



Digitalising academic integrity learning resource

Key Words

Discipline-specific, avoiding plagiarism, academic integrity, academic literacy, online, digital resources

Abstract

Providing academic integrity information to students is of paramount importance as the issue of misconduct in the form of plagiarism has been posing various misadventures to many vulnerable students (see Hare 2014). In view of this, UTS HELPS has developed an easily accessible and interactive learning tool that enhances students' awareness of academic integrity in 2015. In 2016, the second phase of development has been in place to implement discipline-specific contents. This new addition was based on the belief (e.g. Stratilas 2011) that discipline-specific materials would enhance students' learning experience by scaffolding contextualised academic integrity information into sequential interactive tasks in the form of online tutorials and quizzes. The progress of the project followed the stages of (1) Research, Engagement & Consultation; (2) Online Platform Development; (3) Content Development; (4) Soft Launch & Review and (5) Official Launch & Promotion. As the project manager, I have collaborated with various group of professionals: (1) faculty academic staff from 6 faculties on the content creation; (2) UTS Learning Designers on analysing the usage and impact of the website; (3) Library staff on referencing issues; (4) Student Misconduct team on misconduct policy issues and (5) IT professionals who develop and design the web application. The main challenge of the project was to find timely solutions to technical glitches as the issues were largely reliant on the IT team and their ability to communicate effectively. To overcome the challenge, the communication path was streamlined and a regular work update was requested. Another notable challenge was due to the diverse characteristics of various faculty cohorts, and hence to achieve the objective, it was vital to maintain a flexible attitude to approach each group with a different management style. In February 2017, 11 separate discipline-specific modules; namely, Business, Design, Education, Engineering & IT, Generic, Health 1, Health 2, Journalism, Law Introductory, Law Intermediate, and Law Proficient were successfully deployed and implemented as a compulsory learning activity during the orientation week, part of subject assessments or a prerequisite for assignment submission. According to Google Analytics, the website was viewed approximately 10,000 sessions by 7,000 users from February to early April 2017.

References

Hare, J. 2014, 'University cheating 'hard to combat'', *The Australian*, 13 November, viewed 18 April 2017, < <http://www.theaustralian.com.au/higher-education/university-cheating-hard-to-combat/news-story/98c0f0a01a9ca6298ec76aca7506943d>>.

Stratilas, K 2011, 'The evolving nature of support: a new horizon', *Journal of Academic Language & Learning*, vol. 5, no. 2, pp. A44-9.

UTS: HELPS 2015, *Avoiding plagiarism*, UTS, Sydney, viewed 7 February 2017, < <https://avoidingplagiarism.uts.edu.au/>>.



Association for Academic Language and Learning

CONFERENCE 2017

1st - 3rd November | Geelong, Australia

