



August 2025

## CTE News You Can Use

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### Searching the CTE Site



The CTE website is searchable. A small magnifying glass icon appears at 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 **Welcome** yields the following results.

[Teaching Students How to Succeed](#)

[Teaching Tips for New Instructors](#)

[Office Hours](#)

[Cultivating a Sense of Belonging and Building Rapport](#)

[Inclusive Teaching](#)

[Mentoring Junior Faculty](#)

[Preparing Students to Teach](#)

[Preparing and Presenting Lectures](#)

[Creating a Positive Class Climate](#)

## Future Events

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### Fall Webinar Series



#### Starting Strong: More Features in Canvas You Might Not Know About

[Register Now](#)

August 28, 2025, 12:00 – 1:00 pm, PT

Zoom

Jeremy Bond, D.E.T.

Are your newest courses several screens of scrolling away? Do students seem to miss your announcements altogether? Are they watching your videos? How do you know? From taming an ever-expanding dashboard, to getting students to read announcements, and engage with your videos, with a few other useful things tucked in between, little known and even lesser-utilized Canvas features will be covered in this interactive session.

#### Two-Part Webinar Series: AI-Enhanced Learning: Designing Courses and Supporting Student Collaboration

*We invite you to join our two-part webinar series on integrating AI into higher education courses. Each session will focus on distinct aspects of AI integration, offering insights and practical approaches to enhance your educational practices. The first webinar will focus on integrating AI into course assignments during development, while the second will address how to help students collaborate with AI for existing course assignments.*

- **Designing with Intelligence: Embedding AI into Programs, Pedagogy, and Practice**

[Register Now](#)

September 25, 2025, 12:00 – 1:00 pm, PT

Zoom

Meredith Killgore Villa, M.Ed., M.M.

Artificial Intelligence is transforming education—not just through tools, but also through how we

design learning itself. This webinar explores how educators can thoughtfully integrate AI into academic programs, create assignments that leverage AI's strengths, and empower students to use AI tools ethically and effectively.

- **Supporting Students' Collaboration with AI: Promoting Responsible Use and Practical Application**

[Register Now](#)

October 23, 2025, 12:00 – 1:00 pm, PT

Zoom

Melissa Vervinck, D.E.T. and Amy Bond, M.S.A.

Discover how to shift the narrative from AI as a tool for shortcuts to AI as a collaborative partner in learning. This webinar will provide practical strategies for integrating AI education into your curriculum, emphasizing the importance of guiding students from misusing AI to mastering it as a way that is useful, accurate and ethical.

## Past Events Available On Demand

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### **AI, Originality, and Accountability: Navigating Student Conversations**

By Diane Zelman, PhD, and Jeremy Bond, D.E.T.

[View Recorded Webinar](#)

[View Webinar Slides](#)

Join us for an engaging and interactive webinar focused on strategies for facilitating constructive, respectful conversations with students when there are concerns about the use—or overuse—of AI tools in course assignments. Using real-world examples, we will explore how to approach these sensitive dialogues in ways that uphold academic integrity while fostering student learning and growth.

Designed for faculty members, this session will support the development of mentorship skills, encourage reflection on evolving perspectives about AI, and promote thoughtful accountability in students' use of emerging technologies.

Topics will include:

- How to introduce the topic in syllabi, class discussions, and one-on-one meetings
- Setting and communicating clear expectations
- Engaging students in dialogue about originality and learning goals
- Guiding responsible, creative, and informed use of AI tools

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### **A Selection of AI Tools for Academia and Psychotherapy**

By Steven R. Thorp, PhD, ABPP

[View the recorded webinar](#)

[View the webinar slides](#)

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.

## Resources from the Online Teaching Team

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### Top Ten Things (Some) Online Instructors Forget to Do (But Really Should) to Start a Course Off Right

Created through a collaboration among OpenAI, Melissa Vervinck, and Jeremy Bond.

*Because sometimes the best way to deliver reminders is with a little humor, this list was inspired by the iconic Top Ten format made famous by David Letterman.*

#### #10 🕒 **Assume their students know where they're going? Don't.**

Post a course roadmap. GPS is great, but it won't help them find your Week 1 discussion board.

