

Promoting Maturity in Policies for Plagiarism across Europe and beyond

Irene Glendinning
Coventry University



510321-LLP-1-2010-1-UK-ERASMUS-EMHE



Presentation structure

- Background to research
- About the IPPHEAE project
- Methods and results
- Some findings from research
- Future work, recommendations
- Challenges



Background



Mendel
University
in Brno



Impact of Policies for Plagiarism in Higher Education Across Europe

Erasmus Lifelong Learning Project, budget €369,419

October 2010-September 2013

Lead Partner:

Principal Investigator Irene Glendinning
Coventry University, United Kingdom;

Other partners

Aleksandras Stulginskis University, Lithuania

Mendel University, Czech Republic

Technical University of Lodz, Poland

University of Nicosia, Cyprus

Project Consultant:

Jude Carroll, Educational Consultant, UK

Project Conference Sponsors:

Turnitin / iParadigms / IS4U



IPPHEAE Aims and Objectives

- Identify what is being done to combat plagiarism in HE institutions across Europe (bachelor and master's levels)
- 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



Definitions

- Cheating
 - Deliberate plagiarism, collusion, impersonation, data fabrication, falsification, selectivity, exam cheating, ghost-written work, collusion
- Assessments
 - Essay, annotated bibliography, journal, dissertation, thesis, closed/open book exam, viva voce, portfolio, quiz/test, formative/summative, practical, laboratory, presentation, term paper
 - Group or individual work
- Integrity: Academic, Research, Educational
 - ICAI definition: Honesty, Trust, Fairness, Respect, Responsibility, *Courage*
- Plagiarism
 - Deliberate or unintentional use of sourced materials without due acknowledgement



“ Plagiarism occurs when someone

- Uses words, ideas, or work products
- Attributable to another identifiable person or source
- Without attributing the work to the source from which it was obtained
- In a situation in which there is a legitimate expectation of original authorship
- In order to obtain some benefit, credit, or gain which need not be monetary”

(Fishman 2009)



IPPHEAE project survey and outputs

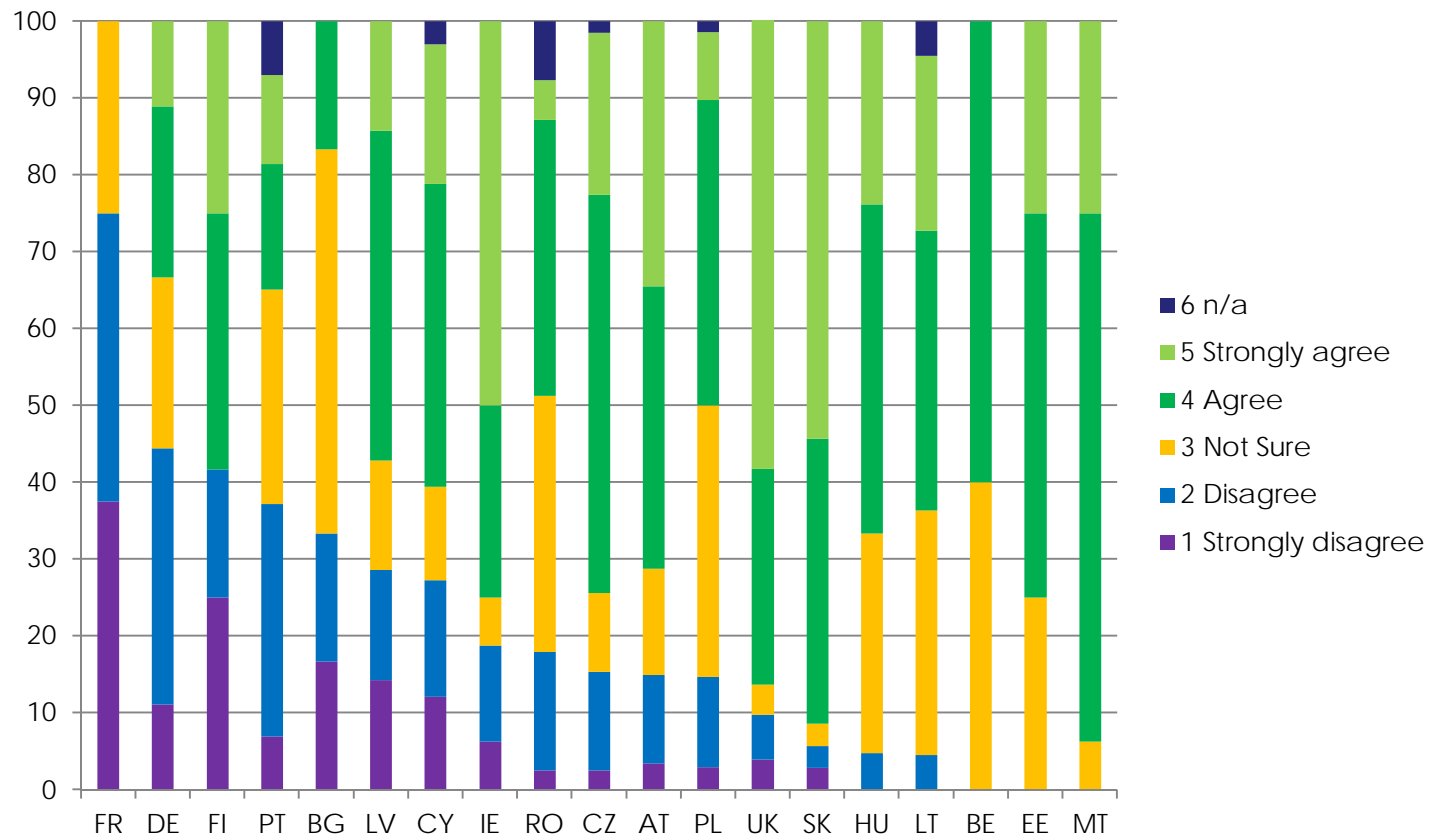
- Institutions: 3 questionnaires, 14 languages
- Student focus groups
- National/senior management structured interviews
- Almost 5,000 anonymous responses
- Separate reports for all 27 EU countries
 - Executive summary
 - Details of research
 - Analysis of results
 - Recommendations
- Academic Integrity Maturity Model
- EU-wide comparison of policies
- Tested survey questions – for reuse



