4th ENAI Academic Integrity PhD Summer School, University of Konstanz (16.-20.9.2024): Programme

Monday: Introducing Academic Integrity

- Shiva Sivasubramaniam (University of Roehampton, UK): *Initial Ethical considerations for university students and early career researchers for effective learning and conducting research*
- Dita Henek Dlabolova (ENAI): *Where is the borderline of plagiarism?*

- Facing Academic Integrity Threats (FAITH) general project meeting
- Project result 1 (academic integrity policies) meeting

Tuesday:

- Ece Zehir Topkaya (İzmir Democracy University, TR) / Özgür Çelik (Balıkesir University, TR): *What makes a well-developed academic integrity policy?*
- Tomáš Foltýnek (Masaryk University, CZ): *Ethical use of AI in teaching and research*

- Oliver Trevisiol/Christoph Schmitt (University of Konstanz, D): *Detection and adaptation – usages of artificial intelligence in teaching*
- Project result 2 (teaching materials) meeting
- City tour

Wednesday:

- Salim Razı, Aysun Yavuz & Tolga Özşen (Canakkale Onsekiz Mart University, TR): *Teaching academic writing in the age of GenAI*
- Phil Newton (Swansea University UK)*: How to run surveys on sensitive subjects?*

- Mladen Borovič (University of Maribor, SLO): *Technical challenges and solutions for achieving academic integrity values in generative AI.*
- Project result 3 (victim support) meeting

Thursday: Advanced topics in Academic Integrity

- Lorna Waddington (University of Leeds, UK): *Academic Integrity – A support program for International Students*
- Irene Glendinning (Coventry University, UK): *Academic publishing, peer review and misconduct in research and publishing*
- Excursion

Friday: Advanced topics in Academic Integrity

- Milan Ojsteršek (University of Maribor, SLO): *Data management and academic integrity*
- Dita Henek Dlabolova (ENAI): *Interpreting reports from text-matching software*

Abstracts:

SHIVA Sivasubramaniam (University of Roehampton, UK): *Initial ethical considerations for university students and early career researchers for effective learning skills and conducting research.*

Starting university is a major milestone for new under-/post-graduates or even post-doctoral researchers and early career academics. They might find themselves intellectually challenged in their new environment. It is the duty of academics and/or researchers in a higher educational organisation to provide proper induction to these new recruits. This interactive workshop will explore the aspects that need to be considered during their transition stages, especially those are recruited to carry out research-oriented studies. The session will discuss the initial ethical considerations for university to consider, with a set timeline for introducing institutional as well as common ethical guidelines, the subtle differences in the ethical expectations between laboratory or non-laboratory research. It will share the procedures used by selected universities to generate a critical discussion about the importance of institutional and individual researcher responsibility to training new recruits about ethical behaviour in conducting meaningful research.

Dita Henek Dlabolova (ENAI): *Where is the borderline of plagiarism?*

The workshop is a mixture of information and activities to make participants think about the borderline between plagiarism and poor citation practice. We will talk about the understanding of plagiarism, discuss several scenarios and assess their severity. We will also consider reasons leading students to plagiarism, and discuss prevention, and also the policies and penalties which are a necessary part of prevention. As for prevention, we will share the best practices collected in the European-wide project.

Ece Zehir Topkaya (İzmir Democracy University, TR) / Özgür Çelik (Balıkesir University, TR): *What makes a well-developed academic integrity policy?*

Academic integrity policies are pivotal in fostering a culture of integrity within educational institutions. These policies not only serve as the foundation of scholarly conduct but also as the guiding principles that shape the academic community's ethical framework. The development of effective academic integrity policies is crucial in ensuring that these standards are clearly communicated, understood, and upheld by all members of the institution. A well-developed academic integrity policy should encompass several key components, and in the process of developing these policies, institutions must consider a variety of issues. Moreover, the effectiveness of an academic integrity policy is also related to its ability to be enforced consistently and fairly. In this context, this lecture aims to delve into the elements of what makes an academic integrity policy well-developed and effective. It will explore the essential components that constitute a comprehensive academic integrity policy. By examining the best practices, the lecture will provide valuable insights into the development of robust academic integrity policies that can foster a culture of ethical scholarship and integrity within academic institutions.

