

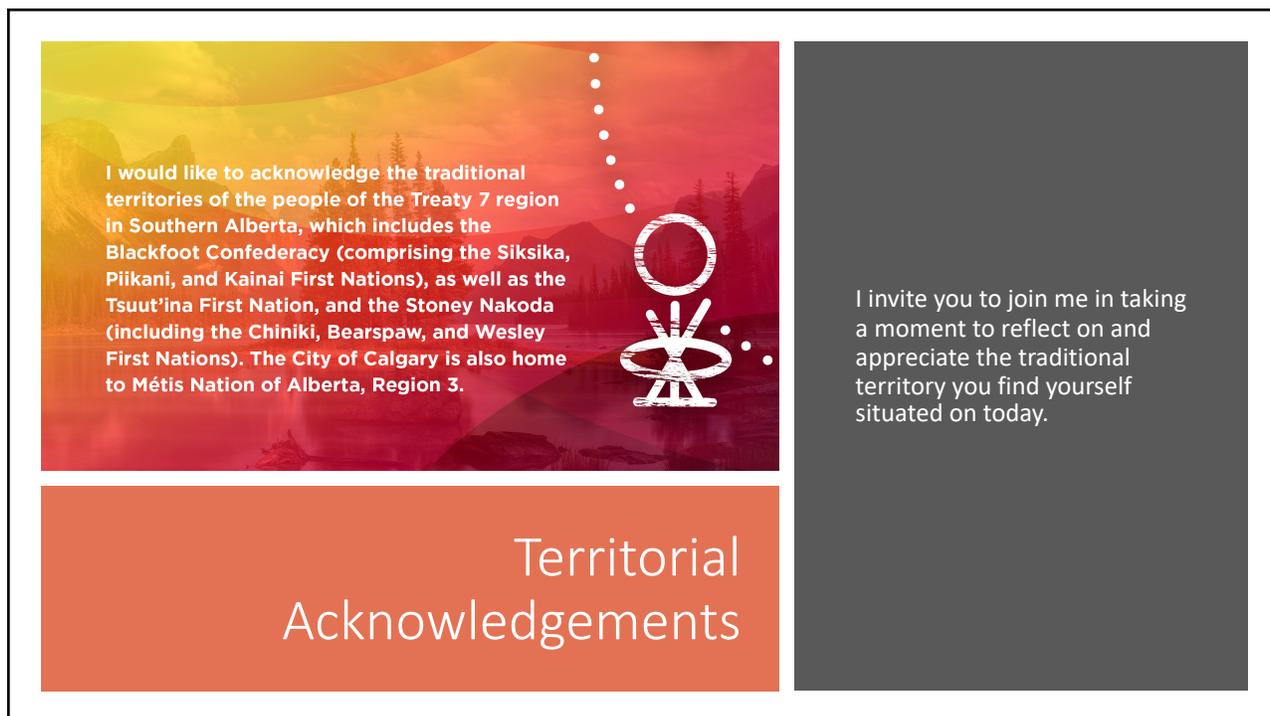


Creating a Culture of Academic Integrity: In and Beyond the Classroom

Presented to the University of Victoria

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I would like to acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region 3.



I invite you to join me in taking a moment to reflect on and appreciate the traditional territory you find yourself situated on today.

Territorial Acknowledgements

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Introductions

- What's your name?
- What do you teach / research?
- What brought you here today?

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Objectives

By the end of this session engaged participants will:

- Analyze the role they play in a multi-stakeholder approach to upholding academic integrity.
- Understand the threat posed by commercial third-party entities.
- Discover concrete examples of how other universities are addressing complex issues related to academic misconduct.

