

EMBEDDING ACADEMIC INTEGRITY INTO CURRICULUM

Academic Integrity Awareness Day for Staff
Tuesday 2 August 2022



Australian
National
University

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.



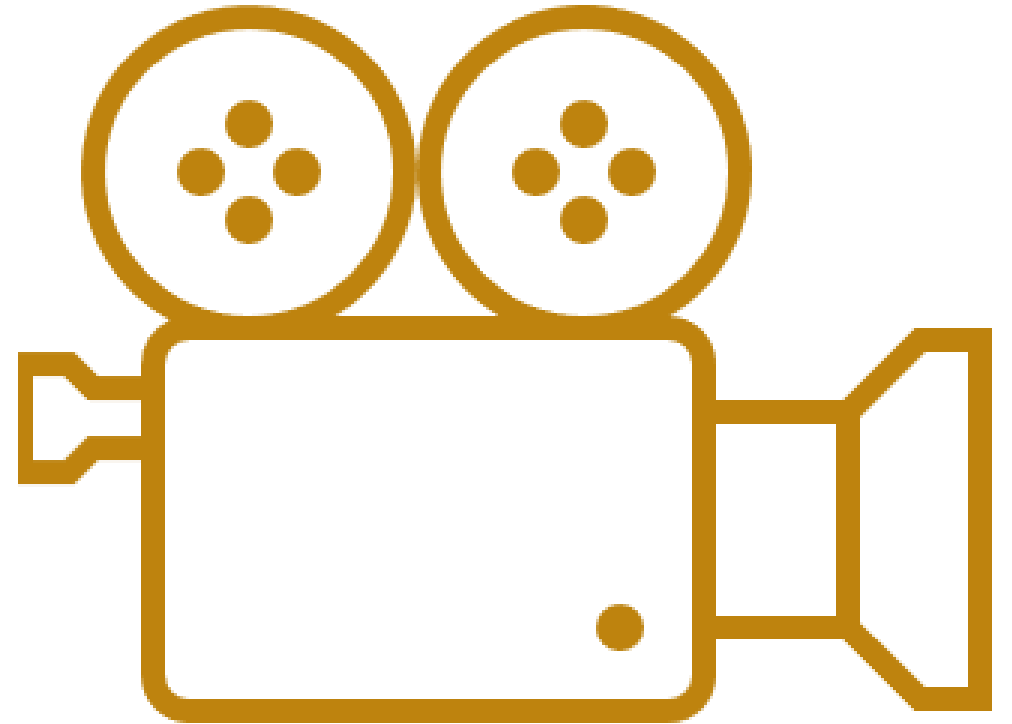
Privacy and recording notice

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 Kooyman, 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 Kooyman, ANU Library Academic Skills



Unis face new cheating threat as regulator prepares crackdown



By Danella White

July 24, 2022 – 5:15pm

Save

Share

A A A

7 View all comments

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.

<https://www.smh.com.au/national/nsw/unis-face-new-cheating-threat-as-regulator-prepares-crackdown-20220721-p5b3ji.html>

The billion-dollar industry helping students at major Australian universities cheat online assessments

ABC RN / By Mario 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.

<https://www.abc.net.au/news/2022-07-30/cheating-rife-australian-unis-online-assessments-covid/101277426>



Many breaches of academic integrity are preventable

Common reasons for breaching:

