

Masterclass for ATU, 27 April 2023

Raising awareness of current issues and improving inclusion in academic integrity



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Session overview

1. Embedding UDL guidelines in institutional academic integrity policies
2. Bringing in an educational route to institutional academic conduct procedures
3. Embedding UDL in academic integrity teaching including staff workshop on awareness-raising of inclusion
4. Creating a culture of academic integrity for everyone
5. Raising awareness of custom writing services
6. Approaching Artificial Intelligence tools (eg ChatGPT) with caution, transparency and experimentation

1. Embedding UDL guidelines in institutional academic integrity policies

Why do we need to improve inclusion in academic integrity?



- Continued **over-representation** of students from certain ethnic groups, including international students, in academic conduct investigations (Gray, 2020; Pecorari, 2016)
 - International = 15% of student body, 28% of total referrals
 - Asian 15% of student body, 35% of total referrals
 - Black 6% of student body, 13% of total referrals(OBU internal report, 2022)
- Non-native speaker students may misinterpret Turnitin results if not given sufficient support (Kaktiņš, 2019)
- Academic literacy instruction seems to be available for some students but not others (Wingate, 2015)

EDI research on academic integrity

Davis
International Journal for Educational Integrity (2022) 18:14
<https://doi.org/10.1007/s40979-022-00108-x>

International Journal for
Educational Integrity

ORIGINAL ARTICLE

Open Access

Examining and improving inclusive practice in institutional academic integrity policies, procedures, teaching and support



Mary Davis*

1. Analysis of 4 documents about academic integrity
2. Interviews with 11 key staff in academic integrity roles
3. Interviews with 3 students who had experienced academic conduct investigations

International students and academic integrity

- *'I have a lack of knowledge about plagiarism, as an international student, I still need to learn how to write an essay properly. I am told just 'check this site' and I don't know what I am supposed to do. I am a Master's student, so I should know but I don't, and I can't ask, it's very bad. I couldn't ask those kinds of questions to the Professor and I'm in trouble now, I'm so scared I will fail.'* (International student participant)
- *'Students who have difficulty tend to have a different academic culture, especially India or China, concentrated in their first year or postgraduate.'* (Teaching staff)

(Davis, 2022)

Disability and academic integrity

- *‘When you get told that your work’s being investigated, I felt really bad. I was really shocked, I thought I was really failing and doubting my ability, I had a recent diagnosis of dyslexia, and I didn’t feel I could carry on, and it really did upset me.’ (Student participant with dyslexia)*
- *‘Students who are dyslexic can be very scared to come into the library.’ (Librarian)*
- *‘Offering education instead of referral would be more inclusive, especially for students with mental health issues and disabilities, ...it’s not fair because a lot of them come from school where they have never learned any of this, they get a referral, then suddenly they end up with zero and then this messes up their whole year.’ (Academic conduct investigator)*

(Davis, 2022)

Widening participation and academic integrity

- Students from widening participation backgrounds who may be first in family to attend university have been found to have unintentional academic conduct breaches (Fudge *et al.*, 2022).
- *'It is quite overwhelming when you have been out of education for a while, trying to take in the dos and don'ts.'* (Widening participation student participant)
- *'If you fit the profile of widening participation students, so you're first in family to go to university, lower socio-economic, different reasons, there's a possibility that you might not feel that you deserve to be there, or you might not belong, you're less likely to ask for help, because you're going to try and fly under the radar, which would mean that you'd be more likely to mess up and maybe get it wrong in the assignment process, and then also not ask for help if referred.'* (Academic development staff) (Davis, 2022)

Problems with support for academic integrity

- One session at induction may mean late arrivals miss key instruction
- Not individualized, not enough opportunities for questions
- Issues of 'face', feeling they should already know
- No time to practise
- Documents given links to only, and very long and unengaging
- **Need to provide continuous teaching of academic practice throughout courses (Davis, 2012)**

