1.5 The One About Academic Integrity

Mandy: [00:00:00] Hi, Wayne and Becky. How are you today?

Becky: Hi Wayne

Wayne: Hi virtual friends.

Mandy: Hello? Virtual friends. Okay. Real, real friends, but we are conversing virtually. Yes. So today, I was thinking that we could talk about academic integrity and help our listeners think through what that might look like this academic year, especially since things are looking a little bit different for many of us in school settings.

Wayne: That does seem like it would maybe pose some additional challenges.

Mandy: Okay. Yes. I think you're right. Okay. And, so I thought maybe you could good way to start, would be to, to do like a general overview of what academic integrity is. And maybe talk about it from the [00:01:00] perspective of our school, because I think that our academic integrity policy is probably pretty similar to what most colleges would have.

So even if we have listeners from other schools, this might still help them to think through it. We have a pretty good academic integrity policy. And one of the things that I like about it is that it gives us some flexibility from a faculty perspective in how we handle academic misconduct. We have a policy that talks about academic honesty and it defines what that is. So, they basically define it as, the integrity of the academic process requires credit to be given where credit is due. That's what academic honesty hinges on is giving credit to whomever or, [00:02:00] or whatever the source might be for information.

And also, it branches off into things like plagiarism and cheating and other issues. But academic honesty overall basically means that you're giving credit where credit's due and that you are not collaborating with other people when you're not supposed to. And that you're representing your work accurately and fairly.

So that's kind of just a really general idea of how our institution defines academic honesty, which I'm sure it's really similar to other institutions. And then we have a more robust policy that actually talks about academic misconduct. And so there's some things in our academic misconduct policy, which I think are pretty, I would say are pretty common, especially in writing [00:03:00] classes, but may not be that familiar to folks in other areas.

 I thought it would be interesting to talk through this. Obviously academic misconduct includes plagiarism and cheating. So we know that those are not okay. and then it also lists forgery and falsification and also, helping other people be academically dishonest, any kind of facilitation or aiding academic dishonesty.

And of course stealing the answers to quizzes or tests. And it things like that, yeah, we're aware of that, but, something else that I think students, especially don't always realize, and maybe some faculty don't think about it, especially if they don't use writing assignments. I

think that's probably one of the most common areas where this happens is multiple submissions of assignments.

Sometimes we will have students, especially in composition [00:04:00] classes, say, you know, I wrote this, I worked super hard on this research paper, my senior year of high school. Can I just use that as my research project for this class? And that seems like a reasonable request. Like you wrote it, you worked super hard on it.

But that's actually a form of academic misconduct. Obviously it's okay that they ask because it's a good opportunity to teach them something new. But, I think, students, especially don't realize that it's really not okay to submit the same assignment or even very, very similar assignments for multiple classes.

So that's actually included in our academic conduct policy.

Wayne: I'll be honest. I didn't know what you meant by multiple submissions. And in my head, I was thinking you just meant, like, they're just spamming you with assignments until you're just like, whatever you pass.

Mandy: You're fine. I don't want to see this ever again.

[00:05:00] **Wayne:** I got it now.

Becky: I have a question or kind of a comment . When I was a high school teacher and we would do cross curricular work a lot. And it would be kind of a kill two birds with one stone idea. Well, we're going to assign this assignment and you're going to learn the content in this class.

And you're going to learn the technical aspects in this class. And you're going to complete one big project and it's going to count as credit for both classes. And of course, anyone who thinks they're only doing half the work that they normally would, which I guess isn't true. They still did all the work.

They just, you know, they still think they're getting credit for doing one thing. And which is great. It's a great tool for high school students to kind of work around their brains. And they're trying to get out of things. Is it ever okay at the college level, if you're doing co-curricular things does it just have to be said from the beginning?

Yes. You can use, use this [00:06:00] for two things or yes, in the future, please use this resource again, or

Mandy: Yeah, that's an awesome question and example. I can actually give you an example from my own experience. so the short answer is yes it's okay. I think it depends on the spirit of the assignment.

If two faculty are collaborating and if you have a paired class. So for instance, my composition class is paired with our reading class and if we were to give paired assignments, of course that's okay because that's actually something that the faculty have created on purpose.

And so the spirit of the assignment is that it's meant to be collaborative and used between the two classes. Where it becomes academic misconduct is where I write a paper for my composition class and then also submit it to my psychology class without having a conversation with my instructor and turn it in as if it's [00:07:00] new work for that class, without explaining that I had written it for a different class or that it was done for a different purpose.

