Encouraging Dialogue on Academic Integrity: A Scenario-Based Approach

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Abstract

This paper recommends that explicit value be placed on promoting dialogue among staff and students with respect to academic integrity in higher education. A detailed literature review revealed a notable lack of literature on resources and practices for professional development of staff on academic integrity or the importance of engaging academic staff in such training. Through the authors' experience in developing and facilitating workshops, they have designed a flexible approach to academic integrity professional development for academic staff that highlights the importance of discussion and communication. Throughout this workshop development, scenarios were created to prompt discussion on a wide range of academic integrity issues (including Generative Artificial Intelligence (GenAI)). In total, 18 workshops addressing academic integrity have been run by the authors and attended by 180 staff and 85 students at local, national, and international levels. This experience-based paper situates the need for professional development on academic integrity within the current literature and shares the evolution of the authors' training workshops and resource development. Readers are encouraged to use the resources in their own contexts to prompt dialogue within their institutions on academic integrity.

Introduction

Academic integrity is an essential attribute within education. It is something that we expect our students to carry with them through their time at university and beyond. The International Center for Academic Integrity (ICAI, 2021) uses the word 'fundamental' when describing the six core values associated with academic integrity: honesty, trust, fairness, respect, responsibility, and courage. When defining academic integrity in their work, the authors regularly use this definition from Deakin University (n.d.): "Demonstrating academic integrity is about producing and submitting assessments in an honest and fair way, acting and communicating ethically, and showing respect for the work of others." Regardless of the definition used, few would question that academic integrity is and should be seen as a fundamental element of our higher education system.

For many years, there was little change to how academic integrity was approached in tertiary education. Educational interventions centred around plagiarism, with pockets of scholarship measuring the efficacy of these interventions, for example, Stoesz and Yudintseva (2018), who report modest short-term impact of educational interventions. Studies that took a longer-term view, including Owens and White (2013) and Levine and Pazdernik (2018), concluded positive outcomes from educational interventions and reduced cases of academic misconduct, in particular, plagiarism, over the 5-year duration of their respective studies. These studies found that there was a security for educators in knowing what was meant by academic integrity; how to teach in ways that encouraged academic integrity; what types of academic misconduct were most likely to be encountered in students' work; and how to deal with such cases through

institutional policies and practices. Somewhat anecdotally in the authors' own experiences, and echoed in the literature, academic integrity was commonly considered to be quite simply about plagiarism, encouraging good academic writing, and exam security.

In the authors' experience of their own university and other Irish HEIs, prior to 2020, training was provided to staff in the areas of assessment design, the use of plagiarism detection software to promote good academic writing, and strategies for addressing instances of plagiarism or collusion when necessary. Ransome and Newton (2018) noted similar trends when reviewing textbooks used in professional development courses for academic staff in the UK. Policies also tended to focus on plagiarism. For many years, there was no perceived need to deviate from these approaches.

Changes in Academic Integrity Landscape

It is understandable why, in most countries, there was little deviation from traditional approaches to promoting and maintaining academic integrity prior to 2020. Looking at the thirty-years prior to the pandemic, a review of the literature suggests self-reported misconduct was on the decline from 1990 to 2020 (Curtis, 2022). Reviewing trends in self-reported commercial contract cheating, Curtis finds no significant increase in the number of students self-reporting having engaged in commercial contract cheating in English-speaking countries for the period. However, there were some indications that this trend may not tell the whole story. Investigating contract cheating, Newton (2018), having reviewed 65 studies of self-reported contract cheating involving payment from 1978 to 2018, reported a rise in rates of contract cheating of approximately 0.6% per year. Newton also notes that the studies used convenience sampling and may underrepresent the true number of those engaging in contract cheating. Hughes and Eaton (2022), through their review of Canadian media reports from 2010 to 2020, note an apparent increase in misconduct cases and an increase in third party involvement in misconduct. A study by Curtis et al. (2022) that used incentivised truth-telling suggests that the number of students engaging in contract cheating has been previously underreported by students and is closer to 10%. Elsewhere, Foltýnek and Králíková (2018) found 8% of students surveyed in Czechia admitted to outsourcing academic work. Interestingly, in their study, only 20% of respondents were male, and male respondents reported significantly more engagement with contract cheating. This limitation suggests that actual engagement in contract cheating could have been higher if there were more gender balance in the survey sample.

Curtis et al.'s (2022) review of the prevalence of contract cheating was conducted at the same time as a significant disruption to the stability of higher education. The Covid-19 lockdowns forced tertiary education into the online space and, with this new (to many) teaching and learning environment, there were increased incidents of certain types of misconduct, and this misconduct was more visible to academic staff.

