

*(4) Humanities, Arts, and Social Sciences (HASS)  
Applications*

**PROPOSING AUTHENTIC ASSESSMENT  
STRATEGIES FOR NEW EDUCATION  
NORMAL ERA  
FORTIFIED WITH ACADEMIC INTEGRITY  
MINDSET AND CULTURE**

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3 Dept. of Applied English, Chihlee University of Technology

4 Dept. of Computer Science and Information Engineering, Asia University

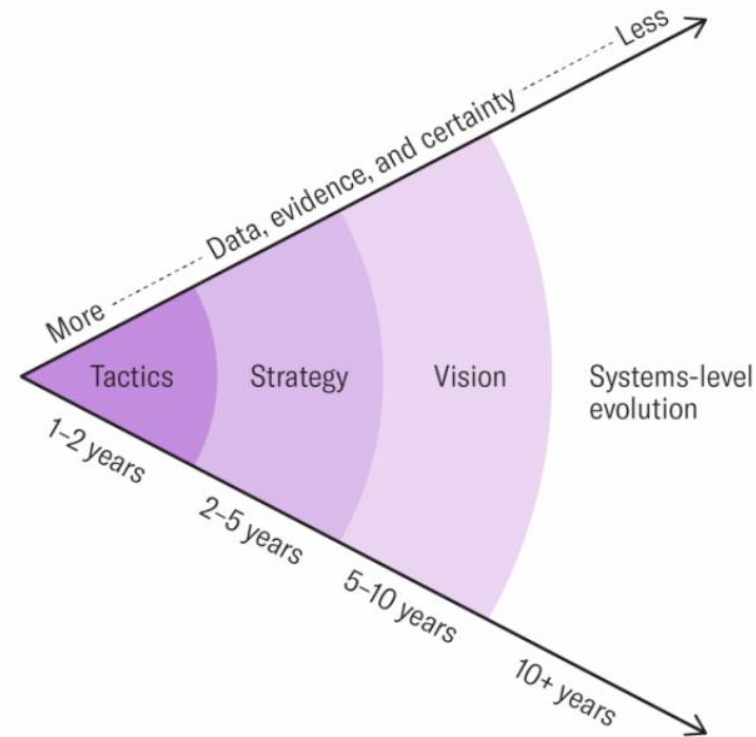
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# Proposing Authentic Assessment Strategies for New Education Normal Era Fortified with Academic Integrity Mindset and Culture

- **Abstract:**
- It is proposed in this presentation that a new **authentic assessment approach** to e-Portfolio may be realized in terms of such **qualitative assessment method** as Learning Analytics enhanced with **text-mining technique** in machine learning. Since the assessment in the educational paradigm of **active learning** cannot rely heavily on the way of the summative evaluation in the quantitative way, the key factor resides in the formative as well as qualitative assessment strategies along the learning processes evidenced with artifacts. This approach considers such key factors and proposes to make all stakeholders in education including **learners as the major role player in the process of assessment**. This presentation starts with the educational framework or philosophy in which the learning e-Portfolio is positioned in the curriculum. And then, the curriculum to support such educational paradigm is elaborated. With the supporting environment for the educational paradigm being elaborated, the theoretical background for the qualitative assessment is stated, making use of **the text-mining strategies** in terms of the **Bloom's Taxonomy Matrix** to visualize the state of the learning mind.

# Where we ended last year

- Data Science Approach to Assessment in Learning (Active Learning)
- Visualization of the teacher's mindset and the students' mindset



A vertical bar on the left side of the slide, transitioning from orange at the top to blue at the bottom.

# Assumption

# Authentic Assessment Strategy

# MIRROR

Active Learner

Visualization  
of Learning  
Mind

Assumption:

The MIRROR of the Learning Mind □ The Learner's Writing about Learning in Process (Goal Setting, Learning Anxiety, Reflection, etc.)

# DATA SCIENCE APPROACH

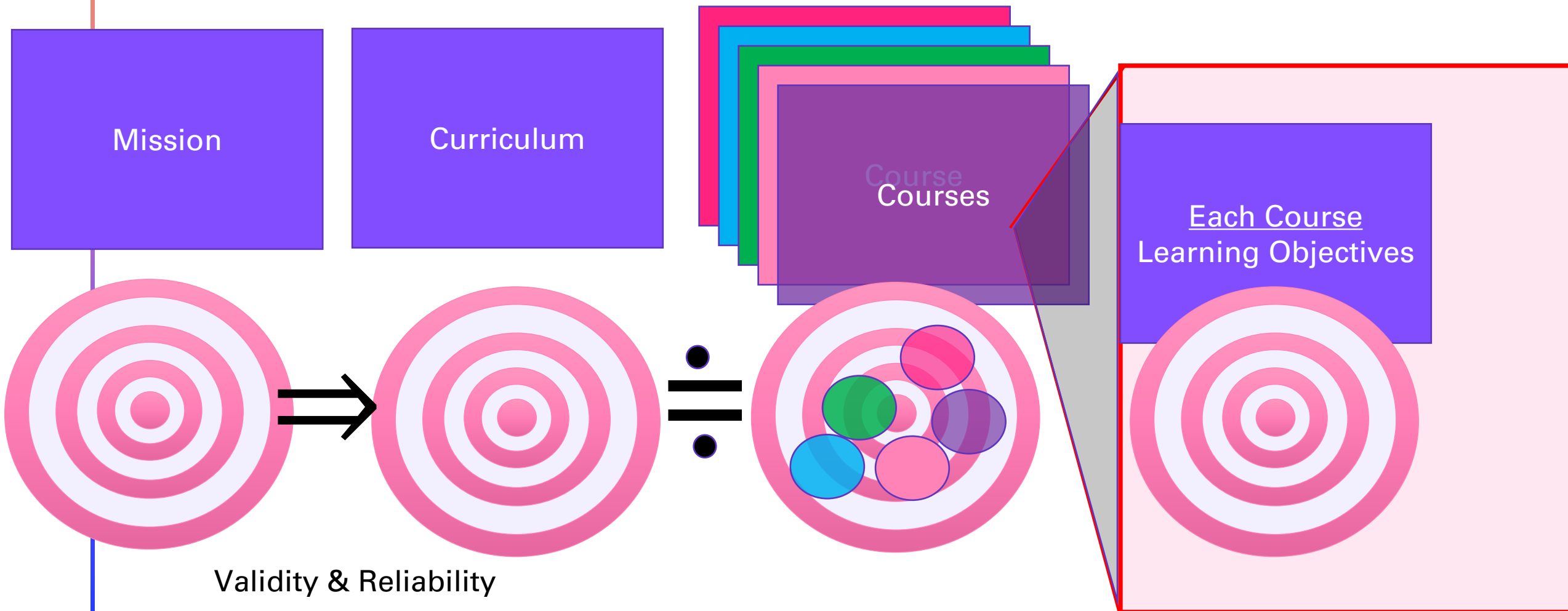
Image source: <https://www.searchenginejournal.com/data-science-seo/339277/#close>

# Visualization of mindset

- Mindset (Teacher and Students)  
**Initial Stage** of Learning

- **Final Stage** of Learning

# Authenticity in Mission → Authentic Curriculum → Authentic Courses



# Authenticity in Curriculum → A Course

Course  
Learning Objectives

Curriculum  
Mapped Area

Teacher  
Perspective  
(Syllabus)

Student  
Perspective

Learning Goals/Objectives  
intended in the curriculum  
X % of Entire Curriculum

Course Syllabus  
Learning Objectives

Initial Stage

Middle Stage

Final Stage

Learning Goals/Objectives: Teacher's Perception (%)

Learning Goals/Objectives: Teacher's Perception (%)



# Research Question:

Course  
Learning Objectives

Curriculum  
Mapped Area

Teacher  
Perspective  
(Syllabus)

Student  
Perspective

Course Syllabus  
Learning Objectives

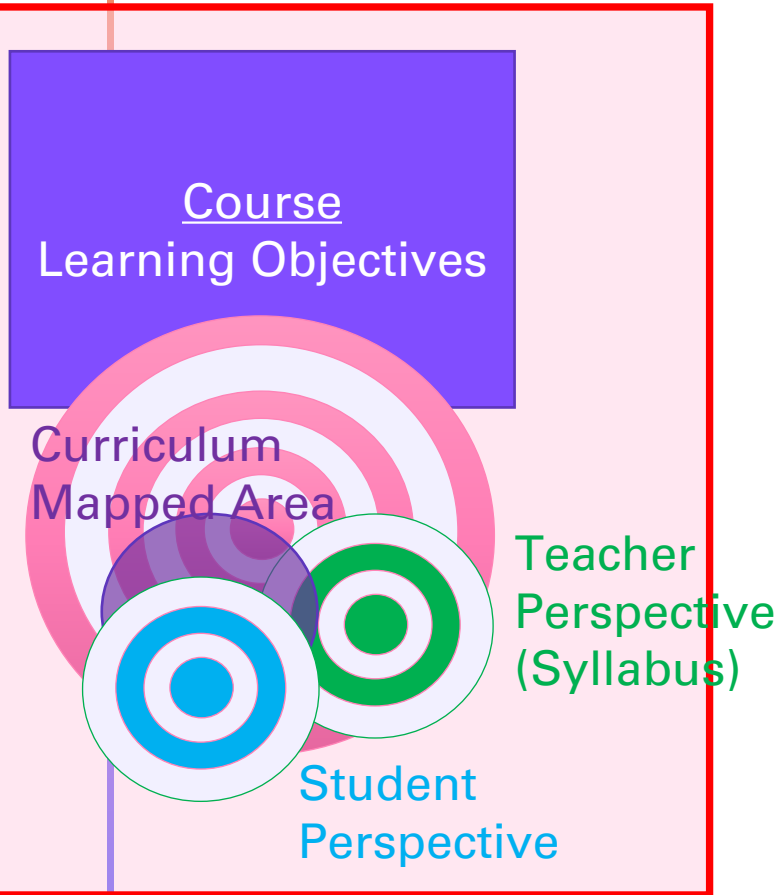
Initial Stage

Middle Stage

Final Stage

How to Assure/Guarantee the Quality of  
Authenticity in Education/Assessment?

