



3.er CONGRESO  
NACIONAL  
DE INTEGRIDAD  
ACADÉMICA

Distintas visiones, un mismo reto

UDEM

# Presentaciones



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# Learning from Academic Dishonesty



**TODAY AND TOMORROW**

**@LANGONCOURSE**

# Index Cards



- In one or two sentences, please respond on your index cards to one or both of the following prompts:

*What do you most hope to learn from this conference?*

*What particular academic integrity issue would you most like to see addressed in a session?*

Please leave cards on stage on the way out.

# Why Do Students Cheat?



Natural Inclination to Cheat

Ethical Failing by Cheaters

Poor Understanding of Cheating

Failing Learning Environment

# Natural Inclination



# Ethical Failures



graduate athletes  
minors seniors  
freshman traditional  
majors  
sororities men teenagers  
older juniors  
adults women  
sophomore business  
younger  
students fraternities

# Communication Failures



Self-Plagiarism Video

from

Rock Ethics Institute



# Failing Learning Environments



Dan Ariely: the amount of dishonesty in which people are willing to engage “depends on the structure of our daily environment.”

*The (Honest) Truth  
About Dishonesty (2012)*

# Building Better Environments

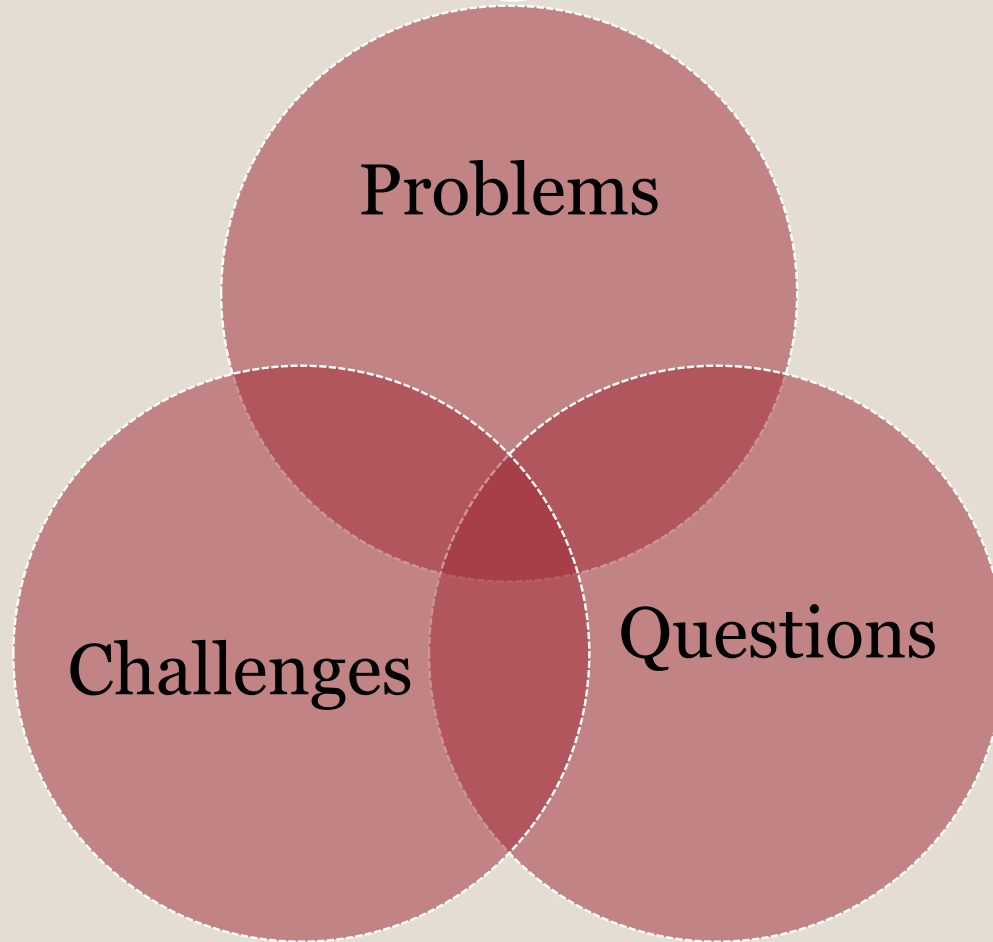


Teaching PQC's

Mastery Learning

Growth Mindset

# Teaching PQC





## Teaching Great Problems

Worcester  
Polytechnic  
Institute

- “Can we feed the world? Does use of ethanol in gasoline cause food shortages? What are the dangers and benefits to genetic engineering of food plants? Learn about and work to solve the current paradoxes of our food situation – the malnutrition of too little AND too much food: deprivation and obesity. What solutions are there – political, economic, biological and chemical?”

# Community Service Learning



## Accounting

- VITA Program
- Spring 2013
- 358 Tax Returns
- \$727,711 in Refunds

## Spanish



# Performance Learning



- “Students who perceived that their schools emphasized performance goals were more likely to report engaging in cheating behaviors.” (1998)
- “Students rated cheating as more justifiable and more likely when the classroom was portrayed as performance versus mastery oriented.” (2004)

*Journal of Educational Psychology*

# Mastery Learning



“Where possible, allow students to choose among options and make **choices** that are consistent with their goals and the activities that they value.”

Susan Ambrose et al

“One important rule for helping people learn is *to help the learner feel she is in **control**.*”

James Zull



# John Boyer's World Regions Course



**Big Picture Mastery**



# World Regions Grading Policy



- “Instead of having a set amount of mandatory activities that you are required to do and then assessing your grade from your performance, I am going to provide a host of opportunities for you to earn points towards your grade, **thus allowing you to choose your path according to your interests and skills.** It's a 'create your fate' grade: you choose what you want to work on, and keep earning points doing different activities until you achieve the grade you desire.”

# The Blank Syllabus



- “In a 4-page essay, discuss a selection of your own choosing . . . from the *Oxford Book of War Poetry*. **This poem will be added to the syllabus**, and on the day it appears you will recite at least 80 words of it for the class, and you will help me lead discussion of it. The working claim for this essay may well be an answer to the question, ‘Why should we as a class read this poem?’”

# Class Constitutions



- Making room for students to participate in decisions about *course policies*:
  - Technology in the Classroom
  - Policies on Late Work
  - Academic Integrity
  - Use of Social Media
  - Extra Credit

# Mindset



Fixed

Growth

# Cheating Mindsets



- “In one study, seventh graders told us how they would respond to an academic failure—a poor test grade in a new course. Those with the growth mindset . . . said they would study harder for the next test. But those with the fixed mindset said they would study *less* . . . And, they said, they would seriously consider cheating.”

Carol Dweck

*Mindset* (2006)

# Fixed Mindset Communications



- “He said: ‘You either know the formulas and concepts or you don’t. You either are the kind of person how has the skills to understand math or you don’t.’”
- “My professor said: ‘30% of you will fail, 20% of you will get D’s. It happens every year and it will happen this year to you.’”

# Growth Mindset Communications



- “I had one math professor who described a student from a previous semester who he said was not naturally good at math, however, he regularly attended office hours and asked questions, and ended up getting the highest grade in the class. He told the story to encourage students to ask questions and attend office hours.”

Mary Murphy

“Faculty Mindsets: How Faculty Signal Fixed and Growth Beliefs to College Students”

# Teaching for Growth



Communicate for Growth

Early Success Opportunities

Success Strategies



# Learning from Cheating



“Dishonesty reveals flaws in the very way science is taught.”

David Pritchard  
MIT

# Promoción de integridad Académica y prevención de fraude intelectual

**Estrategias de detección de  
plagio: ¿Cómo sobrevivir a la  
era del Infoglue.**

**Jorge Joel Reyes Méndez**

Departamento de Atención a la Salud,  
División de CBS / UAM-Xochimilco

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Academic Network Member

PlagiarismAdvice.org

<http://www.plagiarismadvice.org/academic-network>

Resource Centre for Academic  
Technology

University of Toronto

[joel.reyesmendez@utoronto.ca](mailto:joel.reyesmendez@utoronto.ca)





## Academic plagiarism from the perspective of students

Reyes J<sup>1</sup>, Coronel S<sup>2</sup>, Flores R<sup>1</sup>, Díaz R<sup>1</sup>., Ortiz L.<sup>1</sup>

<sup>1</sup>Health Sciences Department. <sup>2</sup>Agriculture and Animal Production Department.

Division of Biological and Health Sciences.  
Universidad Autónoma Metropolitana Xochimilco,  
México.

