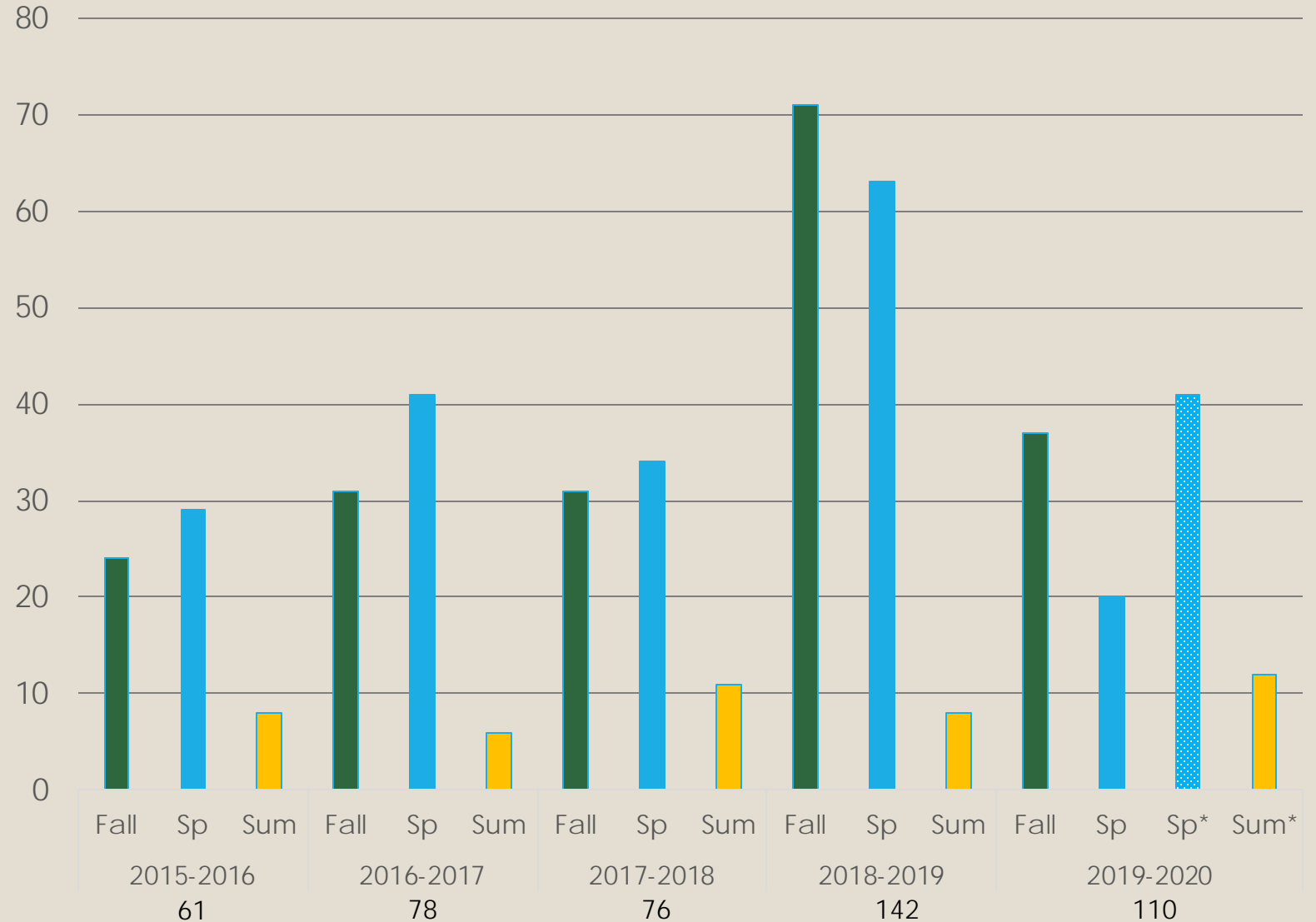




# LESSONS LEARNED FROM THE PANDEMIC

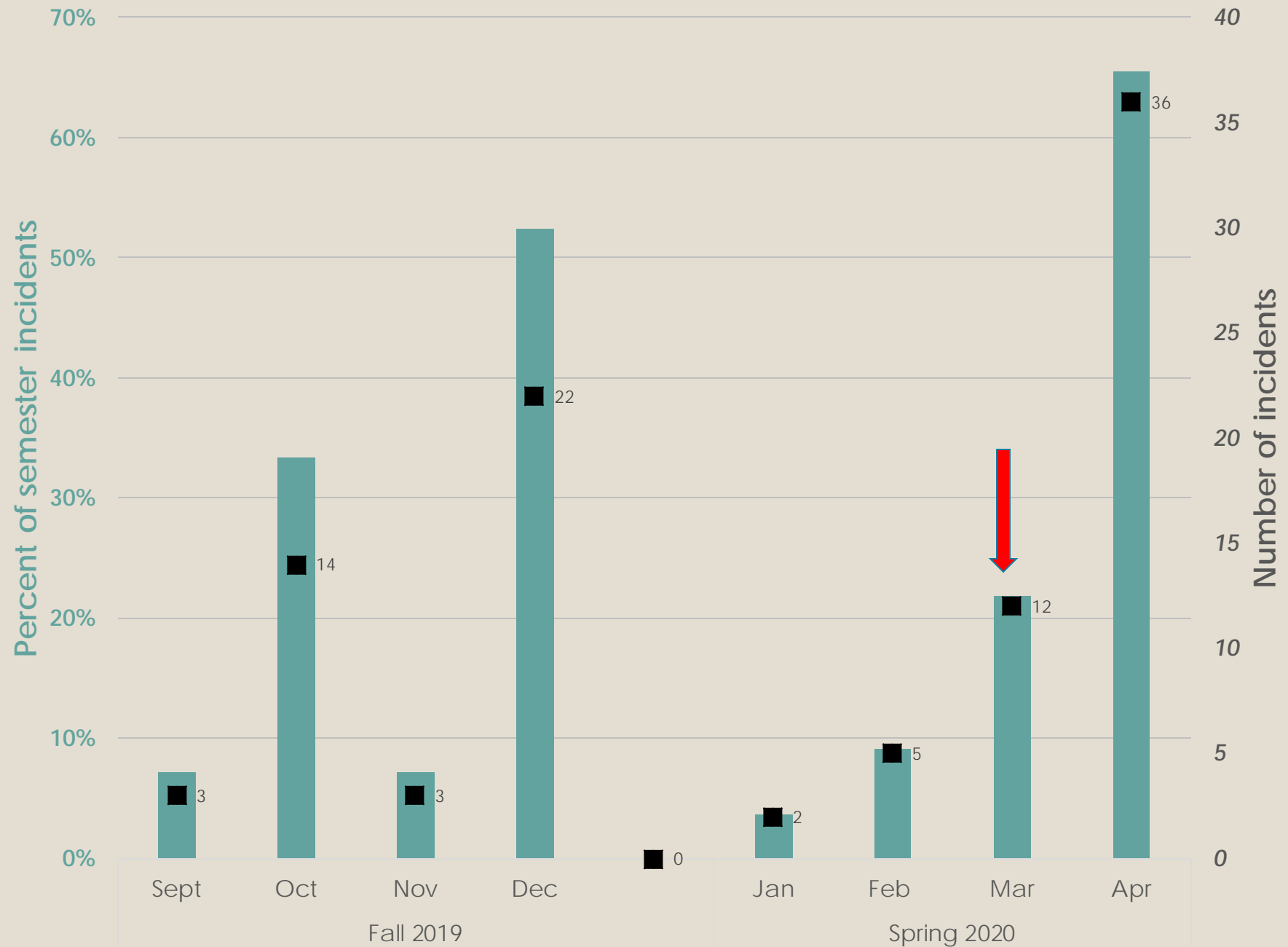
Academic Integrity 2020  
Lee Ann Clements, PhD  
Director of Academic Integrity  
Professor of Biology and Marine Science