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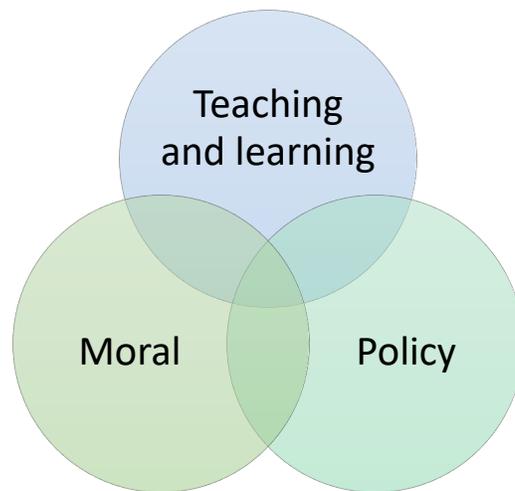
What is academic integrity?



International Center for Academic Integrity, 2021

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Conceptual framing of academic integrity



(Adam, 2016)

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A Teaching and Learning Imperative

Reframe the driving question from
 “how do we stop students from *cheating*?”
 to
 “how do we ensure students are *learning*?”
 (Bertram Gallant, 2008, p. 6)

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Factors affecting academic misconduct

Some highlights; not an exhaustive list.

Individual	Contextual
Maturity level	Pressure to perform
Stress levels	Competitive learning environment
Unfamiliarity with or unsure of expectations	Perception of peers
Personality	Instructional expectations not communicated clearly
Self-regulation / self-control	Instructor attitudes

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What is contract cheating?

- Familiar terms may include “term paper mills” or “essay mills”.
- “Contract cheating” was coined in 2006 by two UK computer science profs who found students outsourcing their coding assignments (Clarke & Lancaster, 2006).
- “Contract cheating occurs when a “third party makes a contribution to the work of the student, such that there is reasonable doubt as to whose work the assessment represents” (Draper & Newton, p. 2017, p. 1).”

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A Breach of the Integrity Contract

Expectation:



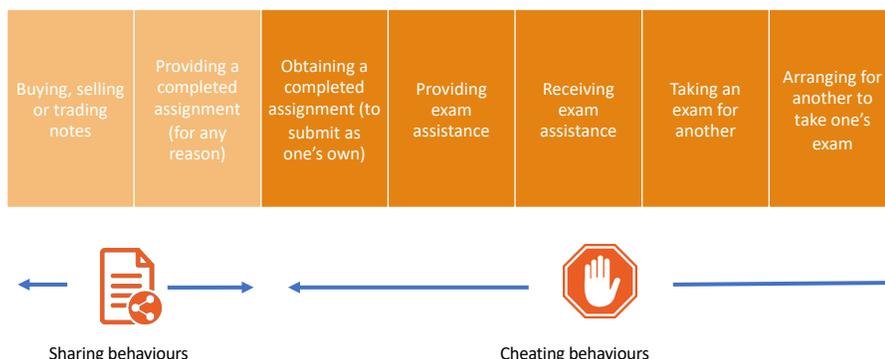
Violation:



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7 Academic Outsourcing Behaviours

Academic outsourcing behaviours (Bretag et al., 2019, p. 1839)



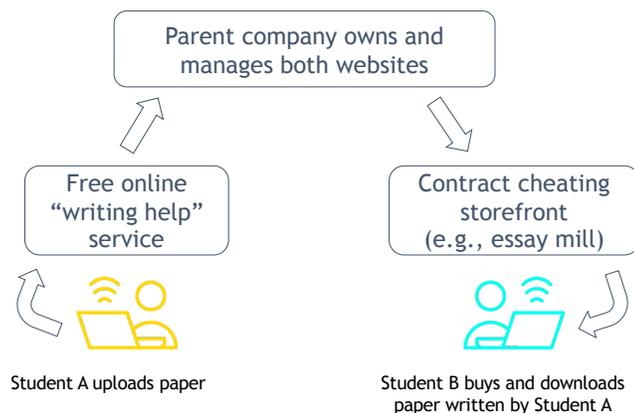
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Industry Overview

- Major commercial operations began to emerge in the 1970s.
- Est. value today is \$15 Billion USD.
- Businesses operate mainly online.
- Suppliers can be from any where in the world.
- Students upload assignment instructions. Work is either farmed out or suppliers bid on assignments.
- A single parent company can own multiple (e.g., hundreds) of storefronts.

