

TIDES Facilitated Discussion

Encouraging Academic Integrity

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1. **Assign a facilitator and a reporter for your group.** The facilitator will make sure everyone has a chance to share ideas and keep time. The reporter will document ideas by typing notes into this Google Doc.

2. **Ice Breaker: Guilty Pleasure or Interesting Quirk (4 mins or less)** - Taking turns, go around and introduce yourselves to the group by saying your name, what you teach, and finally sharing a **guilty pleasure** (e.g., a silly TV show you really like) you enjoy indulging in, or an **interesting quirk** (e.g., you have a twin that you can't stand) about you that not many people know about. (Credit: Dr. Omid Fotuhi, University of Pittsburgh & College Transition Collaborative)

3. **Discuss ways to encourage academic integrity** - For your choice of the **five** prompts below, one at a time, follow this process:
 - a. Read the prompt silently and think about how you would respond. (1 minute)
 - b. Share and discuss your thoughts about how taking action on this idea could help encourage academic integrity. Type ideas under each prompt for sharing. (about 5 minutes)
 - c. Repeat for another prompt. Keep going until time is called.

Prompt 1: Define Integrity - What does it mean to act with integrity? This seems like a complex topic. What can my students and I do to come to an understanding about what behavior is acceptable?

Enter Responses to **Prompt 1: Define Integrity** here

- Include a statement about expectations in the syllabus
- Involve students in creating a code of conduct at the beginning of the class
- Have students sign their agreement with the code of conduct on the first page of exams (for compliance with the UT Honor Code **and class rules**)
- The front page of every exam can be the list of class rules with a signature line

- Clearly communicate your expectations to your students - do this while realizing that they may not have the same sensibilities as you
- Have a discussion with students and have them discuss with each other:
 - “You would not present a work as yours if it’s someone else’s”
 - Can you live with yourself doing this? (morality)
 - Consequences; eventually you’ll get caught (practicality)
- Work with students to create an ethical community
 - Example: Use a poll to ask the question above “What do you consider acceptable behavior?” (from TIDES [Discussion slides](#))

Prompt 2: Help students value learning - If students learn the material, there is no need for them to cheat. How can I tip the balance in favor of learning, helping to eliminate the perceived need to cheat?

Enter Responses to **Prompt 2: Help students value learning** here

- Create flexible deadlines (give a grace period or consider the optimal due date/time)
- Ask students how they see cheating/plagiarism and what they’d do about it.
- Make reading assignments collaborative, reflective, and informative (for the instructor)
 - eg. Perusall.com is a tool for collective annotation - UT has a license and it is integrated with Canvas.
 - Have students annotate a document in a group with feedback from the instructor
- Emphasize the long-term take-aways of the course - may give the course more value
- Build students’ confidence in learning on their own - create their own expectations
- The brain seems happier when you figure it out on your own - design situations in which students have that experience and then they want to do it again (“brain candy”)
- Explain why you are asking them to do something - how will it impact their lives

Prompt 3: Solve real-world problems - It has been a long time since I had to sit down and take a proctored exam. In my life, I look up information and interact with others to solve complex problems. How can I mimic this style of assessment in my class(es)?

Enter Responses to **Prompt 3: Solve real-world problems** here

- In grad school I did a plant physiology class with a take-home essay-style exam. My professor asked one prompt: “Imagine this single natural law no longer exists; how will your plants respond?” There were some more details given afterward, but the idea was for us to examine everything we had learned about plant physiology to date, and think about how those might be affected. In our next class we all shared ideas based on our essays. I’m not 100% sure how he assigned grades (it was a while ago), but I found this to be a fun way to assess our knowledge. This was of course for a small class!
- Reduce % of grade based on exams or get rid of exams completely
 - replace with more frequent, lower stakes assignments designed to engage students and encourage learning
 - projects can be used to synthesize material from the entire semester instead of a big cumulative final exam
- I teach team-based experiential learning classes and I ask them to create a technological solution to a social ill and to think about the ethical implications of the solution.
- When we’re not in a pandemic, I have them do a service-learning project for a community partner and they create a real solution for a real client who has a real need. The key is to reflect on the group dynamics and on the experience of applying their skills to a real-world problem.
- www.team-sort.com - uses results from Clifton Strengths finder.
 - The [CliftonStrengths for Students](#) Assessment tells students their Top 5 Talents and they enter their Top 5 in a drop-down menu in the Team-Sort app. The assessment costs \$11.99 and you only get the discount if you use a university email address. (I use this in my team-based service learning or experiential learning courses - you can email me if you want to talk about this in more detail = karen.landolt@mcombs.utexas.edu)

Prompt 4: Structure of assessments - Sometimes it might be important for people to know or be able to do something without looking it up or asking others. How can I structure quizzes and exams so it is more likely students complete them on their own?

Enter Responses to **Prompt 4: Structure of assessments** here

- Canvas Quizzes with different levels of security
 - Timed
 - a window of time during which the exam can be taken
 - question groups (write versions of questions so that the students get a sample of questions)
 - scramble the order of answers in multiple-choice questions
 - do not show the grades automatically
 - let students get back into the quiz if something goes wrong
- Proctorio

- Define technology requirements
- Have practice sessions
- Have alternate quizzes ready for students with trouble
- Learn more
- Design the assessments in a way that cheating won't help you learn/show what you learned.
 - eg. Essay questions
- Synchronous quizzes through, say, Instapol with TAs monitoring the class on Zoom
- Top 10 Takeaways = 1) why chose concept 2) how you have applied it in your own life 3) how you think it will help you in your own future
- Part of the assessment could be intentionally collaborative and the overall grade would be the average of individual + collaborative work/learning ... reduce the temptation to cheat.
 - Two-stage exams - individual exam followed by collaborative exam - can vary the way you do it
http://www.cwsei.ubc.ca/resources/files/Two-stage_Exams.pdf
- Give an example of good vs bad writing/collaborative work. If plagiarism software is used, give access to students to review their work by themselves too.
- Design assessments where the real life practices are used responsibly (looking up info is common in real life)
- Have a multitude of lower-stakes assessments instead of big exams

Prompt 5: Monitor student behavior - I am accustomed to giving proctored exams to students. I have heard of colleagues using Proctorio or Zoom during exams. What are pros and cons of using these tools for proctoring?

Enter Responses to **Prompt 5: Monitor student behavior** here

- We used Proctorio in my class of 180 students and it worked very well! Students were warned ahead of time (in the revised syllabus) and accepted it. If they had technical problems, they emailed the TAs and these were handled in real time. I had four levels of security: (1) synchronous exams, (2) time limits (adjustable in real-time if necessary), (3) Proctorio as a deterrent (we basically did not look at the results, (4) question groups.
- Use Zoom monitoring and have them take quizzes on Canvas. This was suggested at another meet-up and I think I will try it.
- Proctorio is creepy/intrusive, but the University endorsed it and are leaving it up to individual instructors to decide if it is reasonable to use..? Synchronous Zoom exams might feel like an in-person exam more, but all students can see each other, all need webcams, you can only see the top of their heads (could have notes/other people on other side of computer).

- Question groups are a great way to effectively give each student a unique exam. I generally wrote 3 or 4 times as many questions as each student saw. And you can have multiple question groups. So, I gave a 16-question exam, drawn from 3 different question groups. You can build the exam with say 3 questions from bank 1, 4 questions from bank 2, etc. And if they are taking the quiz synchronously (within a window), with Proctorio enabled (see the first response above, that's me as well), I think it's pretty secure.