

# Digital Teaching Summer Camp

Academic Integrity in Remote Learning Contexts  
(Or, “This Is Ourselves Under Pressure”)



# Resources for Anti-Racist Pedagogy

- *Teaching to Transgress: Education as the Practice of Freedom and Teaching Community: A Pedagogy of Hope* by bell hooks
- *Pedagogy of the Oppressed* and *Pedagogy of Hope* by Paulo Freire
- *Charleston Syllabus: Readings on Race, Racism, and Racial Violence* by Chad Williams, Kidada E. Williams, and Keisha N. Blain, eds
- *Racism in the Canadian University: Demanding Social Justice, Inclusion, and Equity* by Frances Henry and Carol Tator (eds)
- We'll also link some articles from the TRU Library (or available by open access) in the first section of the Alternate Modes Moodle shell.

A note on today's session before we begin...

TRU doesn't offer widespread support of Turnitin or ProctorU, and this session isn't about those kinds of surveillance tools.



# That doesn't mean we don't see that there's a problem.

The statistics below are just a snapshot of overall trends uncovered over the past 12 years.

	<u>Graduate Students</u>	<u>Undergraduates*</u>
Number responding	~17,000	~71,300
% who admit cheating on tests:	17%	39%
% who admit cheating on written assignments:	40%	62%
% total who admit written or test cheating:	43%	68%

Source: International Center for Academic Integrity (<https://www.academicintegrity.org/statistics/>), reflecting data from surveys conducted between 2002 and 2015.

# With that aside in mind...

We know this issue and all it entails is a huge source of anxiety right now. Would you please share in the public chat what has you preoccupied when you think about academic integrity?

# We hold these truths to be self-evident:

- We cannot provide a secure, proctored environment. Therefore, every assessment is potentially collaborative and certainly open book.
  - Resist the urge to be punitive in response (eg. extremely tight timelines on questions, forced sequential movements through assessments, both of which increase stress).
- What possibilities for assessment open up if we accept this as the reality of our situation, and plan accordingly?

# What do we know about the conditions that promote academic integrity?

- Community norms, modelling, and expectations.
- When skills are scaffolded, students are less likely to panic.
- Assignment design that is:
  - clear and perceived as fair;
  - anchored in the course;
  - multistage; and
  - interactive.
- ... and there are known pitfalls to avoid.

# Let's start with the pitfalls.

- Publisher resources, including test banks, are widely compromised and easily Googleable (I encourage you to test this with any resources you are sent).
  - We also regularly hear about the errors in these resources.
- Closed, definitional-style questions (eg. “What is concept x?”), don't invite investment in the assessment and are typically easily downloaded or purchased.
- Google your own past assessments. Are they out there? Is it time for a refresh?



# Consider sustainability in assessment design.

Is there a way to design a project or essay for your class – folding in reflective practice or iterative development – so that students invest in it and so it doesn't matter if it is floating around the internet?

# Community Norms, Modelling, and Expectations

- Rather than simply having an academic integrity statement posted, keep a conversation going all semester (consider a forum where students can post source and citation questions, for example).
- Model proper attribution in slides and lecture materials.
- Have students build an expectations statement collaboratively to establish a common understanding of plagiarism.

# Indeed, building community is critical!

- We know that students cheat when they feel invisible or lack a sense of connection to the course.
  - Feeling anonymous can divorce the individual from consequence.
- On Friday, we'll talk about strategies for helping students feel a sense of belonging in your class.

# Scaffold Any Skills Required to Complete the Assessment

- We can get so wrapped up in content that we don't talk to students about the other skills being assessed (often, writing skills and group dynamics).
- Use formative assessment to practice these skills.
- Talk about your own use of these skills in your work.
- Invite resources – like our wonderful librarians! – into your course to help (research support is not just for first year).

# Design for Integrity (and Learning!)

- The strategies that research shows us maximize opportunities for integrity are also the strategies that maximize learning:
  - clear and perceived as fair (students know what is expected of them)
  - anchored in the course (connection to in-class learning is explicit and required in the evaluation process)
  - multistage (checking in throughout the process); and
  - interactive (require students to talk to you and to each other about their assessments).
- We know that when we raise anxiety levels, we raise the likelihood of cheating.