I had one student in particular a few years ago who actually did this in a couple of different ways. She just violated our academic misconduct policy, like multiple ways, but she had attempted the class previously. So she just resubmitted work that she had written in a previous experience of the class.

That seems logical, but the problem is that first of all, it was with a different instructor. She had not had me for that previous experience, so the work she submitted had nothing to do with the assignments that I had given. So that was a problem. The other problem then her [00:08:00] mother-in-law had taken my class the previous semester, and somehow she had gotten a hold of her mother in law's essay for one of the assignments.

And submitted that to me and her mother in law had been my student and I, as I was reading it, I was like, this looks very familiar. This is strange. So not only would that be considered potentially a multiple submission it was also stealing somebody else's work. So that was a problem. Back to the paired classes or paired assignment kind of situation, I took a couple of grad classes summer and the two faculty had collaborated on these classes.

They were very closely linked. In fact, they overlapped by a couple of weeks on purpose so that the assignment we did as the final project for the first class was meant to be carried over into the second class and used to [00:09:00] complete the big project for that class. And actually my research partner freaked out and emailed me and said, Oh my gosh, how much are we allowed to use from the first class for the second class? And I was like, all of it, cause that's how it's supposed to be done. But she was so worried about this academic misconduct part of things, which I think was, you know, that was being very thoughtful and careful on her part. But she was so worried about what some people refer to as self plagiarism, which I think is a strange term, but, that's what she was really worried about.

And I said, no, because we were told up front, this is the point of these assignments so that they crossover and support each other. And the other difference is that the project we submitted for the first class was. well, it was, first of all, it was a worksheet that we went through and filled out all the information.

And [00:10:00] there was a lot of substantial information on there, but it was supposed to be thought of as a very rough draft of our final research project for the second class. So in the end, they didn't even look anything alike. Like what I submitted as the final project for the second class really had nothing, you know, in format and even really in terms of content, they looked so different that it wouldn't have violated an academic misconduct policy.

Wayne: So can I, can I ask a question? The student's concern was it just that she thought her paper might look the same and that you would go, Whoa, hang on. Or was it like a software

tool or something like, like TurnItIn or something where it shows a percentage. And because she had written it, it was high, right?

Like [00:11:00] it had already been submitted previously some of the content. So the score would be high. Is it something like that or?

Mandy: Sure. I think in her particular case, it was a combination of things. Unfortunately we could not see our Turnitin scores. So I have no idea what my final Turnitin score looked like for anything.

Our faculty did not make those available to us. I don't know that it was so much being able to see that and, and say, Oh, wow, this is looking too similar, but I think it was more, Especially in grad school there you're constantly like in these doctoral programs, you're constantly walking this weird line where the idea is that you're going to start this initial research and continue building on it throughout your program.

And so you're just going to keep developing this deeper and deeper knowledge of your subject matter or your research interests or whatever you're doing. [00:12:00] But then there's also all of these warnings in like the grad student handbook and from faculty and all over the place saying it's not okay for you to submit work that you did in a previous class , but then it's kind of like, but I'm also supposed to be using the research that I've done previously and building on it.

So what does that look like? What does that mean?

Wayne: So I think it is confusing.

Mandy: It's really confusing. And, and so it's not just at the undergraduate level where it's confusing for students. I mean, it's confusing at the doctoral student level too, and everywhere in between, because on the one hand, yes, you have written this, you've done this work.

Yes, you did this it's yours, but on the flip side, Just resubmitting it in the exact same format without making any changes is considered a form of [00:13:00] academic misconduct. And so the way that I explained it to my research partner was it's okay, you're going to use the content that you wrote in the first part of the class, but how you present it is going to be different.

 this was a quantitative research class. And so we hadn't even run any of the numbers yet. We hadn't done any of the statistical analysis. So what she turned in, just like, in my case for the first class, it was really more planning the research project.

And then in the second class, we actually did the research and ran the statistical analysis. So it was totally fine that those two things overlap. As another example though I did an independent study a couple summers ago where I wrote this gigantic literature review, it was like 50 pages long.

It was crazy. And if I were to just take that literature review and turn that [00:14:00] in as a chapter for my dissertation without making any changes to it, that would be considered a

form of multiple submission or academic misconduct. That doesn't mean I can't use my lit review and build on it and revise it and tweak it.