Tomáš Foltýnek (Masaryk University, CZ): *Ethical use of AI in teaching and research*
Generative AI tools are changing the way we work with information, and thus the way we learn, teach and conduct research. The workshop will focus on ways to use these tools positively - to help students, teachers and researchers in compliance with core academic integrity values. We will look for ways to respond to the changes that the possibility of using AI brings: how to assign tasks to students, so that it is possible to use AI and at the same time not lose the meaning and learning potential? How to conduct a literature review with AI? How can AI help to improve your manuscript? What are the risks? Within the interactive workshop, we will explore several AI tools and exchange experience with their usability in various areas.

Oliver Trevisiol/Christoph Schmitt (University of Konstanz, D): *Detection and adaptation – usages of artificial intelligence in teaching.*
Artificial intelligence has led to movements in teaching. Questions about the use of AI in teaching and in cases of misuse arise equally. In this section, we would like to present and discuss our experiences in dealing with AI in teaching. The session will focus on detection software and teaching materials that deal with the use of AI in teaching. The area of detection software and plagiarism checking sometimes seems confusing and not always helpful. We therefore ask, what results can we expect from providers? How meaningful are the different providers and how sound are the results? For the prevention concept, it seems important to integrate AI in teaching in a meaningful way and thus familiarise students with the possibilities and limitations of this technology. The session in suitable for beginners and experts.

Phil Newton (Swansea University, UK)*: How to run surveys on sensitive subjects?*
When we conduct research on academic integrity, we often need to ask people sensitive, difficult questions. Like, have they ever cheated? What exactly did they do? Why did they do it? Why not? Have they seen other people cheat? Did their students cheat? Did they report it? Why? Why not? And many more. Our survey participants often have no incentive to answer truthfully, or even to answer at all. They may worry about who is asking them, and why. They might not have time to respond. They might not understand the questions. These issues affect different people in different ways, meaning that the people who voluntarily complete surveys are often not representative of our population of interest. In this session we will cover some principles of effective survey design which can account for these challenges, and so help us get meaningful results from our surveys

Salim Razı, Aysun Yavuz & Tolga Özşen (Canakkale Onsekiz Mart University, TR): *Teaching academic writing in the age of GenAI*

"Facing Academic Integrity Threats (FAITH)" project, funded by the European Union for an Erasmus+ cooperation partnership in higher education, aims to reach three main goals relating to the three project results (PRs). The FAITH project prioritises a pedagogic approach to prevent academic misconduct by promoting inter-connected higher education systems as an additional priority since it is easier for institutions or countries to reduce academic misconduct by collaborating with others. Multi-disciplinary collaboration across institutions covering several countries with diverse cultural values is an effective way to identify best practice models so that they can be adopted by others. Within this perspective, PR2, as entitled 'Proactive approach to deter academic misconduct', specifically aims at providing evidence-based guidance and training materials on how to detect and deter inappropriate academic conduct in education by making reference to the developments in generative artificial intelligence (GenAI). Relevant to this goal, the FAITH team collected more pedagogical materials as presentations and resources to be listed in materials corpus and has been developing new educational materials to have a proactive stance regarding the ethical implementation of GenAI in higher education setting which will be disseminated through this presentation.

Mladen Borovič (University of Maribor, SLO): *Technical challenges and solutions for achieving academic integrity values in generative AI.*

Ensuring academic integrity poses significant challenges in the realm of generative AI. In this presentation, we will discuss some of the most prominent technical challenges related to the development and deployment of generative AI systems, along with their implications. We will delve into AI regulation, ethics in the development and utilization of generative AI tools and systems, supported by illustrative examples. Additionally, we will propose strategies for responsibly integrating generative AI tools into educational environments and for educating individuals about these tools to uphold academic integrity. Furthermore, we will provide a brief overview of current state-of-the-art methods in content authenticity detection, encompassing AI-generated text and image detection. Finally, we will conclude with a glimpse into anticipated near-future developments in generative AI.

