

# Shaping the academic integrity of EAP students

Using **technology** and a process writing approach to **create** a positive research and referencing **culture**.



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# How would you define the following terms?

- Plagiarism
- Contract Cheating
- Academic Misconduct
- Academic Integrity

# Plagiarism

“Plagiarism is defined as a situation where an individual passes off someone else's ideas as their own”

(Campbell, 2017)

# Contract Cheating

a situation “where a student gets someone – a third party – to complete an assignment or an exam for them. This third party might be a friend, family member, fellow student or staff member [or] a paid service, advertised locally or online.”

(Bretag, 2018, p2)

# Academic Misconduct

“a breach of academic integrity. Cheating, plagiarism, and fabrication or falsification of data are examples of such breaches.”

(TEQSA Guidance Note: Academic Integrity, 2019, p1)

# Academic Integrity

a commitment to the six principles of behaviour that guide academic communities, which are “honesty, trust, fairness, respect, responsibility, and courage”

(TEQSA Guidance Note: Academic Integrity, 2019, p1)

# How many students are attempting to cheat?

- 2%
  - 10%
  - 25%
  - 50%
- 
- That means 90% are not trying to cheat!

(Bretag, 2018; Miles, 2019)



# How can we encourage Academic Integrity through assessment design?

- Traditional test model

$$\rightarrow \text{Score} = \text{true score} + \text{error}$$

- Authenticity
- Validity
- Reliability
- Practicability

(Miles, 2019)

# What are authentic assessment tasks?

## Examples:

- Problem solving tasks
- Reflection on the research process
- Science in the news
- Create a webpage
- Evaluate a website
- Analyse a piece of Government legislation
- Compare media to academic research
- Prepare to conduct an interview
- Write a CV for a job 10 years in the future
- Create an event for people in your field

(Miles, 2019)

# Who teaches Academic Integrity?

- Group 1 - Teachers of rules and values
- Group 2 - Gatekeepers of the academy
- Group 3 - Teaching-oriented social reformers
- Group 4 - Academic integrity modelers who emphasise student responsibility
- Group 5 - Academic Integrity skill builders

(Lofstrom, Trotman, Furnari & Shephard, 2014)

# What do International students find challenging when adapting to Australian University courses?

- Challenging factors for International students:
  1. Academic writing with referencing
  2. Time management
  3. Having multiple assignments at the same time
  4. Independent research
  5. Class discussions

(Gibbs & Feith, 2015, p.39)

# How much writing do students do in their home countries?

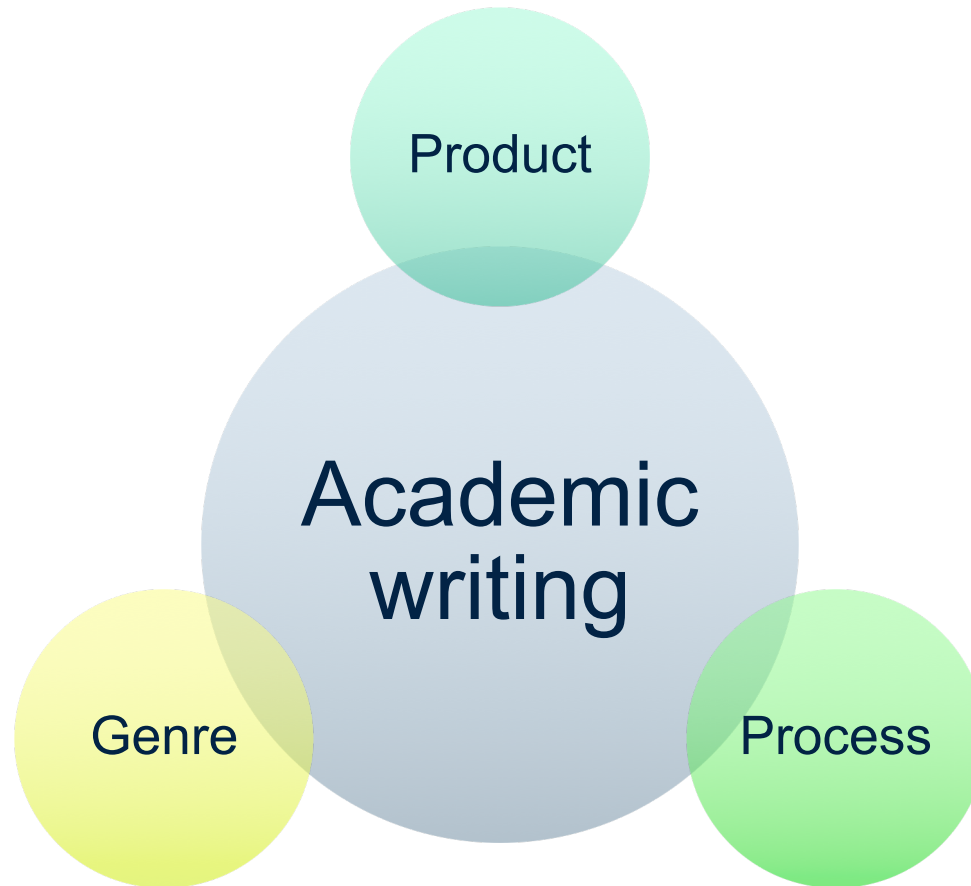
Responses varied depending on demographics

