

The flip side: A partnership using the flipped classroom model to teach business students about academic integrity



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The origin of the partnership

In the spring of 2018, the plagiarism committee at the business school reached out to the library for help providing instruction on academic integrity to their students. Using asynchronous components in the LMS, we designed a module to educate and assess student understanding. The resulting stand-alone module was added as a requirement for all introductory business classes.

The following semester, an in-person discussion was added to the face-to-face classes to enhance the learning experience. Following these in-person discussions, we developed a better understanding of the way students interpreted the academic honor code and the way violations can impact them. The result has been better informed business students with increased exposure and understanding of issues surrounding academic integrity.

What does the instruction include?

Built using the principles of universal design, online module contains a discussion post, interactive tutorial complete with voice over and closed captions, and a quiz. Students are expected to complete the tutorial and discussion post before our in-person discussion.

- Discussion Post- Uses “Jill the Collaborator” scenario in which both student and instructor bare responsibility for infractions.
- Tutorial- Created using Articulate software and based on PPT format. Includes videos, interactive slides, Q & A, and references with further readings.
- Kahoot! Quiz- Includes 7 questions that review content found in tutorial.
- In-person Discussion- Includes up to 9 scenarios that students review in groups and then share their thoughts with the class.
- Quiz- Includes 7 multiple choice questions developed in partnership with business faculty.

Module objectives

1. Identify different forms of academic dishonesty
2. Identify the roles and responsibilities of students, professors, and administration when dealing with cases of academic dishonesty
3. Recognize the impact academic dishonesty can have on both the student and school’s reputation
4. Accept the UAB Honor Code

Implementation

At the beginning of the semester students are assigned the academic integrity tutorial, which they are expected to complete before the in-person discussion. Tutorial contains information on the following:

- Real world examples of academic misconduct & plagiarism
- Definitions of academic integrity
- Video from Simon Fraser University explaining academic misconduct
- Outline of each form of academic misconduct as defined by UAB
 - Includes scenarios with Q & A for each, students are prompted to review content when they answer a question incorrectly
- Explanations of how academic dishonesty affects students & university
- Possible consequences of infractions & procedure for handling accusations of misconduct

Two to three weeks into the semester I visit the in-person classrooms to go over the content and facilitate discussion among students about the UAB Honor Code. Classroom visit includes the following:

- Kahoot! Quiz to review UAB Honor Code
- Small discussion groups formed to evaluate different scenarios of academic misconduct
- Sharing session with entire class to discuss scenarios and reflections of each small group

Campus reach

	BUS 101: Business Foundations	BUS 102: Intro to Business	Business Research Toolkit
Fall 2017	Not offered	Not offered	45
Spring 2018	Not offered	319	34
Summer 2018	Not offered	76	Not offered
Fall 2018	194	310	42
Spring 2019	Not offered	353	49
Summer 2019	Not offered	39	Not offered
Fall 2019	224	287	23
Spring 2020	Not offered	346	TBD
TOTAL STUDENTS REACHED TO DATE: 2,341			

Observations

The in-person discussions with business classes has been very enlightening. It has helped me to better understand student’s thought processes surrounding academic misconduct. Their reasoning can sometimes be flawed, but it is helpful to talk things out with them.

For example, there is one scenario where it is unclear if academic misconduct has actually happened. In this scenario a student has asked for someone to write a paper for them on a message board, but no replies are posted publicly. Students will sometimes argue that they have no responsibility to say anything because they are unsure if academic misconduct has taken place-no one wants to be a tattletale. So this is an opportunity to talk to them about their responsibility to report when they have seen something.

Students will sometimes scoff at the perspectives their professor or I provide during these discussions, but they are much more likely to heed what their peers have to say.

For example, when their professor or I tell them that plagiarism is a serious infraction that reflects poorly on the institution, etc. they will sometimes scoff at this. However, I have seen first-hand that when other students with prior or current work experience in their profession agree with or deliver this same information, other students will take it much more seriously.

Future of the academic integrity module

The Academic Integrity Module was created and implemented in response to rising concern among the business faculty that many students do not understand their responsibility when it comes to academic misconduct. The business school wanted a way to better inform students of the seriousness of honor code violations.

As of spring 2020, the UAB Honor Code is currently under revision and we expect an updated version will be available in the fall of 2020. The module components will need to be modified according to the updated code when available.

Expectations for the project are that more students will be aware of the Academic Honor Code and their responsibility in abiding by its terms. The in-person helps to reinforce expectations and clarify any misunderstandings the students may have.

