



“Who, me? Cheat?”: Scenario-based academic integrity workshops for a Canadian open online institution

Elaine Fabbro, Fay Green, Kristin Rodier^{*OR}, and Sarah-Jean Watt

Abstract

This paper describes the design and rationale for the authors’ scenario-based academic integrity workshops at an open online institution whose primary delivery method is self-paced and asynchronous. Building on research using academic integrity training for misconduct prevention, we developed a series of scenario-based, synchronous online workshops designed to develop students’ critical thinking around the ethics of academic integrity. Our speculative and problem-based scenarios presented situations students commonly face but which do not have obvious, clear-cut answers, especially given affective and self-efficacy factors that may impact choices around academic integrity. Through an online student response system, we encouraged attendees’ participation in evaluating the fictional students’ actions, determining what they should have done, or advising them on next steps. This interactive portion was followed by a panel discussion offering the views of a librarian, writing specialist, and philosophy professor, with a focus on skills, supports, ethics, and the application of academic integrity policy. Students demonstrated engagement and responded positively to each session. In this paper, we discuss our initiative, the themes we explored, and limitations and considerations for future improvements.

Keywords

academic integrity, academic integrity education, online learning, post-secondary, prevention education, scenario-based learning

Athabasca University

*Corresponding author: krodier@athabascau.ca

Introduction

Concerns about academic integrity are rising, especially as more students are learning online since the COVID-19 pandemic (Duliba et al., 2022). Generative artificial intelligence (GenAI) has irrevocably changed higher education, adding to easily-available cheating websites and paper mills. Meanwhile, students expect more flexibility and online delivery after emergency remote teaching during the pandemic offered learners a trial-by-fire in online learning (Agaltsova & Milyaeva, 2021). Ideological changes are also influencing the learning environment, with “mash-up” and meme culture, social media, and GenAI changing how we think about sharing. Market influences have infiltrated higher education as knowledge is increasingly considered a commodity and students as “customers,” coupled with increased pressure for additional credentials in the workplace (Bretag et al., 2018; Mintz, 2022). These factors amount to a tinderbox for academic misconduct, and universities must remain diligent, especially in online

courses as they are subject to a hermeneutic of suspicion (Akin & Johnson, 2018; Reeves, 2000). Against this backdrop, our open online university’s teaching and learning model creates a distinct academic integrity landscape: it attracts older students (a factor negatively associated with misconduct) but also reduces instructor contact and increases visiting students (factors positively associated with misconduct) (Hunter & Kier, 2022; Putra et al., 2023). Our student population includes a high number of first-in-family students and students who have had long breaks in their studies, so addressing preparedness is urgent.

As faculty and staff at an open online institution whose primary delivery method is self-paced, asynchronous, and without classroom hours for most courses, we have faced a particular challenge in educating students on academic integrity values and practices that equip them to be responsible and accountable scholars (International Center for Academic Integrity, 2021). To be more effective in preventing misconduct,

we developed academic integrity training to address specific problem-solving moments students might encounter. Drawing on previous institutional research, we designed workshops for students that focus on communicating and fostering students' understanding of plagiarism and cheating (Kier & Ives, 2022, p. 9), as well as provide students with opportunities to practice thinking through complex cases of plagiarism, especially the use of ideas (Childers & Bruton, 2016).

Students report significant fear around false accusations and harsh punishments. Although students know that they should not cheat, they report feeling intimidated by the expectation that they fully understand the misconduct policy. Students often receive academic integrity education as harsh, with a focus on the negative rather than on factors in the larger learning environment (Bertram Gallant, 2008). Our intervention factored in student fear and intimidation by providing venues for skill development, especially to discuss ethics apart from a fear of consequences. Students also demonstrate a strong desire to have their work recognized as legitimate, so we focused on providing supports and resources to quell their fears of unintentional violations.

This paper provides a background of post-secondary education's online learning environment with an overview of the risks to academic integrity that make intervention necessary. We explain our “Who, Me? Cheat?” initiative, including why we chose a scenario-based format and what that comprises, including our panel approach and positive, supportive framing. We detail our discussion topics, then summarize student participation and feedback and consider limitations and future directions. We have also included an Appendix of our scenarios. Overall, attendees responded positively and engaged critically with the scenarios; however, limitations to our initiative included the voluntary nature of attendance, which led to low turnout.

