



Alliant International University

Center for Teaching and Excellence - Newsletter

October 17, 2022

The [Center for Teaching Excellence](#) monthly newsletter provides information about events sponsored by the CTE as well as around the university and beyond. We also highlight resources available to Alliant faculty on the CTE site and elsewhere.

Center for Teaching Excellence Events



Upcoming

Digital Accessibility in Online and On Ground Teaching

On **Friday, October 21, 2022, at 12:00 – 1:00 pm Pacific Time**, **Dr. Jeremy Bond** will present an interactive webinar designed for instructors who wish to be proactive in designing and teaching courses that are more accessible to students. The workshop will introduce resources for improving student accessibility to course materials in any teaching modality. It will cover the use of four specific resources for making material universally accessible: (a) the immersive reader in Canvas, (b) the accessibility checker in Microsoft Office, (c) autogenerating video captions via OneDrive, and (d) adding captions in Zoom.

Dr. Jeremy Bond, Director of Online Learning at Alliant, is responsible for overseeing and developing online teaching at the university, including supporting the development of courses that incorporate inclusive pedagogy and respond to the needs of diverse learners. He also is responsible for supporting all faculty to integrate technology into their teaching. Dr. Bond has training and expertise in educational technology, online teaching, and instructional development.

Licensed Psychologists will be able to earn 1.0 CE Unit at no charge.

[Click here to register](#)

On Demand

On Friday, September 23, 2022, **Dr. Sharon Foster** presented a webinar, **A Practical Guide to Mentoring Doctoral Dissertations and Doctoral Projects**. This presentation drew from available empirical research and focused on a) common issues that faculty encounter with students in doctoral process, including topic selection, weak student skills, and difficulties with time/project management, and b) ways to prevent and address roadblocks to success. Attendees shared their own experiences, particularly practical strategies they have found useful in assisting students.



[Click here to view recording](#)



Upcoming

Decolonized Strategies for Addressing Child Maltreatment: American Indian and Alaska Native Perspectives

On **Thursday, November 17, 2022, 10:00 - 11:00 am Pacific Time, Julii Green PhD and Royleen J. Ross, PhD**, will present a webinar that will discuss the systemic challenges that can lead to child maltreatment among American Indian and Alaska Native populations, as well as issues that can lead to IPV and Missing and Murdered Indigenous women. The panel will reflect on ways to integrate decolonized treatment strategies with survivors of abuse.

Julii M. Green, PhD, is an Eastern Band Cherokee and African American Associate Professor and clinician. She has taught for nine years in the Clinical PsyD department at the California School of Professional Psychology at Alliant International University in San Diego. She conducts research and advocates in the following areas: Intimate Partner Violence (IPV); Native American women and social determinants of health; Indigenous feminist focused mentorship; and race-based trauma and navigating the graduate psychology educational experience.

Royleen J. Ross, PhD, currently on the American Psychological Association (APA) Health Equity Committee, served as past Society of Indian Psychologists Secretary, and is involved in other projects related to the intersectionality between mental health and law enforcement in Indian Country. Her professional interests include policy development, social justice, advocacy at the tribal and federal levels, and the advancement of mental health for Indigenous People.

Licensed Psychologists will be able to earn 1.0 CE units at no charge.

[Click here to register](#)



Taking Action: The Plagiarism Problem

Jeremy Bond, D.E.T.

Plagiarism is “a form of academic misconduct” (Colella & Alahmadi, 2019, p. 59) in which one is “passing off another’s ideas, words, or works as one’s own” (Ballard, n.d., p. 1). Multiple sources agree that the advent of digital technology, including the 2020 pivot to remote instruction, has contributed to an increase in plagiarism. Despite noting a prior trend of decline in plagiarism in their fifteen-year study, Curtis & Tremayne (2021) observed an end to that curve in the 2019 data.

