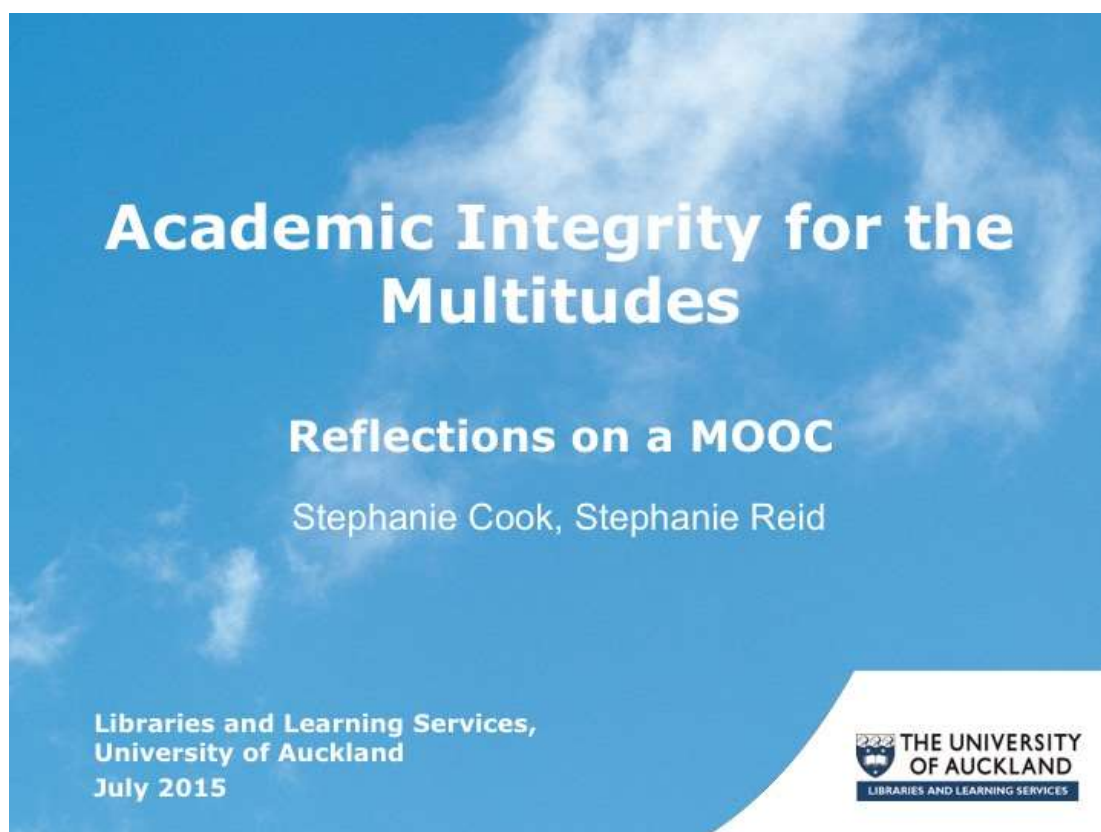
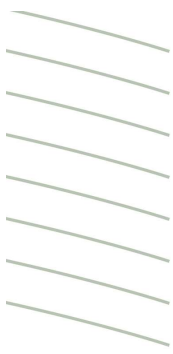




Academic Integrity for the Multitudes : Reflections on a MOOC

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.

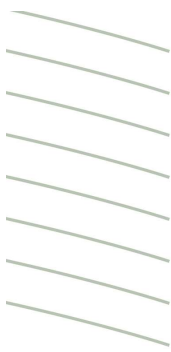
[The Use of Third Party Assistance in Undergraduate and Postgraduate Coursework: Guidelines for Students](#)

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

ACADEMIC MISCONDUCT AND ACADEMIC MISCONDUCT IN EXAMINATIONS

The following are examples of academic misconduct and academic misconduct in examinations. This list is not exhaustive:

- a) Using the work of others without explicit acknowledgement and referencing, that is, plagiarism. It includes: use of other people's data without acknowledgement; use of published or unpublished expressions and ideas from other people without adequate attribution; use of published or unpublished charts, diagrams.
- b) Copying from another student's work (with or without their knowledge).
- c) Using coursework that had been submitted previously at any educational institution by the student.
- d) Submitting without acknowledgement work to which others have contributed.
- e) Submitting the same, or a substantially similar, assignment for more than one assessment.
- f) Submitting for assessment material obtained from commercial essay or assignment services, including web-based sources.
- g) Impersonation or arranging to impersonate someone else during the performance of academic work or any examination.
- h) Cheating in examinations by bringing prohibited materials and devices into an examination room; referring to such material in the course of the examination.
- i) Misrepresenting disability, temporary illness or injury or exceptional circumstances beyond the student's control, and then claiming special conditions and/or special consideration.
- j) Misrepresenting or presenting false or misleading information in application for course credit.

