



НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ
УНИВЕРСИТЕТ

Determinants of Academic Cheating and Plagiarism in Russia: Multi-university Study

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Problem statement

High incidence [Sivak, 2006; Latova, Latov, 2007; Roschina, 2013] & **tolerant attitudes** [Monitoring of Student Characteristics and Trajectories, 2014]

Consequences:

- decline in the quality of education [Magnus et al. 2002; Brandao, Teixeira 2005]
- depreciation of human capital [Adebayo 2010]
- cheating in college → unethical behavior at work place [Sims 1993; McCabe et al. 1996; Nonis, Swift 2001]...

What is the role of learning environment?

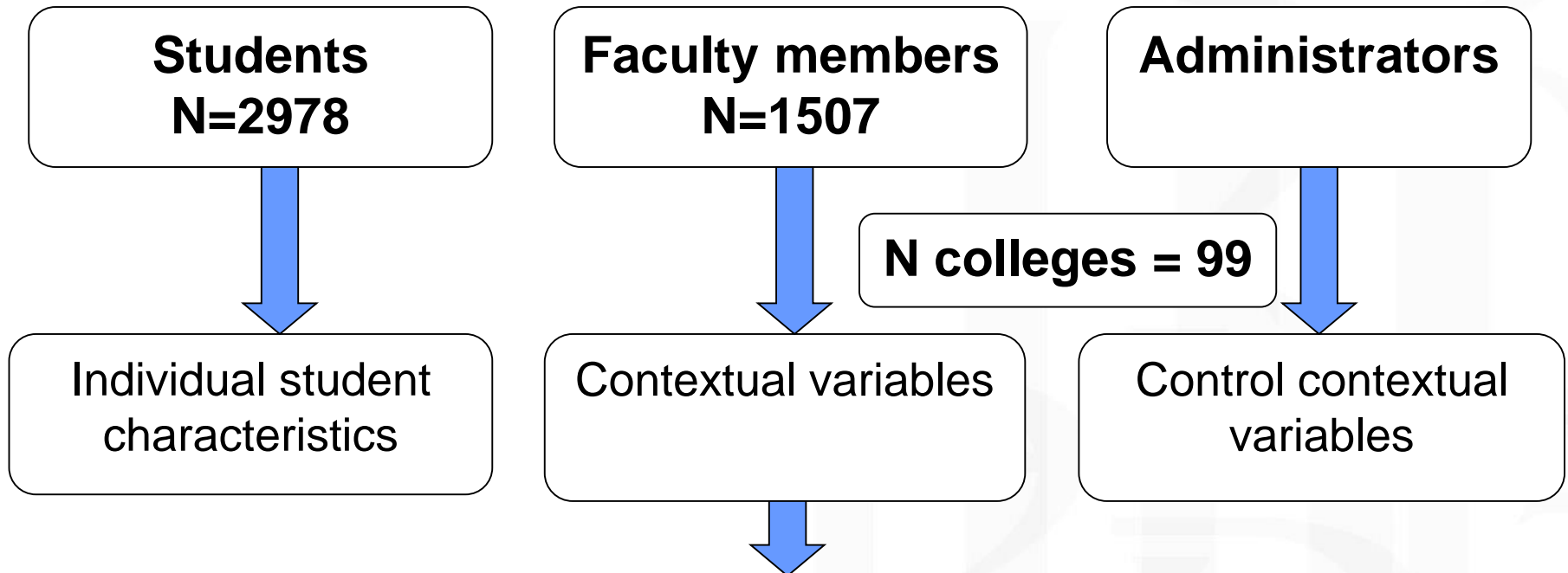
Research objective

Identify **factors of academic dishonesty** and investigate the role of **individual and contextual determinants**

Cheating during exams - cheating off the crib sheets, electronic devices or other students during exams

Plagiarism - copying from other papers or books (including Internet sources) or paraphrasing ideas of others in course assignments without any references

Monitoring of Education Markets and Education (MEMO) (2014)



- faculty' attitudes toward academic dishonesty
- perceived spread of these practices
- university-wide measures against plagiarism

Factors increasing the likelihood of AD

1. Low level of involvement in learning activity
 - Low intensity of studying
 - Poor academic performance
 - Poor attendance
2. Prioritizing the accessibility of education when choosing a college
3. Low level of involvement in research
 - No experience in research
 - Poor research performance (publications, conferences, research competitions)
4. Employment
5. No further education plans
6. No confidence in working in one's field of study in the future
7. Senior year («join the movement» [Josien, Broderick 2013])

Hypotheses. Contextual level

H1: The higher the proportion of instructors demonstrating intolerance to plagiarism and cheating, the lower the incidence of these practices among students

H2: Students in universities addressing academic dishonesty cheat less often than students in universities with no such practice.

