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| Junior secondary academic integrity toolkit  Guidance for teachers |

## Purpose

Academic integrity is foundational to teaching and learning, from the Prep year through to post-schooling pathways (Bretag, 2020). It involves being honest and adhering to strong moral and ethical standards when approaching academic and social responsibilities.

Teachers play a vital role in promoting and upholding academic integrity. By teaching students about the importance of academic integrity and how to practice it, teachers can help to create a fair and equitable learning environment for all students.

The Junior secondary academic integrity toolkit provides teachers with age-appropriate teaching and learning resources and information they need to promote academic integrity. These resources can support the use of a shared language and conversations with students about:

* what it means to act with integrity at school, home and in the wider community
* the importance of understanding and practising academic integrity
* effective practices that support ethical scholarship.

Teaching students about academic integrity and ethical scholarship aligns with several aspects of the Australian Curriculum, particularly the Ethical understanding general capability.

## Background

Without proactive strategies to deter academic misconduct, students risk establishing unethical assessment practices. The motivations behind academic misconduct are varied and can include:

* a lack of understanding of the assessment task and expectations of the task (Curtis & Vardanega 2016)
* low self-control (Curtis et al. 2018)
* poor time management and procrastination (Siaputra 2013; Wallace & Newton 2014)
* low confidence and poor resilience (Moss et al. 2018), anxiety, life complexity and pressures (Tindall et al. 2020; Brimble 2016)
* student lack of engagement (Bretag et al. 2018; Park 2003)
* ineffective or poor research skills (Ellery 2008).

Although students tend to believe they intuitively understand how to behave in accordance with academic integrity, research indicates that this is often not the case. Reducing uncertainty of how to act in complex situations and improving knowledge can minimise engagement in questionable behaviours (Johansen et al. 2022).

### The importance of academic integrity

It is important to gently introduce concepts and values related to ethics, integrity, information literacy and honesty, starting in early years education, then gradually developing associated knowledge and skills throughout primary and secondary education. It is also necessary to educate the adults upon whom young people depend for advice (Glendinning 2022). Students should be taught that their academic integrity affects their reputation and future academic performance. Misconduct erodes trust and impacts assessment results. It may represent an effort to gain an unfair advantage over peers through deception. If misconduct goes undetected and students progress without mastering concepts, they may be ill-equipped to engage in the developmental nature of the curriculum, resulting in inconsistent support that may not be appropriate to their needs.

To ensure effective and measurable learning outcomes, learners need to understand how to make ethical academic decisions and why and how academic misconduct should be avoided. Teachers should understand how to prevent misconduct and be familiar with authentication strategies that can reliably detect it. Promoting a culture of academic integrity affects individual conduct and has a lifelong influence, not just during the years of schooling (Guerrero-Dib et al. 2020). Addressing academic misconduct in earlier schooling years can prevent it from becoming an ongoing issue.

## Toolkit resources

The toolkit includes the following resources:

### Guidance for teachers document

This document provides background information on academic integrity, behaviours that motivate students to engage in academic misconduct, strategies to promote academic integrity and methods to authenticate student authorship.

### PowerPoint presentation

The academic integrity presentation provides teachers with a ready-to-use resource for introducing academic integrity to junior secondary students. It includes a teacher script that can be delivered as is or modified to suit individual school or class contexts. The presentation covers similar topics to those in the *Academic integrity course for senior secondary students* available to students in Years 10, 11 and 12 in the myQCE Student Portal.

### Slide notes

A document including each slide with accompanying notes is included in the toolkit to assist teacher planning.

### Student worksheet

A worksheet is provided for use with students to capture their thinking as they work through the presentation.

### Quiz

The toolkit also includes a student quiz that can be used to check students’ understanding. A space is provided at the end of the quiz for students to sign a declaration acknowledging they have completed the academic integrity presentation. Schools may wish to record student completion of this quiz and use this as a point-in-time authentication tool.

Quiz solutions are 1D, 2B, 3A, 4D, 5C, 6C and 7B.

### Acting with integrity — poster series

Two posters for use across Years 7–12 classes are provided for use by teachers and schools. Each poster can be placed in the classroom as a visual cue for students and teachers about acting with integrity.

