

Academic Misconduct Workshop Reflection

Title of the workshop: Academic Misconduct & Teaching

Purpose statement: Define academic integrity and academic dishonesty, identify strategies for promoting academic honesty in the classroom, identify resources for detecting academic dishonesty, and be familiar with procedures for reporting academic dishonesty on campus.

Lead presenter: Abby Cameron

Date: 02/09/10

Location: Clark Hall

Number of people attending the workshop: 8

Reflection (e.g. what you've taken from the workshop, how you will incorporate what you've learned in your teaching, how you feel your teaching can be improved given information shared in the workshop, etc.):

Academic integrity is an important aspect in the process of learning. It is one of the core values within the academic community. When discussing academic misconduct, one needs to have a solid understanding of academic integrity. One thing that I noticed with this workshop was that defining academic integrity can be tricky, and there isn't one consensus definition. It is even hard to find key terms or phrases in every definition. If I had to boil down to the most basic of definition for academic integrity, it would be that a student's work is done without cheating. Defining cheating may be ambiguous but at least from this stage we can see academic misconduct is breaking academic integrity (i.e. cheating).

An aspect of cheating that I have been concerned about is the manner that it should be dealt with. A setting of 300+ students taking a test in a lecture hall is different from a class of about 40 students. In either case though, one needs to make sure to take emotions out of action when confronting cheating. It is imperative to not cause a scene because you do not want to disrupt other students taking the test. So no matter the setting, keeping your emotions in check is critical in dealing with cheating. In general, it is best to wait until the suspected cheater has completed their exam and tell them to see you in office hours. After the cheater has been identified, then there are certain measures of protocol that need to be followed per the respective student code of conduct.

Knowing how to deal with cheating is important in the classroom, but one should never have a classroom that is conducive to cheating. To a certain point, an instructor needs to be aware of student's actions during tests. The instructor's presence should be known, but not an overbearing presence that intimidates or disrupts a student's concentration. Test questions can also be randomized so students are deterred from looking at their neighbor's answers. This workshop gave other examples of ways to make assignments less perceptible to cheating.

Overall, I felt this workshop to be beneficial in creating an atmosphere that does not allow for academic misconduct. One weakness of mine in teaching is maintaining an inclusive environment for students to interact with each other and myself. While I know I need to focus on interacting with students before class and keeping them engaged throughout the semester, I am better able to recognize that the manner in which I give out exams contributes to this environment. Recently, I have begun giving words of encouragement to students before exams as a way to improve the classroom environment. I also am now able to recognize where cheating may occur in a classroom and try not to be an intimidating presence that scours up and down aisles to ensure no cheating occurs. So far I have found students to be more receptive to me and I feel this has been one of the reasons for the change.