

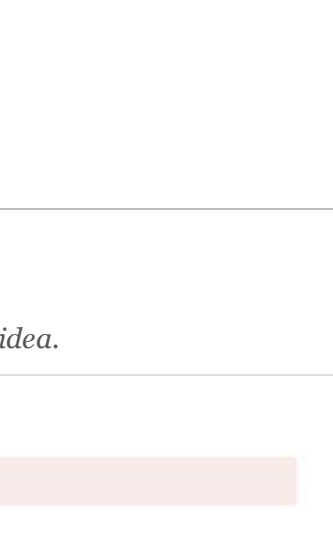
ATTENTION!
 The last date to access content is **Sakai 04/30/2024**.
 Transfer content you wish to keep before that date!
 Get help [HERE](#)

Watch our 5-minute instructional video to see if any Canvas course content is still linked to Sakai (images, documents, videos, etc.).

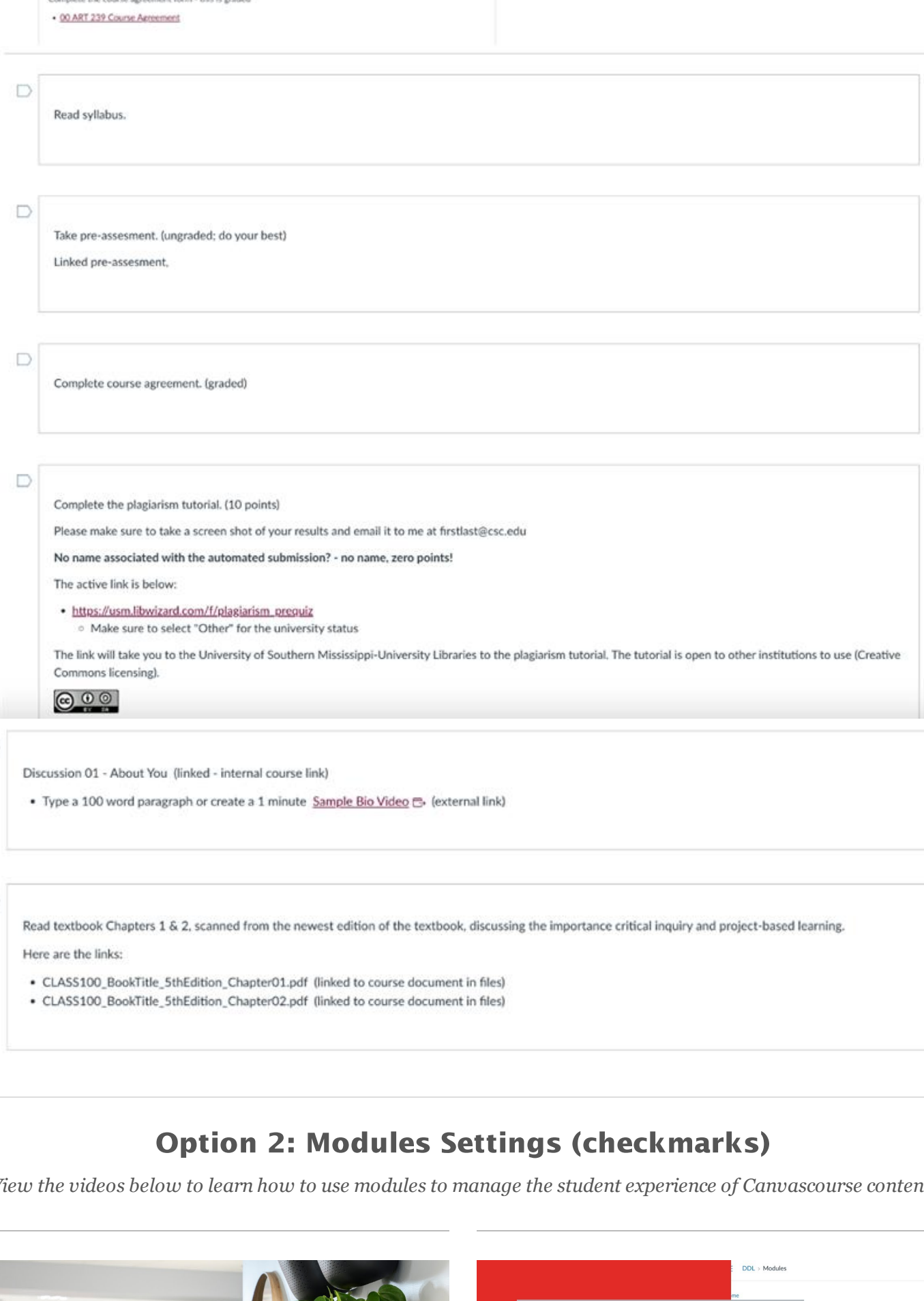
Helping students with organization is important. [Yale's Teaching and Learning Center](#) has a number of excellent resources on organizing courses in a way that facilitates learning. The site offers resources for online and face-to-face classes. Their continuing research on "cognitive, educational, and sociological sciences" reveals that students "tend to construct knowledge and develop their learning in specific, predictable ways." The Poorvu Teaching and Learning Center at Yale finds that understanding how people learn helps "instructors design teaching approaches that meet students where they are," which increases student motivation and confidence.

