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| Academic integrity Years 7–10 presentation  Slide notes |

## Background

The Academic integrity Years 7–10 presentation has three sections. Each section has a carefully crafted message to convey.

**Concepts section (Academic Integrity)**

Explain basic ethical and moral concepts. Discuss why and how ethical scholarship and academic integrity are important to ensuring students learn effectively and become active and informed members of the community. Reinforce the notion that academic integrity is expected and that academic misconduct is the outlier.

**Methods section (Improving how you work)**

Show different ways in which study and assessment can be efficiently completed while upholding academic integrity. Encourage students to consider where they may be able to improve habitual application of good academic practices, and to develop plans on how to implement these improvements.

**Scenarios section (Identifying misconduct)**

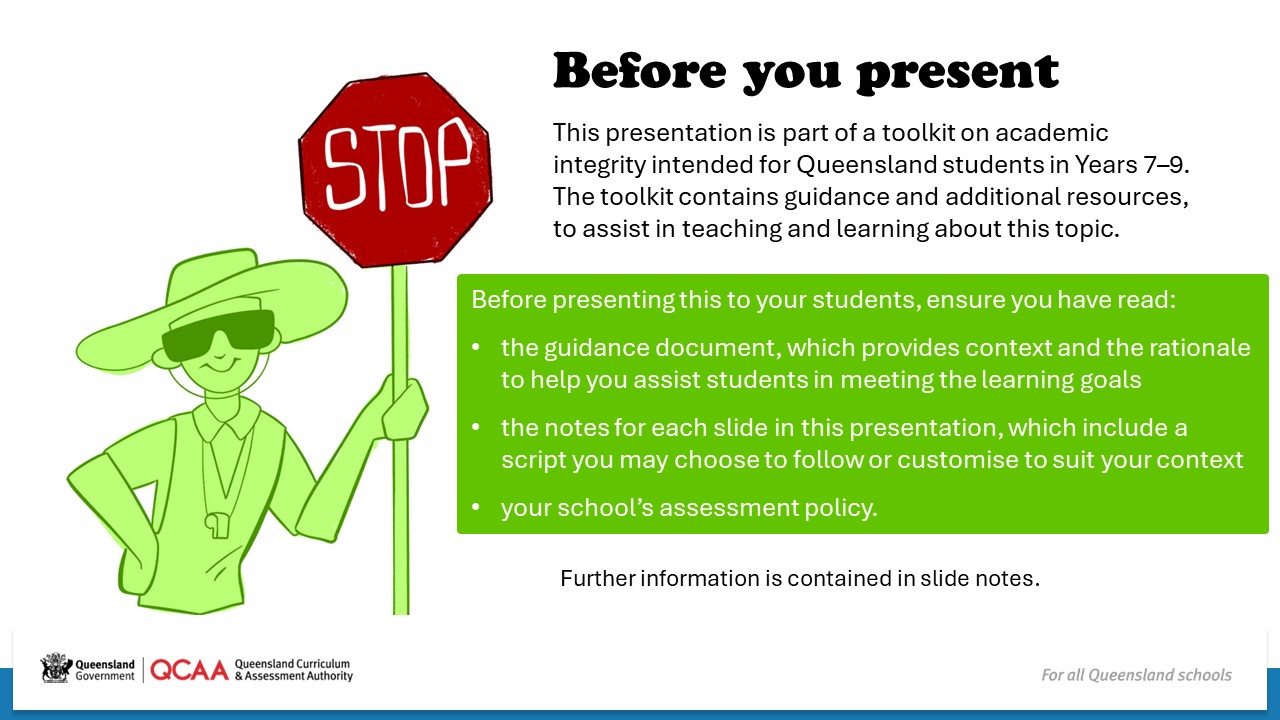
Show situations where academic misconduct has occurred. Explain through scenarios that engaging in academic misconduct may be detected through authentication strategies and may result in negative academic effects. Promote common language surrounding forms of academic misconduct. Have students engage in problem-solving to determine ways to avoid engaging in academic misconduct.

## Considerations

This presentation is part of a toolkit. Presentation content will be supported by and may refer to:

* a teacher guidance document, which outlines how components of the toolkit are designed to help reach learning goals
* two posters intended for placement in classrooms, student diaries etc., covering academic misconduct and skills that support academic integrity
* a student worksheet that accompanies the presentation and includes activities
* a 10-item quiz including a student declaration.

### Slide preview



### Slide purpose

Provide necessary information to the presenter in a way that cannot be missed.

### Slide text

Before you present

This presentation is part of a toolkit on academic integrity intended for Queensland students in Years 7–10. The toolkit contains guidance and additional resources, to assist in teaching and learning about this topic.

Before presenting this to your students, ensure you have read:

* the guidance document, which provides context and the rationale to help you assist students in meeting the learning goals
* the notes for each slide in this presentation, which include a script you may choose to follow or customise to suit your context
* your school’s assessment policy.

Further information is contained in slide notes.

### Slide notes

Slide notes include:

* **a teacher script** which can be used by teachers in the preparation and delivery of this resource
* **check for understanding** activities to consolidate student learning and to gather formative feedback on their understanding of the topic
* occasional **notes**, where the addition of your school-specific context is suggested.

A factsheet for students and their parents/carers may be provided prior to the delivery of this presentation, to explain the topics to be covered and the importance of the information.

A worksheet for students is also included with this toolkit and should be provided to students at the commencement of this presentation. It includes elements to support learning activities that will take part throughout the presentation. Students may retain this worksheet for later review.

A quiz is also included in the toolkit and should be handed out at the end of the presentation at the prompted time. This quiz includes a declaration for students to sign. Teachers may choose to retain this completed document as an authentication tool.

Teachers and schools are invited to modify the presentation to suit specific school or class contexts.

### Slide preview



### Slide purpose

Create an engaging hook for students to activate prior knowledge and prime them for the learning about to take place.

### Slide text

Academic integrity

### Slide notes

**Teacher script**

*[Activate prior knowledge]*

* Who can explain what they think integrity means?
* Can anyone expand on that explanation, or give an example of what someone acting with integrity might do?

[*Allow students time to share their thinking. Gently guide them to an understanding that integrity is doing the right thing even when it is hard or when no one is watching*. *If students haven’t been able to identify a scenario prior to this explanation, ask if they can now offer an example].*

* What might academic integrity mean?
* Why do you think academic integrity is important?

Academic integrity is about approaching your academic responsibilities in an honest, moral and ethical way. It is important because school is an important aspect of your growth and doing your best work positions you to be your best self.

Doing your best work means you can learn better, which means you’re then better equipped to make big and small decisions throughout your adult life.

Teachers want to help you learn and succeed, which is why there are processes in place to track your progress and identify where you may need additional support. These processes rely on you being honest about your learning. This is why academic integrity is so important.

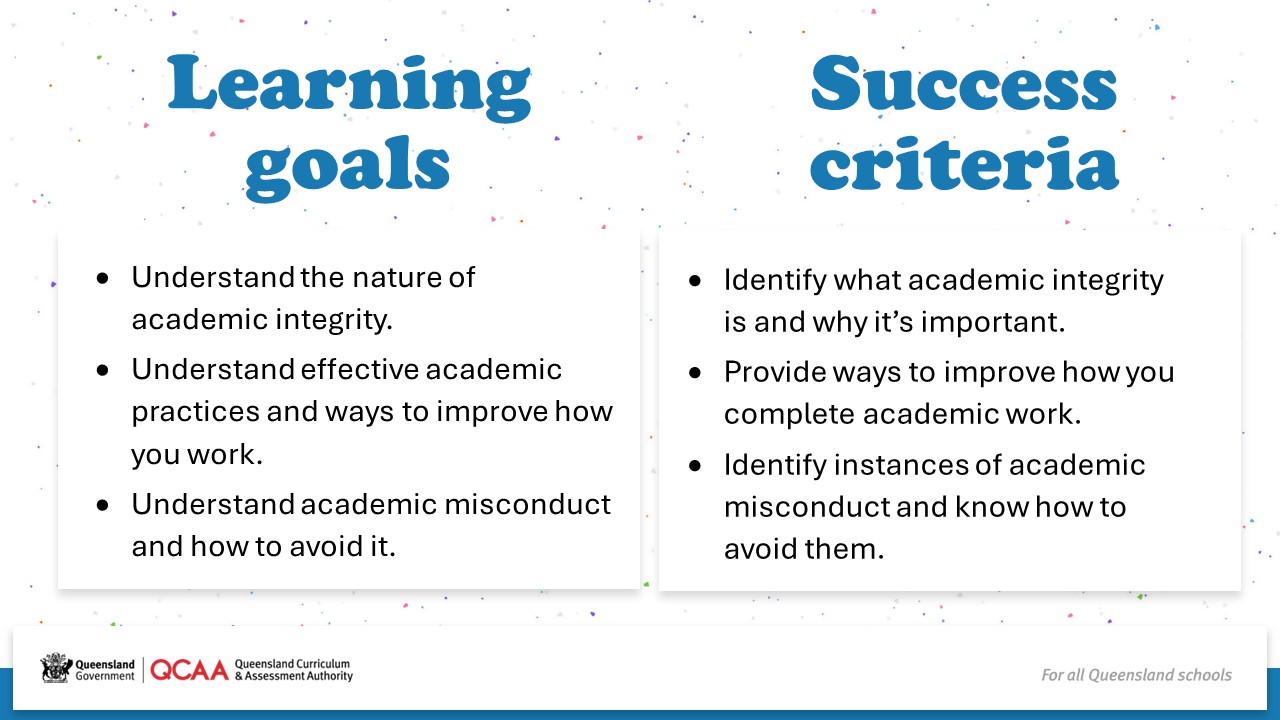
We will start with an overview of what you are going to learn.

**Note**

[You may wish to distribute the student worksheet at this point, and to indicate that the information in this presentation is summarised on the QCAA website for later review.

If you intend to administer the provided quiz at the conclusion of the presentation, make your students aware of this.]

### Slide preview



### Slide purpose

Make clear to the students why learning about academic integrity is important.

### Slide text

Learning goals

* Understand the nature of academic integrity.
* Understand effective academic practices and ways to improve how you work.
* Understand academic misconduct and how to avoid it.

Success criteria

* Identify what academic integrity is and why it’s important.
* Provide ways to improve how you complete academic work.
* Identify instances of academic misconduct and know how to avoid them.

### Slide notes

**Teacher script**

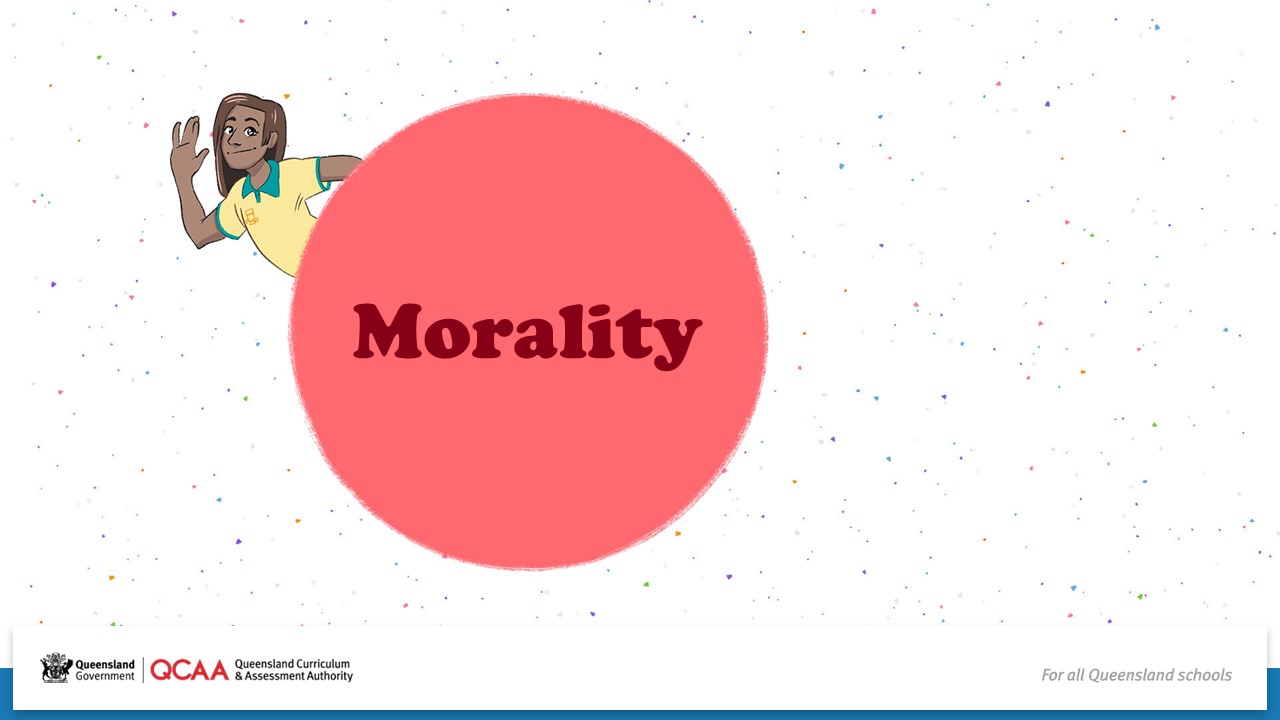
With this resource we will develop your knowledge and understanding of:

* the nature of academic integrity
* effective academic practices
* academic misconduct and how to avoid it.

