IPPHEAE: Past, Present and Future
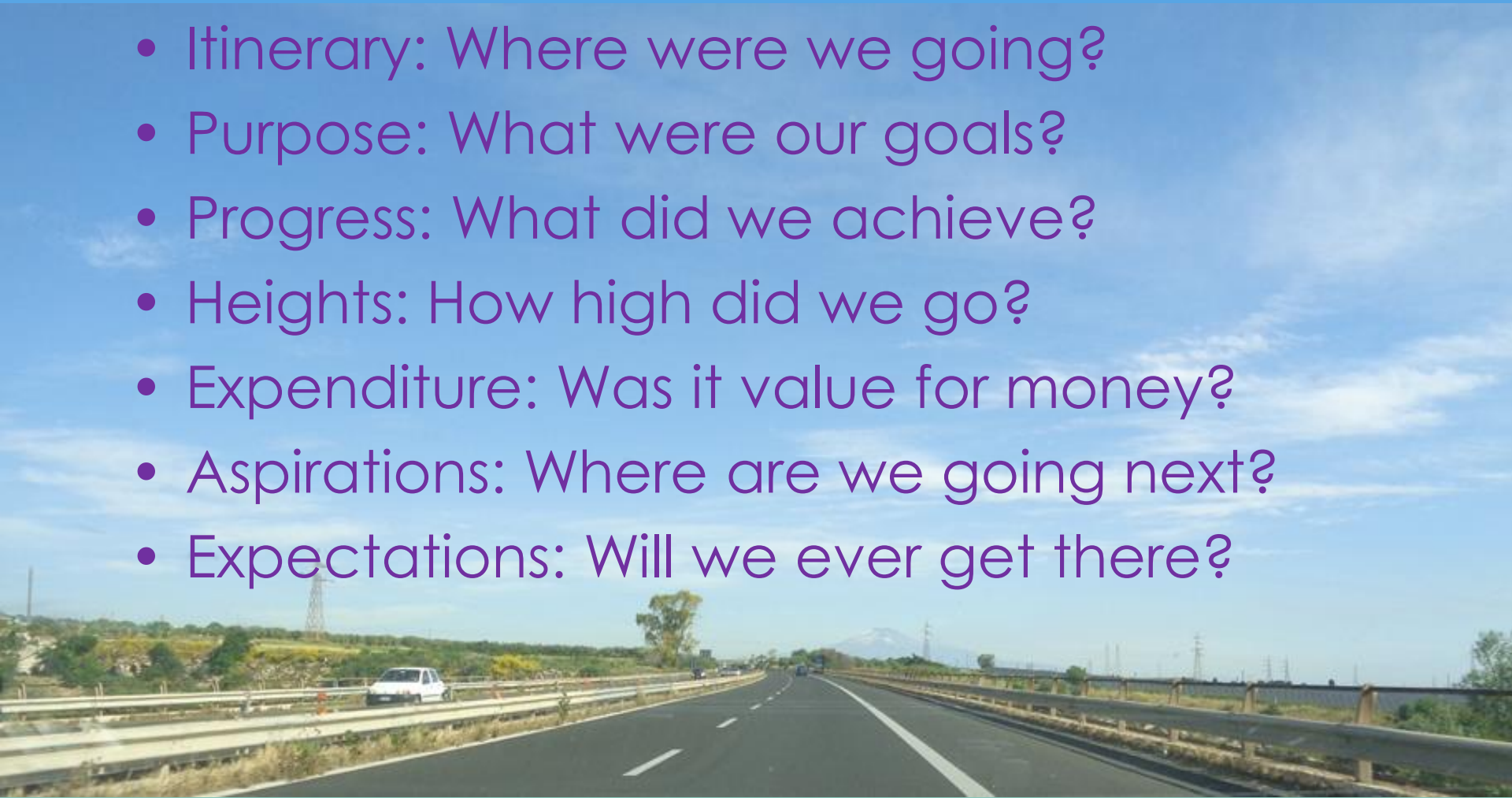
Irene Glendinning

Coventry University

Our Journey

- Itinerary: Where were we going?
- Purpose: What were our goals?
- Progress: What did we achieve?
- Heights: How high did we go?
- Expenditure: Was it value for money?
- Aspirations: Where are we going next?
- Expectations: Will we ever get there?