E-mail: joelr@correo.xoc.uam.mx

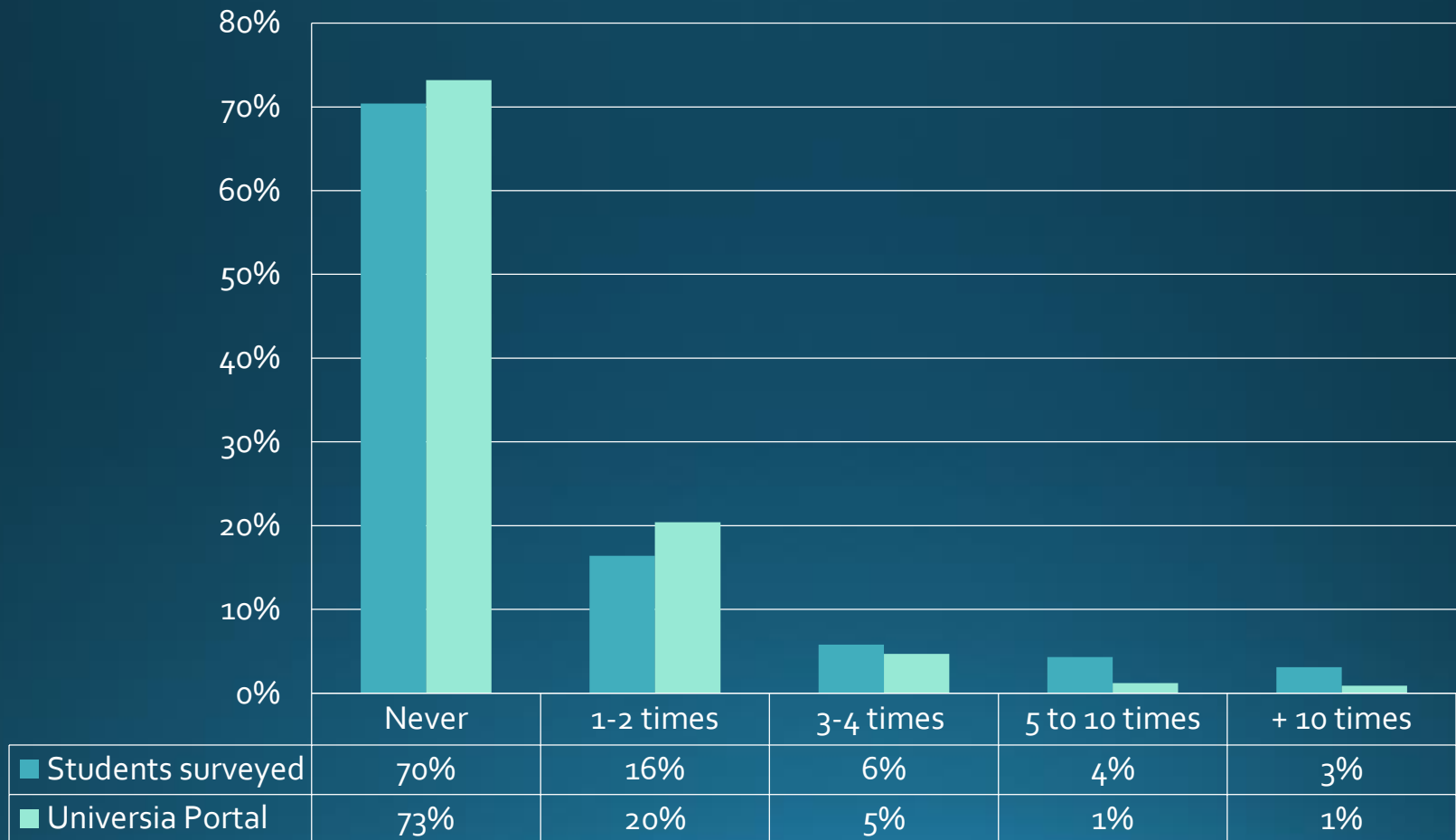


Casa abierta al tiempo

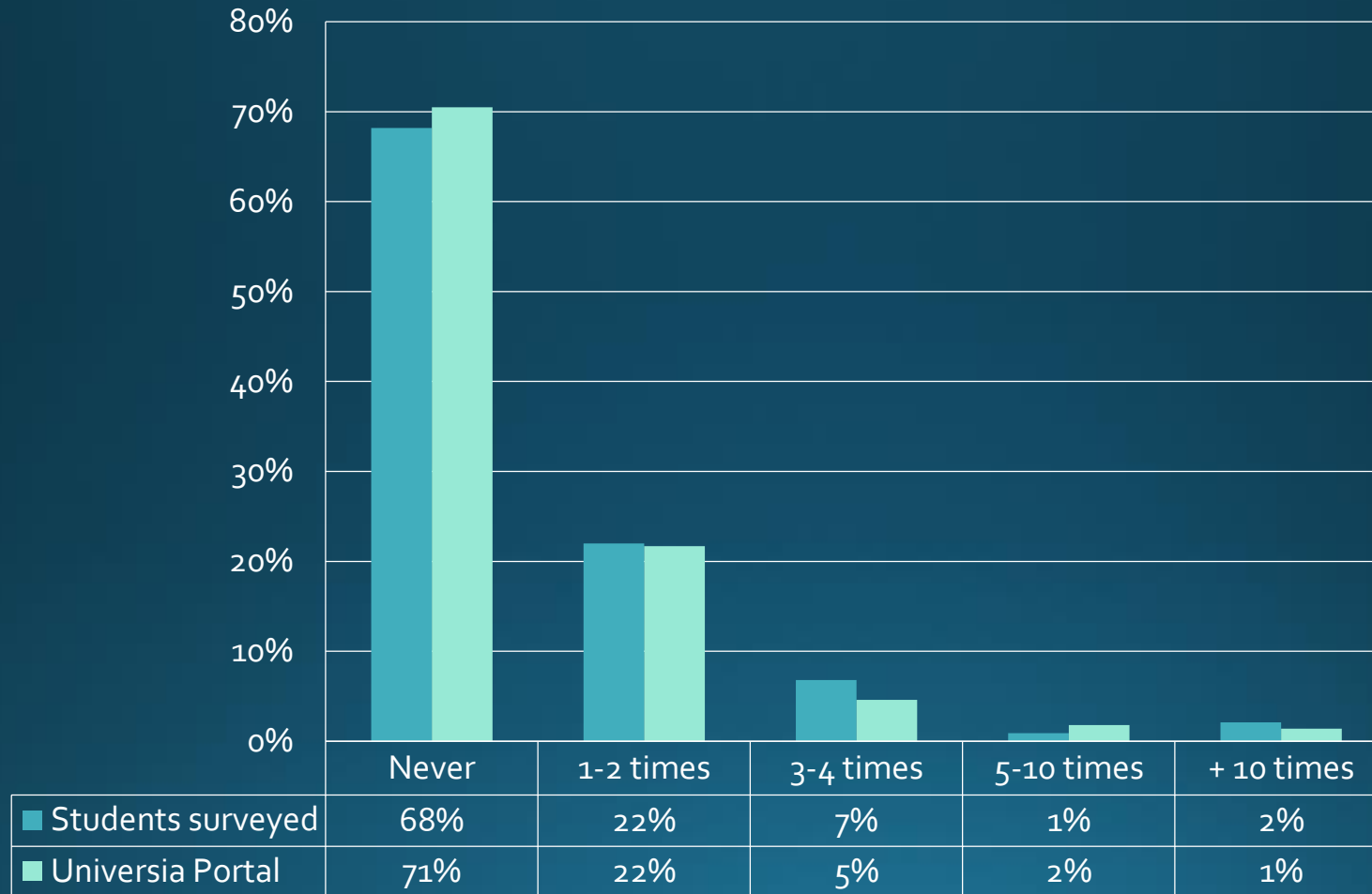
UNIVERSIDAD AUTÓNOMA METROPOLITANA  
Unidad Xochimilco

# Results

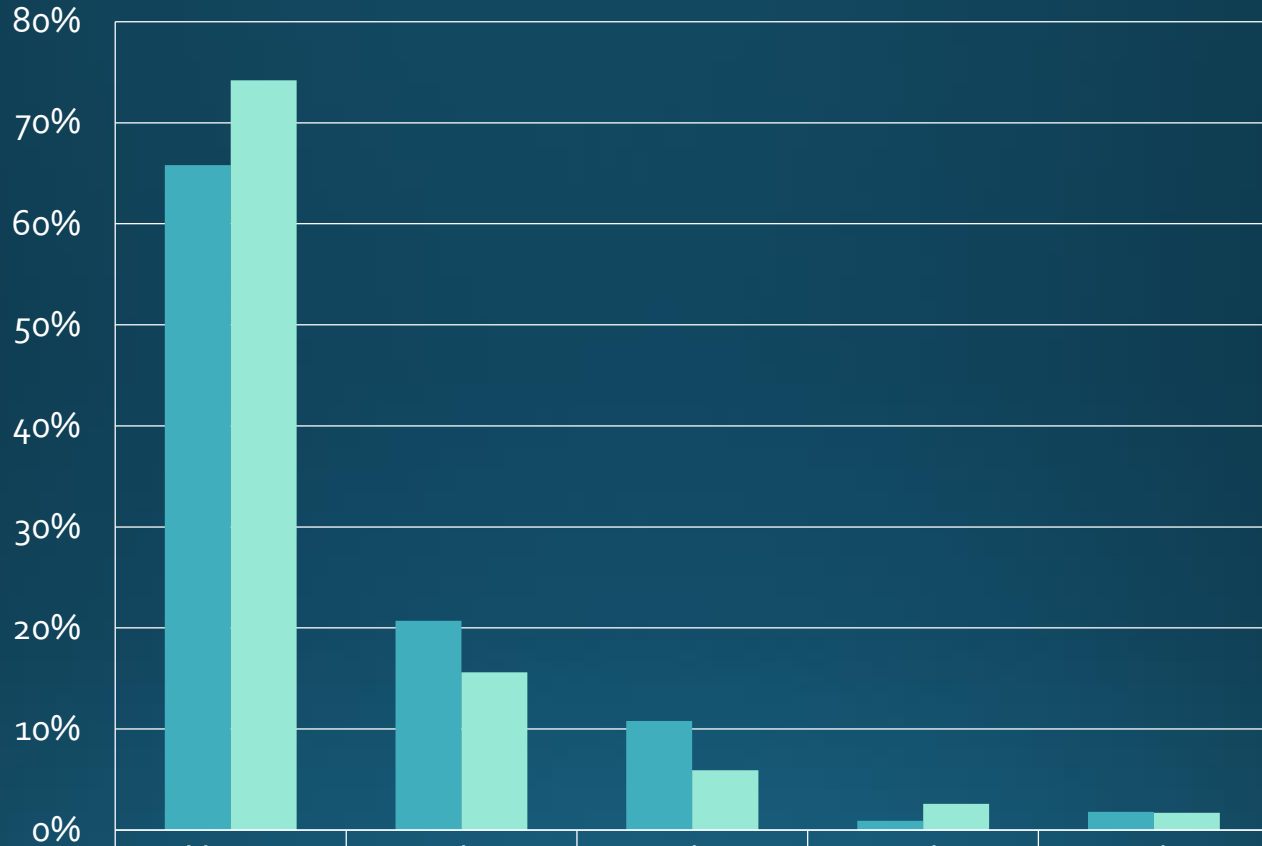
## Academic plagiarism using previously developed and delivered papers



# Delivering a report of another student already given in previous courses.



# Create a document to another person



	Never	1-2 times	3-4 times	5-10 times	+ 10 times
Students surveyed	66%	21%	11%	1%	2%
Universia Portal	74%	16%	6%	3%	2%

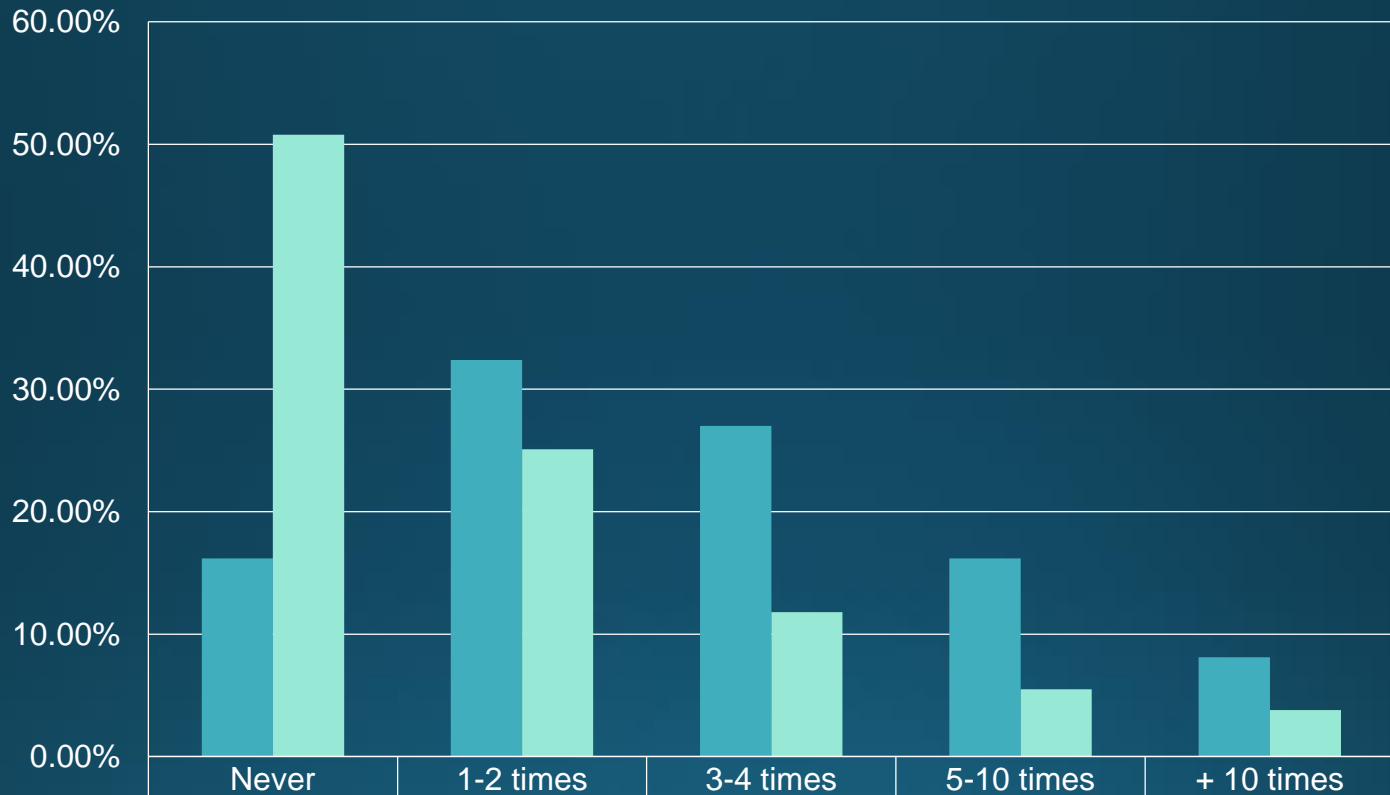
# Paying someone to do an academic paper or buy it



	Never	1-2 times	3-4 times	5-10 times	+ 10 times
Students surveyed	98%	2%	0%	0%	0%
Universia Portal	96%	3%	1%	0%	0%

