A Trans-disciplinary Conceptualisation of Chinese International Student Perspectives of Academic Integrity

A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy (PhD) in Education

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April 2014
Declaration of Originality

I certify that except where due acknowledgement has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of the thesis/project is the result of work which has been carried out since the official commencement date of the approved research program; any editorial work, paid or unpaid, carried out by a third party is acknowledged; and, ethics procedures and guidelines have been followed.

Mark Lindon McCrohon
Friday, May 8, 2015
Acknowledgements

I thank Dr. Ly Tran for her instruction, patience and persistence in the supervision of my research. I am grateful for her detailed and insightful feedback.

I thank Associate Professor Berenice Nyland for believing in the quality of this research, her constant support and thoughtful advice.

I thank my wife for allowing me to take the time to undertake this research, her tireless support and advice.

I thank Dr. Kathy Jordan, Professor Heather Fehring, Ms. Louise Prentice and Dr. Ian Robertson. Your advice and support enabled me to get this far.

I thank the Commonwealth Government and RMIT University for the Australian Postgraduate Award that enabled me to undertake this research.
For Emily & Joshua
# Table of Contents

## TITLE

I

## DECLARATION OF ORIGINALITY

II

## ACKNOWLEDGEMENTS

III

## TABLE OF CONTENTS

V

## LIST OF FIGURES

XII

## LIST OF TABLES

XIV

## ABSTRACT

1

## CHAPTER 1: INTRODUCTION

3

### 1.1 PURPOSE

3

### 1.2 SIGNIFICANCE OF THE STUDY

4

### 1.3 KEY FINDINGS OF THE STUDY

6

### 1.4 CONTEXT FOR THE STUDY

7

#### 1.4.1 Personal Influences

8

### 1.5 RESEARCH METHOD

8

### 1.6 STRUCTURE OF THE STUDY

9

## CHAPTER 2: KEY CONCEPTS

11

### 2.1 INTRODUCTION

11

### 2.2 ACADEMIC INTEGRITY AND CONFUCIAN HERITAGE CULTURES

11

#### 2.2.1 Introduction

11

#### 2.2.2 Acknowledgement and Plagiarism

11

#### 2.2.3 Philosophical Influences on Chinese Education

12

#### 2.2.4 Confucian Heritage Culture Students

13

#### 2.2.5 The Imposition of Western Values

13

#### 2.2.6 Respect

14

#### 2.2.7 Summary

15

### 2.3 CIS, ACADEMIC INTEGRITY AND TECHNOLOGY

15

#### 2.3.1 Introduction

15

#### 2.3.2 Chinese International Students

16

#### 2.3.3 Academic Integrity

25

#### 2.3.4 Technology

37

#### 2.3.5 Summary

39

### 2.4 POSITIONING THEORY

40

#### 2.4.1 Introduction

40

#### 2.4.2 Positioning Theory and Conceptualisation

40

#### 2.4.3 Summary

43
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.5 Technology</td>
<td>143</td>
</tr>
<tr>
<td>4.6.6 Copyright</td>
<td>144</td>
</tr>
<tr>
<td>4.6.7 Other Factors</td>
<td>146</td>
</tr>
<tr>
<td>4.6.8 Repositioning</td>
<td>147</td>
</tr>
<tr>
<td>4.6.9 Summary</td>
<td>152</td>
</tr>
<tr>
<td>4.7 SO-YEE</td>
<td>152</td>
</tr>
<tr>
<td>4.7.1 Introduction</td>
<td>152</td>
</tr>
<tr>
<td>4.7.2 Mobility</td>
<td>153</td>
</tr>
<tr>
<td>4.7.3 Parents, Peers and Siblings</td>
<td>155</td>
</tr>
<tr>
<td>4.7.4 Philosophy and Religion</td>
<td>157</td>
</tr>
<tr>
<td>4.7.5 Technology</td>
<td>159</td>
</tr>
<tr>
<td>4.7.6 Copyright</td>
<td>161</td>
</tr>
<tr>
<td>4.7.7 Other Factors</td>
<td>162</td>
</tr>
<tr>
<td>4.7.8 Repositioning</td>
<td>164</td>
</tr>
<tr>
<td>4.7.9 Summary</td>
<td>166</td>
</tr>
<tr>
<td>4.8 TECK-MENG</td>
<td>167</td>
</tr>
<tr>
<td>4.8.1 Introduction</td>
<td>167</td>
</tr>
<tr>
<td>4.8.2 Mobility</td>
<td>167</td>
</tr>
<tr>
<td>4.8.3 Parents, Peers and Siblings</td>
<td>169</td>
</tr>
<tr>
<td>4.8.4 Philosophy and Religion</td>
<td>172</td>
</tr>
<tr>
<td>4.8.5 Technology</td>
<td>173</td>
</tr>
<tr>
<td>4.8.6 Copyright</td>
<td>174</td>
</tr>
<tr>
<td>4.8.7 Other Factors</td>
<td>176</td>
</tr>
<tr>
<td>4.8.8 Repositioning</td>
<td>178</td>
</tr>
<tr>
<td>4.8.9 Summary</td>
<td>180</td>
</tr>
<tr>
<td>4.9 WAI-TAT</td>
<td>181</td>
</tr>
<tr>
<td>4.9.1 Introduction</td>
<td>181</td>
</tr>
<tr>
<td>4.9.2 Mobility</td>
<td>182</td>
</tr>
<tr>
<td>4.9.3 Parents, Peers and Siblings</td>
<td>184</td>
</tr>
<tr>
<td>4.9.4 Philosophy and Religion</td>
<td>187</td>
</tr>
<tr>
<td>4.9.5 Technology</td>
<td>188</td>
</tr>
<tr>
<td>4.9.6 Copyright</td>
<td>189</td>
</tr>
<tr>
<td>4.9.7 Other Factors</td>
<td>191</td>
</tr>
<tr>
<td>4.9.8 Repositioning</td>
<td>193</td>
</tr>
<tr>
<td>4.9.9 Summary</td>
<td>195</td>
</tr>
<tr>
<td>4.10 IMPLICATIONS FOR EDUCATORS</td>
<td>196</td>
</tr>
<tr>
<td>4.11 CONCLUSION</td>
<td>197</td>
</tr>
</tbody>
</table>
CHAPTER 5: LECTURERS OF CIS OF BUSINESS .................................................

5.1 INTRODUCTION ......................................................................................... 200

5.2 AMANDA ..................................................................................................... 201
  5.2.1 Introduction ............................................................................................ 201
  5.2.2 Discussion .............................................................................................. 202
  5.2.3 Summary ............................................................................................... 206

5.3 CATHERINE ................................................................................................. 206
  5.3.1 Introduction ............................................................................................ 206
  5.3.2 Discussion .............................................................................................. 206
  5.3.3 Summary ............................................................................................... 211

5.4 JENNIFER ...................................................................................................... 212
  5.4.1 Introduction ............................................................................................ 212
  5.4.2 Discussion .............................................................................................. 212
  5.4.3 Summary ............................................................................................... 217

5.5 KAREN .......................................................................................................... 217
  5.5.1 Introduction ............................................................................................ 217
  5.5.2 Discussion .............................................................................................. 218
  5.5.3 Summary ............................................................................................... 222

5.6 MICHAEL ...................................................................................................... 222
  5.6.1 Introduction ............................................................................................ 222
  5.6.2 Discussion .............................................................................................. 223
  5.6.3 Summary ............................................................................................... 227

5.7 PHEONA ........................................................................................................ 228
  5.7.1 Introduction ............................................................................................ 228
  5.7.2 Discussion .............................................................................................. 228
  5.7.3 Summary ............................................................................................... 232

5.8 CONCLUSION ............................................................................................... 233

CHAPTER 6: CONCLUSION ..............................................................................

6.1 INTRODUCTION ........................................................................................... 234

6.2 CHINESE INTERNATIONAL STUDENTS OF BUSINESS .........................
  6.2.1 Introduction ............................................................................................ 234
  6.2.2 Mobility .................................................................................................. 234
  6.2.3 Parents, Peers and Siblings .................................................................... 235
  6.2.4 Philosophy and Religion ...................................................................... 236
  6.2.5 Copyright and Technology ................................................................... 236
  6.2.6 Other Factors ......................................................................................... 237
  6.2.7 Summary ............................................................................................... 238
6.3 LECTURERS OF CHINESE INTERNATIONAL STUDENTS OF BUSINESS ................................. 238
  6.3.1 Introduction ............................................................................................................. 238
  6.3.2 Chinese International Students ............................................................................. 238
  6.3.3 Parents .................................................................................................................. 239
  6.3.4 The Institution ...................................................................................................... 240
  6.3.5 Copyright and Technology ..................................................................................... 240
  6.3.6 Other Factors ........................................................................................................ 241
  6.3.7 Summary .............................................................................................................. 241
6.4 EDUCATORS, UNIVERSITIES AND POLICY MAKERS.................................................. 242
6.5 THE TRANS-DISCIPLINARY FRAMEWORK .................................................................... 243
6.6 FURTHER RESEARCH .................................................................................................. 245
6.7 CONCLUDING STATEMENT ......................................................................................... 246
REFERENCES ...................................................................................................................... 247
APPENDIX 1: ADVERTISEMENTS ...................................................................................... 262
  A. FOR STUDENTS ......................................................................................................... 262
  B. FOR LECTURERS ..................................................................................................... 263
APPENDIX 2: PLAIN LANGUAGE STATEMENTS ................................................................. 264
  A. FOR STUDENTS ......................................................................................................... 264
  B. FOR LECTURERS ..................................................................................................... 265
APPENDIX 3: CONSENT FORMS ....................................................................................... 266
  A. FOR STUDENTS ......................................................................................................... 266
  B. FOR LECTURERS ..................................................................................................... 267
APPENDIX 4: INTERVIEW GUIDELINES .............................................................................. 268
  A. GUIDELINES FOR INITIAL INTERVIEW WITH STUDENTS ...................................... 268
  B. GUIDELINES FOR POSITIONING INTERVIEW WITH STUDENTS ............................ 269
  C. GUIDELINES FOR INTERVIEW WITH LECTURERS .................................................. 270
APPENDIX 5: CHING-YA’S INTERVIEWS ............................................................................ 271
  A. INITIAL INTERVIEW ................................................................................................ 271
  B. POSITIONING INTERVIEW ....................................................................................... 275
APPENDIX 6: LIE-LING’S INTERVIEWS .............................................................................. 282
  A. INITIAL INTERVIEW ................................................................................................ 282
  B. POSITIONING INTERVIEW ....................................................................................... 286
APPENDIX 7: OI-MUN’S INTERVIEWS ................................................................................ 291
  A. INITIAL INTERVIEW ................................................................................................ 291
  B. POSITIONING INTERVIEW ....................................................................................... 295
APPENDIX 8: PUI-LIN’S INTERVIEWS ................................................................................ 299
  A. INITIAL INTERVIEW ................................................................................................ 299
B. POSITIONING INTERVIEW

