# A balancing act: Embedded and generalised approaches to developing online academic integrity resources

## Key Words

academic integrity; online resources; embedded support; generalised support

## Abstract

Providing embedded academic literacies support is an invaluable staple of our profession as the benefits are widely recognised (McWilliams & Allan, 2014). Research has also shown that online resources can strongly support this embedded teaching, providing students with in-time self-help strategies (Wingate & Dreiss 2009). However, when it comes to online academic integrity resources, there is visible tension between how much embedded support is required to supplement generic advice. Universities are increasingly opting for generic online academic integrity modules to enculturate students to their university's academic integrity practices (e.g. Greer et al., 2012). Commercial options expand on this enculturation process, offering standardised advice on academic integrity within the higher education system. Epigeum's (2016) Avoiding Plagiarism Online is a popular example, and Epigeum (n.d.) is currently working with the leading academic integrity scholar, Tracey Bretag to develop a new Academic Integrity module. Such generic modules and generic resources play an important role in teaching large numbers of transitioning students about the principles of academic integrity (Bretag & Mahmud, 2014). This workshop is an opportunity to share practice and discuss the challenges in meeting demand for both generic and embedded support. We take the position that both embedded and generic supports are necessary to effectively teach students to demonstrate academic integrity. This position aligns strongly with Macdonald and Carroll (2006) and Bretag and Mahmud's (2014, p. 4) calls for a holistic approach to academic integrity. Given that each institution approaches academic integrity in different ways due to our different challenges, this workshop explores possible solutions to shared challenges. We begin by sharing the variety of ways in which we use online resources to teach integrity and citation practices. We highlight three particular initiatives: generic Moodle resources for Orientation Week; embedded support for large compulsory business courses; and resources developed for our students' Turnitin practice site and Turnitin staff training. In inviting the audience to interact with some of these resources, we pose the following questions: to what extent do digital academic integrity resources lead to students taking a tick-box approach? How can such resources provide meaningful education? How should we balance the need for both generic and discipline-specific materials? How best can the ALL sector focus its energy on designing high quality generic and embedded online resources?

## References

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