



UCD ARTS AND HUMANITIES STUDENT ACADEMIC INTEGRITY SURVEY

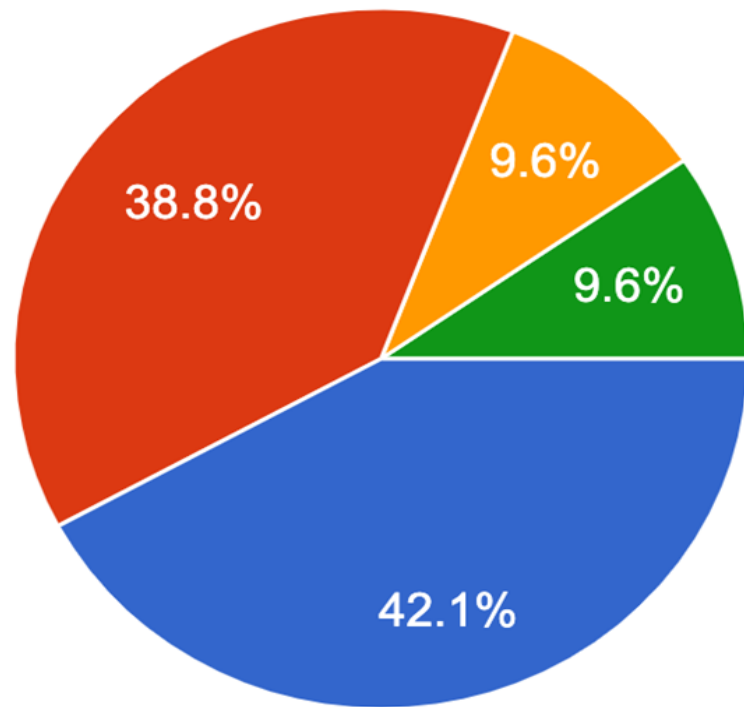


2023



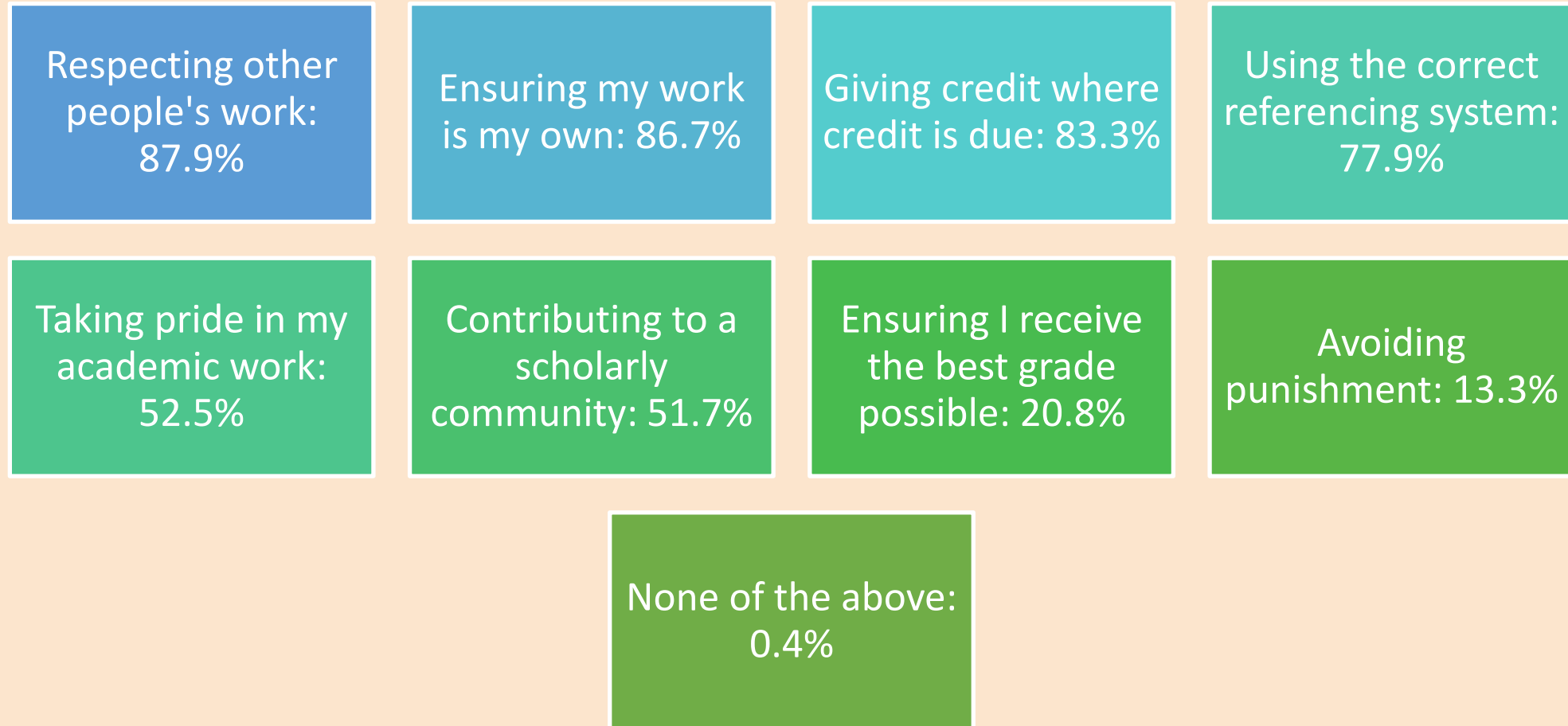
240 RESPONSES

What is your programme of study?



- BA Arts
- BA Humanities
- BA Modern Languages
- BComm International

How do you understand Academic Integrity?



Further ideas about Academic Integrity

'Avoid plagiarism'

'It is the use, appreciation and recognition/accreditation of other scholarly work to enrich my own knowledge and writing.'

'Being transparent'

'Ensuring your points made are backed up by reliable sources'

'Academic integrity protects scholars' intellectual property'

'I think that group work is often problematic in this regard, the amount of work being done being variable between the group members.'

'I feel it's a way not to be punished for repeating knowledge you have learned and ensuring that those you have learned from are credited.'

'Not using other peoples' ideas as your own, even if it's not direct quotation it must be referenced and must add or expand with your points.'

'A guide to improve your skills in academic writing'

Further ideas about Academic Integrity

