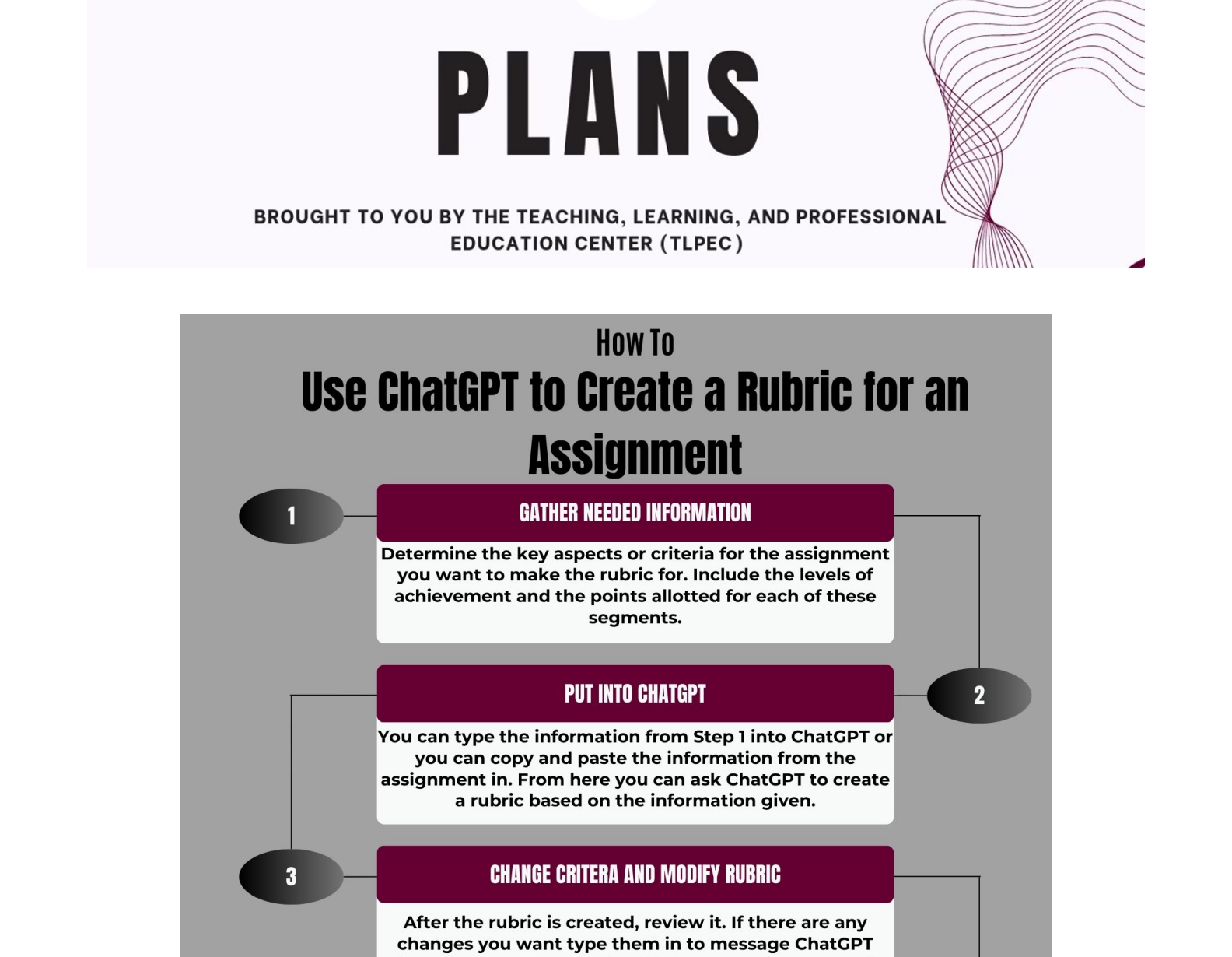
