

# Reframing Conversations around Academic Integrity and Plagiarism: An Intercultural Approach

Learning at Intercultural Intersections March 2019

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# Introductions

Todd Odgers

*Associate Dean, International Education*

Daryl Smith

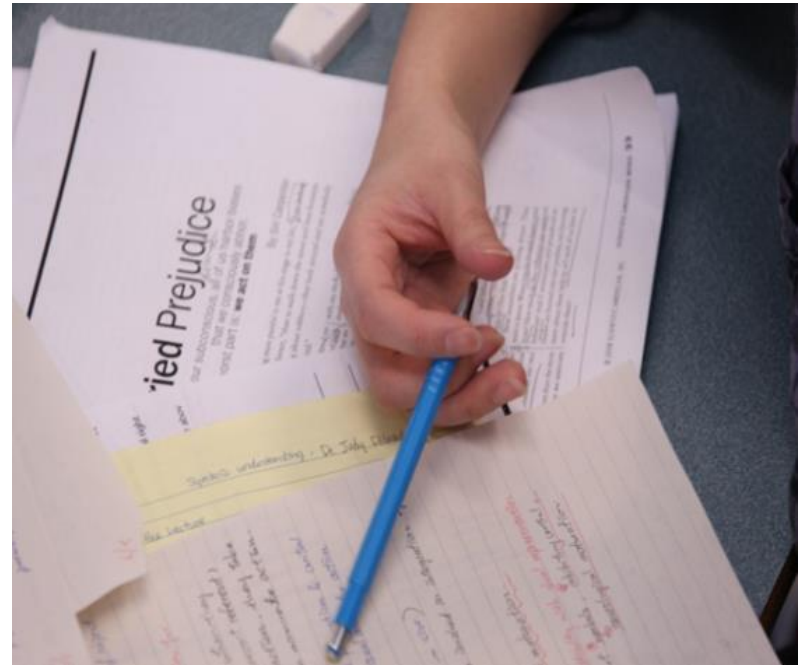
*Coordinator, Intercultural Initiatives*

