

# **COS TEACHING FORUM – ACADEMIC INTEGRITY**

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January 30, 2023

3-4:30pm

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# **POLICIES AND PROCEDURES**

Evonne Rezler, Ph.D.

Senior Associate Dean

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# ACADEMIC INTEGRITY POLICIES

- Any type of plagiarism and academic dishonesty is not permitted during the teaching and learning environment.
- Written assignments should be submitted to portals that can check for originality, e.g. Turnitin on Canvas, or new applications detecting AI based plagiarism (e.g.GPTZero).
- If you suspect evident plagiarism or dishonesty in student work, gather evidence, and follow the procedural guide defined by Regulation 4.001 to proceed:

<https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf>

## REGULATION 4.001 – FAU CODE OF ACADEMIC INTEGRITY

**SHOULD YOU ENCOUNTER ACADEMIC DISHONESTY, PLEASE READ FULL DETAILS OF THE CODE AT THE BELOW LINK (INFORMATION PRESENTED HERE IS PARAPHRASED AND CONDENSED):**

**[HTTPS://WWW.FAU.EDU/REGULATIONS/DOCUMENTS/CHAPTER4/REG4-001-6-7-22.PDF](https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf)**

When you have a reason to believe dishonesty has occurred:

1. Advise the student in writing that you need to meet with them about a perceived violation of academic integrity.
2. Meet with the student to present your perception of the facts and the sanction you will impose. [In some situations, this meeting on the incident may occur without the written notification in Step 1, which is okay.]
3. If after the meeting you continue to believe that the student engaged in academic dishonesty (or if the student has failed to respond after 10 business days of your written request for a meeting), you should provide the student written notice of the allegation, the penalty, and a link to Regulation 4.001 (rev 6/7/22). The notice of allegation should be provided within 10 business days of the meeting, unless you notify the student that additional time is needed. A copy of the allegation must be sent to the chair/director of the department administering the course.

# WHAT HAPPENS NEXT?

- If within 5 business days of the notice of allegation the student notifies the chair/director that they would like to be heard, the chair/director will schedule a meeting with the student and you.
- If the allegation is not resolved in a meeting with the chair/director, the student and you, the student has further rights of appeal to the dean of the college, and finally up to the University Provost. Procedures for each step of the appeal process are spelled out in the Code. [Read the Code!]
- If the student fails to timely pursue the appeal process at any point, or if there is an ultimate finding by the Provost (through the appeal process) that the Code of Academic Integrity has been violated, the chair will notify the University Registrar that the following notation be included on both the student's academic transcript and on the student's internal record: "Violation of Code of Academic Integrity."
- First offenders that elect to (and successfully) complete an Academic Integrity Seminar by the end of the semester following the academic dishonesty can get the notation regarding an academic integrity violation removed from their official transcript (but this does not change any instructor-imposed penalty and neither withdrawals nor forgiveness policies can remove a resulting "F").
- Repeat offenders will be expelled.

# ENFORCE ACADEMIC INTEGRITY! *WHY?*

- A student's ability to learn and grow is harmed when you don't enforce the Code – cheaters seldom learn what is needed for true success.
- As numbers of students earning a degree through academic dishonesty increase, the meaning of a college degree decreases.
- Students with integrity who work hard for their grades are disrespected when others are allowed to receive good grades through cheating.
- **Consequences for a first-time cheater promote learning** about academic integrity and an opportunity for future growth.

**Consequences for a second offense results in expulsion.**

# TYPES OF ACADEMIC DISHONESTY

## Cheating

- Use of unauthorized sources or aids
- Impersonating another person during an exam or test
- Copying other people's work during an exam or test
- Offering own work to others during an exam or test
- Distributing faculty intellectual property without permission
- Obtaining unauthorized assignments or test materials from third party
- Another person completes the assignments or tests for the student
- etc.

## Plagiarism

- Copying other people's work into own work
- Self plagiarism
- Excessive direct quotation with citation
- Direct quotation without citation
- Excessive paraphrasing other's work with or without citation
- Use of materials or assignments by a third party
- ...

## Fabrication or Falsification

- Fabricating lab or experiment results
- Fabricating academic transcripts or other documents
- Fabricating analysis results or findings
- ...

