



Aim: explain what academic integrity means and its implications

Technique: presentations and group exercises

Resources

Room facilities

Computer
White board and whiteboard marker pens

Take with you

Thick marker pens of different colours
Coloured card or large paper

Online

[https://resources.library.leeds.ac.uk/integrity/generic/Academic integrity and plagiarism webpage](https://resources.library.leeds.ac.uk/integrity/generic/Academic%20integrity%20and%20plagiarism%20webpage)

Useful quotes

“Every time I’ve done something that doesn’t feel right, it’s ended up not being right.” -- Mario Cuomo

“To know what is right and not do it is the worst cowardice.” -- Confucius

“My grandfather once told me that there are two kinds of people: those who work and those who take the credit. He told me to try to be in the first group; there was less competition there.” -- Indira Gandhi

“What is right is often forgotten by what is convenient.” -- Bodie Thoene



Timings (minutes)	Activity
0 – 10	Begin by asking students to spend a few minutes writing down their initial reactions to this question: When you think of academic integrity, what are the first things that come to mind? Use the students' responses to highlight that academic integrity is an important university value and not just something you 'should' do.
10 – 30	You could break the students up into smaller groups and ask them to think about why academic integrity matters to a particular group (e.g. self, peers, lecturers, the university, alumni, employers, society). Ask them to create a visually appealing poster that they can use to present this (A3 paper would work well). Then get them to present this briefly to the rest of the group (it doesn't have to be formal!).
30 – 40	<p>Encouraging the students to identify with victims of academic integrity:</p> <ul style="list-style-type: none"> • Ask everyone to decide which poster they thought was the best one • Then get them to stand by that poster (you could place each poster on a separate table to spread everyone out a bit) They can choose their own or another group's, as they wish. • Tell everyone that they can now claim the poster they have stood by • Meanwhile choose a poster that you (as PASS/PAL leaders) thought was the best. Then tell them that you will reward the people that claimed the best poster with a prize (even if it was made by other people) • This will hopefully cause a reaction. Tell the groups that you will of course give everyone some chocolate (or whatever the prize is) and then discuss how each group felt and how this relates to academic integrity (i.e. the person who's work you claimed will feel cheated of the prize, the group who claimed the best poster may feel guilty for being awarded for someone else's work etc.)
40 - 50	<p>Wrap up session:</p> <ul style="list-style-type: none"> • Briefly show them the Skills@Library tutorial and provide them with the link (email or post on a Facebook group) • Show them the list of quotes that relate to this topic above and encourage them to think about why the University discourages plagiarism.