APPENDIX 9: SIU-PING’S INTERVIEWS

A. INITIAL INTERVIEW

B. POSITIONING INTERVIEW

APPENDIX 10: SO-YEE’S INTERVIEWS

A. INITIAL INTERVIEW

B. POSITIONING INTERVIEW

APPENDIX 11: TECK-MENG’S INTERVIEWS

A. INITIAL INTERVIEW

B. POSITIONING INTERVIEW

APPENDIX 12: WAI-TAT’S INTERVIEWS

A. INITIAL INTERVIEW

B. POSITIONING INTERVIEW

APPENDIX 13: AMANDA’S INTERVIEW

APPENDIX 14: CATHERINE’S INTERVIEW

APPENDIX 15: JENNIFER’S INTERVIEW

APPENDIX 16: KAREN’S INTERVIEW

APPENDIX 17: MICHAEL’S INTERVIEW

APPENDIX 18: PHEONA’S INTERVIEW
List of Figures

Figure 1: Auditable Systematised Qualitative Analysis (ASQA) ............................................. 63
Figure 2: Traditional Positioning Theory .................................................................................. 72
Figure 3: Elliptical Positioning Theory (Significant Mother Actor) ....................................... 73
Figure 4: Elliptical Positioning Theory (Significant Friend Actor) ......................................... 74
Figure 5: Social Media and Positioning .................................................................................... 77
Figure 6: Ching-ya’s Positioning (Mobility) .......................................................................... 83
Figure 7: Ching-ya’s Positioning (Parents, Peers and Siblings) .............................................. 85
Figure 8: Ching-ya’s Positioning (Philosophy and Religion) .................................................. 86
Figure 9: Ching-ya’s Positioning (Technology) ...................................................................... 87
Figure 10: Ching-ya’s Positioning (Copyright) ...................................................................... 89
Figure 11: Ching-ya’s Positioning (Other Factors) ................................................................. 91
Figure 12: Lie-ling’s Positioning (Mobility) .......................................................................... 96
Figure 13: Lie-ling’s Positioning (Parents, Peers and Siblings) .............................................. 98
Figure 14: Lie-ling’s Positioning (Philosophy and Religion) .................................................. 99
Figure 15: Lie-ling’s Positioning (Technology) ..................................................................... 101
Figure 16: Lie-ling’s Positioning (Copyright) ....................................................................... 102
Figure 17: Lie-ling’s Positioning (Other Factors) ................................................................... 104
Figure 18: Oi-mun’s Positioning (Mobility) ......................................................................... 109
Figure 19: Oi-mun’s Positioning (Parents, Peers and Siblings) ............................................ 111
Figure 20: Oi-mun’s Positioning (Philosophy and Religion) ................................................... 113
Figure 21: Oi-mun’s Positioning (Technology) ....................................................................... 115
Figure 22: Oi-mun’s Positioning (Copyright) ....................................................................... 116
Figure 23: Oi-mun’s Positioning (Other Factors) .................................................................. 118
Figure 24: Pui-lin’s Positioning (Mobility) .......................................................................... 123
Figure 25: Pui-lin’s Positioning (Parents, Peers and Siblings) .............................................. 127
Figure 26: Pui-lin’s Positioning (Philosophy and Religion) .................................................. 128
Figure 27: Pui-lin’s Positioning (Technology) ....................................................................... 130
Figure 28: Pui-lin’s Positioning (Copyright) ........................................................................ 132
Figure 29: Pui-lin’s Positioning (Other Factors) .................................................................... 133
Figure 30: Siu-ping’s Positioning (Mobility) ....................................................................... 138
Figure 31: Siu-ping’s Positioning (Parents, Peers and Siblings) ............................................ 141
Figure 32: Siu-ping’s Positioning (Philosophy and Religion) ................................................... 142
Figure 33: Siu-ping’s Positioning (Technology) .................................................................... 144
Figure 34: Siu-ping’s Positioning (Copyright) ...................................................................... 146
Figure 35: Siu-ping’s Positioning (Other Factors) ................................................................. 147
Figure 36: So-yee’s Positioning (Mobility) ................................................................. 155
Figure 37: So-yee’s Positioning (Parents, Peers and Siblings) ............................ 157
Figure 38: So-yee’s Positioning (Philosophy and Religion) ........................................ 159
Figure 39: So-yee’s Positioning (Technology) ............................................................ 160
Figure 40: So-yee’s Positioning (Copyright) ............................................................. 162
Figure 41: So-yee’s Positioning (Other Factors) ......................................................... 164
Figure 42: Teck-meng’s Positioning (Mobility) .......................................................... 169
Figure 43: Teck-meng’s Positioning (Parents, Peers and Siblings) ......................... 171
Figure 44: Teck-meng’s Positioning (Philosophy and Religion) ............................ 173
Figure 45: Teck-meng’s Positioning (Technology) ...................................................... 174
Figure 46: Teck-meng’s Positioning (Copyright) ....................................................... 176
Figure 47: Teck-meng’s Positioning (Other Factors) ................................................. 178
Figure 48: Wai-tat’s Positioning (Mobility) ............................................................... 184
Figure 49: Wai-tat’s Positioning (Parents, Peers and Siblings) ............................... 186
Figure 50: Wai-tat’s Positioning (Philosophy and Religion) ...................................... 187
Figure 51: Wai-tat’s Positioning (Technology) ............................................................ 189
Figure 52: Wai-tat’s Positioning (Copyright) ............................................................. 191
Figure 53: Wai-tat’s Positioning (Other Factors) ....................................................... 193
Figure 54: Interviews as Episodes of Discourse ......................................................... 200
Figure 55: Amanda’s Identified Positioning of CIS Perspectives ............................ 205
Figure 56: Catherine’s Identified Positioning of CIS Perspectives ........................... 211
Figure 57: Jennifer’s Identified Positioning of CIS Perspectives ............................... 217
Figure 58: Karen’s Identified Positioning of CIS Perspectives ................................. 222
Figure 59: Michael’s Identified Positioning of CIS Perspectives ............................. 227
Figure 60: Pheona’s Identified Positioning of CIS Perspectives .............................. 232
Figure 61: Dependent Hierarchical Positioning ...................................................... 245
List of Tables

Table 1: Student Participants........................................................................................................... 48
Table 2: Lecturer Participants ........................................................................................................... 48
Abstract

Using a trans-disciplinary conceptual framework to interpret qualitative data derived from in-depth interviews, literature and policy documents this research focuses on what influences Chinese International Student (CIS) perspectives of academic integrity. Specifically, this study examines the impact of Confucianism, collectivism, mobility, personal factors and technology, including the commoditisation, digitisation and globalisation of higher education on CIS perspectives.

To gather data this research employed two rounds of semi-structured, in-depth interviews with eight undergraduate CIS studying business related subjects, separated by a minimum of six months. Interspersed amongst these student interviews was a single round of in-depth interviews with six lecturers of CIS from the same college but different schools. To analyse and conceptualise data derived from these interviews a trans-disciplinary framework combining a modified version of Glaser and Strauss’s Grounded Theory with an interpretation of Harré and van Langenhove’s Positioning Theory was developed. Using an adaptation of grounded theory, this framework overcomes concerns of ambiguity in relation to traditional grounded theory techniques. Similarly, through an interpretation of positioning theory this framework models qualitative data to identify not only what participants think but also how and why they obtained their views.

Literature concerning what causes CIS to violate academic integrity often attributes cause to individual factors like imitation of the educator. However, this research shows that although it is possible for individual influences to cause CIS to violate academic integrity it is more likely that multiple interconnected factors shape student perspectives. In fact, deep analysis provided by the trans-disciplinary framework reveals catalysts are not mutually exclusive and operate in a hierarchical manner. For example, philosophical and religious beliefs are likely to precipitate collectivistic desires to assist peers in the presence of personal mobility. Therefore, if a student relocates overseas away from family to study in a demanding and unfamiliar educational environment they will likely assist culturally similar peers. However, if a student is located in their home country then personal influences, including demand for a short supply of university places surpasses cultural expectations to assist. In this case, hierarchical influences on student perspectives work in reverse as personal factors override cultural and institutional drivers.

Literature pertaining to educator perceptions often presents a stereotypical view of Western lecturers and their response to violations of academic integrity amongst Confucian Heritage Culture (CHC) students. However, these interviews encompass a culturally diverse group of
lecturers with unique experiences, including offers of remuneration to raise marks or so much violation occurring that the solution was to abandon the assessment task. However, there are commonalities amongst lecturer findings, including that English proficiency is likely to determine whether a student violates academic integrity, while generational change is a reason given for differences between lecturers and students concerning the seriousness of academic violation. Accordingly, there is a perception amongst lecturers that student copyright violation influences academic violation, a view not supported by CIS. Additionally, some lecturers believe some CIS feel they are entitled to pass because they paid to undertake their course, a view that also influences their perspectives of academic integrity.

This study is important because it has the potential to contribute to administrator, educator and policy maker understandings of CIS perspectives and international student experiences in host institutions today. Specifically, this study demonstrates a need for consistency amongst individuals and institutions in relation to educating students about or dealing with violations of academic integrity. This study identifies how student attitudes towards academic integrity may be evolving due to the ubiquity of copyright violation driven by technological change. This study demonstrates that today more than Confucian principles alone influence CIS during their educational sojourn. Issues of mobility, increased independence and home country peers studying in Australia all influence CIS and warrant consideration by administrators, educators and policy makers when developing inductions and materials aimed at curtailing violations of academic integrity.
Chapter 1: Introduction

1.1 Purpose

This study offers deep insights into past and present influences on CIS perspectives of academic integrity, including Confucianism, collectivism, increasing student mobility and technology. An aim is to understand CIS perspectives of academic integrity, to enhance the academic experience of international students and to benefit educator and education provider understandings in host countries. This study investigates influences on CIS that extend beyond principles derived from Confucian and neo-Confucian philosophy such as respect for and imitation of the educator. It takes into account characteristics of CIS within the contemporary context as being independent, individualistic and driven by a desire to succeed. Having identified current influences on CIS perspectives this study suggests to host country educators and policy makers that a paradigm shift may be required to enhance the educational experience of CIS in relation to academic integrity.

Although a significant body of literature exists on Confucianism and Chinese learning (Brennan & Durovic, 2005; Shei, 2005; Ryan & Louie, 2007; Maxwell, Curtis & Vardanega, 2008; Ting, 2012; Wang, 2013) there are gaps in the literature concerning the effects of increased student mobility and how collectivism and copyright influence CIS perspectives. Today’s CIS are digitally empowered, global citizens, exposed to and influenced by practices and values other than traditional Confucian philosophy. Ignoring the impact of copyright, increased mobility and the influence of the economic system on CIS perspectives is an oversight of current and previous literature. This study is a response to this gap in the literature.

This study focuses on undergraduate students from China and Hong Kong studying at a variety of Melbourne universities in the discipline of Commerce, including Accounting, Business Information Systems, Economics and Management. Due to the textual nature of their assessments and the significant number of overseas students studying Commerce related subjects at Australian universities (DIISRTE, 2012) students in this field are appropriate for this research. Interviewing participants from China and Hong Kong enables the contrast of different economic and political systems. Students raised in Hong Kong may have insights into issues of intellectual property, copyright and the influence of Western corporations. Conversely, students raised in mainland China have experienced education in a developing, socialist-market economy that is the result of the transition from a state-controlled centralised economy. In addition, both cohorts may have different insights into the effects of Confucian and neo-Confucian philosophy on academic integrity and education.
Eight student participants agreed to take part in this research, divided as evenly as possible between Chinese and Hong Kong students. For the purpose of accuracy and positioning, including methodological triangulation, the student participants took part in two rounds of interviews separated by a period of six months. Likewise, six academics from the discipline of Commerce gave their opinion on CIS perspectives.

