

Background: EIBT



- ▶ Pre-university 'pathway' to two South Australian universities
- ▶ Diplomas in Business, IT & Engineering (8 courses = 1 year)
- ▶ Approximately 400 students, typically 1/3 'At Risk'
- ▶ Students' English-language proficiency low (IELTS 5.0)
- ▶ And / or prior academic performance missing / low
- ▶ Trimester system rapid and intense
- ▶ 98% full fee-paying international students between 17-27 years
- ▶ 2% international students with Australian Permanent Residence
- ▶ All non-native English-speaking background (NESB)
- ▶ Chinese students approximately 70% of total (50% mainland)
- ▶ Male students 75% and female 25%
- ▶ Approximately 40 academic staff working cross-institutionally

Demographics: Student National / Ethnic Diversity

Azerbaijan
Bangladesh
Bhutan
Brazil
Burundi
Cambodia
China
East Timor
Egypt
France
Gambia
Hong Kong

India
Indonesia
Iran
Japan
Kenya
Lebanon
Macao
Malaysia
Mauritius
Nepal
Nigeria
Oman

Pakistan
Saudi Arabia
Singapore
South Korea
Sri Lanka
Taiwan
Tanzania
Uganda
UAE
Vietnam
Zambia
Zimbabwe



Literature Review: Collaboration vs Collusion

- ▶ In general, the margin between *collaboration* and *collusion* is ill-defined... as such, students may have a **poor understanding** of the difference (McCabe & Pavela, 2004).
- ▶ Such group work involves students as 'co-learners' striving to achieve a shared goal(s) and who are expected to share the workload '**equitably**' (Clark & Baker, 2006).
- ▶ In this discussion, group work or 'collaboration' is distinguished from collusion by describing both actions as a group of students working together on an assignment, but collusion is group activity that is **unpermitted** (Fraser, 2014).

Literature Review: Collaboration vs Collusion

- ▶ Group discussion facilitates active learning opportunities, but the difficulty is to encourage discussion to the point that it is **beneficial and acceptable**, *not* to the point that students are producing common features and crossing the 'hazy line' over to collusion (Barrett & Cox, 2005).
- ▶ When students work together or with other persons for the purpose of '**deceiving**' an assessor as to who is actually responsible for producing the material submitted, this *is* collusion i.e., impermissible collaboration embraces working with others without permission and with deliberate intention to mislead (Mahmood, 2009).

The Hazy Line

<i>Collaboration</i>	<i>Collusion</i>
<ul style="list-style-type: none">• informal study sessions• discussion groups• dialogue over general themes and concepts• interpretation of assessment criteria• strengthening academic writing through peer assistance• strengthening academic skills through peer assistance	<ul style="list-style-type: none">• allowing other persons to copy an assignment even if they change the words to make it look like their own submission• collaborating with other persons in the writing of all or part of another student's submission for the assessment item• providing a copy of one's work in respect of that item of assessment to other persons• working with other persons to produce work that is presented as one's own when, in fact, it was the product of paired/group work

Framework for Institutionalising AI

- ▶ Gallant and Drinan (2008) proposed an *Institutional Theory* or model that delineated four-stages to help bridge concerns surrounding institutionalising AI. In order, they are:
 - **Stage One** — ***Recognition and Commitment***
 - **Stage Two** — ***Response Generation***
 - **Stage Three** — ***Response Implementation***
 - **Stage Four** — ***Institutionalisation***
- ▶ EIBT is focused on *Stage One*—the recognition and commitment phase i.e., discontent with the current state of AI, development of AI knowledge, dialogue about the issue(s), and an expressed pledge to respond to the matter.

Research Method & Methodology

- ▶ Orientation Week 3-day Program
- ▶ Non-assessed mandatory online task via Moodle
- ▶ Linked to timetable settings
- ▶ Trimester 2, 2015 (Total $n=106$)
- ▶ Questionnaire comprising 25 items
- ▶ Predominantly qualitative
- ▶ One item is open-ended question: ***[In your own words] What is the difference between group work and collusion?***
- ▶ Intention is to discover the 'level of understanding' among student-participants post-orientation





- *Did I write my assignment by myself?*
- *Have I followed all the assessment guidelines?*
- *How can tasks be divided when doing a group work assignment?*
- *If asked, could I explain my work to the lecturer?*
- *Is it appropriate to seek assistance from others with my assignments?*
- *Is it collusion if I discuss an essay question with a friend?*
- *Is there a difference between collaborative learning and collusion?*
- *What are the benefits of producing my own work?*
- *What is assessment and how important is it?*
- *What will happen if I am found to have committed an AI violation?*
- *Why should I care about AI?*

Results on Moodle

12 [100 words] What is the difference between (a) group work, and (b) collusion?

