

PLAGIARISM EDUCATION: ENGAGEMENT, AWARENESS, AND KNOWLEDGE

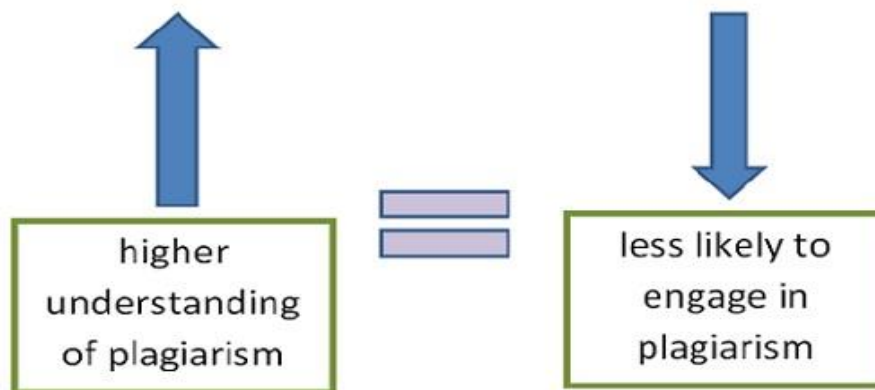
<i>Background</i>	<i>Research Questions</i>	<i>Methodology</i>
<ul style="list-style-type: none"> Plagiarism and cheating need to be examined separately in order to determine how prevalent plagiarism is on its own (Yeo, 2007). When plagiarism studies are conducted, few use Canadian students as the participants (Christensen Hughes & McCabe, 2006). 	<p>RQ1: What is the self-reported rate of plagiarism among teacher candidates?</p> <p>RQ2: Are teacher candidates and pre-service faculty instructors aware of what plagiarism is?</p> <p>RQ3: What type of plagiarism education do teacher candidates report they receive, and what type of plagiarism education do pre-service faculty instructors report they provide?</p>	<ul style="list-style-type: none"> Online consent forms and surveys were sent to two groups of participants (teacher candidates and pre-service faculty instructors). Surveys were anonymous. Compensation for participation was not provided.
<p>Sample of Research Question 1: <i>During your time in the BEd program, how often have you copied material word for word from a written source and turned it in as your own?</i></p> <p>a) never b) once – did you know at the time it was plagiarism? (yes or no) c) more than once – were you aware that it was plagiarism any of the times you engaged in that behaviour? (yes or no)</p> <p>Sample of Research Question 2: <i>Student B submitted a report on bullying for a Law and Ethics course. Student B used a journal article on bullying and paraphrased some of the concepts in the report. Student B did not reference the source. Did Student B engage in plagiarism?</i></p> <p>a) yes b) no c) unsure</p> <p>Sample of Research Question 3: <i>How many of your course instructors asked you to complete an in-class activity on plagiarism?</i></p> <p>a) none b) some c) most d) all</p>		
<p style="text-align: center;">Julia Colella, PhD Candidate (University of Windsor), jcolella@uwindsor.ca</p>		

Results

Engagement in Plagiarism: Overall, **11.43%** of teacher candidates admitted to plagiarizing once during their time in the BEd program, and **40%** reported to plagiarizing more than once during their time in the BEd program. Of the teacher candidates who reported plagiarizing, **50%** knew it was plagiarism when they did it.

Plagiarism Understanding: Overall, **22.86%** of teacher candidate participants knew that all five behaviours constituted plagiarism. Regarding the **pre-service faculty instructors**, **100%** rated four of the five behaviours as constituting plagiarism. For one of the five behaviours, **83%** reported that it constituted plagiarism.

Plagiarism Education: In total, **17.1%** of the teacher candidates reported their instructors **did not** provide enough information to them on plagiarism (22.9% said some, 40% said most, and 20% said all). Likewise, **16.7%** of the pre-service faculty instructors reported they did not provide enough information on plagiarism to the teacher candidates. *Regarding the pre-service faculty instructors, **50%** do not feel they have adequate knowledge of the University's policy to determine instances of plagiarism.



*Bivariate regression found that teacher candidates with higher understandings of plagiarism were less likely to engage in plagiarism ($r^2 = .185$, $F(1, 33) = 7.477$, $p = 0.010$).

Future Considerations

- If instructors do not adequately understand their University's plagiarism policy, are students plagiarizing without being punished? Is this an issue?
- Will academic dishonesty in **higher education** transfer into dishonest behaviours in the **workplace**?
- Who should be responsible for teaching students and faculty what plagiarism is and how to avoid it?

References

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- Christensen Hughes, J., & McCabe, D. (2006). Academic misconduct within higher education in Canada. *The Canadian Journal of Higher Education*, 36(2), 1-21.
- Yeo, S. (2007). First-year university science and engineering students' understandings of plagiarism. *Higher Education Research & Development*, 26(2), 199- 216.