

News about academic integrity.

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European Network for Academic Integrity

Dear Readers,

Welcome to the October 2019 edition of the ENAI newsletter!

Right now, we are all excited about the upcoming [Global Ethics Day](#) and the [Day of Action Against Contract Cheating](#)! We hope that the newsletter will bring you an inspiration for your activities. There is an overview of available [ENAI materials](#), you can draw ideas from two recent events - Vienna Days of Academic Integrity and Summer School on Academic Integrity, and learn more about new working group "Gamification on Academic Integrity". At the end you will find the ENAI poster which you can share with colleagues, friends and students.

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Tricky question on academic integrity

**Do I have to provide a citation for material
from freely accessible sources such as**

Since the semester starts right now at many universities, we choose a question which students ask quite common.

The answer was prepared within the "Refairance" Project, University of Konstanz. Find more answers on such common rumours in following [ENAI material](#).

The fact that some information is accessible to anybody does not mean that it can be used without citing the source it came from. No matter if you are using an online blog, a podcast, an e-journal or your classic printed book, in academic writing, you always have to cite all your sources. Moreover, spreading information also means taking responsibility for this information. Good ideas as well as mistakes are attributed to the writer of the text in question.

If you do not indicate material taken from other sources, you can be held accountable for any mistakes to be found in this material, as readers must assume that these are your own ideas. If you are uncertain which contents require citation and which are common knowledge, you should ask your supervisors or tutors.

Also you need to think about the reliability of the so called „freely accessible sources“. For example Wikipedia can be edited by anyone online and therefore you need to check whether the information you gather is reliable.

Do you have a tricky question about an academic integrity issue? Send it to info@academicintegrity.eu and we will publish the answer by experts in a future edition of the newsletter!



Outputs of the Erasmus+ Project European Network for Academic Integrity

The Erasmus+ project "European Network for Academic Integrity" has finished by the 31st August. The aim of the project was to support the establishing of the network itself, so it's not the end of ENAI, it's actually the beginning!

The main purpose of the Erasmus+ project was to create a set of intellectual outputs, which are all

supporting tools as glossary and guidelines.
Let us present you the outputs in more details.

Output 1: Courses for HEI teachers

O1 provides further education for HEI teachers about how to teach academic integrity issues and educational materials for that purpose. All materials are available under Creative Commons license online in [ENAI database of educational materials](#).

- [Course for teachers](#): A course on how to design a unit to foster a culture of academic integrity, prevent plagiarism and incorporate education about such issues into regular courses
- [Teaching units](#): Ready-to-use modules with specific learning outcomes containing introduction, motivation, background information, a number of activities and final assessment. They also comprise links to recommended sources including materials developed within the project.
- [Set of activities for students](#): basic units for use in classrooms, as homework, teamwork, etc. Each activity is provided in form of sheets containing its name, duration, number of people and other relevant metadata, the description of tasks for students, instructions, didactical notes for teachers accompanied by hints, tips and ideas. We take into account the subject-specific and country-specific aspects to make sure we have enough activities for students of all areas in all countries.
- [Collection of annotated videos](#): we provide links to videos that are good and of high quality (from the content point of view) from our web portal. The videos in the collection are reviewed by the project team and classified (level, topic, target group, etc.) for easier search.
- [Rumours about academic integrity and plagiarism](#): there are many rumours and questions about plagiarism (and academic integrity in general) existing among students and teachers. We provide a list of common myths collected by the project partners. An answer is provided for each rumour and question, the form of those answers is light and informal, so the students understand them better.
- [Typology of intertextual mistakes](#): intertextual working is making transparent what the sources for one's work are. If the connection between source and content is not traceable, then intertextual mistakes happen. By bundling and condensing these individual types of error, we were able to draw up a list of the 20 types that occur most frequently. Condensing them makes it possible to recognise and name the most important phenomena and to deal with them from a didactic perspective.

Output 2: Toolkit for cross-sector cooperation in terms of academic integrity

- [Manual on how to get relevant real-life examples and include them into courses of academic integrity](#): a brief manual for developing the real-life examples has been created consisting of three tools, overview of tips and a template. The template consists from a document and a presentation, which can guide anyone to build his own example.
- [Set of relevant real-life examples](#): ready-to-use case studies accompanied by didactic notes and discussion questions and/or other tasks for the audience, they illustrate the importance of the values of academic integrity in professional life. Each one consists of a document with the basic information about the material, didactic notes for teachers who would use them and a text of the story (to be used as hand-outs for the audience) and a presentation. Many of them are actually based on recent events which happened during the project.

with the target audience, thanks to this, some workshops are also available as webinars. The database contains also many other materials for the secondary school audience - exercises, games, etc.

