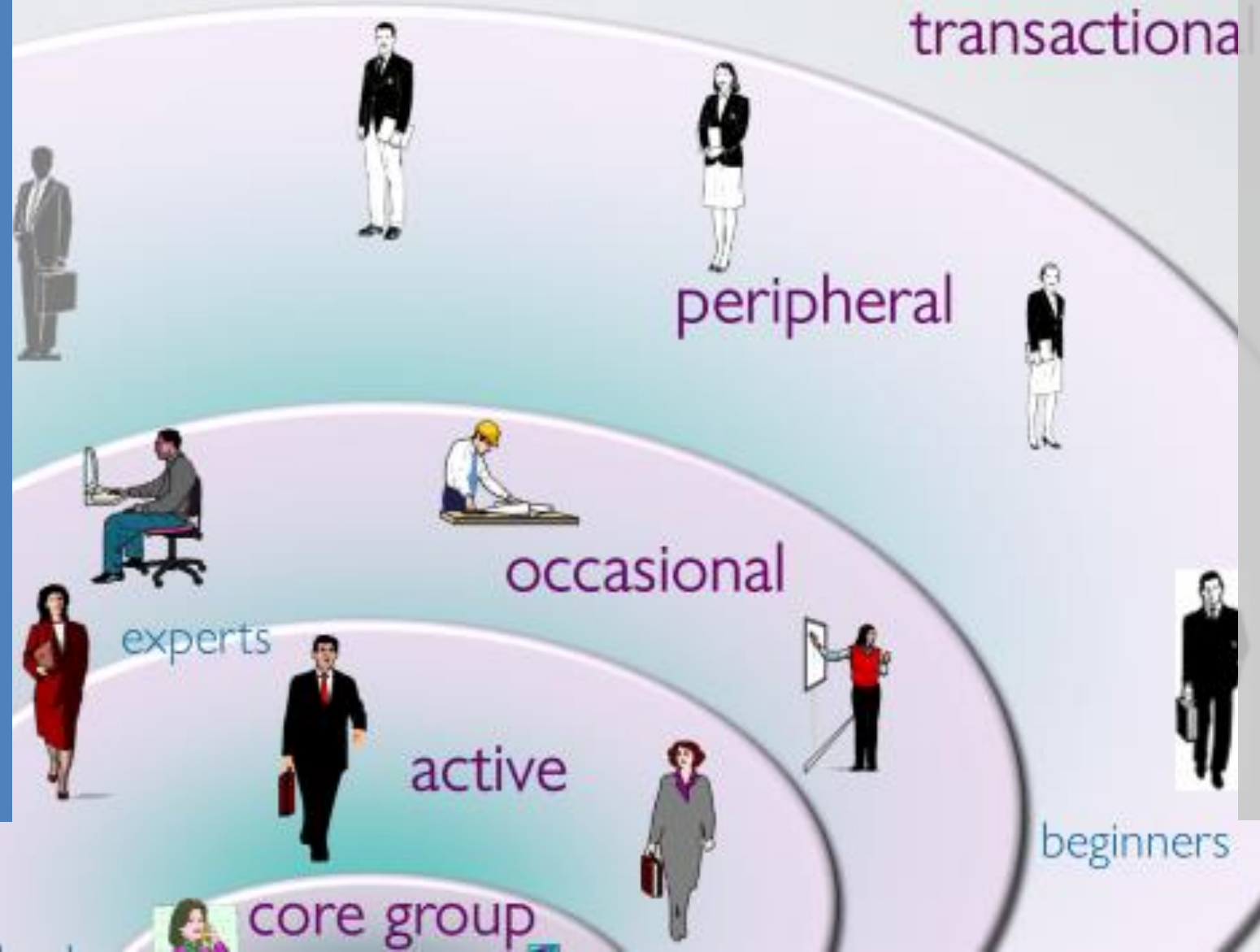
