

Overview of Our (brief) Time

What does it mean to “achieve with integrity” and why is it important?

What are the “obstacles” to *achieving with integrity*?

- Our human nature
- The “power of the situation”
- And their interaction

My concluding thoughts

Your comments, questions, and suggestions

Three Propositions (and some Basic Maths)

PREMISE 1:

*Being honest isn't
(always) easy*

+

PREMISE 2:

*Students need (a lot of) help
to “achieve with integrity”*

=

CONCLUSION: *We (the “Choice Architects”) are obligated
to design environments that mitigate dishonesty*

Ariely, D. (2012). *The (honest) truth about dishonesty: How we lie to everyone—Especially ourselves*. New York, NY: HarperCollins.

Bereby-Meyer, Y., & Shalvi, S. (2015). Deliberate honesty. *Current Opinion in Psychology*, 6, 195-198. <https://doi.org/10.1016/j.copsyc.2015.09.004>

Kahneman, D. (2011). *Thinking, fast and slow*. New York, NY: Farrar, Straus and Giroux.

Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New Haven, CT: Yale University Press

Trivers, R. (2011). *The folly of fools: The logic of deceit and self-deception in human life*. New York: Basic Books.

Wilson, F. O. (2014). *The meaning of human existence*. New York, NY: Liveright Publishing.

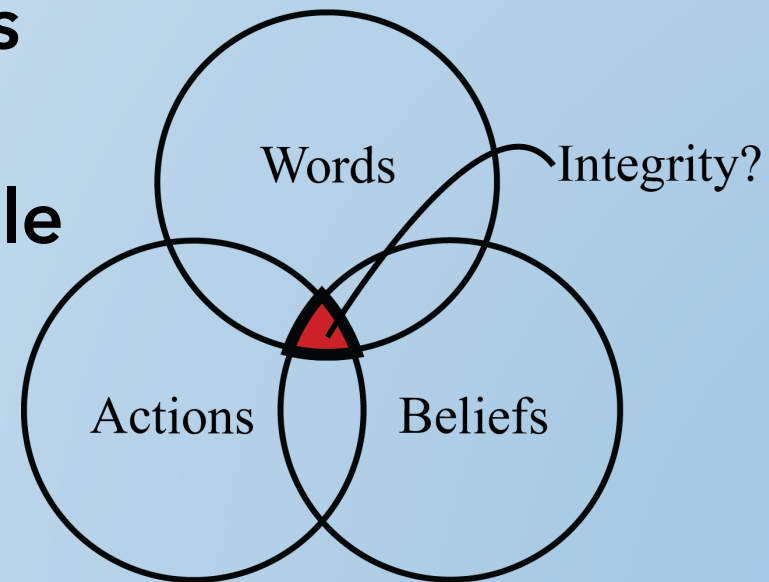
What does it mean to
Achieve with Integrity?

The Meaning of *Integrity*

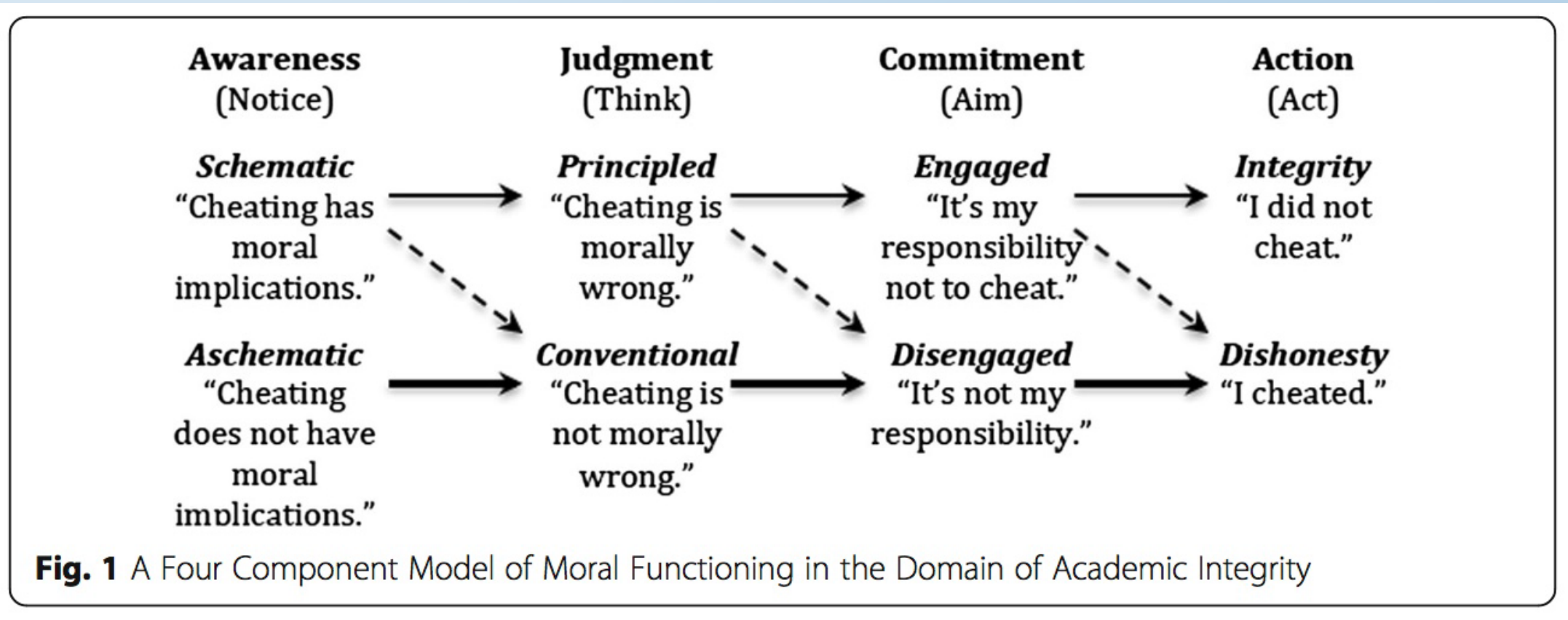
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Two Related (but distinct) Definitions

