Launch event
30 March 2023
9.30-15.00
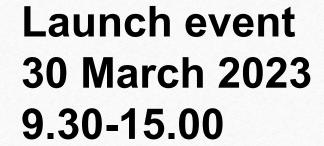
Improving student learning by combining accessibility/inclusion with academic integrity

Welcome to our launch event!

- **Please go to menti.com using code 2906 2931 to help complete our A-Z of academic integrity**

Agenda

Time	Session
9.30am-10am	1. Introduction to team and project, discussion of inclusion
10am-11am	2. Student Academic Integrity Champions: Model, Student Champions, videos
11am-12pm	3. Activities to use with staff: Workshops on PARTNERS template to apply to inclusion in teaching resources, and staff awareness-raising of inclusion
12pm-12.30pm	Lunch break/Opportunity for networking
12.30pm-1.30pm	4. Activities to use with students: games for teaching academic integrity
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2.30pm-3pm	6. Round up discussion, take-aways and final evaluation

Session 1: Introduction 9.30-10am

- Team
- Project
- Inclusion

Project team – who are we?

- Academic integrity experts
- Inclusion experts
- Student Union/Guild representatives
- Students

OXFORD BROOKES UNIVERSITY

- **Project Lead -** Dr Mary Davis (Academic Integrity Lead)

- Harry Kalantzis (Digital Team Leader)

- Lynn McBain (Widening Participation Co-ordinator)

- Sarah Tammadge-Wall (Student Union VP)

- Paula Austin (Student Union Advice Team)

- Student Academic Integrity Champions: Camila Goldin, Phramaha Watthana Sawansung (Bell), Patrick Uchenna Dike

BLOOMSBURY INSTITUTE LONDON

- **Institutional Lead** - Dr Jamie Cawthra (Academic Integrity Lead) (previously Anna Krajewska, Director of Centre for Excellence in Teaching and Learning)

- Maria Jackson (Head of Equality, Diversity and Inclusion)

- Georgiana Ursachescu (Student Guild Executive)

- Student Academic Integrity Champions: Andrea David, Zeeshan Farooq, Tays Franceschini, Josias Gaspard, Sayefaldeen Suleiman, Veronica Wilson

University of Southampton

- **Institutional Lead** - Dr Miranda Dodd (Academic Integrity Network member)

- Dr Emma Thompson (Head of Student Enhancement and Widening Participation)

- Emily Bastable (Student Union VP)

- Student Academic Integrity Champions: Iona Bateman, Lottie James, Yihui Lu

UNIVERSITY OF WESTMINSTER⌗

- **Institutional Lead** - Stephen Bunbury (Academic Integrity and EDI Lead)

- Dr Sylvie Bacquet (Principal Lecturer, Student Support and Wellbeing)

- Dr Claire Robertson (Liberal Arts and Science Disability Tutor)

- Student Academic Integrity Champions: Kanwar Verma, Madeline Hetherington, Zahistha Begum Raj Gafoor

Project drivers

- **Over-representation** of certain student groups (international, certain ethnicities, widening participation, students with a disability) in academic conduct problems (Davis, 2022)
- All staff should work towards **rectifying systems** that allow over-representation of reporting academic misconduct as a collective responsibility (Eaton, 2022)
- Need for **innovations** to engage students from disadvantaged or hard to reach groups
- "**Everyone is responsible as part of a 'whole community' approach**" (QAA (2020: 1) - Academic Integrity Charter

Project aim and outputs

Aim:
- To improve student learning by linking inclusion/accessibility and academic integrity

Project outputs:
1. Development of Student Academic Integrity CHAMPION model
2. Inclusive and accessible teaching resources for staff and students
3. Inclusive and accessible student voice videos

-Use of Universal Design for Learning guidelines (CAST, 2018)
-Make academic integrity '**accessible, relevant and engaging to all students**' (Thomas and May, 2010)

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Activity 1: Discussion

What key words do you associate with inclusion?

-Please add your thoughts to the Padlet (see link in Chat)

What do we mean by inclusion?

Our project statement:

'Inclusion involves celebrating differences in all aspects of who we are as individuals with every person respected, valued and supported. We aim to integrate it within our practice to enhance engagement, participation, learning and choice for all'. (QAA, 2023)

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Session 2: Student Academic Integrity CHAMPION model   10am-11am

- Model
- Students
- Videos
- Questions

'Student-led academic integrity' (Richards et al., 2016)

Student partners/student board (Khan, 2021)

Development of our CHAMPION model

- Focus groups at each institution

- Analysis of themes emerging

- Organisation of stages

- Creation of acronym

- Discussion, revision

- Design

- Implementation

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:

Collect information

Hone the definition

Attract, recruit and select

Manage and prepare

Pilot the role

Involve in academic integrity

Observe and reflect

Nurture the role

CHAMPION

Questions for the Student Academic Integrity Champions?