Overall, this study attempts to examine and answer the following research questions.

Primary Questions

1. How do mobility, philosophy, religion, personal factors and technology affect CIS perspectives of academic integrity?
2. How can host country educators, universities and policy makers enhance the educational experience of CIS in relation to issues of academic integrity?

Specific Questions

1. How does mobility influence CIS perspectives of academic integrity?
2. How do parents, peers and siblings influence CIS perspectives of academic integrity?
3. How does philosophy and religion influence CIS perspectives of academic integrity?
4. How does technology influence CIS perspectives of academic integrity?
5. How does copyright influence CIS perspectives of academic integrity?
6. What other factors influence CIS perspectives of academic integrity?

1.2 Significance of the Study

This study makes four contributions to our knowledge of the experiences of mobile, international students and to the theoretical conceptualisation of their experiences.

The first contribution of this study is to recognise that today almost half of all overseas student enrolments into the Australian higher education sector consist of CIS (AEI, August 2013). Therefore, it is vital that Australian educators understand the impact, past and present societal factors have had on CIS perspectives today. It is particularly important for local educators to have insight into international student perspectives due to increased dependence by Australian tertiary institutions on international student fees driven by a decrease in funding from the Commonwealth Government (Tran, LT 2013). Although this research centres on CIS and academic integrity, it does not indicate CIS have greater issues with academic violation than any other student group (Shei, 2005). Rather, this study focuses on CIS in recognition of
the significant role this cohort continues to have on global education during the twenty-first century.

This research is important because it challenges a view in the literature that CIS perspectives are influenced by a perceived propensity for dependence and passivity causing them to be increasingly prone to acts of academic violation in comparison to their Western counterparts (Brennan & Durovic, 2005; Tran, TT 2013). It revisits the view of the literature that CIS do not need to acknowledge the work of others out of respect for the educator (Sillitoe, Webb & Zhang, 2005; WSU Libraries, 2009) and expands the work of Lee (1996) who challenges the notion that CIS are dependent and passive. This research extends the work of Bloch (2008) by examining influences on CIS perspectives, including resistance to Western values, mercantile history and the influence of communism itself.

Literature links CIS perspectives to influences of Confucian philosophy (Brennan & Durovic, 2005; Hayhoe, 2006; Ryan & Louie, 2007; Ting, 2012; Wang, 2013). This study is significant because it considers influences other than Confucian and neo-Confucian philosophy on CIS perspectives. This consideration is important because in order to educate CIS to avoid violations of academic integrity it is vital that domestic educators recognise that influences have shifted from issues of philosophy to copyright and mobility. This research investigates the effects of increased student mobility, technology, personality, moral, ethical and religious beliefs, the impact of consumerism and the transition to a socialist-market economy on perspectives of academic integrity today.

The fourth contribution of this study is the development of a trans-disciplinary framework that combines a modified version of grounded theory (Glaser & Strauss, 1967; Strauss & Corbin, 1990), called Auditable Systematised Qualitative Analysis (ASQA) with an interpretation of positioning theory (Harré & van Langenhove, 1999). Specifically the grounded theory component of the trans-disciplinary framework provides frequency data derived from qualitative interviews to a positioning component responsible for modelling a participant’s reality. This positioning component identifies significant actors in frequency data, including their level of influence on a participant via discourse while residing at the ontological divisions in a participant’s reality. I envisage that this grounded theory variation might develop to include automated coding of qualitative data, while the interpretation of positioning theory will provide the autonomous identification and analysis of actors in frequency data, including their influence on participants through discourse. I foresee that this trans-disciplinary framework might form the basis of a digital methodology for a new generation of qualitative researchers, while in the not too distant future the framework may
provide auditable, qualitative analysis of transcripts and eventually the fundamental, real-time analysis of interviews by mobile devices.

1.3 Key Findings of the Study

Key findings of this research refer to areas in which there is an overlap in participant views or where one group of participants such as lecturers concur or differ. An important concept to arise from this research is, rarely does a single factor influence perspectives. In most instances in which perspectives change there is the presence of several catalysts at various levels within a participant’s reality. For example, the presence of issues related to mobility, including English proficiency or a need to work cause CIS to assist peers if other factors are present in their reality. If actors, including understanding CHC principles, indoctrination of values by parents and recognition that Australia is a less competitive environment are present then peers are more likely to collude. Interestingly, students appear more willing to assist peers from a similar cultural background. Participants indicated relentless pressure by peers was the significant reason to collude. However, the application of the trans-disciplinary framework in interpreting student experiences reveals this only occurs if the facilitating student knows they will not disadvantage themselves, therefore students are often unwilling to assist in competitive environments.

There was little transition in perspectives between initial and positioning interviews, although if change did occur it involved students being unable to cope with the demands of their peers in conjunction with a desire to save face. Interestingly there appeared to be a correlation between students fitting the description of ‘active agents’ (Tran, 2008) who attempt to control their environment and those that give into peer requests. Perhaps ‘active agents’ feel they cannot control their environment and transition in the face of pressure from peers, while students that feel little need to control their environment are less likely to transition as they are less susceptible to pressures from peers.

Individually, Confucian philosophy had little influence on student perspectives. However, teamed with other factors it did appear to influence CIS. Issues of mobility were likely to change perspectives as students who undertook high school in Australia had a better understanding of academic integrity and were less likely to engage in violation. Interestingly students felt copyright and technology had little impact on perspectives, although lecturers thought student attitudes towards copyright violation did influence their perspectives. Lecturers thought those who used technology to violate copyright were more likely to copy academic material, although students did not concur with this view. Some students said they knew of peers that purchased papers to aid in their studies, while one student admitted to
contemplating writing the papers of peers for money. Students thought consistency in message, including following through on threats of discipline was essential as students exploited leniency shown by the lecturer. A common finding was students did not read or take note of information pertaining to academic integrity, a view supported by lecturers who indicated they had trouble getting students to read any material at all.

Overall, lecturers appeared unsure if academic violation was due to cultural or generational issues as students had different values, including reduced inhibitions concerning content, which some lecturers attributed to social media. Interestingly, lecturers thought students capable of paying for their education had different attitudes towards violation. Some lecturers said they felt like the employees of CIS who believed because they had paid, they should pass. Some lecturers were cynical concerning the actions of the university, believing it passed students it should not by ignoring violations and lowering grades. Some lecturers believed course and student standards had dropped or that the institution had taken decision-making away from teaching staff.

1.4 Context for the Study

International student education is Australia’s largest service export, supporting in excess of 100,000 jobs and contributing more than $15 billion annually to the economy (Australian Government, 2013). Apart from domestic issues affecting student numbers, Australia’s higher education sector is under threat from aggressive marketing and increased competition from other destinations for overseas students, including the United States, the United Kingdom, Canada, Singapore and campuses of internationally renowned universities establishing in China directly (Davey, Lian & Higgins, 2007).

An intention of this study is to provide for the academic needs of international students, educators and the broader academic community, including administrators and policy makers in host countries. Only by listening to student accounts of their home country experiences and expectations can host countries provide relevant information on issues like academic integrity, including how home country experiences might differ from host country expectations. As responses to violations can be punitive and have detrimental impacts on the grades of students, it is critical for host country educators to understand how expectations about issues of academic integrity differ between home and host countries. Although it is incumbent on international students to familiarize themselves with the policies of the host (University of Tasmania, 2010), it is vital for host country educators to recognise that policies towards issues of academic integrity between home and host countries may contain little or no similarity (Brown, 2008). This research demonstrates how host country educators should not assume
that a congruent global perspective exists concerning acknowledging the work of others or sharing information between students.

There is a need to conduct research aimed at understanding the perspectives of the largest cohort of international students studying in higher education in Australia. In 2013, Chinese and Hong Kong students made up 91,061 of the 222,528 or 41% of international students enrolled in Australia’s higher education sector (AEI, August 2013). Although international student enrolments had a modest increase on 2012 some scholars (Hilmer, 2010; Phillimore & Koshy, 2010) believe Australia’s international student intake rests precariously on the edge of a precipice due to the ‘lukewarm’ disposition shown by the federal government towards international students and a high dollar that makes Australia an expensive destination.

International higher education is now under severe pressure owing to several recent global and domestic developments such as … major changes to student visa and skilled migration rules; and the current election discussion about immigration and population issues. The impact of most of these factors has yet to be fully felt (Phillimore & Koshy, 2010, p.1).

As there appears to be an imbalance between Australia’s marketing effort to attract international students and its commitment to developing pedagogies that enhance the academic experience of international students this research is important. Research into international student experiences and perspectives enables Australian educators and policy makers to obtain improved insights concerning international student needs.

1.4.1 Personal Influences

Personally, I developed an interest in the area of academic integrity amongst undergraduate students while working as a computer programmer at a large Australian university and observing collusion amongst students on assignments set by a single lecturer but distributed to multiple distinct tutors for marking. Due to this observation, I developed an online plagiarism and collusion detection tool that detects the collusion described above and plagiarism of material from the Web. This online plagiarism and collusion detection tool took several years to refine and currently has 84,000 registered users from institutions around the world.

I am interested in researching CIS perspectives of academic integrity from the dimensions of Confucianism, copyright, increased mobility and technology for the following reasons. China is Australia’s largest source of international students (AEI, August 2013) and Chinese influence on global education grows in conjunction with its increasing economic power.

1.5 Research Method
As the largest contributor to international student enrolments (AEI, August 2013) CIS require greater understanding by Australian educators and the wider higher education community, including administrators and policy makers. Participants of this research are significant as they enable comparison of students raised in a socialist-market economy with a communist government with students born in a Western style free market economy like Hong Kong, exposed to corporations, issues of copyright and concepts of intellectual property. This research interviews six lecturers of CIS concerning their views of student perspectives of academic integrity. Interviewing the educators of CIS is a form of data triangulation that aims to contrast the perspectives of CIS with the views of the educator, including what strategies educators might use to deter and detect violations and whether educators take into account the cultural background of students when formulating strategies to deal with violation.

Participants from China and Hong Kong were limited in scope to undergraduate students studying Commerce related courses at Melbourne universities. This study focuses on students from Commerce, including Accounting, Economics, Management and Business Information Systems because Commerce related subjects contain more than half of all international student enrolments in the higher education sector (DIISRTE, 2012), which may exacerbate the perception of increased violations amongst this cohort. Accordingly, this research limits the scope of participants to undergraduate students as post-graduate students may have significantly different views to those of undergraduates based on possible differences in age and experience.

For practical reasons this research does not restrict students to any particular stage of their degree. This research used convenience sampling whereby a researcher obtains the required number of participants by continuing to enlist people matching the research criteria (Cohen & Manion, 1998). Specifically, I obtained participants by placing a College Human Ethics Advisory Network (CHEAN) approved advertisement on bulletin boards at universities across Melbourne and by contacting international student coordinators at a number of institutions.

