ACADEMIC INTEGRITY AND REFERENCING

Whose job is it anyway?

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Association for Academic Language and Learning Conference, Geelong, Australia, November 2, 2017

Who we are...

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UNIVERSITY OF WAIKATO (2016b)

Students: 12,016 (9,805 EFTS, 11% intl)
Staff: 1498 staff (41.9% academic)

Faculties: WMS, FEDU, FASS, FSEN, FCMS, TPWA:FMIS, FLAW.

2016 degree completions: 3642
- Foundation: 488
- Degree: 2038
- Grad/Postgrad: 1025
- Higher degrees: 91
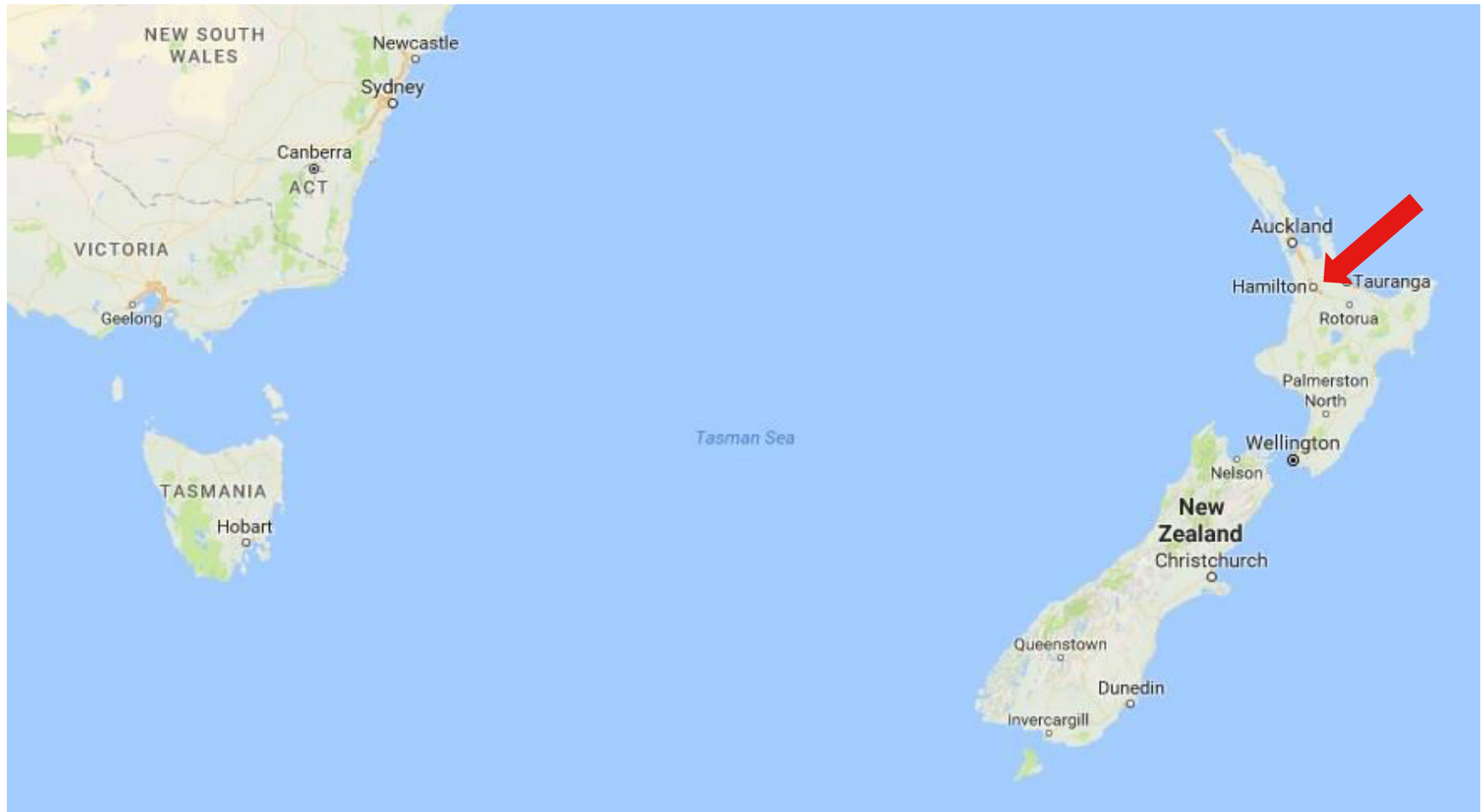
Te Piringa:
Faculty of Law
36 FTE staff
637 EFT students

Academic integrity and referencing are fundamental competencies and values of academic scholarship.

