

European Institutions Collaborate in Facing Academic Integrity Threats (FAITH)

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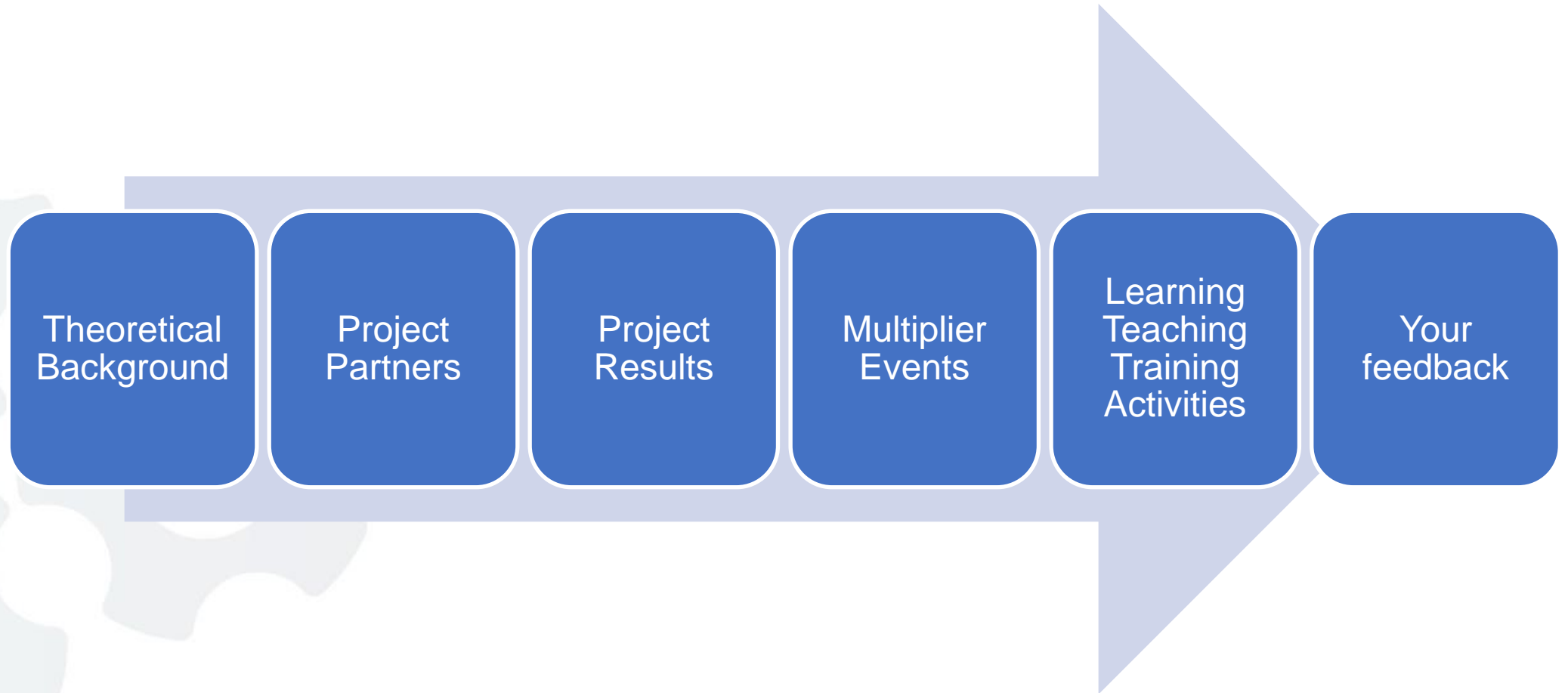
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Cooperation partnerships in higher education
2021-1-TR01-KA220-HED-000027559 KA220-HED



Outline



Introduction



AI is fundamental to teaching, learning, and research (Bretag, 2016).

Promoting AI boosts the quality of an institution's educational provision:

by maintaining six fundamental values: honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2021).

Prepare individuals to contribute to society in an ethical manner (ENAI Academic Integrity Policies WG, n.d.).

A culture of academic integrity and sustainable change are achieved by designing and implementing effective policies (Morris, 2016).



The goal of this presentation:

- to announce the ongoing FAITH project and
- to invite conference participants to provide feedback, express their needs with respect to the project results and invite them to share their ideas which might be useful for the project team.

Mobility of students and the role of institutions

Individuals should familiarise themselves with the principles of academic integrity during their student journey.

Expected to result in attachment to ethical values in lifelong learning.

HE brings together students from across the globe to study and mobility of students:

Enriches learning, facilitate the exchange of culture and ideas, and develop L2/FL skills.

