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eBook

What is Academic Integrity? And why is it important?

A free guide from Turnitin

Contents

Overview

When you think about academic integrity, what comes to mind first? You may conceptualise it based on your institution's policies on academic conduct and anti-cheating measures, or your own understanding of what constitutes honest behaviour in the pursuit of an education. Crucially, this is not necessarily the same way your students perceive it. The general consensus that academic integrity means submitting your own, original work doesn't change the fact that in practice, 'cheating' can be fraught with misunderstandings for students.

Plagiarism is the act of claiming other people's work or ideas as your own, and is defined as a deliberate act to cheat. Whilst this can certainly be the case, many students commit plagiarism because they don't understand how it works, and therefore, don't know how to avoid it (plagiarism.org). This reinforces the need for more formative learning opportunities, including technical lessons on source attribution and citations, and those which reconcile students' core motivations with institutional expectations.

The stakes are high for institutions to produce students who legitimately achieve the learning outcomes for which they are assessed, and meet the requirements for graduation. Accusations of plagiarism can be devastating for both for the student who gets caught, and for the institution, which can suffer reputational damage if there is publicity surrounding instances of wide-scale plagiarism.

Worse still, what if such academic misconduct goes undetected? The practice of academic integrity by a student goes beyond a plagiarism-free submission that upholds university policy. Without it, the entire premise of mastery of a school or university discipline that grants a student the legitimacy to carry out their profession and associated duty of care is threatened. In this way, the practice (or absence) of academic integrity follows a student beyond the classroom and well into adulthood; influencing their conduct as 'citizens of integrity' in various aspects of life.

This eBook aims to enhance educators' and program administrators' approach to upholding academic integrity at your institution, by exploring understandings of academic integrity, canvassing facts and trends of plagiarism, and advice on how to address academic integrity in your classroom and your institution's strategic plan. It also links to some handy resources to further facilitate the student-educator journey with academic integrity.

5 things students may not know about plagiarism

Students may think that plagiarism is one of the most thoroughly explored and well-understood topics on the planet. However, that's not always the case. Whether it's new advancements in the field or simply a lack of conversation around important issues, a lot of valuable and fascinating information on plagiarism slips through the cracks.

With that in mind, here are (in no particular order) five things that students might not know about plagiarism:

1. Plagiarism isn't just about text

With plagiarism, the focus is often on paraphrasing and quoting. However, one can plagiarise just as easily by using facts, ideas, and information without proper citation.

Determining when a fact requires citation is a tricky matter. Generally, facts that are "common knowledge" don't require citation, but if you use data and information from outside sources without attribution, not only are you failing to support your arguments, you're also committing plagiarism.

If you're unsure about what needs to be cited and when, it is always best to speak with an educator.

2. Plagiarism detection tools have other uses

Plagiarism detection software isn't just used for catching those taking unethical shortcuts in their writing. They are also used to evaluate historical documents and determine their sources. Since plagiarism detection software can spot overlapping phrases, it can be very useful for finding potential sources or identifying authors of older texts. As such, it's a common tool for historians and literary experts of all types.

One example of this is when Dennis McCarthy and Lafayette College Professor June Schlueter used such software to provide evidence of a new source for some of Shakespeare's writing. A similar approach was used to show that Shakespeare's Edward III was a likely collaboration between Shakespeare and Thomas Kyd.

However, the evidence isn't limited to academic literature. Plagiarism detection software was used to provide evidence that most, if not all, of the letters attributed to Jack the Ripper, were fake and that many were likely faked by the reporters covering the story.

3. Plagiarism problems happen everywhere

Though plagiarism is often seen as an issue belonging to academia and journalism, it can be found in almost any industry.

For example, in January 2018, a plagiarism controversy over the cryptocurrency TRX's white paper contributed to it losing over $13 billion off its market cap. If you're looking for something less technical, the knitting and crocheting communities have dealt with repeated instances of plagiarism involving patterns.

Whether it is Nick Simmons facing allegations of plagiarism in his comic book, plagiarism in crossword puzzles or accusations of plagiarism in photography,

plagiarism is a problem in nearly every single field where creativity is valued.

Consider these high profile cases of plagiarism throughout the Asia Pacific region, which demonstrate the consequences of plagiarism:

In 2015, the South Korean academic community was rocked by a plagiarism scandal that saw over 200 professors face criminal charges for copyright infringement and loss of their university positions. An ongoing scheme was exposed, whereby work belonging to other authors was being republished under the professors' names, with some publishers even complicit in the deception.

