



AAINF Conference 2022

# How introducing an academic integrity module during a pandemic can help underpin organisational culture change

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# Outline

1. Our module
2. What has worked so far?
3. What next?
  - *Module development*
  - *Wider teaching & learning*
  - *Organisation-wide culture*
4. Questions, feedback, suggestions

3

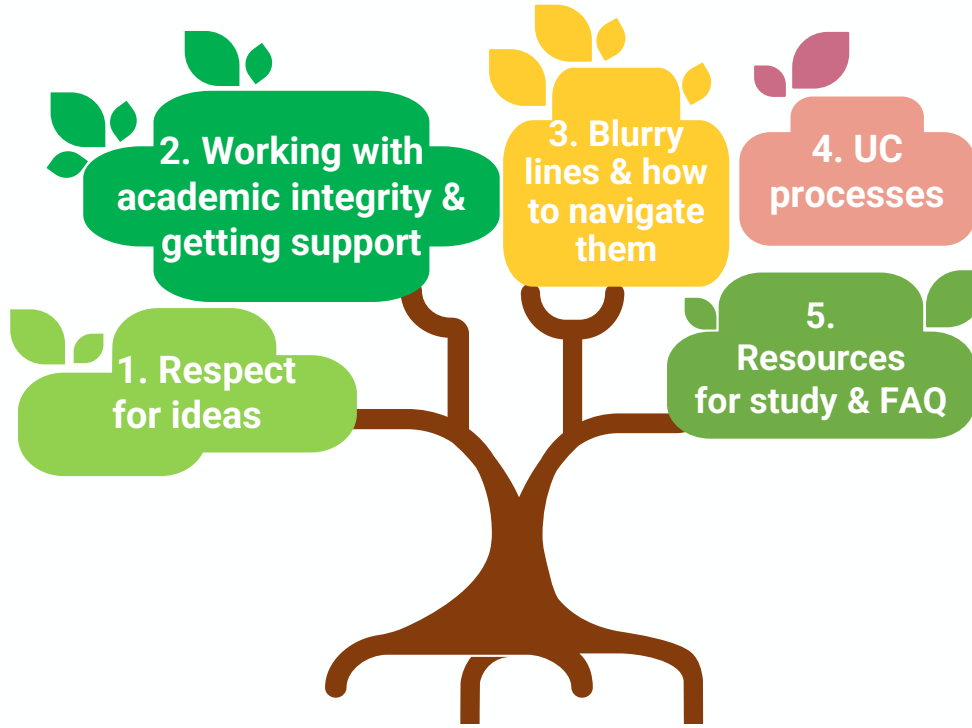
7 common types of cheating,  
9 key strategies for maintaining  
academic integrity

2

Time management  
Understanding assignments  
Groupwork  
Examinations  
Writing in your own words  
Turnitin  
Finding support  
Extensions & special considerations

1

Why care about academic integrity?  
Ngā Uara | Our Values  
Gaining the right skills  
Giving credit where credit is due  
Becoming biculturally competent &  
confident



**UC students with academic  
integrity confidence &  
competence**

4

Student Responsibilities  
UC Processes  
Academic Misconduct  
Behavioural Misconduct

5

Resources & FAQ  
Student obligations  
Assignments & examinations  
Support services  
Policy & regulations

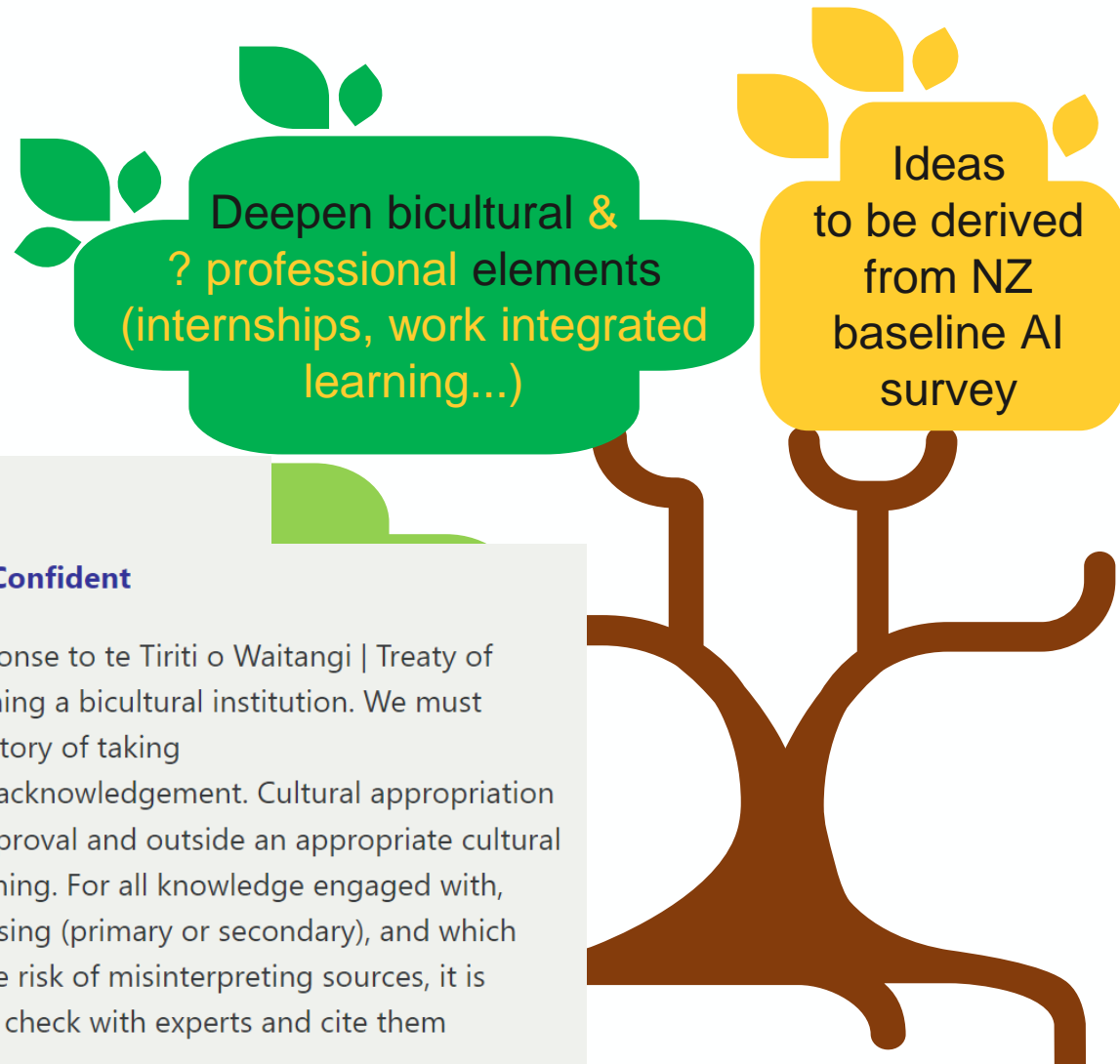
All

5 quiz assessments  
Selection of scenario, process &  
regulation questions  
Required questions on bicultural  
competence/ indigenous knowledge,  
password security, 80% to pass

# What has worked so far?

Module	Students	Teachers
<p><b>Editable:</b> <i>Core + material that is adapted to changes, feedback* (learning/teaching, breach patterns etc).</i></p>	<p><b>Complete once, access for duration of study, achievement recognised</b> on transcript.</p>	<p><b>Engagement level options:</b> <i>low uptake overhead to actively suggest content &amp; edits*.</i></p>
<p><b>Customised delivery &amp; stealth roll</b> out to date. <i>Future?</i></p>	<p><b>Orientation:</b> <i>can complete early, sets expectations, advanced prep for key learner groups.</i></p>	<p><b>Good fit in different places</b> in different courses: <i>align to learning, assessment.</i></p>

# What next for the module?



## Ngā Uara | Our Values

At UC our community values extending care and respect for differences, and taking what we do, how we do it centered around the attributes of:

- Tika - standards
- Pono - honesty
- Aroha - compassion

## Becoming Biculturally Competent and Confident

Academic integrity is also reflected in our response to te Tiriti o Waitangi | Treaty of Waitangi, including our commitment to becoming a bicultural institution. We must acknowledge there has been a problematic history of taking from Indigenous Peoples without appropriate acknowledgement. Cultural appropriation can occur when knowledge is used without approval and outside an appropriate cultural context, removing important elements of meaning. For all knowledge engaged with, we need to be aware of what sources we are using (primary or secondary), and which voices are heard and not heard. To mitigate the risk of misinterpreting sources, it is important that we go back to primary sources, check with experts and cite them appropriately, and recognise our own biases.

# What next for teaching & learning?

e.g., use module engagement as an early metric for detecting at risk learners: linking in to new UC Student Success programme

Addressing staff barriers (workload, curriculum overload, awareness & training)



## **Analytics for Course Engagement (ACE)**

ACE combines technology and proactive outreach to identify and contact students who may need extra support with their studies.



## **Peer Assisted Learning Sessions (PALS)**

PALS is a peer-to-peer programme that brings students together in regular group study sessions which are aligned with a first-year course.



## **Te Pātaka | Student Services Hub**

Te Pātaka is the first place students should visit if they've got a question or need help with something.



## **Takere**

Takere is a five-week academic programme and cultural live-in experience staying in a hall of residence over the summer break with other Māori and Pacific ākongā.



