

INSTITUTIONAL PROFILE**Dublin City University****THEMES****Academic Writing curriculum:**

- Does your university offer an academic writing course as a mandatory subject? Please indicate the level(s)?

A voluntary online course is provided to both undergraduate and postgraduate students

- Is the teaching of the course centralised in the whole university or it differs from faculty to faculty or within the programs?

The course is centralised and managed by the library and student support services

- Is there any centre for academic writing support services at your university? List the services offered by the centre?

Yes there is a writing centre. Students typically visit the centre:

- For guidance on how to structure an assignment at third level.
- For advice on how to research and read effectively for an assignment.
- To discuss difficulties with specific aspects of writing e.g. paragraphing, grammar, sentence structure, flow, introductions or conclusions.
- For advice on how to improve writing to move up a grade.

The centre also offers writing consultations. Students are encouraged to make an appointment and bring their assignment brief and a draft of their work. In the case of repeat assignments, they are encouraged to bring along any feedback that they may have received from their tutor.

The Centre is not a proofreading or editing service but rather works with students to strengthen their abilities as writers and encourages them to become editors of their own work.

Faculty Training / Student services:

- What learning management system does your university use? How long have you been using it and what was the main reason for choosing that specific system?

The university have been using Moodle since 2003. The flexibility provided by this open source product makes it the best LMS for our university.

- Which plagiarism detection tool is used at our university? List main advantages of using the selected tool?

We recently moved from TurnItIn to Urkund for our text matching facility. We moved because it provided better integration to Moodle, with improved turnaround times in terms of generating similarity reports. Due to better integration with Moodle it allows staff to better take advantage of Moodle functionality e.g. facilitates group work and has the facility to provide extensions to students as and when required. The cost was also significantly cheaper (60% less).

- What is the policy of using e-learning elements in teaching processes (courses, modules, etc.)? Is it an obligatory for some courses and who decides in which classes the elearning module should be implemented?

Every module in the university has a course page on Moodle. While use of Moodle is not mandatory for every course, no other LMS is supported. Furthermore Moodle is tightly integrated with every other system within the university. This was a strategic decision as it resulted in significant time saving in terms of course administration for those that actually used Moodle. As a result some faculties are now considering the use of Moodle to be mandatory for certain functions.

- Which office is responsible for providing training for academic staff in terms of using blended learning methods or plagiarism detection tools? What are the services they offer to the faculty?

The Teaching Enhancement Unit offer training, advice and general troubleshooting services.

- Please describe the student support (academic and other) services you are having supporting academic integrity. Which department is responsible for this component and what is the frequency of services and events in this regards?

The responsibility is divided between the Library and Student Support and Development. Both units offer short online courses that can be taken at any time. Furthermore the Student Support manages the academic writing centre. Finally the library offers workshops and drop in sessions on good practice in citation and referencing.

PR Campaign:

- What is the “PR campaign policy” against plagiarism at your university?

The university actively promotes good practice in citation and referencing as opposed to promoting the concept and penalties for plagiarism.

- According to your experience, what are the key messages that best inform students about plagiarism (informational meetings, small videos ... etc.).

Short videos and case studies with sample exercises are the most effective in our experience

University policies and resources:

- Please describe main aspects of the plagiarism policy at your university.

The policy is split into several distinct sections:

- Definitions of academic integrity and plagiarism
- Dissemination of policy
- Reporting breaches
- Student penalties and sanctions
- Retrospective detection of plagiarism

- How the policy is reflected in the curriculum and what are the sanctions you use in case of plagiarism?

Various modules have short online courses on citation, referencing and academic writing embedded within them.

Also the Teaching Enhancement Unit actively promotes good assessment design to help design the opportunity for plagiarism out of the curriculum.

Each assignment must include a plagiarism statement. All penalties for breaching academic integrity and/or plagiarism will be greater than the penalty for submitting poor work or none. If the allegation is upheld, local penalties may include: A zero mark for an assessment component and a requirement to resit the assessment component. Plus additional work imposed for instance a reflective essay on the importance of academic integrity. A zero mark for the complete assessment and a requirement to resit the complete assessment. Additional work can also be imposed for instance a reflective essay on the importance of academic integrity. A zero mark for the module and the requirement to repeat the module in the following academic session. Additional work can also be imposed for instance a reflective essay on the importance of academic integrity. The full implication of the penalty must be made clear to the student including potential impact for progression and/or award A record of sanction must be kept at Faculty level. Notification of sanction must be sent to the Associate Dean of Teaching and Learning/Education for noting at Faculty Teaching and Learning Committee. Where the allegation is upheld at local level, a 'flag' will be added to the centrally-held student record to ensure that should a second event occur of this nature, even if in a different School or Faculty,

the first incident would be visible. If, when this flag is being added, it is found that the student had not declared a previous finding, the matter will immediately be referred to Disciplinary Committee for consideration of the plagiarism/breach of academic integrity issue and dishonesty in not declaring the previous offence. If the interviewing panel believes that the range of available local sanctions is not sufficient, the matter will be referred to the University Disciplinary Committee and record of action kept at Faculty level. Notification of such action must also be sent to Associate Dean of Teaching and Learning/Education at Faculty level for noting at Faculty Teaching and Learning Committee (notification of final outcome must also be sent by the School representative). If the allegation is not upheld at Disciplinary Committee all official records of the alleged instance must be destroyed/deleted.

Other strategies, mechanisms, and practices the University has in place. Please describe

