



Alliant International University

Center for Teaching and Excellence - Newsletter

November 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



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 Events On Demand



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

By Scott Zimmer, JD, Ed.D.

[View the recorded webinar](#)

[View the webinar slides](#)

Participants learned 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

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

[View the recorded webinar](#)

[View the webinar slides](#)

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.

Resources from the Department of Online Teaching



Accessing Quiz Questions in Canvas

Jeremy Bond, D.E.T.
Melissa Vervinck, D.E.T.

Back by popular demand! You have questions, and we have ideas for solutions. We have had requests to bring back our advice column, so without further ado, our question this month focuses on the Quiz area in Canvas.

Instructor's Inquiry

Hello Online Learning Team,

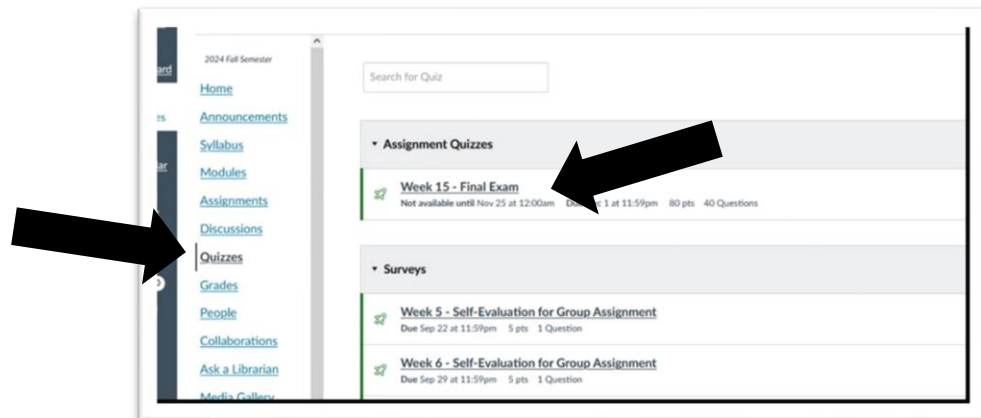
Is it possible to get access to the final exam answer key for the course I am teaching this term? I would like to create an updated study guide for students and ensure that all course lectures cover the material on the exam questions. I appreciate your assistance with this.

*Warmest regards,
Dr. Amara Knowledge*

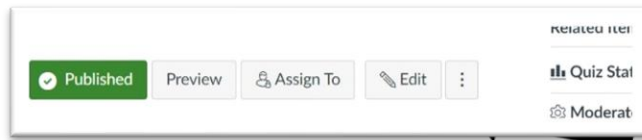
Online Learning Team's Reply

Great question! Reviewing final exam questions to create a study guide can really make a difference for both instructors and students. By providing a study guide focused on highlighting important concepts and what students need to know from the course materials, students know where to invest their efforts. This can help to reduce anxiety about what to study. Plus, it gives instructors a chance to spot common mistakes and provide clearer explanations, making it easier for all students in the course to understand the material. On top of that, this process acts as a feedback loop for instructors, allowing them to refine their teaching and address any gaps in the curriculum. A well-organized study guide encourages active learning, inviting students to engage with the content more deeply. Ultimately, this approach not only boosts student preparation but also creates a more effective learning environment.

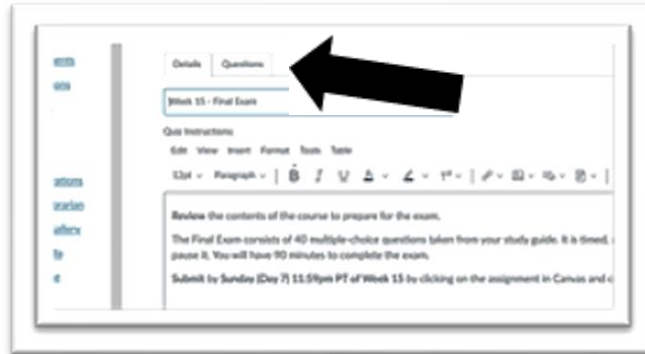
To create such a study guide, instructors will need to access the exam questions and answers within Canvas. To do this, follow these instructions.



