



Developing a shared understanding A learning activity to **introduce** academic integrity

- Audience:** First year or transition students
Small group class activity
- Context:** Many students begin university studies with an understanding of the concept of academic integrity. However, they may not have had the opportunity to discuss particular exemplars of student and staff behaviour and consider whether they constitute a breach of academic integrity and provide a rationale for their decisions. It is well recognised that while students find it easy to obtain their institution's definition of academic integrity they are uncertain about exactly what this means in terms of some specific behaviours and opportunities to clarify what might constitute a breach of academic integrity (and how to avoid it) need to be provided in a safe environment, free from 'teacher-created' interpretations of academic integrity are essential to creating a shared understanding of academic integrity.
- Learning objectives:** The specific aims of this activity are to:
- assist participants to clarify their understandings of key concepts related to academic integrity;
 - develop skills in discussing and debating matters with peers;
 - help participants form partnerships in undertaking intellectual activities;
 - 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 the 'categories' of 'Is a breach of academic integrity', '???' and 'Is not a breach of academic integrity' 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. Facilitators to read Golding, C 2002, *Connecting concepts: Thinking activities for students*, ACER, Melbourne (eBook), pp. 4-11, in advance.
 2. Introduce topic by reviewing your own institution's definition of

academic integrity (or related term/s) with students. Obtain feedback on how students 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. Review and document any interesting outcomes from the deliberations of the group during this conceptual analysis activity.

Resources:

Angelo, TA & Cross, KP (1993) *Classroom assessment techniques: A handbook for college teachers*, (2nd. 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).

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).

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

Support for this project/activity has been provided by the Australian Government Office for Learning and Teaching. The views in this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

<p>copying passages from a source text and use them, without references in your assignment</p>	<p>summarising or rephrasing the words of another author so that they are expressed in your own words</p>
<p>cutting and pasting a paragraph, and changing order of sentences</p>	<p>providing a reference to paragraph you have rewritten with changes in language and organisation</p>
<p>using something you have written previously for an assignment in a different course</p>	<p>with your friend's permission, submitting her assignment as one of your own</p>
<p>buying or downloading an assignment from the Internet and submitting it as your own work</p>	<p>writing someone else's ideas in your own words without referencing the source of those ideas</p>
<p>referencing material you got from the Internet as if you obtained directly from textbooks and articles</p>	<p>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	using an idea from a friend at another university without referencing the friend as a source
without referencing the classmate, using an idea they discussed during a tutorial, in your assignment	copying from another student on a test or exam with their knowledge
accidentally seeing part of another student's exam answers during the exam	finding out what to learn from a student who sat the exam last year
giving another student ideas on how to prepare for an exam based on your experience of the exam last year	pretending to be ill so as to obtain an extension of due date for an assignment

<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>
<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>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>

neglecting your thesis writing to concentrate on co-authoring journal articles with your supervisor

neglecting your thesis writing because your supervisor has helped you get a part time job as a tutor in their course

using your delegated authority as a staff member to admit a higher degree research student who has nominated their spouse as a co-supervisor

admitting students who 'do not quite meet' the English language entry requirements so that the course has enough numbers

paying for coaching by a person who tutors in the course – but at a different campus

declining to serve as a student representative on an important university committee unless you are paid for your time

sharing a copy of last year's 'take home exam' with other students on the course electronic learning management system

sharing a copy of last year's 'take home exam' with other students who work at the same place as you

<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>