1. the quality of being honest and having strong moral principles
2. the state of being whole and not divided



Achieving with Integrity: A Four Component Model of Moral Functioning in Academia



Stephens, J. M., & Wangaard, D. B. (2016). The Achieving with Integrity Seminar: An integrative approach to promoting moral development in secondary school classrooms. *International Journal of Educational Integrity*, 12(3), 1-16.

<https://doi.org/10.1007/s40979-016-0010-1>

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 is “necessary but insufficient”
for moral action.*

Intelligent

NEARLY 1 IN 3 COLLEGE STUDENTS HAVE USED CHATGPT ON WRITTEN ASSIGNMENTS

Published on January 23, 2023

Sample: 1,000 U.S. students surveyed during the 2021–22 academic year

The results:

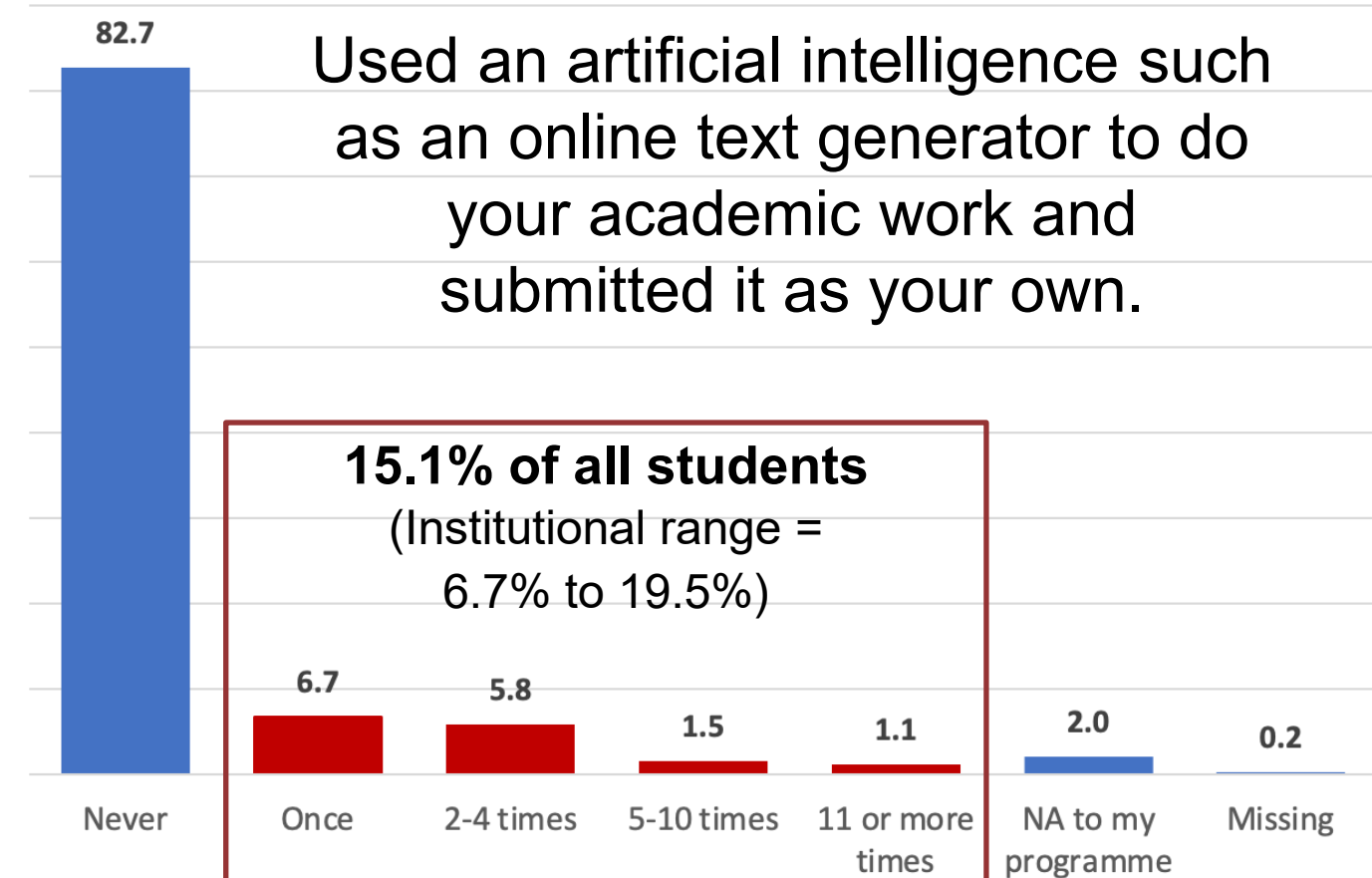
- 30% of college students have used ChatGPT on written homework
- Of this group, close to 60% use it on more than half of their assignments
- 3 in 4 ChatGPT users believe it is cheating but use it anyway

