

Course Code: ODF001

Course Name: Academic Digital Fluency

Module Number: 4

Module Name: Academic Integrity in the Digital Age

Module Description

This is the fourth module in the Digital Fluency course for academics. In this module learners will be introduced to issues related to academic integrity, which has become a matter of increasing concern in the digital age. Use of Information and Communication Technologies (ICT) has been widely embraced and much information and many resources are readily accessible through the internet. However, these available resources may be licensed or copyrighted in a variety of ways, and adhering to this may cause challenges in ensuring academic integrity in higher education. Although the promotion and use of licensed Open Educational Resources (OER) goes some way towards mitigating this challenge, attention needs to be paid to the user's behaviour when dealing with any resource, data, or information, whatever its licensing. Teachers and learners should be supported in employing newly acquired digital skills in an efficient, effective and appropriate manner within an academic environment. This module is therefore intended to stimulate ethical thinking and behaviour, and promote good practice in evaluating and using available resources to create quality scholarly reports and academic resources. In order to promote academic integrity this module has been designed to provide learners with the opportunity to obtain hands-on experience via a series of practical activities.

Learning Objectives

Upon completion of this module learners are expected to have developed skills and knowledge related to:

- Exploring the concept of 'academic integrity'
- Examining issues related to intellectual property rights in academic settings.
- Identifying and creating strategies to promote academic integrity
- Exploring data and information privacy

Module Topics, Teaching and Learning (T&L) Media, and Schedule

Topic #	Topic Name	T & L Media	Expected Schedule
0	Startup week - participants verify their access to the virtual learning environment (VLE)	VLE; Video; Discussion Forum; download linked spreadsheet;	>1 hour confirming access to the VLE; introductions;
1	Introduction to Academic Integrity	VLE; Video; Discussion Forum; Blog; External Web sites;	> 6 hours engagement over a 1 week
2	Intellectual Property	VLE; Video; Discussion Forum; Blog; Quiz; Internet Search Engine;	> 6 hours engagement over a 1 week
Consolidation Week (enables catch up and reflection)			
3	Promoting Academic Integrity	VLE; Video; Discussion Forum; Assignment upload; Blog; Word processor;	> 6 hours engagement over a 1 week
4	Data and Information Privacy	VLE; Video; Assignment upload; Drawing tool; Blog;	> 6 hours engagement over a 1 week

Assessment Plan

Depending on the purpose of offering this module, Module 2 could be assessed using formative and summative forms as indicated below:

Formative assessment:	Summative assessment:
Level of learner interaction	Portfolio (formative 60%)
Self-assessment	Final assignment (40%)
Quizzes	
Activities as specified	

Module Evaluation

A module evaluation should be conducted during and after each instance of running the course in order to effect improvement.

Certification/ Accreditation

Completion of 80% of module activities contributes to an award / certificate and/or digital badge. If this course is offered formally by the Open University of Tanzania, completion will result in module credit towards the Digital Fluency course.

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Licensing



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Every effort has been made to adhere to the licenses of OERs incorporated in the module. Should there be any queries around the individual licensing of module components, please contact the Director of Quality Assurance at OUT: dqac@out.ac.tz

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TOPIC 1: Introduction to Academic Integrity

Introduction

In this topic the learner will be introduced to the concept of academic integrity, values of academic integrity, and the role of courage in academic integrity.

Learning Objectives

	<p>Upon completion of this topic you are expected to be able to:</p> <ul style="list-style-type: none">• Examine academic integrity• Describe the values of academic integrity• Explain the role of courage to enhancing academic integrity
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1.1 Academic Integrity

The choice of the word ‘integrity’ has been due to its broader and holistic nature. The concept of integrity is broader than simply honesty, as integrity implies all the principles, values, and behaviours that contribute to good character, including for example, honesty, fairness, respect, trust, perseverance, responsibility and courage (Fishman, 2014; Edussuriya, Marambe, Wanniarachchi & Ramanayake, 2014). Integrity is a term used to describe a good person in different aspects including in the classroom, in research, in the community and in their profession. Academic integrity creates opportunities to share knowledge, create new knowledge, interact with other professionals with ease and enables learners to extend to commit to excellence and to become scholars (Fishman, 2014). According to Fishman (2014) trust which is one of the values in academic integrity ‘enables us to collaborate, to share information, and to circulate new ideas freely, without fear that our work will be stolen, our careers stunted, or our reputations diminished’.

In our daily academic life there are numerous challenges associated with academic integrity. Students and researchers alike may at times find themselves ‘cheating’. It is common practice to find students looking for someone to do assignments for them, cheat in examinations, or copy and paste research works of others without acknowledgement. In essence, the effect of cheating is far reaching to the extent that society finds itself surrounded by irresponsible citizens, some of whom sail through cheating and are later found holding very senior and delicate positions. Cheating is just one form of violation of academic integrity. According to Strittmatter & Bratton (2014) , dishonesty, if accepted, can be later be practised at different times and situations. As such, dishonest behaviours that started in high (secondary) schools can sustain in colleges; and likewise, students who are engaged in academic dishonest behaviours in college tend to engage in dishonest acts in the workplace as well. What Strittmatter & Bratton (2014) says implies that higher

education inherits dishonest cases that have grown through different stages and thus need to be more serious in identifying and ending such malpractices so that the community is not affected. The question then is, do Universities have strategies to do so? If not, what are the ways to build and sustain an integrity community? This course therefore is intended to fill that lacuna.

In this case, violation of academic integrity principles is a social problem. We may have encountered news reports in both print and electronic media relating to fraud cases in both private and public higher education institutions. This is not unique to the education sector: other notable sectors include health, justice, home affairs, infrastructure, land and many more, all of which clearly reflect the extent of the problem of integrity. Integrity thus needs to be developed in Universities so that their graduates are capable of becoming persons of integrity, moral and ethical nature, when they enter the workforce. Academic integrity, therefore, can be defined as a commitment to fulfilling the five fundamental values: honesty, trust, fairness, respect, and responsibility. Institutions providing education services are therefore required to promote academic integrity, and failure to do so results in increased ethical challenges.

The term integrity refers to adherence to certain moral standards and ethical principles, soundness of moral character and honesty. The underlying words in the term integrity are honest, ethical, moral and principles. Hence honest, soundness of moral behaviour and ethical principles are intertwined. Academic integrity identifies how you conduct yourself as well as show the type of person you are. It also refers to your acknowledgment of and respect for the academic principles and behaviours as a learner or facilitator in the learning process. Both learner and the learning facilitator have a responsibility to ensure academic integrity in the pursuit of goodness of the current and future society. Imagine one who developed academically through cheating, what will happen if becomes a medical doctor, an accountant, and or police? Things will be worse as will have no ability to demonstrate the required expertise in the job performance as expected.

In interpreting academic integrity, one can see it mainly in two ways: first as an academic practice or what it means to be an academic. This is considered in three functions: teaching, research and services (consultancies) in which academicians display their integrity (or lack of it can be judged). Second, the word integrity can be treated as incorporating the excellences of character one might expect from a good person or a good academic. As such, academic integrity can also be said to be the values, behaviour and conduct of academics in all aspects of their practices (teaching, research and consultancies) within and outside the academic spheres.

For the learning facilitators, the lecturers and teachers, academic integrity is about awarding students what they deserve, testing students what they have learned and providing necessary support to the learners. In the case of students, academic honesty is demonstrated when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and treat all other students in an ethical manner. The strategies to enhance academic integrity are taken on board in many universities, for example, in 2015 Rutgers University had

set rules to ensure academic integrity, including that of all students had to respect their integrity and right to pursue their educational goals without interference. This attempt needed students to work independently and ensure ethical manner. Each student had to ensure that “obtains all data or results by ethical means and reports them accurately without suppressing any results inconsistent with his or her interpretation or conclusions and report their research or accomplishments accurately”. The same type of code of conduct in academics is found in every University. At the Open University of Tanzania, a student to complete a Master and PhD degree have a set criteria. For masters, one will work with the supervisor, submit the report in hard and soft copy, test for plagiarism check using Turnitin before submitting to the external examiner and later call for Oral Defense. These processes are created to ensure that what student present is what one did and is the one who did it.

Academic integrity is about adherence to the academic principles in order to ensure that: everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments; all student work is fairly evaluated and no student has an inappropriate advantage over others; the academic and ethical development of all students is fostered and the reputation of the institution for integrity in its teaching, research, and scholarship is maintained and enhanced. Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community, therefore, bears a responsibility for ensuring that the highest standards of academic integrity are upheld so that they can be integrated into other members of the society through the process of teaching, research and consultancies. On the whole academic integrity needs to be observed at all levels of Education and general daily life (Roberts & Hai-Jew, 2009; Langa, 2013)

1.1.1 Academic Integrity in the digital age

The digital age is characterised by the use of ICT tools for information processing, accessing, storage, and sharing. To use of ICT there is a huge increase of the number of students enrolling for studies, including online courses and thus has changed the way we teach (Kanwar, 2013). The increase in the use of ICT has increased the form in which one shares information, which has resulted to increased opportunity for people to easily copy information from one another. For students it is a period where resources are freely available online. Students can copy information electronically and insert in their assignment easily (Roberts & Hai-Jaw, 2009; Ahmed & Ullah, 2015). Reasons for increased cases of academic dishonesty are attributed to fear of failure, lack of knowledge and skills, the need to become ahead academically, in some cases a socially acceptable behaviour, and also lack of confidence in securing a high paying job (Ahmed & Ullah, 2015).

It is in the digital age where we see new practices in education. These practices include easy of copying materials from one source and pasting it in ones work; sharing information through the use of the internet and use of storage devices; and having many academic resources in the website


freely to download. The question then is how do we ensure academic integrity in the era of freely available online resources? What is the role of academic institutions in ensuring academic integrity is enhanced in their practices? What is the role of ICT in making sure that academic integrity is enhanced?

Dishonest cases in the digital era are often result of use of technology where students can access information using different types of ICT tools including computers connected to the internet; wireless connections; and use of mobile devices including mobile phones, ipods, and ipads. While the use of digital devices is associated with an increased number of cases of dishonesty, these devices are deployed to support the delivery of education especially to distance learners. With the use of electronic devices we witness increased availability of online learning, including Massive Open Online Courses (MOOC); use of learning management systems; and distribution of course materials using the internet. Academic institutions have roles to play, including teaching students about dishonest and its consequences to the school community.

1.1.2 Technology as a threat to academic integrity

The presence of digital devices like mobile phones, iPods, MP3, Modern Scientific Calculators, microphones, and wireless receivers for information transfer and retrieval has the increased chances of academic dishonesty (Thomas, 2015; Edussuriya, Marambe, Wanniarachchi & Ramanayake, 2014; Cruz, Costa, Martins, Gonçalves & Barroso, 2015; Exposito, Ross & Matteson, 2015). Students undertaking examinations can text to someone outside to get answers and sometimes with the emergence of sophisticated mobile phones a student can download information from the internet through wireless connections available. Use of modern scientific calculators can also support plagiarism. The modern calculators can store formulas and text. On the whole the usefulness and ease of use of technology are attributed to increased cases of academic dishonesty.

Activity 1.1

	<p>Objective (AIM):</p> <p>Explore and enhance your understanding of academic integrity.</p> <p>Motivation for activity (WHY):</p> <p>To build up your expertise in recognizing aspects of academic integrity in higher education institutions.</p> <p>WHO: This activity should be discussed in a group of 3 to 5 people at your institution prior to contributing online.</p> <p>Tool: Discussion forum</p>
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	<p>Duration: 60 minutes</p> <p>Questions to be addressed (Starting Information/Preparation):</p> <ul style="list-style-type: none"> • What do we mean or understand by 'academic integrity' in the context of higher education? • How will we ensure that we uphold academic integrity in higher education institutions? • What are the effects of not observing academic integrity to individuals, academic institutions and the society? • Identify concerns with use of technology leading to academic dishonesty. <p>Activity:</p> <p>WHAT: (to do)</p> <p>Form a small group of 3 to 5 people at your institution and discuss the above questions</p> <p>Collate these responses into a logical response to the assignment</p> <p>HOW: (to respond to the assigned task)</p> <ul style="list-style-type: none"> • Contribute your group's responses by posting to the discussion forum. • Although only 1 person will submit the response, make sure that you include the names of ALL the group members at the top of your assignment. • Note: You can either copy and paste your notes directly into your post OR you can attach a Word file to your post. <p>FEEDBACK: (from the group / facilitators)</p> <p>On conclusion of the activity we will share and discuss the online responses and work toward a common understanding of academic integrity in higher education.</p> <p>Assessment:</p> <p>Completion of this activity will count towards your course portfolio.</p>
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1.2 Values of Academic Integrity

In section 1.1 you were introduced to academic integrity concepts. In this section you will learn about values of academic integrity. As you are now aware, integrity creates a foundation for success in all aspects of life. In academia, integrity sets a foundation for success and growth in becoming a good professional in the workplace. It prepares learners for personal and professional challenges they might be facing in their daily life during and after the learning process (Fishman, 2014; Edussuriya, Marambe, Wanniarachchi & Ramanayake, 2014; Resurreccion, 2012). In many cases, academic integrity involves a commitment to such fundamental principles as honesty, trust, fairness, respect and responsibility within all academic endeavours. The question then is, in what ways are academic integrity values dishonoured? What facilitates this dishonesty? Are these values relevant only in higher education? Answers to these questions are complex and multifaceted. For example, with the increased use of internet resources, challenges (particularly plagiarism) related to academic integrity are said to increase (discussed in detail in 1.5).

