# 



**Improving student learning**

**by combining accessibility/inclusion with academic integrity**

This project brings together inclusion and academic integrity. We define inclusion as follows: **Inclusion involves celebrating differences in all aspects of who we are as individuals with every person respected, valued and supported.  We aim to integrate it within our practice to enhance engagement, participation, learning and choice for all.**

# **Is it Cheating?**

## **Information for the instructors**

| **Type of activity** | Card game |
| --- | --- |
| **Mode of delivery** | Activity can be adapted for hybrid and online classes. Suggestions for adaptations are marked with an icon of a computer screen in instructions below. |
| **Aim** | To raise awareness of different types of academic integrity breaches. |
| **Suitable for** | * Both students who are not familiar with types of academic integrity breaches and those who have already developed understanding of the issues surrounding academic integrity. * students of any discipline. * small and large groups. |
| **Resources** | Cards. |
| **Time** | Approx. 30 minutes. |

## **Rationale and Inclusivity**

Sometimes students are unaware of the intricacies of breaches of academic integrity. In addition, the vocabulary used to discuss it can be inaccessible, especially for students new to higher education. This game is designed to give students the chance to reflect on real life scenarios using plain English and decide whether they are acceptable or not in an academic environment.

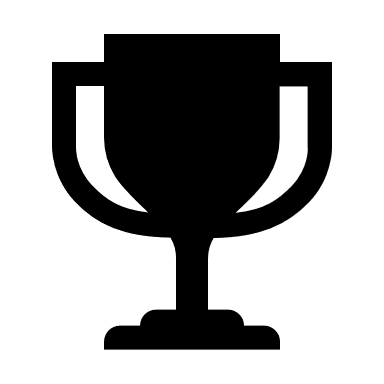
## **Activity structure**

1. The instructor welcomes the class and provides an overview and aims of the activity.
2. Warmer. The instructor elicits from the whole group ‘obvious’ examples of cheating in academic work (e.g. copying from another student in an exam).
3. Main task. Students are grouped in pairs (or groups of 4). Each pair or group is given 20 situation cards and 20 answer cards (see Task 1 handouts in Resources section below):

* Student(s) A receive 10 situation cards (numbered from 1 to 10) and 10 answer cards (with letters from A to J).
* Student(s) B receive 10 situation cards (with letters A to J) and 10 answer cards (numbered 1 to 10).

Students take turns reading out their situation cards to their partner/group members. For each card, they need to decide whether the scenario constitutes a case of “cheating” or “not cheating”. Their partner checks with answer cards.

Some scenarios sound similar so it is important students read them carefully. The instructor may choose to adapt, add or change the scenarios depending on the context when appropriate. The number of scenarios to consider may be reduced depending on time constraints in the lesson.

The game can take the form of a competition if appropriate. Students can award each other points for identifying cases correctly. Students can then award additional points if their partner/group members provide a rationale for their decision. The winner is the student or group with the most points.

In online, hybrid or technology-rich learning environments, the instructor may choose to create handouts with two sets of cards or may import the cards into an interactive learning technology application. Students participating online complete the activity in breakout rooms. The activity may also be converted into an online quiz for the whole group.

1. Follow up discussion. Students are encouraged to discuss in small groups whether they have come across any of those examples of cheating and whether any of the answers surprised them. They can also rank which they think are the most serious examples of cheating to the least serious.

## **Resources**

### **Task 1. Main task. Cards.**

Instructions for students:

|  |
| --- |
| Take turns to read out your situation cards to your partner or group members. For each card, your partner(s) will need to decide whether the scenario constitutes a case of “cheating” or “not cheating”. Ask for the reasons why they think this. Check their answer on your answer cards and discuss. Repeat for all cards. |