Retrieved from: <https://www.intelligent.com/nearly-1-in-3-college-students-have-used-chatgpt-on-written-assignments/>

Research on Academic Integrity in New Zealand (RAINZ)

Project 2022 Student Survey

During the past 12 months, how often have you...



Sample: 4,513 students from 7 NZ tertiary institutions (September- November 2022)

Stephens, J. M. et al. (in prep). Academic misconduct among undergraduates across Aotearoa: Insights and implications for policy and practice. *New Zealand Journal of Educational Studies*.

Academic Misconduct Around the World

	USA (2007-10)	Ukraine (2010)	China (2013)	New Zealand (2017)	Mexico (2018)	Mexico (2021)
<u>Homework Cheating</u>						
Copied from Another Student	35.8%	72.0%	71.0%	26.5%	45.4%	30.1%
Unpermitted Collaboration	50.3%	83.0%	81.0%	61.2%	52.8%	42.0%
<u>Plagiarism</u>						
Plagiarized a Few Sentences	30.7%	57.4%	59.0%	33.8%	53.7%	45.3%
<u>Test Cheating</u>						
Copied from Another Student	22.3%	64.7%	48.0%	12.1%	29.7%	13.6%
Used Unpermitted Notes	11.1%	81.9%	46.0%	5.5%	28.9%	35.5%
OVERALL	65.6%	97.4%	NA	78.3%	76-86%	58-85%
<i>Note . NA = Not Available</i>						

Ma, Y., McCabe, D., & Liu, R. (2013). Students' Academic Cheating in Chinese Universities: Prevalence, Influencing Factors, and Proposed Action. *Journal of Academic Ethics, 11*(3), 169-184. <https://doi.org/10.1007/s10805-013-9186-7>

Stephens, J. M., Romakin, V., & Yukhymenko, M. (2010). Academic motivation and misconduct in two cultures: A comparative analysis of U.S. and Ukrainian undergraduates. *International Journal of Educational Integrity, 6*(1), 47-60. <https://doi.org/10.21913/IJEI.v6i1.674>

Stephens, J. M., Watson, P.W.StJ., Alansari, M. R., *Lee, G., & *Turnbull, S. (2021). Can online academic integrity instruction affect university students' perceptions of and engagement in academic dishonesty: Results from a natural experiment in New Zealand. *Frontiers in Psychology, 12*(366). <https://doi.org/10.3389/fpsyg.2021.569133>

Achieving with Integrity:

Why is it important?

