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Cheating is a CHOICE:

Instructional Strategies Promoting Better Learning Decisions

Before we begin...

- What are you hoping to gain from this session?
- In your experience, what are some reasons why students cheat?

Proactive Tracking and Assessment Procedures (adapted from MacDonald & Carroll, 2006)

Document evidence of teaching academic integrity expectations and justifications:

- Record when and how students are informed of integrity expectations and responsibilities
- Provide formative assessments to teach students how and why to avoid different forms of academic dishonesty
- Tracking facilitates data-driven adjustments over time

Contract Grading

Some assignments are required of all students, with students choosing the course weight. In other areas, students may choose what to do and how much it will count. Depending on the course and the maturity/experience level of the students involved, sometimes a range of min/max weights are specified relative to the learning value of the activity/topic. Less flexibility is recommended in lower-level, required courses.

Potential Areas of Negotiation

- Participation in class discussions
- Informed, reflective writing assignments / Learning Journal
- Course project(s): their number, type, and course weight
- Mix between individual and team/group work
- There should be separate contracts for team- and individual-work
- Consider including contingencies:
 - Redo assignments
 - Do additional work to replace lower/marginal grades
- Contract renegotiation during the term

Classroom Activities

- Role plays
- Simulations
- Case studies
- Storytelling
- Discussions in large and small groups
- Group projects
- Student presentations (planned or spontaneous)

Assignment choices

- Journals
- Reflective writing
- Research papers
- Case analysis
- Projects (individual and team-based)

Assignment Features

- Collaboration & independent work
- Introspection/Reflection on in- and out-of-class experiences
- Application of course theories
- Connections to content, self, and peers

Derived from Hiller, T.B. & Hietapelto, A.B. 2001. Contract Grading: Encouraging commitment to the learning process through voice in the evaluation process. *Journal of Marketing Education*, 25(6): 660-684.

Discussion Questions for Teachers

Course Decision-making

- Is it necessary for the teacher to make all the decisions about the course?
- When the teacher decides everything, how does that affect student motivation?

Setting & Enforcing Policy

- How would your students categorize your course policies and the overall tone of your class?
- How have your course policies changed, if at all, as you've evolved as a teacher?

Data Gathering

- Have you sought feedback or input from students about behaviors that inhibit learning? If so, what did you learn? If not, how might you gather useful data or feedback?

Questions for reflection: (Adapted from Tippett, et al., 2009)

- Is there a mention of ethics or integrity in the syllabi?
- Is there ongoing discussion and focus regarding the values and attitudes that influence behavior?
- What resources are available to help students navigate issues that might affect their academic standing?
- How do faculty view academic dishonesty? What are they willing to do to promote academic integrity?
- What do students consider busy work?
- How are honesty, trust, fairness, respect, and responsibility taught in the program?
- What impact does academic integrity have on future professional practice?
- How does culture affect the definition of academic integrity?
- What personal or situation characteristics contribute to academic integrity?
- What relationship exists between students' self-concept/-confidence/-worth and academic integrity?

Presentation References & Recommended Reading

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