Lancaster and Cotarlan (2021) reported an increase of 196.25% in students seeking online homework help across five STEM subjects, from April 2020 to August 2020, compared to the same five-month period in the year 2019. Hill et al. (2021) report misconduct in the form of commercial contract cheating has indeed increased. The disconnect between students and their HEIs, as a result of the Covid-19 lockdowns left them vulnerable to the persistent marketing of commercial contract cheating suppliers. This marketing was designed to lure in students (Rowland et al., 2018) and preyed on their vulnerabilities. Students could be convinced that they were simply accepting 'help'.

To some educators, it may have appeared that they were seeing entirely new types of misconduct. However, as highlighted above, these seemingly new types of misconduct, in the form of contract cheating, were not in fact new, but their prevalence pre-2020 was far less visible (Curtis, 2022; Newton, 2018) meaning that most academics were unsuspecting of such a threat to integrity. Contract cheating, as defined by Clarke and Lancaster (2006), and the commercial services to facilitate such cheating have been available to those who wished to use them for many years (Staviksy, 1973), but for many academics this was very new territory and one which they were not always resourced enough to navigate.

Academics in other non-European countries have already been grappling with issues around contract cheating for some years, particularly in Australia since the MyMaster scandal in 2014 (McNeilage & Visentin, 2014). Their experience already highlighted a need for action, most notably because there was a very real threat to student welfare. Contract cheating companies were, at times, blackmailing students for money, for information about their classes and fellow students, or to buy further assignments (Draper et al., 2021; Yorke et al., 2020).

Following quickly from this recognition of the threat posed by contract cheating were the rapid advances to GenAI, including how freely available it was, how much attention it got in the media, and the fluency with which it appeared to complete typical tasks in higher education assessments. Following the release of ChatGPT 3.5 in November 2022, academic staff began to rethink their assessments in light of the capabilities of GenAI (Gleeson, 2022). The release of ChatGPT 4.0 in March 2023 significantly advanced what GenAI could achieve and forced academics to revisit their assessment design once again, within a very short period of time.

Responding to Change

As demonstrated above, academic misconduct has become a more complex problem in recent years. A complex problem has no simple solutions. Research around academic integrity has increased significantly and the academic integrity research community has grown. Hughes and Eaton (2022) review the media coverage of misconduct in Canada (2010 – 2020), noting that the growing coverage of cases indicates a probable growth in misconduct and conclude with a call to action, asking post-secondary institutions to increase their commitment to academic integrity by educating faculty and students, and deterring misconduct through innovative assessment design and invigilation practices. Indeed, most agree that multipronged approaches to deter misconduct, and promote integrity, are needed as advocated by Bretag et al. (2019a).

Responding to the threat of contract cheating, scholars called for teaching and learning approaches to promoting cultures of integrity (Bealle, 2017; Bertram Gallant, 2017; Bretag & Mahmud, 2016) as opposed to educating students via punitive approaches (Bretag et al., 2019a). This is not to say we should not still detect (Dawson & Sutherland-Smith, 2019) and apply sanctions to misconduct, but a combination of measures is needed.

The implications of taking an educative approach have been investigated with respect to resulting rates of misconduct (Perkins et al., 2020; Sefcik et al., 2020; Stephens et al., 2021; Striepe et al., 2021). Others have looked at the strengths and vulnerabilities of assessment design (Bretag et al., 2019a; Ellis et al., 2020). Some have tried to uncover the motivations for cheating by analysing student attitudes towards cheating (McCabe et al., 2012), situational factors (Awdry & Ives, 2021), student behaviours (Rundle et al., 2019), and the reasons given by students for outsourcing work (Amigud & Lancaster, 2019). Multiple studies have been published on detecting contract cheating including: the effects of training markers (Dawson & Sutherland-Smith, 2019); detecting contract cheating in essays and reports (Rogerson, 2017); digital forensic techniques for identifying contract cheating (Johnson & Davies, 2020); and examining the role of assessment type in rates of detection (Harper et al., 2021). More and more institutions are taking part in activities to promote integrity on the (International) Day against Contract Cheating promoted by ICAI and academic integrity networks internationally. In Ireland, this awareness raising campaign has been extended to a National Academic Integrity Week. Governments have also responded, with some countries (Ireland, Australia, and England as examples) now having the ability to prosecute anyone facilitating the provision of contract cheating including the supply or advertising of such services (Prohibiting Academic Cheating Services, 2020; Qualifications and Quality Assurance Act, 2019; Skills and Post-16 Education Act, 2022).

