

slides from the conversation



<https://www.academicintegrity.org>

Honesty

Academic communities of integrity advance the quest for truth and knowledge through intellectual and personal honesty in learning, teaching, research, and service.

It is important to start with the assumption that most students are honest and they want to learn. They may also be scared and unsure as they engage in remote and online learning for the first time. Have conversations about what it means to adapt quickly during these times.

Show kindness and compassion.

Sometimes being open, honest, and vulnerable with your students can help them to understand that you are human, too.

Be honest with your students about your expectations.

Trust

Academic communities of integrity both foster and rely upon climates of mutual trust. Climates of trust encourage and support the free exchange of ideas which in turn allows scholarly inquiry to reach its fullest potential.

It is important to trust that your students are doing the best they can; and so are their families, friends and everyone else. Just because learning moves online, that does not mean that cheating automatically increases.

Have conversations with your students about trust. One of the factors that can impact cheating rates is antagonistic relationships between students and faculty.

Students do not suddenly engage in academic misconduct the moment they enter an online learning environment. It is important to start from the position that we trust our students until they give us a reason to believe otherwise.

Responsibility

Academic communities of integrity rest upon foundations of personal accountability coupled with the willingness of individuals and groups to lead by example, uphold mutually agreed-upon standards, and take action when they encounter wrongdoing.

As educators, we have a responsibility to lead by example. Remind students of what their learning responsibilities are.

Take the time to explain your expectations of them.

Let them know you still expect them to be responsible for their learning, but also show compassion if they are experiencing trauma or anxiety.

Respect

Academic communities of integrity value the interactive, cooperative, participatory nature of learning. They honor, value, and consider diverse opinions and ideas.

Be patient with questions and remind students that you still expect them to conduct themselves respectfully.

Understand and respect that not all students have stable internet connectivity; or personal technology that is well-suited to online learning.

Many may be dealing with the challenge associated with self-isolation, illness and/or caregiving for others. They may be in different time zones.

There is lots of evidence to show that although young people today may be adept at using technology for entertainment and socializing, they do not have innate online learning skills. Understand that some students are experiencing extreme learning curves and stress associated with developing new strategies to support their learning.

Expect Respect

Expect respect for the university's existing policy and procedures for academic misconduct.

46. Academic Offenses

Any conduct that violates the standards of the University as set out in the Undergraduate University Calendar, particularly those related to academic honesty, is a serious offense. The formal processes set out in these Regulations are to be followed. The Senate Committee on Academic Appeals provides for impartial review of decisions made at lower levels as defined in these Regulations. Minimum sanctions for an academic offense includes reprimands and reduction of grades; the maximum sanction is dismissal from the student's academic program or suspension from the University (see Academic Regulation 47 (Academic Sanctions)). Such offenses include, but are not limited to the following:

- a. **Plagiarism:** Plagiarism occurs when a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student's original work; self-plagiarism is the submission of work previously submitted for academic credit without prior written and signed approval of the current course instructor.
- b. **Cheating:** Cheating takes numerous forms and includes, but is not limited to, the following: copying from another student's work or allowing another student to copy from one's own work; obtaining a copy of an examination before it is officially available; misrepresenting or falsifying references, citations, or sources of information; knowingly recording or reporting false or invented empirical or statistical data; and possession of notes, books, diagrams or other aids during examinations that are not authorized by the examiner (See Regulation 40a).
- c. **Submitting False Records:** Knowingly submitting false medical or criminal records, transcripts, or other such certificates or information.
- d. **Withholding Records:** Non-disclosure of previous attendance at a post-secondary institution, and of the transcript of record pertaining thereto, or of other documentation required by the University.
- e. **Misrepresenting One's Own Identity:** Impersonation or the imitation of a student in class, in a test or examination or class assignment. Both the impersonator and the individual impersonated may be charged.
- f. **Falsification of Results:** The falsification of laboratory and research results.
- g. **Submission of False Information:** The submission of false or misrepresented information on any form used by the University or an agent thereof.
- h. **Aiding or Abetting** any of the above academic offences.



A Teaching and Learning Imperative

<https://bit.ly/unbc-june25-ai-article-annotation>



A Teaching and Learning Imperative

Reframe the driving question from
"How do we stop students from
cheating?" to

**"How do we ensure students are
learning?"**





Focus on learning

There is ample research to support that there is not necessarily more cheating in online courses. However, the nature of the cheating can change.

