



4.º CONGRESO  
NACIONAL  
DE INTEGRIDAD  
ACADÉMICA

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# **Unintended Consequences and Responsibility**

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# Unintended Consequences

- Unintended consequences are familiar
- Much energy and effort is spent searching for the responsible party
- The search may end in the wrong place: although we have found someone to blame, the problematic consequences remain, or worse, they are fruitful and multiply.

# Four Senses of Responsibility

- Legal philosopher H.L.A. Hart distinguishes four senses of “responsibility”:
- Role-responsibility
- Causal-responsibility
- Liability-responsibility
- Capacity-responsibility

# Causal, Liability, and Capacity Responsibility

- Senses 2 and 3, causal and liability responsibility, are familiar and intimately connected.
- In general, one's being responsible in the sense of culpability or liability presupposes a causal connection to, for example, a harm. This connection is similar to the connection between the liability and capacity senses of responsibility: liability presupposes capacity.
- Capacity is also presupposed by obligation (ought implies can), which brings to mind the linkage between talk of responsibility in the liability sense and obligation. These ideas are woven together tightly.

# Role Responsibility

- The connection to culpability is much weaker than it is with the other senses of responsibility—causal, liability, and capacity.
- role responsibility looks to the future rather than the past.
- In what we might call the “first-response mode,” it is responsive to the question, “Who is supposed to clean up this mess?” while the others are responsive to a very different question, which directs attention to the past: “Who created this mess?”

# Standard Responses to Unintended Consequences

- First responders are in retrospective mode; their aim is to find the person(s) responsible, in a causal sense, for the mess they find.
- Ordinarily, that the consequences were unintended speaks to the question of fault and, without fault, an ascription of blame or liability will fail.
- Sometimes, however, liability is ascribed even though the consequences were unintended. That is done in cases of strict or vicarious liability, as well as (some) cases in which harms are predictable, such as with drunk driving.

# An Alternative First Response: Thinking in Terms of Role Responsibility

- The question would not be “Who created this mess?”
- Rather, the question would be “Who is supposed to clean up this mess?”
- This approach is *rectificatory* rather than inculpatory; the aim is to rectify rather than assign blame.

# Personal Rectificatory Responsibility

- Basic idea: You unintentionally created this mess—it's yours, you own it. That's why cleaning it up is your responsibility.
- This idea straightforward. Personal rectificatory responsibility, much like compensatory responsibility (liability), is grounded in a causal connection to an unwelcome state of affairs.

# Role-based Rectificatory Responsibility

- Basic idea: Even though (we) I/you did not create the mess, (we) I/you have to deal with it. It's (our) my/your responsibility. Failure to act jeopardizes the enterprise.
- Does not involve a causal connection.
- Is entailed by one's role in an undertaking and commitment to its success.
- Is inherently and profoundly, practical.
- Given that the undertaking is not morally repugnant, as for instance running a concentration camp is, the legitimate expectations associated with the success of the enterprise also have some moral force, which is why responsibility language is apt.

# Three Examples of Role Rectificatory Responsibility

- Actors dealing with dropped lines or a missed cue
- Baseball players recovering from an error in the infield
- An ensemble of musicians in performance coping with the failure of the lead guitarist's wireless connection to his amplifier.

# Role Rectificatory Responsibility: Three Important Features

- What is done in dealing with the mess may be done well, very well, or badly
- What is done is not supererogatory, rather, it is expected
- This expectation is the upshot of a sense of shared commitment and reciprocal reliance.

# Role Recitificatory Responsibility in Education

- Facing a mess not of their own making, for instance the high incidence of cheating among college students, teachers have a forward-looking rectificatory responsibility to, as it were, clean it up.
- What do we know about this mess?
- How should we approach the task of cleanup?

The statistics below offer a **snapshot of trends** revealed in research conducted by Dr. Donald McCabe and the International Center for Academic Integrity (ICAI) Fall 2002 – Spring 2015.

	<u>Graduate Students</u>	<u>Undergraduates*</u>
_Number responding:	~ 17,000	~ 71,300
% who admit cheating on tests:	17%	39%
% who admit cheating on written assignments:	40%	62%
% total who admit written or test cheating:	43%	68%

**High Schools:** In McCabe's surveys of over 70,000 high school students at over 24 high schools in the United States, 64 percent of students admitted to cheating on a test, 58 percent admitted to plagiarism, and 95 percent said they participated in some form of cheating, whether it was on a test, plagiarism or copying homework.

\*Does not include first year students, code schools, and two-year schools

Source: **ICAI website; URL:** <http://www.academicintegrity.org/icai/integrity-3.php>

# Cleaning Up the Mess

## Instrumental and Normative Approaches

- **Instrumental approach:** more enforcement and imposition of fair and adequately severe sanctions in cases of non-compliance
- Motivation based on calculations of expected punishment and reward
- **Normative approach:** understanding of and respect for expectations articulated in rules and principles—getting clear about what is expected and why those expectations are reasonable and deserving of respect
- Motivation grounded in a sense of obligation and commitment to values that rules and principles are meant to safeguard.

# Developing a Culture of Integrity

- Tom Tyler's research (*Why People Obey the Law*, 1990) suggests that we're more likely to succeed in cleaning up the cheating mess if students recognize the ethical dimension of academic integrity; if they move beyond merely knowing that cheating is wrong to knowing *why* it is wrong.
- Suppose a student asked this why question. What can we provide in the way of an answer?
- We might begin by addressing a common claim, namely, that cheating is a victimless crime.

# Cheating is Not a ‘Victimless Crime’

*Cheating has unhappy consequences for*

- Other students, as when, for example, grading is done on a curve
- Employers and their customers or clients; they have been misled and believe that the cheater knows how to do the job
  - think, for example, about the accounting or engineering student who cheated his or her way through school; the employer believes that he/she knows how to do the job, but, in fact, he/she does not.....
- Their school, if, for instance, there were a cheating scandal that received media attention. Such a scandal has far reaching effects; it may tarnish not only the reputation of the school but that of its graduates, past, present and future; and with this we're back to the consequences for other students.
- An additional result already on the table but not explicitly called out is the effect cheating has on the character of the cheater. .....

## There's More to Say About Why Cheating is Wrong

- Quite apart from the consequences, cheating is wrong because it is *unfair*; cheaters have an unfair advantage—they get the benefits of others abiding by the rules as well as the payoff of cheating (in, say, a high score on an exam) without bearing the burden (of being “law abiding”) that other students carry.
- Cheating is *unjust*, because it undermines good faith efforts to see to it that people get what they deserve.
- Cheating violates student *rights* that arise from the implicit (if not explicit) social contract students are party to when they *voluntarily* become a member of the university community.
- Further, cheating *thwarts aspirations for genuine excellence* both for individuals and institutions.

# Ethical Considerations

What we have said here in making the case for the wrongness of cheating points to three things.

- The damage that will be done
- The unfairness, injustice and violation of rights that cheating entails
- The fact that cheating thwarts aspirations to genuine excellence.

Considerations from three distinct ethical perspectives converge in support of this judgment of wrongness. Cheating is wrong because it has bad consequences, violates the rights of others, and sets us back in our quest for excellence. What we have here are three tools of ethical decision making that belong in anyone's ethical toolbox.

# Our Forward-looking Rectificatory Responsibility

Academic dishonesty is a real problem.

A way forward: let's recognize that there's a mess here, and although we did not make it, because we are committed to the success of the educational enterprise, it is our responsibility to clean it up.

Our approach should be normative as well as instrumental (policing, prevention, *and* promotion); it should emphasize the value commitments inherent in teaching and learning and the necessity to strive continually to achieve alignment of these values with the values that are revealed in what we do.

# Integrity: An Achievement and a Task

Values	Stated Values	Operational
	What we say	What we do
	“The Talk”	“The Walk”

Integrity is an achievement, but it is not an achievement in the same way that getting one's diploma or winning a trophy is an achievement. These achievements involve closure—we are done; the diploma goes on the wall, the trophy goes in the case.

Integrity is an achievement without closure. It is the project of a lifetime. One way to articulate this idea is to say that it is the project of achieving and maintaining the coincidence of these two sets of values.

# Centro de Integridad UDEM Cimentando acciones



# Vale la pena

**UDEM**



# Antecedentes

**UDEM**

2010

2011

2012

2013

2014

2015

2016

Diagnóstico

Diagnóstico

Capacitación y concientización

Normatividad

Vinculación con instituciones

Sistema de Integridad

Campus Honesto

Centro de  
Integridad

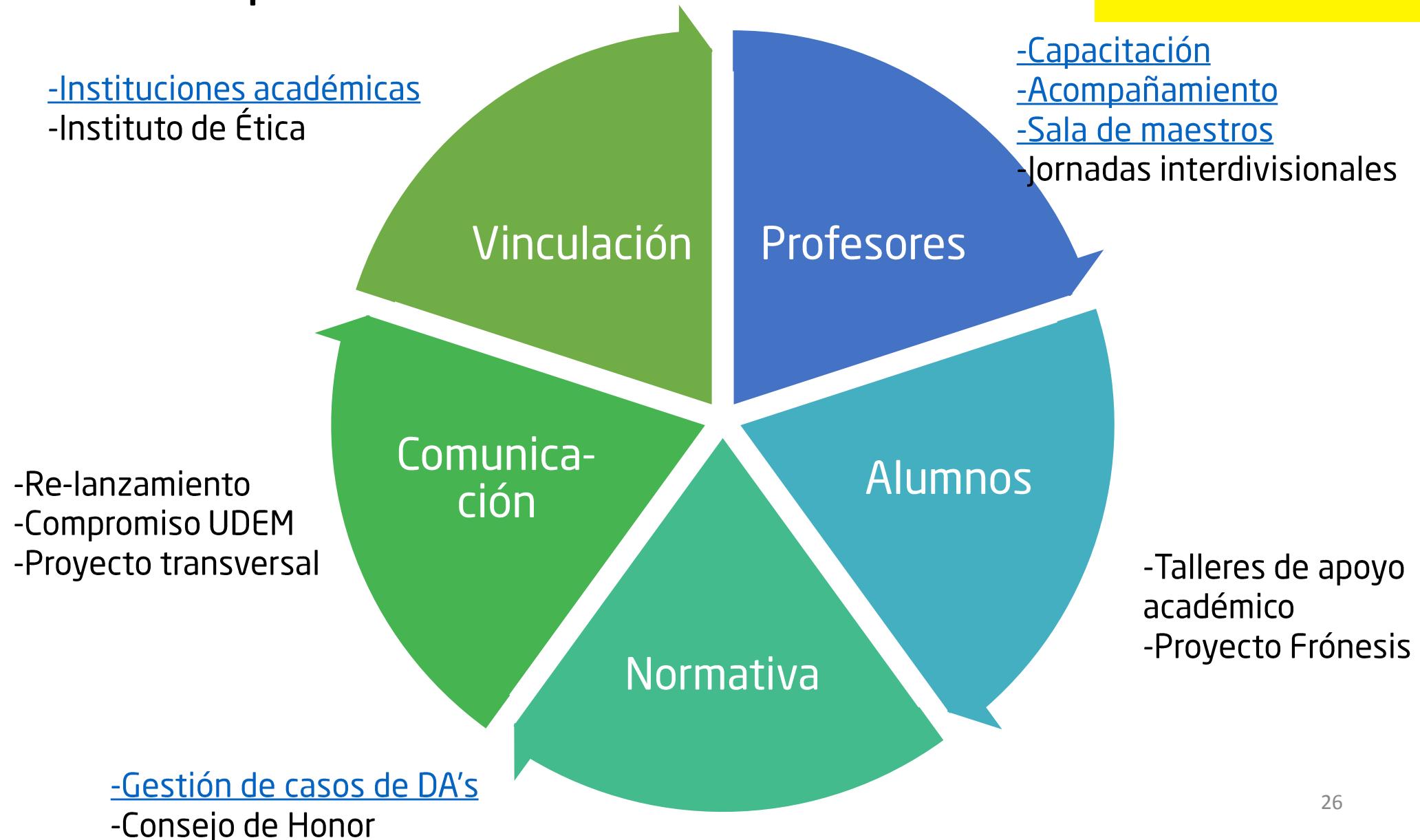
Prácticas  
vigentes

Propuesta  
académica

# Plan de trabajo

## Áreas prioritarias

**UDEM**





**Integridad, tarea de todos.**

**¡Muchas gracias!**

# 4º Congreso Nacional de Integridad Académica

(4<sup>th</sup> Academic Integrity Conference)

Monterrey, Mexico

**Timothy Paul Cronan**

**Professor, Information Systems**

**University of Arkansas**

\*\* Academic Integrity \*\*

# Changing Academic Integrity Knowledge, Attitudes, and Intentions

4° Congreso Nacional de Integridad Académica  
*4<sup>th</sup> Academic Integrity Conference*  
*Monterrey, Mexico*

**Timothy Paul Cronan**

Information Systems – University of Arkansas

# Take Aways ...

- **Academic Integrity (AI) is a problem**
- **What can we do?** University, Faculty, Students
- **AI Culture on Campus – *Can we effect change?***
  - AI awareness, ‘attitudes’, and perceptions
  - Assessing AI knowledge, attitudes, and intention

# Summary of Findings

A *web-based* intervention made a significant difference in all three areas of concern –

- **Knowledge** – *increased*
- **Attitude** – *changed “improvement”*
- **Intention** – *changed “improvement”*

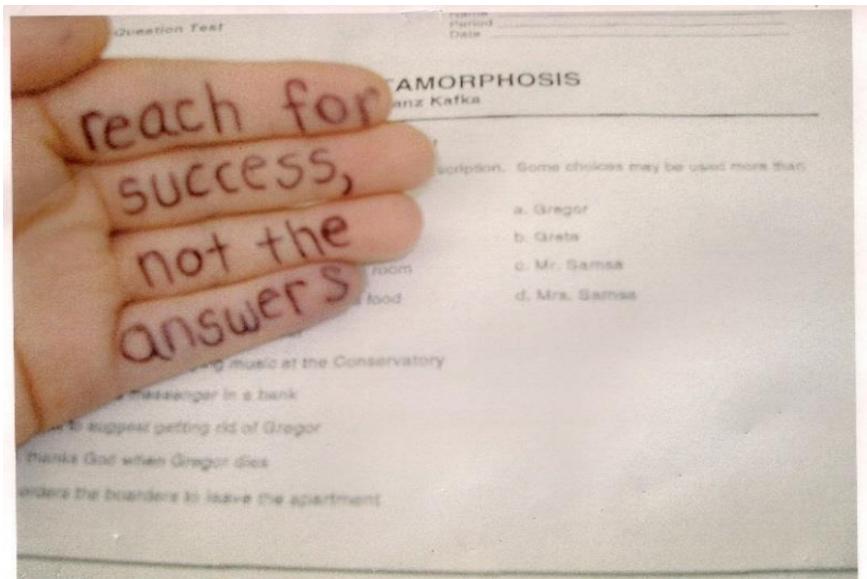
# We have a problem!

**Surveys continue to indicate that 60% - 65% of our students cheat**

**(Lang\* reports 65% - 82%)**

\*Lang, James M. (2013). *Cheating Lessons: Learning from Academic Dishonesty*, (Harvard University Press, Cambridge, Massachusetts)

# Motivation



- People see **success in their career** is more important than ethics (Lawson 2004)

Image collected from [http://p4cdn4static.sharschool.com/UserFiles/Servers/Server\\_2296256/Image/AICMaci0001.jpg](http://p4cdn4static.sharschool.com/UserFiles/Servers/Server_2296256/Image/AICMaci0001.jpg)

# Temptations for Students

- <http://www.wetakeyourclass.com/>
- <http://www.writemypapers.org/homework-writing/>
- <http://www.allfreepapers.com/>
- <http://schoolsolver.com/>
- <http://www.homeworkmarket.com/>

<http://www.wetakeyourclass.com>



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<http://www.writemypapers.org/homework-writing/>

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Academic level:

Undergraduate

Deadline:

3 days

Pages:

Word count

12 3300

<http://www.allfreepapers.com/>

The screenshot shows the homepage of AllFreePapers.com. The header features the logo "AllFreePapers" in a stylized font, with "All" in blue and "FreePapers" in pink. Below the logo is the tagline "All Free Papers and Essays for All Students". On the right side of the header are three buttons: "Join Now!" (pink), "Login" (light blue), and "Support" (light blue). Below the header is a navigation bar with icons for "Browse Papers" (document icon) and "Search Essays" (magnifying glass icon). To the right of these is a search bar with the placeholder "Search Essays" and a "Search" button (pink).

The main content area has a white background. At the top left, there is a large green banner with the text "Browse All Free Term Papers and Essays" in bold. Below this, the text "Welcome to AllFreePapers.com" is displayed. The page is organized into several sections with headings and lists of topics:

- American History**  
[1](#), [11](#), [21](#), [31](#), [41](#), [51](#), [61](#), [71](#),
- Business**  
[1](#), [11](#), [21](#), [31](#), [41](#), [51](#), [61](#), [71](#), [81](#), [91](#),  
[101](#), [111](#), [121](#), [131](#), [141](#), [151](#), [161](#),  
[171](#), [181](#), [191](#), [201](#), [211](#), [221](#), [231](#),  
[241](#), [251](#), [261](#), [271](#), [281](#), [291](#), [301](#),  
[311](#), [321](#), [331](#), [341](#), [351](#), [361](#), [371](#),  
[381](#), [391](#), [401](#), [411](#), [421](#), [431](#), [441](#),  
[451](#), [461](#), [471](#), [481](#), [491](#), [501](#), [511](#),  
[521](#), [531](#), [541](#), [551](#), [561](#), [571](#), [581](#),
- Biographies**  
[1](#), [11](#), [21](#), [31](#),
- English**  
[1](#), [11](#), [21](#), [31](#), [41](#), [51](#), [61](#), [71](#), [81](#), [91](#),  
[101](#), [111](#), [121](#), [131](#), [141](#), [151](#), [161](#),  
[171](#), [181](#), [191](#), [201](#), [211](#), [221](#), [231](#),  
[241](#),
- Book Reports**  
[1](#), [11](#), [21](#), [31](#), [41](#), [51](#), [61](#), [71](#), [81](#), [91](#),
- History Other**  
[1](#), [11](#), [21](#), [31](#), [41](#), [51](#), [61](#), [71](#), [81](#), [91](#)

On the right side, there is a sidebar with the heading "Newest Essays" and a "Donate paper" link. It lists several newest essays with small document icons:

- Culture Variation Cross International Organization
- Why I Choose Management
- Extracorporeal Artificial Organs
- Rising Of Social Media
- Implementation Of Human Resource Management System
- Jumia Company
- Celebrities And Sports Star

<http://www.schoolsolver.com/>



School Solver

Homepage Ask A Question Answer Questions Find A User Support/FAQ Register Login

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The eBay of Homework

A marketplace for people who need school questions, homework, or projects answered.

Ask a question below or click Answer Questions up above!

Type in the title of your homework question to get started ... [Ask Now](#)

---

Q Who will help me?

When you ask a question, [tutors across the site](#) will be available to see it and you'll be notified when you get an answer.

€ How much will it cost me?

How ever much you want. When you ask a question you can [define](#) a price that you want to pay.

✓ Will my answer be good?

Always check a tutors rating before agreeing to buy an answer. Good tutors have good ratings.

# Academic Integrity

- **What can we do, as faculty, to avoid AI problems in the class?**
- **What do we do if we have an AI problem?**
- **What is our responsibility as a course instructor?**

# Arkansas -- New AI Policy

- ✓ Awareness and good information about process and results is reported back to all stakeholders
- ✓ A clear process – a simple step-by-step process
- ✓ Clarity, consistency, structure, and a clear risk-reward-punishment
- ✓ Context of the situation is considered with clear definitions.
- ✓ Faculty reporting of an infraction is simple and not time consuming – each college has an “academic integrity monitor” to handle the details.
- ✓ <http://honesty.uark.edu/index.php>

# What Can We Do?

- Academic Integrity Policy (UA) seems to be working
- Syllabus Statement – *be serious & consistent*
- “XF” Policy
- We are taking steps to help students become aware of academic integrity –
  - *Letter from the Provost*
  - *Freshman courses*
  - *Faculty involvement*
  - *Students are talking about it*

# Arkansas' AI Policy

- Faculty (buy in)
  - Reporting made simple
  - Out of the hands of faculty
- Academic Integrity Monitors
- *Intent* does not matter...
- ‘Point’ & Sanction system
- Faculty/Student Board
- Taken seriously on campus ...

# What has happened at UA...

- Plagiarism/Citations
- Shared Homework when asked not to
- Collaboration
- Falsification

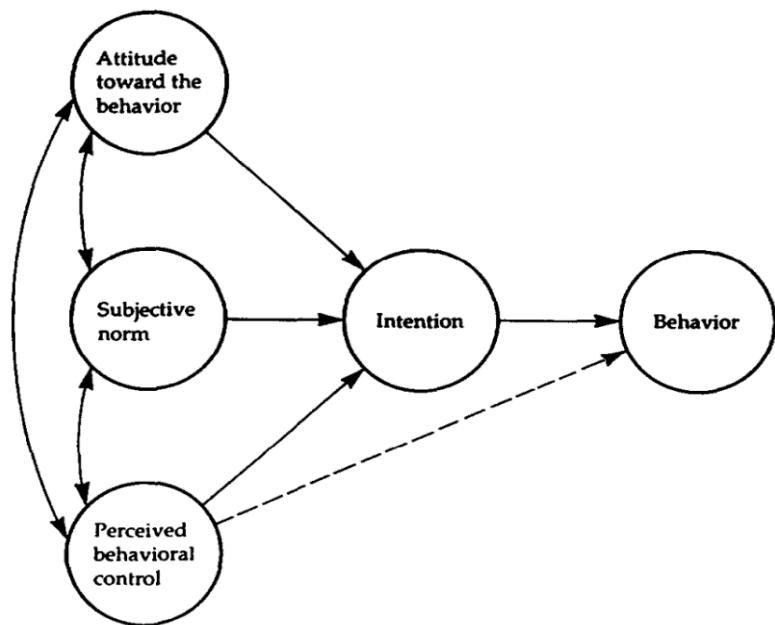
# But, we could...

- **Be clear to our students about what students may or may not do on the assignment. Give clear instructions on the assignment, paper, group assignments ...!**
- **Educate & inform students about plagiarism, copying, sharing homework, academic integrity.**
- **Use library resources (library web site)**
- ***We can make a difference!***

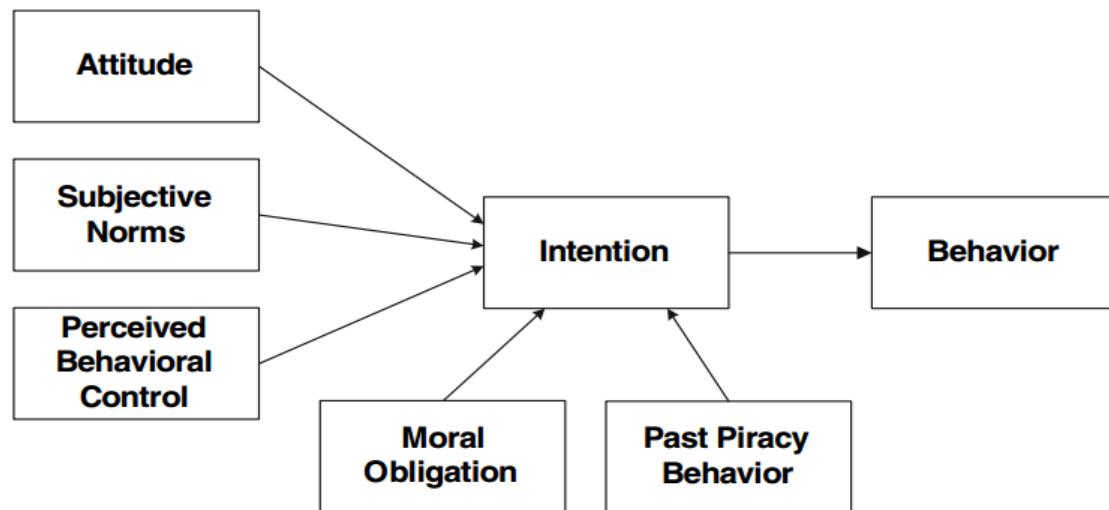
# Facilitating Academic Integrity: Can we change the culture?

*Attitudes, Attitudes, Attitudes*

# Theory of Planned Behavior



Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50(2), 179-211.



Cronan, T. P., Mullins, J. K., & Douglas, D. E. (2015). "Further Understanding Factors that Explain Freshman Business Students' Academic Integrity Intention and Behavior: Plagiarism and Sharing Homework", *Journal of Business Ethics*, DOI 10.1007/s10551-015-2988-3

# Changing Attitudes

## Theory of Planned Behavior –

- (Attitude, Subjective Norms, Moral Obligation, Perceived Behavioral Control) ==> Intention ==> Behavior
- Intention = f ( Attitude, SN, MO, PBC ) + Past Behavior + Gender + *other variables*
- *We can change attitudes, and thus, change intentions & behavior*

Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179-211.

Cronan, T. P., Mullins, J. K., & Douglas, D. E. (2015). "Further Understanding Factors that Explain Freshman Business Students' Academic Integrity Intention and Behavior: Plagiarism and Sharing Homework", *Journal of Business Ethics*, DOI 10.1007/s10551-015-2988-3

# Theory of Planned Behavior (TPB)

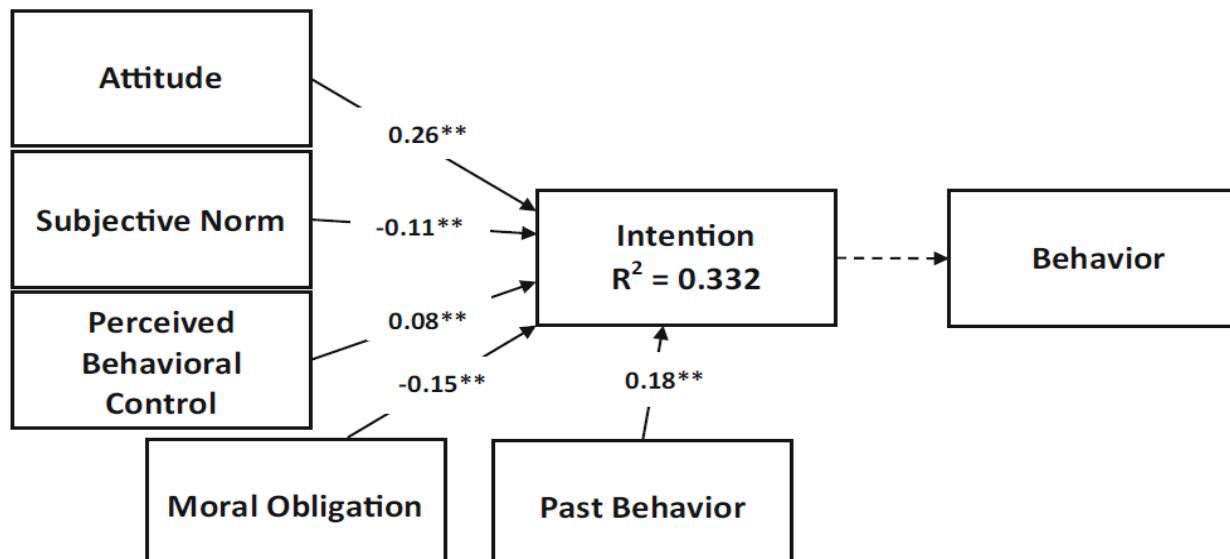
Intention & Behavior are influenced by:

- Attitude – *person's feeling of favorableness or unfavorableness for the behavior*
- Subjective Norms – *perceptions of what most people important to them think they should or should not do in this case*
- Moral Obligation – *the feeling of guilt or personal obligation to perform or not perform the behavior*
- Perceived Behavioral Control – *belief of how easy or difficult to perform the behavior*
- Past Behavior – *have they done this previously (high school)*

Ajzen, I. (1991). The theory of planned behavior. *Organizational behavior and human decision processes*, 50(2), 179-211.

Cronan, T. P., Mullins, J. K., & Douglas, D. E. (2015). "Further Understanding Factors that Explain Freshman Business Students' Academic Integrity Intention and Behavior: Plagiarism and Sharing Homework", *Journal of Business Ethics*, DOI 10.1007/s10551-015-2988-3

# Model Results - Homework



\* $p < .05$ ; \*\* $p < .01$

Cronan, T. P., Mullins, J. K., & Douglas, D. E. (2015). "Further Understanding Factors that Explain Freshman Business Students' Academic Integrity Intention and Behavior: Plagiarism and Sharing Homework", *Journal of Business Ethics*, DOI 10.1007/s10551-015-2988-3

# AI Research - Culture Change? (2011 - 2016)

- **Can we influence Academic Integrity – both understanding & attitudes?**
  - Part of a longitudinal study since Fall 2011 using multiple groups
    - n > 6000 students
  - **Interventions** -- Online RAISE\* with In-class Discussions and Freshman class (University Perspectives Assignment)

\*RAISE – Raising Academic Integrity Standards in Education

# Study Objectives

- **Assess the impact of an IS intervention to gain more insights about the applicability of the RAISE intervention**
  - *Research question:* *Can an intervention change students' AI knowledge, violation intention, and attitude towards cheating?*

# Knowledge

In the context of AI violation, *knowledge* refers to a student's understanding of academic integrity and being able to differentiate acceptable and ethical behavior from unacceptable and unethical behavior in academia.

# Attitude

*Attitude* “refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question” (Ajzen 1991). Attitude toward academic integrity....

# Intention

*Intention*, refers to “the individual’s intention to perform a given behavior” (Ajzen 1991). Intention in the context of AI violation refers an individual’s intention to commit an AI violation in future.

# Intervention: RAISE

- RAISE - A web-based interactive training program that is designed to enhance students' academic integrity knowledge, change attitude towards violation, and reduce intention to violate academic integrity

# IS Intervention: RAISE



# IS Intervention: RAISE

## ■ The Raise System

- **Raising Academic Integrity Standards in Education**
- **This on-line service Includes:**
  - *Flash animation voice over training module*
  - *5 sections - general information, unauthorized collaboration, plagiarism & copyright, decision-making and technology*
  - *Randomly generated testing after each section with feedback on testing*

# Can we make a difference ...?

## Freshmen – RAISE\* in 1<sup>st</sup> Year Experience Courses

- Plagiarism – *they simply do not know*
- How much can ‘mom’ write (not write)?
- Sharing Homework/Working together on individual assignments –  
*change their attitudes*
- Using RAISE\* to make a difference

# Intervention: RAISE

- Approximately an hour
- Modules are sequentially placed
- Must successfully pass the test at the end of each module to move to the next module.