An analysis of Yale's Online Course Evaluations also "revealed that high ratings for a course's organization to facilitate learning" was a strong predictor of high overall course ratings. "Student 'motivation, performance, and persistence' increases in well-organized courses.

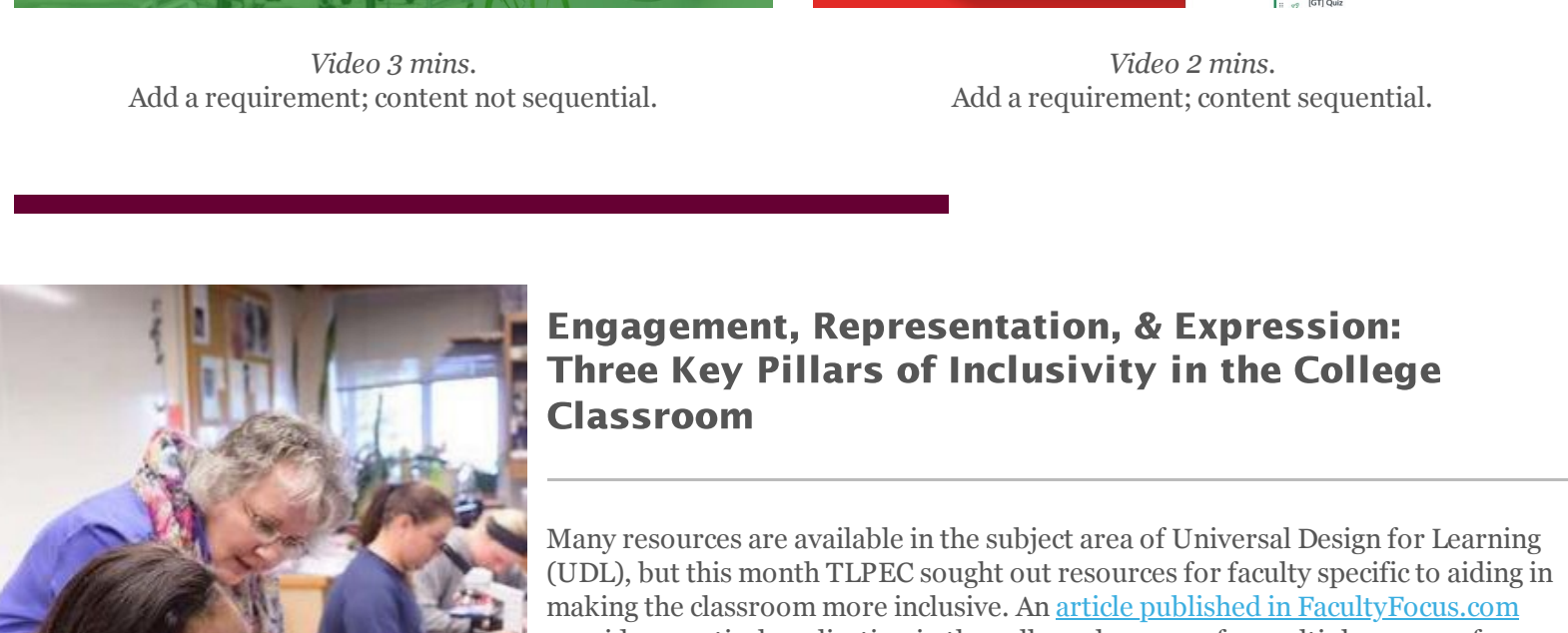
Interactive checklists are just one way instructors can help students stay organized. Below are two options for creating checklists in Canvas courses.



