European Network for Academic Integrity

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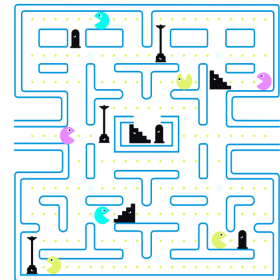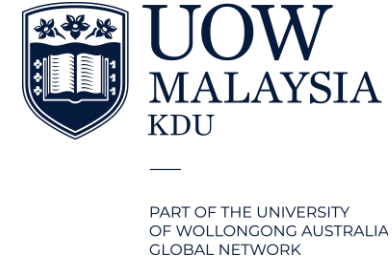
UNIVERSITY OF WOLLONGONG IN DUBAI

Learning & Teaching Innovation Funded Project

Gamifying academic integrity values to shape students into future responsible citizens
The GAIV Project

Project Lead
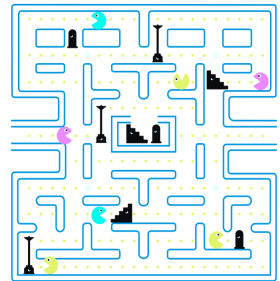**Dr Zeenath Reza Khan, UOWD**

ENAI
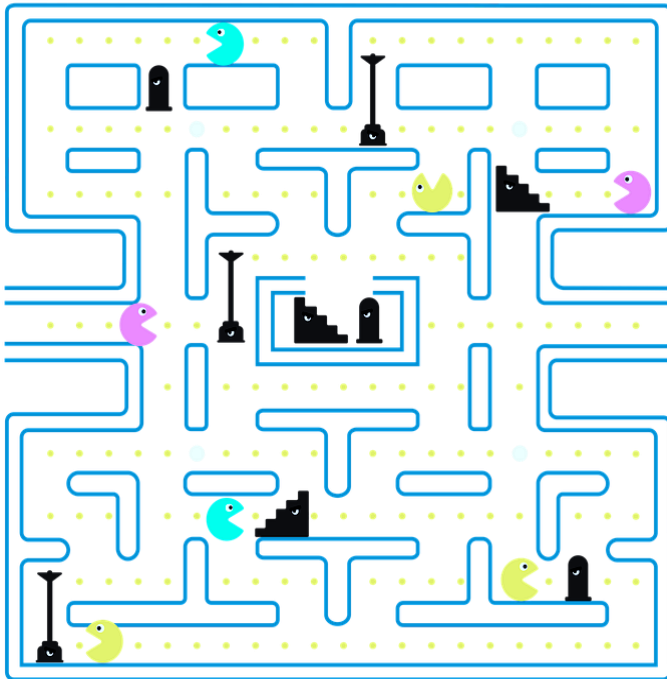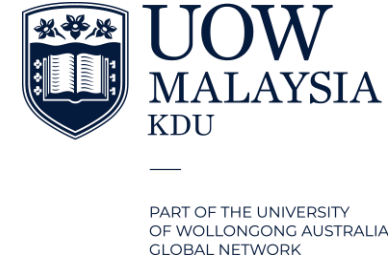**Gamification of**
AI Working Group

DISCLAIMER

Parts of this presentation have been taken from the GAIV project proposal submitted to UOW Learning and Teaching Grant round 2021, and ENAI Conference abstract submission for ECEIA 2023 (under review)

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European Network for Academic Integrity

ABOUT ENAI ⌄   MEMBERSHIP ⌄   RESOURCES ⌄   PROJECTS ⌄   EVENTS ⌄   WORKING GROUPS ⌄   NEWS

ENAI WORKING GROUP

Gamification of Academic Integrity

Games are fun, competitive ways of conveying messages, engaging participants and achieving desired outcomes using rules, goals and feedback.

