

## Academic integrity in the Spring of 2020:

- Why students cheat?
- What are 3 tendencies of cheating?
- How students cheat?

<https://engineering.unl.edu/ecec/resources/>

The Engineering and Computing education core is dedicated to providing faculty with a set of reliable and evidence-based resources that can be used to support their teaching and students' learning. This page presents best practices, rubrics, articles, and examples many of which demonstrate the great teaching methods used by faculty in the college.

**ECEC Fall Teaching Resources**

**COE Learning & Collaboration Spaces**

**Instructional Technology**

Instructional technology resources that will help you deliver course content and engage students

- Canvas
- CATME SMARTER Teamwork
- Creating Equations
- Microsoft Teams
- OneNote
- VidGrid

**Teaching and Learning**

Teaching and learning resources that help you design and deliver your course

- Academic integrity
- inclusive teaching (presentation)
- Student Self-Reflection
- Course Review and Syllabus Review
- Course Syllabus Template & Canvas Course Template

**Assessment**

Program and classroom assessment resources

- ABET assessment
- Classroom Assessment

A dark blue arrow points from the URL in the yellow box to the "Academic integrity" button in the "Teaching and Learning" section.

How can you make sure your  
online students take tests &  
complete assignments without  
cheating?



ADVICE

## 7 Ways to Assess Students Online and Minimize Cheating

What can you do to promote academic integrity in your virtual classroom without joining the ‘arms race’ in cheating-prevention tools?

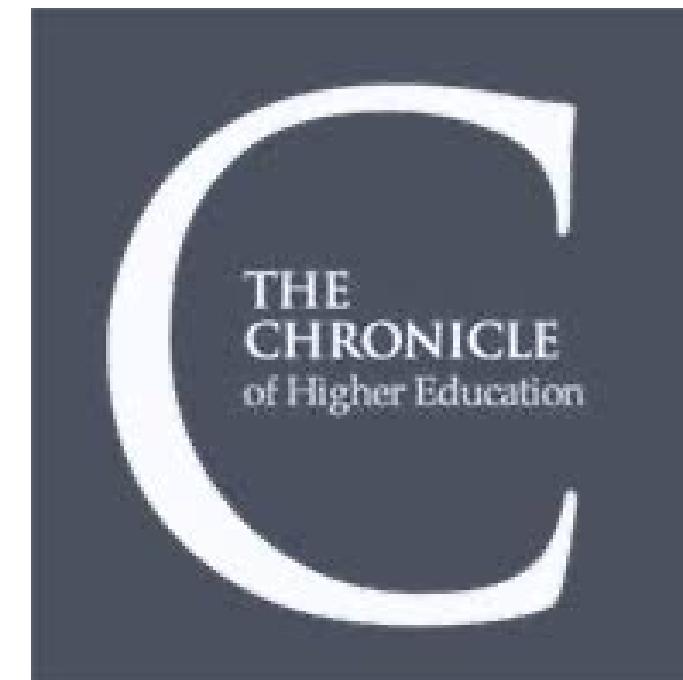
By *Flower Darby* | SEPTEMBER 24, 2020



**“The short answer: You can’t.”**

“... the reality is, students will always find new and creative ways to get around your policing efforts...”

# 12 practical strategies for enhancing Academic integrity



Google Scholar

# 1. Reach out to students who perform poorly (Within the first 4 to 6 weeks of class)

001.1208 > Grades

|    | M1: Backward De...<br>Out of 5 | Course and Unit o...<br><b>UNPUBLISHED</b> | M6: Assignment 3:...<br>Out of 20 | M2: Assignm...<br>Out of ... |
|----|--------------------------------|--|-----------------------------------|------------------------------|
|    | 5                              |  |                                   | 38                           |
|    | 5                              |  |                                   | 38                           |
|    | 5                              |  |                                   | 37                           |
| .. | 5                              |  |                                   | 36                           |
| .  | 5                              |  |                                   | 36                           |
|    | 5                              |  |                                   | 39                           |
|    | 5                              |  |                                   | 36                           |
|    | 5                              |  |                                   | 36                           |
|    | -                              |  |                                   | 36                           |
|    | 2                              |  |                                   | 35                           |
|    | 5                              |  |                                   | 36                           |
|    | -                              |  |                                   | -                            |

