A Clearer Pathway to Institutionalising Academic Integrity: Distinguishing Between Collaboration and Collusion

Donna M Velliaris [1]

1 Eynesbury Institute of Business & Technology (EIBT), 16-20 Coglin Street, Adelaide, SOUTH AUSTRALIA 5000

Founded in 1998, the Eynesbury Institute of Business and Technology (EIBT) has established a solid profile for pre-university pathways in [South] Australia for predominantly 'international' students. Pathway providers attract [international] students early in their university lifecycle and secure their destination prior to them fulfilling entrance requirements. Specific to this research are the 'international' students who enter EIBT to undertake a 9-12 month Diploma in Business (DB), Information Technology (DIT) or Engineering (DIPE), which encompass the same or equivalent eight-courses and curriculum that constitute the 'first-year' of a bachelor degree at the partner university. As articulation and credit transfer agreements are in place, EIBT is continually monitored to ensure that the validity of these arrangements are maintained. With this in mind, it is also imperative that teaching and learning, and expectations among institutions are consistent so that students are well-acculturated to Western pedagogical and dialogical practices as they transition to mainstream Australian higher education (HE). In response to a mandatory online questionnaire, 100+ first-trimester EIBT international students responded to the open-ended question—*What is the difference between group work and collusion?* As will be discussed, professional and academic EIBT staff are taking interdisciplinary responsibility for elucidating the 'line' between *authorised* and *unauthorised* collaboration. With more than 20 distinct student nationalities/ethnicities at any one time, EIBT lecturers face the challenge of collectively promoting behaviour that is deemed appropriate within a community of scholars. Deep(er) understanding of students' views/notions of group work versus collusion is indispensable if institutions with diverse student populations are to develop effective policies and procedures for preventing potential sociocultural practices being misconstrued/deemed as intentional acts of academic misconduct.