Reimaging academic integrity through the lenses of ethics of care and restorative justice to establish a culture of academic integrity

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September 11, 2023

Abstract

The COVID-19 pandemic disrupted many aspects of human life, including the higher education sector, which had to switch to emergency remote teaching and learning (ERTL). This transition presented additional challenges for students, particularly those in South African higher education institutions, who already faced obstacles such as poor internet access and language and academic literacy barriers. The move to ERTL also led to an increase in academic misconduct cases, and discussions on academic integrity became more prominent, often focusing on using surveillance and monitoring software. The pandemic and the discussions on academic dishonesty prompted institutions to evaluate their understanding of academic dishonesty and how to restore students' academic integrity by reflecting on institutional culture and processes and rethink their approach to providing learning excellence. In this chapter, the authors propose an approach to provide learning excellence by using the lenses of ethics of care and restorative justice to establish a framework of restorative practice as an ideal way to address academic integrity issues. This approach includes inclusive decision-making, active accountability, repairing harm, and rebuilding trust. The authors further suggest implementing an academic integrity course for all first-year students as part of the newly implemented gateway to success program to enhance academic integrity.

Keywords: Ethics of Care, Restorative Justice, Restorative Practice, Academic Integrity, Learning Excellence, Deep and Meaningful Learning, Academic Misconduct

This is a preprint. The published chapter is available here: https://doi.org/10.1016/B978-0-323-95423-5.00003-X

1. Introduction

It is well documented that students enter South African higher education institutions (SAHEIs) under-prepared for the rigors of tertiary education (van As, 2020; van As et al., 2016; van Wyk & Yeld, 2013). According to the Council on Higher Education (CHE, 2016), there has been substantial growth in the number of African first-generation students[1] entering the postapartheid education system, but it still bodes ill that this group of students has the highest failure and attrition rates in higher education (HE) (CHE, 2016: 63). Various aspects contribute to the attrition and failure rate such as the articulation gap between secondary and tertiary education (van As et al., 2016), the difficulty with transitioning to HE (Lombard, 2020; Maila & Ross, 2018), epistemological access (Maphosa et al., 2017), possible language barriers (van Rooy & Coetzee-Van Rooy, 2015), and the difficulty of acquiring academic and disciplinary language (van Wyk & Yeld, 2013), to name but a few. These aspects as well as socio economic pressures can lead to unknowing and knowing (as a coping mechanism) practices of academic misconduct.

The outbreak of the COVID-19 pandemic disrupted virtually all aspects of human life; including the way we do business as usual (Corbera et al., 2020; Zhao, 2020) and the difficulties with understanding, navigating, and applying the principles of academic integrity at the university were further compounded by the sudden move to emergency remote teaching and learning (ERTL). This added an extra layer of difficulty for students, learning to navigate online learning as all academic activities had to be moved online and they were expected to adhere to the principles of academic integrity in this new environment. Thus, students' learning, navigation, and application of content knowledge as well as concepts such as academic integrity were affected by access to devices and data, poor connectivity in rural areas, failing electrical infrastructure in the country, a lack of digital literacy, and in the case of first-generation students, almost no academic support structures. Students were also expected to adapt to online pedagogies with no prior knowledge or experience of how to learn online. This led to high levels of stress and cognitive overload. The quick ERTL pivot also meant that lecturers adapted their curricula to the best of their abilities, with little or no prior knowledge or instruction regarding online/emergency pedagogies. Unknowingly, certain cohorts of students were placed at a disadvantage due to this quick transition leaving them more vulnerable to failure (Czerniewicz et al., 2020).

Even though issues linked to academic integrity/misconduct have always been present in the academic system, the move to ERTL magnified and intensified this conundrum with more instances of intentional and unintentional misconduct being reported. This is because with all learning taking place online (1) students felt overwhelmed, (2) students were not trained properly for remote and online learning as well as academic integrity, and (3), Google became an easily accessible tutor and advisor who helped students find websites and companies that can support them in their learning journey. In some instances, students found predatory companies that threaten to blackmail them if they stop using their services. Students were also offered unsolicited "support" through personal messaging services and social media. This brings to the fore the complexity of academic misconduct in online spaces as these instances illustrate that students may unknowingly participate in questionable behavior.

As our institution moves out of ERTL to a blended approach to teaching and learning, we, as the researchers, have an opportunity to question and reflect on the academic practices, administration, and available student support structures (Fig. 3) within our institution and reflect on how academic integrity/misconduct can be reframed for the postpandemic SAHEIs taking into consideration the additional layers that the online teaching and learning space bring.

As part of this reflection, we acknowledge that students have been too often positioned as the decontextual-

ized learner2 without recognizing the diverse needs and life experiences (Corbera et al., 2020) or the various discourses with which students enter tertiary education and we need to acknowledge students' experience and background as part of this reflection. Furthermore, it also helps us understand the underlying causes of why students are dishonest, which can help us build in support mechanisms. As part of learning excellence, students need to be seen as social beings rather than decontextualized learners, SAHEIs need to recognize that students arrive at university through a schooling system of varied educational quality (Spaull, 2015). Practices such as rote memorization and copying have been used, and in some instances, taught as learning strategies, which stands in contravention with the idea of how knowledge works at the university level. Thus, the primary discourses that students enter university with might stand in direct opposition to the expected and implicit secondary discourse of the academe. Therefore, to cope with the expectations of HE, institutions have a responsibility to induct students into their learning and teaching approaches. Furthermore, institutions should provide explicit guidance, support, and learning opportunities to induct students into the expected academic culture linked to academic integrity.

