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Investigating staff views on plagiarism in transnational higher education

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Abstract

The views on plagiarism of teaching staff working at four Australian universities operating in Singapore were investigated through a survey and interviews. This was carried out through analysis of their responses to six different plagiarism scenarios, of their replies to open-ended questions and of interview comments. Although staff were found to have a good understanding of the different cases of plagiarism, nearly half of them indicated that they would accept up to 15% of plagiarized material, with 30% of them willing to accept 20% or more. This indicates the need for an improved staff education on plagiarism. Furthermore, the majority of the teaching staff expected their students to plagiarize, implying the need for a more effective teacher - student interaction. A set of interactive measures between faculty, teaching staff and students is recommended to ensure and sustain an environment of academic integrity within the transnational higher education sector.

Introduction

Higher education has greatly expanded over the last two decades. In parallel, a large number of transnational hubs have been established, mainly in the Middle-East and in Asia, offering higher education services from overseas universities to local and international students (Chapman & Pyvis, 2013; Healey, 2017). This expansion of higher education in home and transnational campuses has brought along renewed calls to curb plagiarism and uphold academic quality (Altbach, 2013; Eret & Ok, 2014; Healey, 2015a). Plagiarism is detrimental to the student learning experience and to the reputation of the academic institution.

Plagiarism issues have been extensively investigated in home campuses through surveys and interviews of students (Bretag et al., 2014; Gulifer & Tyson, 2014; Halupa & Boliger, 2015; Kuntz & Butler, 2014; Hanson & Anderson, 2015; Iberahim et al., 2013; Shi, 2012; Sutton et al., 2014). Findings reveal that students plagiarize for a variety of reasons. Easy access and fast copying of available material, lack of ethics, desire to achieve higher marks with less effort, workload pressure and poor time management were the main reasons leading to intentional plagiarism. Unintentional plagiarism arose from an inadequate understanding of some aspects of plagiarism and from secondary language issues or cultural differences. More complex aspects of plagiarism, such as collusion and self-plagiarism, remain disputed issues amongst students (Childers & Bruton, 2016; Fraser, 2014).

Investigations of staff views on plagiarism within home campuses have revealed a similar level of complexity in their perception of plagiarism. There was disagreement amongst some staff on what constitutes plagiarism (Adiningram, 2015; Halupa & Boliger, 2013; Lei & Hu, 2015; Shi, 2012), especially on whether self-plagiarism or collusion could be conceived as plagiarism (Bennett et al., 2011; Childers & Bruton, 2016; Fraser, 2014; Halupa & Bolinger, 2013). Halupa and Bolinger (2013) noted that only 66% of the staff surveyed had an adequate understanding of self-plagiarism. Bennett et al. (2011) reported that 25% of the staff surveyed had some uncertainty regarding plagiarism within group work and that up to 45% of them were unsure as to whether self-plagiarism could be conceived as plagiarism. Staff also had differences with students on their understanding of plagiarism (Pecorari & Petrić, 2014). Staff blamed students' plagiarism on their poor academic writing skills previously acquired from their inadequate secondary school ethics (Bruton & Childers, 2016; Gourlay & Deane, 2015; Li, 2015). The lenient attitude of some staff towards their students' plagiarism was attributed to one or several of the following reasons: (1) lack of clear guidelines or support from the institution (Bennett et al., 2011; Gourlay & Deane, 2015; Halupa & Bolliger, 2013); (2) tendency to adopt a more educative approach rather than a punitive one, in disagreement with institution (Bruton & Childers, 2016; de Jager & Brown, 2010; Li, 2015); (3) excessive amount of administrative time required to deal with the misconduct case (Lodewijks, 2011; de Jager & Brown, 2010; Sutherland-Smith, 2008); (4) heavy teaching and research workload with requirement to publish (Li, 2015); and (5) pressure from some institution to enhance passing rates (Sawyer et al., 2009; Sharman & Wilshire, 2007). McCabe, Butterfield and Traviño (2012) stressed the

necessity for staff to be more pro-active in its engagement against plagiarism. To combat plagiarism, some studies advocate a more formative and educative approach from teaching staff and institutions (Bruton & Childers, 2016; Gourlay & Dean, 2015; Sutherland-Smith (2014), with some researchers specifically recommending the incorporation of an academic literacies programme (Murray & Nallaya, 2016; Newton et al., 2014; Powell & Singh, 2016).

There have been relatively few studies on students' perception of plagiarism within a transnational environment. Such an environment differs in many aspects to that of a home campus environment: it has a much greater level of diversity in its student and staff population and often operates under a dual management system (Dobos, 2011; Healey, 2015a, 2015b; Henderson et al., 2017). Recent research on the views on plagiarism of business students (Palmer et al., 2017) and of students across a range of fields of study (Palmer et al., 2019) outlined an urgent need to improve the students' awareness of plagiarism. Many students would plagiarize in collusion cases (as the work is carried out together within the group), and in self-plagiarism cases (as it would be their own work), and a small minority of students would even intentionally plagiarize if they could get away with it. Uncertainty levels were also high amongst students from neighbouring countries. Students' awareness of plagiarism issues was found to be lower than that of students at home campuses, due to the particulars of the transnational campus and the greater mix of cultural and academic backgrounds among students (Palmer et al., 2019).

To our knowledge, there has been no previous investigation on staff views on plagiarism within a transnational environment. In interviews with staff of a transnational campus in Dubai, Smith (2009) reported the need for the home institution to provide staff induction and staff development to its local staff for them to deal more effectively with the institution's assessments. Views on plagiarism were not specifically addressed. In a transnational environment, most staff are hired locally, often on a part-time basis (Wilkins, 2016). They are subjected to student and institution evaluations on a trimester or semester basis. The renewal of their short-term contracts is subject to satisfactory evaluations (Altbach, 2015). As mentioned earlier, the teaching staff in a transnational environment operates under a dual institutional pressure, from the local, often private, education enterprise and from the transnational higher education institution (Healey, 2015a).

This study investigates, through a survey and interviews, the views on plagiarism of staff working in one of four Australian institutions operating in the transnational hub of Singapore by means of a survey and interviews. This investigation complements the study carried out by Palmer et al. (2019) on the views of students on plagiarism within the same transnational environment. By assessing the views on plagiarism of staff working within a transnational environment, this study has the following objectives: (1) to analyze the views on plagiarism of teaching staff working in a transnational environment by means of a survey that produces quantitative and qualitative data; (2) to probe and confirm the findings of the survey data by assessing the staff views through individual interviews; (3) to compare the

findings with those reported for staff at home campus and highlight any differences characterizing the transnational environment; (4) to complement the findings of the staff views with those of students views reported by Palmer et al. (2019); and (5) to suggest some pro-active procedures that would help reduce plagiarism within transnational higher education and nurture a climate of academic integrity within such an environment.

