

DEAG

New Jersey Distance Education Affinity Group

PROFESSIONAL DEVELOPMENT SERIES



ACADEMIC INTEGRITY AND FEEDBACK IN A VIRTUAL LEARNING ENVIRONMENT

TUESDAY, MAY 19, 2020



Hello!

Jacob C. Farbman, Ed. D. APR
Executive Director
NJ Center for Student Success
New Jersey Council of County Colleges



HOUSEKEEPING RULES

- ⬡ All audio should be on mute
- ⬡ Type questions in Chat Area
- ⬡ Questions will be answered at the end of the presentation

NJCCC DISTANCE EDUCATION AFFINITY GROUP OFFICERS

- President: Josh Piddington (Rowan College of South Jersey)
- Vice-President: Leigh M. Bello-de Castro (Essex County College)
- Secretary: Norah Kerr-Mccurry (Brookdale Community College)

Hello!

Leigh M. Bello-de Castro, PhD

Associate Dean, West Essex Campus and Online
Education
Essex County College



AGENDA

- ❖ THE SHOCKING TRUTH
- ❖ I'VE GOT NOTHING TO WORK WITH
- ❖ UNICHECK: PLAGIARISM DETECTION/TEACHING TOOL
- ❖ TURNITIN: TIPS AND TRICKS
- ❖ PROVIDING STUDENT FEEDBACK
- ❖ Q&A

Hello!

Melanie R.B. Morris, JD, MBA, PHR

Professor, Business Law
Raritan Valley Community College



Landscape of Academic Integrity

⬡ Sabbatical Project

- Academic Integrity: Documenting and Assessing Differences in Student Behavior in Online and Live Classrooms
 - Review of the Scholarship
 - Original Research

Cheating - How Many Do It?

- Findings of the ICAI
 - 43% of graduate students
 - 68% of undergraduate students
- Findings of the CfAH - Dan Ariely (Duke):
 - Not a small number of big cheaters, but a big number of small cheaters.
 - What we stand to gain, probability of being caught, and size of punishment.
 - 75% of people cheat in controlled experiments

Cheating - Does Course Format Matter?

- ⬡ Generally, no
- ⬡ Several studies indicate that instances of cheating in online courses are no more prevalent than their live counterparts (Bemmel, 2014; Stuber-McEwen, et al., 2010; Watson & Sottile, 2010).

Sabbatical Project - Study Parameters

- ⬡ Just New Jersey Community College students
- ⬡ Just focusing on one semester to one year of study (Fall 2017, Spring 2018)
- ⬡ Just students taking on campus and online classes in the same semester
- ⬡ New questions reflecting contemporary AI issues
- ⬡ Additional tracking of demographic information, perceptions of Honor Codes

Sabbatical Project - Survey

- Survey administered in Spring 2018 for collection that semester.
- Opened April 1, 2018 and closed May 15, 2018
- Number of responses – 1104
- Five N.J. Community Colleges participated in distributing the survey. Many thanks to those anonymous partners.
- Three research Questions

Are students' reports of cheating on examinations variable on the basis of the delivery mode of the course they are taking?

Five Survey Questions

In any of your college courses in fall 2017 or spring 2018, have you ever:

Gotten answers from another person during an exam.

Live – 5.0%

Online – 3.8%

In any of your college courses in fall 2017 or spring 2018, have you ever:

Gotten answers from another person who took an exam before you.

Live – 6.0%

Online – 4.1%

In any of your college courses in fall 2017 or spring 2018, have you ever:

Given answers to another student during any exam.

Live – 6.5%

Online – 4.0%

In any of your college courses in fall 2017 or spring 2018, have you ever:

Used prohibited materials during an exam.

Live – 4.0%

Online – 6.4%

In any of your college courses in fall 2017 or spring 2018, have you ever:

Used prohibited technology during an exam.

Live – 5.0%

Online – 8.0%

Are students' reports of plagiarism on assignments variable on the basis of the delivery mode of the course they are taking?

Seven Survey Questions

In any of your college courses in fall 2017 or spring 2018, have you ever:

Copied and pasted work from a written source into an assignment and submitted it as my own.

Live – 3.7%

Online – 3.1%

In any of your college courses in fall 2017 or spring 2018, have you ever:

Submitted work written by someone else as my own.

Live – 2.9%

Online – 1.9%

In any of your college courses in fall 2017 or spring 2018, have you ever:

Made up reference sources for a written assignment.

