Teaching for Integrity
Positive Approaches to Promoting Academic Honesty

Jason M. Stephens, Ph.D.
Associate Professor
Faculty of Education and Social Work
The University of Auckland

Jason M. Stephens, Ph.D.

- Associate Professor in the School of Learning, Development, and Professional Practice in the Faculty of Education and Social Work at The University of Auckland.
- Lead Educator of Academic Integrity: Values, Skills, Action—a MOOC: https://www.futurelearn.com/courses/academic-integrity
- Research focuses on the interaction of motivation, morality, and academic misconduct during adolescence.
- Author of two books and numerous articles and chapters on promoting moral development and academic integrity.
Acknowledgments and Thanks

David Wangaard

Executive Director of The School for Ethical Education
Co-Principal Investigator of The Achieving with Integrity Project

Schools, Teachers, and Students

The dozens schools, scores of teachers, and thousands of students who have participated in the AwI Project

Funders

The John Templeton Foundation, Richard Davoud Donchian Foundation, and Wright Investors’ Service for their financial support.

Martin Kelly, , and all of you!

Agenda

The Problem of Academic Dishonesty

An “epidemic” of cheating that “hurts your character”

As a Possibility for Positive Youth Development

A multilevel approach to cultivating student integrity

Discussion

Your Questions, Critiques, Comments, and Suggestions
The Problem of Academic Dishonesty

Cheating as “Epidemic”

epiˈdeɪmɪk/ 1: affecting or tending to affect a disproportionately large number of individuals within a population, community, or region at the same time. 2: excessively prevalent (Merriam-Webster)

Most Students Cheat

- **Secondary**: 80.6% “copied another’s homework”; 33.9% “copied an Internet document for a classroom assignment”; 54.9% had “cheated during a test at school” (Josephson Institute of Ethics, 2011)
- **Tertiary**: 42% unpermitted collaboration; 36% copying a few sentences in a paper without attribution; 30% receiving test answers/questions from someone who had already taken the test (McCabe et al 2012).

Many Believe it’s Wrong

- 57% disapproved of cheating (Baird, 1980)
- 84% disagreed with the statement: “under some circumstances academic dishonesty is justified” (Jendrek, 1992)
- Only 11% agreed that cheating is “sometimes justified” (Jordan, 2001)
But Report Doing it Anyway
   o 21.3% of students who reported cheating also reported believing it was “unacceptable” (Anderman et al., 1998)
   o 40% of students who reported cheating also reported believing it was “morally wrong” (Stephens, 2004)

Despite believing that “it hurts your character”
   o 84% agreed with the statement, “It’s not worth it to lie or cheat because it hurts your character” (Josephson Institute of Ethics, 2012).

Why is cheating a “problem”? Why should we care?
Four Types of Problems or Reasons

1. **Learning**: Decreases Academic Engagement and Achievement
2. **Assessment**: Undermines the Validity of Test Results and Grades
3. **Developmental**: Compromises the Development of Moral Character or Integrity
4. **Theoretical**: Explaining the Gap between Moral Judgments and Actions
The Judgment-Action Gap

*I value morality but sometimes I fail to practice it.*

- 11th grade male believes cheating is morally wrong reports doing it anyway (Stephens, 2005)

**Judgment**

“Cheating is Wrong”

**Action**

“I cheated”

*Judgment is “necessary but insufficient” for moral action.*

---

The Power (but insufficiency) of Judgment

In the past year, have you paraphrased/copied a few sentences without citing

<table>
<thead>
<tr>
<th>PERSONAL CHOICE</th>
<th>SOCIAL CONVENTION</th>
<th>MORALLY WRONG</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.4%</td>
<td>46.5%</td>
<td>35.1%</td>
</tr>
<tr>
<td>4.2%</td>
<td>16.7%</td>
<td>17.7%</td>
</tr>
<tr>
<td>14.2%</td>
<td>29.9%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>

- 38.5% Did NOT Plagiarise
- 61.5% Plagiarised

*3x* equal odds

*In the Gap!*

*Achieving with Integrity*
A Four Component Model (Rest, 1986) of Moral Functioning in the Domain of AI