Rationale

Students commit misconduct for many reasons, only some of which can be addressed by policy. Educational approaches support policy efficacy by creating a healthier reporting culture, targeted student supports, and added accountability (Payne & Nantz, 1994). Proactive academic integrity education is a key prevention strategy, especially in the form of online tutorials, workshops, and apps (Benson et al., 2019; Curtis et al., 2021; Kier & Ives, 2022; Stagg et al., 2013). Addressing the challenges with adult online learning (Bailey et al., 2022) requires a more comprehensive approach than including information on syllabi (McCabe et al., 2001). Yet, delivering academic integrity education is challenging due to limited resources, labour power, and variability of student readiness, making a one-size-fits-all training program less effective. Increasingly, universities are turning to online training, whether designed in-house or licensed (Benson et al., 2019; Stephens, 2015; Stoesz & Yuditseva, 2018). Many institutions rely on informational websites, mandatory poli-

cies on syllabi, and student orientation materials to support academic integrity. However, given the climate of “policy policing,” faculty may be reluctant to discuss misconduct in detail, and students may be hesitant to bring up these topics (Blum, 2011). Our workshops built on earlier initiatives, such as webinars on policy, avoiding plagiarism, and proper citation. We provided engaging scenarios, ethical dilemmas, interactive components, and placed an emphasis on student support.

Measuring the effectiveness of training interventions is difficult, although many practices, such as class discussions, are effective for student learning about academic integrity (Gynild & Gotschalk, 2008). However, the asynchronous online environment can preclude typical practices. While most of our core introductory writing and critical thinking courses have instruction modules with assessments on academic integrity and citation, which can help prevent plagiarism (Stoesz & Yuditseva, 2018), these courses are not required, or they may be taken late in a student's program. Furthermore, teaching methods matter—specifically, audio and visual components in training increase retention (Qaderi et al., 2016). Prior to our intervention, the primary institutional communication was a link to the policy in course materials, including warnings about the seriousness of misconduct. Making the policy available to students is important, but students rarely access it if it is not integrated into learning design (Hunter & Kier, 2022). When designing our intervention, we drew on positive student responses to web conferencing (Coetzee et al., 2018) since our students often navigate text-based writing, citing, and academic integrity resources (Stagg et al., 2013). With webinars, we could build connections with and amongst learners who may feel disconnected from the institution (Verma et al., 2023). Furthermore, the synchronous format, followed by posted recordings of the webinars, created a human connection with students. We noticed students were highly concerned with unintentional violations, and we tried to assuage these fears by giving them resources and strategies for assignments and working directly with their professor.

Workshop discussions provide a forum for students and faculty to close the gap between their perspectives on academic integrity. Our workshops were designed to increase knowledge but also influence ethical problem-solving and student attitudes. Using sources ethically and honestly representing work are at the centre of academic integrity. Students often lack experience to draw upon, so educational approaches for prevention must teach through hypotheticals or scenario-based learning. Also known as “case-based” or “near-world” learning (Errington, 2011), case scenarios foster critical thinking and enhance moral reasoning abilities (Friedman et al., 2019), as well as provide an authentic and low-stakes opportunity for students to develop academic integrity and critical thinking skills. Four main types of case scenarios exist: skills-based, issues-based, problem-based, and speculative-based (Errington, 2011; Ribchester & Healey, 2019). Skills-based scenarios

allow students to practice working with specific learning content (such as producing a paraphrase), while issues-based scenarios require students to take a stand and elaborate on their decision-making process (such as in a debate or defending a thesis). Problem-based scenarios integrate theoretical understandings with practical knowledge (such as “How do we get from A to B?”), whereas speculative-based scenarios foster brainstorming and encourage students to consider factors that contribute to the dilemma itself (e.g., “What could be done differently leading up to the scenario?”). Our scenarios were primarily problem-based and speculative.

Academic integrity policy can often be theoretical, conceptual, and complex, difficult for students both to read and understand. Scenario-based learning addresses one of the main challenges with policy education, which is “bringing the policy to life,” that is, making the policy more relatable to students and applicable to specific examples (Daniels et al., 2022; Volpe, 2024). We designed scenarios with grey zones and invited students to speculate on how to “future-proof” against negative consequences (Errington, 2011). We dubbed our initiative “Who, Me? Cheat?” not only as a quirky way to attract students but also to portray ethical uncertainty while suggesting that everyone must grapple with academic integrity.

