Teaching staff concerns about academic integrity and their implications for staff development

International Conference Plagiarism across Europe and Beyond
12th-13th June 2013

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Overview

- Context: NUIG, Plagiarism policy development

- Academic Integrity workshop

- Awareness survey & staff concerns

- Analysis of data

- Implications for staff development

Context: Ireland

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Context: NUI Galway

- One of 7 universities in (the Republic of) Ireland

- Founded in 1845

- 5 Colleges

- 17,000 students

- 2,400 staff

- Undergraduate, Postgraduate,

- on-campus, blended and distance

Context: Plagiarism Policy

- 2004
  - Code of Practice for Dealing with Plagiarism

- 2006/07
  - Plagiarism Committee

- 2012
  - Revision to include penalty tariff

Context: Plagiarism Policy

Jude Carroll (ASKe conference, 2009)

- What encourages 'blind eye turning'?
- What supports and encourages reporting of cases?

PG Cert in Teaching and Learning in HE: Course Design, Assessment and Evaluation

- Not compulsory*

- 2 x 16 staff each year

- Range of experience, disciplines

- 2nd Module

- Course review folder

- Workshop in Academic Integrity

3 hour workshop on Academic Integrity

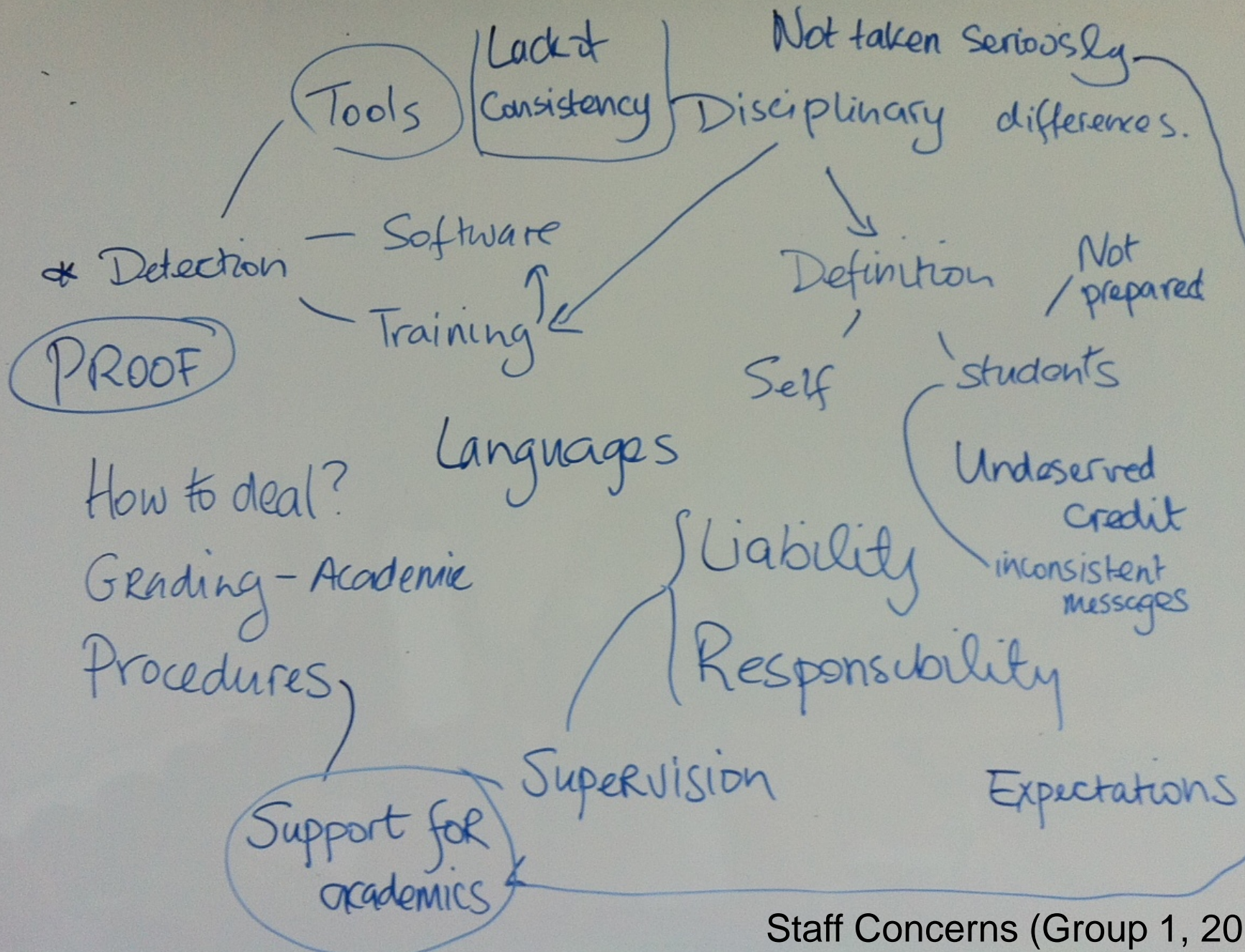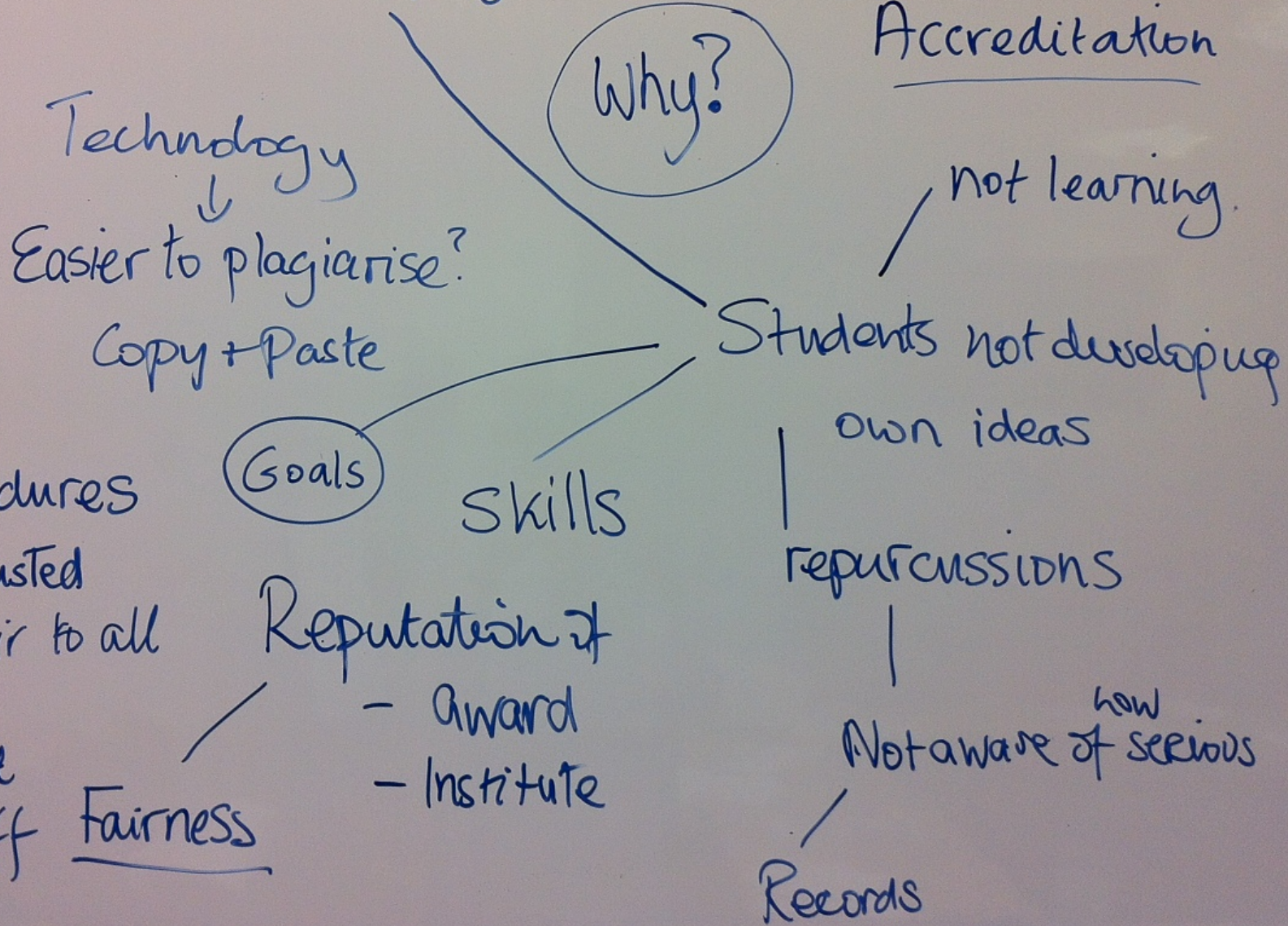|	
Awareness and discussion	what are the concerns? what are the issues?
The student perspective	why do students plagiarise?
Internet plagiarism	ghost writing essay mills ebay
Assessment design	reminder of good practice
Policy and Procedures	for information