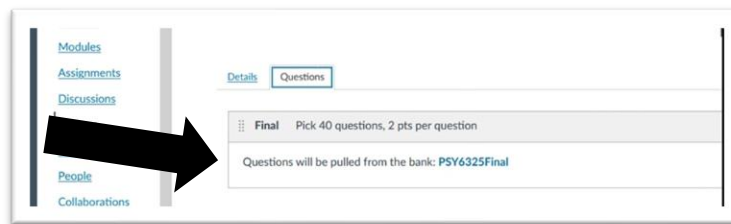
1. Access your course section and click on "Quizzes" from the navigation menu. Next, click on the link to the quiz you want to access. For our example, we will select the Week 15 – Final Exam.



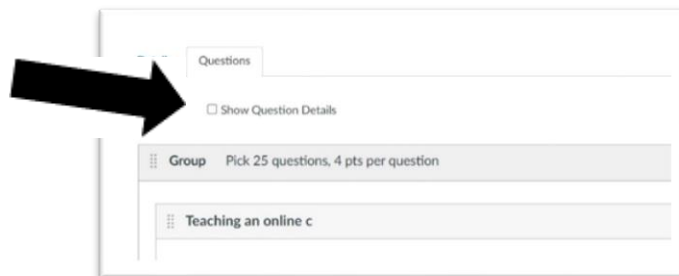
2. On the screen that follows, click the “Edit” button, near the upper-right side of the screen.



3. Next, click on the “Questions” tab.



4. When the questions screen loads, you may need to click the link to the question bank. This may not be necessary, if it is not, go to step 5.



5. You should now arrive at a screen showing all the questions. To also see the answers and correct answers, check the “Show Question Details” box, as indicated.

Reviewing the questions and answers for a quiz or exam is one way instructors can help **support student success while continuously improving the quality of instruction. This practice creates a culture of transparency, fairness, and commitment to student learning.**

If you have any questions or feedback for the Online Learning Team, please feel free to contact us anytime. We are always happy to help you use Canvas more effectively and efficiently with an eye towards student success.

Teaching Tips



Bridging the Divide

[Building Connections with Students](#)

Human connections are an important precursor for student learning. In recent years, however, there have been many articles and presentations lamenting the levels of student isolation, loneliness, and lack of connection. In this recent *Chronicle of Higher Education* article, Dr. Kristi Rudenga, director of the Kaneb Center for Teaching Excellence at the University of Notre Dame, provided her suggestions for bridging the divide between faculty and students in classes.

- Get personal: prioritize human connections as a value in teaching
- Set aside time for students to share information about their achievements
- Learn names and faces and acknowledge them outside of class
- Schedule individual in person or video meetings with all students
- Plan social gatherings such as lunches or small celebrations
- Ask what they think, early and often
- Ask students about themselves (e.g., motivations, trepidations, expectations)
- Collect anonymous feedback about the course during the semester/term
- Use a “minute paper” (students answer a question about the course in 60 seconds) or an “[exit ticket](#)” (students complete just before they leave class) not only to assess learning or ask surface questions about course content but also to learn about students’ experience (e.g., What’s your biggest concern about this course right now?)
- Are you as clear with students as you think you are? Make sure you are transparent and your communications with students are clear.
- Articulate these three factors about each assignment:
 - **Purpose.** What skills will students practice in completing the assignment? What knowledge will they gain? How might it be relevant to their future?
 - **Task.** What, precisely, are you asking students to do? What steps should they take to get there?
 - **Criteria.** What might a successful assignment look like? Can you share a rubric or checklist so that students could evaluate their work?
- Look for other places in your course where you are making assumption about how you communicate and leaving out information that would be valuable for students to know.
 - Resist the urge to trash talk your students. Instead of blaming “students today,” find ways to reconnect with those students and make your teaching more effective. (For more ideas see [this report](#)).