Methodology

Survey study

Data on the staff views on plagiarism were collected through an online anonymous survey which was completed on a voluntary basis, using Survey Monkey®. The members of staff worked at one of four Australian universities operating in Singapore. Between them, these four universities encompassed the typical range of the transnational operational environment in Singapore (Palmer et al., 2019). The plagiarism policies (underpinning principles) and plagiarism procedures (management of plagiarism) of the four Australian universities were checked in detail from their online documents, and were, at the time of the survey, as shown in Table 1. Although the information on plagiarism policies was available online, plagiarism, breaches and penalties were not always clearly defined or identified. Moreover, there was a large disparity in the availability of a briefing or workshop on plagiarism and of an academic integrity online test (Palmer et al., 2019). Transnational academic staff from three institutions were introduced to the use of a text matching software as a plagiarism detection tool (Turnitin) but the software was not used in all units. These plagiarism policies and procedures, as depicted in the table, provide the characteristic range and diversity of plagiarism policies and procedures available to students and staff within a transnational environment (Palmer et al., 2019).

Table 1: Institutions' policies and procedures on plagiarism (Palmer et al., 2019).

Details for Institution		A	B	C	D
Information on plagiarism policies available online		✓	✓	✓	✓
Plagiarism clearly defined		X	X	✓	X
Breaches clearly identified		X	X	✓	X
Penalties clearly identified		X	X	✓	X
Orientation week – briefing on plagiarism		X	X	✓	✓
Academic integrity online module/test	Offered	X	✓	✓	✓
	Compulsory	X	✓	X	✓
Face-to-face workshop on plagiarism	Offered	✓	✓	X	X
	Compulsory	X	✓	X	X
Plagiarism detection software (e.g. Turnitin®) used	For some units	X	✓	✓	✓
	For all units	X	X	X	X

Note. ✓: Yes X: No

The survey comprised a quantitative assessment of the staff responses to six different plagiarism scenarios and a qualitative analysis of their views to open-ended questions. The six scenarios related to the following types of plagiarism: (1) copy and paste with a few minor modifications and

no source citation; (2) self-plagiarism (recycling of own assignment); (3) partial referencing (no in-text source citation but source indicated in the reference list); (4) collusion within group work; (5) partial reuse of a friend's work; and (6) back-translation (online conversion of an English text to a different language and its retranslation into English). The plagiarism cases were selected for their commonality and diversity (Clough et al., 2015), as representative of cases taking place in higher education. The survey was adapted from well-developed, previously validated survey instruments used by Brimble and Stevenson-Clarke (2005), Ryan et al., (2009) and Wan et al. (2011). Approval to conduct this research study, for both the survey and interviews, was granted by the Human Research Ethics Committee of the University.

Participants

A total of 150 staff members were contacted by email, and 32 respondents completed the survey. The demographic data of the sample of staff participants is shown in Figure 1. The staff were in a variety of teaching fields, with the majority being in business studies, teaching full-time ($n = 3$) or part-time ($n = 29$), a ratio typical of transnational education in Singapore, where most of the teaching staff work part-time. Their part-time status allows employment flexibility for themselves and for the institutions (Wilkins, 2016). Except for one of the teaching staff, all had postgraduate qualifications (Master's / PhD), obtained from various countries, such as Australia, Singapore, the UK or the USA. Most of them were over 40 years of age, and many had previously taught in countries other than Singapore. The diversity of the teaching staff, its predominantly part-time nature and its high-level qualification and work experience are typically representative of teaching staff working within a transnational environment (Altbach, 2015, Palmer et al., 2019).

Analysis

The survey analysis followed a mixed methods research paradigm which is an appropriate approach when dealing with collecting quantitative and qualitative data sets, analyzing them and combining the results in a complementary way (Onwuegbuzie & Johnson, 2006; Pecorari & Petrić, 2014; Punch, 2009). The quantitative data were provided by the Likert-scale responses of staff to a series of questions in the surveys based on six different scenario cases of plagiarism. The analysis of this quantitative data was carried out using the 'Descriptive Statistics' functions of the SPSS® software, as recommended by Boone and Boone (2012). Qualitative data were obtained from the staff replies to open-ended questions in the survey and from their additional comments. The survey participants were identified as SP1 to SP32 when quoting relevant comments.

Interviews

Individual sessions of approximately one-hour duration were conducted through semi-structured interviews (Ashworth

et al., 2003; O'Donoghue, 2007). Voluntary participants were reminded that the interviews were anonymous and confidential. The interview questions are shown in Table 2. These questions were developed based on the survey results, in order to provide further insight into the findings of the survey.

Participants

Fourteen members of staff working in one of the four Australian universities operating in Singapore volunteered to participate in the interview phase. These 14 interview participants can be considered as a different batch of staff participants with no interfering selection from the author. Ten of these participants were volunteers from the 32 survey participants. The other four members of staff were additional volunteers. This makes this batch of interview participants a suitable sample for triangulation purposes of the study, by probing their views to confirm the findings of the survey data.

Teaching Mode	
Full-Time	3
Part-Time	29

Highest Qualification	
Degree	1
Master of Arts (MA)	1
MBA	4
Master of Science (MSc)	6
Masters (Other)	10
PhD	10

First Language	
English	27
French	1
German	1
Chinese	3

Field of Teaching	
Business	16
Commerce	2
Communication	5
Engineering	1
IT	4
Law	1
Science	1
Tourism	2

Age Group	
21-25	--
26-30	--
31-35	1
36-40	2
41-45	7
46-50	8
51 or more	14

Years of Teaching in Australian University	
One	6
Two	3
Three	9
Four	1
Five	5
Six or more	7

Country of Tertiary Studies	
Australia	6
France	1
India	3
Singapore	7
UK	11
USA	4

Country of Secondary Studies	
Australia	2
France	2
Germany	1
India	2
Malaysia	1
Philippines	1
Singapore	19
UK	3
USA	1

Second Language	
English	5
Chinese	9
French	2
Hindi	1
Indonesian	1
Malay	3
Tamil	6

Countries / places where previously taught					
Singapore	29	USA	3	Laos	1
Malaysia	8	Vietnam	3	Pakistan	1
Dubai	3	Australia	1	Thailand	1
India	3	China	1	Tanzania	1
Indonesia	3	Cambodia	1	Turkey	1
UK	3	Hong Kong	1	Zambia	1

Figure 1: Demographic data of the staff participants.

Table 2: Staff interview questions.

