Teaching Academic Integrity Online
Inspiring Scholarly Success in First-Year Students

Context
Evolving practices of retrieving, applying, and sharing information have made defining and discerning academic integrity increasingly difficult—for faculty, administration, and especially for students.

In a collaborative initiative for first-year undergraduates, Laurier University Library sought to:

- position academic integrity in a positive, rather than preventative light
- excite investment in academic achievement
- clarify ‘grey areas’ in academic conduct and empower students to make informed decisions

Measurables
Evaluation
- Diverse range and style of measures
- Facilitate multi-level cognition (Bloom’s Taxonomy)
- Employ query design strategies to evoke deeper learning (ex. AUC, answer-untill-correct)
- Pre and post-tests administered

Prospective Assessment
- Retrieve test results
- Analyze academic performance
- Compile qualitative information from students and instructors

Collaborative Objectives
Laurier Library
- Incite engagement in studies
- Introduce library resources and services

Curriculum Development Committee
- Increase awareness of scholarly responsibility, and adherence to AI principles

Learning Services
- Support academic growth
- Foster positive work habits
- Promote programs

Output
- 4-part e-seminar, embedded in Brantford core curriculum
- Module evaluation weighted in student grades
- Designed in consultation with course syllabus and instructors
- Balanced delivery of theoretical principles and practical application
- Positive and instructive (not destructive) perspective

Resources
- Adobe Captivate 5.5 & Microphone
- 1 Librarian & 1 Co-op Student
- Learning Management System (MyLearningSpace)

Encouraging Application
- contextualization
- critical engagement
- show relevance
- resonance

Emphasizing Application
- practical connections
- real-world demos
- building support network

Next Steps
- Solicit campus-wide adoption
- Seek student feedback
- Develop graduate-level module
- Host on Library LMS course
- Design in-class component

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Maintenance
- Consideration of technical and resource limitations in planning stage (benefits of multiple choice)
- Accommodate cross-disciplinary conventions without compromising relevance
- Anticipate changes in academic climate; instil widely applicable values