Exercising professional expertise and nurturing mutual understandings:

Exercise and Nutrition academics and ALL staff collaborate to support academic integrity

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Deakin University

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Issue

- Beginning undergraduate students often have an incomplete understanding of what constitutes plagiarism (Newton, 2016), and there are strong arguments for adopting an educative approach to the development of good academic writing practices (Bretag et al., 2014).

- Breaches of academic integrity are of increasing concern to universities (Henderson, Whitelaw & Jose, 2014), who are being challenged to ensure that students are not using ‘ghost-writing’ services or other means to outwit plagiarism detection software (Sivasubramaniam, Kostelidou & Ramachandran, 2016).

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Context

- Chair of the School Academic Progress Committee (Head of the project team) concerned about number of alleged plagiarism cases and approached us.
- University, Faculty and School requiring an effective means of educating students in academic integrity
- How best to do this?
- Good timing as our team had just completed an initial Academic Integrity Module (AIM) for another Faculty with the Smart Sparrow technical team.

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Project team

Manager, Academic and Peer Support Services

Language and Learning Advisers

Project leader,

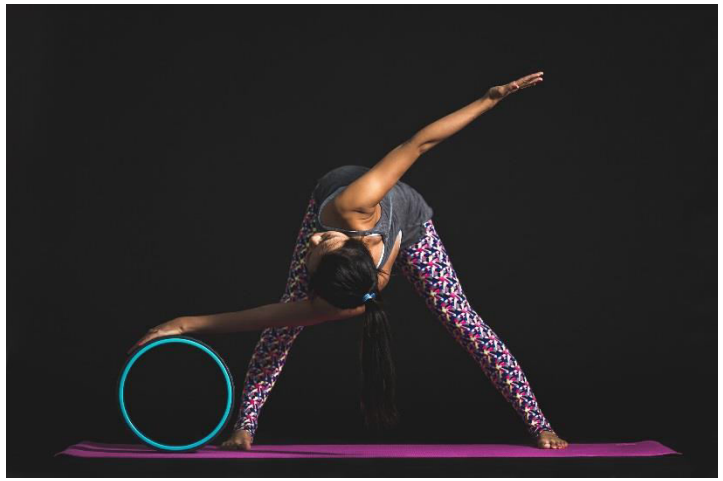
School of Exercise and Nutrition Sciences

Academic staff from School of Exercise and Nutrition Sciences

Resource

- The Smart Sparrow platform offers students multiple learning pathways depending on their responses to set learning tasks.

- Academic Integrity online interactive adaptive modules in Smart Sparrow platform; content specific to Exercise and Nutrition Sciences.



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Purpose for the resource

- Intended to help students develop academic writing skills rather than mainly concentrating on negative aspect of avoiding plagiarism and focussing exclusively on Turnitin percentages.

