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**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.**

# **Academic Integrity - Roleplay**

## **Information for the instructors**

| **Type of activity** | Roleplay. |
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| **Mode of delivery** | In-person, hybrid, online. Suggestions for adaptations for hybrid and online modes are marked with an icon of a computer screen in instructions below. |
| **Aim** | To give students the chance to discuss and reflect on the positive reasons for maintaining academic integrity. |
| **Suitable for** | * students who have already developed understanding of the issues surrounding academic integrity. * students of any discipline. * small and large groups. |
| **Resources** | Video link; Cards. |
| **Time** | Approx. 45-60 minutes. |

## **Rationale and Inclusivity**

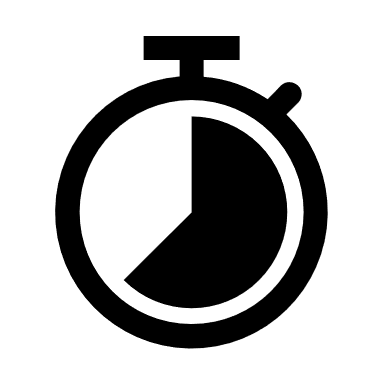
Research indicates that negative emotionality can contribute to the behaviour of academic integrity breaches (Tindall et al., 2021). This is especially important when we are considering inclusivity in higher education as there is also evidence that students from racial and ethnic minority groups are more likely to experience poor mental health, and there are indications that they are less likely to ask for help (Olaniyan, 2021). Rather than shaming students, thereby increasing feelings of adversity, research supports focusing on prosocial responses to cheating (Rettinger, 2017).

The task encourages students to engage in a collaborative activity in which students consider and develop the arguments for not cheating. The roleplay is designed to allow students to rehearse what may be an internal conflict in the future if tempted to breach academic integrity and give the opportunity for them to practise and make stronger the prosocial choice.

## **Activity structure**

1. The instructor welcomes the class and provides an overview and aims of the activity.
2. Warmer. The instructor tells the group they are going to watch a short video clip (available on this [website](https://www.pexels.com/video/students-cheating-during-an-exam-7092118/)) and asks them to discuss several questions (see Task 1 in Resources section below). Students then compare responses before class feedback.

Alternative beginning for more confident/creative classes or extension activities:

* Students discuss the emotions of ‘fear’ and ‘confidence’ and talk about how these can affect students’ academic work and behaviour.
* Students are asked to create their own video of cheating illustrating different forms of cheating (e.g. contract cheating, plagiarism, collusion etc.). Students then discuss what emotions each character may be experiencing and talk about consequences each character in the video should face.
* Interview roleplay: one student volunteers to play the role of the man from the video and sits at the front of the class. The other students ask questions about the man’s actions. Another student then takes on the role of the woman and is asked about the woman’s actions.

1. Main task. The instructor divides the class into two groups: Group A who represent Fear and Group B who represent Confidence.

Group A (Fear) are given 10 minutes to generate all the negative thoughts that might go through student’s head when they are considering an academic integrity breach.

Group B (Confidence) are given 10 minutes to generate all the positive thoughts that go through a student’s head when they face difficulties but decide to do their own work anyway.

The instructor may provide prompts or examples to students when explaining the task to students (e.g. Fear: ‘I don’t know how to do this.’ Confidence: ‘I don’t know how to do this yet, but I know who to ask, and am looking forward to gaining new skills.’)



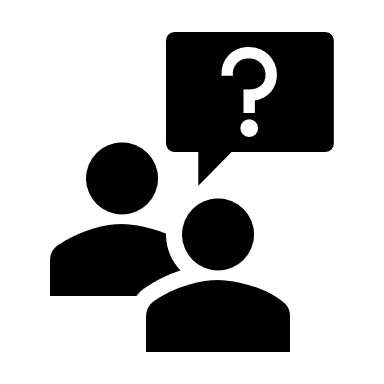
In online or hybrid learning environments, students prepare in breakout rooms and record their ideas on a shared document or in a learning technology application which allows group work.