1.6 Structure of the Study

This study contains six chapters. Chapter 1 the Introduction, discusses the rationale for this research and describes the background, purpose and significance of this research. Chapter 2 Key Concepts examines Chinese Philosophy, Confucian Heritage Cultures, Western Values and Respect in relation to CIS. Chapter 3 Research Design describes the methodology used in this study, including the selection of participants, data collection and the utility of a pilot study. A significant proportion of this chapter focuses on introducing the trans-disciplinary framework developed for this research. Chapter 4 examines in detail the findings of the initial
and positioning interviews held with the eight CIS of Business. Accordingly, chapter 5 details the findings of the six lecturers. Chapter 6 the Conclusion, highlights what factors influence CIS perspectives and how Australia’s institutions might enhance the academic experience of these students. It outlines further development of the trans-disciplinary framework and opportunities for further research. References and appendices used in this research follow the chapters outlined here. The appendices contain student and lecturer advertisements, plain language statements, consent forms, interview guidelines and transcripts for each student and lecturer participant.
Chapter 2: Key Concepts

2.1 Introduction

In chapter 1, I outlined the importance of examining undergraduate CIS of Business, concerning their perspectives of academic integrity. In chapter 2, I investigate the literature in relation to academic integrity in general and specifically amongst CIS. Areas of literature include defining and understanding academic integrity and issues specific to CHC students. I examine literature pertaining to the use of positioning theory to conceptualise qualitative data and the impact technology has on changing notions of academic integrity. Examining literature in these areas reveals that attitudes towards academic integrity may be changing, possibly due to mobility and technology.

Commonly CIS perspectives of academic integrity attribute to CHC principles, including imitation of and respect for the educator. Adherence to CHC principles amongst Chinese students in their home country means CIS may have different attitudes towards attribution in recognition of the perceived knowledge of the educator. Likewise, a diligent work ethic due to ‘filial piety’ or honouring the sacrifice of parents through academic performance is attributable to CHC principles. Additionally, collectivism whereby CHC students work in collaborative groups to ensure the success of the cohort as opposed to the individual is attributable to CHC principles. This chapter examines certain CHC principles and explores other factors influencing CIS in their educational sojourn.

2.2 Academic Integrity and Confucian Heritage Cultures

2.2.1 Introduction

This section discusses literature concerning academic integrity amongst CHC students. Section 2.2.2 introduces the history of acknowledgement and defines concepts of academic integrity, including collusion and plagiarism. Section 2.2.3 addresses the influence of Imperial Chinese Philosophy, dating back as far as 500 BCE on Chinese principles of education. Section 2.2.4 introduces CHC students, including how some Western educators’ stereotype CHC students as passive, rote learners, prone to violations of academic integrity. Section 2.2.5 discusses the imposition of Western values on Chinese education, including how those living in CHC react to the imposition of Western values. Section 2.2.6 demonstrates how respect shown for educators by CHC students may lead to a decrease in the need to acknowledge the work of others. Section 2.2.7 concludes with a discussion on the lack of empirical research concerning influences other than Confucian principles on CIS perspectives.

2.2.2 Acknowledgement and Plagiarism
Grafton (1999) believes Richard White was first to develop a method for acknowledging the work of others in the form of the endnote. As early as 1597, White ‘Devised a form of historical narrative that enabled him to acknowledge the diversity of the sources he had used, to quote them for the reader’s benefit and to refute his critics’ (Grafton, 1999, p.129). Within the context of this study, issues of acknowledgement, collusion and plagiarism reside under the broader term ‘academic integrity’. Plagiarism is ‘Passing off someone else’s work, whether intentionally or unintentionally, as your own, for your own benefit’ (Carroll, 2002, p.9). Lathrop and Foss (2000) indicate working together can have a beneficial impact on student learning although policies must exist pertaining to acceptable levels of collusion. Authorised collusion can include, ‘sharing research sources (book titles, URLs, journal articles and so forth), brainstorming and sharing of ideas and peer editing of drafts’ (Harris, 2001, p.136). Unauthorised collusion includes, ‘Writing sections of a draft for another student, writing a paper or lending an electronic copy of a paper or draft to another student’ (Harris, 2001, p.136). Appropriate in the context of this study, Harris believes acknowledgement or giving credit where credit is due is a requirement of Western academia and an extension of the golden and silver rules (Confucius, n.d.) fundamental to numerous societies.

2.2.3 Philosophical Influences on Chinese Education

According to Hayhoe (2006), in the 2500 years of Chinese empire, there were a number of philosophical influences on Chinese education, including Buddhism, Confucianism, neo-Confucianism and Taoism. Fung (1948) explains the link between education and philosophy in Chinese culture.

The place which philosophy has occupied in Chinese civilisation has been comparable to that of religion in other civilisations. In China, philosophy has been every educated person’s concern. In the old days, if a man were educated at all the first education he received was in philosophy (p.1).

Frequently but erroneously considered the work of a single scholar, Confucianism is actually the work of several scholars, including Master Kung or Confucius (551-479 BCE), Mencius (385-304 BCE), Xun Zi (325-238 BCE) and Dong Zhongshu (179-104 BCE). These scholars lived years, or even centuries apart and the work of one scholar influenced another (Hayhoe, 2006). Summarised by Lee (1996), Confucian principles for education include a respect for education and the joy of learning, education for everyone as everyone can be educated to some level regardless of their intellectual ability and that humans should maintain efforts to attain perfection through learning, effort and will power. Lee examines the perspective of the Chinese learner held by some Westerners as having come from a collectivist culture and
therefore perceived as lacking individualism. Lee (1996) challenges this stereotype, recognising that Confucian philosophy, specifically the need to continue learning to obtain perfection is an individualistic trait, stating ‘The purpose of learning is therefore to cultivate oneself as an intelligent, creative, independent, autonomous and what is more an authentic being’ (p.34).

2.2.4 Confucian Heritage Culture Students

Students from CHC, including China, Hong Kong, Japan, Singapore, South Korea and Taiwan are often victims of negative stereotypes by Western educators (Brennan & Durovic, 2005; Hayhoe, 2006; Ryan & Louie, 2007). According to Ryan and Louie (2007), ‘CHC students are often characterised as passive, dependent, surface/rote learners, prone to plagiarism and lacking critical thinking’ (p.406). Amongst the negative traits considered present in some CIS by some Western educators and identified by Ryan and Louie is plagiarism. According to Brennan and Durovic (2005), students raised in the West tend to be more individualistic and self-reliant than students raised in CHC. Brennan and Durovic consider CIS to be collectivists by nature, dependent on group work to achieve goals and increasingly prone to accusations of collusion and plagiarism. In particular these researchers emphasize, ‘The line between collaboration and collusion is often crossed by CHC students … thereby generating claims of plagiarism’ (Brennan & Durovic, 2005, p.29). However, Maxwell et al. (2008) believe the reason why some Western educators label students from CHC as plagiarists is due to CHC students misunderstanding what constitutes plagiarism. These researchers said, ‘International students are one particular group that has been at the centre of the discussions due to their reported difficulties in understanding the concept of plagiarism’ (p.26).

In the case of CIS, this may be due to a different type of relationship that exists between students and the educator in CHC compared to that of the West, for example, ‘… imitating the work of experts as an integral part of the novice’s learning process’ (Eisner & Vicinus, 2008, p.5). Shei (2005) asserts that imitation of the educator by the student is a critical component in the Chinese learning tradition. Shei indicates Chinese pupils learn by imitating the educator in several areas of Chinese culture, not just writing and composition, for example Tai Chi (meditative exercise) and calligraphy (artful handwriting). Shei observes, although students of all cultures learn via imitation, including students from the West, the difference between Western students and students from CHC is the emphasis placed on the quality of the imitation, not the originality brought to the learning process.

2.2.5 The Imposition of Western Values
Bloch (2008) offers a different perspective, asserting that the concept of plagiarism may be inherently Western in nature and imposed on CHC students by Western educators. According to Bloch, acts of plagiarism by some individuals may be deliberate, using plagiarism as an act of defiance against the imposition of Western values. For example, ‘Plagiarism can be seen as an act of resistance against the imposition of alien rules’ (Bloch, 2008, p.221). Bloch highlights possible connections between so-called ‘plagiarism’ and resistance to Western values of imperialism. However, other researchers are more practical believing the main reason students plagiarise or collude is their desire to obtain the best possible mark, with the least amount of effort, in the shortest amount of time. McLean and Ransom (2005) indicate these motivations are not unique to any particular culture while Schmitt (2005) is compassionate towards CIS concerning possibly increased levels of collusion and plagiarism. In Schmitt’s view, increased levels of plagiarism amongst CHC students’ parallel increased levels of difficulty experienced by international students, forced to learn new disciplines using a second language.

The Western academic community expects students who do not own the words of their discipline to meet the requirements of academic assignments while they are still in the process of acquiring the language of the discipline (Schmitt, 2005, p.66).

Bloch (2008) clarifies the issue of Western versus CHC views of acknowledgement by arguing that societal attitudes towards plagiarism, including laws concerning intellectual property have evolved differently, if at all in China compared to those in the West.

2.2.6 Respect

In this research, I use the term the ‘West’ as it commonly identifies a group of countries, including Australia, Canada, the United Kingdom, the United States and Western Europe. However, as Tran (2007) recognised in relation to grouping ‘Asian’ countries I recognise that the West is not a single homogenous group and that a degree of heterogeneity exists amongst countries commonly labelled as part of the ‘West’. Sillitoe et al. (2005) contend a different type of relationship can exist between educators and students from CHC to that experienced by educators and students in the ‘West’. These researchers state, ‘The deep respect shown by children for their parents is transferred to their teachers … there is a reciprocal responsibility for teachers to teach well and accept responsibility for the academic and moral success of their students’ (p.132). Respect shown by students towards educators in CHC can affect issues of academic integrity, specifically acknowledgement. The following quote emphasizes that students from CHC may decide not to acknowledge the material they have used out of respect for the educator and the assumed extensive body of knowledge held by the educator.
In some traditional cultures in Asia and the Middle East, for example college students are expected to quote or paraphrase the best-known political or religious authorities without attribution because readers especially professors are expected to know what texts are being circulated. Indeed, it might be a serious insult to the teacher if the student writer formally cites the text being borrowed (WSU Libraries, 2009, para.1).

Failing to acknowledge the work of others in the West would be cause for significant concern and lead students from CHC to face accusations of plagiarism as Western education places emphasis on the ownership of ideas and showing respect to its creator through acknowledgement and citation.

2.2.7 Summary

As shown by this discussion, research has focussed on CIS perspectives of academic integrity. However, the literature has largely ignored the impact of communism and the past sixty years of socialist education on CIS perspectives. Likewise, there appears to be an absence of empirical research, exploring the impact of the socialist market economy developing in China since the eighties on education today. CIS are young, independent, digitally perceptive global citizens, no longer exclusively influenced by Confucian or communist philosophies. Rather than drawing on the stereotypical view of CIS and Confucian philosophy, this research attempts to contribute to the literature by examining CIS perspectives from a variety of approaches, including increased mobility, student personality, moral, ethical and religious beliefs.