Output 3: Handbook for improvements in academic integrity

- [Glossary for Academic Integrity](#) has been developed to help building common understanding of integrity related phenomena and issues in academia and other settings. It includes 212 core terms and their definitions. The Glossary is available in English (as a PDF document and as an interactive tool) and also has been translated to Czech, German, Greek, Latvian, Lithuanian, Italian, Portuguese, Slovenian and Turkish languages.
- [General Guidelines for Academic Integrity](#) are linked to the Glossary and provide minimum requirements and responsibilities of various stakeholders; recommendation for the best practices; country or case examples, and useful resources. They aim at setting common ground for understanding and dealing with integrity issues. The Guidelines cover over 110 terms in the following themes: fundamental terms; institutional culture and practices; science and research; academic writing and publishing, and academic integrity breaches.
- [Academic Integrity Self-Evaluation Tools](#) have been developed as four interactive online user-friendly self-evaluation surveys. Each tool targets a group of HEIs actors: students, teachers, researchers (designed to give an individual feedback), and managers (designed to evaluate the approach to academic integrity across the whole institution). Each tool contains sections of questions linked to the scores and feedback which provides guidance, highlights potential risks or issues and suggests useful resources.
- Four [Policy Briefs](#) inform stakeholders and users about the usability, contents and availability of the O3 sub-outputs.



Nicosia 2019

By Angelika Kokkinaki

The **Summer School on Academic Integrity** was successfully organized at the University of Nicosia between 9th to 13th September 2019.

Specifically, the aim of this event was to inform and raise awareness among participants on integrity issues. In addition to identifying and limiting such phenomena, emphasis was also placed on best practices and policies that can be adopted by universities. During workshops, the role of ICT in educating students as well as teachers on relevant topics was also emphasized.

Sessions of the School were delivered by the President of the European Network for Academic Integrity Dr. Tomáš Foltýnek, Mr. Maarten-Jan Horckkai, Turnitin Specialist, experts, from the University of Nicosia, UCLAN-Cyprus, University of Cyprus, the RISE research center as well universities from other EU member states. Attendees included students from the University of Nicosia, the European University and UCLAN-Cyprus, as well as professionals in publishing and education.

The Summer School lasted thirty hours and participants were able to attend lectures, practice specialized software packages, analyze case studies, and participate in experiential workshops. Visits to destination of importance were also included in the social programme.

At the end of the event, the Dean of the School of Business Administration at the University of Nicosia, Professor Angelika Kokkinaki, commented: *"The summer School supported participants with knowledge and skills that could be useful to limit plagiarism, contract cheating, publications in 'predatory conferences / journals' and many other issues related to academic integrity. We have emphasized the training of stakeholders and preventive measures to limit such phenomena. We have received enthusiastic feedback from the participants who encouraged us to organize again the Summer School for Academic Integrity."*

Opening addresses were delivered by Mr. Yiannis Yiannakis, Commissioner for Volunteerism and Non-Governmental Organizations; Dr. Panikos Giorgoudis, Chief Education Officer of the Ministry of Education, Culture, Sports and Youth, and Dr. Kalypso Sepou, Head of Strategic Planning Unit - Research and Innovation Foundation.

The organizers of the summer school kindly acknowledge Turnitin for its sponsorship.

Would you like to host an ENAI training event at your institution? The call for 2020 is still open until 31st October. Find more details [here](#), ENAI Board is looking forward to your applications!



Vienna Days of Academic Integrity 2019

By Martina Baravalle and Karl-Gerhard Strassl

The first **Vienna Days of Academic Integrity** on 25th and 26th September 2019 at the *mdw - University of Music and Performing Arts Vienna* were a special forum to discuss comprehensively current challenges in practice.

Over 100 participants from Austrian, German and Swiss universities or institutions of tertiary education were provided with fascinating keynotes and inspiring workshops on the topics of prevention, ghostwriting/contract cheating and training. The spirit of prevention and introducing appropriate methods was paramount.

The mixture of speakers with different backgrounds from seven countries and the resulting differentiated approach to this topic made this conference unique. It was organized by the *mdw's* Competence Center for Academic Integrity, led by Martina Baravalle and Karl-Gerhard Strassl (OU for Organizational Law and Appointment Management for University Professors - ORB), who have been active in (inter)national networks for years and regularly hold lectures and workshops.

With regard to the topic prevention, keynote speaker Tracey Bretag (University of South Australia) stressed as a result of her many years of research that preventive pedagogy and targeted didactic measures combined with the culture lived at the respective university build the foundation for Academic Integrity. In the parallel workshops that followed her keynote the grey areas of plagiarism were established and strategies to avoid plagiarism were developed.

Michael Draper (Swansea University/UK) was invited as keynote speaker for ghostwriting and contract cheating. He emphasized the importance of suitable regulations and launched cooperation with students on an equal level in order to avoid contract cheating. The subsequent workshops dealt with the problem of detecting theses written by ghostwriters and the challenges involved in developing countermeasures.

On the second day Otto Kruse (Zurich/Switzerland), who illuminated the topic of integrity from the perspective of writing didactics with his keynote speech, was able to impressively span the spectrum of training opportunities and offers for writers. The ensuing workshops aimed at innovative training approaches - both in the choice of methods and with regard to the specifics of different universities.