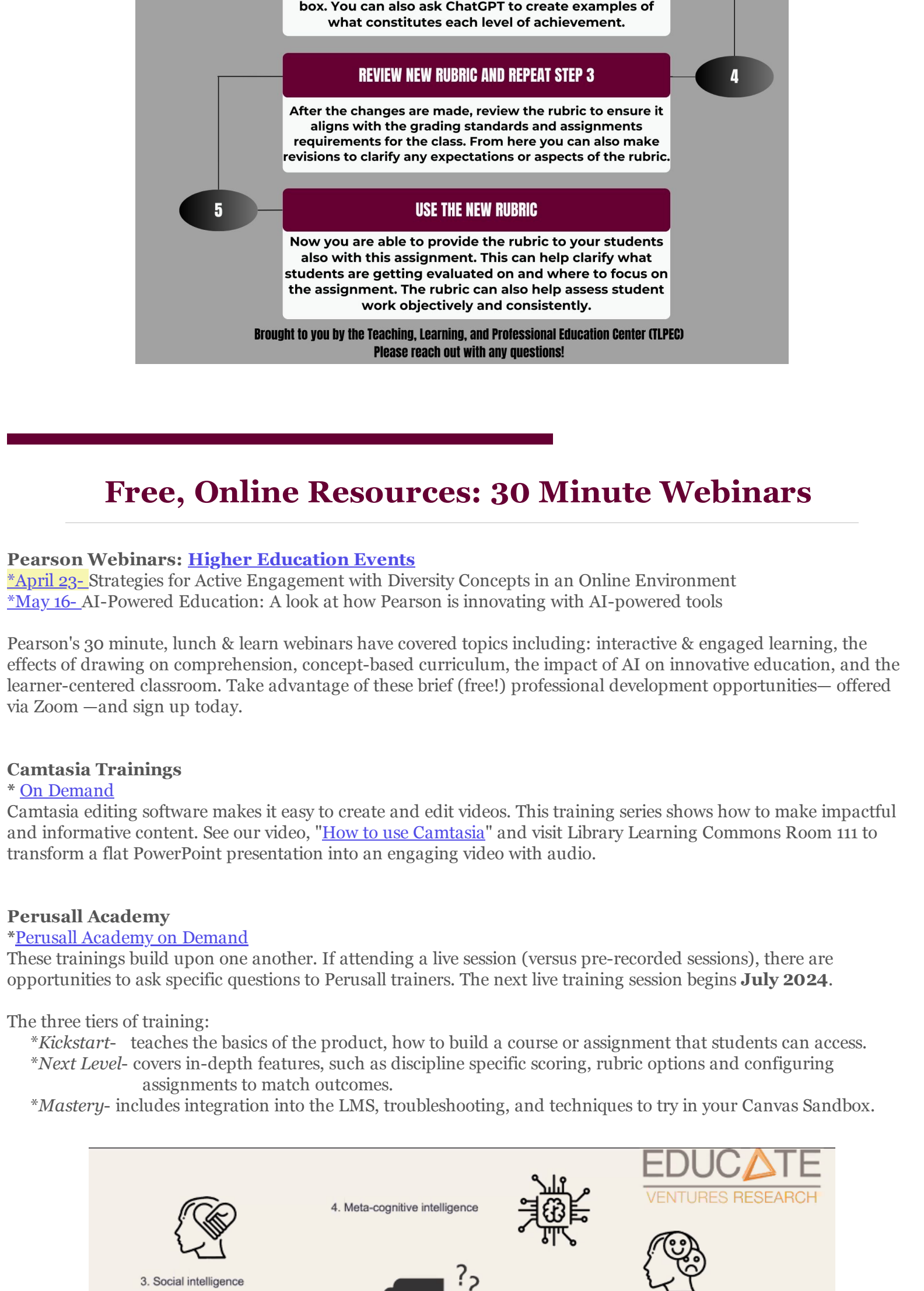


