LESSONS LEARNED FROM THE PANDEMIC

Academic Integrity 2020
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2019-2020

- Decreased incidents compared to 2018-2019
- Trending more like 2017-2018 with a slight overall increase (Fall data and up to mid-term spring)
- **SP** = post spring break move to fully online due to pandemic
- Dramatic increase in incidents compared with previous trends
Number of incidents

Percent of semester incidents

<table>
<thead>
<tr>
<th>Month</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Oct</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Nov</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Dec</td>
<td>22</td>
<td>36</td>
</tr>
<tr>
<td>Jan</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Feb</td>
<td>5</td>
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</tr>
<tr>
<td>Mar</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Apr</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
• No increase in number of plagiarism incidents
• Decreased % plagiarism (more overall incidents)
• Increased incidents are cheating and unauthorized collaboration on homework and tests
• All were traditional students in classes that were forced to transition to the online format
College of Student Major

Number of Reports

2019-2020

- ADMIN
- BRCHS
- CAS
- DCOB
- LBSC FA
Students cheat for one of four reasons:

- **Convenience** – The opportunity is available at a time when they are feeling short of time. The variety of resources available electronically is staggering, omnipresent, and certainly contributes to the convenience.  
  [https://www.academicintegrity.org/responsibility/academic-integrity-in-an-age-of-misinformation/](https://www.academicintegrity.org/responsibility/academic-integrity-in-an-age-of-misinformation/)

- **Desperation** – They need a good grade and feel that they have no other option. This may be related to lack of good time management and planning.

- **Ignorance** – Students may not understand what constitutes plagiarism, particularly if the only types of citation they have done in the past is direct quotation.

- **Perception that they won’t get caught** – Many students believe that cheating is common and that faculty just don’t check.  
  [https://www.academicintegrity.org/integrity/are-you-addressing-the-problem/](https://www.academicintegrity.org/integrity/are-you-addressing-the-problem/)
Suggestions

- Remind them early and often
- Make no assumptions
- Set clear expectation for behaviors, citations, and collaboration
- Reduce the stakes of assignments
  - Avoid high stakes assignments at mid-term and last week of the term.
- Be consistent, be aware
- Assessments (tests, essays, homework etc.) are different in an on-line setting that in a face-to-face classroom
- Adjust conditions of testing to remove some temptation
  - Consider allowing students to bring a set of notes into tests (face to face). Notes could be collected at the end of the exam.
  - Use technology: Respondus lockdown browser and video of students during tests, Turn It In or Safe Assign for papers...
  - Allow open book, open note, open internet tests but require references for any source used.
  - Provide a set of useful references or facts to all students to use during exams