Itinerary: Where were we going?

- Plagiarism <=> Academic Integrity
- Evidence gathering
- HE policies, institution, national
- Prevention
- Bachelor and master's
- Develop tools and resources
- Case studies
- Standards and quality

Impact of Policies for Plagiarism in Higher Education Across Europe

Erasmus Lifelong Learning Project, budget
€369,419
October 2010-September 2013

Lead Partner:
Principal Investigator *Irene Glendinning*
Coventry University, United Kingdom;

Other partners
    Aleksandras Stulginskis University, Lithuania
    Mendel University, Czech Republic
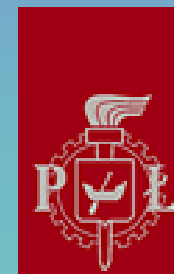   **Technical University of Lodz**, Poland
    University of Nicosia, Cyprus
 Project Consultant:
Jude Carroll, Educational Consultant, UK
 Project Conference Sponsors:
Turnitin / iParadigms / IS4U

Progress: What did we achieve?

- Survey covering 27 EU countries:
- 200+ Institutions: 3 questionnaires, 14 languages
- Questionnaires, students, teachers, managers
- Student focus groups
- National/senior management interviews
- Almost 5,000 anonymous responses
- Separate reports for all 27 EU countries
- Academic Integrity Maturity Model
- EU-wide comparison of policies
- 12 Case studies
- ANTON: software tool
- Workshop materials

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Findings EU: Policies and procedures

- Good practice
  - Sweden and Austria maintain national stats, but like comparing apples and oranges
  - Slovakia screen all final student theses for plagiarism, but not other work
  - UK and Ireland policy development, CPD, research
- Inconsistent understanding of what is acceptable writing practice
- Focus on research and PhD, not bachelor or masters in some countries
- UK and Ireland have oversight culture > transparency, accountability
- Students and most teachers calling for more student training and information, but some professors don't value CPD, eg Germany, UK
- Use and abuse of digital tools by both teachers and students
- Head-in-the-sand, denial, eg Estonia "*we don't have plagiarism here*"
- Sense of resignation about status quo: eg Bulgaria, Romania "*there are no effective enforcement measures*"
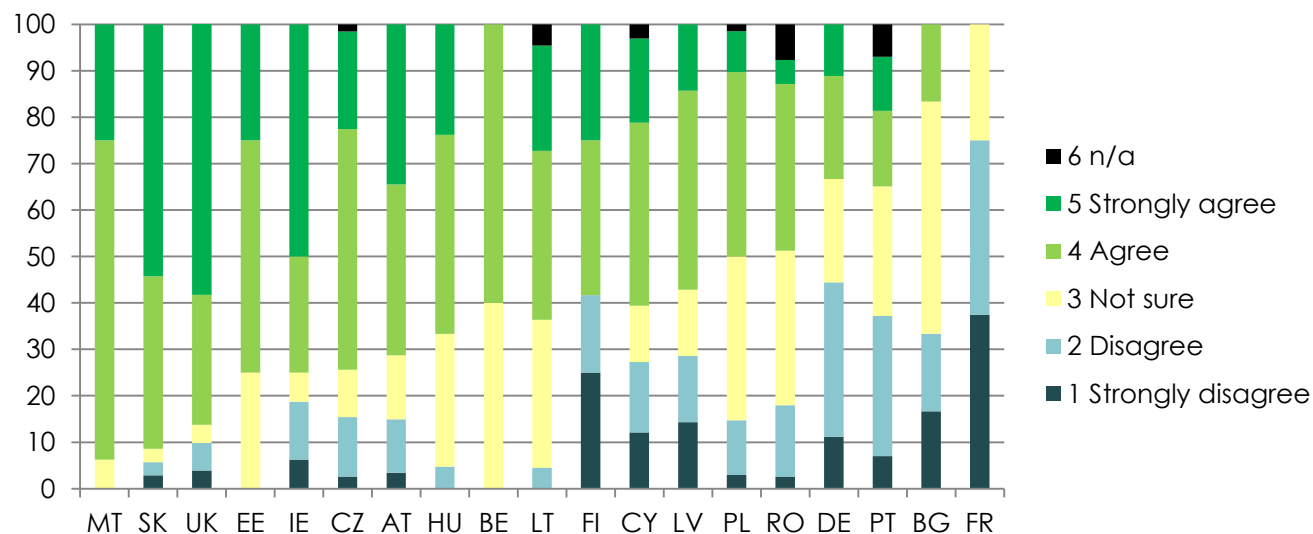- Maturity of policies for academic integrity ….

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Is plagiarism taken seriously? Teacher responses:
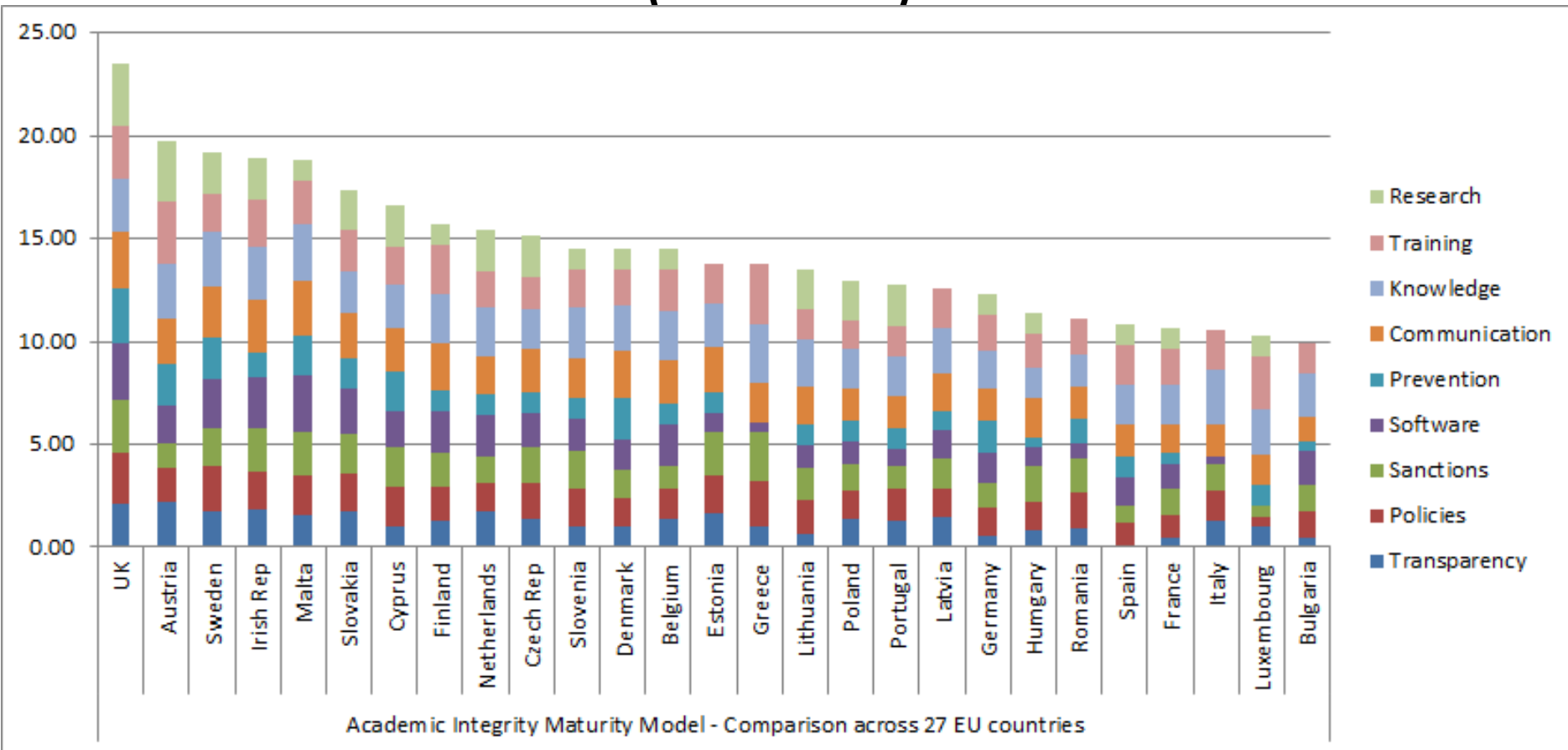# I believe this institution takes a serious approach to

