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Being AWARE about academic integrity

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Being AWARE about academic integrity

Abstract
• What is academic integrity?
• How do we become AWARE about academic integrity?
• How to identify potential issues
• Discussion/questions
• References

Disciplines
Business

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Being AWARE about academic integrity

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Being AWARE about academic integrity

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Agenda

• What is academic integrity?
• How do we become AWARE about academic integrity?
• How to identify potential issues
• Discussion/questions
• References
What is academic integrity?

“The International Center for Academic Integrity (ICAI) defines academic integrity as a commitment, even in the face of adversity, to six fundamental values:

- Honesty
- Trust
- Fairness
- Respect
- Responsibility
- Courage

Source: http://www.academicintegrity.org/icaic/resources-2.php

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How do we become AWARE about academic integrity?

The AWARE framework provides a way of remembering some key issues related to academic integrity.

It is now being used at UOW to underpin training and management of academic integrity for both staff and students.

- A • acknowledge
- W • warn
- A • assess
- R • respond
- E • educate

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Acknowledgment of the importance of academic integrity including acknowledgement practice

Acknowledging academic integrity issues are an issue

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Ease and accessibility: the temptation to cut and paste

Promotion of sites selling work – “contracted plagiarism” (Lancaster & Clarke, 2007)

Solution to a deadline rather than about education or learning

Peer-to-peer (P2P) file sharing or file swapping of academic materials is a contributing factor

Rogerson (2015a, 2015b)

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Acknowledge

Not limited to essays or reports, or a particular level of qualification
Occurs at high school, undergraduate, post graduate and higher degree research students (and even academia...)

<table>
<thead>
<tr>
<th>Essays</th>
<th>Draft Essays</th>
<th>Blog posts &amp; responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay plans</td>
<td>PhD and Masters Dissertations</td>
<td>Computer code</td>
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<tr>
<td>Research proposals</td>
<td>Dissertation Plans</td>
<td>Reports</td>
</tr>
<tr>
<td>Dissertation chapters</td>
<td>Responding to supervisor's feedback</td>
<td>Learning journals</td>
</tr>
</tbody>
</table>

Ellis (2015)

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Essay mills, note sharing, contracted work = big business for some companies and students
Estimated at GBP200 in 2006 (Rigby et al., 2015), conservative estimates of current value in excess of USD 1 billion in turnover worldwide (Ellis, 2015).

Source: http://www.ukessays.co.uk/services/masters/dissertation-proposal-writing.php

Source: https://nexusnotes.com/bounty/

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Acknowledge

Not just about purchased materials – there are free trading/sharing sites as well as Internet based paraphrasing tools

Source: http://thinkswap.com/
Acknowledge

In other words – the issues associated with people trying to undermine academic integrity are not going to go away

- We need to acknowledge academic integrity is an important issue at personal and institutional level;
- Acknowledge to students that we know what is out there
- By confronting the issue we open discussion rather than pretend it does not exist

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Warn

We need to warn students of the consequences such as
• Breaches to policy
• Breaches of copyright
• Impact on continuing enrolment
• Impact on visas/immigration (*international students*)
• Personal integrity
• Professional integrity
Warn: Who is at risk?

Regardless of paid or free resources the same groups are at risk

**The vulnerable**
- The overwhelmed, those experiencing culture-shock, personal issues, not suited to course of study

**The lazy**
- Poorly organised, running out of time
- Social life is more important than study
- More about the degree than learning

**The misinformed**
- Others had used this type of material and had not been penalised

(Rogerson, 2014a)
Warn: Why students use them?

Students use purchased or borrowed materials for the following reasons

**Support**
- Genuine “assistance”
- Short of time

**Gain**
- Minimise effort
- Hide poor academic or language skills

**Financial**
- Use: Free in terms of cost
- Avoid paying for essay mills
- Sharing: earn money while a student

(Rogerson, 2015)

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Warn and clarify…

• It is difficult for students to discern what is and is not appropriate to use and how to use sources
• Identify the differences between appropriate sharing and inappropriate sharing
• Establish appropriate boundaries around group work and note sharing
• Not just about ‘courses’ but about integrating it into curricula
We need to **assess** in a number of ways. For example:

- **Assess potential cases / breaches**
- **Differentiate between cases of poor academic practice versus cheating, deception**
- **Design submission and grading systems that enable detection and follow up** (Rogerson, 2014b, Rogerson & Basanta, 2016)
- **Assess whether assessment design is contributing to issues while promoting learning**
Assess: What is within our control...

The main tool within our control is assessment design and grading

This requires:

• Buy in from academics and support from institutions
• Move thinking beyond essays and reports
• Using technology appropriately (e.g. creating videos instead of a written piece of work)
• Flipping classrooms (reading/lecturing online - assessment in class e.g. team based learning TBL)

Done well – this can save time for academic staff as well as giving greater surety of students having complete their own work or make issues easier to identify

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AN EXAMPLE

Scaffolded curriculum/Facilitated group work

- Assessment 1: changed from mid-session test to group assignment developing & integrating annotated bibliographies (a wicked problem / no one single correct answer)
- Assessment 2: extant individual report but with reflective component on group work for assessment 1
- Introduction of focused learning resources

Outcome:
- Improved results
- Student satisfaction
- Only 2 students identified with unoriginal assessment 2's - easily identified and student admitting using file sharing resources

Acknowledgement: focussed learning resources designed and supported by Dr Celeste Rossetto - UOW

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Respond

We need to respond in appropriate ways
- Speak with students
- Clarify with colleagues
- Provide support where it is clearly poor scholarly practice (not everything is an academic integrity case)
- Follow through implementing policy where breaches are confirmed
- Make further refinements to assessments where necessary

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What is limiting interventions?

