



## Reducing Academic Misconduct on Assignments.

As an educator, you likely embark on each assignment with a surge of hopeful anticipation, harboring aspirations for your students' academic success. However, as for many of your colleagues in academia, this initial enthusiasm may be tempered by a sense of disillusionment when, despite your meticulous efforts, some students may misconstrue the task at hand, engage in academic dishonesty, fabricate citations, or submit essays generated by GAI that do not adequately reflect their learning progression. Some of these problems could be mitigated by adhering to the following guidelines.

1. Consider having the class give input on the grading rubric. Whether you have the students construct a rubric that they think is appropriate or give feedback on the rubric you intend to use, the consultation with students will invest them more heavily in the assignment because they will have some ownership of how their work will be evaluated. This has been shown to reduce misconduct. It also demonstrates a great deal of respect for the students.
2. Provide a clear set of instructions that explain your expectations for the use of GAI technology and your reasoning behind these expectations. This is especially important if you have different expectations for different assignments since students sometimes assume the same frameworks are used for all assignments in a course. This is part of the TILT framework for assignment design.
3. Discuss the assignment in class, providing an opportunity for students to ask questions about the assignment.
4. Review the Values of Academic Integrity when you discuss the assignment in class. Most instructors discuss avoiding academic misconduct on the first day of class during their coverage of the syllabus. By the time the first assignment is due, this talk is but a hazy memory for students. There is no such thing as too much reinforcement of the importance of Academic Integrity.
5. Provide remedial resources or exercises on Canvas. This will help to activate students' prior knowledge about correct use of quotations, citations, paraphrasing, and similar skills. This will help reduce inadvertent academic misconduct.