- Sort by >
- SpeedGrader
- Message Students Who**
- Curve Grades
- Set Default Grade
- All grades posted
- Hide grades
- Enter Grades as >
- Grade Posting Policy

Message Students for M6: Assignment 3: Creating a Canvas Page

Message students who...

for M6: Assignment 3: Creating a Canvas Page

- Haven't been graded
- ✓ Scored less than**
- Scored more than

Subject:

Scored less than 0 on M6: Assignment 3: Creating a Canvas Page

Message:

**Cancel** **Send Message**

## **2. Break up a big high-stakes exam into small weekly tests**

- Series of tests that are = weight of a high stakes exam
- Weekly tests should be rigorous
- When you lessen the pressure you reduce the urge to cheat



### 3. Enrich Faculty – Student interactions

"Students who believe a professor does not care about their students are more likely to cheat in that class." (Bluestein, 2018 )

"...positive student-faculty interaction has the potential to foster respect for the professor, thus motivating students to try harder..."

1. Show up to class a little early, just to have short informal conversations
2. Short Zoom interviews – 5 minutes
  - What is important to you in the class?
  - What can I do to help you succeed?
  - Tell me about yourself
3. Poll your class on how they would like to receive updates about course information
4. The Homework hour – assign students a time where you are available to them as they work on their homework.

## 4. Department statement available across courses within a department

- “... students are positive about having a code of academic integrity for the community/profession, yet on a personal level are reluctant to report instances of dishonesty” (VanDeGrift, Dillon, and Camp, 2016)
- State how the department values integrity
- Explain how cheating hurts the profession and field
- Explain measures and discussions taken in the department
- Provide resources for when students are struggling

### Introduction

For example, “The department of Civil Engineering strongly endorses the UNL Student Code of Conduct available at <https://studentconduct.unl.edu/student-code-conduct>. Our department strongly holds its students, staff, and faculty to high Standards of Academic Integrity and Responsible Conduct.”

### Reasons why not to cheat

Other than the obvious risk if you are caught, think about your professional career.... *Here you can provide specific examples from your field, for example, do you want your surgeon to have cheated their way through school?*

### Our internal discussions

Our faculty are aware of the online resources such as Chegg, Quizlet, and others. We have avenues for looking into what our students are doing on the sites ... *simply telling students the department is aware of the online tools, explain the types of discussions around cheating and academic integrity*

### Resources

Our department can help you with your learning beyond your courses, we offer..... list departmental sets of resources , personnel , websites, exam preparation, tutoring services, etc.....

1-  
2-  
3-



5. Add a 15 minute activity to the first day of class (Two/three videos)

From the student perspective

1. Academic Integrity – Students at: <https://www.youtube.com/watch?v=Vlc8NYbuAdw>
2. Academic Integrity Module - What is Academic Integrity? at: [https://youtu.be/\\_dr\\_ODkbDMM](https://youtu.be/_dr_ODkbDMM)
3. Why is academic integrity important? <https://youtu.be/QaHypoNoTg4>

## 5. Start a discussion with the following questions:

- Why is academic honesty important to you?
- What does academic dishonesty look like?
- Can you give an example of when you've faced an academic integrity challenge?
- Why does academic integrity matter for the future?



## 6. Add the “Tips for students” in your Canvas Course

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- It is much easier to read than the full academic integrity statement
- Its available via  
[https://studentconduct.unl.edu/docs/AcademicIntegrity\\_TipSheet\\_v2.pdf](https://studentconduct.unl.edu/docs/AcademicIntegrity_TipSheet_v2.pdf)



# ACADEMIC INTEGRITY

— Tips for Students —

**WHAT IS ACADEMIC INTEGRITY?**

When people refer to Academic Integrity they are talking about an expectation that students will do their work – assignments and exams – in an honest and ethical way. In short, the university expects students' academic work to be an authentic demonstration of their own ability and effort. If a student has relied on the work of another, it should be openly recognized by the student so others can know where the student's contribution ends and another's begins.