Vicki Vogel

*Director, Langara Language Training Centre*

And.... Raged Anwar

*Instructor, Economics*



# Learning Outcomes

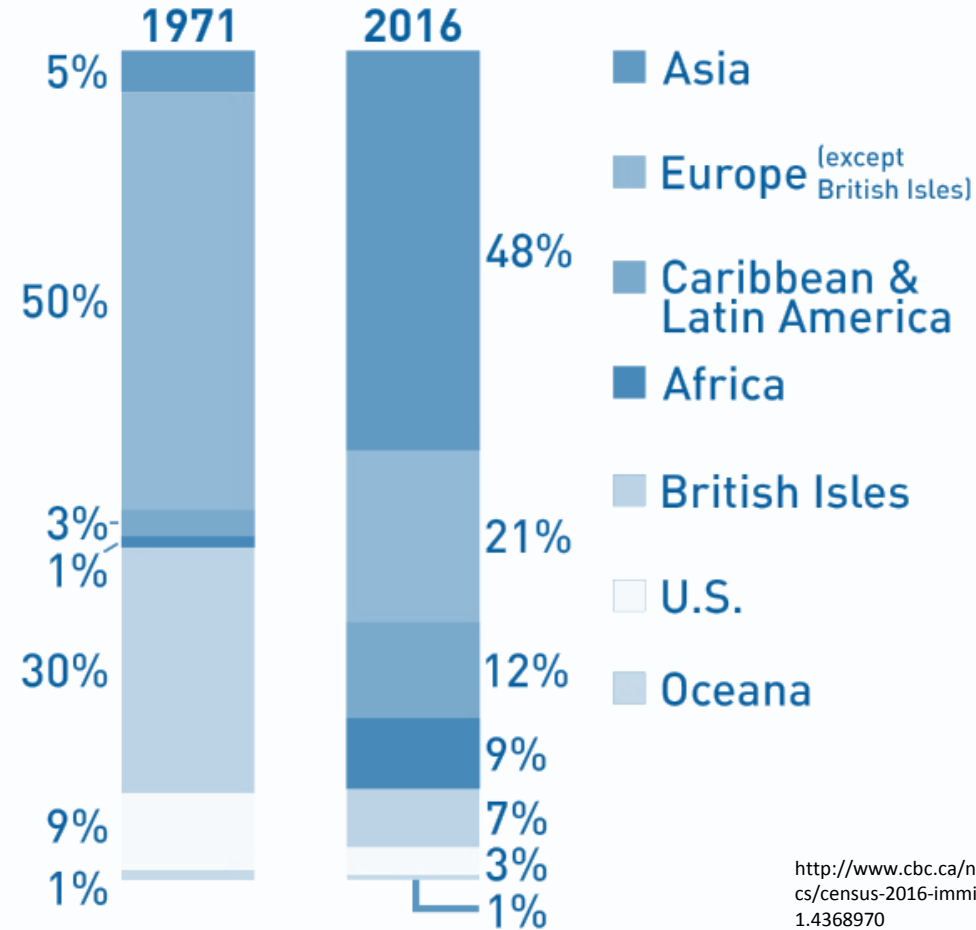
By the end of this session we will

1. recognize the cultural nuances and complexities of academic integrity
2. apply 'Quadrants' as an interculturally-informed framework to explore academic integrity
3. generate recommendations for learners, faculty, staff, and policy makers