When we finish you will know you have successfully achieved these learning goals if you can:

* understand what academic integrity is and why it’s important
* see ways to improve how you complete academic work
* identify instances of academic misconduct and know how to avoid them.

### Slide preview



### Slide purpose

For students who are less familiar with ethics and morality — to provide as simple and basic an explanation as possible, to lay the foundations for the rest of the course without overwhelming them right away.

For students who are more familiar with ethics and morality — to provide a simple and basic refresher on the topic, which provides context for the deeper topic of academic integrity.

This first of three slides explains morality.

### Slide text

Morality

### Slide notes

**Teacher script**

We all make choices every day, big and small. For example, we choose whether to wait our turn in line or push in. We choose whether to be kind or unkind to our friends. We choose whether to throw our rubbish in the bin or on the ground. It’s important to make good choices, so we use our personal values to help us be responsible citizens.

We call this our **morality**. Morality is like a little voice inside us that tells us what’s right and wrong, good or bad. Sometimes, we just know what the right thing to do is without even thinking about it.

We know that if we make the wrong choices, things might not go as planned; we might hurt other people or ourselves. If we make good choices, we’ll be respected and valued and we will develop greater respect for ourselves. Our morality, or morals, help to shape who we are as individuals.

### Slide preview



### Slide purpose

To distinguish ethics as a learned behaviour which has differences to morality.

### Slide text

Ethics

### Slide notes

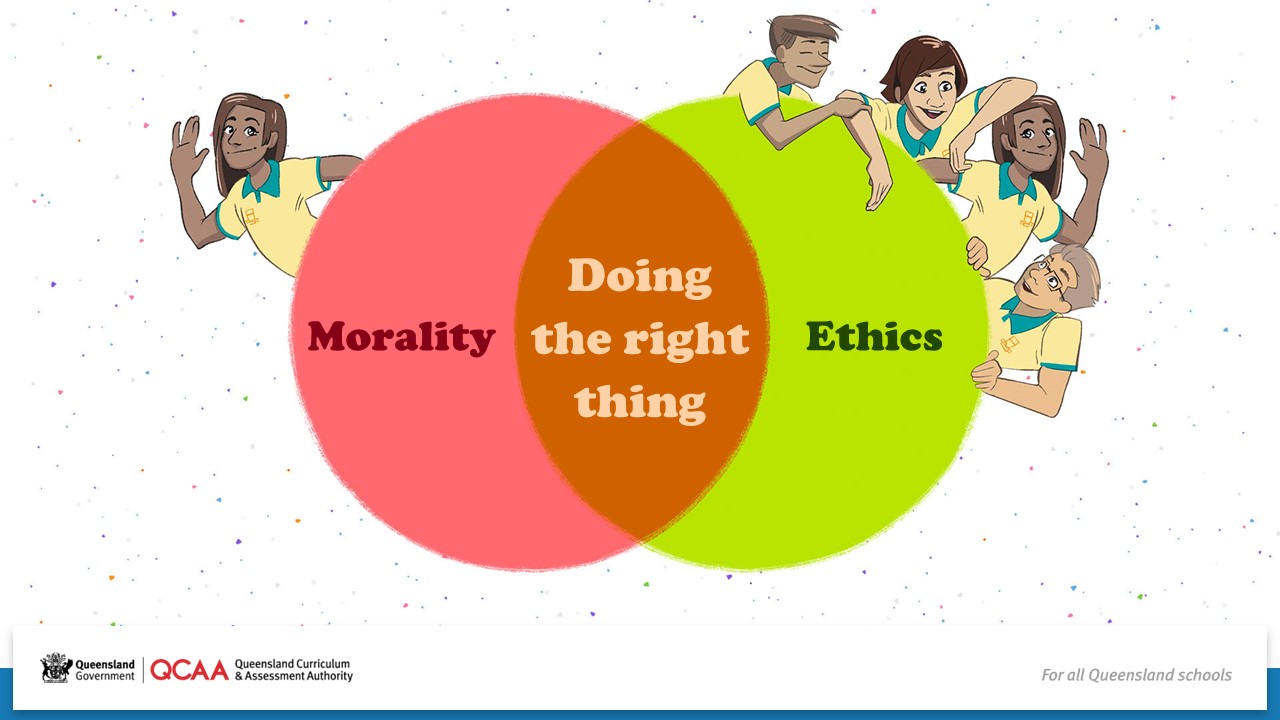
**Teacher script**

Sometimes, the right thing to do can differ depending on where we are and what we are doing. We call these group values **ethics**.

In school, there are certain ethical rules and expectations that may not apply in other areas of our lives. Workplaces have ethics that guide appropriate behaviour in a professional setting. Sports teams have ethical standards that promote fair play.

Ethics are a set of rules that make sure groups in society work well together.

### Slide preview



### Slide purpose

Explain that a combination of ethics and morality allow us to know what the right thing to do is.

### Slide text

Integrity

Morality Doing the right thing Ethics

### Slide notes

**Teacher Script**

Thinking about ethics and morality at the same time is how we are able to choose to do the right thing.

In school, we use both morals and ethics to make good choices. Think about this example: at home, it might be morally okay to copy a dance in a video you saw online for fun with friends. If you’re being assessed on your ability to choreograph and perform a dance at school, copying a dance you saw online and presenting it as your own work would be ethically wrong. So, you know the right thing to do is not to copy work when you’re being assessed on it. When we choose to do the right thing, we are acting with integrity — and integrity is what we’re talking about today. It is the quality of being honest and acting with strong moral and ethical principles.

### Slide preview



### Slide purpose

Take the broad and basic lesson of the past slide and focus it on the topic of academic integrity.

### Slide text

### Slide notes

**Teacher script**

At school, we use the term **ethical scholarship** to define how we are expected to act. Upholding **academic integrity** is all about ensuring you maintain ethical scholarship. It’s about being fair and honest in how you complete your schoolwork.

Our school has an assessment policy which is designed to help you learn and do your best in assessment. It also makes sure we teach you well and test you fairly.

Every school has rules regarding acceptable behaviour. Some of these rules align with our sense of morality and may seem obvious, but other rules may not be so obvious to you.

**Note**

[Indicate where students can find your school’s assessment policy.

If there are conventions or rules in your policy which are specific to your context, or which students have had difficulty understanding in the past, you may seek to cover that information here. A blank template slide at the end of this presentation may be used to insert relevant content where needed.]

### Slide preview



### Slide purpose

Motivate learning by explaining why educational institutions value academic integrity.

### Slide text

### Slide notes

**Teacher script**

Upholding academic integrity means engaging fairly and honestly with your schoolwork. Supporting these values, and understanding and following school rules regarding acceptable behaviour is important for a few reasons.

* **To** **learn effectively**

When you do your own work and are honest about your understanding, you are more likely to learn the material deeply and retain information. In high school, your learning develops between lessons and between terms, so learning effectively now, makes it easier to learn new things later.

* **To develop important skills**

Academic integrity requires you to be a critical thinker, problem-solver and effective communicator. These are essential skills for success in school, work and life.

* **To build a good reputation**

Students who are known for their honesty and integrity are more likely to be respected by their teachers and peers.

* **To feel good about yourself**

When you know that you are doing your best and that your work is your own, you feel pride in your accomplishments. This can boost self-esteem and motivation.

* **To be fair to your classmates**

When everyone does their own work, everyone has an equal chance to succeed.

* **To support your teachers**

Teachers put a lot of time and effort into creating learning experiences for students. When you are honest and ethical in your schoolwork, you are showing respect for your teachers' work. When you uphold academic integrity in how you complete schoolwork and assessment, you also help your teachers monitor your real progress and determine if you need more help.

* **To contribute to a positive learning environment**

When students are honest and trustworthy, it creates a more positive and supportive learning environment for everyone.

**Check for understanding**

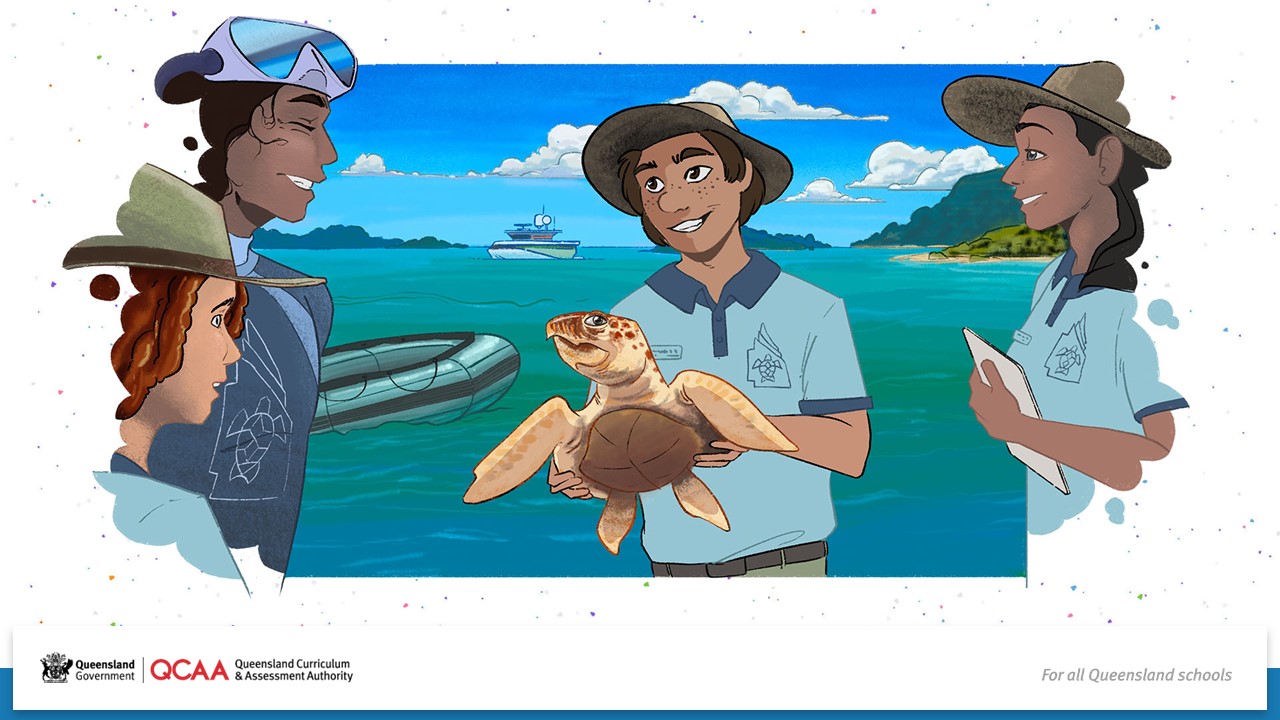
We’ll pause now for a moment to review.

* Write a response to question number 2 on your worksheet ‘Why is acting with academic integrity important to you’?
* Briefly share your answer with the person next to you.

**Note**

[The relevance of each of the items to students in terms of motivation may shift between Years 7–10. Content can be modified if teachers feel specialisation would be beneficial to the goals of motivating students.]

### Slide preview



### Slide purpose

Motivate further by explaining how students will personally benefit from academic integrity, as consumers and contributing members of society.

### Slide text

### Slide notes

**Teacher script**

When you finish school, you will have to be honest and fair in whatever you do next. People need to trust each other for things to work well. Think about the people who fix your car, or the doctors who help you when you are sick, or the chefs who make your food. You trust them to do their job well and not cheat you. Being honest and fair is important for everyone to get along. When you do your schoolwork honestly and fairly, you are getting ready for a good life after school. It’s a good habit that you can learn easily if you care about it, like brushing your teeth or getting enough sleep.

We’ll now look at some practices that help us uphold academic integrity.

### Slide preview



### Slide purpose

Mark the change of topic by providing introductory cues. Motivate learning by explaining the benefit of the content to be covered. Provide an outline of the content to be covered.