# Knowledge: True/False - Dimensions

- 15 questions – 4 dimensions
  - Understanding citations
  - Understanding university policies - transitioning
  - ‘Learning the ropes’ in college – serious violations
  - ‘Learning the ropes’ in college – less than serious violations

# Survey Results

## Pre – Post RAISE - Post Lecture

Academic Integrity True/False Quiz Results (Pre-Post-Post)			
	<u>T1: PRE</u>	<u>T2: Post-RAISE*</u>	<u>T3: Post-Discuss</u>
<b>2013 Total (602)</b>	<b>86.8%</b>	<b>91.7%**</b>	<b>94.4%**</b>
<b>2013 ENGR (391)</b>	<b>86.8%</b>	<b>92.3%**</b>	<b>94.5%**</b>
<b>2013 Business (211)</b>	<b>86.1%</b>	<b>90.5%**</b>	<b>94.2%**</b>

\*\* significantly different from Pre ( $p < .001$ )

# Survey Results

## Pre – Post RAISE - Post Lecture

Academic Integrity True/False Quiz Results (Pre-Post-Post)			
	<u>T1: PRE</u>	<u>T2: Post-RAISE*</u>	<u>T3: Post-Discuss</u>
<b>2014 Business (295)</b>	<b>86.1%</b>	<b>90.7%**</b>	<b>90.8%**</b>
<b>2015 Business (31)</b>	<b>90.3%</b>	<b>94.1%**</b>	--
<b>2016 Biology (540)</b>	<b>88.1%</b>	<b>91.5%**</b>	--

\*\* significantly different from Pre ( $p < .001$ )

# Attitude Changes: UA (Fall 2015)

Pre vs. Post

<u>Questions</u> (Scale 1 to 7)	RAISE Intervention *		
	Pre	Post	Change
Academic Integrity Attitudes: I feel that ...			
Cheating on in-class exams/tests	6.31	6.60	4.6%
<i>Cheating on homework assignments</i>	5.57	6.30	13.1%
<i>Copying from another's homework</i>	5.52	6.21	12.5%
<i>Inappropriate sharing of homework</i>	5.61	6.27	11.8%
<i>Working with others outside class when asked not to</i>	5.50	6.21	12.9%
<i>Sharing one's work when asked not to</i>	5.80	6.33	9.1%

\* All changes were Statistically Significant

# Attitude Changes: UA (Fall 2016)

Pre vs. Post

<u>Questions</u> (Scale 1 to 7)	RAISE Intervention *		
	Pre	Post	Change
Academic Integrity Attitudes: I feel that ...			
Cheating on in-class exams/tests	6.40	6.75	5.6%
<i>Cheating on homework assignments</i>	5.67	6.46	14.0%
<i>Copying from another's homework</i>	5.62	6.41	14.0%
<i>Inappropriate sharing of homework</i>	5.67	6.42	13.2%
<i>Working with others outside class when asked not to</i>	5.52	6.36	15.2%
<i>Sharing one's work when asked not to</i>	5.81	6.48	11.5%

\* All changes were Statistically Significant

# Recommendations

- \* RAISE\* is effective in increasing awareness about academic integrity; there is no significant difference between their impact on students by increasing awareness (knowledge) & changing attitudes towards cheating & homework.
- \* Classroom Discussions Equally Effective

# What else might influence AI?

## What about our International Students & their Culture?

# Possibilities

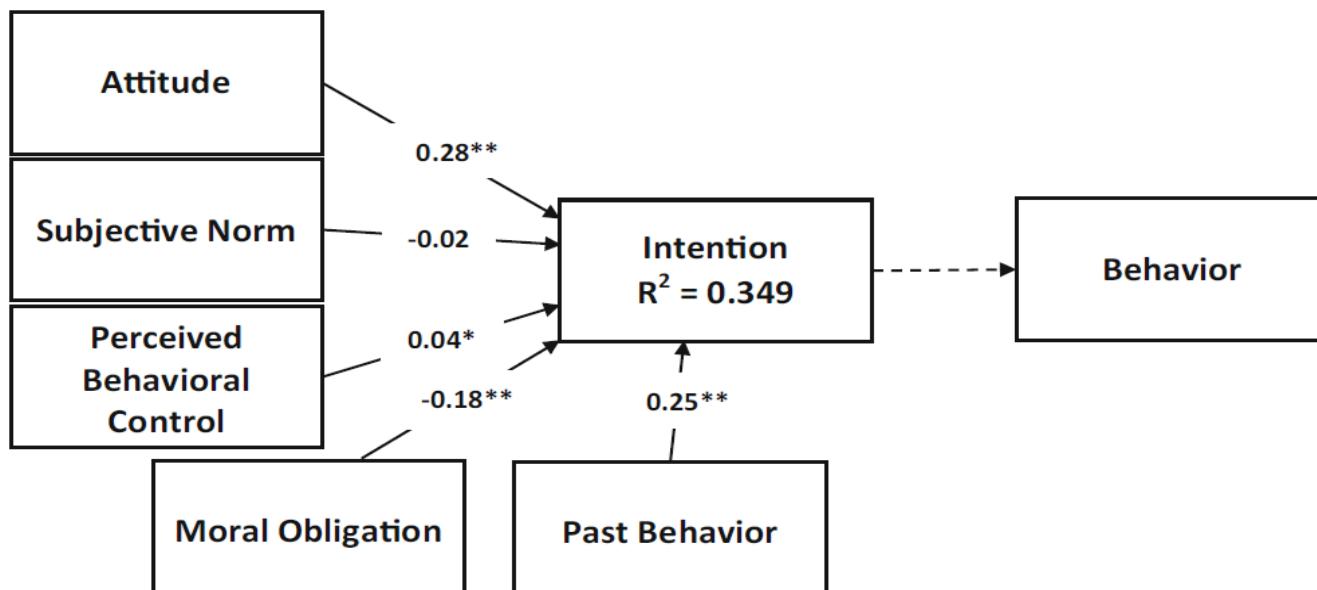
- Other effects –
  - High School,
  - GPA,
  - Gender,
  - Campus communities
  - Technology
  - Culture

# Discussion – Your Thoughts?

- How is Technology impacting Academic Integrity issues in your institution?

Thank you very much for your  
interest, participation, and  
support!

# Model Results - Plagiarism

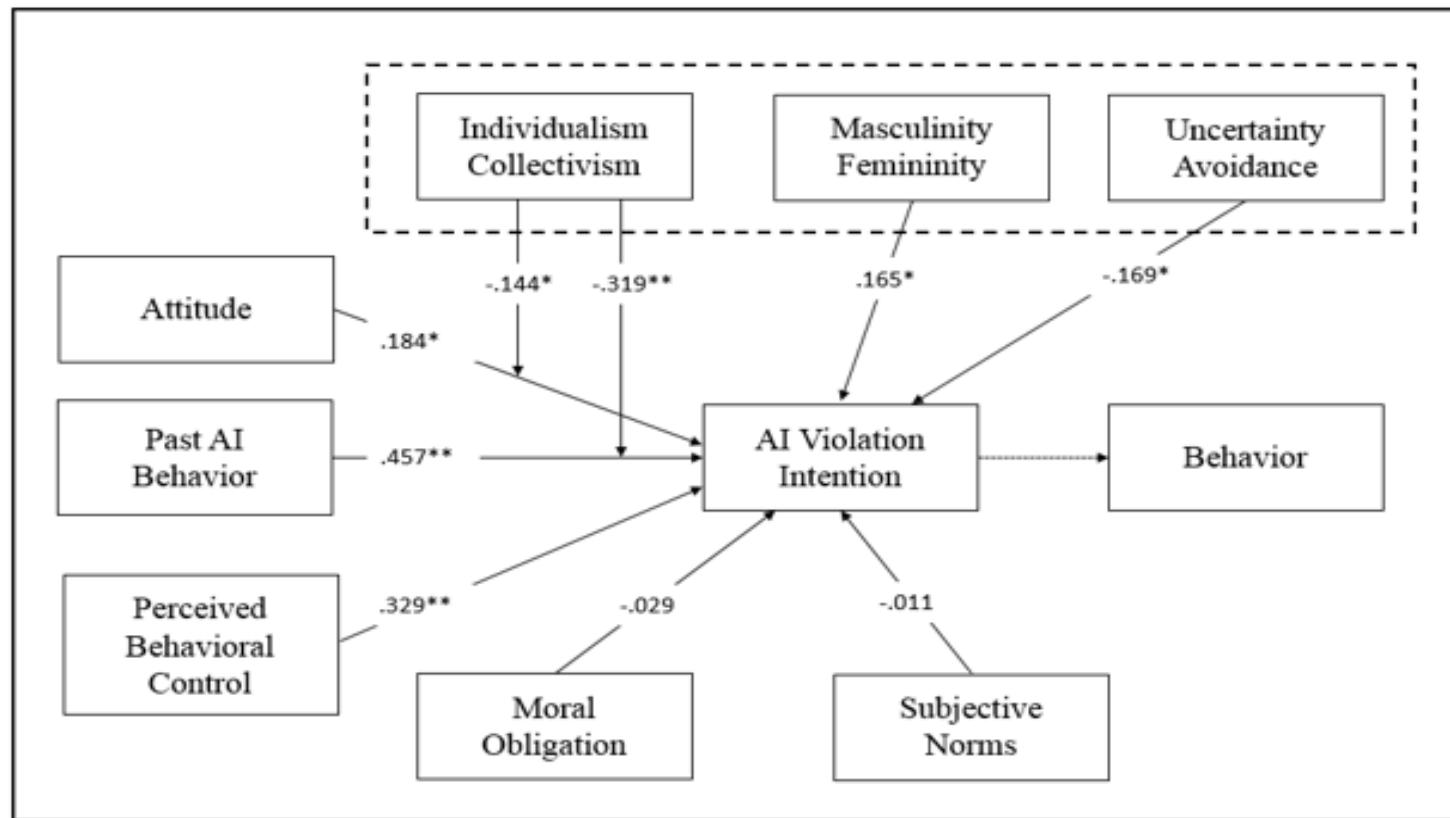


\* $p < .05$ ; \*\* $p < .01$

Cronan, T. P., Mullins, J. K., & Douglas, D. E. (2015). "Further Understanding Factors that Explain Freshman Business Students' Academic Integrity Intention and Behavior: Plagiarism and Sharing Homework", *Journal of Business Ethics*, DOI 10.1007/s10551-015-2988-3

# Model Results – International University

## TPB-Culture AI Violation Model





# UCF Integrity and Ethical Development

Jennifer Wright  
Director, Office of Integrity and Ethical Development  
University of Central Florida  
Orlando, FL

[Jennifer.Wright@ucf.edu](mailto:Jennifer.Wright@ucf.edu)  
407-823-3477  
[www.ied.sdes.ucf.edu](http://www.ied.sdes.ucf.edu)

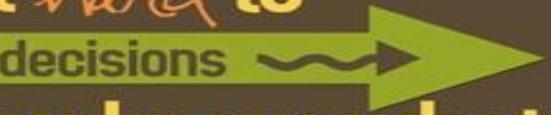
Office of Student Rights and Responsibilities  
Division of Student Development and Enrollment Services

# Where is the University of Central Florida?



# Building a Campus of Integrity

## Expectations, Standards, Beliefs, Principles

It's not *hard* to  
make decisions   
once you know what  
*your* **VALUES** are.  
~ Roy E. Disney



# Building a Campus of Integrity

## Choose to Join a Community

Bring Our  
Personal Values



and Adopt the  
“Organizations”  
Values



# Building a Campus of Integrity

Universidad De Monterrey

be**respectful**

be**fair**

be**free**

be**socially responsible**

be**dignified**

be**truthful**

be**peaceful**

be**plural**

be**sensitive**

be**transcendental**

be**helpful**

be**fraternal**

be**hard-working**

be**upright**



# Building a Campus of Integrity

## University of Central Florida

**Integrity** – I will practice and defend academic and personal honesty

**Scholarship** – I will cherish and honor learning as a fundamental purpose of my membership in the community

**Community** – I will promote an open and supportive environment by respecting the rights and every individual

**Creativity** – I use my talents to enrich the human experience

**Excellence** – I will strive towards the highest standards of performance in any endeavor I undertake



# **Building a Campus of Integrity**

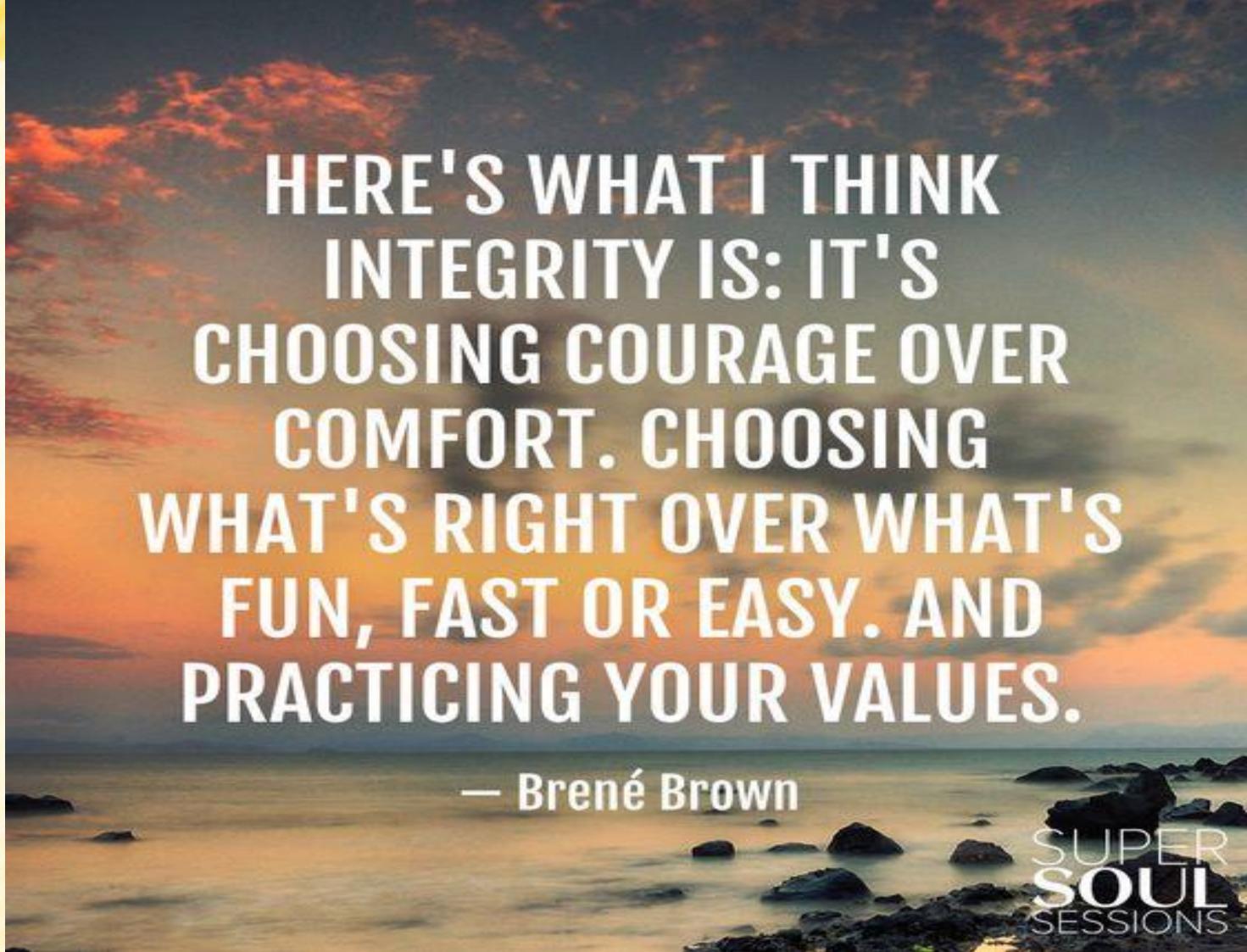
**Establish Campus Values**

**Demonstrate Values by Campus Community  
(students, staff, faculty, administration)**

**Honor Those Who Demonstrate Campus Values**

**Consequences For Those Who Choose Not To  
(Code of Conduct)**





HERE'S WHAT I THINK  
INTEGRITY IS: IT'S  
CHOOSING COURAGE OVER  
COMFORT. CHOOSING  
WHAT'S RIGHT OVER WHAT'S  
FUN, FAST OR EASY. AND  
PRACTICING YOUR VALUES.

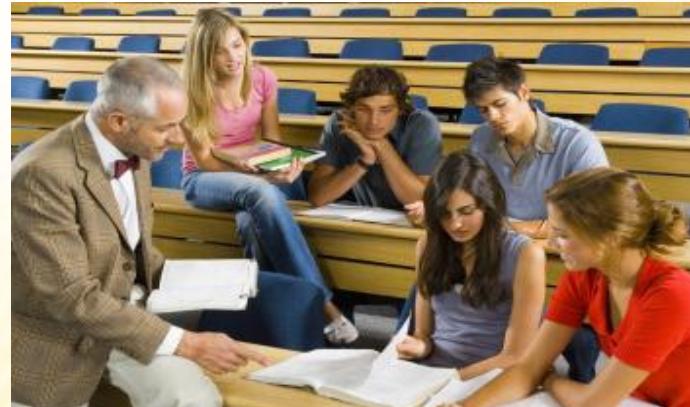
— Brené Brown

SUPER  
**SOUL**  
SESSIONS



# Building a Campus of Integrity

Students & Faculty need  
to communicate with each  
other



# Why is Demonstrating Integrity Important...

Academic

- Need an opportunity to evaluate one's learning and skill set at a given point in time
- Provide authentic feedback – strengths & areas of improvement
- Demonstrates skills associated with critical thinking, problem-solving, decision making, personal value choices, establishment of a moral compass

“Higher education and society benefit when colleges and universities have standards of integrity that provide the foundation for a vibrant academic life, promote scientific progress, and prepare students for responsible citizenship.”

International Center for Academic Integrity, The Fundamental Values of Academic Integrity  
October 1999



# Things Professors Can't Assign a Grade To But We Know It When We See It



Manners  
Morals  
Respect  
Character  
Trust  
Patience  
Integrity  
Common Sense



**IF YOU ARE PERSISTENT  
YOU WILL GET IT  
IF YOU ARE CONSISTENT  
YOU WILL KEEP IT**

*Behappy.me*



# Expectations & Demonstrations

## Establishing Classroom Values of:

- Honesty & Trust
- Fairness
- Respect
- Responsibility

## Demonstrating Values:

- Doing One's Own Work
- Asking for Help When Needed
- Professional Communication
- Turning Assignments In On Time



# **Timely Conversations on Academic Integrity - Professors**

- **Instructions for Papers and Projects (Collaboration)**
  - Clearly Define Individual Work vs. Collaboration with Others in the Class
  - Clearly Define Original Thought vs. Use of Research
- **When Returning Graded Work**
  - What does this grade means in relation to the bigger picture of the final grade?
  - Be prepared for student response - “Can I still get an A?”
- **Before an Exam**
  - Mentally preparing students for the exam – Reality/Motivation/Expectations
  - How do you assess (grade) exams?
  - What does this grade means in relation to the bigger picture of the final grade?
- **Policy Regarding Late Work**
  - How to communicate with about turning in late work / What will you think?
  - Be prepared for student response - “At least I turned in something!”



# Critical Analysis of a Grade - Students

- Review the course syllabus – Grading Policy & Philosophy
- How much was this grade worth? (point value / semester %)
- Does the Professor drop the lowest grade?
- Are there extra credit opportunities?
- What grades are still remaining to be earned?
- What are all of your other grades in the course?  
(just a one time oops?)
- What was your approach to the assignment/exam?





“There is no pillow so  
soft as a clear conscience.

Anonymous



# Readings on Associated with Integrity

- “[The Gifts of Imperfection](#)” Brene Brown, Ph.D., L.M.S.W.  
**Let Go of Who You Think You’re Supposed to Be and Embrace Who You Are. Your Guide to a Wholehearted Life**
- “[Generation on a Tightrope](#)” Arthur Levine & Diane R. Dean  
**A Portrait of Today’s College Student**
- “[The \(Honest\) Truth About Dishonesty](#)” Dan Ariely  
**How We Lie to Everyone – Especially Ourselves**
- “[Predictably Irrational](#)” Dan Ariely  
**The Hidden Forces that Shape Our Decisions**
- “[The Road to Character](#)” David Brooks
- “[Cheating Lessons](#)” James M. Lang  
**Learning from Academic Dishonesty**
- “[10-10-10 Decision Making Model](#)” Suzy Welch
- [Ethics Unwrapped – Youtube Video Series](#)



*Thank you*  
*Elmi Salazar Baez*

*&*

*Universidad De Monterrey*

*An experience I will never forget!*



# Percepción y actitudes de estudiantes universitarios sobre honestidad académica



**Anáhuac**  
México

# Contexto y objetivos

- Desarrollar una cultura de honestidad académica, coherente con los valores que promovemos.
- Fortalecer la percepción de la comunidad en cuanto a exigencia y calidad académica.
- Abordar la problemática de manera sistémica, con claridad y homogeneidad.

# **Estudio de percepción y actitudes**

1. Percepción sobre el tópico en la institución.
2. Percepción sobre el tópico en general.
3. Actitudes.
4. Situaciones hipotéticas.

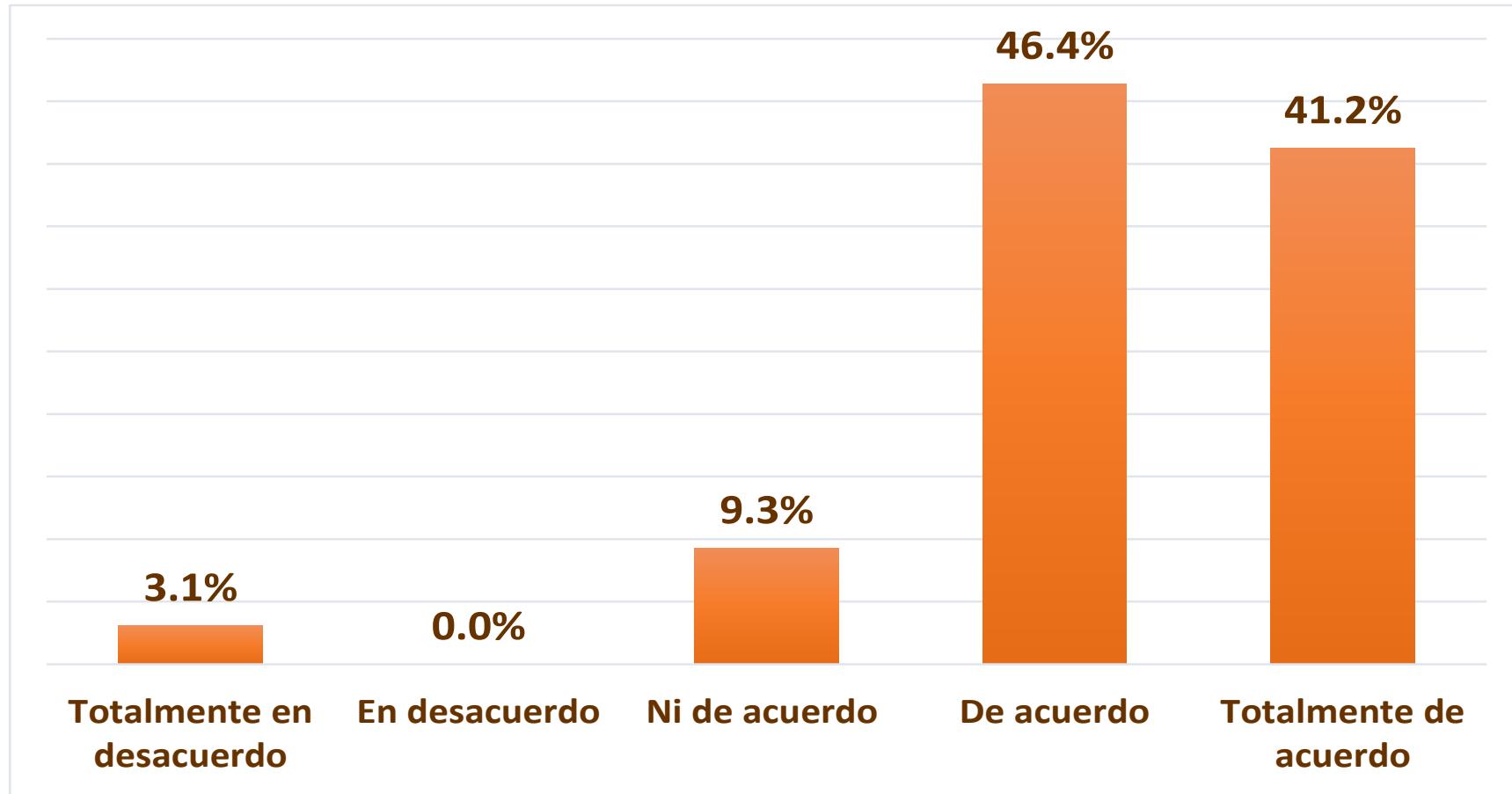


# **1. PERCEPCIÓN SOBRE EL TÓPICO EN LA INSTITUCIÓN**

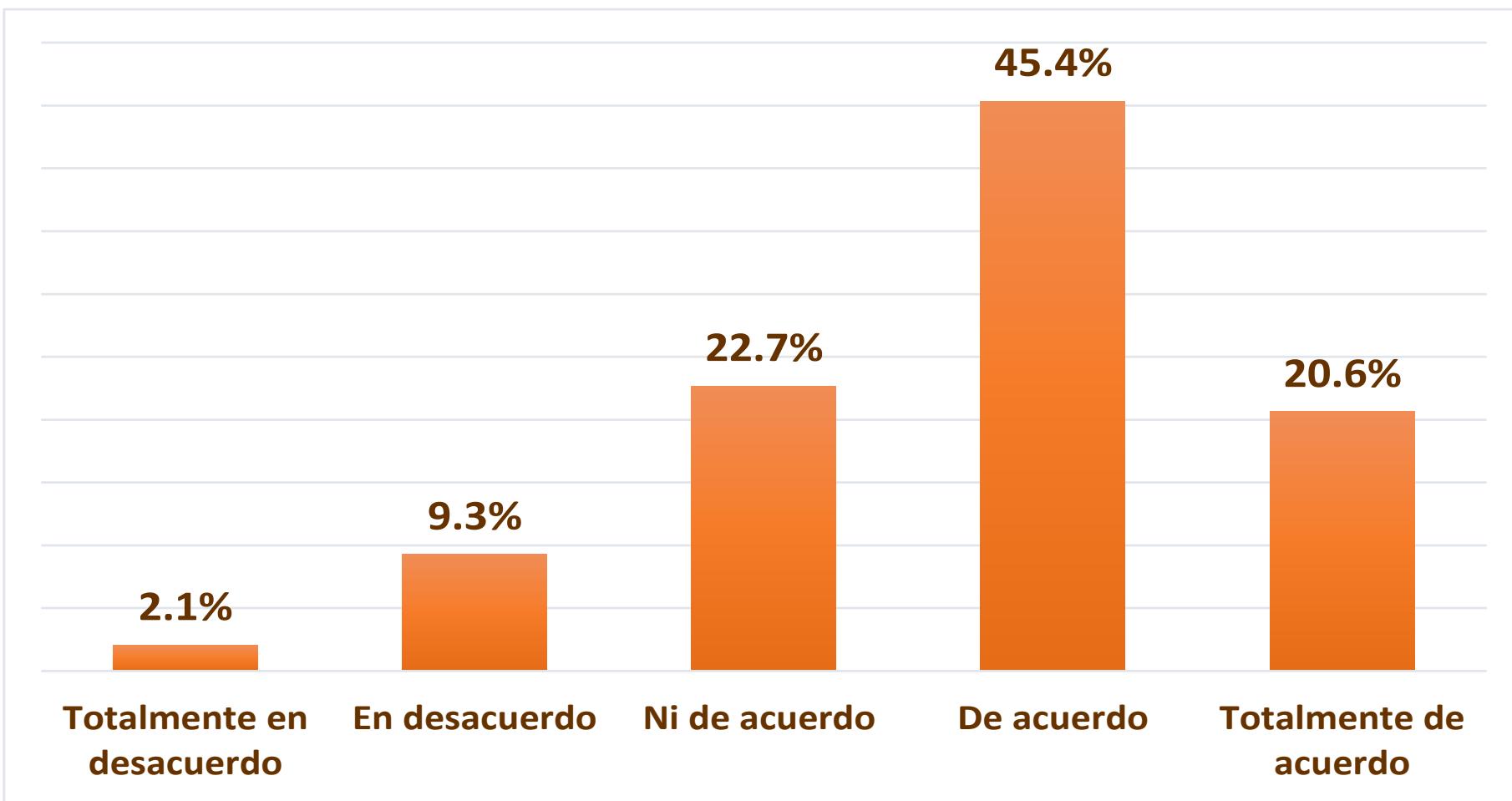


# MÉXICO

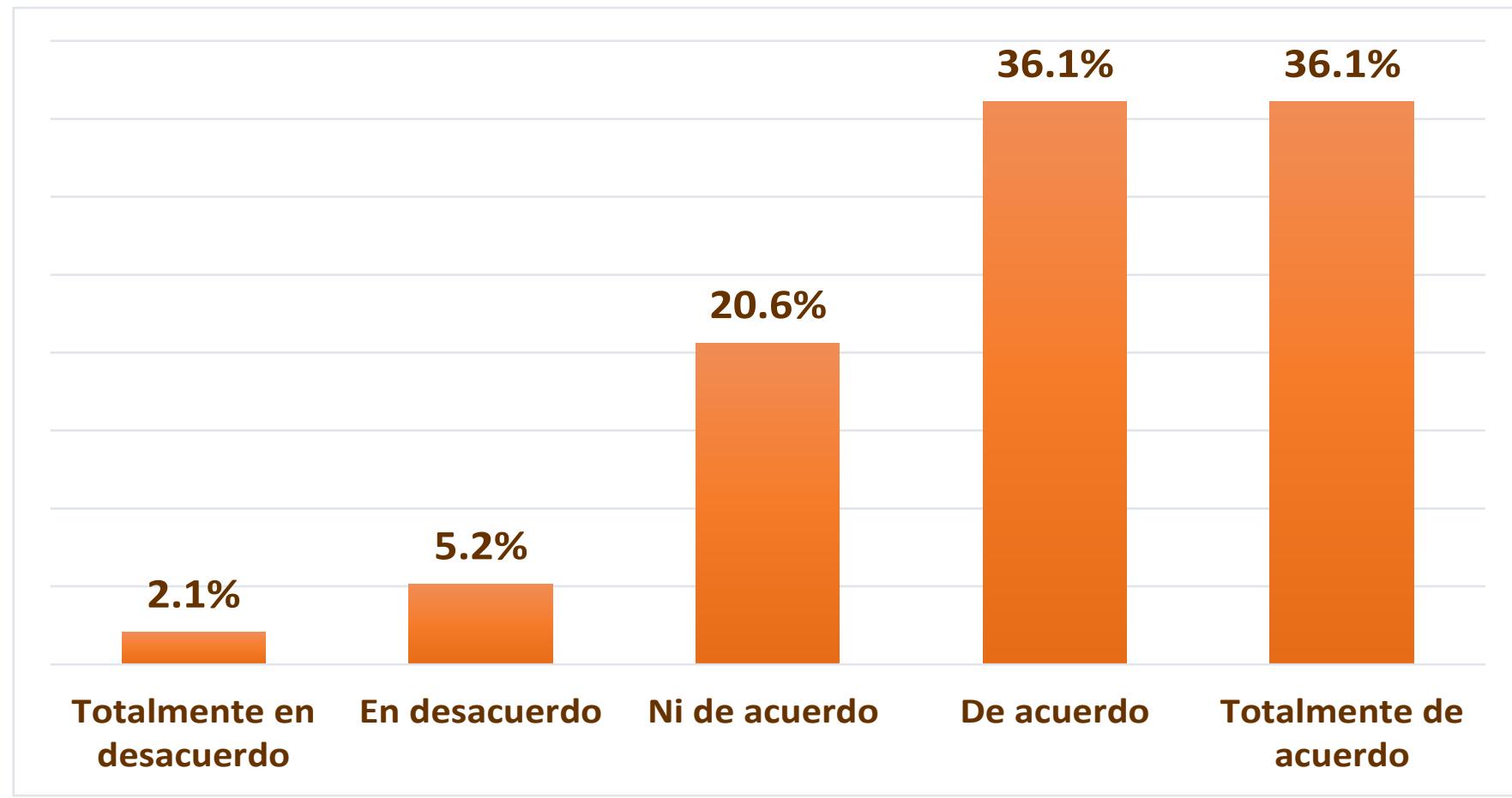
# Los valores de esta Universidad promueven una cultura de honestidad académica:



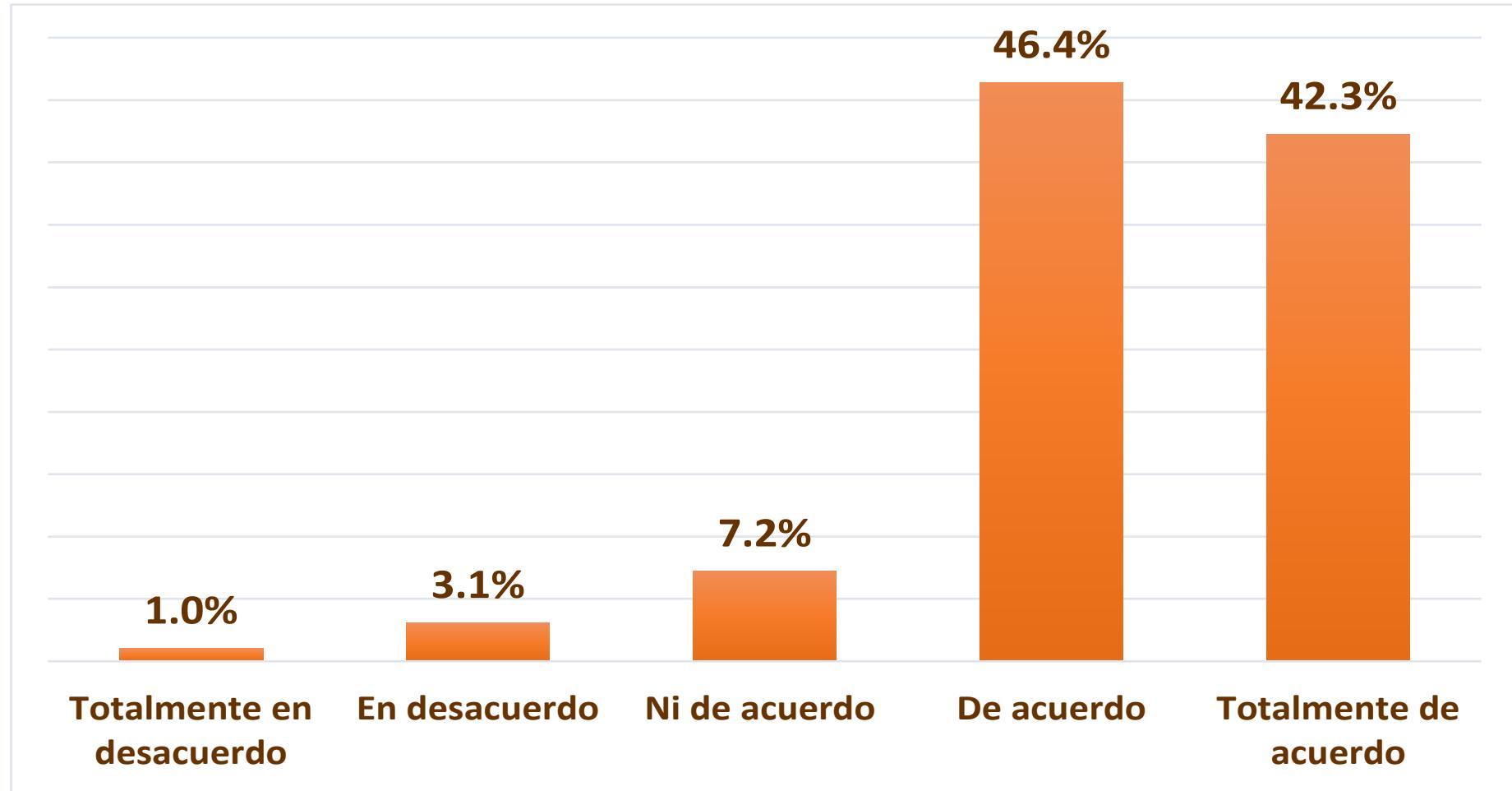
## En tu carrera existe una sólida cultura de integridad académica entre el alumnado:



## Mis profesores detectan si algún alumno hizo plagio, copió en un examen o utiliza trabajos de compañeros de otros semestres:

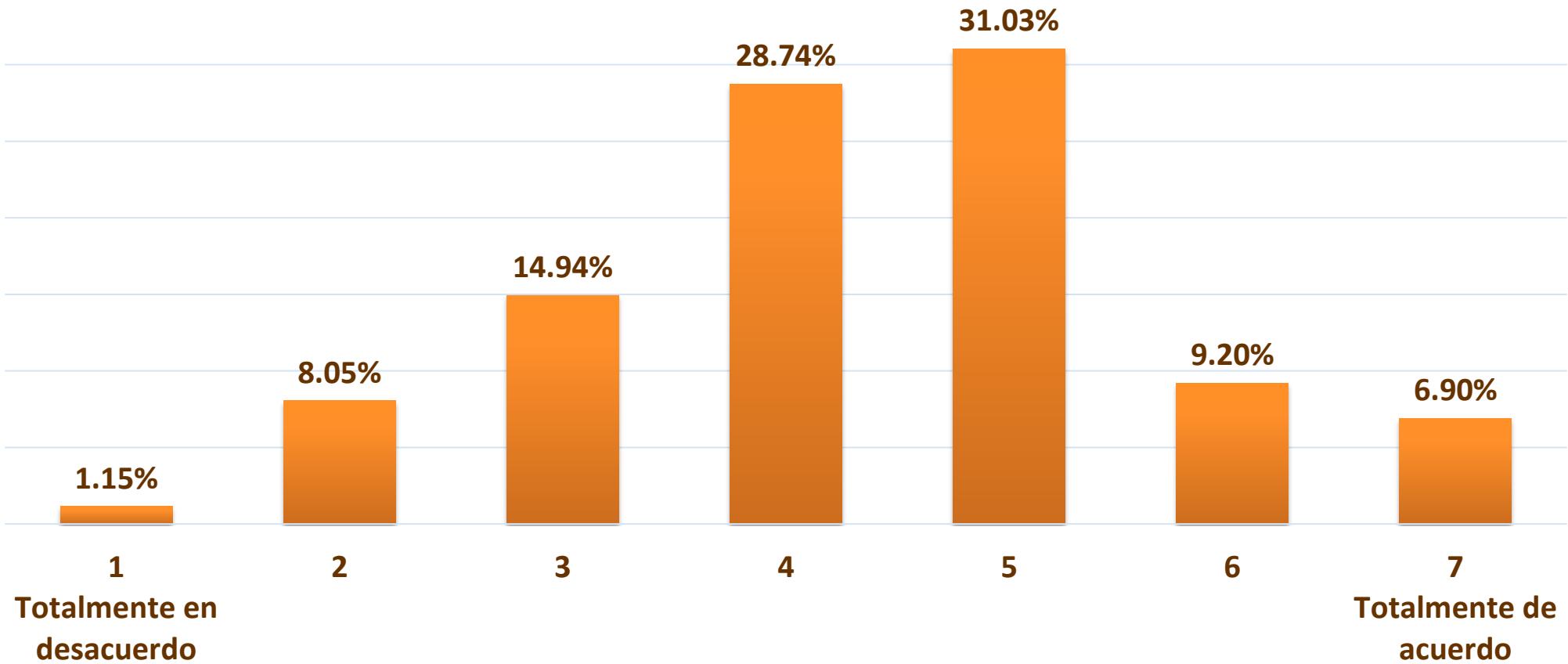


## Mis profesores son un ejemplo de honestidad académica y lo demuestran en su práctica docente:

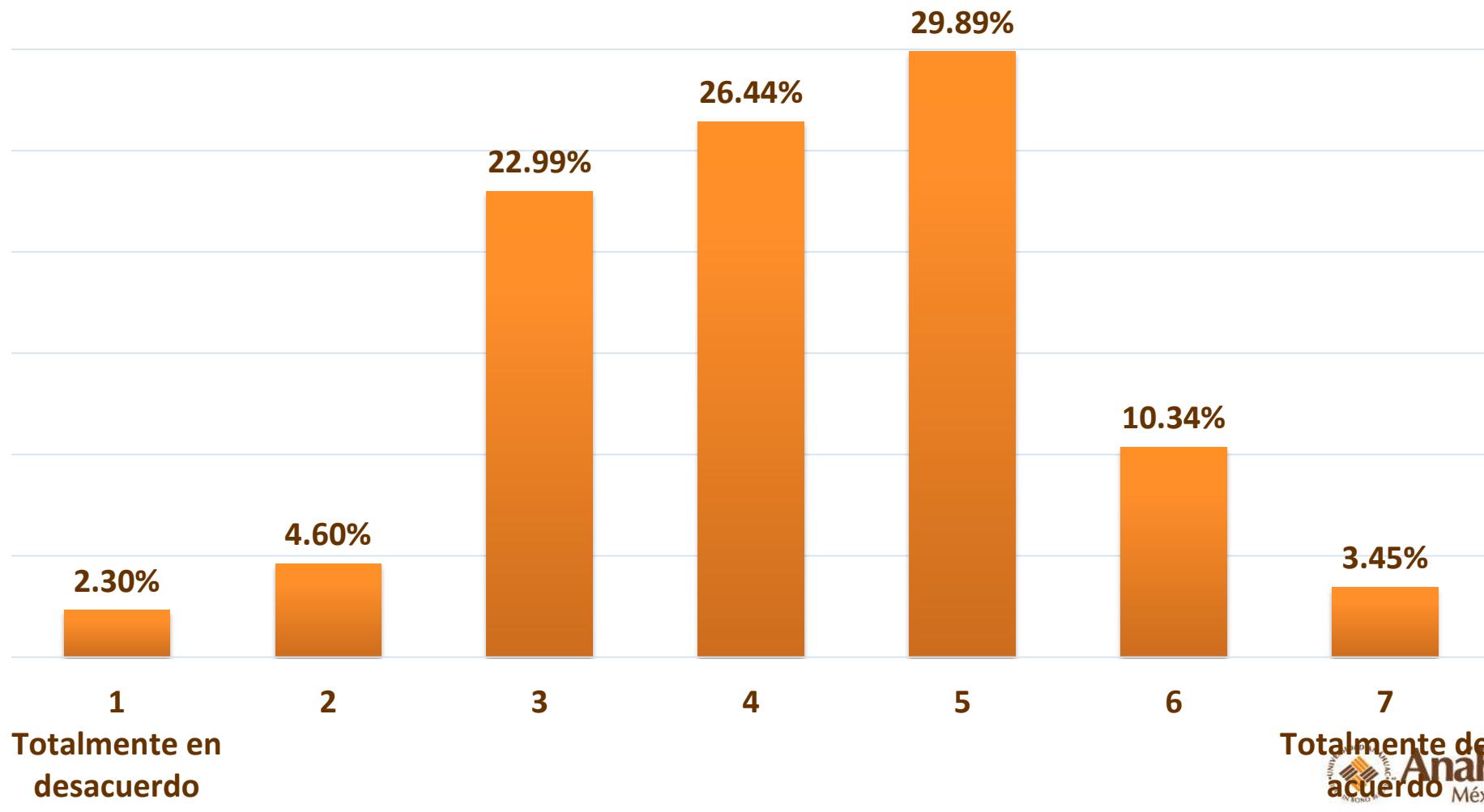


# ESPAÑA

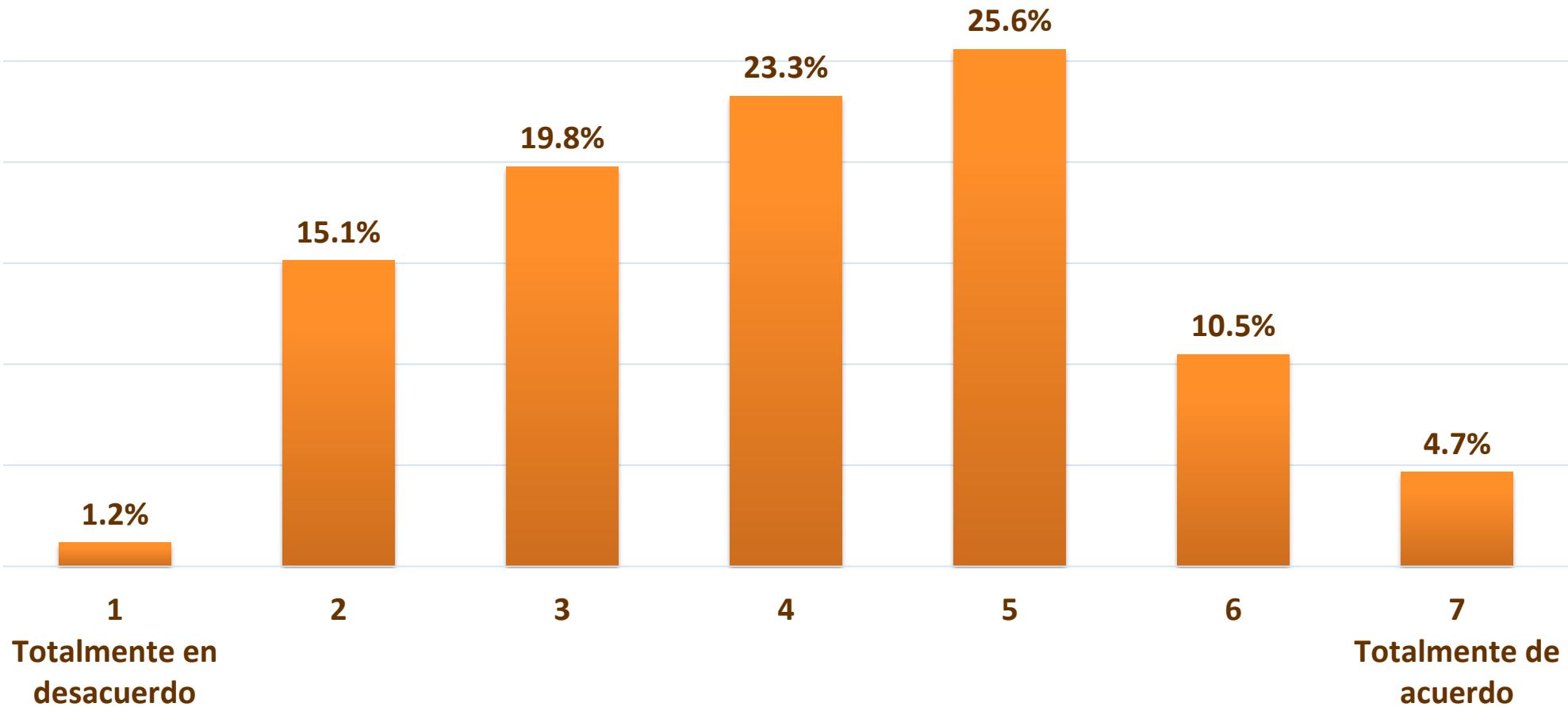
**En la Facultad donde estudio hay valores y reglas claras y oportunamente comunicadas a los estudiantes que favorecen la honestidad académica**



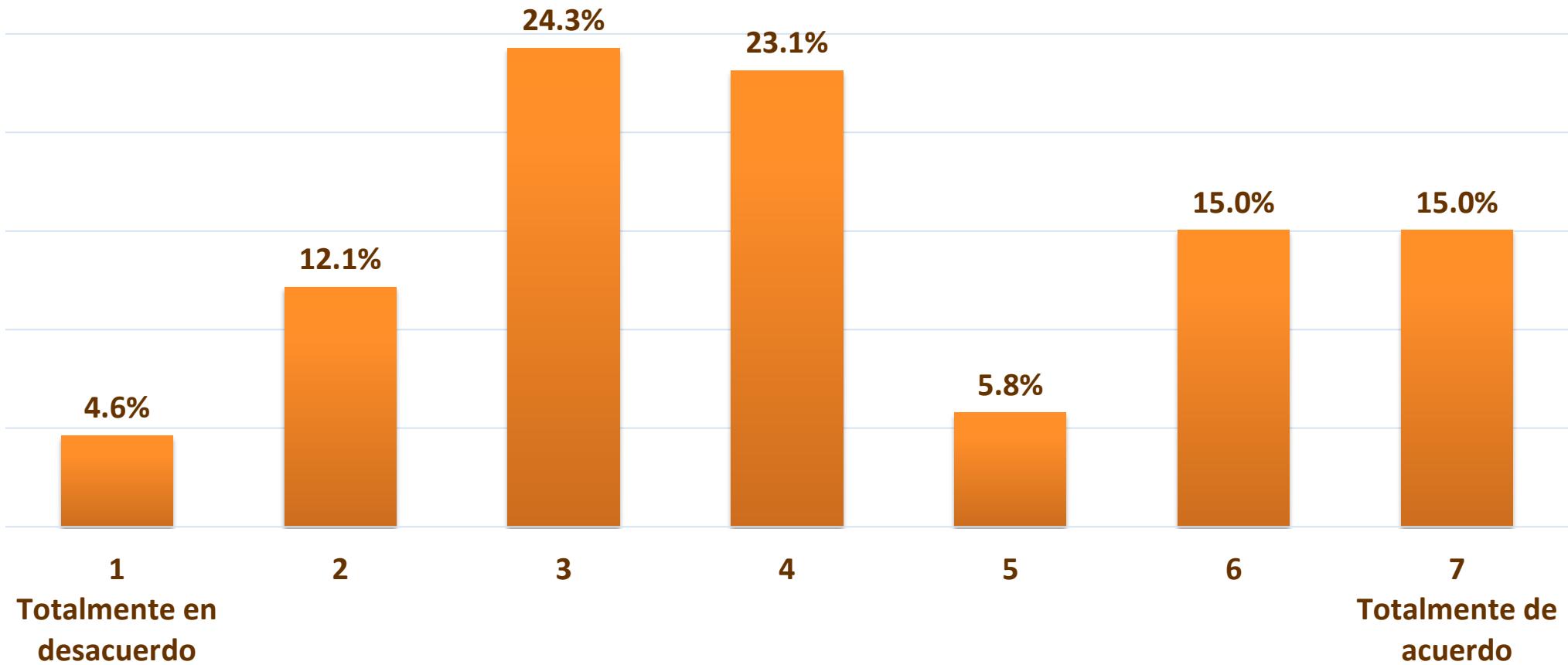
# Mis profesores son un ejemplo de honestidad académica y lo demuestran en su práctica docente



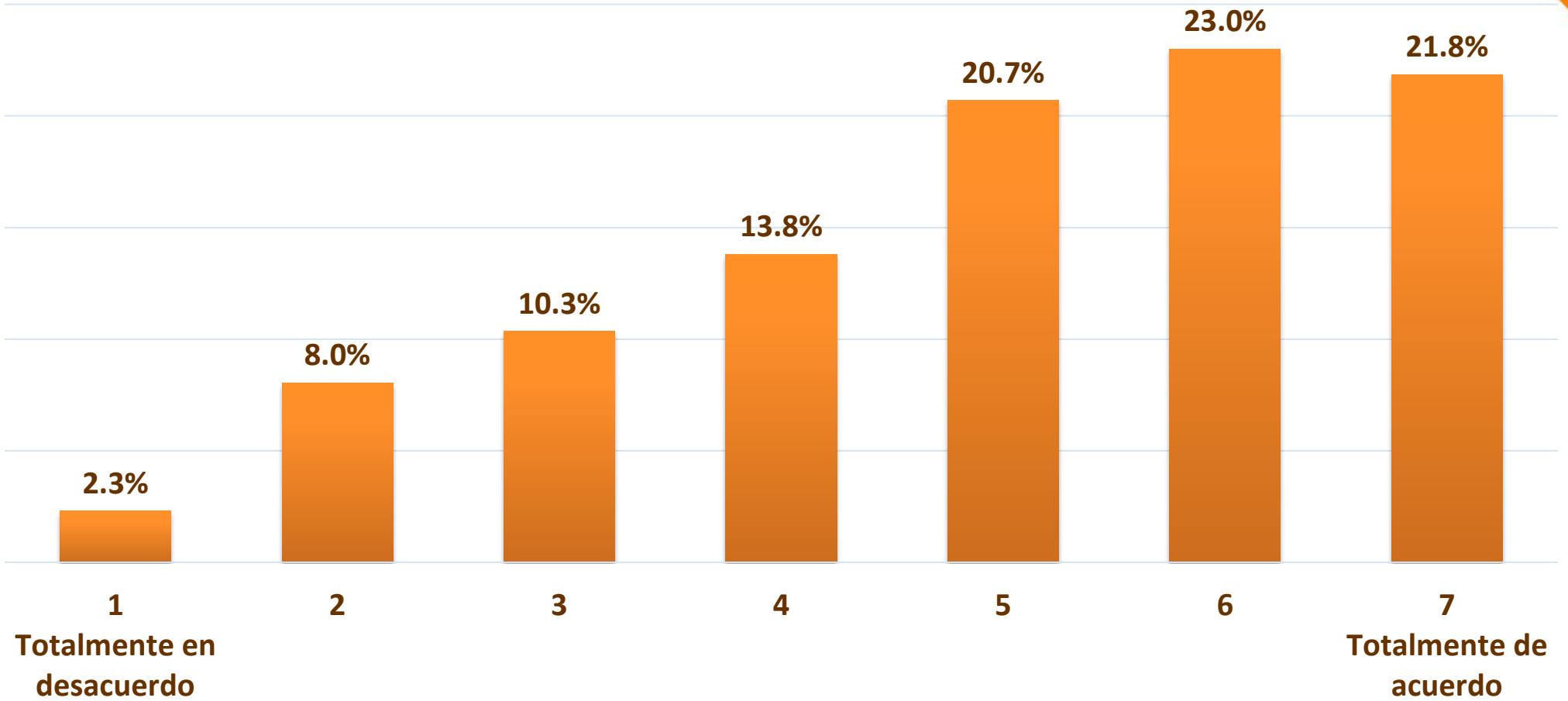
## En mi carrera existe una sólida cultura de honestidad académica entre el alumnado



# Si uso chuleta (acordeón) en un examen es probable que el profesor se dé cuenta



## Si hago “copiar y pegar” en un trabajo es probable que el profesor se dé cuenta



# CONCLUSIONES

- Resultados positivos en términos generales.
- Diferencia entre ambos estudios.



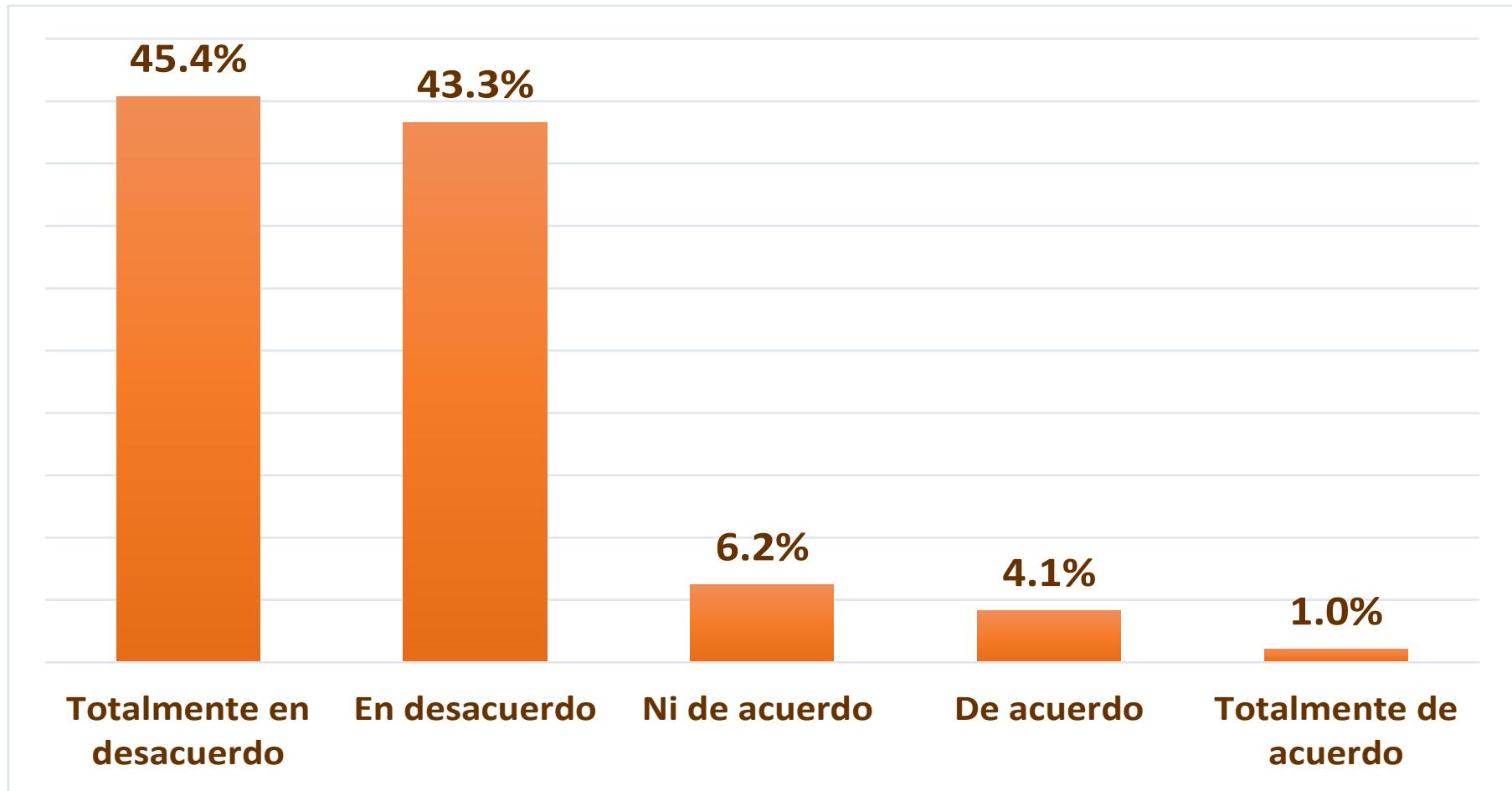
## **2. PERCEPCIÓN SOBRE EL TÓPICO EN GENERAL**

## **3. ACTITUDES**

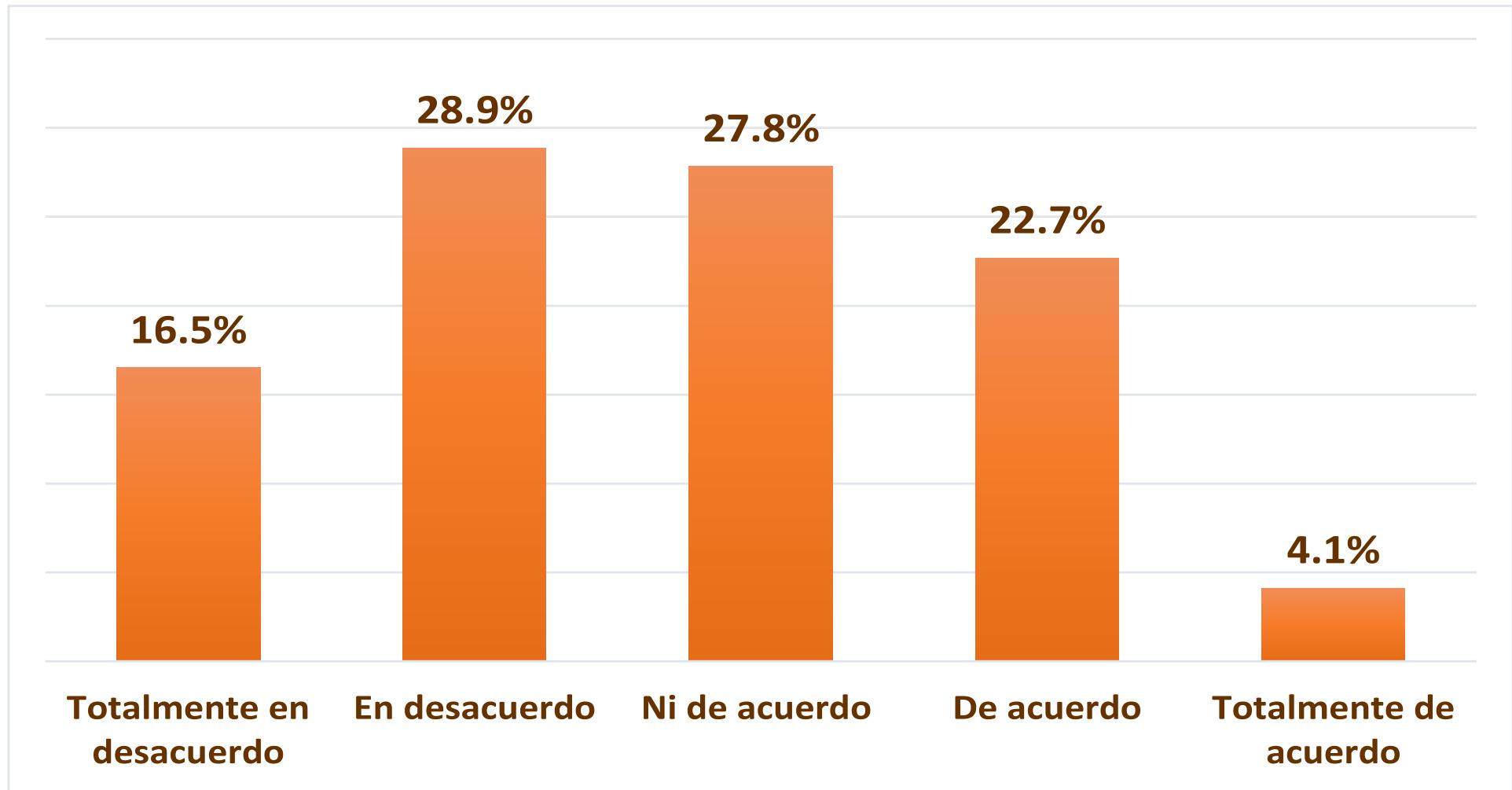


# MÉXICO

## Es normal que alguien use acordeón durante un examen:



## Es normal que alguien haga copy/paste, o use referencias sin citarlas, en un trabajo:



# Acciones que TÚ has realizado en al menos una ocasión:

Alumnos	Acción
53	Utilizar frases o párrafos de una fuente de referencia sin la atribución y cita adecuada.
38	Inventar citas en un trabajo, o agregar citas que no use.
24	Copiar de otro alumno durante un examen.
23	Permitir que pongan tu nombre en un equipo de trabajo en el que no participaste.
21	Utilizar apoyo no autorizado (acordeón, celular...) durante un examen.
20	Haber sabido del robo o copia de un examen previo a la realización del mismo (sin que haya caído en mis manos) y no haber dicho nada al profesor u otra autoridad de la universidad.
13	Ponerte de acuerdo para que alguien más firme por ti en algún evento o examen.
10	Entregar el trabajo (ya sea completo o parte del mismo) de alguien más como propio.
7	Alterar una respuesta en un examen ya calificado y entregarlo de nuevo para que mejore mi calificación.
5	Organizar, o haber sido participe, en el robo o copia de un examen previo a la realización del mismo.

