

Wednesday Session 1a

Lorna Waddington and Olu Popoola	'Keeping ahead of the curve': Contract cheating checklist in 2023
Mads Goddixsen	AI detection blackens the dark side of plagiarism detection software
Yvonne Kavanagh, Aisling Reast and Sue Hackett	Developing a Framework for Academic Misconduct Investigation & Case Management

Keeping ahead of the curve': Contract cheating checklist in 2023.

Lorna Waddington (University of Leeds) and Olu Popoola (Queen Mary, University of London).

Abstract. In 2021 Popoola and Waddington led the design of the Contract Cheating Checklist for Markers. This resource was well received by the HE sector. However, the advent of generative AI powered by Large Language Models that can produce plausible academic content in minutes inevitably has ushered in a significant expansion of the potential to 'contract cheat'.

This paper presents a framework and initial findings for the development of a new Contract Cheating Checklist for Markers. It sets out to answer two broad research questions:

- To what extent do the red flags for commercial essay writing overlap with indications of generative AI use?
- How will the emergence of automated writing and content generation impact the use of essay mills and ghost-writing?

We utilise a mixed-method approach combining qualitative interviews, data science and ethnography.

- Social Listening: Internet research of forums and social media. Although these resources have proved useful for understanding contract cheating research so far, we will focus on the use of AI/ChatGPT/LLMs.
- Industry interviews: Interviews with commercial education providers specialising in academic misconduct detection or providing AI detection services to understand how their approach to ghostwriting/essay mill detection and AI content generation differs.
- Student voice. Student focus groups/vox pops to ascertain whether attitudes to commercial essay writing services have been impacted by AI/ChatGPT. This will be important to understand how the advent of AI affects the economics of the commercial essay writing industry in terms of student cheating decision-making processes.
- Forensic linguistics: Forensic linguistic comparison of AI-generated academic content with human commercially-written academic content. In this research, a comparison will be made between the commercially ghostwritten texts and AI-generated texts to help assess the extent to which these text styles overlap or are distinct - this will give clues as to the extent that these texts can be used in parallel.
- Community of practice: Through conducting a series of educator development workshops with staff involved with assessment design and delivery, we analyse the emerging sub-community of practice amongst assignment markers from an internal, emic perspective.

Key initial findings suggest that unauthorised use of generative AI tends to be for study support rather than wholesale assignment submission, that use of generative AI is generally not seen as unethical by students and their teachers, and that commercial essay writers appear to have adapted to the automation of their 'craft' by switching from writing to offering coaching and mentoring services. The impact on the existing Contract Cheating Checklist for Markers will be the focus of the presentation.

References:

Poopola et al., 'Contract cheating detection for markers: checklist [LSEAIN Contract Cheating Working Group], 2021

<https://rise.articulate.com/share/dPC3F7wAQgeKahu71aUg0vBKfEUg8vsj#/lessons/6hD7HNjwZl9vejUuxjmR5BsReX9s3au2>

Keywords: Contract Cheating, Checklist for Markers, ChatGPT, Large Language Models, Essay Mills, Ghostwriters, Generative AI

AI detection blackens the dark side of plagiarism detection software.

Mads Goddixsen (Department of Food and Resource Economics).

Abstract. Plagiarism detection software has been a standard tool in the fight against plagiarism for several years. Many of these systems are now being expanded to also feature detection of AI generated text. In this talk, we will discuss the potential negative consequences of using plagiarism detection software, and how the efforts to enable detection of AI generated text may make these even more pronounced.

Revisiting interview and survey data on European (including Irish) undergraduate and upper secondary students' understanding and experiences with academic integrity [REFERENCE BLINDED], we will show that a substantial fraction of students worry about being accused of plagiarism based on automated checks even when they do not intentionally plagiarise. We show that these worries can lead students to focus more on not being caught than on good citation practice. This to an extent where some adopt citation practices that they believe are wrong in order to be safe in the automated checks. Further, we show that a major reason why students react in this way is that they do not understand how the plagiarism detection software, and the process in which it is used, work.

We argue that unless processes and communication are adequately updated, there is a substantial risk that the addition of AI detection to plagiarism detection software will make the processes and the software even more opaque to the students. This may in turn enhance the negative side effects of their use. Finally, we discuss how teachers and institutions may adequately meet this challenge.

