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Academic Integrity in Canada: An Annotated Bibliography

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Eaton, S. E., Crossman, K., & Edino, R. I. (2019). Academic Integrity in Canada: An Annotated Bibliography. Calgary: University of Calgary.

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Academic Integrity in Canada: An Annotated Bibliography

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April 2019

Publication Information

Cite this report as:

Eaton, S. E., Crossman, K., & Edino, R. I. (2019). *Academic Integrity in Canada: An Annotated Bibliography*. Calgary: University of Calgary.

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A Message from the Researchers

We are grateful to the Werklund School of Education who provided funding for this project through a Research Development Grant (2017-2018).

Further, we are grateful to the librarians at the University of Calgary who assisted us in locating and providing us with copies of materials listed in the institutional research databases, but were not easily accessible. The librarians tracked down and provided us with copies of these sources through the institutional document delivery service and we offer our gratitude for their efforts.

Finally, we owe a debt of gratitude to those who provided feedback on this work.

Sarah Elaine Eaton, Ph.D., Principal Investigator

Katherine (Katie) Crossman, Ph.D., Research Associate

Rachael Edino, Ph.D. Candidate, Research Assistant

April 2019

Abstract

Purpose: This report documents research and related materials related to academic integrity in Canada to inform and guide future work in the field. It provides an overview of the literature up to and including 2017 relating to academic integrity in Canada.

Methods: Two research questions guided this literature review: 1. What scholarly, research, and professional literature showcases Canadian scholarship relating to academic integrity? 2. What major themes emerge from scholarly and research literature about academic integrity in the Canadian context? To this end, a methodical search of databases was undertaken, relevant research was compiled, and articles were summarized and categorized.

Results: Our review and search of the literature resulted in 68 sources, which we organized into 7 categories: (a) Attitudes, behaviours, and perceptions; (b) Academic integrity in professional programs; (c) Understanding and supporting international students; (d) Pedagogical implications: Instruction and prevention; (e) Focus on technology; (f) Institutional considerations: Policy, law and case management, and (g) Methodological considerations: Plagiarism research.

We found that academic dishonesty in Canada, as in other countries, is widespread among students and faculty, while policies and their implementation are often inconsistent. Calls for clearer guidelines and greater support for students and faculty resound as a consistent theme in the literature.

Implications: Academic integrity research in Canada has been slow to develop, but is now experiencing significant growth. As more stakeholders become aware of the scope and complexities of academic integrity, many researchers are making recommendations for policy, policy implementation, and support through technology, education, and intervention programs.

Additional materials: 72 References

Keywords: Academic integrity, academic dishonesty, academic misconduct, plagiarism, cheating, Canada

Executive Summary

Attitudes, behaviours, and perceptions

- Academic misconduct and plagiarism are widespread in Canadian educational contexts, with between half and 90% of students self-reporting academically dishonest behaviors, with no major differences among year of study or gender.
- Students often trivialize or fail to recognize academically dishonest behaviours.
- Students often report confusion about academic dishonesty.
- Inconsistencies between faculty understanding and implementation of academic integrity policies are widely reported.
- Post-secondary level students of all genders report high rates of academically dishonest behaviours and a lack of awareness of what constitutes academic dishonesty.
- Faculty have disparate views on plagiarism and how to interpret and implement institutional academic integrity policies.

Academic integrity in professional programs

- Academically dishonest behaviours are reported in high rates in professional programs, ranging from over half in Education to 95% in Pharmacy.
- Faculty in professional programs are also implicated, with the majority of faculty members either participating in plagiarism or not recognizing or discussing plagiarism in their classes.
 - Education: Less than a quarter a pre-service teachers surveyed had an accurate understanding of plagiarism, and more than half reported cheating during their B.Ed program.
 - Engineering: Engineers do more than crunch numbers, and they will make many decisions based on ethics in their careers. Engineering programs must better prepare their students to act with integrity.
 - Nursing: Nursing students report high levels of academically dishonest behavior. Attitudinal behaviours, situational factors, and collusion for caring (i.e. helping peers to cheat) all contribute to cheating behaviours.
 - Faculty in nursing programs have been seen as contributing to academic misconduct, and the focus of students and teachers tends to be on potential consequences rather than integrity itself.
 - Pharmacy: Rates of cheating, including falsifying data, in pharmacy programs are very high for both students (80-90%) and faculty.
 - It has been suggested that pharmacy students are “primed” to participate in academically dishonest behaviours due to course design and faculty attitudes.

Understanding and supporting international students

- International students are often vilified in discussions of academic integrity.
- Faculty often assume international students have mastered English before starting their programs, when in reality they still often require support, feedback, and clearer expectations to develop academic writing skills and academic integrity.

Pedagogical implications: Instruction and prevention

- Institutional, library, and course-level support for the prevention of and education about academic integrity is effective in preventing and reducing academic misconduct.
- Plagiarism is often inadvertent, and so skills and competence-building activities are essential.
- Assignments should be designed with originality in mind to encourage students to create their own work.
- Games-based instruction, peer-instruction, and other interventions have been effective for reducing and preventing academically dishonest behaviours.

Focus on Technology

- The internet has made cut-and-paste plagiarism easier than ever due to the ease of accessing and copying information.
- Text-matching (also known as plagiarism detection) software is becoming more common, but there are concerns about its cost to institutions, the intellectual property rights of students whose papers are uploaded to a third party, and the fact that most programs cannot deal with non-text materials.
- Computer technology can also be used to determine rates of cheating on multiple choice exams.
- Apps may be good reference tools and platforms for academic integrity tutorials.

Institutional considerations: Policy, law and case management

- There is no common framework for academic integrity in higher education across Canada.
- Inconsistencies between policies and their implementation between and within institutions are commonplace and contribute to a culture of academic dishonesty.
- There should be a greater focus on educating students about rather than punishing them for academically dishonest behaviours.
- There is a disconnect between the relatively low number of students reported for plagiarism (1.5% at one institution) and the high numbers of students who report engaging in academically dishonest behaviours.

Methodological considerations: Plagiarism research

- Most research on plagiarism is based on self-reported data, which has a number of weaknesses.
- Researchers should seek to include other types of data such as student assignments in plagiarism research.

Introduction

This updated report provides an overview of the literature up to and including 2017 relating to academic integrity in Canada.

Background and Definitions

Included in this document is a comprehensive overview of Canadian research on academic integrity in terms of

1. Attitudes, behaviours, and perceptions
2. Academic integrity in professional programs
3. Understanding and supporting international students
4. Pedagogical implications: Instruction and prevention
5. Focus on technology
6. Institutional considerations: Policy, law and case management
7. Methodological considerations: Plagiarism research

We define key terms in relation to the literature:

Academic dishonesty is the deliberate violation of academic codes of conduct.

Academic integrity is based on these fundamental values: (a) honesty; (b) trust; (c) fairness; (d) respect; (e) responsibility; and (f) courage. (International Center for Academic Integrity, 2014)

Academic misconduct may be either deliberate or unintentional violation of academic codes of conducts. Regardless of whether the misconduct is intentional or unintentional, students may nevertheless be held responsible for their actions.

Origins and Purpose of This Report

This purpose of this report is to document research and related materials related to academic integrity in Canada to inform and guide future work in the field. In 2018, two of the authors of this report published an article in the *International Journal of Educational Integrity* (Eaton & Edino, 2018) that was an evidence-informed call to action to strengthen the research agenda around academic integrity in the Canadian context. The article was an information synthesis that used very strict inclusion and exclusion criteria for the information we synthesized. We realized as were in the final stages of preparing the article that in our efforts to be rigorous, we had failed to include some important works in our article. We have, together with our colleague, Katherine (Katie) Crossman, prepared this annotated bibliography as a companion piece to that article. We reviewed 68 sources in this report, expanding on the 56 sources reviewed in our 2018 article (Eaton & Edino). As such, we contend that this annotated bibliography is more inclusive and representative of the broader contributions to academic integrity literature that includes research, scholarship, and professional contributions to the field, making it a useful companion to the 2018 article.

Methodology

This report provides an overview of the current scholarly literature relating to academic integrity in the Canadian context. In this section we outline the methodology for our review, including some of the complexities encountered during our study.

Intended Audience

This report is for stakeholders in Canadian higher education contexts who are interested in academic integrity. It is of particular relevance to administrators, policy makers, faculty, and students.

Research Questions

With our intended audience in mind, we developed the following research questions to guide our review:

1. What scholarly, research, and professional literature showcases Canadian scholarship relating to academic integrity?
2. What major themes emerge from scholarly and research literature about academic integrity in the Canadian context?

Inclusion and Exclusion Criteria

We began with a combined search term strategy that included two categories of terms:

Table 1: Search Term Categories

Search Term Category 1	Search Term Category 2
<ul style="list-style-type: none">• Academic integrity• Academic misconduct• Academic dishonesty• Plagiarism	<ul style="list-style-type: none">• Canada• Canadian

When we began our search, we set inclusion parameter such that a source had to meet at least one criterium from category one and at least one from category two. During our search we used quotation marks to ensure that the entire phrase was searched.

These were the criteria used for the article published in the International Journal of Educational Integrity (Eaton & Edino, 2018). After publication of the article, we found additional material about academic integrity that had not explicitly contained the words “Canada” or “Canadian” in the title, keywords or abstract. As such, we did not include them in the article, but have included them in this report.

Exclusion Criteria

We included seven exclusion criteria for our study, divided into two broad categories: (1) Exclusion of non-scholarly sources and (2) Exclusion of scholarly sources that did not help us meet our primary objective of better understanding the research work that has been conducted specifically in the Canadian context. Our search focused on literature of a research, scholarly and authoritative nature, necessitating the exclusion of non-scholarly sources including, but not limited to:

1. Institutional reports and policy documents
2. Newspaper articles and other popular media sources
3. Other informal media such as blogs, editorials, letters to the editor
4. Social media outputs such as status updates or Tweets

Because our study was intentionally focused on the Canadian context, we also had to make decisions for exclusion criteria based on this primary objective of our study. To that end, further exclusion criteria included:

5. Studies not primarily focused on the Canadian context.
6. Comparative studies or multi-institutional studies of which a Canadian institution was one among many were excluded.

Inclusion Criteria

We conducted a rigorous search for high-quality, publicly available sources including:

1. Peer reviewed journal articles
2. Conference papers (peer-reviewed and non-peer-reviewed)
3. Books
4. Theses and dissertations
5. Reports

Initially, we sought to find research written by Canadians about the Canadian context. However, we encountered some factors that complicated our decision-making process when we found studies that seemed to have been conducted about Canada, but that were written by scholars who identified as being located in other countries. Ultimately, we chose to include these works in our review, narrowing our priority to research conducted *about the Canadian context*.

Typology of Evidence

We subscribe to Petticrew & Roberts (2006) notion that considering the typologies of evidence can provide a useful framework for answering the research questions that guide a literature review. We initiated our search with the following typologies of evidence in mind:

1. Experimental studies
2. Quantitative studies
3. Qualitative studies
4. Mixed methods studies
5. Policy research
6. Literature reviews
7. Other high-quality sources within our search parameters (e.g. scholarly essays).

