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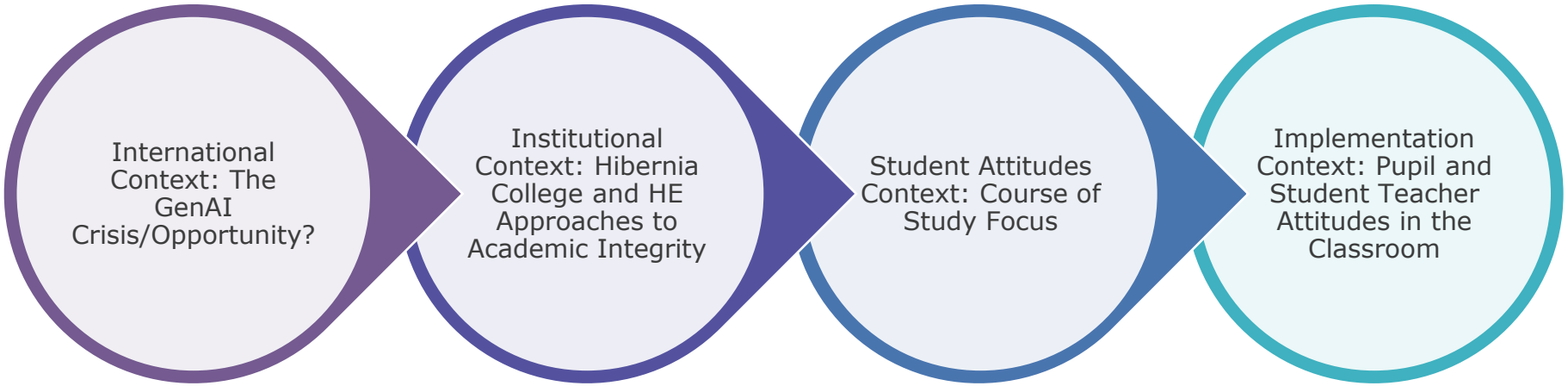
"Children love to play, and play often mirrors what is important in their lives…sometimes they are exploring or learning new things. At other times they are consolidating existing learning or practicing a skills…they bring their own interpretations of situations, events, experiences, and expectations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

