**Students' Perceptions of Plagiarism Policy in Higher Education: A Comparison of the United Kingdom, Czechia, Poland and Romania**

[Mahmud, Saadia](https://eric.ed.gov/?redir=http%3a%2f%2forcid.org%2f0000-0001-5133-9416); Bretag, Tracey; Foltýnek, Tomas

*Journal of Academic Ethics*, v17 n3 p271-289 Sep 2019

Students' attitudes towards plagiarism and academic misconduct have been found to vary across national cultures, although the relationship between national culture and students' perceptions of plagiarism policy remains unexplored. Student survey data (n = 1757) from the UK, Czechia, Poland and Romania were analysed for differences in students' perceptions of three specific aspects of plagiarism policy -- access, support and detail -- at their respective universities. Considered through the lens of Hofstede's cultural dimensions, the study found significant differences between the UK and the three Eastern European countries for all measures except students' awareness of the penalties applied for plagiarism. Low 'power distance' and high 'individualism' were related to positive perceptions of plagiarism policy and process. The findings suggest that institutional plagiarism policy and procedures need to be responsive to the unique characteristics of national cultural context.

**Plagiarism Policies in Iranian University TEFL Teachers' Syllabuses: An Exploratory Study**

Nushi, Musa; Firoozkohi, Amir Hossein

*International Journal for Educational Integrity*, v13 Article 12 2017

Plagiarism has been on the rise amongst university students in recent decades. This study puts university teachers in the spotlight and investigates their role in raising students' awareness about plagiarism. To that end, plagiarism policies in 207 Iranian university TEFL teachers' syllabuses were analyzed. The researchers analyzed the syllabuses to find out if they contain a plagiarism policy, and if so, how the term is defined; whether they approach the issue of plagiarism directly; if they offer students any guidelines on how to avoid plagiarism; and if the consequences of committing plagiarism are specified. The results indicated that the majority of the syllabuses (83.6%) lacked a plagiarism policy and those that did include a policy were often vague in their definition of the phenomenon. However, when there was a plagiarism policy in the syllabuses, the teachers tried to address the issue directly half of the time and offered students brief guidelines on how to avoid plagiaristic behavior, which was a small step in the right direction. It is recommended that other higher education institutions make it obligatory for their academic staff to include a plagiarism policy in their syllabuses if they wish to cultivate academic integrity in students.

**Understanding Plagiarism in Indonesia from the Lens of Plagiarism Policy: Lessons for Universities**

[Akbar, Akbar](https://eric.ed.gov/?redir=http%3a%2f%2forcid.org%2f0000-0003-2691-0996); Picard, Michelle

*International Journal of Educational Integrity*, v15 Article 7 2019

Plagiarism is viewed as a critical issue that can hinder the development of creativity and innovation in Indonesia. Thus, since the early 2000s the Indonesian government has endeavoured to develop policies to address this issue. In response to national policy, Indonesian educational institutions have made serious institutional efforts to address the plagiarism issue. Research in the Indonesian Higher education context on plagiarism has focussed on reporting prevention and mitigation efforts. However, little has been discussed about the communication of these efforts in policy across the different institutional levels of Indonesian Higher Education. This study aims at exploring the anti-plagiarism efforts by determining the main features (or discourses) reflected in plagiarism policy in Indonesian HE from national to institutional level. Two web-based resources namely the official website of The General Directorate of Research, Technology and Higher Education (retrieved 2015), and the website of Bandung Institute of Technology (retrieved 2015) were used to ascertain the most appropriate policies to include in the study. Critical Discourse Analysis (CDA) was used to reach explanatory understanding of how the policies (discursive events) demonstrate through their linguistic repetitions and other forms intertextuality, their relative positions within the Indonesian Higher Education institutional hierarchy and consequently provide some insight into the social practices and understandings of plagiarism underlying the creation of the documents. This study revealed that perhaps because of the rigid boundaries and hierarchies represented between the documents, the university policy does not show much transformation from the documents at a Ministry level, hence the definition of plagiarism remains broad and the levels of plagiarism and sanctions for plagiarism remain undefined. This can potentially lead to inconsistencies in developing effective practices preventing plagiarism.