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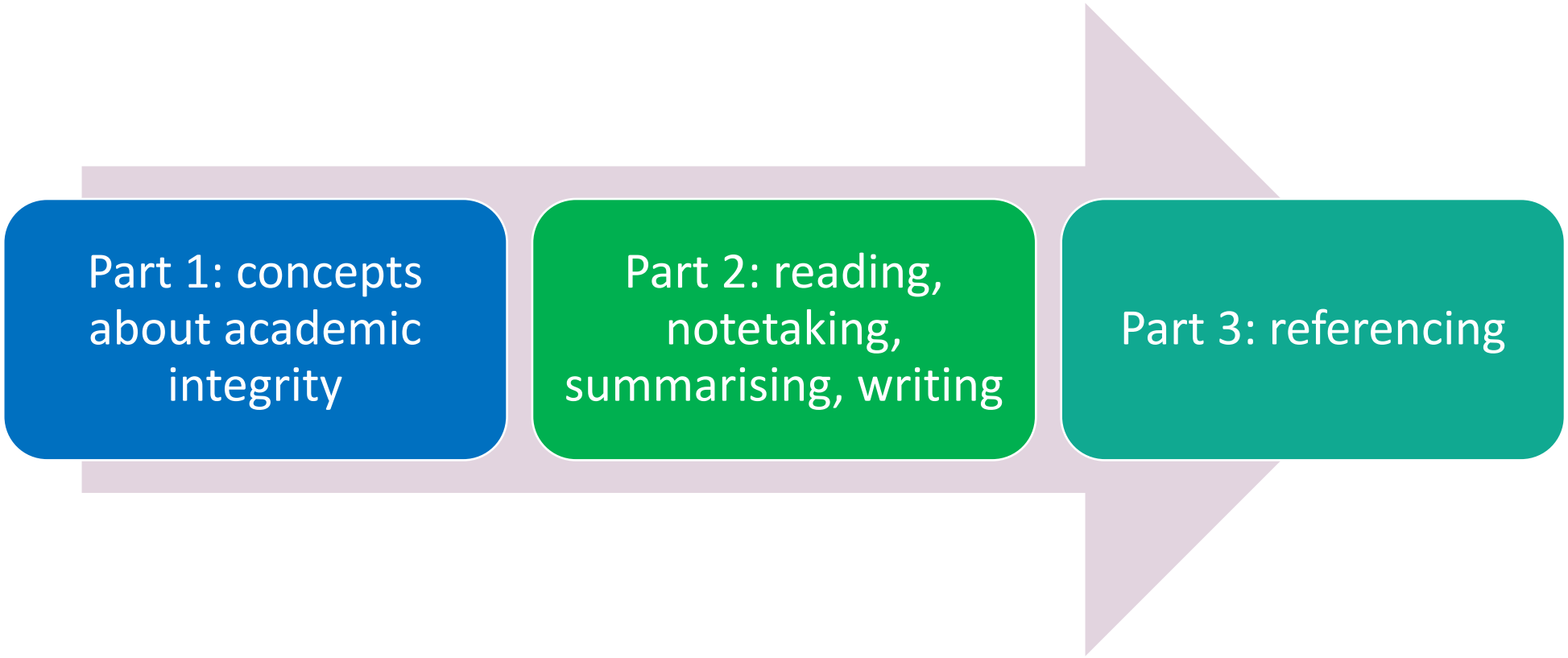
Structure of the resource



Background

Business and Law	• First Smart Sparrow AIM • Subject: Management
Health	• Adapted Business and Law Smart Sparrow AIM • Subject: Social determinants of health
Exercise and Nutrition Science	• Adapted Business and Law Smart Sparrow AIM • Subjects: Exercise; Nutrition

Example of question: Exercise

Summarise

Source

The use of accelerometers for the quantification of movement patterns during walking has increased in recent years, largely due to improvement in measurement accuracy and reduction in the size of accelerometry apparatus. The available literature indicates that accelerometry can provide accurate and reliable measures of basic temporospatial gait parameters, shock attenuation, and segmental accelerations of the body when walking, thereby providing useful insights into the motor control of normal walking, age-related differences in dynamic postural control, and gait patterns in people with movement disorders. (84 words)

Can you identify which is the **better summary** of the source?

Note that in-text citations and reporting verbs are provided and underlined in both answer choices. The focus of this question is on the **summary** itself.

- Kavanagh and Menz (2008) suggest that research has shown accelerometers to be valid and reliable in a range of conditions but they are only useful to detect movement patterns when walking. (31 words)

- Kavanagh and Menz (2008) conclude that increasing technological advances mean that gait patterns and motor control when walking can be accurately and reliably detected with accelerometers among a diverse range of conditions and population groups. (35 words)

NEXT →

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Example of question: Nutrition

How to reference Vancouver style

When referring to information from a particular author in your assignment, which type of in-text reference do you need if you are using the **Vancouver** referencing style?

