



## A shared understanding of applying policy

A **policy and practice** activity to induct staff

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- Audience:** New staff or staff learning about how their institution deals with academic misconduct  
Small group class activity
- Context:** Staff might have an understanding of the concept of academic integrity. However, they may not have had the opportunity to discuss particular examples of student and staff behaviour and consider whether they constitute a breach of academic integrity. They are unlikely to have had to provide a rationale for their decisions according to their university's policy. It is well recognised that while it is easy to obtain the institutional definition of academic integrity, staff can be uncertain about exactly what this means in terms of some specific behaviours and opportunities. Inconsistent decisions are more likely when staff don't apply their policy when making decisions about cases of possible academic misconduct.
- Learning objectives:** The specific aims of this activity are to:
- assist participants to clarify their understandings of key concepts related to academic integrity;
  - assist participants to describe and explain their analysis of 'cases';
  - provide participants with the opportunity to transfer their understanding of key concepts to 'cases' using a deliberative, engaging and collaborative process of conceptual analysis (Golding 2002);
  - create a community of inquiry engaged in defining key concepts related to academic integrity by examining examples or 'cases' to better understand the criteria for a 'breach of academic integrity'.
- Activity:**
1. Prepare cards with 'cases' in advance of the class (see attached). If appropriate print on A4 paper. Laminate the cards if they are to be re-used. Seek additional exemplars from students and colleagues. Prepare room so that different ways of dealing with the case eg. 'Fails the subject'; 'Zero marks'; 'Reduced marks'... are displayed on the floor or at the front of the room. Arrange furniture and leave space so that participants can move around the room with ease.
  2. Introduce topic by reviewing your own institution's definition of academic integrity (or related term/s) with participants. Obtain feedback on how they interpret this statement or definition and where they would look for clarification of its meaning.
  3. Distribute the cards with 'cases' to participants and arrange so that at least some of the work of deciding how the 'cases' are to be

categorised takes place in pairs of participants or in small groups (provide time frame for this activity).

4. Request that each pair or small group place their 'case' in the category they judge to be best by physically placing the card in their chosen category (on the floor or at the front of the room)
5. Facilitate interaction and discussion by exploring each group's rationale for their choice; seeking contrary views; asking clarifying questions; eliciting key criteria for decision-making; generating other related cases (see Golding, 2002 for further information)
6. Ask participants to check the policy guidelines and discuss how their decisions have correlated or otherwise
7. Review and document any interesting outcomes from the deliberations of the group about their decisions and the policy guidelines.

**Resource:** The University policy on academic integrity

**Results and reflection:** Ask participants to write a 'minute paper'\* indicating what they have learnt as a result of this activity (or what they have become more confused or uncertain about); how they will develop this knowledge (or seek clarification); how they will apply this knowledge, and what questions remain unanswered.

Gather information on any 'cases' that the class would like to discuss in the future, or which they'd like to have added to the list of cases.

\* Angelo & Cross (1993) outline the instructions for a Minute Paper this way: "To use a Minute Paper an instructor stops the class two or three minutes early and asks students to respond briefly to some variation on the following two questions: "What was the most important thing you learned during this class?" and "What important question remains unanswered?" Student write their responses on the index cards or half-sheets of scrap paper . . . and hand them in' (p. 148).

**References:**

Angelo, TA & Cross, KP (1993) *Classroom assessment techniques: A handbook for college teachers*, (2<sup>nd</sup>. edn.), Jossey-Bass Publishers, San Francisco.

Carroll, J (2009) Plagiarism as a Threat to learning: An educational response', in G Joughin (Ed.) *Assessment, Learning and Judgement in Higher Education*, Springer, Dordrecht, The Netherlands, pp. 115-131

Golding, C (2002) *Connecting concepts: Thinking activities for students*, ACER, Melbourne (eBook).

You can use and adapt this learning activity to suit your students and teaching context by using the citation available on the web page: [www.aisp.apfei.edu.au/content/learning-activities](http://www.aisp.apfei.edu.au/content/learning-activities)

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copying passages from a source text and use them, without references in your assignment	summarising or rephrasing the words of another author so that they are expressed in your own words
cutting and pasting a paragraph, and changing order of sentences	providing a reference to paragraph you have rewritten with changes in language and organisation
using something you have written previously for an assignment in a different course	with your friend's permission, submitting her assignment as one of your own
buying or downloading an assignment from the Internet and submitting it as your own work	writing someone else's ideas in your own words without referencing the source of those ideas
referencing material you got from the Internet as if you obtained directly from textbooks and articles	quoting a paragraph by placing it in block format with full reference provided

<p>copying from another student on a test or exam without their knowledge</p>	<p>using an idea from a friend at another university without referencing the friend as a source</p>
<p>without referencing the classmate, using an idea they discussed during a tutorial, in your assignment</p>	<p>copying from another student on a test or exam with their knowledge</p>
<p>accidentally seeing part of another student's exam answers during the exam</p>	<p>finding out what to learn from a student who sat the exam last year</p>
<p>giving another student ideas on how to prepare for an exam based on your experience of the exam last year</p>	<p>pretending to be ill so as to obtain an extension of due date for an assignment</p>

<p>obtaining an extension of due date for an assignment by claiming to be ill in the preceding week</p>	<p>obtaining permission to sit for a supplementary exam by claiming to be ill during the exam</p>
<p>copying from another student on a test or exam without their knowledge</p>	<p>using an idea from a friend at another university without referencing the friend as a source</p>
<p>without referencing the classmate, using an idea they discussed during a tutorial, in your assignment</p>	<p>copying from another student on a test or exam with their knowledge</p>
<p>accidentally seeing part of another student's exam answers during the exam</p>	<p>finding out what to learn from a student who sat the exam last year</p>
<p>giving another student ideas on how to prepare for an exam based on your experience of the exam last year</p>	<p>pretending to be ill so as to obtain an extension of due date for an assignment</p>

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<p>enrolling as a higher degree research student and nominating your spouse as a co-supervisor</p>	<p>enrolling as a higher degree research student in a particular faculty to increase your chance of getting a job in that faculty</p>
<p>choosing not to investigate evidence of plagiarism in a student's assignment because of the time it takes</p>	<p>sharing a copy of last year's take home exam with other students on a social networking site</p>
<p>neglecting your thesis writing to concentrate on co-authoring journal articles with your supervisor</p>	<p>neglecting your thesis writing because your supervisor has helped you get a part time job as a tutor in their course</p>

<p>using your delegated authority as a staff member to admit a higher degree research student who has nominated their spouse as a co-supervisor</p>	<p>admitting students who 'do not quite meet' the English language entry requirements so that the course has enough numbers</p>
<p>paying for coaching by a person who tutors in the course – but at a different campus</p>	<p>declining to serve as a student representative on an important university committee unless you are paid for your time</p>
<p>sharing a copy of last year's 'take home exam' with other students on the course electronic learning management system</p>	<p>sharing a copy of last year's 'take home exam' with other students who work at the same place as you</p>
<p>using a peer assisted learning program and not revealing this to other students</p>	<p>using some workshops and consultations with the student learning development centre and not telling other students</p>

<p>re-shelving a copy of a key library resource for your course out of sequence from the library call number</p>	<p>-serving as a student representative on an important university committee, while being employed by the university at the same time</p>
<p>paying a proof reader to check the grammar and spelling in an assignment before submission</p>	<p>paying a librarian to create a list of useful sources you can use for your assignment</p>
<p>using the 'find and replace' function in the word processing program to create a paraphrase of someone else's words</p>	<p>paying a secretarial service to format the presentation of your assignment</p>