Three Paths to Academic Integrity across Campus

Thomas J. Tobin
Learning Outcomes

After attending, you will be able to

• differentiate among **three levels** of academic-integrity approaches,
• plan course-level **implementation**, 
• address different cultural definitions of **academic honesty**, and
• design course interactions to foster a **culture** of academic integrity.
A faculty colleague asks you to look at a student’s submission to see if you feel that it contains plagiarism.
Activity: help your colleague.
I Know It
When I See It
Clear Examples of Student Dishonesty
Find a free paper.
Get answers to a test from a friend.
Pay someone else to take your test.

We take your online classes, quizzes, tests, exams and get you the grade that you want on virtually any assignment.

Our professionals are expert students! We ACE your exams, quizzes, papers, and entire classes. Guaranteed.
Have your book and notes open.
Borderline Examples of Student Dishonesty
Collaborate on a non-group assignment.
people" the RMVP launched an all-out campaign in 1942 which was centered on a series of radio programs in which Dr. Thiell gives Nazi Party "sermons" to replace the religious services normally heard on the radio in the morning. The Catholic Church had conducted morning devotions on German radio in the early years of Nazi rule, but their content was determined subversive by the new director and were replaced with the Morning Doctrine, which curiously was set up along the same format as the Church's program which it had replaced. The "sermons" of Dr. Thiell satisfied the people's desire for an established religious bent in the radio programming, but they never realized that the title of Doctor was as a psychologist and not as a minister.
Activity: obvious and borderline examples of student dishonesty?
Academic Integrity as a Cultural Construct
“The concept of plagiarism is fully embedded within a social, political, and cultural matrix that cannot be meaningfully separated from its interpretation.”

International Students

Pressure to be successful.
Differing cultural assumptions.
Lack of plagiarism policy knowledge.
Uncomfortable asking questions to instructor as authority figure.
Using another’s words is a form of respect. Cultures may encourage collectivism, memorization, and group work.
Repeating another’s thoughts is *flattery*. Reward for students who can *reproduce verbatim* from class notes and textbooks.
Feel they can’t **improve** on existing texts.

See few common faculty **standards** for what “counts” as dishonest behavior.
Will follow clear expectations & instructions. Values of respect, accountability, and integrity. Mention classroom etiquette explicitly.
Activity: The Integrity Talk
Brain Break
How the World Worked
When I was Twelve
Do They Know It’s Cheating?
Do They Know It's Cheating?
Mashups

NEVER GONNA GIVE UP YOUR TEEN SPIRIT

https://youtu.be/NN75im_us4k
“It’s not cheating if...”

Our Service is 100% legal – it's not cheating
Our custom essay and assignment writing service is 100% legal

If you use our service honestly, by using our model answer as a research tool and a blueprint for your own original work, how can you be cheating?

It really is no different from finding a journal, press article, reference book or a past paper that deals specifically with the points that you need to address in your essay question. If you use your custom essay as you would any other resource, you should not run into any problems with your university. Don't be fearful of being branded a cheat – order your custom essay or assignment from us, and if you use it properly it could be your key to a productive career and a successful future!

Remember, to avoid any difficulties:

* Do not use our service dishonestly.

* Do not order an essay at a grade that is higher than your current level of writing.

* Do not submit the essay you receive, as your own work.
“What is Originality?”
Content Originality

- Learners incorporate research materials.
- Create arguments of your own devising.
- Create a logical structure and linkages.
Learners incorporate research materials.
Create arguments of your own devising.
Create a logical structure and linkages.
Design Originality

• Focus on experimentation.
• Use existing or interpret collected data.
• Analyze logic and predict outcomes.
Design Originality

- Focus on experimentation.
- Use existing or interpret collected data.
- Analyze logic and predict outcomes.
Method Originality

- Rely on and duplicate previous inquiries.
- Build the discipline’s body of knowledge.
- Tie to past research and future directions.
Method Originality

- Rely on and duplicate previous inquiries.
- Build the discipline’s body of knowledge.
- Tie to past research and future directions.
Activity: What originality do you look for?
Three Paths to Ethical Student Conduct
Trust
The University of West Georgia Honor Code

The Honor Code

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.