# Acciones, ordenadas del 1 al 10 de acuerdo al nivel de gravedad 1 la menos grave y 10 la más grave (se mencionan las 2 más graves y las 2 menos graves)

Más grave

10. Organizar, o haber sido participe, en el robo o copia de un examen previo a la realización del mismo.

9. Haber sabido del robo o copia de un examen previo a la realización del mismo (sin que haya caído en mis manos) y no haber dicho nada al profesor u otra autoridad de la universidad.

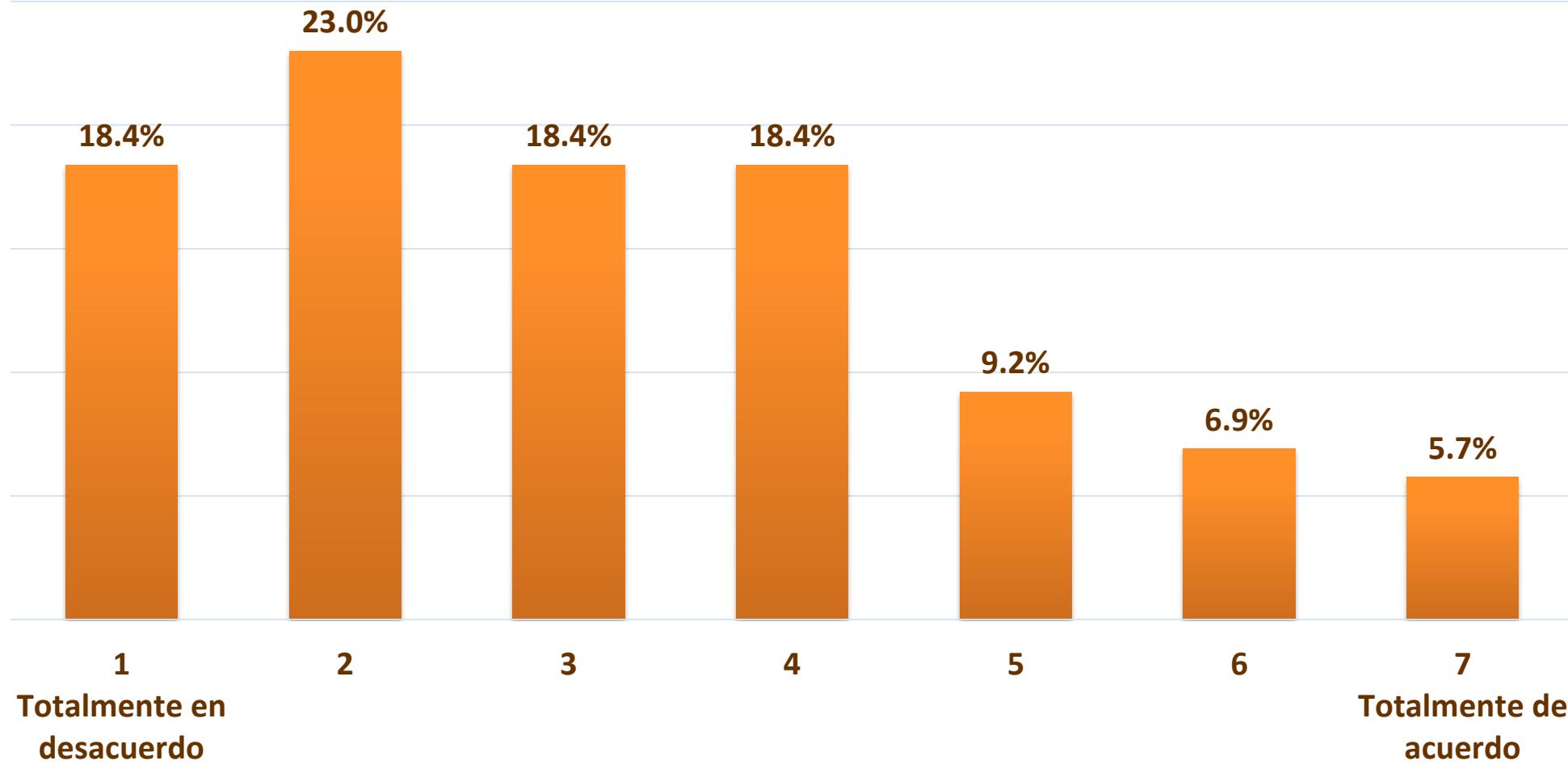
Menos grave

1. Utilizar frases o párrafos de una fuente de referencia sin la atribución y cita adecuada.

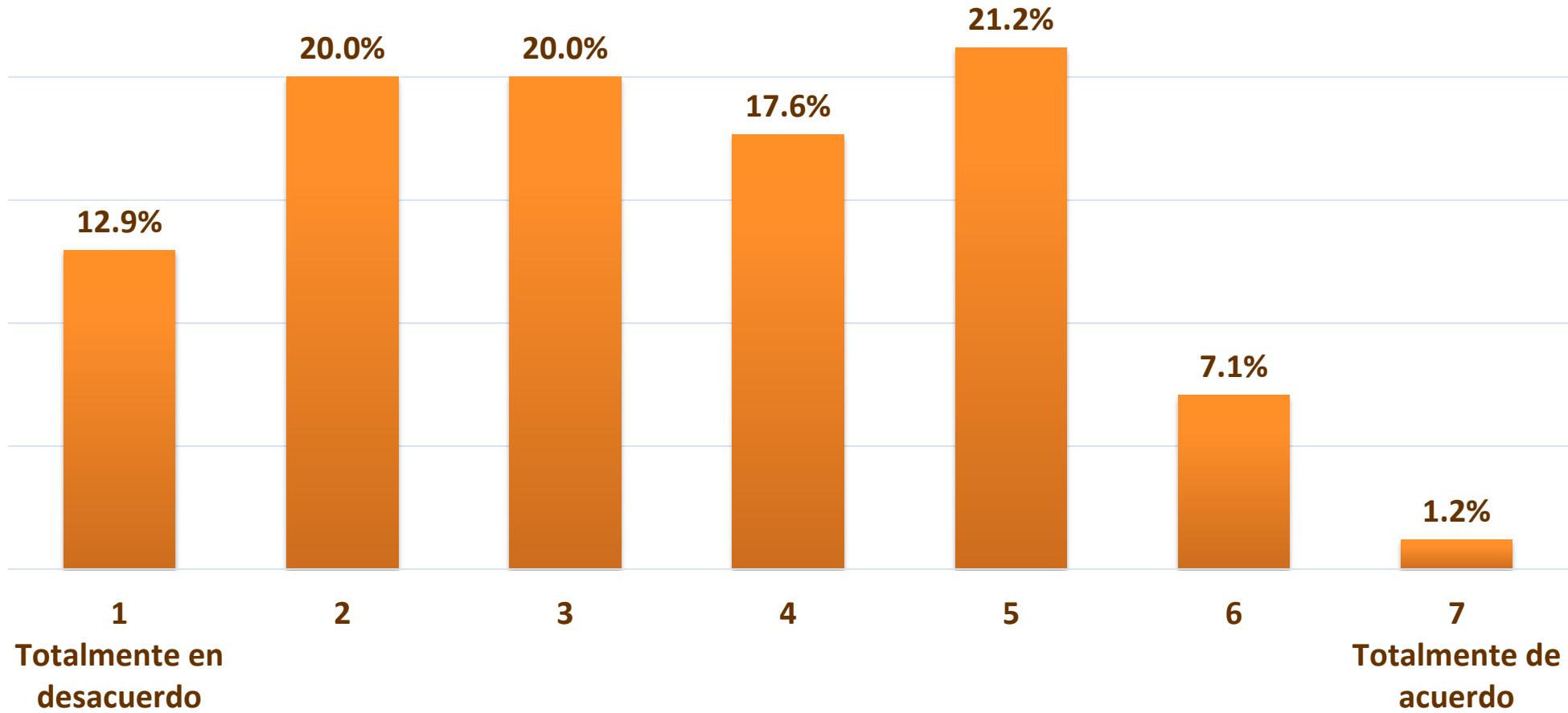
2. Permitir que pongan tu nombre en un equipo de trabajo en el que no participaste.

# ESPAÑA

## Es común que los estudiantes usen o lleven chuleta (acordeón) a un examen



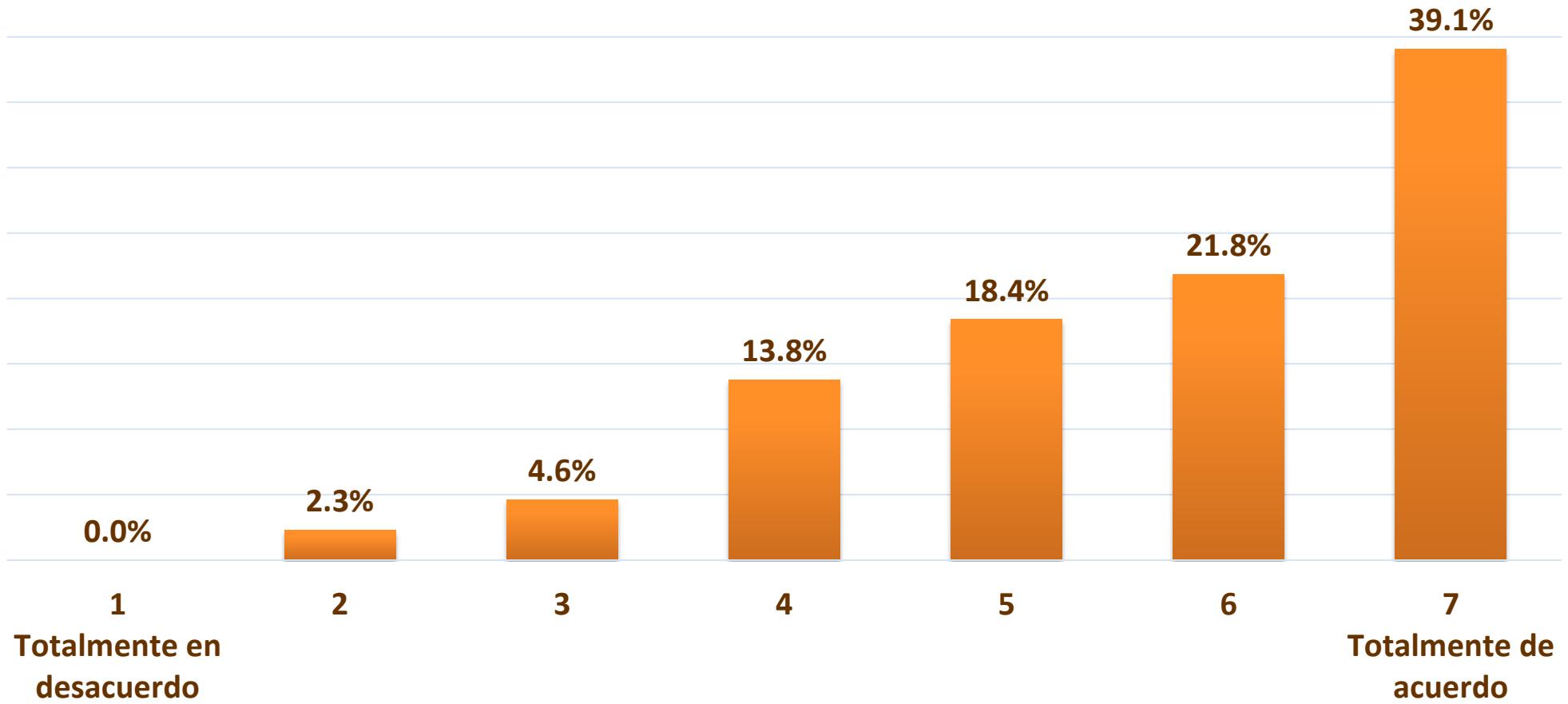
# Es común que se haga “copiar y pegar” de internet al hacer un trabajo para la carrera



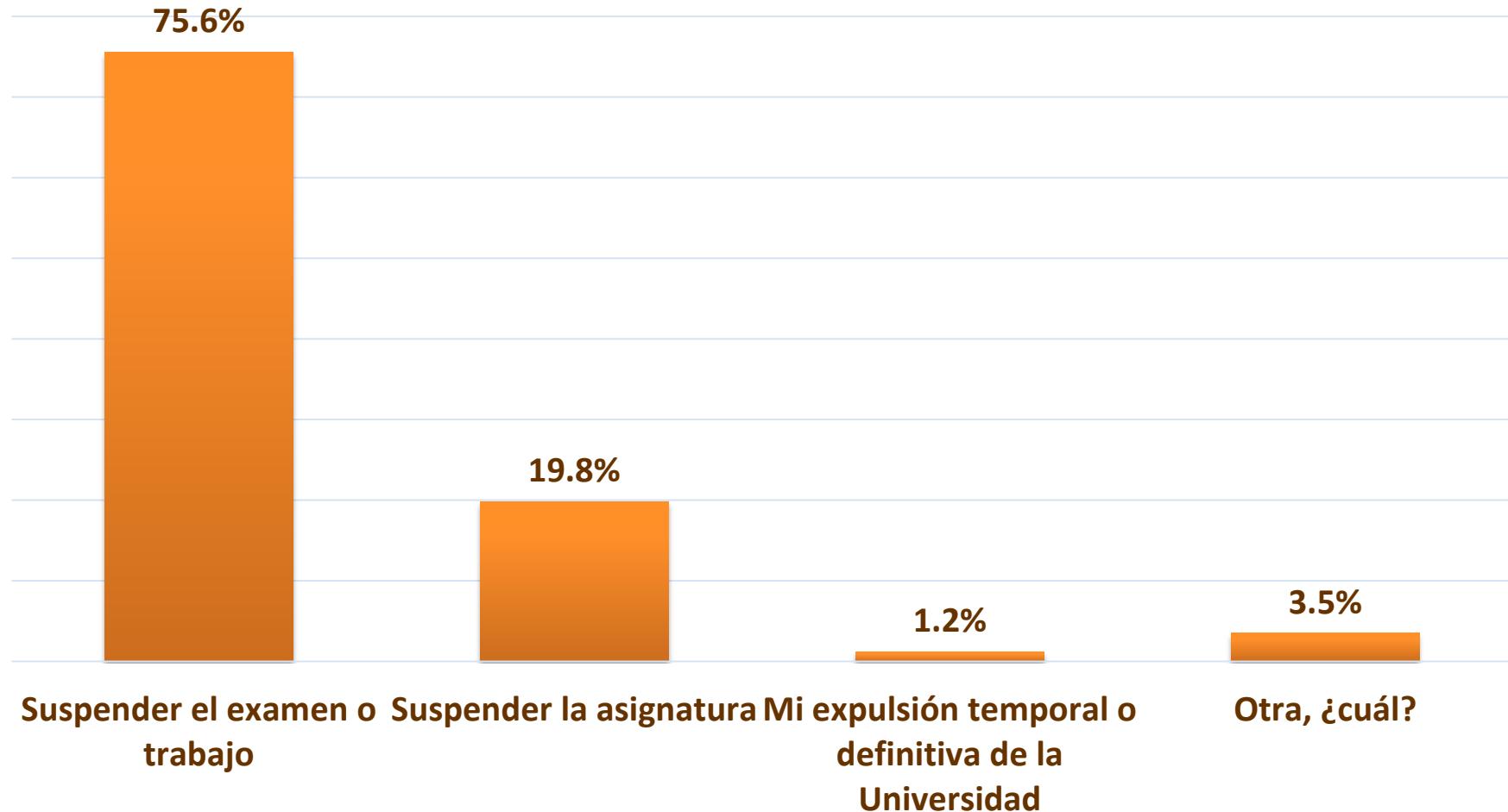
Totalmente en  
desacuerdo

Totalmente de  
acuerdo

## Usar chuleta (acordeón) en un examen o hacer “copiar y pegar” en un trabajo es cometer una falta grave



**Si un profesor me descubre usando chuleta en un examen o detecta que hice “copiar y pegar” en un trabajo considero que la consecuencia debería ser:**



# Acciones de deshonestidad académica que TÚ has realizado en al menos una ocasión

Alumnos	Acción
192	<b>Permitir que un compañero copie de mi examen.</b>
164	<b>Utilizar frases o párrafos de un texto que no es de mi autoría sin citarlo.</b>
148	<b>Copiar de otro alumno durante un examen.</b>
101	Utilizar apoyo no autorizado (chuleta, teléfono móvil...) durante un examen.
89	Reciclar un trabajo propio (entregar un trabajo que ya había usado para otra asignatura u otro año).
88	Inventar citas en un trabajo o agregar citas que no usé.
67	<b>Permitir que pongan mi nombre en un equipo de trabajo en el que no participé.</b>
55	<b>Entregar un trabajo (ya sea completo o parte del mismo) de alguien más como propio.</b>
3	<b>Organizar, o haber sido partícipe, en el robo o copia de un examen previo a la realización del mismo.</b>

# **Acciones de deshonestidad académica que consideras probable que TUS COMPAÑEROS hayan realizado en al menos una ocasión**

<b>Alumnos</b>	<b>Acción</b>
<b>308</b>	<b>Copiar de otro alumno durante un examen.</b>
<b>273</b>	<b>Utilizar apoyo no autorizado (chuleta, teléfono móvil...) durante un examen.</b>
<b>271</b>	<b>Permitir que un compañero copie de mi examen.</b>
<b>216</b>	Utilizar frases o párrafos de un texto que no es de mi autoría sin citarlo.
<b>213</b>	Permitir que pongan mi nombre en un equipo de trabajo en el que no participé.
<b>180</b>	Entregar un trabajo (ya sea completo o parte del mismo) de alguien más como propio.
<b>171</b>	Reciclar un trabajo propio (entregar un trabajo que ya había usado para otra asignatura u otro año).
<b>160</b>	Inventar citas en un trabajo o agregar citas que no usé.
<b>33</b>	<b>Organizar, o haber sido partícipe, en el robo o copia de un examen previo a la realización del mismo.</b>

De acuerdo al nivel de gravedad que consideras que tienen,  
siendo 1 la más grave y 9 la menos grave (se mencionan las  
2 más y las 2 menos graves)

Más  
grave

1. Organizar, o haber sido partícipe, en el robo o copia de un examen previo a la realización del mismo.

2. Utilizar apoyo no autorizado (chuleta, teléfono móvil...) durante un examen.

Menos  
grave

8. Permitir que pongan mi nombre en un equipo de trabajo en el que no participé.

9. Utilizar frases o párrafos de un texto que no es de mi autoría sin citarlo.

# CONCLUSIONES

- La deshonestidad relacionada con exámenes es más grave que la relacionada con trabajos y tareas.
- Incoherencia entre acciones realizadas declaradas y percepción de acciones realizadas por compañeros.
- Hay incoherencia entre la consideración de gravedad y la propuesta de consecuencia.

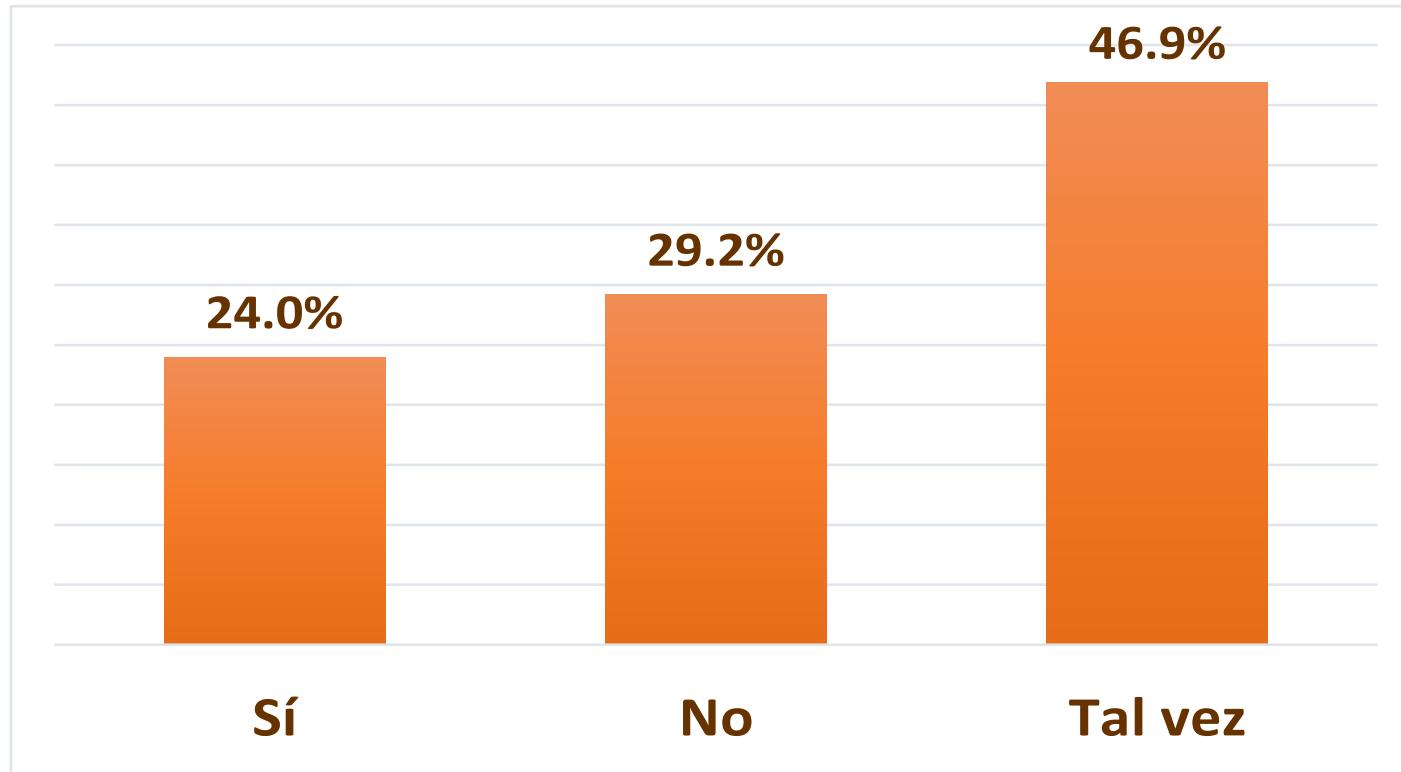


## 4. SITUACIONES HIPOTÉTICAS

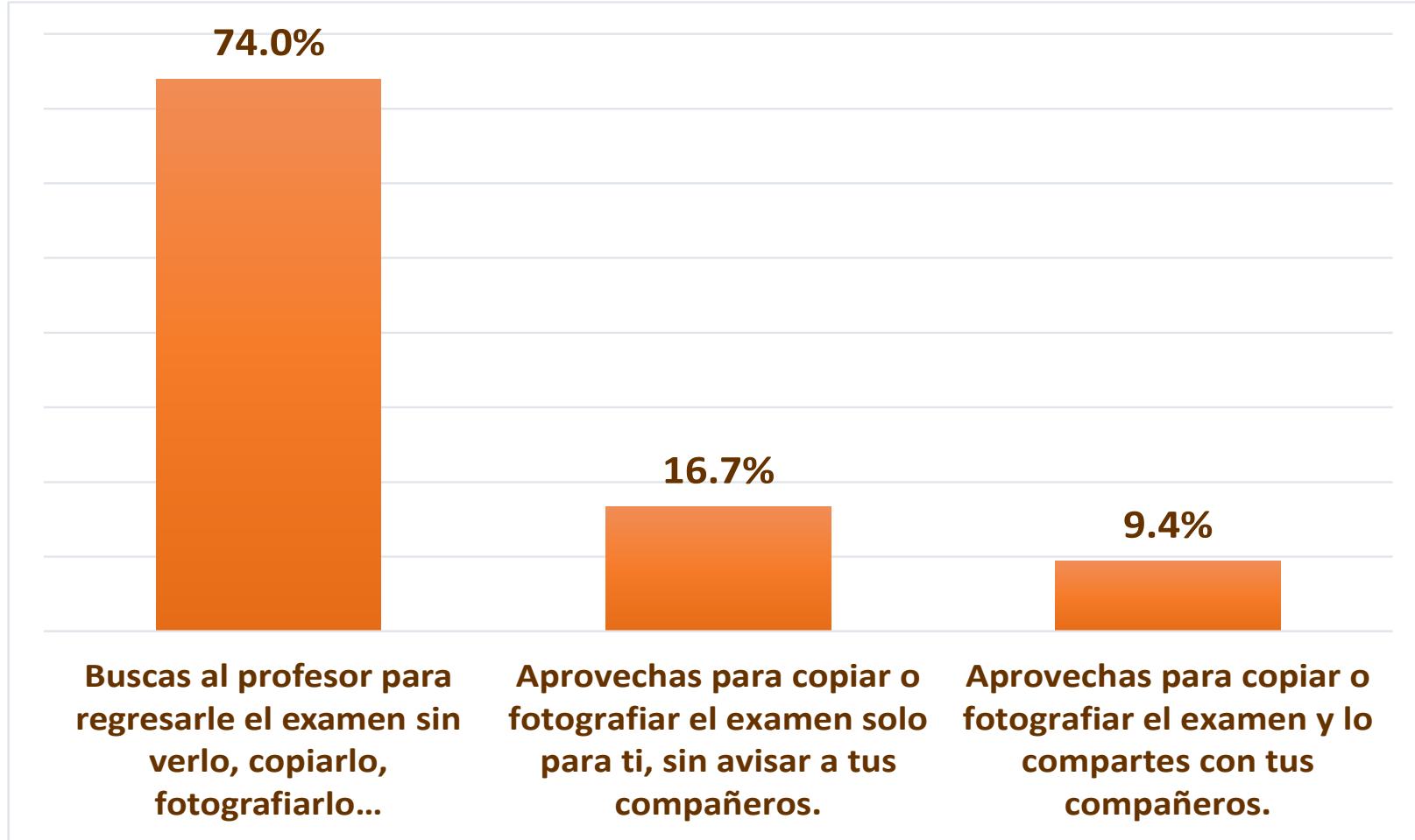


# MÉXICO

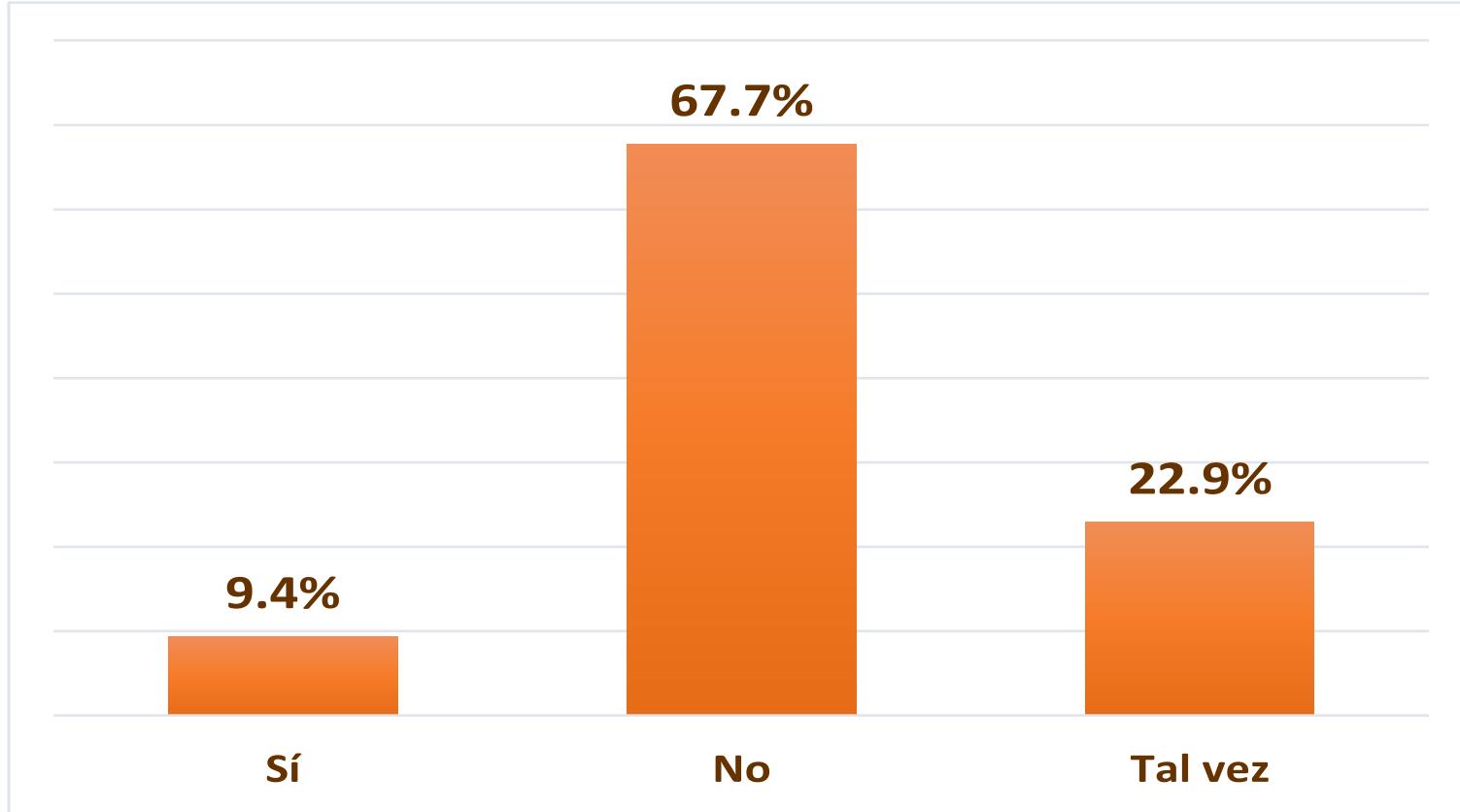
**Imagina que, durante un examen, hay una pregunta de la que no sabes la respuesta y tienes a la vista la respuesta de tu compañero de adelante, ¿aprovecharías la situación para copiar la respuesta de tu compañero?**