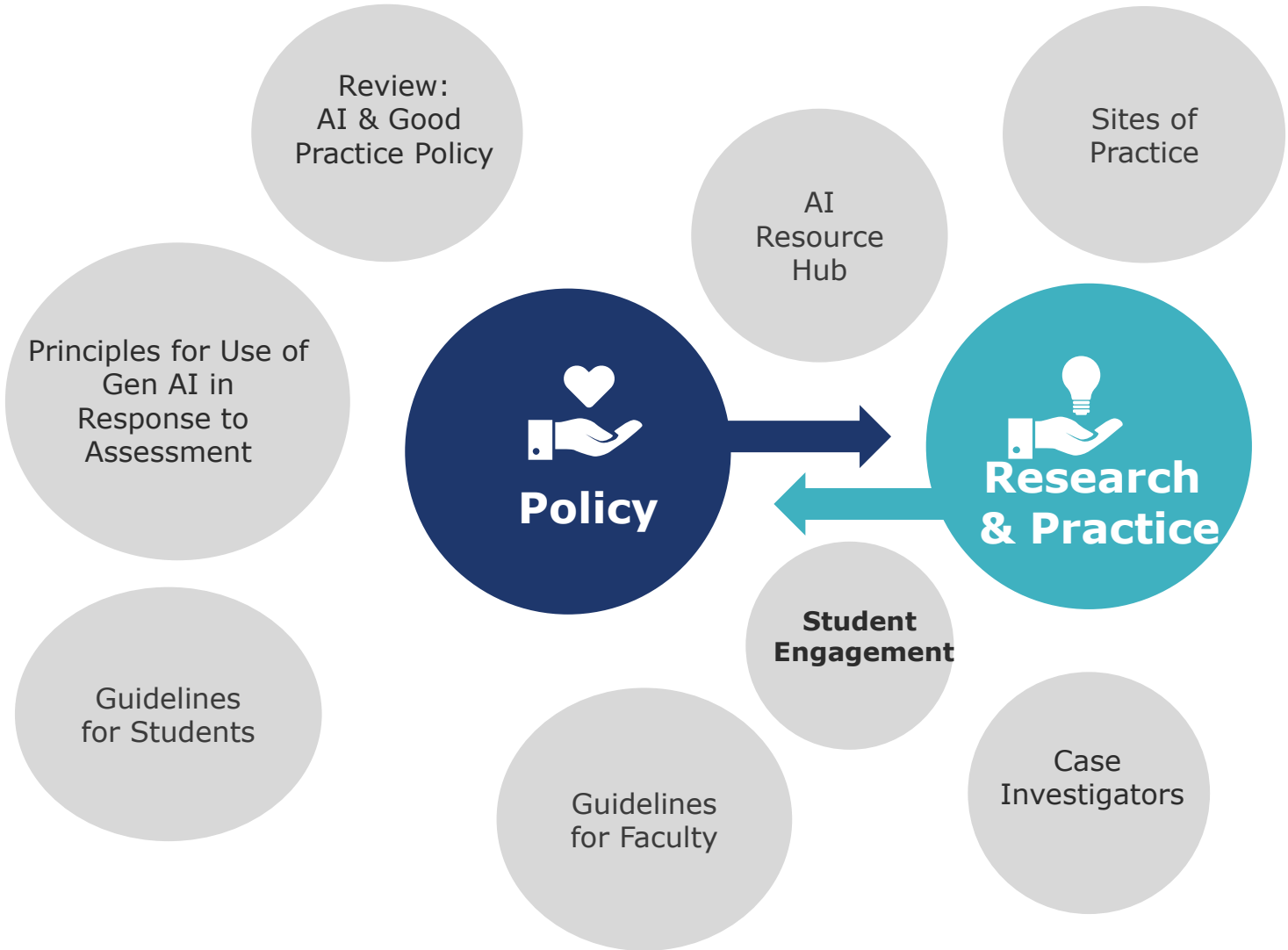
Working Groups (Special Interest Groups)

**Invited** Guests

Voluntary Nature

Informality and listener role

# Outcomes of Community of Practice



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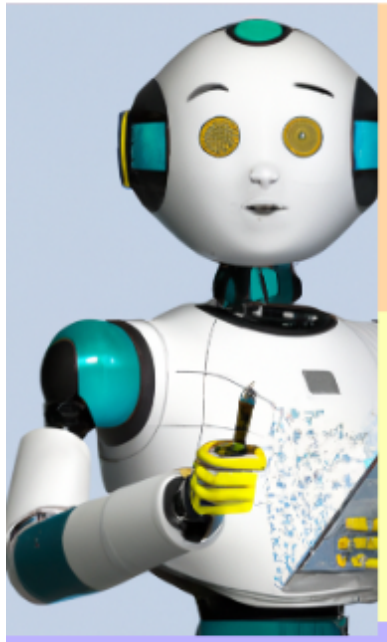


Individual Tutor Sessions

Collaborative Planning

Identify reasons for misconduct and avoidance going forward

Courageous Conversations

Peer Mentors?