Other external factors (Fig. 1) can also lead to academic misconduct. Many students at SAHEIs are heavily dependent on bursaries (NSFAS, 2022), where poor performance may lead to bursaries being taken away, students may also be first-generation students with the responsibility to better their entire family's financial situation through obtaining a degree, or students have to navigate the pressures placed on them by the institution such as possible academic exclusion or certain mark related program requirements to continue with their studies. Learning context also plays a role. Less than 10% of South African students are English first language speakers (South Africa Gateway, 2018) Furthermore, the foundations for the literacy practices required at university are not developed at the school level. Another learning context issue students need to face is institutions' reliance on high-stakes testing. Massification can also affect students' use of dishonest practices as the staff-to-student ratios are extremely high, providing little opportunity for checking and asking questions about academic content or academic behavior (integrity). And, as has already been mentioned, the move to ERTL due to the pandemic has also played a role as students struggled to access material and find support.
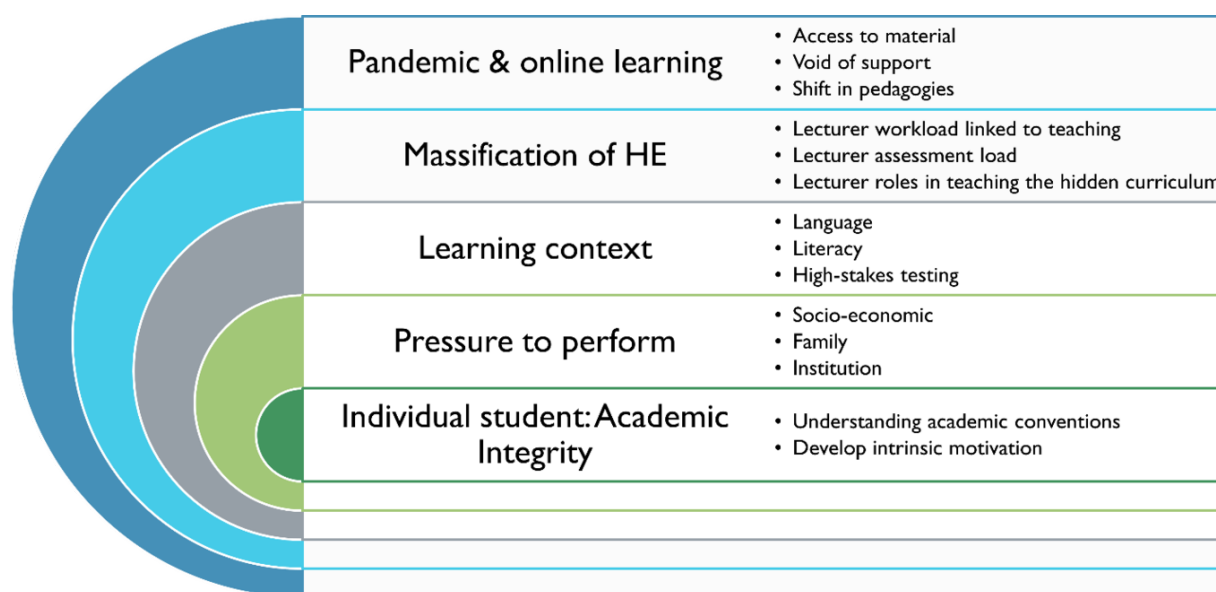

Figure 1: Various factors that can influence the tendency toward academic misconduct.

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SAHEIs must acknowledge that students come from different backgrounds, with different accepted ways of being and doing that might clash with current academic principles. Therefore, there is a need to rethink institutional culture and shift practices toward learning and care. SAHEIs need to move away from a teaching-centered culture where institutional policies and systems are built around the teacher and move toward learning excellence. This places students and their needs at the center of the institution. This naturally extends into aspects linked to institutional culture such as academic integrity/misconduct and the policies and systems linked thereto.

Using frameworks is a novel approach to understanding problems and challenges as it provides a lens or critical perspective to define the challenges and find a way forward. However, using only one lens provides a limited understanding or singular view of the problem. Therefore, it is beneficial to use multiple lenses to critically reflect on a problem or context in order to shift thinking to find different solutions or cultural innovations. The benefit of using both ethics of care (EoC) and restorative justice (RJ) for evaluating institutional culture, systems, and policies for academic misconduct is that they complement each other. Both are people-centered approaches that can be used to develop a softer culture where the student is placed in the center and where learning, administration, and support (Fig. 2.3) for academic integrity are built around the students to help them become better academic citizens rather than to vilify students. As such, both allow for the recognition of the student and their needs, moving away from the decontextualized learner to viewing students as social beings (Boughey & McKenna, 2016).

By suggesting the use of two lenses, EoC and RJ, we—the authors— try to acknowledge the complex and multifaceted nature of academic misconduct as well as the need to not have a "one-size-fits-all" approach to breaches of integrity. It requires the institution to introspect and resituate academic integrity within a broader institutional cultural change.It is important for HE institutions (HEIs) to employ multiple strategies such as developing explicit educational experiences for students, creating check-in systems that can be incorporated into existing support structures at university such as mentorship programs, advising programs, and writing programs, as well as explicitly talking about academic integrity at class and course level to name but a few. For these aspects, it is important for institutions to shift their tone from punitive and adversarial to a tone of inclusivity and community building (Sopcak, 2021), which forms part of the larger paradigm shift to learning excellence where the institutional culture is built around the student.

This conceptual chapter considers EoC and RJ, later defined as restorative practice (RP) as possible ways to reimagine and recenter the culture of academic integrity around the student and to reshape institutional practices using a framework of learning excellence. The chapter is written to help academics, policymakers, registrars, deans, curriculum developers, and other individuals involved in academic integrity/misconduct reflect on their current culture and practices around academic misconduct, as well as to reimagine their institutional approaches to be more inclusive and student centered when dealing with academic integrity and misconduct. The first step is to unpack how to reframe a culture of learning excellence with EoC and RJ at the heart of an institutional academic integrity culture.

2. Establishing a culture of learning excellence

Reimagining Learning in HE is a collective process between staff, students, and institutional leadership. Changing this learning and teaching culture to one focusing on student inclusivity requires us to reimagine our current practices in HE, to one of partnering with students in order to develop better systems, processes and procedures, and a learning environment that benefits the students. To do this, one needs to understand the relationship between institutional culture, curriculum, and the context, in which these systems intersect to enhance the student experience (van As et al., 2023).

Traditionally, a key focus of HE institutions has been on teaching excellence (Kreber, 2002), in which learning pedagogies place the educator at the center of institutional decisions. This promotes an organizational culture of teaching and knowledge transmission where the student is expected to listen and absorb rather than to engage meaningfully with learning. Part of the reason for this is that South African universities place a

significant emphasis on research output to remain internationally relevant and competitive, with significantly less focus on students' learning journey. However, universities are mandated to not only develop knowledge but also "provide optimal opportunities for learning" (The Higher Education Act [No. 101 of 1997], 1997, p. 2). The emphasis on HEIs should therefore shift toward providing students with the best learning experience possible. This requires institutions to place students at the center of the decision-making process, as well as to adopt student-centered practices. By doing so, it will be possible to promote a shift from teaching excellence to learning excellence (Fig. 2).

Learning Excellence involves assessing and reassessing student, employer, and societal needs to ensure degrees remain current and relevant. Drawing on 21st century skills, for example, is one way of adapting discipline specific knowledge to remain relevant for radically changing work environments (Germaine, 2016). Additionally, learning excellence is also about making sure that appropriate and effective teaching, support, assessment, and learning opportunities are provided to students, which includes monitoring student performance, creating a culture of academic integrity, providing support through mentorship, peer-tutoring or additional assignments, and making counseling services available to students in need.

