



Enhancing Academic Integrity Through Meaningfulness and Building Confidence and Self-Efficacy

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Structure



1. The foundation: previous project and first conclusions



2. Academic integrity and the role of confidence and self-efficacy



3. The role of meaningfulness

- a) In assessment
- b) When talking about Academic integrity



Next steps: Strategies for enhancing confidence and self-efficacy through teaching and assessment practices



1. a) The original project: goal & methodology



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The original project: Investigating if using UDL to design authentic assessment can have an impact on preventing Academic Misconduct



Focus on small cohorts of Arts students as these are traditionally the more writing intensive subject

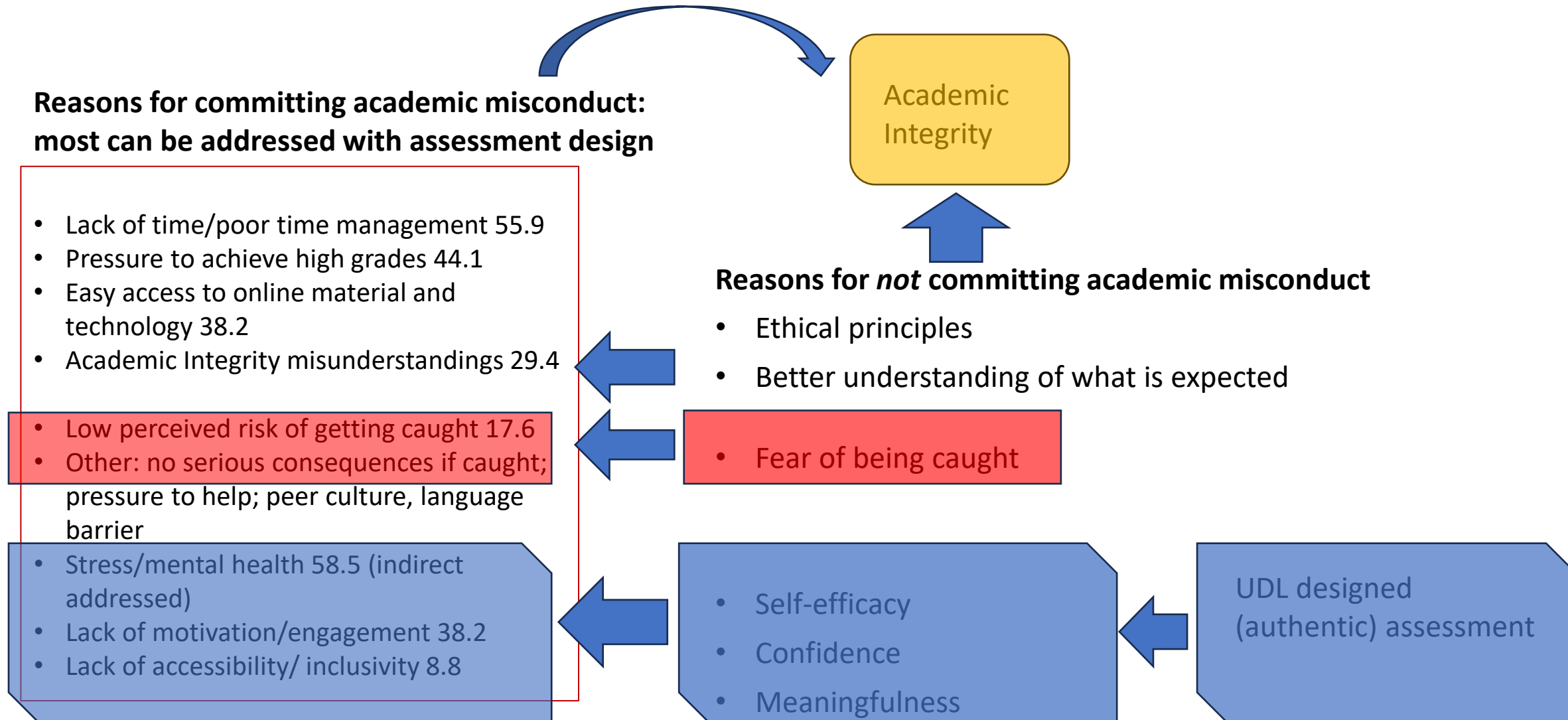


Mixed-methods approach, combining quantitative surveys with qualitative focus groups/interviews



