CLASSROOM CULTURE

Understanding the U.S. Education System
Academic Values in the U.S.

- Timeliness
- Communication
- Personal Responsibility
- Resource Utilization
- Inquiry and Independent Thought
- Integrity and Honesty
- Respect
- Self-Motivation/Ownership
Structuring Your Experience

◦ Using your syllabus
  ◦ Roadmap to your course (see [example syllabus](#))

◦ Meeting deadlines
  ◦ You might receive an extension; but always ask in advance

◦ Following assignments/instructions
  ◦ If there is a rubric—the professor will use it.
  ◦ Use professor’s feedback as you move ahead

◦ Tips for being organized/time management
  ◦ Use technology or apps to keep track of deadlines and appointments
  ◦ Be aware of your personal obstacles and determine a plan
  ◦ Pace yourself—most of the large assignments will need time and smaller deadlines to fully complete
Active Engagement

- Regular class attendance
- Reading all assigned materials and completing assignments by deadlines so you can fully understand the class session
- "Active listening" -
  - Take notes, or write down your thoughts and questions
- Asking and answering questions posed by the instructor
- Participating (speaking) during discussion group times
- If you aren’t comfortable speaking in front of the entire class, you can utilize a professor’s office hours to discuss the material or ask questions, or you can also sometimes speak with the professor before/after class
Beyond the Classroom

◦ Engagement now takes place online as well as inside your classroom
◦ Experiential learning opportunities
  ◦ Internship or research that directly connects with your studies
  ◦ Highly valued in the U.S., employers often look for these sorts of experiences when hiring; discuss any off-campus opportunities with OIA before starting
  ◦ Ask faculty members, career services, and alumni networks
◦ Ask professors for opportunities to do research
◦ Study groups or discussion with classmates
  ◦ Be careful—possible academic integrity issues
Engagement Matters

- Improved learning outcomes (Kuh, 2003)
- It's part of your grade
  - “Participation Grades”
- American employers want to know how you can apply your knowledge and skills
- Demonstrates motivation, energy, follow-through, etc.
- Improves relationship with professors and peers

Classroom Relationships

- Professor-Student relationships
  - Proactive communication and being clear and open when communicating
  - Importance of respectful communication
- Disagreements are allowed and even encouraged
  - Do so with respect and basis in facts and evidence
- If your assigned advisor doesn't seem like a good fit...what next?
- Relationship with peers/cohort
- Group Work
- When you are the teacher--what do your students expect?
  - Syllabus and clear information about assignments
  - Timely feedback and grades
Discussion
Academic Integrity

◦ A code of ethics for collegiate communities:
  ◦ Honest and responsible scholarship
  ◦ Ownership for one’s own work
  ◦ Respectful use of the work of other individuals
  ◦ Expected of students and faculty members

◦ Underlying values:
  ◦ Independence/Individuality
  ◦ Honesty
  ◦ Respect for “Intellectual Property” of others
  ◦ Fairness
Academic Misconduct

- An action or behavior that violates academic integrity principles
- Six categories of academic misconduct are identified in the IU Code of Student Rights, Responsibilities, & Conduct:
  - Cheating
  - Fabrication
  - Plagiarism
  - Interference
  - Violation of Course Rules
  - Facilitating Academic Dishonesty
Cheating

- Using external aids/materials during an exam or quiz without permission
- Having another person do your work or take the exam for you
- Purchasing a paper, or otherwise turning in someone else’s work as your own
- Unapproved collaboration or unauthorized assistance
- Stealing exam answers
- Turning in a paper/other work more than once for credit without instructor permission (even if it is your work)
- Altering a grade or score without permission from the professor
Fabrication

- Creating fake or false information and using it as if it were real
  - Creating fake lab data if an experiment failed
  - Leaving out data points intentionally without explaining their exclusion
  - Making up citations that are not real sources
  - Falsifying or misrepresenting the information found in a legitimate source
Plagiarism

- Presenting someone else’s work as your own
- Any ideas of information that is not common knowledge should be cited
  - This is true of written as well as oral presentation of information
- Acknowledge your source of information or materials when:
  - Directly quoting someone or something
  - Using someone else’s ideas, opinions, or theories
  - Paraphrasing the words or ideas of someone else
  - Borrowing statistics, facts, data, or “illustrative material”
  - If using materials assembled by someone else for a project (e.g. if you are using the bibliography or works cited of a friend who did a similar paper, cite that as a reference source)
“And Barack and I were raised with so many of the same values: that you work hard for what you want in life; that your word is your bond and you do what you say you’re going to do; that you treat people with dignity and respect, even if you don’t know them, and even if you don’t agree with them.”
And Barack and I set out to build lives guided by these values, and to pass them on to the next generation. Because we want our children — and all children in this nation — to know that the only limit to the height of your achievements is the reach of your dreams and your willingness to work for them.”

**Michelle Obama 2008**

“From a young age, my parents impressed on me the values that you work hard for what you want in life, that your word is your bond and you do what you say and keep your promise, that you treat people with respect. They taught and showed me values and morals in their daily lives. That is a lesson that I continue to pass along to our son,”
And we need to pass those lessons on to the many generations to follow. Because we want our children in this nation to know that the only limit to your achievements is the strength of your dreams and your willingness to work for them.”

**Melania Trump 2016**
Interference

- Taking actions to harm or prevent another student’s academic success:
  - Stealing or destroying a needed library book or other resource
  - Destroying someone else’s work or project
  - Attempt to coerce faculty (through bribe or threats) to give student a lower grade
Violation of Course Rules

- Make sure you are following the rules of your professor and department
  - Check your syllabus
  - Check the departmental website
  - Obtain professor approval for group study sessions
- Sometimes added to cheating or plagiarism cases
Facilitating Academic Dishonesty

◦ Helping another student commit academic misconduct
  ◦ Knowingly:
    ◦ Help the student cheat
    ◦ Give someone your work to use as their own
  ◦ Unknowingly:
    ◦ Someone copies your answers on a test
    ◦ Someone turns in a paper that you wrote as their own work

◦ Protect your work—it is okay to help friends, but do not complete assignments for them or allow them to use your work unethically.
Use Your Resources

- You are expected to use these as a student--if you do not use them you might end up behind your peers who ARE using the resources.
- Viewed as an additional learning resource--not remedial
  - These are your way to continue learning beyond the classroom
- Not a sign that you are academically unprepared--if you do not go it is a failure to make use of your resources
Highlighted Resources
Finding Balance
Questions?