## Using AI in the Classroom

Stay current. Lesson plan, create grading rubrics, and teach prompt engineering.



BROUGHT TO YOU BY THE TEACHING, LEARNING, AND PROFESSIONAL EDUCATION CENTER (TLPEC)



## Free, Online Resources: 30 Minute Webinars

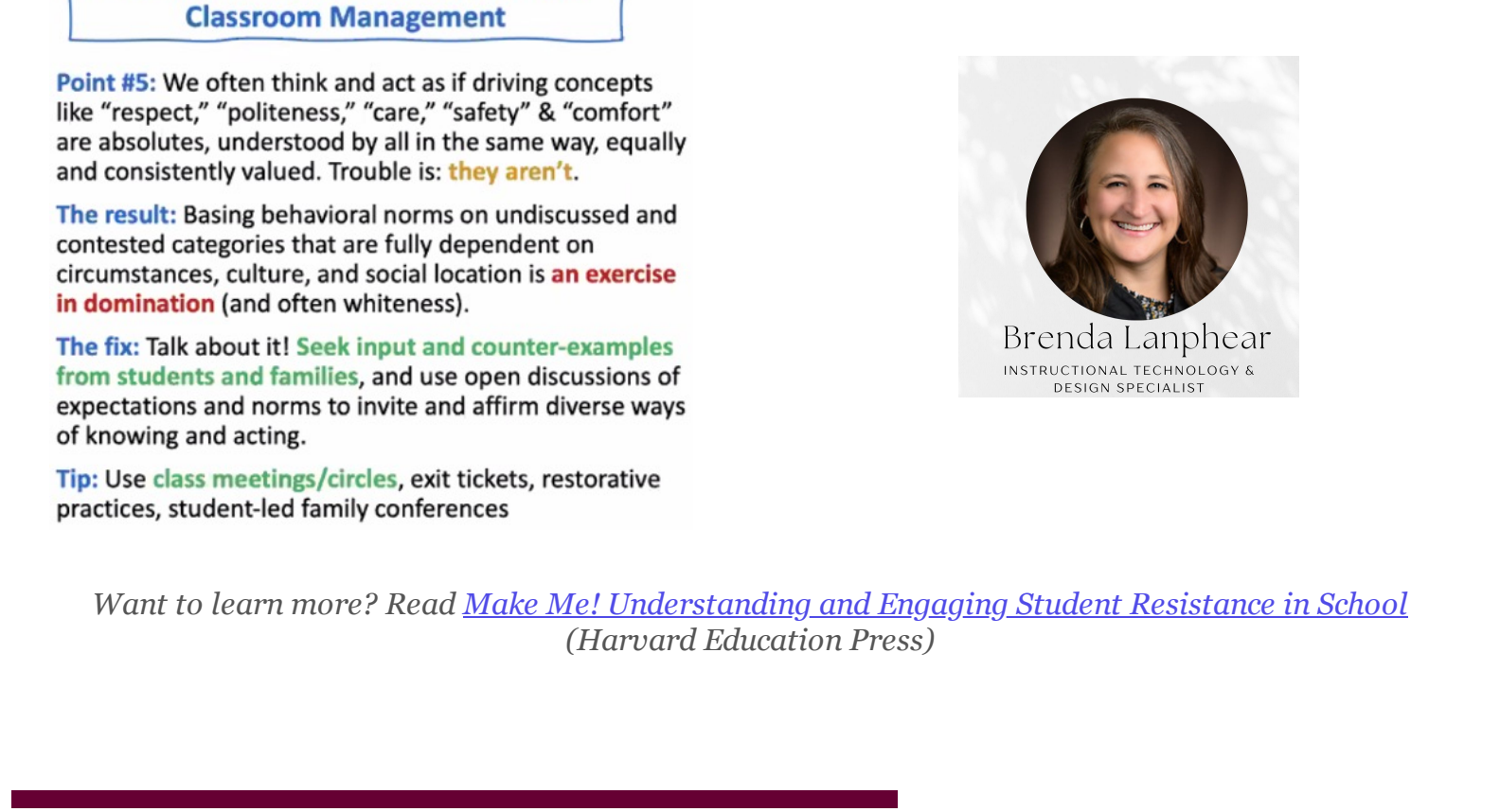
**Pearson Webinars: Higher Education Events**  
[Using AI Strategies for Active Engagement with Diverse Concepts in an Online Environment](#)  
[Max AI-Powered Education: A Look at How Pearson is Innovating with AI-powered Tools](#)

Pearson's 30-minute, lunch & learn webinars have covered topics including: interactive & engaged learning, the effects of drawing on comprehension, concept-based curriculum, the impact of AI on innovative education, and the learner-centered classroom. Take advantage of these brief (free) professional development opportunities—offered via Zoom—& sign up today.

**Canva Trainings**  
 \* [On Demand](#)  
 Canva's editing software makes it easy to create and edit videos. This training series shows how to make impactful and informative content. See our videos, ["How to use Canva"](#) and visit Library Learning Commons Room 111 to transform a flat PowerPoint presentation into an engaging video with audio.

**Perusall Academy**  
 \* [Perusall Academy on Demand](#)  
 These trainings build upon one another. If attending a live session (or even pre-recorded sessions), there are opportunities to ask specific questions to Perusall trainers. The next live training session begins July 2024.

