

Corrine D. Ferguson, School of Arts & Sciences, Bow Valley College cferguson@bowvalleycollege.ca; Margaret A. Toye, School of Arts & Sciences and School of Extended Education, Bow Valley College mtoye@bowvalleycollege.ca; Fiona Dyer, Library and Learning Commons, Bow Valley College fdyer@bowvalleycollege.ca

Abstract:

Building a community of integrity in educational institutions requires the support of all its members (Eaton, 2022). Inspired by Freeman et al. (2014) the students as partners (SaP) movement is one initiative toward building academic integrity community (as cited in Lancaster, 2022). The SaP practice seeks to “engage students and staff as collaborators on teaching and learning endeavours, establishing collegial working relationships based on reciprocity, mutual respect, shared responsibility, and complementary contributions” (Marquis, Black, & Healey, 2017, p. 720). Co-designing and co-facilitating in academic integrity endeavours has the immense potential to promote ownership, autonomy, engagement, and authenticity for learners, conditions that may lead to integrity violations when absent (Bretag et al., 2019). Cultivating partnerships among faculty/staff and students then is intended to prevent academic integrity breaches such as contract cheating (Lancaster, 2022) and other violation behaviours and through relationship building, may positively impact the sense of belonging, wellness, and equity for community members (McNeill, 2022). For institutions such as applied learning colleges the timeframe to engage learners in collaborations toward community building is noticeably short, ranging from 8 to 24 months, and programs are intense. In this poster presentation, learn how one Canadian applied learning college is forming faculty/staff-student partnerships to help build a community to support integrity in the classroom and beyond.

Library & Learning Commons

Instruction

In Fall 2023, the library began integrating the use of artificial intelligence into its academic integrity instruction. In our workshops, we used polling software to present three scenarios to get students thinking and talking about the appropriate use of AI in completing their assignments

- Using AI to write an assignment and submitting it as your own.
- Using AI to find keywords and phrases to use in a library search.
- Using AI to get background information on a topic.


Attitude Checks

The library developed a brief questionnaire designed to gauge students' attitudes towards artificial intelligence and academic integrity. Using a sweet incentive, we have been asking students at events and gatherings throughout the term. In general, our students have a good sense of the line between plagiarism and the use of AI generated material.

Some notable “grey areas”:

- *Ask an AI tool to write different parts or paragraphs of your essay. Use them in your essay with a citation and reference to the tool”. (Close to 50% marked as “acceptable”)
- *Ask an AI tool to convert your writing to an academic tone” (Close to 50% marked as acceptable)

