

STOPPING THE CHEATS

A Survey of Assessment Behaviour In French Business Schools

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Abstract

This paper describes the findings from a survey of student plagiarism in French business schools. The results indicate that schools in France are as equally affected as their European and American counterparts. However, the research, highlights a major trend difference with, in particular, the UK. Students in the French Business Schools surveyed show a greater tendency to plagiarise as they get older, progress through their studies and enter postgraduate programmes.

French education is, compared to that of the UK and America, mostly a single entry system. Because of this the fear of failure in a final year is probably viewed by students as having more serious effects than being caught plagiarising. This is highly likely if the penalties for being found out are themselves not too severe, as is frequently the case in French Business Schools.

The analysis suggests that student moral conviction about this particular form of unauthorised assessment behaviour, or awareness that it is 'against the rules', has little effect on their willingness to engage in it. A high percentage of the respondents admitting to or contemplating plagiarism consider it to be 'wrong' with, surprisingly, a heightened ethical perspective amongst groups showing the greatest inclination to offend.

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The survey forms part of an on-going project.

1. Introduction

This paper describes a survey of student views on a selection of assessment behaviours typically viewed by academics as 'Plagiarism'. The survey sought to evaluate the extent of plagiarism amongst students in French business schools and to investigate the reasons why they engage in it. The research was undertaken during the autumn of 2004 and the spring of 2005.

Plagiarism is at the centre of a growing problem of unauthorised practices during student assessment and seems to be particularly fuelled by easy access to documents and so-called 'revision sites' on the Internet. Research and measures to eradicate it are well advanced in the United Kingdom and America but in France work is at a relatively early stage, focusing on awareness building amongst the academic community and determining the extent of the problem at a student level.

For the purposes of this survey, the writer uses the commonly held

definition of what constitutes plagiarism as being the use of someone else's work without appropriate acknowledgement or permission, so misleading an audience as to the origins of the material (e.g. Hannabuss 2001).¹ In the academic world such practice manifests itself in student work by the occasional absence of or incorrect referencing, extensive importation of material from Internet sources and the more serious theft or purchase of work and its submission as the student's own.

Plagiarism is viewed by both academics and non-academics as a form of cheating and as such unethical - it's breaking the rules and norms of society and professions. In the European academic context, there may not be acceptance of this essentially western culture perspective amongst an increasingly multinational student population (Introna *et al* 2003).² The important point though is that Plagiarism has a moral dimension in Western Education and needs to be communicated to and understood by students from other cultures coming to study in our institutions.

Acts of plagiarism can also result in a breach of copyright, allowing the copyright holder to take action against the offender. If a student is submitting work with intent to deceive assessors into thinking it is his or her own creation, then it could also be argued that such behaviour

amounts to a fraudulent attempt to obtain advantage in the form of a qualification. Of course it isn't just students who commit plagiarism and employees, including academics, have been caught plagiarising too, often with dire consequences for their careers (Hannabuss *op cit.* 2001).³

More importantly though, the writer believes there is a significant economic imperative for institutions to be concerned about academic cheating of any kind. If an important role of education is to meet the economic and social needs of a country by providing a stock of well-trained graduates and professionals then establishments have a duty of care to ensure their diplomas truly reflect individual student ability. If graduates are turned out having obtained their awards by anything other than their own efforts then their degrees will not be guarantees of competence. Over time this is likely to result in a deteriorating professional performance with its knock-on economic effects. A failure to address this problem does nothing for the reputation of education nor individual providers.

The survey described in this report hints at the extent of the 'plagiarism' problem in French Business Schools. It identifies the moral perspective of the students concerned and their main reasons for unauthorised assessment behaviour. However, there are as many

questions raised as are answered in respect of sub-group behaviour, which the writer intends to pursue through future work.

2. The survey design

For the purposes of the survey and the discussion of its findings the following behaviours are used as the main examples of academic plagiarism. It was these behaviours which students were asked about in the survey.

1. Omitting references, either in footnotes or bibliographies, to material used in compilation of course work.
2. Not enclosing in quotation marks verbatim extracts from others.
3. Copying parts or whole works from Internet sources and pasting the unreferenced content directly into course assignments.
4. Purchasing or otherwise acquiring coursework from Internet sites

and submitting it as one's own.

5. Acquiring coursework from other students and submitting it as one's own.

6. Submitting work for assessment which has already been used and assessed in an individual's previous studies.

* None of these behaviours was labelled as plagiarism in the questionnaire, nor classified by the writer as right or wrong, serious or trivial. The reasons for this are given in the following section under 'questionnaire design'. However, as they are all generally considered by the academic world as plagiarism, they have been collectively labelled as such in the various tables and charts which accompany the survey results.

The specific survey objectives:

1. To establish the level of unauthorised assessment behaviour, considered by academics as 'Plagiarism', in French Business Schools.

2. To compare these results to research already undertaken in other European and American establishments.

3. To elicit student views on what THEY consider inappropriate behaviour.

4. To establish WHY students engage in such behaviours.

5. To identify the circumstances in which those who claim not to have

committed plagiarism would consider doing so.

6. To sample student perceptions of institutional dialogue and policies concerning assessment behaviour.

Methodology:

Sampling plan:

This consisted of convenience sampling four main student groups in the French Business School population. These four groups were determined on the basis of academic course type. The initial intention was to include a fifth group determined by students who undertake part or all of their studies in a language other than their mother tongue, principally English, or who undertake part of their course abroad where again English is likely to be the language of instruction.