2.3 CIS, Academic Integrity and Technology

2.3.1 Introduction

In recent decades, a considerable amount of research has occurred into issues of academic integrity, including attribution, collusion, plagiarism and the buying of assignments amongst undergraduate students at Western universities (Harris, 2001; Carroll, 2002; McCabe, 2005; Howard, 2007; Sutherland-Smith, 2008; Bretag et al., 2011; Bretag et al., 2013). Research conducted into issues of academic integrity often examine why students engage in violations (Devlin & Gray, 2007), how students violate academic integrity (Zimerman, 2012) and what educators, institutions and policymakers can do to curb violations (Barry, 2006).

The first part of this section, 2.3.2 examines literature pertaining to Australia’s most significant international student cohort by enrolment (AEI, October 2013), CIS. Section 2.3.2 examines the concepts of ‘filial piety’ and ‘push pull’ factors (Li & Bray, 2007) for CIS studying in the West, including demands placed on CIS to prosper in highly competitive environments like China and Hong Kong. In contrast, section 2.3.3 focuses on defining
academic integrity, reasons for violations and issues confronting students in their transition from high school to university. Here I examine research conducted into issues of academic integrity, including acknowledgement, collusion and plagiarism amongst undergraduate students with no particular cultural focus. In section 2.3.4 I discuss the effects of technology on issues of academic integrity, this section reflects the significance of technology on students and lecturers as a means for undertaking or detecting violations.

2.3.2 Chinese International Students

CIS not only makeup the most significant cohort of international students by number studying in Australia (AEI, October 2013) they face a number of idiosyncratic challenges concerning academic violation due in part to cultural difference. Chinese students may face different expectations to their Western counterparts concerning collaboration (Tang, 1996; Winter, 1996), respect for the educator (Shei, 2005) and filial demands for academic achievement (Reagan, 2000). Not surprisingly, such issues may compound when Chinese students travel to the West for education as cultural and language differences exacerbate difficulties experienced by CHC students (Ryan, 2005). In her 2008 study, Brown found that first year international students often experience culture shock and stress in their sojourn to the West. According to Brown, culture shock presents in a variety of ways, including physical illness, depression and isolation. Brown reveals stress amongst international students occurs due to expectations for success placed on them by supporters in their home country. Interestingly, Brown makes the point that often an international student’s only frame of reference for studying abroad is their domestic experience, which is often significantly different to that encountered in the West, including cultural and language differences.

To minimise the culture shock experienced by first year international students, including CIS, Cameron and Kirkman (2010) recommend that Western educators acknowledge differences between domestic and international students and offer culturally unique induction programs. However, this view is contrary to a number of the lecturers interviewed for this research. Cameron and Kirkman recognise the importance of interaction between domestic and international students and accept that not all international students experience culture shock. Therefore, it is important to avoid assuming all international students require culturally configured inductions.

A stereotypical view of today’s CIS is that they study in Australia to obtain residency, a view supported by a number of the lecturers interviewed for this research. However, Chan and Ryan (2013) challenge the view held by some Western educators towards CHC students. These scholars highlight a number of factors that affect CIS ability to learn or may lead to the
perception that CIS seek qualifications for migration purposes rather than out of a desire to master Accounting. In their paper, these authors question what is actually wrong with a desire by CIS to increase their chance for an improved existence through education, including living in a country, which they perceive increases their quality of life. Chan and Ryan examine influences of filial piety, surface learning and language difficulties on CIS in relation to undertaking Accounting studies to obtain residency. Finding immigration factors do not serve as reasons why CIS pursue Accounting qualifications, contradicting perceptions held by several lecturers interviewed for this research.

A number of researchers have written on the influence of filial piety on CIS perspectives in relation to achievement in education (Lin & Chen, 1995; Biggs & Watkins, 1996; Reagan, 2000; Sillitoe et al., 2005; Chow & Chu, 2007; Ryan & Louie, 2007; Cheung & Kwan, 2009; Leung, Wong, Wong & McBride-Chang, 2010; Hui, Sun, Chow & Chu, 2011). Here I examine the concept of filial piety presented in the literature, including its influence on current CIS in relation to repaying sacrifices made by parents. There is no definitive definition for filial piety or its influence on CIS today. Hui et al. (2011) describe filial piety as:

Filial piety is considered the first Confucian virtue in Chinese culture as well as the guiding principle prescribing how children should love and respect their parents, take care of them, obey their commands, worship ancestors, avoid harm to the body, ensure the continuity of the family line and bring honour to the family … it is generally believed that studying hard is a way to bring honour to one’s parents and family (p.378).

What does appear consistent in relation to the influence of filial piety on CIS is that there is likely to be more transpiring, concerning the work ethic of some CHC students than the stereotypical view depicted in the Western media, including ‘CHC kids are smart’. Several researchers (Chow & Chu, 2007; Leung et al., 2010; Hui et al., 2011) indicate some CHC students may actually attempt to set themselves up to repay their parents, which has ramifications for the previously discussed issue that some Western educators perceive that CIS only study in Australia to obtain permanent residency. In contrast, that CIS may work hard to relocate their parents to a perceived better place might be part of the filial obligation that exists between CIS and their parents.

According to Lin and Chen (1995), filial piety is the unconditional obedience of students to parents, as children must recognise that they owe their existence to their parents. Lin and Chen (1995) go as far as to say that ‘Children are believed to owe their lives to their parents, and are often seen as part of the family’s property’ (p.163). According to Lin and Chen, parents instil in their children a sense of obligation to repay the effort and sacrifice made by their parents in raising them. However, parents themselves feel they have a responsibility to
ensure their child’s future even if it means significant sacrifice in their own life. Parents feel obligated to teach students to follow the correct path, to work hard and to bring respect and success to the family. Lin and Chen indicate the accepted way children should bring respect and success, including in terms of financial reward or improved quality of life is through academic achievement, while desire for respect and achievement is more than just an expectation by parents of their children. Parents can demand academic achievement from their children due to the sacrifices they made in raising them, in fact, according to Lin and Chen (1995), this is something parents can even hold children responsible for, saying ‘… society assumes to have the right to hold their children accountable for high academic achievement’ (p.163).

In holding children accountable, Lin and Chen (1995) reveal Chinese parents can administer both physical and psychological punishment to ensure they obtain the necessary achievement or follow the correct path, saying ‘… they are justified in the use of physical and psychological punishment’ (p.163). What is clear from this discussion is that from a parent’s perspective filial piety is a reciprocal obligation accepted by children and parents. Parents expect recompense for sacrifices made in raising their children while children accept that they have a filial obligation (Reagan, 2000) to excel academically and to repay sacrifices made by parents.

Unlike Lin and Chen (1995), Chow and Chu (2007) do not present a draconian view of the concepts of filial piety. According to Chow and Chu filial piety means indoctrination of children in the importance of working hard regardless of intellectual ability, while parents guide their children earlier and more intensely toward academic achievement. Like Lin and Chen, Chow and Chu indicate Chinese students must attempt to fulfil their filial obligations to repay the effort of their parents through academic achievement. In the long term, this may mean students endeavour to become financially able to take care of their parents in old age. Chow and Chu discuss other important expectations concerning filial piety such as children must bring honour to the family and avoid disgrace. According to Chow and Chu, increased parental involvement in the lives of children has a positive influence on academic achievement while the parent’s level of education influences a child’s level of achievement, including the likelihood they will undertake university. Likewise, Chow and Chu indicate parental feedback by parents on the work of their children and the education level of the mother increases the likelihood for academic achievement by the child.

Parents who gave the least feedback on top of mothers with the least educational level were related to students who had the least motivation for academic achievement. The rate of academic amotivation increased noticeably when the
perceived parental feedback on their children’s academic performance diminished. This suggests a more important role of parental feedback in Chinese secondary school students’ academic motivation and amotivation (Chow & Chu, 2007, p.110).

Chow and Chu (2007) highlight that filial piety not only means respect by the child for the parent, advocating that it entails similar student respect for the educator. As with Lin and Chen (1995), Chow and Chu indicate children learn from a young age to fulfil filial obligations and that the way to do this is to study hard. Chow and Chu indicate filial piety is rooted in Confucian principles and that a solid and respectful relationship between parents and children is critical in motivating children to look after their parents in old age. According to Chow and Chu, the relationship between mother and child is significant which is apparent in this research. In my research, it emerged that those student participants who had a mother engaged in their lives and studies demonstrated increased motivation and a strong work ethic. Chow and Chu’s discussion touches on what will happen to concepts like filial piety in an increasingly wealthy Chinese society in which parents may not want or need the same degree of attention from their children as occurred in previous generations. Chow and Chu (2007) said, ‘… diminishing the need to care for one’s parents was seen to contribute significantly to students’ academic amotivation’ (p.113).

In contrast to Lin and Chen (1995) and Chow and Chu (2007), Ryan and Louie (2007) indicate it is important that Western educators do not stereotype CHC students and their families as being motivated out of filial respect. For Western educators it is important to remember Asian students are individuals and that coming from a CHC background does not imply students adhere to a predetermined set of values, opposite to those fostered amongst students in the West. Ryan and Louie (2007) said, ‘… educationists should be aware of the differences and complexities within cultures before they examine and compare between cultures’ (p.404). Ryan and Louie (2007) argue it is equally important not to stereotype Western students as the exact opposite of students from CHC, including being disrespectful toward parents and teachers or having opposite filial views to their Chinese counterparts, saying:

Equally problematic is the stereotyping of ‘Western’ education across time and space and the characterisation of Western students as assertive and independent, critical thinkers. Western students do not invariably have these attributes of course, and their valorisation can have negative impacts on individuals within this system who do not possess these attributes (p.411).

Cheung and Kwan (2009) return to issues raised by Chow and Chu (2007), particularly what influence will cultural change such as increased modernisation and wealth have for filial piety. It makes sense that changing cultural attitudes in China may affect Western educators
as the CHC students they teach change in their attitudes towards education and their educators. Cheung and Kwan point to increased modernisation as a reason for decreasing filial respect, particularly decreased expectations to look after elderly parents. Interestingly, Cheung and Kwan discuss the idea that the Chinese government encourages concepts like filial piety to decrease the burden on the state concerning the provision of accommodation and associated services to the elderly. Like Ryan and Louie (2007), Cheung and Kwan identify that filial piety is a variable trait amongst CHC students. Modernisation and decreasing numbers of children living with multiple generations of family particularly amongst those in cities decreases piety.

Leung et al. (2010) discuss two types of filial piety, authoritarian and reciprocal. According to Leung et al. authoritarian filial piety calls for mandated support and respect shown by children towards parents due to the superior position of parents in the family hierarchy. This type of piety is therefore forced and based on a different type of relationship between children and parents than that found in reciprocal piety. In the case of reciprocal piety, children provide parents support (emotional, financial and physical) as a form of repayment for parents having nurtured them as children. Unlike authoritarian piety, reciprocal piety is desirable, based on a relationship of openness between children and their parents. Interestingly, Leung et al. indicate the types of piety are not mutually exclusive and that children and parents may negotiate a blended filial relationship.