Keywords: Plagiarism, AI, Plagiarism detection software

Developing a Framework for Academic Misconduct Investigation & Case Management.

Yvonne Kavanagh (South East Technological University), Aisling Reast (RCSI) and Sue Hackett (QQI).

Abstract. The National Academic Integrity Network (NAIN) in Ireland was formed in 2019, with the aim of developing a national approach to academic integrity.

NAIN promotes a positive and inclusive approach to academic integrity but an important aspect of this work involves developing guidance for a structured approach to dealing with the investigation and management of academic misconduct. The Framework for Academic Misconduct Investigation and Case Management was developed through a consultative and iterative process involving input from all actors across higher education in Ireland.

The lifecycle of academic misconduct was investigated, and the important phases identified. Guided by national and international best practice, three consultation papers were developed and distributed for consultation to NAIN members. The feedback received informed the development of a comprehensive framework. The next stage involved circulation of the draft framework to both internal and external stakeholders. This comprehensive and detailed feedback was analyzed, and the framework finalised.

This framework for academic misconduct investigation and case management is important in the development of a clearly understood process and provides a platform to ensure uniformity of approach across higher education institutions in Ireland.

References:

NAIN: <https://www.qqi.ie/what-we-do/engagement-insights-and-knowledge-sharing/national-academic-integrity-network>

Keywords: academic, integrity, misconduct, framework, investigation

Wednesday Session 1b

Ruth Dooley	Research Integrity Training at University of Galway - A 5-year case study
Susan M.J. Berentsen and Fenneke Blom	Research integrity training for students (RITS project), lecturers, researchers and teams (TETRIAS project) at universities of applied sciences
Maura Hiney	The evolution of research integrity policy: from one-man-band to orchestra

Research Integrity Training at University of Galway - A 5-year case study.

Ruth Dooley (University of Galway).

Abstract. Research Integrity Training at University of Galway - A 5-year case study

Dr Ruth Dooley, Office of the Vice-President for Research, University of Galway

The University of Galway has a comprehensive programme of training in place for Research Integrity. Training in Research Integrity is available to all research staff and students and we provide a mixture of online self-paced learning, in-person interactive workshops and online webinars. In 2018, the national funding bodies introduced mandatory training for funded Principal Investigators and their team members. A nationwide consortium of ~30 Research Performing Organizations (RPOs), including University of Galway, was formed to develop a training programme, under the National Research Integrity Forum (NRIF)¹ and in collaboration with the national funders. Following a 3-year pilot training initiative, the online training programme has now been rolled out nationwide. In Galway, the programme comprises online self-paced training, complimented by the delivery of interactive workshops covering University of Galway policies and procedures in relation to Research Integrity and including group work exercises and activities.

The post-graduate ECTS module in Research Integrity was developed in collaboration with the Graduate Studies Office at University of Galway in 2017. The Centre for Research in Medical Devices (CÚRAM) initially spearheaded the introduction of the module for ECTS credits, in collaboration with and based on the University College Dublin model. After a series of workshops specifically designed for researchers working in the medical device field, the module was later opened up to all disciplines, based on a discipline-specific online course and interdisciplinary workshop. Online training in Research Integrity has recently been made mandatory for all new post-graduate researchers at University of Galway and forms part of their progression criteria at the annual Graduate Research Committee meeting.

This short talk presents an overview of our experience and findings over the past 5 years in delivering training in Research Integrity to all levels of researcher – from post-graduate researchers to academic staff. We will cover the evolution of integrity training at University of Galway, from the roll-out of self-paced online training to the development and tailoring of interactive workshops to suit multiple disciplines, as well as the incorporation of current best practice and novel teaching methodologies through EU initiatives such as VIRT2UE2 and Path2Integrity³ train the trainer programmes. In collaboration with the Researcher Development Centre⁴, we have collected comprehensive feedback from workshop participants over the years. In this talk, we will share our insights on what works well in integrity training, what elements/approaches were found to be most beneficial to participants and ideas for future development.

