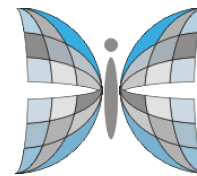




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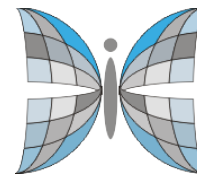
PLAGIARISM ATTITUDE SCALE AS A TOOL OF UNDERSTANDING ACADEMIC INTEGRITY VALUES

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Nowadays it is very important to talk more about Academic Integrity in different countries. In Ukraine, it is closely related to the new legislation on education and educational reformation processes. According to the Law on Education – Academic Integrity is defined as one of the bases of state policy in education and educational activity principles (Zakon Ukrayiny “Pro osvitu”, 2017). The Law states that Academic Integrity is “a set of ethical principles and legally defined rules necessary for the participants of the educational process during the study, teaching, and research with the aim to provide trust to the results of education and research” (Zakon Ukrayiny “Pro osvitu”, 2017).

As Ukraine has chosen a course to European integration, it is obvious that there is a necessity in revising all the standards and it is very important to pay great attention to education and academic ethics. Especially crucial topics are a violation of Academic Integrity principles such as cheating and plagiarism, thus students must be sure that they know what plagiarism is, and what the consequences of it are.

Each higher educational establishment in the world has its own policy and ethical requirements but all of these principles based on the general notion about fundamental values in education. These values are common to students and professors and must be a ground



for each university ethical policy.

International Center for Academic Integrity defines this term as "...a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage." (Fishman, 2013:[16]). Each of the values mentioned is described and explained by the Center. Let us briefly resume on each of the components, as it is important for understanding what is right and what is considered as a violation.

Honesty is a basic value, which holds all others values in itself, thus providing a clear understanding of the way professors should teach and students should learn. This value makes impossible to commit violations of Academic Integrity principles and helps educational establishment to pose high standards of teaching and learning. Honesty provides a positive image and reputation of educational and research institutions but this value starts with each individual who works or studies at these institutions. One may say that honesty unites all individual qualities and composes an entire image of the institution by realizing other academic values (Fishman, 2013).

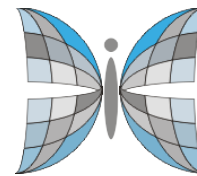
Trust is grounding for any educational or research cooperation. This value establishes good professional connections between scientists, researchers, academics, coauthors, students, and professors who are involved in common or joint projects or project teams. This core value is very important in the concept of open science, which means that all members of research teams may be assured that their knowledge and their contribution will be acknowledged and attributed. One of the means for establishing trust among researchers is to apply citation thus attribution of others' works in the case when it is connected to the topic of research. Trust ensures cooperation and science development and eliminates the fear of being plagiarized. This value is also connected to clear requirements, which are set up by the faculty and can be understood by the students thus providing a clear and transparent assessment system (Fishman, 2013).

Fairness is a value, which also related to assessment and means that the professor treats all students equally and assessment is clear and explained. Students know what they are expected to learn and show their knowledge and skills. Zero tolerance for a violation of Academic Integrity principles is a very important aspect of fairness as a value. Fairness presumes that all participants of the educational process are treating each other respectfully. This includes relations



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professors – students, students-students, and professors – professors. When all these chains relations are regulated by ethical principles and when fairness governs these relations than education functions in the right manner (Fishman, 2013).

Respect is a mutual value. It is expected that all institution community members thus students and professors together with the staff treat each other with respect. Respect to the institution is reflected by a commitment to the institutional ethical policy, respect for groupmates is reflected by doing work on your own without cheating and plagiarizing. Respect to the professors is reflected by genuine interest with the subject and willingness to learn it as understanding the necessity of this subject to the future profession. Academic Integrity Center underlines that: “Respect in academic communities is reciprocal and requires showing respect for oneself as well as others. Respect for self means facing challenges with integrity.” (Fishman, 2013: [24]).

Responsibility is the value, which is common to all university community members and means that each individual and the entire community has the aim to ensure the integrity of the research and education process. Each community member bears the responsibility to act with respect, honesty, and fairness towards others. Each student has a responsibility to gain knowledge and specialty by honest means without violation of Academic Integrity principles. Each teacher and professor is responsible for correct, exact, and transparent assessment, which is based on transparent and clear requirements and frameworks (Fishman, 2013).

