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Academic Integrity Community of Practice and Champions Network  
Institutional Case Study: Enhancement of Teaching, Learning & Assessment

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# Overview



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Framing the Story

A Community of  
Practice Approach

Monitoring  
Student Attitudes  
Towards Academic  
Integrity in the  
Face of GenAI

Student Teacher  
and Pupil  
Perceptions of  
GenAI in the  
Classroom

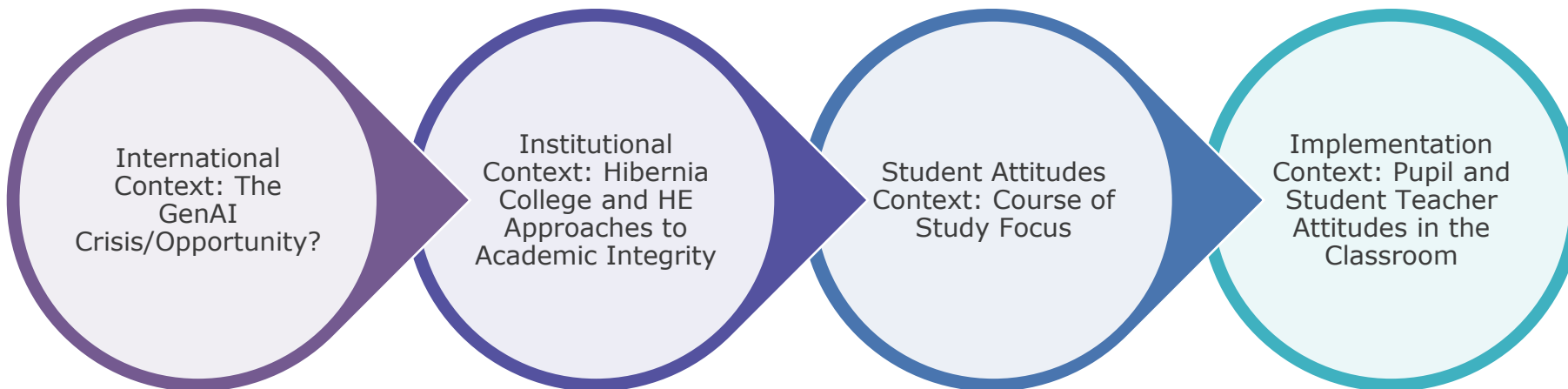
Further Research

# Welcome to the Playground



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“Children love to play, and play often mirrors what is important in their lives...sometimes they are exploring or learning new things. At other times they are consolidating existing learning or practicing a skills...they bring their own interpretations of situations, events, experiences, and expectations to their play.” (The Aistear Framework)



# A Community of Practice Approach to Emerging Academic Integrity Challenges Resulting from Developments in Gen AI



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EU Artificial Intelligence Act, 2024

The Challenge: Support, Facilitate and Enhance Good Academic Practices

'How can academic institutions embed collaborative practices into their planning for and responses to the developing circumstances, in a dynamic and inclusive fashion?'

A community-based approach to a community issue "To take an iterative approach to collaboratively developing a culture of integrity within Hibernia College, with the potential to address emerging complex ethical and assessment standards challenges"

# The Developing Circumstances



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- Public interest in cheating and sensationalism
- Multitude of ways to cheat and 'cheat well'
- Shortcuts to academic attainment and professional qualifications
- The vulnerable student
- Opportunity for policy makers, academics, administrators and traditional drivers of academic integrity to put AI firmly of the reform agenda
- Harnessing the energy of tension-leaning into the debate
- Academic Integrity in positive and pragmatic terms (ICAI, 2021)

# Academic Integrity within Higher Education



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## Impactful policies and procedures

- Move away from generalised concerns: mutual recognition by faculty, administrators and students (Packalen & Rowbotham, 2022)



## Cultures of Integrity

- Shared appreciation of good academic practices & move away from enforcers



## Balanced Approach

- Pursuit of fairness & justice balanced with humanity, empathy & compassion (Moriarty & Wilson, 2022)



