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Academic Integrity in the Post-Truth, Fake News Era

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Technological University Dublin

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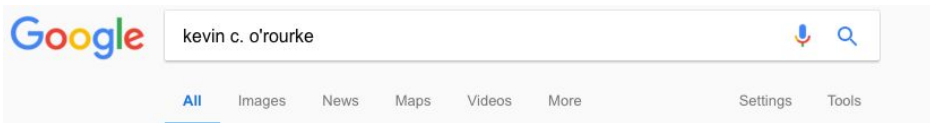
Academic integrity in the post-truth, fake-news, always-online era?

Kevin C. O'Rourke, PhD

Digital Campus Architect, TU Dublin

7 March 2019

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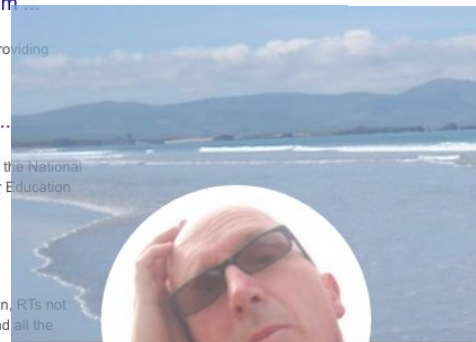
Kevin C. O'Rourke of Dublin Institute of Technology, Dublin (DIT) with expertise in: Educational Technology, Educational Theory and Educational Leadership.

Kevin C. O'Rourke: Executive Profile & Biography - Bloomberg

<https://www.bloomberg.com/research/stocks/private/person.asp?personId...>

Mr. Kevin C. O'Rourke is employed at Alexander & Baldwin Inc. Mr. O'Rourke served as the Chief Legal Officer and Senior Vice President of Matson, Inc.

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Kevin C. O'Rourke

@kcor1964

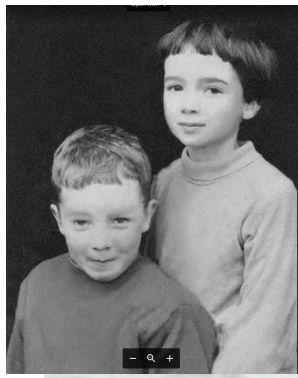
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📍 Dublin, Ireland

ie.linkedin.com/in/kcor1964

📅 Joined April 2009







Fundamental Values of Academic Integrity

The International Center for Academic Integrity defines academic integrity as a commitment, even in the face of adversity, to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. From these values flow principles of behavior that enable academic communities to translate ideals to action. The Fundamental Values of Academic Integrity describes these core values in detail.

The original Fundamental Values of Academic Integrity booklet was published in 1999. In 2013, a task force revised the original version to include an updated sixth value: courage.

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honesty, trust, fairness, respect, responsibility, and courage



post truth word of the year



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Oxford Dictionaries has declared "post-truth" as its 2016 international word of the year, reflecting what it **called** a "highly-charged" political 12 months. It is defined as an adjective relating to circumstances in which objective facts are less influential in shaping public opinion than emotional appeals. Nov 16, 2016

'Post-truth' declared word of the year by Oxford Dictionaries - BBC News

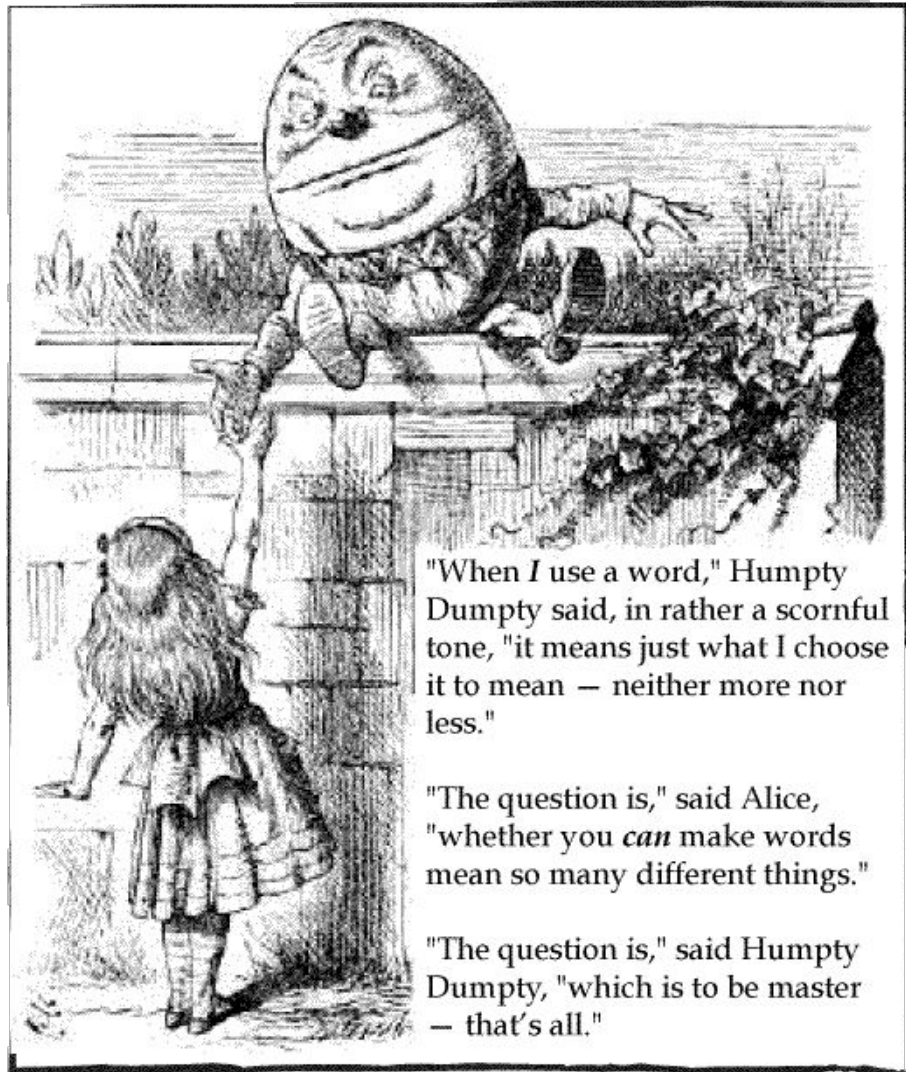
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"When *I* use a word," Humpty Dumpty said, in rather a scornful tone, "it means just what I choose it to mean — neither more nor less."