Therefore, the types of filial relationships discussed thus far with the exception of the example given by Lin and Chen (1995) appear to be an amalgamation of authoritarian and reciprocal piety. As the child and parent negotiate a filial relationship it makes sense for siblings within the same family to blend different filial relationships with parents based on personality. What one child considers reciprocal another child might consider authoritarian because instead of desiring to support their parents they feel obligated. Of course, the opposite is true, what one sibling sees as authoritarian another may see as desirable and therefore reciprocal.

A contributing factor for Chinese students electing to study in Australia appears to be the perceived quality of the education system in China and Hong Kong. Several student participants interviewed for this research revealed the reason they chose to study in Australia was to avoid the education system at home. Several students considered the education system of their home country to be highly competitive (Lin & Chen, 1995; Cheng & Wong, 1996; Davey et al., 2007; Wang, 2013) and reliant on memorisation and rote learning (Stankov, 2010; Martin, 2011; Smith & Khawaja, 2011; Tran, TT 2013). Davey et al. (2007) reveal a lot rests on obtaining a university place in China, including job prospects and social status. With
so much resting on gaining a place at university, competition is immense and preparation to pass begins young. According to Davey et al. millions of students sit the university entrance examination each year known as ‘Gaokao’ with less than 50% of students obtaining a university place. Internally, the system is criticised because it leads to fierce competition, corruption, nepotism and stress exacerbated by families having only one child. As many families in China have one child, significant pressure therefore resides on that child to obtain a university place. According to Davey et al., such pressure leads to constant exam preparation and even suicide as poor outcomes can lead to shame. Interestingly, such issues have led to the development of a private university sector in China that does not require students to pass the Gaokao, although tuition fees are high. According to Davey et al., the private university sector in China faces competition from Western universities establishing campuses in China or from Chinese students travelling overseas for study. Therefore, it is important that Western universities understand the Chinese system to better gauge the strengths and weaknesses of students travelling to the West for education.

Mazzarol and Soutar (2002) studied reasons why international students, including CIS, study overseas and found that a variety of ‘push and pull’ factors influence decisions to study in the West. According to Mazzarol and Soutar ‘push factors’ represent home country issues that cause students to want to study abroad, including limited access to higher education or no access to the course they want to study. Other ‘push factors’ include higher education improving both economic and social status in the home country. Conversely, ‘pull factors’ are those factors presented by international destinations that cause students to desire to study overseas, including acknowledging that an overseas education increases opportunities, knowledge of other cultures and increased prospects for work and migration. Similarly, Li and Bray (2007) examined why Chinese students sought to study outside of China and found students seek ways to circumvent obstacles to gaining an education at home, including passing rigorous university entrance examinations. Li and Bray indicate students consider international study more prestigious and a means of distinguishing themselves from counterparts who studied in China. Li and Bray found Chinese students studied overseas to obtain an education in English or to undertake a specialisation not available in China. Interestingly, Li and Bray revealed earlier generations of Chinese students travelled overseas to receive an education, as a form of foreign aid, while today Chinese students study overseas for trade. Li and Bray (2007) said:

Market forces play an increasing role in matching demand and supply, and many students go abroad through their own channels rather than through government or institutional sponsorship. Partly as a result, student mobility is now viewed less as
aid and more as trade. Cultural exchange has become less prominent as a motive, and economic development has become more prominent (p.792).

Finally, these authors reveal many Chinese students and their families recognise the importance of obtaining higher education at any cost, because it provides domestic changes in social status and the possibility for internal migration from rural to urban areas. Accordingly, obtaining international qualifications provides a student access to a variety of destinations if circumstances change at a particular location.

The following paragraphs pertain to issues of rote and repetitive learning amongst CIS. Although Biggs (1996), attempts to redefine perceptions of rote learning as repetitive learning, arguing repetitive learning plays an effective role in Chinese learning. Lin and Chen (1995) and Stankov (2010) adhere to the view that rote learning amongst CHC students is a negative attribute that causes CIS to neglect critical, creative thinking, to ignore problem solving and to cram information. Interestingly, according to Edwards, Ran and Li (2007), some Western educators consider rote learning amongst CHC students to be a deficit attribute. However, Ryan and Louie (2007) offer a more balanced perspective, suggesting Western education is seen as the ‘antithesis’ to a Chinese education and is perceived by some to be superior because it does not create ‘… passive, dependent, surface/rote learners prone to plagiarism and lacking critical thinking’ (p.406). According to Ryan and Louie, such depictions of CIS only reinforce the perception amongst CHC students themselves that they do adhere to the stereotype of being passive, dependent, plagiarists, lacking critical thinking skills, which devalues all they have achieved in the past.

Although repetitive/rote learning may be considered by some to make CHC students prone to accusations of plagiarism (Martin, 2011) or cause difficulty for CHC students adjusting to the critical thinking found at Western universities (Smith & Khawaja, 2011). Biggs (1996), Ryan and Louie (2007) recognise there are positive attributes to repetitive/rote learning, including developing ‘a memorize-to-understand approach’ (Ho & Hau, 2010, p.572) best suited to structured learning (Gieve & Clark, 2005). However, Ryan and Louie (2007) are realistic in their support for repetitive/rote learning and CHC education, saying:

… we should be cautious that we do not go to the other extreme and see a once maligned educational system as a born-again saviour. That is, Confucianism may not be as reactionary and unsuitable for the modern world as some Chinese radicals have depicted it, but it would not be helpful to see it as straightforwardly superior to modern Western practices: otherwise, we end up with just a reversed form of stereotyping (p.410).

Gu and Brooks (2008) attempt to distance learning by imitation and memorisation from plagiarism (Shei, 2005; Martin, 2011) and the repetition associated with rote learning, saying
‘Learning by memorisation … is an emotional and psychological experience. It involves careful thinking, appreciation of rhetoric, meaning making and understanding. It is not a superficial, mechanical rote learning experience, but a form of learning that promotes deep cognitive and affective learning’ (p. 347). Gu and Brooks, indicate repetitive learning forms a valuable approach to education, improving student comprehension and the recall of particular types of information. This style of learning appears to have been present amongst Chinese scholars for hundreds of years, using rote learning to prepare for civil service examinations called ‘Keju’ (Gu, 2006; Zhang, Zhao & Lei, 2012). In fact, the university entry examinations used in China today known as ‘Gaokao’ rely heavily on memorisation, rote learning and drill (Zhang et al., 2012). Interestingly, Davey et al. (2007) indicate there are number of areas in which CIS outperform their Western counterparts due in part to repetitive learning skills, including theoretical mathematics.

Many researchers (Cheng & Wong, 1996; Gieve & Clark, 2005; Ryan & Louie, 2007; Stankov, 2010; Adiningrum & Kutieleh, 2011; Hui et al., 2011; Smith & Khawaja, 2011; Chan & Ryan, 2013) have written on the effects of increased collectivism and decreased individualism amongst CHC students in comparison to their Western counterparts. Several researchers (Salili, 1996; Tang, 1996) made a link between attitudes towards working together, the sharing of ideas, the ownership of texts and the importance of placing the success of the group over that of the individual in CHC. Interestingly Brennan and Durovic (2005), Amsberry (2009) and Martin (2011) have written about the relationship between increased collectivism amongst CIS and accusations of academic violation. Although specifically writing about Indonesian students, Adiningrum and Kutieleh (2011) emphasize that community interests reside above the concerns of individuals to encourage harmony between members and functioning within CHC. In relation to education, Adiningrum and Kutieleh reveal, collectivism in society leads to collaboration amongst students, including the sharing of knowledge and ideas. This view is significantly different to that of Western students who may seek individual acknowledgement (Winter, 1996). Adiningrum and Kutieleh even indicate working together to complete individual tasks as a group is encouraged and called, ‘Kelompok Belajar’. Adiningrum and Kutieleh, acknowledge that in such groups, students combine work and ideas without recognising the creator of the idea.

Amsberry (2008) reveals different cultural notions for the ownership of ideas and text have ramifications for Western concepts like plagiarism. If we accept the collective ownership of ideas and texts in CHC then concepts like copying the ideas or work of others without attribution will have little relevance to some CIS. Some researchers, including Shei (2005)
even indicate that some CIS may imitate others as a sign of respect. Amsberry (2008) reveals some Asian students never encountered the concept of plagiarism before travelling to the West and that there is no equivalent concept in their culture. Brennan and Durovic (2005) indicate that CHC students come from collectivistic cultures, value group cohesion and the sacrifice of the few for the benefit of the group, in contrast to the individualistic culture found in the West that values autonomy, self-sufficiency, taking personal responsibility and rewards the production of new and unique ideas. CHC students may even find it difficult to adjust to creating individual and unique work as they are so used to studying and copying the work of the educator, while the more accurate the emulation the better a students work is (Bloch, 2008).

Brennan and Durovic (2005) recognise this is in stark contrast to the West where a student aims to surpass the knowledge of the educator. According to Brennan and Durovic, misunderstanding what is required of CIS while undertaking schoolwork in the West may cause them to seek solutions through illegitimate means, including academic violation. However, accusations of academic violation would be unfair for students that do not understand the concept of plagiarism or the importance of owning ideas. It is important to recognise that not all researchers share these perceptions of CHC students in relation to academic violation. Phan (2006), argues plagiarism is no more acceptable to Asian lecturers and students than it is to their Western counterparts, saying ‘… culture is not the only influencing factor and should not be seen as solely responsible for plagiarism in students’ (p.76).

Interestingly, Martin (2011) in a quantitative study of 163 business students, found results challenging previous studies that showed collectivism, culture and individualism influenced the likelihood students engaged in academic violation. Martin (2011) said:

> The findings of our study counter popular perceptions of cultural norms and ethnic differences in plagiarism. First, Asians do not plagiarize more than Caucasians, and second, collectivists do not plagiarize more than individualists. Indeed they appear to plagiarize less (p.270).

As an explanation, Martin (2011) points to the findings of McCabe, Butterfield and Trevino (2006) who feel a Western business education may actually teach students’ principles that diminish their inhibitions in association with academic violations in order to fulfil their ambitions. Martin (2011) said, ‘… this suggests that business and Economics education may increase individualistic tendencies as well as self-serving behaviour like plagiarism’ (p.270). Perhaps related to this issue of collectivism, culture and individualism is the comment by one student participant interviewed as part of this research. In her positioning interview, So-yee
reveals that although her parents are proud of her and have taught her principles and values, she felt it was unlikely she would be the kind of person her parents would employ in their business, because she was unable to engage in the unscrupulous behaviour sometimes required in business. In a similar vein to McCabe et al. and Martin, So-yee reveals students that are willing to cheat often have qualities that make them valuable employees.

2.3.3 Academic Integrity

One of the most significant challenges faced by those charged with reducing academic violations, including lecturers, institutions and policy makers is that different understandings exist of what constitutes plagiarism. This is particularly relevant in today’s higher education sector, which consists of students from a variety of cultures with different notions of intellectual property, copyright, plagiarism, collusion and collaboration. Several researchers, including Pennycook (1996), Leask (2006) and Bloch (2008) address this issue of no standard concept or understanding of academic integrity.

Bretag et al. (2011) consider the following definition by the University of Tasmania a good explanation of the issues associated with academic integrity.

Academic integrity is about mastering the art of scholarship. Scholarship involves researching, understanding and building upon the work of others and requires that you give credit where it is due and acknowledge the contributions of others to your own intellectual efforts. At its core, academic integrity requires honesty (2010).