In 2012, Chintamani Nagesa Ramachandra Rao, India's top scientist and adviser to the then Prime Minister, was forced to issue an apology to a leading scientific journal after it was discovered he had reproduced text from other scientists in his research paper.

In 2010, Andrew Slattery, a rising Australian poet, submitted a poem that won a prestigious award. However, it was later discovered that lines from this poem were lifted from the works of late Nobel laureate Seamus Heaney and the American Beat poet Charles Bukowski, and he was stripped of his accolade.

4. Plagiarism even comes up in papers about plagiarism

You might think the one area of academia that would be safe from plagiarism is the research and discussion of plagiarism itself. You'd still be wrong.

In 2017, a paper published in Saudi Arabia on the factors leading to plagiarism, as well as suggested remedies, contained plagiarism. In 2015, an Indian paper presenting guidelines for plagiarism was retracted for, once again, plagiarism.

While such incidents are still very rare, especially when stacked up against other areas of research, even the research of plagiarism is not immune to plagiarism.

5. Despite all of this, plagiarism really is easy to avoid

With plagiarism being so ubiquitous, it might seem as if there's no hope in avoiding it in your writing. After all, if plagiarism experts writing about plagiarism can't always avoid it, what hope does anyone else have?

Actually, there are a variety of ways to write with academic integrity. Using plagiarism detection tools just to double-check your rough draft before an assignment is due, can be very helpful. Also, techniques such as using a "writing cleanroom" can help you to avoid plagiarism entirely. It illustrates how, by clearly and carefully separating your work from the work of others, you can easily avoid negligent plagiarism. Making small, but significant changes in the way you write can make you 100% certain your work contains no plagiarised text.

Plagiarism problems

happen everywhere

Cultural differences
in plagiarism

Universities are melting pots of cultures and ideas; a blending of communities from all over the world. While there are a wide variety of cultural differences, here are a few distinct concepts from around the world that differ from Western-centric definitions of academic integrity that we hope will inform your pedagogical approach.

In countries like the US and Australia, plagiarism is defined as a situation where an individual passes off someone else's ideas as their own. Starting in elementary or secondary school, most kids learn how to create "Works Cited" pages in order to properly attribute quotes, ideas, and facts to their original authors.

At the university level, students are required to formally cite their research papers and projects to comply with their university's honor code policy. While the system of educating students on academic integrity is not perfect, it continues to improve and overall, strives to provide a framework for students to understand that original work and proper attribution is valued and respected by others.

Australia is recognised as a global leader against plagiarism and contract cheating and established the Tertiary Education Quality and Standards Agency (TEQSA) in 2011, to provide guidelines and regulation of academic integrity in the nation's higher education system.

Interesting challenges have developed in schools and universities across the US where students from different countries enter the academic integrity space as defined by American culture. The Miami Student, a newspaper written by the student body at Miami University of Ohio, published an article in 2017 about how academic dishonesty cases don't tell the full story. Carol Olausen, the director of Miami's American Culture and English (ACE) Program, explains:

> "An academic integrity policy is completely based on our culture. It's not universal. What we do doesn't exist in other countries, and how we interpret it is completely based on our own culture."

Patience, compassion, and a variety of educational resources can help international students with their understanding of plagiarism. And while there are a wide variety of cultural differences, here are a few distinct concepts from around the world that differ from the Western-centric definitions of academic integrity.

Universal knowledge

A community-first/collectivist culture is one that prioritises the goals and desires of the whole over the needs of the individual. Often in East Asian countries like South Korea, Japan, and China, ideas that are beneficial to and shared by the community are not individually attributed, but rather recognised as universal knowledge.

Students that grow up with this perspective may not understand why citations at the end of a research paper are important; furthermore, citations might even make them feel uncomfortable, as they recognise individual authors above the community as a whole. It's important to acknowledge this discomfort, as a student adopts the Western model of academic integrity.

This community-first culture is not exclusive to ethnic culture either; nursing students, for example, are focused on the concept of caring for others and illustrate community-first culture, in both academic study and clinical practice. It is often natural for nursing students to project caring for patients to helping at-risk cohorts in the form of academic collusion.

