



Week 7

## Academic Integrity, Learning Theory

DSC 95, Spring 2025 at UC San Diego

# Agenda

- Academic Integrity.
- Learning Theory.

## Announcements:

- Next week will be the last DSC 95 course meeting.
  - Week 9 is Memorial Day.
  - Week 10 we won't meet, just turn in your final assignment (details next time).
- This week's homework:
  - [Reflection](#).
  - Academic integrity assignment on Gradescope.

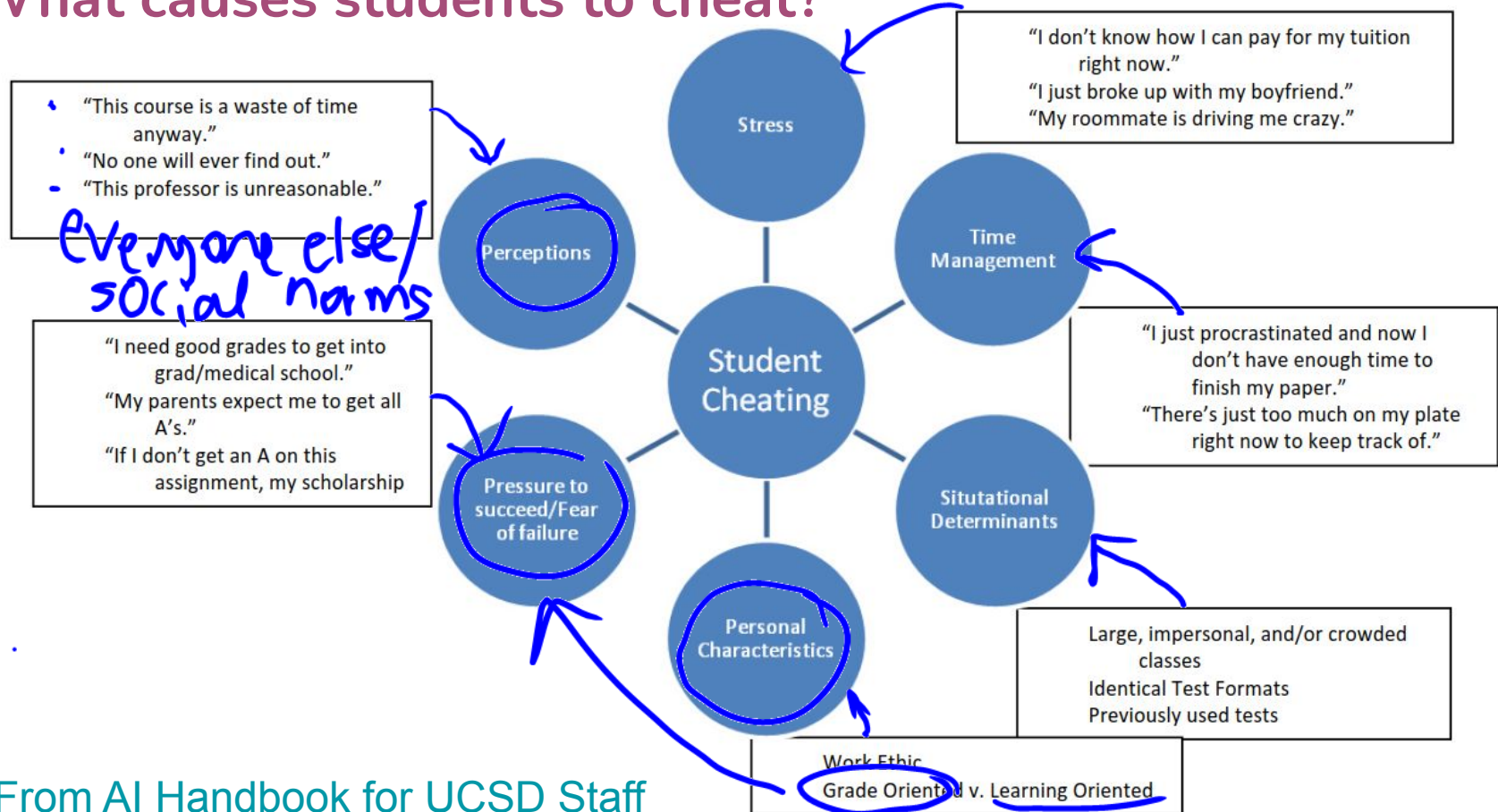
# Academic Integrity

A person stands on a dark mountain peak, silhouetted against a vibrant night sky. The sky is filled with the ethereal green and yellow lights of the aurora borealis, with a bright yellow glow on the horizon. The scene is serene and majestic, with the person's figure providing a sense of scale to the vast landscape.