# Please go to [menti.com](https://menti.com)

Enter the code- 40 59 50

## Canadian foreign-born population by country/region of origin



<http://www.cbc.ca/news/politics/census-2016-immigration-1.4368970>

SOURCE: Statistics Canada

CBC NEWS

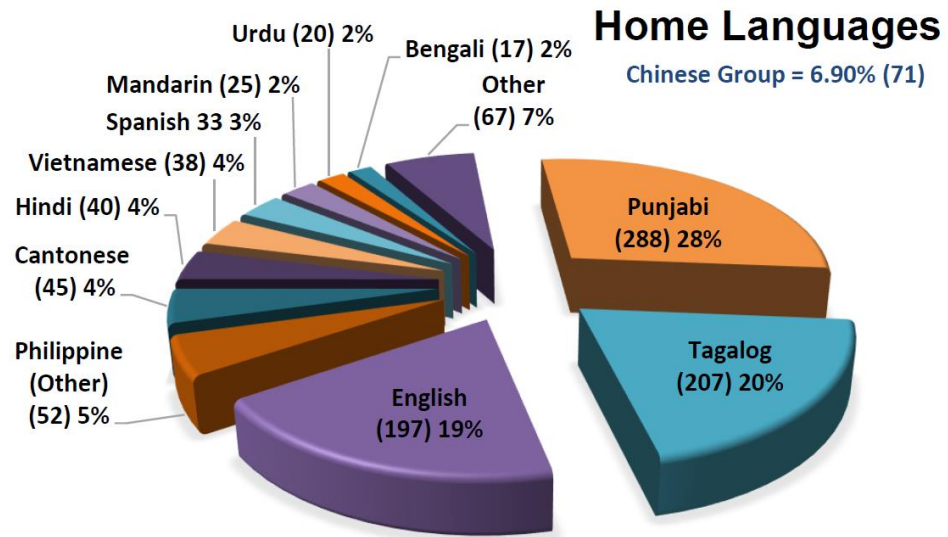
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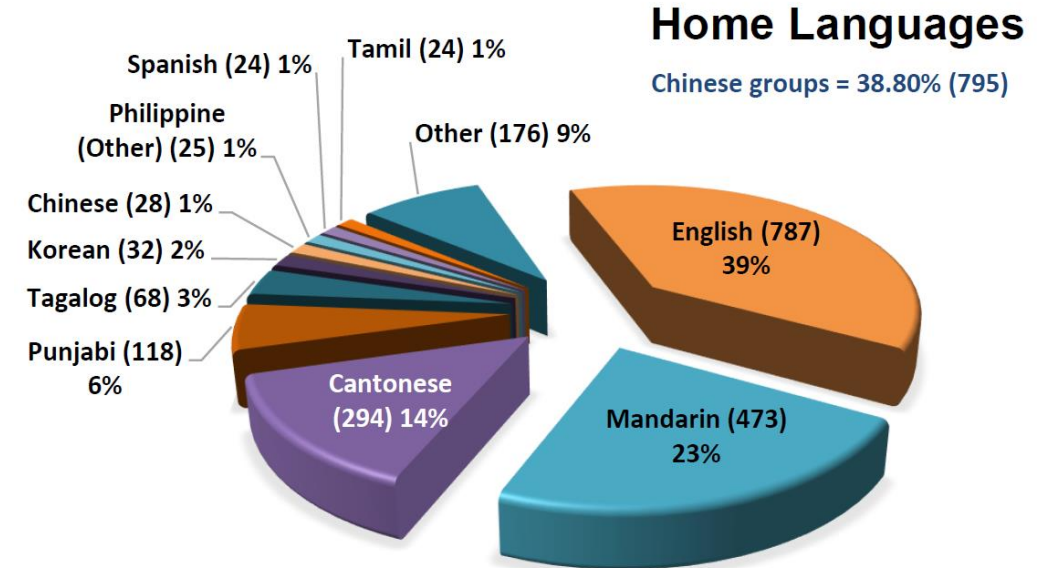
# Local Student Demographics