For the purpose of this section, a commitment to academic integrity enables academic communities to translate ideals into action. With the free flow of information through the use of internet, different types of academic dishonesty appear to be common. These include plagiarism (both intentional and unintentional), cheating, fabrication and aiding dishonesty. But what might be the reason for this? Possibly, the following may explain the causes of academic dishonesty: the value we put in coursework and being widely used; students not being aware of what plagiarism is all about, and the dependence on plagiarism detection tools.

Academic institutions flourish when they observe the values of academic integrity. Within academic institutions, it is common to find listings of behaviours that are prohibited and their related consequences. When these values are implemented, they support a change in learners' behaviour that facilitates academic communities to translate ideals into action. There is no doubt that most institutions will lower their reputations because of poor implementation of five fundamental values of academic integrity in their goals of teaching, learning, and research. The five fundamental values are honesty, trust, fairness, respect and responsibility (Fishman, 2014).

1.2.1 Honesty

Academic honesty can be said to underpin respect for and the development of knowledge (Fishman, 2014; Edussuriya, Marambe, Wanniarachchi & Ramanayake, 2014). As such, academic staff are to be honest in their research and in dealing with other staff and with students. Students undertaking studies in different disciplines have to be honest with themselves and with others in their personal ambitions, study and in their involvement in the assessment process.

Being honest is a personal choice not to lie, steal, cheat, or deceive in any way. Honesty is about telling the truth, whereas integrity is about the validity of the truth. In daily life, when one is honest, it means he/she is a person of integrity, is fair, frank, genuine, reputable, respectable,

trustworthy, loyal and sincere. These are good values that everyone is striving to achieve and live with. During knowledge seeking students and staff have to be honest to each other (Fishman, 2014; Langa, 2013).

Honesty is deemed crucial ground for ethical behaviour in various aspects including the academic sphere (Langa, 2013). In any case, when talking about honesty, one might be in denial about existing reality. Honesty, therefore, is becoming an important characteristic in several professions and organisations. For example, in our communities, we need good people, including good teachers, good doctors, good police, good researchers and good citizens.

In the academic arena, punishment for being dishonest might include losing academic certification - and if it is an academic institution, losing its reputation. One of the causes might be honesty in dealing with different academic matters. Honest people in an organization will make sure that their organization gains a good reputation. In academic institutions honesty is a pre-requisite to the other four values. It is not unusual to hear that people are doing acts like cheating, lying, fraud, and theft. These acts are referred to as dishonest cases; they are found in academic and in real life situations. In academic, academic integrity is about truth and knowledge and thus requires intellectual and personal honesty in learning, teaching, research and services.

Honesty begins with you and extends to the larger community. Cultivating a culture of honesty in universities lays foundations for lifelong integrity. In universities therefore, there is a need to have policies and practices that send a clear message that providing false information, false data, lying, cheating, theft and other dishonest behavior are unacceptable. It is in the University where children are given opportunity to develop courage to make honest and ethical choices, even when at personal cost. This is a necessary step in establishing communities of trust. There are examples in universities where children would tell the truth to teachers regardless of the consequences they might face, which is healthy in creating a society that values all. Generally, honesty and integrity are intertwined.

1.2.2 Trust

Trust refers to persons in which confidence is placed. Trust sometimes can be a belief that someone or something is reliable, good, honest, and effective. Trust is a reliance on the integrity, strength, ability, surety of a person or a thing. Trust also refers to confidence in something or a particular person. In the context of this course trust means the obligation or responsibility imposed on a person normally an academic member of staff in whom confidence or authority is placed. Have you ever done anything without trust? It is common that we do things that we trust.

In academic there is a lot of knowledge and skills exchange. This can always be done through mutual trust. It is when there is trust that free exchange of ideas can be encouraged, fostered and supported. Honest fosters development of trust.

Trust enables researchers and academicians to collaborate, to share information, and to circulate new ideas freely, without fear that research reports or any of their pieces of work will be stolen by someone, students' careers stunted, or staff and student reputations diminished. In academic work trust is essential so that outsiders can believe in the value and meaning of scholarly research, teaching, services, and academic awards provided. It is the trust that creates a fertile ground for cooperation in which participant, academicians, in an academic activity expect to treat each other and be treated with fairness and respect.

1.2.3 Fairness

It is common to hear, this is not fair. In one way something to consider about fairness seem to be the ability to have justice to both sides. If it is the teacher and the student, it will be fair if the student does the test and the teacher marked the test in accordance to standard marking scheme with the same type of marks distribution. Fair treatment is an essential element in creating ethical communities.

According to Fishman (2014) components of fairness include predictability, transparency, and clear reasonable expectations. It is important to note that consistence and just response to dishonest bleaches is an element of fairness. In this case in academic integrity, fairness refers to having an established clear and transparent expectation, standards, and practices to support fairness in the interactions of students, teachers, and administrators. All members require fair treatment from each other. Students play fair when they work and retain the reputation of the academic institution, acknowledge the authors in their academic work and when they adhere to integrity policies. Teachers are fair when they communicate expectations clearly, respond to dishonest consistently, and uphold academic integrity. On the whole fairness prevails when all services are provided on the basis of respect.

1.2.4 Respect

According to Roberts and Jew (2009) lecturers need to prepare students for how to connect themselves to the community through respecting autonomy, doing no harm to others, benefiting others, being just and being faithful. It is in academic where we find debates, interactions, cooperation, collaborations, participatory nature of learning, diverse values and ideas, diverse opinion and sometimes disagreements. In order to create fertile ground of learning, researching, and teaching respect is a core value. Respect means acknowledging the worth and work of others and not treating them as objects. In academic work there are issues of writing academic papers, thesis, and essays. In doing academic work one refers to previous studies. It is through respect where one accepts differences and refines own academic work.

Students show respect when they value and take advantage of opportunities to gain new knowledge, by taking an active role in their own education, contributing to discussions as well as listening to others' points of view, and performing to the best of their ability. Cultivating

environments in which all members show and enjoy respect is both an individual and a collective responsibility.

1.2.5 Responsibility

Responsibility is a term used in our daily life. It refers to a set of tasks or functions that employers, students, lecturer, professional body, court of law or some other recognised body can legitimately demand. In the context of this course, responsibility refers to tasks or functions a student and a lecturer can legitimately demand. It is common to hear somebody is responsible for something. One can therefore attribute responsibility to the state of being the person who caused something to happen or a duty or task that one is required or the state or fact of having a duty to deal with something or of having control over someone. Academic communities have the right to expect that the values of academic integrity and scholarship will be upheld.

In some cases, responsibility can be the opportunity or ability to act independently and make decisions without authorization. Responsibility is a value of academic integrity as each individual in academia has a role to play and hence responsibility to fulfil. Responsible individuals hold themselves accountable for their own actions, and work to discourage and prevent misconduct by others. Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore, all student work and all grades should result from the student's own understanding and effort. This places responsibilities to both the student and the college staff. The student has a responsibility of fulfilling academic tasks seriously and the lecturers have a role to teach and assess student attainment of the goals set. It should be understood that holding oneself and others to high standards of integrity is often challenging; it requires courage. The responsibility to respect ethical conduct in research and other academic work is the responsibility of the learners and the learning ecology. It is important also to stress that in academic work, be it research or any publication one or more of the authors, as the corresponding author, shall take responsibility for the integrity of the work as a whole.

1.3 The Role of Courage in Academic Integrity

In this section you are going to learn about how courage plays a role in developing and sustaining academic integrity. You are now aware of what is academic integrity. You are also aware of the values of the academic integrity. The question you might be having in mind is why some people and institutions perform well, whereas others do not and why most academic institutions set rules related to integrity with its associated consequences for its violations. Someone can go further to ask what it takes to make people and or institutions practice and provide services with integrity. It takes time to enhance academic integrity measures and develop strategies to sustain them.


One is now aware that to develop and sustain the academic integrity, it takes more than simply believing in the fundamental values. The fact is that one needs to develop strategies leading to

translating the values from talking points into action. It is also important to note that standing up for integrity, values in the face of pressure and adversity requires determination, commitment, and courage. It involves saying no to receiving bribes so that you remain honest. For students it is important to be aware of academic integrity so that they are ready for taking the consequences of their own actions. It is common to hear in some Universities and college that if you want to pass certain courses just give a bribe to college workers. It means if college members have the courage to stand up for integrity, values, students will follow lessons and have fair competition.

Courage is not a fundamental value, but rather it can be related to a quality or capacity. In many communities, courageous people are often misunderstood as lacking fear, whereas they have the capacity to act in accordance with their values despite the imposed fear. It is common to hear in Universities, colleges, universities and community that those who commit dishonest cases do not want to be disclosed because of the negative consequences they might face, including losing their personal values of the social community. The one who is revealing is said to be courageous that is ready to take up the consequences of preventing dishonest actions. Therefore, courage is an element of character that allows people to commit to the quality of their actions by holding themselves and their fellows to the highest standards of academic integrity even when doing so involves risk of negative consequences or reprisal.

For one to be courageous, one has to be determined to act in accordance with one's conviction. It is important to note that courage should be developed along one's professional development because, like intellectual capacity, courage can only develop in an environment where it is tested. At the University, college and other professional development, capacity building are the venues in which one is tested. It is more important when these values are developed in the early years of University study. Academic integrity, therefore, necessarily includes opportunities to make choices, learn from them, and grow. Through this iterative process, courage, honour, and integrity can develop as interwoven and mutually dependent characteristics.

Activity 1.2


	<p>Objective (AIM):</p> <p>To explore your understanding of academic values in respect to higher education</p> <p>Motivation (WHY): To build up expertise in academic integrity values.</p> <p>WHO: You may undertake this exercise individually or in pairs.</p> <p>Preparation: You should refer to current internet resources published between 2010 to present and to sites including those provided in the resources below.</p>
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	<p>Questions to be addressed:</p> <ul style="list-style-type: none"> • Discover what others understand to be the meaning of academic integrity, values, and illustrate practical examples. • How do academic integrity, values differ from courage in higher education? • How can higher academic institutions promote academic integrity, values among its social members? • What are the effects of not observing academic integrity, values in your higher learning institution? <p>Resources: A PC connected to the internet.</p> <p>Tools: Discussion forum; Internet Search Engine (e.g. Google)</p> <p>Duration: 110 minutes (1 hour 50 mins)</p> <p>Activity:</p> <p>WHAT: (to do)</p> <ul style="list-style-type: none"> • Search the internet (e.g. Using Google scholar) and select at least 3 academic papers addressing academic respect. • Review, discuss and record your opinions / findings and others views on academic respect. • Summarise the views and the methodology used (20 mins). • Describe how the opinions from the papers relate to yours as individuals and to the institution you work. <p>HOW: (to respond to the assigned task)</p> <ul style="list-style-type: none"> • Please start the task by searching papers on academic honesty using web search engines. You can also visit the suggested links above. • List the papers and internet sites you visited. Please write the findings from each of the papers. • You could also provide a direct links to the papers to make life easy for all. • You should include notes on particular aspects to which you would like to draw the group's attention.
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	<ul style="list-style-type: none"> • Share your results and the findings through the created group discussion forum <p>FEEDBACK: (from the group / facilitators)</p> <ul style="list-style-type: none"> • Take a look at the other forum contributions describing the other participants' findings • Reply and comment on at least 1 other participant's review comments / findings. <p>Assessment:</p> <p>Completion of this activity will count towards your course portfolio.</p>
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Students and staff that display courage in pursuit of integrity not only become role models, but also do increase standards for learning and scholarship. It is the difference in courage displayed by academic members that creates performance differences in colleges and universities. All academic members are a product of community that is forged and becomes a key foundation for building habits of civility for a lifetime. According to Füzér (2016) courage, is the first of human quality because it is the quality that guarantees the other. This statement indicates a need to develop strategies towards making academic institutions becoming centres on creating the culture of integrity. To do this each social member is responsible for creating opportunities to its members in developing human qualities. It is common to find institutions and companies with good laws governing their operations but not being implemented. It is therefore important for members of academic communities to learn not only to make decisions with integrity, values in it, but also to display the courage necessary to follow their decisions with action. Only through the exercise of courage is it possible to create and maintain communities of integrity, strong enough to endure as responsible, respectful, trustworthy, fair and honest regardless of the circumstances they face.