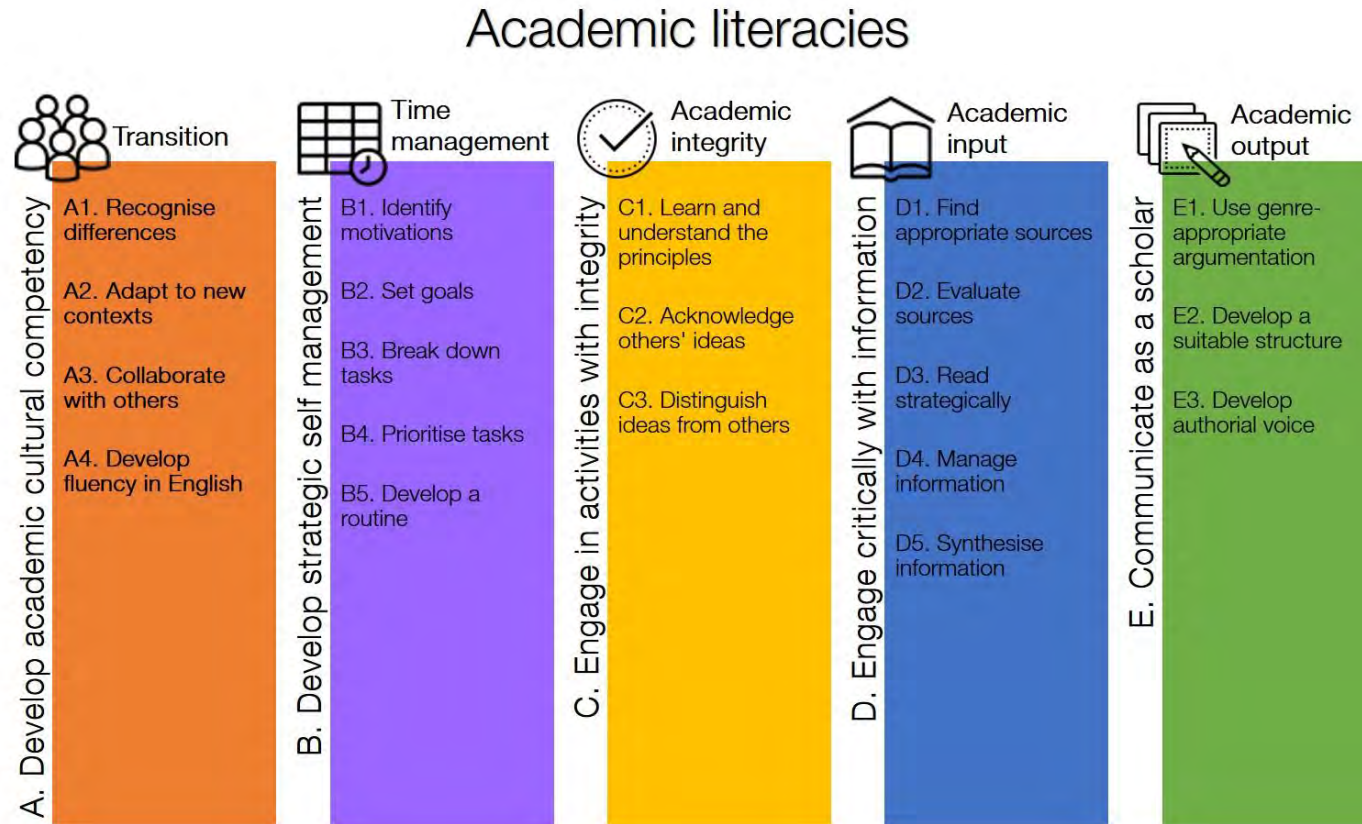
- Didn't understand assessment
- Didn't know the rules (academic integrity, referencing)
- Poor time management
- Poor note-taking
- Poor paraphrasing
- Poor editing and proofreading

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

A. Develop academic cultural competency

- A1. Recognise differences
- A2. Adapt to new contexts
- A3. Collaborate with others
- A4. Develop fluency in English



Time management

B. Develop strategic self management

- B1. Identify motivations
- B2. Set goals
- B3. Break down tasks
- B4. Prioritise tasks
- B5. Develop a routine

