



UNIVERSITY OF CALGARY | WERKLUND SCHOOL OF EDUCATION

INVESTIGATING ACADEMIC INTEGRITY IN THE WERKLUND SCHOOL OF EDUCATION: PROCESS, POLICY AND PERCEPTIONS: RESEARCH PROJECT BRIEF

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Ethics

Conjoint Faculties Research Ethics Board (CFREB): Study ID: REB16-1828

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Project Overview

This project investigates how instructors, teaching assistants (TA's) and administrators perceive and act upon cases of plagiarism or in the Werklund School of Education (WSE). Academic dishonesty continues to present a major problem in higher education (Altbach, 2015; Colella-Sandercock & Alahmadi, 2015; Leonard, Schwieder, Buhler, Beaubien Bennett & Royster, 2015). The WSE "Process for Reporting and Responding to Plagiarism" will be used as a tool to engage participants in focus groups and interviews to facilitate dialogue on the topic of academic integrity.

Recommendations will be provided as part of the final report.

Innovation

The Werklund School of Education's "Process for Reporting and Responding to Plagiarism" (see Appendix) is considered an innovative tool for engaging educators in dialogue and promoting a culture of academic integrity. Other faculties have requested copies of the tool so they might share it with their own colleagues. Like education itself, the model of academic integrity has shifted in recent decades. No longer is the focus strictly on detection and imposing punitive consequences, but rather it has evolved to include learning and support, for both students and educators, around what academic integrity is and how to avoid it in the first place (Carroll & Duggan, 2005; Busch & Bilgin, 2014). This includes developing a culture of academic integrity in which both students and educators are clear on the expectations and processes involved (Groark, Oblinger & Choa, 2001).

Previous research provides insights into how educators can develop capacity and competence with regards to upholding the principles of academic integrity in a productive manner (Colella-Sandercock & Alahmadi, 2015; Griffith, 2013). Developing a culture of academic integrity begins with educators knowing what to do (process) and how to communicate with learners about what plagiarism is and how to avoid it. This study will directly strengthen undergraduate and graduate teaching by providing insight into how to prevent, detect and deal with plagiarism. As a key group of participants in this study is TAs, this will help them to develop their understanding of academic integrity, both as students and as emerging professionals. This research will also support sessional and full-time faculty, as they continue to develop their professional understanding of how to detect and report plagiarism, as well as how to avoid it in the first place.

Methodology

This study is framed as action research (Fichtman Dana, 2013; Hendricks, 2016; McNiff, 2010; 2013, 2014 & 2016). Fichtman Dana (2013) points out that action research “has no beginning and no end.... Rather... is a continual cycle” (p. 82). This study is designed to contribute to the ongoing cultivation of academic integrity in the school of education, and inform the continual cycle of professional development of educators in various roles, who have different levels of experience and are at various stages of their careers.

This study has a mixed methods research design (Creswell, 2014) that includes:

1. **A survey** for various educator groups in WSE (TAs; sessionals, instructors, tenure-track and tenured professors);
2. **focus groups** with Teaching Assistants who are at various stages of their assistantship (Level 1; Level 2 and active TAs), as well as with sessional instructors; and
3. **interviews** with each of the Associate Deans.

Significance

The topic of assessment will be a key element of the research. This project makes a significant contribution to the theme of authentic assessment by:

1. engaging Teaching Assistants (TAs) and instructional staff in dialogue about assessment and academic integrity;
2. examining how educators in WSE perceive and enact process around plagiarism; and
3. help to cultivate a culture of academic integrity in WSE through dialogue and knowledge mobilization workshops.

This research expands our understanding of the perceptions, processes and policy around academic integrity and how these are enacted within the Werklund School of Education.

The impact on student learning will be increased awareness among all types of WSE educators about how to address the issue of plagiarism, as well as how to create a more highly developed culture of academic integrity in the Werklund School of Education.

Students will be impacted as instructional staff will have the topic of academic integrity at the forefront of their mind as they engage learners in the 2016-2017 academic year.

