



Academic Integrity E-Update

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A Project of The School for Ethical Education (SEE)

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*Ethics in action
creates
character*

*Behavioral skills in
support of integrity:*

1. *Technical*
2. *Academic*
3. *Social*

Social Skills for Integrity

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Those who work in the field of character education are familiar with the work of Dr. Thomas Lickona and how he popularized the instruction of three learning domains for the whole child. The three domains he recognized included-- the cognitive domain to learn knowledge of the good (head), the affective/emotional domain to learn to love the good (heart) and the behavioral domain to learn to do the good (hand). Encouraging students to demonstrate academic integrity should include all three of these student learning domains. If we assume our lessons describing core values such as fairness and responsibility have "won" our students' minds and hearts, what educational activity will support their behavior or skill (hand) to demonstrate academic integrity?

There are many behaviors or skills that support integrity, and we can sort the list into categories such as—technical, academic and social. Technical skills could include the ability to use software like Endnote to facilitate good note taking that is connected to accurate citations. Academic skills might include the ability to quote, paraphrase, outline, draft and edit. And not the least of the skills, but often overlooked, is the category of social skills. One social skill is the ability of students to respond ethically to peers who seek their help to cheat.

We can help our students learn to cognitively recognize (head) compromises to integrity, and encourage them to a commitment (heart) to practice integrity, but they need to have the social skills (hand) to actually demonstrate integrity. Two social skills that support integrity are the ability to deflect or refuse to support the solicitations of others seeking you to cheat. Citing a well known example from the 1980s, Nancy Reagan used to teach the drug use refusal skill of "Just say no." That expression could be used by our students, but we can also help them become more socially sophisticated.

First, let's recognize the distinction between *deflection* and *refusal*. The social skill of deflection is advocated by those who teach conflict resolution. Deflecting an issue helps students to minimize or deescalate a conflict by deflecting or diverting the attention from a potential emotional topic. As opposed to a direct refusal, with its potential negative social outcomes, a deflection seeks to turn the energy of the potential conflict into a shared solution as outlined in the Table 1 below. Sometimes the circumstance and peer pressure require an explicit refusal, but even these can be presented in ways to minimize the social stigma.

Teachers who want to help their students develop the social skills (hand) to deflect or refuse solicitations to cheat are taking an important step to give their students the ability to demonstrate academic integrity. A class activity is suggested in Table 1 where an example case of a peer requesting help to cheat is suggested along with a definition of deflection and refusal. The definitions and one example are provided, and it is suggested that students complete ideas for responses to the open dilemma cases along with taking the extra step to role-play their solutions.

Table 1. Activity to define deflection and refusal skills and apply these social skills to cases where peers are requesting help to cheat. After students identify potential examples to deflect and refuse, the activity could be concluded with student role-plays and discussion of their favorite suggestions in support of academic integrity.

Do you have data to guide your understanding of students' current opinions and observations about academic integrity? Click here to learn about our [AMIS student survey](#).

Would you like to complete a professional development workshop focused on developing student ethical functioning? Click here to find [contact information](#) for SEE and ask about our PD offerings.

Active links here lead to SEE's website.



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Peer Request	Deflection	Refusal
Classmate seeks help that violates academic integrity	Seek to help without academic dishonesty or encourage without cheating	Turn down the request in least offensive way possible
Friend in the same course, but later class requests questions on upcoming exam.	"Hey you are going to do great. Let's look at your study guide together..." while not giving away specific test questions	If time is short and they persist to seek specific questions—"I want to help more, but I know you share my respect for the fairness of the exam, and if I tell you more, we'd be compromising that fairness to others."
Classmate asks to copy your math homework before class	Student suggestion—	Student suggestion--
Classmate texts you for answers while in an exam	Student suggestion—	Student suggestion--
Younger friend requests electronic file copy of a US History paper you completed anticipating assignment the next year	Student suggestion--	Student suggestion--

Teachers Sought to Join Achieving with Integrity Project

SEE is recruiting High school English and social studies teachers to participate in the Achieving with Integrity (AwI) program to create lessons for integration into their existing curriculum in support of student ethical functioning. The project (depending on funding) may have a small stipend for participants, but this notice is seeking teachers who would be interested in participating regardless of funding.

The project will include on-line professional development (summer 2015) to guide the creation of lesson plans to be integrated into high school English or social studies classes (fall 2015). Participating teachers will need to gain approval and access to computers to have participating students complete three on-line Survey Monkey surveys, one prior to lesson instruction, one immediately after the core lessons are completed (fall 2015) and a final survey after three supplemental lessons are taught during the school year (spring 2016).

For more information and access to a project application, teachers are invited to visit SEE's home page at www.ethicsed.org.



3rd Annual Plagiarism Education Week (April 20-25, 2015)

Turnitin invites you to a week of free 45-minute webcasts devoted to sharing ideas and best practices with educators and students about plagiarism and academic integrity. Premier thought leaders will include educational experts, passionate educators and Turnitin All-Stars, all of whom will share their perspectives, lessons, and research.

[Click here for pre-registration information.](#)

About SEE

The School for Ethical Education is a not-for-profit teaching agency in Milford, CT with the mission to advance strategies to put ethics in action to create character. As a non-sectarian 501(C)3 organization, SEE is partly supported by fees for service, grants and donations. For more information, visit our website at www.ethicsed.org

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