"The question is," said Alice, "whether you *can* make words mean so many different things."

"The question is," said Humpty Dumpty, "which is to be master — that's all."

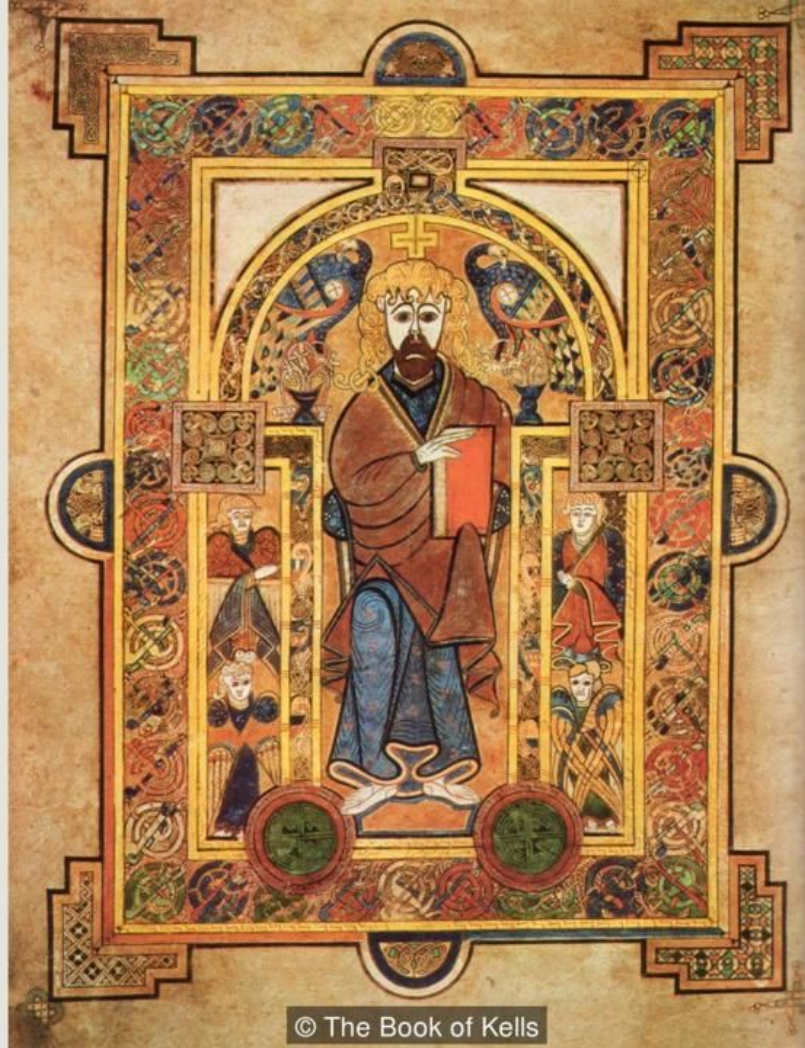


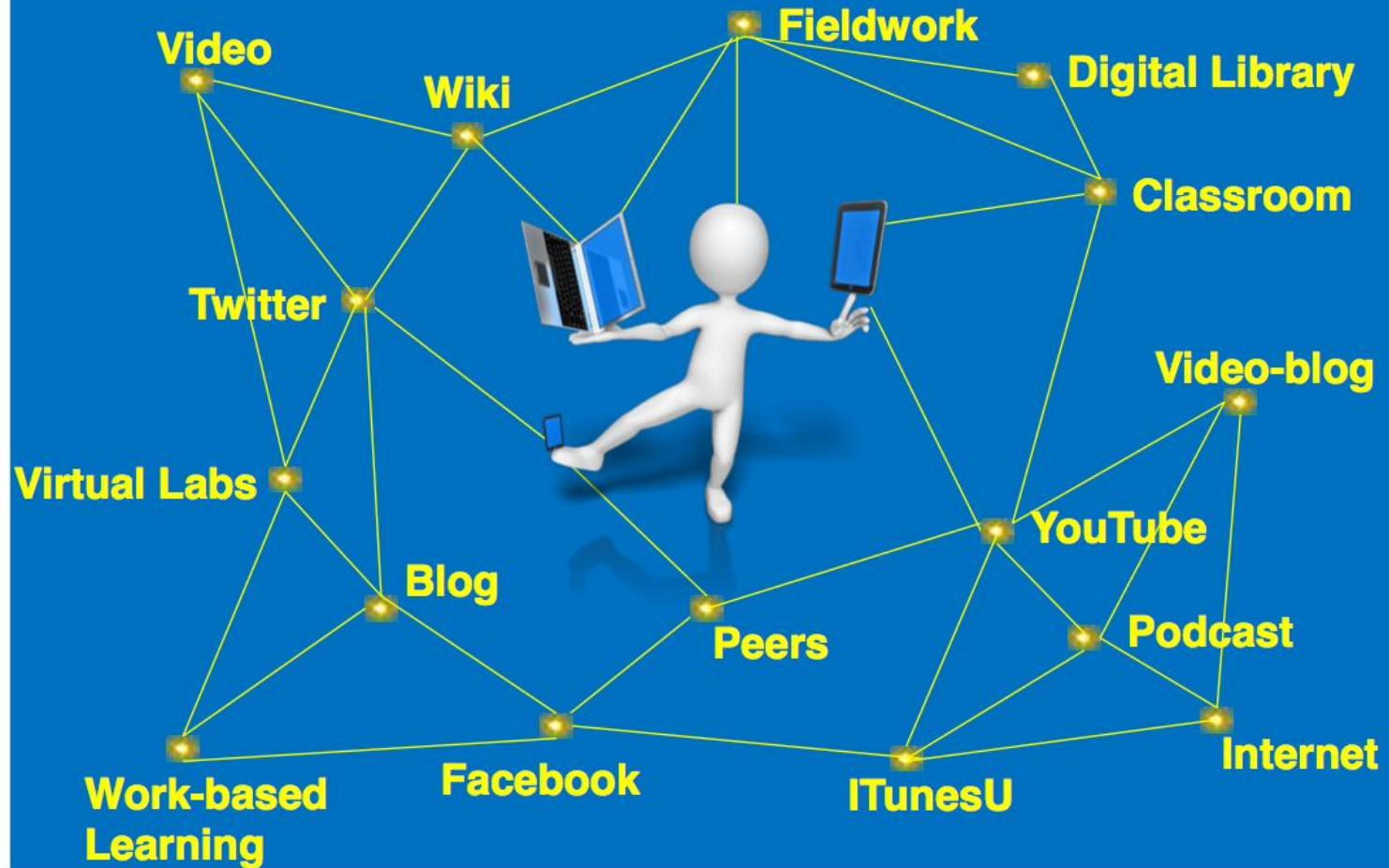
Rudy Giuliani: Truth Isn't Always Truth, It Is Somebody's Version Of It

