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Boards Ireland
Boird Oideachais &
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ETBI Blended Learning Series- Session 7 Summary

Academic Integrity FET- learner centered concepts and Blended Learning policy



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I. Process of setting core values for academic integrity

Institutional/ provider context
Academic integrity applications if FET context to match:
- The nature of FET programmes at all levels
- Learning outcomes
- Increased awareness of ethical practice
See Handbook of Academic Integrity reference for empirical contexts and management of academic integrity plagiarism here .
PD and awareness of alternative applications of Academic Integrity to fit the FET context
Programme context
Curriculum assessment and materials that minimise any opportunity for malpractice or oversight
Development of an academic integrity lifelong skillset for learning and professional best practices
Academic integrity training and guidance for learners and practitioners
See list of comprehensive online Tools for remote learning here
Policy
Fostering a culture of Academic Integrity in all aspects of learning, teaching and quality processes
Possibilities for research in academic integrity and policy development
See 'Practices to Support Developing Academic Integrity in Secondary School Students' for adaptations of academic integrity if further and secondary education here . [in: Wangaard D.B. (2016) Practices to Support Developing Academic Integrity in Secondary School Students. In: Bretag T. (eds) Handbook of Academic Integrity. Springer, Singapore. https://doi.org/10.1007/978-981-287-098-8_34]
Resources to support academic integrity by Harvard University: see link for tutorials, autonomy and accountability in learner-centred contexts here

II. Academic Literacies

Challenges discussed in relation to issues affecting learners' understanding of academic integrity included:

- ✚ 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



Helpful links and resources:

- ✚ Targeted learner academic literacy [supports](#)
- ✚ Digital [tools](#) for enhancing academic learning
- ✚ [Web tools](#) for learning and literacy skills needs
- ✚ Open Access E-book for [‘Working with academic literacies’](#) (Copy ‘available in print and Adobe eBook formats from Parlor Press at www.parlorpress.com’ (ISBN 9781642150674 (pdf) | 9781642150681 (epub) | 9781602357617 (pbk.) DOI 10.37514/PER-B.2015.0674).
- ✚ Interesting [blog](#) about academic integrity in all learning, lifelong phases (‘Academic integrity starts in Kindergarten’), with links to resources for adaptations of academic integrity.

III. Breakout discussion

Poll: Please share ways academic integrity can be integrated in learning and teaching

Padlet responses:

<p>Modelling best practice - for example referencing on slides, using creative coms images.... authentic assesments</p>			
<p>Please share ways academic integrity can be incorporated in learning and teaching</p>	<p>Training for staff and learners in academic writing and referencing</p>	<p>Learner induction; As a teacher- ensure you always reference everything you use in your own materials, including images; give regular feedback adn feedforward on academic integrity principles; rethink asesment to make it authentic</p>	<p>Inclusion of how Assessor can ensure academic integrity within assessment plans and how they share information with learners also - transparency of where they are getting information from</p>
<p>Work with library staff (if you have access to a library) who could run referencing courses with your FET learners.</p>	<p>Induction Phase with Learners on what it is and means at researching and assessment levels</p>	<p>Clear expectations for Learners at induction stage</p>	<p>Include in learner induction</p>
<p>You could do a digital handbook for learners to support them in this area</p>	<p>Induction is a great place to start: staff/teachers/learners</p>	<p>Guideline documentation for learners to refer to</p>	



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

Increasing awareness of integrity in all programme levels	Guidance for teachers	Promotion of appropriate technical resources, e.g., Nvivo, EndNote	Learners do not fully grasp what is required of them
A challenge for learners when moving to HE	PD and guidance for practitioners	Possibility of project in collaboration with ETBI	Proposal/ questionnaire to be issued by ETBI for academic integrity collaboration
	Using monthly sessions e.g. on Academic Writing, Assessment.	Learner voice within academic integrity	

***N.B. Academic Integrity 'project' poll to be conducted briefly in session 8.**