# RAISING AWARENESS ABOUT SCHOLASTIC HONESTY AT HIGHER EDUCATION INSTITUTION

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**Abstract:** Vysoká Škola Manažmentu v Trenčíne has more than 15 years of experience in the area of scholastic honesty and application of zero tolerance for acts of dishonesty by its students. During the last decade, our school in cooperation with its mother university City University of Seattle had been in a process of continuous monitoring and reviewing the process of applying policies and procedures to fight acts of scholastic dishonesty. All these steps are aiming at building a name of an institution whose graduates are young managers with high ethical standards. Even though we can claim based on results of the work of our scholastic honesty committee that there is a downward trend in the number of cases where scholastic dishonesty was found, there is still space for improvement in raising awareness of academic integrity among students and staff. This paper examines the state of knowledge about scholastic honesty at the Vysoká Škola Manažmentu v Trenčíne. It focuses on how students perceive functioning of the program, what are the preferred information sources as well as differences among diverse specific groups of students and consequently suggests possible course of action for improvement in this area.

**Key words:** scholastic honesty program; plagiarism awareness; cheating; plagiarism checking

## 1    Introduction

In the academic world, we encounter plagiarism and other forms of unethical behavior almost every day and it is not an unknown phenomenon even in other spheres of our life, not excluding government institutions and their representatives. One of the reasons for plagiarism in the academic sphere is the difficulty in detection. Without the support of information technology, the responsibility for detection of copied text lies on the teachers' shoulders and their erudition and knowledge of texts that students use when creating their work. So how can plagiarism and cheating in the education system be fought? We provide an example of a status quo at Vysoká škola manažmentu v Trenčíne (VSM) and their scholastic honesty program through a study performed recently among its students focusing on the level of awareness about scholastic honesty and a possible course of action to improve its effectiveness.

## 2    Current situation

Based on international experience, we can say that just an introduction of any anti-plagiarism measures leads to its reduction. Many colleges use systems to detect plagiarism, and some even provide services in this area and other entities. There are several commercial companies providing such services for a fee (Genči et. Al., 2009). Few years ago, steps have been taken to support the fight against plagiarism in Slovak universities using information technology. Thanks to the initiative of the Slovak Ministry of Education in 2008 to implement a comprehensive system solution for the

detection of plagiarism at the national level was to create a Central registry of theses and dissertations. This collects the papers and through the anti-plagiarism system and compares the text among each other and against selected Internet resources. Database against which it is compared consists mostly of previously submitted work and is constantly expanding, as there are added to the tens of thousands of new works every year. What Internet resources are included in the database however is not clear. The result of this control is an electronic document that shows the same or similar parts of the text with other works or documents stored in the database. This system is unique in that there is no similar system that would include all the universities in the territory of one country (Kravjar, 2011). The system has been used since 2010 and the experience is at the very least puzzling since the protocols of originality flag similarities with only other academic papers, not internet sources. Nevertheless, it should be noted that the authors standing behind this system won a contest with their algorithm for plagiarism detection at international competition PAN in 2011, which was part of the CLEF 2011 conference in Amsterdam (Kravjar, n.d.).

Colleges in Slovakia are using and have used from their own initiative other systems for detecting plagiarism before creating the central registry of theses. These are systems that work more consistently, due to their extensive databases, as well as many years of experience and continuous development on the basis of requirements and proposals of the users. One of these systems is Turnitin which is a leader in anti-plagiarism systems in the world. It works on a similar principle as the aforementioned system used by Slovak universities. However, the database consists of more than 337 million archived papers, 45 billion web pages, 130 million articles and essays of electronic books and is used by educational institutions in 136 countries (iParadigm, LCC, 2015). This system is used as a means of detecting plagiarism at the College of Management in Trenčín / City University of Seattle.

