ACADEMIC INTEGRITY IN THE ERA OF COURSE HERO

With Melanie Morris and Steve Schwarz

REVIEW OF THE LANDSCAPE OF ACADEMIC INTEGRITY

- 1994 – United States Naval Academy student obtained a copy of a final exam, 134 students purchased the exam.
- 2007 – Indiana University School of Dentistry investigates ½ its graduating class on suspicion of cheating.
- 2007 – Duke University accuses 34 first-year Master level students of cheating on final exam.
- 2011 – SAT cheating ring uncovered in Long Island.
- 2011 – to present. California Community College system has dealt with several financial aid fraud rings.
  - In one notable occurrence, a Professor was referred to a state prosecutor for assigning grades to students who never attended the course.
- 2012 – Harvard University investigates 'suspicious similarities' on 125 students take-home final.
- 2015 – Clicker cheating scandal at Dartmouth

THE REAL STORY OF ACADEMIC INTEGRITY

CHEATING – HOW MANY PEOPLE DO IT?

- Findings of the International Center for Academic Integrity
  - Survey conducted between 2002 and 2015 by Dr. Don McCabe (Rutgers)
  - 43% of graduate students admitted academic cheating in some form.
  - 68% of undergraduate students admitted cheating in some form.
- 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 (n=30,000 as of 2012).
- ETS & Ad Council Study Conclusion: Cheating no longer carries the stigma that it used to.
  - Findings circa 1999.

WHICH TYPES OF STUDENTS DO IT?

"The most important finding from this analysis was that there **were no significant differences in the students' admission of cheating for live (face to face) and on-line courses**. All but one of the specific behaviors of academic dishonesty found to be significantly different were higher for live classes than on-line, with the receiving answers from someone during an online test or quiz significantly different with a higher mean for online classes."

Students Self-Reporting Dishonest Behaviors for Live and Online Courses.

Survey Statement	Live classes Percentage	Online classes Percentage
I have cheated on an assignment, quiz, or a test.	32.1% (185)	32.7% (130)
I have been caught cheating.	4.9% (28)	2.1% (8)
I have submitted others' work as my own.	6.5% (37)	4.4% (17)
I have had someone give me answers during a class quiz or test.	18.1% (104)	23.3% (91)
I have received answers to a quiz or test from someone who has already taken it.	33.2% (193)	20.3% (78)
I have used instant messaging through a cell phone or handheld device during a quiz or exam.	3.0% (17)	4.2% (16)
I have copied another student's work without their permission and submitted it as my own.	4.2% (24)	1.8% (7)
I have knowingly copied passages from an article or book directly into a paper without citing it as someone else's work.	13.2% (75)	5.0% (19)
I have used a term paper writing service to complete an assignment.	5.3% (30)	2.1% (8)

RISING TYPES OF CHEATING

- Contract Cheating (sites like CourseHero)
  - Students purchase course work from an external provider.
  - accounts for about 1/5 of the plagiarism in papers submitted to turnitin (Newton & Lang, 2016).
  - is a self-reported practice of at least 7% of students (Turnitin, 2013)
  - is a booming, lucrative business - between 2005-2013, "nearly 19,000 attempts at contract cheating" were made by students (Matthews, 2013)
- Article Revision (sites like https://articlerewritertool.com/)
  - Student use of a tool that turns duplicate content into original content through rewording and paraphrasing of the duplicate.
- Rising Number of Sites with Publishers Content and Solutions

CAN INSTRUCTORS RECOGNIZE CHEATING?