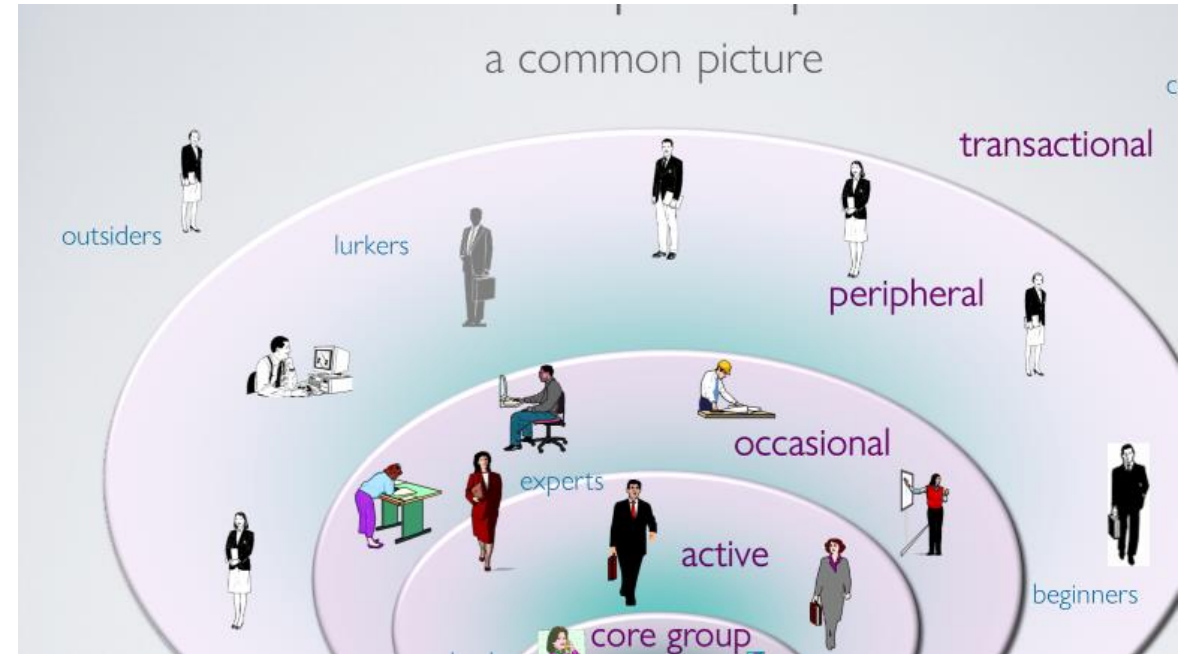