- [ ] author-date
- [ ] reference number
- [ ] bibliography
- [ ] footnotes

Next

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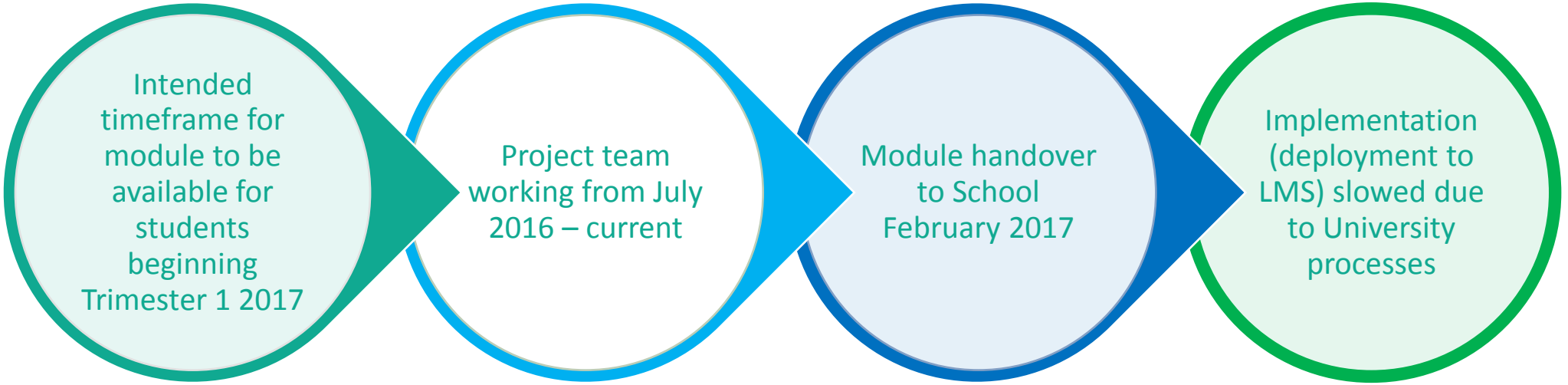
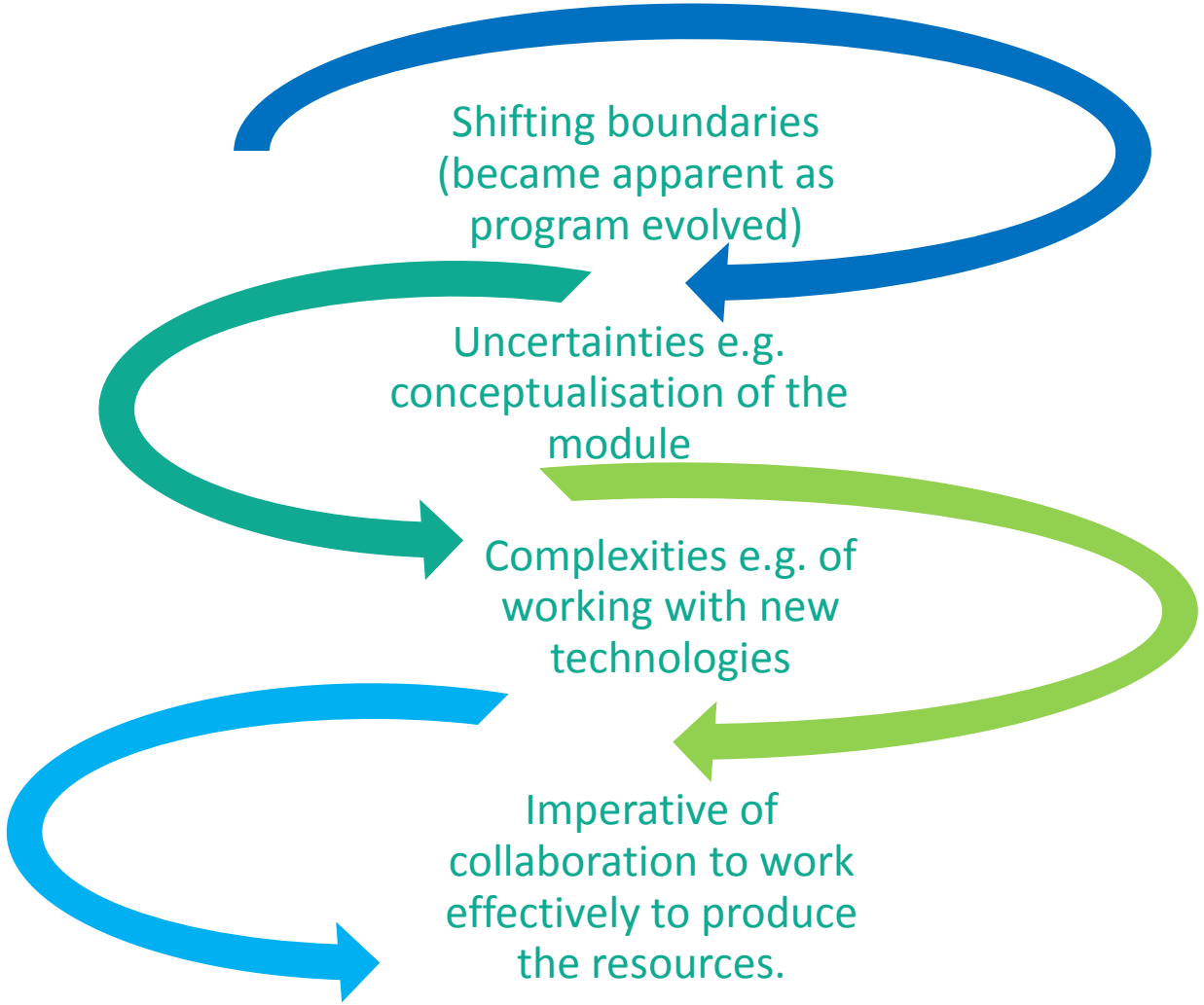
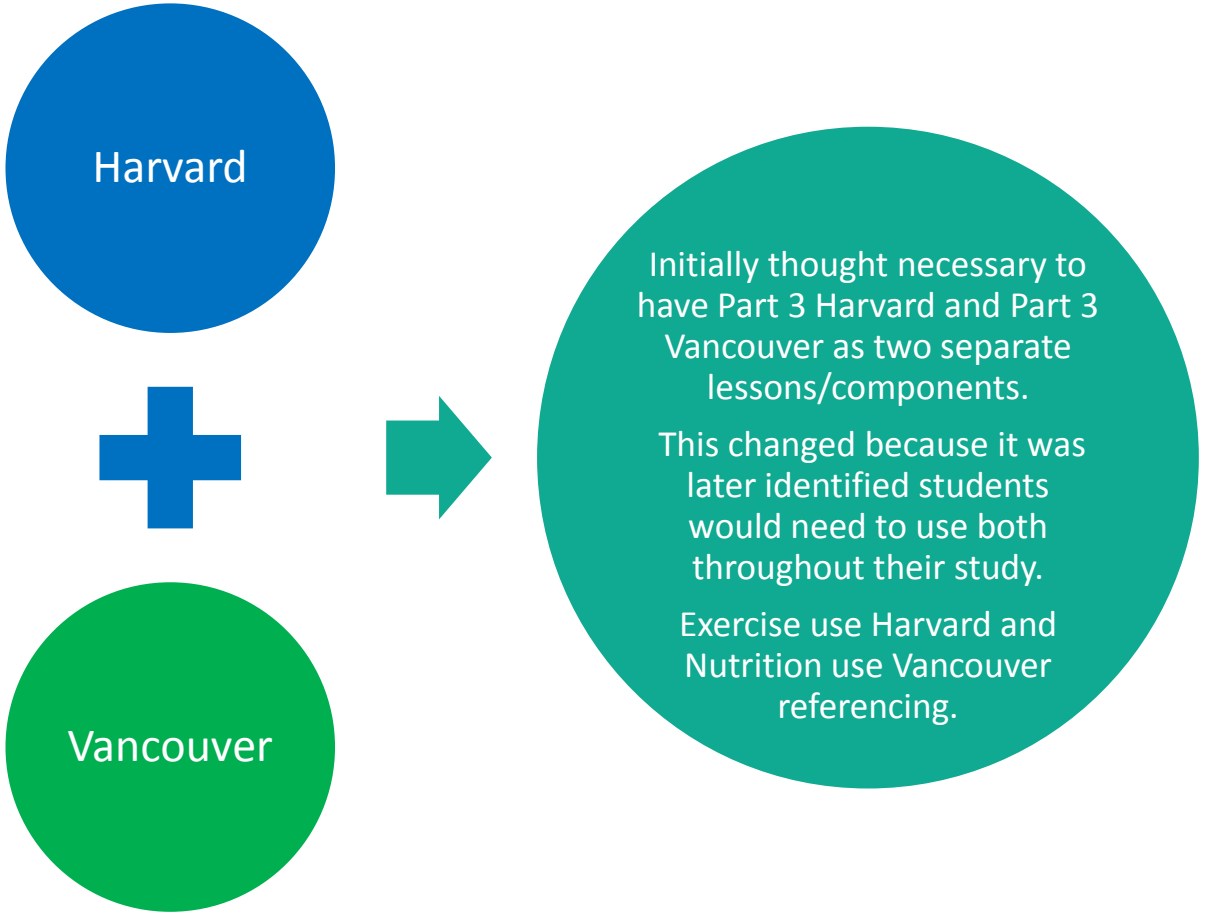
Timeframe