Memorisation as a form of respect

Throughout much of East Asia, students in schools are taught the explicit hierarchies within widespread Confucian principles of respecting those who offer wisdom, by memorising their teachings. Whether in history, social studies, science, or literature, many students in some East Asian countries with a more traditional teacher-student hierarchical environment, are discouraged from producing original work in an academic setting and instead advised to remember and repeat the ideas of the masters in those subject areas as a form of respect.

This is an example in which students don't have ill intentions when plagiarising, and rather, need illumination on what plagiarism means in Western academia.

The Banking Model of education

Whether fueled by underlying Confucian principles or not, the "banking model of education," coined by Paolo Freire, is prevalent in many cultures. Culture can be defined by race as in the case of East Asian students, or even within our own country's educational system, or in certain geographical pockets, as detractors to student-centered-learning very much exist.

The consequences of teacher-centered pedagogy reflect on student behaviour. For example, East Asian students often do memorise and mimic sources instead of generating original ideas. This mimicry is even encouraged by educators. When confronted with a Western definition of plagiarism and citation, students find themselves having to re-define academic integrity. As educators, we have a teaching opportunity to introduce academic integrity and facilitate our students to original thinking.

Understanding the concept of plagiarism

For some cultures, there is no formalised understanding of plagiarism. In Eritrea, there is no legal copyright protection either for authors within their country or for writers of foreign works. If a student from abroad enrolls at a university without a working definition of plagiarism from their home country, it may be difficult to comprehend and adhere to the Western concept of academic integrity.

This is a global issue; one that isn't just rooted in Asia or Africa. Research has found that the understanding of plagiarism also fluctuates from region to region within Europe. For instance, only 33% of students surveyed in Poland were found to understand plagiarism policies. This pattern is also reflected in Bulgarian students, 20% of whom were unable to identify instances of plagiarism.

In their paper "International Perspectives on Plagiarism and Considerations for Teaching International Trainees," Elizabeth Heitman and Sergio Litewka state that students from "former Soviet-bloc countries (Bulgaria, Croatia, and Russia) were more accepting of academic misconduct than were their counterparts in Western Europe or the United States and less likely to report others' cheating when they knew about it."

Let's continue to Latin America. In "Discussing Plagiarism in Latin American Science. Brazilian Researchers Begin to Address an Ethical Issue," researchers Sonia Vasconcelos, Jacqueline Leta, André Pinto, and Martha M. Sorenson describe Latin America as "lagging behind" other regions in discussions about academic misconduct, including plagiarism. They further state, "[in Brazil] plagiarism is an under-discussed problem, which has less to do with the lack of a problem than with the lack of initiatives to broaden the discussion on this issue."

As universities diversify campuses, it is becoming increasingly important to address cultural differences in plagiarism. In some cases, universities are opening campuses abroad, further opening themselves to different interpretations and different student bodies. Our world and education are globalising, and empathy for where and how students understand academic integrity, as well as setting clear expectations, is critical to supporting original ideas.

For students and educators alike, it's important to think about academic integrity as a learned concept. By approaching alternate perspectives with compassion, we can teach academic integrity without demeaning or dismissing student cultural backgrounds. In acknowledging a student's entire cultural history, we acknowledge their entire being, which results in an egalitarian classroom.

And ultimately, we can celebrate both similarities and differences within education across the country and the world.

What is contract cheating? Why does it matter?

We hope you're not personally familiar with contract cheating, but chances are, you've had an encounter with this form of academic misconduct. It's an issue that is not often talked about and as we all know, if such issues are not addressed, they can grow into a systemic crisis.

So, what is "contract cheating?"

Contract cheating is the practice of students engaging a third-party to complete assignments. It occurs when someone other than the student completes an assignment - and which the student then submits for assessment/credit.

This exchange can happen when a student swaps papers with another. This could be a student asking a friend or family member for a favour, with no money changing hands. Sometimes, students download a paper from a "free" essay site - and that, too, constitutes contract cheating.

Or in the most nefarious of scenarios, this exchange can happen when a student contacts an essay mill to write an essay in exchange for money.

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That sounds like an issue, but it isn't a problem where I am!

Odds are that it is.

In **Australia**, 16 universities were scandalised by up to 1,000 students utilising MyMaster to ghostwrite essays. The Australian government tackled contract cheating with a Prohibit Academic Cheating Services Law, with punishment of up to 2 years in prison. And contract cheating in **New Zealand** is simply illegal.

