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Teaching Integrity: Effective Responses to Cheating

Tuesday, August 9, 2011

Presented by:

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Tricia Bertram Gallant, Ph.D., is the Academic Integrity Coordinator at the University of California, San Diego (UC San Diego), and is the Immediate Past Chair for the International Center for Academic Integrity's (ICAI) Advisory Council. Bertram Gallant has extensive experience in developing academic integrity procedures and policies, working with stakeholders (from students, to faculty to administrators) on creating a culture of integrity, inspiring campus interest in and commitment to addressing integrity and ethics, managing a centralized office for academic misconduct complaints, advising faculty on teaching and classroom management, and teaching students about academic integrity.

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Teaching Integrity: Effective Responses to Cheating



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Magna presents

Teaching Integrity: Effective Responses to Cheating

August 9, 2011

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Our presenter



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Tricia Bertram Gallant

Author /Co-Author/Editor

- Academic Integrity in the Twenty-First Century (Jossey-Bass, 2008)
- Cheating in School: What We Know and What We Can Do (Wiley-Blackwell, 2009)
- Creating the Ethical Academy (Routledge, 2010)

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Personal Views

Time for a personal reflection
exercise

5

Chat

"This one time during a test, I
suspected a student of
cheating...."

What was your emotional reaction?

What did you do?

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Overview

1. Dispelling cheating myths
2. Modeling professional integrity
3. Teaching academic integrity
4. Establishing classroom norms
5. Rethinking assignments
6. Responding to cheating

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Dispelling Cheating Myth #1

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According to McCabe (2005)

- ❖ 58% are NOT working with others on individual assignments
- ❖ 62% are NOT plagiarizing
- ❖ 67% are NOT obtaining prior knowledge of a test
- ❖ 84% are NOT using a false excuse to delay taking a test

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According to McCabe (2005)

- ❖ 86% are NOT falsifying a bibliography
- ❖ 89% are NOT copying from another student's test
- ❖ 89% are NOT copying homework from another

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Dispelling Cheating Myth #2

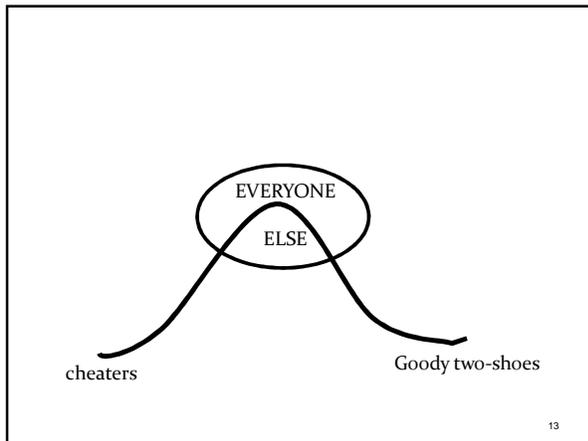
Students today cheat more than
we did

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Dispelling Cheating Myth #3

Students who cheat are bad
people

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Dispelling Cheating Myth #4

If I respond to cheating, I'll be sued

Just follow the Policy....

Most institutions have policies to help you

Follow these policies to:

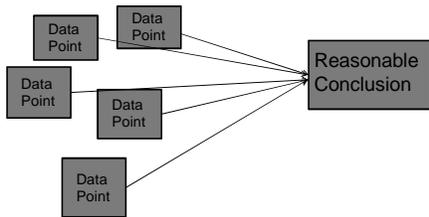
- Ensure due process rights
- Prevent future cheating
- Relieve you to do your teaching!

Dispelling Cheating Myth #5

I have to be 100% sure there was cheating

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More likely than not.....



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Dispelling Cheating Myth #6

Cheaters will eventually get their "cummuppins"

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Chemistry Story

Plagiarism – reported
Exam cheating – reported
Exam fraud – reported
Fraud - reported

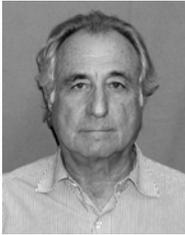


All within a
5-month
period

What we then found out?

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The Bernie Madoff Effect



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Dispelling Cheating Myth #7

Dealing with cheating is not my job

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Teaching.....

