

Academic Integrity Faculty Checklist

Process

- I know what counts as cheating at AUA
- I know the process to follow for reporting
- I know the consequences for students and the importance of reporting

Technology

- I am aware of “tutoring” websites such as Course Hero, Chegg, Quizlet, etc.
- I am aware technology is always evolving
- I am aware of Paper Mills, paid services and AI tools for essay creation and paraphrasing

My Course

- I reference academic integrity often *with examples*
- I use formative & summative assessments *with ongoing feedback*
- I use multiple versions & types of exams and have more than 1 or 2 high-stake exams

My Students

- Know I value their work and integrity
- Know the purpose/value of each assignment
- Take ownership of their learning: *intrinsic motivation*

Adapted from <https://academicintegrity.org> example

ACADEMIC INTEGRITY: Techniques & Recommendations

American University of Armenia (AUA) Policy on Academic Integrity:

Student Code of Ethics - <https://policies.aua.am/policy/10> and Student

Code of Conduct - <https://policies.aua.am/policy/101>

AUA Definition of a Violation of Academic Integrity:

Creating an unfair academic advantage for one's self or an unfair academic advantage or disadvantage for anyone else (cheating/plagiarism).

5 Main Reasons that Students Cheat:

1. Not being fully prepared and/or fear of failing
2. Not enough time to complete assignment
3. Not fully understanding the material
4. Believing that others are cheating
5. Believing that cheating is acceptable

Key Ways to Minimize Violations of Academic Integrity:

Assessment Structure:

- Formative/Summative: DO NOT just have 1 or 2 high stake test in your course. This increases anxiety and incidents of cheating.
- Have multiple forms of assessment with lower stakes (lower points) throughout the semester (assignments, projects, quizzes, tests).
- Create more formative assessments so students can see how they are learning, better understand, & gain confidence for bigger tests.

Evaluation Procedures and Type:

- Create multiple versions of tests (reorganize questions), don't use the same test every year, space out desks/seats.
- Create different question types. Does the test properly match the real world? Have reasons why students are not allowed to access external information (thinking test or just a memorization test).

Internal Factors (Discussion/Motivation):

- Talk about academic dishonesty with your students often; remind them about what is not acceptable and why (show examples).
- Talk about learning for mastery/ethics/intrinsic motivation.

REFERENCES

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