Some had:

- limited prior experience in writing
- copied information into essays
- memorised essays for exams
- never written essays
- never referenced for an essay

(Gibbs & Feith, 2015, p.39)

# How can students be encouraged to approach academic writing tasks with integrity?



# What skills do students require to conduct research?

## Study and research skills & strategies

- Locating and identifying appropriate texts i.e. using a catalogue / database
- Finding and analysing information
- Cross-referencing information
- Using referencing material (dictionary, grammar reference etc.) effectively
- Using library systems efficiently and effectively to access relevant resources
- Using a range of collaborative tools as an aid to learning e.g. email, blogs, wikis, discussion boards or online training programs
- Using personal organisation systems to collect, analyse, store, organise and access information obtained through study and research

(EA Guide to best practice 2017)

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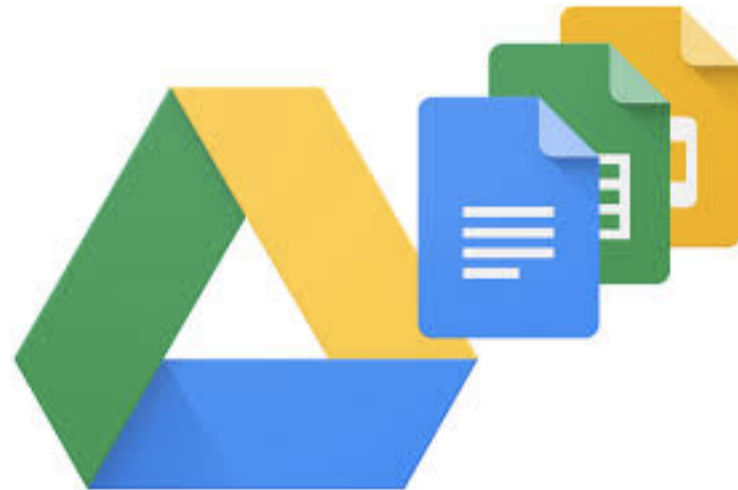
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# Technology for improving Academic Integrity



# How can we encourage Academic Integrity through the use of technology?

Create teacher-student dialogue during the research and writing process

- ongoing feedback
- improved monitoring
- scaffolded support
- transparency
- **shape** students' understanding of academic integrity and ethical behaviour as a student.



















# Google Drive - Ongoing Feedback

~~— HVDC (high voltage direct current) Electrical Transmission System~~ Problems associated with the transmission of electrical power from generating stations and measures which can resolve it for residential and commercial buildings.

# Google Drive - Monitoring progress

My Drive > Brisbane > Sample 1

Name ↑

	challanges of HVDC	
	challanges of HVDC.pdf	
	earthing issue.pdf	
	Effects_of_Grounding_Configurations...	
	fault current.pdf	
	Faults problem 2.pdf	
	hvdc advantages.pdf	
	mtdc.pdf	
	problem33.pdf	

# Google Drive - Scaffolding support

1) Complexity in network

2) Expensive

3) power faults

4) capacity of electricity transmission

5) difficulty in grounding

6) Radio noise produced in communication system

## Solutions

1) Power fault can be eliminate by Using 'turn off thyristor'.

2) Cost of the system would be controlled by choosing accurate design and distance of network.

3) 'Smart grids' & 'micro grids' will make system more flexible, reliable, accessible and economic.

4) specially designed DC filters might be helpful to reduce the harmonic disturbance.

5) Monopolar and bipolar configuration solve the difficulty in grounding.

6) By using active filters , interruption in communication can be solved



**Paul Williams**  
13 Aug 2018

Resolve

This may be a sub-point, but not a major part of the essay. Expenses relate to management issues, but your essay should approach the problem from the perspective of an engineer.

okay. I got it. I describe this as a sub-point in my essay.



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13 Aug 2018

Resolve

These ideas look good, and a senior engineer is likely to have some control over these areas



14 Aug 2018

Thank You.

# Turnitin - Transparency

- Intentional plagiarism
- Unintentional plagiarism



# References

Campbell, A. (2017), Cultural differences in plagiarism, *Blog*, (20 December), <https://www.turnitin.com/blog/cultural-differences-in-plagiarism>.

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Miles, C. (2019) A shift from discouraging academic dishonesty to authentic assessment. *Transforming Assessment Webinar Series*. 7 August 2019.

Gibbs, T., & Feith, D. (2015) Uncovering and Understanding international students' prior learning. *English Australia*, Vol. 31, No. 1. pp.39-53.