See also [Cultivating a Sense of Belonging and Building Rapport](#) on the CTE website.

Other Resources



Podcasts

[Pedagogy of Kindness](#)

In this *Dead Ideas in Teaching and Learning* podcast, Dr. Cate Denial, Bright Distinguished Professor of American History at Knox College, discussed her book *A Pedagogy of Kindness*. She “argues for the strength and capacity instructors and students gain when they meet each other as whole human beings” and shares ideas on how to implement a pedagogy of kindness.

[Autonomy-Supportive Teaching](#)

In this episode of *Tea for Teaching*, Dr. Jed Locquiao, Assistant Professor of Curriculum and Instruction at SUNY Oswego how to use autonomy-supportive teaching to increase student motivation and engagement. Based in part on self-determination theory, autonomy-supportive teaching entails the adoption of a student-focused attitude and an understanding interpersonal tone.

Shared Resources



Focus on GenAI

[Syllabus Statement Rubric](#)

The Harvard University Derek Bok Center for Teaching and Learning has provided a rubric for syllabus statements about generative artificial intelligence. It includes example of the information that should be included in an AI policy statement provided to students.

[Technique for demonstrating AI use in assignments](#)

In the *Chronicle of Higher Education*, Dr. Marc Watkins, assistant director of academic innovation at the University of Mississippi, described a technique he uses as a way for students to demonstrate their learning when they used AI to complete an assignment. As part of each assignment, he requires students to critically evaluate how they used AI and how it affected their writing process. He created a form — the [AI-Assisted Learning Template](#) — to guide students in evaluating their AI use on a particular assignment.

On the template, he asks students to “highlight how you used human and machine skills in your learning” in five potential categories and offers them a range of options to characterize whether and how they used AI tools to do the work:

- Idea generation and critical thinking
- Research and information
- Planning and organization
- Content development
- Editing and refinement

The template also includes the prompt — “AI might have helped you learn in this process, or it may have hindered it. Take some time to answer some of the questions below that speak to your experience using AI.” — and poses some questions to help students write a short reflection about their use of AI.

Students’ statement on GenAI use

During the October 17, 2024, CTE webinar by Dr. Jeremy Bond, Director of Online Learning at Alliant and Dr. Melissa Vervinck, instructional designer and adjunct faculty member at Alliant, Dr. Vervinck provided an example of a statement when an instructor wants students to share how they are using AI in a course. *It is important to note that you must follow your department guidelines and that this is ONLY an example.*

GenAI

Please be mindful that this is a guideline for this course only. Check with each instructor about their individual guidelines.


As many of us have started exploring new AI tools like ChatGPT, Copilot and Claude, we’ve discovered they can be incredibly helpful, much like a calculator in math class. These tools are great for generating ideas, synthesizing information, rephrasing text, summarizing key points, and understanding common perspectives on a topic. However, it’s important that you guide, verify, and craft your final answers. So, please don’t just copy and paste without understanding. Let’s use these tools as an extension of our own knowledge to make them truly powerful.

For this course, you will be required to share if you used GenAI when crafting a submission as well as properly citing it where it was used. If you choose to use AI for an assignment, you need to:

1. Use appropriate reference and in-text citations to document where specific information from AI was used. Refer to [How to cite ChatGPT](#) (apa.org) for

	<p>formatting information.</p> <p>2. Add a paragraph at the end of the assignment, detailing exactly how you used AI. For example,</p> <div data-bbox="467 317 1401 472" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>I would like to acknowledge the use of [GenAI tool], a [type of tool] by [GenAI Provider] in the preparation of [assignment title]. I used [name of GenAI tool] in the following ways: [brainstorming, outlining, paraphrasing, grammar correction, citations, etc.]</p> </div>
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New on the CTE Website

	<p>The site has a new section on Writing Multiple Choice Questions that includes (a) general suggestions, (b) tips for writing item stems, and (c) tips for writing answer options. It also lists sources where additional information can be found.</p>
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