**Academic integrity in the Spring of 2020:**

- Why students cheat?
- What are 3 tendencies of cheating?
- How students cheat?

https://engineering.unl.edu/ecec/resources/

How can you make sure your online students take tests & complete assignments without cheating?

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ADVICE

# 7 Ways to Assess Students Online and Minimize Cheating

What can you do to promote academic integrity in your virtual classroom without joining the 'arms race' in cheating-prevention tools?

By *Flower Darby* | SEPTEMBER 24, 2020

**"The short answer: You can't."**

**"...** the reality is, students will always find new and creative ways to get around your policing efforts..."

# 12 practical strategies
## for enhancing Academic integrity
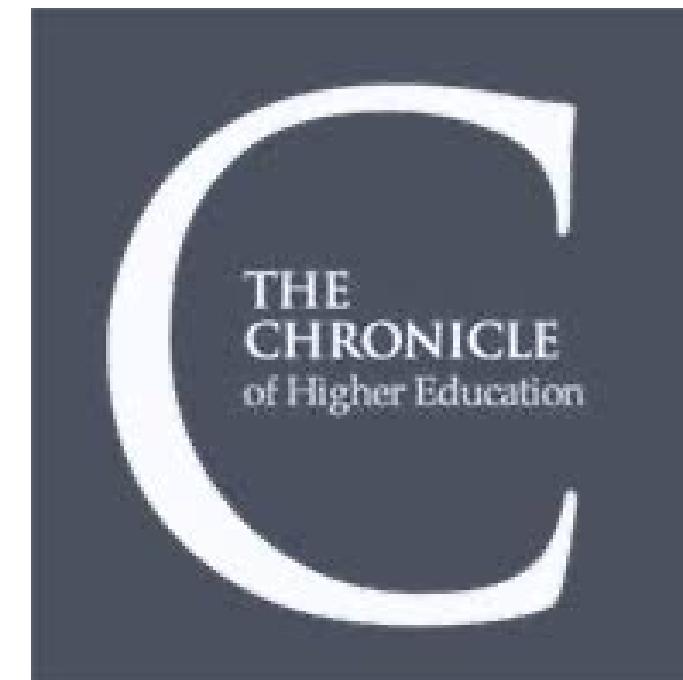
# 1. Reach out to students who perform poorly
## (Within the first 4 to 6 weeks of class)

001.1208 > Grades

View ▾    Actions ▾

| | M1: Backward De... Out of 5 | Course and Unit o... UNPUBLISHED | M6: Assignment 3:... Out of 20 | M2: Assignm Out of |
|---|---|---|---|---|
| | 5 | | | 38 |
| | 5 | | | 38 |
| | 5 | | | 37 |
| | 5 | | | 36 |
| | 5 | | | 36 |
| | 5 | | | 39 |
| | 5 | | | 36 |
| | – | | | 36 |
| | 2 | | | 35 |
| | 5 | | | 36 |
| | – | | – | – |

Sort by  >

SpeedGrader

Message Students Who

Curve Grades

Set Default Grade

All grades posted

Hide grades

Enter Grades as  >

Grade Posting Policy

Message Students for M6: Assignment 3: Creating a Canvas Page    ✕

## Message students who...

for M6: Assignment 3: Creating a Canvas Page

- Haven't been graded
- ✓ Scored less than
- Scored more than

Subject:

Scored less than 0 on M6: Assignment 3: Creating a Canvas Page

Message:

Cancel    Send Message

## 2. Break up a big high-stakes exam into small weekly tests

- Series of tests that are = weight of a high stakes exam
- Weekly tests should be rigorous
- When you lessen the pressure you reduce the urge to cheat

# 3. Enrich Faculty – Student interactions

"Students who believe a professor does not care about their students are more likely to cheat in that class." (Bluestein, 2018 )

"…positive student-faculty interaction has the potential to foster respect for the professor, thus motivating students to try harder,…"

1. Show up to class a little early, just to have short informal conversations
2. Short Zoom interviews – 5 minutes
   - What is important to you in the class?
   - What can I do to help you succeed?
   - Tell me about yourself

3. Poll your class on how they would like to receive updates about course information

4. The Homework hour – assign students a time where you are available to them as they work on their homework.

# 4. Department statement available across courses within a department

- "... students are positive about having a code of academic integrity for the community/profession, yet on a personal level are reluctant to report instances of dishonesty" (VanDeGrift, Dillon, and Camp, 2016)

- State how the department values integrity

- Explain how cheating hurts the profession and field

- Explain measures and discussions taken in the department

- Provide resources for when students are struggling

**Introduction**

For example, "The department of Civil Engineering strongly endorses the UNL Student Code of Conduct available at https://studentconduct.unl.edu/student-code-conduct. Our department strongly holds its students, staff, and faculty to high Standards of Academic Integrity and Responsible Conduct."

