EMBEDDING ACADEMIC INTEGRITY INTO CURRICULUM

Academic Integrity Awareness Day for Staff
Tuesday 2 August 2022
The Australian National University acknowledges, celebrates and pays our respects to the Ngunnawal and Ngambri people of the Canberra region and to all First Nations Australians on whose traditional lands we meet and work, and whose cultures are among the oldest continuing cultures in human history.
Privacy and recording notice

Please note: this Academic Integrity webinar will be recorded.

The recording will be made available to participants enrolled in this webinar via email after the session.

Participants may ask questions and make comments using chat.

If you do not wish for your question or comment to be recorded, please contact academicskills@anu.edu.au after the session.
Other sessions today

• Staff Academic Integrity Panel – 11.30am–12.30pm
• Guest speaker: Professor Rowena Harper – 1.30–2.30pm
• Register via the ANU Academic Skills Eventbrite
This morning’s presentations

The ANU approach to academic integrity: Changes over the past year

• Prof. Royston Gustavson, Dean (Academic Quality)
  Building a culture of integrity and equipping students to minimise breaches

• Dr Benjamin Kooymans, ANU Library Academic Skills
  Designing Assessment for Academic Integrity

• Ms. Karlene Dickens, Centre for Learning and Teaching
The ANU approach to academic integrity: Changes over the past year

- Prof. Royston Gustavson, Dean (Academic Quality)
Background and Approach

• Over the past seven years, I have chaired three University Working Parties on Academic Integrity:
  • Academic Integrity Scoping Working Party 2016
  • Academic Integrity Implementation Working Party 2017-2018
  • Academic Integrity Best Practice Principles Working Party 2021

• We have moved from an approach that focused on detection and punishment of Academic Misconduct, to an approach that focuses on developing a culture of Academic Integrity, including through education and training, while retaining mechanisms for detection and punishment

• Resulted in major changes to our suite of policy documents, education in academic integrity, and processes
Academic Integrity Governance

• Position Description: Dean, Academic Quality
  • new role from 2021
  • 5. Lead the development and implementation of policy and strategies to enhance and promote academic integrity and address academic misconduct

• Academic Quality Assurance Committee Charter
  • Amended October 2021 to explicitly include: 13c. develop, monitor and coordinate policies, procedures, guidelines and strategies to enhance and promote academic integrity and address academic misconduct
Academic Integrity Rule

• Academic Integrity Rule 2021
  • Effective for courses commencing on or after 1 December 2021
  • Replaces academic misconduct rule

• Academic Integrity Principle (see Rule)

Every student/candidate of the University:

(a) is committed to engaging in academic work in ways that are consistent with, and actively support, academic integrity; and

(b) upholds this commitment by behaving **honestly, responsibly** and **ethically**, and with **respect** and **fairness**, in **scholarly practice**.

• Focus is on academic integrity values
  • Very minor mistake removed from the role
Academic Integrity Policy and Procedure

• Completely new policy, Student Academic Integrity, effective 01 December 2021

• Revised procedure, Student Academic Integrity, effective 01 December 2021

• Flowcharts, letter templates, and other documents approved by Academic Board, effective 01 December 2021.
Best Practice Principles for Learners

Best Practice Principles for Teachers

• Developed by a working party during 2021:
  • Chair: Dean, Academic Quality
  • One representative from each of the seven Academic Colleges
  • Three representatives from ASQO

• Endorsed by the Academic Quality Assurance Committee on 28 October 2021

• Approved by the Deputy-Vice Chancellor Academic

• Delegate for approval of changes is the Dean, Academic Quality
Epigeum Academic Integrity Modules

• ANU was one of the universities that participated in the development of two sets of academic integrity modules, one for students and one for staff. They are published by Epigeum, a subsidiary of Oxford University Press.

