

# Professional and Legal Issues Academic Integrity in an Ethical Context

2012-13

INFO2009 (Professional and Legal Issues)

<http://www.edshare.soton.ac.uk/6003/>

**Su White (saw)**

# Plan for today

## → **Independent Study**

→ **Academic integrity tutorial – W3**

## → **Academic Integrity in an Ethical Context**

→ **Academic integrity in the bigger picture**

→ **Professional Integrity**




# Review: Assessments

- |                                     |     |
|-------------------------------------|-----|
| → Prepare an annotated bibliography | 10% |
| → Produce and present a resource    | 45% |
| → Complete a stage test             | 20% |
| → Answer a case study               | 25% |

See <https://secure.ecs.soton.ac.uk/module/1213/INFO2009/> for details

# Review: task – wiki edit

→ **You did it... mostly ;-)**



**Leave the  
number part  
empty**

## **Group 16: "Bobs' Finest"**

Topic - Green ICT

Tutor - formerly Bob Damper

<b>ECS user ID</b>	<b>First name(s)</b>	<b>Surname(s)</b>	<b>Tutor ECS ID</b>
<a href="#">cs16q08</a>	Craig	Saunders	<a href="#">rid</a>
<a href="#">ral1q08</a>	Raluca	Laic	<a href="#">rid</a>
<a href="#">pp4q08</a>	Pratik	Patel	<a href="#">rid</a>
<a href="#">ci5q08</a>	Charalampos	Ignatiou	<a href="#">rid</a>

→ Can you move them onto the sub page please!  
Well done to the one set of folk who did!

## Collaboration Groups - sign up by Friday week 1

2012-2013

[Presentation Groups 2012-2013](#)

joke'); UPDATE Marks SET percentage=100 WHERE name='joke'

### Group 1

**title:** to be discussed now/agreed by W3 **artefact/resource:** to be agreed around W3

**EdShare URI:** to be created - latest - you will create a container for your resource which you will populate as you progress

ECS user ID	First name(s)	Surname	Tutor ECS ID
<a href="#">agb2g10</a>	Alex		<a href="#">kpz</a>
<a href="#">hc13g11</a>	Harry	C	<a href="#">kpz</a>
<a href="#">jr4e09</a>	James	Ro	<a href="#">kpz</a>
<a href="#">ds9g11</a>	Dan	S	<a href="#">kpz</a>
<a href="#">as28g11</a>	Andrew		<a href="#">kpz</a>

### Group 2

**title:** to be discussed now/agreed by W3 **artefact/resource:** to be agreed around W3

**EdShare URI:** to be created - W6 latest - you will create a container for your resource which you will populate as you progress

ECS user ID	First name(s)	Surname(s)	Tutor ECS ID
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# What I really want 😊

page discussion edit history move watch

## INFO2009/Presentation Groups/2012-2013

< INFO2009

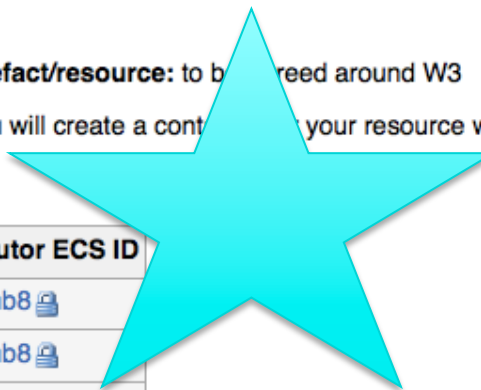
### Markus

#### Group 1

**title:** to be discussed now/agreed by W3 **artefact/resource:** to be agreed around W3

**EdShare URI:** to be created - W6 latest - you will create a content for your resource which you will populate as you progress

ECS user ID	First name(s)	Surname(s)	Tutor ECS ID
<a href="#">ah16g11</a>	Alex	Hutson	<a href="#">mb8</a>
<a href="#">jof1g11</a>	Jack	Flann	<a href="#">mb8</a>
<a href="#">twt1g11</a>	Tobias	Terhoeven	<a href="#">mb8</a>
<a href="#">jk6e11</a>	Jiyun	Kim	<a href="#">mb8</a>



# What we got – mostly there

## Presentation Groups 2010-2011

Please complete this section with details of your group before the lecture in week 2

Co-ordinate this within your tutor group.

You can use the entries from last year as a template. Include user id, first name, surname, tutor id.