The **UK**'s Daily Telegraph reported more than 20,000 university students were buying essays in 2017 alone. This prompted the House of Lords to call for a ban on contract cheating.

In the **United States** and North America, admissions integrity issues weren't well-known until the Varsity Blues Scandal. It's a logical leap to make a connection between students cheating to gain admissions who then hire others to complete assignments on their behalf. On September 17, 2019, The New York Times highlighted the rise of contract cheating in North America.

Contract cheating is real and it's threatening academic integrity. Contract cheating is happening and it is disrupting student learning on a daily basis.

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Okay, contract cheating is real and is happening where I live. So why should I care about it?

Do you want to wait for a contract cheating scandal that will wound your institution's academic reputation?

If students think educators don't care about contract cheating, then students receive the message that they shouldn't care, either. When students think educators aren't aware of contract cheating, they feel they can "get away with it."

Contract cheating is a complete dismissal of the learning process.

Additionally, when students aren't fully informed about what constitutes plagiarism, and the definition of contract cheating, they are more likely to fall prey to essay mills that attempt to normalise contract cheating. So it's important to care. It's important to understand what contract cheating is and to acknowledge its existence.

So what can I do?

What is the International Day of Action Against Contract Cheating? What's involved in participation?

Every year, The International Center for Academic Integrity (ICAI) spearheads an International Day of Action Against Contract Cheating. We urge all students, educators, and institutions to take a stand to promote awareness in a united front against academic misconduct.

Taking a stand means asking tough questions. Why aren't essay mill sites flat out illegal throughout the world? Essay mill sites are also prevalent on social media - they engage our students as they struggle in the 11th hour on assignments. Why aren't they banned on social media?

Taking a stand means raising awareness as a part of the process of combatting cheating. Raising awareness is critical in supporting student learning. Raising awareness will prevent a systemic crisis...

Let's make a difference.

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What are the new and emerging plagiarism trends?

As schools and universities around the world pivot towards remote learning, it's important to take note of the new challenges and opportunities to uphold integrity in student work.

While online learning environments have always been vulnerable to academic misconduct, as more schools participate in online learning activities, instances of academic misconduct may rise commensurately. An April 2020 Boston Globe article states, "Cheating has always been a problem for colleges, whether students bought term papers or illicitly shared the answers before a test. But COVID-19...has meant that the tests that professors would have administered in their classrooms and lecture halls are suddenly being taken remotely and with potentially greater access to banned outside help. The new environment may provide students with more opportunities to cheat."

So what are some new opportunities for plagiarism and academic misconduct in online learning environments?

- **Contract cheating:** engaging a third party (for free, for pay, or in-kind) to complete an essay assignment and representing that work as their own. Essay mills have increased in number, often targeting vulnerable students via social media.

- **AI-based writing:** using an AI-based tool to finish writing an essay assignment.

- **Text spinning or manipulation:** taking content written by another and running it through a software tool or manipulating text with the intention of misleading plagiarism detection software.

- **Source code plagiarism:** copying or adapting source code without attribution to the original creator.

- **Spyware:** using technology like hidden earpieces, smartphones, software that screen captures tests, and online test banks to gain answers to exams.

- **Using third parties for answers:** using third party tutors to provide answers or Bluetooth devices to communicate answers on assessments.

- **Impersonation:** hiring someone else to take a test or the entire course.

- And while not new, **collusion:** students working in groups on work intended for individual assessment. In online environments without supervision, there may be an increase in this form of misconduct.

What can you do about these new shortcut forms of misconduct?

1. Create a sense of belonging for your students to help them feel seen and included. Bridge inequities, too, by building learning communities, amplifying encouragement, and over-communicating in the realm of remote learning.

2. Offer virtual office hours and one-on-one meetings to increase face-time with students, build trust, and gain student learning insights. Additionally, such meetings may allow an opportunity for your students to communicate any special circumstances that inform their unique learning challenges.

3. Increase feedback loops to guide students in their learning and gain insight into learning gaps. Educators can then match assessment to student needs via item analysis. In doing so, teaching efficacy increases, students feel more supported, and assessments are designed with integrity.

4. Offer a diverse arrangement of assessment types to support student-learning by including different learning styles and increasing the variety of insights gleaned from assignments and exams. While exams ought to measure learning accurately - a variety of assessment types supports the educational journey. For example, multiple-choice exams can test a wide variety of concepts in a short timespan while essays test higher-order thinking.