Towards a UL-level Community of Practice

a common picture



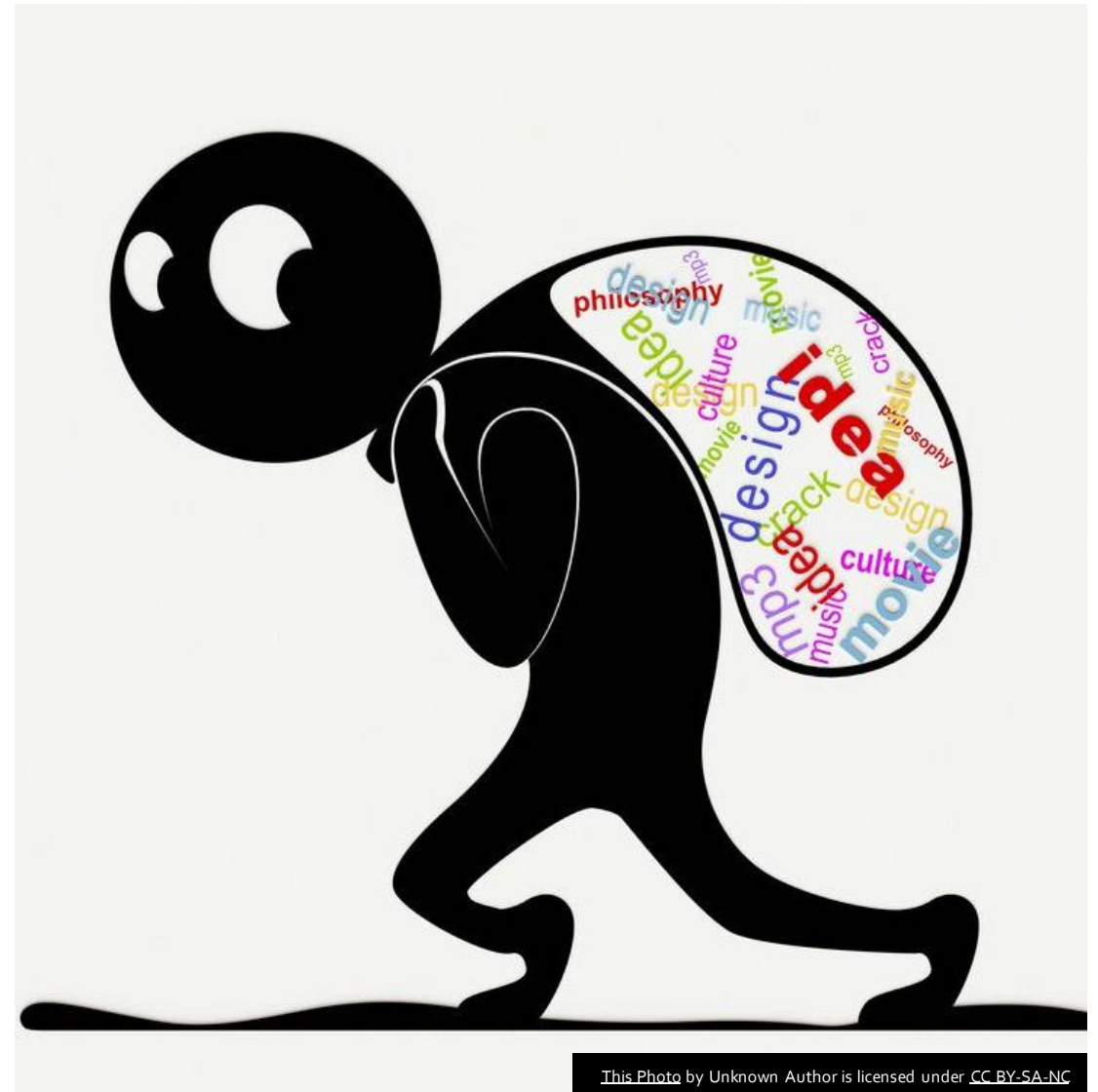


Dr Angélica Rísquez

Lead Educational Developer and member of NIAN
Centre for Transformative Learning

'copying someone else's work (whether or not in the public domain) and passing it off as one's own, or inappropriately resubmitting one's own already graded work and passing it off as original.'

Teaching and Learning Committee guidelines



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ASSIGNMENT TYPE

Learner Record Writing

Skill Demonstration Assignments

Work Experience Diary

Reflection Journal

Online Exam Help

QQI Level 5

QQI Level 6

COURSE

Nursing

Childcare

Healthcare

SNA (Special Need)

Care of older people

Child Development

Care Skills

Care Support

Disability Awareness

Infection Prevention

ONLINE DEGREE COURSE

Psychology Assignment

Early Childhood QQI Assignment

Montessori Assignment

Palliative Course Assignment

Communications FETAC Level 5 Assignments

Law Course Assignment

Management Assignment

Train The trainer

Health Care Assistant

Digital Marketing Assignment

CITIES

Dublin

Galway

Cork

Limerick

Waterford

Sligo

Dundluck

Carlow

Maynooth

Essay mills



Contract Cheating and Academic Integrity

What do I need to know?



