Let's play: an active interpretation of academic integrity and avoiding plagiarism

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Plagiarism is a problematic issue in Universities and Higher education providers, particularly as partner providers of universities are introducing an international student cohort who may be unaware of western plagiarising penalties. Numerous scholars (Sutherland-Smith, 2008; Carroll, 2009; Clegg, 2007) have argued that disciplinary measures against plagiarists are not conducive to encouraging further studies and deterring students from plagiarising again. In the teaching and learning sector of higher education, the emphasis is on efficient learning strategies that enable students to optimise their learning experience. Importantly, it is the job of these scholars to explore and develop effectual strategies to prevent and educate about plagiarism. The truth is, almost every academic has some sort of interpretation on challenging the problem of plagiarism, and, in turn, this is beneficial to a very robust and passionate debate about how we approach this substantial problem. However, there are several factors that must be incorporated into such a debate, such as the required legalities around policy, requirements for embedded practices around plagiarism, the necessity of pedagogical incorporation of policies and consistent dialogue around the most effective avenues to approach such an important issue. In this context then, how important is it to educate rather than penalise students about plagiarism? Is it enough to provide policies and reprimands without an effective stream of re-education to minimise future occurrences? How is the problem of plagiarism captured and attended to for the increasing population of international students in partner provider campuses? What can be done to address this scourge on higher education and academic research, to enhance student outcomes and implement effective and successful guidelines? Is there a simple solution, and can there be a one-size-fits-all model? In this debate these questions will be explored. Using the recent studies of Wendy Sutherland Smith and other notable scholars, we will explore the various approaches and suggestions that have been thoroughly researched and evaluated and bring a live and topical debate into a forum where further exploration warrants and encourages a central platform to bring the debate to the fore.

References

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