Preventative Strategies through curriculum design to promote academic integrity at the University of Notre Dame, Australia

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A university built on Catholic faith and values

- Still has instances of AI to solve
- Is this a surprise?
- Innocent mistake or contract cheating?

Potential for ghost writing current assignment?
- The lecturer posed as a student …
- 6 day turn-around
- $300 per assignment
- Any discipline
- Tutor-proof
- Perfect Australian academic English

Evidence of ghost-writer requests from on campus?
- IT did a search – none found
What’s the role of pastoral care?

- Foundational and core value of Notre Dame
- ND seeks excellence in pastoral care (State Act 1989)
- Principle of “tough love”
- Respects rights & responsibilities
- Focuses on the whole person and any response supports holistic education
Which students are at risk?

Regardless of paid or free resources the same groups are at risk:

**The vulnerable**
- The overwhelmed, those experiencing culture-shock, personal issues, not suited to course of study

**The lazy**
- Poorly organised, running out of time
- Social life is more important than study
- More about the degree than learning

**The misinformed**
- Others had used this type of material and had not been penalised

(Rogerson, 2014a)
21st century teaching demands uncommon solutions for common issues...

- Increasingly creative
- Authentic
- Surpass a preoccupation with monitoring student behaviour
Preventive approach

- Students ‘educated through design’ about academic integrity
- Win-win approach
- Students learn skills about ethical scholarship that can be transferred into their professional practice
- Academics gain back some degree of control over the ever-growing issue of contract cheating
Design first principles

Curriculum design is key - Notre Dame focus moving towards “front end” (re)design of assessment tasks to:

• engage students in authentic activities that cannot easily be manufactured or duplicated
• avoid the possibility of on-selling to future cohorts
• ultimately seek to promote the desired values by designing unique and context-bound assessment opportunities.