**WHY IS ACADEMIC INTEGRITY IMPORTANT TO YOU?**

1. **Effective teaching and learning depends on it.** Faculty and instructors improve teaching by accurately identifying the needs of student learners, assessing what learners know and how well they know it. When students cheat or plagiarize, it interferes with the accuracy of the assessment and forecloses opportunities for helpful correction and improvement that benefit both the learner and the teacher.
2. **Your reputation as a Nebraska graduate.** The reputation of our graduates is built upon the confidence others have in a graduate's ability to perform well. A Nebraska degree signifies to employers and community partners that our graduates are qualified and competent. Students who do not demonstrate academic integrity may not be qualified or competent, undermining confidence in the university, its faculty, and students.

**WHAT ARE COMMON ACTS OF ACADEMIC DISHONESTY?**

The UNL Student Code of Conduct identifies eight (8) distinct types of dishonest acts, but the most common are:

1. **Plagiarism:** Presenting another person's work as your own. Sometimes it is appropriate to rely on the ideas, research, or creative materials of someone else. However, you must recognize and attribute the work of others using references or citations. Note that this is not limited to work taken from a book, journal article, report, or website, but also includes work previously submitted by classmates or peers (for example, in a previous offering of the same class).
2. **Cheating:** There are many ways to cheat, but they almost always involve a student going to an unauthorized source for answers. Unauthorized sources can be a website, secret or concealed notes, using a book on a closed exam, or looking at another person's test/assignment. Faculty members or instructors decide what is authorized or unauthorized; always check the syllabus and ask.
3. **Fabricating or Falsifying:** When you make something up, falsely represent facts or previous accounts, or alter or manipulate something to support your position or idea, you are being dishonest or unethical.
4. **Impermissible Collaboration:** Working with others to complete an assignment or exam should only be done when a faculty member or instructor permits

# 6. Add the “Tips for students” in your Canvas Course

Add a **discussion board activity** in the first week available one week before the course worth a point or two.

Fall 2020

Home

Announcements

Syllabus

Modules

Collaborations

Grades

People

UNL Library Resources

Instructor Course Evaluations

Office 365

Zoom

Rubrics

Yellowdig Engage

Outcomes

Assignments

Conferences

Quizzes

Files

Pages

Discussions

Settings



Academic Integrity activity 1

Tareq Daher

All Sections

Please read through the PDF titled the [Academic Integrity](#) then answer the following questions:

1. What makes academic integrity important to you?
2. Describe a student that engages in academic integrity in 3 to 5 sentences.
3. If you observe a dishonest act, what steps should you take?

The screenshot shows the title page of the "ACADEMIC INTEGRITY" tip sheet. It features the Nebraska logo (N) and the title "ACADEMIC INTEGRITY" in large red letters, with "— Tips for Students —" below it. The page is divided into sections: "WHAT IS ACADEMIC INTEGRITY?", "WHY IS ACADEMIC INTEGRITY IMPORTANT TO YOU?", and "WHAT ARE COMMON ACTS OF ACADEMIC DISHONESTY?". The "WHAT IS ACADEMIC INTEGRITY?" section defines it as an expectation that students will do their work assignments and exams – in an honest and ethical way. The "WHY IS ACADEMIC INTEGRITY IMPORTANT TO YOU?" section lists effective teaching and learning, accurate identification of student needs, and assessment. The "WHAT ARE COMMON ACTS OF ACADEMIC DISHONESTY?" section lists eight types of dishonest acts, each with a brief description: Plagiarism, Cheating, Fabricating or Falsifying, and Impermissible Collaboration.

Full read available on this link:

[https://studentconduct.unl.edu/docs/AcademicIntegrity\\_TipSheet\\_v2.pdf](https://studentconduct.unl.edu/docs/AcademicIntegrity_TipSheet_v2.pdf)



## 7. Alternate/Authentic assessments – Self recordings

- Ask students to explain in video format how they solved a problem or to articulate how they would go about a certain process
- Using vid grid they could also share their screen as part of the video
- Adjust playback speed & grade

# 8. Teamwork and integrity

**Create an Ethics code with the students.** Before students begin working in teams in your class, bring forth the values of the International Center for Academic Integrity

- Honesty
- Responsibility
- Respect
- Fairness
- Trustworthiness
- Courage

• Dr. Tricia Gallant, 2019

## Class (aka Workplace) Values

Each workplace (including our class) needs to establish a set of shared values so that we understand how we are expected to act. Following are the values (adopted from the International Center for Academic Integrity) for our class (which are open to discussion and possible alteration). Each team should adopt these values and must articulate the expectations for how they are made manifest within the team's work together.

