



# Academic Integrity Workshop

A series of mini workshops by  
Learning Enhancement Project (LEPs) Leads



Co-ordinated and supported by Teaching and Learning Unit

# Academic Integrity Workshop

## Speakers



- **Dr. Tom O'Mahony** - *Enhancing Work-Placement Assessment & Feedback Practices*
- **Dr. Violeta Morari** - *MTU Ethical Learning with GenAI*
- **Elaine O'Brien** - *Department of Marketing & International Business DELTA Award Research for Renewal*



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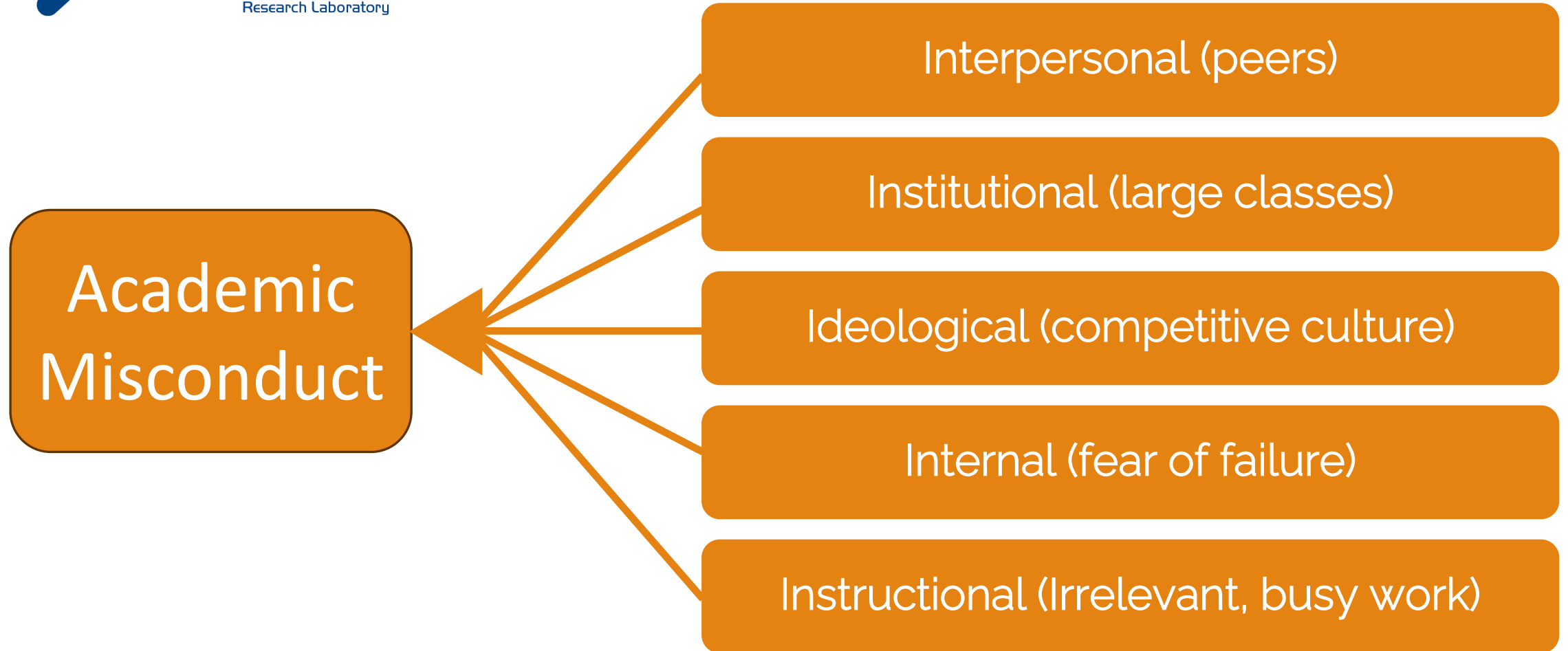