The decision to follow through on a potential issue or not to intervene can be based on a number of factors including...

Intervene

- Lack of confidence
- Time
- Lack of support

Avoiding intervention

- Previous experiences
- Workload
- Perceived reprisals/consequences
- Not convinced of the benefits

Rogerson & Bretag (2015)

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Educate

We need to **educate** ourselves and our students in a number of ways

- How to identify issues
- How to approach conversations with students
- Using feedback to enhance assessment design
- Be open to new ideas

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Educate

Keeping the focus on education and the benefits of education

Good academic practice and support reduces the need for students to seek unethical assistance

As part of education – here are some examples of how to identify potential issues of academic integrity

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About the study

2 post-graduate classes primarily international students from non-English speaking backgrounds (104 students – 2012 cohort)

Assessment 1

Irregularities detected
Initial interviews some students admitted to not writing assignments

Assessment 2

Despite learning support irregularities still detected
Distinct issues evident

Interviews

N=70 x 15 minute interviews to discuss irregularities

Post-graduation ethics approval for content analysis of interview notes (HE14/082)

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Summary of potential issues identified

<table>
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<tr>
<th>Potential academic integrity issues</th>
<th>High similarity in Turnitin (n=8)</th>
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<tbody>
<tr>
<td></td>
<td>Differences in English expression (n=70)</td>
</tr>
<tr>
<td></td>
<td>Did not answer the question (n=48)</td>
</tr>
<tr>
<td></td>
<td>Bibliographic “mashups” (n=3)</td>
</tr>
<tr>
<td></td>
<td>References misrepresented in list (n=16)</td>
</tr>
<tr>
<td></td>
<td>References inappropriate or irrelevant (n=21)</td>
</tr>
</tbody>
</table>
What was found: High similarity in Turnitin

- Discussions in class apparently prevented ‘red zones’ occurring (Warn)
- Some students were found to match other submissions in the class (16% match to each other)
- Interviews determined both had used the same file-swapping site (Assess and Respond)
- Others were ‘traditional’ Internet ‘cut and paste’
What was found: Differences in English expression

1. High levels of difference between written and spoken English

2. Poor English did not necessarily mean the student had written it themselves
What was found: Did not answer the question

- 2 question choices around team work or cross-cultural differences
- Required real-world examples, examination of issues, and recommendations to overcome the issues
- Generic answers (essay mills) were bland – they mention theory, lack discussion, and miss providing examples
- Students with poor English skills cannot tell the purchased material does not address assessment criteria
What was found: Bibliographic “mashup”

Journals do not have state editions. This journal does not exist. It was found on a file swapping site through a Google search.
What was found: References misrepresented

When students were asked to locate references, elements were missing. Issues, volumes and even author names were omitted or changed. This reduces matches.

What was found: References irrelevant or inappropriate

One topic was power distance (Hofstede, 1980). The student searched “power” and included a reference about electrical power. Student admitted to “just putting anything in”. Others recycled reference lists from other subject assignments for example: finance or marketing.
Does technology help? Scores are not absolute

- Filters *(bibliography, small matches and quotes)* can aid in assessing what is really a cause for concern
- Some scores are related to poor scholarship particularly for new international students
- Not everything is an academic integrity case
- Technology does not identify everything
- Interviews or exams can clarify what a student does or does not know
Does technology help? 
Zeros are a cause for concern…

- Can indicate an incomplete submission
- Missing references
- Missing words (only uploading part of the assignment)
- Falsified references
- Bibliographic mashups
- Use of essay mills
- *Alternative*: Promote “rainbows” or multi-coloured reference lists

Rogerson (2014b, 2015a, 2015b)

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Does technology help? Google can hinder and help...

- Visual scans can detect some discrepancies not identified by technology
- Tracking sources is time consuming
- Need to promote searches on Google Scholar rather than Google (Educate)
- Essay mills and file-swapping sites are high on search lists
- Live look at some sites

Source: screen shot of www.google.com.au

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In summary…

• Being up-front with students about current trends is a form of deterrent (*Acknowledge, Warn and Educate*)
• Follow through is important otherwise academic integrity is compromised - but dependent upon academic skills and commitment (*Assess and Respond*)
• Understanding ‘clues’ assists in identifying real issues (*Educate*)
• Aligning assessment and education will address but not eliminate the potential for issues of academic integrity to arise
• Failure to be **AWARE** perpetuates the mills and file swapping sites

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Discussion

Questions?
References


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Other:

Academic Integrity Moodle – UOW (PROJ_717m13)

AWARE logo: Collaborative effort Dr. Ann Rogerson, Dr. Ruth Walker, Wendy Meyers, Adam Ovid

Ethics : University of Wollongong HE14/082

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