

Quality control in the online classrooms - *Is zero plagiarism possible with digital students?*

By

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International Conference The Future of Education

Session: E-Learning

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Lungarno del Tempio, 44 – Florence – Italy

Room C

11:30 - 13:10

Date: 11 June 2015



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Where we are located around the world



Main residential campuses:
Daytona Beach, FL
Prescott, AZ

9 countries (United Kingdom, Germany, Italy, Spain, Turkey, Kuwait, Singapore, Portugal, and USA including Hawaii)

For Today's presentation, we will:

- Review how technology is transforming online education
- Present a framework for quality control measures in online courses that leads toward zero plagiarism
- Offer recommendations for adopting best practices in online pedagogy of plagiarism



Recent trends.....

Over the past few years, universities, colleges, and schools have made a substantial investment into the **new learning online management systems** aimed at improving the **quality of courses** with technology innovation tailored toward today's digital student.

How much is being invested into these systems?

Over \$40 billion on technology and services in 2014. Expected growth rate of approximately 7% annually for the next five years.

Source: Eduventures Inc.

“Academia has been either slow to adapt to new media or has imposed the same **closed system** to its digital delivery via course management systems”

Wankel (2011)

❖ **Closed System** has little interaction with its environment; it receives very little feedback from the outside.



“Studies have demonstrated that having access to the Internet does not mean that it is being effectively integrated into the curriculum”

Mistretta (2005); Ramey & Barton (1997); Williams & Kingham (2003); Zhao, Pugh, Sheldon, & Byers (2002)

“Teaching effectively with the Internet has proven to be a challenging task which requires content knowledge, pedagogical content knowledge, and technical knowledge”

Burniske & Monke (2001); Hughes (2005); Wallace, Kupperman, Krajcik, & Soloway (2000).

- ❖ **Open System:** continually interacts with its environment.

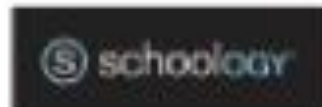


Learning Management Systems (LMS)

Learning Management
Systems



Blackboard



Definition: LMS's are technology systems used to provide the structure of the entire learning process for institutions (e.g. content, assessment, management, etc.)

Mobile LMS

WILEY

Blackboard

JENZABAR


saba



empowered

@ schoolology

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► **MGMT 651 Prod & Procure** 
Avia/Aersp Ind - Mar 2015
- Online
(2300_9W1_MGMT_651_00
01_W000)

COURSE MANAGEMENT

▼ **Control Panel**

▼ **Content** →

► **Course Tools**

▼ **Evaluation** →

▼ **Grade Center** →

► **Users and Groups**


▼ **Customization** →


▼ **Packages and Utilities** →

► **Help**

  **Contacts**

+

▼ **MGMT 651 Prod & Procure** 
Avia/Aersp Ind - Mar 2015
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01_W000)

Information for Instructors 

Start Here

Announcements

Modules

Discussion Board

Project Groups

Resources

Hunt Library

Exams

My Grades

Send Email

Example of LMS design and discussion board (Powered by Blackboard)

Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

Create Forum

Search

Discover Content

11

Delete

☐ Forum

Description

Total
Posts

Unread
Posts

Total
Participants

☐

Online Office

Use this discussion area for general questions about course procedures and technical issues. I'll try to answer queries within 48 hours. If you are visiting this area and see a question that you think you can answer, feel free to do so. I'll also check and give clarification, as needed.

54

0

8

My Contact Info: +39.380.908.3269 (Italy). **Office Location** During the March to May 2015 term my home office location is Italy (CEST - Central European Time is 6 hrs ahead of EST).

Office Hours For USA based students you can call my USA cell (Florida) number at 407.963.6265 (Eastern Time Zone) and leave a message & phone number, as I will call you back or respond back via email. I check voice messages/emails several times a day.

To contact me directly you may call me on my international cell at (011)39.380.908.3269 (note: 011 is the country code if you are calling from anywhere in the USA).

My "Office" Hours: I have no set office hours, as you'll find me readily available for you throughout the semester. Contact me to arrange a specific time/day, if needed.

☐

Student Lounge

This unmonitored forum is provided for you to get to know your classmates better, exchange email or phone numbers, and converse much as you would in a face-to-face setting. You can create new threads, and submit, modify, and delete posts. While your instructor may occasionally check in, this area belongs to the students and

11

0

7

Example of LMS with embedded video (Powered by Canvas)



Introduction

Michael Santonino

Mar 14 at 8:07am

27

Please post some introductory information about yourself by adding a new thread in this forum. Who are you? Where do you live? Your work experience? What do you desire to learn from the course? Tell us something interesting about yourself?