Section 1: Demographic Data	
Section 2: Interview Questions:	
Q1	In your opinion, is plagiarism a real problem?
Q2	In your opinion, how common is plagiarism among university students?
Q3	In your opinion, what is the relationship between digital technologies and plagiarism?
Q4	In your opinion, what are the ethical issues and reputational consequences relevant to plagiarism?
Q5	In your opinion, are students and staff well informed on plagiarism and on how to avoid it?
Q6	In your opinion, are students and staff well informed about the consequences of plagiarism?
Q7	In your opinion, is there an acceptable similarity index (%), in text-matching software, e.g. Turnitin® (excluding quoted material and references)?
Q8	Do you know, or know of, students who plagiarize or who have plagiarized in the past?
Q9	In your opinion, what could be done to reduce plagiarism?
Q10	In your opinion, do some affiliate lecturers ignore plagiarism cases, and if so, why?
Q11	If you believed a student had submitted a piece of work which contained plagiarism, what steps would you take?

Analysis

Note-taking was used as it was considered to be less intimidating to the participants than audio-recording. The handwritten notes were reproduced verbatim, including errors. They were then transcribed into Microsoft Word documents, linking each respondent's replies to the corresponding questions and to the respondent's code. Following the method suggested by Ose (2016) for analysing qualitative data arising from interview texts, the notes from these two Word documents were subsequently transferred into two Excel worksheets, using codes for the interview questions, for the replies and for the various themes and subthemes embedded in the replies. Coding of the themes and subthemes was an iterative process which was repeated several times. This provided a coherent analysis of the qualitative data and allowed a frequency analysis of the themes depicted in the replies. This method has proved an adequate alternative to SPSS® and NVivo® for analysis of unstructured qualitative data arising from interviews (Ose, 2016). Participants' comments are included not only to provide a rich description of their views and to further elaborate on significant findings (Stangor, 2004) but also to represent common, relevant and/or interesting perspectives. The interview participants were identified by codes IP1 to IP14 when quoting any relevant comments.

Results

Results from the survey data

General views on plagiarism

The results of the staff views for Scenarios 1 to 6 being considered as cases of plagiarism are shown in Table 3. The majority of staff (over 85%) agreed that all Scenarios were cases of plagiarism. The high value of the mean (M) on the Likert scale, above 3.1, and the low value of the standard deviation (SD), below 0.79, indicate a strong alignment of

views among the staff.

Staff responses to specific statements related to the cases of plagiarism are shown in Table 4. Numbers in bold indicate agreement levels above 50%. To the question, 'My students would believe this is acceptable', more than half of the staff (54% to 67%) responded that they believed that their students would find it acceptable, in Scenarios 1 to 4, with the percentage of staff who believed that their students would find it acceptable dropping to 36% and 35%, for Scenarios 5 and 6, respectively. To the question, 'I believe some of my students engage in similar activities' in Scenarios 1 to 5, over 70% of the staff responded that they believed that their students engaged in similar acts of plagiarism with 48% of the staff believing that it would also be the case for Scenario 6.

To the open-ended question 'How would you react if xxx was your student?', in Scenarios 1 to 6, 35% to 59% of the staff, depending on the plagiarism case, indicated that they would take an educative approach, whereas 10% to 25% indicated that they would take a punitive approach. This is shown in Tables 5 and 6, which list the various actions the staff member would take. What was notable in their replies was the wide range of different reactions, from none through mild to severe, and from punitive to educative. This large disparity in the staff reactions is in contrast with their mostly unified view on plagiarism. There was consistency in what staff members viewed as plagiarism but not when it came to dealing with it.

Noteworthy comments made by the staff, expressing their views on open-ended questions, were selected for their relevance to particular aspects of plagiarism. To the question 'How would you react if xxx was your student?' in Scenario 2 (self-plagiarism), one staff member replied:

I think that maybe once her work is handed in, it becomes the property of the institution? Thus, if she reuses it, she will be plagiarising? I'm not sure. I would be frustrated because of a different reason that I might have marked it before and if I see the same mistakes unchanged again, especially if she is repeating that module. I had a case where a student used part of his assignment from another module and incorporated it into [the] module's assignment and I gave him comments about his mistakes and marks which were less than what he originally received in the previous module. I had to explain his mistakes and why I deducted his marks. (SP 27)

This emphasizes some complex aspects of self-plagiarism: uncertainty of staff on how to deal with it, and a corresponding lack of improvement in student learning. To the question 'How would you react if xxx and yyy were your students?' in Scenario 4 (collusion within group work), one staff member replied: "I would tell them to plan better so that they don't submit identical work as there will be no factor that distinguishes their abilities/individual effort" (SP 17).

The great majority of staff (81%) believed that they were given clear and specific information on the institution's procedures regarding plagiarism cases. Most of them (78%) knew of students who plagiarized. The data are shown in Table 7.

The amount of plagiarized content that would be acceptable to staff is shown in Table 8. The amount, as put in the question, excludes titles, quotes and references. The similarity index is given as a ratio of the amount of plagiarized material over the amount of text material, as a percentage. Teaching staff were familiar with Turnitin®, which was used by most institutions. Nearly half of the staff (47%) were willing to accept up to 15% of plagiarized material. Some staff would even consider larger amounts of plagiarized material, of up to 20% by 17% of the staff, and of up to 25% by 13% of the staff.

Table 3: Results of staff' views (in %) for Scenarios 1 to 6 (responses to statement 1: 'i believe this is a case of plagiarism').

Plagiarism Scenario	0 Unsure	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	Overall Disagreement	Overall Agreement
S1 – No source citation (n = 31, M = 3.45, SD = 0.77)	0.0	3.2	6.5	32.3	58.1	9.7	90.4
S2 – Self-plagiarism (n = 31, M = 3.48, SD = 0.63)	0.0	0.0	6.5	38.7	54.8	6.5	93.5
S3 – Partial referencing (n = 32, M = 3.53, SD = 0.62)	0.0	0.0	6.3	34.4	59.4	6.3	93.8
S4 – Collusion within group work (n = 30, M = 3.13, SD = 0.63)	0.0	0.0	13.3	60.0	26.7	13.3	86.7
S5 – Partial reuse of a friend's work (n = 31, M = 3.58, SD = 0.56)	0.0	0.0	3.2	35.5	61.3	3.2	96.8
S6 – Back-translation (n = 32, M = 3.63, SD = 0.79)	3.1	0.0	0.0	25.0	71.9	0.0	96.9

Note. Values in bold indicate overall disagreement exceeding 50%. S = scenario. n = number of replies. M = mean value. SD = standard deviation value.

Table 4: Results of staff views (in %) on statements related to cases of plagiarism S1 to S6.

