

Shaking Things Up: Maybe We're Doing It* Wrong



Where “It = Education”

Thanks to Organizers of this Event
(Especially Tomáš !)

Thanks to Organizers of this Event
(Especially Tomáš !)

Jsem plný sýra.

Moje vznášedlo je plné úhořů*

*Traditional Czech welcome

Thanks to Organizers of this Event
(Especially Tomáš !)

Jsem plný sýra.

Moje vznášedlo je plné úhořů*

***Traditional Czech welcome**

Thanks to Organizers of this Event
(Especially Tomáš !)

Jsem plný sýra.

Moje vznášedlo je plné úhořů*

*I've eaten too much cheese.

My hovercraft is full of eels

(Thanks to Monty Python)

Two notes:

- 1: This presentation includes materials developed or delivered for other audiences, some of which was developed in collaboration with the Rutland Institute for Ethics and ICAI members.
2. This presentation contains copyrighted materials that are used herein in accordance with educational fair use. Because copyrighted materials are included, this presentation may not be freely distributed. Thank you for your consideration.

ICAI Goals

Catching and punishing all students who cheat or plagiarize is our goal!

Some underlying principles . . .

Catching and punishing students who cheat or plagiarize is **NOT** our goal.

Some underlying principles . . .

Eliminating plagiarism and cheating is not our goal.

We have two goals:

1. Education

Some underlying principles . . .

Eliminating cheating and plagiarism is not our goal.

We have two goals:

1. Education
2. The cultivation and development of integrity

Some underlying principles . . .

Eliminating plagiarism and cheating is not our goal.

We have two goals:

1. Education
2. The cultivation and development of integrity

(because education and integrity are necessary for a just and sustainable world.)

Some underlying principles . . .

2. Preventing cheating \neq The development of integrity

Some underlying principles . . .

Preventing
cheating

≠

The development of
integrity



ICAI's Trajectory:

ICAI's Trajectory:

1st focus: student cheating.

ICAI's Trajectory:

1st focus: student cheating.

**2nd focus: assignments,
pedagogy**

ICAI's Trajectory:

1st focus: student cheating.

**2nd focus: assignments,
pedagogy**

3rd focus: culture

ICAI's Trajectory:

1st focus: student cheating.

**2nd focus: assignments,
pedagogy**

3rd focus: culture

4th focus: systems?

“On the Folly of Rewarding A While Hoping for B”

By Steven Kerr

*(It's all about incentives and
rewards)*

***Our system rewards grades
instead of mastery.***

***Our system rewards product over
process.***

*Our system rewards “safety”
rather than growth.*

Even in schools where we do the best job of promoting integrity, the risk of being caught cheating is statistically low.

Some of the things we do to make things better end up making them worse.

Some of the things we do to make things better end up making them worse.

Plagiarism -> ghostwriting

Some of the things we do to make things better end up making them worse.

Recognition of the problem->

Students being afraid of disadvantage

Some of the things we do to make things better end up making them worse.

Recognition of the problem->

Students being afraid of disadvantage

***The Students are not entirely
wrong.***

***Many of our current policies and
practices often advantage those
who break the rules.***

One reason we have such a challenge changing cultures is that our systems are working against us.

*One reason we have such a challenge changing cultures is that **our systems** are working against us.*

Ideally, we could overhaul the systems.

WHY WOULD ANYONE PREFER SOME "E-THINGY"
OVER THE FULL 20 VOLUME SET OF THE DICTIONARY?



Ideally, we could overhaul the systems.

Imagine a system in which [the metric of your choice] qualified students for admittance, and their progress, effort and contributions were what qualified them to stay.

***Maybe we can't overhaul the
systems.***

***Maybe we can't overhaul the
systems yet.***

***Maybe we can't overhaul the
systems yet.***

***We can make changes to our
practice.***

(Thanks to Jim Lang for suggesting small, low-risk changes)

***We still teach as if the information
is “the thing”***

***We need to teach as if identifying
and critiquing and using
information is “the thing”
(because it is.)***

“Anything goes” assignments

- 1. Don't disadvantage honest students.***
- 2. Are better preparation for the “real world”***

***We still assess as if remembering
information is “the thing”***

We still assess as if remembering information is “the thing”

*We need to assess as if **doing something** with information is “the thing” (because it is).*

One of our most important functions* is credentialing . . .

If we can't assure competency reliably, we won't be looked to for it.

It's not possible to send a neutral message about integrity as part of the process of education.

It's not possible to send a neutral message about integrity as part of the process of education.

The message is either that it is important or that it is not.

It's not possible to send a neutral message about integrity as part of the process of education.

We want our systems to work with us.

***It makes no sense to reward A
when what you want is B.***

***It makes no sense to reward A
when what you want is B.***

***(So let's work together
to do less of it.)***

Thank you!

Můj tučňák má spalničky .

Thank you!

~~j tučňák má spalničky .~~

Děkuji

Contact Info:

www.AcademicIntegrity.org