You are welcome and encouraged to post a video introduction (*the record/upload media icon is just to the left of the font size menu in the reply box*).



Michael Santonino

Mar 14, 2015



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Example of LMS with embedded video (Powered by Canvas)

Student 16 of 16
Gradebook Course Home

2.2 Case Study: Analysis 1 (MBAA 633)
due: Apr 5 at 11:59pm

Mute Assignment Settings | Help
15 / 16 Graded Avg: 90 / 100 (90%)

1 of 11

Powered by
crocodoc

2.2 Case Study: Analysis 1, CISCO

1

2.2 Case Study: Analysis 1, Cisco


MBAA 633 Technology Marketing

Dr. Michael D. Santonino III

well. I hope you enjoy the information I found about them as well. Was very eye opening about this massive company.

Apr 4 at 7:32pm

This is a media comment. X



Michael Santonino, Apr 9 at 3:37pm

Great Job! Please listen to my audio feedback. X

Stay Connected,
Dr.Santonino

Michael Santonino, Apr 9 at 3:38pm

Example of LMS Mobile (Powered by Saba)

LMS Mobile works on a wide range of devices, including Apple® iPhone®, iPod touch®, iPad®; and Google Android™ devices.

The screenshot displays the LMS Mobile interface for a meeting titled "WWF_Michael_Santonino_Virtual_Office (SHM893040)". The interface is designed for mobile devices, featuring a top navigation bar with icons for "Add content", "Share", "Poll", "Whiteboard", "Breakouts", "Start", and "Exit". Below this is a toolbar with icons for "Muted", "Video", "Audio", "Chat", and "Attendees". The main content area shows a meeting screen with the following details:

- Meeting ID: SHM893040
- WWF_Michael_Santonino_Virtual_Office
- Your meeting has not yet started.
- Start time: 4/13/12 10:45 PM
- End time: Ongoing

Below the meeting details are four interactive buttons:

- Invite people**: Use this wizard to invite attendees to this meeting by email.
- Add content**: Use this wizard to upload PowerPoint slides or other agenda content for this meeting.
- Adjust audio**: Use this wizard to test and adjust your microphone and audio settings.
- Test video**: Use this wizard to test your video camera.

The bottom of the screen shows a status bar with "Pre-Session", "Paused", "00:00:00", "No one speaking", and "Powered by saba". The EMBRY-RIDDLE Aeronautical University logo is visible in the bottom right corner.

Example of LMS Mobile (Powered by Saba)

> WWF_Michael_Santonino_Virtual_Office (SHM893040)



 Muted 



Attendees 

	Dr. Michael D...	



1 0 0 0 0 0

Chat 

All 



 Add_content  Share  Poll  Whiteboard  Breakouts  Start

Agenda

MBAA Meeti...

Presentation...

SabaDemo.p...



International Conference The Future of Education

Quality Control in the Online Classrooms - Is Zero Plagiarism Possible with Digital Students?

Michael D. Santonino III, Embry-Riddle Aeronautical University College of Business - Worldwide (United States)

Abstract

Over the past few years, universities, colleges, and schools have made a substantial investment into the new learning online management systems aimed at improving the quality of courses with technology innovation tailored toward today's digital student. Integrated analytics are gaining more traction to differentiated online instruction and optimize the learning experience for students. There are trends evolving in online learning education with different models for institutions to meet the various student profiles (e.g. traditional versus non-traditional students). What makes each learning model approach unique? What innovative technology features standout? Which institutions are considered to be best-in-class for innovation, cost, access, and quality?

The purpose of this paper is to provide a framework for quality control in online courses for faculty to act as agents for quality assurance in the digital classroom environment; which includes: process steps for faculty to inspect written assignment for a zero plagiarism tolerance, student surveys, online course evaluations, faculty surveys, faculty peer reviews, and a faculty course clearance process. Examples of innovative institutions with best-in-class performance in online learning is used as supportive evidence throughout the paper.

