

ACADEMIC INTEGRITY & LEARNING ENVIRONMENTS

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Purpose

This document is meant to assist instructors in understanding academic integrity implications related to learning environments, especially during sudden pivots from one to another. These include in-person, online, or hybrid environments.

Background

Schools with cultures of *academic integrity* have meaningful credentials which represent the knowledge and skills their students earn through learning in any program.

Academic misconduct refers to incidents that deviate from this norm, and may include things like plagiarism, collusion, and cheating.

Academic integrity research and evidence has shown that:

- Student satisfaction is linked to their likelihood to engage in academic misconduct (Miller, 2021)
- Contact with instructor and student satisfaction are highly correlated (Pointer et al., 2019)
- Students who believe they have received insufficient guidance, support, or explanation will cheat more often (Brimble, 2016)
- Stress, a belief that cheating is common, and the perception that they will not be caught are factors in academic misconduct (Hollis, 2018)
- Personal relationships are more of a factor in academic misconduct among in-person students (Eaton, 2021)
- Availability of cheating materials online may be a bigger problem than modality of class (Harris et al., 2019)
- Students and staff are often confused about what constitutes cheating online (Reedy et al., 2021)
- Rates of academic misconduct are similar across learning environments, but the types are different e.g. collusion is more common among in-person students (Eaton, 2021)
- There is a baseline of unconditional cheaters across all learning environments (Corrigan-Gibbs et al., 2015)

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How To

Instructors can help to maintain the academic integrity of their learning environments and prevent academic misconduct by:

- Building relationships with students (Miller, 2021)
- Focusing on teaching and learning rather than academic misconduct (Bertram Gallant, 2008)
- Checking in on students individually (Miller, 2021)
- Using [pedagogical statements](#) on academic integrity (Griffith, 2013)
- Discussing academic integrity with students (Bertram Gallant, 2008)
- Providing [examples](#) of expected standards in academic integrity (Sutherland-Smith, 2013)
- Avoiding test questions and exercises from commercial textbooks (Eaton, n.d.)
- Assigning live presentations or demonstrations either in person or online to help reduce avenues for academic misconduct and to enable deeper learning (Flaherty, 2020)
- Implementing scaffolded assessments with cumulative marking to help reduce avenues for academic misconduct and to enable learning (Bertram Gallant, 2008)
- Providing [clarification](#) on vague terms like “open book” or “use Google” (Eaton, n.d.)
- Carefully designing online content to reduce cognitive load on students (Cramp et al., 2019)
- Focusing on securing assessments that matter to course outcomes (Dawson, 2020)
- Combining academic misconduct prevention through assessment design with a culture of integrity and properly used assessment security technologies (Reedy, 2021)
- Recognizing that there isn’t a simple solution to maintaining academic integrity, but that incremental improvements can be made (Dawson, 2021)

References

For a list of the complete references to these and other related resources, see [ACC’s Faculty](#)

[Academic Integrity Guide](#).

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