Nevertheless, similar electronic systems also have some shortcomings. Electronic systems, however perfect, are not able to unambiguously determine whether the work is plagiarism. They indicate similarities of text with other documents that may contain generally known facts or cited information and are limited by the scope of their database. Every suspected paper, in other words generated originality report, must be manually verified. If it is found that the work really shows plagiarism, meaning that the system indicated identical text that is not adequately treated with links to the source document, such work is forwarded to the Scholastic Honesty Committee, which deals with offenses against the Scholastic Honesty Policy. The credibility of such an initiative is created by the fact that there is a specific person or a team of people who deal with plagiarism offenses and other forms of unethical behavior and it is not just anonymous people somewhere in the background or a Committee, which meets on an ad hoc basis and not on regular basis. The existence of a department responsible for the promotion and observance of the rules of scholastic honesty attracts attention of students but also members of pedagogic staff and leaving them in no doubt that the school really tries to take the issue of plagiarism and scholastic honesty seriously and expects the same from the students and employees.

In order for the system to meet the purpose for which it was created, namely the fight against plagiarism and other forms of unethical behavior, it must clearly define

the rules and also penalties for subsequent violations. Most universities do have such rules or codes. How closely they familiarize students and monitor compliance with the rules is however questionable. Any system is only as good as consistent are those responsible for its operation. If compliance with the rules is not consistently monitored and violations penalized, the scholastic honesty program loses its justification (Kročitý, 2012).

Also important is the students' awareness of the issue, i.e. prevention. Students should be familiar with the rules of scholastic honesty at the beginning of the study at mandatory plenary sessions. It is also important to remind students of the existing rules and how to follow them at the beginning of each course. Supporting literature in booklet form explaining plagiarism issues and the ways of avoiding them is also important and should be easily accessible. Clearly defined processes and rules of doing testing, and paper submission reduce the possibility of unethical behavior. Creating academic writing courses and their inclusion in the curriculum right from the beginning of the study is another important aspect. Last but not least, there are clearly defined penalties for the infringement of scholastic honesty policy. The fight against this scourge is widespread in colleges, but certainly it is not an unknown concept at the elementary and high schools. The question is how and whether at all plagiarism is monitored at these levels of education.

We have contacted colleges in Slovakia with the question of whether they have a system of education and prevention in the field of scholastic honesty. Of the 36 public, state and private universities, we managed to get a response from 25 and we found that except for disciplinary policy, codes of ethics and already mentioned above Central registry of theses and dissertations, Slovak colleges do not pay any special attention to this topic in the field of education and prevention. The only exception is Matej Bel University, where in the words of prof. Fobela (2014), director of the Center for ethical advice, is an actively functioning ethical committee, which is currently working to develop technical assumptions, methodologies, and procedures for raising awareness of scholastic honesty. International School of Management in Prešov, Police Academy and the College of Management are the only colleges which, in addition to Central registry of theses and dissertations also use other systems for detecting plagiarism, not only for theses, but also regular coursework (Mlýnek, Madzinová, 2014). It is the aforementioned Turnitin system used by the VSM, system Ephorus at the Police Academy and Odevzdej.cz system that is used by ISM in Prešov.