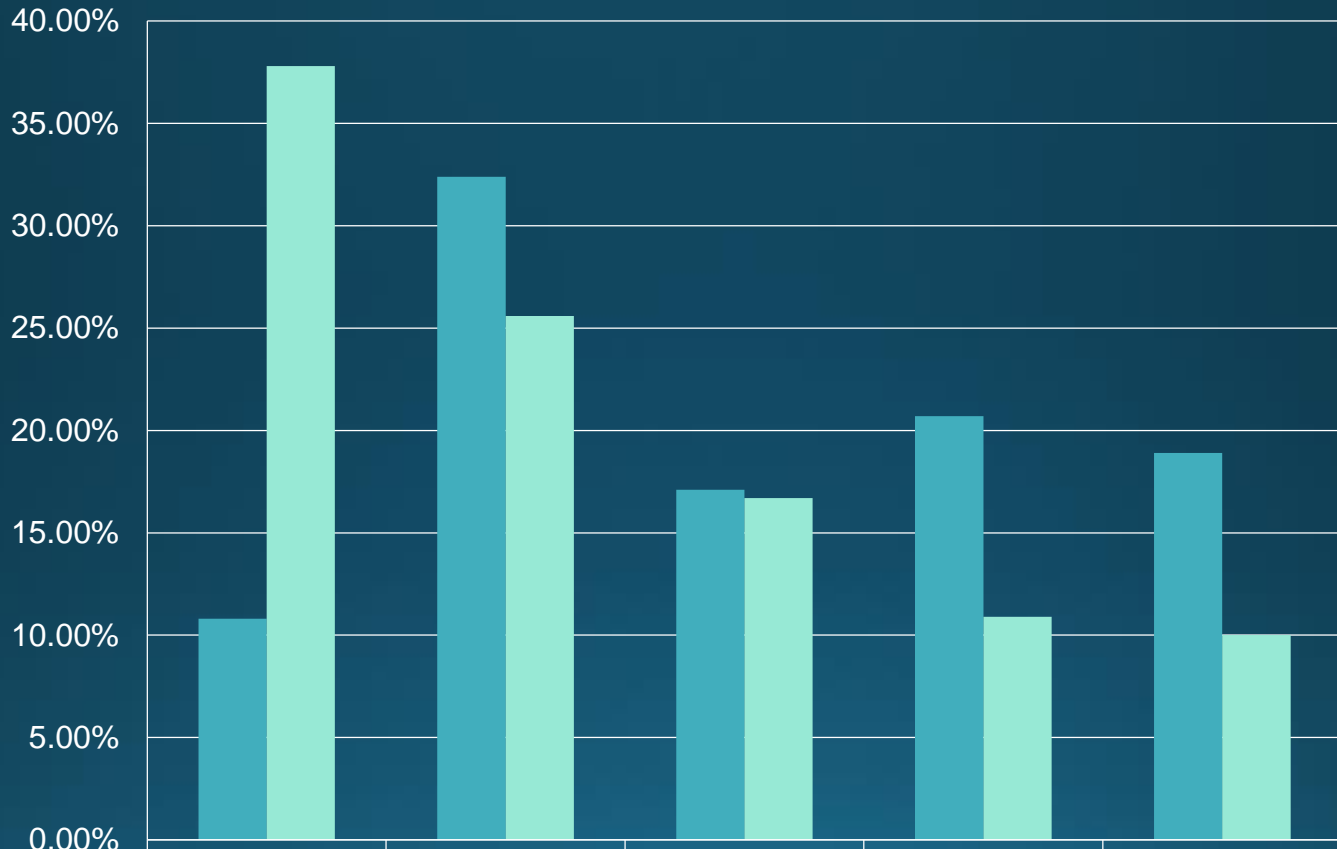


# Copy imprinted fragments and use them without citing sources



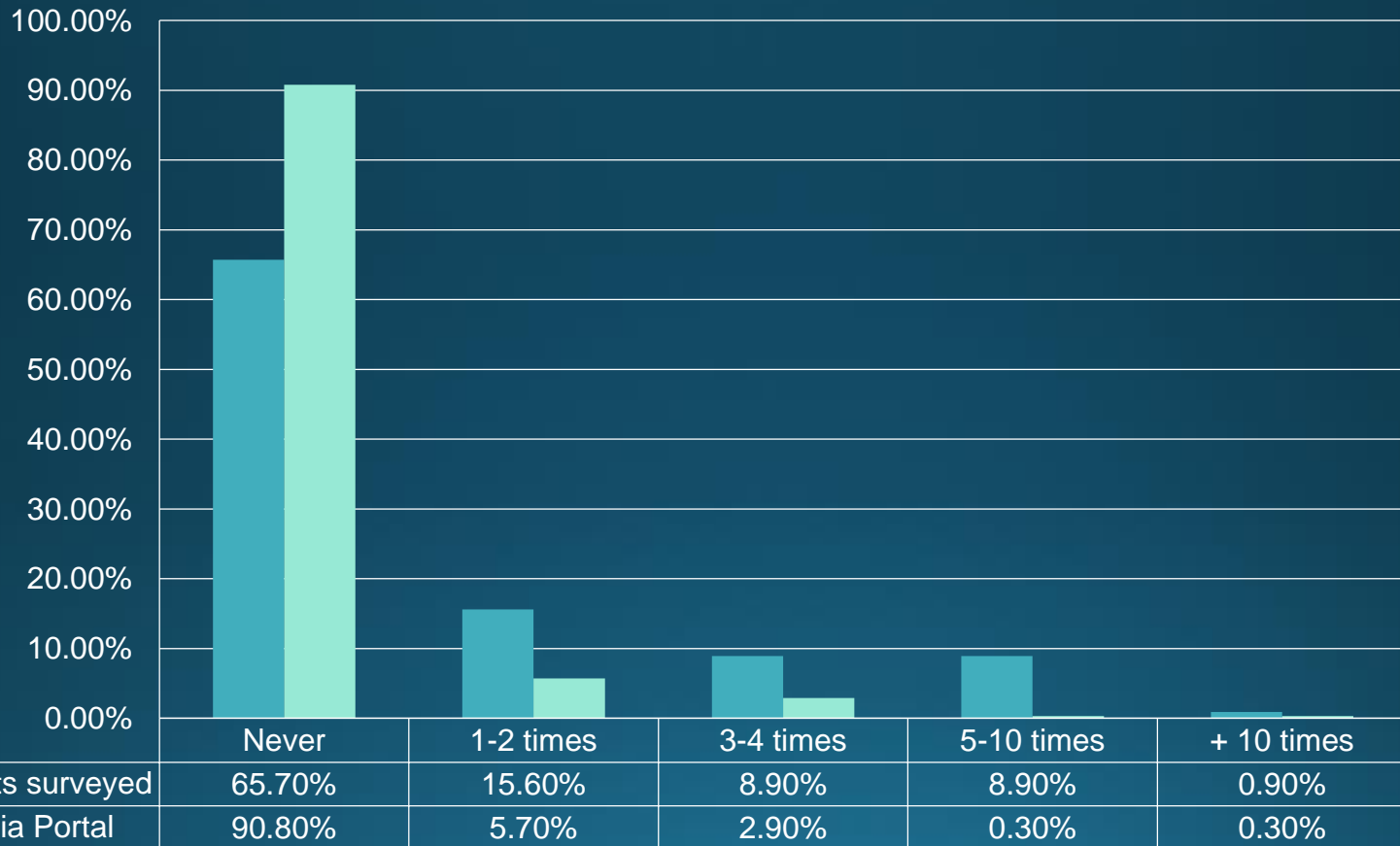
■ Students surveyed	16.20%	32.40%	27.00%	16.20%	8.10%
■ Universia Portal	50.80%	25.10%	11.80%	5.50%	3.80%

# Copy of Web pages and paste text fragments

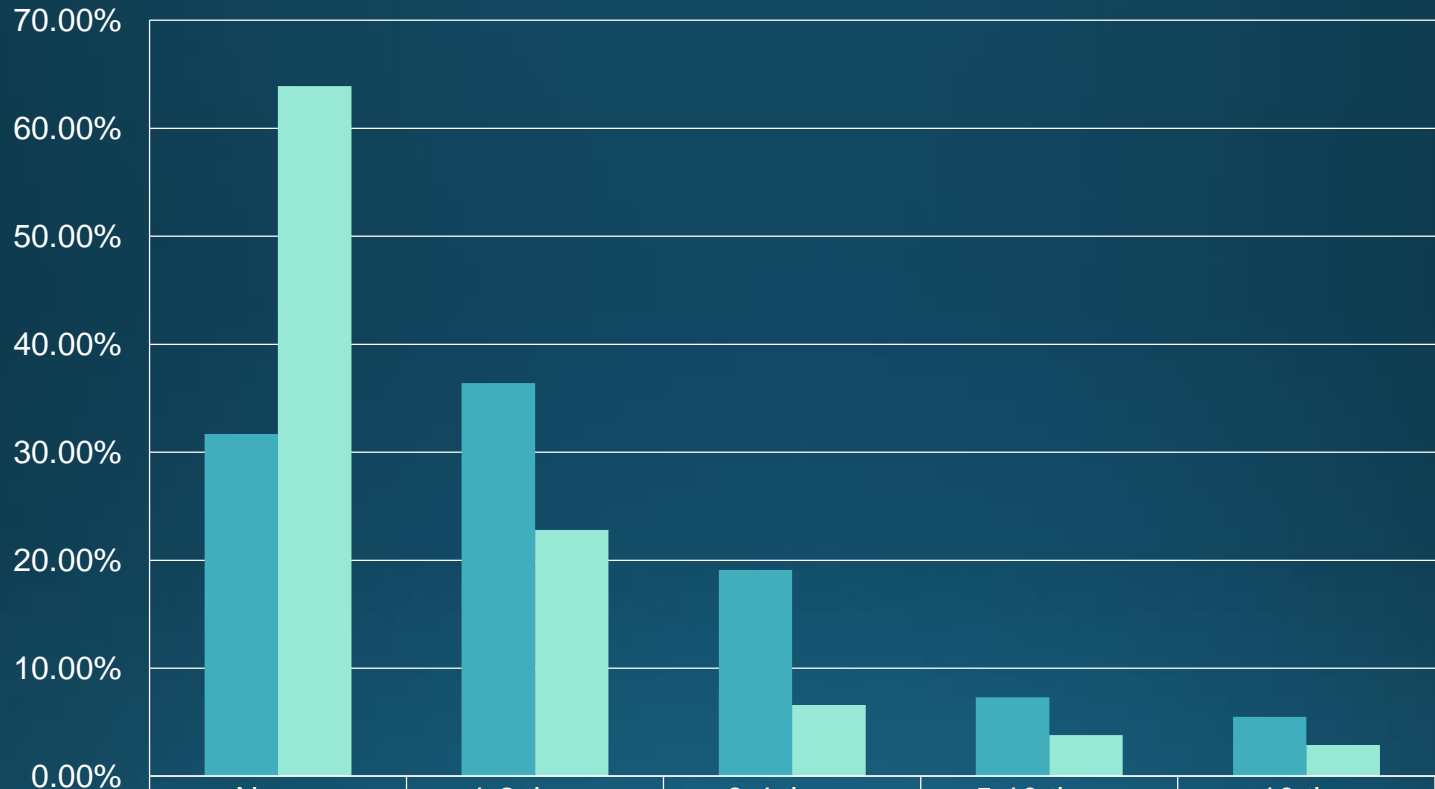


Students surveyed	10.80%	32.40%	17.10%	20.70%	18.90%
Universia Portal	37.80%	25.60%	16.70%	10.90%	10.00%