The reason for this was that the writer's experience suggested such students might be more likely to commit plagiarism. It would have been useful therefore to compare such a group with the rest of the samples. As it turned out most business students in most French business schools meet this criteria. So at the time of undertaking the research it was not possible to easily distinguish such a subgroup from the overall French Business School population.

However, perhaps the belief that students studying in other languages

are more prone to plagiarism is exaggerated. According to Reddy (2004),⁴ such students show neither greater nor lesser inclination to plagiarise. He concludes that the only significance of the instruction language being a student's second language is that it is easier for the lecturer to detect plagiarism in written work.

In addition to the sample criteria of course type, data was analysed by a) age, b) gender, c) stage in studies and d) student perception of their teaching and learning experience. At least 100 responses from each course-type group were considered desirable for any meaningful conclusions, making a total of 400 respondents.

Seven Business Schools were identified as offering the four course types and were contacted with a request to help administer the survey questionnaire.

The four course types were:

- a) 2 year post BAC*/A Level diploma courses
- b) 3 and 4 year post BAC*/A-level courses
- c) post-graduate courses or 5 year programmes leading to post-graduate qualifications
- d) short professional/post experience courses.

* *Baccalauréat*

Of the four categories, only two provided results - undergraduate courses (170 responses) and post-graduate courses (146 responses) making 316 in total.

The survey was administered as an online questionnaire, notified to students by course leaders or administrators at the participating schools. Their involvement was crucial as only they had access to student email address lists. Because of the anonymous nature of the questionnaire submission process neither individual students nor the schools who actually took part can be identified, although five of the seven schools are believed to have participated.

All but one of the contacted schools were in the private sector. In France, unlike in the UK, fewer business schools are faculties of state universities.

The questionnaire:

A first draft in paper format was piloted amongst some of the writer's own students. This highlighted a number of issues regarding the delicate nature of the subject - effectively respondents were asked to comment on, admit or deny what many perceive as dishonesty. Despite the anonymous nature of the data collection method it was clear that there was still reluctance to make such admissions in the pilot

questionnaire format.

A second version removed all uses of the word Plagiarism, which was considered a very value-laden term. In the final version students were simply asked to comment on various 'assessment behaviours'.

As with most paper surveys, the response rate to the pilot study was around 10%. In order to achieve the target of 400 responses some 4000 questionnaires would have been needed. A paper survey would also have incurred heavy postage and stationery costs together with a much greater time commitment from co-ordinators. Manually processing paper responses would also have been time-consuming. It was for these reasons that the writer spent some time developing the online version of the questionnaire, the link to which could be emailed to respondents. It was this version which was used in the final survey stage. A paper version of the questionnaire can be seen in *appendix 1*.

The email (*appendix 2*) containing a hyperlink to the online questionnaire was sent to course leaders in the relevant institutions with a request that it be forwarded on to course members. This was colleagues' only involvement in the administration of the research, other than to field any student questions or alternatively forward them on to the writer. The link in the email took the student directly to the

questionnaire, which, via a *.cgi script, was automatically exported to the writer's email address when 'submitted'. Received responses were pasted into a Microsoft Excel coding file with a linked formula sheet automatically analysing the results.

It is difficult to determine exactly how many student questionnaires were distributed in this way, although the writer's estimate is a figure of between seven and eight hundred. With 316 returned questionnaires then the response rate was about 40%

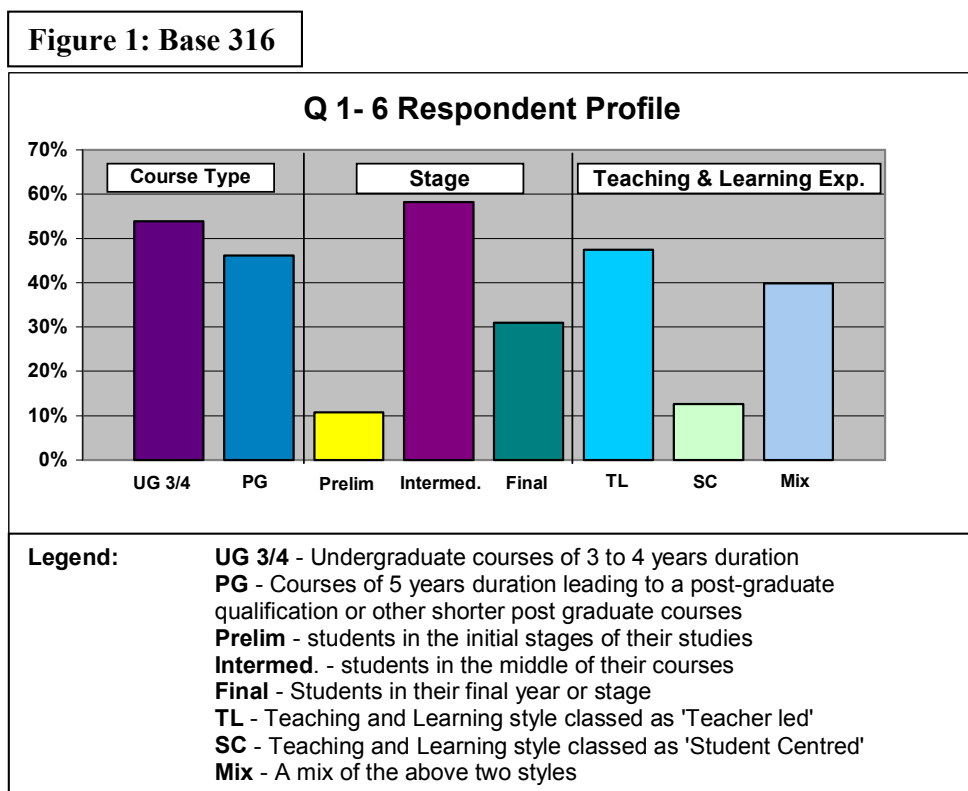
A graphical display of results was continually updated as responses were accumulated into the coding sheet and the display was posted to an Internet page so colleagues could view the survey's progress.

