





Alliant International University
Center for
Teaching and Excellence - Newsletter

March 2025

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	
	<h3>Searching the CTE Site</h3> <p>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 rubrics yielded the following results.</p> <ul style="list-style-type: none">• Rubrics for Oral Presentations• Rubrics for Class Participation• Rubrics for Dissertations• Rubrics for Written Assignments• Creating Rubrics• Writing Teaching Statements• Peer Review by Students• Teaching Tips for New Instructors• SpeedGrader in Canvas
Upcoming Webinars	
	<h3>A Selection of AI Tools for Academia and Psychotherapy</h3> <p>Register Now Friday, March 28, 2025 - CORRECTED DATE AND TIME 1:00 p.m. – 2:00 p.m. (PT) Location: Zoom By Steven R. Thorpe. PhD, ABPP</p> <p>Artificial intelligence (AI) tools have been applied to business for several years, and in this webinar, Dr. Thorp will briefly describe AI, including potential benefits and points of caution. Participants will learn the policy of APA journals about AI, which can inform how instructors approach the tools. Participants will also learn novel ways in which AI could be used in coursework, preparing for licensure exams, learning academic and grant writing skills, teaching, and research. AI is already impacting the practice of psychotherapy, and some considerations about that use will be discussed. The webinar will include some examples to illustrate the use of AI tools, as well as specific apps that utilize AI.</p>
Center for Teaching Events On Demand	
	<h3>Creating Inclusive Learning Environments with Canvas Accessibility Tools</h3> <p>By Jeremy Bond, Melissa Vervinck, Rhoda Olkin, and Iris Bell View the recorded webinar View the webinar slides</p>



We invite you to join us for an informative and engaging webinar that will explore research highlighting the significance of prioritizing accessibility. This session will cover essential topics to enhance your understanding and effective use of accessibility features in Canvas and Canvas Studio. This session will cover:

- Learn how to make the most of the **accessibility features** available in Canvas and Canvas Studio to create an inclusive learning environment for all students.
- Gain insights from Dr. Rhoda Olkin's **research on the experiences of students with disabilities** at Alliant and learn about the implications for improving accessibility and support in educational settings.
- Meet Iris Bell and discover the valuable services offered by the Office of Accessibility to **support students with disabilities**.

Don't miss this opportunity to enhance your knowledge and skills in creating accessible and inclusive educational experiences.

Surviving “Online Discussion Fatigue” and Thriving Again!

By Jeremy Bond and Meredith Villa

[View the recorded webinar](#)

[View the webinar slides](#)

Are Your Online Discussions Feeling Stale? Refresh, Revive, and Reimagine!

Join us for "**Surviving Online Discussion Fatigue and Thriving Again**", a dynamic training session designed to breathe new life into your online classroom discussions! Here's what you'll gain:

- **Spot the Signs:** Learn to recognize discussion fatigue in both students and you.
- **Break the Mold:** Discover creative formats like debates, storytelling, and multimedia to energize participation.
- **Power Up with Canvas Studio:** Create engaging video discussions, embed quizzes, and unlock actionable insights with analytics.
- **Build Community:** Foster connection and inclusivity while encouraging deeper peer-to-peer interaction.
- **Walk Away Ready:** Hands-on activities ensure you'll leave with tools and strategies you can implement immediately.

Don't let discussion fatigue hold you back—reignite your online discussions and watch your students thrive!