**Reasons why not to cheat**

Other than the obvious risk if you are caught, think about your professional career.... *Here you can provide specific examples from your field, for example, do you want your surgeon to have cheated their way through school?*

**Our internal discussions**

Our faculty are aware of the online resources such as Chegg, Quizlet, and others. We have avenues for looking into what our students are doing on the sites ... *simply telling students the department is are aware of the online tools, explain the types of discussions around cheating and academic integrity*

**Resources**

Our department can help you with your learning beyond your courses, we offer..... *list departmental sets of resources , personnel , websites, exam preparation, tutoring services, etc....*

## 5. Add a 15 minute activity to the first day of class (Two/three videos)

**From the student perspective**

1. Academic Integrity – Students at: https://www.youtube.com/watch?v=Vlc8NYbuAdw

2. Academic Integrity Module - What is Academic Integrity? at: https://youtu.be/_dr_ODkbDMM

3. Why is academic integrity important? https://youtu.be/QaHypoNoTg4

5. Start a discussion with the following questions:

- Why is academic honesty important to you?
- What does academic dishonesty look like?
- Can you give an example of when you've faced an academic integrity challenge?
- Why does academic integrity matter for the future?

# 6. Add the "Tips for students" in your Canvas Course

- It is much easier to read than the full academic integrity statement

- Its available via [https://studentconduct.unl.edu/docs/AcademicIntegrity_TipSheet_v2.pdf](https://studentconduct.unl.edu/docs/AcademicIntegrity_TipSheet_v2.pdf)

# 6. Add the "Tips for students" in your Canvas Course

Add a **discussion board activity** in the first week available one week before the course worth a point or two.

# 7. Alternate/Authentic assessments – Self recordings

- **Ask students to explain in video format how they solved a problem or to articulate how they would go about a certain process**

- **Using vid grid they could also share their screen as part of the video**

- **Adjust playback speed & grade**

# 8. Teamwork and integrity

**Create an Ethics code with the students**. Before students begin working in teams in your class, bring forth the values of the International Center for Academic Integrity

- Honesty

- Responsibility

- Respect

- Fairness

- Trustworthiness

- Courage

- Dr. Tricia Gallant, 2019

## Class (aka Workplace) Values

Each workplace (including our class) needs to establish a set of shared values so that we understand how we are expected to act. Following are the values (adopted from the International Center for Academic Integrity) for our class (which are open to discussion and possible alteration). Each team should adopt these values and must articulate the expectations for how they are made manifest within the team's work together.

| | For you, this means that you will: | For the Instructor & Teaching Assistant, this means that we will: |
|---|---|---|
| Honesty | • honestly demonstrate your knowledge and abilities according to standards and expectations<br>• communicate openly without using deception (includes citing sources) | • give you honest feedback on your demonstration of knowledge & abilities<br>• honestly evaluate your demonstration of knowledge and abilities |
| Responsibility | • complete your out-of-class tasks on time and in full preparation for class<br>• show up at class on time and be mentally (not just physically) present each week<br>• participate fully each week and contribute to team learning and projects | • give you timely feedback on your assessments<br>• show up at class on time and be mentally present each week<br>• create assessments and class activities |
| Respect | • speak openly with others while honoring diverse viewpoints and perspectives (e.g., "I hear what you are saying and this is how I'm thinking it's different")<br>• give sufficient space to allow others to voice their opinions and perspectives | • respect your perspective even while we challenge you to think more deeply and critically<br>• help facilitate the respectful exchange of ideas and opinions in class |
| Fairness | • contribute fully so that you are not "freeloading" off of your teammates<br>• not seek unfair advantage over others | • create fair assessments and grade in a fair and timely manner<br>• treat students and teams equally |
| Trustworthiness | • not engage in personal business/affairs while on class time<br>• be open and transparent about what you're doing in class | • be available when we say we will be<br>• follow through on our promises<br>• not modify the expectations or standards without communicating to |

Think through Academic Integr
Affirmations
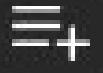
Dan Ariely | TED2009

Our buggy moral code

# 9. Academic integrity pledge



Bryan, C. J., Adams, G. S., Monin, B., & Area, O. B. When Cheating Would Make You a Cheater.

# 9. Academic integrity pledge

In order to view the remaining modules of this course, please complete the following quiz.

---

| Question 1 | 1 pts |
|---|---|

I pledge to engage in and complete all activities, discussions, assignments, and exams in this course by myself, without the assistance of online resources, textbooks, or others unless otherwise specified by my instructor or the instructions.