3. The findings

Sample profile:

Questions 1- 6

These questions asked respondents for information that was used to develop a profile of the samples and provide variables with which to analyse the data.



Students classed by course type:

The summary of results in *Figure 1* show that 54% of students described themselves as being 3 or 4-year undergraduates. The

remainder were on courses leading to a post-graduate qualification.

* In addition to those following a course of study after their initial degree, the post-graduate category includes students who, in the early years of a course, would exhibit many of the characteristics of undergraduates. This is due to most French Business Schools offering five year post A-level/BAC diplomas that lead to the equivalent of a post-graduate qualification. There isn't normally an exit point at which a student can obtain an undergraduate qualification, unless this is via the result of an exchange programme where the student receives the undergraduate award from a partner institution.

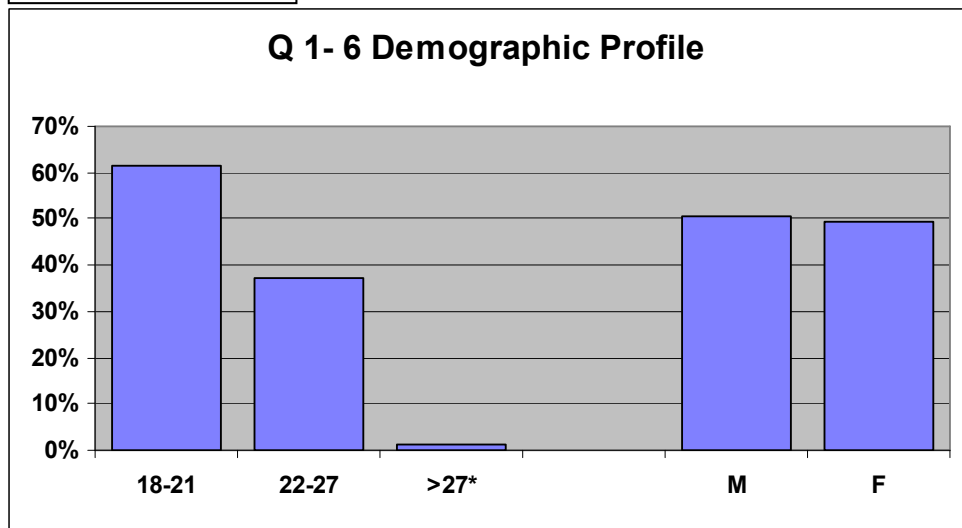
Students classed by stage in their studies:

Figure 1 indicates that the majority of respondents, 58%, were in the middle of their courses, 30% in the final stages and a much smaller number, 11%, in their first year.

Student views of the teaching and learning process:

47% of students described their exposure to teaching and learning as 'Tutor or Teacher led'. Only 13% had experienced a predominantly 'Student Centred' learning approach with the remaining 40% describing their experience as a mix of the two styles.

Figure 2: Base 316



ORIGINS	N
1. Asian	3% 10
2. Australasian	3% 8
3. North European	52% 164
4. South European	18% 58
5. Middle and Eastern European	16% 52
6. North American	1% 2
7. South American	0% 0
8. Afro-Caribbean	0% 0
9. African	4% 14
10. Other not listed	3% 8

Age, gender and origins:

Figure 2 shows that the responses were split equally by gender, with 61% in the age range 18-21 and 38% in the age range 22-27. Only 4 students (1%) were aged over 27, whose responses are not included in most of the data analysis.

The majority of students, 86%, were European with most of these describing themselves as North-European.

