

NOT SORRY FOR DOING IT, BUT VERY SORRY FOR GETTING CAUGHT: DEALING WITH PLAGIARISM IN THE ASIA PACIFIC CLASSROOM

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It's a dirty word

April 20, 2015 9.21pm AEST

Australian unis should take responsibility for corrupt practices in international education



10 top news
the Sunday Times March 22, 2015
Parents arrested for helping students cheat
Images showed parents and school staff standing outside examination hall as students passed papers to them.

world.international

THE STRAITS TIMES MONDAY, MARCH 7 2011 PAGE A16

Big rise in cheating cases at UK varsities

17,000 cases in 2009-10 academic year - up at least 50% in four years

LONDON: A cheating epidemic is sweeping British universities, with thousands of students caught for plagiarism, trying to bribe lecturers and buying essays from the Web. A survey of more than 60 universities has found that incidents of academic misconduct are ballooning at institutions across the country.

More than 17,000 cases of cheating were recorded by universities in the 2009-10 academic year - up at least 50 per cent in four years, The Telegraph reported yesterday.

The true figure is likely to be even higher, as the universities could not provide details of less serious offences that had been

students trying to "influence a teacher or examiner improperly" and using unauthorised technology. This includes an example of a student who took notes stored on an MP3 player into an exam hall. Other exam chests stashed notes in the lavatory or had someone else sit an exam on their behalf.

Cheats in one university were detected after they had entered work that contained identical errors. Another student was found to have copied from Wikipedia.

A significant number of dishonest students also bought coursework from Internet-based essay-writing companies.

Such companies offer bespoke essays at a price of £150 (\$311) and upwards. For a little extra cash, some offer "guaranteed first-class honours" or an express service.

Many "guarantee confidentiality and privacy" - alluding that the essays can be used to cheat, The Telegraph reported.

Professor Geoffrey Alderman from the University of Buckingham

WORRYING TREND

"It is worrying that students now resort to cheating on such a widespread scale, and that the punishments on the whole are not robust enough."

Professor Geoffrey Alderman from the University of Buckingham

soon written examinations, and most university degree courses are now assessed through term papers, which makes it more tempting to commit plagiarism," he added. Even students at top-notch institutions like Oxford University were not immune to

Silvana Koch-Mehrin quits
has resigned as a vice-president of the
that she plagiarised her university thesis

MAY 4, 2015
THE STRAITS TIMES

Scores highly in India's schools

Focus on grades, pressure to escape poverty trap,

mon in India, where government schools place an extraordinary emphasis on exams in all subjects, according to experts. Television

Lawyer ticked off for 'cut and paste' job

Defence lifted notes and failed to name the online sources

BY K.C. VIJAYAN
LAW CORRESPONDENT

AWVERS cannot come and paste

subcontractor's statement of claim.

Chip Eng Seng Contractors (1988) had been sued by subcontractor TIT Design and Engineering for \$9.4 million - the balance due for work done and additional work from design changes.

Chip Eng Seng's counsel Chew Chang Min from Chancery Law Corporation had advised that the

shunk of their revenue - but at what cost?



It's a dirty word

Public safety first - nursing academic standards

Monday 27 Apr 2015



A leading nursing academic at Charles Sturt University (CSU) is concerned about allegations of poor standards at some universities aired by the ABC TV Four Corners program on Monday 20 April.

Associate Professor David Stanley, Head of the CSU [School of Nursing, Midwifery and Indigenous Health](#), said, "There was no suggestion in the Four Corners report that the problems identified at some other universities also applied to Charles Sturt University, but the negative connotation is regrettable."

Professor Stanley said while the allegations are serious and disappointing, he endorses the position statement issued by Professor Wendy Cross, Chair of the Council of Deans of Nursing and Midwifery, Australia and New Zealand (CDNM).

"As the Council of Deans of Nursing and Midwifery states, the safety of individual patients and the wider public is central to the education of our [nursing](#) students," Professor Stanley said.

Professor Stanley noted that relative to other universities, CSU has fewer international students and he was unaware of any instances of English language illiteracy among CSU nursing graduates. He rejected suggestions that universities have 'dumbed down' curricula, assessment, and entry standards.