## Network Approach

- Culture & Focus

# A Community of Practice



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Community of Practice (Lave & Wenger, 1991)

Situated learning through participation in a community

Discuss best practice, nurture professional growth, provide a safe space to discuss challenges ( Eaton et al., 2021)

Avoiding a top down or hierarchy approach (Reedy et al., 2021)

## The Challenges

Maintain  
momentum

Lack of  
Focus

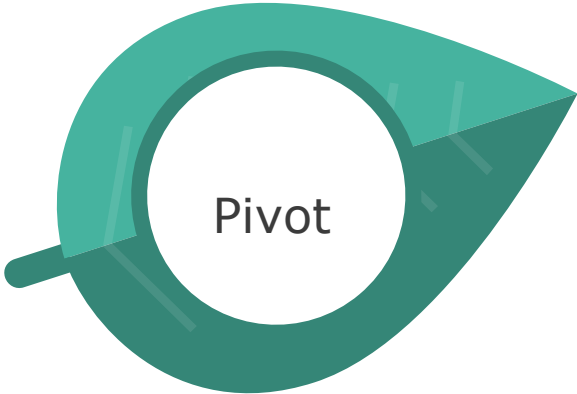
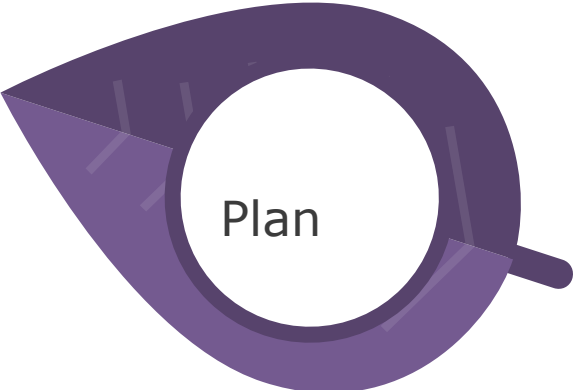
Talking  
Exercise

Sustaining  
Interest

# The 5 Ps Approach



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# Community of Practice Structure