There is no doubt the academic integrity community have rallied and increased their efforts in line with the increase in threats to academic integrity. However, what the authors found notable when attempting to raise awareness of contract cheating threats amongst academic staff was

the lack of literature on educating our educators in how to respond to changes in the academic integrity landscape. We cannot assume academic staff are equipped to tackle the increased threats of contract cheating and use of GenAI bots in assessment, nor that they have the confidence or expertise necessary to discuss these aspects with their students and help provide clarity on the risks of engaging with external services. Hughes and Eaton (2022) call for the education of academics and Lancaster (2022) calls for a "whole community approach" to address contract cheating and adds that "instructors and those who support the teaching and learning environment are at the forefront of the work" (p. 59). Key to all processes for promoting integrity are academics, but are we spending enough time engaging and educating them with respect to modern threats to academic integrity? Considering the trends in contract cheating, and, noting the rise in rates of contract cheating of approximately 0.6% per year reported by Newton (2018), Lancaster (2022) suggests now is the time for academic institutions and staff to act if we are to prevent such types of academic misconduct to continue rising. While research around academic integrity has increased with these newer threats, the authors of this paper question whether academic staff ability to respond to this increased activity has also kept measure.

Educating the Educators – Enablers and Promoters of Change

Looking specifically at the literature which pertains to staff awareness and training, the need for educators "to develop greater awareness of the existence of cheating even in highly applied and 'authentic' exams such as oral exam/viva or practical exam" (Harper et al., 2021, p. 275) is acknowledged. It should not be assumed that students have read their institution's academic integrity policy, or interpreted the policy correctly (Gullifer & Tyson, 2014). Also, individuals and individual institutions may differ in their definitions of academic misconduct (Husain et al., 2017). Students depend on their teachers for information on academic integrity. However, Bareket-Shavit et al. (2018) noted that during the occasions teachers discussed cheating or integrity with students, it tended to mostly focus around the threat of punishment (67%) and the most common time to mention misconduct was in the first week of term. This goes against the advice of others who recommend embedding academic integrity throughout the curriculum (Bertram Gallant, 2017). Furthermore, Striepe et al. (2021) found "there is a notable absence of educating students on other forms of breaches such as collusion, contract cheating, or cheating in examinations" (p. 15), with education focussing more on how to write well.

Morris (2018) outlines multiple considerations for higher education institutions in response to the threat of contract cheating, including consideration of professional development of staff. Morris (2018) writes "a recurring theme in the current literature is the importance, in teaching and learning environments, of building relationships with students and holding discussions with them about academic integrity issues" (p. 9). Experience suggests, this is particularly important as the rules on what is allowable will differ from discipline to discipline and even across modules within a discipline. In addition, Morris calls on institutional strategies to consider how staff can be "kept informed of contemporary academic integrity concerns" (p. 9).

Slade et al. (2019) outline their experiences of facilitating workshops with academic staff members, addressing the verification of student authorship in assessment. While this is a positive addition to the professional development of academics with respect to academic integrity, and the authors encourage others to use their collaborative model[1], there persists a dearth of published narrative on the need for such professional development.

Further work by Slade et al. (2019, as cited in Curtis et al., 2022) outlines the success of workshops developed for the tertiary sector commissioned by their Quality and Standards Agency (TEQSA), in Australia. As mentioned previously, colleagues in Australia were pioneers in terms of their action against contract cheating. The workshops were successful in increasing awareness and confidence of participants in mitigating risk and detecting contract cheating. The authors believe that such professional development can make positive and important contributions to developing a culture of academic integrity across institutions.

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[1] Links to the collaborative model, cited in Slade et al. (2019) are no longer functional.

Curtis et al. (2022) discuss the role of academic development with respect to academic integrity and point out the lack of evaluative reporting on the impact of professional development of educators. Ideally, workshops would form part of a dedicated programme of professional development, but they conclude that even one short workshop has potential to impact understanding about best practice in promoting and dealing with academic integrity issues. Ransome and Newton (2018), in a study of the most common textbooks used by academics on postgraduate certificate in higher education courses, noted that the term 'academic integrity' did not feature in any of the books, suggesting academic integrity is not yet part of dedicated professional programmes.

