



Ignite Integrity SPRING CAMP

Preparing K-12 school students for the future

Centre for Academic Integrity in the UAE in collaboration with University of Wollongong in Dubai has designed the Ignite Integrity (I2) Spring Camp for school students, the first camp of its kind in the region that was launched in 2019.

The three-day spring camp has been organized to create, promote and enrich the student community in the UAE and to help increase awareness and interest towards academic integrity in order to assist school students to experience a smooth transition into higher education. The camp is only a beginning.

The camp aims to arm students with valuable skills in academic writing, referencing, understanding and developing sense of integrity so that they may become Academic Integrity Ambassadors for their schools and peers – a highly regarded skill-set that will add significant value towards their college applications, higher education and beyond.



WHY ACADEMIC INTEGRITY?

Academic Integrity is the foundation of education, but the growing absence of it has seen a sharp rise in student cheating in classrooms, particularly during the pandemic. A global menace, academic misconducts have been linked directly to lack of workplace professionalism and ethics.

Studies have shown the gap in prior knowledge for students transitioning to tertiary education pertaining to academic integrity values and writing skills can be overwhelming. This has been linked to increasing likelihood of students plagiarising and resorting to other forms of academic misconduct in their first year¹.

In fact, **international students are four times as likely in UK and five times as likely in USA to engage in misconduct behaviour¹**. Recognising this gap, we conceptualised a pathway module that help increase student knowledge and enhance skill sets before they move to the next level of their learning journey using AED2500/- from the University of Wollongong (UOW) – University of Wollongong in Dubai (UOWD) Collaborative Global Challenges funding received under the project “Building a culture of Academic Integrity in UAE through collaborative exploratory research studies investigating student and staff practices and understanding”.

This camp is part of a campus-wide effort by UOWD in building a culture of integrity that includes a focused orientation program for new students joining the university, policy review and implementation across all levels horizontally and vertically, research and development funding, on and off campus efforts including outreach efforts within the country and finally hosting and collaborating with a national-level Centre for Academic Integrity in the UAE to foster a culture of integrity everywhere.



CENTRE FOR ACADEMIC INTEGRITY IN THE UAE (CAIU)

Vision: To bring together educators, students and industry to discuss, create and promote the culture of integrity across school and university campuses in the UAE

CAIU is the result of a group of faculty and teachers who joined hands in 2020 as a voluntary service to support the academic community in the UAE with tremendous support, guidance and encouragement from President, UOWD. Hosted at UOWD, the Centre has seven founding board members from different universities and schools in the UAE, executive faculty committee, a student board and student active committee.

The Spring Camp was launched at UOWD in 2019 and the baton passed to CAIU in 2021 to continue hosting it for school students. The faculty involved in conceptualising and delivering the camp modules from UOWD follow the university's proven standard of student-centric teaching and learning practices, its focus on academic excellence and aim to significantly contribute to the society by delivering education and professional development that empowers the future workforce and builds a culture of global citizenship².

Since 2021, CAIU has been organising the camp to continue providing a bridge for the school students and help them transition to tertiary learning.

STRATEGY FOR SUCCESS

Underlying theoretical framework that makes the spring camp unique and superior¹:



Explicit lessons on academic integrity topics

Integrative Ethical Education framework informed out process of developing this component which includes:

- Introduction to Academic Integrity Values, Basic Workable Ethical Theories (Quinn, 2006)
- Importance and Impact of Values or lack thereof on Student Career Path with case studies, role plays, peer evaluations and discussions
- Student Responsibility and Preparedness using reflective assessments, mostly self-regulated



Academic writing and literacy topics

Using theories of cognitivism and socio-constructivism, we designed hands-on activities that challenge students' critical and analytical thinking skills, including coordination of individual abilities with group activities. Topics include:

- Introduction to Academic Writing
- Identifying sources
- Citation and Referencing
- Paraphrasing skills
- Demonstrations of text-matching software as educational tools



Reflection and Ambassador Program

Informed by Bandura's social learning theory, we found using near peers as role models are more successful in impacting peers. We developed the last component to include a writing assessment that would be reflective, without any supervision or invigilation, and would then be graded by peers and teachers who will give feedback. Following this, we then introduce the students to the ambassador program, introduce them to the student ambassadors before them who share their experiences being ambassadors of integrity in their own schools. Finally, we have students join in a badging ceremony marking their transition to becoming near peer role models themselves