Summary

	<p>In this topic you were introduced to the concept of academic integrity. Academic integrity has diverse meanings, but what is important to note is that academic integrity is all about creating avenues toward creating a community of integrity. It is common to find integrity being violated in our communities and those who commit are learned persons. The issue is what is wrong, is it that Universities and colleges are not doing enough in developing values of academic integrity. Some examples of violations of academic integrity have been discussed. These violations of academic integrity mirror well with what happens in the community. There is a need therefore for Universities and</p>
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	college community members to develop courage in implementing academic integrity.
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Review Questions


	<ul style="list-style-type: none"> • Which types of violation of academic integrity have you encountered in your daily life? • What is the single most effective initiative your institution could undertake to promote academic integrity and reduce academic dishonesty? • Describe any five principles of academic integrity • Describe factors attributing to increase in academic dishonesty in higher education institutions • Propose strategies and actions for enhancing academic integrity in higher education institutions
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Topic One Reflection

Please use the Moodle course blog facility to reflect on the following questions on this topic (Time 30 minutes).

- What you have learned in this topic and how it will assist you in achieving further academic and work related goals?
- How does integrity, influence social, family, academic, and economic development of an individual and society at large?
- How can one capitalize on strengths and overcome weaknesses in order to become a person of high integrity?

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TOPIC 2: Intellectual Property

Introduction

This topic is designed to equip you with a general overview of Intellectual Property in academia. It begins with a short explanation of IP basic concepts, followed by a discussion of different forms of IP: including the basics of patent, copyright, trademark, and trade secrets. You will then identify items which are protected by copyright and which are not, and explore the role of IP in Open Educational Resources (OER) and Open Source Software (OSS) content. Finally, we conclude by looking at the aspects of IP in academia and the impact of Information and Communication Technologies (ICT) development.

Learning Objectives

	<p>Upon completion of this topic learners are expected to:</p> <ul style="list-style-type: none">• Explain the meaning of Intellectual Property• Know IP basic concepts and principles• Identify different forms of Intellectual Property• Familiarise with Open Educational Resources (OER) and IP protection• Comprehend the relationship between Open Source Software (OSS) and IP protection• Explain intellectual property protection in the context of ICT development.
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2.1 Intellectual Property Basics




Intellectual property refers to all statutory and other proprietary rights (including rights to require information be kept confidential) in respect of inventions, copyright, trademarks, designs, patents, plant breeder's rights, circuit layouts, know-how, trade secrets, and geographical indications. It also includes all other rights as defined by the respective pieces of legislation and international conventions governing intellectual property (UDSM, 2008). Products and services are protected for two main reasons. First is to give a legal appearance to the ethical and economic rights of originators in their inventions and the rights of the community in accessing those creations (WIPO, 2008). Second is to promote the said creativity, and the distribution and function of its results promote a reasonable trading which would contribute to economic and social development of the originator. Creativity in education is a key component and thus a need to develop understanding of intellectual property. Each invention has a right to be protected. It is in this view that all dissertations and academic books are copyrighted.

There are two broad areas of IP. The first one constitutes Industrial property branch and the second constitute copyright branch. Copyright and related rights protect literary, artistic and scientific works while areas like inventions, industrial designs, trademarks, service marks, commercial names and designations are protected by Industrial property. Intellectual property can be protected based on four different forms. These are copyrights, patents, trademarks, industrial designs and geographical indications, and trade secrets. Each form has a unique function in helping individuals and businesses, protecting their creations as introduced above. The IP protection is governed by the types of items that are being protected, the duration of the protection, the geographical areas where the protection extends, and the time from which the protection is made available.

2.1.1 Copyright

I hope you remember some first pages of a dissertation or a thesis. Especially a section on Copyright. Have you ever thought, a reason to have that space in a dissertation? In books we see the ISBN number. Did you ever thought why books have an ISBN? In this section we discuss the copyright issues. In our daily lives we have been constantly hearing about people owning original literary works such as publications, novels, music, computer programs and articles in newspapers. If some other people want to use, reproduce, copy or distribute they need to get permission from the owner of the original work. The owners of these works have the rights to control the numerous ways from which his or her work can be distributed through 'copyright' ownership.

Copyright is a legal term used to explain the rights that originators have over their literary and artistic works. These range from books, music, paintings, sculptures, films, computer programs, databases, advertisements to maps and technical drawings. Generally, it is said that copyright protects the expression of ideas (e.g. Words and illustrations) while ideas alone are not protected. For a work to gain a copyright protection it has to be original (meaning that adequate skills, labour and judgement are spent on creating it), type protected by copyright under the act and should be conveyed in a certain fixed format, for example in writing; whether in paper form or electronic. However, that ownership can be transferred to another person and that person becomes the new owner. It is only the owner who can grant permission to use his or her work, whereas legally this permission is known as license. The license has been just one, and there is transfer as well as assignment of copyright. The following are some copyright symbols:

	Symbol	Rights Statement
Copyright		All rights reserved.
Copyleft		All wrongs reserved.
Creative Commons		Some rights reserved.

The duration of a copyright depends on the number of factors, including the type of work in question, whether the work is published or unpublished, the originator is known or unknown, and whether the conversion arrangements from previous copyright registration applies or not. For instance the literary, artistic, drama and musical works copyright duration covers the lifetime of the author plus a period of 70 years from the end of the year in which the author died. Video recordings and films expire at the end of 70 years from the year end of the death of the last person who was among the originators of the recording process.

On the other hand, computer generated works' copyrights expires 50 years from the end of the year in which the work was made while typographical arrangements of published versions lasts for only 25 years from the first publication. Generally, most of works' copyrights are covered by the lifetime of the author plus 50 years after death. Copyright is governed by both international convention such as the Berne Convention and WIPO Copyright Treaty, but also national laws such as Copyrights and Neighbouring Rights act, 1999 for Tanzania.


2.1.2 Patent

A patent is a right granted by the government to the owner of a certain creation that prevents others from making, using, trading or selling the creation without his or her permission (UNESCO, 2015; Prabhala, 2010). A patentable creation can be a product or a process that gives a new solution to a problem, a way of doing things, a work of new product, or a technical enhancement on how certain things work. Patents are awarded to a person who then becomes the owner of that creation. In education patent is all about providing exclusive rights to new invention with a view to increase the pace of invention through motivation and competition (Vairis & Petousis, 2015). As people compete in a fair ground to increase access to technology, knowledge and skills about new ideas and or inventions. In the case of technology, patent can be made to products made in the country in order to increase innovation as something might be new in a local country but not new in the world.

The duration of patent often known as 'term of protection' refers to a period of 20 years counted from the filing date. Once it is awarded, a patent is termed as a contract and it can last for a period of 20 years from the date of signing the contract, subject to the payment of annual renewal fees. There are some benefits once you register a patent, which can be used to raise funds for economical purposes, license it to third parties for commercial returns or a patented creation can also be transferred, assigned or licensed to a third party upon certain terms and conditions. The main benefit of patents is excluding others from using the innovation without the owner's permission. Corporations and individuals have become rich because of patents such as Apple, Nokia, Facebook, Alibaba, Coca Cola and many others.

Patents are governed by international convention such as Paris Convention, Patent Cooperation Treaty and national laws such as the Patents Act, 1987 in Tanzania.

Activity 2.1

	<p>Objective (AIM): To familiarise with Intellectual Property Basics</p> <p>Motivation (WHY): To build up expertise in intellectual property</p> <p>WHO: Please undertake activity individually</p> <p>Resources: A PC connected to the internet. You can use the resources below as well.</p> <p>What is Intellectual Property?" http://www.ipwatchdog.com/2014/07/19/what-is-intellectual-property/id=47109/, retrieved 10.3.2015</p> <p>"What is Intellectual Property?" http://www.wipo.int/about-ip/en/, retrieved 10.3.2015</p> <p>"Intellectual Property Basics" http://www.iccwbo.org/advocacy-codes-and-rules/areas-of-work/intellectual-property/intellectual-property-basics/, retrieved 10.3.2015</p> <p>Tool: Discussion forum</p> <p>Duration: 75 minutes (1 ¼ hrs)</p> <p>Questions to be addressed (Starting Information/ Preparation)</p> <ul style="list-style-type: none"> • What do we mean by the term intellectual property rights? • What are the benefits of "intellectual property rights" to individuals, community, academic institution and a business firm?
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	<ul style="list-style-type: none"> • How will we ensure that we uphold “intellectual property rights” in education and in business related activities? • What are the effects of not observing “intellectual property rights” to individuals, academic institutions, industries, and the society in general? • Identify contributions of “intellectual property rights” in the community you live in. <p>Activity:</p> <p>HOW:</p> <ul style="list-style-type: none"> • Form groups of two to five people at your institution and discuss the above questions. • Use the given resources and search, at least five resources that contribute to intellectual property rights. • Contribute your individual response through the discussion forum. <p>FEEDBACK:</p> <ul style="list-style-type: none"> • After you finish this activity, read the contributions of others posted on the discussion forum. • Discuss the findings you have made with others. <p>Assessment:</p> <p>Completion of this activity will count towards your course portfolio</p>
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2.2 Trademarks, Industrial Designs & Geographical Indications

In the previous sections we discussed about copyright and patent. As you all know when writing academic work, we use copyright. It means that the work of authors, artists and musicians, for are protected by copyright. According to Prabhala (2010) “Scientists and engineers, on the other hand, will typically have their inventions protected by a patent. Corporations that have invested in creating a brand can be protected by trademarks, while their business plans could possibly be protected as trade secrets. The work of product designers falls under a system known as industrial designs”. In this section we look at trademarks, industrial designs and geographical indications and link them to the education industry.

A **trademark**, as defined, is a recognizable sign, design or expression which is used to identify products or services of a particular source for others. It can be any word, name, symbol, or device, or any combination, used, or intended to be used, in commerce to identify and distinguish the goods of one manufacturer or seller from goods manufactured or sold by others. It is important to note that most of definitions rely on conventional trademarks, lately there have been unconventional marks where smell, colour and sound are also protected as part and parcel of trademarks. Trademarks are also used to protect Computer-related objects. These may include corporate brands and operating system logos.

Symbols like ®, TM and SM are used to represent the type of the trade mark. The symbol ® and the abbreviation Reg. is used to tell the public that the mark is registered in one or more countries. The designations TM and SM are often used for trademarks and service marks that are not registered, and serve as informal public notices that a word, logo, slogan, design, or any other symbol, is being used as a mark and reflects the owner's intent to claim trademark rights in the mark. The question might be where do we see such symbols being used in the education sector. In the trademark classification, education services are classified in Class 41 of the Nice Agreement Tenth Edition - General Remarks, Class Headings and Explanatory Notes - Version 2012 as described hereunder:

“CLASS 41: Education; providing of training; entertainment; sporting and cultural activities.

Explanatory Note

Class 41 covers mainly services rendered by persons or institutions in the development of the mental faculties of persons or animals, as well as services intended to entertain or to engage the attention.

This Class includes, in particular:

- *services consisting of all forms of education of persons or training of animals;*
- *services having the basic aim of the entertainment, amusement or recreation of people;*
- *presentation of works of visual art or literature to the public for cultural or educational purposes.”*

Trademarks are registered to provide an easier and more cost effective way to enforce the rights conferred by a trademark and prevent other traders from using the mark on the same or related goods and services. When registering a trademark for goods or services, Businesses are effectively gaining a legal monopoly of their marks which gives them an advantage of adding value to the business because it can be used to protect the market share, and also can be licensed to third parties such as a franchisee, or it can be sold outright for a specified value.

Trademarks also help to raise equity for the development of business. In various jurisdictions, trademarks may be sold, transferred and licensed with or without the underlying goodwill of the business associated with the mark.

Once it is acquired, a trademark can last for many years as long as it is being renewed every 10 years. Trademarks are governed by international convention such as the Paris Convention, Madrid Protocol and national laws such as the Trade and Services marks Act, cap 326, 1986, of Tanzania and Trade Marks Decree, Zanzibar. In Tanzania, trademark applications are filed and registered with the Tanzanian trademark office, a department of Business Licensing and registration Agency in Dar Es Salaam. The first registration period for Tanzania trademarks is seven (7) years. This can be renewed further for ten (10) years after expiration of the original or of the last renewal registration. While in Zanzibar the first registration is fourteen (14) years from which it can be renewed for further fourteen (14) years after expiry of the original or of the last renewal registration.

Industrial designs consist of ornamental or aesthetic aspect of an article. It may consist of three dimensional features such as the shape or surface of an article and two dimensional features such as patterns, lines or colour. Industrial designs are used to protect different kinds of industrial and handicraft products. These can be household equipments and electrical appliances, vehicles and architectural works as well as textile and leisure goods. Industrial designs are protected for a number of reasons. It can be from adding commercial value of a product and increase its marketability, promote fair competition among business entities as well as to encouraging creativity to the industrial and manufacturing sectors.

In order to be protected, industrial designs must be registered under industrial design law or it can be protected as unregistered design or as a work of art under copyright law, this depends on the particular national law and the kind of design. The duration of protection of industrial designs is five (5) years from the date of filling the application for registration. This can be renewed for two further consecutive periods of five (5) years upon payment of the renewal fee. Generally an industrial design protection is limited to the country from which the protection was granted.

Geographical indications are used protect goods that have a specific geographical position, and posses qualities, reputation or characteristics that are attributable to that place of origin. For example, agriculture products have qualities that are derived from their place of production and are influenced by specific local factors such as soil and climate. In education, there may be an invention of a teaching resource, in which it is used in a specific locale, the protection can be made through the use of available protective laws.

