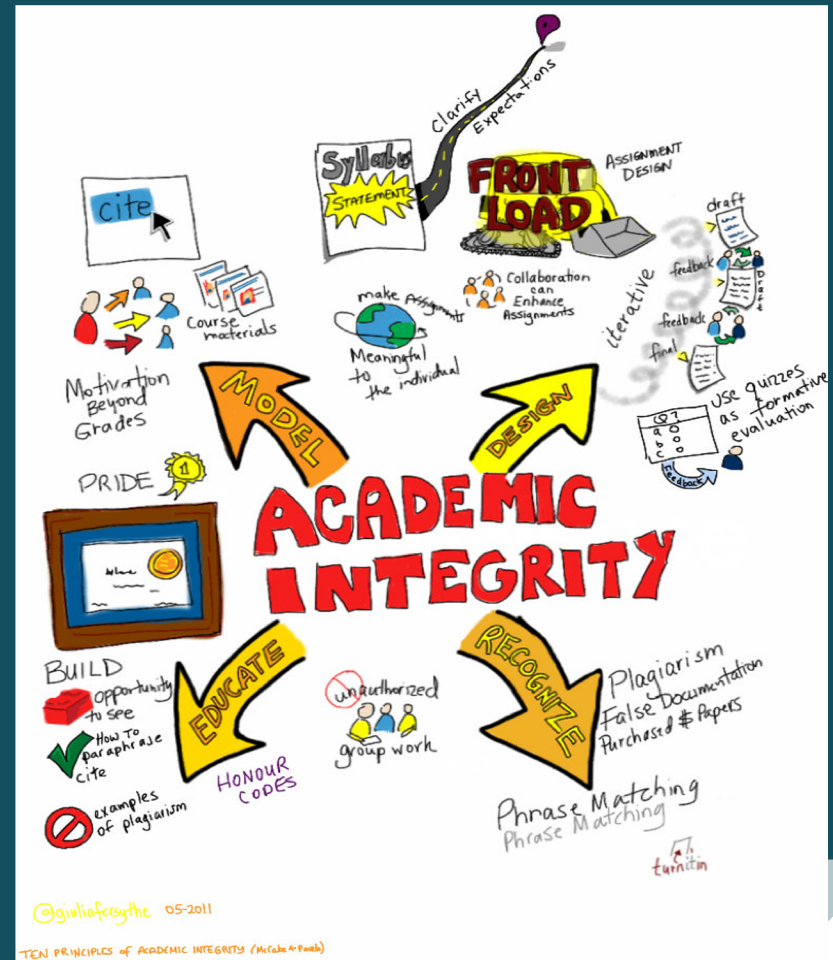


Academic Integrity

Drs. Daniel Soodjinda, Pengtao Li, David Zhu, Karen Zandarski, & Shradha Tibrewal



**Are students
more likely to
cheat in
online/remote
classes? (Poll)**



What would you like to take away from today's workshop?

<https://forms.gle/LvXFJAcLQm9jX57H8>



Remote/Online versus Face to Face Courses

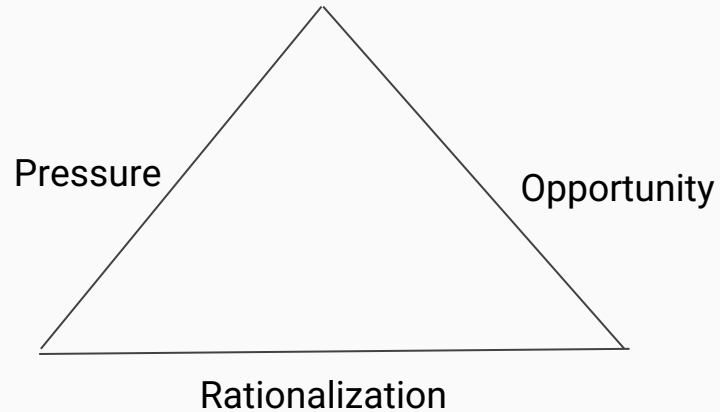
- Charlesworth, Charlesworth, & Vicia (2006) - Cheating is no more likely to take place in online courses
- King, Guyette, & Piotrowski (2009) - Almost 75% of the students in the sample thought it is easier to cheat in an online course (survey 121 undergraduate business students)
- Watson and Watson (2011) - Students admitted to higher rates of cheating in face-to-face courses than in online classes (survey of 635 undergraduate and graduate students)
- Beck (2014) - Students in online courses (unmonitored testing) no more likely to cheat on an exam than in hybrid and F2F courses (monitored testing); students with low GPAs not more likely to enroll in online courses

STUDENTS ARE MORE LIKELY TO CHEAT WHEN..