The three tiers of training:  
 \* **Kickstart** - teaches the basics of the product, how to build a course or assignment that students can access.  
 \* **Next Level** - covers in-depth features, such as discipline specific scoring, rubric options and configuring assignments to match outcomes.  
 \* **Mastery** - includes integration into the LMS, troubleshooting, and techniques to try in your Canvas Sandbox.



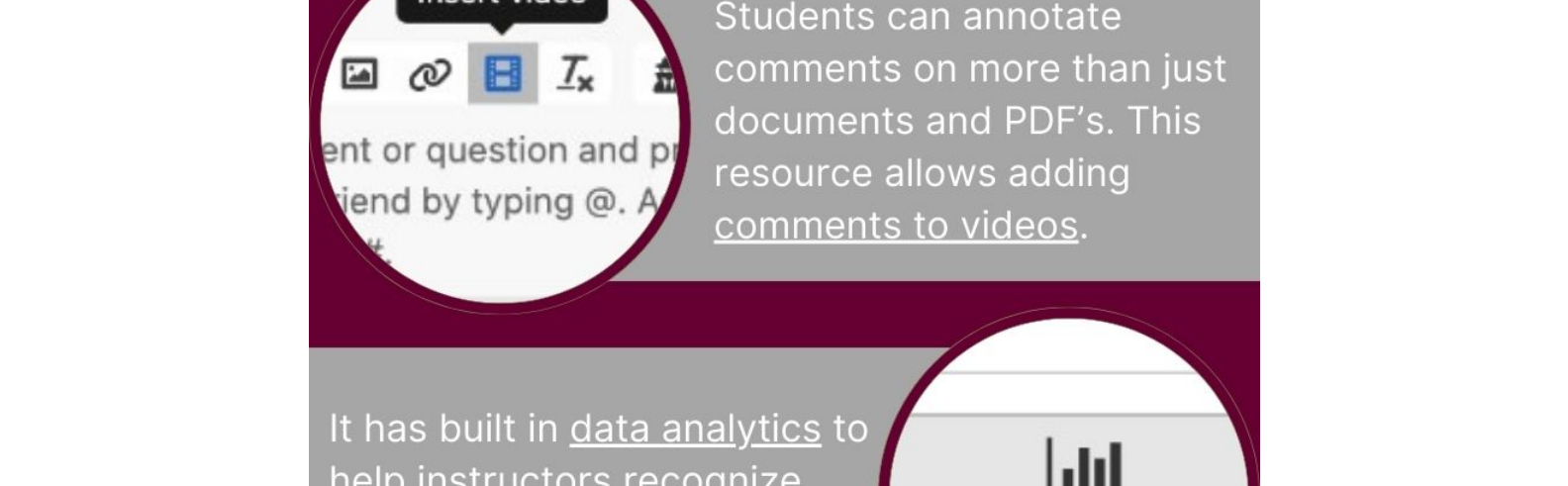
## From Dr. Eric Toshalis's Pearson Webinar "Learning-Centered Classroom Management: Evolving from Compliance and Control to Agency and Affirmation"