Statement	S1		S2		S3		S4		S5		S6	
	D	A	D	A	D	A	D	A	D	A	D	A
'I believe this is acceptable'	89.6	10.3	92.8	7.2	96.4	3.6	96.4	3.6	100	0.0	76.8	16.2
	n = 29		n = 28		n = 28		n = 28		n = 28		n = 29	
'My students would believe this is acceptable'	41.3	55.1	42.9	53.6	37.9	58.6	25.9	66.7	57.1	35.7	58.6	34.5
	n = 29		n = 28		n = 29		n = 27		n = 28		n = 29	
'According to my institution's policies, this is acceptable'	78.6	14.3	85.7	3.6	86.2	3.4	88.5	7.7	92.9	7.2	93.1	3.4
	n = 28		n = 28		n = 29		n = 26		n = 28		n = 29	
'I believe some of my students engage in similar activities'	17.2	75.9	17.8	71.5	17.2	79.3	17.9	78.5	2	71.4	34.4	48.2
	n = 29		n = 28		n = 29		n = 28		n = 28		n = 29	

Note. Values in bold indicate overall agreement exceeding 50%. S = scenario. D = overall disagreement. A = overall agreement. Remainder = unsure.

Table 5: Results of staff replies to the question 'how would you react if xxx was your student?' for the cases of plagiarism S1 to S3.

	<i>S1 (n = 30)</i> <i>No source citation</i>		<i>S2 (n = 28)</i> <i>Self-plagiarism</i>		<i>S3 (n = 29)</i> <i>Partial referencing</i>	
<i>Q: How would you react if xxx was your student?'</i>	Provide advice / educate / counsel	53.3%	Provide advice / educate / counsel	42.9%	Provide advice / educate / counsel	44.8%
	Penalty / plagiarism procedure /report to faculty	26.7%	Resubmit assignment	25.0%	Penalty / plagiarism procedure /report to faculty	20.7%
	Resubmit assignment	13.3%	Penalty / plagiarism procedure /report to faculty	17.9%	Resubmit assignment	20.7%
	Fail / reject work	6.7%	Fail / reject work	10.7%	Fail / reject work	6.9%
			Written warning	3.6%	No reaction / accept work	6.9%

Note. Replies in bold indicate main replies.

Table 6: Results of staff replies to the question 'how would you react if xxx was your student?' for the cases of plagiarism S4 to S6.

	<i>S4 (n = 27)</i> <i>Collusion within group work</i>		<i>S5 (n = 28)</i> <i>Partial reuse of a friend's work</i>		<i>S6 (n = 28)</i> <i>Back-translation</i>	
<i>Q: How would you react if xxx was your student?'</i>	Provide advice / educate / counsel	59.3%	Provide advice / educate / counsel	35.7%	Provide advice / educate / counsel	42.9%
	Penalty / plagiarism procedure /report to faculty	18.5%	Penalty / plagiarism procedure /report to faculty	32.1%	Penalty / plagiarism procedure /report to faculty	35.7%
	Resubmit assignment	14.8%	Penalty / plagiarism procedure /report to faculty	21.4%	Resubmit assignment	10.7%
	Fail / reject work	7.4%	Fail / reject work	10.7%	Fail / reject work	10.7%

Note. Replies in bold indicate main replies.

Table 7: Staff replies to questions related to plagiarism.

Questions	Yes	No
At your institution, have you been given:		
Clear and specific information on the procedures regarding plagiarism cases? (n=32)	81.3%	18.8%
Do you know of any students who plagiarize at your institution? (n=32)	78.1%	21.9%

Note. Numbers in bold indicate 'Yes' replies exceeding 50%

Table 8: Staff replies regarding the acceptable level of the 'Turnitin® similarity index'.

Question	Acceptable Level of Similarity Index	Replies
Please indicate the percentage amount of the 'Turnitin® Similarity Index' that you deem acceptable in your students' work (excluding titles, quotes and references) (n = 30)	None (0%)	3.3%
	0-5%	6.7%
	Up to 10%	13.3%
	Up to 15%	46.7%
	Up to 20%	16.7%
	Up to 25%	13.3%

Note. Replies in bold indicate response levels exceeding 25%

Assessing staff replies to open-ended questions on plagiarism

Table 9 shows the staff replies to open-ended questions on plagiarism. The following comments can be made:

- The concept of plagiarism was adequately defined by most staff (85%). The definition of plagiarism was judged adequate if it included the following words (or similar): (1) words/ideas; (2) taken; (3) from a source; (4) without proper acknowledgement / referencing, following the suggestion given by Li (2015). This interesting comment from one staff member replying to the question 'How would you define plagiarism?', highlighted the pressure faced by some students: "An act of desperation to complete one's work" (SP 28).
- Nearly all staff (96%) considered digital plagiarism to be more common than traditional plagiarism, because of convenience, the ease of copying and pasting, and the amount of material available online.
- A quarter of the staff respondents believed that there are times or situations where plagiarism is acceptable, with 10% of the respondents being unsure. The main response, at 33%, was 'for similar case studies'. The following comment from one staff member to the question: 'Are there times or situations where plagiarism is acceptable?' illustrates this view: "If the materials that are available are mostly identical and it is because students submit answers using the same cases and statutes" (SP 19). This raises the case of students submitting near-identical pieces of work due to the narrow focus of the assignment.
- Nearly all staff (92%) agreed that students should be penalized for plagiarism, the majority (65% of the respondents) indicating that they would deduct marks, or that they would follow the formal student plagiarism procedures.
- All staff (100%) agreed on educating students on plagiarism, the main suggestions being a 'training workshop' (50%) and an 'induction session' (25%). A training workshop would involve training students on plagiarism, interactively, over a period ranging from a few hours to a few days, whilst an induction session would be a short lecture on plagiarism. A module on plagiarism would be a complete module / unit on plagiarism that would be taken over the duration of the term (usually a trimester).

- The main reasons given by staff members for students' plagiarism were, in decreasing response levels:
 - Lack of knowledge about plagiarism: 31.5%
 - Easy way out / laziness: 29.6%
 - Poor time management / time constraints: 9.3%
 - Difficult assignments / weak student: 7.4%
 - Couldn't care less / lack of ethics: 7.4%
 - Leniency of tutor / can get away with it: 5.6%

To the question 'In your view, what are the underlying reasons or the factors that contribute to students' plagiarism?', one staff member replied: "One of the major problems is the assignment components. The questions are very similar and hence easily attainable from varied sources" (SP 32). This raises the question of the recycling of some assignment questions and the likelihood of students re-using past assignments, if they can get hold of them.

Table 8: Staff replies regarding the acceptable level of the 'Turnitin® similarity index'.