We did not use these as exclusion criteria, but rather as an overarching guide to keep us sharp when searching for various kinds of sources.

Search Method

We conducted a methodical search of sources available electronically drawing on four major educational databases available through the University of Calgary: (1) Academic Search Complete; (2) Education Research Complete; (3) ERIC; (4) ProQuest Dissertations and Theses. We also included Google Scholar as a starting point.

In addition to our formal systematic search, we also included sources that were presented to us through informal means. For example, in one instance, a Canadian scholar approached one of the authors of this report at a conference after listening to a presentation on related work and noting that she had conducted her graduate work on this topic. We had not found her work through our systematic search, so we followed up and included her research in our report. In another instance, a scholar approached us and mentioned the work of a Canadian who had conducted some research focused on the Canadian context. We followed up by contacting him directly to ask for more details about his work.

We found no sources that were available only as print material (i.e. hard copy), and as our search progressed, we came to rely entirely on digital versions of sources.

Limitations

The emergence of the informal process we used to locate sources that fit within our inclusion criteria revealed to us that while we had made every attempt to conduct a thorough search, as Booth, Papaioannou, and Sutton (2012) point out, a literature review can be comprehensive without being exhaustive. We recognize that despite our best efforts, our search may not be exhaustive. This work expands on the work we published in the *International Journal of Educational Integrity* (Eaton & Edino, 2018), but we recognize that we may still have missed some sources. For that we apologize in advance.

(Being Canadian, the apology is a requirement). We add that it is our intention at this point to provide updates to this work as we discover more sources.

Another important limitation to note, given that this work is focused on the Canadian context, is that the researchers' language proficiency in French was inadequate to review scholarly work in Canada's other official language. Similarly, we were further limited in terms of discovering work written in any of Canada's Indigenous languages on this topic. Hence, our work was limited to sources published in English.

I. Attitudes, Behaviours and Perceptions

- Academic misconduct and plagiarism are widespread in Canadian educational contexts, with between half and 90% of students self-reporting academically dishonest behaviors, with no major differences among year of study or gender.
- Students often trivialize or fail to recognize academically dishonest behaviours.
- Students often report confusion about academic dishonesty.
- Inconsistencies between faculty understanding and implementation of academic integrity policies are widely reported.

Student Perceptions:

- Post-secondary level students of all genders report high rates of academically dishonest behaviours and a lack of awareness of what constitutes academic dishonesty.

Baetz, M., Zivcakova, L., Wood, E., Nosko, A., Pasquale, D., & Archer, K. (2011). Encouraging active classroom discussion of academic integrity and misconduct in higher education business contexts. *Journal of Academic Ethics*, 9(3), 217-234. doi:10.1007/s10805-011-9141-4

This study assessed the responses of 2nd-4th year business students (N=412) to an interactive academic integrity presentation. Participants included 229 males, 177 females, and two who self-identified as other, with a median general age of approximately 21 years. Data sources included a survey, which was analyzed quantitatively, and the in-class presentations, which were analyzed qualitatively. Results revealed that there were no survey items identified by students as “not cheating” or “trivial”. Only 7.5% of participants reported they had never cheated before, and an additional 3.9% indicated that they had cheated only once. Results showed no significant differences among genders. Researchers concluded that having more than one educational session with students may have been more beneficial than a single in-class presentation.

Bokosmaty, S., Ehrich, J., Eady, M. J., & Bell, K. (2017). Canadian university students’ gendered attitudes toward plagiarism. *Journal of Further and Higher Education*, 1-15. doi:10.1080/0309877X.2017.1359505

In this study, 377 undergraduate students enrolled in a first-year introductory psychology class at a Canadian university were surveyed about their attitudes towards plagiarism. The participants included 245 women and 123 men, with a median age of approximately 20 years. The psychometric questionnaire included 36 items. Findings revealed no particular gender differences in attitudes, but rather a general tendency towards a permissive stance on plagiarism. Nearly a quarter of respondents regarded some amounts of plagiarism as trivial, presenting a potential factor for concern regarding Canadian post-secondary students.

Brooks, T., Marini, Z., & Radue, J. (2011). Linking academic integrity and classroom civility: Student attitudes and institutional response. *Collected Essays on Learning and Teaching, 4*, 81-87. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1058760.pdf>
doi:<http://dx.doi.org/10.22329/celt.v4i0.3277>

This paper explores the links between classroom incivility and academic integrity, arguing that the same methods used to promote civility can also be used to promote integrity. First-year students (N=239) participated in an open-ended questionnaire during the first semester of their post-secondary education. Results showed that students felt there could be more effective transition from high school to university and that secondary schools need to improve the ways in which they teach academic integrity and prepare students for university. Participants also indicated a desire for clear and consistent messaging from faculty, as well as for more direct instruction in how to develop skills that would allow them to act with integrity.

Christensen Hughes, J. M., & McCabe, D. L. (2006). Academic misconduct within higher education in Canada. *The Canadian Journal of Higher Education, 36*(2), 1-21. Retrieved from <http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/183537/183482>

This paper describes the extent of academic misconduct problems amongst Canadian high school and university students. This article draws on the results of a survey of 11 Canadian higher education institutions, including 10 universities and one degree awarding college, on the perception of academic misconduct. With a low to modest response rate of 5-25% representing 18,816 completed surveys, the authors advise readers to exercise caution because the survey was based on self-reports. The authors point out that academic misconduct is equally a problem in Canada as in the U.S., which has been the central focus of most published research. The authors note that reasons for academic misconduct include poor risk perception, ignorance as to what constitutes misconduct, poor understanding of policies, and the absence of proper orientation. By presenting the views of undergraduate students (including those in their first year), graduate students, teaching assistants, and faculty, this article has brought to the fore an important issue that Canadian institutions have been slow to explicitly declare as a problem. It is therefore a valuable resource for Canadian educators, or anyone interested in an understanding of the challenges of academic misconduct in Canada.

This article won the *Canadian Journal of Higher Education* Sheffield Award for best article. The award was conferred in 2007 to recognize the best article published in the preceding year.

Das, M., & Henderson, E. (2015). Factors influencing students' perception of academic misconduct: Findings from an Atlantic Canada study. *International Journal of Management & Human Resources, 3*(1), 86-99.

In this study, authors gathered data from two students enrolled in undergraduate business courses at two Atlantic Canadian universities during the 2012 fall semester using a survey questionnaire. Participants (N=415) included 294 participants from University A and 121 from University B. In terms of gender demographics, the authors reported that 245 males and 168 females responded. Results indicated that women "were more likely than men to perceive the academic behaviours to be wrong" (p. 91-92). There was no statistically significant difference in how students in different years of study

perceived academic dishonesty, however students who self-reported as having a major in Accounting were more likely to recognize academically dishonest behaviours.

Genereux, R.L. & McLeod, B.A. (1995). Circumstances surrounding cheating: A questionnaire study of college students. *Research in Higher Education*, 36(6), 687-704.

Genereux and McLeod (1995) described the perception and attitudes of students towards cheating. The authors focused entirely on students, since the findings and recommendations of previous studies aimed at addressing the problem of cheating did not seem to be significantly addressing the problem, probably as a result of minimal or lack of engagement with the main actors. A random sample of 365 students of Mount Royal College in western Canada were selected as participants in this qualitative survey, thereby minimizing bias. The paper revealed that 83% of the participants admitted to cheating in college, and the two types of cheating that featured most prominently were giving (58%) and getting (49%) examination questions between students prior to an examination. In their investigation of circumstances that promote or discourage cheating, the authors found that, contrary to widely held beliefs which often center on the attitude of students, instructors are also an important part of the problem. This is because their lack of attentiveness during invigilation and lack of fairness in setting of examination questions were seen as indirect endorsements of cheating. This paper is a helpful resource for instructors and educators in academic institutions to help develop strategies to address academic dishonesty, particularly cheating. By focusing on the voice of students, this article may be helpful to gain a better understanding of the problem and where to focus.

Hage, H. S. (2010). Academic dishonesty in the Canadian classroom: Examination of the attitudes and behaviours of a sample of university students in Regina. (Master of Arts), University of Regina.

In this Master of Arts (Sociology) thesis, Hage examined the attitudes and behaviours of students at the University of Regina with regards to academic dishonesty. A key element of the study was to identify factors affecting academic dishonesty. Data were collected using a self-administered questionnaire distributed in Sociology and Social Studies classes at the University of Regina. 321 students participated, with 317 usable surveys included. 68.1% of respondents (n=216) were female and 31.9% (n=101 were male).

The results of this survey were that students' views of what constituted academically dishonest behaviours varied. Of interest was students' attitude of leniency towards plagiarism-related behaviours. Another finding of interest was that students viewed acting in an academically dishonest way independently was less acceptable than helping a peer benefit (e.g. sharing exam questions with a classmate).

More than half of respondents admitted to having engaged in academically dishonest behaviours, including plagiarism, cheating on exams, and falsification of information. One additional finding of interest was that respondents' perception of peers' behaviour was among the most influential predictors of students' perceptions of academic dishonesty and their own self-reported engagement in such behaviours.

Jurdi, R., Hage, H.S., & Chow, H.P.H. (2011). Academic dishonesty in the Canadian classroom: Behaviours of a sample of university students. *Canadian Journal of Higher Education*, 41(3), 1-35.

This article describes academic dishonesty in the Canadian classroom from the perspectives of university students. Jurdi, Hage, and Chow (2011) noted the plethora of studies on this subject in the U.S. suggests that Canadians may underestimate the magnitude of the problem. The results of a survey of 321 undergraduate students' self-reported engagement in academically dishonest activities at a Western Canadian university showed that it is not a function of demographic factors, since both young and old and males and females demonstrated academically dishonest behaviours. Over 52% of the participants admitted to engaging in at least one of three types of academic dishonesty described in the survey. This highlights the need for Canadian universities to do more to promote academic integrity and help students to cultivate a sense of honour. This article is unique in its treatment of the severity of academic dishonesty in Canadian classrooms. It is also unique in its recommendation for a balanced and coordinated approach to addressing academic dishonesty through the involvement of university leadership, faculty and students, and for more emphasis to be placed on prevention. The authors challenged instructors to build confidence and skills in their students in order to drive learning, as instructors who do so would help to drive students' self-efficacy beliefs, which may keep them motivated.

This article won the *Canadian Journal of Higher Education* Sheffield Award for best article. The award was conferred in 2012 to recognize the best article published in the preceding year.