## Sabotage

- Destroying another person's homework, tests, or exams
- Destroying another person's artwork or design
- Destructive behavior to interrupt instructor's implementation of devices and strategies to prevent academic dishonesty
- Destroying or damaging lab devices to prevent others from using them
- ...



# **STRATEGIES TO PREVENT CHEATING**

Papiya Bhattacharjee, Ph.D.

Department of Mathematical Sciences

# PREVENT CHEATING IN PERSON

- Tell students to bring their Student ID during exams and check the ID with class roster.
- Tell students to put their belongings away from the writing desk. Make sure the cell-phones are turned off and put away.
- Do not allow any smart watch, headphones, or ear buds during testing.
- Do not allow baseball caps or hoods up.
- If a student wants to leave the room during the exam, make sure they leave their cell phone in the testing room.
- Prepare multiple versions of the same exam and distribute them so that students next to each other have different versions.
- Be observant, walk around the room in between the student seats, if possible.

# PREVENT CHEATING IN PERSON, CON'T...

- Observe that the students' hands are on the table always.
- Let the students know that there are different versions of the exam and trying to copy from the next person is of no use. Remind them of the consequences of cheating.
- If the testing is conducted online, in lab, then use Lockdown Browser or other lock-screen applications to prevent students from opening external websites.

# PREVENT CHEATING ONLINE – ONLINE LIVE LECTURE MODALITY

- Have a fixed time for students to take an exam. If possible (with support, such as TAs, LAs etc.) instructor can do live proctoring.
- Arrange for a Zoom meeting, break the students into groups and use breakout rooms based on the number of proctors. Place at least one proctor per room.
- Ask each student to keep their audio and video on the whole time (make the announcement ahead of time to the students that they need to be in a quiet environment during the exam).
- Proctor should watch for any flags during exam. Make sure a student does not leave the room and no other person enters the room during the exam.
- Ask students to place their camera in such an angle so that the writing area is clearly visible.
- If the exam requires written work to be submitted, make sure the student submits their paper before leaving the Zoom session. Tell the student to clearly show their scrap paper on the camera and the process of submission while the video is on.

# PREVENT CHEATING ONLINE – FULLY ONLINE MODALITY

- Arrange for some staggered times for the students to complete their exams, but do not use more than two consecutive days for all the exams to be completed.
- Arrange for a few different versions of an exam.
- Setup the exam with Respondus Lockdown Browser, so students will be recorded the entire time.
- Have some mandatory rules setup during the exam: show student ID clearly, take a 3D view of the room, show writing area clearly, etc.
- Ask students to place the camera in such a way so that the writing area is clearly visible during the entire test; the student must not leave the room until the exam is completed, and the work is submitted.
- Ask the student to submit any written work right after completing the test, before they turn off their video. The student should show each page of their written papers on the camera, then complete the submission of those pages while the video is still on. They must check that their work is submitted properly on Canvas prior to turning off the video and audio.

# LOCKDOWN BROWSER

- Consider using Canvas Test Banks
- Customize the Canvas Test
  - Fix a reasonable test time for your type of test (there are pedagogical guidelines), within a narrow window that the test stays open\*
  - On multiple-choice tests
    - Show one question at a time
    - Ability to backtrack on multiple-choice tests is discouraged
    - Randomize response options for each student on multiple-choice tests
- Customize LockDown Browser Settings
  - Specify any files or websites you want students to be able to access during testing
  - Edit instructions students see during their test set up
  - Webcam recommended
- Require FAU ID for testing

*\*If you have fixed exam times in a fully online course, consider sending announcements of the fixed test times/days to all enrolled students each month after registration opens until the course begins – this enables students to address /resolve any conflicts.*

# LOCKDOWN BROWSER WITH WEBCAM

- BEFORE TESTING
  - Set up a practice test that students can take multiple times, and encourage students to use it
  - Preannouncements
    - emphasize academic integrity
    - describe test format and testing rules
    - let students know what they should do if they encounter technical difficulties during testing
- DURING TESTING – MONITOR THROUGH ‘MODERATE THIS QUIZ’
  - See who’s testing and who is not (and each student’s remaining time)
  - See exactly when a particular student began testing, where they are in the test, how long they have spent on each question and periods students stopped viewing (potential technical difficulties)
- AFTER TESTING
  - Review of webcam recordings
  - Follow up on any perceived dishonesty (Important – word travels quickly! )

