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Cheating Resistant Pedagogies: Applying Insights from “Cheating Lessons” in the Classroom

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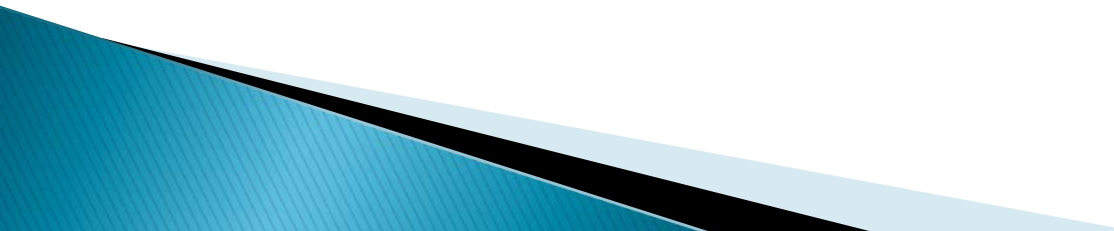
Cheating Resistant Pedagogies

Applying Insights from
Cheating Lessons in the Classroom

2015 Conference on Ethics in Higher Education
Friday, September 18, 2015

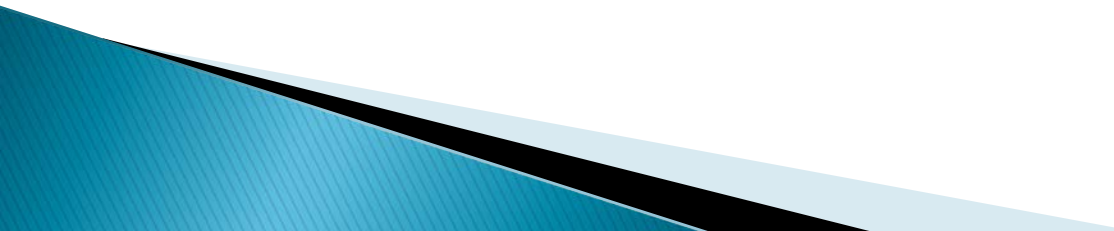
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Lisa Brodersen, RN, EdD, Professor of Nursing, Allen College
Timothy Adamson, PhD, Instructor, Humanities & Ethics, Hawkeye Community College

Framing the Discussion

- ▶ Our focus is not on infractions in academic ethics but on **how students learn**.
 - ▶ We offer examples from our classrooms that attest to **four powerful, cheating-resistant pedagogies** to which Lang introduces us in *Cheating Lessons*.
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Presentation Goal

By demonstrating how Lang's ideas can be applied in our local context, we hope to support faculty who are interested in trying in their classes Lang's recommendations for creating cheating-resistant learning environments.