Geographical indications are protected in accordance with international and national laws under a variety of concepts including; special laws for protecting geographical indication or appellations of origin, trademark laws, laws against unfair competition, consumer protection laws and other

specific laws. Geographical indications protections are useful for the countries because they have potential to add value and promote rural social-economic development. Most countries have a range of local products that correspond to the concept of geographical indication which need to be protected globally. A good example is basmati rice.

A geographical indication is registered for a period of ten (10) years and the registration may be renewed from time to time for a period of ten (10) years at a time.

Trade secrets

There are different ways from which the definition of trade secrets can be expressed. In this module trade secrets refer to any confidential information which a business entity owns for the economic advantages over competitors. It may consist of a formula, pattern, practice, process, design or a compilation of information which is not generally known to the public.

It is uncommon to disclose business information to others as this is done in order to keep one's competitive edge in the business section. In most cases we hear about the good things of a ready-made product and how it is used and its effectiveness. Very little information is given on how that product has been made. If mentioned, it is only an added component that can show that the product is good for use. Trade secrets can allow business organizations to tell people about its secrets without making them public. This is due to the fact that businesses always have competitions, and leakage of this information can lead to a number of risks and problems.

Business entities can protect its confidential information (trade secrets) by non-compete and non-disclosure contracts with its employees within the constraints of employment law. The law of protection of confidential information allows for perpetual monopoly of trade secrets, which means it has no expiration date as patents and trademarks. Since this can extend indefinitely, therefore it provides an advantage over patent and trademark protection which lasts only for a period of specific time.

Trade secrets are generally divided into two main categories; technical and business secrets. Technical secrets refer to works found in research and development, secret formulas, designs, computer source codes, manufacturing tools, and others which are similar. Business secrets cover the vast pool of sales, marketing, financial and accounting data as well as employee and administrative data. Generally it covers all sorts of information necessary for business management.

Trade secrets are normally protected by the law of confidentiality. To protect trade secrets, a business entity must establish that the information is confidential, and ensure that anyone informed about it signs a contract known as Non-Disclosure Agreement (NDA). If the information leaks out, then a business can take a legal action against people who have breached the confidence.

2.3 Intellectual Property in Academia

Despite the fact that academic freedom is a fundamental right, the issue of academic integrity should be emphasized. Due to the massive usage of the internet, students tend to go against integrity. Often we see students copying materials from others' work and re-submit as if it was their own invention. Universities and other public research organizations worldwide need to protect their inventions so as to help and encourage new start ups in academic writing. The argument in university IP protection is needed against a broader policy framework aiming at fostering a greater interaction between public research and industry in order to increase the social and private returns from public support to Research and Development. It is widely assumed that the legislative scheme governing Organizational ownership of copyright and inventions applies indiscriminately, including in the context of academic employers. The result is that universities are assumed to own the copyright in the lectures, books, musical scores, research notes and other works created by academic employees in the course of their employment, along with any innovative methods or products which they invented. This assumption is reflected in the intellectual property policies of most Universities, and in the technology transfer initiatives which those policies support this.

2.3.1 Intellectual Property and Open Educational Resources

There are two important issues when discussing Intellectual Property (IP) and the Open Educational Resources (OER). One is about the restrictiveness whereas the other is about openness. This calls for a discussion on the need of IP and OER. The question then might be at what point we have the IP and how this works in the OER environment (McGill, n.d). While learning about OER, it is important to start by differentiating OER and non OER platforms. Below are examples of OER platforms as accessed from <http://roer.cemca.org.in/open-educational-resources/oer-platforms> on 09.09.2016:

- **CK-12:** Read online, print a copy, or use it on any device. Our content can be used with the Kindle, iPad, NOOK, and more.
- **Connexions:** Educational content repository and a content management system developed and maintained by Rice University.
- **Curriki:** A nonprofit K-12 global community to create, share and find free learning resources that enable truly personalized learning.
- **Khan Academy:** An online collection of thousands of video tutorials on various subjects.
- **MERLOT:** A free and open online community of resources for higher education, online learning materials.

- **NPTEL** - E-learning through online Web and Video courses in Engineering, Science and humanities streams funded by MHRD, Government of India.
- **NROER**: The platform created by the National Council for Educational Research and Training (NCERT), India for school level OER.
- **OER Commons**: Project created by ISKME.
- **Open Courseware Consortium**: A high quality educational materials of hundreds of higher education institutions.
- **OpenLearn**: Open University programme where one can browse the topic to discover articles, videos, games, join the debates & enroll in free courses.
- **Peer 2 Peer University (P2PU)**: Helps in course design, content sleuthing, course marketing, and, in some cases, help with technical development.
- **Saylor.org**: Over 270 free, self-paced, online undergraduate college level courses and course materials.
- **WikiEducator**: Focuses on building capacity in the use of Mediawiki and related free software technologies for mass-collaboration in the authoring of free content.

Visit at least three of these sites and then try to visit any three commercial sites of your choice. What difference have you noticed. OER are free educational materials that are free to use and reuse without being charged (Butcher, 2015). These materials can be used for learning, teaching and researching and have been released under an intellectual property license that permit the free use and re-use by others. OER may include full courses, course materials, modules, textbooks, videos, tests, experiments, software and other tools, materials or techniques to support access to knowledge. As far as these materials are obtained freely, a number of legal aspects should be considered. Normally the persons who release these materials are the ones who own them. Since the materials also includes substantial extracts from other sources like quotations from books and journals, images, interviews with academic and experts and so on, these extracts are made available under license.

The inclusion of other third material on OER content, data protection, liability for inaccuracy or illegal content, and accessibility of information are the most important aspects to be considered when releasing materials on public. Creative Commons (CC) is among the organizations which provides license, which permit free publication. See more information from www.creativecommons.org

Any materials seem to infringe the right of others are promptly removed from the platform. Most of the materials are available for use under the Creative Common (CC) license known as

‘Attribution-Non Commercial-Share-Alike’. That means a user is allowed to use the material if the use is non-commercial, citation and retention of the name of the original author is practiced, and make of original or derivative of works is made available under the same term of the original license. Users are granted permission to use materials as they are or in a modified form. Materials can be translated, modified, printed, reformatted, networked, or changed in any way, provided that the terms of the license are met.

Most of OERs do not allow the direct contribution of materials from outside as this will lead to difficulty for host institutions to guarantee the accuracy and originality of materials received from outside sources. You will learn more about OERs and Creative Commons licensing from module four of this course.

2.3.2 IP and Open Source Software

If we are to prepare Open Educational Resources, there is a need to have platforms in which these materials can be prepared and used. If one is having free materials available online, how will users access materials is an issue to be considered. In this topic we get into a discussion about intellectual property and the open source software. According to William and Flora Hewlett Foundation, ‘OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge’. Thus, for OER to work has to have a platform in which its availability is unlimited. The platforms that make OER to be prepared and accessed widely are not other than software. It is a software that will support material's creator to efficiently create the material, it is also a software that will ensure materials are formatted in a way that they can be distributed, used, and reused.


Software is a general term for various kinds of programs used to operate computers and related devices. If someone develops software, then a source code underlying that software is a certain kind of property. In software development, one should always make sure that agreements or contracts specify who will own intellectual property that results from the development of that software. Computer software is also protected by copyright law which gives the owner of the work certain rights over it, and makes it illegal for others to use. In education with the era of OER, it is a challenge there are materials, but one cannot have a software through which one could access the learning resources.

Open source software refers to software for which the source code (underlying programming code) is made freely available for use, reading the code, changing it, or developing further versions, including adding amendments to it (Lochhaas & Moore, 2010; Daniel, 2006;). According to free software foundation ‘Free software means software that respects users' freedom

and community. Roughly, it means that the users have the freedom to run, copy, distribute, study, change and improve the software. Thus, “free software” is a matter of liberty, not price. To understand the concept, you should think of “free” as in “free speech,” not as in “free beer”. We sometimes call it “libre software,” borrowing the French or Spanish word for “free” as in freedom, to show we do not mean the software is gratis’. Therefore a free software gives permission for users to run at their wish and for the purpose they feel they need it. At the same time, users can develop their own software as do have access to the code and allowed to change the code to suit their needs. Users in a free software can distribute and redistribute to anybody and allowed also to distribute a changed or modified code so that others can benefit from the changed codes. The four characteristics of free software suit well with OER.

Although they are made available for free, the distribution of it is controlled under the license where the most popular ones being General Public License (GPL) and Mozilla Public License (MPL). Despite the fact that open source software is distributed without charge, but it is still protected by copyright law and the author’s and owner’s right are fully protected. If the owner of copyright in software wants to allow others to use and modify it for free, then a number of legal issues may arise.

Activity 2.2

	<p>Objective (AIM):</p> <p>To familiarise yourself with different types of Intellectual Property (IP) licenses currently being used world wide</p> <p>Motivation (WHY): To become aware of, respect, and adhere to IP licenses used in academic resources</p> <p>WHO: This activity should be done individually</p> <p>Resources: A PC connected to the internet;</p> <p>Type: Discussion forum</p> <p>Duration: 60 minutes</p> <p>Activity:</p> <p>WHAT TO DO:</p> <ul style="list-style-type: none"> • Open the Open Educational Resources Repositories • Browse the resources on the site and take note of different types of licenses that have been permitted for use.
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	<ul style="list-style-type: none"> Choose two differently licensed resources and make a note of the URL and to whom the course materials are attributed to and what other permissions have been granted. <p>HOW:</p> <ul style="list-style-type: none"> Contribute your group's responses through the discussion forum. Although only 1 person will submit the response, make sure that you include the names of ALL the group members at the top of your assignment. <p>FEEDBACK:</p> <ul style="list-style-type: none"> After you finish this activity, you need to read at least one other's contribution and respond to them. Take note of responses to your own post. <p>Assessment: Completion of this activity will count towards your course portfolio.</p>
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2.4 IP and the Use of ICT

ICT will play a very important role in today's life and the use computer technology and the internet have been widely contributed to the advancement and simplification of transfer of information from one point to another. We have seen the massive usage of internet services from which several works are displayed and published. Different products and services are communicated through the internet. For instance, buying a license for a certain computer program become compulsory and hence brings in an important and essential component of IP protection in Information Technology Transfer (ITT).

The growth of information and Communication technology has made the protection of IP far more challenging. There has been an increased IP infringement and false advertisement by competitors through web pages; hence businesses turn to the courts to protect their valuable brands and assets. As technology continues to broaden, businesses need to find better ways to protect the materials.

2.4.1 Copyright Protection and File Sharing Technology

The use of ICT for transferring of information from one place to another has led to some consequences. We have been hearing information being trapped, copied, duplicated, redistributed and even sold for economic purposes. In academic, universities provide its staff and students electronic access to resources they need to support university mission and vision. When accessing

these resources, the appropriate usage of the internet with respect to copyright law is encouraged. There are policies governing downloading and sharing of copyrighted written documents, music, videos, games and others.

Computer software can be used to facilitate sharing between computers. P2P (peer-to-peer) software is any file sharing software (such as BitTorrent, Morpheus, BearShare, GroksterLimewire, Gnutella, and eDonkey). These software allow users to both share content from their computers and to connect to others, and similarly configuring computers, for the purpose of downloading or transferring electronic content. These technologies of sharing files are legal, simply they enable file sharing between computers, however, as many technologies, users can use them legally or illegally. Although the software itself has nothing to do with copyright infringement, but the use of P2P software to upload, download and share copyrighted materials can violate the rights of the owner. In P2P file sharing context, infringement may occur if someone is copying and sharing published papers, notes, videos, music, and any other copyrighted materials through the use of P2P technology, purchasing a CD or DVD and producing copies, posting or plagiarising copyrighted materials, and downloading anything from which a user does not have prior ownership.

2.4.2 The Role of Trademarks on the Internet


We have recently seen the advancement of information technology and the speed of internet usage to advertise business products and services. This has raised the possibilities of trademark infringements over the internet. Likewise, competitors have been using the internet to misuse trademarks and paved the way to gain unfair advantage over the competitions. For instance, you may be using a search engine to search a certain company and end up seeing competitors link on the other side of the page of the search results. Common forms of trademark misuse over the internet include cyber squatting, improper meta-tagging and unfair linking practices. Cyber squatting involves the purchase of another ones trademark as a domain name for the purpose of selling back to the owner of the right. The use of trademarks in such a way that it is visible over the internet but not to the reader is what we call meta-tagging. Where as unfair linking can be used to bypass the linked site's home page which is the primary source of advertising. These practices affect all kinds of businesses, from manufacturers of products, service providers to the software producers.

2.4.3 Protecting Trademarks over the Internet


Now you have seen the challenges associated with trademarks over the internet. It is high time now to know the best techniques to use to protect these trademarks. So far it is hard to find a specific way to prevent people or organizations acting against your trademarks, but at least the following practices can help solving the challenges. First try to register your company's trademarks with your country's patent and trademark registration body, this will give you a

broader trademark rights and a claim for a large monetary return in case infringement occurs. You can also register your trade marks by meta-tags. Second, review search engines' trademark protection policies and have them to work on your favor. The third technique is to enforce law on your trademarks so that you can uncover acts of infringement. Finally, take action as soon as you discover infringement and seek legal counsel from a qualified intellectual property attorney.


