

Quality Assured?
The Necessity but Insufficiency of
Online Integrity Education

AP Jason M. Stephens

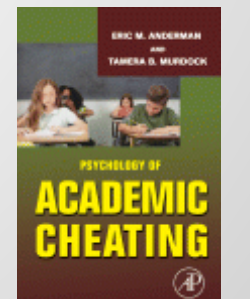
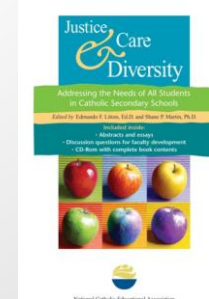
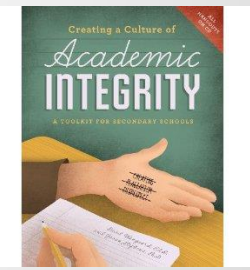
Address at the
CHEA/CHIQ Annual Global Quality Forum
Washington DC
1st February 2018

Jason M. Stephens



EDUCATION AND
SOCIAL WORK

- Associate Professor in the School of Learning, Development, and Professional Practice in the Faculty of Education and Social Work at The University of Auckland.
- Lead Educator of *Academic Integrity: Values, Skills, Action*—a MOOC:
<https://www.futurelearn.com/courses/academic-integrity>
- Research focuses on the interaction of motivation, morality, and academic misconduct during adolescence.
- Author of two books and over 20 articles and chapters on promoting moral development and academic integrity.



Overview

The Wake-Up Call

CHEA/CIQG's Advisory Statement of Combatting Corruption

The “Epidemic” of Academic Misconduct

Most students cheat, even when they believe it's wrong.

The Necessity but Insufficiency of Integrity Education

A multi-level approach to cultivating student integrity

Discussion

Your Questions, Comments, Critiques, and Suggestions

Advisory Statement for
Effective International Practice

Combating Corruption and Enhancing Integrity:
A Contemporary Challenge for the Quality and
Credibility of Higher Education



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning



Council for
Higher Education
Accreditation
CHEA International Quality
Center (CIQG)

July 2016

... a wake-up call to higher education worldwide...

Examples of Corruption and How to Prevent It.....	5
1. Combating Corruption in the Regulation of Higher Education Systems	5
2. Combating Corruption in the Teaching Role of Higher Education Institutions	6
3. Combating Corruption in Student Admissions and Recruitment.....	6
4. Combating Corruption in Student Assessment.....	7
5. Combating Corruption in Credentials and Qualifications.....	7
6. Combating Corruption in Research Theses and Publications	8
7. Combating Corruption Through Public Awareness.....	8

4. Combatting corruption in student assessment

Some examples of associated corrupt practices:

- Sale of exam papers or exam-related material and use of essay mills.
- Bribery of invigilators/proctors and markers.
- Impersonation of candidates and ghost writing of assignments.
- Plagiarism and cheating in continuous assessment, assignments and exams.
- Inconsistencies and favouritism in grading.

Academic corruption as a
“malignant tumour” (p. 2)

Cheating as “Epidemic”

επι' δειμικ/ 1: *affecting or tending to affect a disproportionately large number of individuals within a population, community, or region at the same time.* 2: *excessively prevalent* (Merriam-Webster)

Most Students Cheat

- **Secondary:** 80.6% “copied another's homework”; 33.9% “copied an Internet document for a classroom assignment”; 54.9% had “cheated during a test at school” (Josephson Institute of Ethics, 2011)
- **Tertiary:** 42% unpermitted collaboration; 36% copying a few sentences in a paper without attribution; 30% receiving test answers/questions from someone who had already taken the test (McCabe et al 2012).

Many Believe it's Wrong

- 57% disapproved of cheating (Baird, 1980)
- 84% disagreed with the statement: “under some circumstances academic dishonesty is justified” (Jendrek, 1992)
- Only 11% agreed cheating is “sometimes justified” (Jordan, 2001)

But Report Doing it Anyway

- 21.3% of students who reported cheating also reported believing it was “unacceptable” (Anderman et al., 1998)
- 40% of students who reported cheating also reported believing it was “morally wrong” (e.g., Stephens, 2004, in press)

Despite believing that “it hurts your character”

- 84% agreed with the statement, “It’s not worth it to lie or cheat because it hurts your character” (JIE, 2012).

Why is cheating a “problem”?

Why should we care?

Four Types of Problems or Reasons

Learning

Decreases Academic Engagement and Achievement

Assessment

Undermines the Validity of Test Results and Grades

Developmental

Compromises the Development of Moral Character or Integrity

Theoretical

Explaining the Gap between Moral Judgments and Actions

The *Achieving with Integrity* Seminar: Component Model of Moral Functioning in the Domain of Academic Dishonesty

