

APPLYING THE ENAI SELF-EVALUATION TOOLS TO ASSESS STUDENTS' ACADEMIC INTEGRITY AT THE UNIVERSITY OF PORTO

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Keywords

Academic integrity; higher education students; ENAI self-assessment tools

Background

Higher Education Institutions (HEIs) have at the heart of their mission the promotion of their students' learning and ethics (McCabe et al., 2001). By fostering students' compliance with academic integrity values of honesty, fairness, trust, responsibility, and respect for others (International Center for Academic Integrity, 2014; Tauginienė et al., 2018), HEIs are contributing to a fairer educational system where students engage in meaningful learning experiences and to ensure future workforce is adequately prepared to fulfil their social and professional responsibilities (Glendinning, 2020; Keener et al., 2019).

Academic misconduct has been a widespread practice among higher education students (McCabe et al., 2001; Whitley, 1998). Therefore, HEIs should continuously monitor and reflect upon institutional approaches to strengthen academic integrity and mitigate misconduct (McCabe et al., 2001). At this level, assessing to what extent students understand and comply with integrity principles in their academic practice, as well as student perceptions of the drivers behind academic misconduct is paramount to better guide future research and HEIs actions (McCabe et al., 2001; Whitley, 1998).

Objectives

This study aims to assess practices, knowledge and perceptions towards academic integrity in

higher education students at the University of Porto.

Methods

International experts of the European Network for Academic Integrity (ENAI) have developed an Academic Integrity Self-Evaluation Tool for Students (AISETS) (Gaižauskaitė et al., 2020), as well as for other relevant stakeholders such as teachers and researchers which, although initially developed with a pedagogical purpose, are currently being adapted for research data collection. The AISETS assesses students' practices, knowledge and perceptions towards academic integrity in three major areas: 1) Study skills, 2) Academic writing and 3) Plagiarism,

using multiple-choice and Likert scales. The tool will be applied cross-sectionally to first year Portuguese students attending different courses at the University of Porto for initial validation and data collection on the above contents. Data collection (online/ in-person, depending on available conditions) is scheduled to start by mid-March 2022. The preliminary results for this presentation will be available by mid-April 2022. This study will follow the ethical principles approved by the Ethics Committee of the University of Porto.

(Prospective) Results

This study is part of a PhD thesis integrated in an institution-wide project taking place at the University of Porto, in collaboration with the ENAI. The results should provide a multi-campus

overview of students' practices, knowledge and perceptions towards academic integrity at the University of Porto.

Conclusion

Overall, this study will be a first step to validate a tool that has the potential to provide valuable comparative data across institutions to help advance academic integrity. The results can be used by HEIs at the University of Porto to

enhance their interventions to foster academic integrity practices, knowledge and attitudes among their students, thereby helping to prepare ethically responsible professionals who will contribute to a better society.

Intended practical implications

During this session, attendees will benefit from the authors' insights regarding: i) the strengths and challenges of a newly used tool to assess students' academic integrity; ii) gaps in students' knowledge, practices and attitudes towards academic study skills, academic writing

and plagiarism; and iii) useful strategies, based on both the findings of this research work and recent literature, that HEIs, teachers and also students can adopt to uphold responsible academic practices and counteract misconduct among students.

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