Activity 2.3

	<p>Objective (AIM): To familiarise with World Intellectual Property Organization policies for Open Source software.</p> <p>Motivation (WHY):</p> <p>WHO: Please undertake the activity individually</p> <p>Resources: A PC connected to the internet; World Intellectual Property Organization http://www.wipo.int/</p> <p>Tool: Discussion forum</p> <p>Duration: 35 minutes</p> <p>Activity:</p> <p>WHAT:</p> <ul style="list-style-type: none"> • Open the link for the World Intellectual Property Organization from the following link http://www.wipo.int/ • Find out what the WIPO policy says about IP for open source software. <p>HOW:</p> <ul style="list-style-type: none"> • Contribute your individual response through the discussion forum. <p>FEEDBACK:</p> <ul style="list-style-type: none"> • After you finish this activity, read the contributions of others posted on the discussion forum. • Discuss the findings you have made with others.
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Summary

	<p>We have seen that intellectual property basically describe the legal ownership of one's own idea rather than items. Copyright emerged in the market in the literary and artists' works and later it was a matter of concern to all those engaged in creating, publishing or distributing creative works. The protection of intellectual property has become an important key in international and national trade, and because of digitization of information and the spread of computer networks, now copyright affects the entire community in one way or another. This course introduces you with a brief explanation of IP basic concepts, Different forms of IP rights and their implementation, whereby the basics of patent, copyright, trademark, industrial designs and geographical indications were discussed. Further, you were equipped information about trade secrets and its roles. You were also able to identify items which are protected by copyright and which are not, and the role of IP in Open Educational Resources (OER) contents and Open source Software. The topic ended by looking at the aspects of IP in academic discipline, especially and the impact of Information and Communication Technologies (ICT) development.</p> <p>Generally IP is an intangible asset which is very important in businesses; indeed it is the most valuable asset which needs to be protected. Let us protect our IP and IP of others, while remembering that simple procedures can be used without adding excessive bureaucracy.</p>
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Review Questions

	<ul style="list-style-type: none">• What is meant by Intellectual Property (IP)? What are the legislations covering IPs in your country? Who is responsible for administration of Intellectual Property in your country?• What is a patent? How is discovery defined in your country's Patents Act?, Which can qualify for the grant of a patent? What are the types of invention which are not patentable in your country? When should an application for a patent be filed? Can a published or disclosed invention be patented? Does grant of a patent in one country affect its grant or refusal in another country?• What is the meaning of the term “fair use”? What are the “four factors” of fair use? If I don't make money from using someone else's work, there's no harm done, is that right? Briefly explain
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	<ul style="list-style-type: none"> • What about an invention that I have written or produced? Can I use them any way I want to? What about publishing them on my web site? Briefly explain • What can I do to protect my work under copyright law? How are computer programs defined for the purpose of copyright? If an employee in a company develops a program, would this employee own the copyright? If a book is out of print, do I have to worry about copyright? To what extent am I personally liable as a faculty member, student, or employee of the University for violating copyright law? • How much information can I use from a copyrighted work without getting permission? When should I get permission to use a copyrighted work? If an independent third party develops a program for a company, who owns the copyright? • What is the term of a registered trademark? Why do contemporary information systems technology and the Internet pose challenges to the protection of individual privacy and intellectual property?
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Topic Two Reflection

Please use the MOODLE course blog facility to reflect on the following questions on this topic (Time 30 minutes).

- What have you learned in this topic and how will it assist you to create awareness on the use of intellectual property in social, academic, and economic development?
- How does intellectual property influence academic, social and economic development of an individual and society at large?
- How is intellectual property practiced in your institution, academic work and work life?

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TOPIC 3: Promoting Academic Integrity

Introduction

In topics 1 and 2 of this module you were introduced to academic integrity and intellectual property. These were designed to create awareness of the need to develop a society of high integrity. In this topic you will explore strategies to promote a culture of academic integrity: i.e. Who is responsible, and how should this be done? The question might be who creates dishonesty in Universities, for whose interest and whose benefits? It is envisaged that once a culture of academic integrity is institutionally embedded, it will transfer to the entire community.

Learning Objectives

	<p>Upon completing this topic learners will be able to;</p> <ul style="list-style-type: none">• Exploring violation of academic integrity• Describe causes of dishonesty in academia• State strategies to promote academic integrity
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3.1 Violations of Academic Integrity

Among students and other academic community members, there are those who do believe it is morally wrong to cheat. Possibly you may have encountered several types of violations of academic integrity. However, in this section we present the following:

3.1.1 Plagiarism

Plagiarism occurs because of mainly having: no referencing; incorrect referencing; poor note-taking skills; and poor paraphrasing. In this section you are introduced in how one can detect plagiarism. One of the strategies is to look for inconsistencies in writing styles within and between papers; signs of datedness; mixed citation styles; and a lack of references or quotations. The one who has prepared the text will be consistent and there will be a good flow of ideas.

This is an act or instance of using or closely imitating the language and thoughts of another author without authorisation and the representation of that author's work as one's own, as by not crediting the original author (Ereta, E & Gokmenoglua, 2010; Theart & Smit, 2012; Wong, Lim & Quinlan, 2016). It is said that, this is type of violation in academic integrity where one uses another person's words, language, ideas or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks, or appropriate indentation, and both direct quotation, and the paraphrased text must be cited properly, according to the accepted format for the particular discipline or as required by the instructor in a course.

According to Kohl (2011), Strittmatter and Bratton (2014), Edussuriya, Marambe, Wanniarachchi, and Ramanayake (2014) and Ahmed and Ullah (2015) some examples of plagiarism include:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Submitting as your own any academic exercise prepared totally or in part by another or one submitting a work containing significant portions of text from a single source without alterations and acknowledging
- Combining perfectly cited sources with copied materials without citation
- Mixing copied materials from different sources and or includes citations to non-existent or inaccurate information about sources
- Copying information from computer-based sources, i.e., The Internet
- Allowing another person to substantially alter or revise your work and submitting it entirely as your own
- One submitting a work changed in keywords, but same content
- Paraphrasing without proper attribution, i.e., Presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non textual material from other sources without proper attribution.

3.1.2 Strategies to avoid plagiarism

Plagiarism in the education sector is the weakness that brings challenges to lecturers and students. It is a weakness that replicates itself amongst the academic community, as those who plagiarise are the ones who in the near future do become lecturers, researchers and or consultants (Ahmed & Ullah, 2015; Graham-Matheson & Starr, 2013; Henslee, Goldsmith, Stone, & Krueger, 2015). According to Ahmed and Ullah (2015) to avoid plagiarism one need to know the causes of plagiarism. The causes of plagiarism include inappropriate paraphrasing; improper quoting of materials; improper usage of sources; using materials without acknowledging; lack of knowledge about proper citation methods; and using web knowledge as public.

Citing sources: when citing resources make sure you show your text and the borrowed text. As a learned person, it is important to make your work stronger by showing that you are not just copying but adding to previous academic work. Make it clear who said what: make sure you distinguish your ideas from those got from somewhere else (Ahmed & Ullah, 2015).


Know how to paraphrase: a paraphrase is a restatement in your own words of someone else's ideas. It is not about changing a few words in a sentence from another author, but is the change of both wording and sentence structure of the original sentence without changing content. Paraphrased sentences also require citation as ideas come from other sources (Ahmed & Ullah, 2015).

Analyse and evaluate your sources: not all what is written in the web worth citing. You need to select two works that are related to your topic of study. Other strategies to prevent plagiarism include: it is an understanding of how to reference; knowing the rules about quotations; proper note taking; and proofreading and multiple drafts. Plagiarism is important to be observed as paves ways to connect scholars; to support scholars in developing their own ideas and adding authority to the academicians work.

There are cases some universities do use plagiarism software to level at which one has plagiarised. Most of institutions using this software do have to develop policies that will specify what percentage is allowed. For example, of the Open University of Tanzania Turnitin report at 30% is allowed. This is because in many instances one can find some text being the same. However, in each detected case the student has to be sanctioned to explain.

In the following activities you should do either 3.1a OR 3.1b. You are not required to do both activities.


Activity 3.1 a (You can choose to do either this activity OR Activity 3.1 b)

	<p>Objective (AIM):</p> <p>To explore the understanding of plagiarism</p> <p>Motivation (WHY): To build up expertise in avoiding plagiarism cases.</p> <p>WHO: You should undertake this exercise individually.</p>
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	<p>Preparation: You should refer to current internet resources published between 2010 to present and to the websites suggested in the resources section.</p> <p>Resources: A computer connected to the internet</p> <p>“International Centre for academic integrity” http://www.academicintegrity.org</p> <p>Understanding & Preventing Plagiarism: Strategies & Resources for Students and Teachers http://www.accreditedschoolsonline.org/resources/preventing-plagiarism/</p> <p>Tool: Discussion forum</p> <p>Duration: 80 minutes</p> <p>Activity:</p> <p>WHAT: (to do)</p> <ul style="list-style-type: none"> • Browse the internet using the above resources and select at least 3 academic papers on plagiarism between 2010 to date • Review, discuss and record your opinions / findings and others views on the papers. • Summarise author views and the methodology used • Describe how the opinion from each paper relates to yours as an individual and then also to the institution in which you work <p>HOW: (to respond to the assigned task)</p> <ul style="list-style-type: none"> • Please start the task by searching papers for plagiarism using web search engines. You can also visit the suggested links above. • List the papers and internet sites you visited. Please write the findings from each of the papers. • You could also provide a direct links to the papers to make life easy for all! • You should include notes on particular aspects to which you would like to draw the group's attention.
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	<ul style="list-style-type: none"> • Share your results and the findings through the created group discussion forum • Attach your file containing your findings to your discussion forum contribution. <p>FEEDBACK: (from the group / facilitators)</p> <ul style="list-style-type: none"> • Take a look at the other forum contributions describing the other participants' findings • Reply and comment on at least 1 other participant's review comments / findings. <p>Assessment:</p> <p>Completion of this activity will count towards your course portfolio.</p>
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Activity 3.1 b (Alternate activity)

	<p>Objective (AIM):</p> <p>To explore the understanding and ways to avoid plagiarism in respect to higher education</p> <p>Motivation (WHY): To build up expertise in academic integrity values.</p> <p>WHO: You should undertake this exercise individually.</p> <p>Preparation: You should refer to current internet resources published between 2010 to present and to the sites include:</p> <p>Questions to guide you:</p> <p>What are the causes of plagiarism in higher education?</p> <ul style="list-style-type: none"> • How can higher academic institutions discourage plagiarism? • How are the results you found in the search engines differ and relate from the reality in your higher education institution in which you work? • Identify strategies one can use to avoid plagiarism <p>Resources:</p> <p>Use internet update resources.</p>
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	<p>Tool: Discussion forum</p> <p>Duration: 80 minutes</p> <p>Activity</p> <p>WHAT: (to do)</p> <ul style="list-style-type: none"> • Browse in the internet and select at least 3 academic papers on how to avoid plagiarism. Take note of the strategies used to curb plagiarism in your institution. • Review, discuss and record your opinions / findings and others views on the papers. • Summarise the views and the methodology used. • Describe how the opinion from paper relate to your as individuals and the institution <p>HOW: (to respond to the assigned task)</p> <ul style="list-style-type: none"> • Please start the task by searching papers on causes of plagiarism cases using web search engines. You can also visit the suggested links above. • List the papers and internet sites you visited. Please write the findings from each of the papers. • You could also provide a direct links to the papers to make life easy for all! • Attach your findings to your forum contribution and include notes on particular aspects to which you would like to draw the group's attention. • Share your results and the findings through the created group discussion forum <p>FEEDBACK: (from the group / facilitators)</p> <ul style="list-style-type: none"> • Take a look at the other forum contributions describing the other participants' findings • Reply and comment on at least 1 other participant's review comments / findings. <p>Assessment:</p>
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	Completion of this activity will count towards your course portfolio.
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Other forms of academic violations include cheating, fabrication, academic sabotage, retaliation, research misconduct, criminal offenses and facilitation of dishonest.

Cheating

Often times you find a lot of resources referring to guidelines and sanctions planned for supervision of examinations. Have you ever thought why? One answer is to prevent cheating. Cheating manifests itself in many forms (Schroeder, Pepper & Nettle, 2014; Ahmed & Ullah, 2015; Silverman, 2015; Wager, 2012). Some of the examples might include:

- Copying from another student's examination, paper, laboratory work, or homework assignment or copying some one's dissertation
- Possession or use of pre-prepared notes, or other resources, in any form, during an examination, unless such use is expressly authorized by the instructor. In many universities there are examinations that allow open book, especially in Law studies
- Revising a work after its final evaluation and representing the revised version as being the original work
- Using the external assistance, including but not limited to tutors, books, notes, and calculators, on any "in class" or "take-home" examination, unless the instructor has specifically authorized external assistance
- Allowing others to conduct research or to prepare work for you without advance authorization from the instructor to whom the work is being submitted
- Unauthorized use of electronic instruments, such as cell phones, pagers, or PDAs, to access or share information
- Submitting for academic advancement an item of academic work that you have previously submitted for academic advancement without prior authorization from the faculty member supervising the work

Fabrication

Fabrication is about falsification of data, information, or citation in any formal academic work. In academic work this appears when someone presents other people work, data, or information as belonging to them. For example, one might present false data, false information or put references that one did not use. Fabrication is the invention or falsification of sources, citations, data, or

results and recording or reporting them in any academic exercise (Dagienè, 2014; Ahmed & Ullah, 2015; Fannelli, 2009). Some examples are:

- Citing a source that does not exist.
- Making up or falsifying evidence or data or other source materials.
- Falsifying research papers or reports by selectively omitting or altering data that do not support one's conclusions or claimed experimental precision.