<p><b>Some Context Before We Jump In</b></p> <p>Based in research, student-centered learning pivots away from traditional modes toward:</p> <ul style="list-style-type: none"> <li>• Prioritizing student agency, ownership, self-efficacy, authenticity, self-determination, and growth</li> <li>• Heterogeneous grouping, de-stacked classes, differentiated instruction, culturally-sustaining pedagogies, growth mindsets</li> <li>• Competency-based instruction &amp; assessment, project/problem-based inquiries, culturally-sustaining pedagogies</li> <li>• Collaborative, feedback-rich environment, grading for learning, summative assessments that are not high-stakes</li> <li>• Students co-own, co-design, and co-teach learning environments as leaders, regular class meetings/forums</li> <li>• Students are "called in" when harm occurs</li> </ul>	<p><b>Some Context Before We Jump In</b></p> <p>Traditional instruction, assessment, and discipline involves:</p> <ul style="list-style-type: none"> <li>• Teacher-driven, "sit &amp; get" content delivery to passive, empty vessels</li> <li>• "Regurgitate" "gotcha" assessments designed to highlight mistakes and function as punishment/rewards</li> <li>• Control/compliance-oriented management and discipline approaches that favor dominant modes of behavior</li> <li>• Systems and practices that seek to test, label, rank, sort, reprimand, reward, punish, exclude, and discriminate</li> </ul>
<p><b>Five Key Points for Learner-Centered Classroom Management</b></p> <p><b>Point #1:</b> An over-reliance on teacher-driven instruction begins an obsession with control, surveillance, obedience, manipulation, homogeneity, and control.</p> <p><b>The Result:</b> We're often policing their attention and scoring students into compliance far more than we're inspiring their engagement and motivating their effort.</p> <p><b>The Fix:</b> Use student-centered instructional approaches like competency-based ed, project/problem-based learning, expeditionary learning, blended or flipped classrooms, etc.</p> <p><b>Tip:</b> Build learning activities students want to engage so you can spend your time helping, encouraging, challenging, and pushing them further (not policing them). They want to feel good – show them how!</p>	<p><b>Five Key Points for Learner-Centered Classroom Management</b></p> <p><b>Point #2:</b> We misunderstand student (mis)behavior as the problem to be willed rather than a symptom of the context in which that behavior is occurring.</p> <p><b>The Result:</b> We are forever chasing a problem we can't resist, the causes of which they neither own nor control.</p> <p><b>The Fix:</b> Student (mis)behavior is best read as a form of resistance, the causes of which they neither own nor control.</p> <p><b>Tip:</b> Ask early and often, "what's going on? What do you need? What do you think needs to happen next?"</p>
<p><b>Five Key Points for Learner-Centered Classroom Management</b></p> <p><b>Point #3:</b> We believe the myth that rewards and punishments are effective behavioral modifiers — they aren't.</p> <p><b>The Result:</b> We manipulate students into "going good" rather than motivating them to apply effort and positively contribute via opportunities to experience the things they deeply crave.</p> <p><b>The Fix:</b> Stop attaching carrots &amp; sticks to behaviors and start looking for ways to enhance students' intrinsic desire to experience autonomy, choice, voice, connectedness, competency, belonging, sense of regulation, affirmation, challenge, and self-efficacy.</p> <p><b>Tip:</b> End reward systems and exclusionary discipline, and get curious about proven alternatives. We can and should do WAY better than candy and threats!</p>	<p><b>Five Key Points for Learner-Centered Classroom Management</b></p> <p><b>Point #4:</b> Placing one's classroom management approach in the service of teacher-written rules and procedures is a recipe for control, power struggles and tests of authority. Whose classroom? Whose is it?</p> <p><b>The Result:</b> Children and adolescents are hungry for experiences of autonomy, agency, authenticity, competence, connectedness, and collaboration which we deny when we make it "my way or the highway."</p> <p><b>The Fix:</b> Generate acceptance of and adherence to rules/norms by maintaining students as co-builders and continuous improvers of the learning environment.</p> <p><b>Tip:</b> See a problem? Make it a "design project" and put kids in charge! Our students deserve our trust.</p>
<p><b>Five Key Points for Learner-Centered Classroom Management</b></p> <p><b>Point #5:</b> We often think and act as if driving concepts like "respect," "politeness," "nice," and "softly" or "comfy" are absolutes, understood by all in the same way, equally and consistently valued. Trouble is, they aren't.</p> <p><b>The result:</b> Being behavioral norms on undiscussed and contested categories that are fully dependent on circumstances, culture, and social location is an exercise in domination (and often whiteness).</p> <p><b>The Fix:</b> Talk about it! Seek input and counter-examples from students and families, and use open discussions of expectations and norms to invite and affirm diverse ways of knowing and acting.</p> <p><b>Tip:</b> Use class meetings/circles, exit tickets, restorative practices, student-led family conferences</p>	<p><b>Five Key Points for Learner-Centered Classroom Management</b></p> <p><b>Point #5:</b> We often think and act as if driving concepts like "respect," "politeness," "nice," and "softly" or "comfy" are absolutes, understood by all in the same way, equally and consistently valued. Trouble is, they aren't.</p> <p><b>The result:</b> Being behavioral norms on undiscussed and contested categories that are fully dependent on circumstances, culture, and social location is an exercise in domination (and often whiteness).</p> <p><b>The Fix:</b> Talk about it! Seek input and counter-examples from students and families, and use open discussions of expectations and norms to invite and affirm diverse ways of knowing and acting.</p> <p><b>Tip:</b> Use class meetings/circles, exit tickets, restorative practices, student-led family conferences</p>

Want to learn more? Read [Make Me! Understanding and Engaging Student Resistance in School](#) (Harvard Education Press)

