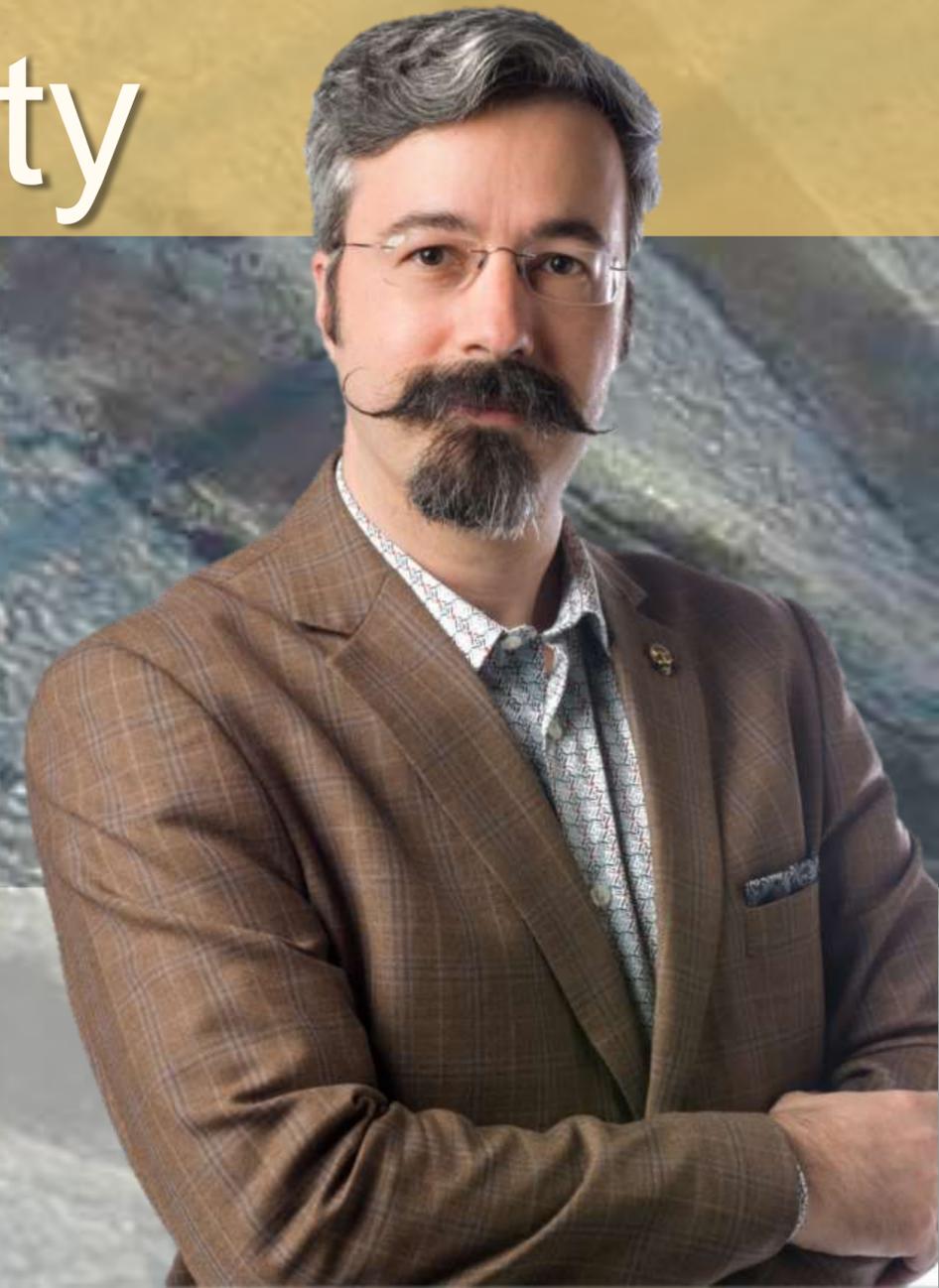


The Online Administrator's Semi-Painless Guide to Institution-Wide Academic Integrity



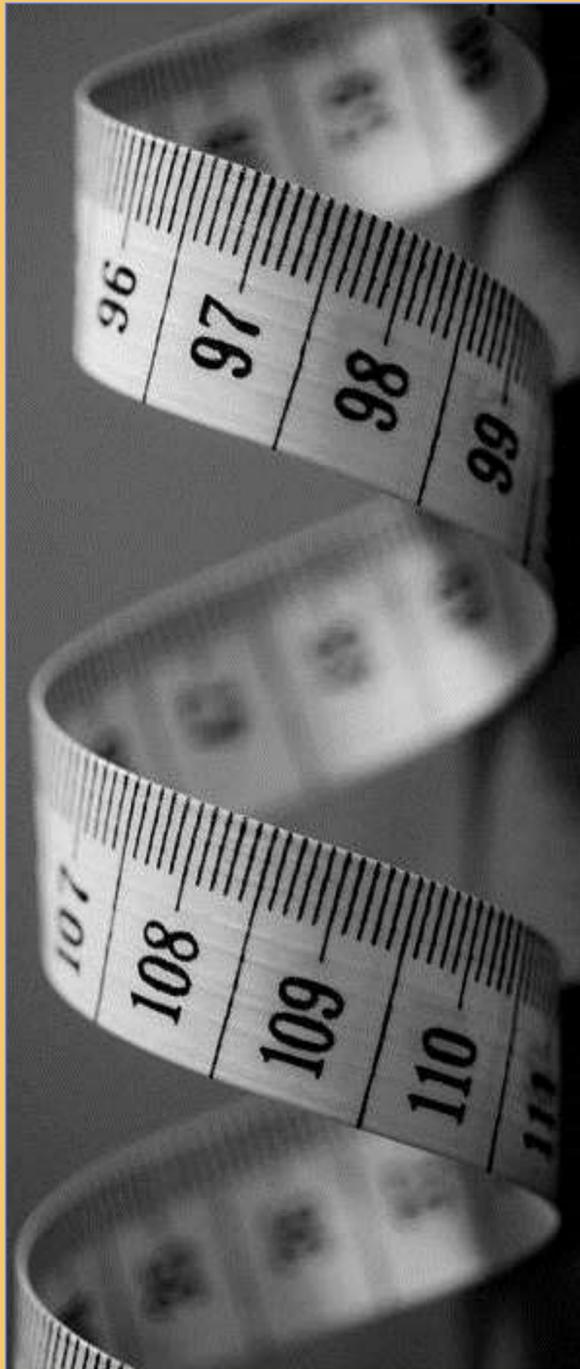
dla 2017
Jekyll Island, GA

Thomas J. Tobin

Author & Speaker

dr.tobin@att.net

Learning Outcomes



After attending, you will be able to

- differentiate among **three levels** of academic-integrity approaches,
- plan course-level **implementation**,
- address different cultural definitions of **academic honesty**, and
- design course interactions to foster a **culture** of academic integrity.

A Thought Exercise

A faculty colleague asks you to look at a student's submission to see if you feel that it contains **plagiarism**.

Activity: help your colleague.





**I Know It
When I See It**



Clear Examples of Student Dishonesty

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Personal Statements and Speeches -

What People are Saying

“ 123HelpMe taught me how to write! You are amazing!

