

UDL-designed authentic assessment as a preventative measure of Academic Misconduct

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Project aims:

The overall aim of the project¹ was to investigate the impact of UDL practice when designing authentic assessment as a preventative measure of academic misconduct.

It was originally proposed that the project would focus on a range of students' perspectives to investigate if the reasons why students may be tempted to conduct academic misconduct (Ellis et al., 2019; Bretag et al., 2018; Beasley, 2016) can be countered not only by using authentic assessment but using UDL principles in designing it. It was suggested that participants would be chosen from a variety of backgrounds, including students who have had experiences with academic misconduct investigations and student cohorts identified in the literature as being more at risk to commit academic misconduct. While not solely intended for the humanities, the focus of the case study was on the humanities as these traditionally have more heavily text-based assessment and are thus less likely to use authentic assessment.

Feedback from the Ethics committee:

While certain groups of students were identified in the literature to be more likely to commit academic misconduct (e.g., Davis 2022; Baird and Dooney 2014; Bretag et al. 2018; Beasley 2016; Miller 2023), the ethics committee raised two important concerns: First, the risk of unfairly targeting specific student groups for academic misconduct; second, the need to treat participants as vulnerable adults. The committee suggested instead a broader approach when contacting participants so that students would not feel singled out and a more detailed application. A more detailed application was submitted and successful. The first point was implemented by developing an additional survey, rather than only relying on focus groups, which was sent to all first year BA Honour students and sharing all invitation to participate in the focus groups to BA Honour students from first to third year. It was hoped that by widening student participation enough representatives of relevant groups would respond.

Risks, mitigating measures, and limitations of the latter:

There following risk factors and mitigating responses were identified:

1. Contacting the whole student body in arts would mean that the insights get diluted, especially as the risk groups tend to be less willing to engage with these surveys and projects.

Mitigating measure: results were compared with findings from the literature review. There was no significant difference between responses from different groups (e.g., on factors contributing to committing academic misconduct)

2. Low student participation: students are currently quite reluctant to participate in activities. This has been confirmed by the MSU.

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Mitigating measure: student participation increased by combining a survey with focus groups and single interviews. This also allowed us to follow up with specific questions raised through the survey with the focus groups and interview participants.

Study limitations

- Self-reported data on academic misconduct likely underestimates its prevalence, since few students admit to it ,
- Lack of range of students across different years of the BA Hon. degree;
- Lack of diversity (certain types of students are more likely to participate);
- Lack of student knowledge relating to UDL/authentic assessment; while this was easier to explain in a focus group context, some survey participants may have failed to fully grasp concepts, as indicated by some of the survey responses (i.e., “I don’t know” options);
- Sometimes anecdotal evidence due to very motivated and engaged students giving the experience of other students, although this was still helpful as focus group participants were student representatives so they had insights from other students which came from their role.
- The number of students who participated in the focus groups and interviews was relatively small, with a total of nine students in the three focus groups and two individual interviews. Participants represented a mix of ethnicities, genders, and socio-economic backgrounds.

Methods

Ethical approval was obtained from Maynooth University’s Ethics Committee. Key ethical considerations included protecting student anonymity and addressing concerns about the potential targeting of particular student groups. The research approach was adjusted accordingly to mitigate these concerns.

The project used a mixed methods approach, incorporating both quantitative and qualitative data analysis. It began with a comprehensive literature review, followed by the preparation and submission of the required ethics application. Upon receiving approval, a survey and supporting focus group materials were developed, including consent forms, ground rules, and a protocol. All documents were peer reviewed by experts in the Centre for Teaching and Learning (CTL).

Participation in the survey, focus groups, and individual interviews was entirely voluntary, and all contributions were anonymized. Notes from focus groups and interviews were shared with participants for review and approval prior to their inclusion in the final report.

Data Collection Methods:

A student survey was conducted to gather information on students’ demographic backgrounds (while demographic details was not collected from the focus group and individual participants), their knowledge of key concepts such as Universal Design for Learning (UDL), authentic assessment, and university policy on academic integrity and misconduct. It also

explored their experiences with UDL-informed assessments, incidents of academic misconduct, and contributing factors that may influence such behaviour.