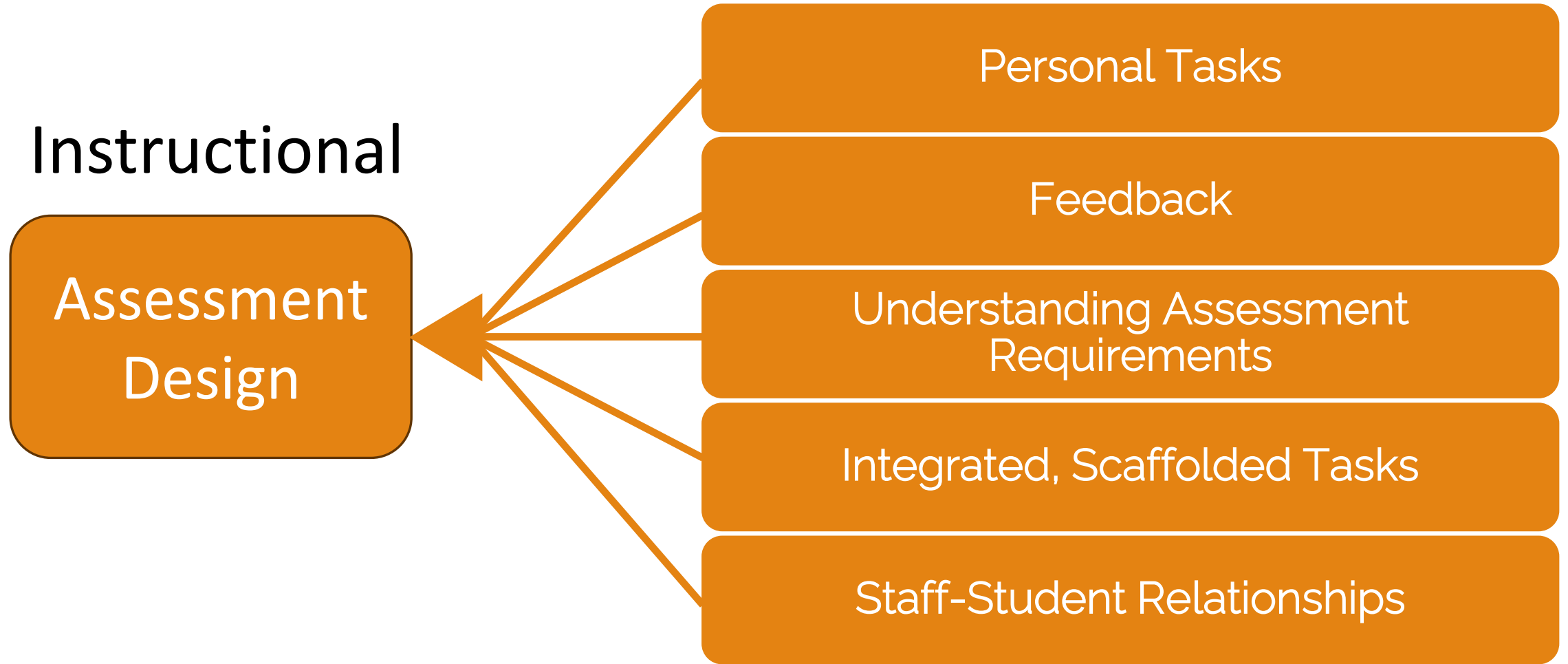
# Assessment & Feedback on Placement

Catherine Murphy, Tom O'Mahony & Joanne Cole



Co-ordinated and supported by Teaching and Learning Unit





See Lehane et al. (2024), Bretag et al. (2019), Bretag et al. (2018) & Egan (2018)

