Academic Integrity: A Values Based Approach

Pat Woods, MSN, RN & Kelly Negrin, MSN, RN

April 28, 2016

Langara.
THE COLLEGE OF HIGHER LEARNING.

Outline

- Background on the Issue of Academic Integrity (AI) in the Internationally Educated Nurse (IEN) Student Population

- Research Question

- Description of Learning Activity or Intervention

- Method

- Results

- Conclusions

Langara.
THE COLLEGE OF HIGHER LEARNING.
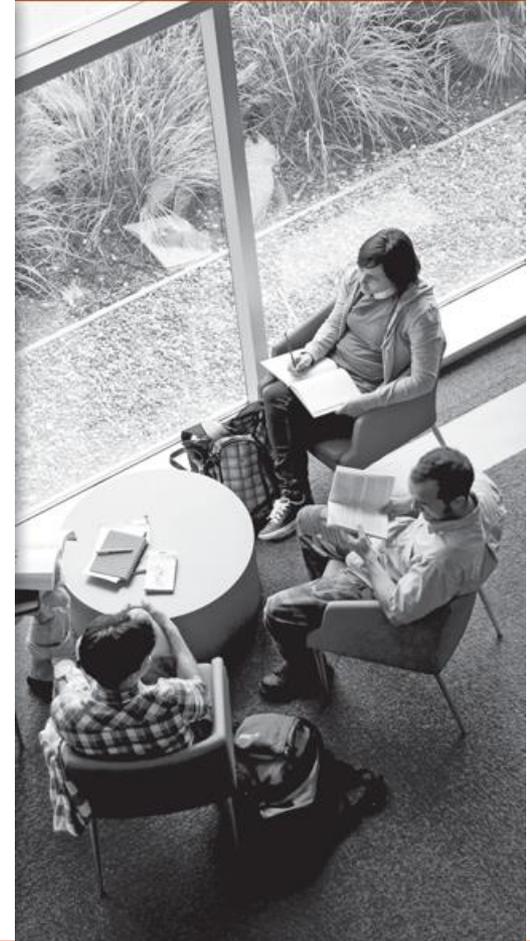
Background on the Issue

- AI is a topic of current interest within post-secondary education and a growing problem (Scanlan, 2006)

- Systematic and integrated approach to teaching AI is needed; cannot be left to chance that students will learn how to act with integrity (East & Donnelly, 2012)

- Internationally educated students may have differing cultural perspectives of misconduct and professional behavior (Langlais, 2006)

- Internationally educated students over-represented in study findings related to cheating and other breaches of AI (Gynnild & Gotschalk, 2008).

- Anecdotally, we have realized a number of breaches of AI in our IEN students; Langara currently working toward a systematic approach to teaching all students about AI

More Background

- Evidence suggests that there is a relationship between academic dishonesty and workplace dishonesty (Kenny, 2007; Nonis & Swift, 2001).

- Nurses are held to a high ethical standard and practicing with integrity is paramount to patient safety.

- IENs who are seeking to practice in Canada must embrace the values of ethical conduct that underpin Canadian nursing practice

- Educators must recognize the differing cultural perspectives regarding academic and workplace integrity and offer appropriate education and support to facilitate the successful transition of IENs into the workplace

- There is a dearth of literature on best practices in teaching IEN students about academic integrity

Research Question

Is a values-based, massive open online course (MOOC) effective in assisting IEN students to learn about AI in the Canadian context?

Langara.
THE COLLEGE OF HIGHER LEARNING.

Description of Learning Activity/Intervention

- Four-week, values-based MOOC on AI

- Can be taken for free, but certificate of completion is available at a cost of approximately $75 (CAD)

- One hour of asynchronous study per week

- Course led by instructors at the University of Auckland with student enrollment from around the globe

- Course facilitates learning about AI and its foundational values of honesty, respect, trust, fairness, responsibility, and courage

- Weekly videos, short articles, learning activities and quizzes

- Students discuss their thoughts with other students and instructors, challenge their own perspectives and learn from others' perspectives in order to develop the knowledge/skills needed to enhance their success as students within an ethical context.

