Academic Integrity for the Multitudes: Reflections on a MOOC
by Stephanie Reid and Tricia Bingham
The University of Auckland

- 40,000+ students
- 8 faculties
- 5 campuses in Auckland

UoA AI policies and guidelines

University regulations, statutes and guidelines

All students should be aware of the following:

Student Academic Conduct Statute
This Statute describes and classifies academic misconduct and academic misconduct in examinations; sets out the procedures for dealing with allegations of academic misconduct in courses, research and examinations; states the penalties that may be imposed for academic misconduct, and the grounds and processes for review.

The Use of Third Party Assistance in Undergraduate and Postgraduate Coursework: Guidelines for Students
These guidelines explain how to use help from others and the limits of this assistance.

Policies and guidelines applicable to research may be found here.

Cheating is dealt with in the following official regulations and Statutes of the University, published in the University Calendar:
- Enrolment and Programme Regulations, Clause 6 b (iii)
- Examination Regulations, Clauses 2, 7, 8, 9
- Statute for Student Discipline (2013)
UoA AI policies and guidelines

Developing the AI course

- Identified initial course topics
- Identified best practice
- Developed personae
- Developed paper prototype
- Developed online prototype
- Usability testing
Identified initial course topics

- Collected AI content was organised into 5 themes
- 5 themes became the 5 course modules covering:
  - University environment
  - Academic dishonesty
  - Referencing
  - Copyright
  - Consequences

Identified best practice

Reviewed
- Literature
- other AI websites and tutorials

Attended 5th APCEI
- contextualised information, scenario based
- interactive, audiovisual content
- humour
Developed paper prototype

- Mock-up of online course on paper
- Usability testing - 4 student participants
- Complete tasks and interact with functions of paper prototype
- “Think out loud”

Feedback:
- “Seems like a chore”

Developed personae

Lisa
A 1st year undergraduate
New Zealand student

Jian
A 1st year undergraduate
international student

Niko
A taught Masters
student from Tonga

Ursula
A New Zealand
returning student

Banika
A research Masters
international student
Developed online prototype

- Online prototype for one module with different types of activities
- Usability testing
- Developed content for remaining modules
- Content finalised and validated – accuracy and context

Usability testing

- Five groups in total (between Oct 2011 – Jun 2012)
- 2-hour sessions followed by discussion

Demographics

<table>
<thead>
<tr>
<th>Total participants</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG</td>
<td>9</td>
</tr>
<tr>
<td>PG</td>
<td>4</td>
</tr>
<tr>
<td>PhD</td>
<td>5</td>
</tr>
<tr>
<td>ESOL</td>
<td>5 or more</td>
</tr>
<tr>
<td>Mature</td>
<td>6</td>
</tr>
<tr>
<td>IT savvy</td>
<td>16</td>
</tr>
<tr>
<td>IT non-savvy</td>
<td>3</td>
</tr>
<tr>
<td>Total male</td>
<td>8</td>
</tr>
<tr>
<td>Total female</td>
<td>11</td>
</tr>
</tbody>
</table>
What did we find out about our students?

**X Disliked:**
- Large sections of text – students don’t read!
- Starting with the actual course modules – went straight to the course assessment
- ‘Timer’ for each module – distracting

**Liked:**
- Use of humour
- Activities and instant feedback
- Real-life scenarios to explain how policies applied to them
- The course was a fun way to understand policies

Understanding our international students’ needs

- Included in usability testing
- Oxford 3000™ checker
- Ask students to highlight difficult words

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Result from checking against the Oxford 3000™

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Applying a student-centred approach

- Accommodate different learning styles e.g. cartoon, videos, short text messages

Exercise 1: Group assignments

1. When collecting notes and other material in a group project, you should:
   - Dispose of them afterwards so you don’t get accused of copying.
   - Keep a detailed reference for each piece of information.
   - Put it all on Facebook so other people can add to it.
   - You should not make your work in progress publicly available without consulting your lecturer first. Also, if you make your work available for others to copy, even unintentionally, your own integrity as a student is compromised.

