_____

PREP WP1: 1.2 DELIVERABLE: EU BEST PRACTICES

Uppsala University, Sweden

Uppsala University (UU) strives to be a meeting place for knowledge, culture and critical dialogue for world-leading research and first-class education of global benefit to society. Our mission is to gain and disseminate knowledge for the benefit of humankind and for a better world.

The University was founded in 1477, making it the oldest university in Sweden and the Nordic countries with a living cultural environment and fantastic student life. There are over 50,000 students at Uppsala University and 6,500 employees, who are seen, heard and make their mark in Uppsala and elsewhere in Sweden and the world.

The University has a strong research focus, to which all nine faculties contribute within both pure research as well as within innovations. The world-leading research and first-class education pursued benefit society, business and culture on a global level.

Internationalization is a cornerstone of Uppsala University. We engage in and value international collaborations and exchange, actively promoting integration of international perspectives in all activities.

UU is characterized by openness, diversity and breadth. Our educational offer includes a broad range of courses from undergraduate to doctoral level, international Master's programmes, high quality PhD programmes, and lifelong learning through continuing, further education and professional development.

Education at Uppsala University is characterised by its association with research. Students acquire up-to-date knowledge as well as the skills and capacity for independent and critical thinking. Highly qualified teaching staff is responsible for the pedagogical quality of education and for ensuring that the education we offer is grounded in scientific and scholarly progress. Together, teachers and students take shared responsibility for creating learning environments characterized by active student participation and engagement.

Furthermore, students and academic staff take shared responsibility for ensuring that the ethical aspects of all educational offerings are illuminated.

Does your university offer an academic writing course as a mandatory subject? Please indicate the level(s)?

The university trains students in academic writing within all the disciplines and education programs. The staff in the programs train students in different academic styles of writing, their goals of the student's learning outcomes differs and therefore the training differs as well. In the faculty of science and technology the focus is on laboratory journals, reports and scientific papers, in the disciplines of social sciences and humanities the focus is on description and analysis, critical thinking and discourses, in the form of pm, essays and papers.

Most of the programs invite the fresh students to take part of quite ambitious Welcome-programs during their first weeks at the university. The Welcome-program consists of introduction to the study program, what it means to study at a university, lectures on generic skills and effective study skills etc.

At the end of the bachelor or masters programs the students have to finish an individual thesis. Before this course many programs train the students in methodologies, including academic writing. The

thesis, especially on undergraduate level should be seen as a the culmination of a continuous development of students' writing skills, having gone from small papers to a full thesis.

Is the teaching of the course centralised in the whole university or it differs from faculty to faculty or within the programs?

The policy document Teaching and Learning at Uppsala University, Guidelines for Educational Activity and Development is an important document that has been developed in collaboration between staff from all faculties and the students. It contains recommendations on what the staff' and the student's responsibilities are in teaching and learning. Here are some examples from the policy:

1.2. Activity-Promoting Forms of Teaching

The University's Role	**The Students' Role**
1.2.3. Recurring oral and written skills training will be included in the education programme.	Make use of opportunities for oral and written skills training.
Executive responsibility: The Director of Studies or other Educational Coordinator *Enabling responsibility:* The Chairperson of each faculty board	In case of difficulties with these skills, contact the course coordinator or the equivalent, and make use of available resources such as the Student Health Centre's courses and the Language Workshop.

585841 EPP-1-2017-1-GE-EPPKA2-CBHE-SP INTEGRITY: EU PARTNERS
_____

PREP WP1: 1.2 DELIVERABLE: EU BEST PRACTICES

1.5. Collaboration Between Teachers and Students

The University's Role	The Students' Role
1.5.2. New students, both those enrolled in campus courses and those taking distance courses, will be given an introduction that provides information about the organisation and demands of university studies, to help them develop good study habits and the ability to seek and evaluate information independently, early on in their studies. This information will also make clear the students' role under these guidelines, in order to emphasise the importance of cooperation between teachers and students, as well as to facilitate students' taking responsibility for their own studies. In this connection, values and norms must be highlighted and discussed so that they become available to all students. _Executive responsibility:_ The teacher and the Study Counsellor _Enabling responsibility:_ The Chairperson of each Faculty Board and the Head of the Student Affairs and Academic Registry	As new students, acquaint themselves with what university studies entail by taking in the information provided in the introduction and, as necessary, making use of resources such as courses in study techniques, information literacy and study counselling. Experienced students have a responsibility to participate in the reception of new students.

