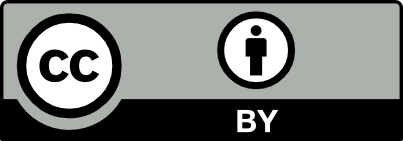
Example modules [output O1-B-2, en, license CC BY 4.0, 27 June 2019]

Enhancing good academic working habits (teaching unit)

Date: 2019-06-27

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citation:

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[title] Enhancing good academic working habits

[date] 2019-06-27

[source] <http://www.academicintegrity.eu/wp/all-materials>

[access date]

## Description

This course provides the opportunity for students to learn the concepts relating to required values and academic integrity for their studies. Using an interactive start, students will learn about the scope and nature of plagiarism and other academic malpractices. They will be expected to contribute to discussions about academic integrity and understand the consequences of violating good scientific practice and institutional values. The course ends on a positive note through using a light-hearted video or a relevant game.

## Target group

This course can be adapted for use at any level of higher education

## Learning goals

After this session, participants should be able to

* build understanding of good scientific practise and learn how to exercise it
* encourage students to follow the values of good scientific practise

## Schedule

| **Min.** | **Description of content / Activity** | **Method / way of delivering** | **Resources / material** |
| --- | --- | --- | --- |
| 1-15 | Introduction to university values and linkage to academic integrity / academic studies; reasons for good practice; may include real life examples inherent to the study programme  academic integrity:  “Compliance with ethical and professional principles, standards, practices and consistent system of values, that serves as guidance for making decisions and taking actions in education, research and scholarship.”  (http://www.academicintegrity.eu/wp/glossary/academic-integrity) | Oral presentation and group discussion | Related documents e. g.   * University strategy / guidelines * Code of ethics * Study regulations * List of reasons for good practice (focus on plagiarism):   <http://www.academicintegrity.eu/wp/materials/why-do-we-even-give-sources-a-list-of-reasons-for-good-practice-maintaining-integrity/>  (also possible: group discussion about reasons) |
| 16-40 | Understanding quality and value of academic sources, how to use and acknowledge  Explanation of referencing as such and preferred referencing style | Practical demonstration | * Any paper to be used as an example   Access to referencing style (preferred by the institution or department) |
| 41-50 | Available support services, courses etc.  e.g. Writing Centre, library services, guides, student tutors, study skill courses, … at the institution | Oral explanation  Video, game | * Links to web pages of support units * Video, game, quiz etc.;   Suggestions for suitable videos: <http://www.academicintegrity.eu/wp/materials/video-tips-to-avoid-accidental-plagiarism> ; <http://www.academicintegrity.eu/wp/materials/video-understanding-academic-integrity-and-plagiarism> |
| 51-70 | Discussion and presenting definitions of originality and plagiarism  Original work:  “Work that is independent and that is not derived from anything else.”  (http://www.academicintegrity.eu/wp/glossary/original-noun)  “Plagiarism is presenting the work of others as if it were his/her own without proper acknowledgment.” (<http://www.academicintegrity.eu/wp/glossary/plagiarism>)  There are other definitions that put more emphasis on literary theft or intellectual pollution caused by plagiarism.  Extension: If there is enough time, other types of academic malpractice in the respective field of study may be discussed | Peer discussion and brainstorming about how originality and plagiarism are perceived by students and the tutor | Exercise: “Where is the borderline”  <http://www.academicintegrity.eu/wp/materials/where-is-the-borderline-between-poor-academic-practice-and-plagiarism/>  Further material:  Set of examples of how to recognize plagiarism:  <http://www.academicintegrity.eu/wp/materials/the-20-most-frequent-intertextual-errors-in-student-papers-at-freiburg-university-of-education>  <http://www.academicintegrity.eu/wp/materials/the-other-day-in-the-cafeteria-rumours-about-plagiarism> |
| 71-90 | Detection and consequences of academic misconduct  e. g. presenting & discussing  - consequences of misconduct for science at institutional and individual level; using a broad approach including social and ethical aspects  - measures and procedures for detection within the institution | Discussion & oral presentation | * University policies and procedures (same documents as in the first activity, now with focus on penalties), regulations (if they exist), * decisions of ombudsperson responsible for academic ethics (if they exist)   You can use ENAI real-life example to illustrate the applicability beyond education:  www.academicintegrity.eu/wp/all-materials |

## Notes to educators

* Focus on promotion of positive values, skills, and possibilities for counselling, training and guidance instead of penalties.
* You may assign some homework, which needs to be discussed at the next session (if possible), e. g. practice on quotation, paraphrasing and summary, peer-practice and -feedback exercises, e-learning modules, self-test etc. [i.e. [http://www.academicintegrity.eu/wp/materials/paraphrase-practice-1-history](http://www.academicintegrity.eu/wp/materials/paraphrase-practice-1-history/)]