Complicates avoiding plagiarism

- Difficult for students writing in L2/FL.
- Consider new educational expectations and institutional culture.

International students' preconceptions about academic conduct:

Based on their previous educational experiences.

- May not align with the host institution's values.

HE institutions should ensure students maximise their opportunities and potential for success.

HE institutions should ensure that no student is disadvantaged through discrimination on any grounds.

HE AI Policies

Policies should be carefully developed and implemented with the collaboration of all stakeholders.

Serious problems with policies in many European HE institutions (e.g., Glendinning et al., 2022).

These policy deficiencies can be a threat to the realisation of AI and the quality of educational outcomes.

Fundamental dimensions of policies:

- detecting AI breaches,
- reacting to unacceptable academic conduct, and
- promoting academic integrity values.

Many policies focus on the detection and reaction dimensions.

The most frequent type of AI breach in HE is plagiarism, but contract cheating is a growing threat.

Student conduct can be influenced sustainably:

- by raising the awareness level of all stakeholders in HE institutions.

Policies should prioritise education and deterrence, for creating and maintaining a sustainable culture of AI.

The FAITH Project: Facing Academic Integrity Threats



Cooperation partnerships in higher education (2021-1-TR01-KA220-HED-000027559)



Co-funded by the
Erasmus+ Programme
of the European Union



- Timeline: 28th Feb 2022 – 27th Feb 2025 (36 months)
- Budget: 274,709.00 EUR
- Partners:



Project Results

Project Result 1:

Policy for good practice

Project Result 2:

Proactive approach to deter academic misconduct

Project Result 3:

Support for victims of academic misconduct

Project Result 1

Policy for good practice



**Establish a benchmark for minimum standards for AI policies
in Europe and beyond
based on good practice internationally**

Project Result 1

Policy for good practice

Establish a benchmark for minimum standards for AI policies in Europe and beyond based on good practice internationally



Creating an HEAI Policy Framework

Sharing it with HEAI policymakers

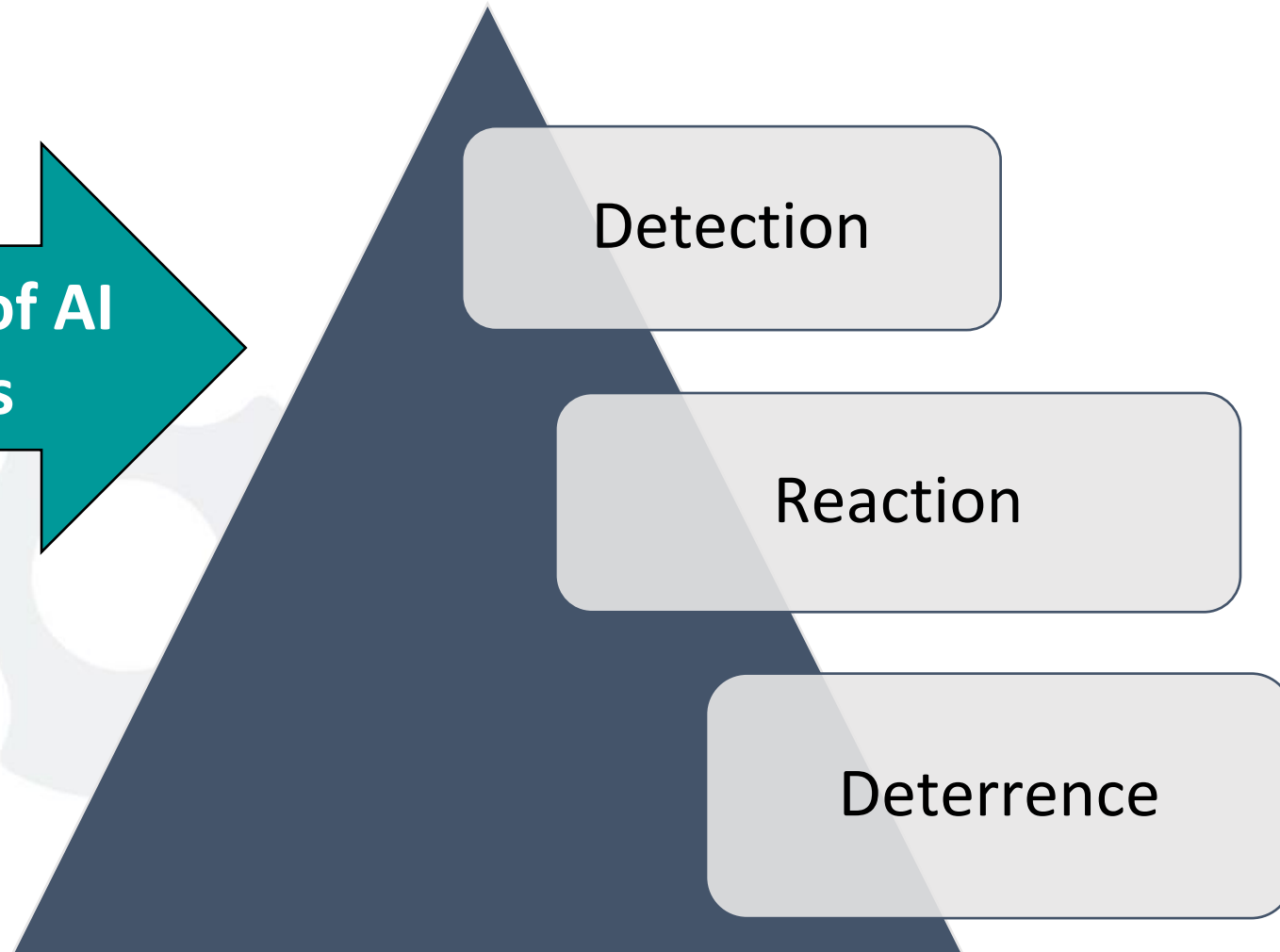
Help them a. develop sustainable AI policies; b. benchmark the existing ones