There is often a gap between students' prior knowledge and academic literacy abilities, and the levels of competence expected by faculty staff.

Who is responsible for academic integrity when tertiary institutions are actively pursuing enrolments from students with less academic preparedness than those from traditional backgrounds?

Opus Architecture
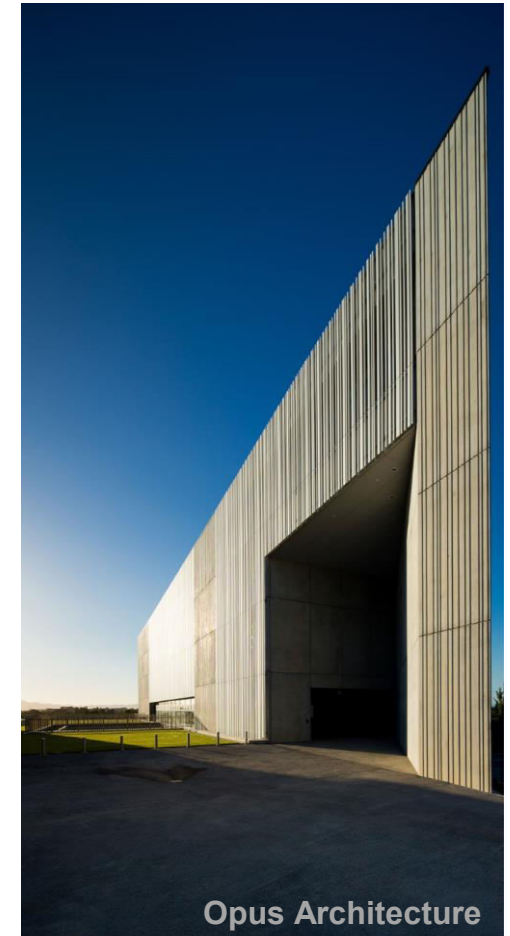
How reasonable is it to continue to claim "they should know this already"?

Academic Integrity at the University of Waikato

There is a central, institution-wide referral process intended to "detect and deter academic dishonesty" (Guthrie, 2009), including intentional, unintentional and self plagiarism.

This has lead to high numbers of formal misconduct findings, and the criticism that "Waikato [is] top of [the] class at cheating" (Wilson, 2014).

University of Waikato, *Assessment Regulations*, 2016a

8. **Plagiarism and cheating**

  (1) Guidelines for sourcing and referencing styles appropriate to particular disciplines are available from the Faculties or School of Studies and the Library.

  (2) Plagiarism is prohibited.

  (3) It is not a defence against a charge of plagiarism for a student to argue that he or she did not act intentionally in appropriating the writing or work of another person; however, the extent to which the student is judged to have plagiarised intentionally, and the level and standard of scholarship that might reasonably be expected of the student, may be factors in the determination of any disciplinary action to be taken against the student.

 (4) Cheating in any matter connected with assessment is prohibited.

9. **Use of the same material for different assessment items**

Unless approved otherwise by the examiner of the paper concerned, a student must not submit for assessment material that is substantially the same as material submitted for assessment for a different paper, or for a paper which the student has attempted and/or completed previously in substantially the same form and is repeating.
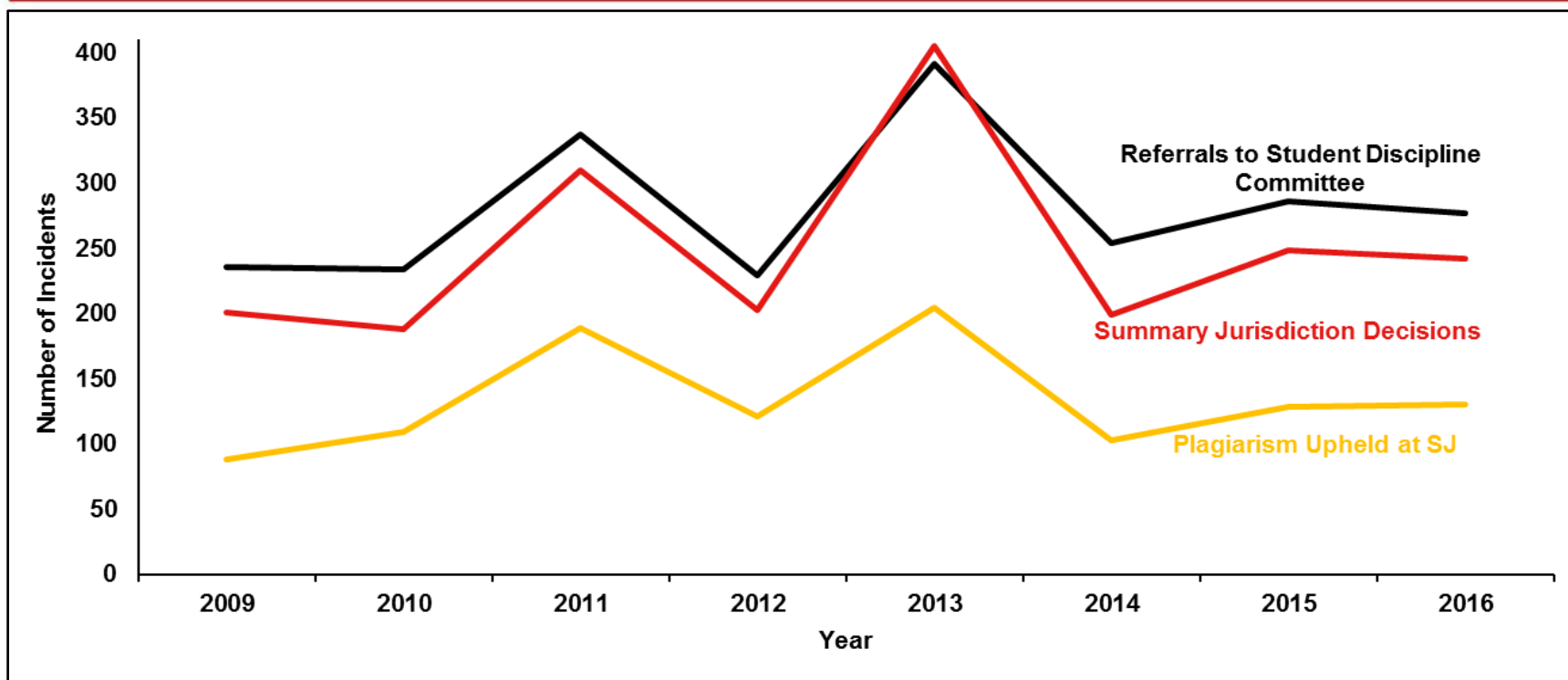
|	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Referrals to Student Discipline Committee	236	234	337	229	391	254	286	277
Misconduct upheld	184	209	284	199	318	231	234	239
Percent Upheld	78.0%	89.3%	84.3%	86.9%	81.3%	90.9%	81.8%	86.3%
Summary Jurisdiction Decisions	201	188	310	203	405	199	248	242
Findings of misconduct	150	169	262	181	331	180	220	218
Percent misconduct	74.6%	89.9%	84.5%	89.2%	81.7%	90.5%	88.7%	90.1%
Plagiarism Upheld at SJ	88	109	189	121	204	103	128	130
% Plagiarism	58.7%	64.5%	72.1%	66.9%	61.6%	57.2%	58.2%	59.6%

Academic integrity instruction at Waikato

- Paper outlines include referencing guidelines and a caution against plagiarism, as well as links to Student Discipline Regulations.

- Subject specific expectations around citation and referencing are typically addressed in introductory undergraduate courses.

Gilliver-Brown & Ballinger, 2016, 2017

- Some lecturers may involve library or Student Learning staff in initial instruction for students, but many do not.