BEGIN



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

[Home](#)

[Who We Are](#)

[What We Do](#)

[How We Work](#)

[Who We](#)

National Academic Integrity Week



Academic Integrity

[Home](#) | [Students](#) | [Academic Integrity](#)

Students

- [First Seven Weeks](#)
- [LevUL up: Student Digital Skills Development](#)
- [Student Success in Online Learning and Assessment](#)
- [Learning Support Centres](#)
- [Academic Integrity](#)

Academic Integrity #MyOwnWork



UL resources to support you with academic writing

At UL, plagiarism is defined as 'copying someone else's work (whether or not in the public domain) and passing it off as one's own, or inappropriately resubmitting one's own already graded work and passing it off as original.' (Teaching and Learning Committee guidelines). The best way to avoid plagiarism is to develop your academic writing skills, below are some resources to get you started:



<https://www.ul.ie/ctl/students/academic-integrity>

Existing supports

Regional Writing Centre

Academic Writing workshops

- Writers' Groups
- Writers' Space
- Workshops and Seminars
- Online Resources

Drop in Centre 1-2-1 sessions

Library

Workshops

- Referencing
- Citing
- Plagiarism

Online Guides

Queries

- Referencing
- Stylistics
- Paraphrasing/quoting

1-2-1 support

Turnitin contacts

Academic consultation (CTL)

- Turnitin use
- Integrating academic integrity in teaching design

Software Sulis/support (ITD)

Turnitin technical support and expertise

Academic Integrity, Academic Discourse and the Writing Centre



- **Lawrence Cleary**
Director Regional Writing Centre
- Centre for Transformative Learning

- C1065 Main Bldg., University of Limerick
www.ul.ie/rwc

UNIVERSITY OF LIMERICK



**REGIONAL
WRITING
CENTRE**

Get on the 'write' track



f

@RWCUL



t

C1-065 Main Building

www.ul.ie/rwc/

writingcentre@ul.ie

The Rhetorical Context

- The 'Academy' is the institutional context into which we write for academic assessment or publication.
- Working outwards, we have the influence of the state and the Western traditions, etc., bearing down and testing the wills of academic institutions to maintain the integrity of the work of scholars—increasing our understanding of the nature of things.
- Working in from below, we have the influence of those coming in from primary and secondary schools or from workplaces seeking degrees, unfamiliar and often frustrated with the constraints of writing for this third-level academic context.
- And working from the inside: the teacher (assessor) is always a big part of the rhetorical context—what learning outcomes are being measured? What are the grading criteria? What are the unstated assumptions about what makes a good essay/report/case study/dissertation/thesis? What are their pet peeves?

The Pillars of Academic Integrity

- **Honesty**
- **Trust**
- **Fairness**
- **Respect**
- **Responsibility**
- **Courage**

Issues in writing for academic assessment or publication

- **Plagiarism (intellectual theft)**
- **Author? or editor of a compilation? (over-quoting)**
- **Doing bad science**
 - Misrepresenting the words or findings of others (fudging data to suit desired outcomes)
 - Overstating the value of information such as findings or evidence (to support assertions/conclusions)
 - Engaging in faulty reasoning (to obfuscate the issue)
 - Using unreliable sources for support (unreliable author, unpersuasive argument)
 - Demonstrating bias (subjective)
- **Copyright infringement (criminal intellectual theft)**

Education →
Prevention:
Conversations
and Feedback

- Identify the location of the violation in the text!
- Plagiaristic behaviour:
 - Point to the violation
 - Discuss/give feedback on how and why the behaviour violates the integrity of the academic project
 - Discuss/give feedback on how plagiaristic behaviour undermines their appeal for credibility
 - Discuss how the using reliable sources of information to support their case, and properly reporting those sources, can invite trust and, therefore, a suspension of disbelief.
- Over-quoting:
 - Discuss/give feedback that informs about the role of revision and alternative ways of reporting sources such as summarising and paraphrasing others' ideas. Give resources that teach revision strategies.

Education → Prevention: Conversations and Feedback

- **Bad science:**
 - **Point to the infringement!**
 - Engage in conversation/give feedback on academic audience expectations in terms of
 - accuracy in reporting the work of others
 - accuracy in reporting outcomes—not loading the dice
 - how degrees of certainty are represented
 - the primacy of appeals to reason and
 - the tendency of this audience to mistrust anything that might smack of subjectivity
- **Copyright Infringement:**
 - Engage in conversation/give feedback on
 - what constitutes intellectual property,
 - what is allowed by the fair use rule
 - what the potential consequences are for infringing upon those rights.



