



# Spectrum

Faculty Development and Instructional Design Center, Northern Illinois University, DeKalb, Illinois 60115

## Academic Integrity

Academic integrity has been in the news lately, but it's not a new trend. The capacity for individuals to cheat, plagiarize, or otherwise compromise their or another's work has been around since we have had institutions of learning. Recent publications underscore the seriousness of the issues regarding academic integrity:

- *Cheating on the Upswing, Thanks to Technology*
- *A College Test: How to End Epidemic of Cheating Students*
- *Academic Dishonesty Rising at Universities*
- *Oakton Professor Battles Notion that Cheating is Just Study Tool*  
(see The Center for Academic Integrity at <http://www.academicintegrity.org/press.asp>)

Samplings of topics covered by books, journal articles, and web sites that focus on academic integrity include ethical considerations, plagiarism, student honesty, cheating, misconduct, copyright, and honor codes. Conducting an online search on academic dishonesty reveals almost 140,000 sites; many of the first links are universities that provide definitions and policies on the topic.

Many universities and colleges have developed online and print-based tutorials on plagiarism, cheating, and other forms of academic misconduct, not only for their students but for their faculty as well. Even though the predominance of academic misconduct is student-centered, faculty members may share some responsibility. Many instances of academic misconduct are not intentional; the perpetrator may be cheating by virtue of not knowing. However, being uninformed of proper source citation or copyright infringement, for example, is the responsibility of everyone who prepares material for academic and personal work.

As online learning options becomes more popular in our traditional brick and mortar universities, colleges and schools, academic integrity may become even more challenging. Educators need to be more savvy as students embrace virtual classrooms that lead to virtual assignments and virtual examinations.

*"Let us approach the topic with a positive spin by being informed rather than waiting and reacting once misconduct occurs"*

In developing responsible academic conduct, our students and faculty should approach the topic through example, guidance, and admonition. Clarification of expectations, reducing the opportunities to be involved in cheating and plagiarism, and establishing sound and enforceable policies are among the ways to ensure our students and faculty can embrace academic integrity.

Let us approach the topic with a positive spin by being informed rather than waiting and reacting once misconduct occurs.

For further information on academic integrity contact NIU's Judicial Office at (815) 753 1571 or 1572, or the Office of Ombudsman at (815) 753 1414. For source material on academic integrity and ethical considerations, refer to *Instructional Guide for University Faculty*, available from the Faculty Development and Instructional Design Center website at <http://www3.niu.edu/facdev/resources/guide/guideintro.htm>. Faculty Development and Instructional Design Center plans to host a teaching effectiveness institute in the near future to help faculty address academic integrity issues in their courses and classrooms.

## Fall 2004

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### GRANT DEADLINE

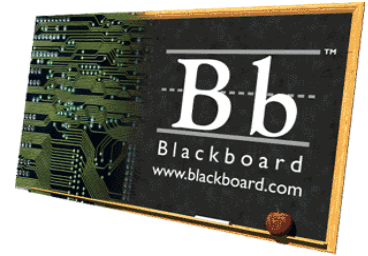
For Faculty Development Grants Applications for January – June 2005 Cycle: November 12, 2004

### SAVE THE DATE!

**NIU Conference on Portfolio Integration: Connecting Learning and Assessment  
March 4, 2005**

**Sponsored by:  
Office of the Provost, and  
Faculty Development and  
Instructional Design  
Center**

Faculty who have used Blackboard during the past several years have had to wait two days to get an active, scheduled section of their semester courses. The Blackboard Administrative team has just introduced a new, one-step process for creating a course that contains student enrollment (a scheduled section) in half the time as with the previous process. The new procedure will reduce the number of courses faculty will see listed when they login to Blackboard; many long-term users have expressed their concerns that they have an excessive number of courses accumulating.



The one-step course creation goes hand-in-hand with the new Blackboard course copy features. A course created through the new process will be populated with student names but will have no instructional materials. But the course copy features built into Blackboard allow faculty to copy materials from one or more courses into the new course without having to wait for the server to process the materials transfer.

Faculty can copy materials in two ways: (1) move large sections of one course--even the entire course--in one request and (2) copy single items or folders. Both copy functions can be performed through the Control Panel of the source (original course). Faculty will need to know the course ID of the destination course (the new course into which materials are being copied) and must be listed as instructor in both the source and destination courses. Instructions for copying course materials are posted on the newly designed Faculty Help pages at <http://www3.niu.edu/blackboard>.