“ Your website is full of valuable information. Thank you for this great job!

Get answers to a test from a friend.

Prefixes:
 Centi = 10^{-2}
 Deca = 10^1
 Deci = 10^{-1}
 milli = 10^{-3}
 Micro = 10^{-6}
 Nano = 10^{-9}
 Pico = 10^{-12}

Electronegativity: is > 0.5

H-bonding: FON!

Lattice energy:
 $F \propto \frac{c^+ \cdot c^-}{d^2}$

Pressure of gas @ equilibrium = V.P.
 $\ln P_{vap} = \frac{-\Delta H_{vap}}{R} \left(\frac{1}{T} + C \right)$

AVAGADRO'S # 1 mole = 6.02×10^{23} atoms

Simple Cubic: 8 corners $\times \frac{1}{8}$ atom/corner = 1 atom

Body Centered Cubic: 8 corners $\times \frac{1}{8}$ atom/corner + 1 atom inside = 2 atoms

Face centered cubic: 8 corners $\times \frac{1}{8}$ atom/corner + $\frac{1}{2}$ atom $\times 6$ faces = 4 atoms

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Colligative Properties:
 molarity = $\frac{\text{moles solute}}{\text{L solution}}$
 molality = $\frac{\text{moles solute}}{\text{kg solvent}}$
 mole fraction $X_A = \frac{\text{moles solute}}{\text{total moles}}$
 weight % = $\frac{\text{mass of A}}{\text{total mass}} \times 100$
 ppm = $\frac{\text{mg solute}}{\text{L solution}}$
 normality = $\frac{\text{moles H}}{\text{L solution}}$

Raoult's Law:
 $P_{\text{solution}} = X_{\text{solvent}} P_{\text{solvent}}$ (V.P.)

Osmotic pressure $\pi = iMRT$

Rate of reaction = $\frac{\Delta[A]}{\Delta t}$
 $A + 2B \rightarrow 3C$
 $\frac{\Delta[B]}{2\Delta t}$ or $\frac{\Delta[C]}{3\Delta t}$
 m = order in A
 n = order in B
 m+n = overall order of rxn

Arrhenius Equation:
 $\ln \left(\frac{k_1}{k_2} \right) = \frac{-E_{act}}{R} \left(\frac{1}{T_1} - \frac{1}{T_2} \right)$

Law of Mass Action:
 $2C \rightarrow [C]^2$
 $K = \frac{[\text{products}]}{[\text{reactants}]}$
 (e) or (s) NOT PART of equilibrium

Differential Rate equation:
 0 order = rate = k
 1st order = rate = k[A]¹
 2nd order = rate = k[A]² or [A][B]¹

Integrated Rate equation:
 0 order = $[A]_t = -kt + [A]_0$
 1st order = $\ln [A]_t = -kt + \ln [A]_0$
 2nd order = $\frac{1}{[A]_t} = kt + \frac{1}{[A]_0}$

Half-Lives:
 0 order = $t_{1/2} = \frac{[A]_0}{2k}$

Equilibrium:
 $K_p = K_c (RT)^{\Delta n}$
 $K_p = P_C^c \cdot P_D^d / P_A^a \cdot P_B^b$
 $K_c = \frac{[C]^c [D]^d}{[A]^a [B]^b}$
 n products - n reactants

Le Chatelier's Principle:
 if $Q < K$, too much reactant, reaction will shift to right
 if $Q > K$, too much product, reaction will shift to left

Henderson-Hasselbach (Buffers):
 $pH = pK_a + \log \left(\frac{[HA]}{[A^-]} \right)$

Strong Acids: HCl, HBr, HI, HNO₃, H₂SO₄
Strong Bases: LiOH, NaOH, KOH

Thermodynamics:
 $\Delta G = \Delta H - T\Delta S$
 $\Delta G < 0 = \text{spontaneous}$
 $\Delta G = -nFE^\circ$
 $E^\circ > 0 = \text{spontaneous}$
 $E^\circ = E^\circ_{\text{cathode}} - E^\circ_{\text{anode}}$



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Have your book and notes open.





Borderline Examples of Student Dishonesty

Collaborate on a non-group assignment.



Cite sources, but create little original content.

dealing with the populace which stressed repetition of simple themes and the need for complete isolation of the radio from the other media. The new director held the rank of Oberregierungsrat (Third only to Hitler as Fuhrer), and Hans Schaudinn held control over the Radio Department almost as much as did Goebbels . It was during these middle years that the Propaganda Ministry was helped by the calculating efficiency of the Radio Department. Schaudinn advised Goebbels to use the radio to clamp down on all of the enemies of the German people, not just the Allies. These enemies included organized religion, people who spoke in dialects ("half-Germans"), and those operating on the "underground frequencies".

In order to counter the efforts of these "enemies of the people", the RMVP launched an all-out campaign in 1942 which was centered on a series of radio programs in which Dr. Thiell gives Nazi Party "sermons" to replace the religious services normally heard on the radio in the morning. The Catholic Church had conducted morning devotions on German radio in the early years of Nazi rule, but their content was determined subversive by the new director and were replaced with the Morning Doctrine, which curiously was set up along the same format as the Church's program which it had replaced. The "sermons" of Dr. Thiell satisfied the people's desire for an established religious bent in the radio programming, but they never realized that the title of Doctor was as a psychologist and not as a minister.

The second step in confronting the enemy within was to attack the ethnic differences in the country itself. Those who did not

Nonsense!

Unclear
Had been different earlier?

These
probably
would
think!

Source?

Nonsense!

Unclear

Had been different earlier?

Think!

Source?

Activity: **obvious** and **borderline**
examples of student dishonesty?



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Academic Integrity as a Cultural Construct

“The concept of plagiarism is fully embedded within a **social, political, and cultural matrix** that cannot be meaningfully separated from its interpretation.”

Scollon, R. (1995). Plagiarism and ideology: Identity in intercultural discourse. *Language in Society*, 24, 1–28.

International Students



Pressure to be successful.
Differing cultural **assumptions**.
Lack of plagiarism policy knowledge.
Uncomfortable asking questions to
instructor as **authority figure**.

International Students



Using another's words is a form of **respect**.
Cultures may encourage **collectivism**,
memorization, and **group work**.

International Students

A group of five young people, likely international students, are shown from the chest up. They are all smiling and laughing, their faces and clothes covered in a thick layer of multi-colored powder (red, blue, yellow, green, purple). They are standing outdoors in a grassy area with trees in the background. The scene is bright and festive.

Repeating another's thoughts is **flattery**.
Reward for students who can **reproduce**
verbatim from class notes and textbooks.

