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Investigating Academic Misconduct Cases in K-12:

Promoting the Systems Approach with an Equity, Diversity, Inclusion, and Accessibility (EDIA) Lens

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Equity, Diversity, Inclusion, and Accessibility (EDIA) is a term used in Canada. **DEI (diversity, equity, and inclusion)** may be more common in the US.

Land Acknowledgement

- The University of Calgary, located in the heart of Southern Alberta, both acknowledges and pays tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani, and the Kainai First Nations), the Tsuut'ina First Nation, and the Stoney Nakoda (including Chiniki, Bearspaw, and Goodstoney First Nations). The City of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

Our Positionalities

➤ Colleen Fleming

- Ed.D. Student - Werklund School of Education, University of Calgary
- 20+ years of practitioner experience teaching students with learning disabilities

➤ Beatriz Antonieta Moya

- Ph.D. Candidate - Werklund School of Education, University of Calgary
- Research Assistant and member of two academic integrity communities

Agenda

- I. Key Definitions**
- II. Setting the Stage**
- III. Hypothetical Academic Misconduct Cases**
- IV. Perspectives from Academic Integrity Scholars**
- V. Concluding Thoughts**



I. Key Definitions

- **Systems Approach:** Institutional commitment to the academic integrity values supported through educational actions that permeate institutions' social and organizational structure (Bertram Gallant, 2016; Brettag, 2013).
- **Academic Misconduct:** “may be either a deliberate or unintentional violation of academic codes of conduct” (Pagaling et al., 2022, p. 9).



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I. Key Definitions

- **Equity, Diversity, Inclusion, and Accessibility:**
 - *Equity:* “Equity is a principle, condition, process, and outcome rooted in human rights and the inviolability of human dignity” (University of Calgary, n.d., p. 1).
 - *Diversity:* “Diversity, difference, or variety is a characteristic of nature and human society” (University of Calgary, n.d., p. 1).

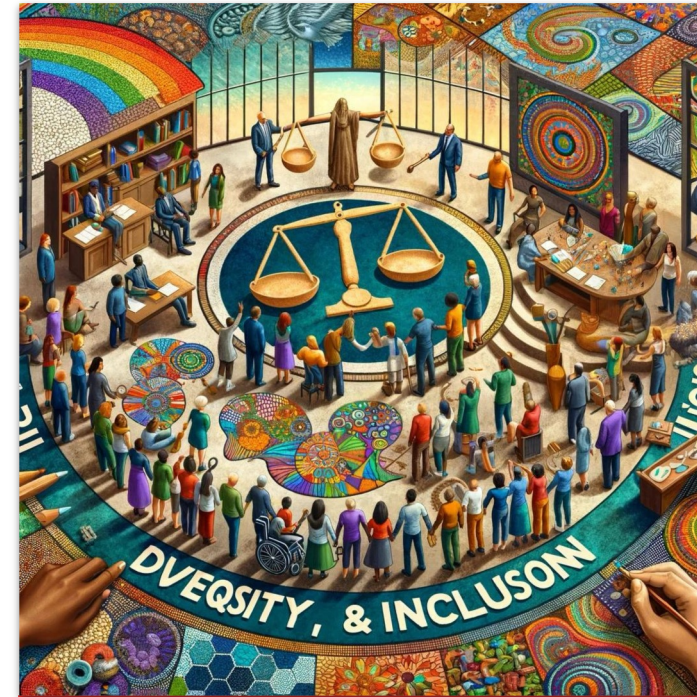


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II. Setting the Stage

- Please use *Mentimeter* to share your insights on the following question (3 minutes):
 - **How might you integrate an equity, diversity, inclusion, and accessibility lens when addressing academic integrity breaches?**
- Group share – We invite you to share your ideas aloud (1 minute).



Or go to
www.menti.com
Code:
51 92 88

III. Hypothetical Academic Misconduct Case 1

Scenario:

- Gr. 9 student
- English Assignment - write a critical literary analysis essay on novel *To Kill a Mockingbird* by Harper Lee
- Unmediated summative assessment - student instructed to complete independently
- Diagnosed LD - Dysgraphia (challenging to get ideas organized coherently on paper)
- The student struggles for hours, and the mother intervenes to provide support.

Dilemma:

- The teacher realizes content and writing style are not reflective of the output student typically produces.
- Academic misconduct – a form of contract cheating because the mother completed the student's assignment
- Challenge - teacher aware student has Dysgraphia

III. Hypothetical Academic Misconduct Case 2

Scenario:

- Gr. 5 student
- Social Studies class – Answer a questionnaire about the contributions of diverse cultural groups to the evolution of Canada.
- Take-home, low-stakes, summative assessment.
- The student recently arrived in Canada and is learning English as a second language.
- The student used ChatGPT to translate the questionnaire's questions and answers.

Dilemma:

- The teacher suspects the student used ChatGPT.
- The teacher believes there was an unauthorized GenAI use because the outcome of the work does not fully reflect the student's own abilities.
- At the same time, the teacher recognizes that the student struggles to communicate ideas in English.

III. Hypothetical Academic Misconduct Cases Link

- Use this QR code or ask us for a printed copy of the cases!





IV. General Discussion

- Turn to your shoulder partner (person next to you) and choose one of the cases to discuss.
- Discuss how you would address the situation (3 minutes).
- Please feel free to share your insights on Menti if you are so inclined.
- Group Share - If comfortable, indicate the case you discussed and the strategies you would use to address it (5 minutes).