Jurdi, R., Hage, H.S., & Chow, H.P.H. (2012). What behaviours do students consider academically dishonest? Findings from a survey of Canadian undergraduate students. *Social Psychology of Education*, 15(1), 1-23. doi: 10.1007/s11218-011-9166-y

This article describes university students' perception of behaviours they consider to be academically dishonest. This work, which further highlights the problem of academic dishonesty in post-secondary institutions, was conducted through an anonymous survey of 321 undergraduate students from various faculties in a Western Canadian university. That 80% of the students surveyed were in agreement that only 8 of 17 dishonest behaviours actually constitute academic dishonesty is a disturbing development. That cheating was considered to be a more obvious academically dishonest behavior than plagiarism implies that more work needs to be done, especially as it relates to students' perception and helping their understanding. Despite the limitations of the study that there is no assurance that the data reflect students' true perception of what constitutes academic dishonesty, this work has thrown more light on a problem that concerns the academic community in Canada and elsewhere. The article recommended a need to focus on prevention strategies targeting students' beliefs and perceptions of academically dishonest behaviours, as well as detection and penalty for defaulters. This paper is unique in its extensive coverage of students' perception and will be an essential resource for policy makers, higher education administrators, and instructors.

Usick, B. L. (2005). *Is plagiarism an issue in graduate education? An examination of two graduate programs*. (MEd thesis), University of Manitoba, Winnipeg, MB. Retrieved from <http://search.proquest.com/docview/305088192/abstract>

This thesis document compares plagiarism in two graduate programs. The author conducted 22 interviews (60-90 mins each) that included analysis of a case study. The findings revealed that a great deal of ambiguity exists about what comprises academic misconduct and that respondents reported difficulty applying academic integrity guidelines, especially in relation to collaborative work. The author suggests that this confusion stems from a lack of dialogue and discussion about academic integrity, especially at the graduate level where students are expected to already know what constitutes academic dishonesty and how to avoid it. She also cites informal ways of dealing with plagiarism cases as contributing to ambiguity about the subject. She recommends increased formal and informal discourse about academic misconduct, greater feedback from instructors, and formal guidelines and policies for dealing with issues of academic dishonesty.

Also see: (Faculty Perceptions) Taylor, K.L., Usick, B.L., & Paterson, B.L. (2004). Understanding plagiarism: The intersection of personal, pedagogical, institutional, and social contexts. *Journal on Excellence in College Teaching*, 15(3), 153-174.

Faculty Perceptions:

- Faculty have disparate views on plagiarism and how to interpret and implement institutional academic integrity policies.

Evans-Tokaryk, T. (2014). Academic integrity, Remix culture, globalization: A Canadian case study of student and faculty perceptions of plagiarism. *Across the Disciplines*, 11(2), 1-40.

Evans-Tokaryk examined plagiarism with the context of remix culture and globalization. Framed as a case study at the University of Toronto Mississauga, data were gathered from five focus groups involving students (n=23) in 2010 and two surveys administered to faculty between 2008 and 2010. Survey data were gathered from 41 (46%) faculty members in Humanities and Social Sciences (HSS) and 33 (28%) faculty members from Sciences (S).

More than half of all faculty indicated that plagiarism was a problem in their classes. However, there were disciplinary differences about educating students on plagiarism in class, with only 45.5% of S faculty members indicating that they spent significant time in class teaching students strategies for preventing plagiarism, while 78% of HSS faculty members agreed or strongly agreed with the same claim. Similarly, disciplinary differences characterized how faculty thought new technologies such as the Internet contribute to plagiarism, with 95.1% of HSS faculty agreeing or strongly agreeing with this statement, while only 45.5% of S faculty agreed or strongly agreed. Results indicated a “conceptual divide” (p. 10) among faculty members from different disciplines.

Data from the student focus groups were organized into four themes: (1) lack of definition regarding plagiarism; (2) lack of education about plagiarism; (3) discipline-specific understandings of plagiarism;

and (4) a double-standard for faculty members and students, with students being held to a higher standard than teaching assistants or professors.

The author concludes with a call “to make individual disciplines more accountable for the way they teach citation practices, source-use, and rhetorical strategies for engaging in the scholarly conversation” (p. 20-21).

MacLeod, P.D. (2014). *An exploration of faculty attitudes toward student academic dishonesty in selected Canadian universities*. Doctoral dissertation, University of Calgary. Retrieved from <http://hdl.handle.net/11023/1370>

This study contributes to the discourse of student academic dishonesty in Canada from the perspective of faculty. MacLeod’s (2014) qualitative review of 17 selected universities’ academic dishonesty policies is complemented by a survey of faculty attitudes and behaviours as it relates to academic integrity and dishonesty. 691 participants attempted the survey, with 412 responses (59.6%) deemed completed. The findings suggest that although the institutional policies regarding academic integrity and dishonesty are good, implementation is a major concern. Faculty inadvertently find themselves contributing to the problem by choosing to be silent in the face of academic dishonesty. Such reluctance to take action may be perceived as an indirect endorsement. The paper recommended consistency in university policies as they relate to academic dishonesty and the need for all to work towards prevention. This is important, especially given findings suggesting that unprepared students, as well as international students for whom English is not a first language, often struggle to adapt to the Canadian academic context. This dissertation is an important resource for educators interested in improving their approach to dealing with academic dishonesty. The work is unique in its attempt to compare what universities’ policies say and what faculties are thinking, saying, and doing.

Taylor, K.L., Usick, B.L., & Paterson, B.L. (2004). Understanding plagiarism: The intersection of personal, pedagogical, institutional, and social contexts. *Journal on Excellence in College Teaching*, 15(3), 153-174.

This article describes the understanding of plagiarism from the perspective of students, faculty members, and administrators in a Faculty of Management of a research-intensive university in central Canada. Based on an institutional ethnographic case study methodology, the authors conducted a one-on-one interview with 19 participants, including five (5) graduate and five (5) undergraduate students, five (5) faculty, and four (4) administrators. The findings indicated that there are multiple conceptualizations of plagiarism in an academic community, which is a product of complex interactions among personal values, official policies and practices, social and political factors, and academic culture. The findings suggest that a major challenge in efforts aimed at addressing plagiarism is the disconnection and inconsistencies across education, policies, and practice. The implication of this is that the much-needed explicit education about plagiarism is often lacking. This work will be of interest to faculty and administrators intending to understand the role of the different variables at play in an academic community, with a view to properly aligning these variables to prevent and effectively respond to incidents of plagiarism.

Zivcakova, L., Wood, E., Baetz, M., & Pasquale, D.D. (2012). How do faculty members respond to their students' discussions of academic misconduct and academic integrity? *International Journal for Educational Integrity*, 8(1), 25-40. doi: <http://dx.doi.org/10.21913/IJEI.v8i1.782>

This article describes faculty members' perceptions of their students' understanding of academic integrity in a mid-sized Canadian university. The article examines faculty responses to their own students' participation in an interactive presentation on academic integrity. This qualitative study involved interviews with eight members of faculty following a 45 minutes presentation on academic integrity and it highlighted important issues, prominent among which is inconsistency in what constitutes academic misconduct. The authors noted that these inconsistencies and the resulting confusion are among the major challenges in efforts aimed at addressing academic misconduct. The authors advocated a need for universally acceptable guidelines for faculty and students in this regard in order to minimize confusion. This study is unique in that by bringing members of faculty and their students to the same room, they were able to see each other's perceptions and understanding of misconduct firsthand. This work is a useful resource for instructors looking for better ways to communicate issues relating to academic integrity in their classrooms. It may also be helpful for educators and administrators looking for better ways of addressing academic misconduct.

See also (Institutional Considerations): Hexham, I. (2000/2005). The high cost of plagiarism. Retrieved from <http://people.ucalgary.ca/~hexham/content/articles/plagiarism-cost.html>

II. Academic Integrity in Professional Programs

- Academically dishonest behaviours are reported in high rates in professional programs, ranging from over half in Education to 95% in Pharmacy.
- Faculty in professional programs are also implicated, with the majority of faculty members either participating in plagiarism or not recognizing or discussing plagiarism in their classes.

Education/Pre-service Teaching Programs

- Less than a quarter a pre-service teachers surveyed had an accurate understanding of plagiarism, and more than half reported cheating during their B.Ed program.

Bens, S. L. (2010). *Senior education students' understandings of academic honesty and dishonesty*. (Doctor of Philosophy), University of Saskatchewan, Saskatoon, Canada. Retrieved from <http://hdl.handle.net/10388/etd-09192010-154127>

In this doctoral thesis, Bens investigated undergraduate Education students' understanding of academic honesty and dishonesty from participants at two Western Canadian universities (N=28). Qualitative data were collected through the use of focus groups. Key themes that emerged from the findings were the existence of rules and the intent to break them, unearned grade advantage as an element of academic dishonesty, and students' understanding of academic dishonesty. This work makes a unique contribution to the research on academic integrity focused on pre-service teacher education in the Canadian context.

Colella, J. (2012). *Plagiarism self-reported rates, understandings, and education among teacher candidates in a faculty of education*. (Master of Education thesis), University of Windsor, Windsor, ON, Canada. Retrieved from <http://scholar.uwindsor.ca/etd/4799>

In this master's thesis the author used a quantitative research design to investigate plagiarism in a faculty of education. An online survey was used to understand how teacher candidates (n=35; 6.9% of all students enrolled) and faculty members who teach pre-service teachers (n=6; 8.7% of all faculty) understood plagiarism. Approximately half of teacher candidate research participants self-reported that they had plagiarized at least once during their Bachelor of Education program. Less than one quarter of teacher candidates had an accurate understanding of plagiarism. Only 50% of faculty reported discussing plagiarism in class, and the same percentage indicated that they felt they had adequate knowledge of the university's policy to identify student plagiarism.

Of the seven recommendations offered by Colella, of particular note was a call to action to study plagiarism more extensively, separate from it from other forms of academic misconduct, compare rates of cheating versus plagiarism generally, and conduct further research on why students plagiarize.

Engineering Programs

- Engineers do more than crunch numbers, and they will make many decisions based on ethics in their careers.
- Engineering programs must better prepare their students to act with integrity.

Roncin, A. (2013). *Thoughts on engineering ethics in Canada*. Paper presented at the 2013 Canadian Engineering Education Association (CEEA13) Conf., Montreal, QC. Retrieved from <https://queens.scholarsportal.info/ojs-archive/index.php/PCEEA/article/download/4909/4853>

This paper is a review of research and literature about ethics and engineering viewed through the lens of Canadian engineering education and accreditation. The author underscores the need for engineers to exit their programs knowing more than how to crunch numbers; rather, they must consider the impacts of engineering on society and “experience, explore and resolve ethical dilemmas.” The author argues that engineering is not value-neutral, that the ethical decisions that engineers make have important ramifications for society, and engineering students need to understand the ethical complexities of the field. Roncin goes on to explore what professional ethics entail and situates professional ethics as a subcategory of applied ethics. The three main components of professional ethics for engineers are: knowledge of the codes of conduct, training in recognition of moral issues in the field, and considering the social morals of individuals and businesses in engineering. The author claims that most views of ethics in engineering come from case studies of particularly egregious cases of misconduct, which may lead to dismissal of the findings as exceptional rather than the norm. Roncin also cites a lack of literature about validating learning in ethics education, with only two examples in the body of research. He concludes that more needs to be done to prepare engineers to act as ethical professionals and understand the complexities of their choices.