ENAI Gamification of AI Working Group

European Network for Academic Integrity

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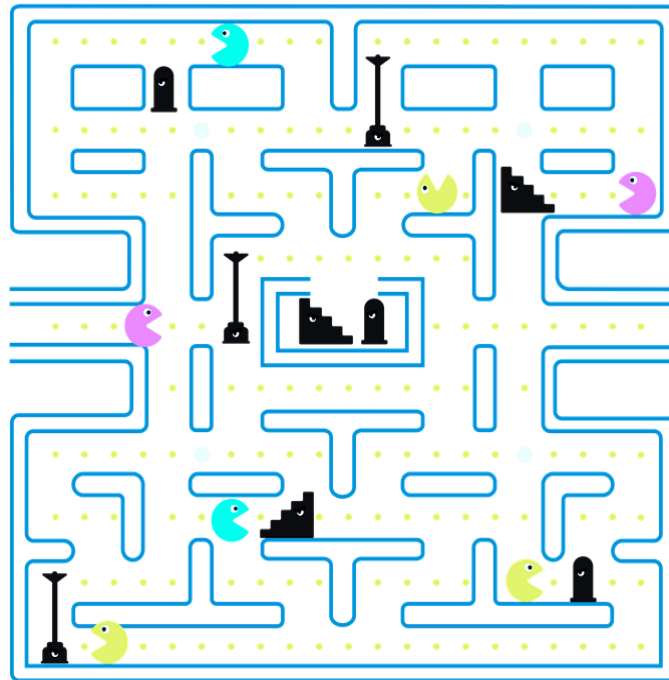PART OF THE UNIVERSITY OF WOLLONGONG AUSTRALIA GLOBAL NETWORK

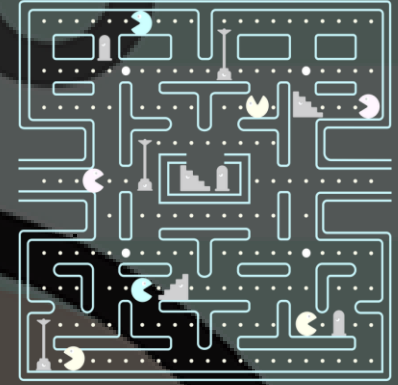UNIVERSITY OF WOLLONGONG IN DUBAI

OUR AIM

"This working group aims to explore gamification and game based learning to enhance engagement and commitment of academic stakeholders (students, staff, faculty, management, parents) towards teaching and learning of academic integrity values, thus working towards incorporating a proactive action in building a culture of integrity. We aim to eventually gamify certain areas of academic integrity in order to offer the greater community with the tools to then use them in their teaching & learning settings.

ENAI Gamification of AI Working Group

WORKING GROUP MEMBERS

- **Zeenath Reza Khan**, University of Wollongong in Dubai, United Arab Emirates (head)
- **Dita Henek Dlabolová**, European Network for Academic Integrity, Czechia
- **Jarret Dyer,** College of DuPage, United States of America
- **Laura Ribeiro**, University of Porto, Portugal
- **Lorna Waddington**, University of Leeds, United Kingdom
- **Mike Reddy,** University of South Wales, United Kingdom
- **Rita Santos**, European Network for Academic Integrity, Portugal
- **Salim Razı**, Canakkale Onsekiz Mart University, Türkiye
- **Sandra Gomes**, University of Porto, Portugal
- **Shiva Sivasubramaniam**, University of Derby, United Kingdom
- **Sonja Bjelobaba**, Uppsala University, Sweden

Plagiarism and interventions

Plagiarism has been defined as an act when one person uses someone else' intellectual property (or reuses their own) without proper acknowledgement (Fishman, 2009)

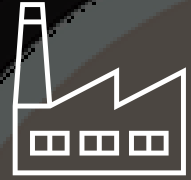Powerful text-matching software (Foltynek et al., 2020)
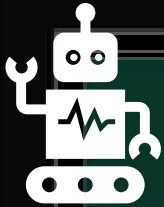
Other efforts include:
- honour-codes;
- traditional detection and punishment;
- educational approaches such as training modules and workshops; and
- referencing materials