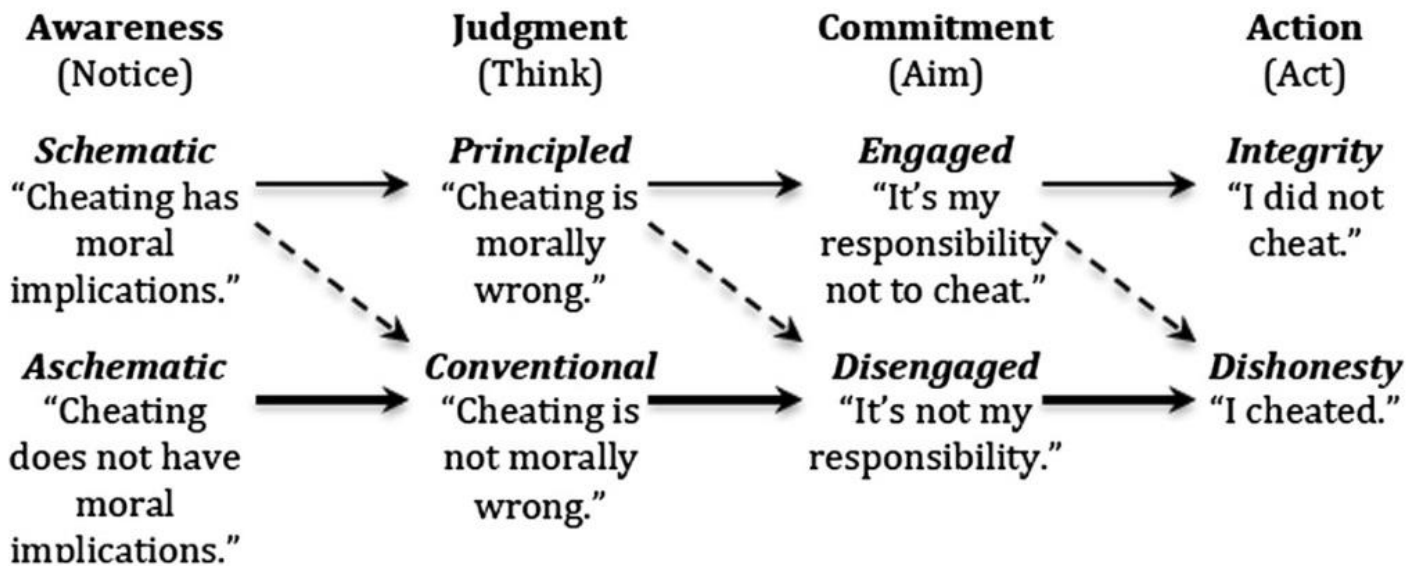
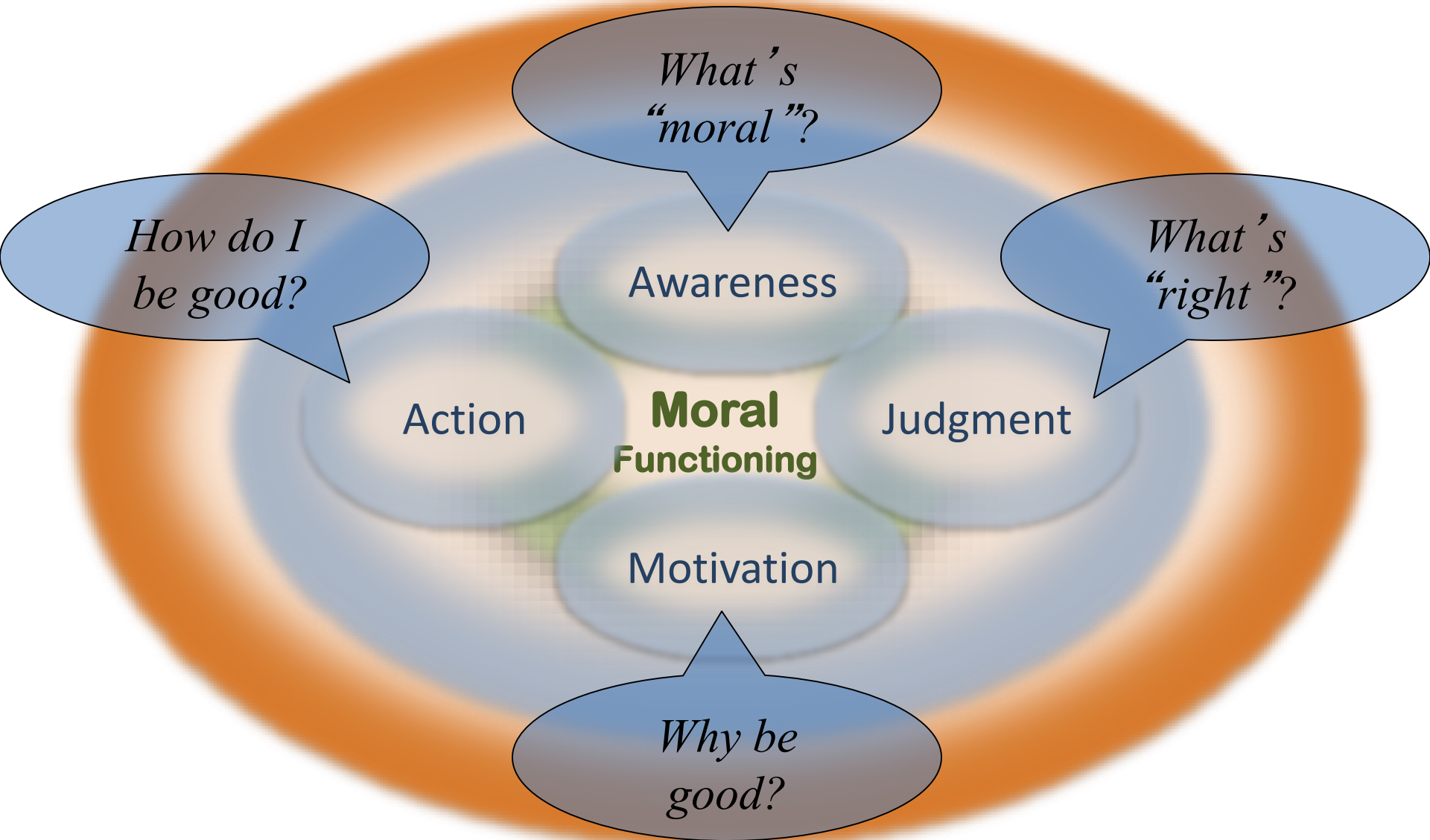


Fig. 1 A Four Component Model of Moral Functioning in the Domain of Academic Integrity

Stephens, J. M., & Wangaard, D. B. (2016). The Achieving with Integrity Seminar: An integrative approach to promoting moral development in secondary school classrooms. *International Journal of Educational Integrity*, 12(3), 1-16. doi:10.1007/s40979-016-0010-1

Core Questions of the *AwI Seminar*



ONLINE COURSE

Academic Integrity: Values, Skills, Action

This course will explore academic integrity and how you can demonstrate it in your work, study and research at university.



Go to course

Upgrade - \$39

+ shipping

What's the difference?



[Overview](#) [Topics](#) [Start dates](#) [Requirements](#) [Educators](#)

Why join the course?

What is academic integrity? Why is it so important in academia? And how can you, as a student at university, achieve with integrity and honesty?

These are some of the important questions we'll explore over the four weeks of the course. As we do so, you will hear from the lead educator as well as the perspectives of students like you.

<https://www.futurelearn.com/courses/academic-integrity>

WEEK

1

WEEK

2

WEEK

3

WEEK

4

WEEK 1: WHAT IS ACADEMIC INTEGRITY? WHY IS IT IMPORTANT?

Welcome to the course

Here you will meet your lead educator and gain an overview of the course.



1.1 WELCOME TO THE COURSE VIDEO (01:54)

1.2 TELL US ABOUT YOURSELF DISCUSSION

1.3 MEET THE TEAM ARTICLE

1.4 WHAT DO YOU ALREADY KNOW? DISCUSSION

What do we mean by academic integrity?

Here you will explore what academic integrity means as well as the values that underpin it.



1.5 THE DEFINITION OF ACADEMIC INTEGRITY ARTICLE

1.6 FUNDAMENTAL VALUES VIDEO (02:23)

1.7 TEST YOUR KNOWLEDGE QUIZ

Transitioning to university

Here you will explore how academic integrity is reflected in different cultures and environments.



1.8 TRANSITION FROM DIFFERENT ENVIRONMENTS TO UNIVERSITY VIDEO (02:27)

1.9 ACADEMIC INTEGRITY IN THE UNIVERSITY ENVIRONMENT ARTICLE

WEEK

1

WEEK

2

WEEK

3

WEEK

4

WEEK 2: WHAT IS ACADEMIC DISHONESTY AND HOW TO AVOID IT?

