

RETAINING STUDENTS WITH INTEGRITY

TRICIA BERTRAM GALLANT, PH.D.

1

CHEATING.....WHAT WE KNOW

- **Cheating is extensive**

	HIGH SCHOOL (2010 DATA)	COLLEGE (2005 DATA)
TEST CHEATING		
ONCE/YEAR	59%	11%
TWICE+/YEAR	34%	N/A
PLAGIARISM	33%	38%

- **Cheating is opportunistic & situational**

2

THE "NEW" PROBLEM

- **"kids today"**
- **Endemic or epidemic?**
- **Changing students, static education**

3

OVERVIEW

- **Know Your Audience**
- **Create a Culture of Integrity**
- **Prevent Cheating Through Pedagogy**
- **Respond to Cheating When it Occurs**

4

KNOW YOUR AUDIENCE

Troy University Students may want:

- “courses that make it easier for them to do what they want-when they want”
- “it convenient to complete [their] course work”

(<http://www.troy.edu/ecampus/>)

5

CREATE A CULTURE OF INTEGRITY

- **Be a role model of integrity**
- **Establish Assignment Expectations**
- **Set Academic Integrity Standards**

6

BE A ROLE MODEL

- **Braxton's research:**
 - Be respectful
 - Attend to professional and ethical obligations
 - Be fair

7

IF.....THEN

If we want students to....	Then we need to....
Cite their sources	Cite our sources in lecture
Complete assignments on time	Complete our tasks on time
Respect our authority	Respect their personhood
Attend class and learn	Attend to class design & methods of assessment
Meet our expectations	Communicate our expectations

8

ESTABLISH EXPECTATIONS

- **Avoid “don’t cheat, or else” clauses**
- **Be specific**
- **Articulate for each assignment & test**

9

COMMON FACULTY MISTAKES

1. **“You can collaborate but what you submit must be your own work in your own words”**
2. **“Do not cite lectures”**
3. **“Your exam is due at noon.”**

10

ACADEMIC INTEGRITY STANDARDS

- **Have a clear AI statement**
- **Require AI affirmations**
- **Relate standards to learning**

11

CLEAR AI STATEMENT

1. **WHAT: are integrous behaviors**
2. **WHY: you have a statement**
3. **WHERE: can they find more information**
4. **HOW: students are punished for cheating**

12

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”

13

PREVENTING CHEATING

- **Adjust assessment approach**
- **Hone exam administration**
- **Attend to plagiarism**

14

ASSESSMENT APPROACH

- **Assignments**
- **Assistance acknowledgement**
- **Testing memorization**
- **ePortfolios**

15

EXAM ADMINISTRATION

- **SecureExam Remote Proctor System**
- **Randomized, individualized Exams**
- **Monitoring “time to complete”**
- **New and smaller exams**

16

REDUCING PLAGIARISM

Why students plagiarize?

1. little or no confidence
2. do not understand material
3. confused about rules
4. poor source tracking methods
5. want to!

17

REDUCING PLAGIARISM

REASON	SOLUTION
little or no confidence	Make use of your library or writing center – they probably offer paraphrasing workshops/consultations and you can require your students to attend
do not understand material	Your teaching can help with this; also allowing drafts can be helpful
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 a plagiarism detection software – this might encourage them to think twice

18

DETECTING CHEATING

- **Too good, too fast**
- **Similarities between collaborators**
- **Plagiarism detection software**
- **Too good to be true**

19

RESPONDING TO CHEATING

- **Use institutional support**
- **Gather documentation**
- **Leverage the learning moment**

20

INSTITUTIONAL SUPPORT

- Troy's Honor Code
- **Follow Troy's procedures to:**
 - Ensure due process rights
 - Prevent future cheating
 - Releases you to do your teaching!

21

WHAT DOCUMENTATION?

1. **Your Report**
2. **Syllabus**
3. **Academic integrity policy**
4. **Student's academic work**
5. **Suspected aid/source**
6. **Other**

22

LEVERAGING THE MOMENT

- **Talking to the student**
- **Requiring additional education**
- **Encouraging the institution to do so**

23

SUMMARY

- **Cheating is “normal” and will happen**
- **Culture shapes student cheating**
- **AI is a key teaching responsibility**

24

SUMMARY (CONT'D)

- **Retain integrous students**
- **Prevent cheating => Retention**
- **Leverage cheating moments**

25

REFERENCES

Bertram Gallant, T. (2008). *Academic Integrity in the Twenty-First Century: A Teaching & Learning Imperative*. Jossey-Bass.

Braxton, J. (2010). Improprieties in Teaching and Learning. In, T. Bertram Gallant's (Ed.) *Creating the Ethical Academy: A Systems Approach to Understanding Misconduct & Empowering Change in Higher Education* (pp. 64-82). Routledge.

Davis, S., Drinan, P. & Bertram Gallant, T. (2009). *Cheating in School: What We Know & What We Can Do*. Wiley-Blackwell.

Eplion, D.M. & Keefe, T.J. (2005). On-line exams: Strategies to detect cheating and minimize its impact. Find at <http://frank.mtsu.edu/~itconf/proceed05/dEplion.pdf>

26

REFERENCES (CONT'D)

Harmon, O.R., Lambrinos, J., & Buffolino, J. (2010). Assessment design and cheating risk in online instruction. *Online Journal of Distance Learning Administration*, 113 (3). Find at http://www.westga.edu/~distance/ojdla/Fall133/harmon_lambrinos_buffolino133.html

Krovitz, G.E. (2007). Ways to prevent cheating in online exams. *Educator's Voice*, 8 (6). Find at <http://www.ecollege.com/Newsletter/EducatorsVoice/EducatorsVoice-Vol8Iss6.learn>

McCabe, D. (2005). Cheating among college and university students: A North American perspective. *International Journal of Educational Integrity*, 1: 1-11.

27

OTHER RESOURCES

Callahan, D. (2004). *The cheating culture: Why more Americans are doing wrong to get ahead*. Orlando: Harcourt.

Carroll, J., & Appleton, J. (2001). *Plagiarism: A good practice guide*. Oxford Brookes University.

Stearns, S. A. (2001). The student-instructor relationship's effect on academic integrity. *Ethics & Behavior*, 11 (3), 275-285.

Troy University's Honor Code - <http://troy.troy.edu/judicialaffairs/standardsofconduct.pdf>

28

OTHER RESOURCES (CONT'D)

Valentine, K. (2006). Plagiarism as literacy practice: Recognizing and rethinking ethical binaries. *College Composition and Communication*, 58 (1), 89-109.

Vicinus, M., & Eisner, C. (2008). *Originality, Imitation and Plagiarism: Teaching Writing in the Digital Age*. University of Michigan Press.

Whitley, B.E., Jr., & Keith-Spiegel, P. (2001). *Academic Dishonesty: An Educator's Guide*. Psychology Press.