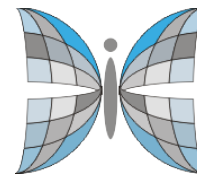
Courage is the most fundamental value or rather quality because without it would be impossible to realize all mentioned above values and principles. Courage means acting in a not popular way but in an honest one. It also means the ability to admit one's own mistakes and take responsibility for them. This kind of behavior ensures honesty and integrity of research and education (Fishman, 2013).

All these mentioned earlier values constitute academic integrity. Although it would be ideal that all academic communities in the world ensured all these values, we all understand that there are other sides of the academic environment and these sides are negative (as each notion and each phenomenon has both positive and negative aspects). By negative sides, of course, Academic Integrity violations



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are ment. Although the Academic Integrity principles are clear and simple for understanding at the same time, they are difficult to perform for some academic community members.

Plagiarism is the most common violation of Academic Integrity, so, it is a subject of our interest to investigate how students treat plagiarism. The survey delivered during the workshops on Academic Integrity topics helps to define whether students tolerate plagiarism or they stand up against it. On the Internet, one can find open resources dedicated to the topic of plagiarism. The most known survey, which is called "Plagiarism attitude scale", can be easily found online on the websites of many educational portals. This survey can be found also in the handbook of American researcher Robert A. Harris "The plagiarism handbook: strategies for preventing, detecting, and dealing with plagiarism".

It is worth mention that this textbook is very useful for students as well as for lecturers because it contains main information about plagiarism and how to avoid it. The book's annex has a lot of surveys and quizzes on the topic (Harris, 2001: 141-142).

Academic Integrity as a discipline in the University is a very important element; although it is not so easy to separate it into one independent study, thus it is incorporated into the curricula of other studies. We all understand that it is very difficult to find hours and credit hours for AI discipline as separate studies. One more important thing to remember-is that one cannot regard AI as a completely independent concept, as it is closely connected with different subjects. So, that would be logical to attach AI as a part or module of some larger university discipline.

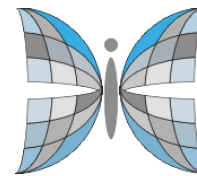
This year Academic Library at the National University of Kyiv-Mohyla Academy decided to contribute more to the course "Enter to Kyiv-Mohyla Studies" which is aimed at the first year BA students of all the specialties and faculties. Previous years NaUKMA Library successfully provided training on how to use the electronic catalogue of the library along with ways of usage subscribed databases of scholarly information. Therefore, in September 2017 it was decided to add a module on Academic Integrity based on Viktor Kytasty American Library (which is a division of NaUKMA Library as well as a part of Window on America Project, supported by the US Embassy in Ukraine).

In the previous article: "Methods of teaching BA students Academic



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Integrity at university libraries” I described how the test used by mentioned above Robert Harris (US researcher of plagiarism) could be used on the AI workshops in the libraries (Chukanova, 2017). This test was a part of AI studies when students were to be acquainted with the topic of plagiarism. It is important to note that all the responses are completely anonymous and neither librarians nor other students or professors know who gave the answers. All we know is the faculty and specialization, which does not allow the public to distinguish the exact personality but gives a vision of different disciplines attitude towards plagiarism.

It is necessary to mention that the quiz, which was used during the lectures, is determined to find out the personal opinion of students concerning plagiarism. Robert Harris indicates that: “The survey can be used as a pedagogical tool to discuss student responses and how those responses correlate or conflict with institutional policy.” (Harris, 2001: 139). This test helps to identify different visions on plagiarism thus shows whether there are some misunderstandings of the Academic Integrity policy at the initial level.

The original test contains 12 questions but due to the lack of time of the workshop, we decided to shorten it to 7 questions. All the responses were recorded into Google form and after I managed to upload the answers from all participants – I used Google statistics, thus receiving the following results (in the in-text citation and correspondent reference a link to the data set is indicated) (Chukanova, 2018).