I pledge to engage in **Academic Honesty** practices throughout all of my interactions with this course.

I pledge to follow the UNL student code of ↗ conduct and not engage in academic dishonesty including but not limited to plagiarism, falsification, fabrication, impermissible collaboration, and cheating.

○ Yes.

○ No

# 9. Tests are paired up with honor statements

"By clicking "Start", I pledge that:

a.  I am the student logging into this test and affirm that this is solely my work and answers
b.  I will not share questions or answers in person, on paper, or on any platform like Chegg or other other websites
c.  To use only my notes and allowed materials.
d.  ...........

# 9. A paper pledge is better than a digital one
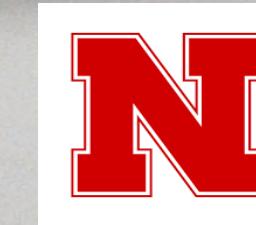
**Academic Integrity Pledge**

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I pledge to follow the UNL student code of Links to an external site.conduct and not engage in academic dishonesty including but not limited to plagiarism, falsification, fabrication, impermissible collaboration, and cheating.

Name: _John Doe_____

Date: _1-1-2_____

Signature:_____

**10 . SMART Learning objectives (Specific, Measurable, Attainable, Relevant, and Time-bound)**

- Each assessment should be tied to a SMART learning objective

- These connections should be clear on Canvas

# 11. Engaged Learning through Choice and Control
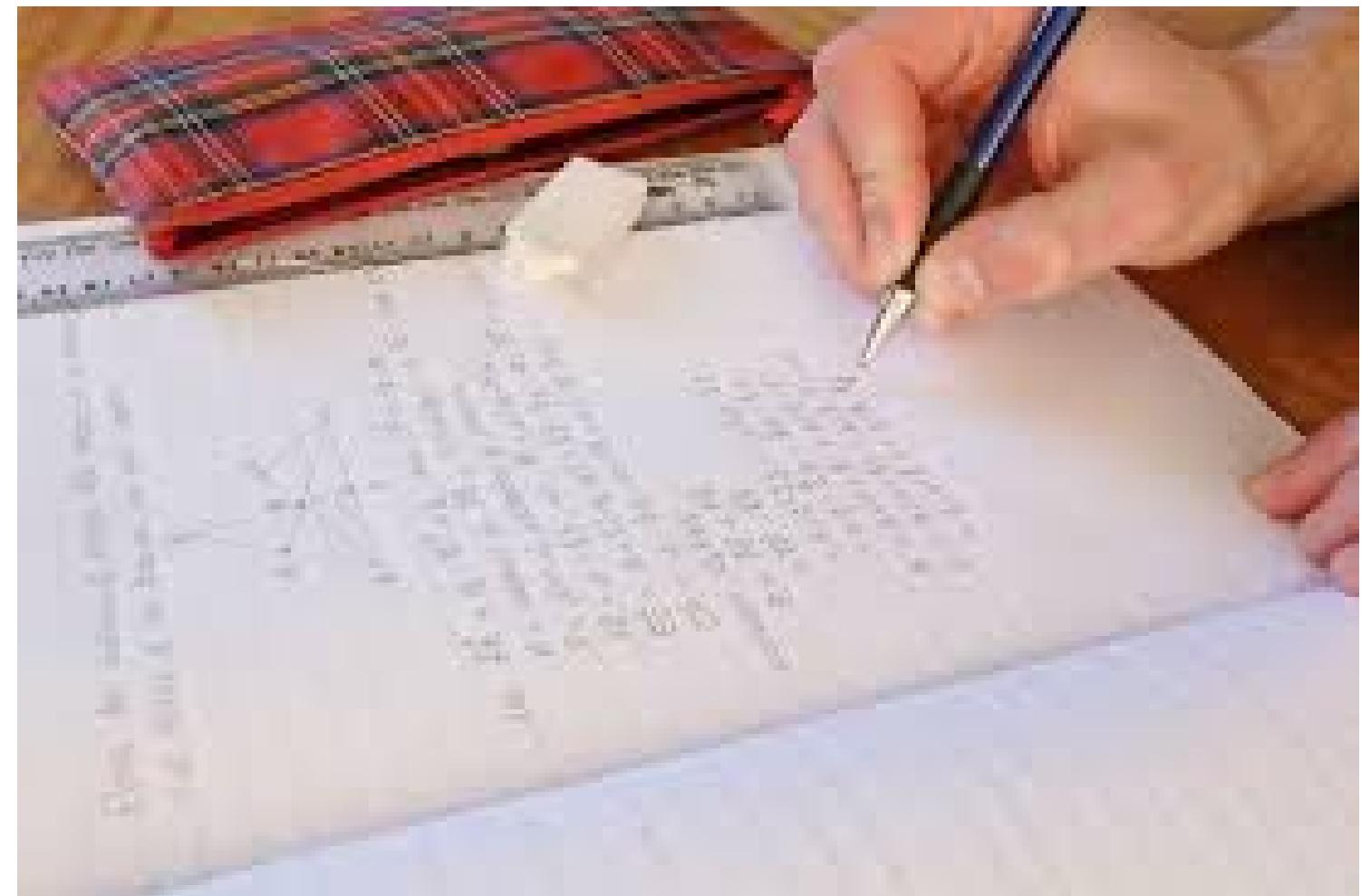


## Choice of Homework or Quiz

# 12. Tell them you know
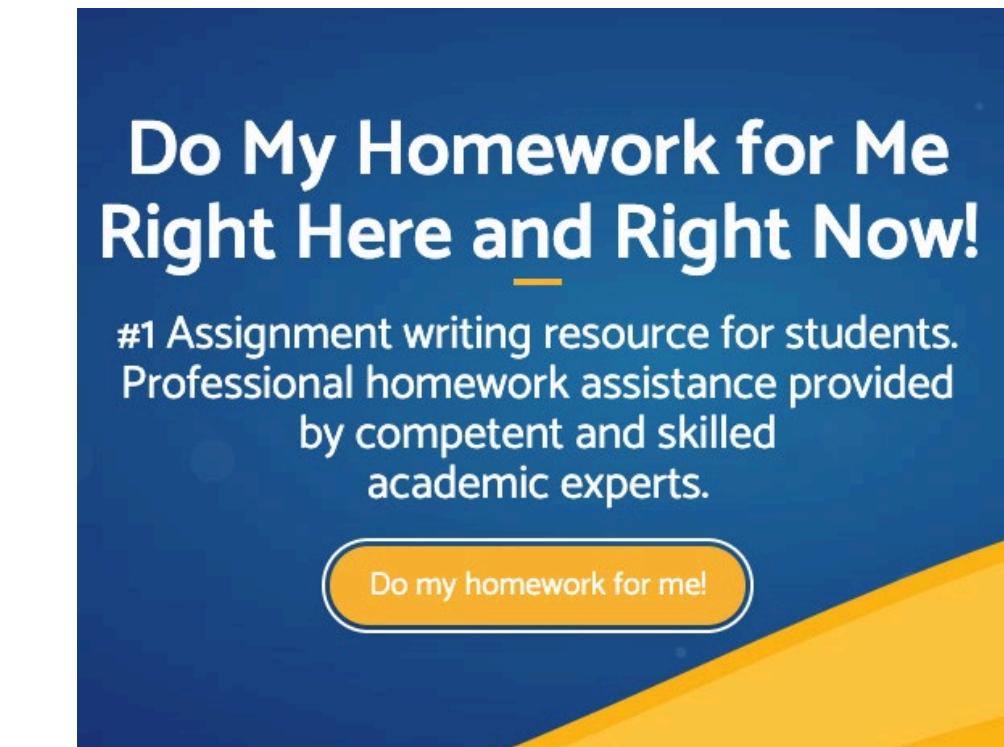