# Assessment & Feedback on Placement

Collected student survey data from > 30 different programmes across MTU

Collected data 2022, 2023 & 2024

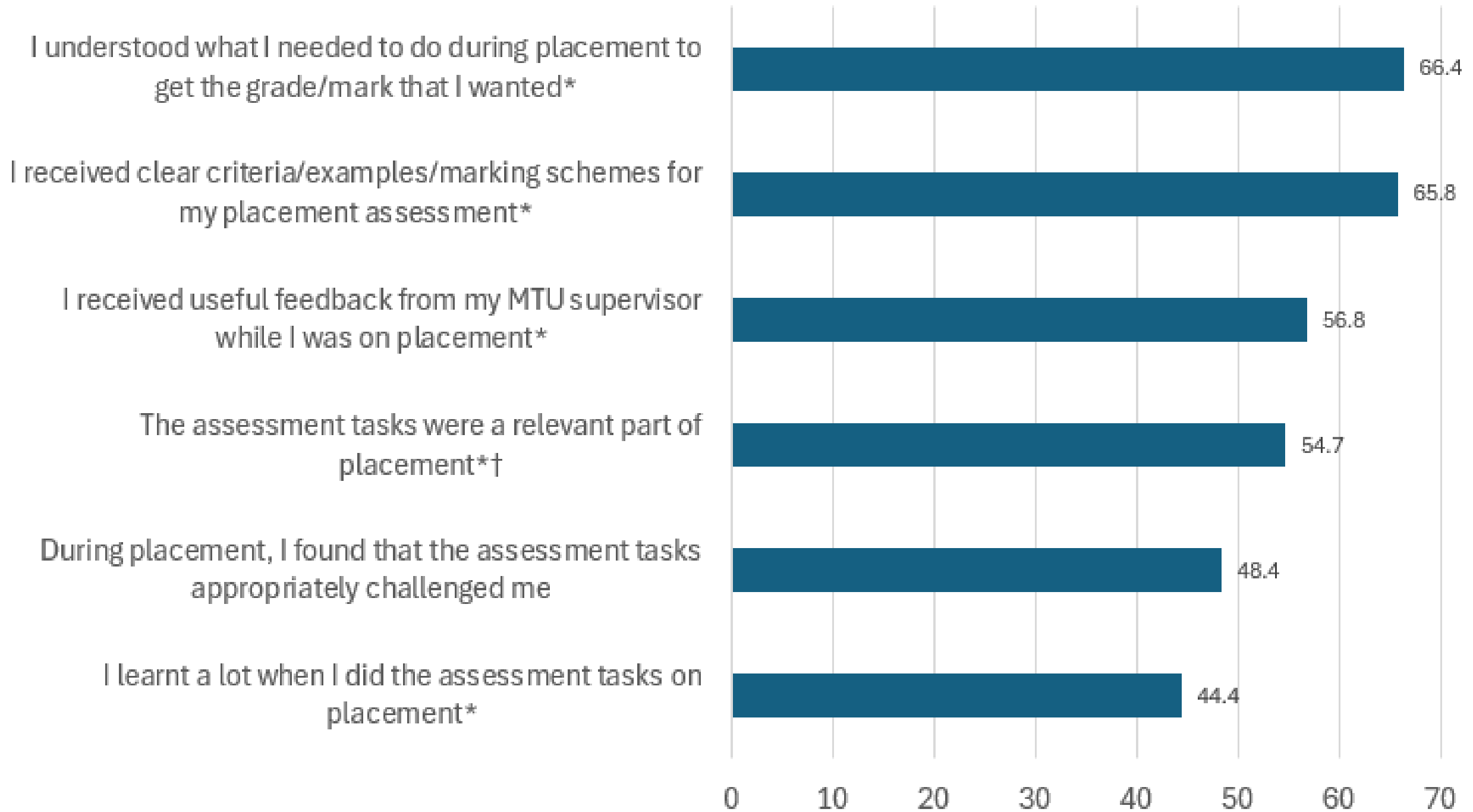
> 600 responses

Over 86% believe that the assessment process is fair

78% understand the learning outcomes that they are to achieve on placement

81% say that they receive useful feedback from their host supervisor

Almost 85% stated that they acted on feedback to enhance their performance on placement



# GenAI for CV Feedback

This was the initial prompt asking for critique and suggested improvements

can you critique this CV and suggests improvements

## CV Review and Suggested Improvements

Your CV is well-structured but could be improved in several key areas, including formatting, clarity, and content. Below are specific suggestions:

### 1. Formatting & Layout Improvements

#### ✓ Current Issues:

- The CV lacks a clear structure and formatting consistency.
- Too much white space, making it feel sparse.
- No bold headings or sections to enhance readability.

#### 💡 Suggested Fixes:

- Use a **clean, modern font** (e.g., Calibri, Arial) and keep the size **12pt**.
- Add **bold section headers** (e.g., **Education, Employment Hist**

### 3. Education Section

#### ✓ Current Issues:

- The section is labeled "Education Qualifications" – "Education" is enough.
- Results are somewhat cluttered.
- No mention of a graduation year.

#### 💡 Suggested Fixes:

- Clearly list **degree progress** (e.g., "Currently completing BBus in Business Information Systems").
- Include expected **graduation year**.

### 4. Technical & Soft Skills

#### ✓ Current Issues:

- The **Technical Skills** section is solid but could be grouped for readability.
- The **Soft Skills** section lacks specific examples.

#### 💡 Suggested Fixes:

Organize technical skills into **categories** (e.g., Programming, Business Tools,

/ soft skills were applied in **projects or work**.

# Google NotebookLM for Interview Preparation

The screenshot displays the Google NotebookLM interface for a document titled "Mary Murphy: Information Systems Student - CV". The interface is divided into three main sections: Sources, Chat, and Studio.

- Sources:** Located on the left, it lists the document sources. A "CV Mary Murphy txt.txt" file is selected, along with a "Supply Demand Planning Inter..." document. A "Select all sources" checkbox is also visible.
- Chat:** The central area shows a chat window with a graduation cap icon. The title "Mary Murphy: Information Systems Student - CV" is displayed. Below the title, it states "2 sources" and provides a summary: "One source is a CV belonging to Mary Murphy, a BIS student from Cork Institute of Technology, showcasing her educational background, technical proficiencies, work experience in retail and fast food, and extracurricular activities. The document emphasizes her skills in data analysis,". A text input field contains the question "What are Mary Murphy's key skills and experiences relevant to an interview?" and a blue play button icon.
- Studio:** On the right, the "Studio" section includes an "Audio Overview" section with a "Load" button and a note "Click to load the conversation.". Below this is an "Interactive mode BETA" button. The "Notes" section at the bottom offers options to "Add note" and includes pre-generated notes like "Study guide", "Briefing doc", "FAQ", and "Timeline".

At the top right of the interface, there are "Share" and "Settings" buttons, and a user profile icon labeled "J".

