

## Academic Integrity During Unsupervised Assessment Workshop activity and Group discussion

Welcome to the Academic Integrity Workshop!

We are pleased to have you join us to discuss how we can better support students in embracing academic honesty and integrity in their studies.

Before we start, it is important to state how UCD defines academic misconduct (also known as academic dishonesty or academic malpractice):

*“Any attempt by someone to seek unfair advantage in relation to [an] academic activity or which facilitates others to gain an unfair advantage, or to profit from the sharing or selling of your own or others’ work without permission” —  
(UCD, Academic Integrity Policy, 2024)*

Six key values underpin how academic integrity should be applied throughout your education and professional life. These values are:

1. **Honesty**  
Acting with honesty in all academic work and interactions.
2. **Truth**  
Ensuring that your work is truthful and represents your effort.
3. **Fairness**  
Ensuring that you are not unfairly gaining an academic advantage over your colleagues.
4. **Responsibility**  
Taking ownership of your actions, your learning and your future.
5. **Respect**  
Respecting the work and ideas of others by avoiding plagiarism and giving credit where it is due.
6. **Courage**  
Having the courage to do the right thing, even when you are under pressure or things are not going your way.

Before we kick off the workshop, please take a moment to watch this short video on academic integrity. [Click here to play the video.](#)

### Workshop Structure

In this workshop, we will engage in group discussions to examine academic integrity using real-life scenarios. The cases are drawn from student experiences and academic literature.

#### Group Activity: Real-Life Case Discussions

- You will work in small groups to discuss **two real-life scenarios** where students face decisions related to academic integrity.
- Each group will assign one member to take **notes** on key discussion points. This person will also provide a **summary of feedback** to the larger group at the end. One person will be the timekeeper.
- In your group discussions, reflect on the following questions:
  1. What are your initial thoughts and feelings about the situation?
  2. What actions could the students in the scenario take to uphold academic integrity?

3. How could the university better support students in similar situations?

**Scenario 1:**

Emma is taking four modules this trimester. For her final assignment in one course, she submitted the same essay she wrote for a different class last year, making minor changes to the introduction and conclusion before turning it in.

**Scenario 2:**

Alex has been under significant pressure lately. He is unable to cope with his course workload. He realises there is an upcoming deadline for a short essay. He finds an online assignment mill and decides to purchase an essay from the service and submit it as his own work for the class assignment.

**Scenario 3:**

Sarah is writing a literature review for her dissertation and comes across an academic article that seems relevant to her topic. She reads only the abstract, which summarises the research findings. Without reading the full article or engaging with the detailed data and arguments, she cites the article in her paper as if she has thoroughly analysed its contents.

**Scenario 4:**

Sean is writing a research paper that includes a paragraph taken directly from an online article. He changes a few words but does not cite the article because he believes the words are now his own.

**Scenario 5:**

Mark has to write a short essay about a movie and its representation of housing inequities. He relies on a Google review of the film to construct his argument.

**Scenario 6:**

One of your fellow students is seeking new accommodation. They have been under enormous pressure between visa applications and economic burdens. They have missed lectures and deadlines due to the mounting pressure. When it comes time to submit the next assignment:

- Option 1: They ask for your help to discuss/understand the assignment.
- Option 2: They download a similar assignment from an assignment mill.
- Option 3: They ask a friend to complete the assignment for them.

What is your understanding/reflection on this case? Discuss **collaboration** in the above scenario.

**Scenario 7:**

Sean needs a high GPA to qualify for a PhD/future placements. He has a final essay due in a module unrelated to his future career. Under pressure to finish the essay, he uses AI to complete it and makes a few edits to ensure it gets past the AI detector.

You will be divided into Zoom breakout groups of two or three, where you will discuss the scenarios assigned to your group based on your Zoom room number. Please make sure to check which scenarios are allocated to your group based on your room number (see table below).

Once you've identified your assigned scenarios, engage in discussion with your colleagues.



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