But to just take it as is and resubmit it, you're basically not doing the work you're supposed to be doing.

Wayne: Gotcha.

Becky: So it's like every assignment.

Mandy: Yeah. I mean, again, it's the spirit of the assignment.

As a student, what are you supposed to be learning from it? As an instructor, what do you want your students to get out of it?

Becky: Okay, this is, this is a really stupid example, but I'm, and you may just laugh at me and tell me no, that doesn't really count.

And I really don't think it should count. Okay. Like when I was in my master's program, every single class had an introduce yourself post and you [00:15:00] have to answer all the same stupid questions every single time. And mind you, I use those in my classes. So even though I think they're stupid to do. I still make my students do it.

So what does that say about me, but

I know, I know

If I had to do it, darn it, so are they. I just took my introduction and typed it in a word document and I just copied and pasted it into every single class I took. Technically that was academic misconduct. Wasn't it?

Mandy: Yeah. I mean, technically

Becky: I hate to admit that I academically misconduct.

I really, I don't feel like I was supposed to get a lot out of it, but. I mean, I don't have a huge deal, but you know, I think little things like that, I think people don't think of those little. So, on that note, instructors out there please use icebreakers that are different for every class so that students don't know.

Wayne: So people like Becky can't copy and paste,

Becky: it's like, I didn't, nothing has changed. In the [00:16:00] last eight weeks, I still have the same number of children. I still live in the same place. We'd still love to camp. I still have the same hobbies. And so that's irritating to change that up. It

Mandy: is I, so I'm not going to lie, Becky.

I have done a really similar thing. Actually I think that kind of is a nice segue into some other pieces of this puzzle because it's really difficult sometimes to differentiate between what's okay

and what isn't. We talked a little bit about our institutional policy and one of the things that I said that I liked about it is that, that there's a section called sanctions, which sounds very official and scary, but it lists a number of different options that faculty can use, as consequences for academic misconduct.

And what I like about that is it gives flexibility to the faculty, but [00:17:00] it also gives an opportunity to really critically think about what actually happened here. So let's say that, in your master's program, your instructors got together and were like, well, this is really weird. Becky has used the exact same introduction posts every single time.

Is that really a big deal? Probably not. You know, technically, could it be considered academic misconduct? Yeah, probably. But is it really worth kicking you out of your master's degree program? No.

Wayne: Is it kind of petty to pick on it?

Mandy: Yeah, exactly.

Becky: And I remember both when I was in college and then even as a high school teacher.

And now that I'm a college instructor I realize that things aren't what I thought, but growing up, going to school, going into college myself and then teaching students, that was okay. Always don't plagiarize. If you plagiarize you'll get kicked out of school, like that was, there was [00:18:00] no, it was you plagiarized.

That's illegal. Boom. You're out of school. And then this was as recently as two years ago, I mean, in high school, they're still telling students this, which is good because they like to copy and paste Google searches. Yeah. And call that a paper, but I know. Personally, like I would never, ever intentionally plagiarize anything because I know it's not okay.

But then you sit and you do things and you live in fear of plagiarizing on accident and getting kicked out of college and screwing up your entire life with no intention of it. And so I, I like that our policy does give some freedom there. Based on the situation, because I really I'm naive, but I would like to, I believe that the majority of people who get in trouble for plagiarizing didn't mean to, and I probably am wrong.

You never know. I'm very naive about, you know, all people are good and no one should do anything bad. And I don't understand how they come up with these ideas.

So there's a reason for [00:19:00] academic integrity. And I am not that reason, because I couldn't fathom screwing up like that or doing something like that.

But I mean, that's right.

It's even to this day, when I see APA, I get so scared that I'm going to do it wrong, and then I'm gonna get in trouble .And this is something that I heard from students and finding that explanation for, well, why do I have to rewrite it in my own words?

They said it just fine. I mean, that's, there's a valid point in the idea of we should work smarter, not harder, but then where, when you brought up, but did you learn anything? Well, no, not if I just did the same thing over and over, so, so I can see that's a good explanation for it. So are not gonna learn how to do anything or think on your own copy everybody else's ideas.

Mandy: Yeah, exactly. I think that's where it's important to [00:20:00] as an instructor to have your own policy for your course that fits with the institutional policy, but that maybe spell things out a little bit more specifically for how things are gonna happen in your course.