## How can schools use this resource toolkit?

This toolkit can be used in various ways to suit your school context. For example, schools may choose to:

* deliver the presentation at the beginning of the school year to students in junior secondary classes
* use the presentation to create a school or class-specific resource, using relevant scenarios and elements from school policies
* have students revisit the resources independently, or at key junctures in the teaching, learning and assessment cycle, e.g. after a drafting checkpoint, to check their continued understanding of academic integrity
* display the posters in classrooms, on the school website or in the student diary
* share information, posters and factsheets with parents and carers to support conversations beyond the classroom.

The toolkit resources can be delivered in various ways to suit individual class and school preferences. The presentation could be presented to students in:

* one session, e.g. in a 70-minute lesson
* across several lessons, allowing time between lessons for students to encode the information before new content is presented.

## Strategies to promote academic integrity

Schools and teachers can promote academic integrity by setting norms and modelling ethical scholarship by:

* creating a supportive learning environment that actively values the learning process, including ownership of information, ideas and images, skill acquisition, revision and reflection, not only the outcome and high marks
* clarifying expectations and responsibilities for upholding academic integrity, while clearly communicating the consequences and implications of academic misconduct
* developing processes that support sound academic practice, e.g. a school-wide approach to academic integrity
* modelling valued skills such as referencing and acknowledging source material used in class resources, e.g. images in a PowerPoint and quotes used on posters
* demonstrating a commitment to lifelong learning, e.g. being open about how newly acquired knowledge and skills are used in the classroom to support student learning
* ensuring the whole school community shares an understanding of expectations and responsibilities for maintaining academic integrity
* explicitly teaching important academic skills including time management, summarising, notetaking and citing sources.

When students genuinely demonstrate their learning, they achieve results based on their own work and effort. These results may lead to benefits such as lifelong learning, certification, employment, university entry or awards.

## Strategies for authenticating student authorship

The following strategies appear in the *QCE and QCIA policy and procedures handbook* Section 8 Authenticating student responses and are used extensively by senior secondary teachers. They can be adapted for use in the junior secondary classroom.

When developing an assessment instrument, schools should consider how student authorship of final responses will be established. Teachers may:

* set an assessment task that expects each student to independently develop and produce a unique response
* vary assessment tasks each year so students are unable to use student responses from previous years
* set aside enough class time for students to complete the assessment task and for teachers to monitor the development of the response.

Teachers can collect evidence during the development of responses to establish authorship of final responses. Teachers may:

* monitor, collect or observe progressive samples of each student’s work at various stages. This process could be recorded using an authentication record, checklist or visual artefact
* interview or consult with each student at checkpoints during the development of the response to ensure that it is based on the student’s own work.

To establish authorship of final responses, teachers may:

* directly compare the responses of students who have worked together in groups
* for text, analyse final student responses using plagiarism-detection
* interview a sample of students after their responses have been submitted to determine their understanding of and familiarity with their responses
* interview a student if their authorship of text, visual, audiovisual, performance or spoken/signed responses may have been compromised (e.g. by use of AI tools) to determine their understanding and familiarity with their response
* use internal quality assurance processes such as cross-marking, if there is more than one class for a subject cohort.

## Additional resources

The following resources may provide useful information regarding academic integrity, artificial intelligence and school-based assessment.

### The QCE and QCIA policy and procedures handbook

The *QCE and QCIA policy and procedures handbook* includes relevant information for schools about academic integrity and school-based assessment. The latest version of the handbook can be accessed on the [QCAA website](https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/8-school-assessment-policies/8.4-developing-school-assessment-policy).

### QCAA Academic integrity courses

A course provided for teachers can be accessed in the Learning Hub on the [QCAA Portal](https://www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page). Senior secondary students can access the student course via the [myQCE Student Portal](https://portal.qcaa.qld.edu.au/student/home/openid_connect_login?identifier=student). Both courses promote ethical scholarship and provide opportunities for audiences to further develop understanding of academic integrity.

### Artificial intelligence resources

Several resources, including the recordings from the three-part webinar series on artificial intelligence and academic integrity, assessment design and digital literacy are available on the [Artificial Intelligence](https://www.qcaa.qld.edu.au/about/k-12-policies/artificial-intelligence) page on the QCAA website and can be used to support students, teachers and parent/carers.

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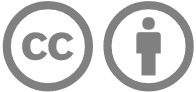
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## More information

If you would like more information, please visit the QCAA website [www.qcaa.qld.edu.au](http://www.qcaa.qld.edu.au/) and search for ‘Academic integrity’. Alternatively, email the Professional Learning Programs Unit at [professionallearning@qcaa.qld.edu.au](mailto:professionallearning@qcaa.qld.edu.au).

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