



Preventing Academic Integrity Violations



About 68% of undergraduate students surveyed admit to cheating on tests or in written work, and 43% of graduate students have reported doing the same according to research by McCabe and The International Center for Academic Integrity (ICAI, 2002-2015).

As educators it is our role to ensure students are aware of what Academic Integrity means, the related policies, and the expectation to act with integrity in all learning endeavors. Faculty members must support students in understanding that the learning environment is one that values integrity and that courses are thoughtfully designed with academic integrity in mind.

Suggested Guidelines to Prevent Academic Dishonesty:

- 1. Explore the reasons behind why students cheat:**
 - A good reading to start with: Drake's 2016 article: [Why Students cheat](#).
- 2. Include the Student Academic Integrity Policy ED 5-0 and links in your course outline:**
 - Clearly state the expectations
 - Hold yourself and your students accountable to them
- 3. "Cheat proof" your course from the start:**
 - Refresh your texts/reading materials/assessments, lectures, and exams from year to year

Assessments:

- Create Authentic Assessments and rubrics.
- Assignment objectives and guidelines must be clear and specific.
- State clear guidelines on how the student may submit work and whether or not there is approval to work in collaboration with others.
- Consider in-class work assignments.
- Try scaffolding assignments – which consider the process and not only the product. These should be appropriate to the student level. For example:
 - Have students prepare an annotated bibliography.
 - Accept and give feedback on a first draft or proposal.
 - On the assignment due date, have students write an in-class, "meta-learning" essay about what they learned from the assignment.
- Require students to submit assignments electronically.
- Do not disable the Moodle application that contains the submission statement for students to acknowledge that the assignment they are submitting is all their own work and does not violate the Student Academic Integrity Policy ED 5-0.

Face to Face Examinations:

- Have clear examination rules (on your Moodle page and orally repeated in class).
- **Do not use** questions from textbook instructor's manual in assignments or other assessments.
- Require students to show a student ID when they submit their exam.
- Have students space out their seats and make sure all personal belongings are placed under the desk or at the back of the room.
- Make time before exams for students to use the restroom, get a drink, etc.
- Use proctors to help monitor exams.
- Walk around often and vary your route.
- Create two or three versions of each test.
- Do not let students keep copies of exams.
- Never give the original exam as a make-up.
- If you teach multiple sections NEVER use the same exam.

Online Exams:

- Have clear examination rules (on your Moodle page and orally repeated).
- Remind students of integrity rules and consequences of violations immediately prior to exam.
- Create higher order thinking questions.
- Use varied question types.
- Restrict testing window.
- Scramble questions for each exam.

4. Orient students to what constitutes academic dishonesty and how to avoid it:

- Introduce students to the TRU policy ED-5-0.
- Introduce the practice of integrity.
- Create a culture of integrity.
- Consider quizzing all students on academic integrity and other course policies.
- **Be available** for your students.

5. Ensure students know what support is available from TRU

- TRU Libraries: http://www.tru.ca/library/how_do_i.html
- TRU Writing Centre: <http://www.tru.ca/writingcentre.html>
- STSS 1070-Performing to Academic Standards: <https://www.tru.ca/calendar/current/STSS1070.htm>
- Office of Student Affairs: <https://tru.ca/osa>

6. Be aware of and monitor "study sites" for your materials, exams, and assignments

- There are MANY, here are a few examples: CourseHero, Chegg, Studocu.
- If you find your materials on any of these sites, contact the site to contest your intellectual property being on the site and ask for it to be removed.
- Educate students about the exploitive nature of these sites and how they may be targeted. Educate students that use of these sites is a breach of the policy and could result in cases being brought forward against them.

References and Resources:

Videos that have been created by TRU: FSD – FSD MarCom, Writing Centre and Intercultural:

https://scope.bccampus.ca/file.php/8/5061_CDL/cdl/index.html

<https://www.youtube.com/watch?v=VqX2UR2xVM>

https://www.youtube.com/watch?v=e0C1C_miJBE&t=139s

<https://www.youtube.com/watch?v=pzyD3PGngb4>

An excellent resource:

International Centre for Academic Integrity (ICAI). <https://www.academicintegrity.org>

McCabe, D., & International Center for Academic Integrity (2017).

<https://www.academicintegrity.org/statistics/>.

Why Students Cheat:

Drake, C.A. (2016). Why students cheat. *The Journal of Higher Education* 12, 1941(8).

<https://doi.org/10.1080/00221546.1941.11773211>

Eberly Center, Teaching Excellent & Education Innovation, Carnegie Mellon

(2016). <http://www.cmu.edu/teaching/solveproblem/strat-cheating/>

Preventing Cheating:

Culter, D. (2016). How to curb academic dishonesty. *Edutopia*.

<https://www.edutopia.org/discussion/how-curb-academic-dishonesty>

Smith Budhai, S. (2020). Fourteen Simple Strategies to Reduce Cheating on Online Examinations.

Faculty Focus. <https://www.facultyfocus.com/articles/educational-assessment/fourteen-simple-strategies-to-reduce-cheating-on-online-examinations/>

Stephens, J., & Wangaard, D. (nd). Teaching for Integrity: Steps to Prevent Cheating in Your Classroom. The School for Ethical Education.

<https://www.ethicsed.org/uploads/8/9/6/8/89681855/teachingforintegrity.pdf>

Examples of Learning Modules for Students about AI:

York University SPARK Modules: http://www.yorku.ca/tutorial/academic_integrity/