Developing a Way Forward – Training for Academics

First steps

Identifying this need to educate the educators, and without finding many published external resources that served their purposes, the authors began to develop training and materials to educate lecturers in their Irish university on academic integrity and its changing landscape. The initial focus was on developing short standalone lessons on contract cheating, as well as trainings on contract cheating, and collusion versus collaboration. In one of the early training sessions, the authors came to an unexpected realisation. The training had started with a small group of academic staff (nine participants) who were keenly interested in academic integrity and as a warm-up exercise, scenarios (requiring a simple yes or no answer) were presented. The authors thought the staff would easily agree on these scenarios, from which they could segue into information on filesharing websites, predatory essay mills, and the importance of being aware of the availability of such to students. The scenarios (written by the authors) and responses are shared in Table 1.

Surprisingly, everyone did not agree on whether academic misconduct had taken place. Participants were asked to share why they had chosen their response. As participants revealed more detail about their reasoning, a very interesting debate followed. One participant shared that they had regularly recommended that students get editing help from family and friends but was now wondering if they in fact had been encouraging academic misconduct! Only a quarter of the planned materials for the session were used but it seemed that a great deal of very important learning had taken place.

Refocusing workshops on scenarios

This experience prompted the authors to completely change their approach to training sessions, focusing them entirely on scenarios and in particular scenarios where there may be differing opinions. This use of scenarios in training of an ethical nature is not uncommon. Dawson and Overfield (2006) used scenarios in a survey with undergraduate students to determine the level to which they understood when academic misconduct had occurred. The ICAI produced a book of case studies which can be used to promote discussion of academic integrity issues (Denney & Roberts, 2023). Each case study lays out a scenario of potential academic misconduct, detailed supporting information, a value discussion based on the ICAI Fundamental Values and questions that could be used to prompt further conversation. Another example can be found in research integrity training where the Dilemma Game[2] is widely used. The Dilemma Game presents scenarios that researchers may find themselves in and then offer some choices for participants on how best to proceed. The training focuses on discussing the choices that participants make and seeing if after discussion anyone would like to change their mind.

The approach used by the Dilemma Game is similar to the structure chosen for the pilot scenarios. The authors focused on short scenarios, highlighting genuinely difficult decisions

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[2] Currently available from: https://www.eur.nl/en/about-eur/policy-and-regulations/integrity/research-integrity/dilemma-game, last accessed 17/10/2023.

Table 1. Disciplinary Semiotic Domain Characteristics

Daniel is taking an online quiz from home. His lecturer has told the class it is open book and open notes. During the quiz, Daniel discovers the questions and answers are all on Quizlet[3]. Because it's open notes, Daniel decides to use the Quizlet answers as he takes the online quiz. Is this academic misconduct?	Mary was given a take home exam for her module. She suddenly panicked that she wouldn't be able to answer any of the questions. She uploaded the exam to Chegg[4] to see if anyone could give her some ideas for a few of the problems. Is this academic misconduct?	Fatima's essay must be written in Harvard style, but she was unfamiliar with that format. After doing her best using online resources, Fatima had a session with an online tutor who identified which citations had errors, explained the structure of the citations and provided her with resources to correct the errors. Is this academic misconduct?
Yes 66% No 33%	Yes 66% No 33%	Yes 44% No 55%

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[3] Quizlet (https://quizlet.com/) is an online platform for creating and sharing learning resources.
[4] Chegg (http://www.chegg.com) is an online platform that provides step-by-step solutions to homework, and other services.

that could be used with either staff or students. The scenarios themselves are not subject-specific but are designed to encourage 'what if' questions, allowing participants to bring their own experiences to the discussion, thus exploring many different viewpoints and disciplinary perspectives. Some of the scenarios were written by the authors whereas others were used or adapted from an existing source.

For instance, the scenario in Table 2 adapted from *A Handbook for Deterring Plagiarism in Higher Education* (Carroll, 2007) causes both staff and students to ponder what they consider acceptable collaboration in a typical individual assignment. It prompts debate on the level of collaborative learning that students should be engaged in and when that collaboration crosses a line and becomes collusion.

Table 2. Crossing the Line Scenario: Presented to Students and Staff to Explore the Idea of Collusion versus Collaboration

A lecturer sets this task: "Choose one of the three companies suggested and write an individual report on their IT issues in the last three years". Three students do the steps below in this order. When (if ever) do they move from co-operation and collaboration to creating a report that gives a false impression to the assessor as to whose work is being marked? (adapted from Carroll (2007), p19)

1. Discuss the coursework brief with the teacher and with other students.
2. Look at examples of similar coursework from the past and discuss their good and bad points with each other.
3. Discuss the best way to tackle the task of writing the report and decide to all choose the same company ("Let's all do Microsoft").
4. Decide to all do a bit of research on IT issues in organisations (you do security, I'll do legislation, etc).
5. Tell each other what they found and brief each other on useful sources of information.
6. Delegate the best researcher of the group to find out about the company's issues, tell the others and give them copies of notes, web pages, summaries of articles, etc. (Joe, you find out and tell us...)
7. Jointly agree a structure for the final report; agree which are the strongest points, which should go first, etc.
8. Share out the writing task with each person writing one or two sections.
9. Pool the sections and everyone takes the collected text to write their own final draft. Nobody changes more than 5%.
10. Submit the reports for a mark.