NBC News

RealClearPolitics - Aug 19, 2018

What is “dignified and appropriate”?







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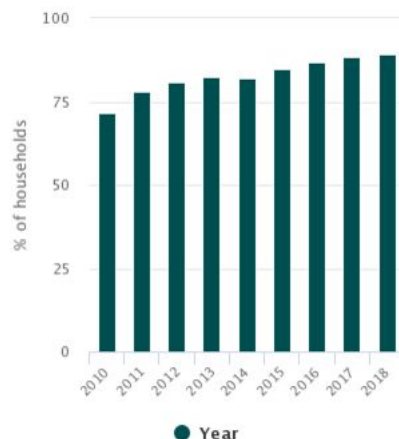
2018

Households with internet access

% of households									
2010	2011	2012	2013	2014	2015	2016	2017	2018	
72	78	81	82	82	85	87	89	89	

89% of households have access to the internet at home

Figure 1 Percentage of households with internet access



Source: CSO Ireland

Summary of main findings:

- It is estimated that, in 2018, 89% of households have access to the internet at home. *See table 1a and figure 1.*
- The main reasons stated for not having a household internet connection were *Do not need internet* (40%) and *Lack of skills* (30%). *See table 1c.*
- In 2018, 82% of individuals used the internet in the three months prior to interview. *See table 2a.*
- *Finding information on goods and services* (88%) was the most common activity carried out on the internet by individuals. The next most common activities selected were *E-mail* (84%), followed by *Social networking* and *Reading or downloading online news*, both at 73%. *See table 3a.*
- The most common types of goods or services purchased by internet users were *Clothes or sports goods* (50%). The next most common types of internet purchases were *Holiday accommodation* (44%) and *Other travel arrangements* (41%). *See table 4a.*
- Almost half (49%) of internet users stated that they used storage space on the internet to store files electronically. *See table 5.*
- Most internet users (90%) have a smartphone for private purposes. *See table 9a.*



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Individuals: Frequency of use of the internet

In 2018, an estimated 82% of individuals used the internet in the three months prior to the interview, while 16% of individuals have never used the internet. *See table 2a and figure 3.*

In 2018, respondents who used the internet daily were asked if they used the internet several times during the day. Over two thirds (68%) use the internet several times a day. Students were the most frequent users of the internet - 98% of all Students accessed the internet several times during the day. By comparison, just over one quarter (26%) of Retired persons accessed the internet many times a day. Nearly four fifths (78%) of individuals who used the internet several times a day, have a broadband household internet connection. *See table 2b.*

"What's a desktop?" and other first-year questions

Posted: 21 September, 2018

We surveyed almost 3,000 incoming DIT students last week about their use of tech devices and here's



Call them digital natives or Generation Z, but our incoming first years are connected to the web almost primarily via mobile devices. Born mainly in 1999 and 2000, they do not remember life before WiFi.

When we surveyed almost 3,000 incoming DIT students last week, we discovered that 99.5% of them have a laptop and two-thirds of these are iPhones. Ninety-six per cent of them have broadband at their place of residence. Many of those who don't have a laptop are planning to get one within the next couple of weeks. We also determined the needs of their course. Just over 40% of students have an iPad or tablet computer.

Just one student told us that they had no devices at all. Another had no mobile phone, but uses a desktop PC.

The traditional PC is on the wane: less than half of incoming students have a desktop computer, and in some cases, we wondered what a desktop PC was!



The big switch-off: How should schools tackle smartphone use?

France has banned them; New York has eased its restrictions. What's best for Ireland?

© Tue, Oct 9, 2018, 00:00

Peter McGuire



Newbridge College, Kildare, is phasing in a total ban on smartphones for first and second year students. The success of the measure will be evaluated at a later date. Senior students Meabh Breen and Rob Scully (foreground), with first years Kallie Walsh and Eanna Sherlock in the background. Photograph: Nick Bradshaw



Digital scoreboard

The digital scoreboard measures the performance of the Member States in a wide range of areas, from connectivity and digital skills to the digitisation of business and public services.