# Download an entire document from the Internet and deliver it, unchanged, as the work of a subject

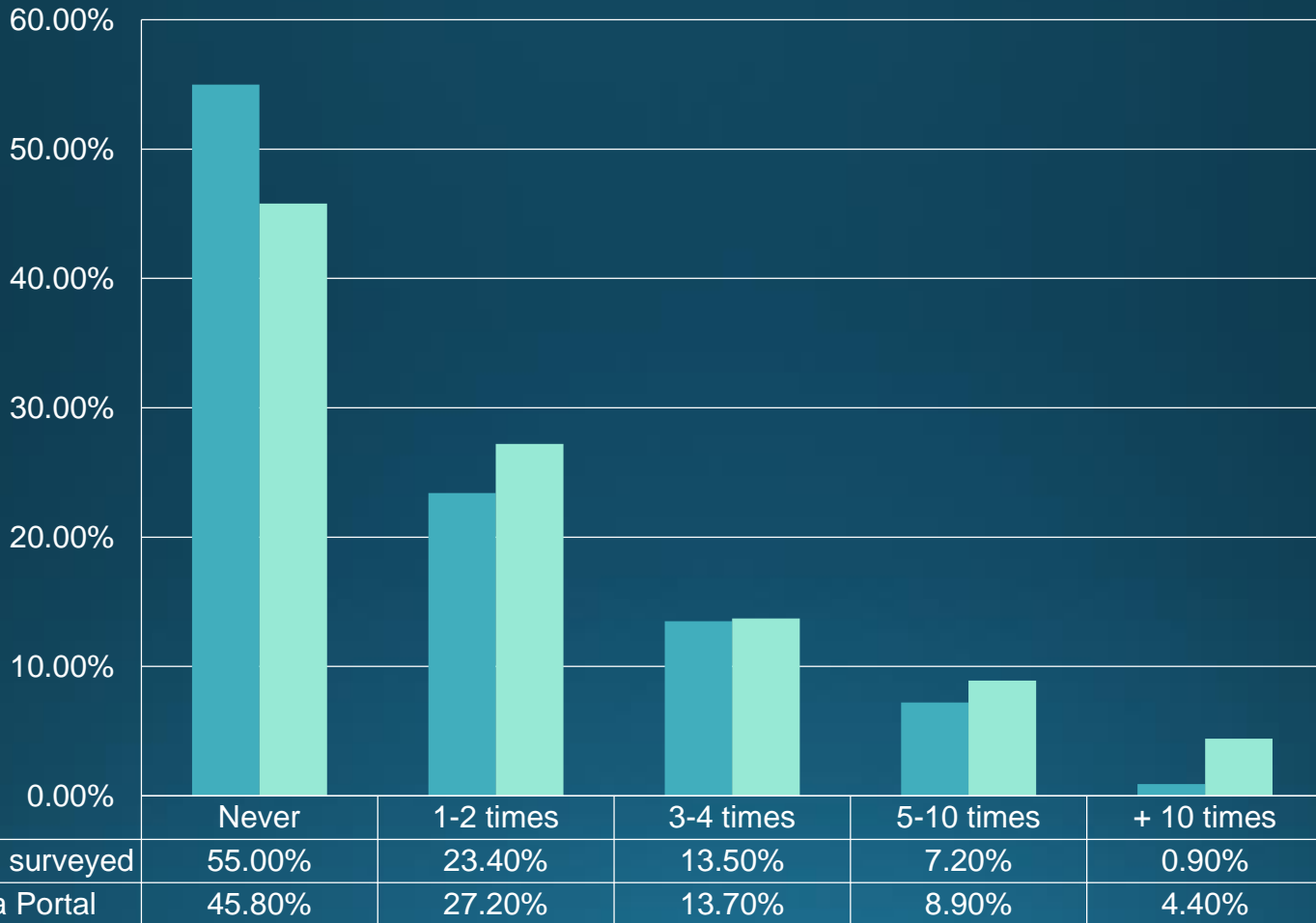


# Compose work entirely from fragments copied from Web pages and / or Internet articles

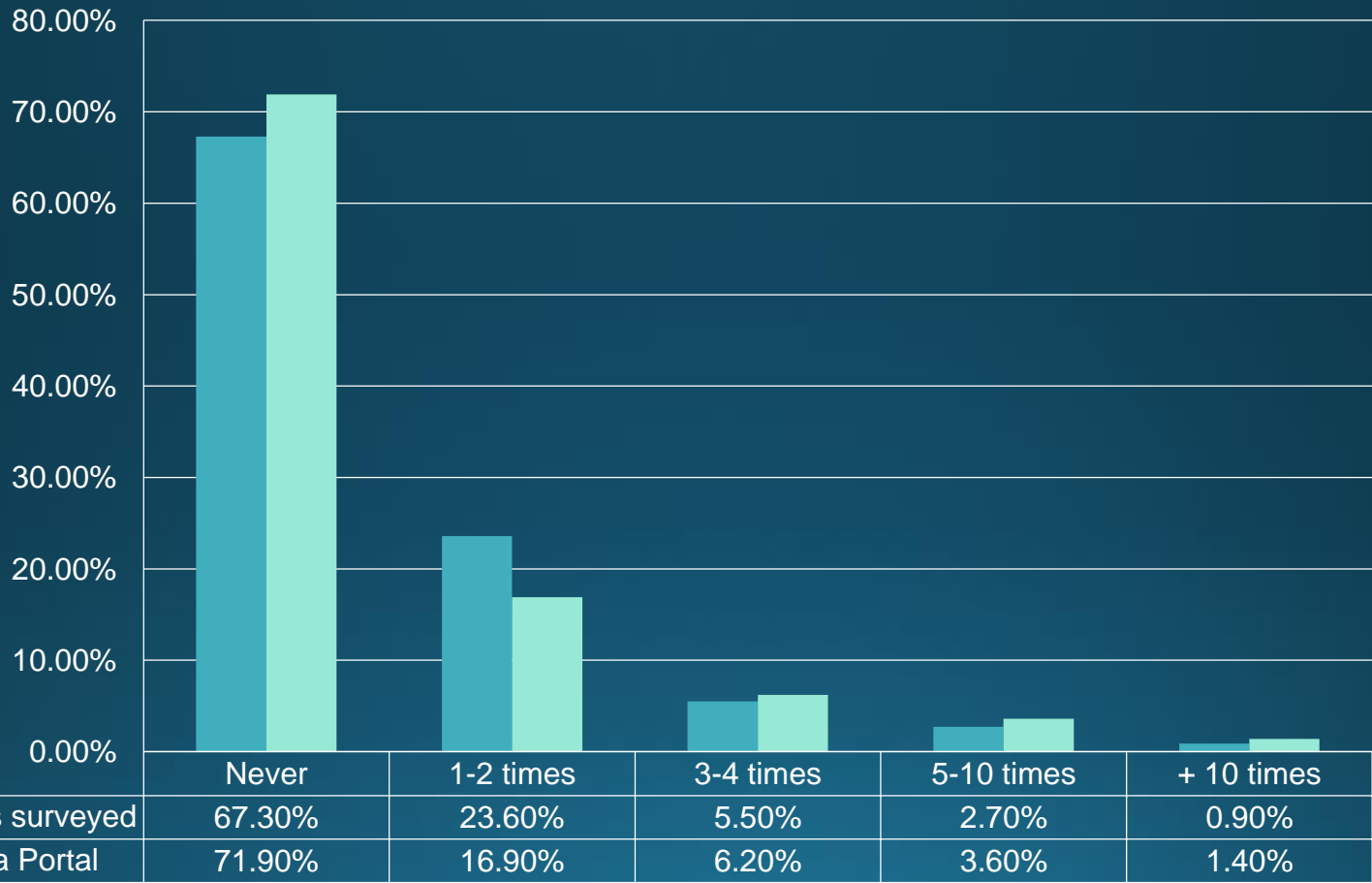


	Never	1-2 times	3-4 times	5-10 times	+ 10 times
Students surveyed	31.70%	36.40%	19.10%	7.30%	5.50%
Universia Portal	63.90%	22.80%	6.60%	3.80%	2.90%

# Distorting the literature for conducting academic work



# Falsify data and results in an academic paper



## Discussion

*“We are concerned that the students realize that what is on the Internet is global knowledge which belongs to everyone. So we put much emphasis on this topic“*

Ana Kunz, Professor at the University  
of Buenos Aires

- ❖ The abundance of information freely available on the Internet has led to what might be called a paradox of originality. Sometimes the desire to be original leads some students to hide their original sources for fear of exposing themselves has no ideas.
- ❖ Poor education in the subject of copyright leads to confusion and some concern among the students, so that young people often choose the wrong path, not only for ease but poor planning of research tasks.
- ❖ Digital literacy includes skills that were already part in the management of paper documents in the past, but currently not all users of documents in the Internet possess these skills.
- ❖ That plagiarism is a widespread practice reveals, first, a high degree of passivity and naivety of a large group of students; however, on the other hand, shows that there are significant gaps in knowledge management that teachers should tackle.

# Conclusion

☞ The main objective of this study was to evaluate the frequency of academic malpractices in the preparation of academic works in a sample of freshmen in our university compared with the frequency found in the national sample of student users of the Universia Portal.

☞ The most common dishonest practices found among our students is cyber plagiarism, specially the practice of copying text fragments of web pages and paste them without citing.

☞ The frequencies of other dishonest practices are very similar in both samples.

☞ We propose strategies to promote the implementation of best practices in academia, including the development of research and reporting skills.

☞ Our first strategy should consist of training for teachers to improve academic competence and honesty of students



**En esta exposicion comentaremos lo siguiente:**

- 1.** Los estudiantes no saben que el problema de la deshonestidad académica es muy serio y de gran magnitud.
- 2.** La práctica más común entre los estudiantes es el ciber-plagio, especialmente el copiar y pegar fragmentos de texto o páginas web completas sin cita o referencia alguna.

3. Planteamos que en vista de que los estudiantes confiesan, en su mayoría, que nunca han tomado un curso o nadie les ha indicado como citar, parafrasear o el significado de plagiar y la deshonestidad académica, es necesario promover buenas prácticas entre los profesores, así como capacitarles en estos aspectos para mejorar sus

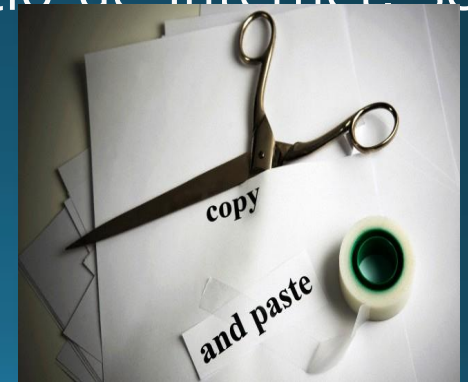
# Introducción

Desde el punto de vista académico, el plagio es un asunto de gran importancia que nos debe preocupar a todos los que formamos parte de las instituciones educativas y del mundo laboral. Definirlo es muy complicado, ya que abarca una amplia gama de acciones que incluyen desde la redacción de citas incorrectas hasta el robo del trabajo de otra persona o de sus ideas.

# El Neoplagio y la Internet

La Internet es en la actualidad una fuente muy común de información para los trabajos de los estudiantes, y al mismo tiempo han surgido muchas instituciones y personas interesadas en aprender a evitar el plagio por este medio.

En la mayoría de los casos, se deben de aplicar las mismas reglas que para el material escrito, ya que si alguien está escribiendo y debe mencionar ideas o referencias de un sitio de Internet, se debe citar esa fuente.



La American Psychological Association (APA), en su Manual de publicaciones (2010) ha señalado la importancia de que los autores no presenten el trabajo de otro como si fuera suyo. Es importante aclarar que esto aplica tanto a ideas como a palabras escritas. Este manual explica una nueva acepción, el **autoplagio**.

Para la APA el autoplagio es “presentar sus propios trabajos ya publicados como una investigación nueva”.

American Psychological Association. (2010).

Publication manual of the American Psychological

Por supuesto, esto aplica también a los casos en que nuestros estudiantes presentan un trabajo preparado para otro profesor como si fuera uno nuevo. En ocasiones, el estudiante hace cambios mínimos en la introducción, en el contenido o en las conclusiones del documento y luego lo

presenta como si fuera su propio trabajo.

# Plagio

- Para algunos estudiosos del fenómeno en el ámbito académico, consideran que el plagio puede ser:
  - Deliberado, o
  - Inconsciente (por falta de conocimiento de lo que constituye plagio).
- Se considera que hay plagio deliberado o intencional cuando:
  - se compra o se toma un trabajo redactado por otra persona para hacerlo pasar como propio;
  - se paga a otra persona para que redacte un trabajo que se hará pasar como propio; o

# Plagio

- Por otra parte, si la persona no sabe citar correctamente; pretende parafrasear sin realmente alejarse del texto original; o cuando se desarrollan pensamientos o teorías basadas en ideas ajenas, sin dar crédito a la persona sobre cuya idea se fundamenta la discusión, puede ocurrir lo que algunos llaman plagio “accidental”, sin embargo, muchos consideran que el plagio accidental no existe.



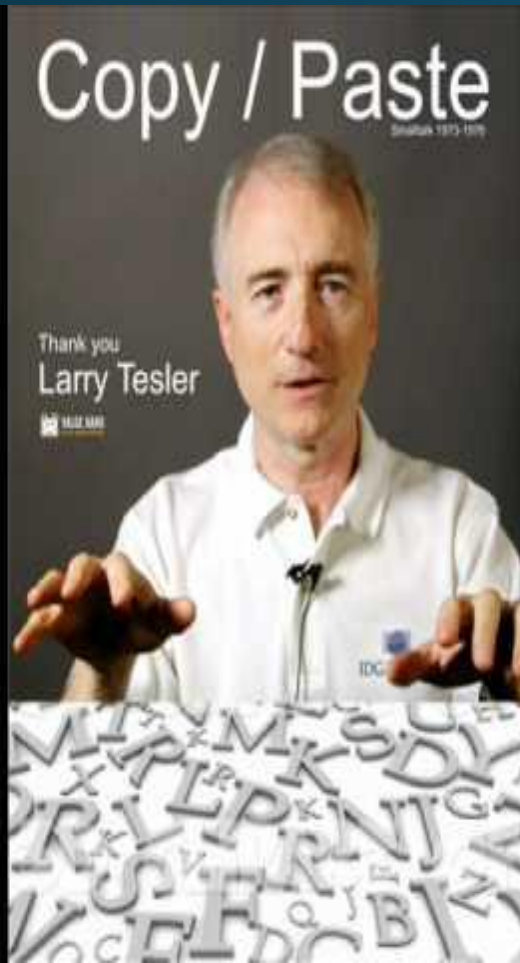
# El problema ...