94.6%

Students felt confident about academic integrity values

58%

Students scored full marks in summative activities

67%

Students enjoyed listening to real life experiences

¹Khan, Z.R., Hysaj, A., John, S.R., Khan :Transitional Module on Academic Integrity to Help K-12 Students in the UAE Prepare for Next Stage of Education. In: Academic Integrity: Broadening Practices, Technologies and the Role of Students (Ed) by Sonja Bjelobaba, Tomas Foltynek, Irene Glendining, Veronika Krasnican and Dita Henek Dlebolova. Part of Ethics and Integrity in Educational Context book series volume 4, Springer Nature (ISBN: 978-3-031-16975-5) (in press)

²UOWD Mission and Goals (2022).

³Khan, Z.R. Lessons from delivering emergency online workshops that can enhance academic integrity values and skills among K-12 students. In' European Conference on Academic Integrity and Plagiarism, p 230 (2022)

ENDORSEMENT AND VALIDITY

The Spring Camp modules have been designed scientifically and have therefore received endorsement from the European Network for Academic Integrity (ENAI) which was founded in 2013 as part of European Union's Erasmus+ Project. ENAI has over 42 universities as members from Europe, Africa, Asia, Australia, Canada, and Americas. Receiving this endorsement provides validity to the camp and recognition internationally.



Since inception, the camp has been supported by Turnitin which is a global leader in developing edtech that helps foster a culture of integrity in assessments.

“Sessions on academic integrity are so vital and we are glad to have the sessions run for students which has markedly improved their attitude towards essays and writing properly”

**HEAD OF SUBJECT,
THE CENTRAL
SCHOOL DUBAI**

“Students were motivated and appreciative of the values and skills you shared with them...acted as motivation for many of our students to join your spring this year”

**HEAD OF YEAR 10,
CAMBRIDGE
INTERNATIONAL
SCHOOL DUBAI**

“Congratulations on successfully establishing a bridge between school students and universities, this has the potential to be a true game changer in making education inclusive”

**DIRECTOR,
REGISTRARS, UOWD
(2019)**

'X' FACTOR

Although adequate attention may be paid to the introduction of academic writing like essay, reports and projects, we have found there is often no focus in the development of critical and analytical thinking to avoid plagiarism, importance of cohesion between the work of the students and external voices of researchers, or the understanding of strong correlation between the lack of awareness of what constitutes plagiarism and the process of gaining academic writing skills that are inclusive of an appropriate academic integrity behaviour.

The Spring Camp is not only the first such endeavour in the world to deliver focused modules to K-12 students on academic writing, it explicitly focuses on teaching about academic integrity values. This is our first 'X' factor of success

Institutions, government and non government agencies and most faculty overlook the crucial role students play in helping to understand integrity issues and co-create right approaches to tackle them.

The Spring Camp has not only included student voices to the design and conceptualisation of the modules, but also organising the camp, and facilitating sessions. Moreover, the third module of the camp encourages school students who attend to become ambassadors that helps boost their self esteem, and makes them leaders of their own learning journeys and becoming near peer role models for others! This is our second and most powerful 'X' factor that has increased the reach of the camp many folds!





UNIVERSITY OF WOLLONGONG IN DUBAI



3

Spring Camps

3

Modes of delivery – face to face, virtual and hybrid

14

Local schools in UAE have participated

2

Schools from abroad – Egypt and Australia have participated

4.35%

Growth rate

8

AIVAS Workshops³

1147

Students attended AIVAS workshops

400

Teachers attended training

4

School curricula students joined camps

350

Parents/guardians joined students in virtual AIVAS sessions

12

Panel and forum discussions

90

School students joined workshops

18

Teachers and faculty attended unique webinars

100

Faculty, staff and teachers joined online webinars

17

National and international speakers

11

International conference engagements by students

50

Academic Integrity Ambassadors pledged

4000

University student engagements

4708

Unique academic integrity experiences



OUR SUCCESS