Impact of Policies for Plagiarism in HE across Europe

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Project Conference Sponsors: Turnitin / iParadigms / IS4U
Small beginnings...
IPPHEAE Aims and Objectives

- Identify what is being done to combat plagiarism in HE institutions across Europe
- Develop tools and resources
- Capture case studies of good practice
- Support interventions for preventing / detecting plagiarism
- Recommend ways to discourage, find and deal with plagiarism and academic dishonesty
- Improve standards and quality in HE institutions across Europe and beyond
Research and Development

ANTON – software tool development

Survey across EU countries

Case studies – exploitation

Analysis, reporting, dissemination
Survey Outputs

• Separate reports for all 27 EU countries
  – Executive summary
  – Details of research
  – Analysis of results
  – Recommendations
• Comparison across the EU
• Institutions: 3 questionnaires, 14 languages
• National/senior management Interviews
• Student focus groups
• Almost 5,000 anonymous responses
• Academic Integrity Maturity Model
  – Workshop focus
• Tested survey questions – for reuse
Findings

• Great differences between countries and institutions
  – Approaches to quality assurance
  – Perceptions, awareness – eg what is plagiarism
  – Policies and procedures

• Maturity of systems
  – Nationally, regionally, institutionally

• Inconsistency in
  – Understanding
  – Accountability for decisions
  – Processes
  – Decisions

• Good practice – lots of it (workshop)
• Head in the sand – lots of it
• Acceptance of the need for change - variable
Sample student data
I believe I may have plagiarised (accidentally or deliberately)
Student data: Is it Plagiarism?

40% copied word for word with no quotations, citations, references - Is it plagiarism?
Eg Bulgaria (n=93) 5-57-14-19-4 %

40% copied with some words changed with no quotations, references or in text citations
Eg Bulgaria (n=93) 9-13-11-43-25 %
Findings: Policies and procedures

- Austria and Sweden maintain national stats, but ...
- Focus on research and PhD students, not bachelor, masters in some countries
- UK and Ireland different, eg transparency
- Students and most teachers calling for more student training and information
- Separating V Integrating student guidance
- Not all teachers want CPD, “training”
- Use of digital tools – teachers, students
Teacher responses: Are cases of plagiarism handled consistently and fairly?

I believe that all teachers follow the same procedures for similar cases of plagiarism.
Recommendations

Varies across countries and institutions, examples:

• National support for institution-wide strategies, including licenses for digital tools
• Accountability and consistency in QA, assessment grading and academic integrity
• Clear and transparent institution-wide policies and systems
• More agreement on what constitutes plagiarism
• Fairness and proportionality of sanctions
• Education and training, staff and students
• Comparability of statistics to monitor impact
• Funding for developments
• Strengthen pre-university understanding and practices
Challenges to future progress

- What could change, what would be possible?
- Reaching the right people to kick-start change
- Gaps: low participation, institutions and countries
- Autonomy institutionally and individually
- Overworked, underpaid academics, second jobs
- Large class sizes, under-investment
- Scale of change needed in some places
- Complacency, lack of interest
- Costs in current economic climate
- Fear of identification, exposure
- Shoot the whistle-blower mentality
- Lack of agreement about how to proceed
- Not viewed as a priority
What’s next?

• Complete analysis and publish country reports and evaluation
• Complete and document case studies
  – Examples of good practice in plagiarism prevention and management
  – Access to project resources: workshops, quiz
• Disseminate information to people of influence and try to get buy-in
• Interventions, workshops seminars
• More funding, further projects?
• More research and analysis of existing data and research tools
Would you like to be involved?

- IPPHEAE is a small step on a long journey
- Are you interested in participating in further research?
- Devising strategies to bring about changes?
- Please let the IPPHEAE team know
Thank you!

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