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

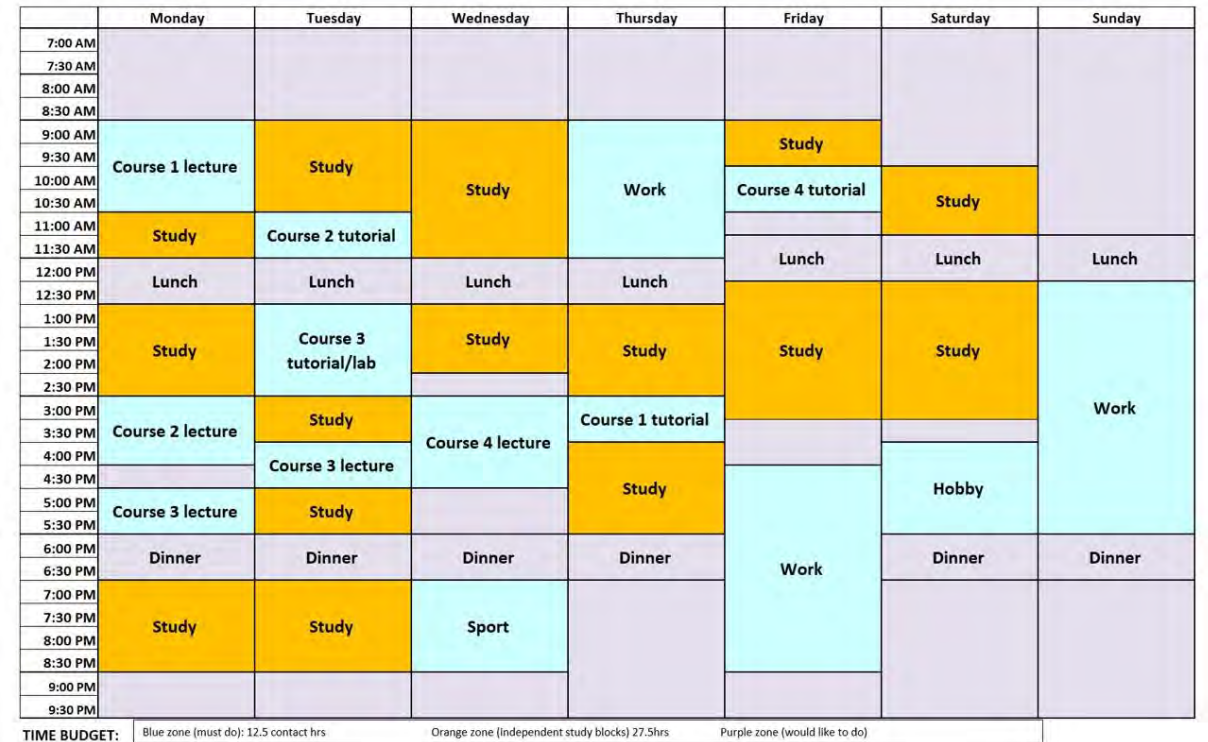
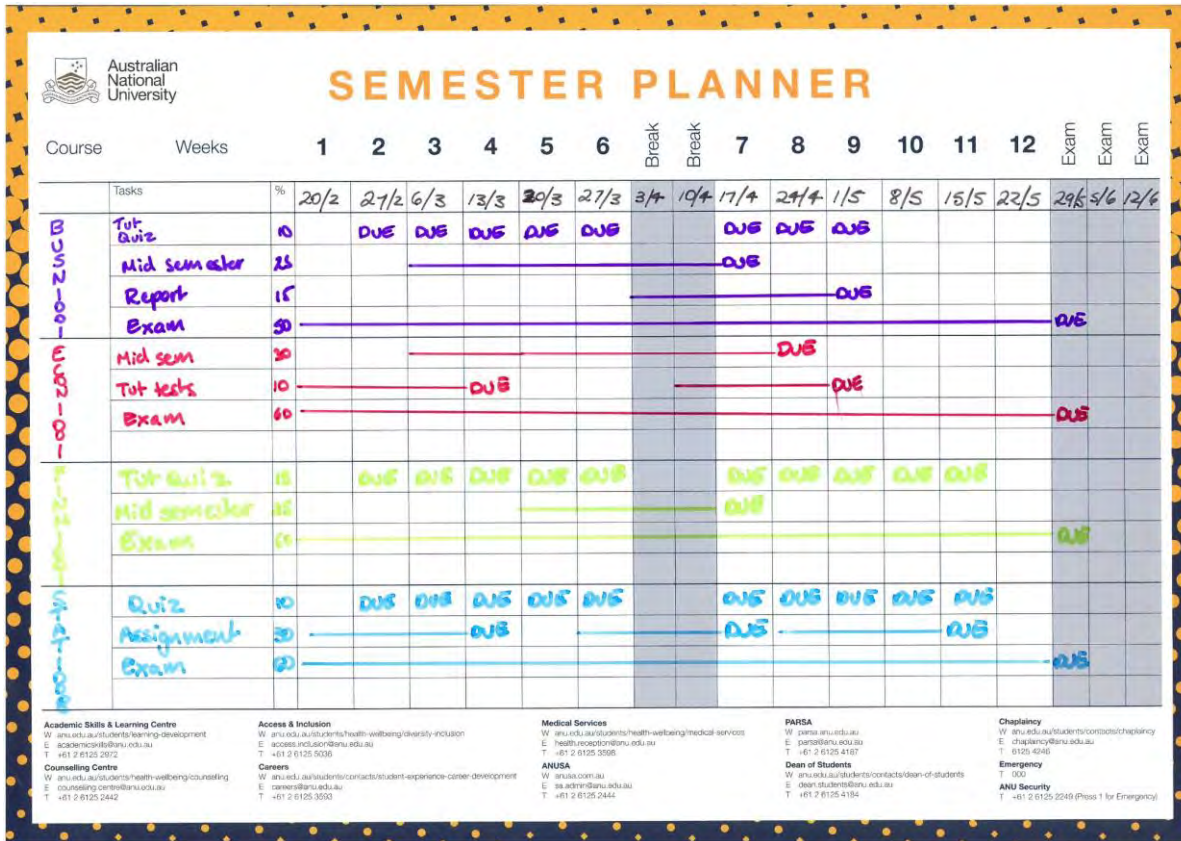
- Semester and weekly planners