We have used this scenario with approximately 20 undergraduate students, 60 postgraduate students and 90 staff, across multiple disciplines, and the charts in Table 3 show two sets of sample responses that are representative of what we regularly see for this scenario. It is worth noting that the authors are not interested in a right answer here but instead in highlighting how varied opinions can be. This variation is used to encourage discussion on the difficulties students face when making academic integrity related decisions, how their view of what is allowable in a certain situation may vary from their lecturer's view, and, therefore, to highlight the role communication can play in helping to make these decisions easier.

Often academic integrity can be presented to students as something that is very black and white: they should act with integrity and they should not engage in academic misconduct. But the reality is that there exists a lot of grey. This is particularly true in the area of collaborative practice as is illustrated in both the Crossing the Line scenario (Table 3) and the group scenario (Figure 1) **Error! Reference source not found.**which the authors have used with both students and academic staff. The group scenario is presented in poster form to academic staff and, after discussion, a summary of how students respond to the same scenario is also provided. We posed the question "What might Aoife, Sahas, Diarmaid, and Bethany be struggling with here?" to a group of academic staff (13 participants) in Spring 2023 and their responses are presented in Figure 2. Overall, when discussing this scenario, participants agree that this is a very understandable dilemma for students while also acknowledging that individual contributions in a group project is an academic integrity grey area.
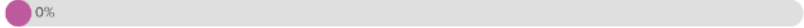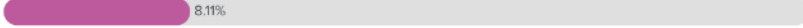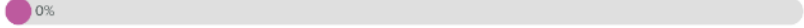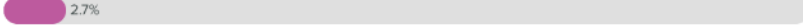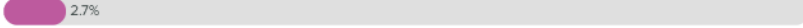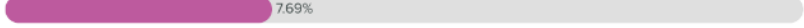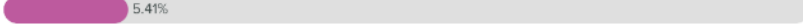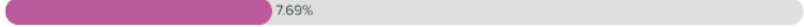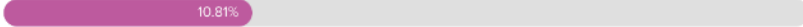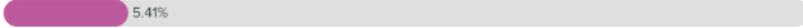

Figure 1. Group Scenario Used in Workshops with Staff and Students to Promote Dialogue and Explore the Grey Area

Note: Modified (with permission) from Grab and Go resources (University at Buffalo, n.d.) and illustrated by Lyndsay Olson, University of Galway.

Table 3. Comparison of Responses from Staff and Students to Crossing the Line Scenario

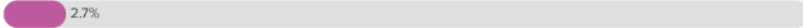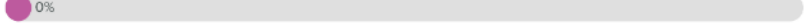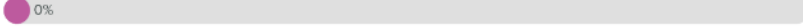| Sample of Staff Responses (13 participants)	Sample of Student Responses (37 participants)
1. Discuss the coursework brief with the teacher and with other students. **0%**	Discuss the coursework brief with the teacher and with other students. **8.11%**
2. Look at examples of similar coursework from the past and discuss their good and bad points with each other. **0%**	Look at examples of similar coursework from the past and discuss their good and bad points with each other. **2.7%**
3. Discuss the best way to tackle the task of writing the report and decide to all choose the same company ('Let's all do Microsoft'). **15.38%**	Discuss the best way to tackle the task of writing the report and decide to all choose the same company ('Let's all do Microsoft'). **2.7%**
4. Decide to all do a bit of research on IT issues in organisations (you do security, I'll do legislation etc). **15.38%**	Decide to all do a bit of research on IT issues in organisations (you do security, I'll do legislation etc). **27.03%**
5. Tell each other what they found and brief each other on useful sources of information. **7.69%**	Tell each other what they found and brief each other on useful sources of information. **5.41%**
6. Delegate the best researcher of the group to find out about the company's issues, tell the others and give them copies of notes, Web pages, summaries of articles, etc. (Joe, you find out and tell us...) **23.08%**	Delegate the best researcher of the group to find out about the company's issues, tell the others and give them copies of notes, Web pages, summaries of articles, etc. (Joe, you find out and tell us...) **35.14%**
7. Jointly agree a structure for the final report; agree which are the strongest points, which should go first etc. **7.69%**	Jointly agree a structure for the final report; agree which are the strongest points, which should go first etc. **10.81%**
8. Share out the writing task with each person writing one or two sections. **15.38%**	Share out the writing task with each person writing one or two sections. **5.41%**
9. Pool the sections and everyone takes the collected text to write their own final draft. Nobody changes more than 5%. **15.38%**	Pool the sections and everyone takes the collected text to write their own final draft. Nobody changes more than 5%. **2.7%**
10. Submit the reports for a mark. **0%**	Submit the reports for a mark. **0%**