Is plagiarism taken seriously?

Teacher responses: I believe this institution takes a serious approach to plagiarism prevention

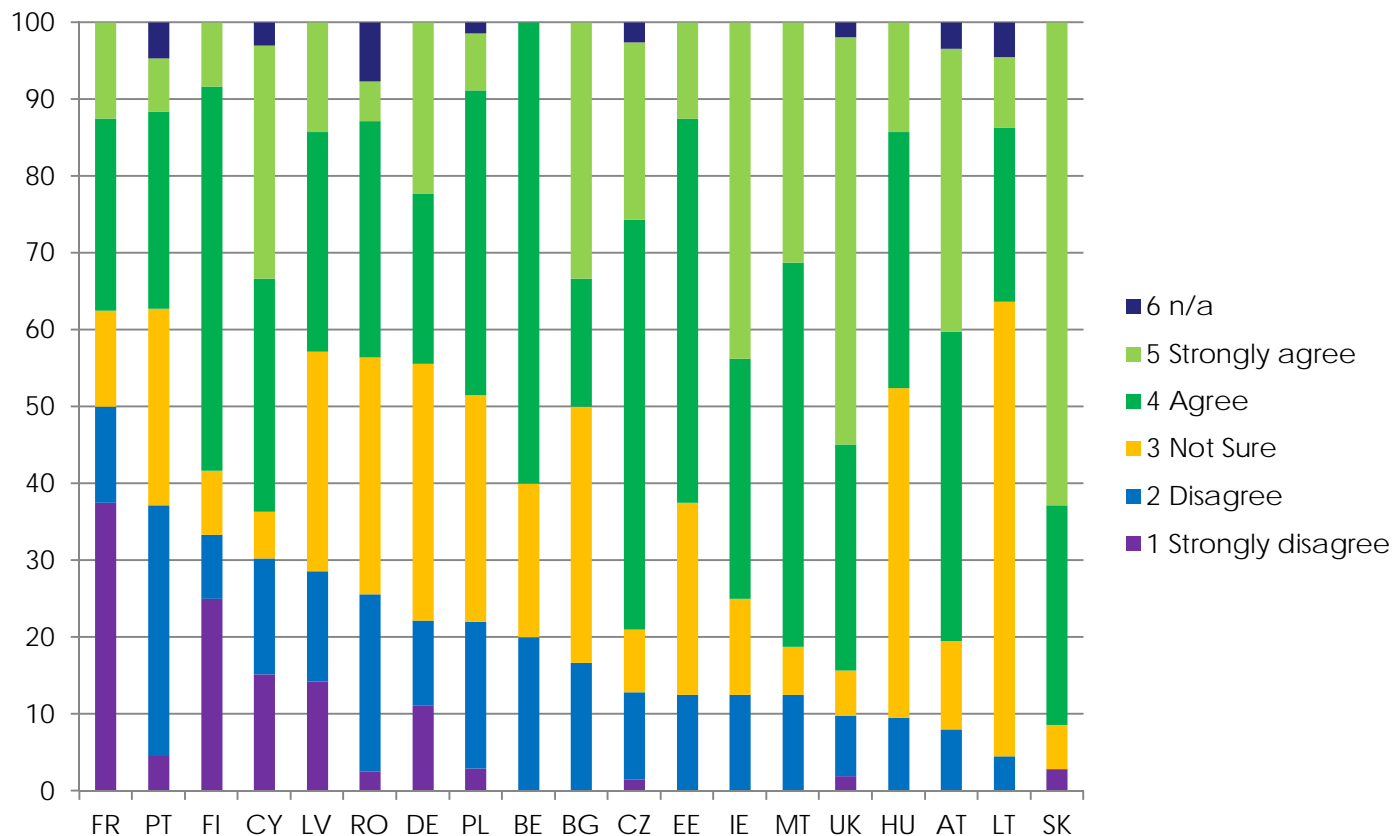
17% negative, 65% positive