Regression Analyses Predicting Academic Dishonesty

Stepwise Multiple Regression Predicting Academic Dishonesty

<table>
<thead>
<tr>
<th>Step-wise Multiple Regression Predicting Academic Dishonesty</th>
<th>Model 1</th>
<th>Model 2</th>
<th>Model 3</th>
<th>Model 4</th>
<th>Model 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>β</td>
<td>β</td>
<td>β</td>
<td>β</td>
<td>β</td>
</tr>
<tr>
<td>Country</td>
<td>.12*</td>
<td>.11</td>
<td>.10</td>
<td>.02</td>
<td>.02</td>
</tr>
<tr>
<td>Gender</td>
<td>-.13*</td>
<td>-.10</td>
<td>-.05</td>
<td>-.01</td>
<td></td>
</tr>
<tr>
<td>GPA</td>
<td>-.15**</td>
<td>-.15**</td>
<td>-.09</td>
<td>-.07</td>
<td></td>
</tr>
<tr>
<td>Domain Judgment</td>
<td></td>
<td>-.21***</td>
<td>-.10</td>
<td>-.05</td>
<td></td>
</tr>
<tr>
<td>Responsibility Judgment</td>
<td></td>
<td>-.32***</td>
<td>-.28***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Efficacy</td>
<td>.00</td>
<td>.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moral Disengagement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.29***</td>
</tr>
<tr>
<td>Adjusted r-square</td>
<td>.01</td>
<td>.05</td>
<td>.09</td>
<td>.16</td>
<td>.22</td>
</tr>
<tr>
<td>F for Model</td>
<td>4.43*</td>
<td>5.72**</td>
<td>7.86***</td>
<td>9.69***</td>
<td>12.74***</td>
</tr>
</tbody>
</table>

Note. *p < .05, **p < .01, ***p < .001.

The Problem as a Possibility for Positive Youth Development

Creating Cultures of Integrity: A three-level model of intervention

The Achieving with Integrity Seminar

Theory and Practice


A Person-in-Context Model of MF

Core Questions of the AwI Seminar

What's “moral”?

What’s “right”?

How do I be good?

Why be good?
The Achieving with Integrity Seminar
A Series of Four Socratic-Style Dialogs

Discussion One: Taking Notice
Core Questions: What’s “moral”? Is this a “moral situation”?
Primary Goal: Raising awareness of the moral dimensions of various forms of academic dishonesty; recognizing how issues of fairness, respect and responsibility are at stake in behaviors such as plagiarism and test cheating.

Discussion Two: Thinking it Through
Core Questions: What’s “right”? What should one do in this situation?
Primary Goal: Enhancing moral reasoning related to academic honesty and integrity; understanding and judging such dishonesty as unfair and unjustifiable.

Discussion Three: Aiming High
Core Questions: Why be “good”? Am I responsible for doing the right thing?
Primary Goal: Fostering a commitment to doing the right; taking personal responsibility for acting on one’s judgment; prioritizing the principled path over the expedient one.

Discussion Four: Acting it Out
Core Questions: How do I do it? What kind of will and skills are needed?
Primary Goal: Building students moral and performance character; enhancing regulation skills to resist rationalizations and teaching behavioral skills needed to achieve with integrity.

A Case to Consider
Laura and her “friend”

Laura is a very bright student. Everyone knows she very smart, and her teachers often point her out as a “model student.” Her reputation, however, sometimes causes unwelcomed attention and difficult choices. Here’s an example: After taking an important test in [science, history, etc.] class, one of Laura’s friend stops her in the hall and starts grilling her about the test. The friend is taking the test later that day and she wants Laura to tell her all of the test questions and answers that she can remember. Laura feels torn and doesn’t know what to do.
Discussion 1: Taking Notice

Core Questions
What’s moral? Is this a moral situation?

Goals and Objectives
To engage students in dialogue about the meaning of the word “moral” and how one might ascertain if a given situation is a “moral situation.”

