Improving student learning by combining accessibility/inclusion with academic integrity

Template for inclusive and accessible teaching resources for 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.

We are aiming to help everyone to make resources accessible and inclusive.* We aim to engage students as partners in our accessible and inclusive approach to academic integrity.

Use our **P A R T N E R S** checklist below to examine accessibility and inclusion in your academic integrity teaching resources.

Prior experiences

Accessibility

Reinforcement

Timing

Navigation

Engagement

Revision of tasks

Specificity to discipline

PRIOR EXPERIENCES

- Have you considered prior educational experiences of academic integrity?

- Have you encouraged reflection on previous experiences and understandings of academic integrity?

- Have you considered different cultural perceptions in relation to academic integrity?

ACCESSIBILITY

- Have you provided teaching materials in advance of the session?

- Have you included a glossary of new terms?

- Have you used words that are easy to understand?

- Have you set out information in a concise way (e.g. use of bullet points, limited information on slides)?

- Have you prepared text in an easy-to-read font?

- Have you used diagrams, charts and pictures to assist textual information and alternative text explanations?

- Have you followed inclusive practice by avoiding examples or language that is specific to one linguistic, cultural, gender or other group?

- Have you used colour appropriately (e.g. avoided red and green combinations and poor colour contrast)?

- Have you ensured resources can be adapted into accessible formats (for example, audio, braille, screen reader following guidance, such as from Blackboard Ally)?

- Have you included a statement which explains to students that the resource is available in alternative formats?
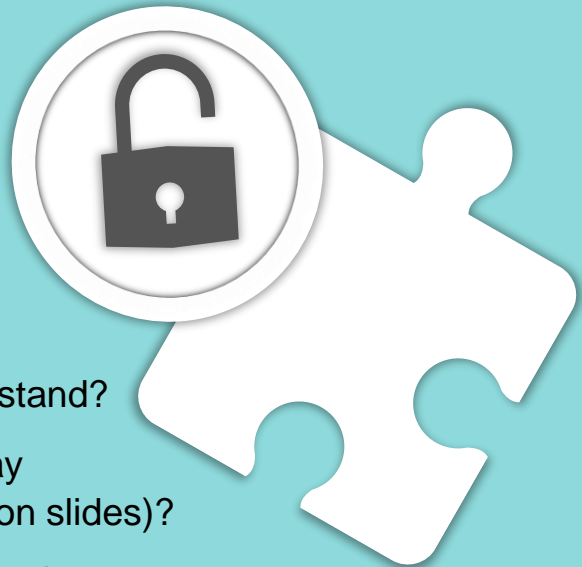
REINFORCEMENT

- Have you provided activities and reinforced messages over several iterations?

- Have you alerted students to other resources and sources of help?

- Have you asked colleagues to reinforce the same messages?

TIMING

- Have you scheduled teaching of academic integrity at induction and throughout the course - particularly at important points such as transition?

- Have you scheduled sufficient time to teach academic integrity?

- Have you recorded the session for those who cannot attend or want to check something later?

NAVIGATION

- Have you provided consistent information, links and formatting between resources to help students navigate?

- Have you used signposting of sequences to help information processing?

ENGAGEMENT

- Have you emphasised learning good academic practice rather than fear of sanctions?

- Have you promoted reflection by students on what they are learning?

- Have you encouraged students to ask questions about academic integrity?

- Have you helped students to interpret Turnitin reports appropriately (including understanding that some matches e.g. to references and quotes are expected)?

- Have you included a range of activities (individual, pair and group work) to maintain diversity?

- Have you emphasised the importance of academic integrity for personal and professional ethics in the long term (e.g. further study, employability, professional practice?)

REVISION OF TASKS

- Have you made the task specific and individual to both the module run and to the students to design out academic conduct problems?

- Have you provided authentic assessments that are not easily copied from the internet?

SPECIFICITY TO DISCIPLINE

- Have you built in guidance about any specific aspects of academic integrity related to your discipline?

References

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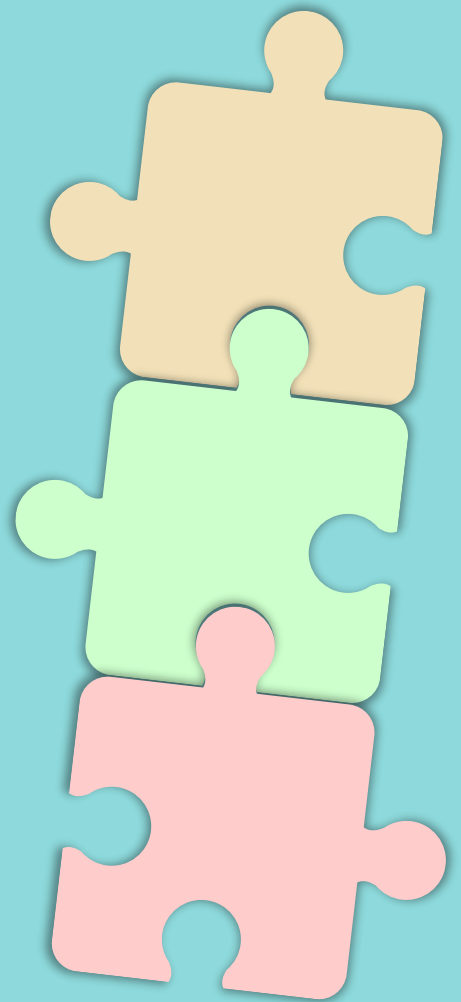
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