Live – 5.8%

Online – 3.1%

In any of your college courses in fall 2017 or spring 2018, have you ever:

Copied a few sentences from a written source without citing them in an assignment.

Live – 12.1%

Online – 8.7%

In any of your college courses in fall 2017 or spring 2018, have you ever:

Purchased (or made a trade for) an assignment to submit from a paper writing service.

Live – 1.1%

Online – 0.8%

In any of your college courses in fall 2017 or spring 2018, have you ever:

Used prohibited materials to produce a written assignment.

Live – 1.9%

1.7%

Online –

In any of your college courses in fall 2017 or spring 2018, have you ever:

Used prohibited technology to produce a written assignment.

Live – 2.0%

2.3%

Online –

Are students' reports of other instances of academic dishonesty variable on the basis of the delivery mode of the course they are taking?

Two Survey Questions

In any of your college courses in fall 2017 or spring 2018, have you ever:

Collaborated with others on course work when collaboration was prohibited.

Live – 10.3%

6.8%

Online –

In any of your college courses in fall 2017 or spring 2018, have you ever:

Told a professor that you submitted work that you really didn't submit.

Live – 5.6%

2.5%

Online –

Some Summary Stats

- Of the 14 measures for cheating in the survey
 - 11 were higher for live students
 - 3 were higher for online students
- Aggregate cheating, all types: **35%**
- Percentage of students caught: **4.7%**
- Percentage of students that believe other students cheat more than they do: **84%**

Hello!

Archana Bhandari

Executive Director,
Hudson County Community College



BUT, I'VE GOT NOTHING TO WORK WITH!



You have !!!
Address the roots of the problem.

Building to Avoid Dishonesty

- ❖ Build
 - Student confidence
 - Trust relationships
- ❖ Time is your friend
- ❖ Be open to different types of assessment
- ❖ Authentic assessment
 - Realistic, more time, reward
- ❖ Multiple choice questions
- ❖ Require students to apply what they learn - Problem solving, Presentations
- ❖ Creative assessments - Portfolio, Research Paper
- ❖ Journal/Discussion
- ❖ Simulations/Role Play
- ❖ Use multiple assessments
- ❖ Use multiple types of assessments

Re-enforcing Integrity

- ❖ Communicate expectations
- ❖ Focus on the Academic Integrity Policy
- ❖ Remind the students of the penalties associated with infractions
- ❖ Assess at higher levels of Bloom's Taxonomy
- ❖ Use new assignments and up-to-date topics
- ❖ Change the exams from previous term
- ❖ Change details that make student have to work on the given problem
- ❖ Use a large bank of randomized questions for exams

Hello!

Jennifer Martin M.Ed. M.A.

Associate Professor of English
Salem Community College



Hello!

Mary T. Eklund M.A. M.S.

Instructional Technology Specialist
Salem Community College



UNICHECK: WEB-BASED PLAGIARISM DETECTION AND TEACHING TOOL

- ❖ SALEM COMMUNITY COLLEGE SWITCHED FROM TURNITIN TO UNICHECK IN FALL 2019
- ❖ INTEGRATES WITH CANVAS
- ❖ SIMILARITY REPORT GENERATED QUICKLY AFTER ASSIGNMENT SUBMISSION
- ❖ INSTRUCTORS CAN ALLOW STUDENTS TO SEE REPORTS

UNICHECK SAMPLE REPORT

General Layout

The screenshot shows the UNICHECK web application interface. Annotations with red boxes and arrows point to various features:

- File name, student name, date and time checked:** Points to the top header area.
- Leave comments, set exclusion options, download report, switch to plain text, and more:** Points to the top right action buttons.
- Minimap:** Points to a small thumbnail of the document on the left side.
- Document Viewer:** Points to the main text area of the document.
- Similarity Score:** Points to a yellow circular progress indicator showing 41.9%.
- Side Panel:** Points to a list of matched sources on the right.
- Word and page count:** Points to a small box at the bottom left.
- Change view, see paper details, zoom in/out:** Points to a control bar at the bottom.
- Matched sources:** Points to the list of sources on the right.

The document text visible in the viewer includes:

my career, I could not have done this research. I am also thankful to my parents, sister and my son Eugene, who had been patient throughout this study, as they really missed me, and I missed them even more. Edit this text email is so cheap to send, a tiny number of spammers can saturate the Internet with junk mail. Although only a tiny percentage of their targets are motivated to purchase their products (or fall victim to their scams), the low cost may provide a sufficient conversion rate to keep the spamming alive.