Method

- Two cohorts of IEN students (n=22, n=16)

- Students enrolled in the MOOC; could use a pseudonym to promote privacy/confidentiality, but instructed to inform Langara instructor if pseudonym chosen

- Langara instructor also participated in the course to evaluate and grade the students' participation

- MOOC was "blended" into face-to-face classroom discussions of AI

- 34 students (20/22; 14/16) completed an in-class, pen-and-paper questionnaire (Likert scale format with one open-ended question to elicit further comments or suggestions) at the completion of the MOOC; anonymity assured

Method

Likert-type scale items generated from the stated objectives of the MOOC:

1. I increased my understanding of academic integrity.
2. I increased my understanding of the meaning of academic dishonesty.
3. I increased my understanding of the meaning of academic misconduct.
4. I increased my understanding of the meaning of plagiarism.
5. I increased my understanding of how to avoid all forms of academic dishonesty.
6. The course helped me further develop my study skills.
7. The course helped me further develop my writing skills.
8. I gained an understanding of the 6 values (honesty, respect, trust, fairness, responsibility, courage) important in academic integrity.
9. It was helpful to discuss my ideas with other students in the course to learn from their experiences and points of view.
10. I feel confident applying this knowledge/skills that I learned from this course to my academic work.

Results

Students:

- increased their understanding of the meaning of AI, academic dishonesty, misconduct, plagiarism

- increased their understanding of how to avoid academic dishonesty

- further developed their study and writing skills, which are fundamental to academic integrity

- increased their understanding of the six values (honesty, respect, trust, fairness, responsibility, and courage) emphasized within the course and identified as central ideals of academic integrity

- felt confident to apply their new knowledge/skills in their academic work

- found it helpful to express their ideas with others in the course and learn from others' experiences

Results

Efficacy of a Values-Based MOOC in Assisting Students to Learn about Academic Integrity							
	Total Count	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree	Total
All Survey Responses	34						100
<u>Questions</u>							
Increased understanding of AI		-	-	2.9	11.8	85.3	100
Increased understanding of meaning of academic dishonesty		-	-	-	14.7	85.3	100
Increased understanding of academic misconduct		-	-	-	35.3	64.7	100
Increased understanding of plagiarism		-	-	-	11.8	88.2	100
Increased understanding of how to avoid academic dishonesty		-	-	-	41.2	58.8	100
Course helped me further develop my study skills		-	-	5.9	44.1	50.0	100
Course helped me further develop my writing skills.		-	-	14.7	50.0	35.3	100
Gained understanding of the 6 values important in AI		-	-	2.9	14.7	82.4	100
Helpful to discuss my ideas with other students to learn from their experiences and points of view.		-	-	2.9	35.3	61.8	100
Confident applying this knowledge/skills to my academic work		-	-	-	29.4	70.6	100

Langara.
THE COLLEGE OF HIGHER LEARNING.

Results

Some student comments from the open-ended question included:

- "The course has increased my awareness in academic integrity. It has given me the opportunity to reflect on my strengths and weaknesses; how I can improve on my limitations; and apply academic integrity in school, in my practice and profession."

- "Academic Integrity increases my knowledge about plagiarism. In my country that I came from, copying and pasting without citing references are common so I didn't put too much emphasis about plagiarism there. After the course, I now value other people's work and put references properly."

- "Honesty is one of the values that I learned from this course. Because without this value, no student will be able to monitor or analyze themselves, and will always need someone to supervise them."

Conclusions

- It is important for educators of IEN students to integrate specific content and learning activities related to AI into their curricula and courses which will foster these students' moral development for the Canadian health care context

- A values based MOOC proved effective in increasing IEN students' perceived knowledge and skills related to AI

- Further investigation of this MOOC would be helpful to establish evidence of its ability to reduce the number of violations of academic integrity within an educational institution

Some of Our IEN Students!

Students' permission obtained for use of image   Photo Credit: Craig Madokoro

Langara.
THE COLLEGE OF HIGHER LEARNING.

References

East, J., & Donnelly, L. (2012). Taking responsibility for academic integrity: A collaborative teaching and learning design. Journal of University Teaching & Learning Practice, 9(3), 1-11, 13

Gynnild, V. & Gotschalk, P. (2008). Promoting academic integrity at a Midwestern university: Critical review and current challenges. *International Journal for Educational Integrity, 4*(2), 41-59.

Langlais, P. J. (2006). Ethics for the next generation. *The Chronicle of Higher Education 52*(19), B11. Retrieved from http://chronicle.com

Kenny, D. (2007). Student plagiarism and professional practice. *Nurse Education Today, 27*(1), 14-18. doi: 10.1016/j.nedt.2006.02.004

Nonis, S. & Swift, C. O. (2001). An examination of the relationship between academic dishonesty and workplace dishonesty: A multicampus investigation. *Journal of Education for Business, 77*(2), 69-77. doi: 10.1080/08832320109599052

Scanlan, C. L. (2006). Strategies to promote a climate of academic integrity and minimize student cheating and plagiarism. *Journal of Allied Health, 35*(3), 179-185.

University of Auckland (Producer). (2016). *Academic integrity: Values, skills, action* [MOOC]. Retrieved from https://www.futurelearn.com/courses/academic-integrity

Langara.
THE COLLEGE OF HIGHER LEARNING.