NURSING FACULTY AND ACADEMIC INTEGRITY

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Technology, Simulation, Virtual hospitals

Academic dishonesty in college exists! (McCabe, 1992 and Anderson & Obenshain, 1994)

Prevalence of cheating, the ways students cheat, and influential factors on the cheating behaviors

Strategies to promote AI

Traditional face-to-face course room

Modifications for online

Technological tools
PROBLEM & QUESTIONS THAT LED TO MY RESEARCH

Maintaining Academic Integrity (AI)
- Issue in Traditional & Online environments
- Faculty Responsibility when assessing student achievements
- C. Rogers (2006): Majority of surveyed faculty agreed important, but inconsistency discovered with implementation of the process in an online environment

Testing Strategies & Technological Tools
- Dietz-Uhler & Hurn (2011); Hart & Morgan (2009); Kritzinger and Von Solms (2009); Tippett et al. (2009); Teo (2009)
- Provide more secure online testing environment
- Acceptance and appropriate implementation
- Important in maintaining AI
- Key to success or failure of strategy or tool

Insufficient Information
- Regarding nursing faculty decision-making process
- Specifically in area of maintaining AI in an online environment
Everett Rogers’s Diffusion of Innovations Theory (1995)

- Manner in which new ideas are dispersed among a group of people
- The use of new strategies and technological tools
- Preventative innovations
- Communication process leading to adoption and use of preventative innovations
PURPOSE OF THE STUDY

• explore the experiences and decision-making process of nursing faculty related to maintaining academic integrity in an online environment
• Specifically, the manner in which the ideas were diffused during the decision-making process of nursing faculty when making choices in maintaining academic integrity
• the use of strategies and technological tools
Primary research question: How do nursing faculty members describe their experiences with maintaining academic integrity in an online learning environment?

Sub-question 1. What strategies have nursing faculty members used to maintain academic integrity with an online examination or assignment?

Sub-question 2. How do nursing faculty members describe their experiences in utilizing technological tools to maintain academic integrity with an online examination or assignment?

Sub-question 3. How do nursing faculty members decide which strategies and technological tools to use or reject?
SIGNIFICANCE OF THE STUDY

• Walton (2001) and Corll (2007:)
  -ability to assess correctly a student’s achievements
  -potential for harm.

• protecting the public

• most trusted professions

• perseverance of integrity

• description of nursing faculty members’ decision-making
  process involving the maintenance of academic integrity

• complement and add another dimension to previous research

• development of policies

• identify areas for improvement
Society expects the profession of nursing to be trustworthy and honest (J. Jones, 2010).

- McCabe’s (2009) research study revealed nursing students were no different from their non-nursing peers in relation to engaging in dishonest behaviors.
- Academic dishonesty translated into professional practice would mean if a nursing student were dishonest on an exam and the expected learning did not occur, the learning deficit could become an issue of life or death for their patients (Bavier, 2009; Gaberson, 1997; McCabe, 2009; Ridenour, 2007).
AN OVERVIEW OF THE LITERATURE

- vast area in the literature
- accountability and ethics
  - Web-based and online courses
- development of technologies
  - prevention and detection
- prevalence and issues
- faculty use of the available technologies
THE NEED FOR FURTHER RESEARCH

- limited in the area of academic honesty in the online environment
- research related to faculty further limited
- the online environment remains an open area
- changing paradigm of online education for nursing
- deficit of information
METHODOLOGY AND DESIGN

- A basic qualitative research design
- A systematic design approach
- gap in the literature exploring how the diffusion of ideas during the decision-making process influences choices nursing faculty make in carrying out activities to maintain academic integrity, specifically in an online environment.
- description of the process
- themes and patterns
Target Population: Nursing Faculty

Homogenous purposeful sampling technique

- Current employment at the selected School of Nursing, AND
- Participated in teaching in an online environment in one or more of the following ways:
  - traditional face-to-face course in which a portion of the examinations or assignments were online
  - hybrid online course
  - course administered one hundred percent online
DATA COLLECTION:
Twelve open-ended survey questionnaires
seven focus group interviews

Saturation

Member checking

Reliability of the interpretation of data
DATA ANALYSIS

ANALYSIS:

audio-taped interviews
online surveys

Constant comparative analysis
Primary Research Question
How do nursing faculty members describe their experiences with maintaining academic integrity in an online learning environment?