Intended timeframe for module to be available for students beginning Trimester 1 2017
Project team working from July 2016 – current
Module handover to School February 2017
Implementation (deployment to LMS) slowed due to University processes

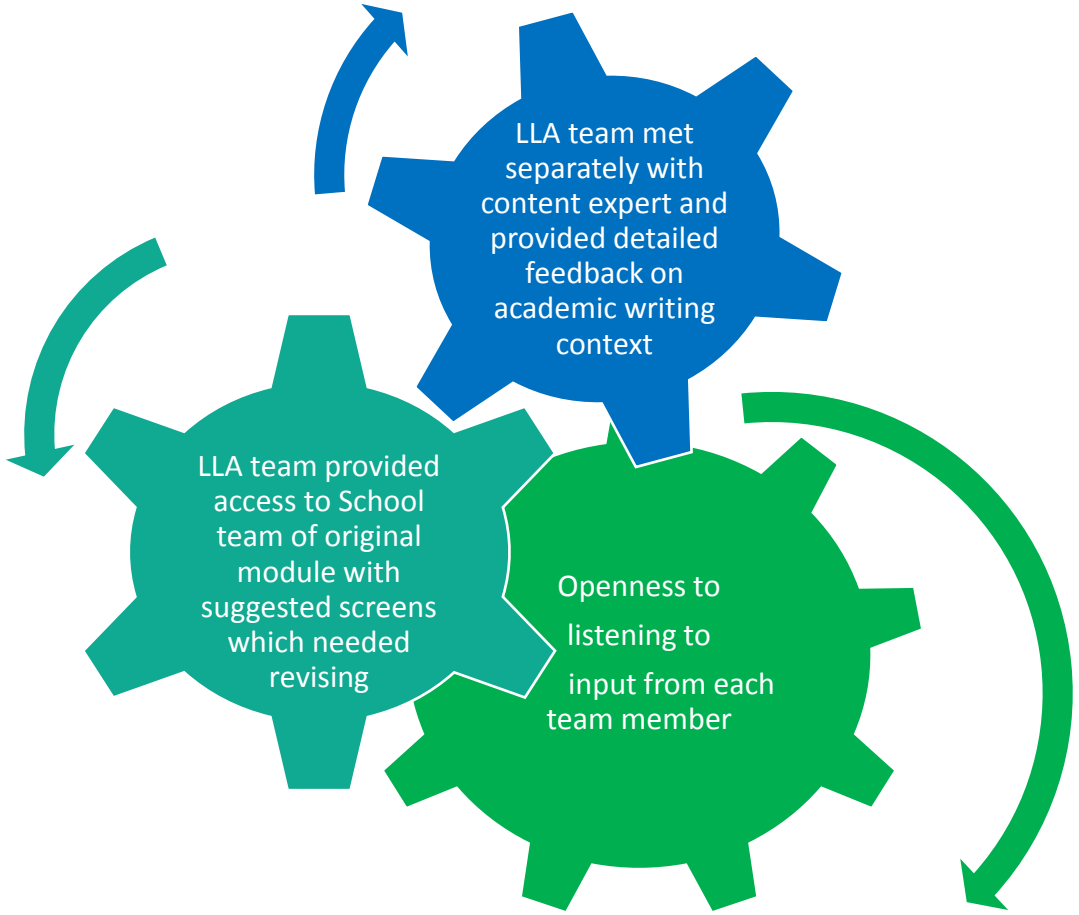
Themes


Shifting boundaries (became apparent as program evolved)
Uncertainties e.g. conceptualisation of the module
Complexities e.g. of working with new technologies
Imperative of collaboration to work effectively to produce the resources.

Structure and content of the modules evolved over time



How did we work as a team?