Finally, I cannot express my feelings for my beloved wife, Svetlana, who supported me patiently and unconditionally in my research in my career. Had it not been for her love and support, I could not have advanced my career in this field. For example, "thirty years ago in Australia, only one marriage in ten ended in divorce; nowadays the figure is more than one in three" (Australian Bureau of Statistics, 1996, p.45).

Nowadays, spamming has become a huge problem that affects all email users. They have to delete numerous spam mails before they can read the rest. Therefore, it is that expected that the Anti-spam vendors and outsourcers will earn aggregated profits in millions of dollars from the European anti-spam market.

After the Fall of Rome, the Catholic Church became the sole preserver of literate scholarship in Western Europe. The church established cathedral schools in the Early Middle Ages as centres of advanced education. Some of these establishments ultimately evolved into medieval universities and forebears of many of Europe's modern universities. The menace of spamming is growing day by day, and it has become extremely necessary to inform users about the various issues related with spamming.

The matched sources list on the right includes:

- www.mindful.com (9.75%)
- www.mindful.org (6.89%)
- en.wikipedia.org (5.81%)
- playthings.wikia.com (3.87%)
- forums.melbourneffg.com (3.76%)
- marketplace.blogspot.com (3.62%)
- gigamon.com (3.55%)
- it's all in the mind (3.54%)
- www.itsallinthe.com (2.89%)

SIMILARITY
SCORE AND
MATCHED
SOURCES

USING
UNICHECK AS
A TEACHING
TOOL

Hello!

Michael Sullivan, M.Ed.

Director, eLearning
Middlesex County College



TURNITIN: WEB-BASED PLAGIARISM DETECTION

❖ Turnitin

- MCC - 3 Years
- Integrates with Canvas
- Quick Marks for Grading
- Rubric Creation
- Match Overview
- Grammar Checker

Plagiarism Review

Turnitin

turnitin [Need help?](#)

Compare submissions against:

- ☒ Student repository
- ☒ Website content
- ☒ Periodicals, journals and publications

Similarity Report:

- ☒ Exclude bibliographic materials
- ☒ Exclude quoted materials
- ☐ Exclude small sources
- ☐ Enable grammar checking using ETS® e-rater® technology
- ☐ Save as default settings

Show report to students

Immediately

Submitted: Mar 23 at 9:05pm
Student Viewed Document: Apr 9 at 4:42pm

Submitted Files: (click to load)

17% [Research Summary.docx](#)

Match Overview

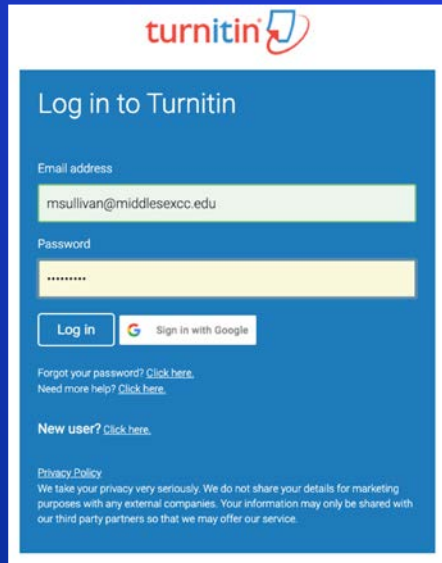
17%

1	historycooperative.org Internet Source	9%	>
2	www.abc-ads.co.uk Internet Source	8%	>

TURNITIN: WEB-BASED PLAGIARISM DETECTION

❖ Using Turnitin outside of the LMS

1



turnitin

Log in to Turnitin

Email address

Password

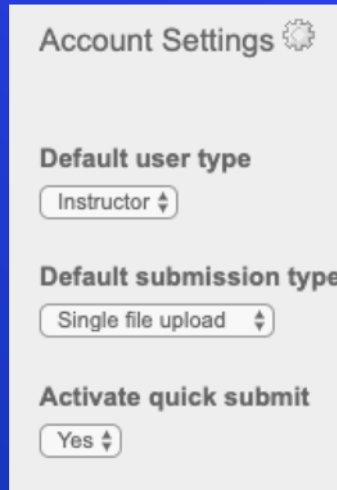
[Log in](#) [Sign in with Google](#)

[Forgot your password? Click here.](#)
[Need more help? Click here.](#)

[New user? Click here.](#)

[Privacy Policy](#)
We take your privacy very seriously. We do not share your details for marketing purposes with any external companies. Your information may only be shared with our third party partners so that we may offer our service.