Smith, D. M., Bens, S., Wagner, D., & Maw, S. (2016). *A literature review on the culture of cheating in undergraduate engineering programs*. Paper presented at the Canadian Engineering Education Association (CEEA16) Conference, Halifax, NS. Retrieved from <https://queens.scholarsportal.info/ojs-archive/index.php/PCEEA/article/download/6536/6084>

In this paper, which was presented at to the Canadian Engineering Education Association in 2016, the authors cite the larger body of research on engineering and academic integrity in the US. The authors describe recent investigations into academic integrity in Canadian engineering education that has been influenced by a much larger body of American research (using surveys such as PACES-1, PACES-2, and SEED). The paper presents an overview of American research on academic integrity in the US underscoring the prevalence of academic dishonesty, as reported in the literature. They go on to describe conditions (such as assignment type) and demographics that are associated with increased levels of academic dishonesty. They also present potential ways to curtail academic misconduct through increased student awareness and improved abilities to apply ethical principles. The authors indicate that they have recently conducted a survey of engineering students at the University of Regina; they note

that the results will be available by later in 2016. They conclude by underscoring the scope of the problem of academic dishonesty in engineering and calling for more education and research in Canada.

Nursing Programs

- Nursing students report high levels of academically dishonest behavior. Attitudinal behaviours, situational factors, and collusion for caring (i.e. helping peers to cheat) all contribute to cheating behaviours.
- Faculty in Nursing programs may contribute to the problem, and the focus of students and teachers tends to be on potential consequences rather than integrity.

Miron, J. B. (2016). *Academic Integrity and Senior Nursing Undergraduate Clinical Practice*. (Doctor of Philosophy), Queen's University, Kingston, ON.

This doctoral thesis describes the investigation into academic integrity practices in nursing. The author asks the research questions: "To what extent do students differ on Theory of Planned Behaviour (TPB) variables? What predicts intention to behave with academic integrity among senior nursing students in clinical practice across three different Canadian Schools of Nursing?" (Miron, 2016, i). She created and administered a survey to 3rd and 4th year nursing students to investigate predictor variables with the intention to behave with academic integrity. The researcher found that attitude was the strongest predictor of intention to act with integrity. Miron recommends that development of proper attitude be incorporated into programs to encourage academic integrity in practice.

Paterson, B., Taylor, L., & Usick, B. (2003). The construction of plagiarism in a school of nursing. *Learning in Health and Social Care*, 2(3), 147-158. doi: 10.1046/j.1473-6861.2003.00047.x

This article presents a description of how faculty and students' understanding and experience of plagiarism in a Faculty of Nursing at a Canadian university is shaped by social, historical, ideological, and political factors. Paterson, Taylor, and Usick (2003) noted that faculty and students were in agreement that plagiarism was primarily a student problem, but differ in their conceptualization and what they believed was the best approach to address it when it occurs. The research involved single in-person individual interviews of 18 participants (5 undergrads, 5 graduate students, and 8 faculty members). As a demonstration of rigour and trustworthiness of the research, the authors equally considered the role of external processes and relations in the participants' understanding and experience of plagiarism in addition to interviews focusing on participants' statements about plagiarism.

A unique finding of this study is the significant construction of plagiarism by both students and faculty in terms of its consequences, rather than its alignment with academic integrity. This article highlights not only students' misconception of what constitutes plagiarism, but also the faculty members' belief that they themselves are immune from the problem. By overlooking students' involvement in plagiarism or by plagiarizing lecture notes (as mentioned by one participant), faculty might equally be part of the problem. This work is unique in its recommendation that policies aimed at addressing plagiarism

consider input from all involved, as well as take into consideration the context in which the behaviour occurs. This resource may be helpful to policy makers, faculty, and administrators in higher education institutions.

Wideman, M. (2009). *Caring, sharing, coping and control: Academic dishonesty and the nursing student*. (PhD Thesis), Ontario Institute for Studies in Education, University of Toronto, Toronto, ON.
Retrieved from https://www.researchgate.net/profile/Maureen_Wideman/publications

This 2009 thesis investigates how academic dishonesty is perceived in nursing. The author interviewed 11 nursing students to better understand their notions of academic integrity, as well as their “lifeworlds.” From the data, common themes about the phenomenon were highlighted and indicated that situational factors play a large role in academic dishonesty. In particular, the author notes that students face a lot of stress and are under time pressures; in these cases they may view certain actions not as academic dishonesty but as “sharing.” Furthermore, she noted that cheating often occurred as a way to help one’s cohort and support other learners, while cheating for independent gain was looked upon unfavorably. Wideman (2009) notes caring, sharing, coping, and control were all linked to notions of academic dishonesty for nursing students, but she adds that these nursing students often did not see their actions as dishonest. This thesis would be of interest for anyone trying to better understand the phenomenon of academic dishonesty in nursing.

Wideman, M. (2010). Academic dishonesty in a school of nursing. Retrieved from http://www.iis.org/CDs2010/CD2010IMC/ICETI_2010/PapersPdf/EB142ZD.pdf

Drawing on excerpts from her doctoral dissertation, Wideman (2010) described the meaning of academic dishonesty from the perspective of the lived experience of 11 nursing students (including 10 females and one male). The study attempts to fill a gap created by the dominance of quantitative approaches to understanding of student perceptions of academic dishonesty, which often fall short of an in-depth engagement with the lived experience of the student behind the numbers. The application of hermeneutic phenomenology, which emphasizes the description and interpretation of phenomenon as the methodology for this study, helps to present the students’ understanding of academic dishonesty in their own voice and based on their lived experiences. The article shows that situational factors such as stress and heavy course loads have some degree of influence on the study participants’ understanding of the problem. Being in a program that emphasizes patient care, these nursing students appeared to have mistaken collusion for care. This study has implications for a clear definition of what constitutes academic dishonesty, taking into account how different disciplines might perceive it and a need to go the extra mile to offer this clarification rather than assume that students will know. This article may be very useful for policy makers and educators to add another dimension to the problem of academic dishonesty and how to proactively address it. This resource is also of value to students in professions primarily concerned with care to have a better understanding of what is acceptable and unacceptable academic practice.

Wideman, M. (2011). Caring or collusion? Academic dishonesty in a school of nursing. *Canadian Journal of Higher Education*, 41(2), 28-43.

This article describes academic integrity from the perspective of nursing students at an Ontario university. The in-depth semi-structured interviews of 11 students indicate that the participants perceive their involvement in academic misconduct as a normal expectation of anyone in their profession to care for each other, especially given the workload and pressure of their studies. This paper is unique in that the misconception of collusion for care underscores the enormity of the challenge posed by academic dishonesty in Canadian academic institutions. The author advocated for better re-orientation of nursing students to address this. This work may be of interest to educators as well as administrators responsible for students in health care related professions.

See also: (Pedagogical Implications) Woods, P., & Negrin, K. (2016). *Supporting academic integrity for internationally educated nurses: Building a foundation for academic and professional success*. Paper presented at the British Columbia Council for International Education. <http://bccie.bc.ca/wp-content/uploads/2016/06/supporting-academic-integrity.pdf>

Pharmacy Programs

- Rates of cheating, including falsifying data, in pharmacy programs are very high for both students (80-90%) and faculty.
- It is suggested that pharmacy students are “primed” to participate in academically dishonest behaviours due to course design and faculty attitudes.

Austin, Z., Collins, D., Remillard, A., Kelcher, S., & Chuia, S. (2006). Influence of attitudes toward curriculum on dishonest academic behavior. *American Journal of Pharmaceutical Education*, 70(3), 1-9.

In this study, students in four of Canada’s nine schools of pharmacy were surveyed, which accounted for about 50% of all pharmacy students at the time. The survey was comprised of 39 questions and focused on students’ self-reported behaviours and opinions about academic dishonesty. Of all the students enrolled in the selected programs (N=411), 263 students were recruited to participate in the survey. More than 80% of respondents indicated they had engaged in some form of academic dishonesty. The authors stated that “One aim of this study was to identify whether the curriculum was ‘driving’ students toward academic dishonesty” (p. 5) but found “no significant correlation was found between attitudes towards curriculum and assessment, and dishonest behaviors” (p. 4). A key finding of this study was that student engagement “does not necessarily lead to less frequent cheating” (p. 7). Of interest for students and faculty of professional disciplines, is the finding that “education and reinforcement (particularly around issues of professionalism, plagiarism, appropriate citation of references, and the academic code of conduct) does not appear to have altered students’ underlying attitudes toward academic dishonesty or their self-reported rating of severity of certain kinds of incidents” (p. 7). The authors conclude with a call for further study about the integrity of professional education, with a view to maintaining public confidence in higher education.

Austin, Z., Simpson, S., & Reynen, E. (2005). 'The fault lies not in our students, but in ourselves': academic honesty and moral development in health professions education--results of a pilot study in Canadian pharmacy. *Teaching in Higher Education*, 10(2), 143-156. doi:10.1080/1356251042000337918.

Conducted at Canada's largest pharmacy school at the University of Toronto, this study focused on students' and educators' behaviours and attitudes towards academic dishonesty. A questionnaire was completed by 78 senior-level students and 41 pharmacist educators. One of the most poignant findings was, "more than 90% of students and educators admitted to involvement in one or more acts of academic dishonesty" (p. 148). One hundred percent of educator and 95% of student respondents admitted to passing down and using old examinations and laboratory books. Students perceived the severity of re-using previous lab books and exams to be low, while educators found its severity to be somewhat higher (despite 100% of them admitting to doing it).

Ninety-two percent of educators admitted to fabricating laboratory data, even though, on average, they ranked it as a serious act of academic dishonesty. Similarly, 83% of students admitted to fabricating laboratory data, although they believed it was less serious than faculty did. The research team acknowledged that the survey was based on self-reported data and that previous similar studies concluded that true incidences of behaviour were likely underestimated in self-reported data. Researchers discussed the phenomenon of faculty engaging in academically dishonest behaviour despite finding it more serious than the students did. The authors speculated that perhaps faculty began engaging in academically dishonest behavior when they were students and their opinions of how serious it was may have developed over time, even though they continued to engage in dishonest behaviour in their professional capacity as faculty. The result may be that students become "primed" to engage in dishonest behaviour in early stages of their careers, such that it has become seemingly ubiquitous (p. 154). The researchers proposed that students learn about professional morality through a developmental process, contending that "a key issue to consider is that of culture within professional education programs, and the extent to which students will learn and tolerate certain behaviours as a function of their environment" (p. 155). The authors conclude with a provocation that educators consider that the fault for academic dishonesty lies not only with students, but also with themselves.

III. Understanding and Supporting International Students

- International students are often vilified in discussions of academic integrity.
- Faculty often assume international students have mastered English before starting their programs, when in reality they still often require support, feedback, and clearer expectations in terms academic writing skills and academic integrity.