**"It's Not Fair": Policy Discourses and Students' Understandings of Plagiarism in a New Zealand University**

Adam, Lee; Anderson, Vivienne; Spronken-Smith, Rachel

*Higher Education: The International Journal of Higher Education Research*, v74 n1 p17-32 Jul 2017

Plagiarism is a concept that is difficult to define. Although most higher education institutions have policies aimed at minimising and addressing student plagiarism, little research has examined the ways in which plagiarism is discursively constructed in university policy documents, or the connections and disconnections between institutional and student understandings of plagiarism in higher education. This article reports on a study that explored students' understandings of plagiarism in relation to institutional plagiarism discourses at a New Zealand university. The qualitative study involved interviews with 21 undergraduate students, and analysis of University plagiarism policy documents. The University policy documents revealed moral and regulatory discourses. In the interviews, students predominantly drew on ethico-legal discourses, which reflected the discourses in the policy documents. However, the students also drew on (un)fairness discourses, confusion discourses, and, to a lesser extent, learning discourses. Notably, learning discourses were absent in the University policy. Our findings revealed tensions between the ways plagiarism was framed in institutional policy documents, and students' understandings of plagiarism and academic writing. We suggest that, in order to support students' acquisition of academic writing skills, plagiarism should be framed in relation to "learning to write," rather than as a moral issue.

**Legality, Quality Assurance and Learning: Competing Discourses of Plagiarism Management in Higher Education**

Sutherland-Smith, Wendy

*Journal of Higher Education Policy and Management*, v36 n1 p29-42 2014

In universities around the world, plagiarism management is an ongoing issue of quality assurance and risk management. Plagiarism management discourses are often framed by legal concepts of authorial rights, and plagiarism policies outline penalties for infringement. Learning and teaching discourses argue that plagiarism management is, and should remain, a learning and teaching issue and press for more student-centred approaches to plagiarism management. Institutions must navigate these competing discourses in their attempts to design workable plagiarism management policies. After outlining plagiarism management contexts from the United Kingdom, Australia and Sweden to provide a sense of international work in the area, this article proposes a learner-centred quality assurance model (adapted from the work of Harvey and Newton (2004)) for plagiarism management. The proposed model refocuses on the learner and classroom practices in quality assurance processes. It offers a framework utilising learning, teaching and internal institutional research on plagiarism management to inform overall university policy.

**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

**Comparative Analysis of Institutional Policy Definitions of Plagiarism: A Pan-Canadian University Study**

[Eaton, Sarah Elaine](https://eric.ed.gov/?redir=http%3a%2f%2forcid.org%2f0000-0003-0607-6287)

*Interchange: A Quarterly Review of Education*, v48 n3 p271-281 Aug 2017

This article shares the findings of a study investigating institutional policy definitions of plagiarism at twenty English-speaking Canadian universities. The types of primary sources consulted for this study included: (1) university academic calendars for 2016-2017, (2) institutional policies on academic misconduct, and (3) student academic codes of conduct. Sources were analyzed in comparative tabular and narrative form. Results show wide variation in institutional definitions of plagiarism as a specific subset of academic misconduct. The conclusions call for a coordinated effort among Canadian universities to develop a common framework of academic integrity that includes clear and explicit definitions for plagiarism, as well as other forms of academic dishonesty, that are consistent across provinces.

**Student's Plagiarisms in Higher Learning Institutions in the Era of Improved Internet Access: Case Study of Developing Countries**

Anney, Vicent Naano; Mosha, Mary Atanas

*Journal of Education and Practice*, v6 n13 p203-216 2015

This study investigated students' plagiarism practices in Tanzania higher learning institutions by involving two universities-one public and one private university as a case study. The universities involved have honour code and policies for plagiarism detection however they do not employ software for checking students' plagiarism. The study employed qualitative research approach within the interpretive paradigm. The participants for the case study were purposively selected. Data were collected using focus group discussions and documents analysis (assignments, dissertations and proposal suspected for plagiarism). The findings indicated that plagiarism is a critical problem for the students in sampled universities as assignment submitted during the course of study contains a substantial text that was copied from other sources without acknowledging the original authors. Moreover, study findings also shows that most students had understanding that plagiarism is the academic dishonest, however, this has not stopped them plagiarizing. Factors such as the access of internet, shortage of books, student's laziness and poor academic writing skills played a key role in students' plagiarism at the two universities. Based on these results, the study recommends universities to have adequate resources in particular software for detecting plagiarism. In addition, lecturers/instructors to play their role effectively in educating students about the effects of plagiarism in academic works which to some extent will minimize the problem of direct copying and pasting other peoples' works without acknowledgment.

