

SHOW YOUR INTEGRITY



A quarterly newsletter brought to you by the UM Academic Integrity Advisory Committee

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Academic Integrity in an Online Environment

Academic Integrity in an Online Environment is a pre-recorded, brief video (~15 min) intended to help students avoid engaging in academic misconduct. It highlights myths and misunderstandings around online courses and exams and encourages students to use resources and seek clarification around exam expectations. Contact Heather.Morris@umanitoba regarding the content of the video. This resource is available in the UM Learn course -- *Knowledge Nuggets: Bite-sized resources to help students help themselves* (instructors may contact Brenda.Stoesz@umanitoba.ca to request enrolment).

Guidelines for Online Test/Exam Invigilation

You have the **option** to administer an invigilated assessment in your remote courses. If you plan to do so, please consider the following:

- Explain to students how quizzes, tests, and exams will be monitored (e.g., live monitoring, [Respondus Lockdown Browser with or without Monitor](#)) and review the [minimum technology requirements](#).
- Explain your use of the exam invigilation from an educational perspective, emphasizing the importance of maintaining [academic integrity](#) for all students in the course.
- Avoid using invigilation as a scare tactic, which may increase anxiety and stress and send a negative message of mistrust.
- Consider enabling an environment scan prior to the start of the exam to examine the students' immediate surroundings for unauthorized materials. Environment scans may also help to reduce student anxiety around 'false positives'. Settings for Respondus LockDown and Respondus Monitor can be reviewed [here](#).

- If you have chosen live-online exam monitoring and you notice unusual or suspicious activity, treat this situation similar to in-person exam. Contact the student, advise of the concern, and document the incident and relevant details. Do not stop the student from completing the exam.
- For additional tips, please visit [Preventing cheating on quizzes, tests, and exams](#).

Discovery Interview Tips

Some types of academic misconduct can be difficult to detect. If you have suspicions about a submitted assessment (e.g., paper, test, or exam), engaging the student in a conversation about their assessment can be helpful to understand your suspicions. [This resource](#) provides examples of questions you may ask to gain clarification and tips for documenting the discovery interview. The *Discovery Interview Tips document is appended to this newsletter for your convenience.*

Respondus Monitor Practice Exam

If you choose to use Respondus LockDown Browser with/without Respondus Monitor, direct students to self-register for the [Respondus Monitor Practice Exam](#) in a UM Learn. This course reviews the values of academic integrity, the set-up for LockDown Browser and Monitor, Best Practices to Ensure a Positive Exam Experience, a Practice Quiz, and answers to various FAQs. Self-registration steps and other helpful exam tips can be found [here](#).

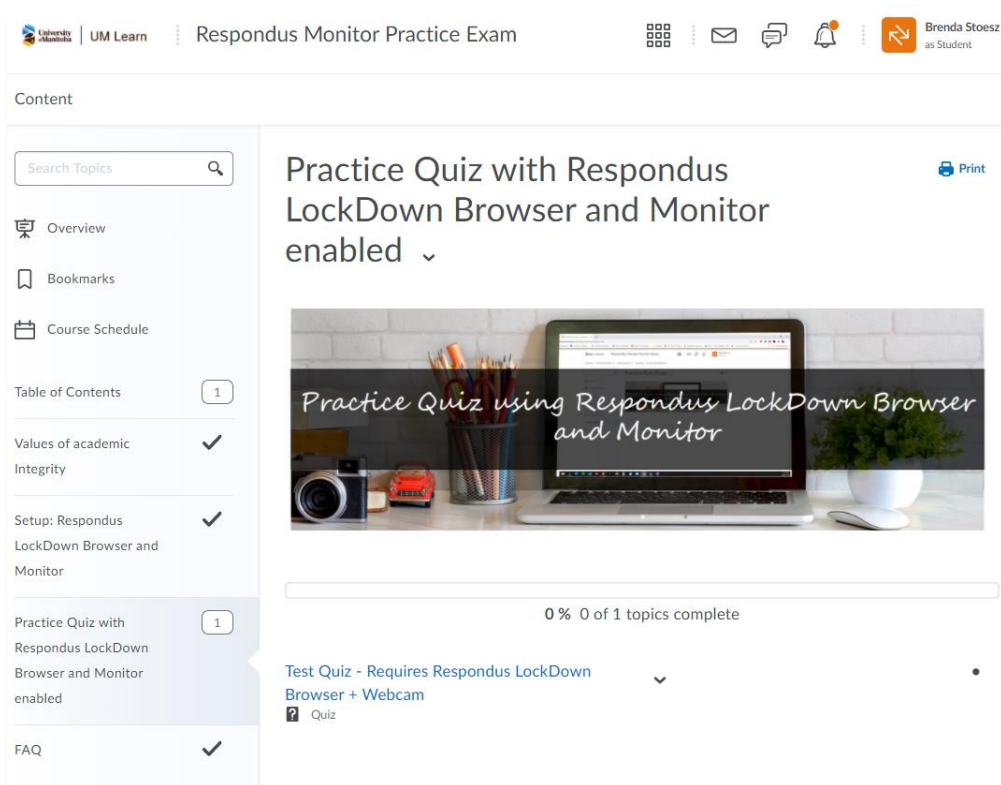


Image source: Screenshot of UM Learn course, Respondus Monitor Practice Exam, by B. M. Stoesz (2020).

