Academic Misconduct and Plagiarism - Bernard Montonieri - 2020-11-15

This book discusses the issue of academic misconduct and publication ethics in general and plagiarism in particular, with a focus on case studies in various universities around the world (notably in Japan, Singapore, Australia, USA, and Canada). We are especially interested in students’ and teachers’ perception of academic misconduct and their definition and understanding of plagiarism. Most chapters discuss undergraduates’ understanding of academic dishonesty and students’ experiences using plagiarism software. The book also analyzes teachers’ perception of cheating and how they respond to it. Writing is perceived by all of the teachers to be the most important form of assessment that required preventative measures in order to reduce the occurrence of academic dishonesty among students. Each chapter recommends strategies to fight plagiarism, such as establishing guidelines and regulations concerning academic integrity, awareness of the scale of the issue (scandals at all levels in most countries, even including famous scholars, administrators, and elected officials), assessing the damage done to academic reputation and credibility, developing trust and credibility on social media (especially with the recent disturbing growth of fake news and data), minimizing the proliferation of dishonest accreditation, of identity theft, of fake peer-reviews, and fighting the growing number of fake papers, with or without the use of computer-generated academic works.

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The Influence of Legitimacy on Academic Misconduct - Natalie M. Metz - 2007

With the growing popularity of the internet, academic intellectual property has become widely available. It is important to examine why a growing number of college students seem to be engaging in academic misconduct. When examining compliance, in general, one school of thought believes that legitimacy of authorities can influence a person’s behavior. This study measures student perception of legitimacy of a university’s administration and students’ compliance with that university’s rules and regulations, at two separate time periods (before and after the chancellor of that university was accused of plagiarism) to see if students’ opinions of university officials affect academic misconduct. Legitimacy is measured through three components: (1) obligation to obey the law, (2) trust and confidence, and (3) feelings toward authority. These components were not significant when evaluating academic misconduct, although other factors were found to be important. This research may inform the way instructors and administrators tackle issues of academic misconduct by expanding our understanding of those who plagiarize and cheat.

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Plagiarism, the Internet, and Student Learning - Wendy Sutherland-Smith - 2008-04-24

Written for Higher Education educators, managers and policy-makers, Plagiarism, the Internet and Student Learning combines theoretical understandings with a practical model of plagiarism and aims to explain why and how plagiarism developed. It offers a new way to conceptualize plagiarism and provides a framework for professionals dealing with plagiarism in higher education. Sutherland-Smith presents a model of plagiarism, called the plagiarism continuum, which usefully informs discussion and direction of plagiarism management in most educational settings. The model was developed from a cross-disciplinary examination of plagiarism with a particular focus on understanding how educators and students perceive and respond to issues of plagiarism. The evolution of plagiarism, from its birth in Law, to a global issue, poses challenges to international educators in diverse cultural settings. The case studies included are the voices of educators and students discussing the complexity of plagiarism in policy and practice, as well as the tensions between institutional and individual responses. A review of international studies plus qualitative empirical research on plagiarism, conducted in Australia between 2004-2006, explain why it has emerged as a major issue. The book examines current teaching approaches in light of issues surrounding plagiarism, particularly Internet plagiarism. The model affords insight into ways in which teaching and learning approaches can be enhanced to cope with the ever-changing face of plagiarism. This book challenges Higher Education educators, managers and policy-makers to examine their own beliefs and practices in managing the phenomenon of plagiarism in academic writing.

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Education is an essential research book that analyzes traditional and academic writing.

**Your College Experience** - John N. Gardner - 2007-01-04
Author: by three of the nation's leading experts on the first-year experience, this Concise Edition of Your College Experience continues a 20-year tradition of straightforward, realistic, and intelligent coverage of the skills students need to succeed in college. Each edition is revised based on information uncovered during exhaustive research, surveys on the First Year Experience, and course outcome measurements. Gardner, Jewler, and Barefoot outline the strategies students need to sharpen their skills in note taking, reading, memorizing, writing, and test-taking; enhance social relationships; get to know themselves better by exploring their values; learn vital information about staying healthy; connect to information on career planning; and more!

**Cheating in School** - Stephen F. Davis - 2011-09-07
Cheating in School is the first book to present the research on cheating in a clear and accessible way and provide practical advice and insights for educators, school administrators, and the average lay person. Defines the problems surrounding cheating in schools and proposes solutions that can be applied in all educational settings, from elementary schools to post-secondary institutions.