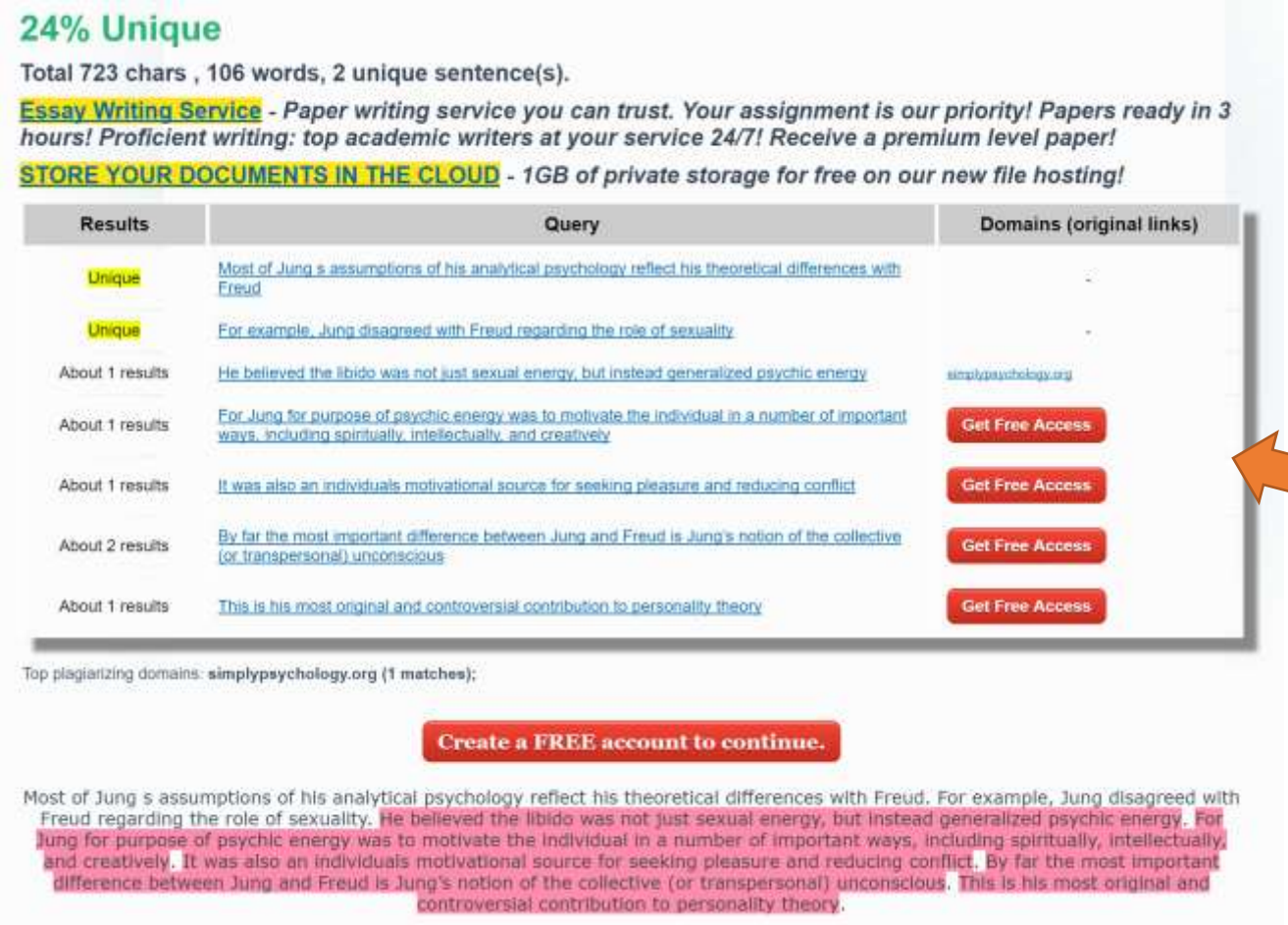
- Research seems to say …. No.
  - Watson & Sottile
    - 33% of students self-reported
    - Fewer than 5% of students have been caught
- Belief that cheating is more prevalent online indicates that instructors aren't picking up on cheating in live courses.
- Our Colleagues were unable to discern an authentic student work from 3 works that were plagiarized.
  - Workshop – non-scientific
  - Four example works – contracted, article rewriter, straight plagiarism, and original student writing.
  - They sniffed out the original student writing slightly better than 25%

WRITTEN EXAMPLE – DIRECT FROM WEBSITE

Most of Jung's assumptions of his analytical psychology reflect his theoretical differences with Freud. For example, Jung disagreed with Freud regarding the role of sexuality. He believed the libido was not just sexual energy, but instead generalized psychic energy. For Jung for purpose of psychic energy was to motivate the individual in a number of important ways, including spiritually, intellectually, and creatively. It was also an individual's motivational source for seeking pleasure and reducing conflict. By far the most important difference between Jung and Freud is Jung's notion of the collective (or transpersonal) unconscious. This is his most original and controversial contribution to personality theory.

Simplypsychology.org

DIRECT FROM WEBSITE – PLAGIARISMA.NET REPORT



24% Unique

Total 723 chars , 106 words, 2 unique sentence(s).

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Results	Query	Domains (original links)
Unique	Most of Jung s assumptions of his analytical psychology reflect his theoretical differences with Freud	-
Unique	For example, Jung disagreed with Freud regarding the role of sexuality	-
About 1 results	He believed the libido was not just sexual energy, but instead generalized psychic energy	simplypsychology.org
About 1 results	For Jung for purpose of psychic energy was to motivate the individual in a number of important ways, including spiritually, intellectually, and creatively	Get Free Access
About 1 results	It was also an individuals motivational source for seeking pleasure and reducing conflict	Get Free Access
About 2 results	By far the most important difference between Jung and Freud is Jung's notion of the collective (or transpersonal) unconscious	Get Free Access
About 1 results	This is his most original and controversial contribution to personality theory	Get Free Access

