



Alliant
International
University

Center for Teaching Excellence – Newsletter

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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 **Participation** yields the following results.

- [Rubrics for Class Participation](#)
- [Alternative Grading](#)
- [Best Practices for Inclusive Teaching](#)
- [International Students](#)
- [First Generation Students](#)
- [5 Canvas Features You Might Not Know](#)
- [Interactive Learning with Canvas Studio](#)
- [Course Ground Rules](#)
- [Collaborative Learning](#)

Future Events



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



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

[Recording](#)

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

Recording

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.

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



Bytes of Brilliance: Real Faculty. Real Strategies. Real Impact.

Bytes of Brilliance is a short-format video series hosted by Dr. Jeremy Bond, Director of Online Learning, spotlighting effective teaching practices already in use by Alliant faculty. Each episode features an instructor who shares a practical strategy or tool that's making a positive impact in their teaching.

Viewers will discover ideas that are both actionable and adaptable to a variety of teaching styles and course formats. Whether teaching online, hybrid, or face-to-face, each episode offers a quick dose of insight and inspiration to elevate your practice.

In the premier episode, Dr. Donna Block shares her use of customizable "Course Understanding" statements as a strategy to clarify course expectations and policies while supporting learner success. Dr. Block has observed a decline in repetitive student questions and finds this strategy streamlines communication.

The next episode, focusing on using technology to provide handwritten feedback, will be shared next month.

[Bytes of Brilliance Featuring Dr. Donna Block](#) – [Click here](#) to watch the first episode of the series and get inspired, one byte at a time.

Do you have a technique or strategy you are using in your own teaching, your own byte of brilliance? Email us at onlinelearningstaff@alliant.edu to appear in a future episode.

Teaching Tips



Gen AI Use Disclosure Statement

It is important to clearly communicate course policies regarding use of Generative AI to students through a statement in the course syllabus. The statement should also refer to any relevant university policies and to the more general academic integrity policy presented in the syllabus. These policies should be reviewed in class discussions. (For examples of policy statements, see [Sample Language Regarding Student Use of Generative AI.](#))

Students should also be educated about the information they must provide if they have used artificial intelligence resources in fulfilling an assignment. Below are some examples.

The Arizona State University Library stipulated that a disclosure or acknowledgement statement typically:

- Identifies the tool or tools used
- Explains how the tool was used/the purpose of using the tool

- Affirms that you reviewed and edited the final work and take full responsibility for the content [AI Disclosure Statement](#)

The University of Kansas Center for Teaching Excellence provided the following example from a syllabus:

- Acknowledge your use of AI tools in any graded course submissions. Include a descriptive paragraph about AI's role in the submission, share your submitted prompts, and identify the platform(s) used (e.g., ChatGPT, Copilot, etc.). Inappropriate use of AI or incomplete disclosure of its use constitutes academic misconduct. [Acknowledging Use of AI Tools](#)

Princeton University provided the following example of a template for disclosing AI use:

- This document was created with assistance from AI tools. Specifically, I used [insert which AI tool] for [insert purpose: brainstorming, outlining, generating content for sections of text on pages (insert pages), revising or proofreading text, formatting citations, etc.]. I have reviewed and edited this work and have retained records of my generative AI use. For more information on the extent and nature of AI usage, please contact me. [Disclosing Generative AI Use](#)

Academic Artificial Intelligence Use Guidelines for Students

Alliant's Gen AI Council, composed of faculty and academic administrators, has developed a set of Academic Artificial Intelligence Use Guidelines for students that faculty can adopt or modify. The guidelines specify permitted AI uses, guidelines for acknowledging AI use, and instances when AI is not permitted. These guidelines will appear in all of Alliant's online courses effective October term, 2025. [Artificial Intelligence Academic Guidelines.pdf](#)

Other Resources



Podcasts

Columbia University Center for Teaching and Learning sponsors a podcast called "[Dead Ideas in Teaching and Learning](#)." The intent is to encourage instructors to reflect on what they believe about teaching and learning. Recent episodes include

880 Eyeballs – Mastering Active Learning in Large Classes with Justin Shaffer

In this episode "Dr. Shaffer shares insights on managing the intensity of teaching to "880 eyeballs" and reveals how highly structured course design transforms large classroom experiences." They "examine backwards design principles, effective assessment techniques, and practical classroom activities that enable educators to foster deeper student learning, even at scale".

The Secret to a Connected Classroom? Names Matter with Michelle Miller

In this episode "Drawing upon her research in memory, attention, and the impact of technology on learning, Dr. Miller shares how addressing students by name fosters belonging and community in the classroom." They "also discuss the practical challenges faculty face in remembering so many new names and faces ... [and] review practical strategies to strengthen memory and build instructor confidence in this vital classroom practice".

Article

In this *Chronicle of Higher Education* article, [Sometimes We Resist AI for Good Reasons](#), Kevin Gannon pointed out four significant questions related to the introduction of AI into higher education: (a) Does AI save time or steal it? (b) Can we get a handle on AI-assisted cheating? (c) What about potential legal risks? and (d) How will these tools affect sustainability initiatives? He also pointed to the contradictory messages faculty receive: On one hand, Generative AI is a threat to both academic integrity and

information literacy. On the other hand, “AI is the future, and everyone must learn to use it”. He suggested that faculty need to think critically and formulate strategies that help institutions of higher education successfully navigate these issues.

Shared Resources

Community Agreements



The Columbia CTL has produced a short [Community Agreements video](#). This video summarizes the importance of students developing Community Agreements on how they should behave in the course and suggestions for facilitating the process of developing these agreements (i.e., questions to ask students). The CTE website has information on [Course Ground Rules](#), which involves a similar process.

Faculty Well-Being and Success

Time Management



A writer for the *New York Times* feature *Wirecutter* gave this time management tip: “Whenever I’m feeling overwhelmed by all the tasks on my to-do list, I march over to the microwave and set its timer for five minutes. Then I just start dealing with whatever is top of mind or immediately in front of me ...” She reported that has found that this technique helps her “unstick” herself from procrastination and get her started on tackling the items on her list. She believes this low-tech approach is especially effective because it helps avoid the temptations that come with using a phone or laptop.



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