A total number of faculties who participated in the survey – 6 so, as one can notice – these are all the faculties of the University: Economics, Humanities, Law, Science, Social science and social technologies, Informatics. You can see from the table 1 the exact number of faculties participants:

We can observe that the biggest number of participants identified themselves as students of Humanities faculty, Economics is in the second place, and Social Science is on the third. The smallest number of participants was from Science faculty.

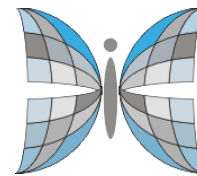


Table 1.

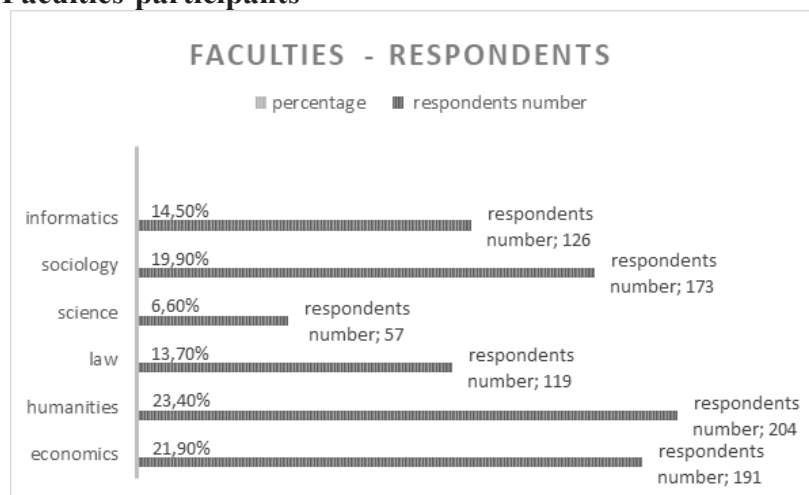
Faculties-participants.

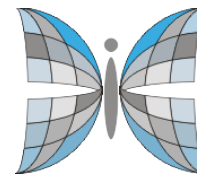
	respondents number	percentage
Economics	191	21,90%
Humanities	204	23,40%
Law	119	13,70%
Science	57	6,60%
Sociology	173	19,90%
Informatics	126	14,50%

For better visualization, it is better to see this table transformed into diagram 1.

Diagram 1.

Faculties-participants





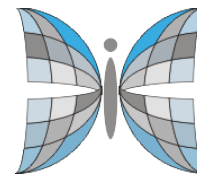
Regarding this figure and table, we can say that the majority of respondents were students from socio-humanities and economics disciplines. We need to take into consideration that we did not regard separate answers of each faculty. In this article, we show the diversity of participants but here we observe general results gathered from the surveys of all students of the first year of BA programs at the National University of Kyiv-Mohyla Academy.

In order to look closely at the range of respondents, we should see the list of specializations thus the faculties' representatives. For better visualization, all information is presented in table 2.

Table 2.

Respondents by their specialty

ECONOMICS	
Management	44
Marketing	27
Economics	49
Economic theory	3
Finance	64
SCIENCE	
Biology	27
Ecology	7
Physics	4
Chemistry	15
HUMANITIES	
Ukrainian philology	27
Culturology	37
History	25
Germanic philology	87
Philosophy	28
sociology	

