Welcome!

We will be getting started shortly.

- Thanks for joining us!
- Your microphone and camera will automatically be turned off.
- If you have a question or comment *during* the presentation or panel, please type it in the Q&A box.
- There will also be time for general questions. Questions can be posed anonymously in the Q&A box.
- NOTE: This meeting WILL be recorded for those who are unable to attend.

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Navigating Academic Integrity Issues in Online Teaching and Learning

6/30/2020

Coordinated by the Office of Academic Integrity
with support from the Centre for Teaching Excellence (CTE), Centre for Extended Learning (CEL), Registrar's Office (RO), Student Success Office (SSO), Library (LIB), Secretariat (SEC), AccessAbility Services (AAS) and Waterloo Undergraduate Student Association (WUSA)

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Introduction

- Academic integrity is a topic of conversation EVERYWHERE recently
- Given the added challenges the pandemic has created there are more factors impacting academic integrity than ever before
- The purpose of this session is to share successful strategies to promote and maintain academic integrity and to open a dialogue on the topic
- Viewpoints will be shared from students, instructors and Assistant/Associate Deans
- Representatives from academic support units are also on hand to answer questions
- A holistic approach to academic integrity will be presented and multiple resources across our campus are participating in this session

What is academic integrity?

- Integrity is "the quality of being honest and having strong moral principles that you refuse to change." (Source: "integrity" Cambridge Dictionaries Online, 28 June, 2011)
- Integrity is a core value closely linked with virtue, honesty, and honour. A person of integrity strives to always find and make the "right" decision.
- UW follows the six fundamental values of academic integrity from the International Center for Academic Integrity (ICAI):

Honesty	**Trust**	**Fairness**
Respect	**Responsibility**	**Courage**

(Source: ICAI, n.d.)

