

WORKSHOPS

DIVERGENT THINKING, DIVERSE PRACTICES, AND UNIFIED INTEGRITY

Faith Dillon-Lee, Alexandra Pitt, Gemma Wilkinson

Abstract: In this workshop we ask participants to explore conceptual differences of understanding that underpin divergent practices related to academic integrity and misconduct issues, and to consider the difficult balance of respecting diversity but unifying integrity.

We argue that there is considerable divergent thinking in the field and that insufficient attention is given over to either unifying understanding or exploring inherent diversity across the disciplines and how this pertains to practice. While universities undoubtedly have carefully considered policies, we argue that how different Higher Education practitioners interpret core concepts frequently results in a somewhat confused and piecemeal approach, which disadvantages students. In essence, prevention through teaching practices is somewhat neglected in favour of detection and where prevention of misconduct through teaching and learning practices are foregrounded there is a lack of consistency which undermines integrity on the part of institutions but also neglect of diversity.

In this workshop, participants will be asked to engage in discussions where different concepts such as integrity, misconduct, plagiarism, ownership, and voice are subject to scrutiny and then applied to different scenarios in teaching and learning policies and practices at the University. We will share research findings from our own practice to inform this further and then engage in a series of activities where signature pedagogies of different disciplines are considered along with the implications for processes and procedures in dealing with Higher Education academic integrity and misconduct issues. The balance between diversity and unity will be discussed throughout.

Participants will hopefully gain insight into the complexity of balancing unity and diversity both in classroom practice and broader mechanisms. They will also reflect on how they themselves perceive existing practices for their discipline and how this relates to other disciplines and existing policies, and finally articulate implications for practice.

Key words: Diversity; integrity; Unity; Practice; signature pedagogies

Authors

Faith Dillon-Lee (faithu@mdx.ac.uk), Alexandra Pitt (a.pitt@mdx.ac.uk), Gemma Wilkinson (g.wilkinson@mdx.ac.uk), Middlesex University, London, United Kingdom