

An academic speed awareness course: Developing FREE resources for prevention/ probation of academic offenders

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#integritymatters #ditchtheessay

Our qualifications for using the Speed Awareness Course as inspiration

- At the launch event for JISC PAS, the JISC Plagiarism Advisory Service, in 2001, we first used the analogy of a potential reaction to the that detection of academic misconduct to Speed Cameras
- Mike has, sadly, had to do a Speed Awareness Course twice, regretted both, but especially the second one, as he was adamant he wouldn't break a speed limit again, and was upset about it the first time 😞
- Clare and Mike are especially interested in the mind set of confirmed offenders, and the fact that repeat offences are common, which is specifically addressed in strategies to curb road traffic offences
- We have recognised that Speeding and Driving are excellent analogies to student learning and assessment...

Seriously...

- UK Government

Cheating IS an issue in the Real World

Theory test: cars

Personal belongings

You can't take personal items into the test room with you. This includes things like:

- bags
- earphones
- mobile phones
- watches

You have to store any personal items in a locker.

The test centre staff will check if you have anything with you that could be used to cheat. Your test won't go ahead if you don't let them check.



It's illegal to cheat at the theory test. You can be sent to prison and banned from driving.

What we can learn from Speed Awareness Courses (SACs) for Academic Integrity

- SACs focus not on telling the attendee the regulations, but require them to “sign up” for the course as an alternative to penalty
- SAC presenters remind attendees that this is discretionary, and not engaging sincerely (an honour code of sorts?) could result in the penalty being applied after all
- SACs focus on both the ignorance of the effect of the act, even if the offence was not detected, and no obvious consequences were felt, and the virtues of positive choices in driving, which are beneficial to both the driver and others on the road
- SACs start off by challenging attendees flawed knowledge, which were behind the decisions to break the regulations
- SACs are about raising awareness of the consequences of choices and the virtues of choosing well, by the use of practical exercises

What we can learn from Speed Awareness Courses (SACs) for Academic Integrity

The next few slides give examples of some activities that have been developed to educate students and staff about good academic practice and the value of integrity and process of academic work

- The Ephedrine Case Study – moral consequences and the value of knowing where information has come from
- The Ghana Elder Exercise – investigating academic culture and how it got that way
- Putting the ‘Play’ in Plagiarism – making the communication of good academic practice fun again
- What can you develop? – a cheeky call to all here present to contribute

Example activity 1: The Ephedrine Case Study

A JISCPAS commissioned 'game' based upon a true story (!)

- A moral conundrum for the student to solve, with no easy answer
- A series of activities aimed at showing the source of knowledge is as important (if not more so) than the information itself
- A chance to develop Internet search and research skills
- A justified reason to cite sources that isn't just because you are supposed to
- An analogy to the idea of choosing to commit an academic offence

Example activity 1: The Ephedrine Case Study

Imagine you are the parent or aunt/uncle, adult friend/mentor of an ambitious sporty teenager, and they ask you should they take the drug Ephedrine to improve their performance. Here are some questions to answer:

1. What are the positive effects, if any, particularly related to sports?
2. What are the negative effects, if any?
3. What dosage information is available? What is the right dose?
4. What is the cheapest price? Where is it available from?
5. What is the history of the drug? e.g. Origins, fatalities related, current usage and brand names, etc.

We don't have time to do the case study now, but how would you respond?

Example activity 2: The Ghana Elder Exercise

Based on an exercise first introduced by Jude Carroll (with permission), originally inspired by the book “Paa Grant” by Ako Adjei that reflected norms of Ghanaian village debate

- An ‘alternative culture’ to highlight the fact that the Academy HAS a culture, and it is as arbitrary as any other
- A communication that is based upon the qualities of the speaker, and those of the listener combined
- A rigid, legacy based structure based on historical precedent, and not immediately obvious as to why

Example activity 2: The Ghana Elder Exercise

Imagine you are about to speak to Ghanaian Village Elders. Here are the rules:

You must say four (4) statements about yourself, which relate to the issue, but NOT to your opinion on the issue

You may then say four (4) statements that are simple statements of fact about the issue

You may conclude with two (2) statements giving your opinion on the issue

An example

An eye for an eye? Evaluate the arguments for capital punishment

Example activity 2: The Ghana Elder Exercise

Statements about me:

1. I have never killed anyone. I do not know anyone who has killed anyone but I know many people who worry about being killed. And I hear people talking about their worries. I hear more talking than I see cases of killing.
2. I would kill to protect my three children. It is a mother's duty to do this. I would not think but just do it. It would be my heart thinking.
3. I would never kill a shopkeeper or rob him with a gun but not because I am afraid of the consequences.
4. I stop because my father taught me it is wrong. I am stopped by teaching, not fear. It is my head thinking.

Example activity 2: The Ghana Elder Exercise

Statements of fact:

5. Sometimes people do kill and each victim is someone's child.
6. Last month, a Hausa man in Abeyo village robbed a shopkeeper and when he tried to stop him, hit the shopkeeper and killed the shopkeeper and the crowd caught the Hausa man and was mad with anger and would have killed him on the spot if the police had not come.
7. Should we kill the Hausa instead? Should we kill other people's children when they do wrong?
8. The man was hungry. The man was foolish. The man was wrong to kill. Punish him, yes, but also feed him and he will never rob again and if he does not rob, he will not kill.

Example activity 2: The Ghana Elder Exercise

My opinion on the matter:

9. No, the Abeyo people are thinking with their hearts, not their heads. They were thinking about cost and about protecting their goods. They wanted quick justice. They wanted cheap justice.
10. 1If you want to find truth, it is best not to look in your own house. If you want to make wise decisions, do not use your heart. A father's teaching is stronger than a state that kills.

Extract from "An eye for an eye: evaluate the arguments in favour of capital punishment", Jude Carroll (2006), Personal Communication

Now, imagine you had asked "Should we reference the works of others in our own writing?" or "What should the punishment be for plagiarism or other academic misconduct?"

Example activity 3: Putting the Play in Plagiarism Workshop

This practical activity has been run at several Academic Integrity events around the World, resulting in some amazingly creative approaches to communicating Academic Integrity

- Aimed at lecturers to try to put some fun back into our thinking on academic misconduct
- Trying to use 'paizogogy' (learning by collaboratively making things) as a new pedagogic tool
- Gently questioning our assumptions as well as those of our students

No time to cover this in more depth, but if you are interested contact us for further details 😊

Example activity 4: What can you develop?

The aim of this working paper is to recruit others to the cause, because we need as many FREE accessible activities as we can get

- Activities that don't judge or condemn academic offenders
- Activities that question our own assumptions as well as offenders
- Activities that are free to students and academics to use and adapt as they see fit
- Activities that use the same psychology as SACs to help us to make good choices

All the resources discussed here are FREE to all. Please add to them