Rationale

- Briguglio (2014) suggests that student learning is enhanced when Academic Language and Learning (ALL) staff and discipline academics collaborate, leading to new understandings for both.

- Such collaboration also ensures that the materials produced are seen by students to be integral to their studies.

- Furthermore, joint responsibility by support staff and academics for the development of student capacity to write and cite with academic rigour is foregrounded.

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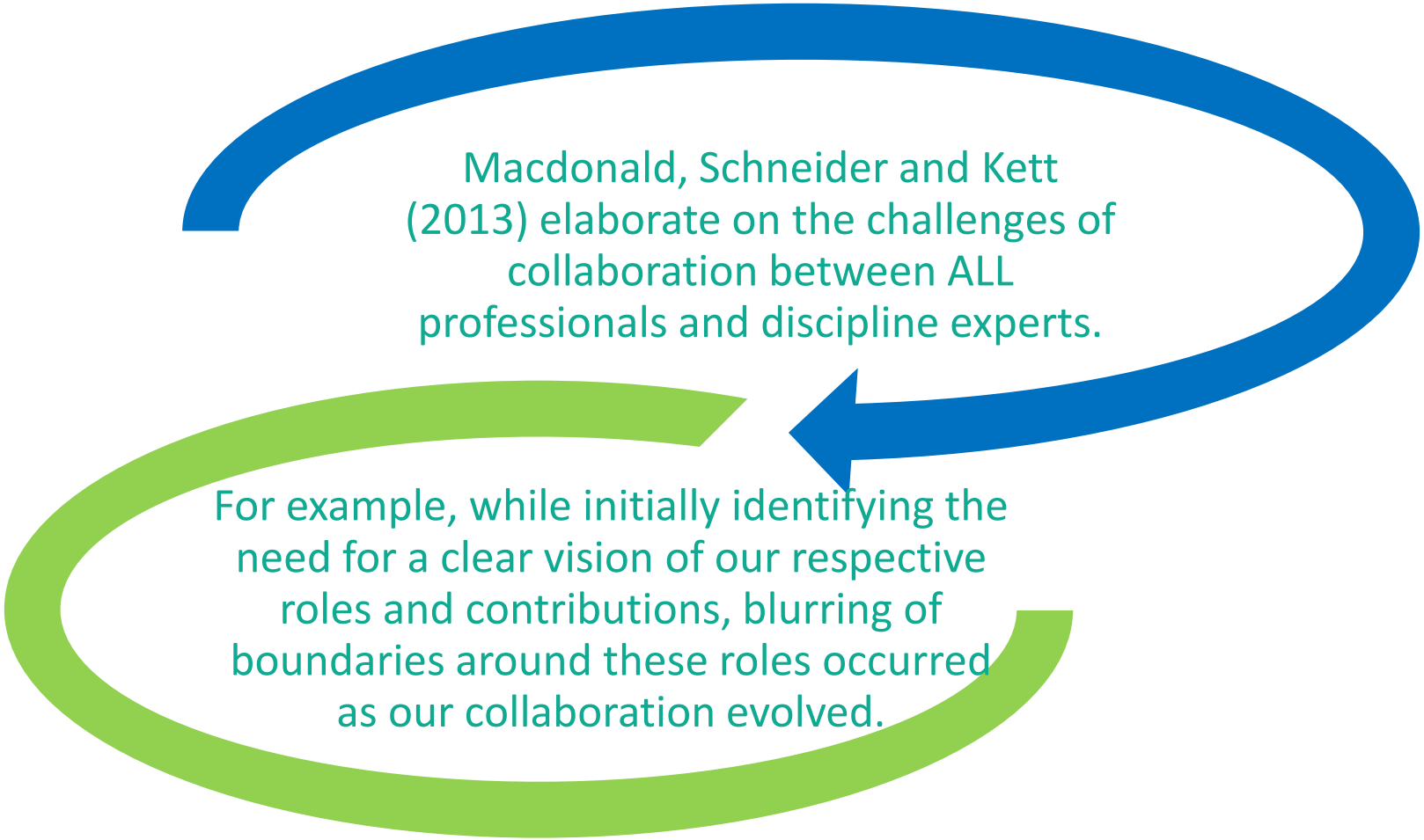
Complexities