Requirement for inclusion and accessibility

- Increased focus on inclusive policies as part of Equality Diversity and Inclusion agenda; universities required by law to ensure learning, teaching and assessment practices promote inclusive curricula, equal opportunities, eliminate discrimination (Equalities Act, 2010)
- Inclusion is a means of making Higher Education **‘accessible, relevant and engaging to *all* students’** (Thomas and May, 2010, p.50)

Academic integrity documents

- Letter to request students attend investigative interview
- Academic conduct breaches (Definitions of cheating)
- Academic conduct procedure
- Academic integrity advice



Universal Design for Learning Guidelines

Provide multiple means of
Engagement ➔

Affective Networks
The "WHY" of learning



Provide multiple means of
Representation ➔

Recognition Networks
The "WHAT" of learning



Provide multiple means of
Action & Expression ➔

Strategic Networks
The "HOW" of learning



Provide options for
Comprehension (3) ➔

- Activate or supply background knowledge (3.1) >
- Highlight patterns, critical features, big ideas, and relationships (3.2) >
- Guide information processing and visualization (3.3) >
- Maximize transfer and generalization (3.4) >

(CAST, 2018)

Mapping UDL to academic integrity policy

UDL feature of Comprehension – analysis of policy through mapping	1. Activate or supply background knowledge	2. Highlight patterns, critical features, big ideas and relationships	3. Guide information processing and visualisation	4. Maximise transfer and generalisation
‘Definitions of cheating’ policy – (title later changed to ‘Academic conduct breaches’)	Contains introduction with warning of being expelled or losing degree. Contains one link to procedure	Bold text for breaches. States that the Library has a leaflet but no link; Mentions procedure but no link.	Title in large black box. Breaches listed with Roman numerals. Uses some legal terms eg fraud. Contains some repetition.	Contains link to UK Academic Integrity Charter (not linked in other documents)
<i>- Recommended revisions using UDL</i>	<i>Add links to all documents and information students should already be familiar with. Focus on good practice.</i>	<i>Provide links to Library information and procedure. Link process and procedure to support.</i>	<i>Remove black box. Replace Roman numerals with standard numbers. Remove legal terms. Remove repetition. Use consistent terms.</i>	<i>Add consistent links to all documents. Provide teaching resources and examples for students to apply understanding to.</i>

Reflection

What aspects of your academic integrity policy would benefit from improvements through mapping UDL?

- Consistency?
- Helping students navigate through documents?
- Links across documents?
- Avoiding legal language?
- Considering prior learning?
- Involving students in the document?

