# Gentile's Giving Voice to Values as a Tool for Teaching Academic Integrity: a SoTL Study

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## Abstract

This study explores the effectiveness of using scenarios based on Gentile's (2010) Giving Voices to Values curriculum as a tool for teaching academic integrity in the college

classroom. In groups of four, students worked through scenarios that position them as decision-makers in a dilemma related to academic integrity. The scenarios were written based on the Giving Voice to Values curriculum, which requires students to work together through four steps: a thought experiment; clarification of values; post-decision making analysis and implementation plan; and pre-scripting (Gentile, 2010). Immediately following the group exercise, students completed a short paper-based survey. The survey consisted of four Likert-scale questions about the effectiveness, plausibility, and transferability of the scenarios. Two additional open-ended questions invited students to share their perceptions of the group exercise. Data from the survey reveals that respondents were satisfied with the scenario exercise and found it to be beneficial. Respondents praised the realness and relevance of the scenario content to their experience as students and expressed appreciation that consequences of academic misconduct were shared through the scenarios. Importantly, some improvements need to be made in the design of the scenarios, particularly in terms of the script-writing and rehearsal stages. Therefore, the researchers' next steps are revision of the scenarios and reproduction of the study with a larger sample group. In addition, it is recommended that the scenarios are added to the existing institutional support for academic integrity at the college, available on the learning management system (eCentennial). The long-term goals of the primary researcher are to adapt the Giving Voice to Values curriculum for different contexts and implement it at a larger scale throughout the college, thereby contributing to a culture of academic integrity at Centennial College.

## Co-Researcher Statement

This paper is co-researched by Evelyn Glube and Gunn Wongsuwan. Evelyn is a Professor of English and ESL at Centennial College. As primary researcher, Evelyn designed the study and completed a literature review to explain its rationale and narrow its focus. Gunn is a

student of the Marketing Research and Analytics, Postgraduate Certificate. As research assistant, Gunn collected and analyzed the study data.

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# Introduction

## Broad Context of Study

In the introduction to her edited book, Tricia Bertram Gallant writes that "given the complexity and challenges of a global economy, supporting an ethical college or university may be one of the most important tasks of our time" (Gallant, 2011, p.3). The challenges, according to Gallant, include a global competitive economy; a growing gap between rich and poor; weakened regulations; and a corruption of government and businesses organizations – all of which encourage people to "behave badly rather than ethically or morally" (Gallant, 201, p. 4). Although there are numerous factors external from colleges and universities that shape one's ethics, Gallant argues that "because its graduates, activities and research affect every sector of society, the academy should be a model of the constant quest for ethical high ground" (p. 4). This study examines one effort at this quest, with the assumption that making ethics a focal point within post-secondary institutes will help shape ethical individuals.

There are many examples of unethical conduct within North American post-secondary institutes. Students may engage in contract cheating – "where students recruit a third party to undertake their assignments" (Newton, 2018) – an example of the gig economy emerging within academia. Faculty may commit improprieties in the classroom, including inattentive planning, preferential assessment (Braxton, 2011) or research misconduct, such as fabricating results (Anderson, 2011). Administrators and staff can interfere with admissions, with a recent case in the United States that found over 50 people guilty of involvement in arranging payment for college admissions at elite post-secondary institutes in the U.S.(Nii Laryea Adjetey, 2019). Within each level of post-secondary institutions, there are recent examples of individuals acting unethically.

These examples are not meant to suggest that post-secondary institutes are corrupt and beyond repair. Rather, as Gallant (2011) argues, the underlying argument is that there is room for improvement within post-secondary institutes in terms of ethics, which includes academic integrity. Therefore, the larger questions this study seeks to answer are 1) What does this effort to improve academic ethics look like? and 2) How can individuals within the system – specifically, faculty members –contribute to this effort?

**Purpose of Study**

As the earlier examples suggest, individuals within each organizational level of a post-secondary institute are faced with ethical challenges, all of which are worthy of their own study. However, because this study was designed by a faculty member with support from a Scholarship of Teaching Leaning (SoTL) fund, its main focus is on faculty's role in the teaching and learning of academic integrity. More specifically, this study explores the effectiveness of one approach towards the teaching and learning of academic integrity in the college classroom.

**Definitions**

The terms *academic integrity*, *scenario* and *case study* are used throughout the study, so the specific meaning of each term is established at the outset. Readers will note that *scenario* is used throughout the writing while *case study* is used on the survey in Appendix A. After the study was completed, it was brought to the primary researcher's attention that case studies have specific criteria, which are not met by the scenarios used in this study. Future iterations of the study will replace the word *case study* with *scenario* on the survey.