### Slide text

Improving how you work

### Slide notes

**Teacher script**

Developing the skills you need in order to complete your schoolwork and assessment has great benefits.

It will help you work more efficiently, which means you’ll use your time better. It will also help you to do your best work.

Completing assessment under the same fair assessment conditions is important so all students have the same opportunity to show what they have learned. Assessment conditions can include due dates, time allowed to complete responses and response length.

It takes time to develop the skills required to demonstrate what you know and can do, but it’s never too late to start and there’s always ways to improve.

* Have a think about a skill that would help build good academic practices, and write your response to question 3 on your worksheet.

We will now look at some ways to develop effective academic skills and practices that will help you uphold academic integrity.

### Slide preview



### Slide purpose

Outline the notion of time management and explain practical ways this can be applied to schooling.

### Slide text

Time management

### Slide notes

**Teacher script**

As a student and as a young person, there are often many things that compete for your time and attention.

This is true for adults as well, so time management is a useful skill to continually work on.

Completing your assessment on time is easier when you consider the following:

* Do you have a thorough understanding of **what** you need to do?
* **When** is the assessment due?
* If there are **checkpoints**, what needs to be completed by each checkpoint?
* When is the **draft** due?
* **How long** will each component take you to complete?

Breaking down an assessment task based on minor milestones and logging important dates in a school diary or on a wall calendar will give you an overview of what you need to do week-by-week to prevent anything taking you by surprise. A wall calendar will help you see which dates are approaching far in advance. This can be helpful for balancing other commitments such as work schedules, family responsibilities, cultural commitments, sport and hobbies.

It's tempting to put things off, but planning ahead will save you stress when a deadline is due. It may also save you time, so you’ll have more to spend doing the things you like.

Here are some additional tips for time management:

* **Set priorities**. Decide which tasks are most important and need to be done first.
* **Avoid distractions**. Turn off your phone and close any unnecessary tabs on your computer when you're studying.
* **Take breaks**. Get up and move around every 20–30 minutes to avoid burnout.
* **Ask for help if you need it**. Don't be afraid to ask your teachers for help if you're struggling with an assignment or with work you are completing in class.

Time management is a skill that takes time and practice to develop. But by following these tips, you can learn to manage your time more effectively and succeed in school.

**Check for understanding: habit formation**

You are three times more likely to follow through with a habit if you create a specific plan for **when**, **where** and **how** you are going to make it happen.

Using the Action/Time/Location strategy (Clear 2018), which is on your worksheet, create a plan to change a bad habit you may have with time management.

See the example on your worksheet, it could be as simple as ‘I will study maths for 30 minutes when I get home from school on Monday and Wednesday in my bedroom’.

**Note**

[This may be a point where you review your school’s procedures surrounding access arrangements and reasonable adjustments (AARA) if this is a consideration for your class. More information on ARRA for P–10 is available on the QCAA website.]

<https://www.qcaa.qld.edu.au/p-10/student-diversity/students-with-disability/reasonable-adjustments>

### Slide preview



### Slide purpose

Explain how research skills are important to completing schoolwork, and how well-established research skills can make completing research for assessment quicker and easier.

### Slide text

Research skills

### Slide notes

**Teacher script**

Improving your research skills will help you find relevant information more quickly and improve the quality of your work.

Before you begin your research, consider what you are looking to find and why. Where is the best place to look? If you are looking for a quote by a scientist, you might search for the article they wrote. If you are looking to see how people reacted to the scientist’s work, you might look for relevant articles published around that time, or books based on their work.

When you find the information you need, ask yourself whether it’s credible and accurate. If you get the information from a website, check whether the author is listed and if references are included. If the information seems unlikely, check whether other reputable sources say anything differently.

Make notes on what you use, where you use it in your response and where it is from. This will make it easier to come back and find more information later if you need to. It will also make it easier to write your reference list, which I will talk about in a moment.

Once you’ve completed your research, make sure you understand the content well enough to speak about it in your own words in your assessment.

When researching remember to use a variety of sources, such as books, articles, generative AI tools and websites. Be critical of the information you find and make sure it is from a credible source.

By following these tips, you can strengthen your research skills and create better work.

### Slide preview



### Slide purpose

Explain how collaboration and group work are necessary parts of classwork and assessment. Outline how the use of generative artificial intelligence (AI) can be viewed through a similar lens.

### Slide text

Collaboration, group work and generative AI

### Slide notes

**Teacher script**

Teamwork and collaboration are important skills to develop, which is why you will sometimes be required to complete assessment or tasks in a group. You may sometimes need help with your schoolwork, and that’s okay. You might ask friends, family or tutors to help but it’s important to understand the difference between asking for help and getting someone else to do the work for you or using someone else’s ideas.

For each assessment task, your teacher will communicate what is appropriate and what is not: you might be encouraged to engage in peer review with your classmates, you might be instructed to work in groups for part or all of the assessment or you might be told that you’re welcome to prompt a generative AI as part of your work. Rules and expectations may be different between assessment tasks and it’s important to pay attention to what is and isn’t okay.

To maintain academic integrity in group work, make sure that everyone in the group has a clearly defined role before working on the assessment. Make sure that each group member understands the assignment and what they are responsible for. When you are working on the assignment, communicate regularly with your group members. Don't let one person do all the work and when you submit your assessment response, make sure that you have cited all of your sources.

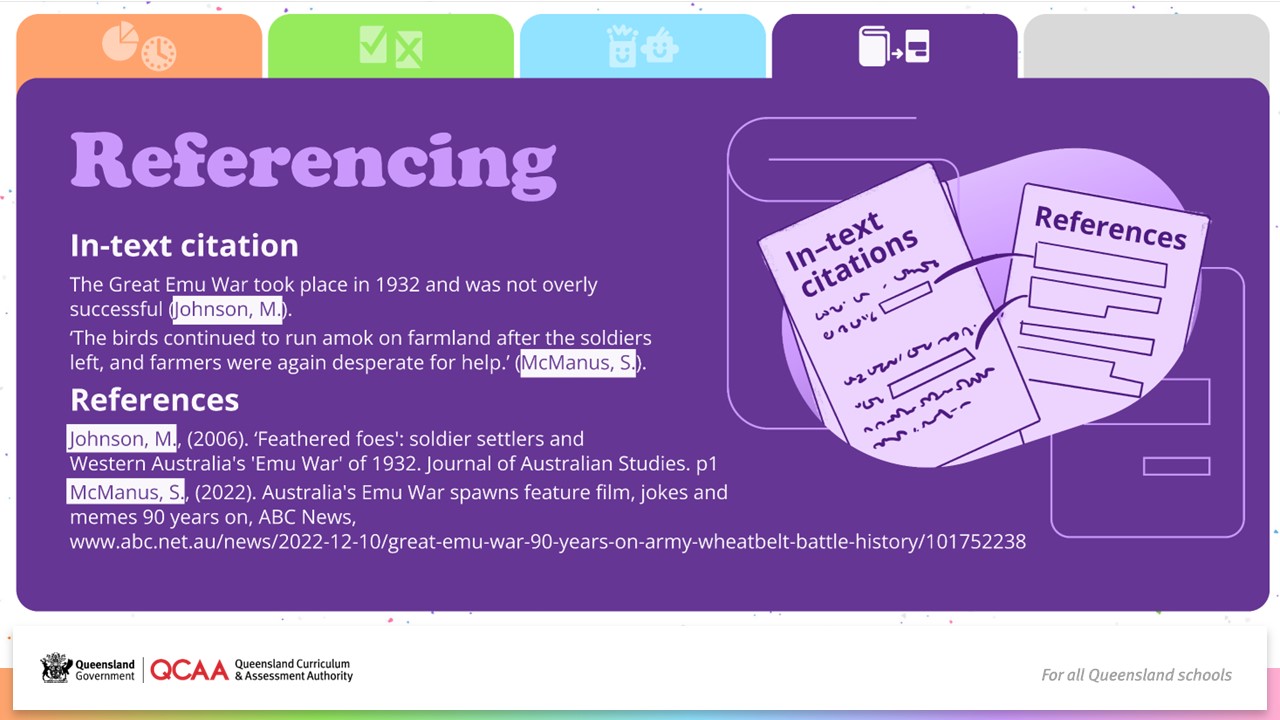
Speak to your teachers if you have questions or concerns about your role in group work in assessment.

When considering the use of generative AI, ask yourself the same sorts of questions you would when asking for help with an assessment.

* Am I ensuring the generative AI tool is not completing part of the assessment for me?
* Is there any chance my teacher would disapprove of my activity?
* Is the information provided accurate?

Checking with your teacher directly is the best way to ensure that you’re on the right path. Remember to always provide a reference when you use generative AI.

### Slide preview



### Slide purpose

Explain the concept of referencing and why it is necessary when completing classwork and assessment.

### Slide text

Referencing

**In-text citation**

The Great Emu War took place in 1932 and was not overly successful (Johnson, M.).

‘The birds continued to run amok on farmland after the soldiers left, and farmers were again desperate for help.’ (McManus, S.).

**References**

Johnson, M., (2006). *‘Feathered foes': soldier settlers and Western Australia's 'Emu War' of 1932.* Journal of Australian Studies. p1

McManus, S., (2022). *Australia's Emu War spawns feature film, jokes and memes 90 years on,* ABC News,  
<https://www.abc.net.au/news/2022-12-10/great-emu-war-90-years-on-army-wheatbelt-battle-history/101752238>

### Slide notes

**Teacher script**

Once you’ve pulled together some good resources, it’s important to acknowledge which aspects of the resources you have referred to within your assessment response. The text displayed on the slide shows some examples and formatting suggestions, but first let’s discuss what to do and where to do it.

When you acknowledge a source within your response, it’s called an **in-text citation**. An in-text citation makes it clear to the reader and your teacher that the information you’ve provided comes from a specific place. Some information is general knowledge and doesn’t need to be referenced, but it’s a good idea to use an in-text citation when you start discussing specific facts or information. Things like facts, statistics and quotes need in-text citations. You should always provide an in-text citation when you use images or other visual elements like graphs. If you are unsure whether you need to use an in-text citation, it is always best to be cautious and cite the source.

In-text citations are generally noted by writing the name of the author or creator of the information in brackets, like in the examples displayed at the top of the slide.

**References** are a list of all the sources you’ve used and are placed at the end of your assessment. It’s important to include references to show that you have done your own research, you haven’t copied anybody else’s work and you haven’t made anything up.

The best way to create a reference list is to make note of information about each source during your research. For each source you should record, for later use, the author's name or names, the year of publication, the name or title of the source, the publisher or website, and where the source can be found. If assignments have any other specific requirements for referencing, these will be explained to you.

If your teacher has approved the use of generative AI in preparing your assessment response, you will need to check with your school assessment policy about how to acknowledge and reference the use of AI in your reference list.

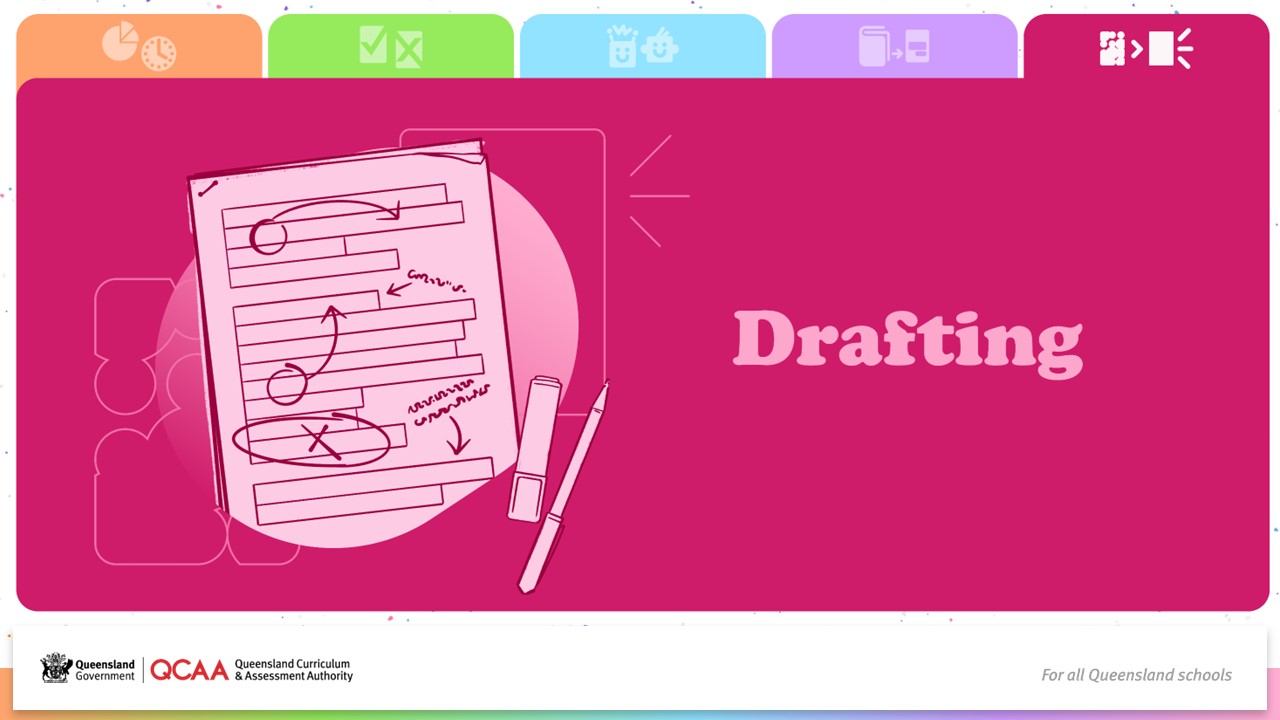
By citing your sources, you are giving credit to the people whose work you have used, and you are also making your work more credible. This is one way of displaying academic integrity.