• From 2022, the ANU Assessment Coversheet includes reference to the modules by their inclusion in the declaration as per the Student assessment (coursework) Policy, para. 18:
  • I acknowledge that I am expected to have undertaken Academic Integrity training through the Epigeum Academic Integrity modules prior to submitting an assessment, and so acknowledge that ignorance of the rules around academic integrity cannot be an excuse for any breach.
eForm

• Over the past year, a significant amount of work has been undertaken by PSP and ASQO on the development of an eForm for the management of investigations of potential breaches of the Academic Integrity Rule

• The eForm will significantly reduce the administrative workload associated with managing investigations

• On 21 June, I approved its release and it went live four weeks ago, on 4 July 2022
Best practice principles

• Academic integrity in our community
• Supporting students
  • Course convenor and course teaching staff
  • Academic Skills staff
  • Access and Inclusion staff including Education Access Plan (EAP)
  • ANU Counselling staff
  • Dean of Students
  • Associate and Sub-Deans in your College
  • ANUSA
  • PARSA
  • If live in a Hall or College at ANU, relevant staff
• Students’ obligations about being informed
• Intentionality
• Academic misconduct
Assessment Design

• An example of assessment that supports academic integrity is progressive assessment where there are various submission points for different parts of an academic output throughout the semester as this may assist with time management skills.

• An example of summative assessment that does not support academic integrity is using assessment taken directly from an instructor’s manual issued by the publisher of a textbook, or where most of an examination paper is taken directly from a previous year’s examination paper.

• Include clear ANU logos and copyright information on exams and assessment tasks so take-down notices can be issued if these appear on third party platforms.
Past examination papers

- Key actions to support academic integrity:
  - write an original examination paper each time that a course is run
  - make all past examination papers available through the ANU library website
Best Practice Principles

• Attribution of authorship
  • Citation
  • Collaboration vs Collusion
    • Collaboration in scholarly endeavour is permitted except in the specific instances, such as some invigilated or take-home examinations, where it is expressly prohibited. The nature and extent of interaction (collaboration) must be formally acknowledged in the acknowledgements section and elsewhere in the output as appropriate such that the specific contribution of the author (or authors for a group project) can be differentiated from the contribution of non-authors. Unacknowledged collaboration may be collusion, which is a breach of academic integrity. Where collaboration is prohibited in an assessment item, the prohibition and, except for examinations, the reasons for it must be stated in the class summary; interaction in those instances is collusion.
Attribution of authorship (cont.)

• Working on assessment
  • Discussing your assignment orally (that is, not in writing). Unless the class summary specifically prohibits discussing your assignment with others (excluding people in your group for group assessment), you may discuss your assessment orally with others. You can ask and respond to questions, give advice, and suggest readings. This discussion must be attributed. For example, ‘I would like to thank Helen Jones for suggesting to me that…’ or ‘I would like to thank John Smith for bringing Baker’s article to my attention’.
  • Discussing your assignment in writing on social media. Unless the class summary or a statement on the class Wattle site explicitly states otherwise, you should only discuss your assignment on social media with other students in your class. This discussion should follow the principles for oral discussion (above) and for sharing written drafts (below). The discussion should be a written form of an oral discussion.
  • Sharing written drafts. Unless the class summary or a statement on the class Wattle site explicitly allows the sharing of written drafts with others, written drafts may not be shared other than in the instances (i) of group work where drafts should be shared among group members or (ii) as outlined in section 2.5 below, such as sharing with staff in Academic Skills.
Attribution of authorship (cont.)

• Reuse of work
  • Unless an assessment item is designed to explicitly build on an earlier assessment item, reuse of material from a student’s own earlier academic output in their own later academic output should normally only occur if it is from a passed thesis or a published output. If used, it must be cited as for any other source, and will not form part of the new intellectual contribution of the new assessment item.
  • Academic assessment that was submitted for a course that was failed or for which a grade of WD or WL is given may be resubmitted in another course with the written permission of the convenor of that course. Once it is submitted towards one other course, it cannot be resubmitted towards any other course unless that course is also failed. If the course was failed, consideration should be given to revising the academic output before resubmission.