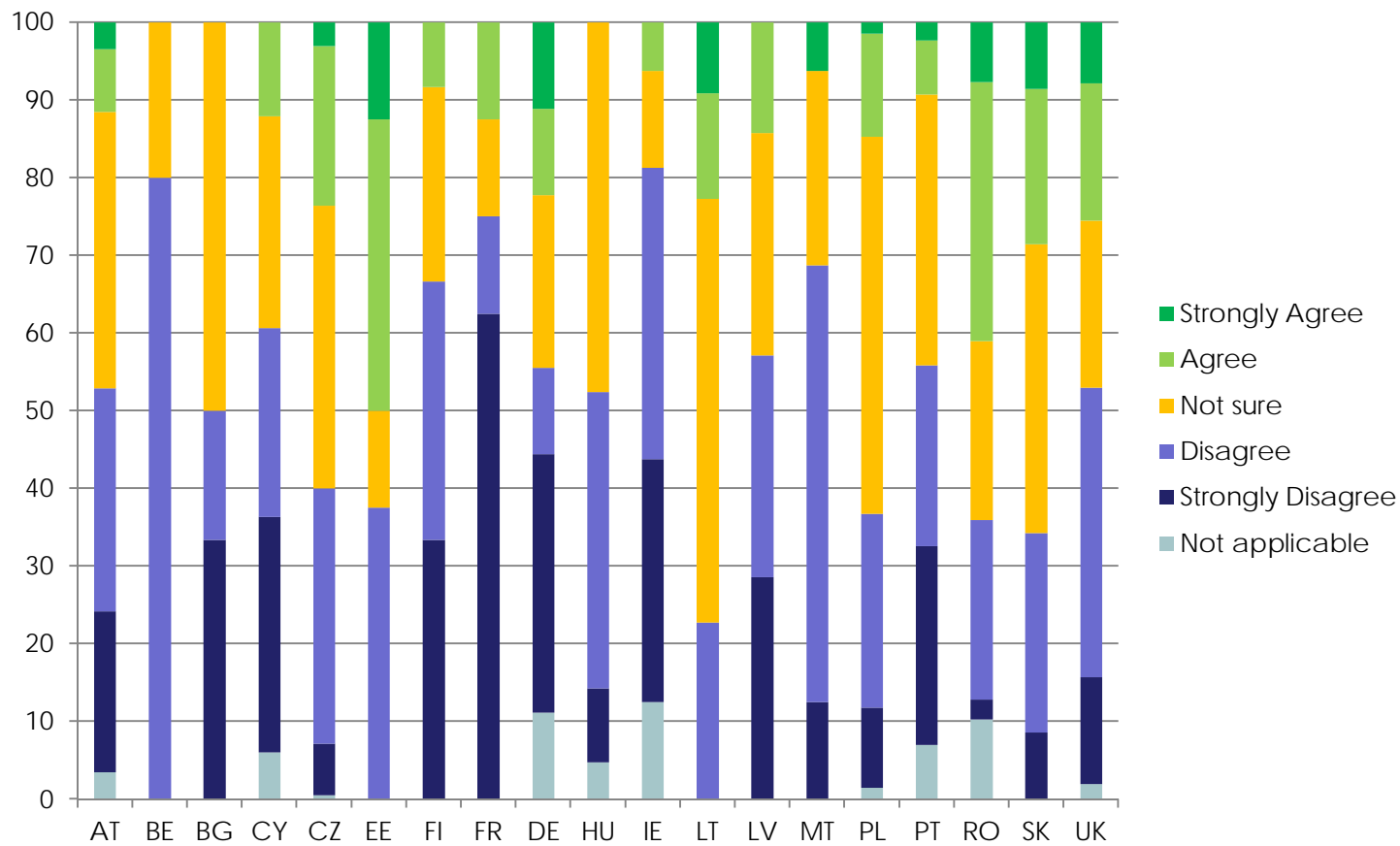


Is plagiarism taken seriously?

Teacher responses: I believe this institution takes a serious approach to plagiarism **detection**