**Note**

[If your school has specific requirements on how references are written (e.g. if they follow or adapt from the APA style), include this information. This may not be a focus for Years 7–10, so in the absence of a required writing style, indicate instead what specific items of information must be included, such as the author name, article title and specific location of the information within that article. These have been highlighted in the displayed examples.

If you are looking to guide students in how to reference the use of generative AI and you do not yet have school-specific requirements, APA have published information on a referencing style as part of the APA style blog, which you may seek to adapt for your presentation.] <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

### Slide preview



### Slide purpose

Explain the purpose and benefits of completing and submitting a draft for feedback before the due date.

### Slide text

Drafting

### Slide notes

Teacher script

Let’s talk about drafting.

Drafts are like practice versions of your assessment response. They help you get feedback from your teacher before you submit the final version.

Sometimes, your teacher might ask you to submit a draft as part of your assessment. Other times, you might choose to create a draft on your own. Either way, it’s a good idea to complete a draft because it can help you improve your work and avoid mistakes.

A draft doesn’t have to be perfect, but it should be close to what you want your final work to look like. Your teachers use your draft to give you some tips, suggestions and direct you to learning area resources that may be helpful. Feedback helps you to identify the gap between where you are now and where you want to be and how to get there. Teachers won’t tell you what mark you’ll get or what to write exactly, but they will point out what you’re doing well and what you need to work on more.

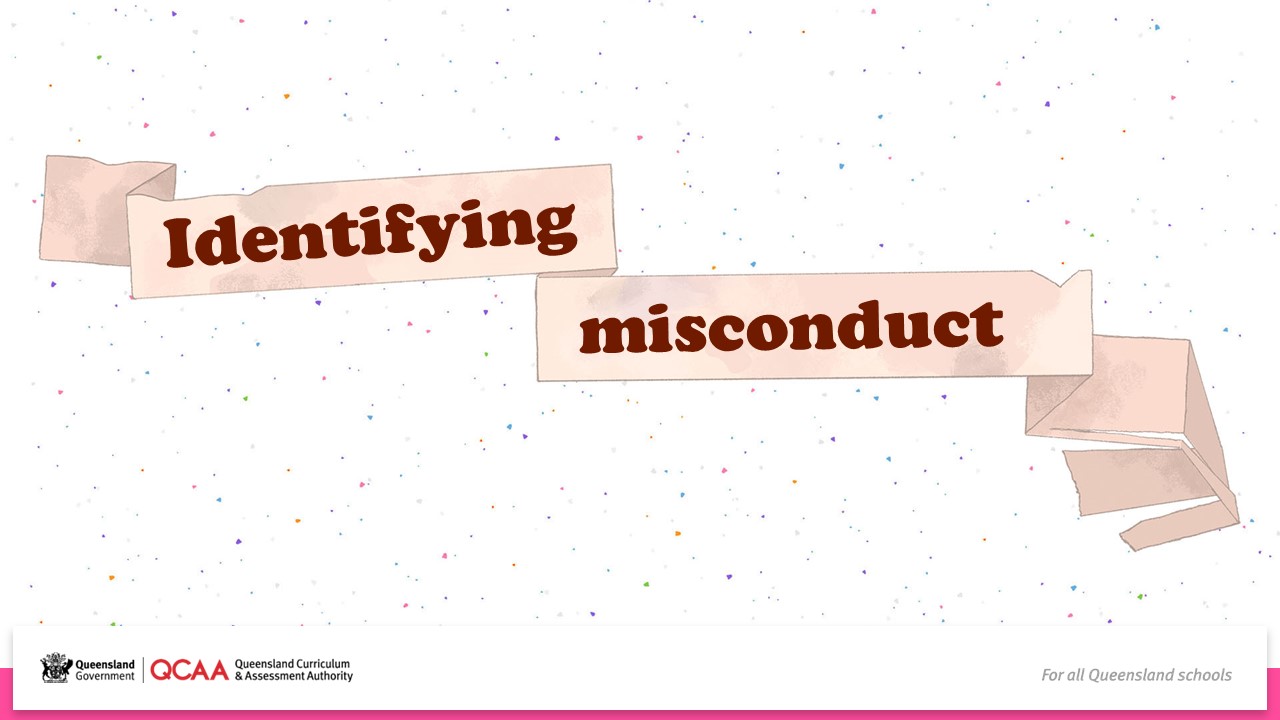
We will now look at some scenarios and see if we can identify instances of misconduct.

**Note**

[You may wish to provide additional information on the topic of improving how students work by better understanding their academic practices.

Resources prepared for senior students working towards their QCE may also be of benefit to younger students. The myQCE website has a section dedicated to effective academic practices and includes links to some study tips prepared by the Queensland Brain Institute at The University of Queensland. If you’d like to add any of this information to your presentation, information can be found at <https://myqce.qcaa.qld.edu.au/get-motivated/get-academic>]

### Slide preview



### Slide purpose

Introduce the next topic in the presentation, which looks to identify misconduct in student-centred scenarios.

### Slide text

Identifying misconduct

### Slide notes

**Teacher script**

We’ve looked at what academic integrity is and why ethical scholarship is so important in schooling. We’ve also explored some ways you can improve your academic practices and form habits that will make it easier to complete your assessment tasks.

Now, we’ll look at some scenarios where students make decisions about how they approach their assessment tasks. As you listen to these scenarios, think about whether these actions are honest and fair, and if they follow the rules of academic integrity. Some of the actions may be obvious but others may not. After each scenario, we’ll discuss what types of academic misconduct the student may have committed, why their actions are wrong, and what the student could and should have done to uphold academic integrity.

### Slide preview



### Slide purpose

Introduce the first student.

### Slide text

Madison

### Slide notes

**Teacher script**  
Madison has an exam coming up for mathematics. She’s been distracted by her part-time job and isn’t sure that she’s completely ready for her exam.

### Slide preview



### Slide purpose

Show the progression of the scenario, providing more contextual information for students to identify good and bad academic behaviours.

### Slide text

### Slide notes

**Teacher script**

Madison’s friends in another class are doing the same exam that she is. They did their exam before the lunch break and Madison’s class is doing the exam after lunch. She asks them what the questions were. They grumble about it, but they give her one or two of the questions and she writes some notes with solutions on her arm before going into the exam room.

In the exam however, she finds that the teacher has made the questions slightly different between the two classes. She looks over at other classmates’ papers to see what they’ve written but can’t make anything out. When she thinks the teacher may have noticed her doing this, she panics and tries to cover up her actions by standing up to complain about how the exam is unfairly difficult. Before thinking she blurts out to her teacher ‘The other class got way easier questions!’ Some of her classmates laugh as the teacher directs her to leave the classroom.

### Slide preview



### Slide purpose

Show the progression of the scenario, providing more contextual information for students to identify good and bad academic behaviours.

### Slide text

### Slide notes

**Teacher script**

Later, Madison tries to act like her outburst was a joke to her friends from class. She can see from their reactions they know she lost her cool and embarrassed herself. She is worried that her friends won’t like or trust her anymore.

The teacher knows Madison was aware of the questions on the other exam and tried to look at her classmates’ responses. He doesn’t know how much of the work is really hers. Madison also interrupted the exam with her outburst which distracted other students from their assessment task. There needs to be a disciplinary process.

### Slide preview



### Slide purpose

Pause to reflect on Madison’s actions and determine where things started to go wrong for her.

### Slide text

What went wrong?

### Slide notes

**Teacher script**

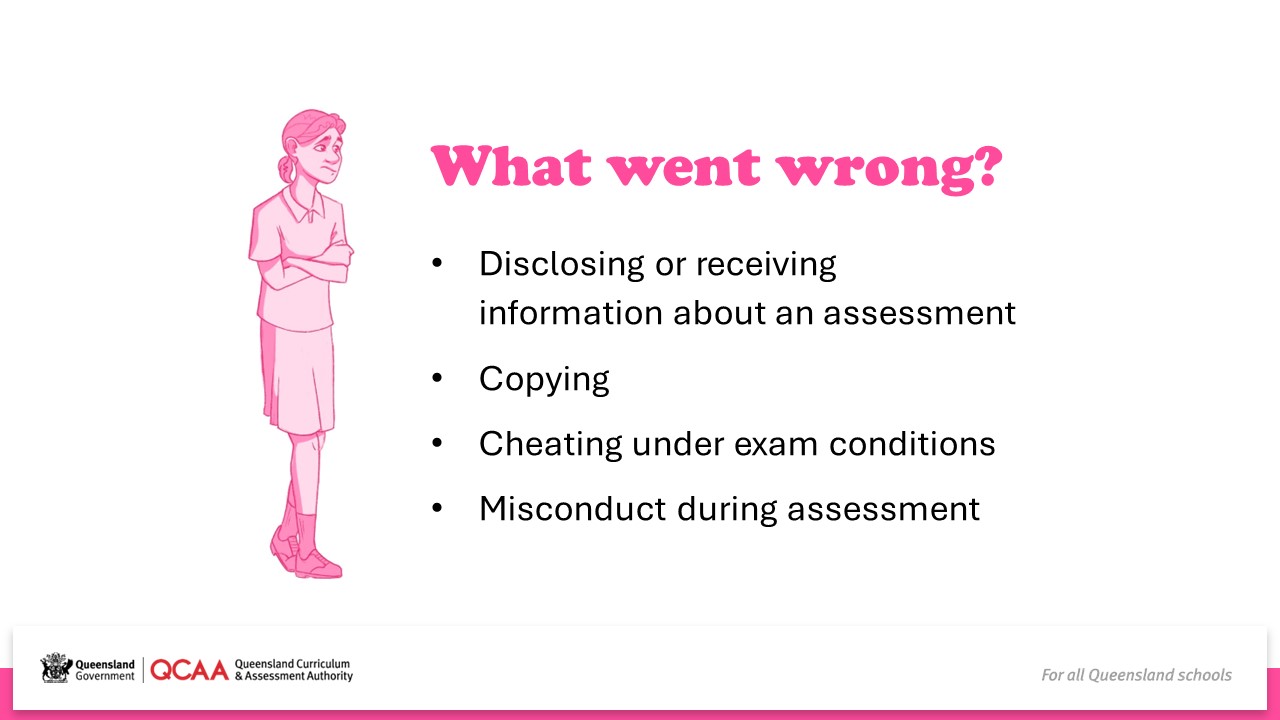
Let’s talk about what went wrong here.

* What were some warning signs that Madison might have difficulty with her assessment?
* What are some of the things Madison did wrong while trying to solve her problems?

**Note**

[After completing the class discussion, progress to the next slide, where forms of misconduct are explained in a narrative order. You may seek to follow the wording or to omit topics you have already discussed.]

### Slide preview



### Slide purpose

Identify the behaviours and provide the common language used to define each behaviour.

### Slide text

What went wrong?

* Disclosing or receiving information about an assessment
* Copying
* Cheating under exam conditions
* Misconduct during assessment

### Slide notes

**Teacher script**

There are some formal terms used to describe Madison’s academic misconduct.

It’s important to understand forms of misconduct and know the terms used to describe them so you don’t accidentally do the wrong thing. For example, when Madison’s friends told her a few of the questions from the exam, they engaged in misconduct, even though they had nothing to gain by telling her. They compromised the assessment task, which means they made it unfair to other students who were trying to do their best in the assessment. They could face disciplinary action.