Christoph, M. (2016). International undergraduate students' perspectives on academic integrity: A phenomenological approach. (Master of Education), University of Manitoba, Winnipeg, MB. Retrieved from https://mspace.lib.umanitoba.ca/bitstream/handle/1993/31757/Christoph_Miriam.pdf

In this master's thesis, Christoph explores the experiences of international undergraduates (N=11) at a large Western Canadian university using a phenomenological research design. At the university where the research was conducted, international students constituted 14.7% of the total undergraduate population (p. 54), exceeding the institutional target of 10%. The study was prompted by the notion that international students are over-represented in the reported cases of academic dishonesty but underrepresented with regards to having their perspectives understood (p. 62). The researcher conducted interviews to gather qualitative data. One key result was that the participants had "a firm grasp of the expectations surrounding academic integrity at the University; although, some question whether or not specific actions are punishable" (p. 115). Recommendations included shifting current practices away from what students are doing wrong to what they are doing right, and more precisely, for faculty members to set clear expectations for students with regard to graded work (p. 132). Another key recommendation was to view international students as individuals who possess integrity and to avoid vilifying them because they are international (p. 133). The work concludes with a call to action for more research on the issue of international students and academic integrity.

Fredeen, S. M. (2013). *Discourses of Im/possibility: International Students at a Canadian University*. (Doctor of Philosophy), University of Alberta, Edmonton, AB.

In this doctoral dissertation, Fredeen examined English as an Additional Language (EAL) experiences of academic work, using a post-structuralist approach and a qualitative research design. Data were gathered through interviews with international students (n=20), university staff, and one former provincial cabinet minister. In addition, the researcher analyzed documents obtained from the university website. Data were analyzed with the context of policy, admissions and the discourses of language and literacy, as well as discourses of success. Results showed a complex relationship between the effects of internationalization and individuals within the institution.

Hu, J. (2001). *The academic writing of Chinese graduate students in sciences and engineering: Processes and challenges*. (Doctor of Philosophy), University of British Columbia, Vancouver, BC.

In this doctoral thesis, Hu investigated how English as a Second Language (ESL) students from mainland China enrolled in graduate programs in Science and Engineering programs completed writing assignments, with a specific focus on course assignments and research proposals. Hu used a qualitative multi-case research design conducted at the University of British Columbia. Data sources included interviews with student participants (n=15) and faculty members (n=7), course outlines and student writing samples, as well as a review of instructional web pages and a research journal.

Hu found that faculty members in science were perceived to be more demanding in terms of written language proficiency than those in engineering, but that overall, faculty members assumed “participants had mastered English prior to their enrolment and that how to write papers was the students’ own business” (p. 101). Participants reported that the kind of feedback they received from faculty members varied, with some professors giving more detailed feedback than others. Overall, participants reported that feedback that was not directly tied to grades was most helpful.

A key finding was that students “used English to gather information, but used Chinese and their Chinese knowledge to process and retain the information” (p. 118), indicating that students actively used both languages to achieve academic success. Students reported that they used copying and modified copying (also known as patch writing) for a variety of reasons, including a lack of proficiency in English and as a method to learn the original source material. What was evident from the data collected was that participants thought deeply about their academic success and aspired to develop proficiency in English. Hu emphasizes writing as a developmental process and that students will use a variety of textual strategies as they develop academic literacy and language proficiency.

See also: (Pedagogical Implications) Woods, P., & Negrin, K. (2016). *Supporting academic integrity for internationally educated nurses: Building a foundation for academic and professional success*. Paper presented at the British Columbia Council for International Education.
<http://bccie.bc.ca/wp-content/uploads/2016/06/supporting-academic-integrity.pdf>

IV. Pedagogical Implications: Instruction and Prevention

- Institutional, library, and course-level support for the prevention of and education about academic integrity is effective in preventing and reducing academic misconduct.
- Plagiarism is often inadvertent, and so skills and competence-building activities are essential.
- Assignments should be designed with originality in mind to encourage students to create their own work.
- Games-based instruction, peer-instruction and other interventions have been effective for reducing and preventing academically dishonest behaviours.

Colella-Sandercock, J. A., & Alahmadi, H. W. (2015). Plagiarism education: Strategies for instructors. *International Journal of Learning, Teaching and Educational Research*, 13(1), 76-84. Retrieved from <http://ijlter.org/index.php/ijlter/article/view/395/190>

In this article, Colella-Sandercock and Alahmadi share various instructional strategies for plagiarism prevention for instructors to implement in their own classrooms by providing online activities, providing feedback on drafts, and using clear instructions to explain expectations. In total, they offer nine concrete recommendations for faculty. This article could serve as a resource for faculty development or as a reading for professional learning communities of educators. Although they discuss pedagogical strategies from the perspective of universities and colleges, their recommendations could easily be adapted to K-12 contexts.

Colella-Sandercock, J. A., & Alahmadi, H. W. (2016). *Rethinking Pedagogy: How the Implementation of Transformative Teaching and Learning Can Help Reduce Plagiarism*. Paper presented at the 10th Annual International Conference on Teaching and Learning. <https://www.oakland.edu/Assets/Oakland/cetl/files-and-documents/Conferences/ConferencePPTs/491RethinkPlagiarismCollella-Sandercock.pdf>

This paper describes the potential of transformative teaching and learning to address the problem of academic dishonesty and plagiarism in particular. The paper draws on Clark's (2006) theory of transformational learning, which is built on the premise of addressing the three dimensional perspectives of transformation: psychological, convictional, and behavioural. The authors proposed that the inclusion of students in the learning process could play an important role in addressing the issue of plagiarism, since such inclusion has the potential to accord them the opportunity to critically reflect and examine the overall implication of engaging in the act of plagiarism. The methodology draws on roleplays whereby students take turns discussing plagiarism, reflecting as learners, teaching about plagiarism to the class as an instructor, and chairing panels as decision makers on plagiarism issues; these roleplays bring to the fore a novel approach to dealing with plagiarism by focusing on

transformative learning. This work may be a helpful resource for educators and those interested in methods for dealing with plagiarism in Canadian academic institutions. The application of this methodology could generate important issues for discussion in regards to plagiarism.

Eaton, S. E., Guglielmin, M., & Otoo, B. (2017). Plagiarism: Moving from punitive to pro-active approaches. In A. P. Preciado Babb, L. Yeworiew, & S. Sabbaghan (Eds.), *Selected Proceedings of the IDEAS Conference 2017: Leading Educational Change Conference* (pp. 28-36). Calgary, Canada: Werklund School of Education, University of Calgary. Retrieved from <https://prism.ucalgary.ca/handle/1880/52096>

This article proposes strategies and practices aimed at proactively preventing plagiarism. The authors argued that a focus on prevention has the potential to build a sense of moral discipline and academic integrity in students. The paper recommended four strategies instructors could explore as a proactive approach to plagiarism. These include initiation and facilitation of honest conversations regarding plagiarism, and skill development training for students aimed at building their competence with citing and referencing. Others include the creation of opportunities to provide feedback as an important part of the learning process, and inclusion of both formative and summative feedback in the design of assessments. The authors propose that there is no single remedy to the challenge posed by plagiarism, rather, the combination of institutional and instructional strategies has the potential to make important contributions towards addressing the problem.

Holmes, E. J. M. (2017). Development and Leadership of a Faculty-led Academic Integrity Education Program at an Ontario College. *The Organizational Improvement Plan at Western University 22*. Retrieved from <http://ir.lib.uwo.ca/oip/22>

In this Organizational Improvement Plan (OIP) doctoral project, Holmes proposed the development of a faculty-led academic integrity education program based on Gentile's (2010) Giving Voice to Values (GVV). The values were the six fundamental values of integrity proposed by the International Center for Academic Integrity: courage, fairness, honesty, respect, responsibility, and trust. The GVV approach was proposed to develop a campus-wide academic integrity education program designed to teach students how to move from values to action.

Kier, C. A. (2013). *Is it still cheating if it's not done on purpose? Accidental plagiarism in higher education*. Paper presented at the 2013 Hawaii International Conference on Education, Honolulu, HI. Retrieved from <https://auspace.athabascau.ca/handle/2149/3316>

This article describes the degree to which plagiarism is inadvertently committed. In a project involving 423 students enrolled in an online distance education psychology course at a post-secondary institution, about 80%, representing more than half of the students, correctly answered four questions dealing with the recognition of plagiarism. Only about 20% were able to rephrase a passage without producing plagiarized content. There are important implications for this, prominent among which is that a significant number of plagiarism cases are not necessarily intentional. This means that reactive strategies such as the use of punishment to address plagiarism might not produce the desired result of plagiarism reduction. The article therefore encouraged educators to consider skill development in students as a better option. This paper may be a valuable resource for educators interested in

addressing the problem of plagiarism. Despite the fact that the findings showed that students who were unable to appropriately rephrase a passage were in the minority, this article will also be useful for students interested in producing work without plagiarized content. The article is unique in highlighting this important contribution to the plagiarism discourse.

Kier, C. A. (2014a). *Accidental plagiarism in higher education: Part II*. Paper presented at the 2014 Hawaii International Conference on Education, Honolulu, HI. Retrieved from <https://auspace.athabascau.ca/handle/2149/3430>

This article describes the extent to which plagiarism is committed unconsciously. In a study of 228 students, including 125 undergraduate and 103 graduate students, more than half of the research participants were able to correctly rephrase passages without plagiarizing. Specifically, about 59% and 57% of graduate and undergraduate students respectively correctly rephrased the passages. Areas of weaknesses highlighted include citations and word reversals. Like the author's previous work (see Kier, 2013), in this article the author suggests that many cases of plagiarism are not deliberate. She advocated the need to de-emphasize punishment as an appropriate response to plagiarism, and focus on skill development for students. This paper may be an important resource for educators interested in the prevention approach for dealing with plagiarism, which is seldom explored. The article is unique in its contribution, which speaks to the fact that there is no significant difference in accidental plagiarism between graduate and undergraduate students. The implication is that skill development advocated by the author is essential for both categories of students.

Kier, C.A. (2014b). How well do Canadian distance education students understand plagiarism? *The International Review of Research in Open and Distributed Learning*, 15(1), 1-11. doi: <http://dx.doi.org/10.19173/irrodl.v15i1.1684>

This article describes the extent of plagiarism from the perspective of students taking online courses at a Canadian university. The survey of 420 psychology students indicated that only 50.8% correctly identified plagiarized phrases from four multiple-choice questions. The article suggested that the inability of some participants to identify plagiarized passages could be associated with poor understanding of plagiarism. The author advocated for more training to improve students' understanding of plagiarism. The author maintained that such training needs to consider the building of essential skills often dismissed as basic, to minimize plagiarism. She equally advocated a need for more emphasis on preventive strategies, which are more cost effective than reactive options. This is a helpful resource for instructors in higher education institutions to help them re-examine their approaches and knowledge in the identification of the areas of weakness in their students' skills, and design teaching and learning methods to address them. Kier made a unique contribution to academic integrity discourse by emphasizing proactive prevention as one of the best strategies for addressing online plagiarism. This is important since empirical evidence presented in the article suggested that many students do not know what constitutes plagiarism. Punishing students for what they do not know is an academic offence might not be the best way to address the problem.

Kier, C. A. (2015). *Can serious games prevent plagiarism?* Paper presented at the E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, Kona, HI.

