* With increased flexibility, globalisation and distance or blended education options, most institutions operate in very different climates and cultures from the US institutions that have a long-established culture of honour codes and societies.
* Macdonald and Carroll (2006) argue that communication about academic integrity needs to be systematic and integrated into university teaching
* La Trobe University, in 2009, did not have a systematic means to educate students about academic integrity; arrangements were ad hoc, with information and inconsistent guides scattered across the University. Furthermore, citation guides were localised and the number of styles prescribed by Faculties nearly equalled the number of disciplines. It was possible for first year students to be required to master three different citation styles, depending on their subject selection.
* McCabe, Klebe, and Butterfield (2001), drawing on a decade of research on cheating in academic institutions, state the best way to impact student behavior is through institutional academic integrity programs and policies (for example, honor codes)
* Park (2004) details an institutional framework approach to plagiarism at Lancaster University, where the emphasis is on prevention and education, rather than punishment.
* Stephens and Wangaard (2016) describe their face-to-face academic integrity course, which is structured as a dialogue between teacher and students.
* Beyond stand-alone academic integrity courses, another alternative is course-embedded interventions. Curtis et al. (2013) describe the use of an academic integrity mastery test via a module embedded into a psychology course, which improved students’ awareness of plagiarism. Lavine and Roussin (2012) link academic integrity issues to a real-world scenario related to students’ majors through a semester-long academic integrity project in a management class. While intriguing, these course-specific solutions are not ideal in developing an intervention that could be deployed in a variety of classes and reach as many students as possible.
* Online Academic-integrity Mastery Training May Improve Students’ Awareness of, and Attitudes toward, Plagiarism//GUY J. CURTIS, BETHANIE GOULDTHORP, EMMA F. THOMAS, GERALDINE M. O’BRIEN & HELEN M. CORREIA//Psychology Learning and Teaching Volume 12 Number 3 2013

The authors examined students’ awareness of plagiarism and their perception of the seriousness of plagiarism before and after completing an online academic-integrity mastery module in a psychology course. Both students’ awareness of plagiarism and their perception of the seriousness of plagiarism increased significantly from before to after completing the online academic-integrity training.

It is preferable to reduce plagiarism via education rather than enforcement (Teh& Paull, 2013), and recently online mastery assessments focused on referencing, academic integrity, and plagiarism have shown promising results in reducing student plagiarism (e.g., Belter & du Pré, 2009). Such mastery assessments involve online modules that students must complete with a high level of accuracy (80-100%) before completing written assignments (e.g., Belter & du Pré, 2009; University of Western Australia, 2012).

**An Online Tutorial vs. Pre-Recorded Lecture for Reducing Incidents of Plagiarism**

Henslee, Amber M.; Goldsmith, Jacob; Stone, Nancy J.; Krueger, Merilee

*American Journal of Engineering Education*, v6 n1 p27-32 Jun 2015

The current study compared an online academic integrity tutorial modified from Belter & du Pre (2009) to a pre-recorded online academic integrity lecture in reducing incidents of plagiarism among undergraduate students at a science and technology university. Participants were randomized to complete either the tutorial or the pre-recorded lecture and then completed an academic integrity quiz. We hypothesized that students who completed the tutorial would exhibit fewer incidents of plagiarism and complete the quiz with fewer attempts. Results revealed no statistically significant difference in incidents of plagiarism between the groups. There was a significant positive relation between the number of quiz attempts and the incidents of plagiarism (r (31) = 0.388, p = 0.03). Results suggest that an online tutorial is equally effective as a pre-recorded online lecture in addressing issues of plagiarism in the classroom. These results are discussed in the context of education strategies, intrinsic motivation, and time-saving methods.

**Using "Giving Voice to Values" to Improve Student Academic Integrity in Information Technology Contexts**

Riemenschneider, Cynthia K.; Manly, Tracy S.; Leonard, Lori N. K.

