Introduce yourself to the class. Mention that you’re a representative from the Academic Center and talk about the what we do for just a few minutes—hours we’re open, what subjects we tutor, and where we’re located (believe it or not, in just about every class there are some students who don’t know about the glorious APAC). Nothing too detailed because keeping an eye on the pacing is important.

Break the class into groups of 3 or 4 students. Give them a minute to come up with a name for their group. This frequently perplexes some groups and then WE get to assign a silly name (“Fuzzy Pink Squirrels in Hats” or “AP Baseball McLovin Dudes” are but two monikers I’ve come up with) just to keep the momentum going forward. Write the team names on the board with a line under them (you will later be writing their answers underneath the teams’ names).

For each scenario, I usually go from group to group and note the responses prior to moving on to the next scenario. Plan on spending 5-10 minutes per scenario, but 10 minutes is at the very top end.

Link to check out prior to your workshop:

http://www.community.uconn.edu/student_code_appendixa.html

It’s a link to UConn’s Code of Conduct regarding Academic Integrity and how the student is involved in the process. Students have rights if they are accused of academic misconduct and it’s important to relate this to the class.

Discussing the Code of Conduct will then (hopefully) begin a dialogue about the role of Academic Integrity, its consequences, and why, exactly, we spend an entire week on the subject here at UConn.

This is also a good time to discuss cheating in the wider world. Every fall, there is always a news article about academic integrity bopping around online and this year was no exception (the quantity—61%!—of incoming freshmen students at Harvard who admitted, anonymously, to cheating in some way, shape, or form). Integrate that kind of factoid into your discussion. Perhaps you can begin by relating how the integrity they apply to their academic career will directly translate into the professional world. Also, you can place any facts you find right into HuskyCT so that future presenters will have a cache of juicy quotes to choose from.

Once in their groups, allow them about 10 minutes to discuss amongst themselves the possible answers to the scenarios. Alternately, you can discuss the scenarios one at a time—there is no wrong way to do it 😊. A key thing to understand about the scenarios is: Some of them have NO clear answer and have been designed to be vague, thus sparking discussions. Why? Sometimes the gray areas are where we get tripped up as students and so I frequently reiterate to the student throughout the class—“ask your professor if you have any questions about what you’re doing.” That said, I also keep the professor in the discussion: “What do you think, Professor X?” (Having Professor X in class would be pretty darn cool, wouldn’t it?).
On one of the whiteboards, write down the group names and note their individual responses. If you do the ‘one-at-a-time method’, you can erase the previous answers prior to the next scenario discussion. It’s all up to you, the presenter. What is really cool: Some groups will have a unified answer, but others will have dissenters and that’s GREAT—we <3 internal conflicts because it instigates discussion and keeps the students engaged. Ask why they could not agree and listen to the answers. Perhaps you can play the Devil’s Advocate and say, “Well, that sounds very logical, however, the MooCows think you are totally wrong! Tell us why Moo Cows!” It’s all good!

Workshop pre-game ideas:

1. Look at the scenarios the professor has chosen and read them. Is there a clear answer? Is the scenario ambiguous? Ask some of your fellow tutors about the scenarios and see what they say. If I have someone shadowing me, I have the shadow take a ‘quiz’ and see what they come up with, and that almost always leads to an interesting discussion prior to our workshop time.

2. Look online for a recent statistic about some university or other and its report on cheating. Mo’ fresher is mo’ better.

3. Check out the aforementioned link and refresh your memories on the UConn code of conduct re: Academic Integrity