

**LINCOLN HIGHER EDUCATION RESEARCH AWARDS (LHERA)**

**FINAL REPORT 2017-18**

*Please complete all sections of the proforma below and return to* [*lheri@lincoln.ac.uk*](mailto:lheri@lincoln.ac.uk) *by 29th June 2018*

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| **Project title** | “Student as Responsible Learner”: Developing a university-wide strategy to tackle Academic Misconduct |
| **Project lead** | Kirsty Miller (PI) |
| **Other collaborators** | Hannah Merdian (CI), Glory Olamide Sokunle (RA) |
| **Project duration** | 8 months |
| **Project dates** | From: 01/11/2017  To: 01/06/2018 |
| **LHERI funding received** | £739.70 |
| **Please provide an overall account of the project describing the research questions, ethics approval process, brief overview of the methodology and main activities, including how students and collaborators contributed to the research** *(max 500 words)* | |
| Academic Misconduct includes plagiarism, cheating, copying work, and reuse of own work, and is a significant issue of concern for Higher Education. This project was designed to further our understanding of the underlying factors that contribute to student decisions to commit academic offences, and will develop a strategy aimed at minimising occurrences of this serious issue. This has direct applied benefits for Higher Education, both within our own institution and beyond. We approached this issue in two parts:  **PART 1:**  **Research Question: What cause can be identified for academic misconduct?**  The research study systematically explores the causes for academic misconduct, by examining self-reported academic offences in the context of the relationship between motivation, self-efficacy, cost-benefit-analysis, and attitudes towards academic offences.  **Method**  A key part of the method was to identify a theoretical framework for this research that summarises the current knowledge on academic offending. For this part, our RA reviewed the existing literature and currently used measures of academic offending, based on which she and the CI developed a theoretical framework for the current study. This determined the measures to be used with the second stage of the study, the student survey.  Surveys used are: the Academic Dishonesty Scale (Quall, 2014), Motivations for cheating scale (adapted from Geddes by Quarishi & Aziz, 2017), Achievement goal questionnaire (revised – Elliot & Murayama, 2008) and the Student- Customer orientation questionnaire (Koris & Nokelainen, 2014).  We then devised an anonymous student survey. The survey was approved for distribution via Qualtrics by SOPREC (School of Psychology Research Ethics Committee) and data collection started in May 2018, following the significant delay experienced with Campus Jobs (see below).  **Participants**  Data collection is still ongoing; to date, responses from 112 undergraduate students from the University of Lincoln have been received, across a number of subject areas [including Psychology, BioMedical Science, History, Public Relations, Chemistry]. The delayed release of the survey has led to a low completion rate due to its timing within the academic year, but we will close the survey with the end of the exam period in August.  **PART 2:**  **Research Question: How can we translate these findings into an effective and systematic response to academic misconduct?**  Due to the timing of the academic year, we had to postpone the second stage of the research project until September 2018.  Empirical findings from the student survey will be presented to a focus group of academic staff and student representatives, in order to translate the research findings into an effective intervention response. This interim strategy will be offered back to the group for comments, until a consensus version is reached.  **Participants**  Approximately 15 academic staff from the University of Lincoln, drawn from the Programme Leaders Forum, and 15 student representatives.  **Methods**  Interactive workshop-style focus group, followed by a Qualtrics survey to ensure an anonymous feedback loop. | |
| **What challenges, if any, occurred during your project and how did you overcome these?***(Max 250 words)* | |
| *The initial delay to this project was caused by a delay with Campus Jobs. After sending details of the job spec to Campus Jobs in November we had until the middle of December for the role evaluation so we could interview for the post. Due to the short time gap until the Xmas break and January exams, we had to postpone advertising, interview and recruitment, with Glory, our RA, not in post until the middle of February. While we learnt that these delays were comparable to other LHERI projects, it is particular unfortunate for our topic as we require access to representative participants from both Lincoln’s student and staff body, which is difficult to achieve during the summer. To overcome these delays, we are continuing the data collection of Part 1 until the exam period is completed, and will start Part 2 with the new academic year. A potential benefit of the delay could be that the survey is now timed alongside the exam period, which may increase the validity of our data as the responses are not just based on recall but actual activity.* | |