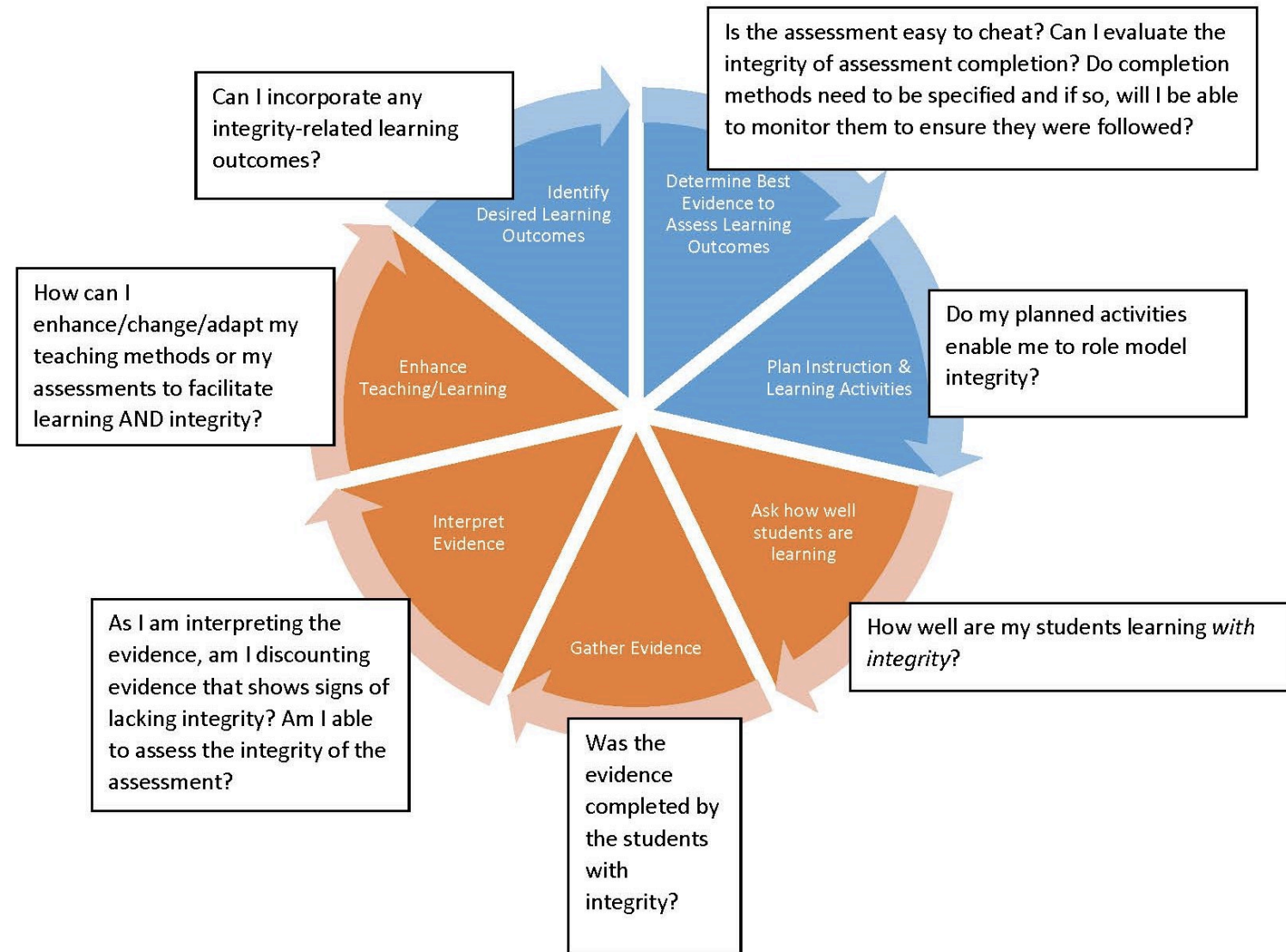
# One way to conceptualize these questions:

Source:

<https://www.academicintegrity.org/blog/course-design-assessment-integrity-strange-bedfellows/>

It's possible that you won't be able to tackle every component in every assignment, but when you think about your course holistically, do you cover all of these bases?

An illustration combining Backwards Design, SLO Assessment Loop & Integrity by Tricia Bertram Gallant



# Congratulations!

You've earned a badge!

You'll see this appear on your Moodle later today; it also includes a very brief summary of the workshop that might be useful for your APAR/PRC.

Remember that if you complete eight of these sessions this summer, you'll earn our Certificate of Digital Competency to recognize your hard work and engagement.

