Editorial

Responding to the Needs of the Community: Evolving Nature of the *Canadian Perspectives on Academic Integrity*

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Abstract

In this editorial, we reflect on the origins of the Canadian Perspectives on Academic Integrity and provide an overview of the evolution of this journal. Despite its continued development, an important goal has remained: Creating "space for practitioners to connect and feel connected to one another on a professional level" (Eaton, 2018, p. 1).

Keywords: academic integrity, Academic Integrity Inter-Institutional Meeting (AIIIM), Canada,

Responding to the Needs of the Community: Evolving Nature of the Canadian Perspectives on Academic Integrity

The launch of Volume 4 of this journal presents an opportunity to reflect on our origins: A discussion between an academic integrity researcher, Dr. Sarah Elaine Eaton, and a practitioner-scholar, Brandy Usick, contemplating how to document the innovative and exciting work being done – in a hands-on way – within Canadian universities and colleges. The landscape of academic integrity in Canada has grown considerably since this original conversation and its outcome in 2018 with the launch of the *Canadian Perspectives on Academic Integrity*.

Since February 2018, we have published 47 articles: 7 editorials, 17 practitioner and 4 peer-reviewed articles, and 1 position and 18 reflection papers. A total of 73 authors contributed to these submissions representing 22 universities and colleges across 6 provinces. One submission was from an international contributor, Dr. Thomas Lancaster from Imperial College of London. The reach of the journal has grown as well with an overall total of 8,132 abstract views with the highest 806 in March 2021.

As the Canadian academic integrity community has grown, so has its needs. The journal continues to demonstrate its responsiveness by providing additional ways for contributors to share their work. Researchers looking to have their submissions peer-reviewed were given that opportunity in Volume 2 in 2019. In that same volume, we published the proceedings of the inaugural *Canadian Symposium on Academic Integrity* hosted by the University of Calgary,

signaling that our journal can serve as a repository for national and provincial conferences and symposia alike. Since that time, we have added the option for authors to submit position papers as well as book reviews. We have also had a change in co-editors, with Brenda M. Stoesz taking on Sarah Elaine Eaton role's as co-editor-chief to join Brandy Usick.

This contemplation of where we began and our journey brings us full circle to highlight an initial goal: Creating a "space for practitioners to connect and feel connected to one another on a professional level" (Eaton, 2018, p. 1). Our activities to date suggest that the journal has helped contribute to the professional and scholarly discourse of academic integrity within Canada. We look forward to continuing to offer a forum for researchers and practitioners to share their empirical findings, promising practices, as well as forward arguments on vexing issues and challenges facing our campuses.

We want to highlight the developmental support that is offered to contributors who have little to no experience writing articles for publication. We remain committed to assisting authors document and share their valuable work. Recently, Gilbert (2021) put out call to encourage post-secondary environments to support and nurture student affairs and arguably other higher education professionals to engage in research and to document their impact and outcomes and to see themselves as practitioner scholars or "pracademics" (para. 1). A review of the inaugural issue, in particular, the editorials (Eaton, 2018; Usick, 2018) and the article entitled the "Writers' Guide for Prospective Contributors to Canadian Perspectives on Academic Integrity" (Usick & Eaton, 2018) will offer encouragement and direction to those who have considered submitting their work but have not yet. The academic integrity community is eager to learn from you.

For Volume 4, Issue 1, we debut a new feature for the journal: Publishing *online first* versions of articles to support authors to share their work and mobilize knowledge in a timely way. E. D. Woodford of the University of Lethbridge shared strategies for promoting academic integrity in online Indigenous Studies courses. Jason Aaron Openo and Rick Robinson of Medicine Hat College were the authors of the first peer-reviewed original research article published as online first. The authors shared their findings from a study conducted at their postsecondary institution about the emotional (and often negative) impact of reporting academic misconduct on instructors. The authors concluded with recommendations for further faculty development opportunities related to reporting academic misconduct and supports to deal with the potential emotional experiences associated with reporting violations of academic integrity policies. Azimeh Takrimi of Farhangian University and Sarah Elaine Eaton of the University of Calgary shared their position on the phenomenon of *Rogereting*, a practice in which words are replaced with synonyms. This practice has been described as a type of plagiarism; however, it may also be an important part a novice writer's writing process. The authors suggested that Rogereting points to the need for more support for students to develop their writing skills and knowledge of academic integrity. These works are important contributions to the Canadian academic integrity literature.

Volume 4, Issue 1 also includes an additional three peer-reviewed research articles and the proceedings of the fourth annual Academic Integrity Inter-Institutional Meeting (AIIIM 2021), a Manitoba Academic Integrity Network (MAIN) event, hosted by Red River College this year. AIIIM is a teaching and learning event for post-secondary academic staff and students from across the province of Manitoba, Canada, designed to be a forum for sharing strategies and resources to help to provide students with a learning experience centred on integrity.

Volume 4 launches in the middle of 2021 when the world remains deeply impacted by the pandemic and many Canadian universities and colleges are still operating remotely for the summer with plans for the fall term vary depending on the province and territory. COVID-19 has not slowed down research about and programming for academic integrity within post-secondary institutions. This issue is a testament to this remarkable dedication of our community to further develop our knowledge as well as deliver excellent supports and programming on our campuses across Canada.

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Reflections on the First Year of Integrity Hour: An Online Community of Practice for Academic Integrity

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Abstract

Integrity Hour first convened in March 2020, in response to the rapid pivot to emergency remote teaching during COVID-19. After a year, this online community of practice (CoP) is still going strong. We collectively reflect on how the first year of Integrity Hour has informed our understanding of how to uphold and enact academic integrity and impacted how we work with students, support our colleagues, and make decisions.

Keywords: academic integrity, Canada, community of practice (CoP), higher education informal learning

Reflections on the First Year of Integrity Hour: An Online Community of Practice for Academic Integrity

When the COVID-19 pandemic hit in March 2020, resulting in the rapid pivot to remote emergency teaching, concerns about ethical assessment, contract cheating, unethical file-sharing, e-proctoring and other issues related to academic integrity surfaced soon after. Colleagues began emailing and having informal phone conversations. It occurred to me (Sarah) that it might be beneficial to create an opportunity for those working in academic integrity in Canada to share experiences, ideas, wisdom, and resources in a safe space and so, Integrity Hour was born. Our first meeting was held on March 30, 2020 when 12 colleagues from 7 other institutions, including colleges and universities from Alberta, Manitoba, and Ontario. Since then, those interested in Integrity Hour have joined from across the country and we continue to meet regularly on Mondays for a participant-driven conversation. We held

conversations in an open dialogue format for the first six months or so, shifting to a circle process for the conversation in mid-November (see Pranis, 2005).

I had no idea when we started how long Integrity Hour would continue. I just knew that I was not alone when I was looking for advice and guidance. We evolved into an informal community of practice (CoP) where contributors learn with and from one another. Although I facilitate the conversation and serve as our Circle Keeper, the topics are generated by participants and everyone has the opportunity to share their thoughts on the question or problem posed. When colleagues from the Academic Integrity Council of Ontario (AICO) expressed an interest in hosting their own Integrity Hour, I developed a guide to help them, and anyone else interested in hosting their own virtual community conversations (see Eaton, 2020). I have since shared the guide with others at my home university and beyond, as virtual online communities continue to grow across higher education.

After a year, Integrity Hour is still going strong. In this collaborative reflection, participants of Integrity Hour share perspectives on what this informal virtual CoP has meant to them. Each contributor has shared their perspectives in the form of a micro-essay. I have gathered the reflections into this collective piece. Each individual's voice and style is preserved and we have only corrected minor editorial details. The differences among the contributions reflect the individual voices of each writer.

There is no perfect way to decide on authorship order for a piece such as this. I have put Beatriz Moya Figueroa's contribution up front, as she has worked alongside me for many months to keep notes of every meeting. The notes are distributed to those who join in for that week and Beatriz has become one of the stewards of the community. Otherwise, the contributions are ordered alphabetically by surname of the contributors.

Beatriz Moya, University of Calgary

I was invited to participate at Integrity Hour by Dr. Sarah Elaine Eaton. As my Ph.D. supervisor, Dr. Sarah Elaine Eaton explained that Integrity Hour was an informal online Community of Practice (CoP) integrated by Canadian Academic Integrity (AI) professionals who met weekly to discuss AI issues and challenges. I also learned how Covid-19 had allowed for new opportunities to use an online platform and blur geographical and institutional boundaries to benefit AI knowledge-sharing.

I felt motivated to participate in Integrity Hour for many reasons. First, I am a Chilean woman and a former educational developer. Now as a Ph.D. student in a Canadian university, I was eager to learn about the Canadian post-secondary education (PSE) context. Second, before I entered the Integrity Hour community, I became inspired to seek newness (Jackson & Mazzei, 2018). With this mindset, I quickly recognized Integrity Hour embodied a new virtual space that combined informal learning (Thomson, 2015), ethical relationality (Donald, 2009), and ideological divergence and convergence (Philip et al., 2018). From my perspective, Integrity Hour represented new possibilities for people passionate about an AI teaching and learning perspective. Third, I was beginning my AI journey, therefore, I valued the opportunity to learn

from experts and understand how AI is enacted, promoted, and embodied in the Canadian educational system.

I recognize that after seven months of participation, my motivation to be part of Integrity Hour has increased. As a former educational developer, I recognize that deep learning happens in each one of the meetings. Members' reflections and insights are constantly built from previous dialogues. Coming from a context where my involvement was entirely related to formal educational development programs, I could experience the different and equally relevant angle of informal learning. There is abundant literature pointing at how informal and significant conversations among trusted peers can impact teaching and learning perspectives (Roxå & Mårtensson, 2009, 2015; Thomson, 2015; Verwood & Poole, 2016); Integrity Hour is a clear example of this.

Another motivation is that I see Integrity Hour as a vortex that attracts a myriad of diverse and tangible spaces, knowledge systems, and experiences. For instance, Integrity Hour members' interactions show how some AI-shared principles have culturally and socially situated interpretations. In my opinion, the qualities behind this vortex connect to the ethical relationality made visible by the Integrity Hour virtual circle, which ensures equitable participation and visibility. Ethical relationality invites understanding into how our experiences position ourselves in relation to others (Donald, 2009). For this reason, Integrity Hour is a safe space for everyone who participates.

Overall, I believe Integrity Hour has become a robust social infrastructure for AI knowledge-sharing and problem-solving; it has also been flexible enough to integrate a diversity of dynamics and redraw its boundaries. Inspired by Taylor et al. (2021), I close by posing that Integrity Hour might be turning into something more than a CoP. I see Integrity Hour always becoming, and only the future can tell us what Integrity Hour will be. For now, I am always amazed at how much I can learn from it.

Carina Butterworth, Southern Alberta Institute of Technology (SAIT)

My intention in attending the Integrity Hour was to collaborate with others in online instruction and authentic online assessment best practices, but it demonstrated to provide many other benefits as a post-secondary instructor. Discovering how other institutions handle academic integrity, learning new creative ways to assess students, developing an understanding of policy for academic integrity, and networking with other post-secondary education professionals from across the country were some of those benefits.

One discovery of importance was the number of institutions where online academic integrity was largely unexplored. In fact, traditional assessment methods of students continued to be common and were not flexible to be used online. I have facilitated an online course for many years where I was not permitted to change exam structures or course content. Not agreeing with the development and implementation of for-profit exam proctors, I knew the course needed modification. In conversations at Integrity Hour, I learned that others believed this structure was not optimal in assessing the students. I continued to advocate the discussion to

my supervisor, asserting my belief that project based learning is the best practice implementation for course design. This course is now being redeveloped to remove the exams and become project based. This excites me that my learning and forwarded feedback has been accepted.

Although many universities and colleges are educating teaching professionals, there was discussion regarding the continued heavy reliance on traditional ideas of preventing the student from cheating, rather than following the research of Eaton et al. (2017) regarding developing assessments discouraging academic misconduct (University of Alberta, 2021). There are some institutions with policies about proactive strategies for instructors, such as "Helping to reduce the opportunity for students to commit academic misconduct, through appropriate design and administration of evaluations and assessments" (SAIT, 2020, p. 3) but are difficult to enforce. The Integrity Hour participant discussions are the drivers for my institution and others towards these positive changes.

There was also discussion around text matching software. My institution uses a text matching software that instructors may use in their online submissions and I have implemented the use of it as a learning opportunity instead of using it for punitive action (Crossman et al., 2019; Whittle & Murdoch-Eaton, 2008). To do this, I inform the students about possible issues that they may encounter with the software, then allow them to resubmit as many times as they need for their own learning.

My key takeaways from Integrity Hour are that there is motivation in post-secondary institutions to find ways to prevent academic misconduct through assessment design, teaching moments, and implementation of unique techniques. The effective implementation of policy, educating professors and instructors, and a focus on student engagement in the learning process will create a reduction in academic integrity issues. The discussion has been highly beneficial in brainstorming and sharing new ideas, and has been helpful to me, my institution, and my students during this past year.

Donna Feledichuk, Portage College

I was invited by Sarah Elaine Eaton last fall to participate in the weekly Integrity Hour conversations after sending an inquiry about exam invigilation software. Frankly I did not know what to expect. Was this going to be a group discussing issues only pertaining to research intensive universities that were mostly not applicable to the context of my community college? Was there an expectation to attend each meeting having researched and spent time reviewing literature to be well versed to delve into deep philosophical discussions on weekly topics? To my delight, Integrity Hour has become one of the best hours of my work week. Sarah's facilitation of this time is excellent, she provides a collegial environment that promotes dialogue, allows everyone to speak, and is respectful of everyone's time. We provide our experience grounded in our context. Various sides of the debate are heard with respect. Regardless of the size of your institution or your expertise in the field of academic integrity all perspectives are welcome.

We often work in silos in post-secondary institutions. Siloed from our peers in other institutions and siloed at times from our colleagues at our own institutions. We frequently work in isolation, feeling our struggles and challenges are all our own. When we have the opportunity to come together as colleagues with similar concerns from different colleges and universities across the nation we see instead our challenges are often similar to others and solutions and lessons learned from our peers can be customized to work at our own institutions. An informal CoP has been developed.

I feel personally as a leader in my institution better prepared when questions arise in the area of academic integrity. At times issues brought to my attention have already been brought forward by a colleague at another institution in our weekly conversation and I am prepared to talk about viable solutions. I am also able to be proactive in implementing processes and procedures at my institution based on lessons learned from my colleagues. I have a sense of support; I know that if I meet a challenge in an area related to academic integrity I can brainstorm with a group of peers. I know that if I have a specific question I have individuals from various institutions I can call to have an in-depth conversation about how they have handled a similar scenario. The weekly conversations have expanded my knowledge base and allowed me to develop a network of colleagues across Canada.

Kathleen Leslie, Athabasca University

It is difficult to overstate the challenges that many have faced, professionally and personally, over the past year. The COVID-19 pandemic has altered much of our lives and even those of us in the relative comfort of academia have had disruptions to our research, teaching, and home lives that have changed the nature of our work.

For me, the pandemic hit when I was still getting acclimatized to my academic role. In September 2019, I began my tenure track position. In January 2020, I became our faculty's inaugural Academic Integrity Officer, a new position meant to help standardize the investigation of potential academic misconduct across programs in our faculty and provide academic integrity support to instructors and students. This role came with a small teaching release but most of my research, teaching, and service workload continued.

I was excited to take on this role since I was interested in academic integrity, though I quickly realized the learning curve would be steep. I began getting oriented to our policies and procedures with the help of colleagues and was introduced to Sarah Elaine Eaton after she presented at a faculty meeting in early 2020 (our last in-person event for the foreseeable future). I quickly followed Sarah on Twitter and joined the listserv of the Alberta Council on Academic Integrity (ACAI).

Then, the pandemic hit. While our faculty has always worked mostly remotely, there were still many challenges in supporting our clinical programs and our students working as front-line health care providers. Even with strong support from my colleagues and university administration, I struggled with balancing my tenure track workload, the academic integrity

caseload, and parenting my two school-aged children, one of whom is medically complex, who have been doing school from home since the pandemic began.

A beacon of light appeared when Sarah began Integrity Hour in March 2020. I have attended regularly since its inception. Integrity Hour is a safe and grounding space, where participants from across the country in various post-secondary roles can discuss current academic integrity topics and learn from each other's' perspectives. When I began as our faculty's Academic Integrity Officer, I thought my role would be punitive in nature, focused on policing and enforcing while doling out punishments to set wayward students on the straight and narrow path. Our weekly conversations at Integrity Hour have been in large part responsible for my shift in mindset towards the shared responsibility of faculty and institutions in supporting students to understand the value of acting with integrity in their scholarly pursuits.

Now a year into both the pandemic and my academic integrity role, I know that Integrity Hour has played a large part in nurturing my professional growth and development in this area. There is still much to learn and much work to be done as post-secondary education continues to evolve. CoP, such as Integrity Hour, offer a guiding light as we look to the future and hope for brighter days ahead.

Joel Murray, Kwantlen Polytechnic University

I am a relative newcomer to Integrity Hour: I was welcomed into this CoP in November, 2020, after I had sought advice on academic integrity matters from Tod Denham of Thompson Rivers University, whom I had met at the 2020 ACAI Conference and who first introduced me to Integrity Hour.

As a former Associate Dean, I became interested in academic integrity because I was responsible for investigating academic misconduct and administering the student academic integrity policy of my university. During my seven years in that position, I met with many students alleged to have committed academic integrity violations and thus became interested not only in the causes of academic misconduct but also in the results—on both the institution and the student.

When my two terms as Associate Dean ended, I was appointed to my current position, one portfolio of which is academic integrity. Integrity Hour has been meaningful to me in my new position for two reasons. One is that I've learned that there are dedicated, like-minded professionals throughout Canada whose focus is academic integrity. I find it both stimulating and comforting to be able to discuss and share issues with professionals who have comparable roles and are challenged by similar concerns at their institutions. I have learned from my colleagues across Canada that even as our institutions can be quite different in many aspects—governance is but one example—we all share a commitment to academic integrity and to doing what we believe is right for our institutions and our students.

The other reason that Integrity Hour is meaningful to me is that my participation affords me a certain amount of credibility within my institution. I can refer to a pan-Canadian perspective

on academic integrity—not just *my* perspective—when I speak to my colleagues at my university and when I make recommendations to senior executives on the direction that I believe my institution should take in furthering academic integrity. For example, I would like to move our institution toward taking a restorative approach to academic misconduct, so I can confidently report to my institution that certain participants with whom I meet regularly are proponents of this approach and have successfully used it in their institutions.

To conclude, Integrity Hour has become a much looked-forward-to part of my weekly routine. I eagerly await my Monday morning meeting with my Canadian colleagues so that we can discuss issues and concerns to which we can all relate and with which we can all help one another.

Claudius Soodeen, Red River College & University of Winnipeg

As an educator, faculty development consultant, and student, issues of integrity matter to me. Over the years, I began to see institutions as complicit in issues of academic integrity - integrity in the sense of truthfulness and wholeness (as in structural integrity). Educators, when modeling truthfulness and ensuring that their teaching and evaluation are authentic, unbiased, and of high quality, are contributing to the integrity of the academy. Yet, I found that the usual discourse about academic integrity focused mostly on student cheating and how to stop it and alleged that certain groups of students were more culturally disposed to cheating. These narratives were and are partial, misleading, and unhelpful. Furthermore, they drive ineffective institutional responses that do not accomplish what they purport to accomplish.

I had this discussion with Lisa Vogt, now the Academic Integrity Specialist at Red River College, over several years. One day she invited me to Integrity Hour – in fact, she could not help but talk highly about someone named Sarah Eaton! I attended and found people at other institutions who had similar views – and some who did not. The conversations were stimulating and eye-opening.

Being able to ask honest questions, hear various points of view and test my own ideas in a safe forum has been invaluable. My network has expanded, and I have been able to share the "wealth" with colleagues, notably Jane Lothian, a Criminal Justice Instructor at University of Winnipeg.

Jane Lothian, University of Winnipeg

I have been an Instructor at the University of Winnipeg for the past 24 years so the practice of contemplating and attempting to effectively address issues of academic integrity is not new to me. However, it wasn't until I was asked to attend the 2019 Academic Integrity Inter-Institutional Meeting (AIIIM) at Assiniboine College in Brandon, Manitoba, that I had the pleasure of meeting an entire community of experts from educational institutions across Manitoba with similar visions of academic integrity and a commitment to developing, facilitating, and implementing strategies and policies that support institutional integrity and student success.

This past winter (so nice to use the words past and winter in the same sentence), my colleague and friend Claudius Soodeen suggested that I participate in Integrity Hour. After my first Monday morning session I was hooked. Even though I am a 'newbie' to the study of academic integrity, I feel welcomed and supported by all. The discussions are always information packed and lively. Integrity Hour truly is a safe space—quite a remarkable accomplishment frankly. As I struggle to meet the obvious challenges of teaching and working in a pandemic world, Integrity Hour has provided me with a much-needed bit of joy every Monday morning as I login and see the faces in this great group. The knowledge I have acquired has been invaluable and the camaraderie and respect modelled in Integrity Hour is integral to enhancing my ability to advocate for a similar vision of Academic Integrity at the University of Winnipeg.

Bronwen Wheatley, University of Calgary

I was invited to join Dr. Sarah Elaine Eaton's Integrity Hour in June 2020, and upon receipt of that email I felt as though I had been invited to leave the kids' table and join the adults. At my first Integrity Hour meeting, I found myself in the online presence of people who were at the top of their game. These attendees were accomplished in their fields of study, possessed of solid academic integrity principles, and working to bring the best of both to their students and their institutions. That first meeting, I took notes and tried to gauge whether or not my contributions would be of value; however, I soon discovered that my Integrity Hour colleagues welcomed comments from new members. In fact, they all take a keen interest in the wellbeing of students, educators, and staff, recognizing that academic misconduct has a profound effect on everyone it touches.

I have watched Integrity Hour grow past its initial conversational format to its current circle format, where topics are proposed and every Zoom attendee has the opportunity to speak to that topic. I have witnessed group members present diverse recommendations because of their viewpoints and practices. Questions I would never have dreamed of asking were asked and discussed, and topics I never knew existed were brought forth for discussion. I discovered these people all matched my intensity for offering courses that demonstrated academic integrity as a way of academic life, as something indivisible from the simplest low-stakes assignment to the highest-stakes research project or cumulative final exam.

I used to believe that academic integrity could be achieved by distributing multiple versions of exams and monitoring student responses for answers that depended exclusively on information from another exam version. I also believed careful invigilation could physically prevent students' copying from each other or consulting their notes or electronic devices during an exam. My approach has evolved to include early introduction of the importance of academic integrity and continual support throughout the semester. I realized that something as simple as demonstrating how to write a reference and explaining why I am citing a particular work at the beginning of a course can set the tone for the rest of the semester. I also now recognize that teaching assistants have a key role to play in demonstrating academic integrity, because they are frequently in settings with fewer students.

For me, Integrity Hour has become a miniature conference offered every Monday morning. I can electronically mingle with attendees from across the country and hear the latest news in this very intriguing field of study. I have learned about many practices that promote academic integrity, along with perspectives that can be helpful when working through potential academic misconduct cases. My key takeaway to date is the knowledge that if I do not step in to support my students, someone else will - someone who might not have students' best interests at heart. Ultimately, my students will choose their own influences as they work through their academic programs, but I hope to make a positive impact on how they define academic integrity for themselves. Integrity Hour provides me with the inspiration and energy to devote to making that positive impact on a weekly basis.

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Choose Your Own Learning Adventure: Promoting Academic Integrity by Designing Choice in Learning Opportunities for Online Courses

E. D. Woodford, University of Lethbridge Calgary Campus

Abstract

In higher education, is it necessary for every learner to take the same path through the course to complete the course? Detecting a number of plagiarism instances in a course resulted in the need to research and implement strategies to promote academic integrity. In a reflective study of teaching Indigenous Studies online over the past four years at two different institutions, I propose how designing choices in online learning opportunities can promote academic integrity. I identify three distinct challenges and share recommendations for implementation.

Keywords: academic integrity, Canada, course design, higher education, online learning, personalized learning, plagiarism

Choose Your Own Learning Adventure: Promoting Academic Integrity by Designing Choice in Learning Opportunities for Online Courses

Engaging students from diverse disciplines in online courses is not without its challenges, let alone having to consider how to best design courses that promote academic integrity. In 2001, I decided to study business online because of the flexibility of completing the work on my own schedule each week and not having to take time off work to attend class and lose income. Without ever having taken an online course before, I signed up for three! In retrospect, this was quite ambitious back in the days of dial up internet and the fact that online learning was a new way of learning. Decades later, the joy of online courses has come full circle as I now teach 100% online. After several instances of academic dishonesty in an online course, I realized the need to make some changes to promote academic integrity. A reoccurring reflection connected the idea that the ability to personalize an online course for learners could increase academic integrity. What could this look like?

This paper follows my reflective study of teaching Indigenous Studies online over the past four years at two different institutions. I reflect on the strategies that I have implemented in order to promote academic integrity in online learning, as well the constraints that I have encountered in implementation.

Background

While teaching Indigenous Studies at a college, I detected plagiarism by a number of students on their term research papers. The institution protocol required conversations with the students to determine the necessary course of discipline action. From these conversations, I discovered several scenarios: Sometimes students will plagiarize out of desperation of not knowing the English language, or because of extenuating family circumstances or challenges to meet deadlines because they have to work part-time or full-time while studying. Another reason presented itself: not seeing any relevance or value in the course content and its assignments. Noticing the scenarios determined the need to investigate strategies to increase academic integrity if I were to ever teach this course again.

I took the information from the conversations seriously and began to investigate my own practice of why I rarely had challenges with academic integrity in my K-12 online career in comparison to teaching in higher education. Prior to higher education, I worked in K-12 distributed learning. Each time a learner would come to enroll in a course, there would be an intake conversation and guidance in choosing courses. Once the courses were selected, we were able to decide if a prior learning assessment was warranted and some content could be omitted for the course or the course could be granted credit as is. This conversation set the stage for developing a relationship with the student and learning about their goals or career path. Building a relationship allowed for some tailoring of each course in a personalized way to create or match assignments to the course content and learning outcomes with the needs of the learner at the centre. My K-12 teaching experience demonstrated that engaging the learner in courses with content and assignments that were relevant to their goals promoted academic integrity, and certainly reduced plagiarism. Reflecting on this, I wondered how I could use strategies to personalize learning with choice for teaching higher education online.

Choose Your Own Learning Adventure

In the 70s and 80s, there was a growing genre of books for youth called *choose your own adventure*. Each person who read the book would make it to the end of the book, however, based on the twists and turns that they chose in the book, their adventure could be completely different. In these books, readers were in control of the path as the books had various endings

and outcomes depending on which activities (pages or chapters) that are chosen along the way. Who doesn't love following through a novel where the outcome may be different from one reader to another depending on choices made? I connected to the idea that a student can personalize an online course by making choices along the way, very similar to this genre of adventure novels. In fact, I had already been doing this in my educational career.

In higher education, is it necessary for every learner to take the same path through the course to complete the course? Taking cue from how I personalized learning in K-12 education, I decided to develop a similar format of course design in higher education. "Choose your own learning adventure" is an idea that has formed where a course is designed with giving choice in online learning opportunities. To "choose your own learning adventure" in higher education, the instructor needs to set up a course online with attention to more than just content maps and learning guides. The ability to flip between my experience as an online learner and my ability as an educator have been beneficial in navigating the needs of how to create this personalized online learning opportunity, but it's been a work in progress for four years in my Indigenous Studies course.

Designing Learning Opportunities

Designing a course is not a quick process. For many institutions, the course syllabus must be created prior to the course start date. I was fortunate that with a job change, I would find myself teaching the same course again and able to develop my idea of "choose your own learning" on a small scale, expanding the learning opportunities each time I taught the course again. At the beginning of the online course, I ask students to create an intentional introduction to reflect on why they had chosen the course and what their personal and professional goals may be. I noticed that learners were coming from an increasing wider number of disciplines and their goals were becoming more diverse. The need for more choices in learning opportunities also increased.

