# A picture containing text Description automatically generatedA green and white logo for QAA

**Improving student learning by combining accessibility/inclusion with academic integrity**

# **Reinforcing Academic Integrity with De Bono’s Six Thinking Hats**

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.**

## **Information for instructors**

| **Type of activity** | Game |
| --- | --- |
| **Mode of delivery** | In-person |
| **Aim** | To help students revisit and discuss academic integrity |
| **Suitable for** | * Students (groups of 3-5) who have already been given some academic integrity training |
| **Resources** | Sentence starters, spinners, dice, cards |
| **Time** | Warmer (15-20 minutes) or Discussion (30-40 minutes) |

## **Rationale and instructions**

The purpose of this activity is to help students revisit and discuss matters related to academic integrity. This can be particularly helpful as students approach assessments. It is based on De Bono’s six thinking hats, which encourage people to think in different ways (de Bono, 2000). It can be presented in various ways, including spinners (page 3), dice (page 4) or cards (page 5). Alternatively, you may want to make or buy hats that the students can put on! The activity can be used as a quick warm up more regularly to sessions or as a longer activity with time to discuss several aspects of academic integrity.

Students work in groups of probably 3-5 people. Using the spinner, dice or by picking a card, they choose one of the six thinking hats and, using the relevant sentence starter below, complete the sentence and discuss with their peers. Do they agree? Can they help develop the idea further? Have they had any direct experience that relates to this? Where concerns are raised (for example with the black hat), then the group should seek solutions (it can be seen as yellow or green hat thinking, following black hat). When the discussion has concluded then the next person has their go.

**Reinforcing academic integrity with De Bono’s Six Hats – sentence starters**

| **Hat** | **Main focus** | **Sentence starter** |
| --- | --- | --- |
| White hat | Facts and figures | One fact I know in relation to academic integrity is … |
| Red hat | Emotions | One feeling I have about academic integrity is … |
| Black hat | Cautions and difficulties | One aspect I find difficult or need to be careful about in order to maintain academic integrity is … |
| Yellow hat | Positive thinking | One point I like about working with academic integrity is |
| Green hat | Creativity and new ideas | One idea for improving academic integrity … |
| Blue hat | Planning and organisation | One way in which I am planning to help myself with academic integrity is … |

## **Resources**

### Spinners

These can be printed out, cut out (one per group) and a pencil put through the centre.

Pictures of the hats were found through Microsoft Word Online Pictures who sourced them from [https://blogs.kcl.ac.uk/activelearning/2019/05/17/six-thinking-hats/](about:blank)

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### Dice

### Cards

It is recommended that you include at least 24 cards in each group’s pack to give a variety of points in discussion.

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For further information please contact the project institutional lead, Miranda Dodd, on [M.Dodd@soton.ac.uk](about:blank)

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