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Corporate cheating cartels: Content harvesting is part of the business



Eaton, 2018

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Prevalence of contract cheating

- \approx 3.5% of students self-reported (Curtis & Clare, 2017)
- 1 in 7 students (15.7%), (Newton, 2018)
- 62.5% did it more than once (Curtis & Clare, 2017)

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Prevalence in Canada	2005	Canada in top 4 countries from which students bought academic work online
	2018	Canada tied for 2nd: top countries where students engage in contract cheating

Lancaster & Clarke, 2006; Lancaster, 2018

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Contract cheating companies
are
aggressively marketing
to students
during the pandemic.

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COVID-19
Customized
marketing

COVID-19 UPDATE: we are fully operational, with our team and academics working safely.

KevinWriters
@KevinWriters

@KevinWriters has reduced costs per page for essays/assignments from \$10 to \$6 to help students save money to buy essentials at this time the country is taking measures to fight Corona virus. #We care for y'all. DM to reach us.

6:03 PM · Mar 17, 2020 · Twitter for iPhone

STAY SAFE AT HOME!
AND LET OUR EXPERTS HELP YOU TO SOLVE YOUR ASSIGNMENT ONLINE!
We are available 24/7 for your help

Coronavirus (COVID-19) Alert!
Dear Customer, due to COVID-19 and as a measure of abundant caution, our offices will operate with reduced staff. However, this is to ensure that you will continue to receive high-quality services from our end. Our chat support is 24/7 available to assist you. Thank you for your cooperation.

COVID-19: We work as usual and ready to get your papers done 24/7.

COVID-19 Update: Guys, our services are not interrupted by the coronavirus outbreak. Feel free to order your papers as usual.

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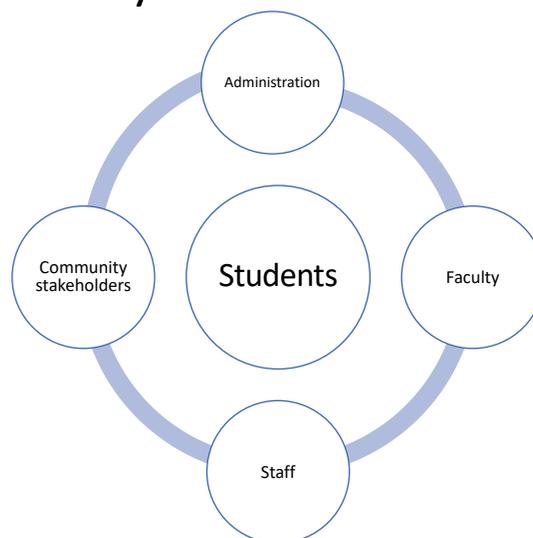
Risks to Students

- Psychological harassment
- Bullying
- Blackmail

- Students are often unaware these companies will blackmail students (Yorke et al., 2020)

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Academic Integrity: Shared responsibility model



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Special considerations for large classes

Talk about academic integrity in class. Make your class a safe space where students know why integrity is important and that it is not a taboo subject. If you have TAs, ask them to talk with students about ethical learning in labs and study groups.

Create opportunities for dialogue. Although a pre-made video or tutorial about academic integrity can help, students also need opportunities to ask questions to deepen their learning. Create opportunities for them to ask questions.

Talk about the institutional policies and procedures. Let them know that there are established processes to address misconduct. It can be helpful to take an educational, rather than punitive stance when you do this. Take a non-threatening approach.

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Special considerations for large classes

Create clear assessment criteria. Students need to know what they are being assessed on and how assessment works.

State clear expectations. Make it clear what is and is not allowed in terms of assessment and studying. If, for example, you do not allow students to post to or download from an external file-sharing site, be clear about that from the beginning of the term.

