



Talking with students about academic integrity; academic integrity slides for class discussion notes

Communicating with our students about academic integrity is a critical element of the teaching, learning and assessment cycle. It is more important than ever when much of our assessment has been moved online. We can communicate our important message to students:

- In class during your face-to-face contact time. Record it with Echo360 and post on Blackboard.
- On Zoom during class contact time. Record and post on Blackboard.
- Pre-record a video to deliver your message. Provide a platform (e.g. Blackboard Discussion board or Padlet) for students to ask and answer questions post-session.

Discuss academic integrity.

Academic integrity is:
Acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research.
(Universities Australia, 2017)

Academic integrity = Professional integrity = Personal integrity

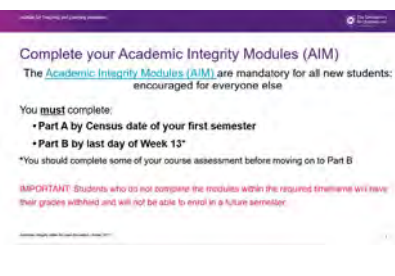
- Start with a message of trust. Communicate that learning is the main goal and we are here to help you do that. Outcomes will be:
 - pride and confidence in your achievements
 - learn new knowledge and how to apply it
 - upholding a core value of the University community
 - faith in the broader community that UQ graduates are knowledgeable and skilled.
- Academic integrity, professional integrity and personal integrity are one and the same.
- Acknowledge the current situation and added student pressures.
- Convey your expectations for each assessment task and how students can maintain integrity.
- Let students clarify assessment tasks and marking criteria.
- You could share the [academic integrity pledge](#) and [Learn.UQ integrity notice](#).

Highlight the most common forms of cheating and the reasons why students are tempted to cheat.



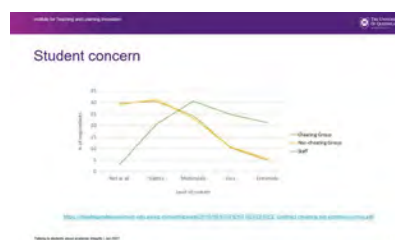
- Identify key misconduct types with assessment: plagiarism, collusion, impersonation, contract cheating.
- Pose the question “Why do students cheat?” Possible responses are: student unclear of assessment requirements, family expectations to excel, high stress levels, lack of preparation, lack of language proficiency, perception there are lots of opportunities, dissatisfaction with the teaching and learning environment, poor ethical decision-making skills and/or situational ethics.
- Encourage students to propose strategies to help deal with some of these situations.

Complete your Academic Integrity Modules (AIM)



- Academic Integrity Modules (AIM) are mandatory for all new students (new to UQ or new to a programme).
- Complete Part A by Census date and Part B by end of Week 13.
- It is best if students complete Part A and then leave Part B until after they have completed some course assessment.
- Students must achieve 100% for the embedded assessment to have completed the modules.
- Students who have not completed the modules will have their grades withheld and will not be able to enrol next semester until they are done

Discuss the impact of cheating on the individual.



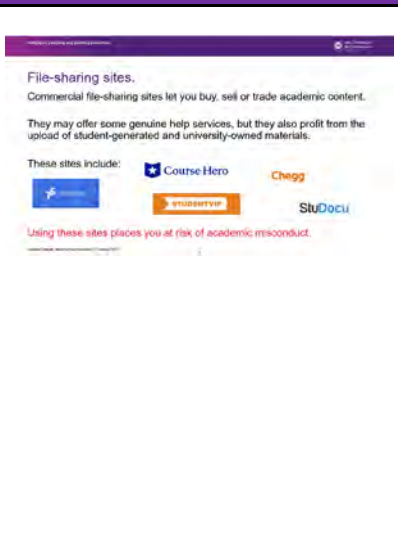
- Interpret this slide.
- Discuss why the level of student concern about (contract) cheating is very similar for the Cheating Group and the Non-Cheating Group in this survey of attitudes to cheating. (N=14 086 students/8 unis)
- Pose the question: “What impact does a student cheating have on others?” Possible responses are: Not fair for some students to work hard for their grades while others don’t; might have to work with a cheating student in a future assessment and they’re unable to contribute as much as they should; could get drawn into misconduct processes if the student cheats in group work.

Discuss the risks of contract cheating.



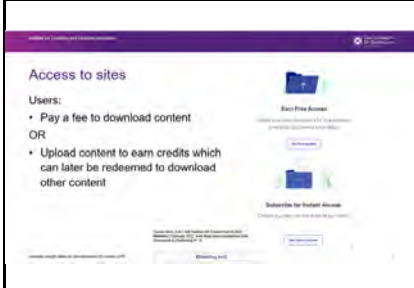
- Advise students you know contract cheating occurs and your course team will look for it.
- Familiarise students with what contract cheating encompasses.*
- Identify aspects of contract cheating sites students need to be aware of: qualifications advertised for writers are often untrue, cheating site writers will outsource to others, no guarantee of quality or a response that adequately addresses your assessment task criteria.
- Warn students about the untrustworthiness of these sites – they have all of your data/details. They are unscrupulous and can extort you now and during your professional life for many years to come.