This action is called **disclosing or receiving information about an assessment.**

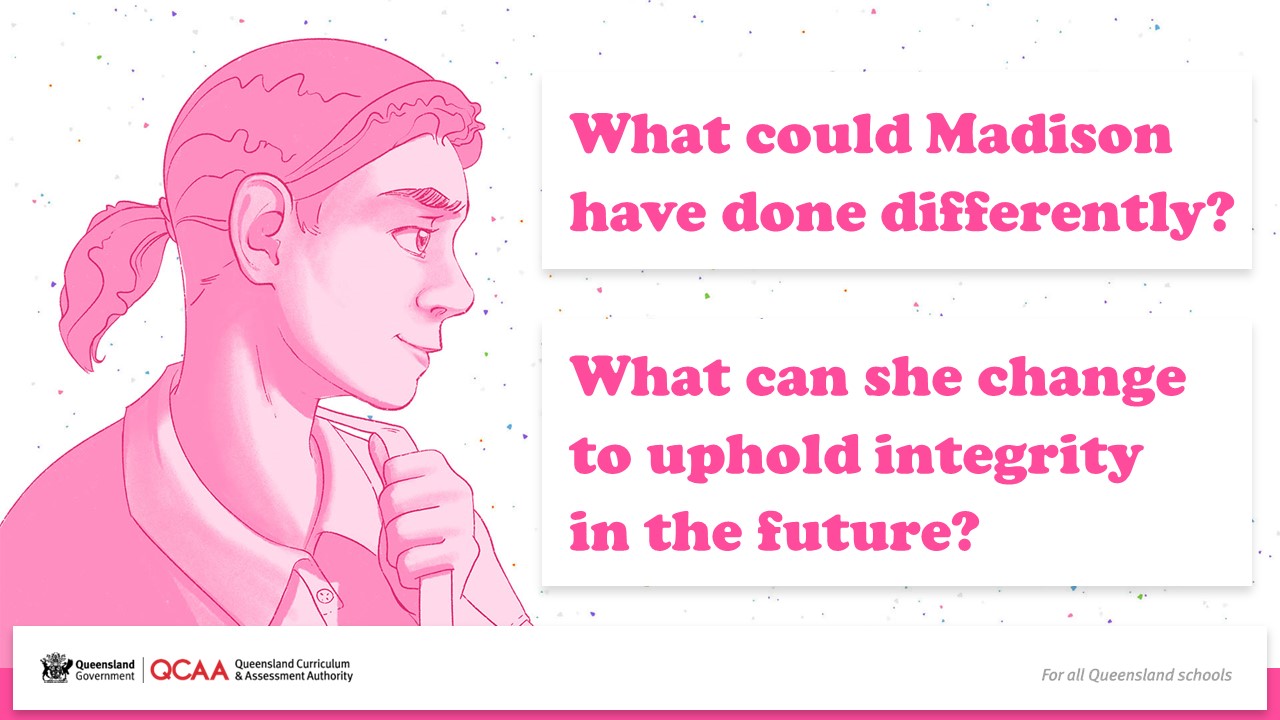
It also refers to any attempt to give or to get information that could compromise the assessment, like seeing a stimulus ahead of time or an answer sheet.

When Madison glanced at a classmate’s exam, she was engaging in **copying work.** Copying is when a student copies someone else’s work but it also refers to instances where a student intentionally makes it possible for another student to copy their responses. Whether or not Madison was successful in copying her classmates work doesn’t matter, what’s important is that the teacher doesn’t have a way to tell if her response is all her own work.

Looking at another student’s paper in an exam is also called **cheating while under exam conditions**. Madison also cheated under exam conditions when she wrote notes on her arm to take into the exam.

When Madison tried to distract the teacher and students by making a scene, she engaged in **misconduct during a supervised assessment**. Other students in the class may have worked very hard or been worried about how they were going to perform in the assessment task, and it was not fair for her to disrupt the exam process for them.

### Slide preview



### Slide purpose

Summarise the situation and provide possible ways Madison could have approached this assessment differently, and ways to avoid misconduct in the future.

### Slide text

What could Madison have done differently?

What can she change to uphold integrity in the future?

### Slide notes

**Teacher script**

To avoid finding herself in a similar situation, what are some things Madison can do in the future?

**Consider:**

* What could Madison have done differently?
* What should she do to make sure she can uphold integrity in future?

**Suggested responses:**

* Madison’s biggest issue was managing her time before the assessment day arrived. Being able to effectively manage time as a young person is a skill that is needed in the workplace, even as a part-time employee juggling work and school. Using a school diary or wall calendar to keep track of upcoming school and work commitments could have helped Madison in the lead up to this exam.
* Remaining calm on the day of the exam will help too, even if you have prepared and studied you are likely to be nervous before the exam. Respecting other students is important and this means not deliberately distracting them during an assessment task.

Now let’s look to another student, Kai.

### Slide preview



### Slide purpose

Introduce the next student scenario.

### Slide text

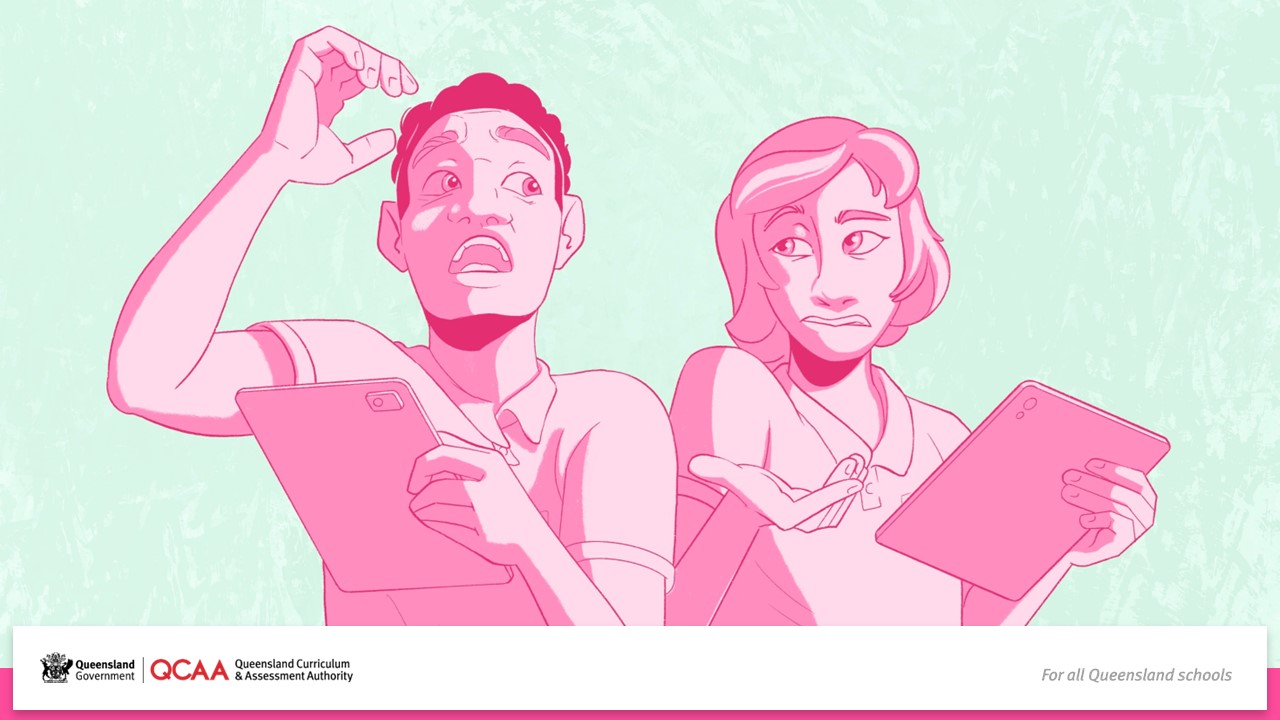
Kai

### Slide notes

**Teacher script**

This is Kai. He had a Geography assignment that focused on the effects of erosion. He remembered doing an assignment last year on how human factors affect erosion. He thought it was silly that he had to do what looked like the same work all over again. He thought maybe his new teacher didn’t know they studied it before.

### Slide preview



### Slide purpose

Show the progression of the scenario, providing more contextual information for students to identify good and bad academic behaviours.

### Slide text

### Slide notes

**Teacher script**

So, what did Kai do?

Kai found the assignment he submitted for Geography last year. His result for the assessment was good. He thought, ‘*I’ll submit this again this year. My teacher probably won’t notice*’. He figured that he’d already shown he can do the work, so there was no point going through it all again.

Having made his decision Kai didn’t pay attention in Geography, so he didn’t realise the assignment was different from last year’s. He assumed he could submit his old work and get away with it.

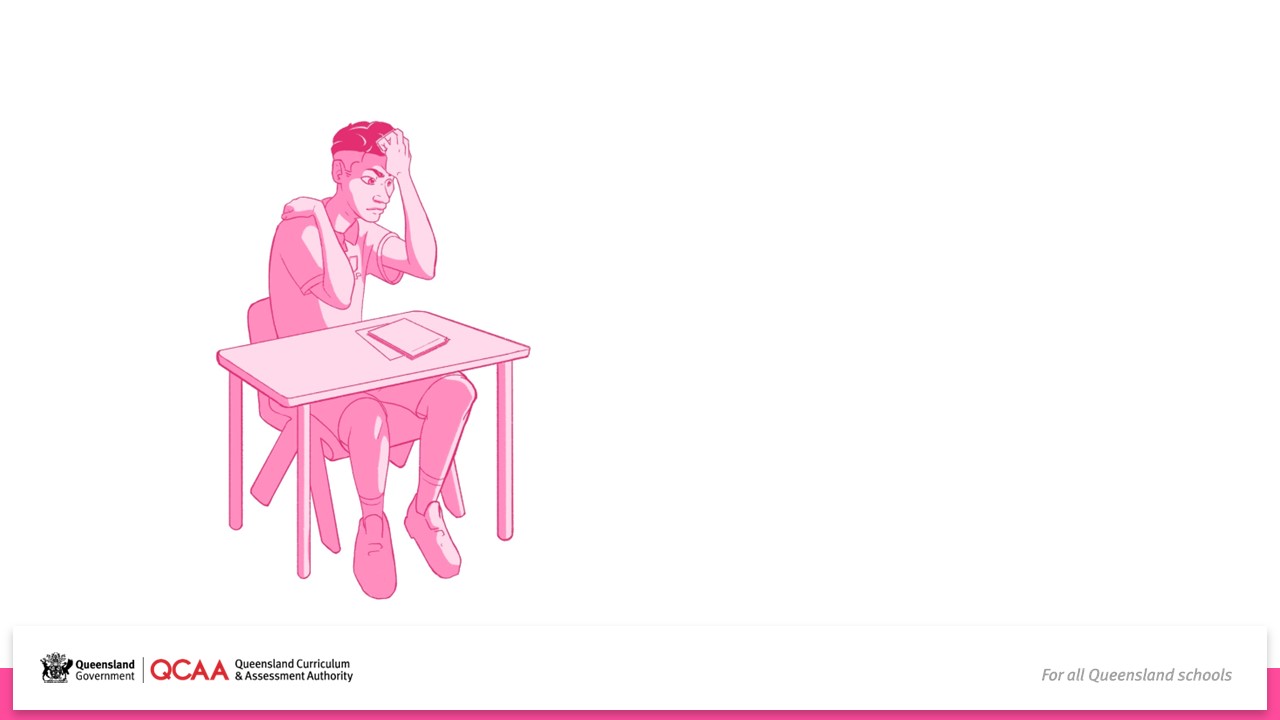
A few days before the deadline he joked with one of his friends, Sienna, about submitting his old work for the current assignment. Sienna told him that he shouldn’t do that because the assignment was different this year. She explained that they’re supposed to be exploring a different aspect of how erosion occurs.

Sienna explained that the reason the format was so similar to last year’s was because they’re supposed to be practicing the skill of writing that type of response and demonstrating that their research skills and understanding of subject matter were improving. She showed him how she wrote her response and Kai started to panic. He wished he had read the assessment task more thoroughly. He asked to borrow Sienna’s response, but she told him that she probably shouldn’t have shown it to him, since peer review and collaboration aren’t allowed for this assignment.

There was not enough time to complete the real assignment. He decided on a quick fix. Kai opened his assignment from last year and tried to integrate whatever information he could from Sienna’s response into his own and managed to submit it on time.

Kai’s teacher was suspicious of the authenticity of the work. The strange way in which the response was put together looked like information had been thrown together without any understanding. His teacher decided to check his assignment against last year’s and quickly realised that Kai had plagiarised his old work. From there it was easy for the teacher to see that Kai had not only plagiarised his past work but he’d plagarised the work of a classmate as well.