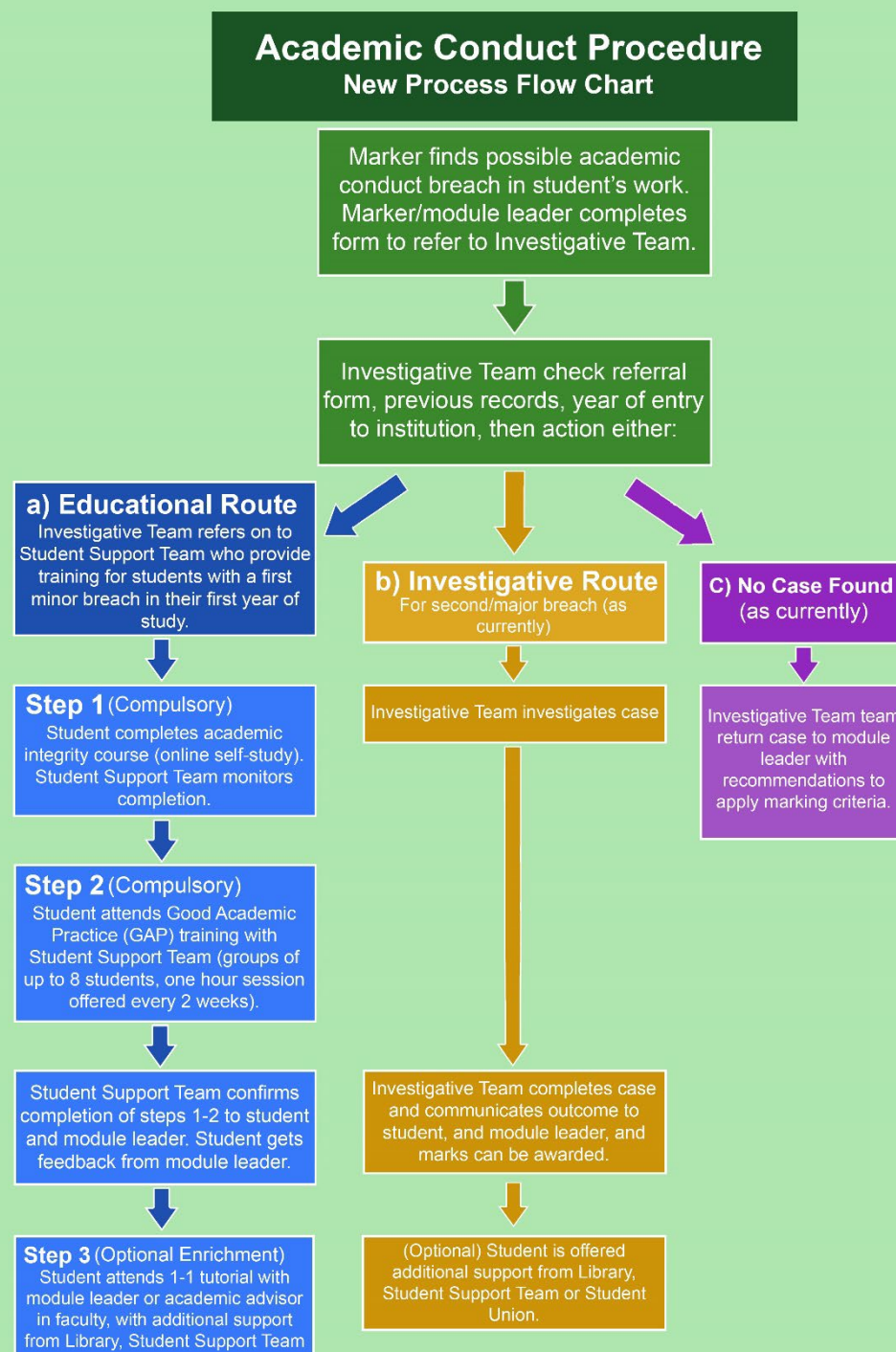


2. Bringing in an educational route to institutional academic conduct procedures

Need for educational response

- ‘In intercultural interactions we cannot assume that simply explaining the rules will suffice—no matter how simple or complex the explanation. Nor can we assume that punishment will deter; for, **if the concept itself is not understood and/or students don’t know what to do, or can’t do what they have to do to avoid it, no deterrent will be effective.**’ (Leask, 2006, p.192)
- ‘**Non-deceitful behaviour**, which typically stems from a student not knowing that something is problematic or lacking the ability to avoid it,...**should be approached with a pedagogical response**’ (Mott-Smith et al., 2017, p.3)

New academic conduct procedure with educational route



3. Embedding UDL in academic integrity teaching

Collaborative Enhancement Project (QAA, 2023)

Step 1:

Bring together academic integrity experts, inclusion experts, Student Union officers and students as project team

Step 2:

Study Universal Design for Learning principles

Step 3:

Propose, discuss, draft, discuss again, revise and develop teaching resources

Step 4:

Recheck resources against Universal Design for Learning principles and other accessibility tools eg ally.

Teaching Resources

For use with students:



Academic integrity is not a game – interactive game

Aim: To enable students to think through how academic integrity works in practice.

Format: PPT presentation



Six hats simulation

Aim: To help students revisit and discuss academic integrity.

Format: MS Word document



Snakes and ladders game

Aim: To encourage students to follow good academic practice and raise their awareness of possible academic conduct problems to avoid.