In my writing class for many students either, they've never learned how to do research or if they did, it was 20 years ago or they just never really had a grasp of it for whatever reason. And so I don't want to punish students immediately for making a mistake that they don't even know they're making.

And so I guess that's why I think it's really important to have some flexibility in how you apply the policy, but also to really know what your boundaries are and what can be considered a teaching opportunity and what is legit cheating and serious academic [00:21:00] misconduct. back to that fear of getting in trouble.

Sometimes that leads students to commit more serious academic misconduct than if they would've just gone with it and been ok with possibly making a mistake. But I think that sometimes also comes from faculty who might have applied that policy in a stricter way than maybe was necessary. I tend to feel like if you make a mistake and it's clearly an accident, I'm going to help you fix that.

So you learn how to do it correctly and you don't make that mistake again. Some people will, say I told you this was not okay, you didn't listen to me and you're going to be in trouble. So I think, you know, it's kind of individual people's teaching philosophies as well, but, I look at it on a spectrum in writing classes, because obviously you can make lots of mistakes and not realize it.

And I've also had students make the [00:22:00] argument You know, there's only so many combinations of words in the English language. There's a finite number of combinations of words. And I'm like, I don't know if that's true, but okay.

Okay. I've had some students challenge me with, if there's no such thing as an original idea, then that means I have to cite everything and which I'm like, okay, philosopher fine. But. If you, I guess if you want to look at it that way you can, but there's, I think it has to do with intent and use and then the bigger picture.

I have had students who, after I taught them MLA style, they would put quotation marks around things, but forget to include the in text citation. So then I could go back to them and say, Hey, you put quotation marks around this, which tells me it came from somewhere, where did it come from?

And they'd be like, [00:23:00] Oh, I didn't realize I had to do that. I mean, there's all kinds of crazy things that people do. I wouldn't automatically give a student a zero on a paper for

making a mistake like that. I would go back to them and say, Hey, you need to fix this. Show me where this came from.

But on the flip side I've had a couple of experiences where, I've had students who flat out actually purchased the paper online and submitted that as their paper. That's a blatant disregard for the class and the assignment , that's a big academic integrity violation.

So that's what I mean about there being a spectrum. And I think maybe some people are not as I don't know, laissez Faire about it as I am, maybe because there's some people who are like, no academic misconduct is academic misconduct, it doesn't matter. I'm kind of more like, [00:24:00] Oh, you made a weird mistake here, but I can see that your intent was to still do the right thing.

You're not trying to plagiarize. Let's talk through this and you can make corrections .

Becky: Okay. So with like TurnItIn and I've never really used it before cause I'm not a writing person. I know when I did assign papers as a high school teacher, I would just randomly select lines out of it and Google them just to make sure they weren't copying it, and see how similar it was and make sure that they really didn't buy it offline .

But how does Turnitin work? I mean, what does it look for? How does it help the student?

How's it helping the instructor. Cause I don't really know anything about it.

Mandy: Okay. So Wayne, I'm going to tell Becky how I think it works, but then if I am misspeaking, please correct me.

Wayne: Sure.

Mandy: I'll tell you what I tell my students, which could be a total lie, but [00:25:00]

We're really lucky because we have TurnItIn automatically integrated with our assignment folders in D2L, which is pretty cool. We can just look at their score and everything in the assignment folder .

I tell my students that when they submit their paper to the assignment folder, If I have TurnItIn selected, then it automatically goes through TurnItIn. And TurnItIn is looking to see if there are any matches between that student's paper and all of the millions of other student papers in their database.

And then it's also looking to see if there's any matches between that student's paper and anything out on the open web. Sometimes it identifies really dumb things. Like if you have a common, last name, like Smith and you have that in your header, it'll flag that which is super annoying.

Sometimes it'll highlight things that are commonly used phrases, which that's annoying. [00:26:00]

Wayne: But it's not, it's not giving it a high score for things like that.

Mandy: No. And you can actually go back in after you've run the report and turn off, anything that is a certain percentage.

Anything that shows like a 1% match, for example, you can just eliminate those. And then that changes their overall score, which is pretty nice. Or if you quoted a source, that will get highlighted . So as, as the instructor, I can go back in and eliminate some of those really small matches.