Welcome to Week 2

Here you will look at examples of what universities consider to be academic dishonesty; your responsibilities when collaborating with others; the benefits and limits of giving and getting help; and explore why some students cheat.



2.1 WELCOME TO WEEK 2 VIDEO (02:17)

Examples of academic dishonesty

Here you will be introduced to the different types of academic dishonesty that can occur at university.



2.2 EXAMPLES OF ACADEMIC DISHONESTY ARTICLE

Plagiarism

Here you will explore the definition of plagiarism, what constitutes plagiarism and how to avoid it.



2.3 WHAT IS PLAGIARISM? ARTICLE

2.4 WHAT IS ACCEPTABLE AT UNIVERSITY? QUIZ

2.5 IS IT PLAGIARISM? QUIZ

Making false claims

Here you will briefly examine what is meant by 'making false claims' in terms of your university work (e.g. making up data) and why this is considered academic dishonesty.



2.6 WHAT DO WE MEAN BY 'MAKING FALSE CLAIMS'? ARTICLE

WEEK

1

WEEK

2

WEEK

3

WEEK

4

WEEK 3: ACHIEVING WITH INTEGRITY: USING THE WORK OF OTHERS

Welcome to week 3

Here you will learn why you should use and acknowledge others' work in your writing, how to cite and reference sources of information used in assignments and how to quote, paraphrase and summarise.



3.1 WELCOME TO WEEK 3 VIDEO (02:01)

Why should you use and acknowledge others' work in your writing?

Here you will consider why you should use and acknowledge other's work in your writing.



3.2 WHY SHOULD YOU USE AND ACKNOWLEDGE THE WORK OF OTHERS? DISCUSSION

3.3 USING AND ACKNOWLEDGING OTHERS' WORK IS IMPORTANT ARTICLE

Citing and referencing

Here you will find out about different referencing styles and how to cite and reference.



3.4 WHAT IS REFERENCING? ARTICLE

3.5 REFERENCING STYLES ARTICLE

3.6 FINDING OUT MORE ABOUT REFERENCING STYLES ARTICLE

Quoting

Here you will learn how to integrate others' ideas in your own academic work by quoting



3.7 WHAT IS QUOTING? ARTICLE

WEEK

1

WEEK

2

WEEK

3

WEEK

4

WEEK 4: ACHIEVING WITH INTEGRITY: GEARING UP FOR STUDY

Welcome to week 4

Here you will find ways of dealing with situations which may lead to academic dishonesty.



4.1 WELCOME TO WEEK 4 VIDEO (01:11)

Using your time effectively

Here you will learn strategies for establishing a daily routine and for planning long-term.



4.2 THE TIME TRAP VIDEO (01:03)

4.3 DAILY ROUTINE VIDEO (01:17)

4.4 LONG-TERM PLANNING VIDEO (00:49)

4.5 HOW DO YOU MANAGE YOUR TIME? DISCUSSION

4.6 DEALING WITH UNEXPECTED EVENTS DISCUSSION

4.7 TEST YOUR KNOWLEDGE QUIZ

Gaining new skills

Here you will learn how to take notes, read critically and take part in discussions.



4.8 GAINING NEW SKILLS: TWO APPROACHES VIDEO (02:02)

4.9 NOTE-TAKING IN LECTURES ARTICLE

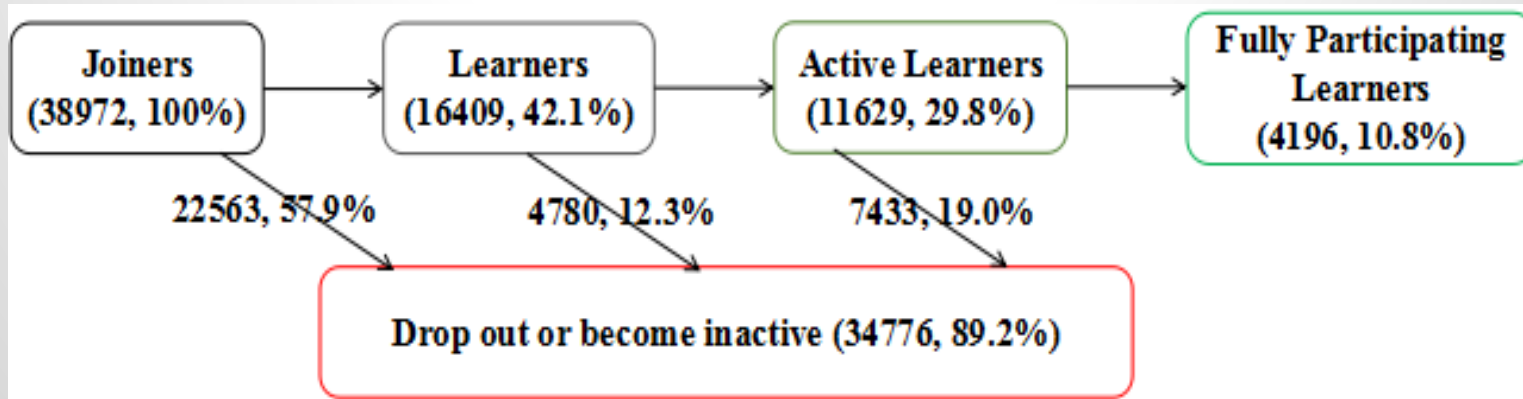
4.10 CRITICAL READING AND NOTE-TAKING ARTICLE

