

Promoting Classroom Practices of Academic Integrity
Where and when in your course do you talk about the expectations for ethical research? Are there times for students to ask questions and confirm their understanding of these expectations?
What language or terminology do you use when you talk about ethical research expectations: plagiarism, cheating, academic misconduct, academic integrity...?
At what points in your course do you anticipate students having questions about ethical research practices? How could the course make explicit space for such questions throughout the semester, so that students know it's OK not to know and to ask?
How do you set out expectations about academic integrity in the context of your assignments, when students will be engaging in their own research practices? How do you imagine students' understanding of these expectations? What resources (e.g., links to citation &/or library sites) do you provide to help them?
Are there certain situations in your course that might create particular challenges for students in understanding the expectations of ethical research practices and how to meet them (e.g., a group project, an online quiz)? How might you facilitate conversations about academic integrity in these situations to set expectations and brainstorm ways to meet them?

Promoting Disciplinary and Departmental Practices of Academic Integrity
Does your department have its own policy, statement, resource page (etc.) about academic integrity? How does your course connect explicitly to such materials?
What does academic integrity look like in the <u>discipline(s)</u> of your department or faculty? In other words, what do <u>researchers</u> in this/these fields have to consider as part of their particular research ethics (e.g., research on human subjects, collaborations with community partners, etc.)?
What does academic integrity look like in the <u>classrooms</u> of your department/Faculty? In other words, what teaching and learning activities will ask <u>students</u> , in the context of your discipline(s), to apply their understanding of ethical research, e.g, writing papers, doing group projects, sitting exams, submitting online work . . .?

Promoting Conceptual Understandings of Academic Integrity: (More) Questions for Class Discussion
What is the "consequence of error" for <u>researchers</u> in your discipline(s), if they do not uphold the expectations of ethical research? What harms might be done, and to whom?
What harms are done by <u>student</u> violations of academic integrity, in your course, in your department/Faculty, and at the university as a whole? To whom?