#### #9 📹 **Show their face. Yes, that one.**

A short welcome video goes a long way. [Canvas Studio](#) can make this a breeze, even without a professional hair and makeup team. Bonus points if your cat walks through the background.

#### #8 📅 **Due dates are not a scavenger hunt.**

Highlight key deadlines in your announcements or weekly overviews. If students are missing deadlines by literally missing deadlines, it's time to draw more attention to timelines.

#### #7 📧 **Check their inbox like it is office hours.**

Students will email you. Often. At 2 a.m. Be ready—or set expectations so no one wonders about your response time.

#### #6 🧠 **Explain the 'why,' not just the 'what.'**

Graduate students want to know how assignments connect to other assignments, learning, and their future careers, not just that work is due on Sundays.

#### #5 🧩 **Connect the dots between modules.**

Help students understand how each week builds on the last. A quick note such as "This week builds on last week's discussion of X" can help demonstrate the course's cohesion.

#### #4 🧙 **Remember that students have wizard-level powers for finding what's broken, before you do.**

That one outdated link buried in Week 7? A student will find it in Week 1. It's like they have a radar for chaos. [Check everything](#) before they do.

#### #3 🎯 **Spell out what 'good work' looks like.**

Rubrics aren't just for accreditation, they're for sanity. Yours and theirs. Remind students that rubrics exist and will be used to evaluate their work.

#### #2 🍷 **Set the table AND join the meal.**

You've laid out the content, but students want to know you're at the table too. Jump into the conversation, ask follow-up questions, and show them you're learning with them.

### And the #1 Thing (Some) Online Instructors Forget to Do (But Really Should) to Start a Course Off Right

#### 🎉 **Celebrate the start!**

Kick things off with energy. A welcome message, a fun icebreaker, or a meme can make your course feel like a community, not a chore.

#### 💡 **Want even more ideas (minus the jokes)?**

For a more comprehensive (and slightly less entertaining) list of things to check before your course goes live, be sure to look for the email from **Online Learning** that goes out before each term, semester, or

trimester. It's packed with practical reminders and helpful tips to get your course off to a smooth start, even if it doesn't come with emojis or punchlines. If you just can't wait, check out the [Instructional Support Materials](#) provided by Online Learning via our SharePoint site.

### Reference

OpenAI, Vervinck, M., & Bond. J. (2025). *Top ten things (some) online instructors forget to do (but really should)*. Microsoft Copilot. <https://copilot.microsoft.com>

## Teaching Tips

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### Five Tips for Engaged Lecturing

The Columbia University CTL provided ideas for five ways to make lectures more effective and engaging and moving “students from passively receiving information and ideas to actively engaging with the content”.

#### 1. Begin with the end in mind.

*What do you want your students to take away from the lecture?*

- Ask yourself: what should students know, understand, and be able to do by the end of the lecture? The answers to these questions form the basis for your class session’s learning objectives.
- The learning objectives for each class session should align with those for the course.
- Communicate these learning objectives at the beginning of the lecture. Explain the purpose and relevance of the lecture.

See [Developing Student Learning Objectives](#)

#### 2. Consider your learners and their learning.

*Who are your learners? What prior knowledge and skills are they bringing to the lecture? What content needs to be explored more deeply during the class session?*

As you select your content, consider your students and what prior knowledge they are bringing with them.

- Select lecture content based on the needs of your learners. Make lecture content relevant and meaningful. Model making connections.
- Build on or fill in the gaps between what students read, watched, or prepared prior to class.
- Provide an organizational structure that will help students organize and store what they learn during the class session.

See [Preparing and Presenting Lectures](#)

#### 3. Break up a lecture (and take breaks).

*How long is your class session? How might the time be broken into segments? When would you and your students benefit from a break?*

Help students learn by not overloading their information processing capacity. Maintain their attention through lecture segments.

- Keep direct teaching brief (10–15-minute segments).
- Integrate short activities in-between segments for students to process their learning. Activities may include polling to engage and assess students, pausing for individual reflection, students working on case studies or problem sets, etc.
- Schedule breaks for longer class sessions to allow students to process and refocus.

See [Planning a Class Session](#)

#### 4. Pause for active learning.

*What engagement and/or assessment activities would help your students achieve the articulated learning objectives for the session?*

Plan to have your students do the following:

- **Share what they already know.** This activates students' prior knowledge on the lecture topic. A survey can be used to conduct a prior knowledge check to gauge what students are bringing with them to class.
- **Recall their learning.** Invite students to make connections across lectures, readings, and/or homework; provide real world examples, and relate the subject to their experience and knowledge. Students can share in pairs, small groups, or during whole class discussion.
- **Pause for reflection.** Ask students to reflect on what and how they are learning. This builds their [metacognitive skills](#). For example, at the end of a class session, ask students to summarize the main points from the lecture rather than summarizing it yourself. Collect their summaries or take-aways to gauge what they are leaving the class session with and if the session objectives were met.
- Consider opportunities for students to meaningfully engage with course content and each other through paired or small group discussion.

See [Promoting Active Learning](#)

### 5. Plan for delivery.

*What resources and instructional technologies will support the delivery of the class session, student engagement, and/or assessment?*

- Diversify the modes of delivery/representation (see [Universal Design for Learning](#) ); use visual aids to support your objectives and to maintain students' attention.
- Integrate instructional technology to enhance in-person teaching and learning.
- Make explicit to your learners how you will be using various technology tools and features during class sessions, and what you expect of your learners.

See [Using PowerPoint](#)

## Other Resources

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### [AI to the Rescue](#)

In this *Chronicle of Higher Education* article, Beth McMurtrie concluded that “Increasingly, students are turning to artificial intelligence as an all-purpose study tool, recasting how they think about learning and reshaping their relationships with classmates and professors.” AI has become a way to help students overcome learning deficits or poorly taught courses, a way to increase their efficiency and productivity. For example, they use it to generate summaries and study guides from articles and lecture notes, to brainstorm ideas for research papers, to check essays for weak spots in their thinking, to edit writing, to solve math problems, or to tutor themselves. They also see it as a way to compensate for mediocre teaching or unavailable instructors and as an aid in juggling a busy schedule. Reliance on AI for these purposes decreases the role of peers and instructors in student learning; rather than forming a study group or attending office hours they use AI to answer questions or generate explanations. This means that not only are students' expectations about the role of instructors changing, but so are instructors' expectations about what to teach and how to assess learning.

## Shared Resources

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### [Best Practices for Inclusive Teaching](#)

Laura Olson Bermudez, Ph.D., Kailey Fox, M.A., Milica Kalaba, M.A., Madison Loya, M.A., and Sarah Dorsey from the San Diego Clinical Psychology PsyD program wrote this piece, which has been posted on the Center for Teaching Excellence website. “The purpose of this article is to provide instructors in graduate programs with a variety of specific, inclusive strategies to add to their repertoire of teaching methods.” They focused on three sets of strategies (a) humanizing your course, (b) creating a sense of belonging, and (c) using a student-centered framework and a strengths-based approach for course policies. According to the authors, “These suggestions for best practices are intended as inspiration for instructors to continue the work of promoting an inclusive educational environment for all students.”

## Faculty Well-Being and Success

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### How to Convince More Readers That Your Ideas Matter



In this *Chronicle of Higher Education* article, James Lang argued that “Two pillars of teaching — structure and evidence — are also the keys to writing more effectively for the public.” In discussing structure, he contended most academic writing uses one of two narrative models: argument-based or information presentation. He argued that it is a good idea to experiment with other models: a quest that seeks to answer the book’s central question, a series of lectures, a narrative bound by a specific span of time, or a braided account that weaves together two different strands of a topic. As for evidence – he recommended expanding the types of evidence presented and offering a broad mix of evidence (e.g., historical information, statistical data, personal anecdotes, case studies, quotations from literature, research findings, casual observations of events and people, interviews with experts, and conversations with participants). His final advice is to approach writing like teaching – “with a willingness to experiment, learn, and grow...”



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