4.11 TAKING PART IN GROUP DISCUSSIONS ARTICLE

The Trouble with MOOCs

Enrollment and Engagement in the AI MOOC

Category	<i>n</i>	%
Joiners	38972	100.0

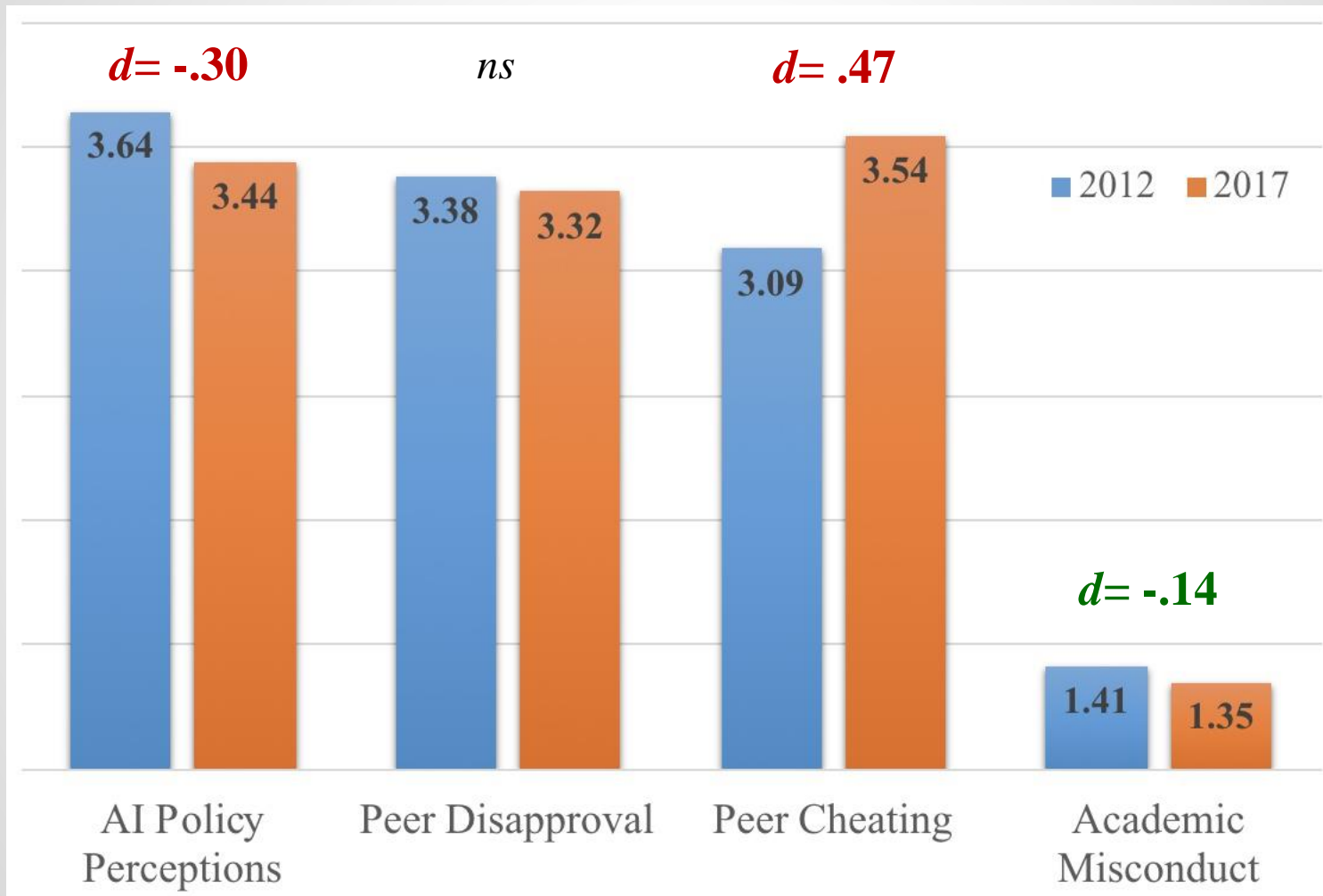


*Can compulsory online academic integrity instruction
affect university students' perceptions of and
engagement in academic dishonesty?*

**Results from a natural experiment
in New Zealand**

Stephens, J. M., Alansari, M. R., Watson, P.W., Lee, G., & Turnbull, S. (in preparation).

Instruction without Learning?



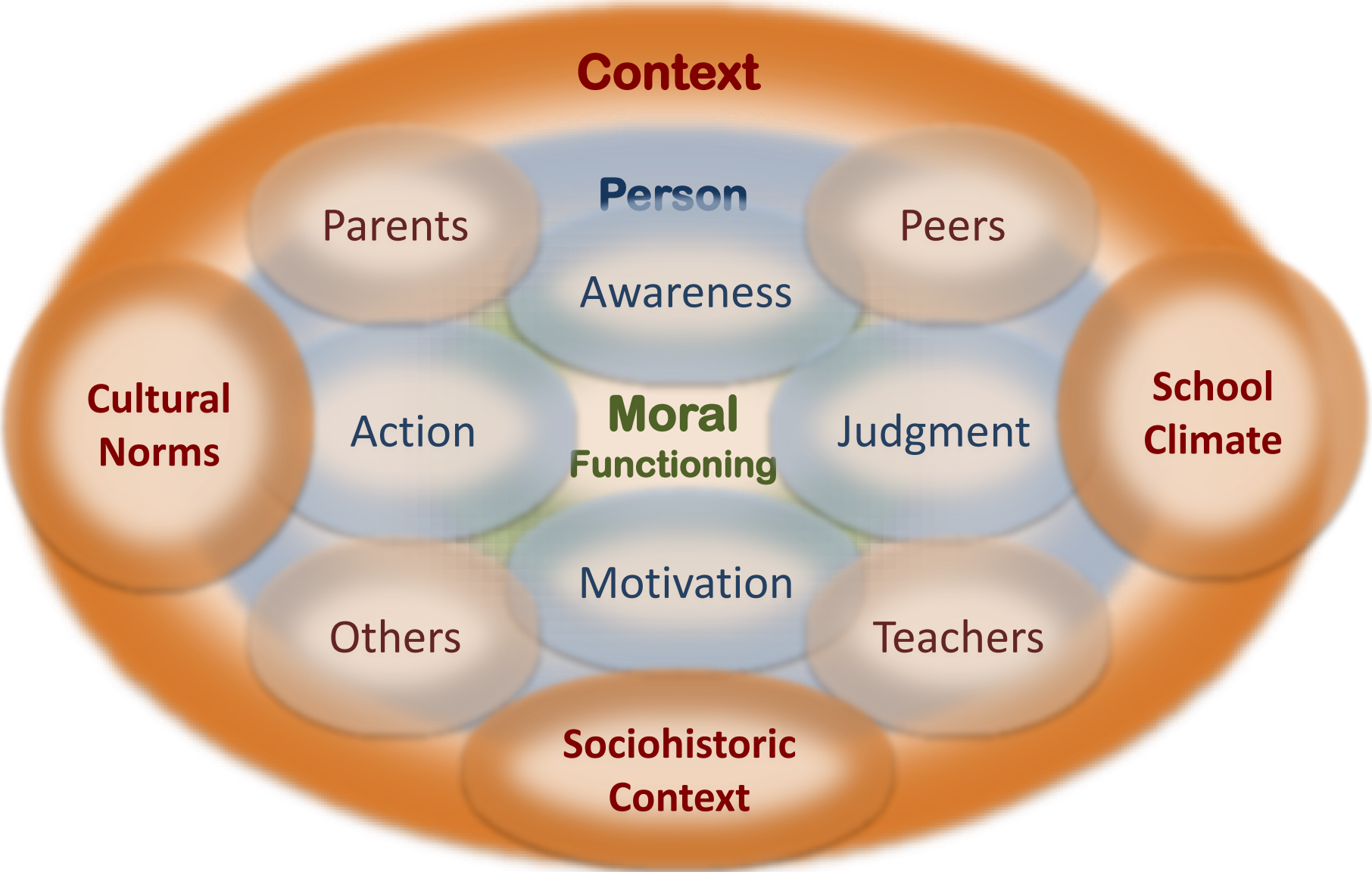
(Small) Decrease in (Some) Cheating Behaviour