*Journal of Information Systems Education*, v27 n3 p183-195 Sum 2016

Academic integrity continues to be a concern for universities and faculty. Yet practical methods for conveying ethical behavior can be difficult to achieve. This study uses the multidimensional ethics scale to gain insight into three situations involving students. The findings from those scenarios are then framed using the "Giving Voice to Values" ethics pedagogy in order to provide common rationales given by students and to create levers or arguments that can be used to combat the rationales. The common rationales and levers provided in this study, along with the scenarios, can be used as teaching tools to promote ethical action among current students.

**Graduate Students' Experiences of Plagiarism by Their Professors**

Becker, Kimberly D.

*Higher Education Quarterly*, v73 n2 p251-265 Apr 2019

This study expands the inquiry about an egregious form of academic misconduct. Participants consist of graduate students who reported a violation of academic integrity because a professor plagiarised their academic work. Based on data collected through interviews and documents, interpretative phenomenological analysis is used to examine participants' experiences. A key research finding of relevance to Higher Education policy is: individuals in positions of authority failed to resolve the reports. This study calls for more education about authorship. Equally important, universities need clear reporting procedures and protections for students when they report academic violations.

**Experiences from Augmented Reality Trails of Integrity and Ethics to Help Students Learn Abstract Concepts**

Wong, Eva Y. W.; Law, Lisa; Kwong, Theresa; Pegrum, Mark

*Journal on Excellence in College Teaching*, v29 n3-4 p37-52 2018

The authors evaluated the effectiveness of using augmented reality (AR) with mobile technologies to help students understand the abstract concepts of academic integrity and ethics (AIE). Quantitative and qualitative data collected from student participants (N = 3613) indicate that they enjoyed the interactive AR learning activities in the Trails of Integrity and Ethics (TIEs), which were designed to help them make ethical decisions. The learning experience provided participants with motivating, stimulating, and engaging environments that are conducive to their conceptual learning of AIE by situating themselves in real-world settings.

**Academic Integrity as a Teaching & Learning Issue: From Theory to Practice**

Bertram Gallant, Tricia

*Theory Into Practice*, v56 n2 p88-94 2017

In 2008, I argued that a new approach to academic integrity in the 21st century was needed because the dominant approaches had been proven to be relatively ineffective (Bertram Gallant, 2008). This new approach, the teaching and learning approach, challenged educators to situate integrity practices within the goal of improving student learning, in essence shifting the focus from how educators could stop students from cheating to how they could ensure students are learning (Bertram Gallant, 2008, p. 112). I argued that this shift could be realized through "fostering a learning-oriented environment, improving instruction, enhancing institutional support for teaching and learning, and reducing institutional constraints to teaching and learning" (Bertram Gallant, 2008, p. 89). Although the latter 2 strategies are critical for realizing the teaching and learning approach, I do not address them here. Instead, I focus on applying empirical research to elucidate the practical methods faculty can use in the classroom to foster learning orientations and improve instruction. I will also introduce a 5th strategy of the teaching and learning approach--leveraging the cheating moment as a teachable moment. This 5th strategy is instrumental for faculty members who hope to create a teaching and learning environment in which cheating is the exception and integrity the norm.

**Who Has Read the Policy on Plagiarism? Unpacking Students' Understanding of Plagiarism**

Gullifer, J. M.; Tyson, G. A.

*Studies in Higher Education*, v39 n7 p1202-1218 2014

Research has established that the term "plagiarism" is open to different interpretations, resulting in confusion among students and staff alike. University policy on academic integrity/misconduct defines the behaviours that all stakeholders must abide by, and the parameters for reporting, investigating and penalising infringements. These definitions are the benchmark for assessing how well students understand plagiarism. An invitation to complete a survey examining students' understanding of the institutional policy on academic integrity was sent to all domestic students enrolled at an Australian university. A total of 3405 students completed the survey. The data were examined by year of study, faculty, and whether the students were studying on campus or by distance education. Findings indicate that only half of the participants had read the policy on plagiarism and that confusion regarding what behaviour constitutes plagiarism was evident. The implications of these findings are that a systematic educative approach to academic integrity is warranted.

**The Attitudes and Behaviors of Generational Students towards Academic Integrity at the Community College**

Christensen, Jeannine M.

