



Australian
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Academic Integrity showcase

Scholarly Information Services



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Academic Competencies and Digital Capabilities

Ben



WORKSHOPS/TEACHING



Supporting all Colleges and Schools



Supporting all study levels, i.e. undergraduate, Honours, postgraduate, HDR



Generic and course-embedded sessions



Generic and College-specific HDR programs



Research and academic skills intensives for postgraduate students



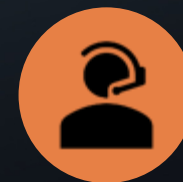
Workshops for residential halls



Training in digital tools



Orientation Week program and Introductory Academic Program



Let's Speak English conversation groups

TEACHING



397 training sessions
delivered Jan to Sept 2023

9,956 students in
attendance across training
sessions Jan to Sept 2023

INDIVIDUAL CONSULTATIONS



Undergraduate essays and reports



Masters and HDR theses



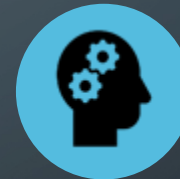
EndNote formatting



Word Formatting



Academic Integrity & Referencing



Study skills



Time management



Assessment Planning



Exam preparation



INDIVIDUAL CONSULTATIONS

2,110 student consultations Jan to Sept 2023

- Delivered by Learning Advisers, Digital Literacy Trainers, Writing Coaches, and Peer Writers
- In-person, Zoom, and written feedback appointments
- Short drop-ins for Peer Writers

EMBEDDING ACADEMIC INTEGRITY INSTRUCTION

Appts:

Referencing support
Finding and using secondary sources
Academic Integrity advice
Academic misconduct referrals
EndNote consultations and training (previously)

Teaching:

Referencing and academic integrity-focused workshops during O-Week, Introductory Academic Program, and embedded into course and program curriculums

Resource development and maintenance, including:

Epigeum Academic Integrity Modules for Students and Staff on Wattle
Academic Skills Referencing & Academic Integrity webpages

CASE STUDY: BUSN7008 – A COORDINATED APPROACH TO ACADEMIC INTEGRITY

CBE postgraduate course offered in Semesters 1 and 2
1000+ (mostly international) students in Sem 2, 2023

Compulsory attendance at two-hour Academic Skills workshop covering
Academic integrity
Locating credible literature
Harvard referencing
Incorporating sources via quotation, paraphrasing, summarising, and synthesizing

Tailored BUSN7008 Academic Integrity & Referencing Workshop Wattle site

Compulsory completion of the Epigeum Academic Integrity for ANU Students modules and quizzes

Short referencing-focused assessment worth 5% of the course grade

GENERATIVE AI – THE ELEPHANT IN THE ROOM

Appts:

Academic misconduct referrals
Interpreting Turnitin scores and AI reports

Teaching:

Integrating content into referencing and/or academic integrity-focused teaching, highlighting:

What is permissible use of generative AI

What is unethical use of generative AI

Where use of generative AI intersects with established misconduct behaviours

Resource development and maintenance, including:

Epigeum modules - updates to address generative AI in 2024

Developing guidelines cautioning students around generative AI for Academic Skills webpages

NEW SSAF-FUNDED CASUAL ROLE

Academic Integrity Game Developer

- 100 hours of Level 5 work developing a game to provide academic integrity instruction in a fun and engaging style
- Position approved by University Staffing Committee late August
- Seven shortlisted applicants to be interviewed next week
- Desired timeframe for work: Nov 2023 to Jan 2024



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Digital Learning Technologies

Emma



TOOLS FOR ACADEMIC INTEGRITY

We need to talk about EndNote



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EndNote is more than just a Citation Manager