Plagiarism Detection
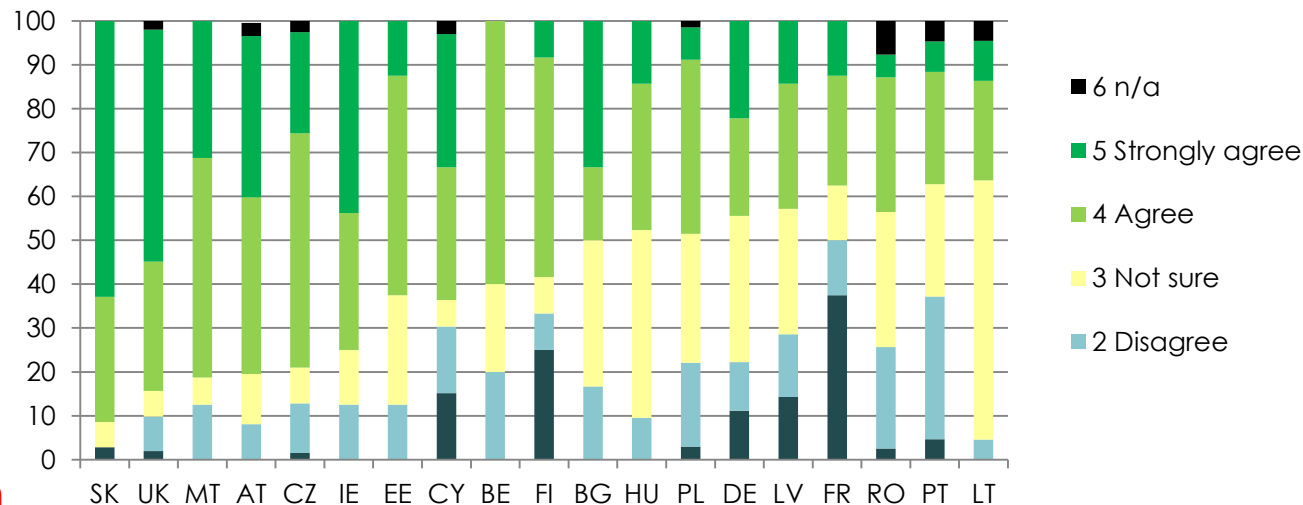
Plagiarism Prevention

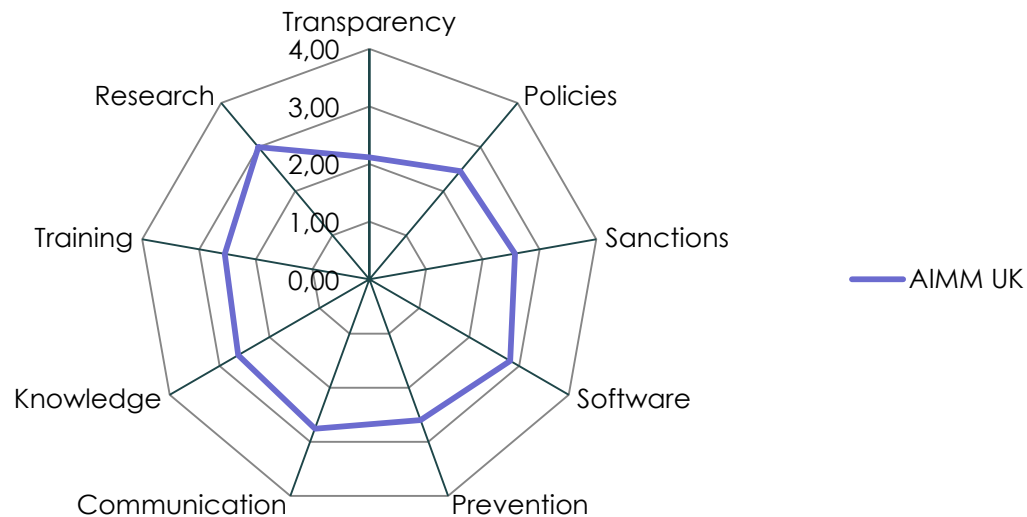# Academic Integrity Maturity Model (AIMM)

Academic Integrity Maturity Model - Comparison across 27 EU countries

United Kingdom
Academic Integrity Maturity Model profile

AIMM UK

Mean score 2.61/4.0, transparency 2.12, research 3.0

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Heights: How high did we go?

- IPPHEAE results found to be useful, eg Ireland policy
- IPPHEAE survey re-use
- Research integrity, corruption in education
- Research community in Europe and beyond
- Council of Europe, on-going developments

Expenditure: Was it value for money?

- Budget *€369,419*
- IPPHEAE 75% funded by EU, 25% partners
- We have useful evidence on EU HEIs
- Not much has changed so far …
- … but, awareness raised
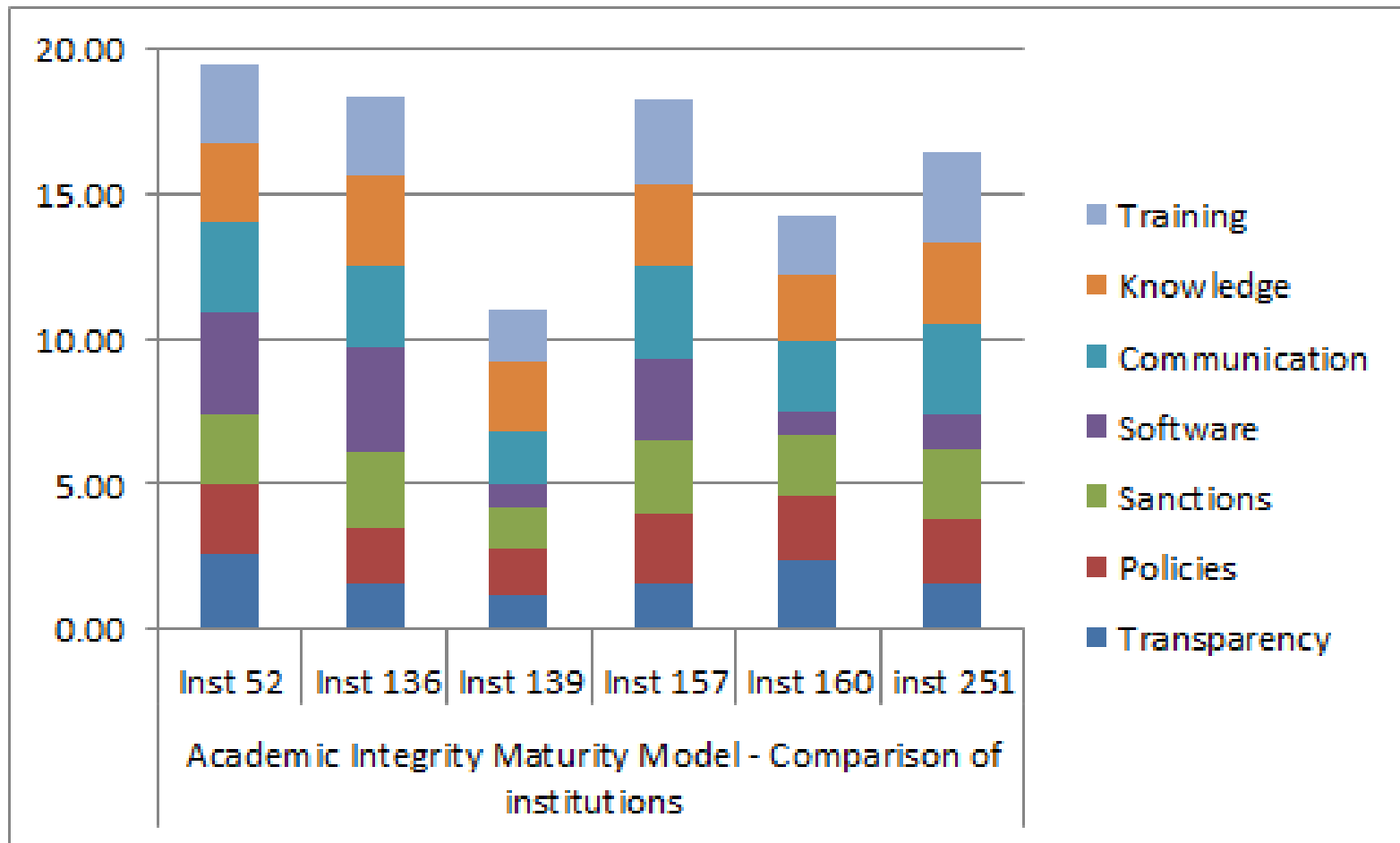- Need to continue to build on findings

Aspirations: Where are we going next?
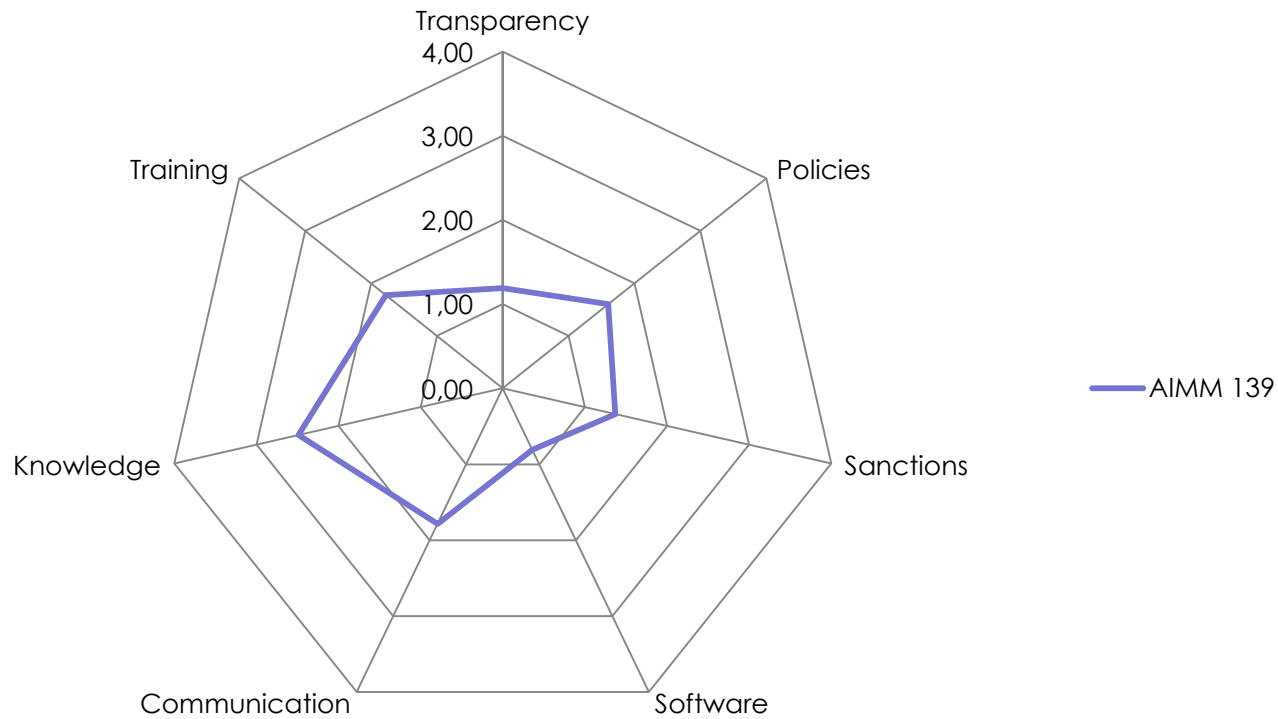

- Start by defining policy benchmarks
- Assess institutional compliance and maturity

AIMM: Comparison of institutional profiles

Academic Integrity Maturity Model - Comparison of institutions

AIMM Institution 139

AI Rating System (AIRS) and AIMM

Working with **Tricia Bertram Gallant**: agreed **Ten Characteristics of Mature Policies**

- Institutional **governance and strategic commitment** to support AI
- Clear and consistently applied **institution-wide policies** and procedures for AI
- **Fair and proportional sanctions** applied across the institution
- **Engagement** and buy-in of whole academic community towards **strategies for deterring academic misconduct**
- **Institutional culture and values** for encouraging scholarship and deep learning
- **Student leadership** in actively supporting the institutional strategy for AI
- **Transparency**, openness, maintaining institutional statistics, effective communications at all levels
- On-going **evaluation**, **reflection, monitoring, reviews** to enhance strategy, policies and systems
- Engagement with **research and development** within and external to the institution into AI
- **Institutional understanding** about what is acceptable academic practice**, in line with international norms**

(Sources JISC, Policy Works; ICAI, AIRS; Exemplary Academic Integrity Project, Academic Integrity Toolkit; IPPHEAE, AIMM)

The International Center for Academic Integrity

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Expectations: Will we ever get there?

Challenges to future progress

- Reaching the right people to kick-start change
- Autonomy of institutions and individuals
- Overworked, underpaid academics, second and third jobs
- Large class sizes, under-investment in infrastructure
- Scale of change needed in some places, corrupt society context
- Complacency, lack of interest, integrity not prioritised
- Costs in current economic climate
- Fear of identification, exposure
- "Shoot the whistle-blower" mentality
- Lack of agreement about how to proceed
- Evolving approaches to cheating, e.g. technology, social media

Challenges to future progress
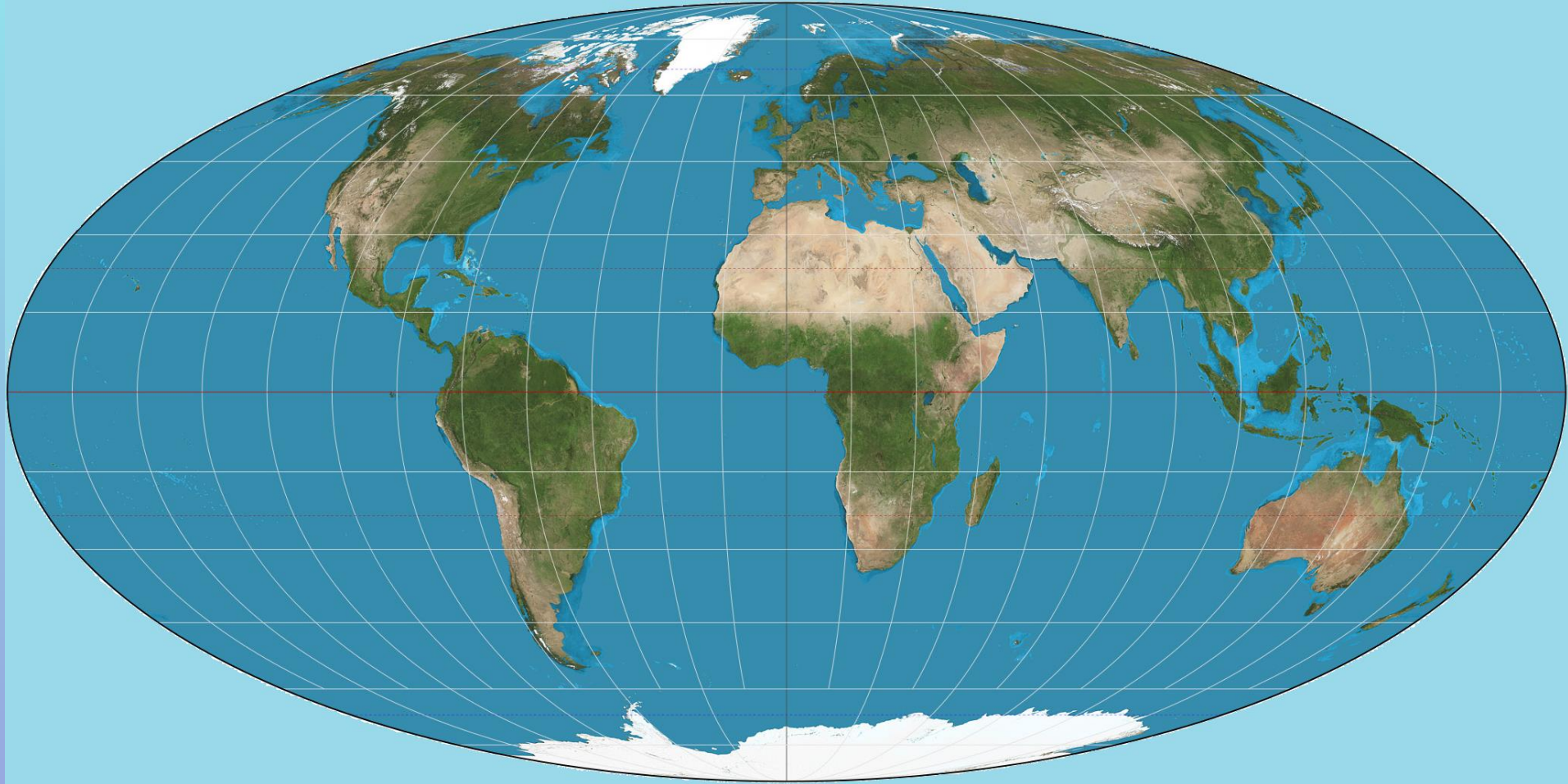
Global problems need global solutions

Priorities for all of us

Consensus about what constitute:

- good academic practice
- mature institutional strategies, policies and systems
- fair and proportional sanctions

Understanding in different contexts:

- management of change: making policies work
- accountability and consistency in accreditation, quality assurance, assessment, grading

Promoting:

- a culture of integrity in staff and students
- effective use and stopping abuse of technology
- comparability of statistics to monitor impact
- pre-university understanding of good practice

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Future?

- AIMM/AIRS development
  - Would you like to help?

- Research in Nigeria, Jamaica, India and Armenia

- Council of Europe initiative

- Mendel University project
- Workshops, Talks

- Retirement??

- Thanks to Tracey for fireworks picture

Fishman, T. (2009) *"We know it when we see it" is not good enough: toward a standard definition of plagiarism that transcends theft, fraud, and copyright,* Workshop at 4th Asia Pacific Conference on Educational Integrity (4APCEI) 28–30 September 2009 University of Wollongong NSW Australia: http://www.bmartin.cc/pubs/09-4apcei/4apcei-Fishman.pdf

IPPHEAE project web site: http://ippheae.eu/project-results
EU-wide report and 27 country reports available, Case studies available on request
Examples of good practice in plagiarism prevention and management, Access to project resources: workshops, quiz

Morris, E. and Carroll, J. (2011) *Policy Works - Recommendations for Reviewing Policy to Manage Unacceptable Academic Practice in Higher Education*. JISC, UK: Higher Education Academy:
https://www.heacademy.ac.uk/resources/detail/academicintegrity/policy_works

Bretag, T. et al Exemplary Academic Integrity Project: www.unisa.edu.au/EAIP
International Center for Academic Integrity: http://www.academicintegrity.org/icai/home.php

Academic Integrity Rating System (AIRS)
http://www.academicintegrity.org/icai/assets/AIRS.pdf

Whistle-blowers:
copy-shake-paste blog: http://copy-shake-paste.blogspot.co.uk/
Vroniplag wiki: http://en.wikipedia.org/wiki/VroniPlag_Wiki

European Science Foundation (ESF) (2008) Stewards of Integrity report:
http://www.esf.org/fileadmin/Public_documents/Publications/StewardOfIntegrity.pdf

Global Corruption report on Education, Transparency International: http://www.transparency.org/gcr_education

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