Is there any centre for academic writing support services at your university? List the services offered by the centre?

Uppsala University have a Language Workshop Centre

The Language Workshop is free of charge and available to all students on the undergraduate and master's levels, as well as to PhD students. They offer consultations about written and oral presentations on an individual basis in both Swedish and English. All tutors at the Language Workshop have extensive experience in teaching academic writing and speech in different academic disciplines.

Furthermore, tutors teach at the university and have different areas of expertise, including Swedish as a second language, English for international students, dyslexia, and study technique.

The Language Workshop also offer guidance to departments, faculties and other units at the university regarding the development of students' communication training. Current collaborations include for example the Department of Pharmacy, where tehy offer lectures about academic writing and support the students in their writing.

Language Workshop Centre Activities:
- C. 1000 consultations per year (and the number is growing)
- Collaboration with various faculties and educational programs
- Language workshops on location at Blåsenhus, BMC, Ekonomikum, and the Ångström Lab
- Lectures about academic writing for both students and teachers

PREP WP1: 1.2 DELIVERABLE: EU BEST PRACTICES

The university Library also gives support for students, called Searching, Collecting and Critical Thinking. The librarians hold courses, workshops and individual supervision to the students. In addition to specific courses including e.g. citing tools (Zotero), the courses also train students' e-learning capacity.

What learning management system does your university use? How long have you been using it and what was the main reason for choosing that specific system?

The LMS at Uppsala University is at the moment The Studentportalen, a self-developed LMS that has been evolving year after year. It has been found to be too expensive and complex to run for a single university. The university has recently decided on buying a LMS from a larger company.

During one and a half years the university has invited several LMS companies to Uppsala to compare, value and select the best one, for our needs. IT-specialists, experts in higher education, teachers, students and administrators have been involved in this process. More than 200 persons have had the possibility to listen to presentations, try out different LMSs and give their voice during the procurement. Finally we decided on the Blackboard LMS. The university IT-specialists and education developers are, at the moment, learning the system and during spring semester 2018 we are running pilot courses on the LMS and we are going to launch the LMS to a few departments. In the coming year we are going to instruct the university staff of how to use the system.

One of the main reasons for changing to a new LMS is that the Blackboard is state of the art and that it seamlessly can incorporate tools that are useful form administrative as well as pedagogical purposes, for blended learning, on-line courses and MOOC-like courses.

Which plagiarism detection tool is used at our university? List main advantages of using the selected tool?

Uppsala University uses Urkund since many years. The collaboration between the company and the university works very well. Our staff are very happy about the tools integration into our LMS.

When the students hand in a written text it goes to the Urkund services and matches any text that are the same as in other published texts. Urkund spots identical text already published on the net and gives the teacher a good report on the sources of the matching texts etc.

The major advantages of using Urkund are that the teachers don't have to worry about manually checking of plagiarism and that the students are aware that their texts are run through the Urkund text matching procedures.
The staff train the students and give them assignments that involves knowledge about academic integrity and plagiarism, what is tolerable and what is not. The Urkund handbooks, for staff and students, are well distributed to staff and students.

What is the policy of using e-learning elements in teaching processes (courses, modules, etc.)? Is it an obligatory for some courses and who decides in which classes the elearning module should be implemented?

