
Foreword: Integrity, happiness, and story of life

This book is a collection of selected papers presented at the conference Plagiarism Across Europe and Beyond in Dubai. The conference took place in April 2020, thus, right at the start of the first wave of the corona pandemic. The conference topic is nevertheless related to another pandemic, which has been affecting higher education for much longer: The pandemic of cheating. Quality education is a crucial concern for national governments, higher education institutions as well as individual teachers and students. Academic integrity is a vital pillar of quality, and also a response to the pandemic of cheating.

The coronavirus pandemic forced the conference organizers to change the conference format to fully online. This response allowed all participants to achieve their goals and maintain the intended quality. Of course, we would have been much happier if the conference could happen as intended – without the coronavirus pandemic.

Similarly, all stakeholders in higher education would be happier without the pandemic of cheating. Unfortunately, this is not the case, and the academic sector is looking for an appropriate response to ensure that all participants achieve their goals with the required quality. While quality education links to GDP, academic integrity links to happiness. While misconduct can create dissent, the feeling of achieving one's goals and acquiring knowledge provides motivation and increased wellbeing.

Swathi Venugopal's story provides a fascinating insight into the student experience and understanding of academic integrity values:

“It does not stop at school, it carries deeper consequences into the workplace and beyond and I hope my story provides the insight to teachers and decision makers to realize the importance of making an active effort to introduce integrity to students at a young age.”

So, what does this effort look like? University life starts with admission. Salma Sadia Rakhman and Zeenath Reza Khan investigate the very beginning of the university student journey. They look at students' equity in the admission process by comparing secondary data from high school curriculum valuation.

As soon as students enter university, they come face to face with their institution's policies. Shiva Sivasubramaniam and Zeenath Reza Khan, in their chapter, and Gabor Laszlo in his chapter focusing on integrity policies in Hungary, provide us with a comparative analysis of institutional procedures for dealing with student academic misconduct. Sonja Bjelobaba deals with those who most frequently transmit the values in academic integrity policies to students: namely teachers. Her holistic approach and concentration on positive values are inspirational for teacher training in academic integrity.

The book deals with a diversity of subject approaches: Shiva Sivasubramaniam and Zeenath Reza Khan examine biomedical students and clinical research and share their experience from an online workshop about ethical conduct using case studies. Caroline Burns provides us with an insight into business education and how to allow students to reflect on their values and develop ethical standards required for their future careers. Rahul Chandra Shaha, Sakhawat Hossain and Asaduzzaman Rahul

describe teaching and learning English from a Bangladeshi perspective. They suggest using digital content and provide recommendations on how to ensure integrity.

No discussion regarding academic integrity is ever exclusively positive. We have to deal with student misconduct, as well. Sanja Pekovic examines students' intention to plagiarize in Montenegro. Ajrina Hysaj and Abeer Elkhoully ask the same question, but in the United Arab Emirates.

The book also examines the process of controlling and monitoring cheating. Clare Johnson and Ross Davies look at plagiarism from a digital forensics perspective and explain how to detect contract cheating by examining document metadata and looking for forensic artifacts, which allows us to distinguish between copy-pasted and written text. Robin Crockett and Kirstie Best report on a stylometric investigation of student assignments, which has proved to outsource part of the portfolio. On the contrary, Daniel Dusza suggests integrating modern approaches in the academic writing process to de-emphasize plagiarism and raises some serious ethical questions behind collecting and using the collected metadata in profiling student's writing integrity. Julius Kravjar adds to the discussion by evaluating the Slovak centralized system for plagiarism detection support and the role of collected metadata for statistical analysis and detection of several types of academic integrity breaches.

Taking the debate one step further, the book provides guidance and discussion on what can and should happen after the formal processes of identification and management of cheating has taken place. Institutions should give students the opportunity to rehabilitate from academic misconduct and learn from their mistakes, which is exactly what Zeenath Reza Khan, Tina Ann Mark, and Vidhi Sharma discuss in their chapter.

The response of the conference organizers to the corona pandemic was easy to say: "Make the conference virtual!", but hard to do. The same applies to the pandemic of cheating. "Stop cheating" or "Make students learn" are easy to say but hard to do. We hope that this book provides useful information for teachers and institutional policymakers and helps to make academia a happier place to teach and learn.

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