### *Scenario*

Scenario refers to "a story that illustrates a problem or challenge for students to process. . .based on the writer's personal experience, anecdotal knowledge of another's experience and/or details pulled from secondary research. There is no legal release accompanying the scenario" (Hodgson, 2015). The scenarios (see Appendix B and Appendix C) written for this study are anonymized and based on the primary researcher's experiences. While the scenarios are meant to be realistic, they were not created using formally collected and released data.

### *Case Study*

In contrast to a scenario, "a case is a description of an actual situation, commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person (or persons) in an organization. . .A case researcher visits an organization and collects the data that comprise the case. Moreover, someone in this organization signs an official release document. It is this release that truly distinguishes cases from any other kind of educational material" (Hodgson, 2015). Although the scenarios used in this study position students as decision-makers facing a dilemma related to academic integrity, the data collection and release were not part of the scenario writing process.

### *Academic Integrity*

The International Centre for Academic Integrity (ICAI) defines academic integrity as "a commitment, even in the face of conflict, to its six fundamental values of courage, fairness, honesty, respect, responsibility, and trust" (International Center for Academic Integrity, 2014) This particular definition of academic integrity is selected as Centennial College is a member institution of the ICAI. As well, the ICAI's definition focuses on the values that underpin academic integrity, befitting of the GVV curriculum explored in this study. Gentile's

curriculum is designed to move from values to action, so starting with the ICAI's value-based definition encourages students to connect their actions with deeper values in a powerful, reflective exercise.

### *Giving Voice to Values Curriculum*

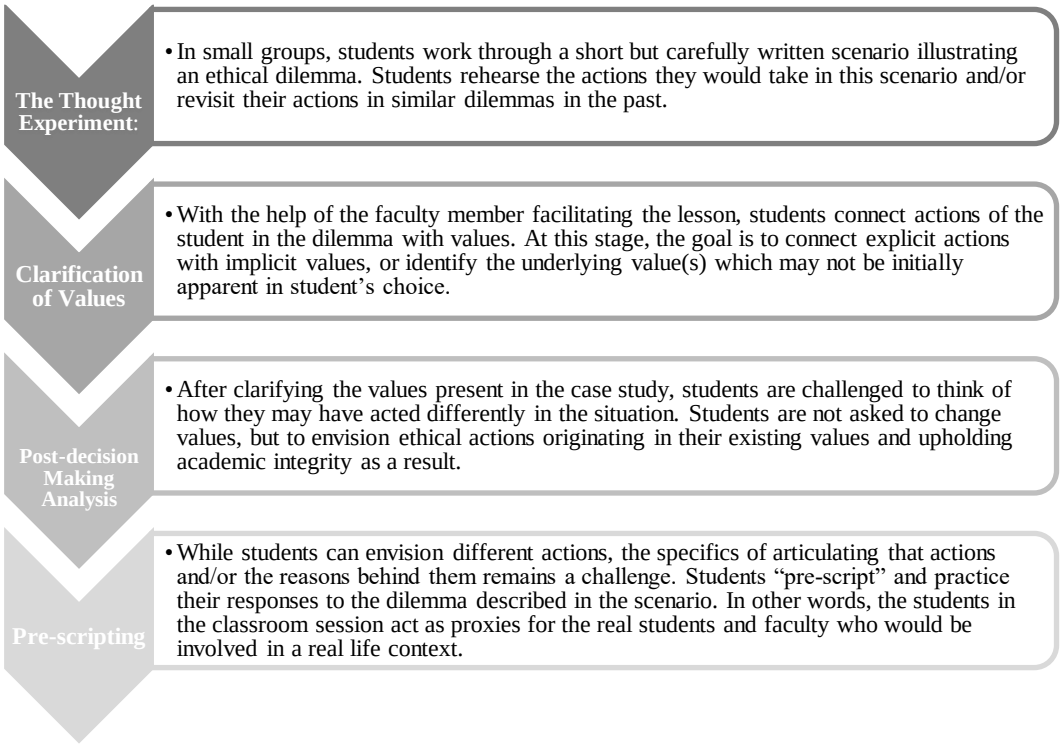
Since the scenarios are based on Gentile's Giving Voice to Values (GVV) curriculum, description of its background, purpose, applications, strengths and limitations are provided here.