Resources from the Department of Online Teaching



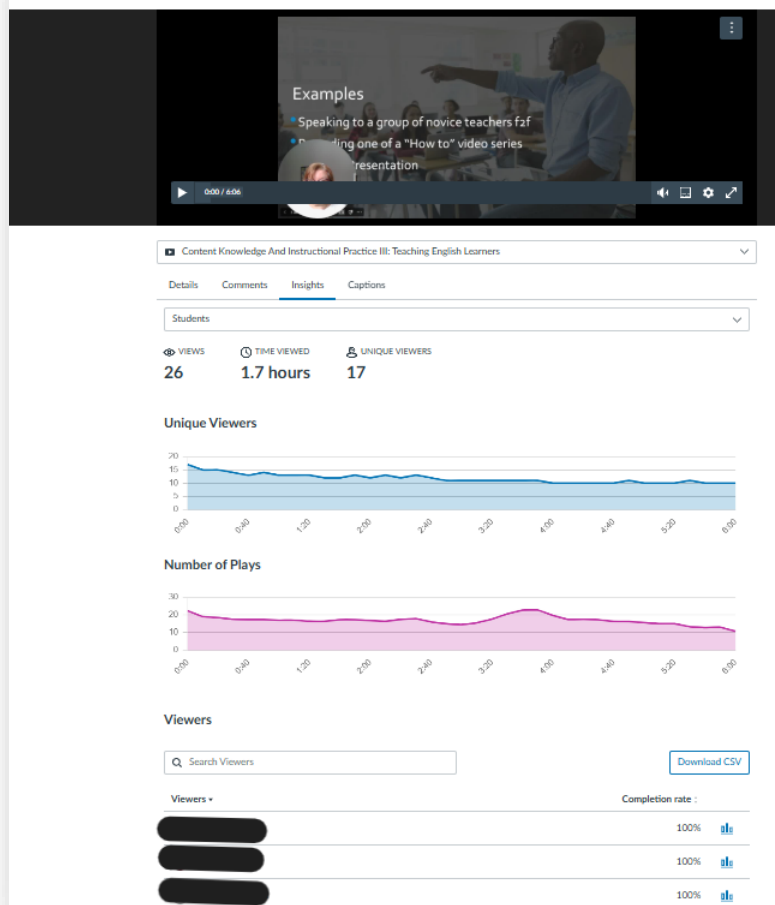
Learning Analytics with Canvas Studio

Previous articles about Canvas Studio

- [Introduction to Canvas Studio](#) (January 2025) - introduction to a new media platform available in Canvas; focused on video recording, editing, captioning, and quizzing.
- [Interactive Learning with Canvas Studio](#) (February 2025) - discussed video annotations and timeline discussions.

Have you ever posted a video for your students and questioned whether they watched it? Canvas Studio's analytics can show usage metrics like view count and percentage viewed, giving you an overview of engagement and individual insights. These insights can be incredibly useful when addressing student questions, particularly those where additional detail might be needed or when the student may have missed the information covered in the video. Ultimately, utilizing these analytics can help you create a rich learning environment tailored to your students' needs.

Week 6 Assignment: Math Lesson Video



To access data about your students' viewing habits, begin by opening the video you want to analyze in Canvas Studio and clicking on the "Insights" tab. Here, you can review usage metrics such as total views, time viewed, and number of unique views. Next, there are two interactive graphs: the Unique Viewers graph, which shows how many unique viewers watched each part of the video, and the Number of Plays graph, which displays which sections were replayed most often. These visualizations help identify which parts of your video resonated most with students or potentially caused confusion. The last section contains completion rate information for each viewer in the course, which you can use to personalize your follow-ups with students based on their specific interaction with the video content.

Canvas Studio's analytics provide a window into your students' learning processes, allowing you to move beyond posting content to actively shaping the learning experience. By understanding how students interact with your videos, you can create more engaging content, provide targeted support, and foster a more interactive and effective learning environment. For instance, if a student viewed the entire video and asked a question because something was not clear to them, you may want to consider adding that information to the video or addressing it in some other way with all students.

While instructors can gain insights on video viewing habits using Canvas Studio data, it's important to be aware of potential technical limitations. For example, discrepancies in view

counts can occur due to network issues. Additionally, it is important to respect student privacy and use data ethically; thus, ensuring that analytics are used to support, rather than surveil, students.

When teaching graduate-level courses, it is advisable to inform your students about analytics usage. This can promote self-awareness and accountability, encouraging proactive engagement with course materials. You can use announcements or Canvas messages to share general insights, such as: "Analytics show active engagement with video content. If you've missed certain sections, I recommend revisiting to ensure a thorough understanding." By sharing this information, you encourage students to interact more deeply with the content and provide them with the opportunity to seek assistance if needed.

For questions or further assistance with Canvas Studio, please refer to [Canvas Studio: Engaging Higher Education](#) and the [Studio Guide](#) (also available via a [link on ITHelp](#)). Also, you can always reach out to Online Learning at onlinelearningstaff@alliant.edu with questions.

