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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.**

# **Staff workshop on awareness-raising of inclusion in academic integrity through student examples**

## Information for instructors

| **Type of activity** | Simulation |
| --- | --- |
| **Mode of delivery** | In-person, hybrid, online. |
| **Aim** | To raise awareness of different student perspectives on academic integrity. |
| **Suitable for** | * Staff (both academic and professional service staff) working in higher education institutions who have some knowledge of academic integrity. * Staff who are relatively new to academic integrity issues for students |
| **Resources** | Handouts and ppt |
| **Time** | Approx. 45 minutes. |

## Rationale and Inclusivity:

This activity is designed for staffto put themselves in the position of different individual students in their first year at their institution, to raise their awareness of different student perspectives and possible problems.

**Note**: We recognise that every individual is different, and the purpose of this exercise is to think about academic integrity from different points of view.

### Step 1: You are going to put yourself in the position of a student in their first year of study at your institution. Choose the perspective of one of the students below or create your own example perspective. Try to consider how that perspective may differ from your own:

1. **Sam**

Sam is a UK undergraduate student who has dyslexia, and has alternative entry qualifications. Sam is first in family to attend university and comes from an area with low participation rates in HE.

1. **Esra**

Esra is an international Master’s student who speaks English as a second language, has 10 years of work experience after graduating from a non-UK university and is coming to the UK for the first time. Esra has no prior experience of studying or working in English.

1. **Jo**

Jo is a mature part-time undergraduate student and a carer, who has a full-time job and no recent educational experience. Jo has ADHD and has disclosed difficulties with concentration and working memory.

### Step 2: Rate the following statements related to academic integrity from your new ID perspective, with a score of 10=Agree, 5=Partially agree, 0=Disagree

1. I know how to get academic support from the university if I need it. **Score:**
2. I can easily understand the academic conduct regulations. **Score:**
3. I am used to academic conventions (citation and reference lists). **Score:**
4. I am confident in using the library. **Score:**
5. I have no difficulty in constructing academic texts (eg essays). **Score:**
6. I can ask my tutor questions about academic integrity. **Score:**
7. I can make good decisions based on my interpretation of Turnitin

(or other text-matching software) results. **Score**:

1. I can express my voice in my writing with ease. **Score:**
2. I find it easy to paraphrase and summarise ideas from my reading. **Score:**
3. I am able to organise myself efficiently to do my own work. **Score:**

### Step 3: Calculate your score between 0 to 100 and reflect on the answers that led to this score.

1. What does the score demonstrate about academic integrity for someone with the perspective you chose for this exercise?
2. What have you learnt about inclusive academic integrity?
3. What could you do in your teaching to support inclusive academic integrity?
4. What kind of support is needed for inclusive academic integrity?

Reference

Davis, M. (2022). Examining and improving inclusive practice in institutional academic integrity policies, procedures, teaching and support. *International Journal of Educational Integrity,18(14)* <https://doi.org/10.1007/s40979-022-00108-x>

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