

4TH INTERNATIONAL CONFERENCE PLAGIARISM ACROSS EUROPE AND BEYOND

'Fostering academic integrity
through consistent and
transparent approaches'

9-11 MAY 2018

CONFERENCE PROGRAMME & BOOK OF ABSTRACTS

Plagiarism Across Europe and Beyond is jointly organized by Canakkale Onsekiz Mart University, Mendel University in Brno, and the European Network for Academic Integrity and is co-funded by the Erasmus+ Programme of the European Union.

Edited by
Irene Glendinning
Salim Razi
Tomáš Foltýnek



Mendel
University
in Brno



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4th International Conference
Plagiarism across Europe and Beyond 2018
9-11 May 2018
Ephesus, Turkey

'Fostering academic integrity through consistent and transparent approaches'

Edited by

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ISBN:

978-605-2149-20-1

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Conference Programme and Book of Abstracts

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Foreword

This year marks a very important year for the Plagiarism across Europe and Beyond conference: for the first time since its founding in 2013, the conference has left its birthplace of Brno, Czech Republic. As this year's Conference Chair, I am honoured to welcome our distinguished delegates to Ephesus, Turkey, and I am humbled that we were chosen to host the 2018 conference.

Moving the conference out of Brno is significant in that it solidifies the international nature of the event as well as the importance of and need for ongoing research related to academic integrity. This year's conference brings together researchers from every corner of the globe to discuss and share their work on academic integrity, and we hope that we have provided an appropriate venue for the development and exchange of ideas in Ephesus, Turkey.

I would like to thank all who were involved in making this conference possible. Thank you first to our contributing delegates, who have come from all over the world to share their research. Their contributions have created the rich, diverse compilation of research on academic integrity found in this booklet. Thank you also to our review team and invited speakers for their valuable contributions to ensuring that this conference is of the highest calibre. A big thank you to our sponsors and supporters for their assistance in bringing this conference to fruition. I would be amiss not to recognize Tomas as the founder of the conference for his continuous support and Irene for brilliantly managing the review process. Thank you also to Pavel and Dita for their dedication throughout the organization process. Finally, I owe a huge debt of gratitude to the Conference Secretariat for shouldering the burden of conference preparation: Özgür, Mustafa, Kari, and Nalan, thank you for months of hard work and support.

Dr Salim Razi
2018 Conference Chair
(ENAI Board Member)

Foreword

It has been already five years since we organized the first conference Plagiarism across Europe and Beyond in Brno, Czechia. Since then, a lot has changed thanks to the efforts of many people across Europe.

In 2013, I did not consider the conference as a start of a new tradition. It was supposed to be “just” a final conference of the IPPHEAE project. A year after, we had the idea to organize such a conference again. And that conference, Plagiarism across Europe and Beyond 2015, hosted again in Brno, was ground-breaking. The number of participants almost doubled. We (again) welcomed people from all around the world. We had a large media coverage indicating importance of the conference topic. And, during the social dinner on the boat, the idea of founding the European Network for Academic Integrity arose.

When we were organizing the previous conference in 2017, we already knew it would be the last one in Brno, but also the first one in a series of annual conferences. I am so happy to see increasing interest in both sharing and adopting best practices. I am also happy to see the tremendous effort of people across Europe, who are part of the European Network for Academic Integrity. Some are eager to develop educational materials and make them available for others. Some are ready to organize conferences or other events; some are doing research about academic integrity and sharing the results. And what is the most important, all of us want to learn from each other.

We know we are too busy to reinvent the wheel. We know that what works elsewhere, may work in our institutions as well. And this is one reason why we are coming to conferences about academic integrity. We also wish to exchange examples of good practice, foster a culture of academic integrity at our institutions and consequently improve higher education across Europe.

Let me thank Salim Razi and the whole organizing team for their efforts. Let me thank all authors and reviewers for their work towards high quality of the conference contributions. And let me thank all of you who are taking part in pan-European movement for academic integrity.

Dr Tomáš Foltýnek
2018 Conference Co-Chair
(ENAI President)

Foreword

This is my fourth time serving as coordinator of reviews for the “Plagiarism across Europe and Beyond” series of conferences. Participants this time include many people who have attended previous conferences, it will be good to see these friends again. However, I’m particularly encouraged by the number of new names in the programme and the contributions from different parts of the world that have been less well represented in the past, Kosovo, Turkey and Pakistan especially stand out.

The peer review process involved a huge amount of voluntary work from a dedicated team of reviewers. Many of them went far beyond their brief in supporting and guiding contributing authors to fine tune their submissions. We were also indebted to the IT team at Mendel University in Brno for keeping the submission and review system up and running. I know that Salim has done an excellent job of organising the conference. I send my grateful thanks to Salim and all the other people who have helped to get this all together.

I never cease to be amazed by the way research in the field of academic integrity continues to evolve. This is reflected in the great diversity of contributions to the Ephesus conference programme, which I’m sure will be a very rich and rewarding experience for all of us.

Dr Irene Glendinning
2018 Conference Review Coordinator
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Conference Description

The international conference Plagiarism Across Europe and Beyond aims to be a forum for sharing best practices and experiences by addressing issues of academic integrity. The conference brings together several prominent names in the field of academic integrity from all over the world. With regards to the crucial role of ethics and honesty in academic work, universities are in need of more effective policies against infringements of academic standards. The conference therefore aims to contribute to the standardization of consistent and transparent approaches to issues of academic integrity from several perspectives, such as detection and prevention of plagiarism, the impact of text-matching software, types of plagiarism, teaching norms of best practice, and institutional and national standards. As academic integrity is considered to be culturally bound, standardizing policies and practices related to ethical issues requires a careful examination of several related cases from different countries. Due to its geographical location, Turkey bridges not only the continents of Europe and Asia but also various cultures, making it a perfect location for a conference that convenes researchers from all over the world. Plagiarism Across Europe and Beyond is jointly organized by Canakkale Onsekiz Mart University, Mendel University in Brno, and the European Network for Academic Integrity and is co-funded by the Erasmus+ Programme of the European Union.

Conference theme

Fostering academic integrity through consistent and transparent approaches

Language of the conference

English

Conference topics

Papers, synopses, posters, workshops, and working papers are welcome in the following areas.

Section I: Policy efforts to address issues of academic integrity:

Evaluation of ethics infrastructure.

Institutional and national standards of academic integrity.

Challenges in the implementation of academic incentive awards.

Section II: Academic Integrity projects and applications:

Best practices and strategies for awareness, prevention, and detection of academic misconduct.

Internationalisation, student mobility and academic integrity.
National and local projects about academic integrity.

Section III: Use of technology in addressing issues of academic integrity:

Innovation in the use of e-tools and technologies for addressing plagiarism.
Identifying texts modified by a paraphrasing tool.

Section IV: Misconduct and challenges in higher education:

Mind stimulating drugs.
Plagiarism in literary texts and translation.
Contract cheating including ghost-writing and essay mills.
Fake publishing in predatory or hijacked journals.

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Prof. Dr. Acer is the rector of Canakkale Onsekiz Mart University in Canakkale, Turkey. He completed his BA in the Department of Political Science at Ankara University in 1992. He holds a Master's degree from the Faculty of Law at Sheffield University, and he completed his PhD in law at Bristol University in 2000. He has held the title of professor since 2014 and has published widely in international and national journals. He has also authored several books and book chapters. His main research interests include International Law, International Maritime Law, International Law of Armed Conflicts, International Criminal Law, International Jurisdiction, and Asylum Law.

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Prof. Ladislav Havel was the rector at the Mendel University in Brno (MENDEL-
LU), Czech Republic. He is also the head of the Department of Plant Biology at the same university. He graduates his master study in biology at Masaryk University in 1977, in the same year he became doctor of natural sciences, in plant physiology (RNDr.) His doctoral work was carried out at the Institute of experimental botany ASCR Prague (specialization in plant physiology, 1979-82). He is concerning his scientific activities on organogenesis, programmed cell death, responses to biotic and abiotic stress in plant cells, organs and whole organism, plant biotechnology. He is member of scientific boards of MENDEL-
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Salim Razi works as an assistant professor at the English Language Teaching Department of Çanakkale Onsekiz Mart University, Turkey. He is the Vice Dean of Faculty of Education. He trains English as a foreign language teachers and offers graduate courses. He is a Board member of the European Network for Academic Integrity. He developed ‘Transparent academic writing rubric’ to enable more reliable assessment in academic writing. His recent research focuses on detecting and preventing plagiarism in academic writing through his ‘Anonymous multi mediated writing model’ that he was awarded the Turnitin Global Innovation Award in 2015.

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Tomáš Foltýnek is an academic integrity coordinator at the Faculty of Business and Economics, Mendel University in Brno, Czech Republic and President of the Board of the European Network for Academic Integrity. He has been dealing with plagiarism since 2008. He was involved in EU-funded project “Impact of policies for plagiarism in higher education across Europe” and has organized conferences and workshops about plagiarism since 2013. He is a member of the Steering group of Pan-European Platform for Ethics, Transparency and Integrity in Education established by the Council of Europe and main coordinator of the Erasmus+ Strategic Partnerships project “European Network for Academic Integrity”.

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Pavel Turčíněk (Mendel University in Brno, Czech Republic)

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Pavel Turčíněk works at Mendel University in Brno as a research assistant at the Department of Informatics (Faculty of Business and Economics). He takes care of web conference system. His main area of interest in research are database systems and decision support systems.

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Özgür Şahan works as an EFL instructor at Bursa Technical University, Turkey. He received his PhD degree from Çanakkale Onsekiz Mart University. His research interests are language testing, assessing writing, and teacher education. He was recognized as the Russell N. Campbell Award Winner in 2017 by the International Research Foundation for English Language Education (TIRF) for his top-ranked PhD dissertation proposal.

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Nalan Tur is an EFL instructor at Istanbul University, Turkey, where she instructs English via distance education and coordinates facilities of instructing English through distance education. She is a PhD student at Çanakkale Onsekiz Mart University and is currently working on her PhD dissertation in which she investigates learners' beliefs and attitudes on the teaching of English through distance and open education. Her research interests also include learner beliefs and attitudes.

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Erdem Akbaş holds his PhD from University of York, UK (2014) and now works at the Department of English Language Teaching at Erciyes University, Turkey. He has participated and presented his research extensively at various reputable international conferences, and published articles in national and international journals/books. He is in the editorial team of Iberica, ELT, and International Journal of Applied Linguistics & English Literature as a reviewer. His research interests include Discourse Analysis & Language Teaching; Written Discourse Analysis; Teaching Academic Writing; Language Curriculum Design & Evaluation; Contrastive Rhetoric.

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She is studying English Literature, British Women Writers, Women Studies, Academic Women, Social Gender Inequality, Gender Mainstreaming, Violence Against Women and Femicide, Science Fiction Literature, Cyber and Cyborg Literature, and TechnoFeminism. She has coined a new approach with her recent book “TechnoFeminist Science Fiction.” She has a professional working experience covering preparation and implementation of projects, programs and program strategies on gender equality issues, violence against women, mobbing, social dialogue, gender discrimination, human rights (woman, child, refugee, and disabled, disadvantaged people’s rights), woman labour law, addiction, women entrepreneurship and status of women academics and presidents.

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Olcay Sert is the director of Hacettepe University Micro-Analysis Network (HUMAN) Research Centre, the editor of Classroom Discourse journal (Routledge), and is the author of Social Interaction and L2 Classroom Discourse, published by the Edinburgh University Press in 2015. His main research approach is Conversation Analysis and his research deals primarily with classroom discourse, L2 interactional competence, and language teacher education.

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Mehmet Şahin completed his undergraduate studies in the Department of Translation and Interpretation and got his master's degree in Teacher Education at Bilkent University. He received his PhD degree in Curriculum and Instruction with a minor in MA in Applied Linguistics/TESOL at Iowa State University. His research studies during his doctoral studies were mainly on computer-assisted language learning and language technologies. Mehmet Şahin is now working as an associate professor of translation and interpretation at Izmir University of Economics. His research interests include translation and interpreting technologies, plagiarism in translation, machine translation, and translator and interpreter training.

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Dr David Thornton is a native of North Wales, UK. He is an historian of medieval Britain, and holds a Ph.D. from the University of Cambridge in Anglo-Saxon, Norse and Celtic. Since 1997, he has been lecturing in History at Bilkent University, Turkey, and between 2007 and 2016, he was also Library Director at Bilkent. Dr Thornton is an active user of Turnitin and has spoken at number of conferences on student plagiarism. In his spare time, he plays rock guitar and reads Spider-man comics.

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Ilze Birzniece (Riga Technical University, Latvia)

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Ilze Birzniece, Dr.sc.ing., is a researcher in computer science field and director of Study Department at Riga Technical University, Latvia. She has been participating in international scientific society by means of publications, scientific projects and conference organization committees. Topic of the Doctoral thesis: "Development of Interactive Inductive Learning Based Classification System's Model" where are discussed topics in machine learning and curriculum comparison by proposing an approach for interactive inductive learning based indirect study course classification system. She introduced Code of Academic Integrity in Riga Technical University in 2016.

Marco Cosentino (University of Insubria, Italy)

https://www.researchgate.net/profile/Marco_Cosentino

<https://uninsubria.academia.edu/MarcoCosentino>

Marco Cosentino is Professor of Medical Pharmacology at the University of Insubria since 2001. He holds a MD cum laude, University of Pavia (1990) and a PhD in Pharmacology and Toxicology, University of Turin (1996). Present appointments at the University of Insubria include: director of the Center for Research in Medical Pharmacology, director of the School of Specialization in Medical Pharmacology, Coordinator of the PhD program in Experimental and Clinical Medicine and Medical Humanities, Coordinator of the graduate School on Methodology, Ethics and Integrity in Biomedical Research. He served in several Ethics Committees for human and animal experimental research and contributed to writing the Academic Ethics Code of the University of Insubria. Prof. Cosentino is co-responsible for teaching research integrity issues to PhD students and early stage researchers, as well as for optional seminars for MD students about integrity and conflict of interest in biomedical research.

Dita Dlabolová (Mendel University in Brno, Czech Republic)

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Dita Dlabolová works as assistant at Department of Informatics at MENDELU and teaches computer science courses. In her Ph.D. studies she focuses on improvement of tools for electronic testing of knowledge. She participated in the IPPHEAE project, SEEPPAI project and currently in project European Network for Academic Integrity (ENAI). In May 2017 she was elected as a member of auditing group of ENAI. Co-organiser of the conference “Plagiarism across Europe and beyond” in 2013, 2015 and 2017, her role was communication responsible, since 2015 she is part of the team of reviewers.

Tomáš Foltýnek (Mendel University in Brno, Czech Republic)

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Tomáš Foltýnek is a vice-dean for international affairs at the Faculty of Business and Economics, Mendel University in Brno, Czech Republic. He has been dealing with plagiarism since 2008. He was involved in EU-funded project “Impact of policies for plagiarism in higher education across Europe” and has organized conferences and workshops about plagiarism since 2013. He is a member of the Ethical committee of the Higher education council in the Czech Republic and member of Steering group of Pan-European Platform for Ethics, Transparency and Integrity in Education established by the Council of Europe. He is main coordinator of the Erasmus+ Strategic Partnerships project “European Network for Academic Integrity” In this keynote address, the European Network for Academic Integrity as an organisation supporting higher education institutions to work together in the field of academic integrity will be introduced and officially launched.

Irene Glendinning (Coventry University, UK)

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Dr Irene Glendinning is Academic Manager for Student Experience, based in Coventry University’s Office of Teaching and Learning. She has worked in higher education for 27 years, starting as a lecturer in computer science. Until 2010 she managed different academic portfolios covering undergraduate and postgraduate taught programmes and international partnerships. She then became Principal Investigator and project manager for the Erasmus funded project Impact of Policies for Plagiarism in Higher Education Across Europe (IPPHEAE). Irene continues to be actively involved in several research initiatives concerning strategies and policies for improving academic integrity and reducing corruption in education.

Július Kravjar (Slovak Centre of Scientific and Technical Information, Slovakia)

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Julius Kravjar works for the Slovak Centre of Scientific and Technical Information (SCSTI) as a project manager of a national project “Plagiarism Detection System for Slovak Academic and Research Institutions” (SK ANTIPLAG). This system has been mandatory for all Slovak higher education institutions since 2010 and it has significantly improved plagiarism awareness among students. Julius is responsible for SK ANTIPLAG’s further development and smooth operation. As a team member, he also participates in numerous national and international projects of the SCSTI to support science, research, development, innovation and education. Prior to joining the SCSTI, he held several positions in software development as a developer, analyst, team-leader and in marketing of software and hardware services in the agricultural and banking sector. He graduated in Mathematics (MSc) at the Comenius University in Bratislava and continued in Informatics as a postgraduate.

Franca Marino (University of Insubria, Italy)

https://www.researchgate.net/profile/Franca_Marino

Franca Marino is Researcher in Medical Pharmacology at the University of Insubria. She graduated in Biological Sciences and took the PhD in Pharmacology at the University of Pavia. Dr. Marino is Coordinator of the PhD program in Clinical and Experimental Pharmacology, member of the Faculty of the PhD program in Experimental and Clinical Medicine and Medical Humanities and member of the scientific committee of the graduate School on Methodology, Ethics and Integrity in Biomedical Research at the University of Insubria.

Milan Ojsteršek (University of Maribor, Slovenia)

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Milan Ojsteršek received the PhD degree in computer science from the University of Maribor in 1994. He is a head of Laboratory for Heterogeneous Computer Systems at the University of Maribor, Faculty of Electrical Engineering and Computer Science. His research focuses on digital libraries, open access, natural language processing, plagiarism detection and academic integrity.

Stella-Marris Orim (Coventry University, UK)

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Dr Stella-Maris Orim is Lecturer in Information Systems at Coventry University, UK. She completed her undergraduate studies in Computer Engineering and then went on to carry out a Master’s degree in Internet Computing and Network Security at Loughborough University UK. While carrying out further Masters

study she was involved with the EU-funded (IPPHEAE) project as a researcher. Following her involvement and reflection on her past study experiences she has developed an interest in researching issues related with Higher Education Quality and Standards. She explored student plagiarism in Nigerian Universities and developed a conceptual model for managing the occurrence.

Salim Razi (Çanakkale Onsekiz Mart University, Turkey)

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Salim Razi works as an assistant professor at the English Language Teaching Department of Çanakkale Onsekiz Mart University, Turkey. He is the Vice Dean of Faculty of Education. He trains English as a foreign language teachers and offers graduate courses. He is a Board member of the European Network for Academic Integrity. He developed 'Transparent academic writing rubric' to enable more reliable assessment in academic writing. His recent research focuses on detecting and preventing plagiarism in academic writing through his 'Anonymous multi mediated writing model' that he was awarded the Turnitin Global Innovation Award in 2015.

Laura Ribeiro (University of Porto, Portugal)

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Laura Ribeiro is Professor of Biochemistry at Faculty of Medicine of U. Porto (FMUP) since 1999 and also of Humanities in Medicine. She holds a PhD in Human Biology. She coordinates the Master Course Academic and Clinical Education and the curricular units Integrated Master Thesis Project and Academic integrity of the Master Degree in Medicine as units of PhD courses. Researcher at Instituto de Investigação e Inovação em Saúde (I3S) U. Porto, member of the Scientific and Editorial Council of the U. Porto Editions and Director of the International Relations and Mobility Office. Member of ENAI-European Network for Academic Integrity.

Ansgar Schäfer (University of Konstanz, Germany)

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Ansgar Schäfer, plagiarism prevention specialist at the Communication, Information, Media Centre, University of Konstanz/Germany. Many years of experience in research, teaching, training, tutoring, and project management. Didactical qualifications with a focus on student assessment and educational design; member of the university's commission for academic misconduct. Responsible for the development of teaching and learning material, trainings, and organisational change. Independent Consultant on plagiarism prevention and Council of Europe expert.

Shiva Sivasubramaniam (Nottingham Trent University, UK)

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Dr Shiva Sivasubramaniam is a group leader for pharmacology in Nottingham Trent University. He is also a fellow of Higher Education Academy (FHEA) and Institute of Biomedical science (FIBMS). As a student focussed educator, his research interests include blended learning activities using students as partners, peer-assisted learning with problem solving skill development, and laboratory-linked enquiry based learning activities. Most importantly he has developed and delivered several workshops to address the issue of plagiarism to the academic/student communities. He is an active member of European Network of Academic Integrity and published several manuscripts on plagiarism prevention, ways to address contract cheating.

Loreta Tauginiene (Mykolas Romeris University, Lithuania)

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Dr. Loreta Tauginienė, acting as a Head of Academic Ethics Centre as well as researcher at Mykolas Romeris University, has published over 10 publications on university social responsibility, stakeholder engagement, science in society and academic ethics. She is a co-author of 4 books, some of them published by Fraunhofer Institute for Systems and Innovation Research ISI (Germany), Edward Elgar Publishing, Routledge. Loreta is a member of the Board of the European Network for Academic Integrity.