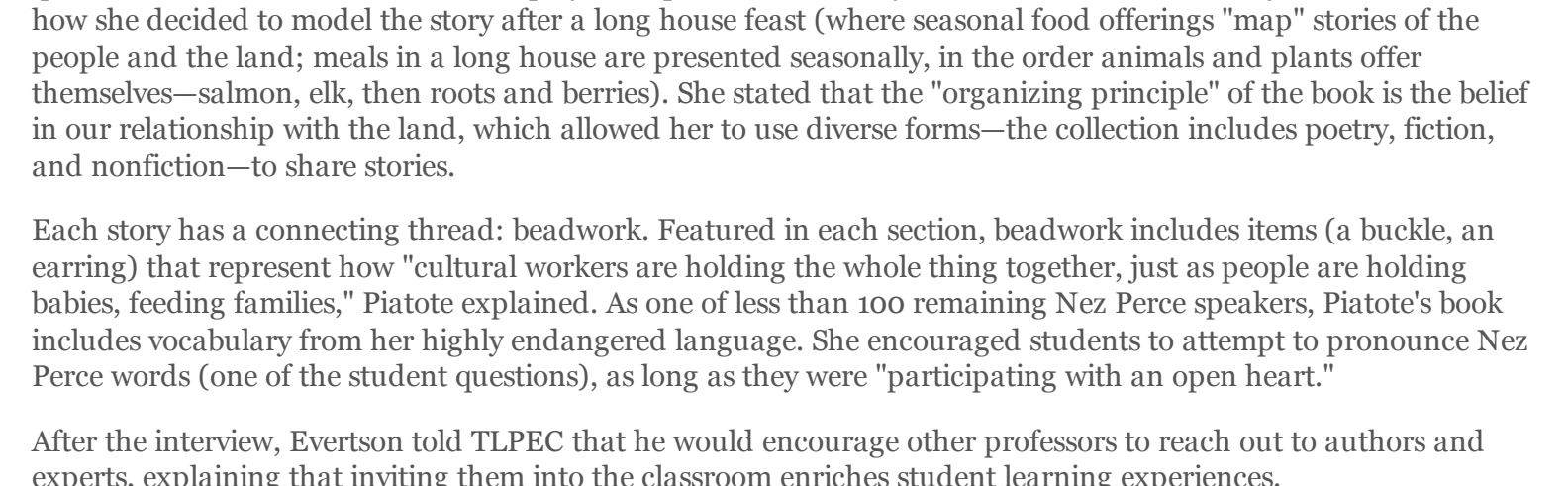
## Attendance- Tracking Student Participation

The Attendance feature within Canvas can be used for both online and face-to-face courses. It is a great method to help instructors review trends in attendance and student participation in the class. In monitoring attendance and behaviors, this can help early detection of trends that may need attention from the faculty member or even other teams on campus. By learning this resource and using the features, faculty can help improve student engagement and retention.



## Try Perusall today!

1. Add Perusall to a Canvas Course (6:24 video)
2. Perusall - How do I manage my course content? (3 min.)
3. Perusall - How do I create, edit, or delete an assignment (4 min.)
4. Perusall - How do I group a "clean copy"? (1 min.)
5. Perusall - Setting Up Groups in Canvas (5 min.)



## Reasons to Use Perusall

- Perusall integrates into Canvas. Students do not need to log into another platform to participate in the tasks.
- Perusall helps with academic integrity. It can require students to cite material if the content is copied and pasted from another source outside of Perusall.
- It allows for mathematical formula annotations including using LaTeX.
- Students can annotate comments on more than just documents and PDFs. This resource allows adding comments to videos.
- It has built in data analytics to help instructors recognize specific student engagement and understanding.