File-sharing sites



- Advise students about file sharing sites. These are often commercial enterprises whose websites let students buy, sell or trade academic content. They often portray themselves as cutting-edge and collaborative while offering homework help and study resources.
- Commonly used sites include CourseHero, Chegg, thinkswap, STudentVIP, StuDocu
- Let students know that some sites may offer genuine support services and inform them where you stand with regard to your students using them. What are the boundaries?
- Warn students they risk academic misconduct by engaging with these sites.

Access to sites



- Inform students about their operation. Some operate on a subscription basis where the user pays a fee, while others work on an exchange basis where contributors receive credits for uploading content. These credits can then be redeemed to download study materials including notes, coding, lecture materials and assessment tasks.

Legitimising strategies used by file-sharing sites



- Discuss what is understood by 'legitimising strategies' and work through the list of strategies site use induce student use (N.B. these three slides are animated).
- Select a few strategies of interest to highlight (e.g. normalisation of the behaviour, ambiguity surrounding collaboration, innovative and cutting edge delivery of education)



- Elude blocking filters when classified as "online shopping"
- Positioned as "cutting edge"
- Positioned as opponents of academic cheating
- Capitalise on the uncertainty, stress, and anxiety related to COVID



- Sponsor professional development events and resources for educators
- Entice users with a credit system or special offers
- Marketed as homework help, note-sharing, study resources, ed tech, student support, student community, etc.

Avoiding academic misconduct – uploading

Avoiding academic misconduct - uploading

Activity on sharing platforms you must avoid are:

- Uploading your assessments, whether they be exams, assignments, essays, reports, coding tasks, etc. for others to use to cheat.
- Uploading course materials, e.g. PowerPoint slides or class notes as this is a violation of the lecturer's intellectual property rights.

Looking for Free Course Hero access?

- Explain and discuss why students are in breach of academic integrity if they make content available which others can use to cheat with.
- Describe how students are in breach of copyright rules if they upload your intellectual property.

Avoiding academic misconduct – downloading

Avoiding academic misconduct - downloading

- Downloading work completed by others and submitting all, or part of it as your own work without it being acknowledged, and
- Obtaining answers for any assessable item such as exams, quizzes, homework tasks etc.

N.B. This activity applies equally to privately shared sites such as Facebook, WeChat or other sharing apps where students may have set up pages for sharing.

- Discuss complexities of obtaining work and answers from others.
- Note: this can now be prosecuted as contract cheating.
- Stress that the advice about not engaging in these activities on commercial file-sharing sites is equally applicable to private sites with peers.

Legitimate support

Legitimate support

Help is available from legitimate sources if you are experiencing difficulty with your course work.

- Contact your course teaching team for guidance and support.
- Student Services provides support to help you prepare for your assignments, plan your work and manage stress under pressure.
- The Library has a range of services and programs which will help you with your study.

- Impress upon students that those who engage more fully with their course and teaching team are better able to respond to assessment tasks than those who need to seek guidance through file-sharing sites.
- Note that content on these sites is typically from previous semesters.
- Describe the legitimate help available – in particular what you and your teaching team offer, Student Services and Library.



UQ takes academic misconduct seriously.

The screenshot shows a webpage with the following content:

- Incidences**
January 2017–December 2021: UQ dealt with nearly 9 900 cases of academic misconduct.
- Penalties**
Penalties include:
 - re-submission of an assessment or automatic failure of a course (lower-end offences)
 - suspension or expulsion
 - a combination of penalties.

- Advise students of cheating incidents. From January 2017–December 2021, the university dealt with nearly 9 900 cases of academic misconduct.
- Describe penalties. Being caught for academic misconduct at UQ can result in penalties for the offender including:
 - resubmission of an assessment or automatic failure of a course for lower-end offences
 - suspension or expulsion for more serious or repeated misconduct
 - a combination of penalties.

*Contract cheating explanation

Contract cheating is commissioning someone else to complete an assessment or task for you, either paid or unpaid. It occurs when a student gets someone else to produce academic work on their behalf and then submits it to an educational institution as if it were theirs. Contract cheating may be:

- an arrangement which involves payment or favours, or may not
- friends or family or an unknown person doing the work
- purchasing the completed assessment task through an online contract cheating site
- getting the completed assessment task through a legitimate learning site such as discussion, tutoring or file sharing site
- getting the completed assessment task through a legitimate non-learning site such as an auction/selling site (e.g. Gumtree), a labour market (e.g. airtasker) or a file sharing site where a student can earn credits which they can later cash in
- getting someone to sit in for you at a face-to-face or online exam.