**Police, Design, Plan and Manage: Developing a Framework for Integrating Staff Roles and Institutional Policies into a Plagiarism Prevention Strategy**

Walker, Christopher; White, Melanie

*Journal of Higher Education Policy and Management*, v36 n6 p674-687 2014

When student plagiarism occurs, academic interest and institutional policy generally assume the fault rests with the student. This paper questions this assumption. We claim that plagiarism is a shared responsibility and a complex phenomenon that requires an ongoing calibration of the relative skills and experiences of students and staff in response to their respective personal and institutional pressures. This paper examines how teaching staff understand their responsibility in addressing plagiarism. Our findings suggest that a staff member's general understanding of their role in preventing plagiarism is related to their awareness of different contexts and sites across the institution (e.g., assessment task, course design, programme structure and institutional policies) and their ability to integrate them. Accordingly, this paper proposes a framework that integrates the differing roles of staff in plagiarism prevention and offers a stronger basis for the analysis and development of strategic action by schools and departments.

**Is It Cheating or Learning the Craft of Writing? Using Turnitin to Help Students Avoid Plagiarism**

Graham-Matheson, Lynne; Starr, Simon

*Research in Learning Technology*, v21 n1 2013

Plagiarism is a growing problem for universities, many of which are turning to software detection for help in detecting and dealing with it. This paper explores issues around plagiarism and reports on a study of the use of Turnitin in a new university. The purpose of the study was to inform the senior management team about the plagiarism policy and the use of Turnitin. The study found that staff and students largely understood the university's policy and Turnitin's place within it, and were very supportive of the use of Turnitin in originality checking. Students who had not used Turnitin were generally keen to do so. The recommendation to the senior management team, which was implemented, was that the use of Turnitin for originality checking should be made compulsory where possible--at the time of the study the use of Turnitin was at the discretion of programme directors. A further aim of the study was to contribute to the sector's body of knowledge. Prevention of plagiarism through education is a theme identified by Badge and Scott (2009) who conclude an area lacking in research is "investigation of the impact of these tools on staff teaching practices". Although a number of recent studies have considered educational use of Turnitin they focus on individual programmes or subject areas rather than institutions as a whole and the relationship with policy.

**Plagiarism in Kosovo: A Case Study of Two Public Universities**

[Shala, Sabiha](https://eric.ed.gov/?redir=http%3a%2f%2forcid.org%2f0000-0002-5170-5946); Leka, Dukagjin; Morganella, Tina

*International Journal for Educational Integrity*, v14 Article 12 2018

This article presents the current legislative and educative measures in place for plagiarism prevention in Kosovo, especially in the case of student work, and provides an analysis of the effectiveness of such measures. Two public universities are used as case studies -- the University of Haxhi Zeka and the University of Kadri Zeka -- and the research is based on the legal and policy documents enacted by the two universities, as well as many reports, scientific articles on plagiarism and HEI official websites. The issue of plagiarism has only recently become a priority in Kosovo, with many factors hindering advancement and development in this area.

**Retribution, Deterrence and Reform: The Dilemmas of Plagiarism Management in Universities**

Sutherland-Smith, Wendy

*Journal of Higher Education Policy and Management*, v32 n1 p5-16 Feb 2010

Universities face constant scrutiny about their plagiarism management strategies, policies and procedures. A resounding theme, usually media inspired, is that plagiarism is rife, unstoppable and university processes are ineffectual in its wake. This has been referred to as a "moral panic" approach (Carroll & Sutherland-Smith, forthcoming; Clegg, 2007) and suggests plagiarism will thwart all efforts to reclaim academic integrity in higher education. However, revisiting the origins of plagiarism and exploring its legal evolution reveals that legal discourse is the foundation for many plagiarism management policies and processes around the world. Interestingly, criminal justice aims are also reflected in university plagiarism management strategies. Although universities strive for deterrence of plagiarism in a variety of ways, the media most often calls for retribution through increasingly tougher penalties. However, a primary aim of the justice system, sustainable reform, is not often reported in the media or visible in university policies or processes. Using critical discourse analysis, this paper examines the disjunction between media calls for increased retribution in the wake of moral panic and institutional responses to plagiarism. I argue that many universities have not yet moved to sustainable reform in plagiarism management. (Contains 2 tables and 1 note.)