In this study, 88 third-year undergraduate Psychology students participated in educational gaming to better understand academic integrity. The game “Goblin Threat” was integrated into course content and students were tested on what they learned. A comparison group of 420 students who took the course previously provided baseline data. In the baseline comparison group, just over half (50.8%) of students correctly answered quiz questions relating to plagiarism. In contrast, 66% of the experimental group who participated in the plagiarism game answered plagiarism-questions correctly. Results showed a statistically significant improvement among those students who participated in the plagiarism game. The paper concluded with a call to action for further research comparing game-based and non-game-based academic integrity tutorials.

Kloda, L., & Nicholson, K. (2005). *Plagiarism detection software and academic integrity: The Canadian perspective*. Paper presented at the Librarians’ Information Literacy Annual Conference (LILAC) Imperial College London, UK.

This paper presents conference proceedings directed at librarians. It is a literature review that focuses on the role that librarians play in plagiarism avoidance, education about academic integrity, and the use of text matching software. The authors argue that librarians are well situated to promote academic integrity on campuses, citing a sizable body of literature on the intersection of academic integrity and library sciences. In this study, the authors examine how librarians foster academic integrity through the use of text matching software as an educational tool in a research intensive university. They provide scant conclusions, indicating that the matter is complicated, and the results are not generalizable.

Kloda, L., & Nicholson, K. (2007). An exploration of the role of Canadian academic libraries in promoting academic integrity. *International Journal for Educational Integrity*, 3(1), 16-25.

In this article, the authors draw on their research first presented in 2005 in conference proceedings. Kloda and Nicholson (2007) did a review of literature about the intersection between the role librarians play and the use of text matching software in promoting academic integrity. Using observations and a questionnaire, the authors surveyed the top ten research universities in Canada, and they were able to gather usable data from six of those. The observational component consisted of the institutes’ available information about academic integrity, which was typically found online. The survey component consisted of an experience questionnaire via Survey Monkey. They highlight that their results are narrow and not generalizable; however, they do indicate that librarians play significant roles in education about academically honest practices. They also recommend that librarians undertake more outreach to provide workshops on the avoidance of academic misconduct through the use of plagiarism detection software, citation skills, and academic writing skills such as paraphrasing and summarizing.

Laverty, C. (2017). *Academic integrity: In-course approaches and resources* Retrieved from <https://www.uwo.ca/tsc/resources/pdf/academic-integrity-guide-april-2017.pdf>

This document was produced out of the Centre for Teaching and Learning at Queen’s University and is directed at faculty. It covers a range of topics related to academic integrity in higher education. The document starts by defining and describing academic integrity and leads into recommendations for how to develop a culture of integrity in higher education with regard to course design, assessment, support, and discussion. It also offers course resources, including case scenarios of plagiarism and activities for preventing plagiarism. The document also contains a number of external resources about academic integrity, including news reports and helpful tutorials on a range of academic integrity related topics. On a practical level, it also offers assignment and course design checklists and alternatives so that faculty can develop better assignments that reduce the chance of student academic misconduct. This document also outlines methods for researchers as well as how to incorporate a culture of academic integrity into research projects. Ethical writing guidelines are also presented, as is a description and overview of Turnitin text-matching software. This report may be useful for faculty, students and other stakeholders in higher education.

Martin, R. (1971). Plagiarism and originality: Some remedies. *English Journal*, 60(5), 621-625 +628.
doi:10.2307/813078

In this early work on plagiarism, the author outlines the dearth of research and discussion about plagiarism in Canadian educational contexts. The author argues that although the act of cheating is widespread, very little research is done exists and discussions beyond “the persistent trickle of moralizing” about it are avoided. Martin (1971) outlines the complexity of plagiarism including moral nuances, difficulties in defining it, and problems with enacting punishment. Martin goes on to argue that the topic should be viewed from an entirely different perspective – that of originality, noting that teachers should promote original thought. The author claims that contemporary educational practices discourage originality, thereby encouraging copying and academic dishonesty. As potential remedies for plagiarism, the author suggests activities, mainly designed for English Language Arts classes, that promote originality. The other key recommendation is for teachers to underscore to students that plagiarized or copied material is inferior to their own work. Martin concludes with the reiteration that plagiarism will continue until pedagogical approaches are reimagined. Although this article is almost 50 years old, many of the issues persist today and the recommendations could serve as a good reminder for teachers and curriculum developers.

Prins, S., & Lathrop, A. H. (2014). Institutional strategies that foster academic integrity: A faculty-based case study. *Collected Essays on Learning and Teaching*, 7(1), 32-38. Retrieved from <https://celt.uwindsor.ca/ojs/leddy/index.php/CELT/article/viewFile/3998/3254>

This paper describes a case study of an intervention at Brock University in the Faculty of Applied Health Sciences. The impetus for this study and intervention was growing concerns about academic misconduct in higher education in Canada and the US. Prior to the intervention, the university participated in the Christenson, Hughes & McCabe Academic Integrity Survey. That 2006 intervention was designed to mitigate academic misconduct with four principles: collaboration, education, assessment, and

monitoring and detection. Six years following the intervention, the survey was again conducted. In this research project, the pre- and post- intervention data were analyzed, along with the institute's records of academic misconducts cases. Results indicated that there were statistically significant differences between self-reported survey data and the number of academic misconduct cases prior to and following the intervention. The authors conclude that interventions can positively impact rates of academic misconduct, and they call for further university-wide research projects. This article may be of value to institutions and researchers designing intervention programs to combat academic misconduct.

Zivcakova, L., Wood, E., Forsyth, G., Dhillon, N., Ball, D., Corolis, B., . . . Petkovski, M. (2012). Examining the impact of dons providing peer instruction for academic integrity: Dons' and students' perspectives. *Journal of Academic Ethics, 10*(2), 137-150. doi:10.1007/s10805-012-9153-8

This paper describes a research project in which 78 residence dons provided 324 students with academic integrity advising. This study used a peer-instruction model in which the dons gave students information. Both the dons and the students later completed surveys. Findings from the survey administered to the dons indicated that they found the informational slides most useful, highlighting a gap in student knowledge and a need for clear information about academic integrity. The student surveys revealed that they had lukewarm responses to the peer-instruction, although they did note some knowledge gains. The authors also asked the dons and the students for suggestions, which included modifying approaches to grading (i.e. that it be anonymous). The authors note that peer-instruction models can be difficult to facilitate, and that support is necessary to make them more effective. This paper focuses more on the peer-instruction model, rather than the academic integrity instruction.

Zivcakova, L., Wood, E., Forsyth, G., Zivcak, M., Shapiro, J., Coulas, A., . . . Angardi, V. (2014). Investigating perceptions of students to a peer-based academic integrity presentation provided by residence dons. *Journal of Academic Ethics, 12*(2), 89-99. doi:10.1007/s10805-014-9206-2

This paper is an extension to previous research by some of these authors. As in their 2012 paper, in this article they focus on how a peer-instruction model was used to increase student knowledge about academic integrity, but on a larger scale. This mixed methods study included 819 student participants who received instruction about academic integrity from their residence dons. Students reported gains in understanding about and knowledge of academic integrity, especially when they positively rated the presentations they received. The authors noted that the participants in this study responded better to peer-instruction than in their 2012 research, indicating that having more support for the dons in providing instruction was effective. The authors conclude that a peer-instruction model can be effective for increasing understanding of academic integrity, and they highlight responses from the study that indicate that many students did not fully understand the concept or term prior to the intervention. This paper could be useful for university administrators looking for ways to increase student awareness of academic integrity.

Woods, P., & Negrin, K. (2016). *Supporting academic integrity for internationally educated nurses: Building a foundation for academic and professional success*. Paper presented at the British Columbia Council for International Education. <http://bccie.bc.ca/wp-content/uploads/2016/06/supporting-academic-integrity.pdf>

This paper examined the effectiveness of values-based, massive open online course (MOOC) in assisting internationally educated nurses to learn about academic integrity in the Canadian context. Almost 97% of the 34 students surveyed in this study upheld the efficacy of MOOC in helping students to learn about academic integrity. Given the improved awareness of academic integrity created by the course, the article highlighted the need for integration of related content and learning activities into the curricula and courses of internationally educated nursing students. This has the potential to enhance the students' moral development in the context of the Canadian health care. This article is a valuable resource not only for educators of internationally educated nursing students, but also for educators of all internationally educated students. The paper is unique in its contribution and quite helpful given the friendly nature of Canada to immigrants and international students.

See also (Focus on Technology): Tin, T. (2017). Academic Integrity: The Android mobile app for the university of waterloo (prototype): University of Waterloo. Retrieved from <http://rspace.uwaterloo.ca/xmlui/handle/20.500.11895/387>

V. Focus on Technology

- The internet has made cut-and-paste plagiarism easier than ever due to the ease of accessing and copying information.
- Text-matching (also known as plagiarism detection) software is becoming more common, but there are concerns about its cost to institutions, and the intellectual property rights of students whose papers are uploaded to a third party, and the fact that most programs cannot deal with non-text materials.
- Computer technology can also be used to determine rates of cheating on multiple choice exams.
- Apps may be useful reference tools and platforms for academic integrity tutorials.

Butakov, S. (2014). Crowdcrawling approach for community based plagiarism detection service. Paper presented at the 23rd *International Conference on World Wide Web*, Seoul, Korea. Retrieved from <http://wwwconference.org/proceedings/www2014/companion/p1093.pdf>

This article is built on the premise that since efficient internet plagiarism detection tools are often expected to have greater capacity comparable to that of conventional web search engines, the requirement by necessity drives up the cost of commercial plagiarism detection services (PDS). This makes it difficult for smaller educational institutions to afford them. This article describes the exponential growth of digital plagiarism and proposed a crowdcrawling-based PDS mechanism focusing on the issue of scalability of crawling efforts. By distributing the most difficult aspect of the web search among community servers, the author noted that this mechanism has the potential to address the challenge of expensive outsourcing of internet search for web plagiarism detection. It draws on the power of distributed web crawlers and community-based quality control. The success of this community-based system is a function of three factors, namely: (1) trust by the community in the results of the system, (2) motivation, which is related to free or inexpensive access to PDS, and (3) the engagement of relevant stakeholders concerned. This paper can be an important resource for educators and institutions looking for inexpensive and effective PDS.

Butakov, S., & Barber, C. (2012). Protecting student intellectual property in plagiarism detection process. *British Journal of Educational Technology*, 43(4). doi:10.1111/j.1467-8535.2012.01290.x

This article addresses the critique of what the authors refer to as plagiarism detection software (PDS) programs which require students to surrender their intellectual property (IP) to a third party to check their work. The authors also note that academic integrity violations may occur more in distance and online educational contexts. The authors propose an architecture for PDS software that does not require students to surrender their work to a third party. The proposed architecture involves a service that

includes an internal element that would run on institutional infrastructure and an external element that would run on a third-party system.