VSM is unique in Slovakia in the field of scholastic honesty and rules of professional conduct applying zero tolerance to an offense against the rules. VSM has developed a system of rules and procedures for the fight against plagiarism and cheating, academic program called Scholastic Honesty Program. This system is not only based on application of penalties in case violations are detected by Scholastic Honesty Committee, which was created for this purpose, but also focuses on the education of students and academic staff in this area. The ultimate goal of this program is therefore not to catch and punish cheaters, after all VSM is an educational institution, but to build a name of an institution whose graduates are people with high ethical standards. Raising awareness of students and academic staff members, the issue of scholastic honesty by creating environments for sharing knowledge with the support of the knowledge
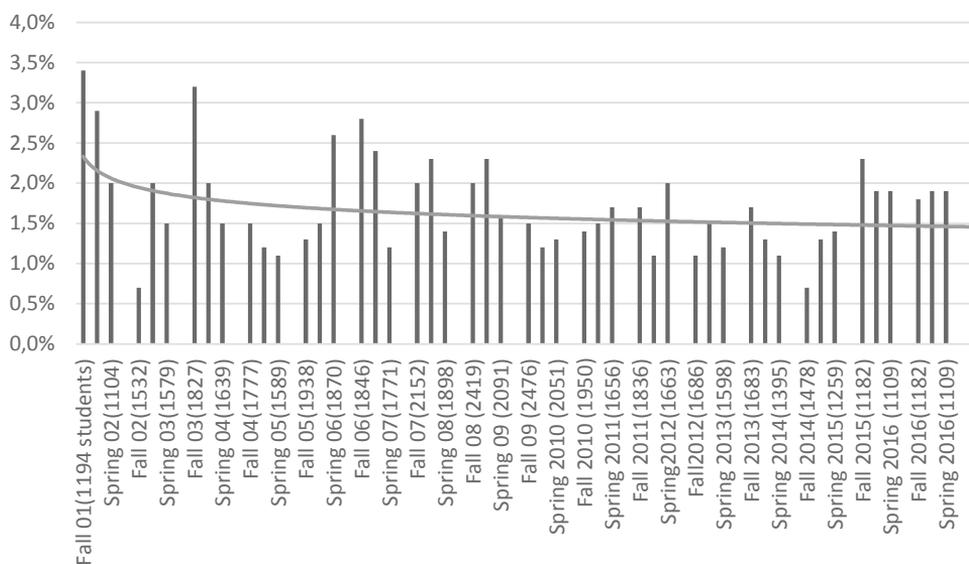
*Figure 1.* Percentage rate of SH cases 2001–2016

system is one of the objectives of this work. Although it could be said based on the results of the Scholastic Honesty Committee (Figure 1) that given the slight downward trend in the number of cases the Committee handled, awareness of scholastic honesty among students grows, improving efficiency of the means of raising awareness in this area is still necessary.

As shown in Figure 1, since 2001, when the school began to operate the Scholastic Honesty Committee, the case rate has been gradually falling, which is a result of better information, but also because the penalties applied to infringements of the rules. Originally significant downward trend has recently stopped and gradually begins to level off. VSM established a process to protect students from unfair and arbitrary penalty decisions. Cases are assessed by the Scholastic Honesty Committee, consisting of 3 members of the teaching staff and the chairman. Students are invited to a meeting where they are allowed to make a statement in their defense. After studying the evidence and hearing the student, committee decides whether the student violated the rules and possibly applies sanctions. The student has the right to appeal the decision, which then is reviewed by the rector. His decision is final. Penalties applicable to infringements of rules are ranging from zero grade for the assignment to the expulsion from the study program. Results of the investigation of such cases are published in order to provide for feedback and also serve as a means of prevention. For this purpose a section was created devoted to scholastic honesty at the institution's web page, which includes the complete documentation regarding the scholastic honesty program.

## 3   Methodology of the study

In the following pages we describe a study which was done to analyze the level of awareness among students at VSM/CU in the area of scholastic honesty and discover any possible discrepancies in its consistency. Subsequently, we suggest some possible course of action that could be used to reduce any such discrepancies. The goal of our study was to find how well the students are informed about scholastic honesty policies and procedures, whether they consider the current way of application of scholastic honesty rules as effective, which information channels they consider as efficient or inefficient and to what extent the level of scholastic honesty awareness differs among diverse groups of students. Ensuring efficient information sharing in the area should increase the level of scholastic honesty awareness among students and so improve the quality of education at VSM.

Data analysis was based on methods of inductive statistics which are directly related to the conclusions and decision making (Terek, 2014). Using spreadsheet software, Excel, and pseudo-random number generator we selected samples of students to be interviewed. The samples represent groups of students according to the place of study (branch in Bratislava and Trencin) form of study (external or daily), degree of study (Bachelor or Master), language of study (Slovak and English), year of Bachelor's degree (first, second and third year). Each of the samples contained 150 units. The questionnaire which served as the basis for statistical inference, included questions describing the various activities that our institution conducts to raise awareness and education on scholastic honesty to achieve a reduction in the likelihood of unethical behavior of students. Some of the questions included in the questionnaire were:

- When have you encountered the first time with the term scholastic honesty?
- How were you informed with the scholastic honesty rules and procedures?
- How would you evaluate your current level of knowledge in the area of scholastic honesty?
- How important as part of your study do you consider the scholastic honesty?