I. Continuous and collaborative curriculum design and innovation

1. Involve students as key participants in the curriculum design and review
2. Implement student focused quality assurance processes
3. Focus on student-centered curriculum design.
4. Consider the needs of students, employers and society for curriculum design
5. Promoting equality and equity in the curriculum
6. Integrate discipline-specific and 21st century skills and competencies
7. Consider the cognitive load of students and include time to think, learn and apply in a deep and meaningful way
8. Consider how you can enhance academic integrity

II. Adopt a holistic approach to identifying and tackling student needs

1. Recognise the duty of an ethics of care towards students
2. Recognise the diversity of students with respect to different needs around learning, support and administration
3. Use multiple lenses or frameworks through which to identify and understand student needs (e.g. psychosocial, learning, technological, related to their lived experience)
4. Recognise student needs evolve and review students needs regularly and critically

III. Develop authentic and credible training and assessment opportunities

1. Create deep and meaningful learning experiences for students
2. Allow students agency in their own learning
3. Move away from a mark driven culture
4. Implement real-world learning
5. Move away from high-stakes exams and focus on programmatic/multiple, and/or continuous assessment opportunities (formative and summative assessment
6. Align to notional hours and learning outcomes
7. Expand the alignment of curriculum, learning and assessment with stakeholder (student, faculty, community and employer) needs
8. Bring in a portfolio of learning

IV. Create a conducive learning environment.

1. Respect students as adult learners each with personal perspective, motivation and experience
2. Build a student community (online or in-class)
3. Build a feedback culture
4. Provide learning spaces conducive to learning (setting up academic hubs in clinical settings)
5. Consider students as trusted partners in a learning encounter that respects the different roles of trainer and trainee
6. Develop a user-friendly interface to optimise the experience of online learning on the LMS
7. Provide a safe culture for students to develop knowledge skills and values

V. Focus on an institutional culture of shared development and growth

1. Train academics in student-centered learning approaches
2. Build a culture of continuous professional learning for both staff and students
3. Promote a culture of academic integrity
4. Build an environment of trust
5. Build a culture of equalising power dynamics
6. Build a culture of inclusivity, and fairness
7. Establish a culture where students are included in the decision-making
8. Establish a culture of quality improvement and openness to give and receive feedback around the student experience

VI. Develop robust and agile student support systems

1. Promote emotional support through university support services
2. Provide technological support through IT, training programmes, administrators and academics
3. Informing students of the technology mix, the learning and teaching approach
4. Develop a restorative practice approach for academic misconduct
5. Teach students academic and digital literacy skills
6. Provide writing support and build in writing intensiveness
7. Be transparent about policies and standard procedures

Figure 2: Principles of learning excellence (van As et al., 2023).

Implicit in the notion of learning excellence is a shift in institutional culture, toward a balance of power between students and the institution. This renegotiation or rebalancing of power allows for a focus on the student's voice and encourages institutional responses where students can be active participants in curriculum design and development. It also creates opportunities for students to be involved at various levels of organization within HEIs. Importantly, it draws into focus a need to address issues of quality in learning and teaching from the perspective of students themselves; therefore, an EoC is central to this approach and rethinking how academic integrity should form part of the institutional culture is also central
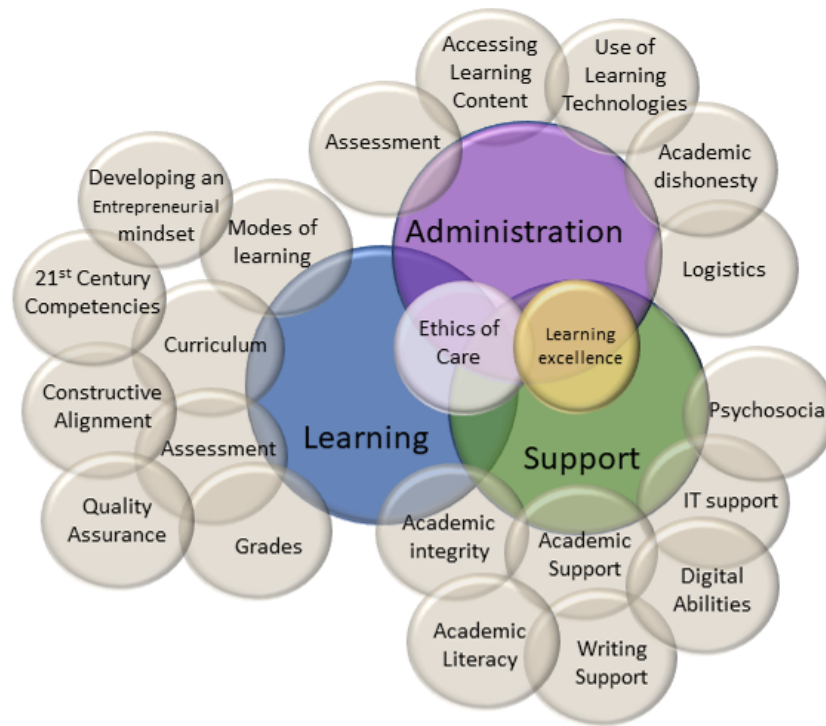
to providing learning excellence.

Figure 3: The three dimensions of learning excellence important for academic integrity (Cooke et al., 2022). Adapted from Cooke, R., van As, J., Pentz, S., Pather, K., Makanya, S., & Moolla, A. (2022). An evolving vision of transformation. Department of Family Medicine and Primary Care.

For learning excellence, we need to innovate and reimagine our processes and procedures around the three dimensions that impact the student learning journey such as learning, support, and administration (Fig. 3). Academic integrity should be central to all three dimensions as it considerably impacts the students' experience, the quality of the degree, the competencies of the student, and the development of values integral to integrity such as honesty, trustworthiness, fairness, respect, responsibility, and courage (International Center for Academic Integrity, 2021), which are important for their future careers as well. Therefore, academic integrity is part and parcel of learning excellence, and therefore thinking about how we can establish an institutional culture for academic integrity should be a major consideration for any university's learning excellence strategy. At the center of this reimagining of culture toward learning, excellence should be the driving force of EoC and RJ.

- As both EoC and RJ are people-centred, the application of these approaches can help institutions reimagine their culture, moving away from viewing students as decontextualised and the implementation of harsh punitive measures for transgressions towards gaining a better understanding of the discourses, repertoires, and literacy uses that students enter the institution with and developing a more supportive environment at the institution. One way of reshaping this culture of care is to use restorative practice as a mechanism to educate students after a breach of integrity and then to also reintegrate them back into the academic community. What possible role can institutions play in students resorting to dishonest practices?
- How can learning excellence help institutions establish a culture of academic integrity?
- What administration, learning and support structures does an institution need to consider for academic integrity at course and programme level?
- What systems, processes and policies are in place to support students?
- How can ethics of care and restorative practice be driving forces for institutional culture?

3. Ethics of care

As mentioned above an EoC should be the central driving force for learning excellence and therefore it is an important lens through which to consider the establishment of a culture of academic integrity while also ensuring a student-centered approach to dealing with academic dishonesty.

Previously the EoC has been considered less in "Western thought" compared to other ethical concepts such as justice and freedom (Nguyen et al., 2017). For most institutions, punishment is positioned as a foundational concept in academic integrity. Very little thinking exists around caring for students or meeting their support and developmental needs linked to academic integrity. Thus, it is integral that institutions shift their thinking and practice in order to (1) create an environment where students do not feel the need to be dishonest to "survive" and (2) focus on their responsibility to support students, ensuring that there are multiple support mechanisms in place to improve academic integrity.

In order to reimagine academic integrity, it is important to first establish a vision for transforming the organizational culture and then establish a culture of academic integrity. As a university is an academic community, these considerations should not stop at students. Gray (2022) mentions the tendency of institutions to only focus on the actions and responsibilities of students when developing policy. However, to establish a culture of academic integrity it is important to include all role players in development and application. ICAI (2021) echoes this sentiment indicating that students, academics, and support staff all have a role to play in establishing a culture of academic integrity. Academics need to explicitly model academic integrity practices and take responsibility for the possible effects that current institutional practices might contribute to student misconduct and adjust approaches accordingly. An EoC starts here. But in order to unpack EoC in relation to creating a culture of academic integrity or learning excellence, we first need to unpack the concept of EoC focusing on the moral elements and perspectives behind it. By unpacking what EoC means for an HEI, we consider the organizational culture of academic integrity.

Tronto (2013) argues that care is normally an undervalued activity centered on the less powerful members of society, which at the institutional level refers to students. She further argues that care should be at the center of the political agenda and that active or deliberate ethical practice is required. In the case of academic integrity/misconduct, the political agenda of an institution creates the culture through policies that oversee academic infringements. Thus, the incorporation of deliberate ethical practices in disciplinary processes is needed to ensure that students are not condemned or dehumanized, but rather that they are treated fairly through RPs when misconduct did occur.

Approaching academic misconduct with an EoC is especially important in the same way that it is important to model the behavior of academic integrity. Institutions of higher learning cannot expect to have graduates

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that have empathy or offer compassion to peers, colleagues, or people in society if they do not model it for students through their educational years (Persky, 2021). The development of ethical practices through institutional modeling of compassion and integrity is not only important for students while studying but also important for their careers after university as it creates the foundation for continued ethical practices (West et al., 2004).

The current institutional approach to integrity is that of paternalism where one assumes that one knows what support and care are needed by those under one's care (Feldman, 2020). Institutions should rather seek to understand the needs of students, which requires building stronger relationships with students and recentering students at the institutional level. Therefore, the starting point of taking an EoC approach is to understand the context. If an institution truly wants to be student centered, the institution should consider a shift in their approach to learning and teaching by first establishing student needs. A needsbased approach can reshape institutional culture and redefine the institutions learning excellence philosophy. Both should inform the curriculum (Fig. 4).

This process applies to academic integrity as well. It should form part of the bigger strategy of establishing learning excellence as academic integrity forms part of the fabric of the academic project. Institutions should stop being paternalistic about their approaches and rather engage with students about their needs (Feldman, 2020). Tronto (2013) refers to this as attentiveness; it is the process of recognizing others' needs first inorder to respond to them. It is also important to note that this attentiveness to needs is contextual, thus culturally and individually shaped (Henry & Oliver, 2022). Therefore, the first step for creating a culture of academic integrity through the lens of EoC is to identify student needs by involving the students. Not doing this is considered as inattentive.
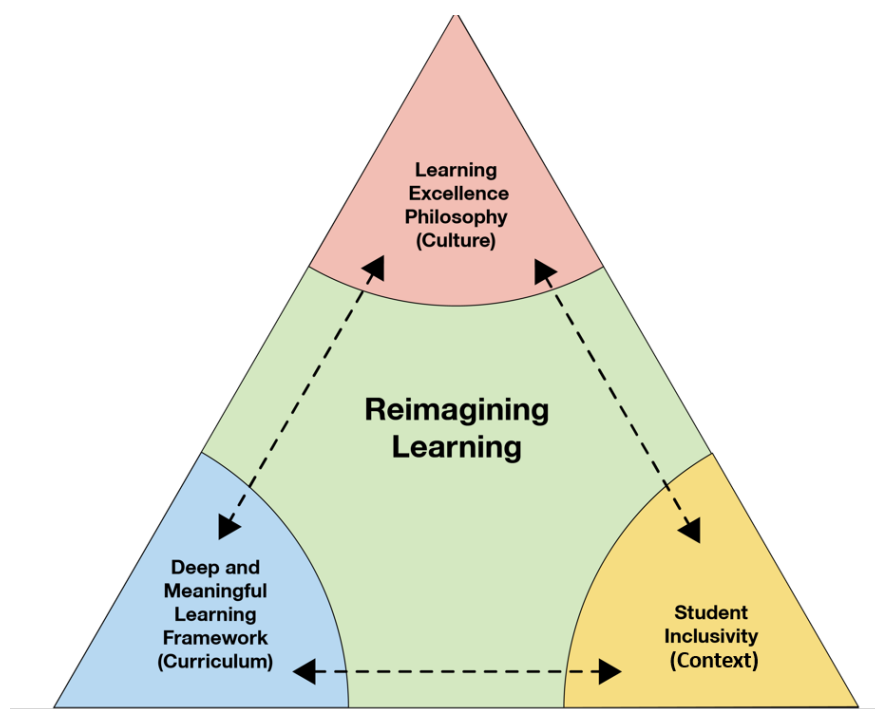
Figure 4: Reimagining learning by addressing context, culture, and curriculum. Taken from van As et al. (2023).

3.1 Step 1: Define student needs

Student needs regarding academic integrity need to be defined as a first step.

Thereafter, the escalation process linked to breaches of academic integrity must be aligned with the identified needs as far as possible while keeping findings from literature in mind. Literature shows that there may be an

increase in academic misconduct for students who come from different cultural and literacy backgrounds than what is accepted at the current institution (Fatemi & Saito, 2019). Situational factors such as circumstances, workload, and grade motivation can also lead to a reliance on dishonest practices. (Awosoga et al., 2021). Students' experiences also play a role, and negative experiences such as poorly designed courses and a lack of technical support can add to feelings of frustration and anxiety around a course (Yang & Cornelius, 2004). Thus, an institutional approach needs to take stock of students' needs for a differentiated approach based on their backgrounds, situational factors, and experiences. Institutions must acknowledge that students' academic integrity needs are contextually, culturally, and individually bound. Therefore, the next step would be to go through a process of defining students' needs by involving students. One approach that can be followed is to use student journey mapping.

Student Journey Mapping

Using the lens of EoC, we can define student needs through student journey mapping. The aim of student journey mapping is to sit with students in focus groups and discuss their needs throughout their learning journey with the aim of identifying the pain points (areas of pain or frustration) for the different touchpoints that students interact with. This is considered around the three dimensions of learning excellence, which is focused on learning, support, and

administration, which makes up the collective student experience. This should be applied around the academic integrity journey through the institution.

Step 1. Define what quality means with regard to academic integrity and misconduct around learning, support, and administration.

In this step, the institution defines students' perception of quality around the three dimensions for learning excellence and defines what they understand about academic integrity and RJ. For this, we can start with scoping review focus groups with students, student surveys, or a Snowball Delphi where we ask the first group of students to brainstorm around quality in a focus group or survey and then ask the initial group plus additional students to review and rank the criteria for quality. The aim of this process is to get a

broader definition of quality.

Step 2. Define the student journey from starting with their undergraduate degree to graduating, highlighting all the touchpoints that students interact with, with regard to academic integrity and academic misconduct.

Here, we provide students with the definition and criteria for quality, and we ask students to map out and define their student journey. It is important to have proper representation across the diverse student population. This can be done by hosting multiple workshops with different groups of students. During this workshop, we map out the student journey asking students to identify the touchpoints, around administration, support, and learning for academic integrity. We also use the information to briefly describe the touchpoints and what obstacles and barriers they may encounter. Another level of depth that we can bring in is to ask students what emotions are triggered.

around their journey and why?

Step 3. Map out the systems that impact the student's needs.

The information from the previous step can be used to map out all the systems that have an impact on the student's needs identified. Invite all those departments for a workshop to discuss how a new institutional strategy focused on supporting students with academic integrity can be developed.

and implemented. It is also important to have students present at this step.

Step 4. Implement our new strategy and build in competence to support students.

At this step, we need to implement our new strategy, policy, and projects.

Step 5. Reevaluate the process.

Follow the same process with students after a year or two of implementation, reevaluate the change in strategy, and identify what still needs to be done. A strength, weakness, opportunity, and threat (SWOT) focus group can also be used for this (van As et al., 2023).

3.2 Step 2: Take responsibility

The next component of EoC is to take responsibility to ensure students' needs are met. This process involves determining how to respond to the identified needs and requires a sense of agency (Henry & Oliver, 2022).

Furthermore, developing an academic integrity culture, policy, and academic misconduct process requires responsible and shared leadership. In other words, all stakeholders must be involved in the decision-making process. Each institution must determine the stakeholders and the level of involvement of each group in the decision-making and culture-shaping processes of the institution. These stakeholders can include people from broader society, bodies, and employers the institution is affiliated with, as well as various internal stakeholders such as councils, faculties, schools, academic staff, support staff, and students. The benefit of including students in this process is that if the rest of the student body knows that the student's voice played a role in designing this culture, policy, and processes, students will be more inclined to buy-in and follow.

Research has outlined various responsibilities within the framework of an EoC. These responsibilities are also applicable to the institution providing for the needs of students regarding academic integrity, as listed in Table 1.

Table 1 The application of an ethics of care within an academic integrity context.

Ethics of care responsibility	Application within academic integrity context
An obligation to prepare our students for future work (Buchanan et al., 2021)	Academic integrity lies the foundation for further ethical actions and thinking in the world of work.
Support students to achieve success in their courses (Persky, 2021)	Success is linked to upholding the six pillars of academic integrity. It is HEI responsibility to explicitly model and provide input in order to help students achieve success.
Recognise students as individuals with individual needs and unique circumstances (Persky, 2021)	Students enter university with a variety of backgrounds and knowledge-work practices. These practices might be deemed as misconduct in the current setting. HEI need to acknowledge this and provide educational experiences and supportive environments that cater to these needs. And provide an opportunity for students to change their existing practices.
Support students in a way that meets their unique circumstances (Noddings, 2012).	HEI cannot adopt a singular approach to supporting students with academic integrity. Support needs to be flexible to meet student circumstances.
Creating connectedness and opportunities for engagement (Feldman, 2020).	HEI must create a community of academic integrity, for students to connect and engage with each other and lecturers without fear of punishment, alienation, or negative labelling.
Create an environment where students can develop 21st Century competencies.	HEI must adapt current / traditional practices of assessment and working to align with 21st Century competencies. For example, collaboration is an important 21st century skill, however, collusion is a serious academic misconduct offence. Thus, the question arises, what can HEI do to align practices with 21st century competencies

Figure 5: 2.3.3 Step 3: Build competence

3.3 Step 3: Build competence

The next component in an EoC is competence. Competence needs to be built within the institution to address these needs. For example, one of the needs for an incoming first year, who is unfamiliar with the concepts of academic integrity, plagiarism, and referencing, is an orientation toward the expectations and uses of academic conventions linked to these concepts at the institution. Therefore, setting up this competence includes developing a course on academic integrity that is compulsory for all incoming first years. Another

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example will be to setup mechanisms of support toward restoring justice in cases of misconduct, as well as making students aware of various support structures available at different levels of the institution. If deliberate action is not taken to build competence within the institution, it would mean that the needs of an EoC are not being met. In such instances, an institution is not taking responsibility for their duty toward their students.

Examples of Building Competence within the organization to support students	
What can be done?	Why is this important?
Develop a strategy for developing an academic integrity culture, policy, and process	A strategy is needed to determine what exactly an institution wants to do and how it will approach academic integrity. A responsible and shared leadership approach should be used in conjunction with an ethics of care to consult with all stakeholders to identify their needs. The needs of the various stakeholders should be used in tandem. The best approach is to start with student needs, and thereafter build other stakeholder needs into the identified student needs. In this way the development of institutional strategy as well as the thinking around the systems, policies, processes, and culture that needs to change, is informed by a student-centred approach. Institutions can also consider including employers and members from the public to represent their needs around academic integrity and restorative justice to create more depth and nuance in policy, since three "customers" of Higher Education are students, society, and employers.
Create an institutional Academic integrity committee	To establish or change a culture of academic integrity is an active process and requires a driving force. Therefore, having a committee that oversees the implementation of activities, development of a policy and procedures can fast track the development of a culture. A good idea is to establish a committee at institutional level with representation from each faculty or school, but also to have a committee at faculty/school level. The person from each faculty that serves on the institutional committee, serves as the chair for the school committee and they make sure to drive initiatives of academic integrity and oversee the academic misconduct. Students from each faculty should serve on the faculty committees and students should also serve on the institutional committee so that they can share in the decision-making. An added benefit would be to have employer representation and members from the community.
Develop and implement an Honour Code and Honour pledge	An honour code helps create a culture of academic integrity and has been found to reduce academic dishonesty by making students accountable for their actions. This is in part because students at institutions with an honour code has a better understanding of what is considered academic misconduct (Raman & Ramlogan, 2020). One way to conclude the honour code is for students to put in their own words what they are agreeing to, as this makes it more personal and expect them to engage with the code through reading. Thus, it is not just a checkbox activity.
Establish an aspirational culture of academic integrity.	This should be a joint effort between academics, support staff and students. The best initial step is to host a workshop with all parties and to determine what a culture of academic integrity looks like for the specific institution, in both the blended (online and face-to-face) and clinical space. Students should be given agency to contribute to this and come up with ideas on what initiatives they can lead to support students and create a culture of academic integrity
A shift towards more authentic assessment practices	Authentic assessment refers to students applying learned content to a problem/scenario that aligns with what they may face after graduation. This requires students to engage more deeply with the content, reflect on what has been taught, apply critical thinking, demonstrate what they have learned, and to actively construct meaning. A move towards more authentic assessments can possibly increase student motivation and buy-in. When students see the relevance of the assessment, they might be less inclined to make use of dishonest practices. Furthermore, the nature of an authentic assessment assignment might also make it more difficult to cheat.

Focus on better curriculum practices to ensure better engagement	Institutions must recognize the potential role they might play in students use of dishonest practices. If a curriculum is overloaded students may see academic misconduct as the only possible solution to cope with the workload. Therefore, institutions need to rethink their curriculum alignment. We also need to develop courses that leads to deep and meaningful learning (described in f Fig. 6 below) and that is focused on developing 21st Century skills.
Building academic integrity into the curriculum	It could be useful for institutions to add support at course level. A suggestion may be to add a module/section 0 to a course which students need to navigate and interact with before moving on to the course content in module/section 1. This module/section can address issues of academic integrity/misconduct linked with the discourse of the discipline and refer students to any support services available at the institution who can support them as well as to institutional policies.
Academic integrity support for staff development	Staff induction tend to focus on the nuts and bolts of teaching and researching at an institution and can often neglect to introduce staff to the institutional philosophy, processes, and procedures of academic integrity. Staff may also feel unsupported by the institution when dealing with issues of misconduct if these practices are not explicitly communicated. This can possibly lead to academics taking the process into their own hands, or not taking action at all.
Provide students with educational opportunities on academic integrity	In most cases academic misconduct stems from ignorance of the rules. Therefore, it is important to train students and constantly remind them of academic integrity/misconduct (Keith, 2018).
Create an academic integrity course for all in-coming first year students	Institutions need to recognize that incoming students may not have a nuanced understanding of the concept of academic integrity. Thus, students need to be oriented towards and inducted into the expected ways of doing in Higher Education. This course should ideally include real-world examples for students to discuss and grapple with.
Prompt student reflection on their academic integrity practices	Changing behaviour is a long-term process. Therefore, providing students with online check-in activities about academic integrity and evaluating their own honesty, trustworthiness, responsibility can support students in building their academic integrity competencies and values.
Host academic integrity awareness weeks	Institutional initiatives should be used to keep students' awareness levels of academic integrity high. Such initiatives can also help shape the culture and academic community regarding academic integrity.
Develop and support student led academic integrity initiatives	Student led initiatives can be impactful and can be used as positive change drivers for institutional culture. It creates awareness for students and demonstrates that the institution values the student voice. A possible example of such a practice is developing a podcast series.
Develop a transparent process for academic misconduct.	Students and staff need to know what the process is and what the punishment is so that they are aware of the consequences and expectations.

Figure 6: After building competencies within the organization by creating a strategy, committees, and some of the other projects mentioned above, the next step is to be responsive to issues of misconduct when they do occur, and this should be through RJ to rebuild trust. The RJ approach should be collaborative and as such cannot happen in isolation. Institutions should consider academic integrity within the context of establishing learning excellence. Thus, institutions should consider their responsibilities in this regard and the possible effects their stance may have on the academic integrity culture.

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Institutions have the responsibility to prepare and support students; and many of these factors directly impacts academic integrity:

- Institutions responsibility towards students who are not university ready
- The effects on future work and employability
- to achieve success in their courses
- with their emotional and physical well-being
- By creating a culture free from bullying by both students and staff
- by recognising students as individuals with individual needs and unique circumstances and coming from various cultural and language backgrounds
- By creating an environment for connectedness and opportunities for engagement
- By establishing an aspirational culture of integrity rather than a culture of fear

Questions to consider

- How can EoC guide institutional academic integrity interventions?
- Do decision makers understand the needs of students, staff, and the institution?
- What approaches can be used to build academic integrity competence in your institution?
- How would you respond with regards to academic integrity?

4 Restorative practice as a possible avenue of disciplinary practice

For our focus, it is important to implement a fair and transparent system in cases where misconduct did occur, which allows for punishment where necessary but most importantly allows for students to gain an understanding as to why the behavior was deemed as misconduct, gain educational university community. This approach is also not one sided, as the possible role the institution/course/lecturer played in perhaps creating a scenario where students felt the need to make use of dishonest practices is also considered. Thus, RP is an approach that allows for redress and reconciliation. Cullen (2022) indicates that RP works well in HE settings as it aligns with the values of these institutions, namely "inclusivity, engagement, active citizenship, and educational mission" (2022: 53).

Within the South African context, the most well-known example of RJ is the Truth and Reconciliation Commission (TRC) established in 1995. The TRC's focus was to redress the harms caused by the Apartheid regime but also to forge new relationships between all involved parties through reconciliation and forgiveness (The Truth and Reconciliation Commission, 1998). According to Archbishop Desmond Tutu, "the central concern is not retribution or punishment but, in the spirit of ubuntu, the healing of breaches, the redressing of imbalances, the restoration of relationships. [. . .] Thus we should claim that justice, restorative justice, is being served when efforts are being made to work for healing, for forgiveness and for reconciliation" (Tutu, 1999: 51). Furthermore, as mentioned under the EoC, by modeling forgiveness, empathy, and compassion by allowing students to repair the harm they caused with dishonesty through RP forms part of the implicit hidden curriculum of teaching students social norms (Winter & Cotton, 2012), which hopefully transcends into them developing these behaviors as graduates, employees, or employers. Even though RJ is a legal concept, educational institutions have started to gravitate toward the ethos captured in Archbishop Tutu's

quotation and applied the concepts within various institutions (Lizeth & Pedreal, 2014; Karp & Frank, 2015; Peterson, 2016; Cullen, 2022), and RJ has been laid out by universities as part of their disciplinary processes (St. Denis, 2017; University of Kentucky, 2022; Wells College, 2022). In these instances, RJ spans across all types of misconduct that may occur at the university and has been used to address damage to property (Karp, 2019), sexist and derogatory language use (Karp & Frank, 2015), and misconduct linked to race and gender, as well as issues of academic misconduct such as plagiarism (Ramsey, 2004). Even though the focus here is the use of RP within the sphere of academic misconduct, it recommends itself as an overarching approach to all forms of misconduct that can possibly take place at universities, such as the racial tensions and disputes that have been reported at some SAHEIs recently (Africanews, 2022; eNCA, 2022).

To distinguish our approach from the legal approach, we refer to RP within the educational context. RP's philosophical roots encompass the reconciliation of conflict, repairing and restoring harm/damage done, addressing social inequalities, and the successful reintegration of all parties back into society (Karp, 2019, p. 7). In this way, the process is reframed, allowing the harmed party to discuss how the harm was caused, as well as providing the wrongdoer with context as to why their actions were undesirable and hold consequences (Grimsrud & Zehr, 2002). Through the incorporation of this approach, a constructive space is created for students to understand why their actions were harmful and how they impacted others.

As such, RP is a people-centered approach rather than a procedure-centered approach focused on punitive punishment.

RP is a philosophical approach to repairing the harm caused by an individual or group. At its core, it has a dual agenda to (1) discipline wrongdoings and (2) support students in learning more about the wrongdoing and helping them in their personal development linked to the issue. To achieve this, RJ draws on four foundational principles, namely, making inclusive decisions (involving all parties of a specific case), active accountability (wrongdoers must take responsibility for their actions and make amends), repairing harm (focus on reparation in order to encourage wrongdoers' learning and personal growth), and rebuilding trust (in order for wrongdoers to regain the trust of the harmed parties).

At the university level, RP has been used to mediate issues of student misconduct. The literature shows different ways in which RPs have been constituted at universities, such as small groups mediated by an RP practitioner, using RP committees, or RP circles (Karp, 2019, p. 32). The implementation of these structures is context dependent. Thus, in our context, it will be necessary to make an inclusive decision as to how the processes are mediated, which considers the voices, views, and perspectives of all stakeholders at the institution.

Whatever the formal structure that will be implemented, Karp (2019, p. 12) identifies four principles that underpin successful RPs. The first is inclusive decision-making, which opens the space for all parties to voice their feelings, articulate the harm caused, and which sanctions are needed to repair the harm. Through negotiation, an inclusive decision is reached. The second principle is active accountability, which means that the person or persons who are responsible for the harm must take active responsibility for their actions. This challenges the passive role that students may play in current structures where they receive a specific punishment linked to their transgression, as well as the view that only the student is responsible for the harm caused. Thus, it meets "the needs of productive community accountability" (Cullen, 2022: 53). Furthermore, by incorporating the students' voices and opinions on how to address the situation, they are more likely to adhere to the decisions made as they may feel less coerced or that the punishment is arbitrary, thus developing self-regulation through the process. The third principle focuses on how to repair the harm done, and this situates the problem rather than the person as the issue that needs to be addressed. This allows for the student to be reintegrated into the academic community. However, the process does not stop there, and this leads to the fourth principle, which is rebuilding trust.

After a student has committed an offense, the part of the community affected by the student's actions may feel hesitant to trust that person again. However, it is integral that the student is reassimilated into the community, and as such steps to rebuild trust are of the utmost importance. This can take many forms,

allowing for educational experiences, discussions, resource sharing, and harsher punishments as possible ways to rebuild trust.

In practical scenarios, RP could be applied as follows:

4.1 Scenario #1

Bill is enrolled in Engineering I, an extremely difficult course that requires careful listening and reading of material and thereafter thorough application to master the content. With the rapid move online, Bill is overwhelmed when he opens the course site—his lecturer has added many readings—much more than was ever mentioned or referred to during inperson classes, as well as videos to watch and lectures to listen to.

Also, new on the platform are weekly quizzes that they did not do during in-person classes. Each quiz has several readings, videos, and lectures attached to it, and the quiz is only available until the end of each week.

Bill reaches out to some of his classmates to find out how they are coping and find out they are also overwhelmed by the amount of work they need to do. They decide to divide the work and they will help each other out during the online quizzes to get through all the work on time.

After some time, their lecturer notices that they login and do the quizzes at the same time and that they score the same marks. The lecturer calls them in and accuses them of collusion.

4.2 RP application to scenario #1

With this situation, both parties—the lecturer and the students—would have an opportunity to voice the harms that they feel has been caused to them. In the case of the lecturer, it could be that these instances of collusion diminish the value of the course or that all assessments completed, thus far needs to be scrapped to ensure that the course adheres to the accepted standards, which might mean that the lecturer will have to develop new assessments or that the students' actions negatively affect the rest of the class. The students would also have an opportunity to elaborate on the harm that they feel has been caused to them, such as unreasonable workload and deadlines. Thereafter, with the help of an RP practitioner, a way forward is conceptualized, with both parties being held accountable for their contribution to the current problem, as well as both parties working together to repair the harm caused. The fourth step would be to rebuild trust for readmission into the community.

For this, the lecturer might send out an announcement on the learning management system (LMS) to apologize for the hectic schedule and workload as well as suggest a new, less intense schedule. However, further steps might be necessary to transform the course in future offerings. In such an instance, the academic in whose course this happened should restore trust in their practices by evaluating their curriculum and reducing workload in order to create a more balanced and manageable course for students. A possible practice to keep in mind for such scenarios is to constitute a student curriculum review team (SCRT) (Hsih et al., 2015) for that course with the student(s) who were dishonest in the course as part of the SCRT to help redesign the curriculum.

From the student's perspective, the students may need to apologize to the class and perhaps host a seminar on the difference between collaboration and collusion, outlining when it is acceptable to work together and when it is not acceptable.

4.3 Scenario #2

Sandra is struggling with her chemistry course and needs to achieve at least 65% to get into the study program she is interested in. The course has a low pass rate and has been identified by the institution as a bottleneckcourse. She is worried that she will not be able to get the desired marks to progress. However, she found an easily accessible tutoring site online that helps her to study. She can answer questions linked to her course andsomebody checks it for her and gives her feedback. They even help us during online exams, where

they check the answer we wrote and tells us if it is correct or incorrect. This takes some of the pressure off the exam, as she can rework an incorrect answer before submitting the exam.