Lower the stakes. Avoid high-stakes mid-terms and final exams. There is no single definition of a high-stakes assessment but having an assessment worth a maximum of 30% of the final grade is fair.

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Special considerations for large classes

Avoid pre-made test banks. Recognize that any test banks produced by textbook companies are likely already available on the Internet. Build your own test banks, preferably with lots of questions. Questions need to be continually revised or added.

Randomize test-questions. If you choose to give online exams, randomize the questions to make it more challenging for students to share answers.

Encourage students to become self-regulated learners. Talk openly about things like time management. Offer simple tips such as writing due dates down in their personal calendars. Many students lack the necessary self-regulation skills to learn effectively in large classes without some guidance. Show them what it means to be an effective learner.

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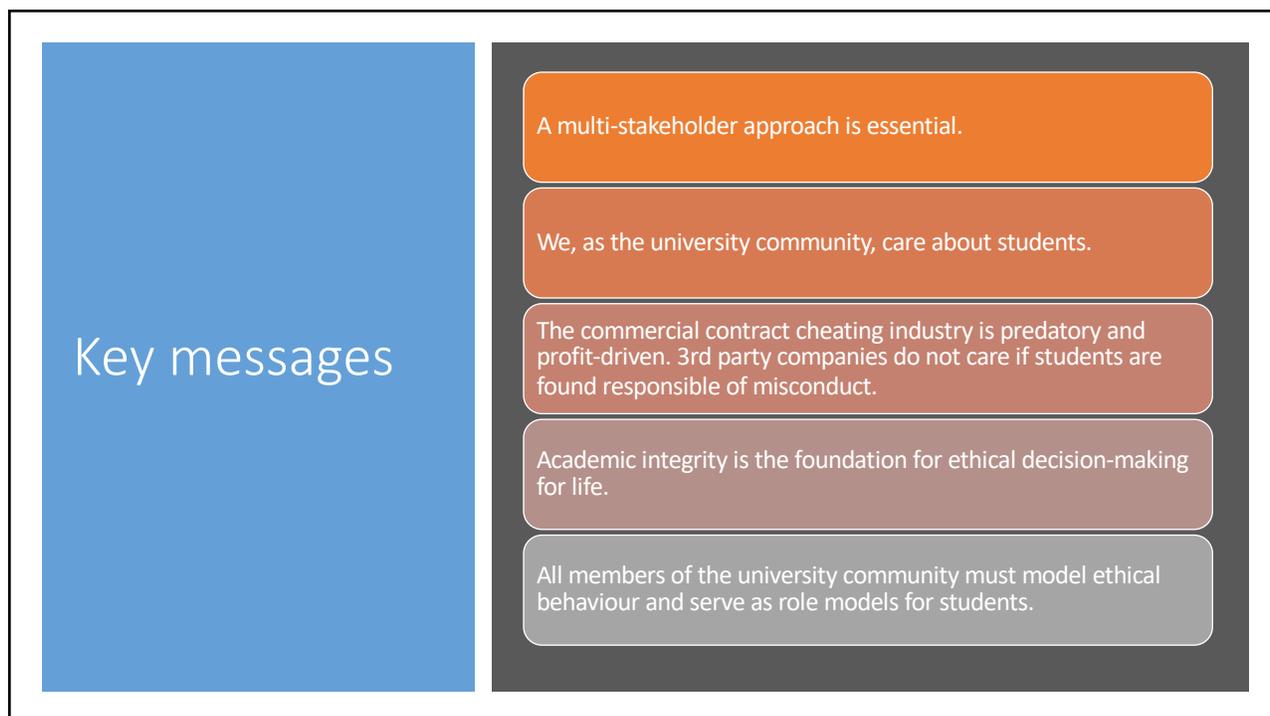
Special considerations for large classes

Use the calendaring function in your LMS. Help students stay organized by using the calendaring function in your learning management system. Add due dates for assignments, as well as the dates for quizzes and other assessments.