# Output options from NotebookLM

## Skills and Opportunities: A Study Guide

(Saved responses are view only)

### Study Guide: Analyzing Skills and Opportunities Quiz

**Instructions:** Answer the following questions in 2-3 sentences each.

1. What are Mary Murphy's key technical skills, and how are they relevant to potential employers?
2. Describe Mary Murphy's work experience, providing one specific example.
3. What academic achievements are listed in her CV, and what do they demonstrate?
4. According to the Apple Supply & Demand Planning Intern job description, what are the key requirements for this role?


### Briefing Document: Analysis of Mary Murphy's CV and Apple Internship Job Description


This document provides a review of the main themes and important details found within Mary Murphy's CV and the Apple Supply & Demand Planning Intern job description. The aim is to assess the potential fit between the candidate and the internship opportunity.





#### I. Mary Murphy CV Analysis:



##### A. Main Themes:

- **Strong Academic Foundation in Business Information Systems (BIS):** Murphy is completing her second year of a Bachelor of Business (Honours) in Information Systems at

Studio 

Audio Overview 



Mary Murphy: Informa...    



  02:04 / 17:29

Interactive mode BETA

Notes

+ Add note

 Study guide  Briefing doc

 FAQ  Timeline

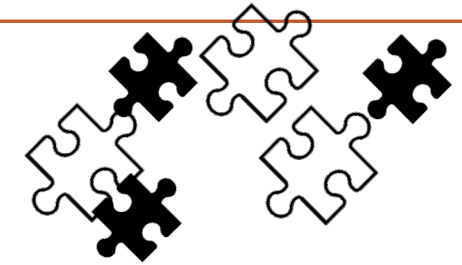
Can also add comment/question to steer the output in a given direction

# Assessments on the BIS Placement Programme

Personal

Host Supervisor Feedback

Working on  
Relevance | Using  
Themes



Goal Setting

Skills  
Development  
Action Plan

4 Themed  
Reflections

Post Placement  
CV and  
Interview  
Questions

Academic Supervisor Feedback

Rubrics and Exemplars

## Written Communication Skills, Knowledge, Competency Development

<b>Current Proficiency</b> On a scale of 1-10, how am I doing in this area? What parts am I good at? What are my weaknesses?	<b>Target Proficiency</b> On a scale of 1-10 where do I want to be? What things do I want (more) exposure to? What haven't I done that I would like to do? What do I need to work on or could improve upon?	<b>Actions</b> What <b>TWO</b> activities am I going to do to allow me <u>achieve</u> my target proficiency? What exactly am I going to do? How am I going to measure? When will I have achieved them?
¶ ¶ ¶ ¶ ¶ ¶	¶	¶

# Skills Development Action Plan

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# Anecdotal Feedback from Employer

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# Over to you....

## Using GenAI

Can you suggest one way in which generative AI could be used to support an assessment that you run?

## Relevant, Personalised Assessment

Could you identify a way in which an existing assessment could be made more personal or relevant to learners?

# References

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., Rozenberg, P., ... van Haeringen, K. (2018). Contract cheating: a survey of Australian university students. *Studies in Higher Education*, 44(11), 1837–1856. <https://doi.org/10.1080/03075079.2018.1462788>

Bretag, T., Harper, R., Burton, M., Ellis, C., Newton, P., van Haeringen, K., ... Rozenberg, P. (2018). Contract cheating and assessment design: exploring the relationship. *Assessment & Evaluation in Higher Education*, 44(5), 676–691. <https://doi.org/10.1080/02602938.2018.1527892>

Egan, A., (2018). Improving Academic Integrity through Assessment Design. Dublin City University, National Institute for Digital Learning (NIDL). [https://www.dcu.ie/sites/default/files/2020-10/academic-integrity-literature-review\\_0.pdf](https://www.dcu.ie/sites/default/files/2020-10/academic-integrity-literature-review_0.pdf)

Lehane, S., Wright, A., & Fenton, P. (2024). Improving academic integrity through authentic assessment design. *Irish Educational Studies*, 1–23. <https://doi.org/10.1080/03323315.2024.2441164>



# MTU Ethical Learning with GenAI

Dr. Violeta Morari



Co-ordinated and supported by Teaching and Learning Unit

# MTU Ethical Learning with GenAI

**Dr. Violeta Morari**

**27 March 2025**

# MTU - ETHICAL LEARNING WITH GEN AI

David Cadogan	Civil Engineering
Deirdre Casey	<i>TLU</i>
Aengus Daly	<i>Mathematics</i>
Diarmuid Grimes	<i>Computer Science</i>
Marian Hurley	<i>Marketing &amp; International Business</i>
Declan Manning	<i>Mathematics</i>
Violeta Morari ( <b>PI</b> )	<i>Mathematics</i>
Áine Ní Shé	<i>Mathematics</i>
Jim O Mahony	<i>Biological Sciences</i>
Caroline O'Reilly	<i>Management &amp; Enterprise</i>
Máire O Sullivan	<i>Marketing &amp; International Business</i>
Shane O Rourke	<i>Mathematics</i>



# SATLE 2023

## Academic Integrity – Supporting Staff Student Courageous Conversations in MTU

Academic Integrity Learning Community

Through this student–staff partnership, establish the basis for Courageous Conversations – the initial conversation with a student before a formal academic misconduct investigation.