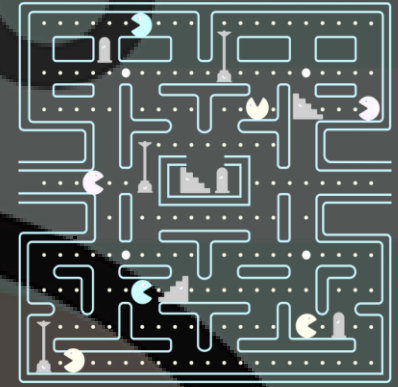ENAI Gamification of AI Working Group

Bigger issue

access to multi-million-dollar 'answer-providing' or 'academic support' companies (Adams, 2021)

artificial intelligence (AI) tools for content generation (Reich, 2022)
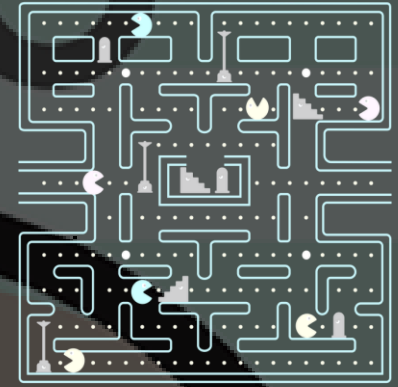
paraphrasing and translation (Roe & Perkins, 2022)

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What works and what doesn't

Proactive measures such as feedback-led interactive **learning modules** might act as a deterrent for such behaviour (Cronan et al., 2017; Owens & White, 2013; Stephens et al., 2021)

Perceived as **inaccessible**; encouraging rote learning or involving trial and error quizzes (Khan, 2021)

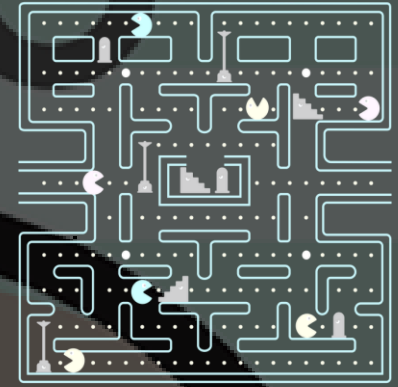ENAI Gamification of AI Working Group

Game-based learning (GBL)

Academics have recognised the benefits of using game-based learning (GBL):

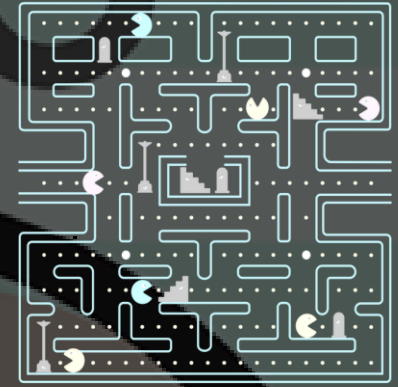| greater engagement with participants | knowledge retention | transfer of knowledge and skills beyond the immediate course or content |

(Lee and Hammer, 2011; Smith, 2014; Khan et al., 2021).

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GBL vs Gamification

GAMIFICATION

VS

GAME BASED LEARNING

Introducing game-like elements into traditionally non-gaming contexts to make them more fun and engaging.

e.g. Using points, leaderboards, competition and reward systems such as badges & stickers.

Using games to achieve a defined set of learning outcomes.

e.g. Using Minecraft to encourage creative writing or using lap times in Mario Kart to practice mean, mode & median.

teachwithict.com/gamification

The GAIV Project
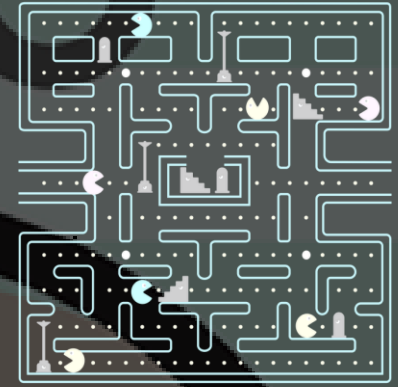
PROJECT AIM

"create a game-based system (GBS) on educating students on ~~academic integrity values~~ plagiarism"

PROJECT OBJECTIVES

- to develop a GBS on ~~academic integrity values~~ plagiarism
- to raise awareness on academic misconduct and integrity
- ~~to educate learners on the fundamental values of academic integrity~~
- to demonstrate the effectiveness of GBS in deploying an academic integrity module