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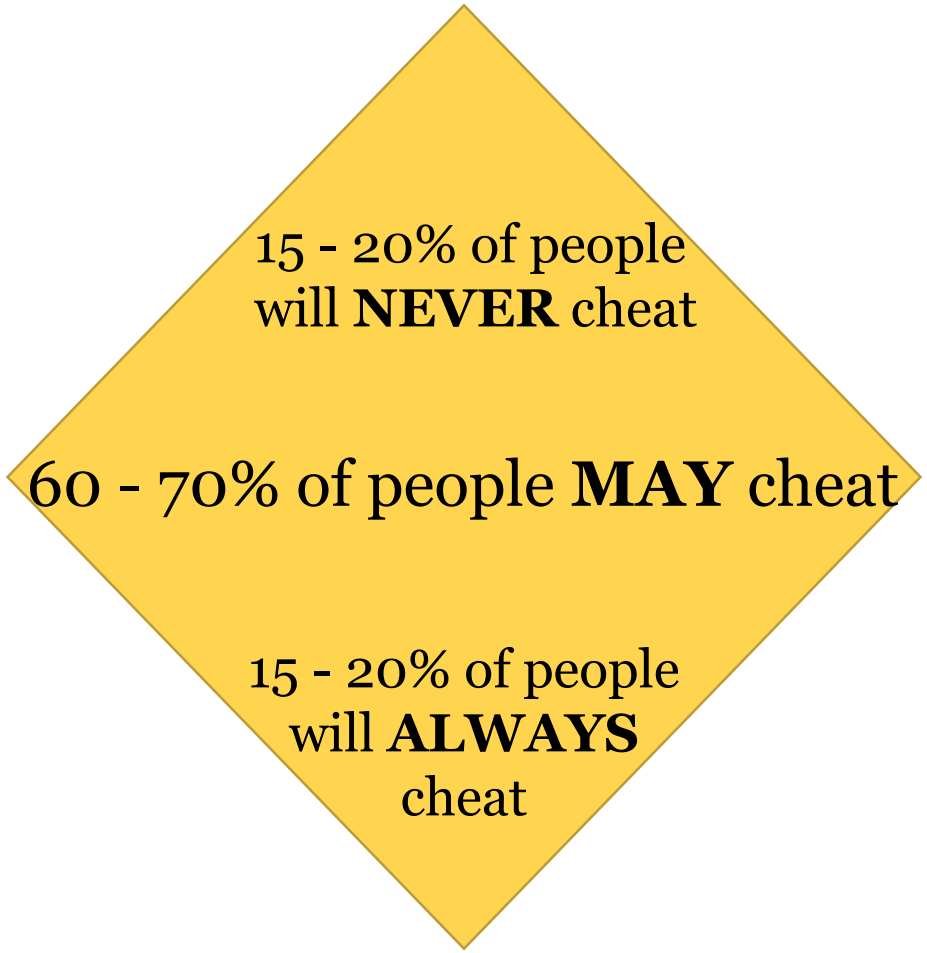
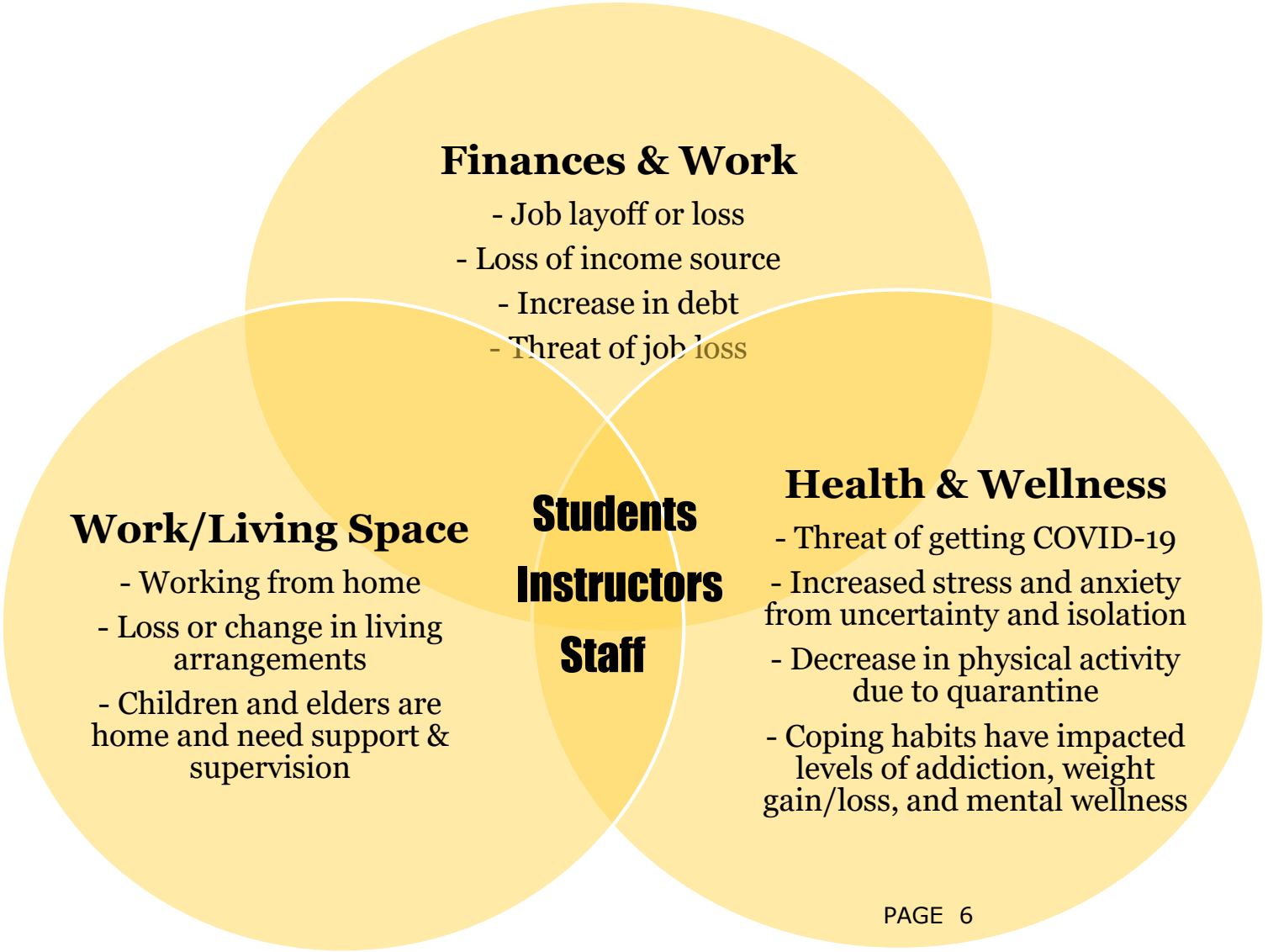
What amount of academic misconduct occurs?