Knowledge Mobilization Plan

Results of this study will be disseminated in the following ways:

1. Public Presentation: Targeted towards WSE educators, staff and students) to share the findings of the study.
2. Workshops: WSE workshop on how to prevent, detect and report plagiarism in WSE courses, as well as how to develop a culture of academic integrity among our students.
3. Conferences:
 - 3.1 IDEAS
 - 3.2 Canadian Society for the Study of Education
 - 3.3 American Association of Educational Researchers
4. Peer-reviewed publications
 - 4.1 IDEAS Conference Proceedings
 - 4.2 Assessment and Evaluation in Higher Education
5. Social media: Ongoing progress reports through the researcher's blog (www.dr.saraheaton.wordpress.com) which has had over 1 Million views since its creation as well as via the researcher's Twitter account.

We will submit a final report (poster format) submitted to the WSE Office of Teaching and Learning, within two months of the project completion.

Research Assistant Roles

This project will include four Research Assistants (RAs):

- Two undergraduate student RAs
- Two graduate student RAs

Each RA is hired in accordance with University policies and procedures. Duties may include, but are not limited to:

- Attend and actively participate in research team meetings.
- Assist with focus group preparations (e.g. meeting room logistics, arranging for refreshments)
- Assist with participant recruitment, obtaining informed consent and keep accurate records for the project.
- Collaborate with the Principal Investigator and other research team members to implement protocols for secure storage of data.
- Maintain detailed and organized project documentation, including reports, data, etc.
- Assist with literature reviews, documentation and report preparation.
- Assist with clerical work as needed.
- Other duties as assigned.

Research assistants will need to complete the TCPS2 CORE Tutorial and send the PI a copy of your completion certificate before onboarding to the project is complete.

Intellectual Property Statement for Research Assistants

The purpose of this statement is to ensure clarity and transparency among all members of the research team. According to the University of Calgary Intellectual Property Policy:

“Persons paid to perform specific assigned tasks unrelated to their academic program are employed and, in the absence of another agreement, their work belongs to their employer.”
(p. 13)

The intellectual property rights for this project technically rest with the Principal Investigator (PI). You may not claim any of the outputs or results this work as your own. Research Assistants (RAs) are hired to perform specific duties and tasks in relation to the project, but this does not entitle RAs to intellectual property rights.

You may not copy, publish or publicly share results or any other work relating to this project without the explicit written permission of the PI.

Under certain circumstances RAs may be invited to contribute to collaborative dissemination of research results (e.g. conference presentations or publications). The PI would extend an invitation to collaborate based on the depth and substance of intellectual contributions made by RA to the research project. Invitations are extended solely at the discretion of the PI.

As a student research assistant, you are encouraged to have open and frank conversations with the PI about what constitutes a substantive intellectual contribution to a research project.

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Appendix: Guidelines for Addressing Plagiarism



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Academic Integrity: Guidelines for Addressing Plagiarism

Definition

"Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged. Plagiarism includes but is not limited to:

- (a) The work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) Parts of the work are taken from another source without reference to the original author,
- (c) The whole work (e.g., an essay) is copied from another source, and/or,
- (d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence". (University of Calgary Calendar 2014-15)



















Determining Plagiarized Work

- Does the work or parts of the work have a different flow in the writing?
- Does the work sound familiar?
- Have you used Google to see if select passages match another body of work?
- Have you used Academic Plagiarism Checker (web-based) to see if it matches another body of work?
- Other Detection software: Turnitin, SeeSources, Plagiarism Detect, and Copyscape (Caution: Content submitted using such software may be saved to a server outside of Canada. Also, if the same content is re-submitted, it may show the work as being self-plagiarized.)

Reaction to the Discovered Plagiarized Work

- Did the student just miss inserting the quotes and/or citations?
- Is there a pattern of using quotes or passages without citations?
- Does the student seem unaware or fail to understand the expectations for citing others' work?
- Who needs to be informed of the plagiarism?
- What information do I provide?

