Academic Integrity Standards Project 2010-2012

The following activities can be used to engage students and help them to make connections between generic advice about academic integrity and what they are expected to do in practice.

1. Regular discussion about academic integrity issues

Make time in a tutorial or lecture to allow students to discuss in groups any issues they might have with the requirements for citing and referencing.

2. Awareness raising of appropriate citing and referencing

- Source two student-written paragraphs based on material relevant to your subject – one well and one poorly referenced – and ask students to comment on which works better and why. (NB observe ethics and do not use students' text in this way without their specific written permission).

- Present students with a paragraph or two from their readings and then re-write the paragraph in two different ways: one that is inappropriate e.g, uses chunks of the original without quotation marks or forms a patchwork of quotes; and another that paraphrases, quotes and appropriate references. In small groups allow students to discuss the problems with the first one and the features that make the second one a good text.

3. Get on students' wavelength

Show a short humorous video on the consequence of academic integrity breaches, then discuss the underlying serious message: e.g

- a student video about the dangers of online copying and pasting: Jeremy Arimado's 1st prize winning entry for the 2011 'Zombies and Plagiarism' APFEI competition apfei.edu.au/node/148

- a Norwegian Plagiarism video based on the Charles Dickens character Scrooge http://youtu.be/Mwbw9KF-ACY (NB. click on the cc button to bring up the subtitles)

4. Model academic integrity with subject readings

- Start by choosing a course-specific reading that is a well written published article and could serve as a model for appropriate referencing and synthesis of ideas.
- Lecture or tutorial exercise: Students are given guidance, practice and feedback in following this process:
    - find and underline in-text references
    - highlight (colour A) the entire quote or paraphrase: this colour identifies content
    - highlight (colour B) any word sequences used to introduce quotes or authors; students will need to get feedback after their early attempts. When they get it right, this colour will represent examples of how to introduce literature in an academic argument.
    - practise writing new sentences, making use of colour B sequences, but using different quotes and authors

    Discussion:
    - Students discuss whether this process is permissible
    - Lecturer/tutor guides them to consider whether colour B items might be common language, either within their Discipline or even more generally.
    - Lecturer/tutor may guide students towards the conclusion that common language can be re-used for their own content.
    - In fact, some students may come to realise for themselves in discussion that the use of shared common language identifies the writer as a member of the discipline.

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