## John Oliver Secondary School

2014-15 VSB Data

In the Vancouver School Board, 25% of K-Grade 12 students are designated ESL and 60% speak a language other than English at home



## Sir Winston Churchill Secondary School

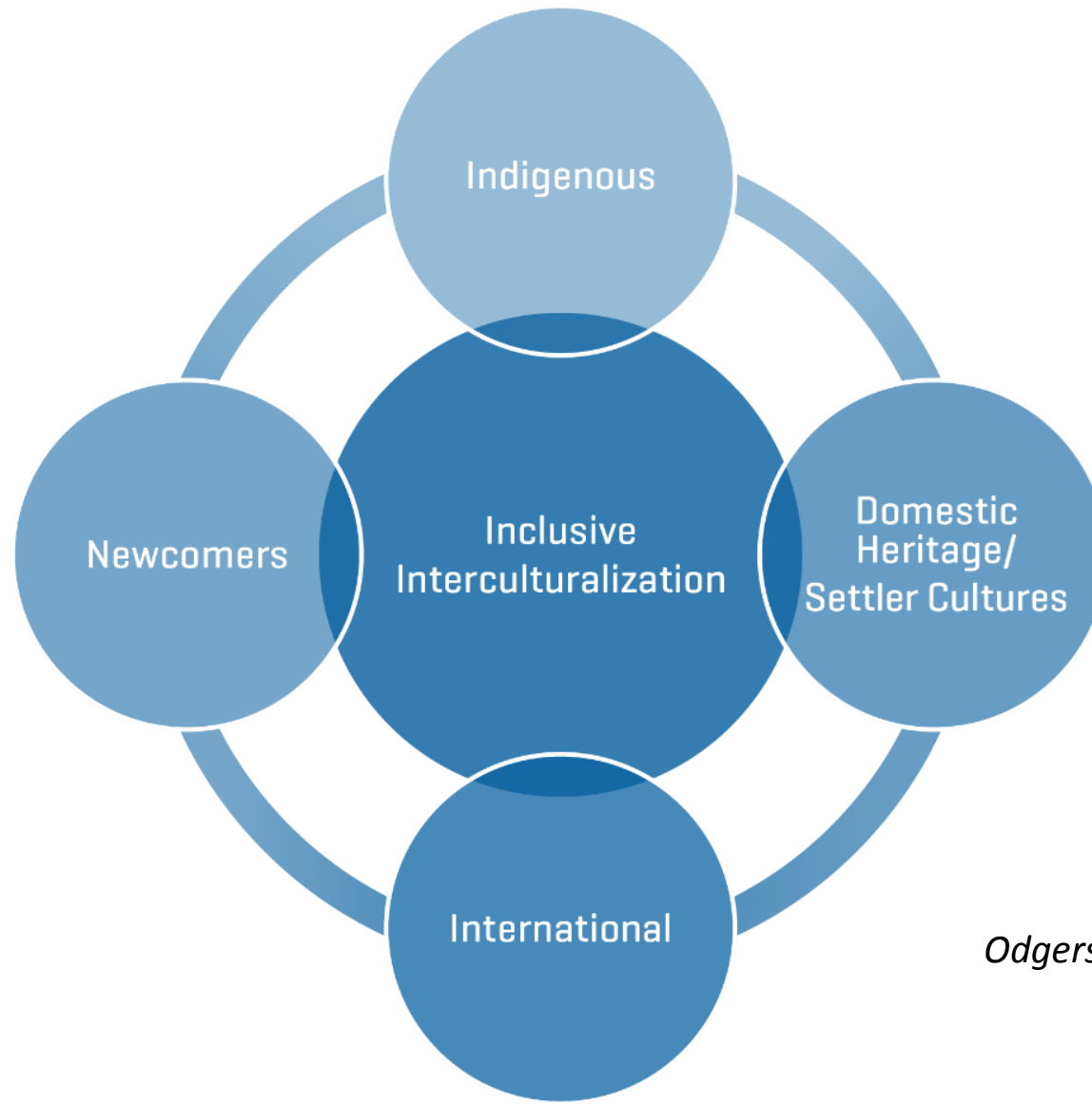
2014-15 VSB Data

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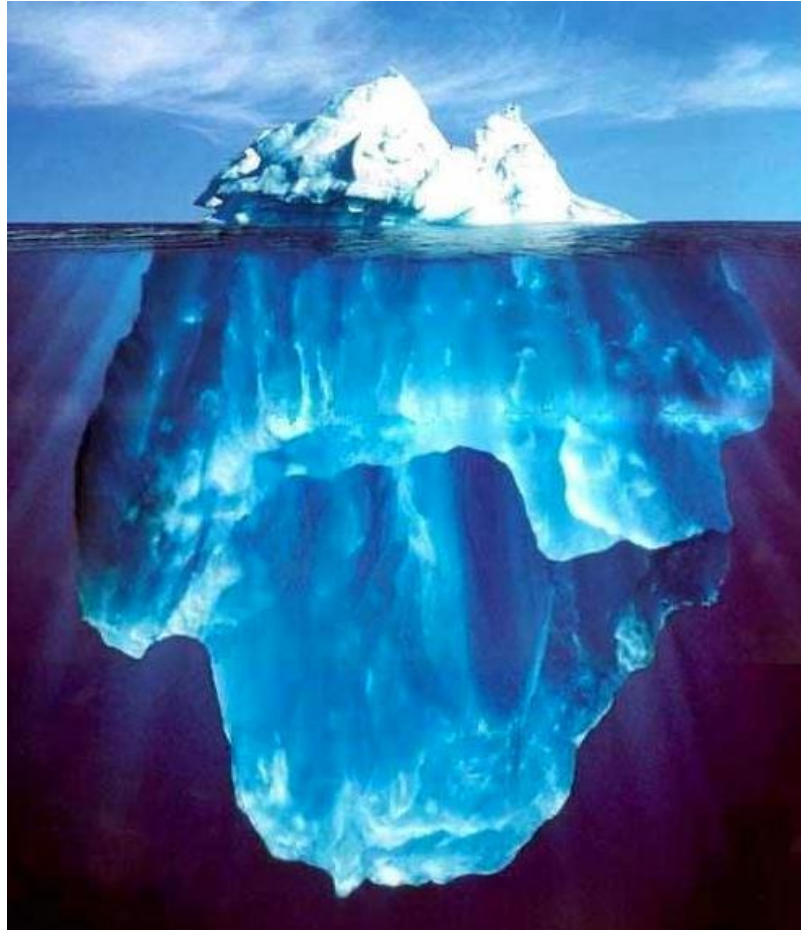
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*Odgers, 2015*