- Students may be expected to learning multiple style guides in their different subjects and papers.

- An Academic Integrity Working Group has been established to address inconsistency across the university and shift from 'misconduct' focused to an educative approach.

Academic Integrity Regulations & Enforcement

FACULTY STAFF

STUDENTS

LIBRARIANS

LEARNING ADVISORS
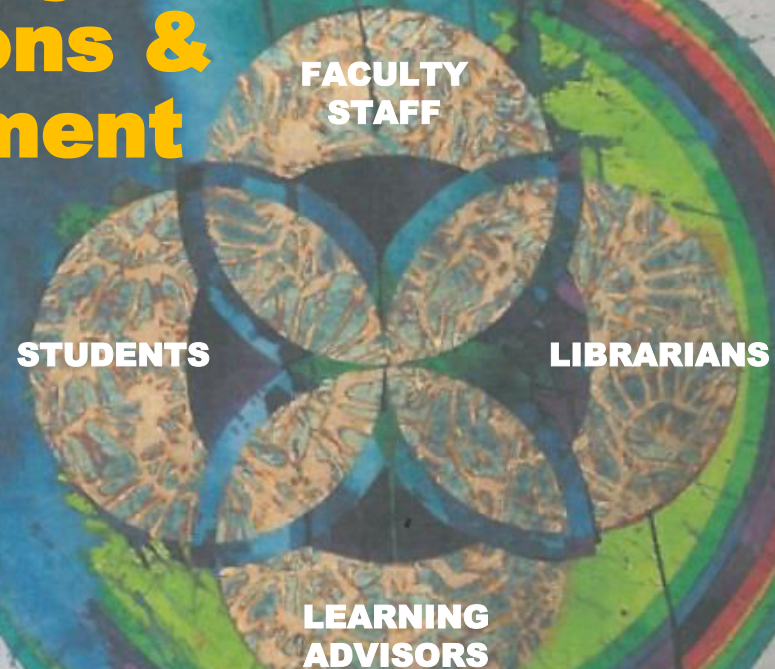
Siloed practices

Max Gimblett, *Equinox,* 2013

WHERE THE WORLD IS GOING

The jurisprudence incident

- Turnitin originally reports were used to identify unattributed or incorrectly attributed sections of text in second year law students' essays.

- This resulted in 40/161 (25%) of the students from this class being referred to the Student Discipline Committee and 34 (21% of the class) to subsequently be referred to Student Learning.

- It was determined that these students had plagiarised unintentionally, as they had used "another person's work in an assessment item without … full and accurate referencing", thus constituting a breach of the Assessment Regulations (University of Waikato, 2016).
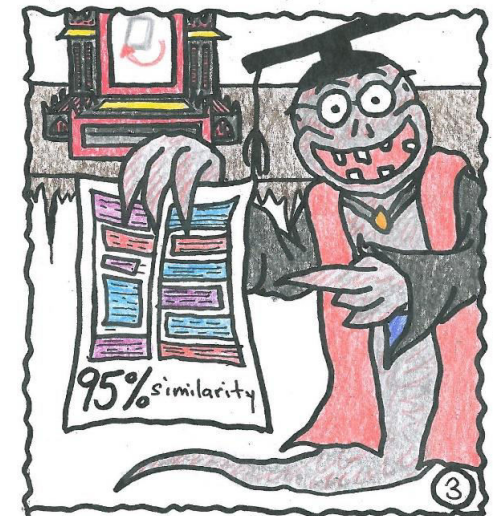
© Dean Ballinger, 2015

Despite having completed a prerequisite first year legal method paper, students had:

- Not conformed to the specifications of the *NZ Law Style Guide*.
- Misapplied style rules from other referencing systems (e.g. APA).
- Failed to distinguish between quoted and paraphrased material.

But now they have a 'misconduct' finding that must be declared when applying for admission to the bar – *is this fair?*

Reprinted as at
1 July 2015   **Lawyers and Conveyancers Act 2006**   Part 3 s 55

(3)   Nothing in subsection (2) limits the generality of subsection (1).