**A Bibliometric Study on Academic Dishonesty Research**

Marques, Tânia; Reis, Nuno; Gomes, Jorge

*Journal of Academic Ethics*, v17 n2 p169-191 Jun 2019

Educational policy and social sciences researchers have been studying dishonest behaviors among students for a long time. In this bibliometric study we examine the extant literature on academic dishonesty until 2017. We also analyze the specific case of the literature on plagiarism (as a specific type of academic dishonesty) since it is arguably one of the most common academic dishonest behavior. We aim at identifying the intellectual structure of the field of academic dishonesty and plagiarism. Results show that Donald L. McCabe (academic dishonesty) and Richard L. Marsh (plagiarism) appear as the most productive authors. Furthermore, Whitley (Research in Higher Education, 39(3), 235-274, 1998) "Factors associated with cheating among college students: A review", and Pennycook ("TESOL Quarterly," 30(2), 201-230, 1996), entitled "Borrowing others' words: Text, ownership, memory, and plagiarism" are the most cited publications on academic dishonesty and on plagiarism, respectively. Additionally, a strong connection between the McCabe and Treviño articles emerged from the co-citation analysis on academic dishonesty, and also a strong relationship between Pennycook ("TESOL Quarterly," 30(2), 201-230, 1996) and Pecorari ("Journal of Second Language Writing," 12(4), 317-345, 2003), suggesting that these articles are strongly connected. Results suggest that these are the most influential authors and articles of the field.

**Plagiarism in Academia**

Shahabuddin, Syed

*International Journal of Teaching and Learning in Higher Education*, v21 n3 p353-359 2009

Plagiarism sometimes creates legal and ethical problems for students and faculty. It can have serious consequences. Fortunately, there are ways to stop plagiarism. There are many tools available to detect plagiarism, e.g. using software for detecting submitted articles. Also, there are many ways to punish a plagiarist, e.g. banning plagiarists from submitting future articles for publication. In addition, scholarly journals should clearly state their policies regarding plagiarism and require authors to sign a statement indicating that their articles meet the requirements of original work. The reviewers should be supported by the journal's board and editors when they report any occurrences of plagiarism.

**Student Plagiarism in Higher Education in Vietnam: An Empirical Study**

Do Ba, Khang; Do Ba, Khai; Lam, Quoc Dung; Le, Dao Thanh Binh An; Nguyen, Phuong Lien; Nguyen, Phuong Quynh; Pham, Quoc Loc

*Higher Education Research and Development*, v36 n5 p934-946 2017

This paper assesses and compares the prevalence of plagiarism across different student and assignment characteristics at a university in Vietnam, using the similarity index reported by the text-matching software Turnitin as a proxy measure of plagiarism on a sample of 681 student papers. The findings present a level of match higher than reported in earlier studies at universities outside of Vietnam, with an average similarity index of 29.06%. Controlling for the gender and major of the students, the extent of plagiarism is implied to be negatively correlated with the students' academic performances and with the likelihood of being caught, and positively correlated with the length of the assignments. Thus, this study, relying on actual text-matching data rather than self-reported surveys, provides the first empirical test of two theoretical plagiarism models proposed in the literature. The explanatory factors confirmed by this study illustrate the potential benefits of the use of software tools to detect plagiarism and can help refine academic integrity policy formulations for universities.

**Policing--Or, at Least, Policying--Plagiarism at One Australian University**

O'Regan, Kerry

*Journal of University Teaching and Learning Practice*, v3 n2 Article 5 p113-122 2006

How universities and university people deal with plagiarism is articulated in universities' plagiarism policies. Universities, policies and people are all located in a bigger context, one which is being increasingly shaped by global issues. Some global issues of particular relevance to plagiarism are associated with the Internet and its attendant values and practices, Westernisation and notions of individualism versus collectivism, and contested constructions of the concept of "author". Within this dynamic milieu, individual universities attempt to formalise appropriate policy statements. The policy of one Australian university is analysed here and suggestions offered regarding possible directions for research which seeks to reconcile plagiarism policy and practice with the global tides buffeting universities and those who work in them.