International Students



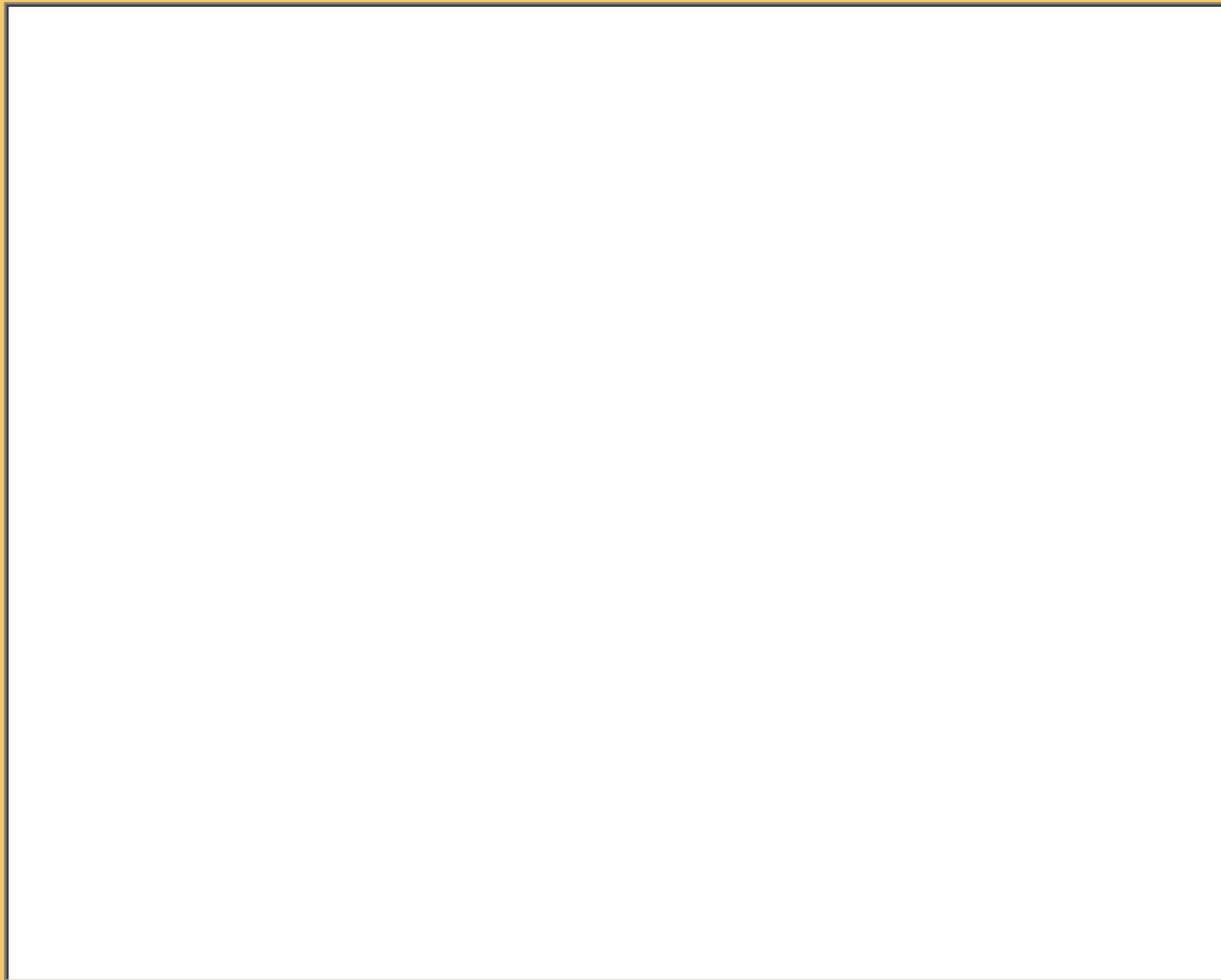
Feel they can't **improve** on existing texts.
See few common faculty **standards** for what "counts" as dishonest behavior.

International Students



Will follow clear **expectations** & instructions.
Adhere to institutional values of **respect**,
accountability, and **integrity**.
Mention classroom **etiquette** explicitly.

Activity: The Integrity Talk

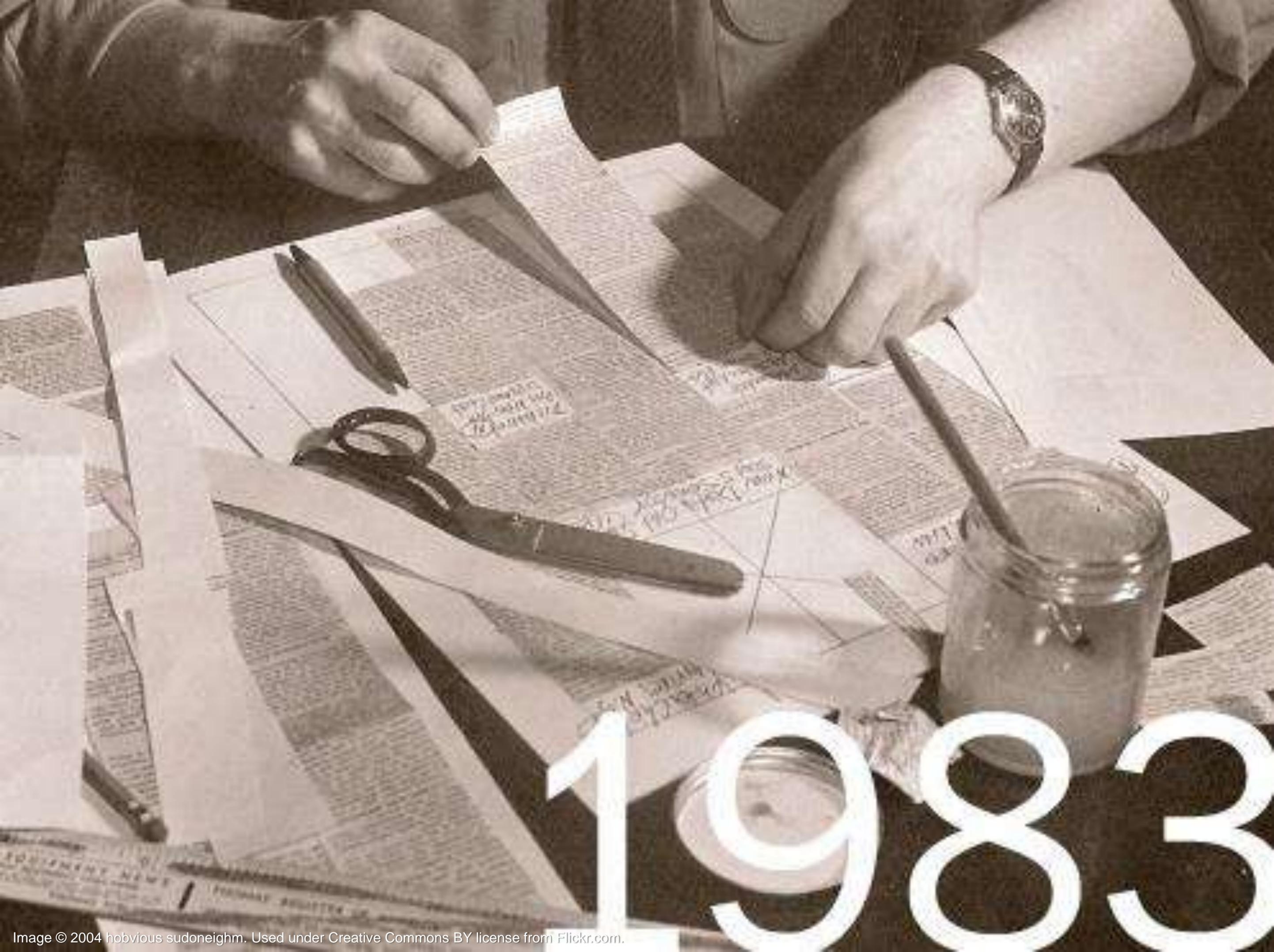


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Brain Break



How the World Worked When I was Twelve



1983







Do They Know
It's Cheating?