# **EXAM DESIGN FOR ACADEMIC INTEGRITY**

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Dept of Physics



# **CREATING THE EXAM**

# WRITE NEW QUESTIONS

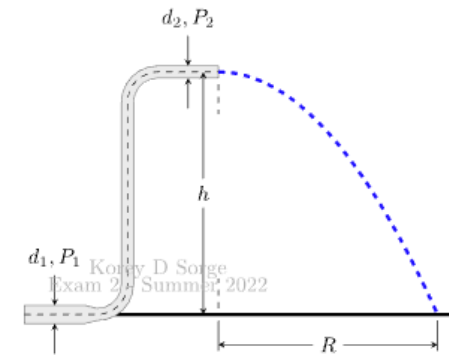
## New Text, New Artwork

- Not all questions need to be new, but you need a selection of text that is not on the internet.
- This makes questions that are unique and searchable after the exam.

Question 26

2 pts

We would like to put a new water feature in our backyard.



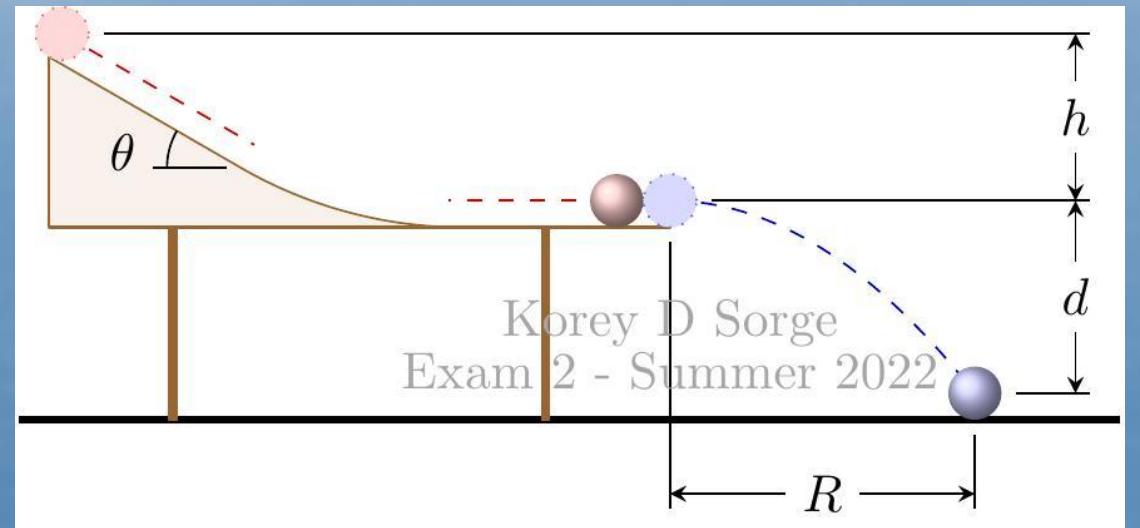
The supply line of diameter  $d_1 = 6.9$  cm is connected to a tube of diameter  $d_2 = 1$  cm that takes the water up a height  $h = 1.45$  m and sprays it horizontally on the ground, with the stream hitting the ground again a distance  $R$  from the outlet.

- (Q26 ans 2 pts, Q27 work 5 pts) If the pressure difference between point 1 and point 2 is given as  $\Delta P = P_1 - P_2 = 27$  kPa, what is the speed of the water leaving the outlet at point 2? You can call this  $v_2$ .
- (Q28, 7 pts) What is the speed of the water at the inlet, point 1? You can call this speed  $v_1$ .
- (Q29, 7 pts) Once the water leaves the outlet, how long is the water in the air before it hits the ground?
- (Q30, 7 pts) What is  $R$ , the horizontal distance from the outlet where the water hits the ground?
- (Q31, 7 pts) How many liters (cubic decimeters) of water leave this water feature per minute?

To continue, please give the speed of the water at the outlet (part a) in units of m/s.

