GOING REMOTE *WITH* INTEGRITY

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Promoting and supporting a culture of integrity in order to reinforce quality teaching & learning
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A membership organization cultivating integrity in academic communities throughout the world to promote ethical institutions and societies.
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LEARNING GOAL

Learn 3 methods for instilling integrity in your (remote) class

- Inform & Educate

- Prevent and Protect

- Practice & Support

REMOTE INSTRUCTION

- Instruction that is delivered remotely but not necessarily online
  - almost anything you do in-person can be done remotely
    (some more easily than others)

- Rooted in the history of "extension studies"

- Not new to education, but new to many of us

ACADEMIC INTEGRITY

The courage to be honest, respectful, responsible, fair and trustworthy, even when it is difficult to do so

https://www.academicintegrity.org/fundamental-values/

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WHY DOES IT MATTER?

Assures the quality of the certification process

Guards against corruption in work & society

Academic Integrity:

Our Moral Obligation

GUARDS AGAINST CORRUPTION: CHEATING IN SCHOOL = CHEATING IN LIFE

- Of 7000 people surveyed, school cheaters are more likely dishonest as adults[1]

- Of 130 people surveyed, people who cheat in school are almost twice as likely to violate work policies[2]

1. Josephson Institute survey – see http://josephsoninstitute.org/surveys/
2. Harding, T.S., Carpenter, D.D., Finelli, C.J., & Passow, H.J. (2004). Does academic dishonesty relate to unethical behavior in professional practice? An exploratory study. Science & Engineering Ethics, 10, 311-324.

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WHY NEW COLLEGE HIRES ARE DISCIPLINED/FIRED

Collegiate Employment Research Institute, Michigan State University http://ceri.msu.edu/publications/pdf/brief1-07.pdf	Disciplined	Fired
Lack of work ethic/commitment	52%	18%
Unethical behavior	46%	28%
Failure to follow instructions	41%	9%
Ineffective in teams	41%	
Failure to take initiative	26%	
Missing assignments/deadlines	33%	7%
Unable to communicate effectively -- verbally	32%	
Inappropriate use of technology	34%	14%
Being late for work	28%	8%
Unable to communicate effectively – writing	28%	

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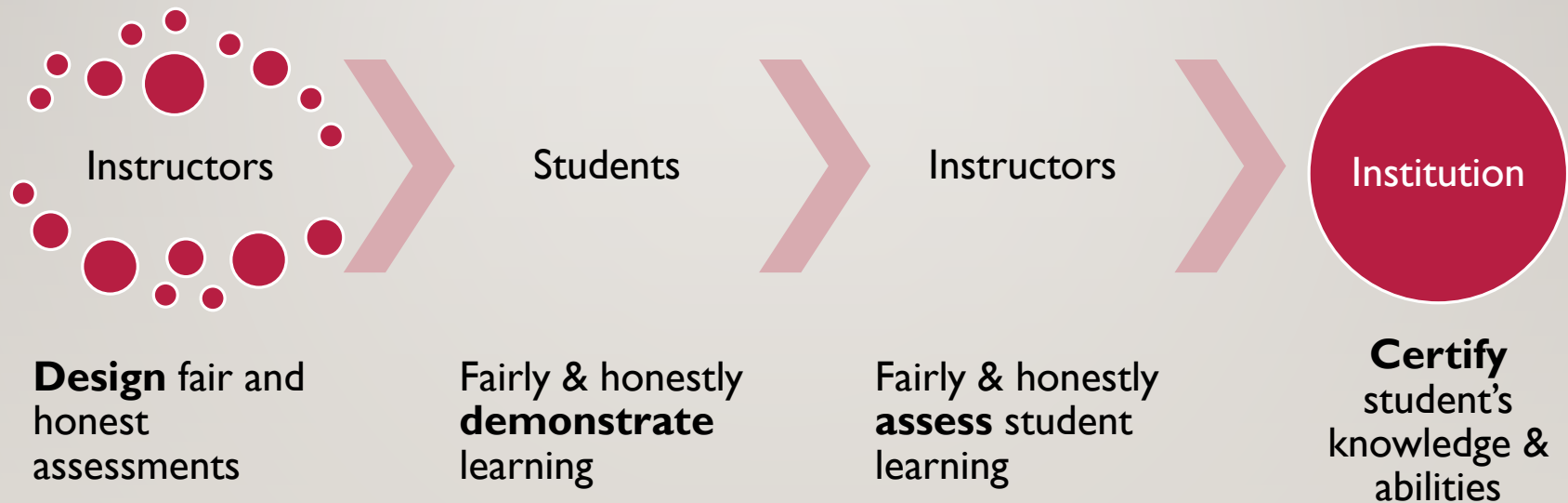ACADEMIC INTEGRITY OFFICE