Format: MS Word document



A-Z of academic integrity warmer

Aim: To promote student thinking about different areas of academic integrity and academic conduct breaches.

Format: MS Word document



Academic integrity cases discussion

Aim: To give students an opportunity to review what academic integrity means and why it is important.

Format: MS Word document



Academic integrity dialogue task

Aim: To give students the chance to discuss and reflect on issues surrounding academic integrity in a critical and collaborative way.

Format: MS Word document



Is it cheating? Card game

Aim: To raise student awareness of different types of academic integrity breaches.

Format: MS Word document



Truths and myths discussion

Aim: To help students identify and critically evaluate the 'truths' and 'myths' surrounding the issues of academic integrity breaches.

Format: MS Word document



'To cite or not to cite' source use activity

Aim: To help students understand how to avoid breaches of academic integrity by applying rules for acknowledging sources of information.

Format: MS Word document and website link



Roleplay card game

Aim: To give students the chance to discuss and reflect on the positive reasons for maintaining academic integrity.

Format: MS Word document

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Collaborative
Enhancement
Project

Teaching Resources

For use with staff:



Template for inclusive and accessible teaching resources

Aim: To help staff to make academic integrity resources accessible and inclusive.

Format: MS Word document and PDF



Staff workshop on awareness-raising of inclusion in academic integrity through student examples

Aim: To raise staff awareness of different student perspectives on academic integrity.

Format: MS Word document and PPT presentation



Academic integrity terminology discussion

Aim: To raise staff awareness of possible negative impact of some of common terminology used in teaching academic integrity or in dealing with academic integrity breaches.

Format: MS Word document



Presentation on using Turnitin inclusively

Aim: To raise staff awareness of ways to use Turnitin inclusively.

Format: PPT presentation

For further information, please contact the Project Lead, Dr Mary Davis at marydavis@brookes.ac.uk.

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Collaborative
Enhancement
Project

Use our

PARTNERS

checklist

below to examine accessibility and inclusion in your
academic integrity teaching resources.



Prior experiences

Accessibility

Reinforcement

Timing

Navigation

Engagement

Revision of tasks

Specificity to discipline

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Enhancement
Project

PRIOR EXPERIENCES



- Have you considered prior educational experiences of academic integrity?
- Have you encouraged reflection on previous experiences and understandings of academic integrity?
- Have you considered different cultural perceptions in relation to academic integrity?

ACCESSIBILITY



- Have you provided teaching materials in advance of the session?
- Have you included a glossary of new terms?
- Have you used words that are easy to understand?
- Have you set out information in a concise way (e.g. use of bullet points, limited information on slides)?
- Have you prepared text in an easy-to-read font?
- Have you used diagrams, charts and pictures to assist textual information and alternative text explanations?
- Have you followed inclusive practice by avoiding examples or language that is specific to one linguistic, cultural, gender or other group?
- Have you used colour appropriately (e.g. avoided red and green combinations and poor colour contrast)?
- Have you ensured resources can be adapted into accessible formats (for example, audio, braille, screen reader following guidance, such as from Blackboard Ally)?
- Have you included a statement which explains to students that the resource is available in alternative formats?

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Collaborative
Enhancement Project

4. Creating a culture of academic integrity for everyone

Cultures of academic integrity

- Need to **‘educate all members of the community about academic integrity’** in order to create a culture of academic integrity within institutions (ICAI, 2021, p.11)
- Raise staff awareness, encourage to take responsibility, act as role model (Khan, Priya and Tuffnell, 2022)
- Involve students as stakeholders in champion/ambassador/partner roles – spread messages about sources of legitimate support, good practice, avoiding cheating (Khan, Priya and Tuffnell, 2022)

QAA Academic Integrity Charter

- Principle 1: **Everyone is responsible as part of a ‘whole community’ approach**

‘All members of a higher education provider’s community are responsible for ensuring academic integrity is embedded and upheld’.