# Focus on Teacher Perspective vs. Student Perspective



- Teacher Perspective (Syllabus Content) vs. Student Perspective
- **【GOAL】** How to visualize such Perspectives?
  - Such tools are needed.

# Focus on Teacher Perspective vs. Student Perspective

- Teacher Perspective (Syllabus Content) vs. Student Perspective
- How to visualize such Perspectives?
  - i.e. How to visualize a state of the learning mind?

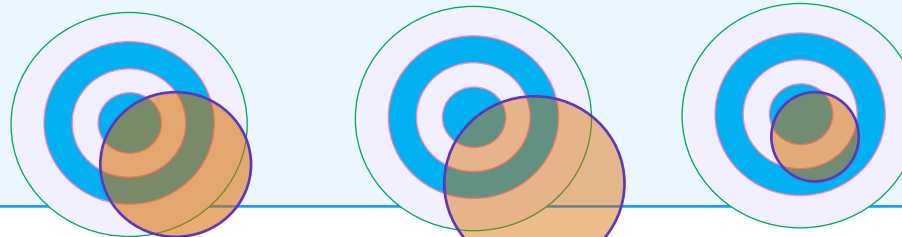
**Assumption:**

**The MIRROR of the Learning Mind → The Learner's Writing about Learning in Process (Goal Setting, Learning Anxiety, Reflection, etc.)**

Initial Stage

Middle Stage

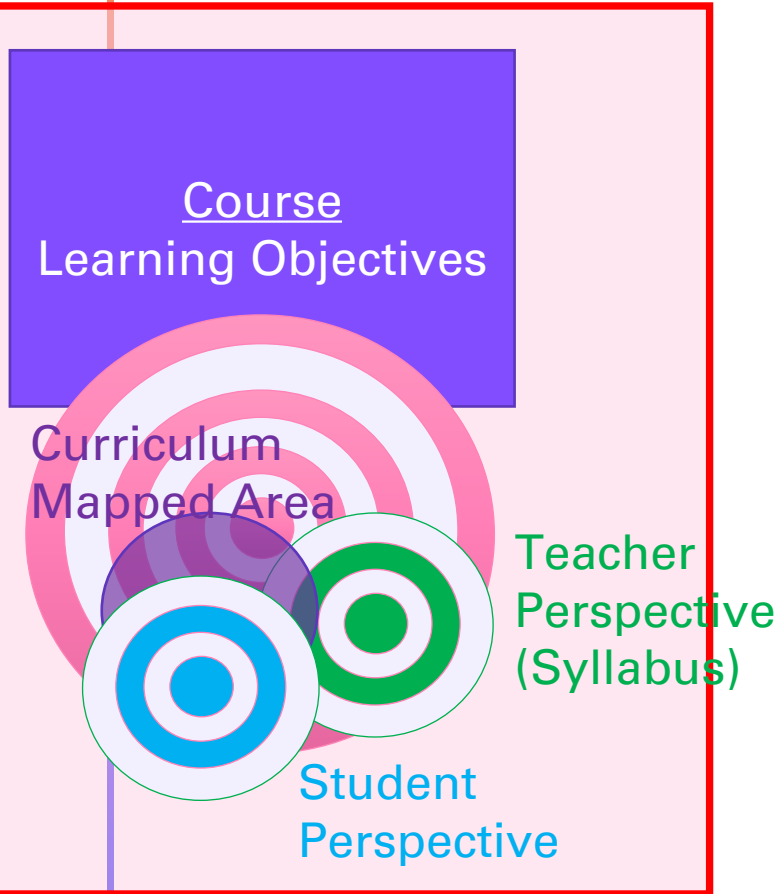
Final Stage



**Fine Tuning the Actual Learning**

Visualization of Actual Learning

# Focus on Teacher Perspective vs. Student Perspective

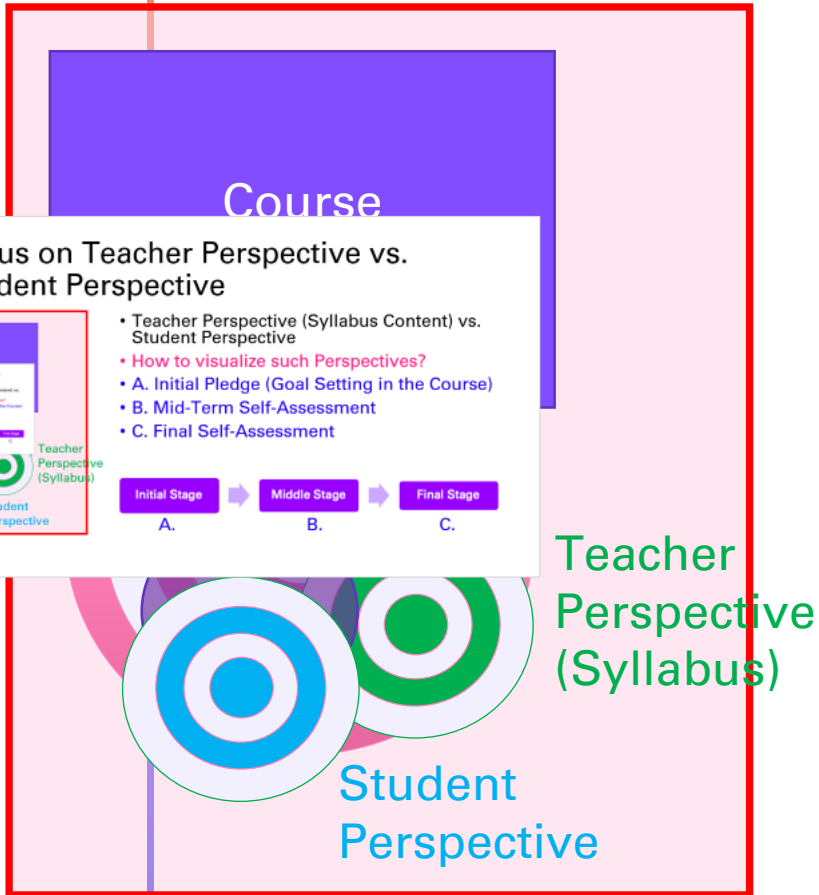


- Teacher Perspective (Syllabus Content) vs. Student Perspective
- How to visualize such Perspectives?
- Assessment of Writing ← Realization in terms of Active Vocabulary ← Reflection of Learning Mind

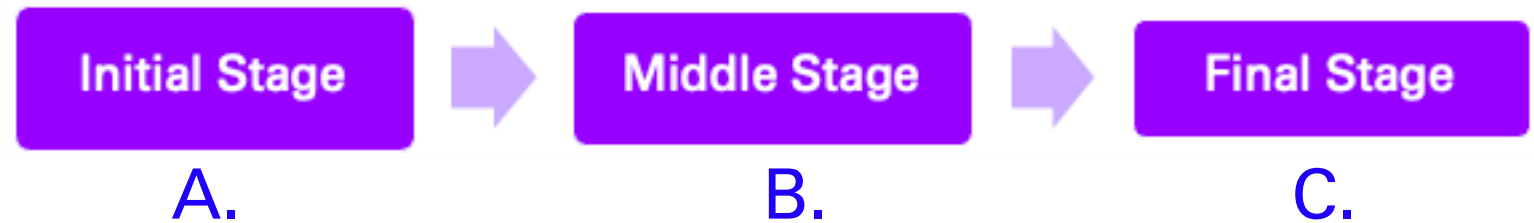
## Semantic Assumption

- Active Vocabulary = (reflection of) internalized knowledge/wisdom/experience/view point/perspective/value judgement