- Not just about academic integrity, ownership of ideas or originality
- It's also about safety
- Contributions

We have a duty of care

This study

- Explores reasons for the prevalence of plagiarism
- Discussions with 6 highly experience western academics
 - 9 to over 30 years
 - in USA, Canada, Australia, Israel, South Africa, Singapore, Malaysia, India, Vietnam, Sri Lanka, Switzerland, Kazakhstan, Macau, Latvia, Hong Kong
- Offer a list of tell-tale signs
- Types of plagiarism
- Vignettes of responses to detection and reporting

Suggest: **Drivers** to plagiarise and **disincentives** to detect and report

The Asia Pacific Academic Environment

- Massification of education has brought with it a different type of student
- Extra-ordinary growth in the region to continue

Table 2: Global tertiary education enrolments, 2000 and 2009 actuals and projected to 2035

Region	2000 actual	2009 actual	2020 projected	2030 projected	2035 projected
Arab States	5,425,160	7,743,147	11,028,796	14,571,465	16,749,073
Central and Eastern Europe	14,121,891	20,927,779	24,139,780	28,158,853	30,412,756
Central Asia	1,405,424	2,103,714	2,395,222	2,849,458	3,107,926
East Asia and the Pacific	24,885,620	52,444,449	96,652,073	163,661,598	212,968,120
Latin America and the Caribbean	11,431,895	19,657,851	31,363,694	48,013,219	59,405,633
North America and Western Europe	27,665,919	35,489,364	42,258,362	48,527,689	52,002,962
South and West Asia	12,091,348	21,414,768	45,759,402	89,791,839	125,781,024
Sub-Saharan Africa	2,457,353	4,800,440	9,404,871	16,622,177	22,098,126
	99,484,608	164,581,513	263,002,200	412,196,298	522,525,620

Sources: UNESCO Institute for Statistics, 2000 and 2009 actual enrolments; author estimates for 2020-35.

Source: Calderon, 2012

The Asia Pacific Academic Environment

Extra-ordinary growth in the region to continue

Gross enrolment ratio - tertiary education, 2000 to 2035, regional estimates

Region	2000 actual	2009 actual	2020 projected	2030 projected	2035 projected
Arab States	3.18	3.47	3.85	4.18	4.43
Central and Eastern Europe	4.52	6.52	7.61	8.85	9.68
Central Asia	2.89	3.71	3.76	3.96	4.14
East Asia and the Pacific	1.69	3.15	5.32	8.66	11.27
Latin America and the Caribbean	3.27	4.79	6.50	8.98	10.74
North America and Western Europe	5.02	6.01	6.77	7.52	7.99
South and West Asia	1.30	1.88	3.29	5.61	7.44
Africa	0.70	1.07	1.55	2.11	2.47
World	2.37	3.38	4.69	6.63	8.08

Sources:

Student enrolments: UNESCO Institute for Statistics

Population: UN Department of Economic and Social Affairs

Author estimates for 2020-35 student enrolments

Source: Calderon, 2012

*Participation rate:
proportion of the population aged
15 to 79 in tertiary education*

The international/ESL student factor

- There is a market – internationalisation and massification of education
- There is a business to be had
- We find now: Lax admission requirements, falsification of qualifications, **Second Language difficulties**, differing academic norms, educational background, value systems (originality, reverence, independent thought)

Drivers of plagiarism

- Factors
 - Economic
 - Student needs – qualification/visa at all costs
 - Institutional commercial imperatives – keep the student in at all costs (management vs academic staff)
 - Educational Norms & Standards
 - Students and staff with different schema
 - Students insufficiently prepared and selected

Tell-tale signs

- What do you look for?
- Have technology?

1. Better than expected quality of writing

2. Font changes

3. Increase in # citations

4. Citations not in reference list

5. Sudden change in person

6. Sudden change in tense

During the process of training and development, employees are learned how to use the tools and how the machines operate and what the precautions are needed for safety purposes. In addition to it some kind of other training is also provided to the workers which enhances their skills or broaden their area of thinking like as they are learned about how to speak with their customer and how they can attract them about their product and make sure them to start a buying deal with them is a right decision. A trained and developed employee saves both time and money of the company or organisation under which he works because he makes less mistakes. Better communication skills, punctuality, pre-planned decision all are the part of the training which work in the development of both company and the employee.

Training and development is useful in various ways –

1 Help in finding out employee weaknesses- Nobody is perfect here every individual has his own weaknesses which can affect his work and it hinders him to play his role in the development of the company or organisation so with their these imperfections they cannot give their best which is most valuable in the improvement of any company or organisation . But training is the only way to get release from all these weaknesses it strengthens workers skills .Skilled and other old employee works as the trainer and learn them in the comfortable ways .So by getting training the differences between the old and the new employees can be removed and they all can work at the same level without any distinction. A trainer or the old employee have knowledge about the faults of the new one because they have pass through these situations so they can easily find out and guide them to improve their faults. As this way they become co-operate with one another which is very necessary because it is rightly said union is strength. When all the workers will have the equal knowledge then they will become more competitive with one another which will play a vital role in the development of the company .because of equal knowledge and equal opportunities whole workforce is reliable, so the company or organization doesn't have to rely only on specific employees.