Focus groups and individual interviews were conducted following the survey. Focus groups were held with small groups of three participants, and two individual interviews were also carried out. These sessions aimed to gather more in-depth, nuanced insights into students' lived experiences with assessment formats, workload, fairness, and academic pressures. They also allowed for further exploration of themes that emerged from the survey responses.

Quantitative survey data were analysed for patterns and reported challenges. Qualitative data from focus groups and open-ended survey responses were thematically coded to identify recurring themes, such as pressures leading to misconduct, proposed solutions, and the role of UDL-informed assessment in addressing academic integrity.

With the widened scope of the project, findings from the BA Honours students were triangulated across all data sources—including surveys, interviews, focus groups, and the literature review—to develop a more holistic understanding of how UDL-informed assessment may impact academic integrity.

Literature reviews

Two literature review were conducted:

The **first** literature review focused on **exploring the intersection of academic integrity, assessment design, and equity through the lens of Universal Design for Learning (UDL)**. There was general agreement that academic misconduct, such as plagiarism and contract cheating, arises mainly from factors like stress, dissatisfaction with teaching, and language barriers (Ellis et al., 2019; Bretag et al., 2018; Beasley, 2016). Proactive strategies, including authentic assessment, i.e., assessments that mirror real-world tasks, are proposed repeatedly as more effective than punitive measures (Birks et al., 2020; Sokhanvar et al., 2021; Dixon, 2022). However, while authentic assessment is shown to enhance engagement and employability but does not alone eliminate misconduct (Bretag et al., 2018; Ellis et al., 2019).

UDL was mostly discussed in the context of offering a framework for designing inclusive and accessible learning environments (CAST, 2018; Capp, 2017; Cook & Rao, 2018; Almeqdad et al., 2023; Kennette & Wilson, 2019; Yaqoubi et al., 2022), yet its application in assessment remains limited (Alsalamah, 2020). Recent research highlights how equity and inclusivity—central to UDL—can support academic integrity, particularly for marginalized groups such as international, first-generation, and non-native English-speaking students (Davis, 2022; Eaton, 2022; Bretag et al., 2019; Miller, 2023). UDL principles may thus enhance both assessment fairness and integrity (Miller, 2023; Davis, 2022).

The role of applying UDL principles when designing authentic assessment has received less attention in scholarship when it comes to investigating counter measures to academic misconduct and fostering academic integrity, as has the question is whether assessment design, guided by UDL principles and authenticity, can effectively foster academic integrity. From the emerging themes from the focus group discussions we conducted a **second**, shorter literature review that focused on **the connection of mental health issues and academic misconduct and, maybe even more important, on the connection between self-efficacy and resilience and academic integrity**.

Here, the literature highlighted a growing interest in the relationship between student mental health and academic misconduct. Several studies, including Birks et al. (2020), suggested a connection between poor mental health and increased likelihood of misconduct. Stress, anxiety, and depression—grouped under “negative emotionality”—can negatively impact decision-making and increase the risk of plagiarism and cheating, as discussed by Tindall and Curtis (2020, 2021). High-stakes assessments were often associated with increased stress and may drive students toward misconduct, especially when assessments are poorly designed or heavily weighted. There is also a strong link between self-efficacy (belief in one's own academic abilities) and misconduct. Research consistently shows that students with low self-efficacy are more prone to academic dishonesty, as they may feel less capable of achieving success through legitimate means. This group is more likely to perceive the benefits of cheating as outweighing the risks. Conversely, students with high self-efficacy tend to be more motivated, engaged in their studies, and less likely to cheat. Studies by Pret-Sala (2010), Vancouver et al. (2008), and Ogilvie and Stewart (2010) reinforce the idea that self-efficacy influences both motivation and the likelihood of misconduct.

In summary, a first general overview suggested that improving assessment design to reduce stress, support mental well-being, and foster self-efficacy could be effective in reducing academic misconduct. Institutions are encouraged to consider mental health and motivation in their integrity strategies, especially by avoiding overly stressful assessment formats and by supporting the development of students’ confidence in their academic abilities.

Survey

Participants were required to be currently enrolled students of Maynooth University who were studying an Arts & Humanities subject. Certain demographic information was collected at the beginning of the survey, including student type (undergraduate or postgraduate), year of study, socio-economic background, ethnic background, and also whether participants are international students, native or non-native English speakers, or first-generation students. A total of 36 survey responses were collected. The tables below show the demographic information collected from these responses.