Project Result 1

Policy for good practice



Purposes of AI policies

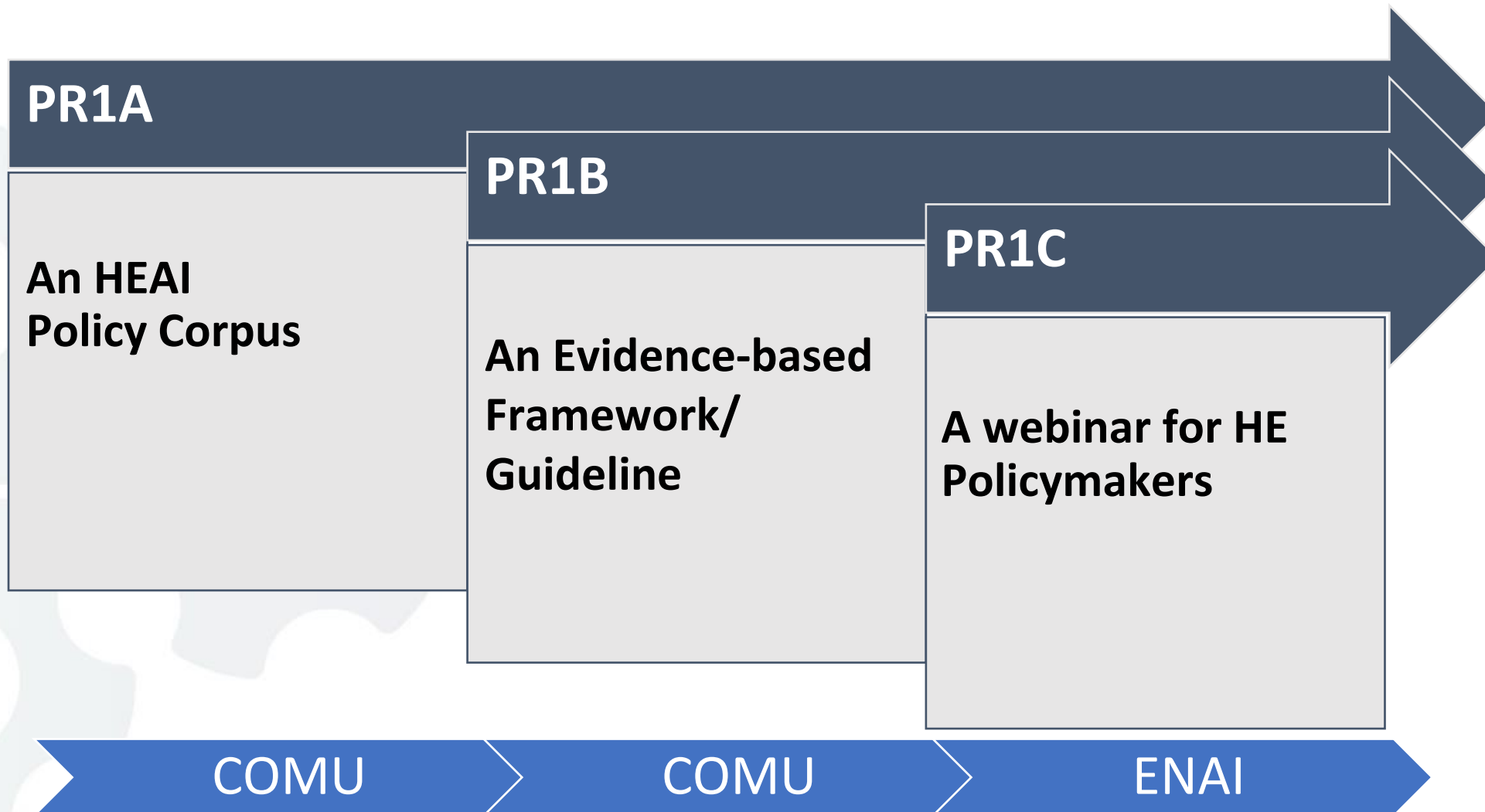
A teal arrow with a white outline points from the left towards the pyramid structure. The text 'Purposes of AI policies' is written in white inside the arrow.