EndNote is just a
place to store
articles

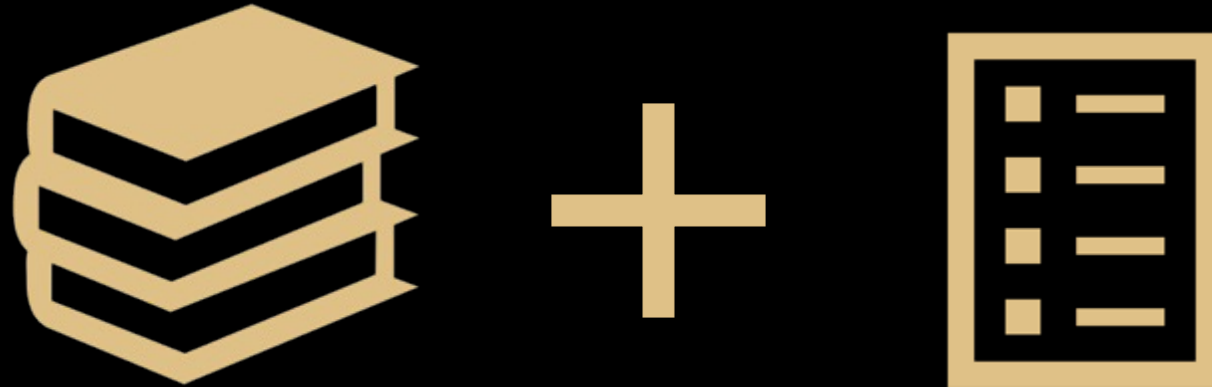
EndNote will do
my referencing
for me

EndNote is a powerful
program that can
support my research
from start to finish and
encourage great
research practices



ENDNOTE CAN SUPPORT GREAT RESEARCH BY...

Keeping the full text of a source with the citation



ENDNOTE CAN SUPPORT GREAT RESEARCH BY...

Encourages citing as you write

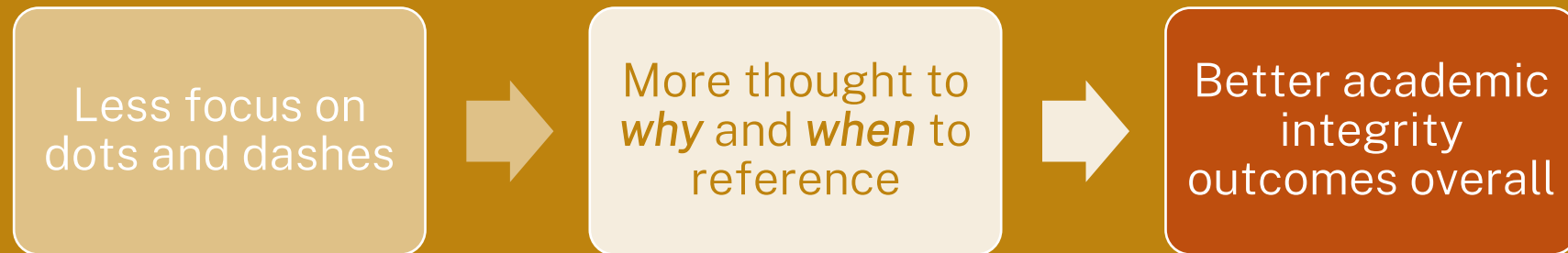
Research has shown that students are arriving at university lacking key information skills (cite)(Grey, 2022)

ENDNOTE CAN SUPPORT GREAT RESEARCH BY...

Decreasing the chance of forgetting or losing citations



ENDNOTE ISN'T THE BE ALL AND END ALL...

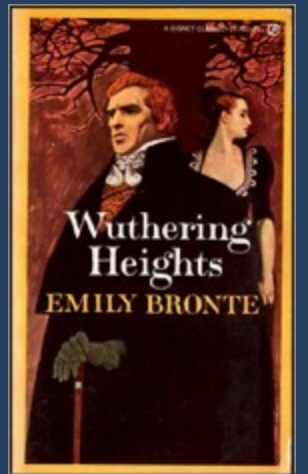




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Hancock Library

Cathy



SYSTEMATICS REVIEWS

Helping students search with
Academic Integrity -
Comprehensive, reproducible,
free from bias
- may the source be with you!



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<https://pixeid.com/image/a-mesmerizing-portrait-of-a-chameleon-its-kaleidoscopic-skin-blending-seamless-bh56n3rh>
CC BY 4.0 LEGAL CODE
Attribution 4.0 International

CRICOS PROVIDER #00120C

How do you know you helped?

HLTH 1002 - 3 classes in 2 days
67 students

26 Research Consultations
Bookings - 41 students attended

26 Research Consultation Summary
emails sent

All students use EndNote &
Covidence

Academics are cool and that's
nonfiction.