Integrity is doing the right thing,  
even when no one is watching.

— C. S. Lewis

# What causes students to cheat?



# Cheating is common and natural

- 50 to 70 percent of college students say they've cheated. Actual numbers are likely higher.
- It's human nature to choose the path of least resistance.
  - If I cheat, no one will know, and I will do better on this assignment.
  - Have you ever driven above the speed limit? Why? How do you justify it to yourself?
- Cheating doesn't make someone a bad person. It makes them human. Humans make bad decisions all the time.

don't see reason for rule  
↓ it's fun/urgency  
they won't enforce the rules  
everyone else is doing it

- honor code/pledge

- assigned seats

What can instructors do to encourage integrity?

- valuable assignments
  - versions
  - connection/competence
- easy access to resources: lower the barriers to doing work with integrity
- make it hard to cheat/trap
- caring about integrity / telling students
- clear policies
  - lower pressure for any assignment

— show them you're paying attention

What can tutors do to encourage integrity?

- proctoring
  - not giving answers - explain why they need to learn the material for themselves + how to do so
- point them to resources
- practice what you preach
- make yourself valuable
- normalizing failure
- reduce stress
- ~~— scare them~~



# UCSD's approach to academic integrity

peer educators

- Promote values of integrity.
  - Honesty, trust, fairness, respect, responsibility, and courage.



integrity art contest

integrity awards

- Leverage cheating as a teachable moment.
  - For first time offenses, educate instead of punish.
- Integrity Mentorship Program as an alternative to suspension.
- Standardized consequences based on a point system.



## Scenarios: What would you say or do?

1) set post to private

- Someone makes a public post on your class message board, containing their code along with the error they're getting, asking for help.

2) tell them not to do that/ what they should do

- You know that a friend in the class you're tutoring for has used Chegg to get their DSC homework answered before.

3) why

- You are in a group chat with several friends, some of whom happen to be in the course you're tutoring for. They begin asking you questions about the course.

I can't answer

- You're proctoring the final exam and you notice a student looking at another student's exam.

watch them, tell prof, warn them not to move seat, check exams

# Learning Theory

# How people learn

- Engaging students' prior knowledge is critical to learning.
- Organizing knowledge into conceptual frameworks is essential in developing scientific understanding.
- Learning to monitor one's own thinking and understanding is essential in learning to think like a scientist.
- Culture fundamentally shapes all aspects of learning.
- An individual's motivation, goals, beliefs, values, interests, and identities play an integral role in learning.

From [Key Findings from \*How People Learn\*](#)