Figure 2. Word Cloud Responses from Academics to the Question "What Might Aoife, Sahas, Diarmaid, and Bethany be Struggling with Here?" in the Group Scenario

This idea of grey areas is supported by Goddiksen et al. (2024), who presented results from a survey of students across seven European countries and note that students' understanding of the grey areas of acceptable academic practice is of concern. They particularly highlighted practices which can be interpreted differently depending on the discipline involved, such as collaborative practice where less than 25% of students correctly categorised collaborative practices that fell in the 'grey' zone. As the authors have also identified, Goddiksen et al. (2024) propose that more work "to help students navigate gray zones will be of value" (p. 215). Some have developed standalone resources for students on academic integrity which use scenarios or refer to grey areas, such as a web-based resource developed in University of Belgrade, Serbia (http://integritet.rect.bg.ac.rs/) with the support of European funding agencies and the commercial Epigeum Academic Integrity courses for both staff and students (https://www.epigeum.com/academic-integrity/). While standalone resources such as these are useful, this paper proposes that significant benefits will be seen when staff use scenarios to actively and regularly start a conversation with and among students around academic integrity. Exploring the grey areas with students helps to develop a good teaching and learning relationship, where questions around assessment and academic integrity are expected and encouraged within the classroom.

Looking Forward: Evaluation, Engagement and Sustainability

When evaluating the effectiveness of the workshops, the authors mainly focused on qualitative feedback from participants. The way in which the feedback was collected depended on the setting and the size of the group. In a small group, the authors often spoke to participants afterwards to find out what they liked and what they would want to change. In larger groups or more formal contexts, participants were asked to provide anonymous written feedback. All feedback was very positive regarding the use of scenarios. Here are some examples of the anonymous written feedback received from a session with both academic staff and students which is also very much in line with the verbal feedback.

> The scenarios were a very engaging way to get us to think about academic integrity in relation to student projects/assessments. I remember myself being in scenarios like these as a student - I am sure it happens every day & students may not realise it is an academic integrity issue.

I enjoyed the use of scenarios and would love to use those with my students to talk about the concept of academic integrity.

It was excellent, I loved the scenarios. Thank you.

To give an indication of the extent and reach of the workshops, details of the workshops run by the authors relating to academic integrity is provided in Table 4. Groups labelled as "Local", took place in the authors' university in Ireland, those listed as "National" were open to participants from HEIs across Ireland, and the group labelled "International" was attended by delegates from nine universities across Europe. For any of the workshops entitled Assessment and GenAI, academic integrity was an embedded topic throughout that discussion.

Table 4. *Workshops Facilitated from October 2021 to March 2024*

Month/Year	Group	Topic	Attendees
Oct-21	Local: Plagiarism Advisors from across the University	Contract Cheating	9
Feb-22	Local: Academic Staff	Collusion vs Collaboration	1
Jun-22	Local: Library Academic Skills Staff	Contract Cheating	8
Oct- 22	Local: CÉIM Mentoring Programme Staff and Students	Academic Integrity and Contract Cheating	7
Oct – 22	Local: Masters Students from Business School	Academic Integrity, Contract Cheating, Collaboration vs Collusion	60
Oct-22	National: Students and Staff for National Academic Integrity Week	Let's Talk about Academic Integrity	19
Oct-22	National: EDTL Webinar for Staff and Students	Promoting Integrity	10
Oct-22	Local: Undergraduate Students from Computer Science and Information Technology	Academic Integrity, Contract Cheating, Collaboration vs Collusion	21
Dec-22	Local: Library Staff	Academic Integrity; Contract Cheating	10
Mar-23	Local: Academic Staff on CELT Module CEL261	Academic Integrity; Contract Cheating	30
Aug-23	Local: Staff from History	Assessment & GenAI	11
Sep-23	Local: Staff from Shannon College of Hotel Management	Assessment & GenAI	10
Sep-23	Local: Staff from English	Assessment & GenAI	11

