**Keynote abstracts:**

**Elisabeth Bik:**

Double Trouble: Inappropriate Image Duplications in Biomedical Publications

**Abstract:** Science builds upon science. Even after peer-review and publication, science papers could still contain images or other data of concern. If not addressed post-publication, papers containing incorrect or even falsified data could lead to wasted time and money spent by other researchers trying to reproduce those results. Several high-profile science misconduct cases have been described, but many more cases remain undetected. Elisabeth Bik is an image forensics detective who left her paid job in industry to search for and report biomedical articles that contain errors or data of concern. She has done a systematic scan of 20,000 papers in 40 journals and found that about 4% of these contained inappropriately duplicated images. In her talk, she will present her work and show several types of inappropriately duplicated images and other examples of research misconduct. In addition, she will show how to report scientific papers of concern, and how journals and institutions handle such allegations.

**Lex Bouter:**

Why Research Integrity Matters and How It Can Be Improved.

**Abstract:** Scholars need to be able to trust each other, because otherwise they cannot collaborate and use each other’s findings. Similarly trust is essential for research to be applied for individuals, society or the natural environment. The trustworthiness is threatened when researchers engage in questionable research practices or worse. By adopting open science practices, research becomes transparent and accountable. Only then it is possible to verify whether trust in research findings is justified. The magnitude of the issue is substantial with a prevalence of four percent for both fabrication and falsification, and more than 50% for questionable research practices. This implies that researchers regularly engage in behaviours that harm the validity and trustworthiness of their work. What is good for the quality and reliability of research is not always good for a scholarly career. Navigating this dilemma depends on how virtuous the researcher at issue is, but also on the local research climate and the perverse incentives in the way the research system functions. Research institutes, funding agencies and scholarly journals can do a lot to foster research integrity, first and foremost by improving the quality of peer review and reforming researcher assessment.

**Sarah Eaton:**

Comprehensive Academic Integrity: Academic Ethics in a Postplagiarism Age

**Abstract:** If you think academic integrity is only about student conduct, you may be living in the past. In this opening keynote, Dr. Sarah Elaine Eaton, provides insights from the latest research around the world that shows how academic and research integrity include, and extend student conduct. She’ll bring insights from the *Handbook of Academic Integrity* (2nd ed.), which shows how our understandings of academic integrity in school provides a foundation for ethical decision making beyond the classroom. She’ll also talk about how artificial intelligence is challenging historical notions of plagiarism and set the stage for important conversations that will happen throughout the conference.

**Serge Horbach:**

Generative AI, Research Integrity and Scholarly Publishing: Balancing Technological Potential and Ethical Concerns

**Abstract:** The rise of generative artificial intelligence (AI) represents a crucial juncture for scholarly publishing, where innovation meets integrity. This talk explores the transformative potential of generative AI, addressing both novel concerns and promising opportunities. At its core, generative AI accelerates research processes by automating content and idea generation, data analysis and research visualisation. Concerns have been raised about the use of this potential for malicious rather than legitimate purposes. This is just one of a number of complex considerations. Finding the right balance between efficiency and the principles of 'slow science'; between transparency and automated black-boxing; and managing issues of diversity, equity and accessibility are other dilemmas that require careful calibration. While these issues have generated considerable discussion, other pertinent questions have remained somewhat under the radar. This talk will explore some of these, including the consequences of entrusting fundamentally social processes within scholarly publishing to automated digital tools, and the implications of generative AI for the political economy of scholarly communication. Ultimately, this talk invites discussion about a well-calibrated integration of generative AI into scholarly publishing that recognises the synergy between technological progress and ethical considerations.

**Phil Newton:**

What Does ‘Academic Integrity’ Mean in the Era of ChatGPT? A Pragmatic View of the Evidence.

**Abstract:** ChatGPT and similar tools have attracted widespread media attention for their apparent ability to pass University assessments. But what does the evidence actually show? Can they pass? How well do they perform? Does the evidence mean we need to change the way we design our assessments? What does it mean for our definitions of Academic Integrity, and even the future of Higher Education?

**Ann Rogerson:**

The Importance of Understanding Disciplinary Norms and Transitions for Assessment and Educational Integrity

**Abstract:** There are difficulties in applying a ‘one size fits all’ approach when it comes to understanding how irregularities in assessment submissions appear in different disciplines, which complicates training staff in detecting breaches of academic integrity policy. There are also complications when students arrive in higher education through a variety of streams. Firstly, assessments take different forms such as the differences between calculations, essays, reports and creative tasks. Secondly, some indicators and irregularities for a particular assessment type (for example written reports or reflections) may look quite different and may vary depending on the discipline or outcome being assessed while in essence be considered as a single assessment type. Finally, students’ prior education experiences will impact how effective their transition is into meeting the expectations of higher education institutions. This presentation discusses the importance of understanding disciplinary norms when determining if a submission may be the result of work not genuinely authored or attempted by a student. Further, some strategies are presented around drawing on the inherent skills in our subject matter experts to improve assessment design and detection by building confidence in individual expertise and experience, while accommodating the transitional experiences of students.