- k) Claiming results that have not been obtained.
- l) The fabrication or falsification of data, including changing research records.
- m) Misleading assertion of authorship, including failing to acknowledge work primarily produced by any other person.
- n) A breach of a duty of confidentiality, privacy or the terms of any ethical approvals.
- o) Interference, including taking, requesting or materially damaging any research-related material of another researcher intentionally and without authorisation, including the apparatus, reagents, biological materials, writings, data, hardware, software, or any other substance or device or data used or produced in the conduct of research.
- p) Other serious misdemeanours in specific disciplines including breaches of the Code of Conduct for Research, and relevant professional practices and codes of ethics. This includes, but is not restricted to, departing from protocols approved by the University in the course of human or animal experimentation, behavioural standards whilst on clinical assignment or similar course or programme placements.

CLASSIFYING ACADEMIC MISCONDUCT AND ACADEMIC MISCONDUCT IN EXAMINATIONS

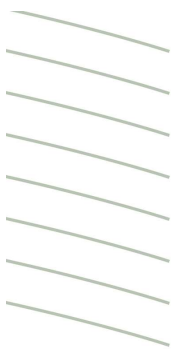
Instances of academic misconduct and academic misconduct in examinations (misconduct) may be classified by reference to the intention of the offender, the degree of culpability attending the offence and the magnitude of the offence:

- a) **Intention:** Misconduct may be deliberate, that is, carried out with an adequate understanding of the requirements of academic integrity, or inadvertent, that is, carried out in ignorance of these requirements and/or their appropriate application.
- b) **Culpability:** the blame attributed to a student who has engaged in misconduct will vary according to presuppositions on which the student acted; misconduct may thus be either naive or non-naive.

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

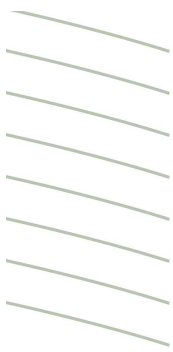
Reviewed

- Literature
- other AI websites and tutorials

- contextualised information, scenario based
- interactive, audiovisual content
- humour

Attended 5th APCEI





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



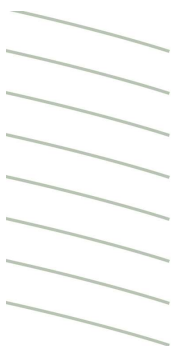
Ursula

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

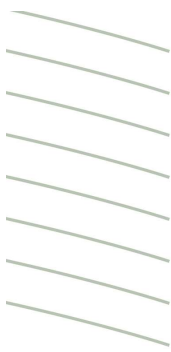


Usability testing

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


Demographics

Total participants	19
UG	9
PG	4
PhD	5
ESOL	5 or more
Mature	6
IT savvy	16
IT non-savvy	3
Total male	8
Total female	11



What did we find out about our students?