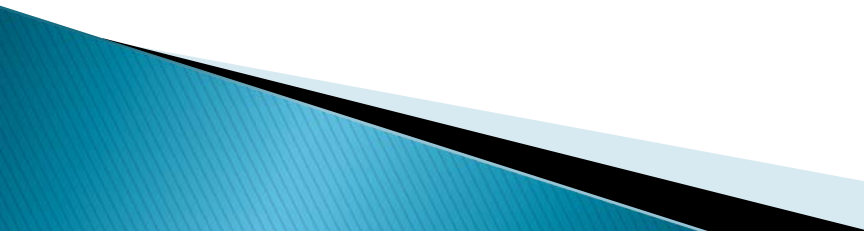


Fostering Intrinsic Motivation

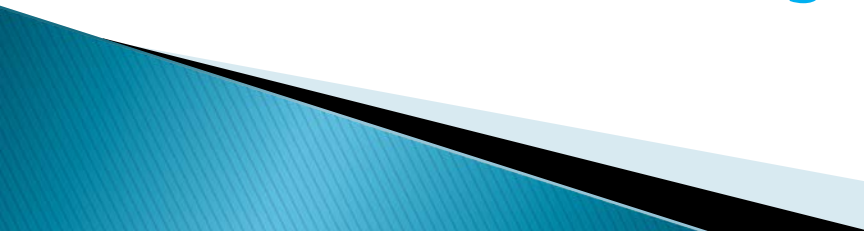


Martha Reineke, PhD,
Professor, Philosophy &
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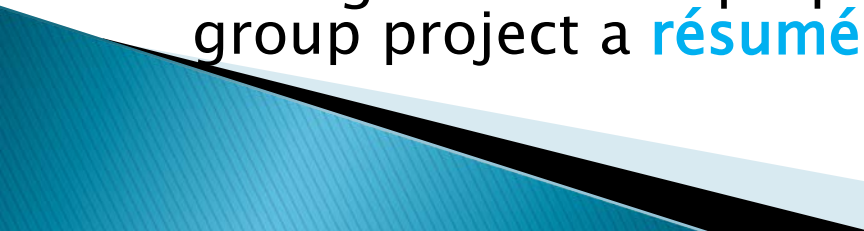
1) Pedagogies that Foster Intrinsic Motivation

- ▶ When introduced to a learning environment, intrinsic motivation is *the key factor* that can reduce cheating.
 - ▶ Intrinsic motivation occurs when course material connects meaningfully to students' lives.
 - ▶ Incorporating such material in the classroom also promotes “grounded” or “authentic” assessment of learning for SOA.
- 

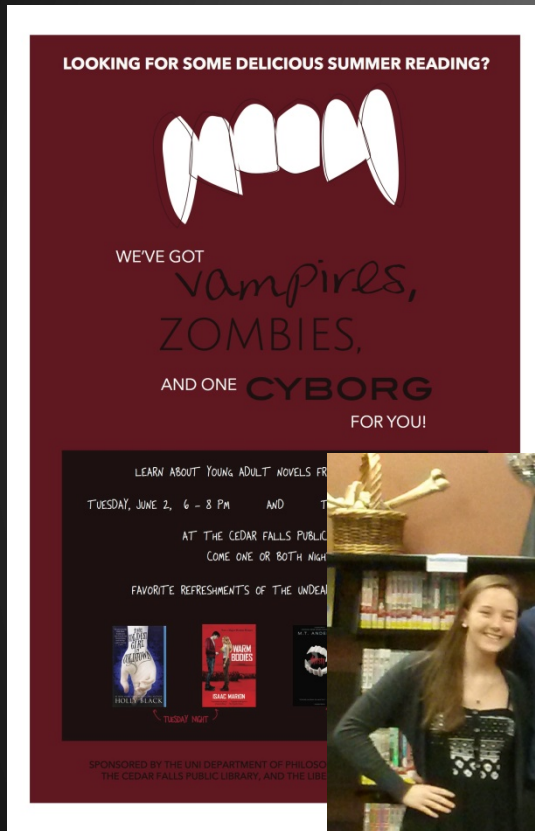
May Capstone: *Monsters, Vampires, and Religion: An Awesome Alliance*

- ▶ The course is intellectually challenging and promotes **development of higher-order thinking skills**.
 - ▶ The course makes **student disciplinary diversity** a strength of its design.
 - ▶ The course links theory to practice through **applied problem-solving activities**.
 - ▶ The course promotes the development of skills and dispositions associated with **self-directed, life-long learning**.
- 

Course Goals

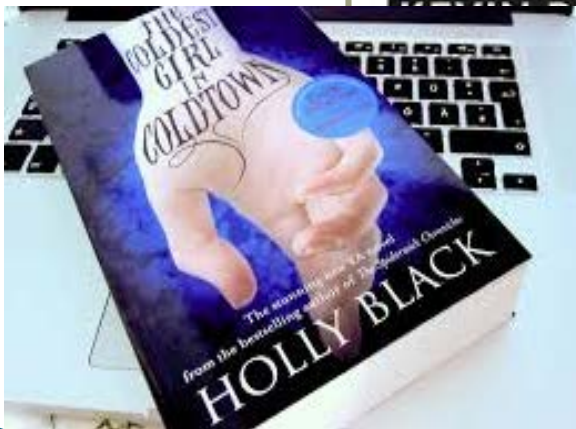
- ▶ Enhance students' **knowledge** of the role monsters play in the world religions.
 - ▶ Develop proficiency in **analyzing** religious undercurrents associated with modern and contemporary monsters.
 - ▶ Draw on **skills/interests from their majors to complete group projects** about vampires, zombies, or cyborgs in a young adult novel.
 - ▶ Develop proficiency in **explaining** with appeal to Timothy Beal's typology and a **variety of media** why monsters should be taken seriously in any era.
 - ▶ Strengthen career preparation by employing for the group project a **résumé-worthy** skill set.
- 

Grounded Assessment



- ▶ Group Project Presentations:
- ▶ 2014– Two West High School Classes
- ▶ 2015 – Teen night at the Cedar Falls Public Library

Group Presentation Themes



- ▶ *Warm Bodies*: Preserving memories (e.g., social, historical)
- ▶ *Thirsty*: Identity and Ostracism
- ▶ *Coldest Girl*: Are all “vampires” evil?
- ▶ *Being*: What is a human?