16% negative, 65% positive





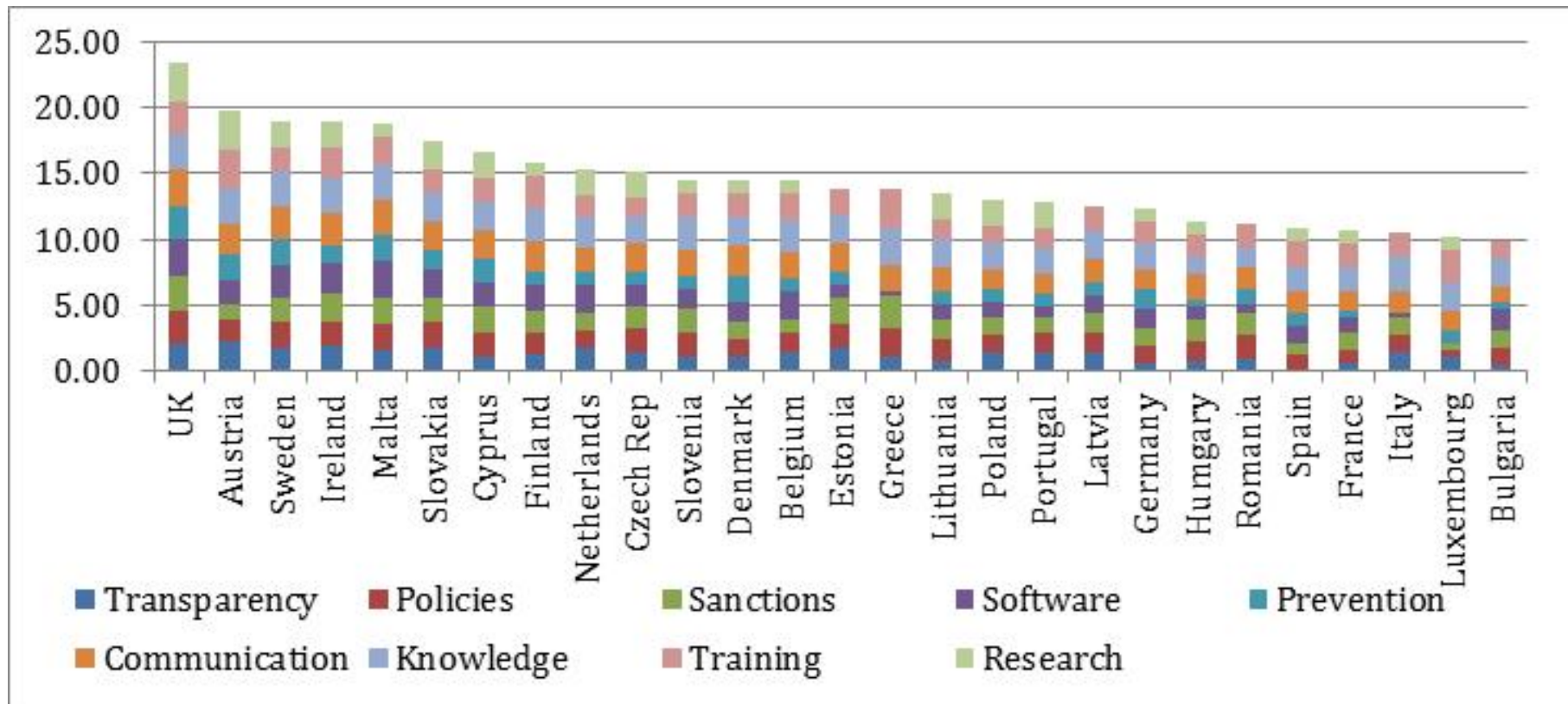
Teachers' survey responses: I believe that all teachers follow the same procedures for similar cases of plagiarism
Overall 44% negative, 19% positive



Findings EU: Policies and procedures

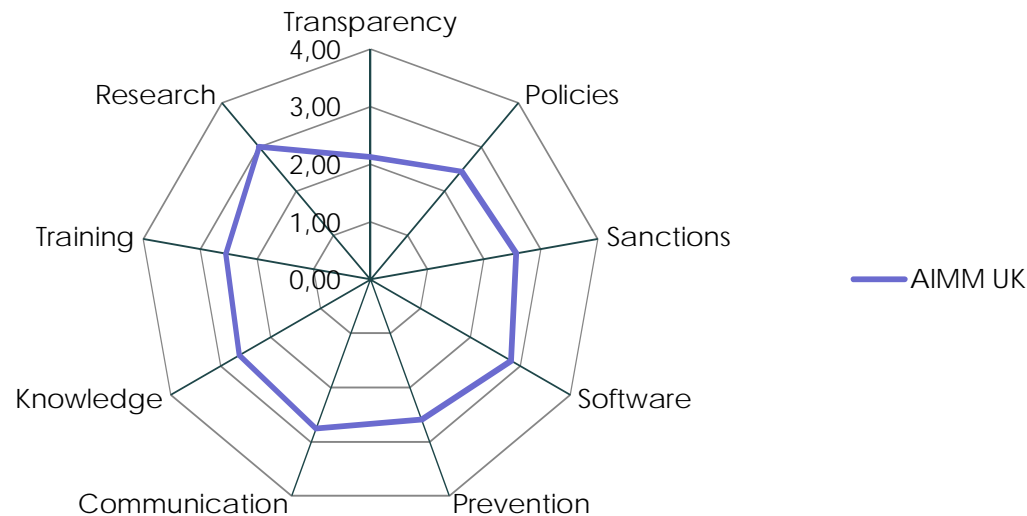
- Good practice
 - Sweden and Austria maintain national stats, but like comparing apples and oranges
 - Slovakia screen all final student theses for plagiarism, but not other work
 - UK and Ireland policy development, CPD, research, transparency culture
- Inconsistent understanding of what is acceptable writing practice
- Focus on research and PhD students, not bachelor or masters in some countries
- Students and most teachers calling for more student training and information, but some professors don't value CPD, eg Germany, UK
- Use and abuse of digital tools by both teachers and students
- Head-in-the-sand, denial, eg Estonia "*we don't have plagiarism here*"
- Sense of resignation about status quo: eg Bulgaria, Romania "*there are no effective enforcement measures*"
- Maturity of policies for academic integrity

Academic Integrity *Maturity* Model (AIMM)