The value of this paper lies in its practical, yet comprehensive treatment of the subject-matter. There is a responsibility gap between faculty, administrators, and the various institutions in the implementation process of quality control in online courses, university policies, and the actual process for those responsible for executing the oversight in the digital classroom. Academic leaders and faculty should consider the best-in-class performance of institutions that are implementing action-oriented quality control measures and assessments by faculty or online quality control managers. In lieu the societal influence of technology that has provided readily accessible information from the internet, educators must rethink ways to measure student's performance in the digital classroom to assure academic integrity, and ultimately assessing future calls for education reform with digital students.

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 Pre-Session

 Paused 00:00:00

 No one speaking



Online Program Managers (OPM)

Online Program Managers



Definition: OPM's are service providers with system expertise to help online degree programs in the design, enrollment growth, and management of the online environments for institutions.

Other Technology Systems

Online Courses



Social Listening Platforms



Video Platforms



E-Portfolio Platforms



Source: Eduventures, Inc.

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Aligning technology with pedagogy of plagiarism

Use of technology

- Technology lectures and presentations
- Video
- Video Conference Tools
- Lecture Capture
- Screencast
- Enhanced Podcast
- Online Presentation



Best practices for
zero plagiarism

Quality controls for common practice

Wankel [2011] found, students are less inclined to value an instructor's unique expertise if the internet can readily deliver the same content information.

Wankel C., 2011. Educating educators with social media (Cutting-edge technologies in higher education). Emerald Group, UK.

Research showed a common practice among students looking for information on the Internet, which they then copy and paste in its original form (into assignments).

Sánchez, J., A. Salinas, D. Contreras and E. Meyer, 2011, "Does the new digital generation of learners exist? A qualitative study. British Journal of Educational Technology, 42(4):543-556.

The Link Between Technology Use and Practice



Quality control in online classrooms using inspections:

- Quality checks by instructor
 - Biometrics
 - Analytics

Framework for quality control in online courses

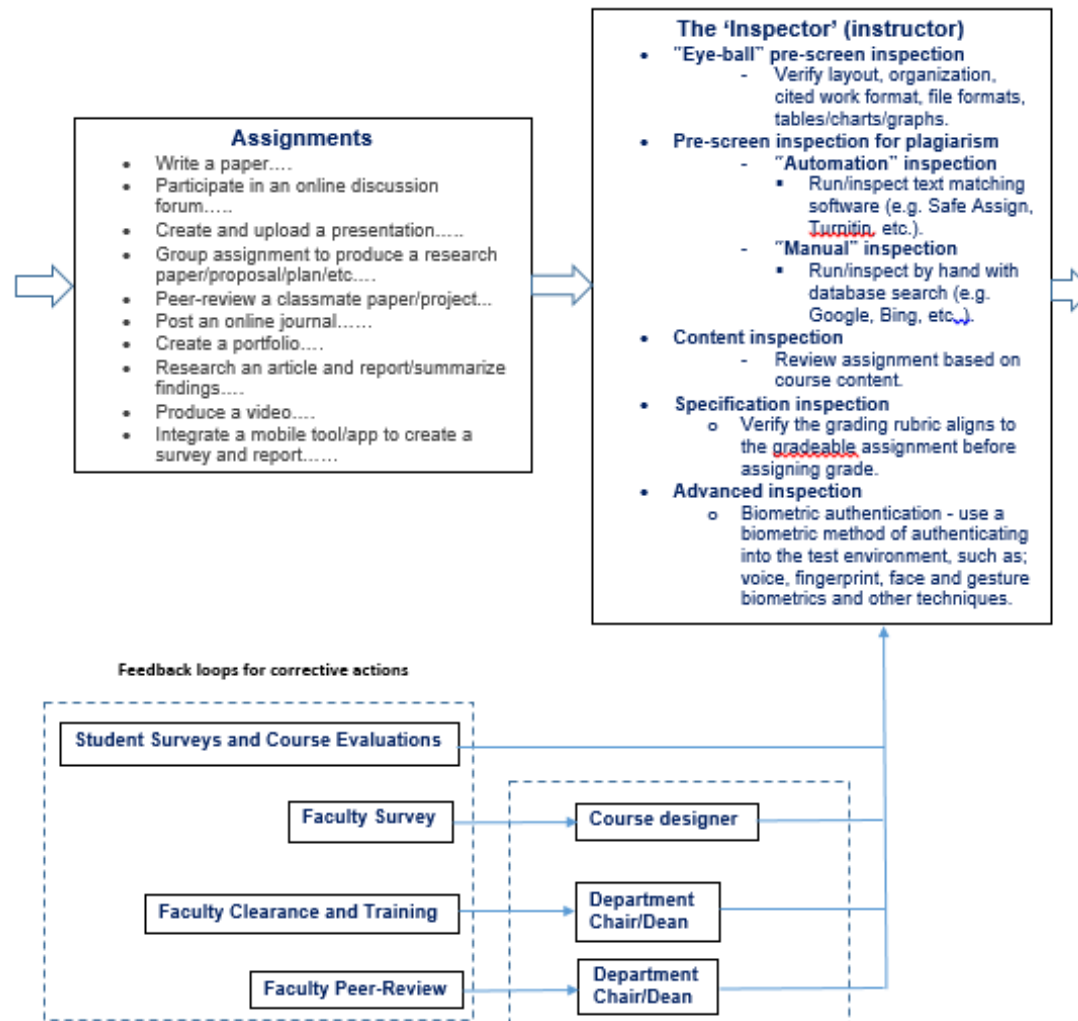
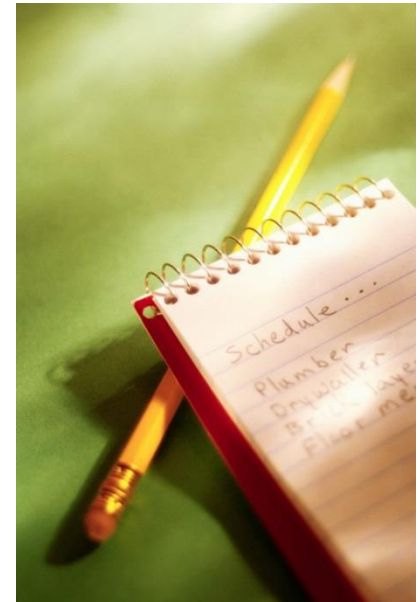