At the Closing Ceremony the organizers announced the **"Vienna Days of Academic Integrity**

SAVE THE DATE
September 22-24, 2021
Vienna, Austria

Vienna Days of Academic Integrity Vol. 2

and

7th international conference

Plagiarism across Europe and Beyond



**Global Ethics Day & International Day of
Action against Contract Cheating 2019**

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the [Global Ethics Day](#), many of them also by joining the [International Day of Action against Contract Cheating](#). There will be loads of amazing activities and events organised by students and teachers. On social media, follow them under hashtags [#GlobalEthicsDay2019](#), [#excelwithintegrity](#) and [#defeatthecheat](#). This year's contribution of ENAI is a poster based on an excellent [study of Wendy Sutherland-Smith and Kevin Dullaghan](#). The study shows that you don't always get what you pay for: Quality is often poor; works are delivered late and the companies retain your personal data to blackmail you in future. These results correspond with similar observations presented by [Veronika Králíková](#) in her master thesis describing contract cheating market in Czechia.

ENAI members and supporters may download the high resolution poster in [Members' section](#) on the ENAI webpage. We also offer them a possibility to create a tailored version in their language, with the university logo and with a personalised message or call for action. Find the web version of the poster bellow and feel free to share it!

And what are your plans and activities? Please, don't forget to share them!

Too much study?
We will write your assignment for you, BUT BEWARE!

More than half of our assignments fail to pass.

We will be late with every sixth essay.

We often deliver low quality work.

We retain your personal data and can blackmail you at any time in the future.*

October 16, 2019
GLOBAL ETHICS DAY
I can do it myself!

European Network for Academic Integrity

* Sources: Wendy Sutherland-Smith & Kevin Dullaghan (2019): You don't always get what you pay for: User experiences of engaging with contract cheating sites, Assessment & Evaluation in Higher Education, DOI:10.1080/02602938.2019.1576028. Veronika Králíková (2017): Market Analysis for fraudulent seminar and final works in the Czech Republic. Diploma theses. Brno: Mendel University in Brno, Czechia.

Introducing new ENAI working group: Gamification on Academic Integrity

By Zeenath Khan

Motivation

While developing an interactive workshop for school students, I created a "Jeopardy" for them as a form of re-cap exercise at the end of one session. While running the jeopardy, with four teams

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need more gamification of academic integrity! ~Khan, ZR (April 2019)

Gamification of academic integrity has gained some momentum in academia in recent years, with Amada White from University of Technology (Sydney) having created a board-game, Sarah Eaton from University of Calgary (Canada) documenting her experience gamifying an academic integrity workshop for staff, and [True North/Carnegie Mellon University's Entertainment Technology Center](#) developing a scenario-based game.

This interest is not surprising, though. Playing games is not new, neither is using games to engage people. Games are fun, competitive ways of conveying messages, engaging participants and achieving desired outcomes using rules, goals and feedback, dating back 100 years or so [1] [2]. Incorporating game elements and strategies in education has been a trend recorded as early as the 1980s, "with video and computer games" in subjects such as history and geography [3] [2].

[4] quotes [5] in defining gamification as "the use of game metaphors, game elements and ideas in a context different from that of the games in order to increase motivation and commitment, and to influence user behavior". [6] has posited that gamification is a method to engage students who are digital natives because technology is all around them, changing the dynamic of teaching and learning and thus "require[ing] modern pedagogical paradigms".

Goal

This working group aims to explore gamification as a tool to enhancing engagement and commitment of academic stakeholders (students, staff, faculty, management, parents) towards teaching and learning of academic integrity values, thus working towards incorporating a proactive action in building a culture of integrity. We aim to look at eventually gamifying certain areas of academic integrity in order to offer the greater community with the tools to then use them in their teaching & learning settings.

Would you like to be part of the working group? Please contact the head of the group, Dr Zeenath Khan (zeenathKhan@uowdubai.ac.ae).

References

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- [2] D. F. Smith, "A brief history of gamification [#infographic]," EdTech Focus on Higher Education, 11 Jul 2014. [Online]. Available: <https://edtechmagazine.com/higher/article/2014/07/brief-history-gamification-infographic>. [Accessed 14 Jul 2019].
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The Desert Diorama Dilemma

If you are not getting notifications about new posts on the ICAI blog [Integrity Matters](#), we would like to draw your attention to an essay of [Zeenath Reza Khan about the desert diorama](#). What if your children are given a task completely beyond their ability? Would you help them and let them present the result as their own work? The article about failure of education about originality is worth reading.



Speech on plagiarism at 7th Latin-American Conference on Academic Integrity

Tomáš Foltýnek, president of the ENAI Board, delivered his keynote speech at 7th Latin-American conference on academic integrity **I Decide With Integrity**, held on 3th - 4th of October in Monterrey, Mexico. The topic of the speech was “Plagiarism: Causes, consequences, prevention” and the recording (1 hour video) is available [online](#).

As it is a very recent event, we will bring you more details and some interesting facts about academic integrity in Latin America in one of the future newsletters.

We will approach you with the next regular newsletter at the beginning of December 2019. If you want to share with us, and with other recipients, any interesting news from your country or some

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Sincerely yours

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