• Receiving feedback
  • A student can receive feedback on general academic skills and writing style in order to improve drafts of their assessment, but not specific changes intended for direct incorporation into the written assessment.

• Contract cheating
  • Confirmation of authorship
Your course materials

Always model best practice by citing materials on lecture slides and on class materials
Best Practice Principles

• Attribution of veracity
  • Deceiving or intending to deceive others (including markers and examiners), either intentionally or through gross negligence, about the veracity of data and sources used as the basis for the scholarly output is academic misconduct.
• What materials may accessed in preparing and assignment?
  • Simply accessing material legally distributed by others, other than material prohibited during an examination, is acceptable.

• What materials may be accessed in preparing for an examination?
  • While it is appropriate for students to discuss exam papers from previous offerings of a course, unless explicitly permitted in the class summary it is not acceptable and a breach of academic integrity for students to talk about examination papers they are sitting in a class they are currently enrolled in between the initial release of the examination paper and the conclusion of the examination for all students.
Best Practice Principles: Accessing and sharing the work of others (cont.)

• Sharing completed assignments
  • Sharing one’s own completed academic output after it has been submitted with others, other than during an examination or where it is expressly prohibited in the class summary, is acceptable unless you have reason to believe that it may be used to breach academic integrity, in which case it would be collusion.

• Sharing the work of others
  • Sharing the unpublished academic output of others, including markers’ comments on assessment items, without their written permission should be regarded as academic misconduct and in some instances may be an offence under the Copyright Act in which case it may lead to Civil litigation.
  • Notes based on unpublished materials may not be shared without the written permission of the author of those unpublished materials.
Best Practice Principles

• Education about academic integrity
  • Epigeum academic integrity modules
  • Research integrity modules
  • Other academic integrity education
Building a culture of integrity and equipping students to minimise breaches

• Dr Benjamin Kooymman, ANU Library Academic Skills
Unis face new cheating threat as regulator prepares crackdown
By Daniela White
July 24, 2022 – 5:15pm

Cheating rates among university students have risen as institutions increasingly relied on online assessments during the COVID pandemic, raising concerns that dishonest undergraduates will next resort to using artificial intelligence to undertake set tasks.

The Tertiary Education Quality and Standards Agency says it has sent universities a list of more than 2000 commercial cheating websites, where students pay for others to complete their work, of which almost 600 are specifically targeting Australians.


The billion-dollar industry helping students at major Australian universities cheat online assessments
ABC RN / By Maris Christodoulou for Background Briefing
Posted Sat 30 Jul 2022 at 5:00am

As assessments went online with the pandemic, hits to cheating websites more than doubled.

Many breaches of academic integrity are preventable

Common reasons for breaching:
- Didn’t understand assessment
- Didn’t know the rules (academic integrity, referencing)
- Poor time management
- Poor note-taking
- Poor paraphrasing
- Poor editing and proofreading

Common mistakes:
- Missing references/acknowledgments
- Missing quotation marks
- Changing only a few words from a source when paraphrasing
- Ambiguity about source/voice
- Activities leading to collusion, contract cheating, etc.
Academic literacies framework

https://services.anu.edu.au/learning-teaching/supporting-students/academic-skills-development
Transition and time management

**Strategies:**

Highlight different expectations
- University vs. high school
- Tertiary study in Australia vs. abroad

Demystify university
- Make course workload and expectations transparent

Share resources
- Semester and weekly planners

Share anecdotal experience around workload management in tutorials
- Tips
- Strategies
Semester and weekly planners
Strategies:
Point students to appropriate search engines/tools and demonstrate usage
• ANU Library engines, databases
• Top-tier journals – locating, reading
• Cornell and other note-taking systems
Share anecdotal experience around managing reading and note-taking
• Tips
• Strategies
Academic output

Strategies:
Refer students to services such as Academic Skills

• Resources on writing across genres
• Consultations with learning advisers, writing coaches, and peer writers

Help students interpret assignment instructions

Share personal tips and strategies

• Task lists/step-by-step plans of attack
• Writing, editing and proofreading

Discuss feedback on assessments with whole class

• Normalizes feedback
• Encourages building upon positives, addressing negatives
Planning and goal-setting
Academic integrity