Guards Against Corruption:
Develops Ethical Professionals & Citizens

- "ethical fitness" is developed over time with practice[1]

- Decision making about cheating in school parallels decision making about professional violations[2]

1. Kidder, R. (1995) How Good People Make Tough Decisions: Resolving the Dilemmas of Ethical Living. NY: Simon & Schuster. Harding et al (2004)

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ASSURING EDUCATIONAL QUALITY:
THE **MORAL OBLIGATION** SUPPLY CHAIN

Instructors

Students

Instructors

Institution

Design fair and honest assessments

Fairly & honestly **demonstrate** learning

Fairly & honestly **assess** student learning

Certify student's knowledge & abilities

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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 6th 2013 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.

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BUT….

HOW DO WE DO THAT WHEN STUDENTS ARE MORE LIKELY TO CHEAT IN REMOTE INSTRUCTION?

IT'S NOT A GIVEN…

- Students seem just as likely to cheat in-person as in remote instruction - even traditional-age students

- This makes sense given most forms of cheating are equally viable for remote and in-person classes

  - Assignment/homework cheating, plagiarism, contract cheating, giving false excuses, etc.

  - Except perhaps exam cheating

Harris, L., Harrison, D., McNally, D., & Ford, C. (2019). Academic integrity in an online culture: Do McCabe's findings hold true for online, adult learners? Journal of Academic Ethics, https://doi.org/10.1007/s10805-019-09335-3

Watson, G.R., & Sottile, J. (2010). Cheating in the digital age: Do students cheat more in online courses? Online Journal of Distance Learning Administration, 13 (1). https://mds.marshall.edu/cgi/viewcontent.cgi?article=1000&context=eft_faculty

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THE TRUTH IS…

WHETHER IN REMOTE OR IN-PERSON INSTRUCTION….

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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 costs to cheating

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.

SO, WHAT TO DO?

- Inform & Educate

- Protect & Prevent

- Practice & Support

From Trusted Seal, an ICAI & Software Secure initiative

INFORM & EDUCATE

1. Make information about Academic Integrity useful & easy to find

2. Have students affirm Academic Integrity

3. Assess students' understanding of Academic Integrity

4. Engage students in discussion or reflection

ACADEMIC INTEGRITY: INFORM

Easy to Find

- Class site clearly displays a link to academic integrity information

ACADEMIC INTEGRITY: INFORM

Useful

- Institution's Academic Integrity Policy
- Cheating and plagiarism definitions
- Integrity Importance
- Citation Techniques
- Honest Collaboration Acknowledgments
- (Legitimate) remote/online assistance

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ACADEMIC INTEGRITY: 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

Ariely, D. (2012, May 26). Why we lie. The Wall Street Journal. Accessed February 19th, 2016 from
https://psychodramaaustralia.edu.au/sites/default/files/why-we-lie-article-wsj.com_.pdf
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

SAMPLE CLASS STATEMENT OF VALUES
Tricia Bertram Gallant, Ph.D.

Each time people are grouped together to work towards a shared goal, a set of shared values must be established so that everyone understands the acceptable ways for achieving the shared goal. In organizations, these are commonly called Codes of Conduct or Ethics. In this case, we are using a Statement of Values (in support of codes of ethics, like the Policy on Integrity of Scholarship) to explicitly state our values and describe the behaviors for maintaining and protecting those values. These values are used because they are the fundamental values of academic integrity (according to the International Center for Academic Integrity).

