GOING REMOTE WITH INTEGRITY

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Promoting and supporting a culture of integrity in order to reinforce quality teaching & learning
http://academicintegrity.ucsd.edu

A membership organization cultivating integrity in academic communities throughout the world to promote ethical institutions and societies.
info@academicintegrity.org
https://www.academicintegrity.org
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/
WHY DOES IT MATTER?

Academic Integrity:
Our Moral Obligation

Assures the quality of the certification process
Guards against corruption in work & society
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\(^2\)

WHY NEW COLLEGE HIRES ARE DISCIPLINED/FIRED

<table>
<thead>
<tr>
<th>Reason</th>
<th>Disciplined</th>
<th>Fired</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of work ethic/commitment</td>
<td>52%</td>
<td>18%</td>
</tr>
<tr>
<td>Unethical behavior</td>
<td>46%</td>
<td>28%</td>
</tr>
<tr>
<td>Failure to follow instructions</td>
<td>41%</td>
<td>9%</td>
</tr>
<tr>
<td>Ineffective in teams</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>Failure to take initiative</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>Missing assignments/deadlines</td>
<td>33%</td>
<td>7%</td>
</tr>
<tr>
<td>Unable to communicate effectively -- verbally</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Inappropriate use of technology</td>
<td>34%</td>
<td>14%</td>
</tr>
<tr>
<td>Being late for work</td>
<td>28%</td>
<td>8%</td>
</tr>
<tr>
<td>Unable to communicate effectively – writing</td>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>

Collegiate Employment Research Institute, Michigan State University
Guards Against Corruption: Develops Ethical Professionals & Citizens

• “ethical fitness” is developed over time with practice
• Decision making about cheating in school parallels decision making about professional violations

ASSURING EDUCATIONAL QUALITY: THE MORAL OBLIGATION SUPPLY CHAIN

Instructors

Design fair and honest assessments

Students

Fairly & honestly demonstrate learning

Instructors

Fairly & honestly assess student learning

Institution

Certify student’s knowledge & abilities

Created by Tricia Bertram Gallant, Ph.D.
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 (2013). It takes more than a major: Employer priorities for college learning and student success. Liberal Education, Spring, 22-29.
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


THE TRUTH IS...
WHETHER IN REMOTE OR IN-PERSON INSTRUCTION....
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
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

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).

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

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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

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
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
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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