AI ANSWERS
WHEN EVERYONE ASK THE SAME QUESTION

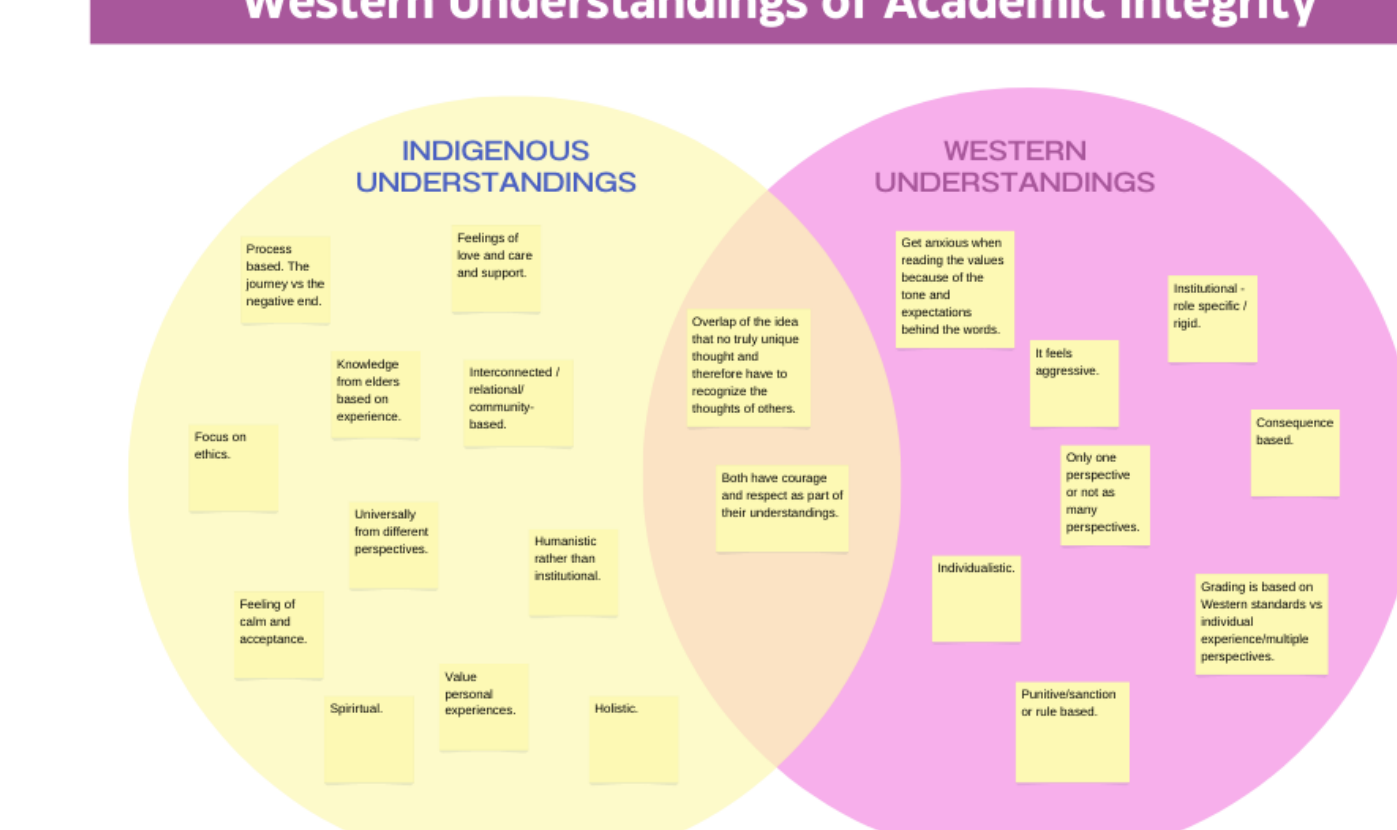


(Cruz, 2023)

Class Activities

During Academic Integrity Week the college held a class contest for a pizza lunch. The purpose of the contest was to encourage faculty-student partnerships in co-creating an academic integrity artifact.

Similarities and Differences Between Indigenous and Western Understandings of Academic Integrity



FUTURE UNDERSTANDING OF ACADEMIC INTEGRITY AT THE COLLEGE

Focus Areas	
Understand the root of student experiences	Building community
Make it less punitive based and scary	Importance of moral storytelling
Connect to the bigger picture	Focus on individual growth

Volunteering

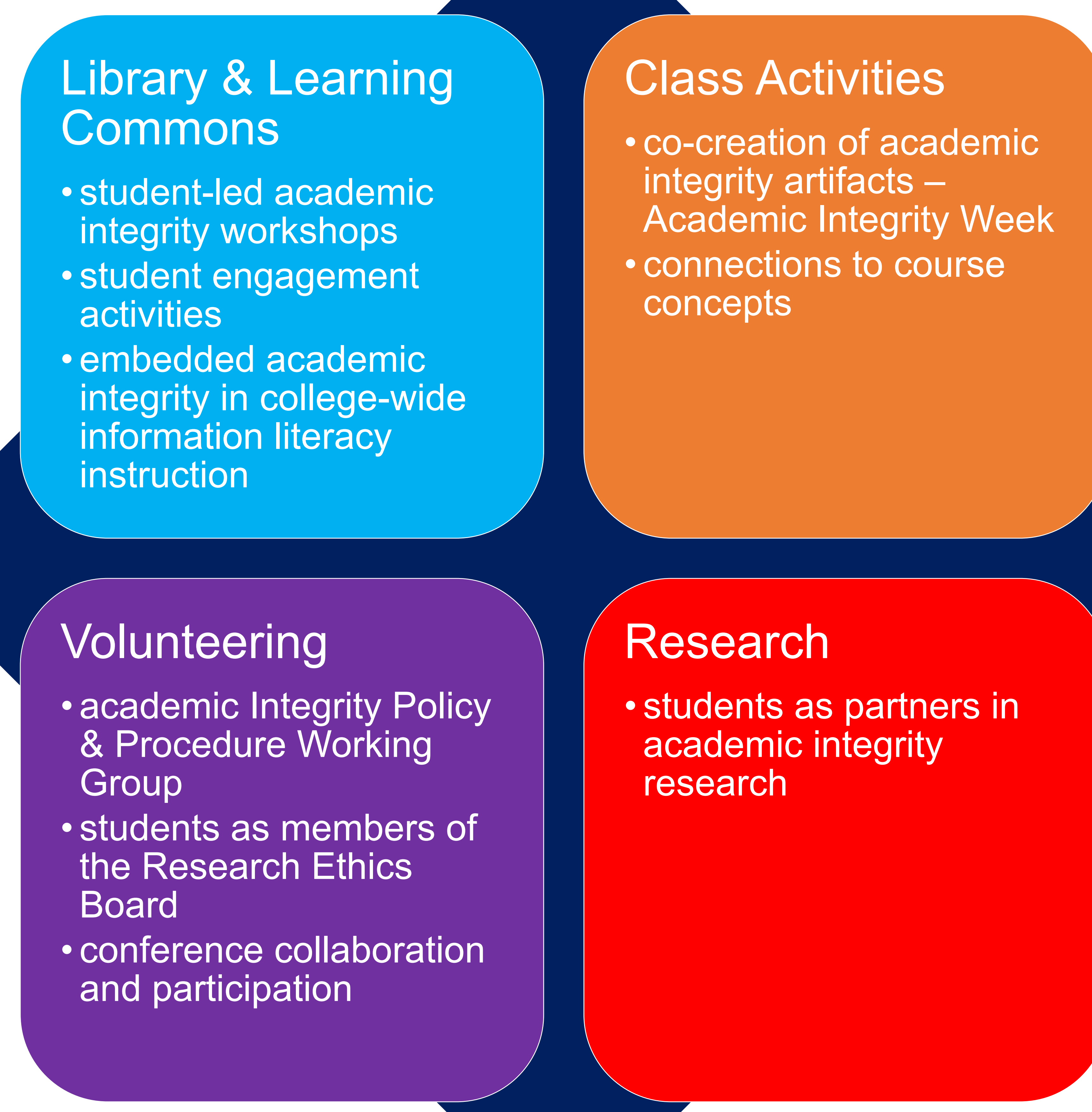
This year the College created two working groups to review the academic integrity policy and procedure and to make recommendations to support teaching and learning in response to the growing use of artificial intelligence. Student contributions as members of the working groups offered valuable insights into change. The Research Ethics Board recently added a student board member as an important voice in reviewing applications and to assist learners in making the connection between integrity in the classroom and integrity in research. There are collaborations with students toward participation in a panel presentation as part of the Canadian Day event of the ICAI conference as well as co-creation of a student poster presentation.