## **Kaitoko | Student Advisors**

Kaitoko provide academic, pastoral and holistic support for first-year students to help them navigate UC and achieve their study goals.

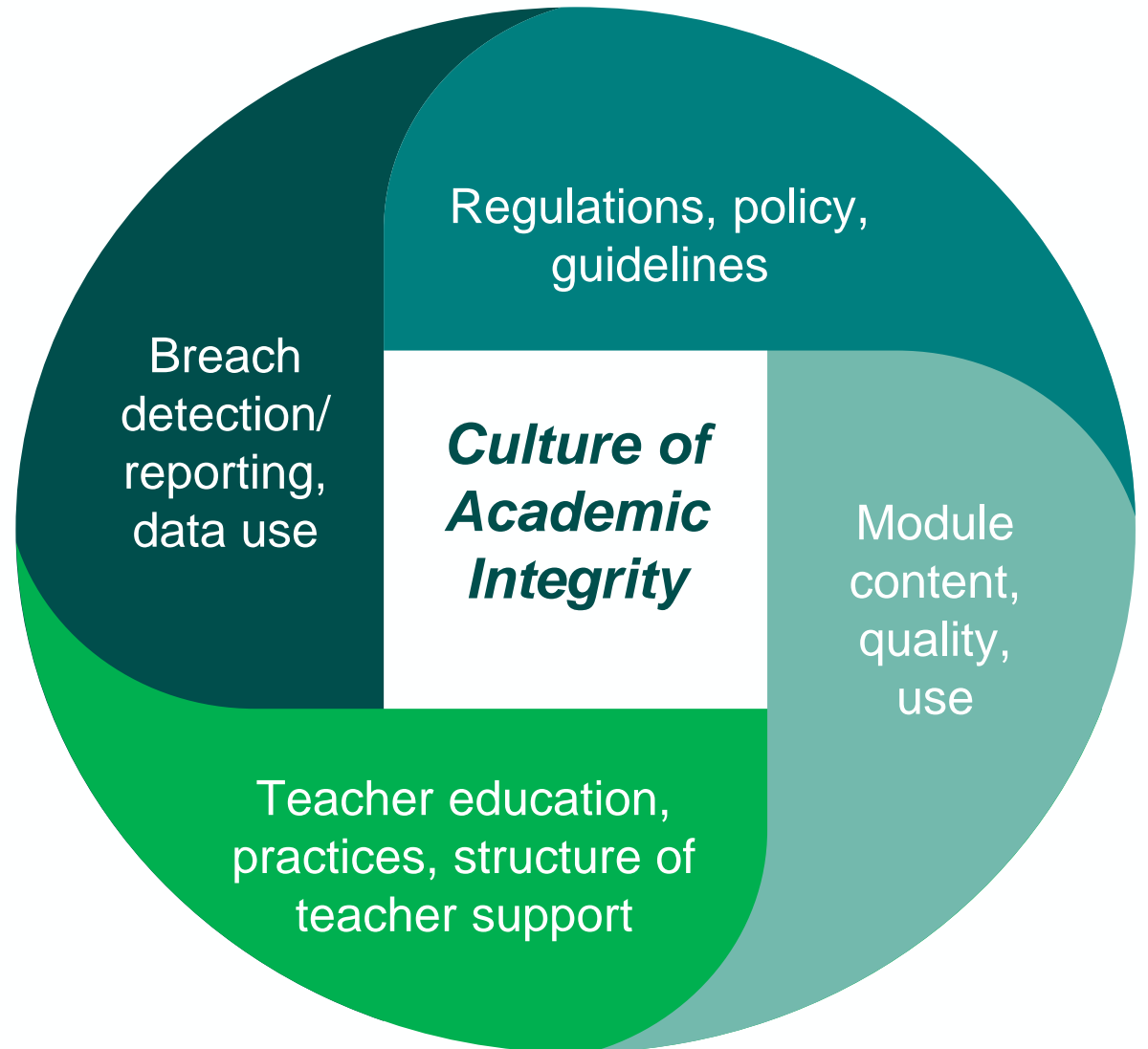


## **Adaptive Learning Technologies**

Adaptive learning technologies provide students with targeted remediation and automated support, helping them to master their studies.

# What next for our organisation?

- *new, 'nimbler' regulations & compliance system (2021-)*
- *new AI officer role (2022-)*
- *increased reporting (starting)*
- *teaching development (2022-)*
- *staff induction (2022-)*
- *promotion guidelines (2023?)*
- *data use (needs work)*





# QUESTIONS, FEEDBACK?

*Where does an AIM intersect with professional ethical behaviour/ anti-harassment/ bystander training?*

*How do you get feedback on your AIM?*

*How do you know your AIM is achieving what it's supposed to?*

**Ngā mihi nui, thank you**

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