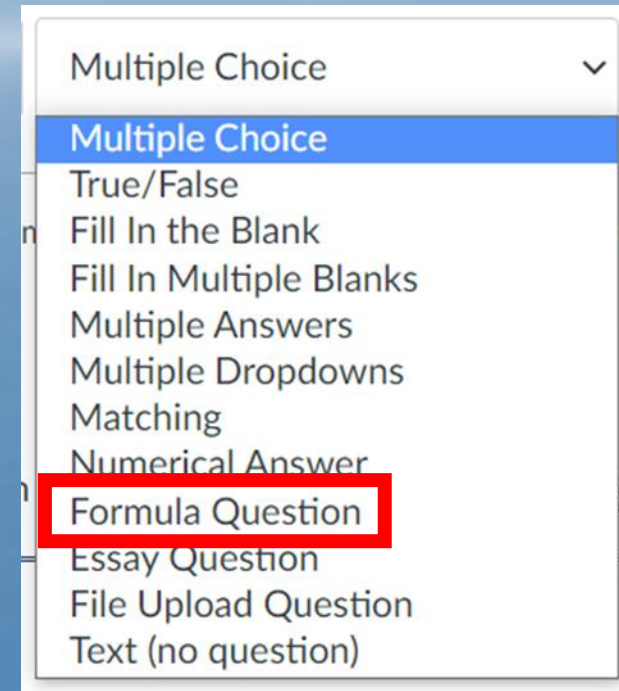
# MAKE NEW ARTWORK

- When writing new questions, try to make questions with some artwork.
- If you are making artwork, you can watermark it to identify it to
  - You as instructor
  - Term the exam was offered
  - Exam the question is on



# FORMULA QUESTION TYPE

The formula question type allows you to give all the students the same question, but each student gets identifiable numbers.



# POOLS OF QUESTIONS

Pools of questions that you draw from make a LOT of extra work for students trying to do “group” exams on chat...while an honest student wouldn't know the difference.

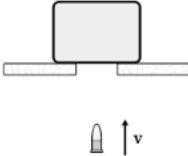
⋮ Calculation Pick 5 questions, 5 pts per question ↑ + ✎ 🗑

⋮ c1

A [ma] g bullet moving horizontally strikes and remains in a [mb] kg block initially at rest on the edge of a table. The block, which is initially [h] cm above the floor, strikes the floor a horizontal distance of [R] cm from its initial position. What was the initial speed of the bullet? Please give your answer in units of km/s.

⋮ c1

A [m] g bullet moving [v] m/s strikes and embeds itself in a [N] kg block initially at rest as shown.



The diagram shows a rectangular block on a horizontal table. A bullet is shown striking the block from below, with an upward-pointing arrow labeled 'v' indicating its velocity.

**DEPLOYING THE EXAM**

# TIGHT TIME WINDOWS

Tight time windows mean that it's much harder to get exam info to peers without being on camera.

✕  
**Assign to**  
 ✕  
**Due**  
 📅  
**Available from** Until  
 📅  📅  
+ Add

# LOCKDOWN BROWSER

## Advantages

- Cheap to Use
- Great Webcam Review Setup
- Live Look In
- Mature Product

## Disadvantages

- Mature product that some industrious students bypass
- Only Webcam review, no desktop recording
- You are the support if something goes wrong for student during exam



# HONORLOCK

## Advantages

- Harder to bypass (probably not impossible)
- Records webcam and desktop
- Support during exam is not you
- Desktop recording makes it easy to correlate students' screens to Chegg submissions

## Disadvantages

- Expensive – Really only makes sense in fully-online where FAU pays
- Video review is more painful

# MY OPINION

- I personally use Honorlock almost exclusively for the desktop recording.
- That feature is the easiest way to correlate the webcam, the screen the students are looking at, and possible submissions to the internet.
- LockDown browser is still a great solution with appropriate exam design.

**AFTER THE EXAM**

# VIDEO REVIEW

- Regardless of the secure browser you use, you must do some video review and call out bad behavior that you observe. If you don't, you are advertising that you aren't looking at the video and you don't care.
- This is painful, but crucial.

# GOOGLE

- The point of writing new problems is to have identifiable text. After the exam, do Google searches on this unique text (just copy and past into the search bar).
- Google will scour sites where this text was submitted.
- Google will even pull text from images if a student submits a screenshot from the camera on their phone.
- This takes almost no time and is incredibly effective at finding your work.