Students at West Georgia assume responsibility for upholding the Honor Code.

West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity.

These include, but are not limited to, plagiarism*, cheating*, fabrication*, aid of academic dishonesty, lying, bribery or threats, and stealing.
Sanction statements *in situ*

_3g-NETW410 Weeks 1 and 2 REAL TEST (GRADED)_

You are allowed up to two attempts on this test and your grade will be the highest grade that you obtain.

This is an open book test made up of the questions included in the question bank for weeks 1 and 2. By selecting the "begin the quiz/exam" button, I verify:

- I am the only person taking the quiz/exam and no one is helping me (physically or electronically);
- I will not copy the exam in part or whole by any means;
- I will refrain from discussing this exam with anyone other than my professor or a designated DeVry University representative and;
- I will adhere to the Academic Integrity Policy standards outlined in the Student Handbook.

**This quiz is timed.**
**The total time allowed for this quiz is 1 hour.**
U of South Alabama College of Nursing Honor Code

To be placed on all online computer-based exams:

I do solemnly affirm that I have not violated the Honor Code of the USA College of Nursing by either giving or receiving unauthorized assistance on this exam, nor have I been aware of such conduct without reporting it appropriately.

• True
• False
Verification
Reduce Plagiarism

Check students' work for improper citation or potential plagiarism by comparing it against the world's largest academic database.
Google fishing (cut and paste)

About 3,920 results (0.74 seconds)

Golden Age of Piracy - Wikipedia, the free encyclopedia
en.wikipedia.org/wiki/Golden_Age_of_Piracy  Wikipedia  Jump to Origin - The term "Golden Age of Piracy" is an invention of historians, and was never used by anyone who lived through the period that the name...

{ 92.85 MB } Golden Earring - Grab It For A Second (1978 ... torrenttime.org/golden-earring-grab-it-for-a-second-1978-2001-reissue-... 23 hours ago - The term "Golden Age of Piracy" is an invention of historians, and was never used by anyone who lived through the period that the name ...

TF2R Item Raffles - Wall of text
tf2r.com/kk6i6cw.html  The Golden Age of Piracy is a common designation given to usually one or more events The term "Golden Age of Piracy" is an invention of historians, and was never used by anyone who lived through the period that the name denotes [1].

Julie blog | Writing away with Blog.com
statesbannsp.blog.com/  Apr 23, 2014 - The term "Golden Age of Piracy" is an invention of historians, and was never used by anyone who lived through the period that the name ...

Jacobi...
## Statistical verification (time on task, duration)

<table>
<thead>
<tr>
<th>Name</th>
<th>Content</th>
<th>Objectives</th>
<th>Logins</th>
<th>Grades</th>
</tr>
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<td>No objectives</td>
<td>Logins: 82</td>
<td></td>
</tr>
<tr>
<td>000272482</td>
<td>42%</td>
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<td>Logins: 53</td>
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<tr>
<td>0001543997</td>
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<td>No objectives</td>
<td>Logins: 59</td>
<td></td>
</tr>
</tbody>
</table>
Restriction (browser, date/time limits)

Edit Quiz - S4: Copyright Exam

**Dates and Restrictions**

**Status**
- Active

**Dates**
- **Has Start Date**
  - 9/22/2014 12:31 PM
  - United States - Chicago
- **Has End Date**
  - 9/29/2014 12:31 PM
  - United States - Chicago

**Display in Calendar**
- unchecked

**Additional Release Conditions**
- Attach Existing
- Create and Attach
- Remove All Conditions

There are no conditions attached to this item.