- There are opportunities
- They are in a heightened state of arousal – under stress & pressure
- The class rewards performance, not mastery
- The class reinforces extrinsic, not intrinsic, goals
- Instruction is (perceived to be) poor
- When it's less likely that they will be caught

For a review of this literature, see Bertram Gallant, T. (2017). Academic Integrity as a Teaching & Learning Issue: From Theory to Practice. *Theory Into Practice*, 56 (2), 88-94.

Cheating Triangle



Pressure

- Students might not understand or may have different models of what is considered appropriate help or collaboration or what comprises plagiarism
- Students might feel an obligation to help certain other students succeed on exam / assignments
- Students might cheat because they have poor study skills that prevent them from keeping up with the material
- Students are more likely cheat if the assessment is very high stakes or if they have low expectations of success due to perceived lack of ability or test anxiety
- Students might be in competition with other students for their grades
- Many students are highly motivated by grades and might not see a relationship between learning and grades
- Students are more likely cheat when they feel anonymous in class

Opportunity

Opportunity to Commit

- Students might perceive the possibility to cheat without getting caught

Opportunity to Conceal

- Student might perceive a lack of consequences for cheating

Rationalization

Justification for cheating

- Student might blame their cheating behavior on unfair tests and / or professors
- Students might believe that other students are also cheating
- Students cheat due to high pressure

So, what to do?

- **Educate and inform**
- **Strategies for minimizing cheating**
- **What to do if you suspect Academic Integrity Problems?**

EDUCATE AND INFORM

- **Make information about Academic Integrity useful & easy to find**
 - Class site/syllabus clearly displays a link to academic integrity information
 - Can they easily find this information? Consequences?
- **Have students affirm Academic Integrity**
 - Institution's Academic Integrity Policy
 - Cheating and plagiarism definitions
 - Integrity Importance
 - Citation Techniques
 - Honest Collaboration Acknowledgments
 - (Legitimate) remote/online assistance

Include waivers at the top of tests/online assessments that require a click before the assessment can be accessed. Statements such as, "I certify that all work on this assessment is entirely my own and does not violate Stan State's Academic Integrity policy" could be included.

EDUCATE AND INFORM

- **Enhance “moral self-regulation” through:**
 - **A class code of ethics/statement of values**
 - **Team codes of ethics**
 - **Integrity affirmations on each assessment**
 - **Personal/moral connection with professor**
- **Assess students’ understanding of Academic Integrity**
 - Syllabus quiz
- **Engage students in discussion or reflection**
 - Community/class agreements

Ariely, D. (2012, May 26). Why we lie. The Wall Street Journal.; Bryan, C.J., Adams, G.S., & Monin, B. (2012, November 5). When Cheating Would Make You a Cheater: Implicating the Self Prevents Unethical Behavior. Journal of Experimental Psychology General, 142 (4), 1001-1005.; Shu, L.L., Gino, F., & Bazerman, M.H. (2011). Dishonest Deed, Clear Conscience: When cheating leads to moral disengagement and motivated forgetting. Social Psychology Bulletin. <https://doi.org/10.1177/0146167211398138>

Protects the Quality of the Degree: Employers Expect these Skills of Graduates

- ethical judgment and integrity
- Interpersonal and team work skills
- able to solve complex problems
- capable of applying knowledge and skills in real-world•critical thinking skills
- the “capacity for continued new learning”•clear communication (oral and written)
- respect for differences
- Hart (2006). How should colleges prepare students to succeed in today’s global economy? Retrieved September 6th2013 from www.aacu.org/leap/documents/Re8097abcombined.pdf
- Hart (2013). It takes more than a major: Employer priorities for college learning and student success. Liberal Education, Spring, 22-29.

Lang (2013) Conditions that Deter Cheating

Outlines four conditions that deter cheating:

1. An intrinsic motivation for success

- a. Student investment in material: assignment connected to current events, local community, students' personal experience etc.

2. Learning for mastery rather than performance

- a. Multiple ways students demonstrate knowledge/learning; multiple attempts

3. Lowered stake on assessments

- a. Multiple smaller assessments, scaffolding

4. Students' self-efficacy (high expectation of success)

- a. "Practice" with lower stakes formative assessments

Some Strategies to Reduce Online Cheating

ASSESSMENTS/EXAMS

- **Create questions that require higher order thinking**
- **Use varied question types** (MC, Analogy, Case Study, Problem Solve)
- **Randomize question sequence**
- **Randomize answers under the multiple-choice question**
- **Offer different versions of the same test**
- **Plan for “technical issues.”** (providing practice exam)
- **For group works, conduct peer-evaluation.**
- **Create scaffolded and/or applied assignments requiring local/course materials/texts**
- **Limit time to complete online assessment- reasonable, yet prevents looking up answers.**
- **Ask students to record a brief spoken-word explanation for the question using the Canvas media tool**

Academic Integrity Controls

Control Environment

- Commitment to integrity and ethics

Control Activities (see next slides)

Communications

- Students are well informed

Monitoring

- Assessments on learning progress, peer evaluations, etc.