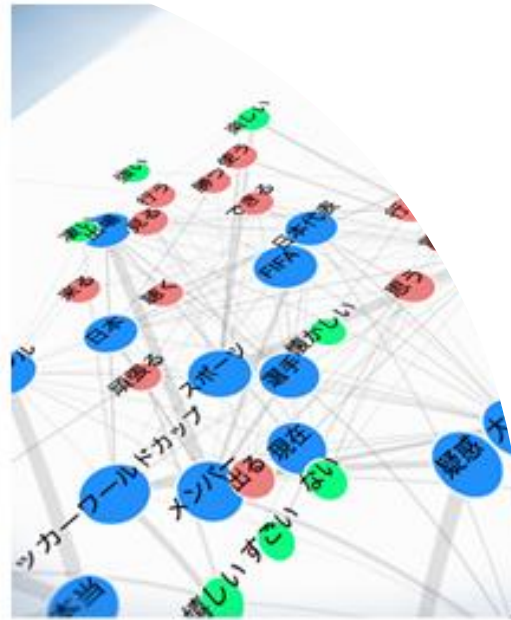
# Focus on Teacher Perspective vs. Student Perspective



- Teacher Perspective (Syllabus Content) vs. Student Perspective
- How to visualize such Perspectives?
- A. Initial Pledge (Goal Setting in the Course)
- B. Mid-Term Self-Assessment
- C. Final Self-Assessment



# Assessment Tools

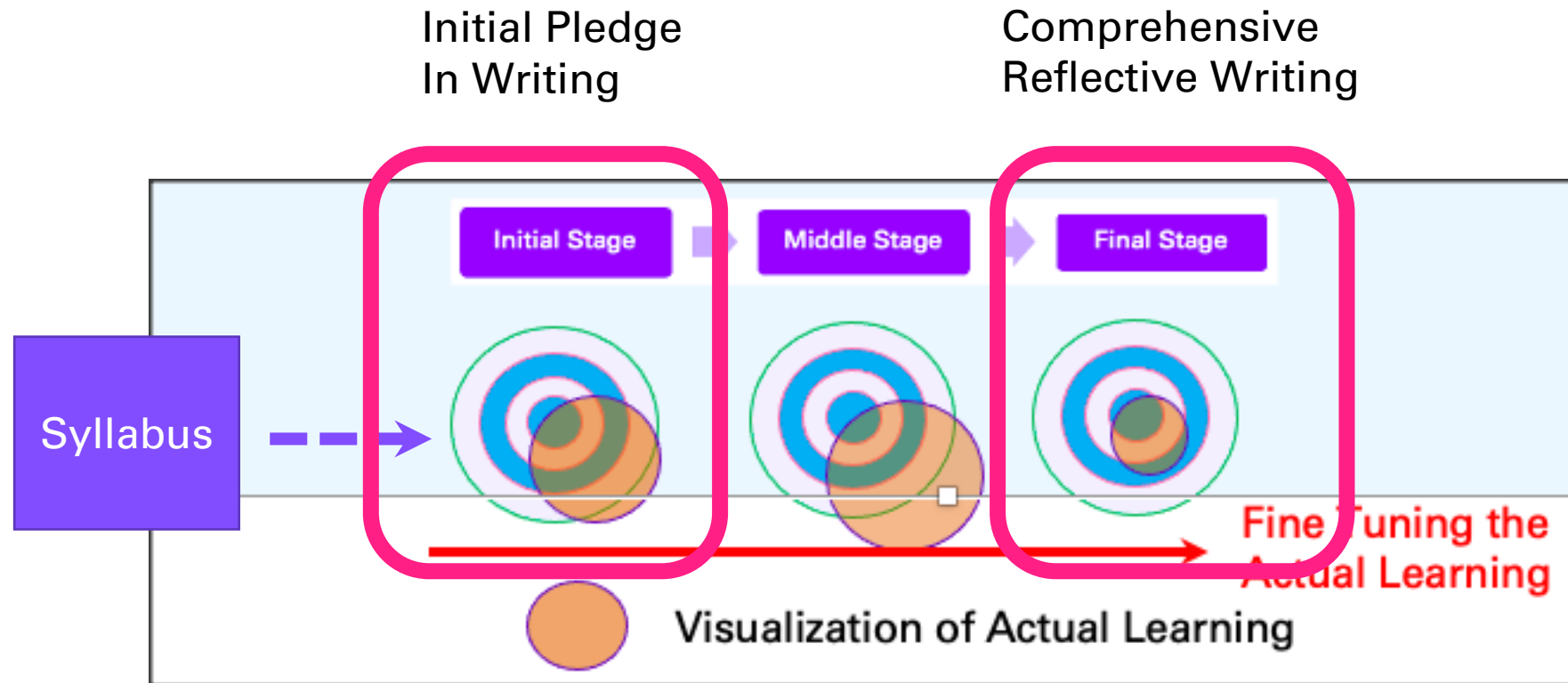


ファイルを選択 選択されていません

解析する

- Academic Integrity → iThenticate®/
- Copy Monitor®
- Learning Analytics (Data Science Approach)
- Textmining Cloud Service  
( <https://textmining.userlocal.jp/> )
- <https://www.userlocal.jp/news/201507101/>

# Sharing our Preliminary Research Result . . .



# Text mining

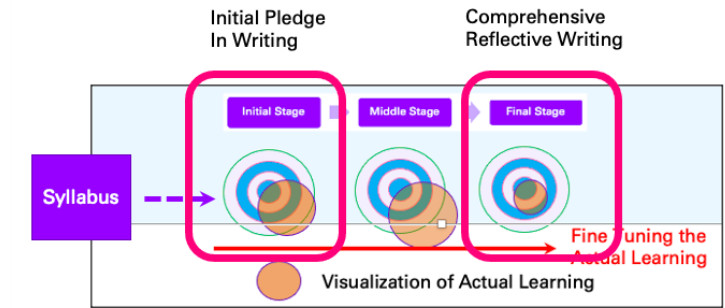
- Pledge <---> Reflective Writing

- Pledge

- Motivation of learning the subject
- Expectation of learning
- Self-set goals in learning, skills to master, etc.
- Anxieties, worries, etc.

- Reflective Writing

- Learning motivation graph
- Self-assessment in learning
- Reflection (comparison between Pledge and Reflection)
- Planning a next step in learning and life-long learning





# Text Mining Approach

- Text Mining Service
- <https://textminig.userlocal.jp>

The screenshot shows the web interface of the 'User Local AI Text Mining' service. The browser address bar displays 'textminig.userlocal.jp'. The page features a dark navigation bar with icons and labels for '新規作成' (New Creation), '文書一覧' (Document List), 'カスタマイズ' (Customize), '前処理ツール' (Pre-processing Tool), and 'ヘルプ' (Help). A light blue announcement banner at the top states: '【お知らせ】 検索クエリに特化したテキストマイニングツール「キーワードマイニングツール」を公'. The main heading is '解析したいテキストを入力する' (Enter the text you want to analyze). Below this, there are four colored buttons: a red button for '1つの文書を解析' (Analyze 1 document), a blue button for '2つの文章を比較' (Compare 2 sentences), a green button for 'Excelクロス集計' (Excel cross-tabulation), and an orange button for '音声入力' (Voice input). A sample text is provided: 'サンプル： 掃除機の高評価・低評価レビューを比較解析' (Sample: Compare analysis of vacuum cleaner high/low evaluation reviews). Three input methods are shown: 'フォーム入力' (Form input), 'ファイルをアップロード' (Upload file), and '履歴から選択' (Select from history). A label '解析対象に名前を設定（任意）' (Set name for analysis target (optional)) is above a text box containing '文書1'. At the bottom, there is a label '解析するテキスト' (Text to analyze) above another text box.

