



UC Leuven
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MOVING MINDS

**A pilot study on students' and lecturers'
perspective on plagiarism in higher professional
education in Flanders**

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Plagiarism in higher education

- Cases of student plagiarism ↑ (Dee & Jacob, 2012)
- Guidelines introduced – not straightforward (Bretag, 2013)
- No legal term + no legal framework in Belgium
- Students + staff not familiar with complexity

Plagiarism in higher education

- Internet – easier copy paste culture
- European project 'Impact of policies for plagiarism in HE across Europe' (Glendinning, 2013):
 - Belgian HEIs aware of software tools detecting plagiarism

Plagiarism in higher education

- Staff in HEIs come across plagiarism in career (Park, 2004)
- But no priority

Present research

- Research Questions:
 - Awareness-students?
 - Tolerance-students/lecturers?
 - Dealing with plagiarism-lecturers?

Definition plagiarism

- Education and Examination Regulations:

“[...] irregularity... copying other people’s work literally or slightly modified without adequately citing the source. This also applies to copying one’s own work without citing sources” (art. 128)

Present research

- Participants

115 lecturers and 524 students

6 bachelor programmes:

- Teacher training
- Social work
- Health care
- School of arts
- Business studies

- Method: Internet questionnaire

Present research

- Questionnaire lecturers:
 - defining/describing
 - knowledge on Education and Examination Regulations
 - actions undertaken
 - attitude towards HEI's policy
- Questionnaire students:
 - defining/describing
 - scenarios on perceived justice of fraudulent situations
 - perception undertaken actions by lecturers
 - whether + how action undertaken to avoid plagiarism own work

Present research

Results questionnaire lecturers

- Participants: 31 men and 84 women
- Educational program:
 - Health care: 6
 - Business studies: 49
 - Teacher training: 29
 - Social work: 19
 - Technology: 12