- Principle 4: **Engage and empower students**

‘Higher Education providers can support their students by ensuring that they have a reasonable and continuing opportunity to learn about their policies and processes in an accessible manner and through a variety of formats’ (QAA, 2020)

**Academic Integrity
Charter for UK
Higher Education**



How to deter cheating

Build

Create academic integrity culture in classroom; find ways to engage, monitor and check

Review

Review design of assignments (keep original, personalise, give vivas)

Connect

Connect with work in class. Explain the link between engagement and success in the assignment.

Educate

Educate students about contract cheating (for example, evaluate what some essay writing sites offer).

Publicise

Publicise the university policy and penalties (see Williams and Davis, 2017)



Student Academic Integrity CHAMPION model

This model is designed to assist staff in developing the institutional role of Student Academic Integrity Champions.

It involves 8 stages of development, using the acronym CHAMPION as follows:



Reflections

- How can you involve students in academic integrity in your institution?
- How can you encourage students and staff to take responsibility for academic integrity?



5. Raising awareness of custom writing services

Custom writing services- regulation

‘this includes the use of any service which produces custom materials by students **requesting, sharing or producing work**. It also includes the **use of online exam assistance for cheating in assessment**. The University may consider any request placed with any form of custom writing service to be a breach of the academic conduct regulations, ...(either formative or summative assessment or work which is not linked to any form of assessment) including **essays and dissertations (including outlines and guides), reports, exam notes, proposals, posters, presentations, the editing or improvement of existing work**, statistical services and computing services including programme and code development’. (Oxford Brookes, 2022)

Custom writing sites

UKessays.com

Ivypanda.com

IvoryResearch.com

Thedocumentco.com

Myassignmenthelp.com

Edubirdie.com

Helpwithmyessay.com

Artificial intelligence sites

The-good-ai.com

Essaybot.com

Jasper.ai

Openai.com (GPT-3 model)