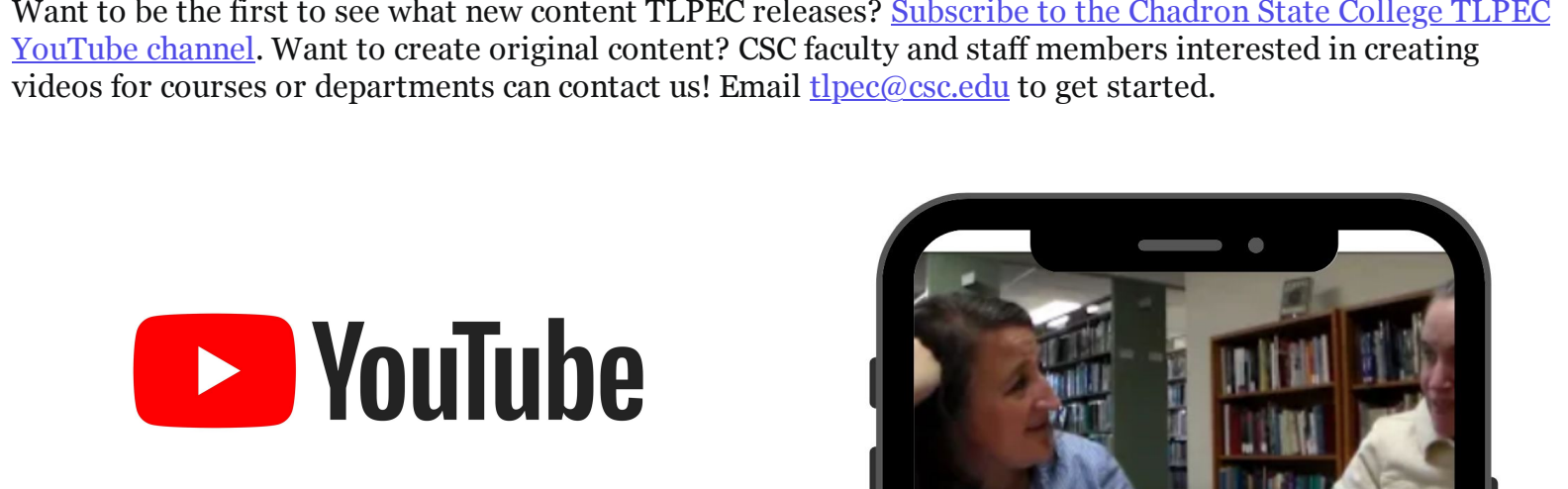
## Professor invites author to Zoom into class

In early April, Dr. Matt Everson invited TLPEC and author Beth Piatoe to class. Everson's students read Piatoe's book and submitted questions. Piatoe, a professor of Comparative Literature at UC Berkeley, wanted to meet the readers, but timing wouldn't allow it. Instead, she agreed to be recorded as she met Everson to discuss her acclaimed mixed-genre short story collection, *The Beadworkers' Stories*, which explores contemporary Native American life.

In the 30-minute interview, arranged via email, Everson listened as Piatoe generously answered student questions about what it was like to employ an experimental literary structure (the book was "rejected a lot"), and how she decided to model the story after a long house feast (where seasonal food offerings "map" stories of the people and the land, made in a long house as presented seasonally, in the order animals and plants offer themselves—salmon, elk, then roots and berries). She stated that the "organizing principle" of the book is the belief in our relationship with the land, which allowed her to use diverse forms—the collection includes poetry, fiction, and nonfiction—to share stories.

Each story has a connecting thread: beadwork. Featured in each section, beadwork includes items (a beaded, an earring) that represent how "cultural workers are holding the whole thing together, just as people are holding babies, feeding families," Piatoe explained. As one of less than 100 remaining Nez Perce speakers, Piatoe's book includes vocabulary from her highly endangered language. She encouraged students to attempt to pronounce Nez Perce words (one of the student questions), as long as they were participating with an open heart.

After the interview, Everson told TLPEC that he would encourage student professors to reach out to authors and experts, explaining that inviting them into the classroom enriches their learning experiences.