Share anecdotal experience around workload management in tutorials

- Tips
- Strategies



Semester and weekly planners





Academic
input

D. Engage critically with information

D1. Find appropriate sources

D2. Evaluate sources

D3. Read strategically

D4. Manage information

D5. Synthesise information

Academic input

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

E. Communicate as a scholar

E1. Use genre-appropriate argumentation

E2. Develop a suitable structure

E3. Develop authorial voice

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



 Australian National University

ESSAY PLAN

Introduction

- Broad introduction to the context
- Indication of debate or issue.....
- Your argument
- Reasons (signposting)

Point 1 –

- Sub point 1.....
- Sub point 2.....
- Sub point 3.....

As needed →

Point 2 –

- Sub point 1.....
- Sub point 2.....
- Sub point 3.....

Point 3 –

- Sub point 1.....
- Sub point 2.....
- Sub point 3.....

Point 4 –

- Sub point 1.....
- Sub point 2.....
- Sub point 3.....

Conclusion

- Summarise the main points/findings from the essay and reemphasise the argument in the light of these points.
- Indication of the implications of your argument (but don't introduce new ideas).





Academic
integrity

C. Engage in activities with integrity

C1. Learn and understand the principles

C2. Acknowledge others' ideas

C3. Distinguish ideas from others

Academic integrity

Strategies:

Explain and emphasise to students

- Why we reference
- Scholarly dialogue via referencing



Emphasise why we reference (for and beyond academic integrity)



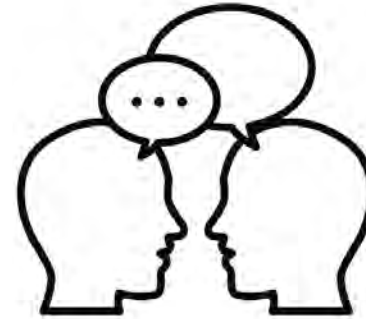
Essential
requirement
for all work
at ANU
(Academic
integrity)



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
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Refer students to LEGITIMATE support resources/tools

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



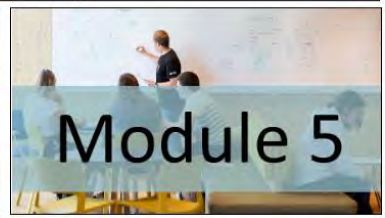
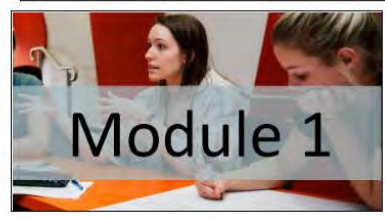
Modules - Academic Integrity for ANU Students

- academic_integrity_2022**
- Participants
- Grades
-
- Welcome and Introduction to Academic Integrity
- What is Academic Integrity?
- How do I show Academic Integrity in my preparation?
- How do I show Academic Integrity in my work?
- How can I feel more confident about Academic Integrity?
- How do I deal with complex situations?
- How did you find this course?

Academic Integrity 2022

[Dashboard](#) / [Courses](#) / [The Australian National University \(ANU\)](#) / [ANU Community Sites](#) / [academic_integrity_2022](#)

Turn editing on



Modules - Academic Integrity for Staff



Australian National University

WATTLE

RESOURCES - HEALTH AND WELLBEING - LIBRARY - WATTLE SUPPORT - ENGLISH (EN)

Benjamin Kooyman

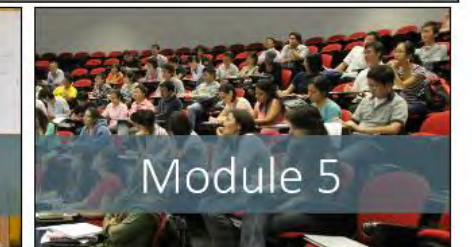


Turn editing on

Academic Integrity for Staff 2022


Dashboard / My courses / academic_integ_staff_2022

Academic Integrity for Staff



- academic_integ_staff_2022
- Participants
- Grades
- Academic Integrity for Staff
- Welcome
- Module 1: What is Academic Integrity?
- Module 2: Promoting a Culture of Academic Integrity
- Module 3: Identify 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 course?
- Staff area
- Topic 9
- Testing STUDENT modules - 07 Dec 2021
- Testing STAFF modules - 06 Dec 2021

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... [» read more](#)

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](#)

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](#)

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](#)

Events »

Learn about our upcoming events and workshops for undergraduate and postgraduate students. [» read more](#)




» Current students » Academic skills » Academic integrity


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.