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6 Week Basis

Membership  
across all  
Departments and  
the Student Body

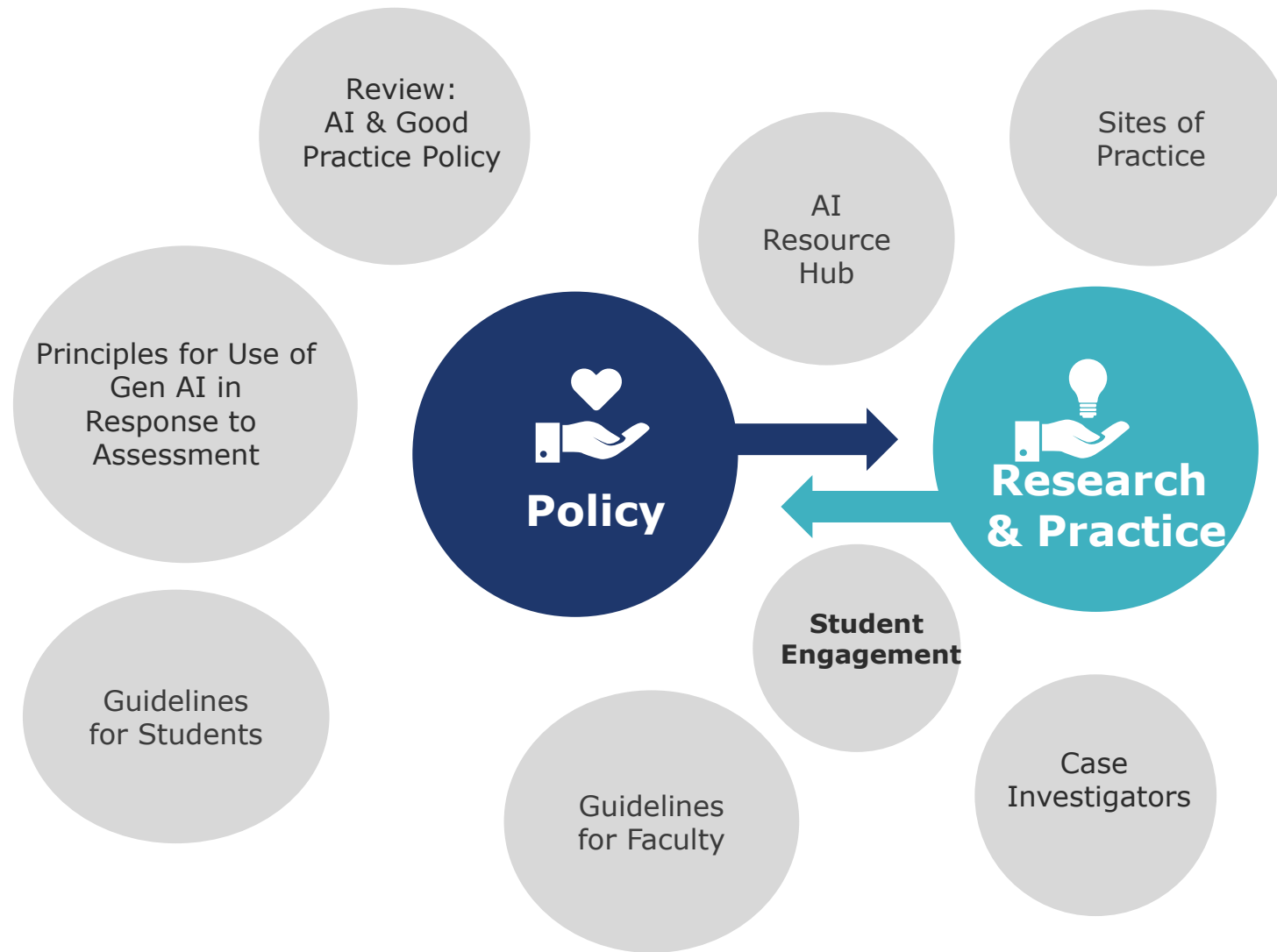
Working Groups  
(Special Interest  
Groups)

**Invited** Guests

Voluntary Nature

Informality and  
listener role

# Outcomes of Community of Practice



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## GUIDELINES FOR STUDENTS: ACADEMIC INTEGRITY AND GENERATIVE ARTIFICIAL INTELLIGENCE

### WHAT IS ACADEMIC INTEGRITY?

Academic Integrity is defined as "the commitment to, and demonstration of, honest and moral behaviour in an academic setting" (NAIN Lexicon).

Take a look at the NAIN Lexicon for further information.  
[https://www.gp.ie/html/default/files/2021-11/academic\\_integrity-national\\_principles\\_and\\_lexicon\\_of\\_common\\_terms.pdf](https://www.gp.ie/html/default/files/2021-11/academic_integrity-national_principles_and_lexicon_of_common_terms.pdf)

### GENERATIVE ARTIFICIAL INTELLIGENCE

Artificial Intelligence (AI) is the area of computer science focused on creating intelligent machines capable of performing tasks that typically require human intelligence.

GenAI is defined as artificial intelligence technology including natural language processing models designed to generate text similar to human writing in terms of style, content and structure (Lanham, 2023). It can produce natural and nuanced text in response to prompts.

It has limitations including fabrications, fabrications, referencing and tone of language. It cannot replace the empathy, authenticity and attainment of learning outcomes achieved by engaging meaningfully with an assessment.

### RESOURCES & SUPPORTS

Always ensure that you reference any work which is not your own correctly. The library provides support on referencing and the Academic Writing Toolkit is an excellent resource to return to.

Attend any assessment webinars or assessment support sessions.

Pay attention to the advice provided in your assessment briefing documents regarding the use of GenAI-if in doubt always ask.

Familiarise yourself with the Academic Integrity homepage and resources found there.

### YOUR ACADEMIC PRACTICES

It is important that you protect your own academic practices. Your qualification has value because of the learning you have achieved. Remember GenAI is not a subject expert and there can be ethical concerns regarding its use.

Always ensure that you reference any work which is not your own correctly.