The Indigenous Studies course is my only course that requires a textbook. Each week there are assigned readings like many online courses. Each week there are grouped forums with discussion questions. Additional forums are where I design learning opportunities as choices to expand and extend learning connected to the themes in the course. Table 1 depicts recent choices on Moodle. While I designed a bank of 10 learning opportunities, I am able to review the introductions and select the most relevant, making these visible and hiding the remaining choices each term that the course is offered.
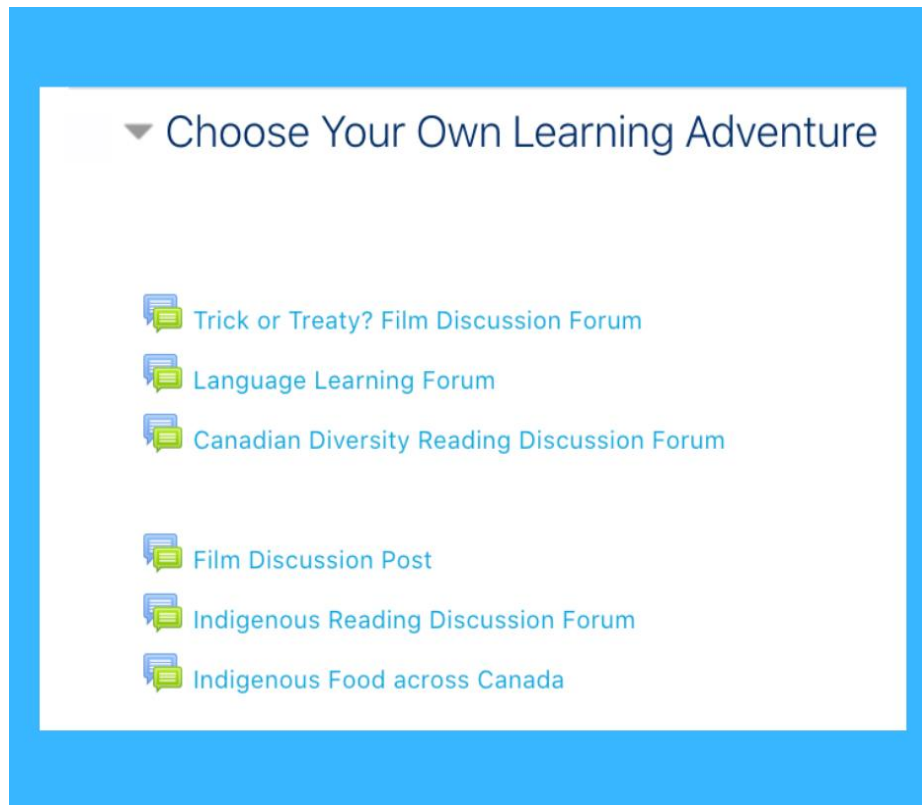
Figure 1. Example from Moodle of Indigenous Studies learning opportunities

In the recent offering, students had six learning opportunities. They chose three to complete in the six-week term. In promoting academic integrity, students were able to choose the learning opportunities that were reflective of their personal or professional goals or even whichever one they found engaging. To make the discussion forums manageable, the first set was open for the first half of the course, the second set was open for the last half. To promote academic integrity, students were able to plan the learning opportunities based on their work-study-life balance, which may reduce dishonesty when there is time and flexibility for completion. In a few cases, learners did not have time to complete any activities in the first set, thus, they had to complete all three in the second set.

Table 2 displays my ongoing data for detected academic dishonesty in my Indigenous Studies course. In 2017, I did not have any personalized learning opportunities in my course. The assessment was entirely on four assignments completed in the term. A term research paper worth 30% of the overall grade was identified as the assignment that decreased academic integrity. Since changing this pedagogical approach, I have yet to detect any cases of plagiarism.

Table 2.

Summary of plagiarism detected on the same assignment over a 4-year duration

Year	Detected Plagiarism
2017	12.5%
2018	0%
2019	0%
2020	0%

Effectiveness and Constraints across disciplines

Throughout the past four years of this project in course design implementing choices in learning opportunities to promote academic integrity, I have tried variations in other courses that I teach across disciplines. Implementation is not without failure. The following are hurdles that I am encountering in implementation:

- Pre-designed courses

- Continuous enrolment courses

- Online class sizes

First, while "choose your own learning adventure" works well when the instructor is also the course designer, pre-designed courses may provide constraints. In graduate courses that I teach, the learning outcomes and content are pre-created to ensure standardization for the target learner audience. Recent experience demonstrated that some learners have extensive knowledge and experience already but require the credit; in these cases, choice in learning opportunities would be highly beneficial, however, pre-designed courses may not give the instructor access or autonomy to make changes that benefit the learners.

Second, in taking on a position teaching a continuous enrolment course, where students enter and exit the course at any time, working at their own pace, I thought this would be similar to past experiences of continuous enrolment where I would build a relationship with the student and from their personal and/or professional goals, be able to offer choices in learning opportunities. This has not been the case in my situation as I am not in control of the content or course design, however, I do envision how this could be effective for continuous enrolment courses online

Finally, online class size matters. I started this course design with 24 students. There is professional value in teaching a course more than once. Changing jobs, the class size cap is 40 for my current offering. While this is working well, I recently tried to implement the idea in a different undergraduate course where the class size is capped at 60. Unfortunately, the large

class size and the number of assessment items required by the faculty created challenges in not only building a relationship with each student but making assignments relevant and engaging. If the number of assignments could be reduced by 25%, the class could be separated into 2 groups of 30 online for a more intimate learning environment and enable choice in learning opportunities; however, this would result in the experience of teaching two separate classes, which is not ideal.

Moving Forward

The best way forward to implementing "choose your own learning adventure," to promote academic integrity is to start small with three learning opportunities where the students choose one and increase the choices each time the course is offered. Next, increase the expectation in how many choices the students are expected to complete. "Choose your own learning adventure" is most effective when the course designer and instructor are the same person, or the course instructor is able to make content revisions.

Optimal class sizes online under 40 have been optimal for building relationships with the students to personalize the choices of learning opportunities for the students. Lastly, a key to promoting academic integrity in this style of course design has been spending the time teaching the course several times in order to make changes, but also having started from a situation where instances of academic dishonesty were detected and having conversations to discover why students were dishonest academically. The benefits of choice allow students to take part in personalizing the course, making it more relevant for their own goals personally or professionally.

The Emotional Labour of Academic Integrity: How Does it Feel?

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Abstract

Academic integrity is valued in all Canadian educational systems, yet no real accounting of academic integrity violations (AIVs) exists primarily because faculty under-report them. Numerous disincentives dissuade faculty from reporting AIVs, and voluntarily reporting violations increases emotional labour. Still, some faculty feel duty-bound to do so. This paper explores the neglected emotional experience when reporting AIVs using a phenomenological approach. Interviews with a purposive, homogenous sample of faculty at a small Canadian community college who reported AIVs reveal that reporting AIVs disturbed relationships with students, and that navigating bureaucratic processes, when other faculty choose not to, caused frustration. After reporting, faculty in this study felt alienated from the outcomes of their decisions. Still, they remained committed to reporting AIVs because it was part of their self-definition as educators to defend the innocent and protect the future. This small sample of faculty identify personal experiences and institutional barriers that may discourage faculty from reporting AIVs. Finally, the findings reveal a gap between faculty and international students' understanding of academic integrity. Bridging this gap is important because of the intensified emotional and relational challenges arising from the more serious consequences of reporting AIVs involving international students. The findings reveal a need to develop faculty development opportunities to build intercultural competence and a developmental approach to handling AIVs so that the values of academic integrity are promoted in a way that respects diverse worldviews.

Keywords: academic integrity violations, Canada, emotional labour, faculty, international students

The Emotional Labour of Academic Integrity: How Does it Feel?

Academic integrity is a major concern in Canadian postsecondary environments. Estimates suggest that 50% of undergraduate students commit some form of academic misconduct during their studies, and possibly as many as 70,000 postsecondary students in Canada may engage in contract cheating (Eaton, 2020). The problem is likely greater because some students who commit academic integrity violations (AIVs) will not get caught, and even when they do, faculty overwhelmingly choose not to report them. It is likely that less than 1% of AIVs are reported (Bertram Gallant & Stephens, 2020). When undetected and unreported violations are factored together, it becomes easy to see that no real accounting of AIVs exists.

Academic integrity also remains under-researched (Eaton, 2020), and a major gap in the academic integrity research exists around how to prepare and support faculty through this emotionally-rich experience (Biswas, 2015). This study fills in a small part of this research gap by exploring the lived experience of five faculty at a small Canadian comprehensive community college who chose to formally report AIVs. Investigating the faculty experience of reporting AIVs may identify personal values that encourage (and institutional barriers that dissuade) reporting AIVs. It may also supply guidance for how to attenuate these charged emotional experiences, inform meaningful faculty development opportunities, and shape policies so that AIVs are reported in a more fair and consistent manner (Biswas, 2015).

A Lack of Concerted Action

Faculty are best situated to identify, report, and address AIVs, but there appears to be "a lack of concerted action" (Thomas & De Bruin, 2012, p. 13) on the part of faculty to address AIVs. In their comprehensive literature review, Thomas and De Bruin (2012) catalogue why faculty might be reluctant to report AIVs. Disincentives include:

- A denial of the problem and/or a denial of the harmful consequences of academic integrity;
- The significant effort involved in enforcement;
- A lack of buy-in to formal policies and procedures;
- Procedures are too cumbersome and may take away time from research or publications;
- Inconsistent enforcement of academic misconduct policies;
- Application of inappropriate penalties. (Thomas & De Bruin, 2012).

In addition to this formidable list of disincentives, the act of formally reporting and addressing AIVs increases the emotional labour of faculty.

Emotional Labour

Emotional labour has been the victim of concept creep (Beck, 2018), but its original meaning, in Hochschild's exploration of the work-life of flight attendants, was the regulation of feelings and emotional displays in order to conform to employer expectations and job requirements (Barry et al., 2019). Emotional labour is a "process that employees undergo to control their emotions when dealing with customers and to react in ways that are defined by their employers" (Law, 2017, p. 9). Emotional labour is the labour of controlling one's true emotions, which may be disguised according to specific "feeling rules" present in the workplace (Biswas, 2015, p. 130). A useful way to view reporting AIVs, then, is as an employer expectation that increases the demand to regulate feelings and emotional displays in the fulfillment of job requirements. This original conception of emotional labour is useful because it explains why "most institutions have a reporting rate of under 1%" (Bertram Gallant & Stephens, 2020, p. 60). The process of reporting is both

emotionally difficult and requires faculty to conform to employer requirements, whereas many faculty resist identifying as employees (Perry, 2014). In two important aspects, then, reporting AIVs touches a nerve that strikes at the very heart of the faculty identity (Biswas, 2015).

Those who report AIVs may suffer personal costs when confronting students, and faculty may feel that tables have turned and they have become defendants who must engage in student confrontations with shaky or insufficient evidence (Thomas & De Bruin, 2012). Additionally, some faculty may resist employer expectations to report because they are uncomfortable with having to do the "cop shit" (Watters & Prinsloo, 2020) of policing student behaviour. This may be especially true for probationary or part-time faculty who jeopardize positive teacher ratings and risk their future economic well-being by pursuing cases of academic dishonesty (Thomas & De Bruin, 2012). Formally reporting AIVs increases the emotional labour required of faculty by adding a dose of must-be-controlled misery to their lives as they confront the violation, the offending students, their non-reporting peers, and the institution's imperfect policies.

Beyond the experience of anger (Robillard, 2007), there has been little research into the emotional experience of faculty who report academic integrity violations (Biswas, 2015). After consideration of the numerous disincentives and the increased emotional labour, the following research questions crystallized: *Why do some faculty still choose to report AIVs? And when they do report AIVs, what does the reporting process involve? How do faculty experience the reporting process?* Answering these questions may illuminate how faculty make meaning of this situation, how reporting AIVs affects their web of relationships, and provide insight to what supports and faculty development opportunities need to be in place to decrease stress levels when reporting AIVs.

Context of the Study

The research site is a small Canadian comprehensive community college, and both authors were asked to join a newly formed Academic Integrity Advisory Committee in early 2018. The creation of the committee arose from a perceived need, by faculty and college administration, that AIVs were on the rise and the institution needed to develop strategies to strengthen the culture of academic integrity to ensure the reputational quality of its credentials. The Academic Integrity Advisory Committee was comprised of representatives from the student association, faculty, deans, the Office for International Education, and student supports such as the writing specialist and academic strategist. Almost immediately, the committee recognized a need for better data regarding AIVs.

The institutional narrative about academic integrity at the time of the committee's formation was that violations were on the rise, and when faculty took the issue seriously, college administration did not. Faculty expressed a lack of institutional support when they sought disciplinary action against academic misconduct, and this narrative had intensified with an increase of international students. An undercurrent of the main institutional narrative involved the perception that

international students committed AIVs more frequently and more egregiously than domestic students. Without systematic data collection, however, it was simply unknown how many AIVs were committed or if international students committed more violations compared to domestic students. The consequences of reported violations were also unknown.

One of the first actions of the committee was to approve a formal reporting process for AIVs, and data collection began in Fall 2018 using the Academic Integrity Incident Reporting form, adapted from other institutions. The form allowed for the reasonable discretion of faculty to assign penalties and/or to refer students to developmental supports such as an academic integrity learning module and the writing specialist. By the end of the 2018-2019 academic school year, 106 academic integrity violation reports had been filed. Plagiarism was by far the most common violation reported, followed by exam cheating. Most of these AIVs resulted in students receiving a mark of zero for their assignment (89/106 incidents), a pattern that holds consistent with the literature suggesting that reducing marks/lowering grades is the most defensible and widely endorsed approach (Bertram Gallant & Stephens, 2020). Only 13 students received a failing grade for the course with an automatic referral to the dean.

One-hundred and six reported AIVs represents 4.7% of the 2,250 full-time learning equivalents in approximately 30 different academic programs. If the best estimates suggest 50% of students violate academic integrity at some point during their studies, the committee felt it fair to conclude that many faculty (even if they took academic integrity seriously) were not willing to report AIVs. This is also consistent with the literature that indicates that most institutions have a reporting rate of less than 1%, and that "the odds of getting caught are incredibly low and the deterrent effect vanishingly small" (Bertram Gallant & Stephens, 2020, p. 60). What also became obvious was that those few faculty who chose to report AIVs had caused a "disturbance in the force." Formally reporting AIVs sent shockwaves through the relatively small academic community, leading to an increased number of grade appeals, investigations of student groups harassing the faculty who had reported them, and testimonials that the decision to report AIVs had positively transformed academic programs by clearly communicating a higher level of expectations to students. Through hallway conversations, the authors also became aware that reporting AIVs had been an emotionally charged experience for the few faculty who pursued this course of action.

The authors were inspired to ask Bob Dylan's (1965) famous question, "How does it feel?" Phenomenology, specifically interpretive phenomenological analysis (IPA), provided a suitable research method to surface why faculty chose to report AIVs and what they experienced after doing so. By focusing on the faculty experience, we sought to gain insight for how to best support new and experienced instructors through this emotionally labourious process.

Methodology

The study protocol was approved by Medicine Hat College's Research Ethics Board in January

2020. The researchers' proximity to the research participants suggested a phenomenological approach. Phenomenology explores the everyday lives of human involvements by seeking to reveal overlooked, unexpected, and taken-for-granted dimensions of human experience (Adams & Yin, 2014). van Manen (1984) described phenomenology both as a carefully cultivated thoughtfulness and as a method without techniques (van Manen, 1984). IPA is a qualitative research method that draws on the broad principles of phenomenology and enables a subjective exploration of experience from the participants' perspective (Roberts, 2014). IPA explores personal stories, "accepting that they are the product of individual acts of interpretation and that their retelling is itself an act of reconstruction" (Griffin & May, 2012, p. 449). In IPA, the researcher seeks to explore the participants' processes of meaning-making.

A Phenomenon that Seriously Interests Us: The Phenomenological Question

Even though van Manen (1984) suggests phenomenology is a method without techniques, he provides an elemental methodological structure that begins with a phenomenon that interests us and commits us to the world, the phenomenological question. *Considering the formidable list of disincentives and increased emotional labour involved in reporting AIVs*, *why do some faculty still choose to report them? And when they do, how do they experience the reporting process? What does reporting AIVs involve emotionally?*

Investigating the Experience as Lived, Not Conceptualized

To establish trustworthiness, researchers must be free, as much as possible, from their "theoretical, prejudicial and suppositional intoxications" (van Manen, 2007, p. 12). To be free from these intoxications and show fidelity to the analysis, IPA researchers are called to provide a written confessional declaring assumptions and forethoughts in order to guard against these biases determining the analysis (Griffin & May, 2012). Before commencing our interviews, we discussed our shared belief and strong commitment that "Canada must take a stronger stance on ensuring academic quality standards" (Eaton, 2020). The faculty we were interviewing acted in a way that aligned with our beliefs that faculty reporting AIVs were a crucial part of this stronger stance. In explicating this belief, we came to recognize that our desire for increased faculty reporting needed to be set aside because we did not fully understand the human toll involved in advocating our position. This realization prohibited our orientation from overwhelming our analysis.

Data collection in a phenomenological study commences with silence (Gudmannsdottir & Hallsdorsdottir, 2007), and silent reflection prepared us to be open to the existential investigation, conducted through semi-structured interviews with five to six faculty who had formally reported AIVs within the 2018-2019 academic calendar. Phenomenology is the study of the lifeworld where participants are viewed as co-researchers who are experts in their own experience (Gudmannsdottir & Halldorsdottir, 2009), and a founding assumption of phenomenology is that only those who have experienced phenomena can communicate that

experience to the outside world (van Manen, 1984). Small sample sizes are recommended in phenomenological studies because a large sample can easily overwhelm the researcher with data (Roberts, 2013). A purposive, homogenous sample is necessary so that themes can be realized from certain groups of people who have shared particular experiences. In this study, *purposive* and *homogenous* means faculty who reported AIVs using the newly developed process within the 2018-2019 academic year at this Canadian community college. The faculty participants came from different divisions and/or academic programs, including business, information technology, and English. There were three men and two women; three were program coordinators, and all would be considered white.

Data was generated through in-depth, hour-long, semi-structured interviews, the preferred method for this research approach (Roberts, 2013). The one-on-one interviews were recorded in a private setting with only one of the researchers and a participant. The researchers individually transcribed the recorded interviews for Lived Experience Descriptions (LEDs), a specific moment or event that a faculty recollects from the process of reporting AIVs (Adams & Yin, 2014). Prior relationships in phenomenological studies are recommended as the research dialogue results in a mutual construction (co-constitutionality) of reality (Tuohy et al., 2013). Prior relationships are also positive because faculty have ample time to develop comfort to express themselves in an open way (Gudmannsdottir & Halldorsdottir, 2009), providing rich and thick descriptions of the events. The interviews provided a disciplined, formal way to collect data from people who had confided their experiences with us, in conversations we had already been engaged in, where both parties were seeking to interpret events.

Reflecting and Describing the Phenomena

The interviews were separately analyzed by each researcher using open codes to generate broad, emerging themes (Cohen et al., 2011). Analysis commenced using the highlighting approach, where the researchers listened to the interviews several times with the transcript and asked, "What statements or phrases seem particularly essential or revealing about the experience being described?" (van Manen, 1984, p. 61). The highlighting approach was complemented by the line-by-line approach, which considered every sentence and asked, "What does this statement reveal about the experience being described?" (van Manen, 1984, p. 61). The researchers then independently applied axial codes (Cohen, et al., 2011) to create larger categories of common meaning shared by the interview participants.

After individual coding, the researchers shared their codes and structures. Through dialogue and discussion, the researchers jointly synthesized the two coding constructions into an essential structure using selective codes. Selective codes, or super-ordinate themes, are used to create a deep understanding of the main storyline (Cohen et al., 2011). Phenomenology asks researchers to explore "beyond the details of everyday life to the essences underlying them" (Cohen et al., 2011, p. 18). In describing the findings, the researchers kept alive van Manen's (1984) suggestion that every phenomenological description is only an icon that points at the 'thing' attempting to be

described, that "a phenomenological description is an example composed of examples" (p. 64). If the composite example is powerful enough, one sees the deeper significance of the lived experience it describes (van Manen, 1984). The Vancouver School of Phenomenology outlines 12 basic steps followed in this study. Steps 1-6 were completed individually; steps 7-12 were completed jointly.

Table 1. *The Vancouver School's 12 basic steps of doing phenomenological studies followed in this study*

Steps	Action	Researcher's Approach and Activity
Step 1	Select dialogue partners	5-6 faculty who have formally reported academic integrity violations within the 2018-2019 academic year.
Step 2	Silence	Reflection on preconceived ideas; beyond our beliefs, what is important about what the participants are telling us?
Step 3	Participate in dialogue	One researcher conducted the interviews.
Step 4	Sharpened awareness of words	Listening and reading the interviews several times; highlighting, line-by-line analysis, reflecting.
Step 5	Beginning consideration of essences	Initial coding. Open coding, the earliest, initial coding.
Step 6	Construct the essential structure from each case	Each researcher constructed the essential structure of each case in isolation. Application of axial coding, connecting open codes into larger categories of meaning.
Step 7	Verifying case constructions with the co-researcher	The researchers shared their essential structures, exploring consistencies and divergent interpretations within their coding schemes.
Step 8	Constructing the essential structure of the phenomenon from all cases	Synthesis of the two coding constructions into an essential structure; selective coding applied to create deep understanding of the main story line.
Step 9	Comparing the essential structure of the phenomenon with the data	Re-listening to the original interviews and reading our interpretations. Reflect: have we been faithful to the data?
Step 10	Identifying overriding themes which describe the phenomenon	Review the primary elements, the selective codes, of faculty who reported AIVs. Reflect: does this honour what we were told?
Step 11	Verifying the essential	The researchers shared the essential structure with research

	structure with some research participants	participants and at an academic conference for feedback and verification.
Step 12	Writing up the findings.	The writing was multivoiced, including a blending of the voices of the two researchers with the participants, whose own words are included as much as possible.

Interpretation of Findings

IPA explores four universal themes of the lived experience; the lived experience of the body (corporeality), space (spatiality), time (temporality) and human relationships (relationality) (Adams & Yin, 2014). Of these, relationality dominated the interview transcripts. Relationality describes the sense of community, intimacy and closeness to others; it may also include one's relationship with oneself (Adams & Yin, 2014). For the interpretation of findings, relationality is broken down into the following relationships: instructor-student, instructor-colleagues, and instructor-institution. The analysis that follows provides a common narrative extricated from interviews with five instructors at a Canadian community college, starting from the filing of the Academic Integrity Incident Report Form through post-transgression dealings with students, and concludes with a special consideration of instructor-international student relationships.

Instructor-Student

Defenders of the Innocent and Protectors of the Future

Relationality surfaced as the overwhelmingly dominant theme in the experience of faculty reporting academic violations. The faculty interviewed felt a deep sense of connection to their students; a personal bond that lasts throughout the student's participation in an academic program and beyond. Students commonly pursue a professional relationship with instructors following their graduation. Deciding to report AIVs risked disrupting this connection, but the willingness to report AIVs originated from deeply held beliefs and values about education, and the faculty's self-perceived role in protecting and promoting these values. A responsibility for justice motivated reporting faculty to defend those students who could do nothing to stop the violations they saw happening around them:

> I felt cheated. For all the students who did the hard work and the other students just trying to sneak by. I needed to be part of the solution. It's not only bad for them, but for other students seeing that; everything about it just doesn't work … we don't want other students to think "that was unfair."

This concern for students who had done the hard work was connected to a deep-seated concern for the future.

> If we are graduating people who don't have the skills … even if this takes work, it's worth it because we want our graduates to have the skills.

Faculty perceived an interest in ensuring graduates had the skills they claimed to have upon graduation because they also had local connections in industry and wished to protect their personal reputations – another important relational dimension. These convictions led them to complete the Academic Integrity Incident Report Form.

The Form of a Form

The Academic Integrity Incident Report Form, implemented in the Fall 2018 semester, gave these incidents form through the completion of a form. *Form,* as a verb, means to give appearance and shape with a special reference to virtue, law, duty and character (Skeat, 1963), such as *religious formation.* In these instances, the interviewees expressed relief at the existence of the form because it provided a supportive container for AIVs with special reference to academic policies:

> I experienced a lot of relief with the form. It allowed me to make it clear that none of this was personal. This is not me being a cruel instructor. This is the policy. This is how academics work. This isn't just my idea of what a course should be.

The objectivity of the form made the incident less arbitrary and less subjective; it created distance within the intersubjective relationship that separated faculty from the perception that their actions were motivated by malice. The form became an externally visible thing that both parties could look at; the violation became a real substance with mass and weight.

> Students used to ask, "I'm still in the course right?" But the form resolves that because it is a larger scope with bigger implications. The message that's being sent is that this is being recorded across multiple classes and I am accountable for this for my entire degree. The magnitude becomes much more and they learn from it. The form gave a standard for the policy and a certain formality that this was not a contained issue; this was a wider issue that was being addressed.

The form, as a container, turned a private incident into a public one, and filling this container as a report meant the incident was no longer contained within a single course.

To Disappoint Through Deceit

Completing the Academic Integrity Incident Report Form provided relief at the same time it made faculty more attentive to the details of the deceits committed by students. Frustration is rooted in deceit (Skeat, 1963), and it is deceit that renders teaching vain through the inability to achieve teaching aims. Frustration ranged from simple annoyance to a change in relationships with students.

> I had students who plagiarized the first year come back and do it again, so I was frustrated. The next year, they handed in a Master's level writing dissertation from MIT in a 100 level writing class.

A state of disbelief and unfulfillment arose from the implication that students thought their instructors were not attentive enough to catch such egregious attempts at dishonesty.

Faculty frustration intensified when the AIVs spilled outside the classroom to include broader institutional players. After one instructor attempted to pursue AIVs with a group of students, he recounted:

> They figured a way around. They went to the coordinator and said they wouldn't get a fair shot with me. From their point of view, it's my fault that I caught them four times.

This inability to make progress by altering student behaviour was exacerbated when institutional processes allowed students committing AIVs to undermine faculty authority by going around them to coordinators and supervisors.

The Aftermath (or After the Form)

Robillard (2007), one of the few researchers to study the effects of plagiarism, notes widespread plagiarism anxiety leads to practices of pedagogical prevention and anger. Anger originates from "identity vulnerability as the primary source of violence" (p. 19); anger erupts when one has to worry about not being fooled and that authority and punishment has to be employed to maintain teacher identity. Unlike Robillard (2007), however, our interviewees were largely devoid of anger. Instead they were filled with a deep sense of hurt that inspired action.

Hurt

- I take it personally, even into the classroom.
- I have no further relationship with one student in particular.
- There are some students who have returned and there are hard feelings there; students who hold us responsible for what's happened.
- To be honest, it's nothing personal. It's not. And whatever…there's a few who won't look at me in the hallway, and that's fine, I'm a big boy. I can handle students not liking me.

During the individual coding phase, both researchers paused on the final quote above because the level of hurt was palpable. This statement held unmistakable evidence of serious emotional labour. The faculty member adapted their professional *persona* (mask) to control and hide their true emotions, including what they were willing to let their students see and what they allowed us to hear. One participant expressed their emotional labour in the following way:

> There is a cost to this. Student relationships are very important to us, and so we get caught up in

the emotion of our students. But if you had no feelings, it would mean you don't have any connection to your students. As a human being, that would be very unfortunate.

One of the consequences of our humanity is that having empathy for students comes with an emotional cost. However, that cost is less than the cost of being inhuman.

Transformations

Even though negative experiences dominated the interviews, most instructors also mentioned positive interactions with students that emerged from reporting AIVs, along with correspondingly positive emotional experiences.

> I think for the most part … it's worked out. One student in particular, that probably had the most difficult time with this, is back in our program and is doing well.

> There's a few I caught once, and they figured it out – the relationship is fine.

> I'm quite surprised at how good our relationship is after this.

Reporting AIVs held the surprising potential to transform negative interactions into stronger, positive relationships with students. And in some of these cases, the negative experiences between instructors and students created a stronger bond between colleagues.

Instructor-Colleagues

Reporting AIVs positively transformed relationships with colleagues, strengthening the connections between colleagues and deans. Sometimes the positive affective experience was a simple confirmation that the instructor had been on the right path, but these interactions also help promise to strengthen relations with leaders and foster creativity with colleagues:

> It solidified my relationship with my dean.

> This improved my relationship with the dean, who became more firm on academic integrity violations.

> Water-cooler conversations changed to discussions about our experiences with academic integrity. Colleagues came together and identified better practices.

> Any time you have a group of people going through crisis together it can have the effect of bringing them together; if there was anything positive about it, it was probably that.

The last comment in this grouping echoes Bob Dylan's observation in *Brownsville Girl,* "Strange how people who suffer together have stronger connections than people who are most content" (Dylan & Shepherd, 1986). The negative interactions of reporting AIVs with students forged a

stronger sense of belonging with other faculty and solidarity with academic leadership. Most encouragingly, when faculty congregated together over the common problem of academic misconduct, they tended to collaboratively generate creative solutions that improved their teaching practice.

> It took some thinking, we set up everything; even from the course outline on, like everything was done differently and explained things differently. Even if it took time, it was worth every second of the time.

