

Tips for Navigating Challenges in Online Instruction and Student Academic Integrity

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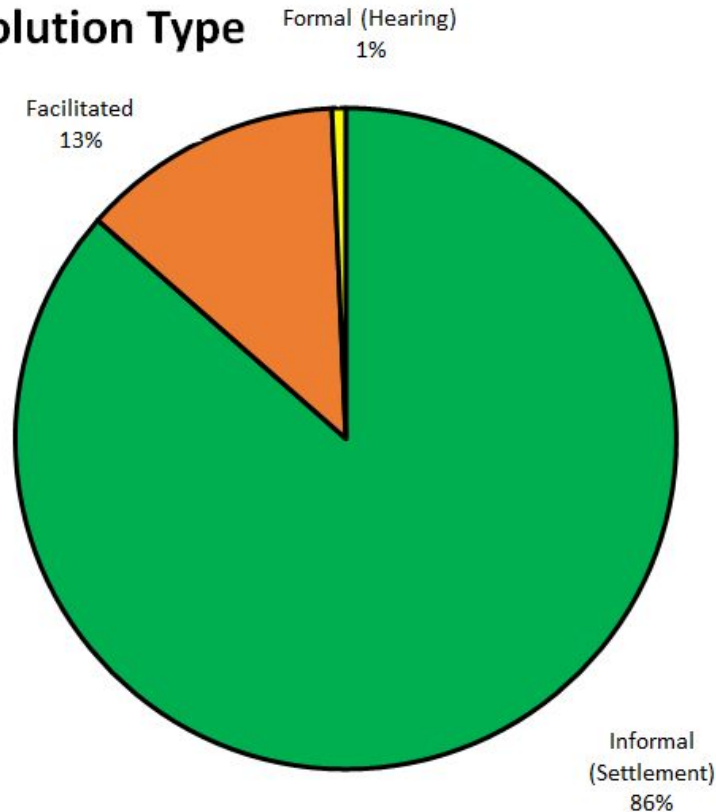
Overview

- Student Academic Integrity Trends – Fall 2020
- The Digital Divide & Course Design
- Tools and Strategies to Mitigate Academic Misconduct
- Assessment Considerations
- Syllabus Language
- Resources

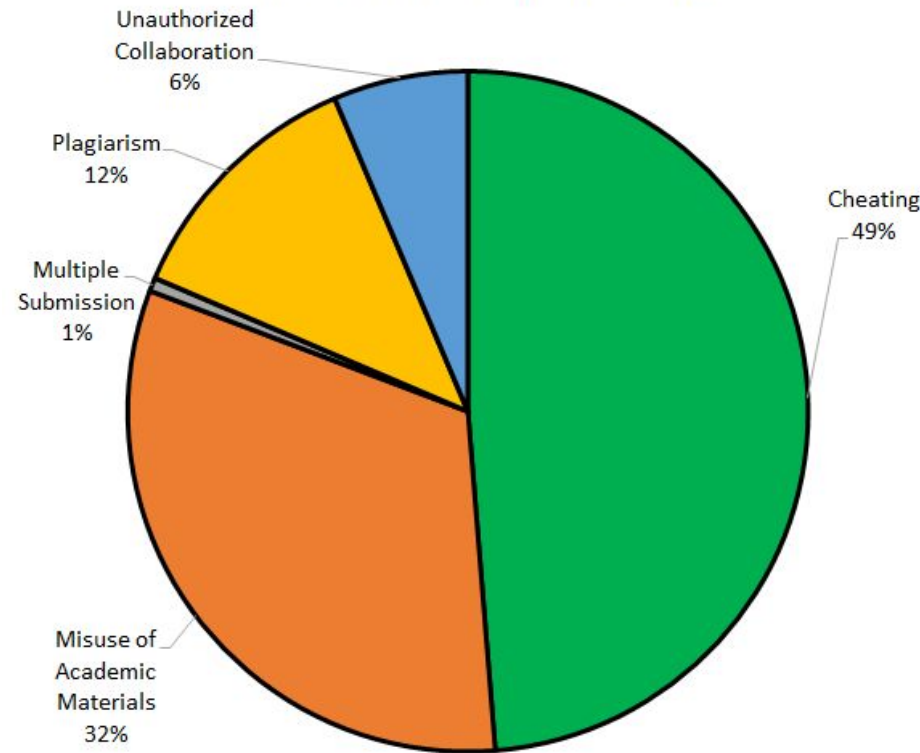


Fall 2020 Trends – Data Analysis

Resolution Type



Responsible Findings by Charge



Top 3 Assigned Sanctions:

- Reduced Grade for Assignment/Exam/Academic Exercise - 51%
- Ineligible for Pass/No Credit Accommodation - 14%
- Reduced Grade for the Course - 9%



Fall 2020 Trends – Data Analysis

Most common behaviors reported:

- Using Chegg, Quizlet, etc. in an **unauthorized** manner
- Not abiding by Lockdown Browser or Respondus Monitor instructions
- Navigating away from the exam on the Canvas page
- **Unauthorized** collaboration through group messaging (GroupMe, etc.)