Table 1: Breakdown by Year, Language Background, and First-Generation Status.

		Number of responses	Percentage (%)
Student type	Undergraduate	35	97
	Postgraduate	1	3
Year of study	First	22	61
	Second	4	11
	Third	5	14
	Fourth	5	14
International student	Yes	5	14
	No	31	86
Native English speaker	Yes	30	83
	No	6	17
First Generation Student	Yes	20	56

	No	16	44
Total participants		36	

Table 2: Ethnic background. Participants could select multiple ethnical background to better reflect their self-identity. Four participants chose to select two ethnic backgrounds.

Ethnic background	No. of responses	Percentage
White Irish	22	61.1
White European	8	22.2
Black Irish	3	8.3
Black African	3	8.3
Southeast Asian	1	2.8
Other	3	8.3

Table 3: Socio-economic background.

Socio-economic background	No. of responses	Percentage
Upper	1	2.8%
Upper middle	8	22.2%
Middle	16	44.4%
Lower-middle	3	8.3%
Working class	5	13.8%
Prefer not to say	3	8.3%

Materials

Survey questions related to experiences of and involvement in academic misconduct, familiarity with University Academic Integrity policies, usefulness of UDL and authentic assessment in education, and how academic misconduct might be addressed.

Open-ended questions were used in addition to structured survey questions to allow participants to provide additional insights and/or suggestions. Field notes were generated by the research team during the focus group sessions and used for analysis. Answers from open-ended questions in the survey were combined with the field notes from the focus groups and analysed together in order to identify common themes across student responses.

Results

Survey

Academic Misconduct:

We asked students how familiar they are with academic integrity policies at the University. As shown in Table 4 below, the majority of students reported that they were at least somewhat (29%) or moderately (41%) familiar with the academic integrity policies at the University. A fewer number of students reported that they were only slightly (12%) or not at all (15%) familiar with the least number of students reporting to be extremely familiar (3%) with such policies.

Table 4: Responses to the question: How familiar you are with academic integrity policies at Maynooth University.

	No. of responses	Percentage
Extremely familiar	1	3%
Moderately familiar	14	41%
Somewhat familiar	10	29%
Slightly familiar	4	12%
Not at all familiar	5	15%

Participants were then asked how serious they considered various types of academic misconduct to be. As shown in Table 5, 70.6% of participants reported ‘Paying another student/third party’ as “Very Serious”, this type of academic misconduct received the most “Very Serious” responses. Participants found collaborating on individual coursework as the least serious academic offence, with 17.6% of participants reporting this type of misconduct as “Not serious”.

Table 5: Student perception of the seriousness of various types of academic misconduct.

	Not Serious	Somewhat Serious	Serious	Very serious
Copying from another student	0	11.8	50	38.2
Completing an assignment for another student	2.9	0	38.2	58.8
Paying a student/third party	2.9	2.9	23.5	70.6
Copying material and passing it off as your own	0	8.8	38.2	52.9
Getting another student to complete your assignment	2.9	2.9	35.3	58.8
Collaborating on individual coursework	17.6	35.3	44.1	2.9
Using AI tools to complete work	8.8	11.8	55.9	23.5

Participants of the survey reported their own involvement in actions or behaviours which could be considered to be breaching academic integrity, the results of which can be seen in

Table 6 below. The majority of respondents reported having never been involved in such behaviours (70.6%). The remaining respondents claimed to be only rarely (20.6%) or sometimes (8.8%) involved in any actions which constitute academic misconduct. No respondents answered “Often” or “Very Often” to this question.

Table 6: Student self-reported involvement in academic misconduct actions/behaviours.

	No. of responses	Percentage
Never	24	70.6%
Rarely	7	20.6%
Sometimes	3	8.8%
Often	0	0%
Very Often	0	0%
Prefer not to say	0	0%

Students were asked to rank what they deem to be the main reasons for student misconduct. Stress/mental health was the most frequently reported reason (58.8%) for academic misconduct among participants, alongside lack of time (55.9%) and pressure to achieve high grades (44.1%). These and other possible reasons for academic misconduct were ranked can be seen in Table 7.

Table 7: Ranked reported reasons for committing academic misconduct.