*ProQuest LLC*, Ph.D. Dissertation, Capella University

Academic dishonesty is a problem that educators face at all levels of education. Many studies have focused on researching academic dishonesty at four year colleges and universities, ignoring the community college. The purpose of this study was to examine the self-reported attitudes and behaviors of generational students towards academic integrity at the community college. The sample consisted of three generations currently attending a large Midwest community college. In order to gain knowledge of the students' attitudes and behaviors towards academic integrity, McCabe's Academic Integrity Survey was used with a total of 1,331 completed survey questionnaires. The results of the survey indicated that all students self-reported engaging in academic dishonesty at least once and that the Millennial generation demonstrated higher self-reported cheating behaviors over that of Generation X and Baby Boom generations. Also, the findings revealed that the Millennial generation showed a less serious attitude towards academic dishonest behaviors. All generations strongly felt that the faculty members understood and supported the academic integrity policies on campus while the student support and understanding was the lowest. Additionally, all generations reported being informed of the college's academic integrity policies and learning the most from faculty members. The data indicated there were differences found in the generations' perceptions on the prevalence of academic dishonesty occurring on campus. The Baby Boom generation reported that there was less cheating occurring on campus whereas the Millennials perceived more acts of academic dishonesty acts. Overall, the findings suggest that maintaining an academically honest environment can promote academic integrity among students.

**Student Perceptions of Plagiarism Avoidance Competencies: An Action Research Case Study**

MacLennan, Helen

*Journal of the Scholarship of Teaching and Learning*, v18 n1 p58-74 Jan 2018

Student plagiarism in higher education is widespread and presents a growing concern for faculty and administrators who are intent on upholding academic integrity. However, a myopic view of plagiarism as a purely ethical issue is misguided. It is not always simply a deliberate attempt to deceive. Through the involvement of students in an introductory MBA course, this case study uses an action research approach to explore student perceptions of the challenges of avoiding plagiarism in academic writing, the appropriateness of plagiarism penalties, and the value of corrective feedback on penalty-free writing assignments. It also offers a practical example of how discipline-based faculty can incorporate plagiarism education into their curriculum.

**Academic Integrity: Preventing Cheating with the Implementation of an Honor Code**

Jowanna, Camille Burgess

*i.e.: inquiry in education*, v3 n1 Article 2 Jun 2012

The purpose of this study was to determine if implementing an honor code would diminish academic dishonesty at Tampa Catholic High School. Quantitative survey instruments were administered twice, in August 2009 and in January 2010, to measure the reaction of student and faculty participants to the introduction of an honor code. Survey responses indicated that there was a shift in behaviors towards increased academic honesty. Comparison of the first semester data over the last two years showed a 38% decrease in the number of students disciplined for academic dishonesty. Future directions to advance the school's culture of academic integrity include the organization of an Honor Council, student participation in the establishment of academic integrity policies, and faculty professional development.

**Institutional Strategies That Foster Academic Integrity: A Faculty-­Based Case Study**

Prins, Sebastian; Jones, Edward; Lathrop, Anna H.

*Collected Essays on Learning and Teaching*, v7 n1 2014

In recognition that student academic misconduct is a complex issue that requires a holistic and institutional approach, this case study explores the impact of an intervention strategy adopted by the Faculty of Applied Health Sciences (comprised of approximately 80 faculty and an average of 3,240 undergraduate students) at Brock University, St. Catharines, Ontario. In 2006, spearheaded by the Associate Dean for Undergraduate Studies, a Faculty-wide academic integrity strategic plan was designed and implemented. The plan identified 4 principles (collaboration, education, assessment, and monitoring and detection) and recommended 17 initiatives. This case study examines the impact of theses initiatives through an analysis of survey data and incidences of student misconduct cases adjudicated between 2005 and 2012 (with 2006 as the point of intervention). Data was coded and analyzed using the Welch's t-test. Results indicated that the intervention strategy led to a significant reduction in the frequency of self reported at risk behavior and the number of academic misconduct cases. This paper will report on these findings and identify the strategies that helped effect a positive change in the culture of academic integrity.