# **DETECTION OF ACADEMIC DISHONESTY**

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## **Pitfalls and Tips**

Donna Marion, Ph.D.

Department of Psychology

# PLAGIARISM

## **BIGGEST PITFALL?**

*Impossible to detect all cheating!*

## **BIGGEST TIPS?**

*Rethink your writing assessments...*

*Use new technology to your advantage*

# PLAGIARISM

## ChatGPT

- ❑ GPT = Generative Pre-training Transformer
- ❑ Launched by OpenAI as a prototype November 30, 2022
  - Microsoft Backing
  - 1,000,000 users within one week
- ❑ What can ChatGPT do? Over 175 billion trainable parameters generate human-like text in response to prompts
  - Text
  - Computer Code
  - Artistic Creations (poems, stories)
  - Translation
- ❑ <https://chat.openai.com/auth/login>

“ChatGPT is at capacity right now”



# Examples of ChatGPT Explorations – Essay from Scratch

❑ Prompt: *Learned Helplessness*

❑ Output:

Learned helplessness is a psychological phenomenon that occurs when an individual believes that they have no control over their environment or circumstances and therefore do not try to change them. This can be the result of repeated exposure to adverse or uncontrollable situations, such as abuse, neglect, or trauma.

Individuals who experience learned helplessness may become passive and may not even attempt to escape or avoid negative situations, even when given the opportunity to do so. They may also have difficulty initiating or completing tasks and may exhibit low levels of motivation and self-esteem.

Learned helplessness can have serious consequences for mental and physical health, as it can lead to depression, anxiety, and other mental health issues, as well as physical health problems due to a lack of self-care and inadequate coping mechanisms.

To overcome learned helplessness, it is important to address the underlying causes and to develop new coping mechanisms and strategies for dealing with difficult situations. This may involve seeking support from friends, family, or a mental health professional, as well as learning new skills and techniques for managing stress and challenging circumstances. With time and effort, it is possible to break the cycle of learned helplessness and regain a sense of control and agency over one's life.

# Examples of ChatGPT Explorations – Essay from Scratch

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Turn-it-in  
Originality  
Score was  
zero!

# Examples of ChatGPT

## *Explorations – Paraphrasing*

- ❑ **Prompt:** *Paraphrase this:* AI applications include advanced web search engines (e.g., Google), recommendation systems (used by YouTube, Amazon and Netflix), understanding human speech (such as Siri and Alexa), self-driving cars (e.g., Waymo), automated decision-making and competing at the highest level in strategic game systems (such as chess and Go).[2] As machines become increasingly capable, tasks considered to require "intelligence" are often removed from the definition of AI, a phenomenon known as the AI effect.[3] For instance, optical character recognition is frequently excluded from things considered to be AI,[4] having become a routine technology. [5] Artificial intelligence was founded as an academic discipline in 1956...
- ❑ **Output:** Artificial intelligence (AI) is a field of study that began in 1956, and encompasses a wide range of technologies and applications. This includes search engines, recommendation systems, voice assistants, self-driving cars, and strategic game systems like chess and Go. Over the years, the field has gone through periods of optimism and disappointment, with funding for research rising and falling in response to progress and setbacks. Researchers have experimented with many different techniques, including simulating the brain, modeling human problem solving, and using artificial neural networks. Currently, machine learning using mathematical and statistical techniques is the dominant approach in the field. AI researchers aim to achieve goals such as reasoning, knowledge representation, planning, learning, natural language processing, and perception, with the ultimate goal of creating machines that can solve any problem, known as general intelligence. The field has ethical and philosophical implications, with some experts warning that machines with human-like intelligence could pose an existential risk if not directed towards beneficial goals.

