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Hurdles on the path towards academic integrity:

Simple ways to clear the jump



Studio curve. *Hurdle*. 24 Sept 2006. Online image. Flickr. 12 Oct 2015. <https://www.flickr.com/photos/studiocurve/251108056/>
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The Centre for the **Advancement**
of **Teaching** and **Learning**



UNIVERSITY
OF MANITOBA

Overview of session

- Brief introductions
- What is academic integrity?
 - Why should students care about academic integrity?
 - What are the university teacher's responsibilities with regards to academic integrity?
- Discussion
 - What are some barriers to promoting academic integrity?
 - What strategies have you used to promote academic integrity and increase learning?
- Wrapping-up
 - Where can you get teaching resources?



Academic Integrity

honesty
trust
fairness
responsibility
respect
courage

academicintegrity.org



Image source:
Web. 30 September 2015
<<http://www.lifeofanarchitect.com/architects-and-integrity/>>



Why should students care about academic integrity?

- Eliminates unfair advantage between students
- Foundation of a university degree
- Builds moral character
- Prepares students for future life and work demands



What are the university teacher's responsibilities with regards to academic integrity?

- The university community has the collective responsibility to provide an effective learning environment.
- Your individual responsibilities include:
 - maintaining familiarity with policies regarding academic integrity
 - fulfilling instructional duties with academic integrity
 - providing a course outline which includes reference to academic integrity, statements on dishonesty, and articulating course expectations



What are some barriers to promoting academic integrity?

Hurdles



1. **Students with varying levels of understanding of academic integrity (“expectation gap”)**

(United Planet, 2013)

Photo credit: Baxevanis (2007)



2. **Fear of violating faculty/department norms or creating tension/disagreement over proper responses**

(Martin, 2007)

Photo credit: Kevin B 3 (2012)



3. **Ambiguity – when to stand firm and when to compromise based on circumstance**

(University of Waterloo, 2012)

Photo credit: Greig (2011)

Hurdles



4. Too much paperwork, or disciplinary process is too confusing and/or time-consuming

Photo credit: Heather (2011)



5. Concerns about speaking or relating to students

(Martin, 2007)

Photo credit: Kraal (2011)



6. Not knowing how to implement teaching strategies to promote academic integrity and increase learning

Photo credit: Smith (2014)

(Weimer, 2015)

What strategies have you used to promote academic integrity and increase learning?

Clear the jump



Provide opportunities to discuss academic integrity*

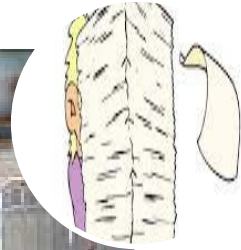


Communicate your course expectations clearly



Include the academic integrity policy on your syllabus*

*resources available at the Centre



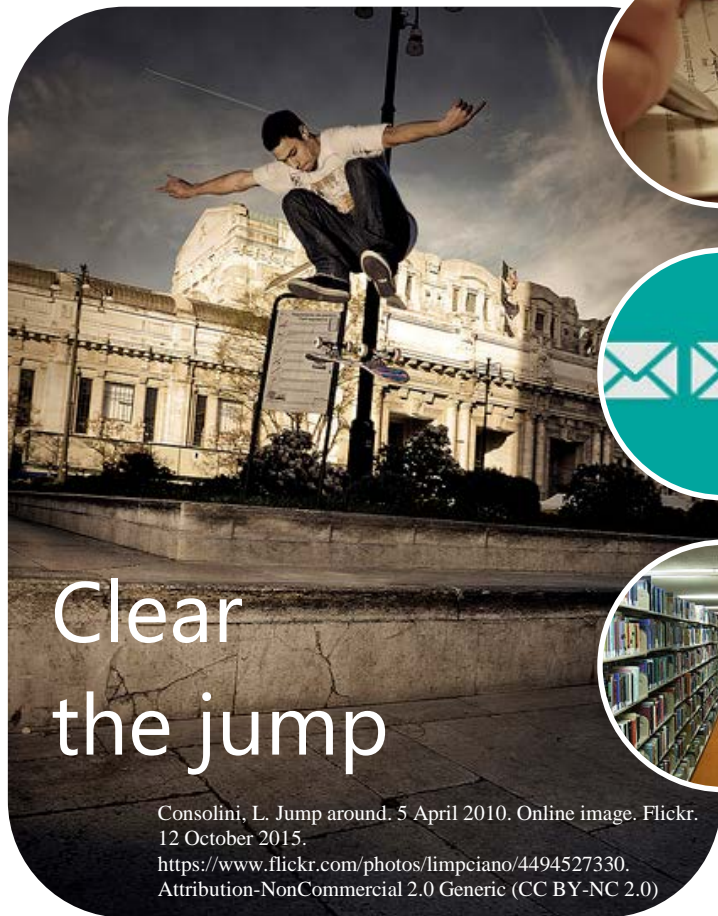
Clear the jump

Voors, R. *Hurdles start*. 8 July 2007. Online image. Flickr. 12 October 2015. https://www.flickr.com/photos/robert_voors/774926895/. Attribution-NonCommercial-NoDerivs 2.0 Generic (CC BY-NC-ND 2.0)

Provide more opportunities for students to demonstrate what they've learned

Provide easy access to study materials

Use a variety of assessment methods



Clear the jump

Consolini, L. Jump around. 5 April 2010. Online image. Flickr. 12 October 2015. <https://www.flickr.com/photos/limpciano/4494527330>. Attribution-NonCommercial 2.0 Generic (CC BY-NC 2.0)



Ask students to read and sign a contract stating that they have read and understand the Student Discipline Bylaw*



Establish a personal connection with students, both in class and through regular email or UM Learn communications



Invite a Librarian or a specialist from the Academic Learning Centre to give a presentation on working with sources

*resources available at the Centre

Where can you get resources?

The Centre for the **Advancement**
of **Teaching** and **Learning**
umanitoba.ca/catl

Academic Learning Centre
umanitoba.ca/student/academiclearning/

Student Advocacy
umanitoba.ca/student/advocacy/