

**Academic Integrity During Unsupervised Assessment  
Workshop activity and Group discussion  
Tutor guidelines (online)**

## **1. Welcome and Introductions (2')**

Hi, my name is \_\_\_\_\_. I am an \_\_\_\_\_ and currently \_\_\_\_\_. I would like to thank all of you for participating in the workshop and sharing their thoughts and ideas with us.

As stated in the informed consent document, our discussion will remain anonymised

## **2. Workshop outline (5')**

This workshop aims to understand your thoughts, feelings, and ideas about Academic Integrity and see how we can better support students in embracing a culture of academic excellence and integrity.

I will share my screen and present some slides. First, let's look at how the University College Dublin defines academic misconduct (also known as academic dishonesty or academic malpractice):

**Slide 1:** : *“is 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)

**Slide 2** Six values should guide Academic Integrity throughout your education and beyond. These core values are:

1. Honesty
2. Truth
3. Fairness
4. Responsibility
5. Respect
6. Courage

**Please note: Academic Integrity is equally important for unsupervised learning and assessments as it is when supervised.**

**Slide 3** There are different forms of breaching academic integrity: collusion, plagiarism, cheating. Sometimes, it is difficult to understand whether or not a behaviour is a breach of academic integrity.

**End of presentation**

## **3. Explain workshop, break-out groups (1')**

**The workshop will run as follows:**

You will be divided into groups of two or three in Zoom breakout rooms, where you will discuss the scenarios assigned to your group based on your room number. Please check which scenarios are allocated to your group according to your workshop room number (table is attached in the PDF sent to you).

You will be asked to discuss two “real-life” situations during which dishonest academic behaviour may have occurred. The sample cases were taken from students' own experiences and the literature. The cases are very short. The intention is the discussion of behaviours and that is why there is little context provided to those cases.

Remember to: 1) introduce yourselves, and 2) distribute tasks: one person in the group takes notes, one person leads the discussion, and one person is in charge of timekeeping. Everyone participates!

**To spark conversation, consider the following questions - you're also encouraged to discuss other aspects!**

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?
4. Do you think Academic Integrity is important? Why?

## 5. Breakout rooms – Allocate 20' to discuss-

## 6. Back from breakout rooms- 20' discussion about the cases-

**There are 7 cases - give groups 2 each - (possible to repeat cases in different groups)**

**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.

### Tutor notes

See if the students come out with these concepts: Effortlessness / Values: truth, honesty, fairness (self-plagiarism)

Prompts: any other comments?

**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.

### Tutor notes

Discuss time management.

Did Alex learn anything? How can we be sure that learning has occurred?

**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.

### Tutor notes

Casual Approach: plagiarism, poor citation.

Values: responsibility, truth, honesty.

Resources/ Support: discuss academic writing needs, time, and skills that must be mastered.

Discuss library resources for academic writing, asking for help, and recognising skills to improve.

**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.

### Tutor notes

Ignorance: poor paraphrasing & citation, paraphrasing plagiarism, academic writing skills

Values: responsibility, honesty, respect

Resources/ Support: academic writing supports

**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.

### Tutor notes

Reliability

Values: honesty, truth, responsibility

Resources/supports: academic writing library

**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.

#### Tutor notes

Extenuating circumstances/ Student advisor (the students proposed this scenario)

Plagiarism, cheating, dishonesty

Values: courage, honesty, truth.

Resources/Supports: academic writing library, UCD library resources, expressing the issue to module coordinators

It is important to make sure that students understand that there are other policies in place (late submission, extenuating circumstances policies, additional accommodations, student representation in programmes committees). These policies are intended to take some pressure off the students.

**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.

#### Tutor notes

Emphasis on grades versus Academic Integrity (The students proposed this scenario)

Cheating, dishonesty

Values: honesty, responsibility, fairness

Resources/Supports: Talk to supervisor, writing supports in university

## Conclusion

Ask students: Do you think Academic Integrity is relevant to you?

What is more relevant? If relevant discuss values versus grades.

## 7. End of workshop. Thank you and exit workshop survey.

Thank you for participating in this workshop, your input is very valuable to us.  
Inform them that they will get a survey as soon as they finish the workshop. Ask them to please answer so we can improve the workshop for new iterations.



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