Compare: 1982 No 123 s 48

55   **Fit and proper person**

(1)   For the purpose of determining whether or not a person is a fit and proper person to be admitted as a barrister and solicitor of the High Court, the High Court or the New Zealand Law Society may take into account any matters it considers relevant and, in particular, may take into account any of the following matters:

   (a)   whether the person is of good character:

   (b)   whether the person has, at any time, been declared bankrupt or been a director of a company that has been put into receivership or liquidation:

   (c)   whether the person has been convicted of an offence in New Zealand or a foreign country; and, if so,—

Supreme Court of New Zealand, **NZ Law Society, 2017**

The Workshops

Due to the number of referrals, a cohort-specific workshop was offered as an alternative to one-to-one appointments.

This led to a collaboration between Student Learning and the Law Library.

The focuses of the workshop were to:

- distinguish between style violations and plagiarism.
- promote paraphrasing as a preferred practice for demonstrating understanding.
- explain when and how to use quotations appropriately.
- consider how to use citations in the context of a well-structured paragraph.

We aimed to teach citation and referencing by surfacing academic and professional practices.
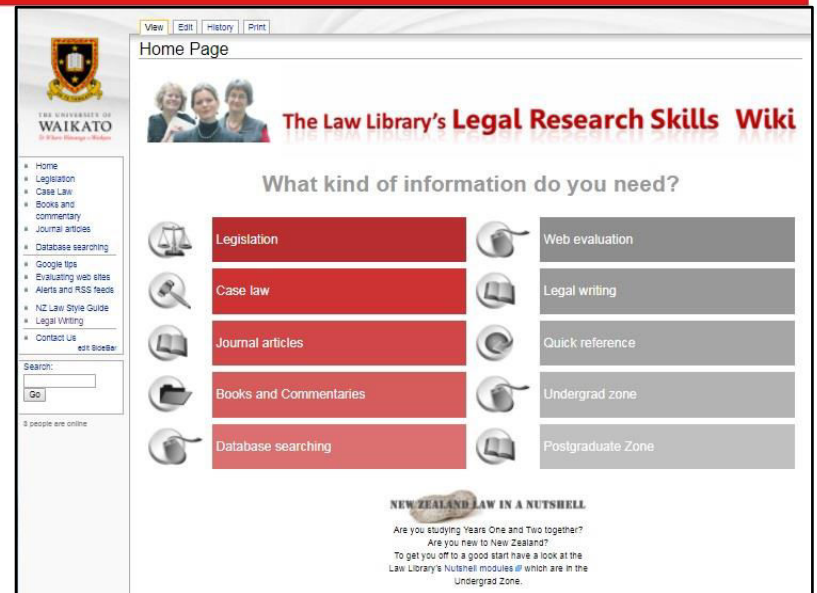
Student response

Students were initially resistant, resentful and embarrassed about being required to attend the workshops.

They gradually overcame this and said things like:

- *We just did what we have been doing in all our other assignments, so we don't understand why we were treated so differently this time.*

- *No-one has ever explained to us <u>why</u> academic integrity and referencing are such a big deal before.*

- *Why wasn't this covered in our legal method writing module.*

- *Why weren't we told this earlier?*

- *This was <u>actually</u> really useful.*

The problem was that they *had* been taught this before, but they had clearly not been able to retain and apply their skills and knowledge.

Teaching insights

- The existing legal writing Module was embedded in the first year paper.

- It was assessed using a self-marking quiz – this tested comprehension, but not application – law students needed practice and feedback.

- Moving academic literacy resources out of Moodle has allowed students to revisit them.

- New videos have been created based on the workshop content and student feedback.

- This has enabled us to promote the role of Student Learning.

http://law.waikato.ac.nz/lrs/index.php/LegalWriting

Future directions

- Academic staff who teach on professional degrees, such as law, may value specific professional competencies more than transversal academic literacies.

- Having a legal background created opportunities to facilitate relationships and collaborations that might not otherwise have been possible.

- An institution-wide curriculum review and changes to teaching staff may create further opportunities in 2018.