Explore the quality and quantity of AI policies

A teal rectangular box with a white border contains the text 'Explore the quality and quantity of AI policies' in white, bold, sans-serif font.

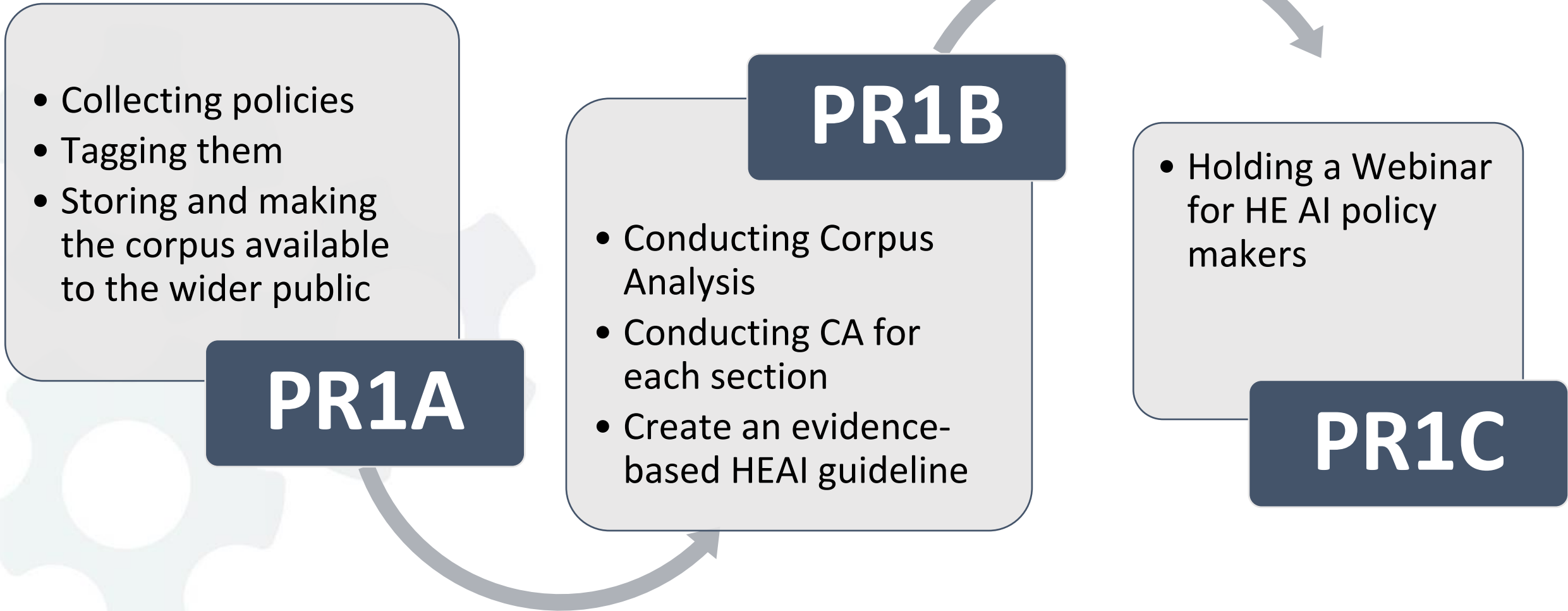
Project Result 1-Outputs

CREATING AND DISSEMINATING
AN HEAI POLICY/GUIDELINE FOR GOOD PRACTICE



Project Result 1-Outputs/Steps

CREATING AND DISSEMINATING
AN HEAI POLICY/GUIDELINE FOR GOOD PRACTICE



Project Result 2

Proactive approach to deter academic misconduct

To design evidence-based guidance and training materials on how to prevent, to detect, and deter academic misconduct