United Kingdom Academic Integrity Maturity Model profile

AIMM UK



Overall Score 24.6/36, Mean score 2.61/4.0, transparency 2.12, research 3.0



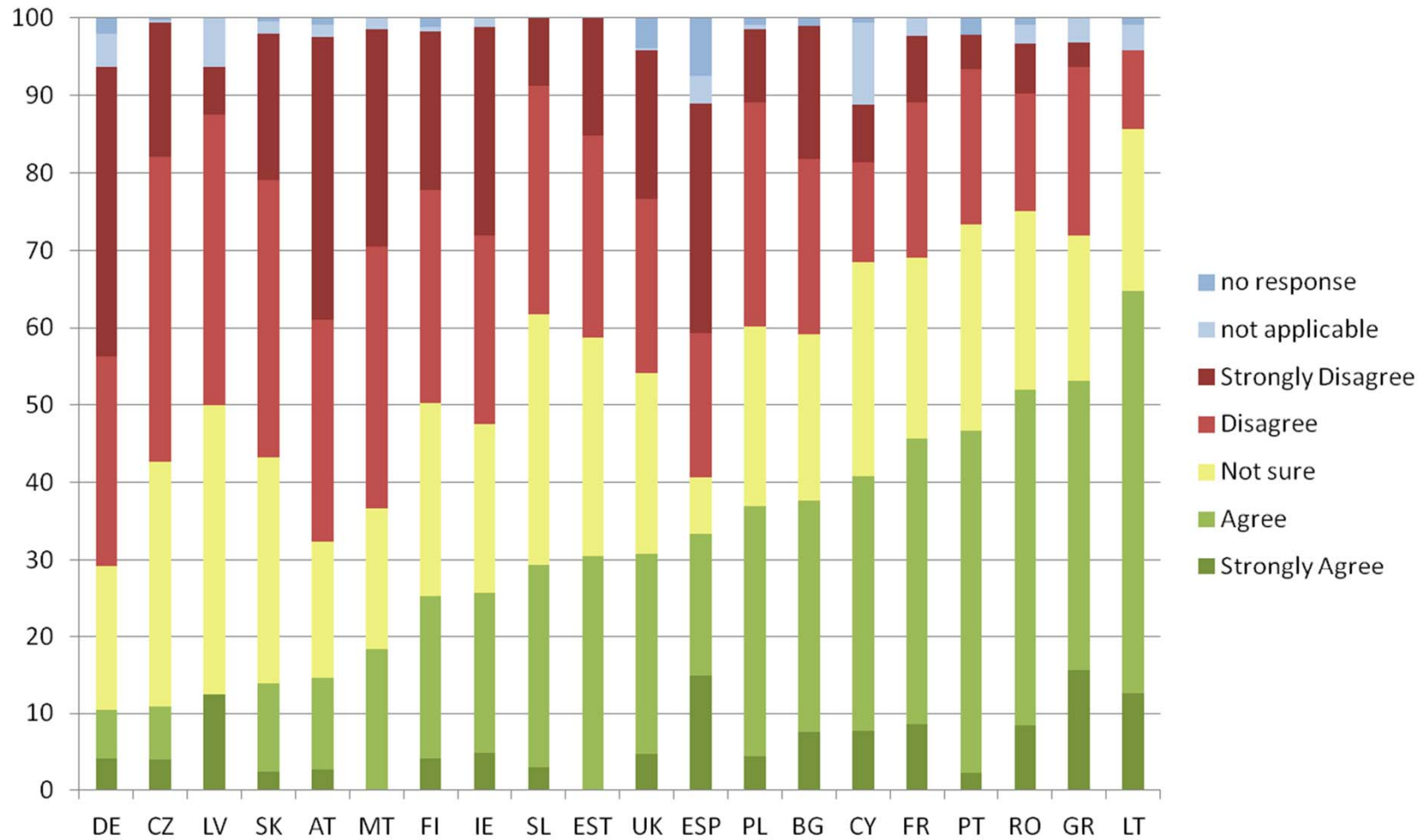
UK Strengths, Weaknesses, Opportunities and Threats

- Investment in research and development since ~2001
- Institutional oversight culture, internal and external
- Software tools used formatively and for detection
- Pedagogy, assessment innovations for “designing out” plagiarism
- Efficient, fair and transparent institution-wide policies
- Office of the Independent Adjudicator (OIA) / ombudsman