Becky: Does TurnItIn. Like every paper that's ever, ever submitted through Turnitin and now has a copy of that. So it can look so like for someone who uses a paper from a previous class that would help that because,okay.

Mandy: Yeah. So let me give you an example. And I think I might've talked about this before, but this is my favorite example of

how Turnitin works and what is crazy about it? So [00:27:00] I had a student a couple years ago who turned in the final paper for my class and I got the Turnitin report and it was a 99% match. And the only thing that was different about his paper versus the Turnitin version was his name and his heading. It had my class and the date. But even the header where it was the student's last name and page number was coming up as a match. And I was like, well, this is really weird. And, TurnItIn is really careful about student privacy.

So you can't always see the entire paper. If your student's paper matches another student's paper, you can't always see the other student's entire paper, especially if it's from a different institution, but, the match for this one happened to be from MSU Bozeman and you can sometimes see [00:28:00] the entire paper from there.

And so I was like, well, this is really weird. Cause I knew that he hadn't gone to school at MSU and that he hadn't transferred or anything. And I was like, what is happening here? I thought, maybe turn it in was broken or something.

So I sat down with the student and I said, Hey, there's a 99% match here. Do you want to tell me what's going on? And he said, well, I wrote that paper my senior year of high school. And then my brother went to MSU last year and used that paper for his writing class. And then I didn't really have time to do your final assignment.

So I just reused the paper. I thought it would be okay because I wrote it and I was like, None of this is okay.

 And I said, [00:29:00] did your brother not get in trouble for this? And he's like, no, he got a B in the class, it was fine. So somehow the brother had skated under the radar, because also the high school that these guys had gone to uses Turnitin.

And so it was already in the database when the brother used it. So I don't know if that instructor had not used Turnitin or I don't know what, yeah. Those circumstances don't matter, but, yeah, so it was a, it was a really funny incident. I mean, it, wasn't funny to the kid got a zero on the paper, but, but it was a really strange thing because I couldn't figure out why this was happening.

Yeah. Why have you matches, were showing up. So, that's an example of how it uses the database of student papers to check for any kind of [00:30:00] similarity. Yeah. I actually had an experience last year where students in my class, both had high Turnitin percentages on one of the assignments.

Supposedly one of the students had taken her friend's paper and copied most of it. And what was interesting is the Turnitin percentage was different on both papers.

I could look at the date and time when these were turned in and the original paper had been submitted first and the other one had been submitted probably six hours later. So that was an example of where I saw that there were these matches, and then I had to really think about how to apply my policy to this [00:31:00] situation. I really had to look at the Turnitin report carefully to try to figure out what was going on.

Becky: You had mentioned in your program you're doing now that when you submitted your paper, you don't know what the TurnItIn percentages were.

Can the students ever see that? Or how would that benefit the students to be able to use that?

Wayne: Well, they can, in the way that we use TurnItIn, it depends on the instructor. If they enable that for the student to be able to see it, then they can, but they can see it after they've turned it in. So, you know, they don't know if it matches the database until after they've submitted it. And then it takes a little bit of time.

Becky: I think personally, I'm so afraid of plagiarizing on accident. Like it would be nice to be able to see that. Then again, I'm really OCD and I wouldn't want any percentages. And then, yeah, I probably would be a mess for me.

Wayne: Can I suggest something then? I mean, TurnItIn is the [00:32:00] one that we use and it's a big name. It's widely used by institutions, but you know, high schools and stuff, but there are other options. there, there are a handful of other options and I can't speak to the job that they do, cause I haven't used them personally, but I do know they exist. One is Bartleby which I like, just because I like the name, but I don't know how well it does.

but there's also, Grammarly, which, you know, everybody's seen the ads for Grammarly. Grammarly in addition to just being this amazing keyboard you can have on your phone or your computer that, you know, makes you a better writer, just by checking your grammar and punctuation, they also have a plagiarism check and it's free.

So I'm not, again, I'm not saying that it, you know, is, I don't know if it's the same caliber as TurnItIn or anything, but if a student were concerned, you know, they could upload their paper there and see what it returns, you know, just see if it, if it, if it does match or how high it matches before they submit [00:33:00] their paper through our system and through TurnItIn.

Mandy: For sure. I use Grammarly myself just for my own writing. I've recommended that as a free tool for our students many times and I think they've been happy with it.