Solidarity and teamwork expressed itself in innovative pedagogical strategies where the extra time required was felt to be valuable.

Instructor-Institution

Alienation from Other Faculty

After reporting, participants expressed a strong feeling of alienation from faculty in other academic programs, suggesting that their efforts could be undermined by a lack of consistency.

> I only know for our area, we're taking it seriously; I don't know about other areas.

> I don't know about other divisions, but I know that we take it seriously.

> I know what happens in my area, but not what happens elsewhere.

This feeling of alienation from other faculty and other academic programs intensified when considering the relationship with the institution.

Alienation from the Outcome

Even though faculty felt stronger solidarity with their immediate colleagues and deans, alienation defined their relationality with the institution. They longed to see how their individual actions contributed to the construction of a greater context.

> On the institutional level, what's being done? Instructors won't continue to fill out the forms if they don't see anything happen. Maybe it's happening. I don't know the end game of this.

> Knowing that people have gotten consequences, and that they are real; we are so quiet with dealing with all these. Maybe we could have some high-level, FOIP[1]-approved, reporting of

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[1] The *Freedom of Information and Privacy Policy* (FOIP) requires extreme caution in dealing with student information.

consequences.

> There has to be some way for us [to] see across classes. I know those students are going to do it five times, and they are going to graduate, and that's wrong.

The feeling of alienation from the end game, the longing to be aware of *real* consequences, and the desire to connect their immediate actions with a larger institutional context express an unreality, displacement, and invisibility to their efforts. This alienation and uncertainty from the institution may further disincentivize reporting AIVs.

Woven through all of these experiences was the special relationship between instructors and international students.

Instructor-International Students

Over the past several years, our comprehensive community college has established an institutional target of 15% international students, and academic programs are capped at a 40% maximum of international students. Our college hosts students from every continent, but most international students come from collectivist cultures in South Asia. Individuals from collectivist cultures operate as a group, and individuals within the collective owe a strong allegiance to the group (Wideman, 2011). Wideman (2011) describes this allegiance by writing, "Students would complete each other's assignments if a fellow group member was unable to do so" (p. 36), and students commit AIVs to help the collective as much as oneself.

Canada is considered an individualist culture within Hofstede's controversial framework (Prowse & Goddard, 2010). Individualist cultures are characterized by the extent to which people function as individuals in pursuit of goals (Prowse & Goddard, 2010). Despite the numerous criticisms of Hofstede's framework, including questions about the widely known study's validity and reliability, its age and modern value (Piepenburg, 2011; Prowse & Goddard, 2010), Wideman (2011) found that students exhibited great loyalty to one another. In our study, it was apparent when analyzing the data that there was a gap in understanding between students from collective cultures and faculty from individualist ones, and a substantial amount of the frustration experienced by our participants stemmed from juxtaposed cultures.

Here too, however, faculty claimed a sense of responsibility and felt a duty to the international students, and the interviews revealed proactive changes in both communication and pedagogy. All our interviewees expressed awareness that international students had, for reasons that were not always their own fault, a misperception of the college's and the faculty's conception of academic integrity. Our interviewees were aware they were part of the acculturation process for international students; that students from different cultures learn to learn differently (Gunawardena, 2014), have different conceptions of textual ownership (Mundava & Chaudhuri, 2017), and that Western teaching approaches may not fit the learning models of students. Even

when equipped with this sensitivity, awareness, and willingness to bridge the divide, the gap remained or widened. A more surprising cultural divide seemed to be that some students properly understood the conception of academic integrity but felt that their actions were still within acceptable boundaries, telling one instructor that, "yes, we know but it's ok."

Bridging the Gap

Our participants described changing the way they taught current students to prepare for future years. These proactive changes spoke to the responsibility that the faculty felt for international students, and to their desire to avoid reporting AIVs if it was possible to do so.

> The one thing the form did, especially with the conversations I had with international students, is that it didn't change my approach, but it did change my pedagogy. I implemented different methods. [In the next semester, I used the first assignment as an opportunity for student to learn about using SafeAssign]. I think about new methods for how I can help students.

This pedagogical approach offered students a grace period and the ability to use tools to self-assess their work in a developmental approach. Developmental pedagogical strategies actively sought to bridge the gap instructors intuitively knew existed with international students.

> I thought it has to be a misunderstanding, there were a lot of misunderstandings so what we're trying to do in the program now is make everything clear up front so we don't have problems.

The "up front" approach included more specific conversations about expectations, especially in the context of collaborative assignments.

Dealing with Groups

The most traumatic experiences for our participants came immediately after the report had been filed and students were notified of the outcome. Depending on the severity of the violation and the penalty, ranging from a zero grade to expulsion from the program and/or college, participants felt that dealing with international students was noticeably different than dealing with domestic students. The apparent cultural gap between collectivist and individual cultures became most visible when international students acted in groups after a violation had been reported. One of our female participants experienced significant anxiety for her safety and for that of another female instructor.

> They wanted to come in groups. I was trying to get them to come one-on-one and there was a lot of … like, I can hold my own but I find them quite aggressive. They were quite forceful and I can hold my own. I've been here a long time. But for a new instructor when someone's in your face saying, "it's ok we do this all the time." I felt bad for the part-time faculty. They went to see another instructor [a part-time faculty] who had reported them, and when they were sent away from her area they came to see me as a group. Another instructor didn't want me to be

alone with them.

Clear evidence of suppressing one's true feelings was audible in the repeated statement, "I can hold my own." The desire to appear strong and experienced belied a fear of the group, expressed as a fear for other, less experienced instructors. Immediately after, she laughed it off:

> Oh … it was kind of cute [chuckling]… they think it's OK like you know, they would just keep arguing.

A Draining Persistence

The interactions with students after the violation had been reported carried intense emotions, and one faculty went so far as to play on the concept of post-traumatic stress disorder by calling it their "***p***ost-***t***ransgression ***s***tudent ***d***ealings". The most common experience of Post-Transgression-Student-Dealings was the incredible persistence of the international students' requests for reconsideration. In some cases, faculty felt they possessed incontrovertible evidence that violations had been committed, and this evidence had been shared with and discussed with students, but some international students returned several times asking faculty to reconsider the penalty. The toll on faculty included significant time spent in emotional conversations with individual students or groups of students over several days. This added extra work to an already busy schedule, and students attempting to negotiate and renegotiate increased the anxiety of reporting AIVs.

> I don't know if it [negotiating] happens all the time, part of it may have been a cultural thing in this case, like I feel like at a certain point hey, that's done... but they stood at my door and cried and I talked to them. You know, I'm, a teacher; students are important to me and the college. I was frustrated with the fact that the students couldn't take ownership and just say, "you know what, I messed up." It was the constant begging and pleading. No matter how many times I said, you know, this is over, I still kept getting emails and then it was excuses.

> The meeting with the students took a long time. Just repeating … long discussions about why it should be OK to plagiarize.

> The students came to me begging for me to reconsider, one of them went through an academic appeal which was denied, and then after that, came back to ask me to reconsider.

The genuine desire to work with international students waned as faculty became more and more exhausted from students attempting to negotiate a more favourable resolution.

Hearing the pleas of international students exacted a heavy emotional toll on faculty due to the severity of the penalties recommended in some specific cases that would impact the student in significant ways.

> That's hard on an instructor like, "I don't want to go back home," if it's an international student. To hear that hey, you're the cause, even though you're not the cause. So I guess, yeah, be emotionally ready if you put your foot down 'cause it could tug on your heart strings.

Pulling at one's heart strings suggests a conflict between what one believes to be right and the emotional cost for this program coordinator, who internalized the burden faced by the part-time instructors in his program. They had endured very difficult circumstances after following his request to report AIVs.

During the interview, he described himself as *exhausted, drained,* and *tired* several times. When asked if there were any moments of relief during the process, he responded:

> In that semester, there was no relief at all ... that was just a horrible, horrible semester.

Then he slowly replied:

> It certainly came with quite a heavy emotional toll. Cheating on a quiz usually isn't as severe as cheating on an exam, but if it is the third or fourth time, then all of the sudden they are failing the course or being removed from the program and you are directly responsible for that. We had students [pause] … that were [pause] … um … put on suicide-watch because [pause] … their whole college experience was being threatened including, you know, not only being kicked out of our program but they could be deported. And so the consequences went beyond being removed from our program. A part-time instructor who comes in to teach one class and the action that they take in filling out that form may … cause a student to threaten suicide like that one single action on a part time instructor has huge emotional consequence on everyone. It is distressing to say the least.

Limitations

"A phenomenological description is always *one* interpretation, and no single interpretation of human experience will ever exhaust the possibility of yet another complementary, or even potentially richer, description" (van Manen, 1984, p. 40). These experiences may not apply to all faculty in all situations. This group of faculty worked at a small Canadian community college that took action to report AIVs as a strategy to strengthen the culture of academic integrity. The interviews were conducted by a single researcher, potentially missing out on the second researcher in those mutually constructed dialogues. A potential future study involves conducting a similar research approach with faculty who were aware academic integrity violations had been committed in their courses but chose not to report them. This single interpretation does, however, provide some insights into the emotionally-rich experience of reporting AIVs so that the appropriate supports for faculty, and students, including mental health supports, can be in place when incidents occur.

Concluding Discussion

This phenomenological study of five instructors who chose to report AIVs at a small Canadian community college sought to illuminate why faculty report AIVs despite formidable disincentives and increased emotional labour. By exploring how reporting AIVs impacts faculty relationships with colleagues and students, especially international students, these experiences shed some light on the faculty development opportunities that need to be in place, especially to support the campus's internationalization. Friesen (2012) identified "faculty members within higher education institutions [as] key agents in the institutional internationalization process" (p. 210). Faculty development in intercultural competence will be an important tactic to successfully support the larger institutional strategy of internationalization.

At the policy level, one of the guiding principles of the college's institutional internationalization plan is to embrace diversity. This policy direction has informed the selection and delivery of meaningful faculty development opportunities to build intercultural competence, including intercultural teaching practices that focus on assignment descriptions and negotiating end-of-semester conversations. These workshops strive to align international student expectations with common Canadian college practices. To date, 15 faculty have completed 225 hours of professional development to better prepare for an international student body. This is an important start, and this small cadre of faculty can be further trained to have structured reflective conversations with students so that students can do their own assessment and begin their education before pursuing punitive avenues (Bertram Gallant & Stephens, 2020).

These interviews provide evidence that significantly more work needs to be done to provide support for engaging all faculty, but especially part-time faculty, in internationalizing the campus around issues of academic integrity. Trilokekar and El Masri (2020) suggest that one important tactic is to provide faculty with cultural experiences. Although exchange programs exist, the current era of austere postsecondary budgets and pandemic travel bans means intercultural experiences are less likely to be realized. Still, within the present constraints, a rejuvenated effort by the institution to afford faculty these opportunities should be considered.

After reflecting on these testimonials, the authors still believe that reporting AIVs is an important method to strengthen a focus on academic integrity, but reporting AIVs was, for the faculty we interviewed, a last resort. As detailed, some took significant steps to change and improve their pedagogy before reporting, and many changed their practices in hopes they could close the intercultural communication gap so that they would not have to file incident reports in the future. When these efforts failed to produce the desired results, frustrated faculty reported AIVs when they could see no other course of action. By reporting AIVs, faculty were aware they were setting in motion an emotionally complex and challenging course of events. Emotional labour, the suppression or control of emotions to complete employer expectations, ranged from minor frustration to post-transgression student dealings requiring significant time and stress as students, especially international students, pleaded for a different outcome. The severity of the

consequences for international students experiencing their own emotional trauma was particularly difficult for faculty. Indeed, having students threaten suicide left one of our faculty participants emotionally exhausted, and we are deeply grateful this tragic end did not come to pass.

Strangely, despite all the difficulties and the emotional labour involved, all of our participants would recommend others follow their path and report AIVs, *if necessary*. When asked what advice they would give to colleagues considering reporting AIVs, the faculty participants expressed that the time and emotional labour was worth the effort because it upheld their values, defended honest students, and protected the future of the profession and their programs. Reporting AIVs, however, should be done cautiously, with care, humanity and a sensitivity that cultural differences need to be explored prior to punitive action.

> Don't lose sight of the fact that you are dealing with a student and that there may be consequences to them that might go beyond what is immediately visible.

Bertram Gallant and Stephens (2020) make a persuasive and passionate call to shift to a developmental approach when dealing with academic integrity. The faculty we interviewed moved in this direction instinctively because it was congruent with their self-identity as teachers. The same call-to-action for a developmental approach can and must be made for faculty, and meaningful faculty development programs for academic integrity must account for the faculty's affective state, which has been overlooked for too long.

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Punished but Not Prepared: An Exploration of Novice Writers' Experiences of Plagiarism at University

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Abstract

This paper reports on the results of a study of first- and second-year Canadian undergraduate students' perceptions of academic integrity and plagiarism. Using a sequential explanatory research design, the first phase involved a Likert-type survey that gauged students' perceptions (n = 350) of academic integrity and plagiarism, whereas in phase two, students (n = 3) were interviewed to further explore their perceptions. The findings indicate that students often categorize acts as either plagiaristic or non-plagiaristic despite their inability to clearly explain how they made their determinations. Furthermore, the participants in the study experienced the university as being predisposed to punitive action rather than to supportive action. These experiences are significant because the students were only beginning to understand the nuances of academic integrity. Overall, the findings indicate that novice university writers would benefit from formative pedagogical processes to guide them to producing effective academic writing in a university context. Responding with punitive measures to ambiguous situations appears to slow down the internalization of academic integrity principles.

Keywords: academic integrity; academic misconduct; Canada; first-year experience; first-year students; plagiarism; writing pedagogy

Punished but Not Prepared: An Exploration of Novice Writers' Experiences of Plagiarism at University

Integrity is a term that evokes moral values, including the ones identified by the International Center for Academic Integrity (ICAI, 2013), which include: honesty, trust, fairness, respect, responsibility, and courage. These values are, arguably, important to community cohesion and it seems reasonable to expect the members of an academic community to abide by them. However, these values, like any others, are abstracted concepts that can only be actualized within context-specific bounds.

Although students do need to learn the general values that are associated with academic integrity, it is critical for them to move beyond declarative knowledge and to gain an

understanding of how these values might be applied. A growing body of research regarding academic integrity-related issues has begun to recognize the complexity of going beyond conceptual knowledge and towards developing procedural application (e.g., Angélil-Carter, 2000; Carroll, 2002; Childers & Bruton, 2016; Christoph, 2016; Thompson, 2006). Studies of students' perceptions of academic integrity have demonstrated that wondering what is permissible and what is not arises mainly in practice (Lin & Clark, 2021; Waltzer & Dahl, 2020; Zwick et al., 2019).

An increasing number of universities recommend or even require students to take academic integrity tutorials that provide them with an overview of the topic (Kellum et al., 2011; Miron et al., 2021; Stoesz & Yudintseva, 2018). The tutorials, however, likely do not provide students with the opportunity to develop context-specific procedural knowledge. To be fair, it is unreasonable to expect institution-wide tutorials to scaffold students' learning in this way, as paradigm shifts cannot be facilitated in such large-scale environments (Cuseo, 2007). Despite this reality, many students are not provided with systematic, scaffolded education regarding academic writing at any time during their undergraduate programming (Carroll, 2002). Furthermore, institutional academic integrity policies are often based on the assumption that the principles underpinning academic integrity are easy for students to recognize and to apply to their work. As a result, students are often presumed guilty until proven innocent during adjudication processes (Eaton, 2017; Senders, 2008; Sutherland-Smith, 2011).

In many Canadian universities, institutional approaches to academic integrity have not been developed from a primarily pedagogical standpoint. Rather, university policies seem to assert that students who have allegedly violated academic integrity policies should be presumed guilty until they can prove their innocence during adjudication processes (Eaton, 2017; Senders, 2008; Stoesz & Eaton, 2020; Sutherland-Smith, 2011). Such an approach not only defies a guarantee that members of society, including university students, have the right to be presumed innocent until proven guilty (Government of Canada, 1982), but also presumes that students understand which acts do and do not constitute transgressions, or even that there are clear lines between acceptable and unacceptable acts. This is particularly problematic given the extent to which even faculty members do not agree on the bounds of transgression in the context of plagiarism (Bennet et al., 2011).

This fundamental concern with policy-injustice was the impetus for the present study. The study was focused on the perceptions of undergraduate students with respect to academic integrity and plagiarism. The main objective of the study was to answer the following question: how do novice writers understand and experience the phenomenon of plagiarism? For the purposes of this study, novice writers were defined as those who were new to writing within the university context; namely, first- and second-year undergraduate students. In the first phase of the study, novice writers were asked to rate the degree to which various behaviours represented acts of plagiarism. In the second phase of the study,

a semi-structured interview protocol provided some students with a one-to-one opportunity to discuss their understandings of academic integrity and plagiarism in greater detail, to begin an investigation into the nuances of conceptualizing these issues.

Background

Originality has been an important characteristic of written work in Western cultures for centuries and is also one of the underlying principles of the contemporary, Western conception of academic integrity. In 1759, Edward Young, an English philosopher, wrote about originality as an ideal feature of written compositions, explaining that philosophers of old had no choice but to produce original work being, as they were, without models to follow. Young's (1759) argument compared originality with moral purity in the Christian tradition. He argued that original writing participates, on some level, in the ultimate creative process referred to in the Book of Genesis of the Bible. Although the adherence to specifically Christian sensibilities may no longer be a central consideration in North American and many Western European universities, a sense of moral obligation derived from the biblical text continues today (Adam, 2016; Price, 2002). Yet, unlike the biblical story of creation where everything that exists is created from nothing, research on written composition has demonstrated that it is not possible to create new written works without building on existing works (Borg, 2009; Kristeva, 1966/1980; 1985/1996; Martínez Alfaro, 1996).

Unfortunately, the punitive approach taken by many universities to handling alleged plagiarism creates an environment in which students, as novice writers, are excluded from the conversation about intertextuality (Kristeva, 1966/1980; 1985/1996). As Martínez Alfaro (1996) explained, "the theory of intertextuality insists that a text cannot exist as a self-sufficient whole, and so, that is does not function as a closed system" (p. 268). In other words, texts participate in dialogue with other texts. Academic texts are no different. If explicit intertextuality must be learned, then expressing one's own voice in a multi-voiced environment must also be learned. As Borg (2009) explained:

> While all language has ways of indicating, 'she said ... I heard ...', academic writing is characterized by explicit intertextuality, which is something that lecturers have learned and that students need to be taught. Ideas and specific language must be referred to others in conventionalised ways (e.g., Harvard or numeric citation systems) that are different from writing in other contexts. Learning explicit intertextuality is a part of disciplinary acculturation. (p. 417)

Developing a strong authorial voice is the chief by-product of gaining an understanding of the existing scholarly conversation. This understanding can only be developed over time, through consistent engagement in the conversation. Authorial voice encompasses the unique ways in which writers express their ideas (Humphrey et al., 2014) and, in the case of academic writing, the unique ways in which they contribute to scholarly conversation. University students

inevitably find themselves engaging with new discourses, and they can find participation in these discourses to be challenging at first. As Renaud and Murray (2008) observed, critical thinking (i.e., the skillset needed to effectively add to scholarly conversation) can only be developed within context; that is, one can only think critically about topics with which one is already familiar.

As a result, novice writers necessarily rely on knowledgeable others to learn from (Vygotsky, 1978). Learners initially imitate those with more expertise in a given discipline. When learners are in relationship with those who are more expert, they need to be challenged with tasks that engage with the skills and knowledge that are just beyond their current level of mastery (Vygotsky, 1978). Therefore, learners will make mistakes. Mistake-making is arguably the very essence of learning. By way of illustrative example, patchwriting is a form of writing that appears to derive from the peculiar process of learning to write academically, but it is often categorized as plagiarism. The term patchwriting refers to"copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym-substitutes" (Howard, 1992, p. 233). Patchwriting can also occur on a macro-level in a piece of writing (Abasi & Akbari, 2008), such as when a student closely imitates the structural features of another author's piece. Patchwriting represents a departure from prototypical plagiarism (i.e., wholesale copying and pasting with the intention of misrepresentation), and derives from issues of language use, comprehension, and the process of developing authorial voice (Pecorari, 2008).

Childers and Bruton (2016) conducted a study of students' perceptions of what they called "complex citation issues." Students in the study responded to textual passages and categorized the passages as participating in plagiarism or not doing so. The present study has taken a similar approach but has focused on students' perceptions of descriptions of compositional behaviours rather than of textual passages. The reason for this difference is that the present study is more concerned with uncovering students' procedural understanding of plagiarism. In effect, we sought to identify the ways in which students understand plagiarism to occur. By developing an understanding of novice writers' developmental perceptions of plagiarism, we hope the findings might allow instructors to better devise ways to help students learn to monitor their strategies for writing with integrity.

Theoretically Framing the Study

The theoretical framework for this study is social constructivism. According to Bazerman (2016), sociocultural studies of writing have generated the following insights, among others, about how people learn to write (qtd. from p. 15-16):
- Development of writing skills depends on a passage through situations, solving problems and becoming articulate in those situations.

- Learning to write within certain domains is closely integrated with learning the knowledge, forms of reasoning, criteria of evaluation, and forms of action in those domains.
- Moving from one social domain to another requires adjusting writing, learning new skills, and transforming the knowledge one brings from previous experience.
- Enculturation into writing is socially sponsored and shaped by the sponsor's agendas.

Owing to the social embeddedness of the practice of writing, novice writers face challenges to becoming adept at writing within a new domain. These challenges provided the impetus for the current study, particularly given that students face potential sanctions for even unintentional violations of academic integrity policies. As can be observed from Bazerman's (2016) summary, becoming an effective writer involves problem-solving, understanding what constitutes knowledge in a particular domain and how to evaluate information, and acknowledging the ways in which social context will shape one's writing. These factors, which are embedded in the writing environment, can be difficult to recognize.

In the context of writing for university, first- and second-year students find themselves studying several different subjects simultaneously and they are not overly familiar with any one of them. This unfamiliarity, coupled with a large volume of new information to learn, can tax novice writers' working memory considerably (McCutchen 1996; 2000), making it difficult for them to be particularly efficient or 'original' writers. They are also unfamiliar with the ways in which knowledge is typically generated in various disciplines, how reasoning is undertaken, how arguments are evaluated, and even the ways in which information is typically presented for the reader. Furthermore, universities' agendas, as social sponsors of writing, are typically not understood by students (see 'academic literacies' in Lea & Street, 1998; 2006). Institutional academic integrity policies have a substantial bearing on which compositional behaviours are considered appropriate, whether students realize this fact. The present study was designed to ask first- and second-year students about their understandings of academic integrity and plagiarism precisely because they have not yet been enculturated to the university writing context.

Because the literature suggests that plagiarism is a complex phenomenon and is not easily defined, this study was not designed to uncover some essential concept of plagiarism, but rather, a particular group's experiences with plagiarism as a phenomenon. We assumed that novice writers' experiences of plagiarism would have at least some elements in common. In fact, they did. This study provides a thematic analysis of this group's experiences.

Method

This study involved a sequential explanatory research design, which is a process of collecting and analyzing quantitative and then qualitative data in two consecutive phases within a single study (Ivankova et al., 2006). The first phase of the study was meant to uncover generalizable evidence on students' understandings of plagiarism using a survey with Likert-type questions. The second phase was intended to explore the nuanced aspects of how students might make decisions about what does and does not constitute plagiarism. The study was approved by the Research Ethics Board at the University of Manitoba.

Survey

The survey consisted of selected-response questions in four parts, two of which are reported in this article. The first part asked about relevant demographic factors, including: age, student status, citizenship status, primary language of communication, admission category, faculty of registration, and completed credit hours. The second part asked participants to rate the degree to which 13 academic behaviours represent an act of plagiarism, on a scale offering the following options: "Never Plagiarism," "Usually Not Plagiarism," "Usually Plagiarism," "Always Plagiarism," and "Unsure." See Tables 1-3 for survey items. The survey items were designed without behavioural definition, which is generally how students encounter these terms in the classroom. The survey responses were then analyzed to recognize inconsistencies in students' understandings and qualitative interviews were conducted to provide more insight to these inconsistencies and, in some cases, commonalities.

The survey was distributed to students enrolled in an interdisciplinary first-year seminar course, the content of which is focused on preparing students for engaging in university-level thinking and writing. The survey required 20-25 minutes to complete and was completed after the point in the course at which the students had already received feedback on their first 500-word argumentative essays (students in the course write two sets of essays, each of which begins as a 500-word version and then is extended to a 1,500-word version). This timepoint was selected for data collection because it allowed for students' perspectives to be captured before they received in-depth instruction on citation and plagiarism. The students were only required to cite one source (which was provided to them) in their 500-word essay. At this point in the course, they would have discussed the principles of citation within APA (American Psychological Association) formatting as well as basic principles for quoting, paraphrasing, and summarizing sources. After the data was collected, students would go on to learn more about the complexities of citation as they went on to work with multiple sources simultaneously.

Potential participants were informed that completing the survey was optional and that participation was not connected to receiving course credit. In the end, the participant pool was made up of 350 first- and second-year students at the University of Manitoba, a Canadian prairie research-intensive university.

Semi-structured interviews

All students who completed the survey were invited to participate in a follow-up semi-structured interview. Although more than a dozen students initially agreed to be interviewed, a number of logistical challenges meant that only three students were ultimately available to be interviewed. Each interview was approximately 20 minutes in length and was guided by two main questions for each academic behaviour that was previously described in the survey:

1. In the context of writing an essay for a university course, please comment on the degree to which the following behaviour represents an act of plagiarism: [behaviours from the survey were listed here].

2. Why is this behaviour [always, usually, usually not, or never] plagiarism, or why are you unsure?

There were also questions regarding students' definitions of academic integrity and plagiarism, as well as questions regarding the ways in which students felt they had received instruction about academic integrity and plagiarism at the University of Manitoba (these same questions also appeared on the survey but are not being reported on in this article).

Data Analysis

Survey Analysis

Survey data was analyzed through the production of frequency distribution tables through SPSS Version 24. Demographic factors of the sample were summarized and compared non-statistically with the general population of undergraduate students enrolled at University of Manitoba. This comparison was made to determine the normality of the sample – it was important to establish whether the sample differed from the broader population. Next, frequency distributions were produced for the participants' ratings with respect to plagiarism. Items were grouped based on the degree of skewedness in the responses (i.e., for many items, respondents largely agreed or disagreed on whether the behaviour constituted plagiarism). The survey results were integrated with interview findings with respect to the behavioural items.

Interviewees' responses were quoted and interpreted based on contextual information and non-verbal cues. A summary of responses to questions regarding instruction at the University of Manitoba was also provided and integrated with the interview findings. Individual survey responses were not linked to interview transcripts due to privacy concerns. Given the importance of the survey data remaining anonymous, it was critical that no identifying information was included on the surveys themselves. However, to account for this, interviewees were asked to rate the behaviours once again and to explain their ratings.

Interview Analysis

Interviews were audio recorded, transcribed, and coded using concept coding, which focuses on identifying "a 'bigger picture' beyond the tangible and apparent" (Saldaña, 2016, p. 119). The purpose was to generate themes that "suggested meaning broader than a single item or action" (Saldaña, 2016, p. 119). The first author analyzed each transcript to establish the initial list of codes. Once all three transcripts were analyzed, the first author reviewed each transcript again based on the established codes. This second review of the transcripts ensured that the interview responses were coded consistently and provided an opportunity for additional codes to arise. To establish credibility (McMillan, 2012) with respect to the first author's coding, the second author thoroughly reviewed all of the coding work. The co-authors met to discuss the codes and adjusted the labeling of the codes so that they reflected a common understanding between them. We recognize that our interpretations of the data are but one such possible interpretation, and that it is not possible to establish true reliability across coders, owing to the fact that identical nomenclature would not necessarily signify identical meanings.

Results

First, we report the participant demographics and then we present the survey results and interview findings alongside one another. Values reported may not sum to 350 participants due to missing responses for some items. The number of missing responses varied across questions (i.e., 1-5). The number of responses indicated in Tables 1-3 serve as the denominators for calculating percentages.

Participant Demographics

The participant demographics are described to compare the composition of the sample with the general population from which the participants were drawn (i.e., undergraduate students at the University of Manitoba). This process was meant to determine the normality of the sample group.

Admission category for citizenship

Of the students who completed the survey and were eligible to be included in the study (n = 350), 90% (n = 314) indicated that they were Canadian citizens or permanent residents, whereas 10% (n = 35) indicated that they were international citizens. One student did not answer this question. According to the Fall 2017(a) report from the Office of Institutional Analysis at the University of Manitoba, 16.1% of students enrolled in undergraduate study were international students. This means that the sample group had a difference of 6.1% in favour of domestic students.