Just how many students engage in plagiarism – knowingly or otherwise, varies by study, and even those conclusions often rely on self-reported data (Colella & Alahmadi, 2021). Unwitting plagiarists are typically uninformed, lack intent to plagiarize, and may not understand what is or is not acceptable (Sariffuddin, Astuti, & Arthur, 2017). Students who deliberately plagiarize do so for many different reasons. Contributing factors include, but are not limited to, pressures of academic work, failure to recognize the seriousness of the act, and ignorance of more nuanced types of plagiarism (Colella & Alahmadi, 2019; Sariffuddin, Astuti, & Arthur). Dr. Diane Zelman, Professor in the San Francisco Bay Area Clinical Psychology PhD program recently shared that “we all struggle to train our students to produce quality and original writing. Most plagiarism in routine course assignments is non-conscious and the outcome of being stressed-out, overwhelmed by coursework and other demands, or concluding that one needs to cut corners to get everything submitted... We also have many students writing in English as a second or even third language: once they identify the material needed to address a question, it is challenging to find a new set of words to describe what is

already well-expressed in a website or existing manuscript. Addressing lack of originality is work-intensive for faculty.”

Despite all the above, which could be disconcerting to even the most optimistic educator, there is hope. Research indicates that a three-part frame of education, deterrence, and detection can turn the tide (Perkins, Gezgin, & Roe, 2020; Colella & Alahmadi, 2019; Sarifuddin, Astuti, & Arthur, 2017). Educate by linking to and reminding students of resources such as the Library’s [Plagiarism Tutorial](#) (and [7th edition tutorial](#)). Deter by both [using Alliant’s instance of Turnitin](#)® and informing students of that use. Finally, detect by gaining comfort with [accessing](#) and [interpreting](#) Turnitin’s reports. With respect to Turnitin, Dr. Zelman reminds us “the goal [of using Turnitin] is not to ‘catch’ offenders, but to educate our students on the conventions of good academic work. A Turnitin report tells us how much text a student has taken, but it doesn't tell us why they did it or how to help them. Turnitin doesn't replace us becoming aware of inconsistencies in our students' writing style and skill across assignments.”

While Turnitin is available system-wide in Canvas, it is not currently possible to independently enable Turnitin in *online* course assignments. Fortunately, the Online Learning Team can assist by enabling it for you, by request. Please consult with your program director to determine which assignments may benefit most from implementing Turnitin. Feel free to contact us at onlinelearningstaff@alliant.edu to make the changes necessary or consult further on the use of Turnitin and interpreting results.

References

Ballard, S. (n.d.). *Give Credit Where Credit is Due: Avoiding Plagiarism and Copyright Infringement*. Retrieved 10 October 2020 from <https://library.alliant.edu/screens/plagiarism.pdf>.

Colella, J., & Alahmadi, H. (2019). Combatting plagiarism from a transformational viewpoint. *Journal of Transformative Learning*, 6(1).

Curtis, G. J., & Tremayne, K. (2021). Is plagiarism really on the rise? Results from four 5-yearly surveys. *Studies in Higher Education*, 46(9), 1816-1826.

Perkins, M., Gezgin, U. B., & Roe, J. (2020). Reducing plagiarism through academic misconduct education. *International Journal for Educational Integrity*, 16(1), 1-15.

Sariffuddin, S., Astuti, K. D., & Arthur, R. (2017). Investigating Plagiarism: The Form and the Motivation in Performing Plagiarism in High Education. *Journal of Education and Learning*, 11(2), 172-178.

Additional information on plagiarism is available on the CTE site:

<https://alliantintluni.sharepoint.com/provost/SitePages/Plagiarism.aspx>

<https://alliantintluni.sharepoint.com/provost/SitePages/Academic-Integrity.aspx>



Power Point Do's and Don'ts

Dr. Rhoda Olkin, Distinguished Professor in the CSPP Clinical Psychology PsyD program in Emeryville, has developed a series of fact sheets on accessibility in teaching. Below is a shortened version of the fact sheet on PowerPoint Do's and Don'ts.