[Book appointment](#)



Why it matters

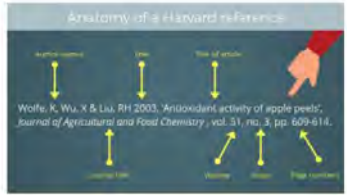


Best practice principles


Summary <ul style="list-style-type: none">Your own words Succinct explanation of the source's main argument Soon's main argument is that ... (reference).	Paraphrase <ul style="list-style-type: none">Your own words Provides specific detail or evidence Hansen uses examples of ... (reference).
Synthesis <ul style="list-style-type: none">Your own words Summarise multiple sources that have a similar argument Multiple studies have shown ... (reference; reference).	Quote <ul style="list-style-type: none"> Copy others' words exactly Use sparingly Highlights a key idea or statement As Patel states "... (reference).

4 ways to use sources


Using sources



Referencing



Turnitin



Academic integrity week



Best Practice Principles – Learners and Teachers

» Learning & teaching » Academic integrity » Academic Integrity: Best Practice Principles for Learners

Academic Integrity: Best Practice Principles for Learners




Academic Integrity Best Practice Principles for Learners

On 1 December 2021, the ANU 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

 Integrity (Academic, Discipline, PhD Terminations)
 [Send email](#)

» Learning & teaching » Academic integrity » Academic Integrity: Best Practice Principles for Teachers



Academic Integrity: Best Practice Principles for Teachers



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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.