In this Section

Finding & Using
Information

—
Learn how to search for
and evaluate information

Smart Searching

—
Learn how to put together
a search strategy for your
assignment

Citing and
Referencing

—
Learn about the
importance of academic
integrity and how to cite
and reference sources...

Michelle Breen

Head, Information Services Department, Glucksman Library
Council member at the Library Association of Ireland

7 ways the library supports academic integrity practices

- Direct students to the library's **guides to academic referencing**
 - <https://libguides.ul.ie/citeitright>
116,000 views AY 2020/21
 - <https://libguides.ul.ie/referencing-endnote>
10,000 views AY 2020/21
- Invite your students to **library workshops** on academic referencing, bookable through the library's events calendar <http://ul.ie/library/events>
 - Library taught 84 hours of referencing in AY 2020/21
- Tell students that they can get **EndNote software** through the library
 - 1,791 download requests for EndNote in AY 2020/21

7 ways the library supports academic integrity practices

- Use the Skills for Study '**Referencing and Understanding Plagiarism**' module in your teaching
<https://proxy.lib.ul.ie/login?url=https://www.skillsforstudy.com/>
- Have students complete the library's **Citing and Referencing online tutorial**
<https://www.ul.ie/library/citing-and-referencing>
- Build a module **reading list** so that citations can be correctly exported from your SULIS site <https://www.ul.ie/library/reading-lists>
- Encourage students to **ask for help** when not sure about aspects of referencing, live chat and email enquiry service available from the library
<https://www.ul.ie/library/about/contact-us>
 - Library answered 300+ queries on referencing in AY 2020/21

turnitin®



feedback studio

Dr Reena Cole

Assistant Dean Academic Affairs / Lecturer
Mechanical Engineering / Athena SWAN
champion
Science and Engineering



TurnItIn

- Started 2007
- Grademark/Feedback studio
- Rubrics 2016
- PeerMark 2019
- Sulis (VLE) Integrated 2020

approximately 35% of TPER in recent years (SEAI, 2015a). In response to this, the Irish government has made efforts in reducing energy demand through the taxation of motor vehicles relative to CO₂ emissions that encourages the public to use lower emission cars (Citation Needed). Motor tax for new vehicles registered on or after the 1st July 2008 are determined based on seven CO₂ bands. This has resulted in charges that range from €100 a year for the lowest Support cars and up to €2,350 for cars with the highest emissions ratings (Department of Transport Ref-date? tax incentives for electric vehicles have also been implemented to encourage the public to buy electric cars instead of traditional internal combustion cars.

Through efforts like these, including the implementation to an industrial scale, Ireland has achieved half its energy efficiency energy requirements for 2020 to date equating to savings over €700 million euro and over 6 million tonnes of CO₂ emission are avoided each year (SEAI, 2016c). However, it has been suggested by the sustainable energy a (SEAI) that nearly €2.4 billion in savings is possible in meeting the targets but an acceleration in actions will be required to do this (SEAI, 2016c). This includes an increase in homes across the nation being upgraded for improved efficiency. Government grant schemes have been put into place to encourage home owners to upgrade such as the Better Energy Warmer Homes Scheme. This entails certain criteria for home owners and when met can avail of house efficiency upgrades at no cost such as attic insulation and cavity wall insulation. This is another action in place to reduce energy demands that could potentially Support