File-sharing sites

Chegg

Thinkswap

Coursehero

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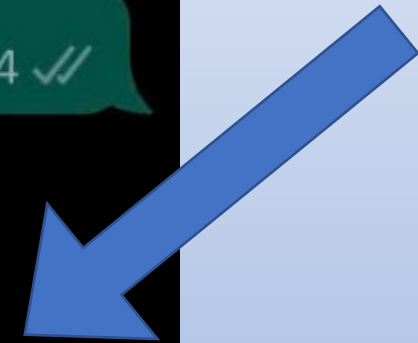
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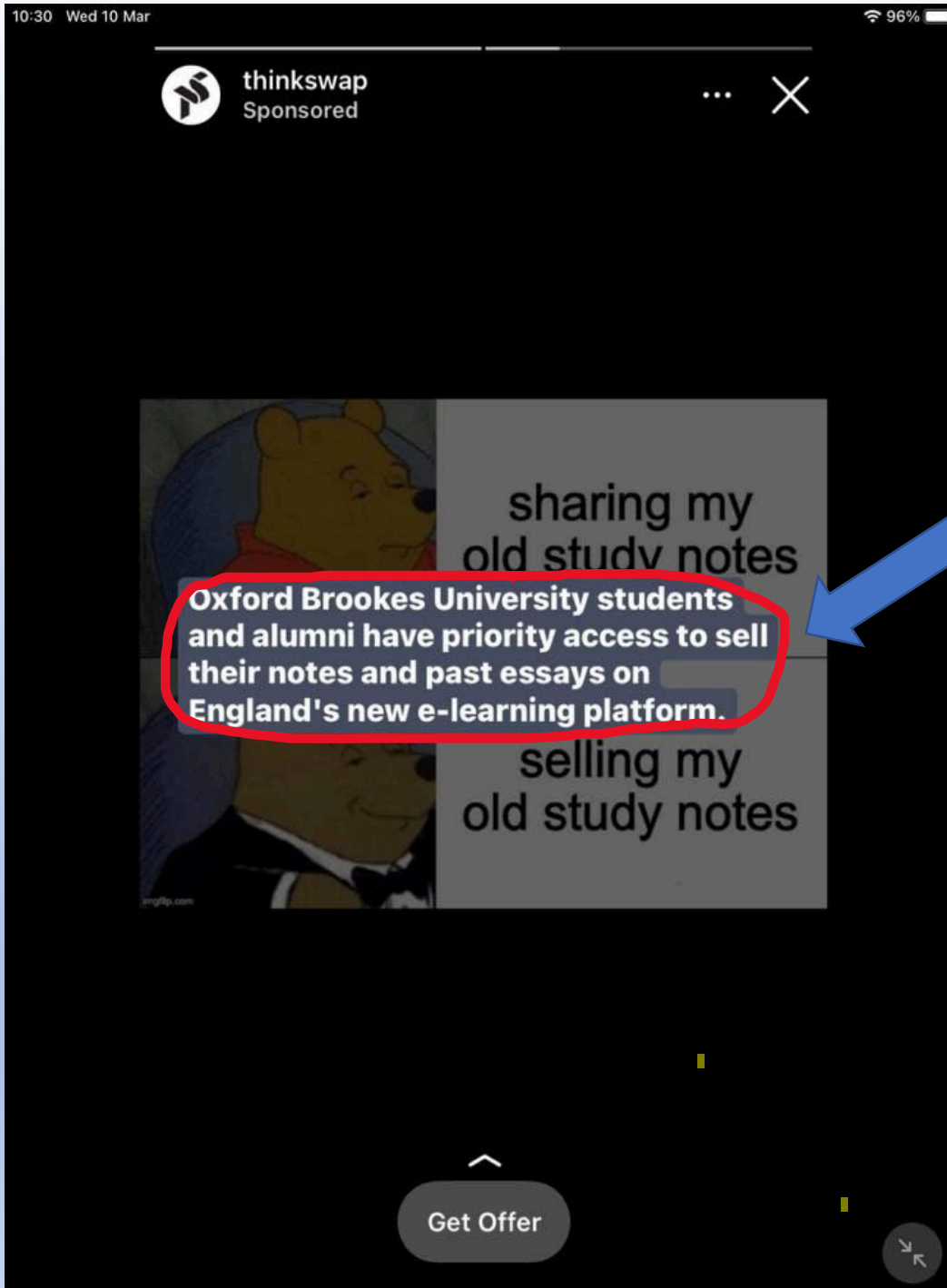
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group
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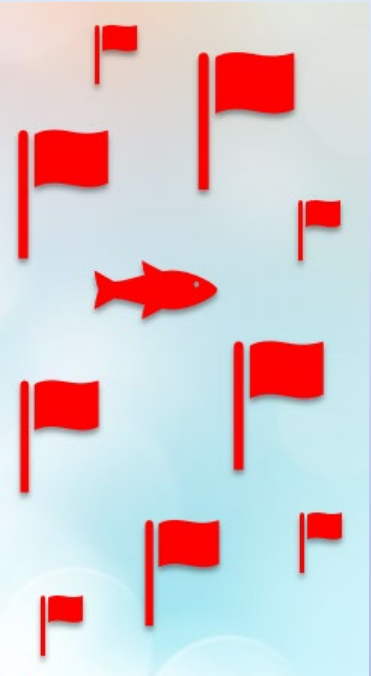




Social media promotion

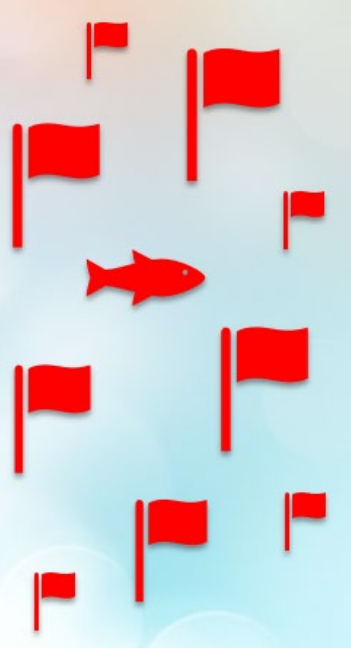
File-sharing sites promote cheating through sharing and selling assignments and course materials