Do They Know
It's Cheating?

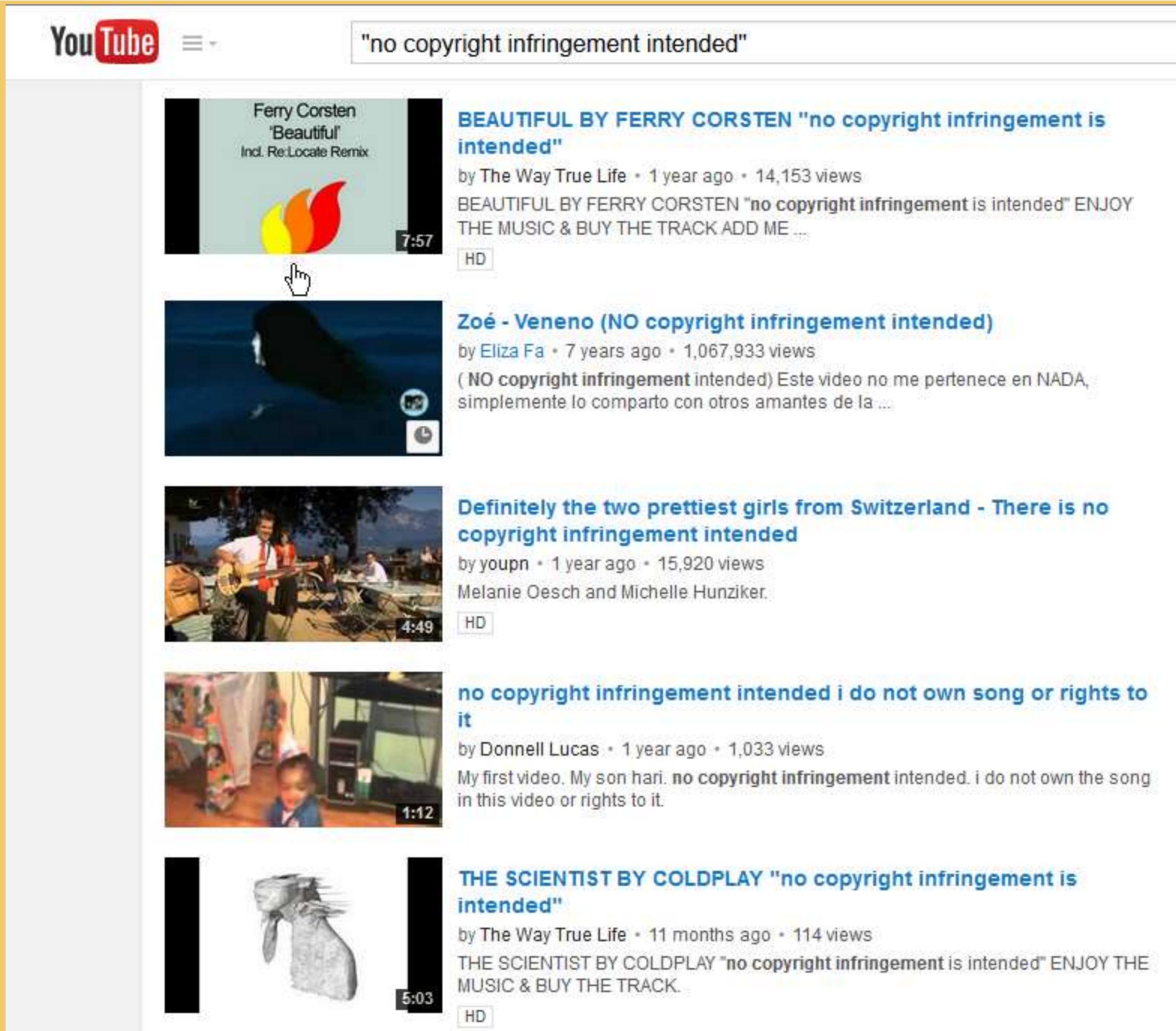
Mashups



**NEVER GONNA
GIVE UP YOUR
TEEN SPIRIT**



“No Copyright Infringement Intended...”



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YouTube ☰ "no copyright infringement intended"

Ferry Corsten
"Beautiful"
Incl. Re:Locate Remix
7:57

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by The Way True Life • 1 year ago • 14,153 views
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HD

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by Eliza Fa • 7 years ago • 1,067,933 views
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by youpn • 1 year ago • 15,920 views
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by Donnell Lucas • 1 year ago • 1,033 views
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by The Way True Life • 11 months ago • 114 views
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HD

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What is “Originality?”

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2     return new SavedState[size];  
3 }  
  
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Content Originality

- Learners **incorporate** research materials.
- Create arguments of **your own devising**.
- Create a **logical structure** and linkages.

HUMANITIES

Content Originality

- Learners **incorporate** research materials.
- Create arguments of **your own devising**.
- Create a **logical structure** and linkages.



Design Originality

- Focus on **experimentation**.
- Use existing or interpret **collected data**.
- **Analyze** logic and **predict** outcomes.

SCIENCES

Design Originality

- Focus on **experimentation**.
- Use existing or interpret **collected data**.
- **Analyze** logic and **predict** outcomes.