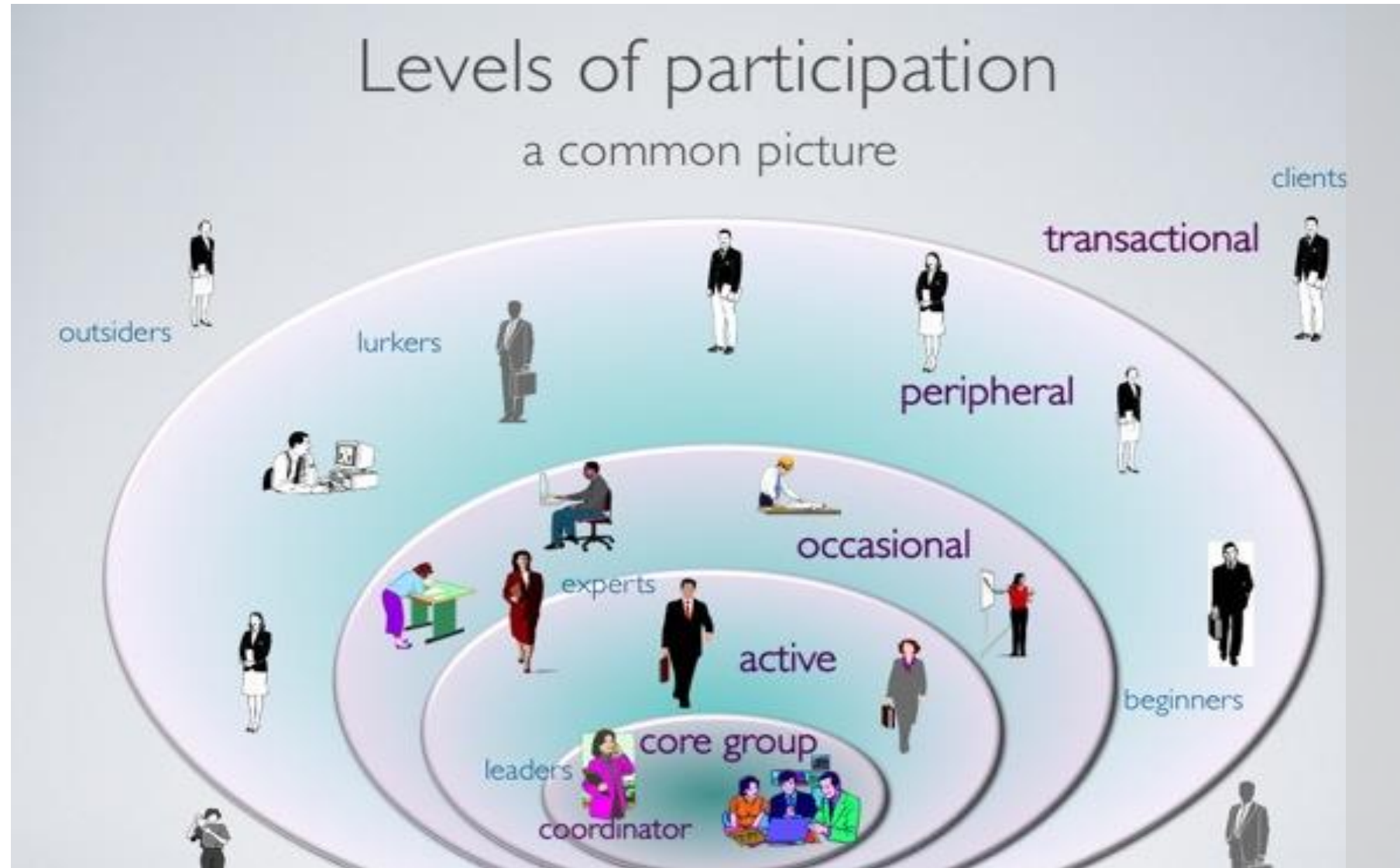
Key tips

- Always show the Similarity Report to the students
- Know how to read the Similarity report
- % Similarity is not absolute
 - Need context

Panel Discussion



Towards a UL-based community of practice



Source: Wenger and Trayner, 2011

<https://wenger-trayner.com/resources/slide-forms-of-participation/>

Today, Thursday 22nd, 3pm



Turnitin Feedback Studio

Kristofer Harte
ITD

Dr Angelica Risquez
CTL





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**Regional Writing
Centre**