5. When looking for plagiarism checkers and academic integrity tools, ensure that the tool you choose upholds best practices in teaching and learning. These best practices include feedback, an opportunity to diagnose skill gaps via item analysis, scaffolding to uphold educator and student workflows, and classroom resources beyond the product itself.

The academic landscape continues to evolve in both anticipated and unexpected ways. It's important to keep in mind those challenges facing students and to make them feel supported and seen, regardless of the learning platform. While technology both aids and mitigates academic misconduct and is the battleground for academic integrity in recent years, educators still have the opportunity to instill academic integrity and a love of learning in students through relationship building, feedback, and exam design. And it's important to choose tools that support these pedagogical principles.

For more information on new and emerging plagiarism trends, and how to address them in your courses, check out the Plagiarism Spectrum 2.0.

How to address academic integrity in your classroom

Educators are consistently advised to create a "culture of integrity" within our classrooms. So, how do we go about establishing such a culture?

1. **First things first, let's address why honesty is important:**

   • Dishonesty affects morale. Students want to be empowered and academic dishonesty is a last resort for many. Dishonesty is also discouraging for students who engage in academic integrity.

   • A pattern of dishonesty, once established, continues: past behaviour is the best indicator of future behaviour, well into post-academic life. There is research that links a pattern of academic dishonesty with later workplace deviance.

   • Dishonesty is contagious and the reason why the use of essay mills and plagiarism becomes widespread on campuses.

2. **If we want to address academic dishonesty, we must also understand the greater motivations behind dishonesty.**

   Why do people lie? Research indicates that people lie to protect themselves, their interests, their image, their resources, and to protect others.

3. **When we address academic integrity, we must address the above issues.**

   We must make clear how important an honest classroom is for morale and for establishing life-long patterns. And for creating a trusting community. Make sure to address academic integrity on your syllabus--both by defining it and stating consequences.

4. **Incorporate lessons that reinforce academic integrity throughout your course.**

   When teaching citations, have students cite each other. Or use journalism as an example of how citations are made. Make the lesson more tangible and personal, instead of making it merely a formatting issue.

5. **Setting clear expectations is important.**

   It's part of our transparency as educators to be clear of what we expect from our students, and then consistently uphold these expectations throughout our time with students. Modeling this consistency is important to supporting academic integrity because when we as educators act with integrity, students receive the lesson implicitly and environmentally.

As we shepherd our students throughout the writing process, it's important to uphold academic integrity throughout all drafts, whether through feedback or expectations. Citations should be present in a student's first draft, and we should provide positive feedback to students who include citations from the first draft and beyond. In this way, we exclude the possibility of students "forgetting" to include citations in their final draft.

Additionally, earlier intervention with academic dishonesty works proactively to correct and prevent later dishonesty.

We hope these points help you in your journey of creating a classroom culture that is imbued with academic integrity and conducive to original thinking.

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5 ways to include academic integrity in your institution's strategic plan

If your institution's values include integrity, honesty, ethical conduct, respect, accountability, excellence, or other standards that reflect ethical learning, then a commitment to academic integrity should be an essential component of your strategic plan.

Let's discuss the ways in which academic integrity supports the common components of an institutional strategic plan.

Strategic plans for most institutions are structured as follows:

- **FOUNDATION:** Mission Statement of Your Institution

- **SUPPORTING STATEMENTS:** Your Institution's Values, Goals, and/or Vision

- **STRATEGIC PLAN:** Goals and Implementation

So how can we include academic integrity in our strategic plans?

1. **Recruit distinguished faculty**
   If your institution's goals include recruiting distinguished faculty, then your academic reputation is of utmost importance. [Academic integrity is a part of the fabric of your academic reputation](#), whether positive because you have faculty and a culture that [promotes academic integrity](#) or negative because of [cheating scandals](#).

2. **Recruit, retain, and graduate diverse learners**
   Academic integrity enables recruiting, retaining, and graduating diverse learners. Your university must be attractive to a large student network - but it must also then address the [different cultural contexts](#) within such a student body. Expanded efforts to teach academic integrity skills, particularly to first-generation college students and international students, can only bolster student morale and [increase retention](#). It is also a matter, of course, that student retention is a core part of an institution's financial well-being.