DO:

- Use good contrast of letting and background.
- Use font size of ≥ 32 point.
- Keep text to a minimum.
- Make it visually clean and easy to follow.
- Make it visually interesting.
- Use some graphics or pictures that help with the concepts.
- If you can use white or light lettering on a dark background do this only for contrast and not too often; it is hard on the eyes.
- Use lots of headers that describe what is to follow so that information is easy to find.
- Label each set of slides with clear labels.
- Follow the order of the slides when lecturing (or you lose your audience while they search for the right slide).
- Have sufficient information on the PowerPoint presentation that students don't have to madly write as you talk.
- Make your PowerPoint slides available in advance or at least at the beginning of each class session.
- Use lots and lots of examples.
- Use vocal modulation and facial expressions as you talk.
- Take pauses as you talk, allowing information to sink in and for students to ask questions. It can be helpful to stick in a slide with "???" on it or a summary slide every so often to remind everyone to breath and catch up.
- Build in practice time between major points (e.g., after teaching about confrontation of clients, have student practice with each other; after showing a formula and its use, have students use the formula alone or in small groups).
- Use the principle: I do it, we do it, you do it.
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DON'T:

- Put up word documents; they have too much writing on them.
- Put too much text per slide.
- Use text that does not contrast well with the background (e.g., medium blue text on pale blue background; yellow on red).
- Make all your slides white or light lettering on a dark background; that gets visually exhausting.
- Read your slides word for word.
- Speak in monotone.
- Change the order of the slides that students have already.
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This and additional fact sheets will be available on the CTE site.

Other Resources



Podcasts

[Top Tools for Learning](#)

In this *Teaching in Higher Education* podcast episode, Dr. Bonnie Stachowiak reviews the results of Jane Hart's Top Tools for Learning and lists her own top choices. Examples include Unread, Inreader, Hypothes.is, Padlet, Canva, and Blubrry.

Blogs

[Learning From Failure](#)

In this post on the *Scholarly Teacher* blog, Todd Zakrajsek, a faculty member at the University of North Carolina/Chapel Hill, argued that students can learn from failure. He suggested that in order to teach students to be more comfortable with failure, instructors need to teach in ways that lower the stakes in risk-taking. He addresses three areas, (a) rethinking responses to success and failure, (2) framing discussions in courses, and (3) determining course grades. The goal is to build into courses ways for students to fail in a productive manner, so they will take chances and learn more.

Shared Resources



[Guide to Well Being in Course Design](#)

In collaboration with its Student Wellness Center, the Dartmouth Center for the Advancement of Learning has developed a *Guide to Well Being in Course Design*. According to that site, “Research indicates that student wellbeing is critical for engaged learning and that students’ academic experience can have a profound impact on their wellbeing... Research shows instructors can help create the conditions that support wellbeing.” The best practices fall into four categories (a) supportive classroom environment, (b) valuing meaning and application beyond the classroom, (c) flexible course design, and (d) meaningful assessment. In light of the wide variability in class size, course content, learning objectives, and individual teaching style, this tool presents a range of options to consider in each category.

Faculty Success and Well-Being



[How to Cope with Presentation Anxiety](#)

In this *Chronicle of Higher Education* article, Dr. James Lang discussed How to Cope With Presentation Anxiety. He listed three strategies to use at the beginning of a presentation, all of which “emerge from the same simple idea: Build a pause into the initial minutes of a presentation, so that you can stop and catch your breath ... a substantive pause in which you are able to stop speaking — for at least 30 seconds — because you have given your audience something to view, think about, or discuss.” His first technique involves beginning by posing a discussion question that will make the audience stop and think. His second technique involves beginning with an intriguing image, asking the audience to study it, and then posing questions about it and asking audience members for their thoughts. His third technique involves showing a short video clip to raise a compelling question or invite audience observations. According to Dr. Lang, another advantage of these short pauses is to engage audiences in an active learning experience, which deepens their learning.

[Three Practical Approaches to Writing While Teaching](#)

In this *Chronicle of Higher Education* article, Dr. Rebecca Schuman offered three approaches for combining teaching and scholarship: (a) draw sharp lines between your teaching days and research days (e.g., on the days you do not have contact hours with students, do not think about teaching at all; (b) prioritize your own work for a designated stretch of every day (e.g., an hour every morning); and (c) employ desperate last resort measures (e.g., set aside 25 to 45 minutes between 7 and 9 pm two to three days a week for writing). She also advocated being realistic about teaching demands (e.g., end of semester obligations).

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