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V. Perspectives from Academic Integrity Scholars: Academic Misconduct

The literature provides some insights from higher education contexts that may be applicable to K-12:

- The consequences of being involved in an academic misconduct investigation can be traumatic for the student (Pitt et al., 2021) and place an emotional burden on instructors (Robinson & Openo, 2021).
- Studies about academic integrity and EDIA have emerged slowly. More guidance is needed to ensure academic integrity takes into account students' basic human rights (Pagaling et al., 2022).
- There is a lack of guidelines in K-12 policies about addressing breaches of academic integrity (Hossain et al., 2022).

V. Perspectives from Academic Integrity Scholars: The Systems Approach

Strategies focus on education and prevention (Bertram Gallant, 2016).

It emphasizes a multi-stakeholder approach to academic integrity, which invites consideration of educators' roles (Pagaling et al., 2022).



V. Perspectives from Academic Integrity Scholars: Academic Integrity from an EDIA Lens

- It is ethical to support equity-deserving students (Khoo & Kang, 2022).
- “Some students start from a position of privilege, while others start with barriers. Prioritize equity over equality” (Parnter & Eaton, 2021, p. 1).
- Davis (2022) proposes that faculty members discuss academic integrity openly and honestly with students, demonstrating empathy, and directing them to support if required.



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V. Perspectives from Academic Integrity Scholars: Academic Integrity from an EDIA Lens

- Students with learning disabilities who request academic accommodations are occasionally perceived by others as abusing the opportunity to access education in an equitable manner (Dorfman, 2019).
- “We have noted a lack of research in how academic integrity is addressed among students with learning disabilities” (Pagaling et al., 2022, p. 7).
- Respect and protection of the human rights of students should be integrated into academic integrity conceptualizations (Pagaling et al., 2022).



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V. Perspectives from Academic Integrity Scholars: Academic Integrity from an EDIA Lens

- Inclusion of decolonized practices that prioritize relationality and reciprocity (Poitras Pratt & Gladue, 2022).
- “Recognizing, troubling, dismantling dominant approaches to misconduct which are rooted in administrative law and a persistent ‘discipline and punish’ approach (Foucault, 1977) are significant challenges in decolonizing academic integrity” (Eaton, 2024, p. 11).

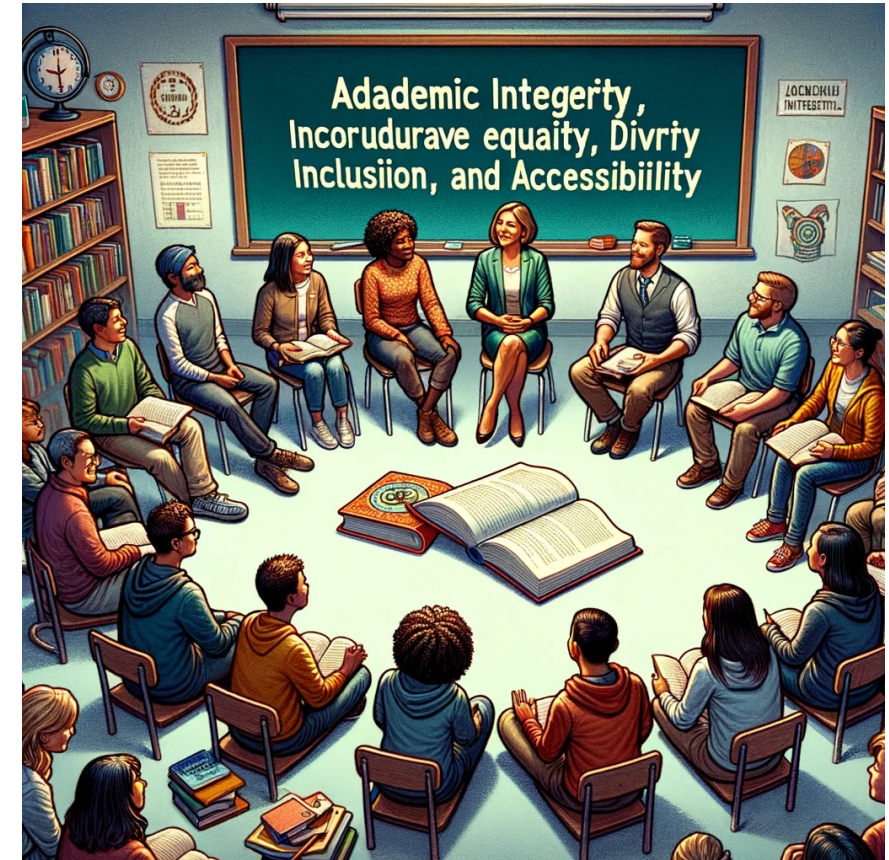


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Concluding Thoughts

- We advocate for more efforts to analyze academic misconduct cases from an EDIA lens. This lens encourages students to learn and thrive within systems in which they face significant barriers.
- This perspective is complex and calls for more engagement from educators and researchers to find the best way to support students' understanding of academic integrity in ways that meet their needs.



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Q&A



- **We would like to thank you for participating in our session this afternoon, and we invite you to share your thoughts. We also propose the following questions for consideration:**
- What present as barriers to using an EDIA lens when conducting academic misconduct investigations?
- How feasible would it be to reframe your institution's academic integrity policy from an EDIA lens?
- What are the complexities embedded in integrating an EDIA lens as an educator?



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