There might be more use of unauthorized materials or unauthorized third parties. As educators, our role includes assessing in ways that are appropriate and fair for the learning environment.



Focus on learning



Twenty Years of Academic Integrity:
Top Articles & Book Chapters
1992-2012

<https://bit.ly/academic-integrity-reader>

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Lead Editor



Focus on learning

Trust that students are here to learn.

Be clear on what students should know and be able to do by the end of the course.

Intentionally align course activities and assessment strategies to these goals.

When possible, establish relevance by linking their learning to current events, or their future academic experiences.



Focus on learning

Factors impacting student academic integrity:

- Students lack knowledge about academic integrity
- Less opportunity for the instructor to form in-class relationships with students
- Student anxiety about technology
- Time management for students
- Connection to class community
- Nature of assessments



Focus on learning

Students lack knowledge about academic integrity

- Provide examples of proper academic work, discuss common academic misconduct examples.
- Communicate expectations early and provide opportunities to discuss with students.
- Use an integrity pledge (<https://bit.ly/unbc-integrity-pledges>)
- A discussion forum for students to ask questions and clarify understanding
- Provide opportunities for students to submit assignment drafts for feedback.



Focus on learning

Less opportunity for the instructor to form in-class relationships with students

- Get to know students written work through forums, journals, or other frequent small stakes assessments.
- Add monthly feedback opportunities



Focus on learning

Student anxiety about technology

- Provide opportunities for students to learn the technology to reduce their anxiety before a test or project is due, such as a practice quiz that has no grades association.



Focus on learning

Time management for students

- Time management for students in online courses is challenging. Communicate expectations early and at set intervals, establish due dates early, and provide opportunities for feedback.



Focus on learning

Connection to class community

- Create activities that have students engage with each other and you to build a sense of a supportive community
- Encourage students to talk about academic integrity issues (or other issues impacting your class) through an online chat, poll, or discussion board



Focus on learning

Nature of Assessments

- Use diverse assessment types to provide a variety of opportunities for students to demonstrate their learning.
- Use frequent short low-stakes assignments and provide timely feedback.



Focus on learning

Ask your students,

“Why is this worth learning?”

“How does what you are learning connect to what you already know?”

"Don't tell me *what* you know, but *how do you know it*?"


Provide opportunities for students to self-assess and practice wherever possible, and clearly communicate your expectations for learning.



Focus on learning

Consider your use of high-stakes, online exams in learn.unbc.ca:

A basic cheating equation

Poor
Assessment =  Cheating
Design



Focus on learning

Consider your use of high-stakes, online exams in learn.unbc.ca:

- Use frequent low-stakes quizzes.
- Explicitly state academic integrity expectations, such as graded tests must be done individually.
- Create a practice quiz with the same settings as the actual quiz to provide an opportunity for students to experience the technology and process. This will help reduce their anxiety about seeing the technology for the first time as a graded test.
- When creating a new quiz, preview the test to identify any errors
- Be prepared with a back-up plan as some students might experience technology or internet troubles. You can release the quiz again using the learn.unbc.ca 'Exemptions' option.
- When students submit the quiz limit the information provided back to them (eg. Do not show submitted questions and answers)



Focus on learning

Consider your use of high-stakes, online exams in learn.unbc.ca:

1. Randomize questions

Randomize questions for each student using the question library. For example, 20 questions for each student can be randomly selected from a library of 50 questions, giving each student a different set of questions.

2. Randomize answer order

Randomize answer order
Use the randomize answer order for each question. Even though the answers options will be the same for all students, the order will be different.

3. One question at a time

Showing one question at a time is a good option to help students focus. Preventing backtracking is a learn.unbc.ca option but can also be a source of student anxiety as students are prevented from revisiting questions.



Focus on learning

Consider your use of high-stakes, online exams in learn.unbc.ca:

4. Time limits

Set a realistic yet tight time limit which will require students to focus and work through the quiz relatively quickly, but not to create anxiety by rushing students through the quiz. It is also possible to set an assessment timer.

5. Availability

Make tests available for a 24-hour time period to accommodate different time zones, student schedules and technical difficulties. For example, a quiz that takes 60 minutes to complete can be open for 24 hours.

6. Submission view options

Hide all submission view options, so students do not see the questions and their responses. You can always release the quiz, student results, and correct answers at a later date.