Project Result 2

Proactive approach to deter academic misconduct

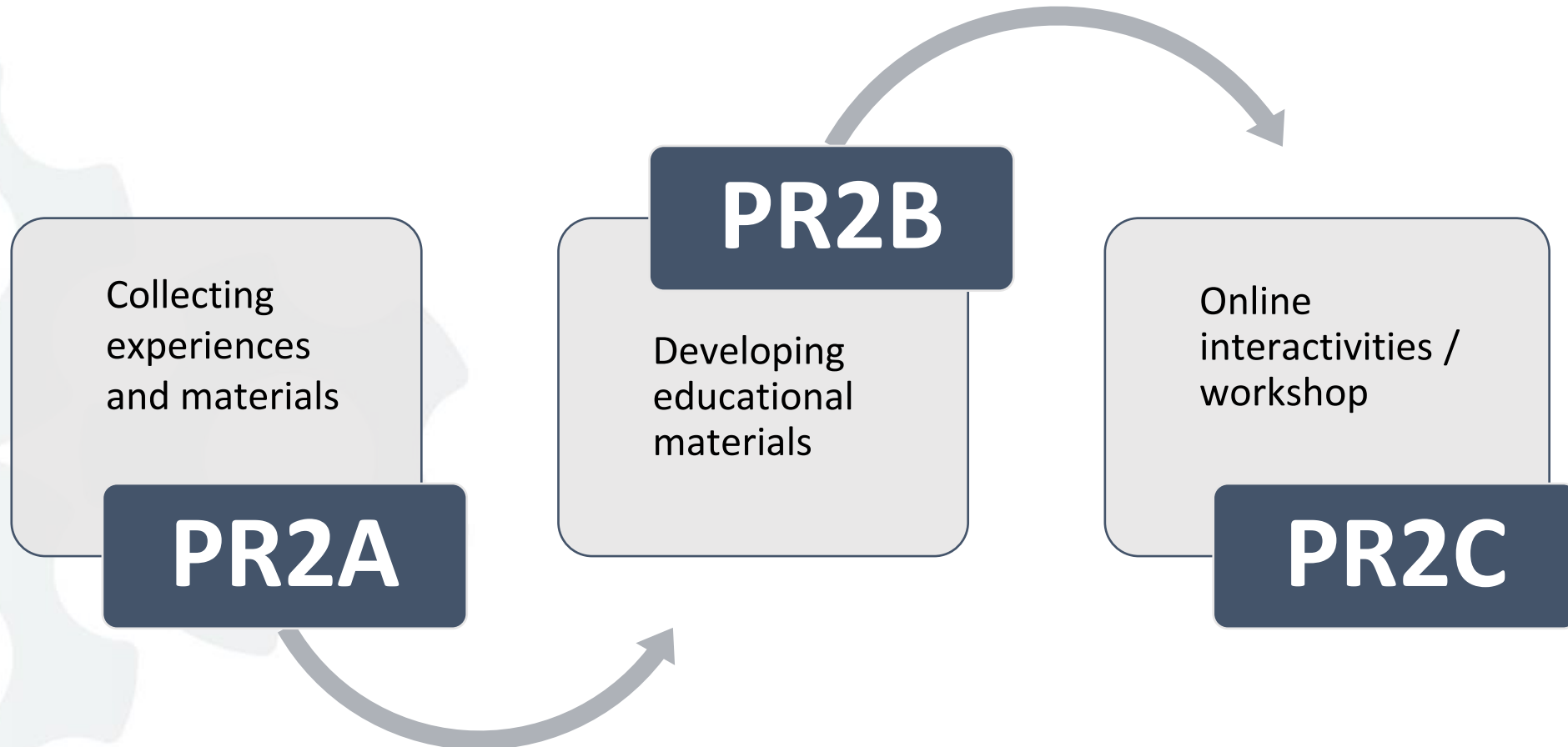


Why?

- Helping academics and undergraduate students
- Emergency remote teaching during COVID-19 pandemic
- Surveillance will not solve misconduct problems alone
- Learning from other experiences

Project Result 2

Proactive approach to deter academic misconduct



Project Result 2: Collecting experiences and materials



Call for sending us training materials:

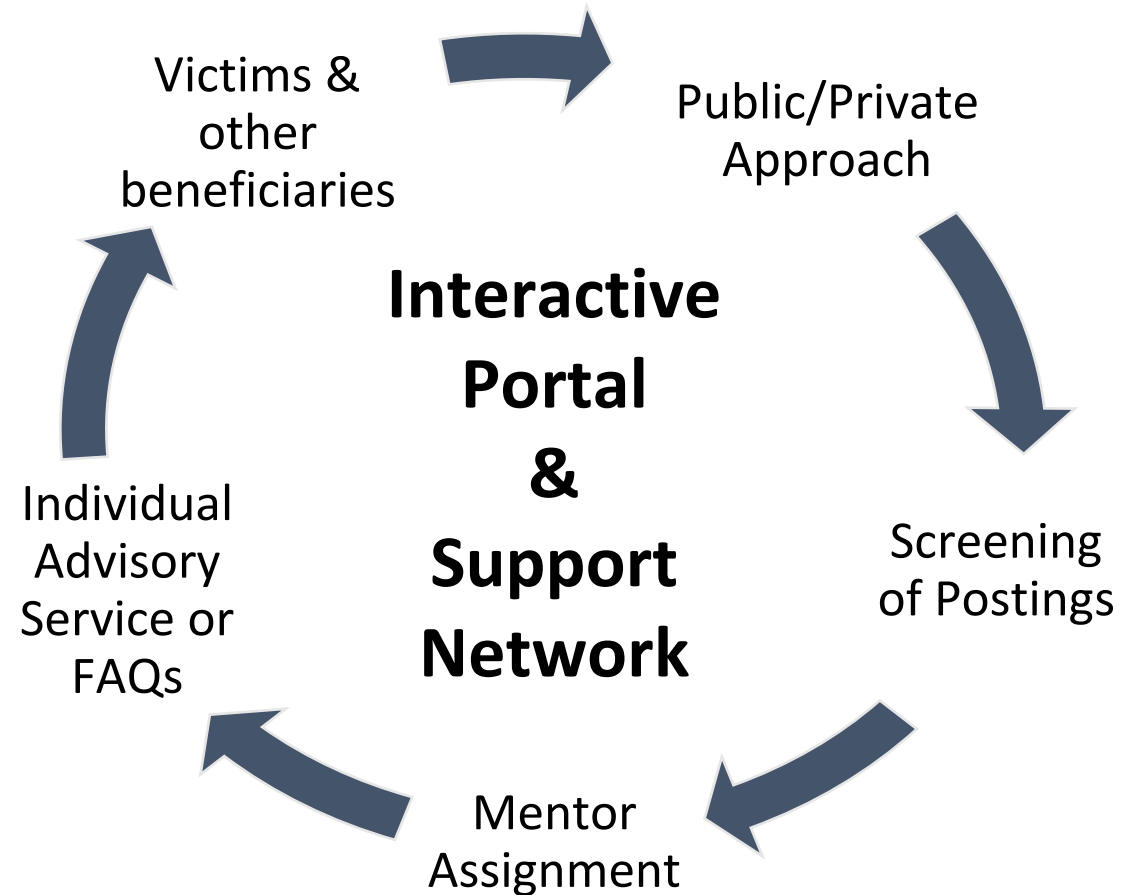
- Exercises for students
- Interactivities
- Materials for instructors
- Concepts for small teaching units