Oliver Trevisiol (University of Konstanz, Germany)

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Dr. Oliver Trevisiol is a subject librarian for history and education at the Communication, Information, Media Centre (KIM), University of Konstanz, Germany. He is also responsible for activities related to the prevention of plagiarism and digitization. He received his PhD in history from University of Konstanz in 2004

Natalija Valavičienė (Mykolas Romeris University, Lithuania)

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Dr. Natalija Valavičienė is a sociologist, lecturer in Sociology of Migration, Sociology of Globalisation, and other courses at Mykolas Romeris University (Vilnius) as well as the member of Lithuanian Sociological Association. She has published several scientific articles in peer-reviewed scientific journals, participated with presentations in conferences, is a co-author of handbook on social research methods. Since 2016, she is a researcher of Academic Ethics Centre at MRU, where with research group were engaged in research project “Academic ethics in Mykolas Romeris University: experiences and perspectives”. Ethics in social research is one of the topic thought on lectures of her courses.

International Scientific Board

Tricia Bertram Gallant (University of California, USA)

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Tricia Bertram Gallant, Ph.D. is the author of *Academic Integrity in the Twenty-First Century: A Teaching and Learning Imperative* (Jossey-Bass, 2008), co-author of *Cheating in School: What We Know and What We Can Do* (Wiley-Blackwell, 2009), editor of *Creating the Ethical Academy: A Systems Approach to Understanding Misconduct & Empowering Change in Higher Education* (Routledge, 2011), and section editor for the *Handbook of Academic Integrity* (Springer, 2016). She is the Director of the UC San Diego Academic Integrity Office and International Center for Academic Integrity Transition Co-Chair, and has been an ethics lecturer with the Rady School of Management.

Tracey Bretag (University of South Australia, Australia)

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Associate Professor Tracey Bretag is the Director of the UniSA Business School Office for Academic Integrity. For 15 years, Tracey's research has focussed on academic integrity. Since 2011 she has led four Australian Office for Learning and Teaching funded research projects, and is currently co-leading (with Rowena Harper) the Contract Cheating and Assessment Design project. Tracey is the founding Editor of the *International Journal for Educational Integrity* (SpringerOpen), Editor-in-Chief of the *Handbook of Academic Integrity* (2016), former Chair of the Asia-Pacific Forum on Educational Integrity, and Former President of the Executive Board to the International Center for Academic Integrity.

Peter E. Coughlin (EconPolicy Research Group, Ltd, Maputo, Mozambique)

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Peter E. Coughlin (Ph.D., 1975, Univ. of New Mexico), an industrial and agro-industrial economist with 37 years of professional experience in eastern and southern Africa. He authored an analysis of Plagiarism in five universities in Mozambique: Magnitude, detection techniques, and control measures, published in 2015 by the *International Journal of Educational Integrity*. In the 1980s and 1990s, he was a university senior lecturer in Kenya and professor in Mozambique, where, in different moments, he taught courses about research methods, industrial economics, economic planning, and economic development policy and strategy. Since, 1999, he has worked as a consultant and, currently, is the managing partner of EconPolicy Research Group.

Teddi Fishman (Academic integrity consultant, USA)

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Dr. Teddi Fishman spent most of the last decade directing the International Center for Academic Integrity. She earned her PhD from Purdue University and teaches an eclectic range of courses in subjects including ethics in popular culture, and the relationship between science, technology, and society, as well as her main discipline, rhetoric and communication. She is a proponent of participatory, problem-based pedagogies to foster learning, engagement, and academic integrity.

Nathalia Franco Perez (Universidad EAFIT, Colombia)

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Nathalia Franco Pérez is the Head of the Center for Integrity at Universidad EAFIT, Medellín, Colombia. She holds a Bachelor's degree in Communications, a Master's degree in Latin American and Caribbean Studies from Florida International University (FIU), and a Master's degree in Ethics and Democracy from Universidad de Valencia, Spain. Previously, Ms. Franco worked for HBO Latin America Group in Miami and served as Research Assistant at FIU. She also worked as a TV news reporter at a local news station in Medellín for several years. Ms. Franco joined EAFIT in 2010 as Head of Communications and Culture and then led the University Press for three years. In 2011, she began leading a project on Academic Integrity that in July 2016 led to establishment of the Center for Integrity.

Graham Hall (Northumbria University, UK)

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Graham Hall is Associate Professor in Applied Linguistics/TESOL at Northumbria University, UK, where he teaches on an MA in Applied Linguistics for TESOL. He is editor of *ELT Journal*, author of 'Exploring English Language Teaching: language in action' (Routledge 2011/2017), and editor of *The Routledge Handbook of ELT* (2016). His own research interests are the use of the students' L1/own-language in the language classroom, teacher research, and critical approaches to ELT.

Zeenath Reza Khan (University of Wollongong in Dubai, UAE)

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Dr. Zeenath Reza Khan is an Assistant Professor in the Faculty of Engineering and Information Sciences at UOWD. She completed her PhD in Ethics and E-cheating among students at the University of Wollongong in Australia. Her research interests are in community informatics, ethics in IT, teaching and learning, and STEM for girls. She has been nominated for and won a number of international awards for her contribution to research. She is currently a Fellow of

Wollongong Academy of Tertiary Teaching Excellence (WATTLE). She chaired the International Conference on Academic Integrity and authored the upcoming book, *Exploring Emerging Academic Integrity Issues in the Middle East*.

Thomas Lancaster (Staffordshire University, UK)

<http://thomaslancaster.co.uk>

Dr. Thomas Lancaster is an experienced academic leader and researcher into academic integrity with a subject background in Computer Science. Thomas has spoken at and worked with universities around Europe and the world, most prominently in the role of Associate Dean at Staffordshire University. Thomas is best known for writing the original research study into contract cheating. He continues to be prominent researcher in the research field with recent work looking at essay mill marketing and exam cheating. Thomas also offers training, consultancy and PhD supervision and regularly appears in the media.

Erika Löfström (Tallinn University, Estonia & University of Helsinki, Finland)

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Dr. Erika Löfström is Vice Rector for Innovation in Education at Tallinn University, and Research Director at the University of Helsinki. Her research areas include research ethics and integrity, plagiarism, academic and supervision. Löfström is chair of the ethics review committee for research on human participants (University of Helsinki), and a member of the Finnish Advisory Board on Research Integrity. She has been a member of various integrity-related working groups coordinated by the Finnish Advisory Board on Research Integrity, e.g. the doctoral supervision and ethics education working groups. She was also a member of the European Advisory Committee for the 2017 World Conference on Research Integrity. Löfström is also head of the doctoral program in educational sciences at Tallinn University

Evangeline Litsa Mourelatos (The American College of Greece, Greece)

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Evangeline (Litsa) Mourelatos has been teaching at the American College of Greece - Deree for over three decades. Raised in Canada, Litsa returned to her native Greece to realize her inclination for teaching and combine the best of two worlds. Her passion for academic integrity began early in her career, allowing her to spearhead many initiatives that have mobilized the building of an academic integrity culture at her institution. Such mobilization includes a full Faculty Retreat on the subject - at a time when distinctly few international colleges were exploring the subject - to the organization of an International conference in Athens, 2016. Her AI interests span many topics, the most recent of which is contract cheating.

Isabella Navarro Grueter (University of Monterrey, Mexico)

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Isabella Navarro has worked at UDEM for over 20 years. Since 2011, she is the Vice-President for Student Affairs and has under her responsibility the implementation of the characteristic Formative Model of the University. This Model strives to help students grow in all of their dimensions as individuals and strengthen their values and competencies to be successful in their personal and professional lives. Different projects have been developed under her leadership, such as the creation of the Integrity System, which later became the Center for Integrity. This Center promotes academic honesty, invites other educational institutions to work on the topic and links with governmental, private and non-profit organizations.

Ann Rogerson (University of Wollongong, Australia)

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Dr Ann Rogerson is a Senior Lecturer in the Faculty of Business at University of Wollongong (UOW) whose research on academic integrity has received national and international recognition. Ann shares her knowledge and expertise in prevention, detection and education about academic integrity via interactive sessions, webinars, and through presentations at local and international conferences. Ann is a reference group member on the Australian OLT Project 'Contract Cheating and Assessment Design', on the executive of the Asia Pacific Forum for Educational Integrity (APFEI), and on the editorial board of the International Journal of Educational Integrity (IJEI, Springer).

Ide Bagus Siaputra (University of Surabaya, Indonesia)

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Dr. Ide Bagus Siaputra (Bagus) earned his doctoral degree of psychology (psychometrics), from the Universitas Gadjah Mada (UGM). He has worked as a lecturer at Faculty of Psychology, Universitas Surabaya (UBAYA) since 2003. He also served as Head of General Psychology Laboratory. He has a strong passion in development and validation of psychological assessments, especially in the area of personality, employability, and academic integrity. Since 2011 he was entrusted as Editor-in-Chief of ANIMA Indonesia Psychological Journal (AIPJ). He also became a member of the editorial board at Makara Human Behavior Studies in Asia (Makara Hubs-Asia) and the International Journal of Educational Integrity (IJEI).

Sonia Vasconcelos (Federal University of Rio de Janeiro, Brazil)

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Sonia Vasconcelos is associate professor at the Science Education Program of the Institute of Medical Biochemistry Leopoldo de Meis (IBqM), Federal University of Rio de Janeiro (UFRJ). She teaches science communication, research methodology, and research ethics/integrity, and most of her research focuses on these areas. Sonia is currently vice-coordinator of the Professional Master's Program in Science Education at IBqM. She has been among the organizers of Brazilian Meeting on Research Integrity, Science and Publication Ethics (BRISPE), held biannually in Brazil since 2010. She was local co-chair of the 4th World Conference on Research Integrity (4WCRI).

Greg Wheeler (Sapporo Medical University, Japan)

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Greg Wheeler has called Sapporo, Japan home since 1996. He presently works at Sapporo Medical University, where he teaches a variety of English language classes, as well as Japanese literature. Much of his research focuses on issues of a "moral" nature concerning academia in Japan. Particularly, he has tried to dispel the popular but mistaken stereotype that plagiarism is considered an accepted (and even encouraged) practice in Japan due to it being a part of Japanese "culture." During his leisure time, he enjoys going on cycling trips to the many very beautiful areas Hokkaido has to offer.

Awards

ENAI Awards

ENAI has provided awards to three delegates by especially encouraging applicants from countries that have not previously been represented at Plagiarism across Europe and beyond Conferences. Awards cover the cost of registration including a three-day stay at the conference hotel. An additional amount of €250 is also provided for each award winner to contribute to their travel expenses.

Winners

Ivana Hebrang Grgić is assistant professor and head of Book and Publishing Section at the Department of Information and Communication Sciences, Faculty of Humanities and Social Sciences, University of Zagreb. Her main research interests are scientific communication and publishing. She authored two books about scientific communication. She is editor of book Croatian scientific journals and book Openness in science and higher education. She is president of Committee on Publishing Activities of Croatian Library Association, Editor-in-Chief of Croatian Librarianship Series and member of editorial board of Hrcak, platform of Croatian scientific journals.

Mr Tika Ram Pokhrel is an Assistant Professor of Education at Kathmandu University School of Education, Nepal. He has been teaching to graduate students for more than a decade. Academic integrity is one of his areas of interest. Integrity in Education, Management and Leadership is one of the courses he developed and has been delivering since 2015 at the university for the Master level students in Leadership and Management program. He initiated to establish an Integrity Club of students at Kathmandu University School of Education (KUSOED) known as KUSOED Integrity Alliance. He worked as a Principal Investigator in the BITA Project: Building Integrity through KUSOED Integrity Alliance funded by Integrity Action. He has also been working as a member of Central Level Advisory Committee at Champion for Human Rights and Social Transformation Nepal (CAHURAST) in the SHINE project: Students acting for Honesty, Integrity and Equality. His mission is to contribute smaller to bring big difference in quality education by scholarly engaging in the world of quality, productivity and integrity.

Shamima Parvin Lasker, PhD (USA), EMMB (Europe), MPH (USA), MPhil (BD), MSc (BD) is an Anatomist, Bioethicist and Journal Editor. Of her 29 years of

teaching career, she has been working as Professor and Head of Anatomy since 2007 in Bangladesh. She is also the Visiting Professor of Clinical Anatomy, Dentistry and Bioethics, AUSN, USA. Prof Shamima has been occupying herself in Journal editorial system nationally and internationally from 2001. She is the treasurer of WAME for the year of 2017-2019 and also served WAME as Director between 2012 and 2014. She is the Co-Chair, Ethics and Publication Policy Committee, APAME for 2016 to 2018. She is also the Vice President of the Bangladeshi Society for Scholarly Journal Editors (BASE). Shamima worked as a Consultant of bioethics for UNESCO in 2009, and FAO in 2015 respectively. She was the former Vice president (South Asia) Asian Bioethics Association. At the national level Prof Lasker is the Founding Chairman and General Secretary of Bangladesh Bioethics Society. In recognition of her dedicated work and organizing ability to promote the cause of Bioethics in Bangladesh, she has been honored as “Honorary Lifetime Membership” of the UNESCO Asia Pacific School of Ethics in 2009. She is the member of the National Ethics Committee of Bangladesh for two consecutive term (2014-2016 & 2016-2018). Shamima has seventy (70) peer reviewed articles and has authored many books on Anatomy, Bioethics and Publication Ethics. Her Researcher ID is orcid.org/0000-0002-3484-9526

Punjab Higher Education Commission Awards

Punjab Higher Education Commission (PHEC) has provided awards to 3 delegates from Pakistan. Awards cover the costs of registration including a three-day stay at the conference hotel and travel in addition to daily living allowance.

Winners

Faiqa Mansoor (Dr.) is Deputy Chief Librarian in Punjab University Library, University of the Punjab, Lahore, Pakistan. She recently received her PhD degree in South Asian Studies from the same university. She explored the role of university libraries in prevention of plagiarism in Pakistan as her PhD research.

Professor Dr. Hameeda Mazhar is currently working as Head of Department in Arabic and Director of Quality enhancement Cell, women university Multan. I did my masters from Islamia University Bahawalpur and was awarded gold-medal and Quaid-e-Azam scholarship. Did my MPhil and PhD from Baha-uddin Zakariya University Multan. I have been teaching students of Arabic language and literature for 32 years. I am an active user of turnitin. I have attended and conducted workshops on Quality enhancement and plagiarism in Pakistan.

Muhammad Shahbaz (Dr.) earned his PhD Applied Linguistics on dual scholarship from governments of Pakistan and China. In last 12 years, he has taught various ELT and EFL courses in China, Saudi Arabia and Pakistan. His research interests include L2 motivation, teacher motivation, language teacher training, assessment and evaluation and academic integrity among learners and teachers in Pakistan. He has published and presented his work at different national and international forums. He is an avid reader and a good athlete.

Social Programme

The Temple of Artemis and Ephesus Tour

An estimated 4-hour of The Temple of Artemis and Ephesus tour is planned for the delegates.

What to do and see in Ephesus?

The ancient city of Ephesus offers a glimpse into what life was like 2000 years ago. According to legend, Ephesus takes its name from 'Apasas,' meaning 'city of the Mother Goddess,' which refers to the first founders of the city: the great female warriors of Amazon tribes. Later, Ephesus reached its peak as a leading political and commercial centre when it was Hellenised by Ionian Greeks. It was the capital and largest port city of the Asian state. It owes much of its prosperity to remaining neutral during the period in which the whole of Anatolia was under Persian rule. In 334 B.C, the city was liberated by Alexander the Great. Lysimachus, a general under Alexander the Great, constructed fortification walls and moved the city two miles southwest. In 29 B.C, during the reign of the Roman Empire, the city suffered serious damage, and by the time Christianity came to dominate Ephesus, the city was on the decline both in terms of cultural and intellectual assets. In 1090, Byzantine Ephesus was conquered by the Seljuks and later taken by the Turks in 1307. After that, Turkish-Islamic religious structures and important cultural assets were added to the historical heritage of Ephesus.

The Temple of Artemis. Anatolia is known for its goddess of fertility, Artemis (also known as Cybele, Mita, and Diana). One of the Seven Wonders of the Ancient World, the Temple of Artemis was the first to be completely marble and one of the largest Greek temples ever erected and is a site worth visiting in Ephesus.

Conference Programme 1st Day – 9 May 2018 (Wednesday)		
Times	Events	Venue
8:00 – 9:00	Registration	Lobby Hall
9:00 – 10:00	Opening Ceremony	Main Hall
10:00 – 11:00	Keynote by Tracey Bretag: Responding to breaches of academic integrity: The need to be consistent, transparent and compassionate <i>Session chair: Salim Razi</i>	Main Hall
11:00 – 11:30	Coffee Break	Lobby Hall
11:30 – 12:45	Concurrent Session 1	
<i>Session chair: Julius Kravjar</i>	Oliver Trevisiol & Ansgar Schäfer: Educational re- sources for plagiarism prevention [<i>Workshop</i>]	Main Hall
<i>Session chair: Laura Ribeiro</i>	Martine Peters: Teaching digital scrapbooking strategies as a preventative measure against plagiarism [<i>Full paper</i>] Fatma Şeyma Doğan, Oktay Yağız & Işıl Günseli Kaçar: Citation practices in academic discourse: The types of citation transformation in MA and PhD theses [<i>Full paper</i>] Ali Erarslan & Ece Zehir Topkaya: Micro-level policies and practices regarding plagiarism in Advanced Reading and Writing Courses [<i>Full paper</i>]	Agora
<i>Session chair: Zeenath Reza Khan</i>	Alla Anohina-Naumeca, Loreta Tauginienė & Tatjana Odineca: Addressing academic integrity policy of Baltic State-financed universities in online public space [<i>Full paper</i>] Stephen Kuntz: Editing services: Libelous or liberating? [<i>Full paper</i>] Nosheen Naz: Academic integrity and quality assurance in higher education [<i>Full paper</i>]	Odeon

<p><i>Session chair:</i> <i>Sabiha Mumtaz</i></p>	<p>Ivana Hebrang Grgić: Teaching about plagiarism at higher education level <i>[Full paper]</i></p> <p>Muhammad Shahbaz: Students and teachers' perceptions about academic dishonesty at different faculties of a university in Pakistan <i>[Full paper]</i></p> <p>Sabiha Shala, Dukagjin Leka & Mimoza Hyseni-Spahi: Challenges in publishing in newly established universities (Kosovo and Macedonia) <i>[Full paper]</i></p>	<p>Celcus</p>
<p><i>Session chair:</i> <i>Shiva Sivasubramaniam</i></p>	<p>Mike Reddy & Clare Johnson: An academic speed awareness course: Developing FREE resources for prevention/probation of academic offenders <i>[Working paper]</i></p> <p>Kostantinos Leftheriotis, Evangeline Litsa Mourelatos, Athanassios Triantafyllides & Emmanuel Varouhas: Understanding academic integrity principles using the sociological imagination: An experiment <i>[Working paper]</i></p> <p>Isabella Navarro-Grueter, Cecilia Ivonne Quintanilla & Jean Gabriel Guerrero: Center for integrity: Reflection, commitment and actions <i>[Working paper]</i></p>	<p>Smyrna</p>
<p>12:45 – 13:45</p>	<p>Lunch</p>	<p>Aegean Restaurant</p>
<p>13:45 – 14:30</p>	<p>Plenary by Tomáš Foltýnek: Plagiarism: technical versus political solutions <i>Session chair: Tracey Bretag</i></p>	<p>Main Hall</p>
<p>14:35 – 15:25</p>	<p>Concurrent Session 2</p>	
<p><i>Session chair:</i> <i>Martine Peters</i></p>	<p>Salim Razi: Fallacies in the interpretation of text-matching software similarity reports <i>[Workshop]</i></p>	<p>Main Hall</p>

<p><i>Session chair:</i> Ece Zehir Topkaya</p>	<p>Mariya Chankova & Irena Vassileva: Attitudes towards plagiarism in academia: A pilot study <i>[Full paper]</i></p> <p>Jolanta Bieliauskaitė & Natalija Valavičienė: Forms of solidarity in the context of academic integrity: Perceptions of students and lecturers <i>[Full paper]</i></p>	<p>Agora</p>
<p><i>Session chair:</i> Marco Cosentino</p>	<p>Zeenath Reza Khan, Sabiha Mumtaz, Priyanka Hemnani & Sanjana Raheja: Pilot study to pave way for exploring contract cheating among higher education students in UAE <i>[Full paper]</i></p> <p>Muhammad Ramzan: Insights into university students' perceptions about plagiarism <i>[Full paper]</i></p>	<p>Odeon</p>
<p><i>Session chair:</i> Evangeline Litsa Mourelatos</p>	<p>Dukagjin Leka & Bajram Kosumi: Plagiarism in Kosovo and its perception in Kosovo and Albania society <i>[Full paper]</i></p> <p>Harun Serpil: Gaming the machine: Text-recycling and automatic spinning to minimize plagiarism in medical articles <i>[Full paper]</i></p>	<p>Celcus</p>
<p><i>Session chair:</i> Milan Ojsteršek</p>	<p>Paraskevi Kleanthous, Angelika Kokkinaki, Styliani Kleanthous Loizou & Louis Nisiotis: A 3D virtual world for awareness and training on academic integrity topics <i>[Full paper]</i></p> <p>Celina Garza: Academic misconduct – the IB's use of a tailor-made text matching software <i>[Full paper]</i></p>	<p>Smyrna</p>
<p>15:25 – 16:00</p>	<p>Coffee Break</p>	<p>Lobby Hall</p>
<p>16:00 – 16:45</p>	<p>Sponsor session 1 (Turnitin)</p> <p>Gill Rowell & Maarten Jan Horck: Turnitin: A journey in academic integrity</p> <p><i>Session chair: Salim Razi</i></p>	<p>Main Hall</p>
<p>17:00 – 18:00</p>	<p>ENAI Annual General Meeting [open to all delegates]</p> <p><i>Session chair: Tomáš Foltýnek</i></p>	<p>Artemis</p>
<p>19:30 – 23:00</p>	<p>Gala Dinner</p>	<p>Convention Centre Dining Hall</p>