2 Human Capital

2 Human Capital	Ireland		Cluster	EU
	rank	score	score	score
DESI 2018	9	61.7	70.7	56.5
DESI 2017	12	56.0	69.4	54.6

	Ireland		EU	
	DESI 2018 value	rank	DESI 2017 value	DESI 2018 value
2a1 Internet Users % individuals	79% →	17	79%	81%
	2017		2016	2017
2a2 At Least Basic Digital Skills % individuals	48% ↑	23	44%	57%
	2017		2016	2017
2b1 ICT Specialists % individuals	3.9% ↑	10	3.7%	3.7%
	2016		2015	2016
2b2 STEM Graduates⁶ Per 1000 individuals (aged 20-29)	31.5 ↑	1	24.7	19.1
	2015 or 2016		2014	2015

Ireland further strengthened its leading position in relation to the proportion of STEM (Science, Technology, Engineering and Mathematics) graduates. This pulls Ireland to the top 10 for the human capital dimension. However, only 48 % of individuals have at least basic digital skills. Despite a 4 percentage point improvement over the last year, this is still one of the lowest levels in the entire EU. Ireland also fell significantly behind other EU countries with regard to the number of people actively using the internet. This is the same as last year (79 %). However, because of progress made in other EU countries, it puts Ireland in 17th place in the rankings.

THE e-SKILLS MANIFESTO

This Manifesto is produced by European Schoolnet and DIGITALEUROPE as part of the eSkills for Jobs 2016 campaign.

The eSkills for Jobs 2016 campaign is an initiative of the European Commission financed under the EU programme for the Executive agency for Small and Medium-sized Enterprises (EASME).

CHAPTER 11

Digital skills at the heart of education

Introduction - digital skills gaps are bigger than we expect

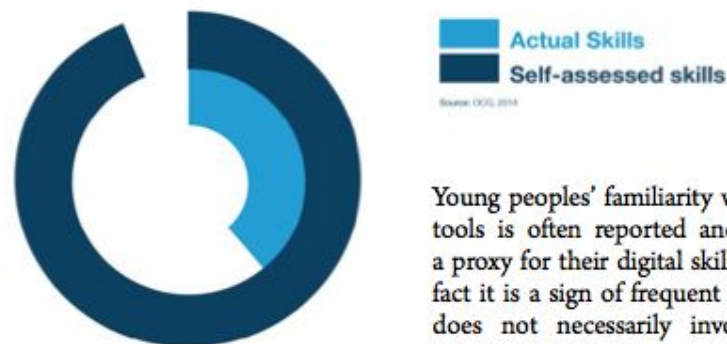
The Digital Economy and Society Index (DESI) indicates that almost half (45%) of Europeans (European Commission, 2016) still do not have basic digital skills. This is measured in the index as the ability to use a mailbox, edit tools or install new devices.

Most international indicators are based on activities that people say they do online. However, these indicators do not measure how good people are at these activities, nor if they have the right skills to carry them out effectively and safely. In fact, recent studies show the shortcomings of self-assessment as a measure of digital skills.

A representative study, carried out in Austria, found out that 94% of Austrians assess their general computer skills as “average” to “very good” (see Figure 1). However, when they were required to take a practical test to check their actual skills levels, only 39% of study respondents scored that high (ECDL Foundation, 2016).

Similar studies were also replicated in Denmark, Finland, Germany and Switzerland. All of these studies revealed the same results: people cannot adequately assess their digital skills levels. This trend could be explained in two ways: people either assume that they automatically develop the right skills simply by using digital applications, or they are trying to show themselves in a better light for potential employers. In order to avoid self-assessment bias, an objective measure of digital skills is essential.

Figure 1: Self-assessment vs. actual general computer skills. Results from the study carried-out in Austria. OCG, 2014.



Source: ECDL Foundation

Young peoples' familiarity with digital tools is often reported and taken as a proxy for their digital skills, while in fact it is a sign of frequent use, which does not necessarily involve skills. Adolescents might spend most of their time using technologies to play games,

*Significant Challenges***Solvable Challenges: Those That We Understand and Know How to Solve****Improving Digital Fluency**

Digital fluency is the ability to leverage digital tools and platforms to communicate critically, design creatively, make informed decisions, and solve wicked problems while anticipating new ones. Merely maintaining the basic literacies by which students and instructors access and evaluate information is no longer sufficient to support the complex needs of a digitally mediated society. Learning solutions are designed and deployed using increasingly sophisticated technology, creating a need for learners to gain new skills to meaningfully engage with those tools. Digital fluency requires a rich understanding of the digital environment, enabling co-creation of content and the ability to adapt to new contexts. Institutions must not only support the uses of digital tools and resources by all members of the organization but also leverage their strategic technologies in ways that support critical thinking and complex problem solving.

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One More Time, With Big Data: Measles Vaccine Doesn't Cause Autism

A 10-year look at more than 600,000 children comes at a time when anti-vaccine suspicion is on the rise again.



A baby in Rio de Janeiro being immunized against measles. A study of more than half a million Danish children found no evidence that vaccines increased the risk of autism. Leo Correa/Associated Press

By Jan Hoffman

March 5, 2019



MIT Technology Review

03.06

The Download

Quote of the Day

“Russia is moving in a similar direction as China. You don’t necessarily need to shut down the entire internet to quash political dissent. It’s smarter just to filter online content.”

—Rongbin Han, professor of international affairs at the University of Georgia, explains the wider thinking to [Bloomberg](#) behind the new “Sovereign Internet” bill currently going through Russia’s parliament.

Cheating on the rise in Irish

Business studies students most likely to be accused of ‘

🕒 Tue, Nov 20, 2018, 00:52

Peter McGuire, Carl O'Brien



Who are the biggest cheaters in Irish universities?

Smartphones make cheating easy. We reveal the worst offenders at third level

🕒 Tue, Nov 20, 2018, 00:00

Peter McGuire





'Essay mills' offering bespoke assignments to students to be made illegal

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Monday, October 29, 2018 - 01:59 PM

Websites offering bespoke essays to those in third level education are to be made illegal.