Do not add a group number, I will inform each group which number they have been allocated in due course.

ECS user ID	First name(s)	Surname(s)	Tutor ECS ID
<a href="#">md15q09</a>	Manol	Dimitrov	<a href="#">gbw</a>
<a href="#">na9q09</a>	Nicola	Asamoah	<a href="#">gbw</a>
<a href="#">ek8q09</a>	Elizabeth	Kinnon	<a href="#">gbw</a>
<a href="#">td2q09</a>	Thomas	Deamer	<a href="#">gbw</a>
<a href="#">cf3q08</a>	Chengyan	Fu	<a href="#">gbw</a>

ECS user ID	First name(s)	Surname(s)	Tutor ECS ID
<a href="#">rb24q09</a>	Rebecca	Brannum	<a href="#">ps</a>
<a href="#">ba2q09</a>	Bahman	Asadi	<a href="#">ps</a>
<a href="#">sb8q08</a>	Stephen	Blakely	<a href="#">ps</a>
<a href="#">agh1q09</a>	Alexander	Hurel	<a href="#">ps</a>
<a href="#">ocb1q09</a>	Oguz	Babaoglu	<a href="#">ps</a>

ECS user ID	First name(s)	Surname(s)	Tutor ECS ID
<a href="#">dm1q09</a>	Dominic	McGill	<a href="#">lq3</a>
<a href="#">fl9q09</a>	Fred	Lamazani	<a href="#">lq3</a>
<a href="#">rmm1q09</a>	Rebecca	Murrell	<a href="#">lq3</a>
<a href="#">ts11q09</a>	Temil	Salau	<a href="#">lq3</a>
<a href="#">mpw1q09</a>	Michael	Watkins	<a href="#">lq3</a>

<https://secure.ecs.soton.ac.uk/module/1011/INFO2009/wiki>



# This week...

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## Independent Study



 Download PDF version of these notes

[previous](#) | [next](#)

Academic Integrity and Assessment

### Academic Integrity and Assessment -How they are related?

The University Perspective

This tutorial explains our expectations in ECS of your behaviour when completing assessed work such as projects, assignments and examinations. Our expectations are the same at every stage of your studies, whether you are an undergraduate or postgraduate student. The content has been designed to help you understand exactly what will be expected of you when you undertake assessed work.

Good Academic Practice

**Study the materials carefully and then complete the test questions** which will help you assess your understanding. If you have difficulty understanding this material please discuss your problems with your tutor.

Breaches and Penalties 1

Plagiarism

We expect all ECS students to work through these materials and successfully complete the test questions during your first semester of study in ECS at the University. You may find it useful to review the tutorial at crucial points in your progress - for example before you engage in a major research project or dissertation.

Cheating, Falsification, Recycling

Group Work, Collaboration and Collusion

Quote and Paraphrase

Quoting Text

Paraphrasing Text

Figures, Tables, Equations

Cite and Reference...

Plagiarism Detection

Breaches and Penalties 2

Exam Regulations

Glossary

Conclusion

Take the Quiz

### The Power of the Web

- Increased access to the Internet, use of the World Wide Web and search engines such as Google provides an unprecedented amount of information available "at your fingertips"
- This can help you when preparing assignment (e.g. design tasks, programming, reports, and projects)
- But with power comes responsibility
- And the increased need for academic integrity

### Definitions (taken from the OED)

*Academic*

- Of or belonging to an academy or institution for higher learning; hence, collegiate, scholarly

*Integrity*

- Soundness of moral principle; the character of uncorrupted virtue, especially in relation to truth and fair dealing; uprightness, honesty, sincerity

This tutorial will explain the following:

<http://www.ait.ecs.soton.ac.uk/>

INFO2009 Professional and Legal Issues

# expectations

- **You can expect to find some questions relating to independent study activities in the stage test**
- **Understanding of Academic integrity is something which is very easy to include in an online multiple choice question test**



**You are strongly advised to find time for this activity 😊**

# University Resources

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## A Guide to Academic Integrity

How to develop your skills and avoid plagiarism

[main menu](#)

[glossary](#)

[help](#)

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These interactive guides aim to help you gain a better understanding of academic integrity and develop your skills so that your assessed work does not accidentally plagiarise the work of others. We recommend that you view them in the order listed below.