Initiative

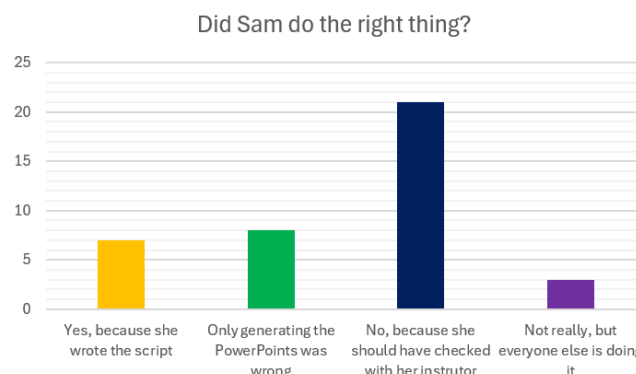
Over a period of about 2.5 years, our cross-functional team developed and delivered the “Who, Me? Cheat?” series of webinars off the side of our desks. Our workshops focused on critical thinking and ethics, fostering discussion on student concerns, resources, and policy. We addressed anxiety by assembling professional resources and academic faculty as panellists rather than staff working in conduct enforcement. A side benefit to policy learning includes increasing student engagement with caring educators; these relationships also help to protect against misconduct (Bretag et al., 2019; McCabe et al., 2001; True et al., 2011; Whitley et al., 2001). Our panel was composed of a philosophy professor (ethics), a librarian, and a writing specialist. This composition was crucial for the workshops’ success. Integrity education is often housed in libraries and writing centres, and our training was also best delivered this way (Ard & Ard, 2019), particularly because we could promote these voluntary workshops to students already seeking help in these spaces. Furthermore, libraries and writing centres have expertise on these topics, and their work can guide faculty culture. Having a professor on the team was beneficial because students look to professors as people they can learn from (Schunk, 2012), and the philosophy professor’s ethical training enabled values-based discussion about higher education’s purpose. Student learning is impacted by perceptions of expertise and prestige, so including a faculty member who is dedicated to supporting integrity was key.

Each 1-hour session included three ethical scenarios students could face, highlighting their work and study lives in online distance education. We designed speculative, problem-based

scenarios with rich contextual details but without clear-cut answers, paying attention to mindset and affect, given the importance of self-efficacy and stress for academic integrity choices (Penaluna & Ross, 2022). We drafted our panellist responses collaboratively, filling gaps, and keeping our planned comments light and conversational. After drafting and refining scenarios, we determined who would lead based on who had the most to say. We met regularly to reflect and grow our scenario bank to adapt to the changing technological landscape and draw on areas of concern brought forward by students and faculty.

Our design asked participants to take on the position of evaluator and advisor. As evaluators, participants discussed ethical action; as advisors, they suggested next steps, plus different actions for next time. During sessions, the panellists presented a scenario, engaged students with a student-response system, then led discussion. The online student response system provided opportunities for wider engagement and gave students brief breaks from web conferencing (Zaidi et al., 2022). For multiple-choice questions, we avoided simple “yes” or “no” answers, providing “yes, because” and “no, because” choices instead (see Figure 1). This highlights the reasoning behind students’ choices. In ranking questions, students prioritized actions or reasoning. For example, participants might have to prioritize between a practical step, the “right thing to do,” accessing social-emotional supports, or seeking academic resources (see Figure 2). Likert-scale items could be ranked in terms of agreement (see Figure 3). Finally, open-ended questions allowed students to share unique advice or reasoning. The questions and responses were then used as jumping-off points for discussion.

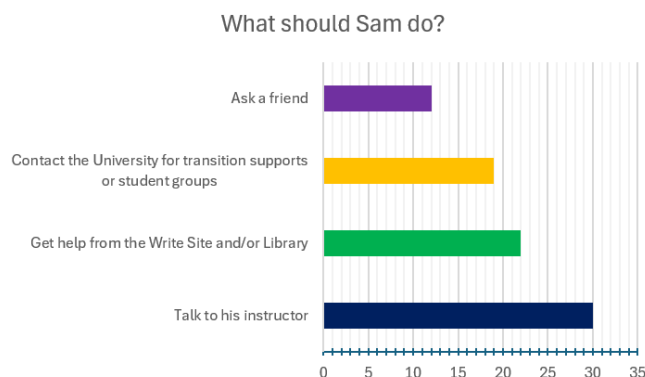
Figure 1. Multiple Choice Question



Note. Fictionalized results of a multiple-choice question about a student using GenAI to generate PowerPoint slides for a presentation (see “Sam’s Tech Talk” in the Appendix).

