

ACADEMIC INTEGRITY

Understanding Causes

Faculty must understand the factors that make students more likely to engage in academic dishonesty. Intentional adjustments to online pedagogy can support student learning and encourage adherence to GVSU's high standards for academic integrity.

Students are more likely to engage in academic dishonesty (plagiarism, cheating, fabrication, and falsification) when they...

- Are unclear on course and assignment expectations
- Do not understand what qualifies as academic dishonesty
- Lack skills for doing research and working responsibly with source material
- Fear the consequences of high stakes assessments
- Believe that the assignment is meaningless or “busy work”

Set clear expectations and parameters

What Faculty Can Do to Prevent Academic Dishonesty in Online Classes

- Include a syllabus statement that defines academic dishonesty and links to the Student Code
- Provide online resources for helping students identify and avoid academic dishonesty
- Provide clear guidance about how to cite sources
- Clarify what sites and information students should use or not use to complete assignments
- Be specific about what work should be completed individually vs. in groups
- Provide opportunities to practice and/or retake quizzes and exams

Use course and assignment design to support academic honesty and integrity

- Design exams to be open book/open internet
- Keep materials fresh and updated
- Design prompts to be unique to your class
- Scaffold your assignments so they build upon each other
- Clearly define the significance of assignments to the overall course and learning outcomes
- Offer frequent, lower stakes opportunities for students to demonstrate learning
- Set time limits on exams
- Use multiple question styles, randomized question numbers

Additional Resources

Pew Faculty Teaching & Learning Center: gvsu.edu/ftlc
University Libraries: gvsu.edu/library
Student Academic Success Center: gvsu.edu/sasc
Writing Center: gvsu.edu/wc