Individual Projects by Major

- ▶ Art history: “Monument Men” after a Zombie Apocalypse
- ▶ Psychology: Counseling sessions notes and recommendations for therapy
- ▶ Biology: Essay on Ethical issues in biomedical engineering
- ▶ Psychology: *Time* magazine article on identity issues with “cyborgian” cochlear implants
- ▶ Study of Religion: Research paper on apocalyptic thinking in ancient Near Eastern societies
- ▶ Social Work: Anti-bullying brochure for Junior High students
- ▶ Social Studies Teaching: High school lesson plan on Ryan White (ostracized from community after getting AIDS from a blood transfusion).

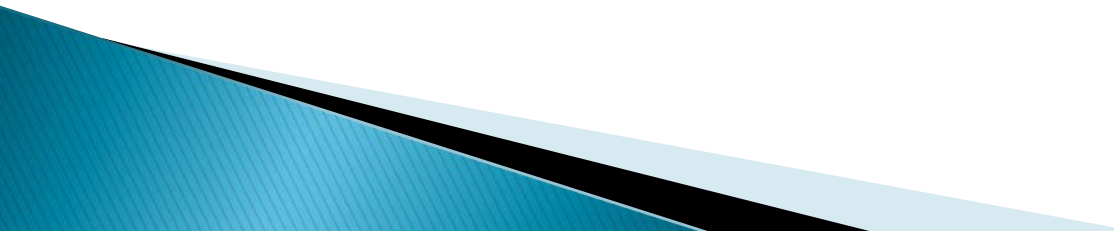


Learning Through Mastery



Timothy Adamson, PhD,
Instructor, Humanities & Ethics,
Hawkeye Community College

2) Pedagogies that Emphasize Learning through Mastery

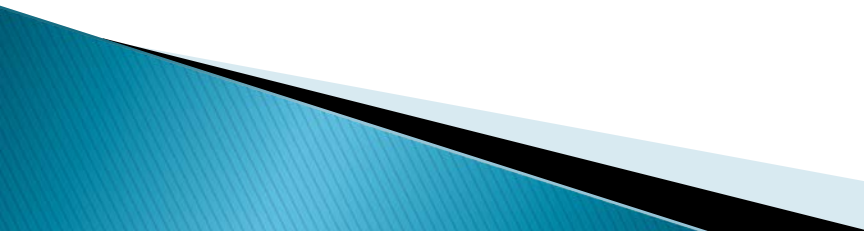
- ▶ This pedagogy replaces “jumping through hoops” with multiple learning opportunities that offer students choices for learning.
 - ▶ Learning assignments build skills development over time.
 - ▶ Student success is prioritized.
- 

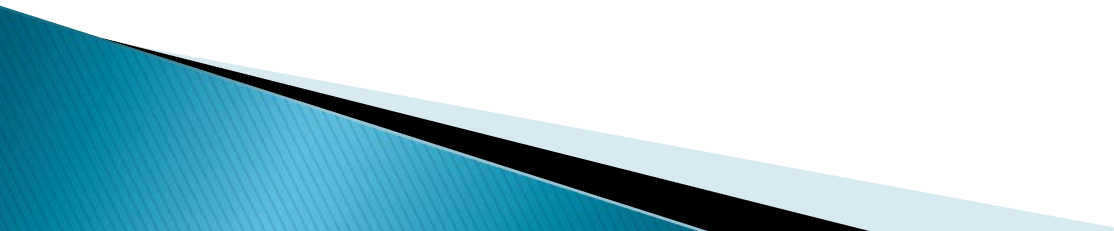
Ladies and Gentlemen! May I introduce to you, Your Ethics Final Exam!


Please indulge me and write a 4–5 page paper (at least 1400 words, typed) on the following topic:

What have you learned about ethics in this class? What have you learned about yourself and your own views on ethics? In what ways has this class changed you and your views on ethics? Draw from our texts, discussions, and theories to describe specifically what you have learned and how you have changed.