Participants Self-Reported Engagement in Academic Misconduct by Cohort Year

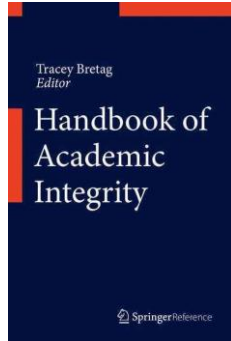
Behavior	2012		2017	
	Conventional	Digital	Conventional	Digital
<u>Homework/Assignment Cheating</u>				
Copied homework	34.0%	--	<i>26.5%</i>	--
Unpermitted collaboration	62.8%	--	61.2%	--
<u>Plagiarism</u>				
Plagiarized a few sentences	40.4%	47.7%	<i>33.8%</i>	47.4%
<u>Test/Exam Cheating</u>				
Used unpermitted notes	8.5%	6.2%	<i>5.5%</i>	4.1%
Copied from someone else	<i>12.8%</i>	5.1%	12.1%	4.5%
Got test questions or answers before	29.6%	--	<i>25.5%</i>	--
Overall	80.8%		<i>78.3%</i>	

Note. Given marginal frequencies, **bold**-faced percents are higher than expected compared to *italicised* percents.

A Person-in-Context Model of Moral Functioning



Creating Cultures of Integrity: A three-level model of intervention



Students

Individual Remediation

Immediate and consistent responses to academic dishonesty; Ethical and effective procedures for adjudicating contested cases of misconduct; “Developmental” sanctioning aimed at strengthening understanding of and commitment to AI.

Students
and
Teachers

Classroom Prevention

Classroom-based, subject area-specific discussions about the import of integrity and what constitutes dishonesty; Fair and caring instruction and assessment; Real-time, in situ reminders of AI.

Students,
Teachers,
Administrator,
and Parents

School-wide Education

First Year Orientation Program, Student Assemblies, Student Handbook, Honor Code Reading and Signing Ceremony; School Culture that Promotes Academic Engagement and Honesty.

Conceptual Model for the AwI Project



Wangaard, D. B., & Stephens, J. M. (2011). *Creating a culture of academic integrity: A tool kit for secondary schools*. Minneapolis, MN: Search Institute.

Creating a Culture of Academic Integrity

Five School-Wide Strategies

I. Form a Committee of School Community Members

- Form a representative committee (by grade level, content area, and demography) of students, teachers, administrators and parents to form a shared vision of values and goals.

II. Conduct a School Climate Survey to Assess

- Use a valid and reliable survey, such as the AMIS or AIS, to assess students' perceptions, beliefs and behaviors related to AI.

III. Develop New Policies and Procedures

- Using the empirical data from the survey, discuss policies and procedures that support the attitudinal and behavioral changes you seek to bring about.

IV. Build Consensus and Support for Change

- Reach out beyond the committee to build consensus and a sense of and shared responsibility for the new (or revised or freshly articulated values, goals, policies and procedures.

V. Implement-Assess-Adjust

- Take the long view - effective policies and cultural change take time and effort: Plan on assessing the new policies and procedures you implement and making adjustments

A Caveat and Some Conclusions

- I'm an educational psychologist....
 1. Integrity education (on- or off-line) is *necessary but insufficient*....
 2. Comprehensive, multi-level approaches are required to create a *culture of integrity*....

Preventive actions:

1. Adopt, publicize and implement codes of conduct for the behaviour for staff and students.
2. Inform students of the sanctions for plagiarism/cheating and publish complaints procedures.
3. Ensure security of exam preparation and printing processes.
4. Appoint sufficient numbers of invigilators/proctors, conduct identification checks and install CCTV cameras.
5. Anonymize exam scripts with bar codes & monitor standards of marking.
6. Ensure security of student record systems (restrictions on inputting and effective cybersecurity).
7. Appoint external examiners or use double marking to ensure comparability of standards.

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**Thank you for your time
and attention...**

Questions? Comments...

For a copy of this presentation

email me: jm.stephens@auckland.ac.nz

Conclusion: Four Suppositions

Cheating as

natural and the

but so, too, is a sense of *justice* and *fairness*

norm, but

statistically speaking- most people do it

unethical and

it's deceitful, dishonest, and unfair

avertible

culture and systems matter- think epigenetics



Ad
Council

Cheating is a **PERSONAL FOUL**

*The Educational Testing Service/
Ad Council Campaign
to Discourage Academic Cheating*



WWW.NOHEATING.ORG • 1-888-88-CHEAT

- HOME
- NEWS & EVENTS
- CAMPAIGN MATERIALS
- RESEARCH CENTER
- PUBLIC SERVICE ANNOUNCEMENTS
- SNAPSHOTS
- EDUCATOR'S CORNER
- IDEA EXCHANGE

Academic Cheating Fact Sheet

- Academic cheating is defined as representing someone else's work as your own. It can take many forms, including sharing another's work, purchasing a term paper or test questions in advance, paying another to do the work for you.
- Statistics show that cheating among high school students has risen dramatically during the past 50 years.
- In the past it was the struggling student who was more likely to cheat just to get by. Today it is also the above-average college bound students who are cheating.

Research Center

Retrieved from: <http://www.glass-castle.com/clients/www-nocheating-org/adCouncil/research/cheatingfactsheet.html>

The *Educative Edge of Technology*

Promoting Student Engagement and Achievement

Learning Management Systems



Classroom Response Systems



Quiz and Testing Tools



Writing and Reviewing Tools



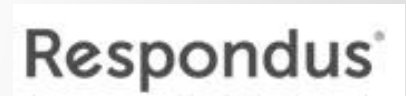
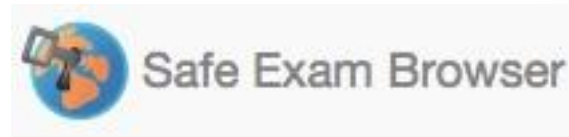
The *Educative Edge*: Facilitating the Detection of Dishonesty