Top plagiarizing domains: **simplypsychology.org (1 matches);**

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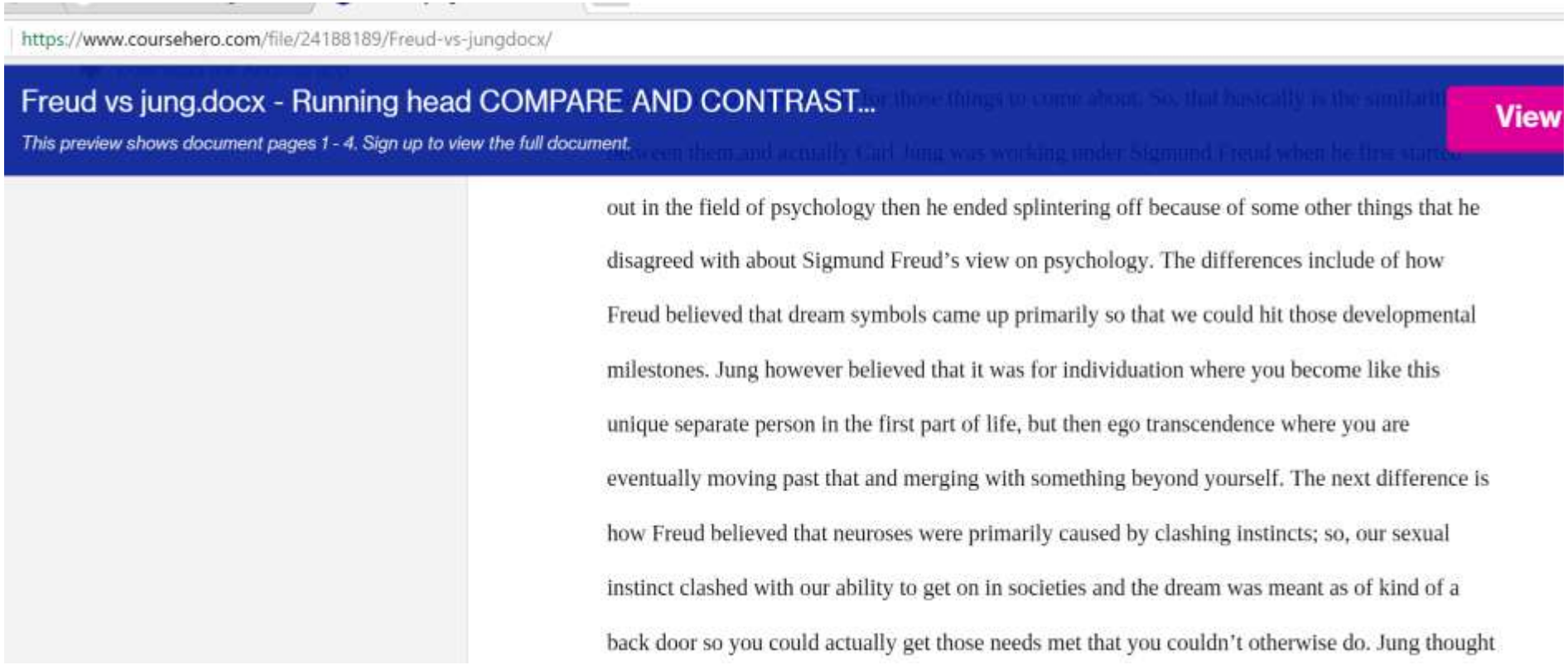
Most of Jung s assumptions of his analytical psychology reflect his theoretical differences with Freud. For example, Jung disagreed with Freud regarding the role of sexuality. He believed the libido was not just sexual energy, but instead generalized psychic energy. For Jung for purpose of psychic energy was to motivate the individual in a number of important ways, including spiritually, intellectually, and creatively. It was also an individuals motivational source for seeking pleasure and reducing conflict. By far the most important difference between Jung and Freud is Jung's notion of the collective (or transpersonal) unconscious. This is his most original and controversial contribution to personality theory.

This is the exact website where I took this snippet from.

WRITTEN EXAMPLE – FROM COURSEHERO

Carl Jung was working under Sigmund Freud when he first started out in the field of psychology then he ended splintering off because of some other things that he disagreed with about Sigmund Freud's view on psychology. The differences include of how Freud believed that dream symbols came up primarily so that we could hit those developmental milestones. Jung however believed that it was for individuation where you become like this unique separate person in the first part of life, but then ego transcendence where you are eventually moving past that and merging with something beyond yourself. Freud believed that neuroses were primarily caused by clashing instincts; so, our sexual instinct clashed with our ability to get on in societies and the dream was meant as of kind of a back door so you could actually get those needs met that you couldn't otherwise do. Jung thought that neuroses came from the repression of all of those traits that you consider not yourself; so, you have an unacceptable trait that comes up and then you press it down and it becomes part of your shadow and gains autonomous control over the personality and that is when a neurosis comes up.

CAME FROM COURSEHERO



Most likely uploaded on a swap basis – to get tokens – to use to identify other swapped items this student author might use. This paper has the student's name and institution.

COURSE HERO – PLAGIARISMA.NET REPORT

100% Unique

Total 1173 chars , 201 words, 5 unique sentence(s).

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Results	Query	Domains (original links)
Unique	The differences include of how Freud believed that dream symbols came up primarily so that we could hit those developmental milestones	-
Unique	Carl Jung was working under Sigmund Freud when he first started out in the field of psychology then he ended splintering off because of some other things that he disagreed with about	-
Unique	Jung however believed that it was for individuation where you become like this unique separate person in the first part of life, but then ego transcendence where you are eventually moving	-
Unique	Freud believed that neuroses were primarily caused by clashing instincts; so, our sexual instinct clashed with our ability to get on in societies and the dream was meant as of kind	-
Unique	Jung thought that neuroses came from the repression of all of those traits that you consider not yourself; so, you have an unacceptable trait that comes up and then you press	-

WRITTEN EXAMPLE – ARTICLE REWRITER

Jung equated the 'collective unconscious' to a reservoir for the experience and know-how of the human species. This was one of the plain distinctions separating the Jungian definition of the subconscious and the Freudian. Jung's evidence of the collective unconscious was his idea of synchronicity, or the unexplainable feelings of connectedness that all of us share. One of the main disputes among Freud and Jung turned into their differing perspectives of human motivation. To Freud, repressed and expressed sexuality guided every little thing. Jung believed that Freud's interest became too targeted on sex and its effect on conduct. Jung determined that what motivates and affects behavior is a psychic power or life force, of which sexuality will be only one ability manifestation.

IS 100% ORIGINAL, BUT IS NOT THE STUDENT WORK

100% Unique

Total 790 chars , 123 words, 7 unique sentence(s).