The Harm(s) Caused by Academic Misconduct

Engagement in academic misconduct:

Individual

1. **decreases the academic engagement and achievement**
2. **compromises the development of moral character and integrity**

Inter-personal

3. **creates an unfair advantage** over honest students -> unearned grades
4. **affects the well-being others** -> increasing stress and pressure, and compromising opportunities

Institutional

5. **invalidates assessments** of learning -> misleading others about ss know....
6. **devalues reputation and degrades degrees**

What are the obstacles to *Achieving*
with Integrity?

or

Why isn't easy to be honest?

Four Truths about Dishonesty

It's natural and

a product of evolution; a genetic predisposition

normal, but

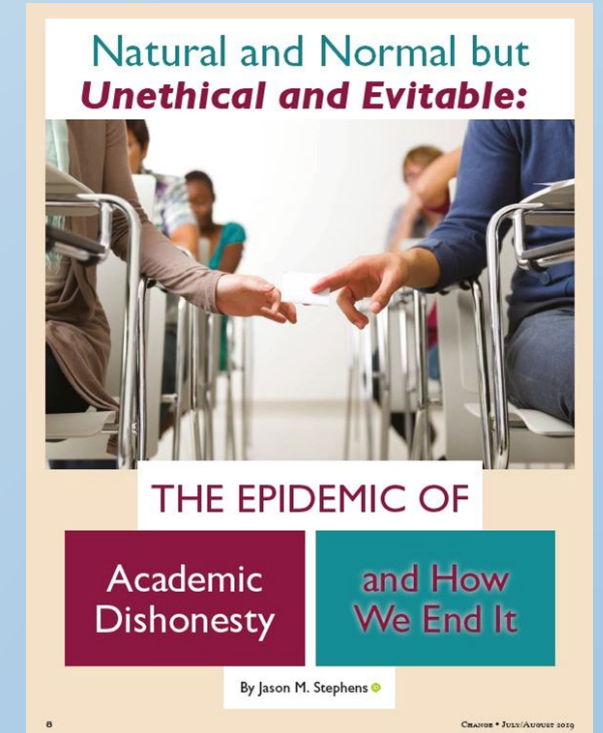
typical across species and part of human development

unethical and

it's dishonest, unfair, and harmful

evitable

education, culture and context matter: $B=f(P, E)$



Stephens, J. M. (2019). Natural and normal but unethical and evitable: The epidemic of academic dishonesty and how we end it. *Change: The Magazine of Higher Learning*, 51(4), 8-17. <https://doi.org/10.1080/00091383.2019.1618140>

Recording from ACODE Presentation available at: <https://www.youtube.com/watch?v=7ZXBfkGltD4>

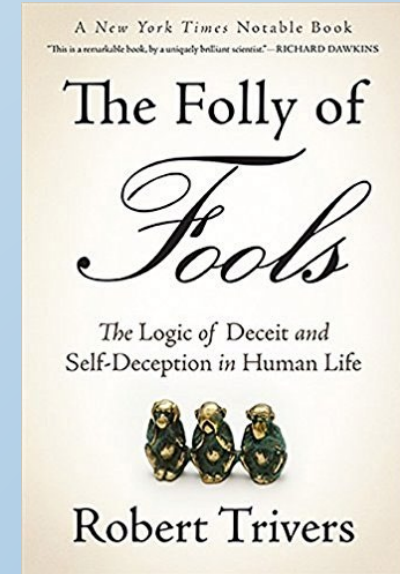
The “Nature” of Cheating

Deception in the natural world is

- **ubiquitous** - seen everywhere in the plant and animal kingdoms
- **essential** - necessary for *survival* and/or *reproductive success*

Mimicry is the primary form of deception, like

- **copying and plagiarism** - *appropriating* the traits or characteristics of another species or their work and representing them as your own....



Other “Obstacles” to *Achieving with Integrity*

Thinking is Costly

Lots of energy with uncertain outcomes; Not what our brains to do best

Modern Society

With its techno-eco imperative to optimize for speed and convenience

A Culture of Cheating

Weak norms, poor detection = potential reward > perceived costs

Contagion Effects

Seeing others cheat increasing the likelihood of one doing so

The “Power of the Situation”

Concluding Thoughts

“Unless you are breaking stuff, you are not moving fast enough”

-Mark Zuckerberg

Productivity and efficiencies are important but they must not outweigh integrity and ethics.

“People need new tools to work with rather than tools that ‘work’ for them.”

- Ivan Illich

Helping students to use AI was a tool to enhance their learning... but it must be used to replace (and misrepresent) what they know, understand, and are able to do.



**Thanks for your time
and attention!**



Comments... Suggestions!