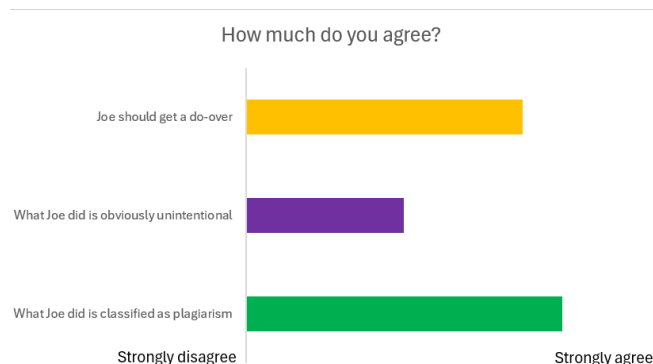
Between the three panellists and student participation, a holistic view of academic integrity emerged. The panellists demonstrated varying educative approaches, each highlighting skills and resources that might support the student outside of the assessment space or simply “policy awareness.” For exam-

Figure 2. Ranking Question



Note. Fictionalized results of a ranking question for a scenario where a student who is new to Canada is not familiar with using citations in writing essays (see “Thrown Into the Plagiarism Deep End” in the [Appendix](#)).

Figure 3. Likert Scale Question



Note. Fictionalized results of a Likert scale question for a scenario where the student used an online paraphrasing tool (see “The Do-Over” in the [Appendix](#)).

ple, the writing specialist might explain the importance of confidence-building in writing, the librarian about how to find and select appropriate research, and the philosophy professor about an underlying concept of mutual trust: the student trusts the instructor to be fair and open-minded in evaluation and feedback, while the instructor trusts the student to submit an honest reflection of their learning. We also appealed to students’ self-interest, explaining that not practicing the skills the assignment is designed to develop shortchanges them when those skills can serve them in work and life. Thus, we aimed to cultivate intrinsic motivation to develop transferable skills.

Discussion Themes

A benefit of using scenario-based learning is that several different student success topics can be addressed, while still focusing every session on preventative academic integrity

education. The following discussion themes are listed in descending order of the frequency and time allotted to each over several workshops, based on a survey of our scripts. Our scenarios are included in the [Appendix](#). Our discussions included far-ranging topics from brief touches on policy to benefits of academic integrity to students, with most emphasis on practical skills and supports, while acknowledging and exploring the complex ethical situations facing students, such as with GenAI.

Plagiarism and Paraphrasing

Since ineffective paraphrasing is a common cause of unintentional plagiarism, these two were found together as the most frequent theme. Reiteration of the importance of students demonstrating their understanding of ideas allowed our discussion to zoom out from the narrow question of whether an act constitutes plagiarism. To ameliorate unintentional plagiarism, we provided instruction on reading for understanding, drafting paraphrases, and double-checking a paraphrase’s effectiveness. For related scenarios, see “A Little Robotic Help” and “Thrown into the Plagiarism Deep End” (see [Appendix](#)).

Affective Dimension

We began most responses by acknowledging the self-doubt and anxiety students face in their academic pursuits. We empathized with students, showing that we understand the significant investment in their education. The writing specialist tackled the issue of writing anxiety as that often prevents timely writing. We highlighted our university’s mental health supports while cultivating hope in students that they can develop strategies to prevent last-minute panic. See [Appendix](#) for the “Hit the Panic Button” scenario on panic cheating, and “Plagiarism by the Numbers” for anxiety around GenAI detectors.

Student Supports

We regularly described writing and library supports and introduced accessibility services, mental health and career counselling, and financial aid. The librarian frequently promoted LibGuides on evaluating sources, internet searching, citation styles, and research services. The writing specialist explained how their service helps students develop skills to avoid plagiarism and grow as writers. Thus, we aimed to dispel students’ fears of accessing help and make academic integrity a community responsibility. The scenario “One Source to Rule Them All” demonstrates how student supports are key to success (see [Appendix](#)).

Citing and Source Identification

As with paraphrasing, we often emphasized citation’s purpose: to give credit where it’s due and to participate in a wider scholarly conversation. We also explained when and where to cite, such as through the writing specialist’s description of the difference between sentences of evidence and sentences of analysis. The librarian advised students to begin assignments earlier and to access research support to prevent last-minute

“borrowing” of uncited ideas from cheating sites. This opened a discussion regarding the role of careful note-taking to track sources during research. “The Do-Over” scenario addressed citation, whereas the “One Source to Rule Them All” scenario discussed how the library can help (see [Appendix](#)).

The Writing Process

The writing specialist regularly emphasized steps in the writing process, highlighting different stages as critical for maintaining integrity. This begins at understanding instructions early to prevent procrastination, then planning via an outline or discussion with the instructor. We reminded students that writing is a process, and last-minute approaches can encourage cheating or careless paraphrasing and citation practices. Wherever the writing process was useful to discuss, the writing specialist encouraged students to access the writing centre, such as the “A Little Help From Some Online Friends” scenario (see [Appendix](#)).