'Academic integrity teaches us (the students) to take responsibility for our decisions and actions.'

'That both professors and students are contributing to a safe and enjoyable learning environment'

'Avoiding plagiarism at all costs and using proper referencing, also not copying anyone else's work or reusing my own essays.'

'Putting time and care into your academic work and respecting others the same'

'Preservation of cultural/societal change as shown by academic articles/literature'

Which of the following situations have you experienced?

Mark all the phrases that apply.

Anxiety about whether I might have plagiarised without meaning to. 68.9%

A group member who did no work but still received a pass grade for a shared project. 35.7%

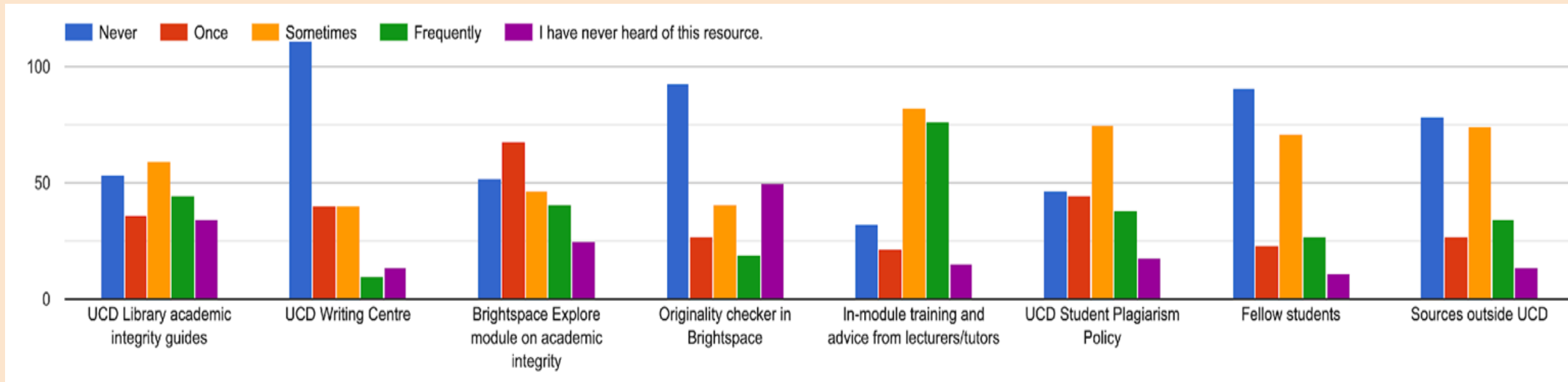
None of the above. 21.7%

A fellow student copying my work. 12.8%

A warning about plagiarism in my work. 6.8%

A grade reduction or fail grade because of plagiarism in my work. 6.4%

Which of the following resources or supports for academic integrity do you use?



Please feel free to tell us about any other academic resources or supports you have used.