**Background of Giving Voices to Values.** The Giving Voices to Values (GVV) curriculum was originally developed by Gentile (2010) for teaching business ethics. Before developing her own curriculum, Gentile (2010) noticed an emphasis on awareness and analysis of ethical dilemmas facing business leaders, but little attention to teaching students about the actions and words needed to communicate their decisions in such dilemmas. In response, Gentile created the GVV curriculum, "a set of exercises, readings and a unique type of [scenario] wherein students are asked to develop scripts and action plans for a given values-driven position" (Gentile, 2011, p. 305). The premise of GVV is that practice at voicing values in hypothetical ethical conflicts increases the likelihood that students will act ethically in the face of real conflicts. Gentile (2010) likens the curriculum to training muscle and muscle memory, with the GVV exercises "building ethical muscle" (p.6).

**Applications of Giving Voice to Values.** Beyond the context of business ethics, the GVV curriculum has been used in sexual harassment training (Chappell & Bowes-Sperry, 2015), a sports-for-development program, anti-bullying education, and academic integrity education (Gentile, 2015). Regardless of the context for which the GVV curriculum is adapted, it works through the same four stages: The Thought Experiment, Clarification of Values, Post-decision Making Analysis and Implementation Plan, and Pre-scripting.

Figure 1 illustrates the four stages of the GVV curriculum applied to the context of academic integrity.

**Figure 1. The Four Stages of the Giving Voice to Values Curriculum**




**Strengths of Giving Voices to Values.** The GVV curriculum has multiple benefits, which have lead the primary researcher to select it as a tool for teaching academic integrity. First, the four stages (Figure 1) require peer interaction, and there is evidence that peers have the strongest influence over student's behaviors in terms of academic integrity. McCabe and Trevino (1997) state that "peer pressures to not cheat seem to work better than pressures from others, such as parents or teachers" (p.66 in Gallant, 2011). It is also argued that "especially with students, peers have a particularly strong influence on the individual behavior and establishing ethical norms" (McCabe, Trevino, & Butterfield, 2001). The focus on peers is twofold in the GVV curriculum, as the characters within the hypothetical scenarios can be

seen as peers, and the students in the classroom work with together with peers to make decisions about the scenarios. Therefore, the power of peer influence amongst college students is leveraged in both the content and delivery of the academic integrity scenarios.

If peer-to-peer engagement and collective decision-making are powerful tools for teaching academic integrity to students, it is arguable that the same tools can be applied to teaching ethical decision-making to other constituents within post-secondary institutes. Gallant (2011) writes that "Peer influence is often a key factor in the culture created amongst students themselves and how they interact with the academic culture. To know that peers can have a significant influence on ethical behaviour reinforces the idea that leaders at all levels of the organization can be influential" (p. 158). The primary researcher's long-term goal is to adapt the GVV-based scenarios so that they can be used for teaching and learning in different contexts and levels of the college, given that a culture of academic integrity is systemic rather than isolated to faculty and students.

An additional strength of the GVV curriculum is its promotion of student engagement and active learning. It has been found that collaborative and active learning is a more effective way to teach academic integrity, rather than a more passive exercise like a lecture or reading of an academic integrity policy. Pavela (2008) advocates for "ethical development through experience, collaboration, conflict, and guided reflection, rather than formal 'instruction' alone" (in Gallant, 2011, p. 176) Pavela continues that "when learning ethics, if approached merely as learning sets of rules, the process may seem off-putting to students. At its best, the learning of ethics is cultivated from a positive perspective that engages the heart as well as the mind and encourages development of moral sensitivity and analysis, which consequently strengthens the motivation to act ethically" (in Gallant, 2011, p. 180). The necessary conflict,

analysis and motivation described by Pavela are met through the four stages of the GVV curriculum, particularly the application-focused final stage of pre-scripting (Figure 1). In addition to invoking the power of peer influence, the GVV curriculum encourages an active learning environment, both of which are necessary ingredients for effectively teaching academic integrity.

**Limitations of Giving Voices to Values.** While testing the effectiveness of GVV curriculum as a tool to teach academic integrity, its limitations must be considered. A key determinant of the success of GVV is courage of the participants (Gonzalez-Padron et al., 2012). In the context of this study, students must have the courage to collaborate with others in solving a hypothetical but realistic dilemma related to academic integrity. As they work together through the four stages of the GVV curriculum, students may perceive a risk of punishment by the faculty or judgment from their peers. The scenarios require students to contribute to decision-making process by contributing their knowledge and experience with academic integrity. If a student has previously engaged in academic misconduct, sharing their experience can be perceived as a risk, whether or not they faced consequences for the misconduct at the time. A safe and trusting environment is critical for the GVV curriculum to be effective. In this particular study, the potential for perceived risks was mitigated through measures which are described in the Precautions sub-section.