In an effort to keep sufficient server space available for current courses, the Blackboard Administration team has posted a schedule for expunging older courses from the system. Courses will be kept 13 months before being removed. On October 15, 2004, all spring and summer 2003 courses will be removed; March 15, 2005, all fall 2003 courses will be expunged. Faculty are responsible for exporting or archiving their own courses and should perform these back ups before the scheduled removal dates. Instructions for course archiving are available on the Faculty Help page. The removal process does not impact Shell courses. Faculty who wish to remove unwanted shells can do so through the Faculty Blackboard Course Utilities, listed under the Services tab in Blackboard. ITS Customer Support Center and Faculty Development and Instructional Design Center staff are able to assist faculty with archiving and shell-removal requests as well as the course copy features.

## Short Focused Tutorials Revisited

An article in the Spring 2003 Spectrum (<http://www3.niu.edu/facdev/resources/spectrum.htm>) discussed short focused tutorials as useful tools that extended teaching opportunities beyond the confines of the classroom. Production of the tutorials involved use of Impatica for PowerPoint software. Requests from several faculty members lead us to evaluate Apreso for PowerPoint (distributed by Anystream), a product comparable to Impatica in several areas but one that offers several advantages.

Like Impatica, Apreso works specifically with the PowerPoint presentation software. Both products include a remarkable feature that can compress PowerPoint presentations to less than a quarter the size of files saved as a web page. The larger the initial file, the more impressive the compression rate, particularly relevant when considering limited web server space. The compression process is somewhat easier with Apreso, requiring fewer steps than Impatica.

The major difference between Apreso and Impatica is the mechanism for online dissemination: while Impatica streams material one slide at a time, much like streaming video clips, Apreso requires users to download a file in its entirety before playing the presentation. While full download adds slightly more time to the overall process of viewing notes, Apreso users have the option of reviewing slides in either an outline or thumbnail format by scrolling through a conveniently placed sub-window. One can easily and quickly navigate to a desired slide located anywhere in a presentation. This contrasts with Impatica, which has navigation buttons allowing users to skip ahead or go back. Because Impatica has no apparent option to preview slides, the program, in effect, requires users to stream through each slide instead of skipping to a desired slide. Both Impatica and Apreso offer the option of including video clips with PowerPoint. However, Apreso allows users to orchestrate video with presentations by placing the video component in a separate portion of the screen adjacent to, rather than part of, the PowerPoint screen. While the added value of including a talking head with presentations is debatable, some may have pedagogically sound rationale for including other video footage.

Cost is another advantage that Apreso holds over Impatica (\$149.00 vs. \$299.00) though Impatica offers multiple-license discounts. Both types of compressed files can be uploaded to Blackboard sites though it may be necessary to modify the screen size of the presentation to eliminate scrolling. For more information about Apreso, visit their website at [www.apreso.com](http://www.apreso.com), or contact Dan Cabrera, Faculty Development Multimedia Coordinator at 753-0613.

Instructional Design (ID) is a process that can help improve the design and development of courses and course content. Often associated with training in business and industry, ID has been widely used by educators in revising and modifying existing courses and to plan and implement new courses.

The process is systematic and systemic; steps are taken in the design (planning) phase of the course that are dependent upon each other to generate a successful product (course). One of the more tried and true ID models is A.D.D.I.E. (Analyze, Design, Develop, Implement, and Evaluate) although many others exist and are used in different learning situations.

## Analyze

When using the ADDIE model, the first step is to **analyze** and understand all aspects of the instructional problem. In other words, why are we teaching what we teach, who are our learners (students), and how will instruction get our students to where we want them to be at the end of the semester?

In the **design** phase, consider all components of instruction (from beginning to the end). At times faculty must work backwards – and think about how they will evaluate, implement, and develop materials, methods, and media that facilitate instruction. This is the creative and inventive phase; collaborate with colleagues, and be open to new techniques and approaches.

## Design

During the design phase, determine which methods (lecture, demonstration, group work), materials (handouts, lab equipment, CD ROM's) and media (computer multimedia, flip charts, video) will be incorporated in the course. Materials, methods, and media should be carefully selected and developed and be based on sound pedagogical and design principles. Instruction should be well planned -- nothing should be designed arbitrarily.

## Development

**Development** (or production) is the step where faculty actually create the “things” for their course: the web site that supports the course, the handouts and assessment rubrics that faculty and students will use, a PowerPoint presentation, a video tape on case studies, digitized for viewing online. Each faculty member will have to decide whether or not to create instructional products herself or to employ an expert to create that special video or website. Faculty should ask themselves whether they

can get by with an existing product, if it can be modified, or if they need to begin from scratch. Time is of the essence here, and efficient instructional design relies on best practice, from planning to evaluation.

**Implement** is where the actual instruction is done. Students rely on the expertise of the faculty member to learn the content. At the same time, students should be engaged in the learning process. All of the planning done in the design and development stages is onstage in the *implementation* phase. This is where faculty expertise shines, along with the selected approach to teaching, whether in the classroom, the lab, or the field setting. Implementation, then, involves facilitation of learning.

