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Academic Integrity Week - CCT Case Study

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What was the nature of the project and when did it take place?

Academic Integrity Week (second semester, academic year 2018/2019)

Which department and/or staff member(s) managed the project?

The project was driven by the CCT Centre for Teaching and Learning. The team driving the project included Kathleen Embleton (Head of Student Services), Graham Glanville (Dean of School), Greg South (Student Success Lead), Justin Smyth (Librarian) and Marie O' Neill (Head of Enhancement).

Describe the aim(s) of the project?

To raise awareness of academic integrity, particularly in the context of new challenges such as essay mills and fake news

What were the learning outcomes of the project?

1. Students can define academic integrity and the values associated with it
2. Students can identify examples of academic impropriety with reference to new challenges such as essay mills
3. Students are aware of the range of resources and classes which are available from the CCT Hume Library to develop their knowledge of academic integrity
4. Students are aware of the *CCT Academic Misconduct and Plagiarism Policy*, <http://www.cct.ie/wp-content/uploads/Policy-CCTP511-Academic-Misconduct-2018.pdf>

Describe the project

The week incorporated a variety of activities for students which included:

- ✓ The design of a **CCT academic integrity logo**
- ✓ The introduction of an **institutional honour code**
- ✓ The delivery of **classes on academic integrity** with free donuts
- ✓ The establishment of an **academic integrity page on Moodle** with key support resources
- ✓ The creation of an **online survey** in which students could test their knowledge of academic integrity

What data was collected during this project?

A survey tool in which students could assess their knowledge of academic integrity was designed. The construction and content of the Survey was influenced by the following tools and academic articles:

- Eva Jereb et al. (no date) 'Factors influencing plagiarism in higher education: A comparison of German and Slovene students', PLoS ONE, Vol 13, Iss 8, p e0202252 (2018), (8), p./e0202252. doi: [10.1371/journal.pone.0202252](https://doi.org/10.1371/journal.pone.0202252). Accessed 17/02/2019.
- Turnitin (no date) 'Academic Quotient Quiz,' accessed 17 th February 2019, <https://www.turnitin.com/static/aiq-quiz/>
- York University (no date) "Academic Integrity Quiz," accessed 17 th February 2019, <http://www.yorku.ca/tutorial/quizzes/ai/nologin/ai.quiz>

The survey attracted a response rate of 26 percent with 263 responses

What insights were gleaned from the project data?

Positives

- ✓ 97 % of respondents understood the term academic integrity
- ✓ 88 % of students understood that websites are not regulated for the accuracy of their content
- ✓ 83 % of students understood what collusion means

Negatives

- ✓ 67% of students said that they had difficulty expressing themselves

The full findings of the survey can be accessed at: <https://tinyurl.com/sy7ck9h>

How has practice changed on the ground at CCT as a result of the project?

- ✓ The CCT Student Success Lead, Greg South communicated the findings to faculty and support staff to address the major finding of the project which was that a significant proportion of students found it difficult to express themselves in their assignments. CCT has a high percentage of international learners.
- ✓ In light of this finding, a new programme of **Library classes** was launched with an intensified focus on academic writing. These classes are also augmented by the launch of a series of guides on academic integrity, referencing and academic writing on **Subjectsplus** at: <http://learningspace.cct.ie/subjects/index.php>