New laws are being introduced to make cheating more difficult for students who are 'gaming the system'.

It will also be an offence if a person or company advertises the provision of these essay mill services.

Minister of State for Higher Education, Mary Mitchell O'Connor explains the current situation.

Mother Devastated After She Receives 'F' Grade For Her Son's English Essay

March 7, 2014

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Maureen Downey, a mother-of-three, from Clonmel in Tipperary is reportedly devastated after receiving the grade for an essay she worked incredibly hard on for a number of evenings on behalf of her lazy and disinterested son Conor.



"Oh I'll be having words with that Mr. Hughes I'm telling you now," Maureen shouted at Conor as he played a game on his X Box.

Maureen, who fancies herself as a bit of a wordsmith, disagreed with Mr. Hughes recommendation that Conor be held back next year after reading his latest essay which centred on *The Merchant of Venice* by William Shakespeare.

'While Conor was given an F, I have only awarded his essay that grade as not to embarrass him in front of the other pupils. He may well have been deserving of the first 'G' grade in the history of education' Mr. Hughes feedback read, leaving Maureen in no doubt as to the quality of teaching in the local CBS.

"Wait until your father hears about what Mr. Hughes said about you," Maureen shared with Conor in a rather panicked voice, "he obviously hasn't a notion as to what English is all about" she wisely surmised.

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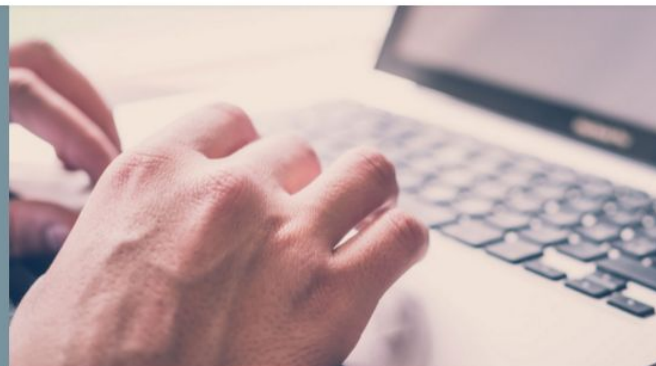
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Statistics

According to research and surveys conducted by Dr. Donald McCabe and the International Center for Academic Integrity, the number of university students who admit to cheating in some form is truly eye-opening.



The statistics below are just a snapshot of overall trends uncovered over the past 12 years.

	<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%

*Excluding first year students, code schools, and two year schools

This basic dataset was compiled based upon surveys that were conducted between Fall 2002 and Spring 2015, by Dr. Donald McCabe and the International Center for Academic Integrity.

Plagiarism Plagiarism Plagiarism

- One-third of all “matched content” comes from social-networking and content-sharing sites like Facebook, Myspace, Scribd, SlideShare, Yahoo Answers, and Answers.com
- Legitimate education sites account for one-quarter of all copying. Popular sources included the National Institutes of Health site, www.nih.gov; MedLibrary.org; and test-prep and homework-help sites like Course Hero and BookRags.
- To researchers’ surprise, paper mills and cheat sites accounted for only 15 percent of matches. In this category, Turnitin includes sites like OPPapers.com and Allfreepapers.com.
- Over all, the top eight sites for matched content were Wikipedia, Yahoo Answers, Answers.com, SlideShare, OPPapers.com, Scribd, Course Hero, and MedLibrary.org

Plagiarism and the Web: Myths and Realities
White Paper, available at <http://www.turnitin.com>



German minister resigns in plagiarism row

Updated: 17:44, Tuesday, 1 March 2011



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German Defence Minister Karl-Theodor zu Guttenberg has resigned after accusations of plagiarism.



Karl-Theodor zu Guttenberg - Thanked Chancellor Merkel for her support

German Defence Minister Karl-Theodor zu Guttenberg has resigned after accusations of plagiarism.

Mr Guttenberg was stripped last month of his doctoral title after he admitted his PhD dissertation was flawed.

He said: 'I thank the Chancellor [Angela Merkel] for her support. But I have reached the limits of

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Hungarian president resigns over doctorate plagiarism scandal

Pal Schmitt steps down after university revokes doctorate, saying Olympics thesis was mostly copied from two authors

Associated Press in Budapest

[guardian.co.uk](#), Monday 2 April 2012 13.29 BST

[Article history](#)



The Hungarian president, Pal Schmitt, who has announced his resignation. Photograph: Matej Divizna/EPA

The Hungarian president, Pal Schmitt, has announced he will resign after

German education minister quits over PhD plagiarism

Annette Schavan's resignation over plagiarism ahead of election is second case to hit Merkel's government in two years

Staff and agencies

theguardian.com, Saturday 9 February 2013 13.52 GMT

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German ex-Education Minister Schavan loses plagiarism appeal

Deutsche Welle - 23 Jun 2015

Christian Democrat Annette Schavan's first legal attempt to reclaim her doctorate, stripped amid charges of plagiarism last year, has failed.


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Former German foreign minister latest to face plagiarism charge

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BERLIN | Sun Sep 29, 2013 1:10pm EDT

(Reuters) - Germany's former foreign minister and senior Social Democrat Frank-Walter Steinmeier has become the latest German politician to face allegations of academic plagiarism, an act which brought down two of Angela Merkel's ministers.

Weekly magazine Focus cited university professor Uwe Kamenz as saying that he had found 500 areas of suspicious "similarities" when comparing Steinmeier's doctoral thesis in law in 1991 with some 100 sources.

'The committee concedes the thesis does contain some passages that suggest "sub-standard skills" regarding citations but stresses that none of this amounts to wilful deceit.'

University World News
22 November 2013

Ursula von der Leyen

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German minister beats plagiarism charge

Inquiry deems 'no misconduct' in Von der Leyen doctorate



Ursula von der Leyen



Save

MARCH 9, 2016 by: **Stefan Wagstyl** in Berlin

[Ursula von der Leyen](#), [German defence minister](#), can breathe a sigh of relief after an official inquiry into claims that she plagiarised her doctorate found that her transgressions were not serious enough for her to forfeit her PhD.