Pattern Matching and Recognition

Similarity checking software



Lock down browsers

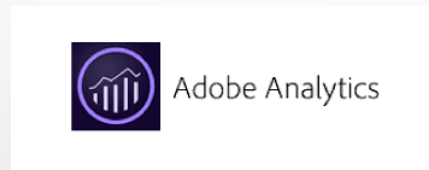


Keystroke recognition devices



typingdna

Learning Analytics



Academic Dishonesty Around the World

	USA (2010)	Ukraine (2010)	China (2013)	New Zealand (2017)
<u>Homework Cheating</u>				
Copied from Another Student	30.7%	72.0%	71.0%	26.5%
Unpermitted Collaboration	50.3%	83.0%	81.0%	61.2%
<u>Plagairism</u>				
Conventional: Few Sentences	8.0%	57.4%	59.0%	33.8%
Digital: Few Sentences	16.5%	77.7%	NA	47.7%
<u>Test Cheating</u>				
Copied from Another Student	22.3%	64.7%	48.0%	12.1%
Used Unpermited Notes	11.1%	81.9%	46.0%	5.5%
OVERALL	65.6%	97.4%	NA	78.3%

Note . NA = Not Available

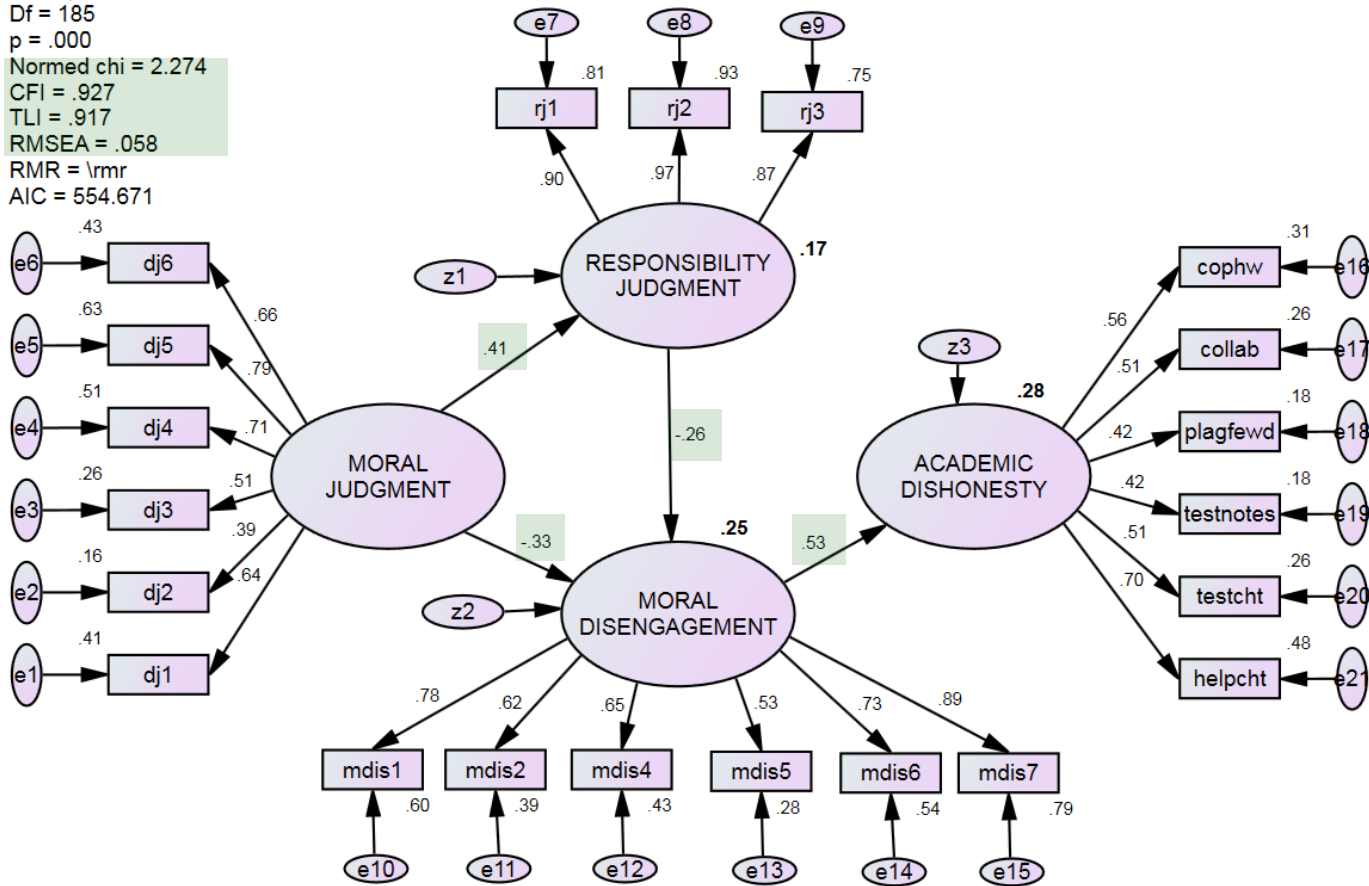
Ma, Y., McCabe, D., & Liu, R. (2013). Students' Academic Cheating in Chinese Universities: Prevalence, Influencing Factors, and Proposed Action. *Journal of Academic Ethics*, 11(3), 169-184. doi:10.1007/s10805-013-9186-7

Stephens, J. M., Alansari, M., Watson, P., Lee, G., & Turnbull, S. (in preparation). Changes in motivation, mores, and misconduct: Results from a natural experiment....

Stephens, J. M., Romakin, V., & Yukhymenko, M. (2010). Academic motivation and misconduct in two cultures: A comparative analysis of U.S. and Ukrainian undergraduates. *International Journal of Educational Integrity*, 6(1), 47-60.

Empirical Evidence...