Self-Efficacy

Because students were often intimidated by instructors, many of our scenarios highlighted the issues that arise from acting on assumptions instead of clarifying with instructors. For example, in the “Temptation’s Toll” scenario, the student opts for a cheating site instead of contacting their instructor (see [Appendix](#)). We discussed the purpose of their studies in general and specific assignment objectives in particular, shifting the conversation from avoiding penalties to upholding genuine learning. These conversations occasionally delved into minutiae such as cheating websites, citation styles, or policy nuances; however, we tried to zoom out to students’ broader educational goals to prompt participants to reflect on their intrinsic motivations and the inherent value of learning, thereby encouraging self-advocacy and persistence.

Student Self-Interest

While we took an educative approach, we did not shy away from discussing the broader repercussions of academic misconduct in both professional and personal spheres—even if the misconduct is never detected. Part of demonstrating that we are caring professionals is to warn students that cheating websites often gather and retain personal information and have been known to extort money from users ([Veeran-Colton et al., 2022](#)). We discussed cases of professional forms of academic misconduct, as well as the severe professional consequences that can follow. We also reminded them of a “slippery slope,” where ethical violations can lead to more cheating, low academic performance, and poor learning experience overall ([Wu et al., 2020](#)). Given that the workshops were voluntary, students were self-selecting to be amenable to these arguments. While we only touched on this topic sometimes, it gave us a chance to communicate disapproval of misconduct in a way that shows we are supportive. The “’Twas the Night Before Citations” scenario, with its fabricated references from ChatGPT, provided one such opportunity (see [Appendix](#)).

Policy

While we did reference policy at times, it was a minor theme. Policy was part of the context of how misconduct is perceived at the institutional level, but it was not the content students were seeking. From an institutional messaging perspective, it was important to briefly but consistently end each scenario’s discussion by identifying the relevant part of the policy. We talked through varying perspectives and grey zones, but in the end, we remained consistent about what is misconduct. Part of the explanation was to create a trail of breadcrumbs for the student to be able to locate a scenario in a broad policy statement. For example, in “The Perfect Paragraph” scenario, students encountered self-plagiarism (see [Appendix](#)), which is not always clearly named in policy. Keeping policy at the end demonstrated that our focus was on strategies to enact integrity and avoid misconduct. This offered a space to explore a wider purpose, emphasizing that a behaviour is prohibited for good moral reasons.

Generative AI/ChatGPT

Late in our project, ChatGPT and other large language models and GenAI tools arrived, and we developed a workshop with three scenarios addressing different aspects of their use. Without associated policy, we provided a forum for students to think critically about GenAI use and make connections to their existing understanding of academic integrity. In “Sam’s Tech Talk” scenario, students debated what it means to be an author (see [Appendix](#)). Part of what we emphasized was that this was an introduction of a new tool and that proactive instructor discussions and drawing on their ethical understandings of integrity remained the same.

Reflection

On reflection, we note several positives and areas for refinement. The interactive open learning format encouraged student participation. Students primarily participated via Menti activities and comments in the chat, demonstrating a range of views, though occasionally there was more consensus about the most appropriate response. The webinar chat gave insight into the diversity and significance of students’ participation as they shared their opinions about the fictional students’ behaviours and expressed their ethical reasoning. They made judgments and declared what the characters should have done and what next steps they should take. Thus, students seemed to gain cautionary knowledge for ethical dilemmas. Furthermore, they extrapolated from the scenarios and shared their experiences and opinions regarding academic integrity and the learning environment, recognizing the complexities that lead to intentional plagiarism. Students also made suggestions of how the institution could deter cheating, demonstrating their want for the institution to uphold integrity as a partner with students. Attendees showed their willingness to learn how to enact academic integrity, asking clarifying, practical questions about the strategies provided, particularly around quoting, paraphrasing, and citing. They thus revealed gaps in

skills that could affect their integrity and the need for more instruction in these areas, while also conveying their commitment to enacting academic integrity.

Through each webinar, we noticed that connection increased among the students themselves and between students and panellists or students and the institution. Students sometimes responded to each other's comments, building on each other's ideas and sharing complementary experiences. They often established a rapport with each other that continued through the session, and they indicated their appreciation for the opportunity to connect with other students. Occasionally, students voiced criticisms of the institution that the panellists could address in a supportive, de-escalating way. Discussion frequently touched on referrals to services, providing a greater sense of belonging and support for students by the institution. While panellists provided most of these referrals, students also volunteered their favourite resources and communicated their recognition of the panellists from their use of services such as the writing centre. Although we could not track webinar attendees' uptake of services specifically, students did indicate that they would follow through and use them.