Read the assessment briefing documents carefully. This might seem obvious, but it is all too easy to 'skip over' the bits you think you don't need.

Do not engage in any practices which prevent you from exercising your critical and evaluative skills.

Value your time as a student and the learning from engaging with assessment processes.

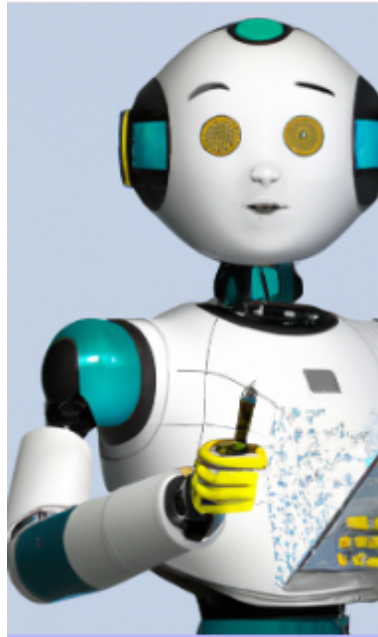
### A WORD OF CAUTION

Generative AI often produces a generic and broad response and it cannot fully replicate your unique style of writing.

Value your own contributions, your critical lens and most importantly yourself as an independent, autonomous and creative person.

Sources identified by Generative AI may be fabricated, include misinformation, bias or be limited in scope. It is essential that you engage with recommended reading lists and core reading as well as conducting your own additional research.

**ACADEMIC INTEGRITY IS FUNDAMENTALLY ABOUT RESPECTING YOUR OWN VALUE AS A LEARNER AND THE INTEGRITY OF THE QUALIFICATION YOU ARE WORKING TOWARDS. IF YOU FEEL OVERWHELMED AT ANY POINT BY THE WORKLOAD, REACH OUT. THE COLLEGE HAS A SUPPORT STRUCTURE IN PLACE INCLUDING PASTORAL, ACADEMIC AND ADMINISTRATIVE SUPPORT.**



Individual  
Tutor  
Sessions

Identify  
reasons for  
misconduct  
and  
avoidance  
going forward

Courageous  
Conversations

Reporting  
back to  
Programme

Collaborative  
Planning

Peer  
Mentors?

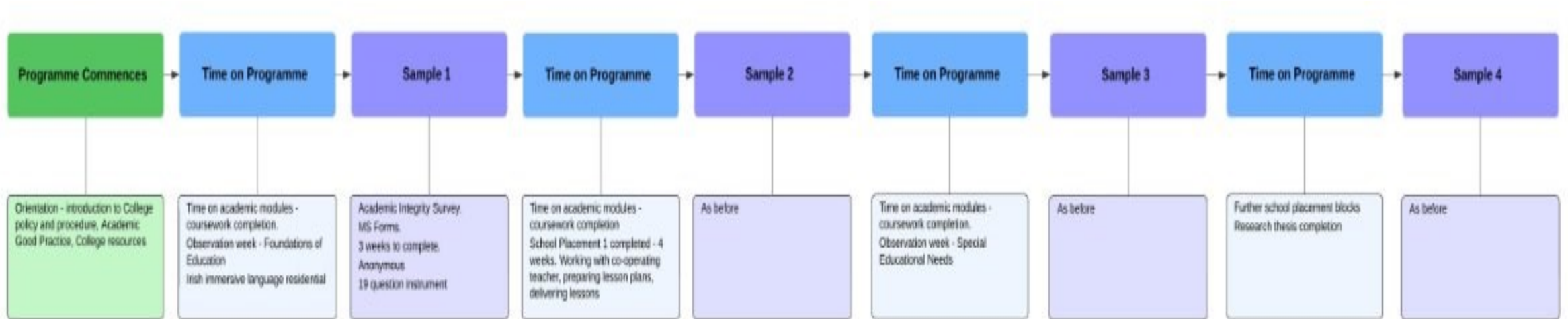
## PRINCIPLE OF SUPPORT

Mitigate against repeat offences by planning specific supports for students who are found to have engaged in academic misconduct.