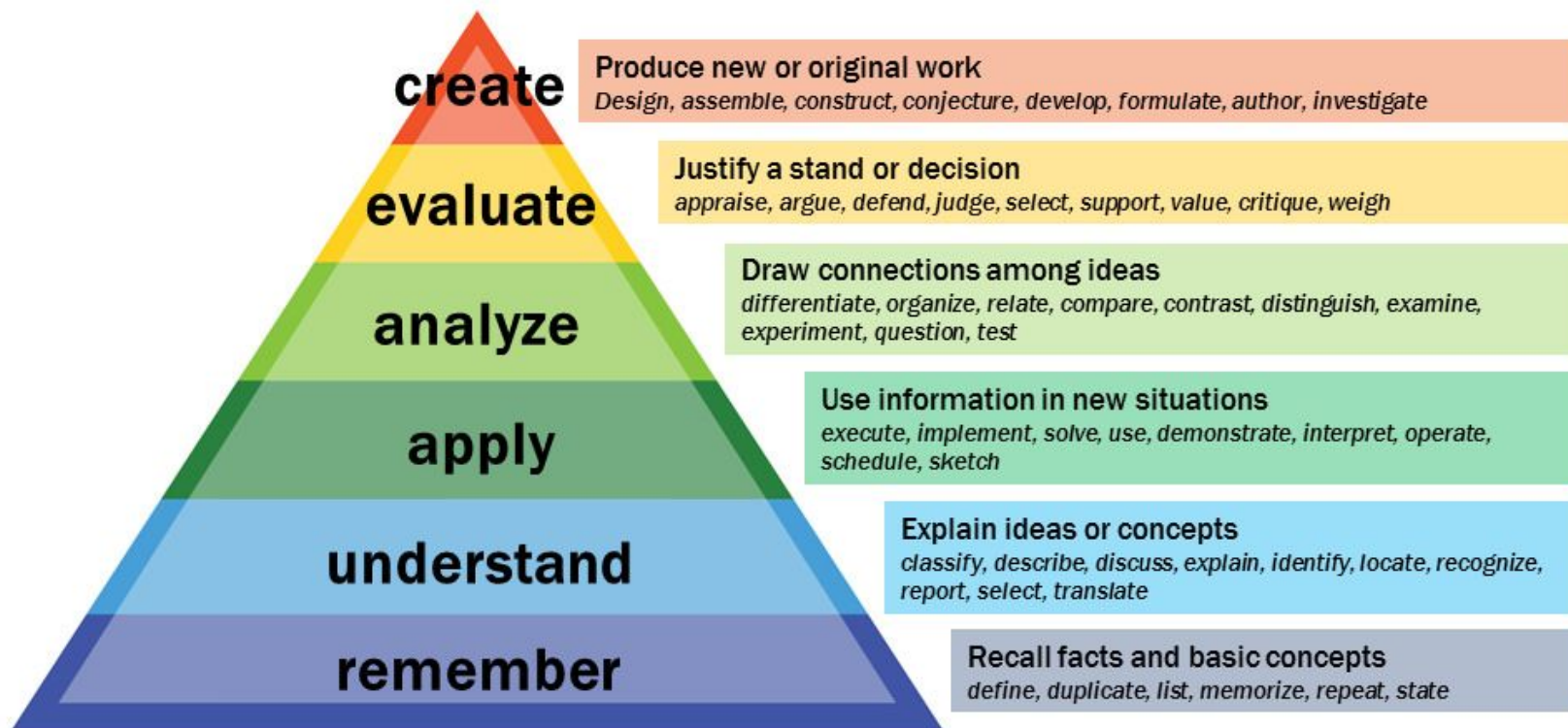
“One of the hallmarks of the new science of learning is its emphasis on learning with understanding. Students often have limited opportunities to understand or make sense of topics because many curricula have emphasized memory rather than understanding. The new science of learning does not deny that facts are important for thinking and problem solving. However, **the research shows that “usable knowledge” is not the same as a mere list of disconnected facts. Experts’ knowledge is connected and organized around important concepts, it is conditionalized to specify the contexts in which it is applicable, and it supports understanding and transfer to other contexts rather than only the ability to remember.**” –How People Learn

“People are willing to work harder to learn the content and skills they are emotional about, and they are emotionally interested when the content and skills they are learning seem **useful and connected to their motivations and future goals**. Conversely, emotions like anxiety can undermine learning by causing worry, which depletes cognitive resources and activates brain regions associated with fear and escape rather than with academic thinking.” –How People Learn II

“The capacity to understand and direct one’s own learning is important not only in school but also throughout life. When learners are self-regulated, they have more control over the strategies and behaviors they use to learn.