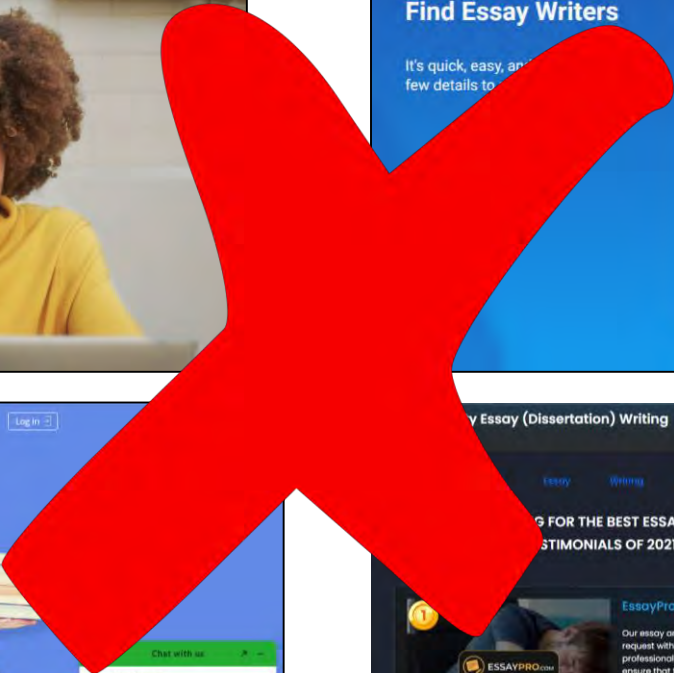
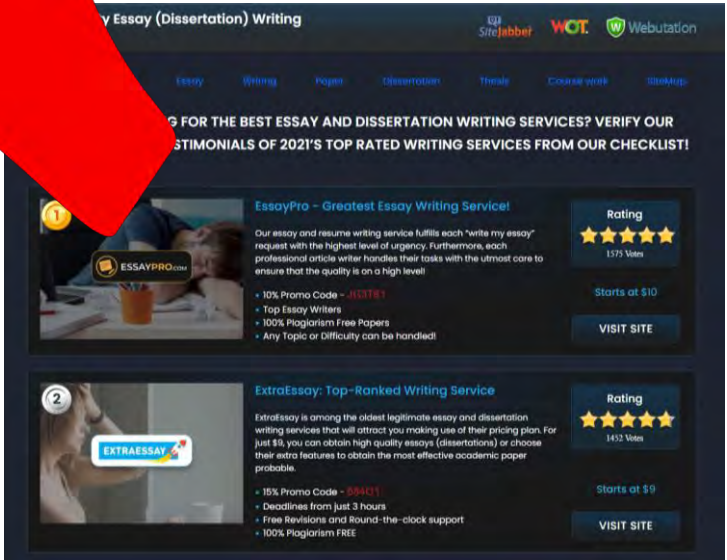
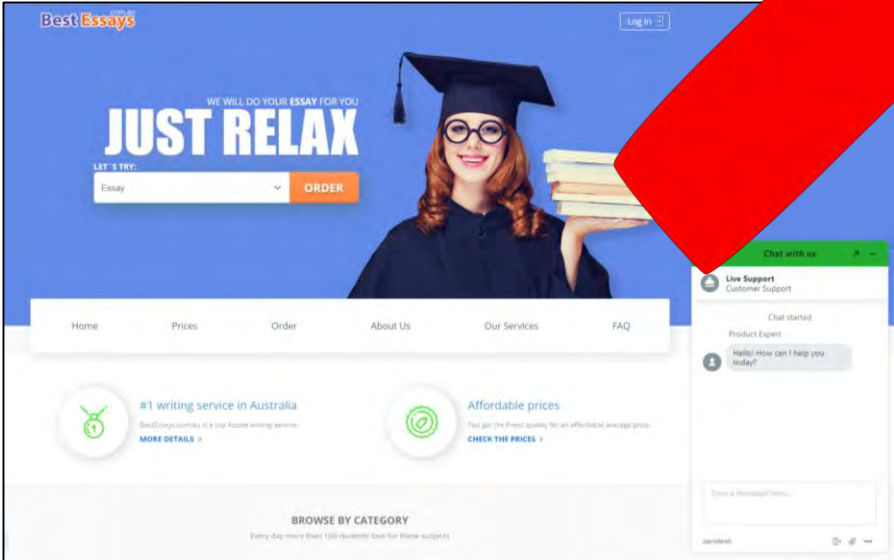
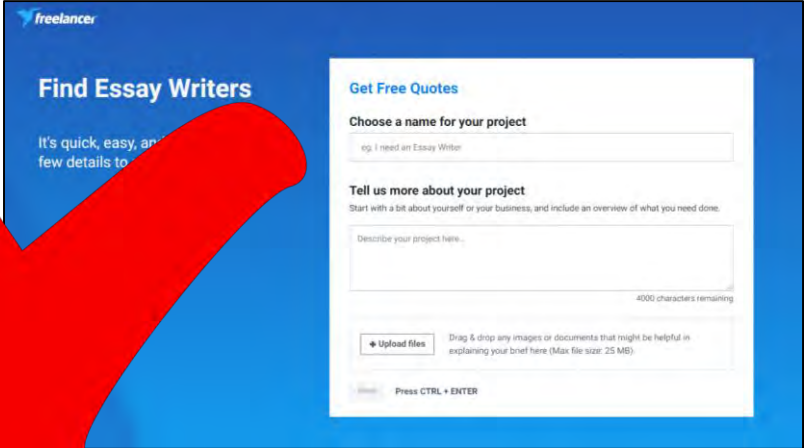
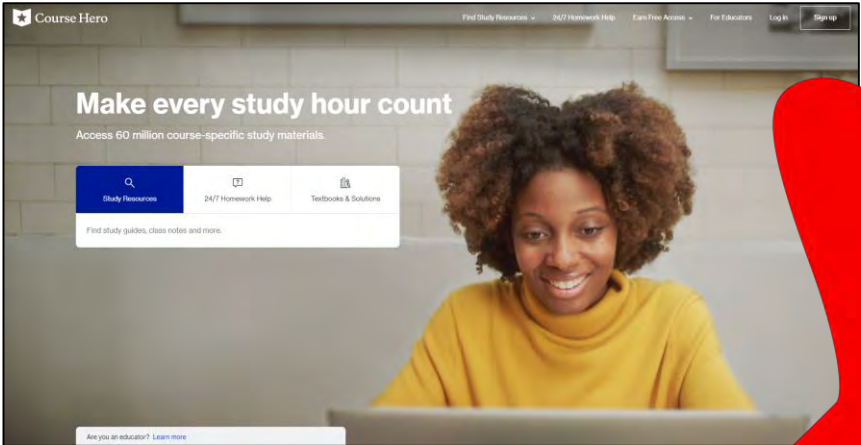
Colour-coded detail about sources that match

The screenshot displays a Turnitin Match Overview report. On the left, a snippet of text from 'permaculture.org.au' is shown with a red highlight indicating a match. The central panel shows a 'Match Overview' window with a red header and a large '39%' similarity score. Below the score is a list of six sources with their match percentages: 1. 7%, 2. 4%, 3. 3%, 4. 3%, 5. 2%, and 6. 2%. A red bar on the left side of the list indicates the total similarity percentage. The text in the list is color-coded: source 1 is red, source 2 is blue, source 3 is green, source 4 is yellow, source 5 is orange, and source 6 is purple.