The survey was conducted online via Survey Monkey server applications (www.surveymonkey.com). Overall, 914 respondents were contacted, of which we received 360 completed questionnaires. The total return rate of the questionnaire was 39.39%. The collected data were entered in contingency tables. For data analysis we applied chi-square test method. Chi-square test we carried out using the statistical functions in Excel CHISQ.TEST. The significance level was set at 5%, that is, = 0.05. Using the chi-square test we determined p-value, which represents the smallest value significance levels leading to the rejection of the null hypothesis. The smaller the p-value, the more we are convinced that the null hypothesis is not true and should be rejected. In other words, the smaller the p-value, the more it indicates an association between variables.

A comparison of the observed and expected frequencies allows us to analyze the direction of the association between variables Adjusted standardized residuals can be used informally to describe the relationship among the table cells. A too large value of an adjusted standardized residuum indicates a deviation from the cell homogeneity. If the null hypothesis is true, there is approximately just a 5% probability that the adjusted

Table 1

*Survey question – When did you hear about the Scholastic Honesty rules and procedures applied at VŠM/CU for the first time?*

| Form of study | Before applying for admission 1 | At the beginning of study during plenary session 2 | During the first month of study 3 | During the first year of study (later than first month) 4 | During the second year of study 5 | During the third year of study 6 | Later than third year of study 7 | Other 8 | Never heard of it 9 | $nn_i$ |
|---|---|---|---|---|---|---|---|---|---|---|
| **External** | 4(4.93) | 24(29.57) | 35(28.48) | 3(2.19) | 1(1.10) | 0(0) | 0(0) | 0(1.10) | 2(1.64) | 69 |
| **Daily** | 5(4.07) | 30(24.43) | 17(23.52) | 1(1.81) | 1(0.90) | 0(0) | 0(0) | 2(0.90) | 1(1.36) | 57 |
| $n_j$ | 9 | 54 | 52 | 4 | 2 | 0 | 0 | 2 | 3 | 126 |

standardized residual exceeds 2 in its absolute value. Absolute values over 3 clearly indicate an association in a cell. We used the adjusted standardized residuals analysis in cases where the Chi-square test indicated an association between variables.

The chi-square is no indication of the strength of the association. To characterize the strength of association, we used the odds ratio characteristics. In general, the estimated odds for a response variable with two values equals the number of successes divided by the numbers of failures. The odds ratio $\Theta$ in $2 \times 2$ contingency tables equals to the ratio of the 1$^{st}$ row odds to the 2$^{nd}$ row odds. The odds ratio analysis was applied in cases where adjusted standardized residuals analysis indicated values exceeding 2 in its absolute value.

Given the objectives of our study, we set three hypotheses that were tested:

- $H_1$ – the means of disseminating information about scholastic honesty at VSM is not homogeneous across branches, program study, form of study, language of study or degree of study.

- $H_2$ – the level of knowledge in the area of scholastic honesty is not homogeneous across branches, program study, form of study, language of study or degree of study.

- $H_3$ – the level of knowledge in the area of scholastic honesty does not change with the length of study.

## 4 Statistical analysis

As aforementioned, collected data was put into the contingency table and analyzed as presented below.

We had to join columns with expected frequencies less than 5 since the chi-square test can be applied only if the theoretical frequencies are not less than 5. We constructed the following table. The expected frequencies are appearing in brackets.