***Authorization**: Approval of an action, conduct, or activity provided by the Faculty Member responsible for the evaluation of the Student's academic work or as otherwise required in the Code.



Fall 2020 Trends - Anecdotal

Students reported:

- Feeling disconnected from instructors and classmates
- Struggling with the various methods of online instruction and inconsistency of expectations between their courses
- Anxiety over technical issues related to online instruction (connectivity issues, Canvas navigation, etc.)
- Feeling overwhelmed & struggling to balance coursework and other responsibilities (work, family, etc.)
- General exhaustion and fatigue related to online instruction

Faculty reported:

- Uncertainty over what could be handled internally as a “teachable moment” and what needed to be referred to the Academic Integrity Process
- Frustration over their course materials being found online on website like Chegg, etc.
- Frustration over the number of students who appeared to engage in academic misconduct in their course(s)
- General exhaustion and fatigue related to online instruction



Realities of the Digital Divide

- **Broadband Access**

- Broadband access varies immensely across urban areas, rural areas and income levels

- **Low-Bandwidth**

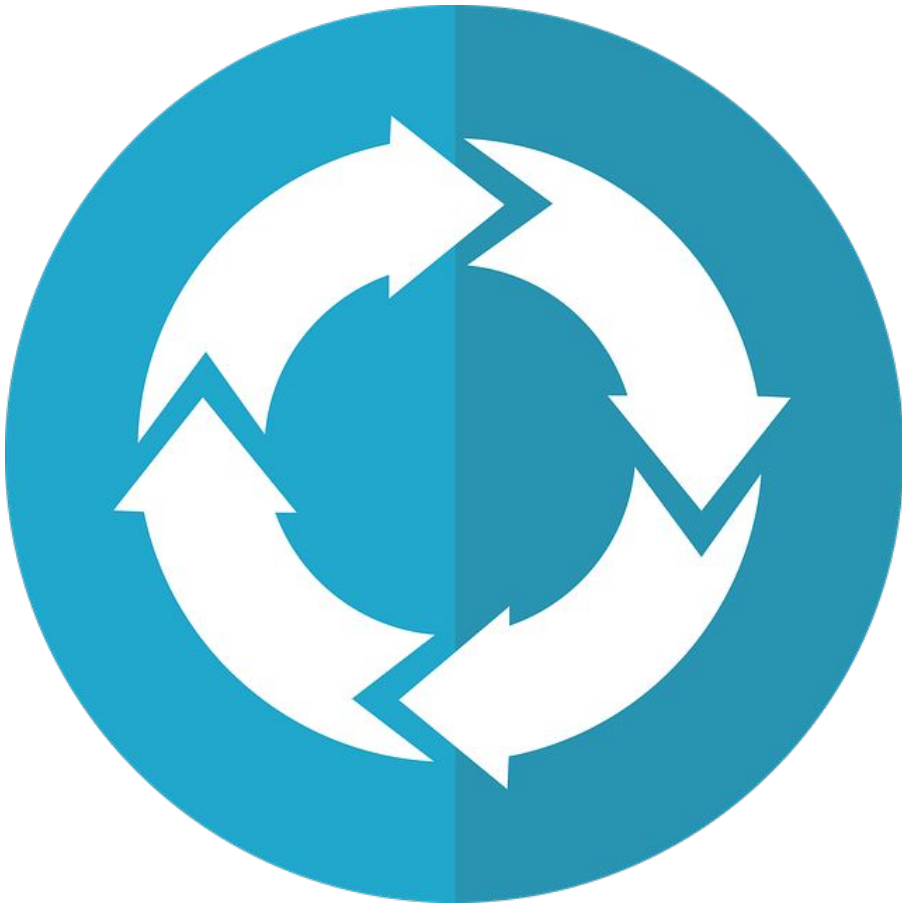
- Unstable internet connections due multiple people in a household trying to use the same network

- **Lack of access to hardware and software needed for courses**

- Financial constraints continue to impact our students' access to hardware (computers, webcams, etc.) and software needed for courses
- Due to geographic location, not all students have access to on-campus resources



Course Design



1. Incorporate multiple low-stakes assessments
2. Balance formative and summative assessments
3. Build a relationship with students
4. Foster a community amongst students

[CTL Teaching Guide on Course Design](#)

Image by [mcmurryjulie](#) from [Pixabay](#)



Strategies to Mitigate Academic Misconduct

Create an Online Community

- Be aware of the technology your students are using in & out of the classroom
 - GroupMe, WhatsApp, Chegg tutors, Discord, etc.
- Consider using breakout rooms for small group discussions
- Encourage cameras to be on (if possible)
- Use tracking tools in Canvas to determine if your students are coming to “class.” Letting students know you are monitoring them can be a deterrent to problems later
 - Consider reaching out to students when you see that their interaction or involvement is changing

An important strategy in preventing academic misconduct is developing an atmosphere of mutual trust and respect.