Develop practical, accessible, user-friendly guidelines (aligned with MTU policies and procedures) for staff and students which will support these courageous conversations



# MTU Wide Survey on AI



# MTU Student Focus Groups



607



- Background Information**
- Familiarity and Experience with GenAI**
- Academic Integrity in MTU - thoughts and wishes**



38

# SATLE 2024-26

## FOUR MAIN OBJECTIVES:



**Building on the work done during the SATLE 2023 project**



**Provide guidelines on using GenAI in creating Maths and Stats Learning Resources.**



**Explore the use of GenAI in the Academic Learning Centre (ALC)**



**Develop Academic Integrity and Gen AI Induction for First Year MTU Students and Staff**



# SATLE 2024-26

## STAFF FOCUS GROUPS



**Use of GenAI in Teaching**



**Use of GenAI in Assessment**



**What do we know? What do we not know?**

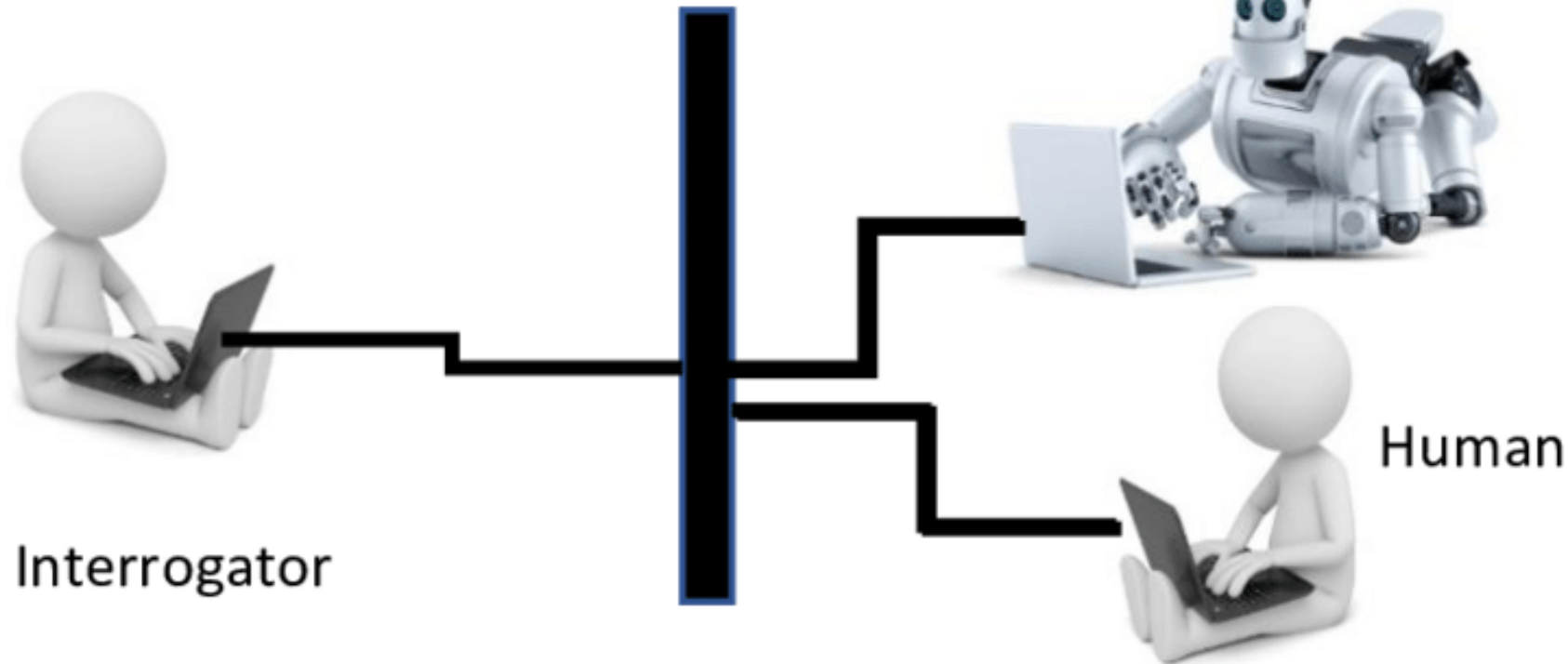




- **Born in 1912 in London**
- **Father of Artificial Intelligence**
- **One of the most prominent allied code breakers of WWII**
- **Pioneered early computing techniques**
- **Convicted of homosexuality in 1952, committed suicide in 1954 at the age of 41 under the influence of chemical castration medications that he was ordered to take**
- **Features on the £50 note**
- **In 2009 the British Government issued an official apology to Turing**

# AI VS AI

**Intelligent  
Machine**



**Succeeding Together**



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Munster Technological University