The GAIV Project Investigators

- Zeenath Reza Khan, UOWD

- Leong Mi-Chelle, UOW Malaysia

- Ts. Tan Chin Ike, UOW Malaysia

- Ann Rogerson, UOW Australia

- European Network for Academic Integrity Gamification Group members
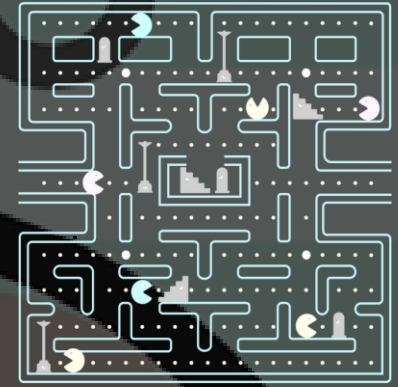
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GAIV Project Cycle

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- Background study
- Target audience expectations from GBS
- Design and develop GBS
- Deploy and test GBS
- Determine effectiveness
- Release beta version
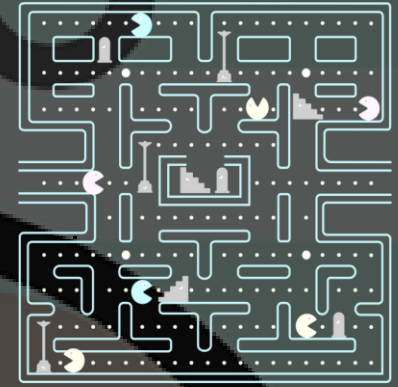
UOW Age of Integrity Game
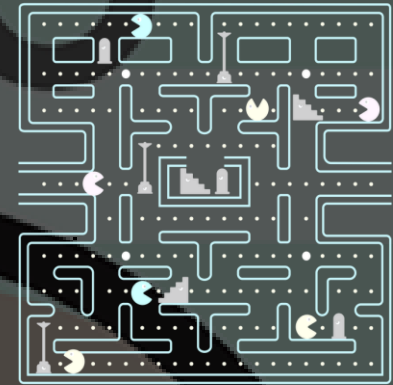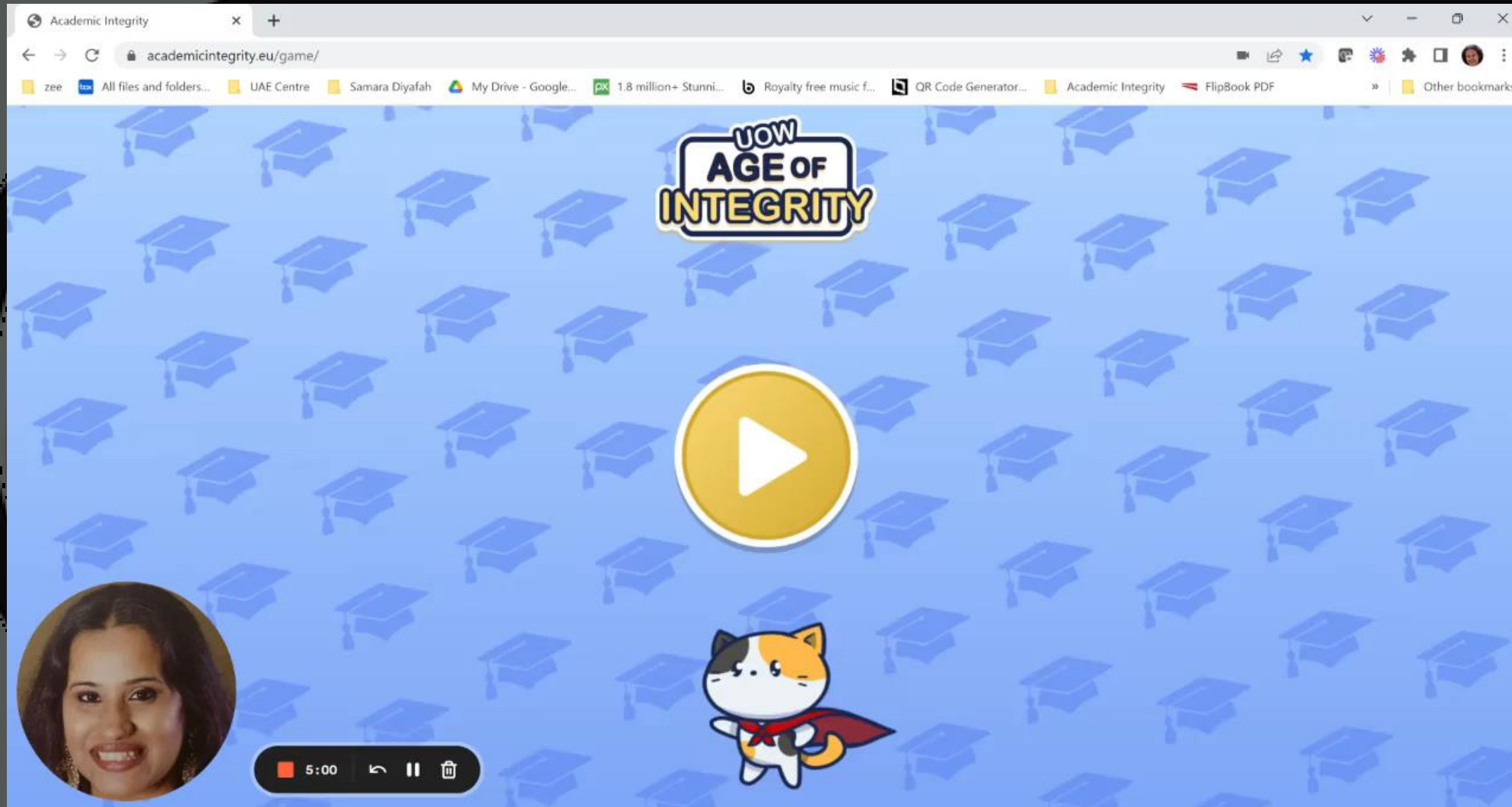
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Ways GAIV team is overcoming challenges when working with large collaborative project groups...