Method Originality

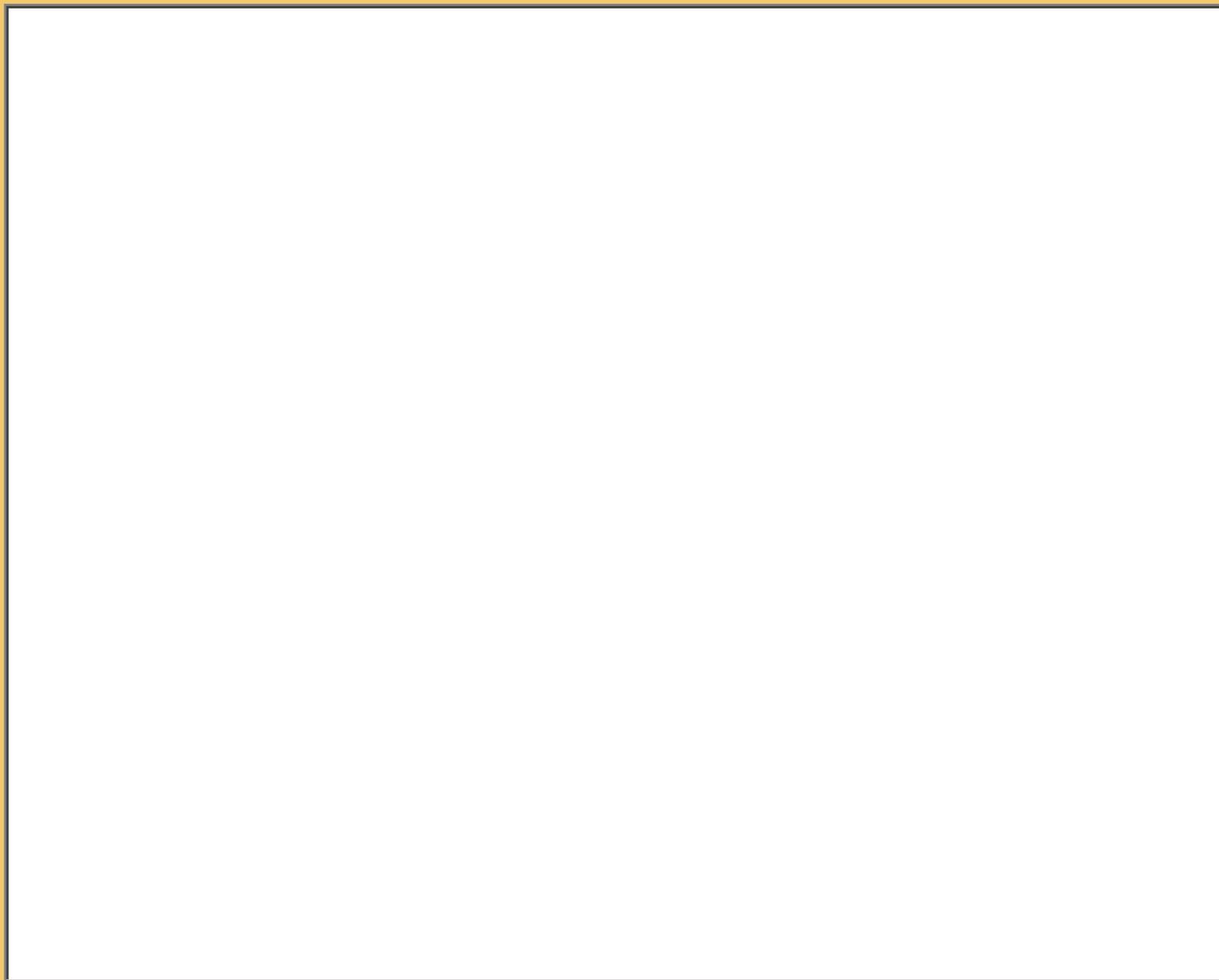
- Rely on and duplicate **previous inquiries.**
- Build the discipline's **body of knowledge.**
- Tie to **past research** and **future directions.**

BUSINESS & SOCIAL SCIENCES

Method Originality

- Rely on and duplicate **previous inquiries.**
- Build the discipline's **body of knowledge.**
- Tie to **past research** and **future directions.**

Activity: What kind of **originality** are you looking for?



dla 2017
Jekyll Island, GA



Three Paths to Ethical Student Conduct



Trust

Honor code (read only)

The University of West Georgia Honor Code

The Honor Code

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility.

Students at West Georgia assume responsibility for upholding the Honor Code.

West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity.

These include, but are not limited to, plagiarism*, cheating*, fabrication*, aid of academic dishonesty, lying, bribery or threats, and stealing.

Sanction statements *in situ*



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_3g-NETW410 Weeks 1 and 2 REAL TEST (GRADED)

You are allowed up to two attempts on this test and your grade will be the highest grade that you obtain .

This is an open book test made up of the questions included in the question bank for weeks 1 and 2. By selecting the "begin the quiz/exam" button, I verify:

- I am the only person taking the quiz/exam and no one is helping me (physically or electronically);
- I will not copy the exam in part or whole by any means;
- I will refrain from discussing this exam with anyone other than my professor or a designated DeVry University representative and;
- I will adhere to the Academic Integrity Policy standards outlined in the Student Handbook.

This quiz is timed.

The total time allowed for this quiz is 1 hour.

Honor code (e-signed)

U of South Alabama College of Nursing Honor Code

To be placed on all online computer-based exams:

I do solemnly affirm that I have not violated the Honor Code of the USA College of Nursing by either giving or receiving unauthorized assistance on this exam, nor have I been aware of such conduct without reporting it appropriately.

- True
- False



Verification

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The screenshot shows the Turnitin Originality Check interface. At the top, there are tabs for 'Originality', 'GradeMark', and 'PeerMark'. The document title is 'A Natural Setting' by CAEL BURROUGHS. The Turnitin logo is on the right, along with a similarity score of 32% (SIMILAR) and a match count of 87 (OUT OF 100). Below this is a 'Match Overview' table with three entries:

Rank	Source	Similarity
1	www.nps.gov Internet source	15%
2	www.absoluteastronomy.com Internet source	10%
3	www.nydailynews.com Internet source	4%

The main content area shows the document text with highlighted matches. The first match is the title 'A Natural Setting' and subtitle 'A History of Exploration and Settlement in Yosemite Valley'. The second match is a paragraph: 'Yosemite National Park is a United States National Park spanning eastern portions of Tuolumne, Mariposa and Madera counties in east central California, United States. Although'.

Google fishing (cut and paste)

dealing with the populace which stressed repetition themes and the need for complete isolation of the other media. The new director held the rank of ungsrat (Third only to Hitler as Fuhrer), and held control over the Radio Department almost as much as Goebbels. It was during these middle years that the Ministry was helped by the calculating efficiency of the Radio Department. Schaudinn advised Goebbels to use the radio down on all of the enemies of the German people: the Allies. These enemies included organized religion, those who spoke in dialects ("half-Germans"), and those who listened to "underground frequencies".

In order to counter the efforts of these "enemies of the people", the RMVP launched an all-out campaign centered on a series of radio programs in which the Nazi Party "sermons" to replace the religious programs heard on the radio in the morning. The Catholics conducted morning devotions on German radio in the morning under Nazi rule, but their content was determined by the new director and were replaced with the Morning News. Curiously was set up along the same format as the program which it had replaced. The "sermons" of the radio programming, but they never realized that the Doctor was as a psychologist and not as a minister.

The second step in confronting the enemy was to deal with the ethnic differences in the country itself.

About 3,920 results (0.74 seconds)

Golden Age of Piracy - Wikipedia, the free encyclopedia

en.wikipedia.org/wiki/Golden_Age_of_Piracy - Wikipedia

Jump to **Origin** - The term "Golden Age of Piracy" is an invention of historians, and was never used by anyone who lived through the period that the name ...

{ 92.85 MB } Golden Earring - Grab It For A Second (1978 ...

torrenttime.org/golden-earring-grab-it-for-a-second-1978-2001-reissue-...

23 hours ago - The term "Golden Age of Piracy" is an invention of historians, and was never used by anyone who lived through the period that the name ...

TF2R Item Raffles - Wall of text

tf2r.com/kk6i6cw.html

The Golden Age of Piracy is a common designation given to usually one or more ... events The term "Golden Age of Piracy" is an invention of historians, and was never used by anyone who lived through the period that the name denotes.[1].

Julie blog | Writing away with Blog.com

statesbanrisp.blog.com/

Apr 23, 2014 - The term "Golden Age of Piracy" is an invention of historians, and was never used by anyone who lived through the period that the name ...