For you, this means that you will:

### Honesty

- honestly demonstrate your knowledge and abilities according to standards and expectations
- communicate openly without using deception (includes citing sources)

### 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

### 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

### Fairness

- contribute fully so that you are not "freeloading" off of your teammates
- not seek unfair advantage over others

### Trustworthiness

- not engage in personal business/affairs while on class time
- be open and transparent about what you're doing in class

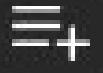
For the Instructor & Teaching Assistant, this means that we will:

- give you honest feedback on your demonstration of knowledge & abilities
- honestly evaluate your demonstration of knowledge and abilities
- give you timely feedback on your assessments
- show up at class on time and be mentally present each week
- create assessments and class activities
- 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
- create fair assessments and grade in a fair and timely manner
- treat students and teams equally
- be available when we say we will be
- follow through on our promises
- not modify the expectations or standards without communicating to

# Think through Academic Integrity Affirmations



Share



Add to list



Like



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Dan Ariely | TED2009

## Our buggy moral code

# 9. Academic integrity pledge

[Collapse All](#)[View Progress](#)[+ Module](#)

⋮

⋮ ▾ Academic honesty pledge

 + ⋮

 Academic Honesty Pledge

Aug 21 | 1 pts

 ⋮

⋮ ▾ Orientation

Prerequisites: Academic honesty pledge

 + ⋮

# 9. Academic integrity pledge

In order to view the remaining modules of this course, please complete the following quiz.



## Question 1

1 pts

I pledge to engage in and complete all activities, discussions, assignments, and exams in this course by myself, without the assistance of online resources, textbooks, or others unless otherwise specified by my instructor or the instructions.

I pledge to engage in **Academic Honesty** practices throughout all of my interactions with this course.

I pledge to follow the [UNL student code of](#) conduct and not engage in academic dishonesty including but not limited to plagiarism, falsification, fabrication, impermissible collaboration, and cheating.

Yes.

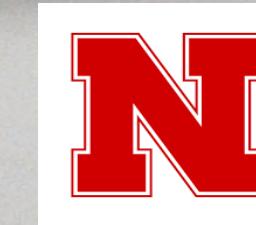
No

## **9. Tests are paired up with honor statements**

“By clicking “Start”, I pledge that:

- a. I am the student logging into this test and affirm that this is solely my work and answers
- b. I will not share questions or answers in person, on paper, or on any platform like Chegg or other other websites
- c. To use only my notes and allowed materials.
- d. .....