3. **Support student success**
   Academic Integrity is an essential part of student success because the ability to convey original thought and properly attribute the ideas of others is a core part of student learning. Enabling original thinking is at the forefront of higher education, so why not make sure to address academic integrity in your student success plan?

4. **Prepare students for the future**
   Ample evidence suggests that a lack of academic integrity during school is directly linked to unethical behaviour in the post-academic workplace. [Allen, Fuller, and Luckett](#) determined in 1998 the ways in which business students justified dishonest behaviour in school reflect the same justification tactics used in business environments. In 2001, Nonis and Swift investigated a general link between academic dishonesty and workplace dishonesty in their paper, "[An Examination of the Relationship Between Academic Dishonesty and Workplace Dishonesty](#)."

   The research has only continued, each time validating past findings and prompting further research. In a 2011 paper titled "[Student Cheating Habits: A predictor of workplace deviance](#)," Graves and Austin said that students who cheat on tests and homework, regardless of academic specialty, "are more likely to engage in certain deviant behaviours in the workplace." To represent your academic institution with excellence, your students must graduate with an understanding of how to act with integrity and think originally in a competitive work environment.

5. **Provide digital literacy**
   Digital literacy is increasingly critical in education - but with that access comes increased opportunities to engage in unethical behaviour. We cannot shut off technology access to students, but we can support learning and mitigate unethical behaviour by upholding academic integrity in their studies. It is too tempting for vulnerable and stressed students, especially those who have an incomplete understanding of academic integrity, to fall prey to the [narratives of essay mills](#) or other emerging threats to academic integrity.

There are myriad ways in which academic integrity supports your institution's strategic plan. These are but five of them and a place from which we hope you can continue your journey.

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Frequently asked questions about academic integrity

How do I define academic integrity to my students?

An effective way to describe academic integrity is: "a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage." (ICAI). Notice that this definition does not specify the role of students or educators in relation to the institution, but rather, speaks to their core motivations as a person. When first approaching the concept of academic integrity with your students, introduce it as important for being a good global citizen and to ensure students' lifelong success, and then connect it to expectations of their teachers and broader institutional policies. Ensure this concept is enshrined in an academic policy that students can access at any given time.

What is considered to be an academic integrity breach?

An academic integrity breach occurs when non-original ideas and words are claimed as one's own work, and aren't accompanied by a citation or reference of the source material. This applies to both group work and individually submitted assignments. It may be inadvertent or deliberate, and can indicate a skills gap in either case. Paraphrasing - the method of putting someone else's ideas into your own words - is an area in which students often become unstuck, with the act of replacing a few words with synonyms and/or failure to cite the original source, qualifying as academic misconduct. Contract cheating is another form of academic integrity breach, and involves enlisting a third party to complete an assignment or an academic paper and then claiming it as one's own work. Refer to Turnitin's Plagiarism Spectrum for more information on all 12 types of plagiarism.

## How can I detect plagiarism in my classes?

Teacher intuition plays a big role in identifying potential plagiarism and is most effective when educators are more familiar with their student cohort. When grading student work, some 'flags' or warning signs include: ideas and/or a level of writing that is more sophisticated than what the student normally produces, inconsistent formatting indicating 'copy and paste' behaviour, etc. In substantiating suspicions of unoriginal or uncited work, using search engines or reviewing prescribed course text to find text similarity are manual strategies teachers have at their disposal, but are time-consuming and imprecise. Running student work through a similarity checker such as Turnitin's world-class Similarity Report can instantly detect text similarity and collusion through student and scholarly databases, which helps educators determine whether an act of plagiarism has occurred.

Where can I find more information on academic integrity and related initiatives?

The International Center for Academic Integrity (ICAI) is a great place to start. ICAI offers assessment services, resources, and consultations to its member institutions, and facilitates critical conversations about integrity. Turnitin also has a comprehensive resource hub to supplement our academic integrity product suite, and you can find a range of articles, lesson plans, and other teaching tools. And don't forget The Tertiary Education Quality and Standards Agency (TEQSA) - Australia's independent national quality assurance and regulatory agency for higher education. They are your first port of call to access government-led support services including webinars on academic integrity initiatives.

What is the easiest way to develop integrity habits in my classroom?