**Strategies:**

Explain and emphasise to students

- Why we reference
- Scholarly dialogue via referencing
Emphasise why we reference (for and beyond academic integrity)

- Essential requirement for all work at ANU (Academic integrity)
- Allows readers to follow up on information
- Distinguishes your ideas from other people's
- Positions your work in a scholarly community
- Strengthens your arguments
Academic integrity

Strategies:

Explain and emphasise to students
- Why we reference
- Scholarly dialogue via referencing

Refer students to LEGITIMATE support resources/tools
- Academic Skills
- Monash University Citing and Referencing
- EndNote, Zotero, Mendeley via ANU Library
Modules - Academic Integrity for Staff

Academic Integrity for Staff 2022

Welcome

Module 1: What is Academic Integrity?
Module 2: Promoting a Culture of Academic Integrity
Module 3: Identity and responding to breaches of Academic Integrity
Module 4: Teaching, learning and assessment: Implications for Academic Integrity
Module 5: Assessment design choices for Academic Integrity

How did you find this useful?

Staff area
Task B
Testing STUDENT modules - 07 Dec 2021
Testing STAFF modules - 06 Dec 2021

Academic Integrity for ANU Staff

Module 1
Module 2
Module 3
Module 4
Module 5
Academic Skills’ Academic Integrity webpages

O-Week workshops—register now
Join us for online and face-to-face O-Week workshops, covering key academic and digital literacy skills.

Academic integrity
Academic integrity is a core part of our culture as a community of scholars. At its heart, academic integrity is about behaving ethically. This means that all members of the community commit to honest and responsible scholarly practice and to upholding these values with respect and fairness.

Study skills
Brush up on your study skills or learn some new ideas to help you with your academic work. There are a range of... read more

Writing & assessment
During your studies at ANU you will need to complete a wide variety of assessment types. We have strategies for dealing... read more

Research writing
Are you doing Honours, MPhil or a PhD? Writing a thesis, exegesis or a publication? Learn how you can manage a research... read more

Appointments
Academic Skills appointments give students the opportunity to have individualised one-to-one feedback on their work... read more

Events
Learn about our upcoming events and workshops for undergraduate and postgraduate students.

Why it matters
Best practice principles
Using sources

Referencing
Turnitin
Academic integrity week
Best Practice Principles – Learners and Teachers

Academic Integrity: Best Practice Principles for Learners

On 1 December 2021, the AMU introduced the Academic Integrity Rule 2021, Academic Integrity Policy, and Academic Integrity Procedure, together with a suite of supporting documents, to replace the Academic Misconduct Rule 2015. This signals a change of approach from detecting and punishing misconduct, to supporting a culture of academic integrity. This involves educating members of our community about academic integrity while maintaining rigorous processes for detecting and punishing misconduct.

These Best Practice Principles lie outside the formal regulatory structure of Rule/Policy/Procedure, but provide ways of thinking about academic integrity and give guidance on and support the development of best practice. They also give guidance on ways to think about the interpretation of formal documents.

Contact

Academic Integrity: Best Practice Principles for Teachers

On 1 December 2021, the AMU introduced the Academic Integrity Rule 2021, Academic Integrity Policy, and Academic Integrity Procedure, together with a suite of supporting documents, to replace the Academic Misconduct Rule 2015. This signals a change of approach from detecting and punishing misconduct, to supporting a culture of academic integrity. This involves educating members of our community about academic integrity while maintaining rigorous processes for detecting and punishing misconduct.

These Best Practice Principles lie outside the formal regulatory structure of Rule/Policy/Procedure, but provide ways of thinking about academic integrity and give guidance on and support the development of best practice. They also give guidance on ways to think about the interpretation of formal documents.

Contact
Turnitin and Turnitin Practice Site

Shows the matching text in the original source

Click here to swap views between the originality report and marker’s comments

Overall similarity percentage. It is meaningless by itself – you need to check each text match.

