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   1. Equity? learner autonomy
   2. Sustainability? lecturer autonomy
1. BACKGROUND

Academic Adviser for students and staff from 1991
ACUE Advisory Centre for University Education
CLPD Centre for Learning & Professional Development
DHE Discipline of Higher Education

Coordinator

• Academic Language and Learning 1990s
• Academic Staff Development 2000s
  – fortunate in combining ALL & ASD in the same centre
  – moving freely between work with students and staff across
    ‘person centred counselling’, ‘group-centred teaching’
    and curriculum intervention (Percy 2014a, b)

2. ISSUE

Plagiarism (from ‘kidnapping’, stealing)
Academic integrity breaches

• Ethical Issues: Dishonesty, deception, cheating,
  fraud: fabrication, falsification, paper mills ‘ghost
  writing’ services

• Intervention for deterring, detecting dishonest
  behaviour: teaching about policy, warning of
  consequences; a culture of honesty, institutional
  honor codes, and dealing with incidents of
  dishonesty
  (McCabe 2006; McCabe et al 1999)
2. ISSUE

Plagiarism
Academic integrity breaches

- **Issues of ‘conventions’ and ‘practice’**: Unintentional plagiarism / breaches of academic integrity that can occur
  - when students fail to utilise the *conventions* or adopt appropriate *practice* in relation to “acknowledgment, referencing and how knowledge is discussed”
    (East & Donnelly 2012, p.3)

- **Intervention** for pre-empting inadvertent breaches of academic integrity
  - resources and teaching around the ‘specifics of acknowledgment and referencing’

2. ISSUE

Plagiarism (from ‘kidnapping’, stealing)

- Problematic that unintentional plagiarism dealt with within the same paradigm as deliberate deception

- Doing so is likely to drain resources away from detecting and dealing with the real offenders
  (McGowan, 2005b, 2008)
2. ISSUE

**Academic integrity**
- calls in the literature for more broadly ranging educational approaches to promoting academic integrity (Horacek 2009; Gullifer & Tyson 2010)
- abandoning the traditional reliance on bolt-on ‘study skills’ programs on plagiarism avoidance as ‘trivialising’ crucial areas of learning (Wingate, 2006)
- fostering undergraduate research and research skill development (RSD) as an underlying principle of undergraduate education (Brew 2010; Willison 2012)
- examples of faculty- or discipline-embedded academic literacy programs to develop scholarly writing (Wingate 2013, Hunter & Tse 2013).

**2. ISSUE**

**Academic integrity – STUDENT SURVEY**
15,304 Australian university students¹ (Bretag et al., 2014)

Majority of respondents (94%) reported they were confident in their ability to avoid plagiarism

Only 68% who were satisfied with the ‘support and training’ they had received to ‘avoid academic integrity breaches’ (p.1160).

¹Australian Government OLT, formerly ALTC) priority project Academic integrity standards: Aligning policy and practice in Australian universities 2010-2012
2. ISSUE

Academic integrity – STUDENT SUGGESTIONS

1. ‘guidance on avoiding breaches’

2. continuing reminders about academic integrity

3. education on ‘how to do it properly’

4. ‘incorporating activities in tutorials, and redesigning assignment tasks to focus on developing academic integrity’

   (Bretag et al., 2014, p.1161)

3. FOCUS

Text-based conventions ...

... From avoiding to achieving

1. Understand ‘what the enterprise of higher education is about’ (Hunt 2004 cited in McGowan 2008) Achieving Academic Integrity as research integrity

   https://www.adelaide.edu.au/writingcentre/plagiarism/

2. Replace simplistic language advice: ‘use your own words’
‘in your own words’ ??

1. Words are not really ‘our own’

2. Students may not have a large stock of appropriate words if they are new to academic writing, or studying a new course or new discipline ...

3. FOCUS

Text-based conventions ...

... From avoiding to achieving Language development – ‘

... far from trapping students in their existing repertoire of words, the teaching, assessment and feedback advice provided within university courses should explicitly support their students' development of the formal language that is valued in academic writing [...] 