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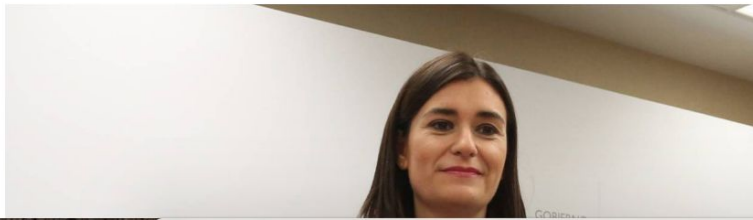
Spanish health minister plagiarism

Carmen Montón, of the Socialist Party (PSOE) and TV network La Sexta reveals widespread



EL PAÍS

Madrid - 12 SEP 2018 - 10:40 CEST



Spanish PM threatens legal action over plagiarism claims

Pedro Sánchez's doctoral thesis is 'a piece of rubbish', says newspaper

© Thu, Sep 13, 2018, 15:25

Guy Hedgecoe in Madrid



Spanish prime minister Pedro Sanchez: said the allegations were part of an attempt by parties on the political right

ades,





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15 January 2019

University has confirmed: Parliament's Speaker copied large parts of his thesis

The commission did not use the word “plagiarism”, which Danko used to dismiss his critics.

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26 college staff accuse council plagiarising thesis

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Former councillor Flan Garvey receives his degree from Michael Carmody, president of Technology Tralee, in 2008

BARRY DUGGAN - 05 DECEMBER 2012

A chairman of the Institute of Technology Tralee has been accused by 26 of plagiarising sections of a thesis.

ALSO IN THIS SECTION

Golf star McIlroy to be hit with counter claim when he takes legal action against former agent

Former [Fianna Fail](#) councillor Flan Garvey received a master of arts degree for the thesis in 2008.

However last night the third-level college refused to comment or

The Goldsmith Committee



Dr. Brendan

Goldsmith

The result was a bizarre set-up whereby QQI chose the members of an external investigative panel, **yet left the option open for a subsequent internal appeal** of the findings of the external panel. The external panel of experts, in a considered 24 page report, found that numerous tracts of Garvey's thesis were near-verbatim copies of insufficiently acknowledged or misleadingly cited primary or secondary sources. They concluded that his degree was obtained in a manner that was "*unjustified*" – code word for QQI to revoke the award.

This **decision was then overturned** by the internally appointed committee, which argued that the plagiarism was "*unintentional*" and that the student handbook didn't specifically prohibit this "*type*" of plagiarism. The internally appointed committee, chaired by former DIT President Dr Brendan Goldsmith, came up with the equally bizarre solution that Garvey be **allowed to amend his dissertation** to fix the plagiarised sections – now termed "*deficiencies*".

The implication of this, was that Flan Garvey, who for a decade had sat at the head of the Governing Body of a third level Institute, had overseen its policies with regard to academic standards and had sat on disciplinary committees dealing with such issues, was now to be exonerated because he actually didn't know what plagiarism was.

QQI: the Tralee Challenge

OCTOBER 14, 2013

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GMIT boss sorry over plagiarism probe cost



Shane Phelan

EMAIL

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Galway-Mayo Institute of Technology (GMIT)

The head of a third-level college has apologised to staff and students after more than €436,000 was spent on an investigation into plagiarism by a student.

Home > News > GMIT not concerned by 'skeletons in closet'

GMIT not concerned by 'skeletons in closet'

News by Dara Bradley - Mar 23, 2015



GMIT President Michael Carmody

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The President of Galway Mayo Institute of Technology (GMIT) says one could never be fully confident that there aren't more plagiarism 'skeletons' in the college's closet that have yet to come out.

Plagiarism

Mon 27 Feb 2017 12:00 GMT



392

48

Universities blame others for plagiarism. They need to look at themselves

Frank Furedi

Efforts to prevent student plagiarism at universities being seen to be part of the problem



What I find most alarming is not that students cheat but that they don't believe they have done anything wrong. They feel they are playing the system and are acting in accordance with instrumental values internalised in their schooling and higher education. Students who have been **told that they are customers** regard their relationship with academics as a commercial transaction rather than an intellectual relationship.

Customers look for a great bargain, not intellectual stimulation. For customers, what matters is not the buzz that comes from gaining insight into an intellectual problem but the final mark on an essay or exam. The university system conspires to encourage them to obsess about quantifiable outcomes rather than the journey of enlightenment provided by an academic education. For its part, the university, which is also graded on quantifiable outcomes, has every interest in instilling in students the calculating ethos that they live by.

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July 22, 2011

By [Scott Jaschik](#)