# Today's Workshop

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# Workshop Task 1

## Turing Test

### Gen AI or Human?

#### Leibniz on Slavery and the Ownership of Human Beings

Jorati, J., (2019) “Leibniz on Slavery and the Ownership of Human Beings”, *Journal of Modern Philosophy* 1  
<https://doi.org/10.25894/jmp.2132>

**This article was published as above in 2019. The text of the article, excluding the abstract, was fed into ChatGPT 4o to produce two abstracts of about the same length. Some prompting was required to ensure that it read like an abstract rather than a review, and to avoid certain overused phrases. The ‘abstracts’ below consist of the final outputs taken directly from the software, together with the author’s original abstract.**

**In each case, please answer the following questions.**

- Which version is the original version?
- What factors lead you to this conclusion?
- On a scale of 1 (highly uncertain) to 5 (certain), how confident are you in your answer to (a)?
- Any other observations?

# Workshop Task 1

## Turing Test

### Gen AI or Human?

**One of the project SATLE 2024 cowrote a paper. This document contains an abstract of the paper together with two abstracts produced by Chat GPT 4o. Some prompting was required to adjust the style and language of the output. However, the abstracts produced by Chat GPT 4o consist of the final outputs taken directly from the software, with no human editing.**

**In each case, please answer the following questions:**

- Is this version the original version or was it produced by Gen AI?
- What factors led you to this conclusion?
- On a scale of 1 (highly uncertain) to 5 (certain), how confident are you in your answer to (a)?
- Any other observations?

# Workshop Task 1

## Turing Test

### Gen AI or Human?

**One of the project SATLE 2024 cowrote a paper. This document contains an abstract of the paper together with two abstracts produced by Chat GPT 4o. Some prompting was required to adjust the style and language of the output. However, the abstracts produced by Chat GPT 4o consist of the final outputs taken directly from the software, with no human editing.**

**In each case, please answer the following questions:**

- a) Is this version the original version or was it produced by Gen AI?
- b) What factors led you to this conclusion?
- c) On a scale of 1 (highly uncertain) to 5 (certain), how confident are you in your answer to (a)?
- d) Any other observations?

# THANK YOU !

FOR MORE INFORMATION:  
CONTACT:



**VIOLETA.MORARI@MTU.IE**





# Department of Marketing & International Business DELTA Award Research for Renewal

Elaine O'Brien



Co-ordinated and supported by Teaching and Learning Unit



## DELTA Award

Marketing Discipline

Department of Marketing &  
International Business

(2021 - 2024)

(under review)

2025 – 2028



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# Learning Enhancement Project for DELTA Renewal Award



## Renewal Application (pending)

Renewal Process	From Sept 2022
Intention to Submit	3 <sup>rd</sup> July 2024
DELTA Submission	4 <sup>th</sup> December 2024
Review Panel Feedback	4 <sup>th</sup> March 2025
Further Evidence Deadline	14 <sup>th</sup> March 2025
Review Panel Conversation	31 <sup>st</sup> March 2025

# LEPs Funding

## How did we allocate the funds?

- DELTA Application Process has five components
  - **Component 1.** Strategy and Capacity Building. Leadership, Policy Development, and Professional Development of Staff - **Team Lead: Head of Department, Dr. Katie Power**
  - **Component 2.** Evidence based approach. Evaluation, Scholarship of Teaching and Research-Informed Teaching – **Team Lead: Dr. Marian Hurley (buyout)**
  - **Component 3.** Design of Learning. Designing Curriculum, Connections & Collaboration; Learning Environment – **Team Lead: Cliona Moynihan (buyout)**
  - **Component 4.** Teaching and Learning Practice. Engaging Teaching/Learning Approaches, Supporting students in Transition, Blended/Online Approaches – **Team Lead: Elaine O’Brien**
  - **Component 5.** Assessment OF/FOR/AS Learning. Assessment Purposes and their Rationale – **Team Lead: Conor Kelleher (buyout)**



# Marketing

Fast-paced, changing discipline



Embedding **Academic Integrity**  
through **Assessment with Industry**  
in a **GenAI** era

## Changing Landscape

Succeeding Together

[www.mtu.ie](http://www.mtu.ie)

# Activity

## Challenges



- Discuss in small groups a specific challenge you face regarding **academic integrity** with current assessment practices.
- What are the main academic integrity challenges you face in designing assessments?

# Authentic Assessment

## Definition

Authentic assessment evaluates real-world skills through practical tasks, emphasising application and process, critical thinking, and problem-solving.