**Cheating Lessons** - James M. Lang - 2013-09-02
Cheating Lessons is a guide to tackling academic dishonesty at its roots. James Lang analyzes the features of course design and classroom practice that create cheating opportunities, and empowers teachers to build more effective learning environments. Instructors who curb academic dishonesty become better educators in other ways as well.

Cheating in educational institutions and society not only threatens the overall quality of the education, as well as its dissemination of knowledge, but it also affects the current social fabric. With the ever-evolving realm of the internet, the scope of plagiarism has now expanded and presents new detection challenges. As such, methods, strategies, and models need to be employed to preserve the integrity of institutions of higher education (HEIs). Prevention and Detection of Academic Misconduct in Higher Education is an essential research book that analyzes traditional and contemporary methods of cheating, the prevention and detection of academic misconduct, and the cross-cultural implications of academic dishonesty. Edited by an esteemed IGI Global editor in the field of education, this publication highlights related topics including diagnostic testing, mobile technologies, and electronic plagiarism detection, making it a valuable resource for educators, administrators, academicians, researchers, and professionals seeking to maintain the creation, dissemination, and preservation of knowledge.

**Higher Education Opportunity Act** - United States - 2008

**Research Ethics for Students in the Social Sciences** - Jaap Bos - 2020-10-16
This open access textbook offers a practical guide into research ethics for undergraduate students in the social sciences. A step-by-step approach of the most viable issues, in-depth discussions of case histories and a variety of didactical tools will aid the student to grasp the issues at hand and help him or her develop strategies to deal with them. This book addresses problems and questions that any bachelor student in the social sciences should be aware of, including plagiarism, data fabrication and other types of fraud, data augmentation, various forms of research bias, but also peer pressure, issues with confidentiality and questions regarding conflicts of interest. Cheating, ‘free riding’, and broader issues that relate to the place of the social sciences in society are also included. The book concludes with a step-by-step approach designed to coach a student through a research application process.

**It's On Us** - Cecelia Parrinello - 2016
Academic ethics and integrity are necessary elements of a quality education. The need for academic integrity education on campuses has been well documented (Bertram Gallant, 2008, 2016; Bertram Gallant & Drinan, 2006; Liebler, 2009; McCabe, Butterfield, & Trevino, 2004). Academic integrity is a cornerstone of the learning process (Breag et al., 2014; Harp & Taetze, 1966). Higher education institutions have the opportunity to promote academic integrity and prevent academic misconduct on campus by providing clear guidelines, equitable resolutions, and student and faculty engagement. While researchers have examined four-year institutions approaches to academic integrity education, differences exist that are unique to the community college. Specifically, increased diversity, more part-time populations of faculty and staff, higher numbers of students enrolled in online education, and an institutional workforce orientation (Tull, Kuk, & Dalpes, 2015) affect the methods used to promote academic integrity and prevent academic dishonesty. Literature on these
engagement, increased opportunities for part-time faculty to share and this gap in the literature, a single bounded case study using a partially disseminate ideas, demonstrated student learning, a focus on the integrity were faculty. Faculty classroom management and curriculum development emerged as important tools in setting expectations of integrity. The choices that faculty made in describing academic misconduct were based on individual norms of academic discipline, personal, and professional experiences. These limited resources for time, money, and priority were a challenge in providing institutionalized opportunities for academic integrity education. Recommendations for higher education leaders in community colleges included increased student engagement, increased opportunities for part-time faculty to share and disseminate ideas, demonstrated student learning, a focus on the integrity policies of workforce-oriented certification programs, and a clear policy and shared mission. This study adds to the body of knowledge of academic integrity research, namely the promotion of academic integrity and prevention of academic misconduct in the community college setting.

Academic Integrity Matters - Dana B. Burnett - 1998

The problem of academic dishonesty is festering on campuses across the nation. On most campuses a student-managed honor system is the sole mechanism for enforcing the integrity of the academic process. This monograph examines the many perspectives the problem presents and is designed to be used by a broad cross-section of the institutional community. It includes the following chapters: (1) “Creating a Campus Climate for Academic Integrity” (Jon C. Dalton); (2) “Students’ Perceptions of Academic Integrity: Curtailing Violations” (Wanda Kaplan and Phyllis Mable); (3) “The Academic Dishonesty of College Students: The Prevalence of the Problem and Effective Educational Prevention Programs” (William L. Kibler); (4) “The Classroom Environment and Academic Integrity: A Behavioral Science Perspective” (Bernard E. Whiteley, Jr. and Mary E. Kite); (5) “A Comprehensive Approach for Creating a Campus Climate that Promotes Academic Integrity” (Lynn Rudolph and Linda Timm); (6) “When Institutions and Their Faculty Address Issues of Academic Dishonesty: Realities and Myths” (Donald D. Gehring); (7) “The Effect of Institutional Policies and Procedures on Academic Integrity” (Donald L. McCabe and Gary M. Pavela); (8) “Academic Integrity and Campus Climate at Small Colleges” (Karen O. Clifford); (9) “Can the Academic Integrity of Cost-Effective Distance Learning Course Offerings be Protected?” (Mary Elisabeth Randall); (10) “The Impact of Technology on Academic Integrity” (Harold Goldsmith); (11) “Conclusions.” (Contains 242 references.) (IDM)