**Student A cards**

| **Situation cards** | **Answer cards** |
| --- | --- |
| **1**  SITUATION: You find it hard to type on a computer. Your cousin works as a receptionist and can type very fast. Your cousin offers to help you transcribe your essay. However, you notice that your cousin makes changes to your work. You submit your work with the corrections your cousin has made. | ANSWER: Not cheating.  **A**  Your friend has possibly attempted to cheat, but you gave her another option. |
| **2**  SITUATION: You are eager to learn, and you come to almost all classes. You would really like to get an A for your essay, but you struggle with academic style and referencing. Your daughter is studying at university. She offers you some advice and explains to you how referencing works. You then complete your references. | ANSWER: Not cheating.  **B**  Remember there are always other options than buying assignments. |
| **3**  SITUATION: Your best friend failed one of her assignments and she doesn't really understand why. You got a B+. The resubmission deadline is in two weeks' time. She asks you to send her your work as she wants to use some of your text in her new assignment. | ANSWER: Cheating.  **C**  If you do not cite your sources correctly, this is as bad as copying information. Your tutor has given you the feedback for a reason. |
| **4**  SITUATION: You have a demanding job and a busy family life. You come to classes whenever you can, and your attendance is at around 50%. You're not entirely sure how to write your assignment. One day you notice this advert in a coffee shop:  Strict tutor? Struggling with your essay? Our aim is to help students with assignment writing so they can excel in their academic career. Students can order assignments with ease at our legit writing service and we will ensure that they get high-quality work at an affordable price. Contact us now!  You decide to contact them, and they offer to write your essay for you for a fee. You accept. | ANSWER: Cheating.  **D**  This is a case of cheating. You are misrepresenting where you found the material. |
| **5**  SITUATION: Your tutor gave you feedback on your essay draft. He said the essay is of good quality, but you need to add citations in several places. You wrote your draft a few weeks ago and you don't remember where you took some information from. A second-year student tells you it's ok to just add citations here and there without researching further. You are tempted to do this but decide to act on your tutor’s feedback and search for the citations yourself. | ANSWER: Cheating.  **E**  This is a case of cheating. The creators of detection software are aware that some students try this and are constantly updating their system. |
| **6**  SITUATION: You find a useful online source which contains everything you need, including citations. You decide to copy and paste the citations into your work so it looks referenced. | ANSWER: Cheating.  **F**  This is collusion. It seems that a lot of the work has been done by your friend and not you. |
| **7**  SITUATION: You find something really useful on Wikipedia but your tutor told you not to use that as a source. At the bottom of the webpage, you find more sources which you think might be useful. You click on the sources and you paraphrase and reference that source instead of Wikipedia. | ANSWER: Cheating.  **G**  This is not allowed. Students are not able to gain credit for the same work twice. |
| **8**  SITUATION: You find a lot of information on your topic in a couple of books. You use it in your assignment, and you make sure you cite and reference appropriately. There are also points that you add that aren’t in books, but you think are common knowledge, so you add them without citations. | ANSWER: Not cheating.  **H**  Building on previous work you have done on a topic can be OK but you need to be very careful about how you go about this so you it doesn’t seem that you self-plagiarised. In some cases you may need to cite yourself so that it is clear when you completed the work. |
| **9**  SITUATION: You find it hard to type on a computer. Your cousin works as a receptionist and can type very fast. Your cousin offers to help you transcribe your essay. However, you notice that your cousin has made changes to your work. You tell your cousin to transcribe it as it is but you ask for advice on what your cousin think needs changing. You make the changes yourself. | ANSWER: Cheating.  **I**  You must acknowledge all your sources. |
| **10**  SITUATION: You are eager to learn, and you come to almost all classes. You would really like to get an A for your essay, but you struggle with academic style and referencing. Your daughter is studying at university. She offers to help by adding your citations and references and correcting your style a bit. | ANSWER: Cheating.  **J**  The presentation is not entirely your work. |