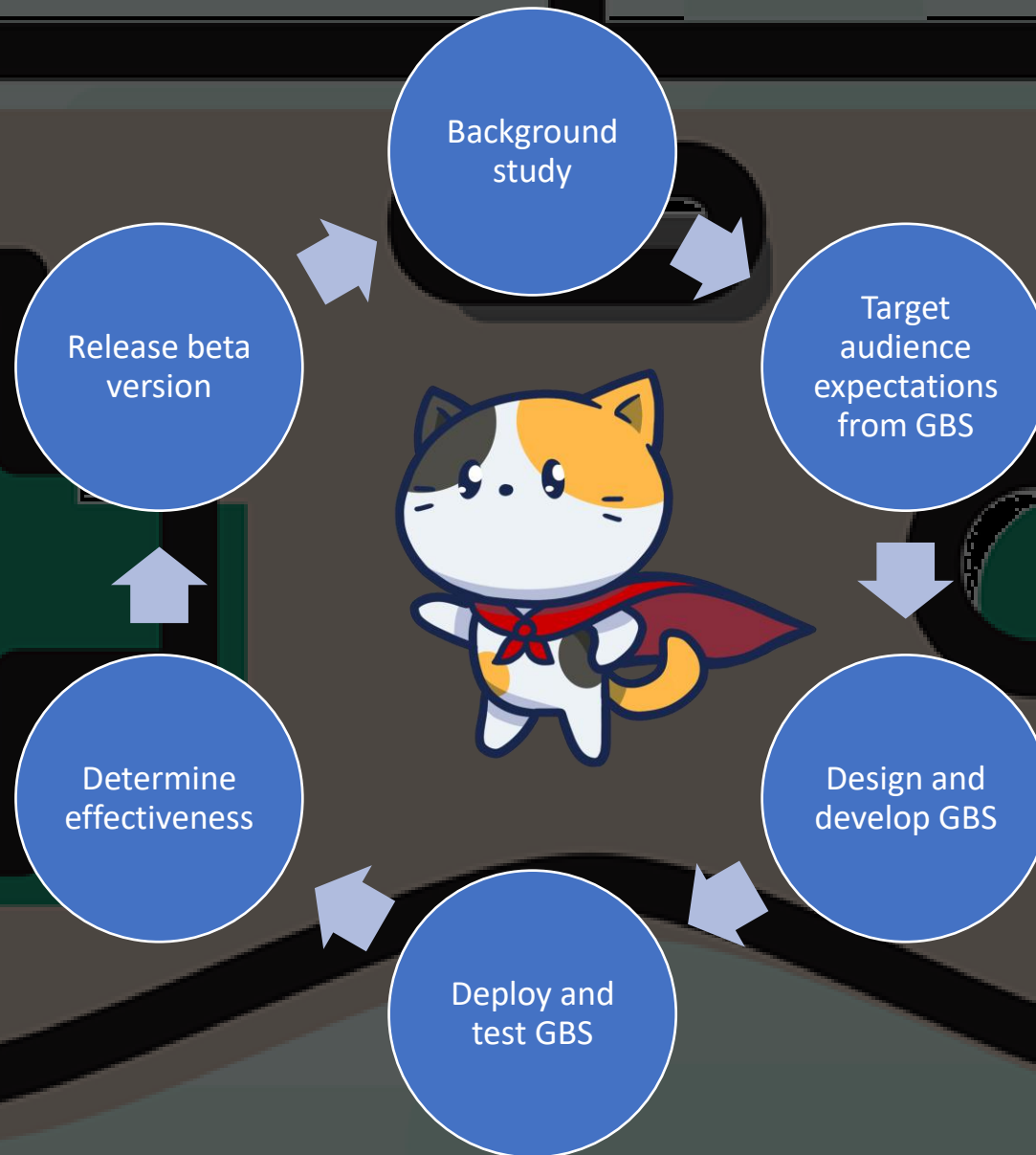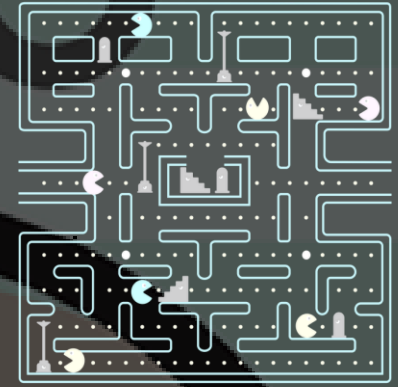ENAI Gamification of AI Working Group