Sep-23	Local: Staff from Medicine	Assessment & GenAI	5
Oct-23	International: Participants from ENLIGHT Network of 9 Universities across Europe.	Let's Talk about Academic Integrity	18
Oct-23	Local: Staff from Accountancy	Assessment & GenAI	10
Nov-23	Local: Learning Technologists	Assessment & GenAI	9
Nov-23	Local: Staff from Psychology	Assessment & GenAI	10
Mar-24	Local: Academic Staff on CELT Module CEL261	Academic Integrity	25
Mar-24	Local: Staff from Sociology and Political Science	Assessment & GenAI	20

While qualitatively, the authors received good feedback from participants, they recognise that a more formal evaluation of the workshops, the scenarios, and their impact is needed. As they continue to embed these workshops locally in their professional development for staff, both formal and informal, they intend to include a process of evaluating the immediate impact of workshops and a later evaluation of impact on practice. Also, as they continue to evolve the scenarios that they use, they envision surveying students and academic staff, nationally and internationally, on their interpretation of those scenarios to better understand how they view the grey areas of academic integrity involved.

We, in higher education, find ourselves now at a time of great change and as such there is also great opportunity. Prior to Spring 2023, it was a significant challenge to engage academic staff in training on academic integrity. During this period, despite the authors' best efforts to engage local academic staff, of 11 workshops for 155 participants only two of those workshops were for local academic staff. The workshops were very well received when timetabled but getting them into academic calendars was a challenge. However, since the Summer of 2023, numerous requests from individuals and discipline groups have been received for help on how to create an environment in their classrooms that encourages academic integrity and discourages the unauthorised use of GenAI. As such it is now possible to reach many more people on this topic than was the case just 12 months ago. The authors have facilitated eight such sessions for 85 academic staff members since August 2023.

While the media coverage of GenAI and its potential impact on education has been abundant, many staff have had little time or space to discuss the consequences of these technologies on how they teach and assess. Students are often unsure if they are allowed to use GenAI in an assignment and how to reference it if they do. Indeed, they are often getting mixed messages from peers, parents, and even different lecturers. Students transitioning from secondary to tertiary education may struggle even more with the idea of original work. Examples of scenarios currently being piloted to address these issues are provided in Table 5 and Figure 3. Developing scenarios that help both staff and students think through these very new situations to help create a deeper understanding of the issues involved will be the focus of the authors' work in the near future.

To ensure that the use of scenarios which encourage conversation about academic integrity becomes sustainable practice at the University of Galway, the authors are embedding this approach in their Postgraduate Certificate in Teaching and Learning for academics. In that context, the authors discuss the scenarios with participants, highlight the importance of exploring grey areas with their own students and, as part of the coursework, require participants to include opportunities for conversation in the learning experiences they are designing.

Table 5. Scenario to Explore the Use of GenAI in Assessment

Shayna was working on a paper and was struggling to get started. Her mother suggested that she use ChatGPT to give her some ideas. Shayna was appalled and said that would definitely not be allowed and she could get in trouble for using it. Her mother was surprised as she had just read that at least half of university students were regularly using ChatGPT to help them with their assignments in college. Shayna agreed that lots of her classmates probably were using ChatGPT to help with or even write their assignments completely, but she still didn't want to take any risks.