Butakov, S., Dyagilev, V., & Tskhay, A. (2012). Protecting students' intellectual property in the web plagiarism detection process. *International Review of Research in Open and Distance Learning*, 13(5). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1239/2361>

This article focused on how the emergence of the Internet and increased computer usage has promoted plagiarism, thereby compelling universities to explore options to address the problem. It looks at how this has led to plagiarism development services becoming an essential part of Learning Management Systems (LMS). Butakov, Dyagilev, and Tskhay (2012) were concerned that despite the importance of plagiarism detection, there is a significant financial commitment should universities decide to manage the issue alone, while outsourcing has the potential to lead to litigation associated with intellectual property violation. The authors therefore proposed a novel approach, which would protect students' intellectual property by minimizing the amount of their information released to third parties. While this approach in theory looks promising and would be very helpful for institutions of higher education interested in curbing plagiarism, there is a need for further research on its practical application across universities and comparisons of the impact.

Butakov, S., Murzintsev, S., & Tskhai, A. (2016). *Detecting text similarity on a scalable no-SQL database platform*. Paper presented at the Platform Technology and Service (PlatCon), 2016 International Conference.

This project proposed the use of scalable infrastructure for plagiarism detection or text filtering, using open source no-SQL database management systems (DBMS). An experiment was conducted, with performance evaluated on two time-based criteria: (a) time to upload and (b) time to perform the search. Results showed that such infrastructure might be plausible for a small to medium-sized school.

Butakov, S., & Shcherbinin, V. (2009). The toolbox for local and global plagiarism detection. *Computers & Education*, 52(4), 781-788. doi:<http://dx.doi.org/10.1016/j.compedu.2008.12.001>

The focus of this article is on the development of a software tool to address student plagiarism on both local and global scales. Butakov and Scherbinin (2009) attempt to fill a gap created by the inability of most software to work with non-text digital submissions. The article has made an original contribution in the development of software that is compatible with different kinds of digital submissions ranging from plain or formatted texts to audio podcasts by converting them into text for processing. Unlike other software, this tool has the potential to perform similar searches for free, thereby resulting in cost savings for universities. Higher education institutions may benefit greatly from this software in the detection of plagiarism. Since this tool is still in its infancy stage, there is a need for further trials on non-confidential documents and approval by relevant authorities before formal admission into the market.

Butakov, S., Shcherbinin, V., Diagilev, V. & Tskhay, A. (2013). Embedding plagiarism detection mechanisms into learning management systems (LMS). In Y. Kats (Ed.), *Learning management systems and instructional design: best practices in online education* (pp. 129-143). Hershey, PA: IGI Global.

This article presents a comprehensive analysis of plagiarism detection software. It reviews existing plagiarism detection tools and technologies as well as a description of a new architecture. The paper attributed the competitive advantage of the new software to its lightweight integration with learning management systems (LMS), and the flexibility it accords the LMS owners to modify the amount of information transferred to plagiarism detection services. The authors noted that this information transfer using the new software is completed based on the intellectual property protection rules employed by the school and is implemented as a plug-in tool for the LMS Moodle. The analysis presented in this article is an important source of information for both faculty and administrators to help make decisions about the options that best meet their needs.

Harpp, D. N., & Hogan, J. J. (1993). Crime in the classroom: detection and prevention of cheating on multiple-choice exams. *Journal of Chemical Education*, 70(4), 306. doi:10.1021/ed070p306

In this study Harpp & Hogan discuss cheating on multiple-choice exams among Chemistry students at McGill University following evidence of systematic cheating. A computerized sorting program was developed to identify those who had cheated on exams by comparing student answer sheets. Out of 340 students, results showed that approximately 5% of students engaged in extreme cheating, with an additional 10% engaging in partial cheating. Recommendations included having multiple versions of exams, random seating (with charts) and the use of exam verification procedures (e.g. use of computer analysis).

Strawczynski, J. (2004). When Students Won't Turnitin: An Examination of the Use of Plagiarism Prevention Services in Canada. *Education & Law Journal*, 14(2), 167-190.

In response to controversy over the adoption of Turnitin at McGill university, this article presents legal issues about the use of text-matching software. The author examines the issue through the lens of copyright law, focusing on whether an institute's mandated use of the software violates students' copyright, citing that their work is uploaded to Turnitin's database, thereby allowing Turnitin to profit from student work. Strawczynski recommends educational institutes be transparent about the use of the software and that they not be required to submit student papers into Turnitin's proprietary database. The author also looks at the issue of adoption from a Charter perspective. He suggests that the use is likely not an impingement on Charter rights, although the question of individuals' right to choose how to express themselves could potentially be leveraged in court and that the threat of litigation may impact the viability of software adoption. The author concludes with recommendations that institutions communicate use clearly, offer students opt-out options, have other means to identify plagiarism, and that Turnitin offer the option to not include student work in their databases.

Tin, T. (2017). Academic Integrity: The Android mobile app for the university of waterloo (prototype): University of Waterloo. Retrieved from <http://rspace.uwaterloo.ca/xmlui/handle/20.500.11895/387>

This presentation outlines an open-access mobile app created by the University of Waterloo that was created to help users better understand academic integrity and avoid plagiarism. The app is geared to educating students and faculty about the university's academic policy. The app is available in English, French, and Chinese. There are two ways to use the prototype of the app: as a guest or as a pilot. Logging in as a pilot allows users to take part in pre and post tests to determine if learning has taken place as a result of app usage. There are a series of modules users can complete to learn more about the university's academic integrity policy. They can also do quizzes to test their knowledge about academic integrity and questionnaires to rate their experience using the app. Finally, the app also contains a glossary of key terms. This app would be useful for all faculty and staff at the University of Waterloo.

See also: (Institutional Considerations) Griffith, J. (2013). Pedagogical over punitive: The academic integrity websites of Ontario universities. *The Canadian Journal of Higher Education*, 43(1), 1-22.

VI. Institutional considerations: Policy, law and case management

- There is no common framework for academic integrity in higher education across Canada.
- Inconsistencies between policies and their implementation between and within institutes are commonplace and contribute to a culture of academic dishonesty.
- There should be a greater focus on educating students about rather than punishing for academically dishonest behaviours.
- There are inconsistencies between the way student and faculty academic misconduct is handled, with faculty identification of misconduct allegedly being covered up or misconduct not penalized.
- There is a disconnect between the relatively low number of students reported for plagiarism (1.5% at one institution) and the high numbers of students who report engaging in academically dishonest behaviours.

Bertram Gallant, T., & Drinan, P. (2008). Toward a model of academic integrity institutionalization: Informing practice in postsecondary education. *Canadian Journal of Higher Education, 38*(2).

In this article, Bertram Gallant and Drinan proposed a model for the institutionalization of academic integrity in higher education. They noted that the majority of the research on integrity had been conducted in the United States, noting that the academic integrity movement in Canada had not yet matured, observing that the honour code culture prevalent in the U.S. had not taken root in Canada. The purpose of this article was to advance a theoretical model designed to provoke dialogue and action in higher education.

They propose a four-stage model for the institutionalization of integrity: (1) recognition and commitment; (2) response generation; (3) response implementation; and (4) institutionalization. The central argument underpinning this article is that strategies for institutional change management must be theoretically grounded and also bridge the divide between theory and practice.

Christensen Hughes, J. M., & McCabe, D. L. (2006). Understanding academic misconduct. *Canadian Journal of Higher Education, 36*(1), 49-63. Retrieved from <http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/183525>

This information synthesis offers an overview of key topics relating to academic integrity, arguing that those working in Canadian higher education contexts can learn from the U.S. experience, calling for more research on academic dishonesty in Canada. The authors begin with an overview of academic integrity and the aims of higher education, moving on to discuss the rates of academic misconduct, and why academic misconduct occurs. The authors discuss the strategies institutional stakeholders can use

to cultivate academic integrity, pointing to the need for a systems approach to tackling these complex issues. Christensen Hughes and McCabe noted that “a truly comprehensive study of academic misconduct in Canada is needed” (p. 59) and called for increased research in the Canadian context.

Eaton, S. E. (2017). Comparative Analysis of Institutional Policy Definitions of Plagiarism: A Pan-Canadian University Study. *Interchange: A Quarterly Review of Education*, 48(3), 271-281.
doi:10.1007/s10780-017-9300-7

In this article, Eaton (2017) broke away from the traditional research on plagiarism, which is often characterized by reactions and punishments, to focus on a less researched aspect of the problem in Canada: lack of consensus in what constitutes plagiarism. Drawing on the analysis of web-based documents from 20 English-speaking public higher education institutions, the paper filled a gap in literature by highlighting the different definitions, understanding, and treatment of plagiarism by these Canadian institutions at the policy level. This comparative analysis brings to the fore the need for a coordinated approach among Canadian universities in their efforts to address the large problem of plagiarism in Canada. Eaton recommended that the first step in this effort to uphold academic integrity is to clearly and explicitly define plagiarism and related types of academic dishonesty in a consistent manner across the country. This work may be an important resource for policy makers and educators in Canada and other parts of the world. Those who are more interested in how private institutions of higher learning in Canada define or treat plagiarism at the policy level can draw on the ideas in this work but will need to look elsewhere for specifics on how these private institutions understand plagiarism. This paper is unique in its frank assertion that Canadian public institutions of higher learning might inadvertently be contributing to the problem of plagiarism because of the absence of a common framework of academic integrity that is consistent about what constitutes plagiarism.

Griffith, J. (2013). Pedagogical over punitive: The academic integrity websites of Ontario universities. *The Canadian Journal of Higher Education*, 43(1), 1-22.

In this paper, Griffith used semiotics to analyze how websites of Ontario’s publicly funded universities (N=22) presented academic integrity, focusing on the presentation of policies and educational content. Griffith concluded that the most effective websites included the following elements: clearly written text, an educational rather than punitive focus, and complimentary visual elements and text. Problems included sites with URLs that were broken for an extended period of time (e.g. the two-year duration of her study) and a lack of evidence about how or if students used these websites or found them helpful.

Hexham, I. (1992/2005). The plague of plagiarism: Academic plagiarism defined (3rd ed.). Retrieved from <http://people.ucalgary.ca/~hexham/content/articles/plague-of-plagiarism.html>

Hexham (1992/2005) presents a description of plagiarism in the academic context simply as theft or deception, highlighting seven (7) different types. Hexham (2005) made an essential contribution to the plagiarism discourse by helping to address confusion as to what is and what is not plagiarism. This work is an effective resource to teach students how to appropriately use and acknowledge the works of others without plagiarizing.

Hexham, I. (2000/2005). The high cost of plagiarism. Retrieved from <http://people.ucalgary.ca/~hexham/content/articles/plagiarism-cost.html>

In this essay, Hexham presents a model about the cost to institutions and taxpayers when faculty members engage in plagiarism. Drawing from salary averages in the professoriate, and estimating what percentage of faculty members engage in plagiarism, Hexham estimated that plagiarism among faculty members costs Canadian tax payers approximately \$162.5 million CAD per year. Hexham goes on to talk about various other indirect costs, such as those to public policy and government, as well as the impact on students.

Hexham, I. (2000/2006). How real is the problem of plagiarism? Retrieved from <http://people.ucalgary.ca/~hexham/content/articles/plagiarism-problem.htm>

In this position paper, Hexham argues that institutions have inconsistent standards with regards to plagiarism, noting that students who commit plagiarism can be expelled from the institution and junior faculty who are found to have plagiarized can be dismissed from their positions. Hexham argues that the higher up one advances in the academy, the lesser the repercussions for plagiarism, with high-level administrators who are found to have plagiarized often forgiven for their transgressions.

