Details of the funded projects:

Institution: Trinity College Dublin
Project ID: TCD20231
Award Amount: 47,045
Lead researcher: Dr Andrew Gibson
Title: A Cost-Benefit Analysis of using the ICAI-McCabe Survey to Measure Beliefs and Knowledge about Academic Integrity in Irish Higher Education
Brief outline of the project: For those working and studying in Irish higher education, the rapidly expanding range and types of academic misconduct are prompting renewed institutional and sectoral efforts to safeguard academic integrity. Central to dealing with such a critical topic is understanding what those working and studying in Irish higher education know and believe about academic integrity. This project will evaluate the challenges, costs, and benefits of adapting the ICAI-McCabe surveys of faculty and student attitudes and beliefs about academic integrity for use within the HEI sector in Ireland.

Institution: University College Dublin
Project ID: UCD20231
Award Amount: 60,000
Lead researcher: Prof Marie Clarke
Title: Assessment Identity, Academic Integrity and Ethical Practice
Brief outline of the project: The challenges faced by higher education institutions in transiting to online teaching and assessment during COVID-19 is well documented in both the international and Irish context. Evidence is a critical component in the development of new approaches in changed contexts and this requires institutions to revisit assessment discourses and reflect on the structural and contextual issues that impact on assessment, academic integrity and ethical practice. This study using a research evidential base will form part of an institution wide focus on reframing assessment and addressing the issue of academic integrity and ethical practice.

Institution: Dublin City University
Project ID: DCU20231
Award Amount: 35,500
Lead researchers: Dr Monica Ward and Dr Fiona O'Riordan
Title: Interactive Oral Assessment: A model for robust and authentic assessment design
Brief outline of the project: This project will evaluate a model being used in DCU to support a robust and evidence-based assessment method to promote academic integrity – Interactive Oral Assessment (IO). IOs are a fair, reliable and viable alternative to traditional assessment. In collaboration with Griffith University, DCU have successfully adapted the framework designed and tested by Griffith University to successfully roll out IO across the DCU. In this project we will use research, and the experience of using IO in DCU, to develop a model which can be used in other innovative assessment methods to promote academic integrity being considered by Higher Education Institutions (HEI).

Institution: Technological University Dublin
Project ID: TUD20231
Award Amount: 49,976

Lead researcher: Dr Jen Harvey
Title: A programme-based approach to building authenticity into Assessment and Feedback processes through consultation with Professional and Regulatory Bodies
Brief outline of the project: Working in consultation with Professional Statutory and Regulatory Bodies (PSRBs), academic teams, and students, the project aims to develop a sustainable approach to embedding authenticity within Assessment for/of and as learning processes across a programme. Aligning to the TU Dublin Authentic Assessment Framework and its four dimensions of Realism, Cognitive challenge, Critical reflection and Feedback processes, the proposed work develops the concept of a programme-based Continuum of Authenticity (National Forum, 2019). The project aims to collaboratively design a mapping tool and associated policy that will guide and inform the incremental development of authenticity across a programme from a student's early engagement with the profession in first year to the successful completion of their final year and transition into their career of choice.

Institution: University of Limerick
Project ID: UL20231
Award Amount: 54,736
Lead researcher: Dr Sinead O'Sullivan
Title: External Peer Review of Assessment
Brief outline of the project: The higher education landscape has changed significantly with the introduction of a broadening range of programmes and award types and multiple forms and settings for assessment. The ExPERa project which is a collaboration among the Quality Officers Group of the IUA aims to review the purpose and practice of external examination of taught programmes across nine-degree awarding bodies with a view to informing future practice. The project will examine the alignment between the purpose of external examining of taught programmes as set out in quality assurance policies and procedures with the experience of external examiners and academic staff and will : 1) Examine the role of external examining and external examiners across the participating Universities; 2) Evaluate the alignment of the role of external examiner with the intended purpose of the examiner role, as outlined in institutional polices; 3) Explore ways to develop further the role of external examination to have a greater focus on quality enhancement while preserving the integrity of assessment and academic standards.

Institution: Maynooth University
Project ID: MU20231
Award Amount: 32,505
Lead researcher: Dr Susan Gottlöber
Title: UDL designed authentic assessment as preventative measure of Academic Misconduct
Brief outline of the project: This project aims at investigating the importance of using UDL principles for designing authentic assessment. Planned as a staff-student partnership students organised into focus groups, the PI, and a research assistant will investigate the importance of the combination of UDL principles and authentic assessment as a preventative measure against Academic misconduct. Participants will be chosen from a variety of backgrounds, including students who have had experiences with academic misconduct investigations. While not solely intended for the humanities, the focus of this case study will be on the humanities as traditionally heavily text-based and thus less likely to use authentic assessment.

Institution: Hibernia College
Project ID: HIB20231

Award Amount: 34,250
Lead researcher: Dr John Meegan
Title: To investigate the use of technology-enhanced simulation as an integrative authentic assessment approach on a blended learning professional programme.
Brief outline of the project: This project will design and investigate the use of a technology-enhanced simulation as an integrative authentic assessment approach on a blended learning professional programme. The Hibernia College School of Education (SOE) academic team, the Digital Learning Department (DLD) and the Department of the Registrar will design and implement a technology-enhanced scenario-based virtual site of practice (VSoP), to support the assessment of programme learning outcomes on a professional programme. This simulation will act as a bridge between assessed experiences in real sites of practice and academic and professional studies. It will provide learners with the opportunity to develop skills and competencies prior to entering the placement setting. Learners will be assessed on these skills in a simulated environment, enabling consistency, efficiency and transparency in assessment practices.

Institution: Atlantic Technological University
Project ID: ATU20231
Award Amount: 59,651
Lead researchers: Dr Cormac Quigley and Dr Etain Kiely
Title: Real Exploration of Assessment and Learning (REAL) using Sophisticated Toolkits across NFQ levels.
Brief outline of the project: This multidisciplinary collaborative project (3 Irish and 1 Canadian University) will develop an innovative STEM assessment toolkit to provide immediate, adaptive and detailed feedback. The open-source sophisticated assessments developed will provide reliable and authentic learning opportunities. Learners will analyse their real-world measurements, collected themselves in STEM investigations across NFQ levels. Using algorithmic correction rather than fixed answers allows for feedback on validity of technique rather than absolute correctness. This free assessment resource integrates within VLE environments and scales to large groups and multiple device formats. Captured data enables learning analytics research and insights into learner skills development across NFQ levels.