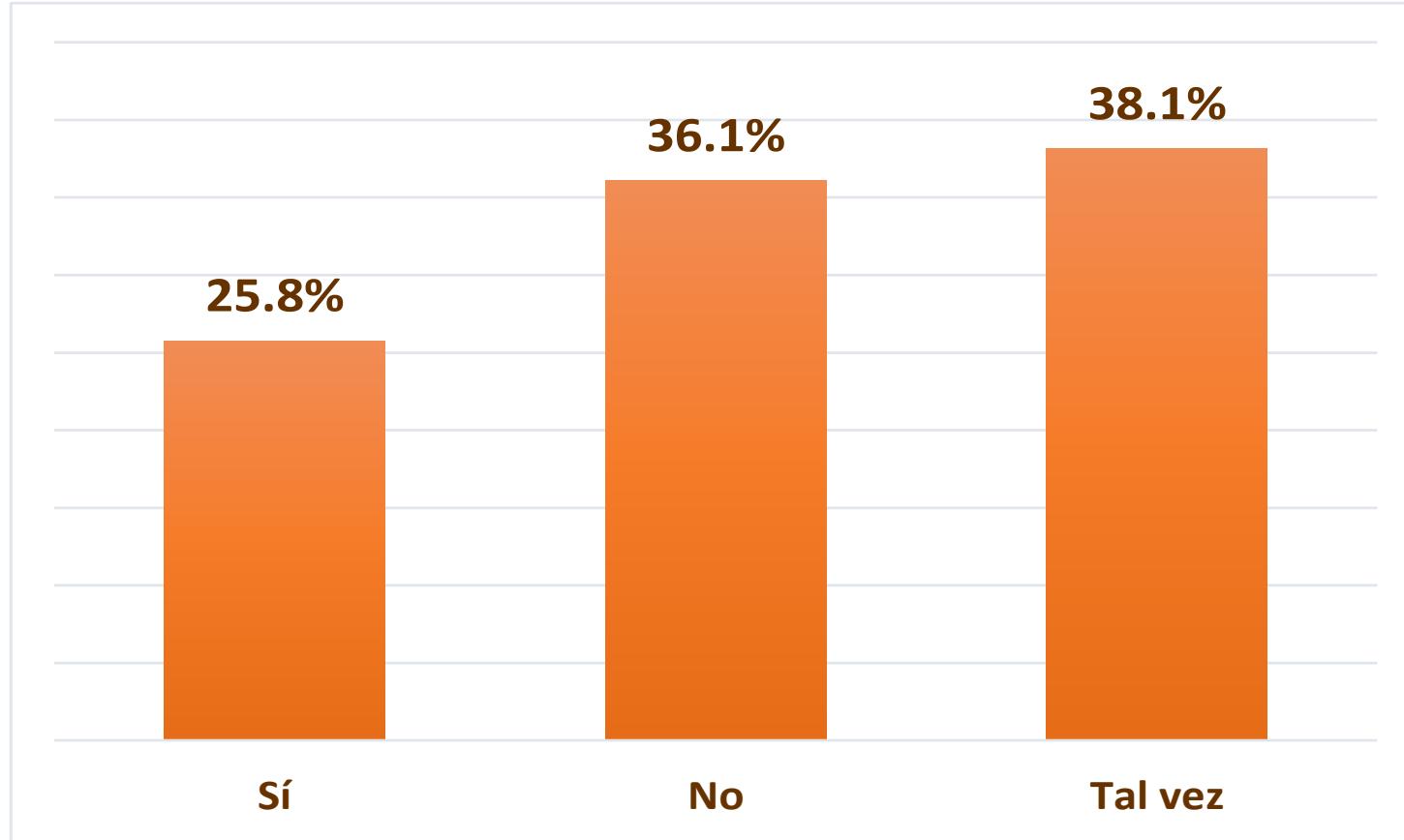
**Un día, al salir de clase, eres el último en abandonar el salón y descubres que el profesor dejó olvidado el examen final sobre el escritorio del salón, ¿qué harías?**



**La noche antes de un examen estás desesperado porque crees que no lograste estudiar lo suficiente, ¿prepararías un acordeón para usarlo si tuvieras la oportunidad?**



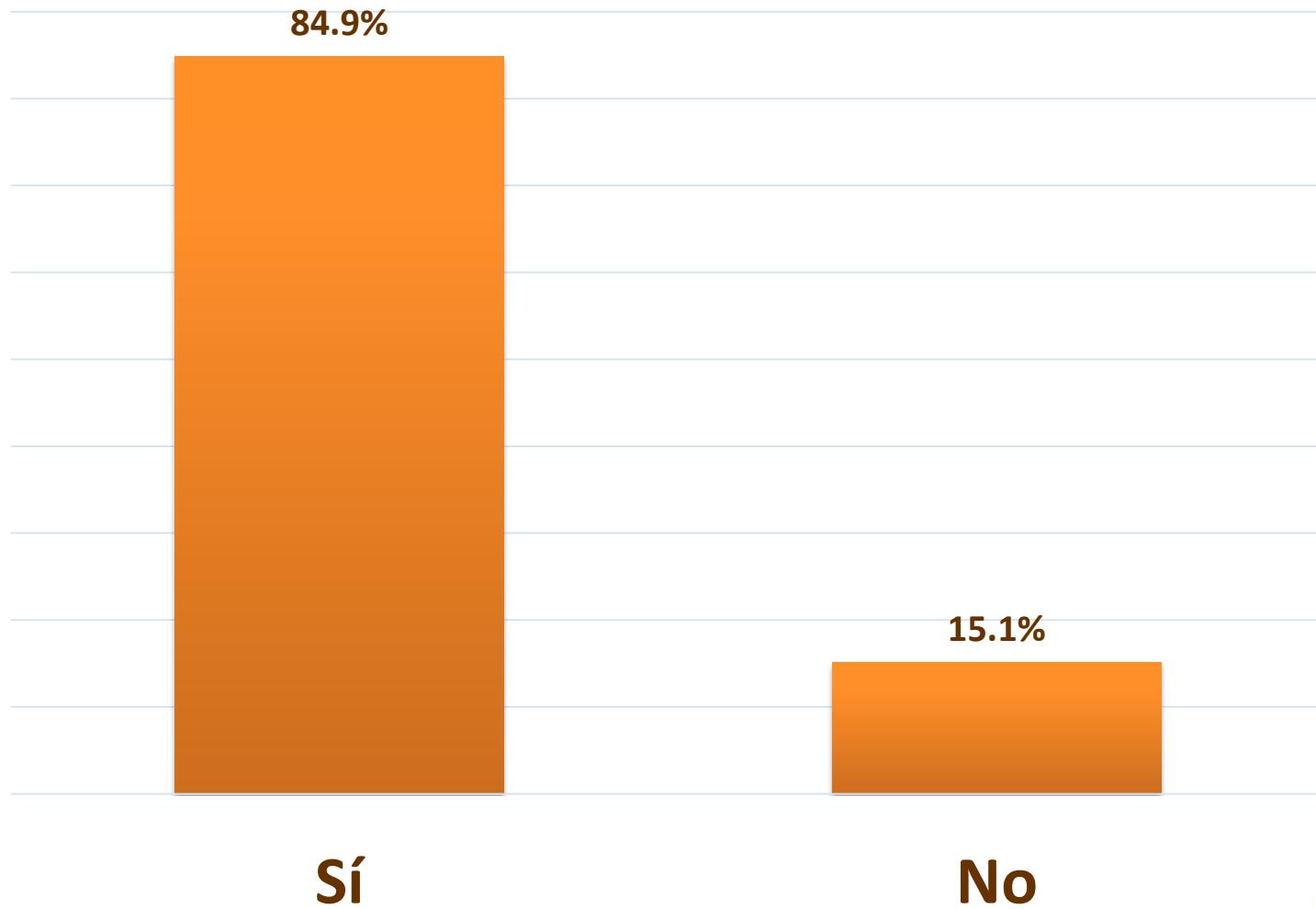
**Estás angustiado porque tienes que entregar un trabajo al día siguiente  
y aún te falta mucho para terminarlo,  
¿harías copy paste de algún texto o trabajo que consideras que el  
profesor no va a descubrir?**



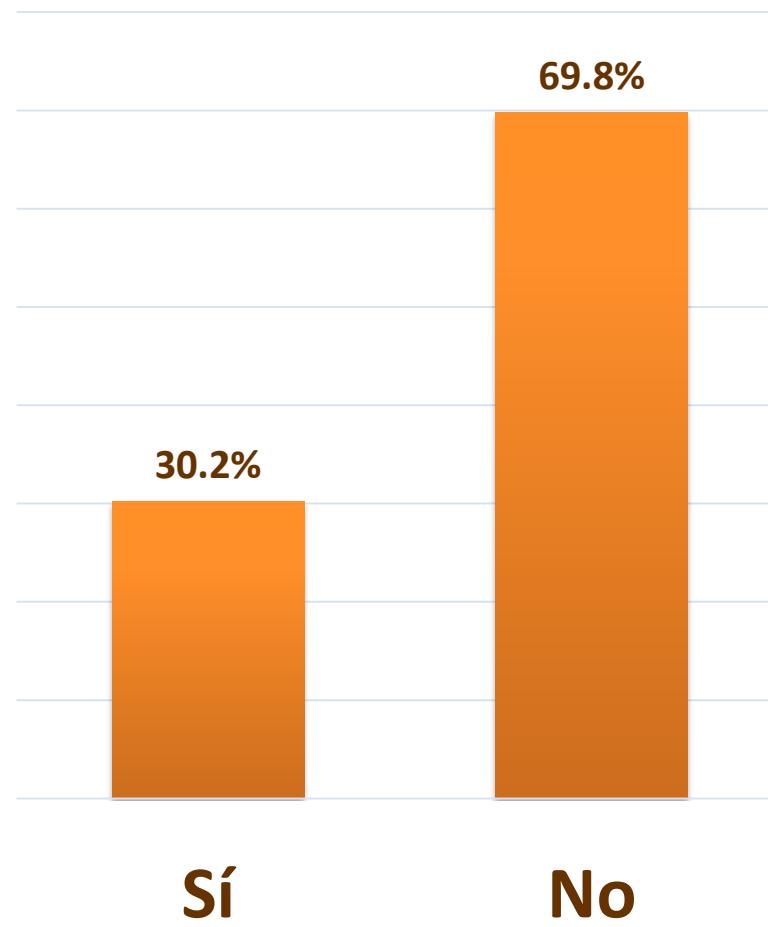


# ESPAÑA

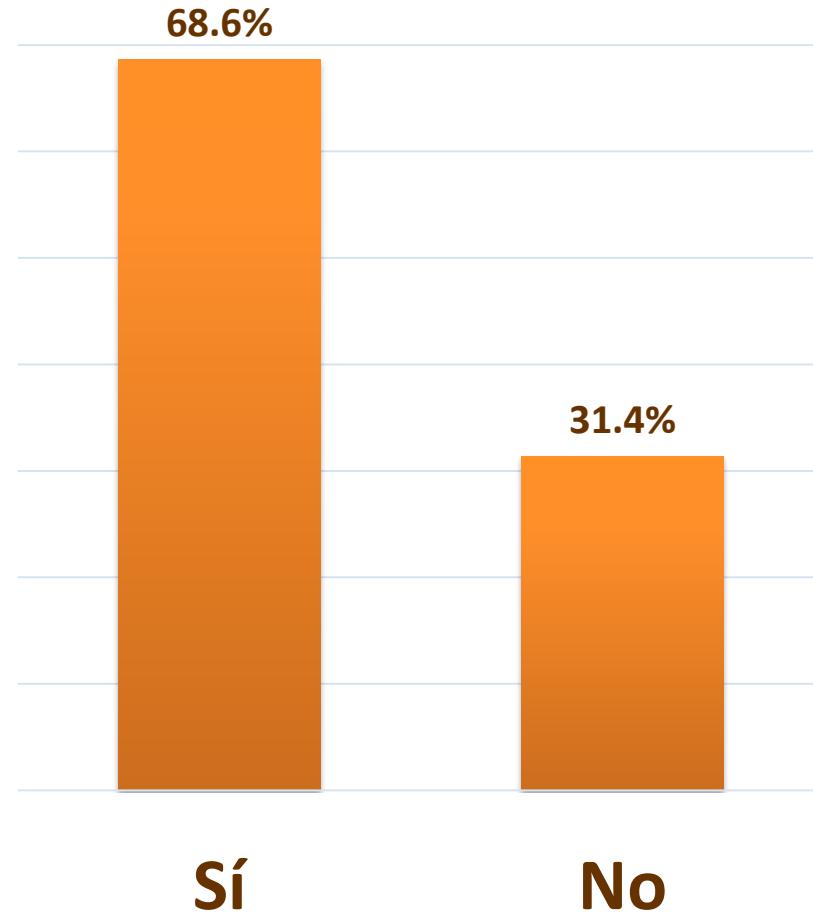
**Durante un examen hay una pregunta de la que no sabes la respuesta y tienes a la vista el examen de un compañero, siendo muy probable que nadie se dé cuenta, ¿aprovecharías la situación para copiar la respuesta?**



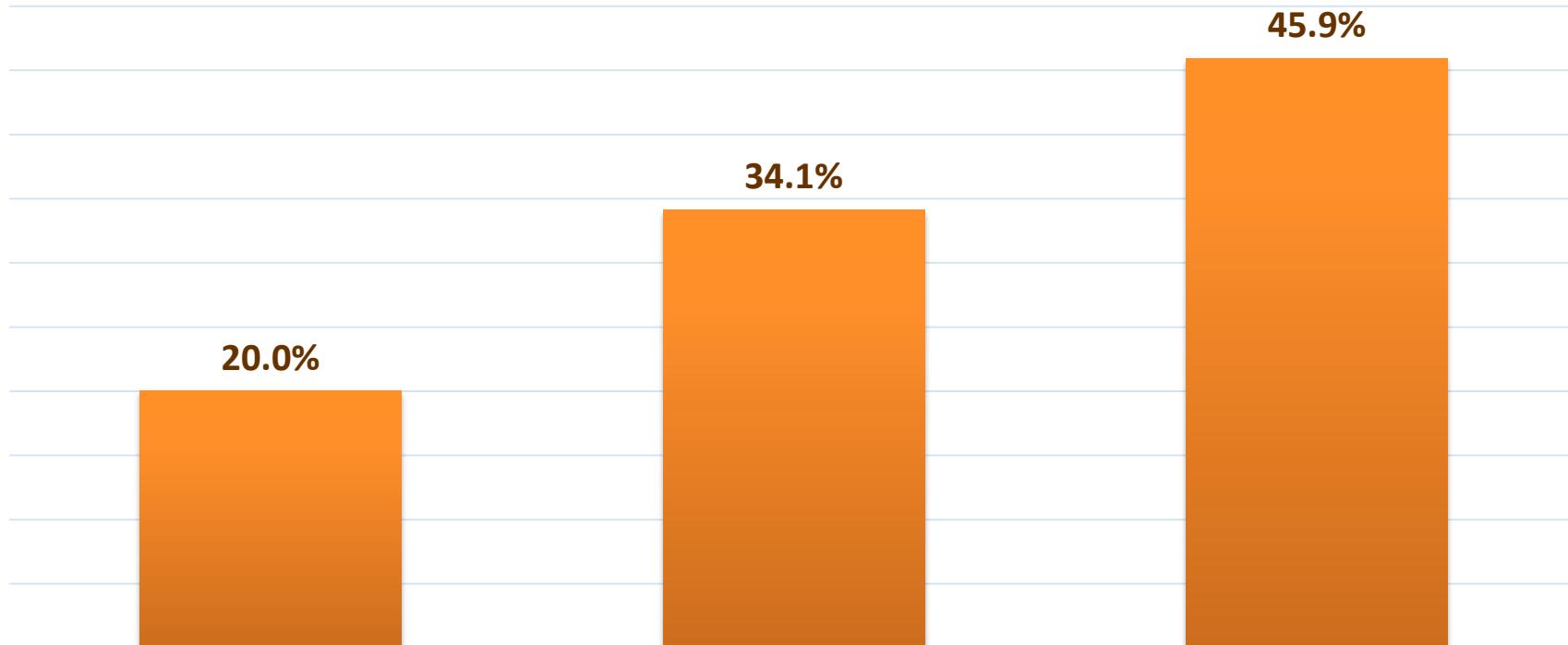
**La noche antes de un examen muy importante estás desesperado porque crees que no lograste estudiar lo suficiente, ¿prepararías una chuleta para usarla si tuvieras la oportunidad?**



**Estás angustiado porque tienes que entregar un trabajo al día siguiente y aún te falta mucho para terminarlo, ¿harías “copiar y pegar” de algún texto o trabajo que consideras que el profesor no va a descubrir?**



# Un día al salir de clase eres el último en dejar el salón y descubres que el profesor dejó olvidado el examen final, ¿qué harías?



Buscas al profesor para regresarle el examen sin verlo, o fotografiar el examen solo para ti, sin avisar a tus compañeros.

Aprovechas para revisar, copiar o fotografiar el examen solo para ti, sin avisar a tus compañeros.

Aprovechas para revisar, copiar o fotografiar el examen y lo compartes con tus compañeros

# CONCLUSIONES

- ¿La ocasión hace al ladrón?
- Diferencias entre ambos estudios.

# Dale valor a tu título



**APROPIARTE DE  
IDEAS AJENAS ES  
ROBAR**

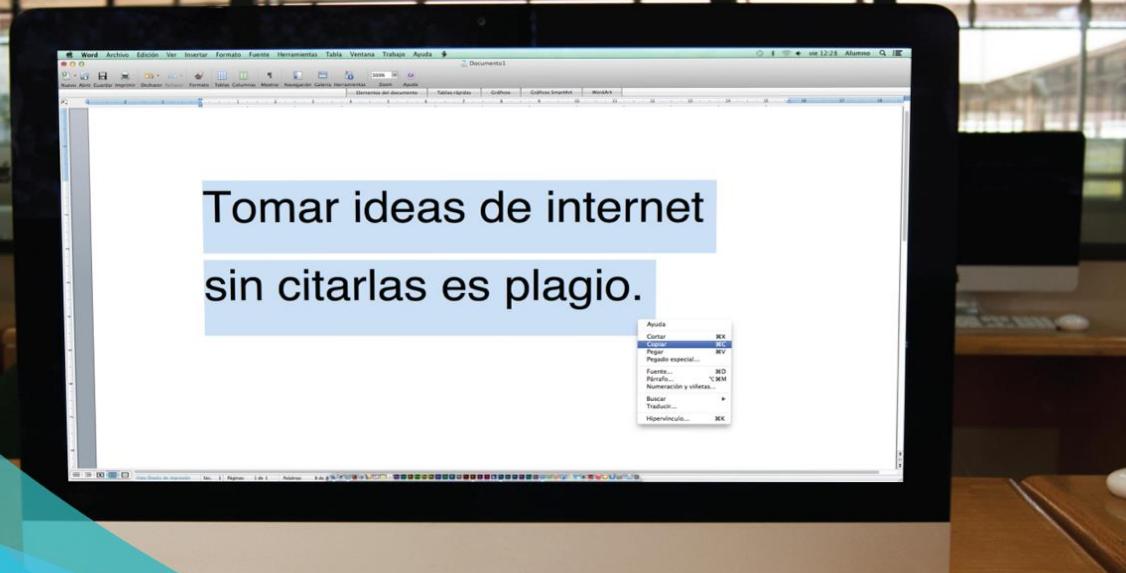
DALE VALOR  
A TU TÍTULO



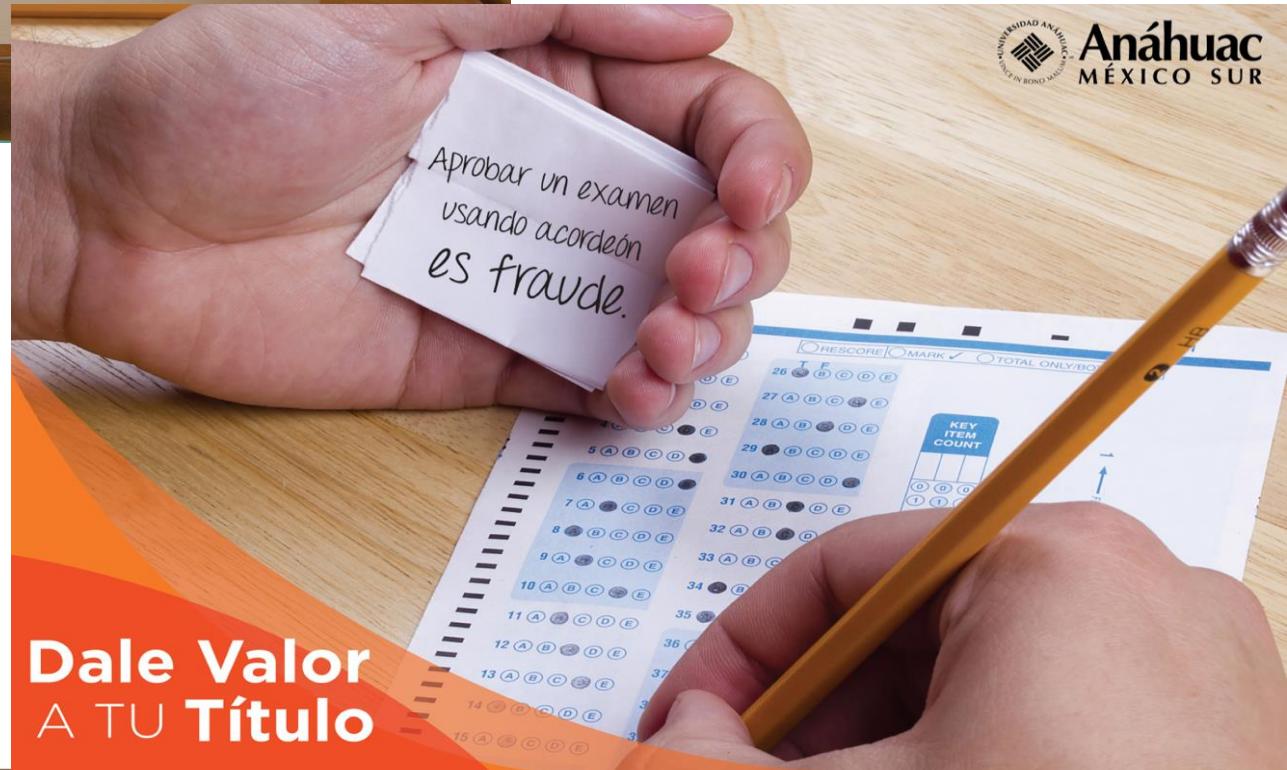
**EL PLAGIO ES  
ENGAÑARTE A  
TI MISMO**

DALE VALOR  
A TU TÍTULO





Dale Valor  
A TU Título



Dale Valor  
A TU Título

Propuesta alumnas de Diseño:

# ¿Cuántas veces -----“se te fue el ojo”----- a otro examen?

TÚ DECIDES QUE TIPO DE ESTUDIANTE QUIERES SER

#HonestidadAcademicaUAMS



# ¿Cuántas veces — “se te ha ponchado” — la llanta?

TÚ DECIDES QUE TIPO DE ESTUDIANTE QUIERES SER



#HonestidadAcademicaUAMS



Anáhuac  
México



# **¡MUCHAS GRACIAS!**

**Jose Rodrigo Pozón López**

[jose.pozon@anahuac.mx](mailto:jose.pozon@anahuac.mx)

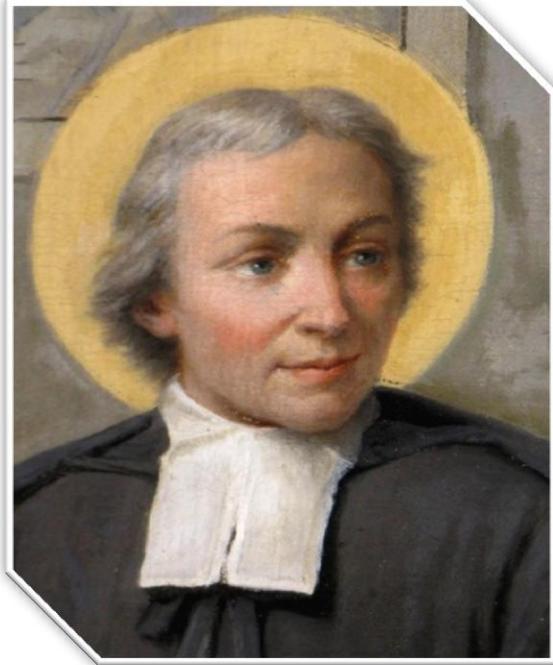
[jrpozon@yahoo.es](mailto:jrpozon@yahoo.es)

5628 8800, ext. 256

# Semillas de **INTEGRIDAD**

INSTITUTO REGIOMONTANO CUMBRES



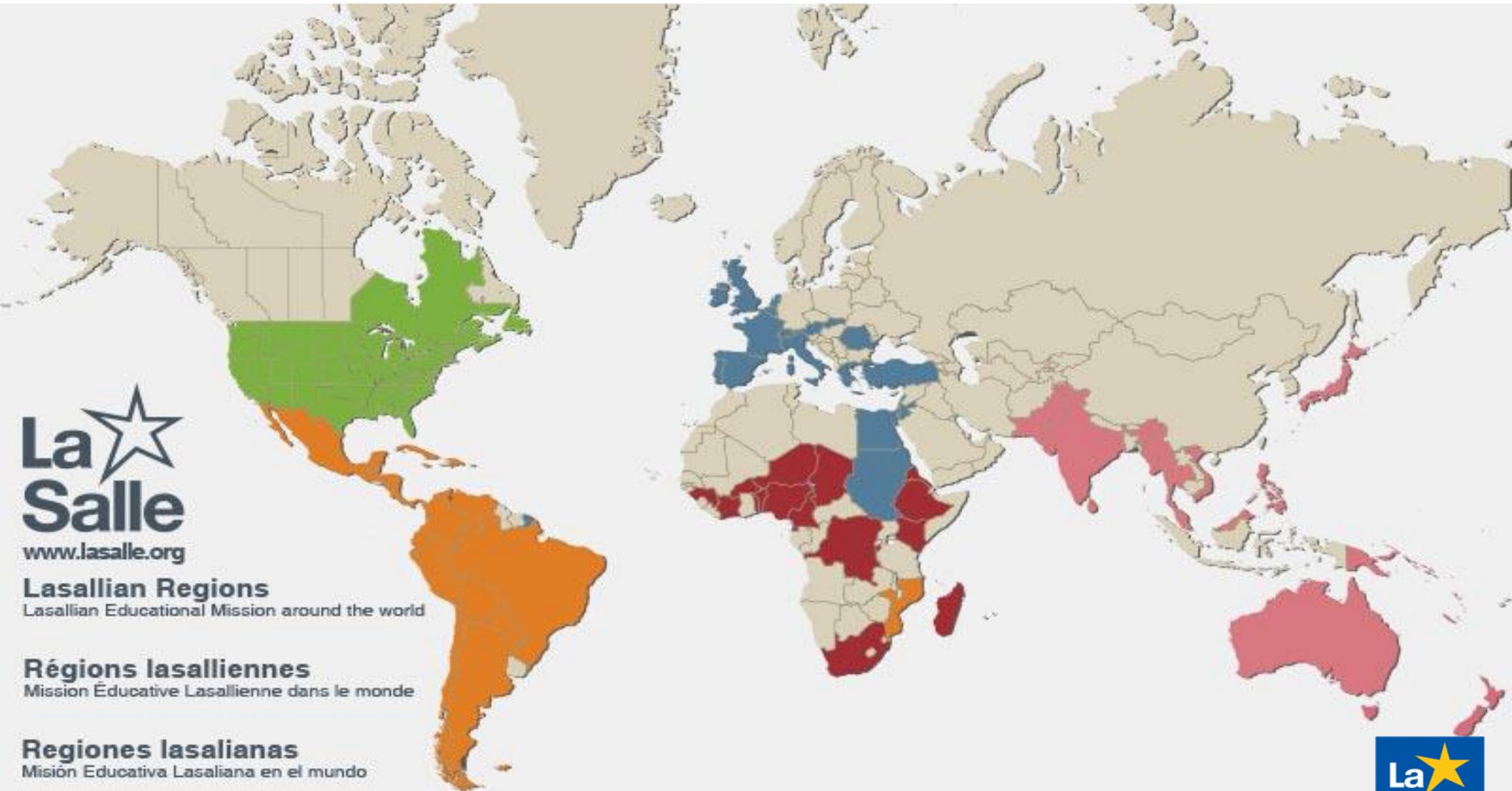


SAN JUAN  
BAUTISTA  
DE LA SALLE



300 AÑOS  
TOCANDO CORAZONES

# Presencia en 80 países





AUNQUE NADIE ME UERA



Integridad  
Académica







# PREEESCOLAR





# Proyecto **SEMILLAS DE PAZ**

# Proyecto **SEMILLAS DE PAZ**



Es un proyecto para la formación de nuestros niños, como respuesta a las situaciones de conflicto entre compañeros que a veces se presentan y también a manera de prevención.







**RESPONSABILIDAD**

**CONFIANZA**

**JUSTICIA**

**RESPETO**

**ACTITUDES**

**CONDUCTAS**

**HONESTIDAD**

**DIÁLOGO**

**TOLERANCIA**

# SEMILLAS DE PAZ



# GUARDIANES DE PAZ



# SEMILLAS PROMOTORAS



# SÚPER LA SALLE Y SÚPER LA ESTRELLA



# PRIMARIA

Salle Cumbres PRIMARIA

*Viva Jesús en nuestros corazones*



# OBJETIVO

Conocer y fomentar el valor del respeto entre los alumnos, maestros, padres de familia y personal de intendencia, mediante actividades de la vida cotidiana.