The chi-square test produced p-value = 0.0359. This means that at the significance level of 0.05 we reject the assumption that random sample from the population – part-time students and full-time students are from the same probability distribution of random variable – the first contact with the rules of scholastic honesty, and accept the alternative hypothesis that they are not of the same distribution. Thus, the way of first contact with the rules of scholastic honesty differs significantly among external and

Table 2

*Survey question – When did you hear about the Scholastic Honesty rules and procedures applied at VŠM/CU for the first time?*

| Form of study | Before applying for admission or during 1. year, 2. or 3. year, later than 3. year, other or never heard 1+4+5+6+7+8+9 | At the beginning of study during plenary session 2 | During the first month of study 3 | $n_i$ |
|---|---|---|---|---|
| External | 10(10.95) | 22(29.02) | 35(29.02) | 69 |
| Daily | 10(9.05) | 30(23.98) | 17(23.98) | 57 |
| $n_j$ | 20 | 54 | 52 | 126 |

Table 3

*Adjusted standardized residuals*

| Form of study | Before applying for admission or during 1. year, 2. or 3. year, later than 3. year, other or never heard 1+4+5+6+7+8+9 | At the beginning of study during plenary session 2 | During the first month of study 3 |
|---|---|---|---|
| External | −0.47 | −2.18 | 2.53 |
| Daily | 0.47 | 2.18 | −2.53 |

daily students. In other words, we accept the assumption that there is an association between the way of first contact with the rules of scholastic honesty and form of study.

Since the chi-square test revealed an association between variables, we followed with a residual analysis. We analyzed the association between the way of first contact with the rules of scholastic honesty and the form of study by calculating the adjusted standardized residuals, presented in the following table:

The table shows relatively large positive residual levels for daily students who have obtained the first information on the beginning of the study – at the plenary session and for external students who have received the first information during the study in the first trimester. This means that there are more daily students who have obtained the first information at the beginning of the study – at the plenary session and more external students who have obtained the first information during the study in the first month, as foreseen by the hypothesis of homogeneity. The table shows large negative residual value for external students who have obtained the first information at the beginning of the study – at the plenary session and for daily students who have obtained the first information during the study in the first month. This means that there is less external students who have obtained the first information at the beginning of the study – at the plenary session and fewer daily students who have obtained the first information during the first month of study as foreseen by the hypothesis of homogeneity. So the daily students received first information at the beginning of the study – at the plenary session and external students received first information during the first month.

Table 4
*Odds ratio*

| Form of study | At the beginning of study during plenary session 2 | During the first month of study 3 | Total |
|---|---|---|---|
| External | 23 | 36 | 59 |
| Daily | 30 | 17 | 47 |

Based on the results of the chi-square test, we focused on important associations and calculated the estimated odds and odds ratio. We considered option 2 as success and option 3 as failure. By simplifying the table we received

The estimated odds for group of external students = $\frac{\frac{23}{59}}{\frac{36}{59}} = \frac{23}{36} \approx 0.638$

As far as the external students are concerned, there is around 0,638 students who first learned about the scholastic honesty rules by option 2 per one student, who learned it through the option 3.

The estimated odds for group of daily students = $\frac{\frac{30}{47}}{\frac{17}{47}} = \frac{30}{17} \approx 1.764$

As far as the daily students are concerned, around 1.764 students first learned about the scholastic honesty rules by option 2 per one student, who learned it through option 3.

We calculated the odds ratio for group of daily students $\Theta = \frac{1.764}{0.638} \approx 2.766$

Daily student has 2.766 times greater chance that he first learned about the scholastic honesty rules through option 2 than an external student.

The analysis of the rest of contingency tables was performed in a similar way.

We have found that our first hypothesis $H_1$ was proven – the means of disseminating information about scholastic honesty on VSM is not homogeneous across branches, program study, form of study, language of study or degree of study. Our analysis also proved the second hypothesis – the level of knowledge about scholastic honesty is not homogeneous across branches, program study, form of study, language of study or degree of study. Finally, hypothesis $H_3$ – the level of knowledge in the area of scholastic honesty does not change with the length of study, was not confirmed, because we found a departure from homogeneity and therefore the association between year of studies and level of knowledge about scholastic honesty.

The above conclusions show that the level of awareness about the scholastic honesty is not homogeneous, and therefore there is room for improvement in this area, which would ultimately lead to a reduction in the number of cases addressed by the Scholastic Honesty Committee. A positive finding is that the level of awareness tends to increase with higher year of study. This positive finding justifies the existence of a program of scholastic honesty.