## Methodology

### Study Description and Process

Students taking a Business Communications course in the Fall 2018 semester participated in the study. In groups of three, students worked through scenarios describing common dilemmas related to academic integrity, such as assisting a classmate with their

assignment and how to respond if one witnesses cheating (see Appendix A and Appendix B). A short paper-based survey was conducted after each scenario session. All case study participants were invited to participate in the survey. Case study participants who wished to participate in the survey were required to give consent. The survey consists of four Likert-scale questions and two open-ended questions. A copy of the survey form is attached in the Appendix C.

Two rounds of surveys were conducted. The first round of surveys was conducted on November 22, 2018; respondents were students from one section of the Business Communications course. The second round was conducted on November 27, 2018, with respondents from another section of the same Business Communications course. Sixteen respondents in total participated in the survey– nine from section six, and seven from section one. The relatively small sample size of respondents (n=16) should be used with caution when applying findings to the general population

**Precautions**

Given that the primary researcher was the students' professor, there was potential that students would feel pressure to participate in the study or to respond in a certain way based on the perception that that their participation would impact their grades. To address these potential conflicts, the research assistant recruited student participants and collected data. The primary researcher left classroom when the assistant recruited participants and administered the survey. Having a neutral, non-evaluator ask for student's consent to participate in the study and administer the survey communicated to students the separation of roles between professor and researcher. Students completed the survey anonymously and the primary researcher did not have access the results of the survey until after the course end date. These

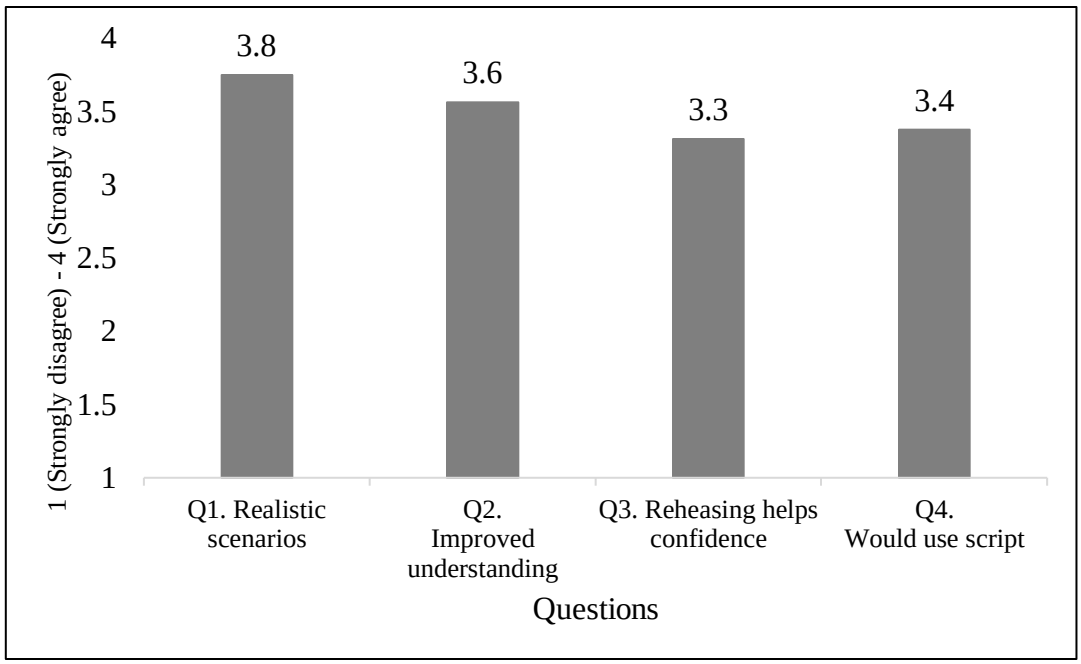
precautions were communicated to the students in the recruitment letter, consent form, and participant survey.

## Results and Discussion

### Results

Respondents reported high satisfaction with the scenario exercise. The four Likert-scale questions measured how realistic the scenario scenarios were (question 1), how much the exercise has improved students' understanding of academic integrity (question 2), how much rehearsing during the exercise has improved students' confidence in facing academic integrity dilemmas (question 3), and how likely students are to use the script prepared in class should they be faced with an academic integrity dilemma in real life (question 4). Answers to all four questions were measured on a Likert scale, which consists of four answer choices – strongly disagree (1), disagree (2), agree (3) and strongly agree (4). Questions 5 and 6 were open-ended where students were asked about what they liked about the exercise and what could be improved. As Figure 2 shows, the majority of respondents returned answers within the range of agree (3) and strongly agree (4) to all four questions.

