

Staff Guide to Using the Academic Integrity Module (AIM)

Rationale

This latest version of the Academic Integrity Module (*AIM: Academic Integrity Module*) in Moodle has been designed to be integrated into course curriculum. The new structure has three parts, which allows specific aspects of academic integrity to be explored more deeply and over a period of three weeks or more. This defined and deliberate structure creates opportunities for teaching staff to link a specific part of AIM directly to aspects of their curriculum, thereby assisting students to understand the relevance of AIM to their course content and assessment tasks. The expectation is that by integrating AIM into curricula will encourage students to engage authentically with its content, thereby making it less about a 'tick box' exercise and more about recognising learning about academic integrity as a key feature of their courses and university life. This approach aligns with current best practice of embedding academic literacies into the curriculum rather than locating them externally to the course content (Thies et al., 2014).

It should be acknowledged at this point that requiring students to complete AIM will not automatically lead to fewer cases of plagiarism or academic misconduct, therefore there are other activities staff can engage in to decrease instances of academic misconduct, such as contract cheating, in their courses by exploring different assessment design options (see Harper et al., 2021; Ellis et al., 2020). For assistance with reviewing your assessments, contact your local Learning Designer.

AIM structure: Three parts

Welcome & Part 1: What is academic integrity?

- Introduction to the concept of academic integrity
- How academic integrity relates to student and professional life
- How knowledge is constructed

Part 2: How do I practice academic integrity?

- Overview of two key skills associated with demonstrating academic integrity: paraphrasing and referencing
- Overview of FedCite as an online resource for learning about various referencing styles
- Introduction to Turnitin as a tool for students to check their citation practices

Part 3: What is academic misconduct?

- In depth explanations of what constitutes academic misconduct
- An overview of the consequences for academic misconduct at FedUni
- Advice to students on what to do if they receive a plagiarism notification letter
- Overview of the various support services available to students

Models for AIM integration

From 2022 AIM will be compulsory for all students to complete as per the university's Academic Board recommendations in 2020. One method of encouraging students to complete AIM, as suggested by Academic Board, has been the introduction of Moodle-based restrictions that prevent students from submitting their first piece of written work (assignment type assessment) until they have completed AIM. The overall completion of AIM is contingent upon students finishing each of the three parts in turn. For example, once a student completes all required activities in Part 1, Part 2 is made available and so on. To ensure students' experience of AIM is an educative one, it is recommended that teaching staff become familiar with AIM resources and activities, so that they can understand the potential connections between AIM content and their own course requirements.

Guiding engagement with AIM

In addition to assignment submission restrictions, the timing for when students engage with each part of AIM can also be guided by teaching staff. One option is requiring students to complete Part 1 during O'week, Part 2 in Week 1 and Part 3 in Week 2. Other variations can be adopted as they suit the cohort, the timing of course content or assessment task submission dates.

Communication about AIM

In addition to university communications to students about AIM, the role of teaching staff can be to promote AIM as a useful resource to their students. Options for communication can include: making Moodle forum posts about AIM prompting to students to complete specific parts: making explicit connections for students during course delivery between course content, course expectations and academic integrity; the importance of conducting oneself with integrity in the professional domain upon graduation; reminding students during course delivery of specific AIM resources or activities and how they can assist with completing certain tasks.

AIM as a teaching resource

Another option is for staff to use AIM content as a teaching resource. Students could complete each part of AIM as a one class or individually in a supervised/guided session. In this instance, the instructor can assist students with navigating the content and draw attention to specific aspects of the module through class discussions.

Support with AIM

For more information or support with integrating AIM into your FedUni course/s, contact Talia Barrett, Senior Learning Skills Adviser, or the Learning & Academic Skills Success (LASS) team.

References

- Ellis, C., van Haeringen, K., Harper, R., Bretag, T., Zuckera, I., McBride, S., Rozenberg, P., Newton, P., & Saddiqu, S. (2020). Does authentic assessment assure academic integrity? Evidence from contract cheating data. *Higher Education Research & Development*, 39(3), 454-469.
<https://doi.org/10.1080/07294360.2019.1680956>
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- Thies, L., Wallis, A., Turner, A., & Wishart, L. (2014). Embedded academic literacies curricula: The challenges of measuring success. *Journal of Academic Language & Learning*, 8(2), A43-A59.
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