✘ 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

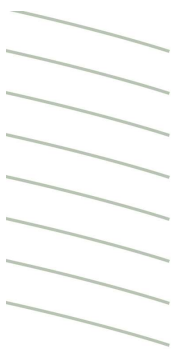


Understanding our international students' needs

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

Result from checking against the Oxford 3000™

Module 2 Ensuring your work fairly reflects your learning **Video-Overview** of what why how of for this **module** How do I produce university work that truly reflects what I have learnt? You need to understand practices rules and boundaries that define academic integrity in order to produce genuine academic work and avoid academic dishonesty. Real scenarios and examples in this **module** will help you to identify what the University considers to be your creation thoughts arguments and conclusions based on evidence and what you must acknowledge as other people's work the evidence your creative work builds upon. Realise your responsibilities when collaborating with other students. Recognise the benefits and limits of giving and getting help. 2.1 Examples of academic dishonesty At the University of Auckland it is unacceptable to Present another person's work as your own Provide other students with your work Cheat during an examination Make false claims **Nano** explains the dangers of copying other people's work Work through exercises below to further your understanding Exercise 1 Avoid presenting other people's work as your own **David** is running out of time He copies sections from a **classmate's** essay believing this is all right as long as it's not the entire essay Acceptable Not acceptable Copying someone else's work is cheating regardless of the amount of material copied Both **David** and his fellow student can receive a zero mark and/or the academic department may begin the University disciplinary procedure It is better to submit a shorter piece of work and improve the time management skills for later **Honest's** assignment requires him to to submit a technical drawing He thinks he can submit a piece of work he used in another course Since it's his own work it can't be cheating Acceptable Not acceptable The purpose of any assessment is to produce an original piece of work independently Resubmitting work produced for another course does not fulfill the requirements of honesty and originality Exercise 2 Avoid giving your work to others is it acceptable to Check your friend's work and give feedback Acceptable It is acceptable It can help improve their work or reassure them It's not cheating as you're not doing their work for them Not acceptable Let someone include your chart or diagram in their essay Acceptable Not acceptable It is not acceptable If someone presents your work as their own **she** is guilty of academic dishonesty You are also at fault for permitting them to use your work in such a way Exercise 3 Do the right thing during exam Move the mouse over the image to see what is permitted in exams Writing after the permitted time Not permitted The purpose of the exam is to test your ability to express your knowledge within the given amount of time Any work written over the permitted time will not be marked and you may receive an official warning letter Taking a break during an exam Permitted You are allowed to leave the room but must be accompanied by an exam supervisor Attempting to contact someone during the time e.g from a restroom is forbidden Getting someone to sit an exam for you Not permitted In addition to cheating on exam you are asking someone to impersonate you which is also illegal Such a transgression would possibly have other consequences in addition to failing the exam Showing up without your ID card Permitted if you do not have your ID card you will still be permitted to sit your examination You will undergo an ID check after the exam at the Examination Centre Leaving early Permitted You can leave the exam after a certain period of time but you will not be allowed back in This is solely your decision and will not affect the marking Bringing notes into the exam room Not



Applying a student-centred approach

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

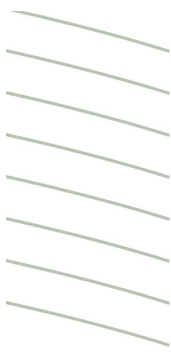
Exercise 1: Group assignments

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

Courses	Total students enrolled
COMPSCI 101	261
DANCE 112	34
HISTORY 103	455
SPEECH SCIENCE	63
Tuakana	73
PhD students	723
Total participants in pilot	1609

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



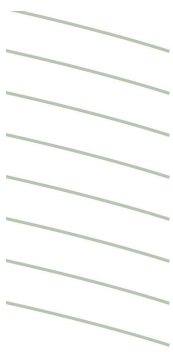
Policy to Practice...

The collage illustrates the integration of academic policy into practical learning. It shows a list of assignment questions on the left, including:

- Using the work of others without explicit acknowledgement and referencing, that is, plagiarism. It includes: use of other people's data without acknowledgement from other people; unpublished the...
- Copying from an...
- Using courseware...
- Submitting with...
- Submitting the s...
- Submitting for a...
- Impersonation of...
- Cheating in exam...
- Misrepresenting...
- Misrepresenting...

 The central and right-hand screenshots show the course content, including:

- A module page titled 'Using and acknowledging the work of others' with a 'Test yourself' section containing multiple-choice questions.
- A page for '1.1 Your graduate profile' with a 'Working towards you' section and a 'Let's look into the future' heading.
- A page for '3.1 Quoting, paraphrasing and summarising' with an illustration of students and a 'Work through the exercises below to further your understanding' section.