Send reminders. Reminding students about due dates and upcoming quizzes can help them develop their own time management skills.

Provide timely feedback. Students are likely to worry or feel unsure if they must wait a long time to get assessment results. Aim for a turnaround time of days, not weeks, for assessment.

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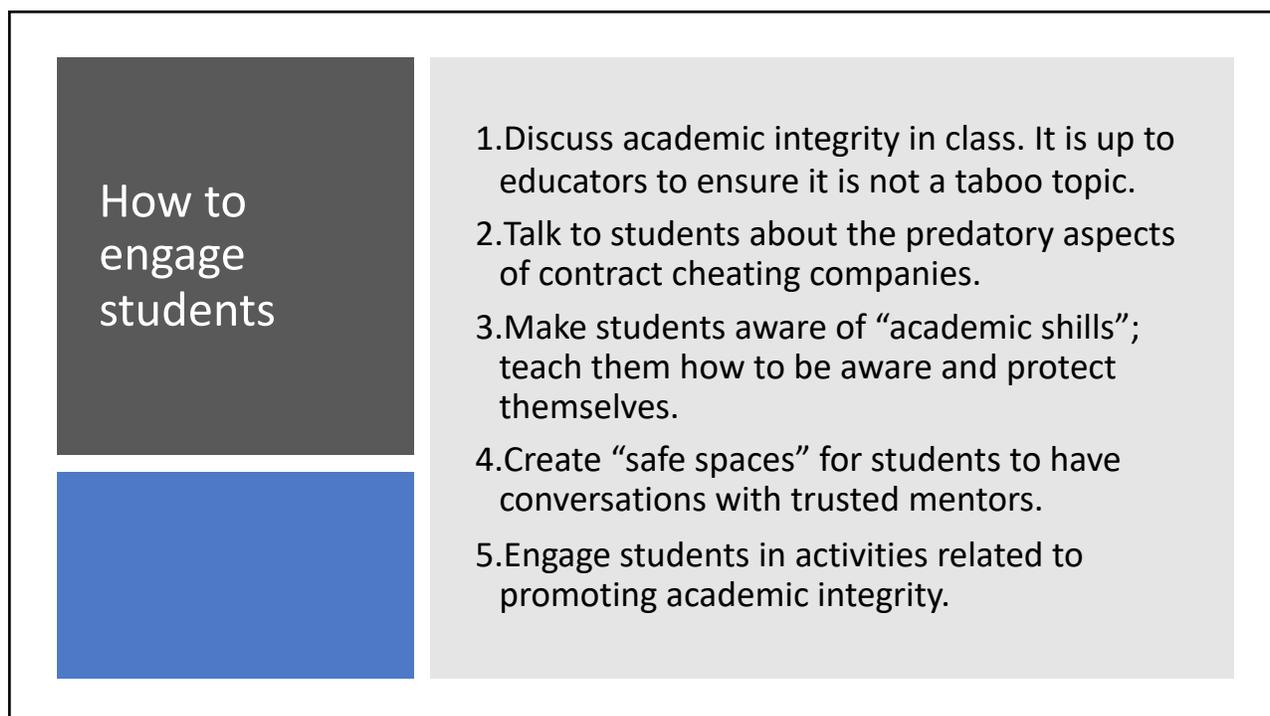


A slide titled "Key messages" with a blue background on the left and a dark grey background on the right. The right side contains five rounded rectangular boxes with text, each in a different shade of orange and brown.

Key messages

- A multi-stakeholder approach is essential.
- We, as the university community, care about students.
- The commercial contract cheating industry is predatory and profit-driven. 3rd party companies do not care if students are found responsible of misconduct.
- Academic integrity is the foundation for ethical decision-making for life.
- All members of the university community must model ethical behaviour and serve as role models for students.

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A slide titled "How to engage students" with a dark grey background on the left and a light grey background on the right. The left side has a dark grey box with the title and a blue box below it. The right side contains a list of five numbered points.

