Busy lecturers say that they only have time to teach content yet in the next breath they cry “My students can’t write!” or “I keep finding cases of plagiarism!” In some instances the Language and Learning lecturers are wheeled in to give a guest lecture on the most “needy” skill, in some cases optional workshops are created, in some cases students have to find their own way to the Language and Learning resources.

This workshop will address a less risky, more sustained and more sustainable approach of a semester long embedded approach using a theme. The theme we propose is Academic Integrity (AI).

Assuming that lecturers can be convinced by the “Why I should teach Academic Integrity” argument, the question is often “How should I teach Academic Integrity?” followed by “When should I teach Academic Integrity?” Biggs (2003) argues for “constructive alignment” which is one way of answering the “how” question. Such an alignment could exist between learning objectives, content and assessment tasks. If students are given a learning objective, they can rightfully expect teaching and learning activities that make the objective explicit and meaningful, and then they should undertake an assessment task that checks for understanding and application of the learning objective. The teaching and learning is not likely to occur through a single activity. For the majority of students learning is incremental; the steps are small, not always evenly spaced, and reinforcement and feedback essential (Shute, 2008). To answer the “when”, the notion of “teachable moments” according to Havighurst (1952) refers to the best developmental stage for specific learning to take place. More recently it has come to mean the time at which the student has the greatest interest and degree of engagement with a topic (Gladwell, 2002). As a negative, these moments occur when the student sees that the lecturer is applying punishment for broken rules. Ideally, the “need” is seen before the rule is broken (Miller, Shoptaugh & Wooldridge, 2011).

The workshop will address the embedded approach by presenting for discussion three “in-curriculum” schema for a flow of activities that build the understanding and skills of academic integrity throughout a semester. These schema represent three groupings of subjects: those easy to embed AI because integrity is clearly linked to the professional outcome (eg Nursing); those which have a broad discipline link to a profession (eg Management); and the core foundation subjects which are transdisciplinary. Participants will be asked to brainstorm possibilities for collaborating and embedding AI at their universities.

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