# DURANTE EL RECESO



# REFLEXIÓN DE LA MAÑANA



# DINÁMICA INTEGRIDAD ACADÉMICA



# DINÁMICA INTEGRIDAD ACADÉMICA











# BUZÓN DE SUGERENCIAS Y DENUNCIAS







# SECUNDARIA



# INTEGRIDAD EN LA COTIDIANIDAD





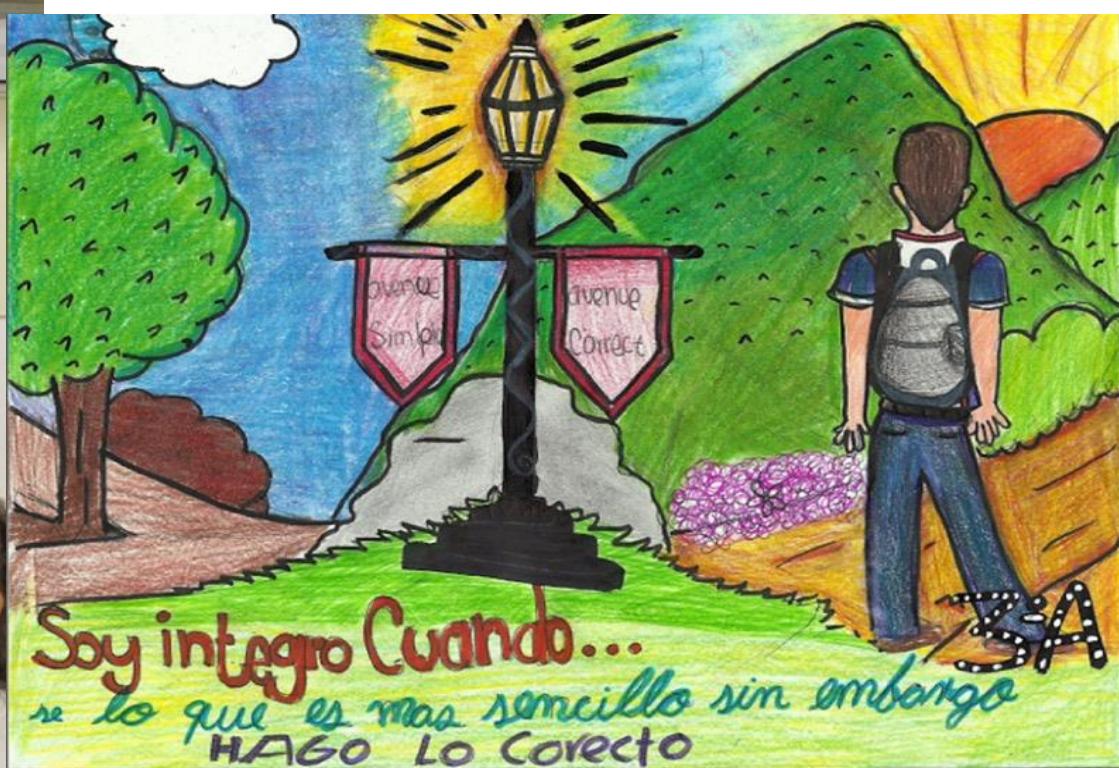
# INTEGRIDAD IMPLICA SER RESPONSABLE



# INTEGRIDAD EN COMUNIDAD

# DISEÑO DE LONAS





Soy **integro** cuando elijo con **libertad**  
el camino que **Dios** me propone



**La Salle**

**La Salle**  
IR CUMBRES





# RESPETO, HONESTIDAD Y RESPONSABILIDAD



RUNQUE MARIE ME UERA  
**Elijo**  
Respetar

RUNQUE MARIE ME UERA  
**Elijo**  
Confiar

RUNQUE MARIE ME UERA  
**Elijo**  
Ser Honestos

RUNQUE MARIE ME UERA  
**Elijo**  
Ser Justo

RUNQUE MARIE ME UERA  
**Elijo**  
Ser Responsable



# PREPARATORIA

**“Discontent is the first necessity of progress”**

-Thomas Alba Edison

# ACADEMIC INTEGRITY COMMITTEE







# HONESTORE

## INTEGRITY STORE



# HONESTORE

## INTEGRITY STORE



# CONTEST

## INTEGRITY QUOTES BILLBOARDS





**"NO ES  
LO MISMO  
APROBAR  
QUE APRENDER"**

**-ELEAZAR CURA**

**"CADA ACTO  
HABLA POR  
UNO MISMO,  
QUE LOS TUYOS  
NO LLEVEN LO  
PEOR DE TI"**

**-FRIDA ALVAREZ**





"SER HONESTO  
NO ES SOLO  
DECIR LA VERDAD,  
SINO ACTUAR  
CON ELLA"

-BRANDON CORONADO

$$V_2 = V_1 \left( \frac{T_2}{T_1} \right)$$

$$V_2 = .75 L \left( \frac{275 K}{342 K} \right)$$

$$V_2 = .603 L$$

- 7) Un gas, a una temperatura de 350K y una presión de 0.9 atm, se calienta hasta que su presión alcanza los 1.25 atm. Si el volumen permanece constante, ¿Cuál es la temperatura final del gas en °C?  
 $350 K - 273 = 77 ^\circ C$

$$T_2 P_1 = P_2 T_1$$

$$T_1 = 350 K = 77 ^\circ C$$

$$P_1 = 0.9 \text{ atm}$$

$$T_2 = ? ^\circ C$$

$$P_2 = 1.25 \text{ atm}$$

$$T_2 = T_1 \left( \frac{P_2}{P_1} \right)$$

$$T_2 = 77^\circ C \left( \frac{1.25 \text{ atm}}{0.9 \text{ atm}} \right)$$

$$T_2 = 77^\circ C (1.39)$$

$$\underline{T_2 = 55.44 ^\circ C}$$

$$T_2 = 55.44 ^\circ C$$

# HONOR CODE

Yo declaro que he realizado este examen de manera personal, sin copia alguna, respetando los lineamientos de integridad académica de la institución.

José María Flores Laredo

Nombre y firma del alumno

6) Se tiene un gas a una presión constante de 650 mm de Hg, el gas ocupa un volumen de 750 ml a una temperatura que está en 69°C. ¿Qué volumen ocupará el gas a una temperatura de 275K?

$$V_2 = V_1 \left( \frac{T_2}{T_1} \right) = 750 \left( \frac{275}{342} \right) = 600 \text{ L}$$

6) Se tiene un gas a una presión constante c una temperatura que está en 69°C. ¿Qué

$$\begin{aligned} V_1 &= 750 \text{ mL} \\ T_1 &= 69^\circ\text{C} = 342 \text{ K} \\ V_2 &= ? \text{ mL} \\ T_2 &= 275 \text{ K} \end{aligned}$$

$$\frac{V_1}{T_1} = \frac{V_2}{T_2}$$

$$2.193000 \text{ mL/K}$$

$$V_2 = T_2 \cdot V_1$$

7) Un gas, a una temperatura de 350K y una presión alcanza los 1.25 atm. Si el volumen permanece constante, ¿Cuál es la temperatura final del gas en °C?

$$\begin{aligned} T_1 &= 350 \text{ K} \\ P_1 &= 0.9 \text{ atm} \\ P_2 &= 1.25 \text{ atm} \\ T_2 &= 213.11^\circ\text{C} \\ T_2 &= \frac{P_2}{P_1} T_1 \\ T_2 &= \left( \frac{1.25 \text{ atm}}{0.9 \text{ atm}} \right) 350 \\ T_2 &= 213.11^\circ\text{C} \end{aligned}$$

7) Un gas, a una temperatura de 350K y una presión de 0.9 atm, se calienta hasta que su presión alcanza los 1.25 atm. Si el volumen permanece constante, ¿Cuál es la temperatura final del gas en °C?

$$\begin{aligned} T_1 &= 350 \text{ K} \\ P_1 &= 0.9 \text{ atm} \\ P_2 &= 1.25 \text{ atm} \\ T_2 &= ? \text{ K} \\ V_1 &= \frac{V_2}{T_1} \\ T_2 &= T_1 \left( \frac{P_2}{P_1} \right) = 350 \left( \frac{1.25 \text{ atm}}{0.9 \text{ atm}} \right) = 446.11 \text{ K} \end{aligned}$$

6) Se tiene un gas a una presión constante de 650 mm de Hg, el gas ocupa un volumen de 750 ml a una temperatura que está en 69°C. ¿Qué volumen ocupará el gas a una temperatura de 275K?

$$\begin{aligned} P &= 650 \text{ mm Hg} \\ V &= 750 \text{ mL} = 0.75 \text{ L} \\ T &= 69^\circ\text{C} \end{aligned}$$

7) Un gas, a una temperatura de 350K y una presión alcanza los 1.25 atm. Si el volumen permanece constante, ¿Cuál es la temperatura final del gas en °C?

$$\begin{aligned} T_1 &= 350 \text{ K} \\ P_1 &= 0.9 \text{ atm} \\ P_2 &= 1.25 \text{ atm} \\ T_2 &= ? \text{ K} \\ T_2 &= 164.52 \text{ K} \end{aligned}$$

Yo declaro que he realizado este examen de manera personal, sin copia alguna, respetando los lineamientos de integridad académica de la institución.

Ariel Gómez  
Nombre y firma del alumno

Yo declaro que he realizado este examen de manera personal, sin copia alguna, respetando los lineamientos de integridad académica de la institución.

Miguel  
Nombre y firma del alumno

Yo declaro que he realizado este examen de manera personal, sin copia alguna, respetando los lineamientos de integridad académica de la institución.

Luis  
Nombre y firma del alumno







[VIDEO](#)

# Turnitin: una herramienta de apoyo para la cultura de integridad académica

Catalina Londoño Cadavid, Ph.D.  
Customer Success Manager  
Latinoamérica

4º Congreso Nacional de Integridad Académica  
UDEM, Octubre 20 y 21 de 2016

## Desde la Universidad

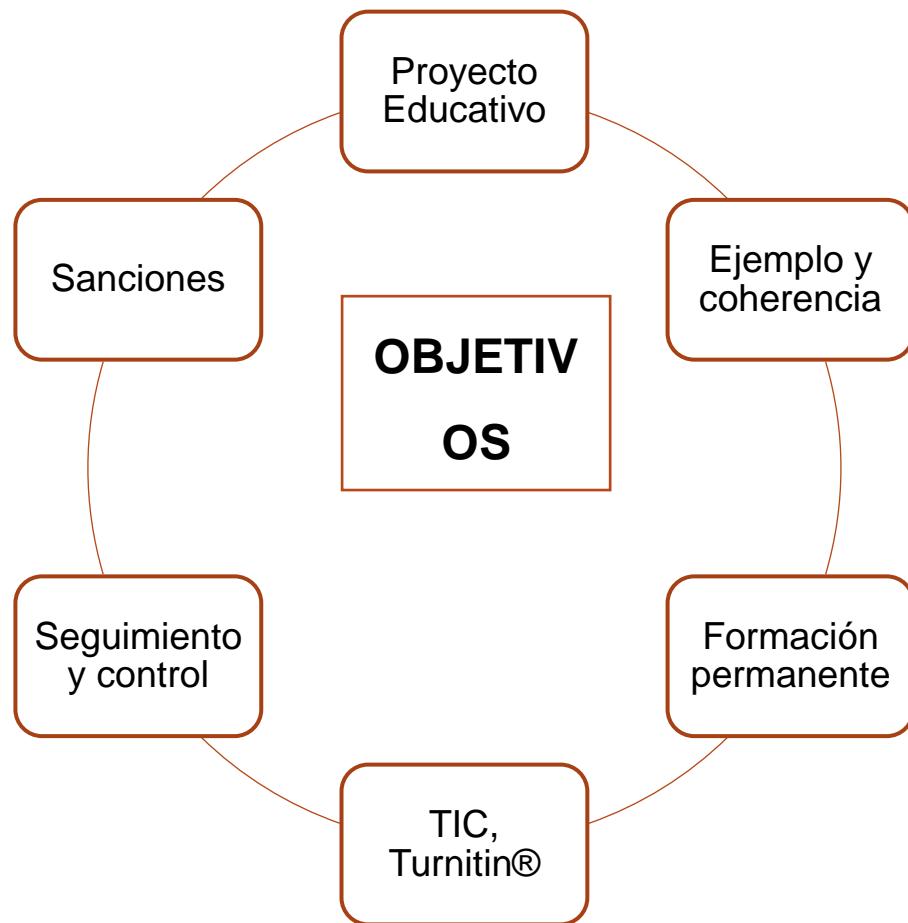
- Formación de seres humanos íntegros
  - Promoción de la excelencia académica
  - Contribución al desarrollo de la sociedad



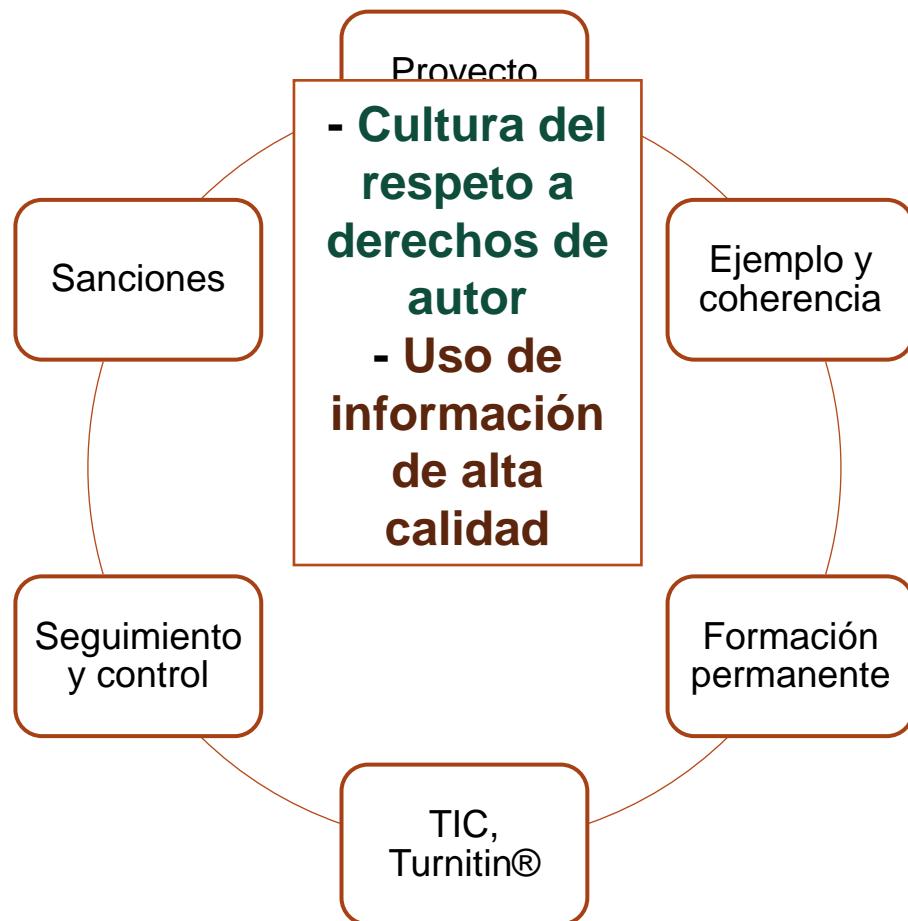
## Desde Turnitin

- Soporte a las políticas de integridad académica
  - Apoyo al proceso de enseñanza-aprendizaje
  - Apoyo en el desarrollo de pensamiento crítico

# Integridad académica: ¿qué tener en cuenta?



# Integridad académica: ¿qué tener en cuenta?



# Integridad académica: ¿a quién le corresponde?



# Integridad académica: ¿a quién le corresponde?



Políticas de integridad: ejecución y operacionalización

Apoyo y soporte: talleres de escritura, manuales de estilo, información de calidad

Revisión del trabajo propio: proceso de escritura

Feedback Studio: detección y prevención de plagio, retroalimentación efectiva y oportuna, coevaluación



# ¡Muchas gracias!

[www.turnitin.com/es](http://www.turnitin.com/es)

Nicolás Escobar:  
[nescobar@turnitin.com](mailto:nescobar@turnitin.com)  
Catalina Londoño:  
[clondono@turnitin.com](mailto:clondono@turnitin.com)



# Academic integrity: A critical issue for all students

Assoc Professor Tracey Bretag  
University of South Australia

Twitter: @traceybretag  
Email: tracey.Bretag@unisa.edu.au

# Outline of presentation

- Defining academic integrity
- Students' responsibilities
- Education in an increasingly complex world
- The student-teacher 'disconnect'
- Why do we need to focus on academic integrity?
- How I became interested in academic integrity
- Learning from case studies
- Conclusion

# Defining academic integrity



"Academic integrity means acting with the values of **honesty, trust, fairness, respect and responsibility\*** in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. **Staff should be role models to students.** Academic integrity is important for an individual's and a school's reputation"

(Plain English Definition,

Exemplary Academic Integrity Project 2013)

Note: the quality of **courage** is needed to enact these values (ICAI 2013)

# Students' responsibilities



Students need to take responsibility for their education by:

- preparing for class, assignments and exams;
- avoiding cheating;
- referencing sources appropriately;
- accessing support resources as needed;
- refraining from any activities that will compromise the integrity of their learning experience.

# Why study at university?



- The aim of studying in a university setting is **not** to acquire a degree **by any means** possible but to apply the knowledge we gain in prospective jobs or our life in general.
- Any degree is partly meant to benefit the individual who acquired it and partly meant to benefit the society in which we live.

# Our complex world



- How can education contribute to an increasingly complex world?
- Look at what one university identifies as today's 'issues' countered with tomorrow's 'solution'.
- UniSA 'Tomorrow:  
<http://www.youtube.com/watch?v=Kzd05M3ILl>

# Everyday issues in the classroom



What are the **issues** you face everyday?

- Differing cultural/educational backgrounds of diverse students
- Exponential increase in electronically available information
- Explosion of social media
- Large class sizes
- Competing pressures – work, family, friends, sport, etc
- Lack of communication/relationship with teachers
- Blurring of roles – students or customers?
- Students (and staff) have increasingly complex lives
- A sense that the degree won't mean much anyway?
- Job market is increasingly competitive and ever-changing

# The student-teacher 'disconnect'



- A vision of students today:  
<http://www.youtube.com/watch?v=dGCJ46vyR90>
- How did students and teachers become so disconnected from one another?
- What implications does this disconnect have for academic integrity?
- How can we all find a way back to the central purpose of education:
  - *to transform ourselves and thereby contribute to better social outcomes for all?*

# Why the focus on academic integrity?



- We believe that education is the key to finding solutions to seemingly insurmountable problems, both local and global.
- But if the value and credibility of education is undermined by breaches of academic integrity, how are the ‘issues’ ever to be meaningfully addressed?
- What will ‘having a degree’ mean?
- How will employers and the public determine who is and isn’t qualified?

# How I became interested in academic integrity



## **2002 Doctoral research**

- My experience with student plagiarism
- What was happening at other Australian universities?

# My changing research focus



## **2002-2004**

- International EAL students and academic literacies

## **2005-2008**

- Academics' self-plagiarism and fraudulent publishing practices
- How to identify various forms of plagiarism

## **2008-2009**

- Institutional responses to plagiarism and other breaches

## **2010-2012**

- Aligning academic integrity policy and practice in higher education
- Understandings of academic integrity

## **2012-2014**

- Embedding best practice for identified student groups

## **2016-2018**

- Contract cheating and assessment design

# 2012 Student survey highlights



- **64.5%** of students said they had heard of academic integrity and thought they had a good idea what it entails.
- **4.4%** of total students and **8.8%** of international students had never heard of academic integrity.
- **64.7%** said they knew whether their university had an academic integrity policy and they knew how to access it.
- **79.9%** of total students agreed that the academic integrity policy was clearly communicated, but only **70.4%** of postgraduate research (HDR) students agreed.
- **94.2%** of total students (and **89.4%** of international students) stated they felt confident they knew how to avoid an AI breach.
- **92.1%** of total students and **95.6%** of HDR students agreed that academic integrity has relevance to their lives beyond university.

# What do you know about academic integrity?



- How is academic integrity promoted?
- How do you learn about academic integrity policy?
- How do you learn about procedures for academic integrity breaches?
- How do you learn key skills such as referencing and developing an argument?

# Learning from case studies: #1

A photograph of a massive iceberg with a dark, rocky base and a white, snow-covered top, floating in a calm blue sea under a clear blue sky with a few wispy clouds.

**Situation:** A university requires all students to achieve a certain TOEFL score in order to graduate. The student support center discovers that some students have been submitting fake TOEFL Certificates.

**Action:** What should the support center do?

# Learning from case studies: #2

A photograph of a massive iceberg with a dark, rocky base and a white, snow-covered top, floating in a calm blue sea under a clear blue sky with a few wispy clouds.

**Situation:** A student submits his sister's assignment from the previous semester. The tutor discovers the match using *Turnitin*.

**Action:** What should the tutor do?

# Learning from case studies: #3

A photograph of a massive iceberg with a dark, rocky base and a white, snow-covered top, floating in a calm blue sea under a clear blue sky with a few wispy clouds.

**Situation:** A lecturer discovers that a local student is selling assignments to International students.

**Action:** What should the lecturer do?

# Learning from case studies: #4

A photograph of a massive iceberg with a dark, rocky base and a white, snow-covered top, floating in a calm blue sea under a clear blue sky with a few wispy clouds.

**Situation:** A student knows that his friend has bought an assignment from an online essay mill.

**Action:** What should the student do?

# Find out more...



## **Freely available resources:**

- Academic Integrity Standards Project (n.d.)  
[wwwaisp.apfei.edu.au](http://wwwaisp.apfei.edu.au)
- Exemplary Academic Integrity Project (n.d.)  
[www.unisa.edu.au/EAIP](http://www.unisa.edu.au/EAIP)
- Contract cheating and assessment design (n.d.)  
[www.cheatingandassessment.edu.au](http://www.cheatingandassessment.edu.au)
- Fundamental Values Project (revised 2013):  
<http://www.academicintegrity.org/icai/resources-2.php>
- Bretag publications:  
<http://www.unisanet.unisa.edu.au/staff/Homepage.asp?Name=Tracey.Bretag>

# Academic Integrity



**Why would a student move their  
moral compass, knowing  
cheating is wrong, and still  
follow through with such an  
action?**

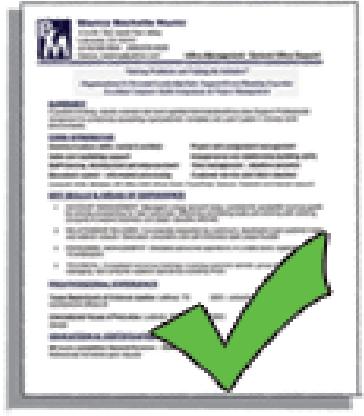




A+



No.1

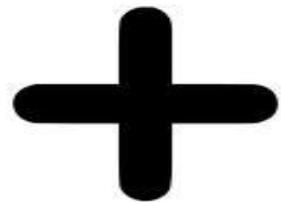


A word cloud centered around the word "Leadership". Other prominent words include "Management", "Organization", "Role", "Trust", "Convictions", "Cure", "Cancer", "Keep Calm", "Crown", and "Leaders".





# Images of Expectations + Stress of Achieving Such Expectations



Making a Decision with  
Consequences & Repercussions

# CHEATING – Positive Values in Conflict

Positive Value

Academic Success

A+



Positive Value

Honesty



**Positive Value**

**Academic Success**

**A+**

**Positive Value**

**Honesty**



# Things to do when faced with Conflicting Positive Values



# Grade Perspective

A B C D F



**UCF**

Integrity and Ethical  
Development

**Jennifer Wright, Director**

[Jennifer.Wright@ucf.edu](mailto:Jennifer.Wright@ucf.edu)

Ferrell Commons 142

407-823-3477

[www.ied.sdes.ucf.edu](http://www.ied.sdes.ucf.edu)

Funding Provided by Student Government Association

Office of Student Rights and Responsibilities

Division of Student Development and Enrollment Services





4.º CONGRESO  
NACIONAL  
DE INTEGRIDAD  
ACADÉMICA



UNIVERSIDAD  
DE MONTERREY

## CONFERENCIA:

**Propiedad Intelectual y el plagio en las puertas  
de la educación en línea.**

*Dra. Jordanka Masó Dominico  
Coach educativo y empresarial/Catedrática/Consultora  
Directora del Despacho Lex Securus.*

*“Los dogmas de un pasado tranquilo, son  
inadecuados en la tormenta  
del presente”*

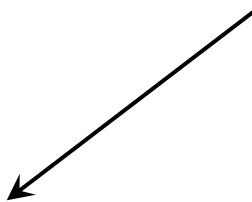
*Abraham Lincoln*

# PROPIEDAD INTELECTUAL

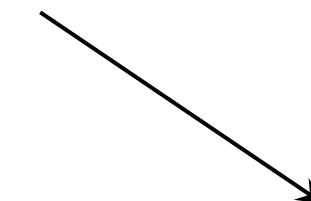
Son aquellas creaciones intelectuales, provenientes de la mente del hombre, que son reconocidas legalmente por los Estados.

Abarca creaciones como: *invenciones, obras literarias y artísticas, los símbolos, los nombres, las imágenes, dibujos y modelos utilizados en el comercio*.

# La integran dos categorías:



Derecho de autor y  
Derechos Conexos



Derechos de Propiedad  
Industrial



# LA OBRA: OBJETO DE PLAGIO

La expresión personal de la inteligencia que desarrolla un pensamiento que se manifiesta bajo una forma perceptible, tiene ***originalidad*** o ***individualidad suficiente***, y es apta para ser difundida y reproducida.



Intereses del  
autor/titular

Intereses del  
destinatario

⌚ La originalidad o individualidad es condición necesaria para la protección.

## ORIGINALIDAD:

**En relación con una obra, la originalidad significa que ésta es una creación propia del autor, y no copiada de otra obra en su totalidad o en una parte esencial.**

**En la legislación de derecho de autor se exige originalidad en la composición del contenido y en la forma de su expresión, pero no en cuanto a las meras ideas, información o métodos incorporados a la obra.**

**La originalidad no ha de confundirse con la novedad; la preexistencia de una obra similar, desconocida para el autor, no afecta a la originalidad de una creación independiente.**

Algunas personas consideran que todo lo auténtico y original quedó asentado en los clásicos griegos, y que a partir de ellos ha sido imposible crear algo nuevo y original, firmando así el acta de defunción de la originalidad.

Eugenio D'Ors: “***Todo lo que no es tradición es plagio***”.

Pío Baroja: “***Todo lo que no es autobiografía es plagio***”.

# **PLAGIO**

Acto mediante el cual una persona hace pasar como de su creación, la obra intelectual de otro individuo, ya sea de manera íntegra o parcial.

# TIPOS DE PLAGIO

- ✓ Total: Cuando existe una apropiación total o literal de la obra ajena
- ✓ Parcial: Se toman fragmentos o partes de la obra original
- ✓ Vía traducción: Al traducir una obra original a otro idioma, y publicarla como única.
- ✓ Vía paráfrasis: Se mantiene la idea original del autor, independientemente de que se haya parafraseado, a través del uso de sinónimos o cambio de la sintaxis.

- ✓ Autoplagio: cuando el autor incluye cambios irrelevantes a una misma obra y la ofrece como 2 obras distintas; o cuando se entrega un mismo trabajo a diferentes esquemas o ejercicios académicos, como si fueran originales para cada caso en que es usado.
- ✓ Coautoría ficticia: Cuando alguien se incluye en el trabajo de otro, sin haber participado en la creación y fijación de la obra intelectual, se convierte así en un “padre falso”.
- ✓ Negro literario: Es la denominación para el autor que realiza una obra para alguien a cambio de una cantidad de dinero pactada.

# Millonaria demanda contra Ricky Martin por plagio

El cantante boricua y Sony Corporation fueron acusados en Puerto Rico por presunta violación de derechos de autor de un joven artista

[!\[\]\(10eed0494c83cc678ab9beb96b0e537a\_img.jpg\) Facebook](#) [!\[\]\(fa1f26eb28ab35d7d695062530899907\_img.jpg\) Twitter](#) [!\[\]\(b1ec2e5ce2caeb17f876e50f325377ed\_img.jpg\) LinkedIn](#) [!\[\]\(7c242a2545674f38d5994825da636c7f\_img.jpg\) Google](#) [!\[\]\(9d41aba441db37c70661839e677cbca5\_img.jpg\) E-mail](#) [!\[\]\(86a685bd163bcce126b5fa23106fcc82\_img.jpg\) Imprimir](#)



# ACUSAN DE PLAGIO A DESCemer BUENO Y ENRIQUE IGLESIAS POR LA CANCIÓN “BAILANDO”

junio 10, 2014 - de Sabdiel Batista Díaz - en Cubanísimos, Culturales



El cantante de música andina Pelo D'Ambrosio denunció que el hit interpretado por Enrique Iglesias 'Bailando', compuesto por el cubano Descemer Bueno, es una copia de su conocido tema "Lejos de ti".

"Antes era distinta la forma de determinar el plagio, ahora basta con que se parezcan. La entrada es similar, pero en el coro el parecido es más fuerte. Mi canción tiene cinco años registrada, mientras que 'Bailando' apenas, ocho meses en el mercado musical", sostuvo el músico peruano. El músico afirmó que existe causal de demanda y tomará las acciones de ley correspondientes a fin de hacer prevalecer sus derechos.

El músico peruano dice que la canción que ha permitido a Enrique Iglesias, Descemer Bueno y Gente de Zona liderar los rankings musicales, copia la entrada y los coros de su tema "Lejos de ti", que es la canción más popular en Centroamérica.

# ¿Inspiración, homenaje o plagio?



**«No debía hacer nada de mal gusto, advirtió al anciano Eguchi la mujer de la posada. No debía poner el dedo en la boca de la mujer dormida ni intentar nada parecido.»**

**Yasunari Kawabata,**  
*La casa de las bellas dormidas*

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Fuente: Semanario Judicial de la Federación

Tomo: XCIII

Página: 797

Tesis Aislada

Materia Penal

**FALSIFICACIÓN DE PROPIEDAD LITERARIA, DELITO DE (PLAGIO).** No existe el plagio denunciado, si se trata de argumentos diferentes, aunque el tema sea el mismo. Lo que la ley prohíbe es la reproducción de una obra que está debidamente registrada, pero no que sobre el mismo tema se ejecuten otros trabajos. Y si el tema ha entrado al dominio público, el concepto de reproducción, a que se ha hecho referencia, debe referirse a los matices, de manera fundamental, pues será en ellos donde se encuentre si un argumento cualquiera se ha individualizado, o se ha reproducido de otro que pueda existir. Si el tema otorga una común inspiración, el desarrollo del mismo debe diferenciar, debe individualizar a cada obra, pues el tema no es ideado por los autores, ya que antes de ellos existía como un patrimonio común, por lo que, al registrar su argumento uno de ellos, y al concederle el Estado ese registro, no se cubrió el tema, sino la manera de desarrollar el argumento mismo, del cual es propietario. Si pues hay una común inspiración, por ser el tema el mismo, no existe delito si en el respectivo desarrollo, los matices que hay en cada una de las obras o películas de que se trate, y entre éstas y el argumento de los denunciantes, son de tal manera distintos, que no permitan afirmar que existe el plagio denunciado, porque no hubo reproducción del desarrollo del argumento que escribieron dichos denunciantes, es correcta la determinación del Ministerio Público de abstenerse de ejercitar la acción penal.

**PLAGIO**

ACADEMICO



EN LAS NOTICIAS

## Robert Slutsky

Más historias sobre: [Suspensiones](#) [Investigación](#) [Fraude](#) [Ética Medica](#) [Libertad condicional](#) | [Más](#)

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### ARTÍCULOS PUBLICADOS

#### NOTICIAS

#### El Estado

17 de junio 1988

El ex investigador de la Universidad de California San Diego Robert Slutsky se ha colocado en los cinco años de libertad condicional y ha tenido su licencia médica suspendido durante 60 días por fraude investigación, dijeron las autoridades de concesión de licencias de California. La Junta Estatal de Garantía de Calidad Médica ordenó Slutsky para completar un curso de ética médica, tomar algunas clases de educación médica continua y someterse a una evaluación psiquiátrica, como condición de su libertad condicional, dijeron las autoridades.

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### ARTÍCULOS POR FECHA

#### NOTICIAS

#### El Estado

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En la Universidad de California San Francisco, durante su especialidad en cardiología:

Publicó 137 manuscritos con 93 distintos autores, durante 7 años, estadísticamente completaba un artículo cada 13 días, de ellos:

- 77 calificaban como "válidos"
- 48 como "dudosos"
- 12 fueron considerados fraudes.



**¿Discurso plagiado?** El discurso que pronunció Melania Trump en la Convención Republicana tenía al menos un pasaje similar a otro que ofreció Michelle Obama en 2008. (Foto: Ilse Santa Rita)

# George Bush es acusado de plagio

Publicado: 13 nov 2010 07:50 GMT



A video thumbnail featuring George W. Bush speaking at a podium. The podium has "GEORGE W. BUSH" and "SHR" visible. A green play button is overlaid on the video frame. Below the video, a green bar displays the date "9 DE NOVIEMBRE DEL 2010, DALLAS, EE. UU.". The main title of the news segment is "DESCUBREN PLAGIO EN MEMORIAS DE GEORGE BUSH RECIENMENTE PUBLICADAS". Other news items listed in the same bar include "DEPORTES" and "CES LOEB ES LÍDER DEL RALLY DE GRAN BRETAÑA FIN". The video player interface includes a timestamp of "00:09" and a total duration of "00:24".