Q1 How would you define plagiarism? (n = 27)	Adequately defined 85.2%	Inadequately defined 14.8%
Q2 Is digital plagiarism (online material) more common than traditional (print material) plagiarism? (n = 28)	Yes 96.4%	No 3.6%
Why / Why not? (n = 24) Main answers given:	Easier, more convenient: 50.0% Copying and pasting: 33.3% Easier access to information: 16.7%	
Q3 Are there times or situations where plagiarism is acceptable? (n = 28) (unsure: 10.5%)	Yes 25.0%	No 64.3%
Main replies to Q3 given by some staff who answered yes (n = 6)	For similar cases studies: 33.3% When sourcing data, definitions, principles 33.3% In small amount: 16.7% About 20%: 16.7% Up to 20%: 66.7% Less than 10%: 33.3%	
If so, how much plagiarism is acceptable? (n = 3)	Up to 20%: 66.7% Less than 10%: 33.3%	
Q4 Should students be penalised for plagiarism? (n = 28)	Yes 92.9%	No 7.1%
If so, how? (n = 26) Main answers given:	Deduct marks / follow procedure: 65.4% Resubmit with capped mark: 23.1% Award zero mark / fail: 7.7% Provide training / counselling: 3.8%	
Q5 Should students be educated about plagiarism? (n = 27) (unsure: 0.3%)	Yes 100%	No 0%
If so, how? (n = 24) Main answers given:	Training workshop: 50.0% Induction session: 25.0% Help during lectures: 8.3% Online learning / videos: 7.3% Module on plagiarism: 4.2% Better education by institution: 4.2% Reminders on plagiarism issues: 4.2%	
Q6 In your view, what are the underlying reasons or the factors that contribute to students' plagiarism? [n (replies from 28 staff) = 54] Main reasons given:	Lack of knowledge: 31.5% Easy way out / laziness: 29.6% Poor time management / time constraints: 9.3% Difficult assignments / weak student: 7.4% Couldn't care less / lack of ethics: 7.4% Leniency of tutor / can get away with it: 5.6% Lack of adequate information: 1.9% Similar assignment questions: 1.9% Heavy workload / stress / pressure: 1.9% To get higher marks / to pass: 1.9% Cultural backgrounds: 1.9%	

Note. Significant values and replies shown in bold.

Insights from the staff interviews

Perception of plagiarism (Q1 and Q2)

Nearly all of the staff members (93%) perceived plagiarism as a real problem. Over 50% of the staff members also found plagiarism to be quite common among students. One member of staff was willing to discount unintentional plagiarism: "It is unintentional, it is not so much of a problem" (IP11). Others blamed plagiarism on differences in previous academic practices: "Yes, it is [common], especially with foreign students from [universities' names] because back at home they can copy" (IP10). Some spoke of a lack of knowledge: "Yes, very often students do not see the boundaries [between what is or what is not plagiarism]" (IP7); "It is becoming more common. Students don't understand what constitutes plagiarism" (IP9). Still others mentioned both previous academic practices and a lack of knowledge: "Yes. Students were free to copy for many years in their home country and showing them one slide on plagiarism doesn't help" (IP1). Some members of staff blamed plagiarism on academic difficulties students may have: "If students' abilities are not too strong, students are likely to plagiarize" (IP6); "When students have difficulty in doing the work or they don't grasp the content. They might be lazy or have language issues" (IP1). The uncertainty behind recycling and collusion remained one of the major issues: "Yes, here, there are many cases of collusion and recycling but sometimes it is unintentional" (IP13).

Plagiarism in the digital era (Q3)

All staff members emphasized the strong relationship between digital technologies and plagiarism, as these make it easier to plagiarize. The facilitation of plagiarism through the use of digital technologies is exemplified by this comment: "Extremely high [relationship]; they just take from online sources and amend; they do patchwork" (IP7). Digital technologies have aided the two conflicting aspects of plagiarism, facilitation and detection, as reported in these two comments: "It [Turnitin®] is an enabler... and makes detection easier" (IP5); "[Turnitin®] helps to catch but students are clever, they manipulate digital info[rmation]" (IP6). One member of staff, emphasising the current 'culture of sharing' among students, indicated: "Students borrow assignments from each other, they like to share" (IP1). One member of staff highlighted the educative role of a plagiarism detection software: "Turnitin® is [a] very useful 'formative' [tool]. Students can submit multiple times" (IP3).

Ethical issues and reputational consequences (Q4)

Most staff members (over 67%) agreed that plagiarism problems within an institution can tarnish the quality of its education, its reputation and its credibility. There was a more relaxed view by some members of staff (at 16%) that all universities had the same issues. One staff member noted that reputational consequences only exist if plagiarism problems are picked up by the media: "Plagiarism is unethical but the quality consequences are only adverse if they get publicised" (IP14). One member of staff argued that there are

no real reputational consequences, as plagiarism is present in all universities: "Reputational?? Plagiarism happens in the four to five uni[versitie]s I am working in" (IP7).

Provision of information about plagiarism (Q5 and Q6)

At the interviews, staff members were equally divided on whether they, or the students, were well informed on plagiarism, on how to avoid it, and on its consequences. This is in contradiction with the findings from the survey in which they believed that they were well informed on plagiarism policies and procedures. It could be that these beliefs, when probed further, often prove to be less robust than expected, when confronted with the realities and complexities of plagiarism. This intriguing phenomenon was also observed for the students (Palmer et al., 2019). There were many comments which illustrate the diversity of views on the matter. Some staff members found that information is either incomplete, or, when adequate, not sufficient on its own. There is a need for further training, for both students and staff: "Students have been informed but they don't have sufficient skills... Staff have a general understanding but they don't know how to read Turnitin® reports" (IP13); "Affiliate teaching staff? It depends...some don't bother, they are lenient, generous" (IP10).

The following observations captured staff concerns, indicating that students and staff were not really informed on plagiarism: "Students are not really informed" (IP10); "Students: we cannot expect them to know, they are not trained; Staff: yes, but it could be better, they are not trained on plagiarism. Until I bumped into it, I didn't know that it was plagiarism, for example for recycling" (IP4); "As an affiliate staff, I was never trained. I was not told what to do" (IP1); "No, staff are not adequately trained, students don't understand the gravity and what constitutes plagiarism" (IP5).

Staff members also had different views on information related to consequences of plagiarism. Some staff members highlighted the uncertainty on what actions needed to be taken:

About the consequences? I am not sure, I try to scare them [students]. I report them but the school is too lenient; there are no consequences for the student. Sometimes students get a warning letter or the case is dropped. Cases have been ignored. (IP7)

It was left to us to decide on what to do; [I] reduce marks. (IP1)

Probably they [staff] have been, but not really well informed; there is no clear understanding. The information is disorganized and hard to access. The criterion is not clear, what is major, what is minor? There is information about the problems but not on process, on judging the severity; this leads to poor decision making. (IP13)

Others mentioned the willingness of some students to engage in plagiarism, despite any potential consequences: "No, not [the] students [they are not aware of the consequences]. They think they can appeal. The first few semesters they are less aware" (IP2); "All have been briefed but some choose to ignore, they don't care and they don't have the time" (IP10).