Age category

As expected for a first-year undergraduate course, most respondents were 18-21 years old (86.2%, n = 300). Notably, 7.4% (n = 26) of the respondents indicated that they were older than 23 years. Two students did not indicate their age. The University of Manitoba does not provide publicly available data on age; as such, a comparison to the general population of first-year students could not be made. However, given that most high school students graduate at the age of 18 years, and that the participants were drawn from a first-year course, the age distribution does appear to be in line with what might be expected.

Student status

Most respondents (88.9%, n = 311) were enrolled full-time during the Fall 2017 term (which, in the institution under study, is defined as taking at least 3 courses for a total of 15 credit hours), whereas the remainder (11.1%, n = 39) were part-time students. The majority of the respondents were enrolled in University 1 (75.1%, n = 263), while the remainder were enrolled in other faculties. Twelve students did not indicate their home faculty. This finding is similar to the statistics provided by the Office of Institutional Analysis (2017b) at the University of Manitoba, which indicate that 84.9% (n = 4,196) of University 1 students (i.e., undeclared students) studied full-time in the Fall 2017 term whereas 15.1% (n = 744) of them studied part-time. A breakdown of student status was not available for first- and second-year students enrolled in other faculties. Available figures included upper-years students; therefore, those figures were not included here for comparison to the sample.

Credit hours completed

Most respondents (79.4%, n = 274) reported that they had received final grades for up to nine credit hours, which is one course short of one full term of study. This group was guaranteed to be in their first year of study at the time of the questionnaire distribution because students can register for a maximum of 15 credit hours per term. Of these 274 respondents, 240 (87.6%) indicated that they had not yet received final grades for any courses. Fifty-three additional respondents (15.1%) had completed 12-30 credit hours at the time of questionnaire distribution, comprising the group of students who were just beginning (or on the cusp of beginning) their second year of study. A small proportion of respondents (5.1%, n = 18) indicated that they had finished 33-60 credit hours. Six of these respondents may have been in their last term of their second year of study or beginning their third year of study at the time of the questionnaire, given that they had already completed 45-60 credit hours. Five students did not indicate how many credit hours they had completed, but their responses were still included because they were likely to be first- or second-year students. Only two respondents indicated that they had completed more than 60 credit hours of study and their responses were excluded from the study on that basis.

Summary of demographic factors

Overall, the demographic composition of the sample was similar to the general undergraduate student population data at the University of Manitoba, though this assertion is based on limited publicly available data. Results of this study may be useful for the University of Manitoba and for similarly populated research-intensive institutions. The most likely candidates for comparison would be the institutions belonging to the U15 group of Canadian research universities.

Plagiarism Ratings

The results of the survey are followed by the findings of the interviews. For some questionnaire items, responses were skewed towards "Usually" or "Always" plagiarism, for some, they skewed towards "Not Usually" or "Never" plagiarism, and some items elicited a more equally distributed response pattern. Frequency distributions for each of the behavioural items have been grouped by the responses given by the majority of respondents.

"Usually" or "Always" Plagiarism

Most respondents felt that four behaviours reflected plagiarism in most or all cases (see Table 1). These items have common features – most notably, the act of direct copying. Even a modified quote includes at least some identical wording to an external source. The research literature indicates that students can recognize direct copying as problematic (Childers & Bruton, 2016; Waltzer & Dahl, 2020), however, some instances of copying are not as easily recognized as plagiarism (Waltzer & Dahl, 2020). The present study confirms earlier findings.

Table 1. *Usually or Always Plagiarism*

Behaviour	Percentage of Respondents			
	Usually/Always Plagiarism	Usually Not/Never Plagiarism	Unsure	*n*
Copying information word-for-word from an article, book, or website and including that word-for-word information in your essay.	92.0%	5.2%	2.9%	348
Submitting an essay for credit in two separate courses.	71.3%	15.3%	13.3%	346

Copying the structure of another student's essay.	67.9%	22.9%	9.2%	349
Changing a quote by modifying a few words and including the modified quote in your essay.	70.2%	24.4%	9.7%	349

Note. Percentages are based on the number of responses for a given item and may not sum to 100% due to rounding.

Copying information word-for-word

As a group, survey respondents strongly agreed that copying information word-for-word falls under the category of plagiarism. Most respondents (92.0%, *n* = 320) believed that copying word-for-word information into one's essay was usually or always plagiarism, 5.2% (*n* = 12) indicated that it was usually not or never plagiarism, and 8.0% (*n* = 10) were unsure of the nature of this behaviour.

The interviewees expressed similarly strong feelings to the larger sample. Morgan suggested that the behaviour was always plagiarism, explaining that it's "directly copying something from another work and not giving credit for it." Similarly, Taylor explained that the behaviour was "usually plagiarism, if not cited." Riley seemed to agree, saying that the behaviour was usually plagiarism unless the word-for-word information was "cited properly." Riley explained that "if the writer just get the word-for-word information in the essay, then, without anything, then that is plagiarism."

If the broader sample group possesses a similar awareness of citation protocol to the interviewees, this would explain the frequency of the "usually plagiarism" and "always plagiarism" ratings. It is not clear what might have led a minority of the respondents to be unsure about the behaviour, or to regard copying word-for-word information into one's essay as a permissible action in most or all circumstances.

Dual submission

Most respondents (71.3%, *n* = 247) identified submitting an essay for credit in two separate courses as an act of plagiarism in most or all cases. This is a behaviour that they seemed to feel particularly strongly about, as 46.8% of the respondents (*n* = 162) indicated that it was an act of plagiarism in all cases. Only 13.3% of the respondents (*n* = 46) were unsure about the nature of this behaviour. Despite the group's tendency towards identifying the behaviour as plagiarism, 15.3% (*n* = 53) indicated that it was usually not or never plagiarism (6.6%, 23 respondents selected "never"). Many institutions consider this behaviour to be an act of self-plagiarism

(Halupa & Bolliger, 2013), and, at the University of Manitoba (2016), the rationale given for this concept was that students were expected to produce original work for each course.

Each interviewee mentioned the concept of self-plagiarism when speaking about this behaviour, and all indicated that it was always an act of plagiarism. However, each interviewee used circular reasoning to explain why it was a problem. That is, they did not provide clear ethical reasoning for its status as plagiarism. Morgan explained that once the essay was submitted in the second course "that would be plagiarizing yourself, I think. I know you can do that so that's what I would assume it would be." Taylor provided a similar explanation, saying that it's always plagiarism "because you're plagiarizing yourself by submitting something for two different courses." Riley appeared to have a little more difficulty with identifying the exact problem with the behaviour but offered the following: "[I]t's obviously that you copying some, an essay from other course. Even that's the essay that you wrote it, and, like, just basically submit it for oth – for this course, which is […] not the purpose of the essay." Riley seemed to indicate that the problem was with copying one's own work. Taylor was the only interviewee to describe where she learned about self-plagiarism. She reported that it was "heavily talked about […] at Orientation – talked about how you can't submit an essay for two different courses that you've written." Taylor took note that dual submission was emphasized in the formal process of induction to the university learning environment.

Modified quotations

Respondents were less sure of the nature of including modified quotations in one's work than of directly copying information. Although 92% (*n* = 320) of respondents thought that directly copying information into one's essay was usually or always plagiarism, only 70.2% (*n* = 245) felt the same about modified quotes. Furthermore, 79.6% (*n* = 277) of respondents felt that direct copying was always plagiarism, as compared to 30.4% of respondents (*n* = 106) who believed modified quotes to hold the same status. It seems that the concept of modifying quotations introduced ambiguity to the respondents, particularly as indicated by the fact that 20.1% (*n* = 70) reported that the behaviour was usually not or never plagiarism and 9.7% (*n* = 34) were unsure of the nature of the behaviour.

Riley seemed to take a strong stance on modified quotations. For Riley, the behaviour is "always plagiarism because it's like, you use someone else based on their work, but like, adjust or change is the same thing, and is, like, disrespect to the writer." Morgan gave a similar response, saying that "[it's] also known as paraphrasing and it needs to be cited." Taylor seemed to assume the opposite – that the behaviour did include citation, saying that it was "usually not plagiarism as long as you cite it as paraphrasing 'cause there's ways to cite quotes as using paraphrasing […] and you still have to cite them 'cause if you don't you are still plagiarizing their work." It seems that the interviewees more or less agreed on this issue, in spite of the ambiguity indicated in the survey by the larger group. One possibility is that those who selected 'Usually Plagiarism' or 'Usually Not Plagiarism' may have actually been expressing similar

sentiments – a possibility that is based on Taylor's answer. If respondents selecting 'Usually Not Plagiarism' assumed, like Taylor, that the behaviour did include citation, they may be saying the same thing as respondents assuming that it did not include citation and selecting 'Usually Plagiarism.' Further research would be needed to investigate this possibility.

Copying another student's essay structure

Most respondents (67.9%, *n* = 237) believed that copying the structure of another student's essay met the criteria for plagiarism in most or in all cases. Still, 22.9% (*n* = 80) of the students felt that it was usually not or never plagiarism and 9.2% (*n* =32) were not sure which it was. Given that academic integrity includes being honest about authorship, it may be that some students do not consider an organizing framework as something that can belong to a particular author – perhaps they view it as standardized. Another possibility is that copying structure is viewed as being a reasonable strategy for creating a framework for an essay on a particular topic. Because the survey respondents were not asked to define the term "structure," nor were they provided with its definition, the way the term was interpreted is not entirely clear. However, the interviewees provided some indication of their own interpretations.

For Riley, settling the issue of copying structure was simple – to her, it is always plagiarism to copy another student's essay structure: "copying structures still means copying something." The idea of copying, regardless of content, was important to Riley's definition of plagiarism. Taylor had a more involved process for determining whether it was permissible to copy another student's essay structure. According to Taylor, it is permissible to copy the "flow and organization and the referencing style" and "[use] the framework on how you're going to organize your essay." Taylor rated the behaviour, as listed on the interview protocol, as usually not plagiarism. Morgan seemed to disagree with Taylor, explaining that it is usually plagiarism because "when you're writing an essay your structure should be your own. Like, I think." Morgan did not seem certain that this was the case, but at least indicated a strong suspicion by the rating she chose. The interviewees did not come to a clear consensus, but neither did the larger group of survey respondents.

"Usually Not" or "Never" Plagiarism

Most respondents felt that six behaviours did not reflect plagiarism in most or all cases. Each of these behaviours is part of the initial information-gathering stage of the writing process. Respondents may believe that the information-gathering stage of writing, by definition, does not involve plagiarism.

It is interesting that responses were more evenly distributed with respect to "Discussing your ideas for your essay with a classmate and including some of your classmate's ideas in your essay", particularly because the behaviours that were like this item elicited more skewed response patterns. This difference in rating suggests ambiguity surrounding the

use of a classmate's ideas that does not attach to using others' ideas. It may be that novice writers consider proofreading, searching for sources, and discussing ideas as processes inherent to the beginning stage of writing – processes to which the concept of ownership does not attach. It seems that the only time they are concerned with including others' ideas is when the ideas are coming from classmates. These are listed in Table 2 and described below.

Table 2. *Usually Not or Never Plagiarism*

Behaviours	Percentage of Respondents			
	Usually/Always Plagiarism	Usually Not/Never Plagiarism	Unsure	*n*
Asking the professor for help with generating ideas and including some of the professor's ideas in your essay.	19.6%	72.0%	8.3%	347
Asking a friend to proofread your essay.	6.9%	89.7%	3.4%	349
Discussing your ideas for your essay with a friend, who is not taking the same course, and including some of your friend's ideas in your essay.	21.9%	70.7%	7.5%	348
Asking a friend, who is not taking the same course, for help with generating ideas and including some of your friend's ideas in your essay.	24.2%	69.5%	6.3%	347
Asking a classmate to help you find relevant websites to your essay topic on an Internet search engine.	10.7%	83.6%	5.8%	347
Asking a friend to help you find relevant research articles and/or books for your essay topic.	8.7%	87.6%	3.7%	347

Note. Percentages are based on the number of responses for a given item and may not sum to 100% due to rounding.

Asking the professor for help and including the professor's ideas

Most of the sample (72%, *n* = 250) considered the inclusion of the professor's ideas in one's essay not to be plagiarism in most or all instances. Despite this relatively strong agreement, 2.9% (*n* = 10) of the respondents rated this behaviour as plagiarism in all cases. This certainly constitutes a minority of the respondents, but, nonetheless, demonstrates that some understand the issue in an entirely different way than most of their peers. Consistent with the survey response pattern, all three interviewees indicated that this behaviour was usually not plagiarism.

Taylor said that "helping you brainstorm […] should be part of a good relationship with professors – that they can help you create ideas when you're stuck." Taylor recognized generating ideas as a creative process while simultaneously lending the ownership of such ideas to the student. Something about the mentorship relationship that professors have with students led her to decide that students could not appropriate ideas from professors. She also offered the reason that "you're not taking a piece that [the professor has] written." Perhaps the fact that the hypothetical professor's ideas had not been recorded in print made them fair game.

Riley and Morgan indicated that brainstorming was an important feature of a professor-student relationship. Still, Riley seemed to struggle with the tension between her perceived purpose of a writing task – generating original ideas – and getting help from a professor with generating ideas. She said, "I know like, it's our work to write an essay and to come up with something new, but like, a lot of student[s] have difficulty, uh, on it – with it – and like, professors are like, available to give us some, like, suggestion." Morgan appeared to be more hesitant to rate this behaviour at first, pausing before deciding that it was not usually plagiarism. She explained that "it's definitely useful to brainstorm" but "it's hard to cite your professor's ideas." She also said that "[whether or not it is plagiarism] depends on how much the person changed, like, incorporated the professor's ideas into creating their own ideas, I guess." Morgan and Riley seemed to be unsure of where the boundaries lie around the use of a professor's ideas.

Asking a friend to proofread one's essay

Nearly all respondents (89.7%, *n* = 313) rated proofreading by a friend as usually not or never plagiarism, and 249 (71.3%) stated that the behaviour was not plagiarism in any circumstance. Although the definition of proofreading most likely varies somewhat amongst respondents, it is striking that so many respondents were certain that this behaviour never constitutes plagiarism. Novice writers appear to believe that proofreading by a friend is largely permissible.

Similarly, two of the interviewees indicated that the behaviour was usually not plagiarism, and the third believed that it was never plagiarism. For example, Morgan explained that "just proofreading it and giving feedback isn't a bad thing," but that proofreading did not mean "edit[ing]for grammar, spelling mistakes and stuff," which she identified as being within the realm of plagiaristic behaviours. She also specified revising – "reorganiz[ing] and […] possibly

put[ing] new ideas into your paper" – as something that should not be done on behalf of the student. In fact, she said that "if someone else was [revising] it, it's not really your paper anymore." Even though Taylor was also concerned with maintaining boundaries around revision and/or original writing, she did not worry about "looking for grammatical mistakes and spelling errors and issues with syntax." That was her definition of proofreading, and, according to Taylor, it did not fall under the definition of plagiarism. She explained that proofreading was not usually plagiarism unless it veered off into "writing in sentences that [the proof-reader has] thought of originally."

Riley did not distinguish between subtypes of proofreading and/or commenting on a paper. Her understanding of the word proofreading related simply to providing comments on another's draft. She explained that this would never be plagiarism because "it doesn't relate to anything with copying or cheating at all." Riley did not see how providing comments could be considered cheating because it did not involve copying anyone else's work. Her exploration of this behaviour was more concrete than the other interviewees'.

Including a friend's discussed ideas in one's essay

Most survey respondents (70.7%, *n* = 246) identified including a friend's ideas in one's essay as not plagiarism in most or all circumstances. This is a similar response to the other item on the questionnaire that refers to including the ideas that a friend had been specifically asked to generate (69.5% of the sample, *n* = 241). Some respondents felt that it represented plagiarism, but only 4.9% (*n* = 17) stated that it was so in all cases. It seems that novice writers generally view discussing ideas, and even soliciting ideas from friends to be acceptable, as long as they are not taking the same course.

Taylor said that "if [the friend] is not writing a piece on that material, then I don't believe that it's plagiarism because they haven't created something and they're just helping – you're just bouncing ideas off of them." This answer shares strong similarities to the one she provided in response to making use of a professor's ideas. For Taylor, the context of a friendship allows for such assistance, particularly because the friend is not also working on similar coursework. Riley said that including a friend's ideas would usually not be plagiarism because, in most cases, the "friend [would not have] really come up with something" that the writer would simply take. She expressed that such a behaviour would represent plagiarism. Morgan shared a similar view, but she appeared to have difficulty articulating her reasons why, saying "[y]ou should be using your own ideas, but brainstorming – it's hard to kind of define, where those, like, which, where your ideas start and someone else's doesn't." Morgan seemed to have an awareness that ideas belong to people, but she does not seem confident about how to delineate boundaries of ownership.

Asking a classmate for help with using a search engine

Most survey respondents agreed that getting help from a friend to find relevant websites (83.6%, *n* =290) or getting a friend to help with finding research articles and/or books (87.6%, *n* = 304) are not plagiarism-related issues.

Riley views finding sources as "basically like a skill rather than copying." She explained that, regardless of the type of source the friend was helping to search for, the behaviour never constituted plagiarism Similarly, Morgan said that "that's just helping with research. I think that's okay. You're allowed to have help with that." Taylor said that this behaviour would usually not constitute plagiarism because a friend is "just extra eyes looking out for articles and there's a lot of information to go through sometimes when you want to find a good peer-reviewed source." She said that having a friend help was also valuable when looking for online sources because search engines will "come up with like, twelve thousand sources and there's a lot to look through when you're looking for certain information." Taylor did not indicate a reason why getting help with searching for sources might be an issue of plagiarism in some contexts.

More Equally Distributed Response Patterns

Three behavioural items elicited response patterns that were more equally distributed (see Table 3). The first and third item are notable because similar items to these were rated with greater agreement by the sample. When "classmate" was replaced with "a friend who is not taking the same course," a vast majority of respondents rated the behaviour as not being plagiarism in most, or all, cases. Similarly, when "an article that you read" was replaced with "another student's essay," the vast majority of respondents identified the behaviour as plagiarism in most, or all, circumstances. Changing the relationships involved in the items clearly had an impact on the respondents' appraisal of the behaviours. This suggests that relational context is important for novice writers' decision-making about plagiarism.

Table 3. *Items with More Equally Distributed Response Patterns*

Behaviour	Percentage of Respondents			
	Usually/Always Plagiarism	Never/Usually Not Plagiarism	Unsure	*n*
Discussing your ideas for your essay with a classmate and including some of your classmate's ideas in your essay.	56.2%	38.1%	5.7%	349

Citing a book in your essay that you have not directly read yourself.	23.7%	52.1%	24.1%	349
Copying the structure of an article that you read.	58.7%	31.2%	10.1%	346

Note. Percentages are based on the number of responses for a given item and may not sum to 100% due to rounding.

Including a classmate's idea in one's essay

Respondents were relatively split on this behavioural item, with 38.1% (*n* = 133) believing such assistance is not plagiarism most or all of the time, and 56.2% (*n* = 196) indicating the opposite understanding. Many respondents (69.1%, *n* = 241) provided a qualified answer as opposed to 88 (25.2%) who made absolute claims. This is a much lower percentage of absolute responses than for the items discussed prior to this section, suggesting that this item presented greater ambiguity for participants than did the items discussed previously.

The interviewees were also split on their positions. Taylor explained that using a classmate's ideas in one's essay could lead to "crossover between your essays which could be an accidental case of plagiarism because then it might look like you guys wrote the same essay together and just did two copies." She stated that this was a risk especially when writing on the same topic. According to Taylor, this behaviour usually represents plagiarism, and Riley agreed, indicating that "if [a] person want to get the idea from [a] classmate – he or she should really get approval from them first." She went on to explain that using the idea without authorization "can be considered like copy. Cheat." Riley may not realize that regulations around inappropriate collaboration may not allow for students to authorize the use of their ideas. Inappropriate collaboration guidelines are interpreted and applied by faculty members within their particular disciplinary and classroom contexts. As such, different instructors may feel differently about Riley's interpretation of permissible collaboration. After a brief pause to consider the behaviour, Morgan concluded that the behaviour was usually not plagiarism "because it's hard to define where like, your ideas end and their ideas start when you include it in there, I guess." Her response demonstrates that defining boundaries around ideas are important to her definition of plagiarism, and that appears to be an ambiguous undertaking for her.

Citing a book that one has not read

This behavioural item elicited a widely distributed set of responses, with a higher percentage of respondents answering "Unsure" (24.1%, *n* = 84) than for all other behavioural items on the questionnaire. About half of respondents (52.1%, *n* = 182) indicated that the behaviour was

usually not or never plagiarism, whereas 23.7% (*n* = 83) rated the behaviour as usually or always plagiarism. A high proportion of respondents indicated that they were unsure about the nature of this behaviour, and some potential reasons for this confusion can be found in the interviewees' responses.

Riley paused before explaining that she remembered this item from when she filled out the questionnaire and was just as confused about it at the time. She said that she was "confused […] 'cause the action of citing is, like, the one that – the thing that we do to appreciate other works, but the thing is, that we don't actually read it, so, it's kind of make me confused between those two ideas." She expressed that perhaps not reading the source could make citing it a form of plagiarism. Morgan seemed to take a similar point of view, saying that she was unsure of the nature of the behaviour because "you haven't read the thing, so you don't know the ideas, but you've cited it because you assumed ideas so I'm not sure where that lies." Morgan, like Riley, appeared to be caught between two competing values. Both interviewees seemed to indicate that honesty about one's reading was important, but, at the same time, it was difficult to classify a behaviour as plagiarism when it included citation. Taylor may have held a different point of view. She stated that the behaviour was usually not plagiarism "because you don't need to read the entire book to get all the information you need." She explained that even if the whole book had not been read, it could still be cited and that inclusion in one's own work would not constitute an act of plagiarism.

Copying the structure of an article

About one third of respondents (31.2%, *n* = 108) classified this behaviour as usually not or never plagiarism, whereas 58.7% (*n* = 203) took an opposite viewpoint and 10.1% (*n* = 35) were unsure of the nature of this behaviour. Although most respondents indicated that copying the structure of an article represented an act of plagiarism in most or all circumstances, more respondents (67.9%, *n* = 237) indicated the same about copying the structure of another student's essay. These findings suggest that an 'article' is a more abstract source than a classmate might be, and that abstraction influences decision-making about whether copying structure is viewed as plagiarism.

The interviewees made greater reference to the author's creation than they did in the discussion on using classmate's ideas. Taylor explained that directly copying the structure would usually be plagiarism "because that's information that's already been published." When asked whether it would make a difference if the article was unpublished, Taylor said that "it would still count because it's something that they've created." She did not describe the circumstances under which this behaviour would not constitute plagiarism. Riley appeared to be more certain than Taylor that the behaviour reflected an act of plagiarism, saying: "[i]t's just copying action." However, it seems that she may not have understood the question in the way that was intended on the questionnaire – she mentions grammatical structure rather than organizational structure. Morgan also believed that the behaviour would usually be plagiarism

because "your essay or whatever should have your own organization to it." She explained that she was unaware of how citation protocols would apply to this situation, but that if the structure was going to be used, it would need to be cited. She did say that copying the structure was "probably a wrong thing to do," explaining that it is important to make the organization "as much your own as possible." Like Taylor and Riley, Morgan explained how using another person's structure might impact originality.

Summary of Plagiarism Ratings

The behaviours that most respondents identified as usually or always plagiarism focused on direct copying. This result aligns with the existing literature's suggestion that students are generally able to recognize actions involving copying as plagiarism, although there are some instances of copying that they do not typically categorize as plagiarism (Childers & Bruton, 2016; Waltzer & Dahl, 2020). The behaviours that most respondents felt did not reflect plagiarism were each related to the beginning stages of writing and did not seem to have the concept of ownership attached to them. Finally, some of the behavioural items that yielded more evenly distributed response patterns were highly similar to behaviours in other categories. The only difference was a shift in relationships involved in the question (e.g., a classmate instead of a friend). The shifts in the relationships involved in the behaviours were perceived by respondents as different questions, suggesting that relationality is important to novice writers when determining whether a particular behaviour constitutes plagiarism. In short, the judgment is not only based on the behaviour itself, but also on the context in which it occurs.

Discussion

The main findings of this study are that novice writers appear to possess a commitment to maintaining honesty in their work and in putting effort into their writing. They do seem to believe in the ethics of academic integrity, but they can have difficulty with applying the principles of academic integrity in particular writing situations. Namely, novice writers seem to have difficulty locating the boundaries between their own work and the work of others. This difficulty does not appear to be a result of a lack of effort. Rather, it appears to be a result of operating within a learning environment with ambiguous targets and potentially severe consequences for mistakes. The conclusions of this study imply that academic integrity policies should acknowledge that novice writers may apply principles of academic integrity in different ways, depending on their understanding of the concept as well as the relational context in which decisions are being made. Institutions must also recognize explicit instruction with respect to academic integrity as an institutional responsibility and policies should be designed with this instruction in mind.

The Relationality of Plagiarism

There seems to be a relational aspect at play in novice writers' decision-making. In several instances, the survey data reflected different ratings for similar behaviours, with the relationships between the involved actors being the only difference between the behaviours. For example, students rated the following behaviours differently: incorporating professors' ideas, friends' ideas, and classmates' ideas into their essays. This finding is novel. Although the contextual nature of plagiarism has been recognized for some time, we are unaware of another study that has analyzed the ways in which students view specific behaviours differently depending on who they are working with at the time. This aspect of students' understanding of plagiarism is worth further investigating as it may be necessary to address these sorts of behavioural judgments in the classroom and in university policies.

In this study, novice writers appeared to view the professorial role as one which involved mentorship. The interviewees expressed their belief in the importance of being able to go to their professors for help with generating ideas for their writing. The context of friendship also seemed to allow for such consultation, though this did not extend similarly to the context of working with classmates. It may be that novice writers determine the appropriateness of collaboration primarily based on with whom they are collaborating. Those outside the classroom and/or those leading the classroom may be appropriate to choose as collaborators, whereas those inside the classroom (i.e., classmates) may be inappropriate choices.

Further research in this area could examine how widely this finding applies (i.e., does it apply only to the idea-generation stage, or does it extend to allowing others to contribute directly to one's writing as well?). In some contexts, direct editing on a paper could be considered inappropriate collaboration. For example, the University of Manitoba's Office of Student Advocacy identified direct editing as potentially inappropriate collaboration (Academic Integrity Working Group, 2016). Proofreading could also be considered as a form of inappropriate collaboration (Academic Integrity Working Group, 2016). Although appropriate collaboration has been defined primarily in behavioural terms by the University of Manitoba, it may be that novice writers apply a relational dimension to their decision-making, which could ultimately create conflicts between the students and the academic integrity policy.

Policy Implications

There are also several policy implications suggested by the findings of this study. These implications include the need for explicit instruction regarding academic integrity, adaptability in policy, and pedagogical responses to breaches of policy.

For a policy to contain reasonable standards, it needs to be based upon a shared understanding of its terms (Tauginienė et al., 2019). It is necessary to provide students with explicit instruction regarding academic integrity within a set of shared understandings. It is

not sufficient to simply tell them to maintain academic integrity or to instruct them to avoid plagiarism. Given that the university learning context requires writing that is done differently from other contexts, it seems unreasonable to expect students to enter with a robust understanding of the expectations. The fact that students who have been made aware of the concepts related to academic integrity can still have difficulty applying them means that learning to correctly attribute sources requires procedural knowledge in addition to declarative knowledge. Policy needs to be developed based on the degree to which the institution provides explicit instruction regarding academic integrity. It is unreasonable to penalize learners based on knowledge or skills that they have not been explicitly taught.

Policies also need to be adaptable, within the bounds of the institutional culture, to a variety of situations. Although some institutional contexts indicate that intentionality does not matter (University of Oxford, 2021) and many more consider it merely a mitigating factor, it is not sensible to consider the intentional misrepresentation of authorship and unintentional attribution errors as the same problem. One is a dishonest act, whereas the other is a mistake. Treating all situations involving misattribution as equal is not in the students' best interest and is not consistent with an apprenticeship approach to learning. Policy needs to acknowledge that different situations should yield different consequences.

The University of Manitoba (2020) has started to move towards pedagogical responses to breaches of policy. This trend must continue because it allows for policy to be adaptable to the needs of various learners. If a policy is adaptable, it can include the flexibility to assign consequences based on the needs of the student as a learner rather than on the perceived severity of the offense. Two students may engage in the same behaviours for different reasons, some of which may involve an intention to deceive, and some of which may not. Consequences should logically follow from the motivations behind an unacceptable behaviour. It is important for decision-makers to be trained on how to apply the policy in ways that acknowledge this reality.