Option 1: Classic Quizzes (tabs)
Special thanks to CSC Art professor Laura Bentz for sharing this idea.



Option 2: Modules Settings (checkmarks)
View the videos below to learn how to use modules to manage the student experience of Canvas course content.



Video 3 mins. Add a requirement; content not sequential. Video 2 mins. Add a requirement; content sequential.

Engagement, Representation, & Expression: Three Key Pillars of Inclusivity in the College Classroom

Many resources are available in the subject area of Universal Design for Learning (UDL), but this month TLPEC sought out resources for faculty specific to aiding in making the classroom more inclusive. An [article published in Faculty Focus](#) provides practical application in the college classroom for multiple means of engagement, representation, and expression. Examples include ensuring that course materials (both online and in-class) are ADA compliant, reviewing relevant course vocabulary, and embedding "stop and think" opportunities in class. By mindfully integrating inclusive techniques in a classroom, it not only increases student engagement but that ultimately will positively reflect on student retention and graduation rates.

In the article, note the table outlining the three pillars of UDL.

CSC Photo by Daniel Binkard

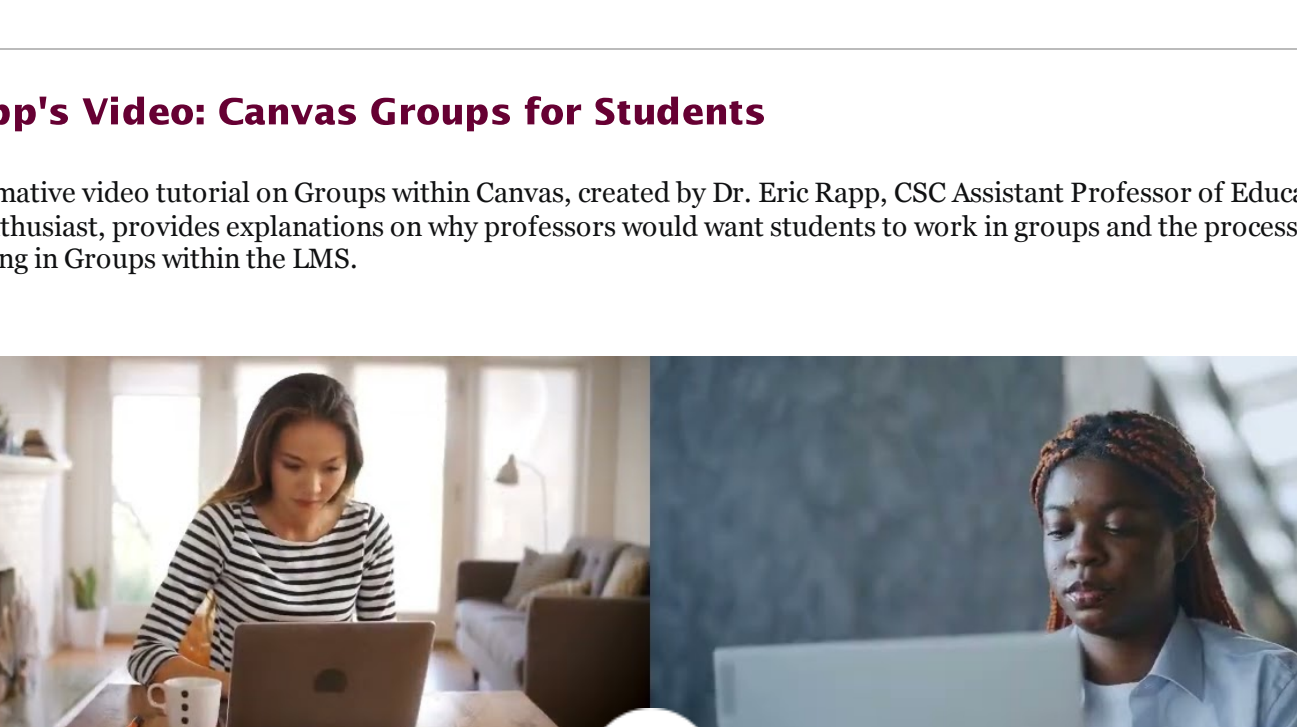
Turnitin Tip: Pull-down Menu Options

Learn what the drop-down menus mean in Turnitin.

Setting up Group Discussions in Canvas

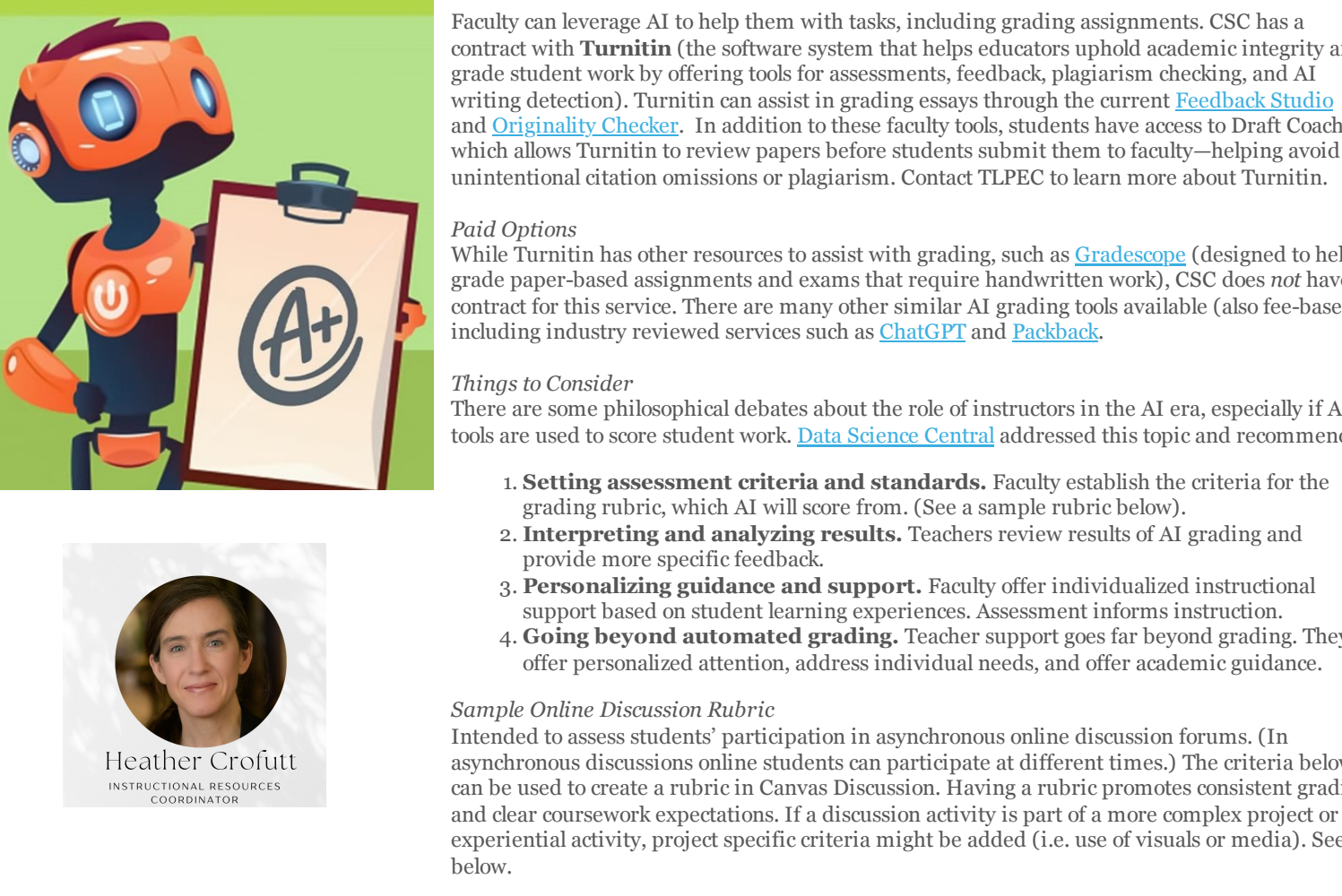
Using Groups in the Canvas LMS allows students to collaborate with classmates on Assignments, Pages, Discussions, and more. In the course navigation, instructors select "People" and "4-Group Set" to create groups, so students can work together on collaborative projects and strengthen online working relationships.