## 9. A paper pledge is better than a digital one



### Academic Integrity Pledge

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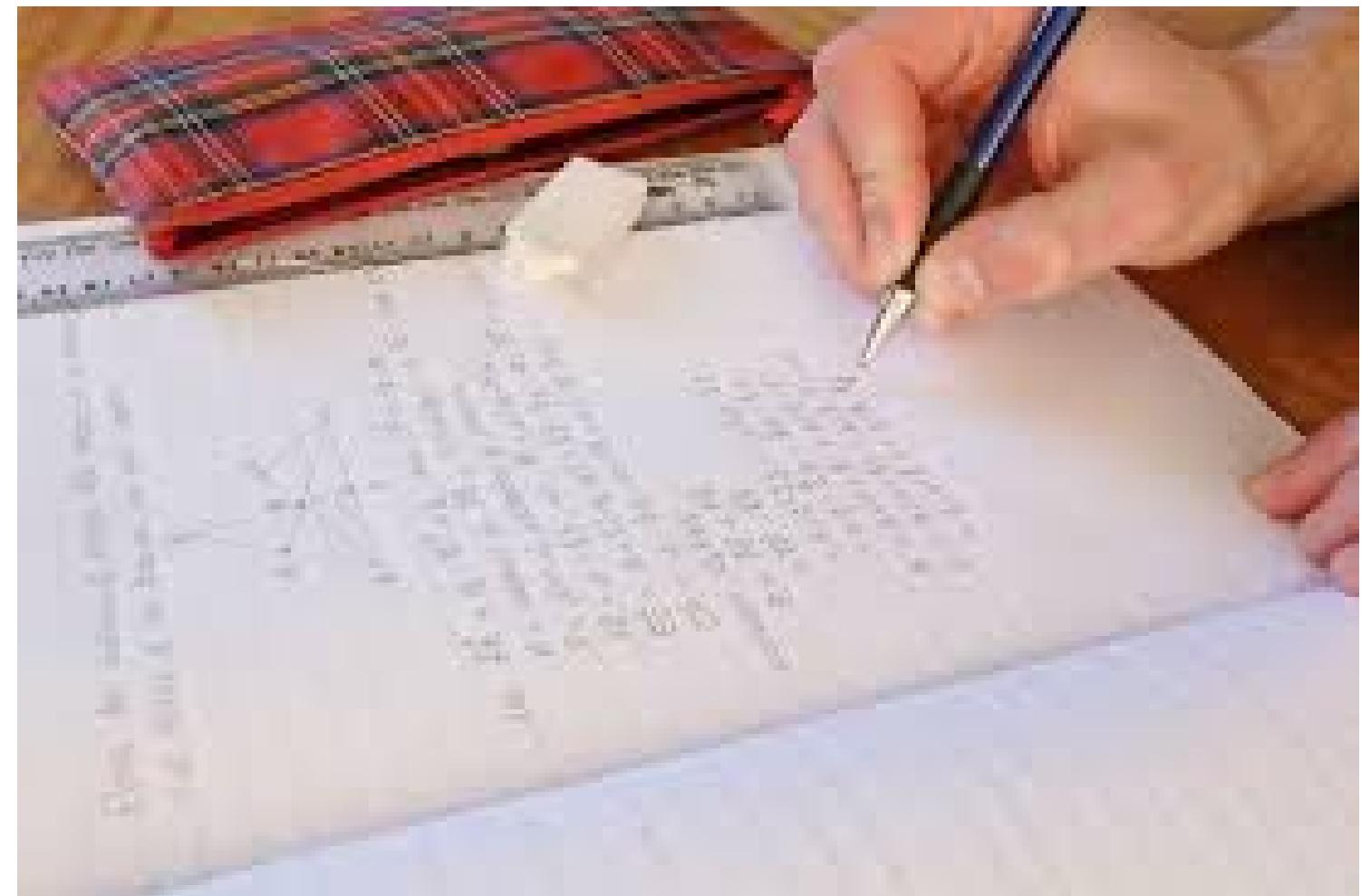
Name: John Doe  
Date: 1-1-21  
Signature: A handwritten signature in red ink that reads "John Doe".

## 10 . SMART Learning objectives (Specific, Measurable, Attainable, Relevant, and Time-bound)

- Each assessment should be tied to a SMART learning objective
- These connections should be clear on Canvas