Address mutual expectations and define scope of the project

Create identity for group such logos, short forms

Assign roles such as project manager, etc

Communicate regularly and work with technology to aid in communications. For instance, use Doodle to find common times for meetings

Make recordings of meetings and save data in common cloud folder for all to access, double check and confirm – ensure to store data appropriately, in a timely manner, and with access to core members

Develop artefacts of milestone achievements to record progress eg posters, videos, social media posts

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1. Adams, S. (2021). This $12 Billion Company Is Getting Rich Off Students Cheating Their Way Through Covid. Forbes. Education. Published 31 March 2021. https: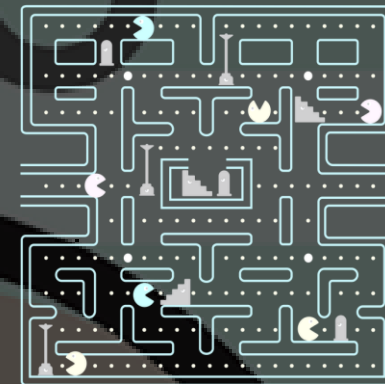//www.forbes.com/sites/susanadams/2021/01/28/this-12-billion-company-is-getting-rich-off-students-cheating-their-way-through-covid/?sh=7f95e68b363f.
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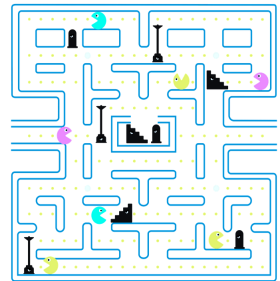
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