*Según el U.S. News and World  
Report Poll de 2004*

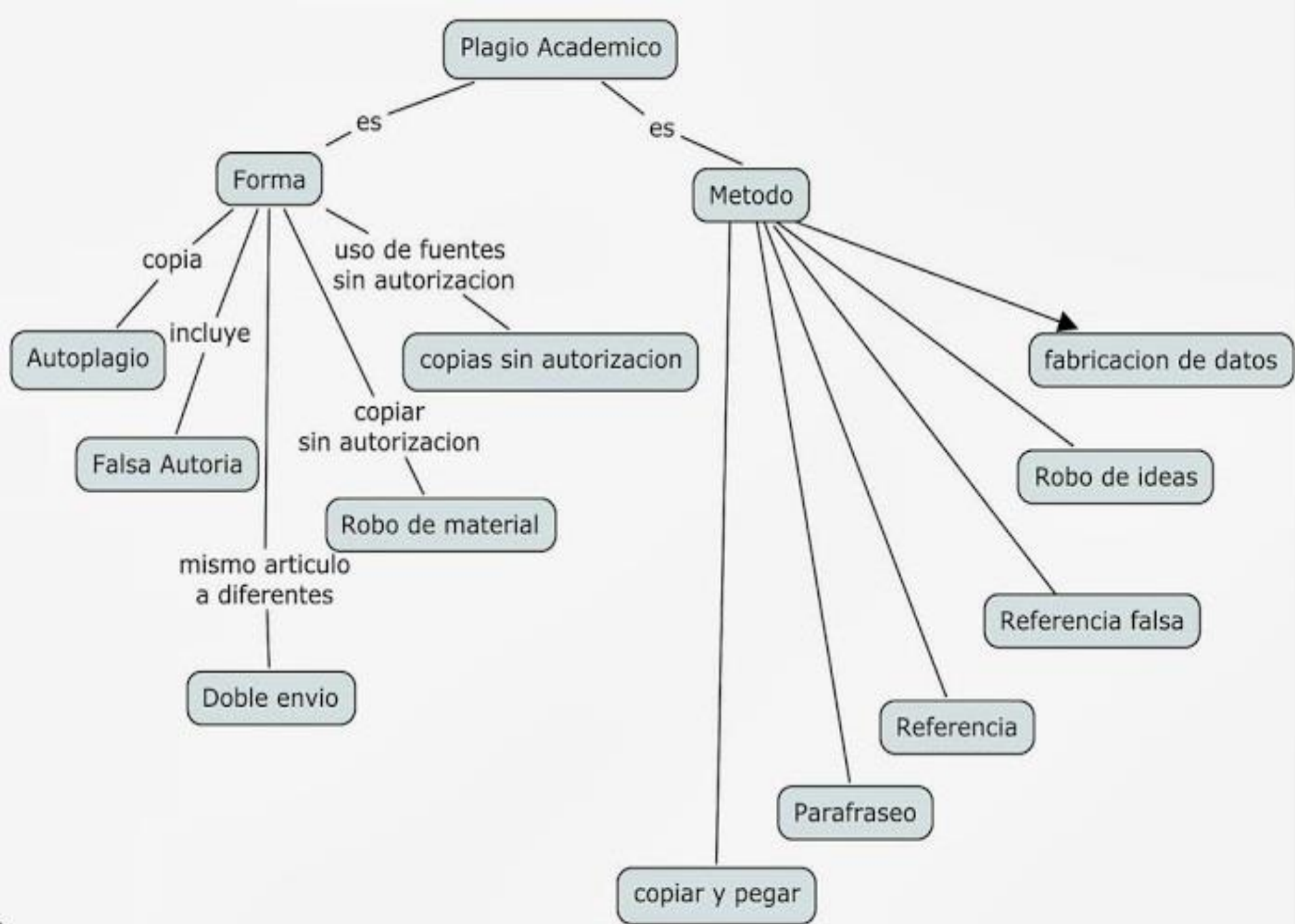
“...aproximadamente el 80%  
de los estudiantes  
universitarios admiten que han  
plagiado, y el 95% se sale con  
la suya.” y que “...el 90% de los  
estudiantes creen que los



# Larry Tesler, el inventor del “Copia y Pega”



programas plataformas  
comunidad computadoras  
proyectos inmigrantes  
sociales asincrónico  
espacios materiales  
online aulas  
análisis formación  
conocimiento virtualización  
m-learning  
didáctica personalizaro  
integración comunicación  
prospectiva evaluación  
entornos maestros  
virtual digital  
alumnos doctorado  
formal  
docentes interacción  
nube  
realidades sistemas  
curricular constructivista  
informal  
multimedia  
nativos netbooks  
híbridas pizarras  
conectivista posgrado  
pedagogía información  
aprendizaje campus  
portales diseño  
sociedad metodología  
generación contenidos  
ambientes distancia  
herramientas b-learning  
redes ubicuo maestría  
enseñanza actividades  
sincrónico conexiones  
portfolios interactivo  
especialización tutores



# PLAGIO

## Sinónimos:

Copiar, imitar, reproducir, calcar, apropiarse, estafar, duplicar, imitar, seguir.

## Es:

El plagio es definido por el diccionario de la lengua española de la Real Academia Española, como la acción de "copiar en lo sustancial obras ajenas, dándolas como propias". Desde el punto de vista legal, el plagio es una infracción del derecho de autor sobre una obra artística o intelectual de cualquier tipo, que se produce cuando se presenta una obra ajena como propia u original.

## Ejemplos:

- Copiar el trabajo total o parcial de otro estudiante.
- No poder sustentar o explicar el contenido del escrito.



## Derechos de Autor:

### ¿Cómo evitar el plagio?

Citar las fuentes: citar es poner claramente en el texto que se están mencionando textos, autores o lugares que se tomaron expresamente.

Es la protección que le otorga el Estado al creador de las obras literarias o artísticas desde el momento de su creación y por un tiempo determinado

### Consecuencias

El delito de plagio atenta contra el interés público. Al suplantar el individuo al autor puede afrontar problemas de tipo judicial, sanciones o penalización.

La escritura cambia al ritmo que evolucionan las comunidades"  
Daniel Cassany

## ¿QUÉ TIPO DE PLAGIO COMETEN LOS ESTUDIANTES? <sup>[4]</sup>



Envían el trabajo de otro autor  
palabra por palabra



Re-escriben el trabajo  
de otro sin citarlo



Fallan al citar frases



Mezclan fuentes sin  
referir ninguna de ellas



Reciclan tareas anteriores  
propias o de compañeros  
sin citarlos



Combinan pasajes con  
y sin citas



Citan fuentes pero se basan  
demasiado en el texto y/o la  
estructura original



Combinan trabajo sin citas  
de múltiples fuentes



Referencias imprecisas  
o no existen



Citan fuentes pero no  
presentan nada original

**¿Por qué plagian los estudiantes?**



**No saben citar  
adecuadamente**



**No saben si  
están  
realizando su  
trabajo de  
manera**



**No saben  
investigar**





**No entienden  
el concepto de  
plagio**

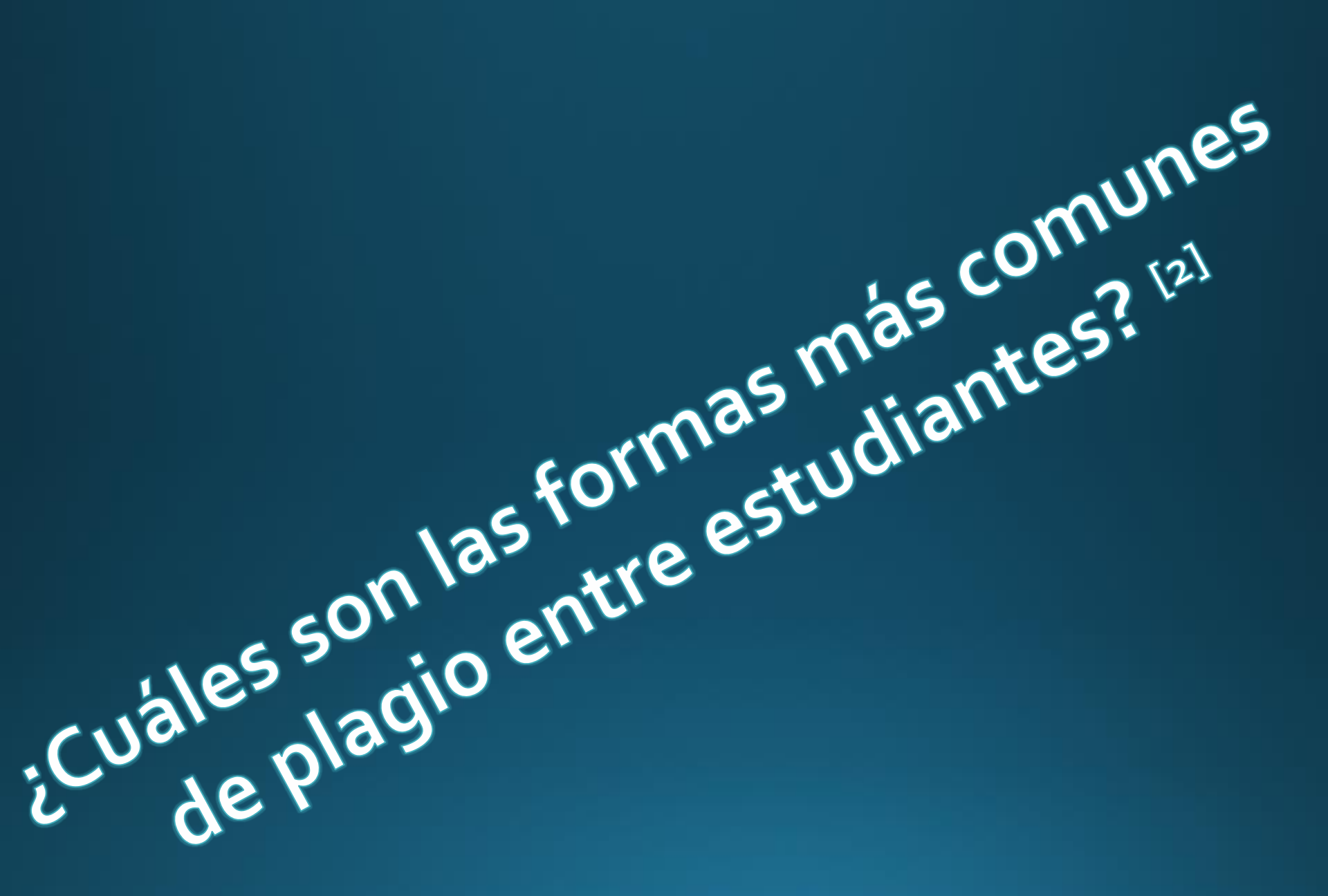
**Los profesores  
no inculcan  
estándares  
éticos**

**Piensan que  
es correcto  
comprar  
trabajos de  
otros**



**No entienden los objetivos  
parte  
De la educación**

**Hacer trampa es  
de nuestra cultura**



¿Cuáles son las formas más comunes de plagio entre estudiantes? [2]



Copiar texto de una fuente impresa y no citarlo



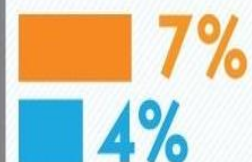
Copiar texto de una sitio de Internet y no citarlo



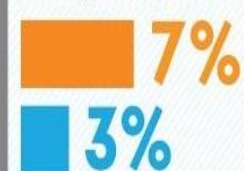
Falsean bibliografía



Secciones extensas de texto sin citas



Entregan trabajos hechos por otros estudiantes



PREGRADO



GRADUADOS

¿Qué problemas puede ocasionar el plagio a los estudiantes? [3]



Que los estudiantes no alcancen los objetivos de la educación



Pueden adquirir información incorrecta



Pueden enfrentar consecuencias legales y académicas



No estarán preparados para ejercer

**¿Cómo pueden los educadores  
Prevenir el plagio? <sup>[1]</sup>**



Establezcamos estándares éticos



Que practiquen sus propias formas de referir



Reglas claras en el salón



Enseñemos a citar correctamente



Formemos a los profesores en formas de detectar y evitar el plagio



**Más vale (prevenir que  
plagio)  
prevenir que  
tener que  
remediar  
(Educando a  
los  
estudiantes  
sobre el**

# Enseñanza de destrezas

- Resumir y parafrasear
- Análisis crítico
- Asegúrese de que sus estudiantes conozcan las formas apropiadas de documentar sus escritos (v gr. referencias, citas directas) y cómo utilizar las ideas o palabras de otros.