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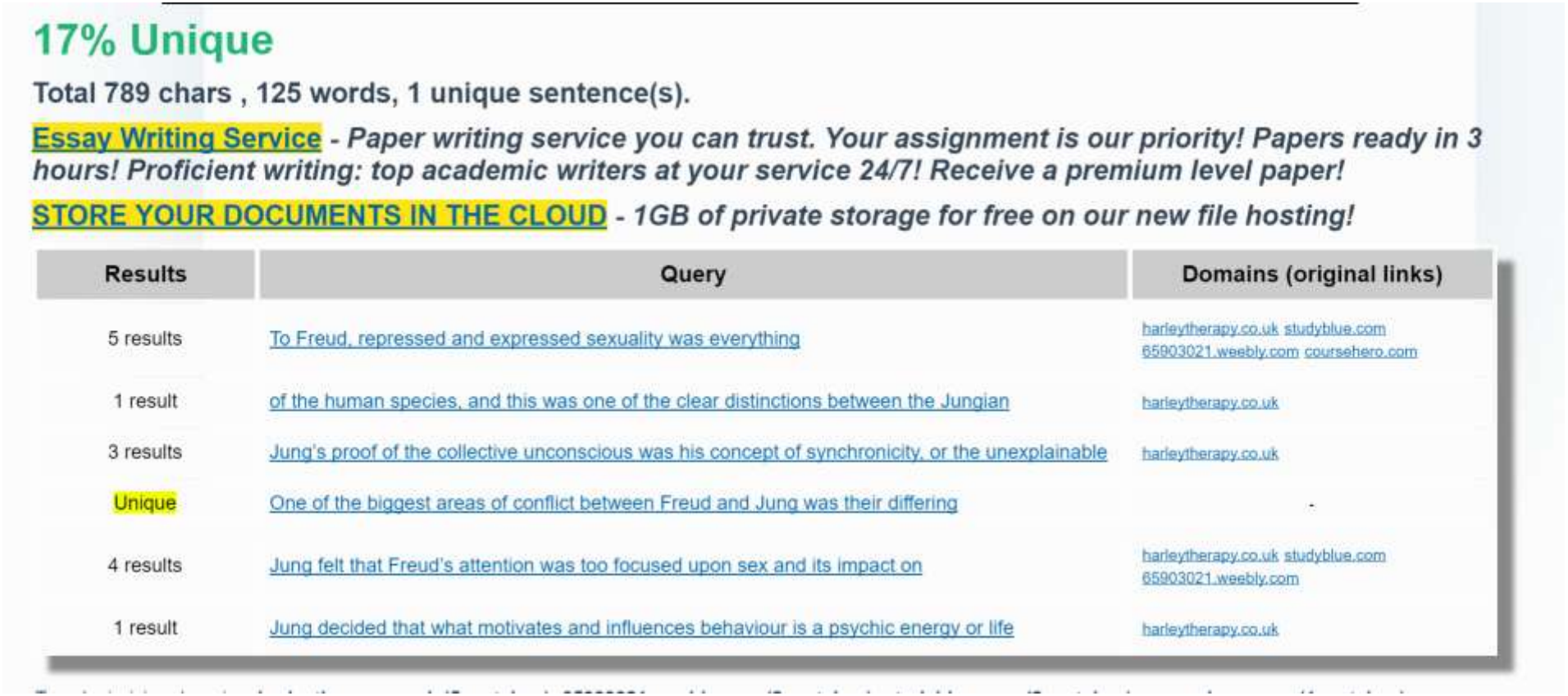
Results	Query	Domains (original links)
Unique	To Freud, repressed and expressed sexuality guided every little thing	-
Unique	Jung equated the 'collective unconscious' to a reservoir for the experience and know-how of the	-
Unique	This was one of the plain distinctions separating the Jungian definition of the subconscious	-
Unique	Jung's evidence of the collective unconscious was his idea of synchronicity, or the unexplainable	-
Unique	One of the main disputes among Freud and Jung turned into their differing perspectives	-
Unique	Jung believed that Freud's interest became too targeted on sex and its effect on	-
Unique	Jung determined that what motivates and affects behavior is a psychic power or life	-

TAKEN FROM HARLEYTHERAPY.CO.UK



17% Unique

Total 789 chars , 125 words, 1 unique sentence(s).

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Results	Query	Domains (original links)
5 results	To Freud, repressed and expressed sexuality was everything	harleytherapy.co.uk studyblue.com 65903021.weebly.com coursehero.com
1 result	of the human species, and this was one of the clear distinctions between the Jungian	harleytherapy.co.uk
3 results	Jung's proof of the collective unconscious was his concept of synchronicity, or the unexplainable	harleytherapy.co.uk
Unique	One of the biggest areas of conflict between Freud and Jung was their differing	-
4 results	Jung felt that Freud's attention was too focused upon sex and its impact on	harleytherapy.co.uk studyblue.com 65903021.weebly.com
1 result	Jung decided that what motivates and influences behaviour is a psychic energy or life	harleytherapy.co.uk

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Article Rewriter Output

Jung likened the collective unconscious to a reservoir which stored all of the reviews and know-how of the human species, and this was one of the clean distinctions among the Jungian definition of the subconscious and the Freudian. Jung's proof of the collective unconscious was his concept of synchronicity, or the unexplainable feelings of connectedness that all of us share. one of the biggest regions of warfare among Freud and Jung turned into their differing perspectives of human motivation. To Freud, repressed and expressed sexuality changed into the whole lot. Jung felt that Freud's interest became too targeted upon sex and its effect on conduct. Jung determined that what motivates and affects behavior is a psychic power or life force, of which sexuality will be only one ability manifestation.

REWRITTEN OR 'SPUN' WORK – PLAGIARISM.NET

82% Unique

Total 809 chars , 129 words, 5 unique sentence(s).

