

# Issues impacting assessment

# Academic Misconduct and Academic Integrity

Academic misconduct incorporates a broad range of behaviours which can falsely and inappropriately represent student learning.

Academic integrity means approaching one's academic responsibilities in an honest, moral and ethical way

# Academic Integrity means:

- ▶ For students, this means making sure that the work they submit is their own and that they follow ethical scholarship practices, such as referencing.
- ▶ For teachers, this means modelling integrity for students, and adhering to QCAA policies, procedures and guidelines in approaching assessment responsibilities, including administering assessment.
- ▶ Parents/carers and others who support students in their learning should be aware of the guidelines for academic integrity. Schools must communicate information about academic integrity to their school community.

# Scenario 1

Mr Gleckinsop is concerned that his students are not performing well. To provide students with an opportunity to practise a response under exam conditions, he creates a practice exam. The questions he provides are extremely similar to the real exam questions, covering the same subject matter and using the same language with minor changes in phrasing. Is Mr G modelling academic integrity?

*No, Mr Gleckinsop is not modelling academic integrity. Although he aims to provide students with an opportunity to engage with the assessment technique, the questions he provides are too similar to the real exam questions. By doing this, he is disclosing information about the exam to students before they complete the assessment. Instead, Mr G should provide questions that assess the same skills and understanding using different content, so that students can engage with the assessment technique without the integrity of the exam being compromised.*

## Scenario 2

Katrina is working on her multimodal presentation. She wants to do well, so she works with her tutor on the assignment. Katrina's tutor ends up writing most of the multimodal presentation for her. She presents the response to her teacher as her own work.

Is Katrina acting with academic integrity?

No. Katrina is not acting in an honest, moral and ethical way. Katrina is pretending that she completed the work that her tutor did for her. Katrina has behaved unethically by letting her tutor complete the work for her, and then submitting it as her own.

# Why Academic Misconduct a problem anyway?

Choosing to display integrity is an important behaviour and one that applies to all aspects of our life, both now and in the future.

How is acting with integrity important in the following careers?

## Engineering

A qualified structural engineer is someone we trust to have the skills and expertise required to build a bridge.

If this person doesn't have the skills required, then the bridge may not be structurally sound.

# Whose responsibility is it anyway?

Academic integrity is everyone's responsibility:

- ▶ Schools
- ▶ Teachers
- ▶ Students
- ▶ Tutors
- ▶ Parents and Carers

# A Student's responsibilities

- ▶ To develop knowledge and skills to complete assessment
- ▶ Know what is expected of you
- ▶ Manage your time and complete work on time
- ▶ Submit a draft and apply the feedback
- ▶ Reference your sources of information and ideas
- ▶ Submit work that is your own.



# Behaviour that can be classified as academic misconduct includes:

## ❖ Cheating under supervised conditions

- Beginning to write during perusal time
- Using unauthorised equipment
- Having notes on body, clothing or objects
- Communicating with another person by any means during an exam.

## ❖ Collusion

- More than one student works to produce a response and that response is submitted as an individual's work
- A student assists another student
- A student gives or receives a response to an assessment

## ❖ Contract cheating

- Paying for a person or service to complete a response to an assessment
- Selling or trading assessment responses

## ❖ Copying work

- Deliberately or knowingly making it possible for someone else to copy responses
- Looking at another student's work during an exam
- Copying another persons work during an exam or assignment

## ❖ Disclosing or receiving information about an assessment

- Giving unauthorised information such as answers prior to an assessment
- Attempting to give or gain access to secure assessment materials

# Behaviour that can be classified as academic misconduct includes:

## ❖ Fabricating

- Inventing or exaggerating data
- Listing incorrect or fictitious references

## ❖ Impersonation

- Arranging for another person to complete a response to an assessment in their place
- Completing an assessment in the place of another

## ❖ Misconduct during an exam

- Disrupting or distracting others in an assessment room

## ❖ Plagiarism or lack of referencing

- Completely or partially copying or altering another person's work without attribution (referencing)

## ❖ Self plagiarism

- Duplicating a piece of work that has already been submitted as a response to an assessment in the same or another subject

## ❖ Significant contribution of help

- Arranging for a tutor or parent or any other person to complete or contribute significantly towards an assessment response.

So what can school's do to promote academic integrity?

# Anti-plagiarism software and Declarations of Authenticity

Research suggests that proactive strategies and the promotion of academic integrity are effective strategies to minimise academic misconduct.

*“Declarations of authenticity and plagiarism-detection software can be of assistance in the authentication process. However, these strategies are more appropriate for revealing student misconduct than for proactive management or minimisation of the behaviours.”*

*(Harper et al. 2018)*

# Pro-active strategies to promote academic integrity

- Communicating school expectations including the school's assessment policy
- Developing assessment types that enable the identification of an individual's work
- Teaching students how to reference their work
- Publishing assessment planners and due dates
- Providing a timeline of checkpoints to assist the students in managing the completion of components of their assessment task
- Guiding students to make predictions and/or reflect on their learning
- Providing prompts and cues for students
- Providing feedback on a draft
- Contacting parents with concerns

# Providing feedback on a draft

Teachers can provide feedback on a maximum of one draft of each student's response.

But teachers:

- ❖ cannot allocate a result/mark for the draft
- ❖ cannot introduce new ideas, language or research to improve student responses
- ❖ may indicate some key errors in spelling/grammar/calculations, but should not edit them all

# Feedback: Examples and non-examples

## Non-example

You should alter your body language to demonstrate how you have power over the other characters in this scene.

## Example

Consider your body language in this scene and how it might convey your relationship with the other characters.

# Feedback: Examples and non-examples

## Non-example

You should use effectiveness as your criteria, in particular, focusing on productivity and sustainability elements.

## Example

Have you used the most appropriate criteria for the business situation?



# Feedback: Examples and non-examples

## Non-example

Paragraph 2 should be moved in front of paragraph 1, as this argument is stronger.

## Example

Revise the essay structure taught in class - in this style of essay, you should begin with your strongest argument.

# Feedback: Examples and non-examples

## Non-example

Your research doesn't include sufficient marginalised perspectives. Include the perspectives of youth resistance groups.

## Example

Does your research include different perspectives of all groups in this event, including dominant and marginalised?

# Scenario 3

Mrs Poppalopolous sets an assignment for her students to be submitted in four weeks. She encourages students to speak with her for advice and support, however there are no set checkpoints or organised discussions during the four weeks. Mrs P relies on students to approach her and does not take note of who meets with her seeking advice. Students can submit one draft for feedback, but not all do. When final responses are due, one student submits work that does not appear to be her own, as it is written in a more sophisticated style than is typical for this student. This student did not meet with Mrs P, nor did she submit a draft.

Mrs Poppalopolous suspects the student has plagiarised or colluded with another person to produce the response, however, plagiarism detection software and online searches do not detect any similar responses. The student has signed a declaration of authenticity and is adamant that the work is her own.

# Scenario 3

This scenario highlights the importance of using authentication strategies during the teaching and learning process. Without a proactive authentication strategy, such as recorded checkpoints or discussions, observation notes or a copy of a draft, it is not possible for Mrs P to determine the authenticity of the student's response.

While cross-marking or the use of plagiarism-detection software may detect academic misconduct after the submission of responses, it may not be useful in all cases. In this case, the use of proactive authentication strategies during the teaching and learning process would have provided evidence to assist in authenticating this student's response. In addition, such strategies may have identified if this student was struggling with the task, and allowed the teacher to appropriately manage the situation early in the process.

# To establish ownership, teachers can:

- ❖ compare - directly compare the responses of students who have worked together in groups
- ❖ use plagiarism-detection software - to analyse text
- ❖ interview - interview a sample of students after their responses have been submitted to determine their understanding of familiarity with their responses
- ❖ cross-mark - use internal quality assurance processes such as cross-marking if there is more than one class for a subject

# Scenario 4

Mr Rattbaggis is marking his students' responses. He is surprised to see that one student has submitted a final response of very high quality, even though her draft did not demonstrate a clear understanding of the topic. Mr R suspects that this is not the student's own work. He compares the draft with the final response and can see that the introduction and first paragraph are similar, but the remainder of the response is vastly different and doesn't align with any feedback he provided. Mr R asks the student some questions about the response, to see if she can demonstrate that the work is hers. She can't answer questions about the content and ideas in the work and admits her older sister wrote part of the assignment for her.