Research Ethics at Bow Valley College

Research and Innovation provides support and resources to Bow Valley College researchers to help ensure our research practices are ethical.

(Bow Valley College, n.d.)



References

Bretag, T., Harper R., Burton, M., Ellis, C., Newton, P., van Haeringen, K., & Rozenberg, P. (2019). Contract cheating and assessment: Exploring the relationship. *Assessment & Evaluation in Higher Education*, 44(5), 676-691. <https://doi.org/10.1080/02602938.2018.1527892>

Cruz, S.M. (2023). [Academic integrity meme contest winner]. Bow Valley College.

Bow Valley College. (n.d.) [Screenshot of the Bow Valley College research ethics webpage]. <https://bowvalleycollege.ca/teaching-and-research/research-and-innovation/research-at-bow-valley-college/research-ethics>

Eaton, S. E. (2022). Contract cheating in Canada: A comprehensive overview. In S. E. Eaton & J. Christensen Hughes (Eds.), *Academic integrity in Canada: An enduring and essential challenge* (pp. 165-187). Springer. https://doi.org/10.1007/978-3-030-83255-1_8

Lancaster, T. (2022). Addressing contract cheating through staff-student partnerships. In S.E. Eaton, G.J. Curtis, B.M. Stoesz, J. Clare, K. Rundle, & J. Seeland (Eds.), *Contract cheating in higher education: Global perspectives on theory, practice, and policy* (pp. 219-232). Springer Nature. https://doi.org/10.1007/978-3-031-12680-2_15

