

The missing link: An educational module to promote a culture of academic integrity

Sultana Lubna Alam
The University of Canberra
Telephone: +61 02 6201 5143
lubna.alam@canberra.edu.au

Peter Donnan
The University of Canberra
Telephone: +61 02 6201 5266
peter.donnan@canberra.edu.au

Keywords: Academic integrity, developmental step, intervention, educational module, plagiarism

Abstract

This paper reports on the background, rationale, development and 2007 first-semester trial of an educational module, *Understanding Plagiarism*, designed to promote academic integrity within the School of Information Sciences and Engineering (ISE) at the University of Canberra. The module was designed as an early intervention, discipline-specific resource for students to understand plagiarism from an educational perspective. It recognises that even within a policy framework many academic staff may still be reluctant to initiate formal reporting processes with punitive implications for students unless the intention to plagiarise is conclusive. As an interim report and evaluation of the trial of the module, this paper triangulates student survey data, analysis of graded quizzes and some staff observations. An important finding was that the module has the potential to be embedded in the learning management system of multiple sites and extended to every undergraduate unit within the University where it can be used as an online resource to support learning and teaching about academic integrity.

Sultana Lubna Alam is a lecturer in Information Systems in the School of Information Sciences and Engineering at the University of Canberra. Her research background is in human computer interaction, social software, CSCW, plagiarism, assessment design, and international student support. She is currently undertaking a PhD in organisational learning using social software.

Dr Peter Donnan is a lecturer in the Centre for the Enhancement of Learning, Teaching and Scholarship (CELTS) at the University of Canberra. He teaches in the Graduate Certificate of Higher Education (GCHE) and assists staff who are adopting elements of e-learning in their teaching. His background is in open, distance and flexible learning and in recent years he has been particularly involved with online learning and teaching.