'Essay videos from lecturers in UCD on YouTube'

'I was trained before coming to school here'

'JSTOR'

'Oscola referencing guide'

'Perdue Owl'

'Plagiarism checker on Word that checks for similar work or quotation that might not be referenced'

'Previous guidance given by my teachers in secondary school'

'Purdue MLA checker'

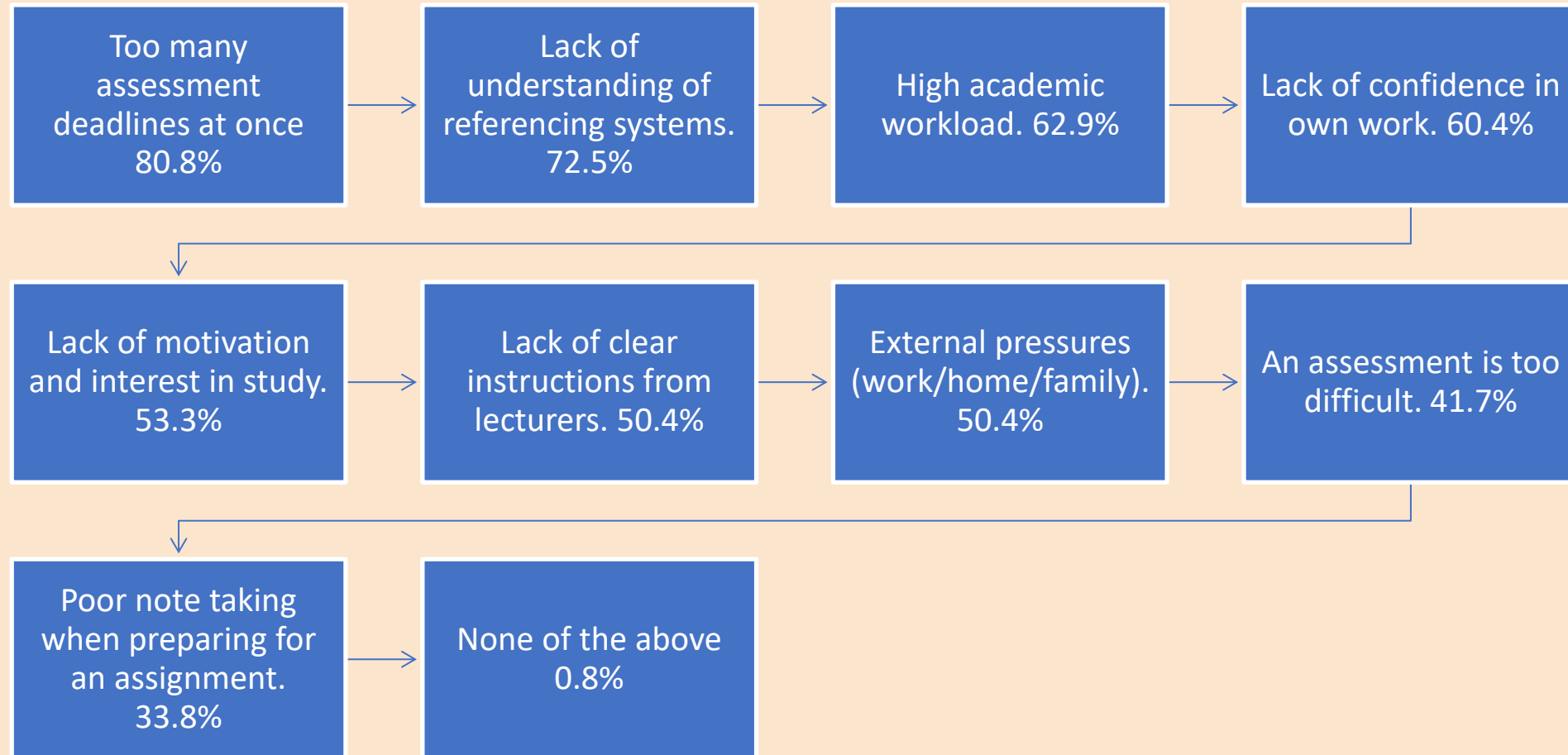
'The library's citation manuals'

'The Writing Centre is by far the best help a student can get in UCD. Students are always surprised by the one-to-one help'

[/plagiarismdetector.net/](http://plagiarismdetector.net/)