Hexham, I. (2004). Forget about academic fraud? Were you sexually harassed? In K. Westhues (Ed.), *Workplace Mobbing in Academe: Reports from Twenty Universities* (pp. 218-237). Lewiston: Edwin Mellen Press.

In this book chapter, Hexham addresses a particular phenomenon in higher education in which administrators may be less willing to address cases of plagiarism among faculty colleagues than they are to address the issue of sexual harassment. Hexham further argues that cases of plagiarism brought against senior colleagues are often dismissed as carelessness, and although the offending faculty member may be advised to seek employment elsewhere, an inadvertent result of this is a promotion when the offending faculty member takes on a new job at another institution. Hexham details an example of a whistleblower who was later subjected to subtle but consistent harassment and bullying from colleagues who were friends with the dismissed plagiarist. Hexham posits that between 10% and 20% of academics received their degrees fraudulently, resulting in the propagation of academic dishonesty when they take on faculty positions.

Kara, F., & MacAlister, D. (2010). Responding to academic dishonesty in universities: a restorative justice approach. *Contemporary Justice Review*, 13(4), 443-453. doi:10.1080/10282580.2010.517981

In this article, Kara and MacAlister (2010) explored the possibility of how restorative justice approaches to academic misconduct might be implemented in higher education. They noted that although restorative justice has been commonly implemented in elementary and secondary schools, its use in post-secondary contexts is less prevalent. They explain that post-secondary disciplinary boards follow the principles of natural justice and often parallel court-like processes before rendering a decision. They argue that this formal process is a “top-down projection of authority” (p. 444), resulting in an adversarial approach that often contradicts institutional values.

Kara and MacAlister argue that a restorative justice approach can better align with higher education principles to promote learning, tolerance, respect, and inclusivity. They note, however that “applying a restorative approach to the conduct of board hearings alone, without ensuring that other aspects of university life embrace the values of restorative justice, will have minimal effect” (p. 448). They call for further research and deeper dialogue about the possible application of restorative justice in post-secondary contexts.

Kelleher, W. E. (2016). *Canadian Laws Relevant to University Student Academic Discipline*. (Doctor of Business Administration), Northcentral University, Prescott Valley, AZ.

In this qualitative archival analysis, Kelleher examined publicly available documents to determine a legal base for Canadian common law principles, with a view to informing higher education institutional policy. Kelleher reviewed 140 Canadian court decisions. Findings showed that courts often deferred to universities on some disciplinary decisions, but also emphasized the need for procedural fairness. Kelleher recommended that universities assess their institutional policies for legal compliance, communicate their policies to campus stakeholders, and finally train faculty on policy matters.

Lytton, H. (1996). "This is how it's always been done": the treatment of academic misconduct in Canada. *The Canadian Journal of Sociology*, 21(2), 223-235. doi:10.2307/3341978

This is a conceptual piece of writing that explores academic misconduct, and particularly scientific fraud. It begins with a definition of academic misconduct and related terms such as plagiarism and falsification. The author then focuses on academic misconduct in Canada, as it was in the mid-90s, especially focusing on scientific fraud such as co-authorship being granted to researchers who were not involved, falsification of data, and protection of transgressive faculty members. Lytton (1996) then explores attitudes to academic misconduct, citing conflicting interests of faculty associations to ensure fair treatment of faculty and staff while also foster a culture of honesty. The paper then calls for policy statements from Canadian institutions with regard to academic integrity and the need to formalize rules about academic conduct to protect scientific integrity, investigate allegations, and resolve claims of misconduct. Lytton concludes with a discussion of cover-ups and their “pernicious consequences.” Although dated, this article may be useful for understanding the history of academic dishonesty in higher education contexts in Canada.

Neufeld, J. & Dianda, J. (2007). Academic dishonesty: A survey of policies and procedures at Ontario universities. Retrieved from: <http://cou.on.ca/wp-content/uploads/2015/07/Academic-Colleagues-Academic-Dishonesty-A-Survey-of-Policies-and-Procedures-at-Ontario-Universities.pdf>

This article describes the nature of policies and procedures at Ontario universities regarding academic dishonesty. It was written based on the lived experiences of the authors, Neufeld and Dianda (2007), in their respective positions both as teachers and faculty mandated to handle academic plagiarism cases at Trent and Ryerson universities respectively. The paper argued that inconsistencies in the definitions and penalties of plagiarism are major challenges impeding effort to effectively address the problem in Canada. The authors equally highlighted the importance of taking proactive measures aimed at prevention, with a focus on the role of instructors and their approach to teaching, as well as engaging

authorities in high schools to start teaching students how to cultivate a sense of honour and academic integrity. The article argued that universities will benefit from the public release of statistics on academic integrity to enable them evaluate their performance, identify areas of strengths and weaknesses, and improve. Methodologically, the focus on university policies speaks to the fact that the success and failure of academic integrity is intrinsically linked to how it is viewed by universities' leadership in their policies and practice. This work may be of great interest to educators, policy makers, and university administrators.

Thyret-Kidd, A. (2012). *One university's reported cases of academic dishonesty*. (Master of Education), Nipissing University, North Bay, ON.

In this thesis, the author reviewed the cases of academic misconduct reported by higher education instructors over eight years at McMaster University. The data were analyzed using basic statistics and counts, reporting types and frequency of academic misconduct as well as demographic information about the offenders. Main findings showed that about 1.5% of the university population was found to have engaged in cheating by course instructors. Graduate and undergraduate students were equally likely to be reported for academic dishonesty, although first year male students were most highly represented in the data. The thesis contains a thorough review of the literature both in Canada and internationally. The author concludes with recommendations for future research, highlighting the marked differences in rates of plagiarism based on self-reports in the literature (ranging from 50-70%) and the rates of plagiarism cases (1.5%). She explores potential reasons for the large gap. She also explores the demographic differences between those reported for plagiarism as well as those reporting plagiarism, noting that non-tenured academic staff are more likely to report it. This thesis contains useful literature review about academic integrity and interesting findings from one institution.

Wideman, M.A. (2008). Academic dishonesty in postsecondary education: A literature review. *Transformative Dialogues: Teaching and Learning Journal*, 2(1), 1-12. Retrieved from http://www.kpu.ca/sites/default/files/Teaching%20and%20Learning/TD.2.1_Wideman_Academic_Dishonesty_in_Postsecondary_Education.pdf

In this literature review, Wideman (2008) described the magnitude and contradictions associated with academic dishonesty in postsecondary education, as presented in published works by several researchers. The author was frank in her argument that academic dishonesty is a bigger problem than perceived because it is found at all levels of schooling, including grade schools and graduate schools. This paper points to inconsistent attitudes on the part of various stakeholders, including policy-makers and instructors, who either condone or remain indifferent in the face of academic dishonest behaviours, thereby indirectly contributing to the problem. She highlighted the need for educators to work together to address the problem. The first step in this is a deliberate decision for all concerned to emphasize integrity, do more to motivate students and involve them in the learning process, and de-emphasize reactive strategies that focus on misconduct and associated punishment. This paper may be a useful resource for educators looking to have a better understanding of the different components of academic dishonesty with a view to addressing the problem.

Woods, J. T. (1998). Academic integrity policies and practices in common law Canadian universities: An examination of compliance with natural justice. (Doctor of Philosophy), Bowling Green State University, Bowling Green, OH.

This 1998 thesis examines the policies and practices related to academic integrity in Canada as they relate to natural justice. The author seeks to evaluate university policies through a natural justice lens to ensure that policies and practices align with natural justice, as defined by Canadian courts. This assures students and administrators are protected under the law and prevents the potential for litigation. The findings from this study indicate that policies are often limited, universities often do not understand the extent of the problems with academic dishonesty, and that issues are often dealt with informally. The author suggests that this informality might be due to academic freedom, however, it also undermines natural justice. He concludes that academic integrity policies need to be more explicit, and their practice needs to be more formalized if they are to align with the court's legal definition of natural justice.

See Also:

(Focus on Technology): Butakov, S., Dyagilev, V., & Tskhay, A. (2012). Protecting students' intellectual property in the web plagiarism detection process. *International Review of Research in Open and Distance Learning*, 13(5). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/1239/2361>

(Focus on Technology): Strawczynski, J. (2004). When Students Won't Turnitin: An Examination of the Use of Plagiarism Prevention Services in Canada. *Education & Law Journal*, 14(2), 167-190.

VII. Methodological Considerations: Plagiarism Research

- Most research on plagiarism is based on self-reported data, which has a number of weaknesses.
- Researchers should seek to include other types of data such as student assignments in plagiarism research.

Colella-Sandercock, J. A. (2016). Self-reporting in plagiarism research: How honest is this approach? *Journal of Research Practice, 12*(2). Retrieved from <http://jrp.icaap.org/index.php/jrp/article/view/558/456>

This article presents a description and constructive criticism of self-reporting methodology as a measure of students' engagement in plagiarism. Despite the prevalence of self-reporting in the investigation of plagiarism, this approach has a number of weaknesses. These include inaccuracies in students' self-reporting of plagiarism, students' limited understanding of what constitutes plagiarism, difficulties with comparing findings across studies, and the practice whereby researchers ask students to identify their involvement in plagiarism within a specified timeframe. The author recommended a need for researchers to change their approach by measuring what participants actually did, and not necessarily what they reported. Self-report methodology should focus more on requesting sample assignments to investigate plagiarism rather than asking students to report on past behaviours. She suggested a need to generate different types of data using qualitative tools such as interviews and focus group discussion to compliment quantitative data. The article advocated a need for plagiarism researchers using self-reporting methodology to replicate the study as it will enable them to better understand components of their research design and data collection that needs to be revised. This work will be helpful for researchers working on different aspects of plagiarism, especially those often using self-report methodology. This paper is unique in its emphasis that it is not enough for researchers to highlight the magnitude of the problem of plagiarism, rather, the methodology needs to be appropriate and relevant so as to enhance the trustworthiness of research findings.

Conclusions

In this report we have offered a summary of contributions to the academic integrity field in terms of research, scholarship and professional contributions up to and including 2017. As this report is being published in 2019, we recognize that more and more knowledge is being mobilized on academic integrity, and there is still more work to do. Canada lags behind other nations in terms of research and advocacy. That is not because Canada is immune to violations of integrity, but rather that we have yet to develop a critical mass of researchers who engage in sustained programs of research in this area.

We conclude with these calls to action for Canadian advocate of integrity:

- For researchers to develop and sustain research programs on academic integrity, engaging others in productive collaborations to build capacity on a larger scale;
- For professional practitioners to make a point of documenting and sharing the work they do in presentations, papers and resources that are easily accessible by others; and
- For institutions to fund research, as well as evidence-informed tools and resources to help students, faculty and other members of our educational communities.

More engagement at every level is needed among practitioners, educators, researchers and policy makers, to ensure integrity guides our institutions and provides the foundation for learning and teaching.

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