All courses at Uppsala university uses the LMS for administration of students, groups, information, communication, and marking. The LMS is communicating with the grade reporting system Ladok. Text with example from the policy document Teaching and Learning at Uppsala University:

585841 EPP-1-2017-1-GE-EPPKA2-CBHE-SP INTEGRITY: EU PARTNERS
_____

PREP WP1: 1.2 DELIVERABLE: EU BEST PRACTICES

1.2. Activity-Promoting Forms of Teaching

The University's Role	The Students' Role
1.2.4. Appropriate information and communication technology will be used when this favours students' learning or facilitates communication between students or between students and teachers. _Executive responsibility:_ The teacher _Enabling responsibility:_ The Chairperson of each faculty board	With the aid of University courses in information technology, learn and apply the information technology used in teaching and communication with teachers and fellow students.
1.2.5. Provide a good, department-linked infrastructure in library access, premises and time-tabling that facilitates student-activated forms of teaching. The University's internal IT structure will be continuously expanded in collaboration with teachers and students, in order to facilitate administration and teaching. _Executive responsibility:_ The Chairperson of each faculty board _Enabling responsibility:_ The University Director and the Chief Librarian	

**Which office is responsible for providing training for academic staff in terms of using blended learning methods or plagiarism detection tools? What are the services they offer to the faculty?**

The unit for Academic Teaching and Learning in the Division for quality enhancement. The unit supplies courses for teaching and supervising staff. Some of the faculties have their own units for teaching and learning, i.e. the Faculty of Science and Technology. The staff is trained in all aspects of assessment including deterring cheating and plagiarism.

**Please describe the student support (academic and other) services you have supporting academic integrity. Which department is responsible for this component and what is the frequency of services and events in this regard?**

Academic integrity is given as part of courses given to the students by the university library. These courses train the students in correct reference styles, citations, critical review of articles and texts, and academic integrity. There are films publicized on the library web site.

The teachers also inform the students on academic integrity in their own courses. Many departments describe on the web sites and in the study information to the students of the rules of cheating and plagiarism.

PREP WP1: 1.2 DELIVERABLE: EU BEST PRACTICES

PR Campaign:
What is the "PR campaign policy" against plagiarism at your university?
How the policy is reflected in the curriculum and what are the sanctions you use in case
of plagiarism?

Uppsala University describe a policy in "Routine for dealing with suspected deceptive conduct in examinations":
http://regler.uu.se/digitalAssets/304/c_304855-l_1-k_deceptive-conduct-in-examinations.pdf

> "It is a matter of quality and legal consistency for Uppsala University to have clear routines both to prevent cheating among students and to deal with cases of suspected cheating. "
> "The rationale for establishing a common routine for the whole University is that all students, as far as possible, should have the same information about current regulations and be treated equally, regardless of their department or faculty."
> > Citations from the document

The document describes the routines to be followed by all staff if they "suspected deceptive conduct in examination". The staff should report to the head of the department and then, if he/she finds the suspicion well grounded, reports to the university disciplinary board. A student found guilty to cheating or plagiarism can be suspended from studies for up to six months

According to your experience, what are the key messages that best inform students about plagiarism (informational meetings, small videos … etc.).

The best way to inform the students about plagiarism is to give them information and training in what plagiarism really is, in concrete terms, and also to train them in generic skills early in their studies to give them control over academic writing and the skills.

University policies and resources:
Please describe main aspects of the plagiarism policy at your university.

The staff are informed to follow the routines mentioned above. The university is at the moment writing a handbook on how to deter plagiarism, much inspired from collaborations with Jude Carroll and her book A Handbook for Deterring Plagiarism in Higher Education. The plan is to launch the handbook in summer 2018.

Other strategies, mechanisms, and practices the University has in place. Please describe
The staff at the Unit Academic Teaching and Learning is inspired by the work by Soja Bjelobaba at Gothenburg University, Sweden, and by a MOOC; Academic Integrity: Values, Skills, Action, The University of Aukland.

We are planning to develop an on-line course on Academic integrity. When the course is on-line the students can take it and when finished they get a certificate which they can bring to the teacher of the course that requires that from the students. In that way the university has fulfilled a part of informing the students. It is then up to the teachers to train the students even more in generic skills and understanding of what academic integrity is all about.