- https://justdomyhomework.com/
- https://takemyonlineclass.com/
- https://www.studymode.com/
- https://www.coursehero.com
- https://quizlet.com/
- https://edusson.com/
- https://www.noneedtostudy.com/

**Remember that under stress and pressure, good people can make bad decisions**

# Resources

- Preventing Plagiarism (and Other Forms of Cheating): Advice From Students and Faculty https://onlinelibrary.wiley.com/doi/abs/10.1002/cc.20312

- Learning Tool or Cheating Aid: https://www.insidehighered.com/news/2018/05/14/professors-warned-about-popular-learning-tool-used-students-cheat

- 7 ways to assess Students Online and Minimize Cheating https://www-chronicle-com.libproxy.unl.edu/article/7-ways-to-assess-students-online-and-minimize-cheating?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1641950_nl_Academe-Today_date_20201022&cid=at&source=ams&sourceId=4768269

- 50 CATS by Angelo and Cross https://vcsa.ucsd.edu/_files/assessment/resources/50_cats.pdf

- Dr. Heidi Defies Dux presentation on Student Reflection: https://engineering.unl.edu/ecec/resources/

- Best way to stop cheating https://www.insidehighered.com/digital-learning/article/2020/07/22/technology-best-way-stop-online-cheating-no-experts-say-better
- UNL student code of conduct https://studentconduct.unl.edu/student-code-conduct

- Tutorial for students scanning assignments https://unl.box.com/v/DocumentScan
- https://www.academicintegrity.org/wp-content/uploads/2021/02/20019_ICAI-Fundamental-Values_R12.pdf