Overall, attendees clearly engaged with the ethical questions around academic integrity and learned from the content. Students gained a greater understanding of supports available to help them make sound decisions about academic integrity, where previously they may have felt alone. Furthermore, panellists took several opportunities to cultivate human connection and empathy with attendees, while always demonstrating a positive perspective of academic integrity. Ultimately, our goal was to enable students to conduct themselves with integrity, rather than solely to avoid misconduct. In response, students commented on the positive approach with enthusiastic thank yous and positive feedback at each session's end.

Despite the merits of the scenario-based webinar format at our university, it has limitations. Two key realities influence the results of our educational prevention approach: first, workshops are voluntary, and second, a small number of students are reached. We are seeking venues for course integration and finding ways to target demographics such as incoming students. Students study at their own pace, and meeting synchronously is difficult because many work during business hours. We were also limited by our own time and resources. We did post recordings, but they are long and of limited value because of the missing interactive component. We are considering making shorter videos or tutorials from the webinars to embed into courses at faculty request. One faculty has begun embedding the webinar recordings into the academic integrity information included in every instance of the learning management system. However, this does not make the lengthy recordings more digestible and still relies on voluntary viewing.

Over 6 workshops, we hosted 193 students. For most sessions, the average attendance was about 22 students, while non-

academic integrity workshops averaged about 52 participants. An outlier was our workshop dedicated to GenAI. This session had 85 attendees, demonstrating the topic's urgency. The comparatively lower attendance at most “Who, Me? Cheat?” workshops trade on students' hesitations about open sessions on academic integrity but also the topic's generality. For other research and writing topics, students often have a specific course-based need they are fulfilling. While we can enhance our outreach strategies, we were encouraged by the number of students who attended voluntarily. We might increase student participation by emphasizing GenAI but also by gathering demographic data on attendees.

In considering how to improve or vary our webinars, we questioned whether to include a student in planning, design, and delivery as a panel member. This perspective could offer more relevant responses and modelling from a peer. This decision would require finding a student knowledgeable of institutional priorities impacting academic integrity education and our ability to offer appropriate compensation. We have also considered reaching out to other experts at the institution, such as professors from different disciplines and other supportive educational professionals. Given the weight of moral discussions, it is possible that we may not be appropriately addressing some aspects of how these discussions affect students. Indeed, this also reminds us that student participation may be affected by recording since academic integrity is a sensitive topic.

Moving forward, our goal is to implement a new learning model for academic integrity education that preserves the most successful aspects of the workshops: they are synchronous but available asynchronously, are inspired by authentic student concerns, include a collaborative panel of caring experts, adopt a conversational and supportive tone, focus on developing skills and values-based ethics, and incorporate an interactive component. Practitioners working in academic integrity education can adapt these components to fit their learning model and institutional contexts. We continue to use our synchronous planning and delivery as a reflexive space for responding to student needs in the online learning environment, impacted by a quickly changing technological and academic integrity landscape.

Acknowledgements

We acknowledge and thank Doris Nussbaumer for initiating and contributing to this project in its beginnings. Special thanks to Stella George and Eliana El Khoury for generously sharing expertise in GenAI, and to Louis Svenningsen and Glen Farrelly for your contributions. Thank you to audience members at the International Center for Academic Integrity Annual Conference in Calgary, Alberta, 2024. We thank Cheryl Kier and Cindy Ives for sharing their research on which we could build. Finally, this project would not have been possible without the many workshop participants and those who shared their concerns about academic integrity

issues to inspire our scenarios.

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Open Access

Received

January 28, 2025

Accepted

May 11, 2026

Published online

July 30, 2026

Citation

Fabbro, E., Green, F., Watt, S.-J., & Rodier, K. (2026). "Who, me? Cheat?": Scenario-based academic integrity workshops for a Canadian open online institution. *Canadian Perspectives on Academic Integrity*, 9(3), 6-14. <https://doi.org/10.55016/70b3k849>

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Appendix

Scenarios

1. The Zealous References Page

Navdeep is writing a research paper for a nursing course. She needs a minimum of 6 peer-reviewed sources from select journals identified by her professor. She also looks at a number of websites during her exploratory research phase. She is very worried about not citing properly, and so she keeps track of every website she looks at. Her references page includes the six peer-reviewed sources she used and every website she looked at, whether she cited any material from the website or not. Is this an academic integrity issue?

