

Fall 2021 NUB Instructor Outline for Module 3a: Academic Integrity, Media Literacy, and Effective Presentations

Overview

This class covers plagiarisms, spotting reliable information and then moves on to group presentations, both discussing what makes presentations effective and ineffective and distributing the Group Presentation Assignment. **Talking about group presentations is a great opportunity to include your peer mentor in teaching the class!** Encourage peer mentors to share personal experiences working on group projects, examples of effective PowerPoint presentations they developed for their classes, presentation tips, etc.

Peer Mentor Moments

- Troubleshoot/announcements at the beginning of class.
- Discussion about Plagiarism.
- Share experiences working on group projects, good and bad.
- Discuss your own presentation tips!
- Organize/conduct the topics lottery!

Highlights

- Collect Plagiarism certificates (if not emailed to you)
- Watch and discuss the video on plagiarism, website:
https://www.youtube.com/watch?feature=player_embedded&v=Fw6NxvwP41U
- Be sure to leave 15 minutes to distribute the Group Presentation Assignment!
- Watch and discuss video on effective presentations, link on the NUB website:
<https://sites.niagara.edu/other/nub/videos/>
- Discussion of Group Projects.
- Assign the Group Presentation Assignment, p. 130 in the handbook.

Class Outline

- **Peer mentor announcements:** (2 mins)
Announcements about things to do on campus this week and any other announcements.
- **Tell students to take out a smart device for Media Literacy in Class Exercise** (10 minutes).
The goal of this exercise is to discern different types of information being consumed. Follow the instructions on p. 137 in the handbook. In groups have the students find websites containing different information and share some with the class. What is reliable and what is not? Why?
- **Watch Plagiarism video** (2 minutes)
- **Discuss the video** (5 minutes)

1. How can you avoid plagiarism?
 2. What can be the effects of plagiarism? For the student, the school, today and in the future.
- **OR in place of the video you may have the class work on the Academic Integrity case study on p. 136 in the handbook.**
 - **Discuss how to cite a source** (5 minutes)
 1. What is the style guide used in your discipline?
 2. Have the students to review Introduction to Documenting on p. 57 in the handbook.
 - **Discussion About Group Projects** (5 minutes)
 1. Why do professors assign group projects? Students often think of them as busy work but according to employers the #2 thing they are looking for in potential employees is “Ability to work in a team structure”!
 2. Group dynamics: Peer mentors have lots of experience with this—this would be a good section of the class to turn over to them! Be sure to address: what can you do if your group is going horribly wrong? How can you seek assistance from your professor?
 3. Use technology to your advantage: one challenge of group projects is getting everyone together, especially with work schedules, etc. There are a number of technology tools that can help: Google Tools, which students can access as part of their student e-mail accounts, includes Google Docs, Google Drive, and Google Hangout or Zoom—all of these can help groups collaborate even if they can’t meet in person.
 4. Practice, Practice: Practice is key to a smooth group presentation—and lots of other stuff in life, as you may want to remind your students. They can reserve a group study room in the library, some of which are equipped with computers and projectors so they can rehearse a PowerPoint presentation: <http://library.niagara.edu/students/study-rooms/>
 - **Watch and Discuss Video on Effective Presentations** (10 minutes)
 - PowerPoint presentations are a fact of college life, so here is a chance to discuss some Do’s and Don’ts of PowerPoint. Today’s humorous video shows one poor presentation and one good one, both about the theatre building on campus. Watch the entire video and then discuss what made one better and why. You can also talk about the importance of working together as a team and how a good/bad team process is likely to impact the final presentation. The link to the Presentations video is on the NUB website: <http://sites.niagara.edu/other/nub/videos/>.
 - **Academic Integrity and Presentations:** Be sure to point out that the rules of academic integrity apply to presentations, visual images, web sources, etc. as well as discussing how students can responsibly cite sources in a presentation without detracting from the presentation itself or the visual appeal of a PowerPoint slide (this may vary by discipline). Note how the “good” cat presentation does this!
 - **Introduce the NUB Group Presentation Project, Make Groups and Select Topics** (15 minutes). See Module 3 Homework Assignment (p.130) in the handbook for all the details, but note that the assignment is focused on the University’s mission: each group should pick a particular location and present on it to the class. The Group Presentation is **due in Blocks**

5a/5b. Please give your class the corresponding calendar day as well. Depending on the size of your class, students can work in groups of 2 or 3. Students can self-select partners, or you can decide on partners, or partners can be assigned randomly. By this point, you should know your class well enough to know what the best approach will be: if you have a lot of introverts, assign the groups; if everyone's bonded, perhaps let them self-select. Once the groups have been formed, the topics for the presentations will be assigned via a lottery system—have the Peer Mentors administrate this: have each group pick numbers written on scraps of paper out of a hat or some other hat-like object: 1, 2, 3 etc. Group 1 gets first pick of the topics, etc. **DO NOT REPEAT TOPICS!** The idea is for the class to learn about as many different topics as possible!

If you have time...

- You can introduce alternatives to using PowerPoint for presentations, such as Prezi: <http://prezi.com/>

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