<p style="text-align: center;">Conference Programme</p> <p style="text-align: center;">2nd Day – 10 May 2018 (Thursday)</p>		
Times	Events	Venue
8:00 – 9:00	Registration	Lobby Hall
9:00 – 10:00	<p>Keynote by Lex M. Bouter</p> <p>Fostering responsible research practices: What can and should funders and journals do?</p> <p><i>Session chair: Irene Glendinning</i></p>	Main Hall
10:00 – 10:50	Concurrent Session 3	
<i>Session chair:</i> <i>Oliver Trevisiol</i>	<p>John Paul Foxe, Andrea Ridgley, Suzanne Hicks, Naza Djafarova & Brenda Massey-Beauregard: Gamifying academic integrity education [<i>Workshop</i>]</p>	Main Hall
<i>Session chair:</i> <i>Mehmet Şahin</i>	<p>Loreta Tauginienė & Inga Gaižauskaitė: Integrity management in high schools: Paving a way to misconduct? [<i>Full paper</i>]</p> <p>Irene Glendinning: Disparities in sanctions and practices across Europe for addressing violations to academic integrity [<i>Full paper</i>]</p>	Agora
<i>Session chair:</i> <i>Stella-Maris Orim</i>	<p>Ece Zehir Topkaya & Handan Çelik: Repercussions of academic dishonesty among English language educators: A study of academic and social perspective [<i>Full paper</i>]</p> <p>Adeela Rehman: Academic integrity and quality of research in higher education: Inclination and confrontation for young scholars [<i>Full paper</i>]</p>	Odeon
<i>Session chair:</i> <i>Sabri Gürses</i>	<p>Faiqa Mansoor & Kanwal Ameen: Perspectives on role of university libraries to prevent plagiarism among research scholars [<i>Full paper</i>]</p> <p>Amanda Martha Matee Mphahlele: Plagiarism in the South African Higher Education system: Discarding a common sense understanding [<i>Full paper</i>]</p>	Celcus

<p><i>Session chair:</i> Mehmet Sercan Uztosun</p>	<p>Clare Johnson: A practical guide to improving academic integrity in the classroom [<i>Working paper</i>]</p> <p>Rebecca Awdry & Veronika Králiková: Global Essay Mills Survey project summary [<i>Full paper</i>]</p>	<p>Smyrna</p>
<p>10:50 – 11:20</p>	<p>Coffee Break</p>	<p>Lobby Hall</p>
<p>11:20 – 12:35</p>	<p>Concurrent Session 4</p>	
<p><i>Session chair:</i> Angelika Kokkinaki</p>	<p>Stephen Kuntz: Academic integrity endeavours: Moving from informing to integrating to integrity [<i>Workshop</i>]</p>	<p>Main Hall</p>
<p><i>Session chair:</i> Clare Johnson</p>	<p>Sabri Gürses & Mehmet Şahin: Plagiarism in literary translation and retranslation [<i>Full paper</i>]</p> <p>Zeenath Reza Khan, Halim Khelalfa, Jawahitha Sarabdeen, Priyanka Hemnani & Sanjana Raheja: Paving the way for an higher ed academic integrity policy review in the UAE [<i>Full paper</i>]</p> <p>Andrzej Kurkiewicz: Reforming the disciplinary measures in Poland’s higher education in historical perspective [<i>Full paper</i>]</p>	<p>Agora</p>
<p><i>Session chair:</i> Jolanta Bieliauskaitė</p>	<p>Müge Karakaş: The role of general self-efficacy on academic integrity [<i>Full paper</i>]</p> <p>Ghazala Irfan Tabbasum: “The centre cannot hold”, issues of self-plagiarism in Pakistan [<i>Full paper</i>]</p> <p>Emilia Sercan: Time as a predictor for plagiarism in Romanian academia [<i>Full paper</i>]</p>	<p>Odeon</p>
<p><i>Session chair:</i> Inga Gaižauskaitė</p>	<p>Elham Golzar Adabi, Dilek Pecenek & Markus Pissarek: An investigation of plagiarism on higher education students: Awareness, information sources, reasons [<i>Full paper</i>]</p> <p>Shamima Parvin Lasker: Change of knowledge and attitude of post graduate medical students of Bangladesh by plagiarism education [<i>Full paper</i>]</p> <p>Fahad Mahmood: Challenges and solutions for academic integrity in mass communication education in Pakistani universities [<i>Full paper</i>]</p>	<p>Celcus</p>

<p><i>Session chair:</i> <i>Natalija</i> <i>Valavičienė</i></p>	<p>Loreta Tauginienė: Academic integrity glossary <i>[Synopsis]</i></p> <p>Michael Draper: A legal solution to contact cheating? <i>[Synopsis]</i></p> <p>Billur Yıldırım & Salim Razi: ELT students' attitudes towards plagiarism: Their correlation with academic success and externalization <i>[Synopsis]</i></p> <p>Ece Zehir Topkaya & Mehmet Sercan Uztosun: Plagiarism and sanctions: Academics' perceptions at postgraduate level <i>[Synopsis]</i></p> <p>Mediha Güner, Gonca Babadağ, Muhammet Özden & Ali Ersoy: Investigation of the graduates' ethical decision-making patterns <i>[Synopsis]</i></p>	<p>Smyrna</p>
<p>12:35 – 13:35</p>	<p>Lunch</p>	<p>Aegean Restaurant</p>
<p>13:35 – 14:35</p>	<p>Invited Panel Discussion by Marco Cosentino, Laura Ribeiro & Shiva Sivasubramaniam:</p> <p>Academic integrity in medical research and teaching</p> <p><i>Session chair: Franca Marino</i></p>	<p>Main Hall</p>
<p>14:35 – 15:20</p>	<p>Sponsor session 2 (Oxford University Press)</p> <p>Haluk Şengeç: Wider angle of plagiarism</p> <p><i>Session chair: Özgür Şahan</i></p>	<p>Main Hall</p>
<p>15:30 – 19:30</p>	<p>Social Programme: Visit to Ephesus</p>	<p>Ephesus ancient city</p>
<p>19:30 – 21:30</p>	<p>Dinner</p>	<p>Aegean Restaurant</p>

<p style="text-align: center;">Conference Programme 3rd Day – 11 May 2018 (Friday)</p>		
Times	Events	Venue
8:00 – 9:00	Registration	Lobby Hall
9:00 – 10:00	<p>Keynote by Teddi Fishman</p> <p>Stories and aims: How our academic integrity goals and the ways we talk about meeting them matter</p> <p><i>Session chair: Tomáš Foltýnek</i></p>	Main Hall
10:00 – 10:45	<p>Sponsor Session 3 (Citavi)</p> <p>Martin Mittermeier: Software tools to avoid plagiarism in academia – different approaches to prevent and to sanction different forms of plagiarism</p> <p><i>Session chair: Dita Dlabolová</i></p>	Main Hall
10:45 – 11:15	Coffee Break	Lobby Hall
11:15 – 12:30	Concurrent Session 5	
<p><i>Session chair:</i> <i>Loreta</i> <i>Tauginienė</i></p>	<p>Dita Dlabolová, Veronika Králíková & Tomáš Foltýnek: Responsible student - responsible employee [<i>Workshop</i>]</p>	Main Hall
<p><i>Session chair:</i> <i>Mehmet</i> <i>Sercan</i> <i>Uztosun</i></p>	<p>Sonja Bjelobaba: Academic integrity skill development amongst the teaching staff at a Swedish university [<i>Full paper</i>]</p> <p>Jean Gabriel Guerrero: Impact of an academic integrity seminar in the ethical behavior of college students [<i>Working paper</i>]</p> <p>Sandra Lisa Stephenson: Towards a plagiarism framework for educators [<i>Full paper</i>]</p>	Agora

<p><i>Session chair:</i> <i>Styliani</i> <i>Kleanthous</i></p>	<p>Tika Ram Pokhrel: Academic integrity in post/graduate students of teacher education program <i>[Full paper]</i></p> <p>Ifigenia Georgiou, Svetlana Sapuric & Angelika Kokkinaki: Ethics learning in Cypriot business schools <i>[Full paper]</i></p> <p>Aalia Sohail Khan & Mamoona Khan: Plagiarism and artefacts: A phenomenon of neglected ethics <i>[Full paper]</i></p>	<p>Odeon</p>
<p><i>Session chair:</i> <i>Alla Anohina-</i> <i>Naumeca</i></p>	<p>Clare Johnson & Mike Reddy: The student voice: What do we know about students' perspective of Academic Integrity? <i>[Full paper]</i></p> <p>Hameeda Mazhar: Status of woman education and prevalence of plagiarism in Southern Punjab <i>[Full paper]</i></p> <p>Sabiha Mumtaz & Sanjai Parahoo: Impact of individual and cultural factors on passive cheating: A middle east study <i>[Full paper]</i></p>	<p>Celcus</p>
<p><i>Session chair:</i> <i>Özgür Şahan</i></p>	<p>Muhammad Rafiq Awan & M. Sarwar Bajwa: Culture of academic integrity: Practices of HEIs in Pakistan <i>[Full paper]</i></p> <p>Shiva Sivasubramaniam: A case study on class based (SCALE-UP) approach to counteract contract cheating <i>[Synopsis]</i></p> <p>Süleyman Gün: Academic dishonesty, alienation to university and anomie: Are they related anyway? <i>[Synopsis]</i></p> <p>Serhat Güzel & Salim Razi: ELT academics' perceptions of plagiarism: Cross-cultural investigation of degrees <i>[Synopsis]</i></p>	<p>Smyrna</p>
<p>12:30 – 13:15</p>	<p>Sponsor Session 4 (Urkund)</p> <p>Peter Witasp: Another GDPR presentation but with a twist: Plagiarism detection</p> <p><i>Session chair: Tomáš Foltýnek</i></p>	<p>Main Hall</p>

13:15 – 14:15	Lunch	Aegean Restaurant
14:15 – 15:00	Plenary by Irene Glendinning: Academic integrity in higher education institutions: A global perspective <i>Session chair: Teddi Fishman</i>	Main Hall
15:00 – 16:00	Invited Panel Discussion by Dukagjin Leka, Sabiha Shala, Agron Bajraktari & Mimoza Dushi: The quest for academic integrity in Kosovo <i>Session chair: Irene Glendinning</i>	Main Hall
16:00 – 16:30	Coffee Break	Lobby Hall
16:30 – 17:00	Poster Session	
	John Freeman: An institution-wide approach to reducing plagiarism in a UK university Irene Glendinning, Stella-Maris Orim, Andrew King, Esme Spurling: How are quality assurance agencies and accreditation bodies responding to different forms of corruption in higher education? <i>Session chair: Salim Razi</i> Veronika Králíková, Jana Dannhoferová, Dita Dlabolová, Tomáš Foltýnek: Global essay mills survey: Results from the Czech Republic Ivana Hebrang Grgić & Mihaela Guskić: Scientists' awareness of predatory journals	Main Hall
17:00 – 17:05	Delegates' choice best papers announcement: Award - "Handbook of academic integrity" by Tracey Bretag	Main Hall
17:05 – 17:10	Invitation: 5th International Conference Plagiarism across Europe and Beyond 2019 <i>by Loreta Tauginienė</i>	Main Hall
17:10 – 17:30	Closing Ceremony	Main Hall

Day 1 (Wednesday)

8:00 – 9:00	Registration
9:00 – 10:00	Opening Ceremony
10:00 – 11:00	Keynote by Tracey Bretag
11:00 – 11:30	Coffee Break
11:30 – 12:45	Concurrent Session 1
12:45 – 13:45	Lunch
13:45 – 14:30	Plenary by Tomáš Foltýnek
14:35 – 15:25	Concurrent Session 2
15:25 – 16:00	Coffee Break
16:00 – 16:45	Sponsor Session 1 (Turnitin)
17:00 – 18:00	ENAI Annual General Meeting
19:30 – 23:00	Gala Dinner



Keynote Speech by Tracey Bretag

Room: Artemis

Session Chair:

Salim Razi

Keynote Speech by Tracey Bretag

Associate Professor Tracey Bretag is the Director of the UniSA Business School Office for Academic Integrity. For 15 years, Tracey's research has focussed on academic integrity. Since 2011 she has led four Australian Office for Learning and Teaching funded research projects, and is currently co-leading (with Rowena Harper) the Contract Cheating and Assessment Design project. Tracey is the founding Editor of the International Journal for Educational Integrity (SpringerOpen), Editor-in-Chief of the Handbook of Academic Integrity (2016), former Chair of the Asia-Pacific Forum on Educational Integrity, and Former President of the Executive Board to the International Center for Academic Integrity.

Contact info: tracey.bretag@unisa.edu.au; @traceybretag

Title:

Responding to breaches of academic integrity: The need to be consistent, transparent and compassionate

Abstract:

Academic integrity means acting with the values of honesty, trust, fairness, respect, responsibility and courage in learning, teaching and research. It is important for students, teachers, researchers and administrative staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. All students and staff should be an example to others of how to act with integrity in their study and work. Academic integrity is important for an individual's and a school's reputation. (adapted from Exemplary Academic Integrity Project, n.d.)

A breach of academic integrity can be defined as any behaviour which undermines the values, norms and practices of academic integrity. Breaches include, but are not limited to plagiarism, cheating in exams or assignments, impersonation in exams, collusion, theft of another student's work, sabotage of another student's learning/assessment, paying a third party for assignments ('contract cheating'), downloading whole, or part of assignments from the Internet/file-sharing sites, falsification of data, misrepresentation of records, and fraudulent research and publishing practices.

Tracey Bretag will discuss the critical role of assessment, the student/teacher relationship and the teaching and learning environment more broadly, as part of a holistic approach to safeguarding academic integrity and minimising opportunities for students to cheat. However, when cheating does occur, Dr Bretag will underscore the imperative for academic integrity breach decision-makers to

use approaches which are consistent and transparent, as well as compassionate. Dr Bretag will remind delegates that students are often young or inexperienced people who have simply made a careless mistake. Our students look to us as their educators and role models for guidance in how to move beyond that mistake so that they can graduate as ethical contributors to society.

Reference:

Exemplary Academic Integrity Project (n.d.) www.unisa.edu.au/EAIP

Concurrent Session 1

**Room:
Artemis**

**Session Chair:
Julius Kravjar**

Educational resources for plagiarism prevention

Oliver Trevisiol & Ansgar Schäfer
University of Konstanz, Germany

Type: Workshop

Section: Academic Integrity projects and applications

Abstract:

The participants get to know, test, and review educational resources for plagiarism prevention. Examples are: - various exercises and tasks for courses (How, with which methods and conceptual formulation can I teach students about referencing and good scientific practice?) - list of reviewed educational videos (Which video may I use in class?) - examples of myths and rumours about plagiarism (Which questions and perception do students have? How can I react to typical notions and answer frequent questions?) such as the strange rule of “you need to cite more than 3 words in a row”. The presented educational resources are preliminary results of the respective working group of the Erasmus+-project (strategic partnership) “European Network of Academic Integrity (ENAI)” 2016-2019 (see www.academicintegrity.eu). The workshop will also present the working plan on educational resources of the 12 partner institutions as outlined in the project application. Suggestions for improvement of the resources, contributions as well as ideas for further resources to be developed or integrated into the ENAI activities are welcome and will be discussed in the workshop.

Keywords: Didactics of integrity, educational design, educational resources.

**Room:
Agora**

**Session Chair:
Laura Ribeiro**

Teaching digital scrapbooking strategies as a preventative measure against plagiarism

Martine Peters

Université du Québec en Outaouais, Canada

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

The arrival of technology in schools has meant that students must now develop new digital literacy skills and strategies. When writing assignments, their first action is to search the web for information. The copy/paste function has facilitated the integration of information (text, images, videos, graphics, etc.) into student's written work. However, students, for various reasons, lack of knowledge, of time or effort, sometimes forget to give credit to the author whose work they have copied and pasted. This translates into plagiarism, voluntary or not. Students need to learn how to prevent plagiarism and teachers need to foster the learning of appropriate skills that will encourage academic integrity. Learning how to use digital scrapbooking strategies at different steps of writing an assignment can help. Digital scrapbooking strategies are actions mobilized when students use their informational, writing and referencing skills, actions such as searching, sorting, evaluating information, taking notes, integrating information into writing, quoting, paraphrasing, etc. Our research project aimed to identify how these strategies can prevent plagiarism. Through questionnaires and interviews, we examined the use of these strategies by students as well as the teaching of these strategies by university professors. Results show that students' and professors' perceptions of digital scrapbooking strategies differ greatly.

Keywords: Academic integrity, digital scrapbooking strategies, plagiarism, universities.

Citation practices in academic discourse: The types of citation transformation in MA and PhD theses

*Fatma Şeyma Doğan**, *Oktay Yağız*** & *Işıl Günseli Kaçar****
**Harran University, Turkey, **Atatürk University, Turkey &*
****Middle East Technical University, Turkey*

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

Plagiarism is an old problem in its new guise in academia, which may arise from lack of basic knowledge regarding citation transformations. The process of transforming the texts into writers' own texts seems to have an interesting complexity not only for native speakers of English but also for non-native speakers of English writers. An examination of the ways of citation transformations appears to be a concrete starting point in unravelling the complexity. Thus, the present study focuses on the ways of citation transformations preferred by both native speakers of English and non-native speakers of English writers (Turkish writers) and reveals the general tendencies of both groups of writers in the choice of the ways of transformation of citations, which in turn will contribute to the existing literature by shedding further light into the complexities of textual borrowing. The corpus consists of 34 theses, 17 of which Turkish writers' theses in English language including 10 MA and 7 PhD theses and 17 English L1 writers' theses comprised of 10 MA and 7 PhD theses. Taking the relevant literature in consideration, a rubric was prepared by the researchers in order to analyse the 34 theses in the corpus by means of content analysis. The findings show that Turkish writers experience some critical problems in the aspects of the way they integrate others' work into their texts than English L1 writers.). Given the Turkish academic writing context, there is almost no such study focusing on citation practices in native speakers' (English L1 speakers) and non-native speakers' (Turkish speakers) academic writings. Therefore, this study is assumed to be a well-tailored attempt to bring out citation practices of NNS of English writers (Turkish writers) and NS of English writers.

Keywords: citation, English academic writing, knowledge transformation.

Micro-level policies and practices regarding plagiarism in Advanced Reading and Writing Courses

Ali Erarslan & Ece Zehir Topkaya***

**Alanya Alaaddin Keykubat University, Turkey &*

***Canakkale Onsekiz Mart University, Turkey*

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

A growing body of literature shows that plagiarism has become a widespread student behavior at tertiary level (Gullifer, 2010; Hosny & Fatima, 2014; Underwood & Szabo, 2003). Yet, there is scant research on how members of academic staff prevent and manage academic dishonesty at course level (Ayon, 2017; Wilkonson, 2009). Thus, this study reports on a small scale qualitative research regarding academics' individual policies against plagiarism and their gate-keeping practices and behavior in a year-long, compulsory "Advanced Reading and Writing" course at pre-service English language teacher education in Turkey. Five lecturers from five different universities participated in the study. The data were collected via document analysis and an online survey and submitted to inductive content analysis. The document analysis of the course syllabi has revealed that there are no plagiarism statements, warnings or possible repercussions of unethical conduct, or an explicit section allotted to Academic Integrity as part of the content. As for the findings of the survey study, three major themes were identified: awareness on plagiarism, individual policies, and departmental awareness and policies. The findings have indicated that the lecturers have a similar understanding regarding plagiarism and they pay attention to it. Yet, despite this common view, their individual policies and behaviors about preventing, detecting plagiarism and imposing sanctions on students vary due to such reasons as not having similarity detection software, high numbers of students taking the course and lack of institutional/departmental awareness. Finally, the study has shown that there are no departmental written policies or guidelines to prevent or manage academic misconduct. The study maintains that institutional, departmental and individual policies need to be clarified to make students become aware of this issue and avoid it.

Keywords: Academic dishonesty, academics, advanced reading and writing skills course, micro-level policies, plagiarism.

**Room:
Odeon**

**Session Chair:
Zeenath Reza Khan**

**Addressing academic integrity policy of Baltic State-financed universities
in online public space**

*Alla Anohina-Naumeca**, *Loreta Tauginienė*** & *Tatjana Odineca**

**Riga Technical University, Latvia & **Mykolas Romeris University, Lithuania*

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

Academic integrity determines the trust that society has in educational diplomas, the quality of education, and the results of scientific research and, more broadly, influences honesty, respect for ethical principles, and fair behavior of society members. Thus, higher education institutions should have clear, transparent and well communicated policies to defend academic integrity among all stakeholders. Taking into account the worldwide dependence on digital technologies, online communication channels should be also used for this purpose. Using qualitative research strategy based on document analysis, the paper addresses academic integrity policy of Latvian and Lithuanian largest state-financed universities in online public space. In general, the research findings indicate a poor correspondence of the policy of the selected universities to the components of exemplary academic integrity policy.

