Reframing Conversations around Academic Integrity and Plagiarism: An Intercultural Approach

Learning at Intercultural Intersections March 2019
Introductions

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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

Enter the code- 40 59 50
Canadian foreign-born population by country/region of origin

- 1971:
  - Asia: 5%
  - Europe (except British Isles): 3%
  - Caribbean & Latin America: 1%
  - Africa: 1%

- 2016:
  - Asia: 48%
  - Europe (except British Isles): 21%
  - Caribbean & Latin America: 12%
  - Africa: 9%
  - British Isles: 7%
  - U.S.: 3%
  - Oceana: 1%

SOURCE: Statistics Canada
CBC NEWS

http://www.cbc.ca/news/politics/census-2016-immigration-1.4368970
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
Inclusive Interculturalization

Indigenous

Newcomers

Domestic Heritage/Settler Cultures

International

Odgers, 2015
Culture as an Iceberg
Plagiarism – Multiple Factors

Cultural Influences
- Text Ownership
- Common Knowledge

Educational Influences
- Copying as Learning

SHAKE ON IT!
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 = 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

Honest

Not
Plagiarism

Dishonest

Plagiarism

A

B

C

D

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

<table>
<thead>
<tr>
<th>Students</th>
<th>Langara English for Academic Purposes (LEAP)</th>
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<tr>
<td></td>
<td>Langara Student Success Course (LSSC)</td>
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<td>Writing Centre</td>
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<td>WriteAway</td>
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<td>Turnitin</td>
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<td>Faculty and Staff</td>
<td>Intercultural Workshops on Plagiarism</td>
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<tr>
<td>Policy</td>
<td>F1004 Updated Oct 23rd 2108</td>
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</tbody>
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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?
thank you
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