Facilitation of Dishonesty

Facilitation of dishonesty is knowingly or negligently allowing one's work to be used by another without prior approval of the instructor or otherwise aiding others in committing violations of academic integrity. A student who intentionally facilitates a violation of academic integrity can be considered to be as culpable as the student who receives the impermissible assistance, even if the facilitator does not benefit personally from the violation. Some examples are:

- Collaborating before a quiz or examination to develop methods of exchanging information.
- Knowingly allowing others to copy answers to work on a quiz or examination or assisting others to do so.
- Distributing an examination from an unauthorized source prior to the examination.
- Distributing or selling a term paper to other students.
- Taking an examination for another student.

Academic Sabotage

Academic sabotage deliberately impedes the academic progress of others. Some examples are:

- Intentionally destroying or obstructing another student's work.
- Stealing or defacing books, journals, or other library or University materials.
- Altering computer files that contain data, reports or assignments belonging to another student.
- Removing posted or reserve material or otherwise preventing other students' access to it.

Retaliation

Retaliation is about doing something in response to an action done to oneself or an associate, especially to attack or injure someone as a response to a hurtful action. Retaliation of any kind against a person who reported or provided information about suspected or alleged misconduct and who has not acted in bad faith is prohibited. Retaliation is about revenge, vengeance, reprisal, retribution. In other words retaliation may also refer to counter attack. In academic institutions this appears when someone caused someone to be punished. The situation of retaliation comes when the one punished is revenging. In academic work this is prohibited.

Research Misconduct or Professional Ethics

Violations in this category include both violations of the code of ethics specific to a particular profession and violations of more generally applicable ethical requirements for the acquisition, analysis, and reporting of research data and the preparation and submission of scholarly work for publication. Some examples are:

- Violating a canon of the ethical or professional code of the profession for which a student is preparing.
- Using unethical or improper means of acquiring, analyzing, or reporting data on a thesis project, a grant-funded research, or research submitted for publication.
- Misuse of grant or institutional funds.
- Violating professional ethics in performing one's duties as a staff.

Violations Involving Potentially Criminal Activity

Violations in this category include theft, fraud, forgery, or distribution of ill-gotten materials committed as part of an act of academic dishonesty. Some examples are: stealing an examination from a faculty member or University office or from electronic files; selling or distributing a stolen examination; forging a change-of-grade form; and falsifying a University transcript.

3.2. Causes of Dishonesty in Academia

Research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results (Theart & Smit, 2012; Wong, Lim & Quinlan, 2016; Farnesea, Tramontanob, Fidaa & Paciello, 2011) . Fabrication is making up data or results and recording or reporting them. The falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit. Research misconduct does not include honest error or differences of opinion.

What do you think are the reasons for students to engage themselves in dishonest cases in academia? There are a number of reasons that cause academic dishonesty, some causes are within the individual, institutions and the environment in which one is placed. Some of the causes of academic dishonesty include devaluing the intrinsic worth of higher education (to get a university award); society and family and academic expectations; desire to excel; pressure of getting high grades; pressure of getting a good job or getting into graduate University; high level of stress; highly competitive environment; pressure to support a team member or friend; laziness or apathy and our lack of preparation. Other causes are immaturity; alienation; excuse making; inability to manage the demands of student life; pressure from parents; job leaves no time for study; financial aid depends on GPA; overly harsh grading; unfair tests designed to fail students; unreasonable workload in a course; lack of effort; unfamiliarity with what constitutes academic dishonesty; and lack of understanding about consequences (Dagienè, 2014; Ahmed & Ullah, 2015).

According to Ahmed and Ullah (2015) causes of dishonesty include: peer pressure, performance anxiety, excuse making, inability to manage the demands of academic life, availability of situations that encourage dishonesty, self-justification habits, unfamiliar of what constitutes academic dishonesty, and lack of understanding about consequences of academic dishonesty. The question is why academic dishonesty continues? Are there no strategies to curb the situation? One answer can be that this area has not been well developed as a research agenda. As such, according to Wong, Lim and Quinlan (2016), students feel that cheating is normal; everyone cheats; the adage 'cheaters never win' may not be applicable in case of academic cheating; and that cheating is higher compared to detection strategies. The most common type of cheating includes: cheating in examinations and tests; copying notes from another student; helping another student; used crib notes; plagiarised; falsify a bibliography; turned in work done by another; and collaborated on assignment requiring individual work. The one with high percentage is to collaborate on assignments requiring individuals work, followed by copying notes from another student and helping another student.

Researchers Rathore et al. (2015) assert that factors leading to cheating include external and personal factors. The external factors include: seating order in examinations; importance of the test; level of test-difficulty; unfair test; scheduling; supervision; overcrowd; large classes; multiple choice questions; economic benefits and badly organised course. The personal factors include: laziness; awareness of performance of fellow students; low grades; previous experience of failure; a certain expectation of success; wish to help a friend; aversion to teacher and to gain social acceptance or liking. In this case cheaters are the ones who believe that schooling is about competition and to show how smart one is. Some tend to believe cheating results in less homework and fewer academic demands. On the other hand non-cheating students express interest in learning and developing concepts related to the subject through practicing various problem solving methods and connecting ideas.

Cheating behaviours in academic work are in many forms, these include: copying without reference; paraphrasing without references; allow copying (course work assignment); copying coursework with knowledge; reporting presence; copying (exams); fabricating references; advance information (exam); altering data; library; doing another's coursework; collusion (coursework); lying (coursework); cribs (exam); essay banks; and copying coursework without knowledge. Reasons for or against the cheating behaviour of taking unauthorised materials into an examination (cribs) include: time pressure; to increase marks; fear of failure; laziness; it would devalue my achievement; it is immoral/ dishonest; personal pride; it was unnecessary/ pointless; shame/ embarrassment at being caught; fear of detection/ punishment; not knowing how to go about; unfair to other students and situations that arises (Rathore et al., 2015; Dagienė, 2014; Ahmed & Ullah, 2015).

It is important to note that not all who cheat are aware they are cheating. Some students lack skills to determine at what time they are cheating. For example, there are those who do not know the difference between quoting and paraphrasing. There are some who believe that paraphrased work need not be acknowledged. There are those who find themselves in a situation that encourage cheating: Instructor left the room during examination, the instructor wasn't watching carefully and some teachers did not cover their course content. Violation of academic integrity is related to academic dishonesty which in most cases is related to the "cheating culture" in academic circles. This section describes various ways in which the principles of academic integrity can be violated. Examples of each type of violation are given, but neither the types of violations nor the lists of examples are exhaustive.

3.3 Strategies to promote academic Integrity values

When it comes to promoting academic integrity, teachers, lecturers, professors and researchers are instrumental. Strategies to ensure the culture is developed include: a discussion on standards of academic scholarship, intellectual property, and copyright to the students. In this case one can refer to University prospectus. As educators when delivering lessons there are times one uses cartoons, text from other researchers and pictures. As a lecturer make sure that you acknowledge sources of your lecture notes. Before punishing students about plagiarism you have to educate students about plagiarism, paraphrasing and proper referencing, take them through the process of referencing and putting text in their own, words.

3.3.1 Creating a culture of Integrity

As discussed in section 1.3 Universities that adhere to academic integrity cheating is minimal. In these Universities, community members have the courage to implement academic integrity values. A University can create integrity culture through having honours codes, commitments and committees focused on the mission of integrity, and having university wide communication that embraces fundamental values of honesty, trust, fairness, respect, and responsibility. In such

academic institutions all community members are said to be integrated in university wide development.

University lecturers are the primary persons in ensuring University community implement integrity values. Students take most of the time in Universities than in the other social communities. In this case one can attribute the reduction of academic dishonesty to be related to curriculum, instruction, and assessment that orients students toward task-mastery goals (Task-mastery goals in Universities measure ones development of understanding and competence) and not simply performance goals (showing competence through high test scores and grades). In any case cheating violates core values of trust and fairness. It can be said that for one to achieve integrity four components work together: community, core values, commitment, and the curriculum.

Community

It is a common phenomena to find once a student is punished in any form, community members start asking the Universities not to punish. There are cases where parents do not want their children to be punished at all. Also, there are times influential people give order to teachers not to punish children. Can such University exhibit integrity values? It is necessary for the Universities to maximise the synergy and power of the University community working together to create and sustain authentic dialogue that advances academic integrity.

In order for Universities to advance academic integrity there is a need to create the integrity committee. This committee to implement its duties will need to do studies related to the state of academic dishonesty from time to time. The committee members are to be the pioneers in creating awareness of and enforcing decision made related to academic dishonesty in the University. On the whole the committee will be the organising force that engages the University community in a series of strategic processes in ensuring academic integrity is restored and maintained in the University. The integrity University committee in engaging community members needs to keep in mind core values to be implemented and have to have courage to ensure that these values are upheld.

Core values

Core values of integrity are common. The issue then is about its implementation in academia. It is common to find University logo written some values they believe. In many cases, none of the University disfavours honest, trust, fairness, respect, and responsibility. Because lack of these it means chaos in the University, thus having a University integrity committee without having fundamental values to be realised it is chaos in the University.

It is common to find Universities having University development plans. Sometimes the University development plans are top down. For addressing academic integrity University committee need

to analyse findings related to prevalence of dishonest cases in relation to core values. One can say the core values support Universities and the community in creating strategic plans to deal with dishonest cases comprehensively. The University committee also forms mission statement of the core values. A focus on core values, such as respect, trust, and responsibility, highlights the fact that cheating is not merely a personal choice affecting oneself but also a social problem affecting others. Left unaddressed, it undermines the trust and integrity that bind students and educators together as a community.

There are chances that students will or will not adhere to academic integrity standards in the University. In most cases, students will support academic integrity policies, including penalties for cheating, when they recognize that these policies protect fairness in grading and assessment. Linking academic integrity to the University's core values helps the University community make a moral claim regarding cheating, namely, that it destroys trust and is unfair to all those who are not cheating.

Commitment

Without commitment it is difficult to implement strategic plans on academic integrity. It is possible that Universities and colleges that do not commit to academic integrity are likely performing poorly. In these Universities teachers and other University committee members do not work together in ensuring their children develop and grow and achieve with integrity.

Curriculum


It is common to hear that this course is so difficult without entering with some sort of material in the examinations it is likely to fail. In this case curriculum and its implementation have a role to play in promoting academic integrity. In this case, then lecturers have to integrate academic integrity, values in their course outlines, course delivery, course syllabi, assessment, and Curriculum has a major role to play in reducing cheating in Universities. In so doing the lecturer should show clearly what is expected of the course, and when setting course evaluation test have to be in line with what is expected. It is important that each student knows what is required in the cause. Early understanding of the demand of the cause makes learners aware of what is required and plan time accordingly. In marking academic work prepare a marking scheme that will guide marking.

Strategies that encourage academic integrity include:

- Defining academic integrity and academic dishonesty: discussions on cheating, plagiarism and other forms of dishonest have to be made clear to students on the nature and importance of academic integrity as a core value of scholarly work.
- Dissemination of information on academic integrity: Not many institutions make information available to students as such fails to know what is required of them.


- Punishment associated with academic dishonesty need to be made clear to students.
- Do not recycle test examination papers from semester to semester
- During examinations if possible students sit in rows
- Do not allow mobile phones and iPods
- Use photo and other identity to identify eligible students
- Use fingerprints for eligibility in examination.
- Catch and punish those who do cheat.