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Results	Query	Domains (original links)
Unique	To Freud, repressed and expressed sexuality changed into the whole lot	-
Unique	know-how of the human species, and this was one of the clean distinctions among the	-
3 results	Jung's proof of the collective unconscious was his concept of synchronicity, or the unexplainable	harleytherapy.co.uk Free Download | Mozilla Firefox® Web Browser www.mozilla.orgDownload Firefox - the faster, smarter, easier way to browse the web and all of Yahoo 3 results
Unique	one of the biggest regions of warfare among Freud and Jung turned into their	-
Unique	Jung felt that Freud's interest became too targeted upon sex and its effect on	-
Unique	Jung determined that what motivates and affects behavior is a psychic power or life	-

Top plagiarizing domains: **Free Download | Mozilla Firefox® Web Browser www.mozilla.orgDownload Firefox - the faster, smarter, easier way to browse the web and all of Yahoo 3 results (1 matches); harleytherapy.co.uk (1 matches);**

THE EVOLUTION OF A SPUN PAPER

Original Work from Harley Website

Jung likened the collective unconscious to a reservoir which stored all the experiences and knowledge of the human species, and this was one of the clear distinctions between the Jungian definition of the unconscious and the Freudian. Jung's proof of the collective unconscious was his concept of synchronicity, or the unexplainable feelings of connectedness that we all share. One of the biggest areas of conflict between Freud and Jung was their differing views of human motivation. To Freud, repressed and expressed sexuality was everything. Jung felt that Freud's attention was too focused upon sex and its impact on behavior. Jung decided that what motivates and influences behavior is a psychic energy or life force, of which sexuality could be only one potential manifestation.

17% Unique

Output of Article Rewriter

Jung likened the collective unconscious to a reservoir which stored all of the reviews and know-how of the human species, and this was one of the clean distinctions among the Jungian definition of the subconscious and the Freudian. Jung's proof of the collective unconscious was his concept of synchronicity, or the unexplainable feelings of connectedness that all of us share. one of the biggest regions of warfare among Freud and Jung turned into their differing perspectives of human motivation. To Freud, repressed and expressed sexuality changed into the whole lot. Jung felt that Freud's interest became too targeted upon sex and its effect on conduct. Jung determined that what motivates and affects behavior is a psychic power or life force, of which sexuality will be only one ability manifestation.

82% unique

Student revised work

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100% unique

WRITTEN EXAMPLE – ORIGINAL STUDENT WORK

foundations of personality. The ego is a modification of the id that emerges as a result of the direct influence of the external world. It is the "executive" of the personality… It is the center of reason, reality-testing, and commonsense. The superego is a further differentiation within the ego which represents its "ideal," (Lapsley and Stey 1).

One of the very basic tenets of Freud's psychology was the sexual drive for pleasure in almost everything. This is one point that Jung strongly disagrees. Instead, Jung explains the divides the human psyche into three parts: the conscious, a personal unconscious and the collective unconscious which contains the ever accumulating experience of all humanity. Furthermore, Jung is much more holistic, and even spiritual, in thinking that: there is much more to life than just sexuality which underlies the process of Individuation and constant search for meaning. The unconscious has a compensatory regulating function, aiming at healing, growth and individuation. Finally, madness, or a psychological disturbance is not necessarily pathology but rather a compensatory and regulatory inclination of the unconscious to strive and rebalance the psyche as a whole.

PLAGIARISMA REPORT ON ORIGINAL STUDENT WORK

89% Unique

Total 866 chars , 129 words, 7 unique sentence(s).

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Results	Query	Domains (original links)
Unique	One of the very basic tenets of Freud's psychology was the sexual drive for pleasure in almost everything	-
Unique	This is one point that Jung strongly disagrees	-
Unique	Instead, Jung explains the divides the human psyche into three parts	-
Unique	the conscious, a personal unconscious and the collective unconscious which contains the ever accumulating experience of all humanity	-
Unique	Furthermore, Jung is much more holistic, and even spiritual, in thinking that	-
Unique	there is much more to life than just sexuality which underlies the process of individuation and constant search for meaning	-
About 1 results	The unconscious has a compensatory regulating function, aiming at healing, growth and individuation	powerofdreams.net
Unique	Finally, madness, or a psychological disturbance is not necessarily pathology but rather a compensatory and regulatory inclination of the unconscious to strive and rebalance the psyche as a whole	-

Top plagiarizing domains: **powerofdreams.net (1 matches)**;