Colour-coded detail about sources that match
Resources NOT to use
Strategies:

Explain and emphasise to students

- Why we reference
- Scholarly dialogue via referencing

Refer students to LEGITIMATE support resources/tools

- Academic Skills
- Monash University Citing and Referencing
- EndNote, Zotero, Mendeley via ANU Library

Demonstrate the mechanics of referencing manually
Demonstrate use of Turnitin
Encourage students to use the Turnitin Practice Site

In tutorials promote principles of academic integrity, consequences of misconduct and poor practice
Indicate what constitutes misconduct and how to avoid these traps
Emphasise writing with integrity

Dishonest practices =

• Short-term gratification
• Long-term pain

Honest practices =

• Short-term pain (more work)
• Long-term gratification
Designing Assessment for Academic Integrity

• Ms. Karlene Dickens, Centre for Learning and Teaching
Designing Assessment For Academic Integrity

Karlene Dickens,
Education Designer,
Centre for Learning & Teaching (CLT)
ANU has shifted away from punitive to educative.
Best Practice Principle: Assessment should be designed to support academic integrity.
The big picture

- Integrate assessments across your course/program
- Ensure assessments are linked to LOs
- Ensure students have had time to practice/learn skills/knowledge
- Create original assessments for each course & change regularly (Best Practice Principle)
Principles of good assessment design
Design for high integrity

Assess
for more complex & higher order thinking

Assess
for how to apply the learning to broader & real-life environments (authentic assessments)

Give
opportunities for creativity, reflection & problem-solving
Use low stakes assessments
Use progressive assessments

- Build on prior assessments
- Have various submission points for different parts of a single assessment
- Provide feedback at each stage
Formative assessment & feedback

Provides opportunities for students to:

• Know what to expect with assessments
• Develop good study habits
• Boost confidence
• Receive feedback on academic integrity practice
• Practice skills & knowledge that may be used in future assessments
Teach students about assessment

- Explain what is expected & where to find info
- Teach students about what is assessed & why
- Give examples of past assessment
- Give examples of potential academic misconduct
Marking & grading

- Well-designed rubrics provide transparency & reduce anxiety
- Design rubrics to value academic integrity practices
- Moderation is important
Assessment formats

The types of assessments that are set in a course can have a big impact on plagiarism rates.
Use assessment tasks which are less likely to be outsourced.

Essays

• Use specific & narrow essay questions

• Use contemporary scenarios or fictitious case studies
Exams

- Use case study, scenario or extended answers
- Design for open book
- Use randomised question banks & vary question sequence
- Use local, specific contexts
- Have reasonable but short timeframes for access to & time to do the test
Large classes

- Use self-review & peer assessment for formative tasks
- Build assessment tasks into learning activities
- Group assignments: presentations, debates, videos, blogs, problem-solving/research projects
- Short assessments: essay outlines, abstracts, posters
- In-class: live polling, student-led seminars, online quizzes
Takeaways

- Avoid high stakes assessments where possible
- Design for high integrity
- Have reasonable expectations of workload & give adequate time to meet deadlines
- Give regular feedback on assessments
- Use timed assessments appropriately & only when really needed
- Add extra time to assessments for students with EAPs
Assessment design is part of a multi-layered approach to embedding AI within courses, programs & across campus. It helps to reduce why & when academic misconduct may occur. It encourages authentic work & transferable skills.
Resources

Academic Integrity modules for staff – Module 4

Academic Integrity: Best Practice Principles for Teachers

Teaching @ANU

Contact us for more support and advice: eddesign@anu.edu.au
Questions and comments?
Later sessions today

- Staff Academic Integrity Panel – 11.30am–12.30pm
- Guest speaker: Professor Rowena Harper 1.30–2.30pm
- Register via the ANU Academic Skills Eventbrite
THANK YOU

Contact Us

ANU Library Academic Skills

academicskills@anu.edu.au
anu.edu.au/students/academic-skills
anulib.anu.edu.au