**El libro de memorias Decision Points del ex presidente estadounidense George Bush, en venta a partir de esta semana, es nada más que un plagio de memorias de funcionarios de su administración, afirmó este viernes el rotativo Huffington Post. Según el autor del estudio, Ryan Grim, la editorial Crow**

# INTERNACIONAL

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AVANCE

Consulta la primera página de EL PAÍS, Edición Nacional, del sábado 18 de julio »

## Dimitió el ministro de Defensa alemán por plagiar su tesis doctoral

- Angela Merkel lamenta la renuncia del miembro más valorado del Gabinete

LAURA LUCCHINI | BERLÍN | 1 MAR 2011 - 12:09 CET

Archivado en: Políticos Demandas Alemania Europa Parlamento Gente Política  
Proceso judicial Sociedad Justicia



910



233



1



0



Enviar



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"Siempre he estado listo para luchar, pero ahora he llegado al límite de mis fuerzas". Con estas palabras, el ministro de Defensa alemán, Karl Theodor zu Guttenberg, 39 años, ha dimitido hoy de su cargo, tras ser acusado de plagiar su tesis doctoral. Zu Guttenberg había recibido enormes presiones para que fuera fiel a su compromiso con los electores y a la seriedad y confianza que siempre dijo defender. Su abandono supone un duro golpe para el Ejecutivo de Angela Merkel.

La presión comenzó cuando el diario *Süddeutsche Zeitung* publicó pruebas de que había plagiado parte del trabajo de su tesis doctoral en Derecho. El ministro ha comparecido esta mañana, visiblemente



Karl-Theodor zu Guttenberg abandona su cargo acusado de plagio en su tesis doctoral. / FABRIZIO BENSON (REUTERS)



PÚBLICIDAD

Crema  
controversial

SÁBADO 09 DE FEBRERO DEL 2013 | 12:56

# Ministra de Educación alemana que plagió una tesis, renunció al cargo

La canciller Angela Merkel anunció la dimisión de Annette Schavan, a quien una Universidad le retiró el doctorado por fraude

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# El presidente de Hungría anuncia su dimisión tras ser acusado de plagio

- La Universidad Semmelweis de Budapest decidió el jueves pasado retirarle el título por haber copiado gran parte de la tesis

SILVIA BLANCO | Madrid | 4 ABR 2012 - 14:14 CET

36

**Archivado en:** Hungría Plagio Delitos propiedad intelectual Centroeuropa Europa Delitos  
Política Justicia



**6. Victor Ponta, primer ministro rumano, 2012:** El gobierno de Rumania se convirtió en el objeto de la crítica internacional después de Ponta fue acusado de plagiar su tesis doctoral. Ponta desestimó la acusación como un ataque político del presidente Traian Basescu.

En 2014, se le retiró su doctorado después de un panel de académicos de la Universidad de Bucarest dictaminó que había plagiado gran parte de su doctorado 2003 sobre la Corte Penal Internacional.



**Victor Ponta** El primer ministro rumano fue despojado de su doctorado tras comprobarse que había copiado gran parte de su tesis. (Foto: EFE/Archivo)

# Senador Juan Diego Gómez admite 'plagio' en uno de sus proyectos de ley

NACIONAL

11/11/2014



► Juan Diego Gómez/ Foto @Juandiegog]

Por: RCN La Radio

El senador Juan Diego Gómez admitió que se cometió un error en uno de los proyectos de ley de su coautoría y ofreció excusas al país por haber plagiado parte del texto del sitio web Rincón del Vago.

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DEPORTES

MÁS DESTACADAS

⇒ Otras dos medallas de oro para Colombia en Panamericanos en Toronto

MÁS RECIENTES

# Retira Colmex grado de doctor a plagiario

● Por primera vez en su historia, El Colegio de México quita el título académico a un egresado luego de comprobar que su tesis es un fraude



El ex investigador de la Universidad Michoacana abandonó el país (CORTESÍA: CAMBIO DE MICHOACÁN)

11/07/2015 | 01:17 | Carga nocturna | Ciudad de México | Gerardo Martínez

Fue el caso de plagio académico más sonado durante 2015.

El investigador chileno Rodrigo Núñez Arancibia perdió el doctorado que estudió en El Colegio de México y su trabajo en la Universidad Michoacana de San Nicolás de Hidalgo porque se comprobó que durante **11 años plagió al menos 12 artículos** y capítulos de libros, incluyendo prácticamente toda su tesis doctoral.

En una entrevista con **La Tercera**, Rodrigo Núñez reconoció que lo que hacía era “burdo”: prácticamente copiaba y pegaba los trabajos de otros y solamente cambiaba algunas palabras.

El investigador dijo que a pesar del internet, es muy difícil detectar el robo de ideas, pues ningún investigador tiene posibilidad de leer todo el trabajo que se genera en un área del conocimiento.

El chileno también perdió los apoyos que da el Sistema Nacional de Investigadores (SNI) y estímulos de la SEP. Su carrera académica prácticamente acabó en 2015.

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COMPARTE

RELACIONADAS

► 2015-07-07 **El Colmex: 'No hay pruebas para afirmar que**

cultura@eluniversal.com.mx

Por primera vez en sus 75 años de historia, El Colegio de México (Colmex) retiró el grado académico a uno de sus egresados luego de comprobar que la tesis aprobada en 2004 por los órganos académicos de esta casa de estudios fue producto de un plagio.

# Boris Berenzon será destituido

*El historiador que fue acusado de plagio recibirá la máxima sanción que establece la UNAM*

POR: EL UNIVERSAL - viernes, 16 de agosto del 2013



Foto: Vanguardia/ Especial

## LA FUNCIÓN PÚBLICA Y LA UNAM CASTIGAN PLAGIO EN ENSAYO

En 2006, la Secretaría de la Función Pública (SFP) retiró el tercer lugar del premio anual de Investigación sobre Corrupción en México a César Vladimir Juárez Aldana, pues se comprobó que cometió un plagio.

El premio fue organizado por la dependencia federal y la Universidad Nacional Autónoma de México (UNAM).

Vladimir Juárez utilizó en su trabajo varios párrafos de la tesis doctoral de Gabriela Inés Montes Márquez, pero nunca la citó ni le dio crédito.

Todo el proceso administrativo se encuentra en una solicitud de información pública respondida por la SFP, donde incluso consta la carta de disculpa de Juárez Aldana, quien argumentó un “error de citación” para justificar el plagio cometido.

Aún así, el jurado decidió quitarle el reconocimiento, el dinero por el tercer lugar y solicitar al sancionado que retire cualquier mención al premio en su currículum.

# Abogado general de la UNAM acusado de plagio, CNDH investiga

Publicado en [septiembre 5, 2014](#) por [Redacción Huellas](#)



Ciudad de México a 5 de septiembre.- Tras la queja que interpuso en la Comisión Nacional de los Derechos Humanos (CNDH), el académico Enrique Carpizo Aguilar contra del abogado de la UNAM, Luis Raúl González Pérez, a quien señala por el supuesto plagio de una investigación que serviría al funcionario universitario para obtener su grado de doctor en una universidad de España.

Luego de que la CNDH iniciara la investigación correspondiente, el rector de la Universidad Nacional Autónoma de México (UNAM), José Narro Robles, se [refirió](#) a la actuación del presidente de la Comisión, Raúl Plascencia; al respecto, indicó: volvió a "tropezar" con la institución y lamentó, "El ser humano es el único animal que se tropieza dos veces con la misma piedra"; asimismo, Narro, añadió que se pretende aprovechar a las instituciones, usarlas "para perjudicar a otras, para perjudicar a personas en específico".

En ese sentido, José Narro defendió la "honorabilidad" del abogado general de la Universidad Nacional Autónoma de México (UNAM), Raúl González Pérez y [rechazó](#) que exista una "mafia" en la institución

Por su parte, Enrique Carpizo Aguilar, ratificó que González Pérez es un plagiario, pero además –aseguró– ahora usa recursos públicos de la UNAM para defenderse de un asunto particular.

# Revelan otro caso de plagio en El Colegio de San Luis

■ jul 07, 2015 - 1:40 am ■ JSL ■ Destacada , Política y Sociedad .

**Jaime Nava Noriega**

Derivado de la reciente divulgación del plagio que cometió el investigador de El Colegio de San Luis, AC, Juan Pascual Gay, una fuente que pidió que no se revelara su identidad hizo llegar a *La Jornada San Luis* documentos en los que, presuntamente, se comprueba que otro catedrático de dicha institución cometió un acto similar calificado como una “colusión entre asesor y asesorado para la obtención de beneficios mutuos e indebidos”.

Según los documentos proporcionados a este diario, en 2008, miembros del Consejo Editorial del Colsan advirtieron la existencia del libro: “*Nos vamos al traque. La contratación de braceros ferroviarios en el ámbito regional durante la Segunda Guerra Mundial. El caso de San Luis Potosí (1944)*” publicado por el investigador Fernando Saúl Alanís Enciso en coautoría con el tesista Carlos Alberto Roque Puente.

Entre los documentos que fueron entregados a *La Jornada San Luis* se encuentran dos peritajes que fueron realizados por académicos ajenos al Colsan para que determinaran si entre la publicación mencionada y la tesis para obtener el grado de maestría titulada: “*El programa bracero ferroviario en San Luis Potosí. La oficina de contratación (1944)*” existían diferencias suficientes para considerar que eran textos independientes o, por el contrario, cabía la posibilidad de encontrarse “ante un caso controvertido de abuso de autoridad, o bien, de aprovechamiento indebido”.



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MASÓ DOMINICO, YORDANKA

El Plagio a la Luz de la Educación Virtual y de las Normas de Derecho de Autor en  
México: Consideraciones desde la Perspectiva Docente

Propiedad Intelectual, vol. XIV, núm. 18, enero-diciembre, 2015, pp. 128-148  
Universidad de los Andes  
Mérida, Venezuela

Disponible en: <http://www.redalyc.org/articulo.oa?id=189045574008>

# ÉTICA ACADÉMICA



# NORMATIVAS





# Tools for Integrity: A Practical Ethical-Reasoning Approach

Daniel E. Wueste, Ph.D.

Department of Philosophy and Religion

Clemson University

[ernest@clemson.edu](mailto:ernest@clemson.edu)

# What is Ethics?

Let's answer this question by focusing on the central concerns of ethics... The things that are at the front of one's mind, so to speak, when looking at things from an ethical perspective.

# Central Concerns of Ethics

- Identifying right actions—distinguishing right from wrong (there is a need for a criterion or criteria here).
- The good life—security respecting those things that really matter; achieving and maintaining a state of well-being.

# Are these concerns linked?

The linkage emerges when one asks

- *Why would anyone be interested in identifying right actions and being able to distinguish right from wrong?*

The answer reveals the connection:

- *Because they value security respecting the things that really matter and well being.*

# A Thought Experiment

What would life be like if there were no rules, no distinction between right and wrong? What if it were true that anything goes—that no action is wrong?

Thomas Hobbes thought about such a state. He called it the state of nature. And having thought long and hard about it he concluded that life in this state would be “solitary, poor, nasty, brutish and short.”

# Identifying Ethical Issues

What makes an issue an ethical issue?

When does a situation have an ethical dimension?

# The Ethical Dimension

- A situation has an ethical dimension when action within it would have a significant impact on human well being.
- That is a traditional view. Some believe it's too narrow and would expand it...
- A situation has an ethical dimension when action within it would have a significant impact on the well being of sentient creatures.
- Some would go further than this....

# Two Fields of Play

**Normative**

Ought

Value

**Descriptive**

Is

Fact

- Etiquette
- Religion
- Law
- Ethics

# On the Normative Field of Play

*Points of difference:*

- Seriousness
- Content
- Reliance on authority
- Means of creation and change
- Means of enforcement/sanctions

# Ethics ≠ law

Many things that are unethical are also illegal.

But some things that are unethical are not illegal (e.g., breaking a promise).

And some things that are legal are ethically unacceptable (e.g., slavery was legal in the United States until December 1865 when the Thirteenth Amendment to the U.S. Constitution was ratified).

.

# Key points about ethics and the law:

1. “It’s not illegal” means nothing more than this: it is not legally prohibited; there’s no law against it....not yet anyway
  
2. Ethical standards call on us to act rightly and to do so for reasons other than fear of sanctions.

# The Skinny on Ethical Relativism

- Relativism tells us that if people think that something is right (or wrong), then it *is* right (or wrong). But reflection reveals that thinking something is so doesn't make it so.
- Relativism tells us that no moral standard applies across boundaries of place, time or culture. However, if that were right, we'd have to grant that some things that are quite sensible (never mind whether they are true or not), are in fact nonsense.

# Ethics and Science: Shared Assumptions

1. We must believe that what we are seeking—truth—can be found. We may not have it in our grasp yet, but unlike drawing a square circle, what we have set out to do can be done; it makes sense to keep on working.
2. Beliefs we hold now are not categorical (certain, beyond doubt). Why? Because, unlike theorems in geometry, they are based on argument and evidence.
3. The confidence we have in our beliefs increases with the number of independent arguments or lines of evidence that lead to that conclusion (more on this later).

# The Emergency Room\*

You are a doctor in a hospital's emergency room. Six accident victims are brought in. All six are "at death's door," but one is much worse off than the other five. You can save that person, if you devote all of your energy, resources, and attention to him. Alternatively, you can save the other five, if you are willing to focus your energy, attention, and resources on them.

What should be done?

Why would that be the right thing to do?

What would justify doing it?

\*This is a slightly revised version of a case from Gilbert Harman's *The Nature of Morality*

# Consequentialism: Cutting to the Chase

In deciding what ought to be done ethically, one should

- identify the foreseeable consequences of the alternative courses of action
- evaluate these consequences in light of their value—how much good they produce at what cost
- choose the action that produces the greatest benefit at the lowest cost for all those who have a stake in the matter; according to this approach, that action is *right* action.

# The Man in 306\*

You have five patients who are dying; each needs an organ transplant. You can save all five, if you take a single healthy patient and harvest his organs for transplantation. The person you need is in room 306. He is in the hospital for a physical—for insurance purposes. You know from the results of the tests that have been run that he is perfectly healthy. You also know that his organs could be transplanted successfully in the needy patients. If you do nothing, he will survive without incident, but the other patients will surely die. They can be saved only if the organs of the man in room 306 are harvested and transplanted.

What should be done? Why?

\*This is a slightly revised version of a case from Gilbert Harman's *The Nature of Morality*

# Looking in the Wrong Place?

**Two key questions about focusing on consequences:**

1. Can an act be wrong even though its consequences are very good?
2. Can an act be right even though its consequences are very bad?

The answer is yes in both cases. Consequently our ethical attention should focused on something else.

# Deserved treatment/respect for persons

Focusing on *rights and duties*

There are two key ideas here:

## 1. Universalizability

An act is right if and only if its policy (the precedent it sets) can be a policy for everyone; in particular it must not be a policy that is good only for me, or one I would object to if someone else acted on it.

# Deserved treatment/respect for persons

## 2. Respect for persons

We should never treat a human being as a mere means to an end.

Persons should be treated as persons not as things; they deserve respectful treatment. Persons, as Immanuel Kant put it, have a *dignity*, not a price.

# The Ethics of Aspiration

## Virtue ethics

The central question is:

- *What should I aspire to be?*
- The strength of this ethical perspective is that it moves away from rules and legalistic thinking
- It emphasizes that ethics is not simply a set of “thou shalts” and “thou shalt nots.”

# Ethical Aspiration

Striving for excellence in life—to be a person of *truly admirable* character.

Remembering that one is constructing oneself (the person one is) with every decision and act.

Asking, what am I making of myself —what will I become—if I do this? One might also ask what a person one admires would do in the situation.

# Ethics as a Practice: Three Tools or lenses

## Consequences

Right action creates the greatest good for the greatest number; maximizing benefits, minimizing costs

## Deserved Treatment/respect for persons

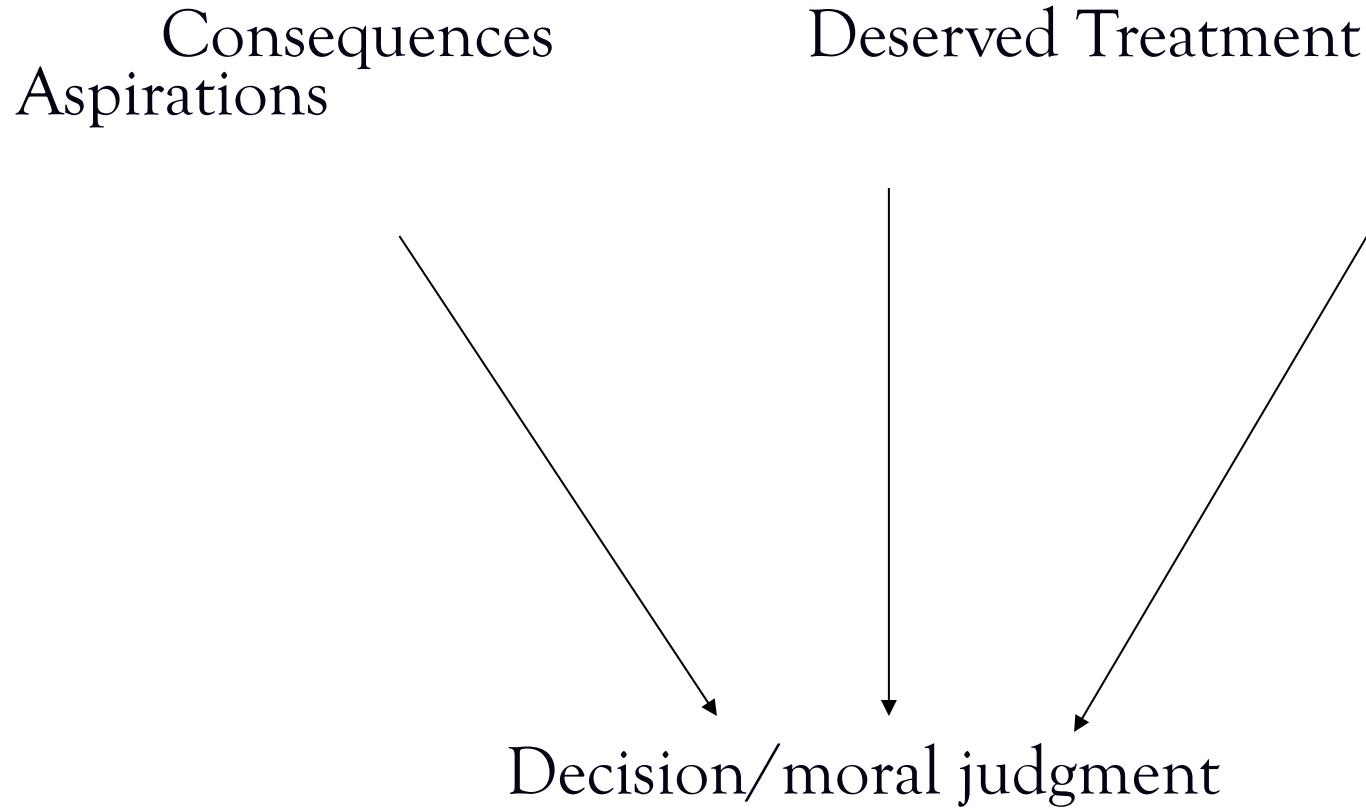
Right action is based on a universalizable policy; it involves/promotes respect for persons and their rights

## Aspirations

Striving for excellence and integrity; aim: to be a *truly admirable* person (professional; institution).

# A System of Checks and Balances

## *Convergence Begets Confidence\**



\* Randy Barnett coined the phrase.

# Identify Analyze Justify Decide

## *Identification/recognition*

- Issues
- Stakeholders

## *Analysis*

- Issues
  - what's at stake and for whom
- Options/alternatives assessed in terms of
  - Consequences
  - Deserved treatment/respect for persons
  - Aspirations

## *Justification*

Convergence begets confidence

- Consequentialist Principle
- Deserved treatment/respect for persons
- Aspirations

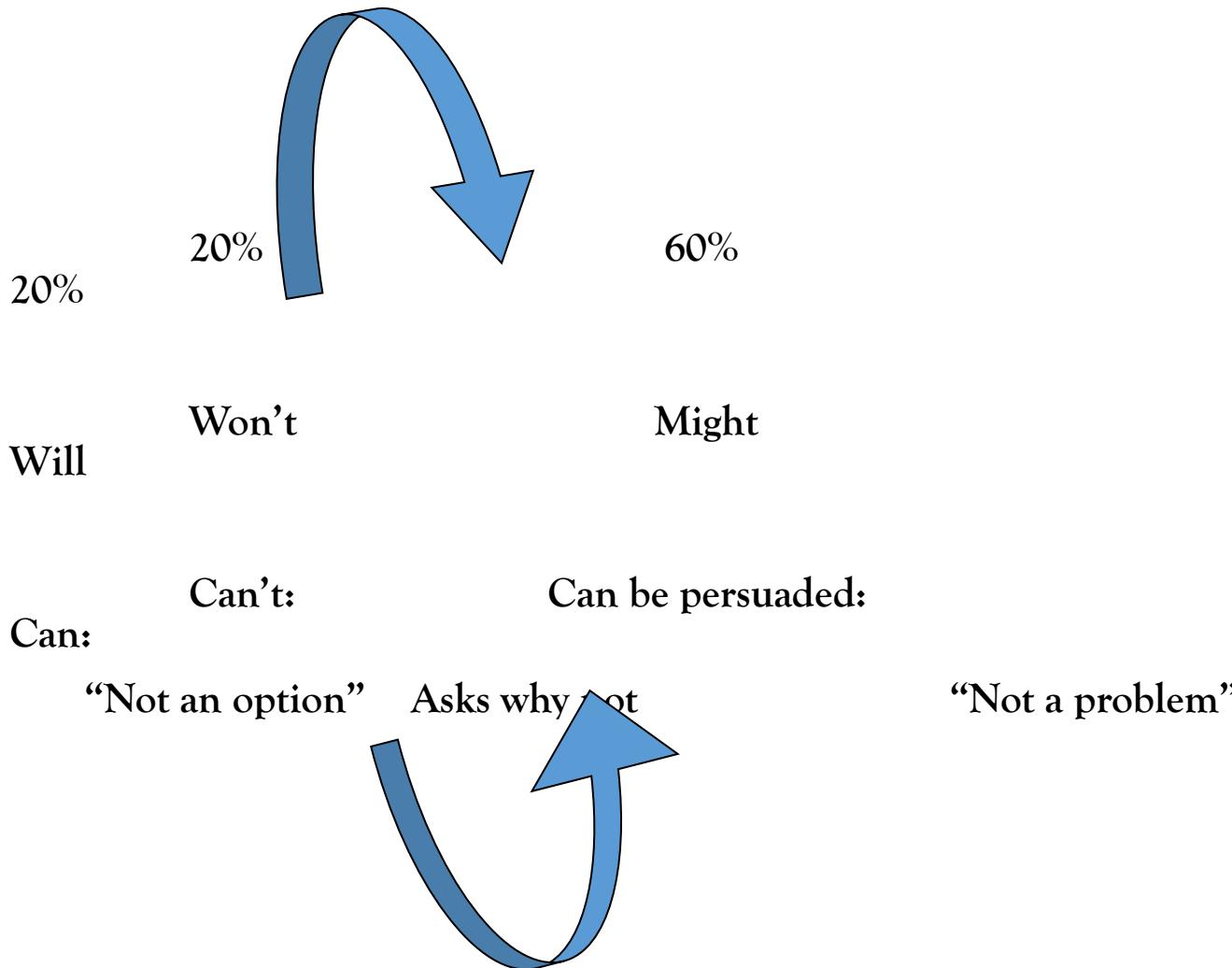
Achieving convergence in hard cases

Absent complete convergence (proceeding on the presumption)

## *Decision/action*

- Now one has to move off the dime; in making this move one steps from the arena of ethical decision making into the arena of ethical action. Courage is often required at this stage. Confidence in one's judgment, however, should not be a problem.

# “The 20-60-20 Rule”



The situation here seems quite like that in society generally.

The statistics below offer a **snapshot of trends** revealed in research conducted by Dr. Donald McCabe and the International Center for Academic Integrity (ICAI) Fall 2002 – Spring 2015.

	<u>Graduate Students</u>	<u>Undergraduates*</u>
_Number responding:	~ 17,000	~ 71,300
% who admit cheating on tests:	17%	39%
% who admit cheating on written assignments:	40%	62%
% total who admit written or test cheating:	43%	68%

**High Schools:** In McCabe's surveys of over 70,000 high school students at over 24 high schools in the United States, 64 percent of students admitted to cheating on a test, 58 percent admitted to plagiarism, and 95 percent said they participated in some form of cheating, whether it was on a test, plagiarism or copying homework.

\*Does not include first year students, code schools, and two-year schools

Source: **ICAI website; URL: <http://www.academicintegrity.org/icai/integrity-3.php>**

# Asking Why Not?/Asking Why?

Knowing *that* something is wrong (or right) is not enough. One needs to know *why* as well.

- Students know *that* cheating is wrong; this knowledge is insufficient for many –too many– students (68% according to ICAI data)
- In terms of the 20-60-20 rule, more than half of students are looking for an answer to the why-question.
- What can we provide in the way of an answer?

# Cheating is Not a ‘Victimless Crime’

*Cheating has unhappy consequences for*

- Other students, as when, for example, grading is done on a curve
- Employers and their customers or clients; they have been misled and believe that the cheater knows how to do the job
  - think, for example, about the accounting or engineering student who cheated his or her way through school; the employer believes that he/she knows how to do the job, but, in fact, he/she does not.....
- Their school, if, for instance, there were a cheating scandal that received media attention. Such a scandal has far reaching effects; it may tarnish not only the reputation of the school but that of its graduates, past, present and future; and with this we're back to the consequences for other students.
- An additional result already on the table but not explicitly called out is the effect cheating has on the character of the cheater. .....

## There's More to Say About Why Cheating is Wrong

- Quite apart from the consequences, cheating is wrong because it is *unfair*; cheaters have an unfair advantage—they get the benefits of others abiding by the rules as well as the payoff of cheating (in, say, a high score on an exam) without bearing the burden (of being “law abiding”) that other students carry.
- Cheating is *unjust*, because it undermines good faith efforts to see to it that people get what they deserve.
- Cheating violates student *rights* that arise from the implicit (if not explicit) social contract students are party to when they *voluntarily* become a member of the university community.
- Further, cheating *thwarts aspirations for genuine excellence* both for individuals and institutions.

# Ethical Considerations

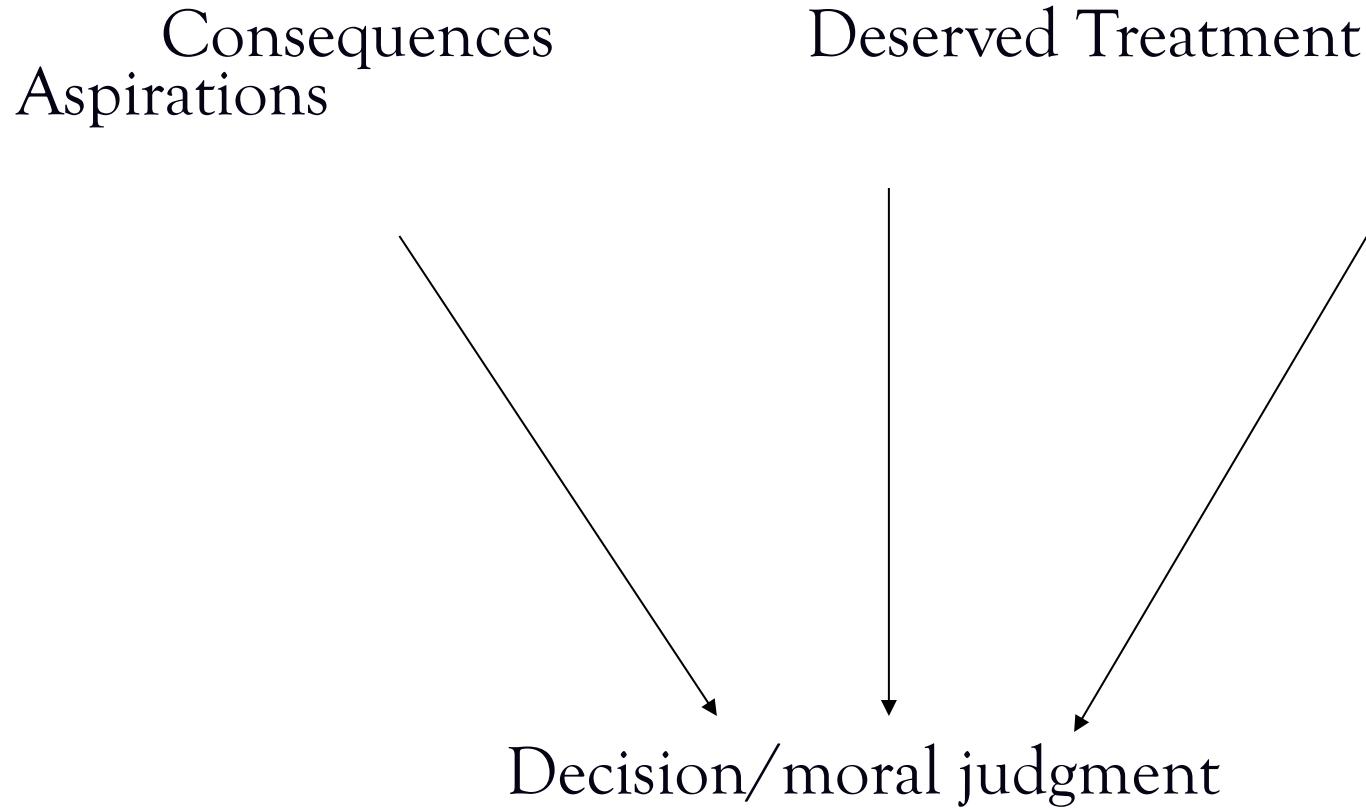
What we have said here in making the case for the wrongness of cheating points to three things.

- The damage that will be done
- The unfairness, injustice and violation of rights that cheating entails
- The fact that cheating thwarts aspirations to genuine excellence.

Considerations from three distinct ethical perspectives converge in support of this judgment of wrongness. Cheating is wrong because it has bad consequences, violates the rights of others, and sets us back in our quest for excellence. What we have here are three *tools* of ethical decision making that belong in anyone's ethical toolbox.

# A System of Checks and Balances

## *Convergence Begets Confidence\**



\* Randy Barnett coined the phrase.

# Another tack.... Principles and Practices

- Might there be principles internal to an enterprise that must be followed if that enterprise is going to be successful (i.e., achieve its goal or purpose)?
- A softer version of the idea: Perhaps failures in this regard impair the ability of the enterprise to achieve its goals as illness impairs a person.

