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

International Conference Plagiarism across Europe and Beyond
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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
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

Centre for Excellence in Learning and Teaching
3 hour workshop on Academic Integrity

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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?
What is plagiarism?

Why?

- Accreditation
- Not learning

Easier to plagiarise?

- Copy + Paste

Technology

Goals

Skills

Procedures

- Trusted
- Fair to all

Support for staff

Fairness

Reputation of

- Award
- Institute

Records

- Not aware of serious

Staff Concerns (Group 2, 2012)
Ignorance & plagiarism

Students
- aware?
- implications?

Importance of citation

Plagiarism by staff
Research proposals etc

Undetected plagiarism

Fairness

Tolerance of plagiarism

Facilitation

International students

Staff Concerns (Group 1, 2013)
Staff Concerns (Group 2, 2013)

Intent v accidental

contract teaching

unaware of gravity

Students don't take seriously

training in writing skills

missing out on learning

transition from 2nd

expectations

plagiarism at late stage.

deciding:

what is plagiarism?

Serious plagiarism.

giving credit for

professional standards.

Stop them cheating

time takes to deal
Keyword analysis – 4 themes

Policy
Students
Institution
Teacher
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 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 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

- Training Opportunities
- Availability of advice & support
- Availability of Resources
Questions?

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