H3: The higher the incidence of academic dishonesty as assessed by instructors (in other words, the higher the proportion of cheaters), the higher the probability of using dishonest practices by students

Hypotheses. Contextual level

Perceived severity of
punishment



Faculty's attitudes
toward AD

Perceived likelihood of
being detected



Formal/informal practice
of checking students'
papers for plagiarism

Normative support



«Coordination effect»
(D. McCabe)



Faculty's attitudes toward AD

What would you do if you come across a student cheating during exam?

I will fail a student

→ **Intolerance**

I will lower the final grade by a certain number of points

I will give a verbal warning

I will do nothing

→ **Tolerance**

What would you do if you come across blatant plagiarism in a student paper?

I will recommend that this student be expelled

I will lower the final grade by a certain number of points

→ **Intolerance**

I will give an unsatisfactory mark without having them rewrite the paper

I will give an unsatisfactory mark and will make them rewrite the paper

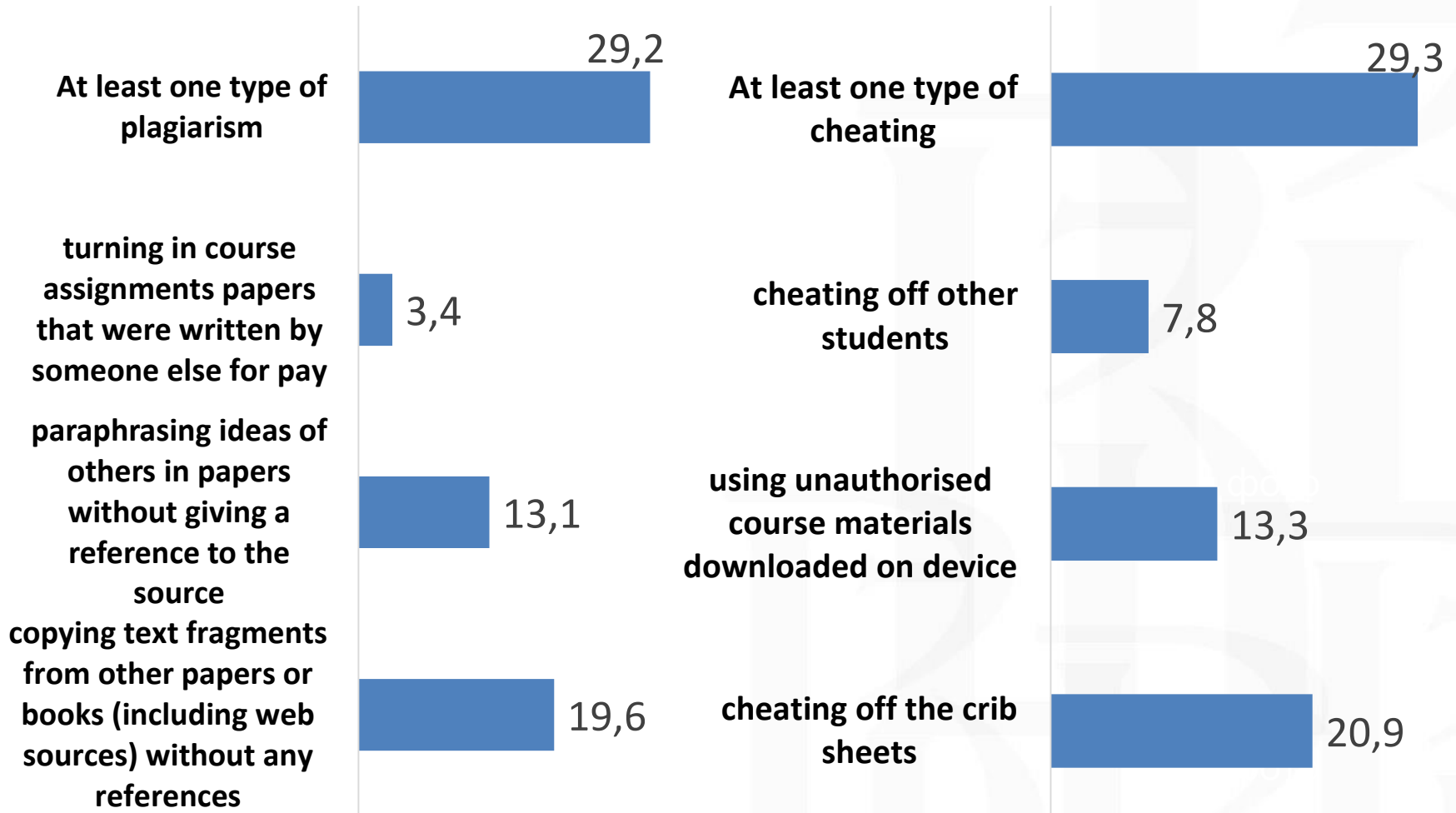
I will give a verbal warning

→ **Tolerance**

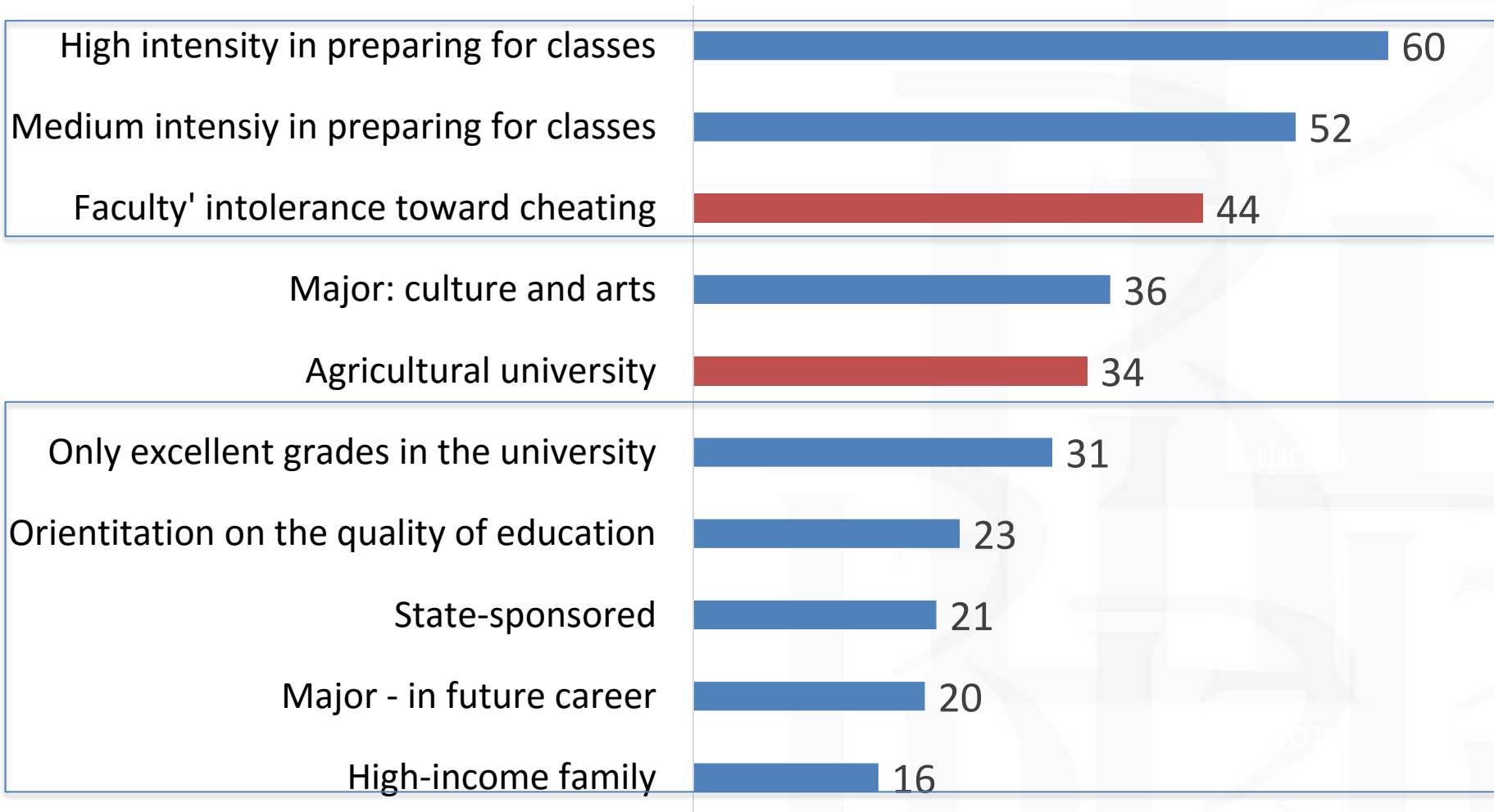
I will do nothing



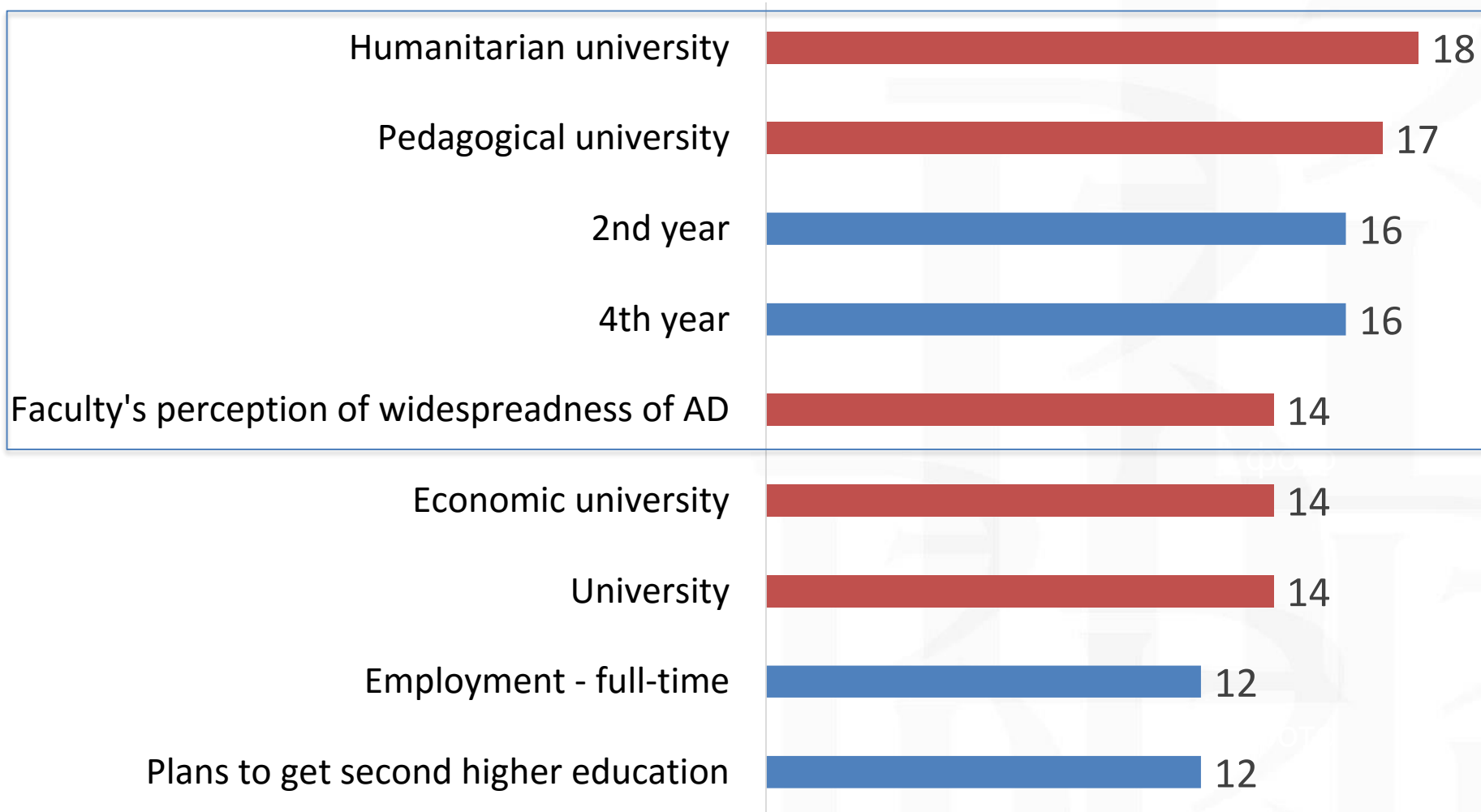
Dependent variables



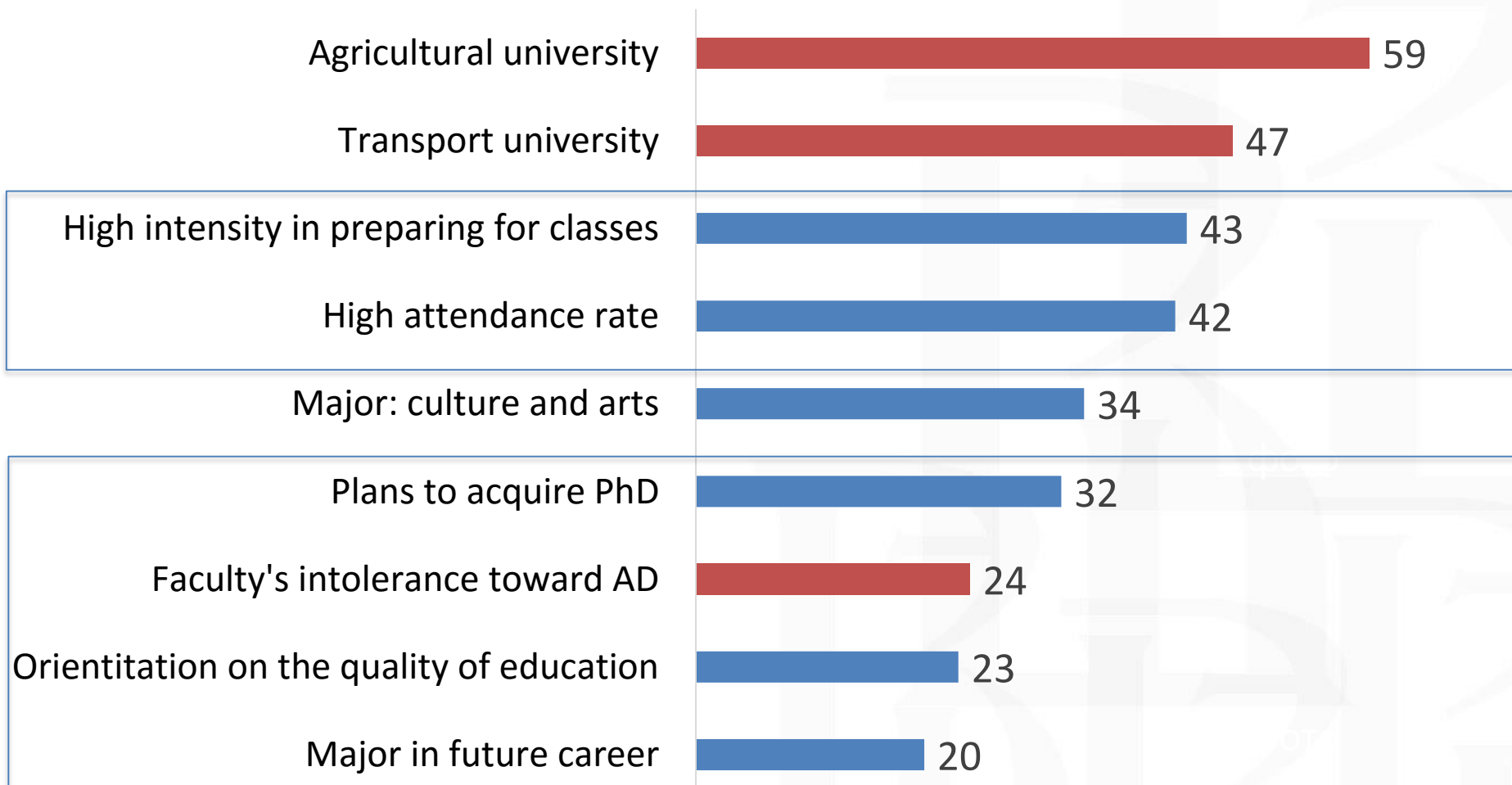
Factors decreasing the chances of plagiarism (%)