## Implement

## Evaluation

**Evaluation** occurs at two levels: formative and summative. Although frequently overlooked by even the most conscientious educators, the evaluation phase of instruction informs us what is occurring and what has occurred. Formative evaluation takes place during the planning and instruction (evaluate what faculty and students are doing). Summative evaluation occurs after instruction (here we can evaluate the instruction and what the students have done). Evaluation will tell us whether or not the students participated in and retained the information stated in the instructional objectives. With the data in hand, faculty need to ask, “How can I modify the instruction to improve its next presentation?”

Instructional design can help create effective instruction that will be meaningful for faculty and students. Following the basic processes and procedures that constitute instructional design, faculty can become more efficient in developing courses and approaches to different learning problems.

A good reference on instructional design is “The systematic Design of Instruction,” by W. Dick and L. Carey, Harper Collins Publishers, New York, NY, 1990.

For more information on instructional design, different ID models, or assistance in looking at current courses for modification or revision or designing and developing future courses, contact Janet Giesen, Instructional Design Coordinator in the Faculty Development and Instructional Design Center at [giesen@niu.edu](mailto:giesen@niu.edu). In addition, refer to the Instructional Guide for Faculty, available online at: <http://www3.niu.edu/facdev/resources/guide/guideintro.htm>.

The Faculty Development and Instructional Design Center is offering grants of up to \$2,500 each annually to regular continuing faculty (tenured and tenure track). The purpose of the grants is to encourage and support faculty development activities that directly benefit the applicants' departments, colleges and/or the university. Equal matching funds from the applicants' academic units or appropriate external sources are required. Five copies of each proposal, including the proposal cover sheet, accompanying letters of support and other relevant documents must be submitted to the Grant Review Subcommittee, Faculty Development and Instructional Design Center, by Friday, November 12, 2004 for activities scheduled between January and June 2005. Complete proposal guidelines and cover sheet can be obtained on the Web at <http://www3.niu.edu/facdev/development/grants.htm>. Faculty who plan to submit proposals by the November 12, 2004 deadline and need more information are encouraged to register and attend the grant writing seminar that will be held from 12:00 to 1:00 pm on Friday, November 5, 2004. To register, email [facdev@niu.edu](mailto:facdev@niu.edu).

## Did You Know?



- It is more cost efficient to send print jobs to Document Services than to process them on department printers or copiers. The typical cost for copying one page on a copy machine is \$0.06-\$0.08; Document Services charges between \$0.025 and \$0.05 per page for full service copying, depending on number of copies and comes with free pick up and delivery within 24 hours. Document Services pricing website is located at: [http://www.itsdocuments.niu.edu/its/document/doc\\_estimating.shtml](http://www.itsdocuments.niu.edu/its/document/doc_estimating.shtml).
- Blackboard statistics can track how many times each student opens a particular document. This is useful if you want to know whether students are reading course documents such as the syllabus and assignment descriptions.
- Faculty can copy content from one Blackboard course to another simply by going to the Course Copy feature in a course Control Panel. Get online instructions <http://www3.niu.edu/blackboard>.
- Students frequently will print an entire document to get one page. Introducing them to Print Preview and page selection can save paper resources and time.
- The Faculty Help documentation for Blackboard has been reorganized and enhanced for easier access. Find the materials online at <http://www3.niu.edu/blackboard>.
- Users can control the size (height and width) of PowerPoint slides placed online. Adjusting the size will eliminate the need for users to scroll up/down or right/left to view the entire slide. Contact Dan Cabrera ([dcabrera@niu.edu](mailto:dcabrera@niu.edu)) to learn how to adjust the settings.
- Keeping appointments in the Groupwise Calendar can be a time saver. When planning a meeting, one can send an appointment request to several colleagues, check to see if they are "busy" at that time and confirm that the recipients have accepted or declined the meeting. Appointments are sent directly to the Groupwise calendar and can be printed out in a variety of formats. For more information about the features of the Groupwise calendar, contact the ITS Customer Support Center at [helpdesk@niu.edu](mailto:helpdesk@niu.edu).

## Grant Recipients for July -- December 2004

The following were awarded Faculty Development Grants:

Toni Vanlaarhoven, Lynette Chandler, and Dennis Munk (Teaching and Learning),  
William Goldenberg (Music), and  
Deborah Gough (Communicative Disorders).

The following were awarded Supportive Professional Staff Development Grants:

Becky Lewis (Campus Recreation), and  
Christine Stakal (Marketing).

Wei-Chen Hung (ETRA) received the David Raymond Grant for the Use of Technology in Teaching sponsored by Mr. David Raymond (former trustee), Provost's Office, and the NIU Foundation. Congratulations to all the recipients!