Activity 3.2


	<p>Objective (AIM):</p> <p>To promote academic integrity in your own institution.</p> <p>Motivation (WHY): To build up expertise in promoting academic integrity in higher education.</p> <p>WHO: The initial parts of this activity are individual, and then you need to form an interest group at your institution, and confer with them in undertaking the rest of this activity.</p> <p>Preparation/Resources: You should refer to current internet resources published between 2010 to the present.</p> <p>Questions to explore:</p> <ul style="list-style-type: none"> • What are the strategies used by higher learning institutions in promoting academic integrity? • Find institutional policies covering academic dishonesty cases. Describe how effective do you think they would be in your own institution. Identify weaknesses and suggest improvement on the policies. • What is the prevalence of dishonest cases in higher education? • How can higher academic institutions discourage academic dishonesty? <p>Tool: Discussion forum</p> <p>Duration: 90 minutes</p>
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	<p>Activity:</p> <p>WHAT: (to do)</p> <ul style="list-style-type: none"> • Browse the internet and select at least 2 academic papers on promoting academic integrity. Make a note of the papers that you have selected, and save the link to access them. • Review, discuss and record your findings. Summarise the views and the methodology used. You should include notes on particular aspects to which you would like to draw the group's attention. • Working with your institutional group, investigate what strategies are already in place at your own institution. Record these. • Then share your findings and summary with the group, and discuss which of these may be adapted for your institution to supplement their existing approach. • Share your work with your Dean or someone else senior in your institution <p>HOW: (to respond to the assigned task)</p> <ul style="list-style-type: none"> • Share your results and the findings with you and your group through the discussion forum for this activity. <p>FEEDBACK: (from the group / facilitators)</p> <ul style="list-style-type: none"> • Take a look at the other forum contributions describing the other participants' findings • Reply and comment on at least 1 other participant's review comments / findings. <p>Assessment:</p> <p>Completion of this activity will count towards your course portfolio</p>
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Summary

	<p>Promoting academic integrity is a whole community issue. Different people have a role to play at different levels. What is important for academicians is to find ways to encourage development of academic integrity in institutions.</p>
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Review Questions


	<ul style="list-style-type: none">• In your organisation, describe how academic integrity issues are prepared, displayed and in what ways do students get to know the accountability principles. Describe in what ways can academic integrity be developed further in your organisation?• Describe how plagiarism differs from the fabrication and facilitation of dishonesty.• Describe plagiarism and how to prevent it.• What specific behaviours indicate the presence or absence of fairness?• Plagiarism is a literacy practice that involves social relationships, attitudes, and values as much as it involves rules of citation and students' texts. As such, students should not be penalised and or punished instead be taught about proper way of writing and citing literature. Describe your views for and against this assertion.• Assess the level of academic integrity in your institution and suggest ways that can be used to promote academic integrity• Describe steps taken to stop academic dishonest in your institution.• Students are copying notes from each other and sometimes not acknowledging literature in which they outsourced information. When asked in most cases, the answer is they feel it is ok! As information is freely plenty in the internet. As academicians in what ways can you support students' understanding of plagiarism and its consequences to them, to the institution and to the society at large? To whom is this course intended?• Do authors talk about intentional and unintentional plagiarism?• How can higher academic institutions discourage academic plagiarism?
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Topic Three Reflection

Please use the MOODLE course blog facility to reflect on the following question/s in this topic (Time 30 minutes).

- What have you learned in this topic that will assist you in promoting academic integrity in your academic, social, and in your daily business-related activities?

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TOPIC 4: Data and Information Privacy

Introduction

The primary goal of this final topic is to facilitate a solid understanding of the basic rules for protecting privacy and personal information. The topic also seeks to illuminate issues relating to data in emerging technologies as well as data protection in research. Furthermore, this topic will impact knowledge on the relevant issues of legal policies on privacy and data protection.

Learning Objectives

	<p>Upon completion of this topic learners are expected to have developed skills and knowledge related to:</p> <ul style="list-style-type: none">• Personal Information and privacy protection• Issues relating to data in emerging technologies and• Data protection in research• Legal policies on data and privacy protection
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4.1 Personal Information Privacy

In academic research and higher learning institutions the need for personal information privacy is of importance. Reasons being that when doing research we collect data in most cases to people and in most cases of an aspect that is confidential. It is this reason we need research clearance and an ethics declaration. But what is information privacy? As we all know, rights to information privacy is among the important civil rights. The right to privacy is characterized with the right to be alone. However, in this digital era, we can realize that privacy is no longer about being alone. Privacy is about which information is being collected and what is happening to it, having choices on how it is collected and being confident that it is secure when used. According to Ahmetoglu and Khedher (2015) the abundance of information and poor knowledge of users about privacy led results to poor use of information and hence a need of educating people about privacy issues and related risk factors become essential.

Information or data privacy underlines the relationship between data collection and dissemination, technology, public privacy expectation, as well as the political and legal issues pertaining to them. For instance, it is possible to monitor, log and record web behaviours and the patterns used by people who access the internet in emailing and general surfing among others. According to Ermakova et al (2015) and Sharari and Faqir (2014) information privacy training sessions are important for users so that can effectively use the information including in the health sector. The widespread use of electronic communications—or eCommunications technologies in the twenty-first century is profoundly affecting how we work, play and interact with one another

and as such became an integral part of our lives and make us more borderless, truly global world (Bohaker, Austin, Clement & Perrin, 2015). Personal information privacy calls for acceptable policies need to be made available for such internet users, so that administrators of higher education institutions have a more clearly defined function in the monitoring of the internet usage. Thus Information privacy, or data privacy (also known as data protection), is the relationship between the collection and dissemination of data, technology, the public expectation of privacy, and the legal and political issues surrounding them. According to

4.1.1 Personal information privacy

When it comes to personal information privacy, sets of all data that are associated with individual are concerned. This may include names, date of birth, gender, school, graduation, geographical location and so on. Thus personal information is termed as a technical or objective sense.

Personal information can either be sensitive or identifiable. When we talk of personal information are sensitive, we refers to information that some people believes that they should be kept private while identifiable information refers to any type of information that identifies or can be used to identify, contact or locate the person to whom such information relates. Identifiable information can be including but not limited to name, address, phone number, social security number and credit card information.

With the advent of computers and the advanced technology, numerous companies and institutions store a lot of information in databases containing personal data. In many institutions, this technology can be used to understand and perform ways that improve student achievement, community engagement, and institution accountability. Despite these benefits, Technology can present several drawbacks, and one of drawback being the challenge of data and information privacy. This concern can raise fears, especially in areas of infringement to student records. We might have seen the increasing data infringement incidents which illustrate that colleges and universities are highly susceptible to compromising information. Thus, these institutions need to implement measures to counter privacy threats, either by implementing security policy, updating systems as technology changes or offering computer security training to their personnel among others.

Activity 4.1



Objective (AIM): To familiarise yourself with privacy and personal information security in social media.

Motivation (WHY): To be aware of the need for privacy and personal information security.

WHO: You may take this activity individually or in groups

Resources: A PC connected to the internet, Facebook, LinkedIn, Google

Tool: Discussion forum

Duration: 60 minutes

Activity:

WHAT:

- Investigate the privacy and personal information security of an application such as Facebook, LinkedIn, Google or any other you like to use.
- Capture findings in a document, and then share them with the group by attaching the document to the forum post.

HOW:

- Contribute your group's responses through the discussion forum.
- Although only 1 person will submit the response, make sure that you include the names of ALL the group members at the top of your assignment.

FEEDBACK:

Read at least two posts given by other contributors and comment on their findings.

4.1.2 Protecting personal information

So far we have understood the meaning of personal information and its privacy. It's high time now to know how we can protect them. There are key procedures and strategies that a person can take in order to protect personal information and satisfy the security obligations of the privacy. These procedures and strategies may vary in its implementation and the impact they have on users. Individuals have to consider taking a privacy impact assessment and information security risk for new acts and practices, or changes in existing acts or practices that involve handling of personal information. The following strategies are some of the recommended security measures:

Governance

Entities need to establish clear procedures and lines of authority for decisions regarding information security within an organization. They should have a governing body, committee or designated people/s that are responsible for managing the individual's personal information to ensure its integrity, security and accessibility, including defining information security measures and plans to implement and maintain those measures.

Data infringements

A data infringement is a situation from which sensitive, protected or confidential information is potentially being viewed, stolen or used by an unauthorized individual. Data infringement can involve personal health information (PHI), personally identifiable information (PII), trade secrets or even intellectual property. When data infringement occurs, having a response plan that includes procedures and clear lines of authority will be of great help for individuals to control the infringements and manage their responses.

Physical security

Another protective measure is by controlling the physical security. Physical security is very important in ensuring that personal information is not accessed inappropriately. Entities need to consider which steps are necessary to ensure that physical copies of personal information are secure. It is advised that workspace itself needs to be designed to facilitate good privacy practices. For example, security and alarm systems can be used to control entry to the workplace or it is possible to access individuals' movements from access log. Computer screens need not to be easily read by third parties. Employees working on sensitive matters need to have secure and private working space. Also the movements of physical files containing personal information need to have provision for securing them as well as all files are placed in a lockable cabinet and access to keys need to be controlled.

Personnel security and training

It is very important for Organization's staff members to know the importance of good information handling and security practices. Training of staff is needed to avoid practices that can infringe the individual's privacy. Staff should get training regarding ICT and communications security for such an Institution. They should also be informed of changes to policy and procedures or other workplace security requirements. Privacy training generally helps staff to avoid practices that would infringe the entity's privacy obligations by ensuring that they understand their responsibilities.

Workplace policies

Information privacy protection can be very effective if they are integrated within workplace policies. Policies need to be regularly regulated to ensure that they are effective and in line with the current privacy situation. Information security and handling of the personal information document need to be addressed in a single policy document and management should ensure that staffs are trained regarding their responsibilities. Management should have a clear policy that covers information security guidelines when staff members work off-site, such as from home, a secondary site office or from a temporary office.

Managing the information life cycle

Information life cycle is a process through which every written or computerized record goes through from its creation to its final archiving or destruction. Individuals who handle information need to ensure that such information is not inappropriately used or disclosed during its lifecycle. This may include ensuring that personal information does not mistakenly disclose to the incorrect individual or not lost and is disposed of appropriately when it is no longer required.

Some policies may require personal information to be retained for a specified period of time. Likewise, individuals that surpass personal information to a third party for storage; processing or destruction need to consider what steps are required to ensure that the third party will protect that information. Policies should reveal what processes the entity uses to identify customers or clients prior to disclosing their personal information by phone or in person. This may include measures that the entity can take to ensure the verification processes do not infringe the client's privacy and emails containing personal information are sent to the intended recipient. Furthermore, measures taken during system upgrade, disaster recovery and system' backups should be outlined in the policy document.

Standards

Standards are documents that set out specifications and procedures designed to ensure products, services and systems are safe, reliable and consistently perform the way they are intended to. Standards may be general or specific to particular industries or sectors. Examples include ISO 27000 series of information security management systems standards and ISO 31000 of risk management standards. Adopting a standard is one way that individuals can gain some confidence regarding their security practices. However, complying with a standard does not release the entity to take further steps to protect its holdings of personal information.

Regular monitoring and review

Regular review of information security measures is very important due to the fact that entity's processes, information, personnel, applications, infrastructure, as well as changing of technology and security risk settings regularly keep on changing. Entities should regularly monitor and review the operation and effectiveness of its information security measures

4.1.3 ICT security

In the era of developing the use of ICT, a number of issues in education need to be changed including in the teaching and learning process. This then poses challenges in security and whether academicians can be able to ensure safe use of ICT in teaching (Miron & Ravid, 2015). When it comes to ICT security, individuals require protecting both the physical devices that make up a computer system (computer hardware) as well as the information that the computer hardware holds from unauthorised use, access, theft or damage. However, ICT security measures should also ensure that the hardware and the information stored on it remain accessible and useful to legitimate users. It is advisable to consider ICT security measures and the protection of personal information to be a part of the decision whether to use, purchase, build or upgrade ICT systems rather than addressing it after a privacy infringement has occurred. Entities who provide online customer services or engage in electronic commerce, such as online retail businesses are advised to utilise ICT security measures to ensure that their website, along with smart phones, apps, terminals, kiosks and other environments that are connected to a network are secure and that they provide a safe environment for individuals to make payments or provide their banking and personal information.

Implementing ICT security procedures help individuals to protect themselves against malicious hackers, computer viruses and other harmful programs as well as the damage caused by them. These programs are being used to gain unauthorised access to computer systems and disrupt their operations or steal any stored personal information. Furthermore, ICT security can also protect information against unauthorised use or disclosure as a result of human error, hardware or software malfunction, power failure and natural disasters.

Activity 4.2



Objective (AIM): To familiarise yourself with the importance of security measures when processing and using information.

Motivation (WHY): To become aware of the available security measures in a fast changing Information and Communication Technology environment.

WHO: This activity should be done individually.

Resources: A computer connected to the internet

Tool: Discussion Forum

Duration: 60 minutes

Activity:

WHAT TO DO:

- Open the browser and search for information related to information security measures and security risks.
- Discuss how information security affects the community.
- Describe reasons for protecting data and information.
- Explain how can information be stored.

HOW:

- Contribute your responses through the discussion forum.

FEEDBACK:

- After you finish this activity you need to respond to other member's in a discussion forum. Respond to each other's contribution
- Take notes of responses to your own post

Assessment: Completion of this activity will count towards your course portfolio

4.2 Data and emerging technologies

In the previous section we have seen various strategies for protecting personal information within Organizations. We have seen that when we determine the appropriate steps to protect personal information, we need to consider the ways in which we handle this information. In this part we are going to see various Data handling practices when dealing with emerging technologies

Data handling practices

Data handling practices consider how personal information is being collected, processed and stored. An entity should also consider whether it outsources any of its data handling to a third party. If he/she outsources data handling to a third party, there is a need of considering how the third party handles and secures that information.

When outsourcing information, an appropriate steps need to be taken to ensure third parties meet the personnel's Privacy obligations. These steps may include having specific obligations about the handling of personal information on contracts and mechanisms to ensure that such obligations are being fulfilled. These can be such as regular reporting requirements and conducting inspections of the third party's facilities. Similarly, it is reasonable for such units that store personal information remotely, such as with cloud computing services may be located overseas; taking consideration for different steps from or additional steps to a unit that stores information on its own facilities.

