

From: Brenda Torney
Sent: Monday, October 9, 2017 10:14 AM
To: Faculty
Subject: TLC news

Dear Colleagues,

Have any of you had a cut and dry case of cheating in your class?" This message came through the TLC channels a few days ago and it made us think. Yes, we all answered, yes we have. Most of us have. As we approach midterms, it might be useful to think about this again, not only what action to take if this happens, but also what steps to take to avoid it.

What to do if you have a case of cheating?

Procedures are described in AUP's Academic Handbook, "Academic Integrity at AUP" (pp

24-26). <https://www.aup.edu/sites/default/files/download/Academic%20Handbook%20Fall%202017%20bis%20-%20updated%20links.pdf>

It's also important to know that Ann Borel and Ann Mott in ARC and the Writing Lab consult with faculty members and students on avoiding plagiarism, using SafeAssign, and imagining other strategies to ensure academic integrity.

What are some best practices so that you simply won't have to deal with cheating?

One best practice is to rethink your questions. In the last *TLC News*, we mentioned Joe Ben Hoyle's work. His section on "What Type of Questions Do You Ask" copied below provides good food for thought.

(Excerpt taken from Joe Ben Hoyle, self-published pamphlet, *Tips and Thoughts On Improving The Teaching Process In College* online:

<https://facultystaff.richmond.edu/~jhoyle/documents/Book-Teaching-X.doc.pdf>)

[WELCOME \[facultystaff.richmond.edu\]](https://facultystaff.richmond.edu)

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1 WELCOME Welcome to Tips and Thoughts On Improving The Teaching Process In College--A Personal Diary by Joe Ben Hoyle, David Meade White Distinguished Teaching ...

Day 24 – What Type of Questions Do You Ask?

Each semester, about a week before the first test, the students are informed that I am going to explain how my questions are created. Everyone in the room immediately

snaps to attention; this information will be helpful. To begin, I draw a large circle on the board and then place an X somewhere inside of it.

“Assume that this circle encompasses absolutely everything covered so far this semester. I possess a good memory and keep detailed notes. Consequently, I have an outline of all the various ideas, rules, and concepts that have been examined. The X inside of the circle represents approximately 1/3 of the test questions, the ones that will be created based on the material we have gone over. These questions will require you to explain various aspects of exactly what we analyzed in class. ‘Discuss the immediate implications of the law passed by Congress in 2006.’ I will want explanation and not memorization. Correct answers indicate that you followed the discussion, took good notes, and learned the meaning of those notes. To me, that is average work and earns the grade of C.”

I then draw a second X, this time about two inches outside of the circle.

“This second X represents another 1/3 of the test. This batch of questions will be designed to use knowledge learned in class but you must extend it somewhat to resolve new situations. ‘Based on the law passed by Congress in 2006, speculate on new laws that might be passed in 2007.’ That is a stretch of our coverage but only a slight one. If you understood the class conversation well enough, then you should be able to address such issues. To me, that is impressive; it requires a higher degree of learning. I want you to apply your knowledge to problems that were not specifically discussed in the class or the book. That is good work and earns the grade of B.”

I then draw a third X about two feet from the circle.

“Okay, the last 1/3 of our questions will be created to determine if you can truly stretch your understanding. I want you to take the knowledge from class and extend it to arrive at reasonable resolutions for complex situations. These are written to force you to think deeply about the material and the implications of our coverage. ‘Because of the law passed in 2006, explain and justify how you believe the country will be different by the year 2016?’ I will not ask questions that are unfair. However, I am going to write ones where the understanding of the topics needs to be incredibly sharp, both in clarity and depth. Answer those and that will be excellent work and will earn you the grade of A.”

Each student receives all tests and answers from the previous semester. I challenge them to discern which questions were drawn from inside the circle and which from outside. Similarly, during class conversations, I often pose a question and then ask whether it came from inside the circle or not. If the answer is “outside,” then I want to know how far outside. To me, this is all part of the thinking process. Students need to realize that there is an essential difference between explaining knowledge and being

able to extend it so that entirely new issues can be addressed in a logical and considered fashion.

Below are dates of upcoming TLC events:

(Tues. 12:15-1:15) – Bring your lunch.

10 Oct. ***How can we help students become actors in documenting what's happening in the world?*** with Noemie Oxley (Global Communications) in PV-1

24 Oct. 14 Nov. TBA 28 Nov. TBA 11 Oct 15 Nov. Have a good week!

Your TLC

AUP's Teaching and Learning Center, tlc@aup.edu

Rebekah Rast, Director, rrast@aup.edu

Elena Berg, Faculty Fellow, eberg@aup.edu

Russell Williams, Faculty Fellow, rwilliams@aup.edu

Brenda Torney, Administrator, btorney@aup.edu