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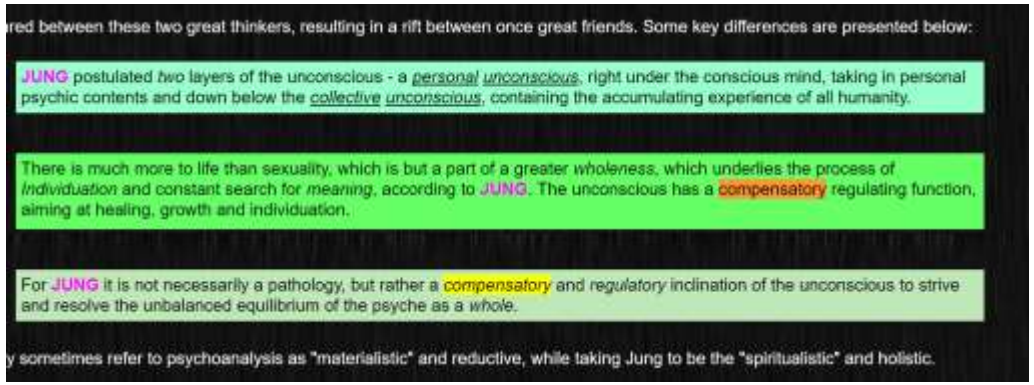
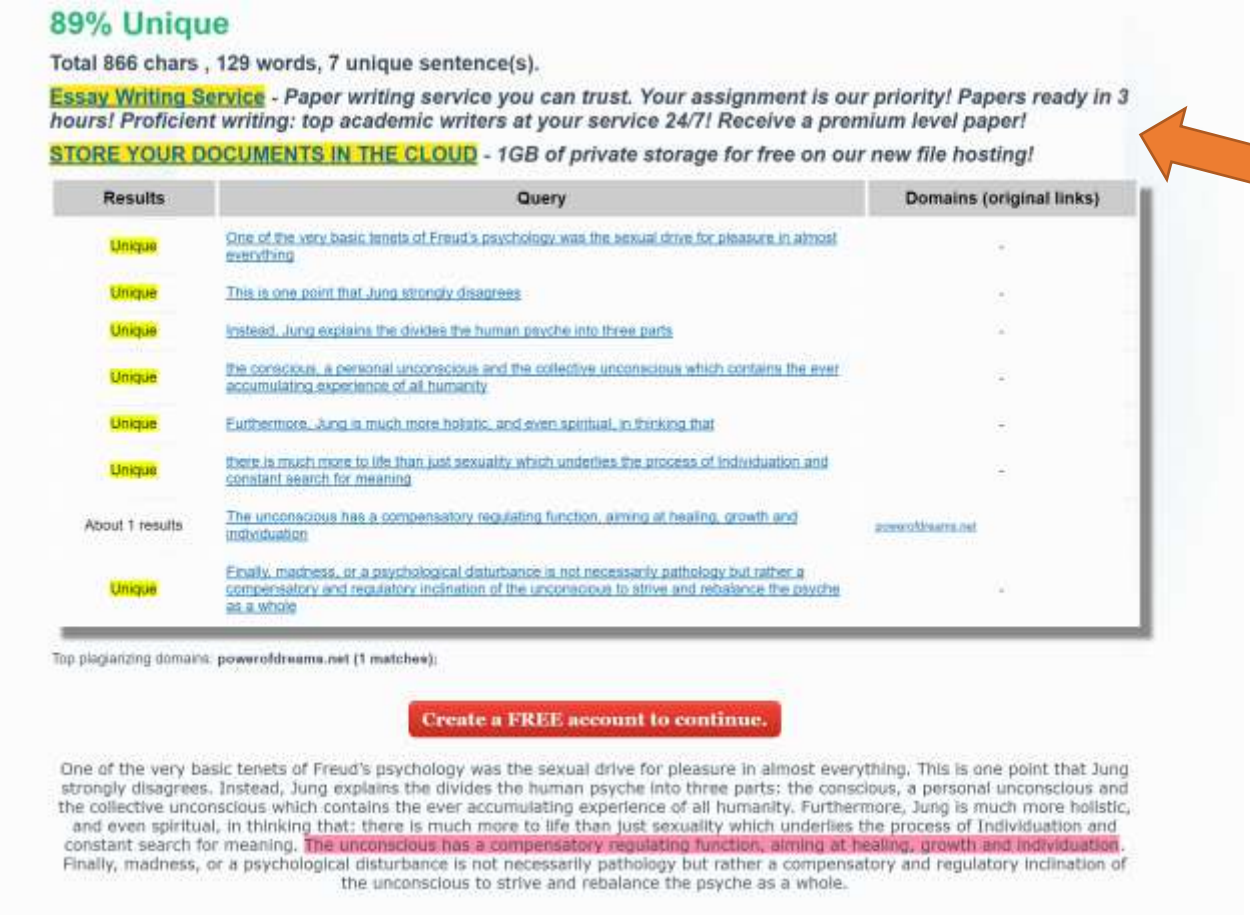


PLAGIARISMA REPORT ON ORIGINAL STUDENT WORK



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Unique	One of the very basic tenets of Freud's psychology was the sexual drive for pleasure in almost everything	-
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Unique	Finally, madness, or a psychological disturbance is not necessarily pathology but rather a compensatory and regulatory inclination of the unconscious to strive and rebalance the psyche as a whole	-