### Slide preview



### Slide purpose

Show the progression of the scenario, providing more contextual information for students to identify good and bad academic behaviours.

### Slide text

### Slide notes

**Teacher script**

It was clear to the teacher that the parts of the assignment that Kai had not reused from the previous year, had been copied from Sienna’s assignment. That meant that both Kai and Sienna had to undergo disciplinary action for their misconduct. Since the teacher couldn’t tell if Kai did any of the work himself, he had to be given a failing mark.

Up until this incident Kai had been doing well in Geography, but now he was not sure if he’d pass for the year because of the new mark. Sienna was disappointed with him because of how this affected her, but the truth is, both students engaged in misconduct.

### Slide preview



### Slide purpose

Pause to reflect on Kai’s actions and determine where things started to go wrong for him.

### Slide text

What went wrong?

### Slide notes

**Teacher script**

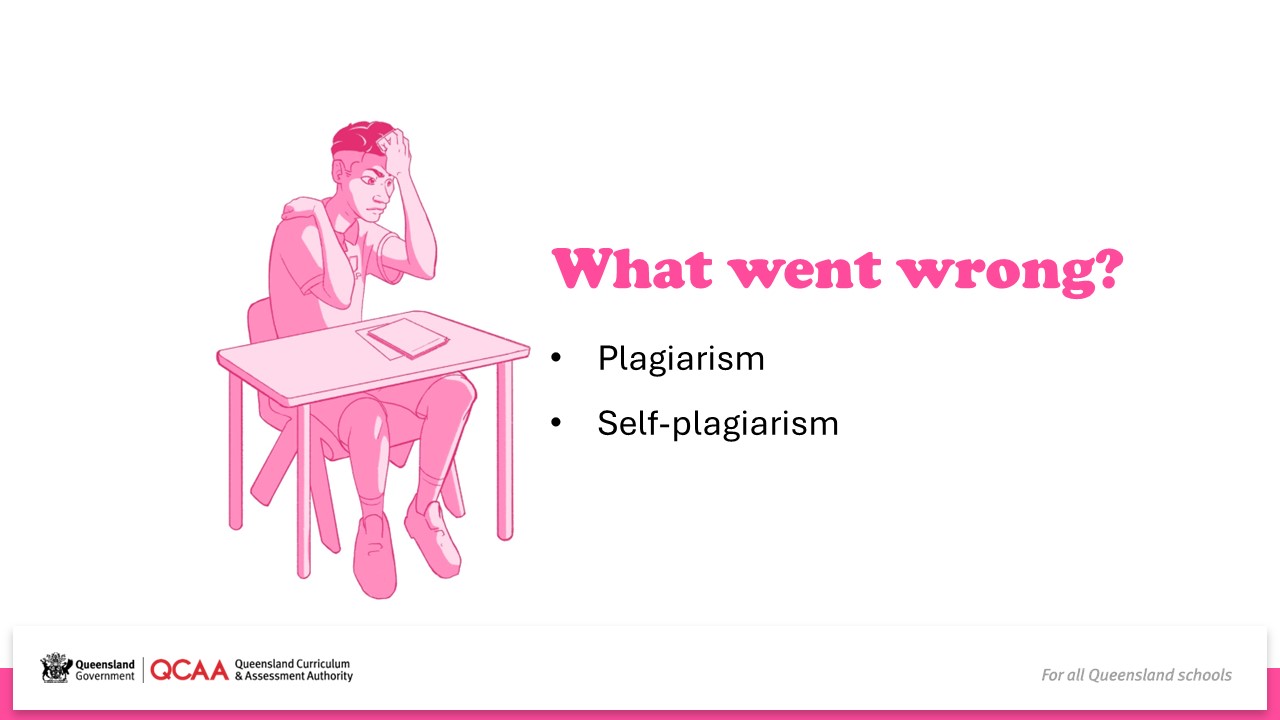
Let’s talk about what went wrong here.

* What were some warning signs that Kai might have difficulty with his assessment?
* What are some of the things Kai did wrong while trying to solve his problems?

**Note**

[After completing the class discussion, progress to the next slide, where forms of misconduct are explained in a narrative order. You may seek to follow the wording or to omit topics you have already discussed.]

### Slide preview



### Slide purpose

Identify the behaviours and provide the common language used to define each behaviour.

### Slide text

What went wrong?

* Plagiarism
* Self-plagiarism

### Slide notes

**Teacher script**

Let’s review what Kai did wrong.

Firstly, Kai **plagiarised**.

Kai did the wrong thing when he used his friend's work. He was not honest about his work. He also made it unfair to Sienna and other students who worked hard on their own. Using someone’s work and passing it off as your own is called plagiarism, it is like stealing someone else’s ideas. Plagiarism can also happen when you copy information from other sources like books or websites without correctly referencing them.

Another way Kai cheated was by using his old work. He did not bother to learn anything new or follow the instructions. He also did not tell his teacher he was using his old work. This is called **self-plagiarism**. Self-plagiarism is a form of plagiarism and is not acceptable.

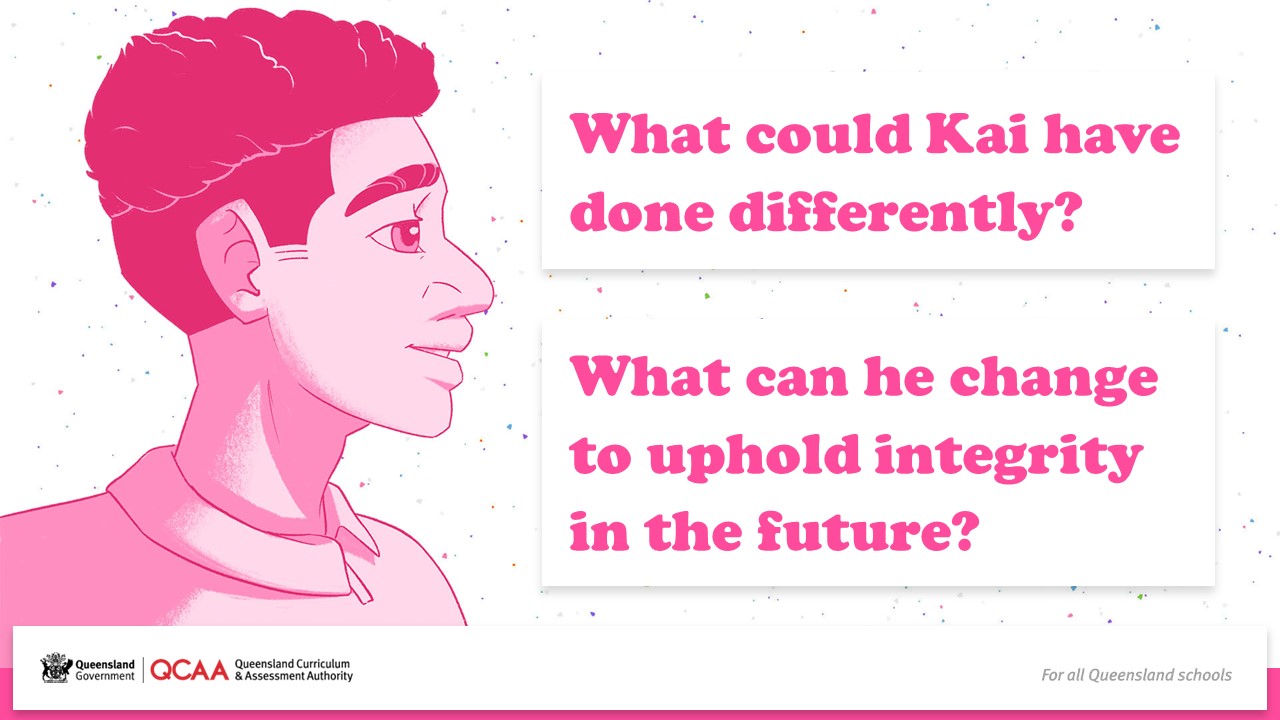
Plagiarism and self-plagiarism are both very serious examples of academic misconduct. They show you are not trying your best and you are trying to gain an unfair advantage over other students. It makes it hard for the teacher to figure out how much you have engaged with an assessment task.

**Note**

[Self-plagiarism may be a point of confusion for some students. If teachers need to focus on it more deeply, the below scripted information may be helpful.

It may not be obvious why this behaviour is wrong, because it may not ‘feel’ wrong. It doesn’t seem immoral to use your own work twice. After all, you created it. That’s why considering ethical scholarship is so important. The purpose of schooling is to learn and one way we learn is by engaging with assessment tasks. If you skip part of your assessment task by using some work you submitted and were marked on previously, then you are not representing your work in an honest way or demonstrating your new learning. You’re just creating a product and the purpose of school isn’t to create products, it’s to learn and demonstrate learning. If what you make doesn’t show what you have learned, then it’s not suitable for marking.]

### Slide preview



### Slide purpose

Summarise the situation and focus on the productive ways Kai could have approached this assessment differently and ways he could avoid this situation in the future.

### Slide text

What could Kai have done differently?

What can he change to uphold integrity in the future?

### Slide notes

**Teacher script**

To avoid finding himself in a similar situation, what are some things Kai can do in the future?

**Consider:**

* What could Kai have done differently?
* What should he do to make sure he can uphold integrity in future?

**Suggested responses:**

* It is always important to read the entire assessment task before starting an assessment. This means you can understand exactly what your teacher is asking you to do and how they want you to demonstrate your learning. If you have any questions, asking your teacher for support is the next step. If Kai had done this when the task was handed out, he would have realised it was different from the previous year and he would have had plenty of time to complete it.
* Kai panicked when he realised the task was not the same and put his friend in a tough spot asking to see her work. Unfortunately, Sienna has done the wrong thing even though it may seem like a nice thing to do for a friend. Assessment is used to determine what each individual student knows and can do on their own.

### Slide preview



### Slide purpose

Introduce the next student scenario.

### Slide text

Riley

### Slide notes

**Teacher script**

Riley had an English assessment. He and his classmates had to read a novel and then prepare and present an oral presentation. They had to present a persuasive argument from the perspective of one of the characters. The book was set in a different time and place, so Riley had to do some research to make his presentation realistic. But Riley didn’t like research. He had never been good at research. He struggled to get started and always left it to the last minute. He ignored his work and practiced for a sporting event instead, but then realised the assessment was due soon and he hadn’t started the task. He began to panic and tried to figure out what to do.

### Slide preview



### Slide purpose

Show the progression of the scenario, providing more contextual information for students to identify good and bad academic behaviours.

### Slide text

### Slide notes

**Teacher script**

What did Riley do?

He chose a topic but didn’t know what to do next, so he asked his older brother Paul for help. Paul had done a similar assignment last year and Riley thought he might get some good advice from him. At first Riley just asked Paul for ideas and feedback but then he started to ask Paul to help with how to word his arguments and to fix areas where the argument didn’t sound right for the era.

Paul was better at public speaking than Riley, and their voices sounded similar. Since the presentation had to be submitted as an audio recording, Riley asked Paul to record the spoken part of the presentation for him in exchange for doing some chores. Paul agreed and Riley submitted the response for marking. Riley’s teacher noticed that the writing and speaking styles were different. Riley was caught out.

### Slide preview



### Slide purpose

Show the progression of the scenario, providing more contextual information for students to identify good and bad academic behaviours.

### Slide text

### Slide notes

**Teacher script**

Since there was no way to tell which parts of the presentation Riley did himself, the teacher gave him a mark of zero. The school also took away Riley’s chance to compete with the school team over the holidays. Riley’s teacher told his parents that she worried about how Riley would do in her class if he couldn’t show his own knowledge and understanding. His brother had to face some consequences too. Riley would have been better off doing things differently.

### Slide preview



### Slide purpose

Pause to reflect on Riley’s actions and determine where things started to go wrong for him.

### Slide text

What went wrong?

### Slide notes

**Teacher script**

Let’s talk about what went wrong here.

* What were some warning signs that Riley might have difficulty with his assessment?
* What are some of the things Riley did wrong while trying to solve his problems? Why are they wrong?
* Was any of Riley’s collaboration with his brother appropriate? Could he have sought advice from his teacher?

**Note**

[After completing the class discussion, progress to the next slide, where forms of misconduct are explained in a narrative order. You may seek to follow the wording or to omit topics you have already discussed.]

### Slide preview



### Slide purpose

Identify the behaviours and provide the common language used to define each behaviour.

### Slide text

What went wrong?

* Collusion
* Contract cheating
* Copying
* Plagiarising
* Impersonation

### Slide notes

**Teacher script**

Let’s review what Riley did wrong.