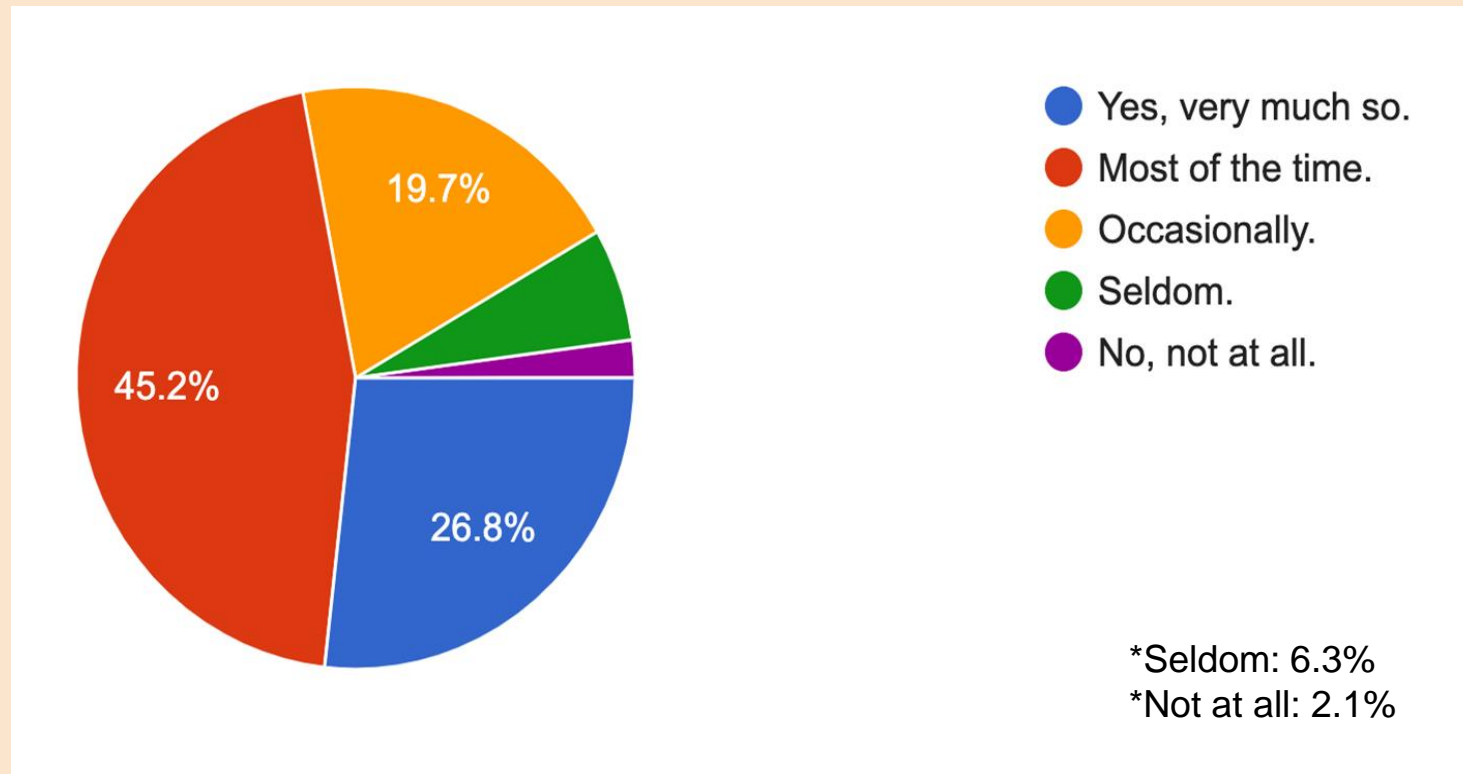
www.citethisforme.com

Which of the following pressures do you think are most likely to cause a student to breach academic integrity. Tick all that apply.



Do you feel part of a learning community at UCD?

Mark only one box.



In your view which of the following statements describe the learning culture in UCD? Tick all the phrases that apply.



My lecturers are open to my ideas and welcome my viewpoint: 61.8%



My learning has helped me think for myself: 56.3%



Group work is important for my learning: 33.6%



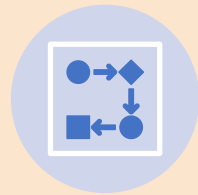
I feel I have a real contribution to make in class: 26.5%



I feel in competition with other students: 21.4%



Learning is exam focused: 20.2%



My learning is mostly about repeating information: 17.6%



None of the above: 5%

Please feel free to tell us any other relevant information about the learning culture at UCD. (A selection of responses)