**Faculty Perceptions of Plagiarism at Queensborough Community College**

Marcus, Sara; Beck, Sheila

*Community & Junior College Libraries*, v17 n2 p63-73 2011

The researchers surveyed English and Speech &Theater faculty members at Queensborough Community College on their perceptions of and attitudes toward plagiarism. The researchers used the Queensborough Community College Academic Integrity Policy as the basis for their analysis. Based on the responses received, it was determined that 50% of the respondents did not clearly understand the institutional definition of plagiarism or academic integrity and/or did not properly apply the College's guidelines. The researchers determined there was a strong need for faculty development programming on the interpretation, use, and application of the Academic Integrity Policy at this institution. (Contains 1 table.)

**How Effective Is Honor Code Reporting over Instructor- Implemented Measures? A Pilot Study**

Barnard-Brak, Lucy; Schmidt, Marcelo; Wei, Tianlan

*Journal of College and Character*, v14 n3 p231-240 Aug 2013

Honor codes have become increasingly popular at institutions of higher education as a means of reducing violations of academic integrity such as cheating and other academically dishonest acts. Previous research on honor code effectiveness has been limited to correlational research designs that preclude the examination of cause-and-effect relationships, which can be achieved through experimental designs. The purpose of the current experimentally designed study was to examine the effectiveness of honor code reporting of academic integrity violations in view of typical consequences and the institutional context. Results of the current study suggest that the reporting of academic integrity violations according to an honor code may not be effective over and above verbal reprimand and grade penalty, which may be considered as typically faculty-implemented consequences.

**Choosing Not to Cheat: A Framework to Assess Students' Rationales for Abiding by Academic Integrity Policies**

Kolb, Kenneth H.; Longest, Kyle C.; Singer, Alexa J.

*International Journal for the Scholarship of Teaching and Learning*, v9 n1 Article 9 Jan 2015

Writing intensive first-year seminars are well situated within the curriculum to teach about issues like cheating and plagiarism. Although most research on academic integrity focuses on how--and how much--students cheat, we take a different approach. We assess whether participation in writing intensive first-year seminars produces measurable changes in students' rationales for choosing not to cheat. Relying upon data collected via pre and post-test in-depth interviews, we propose a framework to measure these changes that is grounded in students' accounts of how they negotiated real-life opportunities to cheat on campus. In general, we find that writing intensive first-year seminars produce no positive qualitative changes in students' rationales for choosing not to cheat. In the conclusion, we offer a new perspective on the possible consequences of creating "cheat proof " tests and assignments on students' ethical development.

**Evaluation of a Four-Prong Anti-Plagiarism Program and the Incidence of Plagiarism: A Five-Year Retrospective Study**

[Levine, Joy](https://eric.ed.gov/?redir=http%3a%2f%2forcid.org%2f0000-0001-7441-9064); [Pazdernik, Vanessa](https://eric.ed.gov/?redir=http%3a%2f%2forcid.org%2f0000-0001-7566-7334" \o "http://orcid.org/0000-0001-7566-7334" \t "_blank)

*Assessment & Evaluation in Higher Education*, v43 n7 p1094-1105 2018

Maintaining academic integrity and preventing students from cheating and plagiarising academic work are challenges faced by higher education institutions. These areas have become even more problematic with the growth of the Internet and readily available information, which increase the temptation for students to copy and paste information directly into academic work. Institutions have turned to various strategies to mitigate these aspects. This retrospective research study examined a four-prong anti-plagiarism programme and its impact on the incidence of plagiarism in a Post-Professional Doctor of Physical Therapy programme. The results showed that, using a combination of a structured education module related to plagiarism, Turnitin plagiarism detection software, implementation of policies and procedures, and support from the institution's writing centre resulted in significant differences in the rate of plagiarism (P < 0.001) over the five-year period. The rate of plagiarism in year 1 (0.96%) was 2.7 (95% CI, 1.4-5.3) times the rate in year 5 (0.35%, P = 0.004). The rates of plagiarism in years 2, 3, and 4 were 0.74, 0.35, and 0.30%, respectively. Using a combination of these strategies may help higher education institutions address episodes of plagiarism and improve academic integrity.