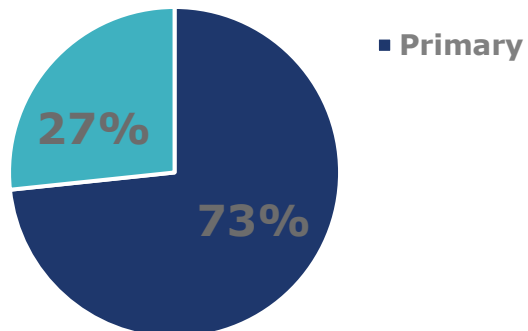
LEARNING TOGETHER IN A SAFE SPACE

# Research Outcomes

## Longitudinal analysis of student sentiment, changes and influences (use of GenAI-Assessment)



### Sample 1 - Respondent programme of study



### Sample One Responses:

- Responses collected over a 3-week period.
- Majority of responses collecting within first 7 days.
- Overall response rate of 15%.

# Pupil and Student Teacher Perceptions of the use of GenAI in the Classroom

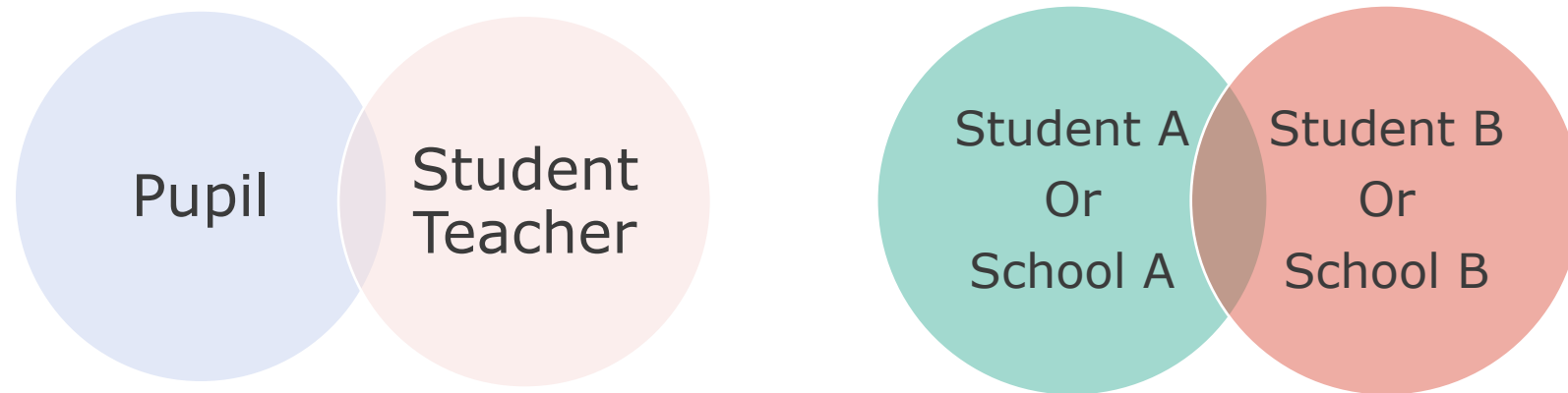
## WHO

- Student Teachers took part in semi-structured interviews
- Pupils took part in classroom-based workshops
  - 3 Primary Schools
  - 2 urban, 1 rural
  - 1 mixed gender, 1 boys only, 1 girls only.
  - Classes visited – 6<sup>th</sup> Class (42 pupils), 5<sup>th</sup> Class (25 pupils), 3<sup>rd</sup> Class (28 pupils).

## WHAT

- What does appropriate use of GenAI look like?
- What immediate benefits or threats stem from GenAI?
- What are the future benefits or threats stemming from GenAI?

## ATTITUDES – OVERLAP AND DIFFERENCES



## Next Steps:



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How do students' motivations to study influence their definitions of academic integrity and success?

How do students define success on a programme of academic study and what role does academic integrity play in their understanding of success within their own academic journey?

What is the influence of the specific programme of study on student attitudes towards academic integrity and how does this impact on their concept of success?



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Thank You

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