2



Account Settings

Default user type

[Instructor](#)

Default submission type

[Single file upload](#)

Activate quick submit

[Yes](#)

3



turnitin

[All Classes](#) [Join Account \(TA\)](#) [Quick Submit](#)

NOW VIEWING: HOME > QUICK SUBMIT

About this page

This is your assignment inbox. To view a paper, select the paper's title. To view a Similarity Report, select the paper's Similarity Report icon in the similarity column. A ghosted icon indicates that the Similarity Report has not yet been generated.

Middlesex County College

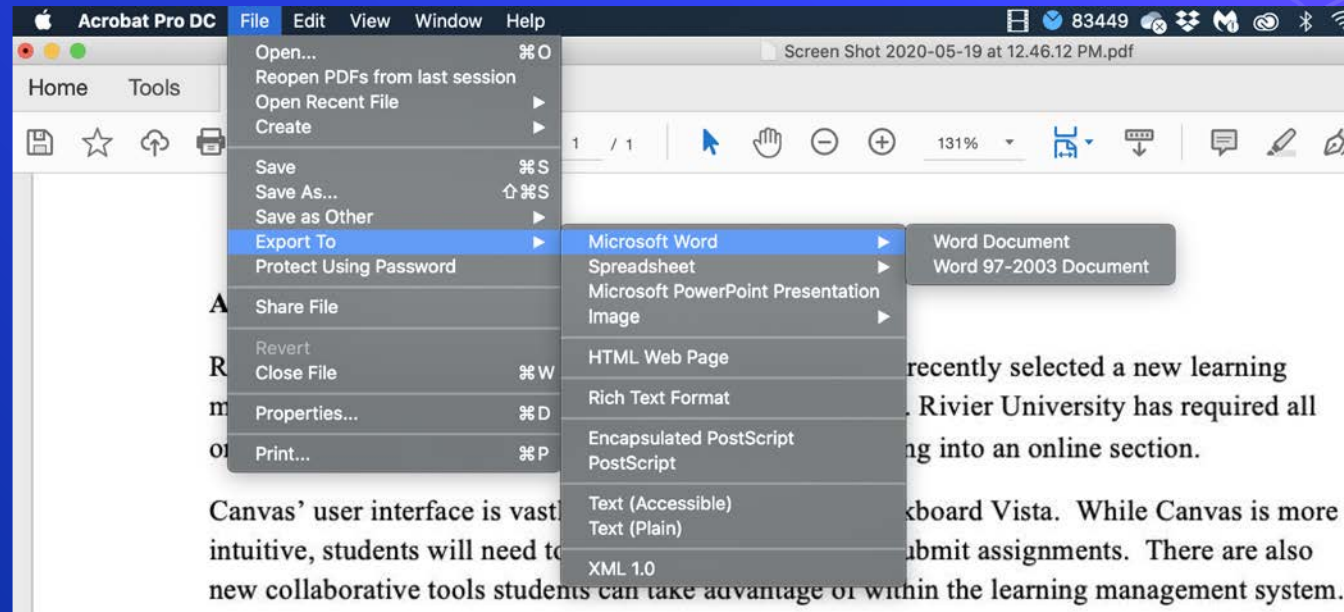
QUICK SUBMIT | NOW VIEWING: NEW PAPERS

[Submit](#)

<input type="checkbox"/>	AUTHOR	TITLE	SIMILARITY
<input type="checkbox"/>	[REDACTED]	Paper 1	52%
<input type="checkbox"/>	[REDACTED]	Computer Research Paper	90%