**Responding to Student Plagiarism in Western Australian Universities: The Disconnect between Policy and Academic Staff**

[de Maio, Carmela](https://eric.ed.gov/?redir=http%3a%2f%2forcid.org%2f0000-0002-7370-1137); Dixon, Kathryn; Yeo, Shelley

*Journal of Higher Education Policy and Management*, v42 n1 p102-116 2020

Maintaining academic integrity is an area of major importance for today's institutions of higher learning. Despite universities having in place academic integrity policies and procedures, findings from semi-structured interviews with 26 academics from four, public Western Australian universities suggest that responses to incidences of student plagiarism are inconsistent and not aligned with the responses expected of them by their institution as set out in these institutional documents. Using thematic analysis, an SIA model is proposed which categorises the reasons for these inconsistencies under Student, Academic and Institutional factors. It suggests that if academics prioritise the student and themselves, their responses are more likely to be inconsistent and not aligned with the responses expected from them by their institution. Recommendations to help develop a shared understanding of plagiarism include online, academic integrity modules for all staff. This shared understanding will lead to more consistent and aligned responses which in turn will help maintain the reputation of the institution and the integrity of its awards.

**The Presentation of Ethics in Undergraduate Psychology Syllabi: A Review**

You, Di; Ruiz, Ana; Warchal, Judith

*Teaching of Psychology*, v45 n4 p346-350 Oct 2018

To identify where ethics is presented to undergraduate psychology students, this study reviewed a national sample of 706 syllabi for required mandatory psychology courses. The results indicated that 6 syllabi were designated as ethics courses and 65 syllabi did not mention ethics at all. Even though 641 syllabi mentioned ethics, the most frequent listing was under course policies, usually as a standard statement (e.g., academic honesty and plagiarism) required by many institutions. Our recommendation is that ethics should be intentionally included in the learning goals/objectives/outcomes with a corresponding assessment (assignments) in all syllabi in addition to policy statements.

**Problems of Policing Plagiarism and Cheating in University Institutions Due to Incomplete or Inconsistent Definitions**

Soiferman, L. Karen

*Online Submission*

The purpose of this article was to gain an understanding of the definitions of plagiarism, and cheating that are used in the literature, in institutions, and by students. The information was gathered from a literature review, from university and college websites, and from an informal sampling of students from five different first-year classes. The results indicate that there is no one clear definition for each term, and in fact, there is a wide variety of definitions that are used by researchers, institutions, and students. Due to the wide range of definitions, it is the author's contention that the literature on plagiarism and cheating, which indicates how wide-spread the problem is, cannot be trusted due to incomplete or inconsistent definitions. In addition, some measures that institutions can adopt to help students understand academic integrity policies is offered.

**Factors of Academic Misconduct in a Cross-Cultural Perspective and the Role of Integrity Systems**

[Makarova, Marina](https://eric.ed.gov/?redir=http%3a%2f%2forcid.org%2f0000-0002-6905-1485)

*Journal of Academic Ethics*, v17 n1 p51-71 Mar 2019

In this article, the main factors of academic cheating and plagiarism in four countries (Russia, US, Poland, and Latvia) are analyzed. Three groups of factors are investigated, namely individual, motivational, and contextual. A mixed method approach has been used, with material including student surveys, interviews with university teachers and administrators, and analysis of university documents. The survey results show that the role of individual social-demographic factors are not significant for predicting misconduct. Students are prone to neutralize their own blame in misconduct, and refer to the external conditions by the proposition that it is difficult to avoid cheating and plagiarism during university studies. Students are also more likely to cheat and plagiarize in the conditions of weak teachers' control and deterrents. Such results demonstrate the importance of an integrity policy at the national, institutional and classroom levels, and that the social and cultural environment can be important factors in cheating. Integrity systems and the level, which they have been implemented, have a significant impact on student misconduct and attitudes toward cheating.

**Policy, Preparation, and Prevention: Proactive Minimization of Student Plagiarism**

Devlin, Marcia

*Journal of Higher Education Policy and Management*, v28 n1 p45-58 Mar 2006

Countless cases of plagiarism are detected across the Australian higher education sector each year. Generally speaking, policy and other responses to the issue focus on punitive, rather than on educative, measures. Recently, a subtle shift is discernable. As well as ensuring appropriate consequences for plagiarists, several universities are beginning to formalize the inclusion of learning and teaching strategies in anti-plagiarism-related policy and practice, as well as paying closer attention to the communication of unambiguous definitions of plagiarism. This article outlines one example of the emerging educative approach and details the ways in which this approach has been implemented across an entire university. The necessity of evidence-based evaluation of approaches to reducing plagiarism in higher education is discussed.

