



GUIDELINES FOR USING EAILM IN TEACHING AT UNISA

Academic Integrity

It is our responsibility as educators to provide students with guidance on what constitutes academic integrity (AI) at UniSA and to support students with the development of good practices in maintaining and demonstrating academic integrity (UniSA APPM Section 9).

Teaching Innovation Unit



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EAILM for Students at UniSA

It is our responsibility as educators to provide students with guidance on what constitutes academic integrity (AI) at UniSA and to support students with the development of good practices in maintaining and demonstrating academic integrity ([UniSA APPM](#) Section 9). AI conversations with students are increasingly important in the face of the increasing disinformation targeting students via the public digital realm, actively inciting poor practice and questionable behaviour.

The *Epigeum Academic Integrity Learning Modules* (EAILM) have been designed to ensure that both staff and students share a common understanding of the positive values of AI and how to identify and demonstrate integrity in academic practice. Developed by Epigeum, with the late Professor Tracey Bretag (UniSA Business) as lead advisor, the EAILM program consists of five *student-facing* and five *staff-facing* modules. All UniSA staff can undertake the [Academic Integrity for Staff at UniSA](#) program at their own pace via the TIU hosted **learnonline** site.

This overview is for teaching staff at UniSA and outlines the implementation model that allows the five ***Epigeum Academic Integrity Learning Modules (EAILM) for Students*** to be made available as a resource to Course Coordinators, Program Directors and Academic Units for use in teaching.

It provides advice about what to consider when selecting the modules that will meet your course and program needs. It describes how to incorporate the chosen modules into a moodle (learnonline or UO) course site or program page.

Overview of the EAILM for Students

The five *EAILM for Students* are:

1. What is academic integrity?
2. How do I show academic integrity in my preparation?
3. How do I show academic integrity in my work?
4. How can I feel more confident about academic integrity?
5. How do I deal with more complex situations?

See the [Epigeum Academic Integrity Instructor Manual: Student Modules](#) for a detailed description of each module, its intended learning outcomes, and how to use each of the five modules in teaching. Each module consists of three components:

- the core content package (the learning material) with embedded learning activities;
- an optional quiz to help assess students' learning from the Epigeum AI learning material;
- an optional achievement certificate, released to students on the successful completion of the quiz at a designated standard.



For self-study, with the quizzes included, each module requires up to 30-40 minutes for a student to fully complete (or approximately 2.5 hours to complete all 5 modules).

Each of the modules can be taken individually, in a short sequence, or as a group of all five. They should ideally be completed in sequence. Modules 1-3 “*illustrate the key principles and behaviours of academic integrity and help students incorporate best practices in their work*” and would be appropriate for students at any level of study. Modules 4-5, however, explore more complex scenarios where students may benefit from having had some experience in higher education before they start.

In a 2019-20 pilot of the *EAILM for Students* involving selected UniSA courses, students indicated via survey feedback that the modules enhanced their understanding (75%), skills (74%) and confidence (71%) in AI. Students also endorsed the value of building and promoting a shared understanding of AI across a wide student cohort.

UniSA implementation model

In order to support the flexible use of the five *EAILM for Students* by staff across UniSA in teaching, the core learning material (the “modules”) are accessible to all students (via self-enrolment) on a TIU hosted learn**online** site (see [Academic Integrity Learning Modules for Students at UniSA](#)). Students will access this site via a link on their Program and/or Course learn**online** site.

The EAILM are hosted on a TIU learn**online** site to ensure:

- there is a single site to maintain in the event of an update,
- teaching sites are not made ‘larger’ by including the learning modules, and
- students have a consistent experience across their Program.

The inclusion of the EAILM should be considered at a programmatic level to avoid repetition and duplication within a program. The associated quiz and achievement certificate for each module must be independently incorporated into Course learn**online** sites. If required, the TIU can provide support and advice to staff when considering how to use the EAILM in their teaching via the TIU Online Consults.