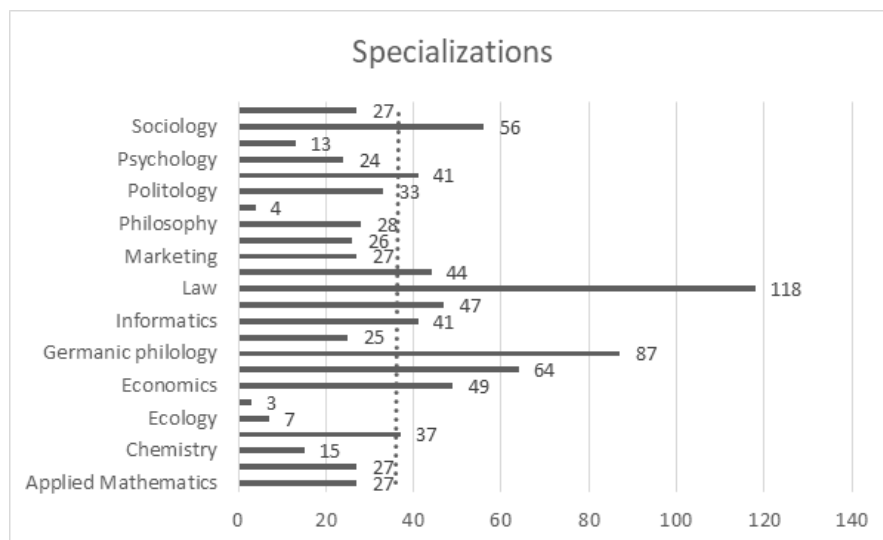


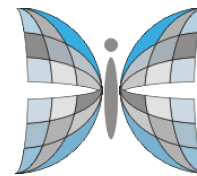
SOCIOLOGY	
Social work	13
Psychology	24
Politology	33
International relations	47
INFORMATICS	
Applied Mathematics	27
Informatics	41
Program engineering	41
LAW	
Law	118
<i>Not Indicated</i>	
Not indicated	26

In order to have a better understanding, we would visualize this data in diagram 2.

Diagram 2.

Respondents by their specialty





Basing on these pieces of data, we can say that the majority of respondents from the perspective of specialization are lawyers. It is very interesting to observe the attitude of future lawyers towards plagiarism as in law it is common practice to distinguish between plagiarism as a copyright violation and academic plagiarism, which is AI norms violation. Now let us proceed to the questions and following answers, we shall start from the very beginning.

The first question: "Sometimes I feel tempted to plagiarize because so many other students are doing it" has been answered in such manner:

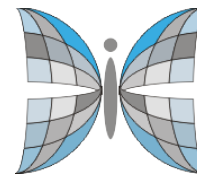
Seven respondents (which according to the Google form is 0.8 %) chose the response "Strongly Agree"; the answer "Agree" choose 111 respondents (12.8%). Hesitated thus choose the answer "Neutral" 359 respondents (41.3%). There were numbers of students who did not associate themselves with this situation they gave responses: "Disagree" - 301 respondents (34.6 %) and "Strongly Disagree" – 92 respondents (10.6 %).

Therefore, as we can see, the majority of students does not apply this quotation on themselves and states that they never had the intention to plagiarize. Almost the same number were hesitating or neutral to this statement in a question, and the lesser number admitted that this statement could be said about them.

The next question: "I believe I know accurately what constitutes plagiarism and what does not" would help us to see why so many students said that the first question does not apply to them.

The response "Strongly Agree" was chosen by 79 respondents (which is 9.1 %). 489 respondents (56.2%) choose the answer "Agree". "Neutral" stayed 171 respondents (19.7%). Some students admitted that they are not so sure about what exactly is implied by the term "plagiarism", thus the answers: "Disagree" – 128 respondents (14.7 %) and "Strongly Disagree" – 3 respondents (0.3 %). Basing on these answers, we may assume that the majority of students is very confident and sure that they can distinguish between plagiarism and fair use.

The following question: "Plagiarism is as bad as stealing the final exam ahead of time and memorizing the answers" was not applicable in a broad sense to our students, as we rarely have a practice of take-home questions for exams, and this type of academic dishonesty is not so common in our academic environment.

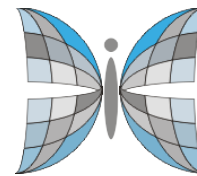


Nevertheless, we received the following answers:

“Strongly Agree” - 85 respondents (9.8 %). 212 respondents (24.4%) decided to give the answer “Agree”. “Neutral” was applicable for 156 respondents (17.9%). Now we are proceeding to the negative answers and as we explained that this type of academic dishonesty is not common in Ukraine, we received the following results: “Disagree” – 333 respondents (38.3 %) and “Strongly Disagree” – 84 respondents (9.7 %). We may presume that students mixed up the concept of stilling answers with receiving questions for preparation in advance from professors – which of course, is a different thing and has nothing to do with plagiarism.