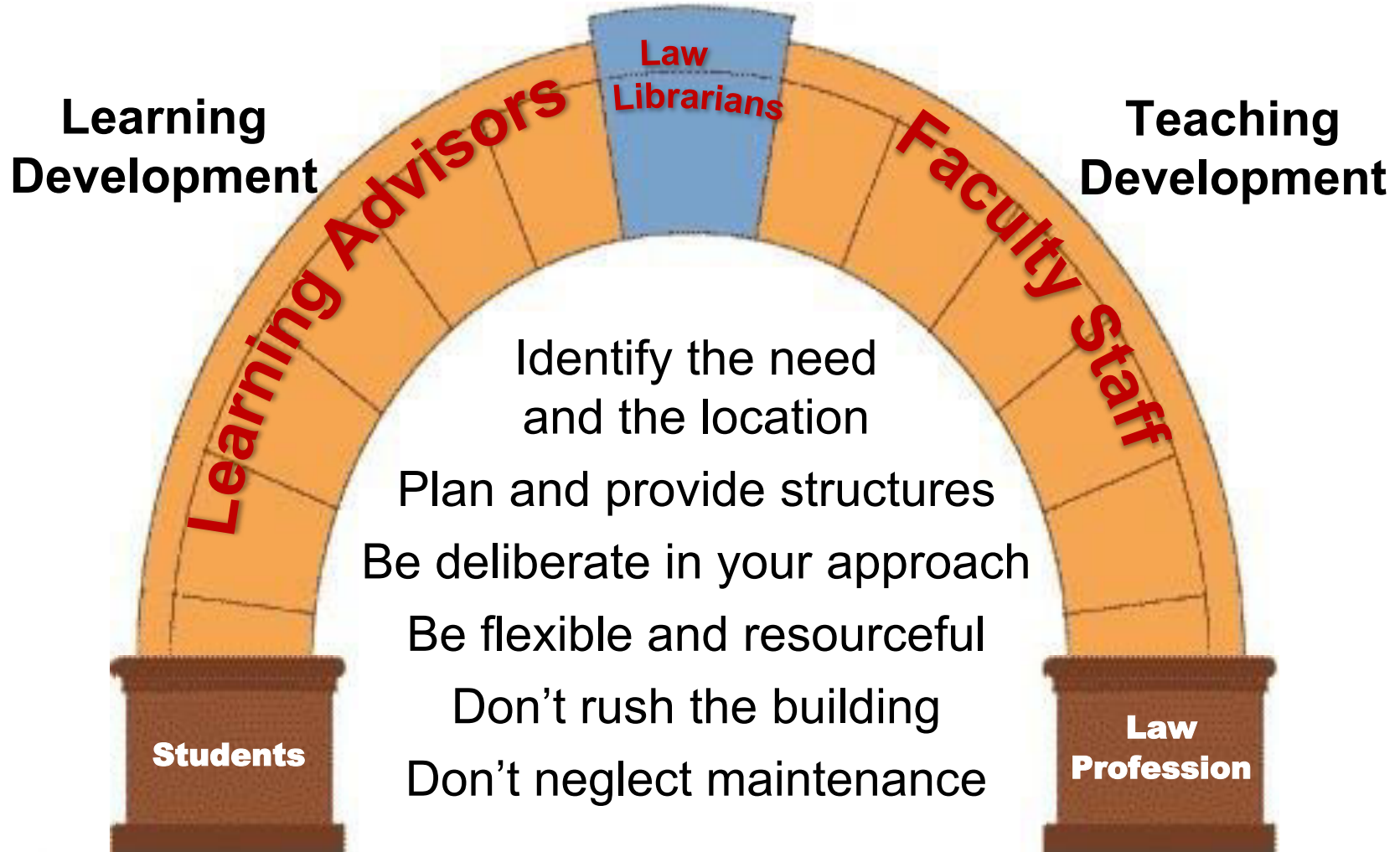- We are aiming to balance embeddedness with openness of resources and practices.

Building on relationships

Academic integrity, academic literacies and student autonomy are developmental – we all have a role to play

Learning Development

Law Librarians

Teaching Development

Learning Advisors

Faculty Staff

Identify the need and the location

Plan and provide structures

Be deliberate in your approach

Be flexible and resourceful

Don't rush the building

Don't neglect maintenance

Students

Law Profession

WHERE THE WORLD IS GOING

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