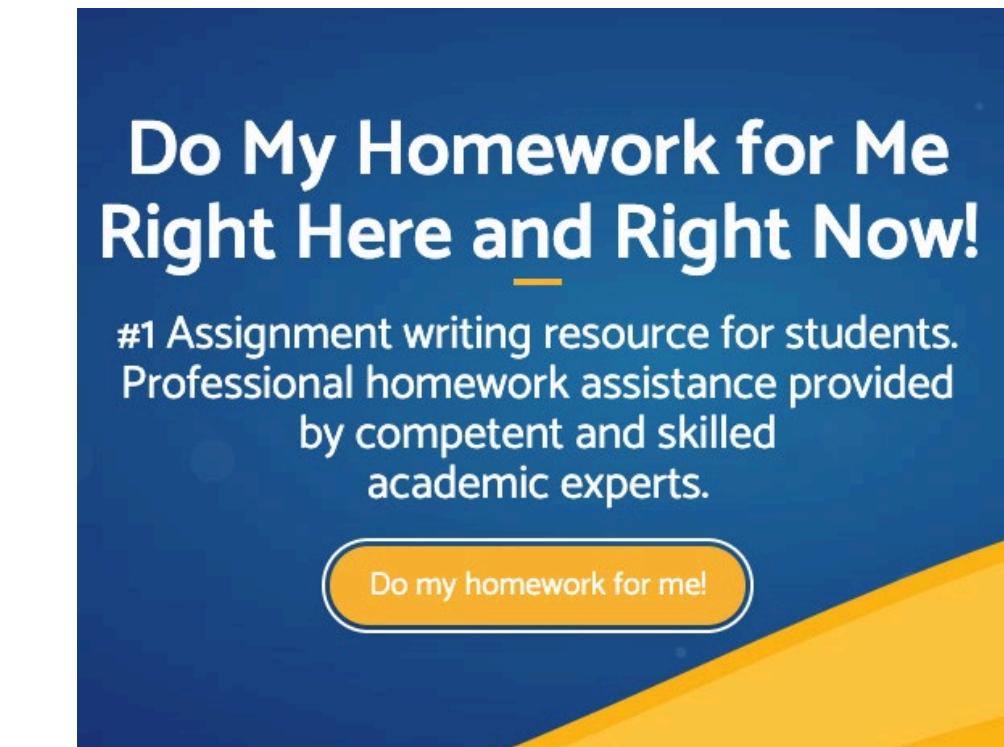
## 11. Engaged Learning through Choice and Control



Choice of Homework or Quiz

# 12. Tell them you know

- <https://justdomyhomework.com/>
- <https://takemyonlineclass.com/>
- <https://www.studymode.com/>
- <https://www.coursehero.com>
- <https://quizlet.com/>
- <https://edusson.com/>
- <https://www.noneedtostudy.com/>



The Course Hero homepage features a banner with the text "Make every study hour count" and "Access 40 million course-specific study materials.". Below the banner is a navigation bar with links for "Textbooks & Solutions", "Study Resources", and "24/7 Homework Help". A large image of a person's back and curly hair is on the right. A sidebar on the left highlights "Free Textbook Solutions & Explanations" and encourages users to "Browse Textbooks".



**Remember that under stress and pressure, good people can make bad decisions**

# Resources

- Preventing Plagiarism (and Other Forms of Cheating): Advice From Students and Faculty  
<https://onlinelibrary.wiley.com/doi/abs/10.1002/cc.20312>
- Learning Tool or Cheating Aid: <https://www.insidehighered.com/news/2018/05/14/professors-warned-about-popular-learning-tool-used-students-cheat>
- 7 ways to assess Students Online and Minimize Cheating [https://www-chronicle-com.libproxy.unl.edu/article/7-ways-to-assess-students-online-and-minimize-cheating?utm\\_source=Iterable&utm\\_medium=email&utm\\_campaign=campaign\\_1641950\\_nl\\_Academe-Today\\_date\\_20201022&cid=at&source=ams&sourceld=4768269](https://www-chronicle-com.libproxy.unl.edu/article/7-ways-to-assess-students-online-and-minimize-cheating?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1641950_nl_Academe-Today_date_20201022&cid=at&source=ams&sourceld=4768269)
- 50 CATS by Angelo and Cross [https://vcsa.ucsd.edu/\\_files/assessment/resources/50\\_cats.pdf](https://vcsa.ucsd.edu/_files/assessment/resources/50_cats.pdf)
- Dr. Heidi Defies Dux presentation on Student Reflection: <https://engineering.unl.edu/ecec/resources/>
- Best way to stop cheating <https://www.insidehighered.com/digital-learning/article/2020/07/22/technology-best-way-stop-online-cheating-no-experts-say-better>
- UNL student code of conduct <https://studentconduct.unl.edu/student-code-conduct>
- Tutorial for students scanning assignments <https://unl.box.com/v/DocumentScan>
- [https://www.academicintegrity.org/wp-content/uploads/2021/02/20019\\_ICAI-Fundamental-Values\\_R12.pdf](https://www.academicintegrity.org/wp-content/uploads/2021/02/20019_ICAI-Fundamental-Values_R12.pdf)