Please post any questions for the Student Academic Integrity Champions in the Chat function on Zoom
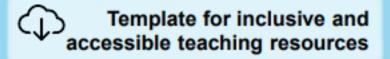
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Session 3: Resources to use with staff 11am-12pm

- Staff and student experience go hand in hand
- Need to change 'hearts and minds', use positive 'aspirational language' of academic integrity (McNeill, 2022)
- Need for resources to raise awareness of inclusion and accessibility in academic integrity
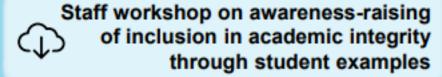
Teaching Resources

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.

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

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?

Sample task to try out PARTNERS template:

Learning about academic integrity

The following resource has been created to encourage critical reflection on inclusive and accessible practice in academic integrity education.

Please note that it has never been used with students at any institution and has been deliberately designed so that participants can try out applying the PARTNERS template checkpoints to a resource in order to make it inclusive, accessible and effective.

Sample task: Learning about academic integrity

Working with academic integrity is critical across the entirety of your studies. It is vital that you apply this throughout your programme in order to avoid severe penalties which could include losing your place on the course. The regulations must be followed.

Academic integrity means avoiding plagiarism, collusion, duplication, academic fraud, contract cheating, essay mills, fabrication and falsification. Correct citation and referencing is essential in your work in order to avoid plagiarism. You will submit your work through Turnitin in order that we can check for this.

You **must** learn the skills to avoid these issues in order to protect the high standards in academia. You can get more help from the library.

Please bear in mind this resource has been deliberately created to include lots of mistakes in order to support critical reflection!

Staff workshop on awareness-raising

Task on separate presentation

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Lunch Break 12-12.30pm

- Please take a break!

- Stay on the Zoom link and turn off camera/mic

- And/or take an opportunity for networking in Breakout Room 1 (with camera/mic on!)

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Session 4: Resources to use with students   12.30-1.30pm

Games

- Academic integrity is not a game
- Snakes and ladders

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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Session 5: Resources to use with students   1.30-2.30pm

Discussions
- Truths and myths
- Academic conduct cases

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Session 6: Round-up, take-aways 2.30-3pm

- Please complete our survey to evaluate the event
- Discussion of questions on Padlet
- Take-aways on Padlet/Jamboard

(all links in Chat!)

Please stay in touch or contact for further advice:

Project Lead Mary Davis marydavis@brookes.ac.uk

References

CAST (2018). Universal Design for Learning Guidelines version 2.2. Available at http://udlguidelines.cast.org

Davis, M. (2022). Examining and improving inclusive practice in institutional academic integrity policies, procedures, teaching and support. *International Journal of Educational Integrity,18(14)* https://doi.org/10.1007/s40979-022-00108-x

Eaton, S.E. (2022). New priorities for academic integrity: equity, diversity, inclusion, decolonization and Indigenization. *International Journal for Educational Integrity, 18*(10). https://doi.org/10.1007/s40979-022-00105-0

Equalities Act (2010) https://www.gov.uk/guidance/equality-act-2010-guidance

Khan, Z. (2021). "Centre for Academic Integrity in the UAE – looking back at the first year." https://academicintegrity.org/resources/blog/316-centre-for-academic-integrity-in-the-uae-looking-back-at-the-first-year-our-x-factor-of-success

McNeill, L. (2022). Changing 'hearts' and minds: pedagogical and institutional practices to foster academic integrity. In S. Eaton & S. Christensen Hughes (Eds.) *Academic integrity in Canada: an enduring and essential challenge* (pp. 487-503). Springer. https://doi.org/10.1111/j.1475-682X.1992.tb00287.x

References

QAA (2023). Improving student learning by joining up inclusion/accessibility and academic integrity. Collaborative Enhancement Project – Oxford Brookes University, University of Southampton, Bloomsbury Institute and University of Westminster. Available at https://www.qaa.ac.uk//en/membership/collaborative-enhancement-projects/academic-integrity/the-improvement-of-student-learning-by-linking-inclusion-accessibility-and-academic-integrity

QAA (2020). Academic Integrity Charter for UK Higher Education. Available at https://www.qaa.ac.uk/membership/membership-areas-of-work/academic-integrity/charter

Richards, D., Saddiqui, S., White, F., McGuigan, N. and Homewood, J. (2016). "A theory of change for student-led academic integrity." Quality in higher education 22(3): 242-259. https://doi.org/10.1080/13538322.2016.1265849

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