## Academic year

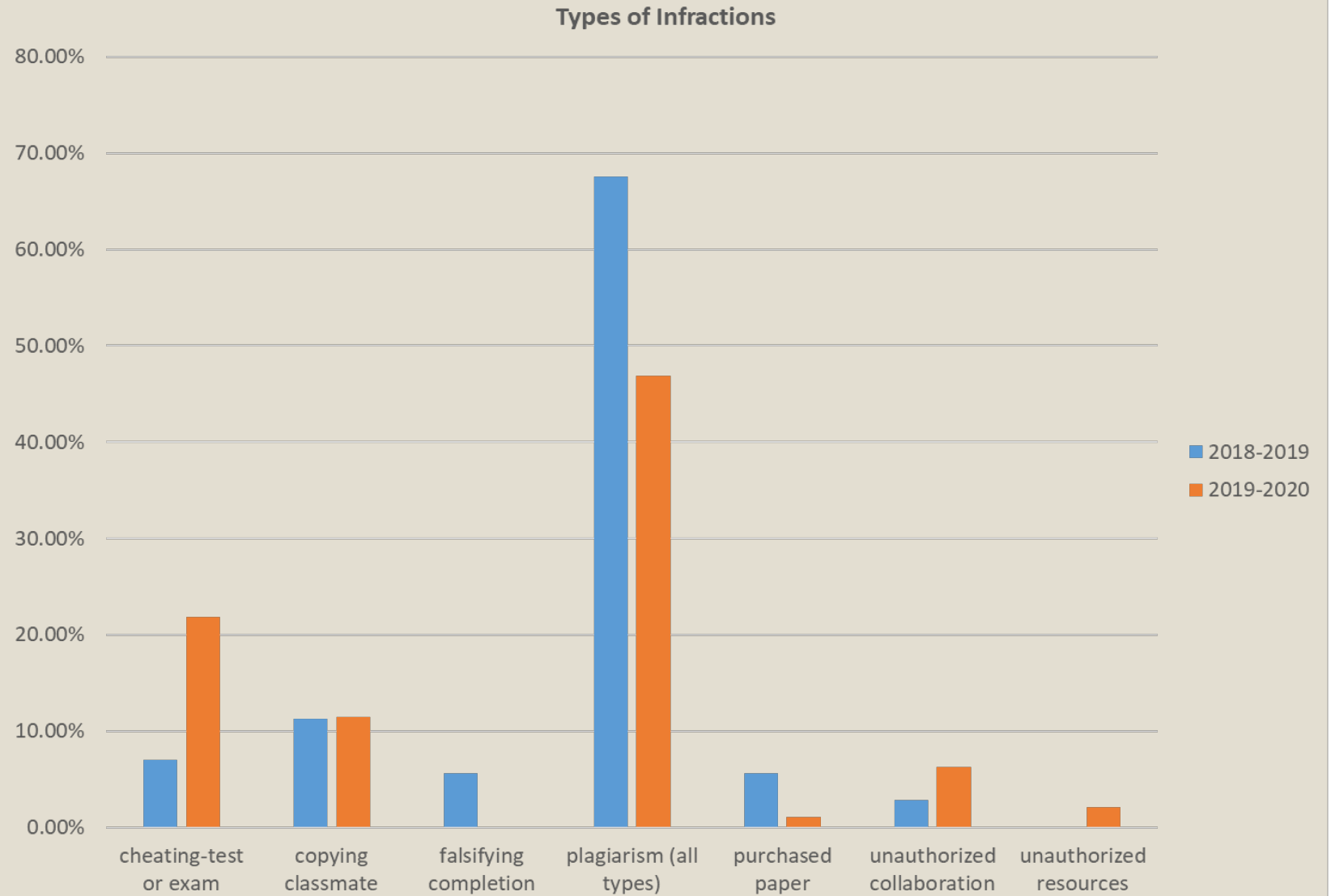


### 2019-2020

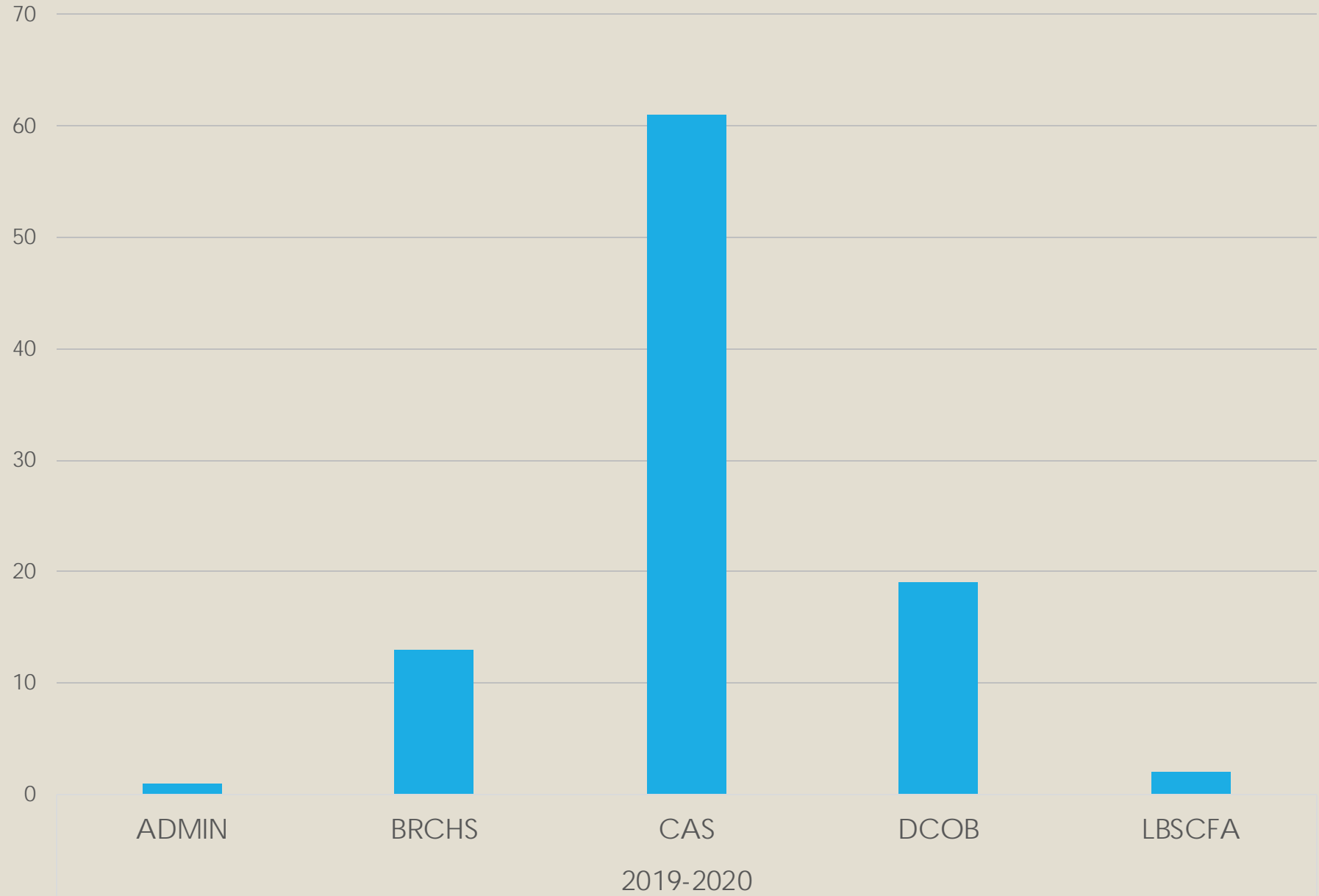
- Decreased incidents compared to 2018-2019
- Trending more like 2017-2018 with a slight overall increase (Fall data and up to mid-term spring)
- SP\* = post spring break move to fully online due to pandemic
- Dramatic increase in incidents compared with previous trends