# Diseño de los métodos de evaluación

- Revisar las asignaciones y las tareas que se incluyen en las clases
- Evitar las asignaciones que solo le piden al estudiante obtener datos y describir información ya que facilitan el plagio
- Provea instrucciones específicas en torno al tema del trabajo escrito que se le ha requerido al estudiante, pues ello dificultará el que puedan entregar cualquier ensayo o artículo ya existente en la Internet.

# Diseño de los métodos de evaluación

- Seleccionar para las tareas eventos únicos y específicos sobre los cuales hay poca información
- Utilizar temas que integren teoría y experiencias personales
- Minimizar el número de tareas

# Diseño de las tareas (Prevención)

- Proveer una lista de tópicos específicos para los trabajos y cambiélos todos los años
- Requerir componentes específicos para un trabajo
  - Fuentes que sean recientes
  - Uso de un artículo o libro en específico.
  - Entrevistas
  - Relatar experiencias personales
- Requerir el trabajo por etapas
  - Primer borrador, segundo borrador, trabajo final
- Requerir presentaciones orales y bibliografías anotadas

# Requerir evidencia

- Requerir a los estudiantes las fotocopias de las lecturas que utilizaron para el proyecto
- Pedir bibliografías anotadas antes de la fecha límite
- Incluir preguntas como: ¿Qué aprendiste del trabajo? ¿Cuáles fueron los obstáculos que encontraste?

# Familiarizarse con los recursos que pueden utilizarse para plagiar

- Indique a sus estudiantes que usted conoce las páginas web en los cuales se consiguen asignaciones y ensayos ya preparados. Esto disminuirá grandemente la probabilidad de que utilicen artículos y ensayos de estos sitios para su clase.
- Visite estas páginas ocasionalmente para que se

# Estrategias (Prevención)

- Visite alguna de estas páginas web con sus estudiantes durante una de sus clases , seleccione uno de los artículos allí disponibles y proceda a demostrar todo lo que está incorrecto con el mismo.
- Si los estudiantes entienden que estos trabajos son de mala calidad, disminuye la probabilidad de que los utilicen.



# Aclarar expectativas y educar sobre el plagio

- Defina claramente a sus estudiantes en qué consiste el plagio y las consecuencias negativas que tal conducta conlleva en la universidad.
- Algunas páginas, específicamente diseñadas para que los estudiantes aprendan qué es el plagio y cómo evitarlo, son las siguientes:

<http://www.indiana.edu/~wts/wts/plagiarism.html>

<http://www.writing.nwu.edu/tips/plag.html>

- Añada su política sobre el plagio en el prontuario

# Prevención: Pedagogía

- Haga relevante el aprendizaje
- Ayude a los estudiantes a entender el valor de lo que están aprendiendo
- Provea suficiente tiempo para hacer las asignaciones
- No se limite a un tipo de evaluación por curso.
- Recalque y recompense la originalidad

# Más importante aún: Fomentar la honestidad académica (McCabe , 1997)

- Fomentar el respeto entre estudiantes/profesores
- Enfocarse en el aprendizaje, no en las notas
- Estimular el amor por aprender
- Fomentar un ambiente de confianza en el salón de clases
- Estimular la responsabilidad del estudiante

# Tecnologías para detectar el p


# Tecnologías para detectar el plagio

- Si se sospecha que algún estudiante ha entregado un trabajo que no es de su autoría, existen páginas en la Internet e incluso *programas* que ayudan a identificar los trabajos plagiados.
- Braumoeller and Gaines (2001): *“concluded that one in eight students plagiarize even when they are sternly warned not to; however, when they were warned that a plagiarism detection device would be used, plagiarism nearly disappeared: Only 1 in 151*

# Turnitin: <http://www.turnitin.com>

- Permite comparar trabajos de estudiantes entre ellos mismos y los compara también con artículos disponibles en línea.
- Tienen disponible un “free trial” de un mes de duración.
- Si interesa información en torno a cómo Turnitin funciona, puede visitar la siguiente página:  
<http://www.plagiarism.org/>

# Turnitin




email address

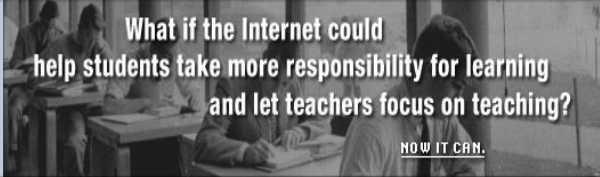
password

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# <http://www.mydropbox.com>

# m

The screenshot shows the MyDropBox.com website homepage. At the top, there is a navigation bar with a login form (Login and Password fields), a search icon, and a link for 'New Users'. Below the navigation bar is a menu with five items: Home, Products & Services, Licensing & Pricing, Training, and Company. The MyDropBox.com logo is positioned to the right of the menu. The main content area features a large banner for 'MyDropBox Suite' with a background image of a person wearing glasses. Below the banner, there is a text block describing the suite's capabilities. To the right of the banner, there are several promotional boxes: 'SafeAssignment At A Glance', 'Individual Subscribers Click Here!', and 'Latest News'. The 'Latest News' section contains three news items. At the bottom, there are two columns of product descriptions: 'Standalone Edition' and 'Blackboard® Edition' on the left, and 'SafeAssignment™', 'Peer Re:Mark', 'Re:Mark™', and 'Course Management Toolset' on the right. Each product description includes a brief overview and a right-pointing arrow.

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USA Today profiles MyDropBox as an effective deterrent to student plagiarism

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*The Plagiarism Resource Site*

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**Purpose** The goal of this web site is to help reduce the impact of plagiarism on education and educational institutions. At present, it distributes free software to detect plagiarism and provides links to other resources. This site's sole author is Lou Bloomfield, Professor of Physics, University of Virginia, Box 400714, Charlottesville, VA 22904-4714, [bloomfield@virginia.edu](mailto:bloomfield@virginia.edu).

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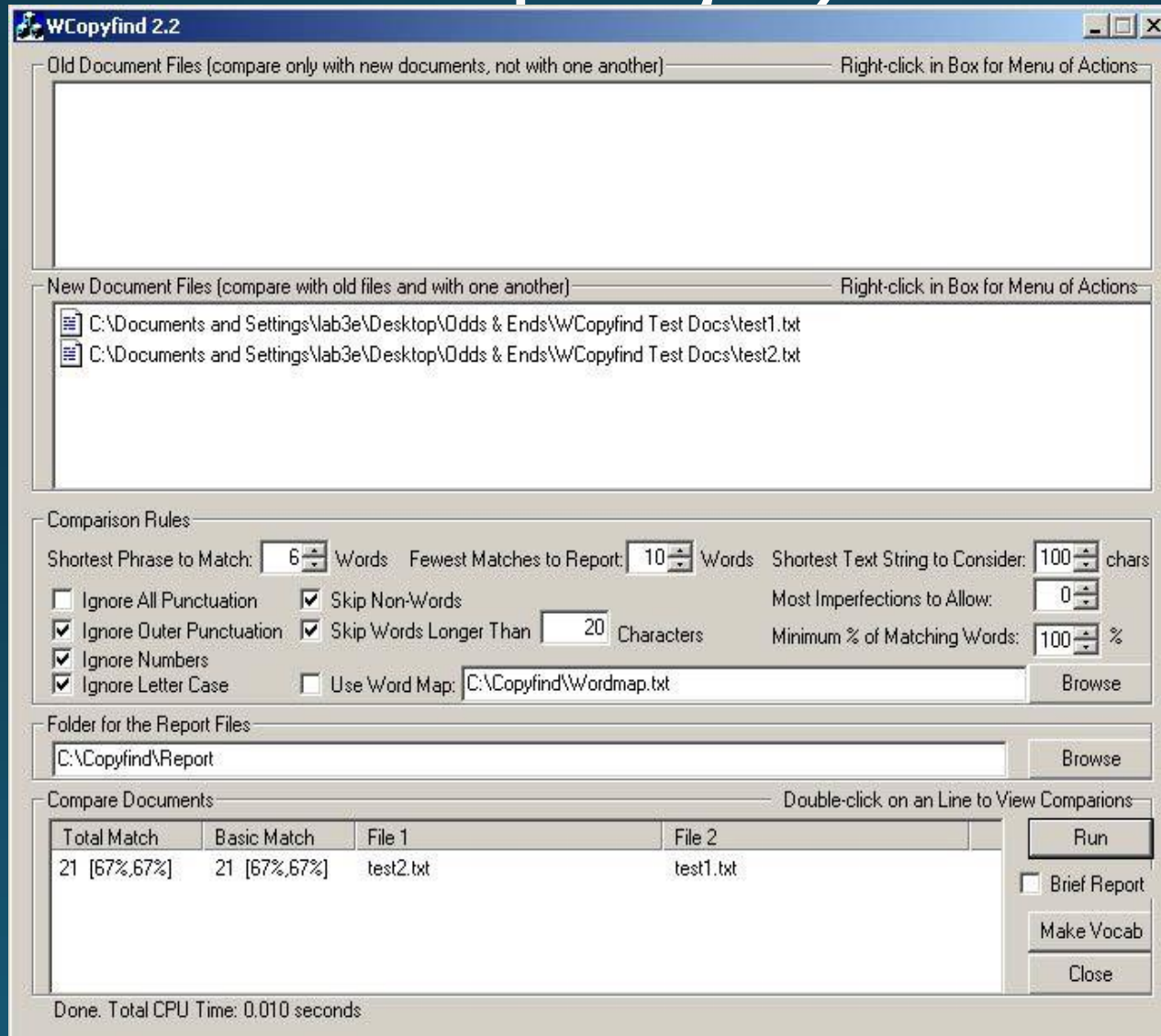
**Forums** [Forums for Discussing Plagiarism](#)

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**Software** [Software for Detecting Plagiarism](#)


- [Windows-Based \(for most people\)](#)
- [Non-Windows-Based \(for Linux users, etc.\)](#)

# WCopyfind (Programa gratuito para detectar plagio)



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# Otros métodos

- Uso de motores de búsqueda como el de Google puede ser efectivo y además es gratuito.



# Estrategias para la detección

- Buscar ciertas claves
  - Estilos de citar variados
  - Ausencia de referencias o citas
  - Varios estilos de “fonts”
  - anacronismos
  - El lenguaje, el vocabulario, el tono y la gramática están por encima o por debajo de lo que usualmente el estudiante produce

# Claves

- Referencias extrañas, cambios en estilos de referencia, le faltan referencias
- Estilo inconsistente
- Se le olvidó eliminar algo como:  
("copyright 2005, schoolsucks.com")
- Direcciones de internet en el encabezamiento del trabajo.



# Claves

- Referencias a tablas y gráficas que no se encuentran en el documento.
- Los enlaces que se citan en el trabajo están inactivos.
- El estudiante no puede resumir la idea central del trabajo o no puede contestar preguntas relacionadas al mismo.

# ¿Qué podemos hacer como institución?

- Creación de un consejo de honor
- Desarrollo de tutoriales sobre honestidad académica
- Revisión del Reglamento Estudiantil
- Facilitar el desarrollo de una cultura que fomente la honestidad académica
- Política sobre integridad académica y científica

# Para concluir:

Pero más allá de los enfoques preventivos y policíacos sobre el plagio, me parece necesario que reflexionemos sobre lo que significa el plagio desde la perspectiva del aprendizaje profundo:

1. Mediante el plagio, el estudiante revela que no puede aprender, que no quiere aprender o que no le interesa aprender. De cualquier manera, es un S.O.S. que requiere nuestra atención e intervención.
2. El plagio también nos deja ver que algo no está bien en la relación profesor-estudiante.

# Conclusión:

3. El plagio es en esencia un acto de infidelidad hacia el aprendizaje. Los que plagian no están amando el aprender, le están siendo infieles. Más allá de ser una falta de respeto para el profesor, es una profanación al acto sagrado del aprender. El plagio es en realidad una desacralización del aprendizaje. Plagiar es una negación del yo, es

# Conclusión

La pregunta fundamental es cómo fomentamos el amor hacia el curso, hacia el aprendizaje, hasta el punto en que el plagio deja de ser una alternativa. ¿Cómo creamos esa relación significativa con nuestros estudiantes para que puedan ser fieles con el curso? ¿Cómo le dejamos ver al estudiante que en última instancia en el acto de plagiar el más que pierde

# Conclusión

La honestidad académica es un asunto de ética y de principios.

*Integrity -- When you do the right thing even though no one is watching. -- Anónimo*

Si desea más información sobre plagio y como evitarlo, consulte: La Cita de Fuentes y el Listado de Referencias del Manual Mayfield para escritura Técnica y Científica (Mayfield Handbook on Technical and Scientific Writing).

