

iPads are changing education by changing the way children learn and changing the way teachers teach. One school that implemented a one 2 one iPad classroom, (<http://www.holynamestpa.org/academics/technology/index.aspx>), noticed that there was fear among the teachers about addressing digital cheating. Knowing that teachers will be held responsible for recognizing cheating and correcting it caused some concern.

This fear is really an opportunity for Catholic school teachers. Thomas H. Groome in his book *Will There Be Faith* suggests that Catholic educators are to teach as Jesus did. He summarizes Jesus's pedagogy as:

- Beginning with people's lives
- Encouraging their own reflections
- Teaching them his gospel with authority
- Inviting them to see for themselves, to take his teaching to heart and
- Encouraging their decisions for lived faith as disciples. (Groome p 34)

Using this pedagogy, teachers in catholic schools using one 2 one iPad instruction could develop lesson on academic integrity that would involve students in creating their personal code of honor. Using Groome's suggestions a unit might follow this format.

Beginning with people's lives

To know students beliefs on academic integrity, one needs to ask questions such as:

1. How do you use your iPad for personal use?
2. How do you use your iPad for learning?
3. What do you know about cheating with an iPad?

Students could discuss these questions in large or small groups. After a lively class discussion, it would be time for personal reflection.

Encouraging their own reflections

Jesus always took time to go apart and pray. Students need time to assimilate information and apply it to their own situations. Time for personal reflection or journaling is essential to learning. The reflection could center on questions such as these:

- What does integrity mean to me?
- If I cheat, why? - If I do not cheat, why?

- What scripture passages help me be a person of integrity?
- What quotes have helped me understand integrity?

After introducing the lessons with activities such as those stated it is time for content development.

Teaching them His Gospel with authority

Teaching with authority is a teacher's responsibility. Resources such as schools acceptable use policies and digital citizenship curriculums are available. Resources do not guarantee that one will teach with authority. In an academic integrity unit the teacher needs to be clear about the definition of cheating and the consequences of cheating. Examples of what will be considered cheating and what will be considered collaboration need to be discussed. Students need to know before an assignment is given that collaboration is or is not allowed. Teachers need to follow through with consequences for cheating.

The academic integrity issue is one in which teachers may be challenged to change their way of assessment. Teachers should provide assessments that avoid the need to cheat. For example, use essays over multiple choice questions as summative assessments. Have essays written in class in front of the teacher. If long-term written projects are assigned use prevention tools like "turn-it in".

In Catholic schools the moral and ethical ramifications of cheating need to be addressed as they apply to the commandments, the beatitudes and to the Catechism of the Catholic Church. These sources will provide the content necessary for students to form their consciences in order to make right decisions.

Just as teachers must know their students, it is also true that students must know their teachers. To teach these concepts with authority the teacher must be authentic. Authority and authentic have the same root and students know intuitively if the teacher is teaching with authority because that teacher is authentic - that teacher not only talks the talk but walks the walk. One example of this would be to show students how the teacher cites sources on teacher made PowerPoint presentations. Teachers who teach with authority will do as Jesus did. Lessons would end with an invitation to apply the knowledge to the student's lived reality.

Inviting them to see for themselves, to take his teaching to heart and to encourage their decisions for lived faith as disciples.

Inviting and encouraging is the final step in teaching as Jesus did. Now it is time for the students to personalize their beliefs about academic integrity. Let them talk in groups about what is acceptable and what is not. Let them find their favorite Scripture quote or popular phrase or songs that express how they feel about academic integrity. Give them time to personally reflect on this and write a brief statement that summarizes how he/she will practice academic integrity. As a final project students could use their iPads to creatively share their belief with a visual, audio or audio/ visual presentation. Some examples of student work are:

- <http://animoto.com/play/1q7LN8eMCVbWkgGisTKRVw>
- <http://prezi.com/k-aw2jbitdig/integrity/>
- <http://www.glogster.com/cmastrorio/integrity-project/g-6lan9h1asugijvqmp3osqa0>

The students have now developed a personal belief statement on academic integrity. The teacher has been clear on the classroom assignment rules for academic integrity. Will the students follow the plan? Will the teacher be consistent in giving consequences when the students do not follow the plan? These are not questions to be answered; they are choices to be made.

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