The other thing too, with TurnItIn, though, like Wayne said, it's really up to individual instructors, how they use it. I do a couple things. If I have students writing an essay, I'll have an assignment folder for the draft of their paper and I have TurnItIn turned on for that. I also go in and make sure that they can see their score. I want it to be really transparent. So I set it up so that as soon as that paper gets submitted, it runs through Turnitin within less than 10 minutes usually students can go back into the assignment folder and they can see what their turn it in score is, and then they can click on it and then it takes them to the Turnitin site so they can look at their report. I like to use it as a teaching tool in that [00:34:00] way. But the other thing is that. as long as it's in and again, Wayne correct me if I'm wrong, but as long as it's in the same course, if a student yeah. Submit raft of a paper to one folder, and then I have another assignment folder for the final draft that it also goes through Turnitin it doesn't get flagged.

Wayne: I don't know. I don't know if that's true or not. I do know that there's a setting in there, that you can have it not store the paper. So I think if you do that for a draft, then it wouldn't store the paper. And when they submitted the final, it would check it against all of the others, but not itself again.

Mandy: For their really high stakes essays, I open the assignment folder up early and they can submit their paper as many times as they want to the assignment folder. And it'll run through TurnItIn every time. So what I usually will have them do for their research paper, because it's a big part of their [00:35:00] grade,

I'll say, Hey, as soon as you have a draft that you're happy with, turn it in, just so that it goes through the Turnitin system. So you can see where you're at and then look at your report and go through and make corrections and then resubmit it. And so I've had, I had one student submit their paper 10 times, but they were watching their Turnitin score get reduced every single time. I think it's something where you have to play with it as an instructor to see how you want it to work.

I think it's really important to make it so that students can see the scores and the report immediately so that if they need to make corrections, if they're conscientious and want to do that, that they can.

Becky: I like that. And I like it as a teaching tool to allow them to see. Yeah, you have too many quotes in here. And even we're all intelligent people, but I know when I write papers, there are times I'm wondering is this enough of mine? Do I have the right mix? Am I [00:36:00] doing things correctly? And I mean, it can be literature reviews are the worst.

Mandy: Yeah.

Becky: You know, cause it's like just read the article, but that's what I want to tell you is exactly what it says.

It's really hard to write something and know that you're using enough of your own words. So I really liked that as a teaching tool and allowing the students to see their scores and they can go back and make those changes.

So that's really good.

Mandy: Yeah. I like that too. So what else can you guys tell me about some other tools or some other strategies to help out with academic integrity.

Wayne: Well, I mean, in a whole other side too, you're talking about assignments, but there's also this whole piece of testing too.

That involves academic integrity and, you know, with all of this learning, moving online in the last few months, it's become, an even bigger issue and thing that we need to watch. We use Respondus lockdown browser and monitor.

and so if [00:37:00] anyone's not familiar with that lockdown browser locks down their computer to only the test that they're in and they can't take a screenshot or print or use another browser to research answers, things like that. and that one's great. I mean, they all have their pros and cons, right. So, that's a good one.

There are a couple of others that I have some familiarity with. One of the downsides of Respondus is that you can't use a Chromebook and Chromebooks are cheap. So lots of college students buy Chromebooks. So that's a downside but there, there are some other ones, and you know, it just.

There's cost involved with all of them. So unless you're going to give your tests during class and proctor them yourself, your institution might be looking at some of these things, but there is a there's one called Examity that I think is kind of interesting because it has live proctors watching you over your webcam and microphone.

I think they outsource that, I think Examity [00:38:00] outsources that, but, my experience has been good with that as a student and taking some exams like that. And then another one that I've just recently become aware of that's kind of pricey, but their model is interesting. So with respondus monitor, your webcam is recording you and your microphone is recording. you while you take the test, but the software is then flagging points where it can't see your whole face. So maybe you're talking to someone else or maybe you just nervously pull your shirt up your nose, which that's a thing that actually, we have an anecdotal story about somebody doing that, but it got

flagged every time, but then the instructor, looks at the video, the screenshots and goes, Oh yeah, they're not cheating. They're just nervously pulling their shirt up over their face. No testing with your mask on, cause it has to see your whole face, but that one's kind of cool in that it's all automated and the instructor can go back and they don't have to watch every hour long video.

