
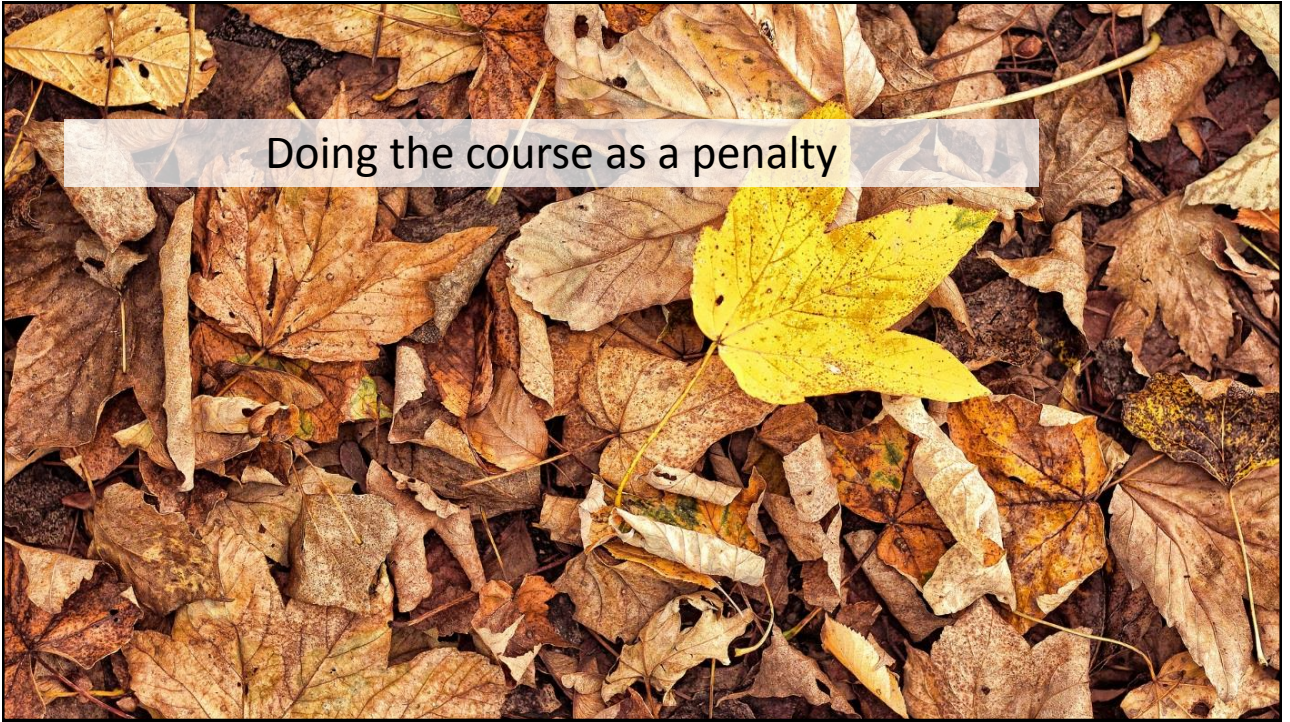


Academic integrity for graduate students:
Listening to international and indigenous voices

Wendy Rodgers & Erin Alcock
Memorial University of Newfoundland
WILU :: Ottawa :: June 7, 2018



The INTG 100 A/B course origin story



Doing the course as a penalty

Do You Know What Academic Integrity Is?

Memorial University Libraries

<https://youtu.be/LMYH9gt3krc>



Structure of the undergraduate course

1. Define academic Integrity and explain why it is important in higher education;
2. Examine their own practice of academic integrity in their academic work and learning environment;
3. Locate and interpret Memorial University's academic regulations;
4. Identify sources of information or advice related to academic integrity; and
5. Learn strategies to ensure integrity in their own academic activities.