Shayna turned in her paper and got a D for it. The class average was a B.
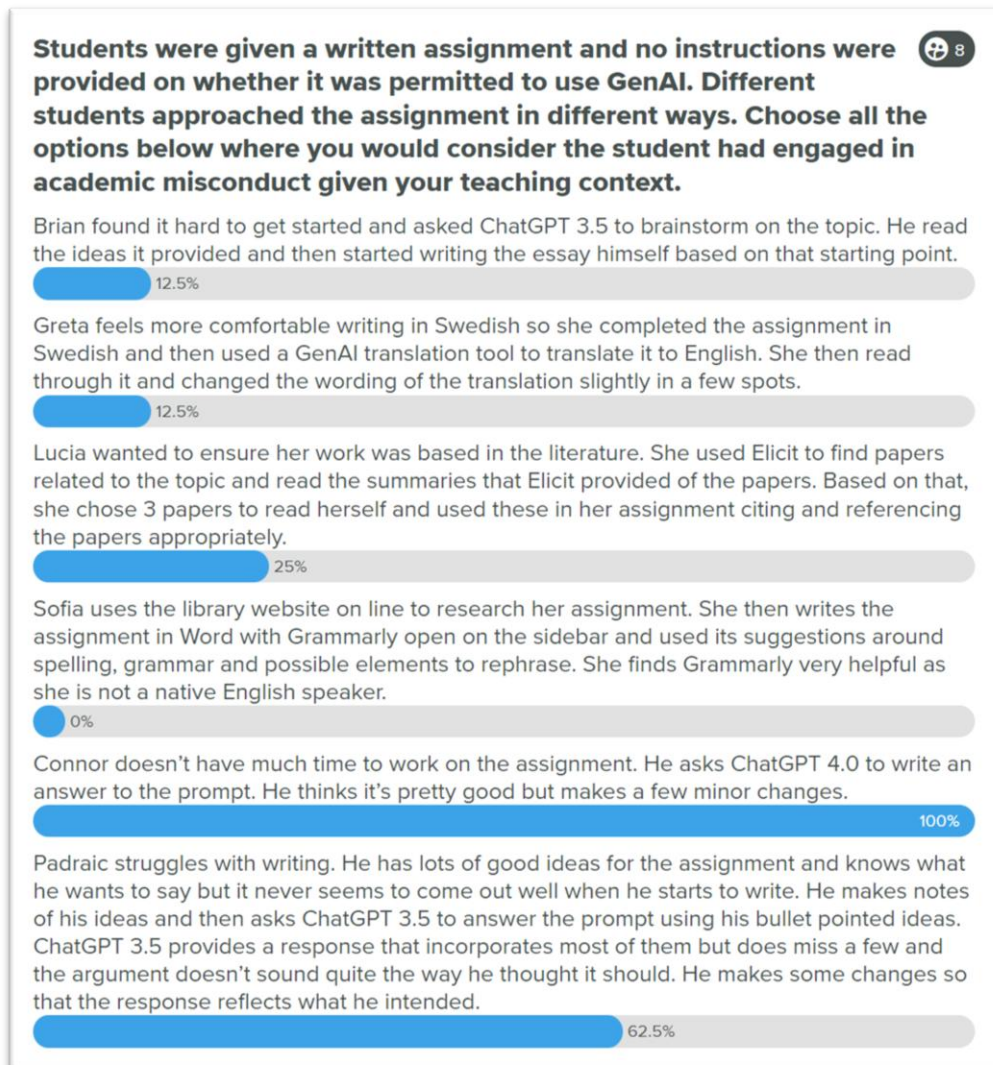
Figure 3. Responses to a Scenario to Explore the Use of GenAI in Assessment from an Interdisciplinary Group of Academics

Conclusion

The academic integrity landscape has changed significantly in recent years. Yet, the values put forward by the ICAI in 1999 persist, those of "honesty, trust, fairness, respect, and responsibility", with a sixth value added in 2014, "courage" (ICAI, 2021). Educators continue to work towards the same goals, but with the move to online learning during the COVID-19 pandemic and the increased capabilities of GenAI, the goalposts have moved. Academic integrity is now, more than ever, everyone's business and it is important teachers and students are supported in navigating this landscape.

In 2021, as the authors supported lecturers with assessment and academic integrity concerns, they noticed a lack of resources and supporting literature on professional development for higher education educators in academic integrity. Since then, the advances in GenAI have complicated integrity concerns even more. The purpose of this paper has been to address this lack, provide resources, and encourage dialogue among academic staff and between academic staff and students on academic integrity.

Bealle (2017) and Bretag et al. (2019) encourage a holistic approach to embedding academic integrity, at the classroom level. By encouraging conversation around academic integrity issues within the classroom, educators can start to make academic integrity more commonplace, less of an add-on or an aside. Bertram Gallant (2017) suggests using cheating-moments as teaching-moments, not necessarily on a case-by-case or classroom-by-classroom level, but at an institutional level. She advocates for students learning to make sense of experiences to help future decision making. Making time and space for academic integrity is difficult, both within the curriculum and within work or study itineraries, but it is necessary. The scenarios outlined above are amongst a suite of such, that help academic staff and students situate themselves and explore decisions before they are faced with them in a potentially high stakes setting. The hope is that through exploring these scenarios with their lecturer and learning more about what can go wrong, students will make better choices when faced with challenges in the future. Equally, there is learning for the lecturer when they explore these scenarios with their students or with each other. The resulting conversations can be invaluable in terms of placing oneself in the others' shoes.

These scenarios have been used in professional development workshops with academic staff alone, in training for library staff, at conferences with both staff and students present, and in integrity training sessions for students. The authors encourage you to try out the scenarios that they have used, those detailed in the other sources, and some that you create yourself to prompt discussion at the classroom, school/department, college, and institutional level.

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