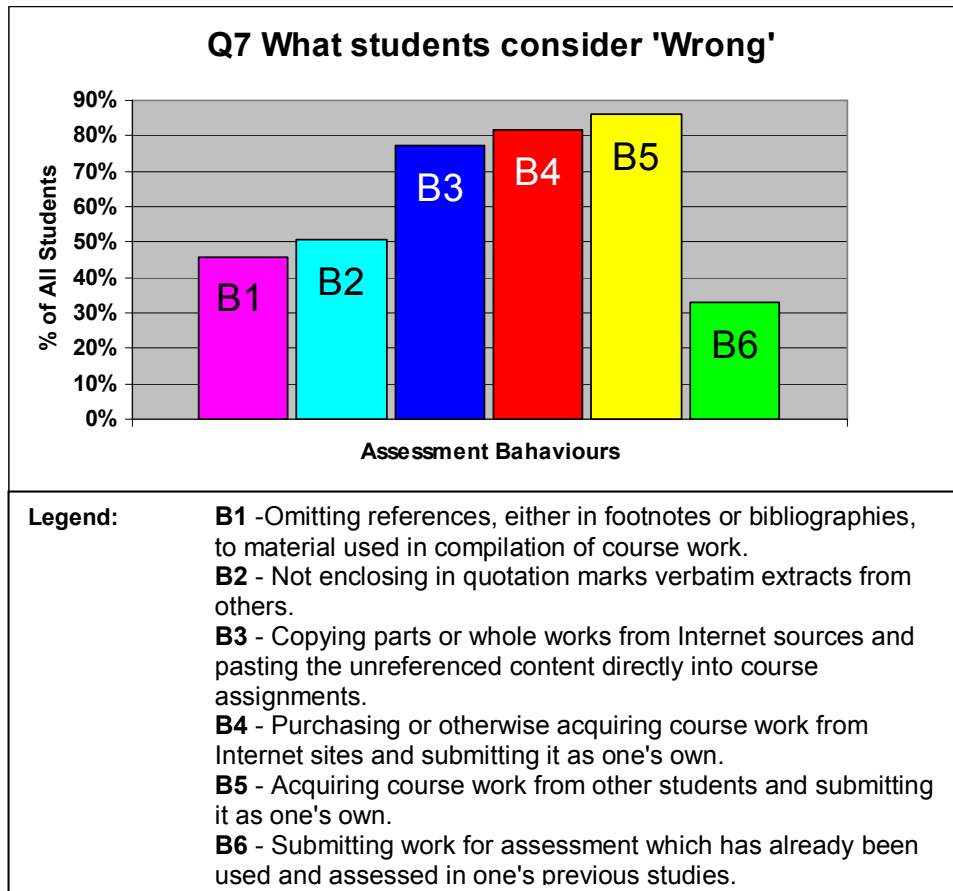
What *Figures 1 and 2* do not show is the distribution of student ages on the different course types and course stages. In fact 85% of undergraduate students were in the 18 – 21 range and 63% of 5 year and Postgraduate course students were in the 22 – 27 range. Not surprisingly 65% of final year students were in the older age range of 22+.

What students considered to be 'wrong'

Question 7

This was perhaps the most important question in the survey. Students were invited to identify from the list described in the legend to Figure 3 those behaviours that THEY believed were 'wrong'.

Figure 3: Base 316



As *Figure 3* shows, behaviours 3 to 5 were viewed as 'wrong' by most of the students - 77%, 82% and 86% respectively. The responses were similar across all subgroups except for a slightly higher response of 90%, amongst final year students for behaviours 4 and 5. The same was true for behaviour 5 amongst students describing their teaching and learning experience as 'student-centred' although the significance of responses from this particular group is always suspect due to the small

sample size - only 13% of the respondents.

The responses to question 7 suggest that, with the exception of behaviour 6, most students viewed the obviously dishonest forms of assessment practices as 'wrong'. It is also interesting that nearly half of the students in the survey still considered offences regarding referencing and treatment of direct quotes as 'wrong'. However, only 33% of students thought that recycling their own work to be inappropriate (this percentage rose to 41% for final stage students).

The incidence amongst the respondents of assessment behaviours viewed by the academic world as plagiarism

Questions 8,10 and 11

Question 8 asked students if they had ever committed any of the behaviours listed in question 7. Question 10 asked those who replied NO to say whether or not they would ever consider doing so. Question 11 asked all students if they knew of individuals amongst their peers who had engaged in behaviour that the respondent had selected as 'wrong'. The results of these questions are shown in the following Tables 4 and 5.

Overall, 80% of respondents admitted to either having engaged in

behaviour considered by the academic world as plagiarism or would consider doing so. 60% of respondents actually admitted to engaging in it. *Table 5* shows 82% of all respondents claiming to know of peers who had engaged in behaviour classified as 'wrong' in question 7. Not surprisingly, this percentage rises as respondents near the end of their studies.

Table 4: Base 316

Q8 & 10		Have engaged in plagiarism or would consider doing so				Would not consider doing so in any circumstances
	100%	Done it or would consider	Have Done	Not done but Would consider doing so		
All	316	80%	60%	20%	20%	
18-21	194	80%	59%	22%	20%	
22-27	118	81%	64%	17%	19%	
M	160	81%	61%	20%	19%	
F	156	79%	59%	21%	21%	
UG3/4	170	84%	62%	21%	16%	
PG	146	77%	58%	19%	23%	
Prelim.*	34	76%	59%	18%	24%	
Intern.	184	80%	60%	21%	20%	
Final	98	82%	61%	20%	18%	
TL	150	88%	68%	20%	12%	
SC*	40	75%	65%	10%	25%	
Mix	126	73%	49%	24%	27%	

**small sample size*

Table 5: Base 316

Q11	Know of someone who has committed "wrong" acts	
	Base	
All	316	82%
18-21	194	81%
22-27	118	81%
M	160	81%
F	156	82%
UG2	0	####
UG3/4	170	84%
PG	146	79%
Other	0	####
Prelim.*	34	59%
Interm.	184	82%
Final	98	90%
TL	150	83%
SC*	40	65%
Mix	126	86%