	As students, **this means that you will**:	As the Instructional Staff, **this means that we will:**
Honesty	• honestly demonstrate your knowledge and abilities according to standards and expectations (listed in the syllabus or in relation to specific assignments/exams) • communicate openly without using deception (includes citing sources)	• give you honest feedback on your demonstration of knowledge & abilities • honestly evaluate your demonstration of knowledge and abilities
Responsibility	• complete your out-of-class tasks on time and in full preparation for class • show up at class on time and be mentally (not just physically) present each week • participate fully each week and contribute to team learning and projects	• give you timely feedback on your assessments • show up at class on time and be mentally present each week • create relevant 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") • 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 • help facilitate the respectful exchange of ideas and opinions in class
Fairness	• contribute fully so that you are not "freeloading" off of your teammates • not seek unfair advantage over others	• create fair assessments and grade in a fair and timely manner • treat students and teams equally
Trustworthy	• not engage in personal business/affairs while on class time • be open and transparent about what you're doing in class • not distribute course materials to others	• be available when we say we will be • follow through on our promises • not modify the expectations or standards without communicating to you
Courage	• say or do something when you see actions that undermine any of the above values • accept a lower grade or other consequences of upholding and protecting the above values	• say or do something when we see actions that undermine any of the above values • accept the consequences (e.g. lower teaching evaluations) of upholding and protecting the above values

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ACADEMIC INTEGRITY: EDUCATE

- Start the course off with an academic integrity assessment – a mastery quiz
  - Include:
    - Academic integrity definition & importance
    - Academic dishonesty policies, procedures, and consequences
    - Common cheating scenarios for students to evaluate
- Reinforce this objective throughout the course
  - Require honest collaboration
  - Self-reflections on processes

ACADEMIC INTEGRITY: PREVENT

NARRATIVE ASSIGNMENTS

- Provide some choice & control

- Make them meaningful/authentic

- Have students cite ALL sources

ACADEMIC INTEGRITY: PREVENT

Homework/Problem Sets

- Allow "open notes" – have students cite their sources
- Clarify what "open notes" means
  - i.e., it doesn't mean you can get someone else to answer the questions for you!
- Avoid textbook provided questions
  - If you must, large pool, individualize and alter
  - make mastery, not performance oriented

ACADEMIC INTEGRITY: PREVENT

Exams

- Consider formative quizzes/exams as a "warm-up" to summative
- Online proctoring services
- Proctor your own exams via Zoom
- "Open notes" – with acknowledgement of sources
- "horizontal grading" – Gradescope can help but not necessary
- Use your LMS exam/quiz features (next slide)

USING YOUR LMS QUIZ FEATURES

- Limit Exam Time to specific date & time

- Limit Access to: internet, one question at a time, completed questions/answers

- Change Test Characteristics

  - randomize (scramble) question sequence and answer choices

  - Modify exam questions every term

Cluskey Jr., G.R., Ehlen, C.R., & Raiborn, M.H. (2011). Thwarting online exam cheating without proctor supervision. Journal of Academic and Business Ethics, 4, 1-7.

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ACADEMIC INTEGRITY: PROTECT

Check for assessment integrity before evaluation

- Use similarity-detection tool

  - **Check ALL papers**

- Read papers for Contract Cheating

- Google your prompt to monitor for contract cheating

- Conduct oral follow-up exams – some or all of the time

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ACADEMIC INTEGRITY: PRACTICE & SUPPORT

- Model integrity
  - Cite your sources
  - Attending to assessment design
  - Show up on time
  - Show up prepared
- Be available
  - Virtual office hours
  - Conduct one virtual conference per student per term
- Follow procedures for reporting violations
  - "it's my professional and ethical obligation"

IT IS AT THIS CRITICAL TIME, WHEN WE FEEL THREATENED AT THE MOST BASIC LEVELS, THAT WE MAINTAIN OUR INTEGRITY.

FOR WITHOUT INTEGRITY, WE MAY SURVIVE, BUT WE WILL NOT THRIVE

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WHAT NEXT?

- FAQs will go on academicintegrity.org

- Join our Google Group:

  remoteteaching@academicintegrity.org

WHAT NEXT?

- More Webinars Soon!
  - Prevent & Protect: Tactics & Techniques for Teaching Remotely
  - Practice & Support: Academic Misconduct Remote Case Management
  - Maybe more!

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