[\*\*Learner Ethics and Academic Integrity\*\*](#)

[\*\*Referencing Your Sources\*\*](#)

[\*\*When Does Helping Become Cheating?\*\*](#)

[\*\*Recording Your Contribution to Groupwork\*\*](#)

[\*\*Choices and Consequences - an interactive story\*\*](#)

MIT provide [excellent practical guidance](#) on **avoiding plagiarism**; be sure to read their pages on quoting and paraphrasing.

On the other hand, if you'd rather watch a funny YouTube video about the perils of plagiarism, check out the truly excellent [A Plagiarism Adventure](#) from the University of Bergen. Its in Norwegian but has subtitles.

Please would you also spend a couple of minutes answering this brief [anonymous online survey](#) to help us evaluate and improve these guides. Thank you.

Return to [Academic Skills homepage](#)

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**Look at the scenarios**

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**Academic Integrity**

**Yes or No?**

**<http://www.edshare.soton.ac.uk/3493/>**

# Academic Integrity links

## Academic Integrity

- Read the general guidance  
<http://www.studyskills.soton.ac.uk/integrity/>
- Work through the ECS academic integrity tutorial  
<http://www.ait.ecs.soton.ac.uk/>
- See the rules and regulations  
<http://www.calendar.soton.ac.uk/sectionIV/academic-integrity-procedures.html>
- They are also explained in the ECS student handbook  
<https://secure.ecs.soton.ac.uk/ug/handbook/0809/SectionA07DM3.doc>

**Academic integrity in the bigger picture**

**Professional Integrity**

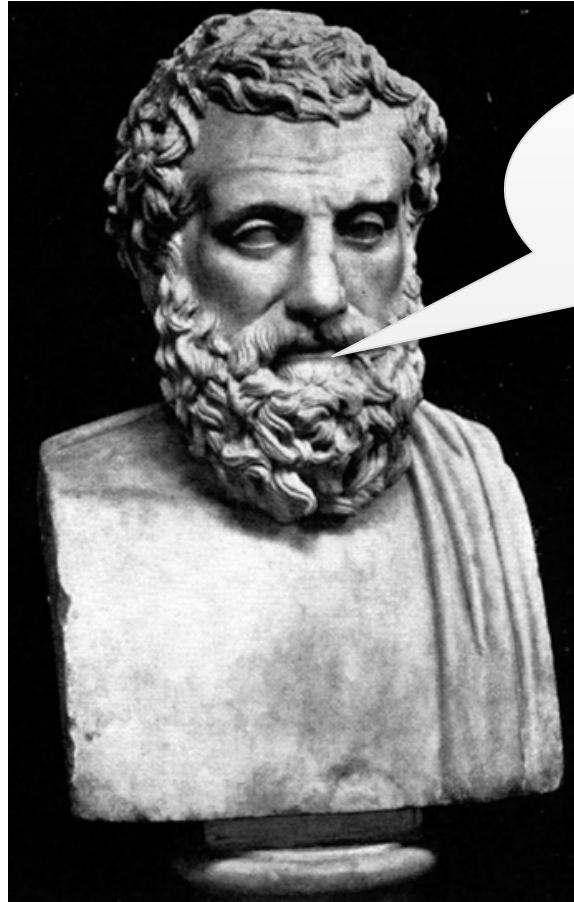
**Codes of conduct**

# AN ETHICAL CONTEXT

# Scenario: group discussion

- You discover a fellow student has been using rent a coder to solve programming assignments
  - What are their possible motivations?
  - How would you describe this person's character?
  - How would you describe this person's capabilities?
  - What kind of employee do you think this person will be when they enter the professional workplace?
  - What would or could you do? Does your group agree?