Figure 1.0 Framework for quality control in online courses

Types of assignments

Assignments

- Write a paper....
- Participate in an online discussion forum.....
- Create and upload a presentation.....
- Group assignment to produce a research paper/proposal/plan/etc....
- Peer-review a classmate paper/project...
- Post an online journal.....
- Create a portfolio....
- Research an article and report/summarize findings....
- Produce a video....
- Integrate a mobile tool/app to create a survey and report.....



Example of grading rubric

Level of achievement with a video assignment

Criteria for assessment	Description
Quality (Assessing the creation of video quality)	Presenter had excellent eye contact to the viewer. Excellent pace of video; able to keep viewers attention and interest; introduced self and topic of material. Provided an excellent summary analysis as well as the ability to relate ideas to course material.
Critical Thinking (Assessing the demonstration of knowledge and comprehension of assigned reading(s) or other required sources related to the discussion)	Presenter created a video that clearly indicates that course material were understood and concepts incorporated with proper use of sources.
Communications (Assessing Use of terminology and Style of Communication)	Presenter used definitions/terminology to communicate the ideas/concepts to the viewer. Able to use the appropriate style, such as; persuasion, voice inflections, etc.

The “Inspector”



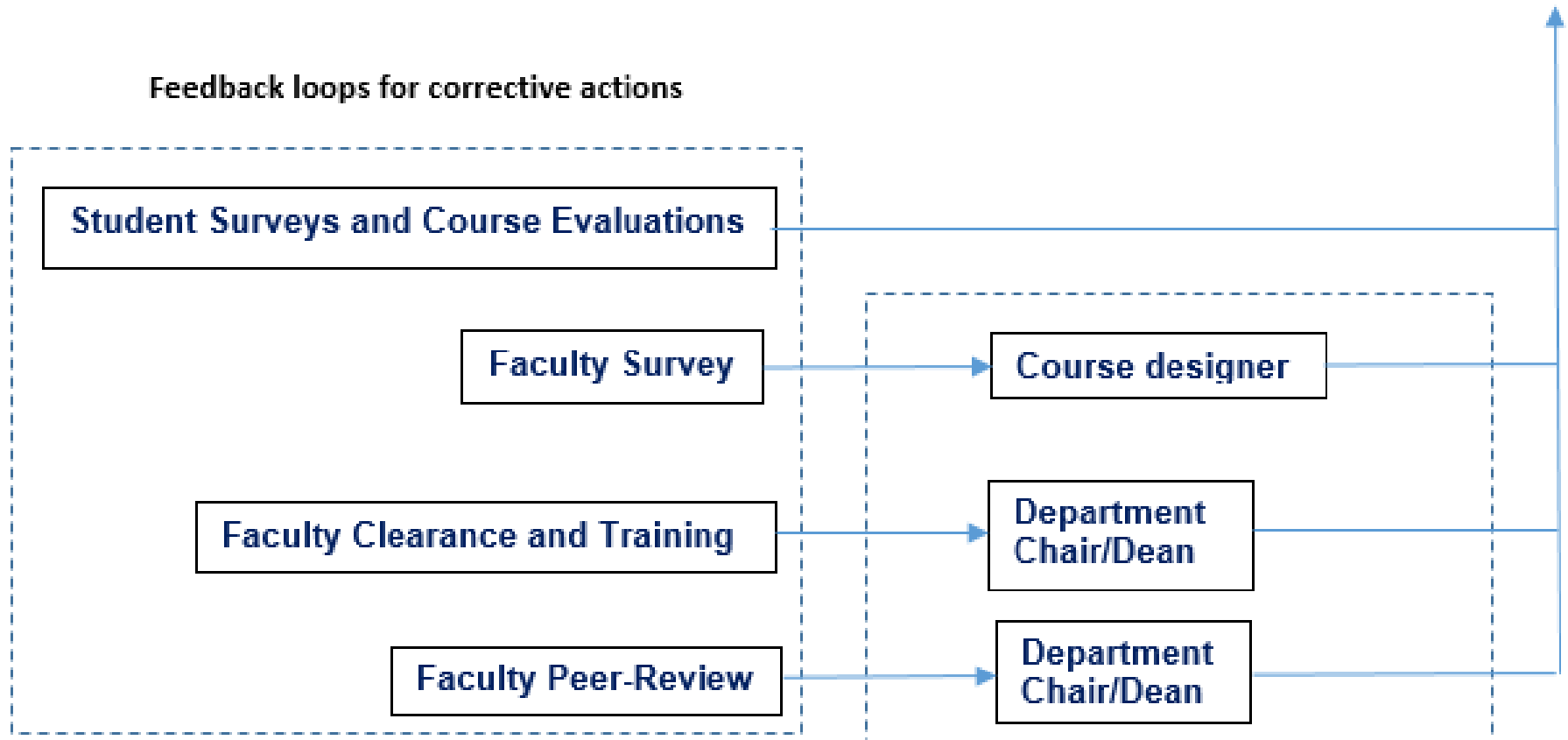
Courtesy of Google Images

The ‘Inspector’ (instructor)

- “Eye-ball” pre-screen inspection
 - Verify layout, organization, cited work format, file formats, tables/charts/graphs.
- Pre-screen inspection for plagiarism
 - “Automation” inspection
 - Run/inspect text matching software (e.g. Safe Assign, Turnitin, etc.).
 - “Manual” inspection
 - Run/inspect by hand with database search (e.g. Google, Bing, etc.).
