

# PROMOTING ACADEMIC INTEGRITY IN THE CLASSROOM

It's critical to understand the students' perspective in order to promote academic integrity in the classroom. Your approach can prevent the five most commonly reported student excuses for misconduct.

## TIP SHEET

### ***"I didn't know what academic misconduct/ plagiarism was!"***

- Address the issue directly. Don't just include a short blurb in your course outline that few students actually read.
- Review the correct methods for referencing, citation and paraphrasing. Remain positive and non-threatening. Your goal is to teach students the correct methods, not scare them.
- Discuss moral/ethical issues in class.
- Stress the importance of honesty to the intellectual community.
- Highlight the Code of Conduct and implications for academic misconduct.
- Ensure the assessment tasks reward good practice. This could include allocation of higher marks for use of correctly cited interpretation rather than direct quotes..
- Encourage students to use Turnitin before the due date to analyse their draft assessments and make changes to improve their writing.
- Model good practice in your lectures, course materials and in the virtual learning environment.

### ***"I had no idea how to complete the assessment."***

- Assess students' prior skills and knowledge, and set realistic goals.
- Go over the skills that are required for an assessment with students.
- Teach the skills required for an assessment beforehand or provide whatever support is needed.
- Direct students who are struggling to appropriate resources which may include the library, faculty support or Learning Development.

### ***"The lecturer gives assessments just to make us do work."***

- How does the assessment achieve learning outcomes for course?
- What new knowledge, skill or value does the assessment promote?
- How does the assessment link with other course activities (text, lectures, tutorials)?
- Tell students what they will get out of doing the assessment. Tie the assessment with Graduate Student Skills such as research and writing which are highly valued by employers.
- Ensure grade weighting reflects the workload.
- Discuss the consequences of missed learning opportunities. Stress your desire for students' overall success in the course.

### ***"There is too much work in this course. I had to copy to get the work done on time."***

- Ensure that the length of time required to complete an assessment fit with its weighting in the course.
- Estimate the time students can devote to your course and be realistic. Two hours outside class for every one hour in class is an estimate.
- Tell students how long an assessment should take to complete. Be aware that they may underestimate this.
- Identify struggling students early and direct them to the appropriate support.

### ***"I won't get caught. If I do, the lecturer won't do anything about it!"***

- Review and follow all university policies and guidelines, especially the Code of Conduct.
- Ensure tutors know their responsibilities and feel supported in reporting suspected cases.
- Be consistent when discussing and applying the policies addressing academic integrity infractions.

**Centre for Teaching  
and Learning**

p: 4921 5350  
e: [ctl@newcastle.edu.au](mailto:ctl@newcastle.edu.au)  
[www.newcastle.edu.au/ctl](http://www.newcastle.edu.au/ctl)