Limitations

A general limitation of this study is that, given that the subject matter of this study is an offense of misconduct, it is possible that participants were not entirely honest with some of their responses. This would be in the interest of self-protection. Though measures were taken to encourage participants' propensity towards providing truthful responses, such as keeping their instructors out of the room during questionnaire distribution and maintaining anonymity of the questionnaires and the confidentiality of the interviews, it is difficult to eliminate the risk of social desirability bias when researching sensitive issues (Furnham, 1986). Mitigation of the risk of this bias was the main reason for not asking participants about their own participation in plagiarism. It was supposed that asking questions about abstract behaviours might yield more accurate results. This is also the reason that the questionnaires were distributed by a volunteer who was not involved in any other aspect of the study.

One of the limitations of using Likert-type scales is that the psychological distance between ratings may not be as great for some respondents as for others (Sullivan & Artino Jr., 2013). Another concern is that the number of rating options can influence the perceived psychological distance between the options (Wakita et al., 2012). Therefore, the interpretation of results derived from Likert-type scales necessarily involves a recognition that ratings do not reflect a precise degree of agreement or disagreement with a statement. Rather, they provide an approximate representation. Locquiao and Ives (2020) noted that studies involving the recognition of plagiarism typically suffer from the limitation that they assume a common understanding of plagiarism; however, this study does not suffer from this limitation. Rather than assuming that researchers and students share a similar definition, this study rests on the assumption that students may not share similar definitions of a term.

Although the number of interviews included this study was limited, the interview data provide a look into the potential ways in which novice writers may make sense of the concept of plagiarism. The interview findings are, of course, by no means generalizable, but it is interesting that even between three students, there are several differences in the ways in which they conceptualize plagiarism. There are also a few experiences they seem to hold in common. Although generalization is not the aim of qualitative research due to the impossibility of replication, it is possible to increase the likelihood that the findings can be applied "to other contexts and settings," a concept otherwise known as "transferability" (McMillan, 2012, p. 305). Although consumers of this research must decide for themselves if the findings might be applicable to their contexts (McMillan, 2012), we have worked to ease that decision-making process by providing "thick description" of the procedures used to collect data, as well as describing the demographics of the population under study (McMillan, 2012, p. 305).

Future Research

Several suggestions for future research emerge from this study. First, similar investigations of novice writers' understandings of plagiarism will either confirm or contradict the results. Replication is central to the practice of scholarly research. Second, although this study touched on novice writers' processes for determining the boundaries of plagiarism, it is necessary to further investigate the ways in which novice writers make these determinations. Furthermore, it will be important to understand their processes in actual writing situations as opposed to in rating situations. One suggestion might be to revisit talk-aloud protocols (Flower & Hayes, 1981) as a method of investigation to probe writers' composition processes and use of secondary source materials. Finally, the effectiveness of pedagogical techniques needs to be examined. This applies to the techniques that might be used to teach academic integrity as well as the techniques that are used to respond to breaches of policy.

Further research is needed to investigate novice writers' understandings of academic integrity and plagiarism to establish a base from which to design effective scaffolds. Research should also focus on uncovering novice writers' practices with respect to incorporating sources into one's

own writing. Pedagogical techniques for teaching academic integrity as well as for responding to breaches of policy must be evaluated for effectiveness. Anecdotal evidence of effectiveness is not sufficient for establishing that particular interventions are in the best interest of the population of students as a whole. Given the sensitivity of the issue, and the impact of penalties on students' lives, great care must be taken to simultaneously protect the standards and reputation of the institution and to facilitate the intellectual development of the students.

Given the paucity of research that interrogates whether academic integrity policies perpetuate the inequities that exist in society based on race, gender, sexual orientation and nationality – all protected grounds by various mechanisms of human rights' legislation – there is a dire need for data to be collected and analyzed to understand how the policies might act to further disadvantage those who are already marginalized within higher education contexts. This is especially true given that "there is growing evidence to show that racialized minorities are overrepresented in reported cases of academic misconduct" (Eaton, 2020, p. 7). Unfortunately, very little is known about potential correlations between allegations or violations of academic misconduct and students' ethnicity or race. The lack of race-based data related to allegations of student misconduct can serve to systematize and institutionalize racial discrimination. Race-based data, if it were collected, might suggest that a given academic misconduct policy and the norms associated with investigating cases associated with allegations might be discriminatory based on, for example, an overrepresentation racialized students who are alleged to have violated a particular policy (Ontario Human Rights Commission, n.d.). Such omissions to collect and analyze race-based data are highly problematic for universities, who serve a public mandate, because "it is not acceptable from a human rights perspective for an organization to choose to remain unaware of systemic discrimination" (Ontario Human Rights Commission, para. 9).

Finally, this study suggests that students may consider various compositional behaviours to operate differently within various relational contexts. This means that student do, on some level, already recognize a deeply contextual aspect to plagiarism. However, further research on this aspect of their decision-making is required. It will be important to determine how students understand both appropriate and inappropriate collaboration, and how they might understand collaboration differently depending on the people with whom collaboration happens, especially in this age of remote learning, wherein students may have greater access to collaborators than they have ever had before.

Conclusion

The themes that emerged in this study reflect an inherent conflict in the novice writers' thinking. On the one hand, the interviewees seemed relatively certain that the ethics of academic integrity could be maintained through the effort of correct attribution. On the other hand, they did not seem to be able to articulate where the boundary exists between one's own work and the work of others. Morgan explained her guiding principle for maintaining academic integrity as follows: "In

university, *everything* [emphasis added] is plagiarism, so just be safe about it." This, she recounted, was the advice that an upper-years classmate had given her about maintaining academic integrity. In a world in which 'everything' is plagiarism, the novice writers seemed to be experiencing an epistemological crisis with respect to defining plagiarism.

This crisis was evidenced by their frequent deferrals of explanation by using examples. Derrida's (1967/2001) concept of "différance" was certainly an identifiable dynamic within their responses; that is, the interviewees continued to defer meaning by reference to other concepts that were not the one which they were attempting to explain. Much of their language use reflected hesitation – this can be found in the pauses, the ums, the uhs, and the phrases "stuff like that" and "kind of." Explaining what something is 'like' or is 'similar to' is not the same as explaining what 'it is.' Nonetheless, the interviewees spoke as if they had a clear understanding of the concepts, perhaps confusing what they felt they ought to know with what they did know. They may have felt that, given the serious consequences for plagiarism that they described, it is a concept that they are responsible to understand.

While the novice writers may have felt responsible to understand the concept of plagiarism, they were not entirely sure how to identify it in practice. They also recognized it as a nuanced concept, particularly with respect to collaborating with others. Relationality appears to be an important aspect of defining plagiarism, at least for novice writers. The findings of this study can inform approaches to policy development in terms of acknowledging the complexity of safe-guarding 'originality' in an intertextual and even, interpersonal, world.

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Towards a Supportive Math Pedagogy: Power Dynamics and Academic Integrity

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Abstract

Mathematics is a discipline with implicit power dynamics that affects who is seen as a viable educator and learner. In this paper we explore the power dynamics of the teaching and learning of mathematics at the university level, highlighting the inequitable and exclusionary aspects of math pedagogy that can lead to academic misconduct. We argue that a supportive pedagogy that meets learners at their social location will model academic integrity and create an educational environment that is inclusive of diverse learners. The potential effect of a supportive pedagogy that keeps universal design in mind, means a reconceptualization of both learning outcomes as well as surveilled high-stakes assessments for traditionally exclusionary fields such as mathematics.

Keywords: *academic integrity, assessment design, Canada, inequity, mathematics, power, online proctoring, pedagogy, postsecondary*

Towards a Supportive Math Pedagogy: Power Dynamics and Academic Integrity

Nowhere has the discussion around academic integrity and the need for a new pedagogical paradigm during COVID been more heated and fraught than in disciplines where the main form of teaching was content delivery and where assessment was done primarily through recall. Thus, departments with Science Technology Engineering and Math (STEM) and management programs have been at the forefront of debates at universities around the use of monitoring software.

In mathematics in particular, there is an innate power dynamic in its traditions and structure, from assessment design and standardized high-stakes testing and assessment, to content delivery and curriculum development. Similar to the power innate in academic discourse and academic literacy, numeracy is not neutral. These curricular designs are manifestations of what Su calls the "coercive power" (2020, p. 31) of mathematics, which keeps would-be participants

from entering and enjoying mathematics. This "culture of exclusion" in mathematics, as termed by Louie, also places a high status on mathematics and those who are successful at it, and those who do not "get" the math right away are seen as slow or needing remediation (2017).

There are academic integrity implications to this cultural landscape. McCabe et al. (1999) document both contextual and individual factors that influence cheating among university and college students, including the normalization of cheating behaviour among peers and the perception of needing to cheat in order to level the playing field. They also mention that rates of cheating by women in engineering majors (a traditionally male-dominated field) are higher compared to women in non-engineering majors, since there is more pressure to "compete by the 'men's rules' to be successful" (McCabe et al., 2001, p. 228).

There has not been much research on academic integrity in mathematics. Most studies on academic misconduct in STEM courses investigate science and engineering courses, and comparatively fewer consider mathematics and technology (Gilmore et al., 2016). This might be "because the nature of mathematics is not well understood" by academic integrity practitioners (Seaton, 2019, p. 1064). Seaton (2020) also offers both tradition and pragmatism as reasons why mathematics has not been greatly explored. The use of high-stakes proctored testing leads to a self-perpetuating cycle of even greater reliance on proctoring, which is assumed to work, so that "no customized integrity literature has seemed warranted in mathematics" (Seaton, 2020, p. 177). In Canada, it is a similar situation: Eaton et al.'s comprehensive annotated bibliography on academic integrity in Canada (2019) does not mention mathematics, nor does Eaton and Edino's review of academic integrity literature in Canada (2018).

Thus, there is a gap that needs to be addressed in relation to academic integrity and mathematics education. Due to the nature of mathematics teaching and learning, this gap also necessarily needs to address the power relations that are innate in math and explore, as Gutiérrez asks: "[i]n what way(s) are mathematics education researchers and educators complicit in the institutional practices that perpetuate inequities and unnecessarily constrict the identities that learners and teachers are able to enact around mathematics?" (2013, p. 61). Power dynamics are at play at many levels in mathematics education, from the role of the "ideal" instructor through to the role of the "ideal" learner. This is part of what Burton (2009) calls "mathematical culture" which is "the socio-political attitudes, values and behaviours that dictate how mathematicians, and their students, experience mathematics in the settings of conferences, classrooms, tutorials, etc" (p.159). These framings exclude those learners who are from diverse student populations in terms of race, gender, and sexual orientation. As queer academics in the university system, we understand and negotiate these power structures daily. Yusun is an assistant professor of mathematics, and Gangé is an educational developer, and our collective work in academe centres on recognizing the role of power and actively taking steps to make pedagogy more inclusive. As we suggest in this paper, recognizing power dynamics and decreasing the barriers to learning that power upholds, are the very same ways in which academic integrity is best promoted and supported in mathematics education at the post-secondary level.

Active Learning as Gateway Pedagogy

Instructors and university programs that have had a strong active learning component and practice seem to have fared the transition to remote teaching better than most. However, there are also still very robust discussions about the use of active learning as an effective pedagogical strategy in higher education, despite the strong body of literature that speaks to its use (Freeman et al., 2014; Prince, 2004).

An active learning approach can be utilized as a gateway pedagogy for online or remote teaching and learning and a way to reframe how we think about assessments. The centering of the student experience and engagement is, as we will argue, the key to creating a supportive math pedagogy that keeps power dynamics and academic integrity in mind. Active learning strategies support formative activities and community building that in turn prepare students for summative assessments, testing or exam situations. As Trinidad et al. (2020) suggest, "[g]iven the growing use and adoption of student-centered pedagogies in higher education classes, there is likewise a need to know which practices specifically are good for students" (p.162) and in turn which ones will help support students pedagogically and emotionally for assessment situations.

Students have different ways of engaging with these active learning practices, "[e]ngagement can often be defined in terms of behavioral, emotional, and cognitive ways of students actively participating in the task at hand" (Trinidad et al., 2020, p.162) and these "ways in" or access to the learning of the course are embodied in a very real way. Thus, having an awareness of what teaching practices will be both engaging, but also ultimately the most effective for students as they prepare for testing and exams, is one way to address the power inequities in the course and design around a supportive framework.

Trinidad et al. (2020) discovered that "students found four practices to be both engaging and effective: (1) recitations, (2) lectures where the teacher engages with the class, (3) use of real-life applications and examples, and (4) use of exercises and drills in the classroom" (p.164). All these practices employ types of active learning strategies that go beyond the kind of banking model of teaching and learning referenced by Freire (1969) and hooks (1994). Further, "[a]lthough students enjoy classes that require pure memorization because of its ease, they do not think they get much out of them" (Trinidad et al., 2020, p.166), which demonstrates that some traditional methods of rote memorization found in STEM field subjects, like mathematics, do not appeal to students nor are they seen as effective methods to engage with material that would be found on tests or exams.

Not every institution or department is open to different ways of teaching that involve authentic examples and applications, or a lecture with an engagement component. It is only by modelling practices and sharing outcomes with colleagues that we can clearly demonstrate the benefit of active learning and inclusive assessment practices. However, there are instances where

disciplinary stereotypes become the root of why a transition to a different way of thinking about teaching and learning is more difficult.

Stereotypes: The Tensions Between Math Praxis and Pedagogy

The field of mathematics has clear exclusionary stereotypes associated with it: that only certain people can do and be successful at math (Burton, 2009). The belief that only "nerds" are good at science and that math isn't "cool" is perpetuated by TV shows and mass media; see for instance shows like *The Big Bang Theory* (McIntosh, 2014). The genius myth is also permanently embedded in culture, that people who become successful at math are such because of an innate brilliance or talent (Chestnut et al., 2018).

Moreover, Gutiérrez (2013) argues that since mathematics is perceived to be universally objective and rational, then mathematicians are also considered "imbued with a sense of higher esteem" (p. 47). This pedestalling of math and mathematicians, combined with the genius myth, makes it more likely that someone who does not demonstrate math competencies in school will either assume they are not smart enough, or made to take different types of math that are marketed as "easier." These instances of exclusion are reinforcements of power inequities. The stereotypes that are mentioned above in relation to who a math researcher and practitioner is and how math research is performed, in turn frame math pedagogy with a power dynamic that is exclusionary.

This framing of mathematics is gendered and race-based. For example, Nosek et al. found that "stronger math + male associations were related to stronger math orientations for men but to weaker math orientations for women" (2002, p. 54). In another study by Copur-Gencturk et al. (2020) teachers were asked to evaluate student solutions that were assigned race- and gender-specific names; students with White-associated names were rated higher in mathematical ability than Black- and Hispanic-associated names, even if the solutions were identical.

Exclusive stereotypes reinforce the systemic gatekeeping that pushes students away from mathematics: see for instance the practice of tracking or streaming high school students into different sequences of math, English, or science based on perceived academic ability and preferences. This has been argued as tending to place lower-income students and those from visible minorities into trajectories that restrict postsecondary options (Krahn & Taylor, 2007). We note that Ontario high school programs will be phasing out this practice starting in September of 2021 (Rushowy, 2020). A longitudinal study by Canning et al. (2019) highlights faculty beliefs about their students' mindsets as the strongest predictor of student motivation and success, over other factors such as their gender, race, age, or teaching experience. Students who receive messaging (e.g., by being streamed) about the fixed mindset belief that intelligence is an unchanging entity also display lower motivation and respond to failure less positively than those who associate more with a growth mindset, that intelligent is malleable and can increase (Blackwell et al., 2007; Boaler 2016).

Students who enroll in mathematics courses are also varied: they could be mathematics majors with a genuine interest in the subject, or students who are taking the course only to fulfill business, biology, or engineering program requirements. Students for whom first-year algebra or calculus is a terminal math course may lack motivation to learn the subject, or may be more likely to internalize the exclusionary nature of the field, especially in relation to their conceptualizations of themselves vis-à-vis the identities they are expected to embody in the classroom (Cobb and Hodge, 2002). It is not uncommon for a first-year mathematics course to gatekeep students from their desired programs, thinning the pool because of program capacity requirements; as Douglas and Attewell (2017) state, this role of mathematics as gatekeeper arises "precisely because of its apparent objectivity as a yardstick, along with long-standing western cultural beliefs about its relationship to innate talent as well as its perceived independence from family circumstances" (p. 665). These biases, both explicit and implicit, shape academic culture and demonstrate themselves in curricula and pedagogy. Power dynamics are intrinsic in decisions such as what courses are required for which programs, how students are assessed, and what accommodations are made available for students with varying backgrounds who come to university. This may run counter to the American Mathematical Society ethical guidelines that underscore "[m]athematical ability must be respected wherever it is found, without regard to race, gender, ethnicity, age, sexual orientation, religious belief, political belief, or disability" (American Mathematical Society, 2019).

Power dynamics also exist in relation to the positionality of the instructor and their understanding and practice of academic integrity. This is even more the case for which instructor chooses to critically reflect on academic integrity outcomes. For example, there are other levels of power and pressure for faculty members who identify as non-white, identify as trans, or identify not as male (or any intersection of these) in relation to the perception of their pedagogical rigour as instructors if academic misconduct occurs in the courses they teach. As Sara Ahmed has demonstrated in her foundational work on inclusion in academic spaces, *On Being Included: Racism and Diversity in Institutional Life* (2012), these types of scenarios are rarely spoken of in academic literature, for "[w]e need a space that is not designated as institutional space to be able to talk about problems with and in institutions" (p.10). Published articles and research that speak to gendered and racialized perceptions of pedagogy and rigour are an extension of institutional spaces. For those instructors who are precariously employed or are early career, this fear of being perceived as lacking rigour or lacking a pedagogical framework that supports academic integrity is even more acute (Crossman, 2019). In what follows we reflect on the role of power in the university mathematics classroom and around assessment practices, and then identify approaches to make math a more inclusive space, and not a space of fear and surveillance.

Power Dynamics in Mathematics

Pedagogy, as Freire (1969) has demonstrated in his work *Pedagogy of the Oppressed,* is innate with power structures, power dynamics and the reinforcement of barriers. This power dynamic is not something that is specific to mathematics or even STEM, however, there are certain types of barriers that are experienced in the teaching and learning and assessment of mathematics that may not necessarily intersect in other fields. One of these barriers comes from the stereotypes connected to math teaching and the ideal or successful math practitioner. Power dynamics are part of the overarching "systemic problem" that Bretag (2019) and others have identified in relation to academic integrity and contract cheating.

Reasons for Rogeting and Poor Paraphrasing

The feeling of being "othered" can be highlighted and intensified through certain kinds of pedagogical philosophies and training. If course delivery and assessment instructions are not accessible to students who are English language learners or English as an additional language users, this is an access barrier that reinforces the linguistic and disciplinary power that the instructor (or institution) has over the learner (Sanders et al., 2020). No longer is this a space where ideas are shared, but a space where a certain type of terminology must be used to be a valid interlocutor in this learning dynamic. Bourdieu's work on cultural capital (1986) can help explain this belief towards certain types of acceptable academic discourse and demonstrates how this academic cultural discourse can be exclusionary (Thacker, 2020).

What is needed within the realm of mathematics teaching is a way to connect to the student's social location (their lived positionality) instead of making academic institutions the necessary default social location. As Leonard et al. (2010) state, "culturally relevant and social justice instruction can offer opportunities for students to learn mathematics in ways that are deeply meaningful and influential to the development of a positive mathematics identity" (p. 261). As well, a social-justice pedagogy, especially in the context of math teaching, can support the following as outlined by Gonzalez (2009) and cited by Leonard et al. (2010): "(a) access to high-quality mathematics instruction for all students; (b) curriculum focused on the experiences of marginalized students; (c) use of mathematics as a critical tool to understand social life, one's position in society, and issues of power, agency, and oppression; and (d) use of mathematics to transform society into a more just system" (p.262). Having the experiences of marginalized students at the forefront of math pedagogy has greater implications for access and ultimately for academic integrity. By reinforcing math as a critical tool, a tool of power, a tool of agency, and yes, often a tool of oppression, students can understand the systemic role of mathematics and mathematics teaching and learning, and in turn find ways to disrupt it instead of cheat it.

As Hennessey et al. (2012) frame, "[d]iscussion should start with an honest appraisal of what is known and believed about the subject. This eliminates the need to infer or guess student knowledge and get straight to the instructional strategies" (p.194). This framing of discussion

around beliefs and the individual students' feelings or cultural understandings about math allows for a new way of starting their university math experience without reinforcing power dynamics, and rejects the assumption that there is a monolithic way of engaging, conceptualizing, or assessing mathematics. For example, a course welcome survey could include a few questions about the students' experiences in their past mathematics classes, and about their attitudes and perceptions of mathematics. Course material and pedagogy can then be tailored to the class. Certainly, this is much more feasible in a small class—in multi-section coordinated courses with hundreds of students in each section, students tend to be more isolated and anonymous (this is exacerbated in the remote learning environment), and it is more difficult to foster interactions with the instructor, or among students (Kerr, 2011).

Classroom management also needs to address modeling, and how instructors should model an engagement with power that they would like to see from the learners. This is complex and multifaceted and as Boylan and Woolsey state, "[a] pedagogy of compassion entails informing teacher education for social justice with the same principles and ethics of care and informed empathy that we would want teachers to enact in their classrooms" (2015, p.70). The same pedagogical ethics that the instructor enacts become foundational to the ethics that learners would approach the concepts and assessments in the course.

When group work is part of the pedagogy, there are also power dynamics at play within the group itself and ethical considerations to be addressed in a microcosmic way. In mathematics classes students may be asked to complete an activity in groups in a smaller tutorial section, or engage with their neighbours in a class that utilizes active learning or peer instruction. Many pedagogical studies of group dynamics and outcomes in courses, show "that certain students are systematically more likely to underperform in classes where dominators persist in group work" (Theobald et al., 2017, p.11). This suggests that it is important for the instructor to be aware of these dominant group members and how these dominant group members may be adversely affecting the learning experience for those who do not feel comfortable interjecting in group work due to cultural or social backgrounds. This discomfort may be more acute in an online environment, since students may be more anxious to turn their video and audio on due to their living situations and technology. Further, "there is evidence that self-selected groups are best for students from marginalized and minority groups" (Theobald et al., 2017, p.12) and thus, this could be a strategy used to help support marginalized learners. Further, this group selection can also be coupled with discussions and framing that supports awareness of microaggressions, discrimination, and biases that happen in classes between students. When self-selection is not an option or choice provided, when universal design is not part of the pedagogical framework, students could use that power imbalance and lack of comfort as a reason to disengage because integrity and ethics is not being modelled in the pedagogy they are experiencing.

Assessment Design and Delivery

Assessment design also has power dynamics innate in its structure; a dynamic that is often overlooked by instructors and can be perpetuated by departments if there is no real reflection on the way questions and prompts are phrased or if the outcomes of assessments and testing necessarily disadvantage certain gender-identified learners, Black, Indigenous, and students of colour, and queer learners. One example is having prompts that only use Anglo-Americanized names like John, Suzie, Bob. Another example are prompts that reinforce heteronormative conceptualizations of a family or a certain class perspective that learners may not be able to relate to (e.g., your mother and father want to hire a landscaper to redesign your 2-acre backyard; or 4 married couples are at a party, how many ways can they pair off so that husbands do not dance with their wives?). Having this disconnect between question and learner is one of the gaps that demonstrates a lack of ethical pedagogical modelling. It is in these gaps that a tendency to cheat becomes real. As Alt (2014) states, students "who evaluated their teachers' behavior toward them personally as just, held more positive evaluation of the learning environment, and were less inclined toward academic cheating neutralization." (p.124); the phrasing and exemplars used in math problems are an extension of that perception of a just world.

There also needs to be clearer framing of the difference between types of questions, from recall to evaluation categories, that will allow students to reclaim the learning and empower themselves on their educational paths. Students do not necessarily know the difference between an analysis or an application question; all questions may seem like recall and pattern recognition questions to them, so it is important to model problem-solving skills that will support mathematical thinking, and provide clear goals and expectations. If this modelling is absent or inaccessible, students are more likely to give up if they encounter a different type of problem that was not practiced in lecture, opening the door to academic integrity infringements.

Some students are very used to standardized testing situations in content-led STEM disciplines. One only needs to look at the Education Quality and Accountability Office (EQAO) in grades 3, 6, 9 in Ontario to see the pressure and power innate in mathematical testing (and in this case also literacy scores). It is of no surprise that the Ontario government is trying to use a standardized testing educational technology company to administer these benchmark tests in the upcoming school year (Government of Ontario, 2020) because this is an example of a high-stakes situation that leads to surveillance, and the perceived notion that surveillance will provide quantifiable metrics to reassure parents.

Proctored tests reinforce power dynamics. Final exams in mathematics courses are held in huge gyms and meeting halls, where students are surveilled by a team of invigilators. Term tests and midterms are administered in a similar manner, sprinkled throughout the semester. These summative assessment pieces are high-stakes, comprising upwards of 80% of the students' final marks, with the final examination typically taking up a significant portion (40% or higher). With

the shift to remote learning there were attempts to apply the test design to the online space, via online proctoring services. And as many reports emerged of students experiencing traumatic experiences with online proctoring (see The Learning Network, 2020, for some examples of students' reflections on their experiences), educators were propelled to take a more critical look into the way we assess students.

Proctoring, Math, and Power

Seaton speaks of "the silence that has surrounded academic integrity in mathematics education" (2020, p.176), and offers proctored in-person exams as a reason why there is a significant gap in the literature. Instructors who administer proctored tests do not need to think too much about the veracity of student grades. This reliance on high-stakes proctoring feeds the argument that the weights of assignments and other non-test assessments must be limited in computing student grades, since cheating must occur at a higher frequency in these assessments, in turn increasing the reliance on proctoring even further (Seaton, 2020).

Many mathematics courses, especially first-year courses, have learning outcomes that are procedural: find the slope of the line, compute the derivative, evaluate the integral. Thus, in the spring, as the global pandemic moved courses online, some math courses started to consider online proctoring as a "solution" to the academic integrity challenges that arose. Services like ProctorU, Proctorio, Examity, and Respondus LockDown Browser monitor student browsers and invite themselves into the students' home environments to record them taking the exam in real-time. Student behaviours are flagged for suspicious activity and these red flags are sent to the instructor in a detailed report afterwards. There are different service models as well, and each institution would have specific contracts with the service providers that vary in terms of transparency to instructors and students. As Brenna Clarke Gray states in a recent episode of her podcast, *You Got This!* there is a gap between what we do or do not know about a contract:

> Because where does that contract live? Like who, who does get to see it on some level, surely there's an argument that it's a public document, right? Like it's public money at a public institution. And yet of course there are all kinds of you know, corporate reasons why those documents may not be made completely public (2021).

For example, there could be live proctoring, or recording and review of video data—data that some companies have questionable content-saving agreements for, allowing them to keep users' videos for years after these students graduate (Harwell, 2020). Institutions have created elaborate work flows for setting up these proctoring "solutions" which often give the provider and not the institution nor the instructor ultimate control, in an ultimate demonstration of power dynamics and control. The responsibilities given to each stakeholder in this online proctoring situation also demonstrate the inequities of the situation.

These online proctoring solutions only have the illusion of being flawless, and relying on machines to make decisions about humans is necessarily reductive: it sees the student as moving pixels on a screen, sequences of bits that the algorithm uses to deduce whether the student might be engaging in academic dishonesty or not, and ignores everything about their context and social location. Thus, there is a real need to have humans be part of the review and the training models that prioritize pedagogy over technology in curriculum decision making. Review and training with a pedagogical priority would demonstrate that the solutions do not seem to have teaching and learning benefits; they do not provide formative feedback, only a binary cheating/no cheating flag. They are also marketed as part of the large technological branding, as a "solution," often without a specific awareness of educational context and learner context that is exclusionary and ableist.

Students are compared to a baseline data set, a collection of faces and bodies taking tests, that assist the algorithm in making these decisions. Swauger (2020) writes, "[a]lgorithmic test proctoring encodes ideal student bodies and behaviors and penalizes deviations from that ideal by marking them as suspicious, which threatens students with academic misconduct investigations and exclusion from the educational community" (The Eugenic Gaze section, para. 1). This is yet another example of coercive and exclusionary power: when underrepresented groups are more likely to be flagged for cheating because the algorithm does not view them as an "ideal test-taker" (a problematic paradigm in itself), this is a systemic barrier and a signal of distrust that will keep these students from participating in and enjoying mathematics. For example, there is already evidence of artificial intelligence algorithms being racially-biased which Safiya Noble in *Algorithms of Oppression: How Search Engines Reinforce Racism* (2018) and Ruha Benjamin in *Race After Technology: Abolitionist Tools for the New Jim Code* (2019) both expand on. Both of these texts as well as the recent documentary, *Coded Bias* (2020) speak to how systems are coded with a built-in prejudice against non-white users. Noble and Benjamin speak to how the origins of this bias are from those who build the code or are part of the testing processes. This is applicable to online proctoring systems which are coded and tested in similar ways. As well, a Twitter thread by Colin Madland (2020) even demonstrated how video conferencing tools like Zoom, and social media platforms like Twitter erase Black bodies.