Keywords: Academic integrity, higher education, online public space, policy.

Editing services: Libelous or liberating?

Stephen Kuntz
University of Alberta, Canada

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

Third party editing of student work has received largely negative responses from writing centre theory and practice, with some universities even explicitly prohibiting the use of an editor. Nevertheless, editing remains both a necessary and common practice for most writers, and one that will be done with or without the sanction of the university, the supervisor, or the writing centre. It is at this nexus that the discussion of editing intersects with issues of academic integrity.

A recent article discussing editing concludes that “providing targeted plurilingual EAL research writing support is an urgent, ethical imperative” (Corcoran, Gagne, and McIntosh, 2018). In so far as it is an ethical issue, editing connects with academic integrity. I have been providing such a service through our writing centre for 8 years, and yet only recently have I noted this ethical move to question the overriding view of editing as anathema and somehow counter to principles of academic integrity.

I will argue that an editing service properly set-up and run, in contrast to contravening academic integrity policies or encouraging plagiarism, has the possibility to serve as a transparent, corrective, and informative practice that is both pedagogic and progressive. I will use the impetus for, the structure of, and the response to our editing service to make a case that, not only are such services helpful, but actually necessary in our efforts to foster academic integrity and transparency.

Keywords: Editing, integrity, plagiarism.

Academic integrity and quality assurance in higher education

Nosheen Naz

Fatima Jinnah Women University, Pakistan

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

Measuring academic integrity through quality assurance in higher education is an important concern of Quality Enhancement Cells (QEC) established in higher education institutions in Pakistan. The purpose of QEC is to assess the academic integrity and quality in higher education through various means of academic performance by the faculty members. One of the mean to measure the performance is to Self-Assessment Reports (SAR) prepared by each department in the institution. To monitor the academic integrity of the faculty members to prepare SARs, action-based research was conducted through organizing a workshop by Quality Enhancement Cell at Fatima Jinnah Women University, Pakistan. This paper reflected the experiences and performances of the faculty members in preparing SARs which reflected upon their academic integrity. Eighty faculty members from twenty one departments participated in the workshop. The workshop was lasted on five hours interactive session between the trainers and the participants. After the completion of the workshop, semi-structured questionnaires were distributed to get feedback on the Self-Assessment Process. The analysis illustrated that academic integrity is reflected in preparing and presenting SARs to improve the quality of education in the respective institution. Many of the participants reported that the process of self-assessment is helpful in improving quality based education through academic veracity. Furthermore, many participants were aware about the components of SARs but lacking in its implementation. For instance, teacher and course evaluation in improving teaching and learning skills of students. It was suggested to the participants to integrate these results into their teaching methodologies to make the exercise more beneficial which was new learning for them. On the basis of the analysis of the action based research, it is concluded that quality of education has a strong link with academic integrity of the professionals in higher education institutions. It was also analyzed that compact podium provided by the institutions motivate faculty members to play their role in progressing the institution to improve the quality of education. The study recommended that to promote academic integrity through quality assurance measures the institutions should create more opportunities for the professional and development of the faculty members in teaching and research.

Keywords: Academic integrity, quality assurance, self-assessment.

**Room:
Celsus**

**Session Chair:
Sabiha Mumtaz**

Teaching about plagiarism at higher education level

Ivana Hebrang Grgić
University of Zagreb, Croatia

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

The University of Zagreb is the biggest Croatian university – it consists of 30 faculties with 310 study programs on undergraduate and graduate level in all scientific fields. The objective of the paper is to find out which topics connected with plagiarism are part of codes of ethics and study programs at the university. Based on the data, new courses could be recommended to raise research integrity awareness among students and scientists. In the first part of the survey, codes of ethics of the university and of the faculties were analysed. In the second part, all the courses that mention topics connected with plagiarism were detected and their content was analysed. The topics connected with plagiarism are included in 24 courses. Their syllabi were analysed according to the following parameters: year of study, scientific field, compulsoriness, ethical issues that are covered (plagiarism, authorship, citation), and how old is the newest bibliographic reference in the recommended literature. We believe that all the study programs should have at least one compulsory course that would teach students how to avoid plagiarism. With many new challenges in communicating in science, e.g. “predatory” journals or gifted authorship, it is important for students to learn how to use information. It is necessary to enhance faculty programs at the University because today’s students are future scientists, authors of books, papers, chapters, educational materials etc.

Keywords: Authorship, code of ethics, courses, plagiarism, University of Zagreb.

Students and teachers' perceptions about academic dishonesty at different faculties of a university in Pakistan

Muhammad Shahbaz
GC Women University Sialkot, Pakistan

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

In modern day competitive academia, it has become a common practice for many students to use various cheating sources to secure better grades (usually more than what they actually deserve) in their courses. For students, access to information and sources is easier than ever while this spread of technology is making it difficult for institutes to discover and prevent such negative practices. To avoid and prevent these practices, it is important that students and faculty members share perceptions about these malpractices and work together for a better solution. This research is an effort to explore perceptions of students and teachers about academic dishonesty in Pakistan and how this understanding can help us in creation of positive environment. Research questions focused on exploring differences in perceptions of students and teachers towards academic dishonesty and perceptions of participants from different academic faculties. Results of data collected through questionnaires suggest that cheating and plagiarism are common practices among students of our university. Furthermore, there are large differences in perceptions of students and teachers about academic dishonesty. This gap about understanding the concept of academic integrity and consequences of failing to meet requirements is the real challenge in Pakistani context. In addition to other factors, all participants feel that university should provide clear policy and implement it strictly. It is recommended that more dialogue is needed among faculty members about what constitutes academic misconduct and teachers should provide more guidance to students for positive outcomes. University can outline a clear and strict policy to enforce rules related to academic dishonesty.

Keywords: Academic dishonesty, students' perceptions, teachers' perceptions.

Challenges in publishing in newly established universities (Kosovo and Macedonia)

*Sabiha Shala**, *Dukagjin Leka*** & *Mimoza Hyseni- Spahiu****
**University "Haxhi Zeka" Peje, Kosovo, **Kadri Zeka University, Kosovo &*
****"Fehmi Agani" University – Gjakova, Kosovo*

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

As elsewhere in the world, Universities that have been established in Kosovo and Macedonia these last years are facing many challenges with regard to the area of academic publishing. As new institutions have not being able yet to create conditions for their staff to publish in a "safe way." Their academic staff has been unknowingly subject to some hijacked journals. The phenomenon has been noticed during the promotion process for Associated Professors. Therefore, the aim of this article is to present challenges faced in this regard by these universities, ways how these hijacked journals were detected and measures taken in order to prevent this phenomenon from happening again and help their staff in publishing in real journals' existing publishing houses. This information should be useful for other young institutions that might face the same challenges in future.

Keywords: Hijacked journals, Kosovo, Macedonia, new universities, plagiarism.

**Room:
Smyrna**

**Session Chair:
Shiva Sivasubramaniam**

An academic speed awareness course: Developing FREE resources for prevention/probation of academic offenders

Mike Reddy & Clare Johnson
University of South Wales, UK

Type: Working paper

Section: Academic Integrity projects and applications

Abstract:

Research has shown 'repeat offenders' are common, and traditional measures might not be effective; students often react by 'attempting to avoid capture', like drivers reacting to speed cameras, rather than long-term behaviour change. However, we can learn a great deal from how the DVLA have reacted to curbing speeding offences, by offering Speed Awareness, as an alternative to fixed penalties. A number of commercial academic integrity courses exist, but controversially these costs are often passed on to guilty students. Evidence of effectiveness of such courses is often limited to testimonials, and no significant research has been done to confirm whether such interventions are a suitable deterrent to repeat offending. Furthermore, many institutions are not able to pay, or are unwilling to double punish financially constrained students, and often duplicate effort by creating (often several) 'in house' courses. Therefore, there is scope for designing free activities and resources, which address the need for re-educating offenders, reducing re-offending, and evaluating the effect on the attitudes of students found guilty of academic misconduct. This working paper will address psychological and academic approaches to speed awareness courses, and whether this can be applied to academic misconduct. A set of free resources for activities for academic offenders is in development, which attempt to centre upon the student experience, rather than the academic perspective.

Keywords: Plagiarism prevention, speed awareness course.

Understanding academic integrity principles using the sociological imagination: An experiment

Kostantinos Leftheriotis, Evangeline Litsa Mourelatos, Athanassios Triantafyllides & Emmanuel Varouhas
Deree, The American College of Greece, Greece

Type: Working paper

Section: Academic Integrity projects and applications

Abstract:

When teachers try to address complex concepts in the class – such as academic integrity - traditional teaching approaches (i.e. lecturing) prove to be quite inadequate, particularly when the delivery is limited to a set of institutional definitions embedded in policies and guidelines. Even though such definitions and guidelines may be somewhat helpful in exposing students to certain academic expectations related to writing, such as plagiarism and the research paper, they often do not help students fully understand the different misconduct breaches nor embrace how they are grounded on academic integrity core principles impacting the self and others. In the context of undergraduate higher education, the goal of this study is to investigate whether the use of scenarios and fundamental values presented concurrently enables students to better understand the underpinnings of academic integrity. An experiment was therefore designed to observe whether and to what extent students' understanding of AI increases when they are exposed to different cases and guided through core values, as defined by the International Center for Academic Integrity (ICAI), alongside the concept of Sociological Imagination (Trautner & Borland). More particularly, an online survey was designed and administered to more than 100 undergraduate students within the classroom environment in courses that are part of a Liberal Education program. The study is complemented by summary data provided from by the respective institutional committee on standing and conduct. The paper offers findings from the literature review, a detailed analysis of the methodology, the analysis conducted on the data collected, discussion on the findings, as well as suggestions for further research.

Keywords: Academic integrity, experiment, higher education, scenarios, sociological imagination, fundamental values.

Center for integrity: Reflection, commitment and actions

Isabella Navarro-Grueter, Cecilia Ivonne Quintanilla & Jean Gabriel Guerrero
University of Monterrey, Mexico

Type: Working paper

Section: Academic Integrity projects and applications

Abstract:

Corruption in Mexico is a serious and widespread problem, it affects different spheres of society and education is no exception. Aiming to change this discouraging scenario, the University of Monterrey founded the Center for Integrity in 2016, first in its kind in Latin America. The Center seeks to strengthen the habits of academic integrity to achieve an honest campus and thus contribute to the development of a culture of legality in the country. This paper describes the evolution of the effort of this Mexican university from its beginning to its current state, emphasizing the most relevant historical milestones: the recognition of the problem; the formation of a special Committee; the conceptualization of a System of Integrity; and the constitution of the Center for Integrity. Different practices have been adopted along the way, many of them arising from successful experiences shared by other universities around the world: the diagnostic evaluation; the Code of Honor; the inclusion of the topic in the First Year Programs; the updating of the policies and procedures; the formation of an Honor Council; the deployment of a Seminar; the organization of Conferences addressed to other educational institutions of Mexico and Latin America; and the establishment of an “endowment”; are only some of them. The strategy is getting more complete and the stakeholders are increasingly aware of the urgency of undertaking this effort, but there are still many challenges for the future. It is necessary to continue increasing the level of engagement and commitment on the part of students and faculty, so that they assume their decisive role to excel with integrity.

Keywords: Academic integrity, institutional commitment, Latin America, practices.

Plenary Speech by Tomáš Foltýnek

Room: Artemis

**Session Chair:
Tracey Bretag**

Plenary speech by Tomáš Foltýnek

Tomáš Foltýnek is an academic integrity coordinator at the Faculty of Business and Economics, Mendel University in Brno, Czech Republic and President of the Board of the European Network for Academic Integrity. He has been dealing with plagiarism since 2008. He was involved in projects “Impact of policies for plagiarism in higher education across Europe” and “South-East European Project on Policies for Academic Integrity” and has organized conferences and workshops about plagiarism since 2013. He is a member of the Steering group of Pan-European Platform for Ethics, Transparency and Integrity in Education established by the Council of Europe and main coordinator of the Erasmus+ Strategic Partnerships project “European Network for Academic Integrity”
Contact info: foltynec@pef.mendelu.cz

Title:

Plagiarism: technical versus political solutions

Abstract:

Addressing plagiarism is a complex issue with is no easy stand-alone solution. Basically, each solution has two parts: A quality text matching software with sufficient database of resources, and clearly defined, communicated and generally accepted policy and procedures on how this software is used and how the results are dealt with. Surprisingly, there are still many universities who declare to address plagiarism, but after a closer look, they have just a piece of software, which is rarely used and the outputs are rarely checked. On the other hand, proper usage of the software accompanied by perfect procedures neither can address the issue if the software is poor or the database is not sufficient.

The speech will combine technical and political points of view to plagiarism. Technical approaches to plagiarism detection will be introduced as well as methods how some software can be “cheated”. To what extent are improvements of the software worth it? Do we need better software then are the procedures for its using? Weaknesses of policies and procedures will be illustrated by specific cases worldwide. The speech will end up with an attempt to draft principles of fool proof policy for plagiarism taking into account technical means, nature of its users and cultural context.

Concurrent Session 2

**Room:
Artemis**

**Session Chair:
Martine Peters**

Fallacies in the interpretation of text-matching software similarity reports

Salim Razi

Canakkale Onsekiz Mart University, Turkey

Type: Workshop

Section: Use of technology in addressing issues of academic integrity

Abstract:

In the digital era, detection of plagiarism often depends on text-matching software similarity reports. Although such reports have the potential to facilitate the detection of plagiarism, they should be approached with caution. All text-matching software aims to reveal plagiarism concerns by highlighting matches between the submitted text and other sources included in its database. To contribute to the interpretation of similarity reports, it is also a common practice for text-matching software to attach a similarity ratio. Although the ratio is intended to provide supportive statistical information about the matches, in practice such statistics are often treated as the main concern, and it is quite a common practice for lecturers simply to depend on the statistics rather than check whether the highlighted expressions are due to plagiarism infringements or not. Within this respect, several hard-copy similarity report samples will be delivered to the audience in this workshop session to exemplify how isolated statistics from highlighted matches may mislead lecturers. These samples will illustrate why academic practices that merely depend on pure statistics follow a flawed methodology in the detection of plagiarism. The audience will be provided with an ideal similarity report interpretation procedure which is expected to contribute to the development of policies, especially in institutions where plagiarism is wrongly acceptable until a certain threshold similarity ratio.

Keywords: Detecting plagiarism, plagiarism policies, similarity reports, text-matching software.

**Room:
Agora**

**Session Chair:
Ece Zehir Topkaya**

Attitudes towards plagiarism in academia: A pilot study

Mariya Chankova & Irena Vassileva***

**South-West University Blagoevgrad, Bulgaria & ** New Bulgarian University, Bulgaria*

Type: Full paper

Section: Academic Integrity projects and applications

Abstract:

This contribution probes into the attitudes towards plagiarism in academia as it details the results of a pilot questionnaire study within the larger framework of a joint Bulgarian-German research project on plagiarism in academia, funded by the Alexander von Humboldt Foundation. The pilot questionnaire focused on investigating the scope of the notion of plagiarism as Bulgarian academics understand it and second, looking into the availability of a system of support to prevent transgressors and/or sanctions for transgressing academics across Bulgarian universities. The results of the questionnaire suggest that while there appears to be a consensus among Bulgarian academics about the different facets that make up the notion of plagiarism, the reported attitudes towards plagiarism practices vary greatly, reflecting a non-uniform perception of what constitutes an offense. It also shows a deep dissatisfaction with existing anti-plagiarism regulatory systems and their inefficiency.

Keywords: Academic plagiarism, perceptions, plagiarism, policy.

Forms of solidarity in the context of academic integrity: Perceptions of students and lecturers

Jolanta Bieliauskaitė & Natalija Valavičienė
Mykolas Romeris University, Lithuania

Type: Full paper

Section: Academic Integrity projects and applications

Abstract:

This paper aims to reveal forms of solidarity in an academic community and their impact on the maintenance of academic integrity. In order to achieve this purpose scientific literature and empirical data collected from focus groups with students and individual semi-structured interviews with lecturers of one of Lithuanian universities are analysed. Based on theoretical data, the study distinguishes the broad and the narrow sense of academic solidarity and focuses on the latter one – solidarity of particular academic community. Applying theoretical model of solidarity to analyse the practices of students and lecturers in the context of academic integrity, fragmentary and integral as well as positive and negative forms of academic solidarity were identified. The results of the survey reveal that both students and lecturers perceive academic integrity as an important academic value that inter alia requires collaborative actions, i.e. integral positive solidarity. However, solidarity may be relevant for cheating as well. This paradox could be explained by the fragmentary negative form of solidarity that prevails in some cases of misconduct. This understanding of the role and forms of solidarity not only raises awareness, but also allows choosing adequate measures for strengthening the maintenance of academic integrity in academia.

Keywords: Academic community, academic integrity, misconduct, solidarity.

**Room:
Odeon**

**Session Chair:
Marco Cosentino**

Pilot study to pave way for exploring contract cheating among higher education students in UAE

*Zeenath Reza Khan, Sabiha Mumtaz, Priyanka Hemnani & Sanjana Raheja
University of Wollongong in Dubai, UAE*

Type: Full paper

Section: Academic Integrity projects and applications

Abstract:

Contract cheating has been the focus of research for the last decade, due to the boom in websites and web-based business models gaining popularity. Although measures exist to deter students from traditional plagiarism behaviour, these text-matching solutions are not able to provide a viable option to detect and deter contract cheating. To the best of researcher's knowledge, no studies so far have looked at the student population and trends in the UAE and Middle East. Why is this relevant to the UAE? UAE has already replaced Malaysia and Singapore to become the fourth most desired destination for higher education after USA, UK and Canada. More than a million students are a part of UAE higher education coming from varying backgrounds. With UAE's young education industry establishing quality of education and producing graduates at a global platform, it is crucial to explore and understand the current status of contact cheating among higher education students. Based on initial literature review, interview questions were prepared. Independent research assistants carried out the focus group interviews of students who represented at least five nationalities, varying age groups and levels in their degree program. Questions included capturing respondents' awareness of term 'contract cheating', 'asking other students to write assessments', 'turning in work done by someone else', 'writing paper for someone else' among others. Results showed 43% of those interviewed never heard of such an act, were not aware that it was considered academic dishonesty. In contrast, 62% had heard of students asking someone else to write a paper. Respondents also quoted lack of enthusiasm, poor time management and procrastination among others as primary reasons to get their assessments completed by someone else. Students pointed to email, ads, social media and even student-events outdoors as ways and places where mills contacted them. These findings have alerted us to the urgent need for conducting comprehensive future study, gather larger dataset of instances, where contacts are made, how often papers are bought, students' level of understanding and awareness, why they engage in such act among others. The paper offers steps to follow for the comprehensive study and its potential to collaborate with Global Essay Mills Survey project.

Keywords: Academic integrity, contract cheating, ethics, plagiarism, e-cheating.

Insights into university students' perceptions about plagiarism

Muhammad Ramzan
Information Technology University, Pakistan

Type: Full paper

Section: Academic Integrity projects and applications

Abstract:

Society expects our university students to be skilled and innovative while maintaining an ethical approach in all aspects of life. However, the emphasis on high grades and digital world realities has posed serious concerns related to cheating and plagiarism in our academic institutions globally and in Pakistan particularly. Data was collected on 24 statements, adopted from Pritchett's study through a questionnaire survey. A stratified sampling was used to select a sample of 1500 respondents from 25 universities across Pakistan. Understanding and beliefs of 1061 participating university students about plagiarism varied significantly. Their perceptions about universities' tolerance and professors' leniency towards plagiarism poses a serious threat to scholarly pursuits. Findings also revealed that students present various excuses such as course pressures, fear of loss of scholarship and instances of peers plagiarizing in order to justify their own incidences of plagiarism. Findings of this study if implemented will help combating the plague of plagiarism more effectively.

Keywords: Attitudes, Pakistan, perceptions about plagiarism, plagiarism, university students' perceptions.

**Room:
Celcus**

**Session Chair:
Evangeline Litsa Mourelatos**

Plagiarism in Kosovo and its perception in Kosovo and Albania society

*Dukagjin Leka & Bajram Kosumi**

Kadri Zeka University, Kosovo

**Correspondent author*

Type: Full paper

Section: Use of technology in addressing issues of academic integrity

Abstract:

Plagiarism as a phenomenon has existed earlier, but it has been very difficult to detect, given the small ability of people to move and the small opportunities of people to use the little technology that existed several decades ago. However, when it comes to plagiarism today, it is no longer possible to talk about a phenomenon that has gripped a city, country or region, but a phenomenon that has overwhelmed the entire world, not excluding universities or eminent individuals around the world.

This explosion of plagiarism on all four sides and in all spheres is primarily due to the rapid development of information technology, in particular the internet and products served with it, such as web sites, digital search machines or mobile phones, etc.

In this article on plagiarism with different examples brought from Albania, EU countries and especially from Kosovo, we will present the impact of technology in three aspects. In the first aspect, we will try to argue that technology and people's movements have enabled various cases of plagiarism in Kosovo to be discovered, finding even many translated books, which were presented as personal work by authors.