Academic Integrity Violations

- **To gather more information about what happened and whether a violation may have occurred, ask about the student's process for answering the question or completing the assignment**

Here are some possible prompts to invite an open dialogue:

- Tell me about your process for completing the assignment/exam.
- How was the assignment/exam for you? Did you feel prepared or was it difficult for you?
- What resources did you use for the assignment/exam?
- What areas of the assignment/exam were difficult for you?
- Finally, if you anticipate filing a report, let the student know

Tips

- **Connect with students**
- **Create class statement of Values/Code of Ethics collectively**
 - Logical appeal
 - Moral (emotional) appeal
 - Personal appeal
- **Honor statement (students sign)**
- **Monitor student progress & conduct student welfare/learning checks**
- **Design a Mastery-Oriented class/assignments**
- **Lower students' grade anxiety**
- **Clear assignment guidelines/expectations**
- **Create opportunities for students to request help, discuss possible deadline extensions.**
- **If using Respondus- it's important that students practice in low-stakes assignments before the final exam**

Pressing Concern and One Way to Address?

- **In small groups of 3, think of the most pressing concern that you identified and each person take 4-5 minutes to talk about it and brainstorm how you might be able to address it with the other 2 members in your group.**
- 15 minutes so every person has time to discuss their concern
- Please select a timekeeper and recorder- who will share with the larger group

PROCTOR?

- Is the fight against cheating during remote instruction worth enlisting third-party student surveillance platforms?
- <https://www.insidehighered.com/news/2020/05/11/online-proctoring-surging-during-covid-19>
- Identify students' technical difficulties and try to address them
- A [survey of 748 students](#) about technology and achievement gaps- one in five struggled with use of technology at their disposal due to broken hardware, data limits, connectivity issues. **“Students of lower socioeconomic status and students of color disproportionately experienced hardships, and reliance on poorly functioning laptops was associated with lower grade point averages”.**
- Students privacy issues?

Equitable Exams

1. **Limited access to internet:** low quality internet, households with multiple users who are either schooling or working from home. So, connectivity issues.
2. **Limited access to devices:** lack of/limited multiple devices. Some households might have multiple devices, but not enough for the number of people who need simultaneous access.
3. **Limited access to other technologies:** access to printer/scanner/webcam.
4. **Working:** employment to cover income they would have been earning if they were still on campus.
5. **Caregiving:** care for siblings who are themselves schooling from home/older or sick family members.

RESOURCES

- Consider: all students sign and return the [Syllabus Acknowledgement Form](#) during the first week of the semester.
- Be aware of and monitor "study sites" for your materials, exams, and assignments, and issue a takedown notice if and when you find them. This is [a template for a takedown notice sent to Course Hero](#) .
 - a. [Course Hero](#)
 - b. [StudyLib](#)
 - c. [StudySoup](#)
 - d. Chegg
- Utilize test blueprinting to produce fair exam question pools. This also makes it easier to create multiple questions that test the same idea. For more information on blueprinting a test, see our [resource on blueprinting](#) for details.

RESOURCES

Stan State links to all forms for reporting student conduct violations, as well as links to Student Affairs offices for assistance working with students -

<https://www.csustan.edu/student-conduct/resources-forms-publications>

RESOURCES

Creating a Climate of Academic Integrity: Tips to Prevent Cheating (From UC Davis) -

<https://www.csustan.edu/sites/default/files/JudicialAffairs/documents/tips.pdf>

Academic Integrity Statements to Include in Your Syllabus (from UPenn) -

<https://wwwctl.upenn.edu/academic-integrity-statements-include-your-syllabus>

Cheating Reduction Strategies (from Teaching Online Pedagogical Repository)

<https://topr.online.ucf.edu/cheating-reduction-strategies/>

Three approaches are noted - Policing, Prevention, and Virtue Integration.