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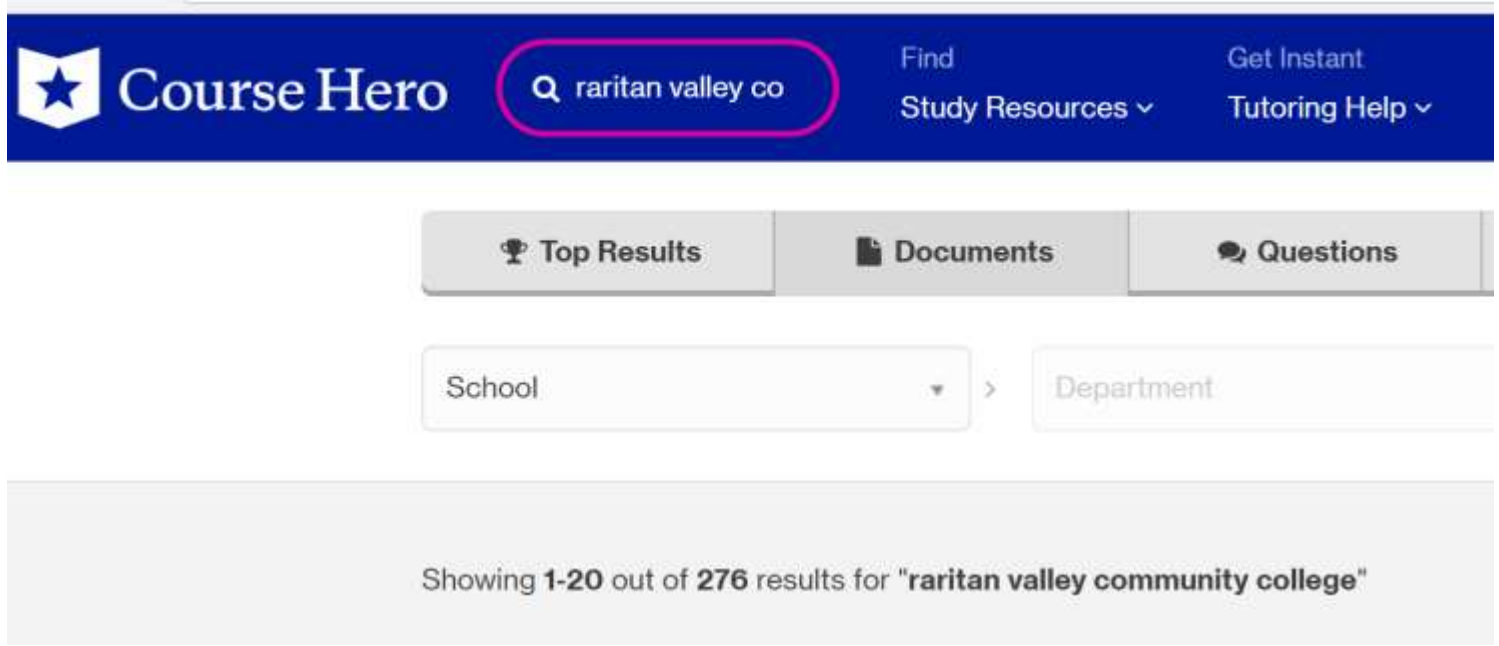
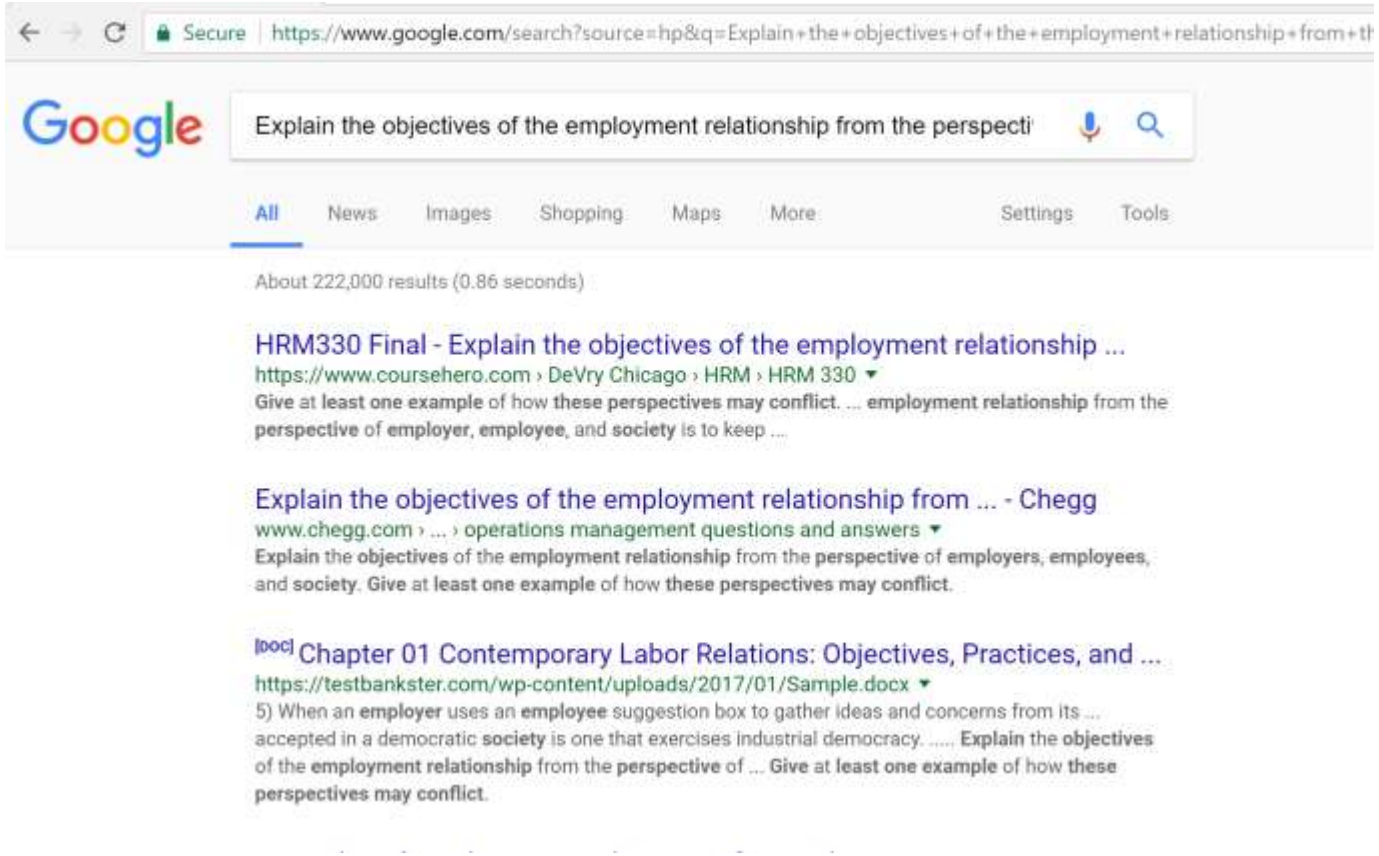
(multiple exclamation points in original!!!)