In the second aspect, technology has also enabled the possibility of plagiarism to grow, sophisticating ways of plagiarizing, even opening businesses that deal with writing of various works, which in most cases are plagiarism but which also violate work ethics or study ethics at universities.

And in the third, technology has enabled the possibility of detecting plagiarism, by enabling the creation and use of various and sophisticated methods and programs which reveal the plagiarism.

Keywords: Internet, Kosovo, phenomena, plagiarism, technology.

Gaming the machine: Text-recycling and automatic spinning to minimize plagiarism in medical articles

Harun Serpil
Anadolu University, Turkey

Type: Full paper

Section: Use of technology in addressing issues of academic integrity

Abstract:

This paper discusses the ethical dilemmas encountered and the multiple roles played by a translator while paraphrasing a medical article. The study focuses on the intersectionality of the plagiarism, translation and digital paraphrasers (spinners) and questions the ethics of plagiarism reduction through intra-linguistic text-recycling. It involves a critical textual analysis of the researcher's own translated documents and those produced by another translator in the same specific subdomain. The process puts tremendous pressure on the translator to think like a machine and figure out the way iThenticate detects plagiarism, so that s/he can "play" it and pass detection. The intra-translation process is much more time and labor intensive than the usual work required by cross-linguistic translation, and the translator is often forced to seek alternative digital tools to speed up the process. However, the online spinning tools turn out to produce disappointingly low-quality results. In this case, the translator attempted to "play" the iThenticate algorithm by resorting to various intra-translational syntactic, lexical, morphological and pragmatic devices, which raises some ethical concerns regarding the production and presentation of originality. One emerging major ethical concern was identified as "cutting out" pieces from the original text and delivering a simplified version of it to the end user. This created a dilemma for the translator: Should the translator try to stick to the original text as best as possible and thus risk plagiarism, or move away from it and thus minimize the rate of machine-detected plagiarism but risk losing the original intended meaning? The dynamic interplay between different levels and dimensions of intra-linguistic translation and recycling are exemplified.

Keywords: Automatic spinning, medical texts, paraphrasing, plagiarism detection, text-recycling.

**Room:
Smyrna**

**Session Chair:
Milan Ojsteršek**

A 3D virtual world for awareness and training on academic integrity topics

Paraskevi Kleanthous, Angelika Kokkinaki, Styliani Kleanthous Loizou & Louis Nisiotis

University of Nicosia, Cyprus

Type: Full paper

Section: Use of technology in addressing issues of academic integrity

Abstract:

A 3D Virtual World (VW) (e.g. SecondLife, OpenSim) provides shared multi-dimensional space that supports synchronous interaction and communication, enhancing the socialisation and interaction between users. The avatar use enhances the immersive feeling to its users of actually 'being there'. Until recently VWs, were mainly used for socialising and recreational purposes, however, the use of such environments have also been adopted for collaboration, learning and training purposes.

To this end, in this paper we are presenting the implementation of a gamified approach for incorporating training and educational material on anti-plagiarism and academic integrity topics. We developed a 3D Virtual World in OpenSim platform, which simulates a university campus with different lecture rooms and areas for meetings and evaluations. This environment is designed in such a way that virtual meetings/lectures can also be able to be handled online for training/learning purposes. The material is made available through a 3D VW that allows the user to navigate in the world and get informed about relevant issues and good practices. Furthermore, self-assessment quizzes and other evaluation techniques are made available for the user to test his/her knowledge and understanding on academic integrity matters.

A number of students have been brought in and evaluated the environment in terms of usability, learning experience and usefulness. The results will be discussed.

Keywords: 3D virtual world, academic integrity, education, learning, plagiarism.

Editors' note: This study benefits from theoretical discussions in an earlier paper that was published in the proceedings of the 9th Nordic Conference on Human-Computer Interaction.

Academic misconduct – the IB’s use of a tailor-made text matching software

Celina Garza

International Baccalaureate Organization, UK

Type: Full paper

Section: Use of technology in addressing issues of academic integrity

Abstract:

The International Baccalaureate (IB) is a non-profit educational foundation offering four programmes of education. The consistent year-on-year growth has resulted in a significant increase in the number of academic misconduct cases identified and pursued each examination session. One form of misconduct is plagiarism. Since 2003, the IB has used a commercially available plagiarism/collusion detection service to check student work for possible misconduct; however, due to cost constraints, it has not been possible to submit all pieces of student work (currently over 750,000 annually). Unfortunately, this may have resulted in a number of students being awarded grades based on non-authentic work.

To effectively deal with this issue, the IB has entered an agreement to trial Cactus64 (<https://www.cactus64.com>), a new bespoke software program (which runs on a local device, without internet upload or inclusion in any external database) that enables cross-comparison of work (by language) for each assessment component.

Cactus64 functions allows the IB to pinpoint and investigate misconduct based on real data. Misconduct types identified through Cactus64 in previous examination sessions include:

- Detection of collusion within schools.
- Detection of collusion across schools.
- Detection of “essay mill” work (using Flesch–Kincaid analysis).
- Detection of “cross examination session” sharing of work.

Based on data from previous examination sessions, the IB has seen a large increase in the identification of cases across the above categories. The IB wishes to use Cactus64 not only as an investigation/detection tool but as an educational/preventative tool across the educational community worldwide.

Keywords: Tailor-made text matching software.

Sponsor session by Turnitin

Room: Artemis

Session Chair:

Salim Razı

Sponsor session by Turnitin

Turnitin: A journey in academic integrity

Gill Rowell & Maarten Jan Horck, Turnitin

Abstract:

Countless media scandals have demonstrated that a short-sighted focus on plagiarism can have a negative impact on the reputation of an educational institution. Perhaps more importantly it can also have a damaging effect on the dreams and aspirations of the students who study there. Equally, placing too much emphasis on detecting and punishing cases of plagiarism after the fact can be just as detrimental to establishing a positive learning culture.

A more considered approach which evenly balances necessary punitive detection strategies with a constructive emphasis on the true value of academic endeavour, and permeates all activities from academic staff to students, can allow an institution to proactively promote its commitment to academic integrity.

Whilst Turnitin can be viewed as a tool to assist institutions with their detection and risk mitigation strategies, this does not do justice to its full potential as a learning tool which places academic integrity at its core. Institutions the world over have successfully implemented Turnitin as a tool for encouraging and developing supportive discourses on academic integrity with students. Using examples of good practice from various cultures, this session will seek to demonstrate how positive and pedagogic implementation of Turnitin can form one of the cornerstones of a sustainable academic integrity policy for an institution.



Day 2 (Thursday)

8:00 – 9:00	Registration
9:00 – 10:00	Keynote by Lex M. Bouter
10:00 – 10:50	Concurrent Session 3
10:50 – 11:20	Coffee Break
11:20 – 12:35	Concurrent Session 4
12:35 – 13:35	Lunch
13:35 – 14:35	Invited Panel Discussion 1
14:35 – 15:20	Sponsor Session 2 (OUP)
15:30 – 19:30	Visit to Ephesus
19:30 – 21:30	Dinner

**Keynote Speech by
Lex M. Bouter**

Room: Artemis

**Session Chair:
Irene Glendinning**

Keynote speech by Lex M. Bouter

Lex Bouter is professor of Methodology and Integrity in Amsterdam. Before that he held a chair in Epidemiology and was rector of his university. In 2017 he organized and co-chaired the 5th World Conference on Research Integrity in Amsterdam in and became chair of the World Conferences on Research Integrity. Lex Bouter is author or co-author of 683 scientific publications contained in the Web of Science, which have been cited more than 48,000 times (WoS h-index of 122 and Google Scholar h-index of 155). He and has supervised 74 PhD students, of whom to date 14 were appointed as professor.

Contact info: lm.bouter@vu.nl; ORCHID 0000-0002-2659-5482

Title:

Fostering responsible research practices: What can and should funders and journals do?

Abstract:

Funding agencies should make sure that institutions receiving grants have adequate processes for dealing with putative breaches of research integrity, provide good training in responsible conduct of research, and have adequate quality control, including internal audits. They should also require that funded research has transparency 'from protocol to publication'.

Furthermore, funding agencies ought to demand that grant proposals make clear why the study question is relevant for the envisioned end-users and show that the research question has not already been answered, using a recent systematic review. With a clever combination of eligibility criteria and postponing the last payment until all conditions have been met, funding agencies can be really effective in changing the behaviour of scientists and their institutions.

Scientific journals should first and foremost prevent selective reporting by making sure that the decision to accept or reject a manuscript does not depend on the results of the study, but solely on the relevance of the research question and the soundness of the methods used. Registered reports is a promising way to ensure this, because the decision is made before data collection and data analysis.

Journals also have a key role to play in enforcing more transparency by demanding registration and publication of the study protocol, data analysis plan, data set and a full report on all results. The Transparency and Openness Promotion guidelines provide a matrix to clarify journal policy regarding the various aspects of transparency.

Finally, journals need to move from double-blind prepublication peer review to an open debate on the merits of a report that continues after publication. Disrupting innovation comes from initiatives like Retraction Watch and PubPeer. Reproduced from: Bouter LM. What funding agencies can do to prevent sloppy science. EuroScientist September 29, 2016 (<http://www.euroscientist.com/what-funding-agencies-and-journals-can-do-to-prevent-sloppy-science/>).

Concurrent Session 3

**Room:
Artemis**

**Session Chair:
Oliver Trevisiol**

Gamifying academic integrity education

*John Paul Foxe, Andrea Ridgley, Suzanne Hicks, Naza Djafarova & Brenda Massey-Beauregard
Ryerson University, Canada*

Type: Workshop

Section: Academic Integrity projects and applications

Abstract:

One of the central values motivating Ryerson University's academic integrity policy is education. Part of the mandate of Ryerson's Academic Integrity Office (AIO), a centralized office, is to provide this education to all students, faculty and staff, university-wide. The AIO is currently in the process of developing an interactive set of online modules using the principles of gamification that will help to provide this education to the Ryerson community. Taken from the first-person perspective of a Ryerson student, these online modules, or games, will address issues such as plagiarism, contributing to academic misconduct and cheating. Throughout, the player will be asked to make a decision that will affect their progress in the game and learn about the consequences associated with that decision. In this workshop we will take participants through the process of developing these interactive modules. Workshop participants will assume the role of student and will have the opportunity to "play the game," as the various decision points that the student or player will have to make, along with the associated consequences, will be demonstrated. Participants will gain insights into gamification as an approach to academic integrity education.

Keywords: Academic integrity education, gamification.

**Room:
Agora**

**Session Chair:
Mehmet Şahin**

Integrity management in high schools: Paving a way to misconduct?

Loreta Tauginienė & Inga Gaižauskaitė
Mykolas Romeris University, Lithuania

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

Studies show that malpractices gained at high schools partially cause misconduct at university and extend towards workplace. Evidently, universities experience consequences of previously embedded behaviour such as using cribbing notes, irresponsible use of sources of information, or even contract cheating. The misconduct of a school student, living within such an environment for more than ten years, is hardly subject to the university responsibility in fighting against misconduct of a university student. Hence, universities are not fully able to handle misconduct and implement prevention related activities due to the maturity of personality, i.e. entrenched individual values, beliefs and habits. Although this is explicit, yet integrity related issues are scarcely examined from high school management perspective. In this regard, the paper aims to unravel integrity management practices in high schools. We carried out a study in the capital city of Lithuania located high schools using qualitative content analysis. Our sample consisted of all 32 public high schools (gymnasiums) at whose websites we identified 120 publicly available policy documents in relation to the management of school students' behaviour. Research findings show that no systematic approach is present in gymnasiums' functioning that supposedly result in continuous malpractices in higher education.

Keywords: High school, integrity, integrity management, misbehaviour.

Disparities in sanctions and practices across Europe for addressing violations to academic integrity

Irene Glendinning
Coventry University, UK

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

Relatively little research has been conducted to compare sanctions applied to students in different institutions for various types of academic misconduct. The paper first examines previous research that explored ways of standardising sanctions. A new analysis is then presented of data collected from higher education institutions in Europe during two research projects that operated between 2010 and 2017. The analysis reveals disparities between and within European countries in sanctions applied for breaches to academic integrity, mainly focusing on bachelor and master's degree levels. The study also explores institutional decision-making procedures for deciding on the penalties.

Part of this new analysis was first presented by the author in a workshop at the International Center for Academic Integrity conference held in Athens, Greece in September 2016. This paper extends and develops the 2016 analyses, presents new findings and then suggests reasons for the observed differences in approach in different parts of Europe. Strategies are proposed that can be adopted by any educational institution to promote fairness, transparency and consistency in student experiences and outcomes when academic misconduct is suspected.

Keywords: Academic integrity, higher education, plagiarism, penalties, sanctions.

Room: Odeon

**Session Chair:
Stella-Maris Orim**

**Repercussions of academic dishonesty among English language educators:
A study of academic and social perspective**

Ece Zehir Topkaya & Handan Çelik***

**Canakkale Onsekiz Mart University, Turkey & **Trakya University, Turkey*

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

Education at tertiary level aims to equip students with knowledge, understanding, and skills of a particular domain. Yet, ethical values also need to be identified, integrated, and fostered in order to reach the goals of a well-functioning society. In this context, academia is responsible to build and cultivate ethical culture among students as well as faculty and staff. Despite the wealth of research on students' academic dishonesty, there is little research conducted on breaches of academic honesty of academia members or how they are perceived and interpreted by them. With this gap in mind, this study was conducted in two state universities in Turkey with the aim of examining the perceptions and potential reactions of a group of academic staff who have history of an academic dishonesty case in their institution. To this end, one-on-one semi-structured interviews were conducted with English language teaching and English translation and interpretation department members (N=19). The overall results show that they can be affected by academic dishonesty and will become cautious in their academic relationships with those who do so, while they will be more tolerant and avoid being prejudiced in their social relations.

Keywords: Academic dishonesty, English language educators, social perspective.

Academic integrity and quality of research in higher education: Inclination and confrontation for young scholars

Adeela Rehman

Fatima Jinnah Women University, Pakistan

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

The study aimed to explore the experiences of young scholars about the quality of the research and academic integrity. The purpose of the study was to identify the scholars' perceptions and practices about research and publication in the field of social sciences and its impact on quality of work. By using qualitative research design, case studies of ten international postgraduate students and natives of different countries but enrolled in different universities in Malaysia were selected by adopting convenient sampling technique. In-depth interviews with the respondents were conducted to collect the relevant information which was described by using thematic analysis technique. The findings of the study indicate that to fulfil the escalating needs and demands of publication in higher education, research is becoming more challenging with respect to its novelty. The research scholars faced various issues relating to quality and progression. Particularly, the demands for a high quantity of research publications often endangers the quality matters in the research. Also, many fake publication sources endanger the future of young scholars to get their degrees on time as well as challenging to meet the criteria for their promotions in academia. The study concluded that even though research is the necessity in academic world, the focus on the quantity only is diminishing the excellence in research which is also a matter of the academic integrity. The study recommended to promote academic integrity in higher education institutions in producing innovative and novel research publications for academic progress.

Keywords: Academic integrity, higher education, quality of research.

**Room:
Celsus**

**Session Chair:
Sabri Gürses**

Perspectives on role of university libraries to prevent plagiarism among research scholars

Faiqa Mansoor & Kanwal Ameen***

**Punjab University, Pakistan & **University of the Punjab, Pakistan*

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

This paper reviews the prospective role of university libraries (UL) in preventing plagiarism by Pakistani researchers.*

A sequential mixed-methods research strategy was used to collect data about the status and prospective role of UL in preventing plagiarism in Pakistan. A questionnaire-based survey of all central ULs in Pakistan was used to gather basic facts and perspectives, and nine chief librarians who administer text-matching software (Turnitin) in their universities were interviewed in-depth.

According to both data sets, most of the librarians have adequate information-technology skills and are willing to play a significant role in preventing plagiarism. They believe, however, that strong support by policy makers and academic authorities would help libraries to be more effective in this task. Toward that end, the paper highlights specific measures that university libraries (UL) in Pakistan and other developing countries can employ to combat plagiarism and teach, facilitate and promote the ethical and legal use of information by researchers.

* The paper is based on a part of the findings of the PhD study by the first author

Keywords: Anti-plagiarism instruction, detection, Pakistan, plagiarism prevention, role, university librarians.

Plagiarism in the South African Higher Education system: Discarding a common sense understanding

Amanda Martha Matee Mphahlele
University of Johannesburg, South Africa

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

Many universities around the world grapple with ways to manage plagiarism successfully. The effective approach depends on the understanding of plagiarism by institutions. This presentation is based on a PhD study on 'the conceptualisations of and responses to plagiarism in the South African Higher Education system'. Data was collected from 26 South African public universities primarily in the form of plagiarism policies and related documents, supplemented by interviews with plagiarism committee members. Using a social realist lenses it was found that the approach to plagiarism management in policy and procedures signifies a common sense understanding of plagiarism and teaching and learning, which is centred on subjective interpretation rather than one that is theoretically interrogated. Firstly, the conceptions of plagiarism as predominantly an academic dishonesty issue prioritises punitive response over pedagogic interventions. Due to this misconception, Turnitin (and similar text-matching software) are seen to be plagiarism detection tools, used to detect and punish those committing plagiarism. Secondly, the absence of policies related to academic integrity or plagiarism, or these are not updated, or not implemented, could imply plagiarism is taken very casually in a few institutions and cases are managed in an ad hoc manner. Lastly, there is evidence lack of institutional deliberations towards the policy or its development in some institutions, where plagiarism policy text is being borrowed fraudulently. These suggest a problematic misconception of plagiarism is fairly widespread in the sector in ways that enable its proliferation.

Keywords: academic integrity, academic misconduct, common sense, plagiarism, social realism.

Room: Smyrna

**Session Chair:
Mehmet Sercan Uztosun**

A practical guide to improving academic integrity in the classroom

Clare Johnson
University of South Wales, UK

Type: Working paper

Section: Academic Integrity projects and applications

Abstract:

Awareness of the problems surrounding academic misconduct and plagiarism is improving, and there are suggestions as to how this can be avoided or discouraged. This working paper focuses on prevention rather than detection and punishment, and will examine the possibility of creating a comprehensive guide containing practical tools and methods to help teaching staff, students and management develop a better understanding of what constitutes academic misconduct and plagiarism, why academic integrity is important, and why academic misconduct should be avoided. A review of existing tools and resources will be carried out, along with evidence of their success (or otherwise) wherever possible. Using focus groups and surveys, views from students themselves will be sought as to what may help them appreciate the importance of academic integrity and how they might best learn how to avoid making common mistakes. Discussions with academic staff about what they personally have tried will also be gathered and compiled. Rather than being a book to be read from cover to cover, the guide will be a 'go to' resource which can be dipped into, a 'tool-kit' of sorts, with suggestions for start of term activities, homework, peer activities and more. Academic staff can then choose the activity or tool most appropriate for their particular cohort, and build on the suggestions to suit their own needs.

Keywords: Academic integrity, contract cheating, education, plagiarism, resources, toolkit.

Global Essay Mills Survey project summary

Rebecca Awdry & Veronika Králíková***

**Deakin University, Australia & **Mendel University in Brno, Czech Republic*

Type: Full paper

Section: Academic Integrity projects and applications

Abstract:

The use of essay mills, peer-sharing and related-sites in higher education is considered a problem for higher education institutions, with students utilising these sites to outsource their assignments. Research has been, and continues to be, undertaken across the globe on the frequency, extent and specifics of this type of cheating. These studies have presented an array of data on use of these sites, student motivations for contract cheating and repetitive behaviours. However, existing research is largely focused in one country, university or discipline. The Global Essay Mills Survey project sought to undertake a wider exploration of this issue, globally. The study is the first known international survey undertaken to gather student feedback on these elements of outsourced cheating, and in multiple languages. Between the end of 2017 and the beginning of 2018 a survey was released to students in 22 languages, in three continents (Australasia, Europe and the Americas). The survey sought student opinion on contract cheating, their behaviour with any assignment outsourcing and their knowledge of other student's cheating behaviours, including any ramifications and outcomes for having been caught. The survey also asked students why they were at university and when they felt that it was acceptable to cheat. The presentation will provide descriptive statistics from the completed surveys, for the varying languages, and present commonalities and variations in differing types of cheating behaviours. Summary data of key items and the preliminary results suggest that the numbers of students outsourcing their assignments are far lower in some countries than others, although some behaviours (such as the use of peer-sharing sites) are common between many countries.

Keywords: Assignment outsourcing, contract cheating, international survey, student survey.

Concurrent Session 4

**Room:
Artemis**

**Session Chair:
Angelika Kokkinaki**

Academic integrity endeavours: Moving from informing to integrating to integrity

Stephen Kuntz
University of Alberta, Canada

Type: Workshop

Section: Academic Integrity projects and applications

Abstract:

In 2008 I developed a three hour seminar entitled To Your Credit: Using the Words and Ideas of Others Correctly, for which students paid to attend. This seminar served as the platform for 2014 funded project The Plagiarism Awareness, Prevention and Skill Building Project, which developed audio visual resources to engage and equip instructors and students. Three years after the completion of the project, the materials are housed on a university website difficult to find and receive minimal use, while the live seminar continues to garner a steady trickle of students. Why?