- issues of integrity
- experiences involving technology
- emotive & philosophical viewpoints

- examinations, discussion boards, written assignments, faculty integrity, & policy changes
Sub-Question 1
What strategies have nursing faculty members used to maintain academic integrity with an online examination or assignment?

- Strategies for online examinations
  - Design of exam
  - Administration of exam

- Strategies for online assignments
  - Prevent & detect plagiarism
  - Design of assignments
Summary of the Findings

Sub-Question 2
How do nursing faculty members describe their experiences in utilizing technological tools to maintain academic integrity with an online examination or assignment?

- Plagiarism detection software
- Platform tools
- Non-platform technological tools
- No experience

- Assessment options
- Other available options such as Wikis
SUMMARY OF THE FINDINGS

Sub-Question 3
How do nursing faculty members decide which strategies and technological tools to use or reject?

- perceptions of use and functionality
- existing state of affairs
- perceived responsibility
- past experiences
- channels of communication
- ease
- problems
- availability
- trust in platform options
- mistrust
- trial & error
- educational evaluation
- faculty
- educational evaluation
RELATIONSHIP OF FINDINGS AND CONCEPTUAL FRAMEWORK

- Everett Rogers’s Diffusion of Innovations Theory (1995)
- time to adopt
- acquisition of new skills
- knowledge deficit
- lacking the training and skills necessary for successful implementation
- influences and decisions of other members of the system
- Observations, word of mouth, and experiences of others
- the perceived level of advantage and the complexity of the innovation
- perceptions of ease of use and functionality
- Uncertainty
- discomfort, frustration, and mistrust
LIMITATIONS OF THE STUDY

- description of the process, not a theory
- faculty from the selected school
- institution to institution
- from state to state
- disciplines
- employed at the same institution as the participants
- not all faculty members
- primarily of women
• education
• training
• support
• address issues involving the school’s selected platform
• description
• nursing faculty members’ decision-making process
• complement and add another dimension
• development of policies
• help identify areas for improvement
RECOMMENDATIONS FOR FUTURE STUDY

- different types of programs
- other geographic locations
- online university
- expanding the sample demographics
- potential faculty integrity issues
- unexpected findings
- encouraging academic dishonesty
- no experience
- reasons and potential solutions
Nursing faculty and academic integrity
by Wilson, Cecilia E., Ph.D., CAPELLA UNIVERSITY, 2013, 171 pages; 3601075

Abstract:
Insufficient information exists regarding the process influencing faculty decisions, specifically in the area of maintaining academic integrity in an online environment. The purpose of the study was to explore the experiences and decision-making process of nursing faculty related to maintaining academic integrity in an online environment. The decisions involving the acceptance and use of dishonesty prevention strategies and technological tools were of specific interest. A basic qualitative design was selected to explore and describe a process from nursing faculty teaching in an online educational environment. The concepts from Everett M. Rogers’s Diffusion of Innovations Theory (1965) were utilized in the conceptual framework for the study. Twelve open-ended survey questionnaires and seven focus group interviews were utilized to collect data. The use of two types of data collection methods, along with the process of member checking, ensured reliability of the interpretation of data. The commonalities in participants’ responses revealed in the study provided a description of the decision-making process of nursing faculty related to maintaining academic integrity and presented a clearer understanding of how nursing faculty members maintain academic integrity in an online environment. Findings revealed the types of strategies and technological tools being used, issues associated with their use, and channels of communication influencing the decision-making process of nursing faculty members. Limitations of the study were identified. Implications for practice included a deficit in knowledge and training regarding technological tools.

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