The Next Generation of Academic Integrity

A workshop on proactive practices for promoting academic integrity in the technological age
Our Roles

• Academic Integrity
  – Education
  – Accountability – documentation, sanctions, appeal hearings, multiple violation hearings
  – Adjustments – policy & procedure
  – Growing our culture

• Office of Information Technology
  – Education (Security Awareness Training)
  – Security (Technical Controls)
  – Assist in investigations
Security Threats

• Public computers
  – Key Logger (USB Device)
  – Logging off

• Office computers
  – Screen Lock (Ctrl-Alt-Del)
  – Logging off

• Simple solutions:
  – Checking the ports before logging on
  – Shield your log on
  – Log off
  – Change your password regularly; mix it up
Technology Concerns

• Cell Phones
  – Apps
  – Texting
  – Photos
  – Videos

• Social Media

• Google
  – Google docs
  – Google searches
Proactive Practices

• Educate! (policy, procedures, expectations)
  Students who commit academic dishonesty tend to demonstrate behaviors of “poor time management, difficulty in acclimating to the college experience, or poor understanding of the proper use of intellectual property” (Craig, Federici, & Buehler, 2010).

• Communicate!
  — Know the language
Proactive Practices
Proactive Practices

- MS Office File Data (Creation/Modified)
  - View MS Office Properties to see who created or modified file
Proactive Practices

NetOp Vision
- Control Internet/Application Access
- Monitor lab computer screens
- Additional Training through Robin Schmid
Proactive Practices

• Turnitin.com
  – Documentation and tutorials: 
    https://www.sjfc.edu/services/educational-technology/technologies/turnitin/
  – Register for Turnitin workshops
  – Katie Sabourin, Educational Technologist (x 7245)

• Benefits
  – Synched with Blackboard
  – Identifies exact text matches
  – Provides statistics
  – Provides sources
  – Psychological commitment
Proactive Practices

• Blackboard statistics
  – Blackboard how to: http://library.blackboard.com/ref/8b752651-5c02-4644-9340-69330d559013/statistics_tracking.htm
  – Katie Sabourin
When screen reader mode is on, the Grade Center data appears in a simplified grid. You cannot freeze columns or edit inline, making it easier to navigate. To access a cell’s contextual menu and click **View Grade Details**. When screen reader mode is off, you can type a grade directly in a cell on the Grade Center page, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. More Help.

### Grade Center: Full Grade Center

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Last Access</th>
<th>College Sport</th>
<th>Professional S</th>
<th>Group Challenge</th>
<th>Group Challenge</th>
<th>Group Challenge</th>
<th>Group Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>October 5, 2015</td>
<td>26.00</td>
<td>22.00</td>
<td>27.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 6, 2015</td>
<td>21.00</td>
<td>28.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 2, 2015</td>
<td>26.00</td>
<td>20.00</td>
<td>25.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 7, 2015</td>
<td>27.00</td>
<td>20.00</td>
<td>25.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 6, 2015</td>
<td>23.00</td>
<td>29.00</td>
<td>27.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 4, 2015</td>
<td>24.00</td>
<td>30.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 8, 2015</td>
<td>25.00</td>
<td>29.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 8, 2015</td>
<td>28.00</td>
<td>25.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 7, 2015</td>
<td>29.00</td>
<td>27.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 7, 2015</td>
<td>26.00</td>
<td>26.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>October 5, 2015</td>
<td>29.00</td>
<td>28.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
<td>22.00</td>
</tr>
</tbody>
</table>
Week 1: September 8 - 11

- Blooms Taxonomy Power Point
- Sport Defined Power Point

Options:
- Edit
- Adaptive Release
- Add Alignments
- Set Review Status (Disabled)
- Metadata
  - Statistics Tracking (On/Off)
- User Progress
- Copy
- Move
- Delete
Statistics Tracking

To view detailed usage statistics on selected content items for all enrolled users, turn on Statistics Tracking. Statistics Tracking must be turned on for each individual item to be tracked. Default setting for Statistics Tracking is off. More Help.