# Culture as an Iceberg





# Plagiarism – Multiple Factors

## Cultural Influences

- Text Ownership
- Common Knowledge

## Educational Influences

- Copying as Learning

Dawn Amsberry (2009) Deconstructing Plagiarism: International Students and Textual Borrowing Practices. The Reference Librarian, 51:1 31-44

Guangwei Hu and Jun Lei. (2012) Investigating Chinese University Students' Knowledge and Attitudes Towards Plagiarism From an Integrated Perspective. Language Learning, 62:3 813-850

SHAKE ON IT!

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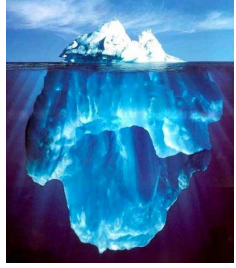
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# Adaptation – Andy Molinsky

1. Feeling authentic

2. What competencies?

3. Resentment



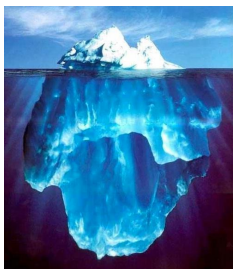
# Binary

In groups of 3 – 5

- Discuss each scenario
- Decide whether you think the student has plagiarized (P) or not (NP).

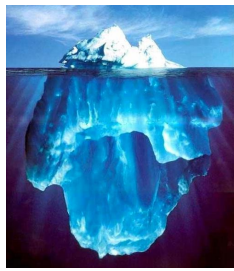
Plagiarism/  
Dishonest

Not  
Plagiarism  
/Honest



# Plagiarism = Honesty?

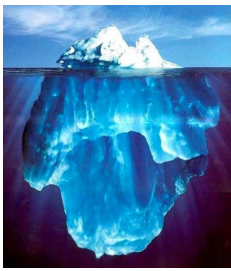
1. Is plagiarism always an intentional act?
2. Is it possible to plagiarize without being dishonest?
3. If so, what are some alternate explanations for plagiarism?
4. Would each scenario be addressed at your institution in the same way?