Jacobitism and the "Golden Age" of Piracy, 1715-1725 | Ed ...

www.academia.edu/.../Jacobitism_and_the_Golden_Age_o... - Academia.edu

This paper sets out to explore the connected histories of Jacobitism and piracy in the ... the best lens through which to examine Jacobitism in a social group such as pirates. ... Often, the term is used to describe the period beginning with the influx of 1715-1725 Note: Source: Names in bold denote known Jacobites Marcus ...

Statistical verification (time on task, duration)

Class Progress

Settings Help

Search users

Filter to: All Users

Name	Content	Objectives	Logins	Grades
 000151709	 73 % Visited: 82 / 112	No objectives	 Logins: 82	
 000272482	 42 % Visited: 47 / 112	No objectives	 Logins: 53	
 000235197	 59 % Visited: 66 / 112	No objectives	 Logins: 42	
 000599920	 69 % Visited: 77 / 112	No objectives	 Logins: 4	
 000545337	 55 % Visited: 62 / 112	No objectives	 Logins: 54	
 000278176	 63 % Visited: 70 / 112	No objectives	 Logins: 37	
 000154366	 53 % Visited: 59 / 112	No objectives		

Restriction (browser, date/time limits)

Edit Quiz - S4: Copyright Exam ▾

Properties

Restrictions

Assessment

Objectives

Submission Views

Reports Setup

Dates and Restrictions

Status

Active ▾

Dates

Has Start Date

9/22/2014

12:31 PM

United States - Chicago

Has End Date

9/29/2014

12:31 PM

United States - Chicago

Display in Calendar

Additional Release Conditions

Attach Existing

Create and Attach



Remove All Conditions

There are no conditions attached to this item.

Security Options

Respondus LockDown Browser

Required to take this quiz ?

Required to view quiz feedback and results ?

Create a New Release Condition

×

Release this item when the following condition is met:

Condition Type

Content Topic visited ▾

Condition Details

Topic

S4: Lecture Notes



Create

Cancel



Identity validation (fingerprint, security Qs)

Select Challenge Questions

Select 3 questions from the following list:

- The name of the first street where you lived.
- The name of your first pet.
- The year, make, and model of your first car.
- The maiden name of your father's mother.
- Your first phone number (not a current number).
- Your father's middle name.
- Your mother's maiden name.
- The name of the school where you started first grade.
- The last name of your favorite elementary school teacher.
- The name of the city where your father was born.

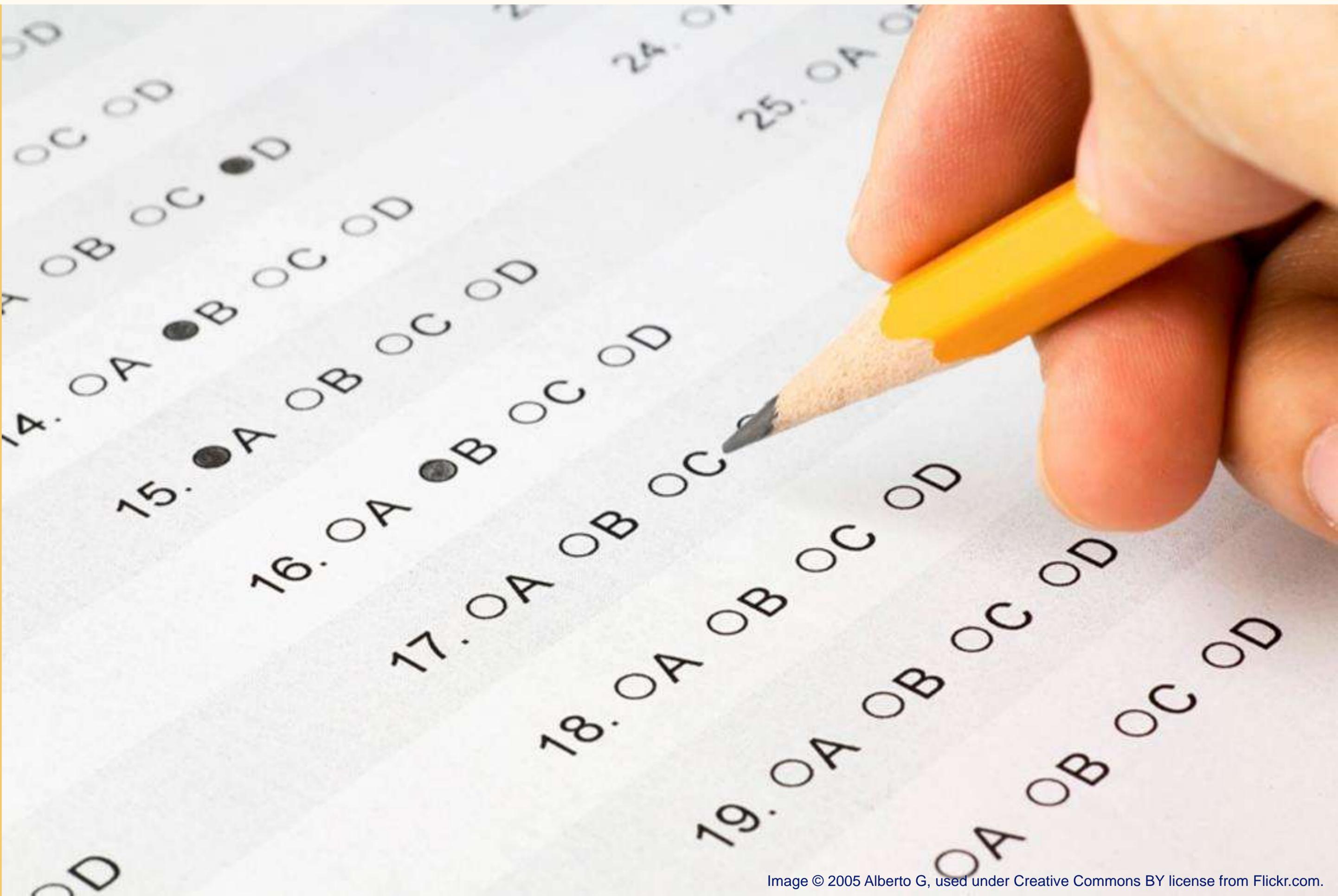
Select

Cancel



Observation

Face-to-face assessment



Proctored assessment



Monitoring (video camera, key recording)