**Figure 2. Average Rating, Q1-4, all respondents**




Respondents tended to rate the realness and plausibility of the scenarios, and their improved understanding of academic integrity very highly (averages are very close to four). Respondents on average also agreed that they are more confident after rehearsing their response to academic integrity scenarios. They also agreed that they would use the scripts that they wrote during the exercise in real life. However, these latter two questions scored lower averages than the first two.

***Respondent Feedback: Positive***

Question 5 asked respondents about what they like most in the scenario exercise. Most respondents reported they felt the scenario was realistic and relevant to their experience as students. A few responses which illustrated this view are: *'students are faced with these dilemmas everyday', 'actually happening in real life',* [the scenarios are] *'practical and relatable'.* Respondents praised the fact that the case studies highlight the consequences of failing to maintain academic integrity. One respondent said that the exercise sends a *'clear message'* to potential cheaters. Another said that it is a chance to *'influence those who could*

*not be so clear'* about academic integrity. One respondent said they felt tempted before; while another said *'I will never indulge in such activity'* after partaking in the scenario.

Also, many respondents commended the initiative, saying that they had never seen an exercise of this kind before. One respondent said that the scenario would *'spark a conversation around the issue'* [of academic integrity]. Another said that it *'allows to (sic) really think about academic integrity seriously than before.'* A respondent reported feeling happy knowing that the *'college starts to be focused on this kind of issue'. (sic)* Respondents appreciated the teamwork and group discussion element in the exercise, with one saying that it is beneficial to *'see* [classmates'] *point of view (sic)'* and another noting it was interesting to see *'how different (sic) we think'.* Respondents generally thought that the exercise was well-organised and efficiently conducted. A summary of respondents' positive feedback is illustrated in Figure 3.

**Figure 3. Word Cloud of Respondent Positive Feedback**

***Respondent Feedback: Negative***

Question 6 asked respondents about what can be improved in the scenario exercise. As the majority of responses were positive, there are only a few suggestions on how the exercise can be improved. While most respondents thought that the scenarios were realistic and plausible, a few respondents had their own individual suggestions for the scenario to be improved. One respondent suggested *'a scenario showing that Nimni and Reeva are best friends'.* Another suggested that more information be given about Nimni. One respondent thought the exercise would be better *'if the scenarios were more extreme'.* An interesting suggestion from a respondent was that a character in the scenario, Nimni, spends her money on extra classes instead of pre-written assignments.

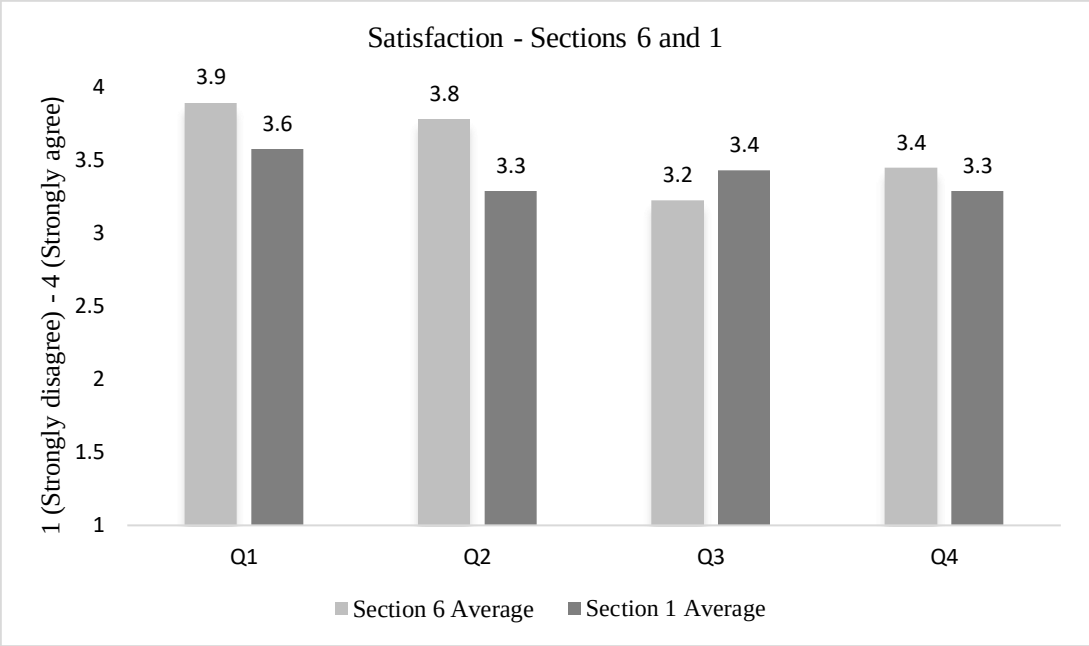
One respondent complained that *'Question 2 is offensive… [it is] a matter of personal value. If you have integrity, you will never do that.'* Another respondent commented that showing a link to the cheating website may encourage academic dishonesty. The issue of peer pressure was raised by one respondent, who said *'factors like influencers'* should be considered. Despite the fact that many respondents think that the scenario made clear the consequences of academic dishonesty, at least two respondents feel that students would benefit from more explicit warning. One respondent wants penalties to be more plainly state, another wants the instructor to *'add rules which college use in this situation'.*