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To inhibit cheating behaviors in academic settings. Highlighting emerging struggles in France and the significant role they played in the coming of the revolution. Elucidated by the husband of H. Palmer and featuring an introduction by Timothy Tackett that provides a concise intellectual biography of Lefebvre and a critical appraisal of the book, this Princeton Classics edition continues to offer fresh insights into democracy, dictatorship, and insurrection.

Handbook of Academic Integrity - Tracey Ann Bretag - 2017-03-12
The book brings together diverse views from around the world and provides a comprehensive overview of the subject, beginning with different definitions of academic integrity through how to create the ethical academy. At the same time, the Handbook does not shy away from some of the vigorous debates in the field such as the causes of academic integrity breaches. There has been an explosion of interest in academic integrity in the last 10-20 years. New technologies that have made it easier than ever for students to 'cut and paste', coupled with global media scandals of high profile researchers behaving badly, have resulted in the perception that plagiarism is 'on the rise'. This, in combination with the massification and commercialisation of higher education, has resulted in a burgeoning interest in the importance of academic integrity, how to safeguard it, and how to address breaches appropriately. What may have seemed like a relatively easy topic to address – students copying sources without attribution – has in fact, turned out to be a very complex, interdisciplinary field of research requiring contributions from linguists, psychologists, social scientists, anthropologists, teaching and learning specialists, mathematicians, accountants, medical doctors, lawyers and philosophers, to name just a few. Despite or perhaps because of this broad interest and input, there has been no single authoritative reference work which brings together the vast, growing, interdisciplinary and at times contradictory body of literature. For both established researchers/practitioners and those new to the field, this Handbook provides a one-stop-shop as well as a launching pad for new explorations and discussions.

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Towards Consistency and Transparency in Academic Integrity - Salim Razi - 2019-02-06
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Handbook of Research on Academic Misconduct in Higher Education - Velliaris, Donna M. - 2016-10-25
To maintain the quality of education, integrity and honesty must be upheld by students and teachers in learning environments. The prevention of cheating is a prime factor in this endeavor. The Handbook of Research on Academic Misconduct in Higher Education is a pivotal reference source for the latest scholarly material on the implementation of policies and practices to inhibit cheating behaviors in academic settings. Highlighting emerging pedagogies, empirical-based evidence, and future directions, this book is ideally designed for professionals, practitioners, educators, school administrators, and researchers interested in preventing academic dishonesty.

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Cheating in College - Donald L. McCabe - 2012-09-11
Today's students are tomorrow's leaders, and the college years are a critical period for their development of ethical standards. Cheating in College explores how and why students cheat and what policies, practices, and participation may be useful in promoting academic integrity and reducing cheating. The authors investigate trends over time, including internet-based cheating. They consider personal and situational explanations, such as the culture of groups in which dishonesty is more common (such as business majors) and social settings that support cheating (such as fraternities and sororities). Faculty and administrators are increasing their efforts to promote academic honesty among students. Orientation and training sessions, information on college and university websites, student handbooks that describe codes of conduct, honor codes, and course syllabi all define cheating and establish the consequences. Based on the authors' multiyear, multisite surveys, Cheating in College quantifies and analyzes student cheating to demonstrate why academic integrity is important and to describe the cultural efforts that are effective in restoring it. -- Gary Pavela, Syracuse University

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Academic Integrity Policy - Azusa Pacific University. Office of the Provost

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show how this bogus concern encourages climate denialism. Humanity must stop burning fossil fuels within the next thirty years and do so in a way that improves living standards and opportunities for working people. This is the goal of the Green New Deal and, as the authors make clear, it is entirely feasible. Climate change is an emergency that cannot be ignored. This book shows how it can be overcome both politically and economically.

