

Discipline-based Approaches to Academic Integrity

Dr. Anita Chaudhuri, Assistant Professor of Teaching

“At its core, the undergraduate experience is a transformative journey, where young minds grapple with ideas, cultivate critical thinking, and lay the foundation for a lifelong commitment to learning. Yet, this intellectual journey is not without its challenges, and none more significant than academic integrity.”

- Dr. Sarah Elaine Eaton, Foreword



LINK: <https://pressbooks.bccampus.ca/ubcacademicintegrity/>

Contents

Introduction	
Foreword Sarah Elaine Eaton	
Copyright and Licensing	
Acknowledgements	
Cover Image and AI	
Academic Integrity and Accommodations: Challenging the Misconceptions	+
Academic Integrity and Professional Identity: We Become What We Practice	+
Extending Care: Integrity, Ethics, and Social Justice in the Humanities	+
Writing With Help: What Is and Isn't OK?	+
The Importance of Being Earnest and Ethical: Academic Integrity in the Context of Creative Writing	+
"I learned to pour my thoughts out on paper" to make it my own	+
A Cultural Understanding of Ownership of Texts and Academic Integrity	+
Author Profiles	

Sections in each chapter, for example, key concepts, discussion questions, learning support, tables etc. support learning engagement.

Read the OER



Student Reviews

Jiayi Lu, Undergraduate Student, University of British Columbia
It is evident that the author, Naeem Nedae, possesses a strong background in humanities education. They commence the chapter by sharing personal experiences with reading and tracing the historical progression of humanities. They broaden the scope of academic integrity to encompass an ethical perspective on civic engagement and the pursuit of social justice. Furthermore, the writer elaborates on ethics across various dimensions, including cultural, social, biological, and neurological perspectives. They utilize principles from neuroscience to elucidate human behaviors, including integrity. Through the metaphor of “moo” and

All chapters include student reviews.

Project Dissemination

Chaudhuri, A., Attas, R., Grekul, L., Sabzian, S., Sanni-Anibire, H., & Stoesz, B. M. (2024, March). Leading conversations on academic integrity: OER for teaching and learning. Open Education Week, UBC. Canada.

Chaudhuri, A. Charnley, K., Eaton, S., Kumar, R., Razi, S., Stouck, J., & Langille, D. (2024, February). Open educational resources to promote academic integrity. Office of the Provost and Vice-President Academic, UBC. Canada.

Chaudhuri, A., Bhowmik, S., Moya, B. A., McNeill, L., Lam, A., & Davies, J. (2023, March). FLO panel: Educative approaches to academic integrity. BCCampus. Canada.

Key Concepts 1

Equity recognizes systemic and historic factors when considering fair treatment and the allocation of resources and opportunities to reach similar outcomes.

Equality focuses on each individual receiving equal or identical resources, opportunities, and treatment regardless of their particular situation or systemic and historic barriers.

Questions for Discussion 1

1. Do either of these scenarios seem familiar to you? Have you experienced or observed similar situations as a student or as an instructor?
2. Can you identify the opportunities and challenges related to academic integrity and accommodations that these fictional scenarios highlight?
3. In your view, what are the connections between providing accommodations and building cultures of academic integrity?

Learning Support 1. Common Individualized Accommodations

- Extra time and rest breaks on timed assessments, such as tests and exams.
- Assistance with note taking.
- Flexible deadlines for assessments, such as short assignments, presentations, laboratory reports, or term papers.
- Assistive technology, such as screen readers, voice recognition software, and text-magnification software.
- Quiet or private space for completing in-class assessments, tests, and exams.

Chapter contributors: Brenda M. Stoesz, Robin Attas, Hafizat Sanni-Anibire, Laura Patterson, Naeem Nedae, Joel Heng Hartse, Lisa Grekul, Subrata Bhowmik, and Anita Chaudhuri

Acknowledgements

Naeem Nedae: Graduate Assistant and Project Coordinator
Donna Langille: Open Education Librarian, UBC Okanagan