Time to focus

Survey

- Are you aware of the NUI Galway Code of Practice for Dealing with Plagiarism?

- Have you read the NUI Galway Code of Practice for Dealing with Plagiarism?

- Can you name a plagiarism advisor for your School?

- Who would you ask for advice about student plagiarism in your classes?

What is your single biggest concern about academic integrity / plagiarism?

Tools
Lack of Consistency
Not taken seriously
Disciplinary differences.

* Detection — Software
Training

PROOF

Definition
Not prepared

Self
students

How to deal?
Languages
Liability
Undeserved Credit
inconsistent messages

Grading – Academic

Procedures

Responsibility

Support for academics
Supervision
Expectations

Staff Concerns (Group 1, 2012)

What is plagiarism?

Why?

Accreditation

Technology ↓ Easier to plagiarise?

Copy + Paste

not learning

Students not developing own ideas

Goals

Skills

repurcussions

Procedures
- Trusted
- Fair to all

Reputation of
- Award
- Institute

Not aware of how serious

Support for staff

Fairness

Records

Staff Concerns (Group 2, 2012)

International Students

Ignorance of plagiarism

Students
— aware?

— implications?

Importance of Citation

Plagiarism by Staff

Research proposals etc

Undetected plagiarism

Culture

Fairness

Toleration of Plagiarism

Facilitation

Staff Concerns (Group 1, 2013)

intent v accidental.

giving credit for

Stop them cheating

contract teaching   unaware of gravity

time takes to deal

Students don't take seriously   **assessment design

— incapable

training in writingskills

level of student   missing out on learning.   transition from 2nd

1st v final v PG

expectations

plagiarism at late stage.

deciding: serious plagiarism.

what is plagiarism?

Staff Concerns (Group 2, 2013)

Keyword analysis – 4 themes

Policy
Students
Institution
Teacher

Student focused

Student focused concerns can be grouped into five categories:

- Students' lack of skills and awareness (S.1)

- Opportunity for plagiarism (S.2)

- Effect on learning (S.3)

- Impact for training (S.4)

- Reputation (S.5)

Teacher focused

Teacher focused concerns can be grouped into four categories:

- Time and effort (T.1)

- Impact on teaching and assessment (T.2)

- How to deal with issues (T.3)

- What support is available (T.4)

Policy focused

Policy focused concerns are grouped into three categories:

- Penalties (P.1)
- Fairness (P.2)
- Usage (P.3)

Institution focused

Institution focused concerns are grouped into two categories

- Culture (U.1)
- Reputation (U.2)

Implications for staff development

Questions?

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