Key Concepts
Haidt’s Five “Intuitive Ethics”

Primary Instructional Activity
The AMAP (Analysis for Moral Awareness Protocol)

Raising Moral Awareness
Attending to Perceptions

Core Questions
The Situation Or Eliciting Stimuli
Desired Response

Key Mechanisms
Attention
Perception

Care/Harm
Fairness/Cheating
Loyalty/Betrayal
Authority/Subversion
Sanctity/Degradation

Moral Awareness
What’s “moral”? Is this a moral situation?
This is a moral situation.
Moral Foundations Theory

The Meaning of Morality

*Moral systems are interlocking sets of values, practices, institutions, and evolved psychological mechanisms that work together to suppress or regulate selfishness and make social life possible.*

Five “Intuitive Ethics”

1. **Care/Harm**: Concern for others; no hurting them physically or emotionally.
2. **Fairness/Cheating**: Justice, treating others equally; no lying or cheating them.
3. **Loyalty/Betrayal**: Fidelity to your group, family, nation; no betrayal.
4. **Authority/Subversion**: Respect for tradition/authority; no deviance or defiance.
5. **Sanctity/Degradation**: Keeping pure; no disgusting or unhealthy things/actions.

*Click here for more on Moral Foundations Theory*

Analysis for Moral Awareness Protocol (AMAP) for Raising Moral Awareness

- **Notice the Problem**: What kind of problems or issues are present? Are moral values or ethics at play?
- **State the Situation**: What is the problem? How did it come about?
- **Identify Interested Parties**: Who’s involved? How might they be affected?

*Adapted from Narvaez & Endicott (2009)*
Discussion 2: Thinking it Through

Core Questions
What's right? What should one do in this situation?

Goals and Objectives
To enhance students' capacity for moral reasoning and judgment, including their 1) capacity to understand and differentiate among the three schemas of moral reasoning and 2) use of and preference for postconventional reasoning in making moral judgments.

Key Concepts
Kohlberg's Three “Levels of Moral Reasoning”

Primary Instructional Activity
The EDMA (Ethical Decision-Making Activity)

From Awareness to Judgment

Using the Head

What’s “moral”? Is this a moral situation?

Moral Awareness

This is a moral situation.

What’s “right”? What should one do?

Moral Judgment

It’s not fair.

It’s against the rules.

One should not cheat.

Intuition

Conscious, deliberative processes involving the weighing of different, competing considerations

Key Mechanisms

Reasoning

You might get caught!
Moral Reasoning Schemas (Rest et al 2001)

What “lens” of reasoning are you using?

- Post-conventional
  - Fairness/Cheating, Care/Harm
  - Authority, Loyalty, Sanctity
  - Universal, Prescriptive
- Maintaining Norms
  - Customs, Norms, Rules, and Laws
  - Cultural, Descriptive
- Personal Interests
  - Avoidance of pain, Maximization of pleasure
  - Individual, Existential

Level of Moral Development

Childhood Adolescence Adulthood

“Age” of Biological Development

The Ethical Decision-Making Activity (EDMA) for Honing Moral Judgment

Before beginning this activity, please review your AMAP.

4 • LIST:
  - What actions are possible?
  - What are there potential consequences?

5 • DECIDE:
  - What should one do in this situation?

6 • EXPLAIN:
  - Why should X do Y?

Outline your response to each step

<table>
<thead>
<tr>
<th>Action Options</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>a.</td>
</tr>
<tr>
<td>b.</td>
<td>b.</td>
</tr>
</tbody>
</table>

Course of Action

Reasoning
Discussion 3: Aiming High

Core Questions
Why be good?
I am responsible?

Goals and Objectives
Fostering students’ motivation for and commitment to doing the “right”; taking personal responsibility for acting on one’s judgment; prioritizing the principled path over the expedient one.

Key Concepts
Bandura’s “Mechanisms of Moral Disengagement” (aka Rationalizations)

Primary Instructional Activity
The VIPA (Values Inventory and Prioritization Activity)

From Moral Judgment to Commitment

<table>
<thead>
<tr>
<th>What’s “right”?</th>
<th>Being fair/honest is more important than getting ahead or going along</th>
</tr>
</thead>
<tbody>
<tr>
<td>What should one do?</td>
<td>Prioritizing moral values over other values</td>
</tr>
<tr>
<td><strong>Key Mechanisms</strong></td>
<td>Preventing the activation of rationalizations</td>
</tr>
<tr>
<td>Morals Judgment</td>
<td>I should not cheat. It is my responsibility to refrain from cheating.</td>
</tr>
<tr>
<td>One should not cheat.</td>
<td>Am I responsible? What should I do?</td>
</tr>
</tbody>
</table>

I should not cheat. It is my responsibility to refrain from cheating.
Bandura’s Mechanisms of Moral Disengagement

Externalizing Blame

- Displacement of Responsibility
  Blaming another for one’s behavior (e.g. “Bad teacher” or “I did it for a friend”)
- Diffusion of Responsibility
  Blaming the environment, culture or group (e.g., “Everybody does it!”)