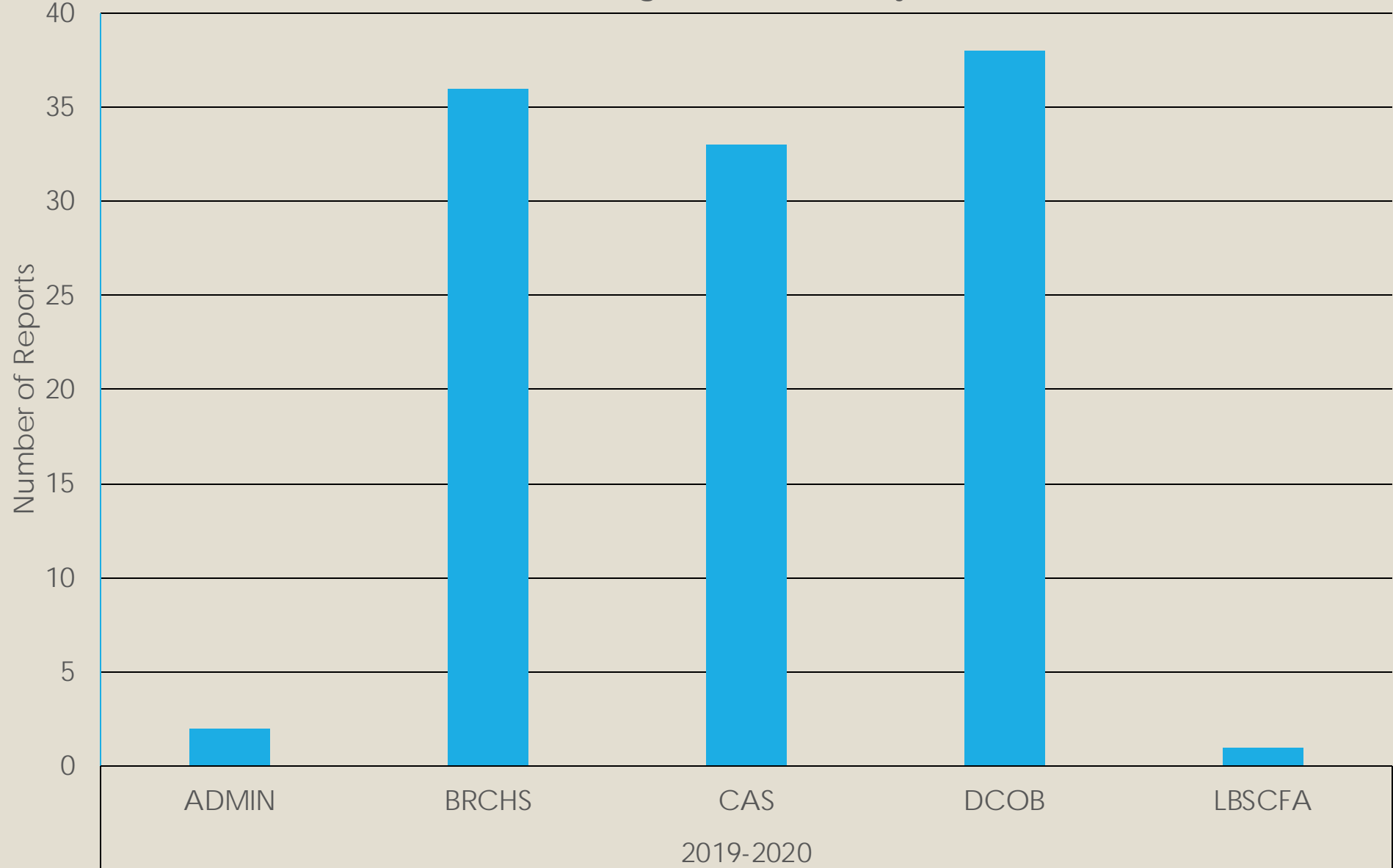
- No increase in number of plagiarism incidents
- Decreased % plagiarism (more overall incidents)
- Increased incidents are cheating and unauthorized collaboration on homework and tests
- **All were traditional students in classes that were forced to transition to the online format**



# College of Courses Involved



## College of Student Major



# 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/>

- **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/>

# 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