The following question: “If my roommate gives me permission to use his or her paper for one of my classes, I don’t think there is anything wrong with doing that.” caused different reactions of respondents, thus dividing their point of views. Therefore, 262 (30.1%) respondents disagreed with this statement; more categorically appeared 101 (11.6%) respondents who admitted that this situation is intolerable under any circumstances. At the same time, 283 (32.5%) respondents were neutral concerning this point and there were some respondents who agreed with the statement – 181 (20.8%) and strongly agreed – 42 (4.8%). In addition, 0.2% did not give the response to this question, which could be regarded as a neutral position. We can observe very high percentage of neutral responses, which shows us that people hesitate, thus they can either shift their point of view in order to agree or disagree with this statement under certain circumstances in the learning environment and it is a task of the educator to prevent a shift to plagiarism practice. The fifth question was connected to the estimation of professors’ work to some extent because it sounded in the following manner: “Plagiarism is justified if the professor assigns too much work in the course.” We received results as follows: 335 (38.5%) did not support this point of view, which is good. It shows that they are ready to take responsibility for their learning and their point of view corresponds with the core or fundamental values of Academic Integrity. Categorically disagreed 135 (15.5%) respondents, which is also a very good indicator. Therefore there were some respondents staying neutral – 216 (24.8%); agreed with the statement – 152 (17.5%), and categorically agreed with this point of view – 32 (3.7%).

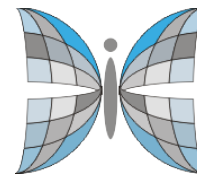
The next question was about the attitude of students to the punishment



for violating academic integrity principles and it sounded as follows: “The punishment for plagiarism in college should be light because we are young people just learning the ropes.” This question appealed to the audience and strongly agreed 93 (10.7%); agreed with this statement– 244 (28%). As usual, very high percentage stayed neutral – 246 (28.3%) respondents. Disagreed – 226 (26%) and strongly disagreed – 61 (7%) of students. Again, the percentage of neutral responses is subject for precise pedagogical observation in order to encourage those students to resonate with core AI values. As the full test is quite long to be performed in terms of a lecture-workshop, we shortened it to seven questions, so, now we are going to regard the last one in this case. It sounds as follows: “If a student buys or downloads free a whole research paper and turns it in unchanged with his or her name as the author, the student should be expelled from the university.” This question was very peculiar because it provoked even own answers, which were not on the list. Thus, we received the following responses: 151 (17.4%) – strongly agree; 268 (30.8%) – agree; 180 (20.7%) – neutral; 205 (23.6%) – disagree; 65 (7.5%) – strongly disagree. In addition, one person from Humanities Faculty (History Department) remarked: “I am not ashamed when I plagiarize some kind of information because if I step into the shoes of the source I realize that I do not care about it [as a source]”. (translated from Ukrainian by myself) (Chukanova, 2018).

Worth to mention that this type of quiz is also used as a part of the entertainment during the lecture and that helps to hold students attention at theoretical parts, so, the results are approximate as the freshmen are just learning the difference between fair use and plagiarism. Although their opinions are very important for instructors in terms of building up a program for next BA groups. With the use of the results, it is much easier to enhance and develop further training on Academic Integrity.

Although the conduct of the survey was quite an important part of the training program it is necessary to discuss the ways of not only defining plagiarism but also the ways of avoiding it. Students regarded the rules of citing other people’s works, strategies of academic writing, and main techniques for example quotation, paraphrasing, and summary. Linda Stern from the School of Continuing and Professional Studies New York University describes



these techniques in her book: “What every student should know about avoiding plagiarism”. All these methods help to advance academic writing skills as they partially connected to the students’ skills in dealing with bibliography and in-text citations. At this stage, it would be useful to explain shortly each of these main strategies.

The quotation is a technique of avoiding plagiarism, which deals with other authors’ works acknowledgement. According to Linda Stern, it may be used in order to support your point of view thus giving more credibility to your words. You can quote only if the original phrase is so unique that you cannot render it by other means (Stern.2007: 16). We suggest students be very careful with the length of quotations and quote only if there is a strong need in this.

Especially we underline the use of infographics and remind students that they have to put the citation in case the infographic is used does not produce by themselves. Such precaution would be good even for pictures from open sources in the public domain in order to avoid academic integrity policy violation. We believe that citing works even from public domain will train the skill of citing properly any other works which need attribution.