Ch - ea - t - ing

is IN

t - ea - ch - ing

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Poll: Which myth most occupies your thoughts?

1. Every student is doing it
2. Students today cheat more than we did
3. Students who cheat are bad people
4. If I respond to cheating, I'll be sued
5. I have to be 100% sure there is cheating
6. Cheaters will eventually get their cumppins
7. Dealing with cheating is not my job

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Cheating Truths Summary

1. Cheating is not new
2. Occasional cheating is normal
3. Academic integrity CAN be taught
4. Responding to cheating IS teaching

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So, what can you do?

Rethink assignments
Model professional integrity
Teach academic integrity
Establish classroom norms
Respond to cheating

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Modeling Professional Integrity

Braxton's research:

- Be respectful
- Attend to professional and ethical obligations
- Be fair

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If....then

If we want students to....	Then we need to....
Cite their sources	Cite our sources in lecture
Show up on time	Show up on time
Respect our authority	Respect their personhood
Fulfill their commitments	Show up for office hours and return grades promptly
Attend class and learn	Attend to class design & methods of assessment
Meet our expectations	Communicate our expectations

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Teaching Academic Integrity

- Not about moralizing
- Not about ethical theory (e.g., consequentialism vs. utilitarianism)
- You are teaching tenets of professional integrity

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Teaching Academic Integrity

- What is right or wrong to do in *this* situation?
- How do we determine appropriate and inappropriate behaviors?

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Teaching Academic Integrity

- How do we solve ethical dilemmas?
 - Loyalty-Truth example
- Attending to three facets:
 - Fulfilling obligations
 - Performing roles
 - Meeting standards

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Common Faculty Misspeaks

1. "You can collaborate but what you submit must be your own work in your own words"
2. "Do not cite lectures"
3. "You can bring a cheat sheet to the exam"

Academic Integrity Standards

Have a clear statement about academic integrity

Require an academic integrity affirmation on each assignment/test

Relate standards to expected learning

Clear AI Statement

1. Definition of integrous behaviors
2. Why you have a statement
3. Link to the campus policy
4. Statement of possible consequences for violating the standard

AI Affirmations

On each assignment & test

- "I affirm that I have neither given nor received unauthorized aid on this quiz/exam/test"
- "I affirm that this assignment reflects my own honest work and was completed with integrity according to guidelines"

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Poll: How have you articulated your expectations to students?

1. Specified what is cheating in my syllabus
2. Had students sign an academic integrity agreement
3. Orally, in the first lecture
4. All of the above
5. None of the above

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Rethinking How You Assess

Out-of-class assignments

Acknowledgement of assistance

Testing memorization

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Rethinking Exam Administration

Seating students

Alternate versions

Proctoring

Checking IDs

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Rethinking Exam Administration

Scantrons & Bluebooks

Materials at desks

Bathroom breaks

Returning and/or posting exams

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Reducing plagiarism

REASON	SOLUTION
little or no confidence	Your library or writing center probably offers paraphrasing workshops/ consultations; you can require your students to attend
do not understand material	Your teaching can help with this; also allowing drafts can help
confused about rules	Tell students, "if you read it, cite it!" do not penalize for formatting mistakes, just correct and move on
poor source tracking methods	Share with students your method for tracking your sources & give them tips to avoid sloppy authorship
want to!	Use plagiarism detection software – this might encourage them to think twice

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Responding to Cheating

How do I detect cheating?

What do I do once I detect?

What do I need to report it?

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Detecting cheating

Proctoring exams

Grading exams

Grading homework

Using plagiarism detection software

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Detected, now how do I respond?

Stop the behavior

Make the appropriate notes

Gather the documentation

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What documentation?

1. Syllabus
2. Academic integrity policy
3. Assignment prompt
4. Student's paper – highlighted
5. Suspected source(s)

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What documentation?

1. Syllabus
2. Academic integrity policy
3. Student's exam
4. Suspected aid/source (e.g., other student's exam, cheat sheet)
5. Answer key (esp. for other version copying)
6. Proctor statements

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Responding for Learning

Talking to the student

Requiring additional education

Encouraging the institution to do so

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