Minimizing the Wrong

Euphemistic Labeling
Ref ram/obscuring bad deeds with sanitizing language (e.g., “It was just a quick peak”)

Palliative Comparison
Using advantageous comparisons to reduce social sanctions or self-recrimination (e.g., “I just did X... It’s not like a killed someone!”)

Denial of Crime or Victim
Denying what one has done (“I didn’t do it”) or that one’s actions don’t affect anyone but oneself (“My cheating doesn’t hurt anybody else”)

Moral Justification
Interpreting and portraying one’s acts as serving a higher social goal or moral purpose: “The test was unfair and I was righting a wrong” or “I have to get good grades for college” or “I did it for my parents”


The Values Inventory and Prioritization Activity (VIPA) for Strengthening Moral Commitment

Before beginning this activity, please review your EDMA.

- DECIDE: What would YOU do in this situation?

- CHECK your integrity: Is your decision free of rationalizations?

- CONFIRM values/goals: What V/G are you upholding? Which are you letting go of?

Input your response to each step

Course of Action

Rationalizations Exposed

a. Displacement of responsibility?
b. Diffusion of responsibility?
c. d.

V/Gs Prioritized

a. Achieving with Integrity
b. Fairness
c. Loyalty
d.

V/Gs Let Go

a. Success at any price
b. Loyalty
c. d.
Discussion 4: Acting it Out

Core Questions
How do I do it? What kind of skills and will are needed?

Goals and Objectives
To develop students’ “will and skill” related to academic integrity; e.g., increasing students’ academic (note-taking, project planning, time management) and social (capacity to effectively reframe or refuse indecent proposals) skills as well as the will (“ego-strength”) to resist temptation and persevere in the face of obstacles.

Key Concepts
Performance and Moral Character

Primary Instructional Activity
The SWAP (Skills and Will for Action Protocol)

From Moral Commitment to Moral Action

Am I responsible?
What should I do?

I should not cheat. It is my responsibility to refrain from cheating.

Moral Commitment

How do I do it?
What do I need…?

I did the right thing; I did not cheat or plagiarize.

Key Mechanisms
Performance Character “Skill”

The “pursuit of excellence,” exemplified by “initiative, self-discipline, perseverance, teamwork, and the like”

Moral Character “Will”

The “pursuit of ethical behavior,” exemplified by “respect, fairness, kindness, honesty, and so forth”

The Skills and Will for Action Protocol (SWAP) for Ensuring Moral Action

Before beginning this activity, please review your VIPA.

10 • EMPLOY Academic Skills: What academic skills will you need to do the right thing?

11 • DEPLOY Social Skills: What social skills will you need to do the right thing?

12 • EXERCISE the Will: Doing the right thing is not always easy. How will you remain strong if challenged?

Input your response to each step

Academic Skills Needed
a. “Chunking” big projects into small pieces
b. Paraphrasing, quoting, and citing other’s work
c. Asking T for help when you have questions....

Social Skills Needed
a. Reframing solicitations for unpermitted help
b. Saying no, even to a friend....
c. Non-verbal signals

Strategies for Staying Strong
a. Breathe (deep breaths reduce stress)
b. Think (about your future self!)
c. Feel (confident about your moral purpose)

The Achieving with Integrity Seminar
Core Questions and Components; Desired Responses and Key Concepts

Core Questions
The Situation Or Eliciting Stimuli
Desired Responses

Awareness
This is a moral situation.
Fairness
Care
Loyalty
Authority
Sanctity

Judgment
One should not cheat.
It’s not fair.
It’s against the rules.
You might get caught!

Commitment
I should not cheat.
Prioritizing moral goals and values
Preventing the activation of rationalizations

Action
I did not cheat.
Moral Character ("Will")
Performance Character ("Skill")

What’s “moral”? Is this a moral situation?
What’s “right”? What should one do?
Why be “good”? Am I responsible?
How do I do it? What kind of skills and will are needed?
Discussion and Concluding Thoughts

Your Questions?
Comments...
Critiques!
Suggestions...

Thanks again for Joining Us

More Questions?

Please Contact Me!

Jason Stephens
jm.stephens@auckland.ac.nz