-International Center for Academic Integrity (<https://www.academicintegrity.org/>)



New Analytics: Student Engagement

Import from Commons

Choose Home Page

View Course Stream

Course Setup Checklist

New Announcement

Student View

New Analytics

HIST101 > Analytics

Activity by Date



Submissions



New Analytics: Student Engagement

Import from Commons

Choose Home Page

View Course Stream

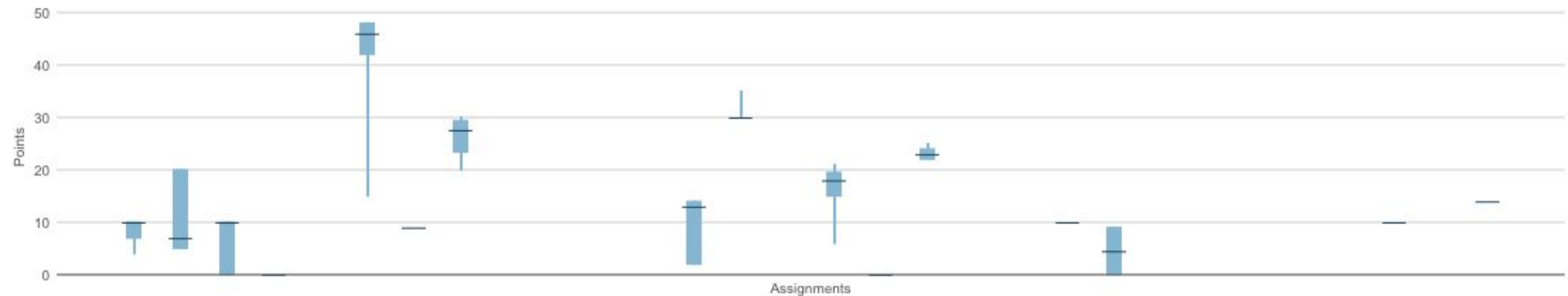
Course Setup Checklist

New Announcement

Student View

New Analytics

Grades

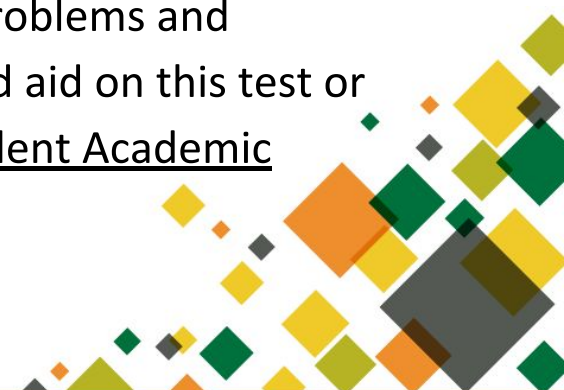


Student	Page Views	Participations	Submissions	On Time	Late	Missing	Current Score
Emily Boone	72	8	30	12	3	3	86.21%
Jessica Doe	13	4	30	4	1	6	97.2%
Max Johnson	29	6	30	6	1	5	93.87%
Bruce Jones			30	0	0	8	51.88%

Tools and Strategies, cont.

Talk about Academic Integrity

- Create an Academic Integrity tab on Canvas and provide resources other than just linking the Code
 - Consider using the standard module prepared by SCAI staff. It can be directly imported into Canvas and, if needed, modified to fit the curriculum for your course.
 - Have a question related to academic integrity on your syllabus quiz
- Add a statement at the beginning of online tests reminding students of the Code of Student Academic Integrity
- Have students affirm they completed the academic exercise with integrity prior to submission
 - "This assignment was a collaborative effort. All members attempted to solve all problems and contributed to the final product. We have neither given nor received unauthorized aid on this test or assignment, and understand we are all responsible for upholding the Code of Student Academic Integrity and policies within it."
 - "I have neither given nor received unauthorized aid on this test or assignment."



