Academic Integrity: Emerging Partnerships for Librarians, Faculty, and Students

Elaine Fairey, Associate University Librarian Public Services and Director, Student Learning Commons, SFU
Mark Weiler, PhD Candidate, Faculty of Education, SFU
Gordon Coleman, Liaison Librarian, SFU

2006 BC Library Conference
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“The Dreaded Math Course!”
No textbook!
- No textbook!
- No teaching assistant!
- No textbook!
- No teaching assistant!
- No office hours!
• No textbook!
• No teaching assistant!
• No office hours!
• No mercy!

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Moral:

Academic integrity can be supported

The End.
Background Experiences

- Classroom with grade 10 students
- Tutor Marker (distance education)
- Teaching Assistant (face-to-face)
Current situation

- 3 tutorial sessions
- 50 minute tutorial
- 3-17 adults (2nd, 3rd, 4th year students - variety)
- 3 papers/student
How might a TA learn about Academic Integrity?

- Employee package (policy)
- 15 minute, optional employee orientation
- TA/TM Workshop Day
- As a grad student - talk with committee members about this
- Less so with peers - just trying to make it through

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How might a TA discuss academic integrity?

- It would be welcomed
  - Clear up myths
  - Add to academic climate

- Challenges
  - Potentially intimidating conversation
    - Accusatory??
  - Perpetuating myths
  - I’m not sure I know what it is

- Where’s everyone else?
  - Should additional community members be a part of the conversation? (e.g., undergrads AND grads AND faculty members)

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Need for wider discussion about academic integrity

- How can students be taken advantage of?
  - “P just wants to teach a course so they get ideas for a paper” (Faculty member)
  - “Just take it and put your name on it” (Faculty Member)
  - “I teach courses so I get to read what I want to read ” (Course Instructor)
## Academic Integrity and Writing

<table>
<thead>
<tr>
<th>Undergrad</th>
<th>Grad</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unfamiliar with tools</td>
<td>Ref works, endnote, track changes</td>
<td>Ref works, endnote, track changes</td>
</tr>
<tr>
<td>No peer sharing</td>
<td>Peer sharing</td>
<td>Peer sharing</td>
</tr>
<tr>
<td>No examples?</td>
<td>Some examples</td>
<td>Many examples</td>
</tr>
</tbody>
</table>

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Wish List: Practical Ideas

1. Assume academic integrity is a system level accomplishment not an individual level problem. (assume individuals are academically capable in the right conditions)

2. Assume high academic standards.
Wish List: Practical Ideas

- Support the system
  - Resources for designing academically honest courses
  - Include resources in custom courseware
  - **Exam** bank and **essay** example bank
    - Institutional Repository
      - Departmental Undergrad Program Level??
Wish List: Practical Ideas

- Increase transparency of writing process across undergrad/grad/faculty context
  - On-line survey at department level about:
    - Tools/experiences/concepts/social practices/ethics of their own writing process
- An on-line “tour” of academic writing process
  - E.g. Open Journal System to have evidence of part of the process
- Letting myths persist is not academically honest
  - role for education rather than a role for policing

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The End.
(thank you)
The “Institutional” response

- Mark’s assessment of issues and wish list shared by many others

- …but even more compelling reasons for an institutional response…
Headline cases!

- **BUEC 333 Case - Fall 2001**
  - UCFV faculty member found assignment “template” on college computer; alerted SFU instructors to watch out for identical assignments – which duly appeared
  - UCVF employee sold template to 47 SFU students

- **Sampson Case - Fall 2002**
  - Education prof failed two students for turning in identical assignments
  - Tutor employed by students had mistakenly emailed identical papers to the students, who submitted them; penalty for one student overturned by disciplinary panel
SFU’s response

- **Task Force on Academic Honesty & Integrity**
  - Formed March 2002, final report Feb 2004
  - Extensive consultations, research, surveys
  - Survey results published (unlike other Canadian universities)

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Survey findings

- SFU students somewhat less inclined to cheat than Canadian average but no reason for complacency…
Sample findings

- Many students arrive at university uncertain what plagiarism is, why it is a serious issue, and what they should do to avoid it.
- Many students seem unaware of the purpose of laboratory assignments and the reasons why they should present their own experimental results.
Sample findings cont’d...

- Seventy-one percent of first-year students considered receiving unauthorized help on an assignment either not cheating (29%) or only trivial cheating (42%). Only four percent considered it to be serious cheating.

- Seventy-five percent of first-year students reported getting the questions/answers from someone who had previously taken a test.
Recommendations in brief

- Education and information about academic integrity issues very important
- Opportunities for cheating need to be minimized through improved exam procedures, better room setups, equal access to resources such as previous exams, etc.
- See Final Report for full list
- Many similarities with Mark’s wish list
- …more focus on students, less on faculty…
The Follow Up

- Senate Committee on Academic Integrity and Student Learning Environment (SCAISLE)
  - oversees recommendation implementation
  - Faculty & student members
  - Ex-officio members from Student Services, Library/Student Learning Commons
  - Academic integrity web page

- Balancing policing vs education
Library opportunities

- Student Learning Commons
  - “normalized” academic assistance for writing, learning skills, library research, computer help, English language issues
  - Discipline specific writing assistance
  - Support for new ”W” course requirements
  - Recognition of peer sharing process

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Ethical tutoring principles practiced, modeled and publicized

Importance of “leaving the pen in their hand”

“How to hire a tutor” guidelines being developed with SCAISLE

Sample essay bank under discussion
More Library opportunities

- Exam bank
- Plagiarism tutorial
AI Initiatives at SFU Library: Exam Bank & Plagiarism Tutorial

Gordon Coleman

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Exam Bank

- A recommendation of the Academic Integrity Task Force
- The EB “levels the playing field”
- The controversy
- Why the Library?
  - Official, neutral
  - Easy for us to modify existing tools and workflows (e-reserves) to digitize exam materials
- State of the project

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Exam Bank in action

- **SFU Exam Bank**
Interactive activity!
Plagiarism Tutorial: Genesis

- Recommendation in the AHITF final report for “an online module on plagiarism that includes a self-test and is readily accessible to students”
- The Library was the right group to take this on: interest, expertise, faculty expectation, resources
Development, summer ’04

- Co-op students worked with a body of material provided by an instructor
- Developed material, created several quizzes, tested it on willing subjects
- Platform: MOSST
- Conversion to WebCT module
A tour of the tutorial

- SFU Plagiarism Tutorial on WebCT (not open to the public)
- Content:
  - Pre-test: “Is this plagiarism?”
  - A dozen content slides
  - Two quizzes
- Available as a free-standing module; import into any existing WebCT course
Uptake and feedback

- Hugely successful
- Installed in over 25 courses in the Fall ’05 semester, available to over 1000 students
- Feedback from instructors and students:
  - “extremely user friendly … clear and concise … interactiveness makes this fantastic …”
  - The quizzes are too easy
Lessons learned

- More graphically pleasing
- Change in tone: less police officer, more ___(?)___
- Basic and advanced modules?
- Built-in feedback mechanism
- Make the quizzes harder
Implications: Library instruction

- Proof of concept for this model of library instruction: a free-standing module uploaded into an existing WebCT course
- Very scalable model
- Considering the creation of new modules e.g. APA citation
Implications: Academic Integrity

- There is an unmet need among instructors
- Few have the time and resources to develop materials on their own
- The Library is well-positioned to respond to this demand; people are looking to us
Questions?
Contact info

- Elaine Fairey  efairey@sfu.ca
- Mark Weiler  mweiler@sfu.ca
- Gordon Coleman  gcoleman@sfu.ca