Mail: oliver.trevisiol@uni-konstanz.de



Project Results 3

Support for Victims of Academic Misconduct



Project Results 3

Support for Victims of Academic Misconduct

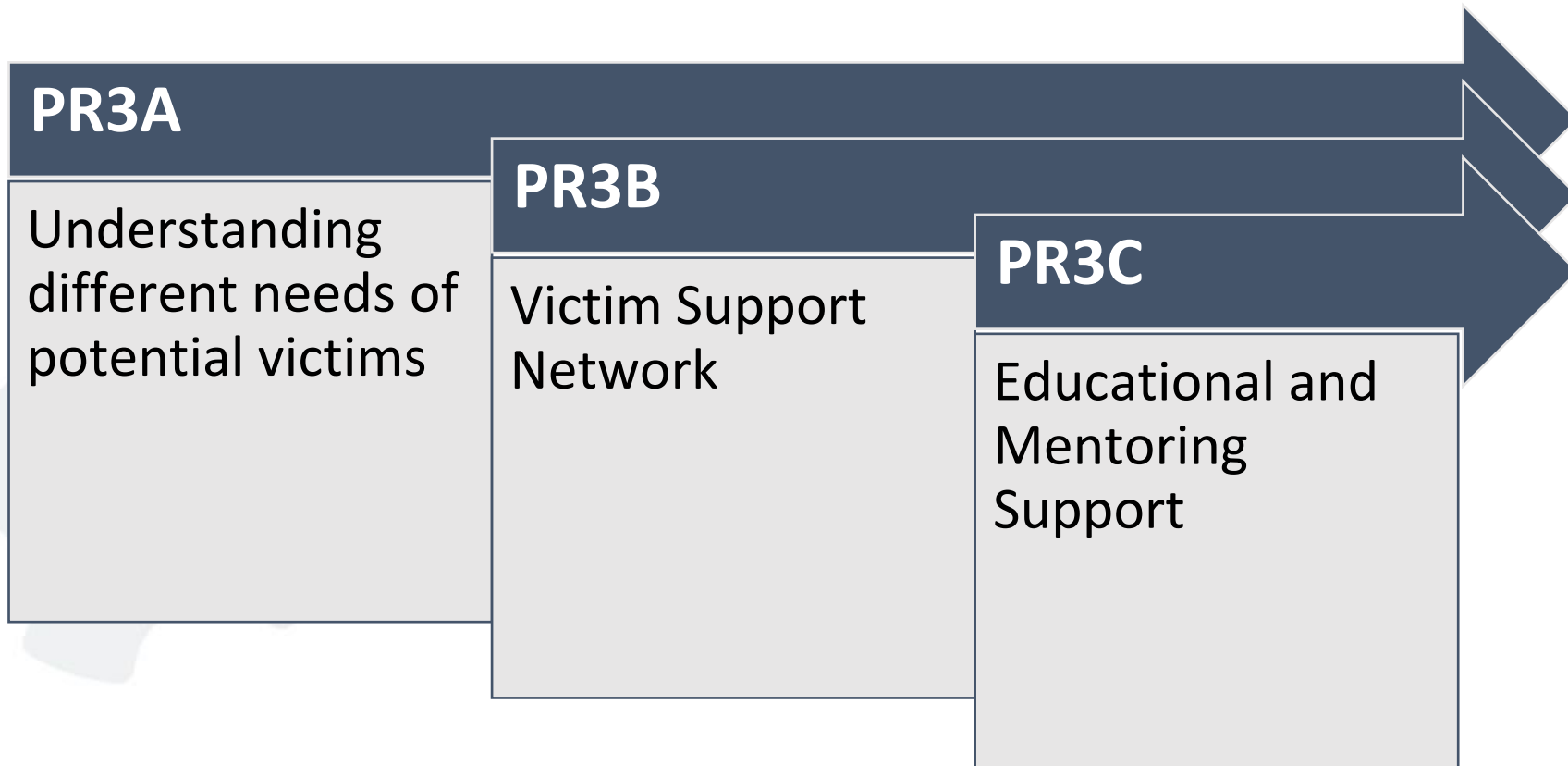


Who are our Victims & other benefi- ciaries	Inadvertent plagiarists
	Whistleblowers
	Victims of predatory publishers
	Ghost Authors
	Victims of plagiarism
	Victims of Institutional “witch hunting”
	Victims of other unethical practices