In the power dynamics inherent in mathematics, in the idealization of "who can do mathematics" and in the structural barriers that exclude, there are parallels to the inequities that online proctoring brings about. Surveillance pedagogy sends a message opposite to the need for openness and a dialogue around learning. There is a distrust of students right from the beginning where the syllabus needs to include online proctoring notices if it is to be used, before the instructor has even met a single student. Recent work by Gurung and Galardi (2021) demonstrates how a first-encounter document like the syllabus sets the tone of the course for the students, and frames mental health and the sense of care, safety, and trust in the classroom. And while one might assume that the number of students who cheat in the final exam may be lower than what it might have been without online proctoring, studies have yet to determine this

(Holden et al., 2020). In addition, students who hold predetermined assumptions about their own capabilities in mathematics, who come into a course where they are explicitly not trusted and are required to sit through the invasiveness of online proctoring, might emerge from the course no more eager nor encouraged to do mathematics, and potentially traumatized with their experience of the discipline.

Instead, we advocate for the fostering of an academic culture in the university community where academic integrity is something students should participate and engage with because they believe in its value, instead of being forced into it by technological tools that are discriminatory and ableist.

Another benefit for using online proctoring is the "theatre" or the performative aspect of its use: students who never cheat will feel better knowing that this will make other students less likely to cheat as well, resulting in a perception of fairness. This theatre of it might also encourage those instructors who are precariously employed or early career, to support these assessment strategies; early career academics need to align to the systems within which they were hired. As mentioned previously, this is even more true of BIPOC instructors. However, as we have seen in online proctoring, there is no fairness within these systems, only inequities and misplaced power.

We contend, as we will discuss in the next section, that a supportive and inclusive pedagogy, one that treats students as individuals who can be successful at mathematics while coming from all social locations (and in their own definitions of success), is the most effective way to address the structural imbalances of power in mathematics as well as support academic integrity in the math and in the broader community. It is through a pedagogy first and not a technology first approach.

Dismantling Power and Inequity Through Pedagogy

Instead of this movement towards technology as guardian, we need to begin from a place of trust. Bertram Gallant argues for a teaching and learning strategy to address academic integrity, one that asks "how do we ensure students are learning?" instead of "how do we stop students from cheating?" (2008, p. 87). Broad interventions that have been suggested to support embedding academic integrity, and ethical citation practices and values, include having conversations about academic integrity in one's course; fostering an inclusive classroom environment where students feel like they belong and are part of a community; emphasizing feedback over performance; and building a community of learning that takes students' social location into account (Bertram Gallant, 2008; McCabe et al., 2001). As Lang (2013) states, "the environments which reduce the incentive and opportunity to cheat are the very ones that...will lead to greater and deeper learning by your students" (p. 39).

To act with academic integrity, students must first develop a relationship with mathematics and their learning. Grades will always be important to students, since it is how they are evaluated in

their programs and awarded degrees. As such, the very act of grading embeds a movement toward academic dishonesty. So, there is a need to address having these two very different but always coexisting sources of motivation. It has been shown that being motivated by externalities like grades and a peer culture where cheating is the norm pushes students to cheat. This is even more pronounced in higher-stakes environments (McCabe et al., 1999; Munoz & Mackay, 2019).

When a course has a learning outcome of "students should be able to compute the derivative of a rational function" while at the same time students have access to calculators online to do the work for them, how do we actually test what they know? The more pertinent questions are: how can we motivate students to want to learn to do this? Why is this still a learning outcome that needs to be tested? Finally, why are we defaulting to the standard idea of a "test" when there are many other ways for students to represent their learning?

We are not implying that summative assessments must be eliminated altogether; final grades still need to be assigned at the end of the term. But as Gernsbacher et al. (2020) state in their recent work, time-limited tests are less valid and reliable. A time-limited test is simply a snapshot of a student's work at that specific moment, not unlike a literal photo being taken. If we were having one's picture taken for a professional website and the photographer only takes three shots, it's likely none of them would be good enough, unless one is lucky (and not quite bad at posing for pictures). If the photographer takes a hundred pictures, among those shots the chances of finding something satisfactory is much higher.

Sometimes students do not feel well on test day; some students are more prone to anxiety than others. One practice that attempts to address this challenge is that of mastery-based grading, which allows students to demonstrate understanding of course outcomes multiple times in a semester, and assigns grades based on whether they have successfully done so at some point during the term. Being able to revise and resubmit reduces student pressure and fosters student ownership of their learning, and can potentially create more equitable environments (Lewis, 2020; Prasad, 2020).

Alternative assessments also allow students to represent their learning in varied ways, as well as foster deeper connections with the material. In author one's discrete mathematics class, students work on a revise-and-resubmit math portfolio throughout the term in addition to the more standard low-stakes quizzes, a midterm, and final exam. For this portfolio, they write-up draft solutions and proofs to a given list of problems, with an emphasis on their writing and communication. Graders then give personalized feedback on their proofs, which students use to revise and prepare for resubmission. Some questions ask them to reflect as well (for examples of this see Su, 2017). The goal is for students to create meaningful connections with the material and reflect on their metacognition through scaffolded draft submissions and targeted feedback.

Interventions that foster equity, diversity, and inclusion in the classroom also support academic integrity and signal that the student's lived experience and connection to the topic matter, which

is what assessments such as this portfolio promote. Efforts to make the mathematics classroom equitable and inclusive will support academic integrity by creating a deeper student connection with the material as well as increasing motivation. When academic integrity is upheld in the classroom community—when the values of honesty, trust, fairness, respect, responsibility, and courage are promoted (International Center for Academic Integrity, 2021)—this will also lead to more open and genuine participation in mathematics for all. This reduces barriers to participation and supports a framework for thinking about mathematics as something that is beautiful, useful, and part of our everyday lives instead of simply a box on a checklist representing the path to a degree. Students who genuinely want to learn and do mathematics will act with integrity because it is their learning at stake.

Gutiérrez (2013) talks about the post-structuralist view that we are all products of our experiences as we navigate the world. Our relationships with institutions, other individuals, and society at large, all define what is normal for each of us, as it is for our students. And so, they enter the classroom with a different definition of success, and a different understanding of mathematics, leading to the tension of trying to reconcile or assimilate their view with what is traditionally reinforced as the predominant perspective, and this predominant perspective is often framed by those who have the most power in the discipline. Instead, why don't we start by asking our students the questions:

What is mathematics for *you*?

How will *you* be able to tell that *you* are successful in mathematics?

What does "success" in mathematics mean for *you* personally?

As Evans-Tokaryk (2014) highlights in relation to academic integrity, it is only when we acknowledge the different understandings that students are coming in with, and how globalization has influenced higher education, that we can find the real authentic connection points for students.

Even the conversation about gender and minority gaps is driven by standardized measures of successes and achievement in mathematics. The mathematical discourse centres around how minority groups fall behind and girls score less than boys. These are deficiency-driven models that speak to what students lack by comparing them to others who may not have had the same background and experiences (Gutiérrez, 2008). Nowhere in this discourse is a reflection on the pedagogy that informed these gaps or the power dynamics that are innate in these pedagogical decisions. Moreover, this discourse largely ignores individual creativity and the manner in which students construct their own relationships with mathematics. Su (2020) puts it beautifully in the title of his book: *Mathematics [is] for Human Flourishing*.

Repositioning mathematics as something authentic and meaningful to the learners is part of a larger Universal Design for Learning (UDL) framework. This ability to reflect, connect, and apply, leads to higher-order thinking and moves beyond the lower-level recall or computational questions that seem to make surveillance and proctoring a necessity. A move to authentic connection makes all assessments more about learner stakes as opposed to high stakes and low stakes. Regardless of what the assessment is worth, whether it be questions where learners work together collaboratively, or a testing situation, the stakes that matter should be the pedagogical stakes and not the numerical ones. These types of assessment situations pull on constructivist frameworks where the learner's connection to the topic and social location are just as valuable to the process as the course goals and outcomes. By approaching assessments and pedagogy with the learner positionality in mind, especially in a polarizing discipline like mathematics, barriers to the topic are decreased, and power dynamics are addressed at the forefront before approaching the concept. Context is key, and this will in turn reduce the chances for question prompts that are exclusionary and speak to concepts that are far removed from where the learners are at.

What these strategies suggest is ultimately the need to build a comprehensively inclusive and accessible community of learners and peers. Having such an inclusive community models the ethical pedagogy that supports academic integrity, reduces the need for bypassing learning through cheating, and reduces the need to gatekeep knowledge within the discipline as something that only belongs to one type of instructor or one type of learner. In such a space (be it on campus or virtually), math belongs to everyone

Conclusion

In the power dynamics innate in mathematics and its practice we have seen a tendency to exclude, and this is perpetuated in popular media and society. The genius myth pervades the field and implicit beliefs in these fixed characterizations of who can do mathematics push students away from math. This creates inequitable groups of math instructors and math learners.

Mathematics university educators in Canada are anxious: this is a time when the status quo has been disrupted several times over. Some have reacted to the pandemic and a change in course delivery models by increasing the reliance on surveillance pedagogy. However, online proctoring brings with it a slew of privacy issues as well as the dehumanization of participants and users.

By the use of online proctoring solutions to deter cheating instead of looking deeply and critically into course and assessment outcomes first, there is a movement away from access and accessibility. There is a movement away from equitable engagement with concepts, and instead a movement towards a homogeneity of learning experiences that necessarily excludes Black learners, Indigenous learners, disabled learners, queer learners, and any learner who has not been deemed normative by the software or the institution of higher learning. This technological

surveillance signals distrust to students. This will not make students any more eager to do mathematics, or at least, may create more resistance to participation and enjoyment.

Supporting academic integrity in mathematics courses is equivalent to creating equitable, inclusive, and diverse classrooms for our students. While this is not a novel idea (Bertram Gallant, 2008; Lang, 2013), the potential effect of having a supportive pedagogy of care is even more pronounced in mathematics because of its traditionally exclusionary nature and levels of power dynamics innate from the instructor to the learner. A mathematics educational space where a multitude of opinions are welcome, student differences are acknowledged and celebrated, and each individual is invited to reflect on their personal math histories, and not have to erase their lived experiences—this is a classroom where a culture of academic integrity can also be built and developed.

There are long-standing practices in mathematics that are slow to change, although the growth in recent years of active learning as a student-centered pedagogy gives one hope that even more evidence-based studies will be done on academic integrity which may lead to change in standard practices around assessment and grading. As Seaton states, the reliance on proctored exams in mathematics leads to complacency, and we would benefit from more research in this area (2020). Our article is a call, to echo Seaton, for the need for more evidence-based analysis of mathematics and assessments in relation to academic integrity, and the need for more analysis on how power and systemic inequity plays a foundational role in how mathematics is conceptualized, taught, and applied.

Certainly, the dearth of evidence around academic integrity in mathematics education should not keep us from trying to change the culture and learning environments we are in and is certainly inspiring for the possibility for future research. Focusing on what we as educators can do "can also create a sense of empowerment in individual faculty members" (Lang, 2013, p. 38). We are at a turning point where critical reflection on our pedagogical choices could have a significant long-term effect on mathematics education in the future. And we have the ability to create inclusive and accessible environments where learners feel supported with the goal of promoting a culture of academic integrity, but also as a way to reduce barriers to mathematics and support demographically inclusive learners, even in the post-pandemic era.

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Motivators for Student Academic Misconduct at a Medium Sized University in Alberta, Canada: Faculty and Student Perspectives

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Abstract

Academic misconduct describes a complex set of behaviours with many reported motivating factors. However, most research investigating the motivating factors behind academic misconduct has been conducted on American college students. To assess academic misconduct at our mid-sized university in Alberta, Canada, we conducted focus groups with students and faculty to further explore the motivational factors underlying academic misconduct. We conducted a thematic analysis on the interview responses in which two thematic categories of motivations arose: dispositional (or psychological) factors and situational (or contextual) factors. Both student and faculty participants reported a variety of motivating factors for academic misconduct, including but not limited to dispositional aspects, such as attitudes concerning academic misconduct or a lack of understanding, as well as contextual factors, such as taking a full course load and familial pressure. However, unlike their American counterparts, our participants did not discuss the impact that their peers have on motivating academic misconduct. We add our results to the growing body of research which focuses on identifying and analyzing Canadian trends in academic misconduct research.

Keywords: academic misconduct, Alberta, Canada, faculty perspectives, focus group interview, motivation, student perspectives, thematic analysis

Motivators for Student Academic Misconduct at a Medium Sized University in Alberta, Canada: Faculty and Student Perspectives

Academic dishonesty or academic misconduct is an umbrella term for prohibited behaviours which violate the norms that govern academic work to produce a better outcome for the student

(Miller et al., 2017). Some common examples of academic misconduct within an undergraduate setting include plagiarism, copying a peer's work, and cheating on exams (Christensen Hughes & McCabe, 2006). Recent studies estimate that 50% to 92% of North American undergraduate students will engage in some form of academically dishonest behaviour in their post-secondary career (Christensen Hughes & McCabe, 2006; Peled et al., 2019; Vandehey et al., 2007). There have been many suggested explanations for the increasingly high levels of academic misconduct across the literature, including the rise of technology in academic settings (Nilsson, 2016; Watson & Sottile, 2010), increases in the buying and selling of academic work (Bretag et al., 2019), and changing societal attitudes towards ethical conduct (Brimble, 2016). However, these general findings often fail to speak to the distinct dispositional and situational factors, or influences, which motivate students to partake in academically dishonest practice (Adam, 2016; Minarcik & Bridges, 2015).

Studies that focus on identifying the motives behind academic misconduct view it as a complex issue with various motivating factors (McCabe et al., 2001). Motivating factors have included various aspects of students' attitudes, personalities, and environmental circumstances (Lee et al., 2020; McCabe & Trevino, 1997; Whitley, 1998). Some reported motivations are consistent across these studies, whereas others vary. Some common motivating factors include engaging in academic misconduct in order to obtain a high grade (Genereux & McLeod, 1995; Minarcik & Bridges, 2015), a lack of understanding regarding academically dishonest practices (DeVoss & Rosati, 2002; Fishman, 2016; Newton, 2016), and the influence of peers in either encouraging academic misconduct or in encouraging academic integrity (McCabe, 1992; McCabe & Trevino, 1997; Jurdi et al., 2012; Rettinger & Kramer, 2009).

Additionally, most academic misconduct research is focused on American college students. Although Canadian students do share some similar trends to American students, there is growing body of Canadian research which highlights the different problems in Canadian academic misconduct (Gallant & Drinan, 2008; Jurdi et al., 2012; Eaton & Edino, 2018; MacLeod & Eaton, 2020). One major difference arises in demographic factors, as there are consistent demographic trends in academic misconduct among American students. For example, students who are younger are more likely to engage in academic misconduct in the United States (McCabe & Trevino, 1997). However, Canadian research found that students across age demographics engage in academic misconduct equally (Jurdi et al., 2011). Furthermore, academic misconduct is more common in younger men in the United States, whereas post-secondary students of all genders report high levels of academic misconduct in Canada (Bokosmaty et al., 2019; McCabe, 2016). Thus, Canadian researchers have argued that further Canadian-specific research is needed to address the unique concerns of their academic systems (Christensen Hughes & McCabe, 2006; Eaton & Edino, 2018; Eaton, 2020; MacLeod & Eaton, 2020).

The purpose of this study is to determine the dispositional and situational factors that the members of our university community identify as contributing to student academic misconduct.

To identify motivating factors at our mid-sized university in Alberta, Canada, we conducted focus groups with students and faculty members and asked them to share what they believe motivates academic misconduct.

Methods

Focus Groups and Interview

To understand participants' perspectives towards academic misconduct, we conducted focus groups at our medium-sized Canadian university located in southern Alberta. Participants were separated by affiliation into faculty and student groupings. All data collection was approved by the University of Lethbridge's Human Research Participant Committee and adhered to the Tri Council's Ethical Conduct for Research Involving Humans policy. Following a call from (Adam, 2016) to include more student voices in academic misconduct research, we sought student perspectives to better understand what motivates students to cheat. Professors can only speak to cases of academic misconduct that they have caught; however, they may provide some insight into student motivations for academic misconduct.

Focus group participants were recruited from a campus-wide virtual academic misconduct survey. Emails containing links to the survey were sent to all faculty and students in the Fall 2019 semester. Faculty (n = 130) and student (n = 1,142) survey participants represented 13% of the student population and 22% of the faculty population at that time. At the end of the survey, participants were invited to share their email address if they would like to take part in a focus group. Participants' survey responses were not tied to their email addresses. We then sent emails to 126 students and 15 faculty members inviting them to participant in a virtual or in-person focus groups.

Focus group participants self-reported their department of study and their gender. Efforts were made to conceal participants' personal information, including giving everyone name cards with aliases to use during the interviews when they entered the room, and were asked to not display their full name in virtual meetings. Faculty and student focus groups were asked similar questions, such as "what do you think motivates students to engage in academically dishonest behaviour?" but some questions varied to address each group's responses and different experiences with academic misconduct.

There were 17 focus group participants with 9 faculty and 8 students. We also conducted one interview with one faculty member. Faculty focus groups were comprised of five women and three men. Student focus groups consisted of seven men and two women. Both student and faculty groups had mixed representation from every major discipline (including the Arts and Science, the Dhillon School of Business, and Health Sciences faculties) except Fine Arts.

Thematic Analysis

After conducting the interviews, we transcribed the participant responses and uploaded them into the NVIVO 12 qualitative analysis software (NVivo, 2018). From there, we preliminarily coded the participant responses using content analysis to label and categorize different responses (Clarke & Braun, 2013). We then conducted a comprehensive thematic analysis of these codes to categorize the different motivations discussed in response to our research question (Clarke & Braun, 2013). Faculty transcripts and student transcripts were coded separately and analyzed to identify the unique themes produced by each group.

To better distinguish between motivating factors, we utilized a previously established framework to assess differing motivational explanations for academic misconduct and split motivating influences into two main categories—dispositional and situational (Minarcik & Bridges, 2015). Dispositional factors refer to an individual's personality and personal attitudes (Minarcik & Bridges, 2015; Whitley, 1998). Situational motivating factors for engaging in academic misconduct, which were context-dependent, refer to an individual's social and physical surroundings and other external pressures (Minarcik & Bridges, 2015; Whitley, 1998). As such, dispositional and situational motivators were the two main themes within our analysis, as all our participant's responses fit into these themes. Within both the dispositional and situational categories, we identified differing subthemes which represented distinct thematic patterns across our participant responses (Braun & Clarke, 2006).

Results

Student Dispositional Subthemes

Four main dispositional subthemes were identified from the student responses, including student *attitude*, a *lack of understanding*, a student's *personality*, and their *relationship to their professor* (see Figure 1).

Attitude

The subtheme of student *attitude* included student responses that mentioned differing attitudes which they believed contribute to academic misconduct. Student participants viewed "attitudes" in relation to the values that one holds towards their education. They discussed generally negative attitudes towards education as a motivating factor for committing academic misconduct. Many students reported feeling that students who cheat or are academically dishonest are largely apathetic to what they are learning or what a university education teaches them. Students viewed their academically dishonest classmates as detached from their education and view their education as a means to an end, rather than as learning experiences. Students reported specific experiences with friends who "just wanted to graduate" and "have something to

put on their resume", which made them feel as if their peers did not have personal connections to their studies.

The student *attitude* subtheme also included responses which discussed a lack of passion for the material being studied. Students reported that they were more likely to cheat if they were not passionate about the subjects they were studying or the specific assignments they were working on. Some students felt that peers who engaged in academic misconduct had different educational values from students who did not. This subtheme also includes responses from participants who stated that they would never consciously engage in academic misconduct because they truly valued what they were learning. For example, a student who is interested in becoming a counsellor stated that they "see the value of everything [they are] learning. If [they] don't understand the concepts that [they] could be working with, [they] could screw someone up because [they] would be counselling them".
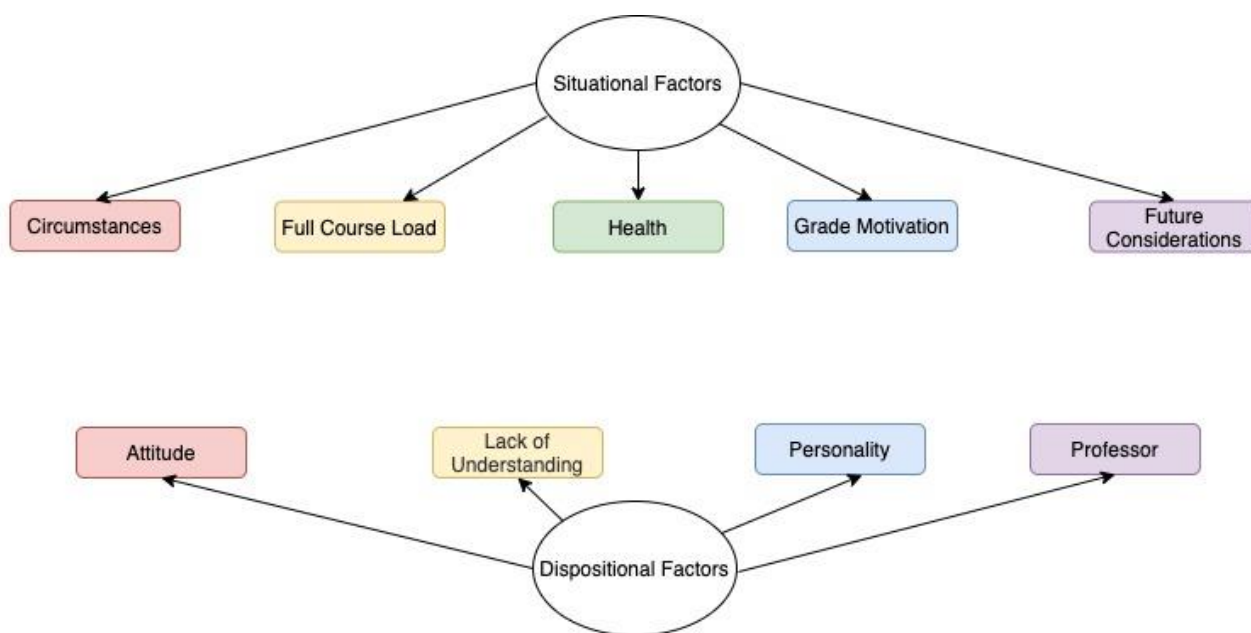

Figure 1. *Thematic Analysis Tree of Dispositional and Situational Factors Contributing to Academic Misconduct.* This represents the different dispositional and situational themes that arose during our student focus group interviews. Main themes are denoted by a large circle and sub-themes are represented by a smaller square attached to the main theme via an arrow.

Personality Traits

The second subtheme we identified from student responses was the idea that an individual's *personality* traits influence their propensity to engage in academic misconduct. Some students distinguished between "crimes of opportunity," where the learning environment can enable

students to engage in academic misconduct, and specific personality traits which predispose individuals to seek out cheating opportunities. During the discussion pertaining to personality, a manipulative personality trait emerged as one that would be more likely to engage in academic misconduct. Specifically, students stated that they believed people with a manipulative personality trait would be less likely to face consequences for their behaviour because they would be able to justify their actions to their professors if they were caught. Participants felt that not facing consequences led to the aberrant behaviour being reinforced.

Lack of Understanding

The third subtheme we identified was a *lack of understanding* surrounding various aspects of student educational experience. Students indicated a lack of knowledge in understanding what academic integrity entails. They stated that they are unaware of what practices are specifically dishonest and did not feel equipped to determine if different practices were dishonest, which frequently lead them to engage in academic misconduct. Students reported that an incomplete understanding of the details contained within the academic misconduct policy led them to making their own decisions about what constituted academic misconduct, which is not necessarily consistent with institutional policies and may violate policies. Specifically, students reported feeling very unclear about the extent to which sharing ideas and assignments with peers or group members was appropriate and when it became dishonest. Student participants also reported that they did not know what to do or what to say when approached by a classmate or a groupmate and asked to share answers or entire assignments.

Senior students stated that they gained an increased understanding of what constituted academic misconduct as they progressed through their undergraduate degree. For example, as they wrote an increasing number of essays across their university career, some students reported feeling more confident in understanding and avoiding plagiarism. They stated that this felt as if they were personally "training" in academic integrity as the years went on and as they were exposed to different assignment types and disciplines. Other students stated that as their discipline-specific skills grew, such as their comfort with their discipline-specific citation format, their understanding of academic integrity in their discipline grew as well.

Relationship to Professor

The fourth subtheme identified involved a positive student-teacher relationship a student has with their *professor*. Students stated that this could either contribute to their propensity to cheat or dissuade them from engaging in academic misconduct. Students who reported strong positive relationships with approachable professors explained that they would never cheat in their classes because they would not want their professors to be disappointed in them. Likewise, some participants stated that they believed that peers who engage in academic misconduct do not have positive relationships with their professors, do not like their personalities, or do not respect their teaching methods.

Student Situational Factors

Students identified five situational themes which they believed contributed to academic misconduct. These include themes of *circumstances*, a *full course load*, *health*, *grade motivation*, and *future considerations* (see Figure 1).

Circumstances

Students discussed the circumstances that shape their personal lives, and how these circumstances can affect their educational experience and the level of stress they feel. They stated that these circumstances can take differing amounts of their time, leading some people to engage in academic misconduct to compensate. One of the circumstances identified was the amount of familial pressure that students face. Student participants stated that family members frequently pressure students to obtain the highest grades possible, which causes students to feel as if they need to find ways to perform better.

Additionally, students discussed how their financial circumstances impact their educational paths and their propensity to engage in academic misconduct. Students felt that students with limited financial resources were more likely to engage in academic misconduct to ensure that they would not fail and would only have to take the course once. Although students at our university can typically withdraw from or re-take classes if they receive a low grade, our participants indicated that many students do not see this as a viable option due to the financial costs of re-taking courses.

Many students discussed the time constraints that arise from working one to three jobs outside of their classes. They stated that it was hard to balance their jobs with their academic work. Students thought that students who had demanding work schedules would be more likely to copy answers from peers or online resources because they would be looking for ways to save time on their assignments.

Full Course Load

Student participants listed taking full course loads (of three to five classes) and labs or tutorials as pressure-inducing. They stated that in taking a full course load, they often felt as if they could not devote adequate time to all their assignments, which led some students to commit academically dishonest practices, such as copying a friend's answers, to save time. However, they also specified that sometimes the number of classes was not the main problem, but rather it was the amount of workload across classes. Students felt that certain classes had higher workloads than others, making it difficult to try to evenly divide their time between classes. They stated that these inconsistencies may lead some students to engage in inappropriate academic behaviour to decrease the workload in one class to have more time for their other classes.

Health

The third theme that we identified was mental and physical health. Students spoke of needing to get to a healthy place mentally to succeed in their studies. They stated that students who were either physically or mentally unhealthy would not be able to devote adequate time to their studies, and thus would be left scrambling to complete their work or engage in academic misconduct. Students stated that health concerns often take priority over academic work and speculated that this could leave students with lower grades than they expected. They argued that lower grades cause students to engage in academic misconduct in later assignments to try to raise their grades.

Grade Motivation

The fourth theme we identified is the subtheme of *grade motivation*. Students stated that wanting to obtain the highest-grade possible led students to engage in academic misconduct, including plagiarizing ideas from online sources and copying answers from friends who have taken the class previously. Students discussed how some students seemed to incorporate their grades into their identity and self-worth and wanted to achieve good grades to boost their self-esteem, not because they wanted to best understand what they were learning. They stated that that these types of students would be more likely to engage in academic misconduct to ensure that they obtain the exact grade they feel they need.

Future Considerations

The subtheme of *future considerations* connected to many different aspects of the students' responses. One of these connections arose during discussions regarding grade motivation. Students stated that they wanted to obtain high grades to meet their later goals, including post-graduate programs and other academic graduate programs which are highly competitive and value higher grades. Student's recognized that the desire to attend these programs could help encourage students to devote more time to their academic work, but they also stated that the intensity of the competition could lead students to cheat to give them an academic edge over other applicant.

However, students described how some students viewed obtaining a degree as an important and necessary step to obtaining later employment but did not care about the knowledge gained or the grades received. They discussed students wanting to pass classes to graduate and not caring about what they learned otherwise; instead, they just wanted the "piece of paper." Students also discussed the idea that work experience is more important than grades to potential employers or valued more than a degree in some professions, leading students to care less about their grades and reduced scholastic work ethic.

