

Consequences of student ethical behavior for families: Strategies for more authentic conversations

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Purpose

Ignite

conversations about the impact of family on student ethical behavior.



“Reality Check”

Honest reactions

vs.

Students and families’ perceptions of those reactions

vs.

Authentic conversations

Students' Perceptions of Families

- Understanding of academic integrity
- Reactions to less than ethical behavior

Existing research

- Parental pressure to achieve (Callahan, 2004)
- Punitive parental response and ACT scores (Valente, Newman, & Newman, 2004)

Focus on negative reinforcement

Data Collection

Academic Integrity Awareness Survey:

“This is how my family would react if I got caught cheating . . .”

2003 Themes

1. Disappointed
2. Punitive
3. Learned Values
Very Disappointed
4. Shocked

2004 Themes

1. Punitive
2. Disappointed
3. Learned Values
Very Disappointed
4. Upset

2005 Themes

1. Disappointed
2. Punitive
3. Learned Values
4. Very Disappointed
5. Upset

2006 Themes

1. Disappointed
2. Punitive
3. Very Disappointed
4. Learned Values
5. Angry

Ten Principles of Academic Integrity

- Organizing frame to reflect on students' perceptions
- Result: Concrete strategies to engage in an authentic conversation about student ethical behavior

McCabe & Pavela (2004)

1: Recognize and affirm academic integrity as a core institutional value

- Moral code – student, family, institution
 - The role of learned values
- Holistic approach – help students make sense of integrity
 - Does punitive reaction make a difference?

2:Foster a lifelong commitment to learning

- “Captivating and joyful experience” juxtaposed with motive for cheating (McCabe & Pavela, 2004)
- Motive for cheating vs. negative reinforcement
 - Probability of changing behavior??

3: Affirm the role of teacher as guide and mentor

- As relates to family, seen as integrity “traffic cop”
- “inspiring a commitment to academic integrity – will come in the context of personal respect, attention, and connection” (McCabe & Pavela, 2004)
- Who fills family role at college?

4: Help students understand the potential of the Internet

- Joy of learning, discipline, self-restraint, respect for others → learned values
- Pressures, ease of access

5: Encourage student responsibility for academic integrity

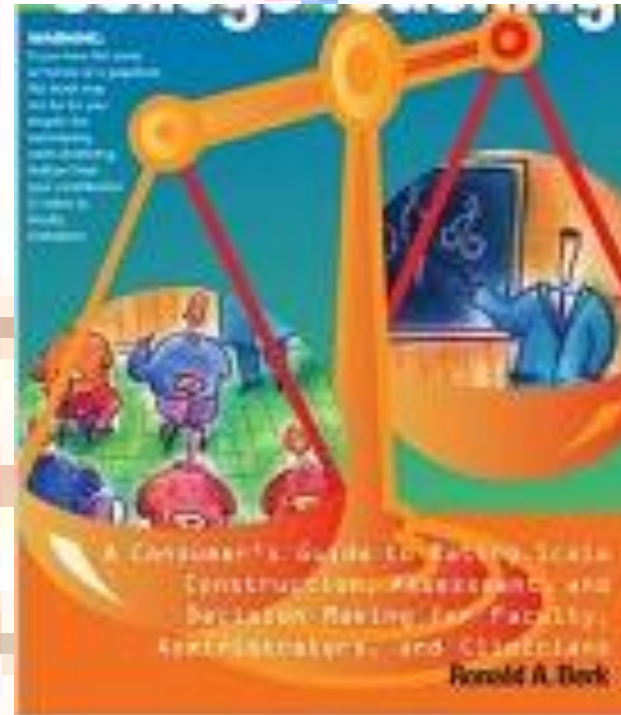
- Holistic approach
- Help students accept responsibility for actions well before college
 - Moral code
 - Learned values

6: Clarify expectations for students

- Emotional reaction(s)
- Define and enforce discipline consistently

7: Develop fair and creative forms of assessment

- Relevant, well-designed for given purpose
 - College classroom
 - Family home
- Learned values