You may answer these questions in any way you wish, but here are some suggestions below. Use as many or as few as you find helpful. In each case, use our texts (citing page numbers) to support and explain your answers. Prove that you can use the theories and ideas from the class to think about your life and your views of ethics.



1. Pick some difficult experiences or **situations you have lived through** in which one or more of our theories would have been helpful. Carefully describe the ethical issues you faced in the situation and explain how the ideas we have discussed in class could have helped you (or others) in the situation to understand it better and to make better choices.
 2. If you had to **live according to one of our theories**, which one would you choose and why? What makes it better than the others, on your view? What are its greatest strengths and insights, and what are some of its weaknesses? Which theory do you have the biggest problems with, and why?
 3. If you were to write an **Ethics Manual** for “How to deal ethically with cultural differences,” what would you say? What do you now think about cultural relativism and universalism? Do you think that we should always respect one another’s cultural values? Why or why not? Are there any limits to this respect? How would you deal with cultural differences?
- 

4. Do you think that, in general, **men and women** have different approaches to ethics? If there are differences, try to describe what they are as carefully as you can. Explain your views with examples from your life or your observations. Also, use at least two quotes from Chapter 12 of the text to explain your ideas.
 5. If you could pick out a **fictional story to represent your life** and your views, what would you pick? Explain how the story represents you and how you see yourself in it. For example, do you identify with the hero, and why? Do you identify with some tough situations or problems the characters face, and why? What do you learn from identifying with the story and the characters? How does this story illuminate your life?
 6. What role, if any, **does religion play** in your ethical thinking and decisions? Explain why you see religion as helpful in making decisions, and how your decisions would be different without your faith. Describe the ethical “system” or way of thinking that your religion provides. Compare it to some of our theories. Which one is it most like, and how is it different?
- 

Introduction to Philosophy Final Paper

Instructions: Bring in 2–3 printed quotations from four of the following authors and write four essays on their meaning and significance for you.


Prove to me that you have thought carefully about each passage: what the author says and its relevance for human life.

Go through the texts and your notes to identify the quote you want to use from each author. Practice writing your essays before the final exam. I am happy to give you feedback on drafts. You will receive extra points for any answers beyond four.

Each essay should be 2–3 good paragraphs (or the equivalent, if you use a different format, like a dialogue).

****You may choose to write some of these essays on the wiki instead. We will discuss this option in class. The final exam session is still required for every student.**

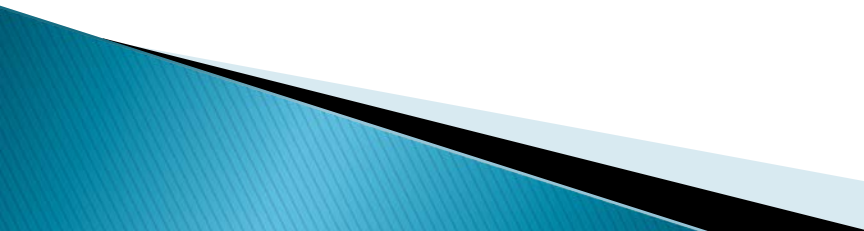
Discuss anything you wish. Here are a few topics you might discuss:

1. What the author taught you about human nature, and why this matters to your life.
 2. What the author taught you about yourself, and why this matters to you.
 3. What questions the author asked that you had not considered before, and why this matters to you.
 4. How the author might influence your life in the future, and why this matters to you.
 5. How the author challenged you in some way, and why this matters to you.
 6. What the author taught you about your education, and why this matters to you.
 7. What the author taught you about philosophy, and why this matters to you.
 8. What the author taught you about nature, and why this matters to you.
 9. What the author taught you about freedom, and why this matters to you.
 10. What the author taught you about desire, and why this matters to you.
 11. Why you think an author was wrong, and why this matters to you.
- 

You may write in **any style that communicates your key ideas**, but I can imagine you writing in the following way:

In quote 4 from the Apology, Socrates discusses the nature of true knowledge. He says that we cannot truly know something unless... He explains this point by discussing the way people normally think about such things as horse training and other arts. He explains that...