*Examples – Live Cases, Site Visits, Industry Placement, Project-Based Assessments, Portfolio Development (Scrapbook), Simulations, etc.*

# Marketing Discipline

First Year

Introductory modules

Second Year

Building on Theory & Concepts

Third Year

Application into Practice

Fourth Year

Capstone/Showcase



**Increased**

*Autonomy*

*Industry Exposure*

*Confidence*

*Work-readiness*

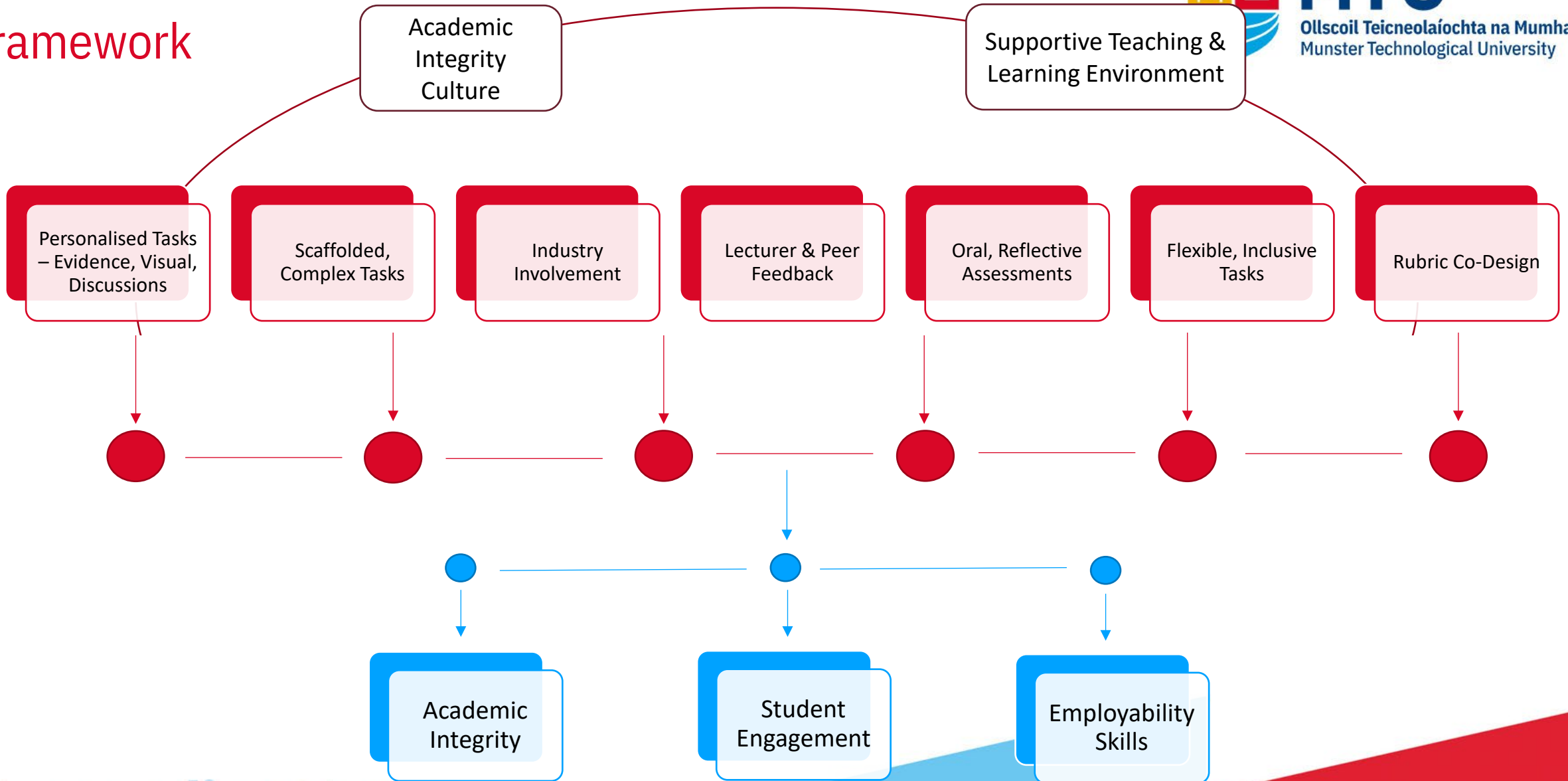
# Live Cases

## ***Scaffolded***

- . Start small and controlled*
- . Build student autonomy and confidence*
- . Gradually expose students to industry-based assessments (Live Cases)*

# Authentic Assessment Framework

## Framework



# Authentic Assessment – 129 Student Perspectives

## Research Insights – Industry Partner/ Real World

‘I was **instantly looking forward** to this assignment as I go to the marina market quite regularly’

‘Marina Market Presentation really **hammered home (highlighted)** the **excitement** and created a new **buzz** around the live case’

‘I felt the experience would be **valuable** and **enjoyable** as it focuses on a **real-world problem**’

‘We immediately decided as a group to **visit the market** to get a **real insight** into what idea we wanted to create’

‘I was looking forward to presenting our idea as I was really **proud of it**’



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# Authentic Assessment

## Research Insights – Personalised Evidence-Based Scrapbook

‘The fact that we were allowed to freestyle with the scrapbook format, and ideally **make it look as we wanted it to**, was inspiring’