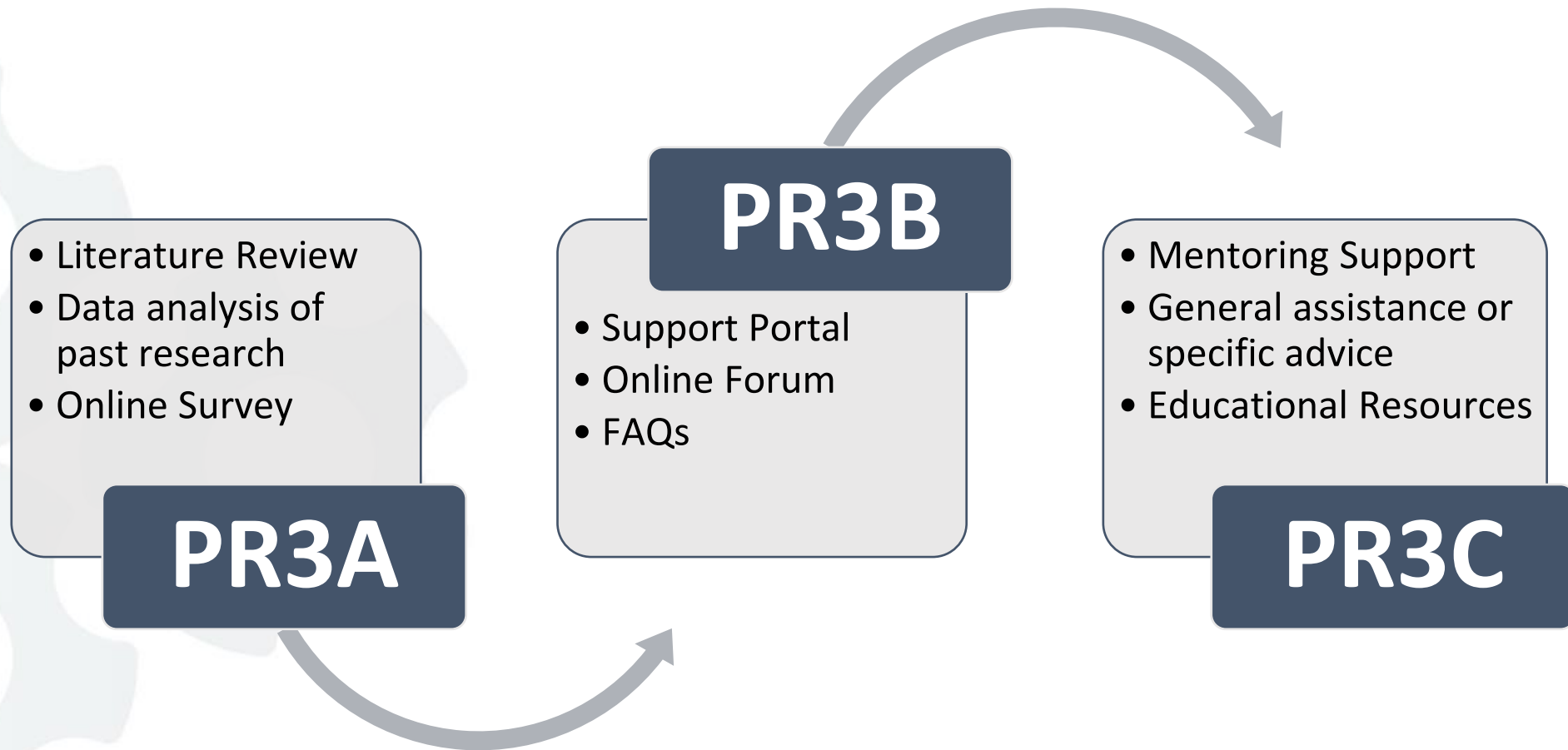
Project Results 3

Support for Victims of Academic Misconduct



Project Results 3

Support for Victims of Academic Misconduct



Project Results 3

Support for Victims of Academic Misconduct



Why is it Innovative?

Freely Accessible Service

Raise Awareness of Violations of AI

Support Network for all victims of AI

Project Results 3

Support for Victims of Academic Misconduct



- ↓ Home
- ↓ Ask a question
- ↓ Stories
- ↓ Supporting Group
- ↓ FAQs
- ↓ Profile
- ↓ Log Out



THE MOST COMMON TYPES OF ACADEMIC MISCONDUCT

- Authorship Abuse
- Contract Cheating
- Data Falsification
- Exploitative Relationship
- Plagiarism

Recent Questions

MY THESIS HAS BEEN PLAGIARIZED SEVERAL TIMES. WHAT CAN I DO?

I was informed by a colleague that a pair of presenters (I don't want to publish their name) presented a paper at a conference, which was strikingly similar to my original work submitted about a year ago and awarded prestigious awards. A formal complaint was mailed

<https://academicintegrity.eu/victims/>

Project Results 3

Support for Victims of Academic Misconduct



[Home](#) [Ask a question](#) [Stories](#) [Supporting Group](#) [FAQs](#) [Profile](#) [Log Out](#)

Frequently Asked Questions about Academic Misconduct

These are the most frequent asked questions that have been occurring in ENAI community forum. We hope that you will find useful tips and information here.

About Website

**Interested in learning more about
our Victim Support Portal?
Come to our talk
on 6th May, 11:40, Room 4.**

+ What user information will be displayed in Supporting Group?

Others

+ What should be the first thing to do if you happen to be victim of academic misconduct?

Multiplier Events

European Conference on Academic Integrity and Plagiarism

ECAIP 2022

University of Porto,
Portugal

Introduction of the
project

Launch of “Support for
victims” web portal

ECAIP 2024

Canakkale Onsekiz
Mart University, Turkey

Dissemination of all
project results

Learning Teaching Training Activities



ENAI Academic Integrity PhD Summer School

Summer School 2023

Summer School 2024

University of
Maribor,
Slovenia

University of
Konstanz,
Germany

21-25 August
2023

16-20
September
2024



Your Feedback



We value your
opinion!

Please provide
feedback.

Express your
needs with respect
to the project
results and events.

References



Academic Integrity Policies. (n.d.). *ENAI academic integrity policies working group*.
<https://www.academicintegrity.eu/wp/academic-integrity-policies/>

Bretag, T. (2016). Defining academic integrity—international perspectives: Introduction. In T. Bretag (Ed.), *Handbook of academic integrity* (pp. 3-5). Springer. <https://doi.org/10.1007/978-981-287-098-8>

Glendinning, I., Foltýnek, T., Henek Dlabolová, D., Dannhoferová, J., Králíková, V., Michalska, A., Orim, S. M., & Turčíněk, P. (2022). *Project on academic integrity in Armenia, Azerbaijan, Georgia, Kazakhstan and Turkey* (Vol. 6). ETINED Council of Europe Platform on Ethics, Transparency and Integrity in Education. ISBN 978-92-871-9111-3

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