**The Tangled Web: Investigating Academics' Views of Plagiarism at the University of Cape Town**

de Jager, Karin; Brown, Cheryl

*Studies in Higher Education*, v35 n5 p513-528 Aug 2010

This article considers the problematic question of student plagiarism, its causes and manifestations, and how it is addressed in academic environments. A literature survey was conducted to establish how higher education institutions approach these issues, and a twofold investigation was conducted at the University of Cape Town. Data was gathered from the case records of the university disciplinary tribunals dealing with plagiarism, and a survey was conducted among academic staff to establish how they dealt with issues surrounding plagiarism and academic dishonesty. Academics seem unwilling to follow official university policies if they are perceived to be unrealistic. (Contains 2 tables and 2 figures.)

**Internet Plagiarism in Higher Education: Tendencies, Triggering Factors and Reasons among Teacher Candidates**

Eret, Esra; Ok, Ahmet

*Assessment & Evaluation in Higher Education*, v39 n8 p1002-1016 2014

While plagiarism has been a growing problem in higher education for a long time, the use of the Internet has made this increasing problem more unmanageable. In many countries, this problem has become a matter of discussion, and higher education institutions feel obliged to review their policies on academic dishonesty. As part of these efforts, the study aims to examine the tendencies of teacher candidates to plagiarise using the Internet, factors affecting their tendencies and the reasons for plagiarism. In this context, a questionnaire was administered to a total of 386 first- and fourth-grade college students at a college of education. The data were analysed using frequencies, percentages, the Mann-Whitney "U" test and Kruskal-Wallis one-way analysis of variance. The findings revealed that the teacher candidates had, to some extent, a tendency to plagiarise using the Internet by copying material or using the same assignment in different courses. Gender, department and length of computer use were found to be significant factors affecting their tendencies to plagiarise using the Internet. Time constraints, workload and difficulty of the assignments/projects were indicated as among the major reasons for tendencies towards Internet plagiarism.

**Prevalence, Motives, and Views of Academic Dishonesty in Higher Education**

Balbuena, Sherwin E.; Lamela, Renee A.

*Online Submission*, Asia-Pacific Journal of Multidisciplinary Research v3 n2 p69-75 May 2015

Academic dishonesty in educational institutions is a cause for concern at present. In this paper, the prevalence and severity of various types of dishonest academic behaviors were determined based on the experiences and perceptions of college students. Self-reports on reasons for engaging in a type of cheating or plagiarism were also collected and analyzed to identify certain themes. Findings suggest that cheating on exams and homework is still prevalent, students view these dishonest behaviors as ordinary school acts, and their actions are a product of several factors--teacher's and student's incompetence, unfavorable environment, and lenient imposition of school policy. Certain ethical dilemmas were deduced from the results of the study, such as the varying perceptions on the morality of unfair academic manners and the relative importance of deceit over success.

**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.

**Academic Integrity: An Awareness and Development Issue for Students and Staff**

McGowan, Ursula

*Journal of University Teaching and Learning Practice*, v2 n3 Article 6 2005

University plagiarism policies aimed at assuring academic integrity provide for increased vigilance and disciplinary procedures to deal with transgressions. Many policies also include guidelines to teaching staff to ensure that students are adequately informed about the meaning of plagiarism and its consequences, and about methods of citing within the particular referencing system in use. However, the experience of academic advising has indicated that receiving such information is insufficient for students who, for a variety of reasons, inadvertently lapse into plagiarism. This is particularly the case for international students for whom English is a second or additional language. A simple and not excessively time-consuming strategy is proposed for academics to ensure that students have the opportunity to learn not only the mechanics of what they are required to do, but also the reasons for the requirements and assistance in learning the language for fulfilling these requirements. The strategy involves, firstly, the induction of students into the concept of evidence-based learning as the essential characteristic of university learning, teaching and research, and secondly, the application of a tool such as genre analysis for mastering the language of their discipline. This is an awareness and development issue that is particularly important for international students whose time within the English-speaking Australian university environment may be limited to three or four years. The proposed strategy has the potential of becoming a powerful mechanism for reducing the incidence of inadvertent plagiarism, as well as raising the overall standard of written work for an increasing range of students.

