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ETBI Blended
Learning Series,
Session 7

Academic Integrity

Learner Centred Approach to Academic
Integrity

30 March 2021

Integrating Academic integrity (set principles)

- As a fundamental element in lifelong learning and lifelong skills
- Career-oriented
- Part of quality policy and standards
- What are the core set of values?



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Setting core values & principles

- Honesty
- Accountability
- Fairness
- Mutual respect
- Responsibility
- Trust



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Academic integrity (learner, practitioner & provider)



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- ❖ 1 Design of curriculum assessment and materials that minimise any opportunity for malpractice or oversight
- ❖ 2 Holistic, affective approach: why we need Academic Integrity in all academic and professional contexts
- ❖ 3 PD Training and awareness of alternative applications of Academic Integrity to fit the FET context
- ❖ 4 Fostering a culture of Academic Integrity in all aspects of learning, teaching and quality processes (See ETBI Blended Learning Policy Example; Learner, programme and organisational contexts)

Developing academic literacies

- ❖ Language/ linguistic barriers
- ❖ Transition into learning environment: virtual, academic, norms and nature of programmes
- ❖ E.g., types of texts, written and reading material; type of assessments corresponding to them
- ❖ Ethnographic-style assessment of learners: E.g., assessment objectives & learner lived experiences



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Academic
Integrity
Principles for
programme and
Assessment
Design

- Organisational standards
- Assessment standards
- Learner responsibilities



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Examples of Academic Integrity Principles for programme and Assessment Design



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Organisational

Identify how Academic Integrity *translates* into programme components (I.e., practical assessments, exams, group work).

Detailed information on how learners might avoid breaches.

Use, shareability, exchange of content in remote learning environments (See [guide](#) from GCFLearn.org (2018))

Protocols for responsible use of online platforms & social media (E.g. See [video](#) for 'Easy Tips for Using Social Media Responsibly' (By Smart Social, 2020))

Assessment

Marking criteria and rubrics: reward system for Academic Integrity. E.g., percentage or acknowledgement of compliance

Assessment guidelines enabling autonomy and responsibility (E.g. Academic Integrity checklist/ submission form)

Quality reviews: how do we know assessment is authentic and compliant with programme and organisational core values?

Learners

Journals, diaries or record system for learners to reflect on their understanding and use of Academic Integrity

Personalised assessment: E.g. blog posts, group presentations with clear assigned roles

Forms of constructive questioning (tutorials, support sessions)

Reviewing rubrics and criteria with learners

Recommendations



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“One bite at a time”

**Using existing online resources
and tools**



**Gradual integration beginning
with ILOs/ learner context-
gradually expanding integration
to wider contexts**



**Research opportunities
Unique take on Integrity in FET**

Breakout Room question

Q.1. Poll: please share ways academic integrity can be incorporated in learning and teaching

Q.2. Discussion: please provide your opinion on:

- Aspects of academic integrity you would like to see explored in your ETB
- Challenges you may have/ foresee with practical applications of academic integrity



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