1. A person from Group A (Fear) is paired with a person from Group B (Confidence).

Each pair is given Task 2 cards from the Resources section below. The cards present situations where students might be tempted to breach academic integrity. Instructors are encouraged to adapt, add or change the scenarios depending on the context when appropriate. The number of scenarios to consider may be reduced/increased depending on time constraints in the lesson.

Student A reads out loud/acts out the ‘fears’. Student B is meant to respond with a confident phrase to allay the fear. The instructor may want to encourage students to talk about practical steps and solutions which may address the problems described in the scenarios.

1. The instructor creates new groups of four by joining two pairs together. Leaners discuss which arguments were stronger, fear or confidence, considering the outcomes of each mindset. Students generate ideas for ways that they can cultivate a positive mindset.



For groups who struggle with discussion activities, students can work on creating a poster which encourages students to cultivate a positive mindset.



In online or hybrid learning environments, students can record videos of themselves giving advice to other students on reasons to maintain academic integrity.

1. The instructor asks the whole group to share reflections from the activity (e.g. How did your roleplays go? Has anyone changed their mindsets? What have you learnt from this activity? etc.).

## **Resources**

### **Task 1. Warmer. Discussion.**

Instructions for students:

|  |
| --- |
| Watch the video available on this [website](https://www.pexels.com/video/students-cheating-during-an-exam-7092118/) and discuss the following questions: |

* What is happening in the video?
* What type of breach of academic integrity is this?
* Why do you think the man is trying to cheat and the woman is trying to help him?
* What kind of emotions do you think the man and the woman are experiencing in this moment?
* What do you think will happen to the man and woman if they are caught?

### **Task 2. Main task. Cut out cards.**

Instructions for students:

| Put the cards into a pile face down, turn the top card over and play your role, repeat with the next card etc. |
| --- |

|  |  |
| --- | --- |
| I’ve just moved house and have been so busy that I haven’t been able to work on my assignment. | I failed my last assignment and was really upset – I even thought about dropping out of this course. I don’t want that to happen again. |
| I was really depressed/anxious/ill last month and missed loads of classes. Now I don’t really know what I’m supposed to do for the assignment. | My writing style is terrible. I always make lots of spelling errors and grammatical mistakes. I’m too embarrassed to submit work like that. |
| Everyone in my class is much smarter than me. If I submit my own work, I’ll look really stupid. | This assignment is really boring. I’m not interested in the topic, and prefer my other modules. I just don’t want to read about this – I prefer to focus on the assignments I enjoy. |
| I’ve left this assignment until the last minute. I knew time was running out, but just couldn’t be bothered to do it. Now there’s only a few days left. | I had to do lots of extra shifts at work this month as I needed extra money. I’m so tired and just don’t think I have the time to do this assignment. |
| I’m really confused about this assignment. I don’t understand what we’re meant to do. Whenever the teacher talks about it, I just get more confused. | I have to get the best grade possible, or I’ll be a complete failure. There’s no way I will get the best grade if I do the work myself. |
| I get really nervous during exams and really start to panic. If I don’t bring in notes, I know I won’t remember anything, my mind will go blank, and I’ll fail. | My tutor is so nice but demanding. They’ve spent a lot of time explaining the topic and the assignment. I don’t want to disappoint them by submitting something that is not good enough. |
| I have so many things to do and just feel completely overwhelmed. I don’t know how I can do this assignment, my job, and everything else! | I have two assignments due in the same week. It’s just too much work. There’s no way I can do it! |

## **References**

Olaniyan, F.M. (2021) Paying the widening participation penalty: Racial and ethnic minority students and mental health in British universities. *Analyses of Social Issues and Public Policy* **1**(23).

Rettinger, D. (2017) The Role of Emotions and Attitudes in Causing and Preventing Cheating. *Theory Into Practice* **56**(2).

RODNAE Productions (2021) *Students Cheating During an Exam*. Available at [Pexels.com](https://www.pexels.com/video/students-cheating-during-an-exam-7092118/).

Tindall, I.T., Fu, K.W., Tremayne, K., Curtis, G.J. (2021) Can negative emotions increase students’ plagiarism and cheating? *International Journal for Educational Integrity* **17**(25).

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