Authentic Assessment

<http://jfmuelleer.faculty.noctrl.edu/toolbox/whatisit.htm>

RESOURCES

Guidelines for Plagiarism Prevention (by Turnitin) -

https://www.csustan.edu/sites/default/files/groups/Office%20of%20Judicial%20Affairs/guidelines_for_plagiarism_prevention.pdf

Encouraging Academic Honesty Toolkit (David Thomas, Academic Technology Director, Univ of Colorado)

http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/resources/documents/onlineacademichonestytoolkit_mkc_v3.pdf

Purdue Online Writing Lab (OWL) Quoting, Paraphrasing, and Summarizing:

https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html

RESOURCES

Stan State GROW: Academic Integrity and Plagiarism (offers 5 common forms of plagiarism):

<https://www.csustan.edu/grow/academic-integrity-plagiarism>

Avoiding Plagiarism: Managing the Art of Scholarship (From UC Davis)

<https://www.csustan.edu/sites/default/files/JudicialAffairs/documents/plagiarism.pdf>

Collaboration: When and Can and Can't Work with Others (From UC Davis)

<https://www.csustan.edu/sites/default/files/JudicialAffairs/documents/collab.pdf>

Fourteen Simple Strategies to Reduce Cheating on Online Examinations

<https://www.facultyfocus.com/articles/educational-assessment/fourteen-simple-strategies-to-reduce-cheating-on-online-examinations/>

RESOURCES

Stan State Student Code of Conduct

https://www.csustan.edu/sites/default/files/JudicialAffairs/documents/Student_Code_of_Conduct.pdf

Stan State Academic Honesty Violations FAQ for Faculty and Staff

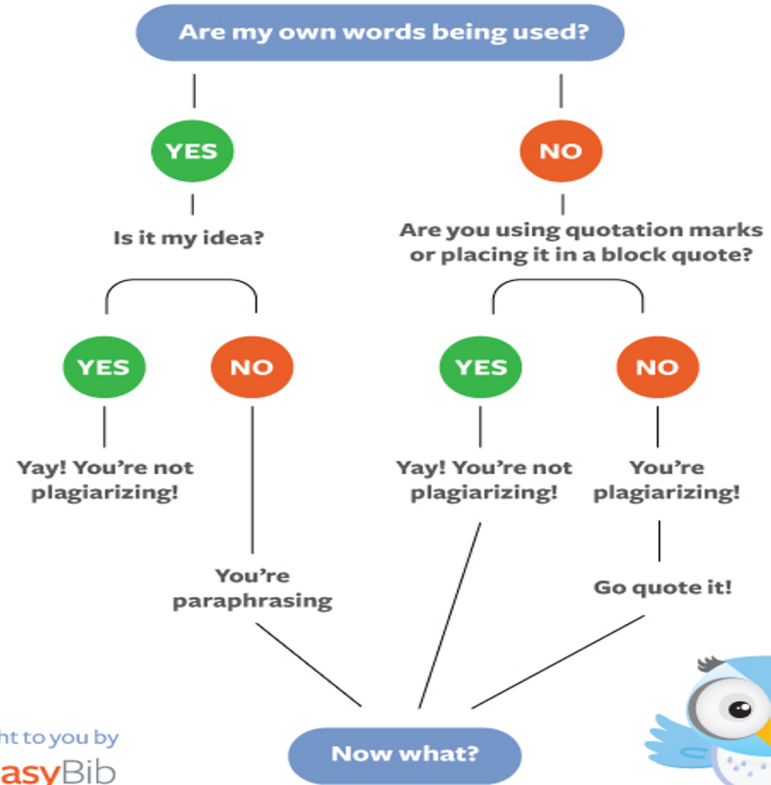
<https://www.csustan.edu/sites/default/files/JudicialAffairs/documents/FacultyandStaffFAQs.pdf>

What are my options should I find a student has violated the Academic Honesty Code?

A range of possible sanctions exist for cases of academic dishonesty. Both an academic penalty and a judicial sanction will be determined, based on the severity of the academic violation and in consideration of any other violations (academic or otherwise) the student has incurred. Academic sanctions for academic dishonesty include the student receiving an “F”, a zero, or a lowered grade in the course; an “F”, a zero, or a lowered grade on the assignment, paper, or exam; “no credit” for the course; having to re-do the assignment; and receiving a warning. Regardless of whether or not you wish to have the matter heard by the Office of Judicial Affairs, we ask that you complete a simple, one-page referral form concerning the alleged misconduct for tracking in the event of future violations.

Questions?

A GENERAL GUIDE TO UNDERSTANDING WRITTEN PLAGIARISM



Brought to you by
 EasyBib



ADD A CITATION AND BIBLIOGRAPHY!

How to Recognize Plagiarism. Indiana University Bloomington's School of Education, 2005. Web.
<<https://www.indiana.edu/~lstld/overview.html>>.