



Webinar Registration Form

Move From “I Caught You” To “I Taught You” - Creating A Culture Of Academic Integrity Thursday, April 5 ~ 3:00-4:00pm (Eastern)

Once the live date has passed, this training will be available on demand.

Overview

This webinar addresses the different concerns about—and definitions of —“originality” across the units within higher-education institutions; provides a framework of three key types of academic-integrity strategies and matches those strategies to the needs of instructors, departments, and institutions; and offers examples of each academic-integrity strategy, best practices for each, and practical implementation tips.

Faculty members utilize many tactics to help ensure that the work their students perform is conducted under rigorous conditions, and is created by or carried out by the students themselves. Especially with the rise of online learning, academic integrity has created a business model, with companies like Turnitin offering to compare student submissions against large databases of previous student work.

A lot of campuses, though, are finding that the big-database approach to academic integrity isn't a one-size-fits-all solution (Lancaster & Culwin, 2007). That's because there are various definitions of “originality” across the units of higher-education institutions.

Faculty members can undertake several specific actions to foster academic integrity across campus and in their courses. This webinar will share concrete practices you can use tomorrow to communicate expectations clearly for ethical conduct, which is much more effective than it is to have to catch cheaters after the fact.

Moving from “I caught you” to “I taught you” involves more than just sending student work to a database, but it's worth the effort to understand originality regarding the expectations of the various disciplines across your campus.

This webinar is based on best practices gleaned from more than 25 years of classroom and online teaching in higher education, as well as research into the most effective methods for creating a climate of academic integrity on campus. The theoretical framework is my own, developed to help match academic-integrity techniques (database-submission, sanction statements, and the like) with specific types of assessments (papers, exams, projects, portfolio and group work).

Objectives:

- Define originality specifically for the sciences, humanities, and social sciences
- Customize academic-integrity strategies to the discipline taught and level of rigor expected of learners
- Adopt academic-integrity strategies to create and sustain a climate of ethical behavior

Who Should Attend?

- 2-year & 4-year institutions
- Academic Affairs/Instruction
- Faculty (full and part-time)
- Dean of Instruction
- Department Chairs
- Student Code Of Conduct Officers
- Student Life Directors
- First-Year Experience Coordinators
- Summer Bridge Coordinators
- Orientation Directors
- Any educator interested in promoting academic integrity on campus



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Speaker(s)



Thomas J. Tobin / Faculty Developer & Professional Consultant

State College, Pennsylvania

“Academic integrity is often perceived as a task of catching cheaters. While that’s part of it, we can deter more dishonest behavior by asking a few core questions about what we teach and what we expect from our students.”

Thomas J. Tobin is the Conference Programming Chair at the University of Wisconsin-Madison, where he identifies trends and themes in the field of distance education; shapes the scope and focus of each year’s conference in collaboration with its advisory board and staff; finds the keynote, spotlight, and featured speakers for the conference; and hosts the conference as the emcee.

Before joining UWM, Tobin spent seven years in the Learning and Development arm of Blue Cross and Blue Shield of Illinois, and then served for five years as the Coordinator of Learning Technologies in the Center for Teaching and Learning (CTL) at Northeastern Illinois University in Chicago.

Tom is also an independent faculty developer and professional consultant in State College, Pennsylvania. He is an internationally-recognized speaker and author on topics related to quality in distance education, especially copyright, evaluation of teaching practice, academic integrity, and accessibility/universal design for learning.

Since the advent of online courses in higher education in the late 1990s, Tom’s work has focused on using technology to extend the reach of higher education beyond its traditional audience. He advocates for the educational rights of people with disabilities and people from disadvantaged backgrounds.

In the field of online-course and -program quality, he is best known for his work on administrative-evaluation techniques; his article on “Best Practices for Administrative Evaluation of Online Faculty” (2004) is considered a seminal work in the field, and has been cited in more than 150 publications.

Tom serves on the editorial boards of eLearn Magazine, InSight: A Journal of Scholarly Teaching, the Journal of Interactive Online Learning, and the Online Journal of Distance Learning Administration.

