

THE LEARNING COMMUNITY AS AN ACADEMIC INTEGRITY TOOL OR RESOURCE

Trudy Somers

Abstract:

Although text-matching software has improved the quality of academic integrity assurance, some assert that it has contributed to potential problems between members of the academy. For example, plagiarism issues may distort trust between student and teacher (Rogers, 2009). Text-matching report responsibilities may cause resentment by teaching assistants and faculty (Perez-Stable & Vander Meer, 2012; Williams, Verwood & Beery, 2013). Process increases may burden an already overextended academic bureaucracy (Doyle & Buckley, 2014).

Several solutions for these issues are in place or proposed: specific training in faculty development (Thurmond, 2010); orientation classes for students (Kara & MacAllister, 2010); instructional design innovations (Garnica, 2010; Ragan & Schroeder, 2013); specific mentor tasks for students (Aaron & Roche, 2013); and, elimination of the thesis requirement (Dole & Buckley, 2014). This paper considers the pros and cons of the learning community as an additional possible best practice in the search for academic integrity. Factors such as international students (King, 2014; Wallace & Dunn, 2013), learning platforms (Butakov, Scherbinin & Diagilev, 2013), institutional policies (Oberreuter, L'Huillier & Rios 2011) and culture are examined.

Key words: learning community; global issues; current practice; strategy for prevention of academic misconduct

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Author

Trudy Somers (tsomers@ncu.edu), Northcentral University, 93 Henry Law Av #27,
03820 Dover, USA