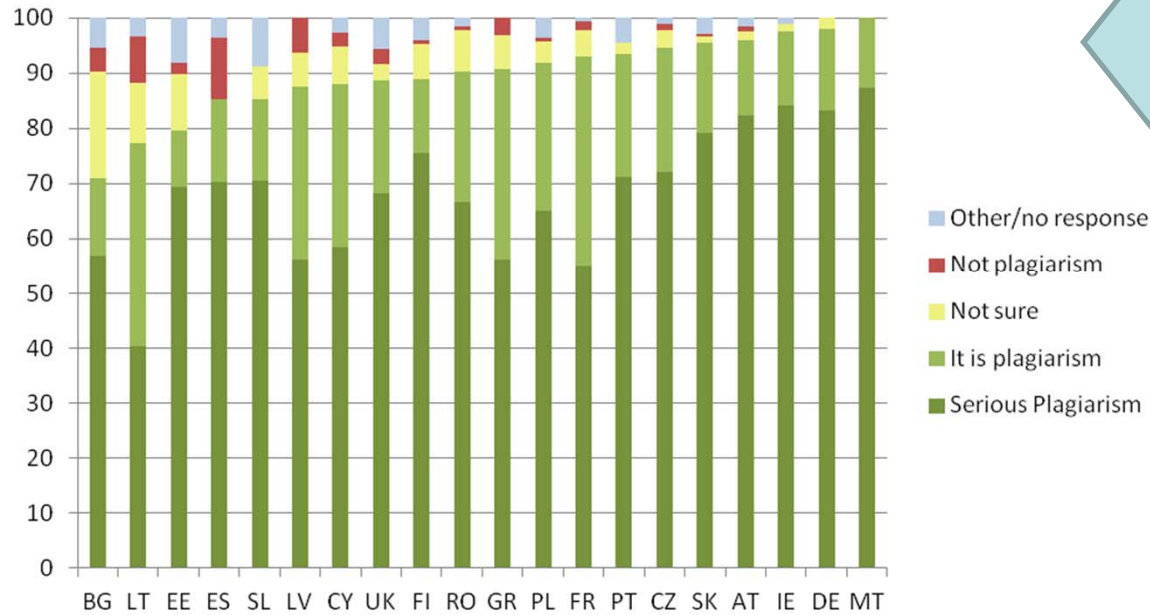
- Not all UK institutions have effective policies
- Professorial autonomy demands can override scrutiny
- Ghost writing and essay-writing services are problematic
- Advances in technology applied towards exam cheating
- Diversity of student population in UK, educational and cultural backgrounds

Student Responses

I believe I may have plagiarised (accidentally or deliberately)



Student data: Is it plagiarism?

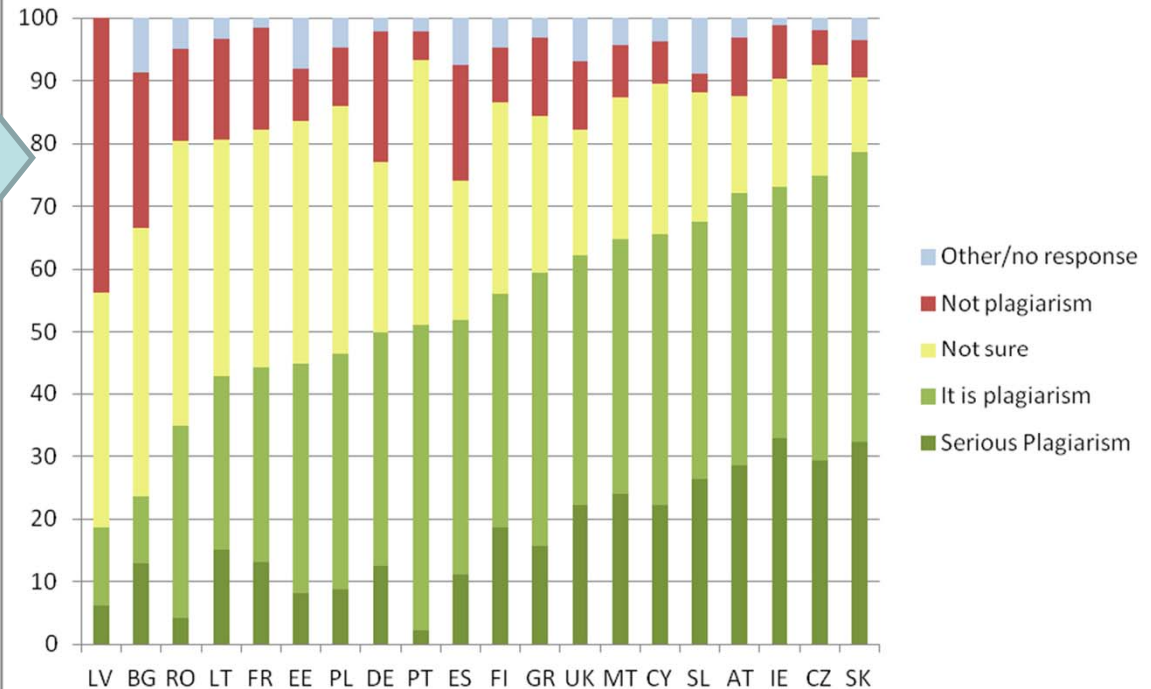


40% copied word for word with no quotations, citations, references - Is it plagiarism?