Watch this 4-minute instructional video to learn how to create groups.



Dr. Rapp's Video: Canvas Groups for Students

This informative video tutorial on Groups within Canvas, created by Dr. Eric Rapp, CSC Assistant Professor of Education and EdTech enthusiast, provides explanations on why professors would want students to work in groups and the process for participating in Groups within the LMS.



Leveraging AI to Assist with Grading

Faculty can leverage AI to help them with tasks, including grading assignments. CSC has a contract with Turnitin (the software system that helps educators uphold academic integrity and grade student work by offering tools for assessments, feedback, plagiarism checking, and AI writing detection). Turnitin can assist in grading essays through the current [Feedback Studio](#) and [Originality Check](#). In addition to these faculty tools, students have access to Draft Coach, which allows Turnitin to review papers before students submit them to faculty—helping avoid unintentional omissions or plagiarism. Contact TLPEC to learn more about Turnitin.

Raidi Options
 While Turnitin has other resources to assist with grading, such as [Gradework](#) (designed to help grade paper-based assignments and exams that require handwritten work), CSC does not have a contract for this service. There are many other similar AI grading tools available (also fee-based) including industry reviewed services such as [QuillBot](#) and [PaperBee](#).

Things to Consider
 There are some philosophical debates about the role of instructors in the AI era, especially if AI tools are used to score student work. [Data Science Central](#) addressed this topic and recommended:

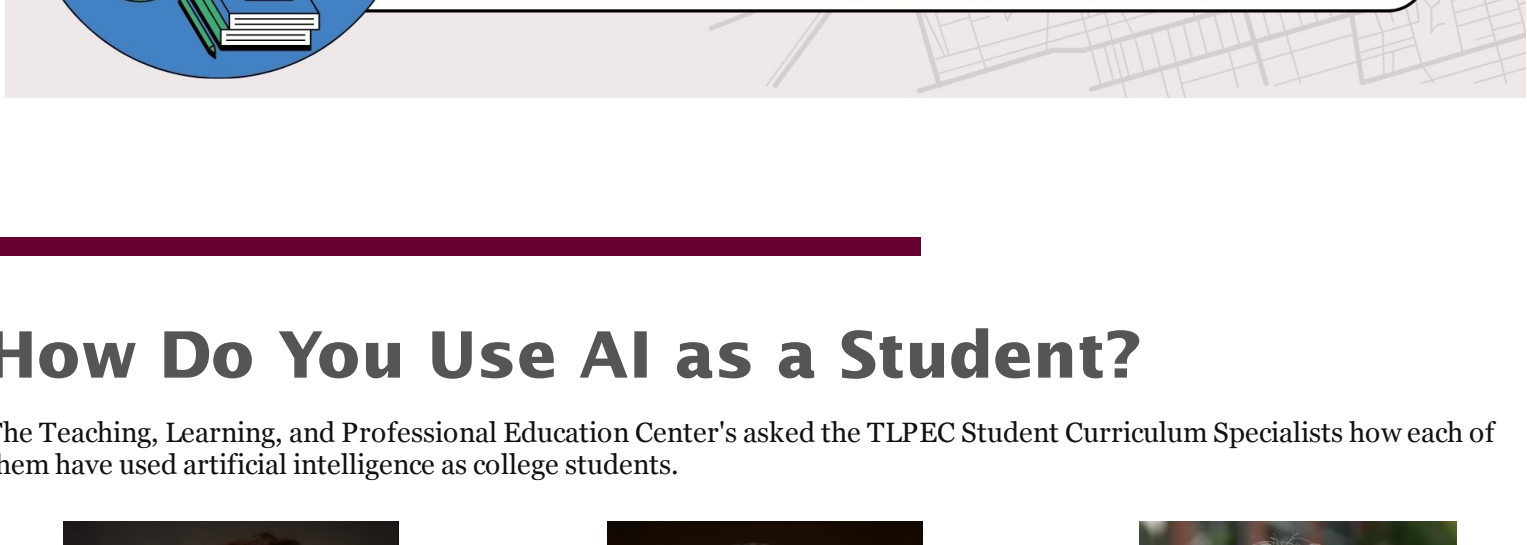
1. **Setting assessment criteria and standards.** Faculty establish the criteria for the grading rubric, which AI will score from. (See a sample rubric below).
2. **Interpreting and analyzing results.** Teachers review results of AI grading and provide more specific feedback.
3. **Personalizing guidance and support.** Faculty offer individualized instructional support based on student learning experiences. Assessment informs instruction.
4. **Going beyond automated grading.** Teacher support goes far beyond grading. They offer personalized attention, address individual needs, and offer academic guidance.

Sample Online Discussion Rubric
 Intended to assess students' participation in asynchronous online discussion forums. (In asynchronous discussions online students can participate at different times). The criteria below can be used to create a rubric in Canvas Discussion. Having a rubric promotes consistent grading and clear coursework expectations. If a discussion activity is part of a more complex project or experiential activity, project specific criteria might be added (i.e. use of visuals or media). See below.

Being transparent is key when working with AI tools. If an instructor plans to use AI in the grading process, ensure it is disclosed to students. **Make sure any technical resources being used have been vetted by CSC's IT security team.**

Required Elements	EXCELLENT (4)	GOOD (3-2)	FAIR (1)	POOR (0)
Relevance of Post	Posting thoroughly answers the discussion prompt and demonstrates understanding of material with well-developed ideas. Posting integrates and builds strong connections to practice.	Posting addresses most of the prompt(s) and demonstrates understanding of material with well-developed ideas. Posting references assigned content and may not make connections to practice.	Posting fails to address all components of the prompt. Makes short or incorrect remarks. Posting lacks connection to practice.	No posting.
Quality of Post	Appropriate comments, thoughtful, reflective, and respectful of other's participation.	Appropriate comments and responds respectfully to other's postings.	Remarks, but with minimum effort (e.g. "I agree with Bill").	No posting.
Contribution to the Learning Community	Post meaningful questions to the community; attempts to involve the group; discussion; presents creative approaches to topic.	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.	Minimum effort is made to participate in learning community as a member.	No feedback provided to fellow student(s).
Mechanics	Writing is free of grammatical, spelling, or punctuation errors.	Writing includes less than 5 grammatical, spelling, or punctuation errors.	Writing includes 4-5 grammatical, spelling, or punctuation errors.	Posting contains more than 5 grammatical, spelling, or punctuation errors.

Rubric from the University of Iowa's Office of Teaching, Learning, & Technology
[How to find the Discussion Rubric in Canvas](#) (video, 1 min)



How Do You Use AI as a Student?

The Teaching, Learning, and Professional Education Center's asked the TLPEC Student Curriculum Specialists how each of them have used artificial intelligence as college students.

Ronda Bokelman

Being from an older generation, my use of AI is probably not as much as my peers. I still rely on taking notes in my spiral notebook or in Word when I am reading my homework. I like to watch YouTube videos for additional information. I am just now learning about ChatGPT, and it opens up a whole new source of being able to explore subjects and increase my awareness!

Rachel Cannon

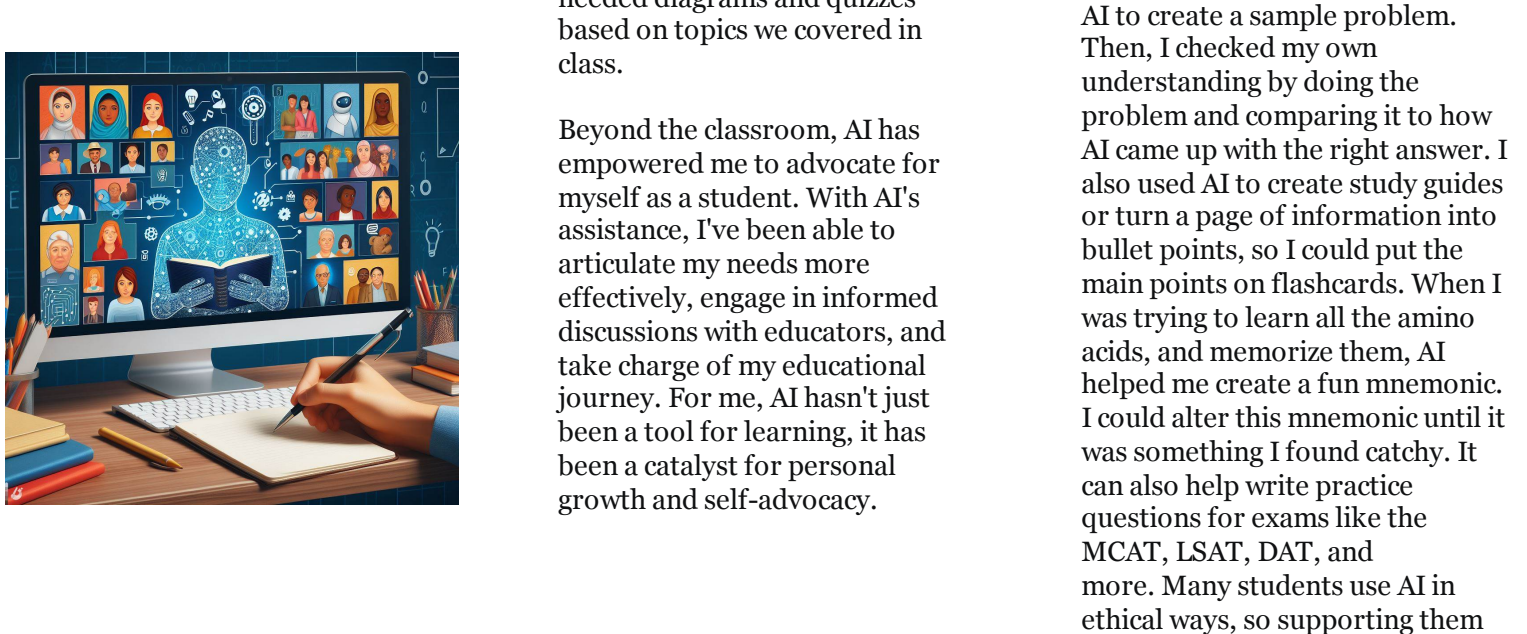
In my academic journey, artificial intelligence (AI) has become an indispensable ally, reshaping how I approach learning and self-advocacy. I have utilized AI to create tailored study guides, giving me a more personalized and efficient study process. AI is a tool that adapts to my learning style and needs. For instance, before my Anatomy tests last semester, I asked AI to generate study guides, specifying that I needed diagrams and quizzes based on topics we covered in class.