One respondent said that there were *'few in-depth aspects'* and would like more long-term consequences of repeated offenses (academic or otherwise) to be explored. For instance, how the lack of knowledge and laziness cheaters develop can impact future work prospects and quality of life/earnings. The respondent wrote that *'students must clearly understand the benefits of academic integrity in the long-term.'*

***Between-section variation***

Figure 4 shows that there are some differences between average scores of questions one to four in the two sections that took the survey. Section six rated the exercise more highly in all questions except question three. However, statistical tests show that there is no significant difference in scores between the two sections at 0.05 significance level.

**Figure 4. Comparison of Q1-4 scores between sections 6 and 1**




In the test, F-tests were first run on responses from each question to see if there were differences in the variance between respondents from the two sections. F-tests showed no significant evidence that variances were unequal. Subsequently, T-tests were run for each question to see if the differences in the averages between the two sections were significant. No t-test returned a p-value of less than 0.05. Therefore, at significance level of 0.05, it can be said that there is no meaningful variation in average satisfaction between the two sections of

the course. It can be said with confidence that both the sections feel the same way about the scenarios. The differences observed in Figure 4 are very likely the result of chance.

## Conclusions and Recommendations

### Conclusions

Based on the survey data, it can be concluded that scenarios based on Giving Voice to Values (GVV) curriculum are an effective tool for teaching academic integrity in the college classroom. A more detailed analysis of the students' responses to each survey question yields other conclusions, which can be developed into recommendations for future study.

The overwhelming majority of respondents found the scenario beneficial, and reported satisfaction with having participated. The main reasons students appreciate the exercise are the realistic scenarios, the relevance to their academic experience, the awareness it gave them regarding consequences, and the opportunity to discuss the subject with their peers. While respondents on average reported 'agree' to questions 3 and 4; these questions received lower ratings than the others. Thus, it may be recommended that some improvements be made in the scripts and rehearsal aspects of the exercise. The researchers may also wish to consider other recommendations put forward by respondents in question six of the survey, such as incorporating long-term consequences of academic dishonesty, or adding more details to the scenarios.

With the GVV curriculum established as an effective tool for teaching academic integrity, the researchers can consider applying the tool to other contexts. Gallant (2011) emphasizes that a culture of academic integrity must be built in the classroom but also in other levels of the college (such as faculty, researchers, support staff and administration). In order to develop scenarios which are specific and realistic, collaboration with individuals other

academic departments and levels will be a necessary step of the scenario-writing process. A motivating force for all individuals at the college to get involved is described by Gallant (2011), who writes "continuing to ignore the corruption of the means of higher education can result in numerous and pervasive consequences such as the graduation of unethical and unskilled professionals and a loss of public trust in the ability of higher education institutions to fulfill their societal obligations." (p. 27). As the consequences of misconduct are significant and widespread, a culture of academic integrity and ethics is in the long-term interest of everyone at the college.

**Recommendations**

As part of a strategy to nurture academic integrity at Centennial College, it is recommended that the results of this study and the GVV-based scenarios are added to the existing online repository "Promoting Academic Integrity @ Centennial" on eCentennial. This shares the knowledge gained through the study with faculty, who have access to the online repository. To reach other college stakeholders, it is recommended that the results of this study and the GVV-based scenarios are shared through the Centre for Organizational Teaching and Learning (COLT).

In alignment with the goals of the study, which are collaborative learning and systemic approach to academic integrity, it is recommended that there are group writing sessions for creating more scenarios. In order to make the scenarios effective, realistic details are needed from faculty teaching in other departments. Another idea is to ask students to help write the scenarios for more narrative insight and detail. Individuals who have committed academic dishonesty may be interested in sharing the outcome and writing the scenarios, which is comparable to a restorative justice approach to cases of academic misconduct. The

involvement of students is critical given that peer involvement is a powerful drive of ethical behaviour.