# Binary

Plagiarism/  
Dishonest

Not  
Plagiarism  
/Honest



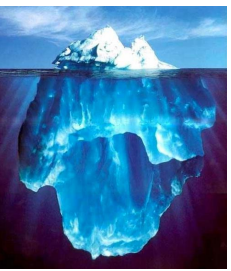
# Binary

Plagiarism

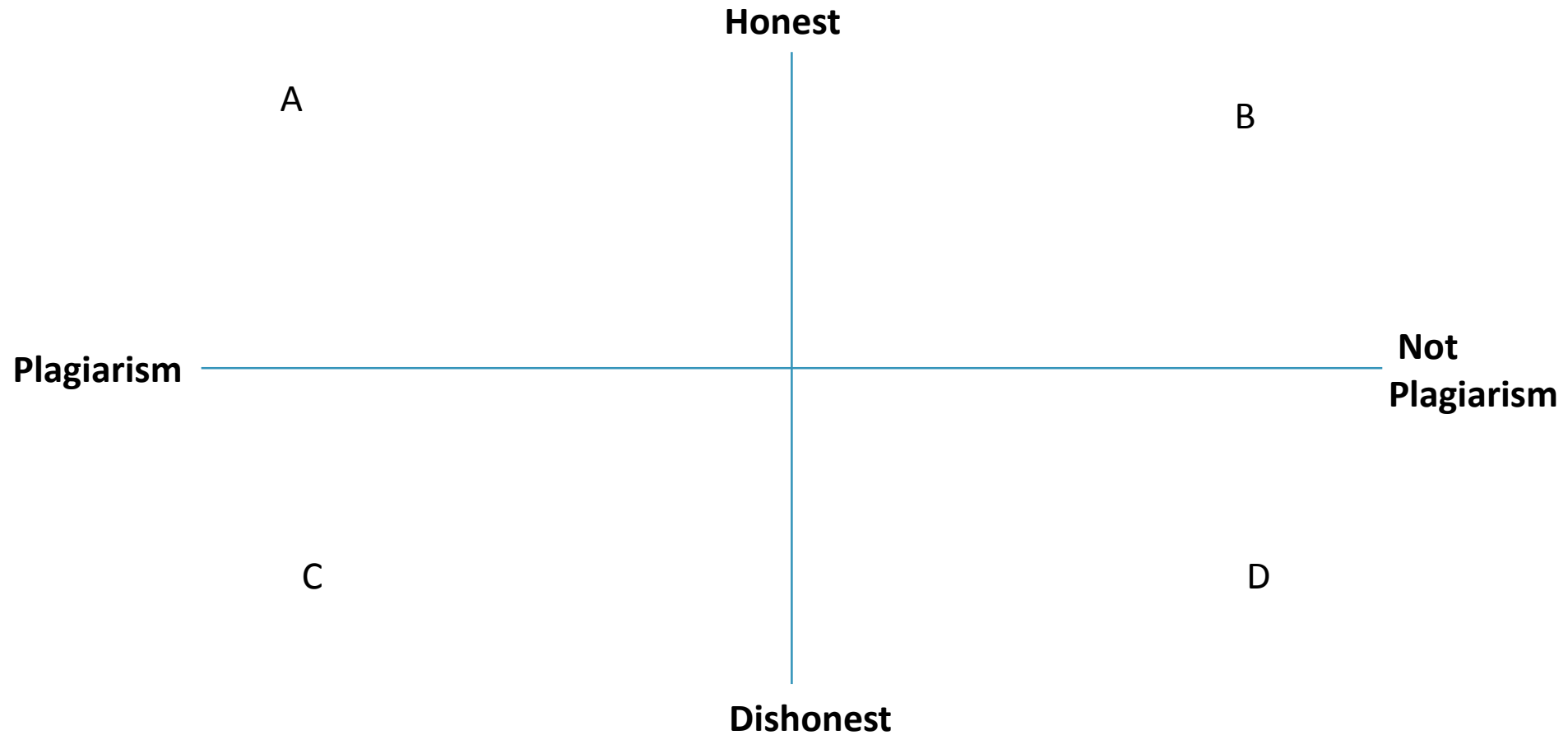
Not  
Plagiarism

Dishonest

Honest



# Quadrants



R. Anwar, D. Smith and V. Vogel, 2016

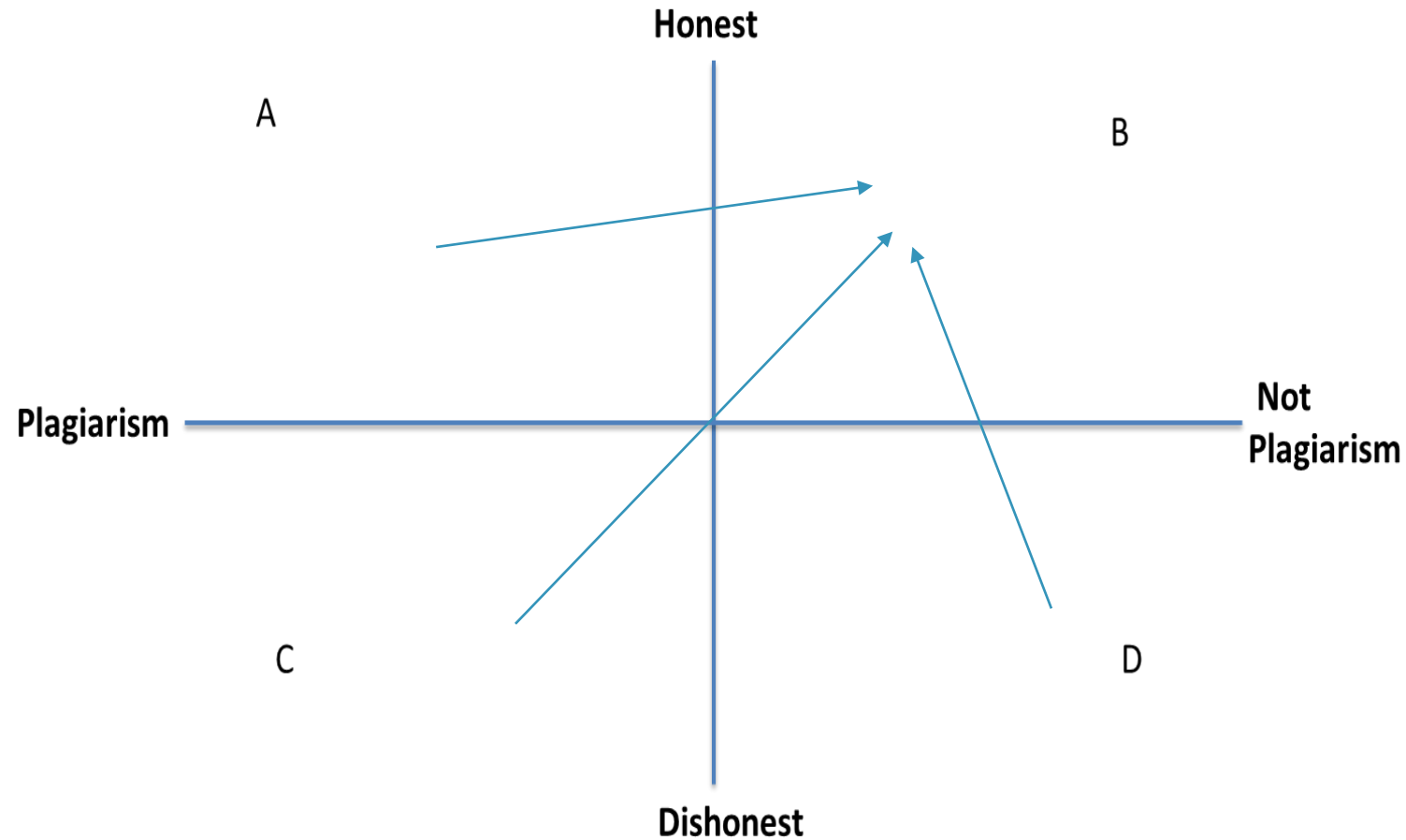


# Now What?

Upon completion participants will

- recognize the cultural nuances and complexities of academic integrity
- apply 'Quadrants' as an interculturally-informed framework to explore academic integrity
- generate recommendations for learners, faculty, staff, and policy makers

# Now What? Binary or Quadrant



# Now what? Binary or Quadrant?

## Langara College

Students	Langara English for Academic Purposes (LEAP) Langara Student Success Course (LSSC) Writing Centre WriteAway Turnitin
Faculty and Staff	Intercultural Workshops on Plagiarism
Policy	F1004 Updated Oct 23 <sup>rd</sup> 2108

# Now What? Binary or Quadrant

Policy – Academic Integrity

Restorative Justice

- University of Alberta
- North Alberta Institute of Technology (NAIT)
- MacEwan University

<https://www.iirp.edu/what-we-do/defining-restorative/>

# Now What?

1. What are the benefits to thinking in 'Quadrants' at your institution?
2. How would you implement a 'Quadrant' approach?



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# Contact Information

Todd Odgers – [todgers@bcit.ca](mailto:todgers@bcit.ca)

Daryl Smith – [dsmith@langara.ca](mailto:dsmith@langara.ca)

Vicki Vogel – [vvogel@langara.ca](mailto:vvogel@langara.ca)