An educational approach that successfully removes innocent plagiarists from the disciplinary system could become a means for assuring a university's educational integrity

McGowan 2005a
3. FOCUS

Text-based conventions ... ... From avoiding to achieving

A system is required where students are exposed to the principles of academic integrity that encompass the development of scholarship: learning about the principles of academic writing, the development of the authorial voice and, with it, the place of attribution. (Gullifer & Tyson 2010, p.478)

4. THE PROGRAM

Curriculum integration for ... Achieving academic integrity

- Implementation: Reading for writing – Genre analysis
- Curriculum Integration – Collaboration
4. THE PROGRAM

Achieving academic integrity – Pedagogical Considerations

• What?
  – language of the discipline – for deep learning, not merely referencing conventions for surface learning

• Where?
  – in the curriculum – equitably accessible to all, not a selected few

• How?
  – reading for writing – the use of relevant content readings, not merely revising grammar, spelling & punctuation

4. THE PROGRAM

• Genre analysis AS A PRODUCT

  – Outcome of genre analysis by expert LINGUISTS
  – Formulae for specific genre types: eg Recount, Explanation, Argument ...
  – Adaptable, applicable to variety of contexts

See Swales (1990); Bruce, (2008)
4. THE PROGRAM

• Genre analysis AS A PROCESS

  – Outcome of genre analysis by LEARNER
  – Genre analysis as a self-help tool
  – Application to a specific disciplinary context

  See Swales (1990); Bruce, (2008)

4. THE PROGRAM

• Genre analysis - SELF-HELP TOOL

  4 Basic Steps
  Learner analyses sample texts for
  – overall structure (headings, sub-headings, cohesion)
  – paragraph structure
  – clause structures, word choices
  – abstractions, nominalisations
4. THE PROGRAM

• Genre analysis - SELF-HELP TOOL

**Key characteristics**
– fosters learner autonomy
– tool provides formula for understanding & applying genre analysis process
– possible to re-apply the method in any context where model texts are available

**Key learning objectives**
– imitate structures of scholarly writing
– ‘harvest’ re-usable language - augmenting vocabulary
– note Dos and DON’Ts (eg 1st person vs passive)
– imitate method of introducing citations & referencing within the context of students’ content learning
4. THE PROGRAM

Principles of Curriculum Integration
Collaboration Discipline lecturer + ASD/ALL collaborator

1. Collaborative planning
2. Preparatory work: division of labour
3. Co-teaching in class (eventual withdrawal of collaborator)
4. Discipline lecturer – increasing autonomy

5. CONCLUSION

A curriculum integrated approach for Avoiding Plagiarism by...
...Accelerating academic writing, to ... Achieve Academic Integrity

- Equity? Learner autonomy
  - models of scholarly writing – for whole class
  - access to self-help tool – developmental, not remedial
  - model texts chosen for relevance to course content
  - motivation – assessment criteria, marking scheme, feedback

- Sustainability? Lecturer autonomy
  - no teaching of grammar rules involved!
  - a method for teaching = how to do deliberately consciously and what generally develop unconsciously over time
5. CONCLUSION

Accelerating academic writing ...  ... to achieve Academic Integrity

QUESTIONS:
• Do students have the time to focus on language + content?
• Could students be motivated to engage in accelerating their own academic language development? How?
• Do staff have the time to take on such a program within their course?
• What would it take to motivate staff to do so?

Possibilities? Barriers? Over to you 😊
QUESTIONS:
1. Do **students** have the **time** to focus on language + content?
2. Could **students** be **motivated** to engage in accelerating their own academic language development? How?
3. Do **staff** have the **time** to take on such a program within their course?
4. What would it take to **motivate staff** to do so?

References

- Brew, A. (2010). ALTC Teaching Fellow web sites and links to undergraduate research information.
References (cont)


References (cont)

Abstract

The results of a survey of 15,304 Australian university students reported in Bretag et al. (2014) indicated a disparity between respondents’ overall level of confidence in their ability to avoid plagiarism (94%), contrasting with only 68% who were satisfied with the ‘support and training’ they had received to ‘avoid academic integrity breaches’ (p.1160). Suggestions by students reported in that study include more ‘guidance on avoiding breaches’, continuing reminders about academic integrity, as well as education on ‘how to do it properly’, ‘incorporating activities in tutorials, and redesigning assignment tasks to focus on developing academic integrity’ (p1161). There have been calls in the literature for more educative approaches to promoting academic integrity (Horacek 2009; Gullifer & Tyson 2010) and moves to highlight the development of research skills as an underlying principle of undergraduate education (Brew 2010; Willison 2012). Wingate (2006) proposed abandoning the traditional reliance on extra curricular ‘study skills’ programs on plagiarism avoidance as ‘trivialising’ crucial areas of learning, and there are increasing examples of faculty- or discipline-embedded academic literacy programs (Wingate 2012, Hunter & Tse 2013).

This paper outlines a research study on the design and implementation of a curriculum integrated academic literacy methodology with an associated assignment, designed to stimulate students’ motivation to learn to accelerate their own academic writing development by a method based on genre pedagogy. The paper will discuss possibilities and barriers to sustainability of such a program.