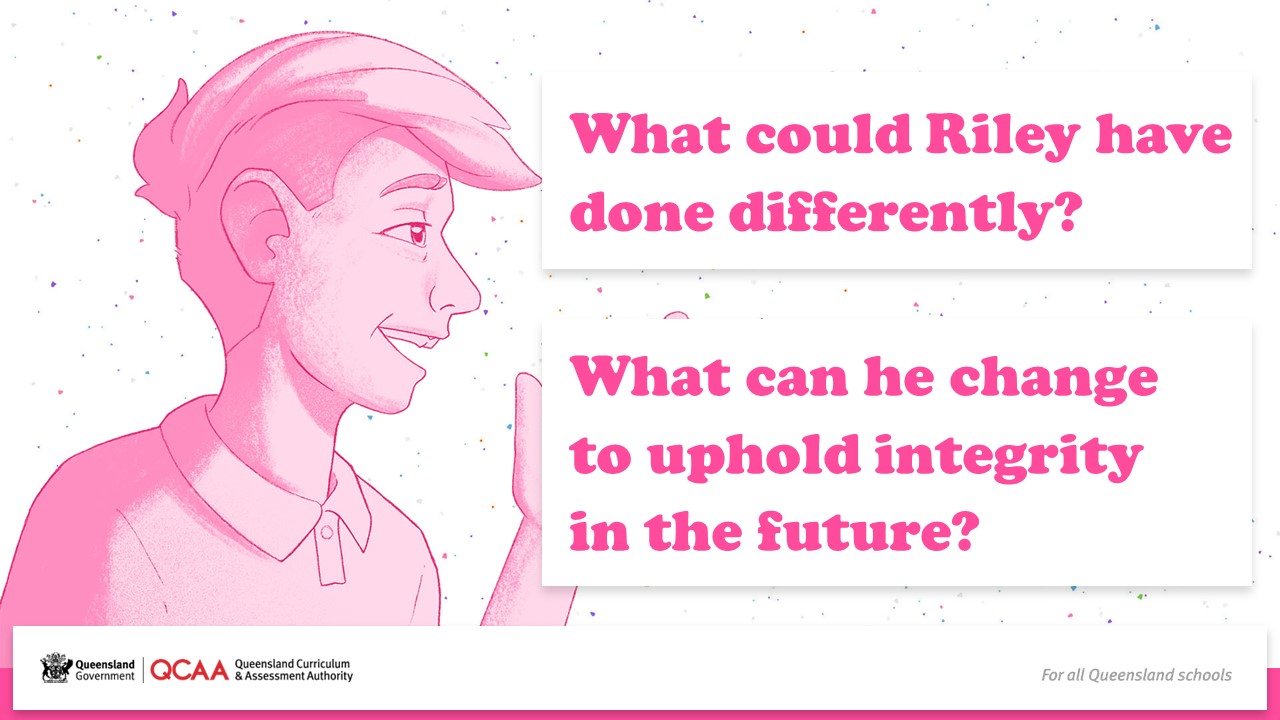
Riley asked his brother for help with his presentation, but he didn't tell his teacher. His brother wrote parts of the presentation and recorded the spoken part for him.

Riley cheated by letting his brother do most of the work for him. This is called **collusion** and **contract cheating**. Collusion is when you work with other people to cheat. Contract cheating is when you pay someone else to do your work, whether it is with money or by offering to do someone’s chores.

Riley also cheated by usinghis brother’s work and submitting it as his own. This is called **copying**. He didn’t reference where the work came from, so he **plagiarised** as well.

Lastly, Riley acted without academic integrity by having his brother record the spoken part of the presentation for him. This is called **impersonation.** Impersonation is pretending to be someone else.

### Slide preview



### Slide purpose

Summarise the situation and focus on the productive ways Riley could have approached this assessment differently, and ways he could avoid this situation in the future.

### Slide text

What could Riley have done differently?

What can he change to uphold integrity in the future?

### Slide notes

**Teacher script**

To avoid finding himself in a similar situation, what are some things Riley could do in the future?

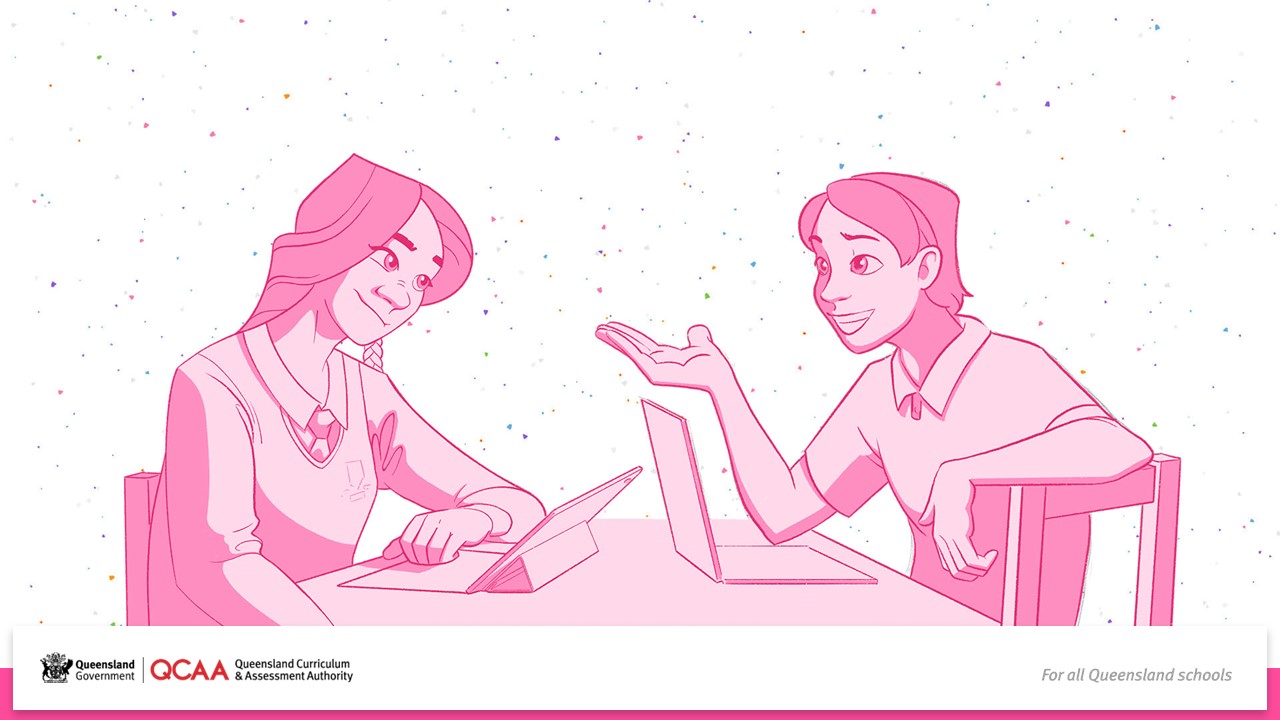
**Consider:**

* What could Riley have done differently?
* What should he do to make sure he can uphold integrity in future?

**Suggested responses:**

* It is okay for Riley to seek support from his brother, a tutor or his teacher, but the level of support offered needs to make sure that Riley is still the one completing the work.
* Riley knows he doesn’t enjoy research so when the assessment task was handed out in class he could have spoken with his teacher to get some support early on rather than ignoring this aspect of the task and leaving it to the last minute. Identifying things that we aren’t good at is important so we can seek the appropriate help.

### Slide preview



### Slide purpose

Indicate a transition point to a new set of scenarios.

### Slide text

### Slide notes

Riley’s, Kai’s and Madison’s scenarios are examples of different forms of academic misconduct. Let’s look at two more scenarios, where students are trying to do the right thing. We’ll see if they can do better. Think about the forms of misconduct we’ve discussed and think about whether the students’ actions are fair and honest.

### Slide preview



### Slide purpose

Introduce and explore a student scenario in which academic integrity is attempted but not upheld.

### Slide text

Harper

### Slide notes

**Note**

*[These final scenarios have less scaffolding and are purposefully more ambiguous. Their purpose is to provoke discussion, rather than to define different forms of misconduct.]*

**Teacher script**

Harper was working on a biology assignment.

She had finished writing her assignment, kept track of all the sources she used for her reference section and then she checked for errors. She read her response so many times it started to not make sense to her anymore.

Since it was not an English assignment, she thought that grammar and language were not going to be marked, so she put her response text into a generative AI tool and asked it to suggest ways to improve the wording and correct any grammatical errors.

The tool changed the words in response to her prompt. She liked how it changed some of her content, but it made some very big changes in some areas. She ignored the sections where the changes seemed too much and copied only the text that sounded like the sort of thing she would say.

Since she wrote the original assignment before using the generative AI tool, she thought this was still her own work and there was no need to reference the use of the generative AI tool.

* Did she practice ethical scholarship?
* Did any of her actions look dishonest or unfair?
* Why do they look that way?
* What could Harper have done differently, to ensure she upheld her academic integrity?

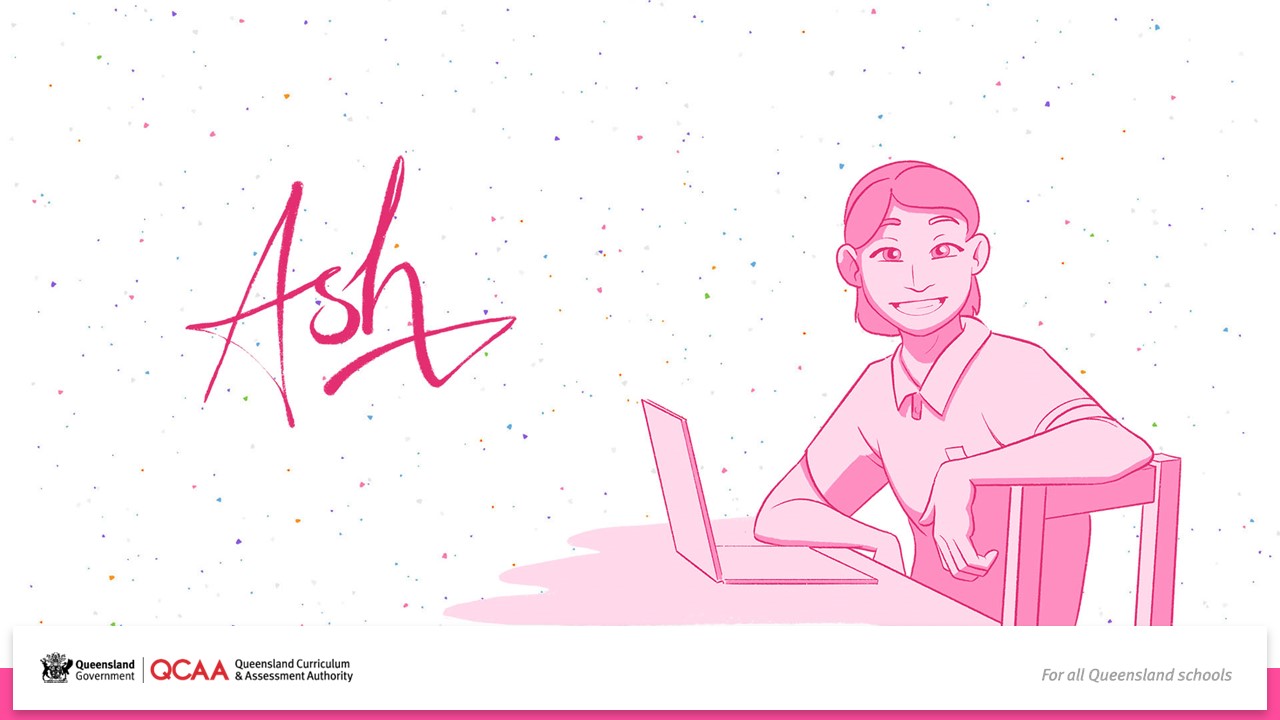
**Things to consider:**

* Harper misunderstood her use of AI. She used it to change her words, not to proof-read them. Leaving out some changes but not others doesn’t make this less deceptive.
* Harper hid her use of generative AI by not referencing it. This means her teacher won’t know which parts of the response are hers. If it was okay for her to use it, then she shouldn’t have to hide it by not referencing it. She could have asked her teacher for feedback and if it was okay to use the tool, but she didn’t. Her inclination to hide her use of generative AI was a sign she was not being honest. She should have paid attention to the warning sign.