**Beyond the Web Tutorial: Development and Implementation of an Online, Self-Directed Academic Integrity Course at Oakland University**

Greer, Katie; Swanberg, Stephanie; Hristova, Mariela; Switzer, Anne T.; Daniel, Dominique; Perdue, Sherry Wynn

*Journal of Academic Librarianship*, v38 n5 p251-258 Sep 2012

Intentional and unintentional plagiarism cases occur frequently and present unique pedagogical challenges for librarians, who often are deemed responsible for ensuring that undergraduates gain a solid understanding of academic integrity issues via information literacy instruction. This article describes the process by which faculty from the Oakland University Libraries and the Oakland University Writing Center developed an online, self-directed academic integrity course aimed at reducing plagiarism on campus. Prior to this course, the library offered a substantially shorter web-based plagiarism tutorial, which was used in course instruction and the Cite Right Program, the writing center's intervention for academic dishonesty. A recent assessment of this tool revealed that it no longer addressed the needs of the campus community. To address its gaps, the library and the writing center collaborated on more substantial content, which is detailed herein. (Contains 1 table and 3 figures.)

**Instructing Students in Academic Integrity**

Craig, Paul A.; Federici, Elizabeth; Buehler, Marianne A.

*Journal of College Science Teaching*, v40 n2 p50-55 Nov 2010

Plagiarism is a great temptation to students in this digital age, in areas ranging from the purchase of term papers on the internet to improper citing of sources in reports to the inappropriate use of clickers in the classroom. The authors have explored attitudes about academic integrity among college science students using a survey that was previously published in the business literature (Allen, Fuller, and Luckett 1998). They have also given workshops and developed a number of online resources for students and faculty. From their experiences with both domestic and international students, they believe that they can help them learn to practice academic integrity by combining instruction on the proper use of intellectual property with clear guidelines in preparing course assignments and syllabi. (Contains 1 table and 1 figure.)

**Academic Integrity: A Quantitative Study of Confidence and Understanding in Students at the Start of Their Higher Education**

Newton, Philip

*Assessment & Evaluation in Higher Education*, v41 n3 p482-497 2016

Establishing a positive, proactive approach to issues such as plagiarism requires that students are equipped with the skills and experience to act with integrity, and that educators are fully aware of the attitudes and ability of students, particularly when they start university. This project used a questionnaire-based methodology to probe the attitudes, ability and confidence of undergraduates newly enrolled at a university in the UK, with a focus on concepts relating to written assignments. New undergraduates were confident in their understanding of plagiarism, yet performed poorly on simple tests of referencing. Students were generally of the opinion that academic misconduct should be modestly penalised compared to the standard penalties imposed by the UK higher education sector. Positive correlations were found between confidence, performance and recommended penalties, suggesting that confident students did better on tests of simple tests of referencing, and recommended more severe penalties for transgressions of academic integrity. These correlations were supported by findings that new postgraduates were more confident than new undergraduates, recommended more severe penalties and performed better in the simple tests of referencing. Findings are discussed in the context of educational needs identified for students, educators and institutions.

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**An Institutional Three-Stage Framework: Elevating Academic Writing and Integrity Standards of International Pathway Students**

Velliaris, Donna M.; Breen, Paul

*Journal of International Students*, v6 n2 p565-587 2016

In this paper, the authors explore a holistic three-stage framework currently used by the Eynesbury Institute of Business and Technology (EIBT), focused on academic staff identification and remediation processes for the prevention of (un)intentional student plagiarism. As a pre-university pathway provider--whose student body is 98% "international"--plagiarism is a prevalent and complex issue that cannot be solved with a single-solution response. The three stages of identification should be conceived holistically and with each stage being equally important to the assessment of student writing. It is worth noting, however, that the extent to which plagiarism is detected will determine the number of stages involved and the degree the student has transgressed. This framework emphasizes the need for, and importance of, Academic Integrity (AI), literary ownership, assessment transparency, and compatibility with partner institutions.