* small sample size

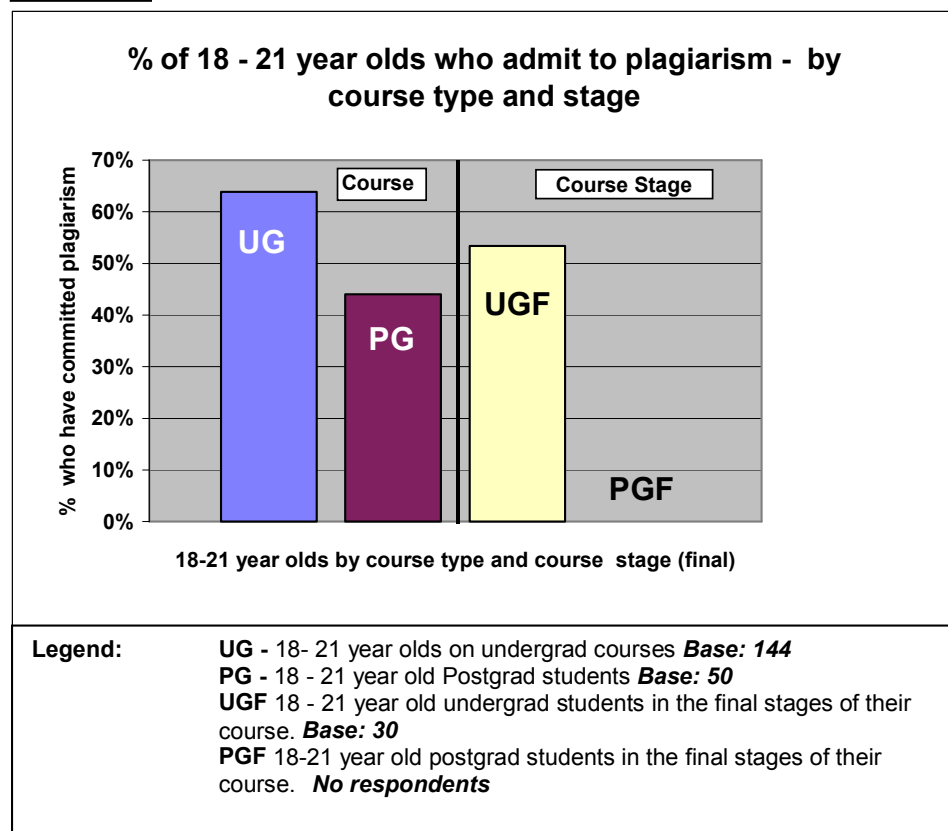
Taking the 'Have done' column in *Table 4*, the results suggest that older students are more prone to plagiarism, undergraduate students more so than postgraduate students and final year students more so than preliminary or intermediate students. *Table 4* also suggests that those who describe their teaching and learning experience as 'teacher or tutor-led' were more inclined to inappropriate assessment behaviour - 68% compared to 60% for all groups.

If older students nearing the end of their studies are, as *table 4* suggests, more prone to plagiarism then it might be expected that Post

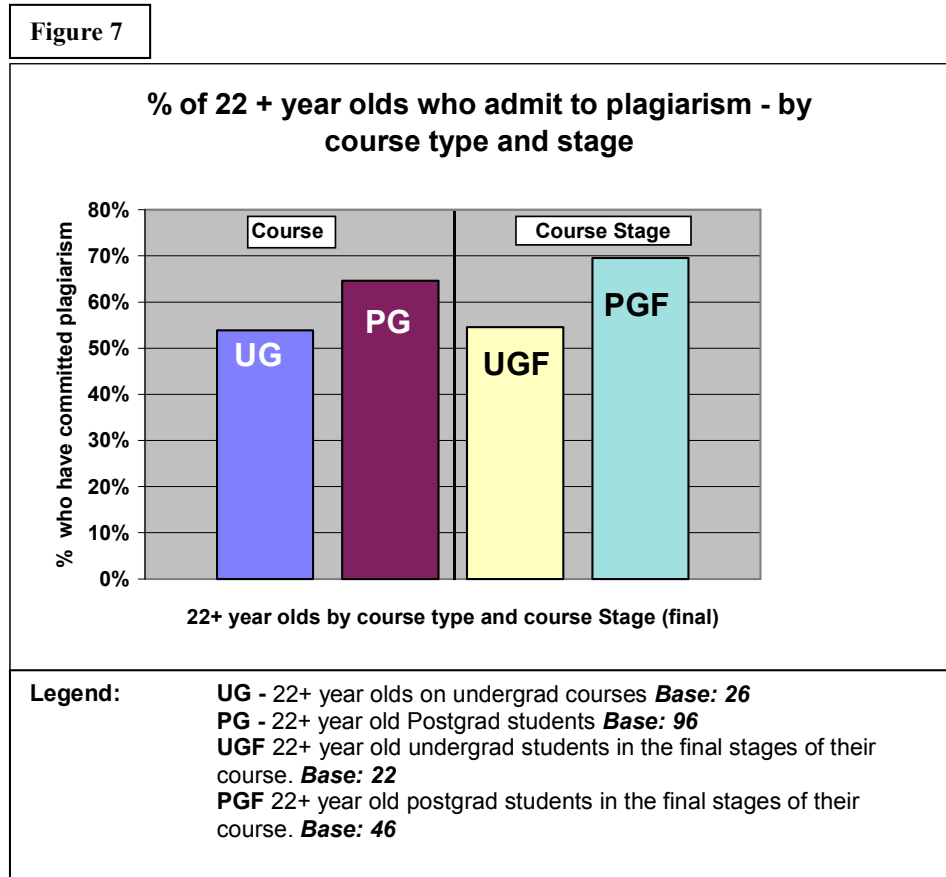
Graduate respondents, who include proportionately higher numbers of older students, would show a similar tendency rather than the converse as described above. When the data is analysed by the three variables of age, course type and course stage then a clearer picture emerges. *Figure 6* suggests that the overall post-graduate figure is dampened down by the low percentage of younger postgraduate students admitting to plagiarism. *Figure 7* clearly shows older postgraduate students having a greater than average tendency to plagiarise, which increases as they near the end of their studies.