**To act with academic integrity Harper could have:**

* asked her teacher for feedback on her assignment before she submitted it. This would have helped her to identify any errors in her work and to make sure that it was her own
* asked her teacher for permission to use a generative AI tool to help her with her assignment
* cited the generative AI tool in her assignment. This would have shown her teacher that she was honest about her use of the tool and would have allowed the teacher to assess her work accurately.

### Slide preview



### Slide purpose

Introduce and explore a student scenario in which academic integrity is attempted and upheld.

### Slide text

Ash

### Slide notes

**Teacher script**

Ash was working on the same Biology assignment that Harper was working on.

She asked her teacher if it was alright to use generative AI to work on the assignment. Her teacher told her that she could not use it to help write the assignment, but that she could use it to help brainstorm ideas for research. Like any other source of information, she would have to include it in her references. Ash asked a generative AI tool some general questions about the assignment topic and it gave her some sub-topics that might be worth exploring. She then did her own research and wrote her response. Like Harper, she wrote down all her references along the way. When she completed her references section, she included a reference to the use of the generative AI tool, noting which one she used and the purpose for which it was used.

* Has she practiced ethical scholarship?
* Did any of her actions look dishonest or unfair?
* Why do they look that way?

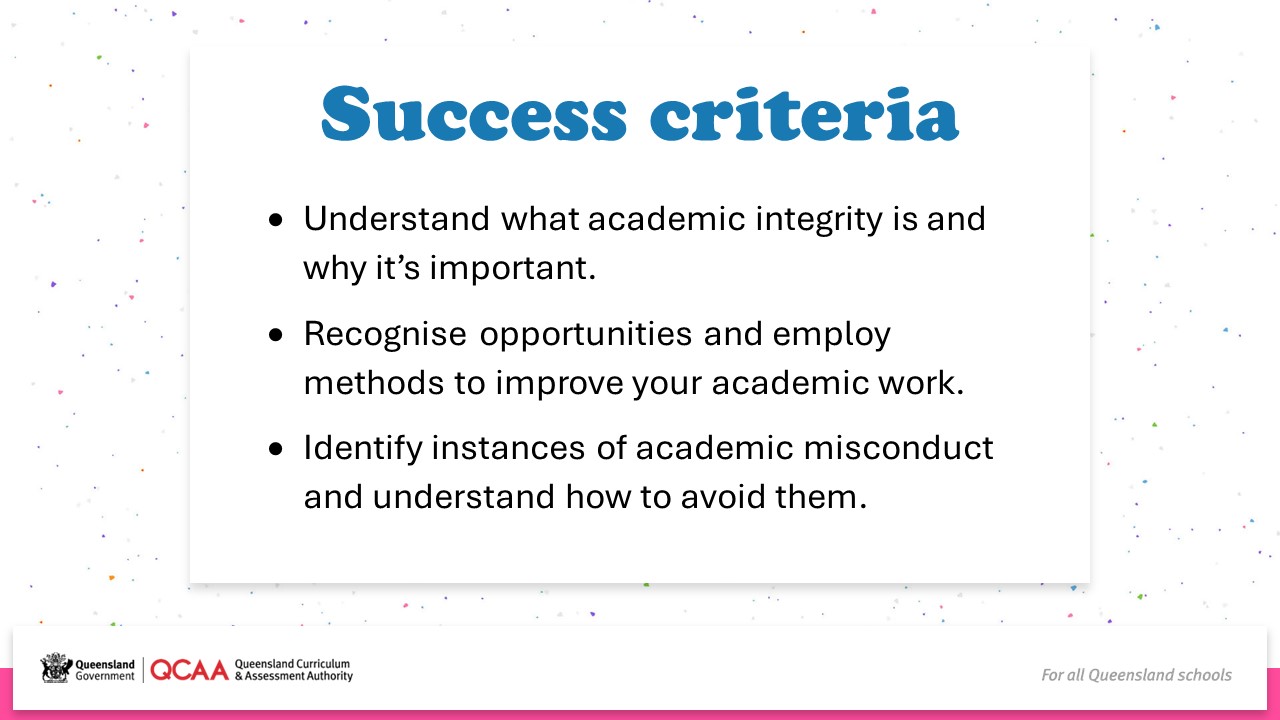
**Potential responses**

* When Ash didn’t know which action to take, she asked her teacher for permission to use generative AI.
* She followed the rules of the assessment task and presented her work honestly by referencing appropriately, meaning her teacher could clearly identify the work she had done.

**Could Ash have done anything differently?**

* Ash acted with integrity. Even when you are fair and honest there are often ways to improve. Even though she had permission, perhaps Ash could have tried to find sub-topics herself instead of asking a generative AI tool. This would help her develop research skills that she could use when using generative AI tools is not helpful or permitted.

### Slide preview



### Slide purpose

Re-state the success criteria and prompt the students with some guiding questions.

### Slide text

Success criteria

* Understand what academic integrity is and why it’s important.
* Recognise opportunities and employ methods to improve your academic work.
* Identify instances of academic misconduct and understand how to avoid them.

### Slide notes

**Teacher script**

Academic integrity is not just a fancy phrase. It is about being honest and fair in your schoolwork. It means doing your own work and giving credit to others when you use their ideas. Academic integrity is important for many reasons. It helps you to learn and grow and achieve your goals. It shows respect for yourself and other students and your teachers. Acting with integrity helps you to be a person who is trustworthy and honest.

**Consider these questions:**

* Do you have academic integrity?
* Do you follow the rules?
* Do you ask for help when you need it?
* Do you use the right tools and processes?
* Do you reference properly?
* Do you write in your own words?
* Do you complete your own work, even if it is hard or seems silly?

If you do all of these things, then you’re on the right track. If you don’t, remember that you can always do better and develop your academic integrity.

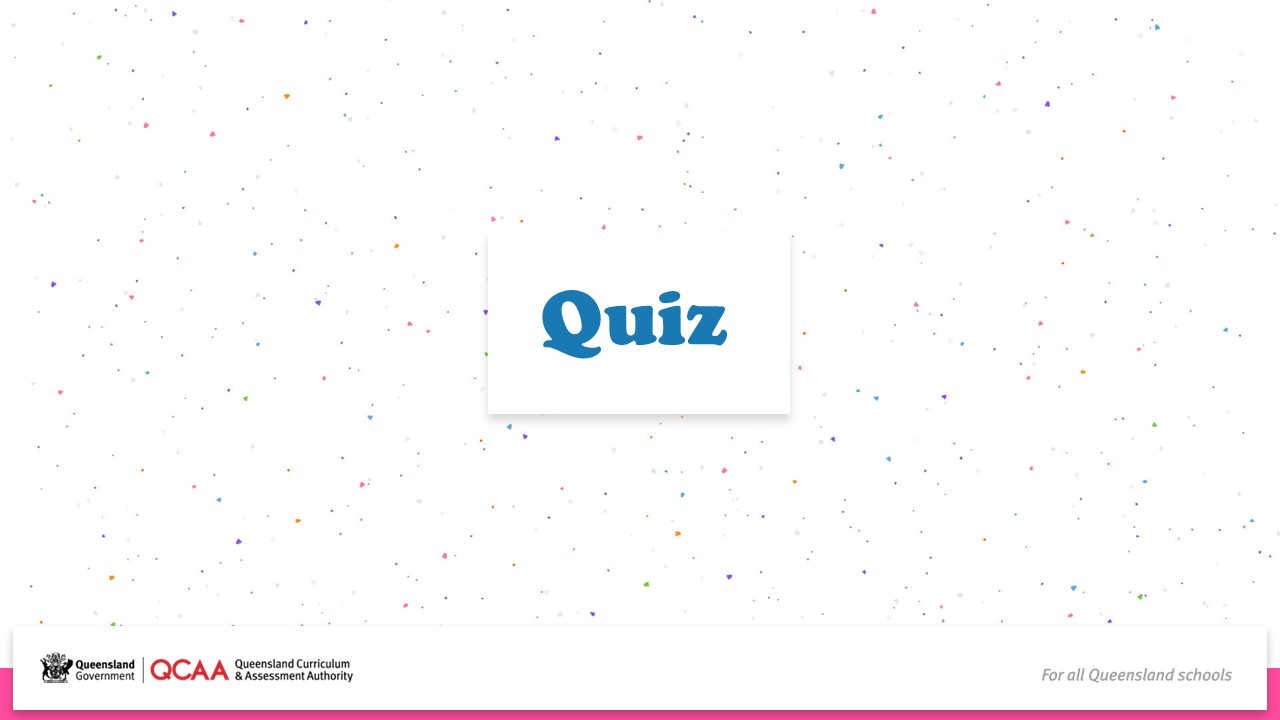
In this course we explored what academic integrity is and its purpose, ways you can strengthen it and ways to avoid academic misconduct.

**Note**

[Provide information on where to find your schools academic policy or code of conduct here.

If the students are to complete the quiz and declaration, progress to the next slide.]

### Slide preview



### You Slide purpose

Visual cue for the setup of the quiz.

### Slide text

Quiz

### Slide notes

[*Skip or delete this slide if you do not intend to have the class complete the quiz. If you have elected to have students complete the quiz and sign a declaration, this is the point where that can occur.*]

**Teacher script**

Now that we’ve worked through the presentation together, let’s check what you now know about academic integrity.

**Note**

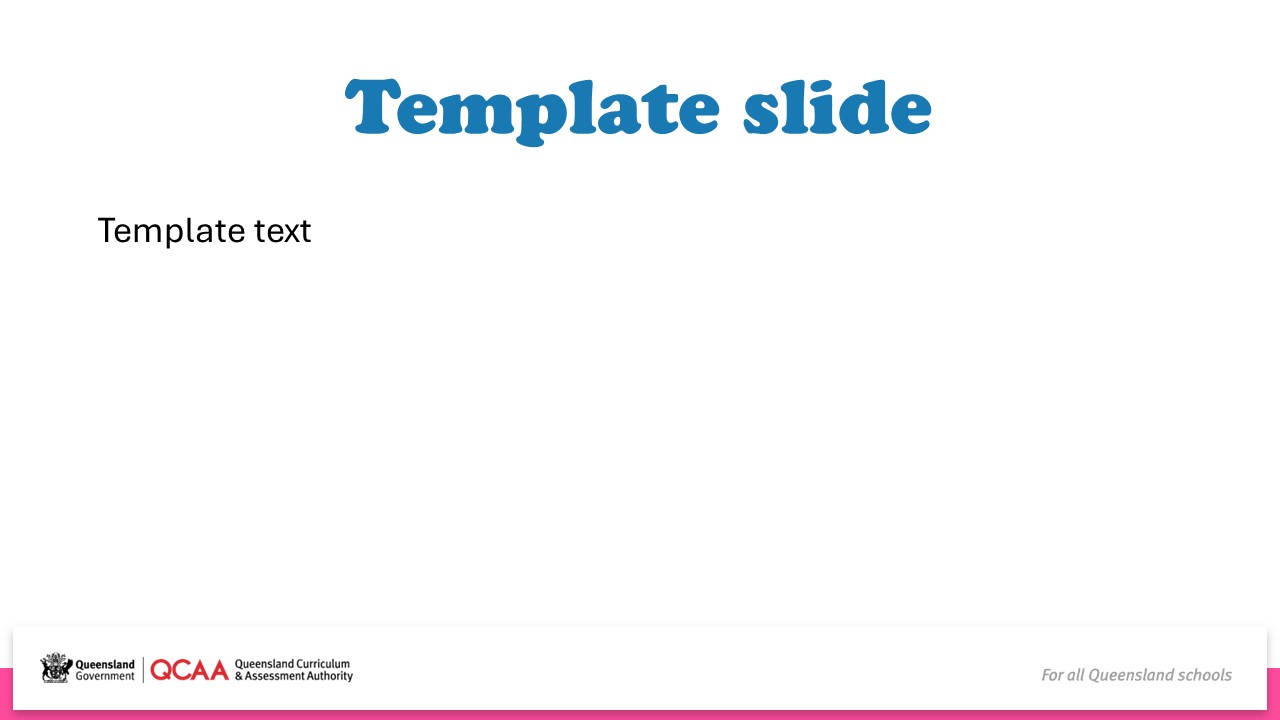
[Indicate the time allocated for the quiz and any other considerations specific to your class. Ten to fifteen minutes should be sufficient in most situations.

Once students have successfully passed the quiz, have them sign the declaration at the bottom of the quiz. The quiz and declaration can be used as a point-in-time authentication tool.

*Quiz solutions are 1D, 2B, 3A, 4D, 5C, 6C and 7B.*

Students who are not successful may need additional support to check their understanding.]

### Slide preview

### Learning objective or slide purpose

Copyright slide is a required addition.

Additional slide is blank and provided for teachers to insert any custom content.