

Foundations and Practices of Cultivating Academic Honesty

Monday, October 7, 12:30pm-1:30pm, PLN-103, CSU Fullerton

Mark G. Bilby | mbilby@fullerton.edu | <http://orcid.org/0000-0003-0100-6634>

Slides available at <https://doi.org/10.6084/m9.figshare.9946775> | Presentation CC-BY 4.0



Reflect Morally

- Four Mindsets for Academic Honesty
 - External rule-following
 - External risk vs. reward
 - Risk might seem worth it, until it isn't
 - Curb cynicism: everyone does it, except no they don't
 - Ends don't justify means
 - Internalizing rewards of learning
 - Owe it to ourselves to learn
 - Shortcuts only cheat ourselves of an education
 - Education is key to our character development and integrity
 - Cultivated awareness and habit, perfected through practice
- Moment of Reflection: What mindset(s) do I have?

Research Professionally

- Following guidance focuses on essay writing
- Read the assignment description carefully and get any needed clarification from the professor
- Focus research with a thesis (which can be iterative)
- Seek expert advice from the wise
- Ask for help from Librarians!
 - Help you find fish, but also teach you how to fish
 - Resources, research tips, search strategies
- Consult legit academic sources; CRAAP test
- Discuss (1 minute): What distinguishes professional from unprofessional research?

Take Notes Diligently

- Scaffold research by building a bibliography
 - Record full bibliographic information instantly
 - Note precise pages and take running notes
 - Use “” for quotes, free-text for paraphrase, and [] for your own reflections
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- Observations: Sample Research Bibliography

Speak Originally and Synthetically

- Frame: academic scholarship is a conversation
- Academic research is careful listening to others
- Academic writing is an exercise in careful, synthetic, creative yet formulaic speaking:
 - *in your own voice while crediting the voices of others*
 - *to make your own argument(s) while noting your indebtedness to evidence and the arguments of others*
 - *wrapping up the conversation thus far, while also acknowledging other/new/future directions*

Outline Carefully

- Break down your thesis / main points into logically developing steps
- Map out major section headings/topics
- Note where relevant evidence/sources fit
- Self-evaluation: on a scale of 1-10, how would you rate yourself at creating outlines?

Cite Precisely and Frequently

- Use citations for quotations, paraphrases, summaries, ideas, just not for *common knowledge*
 - Cite often and at the precise point of usage
 - Repeat citations as needed for clarification
 - When in doubt, use “”s for even a few words
 - Follow the assigned manual of style carefully
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- Self-evaluation: on a scale of 1-10, how proficient are you at citations?

Help Each Other Strategically

- Personal anecdote of grad student mentee
- Natural to want to share, help others, get feedback
- Culture of sharing can stunt learning and also lead to unintended consequences
- Share advice without sharing assignments
- Seek advice without asking for assignments
- Request professor-authorized sample assignments
- Find trusted collaborators/editors
- Iterate and/or chunk collaboration

Prevent Pedagogically

- Faculty can and should be thoughtful and proactive to create assignments that prevent academic dishonesty
- Problematic kinds of assignments and exams:
 - repeated across sections and semesters
 - objective-based only, esp. if utilizing a limited and non-randomized pool
 - online non-synchronous
- Preventative kinds of assignments and exams:
 - active, flipped, or gamified learning
 - personalized and imaginative, yet still research based
 - in-person; if online, then synchronous
 - privately submitted through TurnItIn; automated plagiarism checking
 - openly submitted online, if teacher practices diligent searching
- RLST 110-50 (World Religions online class) anecdote

Questions and Answers