Complexities

- Exercise and Nutrition Sciences (one School two disciplines): different approaches to academic writing, i.e. the way to summarise and paraphrase depends on the kind of text and the type of assignment (broad concepts, physiology, policy, clinical)
- Learning experience for project team of different styles of writing in science and referencing e.g. paraphrasing factual information, types of reporting verbs, in-text citations
- Acceptable writing conventions vary across disciplines, units and depend on the nature of the assignment

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Complexities

- Difference between writing and citing in Sciences and Humanities and Social Sciences was observable (LLAs with Arts/ Social Science background)

- Students commonly seen in one to one appointments and workshops are also mostly from Arts/ Social Science backgrounds

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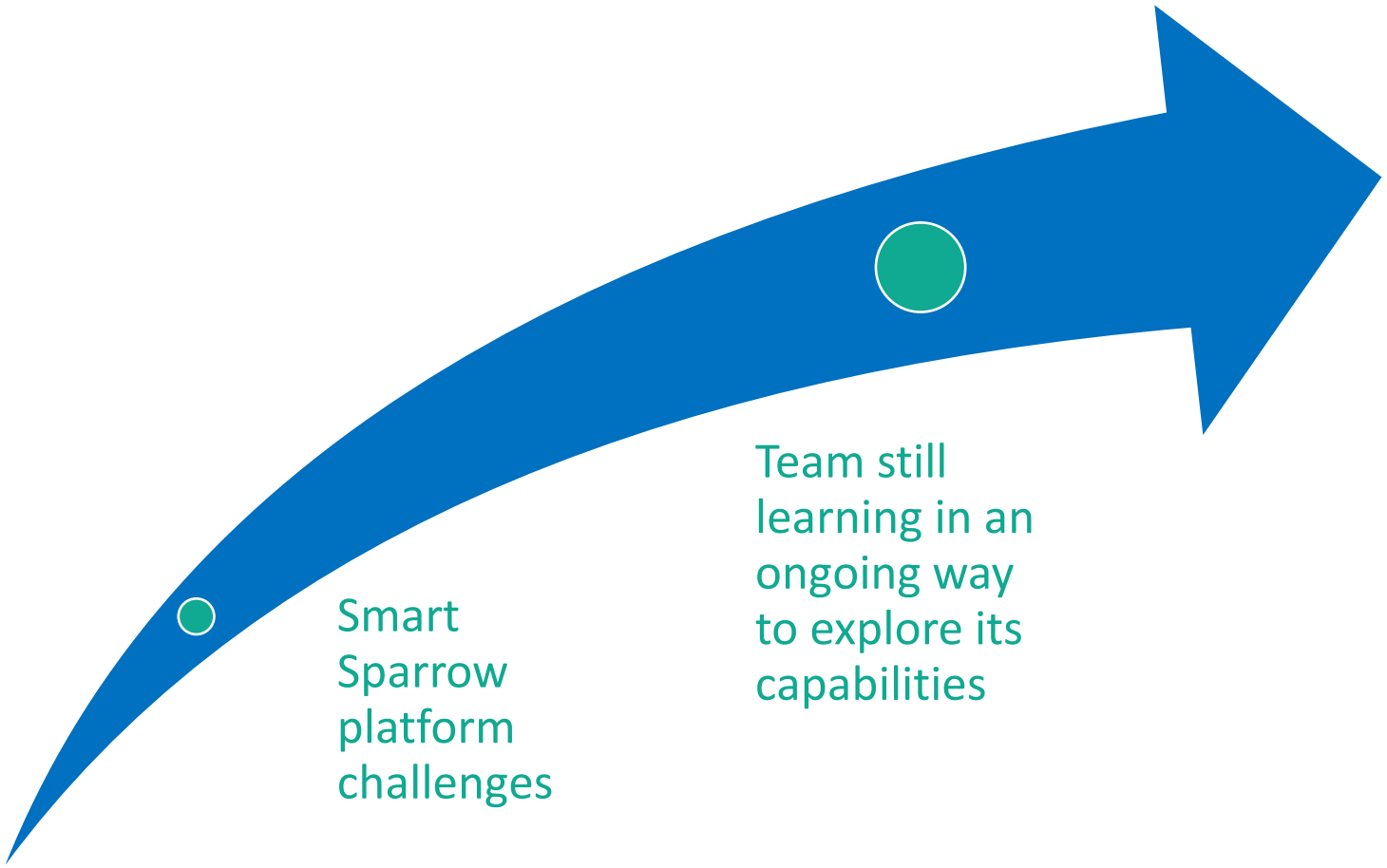
Dealing with complexity of new technology



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School reflections on the process

School video

School reflections on the process

Benefits of collaboration

Collaborating with Corinna, Marie, Gail and Ron from the Student Academic And Peer Support Services team was a hugely successful approach for creating discipline-specific academic integrity modules for SENS.

Corinna and her team had experience, expertise and resources in the area of academic integrity that were crucial in the development of discipline-specific modules for embedding in our undergraduate courses.

Starting with the modules developed by the team for another discipline (Business and Law), we were able to adapt and build on the existing materials using our own content knowledge and understanding of standard practice in exercise and nutrition sciences to efficiently and effectively complete the creation of new modules for our fields.

Challenges

The only challenges involved managing the progress of the project during periods of staff leave over the summer period. Nevertheless, with regular meetings and good planning, this was managed very effectively without any delay to the project.

Insights

This collaboration has given me a much better insight to the expertise, experience, role and activities of the Student Academic And Peer Support Services team. I now have a much better appreciation of the support for staff and students provided by the team and will be able to better engage this support in the future.

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LLA reflections on the process

- Working in a responsive way with School team heightened awareness of reading and writing, using sources and referencing in the two disciplines
- Confirmation of the benefit of using content expert to contextualise information
- Value that we as LLAs can contribute to development of content specific resources
- Insight into School and Faculty processes in developing and approving resources
- Fine tuning of process for future work e.g. obtain approval from Faculty before beginning project
- Confirmed awareness of benefit of working with School teams to create student resources

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Outcomes

- Overall, the collaboration resulted in an increased understanding for both the discipline academics and the LLAs of the particular needs of students learning to write with academic rigour in the exercise and nutrition disciplines, while simultaneously establishing a shared responsibility for such learning between the School and support services.

- It is anticipated that the in-depth interchange of expertise that informed the project will result in better student understanding of academic integrity in their disciplines than would have been achievable by either working in isolation.

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