

SOURCES OF PLAGIARISM AND CHEATING

- I. Credentials are seen as more important than learning. School is a necessary step in obtaining the needed credential for the ultimate goal: a job. If there are academic obstacles, they need to be overcome.
- II. Group vs. Individual Achievement: You and classmates are learning as a group and need to succeed as a group. The same group orientation that applies here applies to other aspects of life: you are acting as a member of a group first, and as an individual second.
- III. Student versus Student, or Students versus Instructor. Students may not see others' cheating as hurting them, as US students are taught. Rather, students are trying to meet, as a group, the teacher's expectations.
- IV. Honor codes that require "snitching." Students cannot fathom "turning in" a classmate; the group's success comes before the individual. This concept of "snitching" is not a value, and is fact a character flaw, in many other cultures.
- V. Learner-Centered vs. Teacher-Centered Education Styles. The expectation for students is that they are only receptors of knowledge and need only show that they have learned by repeating what they have been taught. Especially at the undergraduate level, there is no expectation that students synthesize information or create new information.
- VI. Citation Methods: lack of experience with research papers & training in citations. Multiple citation methods (APA (American Psychological Association), MLA (Modern Language Association) have different requirements that students need to know.
- VII. Unclear Expectations: Lack of clarity from professors regarding working alone versus working in groups. Where does collaboration end and unauthorized sharing begin?