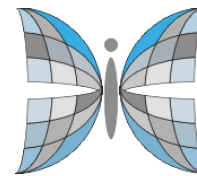
Linda Stern explains paraphrasing as rendering original ideas and words as your own interpretation. This means that you do not need to repeat an idea word for word but rather you explain or make your own statements based on original thoughts of other writers. This technique is good for developing your own style and gives you some space for your explanations and vision of the topic (Stern 2007: 12). A paraphrase should be composed of different sentence structure and wording. One just cannot simply switch places of a few words in the original sentence and say that it is paraphrasing. What is more important, you need to show your own understanding of the material and use it only if it suits your research topic.

Summarizing is used when dealing with the big amount of original text, which would be impossible to paraphrase (as the length of paraphrase is usually the same at the length of original passage), or more than that – to quote. Linda Stern indicates that summary is written when the original text is important in general to the topic but there is no possibility to quote it word by word because of the length or that meaning is not so important and can be used as a reference to the topic. This technique is good for rendering the main “essence of the material” (Stern, 2007: 8). Summarizing is good for making



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book reviews or can be used while analyzing additional materials for supporting your statements.

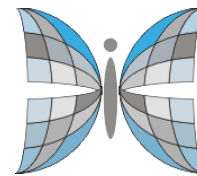
In addition to the information about the ways to quote, paraphrase, and summarize, students learned about citation styles and bibliography. They regarded bibliographic managers as helpful tools in composing bibliography to their works and for keeping all necessary materials all together.

Summary.

In conclusion, to this article, it is necessary to mention that Academic Integrity principles, academic writing skills, and ways of avoiding plagiarism are necessary competencies of modern students. It is the main task of librarians, instructors, and professors to explain what is right and wrong according to the university Honor Code and according to general academic ethics. The topic of plagiarism as Academic Integrity violation is complex and viewed by different scholars and teachers. Of course, this theme is wide and regarded from different perspectives, as there are a lot of plagiarism classifications (we can recollect B. Gilmore's division of plagiarism on intentional and unintentional as an example) (Gilmore, 2009).

Providing students with surveys and quizzes meant to define their point of view and their understanding of the term "plagiarism" is a good start for discovering this topic. When students aware of the exact definition of this violation and the ways to prevent and avoid it, the academic writing skills would be better. Learning about Academic integrity and plagiarism in an informal way by anonymous surveys gives respondents more freedom in expressing their true understanding of the topic, which helps instructors to correlate unintentional behavior in an academic environment at the beginning of the studies.

Understanding plagiarism as a phenomenon from the perspective of students helps advisors, trainers, librarians, and professors to build up training programs aimed at concrete academic needs of students. This practice is useful for professors in the process of establishing assessment criteria. The practice of anonymous surveys is good as a bit of entertainment in an academic lecture, it helps in delivering such serious topic as plagiarism in an easy manner which encourages students do not be afraid of plagiarism that understand its harm



thus transforming the fear of being caught into an understanding of unacceptable nature of plagiarism and cheating.

In the nearest future, it is possible to cultivate zero tolerance to plagiarism among students by means of explaining this violation, its causes, and influence on the economic and scientific environment. I believe that talking more on this topic in an informal way by encouraging students to the discussion will help educators in establishing mutual understanding thus providing ground for the realization of six core values of Academic Integrity: honesty, trust, fairness, respect, responsibility, and courage. Only when all these values are realized we may speak about the appropriate level of academic culture.

Acknowledgement.

The author would like to express gratitude to the students of the first year BA programs 2017-2018 academic year of all faculties at the National University of Kyiv-Mohyla Academy; Department of Psychology and Pedagogical Studies at NaUKMA managed by Dr. Volodymyr Chernobrovkin; Dr. Tetiana Yaroshenko, Vice-President for Research and IT at NaUKMA; colleagues from Academic Library of NaUKMA involved in the course of “Entrance to Kyiv-Mohyla Studies”; Education Quality Assurance Center at NaUKMA: SAIUP Project team in Ukraine.

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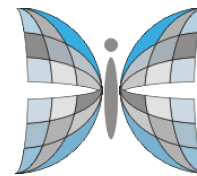
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