Process for Reporting and Responding to Plagiarism

Undergraduate Programs in Education (UPE)	Graduate Programs in Education (GPE)	International Foundations Programs (IFP)
 Instructor to document the plagiarized work (e.g., highlight the passage(s) in the work and provide the original source from where the work was taken or with multimedia sources document by identifying the specific timing).	 Instructor to document the plagiarized work (e.g., highlight the passage(s) in the work and provide the original source from where the work was taken or with multimedia sources document by identifying the specific timing).	 Instructor to document the plagiarized work (e.g., highlight the passage(s) in the work and provide the original source from where the work was taken or with multimedia sources document by identifying the specific timing).
 Instructor to report this and share the documentation with the Director of Student Experiences .	 Instructor to report this and share the documentation with the Graduate Program Director (GPD) for the EDSA.	 Instructor to report this and share the documentation with the IFP Academic Coordinator .
 The Director works with the instructor to determine if the work is plagiarized. If plagiarized, the Director will send an email to the student and copy the Associate Dean of UPE .	 GPD works with the instructor to determine if the work is plagiarized. If plagiarized, the instructor sends the student an email informing him/her that the matter has been turned over to the Associate Dean of GPE .	 The Academic Coordinator works with the instructor to determine if the work is plagiarized. If plagiarized, the Academic Coordinator sends the student an email, copied to the Associate Dean of IFP .
 First Offence: Associate Dean of UPE sends a letter to the student informing him/her the work was plagiarized and the assignment receives a Failed (F) grade.	 First Offence: Associate Dean of GPE sends a letter to the student informing him/her the work was plagiarized and the assignment receives a Failed (F) grade (which may result in an F in the course). Student has 15 business days to appeal within WSE. This letter is cc'ed to the Faculty of Graduate Studies .	 First Offence: Associate Dean of IFP sends a letter to the student informing him/her the work was plagiarized and the assignment receives a Failed (F) grade (which may result in an F in the course).
 Second Offence: Associate Dean of UPE sends a letter to the student informing him/her the work was plagiarized and the student has failed the course.	 Second Offence: Associate Dean of GPE sends a letter to the student informing him/her the work was plagiarized and that the recommendation is that the student fails the course. This letter is cc'ed to the Dean of the Faculty of Graduate Studies . Student has 15 business days to appeal.	 Second Offence: Associate Dean of IFP sends a letter to the student informing him/her the work was plagiarized and the student has failed the course.
 Third Offence: Associate Dean of UPE sends a letter to the student informing him/her the work was plagiarized and the student is expelled from the program. This will mean the student will need to wait a year to return to the program. Note: A student in the Concurrent Program will have the letter sent to his/her Dean of the specific discipline Faculty.	 Third Offence: Associate Dean of GPE sends a letter to the student informing him/her the work was plagiarized and the recommendation is that the student is withdrawn from the program. Student has 15 business days to appeal. This letter is cc'ed to the Dean of the Faculty of Graduate Studies for final decision .	 Third Offence: Associate Dean of IFP sends a letter to the student informing him/her the work was plagiarized and the student is expelled from the program. This will mean the student will need to wait a year to return to the program. Note: A student in the Concurrent Program will have the letter sent to his/her Dean of the specific discipline Faculty.
Note: Offences are cumulative.		Note: Offences are cumulative

Role of Instructors

- Uphold the Intellectual honesty and integrity expectations of the University of Calgary.
- When introducing a course, take time to review and talk about the Intellectual honesty/Plagiarism section of the course outline. Use this as an opportunity to be proactive in helping students to understand the expectations for intellectual honesty.
- Model academic integrity in work being shared with students (e.g., include citations)
- Help students to properly cite work and provide them with resources to inform their practice
- Be vigilant in how student work is assessed.
- Hold students accountable for intellectual honesty and academic integrity.

Resources

Writing Support Services from the [Student Success Centre](#):

- [Avoiding Plagiarism](#)
 - [Evaluating sources](#)
 - [Plagiarism: What it is and how to avoid it](#) -
 - [Levels of Abstractions: Overcoming overwhelming details](#)
 - [Using sources effectively](#)
- [Citation Styles](#)
 - [APA citation](#)
- [Grammar and Editing](#)
 - [10 strategies to make your writing more readable](#)
 - [Strategies for revising essays and research papers](#)
- [Writing Assignment Strategies](#)
 - [Essays](#)
 - [Poster presentations](#)
- [Writing Workshops](#)
 - [Undergraduate Writing Workshops](#)
 - [Graduate Writing Workshops](#)

Reference

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