual-consultations/>

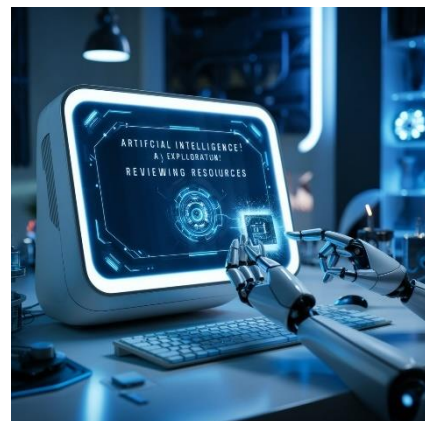
### Resources from the Department of Online Teaching

#### Artificial Intelligence (AI) Exploration: Reviewing Resources

By Melissa Vervinck, D.E.T.



A crucial part of learning is to reflect on what has been learned while anticipating what will come. Just as we sometimes assign our students to review previous reading assignments in courses, hoping they will revisit crucial information, I'm extending a similar invitation to you. This month, I encourage you to explore the resources shared by the Online Learning Team focusing on exploring Artificial Intelligence (AI). If you've missed reviewing some of this information earlier, now may be the perfect time to catch up. Take a moment to revisit past insights while looking ahead to the 2024-2025 academic year. Taking this time to reflect and prepare is an investment in your ability to adapt, innovate, and excel in the ever-evolving world of online or face-to-face teaching environments.



## CTE/Online Learning Webinars

- [A Guide to the Essential Canvas Features and Functions You Might Be Missing](#)
- [Art and Science of the Prompt](#)
- [Gen AI Garage](#)
- [Considerations When Using AI Detection Tools](#)
- [AI in Higher Education: Problems, Potentials, and Possible Futures](#)
- [Teaching in the Age of AI](#)

## Suggested Resources to Begin Exploring AI

- [WMUX Quick Start AI Guide](#): Pressed for time? This guide will prepare you to understand the basics of Generative AI tools, to understand AI ethics and bias concerns, and to learn about how AI is being used in higher education environments.
- [Open AI Prompt Engineering Guide](#): This guide shares strategies and tactics for getting better results from large language models
- [AI for Education: GenAI Chatbot Prompt Library for Educators](#): Find a variety of prompts to help you lesson plan and do administrative tasks with GenAI chatbots
- [Wharton Interactive Crash Course: Practical AI for Instructors and Students](#): A five-part video series which shares how the models work, how to work effectively with each model while weaving in your own expertise.

## Suggested Tools to Explore for Research

- [ResearchRabbit](#): Discover and organize relevant research papers by creating visual literature maps and collections.
- [Semantic Scholar](#): Quickly find and understand academic papers using AI to highlight key insights and connections.
- [Consensus](#): Access summarized answers from peer-reviewed research papers, streamlining the research process for lesson preparation.

## For Fun

- [Suno](#): A platform designed to make music creation accessible to everyone, regardless of their musical background.
- [AI Weirdness](#): A blog that showcases the strange and funny outputs of various AI experiments.
- [Quick, Draw!](#): A game where you draw objects, and the AI tries to guess what they are. It's fun and can lead to some amusing misunderstandings.
- [Ideogram](#): A generative AI website where users can create unique images by describing what they want, often with better text quality than other sites. (The image for this article was created using this site.)
- [Let's Foodie](#): Enter a list of food you have on hand, and AI will generate a tailor-made recipe.



## Developing Rubrics

In developing tests and assignments, instructors aim to be clear about the learning objectives they are evaluating and the expectations they have for student performance. They also aim to ensure that they evaluate students' work consistently and fairly and that students are clear about their expectations and standards. Developing rubrics allows instructors to meet these goals.

There are several types of rubrics, but the most used in teaching is an analytic rubric, which specifies dimensions of an assignment and identifies possible levels of performance for each dimension. Thus, an analytic rubric resembles a grid with the dimensions of a student product listed in the leftmost column and with levels of performance listed across the top row, often using numbers and/or descriptive tags. The cells within the center of the rubric should contain descriptions of what the specified criteria look like for each level of performance.