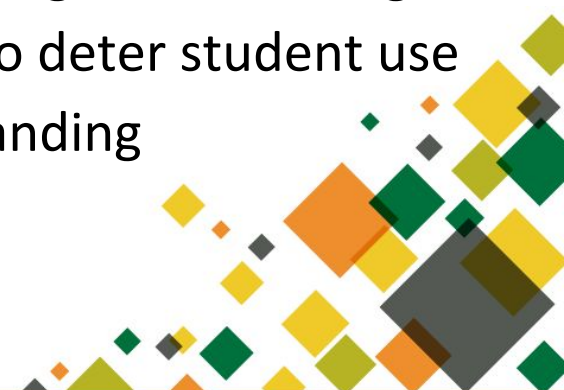
Tools and Strategies, cont.

Set Clear Expectations

- Use the course syllabus, grading rubrics, etc. to outline expectations
- Help students know what resources are authorized, and which are not
- Let students know what they should do if they experience technology issues

Understand the Strengths & Limitations of the Assessment Tool

- Randomize test questions
- Change up questions between sections and/or semesters
- Timed tests can limit students' ability to consult external resources during online testing
- Ask questions that require critical thinking and application of content to deter student use of external resources during tests and to demonstrate deeper understanding



Technology Limitations

Canvas

- Canvas logs can provide valuable information regarding how a student is engaging in the course, is a tool to help examine suspicious activity, but does not always prove academic misconduct occurred
 - Example: Log shows a student left the Canvas page
 - Was there an academic advantage gained?

Video Conferencing (Zoom, Google Meets, WebEx, etc.)

- If proctoring through one of these platforms, understand how connectivity can impact engagement
 - Example: Will video be supported if the internet connection is unstable?



Respondus Monitor



Image from [UNLV Information Technology](#)



Alternative Assessment

Assessment that can be used in lieu of or in addition to proctored exams in online courses include, but are not limited to:

- Open-book exams
- Annotated anthology or bibliography
- E-Portfolio
- Paper-based assignments or programming
- Discussion assignments
- Student reflection exercises
- Presentations

*[One IT Gradescope Pilot: Spring 2021](#)

Visit the Center for Teaching and Learning [website](#) for more examples



Suggested Syllabus Language

To distinguish violations of syllabus policies from academic integrity violations:

Violation of these syllabus policies may result in appropriate academic penalties, including reduction of grade in the relevant assignment, project, test, or exam. If violation of these syllabus policies also implicates the Code of Student Academic Integrity because of alleged [academic misconduct](#), I will follow the [process outlined in the Code](#) to address such cases.

To address academic integrity violations, including plagiarism:

All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code and on the [Student Conduct and Academic Integrity website](#). The Code is available from the Dean of Students Office or online at legal.uncc.edu/policies/up-407. Additional resources are available on the [Student Conduct and Academic Integrity website](#).

Additional suggested syllabus policies, including those related to online/hybrid instruction and COVID-19 protection are available at: legal.uncc.edu/legal-topics/classroom-policies-and-practices/suggested-syllabus-policies-notice



Syllabus Language, cont.

Strike a balance between communicating that you take academic misconduct seriously without committing to a specific sanction or outcome

- “may result in” versus “will result in” language

“Teachable moment” versus reporting academic misconduct

- Consistency in reporting is key to developing a culture that supports academic integrity
- If it is a violation of Code, please report it
 - It can still be a teachable moment. There are a lot of sanction options available, and SCAI is happy to consult on what might be appropriate



Resources

- [Canvas New Analytics](#)
- [Teaching Guide: Alternative Assessment](#)
- [Teaching Guide: Online Academic Integrity](#)
- [Teaching Guide: Bridging the Digital Divide](#)
- International Center for Academic Integrity [website](#)
- [One IT Gradescope Pilot](#) (Spring 2020)
- [Respondus Monitor Self-Enroll Practice Quiz](#) (for faculty & students)



Additional Resources

- Student Conduct & Academic Integrity (SCAI) [website](#)
 - Includes information on the Code of Student Academic Integrity
 - Process Overview for Faculty & Students
 - Guides
- Office of Legal Affairs [website](#)
 - Suggested [syllabus policies & notices](#)
- Need help with obtaining evidence from Chegg?
 - Contact Student Conduct & Academic Integrity



Contact Information

- For Instructional Design Consultation and to Request Technical Support, contact the IT Service Desk at <http://help.uncc.edu> or by calling 704-687-5500.
- For Student Conduct & Academic Integrity consultation, contact unccharlottescai@uncc.edu (general account) or call 704-687-0336.
 - Associate Director: Kaela Lindquist, klindqu3@uncc.edu
 - Assistant Director: Laura Bizzell, lbizzell@uncc.edu



Thank you for attending!