Eg
 Bulgaria (n=93) 57-14-19-4-5 %
 UK (n=338) 68-20-3-3-6 %

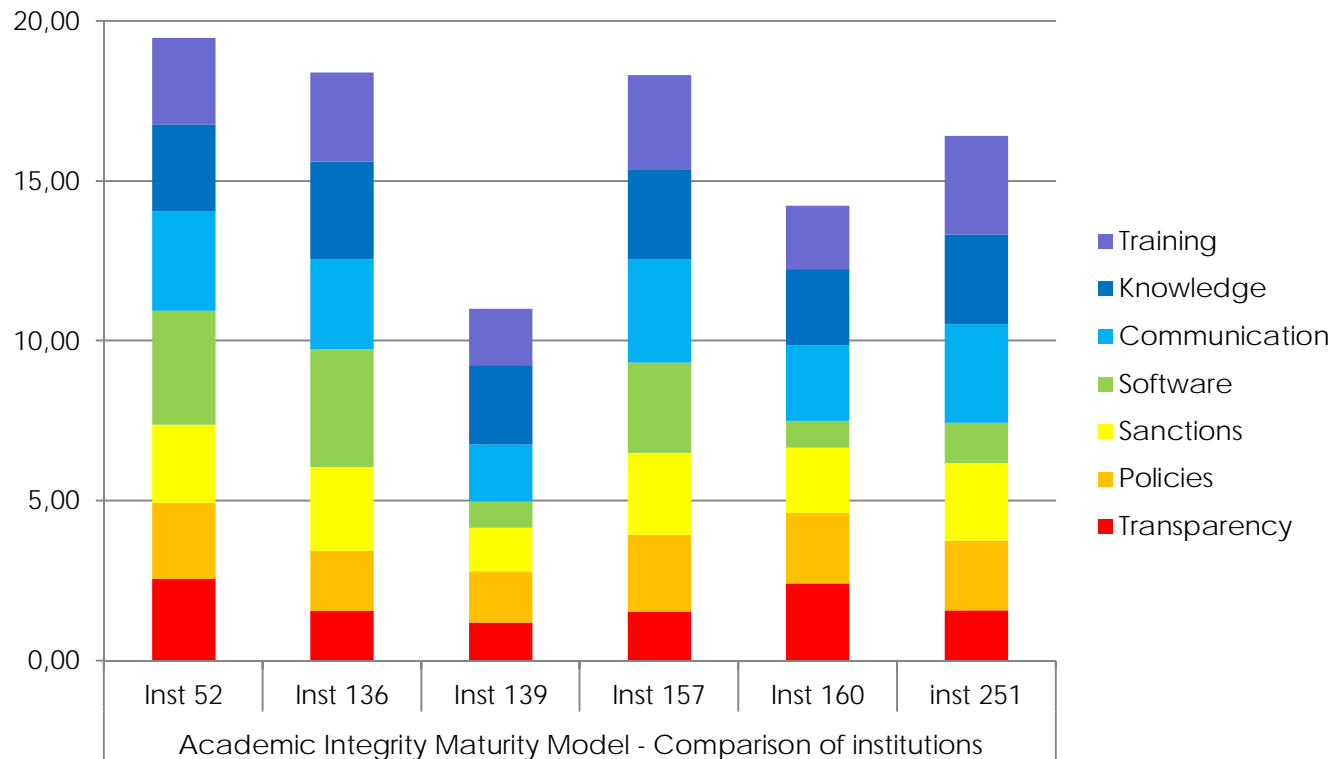
40% copied with some words changed with no quotations, references or in text citations