textminig.userlocal.jp

User Local AIテキストマイニング

新規作成 文書一覧 カスタマイズ 前処理ツール ヘルプ

【お知らせ】 検索クエリに特化したテキストマイニングツール「キーワードマイニングツール」を公

## 解析したいテキストを入力する

1つの文書を解析 2つの文章を比較 Excelクロス集計 音声入力

サンプル： 掃除機の高評価・低評価レビューを比較解析

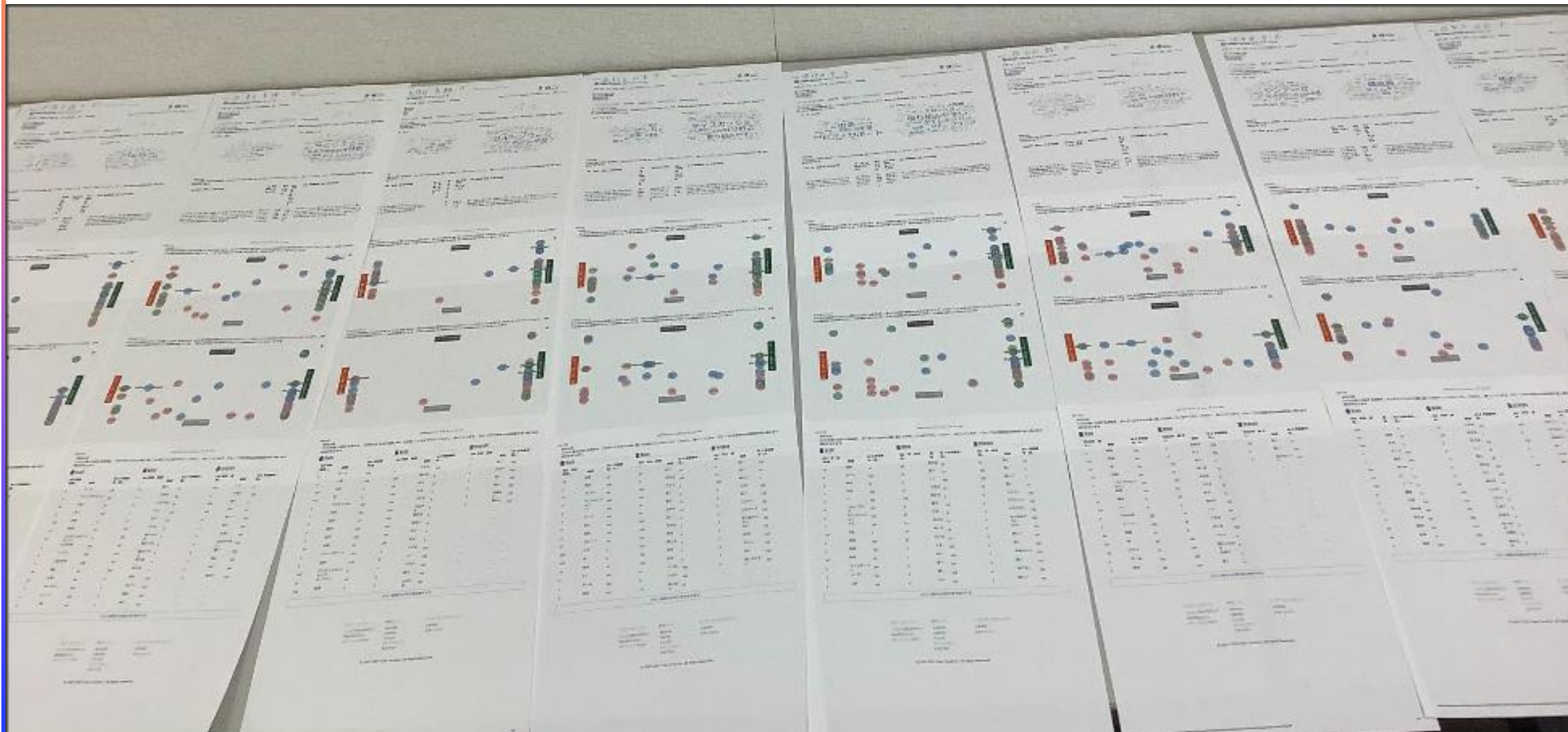
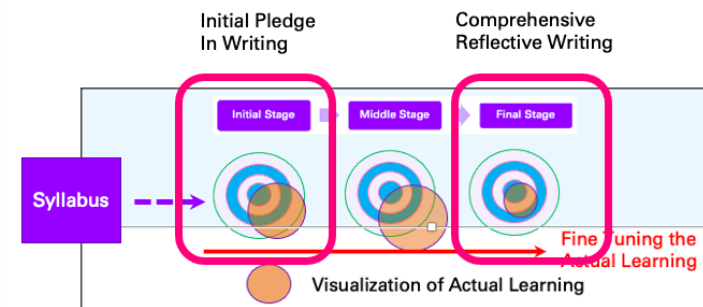
フォーム入力 ファイルをアップロード 履歴から選択

解析対象に名前を設定（任意）

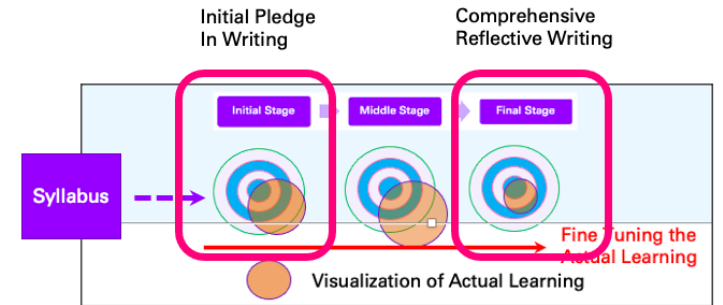
文書1

解析するテキスト

# Text mining clips



# Text mining clips



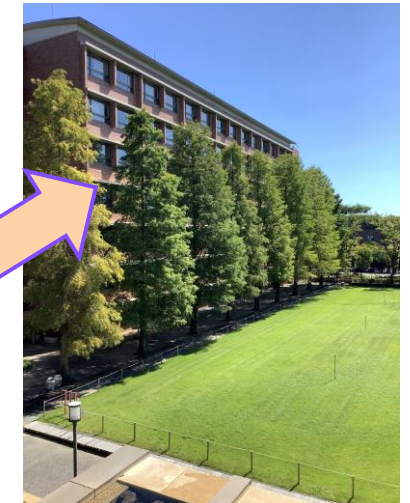
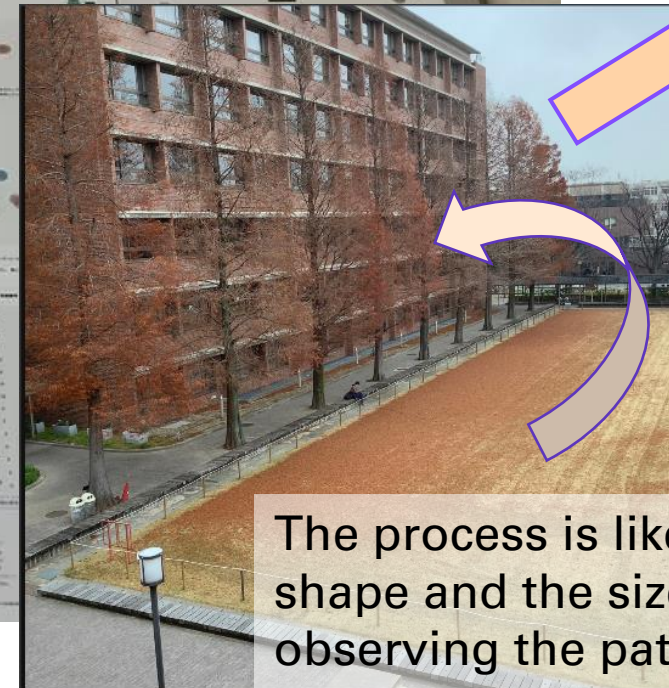
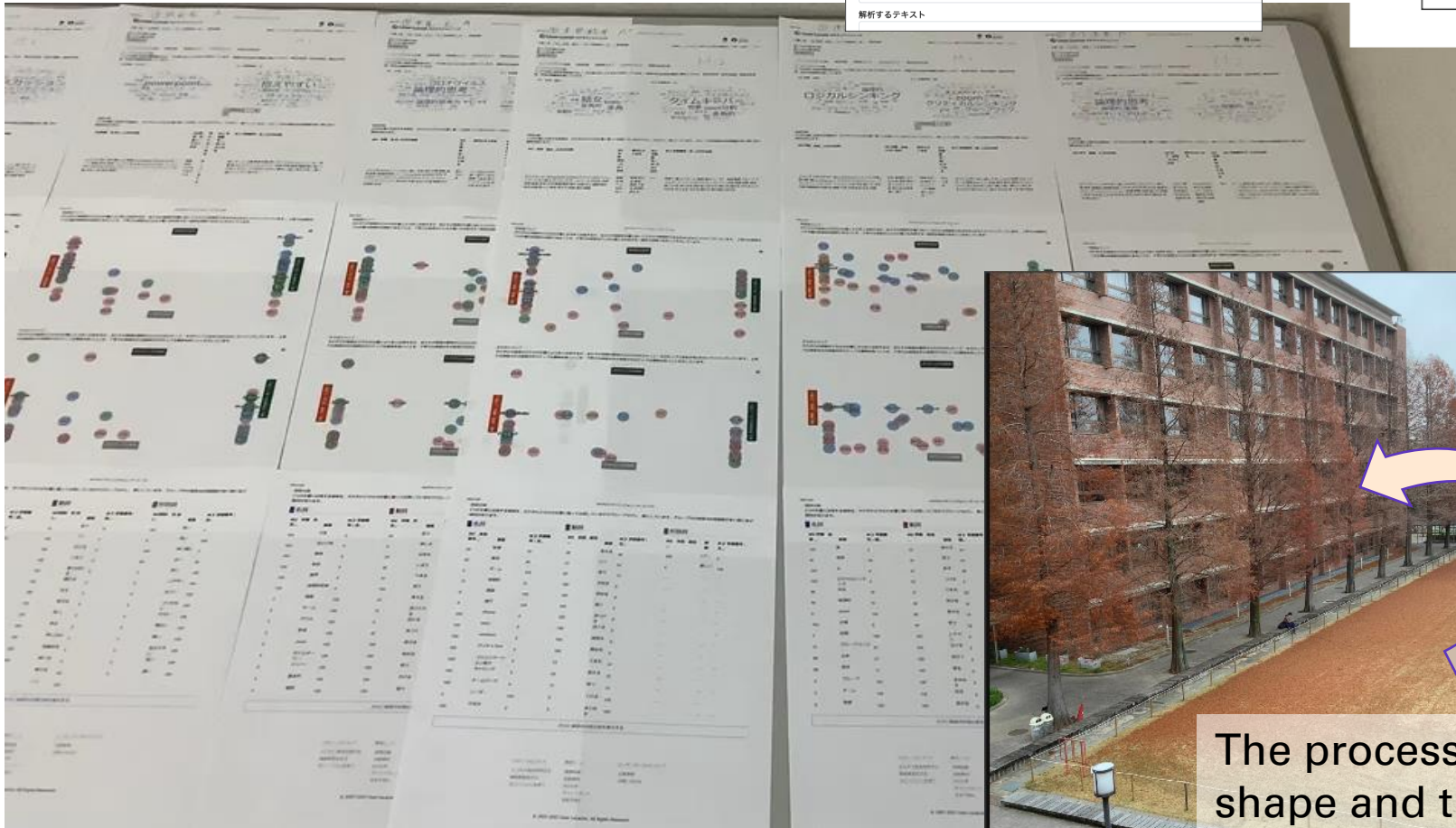
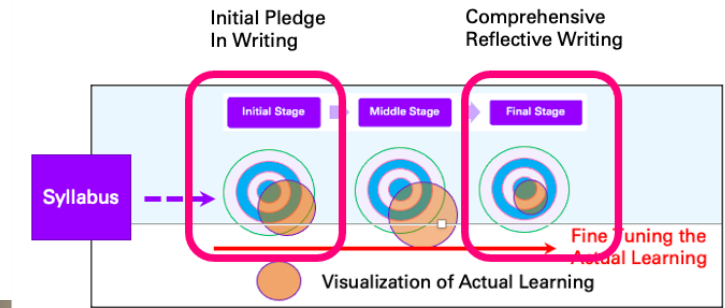
Comparison of  
Words Clouds