The presentation will have three parts, all involving productive discussion with the participants.

1) I will review and present parts of the To Your Credit seminar and The Plagiarism Awareness, Prevention and Skill Building Project resources and how they address the following aspects:

- a) Problematizing and Acknowledging
- b) Informing and Educating
- c) Skill Building
- d) Integrating

2) I will offer what I have deduced from the materials' reception and why the seminar still attracts students. We will consider questions such as the following: How and if the resources are integrated into the classroom?

Why have the materials been "orphaned" in their home institution yet used by others? Why does a live seminar have over digital materials?

3) Integrity and Wholeness, a short video developed for the project, will be shown to generate discussion around the issues of integrity beyond the simple issues of plagiarism. This piece will serve as the prompt for discussion about the products and processes we use so that we may engage ourselves in determining how to move to integrating integrity and integrity materials into our work so that it more fully and profoundly affects our students.

Keywords: Academic integrity, integration, projects.

**Room:
Agora**

**Session Chair:
Clare Johnson**

Plagiarism in literary translation and retranslation

Sabri Gürses & Mehmet Şahin***

Erciyes University, Turkey & Izmir University of Economics, Turkey

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

Literary translation is a type of translation where inventiveness and originality is probably required the most. Reflecting the style of the original author in the target language is usually the ultimate objective and translators use a range of strategies to achieve this. Yet, translators may have different perceptions of the same text and prefer to retranslate the same work using different strategies. Or sometimes the market demands these retranslations. Classics are usually the main subject of retranslations due to their popularity.

In the last two decades, we have been witnessing a gradually increasing level of retranslations and plagiarism in retranslations of literary classics. This presentation will give an overview of the causes and consequences of this phenomenon with a focus on the case of Turkey. The attempts to identify and prevent plagiarism in retranslation will also be discussed. Retranslations can be analyzed both qualitatively and quantitatively with the help of a software program for document comparison and by using an analysis model based on translation solutions. This presentation will also attempt to propose an analysis model against literary translational plagiarism. A classical canon littered with plagiarized translations is a very big threat to the academic integrity, so this model will be a very useful tool for future studies.

Keywords: Canon, classic, fake, model, original, retranslation, translation, translator.

Paving the way for an higher ed academic integrity policy review in the UAE

*Zeenath Reza Khan, Halim Khelalfa, Jawahitha Sarabdeen, Priyanka Hemnani
&
Sanjana Raheja
University of Wollongong in Dubai, UAE*

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

The aim of this work is to launch research in a very important facet, academic integrity, within higher education in the UAE. In this paper, our aim is to conduct the very first investigation of the state of academic integrity policies in universities accredited by the UAE Ministry of Higher Education. For practical reasons, we focus on universities whose websites provide an open access to their policies of academic integrity. The accessible policies were collected, then will be assessed against an international baseline. This project, funded by the Asia Pacific Forum on Educational Integrity, has found that of the seven universities whose policies were available as open access online, only one university's policies met the baseline standards as defined by the Academic Integrity Standards Project (AISP) conducted in Australia, while other highlighted disparities included unclear purpose of the policy, missing complete definitions of academic integrity, misconducts, reporting systems and so on. These findings lay the foundation for a more in-depth review and analysis of all the universities, not only those with open-access policies in order to work towards a standard practice and shared understanding of academic integrity across all institutions in the country, which the researchers will embark on in the future.

Keywords: Academic integrity, cheating, misconduct, plagiarism, policy, review, UAE.

Reforming the disciplinary measures in Poland's higher education in historical perspective

Andrzej Kurkiewicz
Ministry of Science and Higher Education, Poland

Type: Full paper

Section: Policy efforts to address issues of academic integrity

Abstract:

In order to provide a context for the current reform regarding disciplinary measures in Polish higher education, the presentation will draw upon the information contained in a speech delivered at the Brno conference in May 2017.

The presentation will thus start with describing the institutions responsible for safeguarding academic integrity and implementing good practice in Poland's higher education institutions.

The evolution of the system for safeguarding academic integrity will then be presented, taking into account the modifications introduced by the reforms of 2014 and 2016, when the Law on Higher Education was amended to reflect a greater emphasis placed on ensuring that high ethical standards in academic work are upheld.

The presentation will then provide an account of the disciplinary procedures currently in place in higher education.

The presentation will then go on to describe the legal changes proposed in a draft Law on higher education and research. This part will be divided up into changes applicable to academic teachers and to students and doctoral students, with the roles of relevant entities briefly specified.

The presentation will conclude with an update on the efforts to create a central antiplagiarism system, a publicly funded on-line service that higher education institutions will be able to use to verify the originality of submitted theses, as well as on some statistical data regarding the incidence of academic dishonesty, based on the cases considered from 2009 till 2017 by the Disciplinary Committee of the General Council for Science and Higher Education.

Keywords: Integrity, plagiarism, reform.

Editors' note: This study benefits from theoretical discussions in an earlier paper that was published in the proceedings of the Plagiarism across Europe and Beyond Conference 2017.

**Room:
Odeon**

**Session Chair:
Jolanta Bieliauskaitė**

The role of general self-efficacy on academic integrity

Müge Karakaş

Canakkale Onsekiz Mart University, Turkey

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

Most of the academic staff may face the cheating or plagiarism in their classes as a problem. As a result, there has been a clear move to the detection and prevention of inappropriate practices to promote academic integrity. To overcome this, many different instruments such as AMBeR, Turnitin, iTenticate, Urkund have been developed. The concept has become popular and attracted the attention of many researchers. Most of the studies on academic integrity seem to focus on the subject reporting the existence of academic integrity problems in different countries. What has been neglected seems to be the reasons leading students to academic dishonesty. This study assumes low level of general self-efficacy as an important source for academic integrity and aims to report the situation at the English Language Teaching department of Çanakkale Onsekiz Mart University. Academic Dishonesty Tendency Scale and General Self-efficacy Scale were used to gather data from 63 pre-service teachers. The study investigated firstly; the general self-efficacy and academic dishonesty perceptions of ELT students' and then explored the relationship between general self-efficacy and academic dishonesty. Descriptive statistics and correlations were run. Findings from general self-efficacy scale showed that the group has a moderate level of self-efficacy. Further correlation analysis revealed a significant relationship between academic integrity and general self-efficacy. The findings indicated that pre-service English teachers avoided dishonesty as their general self-efficacy rose. To reveal the contribution of the institution on academic integrity and general self-efficacy, lecturers at the department were interviewed regarding the application of academic integrity implementation policies and academic efficacy enhancement strategies. The results indicate that the department we may have a role in the implementation of academic integrity and the general self-efficacy.

Keywords: Academic integrity, ELT department, sense of self-efficacy.

“The centre cannot hold”, issues of self-plagiarism in Pakistan*Ghazala Irfan Tabbasum**Govt. Postgraduate College for Women Rawalpindi, Pakistan***Type:** Full paper**Section:** Misconduct and challenges in higher education**Abstract:**

Higher Education Commission (HEC) was established in 2002 with an aim towards policy making and setting quality standards in line with international standards for higher education institutions in Pakistan. It has rendered commendable services to develop the research culture within Pakistan and a professionally skilled intellectual task force in various fields of human interest. It has also generated fierce competition among universities for higher HEC ranking. Universities compete for HEC funding for organizing international conferences, workshops and seminars on regular basis. Similarly, educationists, scholars and teachers remain engaged in doing and presenting/publishing their research. In this fiercely competitive environment quality of research and ethical practices by researchers, have both been compromised. As research culture and related concerns are relatively new in the Pakistani context, no significant documentation/study/book exists on plagiarism. This study is original in its argument that there is a complete lack of coordination, and no shared and mutually accessible data of research presented on different forums exists. This results in the practice of self-plagiarism, i.e. same research by a researcher is being presented or published at multiple forums as new, in complete disregard to HEC's rule against self-plagiarism. This paper investigates perceptions and practices of self-plagiarism within the framework of HEC's policy of plagiarism. Using triangulation as research method, structured interviews of five academics serving at different universities in Pakistan and a questionnaire administered to fifty participants, a purposive sample of researchers enrolled in universities, have been employed to collect data. Analysis of data shows that phenomenon of self-plagiarism exists though perceptions and practices vary within research scholars. The study also evidences almost 100% support in favour of establishing a Central Coordinating Unit (CCU) under HEC which should collect, organize and share databank of research work being presented on different forums and published in research journals to curb the hitherto free practice of self-plagiarism. It also raises concerns if similar phenomenon exists on an international level and how does international community address it.

Keywords: HEC, human resource development in education, self –plagiarism.

Time as a predictor for plagiarism in Romanian academia

Emilia Sercan
University of Bucharest, Romania

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

Until now, irrespective of the scientific discipline, less attention has been paid to academic dishonesty pertaining to doctoral training. In this paper, a qualitative exploratory analysis was performed on the time budget of a specific category of PhD candidates: 22 people enrolled as full-time doctoral students while holding official positions in public administration (i.e. secret services, justice, police, politics and business). Purposive sampling technique (i.e. paradigmatic case sampling) was deployed to select the group. Also, the institutional arrangements governing doctoral studies as well as work, in Romania, were examined. Secondary data analysis was used to inspect whether the two seemingly conflicting statuses (employee and full time doctoral student) were triggering either academic or workplace dishonesty. Results show, in the case of the sampled Romanian doctoral students, that time and legal provisions are indicative for academic dishonesty (including plagiarism). Moreover, the empirical findings have implications for a better understanding of academic dishonesty across various higher education systems. And, at the same time, it emphasizes the impact that time budgets as well as the nature of work tasks have on academic behavior.

Keywords: Academic integrity, plagiarism, Romania, time budget.

Room: Celsus

**Session Chair:
Inga Gaižauskaitė**

An investigation of plagiarism on higher education students: Awareness, information sources, reasons

Elham Golzar Adabi, Dilek Pecenek & Markus Pissarek
University of Ankara, Turkey

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

Many early-carrier researchers commit plagiarism, due to different reasons, part of which can be resolved with influential anti-plagiarism policies. Present study is a revised replication of a survey conducted in 2013 in Tabriz University-Iran and Ankara University-Turkey. Current study consisted of three questionnaires applied to 170 higher education students from each university. The aims were, first to identify the participants' overall knowledge including information about plagiarism, its seriousness and consequences; second to find out their sources of information, and third to discover reasons of committing plagiarism; notes from participants' comments were also taken and included. Though majority of participants from Iran (87.06%) and Turkey (99.41%) knew that plagiarism is a serious offense ($P = 0.000$), they lacked the information about the details of it, for example self-plagiarism, the consequences of it and the policies of their universities. Besides, quite high percentages of neutral answers were detected for some of the statements. There were important differences in information sources between participants from Iran and Turkey. Lecturers (73.3%), internet (64.3%), articles (60.2%) and anti-plagiarism courses (31%) were some main sources for Turkish participants. The results of reasons of plagiarism showed clear differences and suggested that due to some internal and external factors students still commit plagiarism. Participants' comments highlighted the fact that different types of plagiarism happen among them. The comparison of the previous and the current study revealed improvements in both Iranian and Turkish participants' knowledge while Turkish participants were still ahead of Iranian ones.

Keywords: Higher education, information sources, Iran, overall knowledge, plagiarism, reasons, Turkey.

Change of knowledge and attitude of post graduate medical students of Bangladesh by plagiarism education

Shamima Parvin Lasker
Bangladesh Bioethics Society, Bangladesh

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

An attempt to tackle plagiarism locally, an exercise has been developed and evaluated by pre-test and post-test questionnaire on 50 post-graduate medical students within one higher educational organisation in Bangladesh to understand the current knowledge and attitude of learners on plagiarism. The comparative data between pre- and post-intervention have highlighted a general lack of understanding of the basic concept of avoiding plagiarism which improved after the intervention. For the question how to prevent plagiarism, in pre-intervention responses, only 36% answered that a paraphrased sentence should be referenced. However after intervention, responses to the same question significantly increased to 72%. Likewise pre-intervention for a question of whether an article can be submitted to another journal if the decision is delayed, almost half of the student (48%) were not sure what should to do. But after intervention, all respondents (100%) understood that an article cannot be submitted to another journal if decision delayed. For a question of making two or three articles with same introduction and method from same thesis/research, all most half of the respondent (46%) answered “yes” and approximately half do not know the answer (40%) before intervention. However after the intervention all respondents (100%) felt they should not make two or three articles with same introduction or methods. Also after intervention all respondents (100%) felt self-plagiarism is taking paragraph/picture/graph from own article without reference. These results indicate that the intervention of plagiarism education improved the awareness of this group of postgraduate medical students in Bangladesh.

Keywords: Bioethics, copy cut-paste, plagiarism, publication ethics.

Challenges and solutions for academic integrity in mass communication education in Pakistani universities

Fahad Mahmood

Institute of Communication Studies University of the Punjab, Pakistan

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

Academic integrity is a buzz word in academia around the globe. The diversity among various disciplines demands different strategies to ensure honesty and making faculty, researchers and students to produce original work. Mass communication discipline poses different challenges for academic integrity than other disciplines. Other than writing research dissertations students are also required to produce TV documentaries, short films and projects in radio, advertising and public relations to complete their degrees. Other than written words these projects have audio, video and design elements. It demands innovative ideas and strategies to ensure academic integrity for the work produced for these specializations.

This study has tried to explore challenges faced by faculty for these specializations and possible solutions to deal with them. Qualitative methodology of in-depth interviews was used. A total number of twenty interviews were conducted. Purposive sampling was used to select University faculty members who teach and supervise in the areas of TV & radio production, advertising and public relations. A semi structured questionnaire that was developed on the basis of initial focus groups was used for data collection. Data collected through in-depth interviews was analyzed in the light of research questions on the basis of identified concepts. It is found that faculty has proposed inculcating of creative ego, awareness to do hard work, exhibition of creative work, formation of creative data base and encouraging the enrolled students to perform in creative work as possible solutions to the various challenges in ensuring academic integrity in various specializations of mass communication degrees in Pakistani Universities.

Keywords: Academic integrity, challenges, solutions, creative work, mass communication education.

Room: Smyrna

**Session Chair:
Natalija Valavičienė**

Academic integrity glossary

Loreta Tauginienė
Mykolas Romeris University, Lithuania

Type: Synopsis

Section: Academic Integrity projects and applications

Abstract:

There are many reasons why it is important to keep unanimous understanding on terms, particularly in the field of academic integrity. One such reason is to shape homogeneous understanding on phenomena and related normative standards in order to make appropriate decisions regarding unethical or questionable behavior in academia, either as prevention or sanctioning. Furthermore, exploring definitions of terminology in common use exposes evidence that definitions are often narrow, unclear, multiple and contested and fail to catch up with realities. Thus, it is difficult to develop strategies and policies relating to misconducts, both institutionally or legally, as there is no entire agreement about exact meanings of terms such as integrity. Again, due to misconceptions about terminology students may fail to understand acceptable academic standards. Therefore we aim to present concepts related to academic integrity and their definitions that derive from glossary development group experts' agreement in the Erasmus+ project "European Network for Academic Integrity".

Keywords: Academic integrity, definitions, terminology.

A legal solution to contract cheating?

Michael Draper
Swansea University, UK

Type: Synopsis

Section: Policy efforts to address issues of academic integrity

Abstract:

Contract cheating is a serious threat to the quality and standards of Higher Education around the world. Current laws are not fit for purpose. In this short presentation I offer a proposal for a specific new law to target contract cheating, which could be enacted in most jurisdictions. I will assess a number of issues that would need to be considered before any legal approach could be successful; would changing the legal status of contract cheating make it less likely to happen? Could this be achieved in a specific way? If so, who should actually be prosecuted and what offence are they committing? Would it actually address the causes of contract cheating? Are there unintended potential consequences?

The UK Advertising Standards Authority (ASA) have very recently upheld a complaint from the Quality Assurance Agency about the advertising used by an essay mill. There is a profound mismatch between the advertising used by essay mills and the legal “small print” deployed in their terms and conditions.

A legal approach to contract cheating is possible, and, on balance, appropriate but tackling misleading advertising on its own will not provide a solution. Using widely applicable general legal principles as a guide I offer a specific suggestion to lawmakers, around the world, for how this might be achieved, and conclude that the most successful approach would be to focus largely on a law targeting the providers of contract cheating, in particular commercial services.

Keywords: Contract cheating, essay mill, fraud, law, plagiarism.

Editor’s note: This study is based on theoretical discussions of the author’s two earlier article publications in International Journal for Educational Integrity and Times Higher Education.

ELT students' attitudes towards plagiarism: Their correlation with academic success and externalization

Billur Yıldırım & Salim Razi***

**Uludağ University, Turkey & **Canakkale Onsekliz Mart University, Turkey*

Type: Synopsis

Section: Misconduct and challenges in higher education

Abstract:

The linking of attitudes towards plagiarism with contextual and individual factors has recently been a focus. Knowing those factors seem helpful in reducing plagiarism. Especially any relation between the personal locus of control and attitudes towards plagiarism may give pedagogical insights as it is possible to change one's locus of control through education. In that stance, the purpose of this mixed-method case study is twofold: (1) to discover students' attitudes towards plagiarism at the English Language Teaching Department in a state university in Turkey and (2) to discover if there are any relations among students' attitudes towards plagiarism, academic externalization, and academic success. The participants are 58 undergraduates / post-graduate students and three instructors. The student participants were purposively selected volunteers who declared that they had heard about plagiarism before. Trice's (1985) Academic Locus of Control Scale for College Students and Mayrinac et al.'s (2010) Attitudes' towards Plagiarism Scale were used to collect data. Eight students and 3 instructors were also interviewed. The data reveal that students do not hold positive values towards plagiarism, yet Mann-Whitney U test results along with the interview data indicate that there is a significant difference between undergraduates and postgraduates. Moreover, there is a significant moderate positive correlation between the level of externalization and level of subjective norms of plagiarism and a small negative correlation between negative attitudes towards plagiarism and the level of externalization. No significant correlation was identified between academic success and attitudes towards plagiarism. Qualitative data also reveal that students report mostly contextual factors that result in plagiarism besides few individual factors. It is also noteworthy that the necessary precautions against plagiarism proposed by the student and instructor interviewees match and give insights about how to eliminate those factors.

Keywords: Attitudes towards plagiarism, externalization, locus of control, plagiarism.

Plagiarism and sanctions: Academics' perceptions at postgraduate level

*Ece Zehir Topkaya & Mehmet Sercan Uztoşun
Canakkale Onsekiz Mart University, Turkey*

Type: Synopsis

Section: Misconduct and challenges in higher education

Abstract:

Research shows that plagiarism is as common among postgraduates as it is among undergraduates. Although globally there is a growing body of literature shedding light on plagiarism at post graduate levels from both students' and academics' perspectives, it is an under researched area in Turkish academia. Thus, to address this gap, this ongoing research investigates plagiarism perceptions of academics teaching courses at postgraduate level at a Turkish university. The study intends to describe in what ways these perceptions change according to levels of violations and possible sanctions offered for them. The descriptive data will be collected from academics who teach postgraduate courses at a university through an online survey and analyzed quantitatively, using frequencies, percentages and means. It is believed that the results of the study may not only reveal academics' understanding and treatment of postgraduate student plagiarism in coursework but also allow for making suggestions for formulating institutional policies regarding plagiarism prevention and management.

Keywords: Academics' perceptions, plagiarism, sanctions.

Investigation of the graduates' ethical decision-making patterns

*Mediha Güner**, *Gonca Babadağ***, *Muhammet Özden**** & *Ali Ersoy**

**Anadolu University, Turkey, **Celal Bayar University, Turkey &*

****Dumlupınar University, Turkey*

Type: Synopsis

Section: Misconduct and challenges in higher education

Abstract:

Scientific ethics examines the value problems that arise during scientific studies and the solutions proposed for these problems. Academic ethics, part of the institutional or professional ethics, is more concerned with the behavior of students and faculty members inside the institutional environment. Academic integrity as one of the most important principles of academic ethics, requires academics to comply with scientific ethics principles in all academic activities and to observe ethical values such as accuracy, objectivity, attention, merit, clarity, confidentiality and respect in these processes. There are various classifications for behavior that contradict academic integrity. In the present study, "cheating, plagiarism, fabrication, facilitation, academic sabotage and misrepresentation" dimensions are discussed within the context of academically dishonest behavior. Ignoring such behaviour damages fairness. Furthermore, behavior of students that does not comply with academic integrity negatively affects development of personality, potentially impacting on the future professional lives of the students. Scientists in the field of education, who play an important role in the formation of new generations and the structure of the society, should adopt and exhibit behavior consistent with academic integrity. The graduate education process is the most important education level where academic ethics values are adopted, and these values are reflected in individuals' behavior. Thus, this study used phenomenology design to investigate the ethical decision-making patterns in the academic experiences of 15 graduate students in the field of educational sciences. The experiences in scientific research processes, knowledge on science ethics, and volunteerism were considered as criteria for selecting the student participants. The data were initially collected with a scenario-based data collection instrument based on ethical dilemmas developed by the researchers. In this context, the individual is expected to decide and rationalize this decision based on the dilemma that the individual experiences in scenarios that contain ethical dilemmas in a sensitive issue such as academic integrity. After the analysis of the written views obtained with the scenario-based data collection instrument, semi-structured interviews were conducted with the participants based on the abovementioned analysis results.

