Academic Integrity as a Teaching and Learning Issue

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. 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.

Academic Integrity is the commitment to six fundamental values: honesty, respect, responsibility, fairness, trust, and courage. 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.” Scholar Tricia Bertram Gallant has called this the Moral Obligation Supply Chain.

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.

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

1 Adapted from a presentation by Douglas Harrison (2020) available in two parts: [https://www.youtube.com/watch?v=Ua1mAw8fIBI](https://www.youtube.com/watch?v=Ua1mAw8fIBI) and [https://www.youtube.com/watch?v=C4mZEv0OVpc](https://www.youtube.com/watch?v=C4mZEv0OVpc)
6 Available at [https://academicintegrity.ucsd.edu/events/Going-Remote-with-Integrity1.pdf](https://academicintegrity.ucsd.edu/events/Going-Remote-with-Integrity1.pdf)