Beyond the classroom, AI has empowered me to advocate for myself as a student. With AI's assistance, I've been able to articulate my needs more effectively, engage in informed discussions with educators, and take charge of my educational journey. For me, AI hasn't just been a tool for learning; it has been a catalyst for personal growth and self-advocacy.

Aubree Quast

I have used AI to assist me in my studies and to explain parts of topics that are confusing. For example, I asked AI to explain what is normally included in a college student government constitution (in simple terms) when our senate was making a new one. This was helpful because many of the samples online have little to no explanation on what the different parts actually entail.

When I was in Physics, I would ask AI to create a sample problem. Then, I checked my own understanding by doing the problem and comparing it to how AI came up with the right answer. I also used AI to create study guides or turn a page of information into bullet points, so I could put the main points on flashcards. When I was trying to learn all the amino acids, and memorize them, AI helped me create a fun mnemonic. I could alter this mnemonic until it was something I found catchy. It can also help write practice questions for exams like the MCAT, LSAT, DAT, and more. Many students use AI in ethical ways, so supporting them with this resource helps students find what works for them.



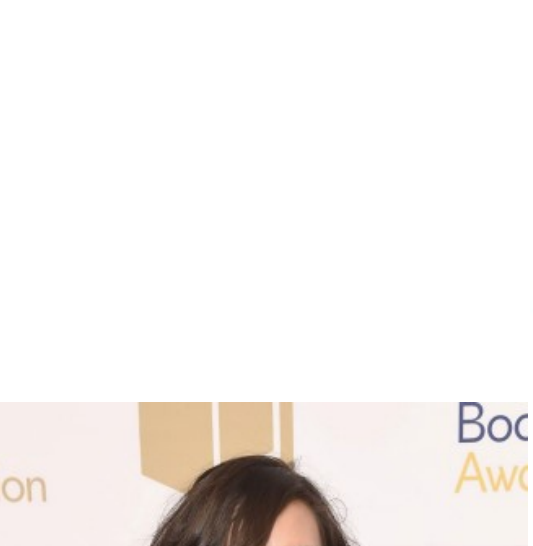
Dine With Us

On January 23, Vernon Plenty Bull (CSC student) and Jennifer Schaeer (International Club advisor) began the Spring 2024 Dine with Us series in the Student Center. They gave a presentation on Pine Ridge, South Dakota and the Lakota Sioux.

Schaeer shared her knowledge of innovative traditions including sweats, powwows, ceremonies, and oral storytelling. Plenty Bull listed living inspirational Lakota people, such as published poet Layli Lung Soldier.

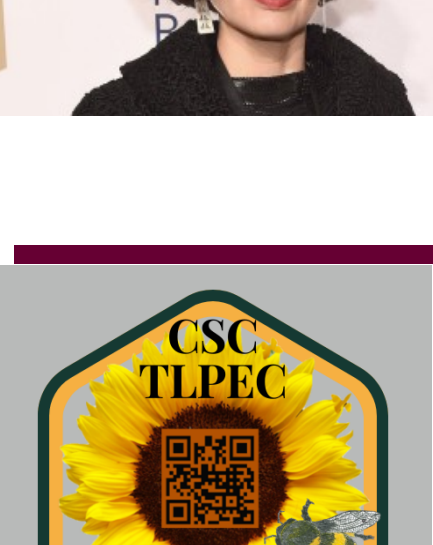
Obligations 2
 BY LAYLI LONG SOLDIER

As we
 embrace resist
 the future the present the past
 we work we struggle we begin we fail
 to understand to find to unbraid to accept to question
 the grief the grief the grief the grief
 we shift we wield we bury
 into light as ash
 across our faces



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