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Figure 6



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As the older postgraduate student nears the end of his or her course then the tendency to plagiarise increases to 70%, which is 10% more than the response for ALL students. Interestingly, *figure 7* suggests that older students on undergraduate courses are less likely to commit plagiarism than those on post-graduate courses.

Whilst this survey mirrors the overall levels of plagiarism found in America (Carroll and Appleton 2001)⁵ and the UK (Underwood and Szabo 2003),⁶ it also highlights an interesting difference, with the

tendency of older, final stage post-graduate students plagiarising more being opposite to that of UK students in Underwood and Szabo's study.⁷

Reasons for the behaviour and circumstances in which it would be considered

Question 9 and 10

Question 9 asked respondents who'd admitted to plagiarism to identify their reasons for doing so. Respondents could select any reasons that applied to them from a list of five. Question 10 asked those who had not admitted to plagiarism to identify the circumstances in which they would consider doing so.

Figure 8: Base 190

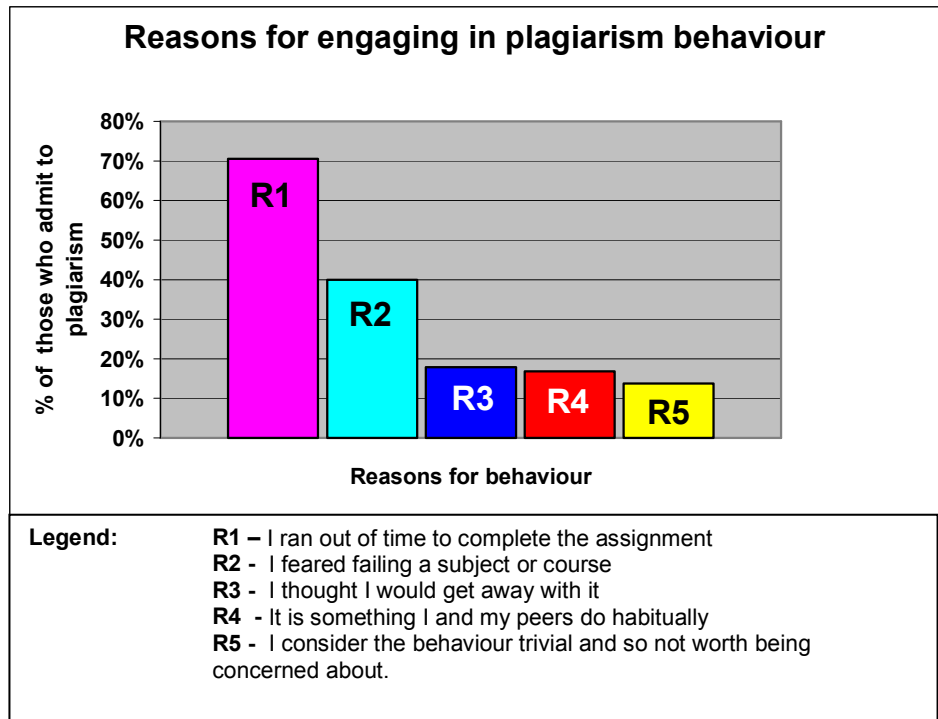


Figure 8 shows the most common reason given for plagiarising as 'running out of time'. 70% of respondents gave this as a reason. 40% selected 'fear of failure'.

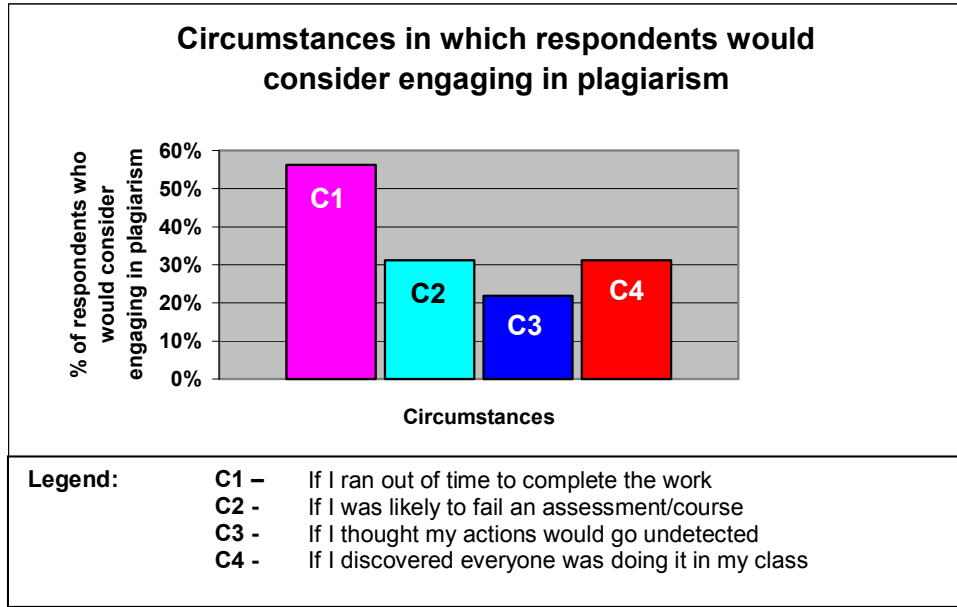
On a positive note, only 18% of students were influenced in their behaviour by thinking they would 'get away with it' and only 17% were influenced by what their peers did. Only 12% considered any of the listed behaviours that they'd engaged in as 'trivial'.

Compared to the replies from all respondents, older and female students showed a greater tendency to be influenced by 'running out of

time', whilst males were more inclined than females to think they would get away with plagiarism and were more influenced by their peers.

20% of all respondents hadn't committed plagiarism, but would consider doing so in certain circumstances. The results in *Figure 9* show a similarity between the importance attached to the circumstances that might influence them and the reasons given by the 60% who had committed plagiarism (*figure 8*). An exception was the influence of peer behaviour where, for those students who hadn't plagiarised, 31% considered it would be an influence, compared to 17% of those who had plagiarised.

Figure 9: Base 64



Compared to the replies from all respondents in this group, similar tendencies were observed to those who'd admitted to plagiarism. I.e. older and female students would be influenced more by 'running out of time', whilst males more by a belief that they would get away with plagiarism and by the behaviour of their peers.

Perceptions of an institutional dialogue, assessment policy and how it operates

Questions 12 - 14

Question 12 asked all students if they perceived the existence of a dialogue between their institution and the student body concerning assessment behaviour. Question 13 asked respondents if they believed their institution had a policy on assessment behaviour and Question 14 asked those who answered YES if they believed the policy to be operated fairly and consistently. Table 10 summarises the responses.

Table 10: Base 316

Q12-14		Perceive the Existence of Institutional Dialogue	Believe there is an Institutional Policy	of which	believed the Establishment operated the policy with Fairness
All	BASE				
	316	52%	59%		62%
18-21	194	53%	64%		61%
22-27	118	53%	51%		63%
M	160	54%	65%		67%
F	156	50%	53%		56%
UG3/4	170	52%	54%		52%
PG	146	52%	64%		72%
P*	34	65%	76%		92%
I	184	55%	65%		57%
F	98	41%	41%		60%
TL	150	57%	60%		56%
SC*	40	55%	45%		56%
Mix	126	44%	62%		72%

** small sample size*

The responses generally indicate considerable room for improvement in the institutional means of communicating with students about assessment behaviour. Only 52% of the respondents believed their establishments actually discussed assessment practices with them. This rose to 65% for preliminary stage students (small sample size).

59% of students knew of an institutional policy. Again this rose significantly to 76% for students at the start of their studies. Of the 186

students perceiving there to be a policy, only 62% believed it to be operated fairly and consistently. Of the 26 preliminary students virtually all believed the policy to be operated fairly and consistently, which might suggest that the problem is starting to be addressed on induction programmes.

5. Conclusions and further research

The results of this survey suggest that there is a worrying level of plagiarism and an inclination towards it in French Business Schools. Clearly France is no exception to what is without doubt becoming a global problem. Only 20% of respondents to the survey claimed they would never commit plagiarism.

The survey also identifies a student ethical perspective that seems to have little influence on whether or not plagiarism will be committed - the high level of unauthorised behaviour was engaged in by respondents of whom a significant percentage considered it to be 'wrong'. This raises the question of whether or not there would be a worthwhile return on more ethical inputs during induction courses for this particular student population.

The results show that, whilst the overall incidence of plagiarism is not significantly different to that found in UK and American studies, there is an opposite trend towards older, final year post-graduate students showing a greater rather than lesser inclination to plagiarise. This could be due to different consequences and different evaluations of 'being caught' vs. the possibility of course failure. French education is, compared to that of the UK and America, mostly a single entry system. Because of this perhaps the fear of failure in a final year is viewed by students in France as having more serious consequences than being

caught plagiarising. This is highly likely if the penalties for being found out are themselves not too severe. Whatever the cause of this difference, the increase in inclination to plagiarise amongst these subgroups is surprisingly accompanied by a heightened ethical perspective - an increase in their belief that certain behaviours are wrong.

Teacher or tutor-led learning experiences also seemed to produce a greater tendency to inappropriate behaviour. The writer's experience suggests that traditional in-course assessment methods such as essays, which tend to be part of this approach and make it easier for students to plagiarise, reflect much of French business education. This may well be an area for further investigation amongst this particular population.

'Not having enough time' and 'fear of failure' were the major reasons given for committing plagiarism and also the most frequently selected circumstances in which it would be considered. Compared to the UK, French business students have a much greater number of formal class hours and tend to be assessed more frequently.

If a student's decision to plagiarise is in any way influenced by their perception of how seriously the problem is taken by the institution and individual tutors, then the results in this survey show that institutional measures in the form of dialogue and policy could be improved upon.

More research is needed to test out some of the questions raised by this study and it is the writer's intention to achieve this by more in-depth focus group discussions. It is hoped to extend this work into a longitudinal survey amongst a group of students exposed to some anti-plagiarism measures which the writer intends to put in place both amongst his own students and those of colleagues.

An accompanying survey is being undertaken amongst academic staff in French Schools to evaluate their awareness and understanding of the plagiarism problem.

STUDENT ATTITUDES DURING FORMAL ASSESSMENT

Research Project

This questionnaire is part of a research project concerning Higher Education student attitudes and behaviour during assessment.

The information that you provide is completely anonymous and does not require an identification of you or your institution. Please be honest when answering - the academic world has its view of what is appropriate but this is an opportunity for students to give us their views.

The questionnaire also asks you for gender, cultural or nationality information. This is used purely for correlation purposes to determine if differences in perceptions and behaviour are coloured by such factors, which may highlight a need for greater emphasis on specific aspects of student induction programmes.

There are 14 questions, which should only take you about 10 to 15 minutes to complete. Thank you in advance for assisting with this project.

ABOUT YOU

Q1 Age :

1. 18 - 21
2. 22 - 27
3. > 27

Q2. Gender :

1. Male
2. Female

Q3. Which one of the following course types are you currently undertaking?

1. 2 year undergraduate programme (*HND, BTS, DUT, BAC+2 diploma, Prepa etc*)
2. 3 or 4 year undergraduate programme (*BA, Licence, Maitrise or BAC+3/4 diploma*)
3. 5 year or Post graduate programme (*PG Diploma, MBA, BAC+5 diploma, DEA, DESS, PHD or Doctorat*)
4. Other (*professional organisations' courses*)

Q4. At which stage of your programme are you at?

1. Initial stage
2. Intermediate stage
3. Final stage

Q5. Which ONE of the following categories best describes your cultural and national background :

- | | |
|--------------------------------|----------------------|
| 1. Asian | 7. South American |
| 2. Australasian | 8. Afro-Caribbean |
| 3. Northern European | 9. African |
| 4. Southern European | 10. Other not listed |
| 5. Middle and Eastern European | |
| 6. North American | |

Q6. Which ONE of the following best describes your educational experience so far? *(please see the explanations of these categories at the end of the questionnaire if you are unfamiliar with them. If you are not at your home institution and your present course differs significantly in teaching and learning approach then answer the question in relation to your home institution)*

1. Mainly teacher led
2. Mainly student centred
3. A mixture of the above

ASSESSMENT PRACTICES

Q7. Please select ANY of the following which you believe to be wrong. Ignore those practices which you consider trivial.

1. Omitting references, either in footnotes or bibliographies, to material you have used in compilation of course work.
2. Not enclosing in quotation marks verbatim extracts from others
3. Copying parts or whole works from internet sources and pasting the unreferenced content directly into your course assignments.
4. Purchasing or otherwise acquiring course work from internet sites and submitting it as your own.
5. Acquiring course work from other students and submitting it as your own.
6. Submitting work for assessment which has already been used and assessed in your previous studies.

Q8. Have you ever engaged in any of those practices listed above, either those which you view as wrong or those which you consider trivial?

1. Yes GO TO NEXT QUESTION
2. No GO TO QUESTION 10

Q9. If your answer to Q8 is YES what were the circumstances? Tick ANY that apply.

1. I ran out of time to complete an assignment
2. I feared failing a subject or course
3. I thought I would get away with it
4. It is something I and my peers do habitually
5. I consider the behaviour trivial and so not worth being concerned

about

GO TO QUESTION 11

Q10. If your answer to question 8 is NO in which of the following circumstances might you consider engaging in such behaviour? Tick ANY that apply.

1. If I ran out of time to complete the work
2. If I was likely to fail an assessment/course
3. If I thought my actions would go undetected
4. If I discovered everyone was doing it in my class
5. I would never consider engaging in any of these behaviours

Q11. Do you know of any students on your present or previous courses who have engaged in anything you have selected in Question 7 as being wrong?

1. Yes
2. No

Q12. Does your present educational institution engage in a dialogue with students about acceptable and non-acceptable assessment behaviour?

1. Yes
2. No
3. I Don't Know

Q13 Has your present institution a clear policy and student guidelines on these matters?

1. Yes
2. No
3. I Don't Know

Q14 If your answer to Question 13 is YES do you believe the institution and individual lecturers involved operate the policy with fairness and consistency?

1. Yes
2. No

**Please Click on the button below to send me your questionnaire
SUBMIT or CLEAR**

Thank you for participating in this research.

DEFINITIONS

Tutor led: The teacher or subject group decides a) what will be learned b) how it will be learned c) when it will be learned d) if it has been learned - with little involvement of students or professional advisors. The class time is mainly used for the teacher to impart information to the student. Student assessment will typically focus on testing a student's ability to recall what has been covered in the classes and what has been read in texts, as such it will often comprise time constrained unseen examinations. There will be an importance attached to traditional lectures where students listen and take notes.

Back to Question 6

Student Centred: This involves a focus on the process of learning and desired learning outcomes rather than on teaching. Students are encouraged to share the responsibility for acquiring the necessary course knowledge and competencies. Course outcomes will indicate what a student can do with the course learning. Class sessions will be interactive with much learning taking place from student activity and problem solving rather than knowledge imparted from the tutor. The tutor role will frequently be that of facilitator. Assessment, in a variety of forms, will be concerned with testing the application of knowledge rather than its simple recall. Continuous assessment will play a much bigger role than traditional examinations.

Back to Question 6

Appendix 2 The Student e-mail

From: Peter FORSTER
Subject: Student Assessment Behaviour Research

Dear student

Your tutor has emailed you this message to inform you of some research I am currently undertaking on student attitudes to and during assessment. The academic world has its view of what is appropriate or not and this research is an opportunity to obtain the student perspective. Your participation is therefore very valued.

It should only involve 10 to 15 minutes of your time to complete an online questionnaire from the internet page where it resides. As the form will be submitted from your internet browser and not your email address then complete anonymity for you and your institution is assured.

To access the questionnaire please click on the following link:

Student Questionnaire

Should you encounter any problem with the link then the following WEB address can be entered manually into your Internet browser:

<http://www.supeurope.fr/peter/TestR.html>

Many thanks in advance

Sincerely

Peter FORSTER
Professeur de Marketing

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