



Alliant International University
Center for
Teaching and Excellence - Newsletter

December 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 News



Searching the CTE Site

The CTE website is now searchable. A small magnifying glass icon has been added to the top right-hand corner of every page. It allows users to enter a word or phrase to search for a topic of interest. For example, a search for the word *ethics* yielded the following results.

Search Results for 'ethics'

- [Ethical Teaching](#)
- [Policies Regarding Student Use](#)
- [Quick Guide to Accessible Syllabi](#)
- [Plagiarism—Inform](#)
- [Plagiarism—Educate](#)
- [Blogs for Teaching](#)

Upcoming Webinars



Surviving “Online Discussion Fatigue” and Thriving Again!

[Register Now](#)

Friday, January 24, 2025

12:00 p.m. – 1:00 p.m. (PT)

Location: Zoom

By Jeremy Bond and Meredith Villa

Creating Inclusive Learning Environments with Canvas Accessibility Tools

[Register Now](#)

Friday, February 28, 2025

12:00 p.m. – 1:00 p.m. (PT)

Location: Zoom

By Jeremy Bond and Melissa Vervinck

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 covered designing assessments that encourage original inquiry and problem-solving. It also covered adapting assignments to embrace AI while encouraging students to use skills like creativity, analysis, and reflection, all while promoting ethical AI usage. Participants gained 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

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

[View the recorded webinar](#)

[View the webinar slides](#)

[RISE Model](#)

In this webinar, participants explored 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.

Resources from the Department of Online Teaching



New Video Platform: Canvas Studio

Beginning January 2025, Alliant will switch from Kaltura to Canvas Studio. Canvas Studio integrates better with Canvas and offers exciting features such as easier access and active collaboration via video and audio media. For a taste of what is to come, check out [Canvas Studio: Engaging Higer Education](#) and the [Studio Guide](#) (also available via a [link on ITHelp](#)).

If you feel like you have heard about this before, you have. A message about this change and necessary actions was sent to the all-faculty email list on November 4th titled "Please Read: Upcoming transition from Kaltura to Canvas Studio" which you may want to refer to, and students received a similar announcement that same week.

What do I need to do?

Please visit the [IT Resource page](#) to learn how to download existing Kaltura videos you have created, and if you encounter challenges while downloading your Kaltura videos, please contact support@alliant.edu.

- If you wish to keep Kaltura videos recorded **on or before** June 1, 2024, you must download **BEFORE January 15, 2025**.
- Videos recorded **after** June 1, 2024, will be automatically migrated to Canvas Studio.

It is also important to note that IT provided the Online Learning team a list of Kaltura mentions and assets in Blueprint courses. These videos have been managed appropriately, and assignment language is updated to reference Canvas Studio with links to appropriate guides.

We appreciate your cooperation and efforts in making this transition as smooth as possible. Should you have any questions or need further assistance, please reach out to IT at support@alliant.edu or to Online Learning at onlinelearningstaff@alliant.edu.

Teaching Tips



Peer Assessment

According to the [Cornell University Center to Teaching Innovation](#), “Peer assessment or peer review provides a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others and also equips them with skills to self-assess and improve their own work.” It is a useful tool that has benefits for students that include improved learning and understanding of a subject, leading to better performance on exams and tests, and learning how to assess others and provide constructive feedback.

Considerations for using peer assessment include

- Let students know the rationale for doing peer review.
- Identify assignments or activities for which students might benefit from peer feedback.
- Determine whether peer review activities will be conducted as in-class or out-of-class assignments.
- Give clear directions and time limits for in-class peer review sessions and set defined deadlines for out-of-class peer review assignments.
- With student input, design guidelines or rubrics with clearly defined tasks for the reviewer.
- Design or adapt peer-review worksheets that students will complete during each peer-review session.
- Teach students to review rather than to edit by focusing on content and structure and discussing ideas and organization.
- Model evaluating an exemplar in front of students.
- Go through the peer review process with the students before asking them to do it.
- Give feedback on students’ feedback to each other.
- Regularly assess how peer-review activities are going; ask students to reflect on the process and seek and incorporate their feedback.
- Model appropriate, constructive criticism and descriptive feedback through your own comments on student work and well-constructed rubrics.

Other Resources



[How Cheating Has Become Normal](#)

In this *Chronicle of Higher Education* article, Beth McMurtrie reviewed information on the prevalence of student cheating and discussed possible reasons students both violate academic integrity codes and fail to report such violations by peers. In discussing possible remedies, she presented the approach recommended by Dr. Tricia Bertram Gallant, director of the academic-integrity office at the University of California at San Diego, who tells instructors that “Rather than focusing on catching cheaters, which can be time-consuming and demoralizing, they should create supports and guardrails that discourage students from cheating and encourage them to do their own work. That could include proctoring exams, devising assignments for which AI would not get a passing grade, moving toward flipped classrooms, and talking more explicitly to students about why authentic learning matters.”

[Cheaters Usually Win in the Classroom](#)

Dr. Arik Levinson, also writing in the *Chronicle of Higher Education*, examined the gap between the percent of students who admitted to having cheated and the percent of instructors who reported students they caught cheating. He made two recommendations for reducing academic misconduct by students: (a) Publish statistics about student academic misconduct so students know their classmates engage in this type of behavior and occasionally get caught and (b) Publish statistics about how often specific instructors reported misconduct in order to inform students of the risks of cheating in a class and to shame faculty members into paying more attention to cheating in their classes.

Shared Resources



[Using a Fishbowl in Teaching](#)

The [Oregon State University Center for Teaching and Learning](#) blog included a post on using the fishbowl technique in teaching. This technique organizes students into a “closed conversation” that includes a smaller “inner circle” made up of “conversationalists,” who engage in a focused discussion on a topic or problem, while a larger “outer circle,” made up of “active listeners,” closely observes the conversation. The technique allows active listeners to learn vicariously through the conversationalists, fostering a deeper understanding of diverse perspectives. The site provides links to resources for learning more about the technique.

Faculty Success



[How to Stay Productive While Serving in Academic Leadership](#)

This *Chronicle of Higher Education* article provides advice on how faculty members can stay productive while they serve in academic leadership roles. The author offered four general suggestions: (a) Know that maintaining your scholarship will make you a better leader. (b) Delegate aspects of your role to others. (c) Negotiate the conditions you need for success, including time for scholarship, administrative assistance, work-from-home days, or relief from summer duties. (d) Don't feel guilty about giving time to your own work.

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