2. A Little Robotic Help

Kim is writing a philosophy paper. They have already included a number of quotations and are thinking they have too many quotations. They have a sentence they want to paraphrase in their essay, but the way it is said by the original author is so precise they cannot find another way of expressing the sentence. So, Kim puts the sentence into a paraphrasing tool online that jumbles the order and words to create a unique (albeit confusing) paraphrase. Then the student puts the paraphrase in their essay with a couple of changes and includes a page number for reference. Is this an academic integrity issue?

3. A Little Help from Some Online Friends

Ernesto is trying to develop an example for a paper in science. He is totally lost and cannot understand what the question is asking. He cannot understand why he needs to come up with an example, much less what it is supposed to look like/achieve. He plugs the assignment question into Google, and a number of assignments on Course Hero come up. He looks them over. Some of them include feedback from the instructor. Ernesto then understands what the assignment is supposed to do and comes up with his own unique example that is nothing like any of the ones he viewed online. Is this an academic integrity issue?

4. The Do-Over

Joe hasn't been in school in over two decades. He is working on his first English essay, which is a critical analysis of a short essay included in the English textbook. The textbook also includes commentary on the essay, demonstrating ways of approaching critical analysis. In his paper, he has cited the essay he is analyzing but has also drawn on some of the additional commentary in the text. He doesn't make a distinction in his citations between the text and the commentary and represents the work he drew on from the commentary as his own ideas. Since all of his reference material is from the course text, he feels like it should be clear to his professor that he isn't plagiarizing. His professor returns the paper with a note from the academic integrity office saying that he gets a zero on the assignment since he represented the text commentary as his own. Since he didn't bring in sources from outside the course text, he feels that it is obviously unintentional and that he should be given a “do-over.” Should he get a do-over?

5. One Source to Rule Them All

Sal just finished high school and is taking summer session at Athabasca to get a jump on the fall term. They are taking an introductory history course, where they are supposed to write a paper on the historical impact of the development of new logging methods that affected lumber trade across the Atlantic during the colonization of Canada. Their textbook contains many important facts from the time period, which makes it seem clear what the three main impacts are from this time period. Since the professor is the authority who assigned the text, anything Sal might come up with outside of the three main factors represented in the text wouldn't be as important. So, Sal decides to stick to citing what is in the text, putting it in their own words. They receive a very low mark on the paper and a caution that they are bordering on plagiarism with their paper. What should Sal have done differently?

6. Follow the Trail of Breadcrumbs

Hanna is writing a case study for her Introduction to Business course. To do this, she must research a specific shareholder deal and then evaluate whether it was beneficial for the company or the shareholders and what could have been done differently. To do this, she must use the web to search for information on the company's website about the deal and its mission statement, etc. In researching the company, she comes across articles that were written in business magazines about the deal that contain shareholder viewpoints, confirming that the deal was not in their best interests. She also comes across a blog written about the deal by an academic. The author argues that the company was correct in making the deal because, in the long run, it secured a specific market for the company. Then, in googling further, she comes across a student paper about the same case study that

uses a TED Talk by the former CEO, where he spills the beans on the whole deal. She uses the TED Talk, the blog, and the shareholder views, along with course readings, in writing her paper. Is this an academic integrity issue?

7. Hit the Panic Button

Joan is a very busy student taking multiple courses and working full-time. She blocked time off to work on an assignment one evening and after reading the description, she is completely stuck. There's no way she can get information from her tutor right away, and she will not be able to work on this again for a week. Joan is panicking, so she decided to post on a student group on Facebook. Since she is stuck, she asks, “Does anyone have any tips for getting started on the first assignment in COURSE #?” Right away, students post offering her pointers, like the area of the text to focus on and the additional assignment descriptions embedded in the course that are harder to find. In addition, other students are posting offering to send Joan their graded assignments via email so that she can use them to build her assignment. Now the thread is getting invitations from cheating sites that will write the assignment for her. The Facebook thread has each student's real name. Is this an academic integrity issue?

8. The Very Image of Integrity

Yáng is working on an assignment that requires a presentation using PowerPoint. They are using a mix of images, some graphics that PowerPoint offers, some stock photos for design, but also some images or charts from research papers. They also put in an on-topic meme for a laugh. They know they need to cite the chart they screenshotted from the research paper by adding a caption and including the research paper in the works cited page, but they are unsure of the stock photos or the meme they grabbed. They decide to only cite the chart and leave the other images without information. They figure that the stock photos are intended to be used the way they are using them, so it isn't an issue. They also figure that because no one really authors a meme, it doesn't need to be cited. Is this an academic integrity issue?

