# USM *OnTrack*

Academic Integrity as a Teaching and Learning Issue[1]

The reasons students cheat are complex and not necessarily just "a bad person doing a bad thing." Often students cheat as the result of an *interaction* between elements of human nature and the current context.[2] When stress levels are high and students don't feel invested in the learning, cheating increases. But decades of research tells us that *student cheating can be curtailed* when the learning environment and classroom cultures encourage integrity.[3]

Academic Integrity is the commitment to six fundamental values: honesty, respect, responsibility, fairness, trust, and courage.[4] Creating a culture of academic integrity that endures—even in the face of adversity—requires commitment by instructors, students, and the institution to support "intellectual accomplishments that are worthwhile, significant, and meaningful."[5] Scholar Tricia Bertram Gallant has called this the *Moral Obligation Supply Chain*.[6]
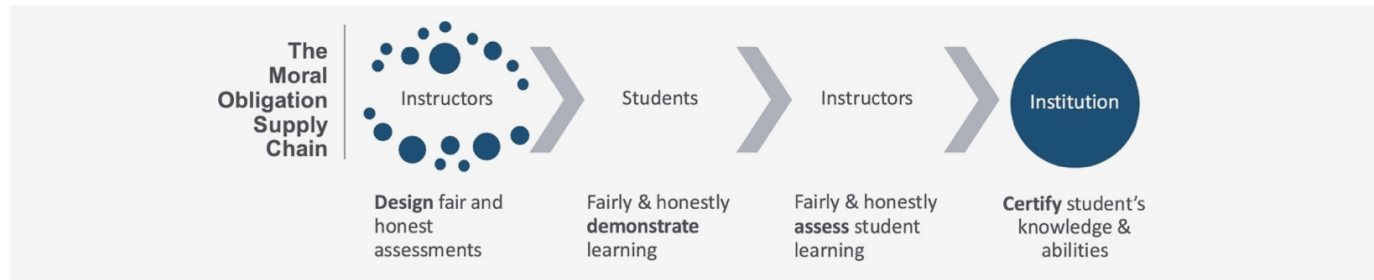
When students perceive that assessments are fair and honestly assess their learning, they become more invested in the work and are less likely to cheat. These *authentic assessments* engage students in "worthy problems or questions of importance" that require they apply knowledge "effectively and creatively" to real-world tasks.[7]

Authentic Assessments are…

Realistic: They replicate or simulate the kinds of problems and contexts in which adults are often "tested" in the workplace or in civic or personal life.

Aligned: They assess the student's ability to efficiently and effectively use a repertoire of knowledge and skills that have been acquired to negotiate a complex task.

Robust: They require judgment and innovation; ask the student to "do," not just reproduce knowledge-level learning.

Supportive: They allow ample opportunities to rehearse, practice, consult resources, get feedback, and refine performances and products.

Transparent: They make clear to students from the start exactly how performance will be evaluated against a rubric or other measure of mastery.

Types of authentic assessments include…

- Self-assessment
- Journal writing
- Discussions
- Blogs/Wikis
- Peer Assessment

- Electronic portfolios
- Case Studies
- Role playing
- Simulation
- Chatrooms

- Storytelling
- Games
- Observation
- Essays
- Interviews

- Performance tasks
- Rubrics
- Recording & posting
- Exhibitions
- Demonstrations

- Collaboration
- Group projects
- Site or Article reviews
- Shared white boarding

For more information, see the Authentic Assessment Toolbox http://jfmueller.faculty.noctrl.edu/toolbox/index.htm

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[1] Adapted from a presentation by Douglas Harrison (2020) available in two parts: https://www.youtube.com/watch?v=Ua1mAw8fIBI and https://www.youtube.com/watch?v=C4mZEv0OVpc

[2] Gallant, T.B., & Stephens, J.M. (2020). Punishment is not enough: The moral imperative of responding to cheating with a developmental approach. *Journal of College and Character, 21*(2), 55-66.

[3] Stiles, B.L., Wong, N.C.W., & LaBeff, E.E. (2018). College cheating thirty years later: The role of academic entitlement. *Deviant Behavior, 39*(7), 823-834.

[4] Fishman, T. (Ed.) (2014), The fundamental values of academic integrity, International Center for Academic Integrity. Available https://www.academicintegrity.org/wp-content/uploads/2017/12/Fundamental-Values-2014.pdf

[5] Wehlage, G.G., Newmann, F.M., & Secada, W.G. (1996). Standards for authentic assessment and pedagogy. In F.M. Newmann & Associates (Ed.), *Authentic assessment: Restructuring schools for intellectual quality* (pp. 21-48). San Francisco: Jossey-Bass.

[6] Available at https://academicintegrity.ucsd.edu/events/Going-Remote-with-Integrity1.pdf

[7] Wiggins, G. (1998). Ensuring authentic performance. In G. Wiggins (Ed.), *Educative assessment: Designing assessments to inform and improve student performance* (pp 21-42). San Francisco: Jossey-Bass.