- Content inspection
 - Review assignment based on course content.
- Specification inspection
 - Verify the grading rubric aligns to the gradeable assignment before assigning grade.
- Advanced inspection
 - Biometric authentication - use a biometric method of authenticating into the test environment, such as; voice, fingerprint, face and gesture biometrics and other techniques.

Feedback loop for corrective action

Feedback loops for corrective actions



“There is no substitute for positive, **authentic, front-line experience with quality online education”**

Sibley, K and Whitaker, R. (2015, March 16)

“Educational institutions need to recognize that **addressing plagiarism requires a holistic and multi-stakeholder approach which aims to foster a scholarly community based on shared understandings and practices of academic integrity”**

Bretag, T. (2013)

Sibley, K and Whitaker, R. (2015, March 16). Engaging Faculty in Online Education. Educausereview. Retrieved March 17, 2015 from <http://www.educause.edu/ero/article/engaging-faculty-online-education>

Bretag, T. (2013). Challenges in addressing plagiarism in education. PLoS medicine, 10 (12). Retrieved from <http://journals.plos.org/plosmedicine/article?id=10.1371/journal.pmed.1001574>

Conclusion/Recommendations

- ✓ Institutions must prepare for the technology changes that is transforming the future of education as it will impact how they engage, recruit, enroll, and instruct students at all stages of the lifecycle, from prospect to alumnus.
- ✓ Instructors must lead and act as the “agents of quality control” for real change to occur in online education for zero plagiarism in this digital world.
- ✓ More research is needed to develop best practices on teaching the subject matter with the Internet (multi-media/social network platforms)

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