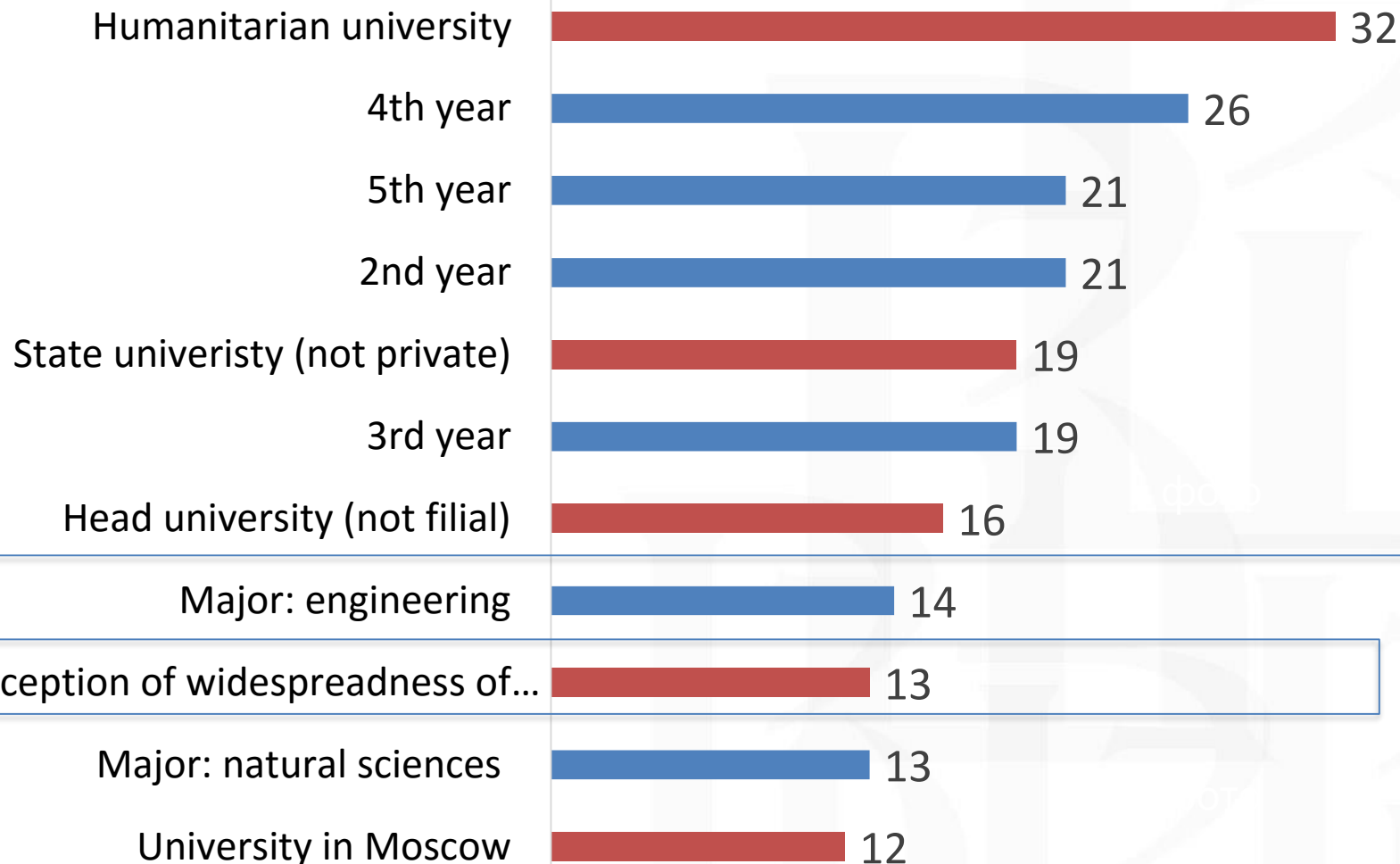
Factors increasing the chances of plagiarism (%)



Factors decreasing the chances of cheating (%)



Factors increasing the chances of cheating (%)



Main conclusions

Plagiarism - mostly for weak students, whereas cheating is used by both weak students and high performers

Career plans – the gap between what university provides and market needs

Contextual factors are significant predictors of academic dishonesty, but explain cheating better.

The hypothesis about ‘coordination effect’ was supported
“Collective” cheating vs “individual” plagiarism

Formal or informal anti-plagiarism measures are not so important as faculty’s attitudes toward plagiarism and cheating, manifesting in preference of severe penalties for academic dishonesty



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**THANK YOU FOR YOUR
ATTENTION!**