	No. of responses	Percentage
Stress/mental health	20	58.8%
Lack of time/poor time management	19	55.9%
Pressure to achieve high grades	15	44.1%
Lack of motivation/engagement	13	38.2%
Easy access to online material and technology	13	38.2%
Academic Integrity misunderstandings	10	29.4%
Low perceived risk of getting caught	6	17.6%
Pressure from others to share/help	5	14.7%
Peer culture – everyone else is doing it	4	11.8%
Language barrier	4	11.8%
Lack of accessibility/inclusivity	3	8.8%
No serious consequences if caught	2	5.9%

Universal Design for Learning:

Students were asked how often they think UDL principles are applied to their courses at the University. A small number of students reported that UDL is used “Very Often” (8.3 %) in their course. The majority of respondents found that UDL principles were used “Often” (41.7 %) and “Sometimes” (33.3 %), while some reported they were only used “Rarely” (13.9 %) or they “don’t know” (2.8 %).

Table 8: Frequency of students’ experiences of UDL principles being used at the University.

	No. of responses	Percentage
Very Often	3	8.3%
Often	15	41.7%
Sometimes	12	33.3%

Rarely	5	13.9%
Never	0	0%
I don't know	1	2.8%

UDL-designed Authentic Assessment:

Survey participants were asked how effective they think UDL-designed authentic assessments would be in preventing academic misconduct. The majority of respondents (48.5 %) indicated that UDL-designed authentic assessments would at least be “Somewhat effective” in combatting misconduct. A number of students also claimed they could be “Very effective” (22.9 %). While the remainder found they would be neither effective or ineffective, somewhat ineffective, very ineffective or they did not know how effective it would be. Student perspectives on the effectiveness of UDL-designed authentic assessment can be seen in Table 9.

Table 9: Student perspectives on the effectiveness of UDL-designed authentic assessment in preventing academic misconduct. One participant chose to not answer this question.

	No. of responses	Percentage
Very effective	8	22.9%
Somewhat effective	17	48.5%
Neither effective or ineffective	4	11.4%
Somewhat ineffective	2	5.7%
Very ineffective	1	2.9%
I don't know	3	8.6%

Thematic Analysis – Open-ended survey questions and Focus Group Discussions:

The survey included 5 open-ended questions which were included to complement the quantitative data collected and allow respondents to express their own thoughts and experiences beyond the close-ended questions which may not capture deeper insights and perspectives of students. These questions were:

- Are there any other reasons (not mentioned above) why you think students might commit Academic misconduct?
- Do you think UDL-designed courses have an impact on your learning? *Explain.*
- Do you think authentic assessment methods have an impact on your learning? *Explain.*
- Please explain *why* you think UDL-designed authentic assessment would either be effective or ineffective in preventing academic misconduct.
- Do you have any additional comments or suggestions on how academic misconduct could be further addressed or prevented?

Similar questions to those above were posed to focus group participants, these discussions were less structured, more flexible and conversational but touched on the same issues. This approach fostered a staff-student partnership whereby the discussion was guided by the

insights and experiences shared by the students. The data collected from the open-ended survey questions and focus group discussions were then collated and analysed together. Notably, both, focus group discussions and open-ended survey responses, revealed that students often viewed academic integrity as relevant only in the context of formal assignments, and that both what academic integrity means and the relevance of policies were not always communicated in a clear or engaging manner. It emerged in the discussions that even the term integrity was not perceived to be a meaningful concept but that “trust” was a concept students could relate to. It was agreed that replacing the term “integrity” with “trust” in discussions would make the concept more relevant and important for students also beyond the academic context.

When questioned on the survey result on familiarity with academic integrity policies, the participants confirmed the outcome of the survey that they and most peers have some awareness of academic integrity policies. However, it was noted that these policies were not always clear or effectively integrated into daily learning experiences and were not communicated in a meaningful language.

Following the thematic analysis of both the open-ended survey questions and the focus groups and interview discussion notes, the following 6 major themes and relevant subthemes were generated.

Table 10: Major themes emerging from focus group and interview discussions.

❖ Confidence and self-efficacy	❖ Motivation and Engagement
❖ Morality	❖ Meaningfulness
❖ Flexibility	❖ Pressure and proposed solutions

Confidence and self-efficacy

This theme emerged during the focus group sessions when students were asked why they *don't* engage in academic misconduct.