<https://pixiv.id.com/image/a-mesmerizing-portrait-of-a-chameleon-its-kalaidoscopic-skin-blending-seamless-bh56n3ch>
CC BY 4.0 LEGAL CODE
Attribution 4.0 International

Dear Thomas,

It was lovely meeting with you today.

Just to recap what we spoke about:

We talked about creating a "funnel approach" to your essay, in order to start with an overview of the subject area which involved clearly defining the terms in your research question - Continuity of Care and Chronic Disease.

We identified that the essay involved addressing two questions:

- 1) Assessing the nature and role of continuity of care in managing any two specific chronic diseases
- 2) How effectively this has been implemented in Australia

And that this may involve looking at government policy/public health policy as well.

We looked at **Scopus**, where the default search is Title, Abstract and Keyword and used the search terms

TITLE-ABS-KEY "continuity of care" AND cancer AND austr*

TITLE-ABS-KEY "continuity of care" AND diabetes AND austr*

We talked about considering adding other terms when looking for Australian information for example (Australi* OR NSW OR Queensland OR ACT OR Western Australia OR South Australia OR Victoria OR Tasmania) as sometimes an article may talk about rural NSW and not mention the term Australia. This would depend on whether you were finding enough relevant material using the search terms we looked at today.

We also spoke about **ProQuest** being a useful database for your subject area, as it contains articles which cross over from Allied Health to Social Science. It contains peer reviewed literature but also grey literature including newspaper articles etc.

The default ProQuest Search is to search anywhere in the document – including in the full text, whereas you can narrow your search to retrieve more relevant results by using the advanced search and OR the search terms in Title, Abstract and Subject (which would be similar to the Scopus search).

Google Advanced is also useful if you would like to limit your search to specific domain names, for example to health.gov.au

And we also talked about limiting the document type to review articles if that was something you were interested in doing. **Review Articles** attempt to summarise the current status of research on a given topic or in a particular subject area. Review articles will also highlight key recent papers in your area of interest.

I am sending you a link to the **EndNote How To Guide**, the **Subject Guide for Medicine** which contains some really useful links to reference sources, databases etc in your area of study and a template for **Creating An Effective Search Statement**.

Dear Mel,

It has been a while, but I would like to share with you an update on this assessment. I achieved an HD of 86%!

I would like to sincerely thank you for your support in guiding my research for the essay; it was very helpful to me.

Kind regards,

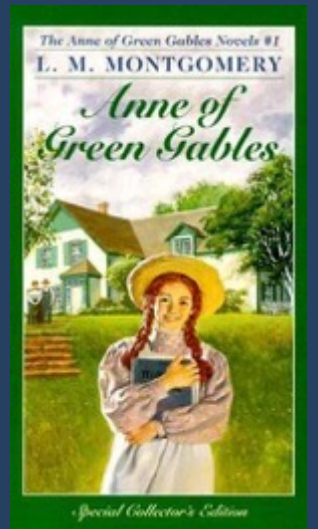




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Law Library

Anne



SKILLS FOR LAW GRADUATES

Making students employment ready via research



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Teaching

The brief: ensure our law graduates are employment-ready with regard to research skills.



Our solution: expose them to really difficult research scenarios and encourage them to work through it in groups



WHY IS IT IMPORTANT?

Thomson Reuters' Tech & the Law 2022 report shows research levels in private practice and in-house counsel:

PRIVATE PRACTICE PROFESSIONALS SPEND A SUBSTANTIAL AMOUNT OF TIME CONDUCTING LEGAL RESEARCH



over nine in ten (**54%**) spend 30 minutes or more on the task per day.



nearly two in five (**19%**) devote one to two hours per day on legal research.

KEY INSIGHTS

- Legal departments spend considerable time on legal research. Over one in two in-house legal professionals (54%) spend between 30 minutes to three hours per day conducting legal research.



WORKPLACE REALITIES

Deadlines may be very unrealistic (importance of confidence and record-keeping)

The amount of time you take to do research will likely be monitored, and visible to the client

Research in the workplace may lead to a zero result, or information given may be incorrect



IS IT RELEVANT TO ME?