Academic Misconduct Investigations

Despite your best efforts, you may encounter evidence of academic misconduct. Here are some tips for preparing an allegation report to submit to your Department Head or Associate Dean:

- **Prepare a summary of the allegation.** Include the course/section number, course expectations outlined in the syllabus and communicated to students, and details of the assessment. Explain the type of misconduct that you suspect (i.e., plagiarism, duplicate submission, inappropriate collaboration, cheating on quizzes, tests, or exams, personation, and/or academic fraud).
 - *You may use the form appended to this newsletter or templates provided by your department or faculty.*
- **Attach relevant documentation that supports your suspicion.** Examples of relevant documentation for an online assessment include:
 - Description of how and why answers are unusually similar across assessments. Include the questions themselves.
 - Technical information from UM Learn about the exam and submission of responses, such as start/end times for the exam, and when responses were submitted.
 - IP addresses (for situations in which inappropriate collaboration is suspected).
- The more information that you include in your report, the better your administrator can assess the situation and deal with it.

To learn more, please visit: <http://umanitoba.ca/student-supports/academic-supports/academic-integrity/how-academic-misconduct-investigation-works>. We also encourage you to discuss the process with your department head or dean.



Upcoming Workshops and Events

Dec 17 Teaching Strategies to Increase Learning and Promote Academic Integrity

Facilitator: Brenda M. Stoesz, Faculty Specialist (Academic Integrity)

For more teaching workshops: <https://centre.cc.umanitoba.ca/development/workshops/#teaching>



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Discovery Interviews for Academic Misconduct

Some types of academic misconduct, such as contract cheating, can be difficult to detect. If you have suspicions about a submitted assessment, engaging the student in a conversation about their assessment can be helpful to understand your suspicions. This resource provides tips for documenting the discovery interview and examples of questions you may ask to gain clarification.

Tips for Documenting the Discovery Interview

- Document your communication with the student, including details about when and where the discovery interview will be held. Ensure that the student receives confirmation of these details in an email, even if you have arranged the meeting over the phone or face-to-face with the student.
- During the interview, take an approach that is exploratory, rather than accusatory.
- Maintain a neutral tone of voice. Avoid showing anger or frustration.
- Allow the student to have an opportunity to explain themselves.
- Avoid discussing possible consequences with the student.
- Ensure the results of your discovery interview are documented by taking detailed notes. If you are conducting a virtual meeting and plan to record it, ask the student for permission first. Consent is important.

Examples of Discovery Interview Questions

1. Tell me about your work. Why did you choose this topic?
2. Tell me about your process for completing your assessment. When did you start it? How long did it take you?
3. Tell me about the sources that you consulted when you did your assignment. Where did you find these sources? (Asking follow-up questions such as: Which journals? Which books? can allow you to probe further.)
4. Why did you choose these sources? When you think back to the sources you read for this assignment, can you tell me verbally what your key learnings were from what you read? Who are the most influential researchers in this field? How did their work contribute to your paper?
5. We didn't use [insert source here] in our class discussions at all and it wasn't on our reading list. How did you find it? Why did you choose it?
6. Tell me about your thesis statement (or research process, conclusion). How did you arrive at the thesis statement (or conclusion)?
7. The assignment instructions ask for X, Y, and Z. You addressed X, but not Y. Why not?
8. Your work mentions these terms (insert terms here). Can you tell me verbally what these terms mean?
9. For coding assignments: What does this function do? How does this code work? What does this code make happen?
10. Is there anything else you want to tell me about your academic work?

For more information: Heather.Morris@umanitoba.ca, [Student Advocacy](#) or Brenda.Stoesz@umanitoba.ca, [The Centre for the Advancement of Teaching and Learning](#), University of Manitoba.

Acknowledgements: This resource was adapted from those created by [Sarah E. Eaton, University of Calgary, Calgary, Canada](#), and Margaret A. Toye, Bow Valley College, Calgary, Canada.

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**STUDENT ACADEMIC MISCONDUCT ALLEGATION REPORT
FOR UNDERGRADUATE COURSES**



Instructions

Please fill in the fields provided
Forward this form, along with supporting documentation (see list at bottom of page) to the appropriate Disciplinary Authority. Consult [Table 1: Jurisdiction of Disciplinary Authorities for Student Academic Misconduct](#)

Instructor and Course Information

Instructor's Name:
Course and Section:
Term and Year:
Department or Faculty/College/School:
Email: Phone:

Referral Information

Name of Student:
Student Number:
If more than one student is involved, please list all names and student numbers. Note will need to complete separate reports for each student:

Provide a brief description of the alleged incident:

Please submit the following documentation (if applicable):

- Course outline
- Assignment or exam under investigation
- Any specific instructions given to students on what is acceptable/unacceptable regarding the assignment or exam under investigation
- If alleged plagiarism, please provide student's papers with plagiarized sections highlighted. Provide additional documentation to illustrate evidence of plagiarism, such as the plagiarized source
- If cheating during exam, provide any material confiscated
- Any emails received from student about the incident

Only

Date Received:

Comments: