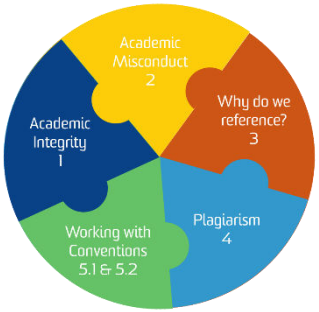
‘Empowering the Conversation’: a partnership approach to academic integrity.



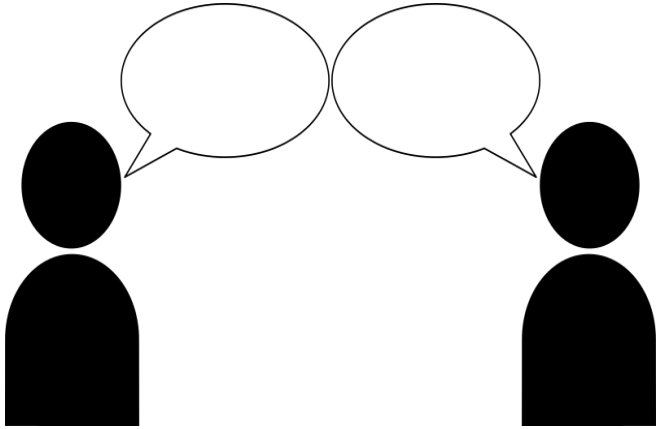
Gwyn Jones
The Learning Centre
The University of New South Wales, Sydney

gwyn.jones@unsw.edu.au

Welcome to Working with Academic Integrity

(Bertram Gallant, 2011)

What went wrong?



What is missing?

(Healey et al 2014)

What do you need to know?

Conversation is context

(Carrol, 2007)

Welcome to Working with Academic Integrity

Instructions: Clicking on the section name will show / hide the section.

- Introduction and Instructions — Topic 1
- Agreement to Participate in Evaluation of this Course — Topic 2
- Module 1: Academic Integrity — Topic 3
- Additional Resources (reload the course page in the browser if resources don't display) — Topic 5

Entry Task

Lesson 1

TRANSCRIPT HERE

Lesson 2

TRANSCRIPT HERE

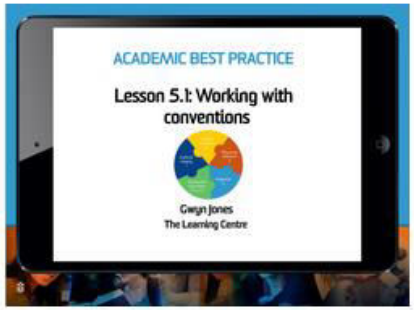
Lesson 3

TRANSCRIPT HERE

Lesson 4

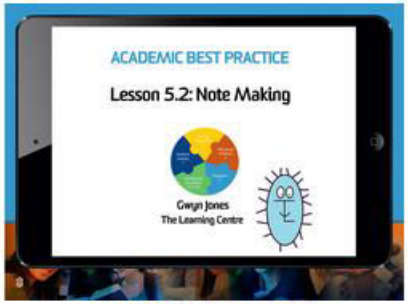
TRANSCRIPT HERE

Lesson 5.1



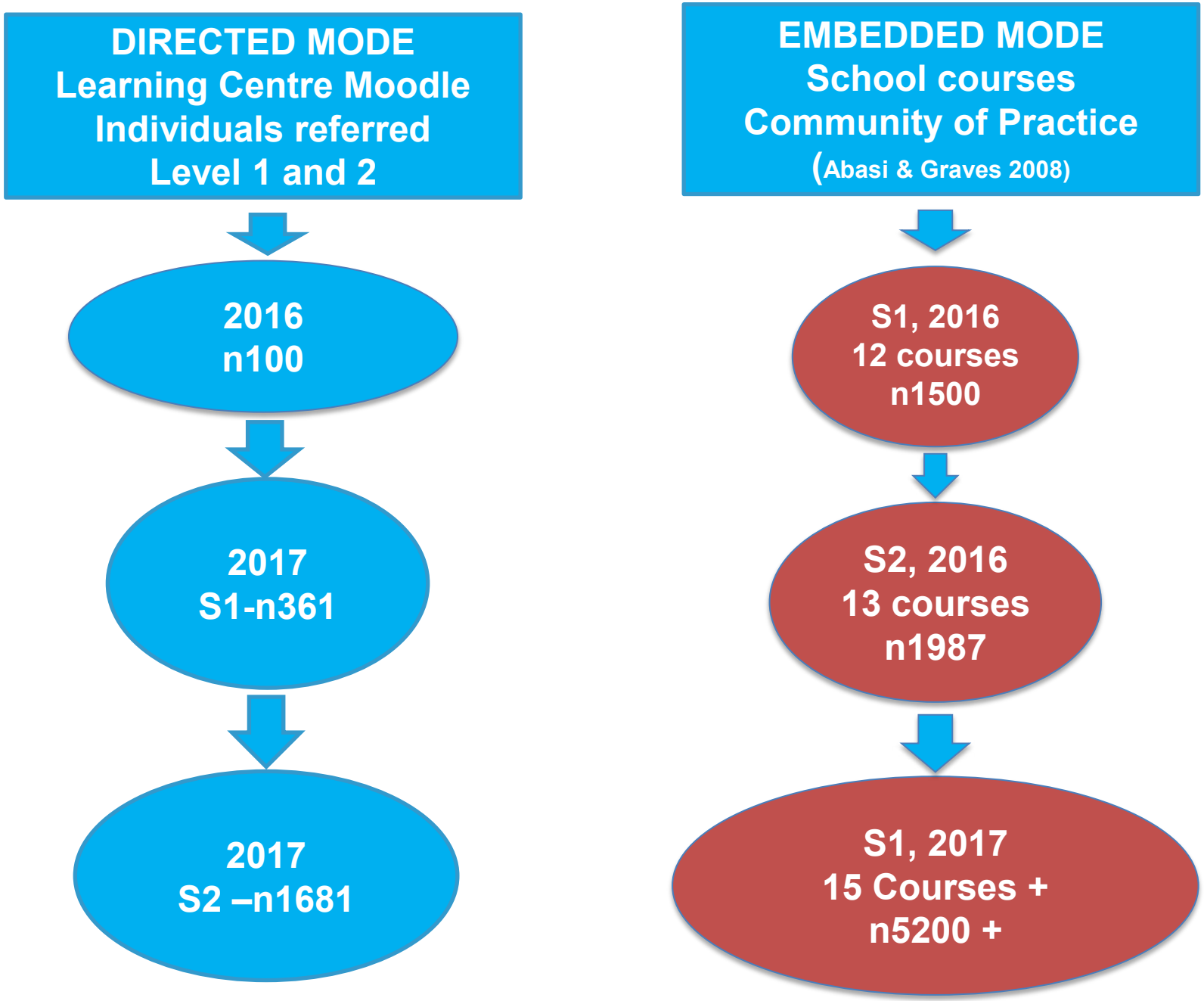
TRANSCRIPT HERE

Lesson 5.2



TRANSCRIPT HERE

Test & Exit Task


DIRECTED MODE
Learning Centre Moodle
Individuals referred
Level 1 and 2
2016
n100
2017
S1-n361
2017
S2 –n1681
EMBEDDED MODE
School courses
Community of Practice
(Abasi & Graves 2008)
S1, 2016
12 courses
n1500
S2, 2016
13 courses
n1987
S1, 2017
15 Courses +
n5200 +

Prepare

Repair

Case study: Embedded Mode Feedback S1 2017

Course	Faculty	Level	Stud#	Engaged	Delivery	Lessons rated out of 4	Helpful to very helpful
ARTS1070	A&SS	UG	299	3.60%	Self selecting	3	44%
PATH3250	Medical Science	UG	44	20%	Self selecting	2.5	50%
ARTS1750	A&SS	UG	135	86%	Compulsory -Signal	3	61%
ARTS 1810	A&SS	UG	325	85%	Compulsory -Flipped-linked	3.2	60%
MFAC1501	Medicine	UG	270	93%	Compulsory -Flipped-linked	4	80%
GSOE9010	Eng	MCW	337	85%	Compulsory -Flipped-linked	3.3	74%
GSOE9110	Eng- on line	MCW	42	74%	Compulsory -Flipped-linked	3.2	65%
PHCM9100	Public Health	MCW	32	94%	Compulsory -Flipped-linked	3.5	84%

Focused

Who engages?

Embedded Exit Survey Data

Over a third of the exit survey participants identify the content of the modules as '**new learning**'.

	Disengaged	Contributed to prior learning	Review prior learning	New Learning
% UG	4%	37%	7%	26%
% PG	2%	53%	2%	42%

They were mainly a waste of time, I know this !

They clarified questions I had

Good to refresh

The lessons mentioned things I didn't know before

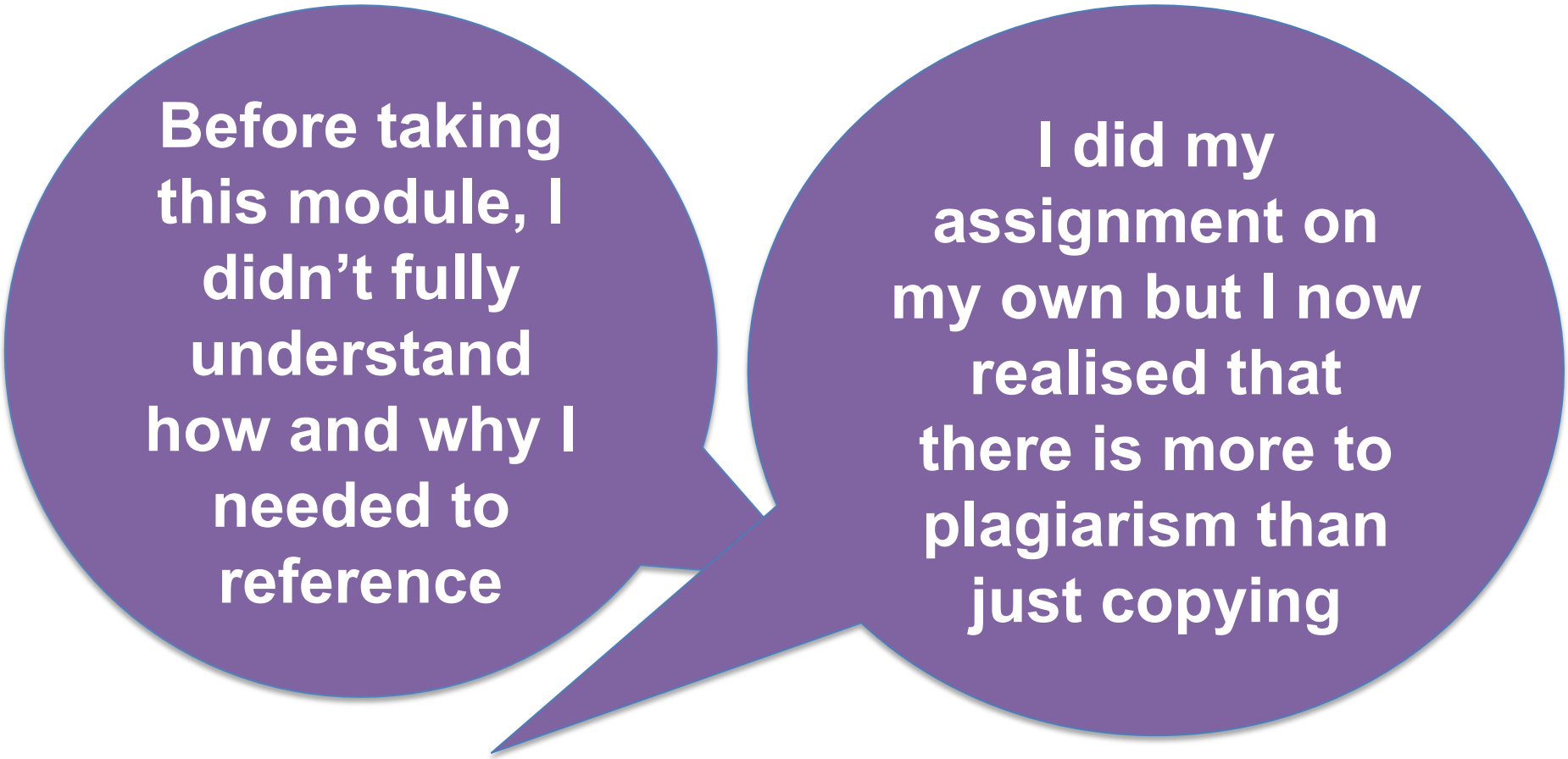
The data challenges the assumption that 'all the students should know this stuff' and students are all the same !!

48% NL

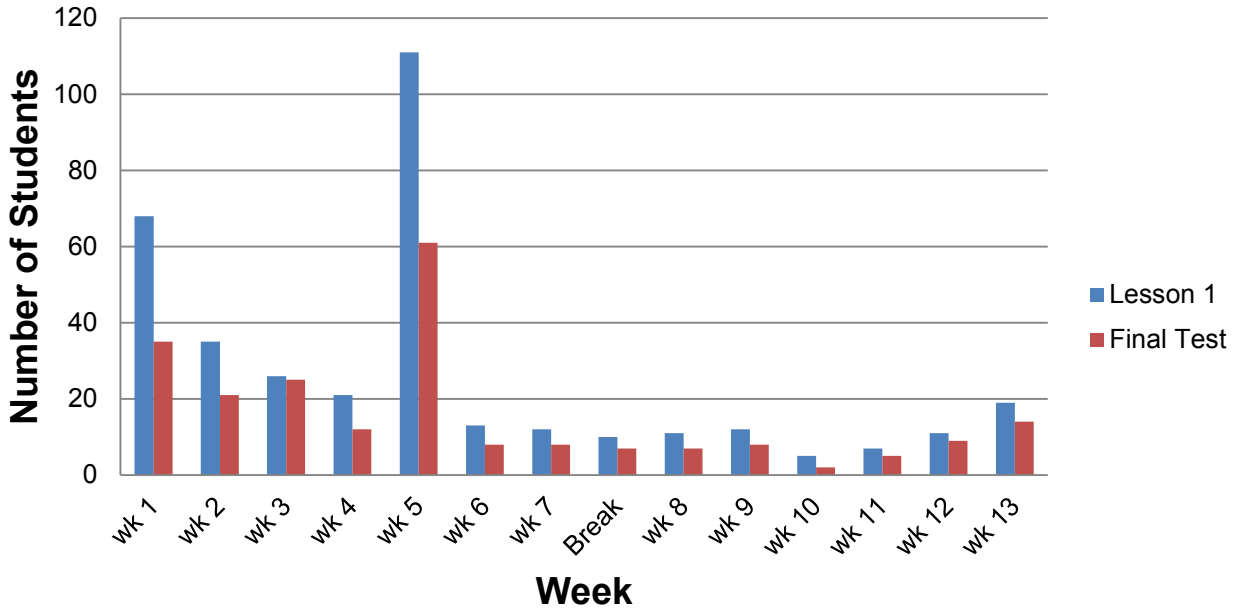
Directed Mode Exit Survey S2, 2017 n2020

72% helpful

Lessons ranked 3.1 out of 4

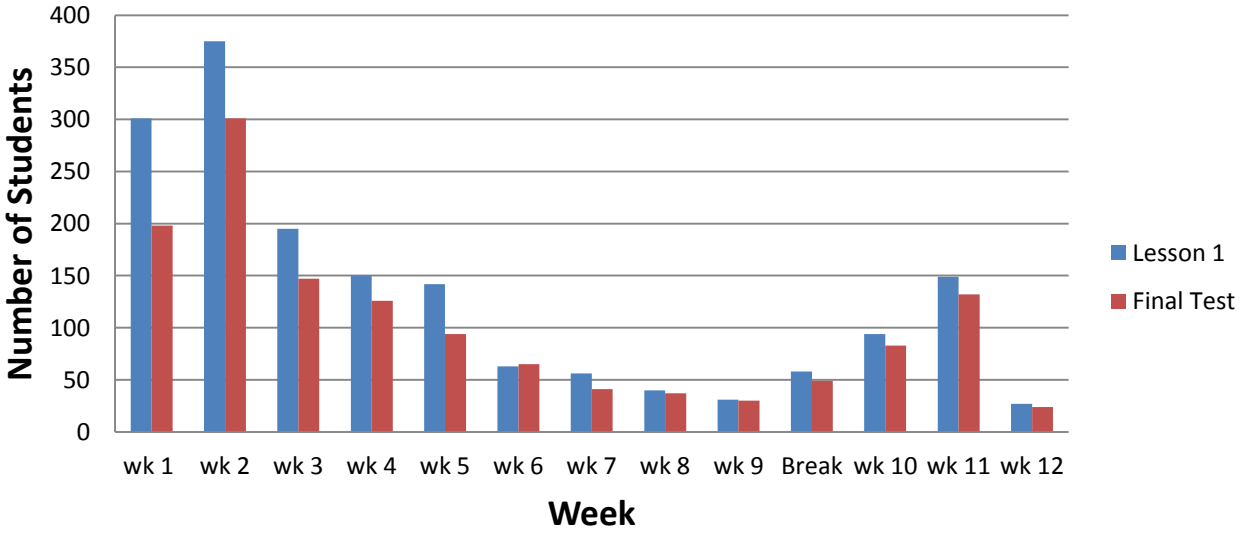


Session 1, 2017 Directed Mode Engagement



65% completion

Session 2, 2017 Directed Mode Engagement



83% completion

Staff Survey S1, 2017 n13

Embedded 50%

Directed 50%

92% hoped to raise awareness of integrity

70% of staff completed the module themselves

40% compulsory- 60% nudged

77% The module provided a back up tool to support my teaching.

100% will use it again

It allows for freedom to choose which lessons to attempt

It promoted good discussions

It made plagiarism investigations much more educative

An engaging and informative resource

What have we learned !

Thank you

Gwyn Jones
gwyn.jones@unsw.edu.au

?