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# Appendices

## Appendix A. Participant Survey

Thank you for participating in the case study session as part of our research study. Please complete the questions below. Surveys are anonymous and will not be accessed by your instructor (Evelyn) until after the course has finished

**Please read each statement and circle the word that best describes your response.**

1. The scenarios described in the case study exercise were realistic and plausible.

   **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**

2. The case study exercise improved my understanding of academic integrity.

   **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**

3. Rehearsing what I would do and say through the case study makes me feel confident and prepared to face the same scenario in real life.

   **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**

4. If I were to encounter the same scenario in real life, I would use the script that I wrote today.

   **Strongly Agree** **Agree** **Disagree** **Strongly Disagree**

**Please answer the questions below in full sentences.**

5. What did you like most about the case study exercise?

6. What could be improved in the case study exercise?

## Appendix B: Reeva's Story

Nimni rolled her eyes and tapped her foot impatiently. “So what do you want to do?” Nimni asked Reeva. Reeva glanced at her phone screen and made an excuse about the time – she said that she had to get something to eat before their next class. “I will let you know after our next class, Nimni,” said Reeva. “Just give me some time to think.”

Reeva sat in the college cafeteria and stared at her food. She wasn’t sure what to do. It was March of her final semester of the Applied Biomedical Science program. She was taking 6 courses, and the one causing her the most stress was her technical report writing course, ENGL440. Reeva’s marks had been C’s throughout the technical report writing class. She wished her grades were higher, but English was the third language she was learning, and she had to balance the workload of her 5 other courses. She was at least keeping up with the work in ENGL440, and she felt her writing had improved, even if it wasn’t perfect.

The final assignment in ENGL 440 was due in a week. The assignment asked students to write a formal report with their lab partner. Reeva’s lab partner was Nimni. The goal of the formal report assignment was to meet industry standards for technical documents, so that students could bring their finished formal report to a job interview as a sample of their knowledge and skills in applied biomedical science. The challenge was that Nimni and Reeva didn’t feel they were strong writers – Nimni’s marks were slightly slower than Reeva’s.

Nimni had texted Reeva on the weekend, and told her that she found a writer on https://bid4papers.com/. According to Nimni, the writer would use the ENGL440 assignment instructions to custom create a technical report. It would be an A-quality report, the writer promised. For the custom written report, Nimni and Reeva would have to e-transfer $100 each to the writer – $200 in total – and the finished report would be written and emailed to them within 3 days.

Reeva wasn't sure what to do. The formal report assignment was due in a week, and this is just one class of her many classes. She also had to work with Nimni on other projects that were due soon, because they were lab partners. On the other hand, she didn't feel right about hiring someone to write the formal report. Not only would the writer be creating false data to go into the report, but it would also mean misleading a potential employer. Reeva knew if she showed an A-level formal report to her job interviewer, and then her true writing skills were shown later, on the job, it would be obvious that she didn't write the report. Finally, her ENGL 440 instructor would probably see the difference in writing quality right away, thought Reeva.

Reeva looked around the busy cafeteria, then down at her food, and wondered what to do next.

What should she say to Nimni when they meet after their class?

**Instructions for group:**

1. Assume that you are Reeva, and write down a reply to Nimni.
2. Use the questions below to help you write the reply:
    - Who are the stakeholders in Reeva's story, and what is at stake for each person?
    - How does each stakeholder influence Reeva's feelings and/or actions?
    - What would be the benefits of purchasing a custom written formal report?
    - What would be the risks of purchasing a custom written formal report?

**Further Discussion and Reflection:**

Have you ever been in a situation like Reeva's, where you considered purchasing a completed assignment and/or a copy of a test? What did you do and why? Looking back, would you have done anything differently? Why or why not?

## Appendix C: Samuel's Story

Samuel sighed and placed his iPhone face down on his desk. All evening, he had been receiving non-stop alerts from his group chat. The group chat was made up of his fellow