**Plagiarisms, Authorships, and the Academic Death Penalty.**

Howard, Rebecca Moore

*College English*, v57 n7 p788-806 Nov 1995

Suggests a plagiarism policy that would respect present concerns and discipline but would allow for an enlarged range of definitions of and motivations for plagiarism. Brings to bear contemporary theoretical approaches that take issue with authoring as an autonomous, individual, original act. (TB)

Argues for a context-sensitive understanding of plagiarism by analyzing a set of written institutional policies and suggesting ways that they might be revised. Offers examples of classroom practices to help teach a concept of plagiarism as situated in context. Concludes that plagiarism is an area where students need access to their teacher's experience, not just the speakable rules of citation. (SG)

**Proper Acknowledgment?**

East, Julianne

*Journal of University Teaching and Learning Practice*, v2 n3 Article 2 2005

The concern in Australian universities about the prevalence of plagiarism has led to the development of policies about academic integrity and in turn focused attention on the need to inform students about how to avoid plagiarism and how to properly acknowledge. Teaching students how to avoid plagiarism can appear to be straightforward if based on the notion that plagiarism is copying without proper acknowledgment. This paper reviews the term "proper acknowledgment" in the academic context and argues that proper acknowledgement can be a matter of context and perception. In this paper forms of plagiarism are reviewed, reasons for student plagiarism are considered and different contexts for acknowledgement and how these fit in with concepts of attribution and originality are discussed. Comments from international students new to Australian academic culture provide insights and reveal that students in trying to master the rules of acknowledgment can be perplexed and concerned about when and why they should acknowledge.

**Collaboration, Collusion and Plagiarism in Computer Science Coursework**

Fraser, Robert

*Informatics in Education*, v13 n2 p179-195 2014

We present an overview of the nature of academic dishonesty with respect to computer science coursework. We discuss the efficacy of various policies for collaboration with regard to student education, and we consider a number of strategies for mitigating dishonest behaviour on computer science coursework by addressing some common causes. Computer science coursework is somewhat unique, in that there often exist ideal solutions for problems, and work may be shared and copied with very little effort. We discuss the idiosyncratic nature of how collaboration, collusion and plagiarism are defined and perceived by students, instructors and administration. After considering some of the common reasons for dishonest behaviour among students, we look at some methods that have been suggested for mitigating them. Finally, we propose several ideas for improving computer science courses in this context. We suggest emphasizing the intended learning outcomes of each assignment, providing tutorial sessions to facilitate acceptable collaboration, delivering quizzes related to assignment content after each assignment is submitted, and clarifying the boundary between collaboration and collusion in the context of each course. While this discussion is directed at the computer science community, much may apply to other disciplines as well, particularly those with a similar nature such as engineering, other sciences, or mathematics.

**Reducing the Incidence of Plagiarism in an Undergraduate Course: The Role of Education**

Breen, Lauren; Maassen, Margaret

*Issues in Educational Research*, v15 n1 p1-16 2005

Plagiarism by students is an increasing problem at higher education institutions. However, the development of academic misconduct policies has done little to reduce the incidence of plagiarism as many incidents result from ignorance and poor skill development rather than intentional misconduct. Our purpose in embarking on this research project was twofold: first, to investigate student perceptions of plagiarism and its avoidance, and second, to develop learning materials that would educate students to be better able to avoid plagiarism in their work. The study consisted of two phases. Phase one consisted of four focus groups with undergraduate psychology students in order to determine their understanding of plagiarism, difficulties with avoiding plagiarism, and the process of learning to write without plagiarising. Phase two concerned the development and evaluation of learning materials, which consisted of three tutorials and a "tip sheet". The learning materials are flexible to different disciplines and learning modes, require minimal changes to units and assessment, and need little ongoing staff commitment. Thus, the proposed learning materials have a number of advantages over alternate methods of plagiarism reduction.

**Academic Integrity Policies of Baltic State-Financed Universities in Online Public Spaces**

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Academic integrity determines the trust that society has in the quality of education and the results of scientific research. More broadly, it influences honesty, respect for ethical principles, and the fair behaviour of society members. Accordingly, higher education institutions should have clear, transparent and well-communicated policies to defend academic integrity among all stakeholders. Taking into account the worldwide dependence on digital technologies, online communication channels should be also used for this purpose. Using qualitative content analysis, this paper aims to investigate how academic integrity is framed by Latvian and Lithuanian state-financed universities in online public spaces in relation to the criteria of an exemplary academic integrity policy. Given the limited content of publicly available university documents, the research findings indicated a poor correspondence to the mentioned criteria.