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: 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

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### 3 hour workshop on Academic Integrity

<table>
<thead>
<tr>
<th>Awareness and discussion</th>
<th>what are the concerns? what are the issues?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student perspective</td>
<td>why do students plagiarise?</td>
</tr>
<tr>
<td>Internet plagiarism</td>
<td>ghost writing essay mills ebay</td>
</tr>
<tr>
<td>Assessment design</td>
<td>reminder of good practice</td>
</tr>
<tr>
<td>Policy and Procedures</td>
<td>for information</td>
</tr>
</tbody>
</table>
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?
Staff Concerns (Group 1, 2012)
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- Lack of tools
- Lack of consistency in disciplinary differences
- Not taken seriously

- Detection
  - Software
  - Training

- Definition
  - Self
  - Students

- Languages
  - Undeserved credit
  - Inconsistent messages
  - Responsibility

- Liability

- Support for academics

- How to deal?
  - Grading - Academic procedures

- Supervision

- Expectations
What is plagiarism?

Why?

Accreditation

not learning

Students not developing

own ideas

Repurcussions

Not aware of serious

Records

Goals

Skills

Reputation if

- award

- Institute

Support for staff

Fairness

Procedures

- Trusted

- Fair to all
Ignorance & plagiarism

- Students aware?
- Implications?

Importance of citation

Plagiarism by staff

Research proposals etc

Undetected plagiarism

Culture

Tolerance of plagiarism

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

- Intent vs. accidental
- Contract teaching
- Giving credit
- Unaware of gravity
- Students don't take seriously
- Training in writing skills
- Incapable
- Assessments design
- Time takes to deal
- Transition from 2nd
- Expectations
- Plagiarism at late stage
- 1st vs. final vs. PG
- Deciding: What is plagiarism?

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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

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

Training Opportunities

Availability of advice & support

Availability of Resources
Questions?

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