Patricia Bennecke 8/99, Última Actualización 12/21/01,  
[www.indiana.edu](http://www.indiana.edu).



# Recursos disponibles

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## SOURCES:

1. "Living and Working With Plagiarism in Online Classes" by Eric S. Swirsky, JD, MA

## OTHER RESOURCES:

2. Facts & Stats. (n.d.). Retrieved from <http://plagiarism.org/resources/facts-and-stats/>.

3. Kulikowski, C. A., et al. (2012). AMIA Board white paper: definition of biomedical informatics and specification of core competencies for graduate education in the discipline. *Journal of the American Medical Informatics Association*, 19, 931-8.

4. Types of Plagiarism. (n.d.). Retrieved from <http://www.plagiarism.org/plagiarism-101/types-of-plagiarism/>.

5. Varvel, Jr., V. E. (2005). Honesty in online education. *Pointers and Clickers*, 6(1).





**Originality Matters:  
Don't Plagiarize**

Siete  
antídotos  
para evitar el  
plagio...

1. Distingue entre los niveles y tipos de investigación:
  - “Solo los hechos“
  - “Las ideas de otras personas”
  - Nuevas ideas y Síntesis (mi humilde opinión)
2. Evita las preguntas triviales
3. Enfatiza los asuntos esenciales
4. Utilizar la tinta verde y la ética
5. Solicita y posibilita que los estudiantes elaboren sus propias respuestas (lectura en profundidad)
6. Enfocarse en Sistematizar la información

**Source (Author,Title,Date,URL)**

**Subject:**

**Keywords:**

**Abstract:**

- 
- 
- 

**Source:** May, 1998, From Now On, Jamie McKenzie, "The New Plagiarism: Seven Antidotes to Prevent Highway Robbery in an Electronic Age." <http://fno.org/may98/cov98may.html>

**Subject:** research, plagiarism, strategies

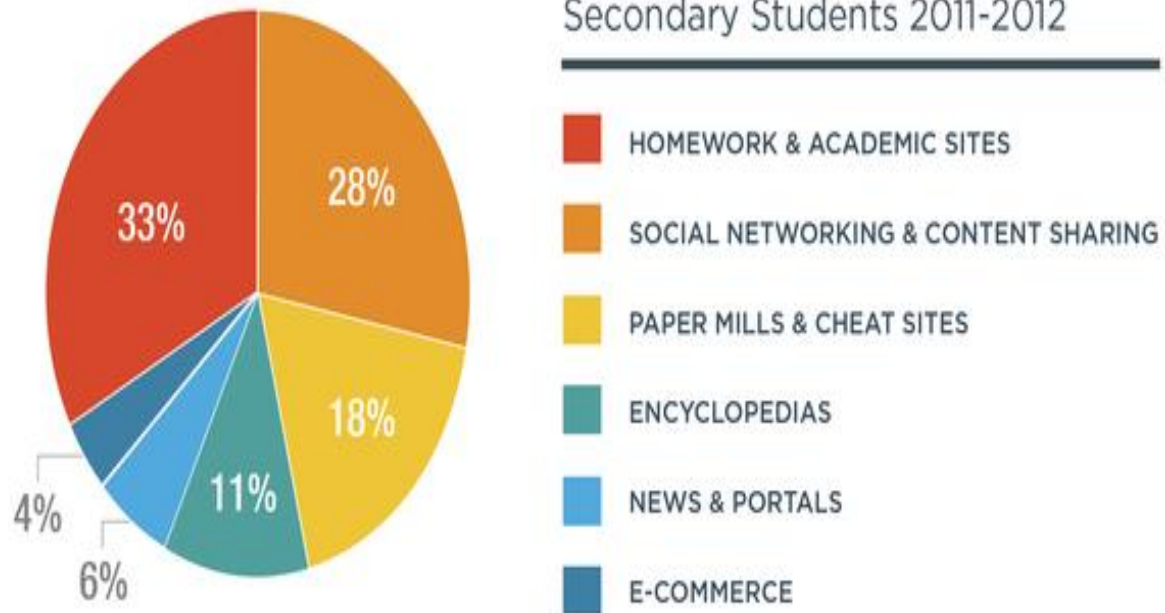
**Keywords:** incentives, rewards

**Abstract:** McKenzie suggests the use of green ink to help student differentiate between the ideas they have collected and the new ideas they have built in reaction to those inspirations.

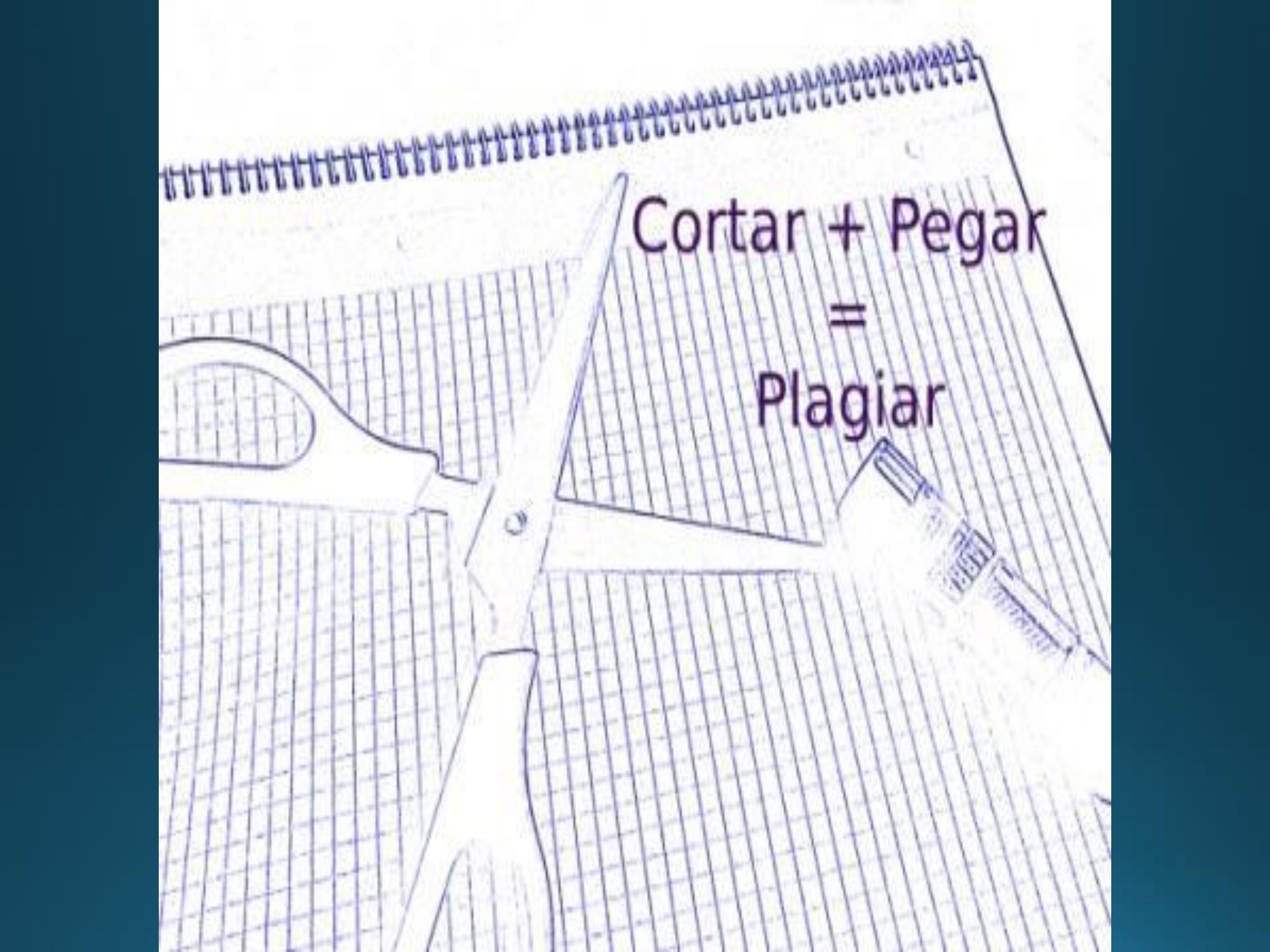
**Reminds me a bit of art with "found objects." Here we have "found ideas" and "fresh ideas." I like students having to keep them separate. I could then look over their shoulders while they did research to see what kinds of balance might emerge. It might change**

## Sources Of Internet Content Secondary Students 2011-2012

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*LA Johnson/ NPR*



Cortar + Pegar  
=  
Plagiar

# Gracias.

**Jorge Joel Reyes Méndez**  
**Departamento de Atención a la**  
**Salud,**  
**División de CBS / UAM-**  
**Xochimilco**

**E-mail:**

**[joelr@correo.xoc.uam.mx](mailto:joelr@correo.xoc.uam.mx)**

**joel.reyesmendez@utla.ac.cr**

# Becoming a Rock Star for Academic Integrity



Sean Bogle

Assoc. Dir., Office of Community Standards  
& Assistant Dean of Students

Stanford University



# BAD LYRICS



# Verse 1

Johnny woke up feeling sick inside his res' hall room. The sound of Johnny vomiting awoke his roommate. Johnny called his mom to explain he was not feeling well and thinks it might be his ADHD medication causing him to feel sick. Johnny's mother indicated that he should stop taking his medication if he believed this was making him sick. Johnny's mom called the school's residence life office to ask them to keep an eye on Johnny. The administrative assistant in the residence life office took the call and wrote down a few notes on a sticky note. Per procedure, the assistant left the sticky note on her desk in case there was need for follow-up.

## Verse 2

Meanwhile, Johnny's roommate saw the dorm director and said someone should check on Johnny because he had been throwing up that morning. The dorm director informed the resident assistants to keep an eye out on Johnny and to let him know if they saw anything concerning with his health.

## Verse 3

Later that day, Johnny sat in one of his classes unable to concentrate. After class, the professor asked to speak with Johnny about his inability to pay attention in class and how it could affect his ability to pass tomorrow's exam. The professor then sent an e-mail to his department chair informing her that Johnny's classroom behavior put him in danger of failing the course.

## Verse 4

Johnny skipped his next class and went to the campus health center to see if anything could be done about his medication use to help him before going to more classes throughout the day. The doctor asked him if he had recently been drinking while taking the medication. Johnny indicated that the night before he consumed about 8 shots of vodka. The doctor informed him to remain on his medication but to refrain from any alcohol use. The doctor took some notes and filed away Johnny's file. She also recommended Johnny visit the campus' counseling center and take an alcohol and drugs assessment with one of the counselors.

## Verse 5

So next, Johnny went to the counseling center and took an assessment. The results indicated that Johnny could be identified as a binge drinker and that his diagnosis of ADHD made him susceptible to impulsive drinking. The counselor created a file for Johnny and filed the assessment away.

# Final Verse

Later that day, Johnny had a game to play in for the school's soccer team. To make sure he was focused during the game, Johnny took his medication right before the start. Although not feeling his best, he scored the team's winning goal. After the game, the coach took all players to a bar to celebrate. At the end of the night, Johnny was intoxicated and carried back to his hall by a few of his teammates. Johnny woke up with a hangover and realized he had not studied for his exam. He decided he would sneak his phone into the exam and look up answers. Johnny was caught cheating on the exam. He was given an F for the course, placed on academic probation, and suspended from the soccer team.

# Traits of a Back Up Singer...





# Reluctant or Hesitant



# Reluctance & Hesitance with Academic Integrity...

- Receiving, but not sharing information
- Secretly holding on to paper files

Overzealous...



# Overzealousness with Academic Integrity...

- Oversharing of information
- Too many people involved in the case.

# Traits of a Certified Rock Star



# Consistency



## Consistency with Academic Integrity...

- Having all faculty report concerns to conduct administrators.
- Following the same procedures for each concern brought forward
- Standing your ground

# Creative and Daring





# Creativity & Daringness with Academic Integrity...

- Broadening policies
- Interpreting legitimate educational interest in a way that best supports students

# Collaborator



# Collaboration with Academic Integrity...

- Identifying unsuspecting campus partners
- Making time to explain/communicate usage and procedures at staff meetings
- Get feedback from students
- Dividing the pie

You All Have Been Great



Encore???



# (Remix!) Verse 1

Johnny woke up feeling sick inside his res' hall room. The sound of Johnny vomiting awoke his roommate. Johnny called his mom to explain he was not feeling well and thinks it might be his ADHD medication causing him to feel sick. Johnny's mother indicated that he should stop taking his medication if he believed this was making him sick. Johnny's mom called the school's residence life office to ask them to keep an eye on Johnny. The administrative assistant in the residence life office took the call and submitted a Health & Safety report. The report was routed to the student conduct office, Johnny's dorm director, the director of health services, and Johnny's soccer coach.

