



September 2025

CTE News You Can Use

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 **Engage** yields the following results.

- [*Alternative Grading*](#)
- [*Best Practices for Inclusive Teaching*](#)
- [*Announcements: Who's Reading Them?*](#)
- [*International Students*](#)
- [*Group Projects and Formative Assessments: Authentic Learning in the AI Era*](#)
- [*A Three-Part Framework: Canvas Course Announcements as Micro-Lessons*](#)
- [*Learning Analytics with Canvas Studio*](#)
- [*Beyond the Basics: Adding Hyperlinks and Embedding Videos in the Rich Content Editor \(RCE\)*](#)
- [*Peer Instruction*](#)

Future Events



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
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
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



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

By Jeremy Bond, D.E.T.

August 28, 2025

[View Webinar Slides](#)
[Recording](#)

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.

Resources from the Online Teaching Team



AI in Action: 10 Prompts to Start the Conversation

Welcome to the first article in our new series: AI in Action. This series is designed for those who are curious about AI but unsure exactly where to begin. Each article will offer interactive, practical strategies you can try right away with no technical background required, so you can explore how AI might support your teaching and student learning in meaningful ways.

AI can be a helpful collaborator and assistant in your teaching. It's not just a shortcut or something students use to cut corners. When used intentionally, it can enhance one's educational experience in ways that matter. For example, it can save time on planning and grading, spark creativity in assignment design, and support diverse learners. AI also encourages deeper analysis and reflection while opening the door to new formats for teaching resources like podcasts and multimedia projects.

Why Start with Prompts?

We are starting this series with prompts because they are the foundation for how you interact with AI. Whether you're using Microsoft Copilot, ChatGPT, Gemini, Claude, or another tool, prompts are how you tell the AI what you need. There is no menu to navigate or button to click. You type a question or request in your own words, then continue the conversation by asking follow-up questions, refining your prompt, and building on the responses. This back-and-forth is where AI becomes most useful. It is not a one-time answer machine; it is a collaborative partner that helps you think through ideas, solve problems, and adapt content to your needs.

Let's look at 10 prompts that you can try right now. These examples are designed to get you started, helping you explore the kinds of tasks AI can support, how to write effective prompts, and why this kind of interaction can be a game changer for educators. Start with the following suggestions and remember to continue the conversation. This is not a one and done process. Read the response, ask follow up questions, and refine the responses AI gives so that you collaborate with the AI. It doesn't know everything, and you, as the human, are a very important part of this conversation.

Task	AI Prompt	Why It's a Game-Changer
Transform a lecture into a podcast	"Turn this lecture outline into a conversational podcast script for students who prefer audio learning."	Supports multimodal learning and accessibility.
Connect disciplines	"Connect this education concept to playing baseball."	Sparks interdisciplinary thinking and fresh teaching angles.
Differentiate assignments	"Design three versions of this assignment: beginner, intermediate, and advanced."	Enables personalized learning paths with minimal effort.

Respond to student questions	"Here's a student question. Turn it into a 5-minute mini-lesson with examples and a quick quiz."	Helps faculty respond to student needs instantly and effectively.
Reimagine traditional assessments	"Take this essay prompt and reimagine it as a video project, infographic, or podcast."	Encourages creative assessment and student choice.
Build rubrics from outcomes	"Create a rubric for assessing collaboration skills in a group project."	Saves time and models backward design from learning goals.
Rewrite feedback for clarity	"Rewrite this feedback in a way that's encouraging and clear for a student needing support."	Supports compassionate, student-centered communication.
Simulate student thinking	"Pretend you're a student encountering this concept for the first time. What questions would you ask?"	Helps faculty anticipate confusion and improve clarity.
Create real-world case studies	"Build a case study for my forensics' course based on a [specific] recent event."	Makes learning timely, relevant, and engaging.
Prompt student reflection	"Create three reflection questions that help students connect this unit to their personal goals or future careers."	Promotes deeper learning and personal relevance.

Wrapping Up

These 10 prompts are just the beginning. As you start experimenting, you'll begin to see how AI can support your teaching in ways that are practical, creative, and student-centered. The key is to treat AI as a partner, who really does not know everything.

Whether you're just starting out or already experimenting, this series is here to help you use AI for good. Upcoming articles will address topics such as crafting AI-resilient questions for discussions, developing rubrics, enhancing student feedback, and more. Each piece will offer hands-on ideas you can try right away, helping you build confidence and discover what works best for your teaching style. We welcome your suggestions and would love to hear how you're using AI to plan, teach, assess, support students, or enhance your research. Please share your strategies with us at Onlinelearningstaff@alliant.edu, and you may be featured in an upcoming article.