TURNITIN: PLAGIARISM DETECTION

- ❖ Thwarting Turnitin
 - JPEG Images as Submittals

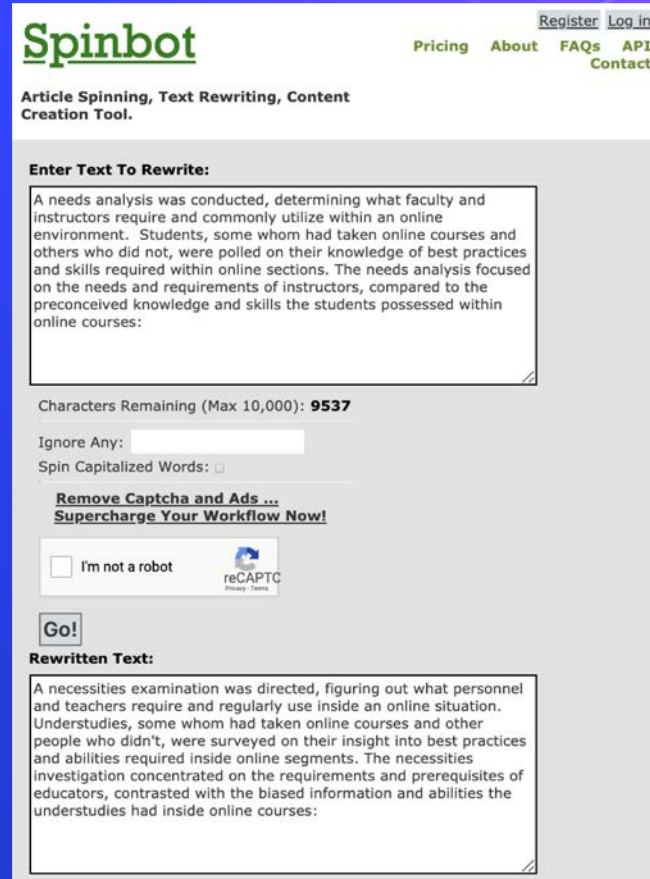


TURNITIN: PLAGIARISM DETECTION

❖ Thwarting Turnitin

- Spinbot

www.spinbot.com



The screenshot displays the Spinbot website interface. At the top, the 'Spinbot' logo is on the left, and navigation links for 'Register', 'Log in', 'Pricing', 'About', 'FAQs', 'API', and 'Contact' are on the right. Below the logo, the text 'Article Spinning, Text Rewriting, Content Creation Tool.' is visible. The main section is titled 'Enter Text To Rewrite:' and contains a text box with the following paragraph: 'A needs analysis was conducted, determining what faculty and instructors require and commonly utilize within an online environment. Students, some whom had taken online courses and others who did not, were polled on their knowledge of best practices and skills required within online sections. The needs analysis focused on the needs and requirements of instructors, compared to the preconceived knowledge and skills the students possessed within online courses:'. Below the text box, it shows 'Characters Remaining (Max 10,000): 9537'. There are input fields for 'Ignore Any:' and 'Spin Capitalized Words:'. Below these are links for 'Remove Captcha and Ads ...' and 'Supercharge Your Workflow Now!'. A reCAPTCHA checkbox labeled 'I'm not a robot' is present, along with the reCAPTCHA logo and 'Privacy - Terms' link. A 'Go!' button is located below the checkbox. The bottom section is titled 'Rewritten Text:' and contains a text box with the rewritten paragraph: 'A necessities examination was directed, figuring out what personnel and teachers require and regularly use inside an online situation. Understudies, some whom had taken online courses and other people who didn't, were surveyed on their insight into best practices and abilities required inside online segments. The necessities investigation concentrated on the requirements and prerequisites of educators, contrasted with the biased information and abilities the understudies had inside online courses:'. The background of the slide features a blue gradient with white geometric line patterns and small glowing blue dots.

Hello!

**Brandi Granett,
PhD, M.Ed., MFA**

Senior Adjunct, English Atlantic
Cape Community College

Adjunct Assistant Professor
Ocean County College



Using Screencasting to Build connection



Using video and voice to bring
life to feedback...

Why Video

New research suggests (Duffy 2007) that beyond reaching auditory or visual learners better, the use of video content can help educators connect with the “You Tube Google Eyed Generation.”



Tools you can use

- ❖ Camstudio
- ❖ Jing
- ❖ Screen Cast-o-matic
- ❖ Snag It
- ❖ Camtasia
- ❖ TinyTake
- ❖ Voice Thread



Giving Voice to Your Classroom

- ❖ Video Announcements
- ❖ Rubric Walk-throughs
- ❖ Real Time Written Assignment Feedback
- ❖ Discussion Board Comments

ADDITIONAL READINGS

Bemmel, M. B. (2014). Cheating in Online Classes: A Preliminary Investigation (Doctoral dissertation). Retrieved from Eric Dissertations database. (ED552873).

Stuber-McEwen, D., Wiseley, P., and Hoggatt, S. (2009). Point, click, and cheat: Frequency and type of academic dishonesty in the virtual classroom. *Online Journal of Distance Learning Administration*, 12(3), 1-10.

Watson, G., & Sottile, J. (2010) Cheating in the Digital Age: Do Students Cheat More in Online Courses? *Online Journal of Distance Learning Administration*, 8(1).

Turnitin: turnitin.com

Unicheck: unicheck.com

QUESTIONS

Please Type Questions in Chat Area