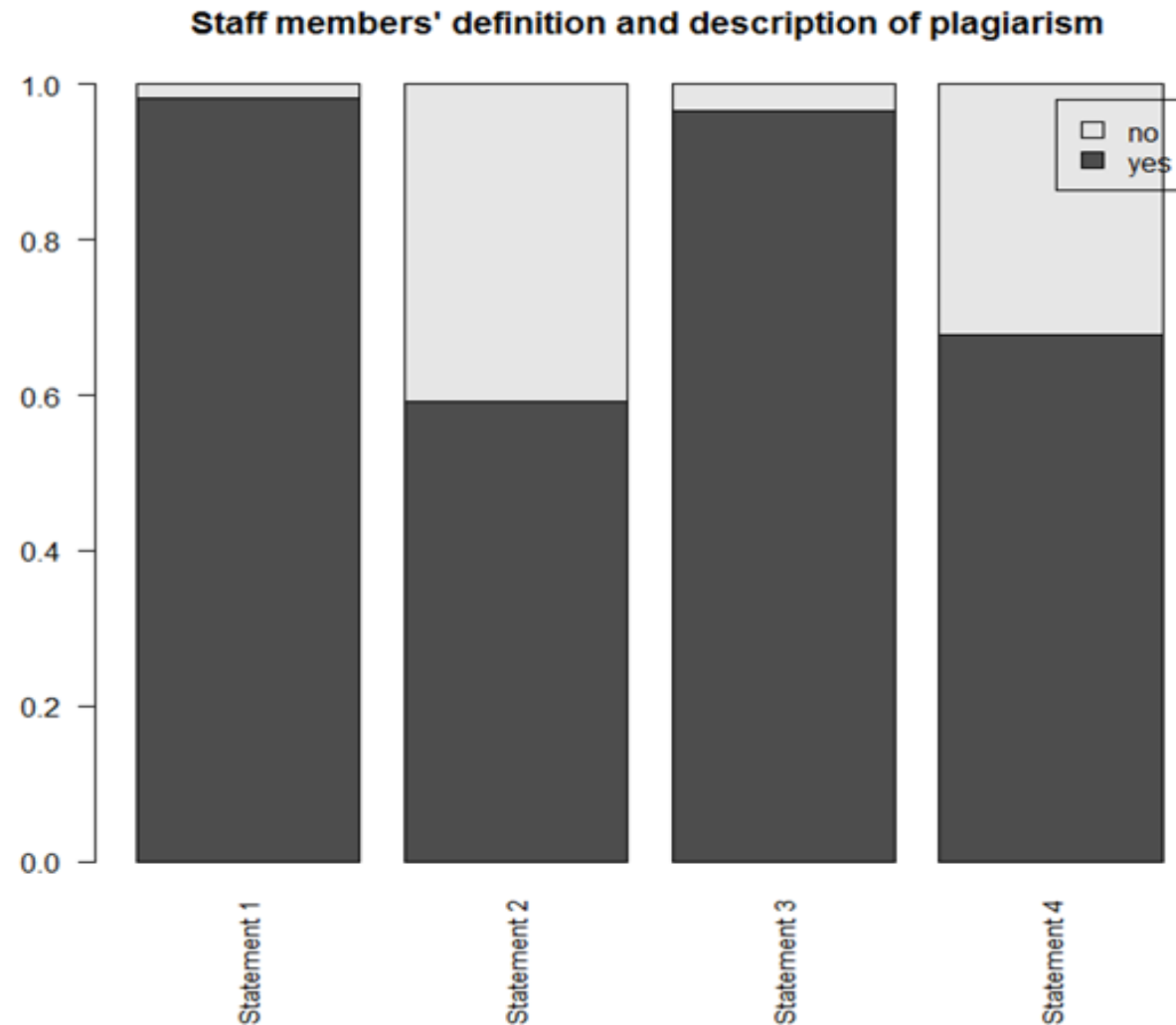
Present research

Results questionnaire lecturers

- Knowledge on Education and Examination Regulations:
 - 21% necessary knowledge < > 17% no knowledge on content
 - 62% moderate knowledge

