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European Conference on Academic Integrity and Plagiarism 2021

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# RESEARCHING ACADEMIC INTEGRITY: WAYS TO HELP RESEARCH PARTICIPANTS GIVE GENUINE RESPONSES

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# Workshop delivered by:

ENAI Academic Integrity Surveys Working Group

<https://www.academicintegrity.eu/wp/wg-surveys/>

# Background challenges in academic integrity surveys



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- Dependence on self-reporting by participants and reliance on the respondents to honestly and completely answer the questions asked
- Inclusion of sensitive topics, asking to self-report academic dishonesty or self-incriminating answers
- Multiple sources of potential bias in self-reporting (e.g., social desirability, concerns about confidentiality, mood, etc.)
- Pressures related to the mode of administering survey (e.g., when administered inside an institution)
- Need for thorough ethical checking

# Aim and content of the workshop



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## The aim of the workshop:

to develop a shared understanding of observed limitations of responses in surveys on academic integrity, strategies to mitigate these limitations, share experiences with other methods and techniques of data collection and how they can be implemented.



We propose this workshop as a platform to highlight the challenges of academic integrity surveys and collaboratively look for potential solutions.



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Content of the workshop:  
  
three parallel discussions in  
breakout rooms



**Breakout room 1:** Develop an understanding of observed limitations of survey responses. *Moderators: Lorna, Salim*



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**Breakout room 2:** Develop an appreciation of experiences with alternative methods of data collection: focus group discussions, individual (qualitative) interviews, document analysis and others. *Moderators: Irena, Inga*



**Breakout room 3:** Develop an understanding of the importance of the ethical approval process, confidentiality and informed consent when human participants are involved in academic integrity research. *Moderators: Shiva, Laura, Zeenath*



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# Final discussion

# Room 1



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- Differences between scales and questionnaires
- How to establish validity and reliability
- How to design a good survey (e.g., a number of participants per question in a total sample)



# Room 2



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- Computer facilitated focus groups. Advantage: students can anonymously respond. Real-time analysis on situ. Independent voting by students. Use of professional facilitator
- Screen capturing software (Camtasia and Wakelet). In combination with interviews. Possibility to see what the students actually do rather than what they think they do
- Critical incident method

# Room 3



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- Effect of ethical approval process in getting genuine responses. Length of survey influenced by the questions raised in ethical approval process
- Pressure of norms (e.g., expressed in a consent form) on responses
- Concern about anonymity
- Personal beliefs vs. honest response (responses on what is expected)
- Social media research
- Ethical approval is a step in research process and not a barrier for research



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Thank you!



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Check out Academic Integrity Self-Evaluation Tools:  
<https://www.academicintegrity.eu/survey/>

Contact and/or become Working Group member:  
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