## 5 International perspective

What is the right approach for creating an environment conducive to academic integrity of the educational institution is not entirely clear. Miller and colleagues (2011) carried out a study which deals with the reasons for not cheating. The study included a

sample of 1,086 students of American universities. The research was based on previous studies that have defined three areas of the reasons why students do not cheat. These three areas are:

- educational objectives
- moral code
- sanctions.

Motivation theories state that the learning objectives have a great impact on scholastic honesty. Goal-oriented theory talks about two types of goals which are learning objectives and performance objectives. Students oriented to learning objectives are involved in the learning process with great effort and avoid activities representing unethical behavior, such as cheating or plagiarism. On the other hand, students oriented to performance results prefer the results to the way in which the results are earned. In other words, the end justifies the means. These methods often include the unethical behavior. It reveals that educational objectives can be considered a reason not to cheat (Murdock, 2006). Theories based on a moral code represent the connection between unethical behavior and morality. However, no study to date has shown a relationship between the level of morality and the level of cheating. People generally have the same opinion on what is immoral, unethical, but give different reasons why they think so.

The most widely used way to fight plagiarism is based on the application of sanctions. This approach was originally chosen at our institution. The situation in early 2001 was tragic. Internet served as an all-powerful medium for the production, or rather copying of any assignments and no standard process for addressing the abuse existed. We decided to intervene by setting strict rules and sanctions for violations. Initially, this approach appeared to be effective, but we realized that relying solely on sanctions may be counterproductive. Although a moral lesson is usually associated with lower levels of cheating, sanctions may also be a reason for unethical behavior. Miller's study shows that learning and morality were the reason for the lower incidence of cheating while applying sanctions was associated with a higher incidence of cheating. However, these results do not mean that sanctions do not work as prevention. Strict sanctions are a signal that unethical behavior represents a serious academic problem. However, what seems to work effectively, is the belief that the likelihood of detection of unethical behavior is high (Miller et. Al., 2011). Thus, penalties themselves will not deter students from cheating, no matter how strict. The focus of scholastic honesty program should therefore be the moral codes, learning objectives, and the atmosphere of academic integrity. Encouraging active participation of the students themselves as well as keeping them responsible for to building a similar atmosphere is the direction the scholastic honesty programs in educational institutions should take.

Authors of research at universities in Ontario, Canada recommended greater consistency in addressing the so-called unintentional plagiarism and implementation of sanctions as well as teachers' own attitude towards the issue in their own publications, which should set an example for students. One of the preferred methods of education in this area is using webinars that should be preferred over traditional lectures because students can return to them at any time if necessary (Griffith, 2013). The study of Jacob

and Dee (2012) found that when students had the opportunity to go through the online tutorial on the rules of scholastic honesty, the plagiarism level was reduced through education. They concluded that the tutorial taught the students how to follow the rules of scholastic honesty compared to expectations of raising their belief in the possibility of being caught in violations. Simply put, the Internet provides learning opportunities in the area in more friendly and attractive way than paper. Many academic portals abroad provide students with text information on scholastic honesty and academic integrity, but most of them also use the Internet as a dynamic medium for providing quizzes, interactive tutorials, PowerPoint presentations, videos, links to other sites dedicated to this issue, Word and pdf documents. These sites also allow educational institutions to provide training in this field to different groups depending on age, professional orientation or level of education.

What are the specific examples of the promotion of academic integrity through the internet? A survey involving 22 universities in Ontario showed that those institutions use separate sites within their portals or even separate portals for the promotion of scholastic honesty. The contents of these pages are sometimes divided according to which specific group they targeted, whether they are bachelor's students, master's students, academic staff, proctors or even parents of students. Most of the site contents are emphatically focused and try to present the scholastic honesty area to students affirming to them that it is possible to understand this issue and avoid situations that could lead to unethical behavior. Plagiarism is easily preventable, one just needs to be eager to learn something about it. For this purpose, these sites use a variety of tools. They indicate unethical behavior as unfair to students who approach their studies seriously and honestly, they present true stories of students who have violated the rules with details on what they have done, how they were caught, and what were the consequences for them. Recent trend is image-based sites that use pictures, cartoons, videos, quizzes, presentations. This trend is based on the current generation of students who prefer visual communication methods. The visual component of such sites can better address their message to students with different learning styles. (Griffith, 2013).