Eg
 Bulgaria (n=93) 13-11-43-25-9 %
 UK (n=338) 22-40-20-11-7 %



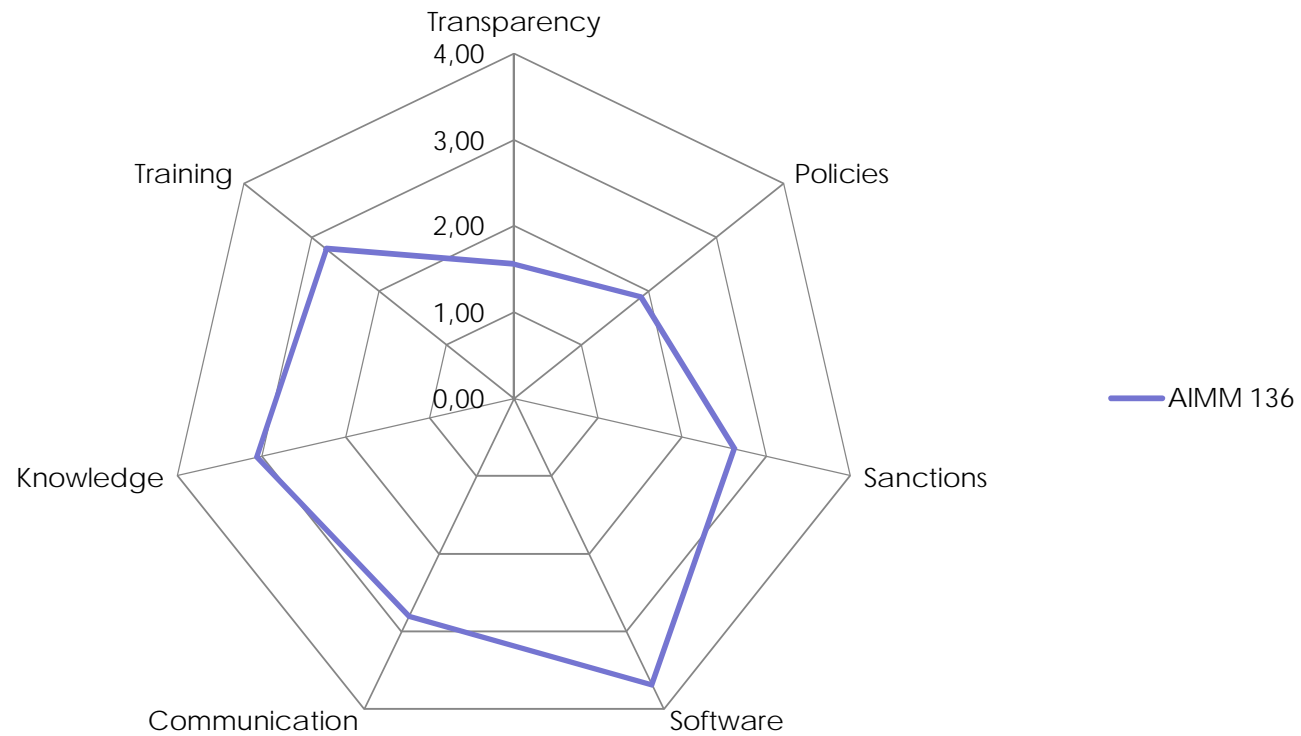
Adapting AIMM for institutional use

Comparison of institutional profiles



AIMM Institution 136

AIMM Institution 136



Since IPPHEAE: Progress on defining what are Mature Policies for Academic Integrity

Characteristics:

- Institutional **governance and strategic commitment**
- Clear and consistently applied **institution-wide policies**
- **Fair and proportional sanctions** applied across the institution
- Engagement with **strategies for deterring academic misconduct**
- **Institutional culture and values** for scholarship and deep learning
- **Student leadership** in actively supporting the institutional strategy
- **Transparency**, institutional statistics, effective communication
- On-going **evaluation**, reflection, monitoring, reviews to enhance strategy, policies and systems
- Engagement with **research and development** internal and external
- **Institutional understanding** about what is acceptable academic practice, in line with *international norms*

(Sources JISC, Policy Works; International Centre for Academic Integrity, AIRS; Exemplary Academic Integrity Project, Academic Integrity Toolkit; IPPHEAE, AIMM)



Recommendations for Europe +

- Create *international benchmarks* of good practice in academic integrity incorporating AIMM / AIRS principles
- EU and national governments provide support for institution-wide strategies, including access to digital tools
- Accreditation, QA agencies: monitoring accountability and consistency in assessment grading and academic integrity
- Institutional governance responsible for ensuring that:
 - Policies and systems are clear and transparent
 - Sanctions are fair, consistent and proportional
 - On-going education and training on integrity is provided for all staff and students

Need to develop

- Network to share good practice
- Culture of integrity across Europe and beyond
- Tools for assessing effectiveness of policies
- Pre-university understanding and practices
- Ways to monitor impact



Challenges to future progress

- Reaching the right people to kick-start change
- Autonomy of institutions and individuals
- Overworked, underpaid academics, second and third jobs
- Large class sizes, under-investment in infrastructure
- Scale of change needed in some places, corrupt society context
- Complacency, lack of interest, low participation, not priority
- Costs in current economic climate
- Fear of identification, exposure
- “Shoot the whistle-blower” mentality
- Lack of agreement – eg what benchmarks to follow?
- Evolving approaches to cheating, e.g. technology, social media, ghost-writing services
- Some academics setting a poor example

Academic Integrity Rating System (AIRS)

<http://www.academicintegrity.org/icai/assets/AIRS.pdf>

Bretag, T. et al Exemplary Academic Integrity Project: www.unisa.edu.au/EAIP

European Science Foundation (ESF) (2008) Stewards of Integrity report:

http://www.esf.org/fileadmin/Public_documents/Publications/StewardOfIntegrity.pdf

EU-wide report and 27 country reports available, Case studies available on request

Examples of good practice in plagiarism prevention and management, Access to project resources: workshops, quiz via the IPPHEAE project web site <http://ippheae.eu/project-results>

Fishman, T. (2009) *"We know it when we see it" is not good enough: toward a standard definition of plagiarism that transcends theft, fraud, and copyright*, Workshop at 4th Asia Pacific Conference on Educational Integrity (4APCEI) 28–30 September 2009 University of Wollongong NSW Australia: <http://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf>

Glendinning, I. (2015a) Book Chapter: *European Perspectives of Academic Integrity* in the Handbook of Academic Integrity, edited by Tracey Bretag, Springer, due for publication October 2015.

Global Corruption report on Education, Transparency International:

http://www.transparency.org/gcr_education Morris, E. and Carroll, J. (2011) *Policy Works - Recommendations for Reviewing Policy to Manage Unacceptable Academic Practice in Higher Education*. JISC, UK: Higher Education Academy: https://www.heacademy.ac.uk/resources/detail/academicintegrity/policy_works

International Center for Academic Integrity: <http://www.academicintegrity.org/icai/home.php>

Whistle-blowers: copy-shake-paste blog: <http://copy-shake-paste.blogspot.co.uk/>; Vroniplag wiki: http://en.wikipedia.org/wiki/VroniPlag_Wiki



510321-LLP-1-2010-1-UK-ERASMUS-EMHE

ireneg@coventry.ac.uk