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

ACADINT A01
Academic Integrity

enter keywords search

THE UNIVERSITY OF AUCKLAND
NEW ZEALAND
Te Whare Wānanga o Tāmaki Raukōwhiri

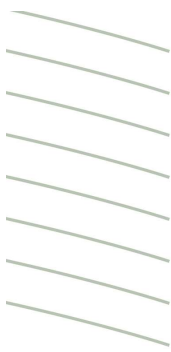
Site Map | Glossary | Help

Home page of the AI module

Academic Integrity

Click here for course assessment

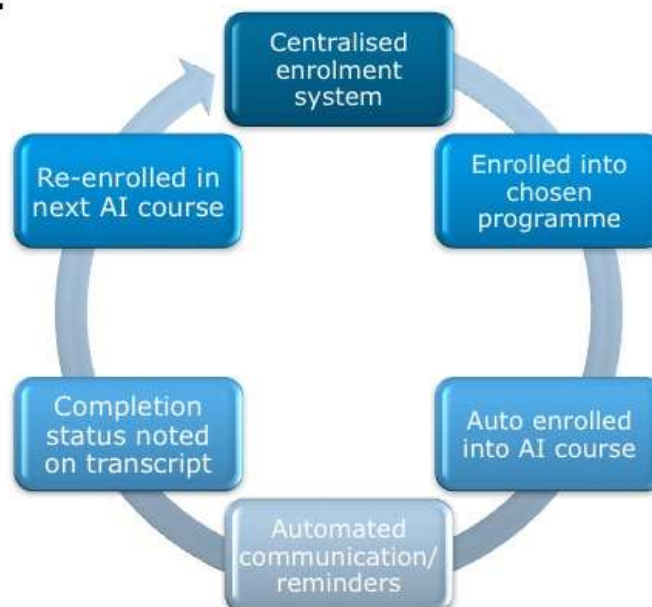
- Module 5**
Consequences of academic dishonesty at The University of Auckland
- Module 1**
Academic integrity at university
- Module 2**
Avoiding academic dishonesty
- Module 3**
Using and acknowledging the work of others
- Module 4**
Using copyrighted material correctly

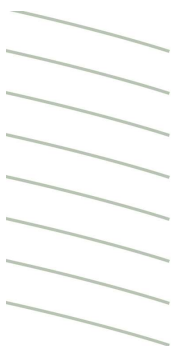


AI team



Institution wide implementation 2014



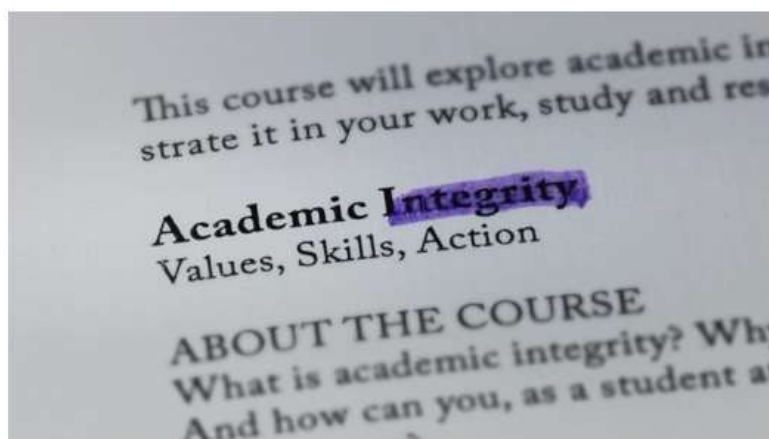


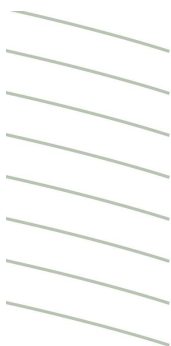
AI MOOC 2014

<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

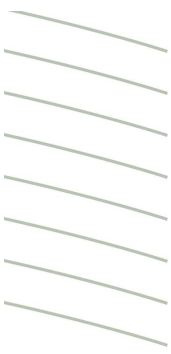


Course foundation

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



-Fundamental Values project, International Center for Academic Integrity.

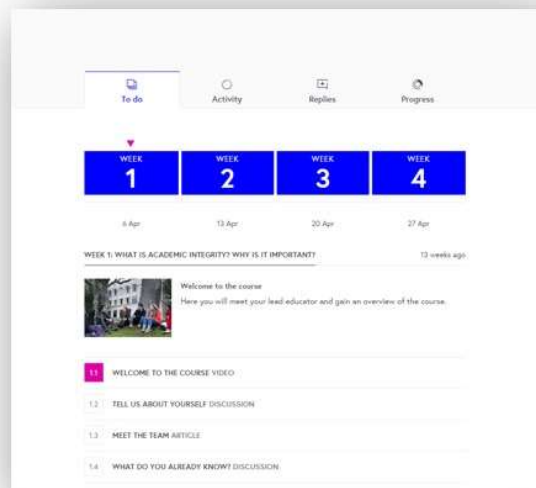


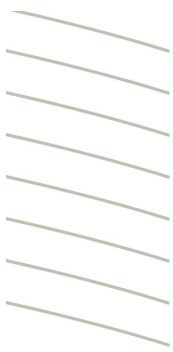
Fundamental values

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



Course structure





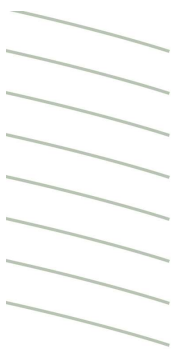
Narrative approach

- Scenarios-generates discussion (group work)



Narrative approach-group work





Recommendations


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



Comments from learners

 [Follow](#) 10 NOV
I consider this course will be very exciting and help me in my postgraduate programme next year in Nova Scotia.