8: Reduce opportunities to engage in academic dishonesty

- Prevention: clear rules, definitive, realistic standards
- Positive approaches: Open to assistance

9: Respond to academic dishonesty when it occurs

- Ignore, trivialize → translates to “it doesn’t matter.”
- “Prompt and equitable doesn’t have to be unduly punitive” (McCabe & Pavela, 2004)

10: Help define and support campus-wide academic integrity standards

- Must be a community effort
- Central to learned values, part of moral code

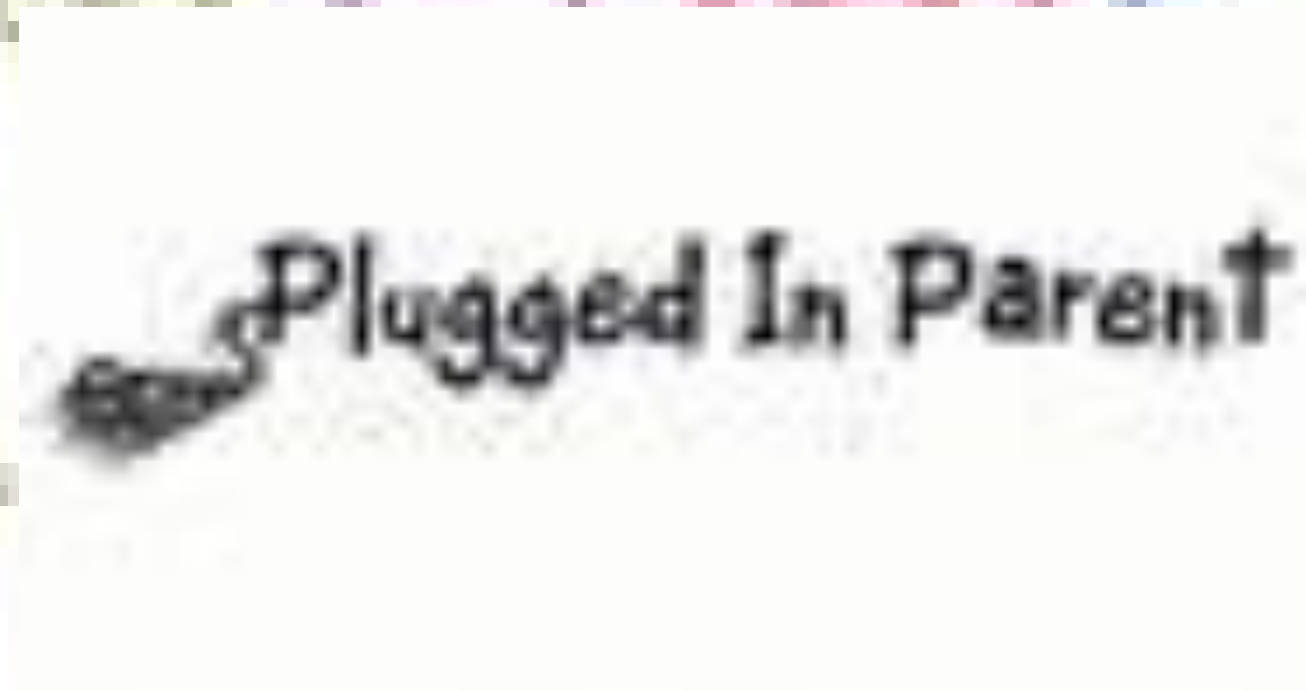
Helicopter Parent



Non-existent Parent



Parents Set the Tone



Conclusions

1. Punitive doesn't work.
2. Must begin at home.
3. The entire institution
4. Inform parents, siblings
5. Role of contextual factors

“No matter what you’ve heard or what excuses
you can come up with,

cheating is a big deal.

It can make mega-trouble for you not just in
school, but also with your family, friends, and
sometimes most importantly, yourself.”

CastleWorks (2002)