KEYNOTE SESSION 1

SARAH ELAINE EATON

University of Calgary, Canada

Sarah Elaine Eaton, PhD, is a multiple-award winning researcher, educator, and leader. Dr. Eaton is a Professor at the Werklund School of Education, University of Calgary, Canada and holds a concurrent appointment as an Honorary Associate Professor, Deakin University, Australia. A humanist by training, Dr. Eaton has written and presented extensively on academic integrity and ethics in higher education. In her 2021 book, Plagiarism in Higher Education: Tackling Tough Topics in Higher Education Eaton introduced the concept of postplagiarism, or what academic integrity looks like the age of artificial intelligence. She has held local and national-level research funding to study the impact of artificial intelligence on teaching and learning in higher education. She regularly invited as a media guest to talk about academic misconduct, fraud, and corruption in higher education.

Keynote Abstract

Policy with Integrity: Ethical Educational Policies in the Age of Generative AI

Join us for a thought-provoking overview of the current state of academic integrity policy, including plagiarism, exam cheating, and more. The age of generative artificial intelligence (Gen AI) has brought many changes to higher education since ChatGPT was released in November 2022. As higher education institutions grapple with the impact of Gen AI for teaching, learning and assessment, there are practical implications for academic and research integrity. Professors, students, and administrators look to policies, procedures, and practices to help guide their decisions and their actions.

Professor Eaton will highlight some of the major findings of the FAITH project related to policy, situating the results of this project within a broader global landscape of academic and research integrity. The importance of policy development and implementation for securing a just, ethical, and equitable future provide a conceptual foundation for this keynote address. The practical application of policy will bring the conceptual aspects to the foreground as we explore real-world implications of policy and practice.

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KEYNOTE SESSION 2

MARY DAVIS

Oxford Brookes University, UK

Dr Mary Davis is Academic Integrity Lead and Principal Lecturer for Education and the Student Experience at Oxford Brookes University, UK. She has dedicated her research and practice to academic integrity since 2005. She co-authored the study skills book 'Referencing and Understanding Plagiarism' and has written book chapters including 'How much can you copy?' 'Inclusion in academic integrity: improving policy, pedagogy and practice', 'How do we guide students about proofreading? Institutional policies, study skills advice and teaching'. She dedicates her work to improving inclusive practice in academic integrity, including the ethical use of AI tools. She is a member of the Board of Directors of the International Centre for Academic Integrity, co-chair of the International Day of Action for Academic Integrity, editor of the #IntegrityMatters blog and member of the QAA UK Advisory Group on Academic Integrity.

Keynote Abstract

Academic Integrity Pedagogy: Teaching and Learning for Everyone

This keynote is focused on pedagogical approaches to academic integrity. It presents a holistic approach to include all staff and students in teaching and learning academic integrity. The aims of the keynote are to raise awareness of positive ways to engage students proactively in their learning and to ensure the responsibility for promoting and teaching academic integrity is shared by all those involved in Higher Education.

The need to take a multi-faceted approach to academic integrity of deterring, detecting and dealing with academic conduct problems has been long established (Carroll, 2007). However, the many changes and challenges in recent years brought about by the shift to online learning, especially during Covid restrictions, and then the surge of student use of AI in the past 2 years, has led to a prioritisation of teaching academic integrity to prevent an increase in misconduct. To demonstrate examples of pedagogical practice, I will present resources for online teaching from an institutional course I co-developed, and from a collaborative enhancement project that I led involving four UK Higher Education Institutions with academic integrity experts, inclusion experts, Student Union officers and students, so that all perspectives were included (QAA, 2023). These interactive resources, comprising games and discussions, were checked against Universal Design for Learning (UDL) guidelines (CAST, 2018) to ensure their suitability for all students. They are available for all educators to use through open access and are shared on the ENAI educational materials list (ENAI, 2023).

Currently, a pedagogical approach is also urgently needed to help students and staff to navigate the use of AI tools. I will share how I developed an online course to teach students ethical decision making with AI, built from an evidence base of student declarations of practice, designed using UDL for accessibility, and evaluated by students and staff.

ZEENATH REZA KHAN

University of Wollongong in Dubai, UAE

Dr. Zeenath Reza Khan holds the roles of Founding President and Board Member at the ENAI WG Centre for Academic Integrity in the UAE, and Associate Professor of Responsible Information Systems at the University of Wollongong in Dubai. Her career also includes serving on the board of the European Network for Academic Integrity. Dr. Khan's tenure at the University of Wollongong in Dubai's Faculty of Engineering and Information Sciences began in 2001, marking over two decades of educational excellence. Her contributions extend beyond teaching; she is a Senior Fellow and Executive Committee member of the Wollongong Academy of Tertiary Teaching Excellence and advises ASPAM Indian International School and GEMS Our Own High School Al Warqa UAE. As an Editorial Board Member for the International Journal for Educational Integrity, and Springer's book series on Ethics and Integrity in Education, Dr. Khan has significantly influenced the discourse on academic integrity. With over 80 publications and numerous awards, including the Vice Chancellor's OCTAL award and the Turnitin Global Innovation Award, her research interests span academic integrity, ethics in IT, and STEM education for girls. Dr. Khan's global recognition includes being named a 2020 Global Educational Influencer and receiving accolades for her contributions to women's empowerment and academic integrity. Her recent honours include the UOWD Staff Integrity Award in 2023, solidifying her status as a leading figure in education and ethics.

Personal Responsibility for a Culture of Integrity in Age of GenAI

Keynote Abstract

This keynote opens with a humorous take on a not so humorous matter presenting the journey from cheating in classrooms, sharing pivotal epiphany that sparked her doctoral thesis, to becoming an advocate for integrity in academia. With her signature humour, Zeenath unpacks the complexities of the pervasive challenges of cheating faced by students, educators, and institutions. She emphasizes the importance of fostering a culture of moral responsibility and ethical decision-making from an early educational stage. Khan highlights how instilling values of integrity is crucial for promoting authentic and responsible learning environments. Her insights are drawn from personal experiences and extensive research, which advocate for systemic changes across educational landscapes, especially in the face of transformational technology. She discusses integrated approach that combines technology with robust ethical frameworks. Zeenath calls on educators and institutions to prioritise integrity and reevaluate their teaching and governance methods. Her address aims to inspire a proactive understanding and implementation of ethics in education. Khan's speech is a call to action, urging a reformation of educational practices to integrate integrity as a fundamental aspect.