Plagiarism in Higher Education: Tackling Tough Topics in Academic Integrity - Sarah Elaine Eaton - 2021-03-23

With considerations for students, faculty members, librarians, and researchers, this book will explain and help to mitigate plagiarism in higher education contexts. Plagiarism is a complex issue that affects many stakeholders in higher education, but it isn’t always well understood. This text provides an in-depth, evidence-based understanding of plagiarism with the goal of engaging campus communities in informed conversations about proactive approaches to plagiarism. Offering practical suggestions for addressing plagiarism campus-wide, this book tackles such messy topics as self-plagiarism, plagiarism among international students, essay mills, and contract cheating. It also answers such tough questions as: Why do students plagiarize, and why don’t faculty always report it? Why are plagiarism cases so hard to manage? What if researchers themselves plagiarize? How can we design better learning assessments to prevent plagiarism? When should we choose human detection versus text-matching software? Nonjudgmental book focuses on academic integrity from a teaching and learning perspective, offering comprehensive insights into various aspects of plagiarism with a particular lens on higher education to benefit the entire campus community. Provides a comprehensive treatment of plagiarism in higher education Candidly presents tough topics, such as self-plagiarism and essay mills Draws from the scholarly literature to empower educators, librarians, and students to think proactively about plagiarism prevention

The Adjunct Faculty Handbook - Lorri E. Cooper - 2010-05-26

The Adjunct Faculty Handbook, Second Edition provides a full range of academic leaders and adjunct faculty with a much-needed, practical resource to manage the work of adjunct faculty teaching. Since the publication of the first edition in 1996, the number of adjunct faculty members in colleges and universities has increased spectacularly, to the point that most colleges and universities could not function efficiently without them. The revised edition has been updated to address the dramatic changes in higher education that result from institutional dependence on adjunct faculty as well as the striking changes in higher education (such as the role of technology in teaching and learning, the increased emphasis on student evaluations and learning outcomes assessment, and changes in classroom dynamics) in which adjunct faculty must be proficient.

Tools for Teaching - Barbara Gross Davis - 2009-07-17

This is the long-awaited update on the bestselling book that offers a practical, accessible reference manual for faculty in any discipline. This new edition contains up-to-date information on technology as well as expanding on the ideas and strategies presented in the first edition. It includes more than sixty-one chapters designed to improve the teaching of beginning, mid-career, or senior faculty members. The topics cover both traditional tasks of teaching as well as broader concerns, such as diversity and inclusion in the classroom and technology in educational settings.

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Climate Crisis and the Global Green New Deal - Noam Chomsky - 2020-09-22

Climate change: watershed or endgame? In this compelling new book, Noam Chomsky, the world’s leading public intellectual, and Robert Pollin, a renowned progressive economist, map out the catastrophic consequences of unchecked climate change—and present a realistic blueprint for change: the Global Green New Deal. Together, Chomsky and Pollin show how the forecasts for unchecked climate change—and result from institutional dependence on adjunct faculty as well as the striking changes in higher education (such as the role of technology in teaching and learning, the increased emphasis on student evaluations and learning outcomes assessment, and changes in classroom dynamics) in which adjunct faculty must be proficient.

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Fostering Integrity in Research - National Academies of Sciences, Engineering, and Medicine - 2018-01-13

The integrity of knowledge that emerges from research is based on individual and collective adherence to core values of objectivity, honesty, openness, fairness, accountability, and stewardship. Integrity in science means that the organizations in which research is conducted encourage those involved to exemplify these values in every step of the research process. Understanding the dynamics that support or thwart integrity of research by all participants ensures that the research enterprise advances knowledge. The 1992 report Responsible Science: Ensuring the Integrity of the Research Process evaluated issues related to scientific responsibility and the conduct of research. It provided a valuable service in describing and analyzing a very complicated set of issues that has served as a crucial basis for thinking about research integrity for more than two decades. However, as experience has accumulated with various forms of research misconduct, detrimental research practices, and other forms of misconduct, as subsequent empirical research has revealed more about the nature of scientific misconduct, and because technological and social changes have altered the environment in which science is conducted, it is clear that the framework established more than two decades ago needs to be updated. Responsible Science served as a valuable benchmark to set the context for this most recent analysis and to help guide the committee’s thought process. Fostering Integrity in Research identifies best practices in research and recommends practical options for discouraging and addressing research misconduct and detrimental research practices.
promoting and enforcing the policy. In addition, the qualitative components of this study allow the researcher to investigate why some faculty members consistently promote, implement, and enforce academic integrity policy. The second study was a descriptive survey and qualitative study on faculty views, attitudes, and experiences with academic integrity while others do not. Data production involved the use of data triangulation and methods triangulation. By gathering and analyzing data from multiple sources, using both qualitative and quantitative methods, data are enriched and a higher degree of validity is achieved. This study includes a detailed faculty survey, in-depth faculty interviews, and data collected from the qualitative component. Faculty prefer to handle incidents of cheating and sanctions privately, bypassing official university policy; (2) Faculty recognize the problems in handling incidents individually, including liability issues, a lack of consistency in sanctions, and a lack of official record of the incident; (3) Faculty with negative experiences in implementing official policy are less likely to currently report incidents than those with positive experiences; and (4) Reasons for not reporting incidents of academic dishonesty include: overly burdensome and time-consuming procedures; sanctions viewed as inflexible, overly lenient, or excessively severe; a perceived lack of administrative support; and to avoid possible personal litigation or personal retaliation.