Faculty Dispositional Factors

We identified five main dispositional themes which arose during the faculty focus group and interview, including the themes of *attitude*, *professor*, *no reported reason*, a *pattern of behaviour* and *personality* (see Figure 2).

Attitude

Faculty members indicated that they felt that students who were most likely to engage in academic misconduct held a largely apathetic *attitude* and lacked curiosity or passion for their subject. They reported feeling as if they had to convince most of their students that they had something important to teach them to pique their interest. Faculty spoke of teaching to "20% of their class" and reported feeling as if most students were merely there to get a degree or grade, not out of self-motivated interest or curiosity about the subject material. This led to professors feeling discouraged or unenthusiastic about their teaching.
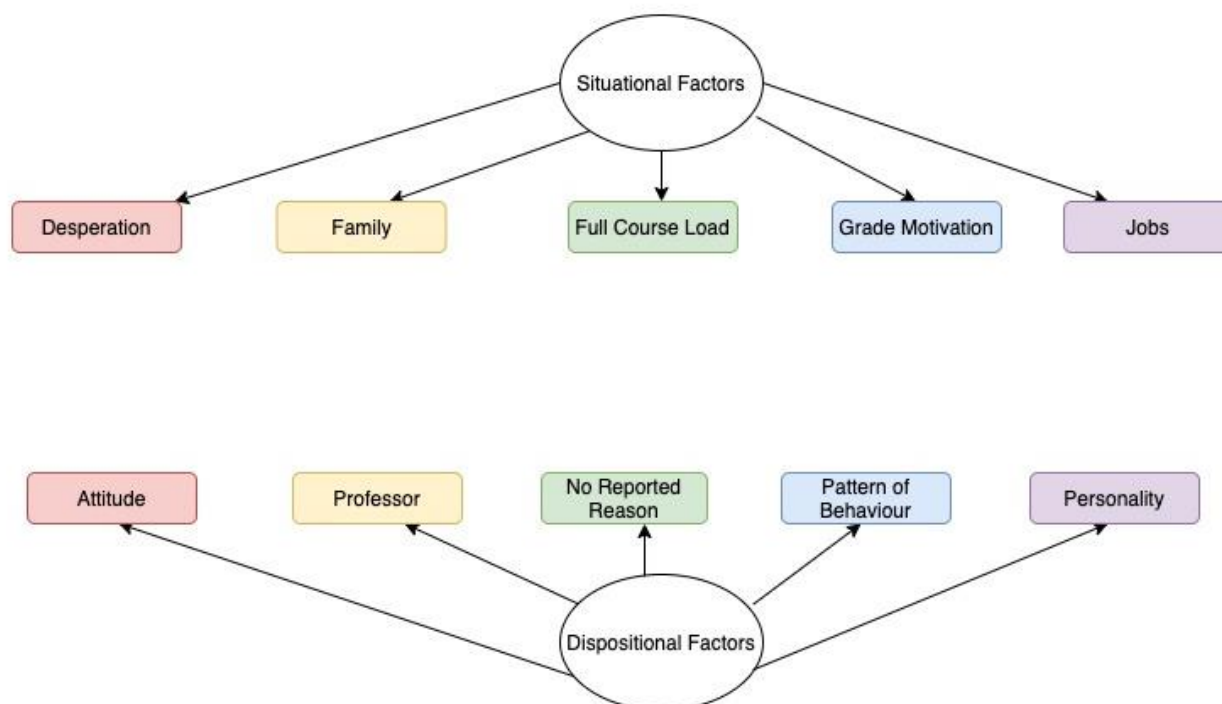

Figure 2. Thematic Analysis Tree of Dispositional and Situational Factors Contributing to Academic Misconduct. Faculty focus groups created their own unique set of subthemes. This image depicts the different dispositional and situational themes that arose during faculty focus groups. Sub-themes are represented by a smaller square attached to the main theme (which is in a circle) via an arrow.

Behaviour

The second subtheme we identified in faculty responses was the *behaviour* patterns accompanying academic misconduct. Faculty believed that academic misconduct stemmed from poor planning skills and poor time management, leading them to seek out riskier means of finishing assignments. Additionally, some faculty stated that students who were likely to engage in academically dishonest practices had many preconceived ideas about what academic integrity entails that are often wrong and misguided. For example, faculty members explained that students would argue that practices, such as inappropriately citing online resources, were acceptable because they previously did so in high school, or they have "always done it [that] way" in previous classes and were not reprimanded. Faculty members stressed that students' unwillingness to update their understanding of academic integrity contributes to students committing academically dishonest practices later in their university careers.

No Reported Reason

Some faculty reported that students caught cheating did not report reasons for their behaviour, and the professor could not determine a motivating factor for cheating. However, this does not mean that the student did not have a motivating factor, but rather, that students may lack a certain level of self-awareness and do not understand the underlying factors that motivated their cheating behaviour, or they were unwilling to share their motivations with their professor. Not wanting to share their reasoning with their professor can speak to specific psychological influences, such as embarrassment or possibility of reduced consequences, which kept the student from disclosing their reasons.

Personality Traits

The theme of *personality* was the fourth subtheme we identified from our faculty discussions. Although students discussed manipulative personality traits which allowed cheaters to get away with their infractions, many faculty members discussed the idea of a sense of strong self-worth or an "inflated ego" as the type of personalities which would be most likely to cheat. They identified this personality type as the hardest to dissuade from cheating, as students who possess this personality trait may disregard the professor's teachings surrounding academic integrity.

Professor

The fifth dispositional theme that we identified was *professor*-specific factors. This theme includes feeling unprepared to educate their students about academic misconduct, and that differing disciplines called for different methods to obtain understanding. For example, Computer Science and Mathematics faculty stated that it was fine for students to look up and copy small pieces of code (or integrate "code snippets" into their work), as it would allow the student to understand the reasoning behind the problems. However, life-science faculty reported having a

zero-tolerance for looking up answers online, as the student needed to use data obtained from the labs they participated in to complete assignments.

Some faculty also reported feeling that the cultural role of a professor is no longer valued amongst students. Faculty stated that students no longer view professors with respect and do not value their knowledge. A few faculty members were under the impression that this is a contributing factor leading to increased student academic misconduct because students do not believe that professors were invested enough to closely monitor their submitted work. Faculty discussed a lack of communication with students as a probable contributing factor. If students discussed assignments-related concerns with them, they could help alleviate student pressure by granting "automatic extension[s]" to students who would reach out to them.

Faculty Situational Factors

The situational factors identified from the faculty focus groups and interview include the subthemes *desperation*, *family*, *full course load*, *grade motivation*, and *jobs* (see Figure 2).

Desperation

Faculty members explicitly discussed the sense of *desperation* that students feel regarding their schoolwork. Some faculty members disclosed discussions with previous students they caught cheating, where students explained that a sense of desperation, caused by a lack of time, drove them to engage in cheating behaviour to ensure the student met the required deadline. Faculty revealed that differing time pressures, including but not limited to leaving assignments to the last minute, an increase in non-academic activities during periods when assignments are due, and not adequately planning and accounting for their academic work contributed to students' feelings of desperation. Faculty participants stressed that this was mostly due to students' poor planning skills, as opposed to not having adequate time to complete an assignment.

Family

Faculty discussed the impact that familial pressure has on academic misconduct. Faculty reported learning about over-bearing parents from their students and believed that some parents pushed their children too hard and even sometimes encouraged academically dishonest practices. In one example, a participant shared that a student's mother wrote their essay for them, and later e-mailed the professor to complain about the grade their child received. Although not all examples were this extreme, participants frequently discussed a link between increased parental pressure and students engaging in academic misconduct to appease them.

Full Course Load

Taking a *full course load* was also identified as a situational subtheme. Faculty discussed both taking full course loads (e.g., three to five classes or 15 credit hours) and taking labs or tutorials

as pressure inducing. Unlike the student participants, faculty did not discuss the amount of work in specific courses, but instead focused on the total number of courses. They felt that students who are taking more classes would feel increased pressure to cheat in some classes to balance all their assignments and give adequate time to each class.

Grade Motivation

Faculty also discussed the theme of *grade motivation*. Specifically, they stated that students would engage in academic misconduct to get a better grade on an assignment or test. However, faculty also explained that they believed students engaged in academic misconduct to merely pass the class. They argued that the mantra of "C's get degrees", which references the fact that one can still graduate if they pass their courses, has led students to believe that all they have to do is pass a course. Faculty argued that if students are already disengaged with the material and apathetic to what they are learning, students will seek out riskier means to simply pass the course.

Jobs

The *jobs* theme was identified as a unique situational pressure which led students to generally have less time to work on assignments. Faculty participants conceded that some students who are struggling to juggle their various external commitments with their academic work may be more likely to engage in academic misconduct. They argued that the lack of time that accompanied working students made them feel as if they did not have adequate time to study and complete their work properly, leading them to seek out quicker alternatives, such as copying citations from the internet or copying answers from their peers. One participant mentioned hearing that their student only had a half an hour to complete the day's assignment before they headed to work.

Discussion

We conducted this study to outline the unique motivating factors of academic misconduct at our university. Our results align with attribution theory, a psychological concept that argues that individuals will come up with reasons, or "attributes," to explain behaviour (Heider, 1958; Weiner, 1985; Stephens, 2017). Core attribution theory argues that when presented with another individual's behaviour, such as cheating, individuals will either explain their behaviour as a result of the individual's unique psychological disposition, or environmental or situational circumstances. Just as Minarcik and Bridges (2015) found in their population of psychology graduate students, our findings indicate that both student and faculty participants view student academic misconduct as a multifaceted issue with multiple dispositional and situational motivators.

Many of the dispositional factors mentioned here, such as a student's attitude and differing personality factors have been previously identified within the academic integrity literature (Brimble, 2016; McCabe et al., 2012; Minarcik & Bridges, 2015). There are an increasing number of studies which analyze academic misconduct in relation to psychological personality traits (Lee et al., 2020; Lewis & Zhong, 2011; Wilks et al., 2016). Some studies have found that students who commit academic misconduct score lower in the Big Five traits of conscientiousness and agreeableness (Giluk & Postlethwaite, 2015), whereas others have found that higher levels of Dark Triad personality traits, such as narcissism, correlate with academic misconduct (Menon & Sharland, 2011; Rundle et al., 2019). Future research on academic misconduct at our institution may want to further explore the relationships between the psychological traits mentioned here, such as manipulation and narcissism, and academic misconduct.

Likewise, many of the situational subthemes mentioned here are commonly cited within the academic literature as situational pressures related to the modern university-student lifestyle, including financial pressures from paying for increasingly high education costs, the time pressures related to holding a job while attending university, taking a full course load, and parental pressure (Blum, 2016; Minarcik & Bridges, 2015; Wideman, 2011). Both faculty and student respondents identified similar pressures and seemed to generally understand the situational pressures that accompany present student lifestyles (Blum, 2016). However, some situational motivators, including the desire to achieve high grades and taking a full course load, were considered common motivators of student academic misconduct in previous generations of students and today's students.

Our student participants also discussed a motivating factor which kept them from engaging in academic misconduct. Students who said they would never cheat or engage in academic misconduct reported feeling a strong sense of connection to their professors. Indeed, previous research has identified this respectful professor relationship as a "moral anchor" for students that discourages dishonest practices because they feel as if they have someone to hold them accountable (McCabe & Pavela, 2004; Simkin & McLeod, 2010). These reports support previous research which focused solely on individuals who commit academic misconduct; self-admitted cheaters often viewed their professors as inadequate and do not respect them personally or the assignments they use in their courses (McCabe, 1992). Likewise, our faculty participants expressed feeling as if students who engage in academic misconduct found them inadequate and failed to respect them; they identified the negative professor-student relationships as motivating students to engage in academic misconduct. However, there may be other reasons why students do not engage in academic misconduct which were not captured in our responses. Previous research which explored reasons why students do not engage in contract cheating found that the student's personal moral beliefs and their desire to fully learn material kept them from engaging in academic misconduct (Rundle et al., 2019).

However, our results deviate from the literature about the impact of peer pressure on student academic misconduct. Our student and faculty participants did not identify peer pressure as a motivating factor in committing academic misconduct, which is surprising due to the depth of research discussing the effect of peer influence on a student's propensity to commit academic misconduct (see Jurdi et al., 2012 for a review). This finding does not rule out the possibility that peers do motivate students at our university to engage in academic misconduct, but rather, that our participants did not explicitly discuss the roles their peers play in either motivating academic integrity or academic misconduct. Our participants largely viewed academic misconduct as an individual issue, which is influenced by many aspects of the individual's life, as opposed to something that is socially enforced.

The lack of peer influence reported here differs greatly from research on American college campuses, where peer influence remains a strong motivating factor in academic misconduct research across time (McCabe & Trevino, 1997; McCabe et al., 2001; McCabe, 2016). Additionally, a strong peer influence is also reported as a major contributor of academic misconduct globally. For example, academic misconduct research on Romanian college students found that the behaviour of their peers was the strongest correlate of a student's intention to cheat (Teodorescu & Andrei, 2009). They found that if students reported high levels of student cheating within their institution, they were more likely to cheat as well (Teodorescu & Andrei, 2009). Likewise, researchers in the United Arab Emirates (UAE) found that students felt socially obligated to help their peers with their work, even when sharing was not permitted (Aljurf et al., 2020).

So, why did our Canadian sample not identify peer pressure as a motivator of academic misconduct? One possible explanation for this contrast comes from Canadian research on behaviours that students consider to be academic misconduct. One such study found that Canadian undergraduate students viewed self-interested cheating as more serious than "selfless" cheating, which includes behaviours such as cheating to help a friend succeed (Jurdi et al., 2012). Thus, it is possible that our participants did not mention peer influences regarding academically dishonest behaviour because they did not consider helping a friend to be academically dishonest. Further research with clear definitions of academically dishonest practices is needed to better explore the link between peer influence and academic misconduct in Canadian universities.

Our study is limited by a low number of focus group participants. Typically, smaller focus groups hold 4-6 participants, and standard focus groups have 8-12 participants (Kidd & Parshall, 2000; Krueger, 2014; Plummer, 2017; Sim, 1998). None of our focus groups had more than six participants. Although smaller groups are limited to fewer experiences, they do allow participants to further expand on their own experiences (Krueger, 2014; Stewart & Shamdasani, 2014). We found that smaller focus groups with 1-2 participants lead to more concordance of opinion and an increased sharing of similar experiences, whereas focus groups with 3 or more participants presented a wider breadth of opinions. Thus, as with all qualitative data, our results

may not be entirely generalizable to the general population of faculty and students at our institution and suggests a cautious interpretation of our results.

The purpose of this study was to determine motivators of academic misconduct at our university by questioning those who are most likely to run into it– the members of our university community. The reported motivations paint a complex picture of academic misconduct at our university, where it is largely an individual phenomenon fueled by both dispositional and situational factors. Although both our faculty and student responses could be categorized in similar thematic categories, our results suggest that there is a disconnect between what specific factors faculty think motivate academic misconduct and what students identify as motivating factors. We encourage academic integrity researchers to include both student and faculty participants in their studies to illuminate the differences across both group's perspectives, which can help to identify instructor biases and inform institutional approaches. Our research aims to add the voices and opinions of our students and faculty participants to the growing body of academic integrity research which focuses on the distinctive landscape of higher education in Canada.

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Exploring Rogeting: Implications for Academic Integrity

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Abstract

Poor paraphrasing can be a sign of underdeveloped writing skills that can lead to plagiarism. One example of poor paraphrasing is Rogeting, which is the substitution of words with their synonyms using Roget's thesaurus or other digital synonym providers. In this position paper, we discuss Rogeting as a form of poor paraphrasing that may lead to academic integrity breaches, such as plagiarism. We discuss methods of identifying Rogeted text, concluding with practical recommendations for educators about how to better support student writers so they can avoid Rogeting in favour of developing their writing skills.

Keywords: academic integrity, academic misconduct, paraphrasing, plagiarism, plagiarism detection software, Rogeting, text matching software

Exploring Rogeting: Implications for Academic Integrity

Definitions of plagiarism can be found in academic policy documents as well as scholarly literature, however, plagiarism remains a complex issue that defies absolute definitions. Some educators have been prone to seeing "plagiarism as a simple, black-and-white issue" (Moore Howard & Davies, 2009, p. 64) when it is not. Even the terminology we use to refer to plagiarism can vary in scope, as they include, but are not limited to copying, patchwriting, cheating, misappropriation, dishonesty, and literary theft. Plagiarism is inconsistently defined across higher education institutions, with a wide variety of interpretations in academic integrity policy (Eaton, 2017). Some academic integrity scholars and advocates have argued that some forms of plagiarism, including poor paraphrasing and patchwriting, are not academic integrity issues at all, but rather writing development issues (see Howard, 2000; Pecorari, 2003).

Background and Positionality

This study is the result of work we undertook together when one of us (AT) was a visiting scholar at Werklund School of Education, University of Calgary in 2018-2019 from her home institution, Farhangian University. We embarked on a journey to understand cultural differences relating to academic integrity between our two home countries of Iran (AT) and Canada (SEE). Our collaboration resulted some previously published research outputs (e.g., Eaton et al., 2019), one of which was focused on the topic of Rogeting (see Takrimi & Eaton, 2019). In this article, we

expand on our previous research, in which we analyzed cases of Rogeting using a corpus analysis (Takrimi & Eaton, 2019). In this position paper we discuss the phenomenon of Rogeting and offer insights into how to address it.

A Brief History of Rogeting

Rogeting refers to the practice of replacing words or phrases written by the original with synonyms. Locating and choosing the synonyms is often done with the assistance of a thesaurus. The term is derived from Roget (1856), who is often attributed as having been the originator of the thesaurus. *Roget's Thesaurus*, as it became later known, has been a widely-used resource among writers of various ages and skill levels. In recent decades, online thesauri have outpaced the use of the traditional paper book version of *Roget's Thesaurus*, though Roget himself continues to be acknowledged when referring to online synonym finders. One might only speculate how the English physician and lexicographer might feel about the irony of his name evolving into an eponymized verb that might arguably be synonymous with plagiarizing.

The origin of the term "Rogeting" is sometimes, though erroneously, attributed to Sadler who found odd substitutions of words in his student's exam paper (see Grove, 2014). We found evidence of the term Rogeting being used more than half a decade earlier in the work of Leahy (2008), an Irish poet. In her poem, 'A Good Rogetting', Leahy described her love of reading and books, and by extension, her intimate relationship with words. Leahy's (2008) poem pre-dates Sadler's (2014) references to Rogeting, though her work remains more obscure and, thus far, available only in hard copy. (We ordered a hard copy of Leahy's book through inter-library loan for this study). Sadler's work, on the other hand, is easily and publicly accessible through the Internet, which may explain the erroneous attribution of the word's origin to him.

Although Leahy's use of the term does not in any way imply a misconduct, it remains the first known instance of the word "Rogeting" in published literature. After Sadler, we found Schuman (2014) to be the second author who used a similar word, *thesaurusizing*, to refer to students' "cut-and-paste plagiarism to fool both their professors and anti-cheating software such as Turnitin" (Schuman, 2014, n.p.). Elaborating on Sadler's examples like "sinister buttocks" (see Harris, 2014), a nonsensical paraphrasing of "left behind", Shuman (2014) maintains that such phrases will definitely provoke professors into rethinking about the words used in the paper.

Similar to the "plagiarism continuum" suggested by Sutherland-Smith (2008, p. 8), the reasons for Rogeting could arguably be conceived as falling along a continuum stretching from naive ignorance at one end, to a conscious (if misplaced) effort to create seemingly more elegant text, falling somewhere in the middle, to a purposeful intention to represent others' effort as own at the other end. Whatever the motivations, due to the spread of digital writing services around the globe, the practice of Rogeting appears to have become more convenient, faster and more user-friendly than traditional manual substitutions of words and phrases. With little effort, a writer can easily submit original text to a computer-generated thesaurus or paraphrasing software and,

within seconds, receive the output. There are numerous free services on line that can perform this task. The writer can then present this text as their own original work.

Because of the novelty of the term "Rogeting" in scholarly literature and popular media, and the anticipation that "students will resort to increased use of paraphrase in order to drop below the radar of the detection software" (Warn, 2006, p. 195), we contend that it is important to engage scholars, educators, policy makers, and advocates of academic integrity in a more robust and evidence-informed dialogue on the subject, as we believe this is a phenomenon that remains poorly understood and understudied.

Examples of Rogeting

In this section, we offer examples of Rogeting. We draw from previously published works that have appeared both in scholarly works and popular media. Our examples are not intended to be exhaustive in nature, but rather to highlight how text manipulation through synonym substitution can result in bizarre or non-sensical outputs. One poignant example is the phrase "sinister buttocks" that was substituted for "left behind" (Sadler, 2014). Another example is, "I could hear the charlatan of the ducks in the distance," a non-sensical phrase generated from the word "quack" being swapped out for "charlatan" (Schuman, 2014). One can find numerous other examples of Rogeting online as part of the public educational and scholarly discourse on inappropriate word substitution and poor paraphrasing.

Reasons for Rogeting and Poor Paraphrasing

There are a variety of reasons Rogeting, and other forms of poor paraphrasing may occur, one of which is underdeveloped writing skills (Eaton, 2021; Pecorari, 2003). In our previous work we found that reasons for Rogeting could include both intentional and unintentional reasons for appropriating the work of others, such as (a) a desire to write more elegantly; (b) comfort with synonyms the writer knows already and uses frequently; (c) a desire to use longer or more complex words; (d) a desire to deceive teachers and text-matching software such as iThenticate or Turnitin; (e) a deceptive desire to be seen as the rightful creator of a text or idea; or (f) failure to cope with the writing assignment and pressure (Takrimi & Eaton, 2019).

Issues with the Detection of Rogeted Text

Some writers may believe that substituting particular words or phrases with synonyms prevents the possibility of text-matching software (sometimes inaccurately referred to as plagiarism-detection or anti-plagiarism software) from identifying a match with the original text. Sadly, the result is phrasing that is not only inauthentic, but may even sound absurd or nonsensical to the careful reader. Text-matching software, as it exists currently, is designed to identify precise text matches using an algorithm, but may not necessarily be designed to pick up poorly written work.

Over a decade ago, Warn (2006) noted that "Substituting key words and rearranging the original text constitutes plagiarism but it is extremely difficult for an examiner to detect this type of plagiarism" (p. 196). Nevertheless, identifying cases of plagiarism that result from Rogeting largely remains the work of an astute human who reads with a critical eye. It is worth noting that some cases of Rogeting may not be difficult for a human to detect. The pseudonymous science blogger who goes by the handle "Neuroskeptic" (2015) has argued that:

> Rogeting would probably fool any common plagiarism detection software, but done sloppily …. it produces very strange prose. Many synonyms just don't make sense out of context. For instance, while 'modernism' might mean the same thing as 'innovation' in the context of art history, in other situations it makes no sense at all to switch them (n.p.).

Schneider et al. (2018) noted that "software is available to assist in identifying plagiarism, but it can often be defeated by simple manipulation techniques, such as substituting words with synonyms (i.e., Rogeting), because such software often detects only exact matches of text" (p. 348). This technical problem has been recognized by Warn (2006), too, adding that detecting paraphrased and rearranged words and phrases from the original text may be difficult for a human detector. One potential solution might then be that both machine and human inspection techniques be used together to spot this type of plagiarism.

An additional complicating factor is that the more elaborate the act of copy-pasting substitution, the harder the detection would be for both machine and human detection. Vani and Gupta (2016) point out that in "complex methods of Rogeting" (p. 21), the writer modifies the substituted words, making it difficult for software to identify potential text matches. Referring to Cheatturnitin's description, Vani and Gupta maintain that the limitation of Turnitin is its "inability to detect intelligent paraphrasing & Rogeting" (p. 21). Others have made similar claims, noting that "it would be extremely difficult to detect Rogeting so long as it were done right" (Neuroskeptic, 2015, n.p.). An argument could be made that if only key words were substituted with synonyms, other portions of the work might be flagged by text-matching software as matching another original text. Mariani et al. (2016) attributed their failure in spotting copy-pasting instances to the degree the original text was modified. One idea worth exploring further could be that the more an original text is subject to substitutions and alterations, the lower the probability that it might be identified as being plagiarized, either by text-matching software or human detection.

Further Considerations and Possible Detection Methods

Online thesauri may be only the tip of the iceberg. Paraphrasing and translation software has been a topic of discussion among academic integrity scholars for a number of years (e.g., Prentice et al., 2018; Rogerson & McCarthy, 2017). Article spinners, article rewriters, and content spinner tools provide free manual and automatic text-reproducing services with refined and

sophisticated techniques which can reproduce perfect material while looking as authentic and as original as the text submitted.

As a solution, Schneider et al. (2018) propose "a novel mechanism that supports identification of plagiarized work by capturing the creation process and comparing the works' generation process, rather than comparing only the final products" (p. 348). Discussing how this support system works and what technological procedures are involved is in neither the present paper's specialty nor its span.

Another solution would be to add a sort of thesaurus search to the previously-designed similarity checker of the software to facilitate comparisons in the database not only from similarity aspects but also in terms of the synonyms and their substitutes as found in the thesaurus, as these cheating software use thesauruses available in MS Word.

Still another solution is proposed by Warn (2006), critiquing current detection software for detecting only exact word string matches and their inability to detect "unattributed" paraphrasing. Warn (2006) suggests "advances in the design of detection software" (p. 201) so that "heavily paraphrased work be detected by relying on semantic matching algorithms" (p. 201), something like the search tool developed by Braumoeller and Gaines (2001, as cited in Warn, 2006) named "Essay Verification Engine, or EVE, which is designed to search for word approximations of essay text" (p. 201).

Finally, Roka (2017) suggests "more sophisticated computer methods that analyze lexical, syntactic, and semantic features, tracking of paraphrasing, citation based detection, analyzing the graphics, cross language text borrowing by non-English speakers and copying of references" (p. 2). Warn (2006) suggests that plagiarism software can lose effectiveness by the time writers recognize the limitations of digital match checkers and handle new technological advancements to take advantage of those limitations.

Supporting Struggling Writers to Avoid Rogeting

We subscribe to the idea that pro-active and pedagogical approaches to academic integrity are desirable. Informed by our previous research (Takrimi & Eaton, 2019) , we offer these practical suggestions to support students to strengthen their writing skills, while simultaneously develop their understanding of academic integrity:

- Introducing writing enhancement techniques, i.e., encouraging students to summarize the texts first instead of patch-writing from the sentences;
- Encouraging students to paraphrase more wisely, and to be mindful of the ideas they have in mind when looking up synonyms and word maps they find;
- Educating students about academic integrity, including expectations relating to citing and referencing;

Educators play a role in supporting students' understanding of attribution and ethical interaction with original source material. This responsibility is acknowledged by other researchers in the field of academic integrity. For instance, Howard et al. (2010) found that none of their 18 student-participants showed the skill of summarizing in their research texts and all resorted to paraphrasing, patchwriting, and copy-pasting instead. They suggest that students need to keep themselves away from the source and use their intake from the ideas presented instead of appropriating the language of the original text. Warn (2006) maintains that "more lasting inroads can be achieved by shifting student attention away from 'going under the radar' and towards being more confident and involved in their learning" (p. 207). We agree that a focus on teaching and learning, with emphasis on the ethical use of text, as well as citing and referencing, create a stronger foundation for academic integrity, as well as better writing.

Recommendations for Future Research

Academic integrity research is regarded as an underdeveloped field of inquiry compared with other forms of educational research (Macfarlane et al., 2014). If that is true, then Rogeting is an even more nascent topic of research, meriting deeper investigation.

Journalists and bloggers have drawn some attention to Rogeting in the popular media, but it has yet to be studied in an in-depth manner. Thus, we conclude with a call for deeper and more rigorous investigation into Rogeting, as well as the related topics of paraphrasing software and machine translation. We acknowledge that such tools may be used ethically for academic or scholarly development, but there are grey areas, as well as uses that constitute a deliberate attempt to misuse another's work without attribution or acknowledgement.

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Keynote Address: Building Collaborative Networks to Support Academic Integrity

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Abstract

Academic integrity work can be time-consuming and invisible, but you are not alone. Learn how a systems approach and formal and informal networks provide academic integrity experts and advocates with support to learn with and from one another.

By the end of this session, engaged participants will:

- Understand how the academic integrity community is developing, both in Canada and internationally.
- Find out how you can get support and get involved.
- Reflect on your how your experience, expertise, and wisdom can help others.