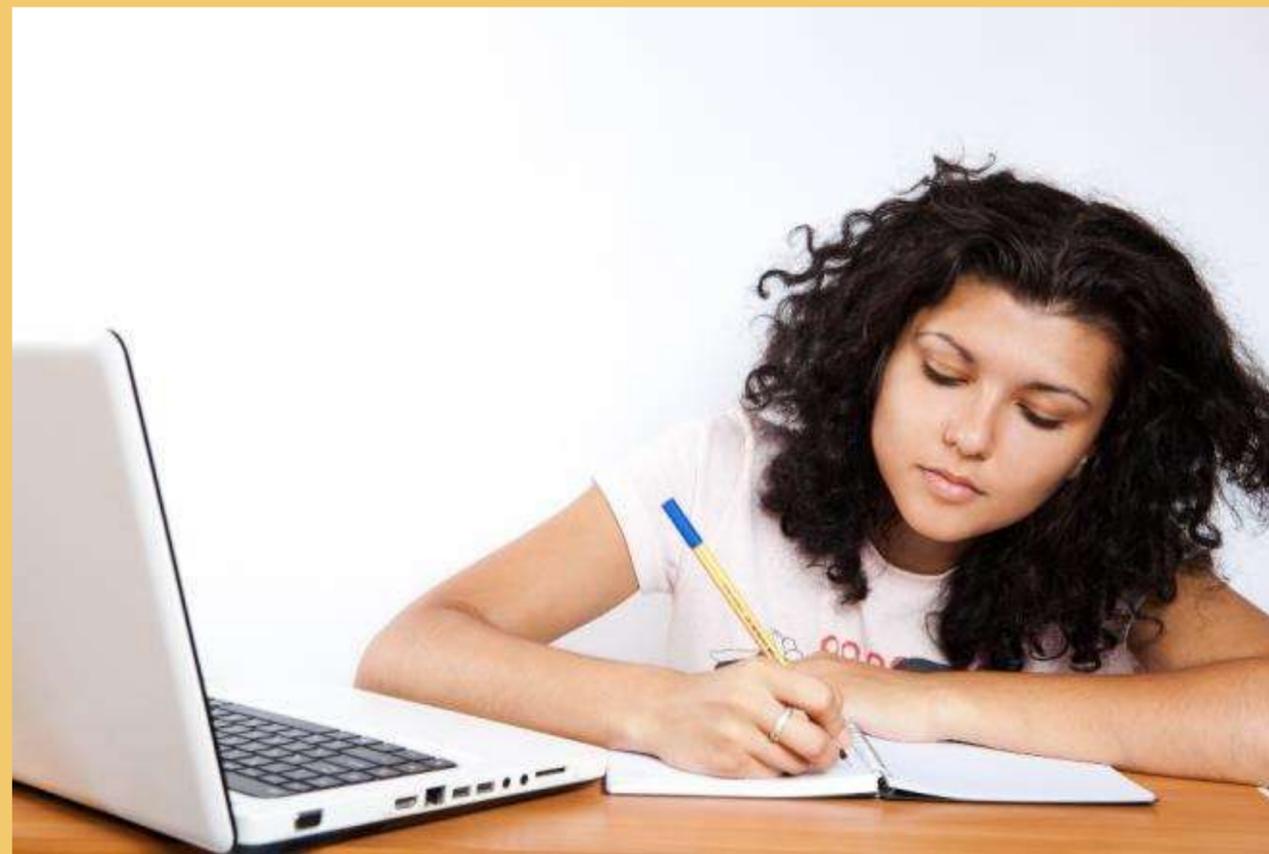
Activity: What course interactions use trust, verification, & observation?



dla 2017
Jekyll Island, GA

Ethical-Conduct Student Behaviors





Individual Work

- Incorporate and **credit** source material.
- Work **by yourself**.
- Demonstrate the **skills/objectives**.



Group Work

- **Acknowledge** all group contributions.
- **Plan** and **execute** group work equitably.
- Talk with the prof **before the deadline.**



Lab and Field Work

- Report on and **document** experiences.
- Include **real-time sources** of information (e.g., interviews, experiment results).
- Acknowledge **assistance** received.



Assessment Work

- Respect assessment **conditions**.
- Show what you **know**.
- **Credit** source material, even tangentially.

A sunset scene with a tall building silhouette and a yellow text box. The sky is filled with soft, colorful clouds in shades of orange, pink, and purple. In the foreground, the dark silhouette of a building with a prominent tower is visible against the bright sky. A yellow rectangular box is overlaid on the lower part of the image, containing the text "A Climate of Ethical Student Conduct" in white, bold, sans-serif font.

A Climate of Ethical Student Conduct

Assessment randomization, pools, rotation

Final Examination

New ▾

Import

 Move  Delete  Order  Edit Values

Page: 1 of 2 ▾

Name (click question name to edit)

-  What area of the course listed below is instructor-access only (i.e., students do not see this part)? ▾
-  What should students see when they log in to your course for the first time? ▾
-  Where will most of your interaction with students take place? ▾
-  What tool displays statistics on who has logged in to the course, when, what pages they visited, and how much they took part in discussions? ▾
-  As a best practice, what is the maximum number of hours you should leave your course unattended? In other words, what is the maximum amount of time you should let pass between log-ins as the instructor? ▾
-  What tool helps you to create a test, assessment, or quiz? ▾
-  What tool allows you to create an anonymous survey? ▾
-  When viewing existing content, how does one make changes to it? ▾
-  If one wanted students to submit a file for a grade, what tool would one use? ▾
-  How would one re-order the display of columns in the Grades tool? ▾
-  When creating or editing content, what do you do to set the system to record information about who visits the content and how long they stay? ▾
-  True or false? Modules and Items created in one content area can be moved to another area. ▾
-  True or false? Using a live chat session in your course is a type of asynchronous communication. ▾
-  True or false? Instructors should stay out of class discussions, since discussions are for students to demonstrate knowledge mastery. ▾
-  True or false? News Items are permanent unless you select an End Date. ▾
-  How does one enter a live Chat session that one has created? ▾
-  If students say they cannot see a test or quiz that you created, what is the most likely cause? ▾
-  What displays in a Dropbox folder (and in any Grades column associated with it) when students have submitted work that needs to be graded? ▾
-  What laws govern the fair use of content created by others, such as documents, movies, music, and images? ▾

Build a library from former students

Online Teaching Course -...ew 2014



Search

Name	Kind	Modified
02.discuss.creating.community.04.ste...ing.back.txt	document	5/30/2013 9:07 AM
02.discuss.creating.community.05.rea...ime.chat.txt	document	1/25/2013 10:50 AM
02.discuss.creating.community.06.do...munity.txt	document	6/1/2012 12:39 PM
02.discuss.how.often.00.intro.txt	document	5/21/2012 10:18 AM
02.discuss.how.often.02.setting.expectations.txt	document	5/20/2014 6:58 AM
02.discuss.how.often.03.guide.on.the.side.txt	document	10/9/2013 8:50 AM
02.discuss.how.often.03.online.office.hours.txt	document	10/17/2012 9:20 AM
02.discuss.how.often.04.discussions.take.time.txt	document	5/31/2012 11:24 AM
02.discuss.how.often.04.how.to.smot...scussion.txt	document	5/30/2013 9:05 AM

Ethical conduct policy

3. Violations of Academic Integrity

Violations of academic integrity include, but are not limited to, the following categories:

3.1. Cheating

Any action that violates University norms or instructor guidelines for the preparation and submission of assignments. This includes, but is not limited to:

- Copying from another student.
- Offering, accepting, or otherwise obtaining or facilitating unauthorized assistance from or for another student.
- Having someone take an exam or complete an assignment in one's place.
- Unauthorized accessing of exam materials.
 - Accessing, using or possessing unauthorized materials during exams or quizzes.