Survey provided the baseline of the quantitative data; Qualitative analysis used to explore deeper implications of survey findings and follow up emerging themes and **solutions generated by the students**

1. b) Some first conclusions from the project: Academic Integrity as adaptive problem



1. c) Two main follow up insights

We were asking
the wrong
questions (2.)

The
meaningfulness of
the language used
(3.)

2. Academic integrity and the role of confidence and self-efficacy

Question we didn't ask: Why *not* commit Academic Misconduct

Ethical principles

Fear of being caught

Self-efficacy

Confidence

Meaningfulness

The roles of confidence and self-efficacy with regard to academic integrity

- Confidence in completing academic tasks to a high standard.
- Belief in achieving academic success independently.
- Understanding lecturer expectations, producing high-quality work.
- Confidence in own ability negates need for cheating.
- Confidence in producing superior quality compared to AI.
- GenAI limitations noted: Lack of creativity and skill for academic tasks helps to reflect on one's own strengths



3. The role of meaningfulness

- A) When speaking about academic integrity
- B) for assessment design

3. a) “The wrong language” – meaningfulness of the language when speaking about Academic Integrity

- Academic integrity not meaningful for the majority of students but only in relation to assignments.
- Integrity was also not perceived as meaningful, even when referring to contexts outside the university life.
- **Trust**


Avoid:


- Using language and requirements that are perceived to be gatekeeping.
- Assessment focused without wider applicability: (Academic) Integrity is not just a means to good grades and “get through”.





3. b) Meaningfulness of assignments


 Lack of meaning leads to: “Get it done” attitude and resignation towards unenjoyable assessments.

 Traditional vs. meaningful assessments: “Traditional” assessments lacked favourability, while self-relevant and meaningful assessments were preferred.

 Students suggested assessments should have real-world applicability, not just fulfil a requirement for a grade.

 Students were more engaged when assessments related to future use.

 Example: Project-based assessments were cited as enjoyable, focusing on skill development over final grades.

 In general, meaningful assessment was seen to emphasise skill development.

A word of caution: wrong expectations and stress increasing factors

There is no “absolute cure” for academic misconduct

Increasing number of students not engaged from the beginning (“non-attending students”)

Negative emotionality (Tindall and Curis 2020)

The power of external & systemic factors leading to stress and lack of time such as increased work hours, long commuting times, lack of affordable accommodation, rising education costs.

Over-assessment through modularization and increased CA

Increasing online provision can be counter-productive

Next steps: Strategies for enhancing confidence and self-efficacy through teaching and assessment practices

- Increase opportunity of **mastery experiences**: Encourage successful completion of tasks by also allowing for getting things wrong.
- Increasing opportunities for **vicarious experiences**.
- Increasing engagement early on to develop “good habits” (e.g., through technology such as Cadmus)
- Increase opportunities for **positive feedback**.
- Increased awareness of other contributing factors such as positive/negative emotionality, stress, etc. on self-efficacy.



Let's be realistic: Academic Integrity and student engagement as adaptive problems – a first attempt

What we can do

Design meaningful assignments with the intention to increase self-efficacy & confidence

Flexible/staggered deadlines

Using meaningful language

Over-assessment

Unrealistic expectations about workloads

- Stress/mental health 58.5 (indirect addressed)
- Lack of motivation/engagement 38.2
- Lack of time/poor time management 55.9
- Academic Integrity misunderstandings 29.4

Some reasons for committing academic misconduct

External and structural pressure points

increased work hours

long commuting times

lack of affordable accommodation

rising education costs