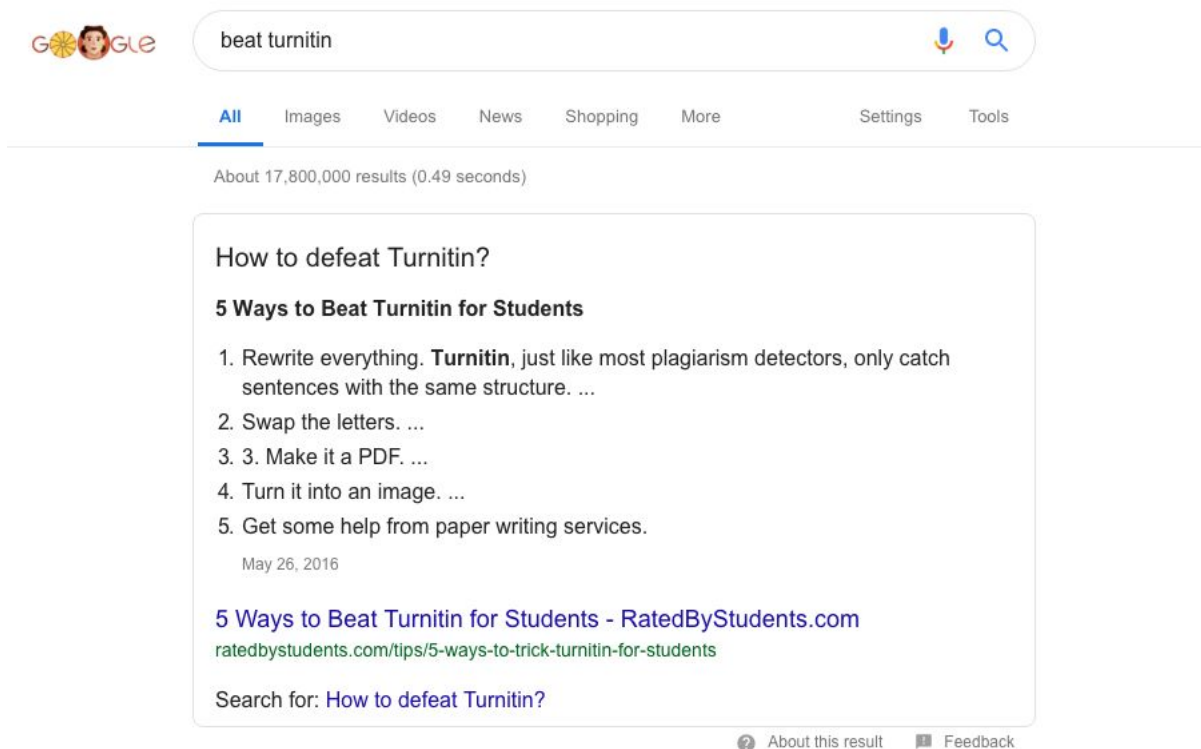
Panagiotis G. Ipeirotis has taken down the blog post that set off the debate, but it is raging on without the original material.

Ipeirotis, a computer scientist who teaches at New York University's Stern School of Business, wrote a post on his blog last week called "[Why I will never pursue cheating again.](#)" In it, he told the story of how he found that about 20 percent of a 100-person class had plagiarized -- and described the fallout from his accusations. While Turnitin led to his initial suspicions, and gave clear evidence for some of the students, it only cast doubts on other students. Many of them confessed only when Ipeirotis told the class that if he didn't hear from those who had cheated, he would report the incident immediately -- whereas in the end he included in his report the information that students had admitted what they had done.

So why does Ipeirotis consider the experience a failure? His students became antagonistic, he wrote on the blog post, and gave him lower teaching evaluations than he had ever received before. And those poor teaching evaluations were cited in a review that resulted in the smallest raise he had ever received.

To Ipeirotis, the experience led him to conclusions that are of

So just how good is plagiarism-detection software?



A screenshot of a Google search results page. The search bar at the top contains the text "beat turnitin". Below the search bar, there are tabs for "All", "Images", "Videos", "News", "Shopping", "More", "Settings", and "Tools". The "All" tab is selected. Below the tabs, it says "About 17,800,000 results (0.49 seconds)". The main content area shows a search result for "How to defeat Turnitin?". The result title is "5 Ways to Beat Turnitin for Students". The result description lists five ways to beat Turnitin: 1. Rewrite everything. Turnitin, just like most plagiarism detectors, only catch sentences with the same structure. ... 2. Swap the letters. ... 3. 3. Make it a PDF. ... 4. Turn it into an image. ... 5. Get some help from paper writing services. The result is dated "May 26, 2016". Below the date, there is a link to "5 Ways to Beat Turnitin for Students - RatedByStudents.com" with the URL "ratedbystudents.com/tips/5-ways-to-trick-turnitin-for-students". At the bottom of the search result, it says "Search for: How to defeat Turnitin?". At the very bottom of the page, there are links for "About this result" and "Feedback".

Google

beat turnitin

All Images Videos News Shopping More Settings Tools

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How to defeat Turnitin?

5 Ways to Beat Turnitin for Students

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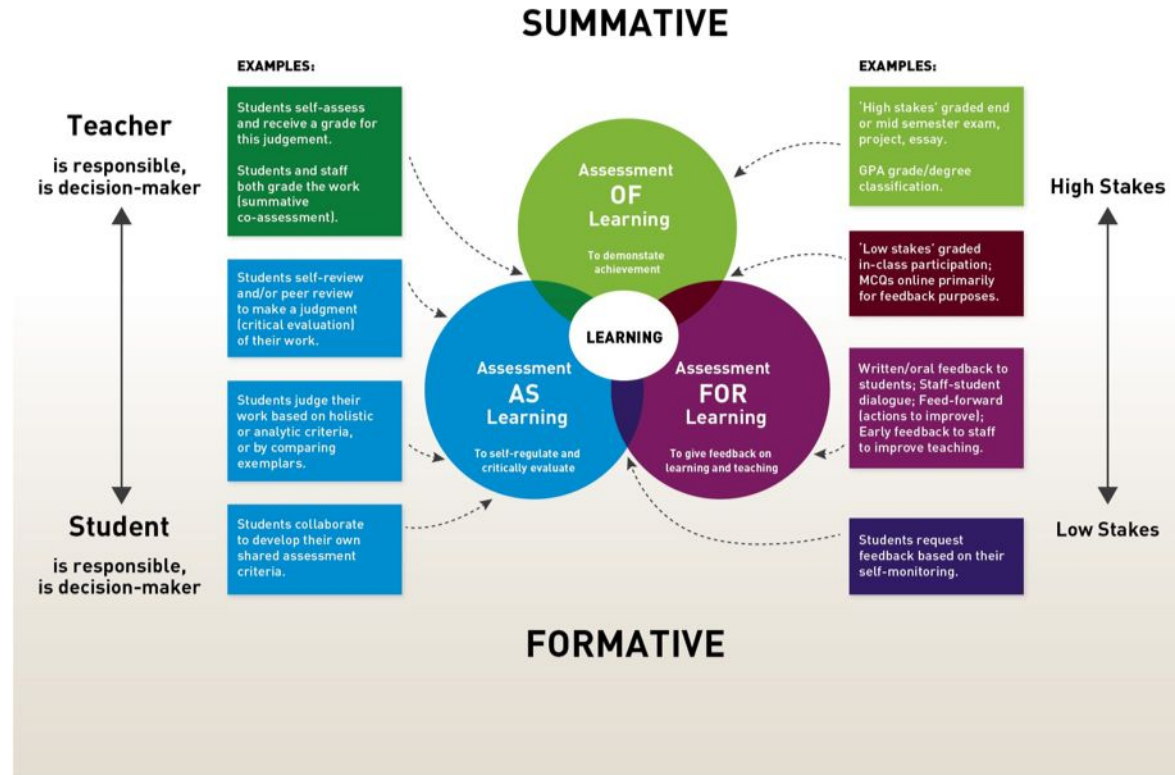
Search for: [How to defeat Turnitin?](#)