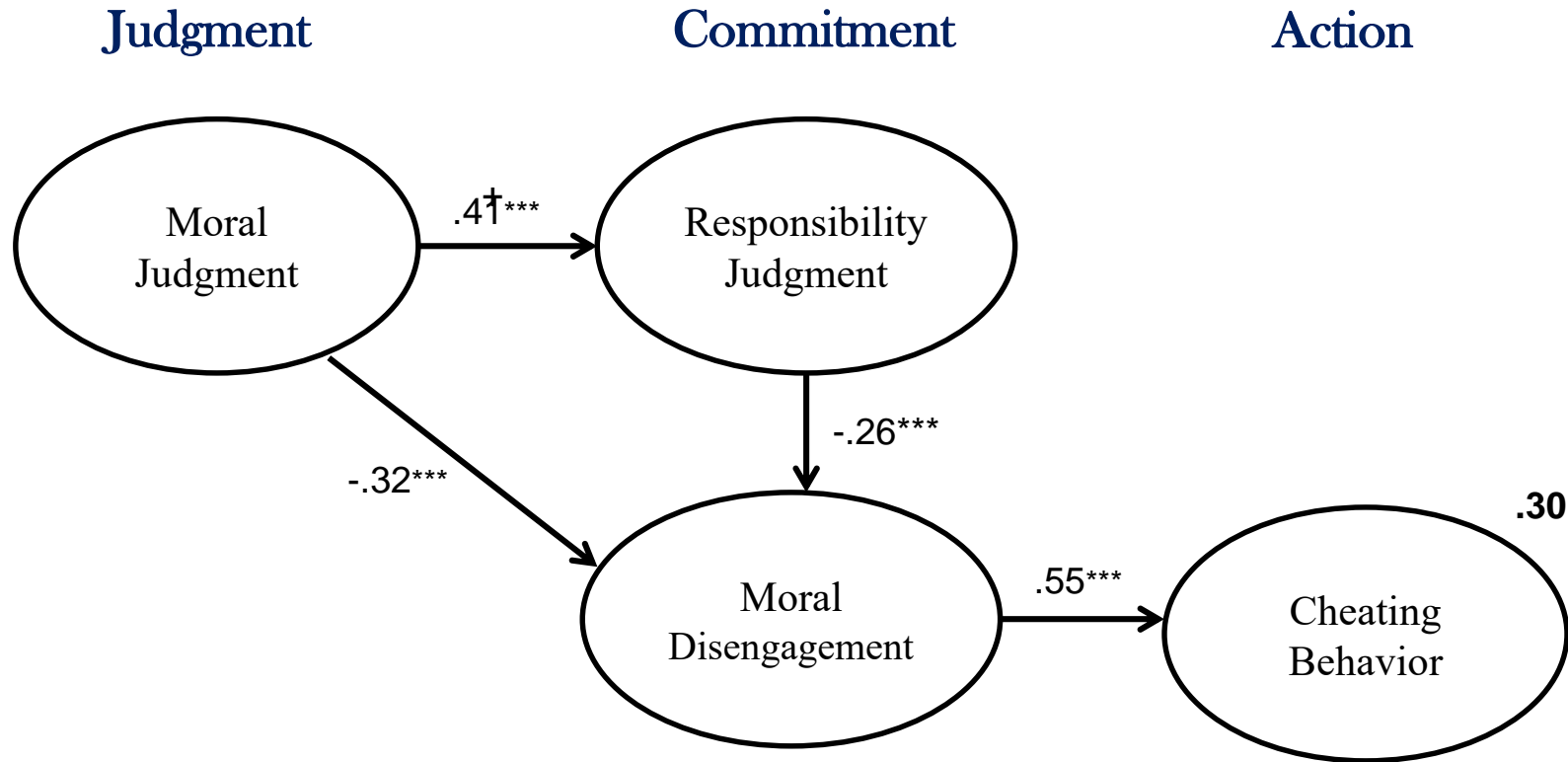
Chi sq = 420.671
 Df = 185
 p = .000
 Normed chi = 2.274
 CFI = .927
 TLI = .917
 RMSEA = .058
 RMR = \rmr
 AIC = 554.671



Stephens, J. M. (in press). Bridging the divide: The role of motivation and self-regulation in explaining the judgment-action gap related to academic dishonesty. *Frontiers in Psychology...*

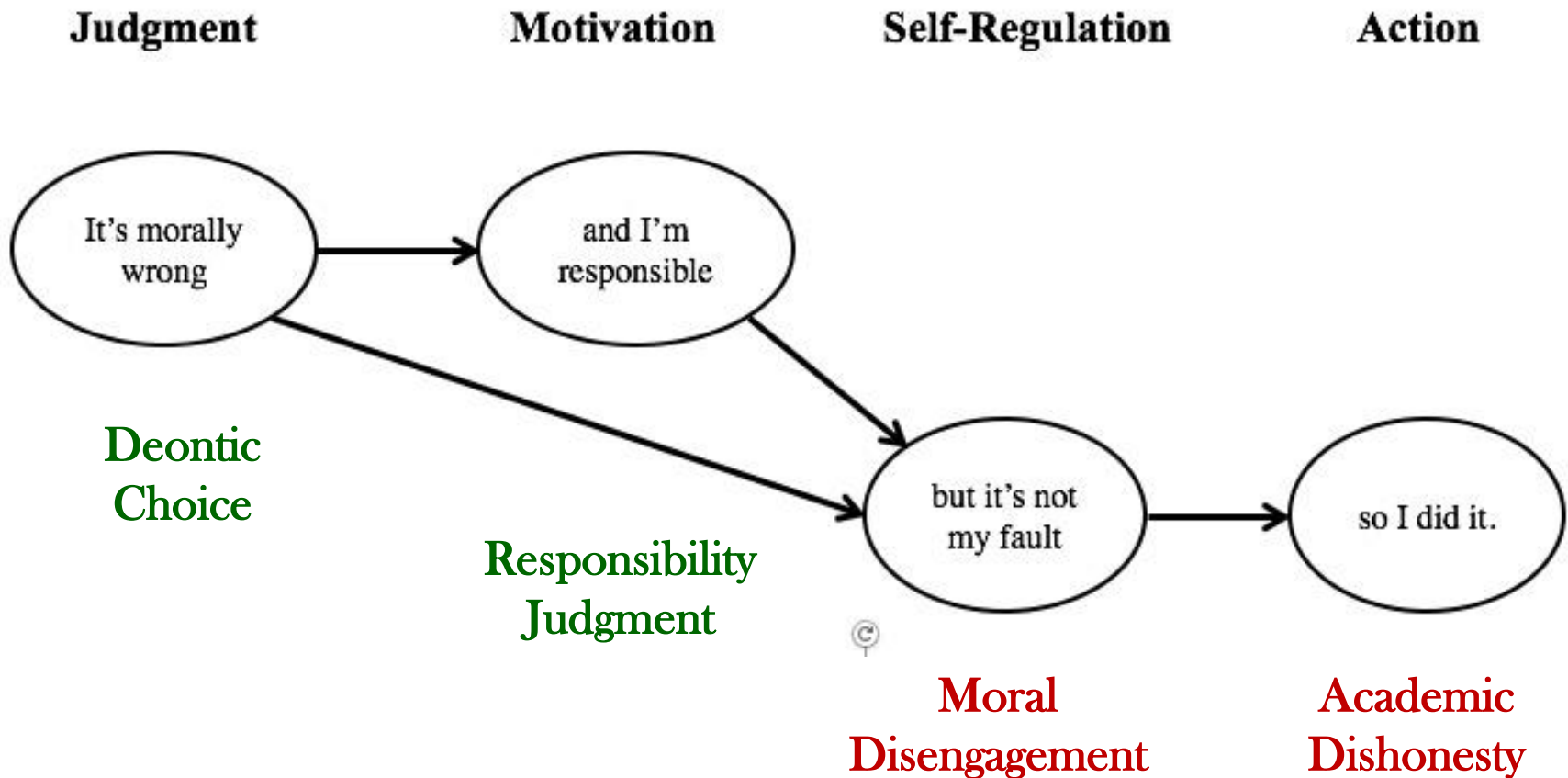
Structural Equation Model

The Indirect Effects of Judgment on Cheating



Stephens, J. M. (2017, April). *Students' domain judgments of and engagement in academic dishonesty: The necessity but insufficiency of moral judgment in regulating cheating behavior*. Paper presentation in a symposium at the 2017 Biennial Meeting of the Society for Research on Child Development, Austin, TX.