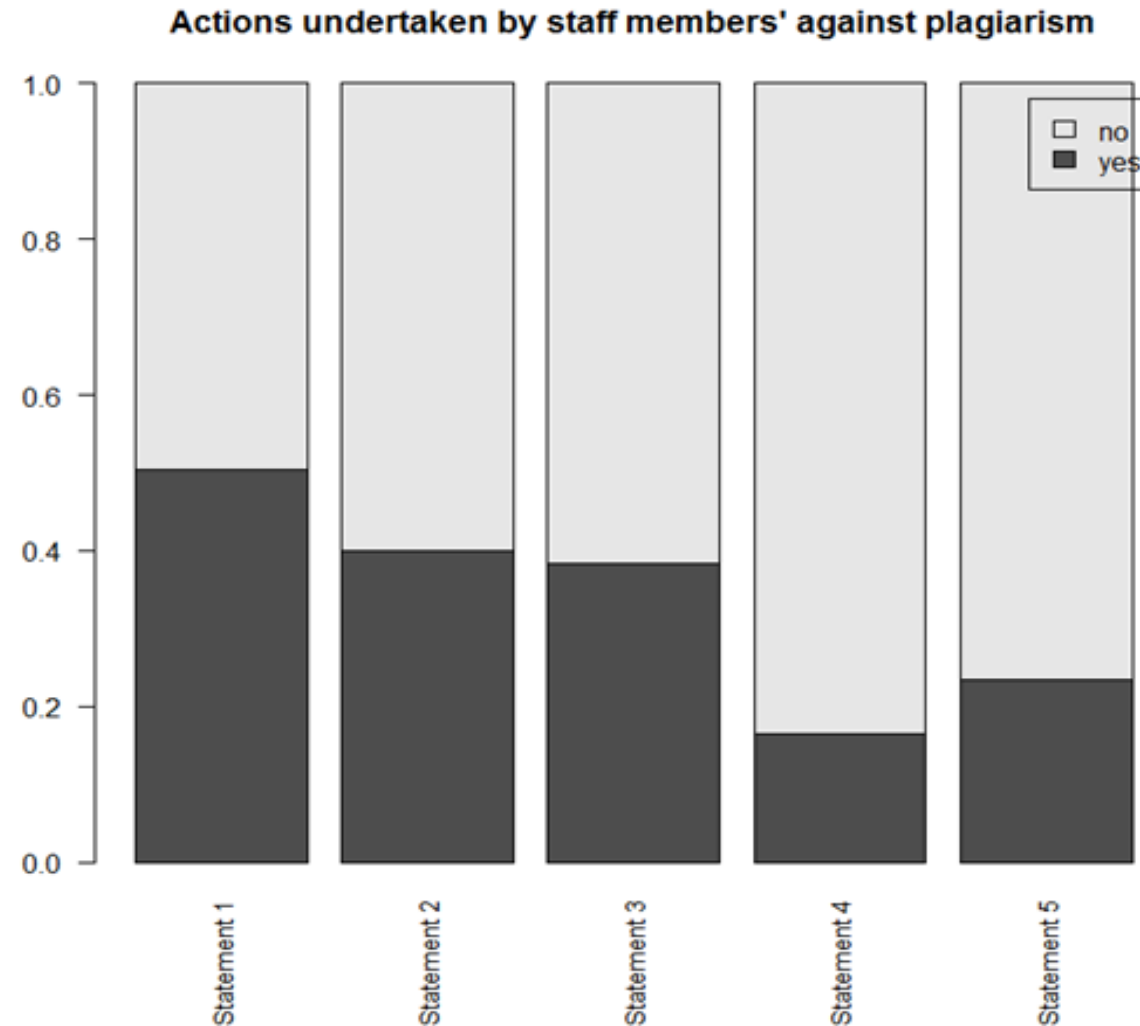
Present research

Results questionnaire lecturers



Present research

Results questionnaire lecturers



Present research

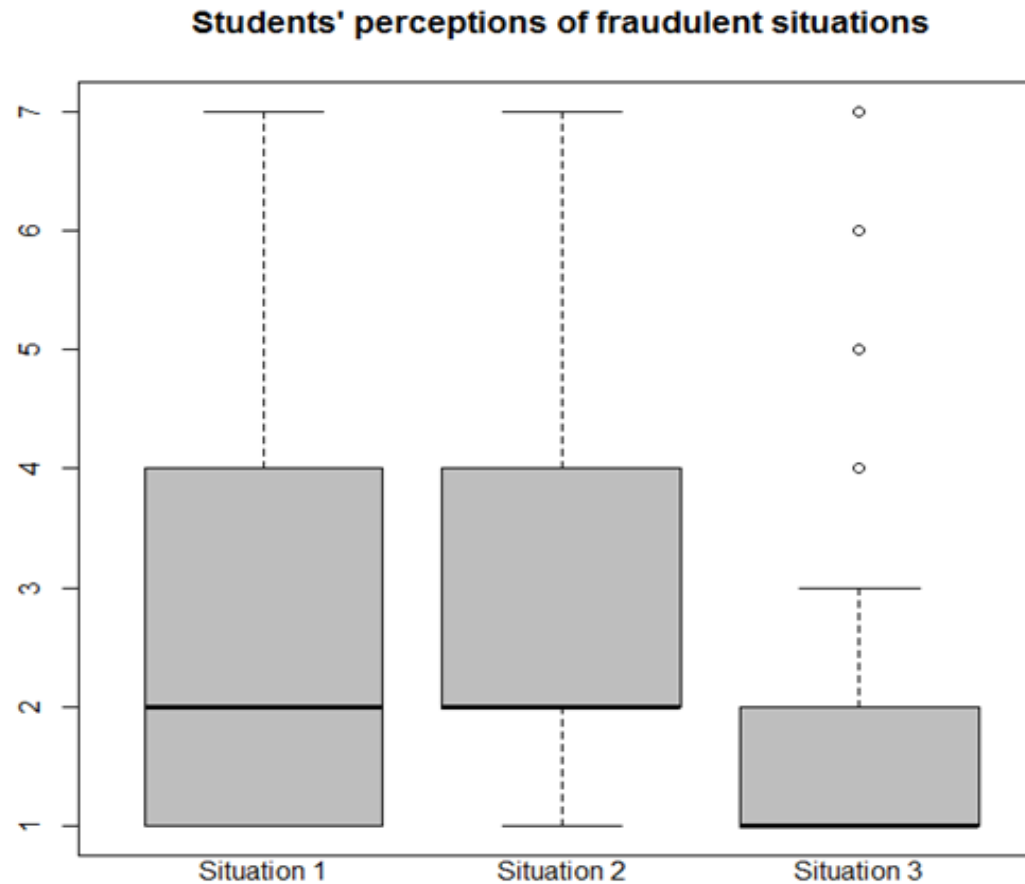
Results questionnaire students

- Participants: 524 students
- Educational program:
 - School of arts:11
 - Health care:40
 - Business studies:249
 - Teacher training: 123
 - Social work: 74
 - Technology: 27