# The Integrity of a Practice

- An idea..... the integrity of a practice is a matter of acting in accord with principles that are internal to it.
- These principles are inextricably tied up with the purpose(s) or aim(s) of the practice.
- These principles constitute what legal philosopher Lon Fuller calls an “internal morality” or tacit constitution.

# Principles Internal to an Enterprise/Undertaking

Consider the case of a coin toss—a device for the purpose of making decisions or settling disputes.

When we undertake to settle a dispute about who goes first, for example, by tossing a coin, there are some conditions that must be satisfied if a sense of rightness is going to attach to the decision.

For example, the coin must be a fair coin, and the number of times the coin will be tossed must be established before the coin is tossed (is it two out of three, or will the coin be tossed only once?).

# Some Additional examples

- Elections
- Legislation—making *laws*
- Adjudication—applying *laws*
- *The educational enterprise*
  - *Teaching and learning*
  - *Research*

# Principles Internal to an Enterprise/Undertaking

Consider the research enterprise ....

Fabrication and falsification of data are unacceptable, put another way, they are wrong.

Why?

What is essential to the educational enterprise, i.e., teaching and learning?

# What is essential to the educational enterprise?

- Honest reports and representations
- Transparency/openness rather than secretiveness
- Trust, which is the foundation of reasonable reliance
- Respect for authority (not deference) and innovation
- An accurate trail of ideas and findings; this is necessary for several purposes including
  - giving credit where credit is due;
  - knowing where someone has made a wrong turn;
  - knowing where to go to find out more—to continue and enhance the inquiry;
  - honoring rights in ideas (intellectual property)
- A sense of community and common purpose that can keep the competitive drive of individuals on a short leash.

# Integrity: An Achievement and a Task

Values	Stated Values	Operational
	What we say	What we do
	“The Talk”	“The Walk”

Integrity is an achievement, but it is not an achievement in the same way that getting one's diploma or winning a trophy is an achievement. These achievements involve closure—we are done; the diploma goes on the wall, the trophy goes in the case.

Integrity is an achievement without closure. It is the project of a lifetime. One way to articulate this idea is to say that it is the project of achieving and maintaining the coincidence of these two sets of values.

# Everyone is responsible for academic integrity



**Assoc Professor Tracey Bretag**

Director: Office for Academic Integrity, UniSA Business School, University of South Australia

Editor-in-Chief, *Handbook of Academic Integrity; International Journal for Educational Integrity*

# Overview of presentation

- Complexity in higher education
- Defining responsibility
- Responsibility and academic integrity
- Identifying the stakeholders of academic/ educational integrity
- How can we build academic communities which take responsibility for academic integrity?
- Learning from case studies

# Complex higher education environment

- Higher education is increasingly competitive: Student admissions; university ranking systems; research (funding and status)
- Higher education is in constant flux: new governments, new funding models, new policy directions
- Less job and career security for academic workforce
- Massification and commericalisation of higher education
  - Increasingly diverse student body
  - Socially and educationally disadvantaged students
- Corruption in wider society - constant scandals in media
  - Changing social values and norms
- Breakneck changes in technology

# A complex classroom

- Differing cultural and educational norms
- Increased reliance on fee-paying students
- Increased reliance on technology to ‘deliver’ education
- Institutional policies which inadvertently mitigate against good teaching
- Exponential increase (and speed) of electronically available information
- Explosion of social media
- Large class sizes (often poorly attended)
- Blurring of roles – students or customers?
- Students (and staff) have increasingly complex lives
- Credentialism reigns
- Job market is increasingly competitive and ever-changing

# Defining responsibility

## Responsible

1. “liable to be called to account...”
2. “morally accountable for one’s actions; capable of rational conduct”
3. “of good credit, position or repute, **respectable**; evidently **trustworthy**”
4. “being the primary cause”

## Irresponsible

1. “acting or done without due sense of responsibility”
2. “not responsible for one’s conduct”

*(Australian Oxford Dictionary)*



# Responsibility and academic integrity

- Academic integrity is premised on five fundamental values: honesty, trust, respect, fairness and **responsibility**, and these values are enabled and put into action via the quality of courage (ICAI 2013).

# Responsibility and academic integrity...

“Academic communities of integrity rest upon foundations of personal **accountability** coupled with the willingness of individuals and groups to **lead by example**, uphold mutually agreed-upon standards, and **take action** when they encounter wrongdoing...

Responsibility for upholding the values of integrity is simultaneously an individual duty and a shared concern. Every member of an academic community – each student, faculty member, and administrator – is responsible for safeguarding the integrity of its scholarship, teaching and research.... **Shared responsibility** both distributes and magnifies the power **to effect change.**” (Fundamental Values of Academic Integrity 2<sup>nd</sup> Ed, ICAI 2013)

# Stakeholders of academic integrity

- Begin by brainstorming: Who is responsible for academic integrity in your own context?

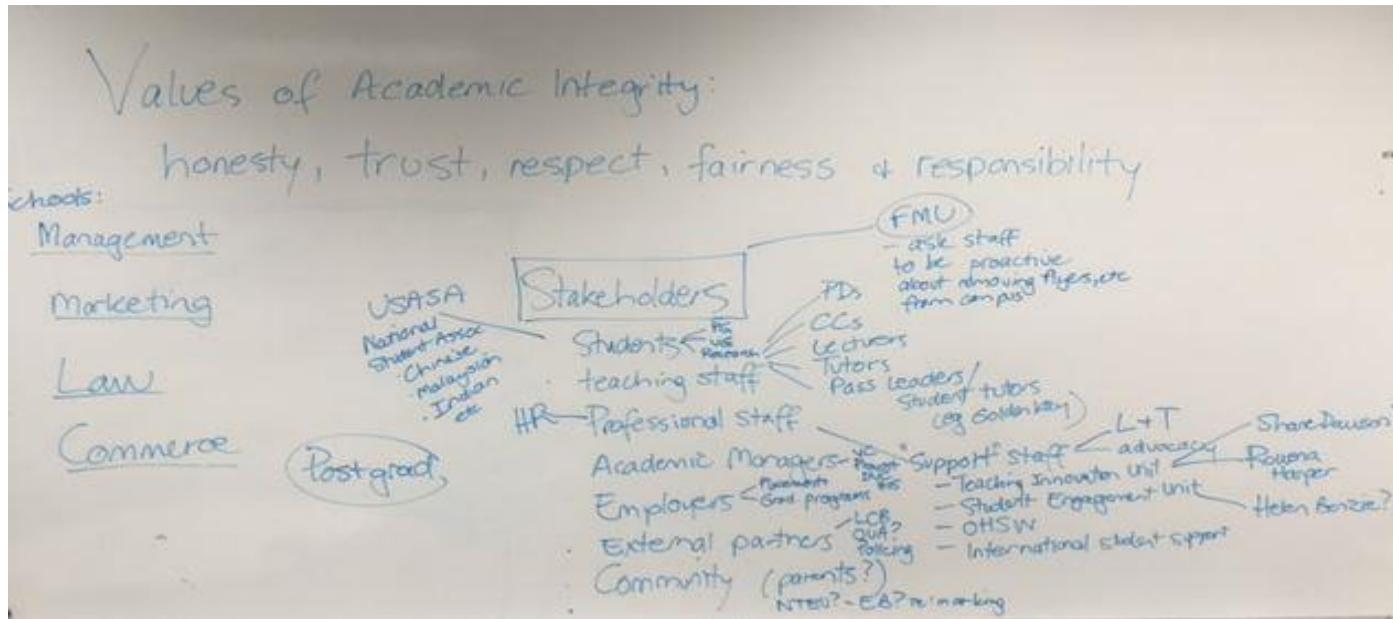


Photo of whiteboard in Tracey's office, Nov 2015

# Stakeholders of academic integrity...

- **Senior Managers:** Vice Chancellors, Pro-Vice Chancellors, Deputy Vice Chancellors, Deans, Heads of Schools/faculties
- Marketing staff
- International recruitment agents
- English language testing centres
- Professional staff: including admissions officers, program advisors, materials coordinators, course support , Human Resources, security, facilities management
- **Teaching staff:** tutors, lecturers, course convenors, program directors, supervisors
- Learning support: Learning advisors, librarians, academic developers, international student support, counsellors
- Student-led learning support (eg PASS leaders, mentors, Golden Key tutoring)
- Students' Associations
- External partners (eg those who employ the university for 'service teaching')
- Employers
- Community (including parents??)
- Professional bodies, including NTEU
- **Students:** domestic, international, UG, PG, research, internal, external, transnation



## What happens when *senior managers* don't take responsibility?

- Quality assurance = ‘tick the box’ *compliance* rather than assurance of the quality of student experience, programs and learning outcomes.
- Marketing materials do not honestly represent the university.
- Agents recruit students based on commissions rather than the likely success of the applicants.
- English requirements for admission are not reliable assessments of a candidates’ abilities.
- Learning support is less about meeting students’ needs than fulfilling external auditing or accreditation requirements.
- ‘Risk’ is measured in \$\$\$ rather than graduate outcomes, etc etc

# What happens when *teachers* don't take responsibility?

- Teaching is not a priority:
  - Boring lectures/tutorials/classes
  - Out of date teaching methods and materials
  - Rehashed assessment tasks that invite regurgitation and lack of engagement
  - Minimal and/or late feedback on assignments
  - Inconsistent grading and/or responses to blatant plagiarism and cheating
  - Late for class and/or early finish
  - Favouritism
  - Little or no communication outside of class
  - Lack of availability
  - Lack of care or empathy for students' personal circumstances
- Students don't get (or want?) the opportunity to get to know the teacher & vice versa.
- 'Disengagement compact': "I'll leave you alone if you leave me alone" – students get decent grades with minimal effort (Kuh 2003)

# *Why don't teachers take responsibility?*

- Teaching is not valued, resourced or rewarded by the university
- Over-burdened with other responsibilities, especially research.
- Large classes: teachers don't know their students
  - Attributing stereotypes of Gen X and Gen Y to all students – self-centred, lazy, demanding, disrespectful, privileged.
  - Generational differences – lack of understanding of diverse students' lives.
  - Loss of faith in students' motivation to learn.
- Fast paced technological changes - fear that 'digital natives' will use technology to cheat the system.
- Anger/sense of betrayal at widespread plagiarism and cheating.
- Over-emphasis on policing rather than teaching (Howard 2001)

# A (sensible) word of warning

“In our stampede to fight what *The New York Times* calls a “plague” of plagiarism, we risk becoming the enemies rather than the mentors of our students; we are replacing the student-teacher relationship with the criminal-police relationship... Worst of all, we risk not recognizing that our own pedagogy needs reform. Big reform.

...All those who worked to get advanced academic degrees in order to police young adults, please raise your hands. No hands? Then let's calm down and get back to the business of teaching.” (Howard 2001)

# What happens when *students* don't take responsibility?

## Learning is not a priority:

- Other aspects of life (work, sport, social, etc) take priority
- The focus is on the final credential rather than the learning
- There is little care taken to learn or to demonstrate learning
- There is diminished responsibility for other learners (eg in group work)
- The relationship with other stakeholders in the learning environment (eg teachers, librarians, support staff) is not nurtured or valued
- The ‘easy way’ becomes the preferred way – a disengaged student is easy prey for unscrupulous cheat sites.

# How can we promote responsibility?

## As an institution:

- Make integrity central to every function of the university, from marketing and recruitment through to graduation and absolutely everything in between.
- Identify key stakeholders, both internal and external, to be champions of academic integrity.
- Induct, orient and train students in values of honesty, trust, respect, fairness and responsibility.
- Do the same for all staff – administrators, managers and academics.
- Commit real resources to teaching - it's the heart of what we do.
- Provide pedagogic professional development to teachers – use peer review, performance management and promotion to reward good teaching, particularly in relation to academic integrity.
- Establish academic integrity policy and procedures based on best practice recommendations (see [www.unisa.edu.au/EAIP](http://www.unisa.edu.au/EAIP))
  - Consistently follow through on all breaches of academic integrity.
  - Publicise outcomes of breaches to enhance community awareness & confidence.

# How can we promote responsibility?

As teachers/academics:

- Take teaching seriously!
- Take advantage of professional development opportunities.
- Commit to transparent and consistent assessment processes.
- Be available to your students: be interested in their world.
  - Remind yourself that not every student is a “cheater”
- Model ethical practice (eg how you use and cite sources)
- Utilize widely available resources on teaching academic integrity (eg [www.aisp.apfei.edu.au](http://www.aisp.apfei.edu.au) and [www.unisa.edu/EAIP](http://www.unisa.edu/EAIP))
  - Make academic integrity the focus at key assessment points
  - Don’t be afraid to (consistently) address academic integrity breaches.

# Case Study 1

**Situation:** An Indonesian University required students to achieve a certain TOEFL score in order to graduate. They discovered that some students had been submitting fake TOEFL Certificates.

## Action:

1. Immediate notification by language support staff to senior management.
2. Authenticity of all TOEFL Certificates (that year) checked.
3. Fraudulent students not permitted to graduate – had to repeat final courses.
4. Accredited TOEFL Centre on Campus established – no other Certificate permitted.
5. Academic Integrity Awareness campaign on campus by learning support centre: posters, scrolling computer advertisements, student seminars.
6. Leadership program focusing on integrity for students.
7. Academic Integrity professional development for staff.

**How is this case an example of responsible behaviour by the university?**

What other actions could be taken?

# Case Study 2

**Situation:** A lecturer at an Australian university discovered that a student was selling assignments to International students on campus.

**Action:**

1. Students who bought assignments underwent investigation and were suspended.
2. Suspended students received academic and personal counselling.
3. Meeting held between all staff involved: Program Director, Lecturer, Academic Integrity Officers, Counsellor, International Student Advisor. Plan of action determined.
4. Further meeting between lecturer and suspended student: Aimed to identify student responsible for selling assignments.
5. Identified student subject to formal inquiry. Eventually expelled.
6. University-wide focus on building a culture of integrity: posters, leaflets, computer advertising, notices on student portal.

**How is this case an example of responsible behaviour by the university?**

What other actions could be taken?

# Case Study 3

## Situation:

Two years after a PhD student has graduated, her supervisor decides to use data from the student's study and write a new paper listing only herself as the author.

How is this case an example of irresponsible behaviour by the Supervisor?

1. Supervisor did not contribute to data collection.
2. Supervisor has no right to use the data as a sole author.
3. The supervisor has acted dishonestly and not given credit to the student.
4. At the very least the student's permission should have been sought and an acknowledgement given on the paper.

How should the student and/or the university respond to this breach of integrity?

# We need to continually ask:

- How can academic communities ensure that all stakeholders take responsibility for academic integrity?
- How can you personally take responsibility for academic integrity?
- How can we all work together to build a culture of academic integrity?



# References

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- Exemplary Academic Integrity Project (n.d.) [www.unisa.edu.au/EAIP](http://www.unisa.edu.au/EAIP)
- International Center for Academic Integrity (2013) *Fundamental Values of academic integrity (Revised)*. <http://www.academicintegrity.org/icai/resources-2.php>
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- Kuh, G.D. (2003). What we are learning about student engagement, *Change*, 35, p. 28.
- Moore, B. (Ed.) (1999). *Australian Oxford Dictionary*, Oxford University Press, Melbourne.

# Image references

Title page: 'Hands holding seedlings' from CGI Annual Report (2011):

<http://www.cgi.com/2011-ar/corporate-social-responsibility.html> [accessed 10 November 2015]

Slide 5: Person planting seedling, from BGI-BTL *Corporate social responsibility* <http://www.btg-btl.com/en/organisation/corporate-social-responsibility> [accessed 10 November 2015]

Slide 8: 'Sharing seeds' from Armadeus *Our continued commitment to CSR*

<http://www.amadeus.com/blog/29/02/our-continued-commitment-to-csr/> [accessed 10 November 2015]

Slide 9: Image of whiteboard in Tracey Bretag's office, 10 November 2015.

Slide 10: 'Tree with roots' from Total Executive *Responsible Leadership Roadmap*

<http://totalexec.com.au/responsible-leadership-road-ma/> [accessed 10 November 2015]

Slide 21: 'Pathway through rainforest' from <http://theartmad.com/forest-wallpapers/> [accessed 10 November 2015]



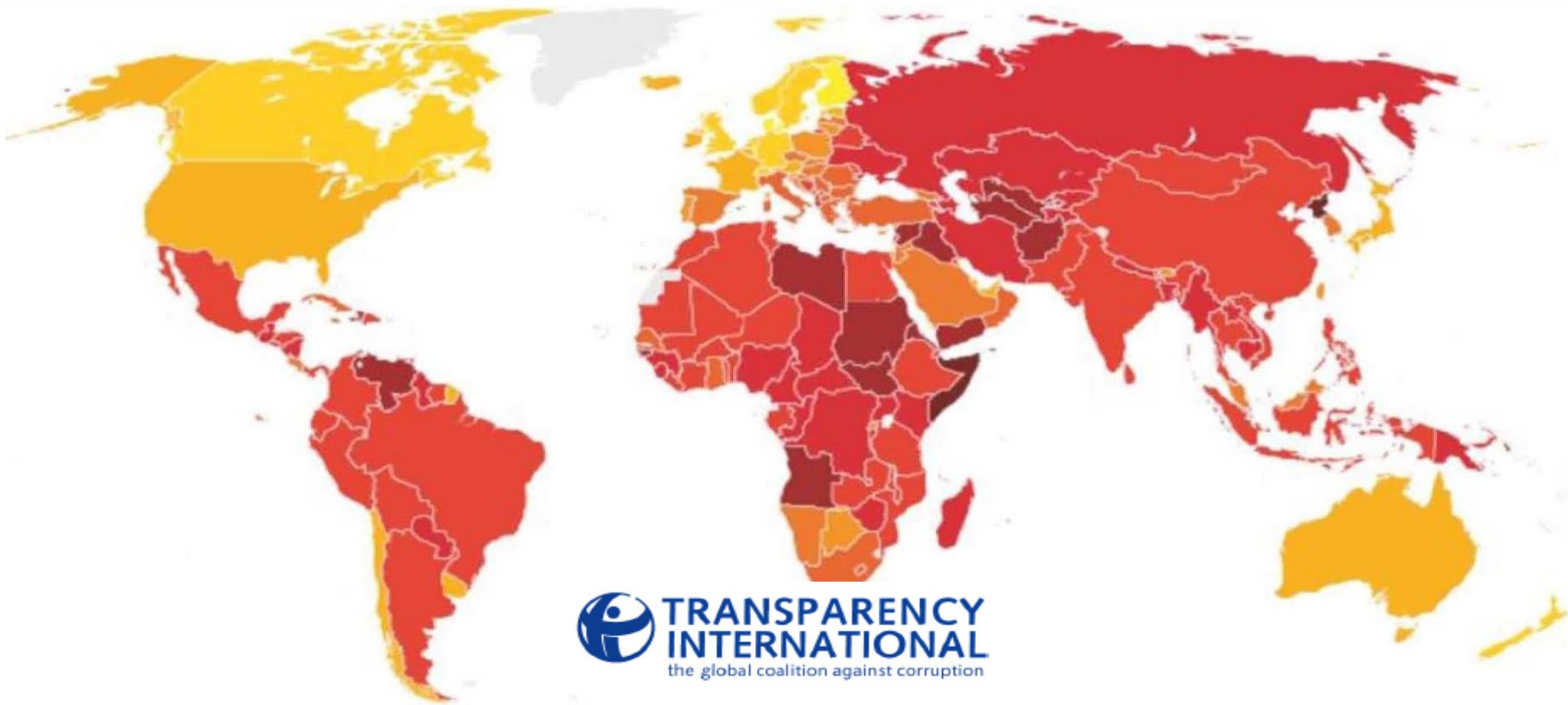
# Por qué es importante la integridad académica Experiencia UDEM

Cecilia Ivonne Quintanilla Salazar

Octubre 20, 2016

# Dimensionando el problema

MAPA MUNDIAL DE LA CORRUPCIÓN



# Dimensionando el problema



ECONOMÍA

## MÉXICO, “ESTANCADE” EN EL ÍNDICE DE PERCEPCIÓN DE CORRUPCIÓN

El país ocupa el puesto 95 a nivel mundial, según un estudio de Transparencia Internacional; entre los 34 países de la OCDE, México es el país que más corrupto se ve.

Miércoles, 27 de enero de 2016 a las 2:31 PM



**La Ciudad de México, en busca de su constitución.** Transparencia Internacional asegura que ningún país está exento de estas prácticas ilegales. &#47; (Foto: Getty, )

# La integridad y las instituciones educativas

BUSINESS INSIDER

LIFE

The 10 Biggest College Cheating Scandals



FACEBOOK



LINKEDIN



TWITTER



Dozens of students at Indiana University's dentistry school were investigated for their involvement in a cheating ring.

BUSINESS INSIDER

LIFE

The 10 Biggest College Cheating Scandals



FACEBOOK



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TWITTER



134 seniors at the Naval Academy were involved in a cheating ring in 1994.

FOX NEWS



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U.S.

125 Harvard students caught cheating, dozens forced to withdraw



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The New York Times

HOME SEARCH

U.S.

34 Duke Business Students Face Discipline for Cheating

By ALAN FINDER MAY 1, 2007

Cheating scandal rocks Florida St.; Bobby Bowden suspends players

BY DICK WEISS  
DAILY NEWS SPORTS WRITER / Tuesday, December 18, 2007, 11:58 PM

A A A

Shame of thousands caught cheating at university

ALMOST 5,000 students have been caught cheating at Scotland's universities over the past three years but only around 30 have been expelled as a result.

By PAULA MURRAY  
PUBLISHED: 00:01, Sun, Jun 8, 2014

# La Integridad Académica en la UDEM

- 2009: formación de comité interdisciplinario



# Líneas de trabajo del Comité

1. Revisión de la **normatividad**
2. Elaboración de un **benchmarking**
3. Realización de un **diagnóstico**

# Revisión de la normatividad

- Los reglamentos **sí** contemplan la honestidad académica.
- **Diferencias** entre los reglamentos por niveles académicos.
- Códigos de ética **propios** de algunas divisiones.

# Elaboración de un benchmarking



# Realización de diagnóstico

- Dr. Donald McCabe, investigador de Rutgers University y de The International Center for Academic Integrity
- Conocer el estado del tema de integridad académica en la UDEM.
- Realizado entre diciembre 2009 y enero 2010
- Encuestas y grupos de enfoque.
- Participación voluntaria.

# Algunos resultados

- Estudiantes de preparatoria:
  - Percepción de alta existencia de plagio.
  - Profesor como elemento fundamental para evitar la deshonestidad académica.
- Estudiantes de profesional y posgrado:
  - Principales acciones deshonestas: plagio, copia en exámenes y compartir trabajos.
  - Conocimiento de políticas y reglamentos.



# Algunos resultados

- Profesores:
  - Percepción de frecuente copia durante los exámenes.
  - Acto más común: no respetar la autoría.
  - Sanciones utilizadas:
    - Calificar con cero el examen o trabajo.
    - Informar a su Director de Programa.
    - Advertir al estudiante de las consecuencias.



# Sistema de Integridad UDEM



- Conjunto de prácticas y estrategias que fortalecen y promueven la honestidad, veracidad y congruencia. Un mecanismo que regula los principios, valores y normas de conducta que sustentan la cultura de integridad.
- Objetivo:
  - Fomentar una cultura de integridad académica en todos los miembros de la comunidad UDEM reforzando el compromiso hacia los valores que promueve la institución.

# Acciones realizadas

## Estudiantes



# Acciones realizadas

## Profesores



# Acciones realizadas

## Actividades Institucionales



# Acciones realizadas

## Otros públicos



# Acciones realizadas - estudiantes

## 1. Seminario de Inducción a la Vida Universitaria

- Sistema de Integridad
- Reglamentos
- Código de Honor
- Página WEB “Estrategias para evitar el plagio”
- Curso virtual de Cultura de la Legalidad de HB



A screenshot of a website page from UDEM. The header features the UDEM logo and navigation links for "Inicio", "Recursos para la escritura", and "Contacto". The main title is "Estrategias para evitar el plagio". Below the title is a photograph of a young woman in a library, looking at books on a shelf. A red call-to-action button in the lower-left corner contains the text "Abreviaturas de uso común" and the subtext "Conoce las abreviaturas y locuciones más utilizadas en las citas bibliográficas." with a right-pointing arrow.

# Acciones realizadas - estudiantes

## 2. Curso META

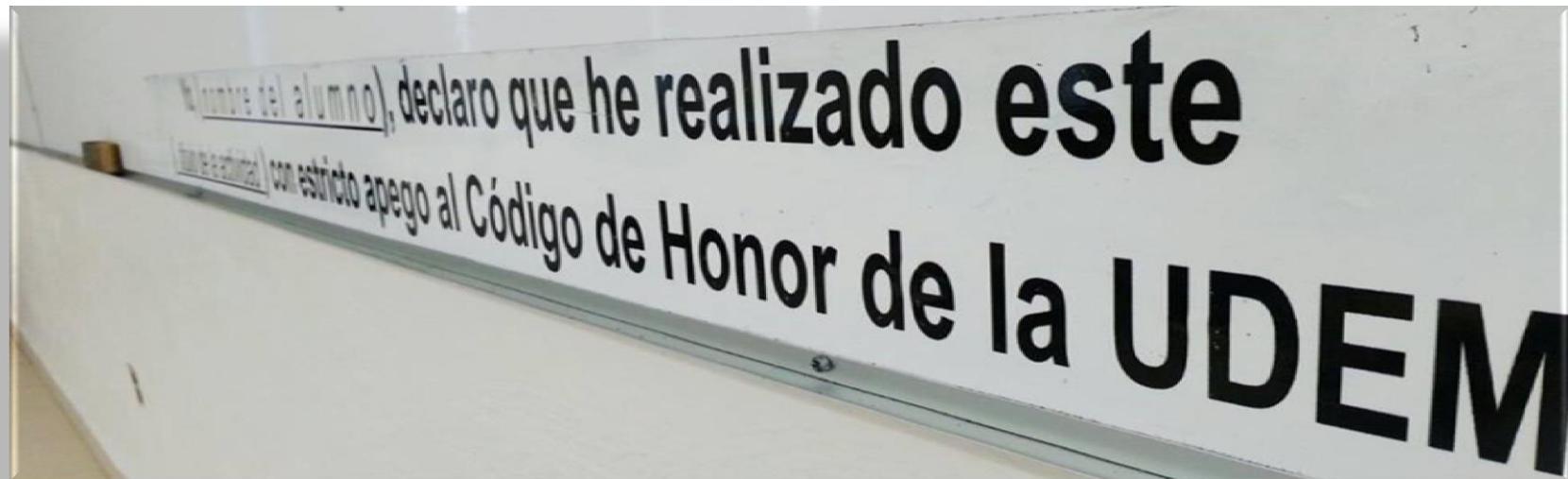
- Presentación del Modelo Formativo
- 20% de contenido dedicado al tema de la integridad



# Acciones realizadas - estudiantes

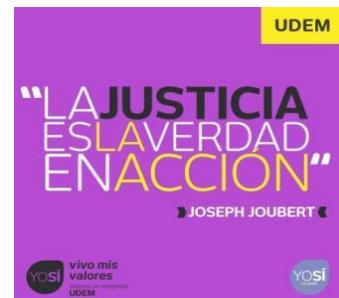
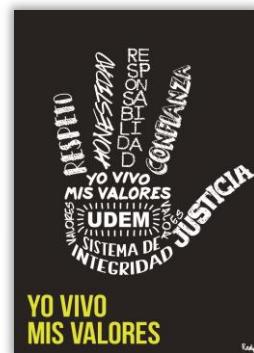
## 3. Todos los cursos:

- Inclusión obligatoria de la leyenda compromiso en toda tarea, trabajo y examen.
- Inclusión de la información sobre integridad académica en los programas analíticos de los cursos.
- Discusión con los alumnos sobre el tema.



# Acciones realizadas - estudiantes

## Campañas de concientización



# Acciones realizadas - estudiantes

## Taller para uso de software “Refworks”



**UDEM**

El Sistema de Integridad y Biblioteca UDEM te invitan al:

## Taller de RefWorks

¡Crea, importa y almacena referencias bibliográficas!

Lugar:  
Auditorio 2

Fecha:  
19 de abril de 2016

Horario:  
10:00 a 11:20 h  
14:30 a 15:50 h

Este taller te permitirá elaborar tus tareas de una manera ágil y eficiente.

Entrada sin costo / Cupo limitado

# Acciones realizadas - profesores

1. Curso de capacitación en el Sistema de Integridad
2. Cursos de propiedad intelectual



# Acciones realizadas - profesores

## 3. Sistema electrónico de denuncias

**Portal UDEM**

Mi UDEM Servicios Biblioteca Ayuda en línea Coleautores Cursos

Mi Portal Colaboradores

**Dirección de Recursos Humanos**

Portal de Recursos Humanos



**Autoservicio de colaboradores**

Ingrresa a tu autoservicio Consulta los manuales

**Autoservicio de gerentes**

Ingrresa a tu autoservicio Consulta los manuales

**Capacitación y Desarrollo**

**Dirección de Efectividad Académica [DEAC]**

**DEAC**

- Plan Personal de Formación
- Centro de Calidad Académica
- Políticas de Cambio Sustantivo
- Centro de Éxito Estudiantil
- Centro de Innovación y Desarrollo
- Portal de Excelencia Académica

**Sistema de Integridad**

- Código de honor
- Estrategias para evitar el plagio
- Integridad UDEM

**Reportes de Deshonestidad Académica**

- Reportar una deshonestidad académica en línea
- Guía para reportar una deshonestidad académica
- Formato de Reporte de Deshonestidad Académica para uso de profesores
- Formato para Consejo Académico Divisional

**Dirección de Servicios Escolares**

Soporte en línea para Inscripciones de Profesional

# Acciones realizadas – actividades institucionales

- Revisión de la normatividad
  1. Creación del Código de Honor (actualmente en revisión)
  2. Modificación del Reglamento General de Estudiantes de Educación Superior
  3. Propuesta de adecuación de las sanciones con base en la gravedad de las infracciones

# Acciones realizadas – otros públicos

1. Congreso Nacional de Integridad Académica  
(2013, 2014, 2015)
2. Página WEB del Centro de Integridad  
([www.centrodeintegridadacademica.org.mx](http://www.centrodeintegridadacademica.org.mx))
3. Folleto Experiencia UDEM
4. Curso básico de capacitación para instituciones educativas



A screenshot of the website for the Centro de Integridad Académica. The header is yellow with the institution's logo and navigation links. Below the header, there is a quote by Billy Graham: "La valentía es contagiosa. Cuando un hombre valiente adopta una posición firme, la columna vertebral de los demás se enderezta también". There are three circular icons representing different roles: "Soy coordinador", "Soy profesor", and "Soy colaborador". At the bottom, there is a section titled "Recursos" with a link to "Ver todos".

# Nuestro reto



# Nuestro reto



# Nuestro reto



# Nuestro reto



**4.º CONGRESO  
NACIONAL  
DE INTEGRIDAD  
ACADÉMICA**

# Nuestro reto

“La valentía es contagiosa. Cuando un hombre valiente adopta una posición firme, la columna vertebral de los demás se endereza también”

Billy Graham

# Nuestro reto

Muchas gracias