Acceptable amounts of plagiarized material (Q7)

The responses of staff on the acceptable amount of plagiarized material (excluding quoted material and references) varied greatly, from 0% to 50%. The diversity of views is apparent in Table 10 and in the following comments which reveal further insights into the individual beliefs held by the staff.

Some staff members strongly believed that amounts of plagiarized material, as picked up by text-matching software, remained unreliable:

Zero percent could be plagiarism! It could be paraphrasing without citations. Turnitin® does not solve the problem, it encourages [students] to find synonyms or to change the word order. (IP9)

I don't like Turnitin®. There are ways of switching [it] off to reduce [the] similarity index. (IP6)

Some staff members revealed their uncertainty on the matter, their own individual choice and the lack of guidance from the home campus:

It is a difficult question to answer, about 20%... 35 to 40%, but if an entire paragraph has been copied, that is not acceptable. (IP10)

The 'rule of thumb' is 25% ...use it in a calibrated way. (IP3)

Until today I don't know the percentage. If it is 50% I penalise but if it is one paragraph, then it is ok. Are we expecting too much of them? (IP4)

I don't know. I usually tell the students to get less than 20%. (IP12)

Table 10: Acceptable amounts of plagiarized material.

Q7	In your opinion, is there an acceptable similarity index (%), in text-matching software, e.g. Turnitin® (excluding quoted material and references)?
Replies	Up to 20%: 21%
(n = 14)	Up to 50% is ok: 14%
	0%: 14%
	Index not reliable: 14%
	Up to 40% is ok: 7%

Note. Replies in bold indicate response levels exceeding 20%

Knowledge of plagiarism cases (Q8)

All staff members knew of plagiarism cases. One lecturer mentioned that he knew of many such cases: "Yes, a number of them" (IP13). Another pointed out the need for further training as the plagiarism cases, according to the member of staff, were unintentional: "Yes, but these cases were unintentional... they were not taught on referencing skills" (IP11). One member of staff underlined the attitude of denial of some students: "Yes, they plead innocence" (IP10). One particular member of staff made a strong claim about the effect that some students' previous academic and cultural differences have on their current stance on plagiarism:

Students are not used to referencing in their home country...Many think it is not a serious offence, it is common practice. Copyright is not protected or respected. In their mind, there is no clear respect, it is not such a big offence. (IP1)

What could be done to reduce plagiarism (Q9)

To reduce plagiarism, staff members suggested a variety of educative and punitive measures, in the ratio of 70% to 30%, respectively, as shown in Table 11. The following comments identify in more detail measures recommended by some of the staff.

This comment from one member of staff offered a combination of both educative and punitive approaches:

Greater training; disseminate info to students and staff; Reinforce penalties...Use software to help detect... Blind marking or double marking/randomise marking may reduce soft-marking. (IP5)

Some staff members recommended a more educative approach, based on the ethics of academic integrity: "Currently we are using the stick approach. We could highlight the value of academic integrity instead of punishing them. The stick approach doesn't work; we need to highlight the importance for a fair and honest society" (IP13); "Plagiarism/academic integrity should be part of every subject; it should be embedded, followed by tests" (IP1); "Students and staff to be better informed about the non-ethical aspects of plagiarism and about its consequences" (IP14).

The importance of a study skills module was also emphasized: "General study skills module" (IP3). Some staff members suggested some practical measures: "Emphasize [adequate citation] before deadlines; give scenarios of past students - make it real! Real cases" (IP2); "Assignment questions should be changed, not recycled" (IP1).

The language skills issue was seen by some staff members as one of the main causes of plagiarism: "In transnational education, lack of awareness is not the issue. The issue is students' language skills, their lack of confidence in rephrasing" (IP9); "Look closely at the quality of the students, their English language proficiency" (IP6).

Table 11: What could be done to reduce plagiarism (Staff).

Q9	In your opinion, what could be done to reduce plagiarism?
Replies (n = 17)	Educate students: 42% Reinforce penalties: 18% Reinforce value of academic integrity: 12% Constant reminders: 12% Improve English language skills: 12%

Note. Replies in bold indicate response levels exceeding 20%

Leniency of part-time teaching staff towards plagiarism (Q10)

A large number of views was expressed on the leniency of part-time staff towards plagiarism. These views can be grouped under the following main categories:

- Concerns part-time staff have about their teaching evaluation by the students, which may influence renewal of their contract (at 39%)
- Reporting of plagiarism cases is hard work and too time-consuming (at 27%)
- Ineffective interaction with faculty at home campus (at 12%)
- Some part-time staff would still report plagiarism cases (at 12%).

The staff interviewed were 50% full-time and 50% part-time. The extensive comments below reveal the underlying reasons behind the views expressed by the staff. For this particular question, the participant providing the comment is further identified as being either full-time (FT) or part-time (PT). The hard work and time required in pursuing cases of plagiarism was seen as one of the main reasons for part-time staff leniency: "How willing are the lecturers to report [it]? To what point do you report?... and it is too much work" (IP4, FT); "It all depends on how hard-working the lecturer is" (IP3, FT); "It is a matter of cost and benefit.... They [part-time staff] could ignore it... they won't invest time; this includes full-time staff as well" (IP5, PT); "Most [part-time staff] do [ignore plagiarism cases]! The reasons are to save time" (IP14, FT); "Probably [part-time staff ignore plagiarism cases]. It takes a lot of work to review Turnitin® reports" (IP13, FT); "Also, if the plagiarism system is too complicated, they [part-time staff] will ignore it. They already have lots of work, why bother? They want to avoid all possible complications" (IP1, PT); "They see it as too much trouble" (IP12, FT); "Yes, because the UCs [Unit Coordinators] are watching; it is time consuming; large volume of students...too much work" (IP2, FT).

The dependency of part-time staff on good evaluations from their students for renewal of their contracts is seen by many as the other main reason for their leniency towards student plagiarism, as revealed by this typical comment:

The system is set that way... If staff get 80% evaluation from students, then they [part-time staff] get hired again. So, lecturers try to please the students by ignoring plagiarism. There is a big pressure to get good feedback from students... (IP1, PT)

One member of staff suggested a more educative approach:

Some adopt a more formative approach... I would give the student a chance ...for example, two days to fix it. Students learn and don't live in fear. (IP3, FT)

Another mentioned the lack of clear guidelines from home campus:

I have flagged a 'recycling' case to the UC (Unit Coordinator) but the UC accepted the assignment and passed the student. The UC said, there is no policy related with students' recycling assignments. The university doesn't have clear guidelines. (IP10, PT)

Staff action on plagiarism cases (Q11)

The interviewees were asked which action they would take for plagiarism cases where there was evidence of copied material without any citation. Staff replies varied from counselling (at 25%), following formal reporting procedures (at 25%), taking their own punitive action (at 24%), to being uncertain on what to do (17%).