Present research

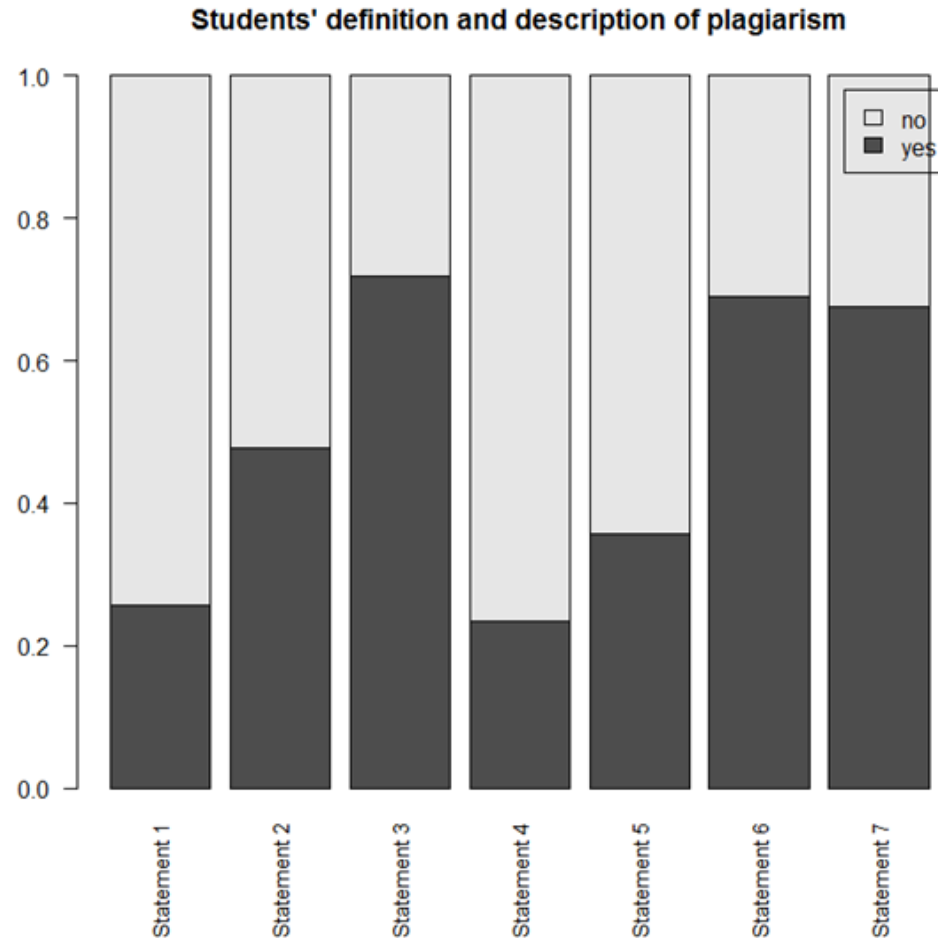
Results questionnaire students

- 3 fraudulent situations (7-point scale: totally unjust - totally just)



Present research

Results questionnaire students



Present research

Results questionnaire students

- Describing plagiarism: 6 statements– mean for further analyses
- Sequential Anova on GLM:
 - plagiarism description as response variable
 - educational program as explanatory variable

→ educational program significant impact on description plagiarism

- Which program is responsible?

Present research

Results questionnaire students

Educational program	Mean	95% CI
Health Care	4.30	[4.01;4.59]
Social Work	4.15	[3.94;4.36]
Technology	4.10	[3.75;4.45]
School of Arts	4.00	[3.45;4.55]
Teacher Training	3.87	[3.71;4.04]
Business Studies	3.85	[3.73;3.96]

Present research

Results questionnaire students

- Sequential Anova on GLM:
 - plagiarism description as response variable
 - study duration as explanatory variable
- significant linear effect of how long students take to finish their program on description

Present research

Results questionnaire students

- Actions undertaken by lecturers - 4 statements (7-point scale: totally disagree - totally agree)
- $M = 3.87$ $SD = 1.23$
- Sequential Anova on GLM:
 - perceived actions undertaken by lecturers as response variable
 - educational program as explanatory variable

 a significant relation

Present research

Results questionnaire students

Educational program	Mean	95% CI
Technology	4.52	[4.06;4.97]
Business Studies	4.04	[3.89;4.19]
Teacher Training	3.83	[3.62;4.05]
School of Arts	3.58	[2.88;4.31]
Health Care	3.57	[3.19;3.94]
Social Work	3.39	[3.12;3.67]

Present research

Results questionnaire students

- Actions undertaken to avoid plagiarism in own work:
 - Use in HEI of Turnitin
 - Only 21% students is aware of its purpose
 - Active use of Turnitin (those who know it): 38% already used it
 - 14 students (13%) indicated to have adjusted their work based on Turnitin results

Discussion and conclusion

- HEI provides description of plagiarism – awareness students lacks
- Majority of lecturers indicated having notions of description, < 25% states having detailed knowledge on articles on plagiarism
- Lecturers have more restrictive definition than students

Discussion and conclusion

- work to be done to familiarize staff
- currently: not a priority in institutional culture
- possibly: management & staff threatened by confronting departments
– situation far from optimal + improvement needed
- mindset turned in every HEI, not just Flanders
- give plagiarism necessary attention in educational program:
 - focus on prevention
 - stress out importance of academic integrity = part of policy

Future research

- Pilot study:
 - replicate in other HEIs in Belgium
 - by extension Europe