At the core of this definition is honesty in one’s intellectual efforts, paying attention to ascribe credit to those whose work on which you draw. Interestingly, this definition does not make allowances for not knowing how to use materials, saying ‘… being responsible for ethical scholarship and for knowing what academic dishonesty is and how to avoid it’ (University of Tasmania, 2010).

In examining the work of Franklin-Stokes and Newstead (1995), Devlin and Gray (2007), identify reasons given by students for violations. The majority of reasons given for plagiarism by Franklin-Stokes and Newstead concur with those given by student participants of this research. According to Devlin and Gray common reasons for violation include, fears of failure, monetary rewards, peer pressures, time pressures, helping friends and increasing marks. Interestingly, uncommon reasons for violations of academic integrity between those identified by Devlin and Gray in the Franklin-Stokes and Newstead study and this research include, everybody does it, extenuating circumstances and laziness. Perhaps the different reasons for academic violation identified by Devlin and Gray and this study are due to the relatively small number of students that self-selected for this research in comparison to the
relatively large number (N=128) who completed the questionnaire in the Franklin-Stokes and Newstead study. A premise of Devlin and Gray’s article is that plagiarism is often inadvertent and due to students not knowing how to reference. However, I saw little evidence of inadvertent plagiarism amongst participants of this research unless they came directly to first year without having undertaken high school in Australia. If student participants of this study elected to violate academic integrity for any of the reasons identified above, they appeared to do so willingly, knowing what constituted violation and choosing to ignore the warnings or reading material provided.

Violations of academic integrity are not unique to students as plagiarism occurs amongst academics (Reed, 2011; Honig & Bedi, 2012), possibly due to increased expectations for research output (Noe & Batten, 2006; Neill, 2008). Luke and Kearins (2012) advocate leadership and consistency in dealing with plagiarism while acknowledging that dealing with academic violations amongst peers is unpleasant. However, these researchers indicate failing to address this issue equals complicity and the acceptance of declining academic standards.

Similarly at least one lecturer interviewed for this research admitted to ignoring violations amongst students because from prior experience reporting the violation and having the institution become involved proved difficult. In support of this, Coren (2011) reveals 40.3% of the 206 respondents of his study into faculty turning a ‘blind eye’ to plagiarism amongst students admitted to ignoring and not reporting violations. However, the explanations Coren gives for academics ignoring violations are significantly different to those discussed in this research. Coren reveals lecturers neglect disciplining students to avoid potentially emotionally charged confrontations. However, in this research the reason given by lecturers for not confronting students is due to the perceived lack of support they would receive from their institution, including the institution blaming the lecturer or removing them from the disciplinary process. Accordingly, the literature (Alschuler & Blimling, 1995; Carroll, 2002; Carroll, 2004; Sutherland-Smith, 2008) understands this view of the lecturer, including the importance of the institution in supporting the lecturer when dealing with violations amongst students. In support of this, Hughes and McCabe (2006) said, ‘Faculty who perceive the process too cumbersome, the penalties inappropriate, or a lack of institutional support for cases brought forward are more likely to do nothing or negotiate a private agreement with the student’ (p.56).

This research and the literature (Yeo, 2007; Thomas & Zyl, 2012; Owens & White, 2013) reveal positive differences in perspectives occur between first and latter year undergraduate students towards academic integrity because of the interventions of lecturers and
policymakers. Concerning first year students and academic violations, Ellery (2008) indicates a significant cause for violations is due to a lack of preparedness amongst high school students for the demands of referencing at university. Likewise, several student participants interviewed in this study said they felt ill prepared for the demands of referencing at university. Like Ellery, this study found students were often not required to acknowledge the source of the material they used in high school. Ellery (2008) said, ‘Such writing experiences clearly prepared students poorly for tertiary level writing’ (p.608). It is imaginable that the situation is even worse amongst international students who have different understandings of the concepts of academic integrity (Maxwell et al., 2008). However, in contrast Thomas and Zyl (2012) indicate that first year students do understand the concept of plagiarism and the importance of referencing. As in this research, Owens and White (2013) found that often in cases where students directly copy the work of peers it occurs with the knowledge of both parties in a deliberate attempt to deceive the educator and assist the peer. Encouragingly, across their five-year study these authors showed that a reduction in plagiarism amongst first year students is possible using a variety of techniques, including plagiarism detection, in-class writing exercises, quizzes and tutorials.

Issues of collusion provide distinctive problems for academics and institutions, particularly in relation to where boundaries associated with collaboration or the authorised working together of students end and unauthorised collaboration or collusion begins. Sutherland-Smith (2013), defines collusion as ‘… inappropriate or unauthorised collaboration by two or more students in the production and submission of assessment tasks’ (p.52). Collusion amongst peers, including undergraduate students is often undertaken for altruistic reasons whereby one party endeavours to help another achieve a goal, including passing a piece of work (Sikes, 2009). However, as identified by Thomas and Zyl (2012) what constitutes cheating versus acceptable collusion in the minds of many blurs when it comes to sharing work and helping others. Thomas and Zyl found, by far the majority of students (85.3%) interviewed in their study (N=3611) of today’s undergraduate students considered using the assignment of someone else incorrect, however only 48.5% of students thought collaborating with another in the creation of an assignment a significant transgression. Interestingly, as in this study, research into collusion and working together conducted by Sutton and Taylor (2011) found students felt conflicted between assisting peers and maintaining a sense of ownership of their work and ideas. Sutton and Taylor (2011) said:

… students reported a strong social pressure to ‘help’ friends or colleagues with academic work whilst, conversely, experiencing a culture of competitiveness
where they felt the need to protect their own interests to maximise the relative quality of their own work (p.837).

Accordingly, Sutton and Taylor (2011) raise the issue that students misunderstand differences between group work, collaboration and collusion. Collusion often feels like group work as students engage with material and work together in a collaborative process. Barrett and Cox (2005), Perry (2010) and Gullifer and Tyson (2013) all examine and discuss difficulties experienced by students and lecturers in identifying the boundaries between collusion, collaboration and plagiarism.

A considerable body of literature (Wilson, 1999; Cobbs, 2000; Harris, 2001; Dick, Sheard & Hasen, 2008; Sutherland-Smith, 2008) has addressed the use of honour codes amongst students to deter violations. McCabe and Trevino (1993) reveal the use of honour codes at universities to govern student behaviour, are not new. These authors point to a 1964 study, comparing universities with honour codes to those without that found a lower rate of academic violation amongst institutions that endorsed the use of codes. According to Yakovchuk, Badge and Scott (2011) honour codes work by instilling a sense of the importance of academic integrity amongst students. This sense of the importance of academic integrity guides students to uphold standards at the institution. O’Neill and Pfeiffer (2012) indicate that some institutions even require students to sign a document verifying they will uphold the code. Jiang, Emmerton and McKauge (2013) identify that honour codes work effectively when students themselves enforce the code, which can involve informing on or even confronting peers in relation to their behaviour. According to McCabe and Trevino (1993) and Wasley (2008), some institutions reward students for upholding codes with unproctored or even self-scheduled exams. Although honour codes have been widely implemented, particularly amongst US institutions (Yakovchuk et al., 2011), they do have detractors. Volkov, Volkov and Tedford (2011) reveal honour codes are difficult to uphold when students face difficulty referencing or have different cultural perspectives of what constitutes plagiarism. Other researchers (Wasley, 2008) even question the suitability of plagiarism detection software in relation to honour codes, recognising the implementation of plagiarism detection software at institutions with honour codes implies a distrust of the students’ ability to uphold the code.

Literature (Macdonald & Carroll, 2006; Lampert, 2008) recommends using an institutional wide approach, including the use of librarians to teach students to reference and avoid the pitfalls associated with academic violation. On the approach of using non-teaching staff to assist students with referencing and to avoid academic violation, Gibson and Chester-Fangman (2011) said:
Librarians as generalists who see the overall scholarly patterns can serve as moderators of scholarly discourse and collaborate with faculty to help students to recognize how knowledge is constructed, and where they, the students, can fit into the discourse and build on previous scholarship (p.134).

Astutely, Gibson and Chester-Fangman (2011) recognise that the institution in its creation of programs to reduce violations often neglects the librarian. However, Gibson and Chester-Fangman reveal that although institutions may neglect to include librarians in discussions associated with academic integrity, librarians themselves see it as their role to educate students about issues, including avoiding plagiarism and referencing. Likewise, Zimerman (2012) recognises the importance of librarians in assisting international students to overcome academic violations. Zimerman points out librarians are on the frontline with international students and are therefore well aware of their language and writing limitations. Zimerman describes a number of ways in which a librarian can assist students to overcome issues of academic integrity, including the provision of orientation programs or checking the references of first year students for accuracy. Zimerman (2012) said, ‘... professors may not wish to burden themselves with the detail necessary for correcting works cited’ (p.290). Zimerman makes the point, institutional programs to stop violations must involve more than detection, while librarians can teach students about referencing because often librarians have more involvement with students than a lecturer does.

A focus of institutional responses to plagiarism is post violation strategies, including detection and discipline. However, research (Alschuler & Blimling, 1995; Bilic-Zulle, Azman, Frkovic & Petrovecki, 2008; Volkov et al., 2011; Bretag et al., 2013; Ober, Simon & Elson, 2013) reveals a variety of strategies exist to address violations before they occur. Alschuler and Blimling (1995) identify the importance of addressing issues of honesty amongst all members of the institution from its leaders down to its undergraduates. In an Australian context, this would require all members of an institution from the Chancellor, Vice Chancellor and Deans down to first year students stressing the importance of honesty in all dealings, including academic integrity. As a means of circumventing the issue of violation, Alschuler and Blimling advocate strong lecturer support from institutional leaders, the implementation of integrity codes amongst students and minimal bureaucratic procedures in dealing with violations, including decisive outcomes. Additionally these authors suggest making examples of repeat offenders to deter others tempted to violate academic integrity. Key amongst their strategy is a collaborative effort aimed at changing the culture of the institution through a consistent approach in which expectations are clear to all.
Similarly, Bilic-Zulle et al. (2008) advocate a pre rather than post deterrent technique, including prevention rather than punishment. Through their quantitative study, conducted over three years, these researchers found explicit warnings concerning academic integrity had little, if any, impact on decreasing violations, saying ‘… in comparison with concrete actions, verbal warnings do not have such a strong impact on student behaviour’ (p.140). Instead Bilic-Zulle et al. found an effective deterrent to violations was to threaten the use of plagiarism detection software in assessing student work. Bilic-Zulle et al. (2008) said, ‘… a warning that an objective and efficient method for plagiarism detection and consequent penalty would be used deterred most students from committing plagiarism’ (p.146). In this case, it was the threat of a post submission tool to detect violations given prior to submission that proved effective.

In their study (N=15304) Bretag et al. (2013) showed similar findings to those of Alschuler and Blimling (1995). Bretag et al. found consistency in message concerning academic integrity throughout the institution vital. Like this research, Bretag et al. found support and training concerning academic integrity required more than just the provision of information. Bretag et al. (2013) said:

Clearly it is not enough to provide information to students; universities need to ensure that they have a range of hands-on, engaging activities that are repeated and reconfigured in a range of media and forums throughout the student’s programme of study (p.16).