9. Thrown into the Plagiarism Deep End

Sam is new to Canada. He is studying here for an advanced degree. He received high-quality and rigorous training at a post-secondary institution in another part of the world. In the educational environment he was in, there was less emphasis on individual interpretation and more emphasis on repetition and exact replication of work, including copying others' work, especially if it is an expert. Plagiarism was not an issue because it only represents particular approaches to the individual presentation of learning, which was not a focus. Not only did he not learn to write essays, he also was not introduced to the principles of citation. He attended his Canadian university's orientation, where there were sessions on plagiarism, and he was made aware that there is a policy in place that covers ethical behaviour. He knows there is something very different about how he was trained in his previous educational system but doesn't know where to start in how this affects his individual assignment. Sam's first assignment is due in two weeks. He's heard that he can get a zero or be kicked out of school for plagiarism. What should he do?

10. Sam's Tech Talk

Sam has completed a research essay on which she was also asked to give a recorded 10-minute presentation. She hates giving presentations and especially hates the sound of her recorded voice. She writes her own script and uses generative AI to create the presentation. The AI reads the script, since AI voiceovers are so much better now, and generates the slides from her script. Sam edits the slides a bit but figures that since they are generated from a script she herself wrote, this use of AI is fine. Also, since the AI is reading *her* words, she feels this is the same as her doing it herself. Is this an academic integrity issue?

11. The Language Learning Remix

Lee is taking their first university English course. Lee is a multi-language learner and often makes small grammatical mistakes in their English writing. In all other contexts, like at work, they've been using Grammarly Pro to catch grammatical mistakes, and when they use it, they diligently go through the corrections one by one to take notes and improve their grammar. But this time, Lee spent so long on their first English essay that they ran out of time to do their individual corrections through Grammarly Pro. They decide to run their essay through ChatGPT with the prompt “Correct grammar and rewrite in natural English but do not change the meaning of the points made in the essay.” Should Lee acknowledge the use of ChatGPT, such as in a footnote or on the references page? And is this use of ChatGPT an academic integrity issue?

12. Plagiarism by the Numbers

Josef has written a critical analysis essay for his 300-level English course. He is really interested in the topic and worked very hard because he is trying to get a high GPA for applying for Law School. However, he heard a rumour that instructors are running papers through detection software to see if generative AI has been used, and if it comes back with any plagiarism,

the assignment is given zero. This terrifies Josef because of his Law School goal; he is worried that if a machine says he plagiarized, he will have to say goodbye to that dream. To put his mind at ease, Josef googles “ChatGPT detector” and runs his paper through the first three major companies to appear on the search engine. However, his paper comes back at 21, 15, and 35% likely to have been AI-generated in the different software. Josef is certain he wrote the paper without plagiarizing, so what should he do?

13. Temptation’s Toll

Kaleigh is having difficulty getting started on a case study assignment in her business class. She googles the course number to see if there are study groups where she can chat with other students. What comes up instead are pages on Course Hero and other essay-sharing sites that show previous student assignments. They are all blurred out, so she can’t see what is there. It asks her to upload an assignment to be able to see the blurred section. She is desperate, so she grabs a years-old assignment and uploads it. She plans to just peek at the case study and then delete her upload. When she looks at the case study, she realizes right away that she missed part of the assignment instructions and can get started without looking further at the Course Hero one anyway. She then goes to delete what she uploaded on Course Hero, but it won’t let her. Her heart sinks as she realizes she uploaded an assignment with her name and the instructor’s feedback on it. What should Kaleigh do?

14. ’Twas the Night Before Citations

Brayden is writing a paper for his political science class. His professor is very clear that students can use ChatGPT for brainstorming and outlining their papers but that they must do their own writing. They must share which AI tools they used and their prompts in an “AI Use Transparency Statement.” Late at night the night before he plans to hand it in, Brayden realizes that he is over the word count. He decides to put a couple of paragraphs into ChatGPT and ask it to condense and clarify his writing to sound academic. He then hands in his paper to his instructor but leaves out this final prompt from his transparency statement. He later gets an email from his professor saying that his citations point to sources that don’t exist. What should Brayden do?

15. The Perfect Paragraph

Faria is taking a qualitative research methods course and must explain her methodology in detail in a section of her paper. She happens to be using the same methods for this paper as from a previous course in which she similarly had to explain the methodology in her paper. She is proud of how successful her methods were last time and feels her explanation from the previous course is clear and concise. So, she reuses just the one paragraph in her current paper. It contains citations to the sources she uses, and it is her own original writing. Is this an academic integrity issue? If so, why?