You can [00:39:00] just look at these screenshots, and see where they need to watch from. But then with this new one, Integrity Advocate, and I don't know how new they are, but they're new to D2L, they've become a partner of D2L. There's no software to install so it runs on pretty much everything like Chromebooks. You are being watched with your webcam and microphone and it's recording that. So nobody's watching it live, but then they have people

who review the things that it flagged and they only send what they need to, to the instructor.

So the instructor doesn't have to see the person who's pulling their shirt up because the, the person at Integrity Advocate can see, Oh, they weren't cheating. So that never gets to the instructor. So it's cool. But it's, it's also, just from my talks with them, it's a little pricey. So, you know, some schools from what they've said, choose to use that for more, just high stakes exams. Cause it is per test that you're paying. [00:40:00] So, but you know, there are just different options is why I kind of wanted to mention that as far as testing. And then in addition to that, there are also some ways that you can utilize your learning management system to help prevent cheating on tests. one example would be, if you're giving a long exam, you can break it down into pages and then prevent moving backward, which I know for someone like me that would freak me out because I might think, well, I might need to go back. I might skip something and come back to it later. And with things like that, you can't, but, just depends on the instructor and the kinds of tests and that kind of thing.

But there are some things you can do in that way as well.

Mandy: I've always noticed that option on the quizzes in D2L, but I've never really thought about why you would want to prevent students from being able to go backwards. But yeah, if it was a fairly high stakes quiz, I can see that might be important

Wayne: Or one example that I can think of too where I've seen it here [00:41:00] is an instructor gave, an image or maybe it was a video that was embedded in that page of the test. And it was a still image though, and they were supposed to get it for a minute, it was an observational test and then they were supposed to answer questions about it. So as they move forward, now I can't go back to that image, but they have to answer questions about the image.

So things like that, that are kind of neat ways to use it.

Mandy: Interesting.

Wayne: Yeah.

Becky: Yeah, I like that. I'm with you. I would freak out about not being able to go back and I'm going to lie. I don't want to be watched while I take a test. And, and that's just, I mean, that's a personal feeling. Like I would rather go sit in a room with people right there to watch me take the test than to know I'm being videoed.

That just makes me nervous. I think one thing to keep in mind when we're talking about [00:42:00] strategies for preventing academic misconduct, everyone has different learning styles, right? So just like me, I may bomb a test that I'm being recorded on.

Not because I don't know the information, but because I'm totally freaked out about being recorded. And so really that's not a good assessment of my knowledge. That's not a good way to see, did she really get out of this what she needed to get out of that? So, just like with different learning styles and in working on having different assignments or different

ways of assessing learning that also can help discourage cheating. And part of it comes down to if you have multiple different assessments, different ways of assessing someone and not any one part of that assessment is high stakes.

Like I could bomb every quiz I take, but I'm still going to pass the class. I'm still going to prove I know it because I can do the assignments well, or I can't write a paper to save my life. So, but my class isn't [00:43:00] a writing class, so I can do other like there's some well choice quizzes and some projects and other different things.

So my videos, my papers don't have to be a hundred percent papers because there are other ways that I'm going to be assessed in this. So it really human nature. You're less likely to cheat if you know, you're not going to lose because of just one thing you're bad at, and then it also fits in with the learning styles too, with making sure that you have assessed that knowledge. For example, for years they studied the idea of, should we have only homework or only tests? Should grades be better based 100% on homework, 100% on tests or what percentage of each and there's valid arguments for both.

my argument is why don't we do multiple different ways to assess, make them all equal and not anything, any more important than the other. And, and I won't go into all my reasonings for that, but by [00:44:00] doing that, students are just less likely to feel like they need to cheat. They're less likely to feel like they have to get a hundred percent on those quizzes because they know they can make those points up doing something they're actually really good at.

Wayne: Can I add too, since you mentioned that you're someone who wouldn't want to be recorded, but typically with Respondus monitor, we suggest to the instructors that they, if possible, give the students the option of either proctored, like. In, you know, a proctored setting or Respondus monitor.

And then also, anecdotally, I don't have exact numbers on this, but from when I checked it before it turned out that when given the option about 80% of students chose to do it in the comfort of their own home being recorded versus finding a testing center or coming to our testing center. So you would be in the 20% and that's okay.

Becky: You know this goes kind of back to Respondus monitor, I'm not a fan of multiple choice questions. I don't like when I'm looking at an online class, I don't like when their [00:45:00] assessment is purely just multiple choice, true and false quizzes that are automatically corrected, whatever, because it really is easier to cheat on those.