The best advice is to start early! Academic integrity is a journey for students, and the classroom must address both motivation and any skill deficits. Refer to your institution's academic integrity policy on a regular basis and use real-world examples of cheating to illustrate the consequences of plagiarism, so that it becomes more real for students. Make room in your curriculum for lessons on time management and consider assignment deadlines to alleviate excess pressure on students. At the same time, offer guidance in the research and writing process to further discourage students from taking shortcuts, and make use of handy academic integrity learning resources such as Turnitin's Disrupting Plagiarism Pack.
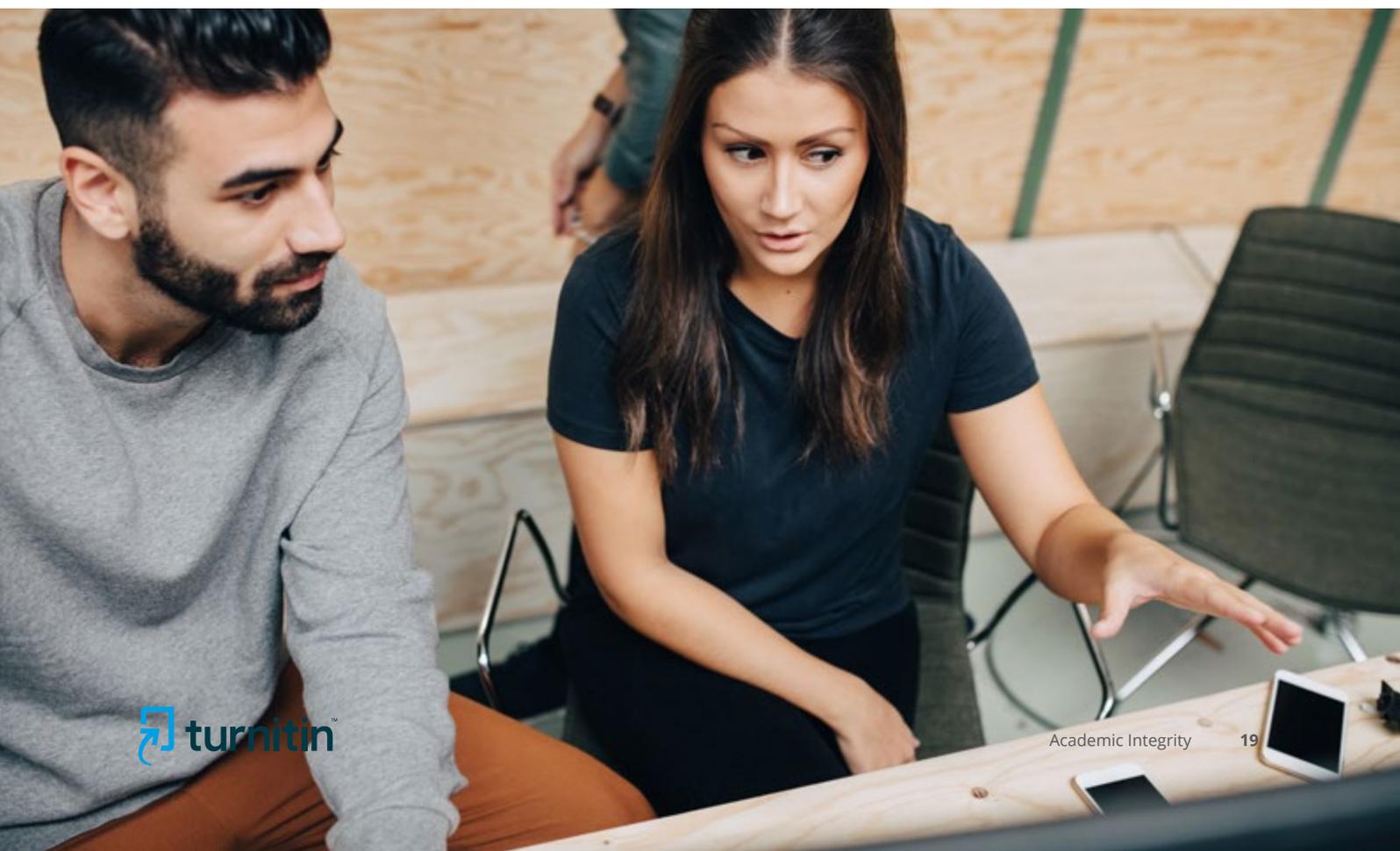
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