Academic self-efficacy refers to the belief or confidence a person has in their own capabilities to complete academic tasks (ref). An individual with high academic self-efficacy holds high confidence in their own ability to achieve academic success and in completing academic tasks to a high standard. In the current study, a student expressed that they felt confident in the work they produce and that they “understand what lecturers are looking for” when it comes to assessment. There was an understanding that they did not feel the need to engage in misconduct as they were confident in their own ability to produce to a high standard. This academic self-efficacy was also evident when the student expressed that it would be more beneficial for them to complete an assignment rather than using Artificial Intelligence (AI) as they would complete it to a higher standard, compared to AI which lacks creativity and skill and would produce a “worse” final product. This student appreciated that they were in a favourable position as they are not a first-generation third-level student and have family members who have competed or are completing a third-level degree and attributed this background to be a possible reason for not engaging in misconduct.

Along the same line, another student expressed that having low confidence in your work could lead to academic misconduct such as using GenAI tools to help complete an assignment. This same student shared that confidence could be increased by using low-stakes

continuous assessment whereby students can build up their academic confidence gradually by submitting incremental assignments. This in turn could alleviate academic pressure felt by students and reduce the need to turn to academically dishonest behaviours. This is in line with findings from Ogilvie and Stewart (2010) who found that students with low self-efficacy were more likely to engage in academic misconduct. Academic self-efficacy can be an important factor in determining if a student engages in academic misconduct (Gavril and Ghiatau, 2023; Murdock and Anderman, 2006). Rundle et al. (2019) also found that academic self-efficacy was one of the reasons why students reportedly refrain from engaging in academic misconduct, contract cheating in particular. In addition, academic self-efficacy is also related to student motivation. The research in this area suggests that there is a positive relationship between a student's academic self-efficacy and their academic motivation.

Morality

Another proposed reason why students *don't* engage in misconduct was to do with moral issues. Students expressed that they didn't want to "break the rules", insisting that their own moral beliefs and standards could account for their refrainment from academic misconduct. While McCabe (1997) insisted that "morality does not seem to be a major influence on student decisions to cheat or not to cheat" (p.444), others have proposed differently. Morality is yet another topic brought up in the literature as a reason why students tend to refrain from misconduct (Rundle et al., 2019). When asked to self-report their reasons for refraining from misconduct, students have expressed that their own personal morals do indeed play a role (Murdock and Anderman, 2006).

Flexibility

Flexibility was a constant theme brought up by students in the focus group sessions. Flexibility was discussed in terms of timing and choice. Introducing flexibility in these areas was suggested as means to alleviate some difficulties being faced by students, including time pressures, workload pressures, varied learning preferences and conflicting responsibilities. As put forward by Tai, academic success should not be determined by external factors which are unrelated to academic ability. Such factors can often have unfair influences on performance and should be accommodated for (Tai et al., 2022).

Meaningfulness

Students often referred to the importance of finding meaning in both the content they were learning and how they were being assessed. When there was a lack of meaning to the assessment, there was a "get it done" type of attitude whereby students just wanted to complete the assignment, this was accompanied by a sense of "resignation" towards assessment which was not enjoyed by students. They found this to be the case more so for traditional assessments, and that assessment was more favourable when it was self-relevant and meaningful. There was a suggestion that educators should be designing assessments which apply to the real-world and hold meaning as opposed to a "tick box" which must be completed to earn a grade to contribute to your degree. Students found that they were more likely to be engaged if they knew they were learning/being assessed on something they will likely use in the future. Project-based assessments was one example provided by a student which they found to be enjoyable as they had a greater focus on the skills they were developing while engaging in the task rather than the final grade. With meaningful assessment comes a greater emphasis on developing skills.

Motivation and Engagement

Motivation and engagement was a reoccurring theme throughout the student responses and was seen as closely interconnected with a sense of meaningfulness of assessments and confidence with regard to academic work. UDL-informed authentic assessment together with constructive feedback was deemed to promote academic integrity when linked with either of those. Having a sense of self-efficacy was also seen as promoting deeper engagement and reducing the likelihood of academic misconduct. Especially low-stakes continuous assessments were mentioned as means of enhancing motivation and engagement by allowing students to build confidence gradually, reduce the pressures associated with high-stakes tasks, and sustain consistent involvement in their learning throughout the semester. Conversely, when assessments were perceived as meaningless, overly grade-focused, or concentrated into high-stakes formats, students report diminished motivation, often accompanied by apathy or disengagement. Workload pressures and a lack of clarity around expectations further exacerbated these negative effects.