References:

National Research Integrity Form: Research Integrity | Irish Universities Association (iua.ie)

VIRT2UE: Virtue based ethics and Integrity of Research: Train-the-Trainer program for Upholding the principles and practices of the European Code of Conduct for Research Integrity | VIRT2UE | Project | Fact sheet | H2020 | CORDIS | European Commission (europa.eu)

Path2Integrity: Path2Integrity - Path2Integrity

Researcher Development Centre: Researcher Development Centre - University of Galway

Keywords: Research Integrity, Training programme, Online training, Workshop delivery

Research integrity training for students (RITS project), lecturers, researchers and teams (TETRIAS project) at universities of applied sciences.

Susan M.J. Berentsen (HAN University of Applied Science) and Fenneke Blom (Amsterdam UMC).

In recent years, the authors have developed training programmes on research integrity (RI) for universities of applied sciences (UAS) in the Netherlands. They propose a step-by-step approach [1] which was used to set the agenda of RI training programmes using the insights of the target group. A training programme on RI for and with UAS students was developed within the RITS1 project. The training programme equips lecturers with tools to teach students how to recognize and address moral issues in applied research. After a pilot among students, parallel to their applied research project, the participating students were interviewed to evaluate the content of the course material and their learning outcomes. The TETRIAS2 project – whereby researchers from different Dutch UAS have been interviewed about their experiences with RI and their needs for training in RI - resulted in a basic individual training and a more advanced team training. The basic training focuses on basic knowledge in RI, creates awareness of dilemmas in RI and empowers participants to initiate dialogues about RI. Research teams, research ethics committees or groups with a joint mission can attend the advanced team training, which aims to collaboratively design actions (based on shared values) that increase awareness of RI issues in applied research, promote skills and tools to discuss RI and develop a research culture that fosters RI. For further information visit the website www.tetrias.eu. This paper session will cover the general design and content of the various training programmes on research integrity, as well as the trainers' and participants' experiences with these training programmes.

References:

Blom F, Berentsen SMJ, and van der Sande R. 2022. How to set the agenda for training in responsible conduct of research using the target audience as a narrative guide. *FACETS* 7: 1258–1275.

doi:10.1139/facets-2021-0048

[1] Research Integrity Training for Students

[2] Translating researchers' Experiences into Training on Research Integrity at universities of Applied Science

The evolution of research integrity policy: from one-man-band to orchestra.

Maura Hiney (Institute for Discovery, University College Dublin).

Abstract. From humble beginnings at the 1st World Conference on Research Integrity in 2007, research integrity policy has evolved to match our growing understanding of the importance of environmental factors in incentivising good and bad behaviours. The policies and processes developed by institutions, funders and journals can have a significant influence on behavioural change at an institutional and individual level. These policy interventions are motivated by the ambition of ensuring research excellence and an unsullied research record; continuing societal support for public investment in research; avoidance of harmful impacts and research waste; and enhanced economic advancement.

While the ultimate responsibility for good research practice lies with individual researchers, we increasingly recognise that ensuring research integrity is a shared task that requires a holistic approach, given its linkages with other aspects of the research system, such as academic integrity, access to publications and data, research careers, evaluation, peer review, and research collaboration. This presentation will trace the evolution of policy responses to the ever-changing research landscape through the themes of the eight World Conferences on Research Integrity, spanning 18 years, and the five influential policy statements* that emerged from these conferences. It will look at the impetus for each statement, its key messages and the impacts the statements have had on emerging research integrity thinking at national and international levels.

- Singapore Statement of Research Integrity Principles (2010)
<https://www.wcrif.org/guidance/singapore-statement>
- Montreal Statement on Research Integrity in Cross-Boundary Collaboration (2013)
<https://www.wcrif.org/guidance/montreal-statement>
- Amsterdam Agenda for Research on Research Integrity (2017)
<https://www.wcrif.org/guidance/amsterdam-agenda>
- Hong Kong Principles for Assessing Researchers (2020) <https://www.wcrif.org/guidance/hong-kong-principles>
- Cape Town Statement on Fostering Integrity through Fairness and Equity (2023)
<https://www.wcrif.org/guidance/cape-town-statement>

Keywords: Research integrity, Policy development, Research environment

Wednesday Session 1c

Haylee Fuller and Matthew Jones	What can Kant teach us about academic integrity? From JS Mill to the essay mill.
Irina Rupp	Plagiarism versus Originality in Academia
Colm O'Rourke	MTU Libraries: Meeting the Future of Research
Michelle Dalton	The role of academic libraries in supporting a culture of research integrity

What can Kant teach us about academic integrity? From JS Mill to the essay mill.