Heat Map  
Positive/Negative  
Nouns  
Verbs  
Adjectives

Active Vocab.  
Frequency Lists

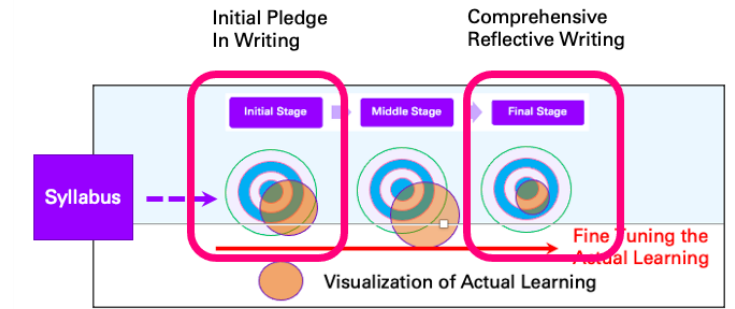


# Text mining clips



The process is like projecting the shape and the size of the tree by observing the pattern of the fallen leaves on the ground . . .

# Text Mining Approach



- No significant differences detected.
- So we focused on Active Vocab. (verbs) and subcategorized/color-coded.

## Color-coding scheme

- Red** accomplished/mastered skills, tasks, goals
- Blue** not yet accomplished, difficult/challenging tasks
- Orange** future learning plans, desire to learn further
- Green** emotion/excitement/positive feeling/
- Purple** appreciative/thankful remarks

# Taxonomy

Color-coding scheme

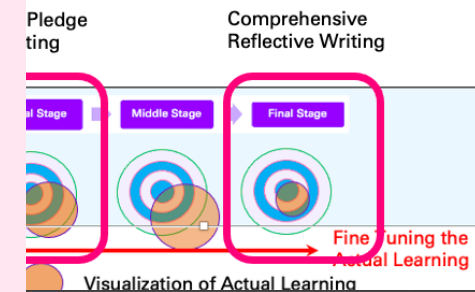
Red accomplished/mastered skills, tasks, goals

Blue not yet accomplished, difficult/challenging tasks

Orange future learning plans, desire to learn further

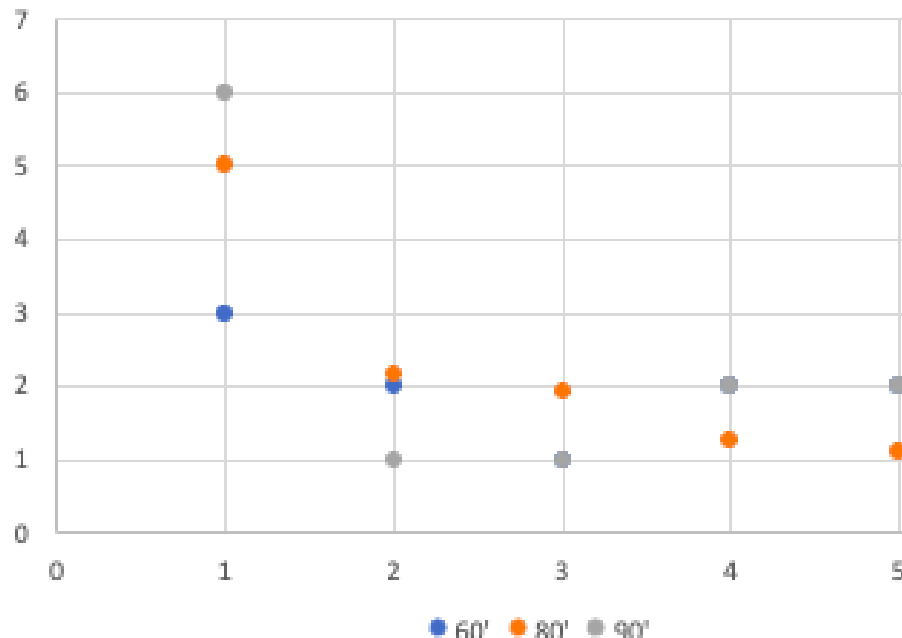
Green emotion/excitement/positive feeling/

Purple appreciative/thankful remarks



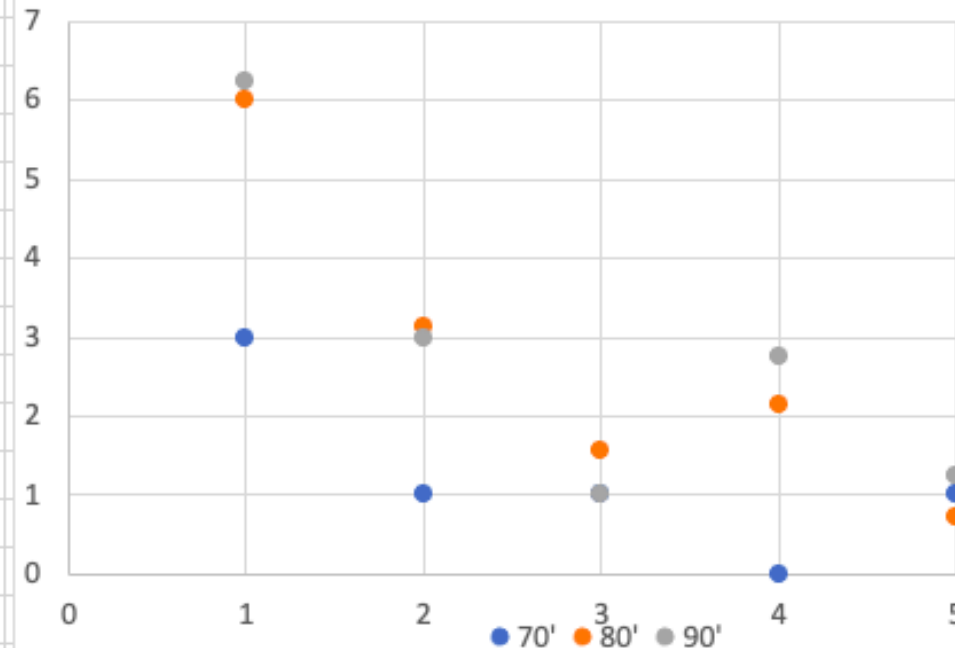
Grade	赤	青	橙	緑	紫
60'	3	2	1	2	2
80'	5	2.18	1.91	1.27	1.09
90'	6	1	1	2	2

Course A



Grade	赤	青	橙	緑	紫
70'	3	1	1	0	1
80'	6	3.14	1.57	2.14	0.71
90'	6.25	3	1	2.75	1.25

Course B



# New Findings

Last Year

Active Vocabulary →

Emotion ---- Adjectives

Verbs/Nouns --- Concepts/Learning Activities

Acquired Knowledge ready for  
application

Assessment: Reflection of Active Learning  
Subcategorization by Negative/Positive

# New Findings

## This Year

- (i) Improved Probing Questions to initiate/stimulate free writing
- (ii) Subcategorization of active vocabulary by Bloom's Taxonomy Matrix



# New Findings

This Year

- (i) Improved Probing Questions to initiate/stimulate free writing
- (ii) Subcategorization of active vocabulary by Bloom's Taxonomy Matrix

# (i) Probing Questions to initiate/stimulate free writing

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ふりかえりシート(Reflection Sheet)

学籍番号(Student ID) :

氏名(Name) :

設問リスト(List of Probing Questions)

## ふりかえりシート設問リスト (List of questions: Reflection Sheet)

設問 1. 第 2 回目の授業で提出した 15 週目の自分への達成目標の課題を見直して下さい。

a. 最初に自分で設定した目標を達成することができましたか？

b. 「どうしてそうなったのか？」という理由（根拠）についても書いて下さい。

Question 1: Compare your pledge statements of learning goals at the beginning of the course with (こんな形式で書いてみてください。)

立てた目標(Goal) 0 1 — (目標について簡単に記述してください(Describe the goal))

5段階で評価(Rate your achievement) 【 5   4   3   2   1 】

理由 : Evidence

立てた目標 0 2 — (目標について簡単に記述してください)

5段階で評価 【 5   4   3   2   1 】

理由 :

立てた目標 0 3 — (目標について簡単に記述してください)

5段階で評価 【 5   4   3   2   1 】

理由 :

立てた目標 0 4 — (目標について簡単に記述してください)

5段階で評価 【 5   4   3   2   1 】

理由 :

設問2. この授業を最初からふりかえって、一番印象に残る学びは何でしたか？(What was the most impressive learning? Why do you think so?)