Keywords: academic integrity, Canada, Manitoba, higher education, networks

Keynote Address: Building Collaborative Networks to Support Academic Integrity

Hello friends! Thank you to the Manitoba Academic Integrity Network and Red River College Library Services for inviting me to join you for the 2021 Academic Integrity Inter-Institutional Meeting. Special thanks to Lisa Vogt and Brenda M. Stoesz who have been in constant communication with me for several weeks to prepare for today.

I'm honoured to join you to talk about building collaborative networks to support academic integrity. I hope that by the end of time together today you'll have an idea about how the academic integrity community is developing, both in Canada and internationally. Throughout the talk I invite you to reflect on how your experience, expertise, and wisdom can help others. Finally, I hope you'll know how much you are part of this community, how you are connected and how you can get involved in ways that are sustainable and meaningful.

If you are on Twitter, feel free to tag me and the Manitoba Academic Integrity Network in your Tweets about this presentation.

Before I go any further, I'll take a moment to pause and give gratitude to the territory from which I am joining you today. The city of Calgary, where I settled more than 25 years ago, is located on the traditional territories of the people of the Treaty 7 region in Southern Alberta. These include the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations). It also includes people from the Tsuut'ina First Nation and the Stoney Nakoda, who include the Chiniki, Bearspaw, and Wesley First Nations). Calgary is also home to the Métis Nation of Alberta, Region 3.

We take time at the beginning of our gatherings to acknowledge these traditional territories on which we find ourselves, not has an obligation, but as a sign of appreciation and connection to the land and those who lived on the land for centuries or even millennia before settlers arrived.

I'll return to these ideas throughout today's talk, about being connected to those who came before us, as well as those we know today, and those who will come after us.

Because this is a presentation on academic integrity, I thought it was important to start with a brief note about citing, referencing, and the ethical decision-making processes I used to prepare for today's presentation.

Firstly, I've included a complete list of references and works consulted at the end of the slide deck, so you can find them yourself later if you wish.

I have included photos of individuals in the presentation. These photos are either official photos from institutional websites or have been publicly posted on the Internet. I have used stock photos from Colourbox using an institutional license from the University of Calgary.

I am going to start with a story. When I was a graduate student, doing my PhD at the University of Calgary in Educational Leadership, my supervisor, Dr. Tim Goddard, taught me – and all of his grad students – how to do a literature review. This is a common thing for supervisors to work with their grad students on, but Tim's way of teaching it was different from any approach I'd learned about before. He would tell us, "Imagine you are coming to a conversation circle where people are talking about your topic. The conversation has been going on for many years, maybe even centuries. The people who are in this circle can be from any point in history. When you join the circle, you sit down and listen to the voices of those who have come before you. Listen closely to what they have to say and try to understand their point of view. Then pay attention to the relationships between the people in the circle. Who wrote on the topic first? Who influenced whom? Who disagrees with whom, and why? How has the conversation shifted over time? What have people been saying recently? Your job when you first join this circle is to listen, and to

understand. In time, you will contribute your own voice to the conversation, but you don't start by talking. You start by listening" (T. Goddard, oral teachings. Multiple dates from 2005 onward). Of course, by "listen," he meant "read."

Originally from the north of England, Tim's career was deeply affected by working with Indigenous populations across the world. His way of teaching us how to understand and undertake a literature review was no doubt influenced by Indigenous perspectives and teachings, as it was based on the sacred tradition of sharing circles in Indigenous cultures.

Tim's approach focused on people and relationship-building. He taught us that starting with the sources first was backward. He was insistent that people write the books and journal articles that we read and cite, and so we must start with the people, rather than with the sources. Tim's approach differed from many textbooks and websites that offer instructions for conducting a literature review. Through his teachings, Tim challenged us to situate ourselves within a circle situated within the traditions of our discipline and within a community of scholars.

Today I am going to show you how this approach to circles has applications beyond graduate student or scholarly literature reviews. Imagine, for example that we are in a circle today. If we were in person, we could be in a physical circle, but instead we find ourselves in a virtual circle. A circle keeper is the person who brings people together, opens the circle, sets the intention for what will happen, creates opportunities for listening, learning, and sharing and then closes the circle. Our circle keeper today is Lisa Vogt, chair of this inter-institutional meeting. We acknowledge the work that went into preparing for our us to arrive today, for welcoming, and hosting us. If you look on the participant list, you'll see a name above yours and a name below. If we were in a circle, these people would be on either side of you. There are a few of us who are guests to the AIIIM circle today, and we will stay connected to you, but those of you who live and work in Manitoba are the ones who sustain your Manitoba Academic Integrity Network, your circle, over time.

Let me show you how my connection to the Manitoba circle has grown over time. As I do, I invite you to reflect on how your own experiences and connections.

First let's set the stage. The word integrity comes from the same Latin root that we get the verb "to integrate" or "to make whole".

We often talk about a set of values that are the foundation of academic integrity (ICAI, 2021). This means that integrity is about principles not rules. Academic integrity is more than just the absence of academic misconduct. It's about a daily practice of ethical decision-making in our learning environments that serves as the foundation for ethical decision making for life. Academic integrity is about much more than student conduct. It extends to everyone in our

learning communities including educators, staff, administrators, and of course, students. And now onto the story…

My path that led to the academic integrity community was long and not without its struggles. Although I have worked in higher education for more than 25 years, I spent the first 22 years as a sessional instructor, living life as a "precariously employed academic". I taught as many courses as I could get in a year, including both credit and non-credit courses and workshops, without job security, benefits or a pension. I supplemented my teaching by providing educational consulting services to non-profit organizations and government. One side project I took on in 2015 changed the trajectory of my career forever.

In late winter of 2015, the associate dean of teaching and learning in the Werklund School of Education, the place where I'd graduated from with my PhD and had been teaching as a sessional, asked if I would be interested in working with the Vice Provost of Teaching and Learning on an internal report about academic integrity. It was a side hustle that I desperately needed at the time and I said yes.

That led to working with Dr. Lynn Taylor. Dr. Taylor gave me a copy of a partially drafted report on academic integrity at the University of Calgary. She said, "the literature review needs refreshing; it's outdated. Could you do that for me, please?"

"Sure," I said, knowing of course, that I had no background on the topic. As I recall, the literature review had stopped sometime around 2012, the year Dr. Taylor came to the University as the inaugural Vice Provost of Teaching and Learning. She went on to tell me that she'd done some previous work in the field herself, and had worked with Don McCabe, an American researcher who developed a survey that she'd administered at a previous university she worked at. And that she also had connections to others involved in the Society for Teaching and Learning in Higher Education (STLHE), such as Julia Christensen Hughes, who'd also run the same survey at her institution, the University of Guelph. I remember Lynn telling me, "Don's ill and we can't get the data. He didn't keep very good records of his research, so it's gone."

She seemed frustrated and sad. I could see it, but I didn't have much context to go on. I said I would update the literature review and so, I started reading. In one of our meetings about the project, I commented, "Lynn, there's almost no research out of Canada on academic integrity since Christensen Hughes and McCabe published their two articles in 2006".

Lynn replied, "I know…"

I waved my arms and said, "Someone needs to do this research!"

Lynn nodded and said, "I know… and I'm retiring."

As it happened, I was in the process of applying for a tenure track role at the University of Calgary. I got the job! Almost immediately upon being hired, the Associate Dean, Research, sat me down and said, "You need a research program. You've been a generalist for too long. This is a research position, and you need to focus your research. It needs to be something you're passionate about, something you can publish on, and something you can do for the rest of your career. Are we clear?"

I nodded. Conveniently, I'd just identified a major gap in educational research in Canada that I already felt passionate about. And so, my entrance into the world of academic integrity was formalized.

I dutifully did what all research professors are expected to do and began applying for grants. I was successful in receiving faculty level grants to conduct a project on faculty experiences with academic integrity in the school of education. In 2017, when I attempted to "level up" and apply for a university-level seed grant, my application was rejected outright. When I received the feedback on the application, it said:

Reviewer #1: "Academic integrity is an administrative issue, not a research topic."

Reviewer #2: "There is insufficient evidence to show academic misconduct is an issue in Canada. If the applicant believes this is worth researching, the first step is to publish a literature review in a peer-reviewed journal."

I took Reviewer #2's advice and together with a graduate student, started preparing a literature review that was later published in the International Journal for Educational Integrity (Eaton & Edino, 2018).

Our search resulted in 56 sources with publication dates ranging from 1992 to 2017. From our review, we learned about some wonderful research published by scholars and practitioners who have lived and worked in Manitoba:

Lynn Taylor, who co-published two studies with her graduate student, Brandy Usick from the University of Manitoba, along with their colleague, Barbara Taylor.

The Master's thesis of Lynn Taylor's graduate student, Brandy Usick was in there, too, along with another student thesis, by Paul MacLeod, who did his doctoral research at the University of Calgary and worked at Assiniboine Community College.

I am going to pause for a moment and talk about the work of Dr. Lynn Taylor before she came to the University of Calgary. Not only did Dr. Taylor bring me into the academic integrity world, but also, the research she did paved the way for much of the work that has followed.

Although two of the major articles about academic integrity in Canada were published in 2006 by Julia Christensen Hughes and Don McCabe (Christensen Hughes and McCabe, 2006a, 2006b), and lots of people know about their work, it was actually Dr. Lynn Taylor at the University of Manitoba, her grad student, Brandy Usick, and her collaborator Dr. Barbara Paterson who were doing pioneering work in the field a few years prior, that has gone largely unrecognized. So today, I want to take a moment to show you how important the research conducted led by scholars in Manitoba has been.

Dr. Lynn Taylor led the only major Anglophone research funded by the Social Sciences and Humanities Research Council of Canada (SSHRC) on academic integrity (see Eaton & Edino, 2018). There has been SSHRC-funded research in Quebec, led by our Francophone colleague, Dr. Martine Peters, but let me emphasize how important Dr. Taylor's work was in English-speaking Canada.

The three-year project ran from 2002 to 2004, with almost $80K in federal research funding.

This is significant because to the best of my knowledge, this is the only academic integrity research project at an English-language university that has ever received federal funding… and it was from Manitoba!

Dr. Lynn Taylor left the University of Manitoba to come to the University of Calgary in 2012, where she later went on to hire me to work with her on a report in 2015, and then inspired me to take up academic integrity research when I was hired into a tenure track position.

The effects of Dr. Taylor's work continue to ripple across the Canadian academic integrity community long after she left the University of Manitoba, not the least of which was that she established a culture of academic integrity at the University of Manitoba (U of M) that has had a multiplier effect that takes years to grow. The culture and leadership established at U of M led to the university hosting Manitoba's first AIIIM meeting on Friday, June 2, 2017 (University of Manitoba, 2017). So, let's take a moment to retrace our steps and start connecting the dots…

I did not attend AIIIM 2017, but about six weeks after you held that milestone event, I experienced one of the happiest accidents of my career. We have a Doctor of Education (EdD) program at the Werklund School of Education at the University of Calgary where I work. Students come for two-week on campus residency for two years and complete the rest of their program online.

In July of 2017, at a BBQ held to welcome the incoming cohort of EdD students studying leadership in post-secondary contexts, I happened to strike up a conversation with one of the students. She introduced herself as Brandy. During the course of our conversation, I asked what she'd done her master's level research on. She replied, "academic integrity".

In less than a second, my brain made a connection. I asked, "Are you Brandy Usick?"

If you know Brandy, you know it is hard to catch her off guard, but at that moment I did. She laughed a but nervously and said, "Yes," with a puzzled look and asked, "How do you know my name?"

I replied, "I just read your master's thesis!"

She went from looking puzzled to slightly alarmed. She asked, "You read my master's thesis?!"

I realized that must have sounded quite strange, so I explained, "I have been working on a literature review about academic integrity in Canada. I found your thesis as part of the literature review. You worked with Lynn Taylor, right?" And the conversation went from there…

You can see how my network was in its early stages in 2017. Through working with Lynn Taylor, I'd read the work of Brandy Usick and Paul MacLeod. Then, I met Brandy in person – by accident -- during her student residency at the University of Calgary. In 2017, I had read Paul's work, but I had not yet met him in person, so the line to him is dotted, rather than solid.

One thing led to another and I ended up having the privilege of being Brandy's doctoral supervisor. Although she's working on a different topic for her doctoral research, having the opportunity to connect with someone with long-time experience in the academic integrity field has been deeply meaningful for me. A recurring topic of our early conversations was how wisdom and knowledge about academic integrity practices were not well documented. Although practitioners would give workshops or present at conferences, unless you had the chance to attend in person, there were almost no opportunities for professional development or self-study. We decided that there needed to be a way for academic integrity professionals to share their experiences and wisdom with others in the field.

As a result, in 2018 we co-founded Canadian Perspectives on Academic Integrity, an open access journal, available completely free of charge.

We invited Manitobans, Brenda M. Stoesz and Loie Gervais to become members of the editorial board when we founded the journal. They accepted and continue to champion its success.

Loie Gervais was the first Manitoban to contribute a practitioner article to the journal, when she wrote her piece on "Launching an Institutional Academic Integrity Campaign" for the inaugural issue of the journal (Gervais, 2018).

Later that same year, in September, Brenda Stoesz and Ana Yudintseva (Stoesz & Yudintseva, 2018) became the first Manitobans to publish in the International Journal for Educational Integrity, the journal launched by Tracey Bretag in 2005. You can see from the screen shot that their article has been accessed over 5000 times since it was published less than 3 years ago.

In 2019, Manitobans – and Canadians in general – began to really show how their academic integrity networks were growing in an exponential way.

That article that Stoesz and Yudintseva published in the International Journal for Educational Integrity served as the basis for their presentation at the 2019 International Center for Academic Integrity Conference (ICAI) in New Orleans. Their presentation garnered international acclaim when it was highlighted in Plagiarism Today as a top session at the conference (Bailey, 2019). It was at that conference where I met Ana Yudintseva in person.

At that same conference Brenda Stoesz represented Manitoba at the Canadian Consortium day, as well as in collaborative research presentations including:

Panel on tools used to educate students about academic integrity (Miron et al., 2019)

A deep dive into Canadian college policy: Findings from a provincial academic integrity and contract cheating policy analysis. (Thacker et al., 2019)

The following month a number of Manitobans joined us in Calgary for the inaugural Canadian Symposium on Academic Integrity (2019).

It was during the symposium that I got to meet some people for the first time such as Lisa Vogt, the Chair of today's event, and see others in person again, including Brandy Usick and Brenda M. Stoesz. In addition, we all got to learn more about research and practitioner work being led by Manitobans who presented at the symposium, including Stephanie Crook, Loie Gervais, and Paul MacLeod.

You can see how the network is growing…

At the symposium, our colleagues at the Academic Integrity Council of Ontario (AICO) presented a workshop on how to build a regional academic integrity network (Ridgley et al., 2019). Less than six months later, the Manitoba Academic Integrity Network (MAIN) was launched.

Since the launch of MAIN, Manitobans have become leaders across Canada and internationally with academic integrity work. In case you were not already aware of some of the work being led by MAIN, let me show you:

Josh Seeland (Assiniboine Community College), Lisa Vogt (Red River College), and Brenda Stoesz (University of Manitoba) launched the URL Blocking project – Multi-institutional initiative to block contract cheating websites from being accessed within an institutional network.

This initiative was modelled on a similar project in Australia that was championed by Tracey Bretag.

This is the first project of its kind in North America, to our knowledge. It has had a ripple effect across other provinces and beyond. For example, it was not until I showed our administration that that Manitoba was leading the way with this kind of project in Canada and told them that if we didn't launch a similar project, we'd be falling behind. I am happy to say that we have since launched our own URL blocking project at the University of Calgary, thanks to the Manitobans showing us that yes, it could be done. Let's keep going...

The Multilingual Academic Integrity Statement Project led by Lisa Vogt, Red River College is another project that is the first of its kind in Canada.

First project of its kind in Canada and has led to making international connections with colleagues in the European Network for Academic Integrity (ENAI) who are offering support and encouragement.

Manitoba also initiated the Western Canadian network collaboration when executive members of MAIN began inviting representatives from the Alberta and BC networks to join their meetings as guests. This has led to reciprocal invitations, leading to regular cooperation among the three networks, including a shared commitment to having a common academic integrity week in 2021, to be held October 18-22. (If you haven't done so already, mark your calendars!).

Let's connect the dots again...

You can see how the network growth has grown over time. By 2020, Manitoba is firmly established as a leader in academic integrity across Canada, not because of the work of any one person in particular, but because of numerous people, committed to sustaining the work over time, with long-standing leaders continuing to mentor and create opportunities for newcomers. This is a sign of a healthy, vibrant and sustainable network. And it gets better. Let's look at new things that have already happened in 2021...

As of January 2021, our national journal, Canadian Perspectives on Academic Integrity, is now co-edited by two Manitobans, Brandy Usick and Brenda Stoesz. This doesn't mean the journal is owned by any one institution or province, but rather that Manitobans are taking the lead, which means being responsible for the stewardship of a national body of knowledge from practitioners, administrators, and scholars. They are committed to preserving the knowledge shared by Canadians through their contributions to the journal, and to ensuring its sustainability over time.

Also in 2021, three Canadians, including Manitobans, Brenda M. Stoesz and Josh Seeland, together with me, and three Australian colleagues, Guy Curtis, Joe Clare, and Kiata Rundle came together to conceptualize the first ever edited volume on contract cheating. As a global team of editors, we successfully recruited chapter authors from all over the world. We planned, wrote, and submitted the book proposal. In February, we signed a book contract with international publisher, Palgrave MacMillan. As we speak, chapter authors from across North America, Europe, and Australia, are busy writing their chapters for the book, which is due to come out next year.

Here we are at AIIIM 2021. By now you can see, unequivocally, how we are all connected, not only to one another here today, but to those who come before us, and those who will come after us.

Much of the work we do in academic integrity is invisible. The work I've showcased today doesn't tell the whole story. It doesn't tell the story of the day-to-day cases of academic misconduct you manage or adjudicate. It doesn't tell the story of the myriad of ways you mentor and support your students. It doesn't tell the story of the things you've been working to change at your institutions but haven't been successful with yet. It doesn't tell the story of how lonely, emotionally draining, and frustrating academic integrity work can sometimes be.

Remember this: You are not alone. You have an amazing network of colleagues and friends right here in Manitoba. If you don't know them yet, this is your chance to get to know them better.

Everything you do to support and uphold academic integrity and ethical decision-making matters. Every conversation is worthwhile because you just never know when you're going to run into someone who can help you and inspire you in ways you could never have imagined. You never know when you are going to be the person who helps and inspires others.

I conclude with a call to action. Here are 5 things you can do to contribute to your Manitoba academic integrity network:

#1: Share your story: Contribute to Canadian Perspectives on Academic Integrity. Share your wisdom, experiences and experiments. Show us what worked, what didn't and why. We're here to listen to you and to learn with and from you.

#2: Help lead the way: Become actively involved with the Manitoba Academic Integrity Network (MAIN). Networks stay strong when they are sustained over time. We need people to jump in, contribute actively, and commit to the work.

#3: Participate: Join us at a national level. The next Canadian Symposium on Academic Integrity is being hosted by Thompson Rivers University on June 22 and 23. Come and join us. Meet new friends and like-minded colleagues. You'll be glad you did.

#4: Create opportunities for others: Whenever possible collaborate with colleagues from other institutions. Hire students as peer mentors, research assistants and anything else you can.

 And finally:

#5: Preserve and document your efforts: Be the stewards of academic integrity practices, knowledge, wisdom. This helps those who are working in the field today and those who will come after us.

My talk today was designed to show you how building collaborative networks to support academic integrity has a multiplier effect on our work. We grow stronger when we grow together. If there's one thing we can say for sure, it is that Manitoba is a Canadian exemplar of excellence and leadership for academic integrity. I, for one, can't wait to see where you go from here. Have a great conference, everyone!

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Academic Integrity Inter-Institutional Meeting Abstract | May 2021

Hosting Academic Integrity Events: What Can You Do with Academic Integrity at Your College or University?

Loie Gervais, University of Manitoba

Josh Seeland, Assiniboine Community College

Abstract

Over the past year, the importance and intricacies of academic integrity (AI) in higher education have been thrust to the forefront of discussion. This has caused some institutions to change the way they approach well-established AI initiatives, while others see opportunities to establish their first events. Join practitioners from two Manitoba institutions for a look at how their AI events are organized and why, for both college and university settings, and for stakeholders ranging from students to administrators. Attendees will learn about different approaches to hosting AI activities, how these initiatives evolve over time, and considerations for creating and contextualizing your own AI events.

Keywords: academic integrity, Canada, higher education

Academic Integrity Inter-Institutional Meeting Abstract | May 2021

Academic Integrity at ICM: Successes, Challenges and Opportunities

Lincoln Gomes, Navitas Canada

Daria Goncharova, International College of Manitoba

Abstract

At International College of Manitoba (ICM), we recognized that the stress to students and instructors caused by COVID-19 presented a unique opportunity to raise the awareness of academic integrity in fully online learning. In this presentation we describe several strategies which we employed to mitigate an expected rise in academic misconduct allegations. Strategies were chosen based on reportage from academic literature. Using data collected over two full terms of online learning, we provide insights into emerging trends related to academic integrity and offer a summary of future work in order to improve our performance. We welcome constructive commentary from the audience during question time.

Keywords: academic integrity, Canada, higher education

Proactive Not Punitive: Approaching Academic Integrity from an Educational Perspective

Ann Liang, University of Saskatchewan

Tasha Maddison, Saskatchewan Polytechnic

Abstract

Our implementation of Turnitin Similarity Software at Saskatchewan Polytechnic strengthened the overall support services for both faculty and students in preventing plagiarism. Using a holistic approach we drew on the collective intelligence of experts from several departments, which resulted in training sessions, curriculum design support and intensive student support. Our research used a variety of methods such as a literature review, quantitative data from user surveys, results from the similarity software and qualitative data from focus groups that center on perceptions of the issue within the program and the perceived benefits of the software. Highlights include the use of Turnitin as a writing improvement tool for students, shifting the mindset of faculty from being punitive to being proactive, writing clear and consistent assignment instructions, embedding student supports, mandatory student and faculty training in Turnitin, academic integrity education, as well as protecting student rights and intellectual freedom.

You've Got This! The Fundamental Values of Academic Integrity

Rebecca Hiebert, Red River College

Kaleigh Quinn, Red River College

Lisa Vogt, Red River College

Abstract

After so many changes in education over the past year, the need to stay grounded in fundamental values is more important than ever. The surge in cognitive offloading tools (i.e., apps and websites that will offer completed academic work), have educators feel they are running a losing race to keep a diverse student body focused on learning content and demonstrating knowledge with integrity. Integrating discussions on the fundamental values of honesty, trust, fairness, respect, responsibility, and courage in classroom supports has allowed the Academic Success Centre and Library Services at Red River College to build academic integrity into their suite of supports. Session presenters will share examples of collaborative sessions that have empowered students to analyze options and make decisions that lead to academic success. Session participants will be asked to reflect on opportunities to integrate the fundamental values into their work. This session will encourage you to use the resources you have to promote academic integrity with confidence.

Keywords: academic integrity, Canada, higher education

Academic Integrity Inter-Institutional Meeting Abstract | May 2021

Panel: Reflections on Academic Integrity during Remote Learning

Session moderator:

Susan Bens, University of Saskatchewan

Panelists:

Jayne Geisel, Red River College

Noor Kaur, Red River College

Heidi Marx, University of Manitoba

Matthew May, Assiniboine Community College

Kristin Smith, University of Manitoba

Ryan Whibbs, Assiniboine Community College

Abstract

The pivot to remote teaching and learning in March 2020 as a result of COVID-19 presented numerous challenges for students, faculty, and administrators across higher education in Manitoba, in particular, those related to academic integrity and academic misconduct. Panelists with diverse roles in higher education share their experiences, lessons learned, and successes from the past year. This session highlights the importance of continued conversations, problem solving, and implementation of new solutions for fostering academic integrity, building communities with shared values and priorities, and improving policies and procedures.

Keywords: academic integrity, Canada, higher education

Academic Integrity Inter-Institutional Meeting Abstract | May 2021

A Student Perspective of Academic Integrity

Hafizat Sanni-Anibire, University of Manitoba

Abstract

My presentation will be about my perspectives of academic integrity as it is presented at my university, and the challenges I believe it may pose to students. Beginning with my previous experiences as a student outside of Canada, then as a foreign student in Canada, and my current involvement with academic integrity, including the lessons I learnt from a recent academic integrity research project, I will share ways in which I believe post-secondary institutions, faculty and resource staff may improve students' experiences and understanding of academic integrity as separate and different from misconduct. I will also share suggestions for involving students in the conversation around academic integrity.

Keywords: academic integrity, Canada, higher education

Nursing Student Knowledge of Plagiarism and its Relationship to Writing Apprehension and Writing Self-Efficacy

Meagen Chorney, Red River College

Abstract

This session will provide the results of a cross-sectional study exploring how knowledge of plagiarism is related to writing apprehension, writing self-efficacy, and various demographic and writing history characteristics of nursing students. Our study gathered data by survey, including two established questionnaires for writing apprehension (Daly & Miller, 2013) and writing self-efficacy (Mitchell et al., 2017). Data were also gathered as part of the natural instructional and evaluation processes of the course Scholarly Writing (NRSG-1501), including a plagiarism questionnaire and feedback provided to students on course quizzes and a scholarly paper. Attendees of this session will explore plagiarism from students' perspectives of their own writing apprehension and self-efficacy in comparison to their demonstration of academic integrity in a first-year writing course for nursing students.

Keywords: academic integrity, Canada, higher education

Academic Integrity Inter-Institutional Meeting Abstract | May 2021

Post-Disciplinary Education with Groups: In-person vs. Online

Vickie Albrecht, University of Manitoba

Sarah Clark, University of Manitoba

Abstract

At the University of Manitoba, several librarians are educators in Post-Discipline Education; a program where students involved in academic misconduct can learn about tools, techniques and services to encourage future academic success. Although consultations are typically one-on-one, when an allegation involves a group assignment where multiple students are involved, is this the best approach? In this session, presenters will share their experiences in developing sessions for small groups. Participants will learn about the advantages and challenges in providing this type of support, the differences between in-person and online delivery, and have the opportunity to consider how similar practices could be applied within their own work environments.

Keywords: academic integrity, Canada, higher education

Academic Integrity Inter-Institutional Meeting Abstract | May 2021

Building Academic Integrity using Student Centered Strategies

Rebecca Hiebert, Red River College

Abstract

This session will be about working to achieve a culture of academic integrity in the classroom by helping students develop their own inner motivation. One way that students feel motivated to work on assignments with integrity is when they feel recognized and valued by positive student-instructor relationships. Additionally, by providing students with class time to practice assignment skills and receive feedback on their efforts, students will have the confidence to attempt the assignment on their own. Finally, by preparing choice-based assignments, students can take ownership of the unique product they create. During this session, attendees will receive concrete examples and resources to help them adapt these student-centered strategies in their own classrooms.

Academic Integrity Inter-Institutional Meeting Abstract | May 2021

An Aggie's Approach to Restorative Academic Integrity Practices

Kathleen Wilson, University of Manitoba

Abstract

This presentation will focus on the restorative practices the School of Agriculture has employed in an effort to work with students on repairing issues related to academic integrity and community within the school. We will explore intention as it relates to student success and prevention of recidivism, while focusing on rejecting traditional means of punitive action and the long-term effects of these practices on students. Attendees will gain insight on our practices, including procedures and outcomes, as well as a firsthand retelling of how these processes have improved and supported staff and student connections as well as outcomes for academic success.

Academic Integrity Inter-Institutional Meeting Abstract | May 2021

Championing Academic Integrity in Academic Development

Lynn Cliplef, Assiniboine Community College

Valerie McInnes, Assiniboine Community College

Caitlin Munn, Assiniboine Community College

Scout Rexe, Assiniboine Community College

Abstract

Curtis et al. (2021) propose that educators with practical, theoretical, and research experience in academic integrity (AI) are well-suited to deliver workshops on the subject. These workshops promote shared understandings amongst attendees, and provide a platform to discuss concerns, devise solutions, and relieve anxieties. Finally, these workshops are most effective when they are a part of themed academic development activities. Assiniboine Community College's (ACC) Centre for Learning and Innovation (CLI) supports program development and renewal, course and instructional design, teaching strategies, Moodle (Learning Management System), and educational technology. Working with the College's Academic Integrity and Copyright Officer, CLI has contextualized academic integrity within existing academic development activities, such as a workshops, job aids, and one-on-one sessions. This situates academic integrity as central to our work, rather than an add-on topic. Join ACC's Centre for Learning and Innovation team members for an overview of where and how we have embedded academic integrity into our offerings, work, and quality standards. Participants will leave this session with practical examples of how teaching and learning centres can be champions for academic integrity.

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