‘Scrapbook enabled **reflection on progress** throughout the semester, displaying growth and our **learning journey**’

‘One of my favourite parts of the assignment, it was **fun and creative** and didn't need too much structure/formal writing’

‘I enjoyed the experience of creating **something different** compared to regular assignments’

‘Using a scrapbook rather than a traditional report was a good choice due to the rise of **ChatGPT**’



## Risk of Entries

Marina Market

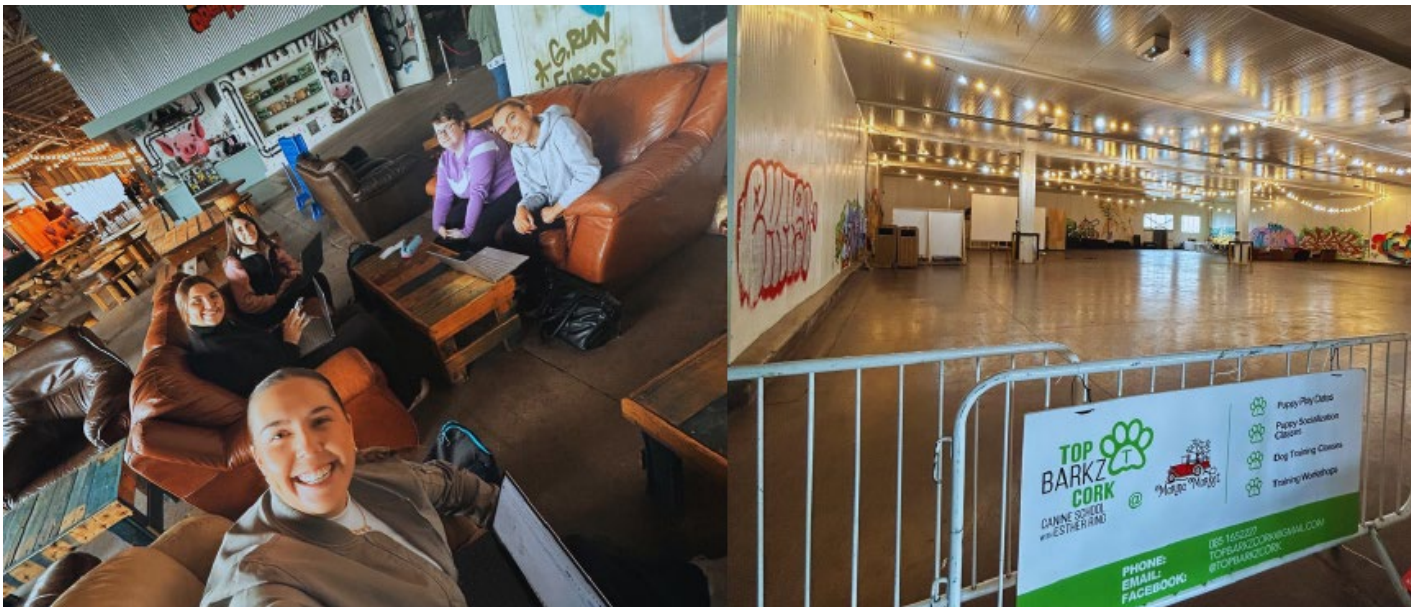
- The Marina Market offers a personalised experience due to the face-to-face interaction with vendor staff and also through the production of food, creating a connection and building brand loyalty between the customer and Marina Market.
- This is a reputation difficult to replicate.
- Many people travel from far and wide to purchase from the vendors on-site.

**WHAT IS YOUR FAVOURITE VENDOR IN THE MARINA MARKET?**

Other answers:

- Beach
- Anthony's
- ...

\*From a survey we conducted



# Authentic Assessment

## Research Insights – Student Partnership

‘Rubric co-design let us students come up with an idea of what we and the lecturer thought was a **fair rubric**’

‘All students felt that their **opinions** and thoughts were **valued**, and this became a **driving factor in wanting to do well in this module**’

‘I felt **involved** and **in control of my own marks** and felt **heard**’

‘It **gave me responsibility** around my project and its direction’

# Authentic Assessment

## Research Insights – Understanding

‘The exemplar workshops helped me to **understand** what **standard of work** was needed to be able to **achieve a good mark**’

‘As part of the rubric co-design, I had the opportunity to examine the brief breakdown in greater detail and gain a **clearer understanding** of how the **marks were allocated**’

‘The Marina Market presentation was pleasant and **informative**, providing a fantastic insight into **what the company expected**’

‘I found the presentation really interesting, and it provided a **clear understanding** of the **market's goals**’

# Activity

## Designing Integrity Driven Authentic Assessments

Design an authentic assessment for a specific module, course, or context, focusing on how the design can reduce academic dishonesty.

# Looking ahead...

## Final Action

Write down one action you propose to take to incorporate academic integrity-driven authentic assessments into your practice.



# Thank You



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