I had never thought about knowledge in this way before. I had always assumed that knowledge was about... but Socrates saw it differently. I think he is right, in the sense that... If we think about other kinds of knowledge, his idea makes sense. For example... However, I am not sure his view works in other cases, such as... I think this question matters because we need to know what counts as true knowledge in order to... Socrates thought that we needed to examine our opinions and test them. I think he is right (or wrong) because...



Or I can imagine you **writing a dialogue** between you and an author. (This option must be as detailed as the others, even though dialogue format has shorter paragraphs.)

Me: In the quote above, you say that society is everywhere in conspiracy to control the individual. Why do you think that society is so dangerous? Don't you want to have friends and neighbors?

Emerson: I think we too easily conform to social norms and then lose our sense of self. For example...

Me: I can see your point. Sometimes we conform too much, but I don't understand why you fear society. Can people really live as individuals, as you suggest?


Or you might **write a letter to yourself** or to someone in your life, explaining this class to them.

Dear Future self,

Remember that philosophy class you took years ago? I want to remind you of a few of the things that you should keep with you.... If you can keep some of these things in mind, you will be a little bit wiser, I hope. First, there was this guy Sisyphus who ... What you need to remember about him is that... if you can, it will really help you to... because...

Or you might **imagine our authors in today's world**, meeting people you know. What would their conversations be like?

How would you like to write this final assignment? Let me know if you have some creative ideas! And let me know if you have some questions about how to prep for this.

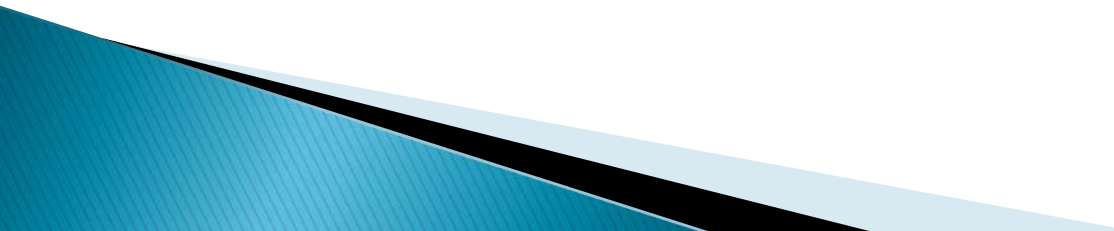


Lowering the Stakes

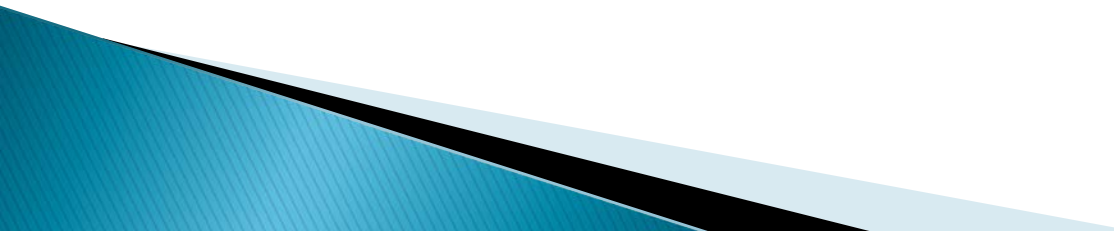


Kim Baker, PhD, Assistant
Professor, Sociology,
Anthropology, &
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3) Pedagogies that Lower the Stakes

- ▶ Frequent assessment is key.
 - ▶ These assessments offer multiple opportunities for students to develop and master skills.
 - ▶ Accountability remains high; however, anxiety about specific performances is reduced.
- 

Lowering the Stakes

- ▶ Class: Research Methods, 200-level
 - ▶ Task: How to read and understand scholarly articles
 - ▶ Assignment: 8 Article Analyses
 - What didn't work
 - The lower-stakes alternative
- 