#	Response
1	I think group work means the members of the group works to solve some problems together. They are very unity in the group. But collusion means when two different ideas and cultures people meet and conflict.
1	group work is a sub-group to discuss and resolve issues conclusion is a summary of the results of a thing
1	Group work means the group members contribute their part in a major project that would normally take too long for a single person to accomplish. All members will go through the phases of the project together and when faced with a difficult problem, they will brainstorm and chip in ideas to solve the problem. This makes tough project easier by having more opinions and ideas. Collusion means not contributing to group work but still wants the same reward as the contributors; eating free lunch.
1	Group work can show people that they have team spirit to do something which is positive. Such as finishing a group project
1	The most important different between between group work and collusion is whether lecturer allow this way. Actually collusion is not allowed. Apart from that, collusion is completed by two or more students in plagiarism or other academic misconduct. Group work is the way to finish one task arranged by lecturer.
1	Group work is a group of students having a group to accomplish a project. In the group, every group mates has their own character and work to deal with, after a period of separate works, all of the group mates will group up their own works like building up a puzzle, then the final work would be done. However collusion could occur in group works, such as teammates doing others work or teammates leaving their work to others without doing it. The difference is to finish their own work by their own.
1	a group work means a group of people finish some assignment together.in a group work,people will exchange their own opinion and make their effort to accomplish a mission.by and large,group work depends on individuals. collusion is just like a scheme.people discuss something in silence,and reach their purpose.
1	group work is mean you and your partner are struggle to finish the work,but collusion is mean you use the reward to push someone to help you to finish the work.
1	group work is working together and solving things together,but they have different thought.collusion is more about people copy their friend's work.

Orientation Week











Qualitative Responses: Excellent

- ▶ *Group work is doing some work cooperatively with others honestly. For example, lecturer gives us a group work task and we form a group to finish it. Another example, however, is when a lecturer gives me homework that I have to finish independently, but I did it with other classmates and got the same answers. This is collusion.*
- ▶ *Group work is the legal way of helping each other in a group and is also known as teamwork, while collusion is the illegal way of helping someone under secret agreement of helping each other. I have examples for both cases, for group work the study of some students in a group before exam and helping each other to prepare themselves for paper, while for collusion some students help each other in the examination hall during paper, which is the pre-planned or agreement for this illegal help.*

Qualitative Responses: Polar Opposites

- ▶ *A—is a group working together, B—is doing some bad things together.*
- ▶ *Group work is doing good things and collusion is doing bad things in school.*
- ▶ *Group work is help each other, collusion is do the wrong thing together.*
- ▶ *Group work is learning together, collusion is cheating together.*
- ▶ *Group work is right, collusion is wrong.*



Qualitative Responses: One Sided

- ▶ *Group work has more positive aspects than collusion.*
- ▶ *Group work is the right way of students working together well.*
- ▶ *Group work is when all members join in the work.*
- ▶ *Group work is when members in the team finish the job in the right way.*
- ▶ *Group work is working with different students to study, but not complete work together.*
- ▶ *Collusion can only be done under the table.*
- ▶ *Collusion is doing some bad things together.*
- ▶ *Collusion is doing wrong things in class, such as cheating.*
- ▶ *Collusion is not the right way to do work.*
- ▶ *Collusion is students cheating together.*



Qualitative Responses: No Idea

- ▶ *Are they the same?*
- ▶ *I am not very sure about it. Maybe I misunderstand the meaning of the word collusion. I think group work and collusion is the same.*
- ▶ *No idea at all.*
- ▶ *Not really sure.*
- ▶ *They are almost the same...*



Future Recommendations

- ▶ advising students at an 'early' stage of each trimester, *what* academic misconduct is and how to avoid it;
- ▶ advocating for AI standards at every level from policy and procedures, through to academic and professional staff practices;
- ▶ asking students for their input on how to create a community of integrity at the start of each trimester and establishing them as stakeholders in community;
- ▶ being aware of and responsive to students' different cultural backgrounds, especially in relation to caring for others and sharing work; and
- ▶ charting how students' understanding of 'helping friends' is formed and put into practice, and how they draw on the words and ideas of others.