Steps for creating a rubric:

1. Define the goals or learning objectives of the assignment.
2. Determine the specific criteria for the rubric to cover (i.e., what knowledge and skills are required for successful completion of the assignment) and create a list of criteria that assess these criteria (e.g., comprehensiveness, maturity of thought, presentation, timeliness, etc.). Criteria should be distinct and clearly described and, ideally, not greater than seven in number.
3. Define the rating scale to measure levels of performance on each criterion, ensure that each point is clearly defined. Decide if the scale will include descriptors or only numerical.
  - a. Rubrics typically include 3-5 levels in their rating scales.
  - b. Popular rubric scales include A, B, C, F; 1, 2, 3, 4, 5; Exemplary, Accomplished, Developing, Beginning; Excellent, Competent, Needs Work; Professional, Adequate, Needs Work, Unacceptable; High Mastery, Average Mastery, Low Mastery.
4. Write descriptions for each performance level of the rating scale. Each level should be accompanied by a brief descriptive paragraph that outlines ideals for that level, lists all performance expectations within the level, and provides an example of ideal performance within that level. Across the rubric, descriptions should be parallel, observable, and measurable.
  - a. Avoid using subjective or vague criteria such as "interesting" or "creative." Instead, outline objective indicators that would fall under these categories.
  - b. The criteria must clearly differentiate one performance level from another.
  - c. Consider what an exemplary student product/performance might look like? How might an acceptable student product/performance be described? How might work that falls below expectations be described?
5. Pass the rubrics out during the first class and/or with each assignment to make grading expectations and standards clear as early as possible.
  - a. Rubrics should fit on one page, so that descriptions and criteria can be views quickly and simultaneously.

- b. During and after a class or course, collect feedback on the rubric's clarity and effectiveness from students.
- c. Revise a rubric following a course, based on student performance and areas of confusion.

For more information on creating rubrics and for examples of several types of rubrics, see the following on the CTE website:

- [Creating Rubrics](#)
- [Rubrics for Written Assignments](#)
- [Rubrics for Dissertations](#)
- [Rubrics for Class Participation](#)
- [Rubrics for Oral Presentations](#)

## CTE Resources



### [Teaching with Canvas](#)

The CTE website includes a page with links to articles written by Dr. Melissa Vervinck that first appeared in the Center for Teaching Excellence newsletter, beginning in the fall of 2023. They provide information on how to leverage technology in teaching, specifically through the use of Canvas.

These are the currently listed topics:

- [Account Settings and Notifications in Canvas](#)
- [Moderate this Quiz Page](#)
- [Gradebook Settings](#)
- [Modifying Your Dashboard in Canvas](#)
- [Announcement Options](#)
- [SpeedGrader in Canvas](#)
- [Canvas Content Sharing](#)
- [PowerPoint Personalized Feedback](#)
- [Timely Feedback](#)

## Other Resources



### [Are you drowning in an ocean of AI?](#)

In this *Chronicle of Higher Education* article, Beth McMurtrie (a) reports on what's happening in the classroom with AI, (b) shares some resources to discourage AI misuse by students, and (c) describes strategies that incorporate AI use in teaching. Among the resources cited are the following:

- [We Need to Reclaim Slowness](#)
- [Compelling Writing Assignments](#)
- [Annotation in Teaching and Learning](#)
- [Alternatives to Traditional Essays](#)

The following strategies are also noted:

- [ChatGPT Assignments to Use in Your Classroom Today](#)
- [AI Guide](#)

## Faculty Success and Well-Being



### [Do Things You're Bad At](#)

The author of this *Chronicle of Higher Education* article argues that instructors should periodically learn new skills so they can experience what novice learners do (e.g., frustrations, confusion, and embarrassment). She believes that it is important to be reminded of what it is like to learn how to learn – something students need to do whenever they attempt to master a new subject or skill. She stresses the importance of persevering and continuing to practice. “The goal is ... assimilating the new skills, a little at a time, until we’re fluent and we’ve forgotten what was so hard to begin with.”

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