**Self-regulation allows them to more effectively direct their cognitive activity by voluntarily setting learning goals, identifying methods for achieving them, actively pursuing those methods, and tracking progress toward the goals.** Regulating one’s learning requires monitoring of activities, thoughts, and emotions and making the adjustments necessary to achieve goals. It also is **facilitated when the expectations of educators accommodate learners’ interests** and developmentally appropriate work, so that **learners take responsibility for their goals and perceive that they have the power to make important decisions related to their mode of learning.**” –How People Learn II

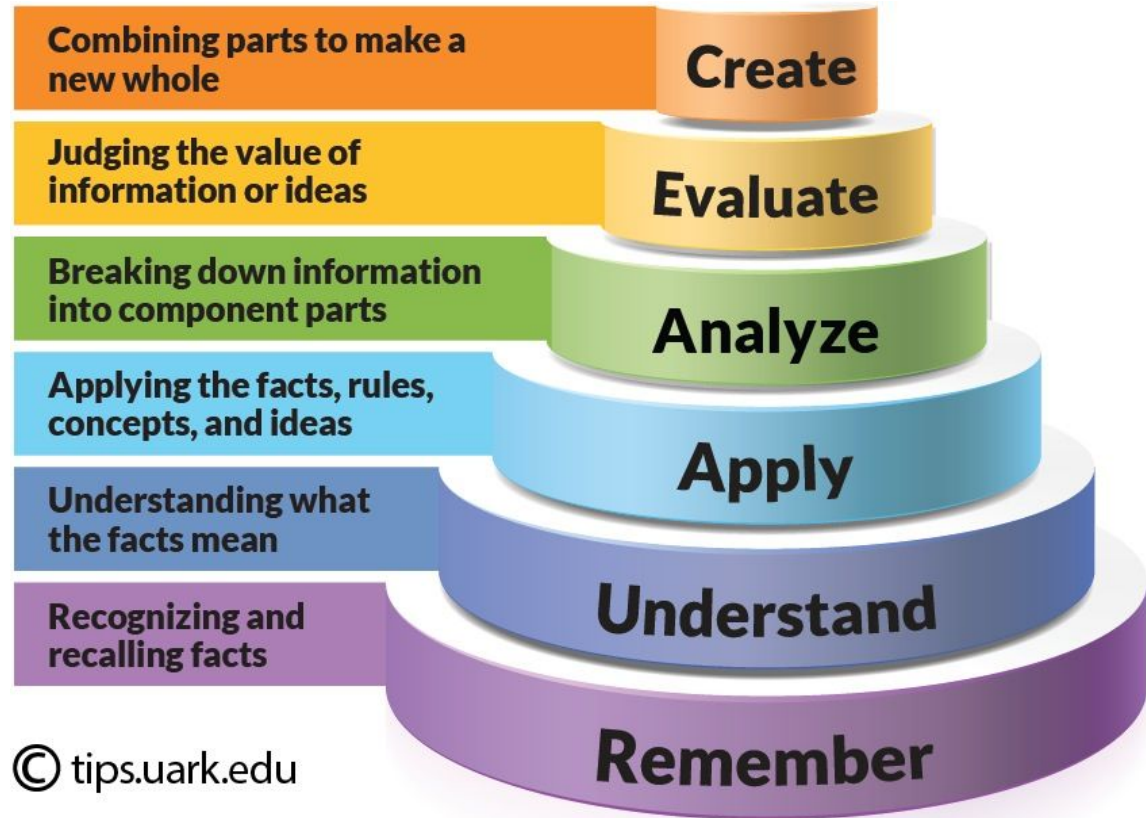
# Bloom's Taxonomy





# Bloom's taxonomy

Let's try and brainstorm  
questions about regression  
at each level of Bloom's  
taxonomy. ([Inspiration](#))



## Bloom's taxonomy verb chart - [more here](#)

Remember	Understand	Apply	Analyze	Evaluate	Create
Cite	Add	Acquire	Analyze	Appraise	Abstract
Define	Approximate	Adapt	Audit	Assess	Animate
Describe	Articulate	Allocate	Blueprint	Compare	Arrange
Draw	Associate	Alphabetize	Breadboard	Conclude	Assemble
Enumerate	Characterize	Apply	Break down	Contrast	Budget
Identify	Clarify	Ascertain	Characterize	Counsel	Categorize
Index	Classify	Assign	Classify	Criticize	Code
Indicate	Compare	Attain	Compare	Critique	Combine