| **Please outline the major tasks and milestones delivered in this project. How far do these follow the outline in your original application? Please detail any variations and additional deliverables that occurred** *(Max 250 words)* | |
| Please see below the original time plans, and the updated time-schedule alongside it.   |  |  |  |  | | --- | --- | --- | --- | | **Original Timeline** | **Original Tasks and Milestones** | **Academic Output Targets** | **Updated Timeline**  **Variations / additional deliverables** | | Nov 2017 | * Recruitment of student researcher * Student survey preparation. * Submission for ethical approval |  | * Recruitment of student researcher achieved by Feb 2018 * Ethical approval received by May 2018 | | Dec 2017 |  | Complete intro/method of paper |  | | Jan 2018 | * Release student survey (following January exam period) * Data collection |  | * Survey released in May 2018 * Data collection ongoing until August | | Feb 2018 | * Ongoing data collection I * Focus group preparation and recruitment |  | * Focus group preparation and recruitment postponed until Sep 2018 | | March 2018 | * Data analysis (student survey) * Hold focus group |  | * Data analysis (student survey) postponed until September 2018 * Focus group to be held in October 2018 | | April 2018 | * Development of Interim Strategy * Prepare and release Delphi survey * Data collection (Delphi) |  | * Development of Interim Strategy postponed to October/Nov 2018 * Prepare and release Delphi survey postponed to October/Nov 2018 * Data collection (Delphi) postponed to November 2018 | | May 2018 | * Data analysis (Delphi) * (potentially second round) | Write-up results Study 1 (student survey) | * Data analysis (Delphi)   (potentially second round) postponed to December 2018 | | June 2018 | * Finalise University Strategy |  | Finalise University Strategy postponed to January 2019 | |  |  | write-up results Study 2 (Delphi) and discussion  prepare conference presentation |  | |  |  |  |  | | |
| **Please provide details of all outcomes and outputs from the Higher Education Award funded project, including any activity you plan to take forward beyond the funding –** *this will include specific details of dissemination / scholarly outputs, evidence of impact or potential impact from the research processes and findings, plans for ‘next steps’ with the research etc.* | |
| There are no current outputs explicitly from the LHERA project, however the poster presentation at the LHERI launch and the LHERA showcase event (and social media ) have both resulted in increased awareness of academic offences and helped to develop links both within and outside of the institution with other academics and researchers who are interested in this topic.  Our planned academic outputs remain unchanged; We aim to submit a university strategy paper, to present at the Society for Research into Higher Education annual Conference and to submit to a peer reviewed journal. | |
| **Please provide outline details of expenditure against the budget** *(this should be available from TechOne)***. If your project costs varied from the original application please provide details.** | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Project budget code:- |  |  |  |  | | |  |  |  |  |  |  | | Income | Budget | Actual | Remaining |  |  | |  |  |  |  |  |  | | Pay |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | Non-pay |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | |  |  |  |  |  |  | | |
| **Is there any feedback you would like to give to the HE Research Institute to assist us in the development of these awards in future?** | |
| We understand this is the first year of these awards and we are grateful for the opportunity to engage in this useful research. As the delays with Campus Jobs occurred across a range of awards made, it might be useful to collaborate with Campus Jobs in the creation of some job templates that are pre-approved. In addition, providing awards across the full academic year would be useful.  There were also a number of communication issues; e.g., the CI was not included in communication from LHERI, thus was often not aware of the planned meetings or the showcase event. While the showcase is generally a great idea, we should have been notified much earlier of its planned development, especially as it required input from academic staff which is often difficult to provide at short notice. | |

Completed by ……Kirsty Miller & Hannah Merdian………………………………….

Date …2/7/2018………………………………………………

Please submit this report to [lheri@lincoln.ac.uk](mailto:lheri@lincoln.ac.uk) no later than …………….