

Academic Integrity Strategies: Positive, Preventative and Punitive

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This poster will focus on three key strands – positive, preventative and punitive – as part of encouraging academic integrity and avoiding the use of plagiarism at the University of Leeds.

The first centres on developing a positive environment which encourages students to study with integrity. This is necessary to ensure that students understand what is meant by ‘academic integrity’ and ‘good practice’ and to foster a sense of pride in being able to demonstrate this at undergraduate and postgraduate level. Looking at recent research (Bretag et al, 2019; Harper et al 2018), we will examine positive teaching strategies to enhance good practice and promote student success. After all, these positive values, skills and behaviours are not only appropriate for their studies but their personal and professional life after University.

The second involves ensuring preventative strategies as we keep pace with the rise in contract cheating and develop measures to counter it by being explicit about the inherent risks of using these services. These include buying essays which fail to meet the academic standards, the use of blackmail which may continue after graduation, and so on.

The third focuses on punitive strategies not only for the student who has plagiarized, but also in combating the existence of external agencies which threaten the positive behaviours we wish to foster.

References

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