About this result Feedback

So just how good is plagiarism-detection software?

- Assessment design issues not addressed
- May foster a culture of suspicion
- Doesn't necessarily educate against plagiarism

National Understanding of Assessment OF/FOR/AS Learning



Please refer to the National Forum Insight 'Expanding our Understanding of Assessment and Feedback in Irish Higher Education', March 2017 available [here](#).



Expanding our Understanding of Assessment and Feedback in Irish Higher Education

March 2017

This *Forum Insight* aims to expand our understanding of the terms associated with assessment within the Irish higher education sector. It is the result of a number of national conversations organised by the National Forum with staff and students across the sector regarding how assessment might be defined and understood within an Irish context. It is part of a series of Insights in the Forum's Assessment OF/FOR/AS Learning enhancement theme.

Why do we need to expand our understanding of assessment?

Helping students to develop as self-directed autonomous learners who are responsible for making judgements on their learning is a key aim for educators in Irish higher education. We strive to enhance students' ability to self-monitor, judge their work and graduate with a sense of shared responsibility for their learning. Assessment has the potential to develop these skills, but only if we start to think about the term 'assessment' differently, to develop a wider understanding of its purposes and to gain a more nuanced understanding of some of the characteristics of each type of assessment. Essentially, assessment can only be as effective as the *assessment literacy* of staff, students and others involved in higher education.

elements is a key component in the plan and experience of a curriculum and for Irish curriculum design. The most common staff and students use and hear about is 'feedback'. These terms can overlap and other terms have emerged to help distinguish more by staff than students. Amongst the 'formative' assessment (see Figure 2).

Summative assessment is also termed *assessment of learning* to emphasise its nature as assessment that occurs after a period of learning (i.e. after a period of learning) emphasises a numerical aspect and it is number or letter grade. Where this grade has significant consequences for progression it is termed 'high stakes assessment'.

Formative assessment is related to the *assessment for learning*. The importance of learning as a process to students has led to the use in some contexts of **Assessment FOR Learning**, which emphasises a process aspect. Many authors stress that it is only when assessment has an impact on student learning (Evans, 2001). Learning also includes the idea of feedback. It emphasises the importance of a *dialogue* between teachers and students (Nicol, 2010). Feedback needs to be timely,

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Academic integrity
in the post-truth, fake-news,
always-online era?

PROVIDER NAME: CCT College Dublin POLICY AREA: Standard 5: Student-centred teaching, learning and assessment		
Policy and Procedure Title: Academic Misconduct and Plagiarism Policy	Policy No: CCTP511	Version: 2.1
<p>Policy Statement</p> <p>The reputation of CCT and of its graduates depends on upholding standards in teaching, learning, assessment, research and scholarly activity. Learners have the right to be assessed on the quality of their own work and have the corresponding duty to present only their own work for assessment. Any form of academic misconduct is unacceptable. The purpose of this policy is to allow for a consistent approach to the treatment of suspected academic misconduct, including plagiarism, in CCT College Dublin and to promote a culture of academic honesty and best practice.</p> <p>CCT recognises that embarking on third level education is a learning journey in terms of the subject matter but also the development of academic skills. A proactive, supportive and developmental approach to the prevention of academic misconduct is promoted. Learners are advised of the expectations and requirements in this regard and are provided with guidance on academic writing and referencing. Ongoing support is available through the CCT Library Service upon request.</p> <p>CCT deems academic misconduct to be any act of attempting to secure an unfair advantage or attain marks through improper means. This includes but is not restricted to:</p> <ul style="list-style-type: none"> • Plagiarism or seeking to submit the work of others as their own • Copying the work of a fellow learner, past learners, or other person, with or without their consent • Collusion in the completion of an assessment where this is not authorised • Taking unauthorised materials into an examination centre or having them on your person during the course of an examination • Accessing unauthorised materials during the course of an examination, outside of the examination hall • Obtaining or attempting to obtain an examination paper or marking scheme in advance of an examination • Academic fraud • Misrepresentation including the use of essay mills or other means through which the completion of assessments is undertaken by another party <p>The College distinguishes between academic misconduct and academic naivety. It is understood that naivety or inadvertent misconduct may occur in learners new to higher education i.e. those undertaking level 6 studies. Learners studying at higher framework levels are expected to have developed their knowledge and understanding of acceptable academic conduct and the expectations within CCT.</p> <p>This policy defines and outlines the different categories of academic misconduct and the associated means of prevention and detection. It details the penalties associated with levels of academic misconduct and plagiarism, and the function of the Academic Standards Board of CCT, in dealing with alleged acts of academic misconduct and plagiarism.</p>		

What kind of graduates do we want to produce?

What is education for?

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