Pressure and proposed solutions

Students in focus groups commonly cited academic pressures—related to assessment timing, grading, language barriers, and the drive for high grades—as key factors leading to misconduct. Survey responses similarly highlighted stress and mental health issues as major reasons for academic dishonesty, classified as aspects of negative emotionality, which has been associated with misconduct in the literature (Tindall & Curtis, 2020). Tindall and Curtis (2020) argue that this connection is underexplored, noting that negative emotionality often heightens the likelihood of plagiarism and other misconduct. Birks et al. (2020) and Eaton (2020) also emphasize the need for further study on how mental health impacts misconduct.

Negative emotions related to academic pressure were evident among students, one of whom mentioned that feeling “stuck and being behind” increased the temptation to engage in misconduct. Tindall et al. (2021) suggest addressing these emotional pressures by providing accessible support and rethinking assessment designs to reduce stress. Their work recommends adjustments to assessment weighting and timing to reduce the emotional impact on students, which was echoed by participants in this study. For example, students reported that single high-stakes exams at semester’s end can cause “fear” and “panic”, sometimes leading to misconduct as a coping strategy. Conversely, they felt that continuous, low-stakes assessments encouraged steady engagement and lessened pressure (Tindall et al., 2021).

The study found that time pressure, a well-documented cause of misconduct (Guruswami et al., 2022), could be mitigated through ongoing assessments that reduce workload peaks and allow for more manageable planning. Some students recommended flexible submission dates and options for assessment types to better align with personal schedules and reduce pressure. Students also reported language-related pressures, especially those learning in non-native languages. One student justified collusion as a form of support for peers struggling due to language barriers, citing an academic system that felt inaccessible to some. This aligns with survey findings where “Collaborating on individual coursework” was considered the least serious form of misconduct. Another international student recalled resorting to misconduct when study materials were in a non-native language, describing it as a necessary measure to complete the work.

The focus groups and interviews showed that for the majority of participants themselves UDL design of assessment would have some but no major impact. And although the students saw the potential of UDL design for different student cohorts they also reported that students will often choose familiar assessment designs over unfamiliar ones. This indicates that we should increase awareness of the reasons behind using UDL principles and provide risk-free or low-risk environments to engage with diverse means of assessments as means of familiarisation and increasing confidence.

Final Result and Recommendation

While many students recognized the potential benefits of using Universal Design for Learning in assessment design, most believed that its actual impact might be limited in practice. Anecdotal evidence suggested that students would likely revert to familiar forms of assessment rather than engage with alternative approaches, even if those alternatives were designed to encourage multiple means of representing their knowledge and understanding.

Potential next steps

To better understand the impact of UDL, a targeted study involving, e.g., diverse student cohorts and then to compare them with neurotypical and mixed cohorts, could be a good step forward. However, the Ethics Committee would most likely raise the same or similar concerns for such a study. An alternative approach could involve collaborating with students who have engaged in academic misconduct, using a retrospective method to explore contributing factors and potential preventative measures.