2 Development in workers performance -A properly trained employee becomes more informed about procedures for various tasks. The worker confidence is grows by training and development. This confidence comes from the good performance of the worker .When any worker gets appreciation or reward because of his work he gets confidence and try to work hard to improve his performance more and more and by giving much attention to his work the worker becomes fully aware of his/her roles and responsibilities. It helps the

worker to do duties in better way and even he becomes more creative and try to make new inventions and apply new ideas for the development of the company .It is not sure he or his new ideas always will be successful but it is sure after some mistakes he will be able to make right decisions which will be beneficial both for the amelioration of both the company and the individual. their right decision can work as a feather in

Tell-tale signs

7. change in writing style and/or quality
8. Year/tense inconsistency

Macao will apply for inclusion of the “Historical Monument of Macao” in the World Heritage list of UNESCO in 2005. Recently, it has undertaken work in preparation for this application and tried to raise the profile of Macao through heightening public awareness of its cultural tourism features and publicizing extensively Macao’s unique blend of Chinese and Portuguese cultures

From a local Chinese MBA student in Macau, 2009

9. Nonsense writing

We have made â€œâ€œa proposal to the company to accept the retrenchment packages as soon as the work is finished and then we present the work of the external factors.There are constant changes in policy falls heavily politicized by the government is subject to the project.

Tell-tale signs

10. A reference list copied from elsewhere
11. Details in document properties do not reflect the identity of the student
12. Review properties' details inconsistent with type/length of assignment.
13. Some elements of assignment not dealt with
14. Lack of cohesive argument
15. Lots of irrelevant information
16. Prior knowledge of the student

Types

Do student with different attributes plagiarise in different ways?

– We seem to see different methods used by different students

1. Ghost-writing, purloining
2. Verbatim copying
3. Citing verbatim without quotation marks
4. Translating sources from other languages

Types

5. Secondary source plagiarism

6. Misrepresentation of the source

because they have more experience and greater knowledge than those they manage,

and it is, therefore, unnecessary, and even inappropriate for them to consult with

lower-ranking individuals when decision-making.

Comment [LL16]: This is NOT LIBYA. The is absurdly deceitful.

Managers are more autocratic than in many other countries. Managers do not seek a

Comment [LL17]: And then Chile?

consensus before making decisions. They tell subordinates what they want done and

Comment [LL18]: Ecuador?

how they expect them to perform the task. Subordinates follow a manager's

7. Synonym replacement

Original text:

not all millennials are job hopppers

Student submission:

Not all millennials are employment containers.

Disincentives – the problem continues

- Busy staff and students who rely on our busyness (or on us being lazy or stupid or beyond caring)
- Confronting and confrontational
- Inadequate investment to eradicate – no ‘rigorous approach’
 - Lacking policies, procedures, technology
 - Little training of staff and students
- Differing understandings of importance of the principles of academic honesty. Students/academics/business staff
- Higher priorities: *“How dare you make accusations!”*
 - Individual level: Cultural values – relationships over process, nepotism, cronyism.
 - Institutional level: Student admission numbers.
 - Regulatory level: Attrition is an indictment on teaching excellence.

Searching for answers

- The traditional recommendations
 - Institutional policies and procedures (including technological solutions, better admissions processes and training of staff & students)
 - Dependence upon individual academic staff
- Different thinking – beyond penalisation
 - A system of incentives and organisational cultural change that rewards academic staff and students for ‘clean submissions’, independent thought and contribution.

Conclusion

1

It's tactically simple to remove plagiarism from the classroom

Sheer dogged determination, laborious use of time and effort, set clear expectations and guidelines with students, consistently apply systems of normative training (even at masters level), re-submission and consequences - including non-negotiable failure

- Institutional (formal and informal) interests undermine attempts.

2

- Patterns in types of plagiarism dependent upon student attributes

THE STUDY GOES ON: Questions to ponder

Pleased to receive your thoughts: leanda.care@monash.edu

- ? Does student plagiarism really matter?
- ? How are you supported/undermined by your college/university in endeavours to eradicate academic dishonesty?
- ? How much autonomy do you have to request a resubmission or fail students in their assignments/subject/course for detected plagiarism? – Does intention to deceive play a role in procedural decisions?

Questions to ponder – the nitty-gritty

- ? How do you detect plagiarism? Are you in a state of heightened awareness as you grade papers?
- ? What forms of plagiarism do you find?
- ? What are the typical forms of plagiarism that you detect?
- ? What types of students are most likely to plagiarise and how?

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