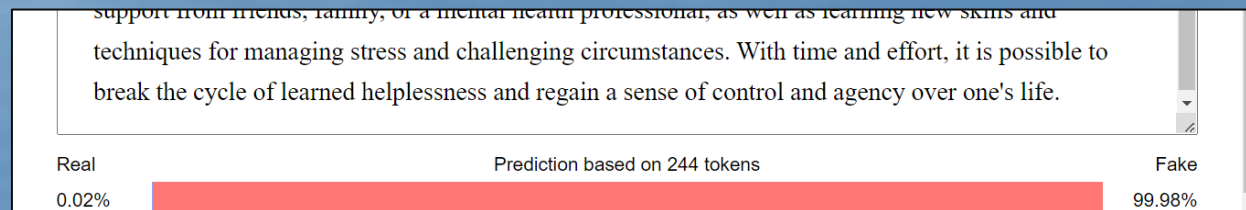
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# Tools for AI Deterrence and Detection

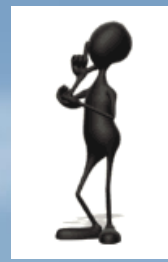
- ❑ OpenAI is working on watermarking all ChatGPT-generated text
- ❑ AI-detection software emerging
  - GPT-2 Output Detector <https://openai-openai-detector.hf.space/>



- GPTZero <https://gptzero.me/>
  - 3.5 architecture
  - [Sign up to our product waitlist](#) :)

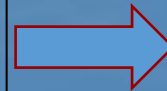
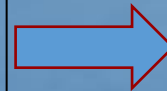
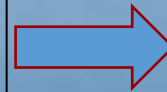
# Pitfalls and Tips

## Plagiarism Detection Tools



### Pitfalls of Plagiarism Detection Devices

- ❑ False Positives with Turn-it-in
  - Can't take 'originality scores' at face value
  - Inconclusive Ties to Source Material
- ❑ Lack of evidence in AI-use detection
- ❑ False Negatives
  - Text laundering – changing order of words
  - Free programs paraphrase
    - ChatGPT
    - Small SEO Tools



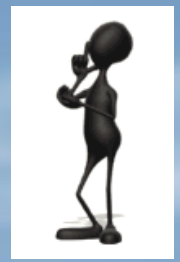
### Tips

- Review plagiarism-detection reports for potentially copied material in the sample, *AND review sources*
- Prosecute egregious events – students have a right to be heard (guilty students likely won't challenge)
- **PREVENTION CAN RENDER DETECTION UNNECESSARY!**



# Tips for Plagiarism Prevention

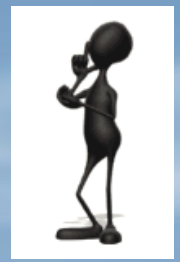
## *Course Policies/Procedures*



- Educate students on plagiarism and its consequences and publish your plagiarism policy (including the fact that plagiarism-detection devices will be used).
- If writing is a large grade component, consider having students sign an ‘Academic Honesty Contract’.
- Don’t let offenders off the hook (*word travels fast*).
- Advise students about support services (e.g., FAU’s University Center for Excellence in Writing).

# Tips for Plagiarism Prevention

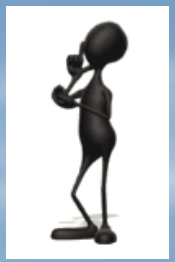
## *Assignment Structure/Content*



- Create unique assignments by having students:
  - relate concepts to personal experiences or reflect on their own learning
  - compare and critique two studies or two points of view
  - draw conclusions
- Require submission in stages (either rough drafts or paper components assigned separately) so paper development can be observed.
- Require electronic submission of work and pdf's of all sources.
- Restrict the range of acceptable sources (e.g., scientific journal articles only) or specify required sources as starting points.
- Implement in-class writing where possible.



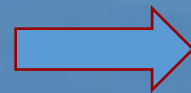
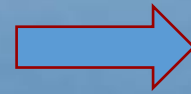
# Cheating During ONLINE MC EXAMS



## Pitfalls in Detection

Are they *REALLY* cheating?

CAN'T spend our lives policing – we need to teach!



## Tips

- Eyes should be **ON SCREEN**; webcam view should be full frontal of face.
- Publish testing policies – zeros for breach of policy (eliminates need to prove cheating).

- Spot check and prosecute egregious / obvious cases.

**Reanalysis from the top down of how academic honesty is monitored and administered in post-secondary education.**

# Make ChatGPT WORK FOR YOU!

- ❑ **Prompt:** Write a multiple-choice question with four response items for: Cognitive dissonance theory postulates that an underlying psychological tension is created when an individual's behavior is inconsistent with his or her thoughts and beliefs. This underlying tension then motivates an individual to make an attitude change that would produce consistency between thoughts and behaviors.
  