Haylee Fuller (Queen Mary University of London) and Matthew Jones (University of Greenwich).

Abstract. This paper explores contemporary issues relating to academic integrity through the lens of two dominant ethical approaches – deontology and teleology.

The paper draws together the expertise of an academic misconduct practitioner with an interest in ethical theory, and a political philosopher with an interest in academic integrity. One presenter is the Head of the Appeals, Complaints & Conduct Office, dealing with hundreds of academic misconduct cases on a daily basis. The other presenter is a Senior Lecturer in Politics & International Relations with an interest in academic integrity and assessment design, who is concerned about the changing nature of the misconduct he has identified in students' work. Through these shared experiences and expertise, they will apply the ethical frameworks of deontology and teleology to explore thought experiments on "wicked problems" in academic misconduct policies and procedures. The presentation invites the audience to collaboratively work through these thought experiments as they delve into the complexities and challenges that arise.

This paper contributes to the debates on the rapidly changing nature of both academic integrity and higher education. As such, it touches on issues relating to the challenging realities of the student experience, and more broadly the academic misconduct industrial complex and the neo-liberal university.

The paper reflects on the lessons that can be taken forward when developing contemporary academic misconduct practices and policies that are themselves grounded in ethics and integrity. These reflections suggest a rethink of the traditional rules-based procedural approaches to academic integrity still followed in many institutions, in favour of broader consideration of the complexities and consequences for higher education, students, and academic communities.

Keywords: academic integrity, ethics, deontology, teleology, policies, procedures, students

Plagiarism versus Originality in Academia.

Irina Ruppó (University of Galway).

Abstract. What is Originality in Academic Writing?

While the precise relationship between student originality and plagiarism is yet to be defined, these concepts are inter-related (Salmons, 2008). It is thus possible that by paying more attention to the meanings of the term originality, a potentially desirable quality, we might gain a better perspective on the phenomenon we would wish to eradicate.

However, in contrast to the vast body of work dedicated to the concept of plagiarism (Pecorari, 2022), originality in student writing is under-researched. Existing research points to issues with lack of clear definitions (Eaton, 2021; Howard, 2000) and lack of consistency and consensus across the academic community (Borg, 2009; Pecorari & Shaw, 2012). This lack of consensus means that students' and academics' approaches to originality may differ.. Moreover current approaches to originality are likely to be affected by the semantically novel use of the term in submission and plagiarism detection software such as Turnitin. The concept is further challenged by the recent emergence of AI within the educational sphere.

This paper will consider possible future approaches to student originality by drawing on the research into student conceptions about writing (Lavelle, 1993) as well as the concept of authorial identity in student writing (Cheung et al., 2017; Cheung et al., 2018).

References:

- Borg, E. (2009). Local plagiarisms. *Assessment & Evaluation in Higher Education*, 34(4), 415-426.
- Cheung, K. Y. F., Stuppel, E. J. N., & Elander, J. (2017). Development and validation of the Student Attitudes and Beliefs about Authorship Scale: a psychometrically robust measure of authorial identity. *Studies in Higher Education*, 42(1), 97-114.
- Cheung, K. Y. F., Elander, J., Stuppel, E. J. N., & Flay, M. (2018). Academics' understandings of the authorial academic writer: A qualitative analysis of authorial identity. *Studies in Higher Education*, 43(8), 1468-1483.
- Eaton, S. E. (2021). Plagiarism in higher education: Tackling tough topics in academic integrity. ABC-CLIO.
- Howard, R. M. (2000). Sexuality, textuality: The cultural work of plagiarism. *College English*, 62(4), 473-491.
- Lavelle, E. (1993). Development and validation of an inventory to assess processes in college composition. *British Journal of Educational Psychology*, 63(3), 489-499.
- Pecorari, D. (2022). Plagiarism and English for academic purposes: A research agenda. *Language Teaching*, 1-15.
- Pecorari, D., & Shaw, P. (2012). Types of student intertextuality and faculty attitudes. *Journal of Second Language Writing*, 21(2), 149-164.
- Salmons, J. (2008). Expect originality! Using taxonomies to structure assignments that support original work. In *Student plagiarism in an online world: Problems and solutions* (pp. 208-227). IGI Global.