I mean, we have all of these things in place to try to prevent someone from cheating on this quiz. Why don't we just make the quiz worth less points and make them do a project that's worth more points and have them do that critical thinking. If we're looking at Bloom's or whatever, we're really trying to get to the higher order thinking, and we can do that. If we're varying what we're having the students do.

My personal approach to education is more of a hands on approach. And so I hate multiple choice.

And so when I hear people say, Well, what if they write all the answers down and tape it to the wall behind their computer monitor. And then I don't know, they're cheating. If your students are doing that, then there is more of a problem than just academic misconduct. Like if they're going to go so far out of their way to set their workspace up to cheat, [00:46:00] there's gotta be a bigger picture here.

We've got to look at it. And so that's from where I come from is we'll then assess with other strategies and don't make that as important.

Mandy: I agree. I think academic misconduct happens for a variety of reasons, but from what I've witnessed, it's either from a complete lack of knowledge and lack of skills or operating from a place of fear. And, if you're scared and you're really worried that your grade in this class is what's going to prevent you from getting into the programs you want to get into, or that you haven't been successful on other assignments in this class, and this is your last opportunity to do

okay and still pass, operating from that place of fear can really cause people to make some stupid choices. I think you're right. If we give students more opportunities to demonstrate their knowledge and to [00:47:00] demonstrate their learning, then maybe at least that operating from a place of fear might be reduced and maybe people won't make such bad decisions .

Becky: You know, memorization, especially when we're looking at the college level, memorization is just not what we should be striving for, in my opinion, of course, this is just my opinion, but really if you think about everything you've ever learned, and you think about those building blocks, you're able to figure things out when you have a basic understanding of how it works.

I mean, I took medical terminology 20 years ago in college. I don't remember any of it cause I remembered it long enough to pass my multiple choice quizzes or fill in the blank quizzes online. and I don't use it, and I know nurses use that terminology all the time so I'm not as afraid that, you know, a nurse is just going to memorize it long enough to pass the class. I know they use it going forward, but we all have these handy dandy little computers in our pockets now that we can look anything [00:48:00] up on. And so why should people memorize all of this information when they don't need to? Instead of memorizing things, why don't we know where to get the quick and easy answer, and then thinking about the application of this information, let's go really deep into that knowledge and figure out how do we use it, because if you're actually applying it to something you're gonna remember it better.

So that's my stick about not doing multiple choice quizzes.

Mandy: I think you're right. I listened to this really great podcast that was talking about assessment the other day, the person who was being interviewed is a nationally known assessment professional. And what she was talking about was how important it is to differentiate between what information students actually need to have in their heads and retain in their brains and what information can be looked up.

And she said a very [00:49:00] similar thing to what you said, Becky, that we all have these phones in our pockets all the time. And it's important as educators to be able to differentiate between how do we want students to demonstrate knowledge, what knowledge do they need to be able to demonstrate?

And what do we just want them to know what their resources are so that they can find that information, not going into a situation cold and having no idea that they're even are resources, but is it really necessary to memorize certain things at this point? With the technology we have available to us and the kinds of work that people are doing, it may not be necessary.

It may be more about teaching people how to use resources rather than having memorized things. Again, it goes back to what is the purpose of the assessment? If you're trying to check for understanding a multiple choice quiz can be a great tool. If it's the final exam for your class, that's a [00:50:00] pretty easy way for people to cheat.

And maybe that's not the best purpose for that assessment tool.

Becky: Good point. And I like that using that, just checking for understanding really low stakes, really more for the teacher than the student, you know, it's more for you to know what they're missing and what you need to maybe spend a little more time on.

So I like that.

Mandy: All right friends. Anything else about academic integrity?

Wayne: I feel like we covered a lot of bases.

Becky: I do too.

Mandy: I do too. So I think just to sum up, make sure you know, what your institution's policy is, make sure you know how you want to apply that in your class.

Becky: Make sure you set the expectations in your class.

And have your own policy also, that's very clearly outlined.

Mandy: Yep. And work with your instructional technologist friend to use the awesome technology tools that are available to you.

[00:51:00] **Wayne:** Hopefully you have some,

Mandy: hopefully you have some, hopefully you have a technology friend like Wayne

Becky: sin.

Mandy: Yeah. All right. Friends. It's been great talking to you. Thank you.

Becky: We'll see you

Mandy: next time. Bye.