Keywords: Academic integrity, ethical dilemma, graduate education, phenomenology.

Invited Panel Discussion:

**Academic integrity in
medical research and teaching:
Integrating medical education with
training into scientific research**

Room: Artemis

Session Chair:

Franca Marino

Invited panel discussion:**Academic integrity in medical research and teaching: Integrating medical education with training into scientific research****Invited panellists****Marco Cosentino**

Marco Cosentino is Professor of Medical Pharmacology at the University of Insubria since 2001. He holds a MD cum laude, University of Pavia (1990) and a PhD in Pharmacology and Toxicology, University of Turin (1996). Present appointments at the University of Insubria include: director of the Center for Research in Medical Pharmacology, director of the School of Specialization in Medical Pharmacology, Coordinator of the PhD program in Experimental and Clinical Medicine and Medical Humanities, Coordinator of the graduate School on Methodology, Ethics and Integrity in Biomedical Research. He served in several Ethics Committees for human and animal experimental research and contributed to writing the Academic Ethics Code of the University of Insubria. Prof. Cosentino is co-responsible for teaching research integrity issues to PhD students and early stage researchers, as well as for optional seminars for MD students about integrity and conflict of interest in biomedical research.

Laura Ribeiro

Laura Ribeiro is Professor of Biochemistry at Faculty of Medicine of U. Porto (FMUP) since 1999 and also of Humanities in Medicine. She holds a PhD in Human Biology. She coordinates the Master Course Academic and Clinical Education and the curricular units Integrated Master Thesis Project and Academic integrity of the Master Degree in Medicine as units of PhD courses. Researcher at Instituto de Investigação e Inovação em Saúde (I3S) U. Porto, member of the Scientific and Editorial Council of the U. Porto Editions and Director of the International Relations and Mobility Office. Member of ENAI-European Network for Academic Integrity.

Shiva Sivasubramaniam

Dr Shiva Sivasubramaniam is a group leader for pharmacology in Nottingham Trent University. He is also a fellow of Higher Education Academy (FHEA) and Institute of Biomedical science (FIBMS). As a student focussed educator, his research interests include blended learning activities using students as partners, peer-assisted learning with problem solving skill development, and laboratory-linked enquiry based learning activities. Most importantly he has developed and delivered several workshops to address the issue of plagiarism to the academic/student communities. He is an active member of European Network of Academic Integrity and published several manuscripts on plagiarism prevention, ways to address contract cheating.

Session chair: Franca Marino

Abstract:

Medical inventions are based on validated scientific research. However, increasingly concerns have been raised about the irreproducibility of a surprisingly high number of published scientific findings. Responsibility for such a biomedical “research crisis” can be attributed on one hand to poor training and to scientific misconduct on the other. Factors contributing to this relate to individual researchers (such as pressure of competition for funds, requirements to achieve significant positive results, publication record, lack of knowledge/preparation about the realities/stresses of a scientific career etc.), as well as to the evolving nature of science and the research enterprise (e.g., the negative aspects of fragmentation, isolation and specialisation, the lack of awareness of the rules and standards of proper scientific conduct, etc.). To minimise such pressures medical education programs should explore academic integrity, medical ethics and human values and ensure all medical students receive training to exhibit scrupulous ethical principles (honesty, integrity, confidentiality and respect); not only in caring for patients, but also in relating to other students and to health professionals. Moreover, along the course, adherence to academic integrity and ethical principles should be observed, assessed and reinforced through formal institutional efforts. In fact, ethics should become an essential dimension in clinical practice and medical research.

The aim of this panel discussion is to highlight and clarify (a) the importance of educating ethical principles amongst medical/research students, (b) commonality in applying these ethical principles in medical practice and research and (c) the grey areas in medical practice that resulted in conflicts between ethics and moral values. The interactive session will also highlight the importance of critical evaluation of these conflicts to produce a meaningful conclusion. During this session, the authors are going to involve the audience in the discussion and critically evaluate/discuss the importance of integrating medical education with training into scientific research.

**Sponsor session by
Oxford University Press**

Room: Artemis

**Session Chair:
Özgür Şahan**

Sponsor session by Oxford University Press

Wider angle of plagiarism

Haluk Şengeç, Oxford University Press

Abstract:

Plagiarism is defined as ‘the practice of taking someone else’s work or ideas and passing them off as one’s own’ by Oxford dictionary. The following synonyms are also listed to make readers grab the best meaning for plagiarism; copying, infringement of copyright, piracy, theft, stealing, poaching, appropriation.

In this session, we will provide a closer look at the concept of plagiarism from a global publisher point of view. In what forms does plagiarism affect publishers? What legislations are in place and how efficiently are they executed in Turkey? What would publishers expect from any stakeholders to cease any form of plagiarism?

Please join this interactive session to exchange ideas about forms of plagiarism and how awareness can be fostered.

Day 3 (Friday)

8:00 – 9:00	Registration
9:00 – 10:00	Keynote by Teddi Fishman
10:00 – 10:45	Sponsor Session 3 (Citavi)
10:45 – 11:15	Coffee Break
11:15 – 12:30	Concurrent Session 5
12:30 – 13:15	Sponsor Session 4 (Urkund)
13:15 – 14:15	Lunch
14:15 – 15:00	Plenary by Irene Glendinning
15:00 – 16:00	Invited Panel Discussion 2
16:00 – 16:30	Coffee Break
16:30 – 17:00	Poster Session
17:00 – 17:05	Best Papers Announcement
17:05 – 17:10	Invitation to 2019 Conference
17:10 – 17:30	Closing Ceremony

Keynote Speech by Teddi Fishman

Room: Artemis

**Session Chair:
Tomáš Foltýnek**

Keynote speech by Teddi Fishman

Dr. Teddi Fishman spent most of the last decade directing the International Center for Academic Integrity. She earned her PhD from Purdue University and teaches an eclectic range of courses in subjects including ethics in popular culture, and the relationship between science, technology, and society, as well as her main discipline, rhetoric and communication. She is a proponent of participatory, problem-based pedagogies to foster learning, engagement, and academic integrity.

Contact info: Teddifish@gmail.com

Title:

Stories and aims: How our academic integrity goals and the ways we talk about meeting them matter

Abstract:

While the threats to academic integrity change with time and technology, they are surprisingly persistent despite our efforts to overcome them. This talk posits that one reason we fall short in our efforts to combat breaches of integrity is that our approaches are misaligned with what we hope to achieve. We'll begin by looking at our stated and implicit goals and the ways that current approaches do and do not move us toward them then move onto a deeper look at the discourse of academic integrity. The session will conclude with suggestions for identifying and pursuing more useful goals and vocabulary and strategies for bringing about better alignment between the two.

Sponsor session by Citavi

Room: Artemis

**Session Chair:
Dita Dlabolová**

Sponsor session by Citavi

Software tools to avoid plagiarism in academia – different approaches to prevent and to sanction different forms of plagiarism

Martin Mittermeier, Citavi

Abstract:

With several prominent politicians like German minister of defense Carl Guttenberg having their doctoral title annulled by universities the question of plagiarism quickly became a vividly discussed topic in the academic world; but it also led to the development of several software solutions that help to detect plagiarism by analyzing texts and finding similarities with existing scientific work. These solutions can help detect plagiarism in academic works and are now used all over the world.

This kind of software detects voluntary and involuntary plagiarism alike. Another approach less discussed which focusses on the avoidance of involuntary plagiarism is the use of software to help academic scholars to better structure and organize their scientific work and thereby avoid the danger of involuntary plagiarism. The presentation will outline the differences between the various types of plagiarism and which technical answers can be given to each of them. The focus will then lie on the use of reference management programs to organize the large quantities of scientific literature available and how they can help prevent plagiarism. The presentation will conclude with some suggestions how to integrate these software tools in the education of students and young scientists.

Concurrent Session 5

**Room:
Artemis**

**Session Chair:
Loreta Tauginienė**

Responsible student - responsible employee

Dita Dlabolová, Veronika Králíková & Tomáš Foltýnek
Mendel University in Brno, Czech Republic

Type: Workshop

Section: Misconduct and challenges in higher education

Abstract:

Many researches and also many empirical experiences show that behavior regarding ethics and integrity that students learn during their education has a crucial influence on their future behavior in their professional and public life. Nevertheless many students seem not to see the connection between academic integrity and (future) professional integrity. For this reason one of outputs of Erasmus+ project “European Network for Academic Integrity” aims at creating set of educational materials for students containing real-life examples from different professions and also a guide for teachers which would help them to obtain new examples. The workshop participants will experience the role of a student learning about the importance of ethics and integrity in a professional life by working with the real-life examples and didactic materials accompanying them.

Participants will get inspiration on how to get examples on integrity issues from professional life to classroom - important part of the workshop will be also dedicated to sharing our experience and best practices of getting the examples.

Keywords: Cross-sector cooperation, didactic materials, professional integrity, real-life examples.

**Room:
Agora**

**Session Chair:
Mehmet Sercan Uztosun**

Academic integrity skill development amongst the teaching staff at a Swedish university

Sonja Bjelobaba

University of Gothenburg and Uppsala University, Sweden

Type: Full paper

Section: Academic Integrity projects and applications

Abstract:

The Unit for Pedagogical Development and Interactive Learning at the University of Gothenburg coordinates and conducts teacher training of the academic staff. One of the areas that we concentrate on in particular is the skill development of our academic staff concerning academic integrity. I have been leading a project on academic integrity since 2014. The aim of the project is to enhance the knowledge about academic integrity amongst students and teachers at the university. As a starting point of the project in 2014, I sent a survey on academic integrity to our teaching academic staff. The survey was later used to develop new approaches to work with the academic staff in their skill development, e.g. an e-course on academic integrity, workshops, seminars, as well as modules on academic integrity in different courses in teaching and learning in higher education and courses in supervision of graduate and postgraduate students. The aim of these measures was to strengthen our academic staff's knowledge about academic integrity, to remind them of their duty to report cases of suspected misconduct, as well as to give our teachers different tools and ideas that they can use on their university courses to work on improving the academic integrity of their students. In 2018, we sent a follow-up survey in order to find out the impact of these new approaches. In my presentation/article I am going to discuss the approaches that have been developed as well as the results of the surveys.

Keywords: Skill development, survey, teacher training.

Impact of an academic integrity seminar in the ethical behavior of college students

Jean Gabriel Guerrero
University of Monterrey, Mexico

Type: Working paper

Section: Academic Integrity projects and applications

Abstract:

This paper presents a case study that explores the impact that an Academic Integrity Seminar implemented by the University of Monterrey had to promote ethical behavior amongst undergraduate students -from different academic programs- found responsible for dishonesty breaches.

The purpose of the four module hybrid seminar is: to increase student's awareness about the consequences of acting with integrity; to reflect on ethical actions and virtues; and to provide academic and emotional tools to live academic integrity. During a two week period, the students participated in several educational activities.

This qualitative approach study was limited to a single case, the first seminar offered to students during the fall of 2017. 2 instructors and 5 students participated as sources of information and multiple data collection instruments were used such as interviews, direct observations and analysis of documents produced by the participants.

The results were interpreted according to an Aristotelian theoretical framework and they revealed that the seminar helped the students to develop some skills such as decision-taking, citing, referencing and paraphrasing; and awakened different emotions and attitudes related to ethical action like social awareness and the intrinsic reward whenever someone has done what is right. It also suggests that it is necessary to help the students realize the opportunity and value of their participation.

The results of this case study cannot be generalized but they provide insightful ideas to improve the Seminar for future deployments or to inspire similar endeavors in other institutions around the globe.

Keywords: Academic dishonesty, academic integrity, ethical education, learning, higher education.

Towards a plagiarism framework for educators

Sandra Lisa Stephenson
Middlesex University Dubai, UAE

Type: Full paper

Section: Academic Integrity projects and applications

Abstract:

Plagiarism has always been - and remains - one of the most ubiquitous and stubborn challenges faced in higher education. Despite regular information-drives, constantly refined policies, penalties and plagiarism-detection software, its prevalence does not seem to be declining, as shown by the extensive research done in this area. While surveys indicate that as much as 70% of students admit plagiarizing in some form during their studies, with their reasons varying from a lack of consequences to modelling others to desperation to succeed or simply a lack of academic literacy, the problem goes far deeper than that - to a worldwide 'culture of cheating' which permeates almost every aspect of society. Indeed, even many academics themselves are guilty of plagiarizing, with one study finding that almost 50% of articles published in a sample of 19 management studies journals contained some level of plagiarism according to Turnitin. Another study of over 900 academics investigated why student plagiarism often goes unreported and discovered an answer many educators might identify with... onerous bureaucracy and paperwork, as well as personal discomfort and not wanting to jeopardize their student's progression or their own teaching evaluations.

However, there is an additional barrier in dealing with this issue, especially for new academics: recognizing plagiarism in its ever-mutating forms and complexities, and knowing how to deal with it in a fair, consistent and constructive manner. This paper proposes the development of a generic framework and 'decision tree' which could assist educators in recognizing the different types of plagiarism and deciding upon a process to follow once plagiarism has been identified.

Keywords: Decision tree, educators, higher education, plagiarism framework.

**Room:
Odeon**

**Session Chair:
Styliani Kleanthous**

Academic integrity in post/graduate students of teacher education program

Tika Ram Pokhrel

Kathmandu University School of Education, Nepal

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

Integrity is a values-based solution-oriented holistic approach to resolving personal and professional problems. The main agenda of academic integrity is to develop the quality of scholarly work. Academic misconduct is frequently found in the academic world. In order to discourage misconduct, universities in Nepal have started to develop policies on integrity.

The main objective of this research was to explore the present scenario of academic integrity in Nepal. In order to explore the current situation, a study was conducted using sequential mixed methods research. In the first phase, the questionnaires were designed and distributed to around 350 students. 162 students returned the questionnaires. Then data were statistically analysed using descriptive statistical tools. In the second phase, eight students from different groups were selected for interview to explore reasons for the existing practices and to suggest appropriate mechanism(s) for developing academic integrity in the college.

Based on the responses from students, accessing information about academic integrity is a major problem. Every three in five students were familiar with various types of misconduct. Most of the students were familiar with citation and referencing conventions, but they are facing difficulties in paraphrasing and rephrasing. Another problem identified was students who wished to be named in activities without making contributions, as well as cheating in the exams and copying answers from others. The main reasons for these misconducts are professional pressure, being unaware of the consequences and the teaching and learning system. Students expect a strong support system and policy on academic integrity, which moves beyond the existing rule compliance approach.

Keywords: Academic integrity, academic writing, citation and reference, misconduct, plagiarism.

Ethics learning in Cypriot business schools

Ifgenia Georgiou, Svetlana Sapuric & Angelika Kokkinaki
University of Nicosia, Cyprus

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

Through retrospective examination of recent financial crises and scandals, a justifiable question could be whether educational curricula of Business Schools have been designed to prepare business graduates with regards to ethical considerations as well as academic and professional integrity. In this paper, a thorough review of the literature on embedding ethics in Business School learning is presented. It indicates that there is some theoretical justification in incorporating ethics learning in Business School curricula. Furthermore, the literature reports an array of ready to use, engaging methods to do that. That is, the Business Schools could be doing more. Cyprus has seen its share of financial crises and scandals. The financial wounds of the Cyprus Stock Exchange scandal and crisis of 1999-2000 are still open for many Cypriot companies and households who have lost millions. More millions were lost during the 2012–13 Cypriot financial crisis. The scandal with junk bonds followed. Moreover, not a day passes without bringing to light another embezzlement case. Cyprus has many Business Schools, yet to the best of our knowledge, no study focuses on the status of ethics learning in Business Schools in Cyprus. Our study looks into the efforts of Business Schools academics to embed ethics in their teaching. Furthermore, we look into the perceptions of Business School students regarding their ethics learning. The impact of the presented research relates to severe implications of possible under-representation of learning outcomes that relate to ethics and integrity in Business Schools in Cyprus and their contributions to the ethics crisis that lead us to several financial crises and scandals.

Keywords: Academic integrity, ethics, professional integrity.

Plagiarism and artefacts: A phenomenon of neglected ethics

Aalia Sohail Khan & Mamoona Khan

Govt. Postgraduate College for Women Satellite Town, Pakistan

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

Intellectual wealth has been appreciably protected in the modern era by WIPO through IPRS, still keeping certain domains of creativity in oblivion. Artefacts are considered as a window into history, a primary source of past information, revealing certain facts neglected even by historians. The paper intends to draw measures of accreditation of artistic creations to their originators and also to decipher artefacts as a tool to detect intellectual theft of the field of art and science too.

Certain innovations in the domain of art, like the fourth dimension attributed to Picasso has its origin in the six-dimensional world represented in the Muslim Miniature Paintings but no one ever pondered on it. Similarly, initiators of certain scientific inventions are submerged into oblivion, and credence is gained by those guilty of plagiarism. Modern robotic technology has its earliest precedence in Abbasid era; specimen can be viewed in the illustrated miniatures of Persian Books. Taking into account many analogous proofs, the paper will focus upon Muslim artefacts, as an instrument to detect plagiarism from the field of art and other than arts. Through textual and formal analysis some of the Persian miniatures of the Abbasid (750-1258) and Safavid (1501 to 1722) Eras, along with architectonic ornamental motif will be focused upon to divulge conclusions.

Keywords: Artefact, Muslim edifices, Muslim miniatures, ornamental motifs.

**Room:
Celcus**

**Session Chair:
Alla Anohina-Naumeca**

The student voice: What do we know about students' perspective of Academic Integrity?

Clare Johnson & Mike Reddy
University of South Wales, UK

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

This paper is a review of existing research and resources into academic integrity and plagiarism, to establish to what degree the student voice is being heard. The growing problem of 'contract cheating', 'academic outsourcing' or 'ghost writing' can be very difficult to detect, yet it threatens the very essence of educational integrity. Whilst detection and fair penalties are important, it would be more effective to tackle the root cause by understanding student attitudes. To this end, a search was carried out to explore where evidence of the student voice has been heard within surveys, research papers and other sources discussing Academic Integrity, Plagiarism and Academic Misconduct. Relevant surveys were categorised by number and type of respondent, format (qualitative, quantitative, open, closed, free text, tick boxes) and purpose of questions (understanding of academic integrity, confessions of cheating, awareness of policy), and a review of the author's summary. Next, a review of written papers / guidelines was performed and themes drawn out. Some papers discussed student perspectives but did not refer directly to conversations or forums with students themselves. Finally, social media sources were assessed to establish how much student centred content there is. Reports on events through this medium suggest some direct interaction with students, but this is not comprehensively documented. Findings suggest that there is a reasonable amount of discussion around what constitutes academic misconduct and why students might engage in this behaviour, albeit through the lens of the Academic. There are wide scale quantitative surveys which ask for students' 'confessions' of misconduct. However, there is very limited qualitative data and discussion directly with students about their understanding of academic integrity, reasons for 'cheating' and the value they give their degree. Capturing the student voice is critical for us to determine how institutions can address the issues of academic misconduct. Therefore, there needs to be a series of discussions with students themselves about what would make them less likely to engage in cheating behaviours, how they suggest academic integrity could be better taught in universities, and what support they really need if we are to eliminate this behaviour altogether.

Keywords: Contract cheating, focus group, plagiarism, student perspective, student voice.

Status of woman education and prevalence of plagiarism in Southern Punjab

Hameeda Mazhar
The Women University Multan, Pakistan

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

The present study will reveal the current standard of women's education in Southern Punjab with respect to the prevalence of plagiarism in this area, in the light of the research work being done at The Women University Multan.

This study is unique in the sense that the percentage of women doing research work is much lower compared to men in the region due to lack of facilities and inequality of educational resources. An important factor being that, in Pakistani culture, most parents don't allow their daughters to study in institutions with co-education.

The Women University Multan is working for the progress of women's education for a wide region and provides an opportunity to study the incidence of plagiarism and to assess the quality of research being done. No study on this topic has been done so far.

The study will be the first of its kind in the region and will provide basis for the future work on plagiarism. The study will give a brief description of factors due to which female students face hurdles in research and the resources they utilize to plagiarise.

For enhancement of Quality in The Women University Multan we have introduced checking of Plagiarism via Turnitin software. The study will assess the incidence and prevalence of plagiarism in research being undertaken here in various disciplines and also the impact of the anti-plagiarism measures taken and hurdles being faced by the department of Quality Enhancement Cell.

Keywords: Quality, Pakistan, plagiarism, Southern Punjab, woman education.

