# 



**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.**

# **To cite or not to cite?**

## **Information for the instructors**

| **Type of activity** | Discussion, cards and/or online quiz. |
| --- | --- |
| **Mode of delivery** | In-person, hybrid, online. Suggestions for adaptations are marked with an icon of a computer screen in instructions below. |
| **Aim** | To help understand how to avoid breaches of academic integrity by applying rules for acknowledging sources of information. |
| **Suitable for** | * students who are familiar with the concepts of acknowledging the sources of information, referencing, in-text citation, and reference lists. * students of any discipline. * small and large groups. |
| **Resources** | Cards and/or online quiz. |
| **Time** | Approx. 20-30 minutes. |

## **Rationale and Inclusivity**

Sometimes students are unaware of the intricacies of acknowledging the sources of information. This short activity helps students distinguish between common knowledge and information that needs to be referenced. In this activity, students draw on their own experiences and interests to learn practical strategies to avoid breaches of academic integrity.

## **Activity structure**

1. The instructor welcomes the class and provides an overview and aims of the activity.
2. The instructor asks students to work individually for a few minutes. Students are asked to write any 3 unusual or surprising facts related to their hobbies, culture, interests etc. (something they feel comfortable sharing), e.g. A football team has 11 players. Mashed banana can be used instead of an egg when you're baking. According to Metacritic, Frank Ocean's highest rated album is Channel Orange.
3. Students work in pairs. Students read each other’s statements and decide whether these facts would have to be referenced if they were to be included in an academic assignment.
4. The instructor encourages students to share their statements with the whole class. The instructor then elicits answers to the following questions:

* What is common knowledge?
* What information must be referenced in academic assignments?

1. Card activity. The instructor distributes cards to students. Cards can be adapted as appropriate for the group (e.g. by providing more discipline specific examples).



In online, hybrid or technology-rich learning environments, the instructor may choose to use an online activity, available from this [website](https://rise.articulate.com/share/BOxNYM29zyuLhCGuoWd7qvZDS3qYcTIl#/).

1. Students are asked to reflect on the activity.

## **Resources**

**Task 1. Cards.**

For instructors:

Suggested answers can be found on this [website](https://rise.articulate.com/share/BOxNYM29zyuLhCGuoWd7qvZDS3qYcTIl#/) and below.

Instructions for students:

| Read the following example passages and decide if they should be referenced in an academic assignment. |
| --- |

|  |  |  |
| --- | --- | --- |
| The term 'viral media' comes from the first computer virus, which dates back to 1986. | The spread of ‘fake news’ is difficult to control. | There are different levels of truth: meta-transhistorical truths, which hold across the history of humanity; transhistorical truths, which are susceptible to future revision; and conjecturally specific truths, which are transient. |
| It is useful to assess the credibility of information found online before passing it on. | Identity politics refers to situations where groups defined by ethnicity, gender, sexual orientation or faith organise themselves to defend their interests. | There's no such thing as a free lunch. |
| Only about 17% of all payments in the UK are made with cash these days. | Technology has evolved rapidly over the past two decades. | London has 9.5 million inhabitants. |

**Task 1. Answers.**

|  |  |  |
| --- | --- | --- |
| The term 'viral media' comes from the first computer virus, which dates back to 1986.  **Yes - this is a specific idea and its source should be referenced.** | The spread of ‘fake news’ is difficult to control.  **No - this is a fairly general observation and does not need to be referenced (but it could be).** | There are different levels of truth: meta-transhistorical truths, which hold across the history of humanity; transhistorical truths, which are susceptible to future revision; and conjecturally specific truths, which are transient.  **Yes - this is a specific idea that definitely needs to be referenced.** |
| It is useful to assess the credibility of information found online before passing it on.  **No - this is a rather uncontroversial suggestion and does not need to be referenced (but it could be).** | Identity politics refers to situations where groups defined by ethnicity, gender, sexual orientation or faith organise themselves to defend their interests.  **Yes - this is a definition that needs to be referenced.** | There's no such thing as a free lunch.  **No - this is a common saying, which is not attributed to any particular author.** |
| Only about 17% of all payments in the UK are made with cash these days.  **Yes - this is a specific statistic, and it is necessary to say where it comes from.** | Technology has evolved rapidly over the past two decades.  **No - this is a fairly general observation and does not need to be referenced (but it could be).** | London has 9.5 million inhabitants.  **Yes - this is a specific statistic, and it is necessary to say where it comes from.** |

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).