How to engage students

1. Discuss academic integrity in class. It is up to educators to ensure it is not a taboo topic.
2. Talk to students about the predatory aspects of contract cheating companies.
3. Make students aware of “academic skills”; teach them how to be aware and protect themselves.
4. Create “safe spaces” for students to have conversations with trusted mentors.
5. Engage students in activities related to promoting academic integrity.

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Teaching Tips

1. Ensure assessment criteria are clear and fair.
2. Explain expectations to students.
3. Consider timed release of course materials.
4. Consider alternative assessment when appropriate.
5. Create opportunities for students to connect with you individually (even if it is virtually).



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Calls to action

01

Focus on Learning

- Ensure students are learning!

02

Take Action!

- Take ongoing action against contract cheating.

03

Build Capacity

- Take a multi-stakeholder approach.
- Build capacity throughout the college

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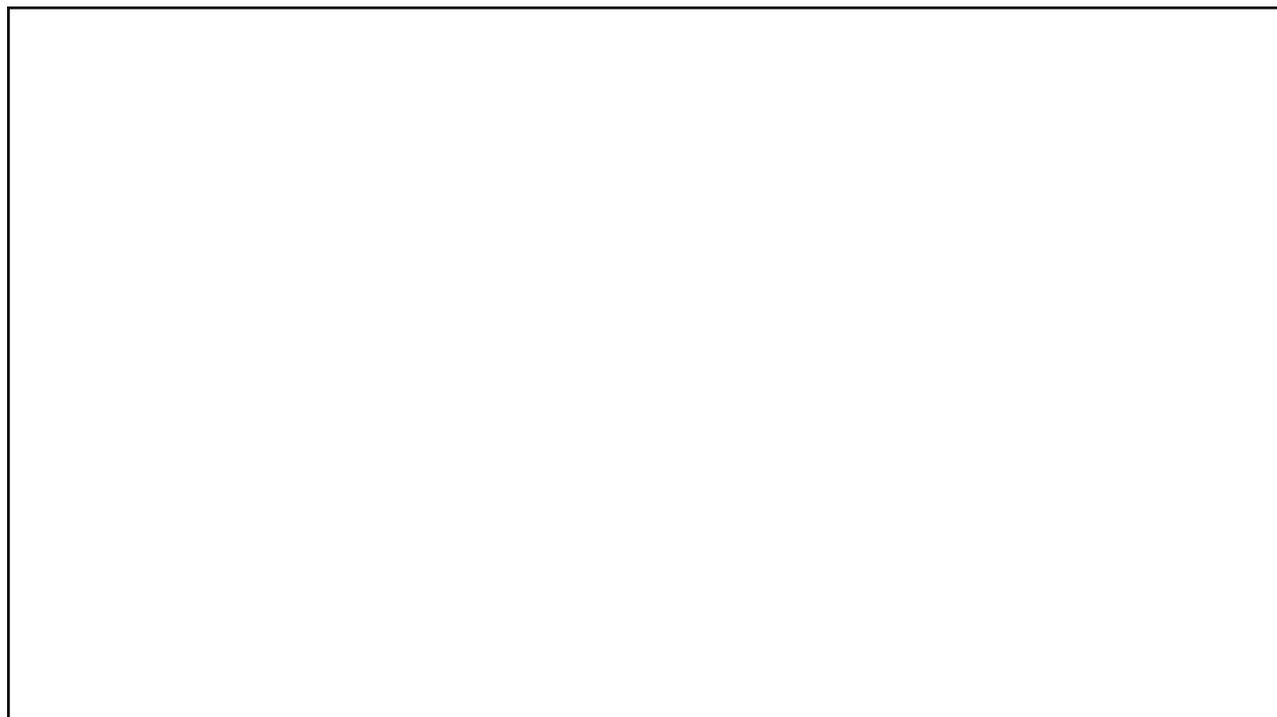
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