Further insights can be gained from the following comments. Some staff members would take their own initiatives, irrespective of the institution's policies and procedures: "I counsel them; I tell them it was 'inadvertent' and I explain" (IP3); "I would punish and apply a penalty. For [the] worst case scenario, I would ask the student to resubmit. I apply the penalty myself by reducing marks" (IP11); "I would call and question the student" (IP10); "I would emphasize to students to re-transcribe in their own words" (IP7).

Some staff members openly admitted their lack of knowledge about how to deal with plagiarism cases: "I have not been informed on the process" (IP5); "I haven't been inducted into the process – maybe consult with the UC?" (IP2); "The UC has not informed me but I would investigate further, get some advice on plagiarism and see what needs to be done" (IP12).

Some staff members would follow the institution's policies and procedures: "I would follow the institutions' procedures; I would gather evidence and report it to the misconduct officer" (IP14); "I would review the Turnitin® report then refer it to the academic misconduct person" (IP13).

Discussion

Assessment of findings from staff survey and interviews

Understanding of plagiarism

The level of understanding of plagiarism among the staff was found to be much higher than reported in other studies (Bennett et al., 2011; Halupa & Bolliger, 2013), with levels of agreement on all cases of plagiarism including recycling and collusion exceeding 87%. This could be due to the high level of work experience of the teaching staff working within the transnational environment that is Singapore, which is characterized by the availability of good and experienced teaching staff and rigorous pre-selection of the staff by the home institution at faculty level.

However, in contrast to their high level of understanding of plagiarism issues, up to a quarter of the staff surveyed were of the opinion that there are times or situations where plagiarism would be acceptable, with acceptable amounts of plagiarized material ranging from 10% to 20% for most of the staff, and even reaching 50% for some interviewees. This could be due to the lack of clear and specific guidelines from the institution. This fairly relaxed attitude towards plagiarism acceptance on behalf of some of the staff was also observed in home campus institutions (Bennett et al., 2011; de Jager & Brown, 2010; Halupa & Bolliger, 2013). It characterizes both the reluctance from the staff to deal with cases of plagiarism and the ineffective monitoring by the institution of its plagiarism procedures. This stresses the need for clearer guidelines from the institution and an adequate induction for all new teaching staff.

Some members of staff also pointed out that any percentage amount of plagiarized material as indicated by plagiarism detection software may not be a reliable value, since students can make subtle changes to their work to disguise any similarity with other works.

Most of the staff also expected their students to plagiarize, implying the need for a more effective interaction between the teacher and the student. This aspect does not seem to appear in previous studies and may be more characteristic of staff within a transnational environment which, due to the nature of the logistics (mainly part-time teaching and limited time for effective feedback), does not always facilitate an effective student-staff interaction.

Most of the staff considered self-plagiarism and collusion within group work as clear cases of plagiarism, in opposition to the views held by many students (Palmer et al., 2019), although some comments in the survey did mention the difficulties encountered when dealing with such cases, mainly from a lack of clear guidelines. This implies the need for teaching staff to make their assignment specifications and marking criteria quite clear to their students. It is noted that this stance from the transnational staff is much stricter than that adopted by some lecturers in home campuses, as reported in some studies (Bennett et al., 2011; Halupa & Bolliger, 2013) where staff and students are often divided on issues of self-plagiarism and collusion within group work (Childers & Bruton, 2016; Fraser, 2014; Halupa & Bolliger,

2015). The transnational staff seemed to blame the students, yet did not seem to have provided enough guidance to dissipate the confusion in the students' perceptions, probably because of a lack of adequate guidance from the institution.

Reasons given by staff for student plagiarism

Nearly all of the staff members perceived plagiarism as a real problem. Over 50% of the staff members also found plagiarism to be quite common among students. They gave several reasons for plagiarism among students: (1) General lack of knowledge of plagiarism; (2) Lack of knowledge, arising, for some students, from their previous academic and cultural backgrounds in another country which formed their different approaches to learning; (3) Easy way out and laziness; (4) Academic difficulties (students struggling with academic level, language problems); (5) Culture of sharing; and (6) Uncertainty on self-plagiarism and collusion. These reasons are in line with findings reported on student plagiarism in home campus environments (Bretag However, in the transnational environment, inadequate knowledge of plagiarism arising from previously acquired different approaches to learning, language problems and insufficient guidance arising from lenient or busy staff and from a distant institution are likely to exacerbate plagiarism issues. et al., 2014; Gulifer & Tyson, 2014; Halupa & Bolliger, 2015; Sutton et. al., 2014).

Inadequate information on plagiarism policies and procedures

On the provision of information about plagiarism policies and procedures, members of staff were divided on whether they themselves, or their students, were well informed about it, as reported in other studies (Bennett et al., 2011; Gourlay & Deane, 2015; Halupa & Bolliger, 2013). The need for further training on plagiarism was often emphasized as some remained uncertain about the action required of them when dealing with plagiarism cases.

Suggestions by staff to reduce student plagiarism

To curb plagiarism, staff members were overwhelmingly more in favour of an educative approach than of punitive actions, as reported in other studies at home campuses (Bruton & Childers, 2016; Gourlay & Dean, 2015). The majority of the staff (70%) suggested a variety of educative approaches: (1) Training on academic literacies; (2) Embedding the teaching of plagiarism in every module; (3) Using past plagiarism cases to reinforce the issue to students; (4) Avoiding tempting students into plagiarism (by avoiding recycling of assignments or questions); (5) Providing more information on plagiarism; (6) Reinforcing the value of academic integrity. The punitive approach mentioned the following measures: "reinforce penalties"; "reinforce the consequences"; "fail them". The training on academic literacies suggested by many members of staff in both survey and interviews is in line with the recommendation made in many studies which advocated the incorporation of academic literacies in

university programmes as an effective approach to improve students' awareness in dealing with plagiarism issues (Murray & Nallaya, 2016; Newton et. al., 2014; Palmer et al., 2019; Powell & Singh, 2016). Of particular interest here is the suggestion to embed some form of plagiarism teaching within every module/unit. This particular approach has only been mentioned by one other study on plagiarism (Rets & Ilya, 2018). It could prove quite effective as the lecturer would emphasize any aspects of plagiarism that could be relevant to the particular module. Reminding students of past cases of plagiarism and of their consequences is also quite effective (Owens & White, 2013). Students tend to pay more attention to real cases of plagiarism, learn from them and improve their understanding of plagiarism (Divan et al., 2015; Wingate & Tribble, 2013). Along the same lines, Li (2012), suggested an educative approach using the Turnitin® originality reports.

