



## ***SCHOOL OF EDUCATION:***

# **ACADEMIC INTEGRITY OF FUTURE TEACHERS**

Academic integrity is a core value of professional integrity and ethics of future teachers. To maintain this high standard, the School of Education has embedded academic integrity activities, reminders and modelling in each course it delivers. The School's approach shows an excellent balance between general academic integrity strategies (e.g. a dedicated commencement session on academic integrity in all courses) and attention to detail (e.g. watermarking assessment exemplars on vUWS).

Our future teachers will be well equipped to educate younger generations for how to study and work with integrity!



**PROFESSIONAL AND ACADEMIC INTEGRITY**

### **IN TEACHER EDUCATION**

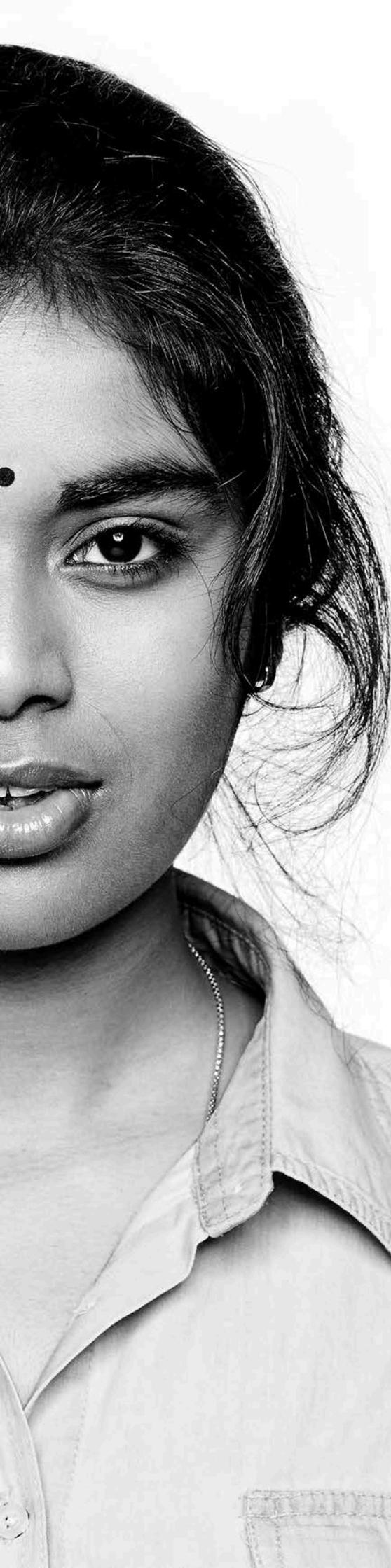
Postgraduate initial teacher education courses in the School of Education require students to uphold professional integrity in their academic and everyday communications and interactions. Whilst on campus and on placement in educational settings teacher education students are required to build professional relationships with a range of stakeholders. Building professional capabilities with an emphasis on integrity is core academic practice in the School of Education.

All courses build professional capabilities as follows:

- Compulsory Course commencement session on academic integrity
- Assessment task exemplars on the units' vUWS site are clearly watermarking as exemplars that are not to be reproduced
- Professional experience units reiterate the importance of professional conduct during students' placement in educational settings

### **SECONDARY TEACHING**

In the secondary teaching course, a one-hour online course "Avoiding Plagiarism" (Cox, B 2014) is available in the first session unit 102097 Researching



Teaching and Learning 1. Plagiarism, referencing and avoiding plagiarism are the key topic areas of this module. This module supports students' understanding of self-plagiarism.

#### **EARLY CHILDHOOD TEACHING**

In the early childhood teaching course self-plagiarism is also reported as an area about which students are informed. An example of this can be found in the Learning Guide for unit 102048 Contemporary Childhoods identifies that students are not to submit an assignment that has been presented by themselves in another assessment from any unit, except where appropriately referenced, and with prior permission from the lecturer, tutor or unit co-ordinator of this unit. vUWS site announcements remind students about plagiarism and tips to mitigate against inadvertent plagiarism.

Academic integrity in the early childhood course is implemented in the following additional ways:

- During the first tutorial of each unit
- Feedback on assessment tasks with a focus on referencing and plagiarism if appropriate
- In the unit 102101 Diverse Literacies students develop their referencing skills

#### **PRIMARY TEACHING**

In the primary teaching course, the following strategies are employed to build professional capabilities through integrity:

- Rather than upload full assessment task exemplars on units' vUWS sites, only components of a task are included with annotations
- Assessment task scenarios for analysis and resources for critique vary each session

All these strategies and practices help ensure that academic integrity principles are internalised by future teachers and become an integral part of their professional identity as educators.

#### **REFERENCES:**

Cox, B 2014 "Avoiding Plagiarism", Epigeum, Oxford University Press, short online course, available online at

<https://www.epigeum.com/courses/studying/avoiding-plagiarism/>, accessed 6 November 2018.

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