どうしてそう思いましたか。

設問3. この授業を最初からふりかえって、一番楽しかった学びは何でしたか？(What was the most enjoyable learning in the course? And why?)

どうしてそう思いましたか。

設問4. この授業を最初からふりかえって、一番チャレンジングだった学びは何でしたか？(What was the most challenging learning in the course?)

どうしてそう思いましたか。

設問5. 「この授業をこの学期ずっと受けてきた自分」と「この授業を受けずに今日までこの学期を過ごしてきた自分（架空の想定の自分です）」を比較してみてください。この二者の間でどんなことが一番違いますか。(Compare you who have learned in this course with imaginary you who had not taken this course. What are the crucial differences between the two?)

設問 6. この授業で学んだことを踏まえて、この先、どんな目標を立てて、次の学期に臨みますか。あるいは、卒業後のキャリア人生プランについて触れていただいても結構です。

(What is your next step in learning after this course is over? What goals would you set for the next semester? What is your lifelong goal?)

設問 7. この授業はクラスメイトの皆さんのサポートや活躍なしでは実現できなかった授業でしたが、クラスメイトのみなさんに何か一言（気づきや感じたことなど）を書いてみて下さい。

(You are here today ending this course. Without your classmates' support and friendship you have not come this far. Write some messages to your classmates.)

設問 8. その他、書き足りなかったことがあれば、何でもいいですから書いて下さい。(If you like to write something more, feel free to write about anything.)

以上です。(Thank you.)

お疲れ様でした。(Good job!)

# New Findings

## This Year

- (i) Improved Probing Questions to initiate/stimulate free writing
- (ii) Subcategorization of active vocabulary by Bloom's Taxonomy Matrix

# (ii) Subcategorization of active vocabulary by Bloom's Taxonomy Matrix

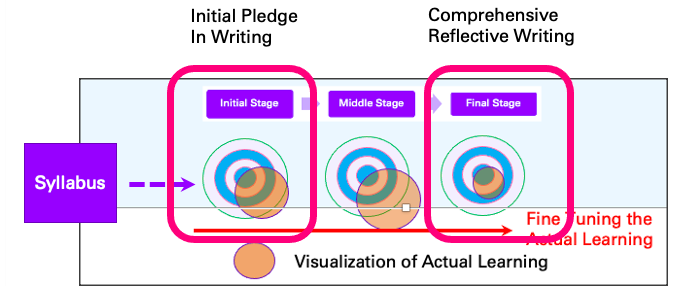
LOW LEVEL THINKING SKILLS			HIGH LEVEL THINKING SKILLS								
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation						
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.	To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.	To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.	To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.	To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.						
<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>	<b>Key words:</b>						
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Recognise Record Relate Remember Repeat Reproduce Select Show Spell State Tell Trade What When Where Which Who Why Write	Ask Classify Compare Contrast Demonstrate Discuss Explain Express Extend Generalise Give examples Illustrate Indicate Infer Interpret Match Observe Outline Predict Purpose Relate Rephrase Report Restate Review Show Summarise Translate	Act Administer Apply Associate Build Calculate Categorise Choose Classify Connect Construct Correlation Demonstrate Develop Dramatise Employ Experiment Focus Group Identify Illustrate Interpret Interview Link Make use of Manipulate Model Organise Perform Plan Practice Relate Represent Select Simulate Solve Summarise Transfer Translate Use	Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Direct Distinction Divide Establish Examine Find Focus Function Group Highlight In-depth discussion Inference Inspect Investigate Isolate List Multiple Omit Order Organise Point out Prioritise Question Rank Reason Relationships Reorganise Research See Select Separate Similar to Simplify Survey Take part in Text for Theme Comparing	Adapt Add to Build Change Choose Combine Compile Compose Construct Convert Create Delete Design Develop Devise Discover Discuss Elaborate Estimate Experiment Extend Formulate Happen Hypothesise Imagine Improve Involve Integrate Invest Make up Maximise Minimise Model Modify Original Originate Plan Predict Produce Propose Reframe Revise Rewrite Simplify Solve Speculate Substitute Tabulate Test Thyself Think Transform Visualise	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Critique Decide Deduct Defend Determine Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we know? Importance Infer Influence Interpret Judge Justify Measure Opinion Persuade Persuade Prioritise Prove Rule Recommend Rule on Select Support Test Useful Validate Value Why					
<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>	<b>Actions:</b>	<b>Outcomes:</b>
Describing Finding Identifying Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz Reproduction Text Workbook Worksheet	Classifying Comparing Emptying Explaining Inferring Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Camping out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Attributing Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey	Constructing Designing Devising Inventing Making Planning Producing	Advertisement Film Media product New game Painting Plan Project Song Story	Attributing Checking Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey
<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>	<b>Questions:</b>
Can you list three ...? Can you recall ...? Can you select ...? How did ... happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ... happen? Where is ...? Which one ...? Who was ...? Who were the main ...? Why did ...?	Can you explain what is happening ... what is meant ...? How would you classify the type of ...? How would you compare ...? contrast ...? How would you rephrase the meaning ...? How would you summarise ...? What can you say about ...? What facts or ideas show ...? What is the main idea of ...? Which is the best answer ...? Which statements support ...? Will you state or interpret in your own words ...?	How would you use ...? What examples can you find to ...? How would you solve ... using what you have learned ...? How would you organise ... to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?	What are the parts or features of ...? How is ... related to ...? Why do you think ...? What is the theme ...? What motive is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorise ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What ideas justify ...?	What changes would you make to solve ...? How would you improve ...? What would happen if ...? Can you elaborate on the reason ...? Can you propose an alternative ...? Can you invent ...? How would you adapt ... to create a different ...? How could you change (modify) the plot (plan) ...? What could be done to minimise (maximise) ...? What way would you design ...? Suppose you could ... what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile ...? Can you construct a model that would ...?	Do you agree with the actions/outcomes ...? What is your opinion of ...? How would you prove/disprove ...? Can you assess the value/importance of ...? Should it be better if ...? Why did they (the character) choose ...? What would you recommend ...? How would you rate the ...? What would you cite to defend the actions ...? How would you evaluate ...? How could you determine ...? What choice would you have made ...? What would you select ...? How would you prioritise ...? What judgement would you make about ...? Based on what you know, how would you explain ...? What information would you use to support the view ...? How would you justify ...?						

Bloom's Taxonomy: Teacher Planning Kit

Bloom's Taxonomy: Teacher Planning Kit

# Findings in Preliminary Study

- From Text-mining service
  - Active vocabulary reflects the active learning!
    - Focus: 0 % (Initial Pledge) --- 100 % (Reflective Writing)
  - Not all parts of speech reflect the learning results. (Corpus = JPN)
    - **Active Vocab. (verbs) --- key factors!** ----> (Next Slide)
    - Adjectives – Emotional factors
    - Adverbs --- Degrees of learning actions
  - Amount of writing --- short writing does not work well  
a certain amount must be required.





## Next Step in Research

# Active Vocab. (verbs) --- key factors!

- Mapping of Active Vocab. (verbs) ---> Heat Map

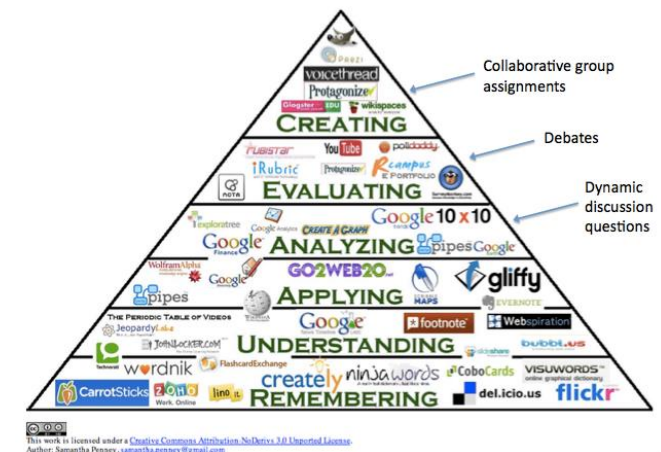


- Forthcoming: Results will be shared next year!

- Forthcoming: Results will be shared next year!



