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Academic integrity in learning and teaching: Overview

- Whose responsibility is it?
- Academic integrity for faculty and students
 - Course design and development
 - Class prep
 - During class
 - Written assignments
 - Exams
 - Grades
 - Meeting expectations
- Role of University leaders
- Resources



Whose responsibility is it?

- Academic integrity is responsibility of the *University community*
- Entire academic mission: research, **learning and teaching**, service



“...beyond student conduct and character to the teaching and learning environment” (p. 11)

Betram Gallant, T. (2008). *Academic integrity in the twenty-first century: A teaching and learning imperative*. San Francisco: Jossey-Bass

Course design and development



1. Review end-of-semester feedback from previous students*
2. Reflect on your teaching practices
3. Define course learning outcomes
4. Do curriculum alignment: outcomes/assessment/instructional activities
5. Prepare a course syllabus and LMS site
 - Include academic integrity policy statement (or link)
 - Provide examples and non-examples
 - Are students allowed to work collaboratively?
 - Provide resources to avoid plagiarism
 - Include a statement about plagiarism detection technologies, if using

Class preparation

(worthwhile ed experience!)



Faculty

- Reflect on prior teaching and make adjustments
- Review and prepare resources
- Check your references and copyright
- Include new info/data
- Plan an effective class session

Students

- Study resources before coming to class
- Clarify anything you're unsure of (including looking up words you don't understand)
- Formulate questions you might have so you can ask them in class

In Class

(take it seriously and treat all with respect)

Faculty

- Show up for all class sessions, unless you are simply unable to do so
- Come to class on time, and do not leave early
- Not waste class time, but use it well to fulfil the objectives of the course so students meet learning outcomes
- Do your best to answer student questions
- Honestly acknowledge when you don't have an answer or don't know something, and then go out and get an answer by the next class
- Both encourage students, and give all an equal opportunity, to participate in class discussions
- Contain students if their enthusiasm for participating in the discussions makes it difficult for others to participate
- Assume that students are prepared for class and that a faculty won't embarrass a student if, even if his/her hand isn't up
- Respect the views students express
- Do not allow anyone to ridicule ideas expressed in class
- Make it clear when expressing an opinion, and not impose on students your views on controversial issues.

Students

- Show up for all class sessions, unless you are simply unable to do so
- Come to class on time and do not leave early
- Make good use of class time by being engaged in class activities
- Ask questions about anything you don't understand, and not just for your own sake but because other students might not realize that they also don't understand
- Participate in the class discussions so as to contribute your thinking to the shared effort to develop understanding and insight (remember that even something that's clearly wrong can contribute to the discussion by stimulating an idea in another student that s/he might not otherwise have had)
- Monitor your own participation so as to allow for and encourage the participation of others
- Respect other students by not making fun of them or their ideas, and by not holding side-conversations that distract them (and a faculty member) from the class discussion.

Written assignments



Faculty

- Devise meaningful assignments that grow out of and further the work done in the classroom
- Provide students with a clear description of that assignment so that they know what is expected of them and what a faculty member will be looking for when grading
- Give due and careful consideration to student papers when assessing them and assigning grades
- Confront a student if plagiarism or cheating is suspected

Students

- Start research and writing early enough to ensure that there is enough time to do the best work
- Submit a paper which is done specifically for this course and not borrowed from someone else or recycled from an earlier course
- Not be satisfied with a paper/project that is less than one's best work
- Seek only appropriate help from others (such as proof-reading or discussing ideas with someone else to gain clarity in one's thinking), and give full and proper credit to all sources

Exam time!

Faculty

- Do one's best during class time to prepare students for the exams (curriculum alignment)
- Be available during office hours or at arranged times to work with students individually to help them get ready for the exams
- Develop exam questions that will be a meaningful test not only course learning outcomes, but also of student ability to express and defend intelligent judgments about course content
- Carefully monitor the exam so that honest students will not be disadvantaged by other students who might choose to cheat if the opportunity presents itself
- Give due, objective, and careful consideration to student answers when evaluating them and assigning a grade



Students

- Come to class having done your best to prepare for the exam, including seeking help if needed
- Make full use of the time available to write the best answers you can
- Accept your limitations and do not cheat
- Do not allow others to cheat

Grades

Faculty

Carefully and objectively weigh all of student grades during the course, as well as the other factors that affect the final grade as explained in the syllabus

Students

If a student feels a mistake was made in computing the grade, she/he has a right and responsibility to come to a faculty member as soon as possible prepared to show why he/she thinks a mistake was made



Failure to live up to our responsibilities

Faculty

Faculty has a right to expect that students will live up to all responsibilities. If not, it is a matter of one's academic integrity to call a student on it.

Students

If a student feels a faculty member failed to do so, he/she has every right (and responsibility) to call a faculty member on it and if needed address it with the dean.



Role of University leaders

- Establish a cross-institutional group or committee
- Initiate review of existing policies and practices at your university
- Align policy, practice, and process
- Monitor compliance and consistency
- Cover the gaps and be proactive
- Identify AI best practices nationally and internationally
- Reinforce and promote culture of academic integrity discouraging any violations
- Join network of other universities and share best practices
- Foster a university-wide and multi-dimensional commitment
- Set up high standards
- Provide support and training for students and faculty



Resources for you



- [Diigo collection](#)

- **Resources from NU partners**

- [Avoiding Plagiarism | Duke University Libraries](#)
 - [Plagiarism Tutorial at Duke University](#)
 - [Avoiding Plagiarism - Copyright Resources to Support Publishing and Teaching - Guides at Penn Libraries](#)
 - [Good academic practice and plagiarism: University of Cambridge](#)
 - [Avoiding Plagiarism: Quoting and Paraphrasing \(UWM\)](#)
 - [Plagiarism resources \(UCL\)](#)
 - [STUDENT CODE OF PROFESSIONALISM UNIVERSITY OF PITTSBURGH SCHOOL OF MEDICINE](#)

- **Reasons for violation of academic integrity**

- [Brainstorm - The Chronicle of Higher Education Plagiarism prevention](#)
 - [Students Cheat on Assignments and Exams - Teaching Excellence & Educational Innovation - Carnegie Mellon University](#)
 - [Beat the cheat](#)
 - [Reasons Students Cheat | Point Loma Nazarene University | A Premier Southern California Christian University in San Diego](#)
 - [Why students plagiarize \(podcast\)](#)

- **Types of plagiarism**

- [Infographic: Plagiarism Spectrum](#)
 - [Purdue OWL: Contextualizing Plagiarism](#)

- **General academic integrity resources**

- [Academic Integrity at Princeton University](#)
 - [Research-Based Strategies to Promote Academic Integrity](#)
 - [Fundamental Values of Academic Integrity booklet](#)
 - [Academic Integrity Resources | Academic Integrity | UMUC](#)
 - [Academic Ethics and Integrity | Pine Manor College](#)

- **Examples of academic integrity/honor code violations**

- [What is a Violation? | Honor Code Office | University of Colorado Boulder](#)
 - [Violations, nonwork, due process](#)



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