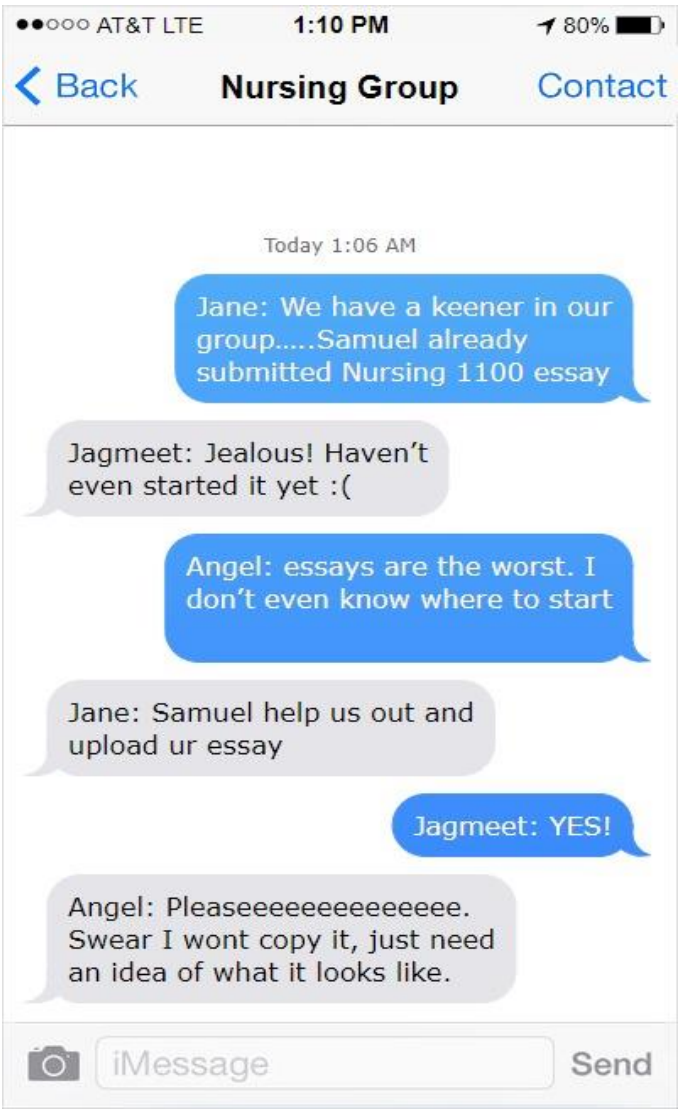
classmates in the Nursing program. They were texting back and forth about an assignment due next week, an essay on the effects of good patient care.

The group chat was meant to be helpful, like a sort of social and support group for everyone in their first year of Nursing. It had been helpful, at first. Through the group chat, Samuel and his friends had reminded each other of test dates, sent pics of questionable cafeteria food, and shared funny memes. However, as the end of the fall semester drew closer, there were fewer inside jokes shared in the group chat, and more talk of assignments and exams.

Samuel had quickly finished his essay on patient care: he had always earned A's in his high school English classes, he enjoyed the research process, and he was eager to write about all he had learned from the course so far. He had already submitted the essay, before the due date, by uploading it to the Dropbox for the course. It felt so good to have the essay finished, that he had blurted it out to a classmate, Jane, when he ran into her on the train ride home from the college. He was excited to be finished and felt like sharing his relief with someone.

By midnight, Jane had announced to the group chat that Samuel was already finished his essay.

Samuel picked up his iPhone and looked at the screen again. The messages were coming in every few minutes:




Samuel wanted to help his classmates. He was good at writing essays, but earlier in the semester, had struggled with anatomy, and Angel had taught everyone a trick for memorizing the names of bones using letters of the alphabet. Her tip had really helped him on the anatomy midterm. Now, it felt like Samuel's turn to help his classmates. After all, he thought, wasn't the whole point of this group chat to help each other out? Maybe it would be okay just to show them the essay, he thought. Angel said that she would not copy it, and just wanted to look at it.

But Samuel also remembered the first week of September, when his instructors had mentioned the college policy on cheating and plagiarism. The policy stated clearly that students who submit the same written assignment would both receive a grade of zero. He also knew that uploading the assignment through Dropbox meant that the file was scanned by Turn It In software, and any words that match his would be flagged. Not to mention, he also felt proud of his work; he might have completed the essay early, but that doesn't mean that he didn't work hard on it.

Samuel once more looked down at his phone, lighting up with more and more messages from his group chat, and wondered what to do next.

What should he say in his text reply to the group chat?

**Instructions for group:**

3. Assume that you are Samuel, and write a reply to the group chat.

4. Use the questions below to help you write the reply:

- Who are the stakeholders in Samuel's story, and what is at stake for each person?
- How does each stakeholder influence Samuel's feelings and/or actions?
- What would be the benefits of sharing his essay with this group chat?
- What would be the risks of sharing his essay with this group chat?

**Further Discussion and Reflection:**

Have you ever been in a situation like Samuel's, where you were pressured to share your work on an assignment, or to share your answers on a test? What did you do and why? Looking back, would you have done anything differently? Why or why not?