(Source: McCabe, 2006.)

- Reported rates of academic misconduct at universities are typically between 3-5% of students per year
- Most academic misconduct is unintentional and due to a lack of information and training
- A small percentage of students intentionally set out to cheat

Factors impacting academic integrity during COVID-19



Students are also impacted by:

- Shift to learning remotely
- Fear of failure or a bad mark
- Falling behind in their studies
- Needing to graduate on time
- Co-op work term placement uncertainties
- Tuition fees
- Visa uncertainties
- Travel restrictions

Ways to promote academic integrity remotely

- Engage your students as much as possible
- The biggest deterrent to academic misconduct is the instructor-student relationship. Students are less likely to cheat if:
    - They feel connected to the instructor and that there is mutual dialogue and interaction
    - The instructor speaks about the importance of academic integrity, why it matters and openly discusses it with students
    - They feel well supported and readily reach out to ask questions and seek help through resources like the Writing and Communication Centre, Library or Student Success Office

INSIGHTS FROM ACADEMIC SUPPORT UNITS

Centre for Teaching Excellence (CTE)

Centre for Extended Learning (CEL)

Registrar's Office (RO)

Student Success Office (SSO)

Library (LIB)

Secretariat (SEC)

AccessAbility Services (AAS)

Instructional Suggestions

- Teaching and learning with compassion – we are ALL experiencing a situation the world has never been in before.
- It's harder to engage students online. Think of ways you can connect with them and keep them interested and move them forward through the content.
- The remote environment may exacerbate feelings of anxiety and stress since students may feel more disconnected from their traditional support systems. Given this, it will be more important than ever to keep the student experience and wellness top of mind, when communicating with a student, particularly about academic infractions.

Assessment strategies

- Review your assessments and tailor them to an online environment.
- Be aware that assignments, tests and exams are almost always copied and shared on the internet and students can easily find them. Try alternate ways of evaluation without using readily copied questions.
- Consider a scaffolded approach with lower stakes assignments.
- Looks for ways that you can measure the students understanding of the subject and have them demonstrate their thought process.
- Avoid high stakes tests or exams.

Remote proctoring considerations:

- Is proctoring necessary with this assessment design?
- Will students have the necessary access to technology and good bandwidth to properly complete the exam?
- Students may be in different countries and time zones which could impact scheduling and access
- Student privacy concerns
- Cost and quality of remote proctoring services

Assessments & cheating

- What you do in an attempt to reduce cheating can pose significant barriers for students who would never consider cheating.

  For example, some instructors are reducing the amount of time students have for writing online tests - so much so that some students are complaining that they don't have enough time to complete the test. Reducing the time isn't reducing the cheating that happens from sharing answers over social media, moreover, it could be driving up the incidence of cheating if students feel they can't complete the test any other way

- Some online test-taking practices that are meant to increase academic integrity are in direct contradiction to good test-taking recommendations that students heard from learning skills advisors (e.g., ability to leave a question unanswered and go back to it later in the test-taking window).

Scheduling & Time management considerations

- Students have additional flexibility in their schedules with remote learning. This will be a big change for returning students but an even bigger change for those coming from high school.
- Important to model and explain what time management might look like for your course and assignments. This is especially important knowing that many courses are switching from fewer tests and exams to more frequent assignments. Students may not be accustomed to the level of structure it takes to keep up with this type of pedagogy.
- Use just-enough-just-in time information about content and assessments in a way that can help students find the help they need along the way. For example, sharing a ‘backwards planning’ or ‘assignment calculator’ with students several weeks before a major assignment is due.