**Security Options**

- Respondus LockDown Browser
- Required to take this quiz
- Required to view quiz feedback and results

**Create a New Release Condition**

Release this item when the following condition is met:

**Condition Type**
- Content Topic visited

**Condition Details**

**Topic**
- S4: Lecture Notes

[Create] [Cancel]
Select Challenge Questions

Select 3 questions from the following list:

- The name of the first street where you lived.
- The name of your first pet.
- The year, make, and model of your first car.
- The maiden name of your father's mother.
- Your first phone number (not a current number).
- Your father's middle name.
- Your mother's maiden name.
- The name of the school where you started first grade.
- The last name of your favorite elementary school teacher.
- The name of the city where your father was born.
Observation
Face-to-face assessment
Proctored assessment
Monitoring (video camera, key recording)
Activity: What course interactions use trust, verification, & observation?
Ethical-Conduct
Student Behaviors
Individual Work

- Incorporate and **credit** source material.
- Work **by yourself**.
- Demonstrate the **skills/objectives**.
Group Work

- **Acknowledge** all group contributions.
- **Plan** and **execute** group work equitably.
- Talk with the prof **before the deadline**.
Lab and Field Work

- Report on and **document** experiences.
- Include **real-time sources** of information (e.g., interviews, experiment results).
- Acknowledge **assistance** received.
Assessment Work

• Respect assessment **conditions**.
• Show what you **know**.
• **Credit** source material, even tangentially.
A Climate of Ethical Student Conduct
<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>What area of the course listed below is instructor-access only (i.e., students do not see this part)?</td>
</tr>
<tr>
<td>What should students see when they log in to your course for the first time?</td>
</tr>
<tr>
<td>Where will most of your interaction with students take place?</td>
</tr>
<tr>
<td>What tool displays statistics on who has logged in to the course, when, what pages they visited, and how much they took part in discussions?</td>
</tr>
<tr>
<td>As a best practice, what is the maximum number of hours you should leave your course unattended? In other words, what is the maximum amount of time you should let pass between log-ins as the instructor?</td>
</tr>
<tr>
<td>What tool helps you to create a test, assessment, or quiz?</td>
</tr>
<tr>
<td>What tool allows you to create an anonymous survey?</td>
</tr>
<tr>
<td>When viewing existing content, how does one make changes to it?</td>
</tr>
<tr>
<td>If one wanted students to submit a file for a grade, what tool would one use?</td>
</tr>
<tr>
<td>How would one re-order the display of columns in the Grades tool?</td>
</tr>
<tr>
<td>When creating or editing content, what do you do to set the system to record information about who visits the content and how long they stay?</td>
</tr>
<tr>
<td>True or false? Modules and items created in one content area can be moved to another area.</td>
</tr>
<tr>
<td>True or false? Using a live chat session in your course is a type of asynchronous communication.</td>
</tr>
<tr>
<td>True or false? Instructors should stay out of class discussions, since discussions are for students to demonstrate knowledge mastery.</td>
</tr>
<tr>
<td>True or false? News Items are permanent unless you select an End Date.</td>
</tr>
<tr>
<td>How does one enter a live Chat session that one has created?</td>
</tr>
<tr>
<td>If students say they cannot see a test or quiz that you created, what is the most likely cause?</td>
</tr>
<tr>
<td>What displays in a Dropbox folder (and in any Grades column associated with it) when students have submitted work that needs to be graded?</td>
</tr>
<tr>
<td>What laws govern the fair use of content created by others, such as documents, movies, music, and images?</td>
</tr>
</tbody>
</table>
# Build a library from former students

![Image](https://example.com/library.png)

## Online Teaching Course -- ew 2014

<table>
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<th>Kind</th>
<th>Modified</th>
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<td>document</td>
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<tr>
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<td>1/25/2013 10:50 AM</td>
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<td>document</td>
<td>5/21/2012 10:18 AM</td>
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<td>document</td>
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<td>document</td>
<td>5/30/2013 9:05 AM</td>
</tr>
</tbody>
</table>