**Impact of individual and cultural factors on passive cheating:
A middle east study**

Sabiha Mumtaz & Sanjai Parahoo***

**University of Wollongong in Dubai &*

***Hamdan Bin Mohammed Smart University, Dubai*

Type: Full paper

Section: Misconduct and challenges in higher education

Abstract:

There is an overlooked area in current literature dealing with the aspect of cheating where students are not actively indulging in cheating themselves but are helping other students to cheat (Anitsal, Anitsal, & Elmore, 2009). Sparse literature discussing this aspect of cheating calls it “passive cheating” (e.g. McMahan, 2015). “It is a form of cheating where a higher percentage of people are likely to convince themselves that it is not really wrong” (Turnley & Mudrack, 2014, p. 25) and may be perceived by the students as an act of benevolence, making it more difficult to detect and correct. As highlighted by Ogilvie and Stewart (2010), research exploring causes of academic misconduct in higher education “has largely overlooked the values of integrating individual and situational perspectives to structure empirical examinations” (p. 130). In this research therefore, we propose and quantitatively verify a detailed model for understanding the dynamics of academically dishonesty actions by examining student academic misconduct manifested through passive cheating at both individual and contextual levels using the frameworks of big five personality traits (conscientiousness, emotional stability and agreeableness), Hofstede cultural variables (collectivism) and academic integrity culture. Using a mixed method design, we first conducted focus groups and in-depth interviews as explorative tools. Based on the data collected from this stage and extensive literature review, a survey instrument having 32 items was finalized. This was administered as an online survey to collect data from the students. 1325 students from different schools (medical, engineering and business) responded, resulting in usable sample of 1192. An exploratory factor analysis (EFA) will be conducted to categorize the distinct factors involved and the resulting factor structure will be validated by Confirmatory Factor Analysis. The study hypotheses below will be tested by structural equation modelling. Initial analysis indicates a significant relationship between the study variables however surprisingly the directions of correlation are not as theory indicates. Therefore, a more detailed analysis is being conducted to test moderation / mediation effects, if any.

Keywords: Academic integrity culture, agreeableness, collectivism, conscientiousness, emotional stability, passive cheating.

**Room:
Smyrna**

**Session Chair:
Özgür Şahan**

Culture of academic integrity: Practices of HEIs in Pakistan

Muhammad Rafiq Awan & M. Sarwar Bajwa
University of Management and Technology, Pakistan

Type: Full paper

Section: Academic Integrity projects and applications

Abstract:

Cheating has always been a deplorable phenomenon in academic culture and considering the gravity of situation, Pakistani Institutions of higher education, especially, Higher Education Commission (HEC) Pakistan, have introduced drastic measures to ameliorate the culture of low academic integrity. Addressing the issues of academic integrity in Pakistan has become herculean task for the authorities concerned. Therefore, the objective of the study is to conduct an inquiry to find out the prevailing mind-set of research students (PhD and MS) and faculty involved for instilling the positive culture of academic integrity. The investigation will be launched through mixed method of research so that empirical and rational evidence may be produced. A survey based questionnaire will be distributed among the research students to find their perceptions and practices related to academic integrity and how the culture related to this may be promoted among the prime stakeholders of academia. The qualitative feedback of faculty will be collected through in-depth interviews. Thus the study would initially set out connections of the paradigm through acquiring the ideas from the primary sources. The study will also investigate that the culture of academic integrity is prevailing at individual levels or it has been fabricated in the institutional environment within and outside classroom. The findings will help the decision makers to comprehend the issues related to academic integrity on the real academic bases. This approach has been considered necessary because the true therapy cannot be suggested without knowing primary cause.

Keywords: Academic integrity, Pakistan, plagiarism, plagiarism practices.

A case study on class based (SCALE-UP) approach to counteract contract cheating

Shiva Sivasubramaniam
Nottingham Trent University, UK

Type: Synopsis

Section: Academic Integrity projects and applications

Abstract:

Contract cheating has become a threat to academic integrity. Academic institutions are trying different approaches to deter this. This study was designed in 2014 to suite second year biomedical/pharmacology module with 174 students. The activity was split in two 3-hour sessions. In the first session, students were allowed to research on a particular topic in groups of four. Each group were assigned one research topic with four sub titles (one for each member of the group). They were allowed to use web-based and other resources. This was assisted by the academics giving “feed-forward” leading questions assisting them to critically evaluate their topics. By this way the students were (a) actively researching the topic, (b) involving in peer-assisted learning, and (c) not given a chance to buy essays from outsiders. The students completed their essays in the second session. By making the students work together within the classroom setting and submit the work at the end of the session, the chances of them using essay mills were stopped/minimised. The performance of this exercise and the exam performance were compared with that of previous years. Although there were no significant changes in the overall performances in this particular course work, there was a statistically significant increase in the exam performance from a mean of 37% (\pm STD 17.7) to 58% (\pm STD 10.1). The reasons for not observing any increase in the course work is not known. However, the statistically significant increase in the exam performance should mainly be due to the fact that the SCALE-UP exercise has improved students’ revision techniques, as all other factors (such as the format, style and expected outcomes) of the exam remained constant. Moreover, after this intervention, the Gaussian distribution of student performance was shifted from its peak at third-class classification (40 to 50%) (in previous years) to second-class lower division (50 to 60%). Despite the fact that student were allowed to use information from books and web-based resources, no incidence of plagiarism or bad academic practice were detected. This suggests that SCALE-UP methodologies not only help to reduce the opportunities of contract cheating but also enhance students learning process and overall performance.

Keywords: Contract cheating, feed forward, integrity, SCALE-UP.

**Academic dishonesty, alienation to university and anomie:
Are they related anyway?**

Süleyman Gün
Mehmet Akif Ersoy University, Turkey

Type: Synopsis

Section: Misconduct and challenges in higher education

Abstract:

This research study aims to investigate academic dishonesty tendency, alienation to university and anomie of pre-service English language teachers studying at a state university in Turkey in the 2017-2018 academic year.

In this study, academic dishonesty is supposed to include the acts of cheating and plagiarism (Roig & DeTommaso, 1995), alienation is the state of psychological estrangement from a culture with feelings of powerlessness, normlessness and social isolation (Seeman, 1991), and anomie is the individual's lack of integration in social life (Srole, 1956). Although they are limited in number, there exist some previous studies on alienation and anomie in relation with academic dishonesty at educational context. To illustrate, if students are more alienated, they are found to be more likely to cheat (Whitley, 1998). In another research study related to the impact of anomie on academic dishonesty with the university students of the business school, a correlation is found between anomie and cheating (Caruana et al., 2000). In order to define the perspectives of participants Academic Dishonesty Tendency Scale (ADTS) by Eminoğlu (2008), Alienation Scale by Dean (1961) and Anomie Scale by Srole (1956) are used. Any possible relationship between scores of ADTS and alienation as well as between scores of ADTS and anomie are examined as two presumptive reasons for academic dishonesty behavior. Collected data are analyzed for normality, then descriptive and correlation statistics are taken into use in order to obtain the result of research. Lastly, limitations related with participants and data collection procedure are stated and ideas for further studies are suggested. Upon the limited number of research studies on alienation and anomie in relation with academic dishonesty, this study intends to contribute to the current literature with the results of psychometric instruments.

Keywords: Academic dishonesty, alienation, anomie, pre-service teachers of English.

ELT academics' perceptions of plagiarism: Cross-cultural investigation of degrees

Serhat Güzel & Salim Razi***

**Balıkesir University, Turkey & **Canakkale Onsekiz Mart University, Turkey*

Type: Synopsis

Section: Misconduct and challenges in higher education

Abstract:

Plagiarism has lately been a hot universal topic and relevant literature identifies culture as an essential contributor of this issue regarding the differences related to institutional plagiarism policies, individual characteristics and culture. In addition, academic contexts appear to be the most suitable environments for plagiarism related perspectives to be observed in practice. Therefore, the present research aims to investigate post-gradual backgrounds of ELT academics in Turkey and reveal any possible differences regarding their perceptions of plagiarism due to the country in which they had their degrees. This paper presents findings based on a descriptive study, which reveals descriptive information on perceptions of twenty-six ELT academics. In the study, participants were asked to respond to several plagiarism scenarios adapted from Glendinning (2011). The findings of this study which revealed differences in perceptions on plagiarism depending on the backgrounds of academics will be beneficial in terms of questioning the curriculum revision of post graduate ELT programme to give some more space for developing academic integrity awareness.

Keywords: Academic integrity, English Language Teaching (ELT), institutional policies, plagiarism.

Sponsor session by Urkund

Room: Artemis

**Session Chair:
Tomáš Foltýnek**

Sponsor session by Urkund

Another GDPR presentation but with a twist: Plagiarism detection

Peter Witasp, Urkund

Abstract:

On the 25th of May 2018, universities in the European Union will need to conform to GDPR (the General Data Protection Regulation). This will have some consequences for how plagiarism detection systems are used. Some practice will most probably develop but right now, universities need to make sure that the systems they use, which may have access to personal student data, are conforming to GDPR.

Universities will need to keep documentation on which data is kept and how it is processed and which data processors that may be used by the university as sub-contractor, such as a plagiarism detection system.

Previous data protection legislations have exempted unstructured personal data, such as personal data that is present in documents that has been submitted to plagiarism detection systems. This exemption will disappear in GDPR and will make the use of a student assignment databases a bit trickier than before since also documents where submitted data has been anonymised will be considered as personal data. Because there is a possibility that these documents contain personal data. To encrypt document data or to use “pseudonymization” will not be sufficient since storing data is considered to be equal to processing.

The presentation goes through some of the main provisions that need to be considered by universities that are using plagiarism detection, how URKUND has tackled these problems and which tools are provided by URKUND to universities to enable them to conform to GDPR.

Plenary Speech by Irene Glendinning Room: Artemis

**Session Chair:
Teddi Fishman**

Plenary speech by Irene Glendinning

Dr Irene Glendinning is Academic Manager for Student Experience, based in Coventry University's Office of Teaching and Learning. She has worked in higher education for 27 years, starting as a lecturer in computer science. Until 2010 she managed different academic portfolios covering undergraduate and post-graduate taught programmes and international partnerships. She then became Principal Investigator and project manager for the Erasmus funded project Impact of Policies for Plagiarism in Higher Education Across Europe (IPPHEAE). Irene continues to be actively involved in several research initiatives concerning strategies and policies for improving academic integrity and reducing corruption in education.

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Title:

Academic integrity in higher education institutions: A global perspective

Abstract:

There are many threats and problems affecting the whole world today. The need to educate young people to behave with honesty and integrity has never been more important. This talk will draw on the findings from recent research to demonstrate what higher education institutions in different parts of the world have been doing to discourage different forms of corruption and academic misconduct.

The talk will specifically focus on the role of quality agencies and accreditation bodies across the world to influence the strategic direction of policies for academic integrity in higher education institutions. We will explore how some institutions are supported in their development through national or regional initiatives.

The presentation will include suggestions for what more can be done at all levels to encourage scholarship, improve learning and attainment and maintain quality and standards of higher education qualifications.

The content of this talk has importance to stakeholders in education, research and civil society.

Invited Panel Discussion:

**The quest for academic integrity
in Kosovo**

Room: Artemis

**Session Chair:
Irene Glendinning**

Invited panel discussion:
The quest for academic integrity in Kosovo**Invited panellists****Dukagjin Leka**

Prof. Asst. Dr. Dukagjin Leka is Vice Rector for International Relations at University "Kadri Zeka" (UKZ), Gjilan. He is Professor Assistant of European Law and Legislation, Public International Law, Private International Law, International Organizations and International Human Rights Law. He is very active in all spheres of education in UKZ. He has very good experience working with local and international projects with Non-Governmental Organizations in Prishtina, especially with Youth in Action and Erasmus + for Youth and as well as working with international organizations, like USAID, OSCE, WUS Austria, etc.. Professor Leka has been working in an international environment for about 17 years (UNMIK-United Nations Mission in Kosovo and EULEX-European Rule of Law Mission in Kosovo). He has published a range of academic papers in high ranking journals. Through his recent innovative work UKZ has completely been transformed and is now recognized both within and outside Kosovo.

Sabiha Shala

Prof. Dr. Sabiha Shala teaches International and European Law and at the same time serves as Vice-Rector for Academic Affairs and Research at the University of "Haxhi Zeka" Peja, Kosovo. She is also a part time professor at the European School of Law and Governance. Formerly, Shala served as Chief Executive officer in the Agency for European Integration at the Kosovo Prime Minister Office. She worked as a consultant on various projects with different international organizations such as: EU, UNHCR, UNDP, and OSCE. She obtained a Ph.D. from University of Nice Sophia-Antipolise in France. She holds an LL.M in International and European Law from University of Riga, Latvia as well as an additional specialization in the field of diplomacy obtained from the Diplomatic Academy of Vienna. Her research interests include European Integration, International Organizations and regimes, and International environmental Institutions.

Agron Bajraktari

Prof. Agron Bajraktari is Rector of the University of Applied Sciences in Ferizaj. Prior to his election as a rector, he was Vice-Rector at the University of Prishtina (2012-2014), member of the Steering Council of the University of Mitrovica (2013-2016), and Political Advisor in the field of forestry in the Government of Kosovo (2008-2012). In 2004, he was elected coordinator of ECTS and Academic Development. Whereas, in 2006 he was elected Head of Wood Processing Department. Bajraktari was elected Dean of the Faculty of Applied Technical Sciences in Ferizaj at the University of Prishtina in 2006 and in 2009 was re-elected for his second term. Mr. Bajraktari has over 90 presentations at various international conferences (America, Argentina, Brazil, China, Japan, South Korea, Russia, and various European countries), also published his work in magazines recognized international peer review and impact factor. It reviewer 6 international journals and a member of the most important organizations in the world in the field of forestry and wood industry, and in many cases has been on the scientific committees and various events. He has published three books of his field of study (2 monographs and 1 university book). Bachelor, master and doctoral studies completed at the Department of Wood Industry - Faculty of Forestry Sciences at the Agricultural University of Tirana. While for the second time he continued his MA in Economics (MBA) at Staffordshire University in England. Also Rector Bajraktari has just finished his second doctorate at the University of Lisbon, Portugal. Prof. Dr. Agron Bajraktari speaks English, German and Italian.

Mimoza Dushi

Prof. Asst. Dr. Mimoza Dushi is Vice-Rector for Academic Issues at the University of Gjakova "Fehmi Agani" since November 2015, after twenty years of academic experience. From 1996 she was working at University of Pristina, Faculty of Mathematic and Natural Sciences, Department of Geography, initially as assistant for social geography courses than from 2009 as professor assistant for courses of Demography, Migration and Population policy. She completed her PhD in Demography from the Faculty of Mathematic and Natural Sciences at the University of Pristina, Kosovo. Then she has worked at RRPP (Regional research Promotion Programme) project about migration as PI (Principal Investigator) for Kosovo - Germany and Switzerland cases. Related to this, she stayed in the University of Innsbruck, Austria for postdoctoral research. Her professional development is also linked to other educational and science institutions, such as US Census Bureau, Washington DC, USA; University of Groningen, NL; University of Salzburg, AT and Catholic University of Leuven, BE, where she has stayed for temporary studies and researches. Her research interests include ar-

as such as migration, demography, migration, labour mobility, migration politics, Western Balkans.

Abstract:

Kosovo is a very young country, which emerged in 2008; it is the product of a very complex and fraught political and cultural situation. It is striving to establish its own identity and to be acknowledged globally as a legitimate and respected nation. However before Kosovo can thrive, it needs to find ways to address the corrupt practices that pervade society, with impact on commerce, industry and education. Much progress has been made in the short time since independence was declared, with experience gained about how integrity can triumph over corruption and unethical conduct.

However there is no doubt that there is still much more work to do.

The panel members, all highly respected leaders from the Kosovo higher education community, will each bring their own perspective on the current situation in their country and their institution, about how the challenges facing them are being surmounted. Professor Bajraktari will focus on applied sciences and university-industry collaboration in Kosovo. Professor Leka will explore how plagiarism is viewed in Kosovo society; he will then suggest actions that need to be taken by higher education providers to bring Kosovo into line with what has been achieved in some other countries. Professor Shala will present around the question “why should students of Kosovo care about Academic Integrity?”, which should provide very interesting discussions. Professor Dushi’s topic will be on raising awareness about academic behaviour among academic staff and students.

All four panellists will then answer questions from the audience. The perspectives and lessons learned in Kosovo will have resonance and relevance far beyond their national or regional boundaries.

Poster Session

Session Chair:
Salim Razı

An institution-wide approach to reducing plagiarism in a UK university

John Freeman
Sheffield Hallam University, UK

Type: Poster

Section: Policy efforts to address issues of academic integrity

Abstract:

Sheffield Hallam University, one of the UK's largest, has recently changed its approach and regulations regarding identifying and managing plagiarism across the institution of approximately 30,000 students. The academic staff had lost faith with the way the university managed academic misconduct. There was particular dissatisfaction with the range of sanctions administered in cases where an allegation of misconduct was proven. The feeling among academics was that students were 'getting away with cheating', and therefore change was needed.

This poster presents the key policy changes, including publication of a Code of Academic Conduct, and outlines how these changes were designed and enacted. Principles of the approach are as follows:

- Procedural fairness and natural justice, i.e. that the process and outcome is morally right and fair;
- The burden of proof remains with the University;
- Judgements regarding allegations are decided on the balance of probabilities;
- The process rests on academic evidence-based judgement.

Key changes have been made, which include a new code of academic conduct. This asserts that "the university is committed to developing a culture of good academic conduct, and ensures that all assessments are conducted fairly and equitably. Furthermore, the code adds that academic conduct plays an important role in students' intellectual and professional development, as well as in their successful transition to graduate employment and future careers. It is also an ethical standard by which the academic community operates" (Sheffield Hallam University Academic Conduct Regulation, 2017/18).

There are now also raised expectations on academics in regards to awareness raising and deterrence of academic misconduct; a focus on academic practice, revised language and definitions, a simplified set of sanctions and a clear message on the consequences of contract cheating, which we now regard as severe academic misconduct, and if proven, is likely to lead to expulsion from the university.

Keywords: academic conduct, cheating, plagiarism, regulation policy.

How are quality assurance agencies and accreditation bodies responding to different forms of corruption in higher education?

*Irene Glendinning, Stella-Maris Orim, Andrew King, Esme Spurling
Coventry University, UK*

Type: Poster

Section: Academic Integrity projects and applications

Abstract:

The poster illustrates results from a global survey of Accreditation and Quality Assurance Bodies (AQABs) conducted in 2017-18. The study was funded by the CHEA International Quality Group (CIQG) and builds on an earlier advisory statement focusing on corruption in higher education, which defined the scope and focus of the survey:

- the regulation of higher education systems
- the teaching role of higher education
- student admission and recruitment
- student assessment
- credentials and qualifications
- research and publications (Daniel 2016)

The main aim of the survey is to explore what AQABs are currently doing either reactively or proactively, or planning to do in the near future, to address different types of corruption. The study was designed to raise awareness in AQABs of serious threats that exist to reputations, quality and standards across the higher education sector throughout the world and encourage more effective responses. The survey consisted of an on-line questionnaire sent to a target list of about 300 AQAB contacts, followed by interviews with selected participants, including representatives of AQABs, NGOs and anti-corruption agencies. The resulting report, combined with specific detailed cases studies, will be published by CIQG in Summer 2018. Results depicted on the poster highlight that the perceived threats from corrupt practices to higher education vary in different parts of the world, although some types of corruption such as Diploma Mills, Predatory Journals and Contract Cheating appear to be ubiquitous. Actions by AQABs and collaborating organisations, to address the threats identified, serve as exemplars from which other organisations can learn.

Keywords: Academic integrity, accreditation, corruption, higher education, quality assurance.

Global essay mills survey: Results from the Czech Republic

*Veronika Králíková, Jana Dannhoferová, Dita Dlabolová & Tomáš Foltýnek
Mendel University in Brno, Czech Republic*

Type: Poster

Section: Academic Integrity projects and applications

Abstract:

Cheating students is a widespread problem. Following this, a project called Global Essay Mills Survey (GEMS) was launched to explore student self-reported use of essay mills and associated sites or companies. This paper deals with cheating students in the Czech Republic and shows results from data collected through GEMS. More than 500 respondents answered questions related to contract cheating - students' motivation, circumstances, experience and opinions.

Keywords: Academic integrity, contract cheating, Global Essay Mills Survey, GEMS.

Scientists' awareness of predatory journals

Ivana Hebrang Grgić & Mihaela Guskić
University of Zagreb, Croatia

Type: Poster

Section: Misconduct and challenges in higher education

Abstract:

Open Access (OA), free online availability of scientific information, was supposed to solve the access crisis caused by high subscription prices. But since the early 2010s an unethical practice has endangered OA – some individuals and organizations have started publishing low quality journals, using article processing charges (APC) as cost model, but not controlling quality of the papers they publish (i.e. not peer reviewing manuscripts). Those journals are usually called “predatory” journals, or questionable journals, or pseudo-journals. Because of the lack of peer review, there is a high possibility of finding unethical behavior in the published papers, e.g. falsification, fabrication, plagiarism, guest or ghost authorship. The aim of the study was to find out about Croatian scientists' awareness of those journals. An online questionnaire was sent to scientists at two Croatian faculties. We received 56 responses. The results showed that majority of scientists (60%) have heard about “predatory” journals but are not sure how to identify them; 29% have never heard of those journals; 95% think they have never published in a “predatory” journal; 13% have at least one colleague who has published in a “predatory” journal. Besides short theoretical frame, the poster will show five charts with the data from the survey. The sample of the survey is small but the results indicate the lack of OA information literacy skills. Croatian scientists are not aware of the danger that “predatory” publishers have on the development of science. The OA information literacy skills should include knowing how to find and how to evaluate OA information. The most important participants in educating scientists about “predatory” journals are academic libraries.

Keywords: Academic libraries, open access, peer review, predatory journals, scientific communication.

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ISBN 978-605-2149-20-1



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