# Scenario 4

The school's authentication strategies, as well as Mr R's knowledge of his students, have allowed him to detect academic misconduct. Mr R has collected evidence of the student's response during the teaching and learning process, and used this to establish the authenticity of the student work.

## However:

- ▶ Responses that are not the student's own cannot be used to make a judgment.
- ▶ When authorship of student work cannot be established, or a response is not entirely a student's own work, judgments about achievement can be made by using the parts of the response that can be identified as the student's own work.
- ▶ In this case, Mr R can establish that the introduction and first paragraph of the final response are the student's own work, so only these sections can be used to make a final judgment.

# Some final points about year 11 and 12 assessment

- ▶ To be eligible for a QCE students must achieve
  - ▶ A set amount of learning (20 Credits)
    - ▶ Credits for learning are accrued as follows:
      - ▶ 1 credit each for Unit 1 and 2
      - ▶ 2 credits for completion of Units 3 and 4 combined
  - ▶ In a set pattern (12 credits from completed core)
  - ▶ At a set standard ( “C” or better)
  - ▶ Meet the literacy and numeracy requirements



# What is the impact of handing an assessment task in late or not submitting it at all?

- ▶ Schools are required to gather evidence of student achievement on or before the due date.
- ▶ If a student has not submitted an assignment by the due date, the school must make a judgement based upon evidence that they HAVE seen before the due date (e.g. drafts, observations etc)
- ▶ If there is no evidence, then no result can be given. This will mean that the student will receive no credit for this subject and it won't be able to count towards their core studies

# What is the impact of being away when an assessment task is due?

- ▶ The same rule applies to absence on the day the task is due. Again the school needs to make a judgment based upon the evidence already seen.
- ▶ However, in the event of a student missing an exam, this cannot be done. The student would receive a “Not Rated” result.

# Are there any exception to this?

- ▶ If there are legitimate reasons for why a student has been unable to meet the assessment due dates or requirements then they can apply for an AARA (Access Arrangement and Reasonable Adjustment)

# Eligibility for an AARA

- ▶ AARAs are provided to minimise barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to respond to or participate in an assessment task.
- ▶ Barriers can be: Permanent, temporary or intermittent

# Ineligibility for an AARA

- ▶ Students are NOT eligible for an AARA on the following grounds:
  - ▶ Unfamiliarity with the English language
  - ▶ Teacher absence or teacher-related difficulties
  - ▶ Matters that the student could have avoided (mis-reading an exam timetable)
  - ▶ Matters of the student's or parent/carer's choosing (family holidays)

# Applying for an AARA

- ▶ To apply for an AARA you would need to contact the school Guidance Officer, Jenny Wilson ([jwils312@eq.edu.au](mailto:jwils312@eq.edu.au))
- ▶ She will guide you through the process including what evidence we require and what forms need to be completed
- ▶ You need to do this as soon as you become aware of a potential issue.

# But what if they are just SICK?

- ▶ A student who is ill and unable to attend school on the day of an exam should inform the school as soon as possible
- ▶ The parent/carer will need to provide evidence of the illness (medical certificate...a note from home would not be sufficient)
- ▶ However, illness alone is not an acceptable reason for failing to submit an assignment.
- ▶ Students are required to submit their assignments by emailing them to [assignments@gordonvalehigh.eq.edu.au](mailto:assignments@gordonvalehigh.eq.edu.au) by 3:15 pm of the due date.

# Then in year 12 there are External Assessments

- ▶ The timetable for external assessment will be available at the end of November of the year before the external exams
- ▶ Students **MUST** complete the External Assessment on the published dates...schools are unable to change these
- ▶ QCAA advises all student to attend every external assessment. However we do not expect student to attend against specific written medical advice.
- ▶ In the event of an illness or other “misadventure”, parent/carers/students need to contact the school as soon as possible.



# Key staff - QCE attainment

- ▶ Robbie Williams - Head of Senior Secondary
- ▶ Warren Brown - Deputy Principal
- ▶ Jenny Wilson - Guidance Officer
- ▶ Jen White - Senior Secondary Coordinator