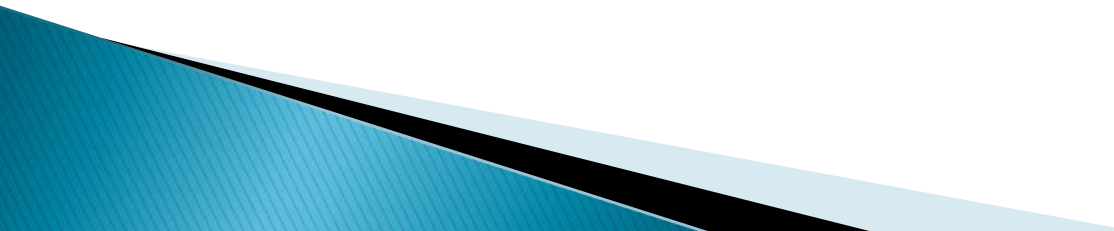
Instilling Self-Efficacy



Lisa Brodersen, RN, EdD,
Professor of Nursing, Allen
College

4) Pedagogies that Instill Self-Efficacy

“Researchers have found that students who have a low sense of self-efficacy—a belief in their ability to succeed—in relation to an academic task are more likely to resort to cheating” (Lang, 2013, p. 47).



Context

- ▶ Nursing program at Allen College
- ▶ Graduate Seminar course
 - Required, 1 cr., online course, graduate nursing programs
 - Specific aim: prepare students for scholarly expectations of graduate coursework
 - Academic writing , APA editorial style
 - Literature research
 - Use of evidence and information from sources
 - Presentation skills

Strategies to improve self-efficacy

- ▶ Improve metacognition:
 - Students' insight regarding what they know and how well they know it.
 - Use frequent low-stakes formative assessments that build up to higher-stakes assessment.
- ▶ Improve faculty communication:
 - Convey seriousness and value of course
 - Give clear, constructive feedback
 - Acknowledge success

Lang (2013)