His most recent book is *Evaluating Online Teaching: Implementing Best Practices* (Wiley, 2015) with Jean Mandernach and Ann H. Taylor. His comic book (yes, comic book) *The Copyright Ninja: Rise of the Ninja* (St. Aubin Comics, 2017) teaches college and university faculty members, support staff, and campus leaders about copyright, fair use, licensing, and permissions. Plus, it has ninjas.

Re-Framing Universal Design for Learning in Higher Education (with Kirsten Behling) is forthcoming from West Virginia University Press in Fall 2018, and Tom is currently writing *Going Alt-Ac: A Guide to Alternative Academic Careers* with Katie Linder and Kevin Kelly, expected in early 2019 from Stylus Press.

Newsletter



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Registration Information

Print Name		Job Title	
Institution/Organization			
Address			
City	State/Province	Zip/Postal Code	Country
Telephone	Fax	Email	
Innovative Educators Password (Choose a password for our records and future registrations)		Assistant's email (For registration confirmations & pre-conference communication)	
How did you hear about this event? (email, listserv, colleague, conference, other) _____			

Payment Method

You can call us at 303.955.0415 or fax the completed form to 1.866.508.0860. If you would like to mail in the registration form and/or check, please send it to: Innovative Educators, 3277 Carbon Place, Boulder, CO 80301.

Paying by: (select one) Credit Card Check Purchase Order (if applicable) P.O.#: _____
(If you select PO as your payment method, a PO number is required.)

Credit Card



Name on card		Account Number	
Billing Address	Billing City	Billing State	Billing Zip/Postal Code
Exp. Date	Security Code (last 3 digits on the back of Visa and MC)		

Packages & Pricing

Select your webinar package:

\$425 - 1 webinar (Unlimited connections at your institution and recording for one year)
\$900 - 3 webinars (Save \$375)

\$1500 - 6 webinars (Save \$1050)
\$3995 - Purchase Go2Knowledge to receive unlimited access to webinars & recordings for one year (Best Deal!)



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Login Directions

The login directions provide the following information:

- A link and a password for the event.
- A link to test webinar access. Please test your computer prior to the event.
- The date and time of the webinar. Please be sure to reference the time zone converter on the login directions to confirm your event time.
- Audio instructions: You can stream the audio over your computer speakers, but you may want to have a phone available for backup purposes.

You will receive the login directions twice via email. The process is as follows:

- 1 week prior to the live event: You will receive login instructions.
- 1-2 days prior to the event: You will receive a link to the presentation and any additional handouts. Copies can be made for attendees if desired.
- The day of the event: Participants can login to the IE Webinar 30 minutes prior to the start time. Once logged in, participants can see the PowerPoint slides, ask questions, and make comments via the chat feature.
- Participants are encouraged to save and print the login directions to refer to on the day of the webinar.

Site Connections

The basic registration fee allows you to access the webinar from one computer only. If you need multiple site connections, please register for the unlimited site connection price.

Recording Information

The Monday following the live event you will receive a link to the recording, it can be forwarded to all faculty and staff for viewing anytime, anywhere.

Recording Benefits:

- Share the presentation with other staff members
- Pause presentation for convenient viewing
- Review the presentation after the live event
- Train new hires throughout the year
- Show during an in-service training

Technical Details

Innovative Educators uses WebEx as its web conferencing provider. If you have not previously attended a WebEx event, please click here to make sure your computer is compatible with WebEx. Be sure to complete this test prior to the live conference. See system requirements for more information.

What equipment is required?

An Internet connection, computer speakers, and LCD projector are required if a large group is viewing the presentation. Participants can call in via phone if they are having trouble retrieving the audio over the computer. Please be sure to reserve a meeting room prior to the live event that can accommodate these requirements as well as your attendees. You should reserve the room 30 minutes prior to the webinar start time and allow at least 15-30 minutes after the webinar for discussion.

Cancellation Policy

- 30 days prior: Full refund
- 14 days prior: \$100 processing fee
- Less than 14 days: Credit towards another IE event

Satisfaction Guaranteed

We want you to be satisfied with your purchase. For questions, concerns, or problems, please email support@ieinfo.org or call 303.955.0415.