

# TEACHING TIPS:

## PROMOTE ACADEMIC INTEGRITY



### PEDAGOGIC REFLECTION

- *Where/when did you learn about the importance of attribution of sources?*
- *What do typical English-speaking domestic students come into the university already having an awareness of?*
- *How is the use of sources/citation of sources managed in your disciplinary context?*
- *When you suspect a student of an academic integrity violation, such as plagiarism, what is your first assumption? How do you typically manage a perceived violation of academic integrity?*



### TOP TEN TEACHING TIPS

1. **Recognize differences** in students' cultural and educational backgrounds:
  - a. Exam-driven education systems; **writing papers not as common**
  - b. Knowledge transfer: memorization and reproducing existing knowledge; criticality and individual voice may not be encouraged
  - c. Intellectual ownership and textual borrowing as **unfamiliar concepts**
2. Acknowledge that expectations for source use are bound by culture and discipline; **clarify your expectations** and “guide” your students in meeting them
3. Reorient from **negative**/punitive approach (plagiarism) to a **positive** one (academic integrity)

4. Frame source use and citation as “**literacy practice**” and not merely ethical or ideological issue: Incorporating and citing sources responsibility is an *acquired* academic literacy skill (most students are new to this discourse community and just beginning to develop these skills)
5. Focus on mutually reinforcing dimensions of academic integrity because students need to understand **the how and the why** of source use:
  - a. Principles (understanding why this is a value in U.S.-based educational contexts)
  - b. Policies (GW Student Code of Conduct; syllabus policies)
  - c. Contextual expectations (discipline, assignment, etc.)
  - d. Skills (summarizing, quoting, paraphrasing, generalizing, citing, recognizing common knowledge)
6. Teach students to “**notice**” use in context and model citation practices before asking students to produce their own texts
7. Assign structured short assignments to **scaffold skills**; create original assignment prompts for research-based papers
8. **Provide feedback** (on drafts and in final paper evaluation) that assesses the extent to which writing meets academic integrity expectations
9. Recognize that **most plagiarism is inadvertent**; be judicious in your use of plagiarism software
10. Use initial instances of perceived plagiarism as **teaching moments**, with consequences for repeated or egregious instances of plagiarism.