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3. Violations of Academic Integrity

Violations of academic integrity include, but are not limited to, the following categories:

3.1. Cheating

Any action that violates University norms or instructor guidelines for the preparation and submission of assignments. This includes, but is not limited to:

- Copying from another student.
- Offering, accepting, or otherwise obtaining or facilitating unauthorized assistance from or for another student.
- Having someone take an exam or complete an assignment in one’s place.
- Unauthorized accessing of exam materials.
  - Accessing, using or possessing unauthorized materials during exams or quizzes.

3.2. Plagiarism

Any use of words, ideas, or other work products attributed to an identifiable source, without attributing the work to the source from which it was obtained, in a situation where there is a legitimate expectation of original authorship. This includes, but is not limited to:

- Directly copying any source, in whole or in part, without proper acknowledgement that it is someone else’s.
- Paraphrasing another’s work or ideas without proper acknowledgement.
- Self-plagiarism (the use of one work product to obtain credit for multiple assignments) without requesting permission from the current instructor. For example, a student is not allowed to use one paper to fulfill the requirements of more than one assignment without obtaining permission.
- Submitting a work product prepared by someone else (e.g., research papers purchased from another person, website, paper mill, etc.) as one’s own work.
Consistent definitions and penalties

occurs within the context of a course. When a violation occurs within the context of group work, efforts should be made to identify the individual(s) at fault rather than assume that all members of the group were/are equally at fault. The instructor is free to impose any sanction up to, and including, failure in the course. Sanctions should pertain to the violation the student is alleged to have committed and should not assume that the student is incapable of honest work (e.g., instructor who catches a student cheating on a quiz may choose to fail the student for the quiz but should not demand that the student sit alone for all future quizzes). Initial sanctions are reviewed by the AP who may request the sanction be modified if it is deemed inappropriate. If an instructor believes that a student should receive additional sanctions (e.g., suspension, dismissal) beyond course sanctions, the instructor can request a hearing in accordance with Section 7.1 of this Policy.

5.1.2. Discussion with student
Instructors are encouraged to discuss the violation and the sanction with the student.

5.1.3. Submission of violation
Any time an instructor imposes sanctions because of an academic integrity violation, the instructor must formally notify the student using the Online Notification Process via Campus Connection (campusconnect.depaul.edu). This notification must occur before the end of the third week of classes in the term following the quarter in which the violation occurred (summer sessions are excluded from this time frame).

Note: Merely returning a paper to be rewritten for minor or technical violations of the instructor’s directions or for adherence to plagiarism guidelines shall not be construed as imposing a sanction.

5.1.4. Submission of materials
Instructors must submit materials that pertain to the violation and sanction to the Academic Integrity Office at academicintegrity@depaul.edu.

5.1.5. Maintenance of Records
Instructors should keep materials relating to academic integrity investigations and sanctions.
Input from all campus stakeholders (e.g., faculty members, students, support areas)
Regular communication among faculty members who teach the same students
Ethical conduct reporting/review board
Which of these strategies will you add to your ethical student conduct toolkit?
Become an Expert in 3 Steps
1. Define a core group of ethical ideas.

Ten Principles for Faculty

1. Recognize and affirm ethical conduct as a core institutional value.
2. Foster a lifelong commitment to learning.
3. Affirm the role of teacher as guide and mentor.
4. Help students understand the Internet’s potential—and how that potential can be lost if online resources are used for fraud, theft, and deception.
5. Encourage student responsibility for ethical conduct.
6. Clarify expectations for students.
7. Develop fair and creative forms of assessment.
8. Reduce opportunities to engage in dishonesty.
9. Respond to student dishonesty when it occurs.
10. Help define and support campus-wide ethical conduct standards.

Enact policies and practices
Create the culture: celebrate ethics!
Take-Aways