



## Teaching Matters and Assessment Center

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### Director's Note



At the crest of Fall semester, I have been engaged in quite interesting conversations with colleagues about academic integrity as part of an initiative from the College of Arts and Sciences and the office of the Dean of Students. Faculty have been invited to learn the procedures for reporting and adjudicating violations of academic integrity. You might think you know enough about these matters to pass on the 75-minute training course but you would be wrong. There is something about discussing these matters with our peers that clarifies our often muddy reactions. Truth is, we make avoidable errors in both preventing and prosecuting lapses in AI. Teaching Matters is working to create a useful guide on these matters to include scenarios to help assess severity of and appropriate sanctions for plagiarism. Meanwhile, I urge you to attend a future workshop or schedule one for your department. You will be surprised by the valuable conversation that ensues.

Speaking of plagiarism, note among the entries below, the sad case of a Hispanic student accused of plagiarism after she used “hence” in a paper—not “her” word, according to an instructor. How would you have handled that situation if you were that student, that faculty member, or perhaps a colleague to whom the faculty member came for advice? Which brings me to some advice of my own: do not tackle cases of suspected plagiarism alone; before the formal process of reporting an incident, confronting a student, and determining a consequence, consult with a colleague or department chair. A measure of accountability, even vulnerability, is called for in these matters.

Finally, note two upcoming TMAC workshops in November: on Thursday, 11/10 “Help! My Students Can't Write: Here are 7 Things You Can Do” and on Monday, 11/14 “Using Voicethread to Respond to Student Writing.”Details and RSVP below.

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### Let's Talk Teaching

A [blog post](#) written by Tiffany Martinez, a Latina student at Suffolk University in Boston, went viral late last week. The post, in which Martinez responds to the actions of a teacher who publicly accused her of plagiarism, raises important questions about our strategies for addressing suspected plagiarized work, as well as our preconceived notions of students' voices in academia.



It might be hard to believe, but spring syllabi are just around the corner! In this *NYT* op-ed, Christy Wampole explores the [syllabus](#) as a historical, political, and personal document. What kinds of questions and concerns do *you* encounter when drafting a syllabus?

A recent study from the National Association of Colleges and Employers found that only 54% of students graduating in 2015 had found full time employment by six months after graduation. In response, the AAC&U released a [report](#) reviewing the various goals for an undergraduate education, questioning what role career skills should play in the classroom.

What do *you* think? Let us know at [teaching.matters@camden.rutgers.edu](mailto:teaching.matters@camden.rutgers.edu)



### Facilitating Class Discussions

More often than not, we guide whole class discussion through questioning. This [blog post](#) explores the kinds of questions we ask our students, identifying the most generative queries to spark student thinking.

For a quick list of tips and strategies for facilitating class discussion, check out this [post](#) from Marygrove College, as well as this [guide](#) from *Faculty Focus*. For a more extensive report on class discussion techniques, read Cornell University's "[Facilitating Discussion: A Brief Guide.](#)"

Splitting students into small groups can be a valuable activity to vary classroom practice or prime thinking for whole class discussion. Best practices for small group learning can be found in John Bean's [Engaging Ideas](#), as well as Cornell University's Center for Teaching Excellence [website](#).

### Tools and Technology

If you're looking for alternate ways to get students engaged in conversation, extend learning beyond the physical classroom space, or encourage group work, check out these twenty free [online collaboration tools](#).

Interested in revamping how you present visual information to your students? While Powerpoint is a tried and true classic, there are plenty of alternative tools such as [SlideBean](#), [Powtoon](#), [Prezi](#), and [Pecha Kucha](#).



### Grant Opportunity

As part of the Open and Affordable Textbooks Project, the Rutgers University Libraries will be awarding twelve \$1,000 grants to full and part-time faculty from across the Rutgers system who agree to design (or redesign) a course to rely on open access education resources, library subscription resources, and/or course reserves. More information about the program can be found [here](#). Grant applications are due by December 9<sup>th</sup> and can be found [here](#).

### Conferences and Events

Are you interested in gaining knowledge about project-based learning and developing strategies to implement this approach in your classroom? Consider applying for the **Institute on Project-Based Learning** next June. This 2.5-day intensive workshop is offered by the Worcester Polytechnic Institute (WPI) and the AAC&U. Follow this [link](#) to learn more and apply! Applications will be accepted through February 13<sup>th</sup>.

TMAC, in collaboration with the Writing & Design Lab (WDL) and the Office of Instructional Design & Technology, is hosting a workshop on **“Using Voicethread to Respond to Student Writing.”** Join us in the *Writer’s House room 202 on Thursday, November 10<sup>th</sup> from 3:00-4:30pm* to see a demonstration of new tools and strategies for leaving audio-feedback on student work, as well as try out the technology for yourself! Light refreshments provided. Please RSVP [here](#).

Concern over the state of students’ writing has been an ongoing issue across the academy. TMAC invites you to join us for a presentation titled **“Help! My Students Can’t Write: Here are 7 Things You Can Do.”** This event will take place on *Monday, November 14<sup>th</sup> during free period in the Faculty Lounge*. Please RSVP [here](#).

Visit us at [tmac.camden.rutgers.edu](http://tmac.camden.rutgers.edu). Send us your questions, links, and comments at [teaching.matters@camden.rutgers.edu](mailto:teaching.matters@camden.rutgers.edu)