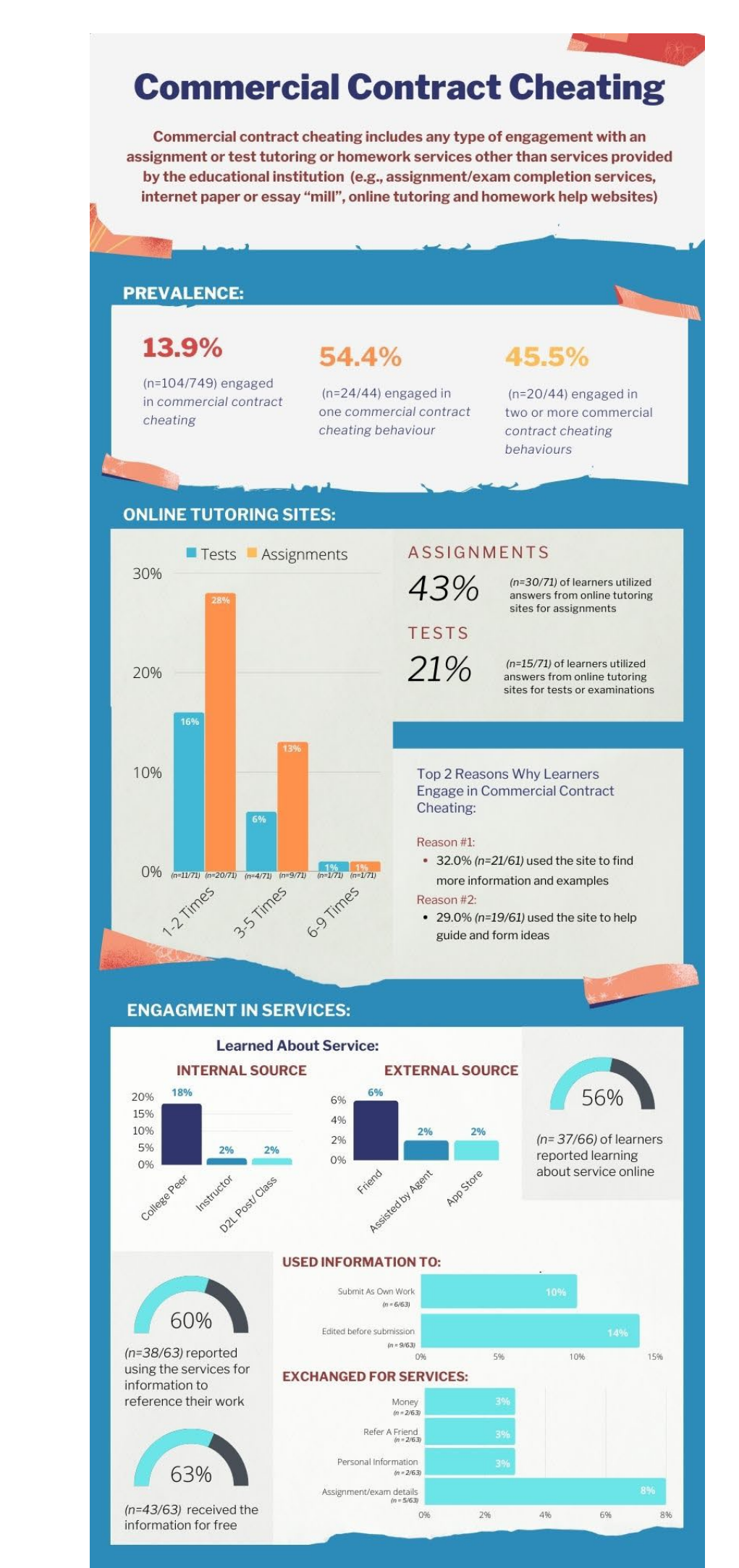
Marquis, E., Black, C., & Healey, M. (2017). Responding to the challenges of student-staff partnership: The reflections of participants at an international summer institute. *Teaching in Higher Education*, 22(6), 720-735. <https://doi.org/10.1080/13562517.2017.1289510>

McNeill, L. (2022). Changing “hearts” and minds: Pedagogical and institutional practices to foster academic integrity. In S.E. Eaton & J.C. Hughes (Eds.) *Academic integrity in Canada: An enduring and essential challenge* (pp. 487-503). Springer. https://doi.org/10.1007/978-3-030-83255-1_25

Picton, T. (2022). *Commercial contract cheating* [Infographic]. Bow Valley College.

Research

In 2021 immediately following Academic Integrity Week two student researchers in partnership with faculty and staff researchers launched a survey at the college. The purpose of the survey was to collect information about formal and informal outsourcing of assignments and tests as well as the stress learners experience while completing their programs. Student researchers created infographics to summarize the findings. The information collected has been used to advocate for student supports at the college including the promotion of faculty/staff-student partnerships.



Commercial Contract Cheating

Commercial contract cheating includes any type of engagement with an independent or third-party researcher or researcher and/or other third-party services provided by the educational institution (e.g., assignments, exam completion services, individual papers or essays, test, course taking and research help requests).

PREVALENCE

- 13.9% of students report using commercial contract cheating services
- 54.4% of students report using online tutoring sites
- 45.5% of students report using external sources

ONLINE TUTORING SITES

- 30% of students use online tutoring sites
- 43% of students use online tutoring sites for assignments
- 21% of students use online tutoring sites for tests

ENGAGEMENT IN SERVICES

- 50% of students use external sources
- 56% of students use external sources for assignments
- 63% of students use external sources for tests

(Picton, 2022)