## Verse 2

Meanwhile, Johnny's roommate saw the dorm director and said someone should check on Johnny because he had been throwing up that morning. The dorm director had already been made aware of this via the report submitted by the administrative assistant. The dorm director submitted an additional report to capture information provided by Johnny's roommate. The report was routed to the student conduct office, the director of health services, and the soccer coach.

## Verse 3

Later that day, Johnny sat in one of his classes unable to concentrate. After class, the professor asked to speak with Johnny about his inability to pay attention in class and how it could affect his grade. The professor then submitted a Faculty Concerns report. The report was routed to the department chair, the student conduct office, and Johnny's soccer coach.



## Verse 4

Johnny skipped his next class and went to the campus health center to see if anything could be done about his medication use to help him before going to more classes throughout the day. The doctor had already been made aware, via report, that he had been vomiting earlier that day and asked him if he had recently been drinking while taking the medication. Johnny indicated that the night before he consumed about 8 shots of vodka. The doctor informed him to remain on his medication but to refrain from any alcohol use. She issued Johnny a referral to visit the campus' counseling center to take an alcohol and drugs assessment with one of the counselors.

## Verse 5

So next, Johnny went to the counseling center and took an assessment. The results indicated that Johnny could be identified as a binge drinker and that his diagnosis of ADHD made him susceptible to impulsive drinking. Johnny signed a waiver giving the counselor permission to submit the assessment's results via a Student Concerns report. The report was routed to the student conduct office, the director of health services, and Johnny's soccer coach.

## Verse 6

When the student conduct office received the reports, the office called a meeting with the coach, the director of health services, the dorm director, and the director of undergraduate studies. The group reviewed all incidents that had come in for Johnny and came up with a strategy to support Johnny.

# FINAL VERSE

Later that day, Johnny had a game for the school's soccer team. Before going on the field, the coach called Johnny into his office and shared with him the concerns about his drinking is affecting his health and academics. The coach informed Johnny that he would not be allowed to play for the team until he completed an online alcohol education course. The coach also said he would be speaking to Johnny's professors about his academic performance. Johnny went back to his dorm to study for his exam he had the next day. Johnny passed the exam. He also completed the alcohol education course. He returned to the soccer team a week later to lead them to the playoffs.

# Build, Assess, Respond, and Communicate (BARC):

Facing the Cheating Problem, From  
Diagnosis to Treatment

**AZALEA M. HULBERT**

**PH.D. CANDIDATE | GRADUATE RESEARCH ASSISTANT, CENTER FOR THE STUDY  
OF HIGHER EDUCATION**

**THE PENNSYLVANIA STATE UNIVERSITY**

# Understanding IHEs

“The [typical] college or university...does not know what it is doing. Its **goals** are either vague or in dispute. Its **technology** is familiar but not understood. Its major **participants** wander in and out of the organization.

These factors do not make a university a bad organization or a disorganized one; but *they do make it a problem to describe, understand, and lead.*” (Cohen & March, 1986, p. 3, emphasis added)

# Understanding IHEs

- ▶ What are we trying to achieve?
- ▶ How are we trying to achieve it?
- ▶ Who will work to achieve it?

# Goals

“La Universidad de Monterrey, como comunidad educativa de inspiración católica, **forma integralmente al estudiante** por medio de **un modelo educativo personalizado** y en **un entorno intercultural de excelencia académica**, para que se desempeñe con plenitud en los diferentes ámbitos de su vida y encuentre la trascendencia en **el servicio a los demás**; asimismo, contribuye al desarrollo del



# Technology

- ▶ **Technology** refers to the **tools** we use to either prevent dishonesty or promote honesty.
- ▶ Our decisions about the technology we use depend largely on the frame through which we view the academic world (Bolman & Deal, 2008).

	Structural	Human Resource	Symbolic
Metaphor	Factory, machine	Family	Carnival, temple, theater
Central Concept	Rules, policies	Needs, skills, relationships	Metaphor, ritual, ceremony, stories, heroes

Adapted from Bolman & Deal (2008).

# Participants

Family and  
Friends

Administrators

Faculty

Who is  
responsible?

Students

Staff (e.g.,  
student  
affairs)

# Understanding IHEs

- ▶ In academia, drawing attention to an issue is difficult, because of multiple and competing claims on the institution's resources and attention.
- ▶ As a result, we must “spend time...persist... [and] overload the system” (Cohen & March, 1986, pp. 207-210). To do this effectively, we must find (or create):
  - ▶ Partners
  - ▶ Plans
  - ▶ Opportunities (e.g., a “policy window;” see Kingdon, 1995).

# The BARC Framework

**(B)ui  
ld**

**(A)ssess  
and  
(R)espond**

**(C)ommunic  
ate**

# Build

- ▶ **Internal partnerships:**
  - ▶ Identify faculty, staff, student, and administrative champions with:
    - ▶ a passion for integrity; and/or
    - ▶ the position to effectively communicate institutional values (e.g., first-year instructors, librarians, or student leaders).

# Build

- ▶ **External partnerships:**
  - ▶ Engage actively with integrity-focused entities, by:
    - ▶ providing institutional and financial support to institutional representatives (including students, faculty, and staff) for conferences and professional development; and
    - ▶ seeking to learn from and use the tools, resources, and experiences of others.

# Assess

- ▶ Conduct institution- or department-specific assessments, that:
  - ▶ analyze scope, frequency, and type of cheating; and
  - ▶ examine academic culture (e.g., design of learning environment and assessments; see, for example, Lang, 2013 & 2014).

# Assess

- ▶ Between 2% and 35% of students surveyed had cheated in the previous year.
- ▶ Between 4% and 67% of faculty surveyed had *witnessed* cheating in the previous *three* years.
- ▶ Only 22.8% of students who would 1) be likely to report an incident of cheating and 2) who had witnessed cheating at the institution *actually made a report*.
- ▶ 49% of students surveyed saw institutional policies as effective.
- ▶ 11% of faculty surveyed saw institutional policies as effective.
- ▶ The majority of students surveyed (58%) learned about institutional policy from a faculty member (Mann Center, 2011).



# Respond

- ▶ **Revise and update policies and procedures.**
- ▶ Consider your institution's values, mission, and the unique characteristics and needs of your students.
- ▶ Design policy revisions based on Bolman and Deal's (2008) frames – structural [regulations], symbolic [honor code], or human resource [modified honor code, low-stakes learning environments].

# Respond

- ▶ **Create inter- and cross-disciplinary interventions that:**
  - ▶ promote a culture of integrity; and
  - ▶ address the multiple influences on student behavior and intention to cheat (e.g., emotion, knowledge, institutional and cultural norms, and perceived behavioral control; see Ajzen, 1991).

# Respond

- ▶ **Coordinate** all responses under the umbrella of one or two campus entities (e.g., the student life office).
- ▶ **Rely on partnerships** with champions, especially faculty and students, as both groups have particular influence.

# Respond

- ▶ Utilize existing institutional campaigns (e.g., *Valores UDEM*).
- ▶ See what others are doing. If they have created an initiative you like, ask if they are willing to share!

# Communicate

“...three things must be done: communicate, communicate, and communicate. Communicate with the board, communicate with the college community, and communicate with the stakeholders...[communication] should be complete and timely [emphasis added]” (Fanelli 1997 p

# Communicate

- ▶ **What should you communicate?**
  - ▶ Assessment findings;
  - ▶ Response initiatives; and
  - ▶ Institutional values surrounding academic integrity.

# Communicate

- ▶ **Why should you communicate?**
  - ▶ Capture student attention;
  - ▶ Connect with external stakeholders (e.g., trustees);
  - ▶ Engage faculty and staff in initiatives; and
  - ▶ Convey institutional values.

# Communicate

- ▶ **How should you communicate?**
- ▶ An engaging and professional marketing campaign;
- ▶ Student newspapers; and
- ▶ Online (e.g., websites and social media).



# The BARC Framework: The Final Step

**(B)uil  
d**

**(A)ssess  
and  
(R)espond**

**(C)ommuni  
cate**

**Be Creative!**

don't cheat.

earn your  
degree.



# Be Creative!

- ▶ **Theater-based pedagogies as a tool for ethics education encourage:**
  - ▶ authentic analysis of issues;
  - ▶ emotional engagement; and
  - ▶ recognition of social and cultural cues (see Hulbert, 2015).

# Citations

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# Learning Academic Integrity



**THREE QUESTIONS**

# The Essential Role of Students



**Persistent Research Finding:**  
Cheating rates are higher when  
students perceive cheating as  
*common* and *approved of* by their  
peers.

# First Question



- How can we enlist students to collaborate with us and each other in the process of building a culture of academic integrity on our campuses?

# Students Learning from Cheating



- “We have no incontrovertible evidence that harsh penalties deter cheating. Some surveys seems to suggest that they might, and some actually suggest the possibility that cheating happens more frequently on campuses with harsh penalties . . . we should not construct policies on cheating based on the notion that extremely severe penalties will deter it; we simply do not have the evidence to support that idea.”

*Cheating Lessons: Learning from Academic Dishonesty*



## Second Question



- How can we ensure that all students—including the cheating student and others on campus—learn from incidents of academic dishonesty? How can a cheating failure lead to new learning?

# Learning Academic Integrity



• Knowledge



• Skill



• Value

# Cognitive Theory



“Memory is the residue of thought.”

Daniel Willingham

In other words, effective, long-term learning requires active engagement by the learner.

# Cognitive Theory



- “The only way to develop mental facility is to repeat the target process again and again and again.”

Daniel Willingham

In other words, students need repeated, spaced exposure to whatever we want them to learn.

# “Teaching” Academic Integrity



Student Handbooks

Syllabus  
Statements

Delivering  
Content

Presentations at  
Orientation

Faculty or  
Assessment  
Reminders

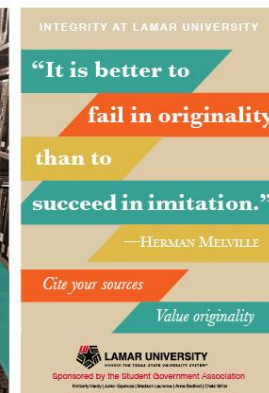
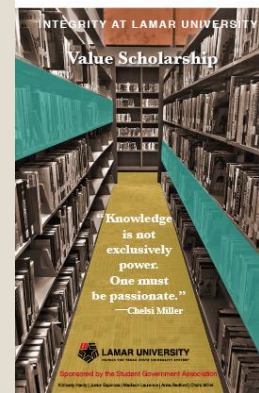
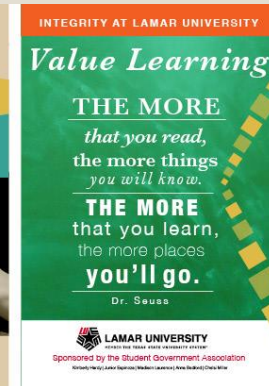
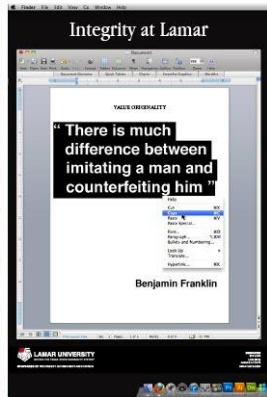
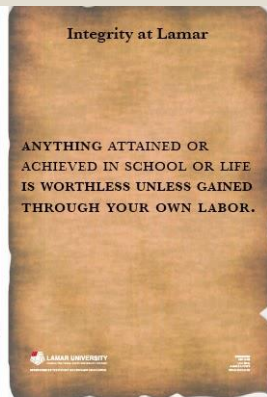
# Vanderbilt University



# Learning Academic Integrity



## Activity-Based Learning at Lamar University



# Student-Led Honor Codes



- Haverford College: “At Spring Plenary, there must be a vote by two-thirds of those present in favor of opening ratification of the Code. If this occurs, the electronic ratification system will be open the fourth and fifth days following Spring Plenary . . . Upon its ratification, we renew our commitment to the Honor Code and we pledge to uphold these ideals through the conduct of our daily lives.”



# Student Leadership



**Francesco Cesareo** @AssumptionPrez · May 5

As final exams begin, #AssumptionCollege students choose academic integrity. Good luck on your exams!



# Student Promoting Integrity



- Academic Integrity Video

# Questions for Your Discussions



- How can we *enlist our students* in the process of creating an academic integrity culture on campus?
- How can we ensure that *all students learn* from integrity violations?
- How can we teach academic integrity with *active learning strategies*?