INTG 100A

Topic 1: Understanding Academic Integrity

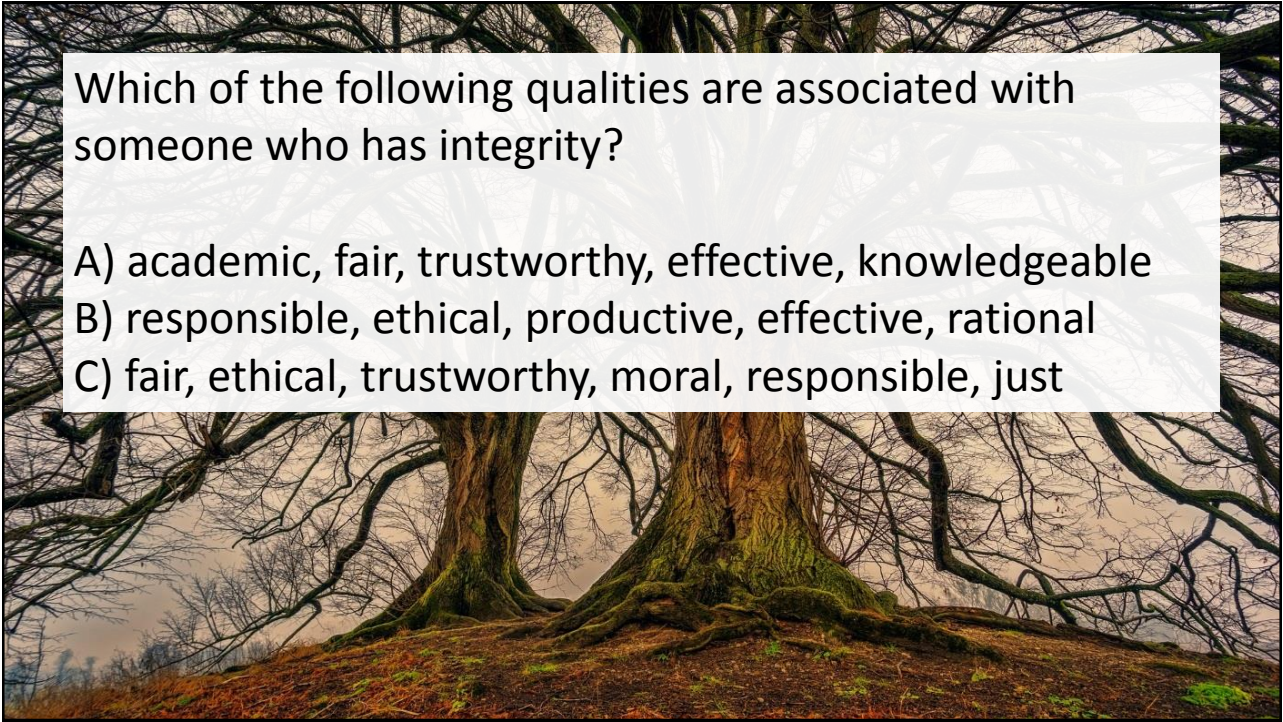
Topic 2: University Regulations

INTG 100B

Topic 3: Completing your university work

Topic 4: University supports to ensure academic integrity

Topic 5: Strategies for being a successful student

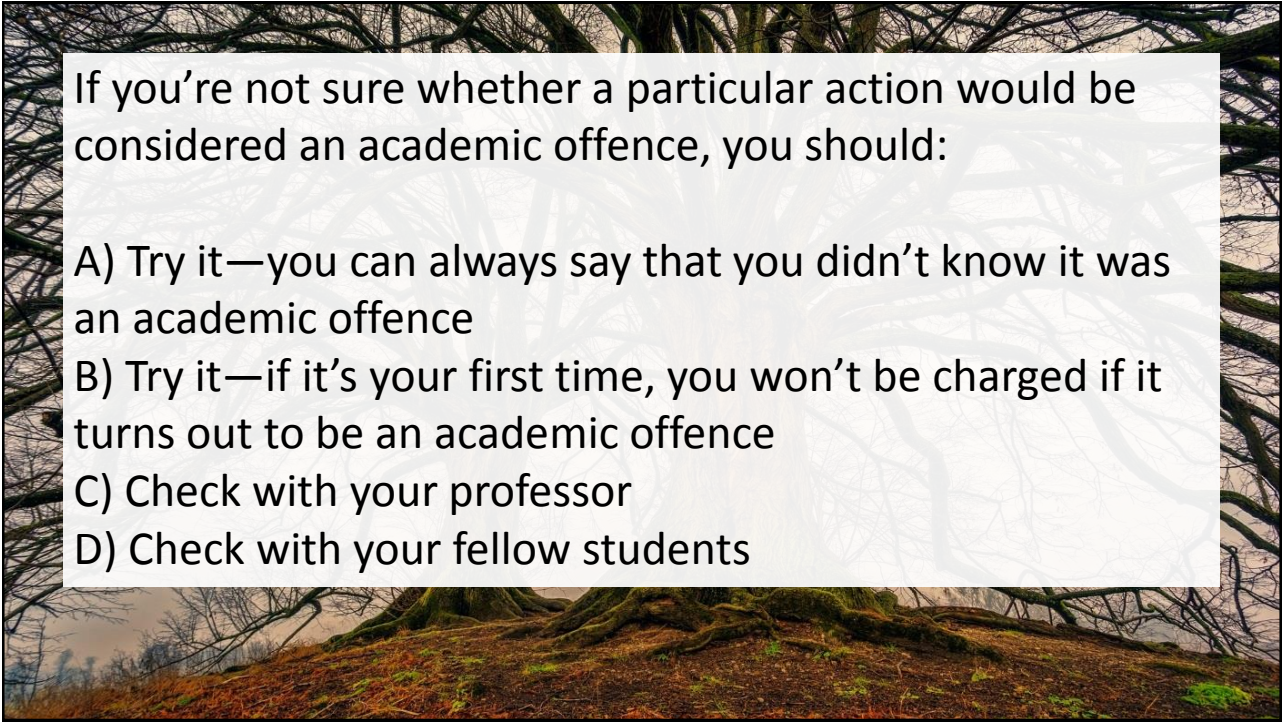


Which of the following qualities are associated with someone who has integrity?

A) academic, fair, trustworthy, effective, knowledgeable

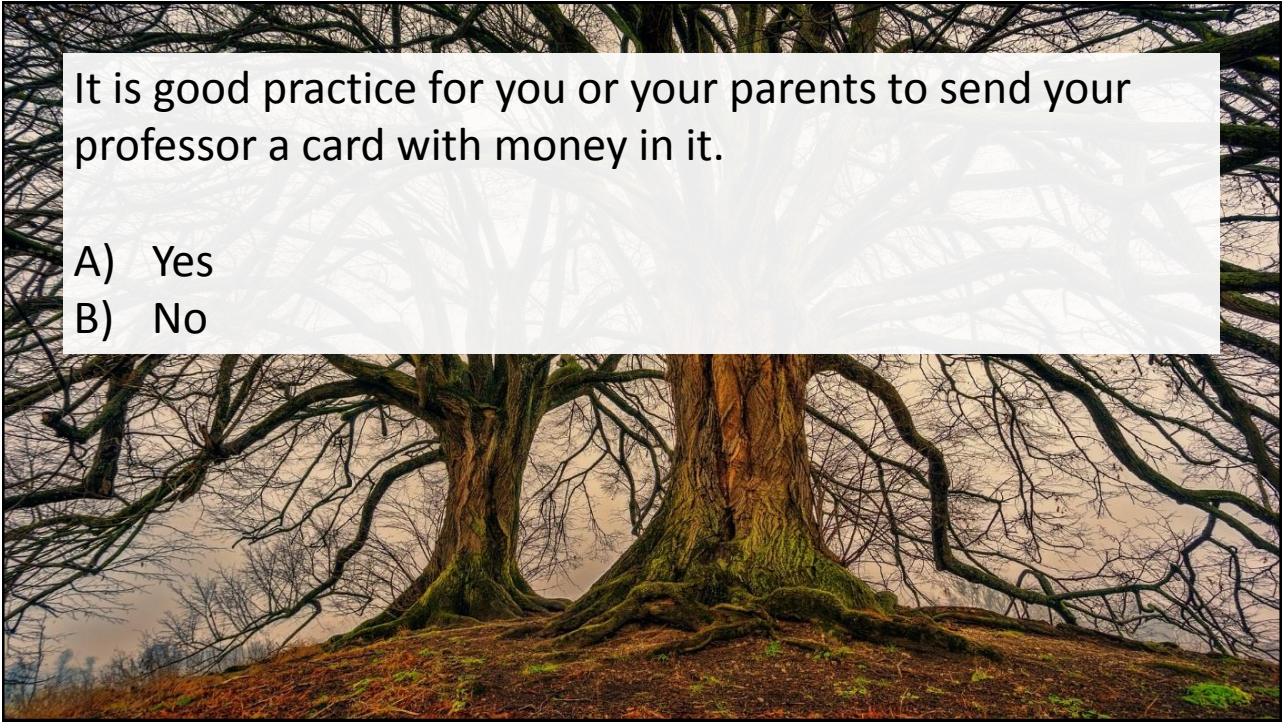
B) responsible, ethical, productive, effective, rational

C) fair, ethical, trustworthy, moral, responsible, just



If you're not sure whether a particular action would be considered an academic offence, you should:

- A) Try it—you can always say that you didn't know it was an academic offence
- B) Try it—if it's your first time, you won't be charged if it turns out to be an academic offence
- C) Check with your professor
- D) Check with your fellow students



It is good practice for you or your parents to send your professor a card with money in it.