Embedding the quizzes and certificates within Course learn**online** sites allows teaching staff to readily determine the progress of students completing the quizzes.

It’s important to note that the core learning material in the EAILM do not refer explicitly to UniSA policies and practices except in the introductory text. Teaching staff play a key role in directing students to relevant modules and ensuring that their experience is connected to relevant course and discipline knowledge and skills. The EAILM and the SEU *Academic Integrity for Students at UniSA* program are not a substitute for assisting students to develop the discipline-specific academic literacies (such as referencing skills) that support academic integrity.



Teaching considerations

| Why should the <i>EAILM for Students</i> be incorporated into my teaching? | |
|--|---|
| <p>The five <i>EAILM for Students</i> provide “a well-rounded guide to studying with integrity, emphasising the positive values, skills, and behaviour necessary throughout their studies and post-graduation” (Epigeum).</p> <p>Deployed across an entire program they support the development of a shared understanding of the values of AI and the consequences of misconduct, linked to academic, personal and professional realms.</p> <p>The values, terminology and expectations of the modules can be explicitly and meaningfully linked via teaching to practical skills development in the relevant discipline and professional context.</p> | <p>The ad-hoc implementation of the modules in courses carries risks. Some students might be exposed multiple times to the modules, and others not at all.</p> <p>Their use should ideally be planned at the program level, as part of program oversight of the provision of scaffolded support for students’ development of relevant academic literacy and academic integrity knowledge and skills.</p> <p>The modules are a supplement to, <i>not</i> a replacement for, explicit teaching support for students to develop discipline-specific academic literacies (such as referencing skills).</p> |
| How can they be used in teaching at UniSA? | |
| <p>One or more of the modules can be selected to address the needs of a specific student cohort, their stage in a program, the discipline being studied.</p> <p>The modules may be used in conjunction with formative or summative tasks in a course.</p> <p>Students can complete the modules via self- study, fully online, with or without the use of the associated quiz and achievement certificate at the local site.</p> <p>The modules can be used fully online or in a blended approach, in conjunction with peer-peer or tutor-led learning activities.</p> | <p>It is important to plan the timing and sequencing of the modules across a program to avoid repetition. Where else in a program are the modules implemented, and how?</p> <p>If included in courses open to students from multiple programs, or as an elective, should students from other programs be required to complete?</p> <p>Consider the course/program workload and the time required by students to complete each module.</p> <p>No tracking or recording of a student’s engagement with the modules is available except via the local learnonline site (course or program site), via quiz analytics or the student’s presentation of an achievement certificate.</p> |



Before I implement in my course or program page?

Consult with stakeholders (Dean of Programs, Program Director, Course Coordinators, or Academic Integrity Officers) to determine how else modules are being implemented across my Program and to decide which modules are appropriate to use and how.

Will you include the quiz and achievement certificates?

Is undertaking the modules encouraged or expected?

Do you require evidence that students have undertaken the module?

Note that the default setting for the release of the achievement certificate is completion of the quiz at a 100% pass mark. Multiple attempts are allowed.

What information will students need?

How many modules do you want students to complete?

Modules should ideally be taken in sequence. When directing students to a module, will students have completed the prior modules?

Will you incorporate the resources from the modules in conjunction with other formative or summative learning activities (such as a tutorial activity)?

When should your students undertake (eg at the start of a course or program, before the first assessment in a course, in conjunction with a relevant learning task)?

Have you taken into account the expected time required for students to complete the modules in considering course/activity workload?

What training will your teaching staff need to make best use of the modules with students?

Guide to implementing in a learnonline site

Once you have decided which module(s) your students should complete, there are 4 steps to implementing in your learnonline site:

1. Add the respective question banks and quizzes associated with each module
2. Create the achievement certificates
3. Create an activity for students to upload their completion certificates (if required)
4. Provide information to students on your site as to how and why to access the modules (essential)

If you require support or have questions, please book an [Online Consult](#) with an OED. Alternatively you can request support by following the [EAIML Online Request](#) link in the [Academic Integrity Learning Resources](#) page on the TIU website.



