

provided for academic staff, and that “many teachers take part in that training and then these teachers provide training for other members of staff”. But some believed that professors were reluctant to engage in this type of training. Despite these differing views, 87% of surveyed teachers said they should receive more training on avoidance of plagiarism and academic dishonesty at their institutions.

## Examples of good practice

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A senior manager recalled in an interview: “One teacher did a small experiment. He asked students to read out loud [a] declaration of originality before doing the work. It influenced the students in [a] positive way.” We felt that this could be tried by other teachers.

Access to reputable text-matching software in most HEIs through project funding has helped academics and institutions to have a more systematic approach towards responses to collusion and plagiarism by students. Unfortunately, their main focus has been on detection. The software can also be used to help students learn about academic writing conventions when they start higher education and understand when they have made mistakes. This type of formative learning about academic writing can play an important role in developing academic writing skills. According to the interview responses, only a small minority of teachers in Georgia use the software in this way. In some institutions, students have access to the text-matching software to pre-submit their work for checking, and also receive guidance and support to interpret the feedback they receive from the software tools. However, teacher respondents were uncertain to what extent the software was being used in this way by other colleagues in their institution.

At least two institutions in Georgia have invested in a centre for academic writing. In one of these institutions the centre has expanded from employing just one person to 37 teachers, and teaches a compulsory course titled “Academic Techniques” to all students at the university, in English and in Georgian. These centres provide support for the entire academic community.

## Challenges and deficits

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Questionnaire responses indicate that Georgian students were more likely to have learned about plagiarism and citation methods before entering university than students from the other four countries covered in this project. However, several teacher participants called for more education for students before university on academic integrity to help in the transition: “There is a ... big difference between what is happening at schools and ... universities”.

Based on the questionnaire responses, 31% of students and 27% of teachers agreed with the statement that they might have plagiarised; 60% of students were aware of at least one case of student plagiarism at their institution; 75% of teachers had personally come across such cases; and 56% of students and 65% of teachers were aware of a case of contract cheating. Interview respondents told us that translation plagiarism by students and academic staff was fairly common in Georgia but acknowledged that this is difficult to detect. Awareness of different types of academic misconduct was higher in Georgia than in the other four countries being surveyed.