## Bloom's taxonomy: Learner's Activities



# High Achiever Student's Reflective Writing



氏名: 今田 昭久  
手一ム番号: 1-1

1. 授業を通じて、自分へ設定した目標を達成することができた。グループワークでのSWOT分析などを基に物事を多角的に捉えることができるようになったため。またグループのメンバーと協力して答えを見出していく過程で様々なものを得たため。
2. グループで行ったCT法の話が一番印象に残っている。オンライン上で話を進めて展開することの難しさを肌で感じたためです。皆の意見に耳を傾け、柔軟に物事を考えていくことに気を遣っていた。
3. 答えのない問題を多角的に考え、物事を批判的に捉えることができるようになった。もしこの授業を受けていなければ、身の回りにある身近な問題に対して興味を持たず。
4. ディスカッションリーダー  
・皆の意見をまとめて、次々と進行していく大変さを学んだ。論点がずれていくことも多々あり、順序立てて議論内容を立てることが重要だと気付いた。

・サブリーダー(タイムキーパー、デビルさん等)  
タイムキーパーは、議論の進行において重要な役割を果たすと**思**う。リーダーを支える役割として、客観的に進行具合を**見**なければならぬ。

・チームの記録係  
内容を全て書き留めるのではなく、重要なポイントのみを押さえて、まとめることに徹するべきである。リマインドが容易に行える資料の作成を心がける。

・チームメンバーとしてディスカッションに貢献  
役割は与えられていないが、積極的にチームのために議論に参加することが大きな使命である。意見を発言しないと、どれほど優秀なリーダーがいても議論は進行していかない。

4. 物事に対し積極的また自発的に取り組み、人の意見にも耳を傾け柔軟に考えることを心がけていこうと考えている。固定概念にとらわれず、自由な発想で物事を創造していこうと  
思う。

子一ム番号:

1. **すべて達成できたと感じた。**  
 なぜなら、毎回リーダーを交代する形で回していたので自分がリーダーの時には、円滑に話が回るように雑談も入れながら、どの視点で話していくのかを示しながら上手く発表まで進ばとができ、チームワークも良くなりました。

2. 本当に見えている部分は意外と本質ではないという部分です。  
プロダクトプレイスメントについて調べていく中で、商品を宣伝することが目的たとはじめはみんな考えていたけれど、最終的にはブランドを宣伝するために各社が行っているのではありませんか？という結果に至ったからです。

3. 物事をあらゆる側面から考えようとせずに一つの面で考え続けて、多面的に考えるためのツールも把握しないことが一番大きく違った部分であると思う。

4. ・ディスカッションリーダー  
班員の意見の重複しているところから次のリサーチクエストの答えを導くための手がかりを探し班員に共有することが大切である。

・サブリーダー（タイムキーパー、デビルさん等）  
時間を守るのは大事であるが、本当に大事なところは話が横道それそうな時を見計らって軌道修正するだけでなく、リーダーが気づいていない部分に気づいて問題点やディスカッションの足りない点を指摘することだと感じた。

- ・チームの記録係
  - すべての発言を文字起こしするのはではなく、抜粋しつつ自分なりの言葉でまとめていることが大事であること**を語り**、
  - チームメンバーとしてディスカッションに貢献
  - ・行き詰まった時に聞通しているけどあまり関係のない話やちょっとした豆知識をグループに提供することで話を前進させるきっかけを作る。

4. この先の自分のキャリアを考える際にも企業側から出される情報を鵜呑みにするのではなくその情報の本質を見抜くためにあらゆる手段を使ってクリティカルシンキングするように心がける。

5. LAさんがいたことでさらに深みのある学ぶことができ、たくさんの情報をアナウンスしてくれるのでとてもありがたかったです。

# After thoughts . . .

Words of appreciation: tendency to appear in high achievers' reflective writings.

no appearance in low achievers' or struggled students' reflective writings

Description of Future Goal: only appears in high achievers' writings

Word accounts & Frequency of active vocabulary:

more in high achievers' writings;

none or few in low achievers' writings

Academic Integrity: All students seem to be sincere and honest to self-assess their own learnings. (No plagiarism was found yet.)





**Essential Issues** in New Education Normal

In order to guarantee Authentic Assessment,

**Academic Integrity** must be enforced!

Professors' role-modeling in Research Integrity.

Plagiarism Traps are all over along the  
journey of academia!

# Research Integrity

✓ iThenticate

朝刊 | 夕刊 | 紙面ビューアー

毎日新聞

宅配申込 | 総合案内 | サポート

年10月11日 (月)

速報 | 特集 | 連載 | 社会 | 政治 | 経済 | 国際 | スポーツ | 環境・科学 | カルチャー | 暮らし・学び・医療 | 地域 | オピニオン

## 大学教授ら「研究スキル売買」 サイトに118人、能力偽装の恐れ

スクープ | 鳥井真平 | 社会 | 環境・科学 | 暮らし・学び・医療 | 学び・教育・入試 | 速報 | 科学・テクノロジー

毎日新聞 | 2021/9/13 05:00 (最終更新 9/16 22:12) | 有料記事 | 1616文字



研究者が研究技術を販売するビジネス「研究スキル売買」が広がっている。インターネット上のスキルマーケットなどで依頼を募り、学術論文の執筆支援などの見返りに料金を得る仕組みで、国内最大級のサイトでは現役の大学教授などを名乗る約



進捗管理  
ガントチャ  
ワークリッ

<https://mainichi.jp/articles/20210911/k00/00m/040/093000c>



# Academic Integrity

✓ iThenticate



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how it  
WORKS

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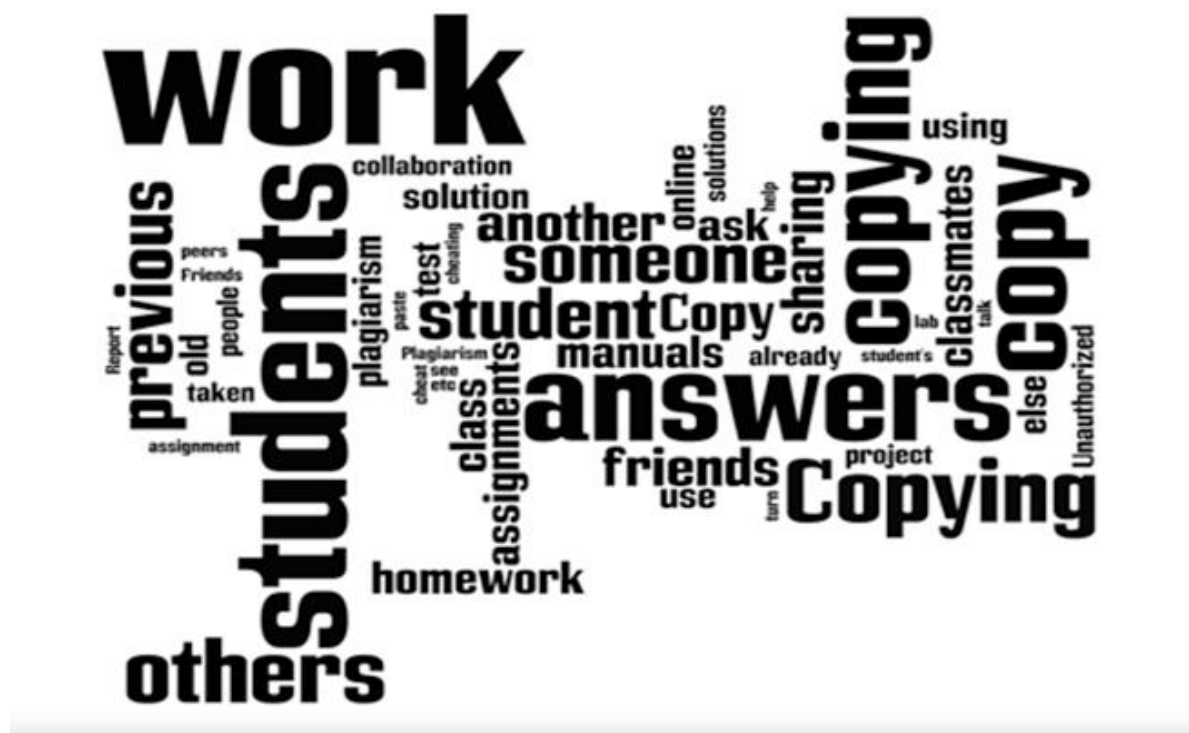
- There is no question about this . . .
- Digital misconduct/fraud Information will stay for ever!

Academic Integrity

Honesty

Copy and Paste

Misconduct





# Academic Integrity



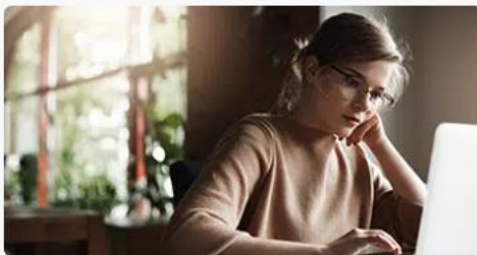
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an old saying : “cheats never prosper”

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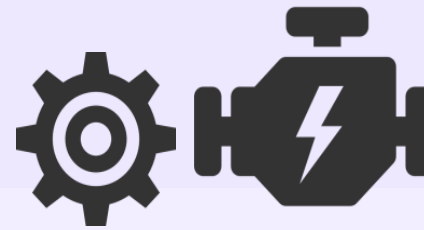
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Publisher, GS, researchers



Prevalence and risk factors for **Atrial Fibrillation** and quality of anti coagulation treatment in the medical ward

**ABSTRACT**

**Objective:** To assess the risk pattern of **atrial fibrillation (AF)** in our patients **admitted to determine** whether the patients were properly investigated and adequately treated with anti thrombotic therapy, or not.