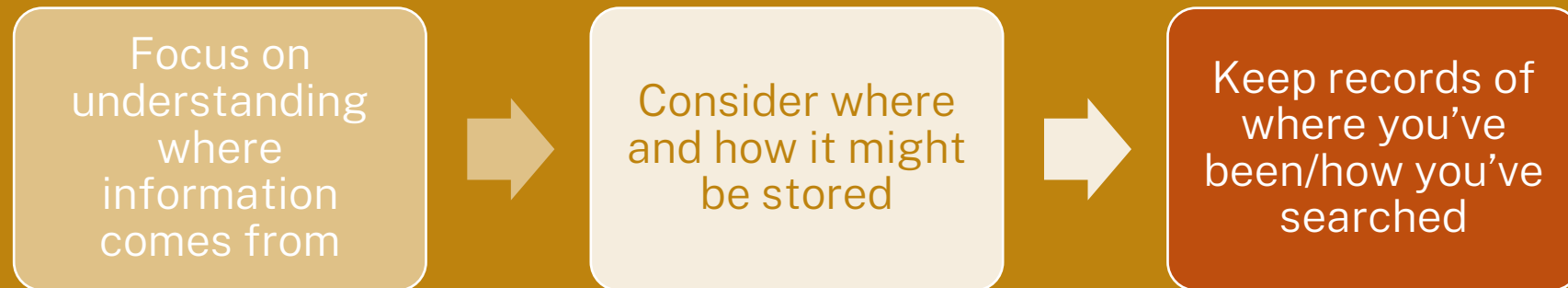


The students regard themselves as having already commenced their careers – they want choice and control

THE SALES PITCH: excellent record keeping gives some protection from blame, helps detect errors, and can save time for next task



UNDERSTANDING THE LANDSCAPE

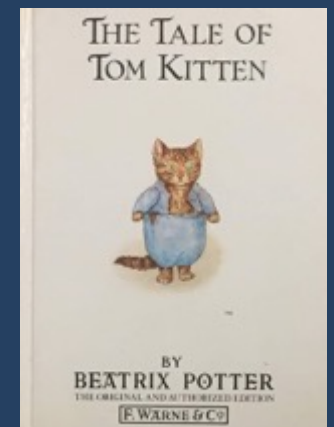




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AI & AI

Tom



What is academic integrity?

‘the expectation that teachers, students, researchers and all members of the academic community act with: honesty, trust, fairness, respect and responsibility.’

[TEQSA](#), 2022

Part 2—Academic integrity

Division 2.1—The academic integrity principle

7 What is the *academic integrity principle*?

The *academic integrity principle* is the principle that every student of the University:

- (a) is committed to engaging in academic work in ways that are consistent with, and actively support, academic integrity; and
- (b) upholds this commitment by behaving honestly, responsibly and ethically, and with respect and fairness, in scholarly practice.

***Academic Integrity Rule 2021*, section 7.**

The Scholarly Information Services Division is responsible for:

- providing services and resources that support students' understanding of academic integrity, including development of literacy capabilities and relevant academic skills, including referencing, and using sources appropriately; and
- providing support on ethics for student publishing including open access and data management.

Policy: Student academic integrity, paragraph 10.

Useful links and resources

- [Academic integrity – Academic Skills](#)
- [Chat GPT and other generative AI tools: What ANU academics need to know \(CLT\)](#)
- [ChatGPT, artificial intelligence and higher education \(UNESCO\)](#)
- [Generative Artificial Intelligence Guidelines \(via Australian Academic Integrity Network\)](#)
- [Inquiry into the use of generative artificial intelligence in the Australian education system \(Parliament of Australia\)](#)
- [LibGuides - Generative AI \(ANU Library\)](#)
- [Machine Learning & Artificial Intelligence \(CSIRO\)](#)
- [Tertiary Education Quality and Standards Agency \(TEQSA\)](#)



Questions for discussion

- What other activities within the Library contribute to academic integrity instruction?
- What else could be done within the Library space to address academic integrity, in particular unethical use of generative AI?
- What best practice work have you observed at other institutions?

Images

- <https://www.amazon.com.au/Tale-Benjamin-Bunny-Beatrix-Potter/dp/0723247730>
- <https://openlibrary.org/books/OL7881063M/Emma>
- <https://www.amazon.com.au/Wuthering-Heights-Penguins-Emily-Bront/dp/0141045205/>
- <https://www.booktopia.com.au/anne-green-gables-lucy-maud-montgomery/book/9780553213133.html>
- <https://www.amazon.com.au/Tale-Tom-Kitten-Beatrix-Potter/dp/072320599X>