Teaching Tips



Peer Instruction

Peer Instruction is a student-centered pedagogy introduced in 1991 by Eric Mazur in his physics class at Harvard University. It's an active learning strategy that "supports deeper understanding of complex content and encourages higher-order thinking." It generally involves the following steps:

1. The instructor poses a conceptual question; this is also called a Concep Test to probe students' understanding on a topic just covered by lecture or pre-class reading. The questions should focus on key concepts from the course content; they should not be fact-based questions but should require students to apply or explore a recently taught concept. They should have one correct answer and be worded in a clear manner, and the distractor options should be based on common misconceptions.
2. The instructor gives students one to two minutes to think and then asks them to record their individual responses. This can be done by (a) asking students to hold up their hand for the answer they chose (e.g., A, B, etc.); (b) hold up a colored card representing the answer they chose (e.g., red card for A, blue card for B, etc.); (c) using technology (e.g., clickers, web-based polling tools, etc.)
3. The instructor asks the students to discuss the reasoning behind their responses with their neighbors or in small groups (3-4 students) and to explore any differences in their answers. This peer discussion can last for two to ten minutes, and students try to convince each other that theirs is the correct answer by sharing their underlying reasoning. If feasible, the instructor may find it useful to move around the room listening to the student discussion and determining the common misconceptions.
4. Once discussion is completed, the instructor repeats the question and collects the new responses in the same manner. Students are told that they can change their answers if they want.
5. Finally, the instructor provides immediate feedback on the results and explains the correct answer or asks volunteers to clarify any remaining confusion. If 70% or more of the students have now chosen the correct answer, the instructor will spend only a few minutes reviewing the concept. If a significant percent of students still chose the incorrect answer, the instructor will spend more time explaining the material.

This is a link to a video of Dr. Mazur speaking about this method: [Peer Instruction](#)

Other Resources



Substacks

Click the article/podcast title to read the full original article.

[Why I'm using AI detection after all, alongside many other strategies](#)

According to Dr. Anna Mills, an English instructor at the College of Marin and a frequent writer on generative AI, she has changed her mind about using AI detection tools in her courses. She is now “incorporating Turnitin alongside process tracking, writing process assignments, social annotation, lots of student choice, peer review and tutoring, video assignments, and clear messages about the purpose of each activity and the value of the writing process.” In this post, she discusses the limitations of this approach and stresses the need for caution and sensitivity.

[Voice AI say it, don't type it](#)

According to Dr. Jeremy Caplan, Director of Education for the Tow-Knight Center for Entrepreneurial Journalism at the City University of New York Graduate School of Journalism and creator of Wonder Tools, “Typing isn't always the best way to get your thoughts down. Sometimes talking through an idea leads to better clarity. New AI tools can reliably transform those spoken thoughts into clean, organized text.” He lists 5 ways to use voice AI, gives examples of Voice AI apps to try, and provides tips for using them.

[Which AI to Use Now: An Updated Opinionated Guide \(Updated Again 2/15\)](#)

In this post, Dr. Ethan Mollick, professor at the Wharton School at the University of Pennsylvania, provides an updated compilation of his thoughts about current AI tools. His presentation includes a table with nine evaluative criteria plus notes on “personality” and “superpower,” accompanied by a detailed narrative.

Podcasts

[A Big Picture Look at AI Detection Tools](#)

In this episode of Teaching in Higher Education, Dr. Christopher Ostro, Assistant Teaching Professor and Online Teaching Support Specialist at Colorado University/Boulder, provides an overview of what is known about AI detection tools, evaluating both their strengths and weaknesses. He also cites data indicating that individuals cannot reliably detect AI writing.

[Chatbots to Support Learning](#)

In this episode of tea for teaching, Dr. JeVaughn Lancaster, Manager of Instructional Design at Lynn University, discusses the process of creating chatbots and some potential uses in higher education. She explains how recently developed generative AI tools have made it easy to create custom chatbots and use them in course design.

Shared Resources



[Ask Chron](#)

Chron is an experimental AI powered bot that has been trained on more than 130,000 *Chronicle of Higher Education* news articles and opinion pieces published online at [chronicle.com](https://www.chronicle.com). It uses a large language model to respond to questions and includes links to articles it determines are relevant. Users can click through to the articles to verify Chron's summaries. Because it is experimental, it is being continuously modified and improved. See [Chron FAQ](#) for more information.

Faculty Well-Being



The University of Washington School of Medicine has a site called [Right as Rain](#) that features different programs and information about wellness issues, mind, body, live-work balance, etc. They provide articles for self-care, health, and well-being. Recent examples include:

- [Can Sudoku and Crosswords Improve Your Brain Health?](#)
- [Why Stress is Bad for Your Heart and How to Manage It](#)
- [Should You Be Strengthening Your Deep Core?](#)

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