Leniency of part-time staff

Regarding the belief that some part-time staff may ignore plagiarism cases, most of the part-time and full-time staff agreed that this was the case, with the main reasons being: (1) The need for part-time staff to be lenient towards their students to ensure good evaluations and renewal of contracts; and (2) the amount of hard work and extra time required to deal with plagiarism cases. Similar views were shared by the students in transnational campuses, who seemed quite aware of the particular working conditions in which part-time staff operate within such an environment (Palmer et al., 2019).

Recommendations to reduce plagiarism issues through improved interaction: faculty - staff – students

This study reported on the need to improve the staff-student interaction, which was found to be rather limited within a transnational environment, characterized by an overreliance on part-time staff. Part-time staff within a transnational environment need to improve their interaction with the students. The study also reported on the need for the institution to provide clear guidelines on plagiarism policies and procedures to both staff and students. The institution would also need to provide an induction session to staff and adequate training to students. From the findings reported in this study, a detailed triangular interaction between the institution (or faculty), staff and students is suggested here to ensure an effective and more educative approach to reduce plagiarism within a transnational environment. This interaction is illustrated in Appendix A below, with the various obligations / actions between faculty (or institution), staff and students detailed in Appendix B. In most institutions, there will be staff from the 'Teaching and Learning' unit who would provide teaching specific to academic literacies and plagiarism. Where such a unit is not present, staff with experience in these areas would provide the teaching. In some institutions, procedures on academic misconduct, which embeds plagiarism, but also includes other acts of misconduct, such as cheating in an examination, may be provided on a separate information platform. The actions and obligations presented in Appendix B ensure: (1) a pro-

active engagement of the staff towards reducing plagiarism, as recommended by McCabe et al. (2012) with a dominant educative approach, often suggested as the appropriate action by several researchers on student plagiarism (Bruton & Childers, 2016; de Jager & Brown, 2010; Li, 2015; Sutherland-Smith, 2014); (2) the necessity for the institution / faculty to provide clear guidelines on plagiarism policies and procedures and adequate training to both staff and students; (3) a pro-active engagement of the students to improve their understanding of plagiarism and their level of academic integrity; and (4) alleviate the deficiencies on plagiarism of the transnational environment, as reported in this study, and characterized by an over-reliance on part-time staff, often operating under a dual management system, away from the main institution's campus (Dobos, 2011; Healey, 2015a, 2015b; Henderson et al., 2017; Palmer et al., 2019).

Conclusions

This study investigated the views on plagiarism of teaching staff working in a transnational higher education environment using a survey and interviews. A transnational environment differs to that of a home campus from its greater diversity of students and staff, from its mostly part-time staff working under a dual management system, and from the more limited level of services afforded locally to its staff and students. Findings from this study point to an inadequate level of understanding of plagiarism policies by the staff and a lack of application of the corresponding plagiarism policies. Some students and staff have difficulties in understanding some complex aspects of plagiarism, especially in relation to self-plagiarism and collusion within group work, in a similar vein to those encountered within a home campus, but probably exacerbated by the characteristics of the transnational environment. This study suggests the need for a more effective and integrated interaction between the institution, staff and students.

It is therefore vital for transnational higher education providers to ensure clear, unambiguous and inter-university academic misconduct policies and procedures, which will enable academic staff to make the right decisions on academic misconduct, and support the students in their compliance with academic integrity. Sets of detailed actions and obligations between the institution, staff and students are recommended here to provide such a holistic approach to ensure and maintain academic integrity within a transnational higher education environment.

Declaration

The data used in this article has been taken from the Author's unpublished PhD thesis.

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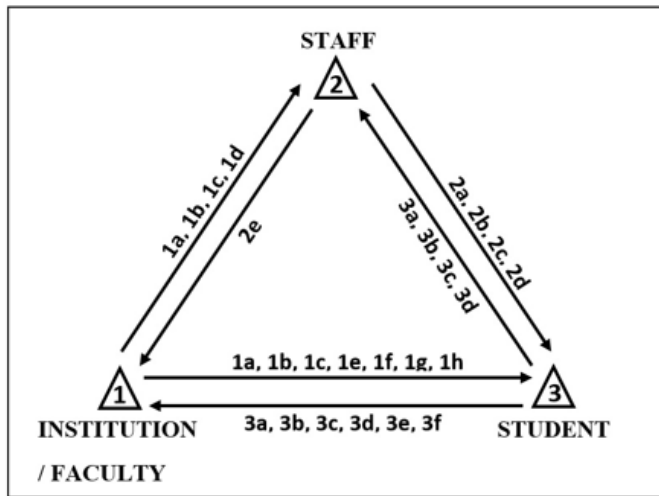
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Appendices

Appendix A.

Diagram illustrating an improved Faculty-Staff-Student interaction to reduce plagiarism



Appendix B.

List of interactive actions between faculty, staff and students

Action from Institution/Faculty (1):

- 1a: To provide clear and specific information on plagiarism policies
- 1b: To provide clear and specific guidelines on plagiarism procedures, including detailed information on consequences of plagiarism (penalties on breaches of plagiarism)
- 1c: To provide clear guidelines on academic misconduct procedures, when provided separately from information in 1b
- 1d: To provide an induction session for new staff on plagiarism policies and procedures, and academic misconduct
- 1e: To provide an induction workshop for new students on academic literacies
- 1f: To provide a compulsory unit on plagiarism for all new students
- 1g: To provide online information on plagiarism
- 1h: To inform students of alleged cases of plagiarism

Action from Staff (2):

- 2a: Staff from 'Teaching and Learning' to teach an induction session on academic literacies
- 2b: Staff from 'Teaching and Learning' to teach a compulsory module on plagiarism to new students
- 2c: To continuously educate students on plagiarism within units and courses
- 2d: To provide feedback to students on plagiarism issues in formative assignments
- 2e: To report plagiarism cases to the Institution/Faculty

Action from Student (3):

- 3a: To attend an induction session on academic literacies
- 3b: To pass a compulsory module on plagiarism
- 3c: To submit formative assignments for feedback
- 3d: To be allowed multiple submissions through online plagiarism detection software to develop understanding of plagiarism prior to submission deadline
- 3e: To reply to any alleged academic misconduct case
- 3f: To be able to appeal a misconduct penalty

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