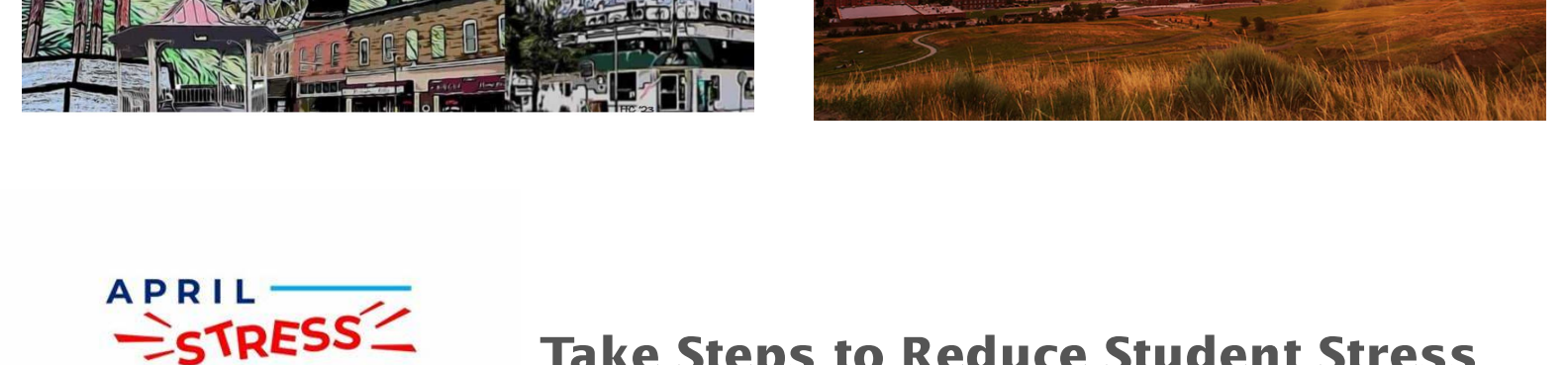


## Library funds available for faculty resources until late May

Brenda Lanhphar and Paula DeMars (Technical Services Librarian) attend monthly meetings for CSC's Educational Technology Committee (ETC). Last month, Paula spoke to ETC committee members about the ability for faculty to purchase books and electronic books resources using special, reserved, library funds. In this follow-up, Paula explains the purchasing process.

**Background & Process**  
 Funds were set aside specifically for faculty purchases last Fall. There are no specific amounts allocated to any specific program. However, there is a limit to the amount available. When that is near, we will be more selective on what is purchased. As yet, we are not at that point.

**What is considered an electronic resource?**  
 In the current budget for faculty purchasing, electronic resources mean we are encouraging the purchase of electronic books (eBooks), especially if a program has an element of blended or online student attendance...



## What have instructors done to reduce stress at the end of the semester?

Each month of the Teaching, Learning, and Professional Education Center asks the TLPEC Student Curriculum Specialists a new question; this month we were curious about how educators are helping them manage stress.

<p><b>Ronda Bokelman</b></p> <p>Some teachers post "early bird" reminders for important upcoming assignments, which is helpful, including: "Please begin thinking about project X." As students, we sometimes don't look ahead, so these announcements should be put in strategic spots.</p> <p>I had one teacher share an announcement to "keep up the good work!" Positive feedback goes a long way, as not everyone has support. Something my boss does is she gives us stats on how much work we have accomplished! Positive feedback is always appreciated.</p>	<p><b>Rachel Cannon</b></p> <p>As a student juggling multiple classes and responsibilities this spring, I've really appreciated the steps some of my professors have taken to reduce stress levels during these final weeks. In several of my courses, instructors evaluated the remaining assignments and requirements, and made the decision to remove or reduce lower priority tasks. By dropping lower priority tasks, they've cleared more time for me to focus on preparing for final exams and wrapping up major projects. It's been a huge relief to have acknowledgment from professors that we all have a lot on our plates right now.</p>	<p><b>Aubree Quast</b></p> <p>One of my professors gave us an assignment called an "Awe Walk." It was a walk without any distractions to help reconnect with yourself. I feel like this helped to put me in the right headspace to work on my final projects and prepare for upcoming exams.</p> <p>Some of my professors have given us our final review packets for the class early, so we were able to work on them when we had time. This helps me not get overwhelmed with projects and homework right before finals because I can study in advance for upcoming exams.</p>
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## Take Steps to Reduce Student Stress

April is Stress Awareness Month. With only the end of the semester behind us and finals coming quickly, there are undoubtedly stressors students are facing. This article focuses on ways faculty can help support students through implementing stress reducing tactics in class.

Dr. Brittany Helmreich, CSC Campus Wellness Officer and Associate Professor, indicated that a key stressor for most students is procrastination; indicating many stay up late to complete tasks that are due by a 11:59 p.m. deadline; Helmreich suggests...



## TLPEC Partners with the Office of Academic Success

TLPEC team members have been working with members of the Office of Academic Success to create a Virtual Student Success Workshop Series. Topics include: time management, avoiding plagiarism, and more. View the videos and plan to share TLPEC's Student Success in future Canvas classes.



## Subscribe to our channel, request content

Want to be the first to see what new content TLPEC releases? [Subscribe to the Chadron State College TLPEC YouTube channel](#). Want to create original content? CSC faculty and staff members interested in creating videos for courses or departments can contact us! Email [tlpec@csc.edu](mailto:tlpec@csc.edu) to get started.



## SOCIAL MEDIA & EVENTS



## APRIL STRESS AWARENESS MONTH

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