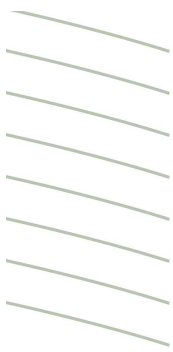
[Like](#) • [Reply](#)

 [Follow](#) 10 NOV
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

[Like](#) • [Reply](#)

 [Follow](#) 10 NOV
Hello everyone! I am a director of an academic integrity office in the U.S., outreach coordinator with the International Center for Academic Integrity (ICAI), ethics lecturer,

[Like](#) • [Reply](#)




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!


[Like](#) • [Reply](#)

[Follow](#)

 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)...

[Like](#) • [Reply](#)

[Follow](#)

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

[Like](#) • [Reply](#)

[Follow](#)

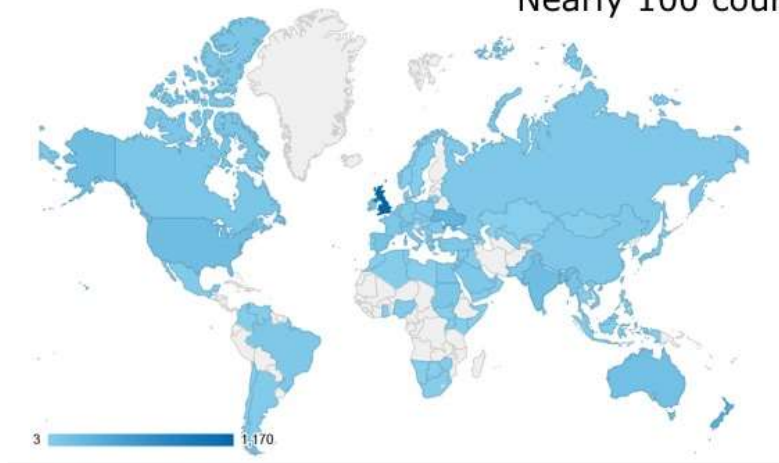
 Enjoyed the saga conclusion! Thank you for the hints, tips, scenarios, and explanations. I saw a difference in my comments.

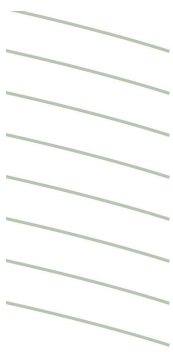
[Like](#) • [Reply](#)

[Follow](#)

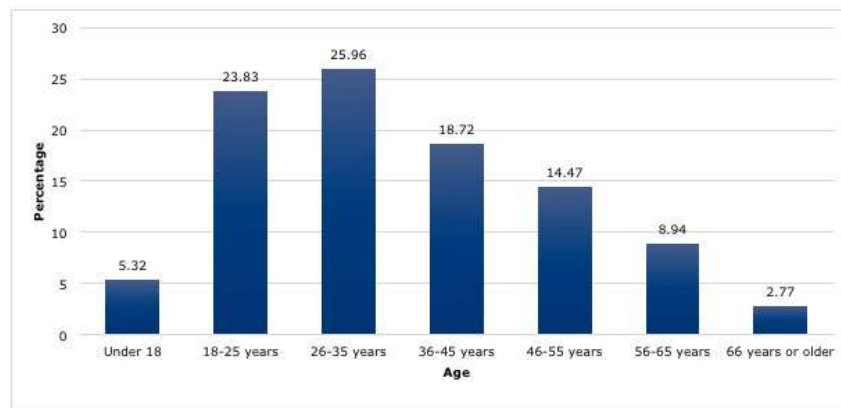
MOOC Learners overview

Nearly 100 countries





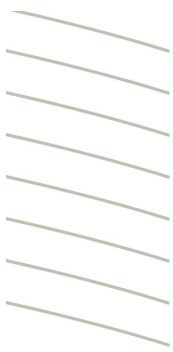
Age groups



Two Academic integrity (AI) courses

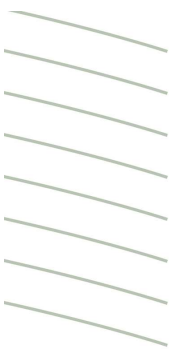
- **Compulsory AI** course (2014-)
 - Own platform
 - More control over design
 - Content for local audience





- **AI MOOC** (2014-)
- (Massive Open Online Courses)
 - FutureLearn platform
 - Guided by producer
 - Content for global audience





<https://www.futurelearn.com/courses/academic-integrity>