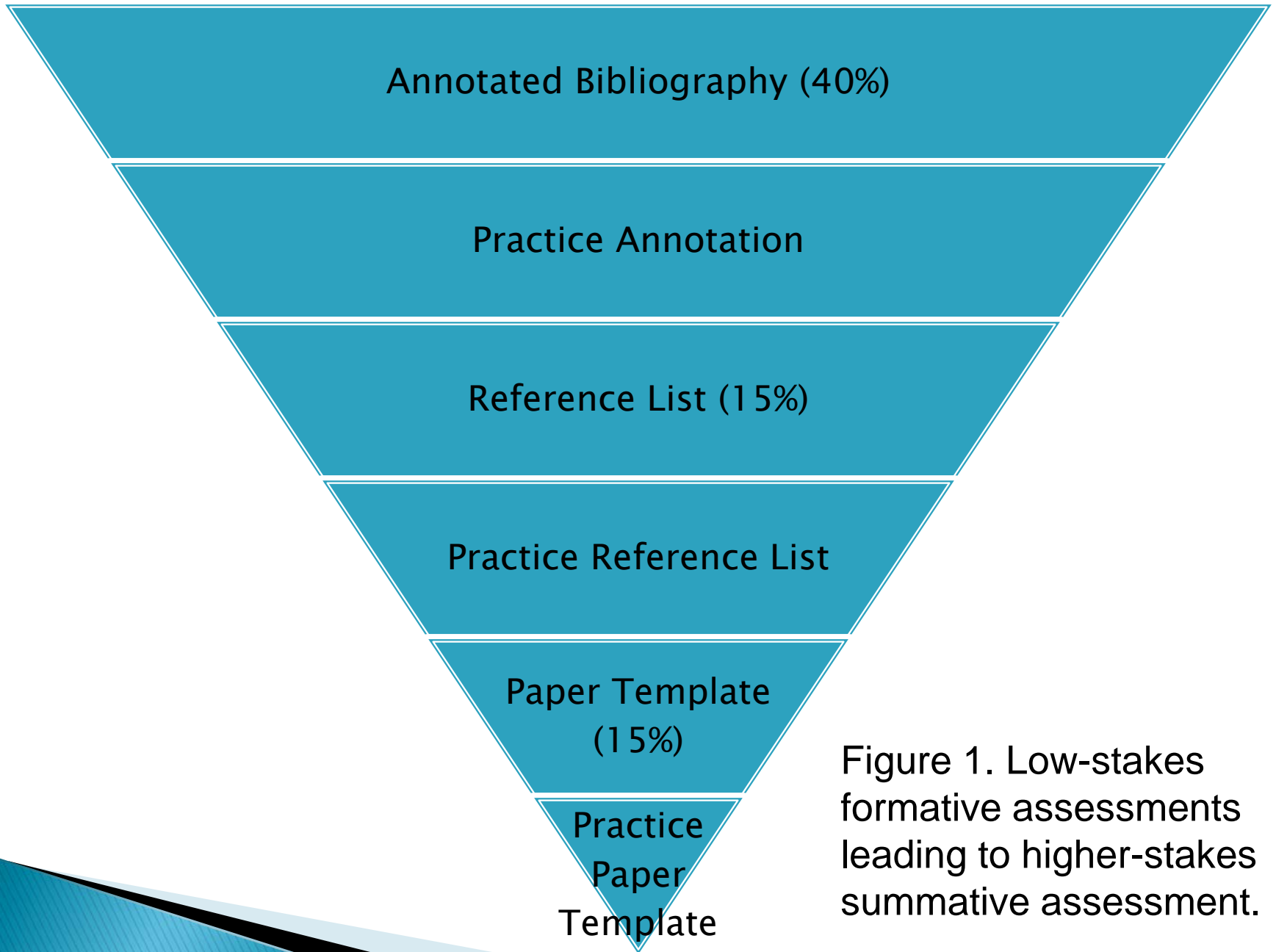


Figure 1. Low-stakes formative assessments leading to higher-stakes summative assessment.

persons who render social support is not sufficient for influencing a patient's adaptation status unless the patient sees this support as accessible. In the present study, therefore, we concentrated on the perceived accessibility of emotional and informational support. Our goal was to explore the specific nature of these dimensions' influence on subjective and objective indicators of pre-, intra-, and postoperative adaptation.

We predicted that accessibility of support would alleviate perioperative stress and improve patients' adaptation. Concerning the

Purpose of study (more elaborately stated.)
Para. 1 sent 2

whereas no association was registered for them ($r = .05, ns$).

For the length of postoperative stay, a significant effect of emotional support emerged ($\beta = -0.32, p < .05$; cf. Table 2, Step 2). Patients who scored above the median on the Emotional Support scale had a shorter stay than expected for this specific type of surgery ($M = -0.72$). In contrast, patients who scored below the

Para. 2 sent. 2

Association of emotional support and length of hospital stay.

Figure 2. Source markup as a meta-cognitive strategy to increase self-efficacy

(Source text from Krohne & Slangen, 2005).

Lin, P. C., Lin, L. C., Shyu, Y. I., & Hua, M. S. (2011). Predictors of pain in nursing home residents with dementia: A cross sectional study. *Journal of Clinical Nursing*, 20, 1849-1857. doi:10.1111/j.1365-2702.2010.03695.x

The report in this journal article centers on how pain can be predicted in nursing home residents with dementia. A cross sectional approach was utilized in conducting this study which included 112 participants in various stages of dementia. The diagnosis of dementia in the participants make them vulnerable to exploitation, therefore ethical protection is very important. An approval for the study was provided by the Human Subject Research Ethics Committee of National Yang Ming University in Northern Taiwan.

Multiple evidence indicating that the source is primary can be located in the “Result” and “Ethical protection” section of the study. Statements such as “the mean age for the 112 participants with dementia” and “among the participants in this study” (p. 1851) **specifically indicate provide clues that the article is a report of** a single research study ~~with and therefore a~~

Comment [LDB3]: Good job on your reference list entry. It is formatted correctly. ☺

However, check alphabetical order of entries.

Comment [LDB4]: Use the indent tool or tab to create your ½ in paragraph indent like you did in your second annotation.

Comment [LDB5]: Here is an example of how you could accurately and concisely express these ideas:

This journal article is a report of a cross sectional study about the relationship of pain to care activities and restraints in 112 nursing home patients with dementia.

Comment [LDB6]: This information is true and interesting, but it is not clear why it has been included in the annotation. Does it support a point you want to make? If so, revise to make that clear to readers.

Caution: The last sentence is too similar to the source text. Paraphrase sufficiently, or quote accurately to avoid plagiarism.

Comment [LDB7]: You are on the right track here, but need to express the idea completely. The article is a primary source of what?

Figure 3. Examples of constructive feedback, encouragement, and acknowledged success on writing assignment.

Reference

- ▶ Lang, J. M. (2013). *Cheating lessons: Learning from academic dishonesty*. Cambridge, MA: Harvard University Press.
- ▶ Krohne, H. W., & Slangen, K. E. (2005). Influence of social support on adaptation to surgery. *Health Psychology, 24*, 101–105. doi:10.1037/0278-6133.24.1.101