

The Student Voice: What we know about students' perspectives of academic integrity

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Preamble

- ▶ How my interest in Academic integrity began
- ▶ I was offended by plagiarism. I thought students
 - ▶ Were lazy
 - ▶ Didn't care
 - ▶ Assumed I wouldn't check
 - ▶ Assumed I wouldn't care
- ▶ One day I sat with a student, but he didn't understand that changing one word meant the work was plagiarized
- ▶ It made me wonder why students do this, and how we can get them to appreciate the importance of referencing and citing properly
- ▶ It changed my perspective of cheating

Preamble



TannerIT
Thread Starter



21-01-2018 22:31 1

Hello, I was wondering if there was any way to get some resources or information relating to helping me with this assignment due to this being my first year of the course. There is a lot to do with Virtual Machines while setting up protection for the company. This is different from the first assignment I've done which I got a Distinction in. This one seems to be all over the place with many criteria to meet.



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reply



Sohaib01



21-01-2018 23:53 2

Hey dude I felt the same I think we're on the same course shall I send you assignment it's been marked and I've done all off assignment 1 including distinction tasks. This is no troll

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reply

Source: The Student Room, 29/04/18



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Source: guides.turnitin.com, 29/04/18

Punish or Prevent?

- ▶ Why do students cheat?
- ▶ Why wouldn't they cheat?
- ▶ Focus on punishment
- ▶ How much do we really know about this?
 - ▶ Lots of research has been done, but primarily quantitative
 - ▶ Not much direct discussion with students



Can cheating be prevented?

- ▶ Big question
- ▶ Get inside students' heads
- ▶ Work out what motivates them to cheat
- ▶ We need to know what they are thinking
- ▶ Address that behavior



Existing information

- ▶ Search for materials and information relating to keywords:
 - ▶ Plagiarism
 - ▶ Academic Misconduct
 - ▶ Cheating
 - ▶ Academic Integrity
- ▶ Search specifically for information on student perspectives
- ▶ Search specifically for student conversations / discussions

Surveys

Author	Number of students surveyed	Number of institutions surveyed
Bowers (Quoted in McCabe et al 2001)	5000 students	99 US colleges and universities
McCabe & Trevino (1993)	6000 students	31 colleges and universities
McCabe (1993)	800 faculty	16 US colleges and universities
McCabe & Trevino (1997)	1800 students	9 medium to large universities
McCabe et al (1996)	318 alumni	Two private liberal art colleges
McCabe et al (1999)	18 students	8 high schools
McCabe et al (1999)		31 colleges and universities
Bretag (2014)	15,000 students	6 universities
GEMS (ENAI, 2017)	---	---

Qualitative data?

- ▶ Surveys focus mainly on quantitative questions - tick boxes, likert scale etc
- ▶ McCabe - over 70,000 students surveyed
- ▶ Qualitative data usually takes the format of 'do you have anything to add'
- ▶ Bretag's survey includes four open ended questions
- ▶ Only one fully qualitative study from McCabe (1999)
 - ▶ Two focus groups
 - ▶ 19 participants

Other Relevant Sources

- ▶ AMBeR project - focus on penalties
- ▶ Bretag Handbook of Academic Integrity
 - ▶ Chapter on Student Perspectives
- ▶ QAA report - UK framework for addressing contract cheating
- ▶ ENAI - supporting HEIs to work together
- ▶ ICAI - founded to combat cheating, plagiarism and AI
- ▶ Social Media

What student perspectives *do* we have?

- ▶ Primarily quantitative
- ▶ Cost of education
- ▶ Time pressures
- ▶ Fear of failure
- ▶ Confusion over what academic misconduct actually is
 - ▶ Intentional and unintentional

Where next?

- ▶ Two year research programme planned
- ▶ Number of cohorts recruited, primarily first year degree
 - ▶ Higher Education
 - ▶ Further Education
- ▶ Surveys and discussion groups using semi-structured questions
 - ▶ Difficulties with this
 - ▶ Ethical implications

Analysing the data

- ▶ Gather qualitative data and analyse it using grounded theory / thematic analysis
- ▶ Formalise the student voice
- ▶ Formalise the staff voice
- ▶ Identify gaps, areas for development

Questions?

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Sources

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