# Sophocles...

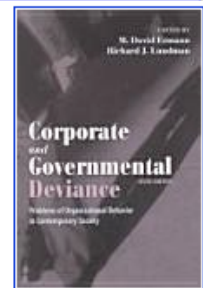
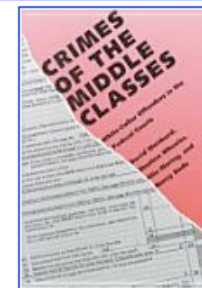
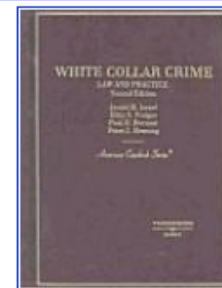
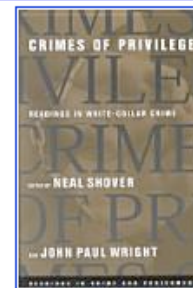
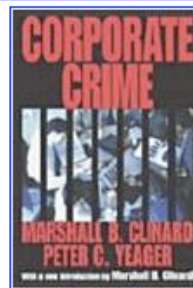
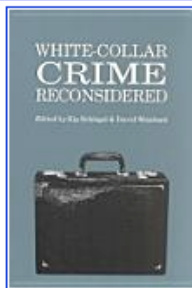
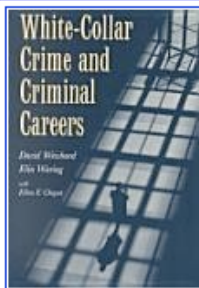


**Rather fail with  
honour than  
succeed by fraud**



# Dishonesty in the workplace

- There are many different types of potential dishonesty in the workplace
  - In your groups (2/3) write a list (interim feedback/check options)
  - Rank the activities in order (least to most offensive)
    - What makes things appear least offensive?
    - What makes things appear most offensive?
    - Can you identify any flaws in this type of argument?



# Where next?

We will return to personal ethics and the workplace later in the course

- when we look at workplace contexts
- Law which protects those who report crimes and misconduct (whistleblowing, industrial tribunals)
- Codes of conduct which guide workers (BCS, IET)
- Organisations which provide legal support for workers (trades unions)

# Thank You :-)

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Over the next week

→ Think about

→ **the topics which are  
within INFO2009**

→ For your bibliography

→ For your group project

→ **Careers Fairs**

→ **Internships and other  
vacation employment**



# For ref...

## Lecture Schedule

### Week 1 : 1/10/12 Introduction and Overview

- Lecture 1.1 How INFO2009 will be run (saw)
- Lecture 1.2 Coursework overview - planning and requirements (saw)

### Week 2 : 8/10/12 Approaches to Research

- Lecture 2.1 Annotated Bibliographies (rid)
- Lecture 2.2 Academic Integrity and Ethical dilemmas (includes class exercises)

### Week 3 : 15/10/12 Information Handling

- Lecture 3.1 Finding and Identifying authoritative information sources (guest)
- Lecture 3.2 Private study. Lecturer will be available for surgery questions (saw)

### Week 4 : 22/10/12 Legal Issues

- Lecture 4.1 Overview of legal issues
- Lecture 4.2 A legal perspective on disabilities and equality

### Week 5 : 29/10/12 Workplace Perspectives Group Task Requirements

- Lecture 5.1 Overview of workplace legislation. Professional Bodies and codes of practice
- Lecture 5.2 Panel: The ECS Graduate - early years in the workplace

### Week 6 : 5/11/12 CW 2 Group Progress Reports

- Lecture 6.1 Groups 1-13
- Lecture 6.2 Groups 14-26

### Week 7 : 12/11/12 Privacy and Ownership

- Lecture 7.1 Privacy and Ownership (patents, copyright and DRM)
- Lecture 7.2 IT and the law - electronic communication

### Week 8 : 19/11/12 CW 2: Group Progress Reports

- Lecture 8.1 groups 1-13
- Lecture 8.2 groups 14-26

### Week 9 : 26/11/12 Data Protection

- Lecture 9.1 Data protection
- Lecture 9.2 Case study exercise; mistakes students made in past exam; poster pitch explanation

### Week 10 : 3/12/12 CW2: Group Poster Pitch

- Lecture 10.1 groups 1-13
- Lecture 10.2 groups 14-26

### Week 11 : 10/12/12 Security Matters: technical, legal and ethical perspectives

- Lecture 11.1 Security Matters: some technical perspectives and questions of ethics
- Lecture 11.2 Security Matters: some legal perspectives and ethical issues

Open book exam Saturday 15th December 2012 - Monday 7th January 2013 Prepare for open book exam

### Week 12 (aka 15!) : 7/1/13 Pre-exam surgery discussion + computer based stage test to be scheduled during this week date tbc

- Lecture 12.1 Surgery discussion
- Lecture 12.2 Surgery discussion

Exam period Open book exam EXAM:- you can take prepared notes into this one hour exam

IT - exam in same format

Back to module page <https://secure.ecs.soton.ac.uk/module/1213/INFO2009/>