Rentz's Student Affairs Practice in Higher Education - Audrey L. Rentz - 2004
Students in the field, as well as experienced practitioners and administrators, will find this book very helpful in furthering their understanding of the field. It will also be useful in helping the chief student affairs officer to articulate the needs of the various programs in an understandable and persuasive manner in order to convince others outside of student affairs that the policies and programs they propose are worthy of support. The first two chapters, thoughtfully revised from the previous edition of the book, provide the philosophical and historical tools to clarify assumptions, values and concerns. The enrollment management chapters on admissions, financial aid, academic advising, and orientation interweave conceptually into one package loosely constructed at one institution and tightly constructed at others. Residence life, orientation, judicial affairs, career services, student activities, financial aid and multicultural affairs provide an interesting, united focus on learning and living skills. Counseling, career services, and health services help focus on an integrated, wellness orientation to life. The final chapter of the book examines three central issues (social justice, student learning, and professionalism) that typify the current challenges facing our continually evolving profession and higher education. For staff who want to read further, there are up-to-date references at the end of each chapter. Student affairs administrators have the responsibility of providing the best programs and services they can for the achievement of student affairs purposes.
The landscape of student affairs in American higher education has increasingly become multidimensional due to more diversity of student population and more complex issues students bring to campus. This new fifth edition is designed to equip student affairs professionals to understand and know well not only the philosophy, history, mission of student affairs, and that their practice is theory-based and outcome-oriented but also that their role and function are influenced by the shifts in philosophy, mission and strategies, theories, and nature of American higher education. With most chapters substantially rewritten, this edition has included three brand new chapters which cover functional areas of fraternity and sorority life, collegiate recreation, and assessment and student learning. These three chapters are very unique in that student affairs mission, values, and organizational structure are clearly presented about these functional areas. In addition to the new chapters, the text has also expanded its content to international students, adult students, veteran students, and students with disabilities. This edition has been integrated with the most recent literature, professional standards, and critical issues in student affairs that have occurred since publication of the previous edition in 2010. The book is designed for both Master’s- and Doctoral-level students in need of an overview of student affairs functional areas. It can also be used as a teaching tool by middle- and high-level administrators who supervise interns or staff for professional development. Additionally, the text will also be useful to experienced student affairs professionals who wish to keep abreast of the current trends and issues. In the past 25 years, four editions of this book were published and each edition has been a valuable tool to serve as a primer for students, faculty, and professionals in their learning, teaching, and practice. This outstanding fifth edition is not only inheriting the wisdom of the original contributors but also flourishing the essence of the mission and values of student affairs in American higher education.

Rentz's STUDENT AFFAIRS PRACTICE IN HIGHER EDUCATION - Naijian Zhang - 2016-10-25
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regulations-on-academic-misconduct

Since its publication in 2004, Doing Honest Work in College has become an integral part of academic integrity and first-year experience programs across the country. This helpful guide explains the principles of academic integrity in a clear, straightforward way and shows students how to apply them in all academic situations—from paper writing and independent research to study groups and lab work. Teachers can use this book to open a discussion with their students about these difficult issues. Students will find a trusted resource for citation help whether they are studying comparative literature or computer science. Every major reference style is represented. Most important of all, many universities that adopt this book report a reduction in cheating and plagiarism on campus. For this second edition, Charles Lipson has updated hundreds of examples and included many new media sources. There is now a full chapter on how to take good notes and use them properly in papers and assignments. The extensive list of citation styles incorporates guidelines from the American Anthropological Association. The result is the definitive resource on academic integrity that students can use every day. “Georgetown’s entering class will discover that we actually have given them what we expect will be a very useful book, Doing Honest Work in College. It will be one of the first things students see on their residence hall desks when they move in, and we hope they will realize how important the topic is.”—James J. O’Donnell, Provost, Georgetown University “A useful book to keep on your reference shelf.”—Bonita L. Wilcox, English Leadership Quarterly

Doing Honest Work in College - Charles Lipson - 2013-04-01
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