**Student B cards**

| **Situation cards** | **Answer cards** |
| --- | --- |
| **A**  SITUATION: Your best friend failed one of her assignments and she doesn't really understand why. You got a B+. The resubmission deadline is in two weeks' time. She asks you to send her your work. You suggest that she asks her tutor for advice instead. | ANSWER: Cheating  **1**  It needs to be your own work. You should ask your cousin to transcribe your work as is. Your cousin might notice things and offer you suggestions, but you would need to make any changes yourself. |
| **B**  SITUATION: You have a demanding job and a busy family life. You come to classes whenever you can, and your attendance is at around 50%. You're not entirely sure how to write your assignment. One day you notice this advert in a coffee shop:  Strict tutor? Struggling with your essay? Our aim is to help students with assignment writing so they can excel in their academic career. Students can order assignments with ease at our legit writing service and we will ensure that they get high-quality work at an affordable price. Contact us now!  You think about contacting them but ask your tutor for an extension instead. | ANSWER: Not cheating.  **2**  It is not cheating to ask for advice like this, providing what you produce is your own work. |
| **C**  SITUATION: Your tutor gave you feedback on your essay draft. He said the essay is of good quality, but you need to add citations in several places. You wrote your draft a few weeks ago and you don't remember where you took some information from. A second-year student tells you it's ok to just add citations here and there without researching further. You think this is an easier option and decide to do that. | **3**  ANSWER: Cheating.  You could both get into trouble for this. |
| **D**  SITUATION: You find something really useful on Wikipedia, but your tutor told you not to use that as a source. You use it anyway but change some of the words around and use the citations listed at the bottom of the article on Wikipedia to make it look like you have used the text from those sources. | **4**  ANSWER: Cheating.  This is very dangerous for students. This type of “service” (also called an essay mill) is not allowed. The consequences of this include losing place on the course. |
| **E**  SITUATION: You find an essay online which you think you could use to submit in the place of your essay. You know about the university software to check for similarities, but your friend tells you there is a way of hiding the text from the software. You decide to try it out. | **5**  ANSWER: Not cheating.  Students will offer you shortcuts but remember that the purpose of tutor feedback on drafts is to help you understand how to do the task properly and improve your work. |

| **Situation cards** | **Answer cards** |
| --- | --- |
| **F**  SITUATION: You have missed an entire term of study and you don’t really know anything about your assignment. Your friend took the course the previous year and seems to know a lot. You ask them for help, and you end up writing your assignment together. | **6**  ANSWER: Cheating.  Copying citations is still copying. This isn’t your own work. |
| **G**  SITUATION: You have an assignment on the topic of climate change in the second year of your course. While you were in the first year, you did a lot of research on this and wrote an essay on it. You copy large sections of that assignment into your new assignment. | **7**  ANSWER: Not cheating.  This is one way you can find sources. As long as your sources are appropriate and you cite the sources correctly, finding them in this way is not a problem. |
| **H**  SITUATION: You have an assignment on the topic of climate change in the second year of your course. While you were in the first year, you did a lot of research on this and wrote an essay on it. You use some of the sources you found last year to help you complete a new assignment on this topic. You also find new sources since this is a topic for which materials are constantly being updated. | **8**  ANSWER: Not cheating.  This is the standard way you should write your assignments. |
| **I**  SITUATION: You find a lot of different sources on a topic and copy and paste them into your work. You then change the words around a bit to ensure that the computer software will not pick up that you have copied the work. You don’t include all citations. | **9**  ANSWER: Not cheating.  Your cousin is acting as a tutor here. If you trust your cousin’s judgement, they might be able to offer you helpful suggestions. However, you may want to consult your tutor or someone else who offers academic support at your institution. |
| **J**  SITUATION: You struggle to prepare a presentation. Your friend offers to show you the presentation they delivered a year ago on the same module. You change the colours of the slides and add some other text. You deliver the presentation. | **10**  ANSWER: Cheating.  This is not your own work. If your daughter does this for you now, she will need to do it for every essay, and you will not learn how to do it for yourself. |

For further information, please contact the Project Institutional Lead, Anna Krajewska at [anna.krajewska@bil.ac.uk](about:blank).

This exercise is an output from a Collaborative Enhancement Project supported and funded by QAA Membership. The project is led by Oxford Brookes University in partnership with Bloomsbury Institute, University of Southampton and University of Westminster. Find out more about Collaborative Enhancement Projects on the [QAA website](https://www.qaa.ac.uk/membership/collaborative-enhancement-projects).