Provide information to students

Here is a suggested narrative and instructions you can add to your Program or Course learnonline site. Adapt as appropriate to the specific educational context and purpose for your students as agreed upon at the Academic Unit, Program or Course level.

We recommend you substitute [text in these brackets] as appropriate.

Academic Integrity begins with the premise that everybody is responsible for academic integrity - students, teachers and staff. To help you understand academic integrity all students in this [course/program] will complete a suite of learning modules [and quizzes]. These will help you demonstrate and assure the integrity of your learning as you journey through your studies.

There are [five] learning modules and [five] quizzes to complete.

- Understand the principles of academic integrity and why it is so important to your learning,
- Demonstrate the practices of academic integrity,
- Understand the consequences for breaching academic integrity,
- Recognise your role in promoting and upholding academic integrity and
- Understand the links between academic, personal and professional integrity.

This Academic Integrity programme is based on the most up-to-date academic integrity research and provides you with practical resources to meet the everyday challenges of being a student in the 21st century classroom. We hope that you find the activities and scenarios engaging, and that hearing from real-life students who have grappled with the same issues that you face will reinforce your commitment to acting with integrity in every aspect of your academic and professional careers. (Professor Tracey Bretag, University of South Australia).

You can access the learning modules on the [Academic Integrity Learning Modules for Students at UniSA](#) website (link opens in a new window) and follow the instructions on how to navigate the learning modules.

When you are confident of your learning [return to this course site](#) to complete the [five] quizzes and download your certificates.


If you need technical help accessing or navigating the learning modules please contact the [IT Help Desk](#) (e.g., if the learning modules won't open on your computer).

If you are unsure about your understanding of academic integrity in your studies please [email me/post to the course forum].

Depending on what requirements you have considered for your students you may want to include advice about some/all of the following in your narrative:

- Whether students are required to present evidence of their learning from the modules and how to do this (e.g. either by handing a copy of their achievement certificate to a tutor or uploading their certificate to a course activity).
- The timeframe in which you expect students to complete all requirements.
- What students should do if they can demonstrate they have already completed the module(s).

The TIU has also created a short PDF which we recommend you add to your learnonline site showing students how to follow the link to the Academic Integrity Learning Modules for Students at UniSA site and login using self-enrolment. The content of the PDF is shown below.


How to enrol in Academic Integrity Learning Modules for Students

When you select the link, [Academic Integrity Learning Modules for Students at UniSA](#) the course will open in a new window.

This course requires you to self-enrol by following these instructions:

1. Select the Enrol me button.

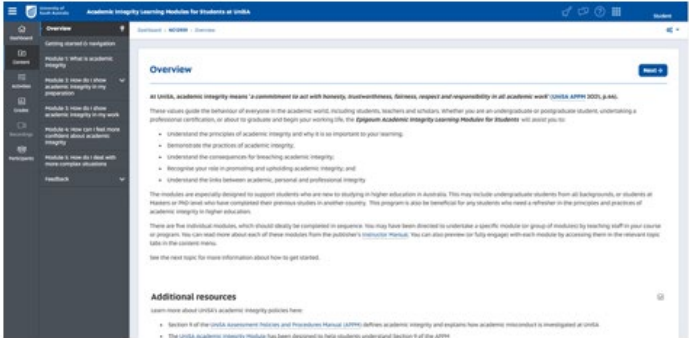
Enrolment options

📌 Academic Integrity Learning Modules for Students at UniSA

▼ self-enrol

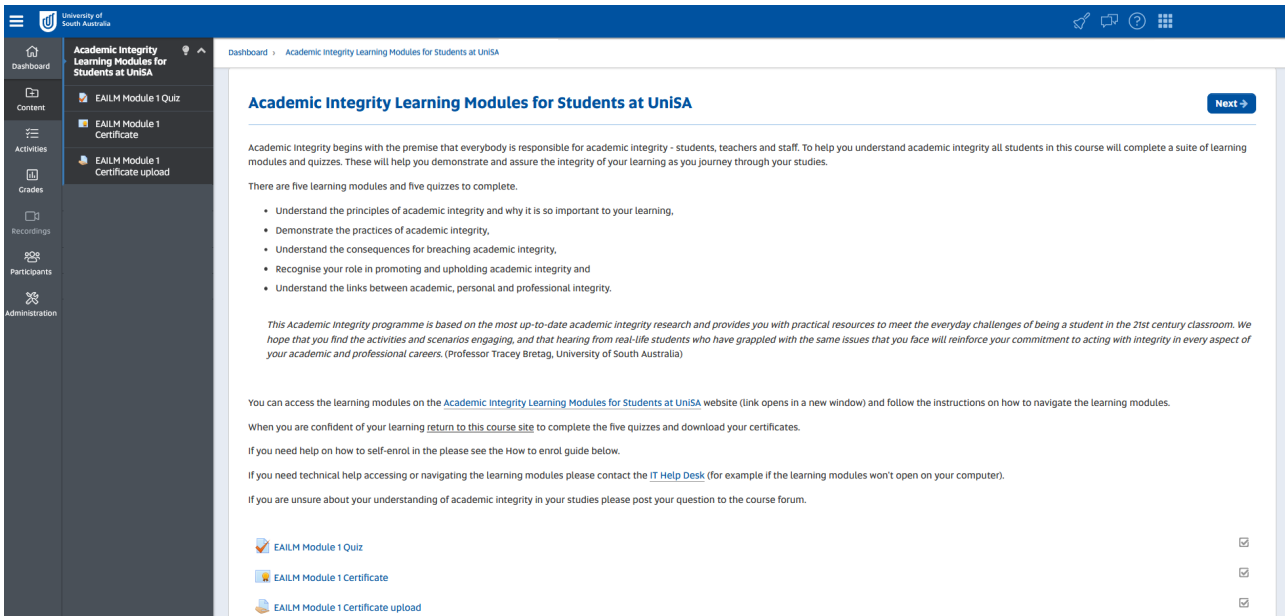
No enrolment key required.

Enrol me
2. The course will then display and you can commence your learning.



Screenshot of how the quizzes, certificate and activity will display

The screenshot below is an example of how this will display on your learnonline site.



University of South Australia

Dashboard > Academic Integrity Learning Modules for Students at UniSA

Academic Integrity Learning Modules for Students at UniSA

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There are five learning modules and five quizzes to complete.

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You can access the learning modules on the [Academic Integrity Learning Modules for Students at UniSA website](#) (link opens in a new window) and follow the instructions on how to navigate the learning modules.

When you are confident of your learning [return to this course site](#) to complete the five quizzes and download your certificates.

If you need help on how to self-enrol in the please see the [How to enrol guide](#) below.

If you need technical help accessing or navigating the learning modules please contact the [IT Help Desk](#) (for example if the learning modules won't open on your computer).

If you are unsure about your understanding of academic integrity in your studies please post your question to the course forum.

- EAILM Module 1 Quiz
- EAILM Module 1 Certificate
- EAILM Module 1 Certificate upload

Technical FAQs

Will the EAILM question bank and quizzes roll over the next time this course is taught?

Yes, the question bank and quizzes will roll over if you copy the course to the next study period. In the new course site only the previous students' results will not be copied over, as is normally the case.

Can I combine the questions for each module into one quiz?

We recommend that each module be associated with one quiz and achievement certificate.

Can I create just one completion certificate?

We don't recommend creating one completion certificate across multiple modules, without also creating module certificates for each individual module used. Students can then download a certificate for each module they have completed, which can later be presented as evidence (if required) across their program of study.