Keywords: plagiarism, originality, academic writing, authorial identity

MTU Libraries: Meeting the Future of Research.

Colm O Rourke (Munster Technological University).

Abstract. This 10 minute presentation will focus on MTU Libraries and our pro-active engagement in the promotion of academic integrity among undergraduate students across the MTU Bishopstown Campus. It will take into consideration learning support initiatives that have been ongoing since 2016, giving an overview of our commitment to ensuring students acquire the skillsets necessary to good research practice.

Specifically, the presentation will focus on the development and roll-out of MTU Libraries Assignment Toolkit, an Open Educational Resource (OER) created in partnership with students and the Department of Technological Enhanced Learning (TEL) at MTU.

The Assignment Toolkit is an online resource with a suite of 8 modules covering all aspects of the research process, created to meet the various difficulties students encounter when working on assignments.

Included in the OER are 4 modules covering topics such as Critical Thinking, Misinformation/Disinformation, Plagiarism and Referencing. With the advent of ChatGPT and other AI platforms, these specific modules have now begun to take on a more central relevance, one that was largely unforeseen when the OER was in development.

During Semester 1 of the 2022/23 academic year, the Library worked closely with 4th year students on their final year literature review project, using the Assignment Toolkit as a guide to developing research methods. These tutorials took place each week and enabled Library staff to better identify student strengths and weaknesses in their approach to research but also in terms of their awareness of issues surrounding academic integrity.

In the next academic year MTU Libraries intend to embed the Assignment Toolkit with a 2nd year group of Marketing and to use the opportunity as a means to re-imagine the OER as resource that can help these students to further develop key critical thinking skills, to discuss the ethical use of Artificial Intelligence in assignments, to raise awareness around the topics of misinformation and disinformation and discuss how this will impact on their undergraduate research, prospective careers and life more generally.

Libraries have always adapted to technological shifts and trends and while the advent of Artificial Intelligence technologies will pose many challenges, its potential benefits to research and learning will be embraced by Libraries. In this regard, MTU Libraries will be no different. As a Library we are cognisant of the challenges AI poses to research, but we will continue to strive to better educate and guide students in using these and other online platforms with absolute integrity.

Keywords: Library, Learning Support, Open Education Resource, Teaching and Learning, Assignment, Undergraduate students, Academic Integrity, Critical Thinking, Plagiarism, Referencing, Misinformation, Disinformation

The role of academic libraries in supporting a culture of research integrity.

Michelle Dalton (University College Dublin Library).

Abstract. In recent years significant changes in the academic publishing landscape, such as the acceleration of Open Access, new and innovative forms of scholarly dissemination, and an emerging focus on the responsible use of research metrics, have brought both challenges and opportunities for research integrity.

Urgent global crises like Covid-19, climate change, and the SDGs have precipitated increased public interest in research and the growth of citizen science, generating diverse and broader audiences far beyond the walls of the academy. In parallel with this, the growth of preprints, the continued rise of so-called “predatory publishers”, and the reducing role of publisher as “gatekeeper”, mean some of the traditional proxies for assessing quality & trust in the scholarly record are changing. In this context, building a culture of research integrity and enabling public trust in the research process have become even more important than ever before.

Libraries are an active partner in many of these challenges - for example through the provision of open access publishing options, research data management and stewardship, and advocating for responsible research evaluation. By working together with relevant stakeholders across the research community, libraries and librarians can help inform solutions to some of the new and complex questions we face in the research environment today, such as:

-How can we best leverage the benefits of open research and research data management to drive and enable research integrity and validation?

-How do we ensure the research system measures and incentivises the right things to reward research integrity and ethical practice, as well as the appropriate recognition of authorship and broader contributions?

-What can we do to help ensure public trust in the scholarly and scientific record amidst an increasing number of retractions?

-How do we help our users and communities to recognise when to trust information, when to question and probe more deeply, and further still, to take on the responsibility to actively advocate for ethical practice and integrity?

-How can we support our students, researchers and citizens to understand the research ecosystem and the publishing processes behind it, to enable them to source, use, and communicate research and information ethically?

This presentation will discuss some of these questions, and highlight how libraries can help to support and enable a culture of research integrity through empowering our communities to navigate today’s information environment as digitally and research literate citizens.

Keywords: Open Research, Research Data Management, Academic Libraries, Trust