Conceptual Representation of Final Model



Stephens, J. M. (in press). Bridging the divide: The role of motivation and self-regulation in explaining the judgment-action gap related to academic dishonesty. *Frontiers in Psychology...*

Participants' Gender and Faculty by Cohort

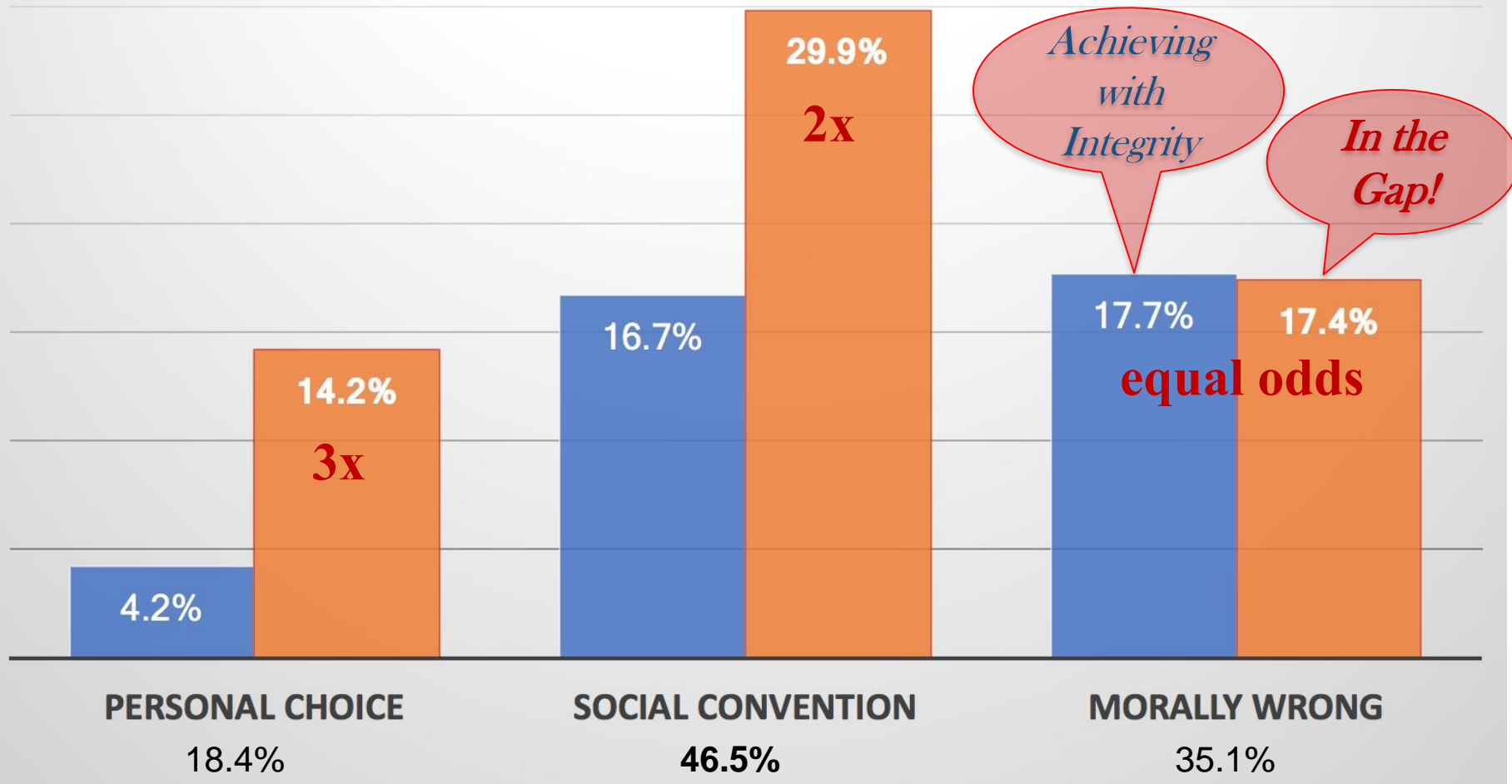
Variable	2012		2017	
	<i>n</i> = 780	%	<i>n</i> = 639	%
<u>Gender</u>				
Female	455	58.3	365	57.1
Male	325	41.7	259	40.5
Diverse	NA	NA	14	2.2
<u>Faculty</u>				
Arts	229	29.4	180	28.2
Science	157	20.1	124	19.4
Business	126	16.2	126	19.7
Engineering	62	7.9	78	12.2
Medical	64	8.2	42	6.6
Law	43	5.5	37	5.8
Education	42	5.4	25	3.9
NICAI	11	1.4	13	2
Other	46	5.9	14	2.2

Note. NA = data not available. Given marginal frequencies, **bold-faced** percentages are higher than expected compared to *italicised* percentages.

The Power (but insufficiency) of Judgment

In the past year, have you paraphrased/copied a few sentences without citing them in an assignment you submitted....

38.5% ■ Did NOT Plagairise ■ Plagairised 61.5%



The *Achieving with Integrity* Seminar

A Series of Four Socratic-Style Dialogs

Discussion One: *Taking Notice*

Core Questions: *What's "moral"? Is this a "moral situation"?*

Primary Goal: Raising awareness of the moral dimensions of various forms of academic dishonesty; recognizing how issues of fairness, respect and responsibility are at stake in behaviors such as plagiarism and test cheating.

Discussion Two: *Thinking it Through*

Core Questions: *What's "right"? What should one do in this situation?*

Primary Goal: Enhancing moral reasoning related to academic honesty and integrity; understanding and judging such dishonesty as unfair and unjustifiable.

Discussion Three: *Aiming High*

Core Questions: *Why be "good"? Am I responsible for doing the right thing?*

Primary Goal: Fostering a commitment to doing the right; taking personal responsibility for acting on one's judgment; prioritizing the principled path over the expedient one.

Discussion Four: *Acting it Out*

Core Questions: *How do I do it? What kind of will and skills are needed?*

Primary Goal: Building students moral and performance character; enhancing regulation skills to resist rationalizations and teaching behavioral skills needed to achieve with integrity.