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Editorial

Academic Integrity and Academic Writing: Education and Research in a Changing World

The nine papers in this special issue of the *Journal of Academic Writing* (JoAW) started out as contributions presented at the 8th European Conference on Academic Integrity and Plagiarism, held in hybrid format in Porto, Portugal and online, in May 2022. During the intervening time many unanticipated factors in our changing world have influenced the authors' ideas and practices. These changed perspectives are strongly reflected in the final versions of the papers.

As is to be expected, given the main topics currently of interest to educationalists, many of the papers either directly or indirectly address, or include discussions about, how artificial intelligence (AI) is impacting on academic writing and academic integrity. The most obvious example of a focus on AI is a set of case studies about using Generative AI (GenAI) in academic writing and specifically the role of academic writing instructors, authored by **Thomas Lancaster**, of Imperial College, UK.

Continuing professional development (CPD) in academic integrity is the topic addressed by **Michelle Tooher and Mairead Green**, from Ireland. In a series of workshops, the authors facilitated a discussion on academic integrity amongst academic staff and students, emphasising the importance of fostering dialogue between stakeholders. Drawing on this experience, a flexible approach for training staff and students is outlined in this Teaching Practice Paper, using scenarios to spark discussion on academic integrity issues including GenAI.

Another important theme in this special issue is the role of students. **Pegi Pavletić and Megan O'Connor** compare and contrast the student roles for supporting integrity in two very different European Union countries, Croatia and Ireland, making recommendations for what could be done to make students' contributions more effective. Canadian researcher **Elaine Khoo** presents a pedagogical learner-driven approach to socialisation for use with classes of diverse learners unfamiliar with Canadian academic integrity standards. This proactive empowerment approach has been used to significantly improve writing output and understanding of academic integrity underscoring the need for systemic pedagogical changes in promoting equity and inclusion in higher education.

Also from Canada, **Martine Peters, Tessa Boies, François Vincent, and Sarah Beauchemin-Roy** present research on students' academic writing skills, by examining results from four students who took part in a larger study that required them to undertake a monitored writing task. Two of the students were in their last year of secondary education and the other two were in their first year at university. Each student demonstrated different levels of knowledge and approaches to using and acknowledging sources and paraphrasing. The paper ends with a summary of the missing skills, as evidenced by each participant, together with recommendations about how they should be addressed through education and training.

Teaching academic writing skills is also the subject of the Literature Review paper co-authored by **Ajrina Hysaj and Zeenath Reza Khan** from University of Wollongong in Dubai, UAE and **Mark Freeman**, University of Wollongong, Australia. They explore 56 sources from the literature that link the teaching of writing skills to academic values and integrity. Their results indicate the importance of taking academic integrity into consideration in academic writing classes.

The perspective of training on aspects of academic writing as it applies to research integrity is the focus of two papers. The first paper is by Portuguese authors **Maria Strecht Almeida** and **Maria Rosário Almeida**, the second by a team from ENAI's Ethical Publishing and Dissemination (EPAD) working group, **Irene Glendinning, Sonja Bjelobaba, Salim Razi, Shiva Sivasubramaniam, Laura Ribiero, Sumayyia Dawood Marar, Muawiyah Ahmed Hamza, and Robin Crockett**. Almeida and Almeida's Teaching Practice Paper focuses on training researchers on image use in research papers on molecular biosciences. The EPAD paper provides insights into positive and negative aspects of peer review applied to academic publishing, covering types of publication fraud as well as promoting good practice in academic publishing. Both these papers advocate that all higher education institutions should introduce a compulsory programme of education for early career researchers (ECRs) about these topics.

The final paper of this special issue, a Position Paper co-authored by researchers from five different UK institutions, **Thomas Lancaster, Michael Draper, Sandie Dann, Robin Crockett, and Irene Glendinning**, raises many questions about the difficult topic of how institutions manage academic integrity breaches that only come to light later in the student's journey or after graduation. The guidance from this team is that, at the very least, institutions need to have procedures for handling these complex types of cases.

The Guest Editors have enjoyed putting this special issue together and thank the Journal editors for the opportunity to contribute to the JoAW collection. We hope that the variety of topics included here, from a range of different researchers in different parts of the world, help to inform, generate interest and provoke ideas for further research in these fields of study.

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