**Method:** A retrospective chart review of **all patients admitted to the medical ward of King Abdul Aziz University Hospital** with **AF**. Patients' demographics, thyroid function tests (TFT), echocardiogram and treatment were recorded.

**Results:** 163 patients with AF were admitted. The age range was 61-95 years. Hypertension was found in 58.3% of patients, IHD in 58.9%, DM in 41.1%, cardiomegaly in 17.8%, and RHD in 16.6%. Echocardiogram was done in 22%, TFT in 15.3%. Warfarin was prescribed to only 63.8% and only 35% were therapeutically anti coagulated. Digoxin was given to 52.1% of patients, beta blockers to 39.3%, and

Dr. Maimouna M Ahmed, FRCP, FACP  
Assistant Professor / Consultant

Dr. Sami M Bahas, FRCP  
Assistant Professor / Consultant


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**Objective:** The objective of the study was to analyze the risk factors associated with AF in our group of patients, to determine whether warfarin was appropriately used in the treatment of AF. As if the patients on warfarin were adequately anticoagulated or not, and compare our results with those done elsewhere. The other aim of the study was to determine the drugs used to control the heart rate and whether

Original Copy

Match Overview

Rank	Team	Score
1	www.pubmedcentral.org	7%
2	www.ncbi.nlm.nih.gov	3%
3	www.pubmedcentral.org	3%
4	pubmed.ncbi.nlm.nih.gov	2%
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7	pubmed.ncbi.nlm.nih.gov	1%
8	pubmed.ncbi.nlm.nih.gov	1%
9	pubmed.ncbi.nlm.nih.gov	1%
10	pubmed.ncbi.nlm.nih.gov	1%
11	pubmed.ncbi.nlm.nih.gov	1%
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13	pubmed.ncbi.nlm.nih.gov	1%
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bmj.pdf

Quoted included  
Bibliography included

92%

## RESEARCH

### Are people with negative diabetes screening tests falsely reassured? Parallel group cohort study embedded in the ADDITION (Cambridge) randomised controlled trial

**Charlotte A M Paddison**, ESRC postdoctoral research fellow, **Heien C Eborall**, lecturer in social science psychology, **Stephen Sutton**, professor of behavioural science, **David P French**, professor of health psychology, **Joanna Vasconcelos**, reader in medical statistics, **A Toby Prevost**, senior medical statistician, **Ann Louise Kinmonth**, professor of general practice, **Simon J Griffin**, assistant unit director

**ABSTRACT**

**Objective** To assess whether receiving a negative test result at primary care based stepwise diabetes screening results in false reassurance.

**Design** Parallel group cohort study embedded in a randomised controlled trial.

**Location** 11 general practices in the south of England.

**Introduction**

A national screening programme for cardiovascular risk factors, including testing for type 2 diabetes, is now being implemented. Justification for screening programmes requires that the overall benefit of testing—resulting mainly from early intervention in people at risk—exceeds those associated with the burden of disease.

**Match Overview**

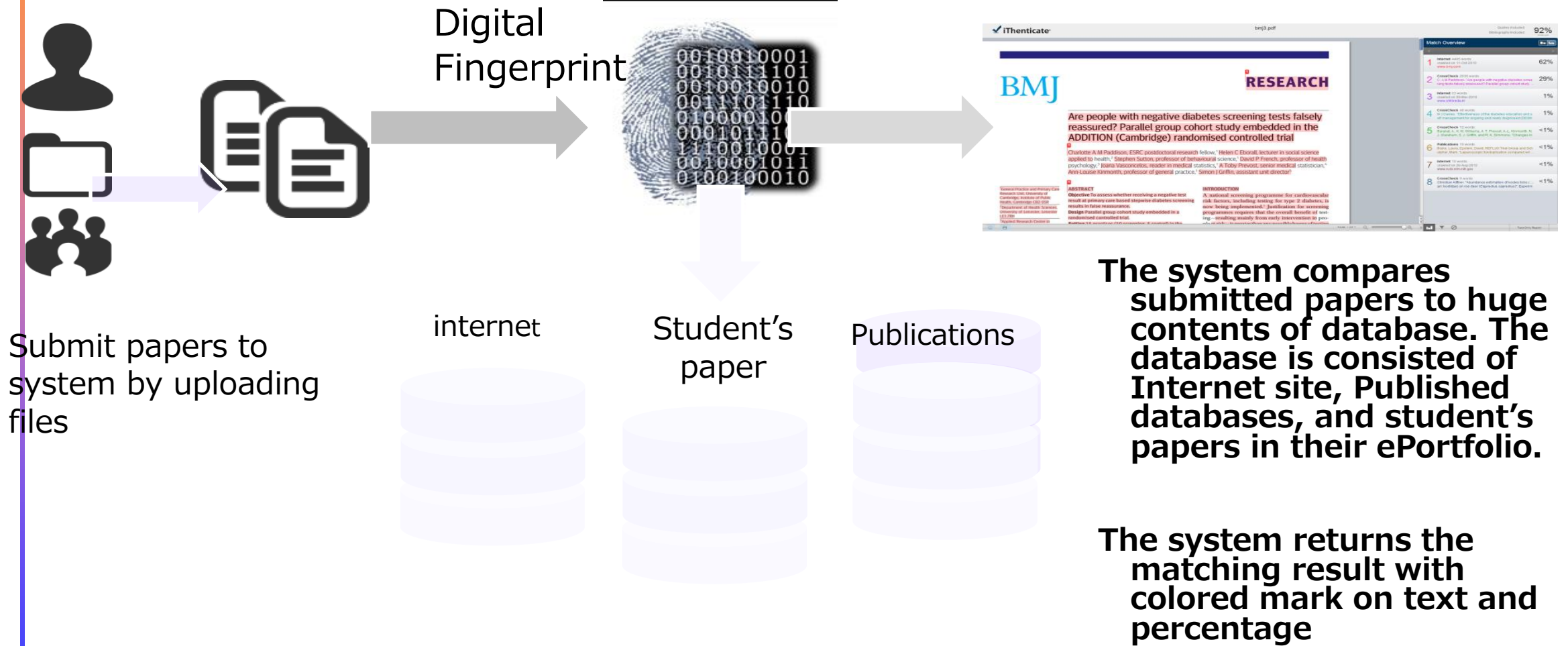
Rank	Article	Words	Created on	Score
1	<a href="#">Internet</a>	4200 words	created on 11-Oct-2010 www.bmj.com	62%
2	<a href="#">CrossCheck</a>	2058 words	created on 11-Oct-2010 www.bmj.com	29%
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8	<a href="#">CrossCheck</a>	10 words	created on 11-Oct-2010 www.bmj.com	<1%

# Academic Integrity

**Not policing** the academic theft or misconduct!  
But **nurturing the mindset of honest and sincere work** in  
**authentic learning** and lifelong learning.



# Originality Check





# Reminder to Educational Researchers!

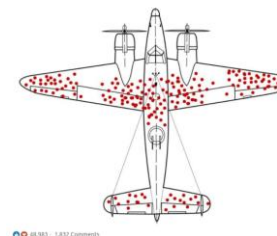
A mouse coping with the maze! A Genius Learner!

[https://www.linkedin.com/posts/pascalbornet\\_inspiration-ugcPost-6908493621511749632-flxH?utm\\_source=linkedin\\_share&utm\\_medium=ios\\_app](https://www.linkedin.com/posts/pascalbornet_inspiration-ugcPost-6908493621511749632-flxH?utm_source=linkedin_share&utm_medium=ios_app)



Big data may not be everything in Data Science!

[https://www.linkedin.com/posts/stevenouri\\_during-world-war-ii-fighter-planes-would-activity-6906217674683117568-TXTI](https://www.linkedin.com/posts/stevenouri_during-world-war-ii-fighter-planes-would-activity-6906217674683117568-TXTI)



# What are **the main challenges** to designing authentic assessments?

- Professional Development
  - From Full-time researchers to Future Education Designer
  - Teaching → Learning : Pedagogy to Andragogy
  - Passive Learning to Active Learning (AGILE Learning)
- Instructor Mindset
  - Future Design in Education
  - Be responsible for raising future generations with Future Skills
  - Future generation must face Singularity (2045): **Freshmen today will be almost 50 years old!**

*(4) Humanities, Arts, and Social Sciences (HASS)  
Applications*

**PROPOSING AUTHENTIC ASSESSMENT  
STRATEGIES FOR NEW EDUCATION  
NORMAL ERA  
FORTIFIED WITH ACADEMIC INTEGRITY  
MINDSET AND CULTURE**

**Thank you very much!**

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