4.4 RP application to scenario #2

Through the RP approach, Sandra is first made to understand why a behavior that is acceptable during term time (learning through seeking help) is not acceptable during the examination. During the session, the lecturer will outline the harm caused by her behavior— affecting the validity of the exam and online examination practices at the institution. Sandra will also receive an opportunity to explain why she has taken this approach and perhaps touch on how this being a "gatekeeping course" with a poor pass rate has spurred on her decision to make use of the tutoring site during her online exam as she needs to do well to get into her desired program, which affects her bursary. Thus, her motivation for dishonest practices is linked to institutional and financial pressures. Again, in this way, both parties acknowledge their role in the situation. Based on this and mediation by the RP practitioner, sanctions can be put in place and a reintegration back into the academic society can be initiated.
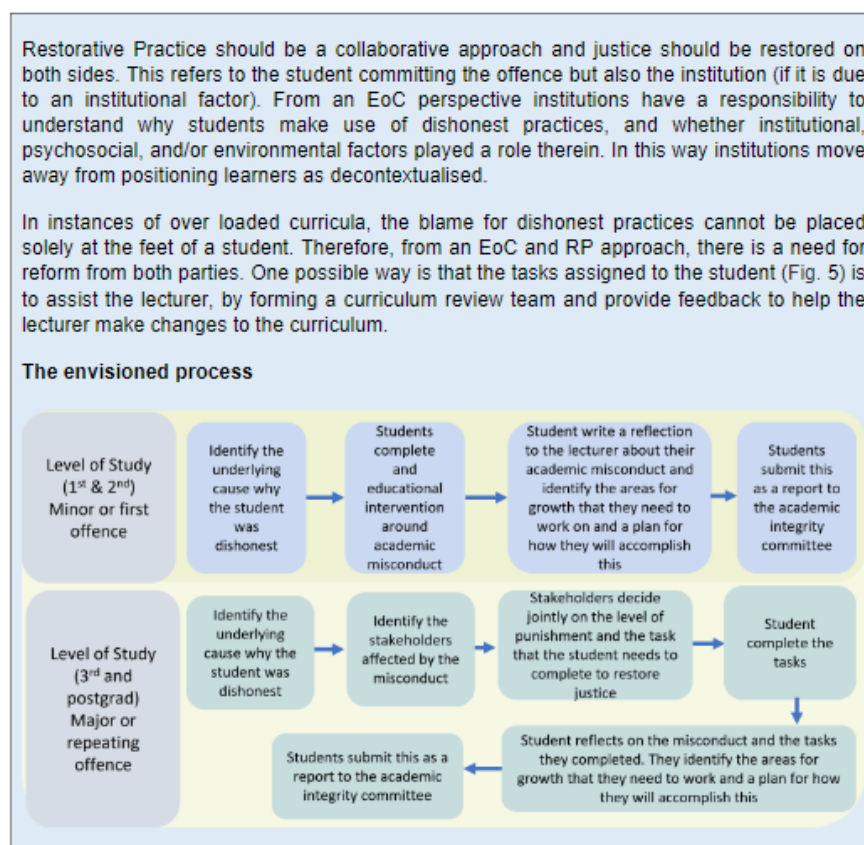

Figure 7: An outline of the envisioned process for academic misconduct through the lens of EoC and RP. EoC, Ethics of care; RP, restorative practice.

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Regarding RP, institutions have the responsibility to prepare and support students in various ways to help build practices of academic integrity. Thus, institutions should consider the effect of the following factors on academic integrity/misconduct.:

- Workload
- Digital literacy of students
- Information literacy
- Student Support available
- Academic integrity training
- Student background and identity
- Access to devices, data and electricity
- Fear of failure and mark driven culture
- Power relations between staff and students

Questions to consider

- In what ways can a restorative practice approach meet the disciplinary needs of staff and students at the institution?
- Can restorative practice be used to transform current practices at the institution, and make the institutional setting more conducive for students to act with integrity?
- Would restorative practice be a fairer and more measured response to issues of misconduct at your institution?
- How can 'guilty' parties rebuild trust and be reintegrated into your academic community?

5 The first step

The first step the authors of this chapter took to move closer to building a community of academic integrity and ideas unpacked in the chapter was to use EoC and RP as lenses to develop educational support. This awareness-raising and learning experience was aimed at the 7000 incoming first-year students. According to Zhao and Sbaffi (2022), most academic integrity courses tend to be defined by the definitions of academic dishonesty and use a harsh tone to discourage students from dishonest practices rather than focusing on students' understanding of the concepts of academic integrity and providing them with the experience to the practice. In our roles as course developers, we made use of the deep and meaningful learning (DML) design framework, which aligns with the EoC we have unpacked earlier in this chapter (Fig. 6). Integral parts of this framework are real-world learning and authentic assessment. In our design, we made the concept of academic integrity more practical to help students internalize what they learn, as well as apply and discuss with friends in order to come up with a collective understanding of what it means to have academic integrity. We envision that this course would also be used as an educational intervention for students who committed a first or minor offense (Fig. 5).

Figure 8: The deep and meaningful learning design framework (van As et al., 2023).

The next step is to send students the reflective survey to check in on their understanding of academic integrity and whether they have had any challenges or difficulties applying the principles of academic integrity, as well as to reflect on their own academic integrity abilities. This also serves as a reminder to students about the importance of academic integrity.

The DML framework is an approach that is easily adoptable in the blended and online environment with the aim of fostering an online community, enhance student motivation as students can see how what they are learning applies to the real world, and internalize the information. They also develop competence as students reflect, share experiences, and direct their own learning.

Using the DML framework means that there are multiple practical tasks for students to apply, search for their own meaning, collaborate, reflect, and think about how it applies to the real-world. The regular feedback that is built in is not just from academics but thinking about activities where students can provide each other with feedback, constantly as this helps them see where they need to grow.

6 Conclusion

Academic integrity is ingrained in the fiber of the academic project and therefore should not be considered independently but as part of the bigger project of reshifting institutional culture to one of learning excellence.

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This means we should take a hard look into how we approach curriculum practices, assessment, and teaching (which should be more focused on learning), as well as our administration and support that we provide. As many of these institutional practices have a direct impact on students' academic integrity and dishonesty, we should therefore consider how we could build competence around academic integrity into our organizational culture and actively work on promoting this culture through multiple avenues.

The driving force behind this should be the EoC as we have a responsibility to our students to address their needs and to support them through their learning journey. As part of this care, we need to critically reflect on our current academic integrity practices, policies, and systems and consider the RP approach rather than vilify our students as this does more harm to the student, the institution, society, and future employers. This is because it does not help them to build values and competence, which they would require to be fully fledged employees and citizens but rather breaks down confidence and identity. Using the RP approach helps them to rebuild trust, competencies, and values that they require. It also helps them to regain confidence and teaches them the value of caring for others, as part of the hidden curriculum, which transcends into the values that employers require from their employees. As such, academic integrity should be considered as a 21st century skill in its own right.

In addition, we need to rethink our teaching of academic integrity courses and it should not be focused on the violations but focus on building the competencies and values that are required of students both explicitly and implicitly. Using a DML approach is valuable here as it allows students to practice, share, reflect, and internalize what they have learned rather than just memorizing without applying. So, using context and changing culture and curriculum (Fig. 2.4) will help HEIs to build an academic integrity culture, which could enhance learning excellence and implicitly teach the individual to competencies of academic integrity. Therefore, using EoC and RP as part of our learning excellence strategy and our thinking around creating a culture of academic integrity can be a step in the right direction to reimagine HEIs for a post-COVID-19 "new normal." Therefore, we hope that this chapter helps the audience to think about academic integrity and how EoC and RP can be used in their setting to change, culture, curriculum, and context.

Endnotes

1. In the South African Context, first-generation students usually refer to Black African students who are mostly non-English speakers, mostly come from rural or township areas (lower socio-economic background), and whose parents are underemployed or unemployed. These students also usually come from poorly resourced and equipped schools **(Motsabi et al., 2020).**
2. The decontextualized learner refers to the view that students enter tertiary education separated from their historical, cultural, language, literacy, and discoursal backgrounds. Institutions who view students as decontextualized have a tendency to label students as deficit and place the onus of poor performance and throughput rates as a fault of the student **(Boughey and McKenna, 2016).**

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