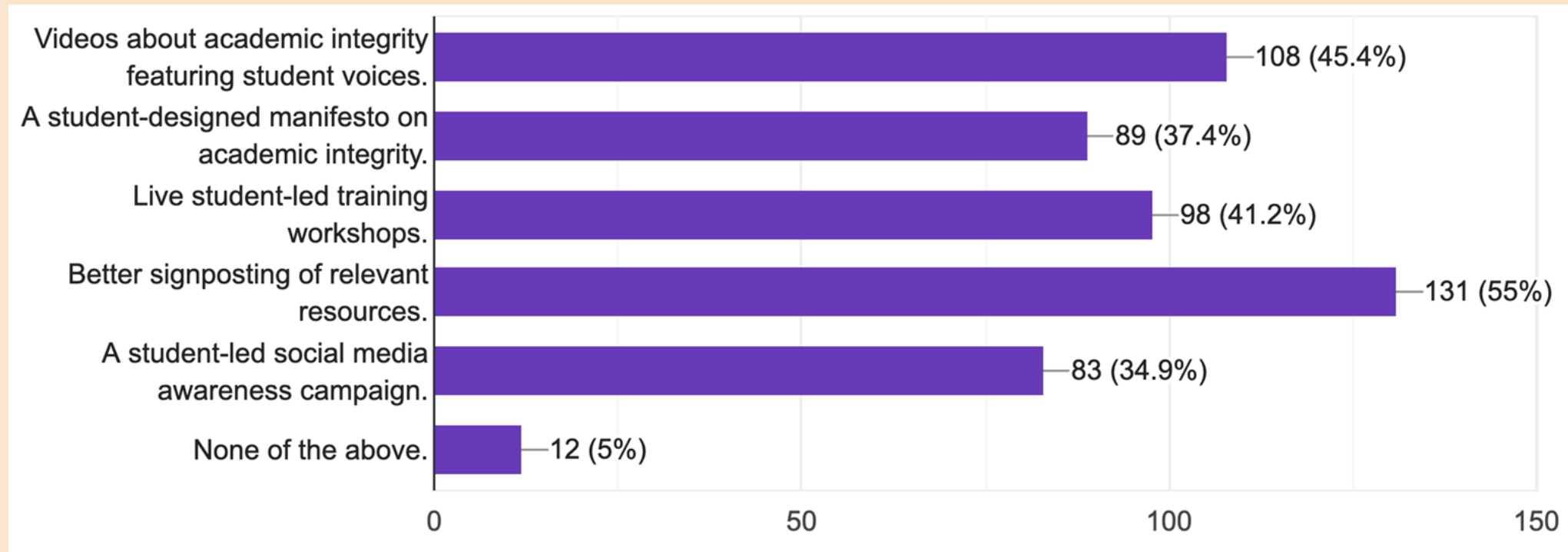
'Friends and fellow students are great for motivation and support as are some tutors and lecturers, but sometimes workloads and exams build up to an amount that is very hard to deal with . . . Overall learning in UCD has helped me to develop my own thought process and analysis skills but these are problems I have faced in the learning culture in UCD'

'My learning brought me curiosity and critical thinking skills enabling me to connect information from different fields of study'

'Sometimes group work is a nuisance and feels unnecessary/unhelpful . . . Sometimes in classes one or two students talk a lot in response to professors, with great confidence, and this can make it nerve-wracking to contribute when you aren't as confident or sure of yourself/the topic'

'I like learning from lecturers and tutors, it feels an aggregate of collective knowledge passed down to me – this aspect makes it most feel like a learning *culture*'

What do you think would help to spread understanding of academic integrity? Tick all the phrases that apply.



If you have any other suggestions about how we can spread understanding of academic integrity, please feel free to share them with us. *(A selection of responses)*

'A module or a couple of mandatory classes (in person not online) on academic integrity - not a difficult class that would add to the stress of an academic year but comprehensive enough to ensure students have a good understanding of the topic. Could be led by students but preferably postgraduate or teaching staff.'

'Regular (maybe bi-semester or tri-semester) emails to our student email accounts with helpful information and links to resources included.'

'A workshop for students coming to college for the very first time.'

'I think the fact that different Schools/subjects within Arts use different referencing systems is challenging - so for example in one term I was doing three modules in different subjects, and each used a different system. However I did find the Library resources extremely helpful in navigating this.'

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'Idea: From my own experience I feel there is still a lot of confusion around citing and which reference format is required. Could the tutor remind students what is at stake if you submit work that is not fully cited, that you risk losing your academic integrity and maybe more. Also which referencing formats i.e. MLA or Harvard etc you are to use. This shows support from the staff to the students, promoting further respect.'

'A reference generator'

'Examples of breaches of academic integrity vs. good graded work.'

'A compulsory class or module in plagiarism, writing and academic integrity, that is pass or fail, GPA neutral, that is directed towards the [respective] field of study. This would be a module you take in first year or over the duration of the course.'