2. You should keep your own notes and copies of work in progress so that:
   - You can have them to remember your friends from uni.
   - You can show how you contributed to the group.
   - It is good to have evidence of your own participation and contribution, as this shows that you have done your share of work. It can also be proof that you provided original work and not a copy.
   - You can use them in an individual assignment.

AI: A student perspective
Piloted course July - Aug 2012

<table>
<thead>
<tr>
<th>Courses</th>
<th>Total students enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPSCI 101</td>
<td>261</td>
</tr>
<tr>
<td>DANCE 112</td>
<td>34</td>
</tr>
<tr>
<td>HISTORY 103</td>
<td>455</td>
</tr>
<tr>
<td>SPEECH SCIENCE</td>
<td>63</td>
</tr>
<tr>
<td>Tuakana</td>
<td>73</td>
</tr>
<tr>
<td>PhD students</td>
<td>723</td>
</tr>
<tr>
<td>Total participants in pilot</td>
<td><strong>1609</strong></td>
</tr>
</tbody>
</table>

- 5 weeks to complete course
- Online survey & follow-up focus groups

Policy to Practice...
Recommendations

- Involve students throughout the entire course design
- Develop personae
- Contextualise policy information – use scenario-based discipline-specific examples
- Collaboration:
  - within team
  - across institution
- Communication - roadshow to all faculties
AI team

Institution wide implementation
2014

Centralised enrolment system

Re-enrolled in next AI course

Enrolled into chosen programme

Completion status noted on transcript

Auto enrolled into AI course

Automated communication/reminders
AI MOOC 2014
https://www.futurelearn.com/courses/academic-integrity

Course trailer
Research driven and student-centred design

- Research on MOOCs e.g. xMOOC or cMOOC
- Research FutureLearn MOOC environment
- 2 rounds usability testing
- Revised content & design to fit new platform

Course foundation

- Fundamental Values
- Honesty
- Respect
- Trust
- Fairness
- Responsibility
- Courage

- Fundamental Values project, International Center for Academic Integrity.
Fundamental values

- Underpin the course
- Woven into narratives
- Ask students to reflect on how these values apply to them
- Provides context
- Holistic approach

Course structure
**Narrative approach**

- Scenarios-generates discussion (group work)

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**Narrative approach-group work**
Recommendations

- Collaborate
- Visuals
- Use of narrative
- Personae
- Community of learners
- Online discussion
- Usability testing
- Focus groups

Comments from learners

I consider this course will be very exciting and help me in my postgraduate programme next year in Nova Scotia.

Hi Everyone from not so sunny Wales! I am looking to learn more about this subject as I would one day like to take on a University degree and understand more about AI.

Hello everyone! I am a director of an academic integrity office in the U.S., outreach coordinator with the International Center for Academic Integrity (ICA!), ethics lecturer, ..
Comments from learners

This was an excellent course! Thank you so much for offering it. May I have permission to show this course to my secondary students as a way to teach academic integrity? It's such a great introduction to what academic integrity is and why it's important. Thank you again!

This struck a real chord with me as I have students who are from different cultural groups and face dilemmas when they feel that they are not helping out a person from their own cultural group (they feel it is their duty). ... 

Great week! Learnt a lot. Highlight was self plagiarism as an act of academic dishonesty. Looking forward to week three.

Enjoyed the saga conclusion! Thank you for the hints, tips, scenarios, and explanations. I saw a difference in my comments.

MOOC Learners overview

Nearly 100 countries
Age groups

Two Academic integrity (AI) courses

• **Compulsory AI course (2014-)**
  • Own platform
  • More control over design
  • Content for local audience
• **AI MOOC** (2014-)

• (Massive Open Online Courses)
  
  • FutureLearn platform
  
  • Guided by producer
  
  • Content for global audience
https://www.futurelearn.com/courses/academic-integrity