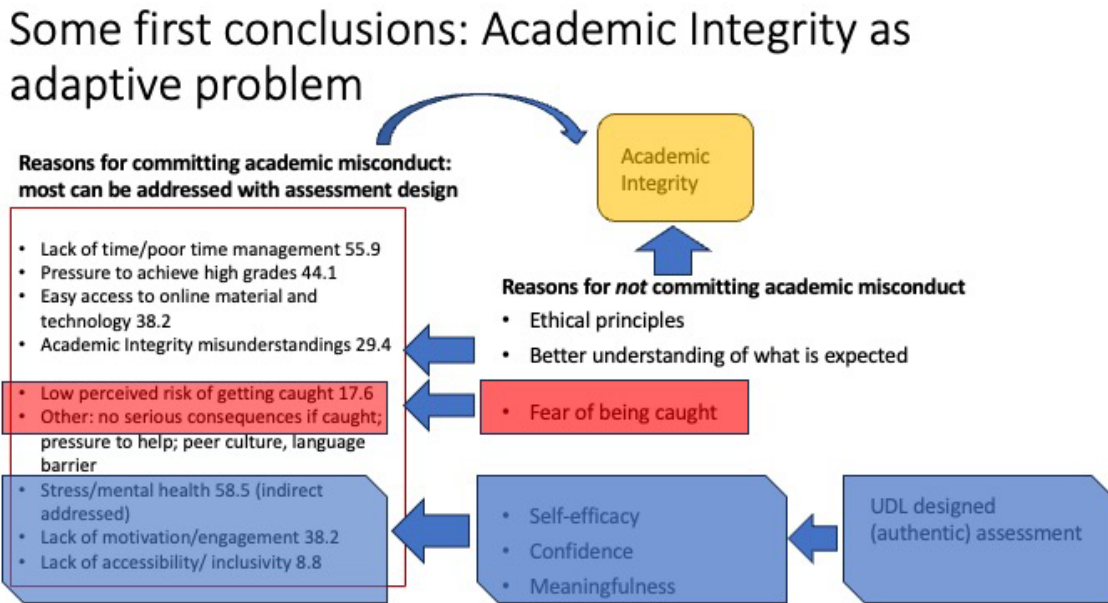
It is recommended that future research not only examines the influence of UDL design on academic integrity, but also investigates the factors that motivate students and student cohorts to avoid academic misconduct. Identifying and reinforcing these positive motivators throughout the educational experience could be a valuable strategy in promoting integrity. To increase future studies should consider to outline benefits to students very clearly, also use vouchers etc. to increase motivation for participating for specific student cohorts, a number of whom might be less likely to participate in studies etc.

The results show that Academic Integrity needs to be treated as an adaptive problem. UDL designed authentic assessment can contribute by addressing 2 key issues identified as major contributing factors in committing academic misconduct and one less named but important issue: stress, lack of motivation, and lack of accessibility. It can do so by contributing to positive factors that prevent students from committing academic misconduct: increasing self-confidence, self-efficacy, and meaningfulness.

On the other hand, anecdotal evidence suggests that student may be more reluctant to engage with diverse formats of assessment due to unfamiliarity. If that is the case, then increasing means of familiarising students with the benefits of UDL and UDL designed assessments might increase student engagement with them. An approach here could include increasing awareness of the reasons behind using UDL principles and providing risk-free or low-risk environments as ways of familiarisation and increasing confidence.

Follow up measures could include measuring the impact on student success. However, a holistic approach seems to be key, which means UDL needs to be embedded into a wider strategy to demonstrate its potential more fully.

Image 1: Summary, response and recommendation to the initial question posed: How can UDL Designed Authentic Assessment be used as a preventative measure for academic misconduct?



Outputs and Dissemination

Internal:

Presentations at two MU events where practice was shared with colleagues and students:

- Workshop presentation at the workshop *GenAI, Writing, and Assessment* 24th April 2024
- Poster presentation at the MU Teaching and Learning Showcase and Round Table discussion 15th May 2024

National:

- Oral Presentation “Enhancing Academic Integrity Through Meaningfulness and Building Confidence and Self-Efficacy”, *Enhancing Academic Integrity: From ideas to action* conference 4th September

International:

- Oral Presentation “Enhancing Academic Integrity through UDL Designed Authentic Assessment” , *7th International Conference on Advanced Research in Education* (EDUCATIONCONF), Cambridge, UK 7th-9th June 2024
- Oral Presentation “Empowering Confidence: Authentic Assessment Strategies with UDL Design” , *International Conference on Education and New Developments 2024* (END 2024) in Porto, 15th -17th June
- “The Potential of UDL Designed Authentic Assessment for Promoting Academic Integrity” , *The Future of Education – 14th Edition in Florence*, 20th -21st June
- Invited keynote address “Transformative assessment: Strategies for boosting self-efficacy and meaningful learning across subjects” , *9th International Conference on Research in Teaching and Education*, 22-24 November 2024, University College London

A number of publications are in progress and in various stages of submission but have not been concluded yet.

We also have developed a first draft of a more accessible document on academic integrity with the MU Students’ Union.

Follow up actions:

I am continuing my case study with BA Hons first year philosophy students by implementing insights and monitoring student satisfaction, achievement, progression, understanding and breaches of Academic Integrity. I am in the first stages of developing a follow up project with philosophy students at Maynooth University to explore assessment and engagement methods that will increase self-efficacy which will be measured and compared with student success, motivation, satisfaction, and retention rates.

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