Click Submit to proceed. Click Cancel to go back.
Week 1: September 8 - 11

  - Enabled: Statistics Tracking

- Blooms Taxonomy Power Point

- Sport Defined Power Point
Course Analytics

- **Course At-a-Glance**
  This report compares this course against other courses in the same department.
  - Last Run: Never

- **Activity and Grade Scatter Plot**
  This report plots the distribution of student activity against their grades in this course.
  - Last Run: Never

- **Activity Matrix**
  This report shows a visual representation of student activity in the course.
  - Last Run: Never

- **Course Submission Summary**
  Summary of User Submissions for this Course
  - Last Run: Never
### Performance Dashboard

The Performance Dashboard provides an up-to-date report on the activity for all students. Information appears in a table format. Click a column heading or the caret in the header row of a column to sort the table data by that column. More Help

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Username</th>
<th>Role</th>
<th>Last Course Access</th>
<th>Days Since Last Course Access</th>
<th>Review Status</th>
<th>Adaptive Release</th>
<th>Discussion Board</th>
<th>Customize Center</th>
<th>Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burakowski</td>
<td>Katharine</td>
<td>kburakowski</td>
<td>Instructor of Record</td>
<td>Oct 8, 2015 10:11:42 AM</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 6, 2015 6:05:51 PM</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Sep 29, 2015 9:38:35 AM</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 7, 2015 1:00:49 PM</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 9, 2015 1:19:13 PM</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 6, 2015 4:06:26 PM</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 7, 2015 12:52:04 PM</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 8, 2015 3:09:45 PM</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 7, 2015 2:30:13 PM</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 8, 2015 9:50:42 AM</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 5, 2015 9:39:02 PM</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1/4</td>
</tr>
<tr>
<td>Student</td>
<td></td>
<td></td>
<td></td>
<td>Oct 7, 2015</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1/4</td>
</tr>
</tbody>
</table>
Retention Status

Risk Factors

<table>
<thead>
<tr>
<th>MISSED DEADLINES</th>
<th>GRADES ALERT</th>
<th>ACTIVITY ALERT</th>
<th>ACCESS ALERT</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>92.22%</td>
<td>13.08% above average</td>
<td>74% below average</td>
</tr>
</tbody>
</table>

This student is not at risk!
Course Reports

Run course reports to view information about course usage and activity. You can search the list of reports based on keywords in the names or descriptions to find the report that generates the information you need. More Help

Search [Name] [Contains] Go

All User Activity inside Content Areas

This report displays a summary of all user activity inside Content Areas for the course.


Course Activity Overview

Course Activity Overview displays overall activity within a single course, sorted by student and date. Data includes the total and average time spent per user and the total amount of activity the user had in the course.

- Last Run: Tuesday, October 6, 2015 17:04:21 AM EDT

Course Coverage Report

This report displays goals coverage information for a single Blackboard Learn course. Data includes both covered and gap values for all curricular areas that the course is associated with as well as a breakdown of course items that have been aligned to goals.

- Last Run: Wednesday, September 23, 2015 17:59:13 AM EDT

Course Performance

This report displays information showing how a single Blackboard Learn Course performs against a selected set of goals. Performance targets and a range of acceptable performance for the course can be determined when running the report. Data includes averages for the entire course as well as break downs for individual students and goals.

- Last Run:

Overall Summary of User Activity

The report displays user activity for all areas of the course, as well as activity dates, times and days of the week.

- Last Run: Monday, September 2, 2013 17:44:51 PM EDT

Single Course User Participation Report

Displays detailed statistics on assessment and collaboration tool submissions for all users in this course during a specified timeframe

- Last Run: Monday, September 2, 2013 17:44:51 PM EDT
Online Course Concerns

• Blurred lines between individual and group work
• Synchronous exams/ quizzes
• Judging participation

• (Maybe not so) Simple solutions:
  – Educate! (policy, procedures, expectations)
  – Communicate! Know the language
  – Designing alternative assignments
  – Provide more or fewer parameters
  – Alter the method and/or mode
  – Generate random question pools (Blackboard)
  – Blackboard statistics
Questions?