Lorna Waddington (University of Leeds, UK): *Academic Integrity – A support program for International Students*

This presentation addresses the critical issue of academic integrity among taught international students. Recognising the unique challenges these students face, the presentation focuses on specific concerns international students may encounter, such as understanding plagiarism, citation practices, and the significance of original work within different cultural and educational frameworks. The presenter will then discuss steps taken by the University of Leeds to try to ensure that all international students are well prepared for their studies. We will discuss practical examples to enhance international students understanding and application of academic integrity principles. We will also examine resources and support systems available to international students, emphasising the role of not only of the institution in providing clear guidelines and assistance. There will also be an interactive part of the presentation when we discuss attendees own cultural and educational frameworks when approaching academic integrity as research students. The goal is to empower international students with the knowledge and skills needed to succeed academically, while upholding the highest standards of integrity.

Irene Glendinning (Coventry University, UK): *Academic publishing, peer review and misconduct in research and publishing*

This workshop will explore, in a practical and interactive way, a wide range of issues relating to academic publishing that affect both early career researchers and more established academics. Academic publishing is central to academia. Researchers, teachers, practitioners and students all depend and rely on the quality, accuracy and reliability of published sources as a foundation for their own research, as well as for teaching and learning. Public dissemination of innovative research findings and groundbreaking knowledge through publication is an essential part of the scholarly research process and should provide a reliable way of generating public trust in science. However, despite the fundamental importance to science of academic publishing and time-consuming and complicated measures to check, select and review draft manuscripts before publication, a lot of rubbish gets published. The ever increasing number of retractions (see Retraction Watch) demonstrates that many papers with unreliable results are published in what are considered to be high quality academic journals. In addition, many companies claiming to host high quality journals and prestigious academic conferences are poor quality, often fraudulent enterprises, set up to make money from people desperate to be published, as well as naive and vulnerable academics and researchers. The workshop has been designed to help participants to better understand and know how to identify and respond to signs of publication fraud and unethical practices in research and scholarly publishing.

Milan Ojsteršek (University of Maribor, SLO): *Data management and academic integrity*

Sensitive data requires careful consideration and adherence to best practices to ensure its confidentiality, integrity, and availability. Essential steps in handling sensitive data are identification and classification of sensitive data, implementation of data access control, encryption of sensitive data, secure storage and transmission, implementation of data breach response plan, backup and monitoring usage of data, complying with regulation, and disposing of data securely. Misconduct in handling sensitive data can compromise data confidentiality, integrity, and availability. These include data breaches (unauthorised access or disclosure, theft, insider threats, falsification, fabrication, imputation, and amputation of data), failure to comply with data protection regulations, inadequate data security practices, improper retention and disposal of data, and failure to report data breaches and incidents. This lecture will present how to manage sensitive data, desensitise it, and which are the most common breaches in handling sensitive data incidents.

Dita Henek Dlabolova (ENAI): *Interpreting reports from text-matching software*

This is a follow-up workshop of the workshop participants "Where is the borderline of plagiarism" experienced at the beginning of the event.

Interpreting text-matching software similarity reports is a challenging and experience-requiring task. Percentages presented by the system usually do not convey much useful information. Each case has to be carefully evaluated by humans – their task is to distinguish false positives caused by random matches from possible seeds of disguised plagiarism, identify translation or paraphrase plagiarism, and spot other oddities that may indicate that some parts of the submitted document were taken from elsewhere.

The main learning outcomes of the workshop are to know the advantages and pitfalls of the text-matching software tools and to be able to objectively judge text-matching similarity reports.