Teaching Tips



Avoiding Plagiarism

Teaching students to avoid plagiarism begins by teaching them what constitutes plagiarism. It is necessary to offer students a specific definition of plagiarism, so they are clear about the behaviors included. For example, "Plagiarism is the use of another's work, words, or ideas without attribution." [Yale University Poorvu Center for Teaching and Learning](#)

Some definitions specify unacceptable behaviors:

- "Among other things, it includes copying and pasting from sources, paraphrasing without giving credit, and submitting someone else's work as your own." [University of Iowa Libraries](#)
- "Use of generative AI, such as ChatGPT or Grammarly, to write parts of an assignment without disclosing it; the use of auto-translation, such as Google Translate, to translate passages from

another language into English without disclosing it; submitting assignments written for another class.” [The University of California/Berkeley College Writing](#)

In this context, it is important to provide students with specific guidelines on how to avoid plagiarism. [The University of California/Davis Office of Student Support and Judicial Affairs](#) provided the following

Guidelines for Avoiding Plagiarism:

- When using sources, **take notes from the source material** and include the necessary information about the source that you will later use for your reference list and your citations.
- When **writing your paper drafts, include citations**. Attempting to add citations after you've written your paper will likely lead to missing or incorrect citations to source material.
- **Use your own words and ideas**. Paraphrasing software, including AI paraphrasing, generates text that you didn't write and might not be permitted. Check with your instructor.
- **Give credit for copied, adapted, or paraphrased material**. If you copy and use exact words from another source, you must use quotation marks and cite the source. If you adapt a chart or paraphrase a sentence, you must still cite your source. Paraphrasing is restating the author's ideas, information, and meaning in your own words.
- **Ask if you can use spelling, grammar, paraphrasing, or translation applications**. Using Microsoft Word for spelling and punctuation suggestions is more likely to be permitted than using a chatbot (e.g., ChatGPT or Grammarly) for paraphrasing.
- **Avoid using others work with minor “cosmetic” changes**. If the work is essentially the same as your source, give credit.
- **Don't assume information is “common knowledge”**. It is safer to cite than not.
- **Know what plagiarism is**: Unintentional plagiarism may result from not knowing how to cite sources properly or sloppy research and note-taking, but it is still a violation.

The Alliant library has the following resources to which students can be referred:

- [Plagiarism Quiz & Tutorial](#)
- [Give Credit Where Credit Is Due](#)
- [Module #8 in ProQuest Research Companion](#)

Other Resources



Should You Use AI to Apply for Jobs?

According to this *Chronicle of Higher Education* article, although no one should rely solely on AI, there are ways AI can be helpful in a job search. It presents some **Dos and Don'ts** of using AI to apply for jobs: (a) Don't use AI to fully automate your job applications. (b) Do write for yourself first. (c) Don't use AI as a ghostwriter, but rather, as a collaborator. (d) Do invite critique and pushback. (e) Do make sure your materials sound like you. (f) Do rethink what it means to “apply widely.”

Using Generative AI to Support All Learners

Cub Khan from the Oregon State Center for Teaching and Learning and Ecampus wrote on the center blog about how AI can be used to support inclusive teaching. Potential benefits include providing personalized learning opportunities, aid for multilingual learners and students with disabilities, consistent feedback, and AI-powered tutoring. However, he cautioned that “... use requires [mindful application of human oversight](#) to avoid unintentional reinforcement of existing inequities, and to navigate troubling issues such as bias, data privacy, barriers to access, copyright, environmental impacts, and inaccuracy of information.” He also offered practical strategies for effective GenAI use in inclusive teaching: (a) Engage students in setting expectations for using AI in a course. (b) Clearly communicate how AI tools can be used in a course. (c) Support AI literacy by educating students about GenAI. (d) Scaffold assignments so students learn to critique and revise AI generated draft content. (e) Seek professional development opportunities regarding AI for yourself.

Shared Resources

AI Professional Development



In the August 13, 2025, issue of her Substack, Anna Mills provided a list of Ongoing Sources for AI Professional Development. The extensive list includes programs, webinars and workshops, adaptable PD materials, podcasts, listservs and social media resources, and websites.

Faculty Well-Being and Success

A Faculty Survival Guide for the New Academic Year



Kevin Gannon, professor of history at Queens University of Charlotte, and director of its Center for the Advancement of Faculty Excellence, wrote in the *Chronicle of Higher Education* about A Faculty Survival Guide for the New Academic Year. He described four ways to approach the year: (a) **Set up boundaries and stick to them.** List the types of work you are qualified to do and the tasks you are responsible for. Those duties fall within [your scope of practice](#) and are the only ones you should focus on. (b) **Don't go it alone.** Find colleagues you can work with and support and mentor each other (e.g., faculty learning communities or writing groups), (c) **Be generous with yourself and others.** Acknowledge the stressors in teaching and act with compassion and grace, which may mean cutting your colleagues and yourselves some slack. (d) **Whatever power you have, use it.** Don't allow yourself to feel powerless; instead, take advantage of the opportunities you have to use the power that teaching affords you.



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