AccessAbility Reminders

- Academic accommodations for student with disabilities are a *right* (not a privilege) and they are designed to promote equitable access to education as a result of their disability and the structure of the learning environment.
- An appropriate Accommodation Plan will not compromise the essential requirements of the course. Students requiring academic accommodations are expected to uphold the same Academic Integrity standards as their non-disabled peers (e.g., *students who are eligible for break time are not to use the time for active writing time. Students are informed of their obligations and responsibilities, and that violations may be considered a breech in integrity per University policy).*
- A student with a disability receiving academic accommodations should not be considered at increased risk of breeching integrity. As such, they should be held to the same standards as other students (e.g., *it is inappropriate to require a students with a disability to video tape themselves during their test to ensure they are not cheating during their approved medical break).*

Library Resources & Support

- The Library and subject librarians are here to support student learning, research, and information seeking. Feel free to refer students to the Library's Ask Us service, or to the subject librarians for a virtual consultation over MS Teams or Skype. You may consider including the contact information for your subject librarian within your course information or syllabus as students may be unaware such services are available, but in need of greater assistance.
- The Library provides access to online guides on the most common citations styles (e.g. APA, ACS, IEEE, etc.). Subject librarians are familiar with the most common citation styles used in their subject areas and can provide guidance to students.
- Copyright resources and services are available for instructors. If you are unsure if you can post certain content on your LEARN site, please see the guide for instructors, as well as the online-teaching related FAQs on the copyright website. If you have any copyright questions, please don't hesitate to email copyright@uwaterloo.ca.

PANELISTS

Brian Forrest, Professor (Pure Math)

Linda Carson, Continuing Lecturer (Stratford School)

Krishian Camargo, Undergraduate Student (AHS)

Megan Town, Vice-President Education (WUSA)

David Harmsworth, Assistant Dean of Students (Math)

Marlee Spafford, Associate Dean of Undergraduate Studies (Science)

Trustworthiness

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PANELIST PERSPECTIVES

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QUESTIONS WE RECEIVED IN ADVANCE

Question 1:

One of the classes I taught recently had more than 100 cases of potential academic integrity violations that needed to be investigated. Many of them turned out to be actual violations. This consumed a lot of resources that could be better used in so many ways.

- Why don't students at UW take academic integrity more seriously? This problem makes the move to more online evaluations makes things incredibly difficult.
- How to do we change the culture at UW around academic integrity so it is taken seriously?

Question 2:

How best to run exams? In particular, short of writing 100 different exams (which is impossible), is there something that can be done? Two strategies that I have heard being used is to ask essay questions (which is impossible in my math course) and to create a test bank of questions and randomly assign them (this would take a huge amount of effort and could only safely be used once).

- Moreover, to the extent that students have a large window in which to write, how can we stop a group of them from jointly writing each member's exam. Not to mention that by the time they write the last one they would already have seen most of the questions. This problem, at least, can be resolved if everyone writes at the same time.

Q&A QUESTIONS

Please use the Q&A box to pose questions

(*Note: there is a 15 sec. delay between asking and responding)

CONTACTS

Office of Academic Integrity - Erin Nearing academic.integrity@uwaterloo.ca

Centre for Teaching Excellence (CTE) - Mary Power mary.power@uwaterloo.ca

Centre for Extended Learning (CEL) – Janice Cooke jcooke@uwaterloo.ca
Christine Zaza zaza@uwaterloo.ca

Registrar's Office (RO) - Charlene Schumm cschumm@uwaterloo.ca

Student Success Office (SSO) – Erin Jobidon ejobidon@uwaterloo.ca

Library (LIB) – Caitlin Carter c8carter@uwaterloo.ca

Secretariat (SEC) – Kathy Winter kwinter@uwaterloo.ca

AccessAbility Services (AAS) – Laura Myers laura.myers@uwaterloo.ca

Waterloo Undergraduate Student Association (WUSA) – Megan Town metown@uwaterloo.ca

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academic.integrity@uwaterloo.ca

https://uwaterloo.ca/academic-integrity/