Websites covering the area of scholastic honesty are the most accessible and most dynamic form of education in this area. If their text focuses on the reader, if they are educational in nature, recognize different groups of users, have the graphical support, are updated regularly, they become an important means to support efforts to create an environment of academic integrity in educational institutions.

## 6   Possible course of action

The current web page Scholastic Honesty, as a part of the portal VSM provides only basic information about the rules and procedures without graphics and multimedia support. Relying on our research in this area we want to focus on virtual knowledge sharing through webinars, online tutorials, quizzes, presentations, and videos, i.e. some sort of online form of coaching as one of the tools for sharing knowledge. Students often have difficulties to recognize the differences between techniques of paraphrasing and quoting text, as well as situations when the information used should be cited,

in order not to commit plagiarism.  Tutorials can provide the opportunity to verify techniques of paraphrasing and quoting text on concrete examples. They would show how to properly use in the text information taken from various types of sources, what is the right form of in-text citation referring to the source used, when the text is considered plagiarized and how to adjust it. Electronic quizzes would enable students to check whether the knowledge they get can be properly applied.

Regularly organized webinars can provide the opportunity for learning to those whom tutorials would not bring all the answers, or prefer the direct consultation with a specialist. Academic staff members who publish regularly and thus know the proper citation techniques and correct use of literature source, can serve as role models for their younger colleagues.  Discussions with them provide opportunities for learning, not only on the part of students but also other academic staff members through the exchange of experience with the use of various tools and techniques to eliminate unethical practices. Each teacher has his/her own methods as to how these issues be addressed, some of which work better, some worse. But the important thing is to have the space and the opportunity to share this experience and to hear the experiences of colleagues in similar situations.  Facebook as a communication platform could be included as an additional option for discussing scholastic honesty issues.  A recent survey in Slovakia showed that only 93% of students and 75% of white-collar people use social networks and the most preferred platform is Facebook which is used by 49% percent of the Slovak population older than 14 years (Velšic, 2012). It would require the allocation of an administrator of discussions for their proper focus on questions and issues of scholastic honesty.  Equally, however, we do not forget the traditional form of sharing knowledge using Word and PDF documents, supplemented by statistical data of the number and the typology of cases investigated by the Scholastic honesty committee, articles, results of current research in this area and also links to sites dealing with issues of SH on other educational institutions.  All of these means should lead towards supporting the creation of an atmosphere of increased interest of the academic community in scholastic honesty issues

The active participation of students in Scholastic honesty committee would be another stage to greater integration of the students themselves directly in the process of resolving cases of unethical behavior during the study. Increased student motivation for learning in this area and thus their better awareness can be achieved through their involvement in the work of the Committee.  Knowledge of academic staff members and their interest in the field of scholastic honesty started to improve after their involvement in the work of the Committee.

Likewise, we should seek to engage students in creating images and graphic add-ons thus focusing on the trend of visual communication techniques. In courses as Project Management, Business Ethics, Marketing in cooperation with teachers, students will be able to work on assignments aimed at the creation of supporting graphical tools for communicating the principles of scholastic honesty.  The best proposals will be processed and used.  Inclusion of such assignments in courses that appear to have nothing in common with scholastic honesty also contributes to increasing awareness of the area and get them to reflect on the situations in which a link with scholastic honesty would not be sought.

All of these forms of knowledge-sharing should lead to increased interest of students about scholastic honesty, provide students with an easy way to connect with teachers and classmates, enable learning anywhere and at any time and should lead to creation of a community of academic integrity – community that share values such as honesty, credibility, justice, respect and responsibility

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