Red flags in sources and Turnitin



- Unusual references
- Different referencing format
- Misrepresented citations
- Falsified or untraceable citations
- Unusual Turnitin report such as minimal text matches or only matching with the reference list
- Very general interpretation of source information

Red flags in the document properties and text analysis

- 
- An illustration on the left side of the slide featuring several red flags on poles of varying heights, scattered across a light blue background with soft white clouds. A single red fish is swimming in the center of the illustration.
- Unusual template (e.g. using borders), especially if the template differs from that which the students are expected to use
 - Metadata (authors, creation date etc.)
 - Unusually low or high quality
 - The material is often irrelevant to the set task
 - The text submitted is too vague or general
 - Unnatural or software-generated language

Check full resource below

https://rise.articulate.com/share/dPC3F7wAQgeKahu71aUg0vBKfEUg8vsj#

Reflection

What do you think can be done about contract cheating?

- By institutions
- By staff
- By students



6. Approaching Artificial Intelligence tools (eg ChatGPT) with caution, transparency and experimentation

The impact of new AI Tools

**There once was a bot named ChatGPT
Who helped students write their essays with glee
With sources and citation
And academic dedication
Integrity was always a top priority!**



AI tools - Recommendations regarding assessment

- Upload your assignment instructions to ChatGPT
- Include different levels of detail in the instructions and compare results
- Observe what ChatGPT **can do well** (eg create plausible text, structure logically, write paragraphs, use grammatically correct language)
- Observe what ChatGPT **cannot do well** (criticality, accurate/appropriate use of sources, accuracy of content, demonstration of relationships between concepts)
- Observe what ChatGPT **cannot do**: personalise, use class or module examples, use or assess images (though images can be used in GPT4)

Brookes approach to ChatGPT

Students

- **Transparency**

Students can use it but must declare their use and explain how they used

- **Caution**

Students are recommended to approach with caution and reminded to always credit their sources

Staff

- Explore **impact on assessment**
- Try out as **productivity tool**
- Clarify to students **if it cannot be used** for some assessment

Sector guidance

What actions can providers take to support the integrity of existing assessments, protect standards and inform future practice?

- **Communication with students** - engage early with students to provide information about the capabilities and limitations of AI software tools (such as inappropriate forms of citation and referencing and implicit bias) and how indiscriminate use may not only harm the quality of their education, but also undermine confidence in the qualification they are working towards.
- **Student declaration** - update any existing student declarations that accompany submissions for assessment so students certify that it is their own work, all sources are correctly attributed and the contribution of any assistive technologies is fully acknowledged.
- **Policies and practices** - reflect on whether your current policies and practices that cover academic misconduct for students submitting assessed work can be adjusted and updated to include submissions produced by LLMs.
- **Assessment design** - engage with students and staff on the benefits of authentic and innovative forms of assessment that will not rely on investing in software to detect text generated by LLMs and other AI sources. This represents an opportunity to partner with students and build trust in assessment processes that are co-created, iterative and supportive of critical thinking.
- **Detection tools** - be cautious in your use of tools that claim to detect text generated by AI and advise staff of the institutional position. The output from these tools is unverified and there is evidence that some text generated by AI evades detection. In addition, students may not have given permission to upload their work to these tools or agreed how their data will be stored.



Questions for you

- What are your key take aways from today?
- How will you use UDL in academic integrity?
- How can you create a culture of academic integrity in your classes, programme, faculty and institution?
- What advice can you give to students about custom writing services?
- What approach do you consider most appropriate to AI tools?
- What other questions do you have about academic integrity?

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