Technologies are used in teaching and learning, thus a need to have the skills to ensure data are carefully handled (Miron, & Ravid, 2015; Jung & Rader, 2016). The digital nature of learning in higher education institutions makes data more susceptible to various forms of academic dishonesty. Therefore, data privacy has become a major concern and must be taken into consideration, especially when planning for an online education.

4.3 Data protection in research

Research is among the core functions of any Academic institution. Within disciplines such as education, Sciences, and health, research often entails the processing of personal data, including sensitive personal data. There may also be a situation when the University is involved in international research that may involve the transfer of personal data overseas through the internet. This section discusses the use of information and communication technologies in academic institutions including public and private sectors and the information privacy law as a response.

Research on ICT environment

One of the major concerns about data privacy revolves around the protection of data in research. We can all acknowledge that any academic research involves the disclosure of private and otherwise confidential information. Such information is used in examining varied aspects of the

society so as to have a better understanding of the same. However, the advent of technology, while having increased effectiveness in collection, storage and retrieval of such data, has also resulted in higher susceptibility of such information. In most cases, such data falls in the wrong hands as a result of carelessness, while there are instances where hackers attack the institutions' data systems.

We can see that recent advances in technology and telecommunications have significantly changed the background of education in the world. Nowadays textbooks, photocopies, and filmstrips supplied with the entire educational content to a classroom full of students have gone leaving everything being placed online. Early adopters of these technologies have demonstrated their potential to transform the educational process, but they have also called attention to possible challenges. In particular, the information sharing, web-hosting, and telecommunication innovations has enabled these new educational technologies to raise questions about how best we can protect researcher's privacy during use.

Online publication

Making publications available electronically is hotly becoming a debate. The introduction of the internet and mobile technology has greatly revolutionized the formal traditional industry. Many Organizations are now evaluating whether they need to take their publications online, keep them in print or the combination of two. To understand who has something to gain or lose by adapting to online publication, it is necessary to understand the roles involved in the publication and the social infrastructure that are affected by changing publishing approaches.

1. The Infrastructure of publication

The publication process normally involves one or more of the following groups;

- Authors
- Publishers
- Third party institutions
- Users

When considering traditional publishing, the *publishers* serve as truthful brokers between *authors* who wish to disseminate their thoughts, ideas and knowledge and the *users* of those works (readers; learners; in general, interested parties). *Third party institutions* include the schools, professional organizations, research labs and companies with whom these authors are affiliated.

The emergence of the internet, especially web seems to be now challenging the relationships that existed between these parties. We can recall that, previously publishers provided peer reviewed materials of the authors they would like to publish. The author's peers in their respective discipline were recruited without pay, no cost, but through a reward system with the Institute they are affiliated to. This process has resulted in delay for publication of new findings, hence the rapid information sharing is compromised. However the integrity of this process is being assured. With the evolution of the internet and use of the web, authors can now publish their findings immediately; however the legitimacy needed by the third party institutions and the general audience of users is still a challenge. To fight against the failure of online publications, publishers need to maintain all aspects of traditional print publications.

2. The role of copyright

You can recall what we have discussed about copyright issues and its infringements from topic two of this module. Now let us see the role of copyright when it comes to online publications.

Copyright issues seem to be challenging when considering the world of online publishing. Copyright law is the concept that the authors own the materials they have invented in any tangible medium of expression from which it can be perceived, reproduced, or communicated either directly or with the aid of a machine or device. However, when considering online publication, this law seems to be missing. The ease with which authors can put their inventions online and share with others can be crashed with the rights emphasized by publishers. The issue is publishers cannot control the remunerative compensation of those bits travelling to all parts of the world. Now to retain control the licensing and ownership of content by publishers is widely increasing. In 2001, Creative Commons was founded with the intention of making online information more easily accessible. Creative Commons have developed a set of machine-readable licenses that authors can use to share their inventions. Also Creative Commons provides a means for authors to contribute their inventions to the public domain. When the copyright is donated to the public, no license is being involved.

3. Collaboration in Research work

We can recall the traditional publication process could not easily support authors with the same research interests to share their work together in publishing their knowledge. Due to vast changes in technology, nowadays it has become very common for researchers to work with each other across institutions and geographic boundaries. This is among the advantages of online publication over print-based as authors can share their knowledge freely, allowing their invention discussed, given comments, reworked and re-published. Sharing of knowledge can result in new research ideas, hypothesis, and even advancement of knowledge.

Another advantage is that, as authors can communicate online, it is possible for them to communicate more effectively by incorporating images, simulations, audio and videos, hence

make their findings more interesting and best delivered to the interested parties. This type of communication provides a more interactive environment which not only convey knowledge in new and exciting, but also demoralizing publishers with old styled publishing techniques. Furthermore, online publication or “web of collaboration” can allow author’s inventions be linked with other resources that help them to further explain the message they wish to convey. Now days there are different forms of online publication with interactive dialog parts which allow users to provide feedback.

4. Protecting online content

Now we have seen the infrastructure, copyright and collaboration issues of online publication; there might raise a question “How can we protect the online publications from an unauthorised access?” The answer is simply protecting the web page by using “encryption” (converting data into a certain form that cannot easily be understood by unauthorised people) and passwords. The website owner can prevent users from downloading, copying, forwarding or even printing the content. The content can be encrypted and can be viewed only if accessed from the authorized servers.

4.4 Legal policies on data and privacy protection on academic

In the previous sections we have discussed personal information and data protection with the issues raised by emerging technologies. We have also discussed about the information and communication technology issues in research. Let us now see the legal policies on data and its privacy protection.

Data Protection Act

The data protection act is a policy which gives the right of access to the data which Organization’s hold about an author and specifies how these data can be gathered, used and disseminated. The policy can explain how a user can request an access to any personal data which an Act holds about an author, including the form which should be used when submitting an access request. It further binds on all staff and students, and specifies the steps taken necessary to conform to the requirements of the data protection act. If someone is transferring personal data to a third party, who is going to process it, then a data processing agreement must be in place. This agreement should set out the terms of service between both parties, and an act that will comply with data protection law.

The Data Protection Act also can prohibit the transfer of personal information from one country to another, unless those countries to ensure the same level of protection. For instance, if the use of data in a research project is linked to another individual who is in the upcountry, then the data protection act should be adhered. However, some of data protection principals can be exempted in case of the following;

The information is being used exclusively for research purposes and no other use. This type of data can be statistical or historical

- The information being used is not for supporting measures or decisions relating to any identifiable living individual
- The information being used is not going to cause, or likely to cause substantial damage or distress to any subject matter


Normally, if any, research activity meets the above conditions, then the personal data may be used for a new purpose, or be kept for a research purpose.

Data processing

When processing personal data, a University must do so in accordance with its data protection Principles. Generally, data must be fairly and lawfully processed, processed for limited purposes, adequate, relevant and not excessive, accurate, not kept for longer than is necessary, processed in line with author's rights, secure and not transferred to countries without adequate protection.


The University may have data or information from individuals and sometimes may contain a listing of authorised recipients of the data concerned. These are the individuals and bodies to which, if appropriate, the University may disclose this data within the terms of their registration. This does not mean that these authorised recipients have an automatic right to disclose them. For example, when the information requested contains sensitive or personal material relating to another individual whose own rights must be protected under the Act.

Activity 4.3


	<p>Objective (AIM): To familiarise yourself with data protection policies when processing student's personal data in academic institutions</p> <p>Motivation (WHY): To be aware of policies that protect student's personal data and academic creations.</p> <p>WHO: You may take this activity individually or in groups.</p> <p>Resources: A PC connected to the internet</p> <p>Tool: Discussion forum.</p> <p>Duration: 60 minutes.</p> <p>Activity:</p>
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	<p>WHAT:</p> <ul style="list-style-type: none"> • The central legal pre-condition for processing student's creation is and ought to be obtaining the student's authority with respect to the processing. Prepare a discussion document of two pages • Identify and discuss the data protection measures for online publications as described in data protection act of the institution or at the national or international level. Prepare a discussion document of two pages. <p>HOW:</p> <ul style="list-style-type: none"> • Contribute your group's responses by attaching your documents to your post in the discussion forum. • Although only 1 person will submit the response, make sure that you include the names of ALL the group members at the top of your assignment. <p>FEEDBACK:</p> <p>Read at least two posts given by other contributors and comments on their findings</p>
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Summary

	<p>We have seen that, information privacy is among the important aspects to deal with when we consider academic discipline. The challenge is when the internet can be used as a tool for fabrication and falsification of data and information. However, protecting data privacy and ensuring confidentiality is a relevant issue in addressing data storage, and it should always be put into consideration. Higher education institutions should focus on storage, security and plagiarism as it is crucial to maintaining data and information privacy, as well as, the integrity of intellectual property and academic authenticity. Thus, preserving the integrity of the institution and publishers should act as a central part in ensuring their success and longevity of institutions. We have also seen that by using the internet, authors and users are gaining the benefits of freely sharing their knowledge, hence realize the effectiveness of learning experience when the knowledge is designed for the need of users.</p>
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Review Questions


	<ul style="list-style-type: none">• Based on the Data Protection Act of your country, do parents have a right to see information relating to their children when it is held by an organisation? Give reasons for your answer• In the context of the Data Protection Act of your country, can the police request and expect to receive information from an organisation about a suspect in a burglary? What should an organisation consider under the Act when it receives such a request from the Police?• A recruitment company has decided to outsource its payroll function to another company. What are the main implications of this decision?• A company selling personal life insurance products wants to increase business through marketing both existing and potential new customers by telephone and fax. What are the main implications of this marketing strategy under the Privacy of Electronic Communications Regulations?• The School is considering commissioning a survey of its students. The survey data will be gathered and analysed by an external contractor. Certain data will need to be transferred to the survey contractor to carry out the survey (assume that it is a web based survey which will be publicized by email: the contractor will get students' names, email addresses and certain demographic information to allow the data to be analysed, e.g. by sex and nationality).• Assume that two companies are in an argument, one in Tanzania and the other in South Africa. What are the Data Protection issues that we would need to consider in order to do this legally?
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Topic Four Reflection

Please use the MOODLE course blog facility to reflect on the following questions on this topic (Time 30 minutes).

- What have you learned in this topic and how it will assist you in preserving your data and information privacy?
- How do data and information privacy affect academic, social and business-related activities of an individual and society at large?
- How is data and information privacy practiced in your institution, academic work and work life?

References

	<p>Ahmetoglu, S. & Khedher, A. (2015). How Technology Affected Our Privacy, International Journal of Science and Research (IJSR) 4 (12), 406-410</p> <p>Bohaker, H., Austin, L., Clement, A. & Perrin, S. (2015) SEEING THROUGH THE CLOUD: National Jurisdiction and Location of Data, Servers, and Networks Still Matter in a Digitally Interconnected World, Toronto: The University of Toronto</p> <p>Boyle, J. (2003). "The Second Enclosure Movement and the Construction of the Public Domain". <i>Law & Contemporary Problems</i>, 63 (33), 33-74. Retrieved from <http://www.law.duke.edu/pd/papers/boyle.pdf> on 13th December, 2015.</p> <p>Clement, A. & Obar, J. (2014) Keeping internet users in the know or in the dark: A report on the data privacy, transparency of Canadian internet service providers, Toronto: The University of Toronto</p> <p>Ermakova, T., Fabian, B., Kelkel, S., Wolff, T., & Zarnekow, R. (2015). Antecedents of Health Information Privacy Concerns. <i>Procedia Computer Science</i>, 63, 376-383.</p> <p>Forest, J. J. (2002). Higher Education in the United States. A-L. Santa Barbara, Calif.: ABC-CLIO.</p> <p>Jung, Y & Rader, E. (2016). The Imagined Audience and Privacy Concern on Facebook: Differences Between Producers and Consumers, <i>Social Media + Society</i> April-June: 1–15 https://bitlab.cas.msu.edu/papers/SocialMedia+Society-2016-Jung-Rader.pdf Retrieved 7.8.2016</p> <p>Miron, E., & Ravid, G. (2015). Facebook Groups as an Academic Teaching Aid: Case Study and Recommendations for Educators. <i>Educational Technology & Society</i>, 18 (4), 371–384.</p> <p>Sharari, S., & Faqir, R. S. A. (2014). Protection of Individual Privacy under the Continental and Anglo-Saxon Systems: Legal and Criminal Aspects. <i>Beijing Law Review</i>, 5, 184-195. http://dx.doi.org/10.4236/blr.2014.53018</p>
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Final Module Overall Reflection / Evaluation

1. What did you learn in this module course? To what extent you have developed your knowledge and skills in dealing with academic integrity?
2. Which were the most difficult parts, and why were they difficult?
3. Which were the most straightforward parts, and why did you find them easy?
4. What were the greatest challenges you faced in undertaking the module?
5. What was the most boring or tedious part of doing the module?
6. What are your recommendations for a possible improvement?
7. In what way did this module on academic integrity help you in your career?
8. What advice would you give a friend who is about to enroll in this course?
9. What have you learned about yourself while engaging with this module?
10. How has this module affected your perception of your own institution's practices?