- A) Yes
- B) No



The graduate course

1. Define academic Integrity **in the life of a developing scholar**
2. **Situate academic integrity in the context of North American and international information creation, dissemination, and scholarship.**
3. Examine their own practice of academic integrity...
4. Locate and interpret University's academic regulations
5. Identify sources of information or advice...
6. Learn strategies to ensure integrity in their own academic activities.

Topic 1: **The Scholarly Conversation**

Topic 2: University Regulations

Topic 3: **Academic integrity and your scholarly practice**

Topic 4: University supports to ensure academic integrity

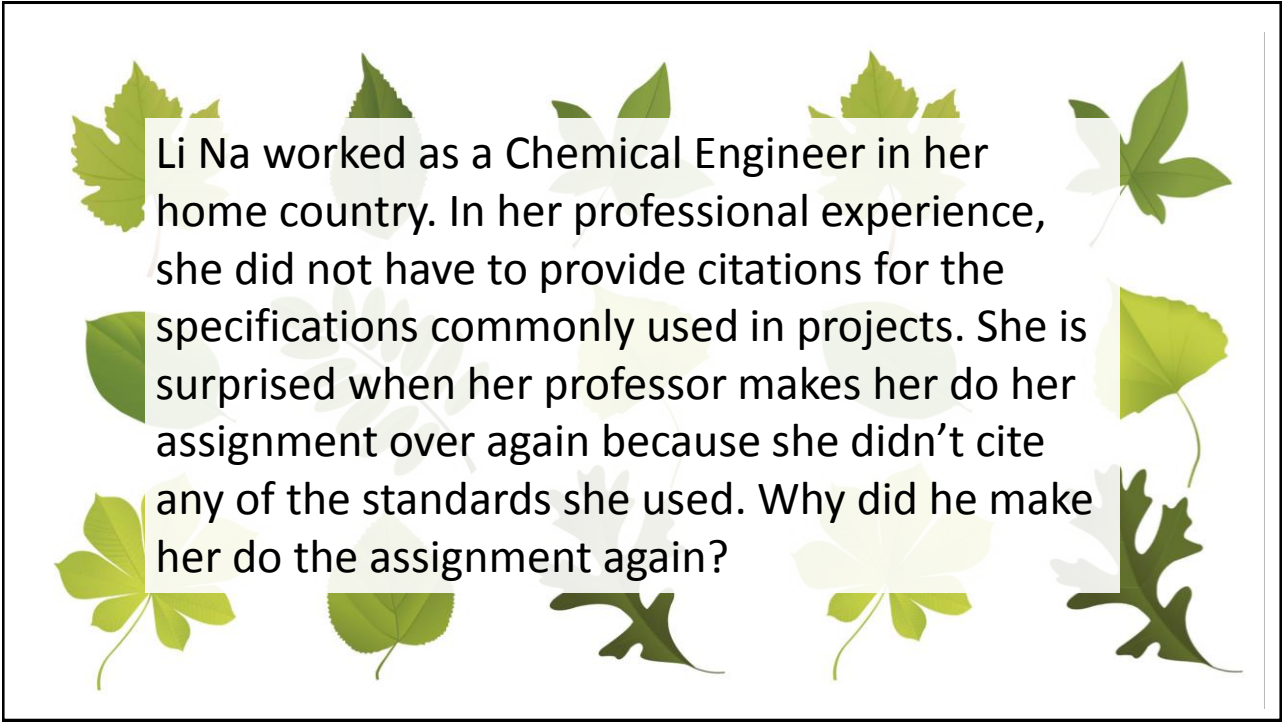
Funny but teaches about Plagiarism

Robert Rodman, using Xtranormal Movie Maker

<https://youtu.be/hdOYE-FLNuo>




International and Indigenous students



Li Na worked as a Chemical Engineer in her home country. In her professional experience, she did not have to provide citations for the specifications commonly used in projects. She is surprised when her professor makes her do her assignment over again because she didn't cite any of the standards she used. Why did he make her do the assignment again?

- Design so students can restate in their own words
- Let students know what we'll ask them in advance
- Avoid jargon and write in plain language
- Prepare more than one way to explain things
- Let students come up with questions in small groups
- Give session a clear structure and refer to it often
- Allow time for students to talk about themselves
- Be curious about them



Challenges

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