3.2. Plagiarism

Any use of words, ideas, or other work products attributed to an identifiable source, without attributing the work to the source from which it was obtained, in a situation where there is a legitimate expectation of original authorship. This includes, but is not limited to:

- Directly copying any source, in whole or in part, without proper acknowledgement that it is someone else's.
- Paraphrasing another's work or ideas without proper acknowledgement.
- Self-plagiarism (the use of one work product to obtain credit for multiple assignments) without requesting permission from the current instructor. For example, a student is not allowed to use one paper to fulfill the requirements of more than one assignment without obtaining permission.
- Submitting a work product prepared by someone else (e.g., research papers purchased from another person, website, paper mill, etc.) as one's own work.

Consistent definitions and penalties

occurs within the context of a course. When a violation occurs within the context of group work, efforts should be made to identify the individual(s) at fault rather than assume that all members of the group were/are equally at fault. The instructor is free to impose any sanction up to, and including, failure in the course. Sanctions should pertain to the violation the student is alleged to have committed and should not assume that the student is incapable of honest work (e.g., instructor who catches a student cheating on a quiz may choose to fail the student for the quiz but should not demand that the student sit alone for all future quizzes). Initial sanctions are reviewed by the AP who may request the sanction be modified if it is deemed inappropriate. If an instructor believes that a student should receive additional sanctions (e.g., suspension, dismissal) beyond course sanctions, the instructor can request a hearing in accordance with Section 7.1 of this Policy.

5.1.2. Discussion with student

Instructors are encouraged to discuss the violation and the sanction with the student.

5.1.3. Submission of violation

Any time an instructor imposes sanctions because of an academic integrity violation, the instructor must formally notify the student using the Online Notification Process via Campus Connection (campusconnect.depaul.edu). This notification must occur before the end of the third week of classes in the term following the quarter in which the violation occurred (summer sessions are excluded from this time frame).

Note: *Merely returning a paper to be rewritten for minor or technical violations of the instructor's directions or for adherence to plagiarism guidelines shall not be construed as imposing a sanction.*

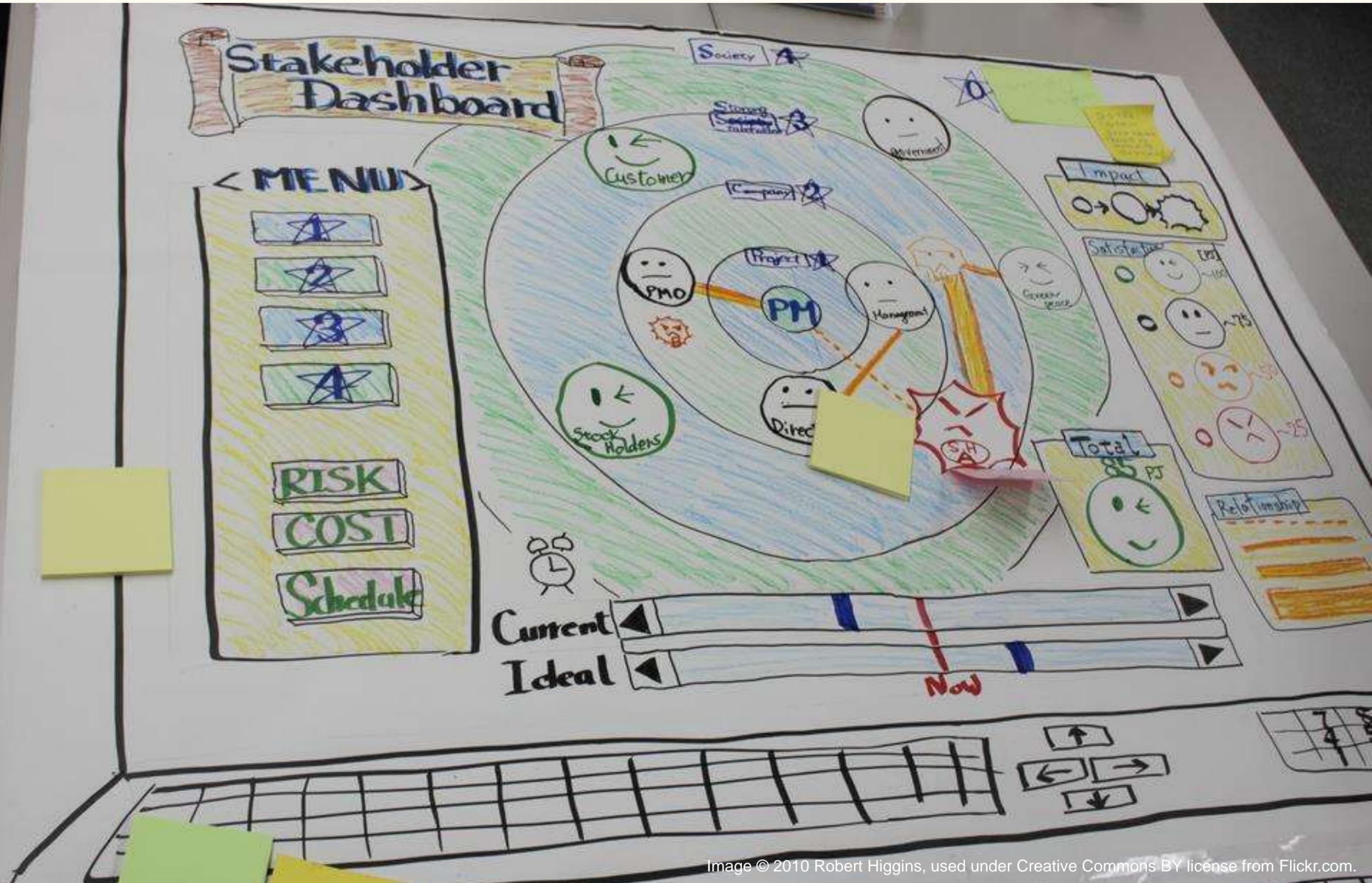
5.1.4. Submission of materials

Instructors must submit materials that pertain to the violation and sanction to the Academic Integrity Office at academicintegrity@depaul.edu.

5.1.5. Maintenance of Records

Instructors should keep ma [http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Documents/Academic Integrity Policy 2014.pdf](http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/Documents/Academic%20Integrity%20Policy%202014.pdf)

Input from all campus stakeholders (e.g., faculty, students, support areas)



Regular communication among faculty who teach the same students



Ethical conduct reporting/review board



Which of these strategies will you add to your ethical student conduct toolkit?





Become an Expert in 3 Steps

1. Define a core group of ethical ideas.

Ten Principles for Faculty

1. Recognize and affirm ethical conduct as a core institutional value.
2. Foster a lifelong commitment to learning.
3. Affirm the role of teacher as guide and mentor.
4. Help students understand the potential of the Internet—and how that potential can be lost if online resources are used for fraud, theft, and deception.
5. Encourage student responsibility for ethical conduct.
6. Clarify expectations for students.
7. Develop fair and creative forms of assessment.
8. Reduce opportunities to engage in dishonesty.
9. Respond to student dishonesty when it occurs.
10. Help define and support campus-wide ethical conduct standards.

Enact policies and practices



Create the culture: celebrate ethics!





Take-Aways





THANK YOU!

Thomas J. Tobin

Author & Speaker on Quality in Higher Education

thomasjtobin.com