Source	Match Percentage
1	7%
2	4%
3	3%
4	3%
5	2%
6	2%



Resources NOT to use





Academic
integrity

C. Engage in activities with integrity

C1. Learn and understand the principles

C2. Acknowledge others' ideas

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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

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.

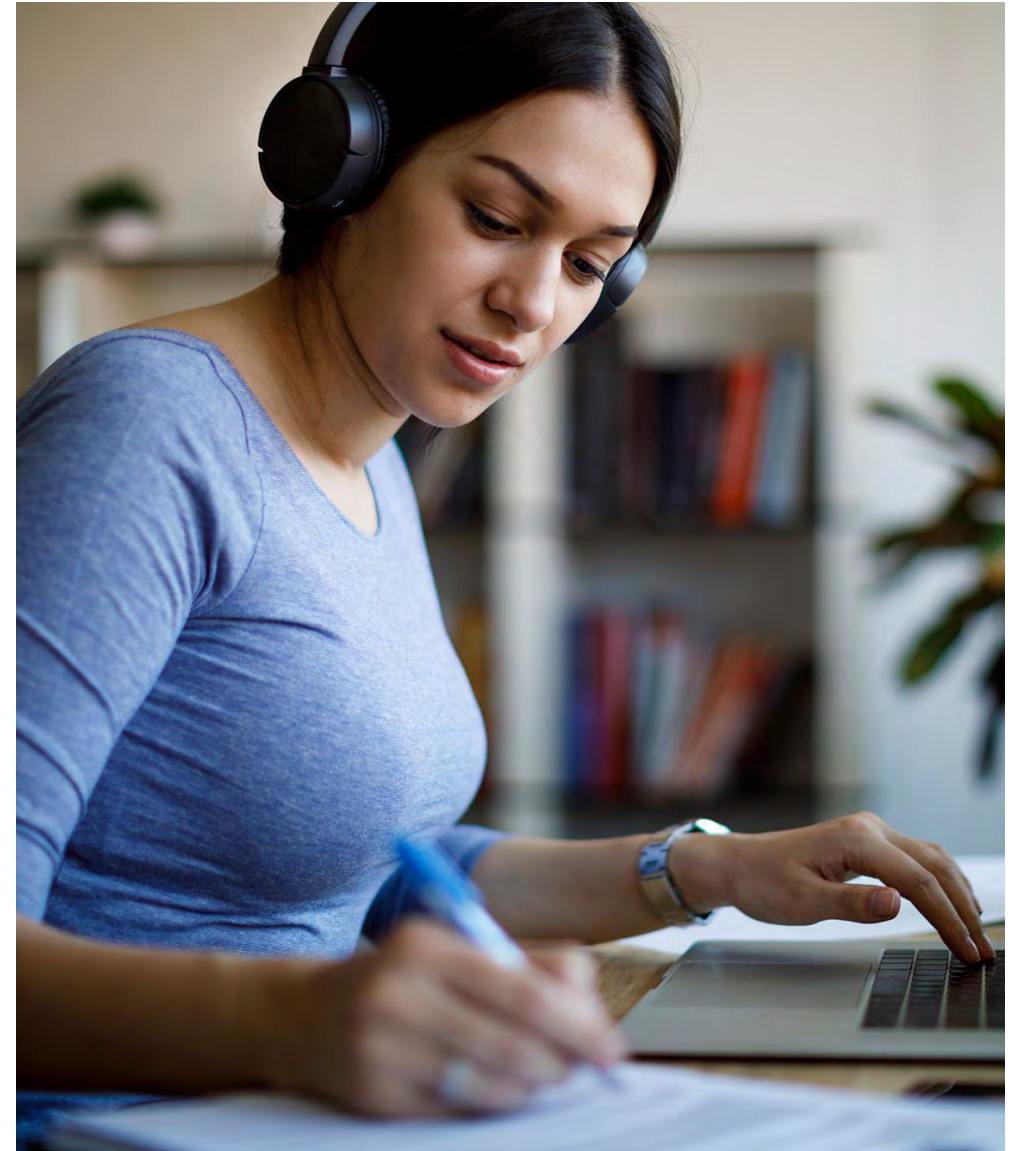


The big picture

- 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

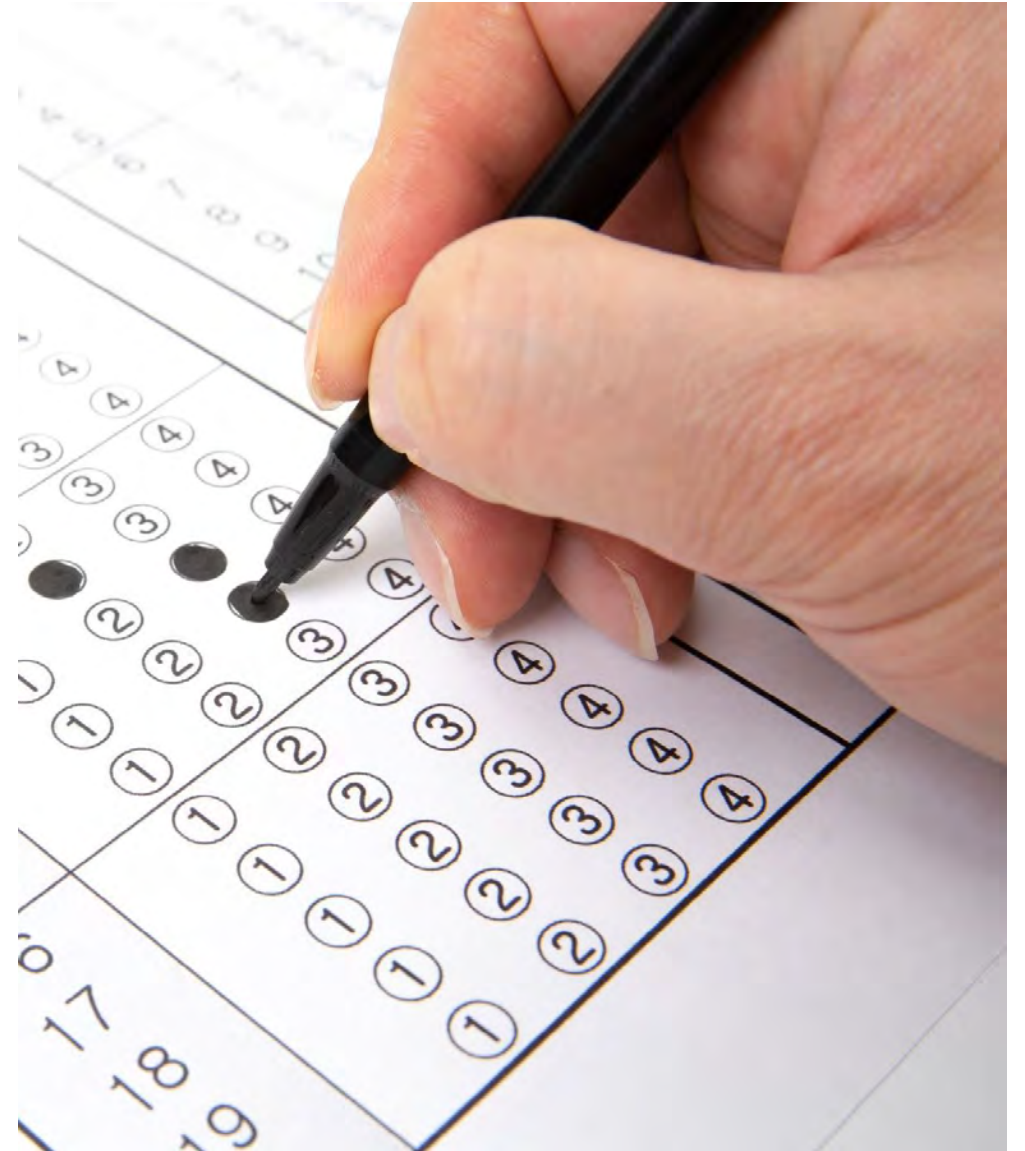


Moderation is important



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

2022. *Academic Integrity*. [online] Available at: <https://www.teqsa.gov.au/sites/default/files/academic-integrity-infographic.pdf?v=1574919157> [Accessed 1 August 2022].



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



Takeaway s



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

Summary

Assessment design is part of multi-layered approach to embedding AI within courses, programs & across campus

Helps to reduce why & when academic misconduct may occur

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

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