

## **Academic integrity and the role of learning development**

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### ***Presentation abstract***

Learning Development (LD) is a supportive function within an educational environment. Learning Developers walk alongside students to develop academic skills and practice, and guide individuals throughout their academic journey through a variety of empowering approaches. One such function is raising awareness of academic integrity within academia and the role individuals can play to uphold it. Academic integrity is concerned with six key principles: honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2021).

Across the UK, many institutions and LD practitioners have designed and delivered courses, quizzes, tutorials, and events to promote academic integrity. These range from whole institution activities through piecemeal touchpoints. Academic integrity sessions are designed to encourage individual and original work, building on the shoulder of others, giving credit where due and avoiding plagiarism and unfair practice.

Emerging from a global pandemic and experiencing a technological revolution, such as ChatGPT3, in this brave new rapidly expanding digital world, several questions arise:

- What is the role of Learning Developers in assessment design?
- What is the role of Learning Developers in academic offences panels?
- What training do Learning Developers need?
- How can Learning Development take leadership in promoting academic integrity?
- What forms of collaborative cross institutional research on academic integrity would be advantageous?

This workshop provided participants with an opportunity to discuss the role of LD within the ever-developing world of academic integrity. Following a quick-fire quiz, participants had the opportunity to work in small groups. Each group was assigned one of the above questions in order to contribute to a 5-point action plan for how LD can be at the forefront of the academic integrity agenda. Participants took away ideas with them that they could apply within their own role and teams.

**Keywords:** artificial intelligence; academic integrity; ChatGPT.

### ***Community response***

The discussions and opportunities to speak to fellow LDers around the use of AI and in particular the use of ChatGPT created opportunities to discuss the impact that AI is having on academic integrity practices.

It was an opportunity to consider the impact on individual institutions and its potential uses/concerns over use for the future. It is reassuring to hear that the challenges we face in our own university are similar across the board. The information compiled on the day from the discussions such as the feedback from all the groups with remarks, suggestions and thoughts could provide a beneficial resource as we move into the next academic year.

Where an algorithm for spotting algorithmically generated writing was considered, the wider moral and ethical implications for knowledge transformation were considered given that generative AI basically trawls the internet to create the most probable outcomes. This will lead to the most popular or probable answer being generated and not necessarily the truest.

I really enjoyed the interactive, fun, nature of this session, which allowed us to hear different perspectives from others and find out about useful strategies for incorporating AI. It's a very important topic and the presenters focused our minds and gave everyone enough time to contribute, which led to some great ideas.

## ***Authors' reflection***

This workshop was a timely opportunity for the LD community to come together and discuss the possible impact of Artificial Intelligence on our practice. It was good to have such a healthy debate, it felt like one hour was not nearly enough to cover everything. I was particularly fascinated by the reaction to the quiz in which we asked participants to identify the human generated question amongst a series of questions generated by CHATGPT. The exercise demonstrated the potential challenges of separating human generated and AI content. In closing, I think AI is something all LD practitioners are going to need to address in the coming months and years: hopefully this workshop was a useful starter.

## ***Acknowledgments***

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The authors did not use generative AI technologies in the creation of this manuscript.

## ***References***

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## ***Further reading***

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## **Author details**

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Marian Mayer is a Principal Academic, leading a small team of Learning Development practitioners at Bournemouth University. Her research interests include challenging neoliberalism in higher education, transformative education, widening participation, the student experience, HE policy, and student retention and success. Marian has published on the subjects of reclaiming higher education, the neoliberal agenda in HE and transformative education. Marian's praxis is deeply embedded in research and education practice, primarily within the context of Learning Development.

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