- ❑ **Output:** Which of the following best describes the cognitive dissonance theory?
  - A) An individual's behavior is always consistent with their thoughts and beliefs
  - B) An individual's behavior is always inconsistent with their thoughts and beliefs
  - C) An individual's behavior is sometimes inconsistent with their thoughts and beliefs, and this creates an underlying psychological tension that motivates attitude change
  - D) An individual's behavior is never influenced by their thoughts and beliefs

# Use ChatGPT Constructively

- Literature search. Can generate a list of literature within a set time period relevant to your detailed research question.
- Brainstorming ideas. Can generate outlines and help in directions of solving a problem (the tutor role).
- Help creating exam/assignment questions.
- For now cannot embed citations into the text.
- For now, lacks higher-order ability to synthesize text.
- Doesn't associate the output with emotions, personal experiences, etc.
- Doesn't include the reference list if the user does not ask for it.
- These shortcomings can be used to our advantage when we design the assignments or exams.

# ChatGPT: State the best strategies to prevent cheating in academia.

“There are several strategies that can be used to prevent cheating in academia. Some of the most effective strategies include :

1. Educating students about academic integrity and the consequences of cheating: This can help to deter students from cheating and raise awareness of the importance of academic integrity.
2. Incorporating originality requirements into assignments: This can include requiring students to submit drafts, outlines, or annotations of their work, which can help to ensure that students are producing original content.
3. Using alternative assessment methods: This can include oral presentations, research projects, or essays that require critical thinking and analysis, which are more difficult to cheat on.
4. Implementing proctored exams: This can help to prevent students from cheating during exams.
5. Creating a culture of academic integrity: This can include promoting the values of honesty and respect for intellectual property, and encouraging students to view cheating as a serious violation of academic integrity.
6. Using plagiarism detection software: This type of software scans student work for text that matches text from other sources, making it easy to identify plagiarized content.
7. Having a process in place to investigate and penalize cheating: This can help to deter students from cheating and hold those who do cheat accountable for their actions.
8. Keep updated with new technology and AI development to proactively develop countermeasures.
9. Creating question types that test students understanding of the material rather than their ability to memorize or recall information.
10. Encouraging collaboration and peer review: This can include group work, peer editing, and peer feedback, which can help to promote original thinking and discourage cheating.

It's important to note that preventing cheating is an ongoing process that requires a combination of different strategies, a clear policy on academic integrity, and continuous efforts.”

# ChatGPT: State the best strategies to prevent student plagiarism.

“There are several strategies that can be used to prevent student plagiarism in academia. Some of the most effective strategies include:

1. Educating students about plagiarism and academic integrity: This can include providing information on what plagiarism is, why it is unacceptable, and the consequences of plagiarism.
2. Incorporating originality requirements into assignments: This can include requiring students to submit drafts, outlines, or annotations of their work, which can help to ensure that students are producing original content.
3. Using plagiarism detection software: This type of software scans student work for text that matches text from other sources, making it easy to identify plagiarized content.
4. Teaching research and citation skills: This can include providing instruction on how to properly cite sources, how to paraphrase and summarize, and how to avoid plagiarism.
5. Establishing clear policies and procedures for dealing with plagiarism: This can include guidelines for identifying plagiarism, procedures for handling plagiarism cases, and consequences for plagiarism.
6. Encouraging collaboration and peer review: This can include group work, peer editing, and peer feedback, which can help to promote original thinking and discourage plagiarism.
7. Creating a culture of academic integrity: This can include promoting the values of honesty and respect for intellectual property, and encouraging students to view plagiarism as a serious violation of academic integrity.
8. Using technology-based tools such as Turnitin, Grammarly, etc. that can help detect plagiarism and prevent it from happening.
9. Incorporating discussions and examples of plagiarism in class, making it clear what is not allowed and why.

It's important to note that preventing plagiarism is an ongoing process that requires a combination of different strategies, a clear policy on academic integrity, and continuous efforts. Additionally, it's important to provide students with the necessary skills and resources to avoid plagiarism, and to communicate the expectations clearly.”



**Questions or Comments for  
Our Panelists?**

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