Reporting back to Programme

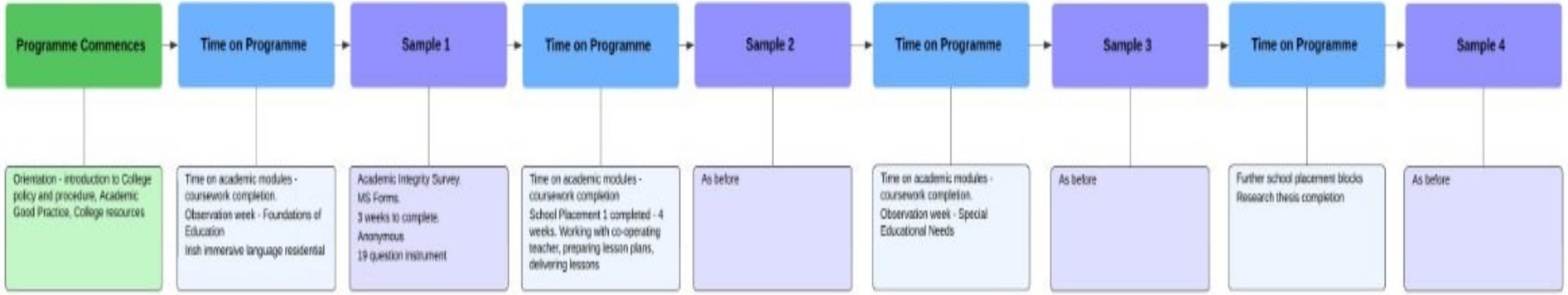
## PRINCIPLE OF SUPPORT

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

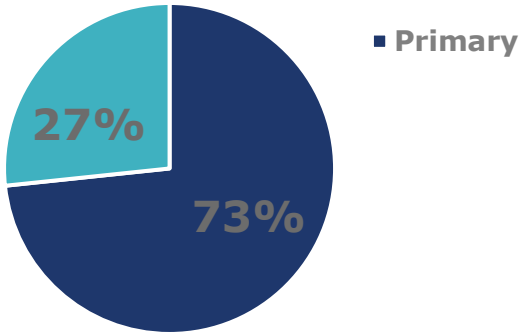
LEARNING TOGETHER IN A SAFE SPACE

# 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

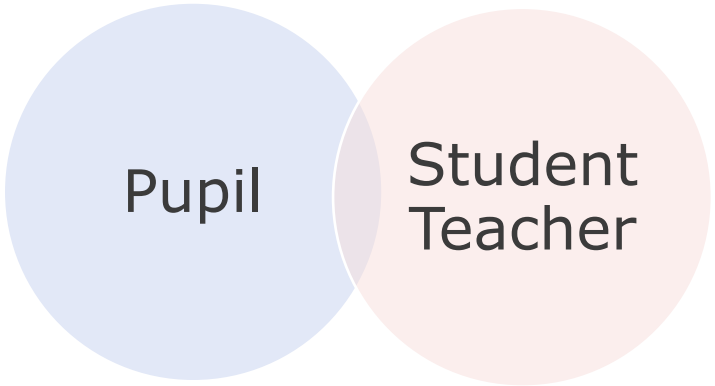
**WHO**

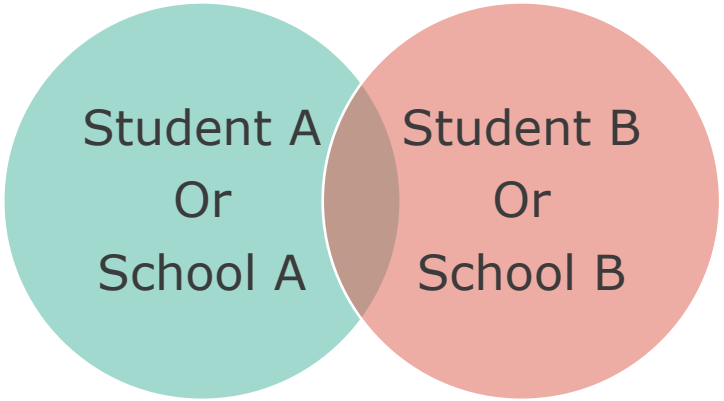
- Student Teachers took part in semi-structured interviews
- Pupils took part in classroom-based workshops
  - 3 Primary Schools
  - 2 urban, 1 rural
  - 1 mixed gender, 1 boys only, 1 girls only.
  - Classes visited – 6th Class (42 pupils), 5th Class (25 pupils), 3rd Class (28 pupils).

**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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