COURSE HERO


Course Hero
raritan valley co
Find
Study Resources
Get Instant
Tutoring Help
Top Results
Documents
Questions
School
Department
Showing 1-20 out of 276 results for "raritan valley community college"

PUBLISHERS RESOURCES

Explain the objectives of the employment relationship from the perspective of employers, employees, and society. Give at least one example of how these perspectives may conflict.



WHAT ARE WE TO DO?

- Promote a culture of academic integrity in your classroom.
  - Honor Code specific for your class drafted by students.
  - Talk about the importance of academic integrity to one's education, to one's long term goals, to one's chosen profession.
- Let students know that you do not want them to share your materials with others.
  - Let students decide what they can/cannot do with their work – draft into a statement.
  - Potential copyright statement: All content included in this course is the intellectual property of the professor. This content is provided to you to use in your own personal learning experience for your intellectual growth, and for your use with other learners taking the same course in the same semester. Please do not share course content in any way with any person outside of this course without the express consent of the professor.

WHAT ARE WE TO DO?

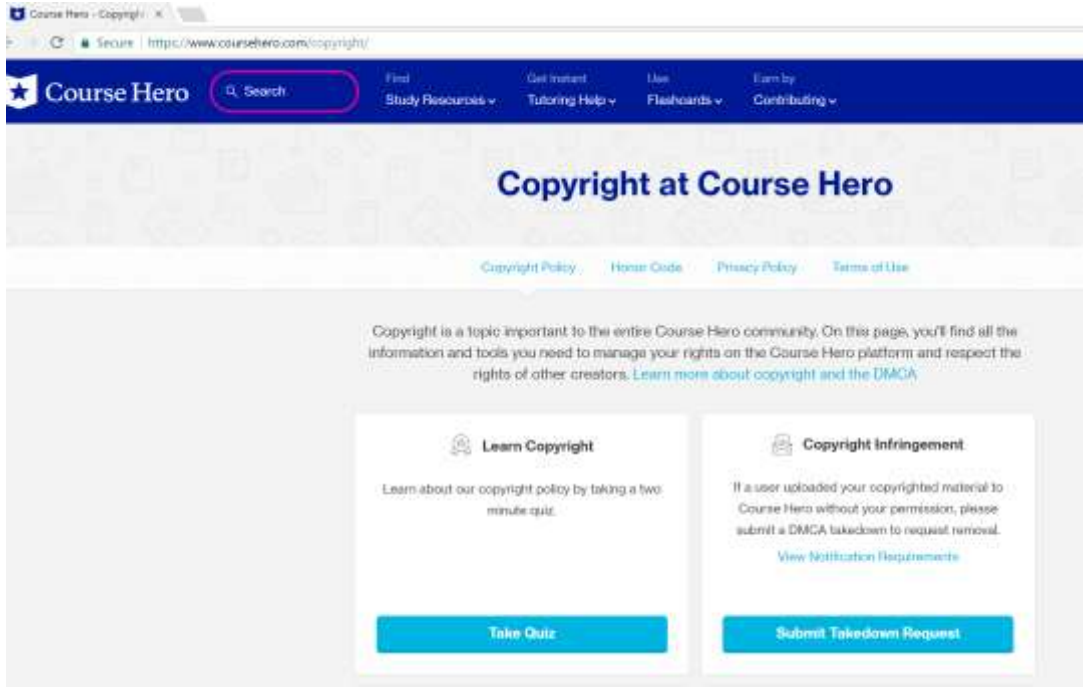
- For assignments
  - Use in class writing sample to gauge student voice and style.
  - Require multiple submissions (sections, drafts, bibliography, writing in stages).
  - Remove non-substantive writing requirements and allow for late work.
  - Check meta-data on electronic submission.
  - Draft personalized assignments – require connections back to classroom discussion or unique student experiences in written work.
  - Don't use canned assignments
  - Google your assignments every semester before you assign them.

WHAT ARE WE TO DO?

- For tests:
  - Test higher order thinking. Don't ask questions that are easily answered by an intelligent agent or friend on IM.
  - Acknowledge what you can't control and draft your test instructions recognizing those parameters.
  - Use alternative versions of exams
  - Don't reuse exams
  - Don't use canned exams
  - Manage breaks from the classroom live. Online manage time for the student.
  - Google your test questions (or a sampling of them) every semester before you test students

WHAT ARE WE TO DO?

- Take Action – Submit Take Down Requests.
  - You retain copyright in your self-created course materials.
  - You DON'T have copyright to the student response.
  - If the posted item contains both your question and the student response – submit the request. The content may be removed.



WHAT ARE SOME SOURCES TO LEARN MORE?

- Institutional Toolkit to Combat Contract Cheating at http://integrity.fiu.edu/pdfs/Contract%20Cheating.pdf
- Writing Multiple Choice Tests for Higher Order Thinking at http://theelearningcoach.com/elearning_design/multiple-choice-questions/
- Best Practice Strategies to Promote Academic Integrity in Online Education at https://coaemsp.org/Documents/Best-Practices-Academic-Integrity.pdf
- Designing Assignments to Promote Academic Integrity at https://citl.indiana.edu/teaching-resources/academic-integrity/designing-assignments-encourage-integrity/
- Classroom Strategies: talking about academic integrity at http://academicintegrity.utoronto.ca/classroom-strategies-talking-about-academic-integrity
- LiveBinder utilized in presentation: http://www.livebinders.com/play/play?id=2268596

WHO ARE WE?

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(Sabbatical spring 2018)

Steve Schwarz, MAT, MS

Professor of Computer Science

Department Chair

Raritan Valley Community College

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