Likewise, Bretag et al. (2013) found academic staff (stakeholder) often had different perspectives in relation to their responsibilities to teaching students about academic integrity, which required clarification. Again, this corresponds to findings in this research whereby some lecturers expressed the view that it was not their responsibility to teach students academic integrity. As with Alschuler and Blimling (1995), Bretag et al. found that a holistic approach in which everybody, remained on message concerning academic integrity effective. Bretag et al. (2013) said, ‘This approach centres on the need for universities to take a holistic approach, rather than regarding students as the only stakeholders with the responsibility to uphold academic integrity’ (p.17). Interestingly Bretag et al. found it was important to target students at risk, including international students with information about referencing and avoiding violations.

… universities should make available specific, targeted support for identified student groups such as international students, postgraduate research students, and the more vulnerable students who lack clarity about the meaning and practices of academic integrity (Bretag et al., 2013, p.18).
This view is revealing, as it is the opposite of some lecturers interviewed for this research who advocated that no exception occur based on culture. Lecturers of this research appeared to take this approach for the following reasons. Providing different or targeted information to at risk groups decreased a lecturer’s teaching time while it was unfair if only some students received the information.

Likewise, Volkov et al. (2011) advocate reducing risk of violations of academic integrity before they occur, concluding that both the detection of and punishment for, violations is incredibly time consuming. On this, Volkov et al. (2011) said, ‘The detection of plagiarism and the resulting administration of punitive measures against students accused of plagiarism is an incredibly time-consuming exercise for academics’ (p.23). As with several student participants interviewed as part of this research, Volkov et al. recognised the most effective way to increase plagiarism understanding was to link the teaching of its concepts to assessment or evaluative tasks. Volkov et al. (2011) indicate students pay little attention to information pertaining to academic integrity, saying ‘… while universities have a plethora of information available regarding plagiarism that is readily accessible to students, there does not appear to be any reduction in the incidence of plagiarism’ (p.24). Therefore, Volkov et al. advocate an interactive approach to teaching students, including gathering information from a variety of sources, quoting and paraphrasing material found. Volkov et al. suggest using academic integrity practice, including incorporating paraphrasing and referencing tasks into assessments. On the pre-emptive approach to deterring student violations Volkov et al. (2011) said, ‘Instructors can either take a blind, reactive and punitive approach to plagiarism or attempt to proactively address the issue through education and reduce the volume of plagiarised assessment items being submitted by students’ (p.23).

Research concerning minimising violations amongst students discusses the provision of warnings (Coren, 2011) and punishment (Howard, 1995; Gu & Brooks, 2008). However, other approaches to teaching students about academic integrity by undertaking practice assessments are gaining momentum. Examples of these approaches include Barry (2006), Volkov et al. (2011), Ireland and English (2011) and Emerson, Rees and MacKay (2005). Ireland and English recognise that not all students, particularly international students, start university with similar understandings of plagiarism (Hyland, 2001; Luke & Kearins, 2012). Using a constructivist approach, including learning by experience, Ireland and English developed a technique that teaches students what constitutes plagiarism and how to reference. According to Ireland and English, their technique involves students submitting small tasks for evaluation via Turnitin, designed to provide feedback on where they plagiarised and how to
improve. Interestingly, Ireland and English recommend a component of peer feedback and review whereby confident students share their experiences with the cohort. On this approach to engaging students about academic integrity, Ireland and English (2011) said:

The approach which has evolved recognises that students do not begin their studies with a homogeneous understanding of plagiarism and over the first month provides students with a variety of opportunities to consider critically why plagiarism is taken seriously (p.169).

Likewise, Emerson et al. (2005) developed a similar technique for teaching students academic integrity, including how to reference and reduce violations. Like Volkov et al. (2011), Ireland and English (2011), Emerson et al. introduce a variety of steps during the submission process. These steps included a fifty-minute lecture pertaining to referencing, defining plagiarism and demonstrating why it is unethical. Additionally students spent two hours practicing APA referencing in a tutorial and like Ireland and English there is a peer review component, while additional reading material is available to students concerning referencing. Again, like Ireland and English, Emerson et al. use Turnitin to detect and demonstrate levels of plagiarism. Finally, Emerson et al. add an additional component, including a brief meeting between students and tutors concerning any difficulties the student might have.

Although such approaches may be time consuming and reduce time available for course delivery, they do represent a departure from traditional pre and post techniques. These approaches actively engage students in learning, including what constitutes violation and are encouraged by the literature (Carroll, 2004) particularly in consideration of a view that exists amongst some educators that students do not read effectively (Rowlands et al., 2008; Amsberry, 2009), including information pertaining to academic integrity.

The body of literature that exists concerning the influence of wealth on perspectives of academic integrity is underwhelming. However, Galloway (2012) found there are links between socioeconomic circumstance and attitudes towards violation. Galloway found students raised in privileged circumstances often attended schools in which pressure to obtain high marks or ‘credentialing’ was excessive, causing students to violate academic integrity as a means of achieving standards set by their parents, the community and school. Galloway (2012) reveals that often the focus in wealthy communities is on ‘credentialing over learning’ (p.390). In her study, Galloway (2012) revealed wealthy students are amongst the largest users of custom written essay services, saying ‘… in an effort to maintain their social status and fulfil parents’ expectations’ (p.381). Interestingly, Galloway reveals students interviewed as part of her research had insights into the circular nature of this approach particularly that as pressure builds on students to succeed the more they turn to violation, which in turn increases
demands on students to obtain higher marks. According to Galloway (2012), emphasising success amongst wealthy students has the following effect in comparison to poorer students.

Few studies have addressed social class specifically in relation to cheating, but those that have also suggest that class plays a role. In Schab’s (1991) study of cheating in three different decades, more than 80% of the participants indicated that the poor were more honest than the rich (p.381).

Galloway (2012) contrasts pressure experienced by students in wealthy communities to achieve against that of students in poor communities, in which less emphasis is placed on ‘credentialing’ and more on learning. Therefore, there is a decreased need amongst a financially disadvantaged cohort to plagiarise.

There is a plethora of literature concerning efforts lecturers, institutions and policy makers can take to minimise violations amongst students (Lathrop & Foss, 2000; Harris, 2001; Carroll, 2002, 2007; Roberts, 2008; Sutherland-Smith, 2008). However, there is a lacuna in the literature concerning deliberate violations of academic integrity amongst students. Several student participants interviewed as part of this research revealed they deliberately undertook collusion or plagiarism in the knowledge of what they were doing was wrong. It seems that often circumstances lead students to make choices, including succumbing to peer pressure, issues associated with time management or even the prospect of earning money through violation. Previously, I discussed the view held by some researchers that students do not read effectively (Rowlands et al., 2008; Amsberry, 2009) and therefore do not understand that what they are doing is incorrect. Likewise, some researchers assume violations are unintentional and caused by students misunderstanding what they are required to do (Hyland, 2001; Perry, 2010; Owens & White, 2013). I concede it is difficult to accept that no matter what programs, inductions, practice and information is available, some students will elect to violate academic integrity.

East (2010) demonstrates why the application of morals to issues of academic integrity is difficult and complex. According to East, attributing violations of academic integrity to morality raises questions like are morals universal and do all people share the same view of right and wrong. The author discusses, if we accept that morals are not universal then by whose standards do we judge students discovered violating academic integrity? East indicates considering academic violation from a moral perspective is difficult in a multicultural environment. If a group of students from the same culture violates academic integrity more, does this imply the group is less moral? East (2010) said, ‘The claim that cultures differ in attitudes to cheating could be taken to indicate that some nationalities are less morally developed than others’ (p.74). In contrast, Ogilvie and Stewart (2010) examine violation
through the application of criminology theory rather than a moral perspective. Ogilvie and Stewart examine factors that may lead students to violate academic integrity, including what influence does certainty and severity of punishment have on students engaging in plagiarism. Do perceptions of benefits outweigh risks and influence the likelihood students will plagiarise and does a student’s belief in their ability to complete a task (self-efficacy) contribute to plagiarism. In their research, Ogilvie and Stewart found, students balance the risks they are willing to take against the perceived likelihood they will be discovered. Additionally, Ogilvie and Stewart found, students less likely to believe in their ability to complete a task are more likely to engage in plagiarism to complete that task. Therefore, any approach to decreasing violations must focus on increasing confidence and emphasising the likelihood of discovery if a student violates academic integrity.

Several researchers (Logue, 2004; Dyer, 2010; Kutz, Rhodes, Sutherland & Zamel, 2011) believe increased violation amongst undergraduate students today is due to generational difference and the use of technology, including social media, online collaboration and changing attitudes towards copyright violation. Accordingly, several lecturers interviewed as part of this research support these views. Although a significant body of literature exists on cultural differences and perspectives of academic integrity (Amsberry, 2009; Ting, 2012; Ma, McCabe & Liu, 2013; Wang, 2013), there is a growing body of literature (Joyce, 2007; Rowlands et al., 2008; Thomas & Sassi, 2011; Sternberg, 2012) highlighting generational difference as a reason for increased violation amongst students today. Dyer (2010) suggests today’s students are often more confident in their use of technology than the educator, providing greater opportunities to violate academic integrity unobstructed. Accordingly, Dyer equates the way undergraduate students use technology to violate copyright, including creating new music from existing sources or ‘mash-ups’, with how some students complete assignments. Dyer (2010) said, ‘Another classroom challenge facing educators teaching the Millennial generation is explaining to them that sharing, copy and pasting and creating mash-ups may not always be an acceptable way of completing assignments and writing papers’ (p.172).

Likewise, Sternberg (2012) recognises today’s undergraduate students or ‘Generation Y’, have a different attitude towards copyright and violations of intellectual property. Sternberg associates student violations of copyright to violations of academic integrity, revealing students violate copyright to punish large corporations by diminishing their profits. Students interviewed as part of this research support this view, revealing they purchased, instead of illegally copying or downloading the work of home country artists, encouraging them both
financially and patriotically. Similarly, students violate academic integrity as means of overcoming the demands of university when pursuing conflicting demands like employment. On this issue, Sternberg (2012) said:

... the emergence of a fundamentally different orientation to intellectual property is used to fuel perceptions student plagiarism is increasing ... Generation Y may justify plagiarism in the same way it justifies illegally downloading music and video. Just as illegal downloading is justified as challenging the greed of music companies, plagiarism can be justified in economic terms, as a way of coping with the competing demands of university study and part-time work and as negotiating the demands of meeting deadlines and passing subjects (p.579).

Several lecturer participants interviewed for this research support the view that there exists a significantly different perspective towards academic violation amongst today's undergraduate students. These lecturers associated the relationship today's undergraduate students have to intellectual property with academic violation, particularly the illegal downloading of movies and music to the way students use academic material from the Internet or texts. Today some students see no difference between downloading and sharing videos amongst peers to the sharing of academic material, including assignments and research with friends.

By observing differences in cultural perspectives towards the ownership of ideas, Pennycook (1996) argues plagiarism is a Western concept. Pennycook attributes the Western notion of the ownership of ideas to the period of enlightenment, the printing of books, the concept of the author and individualism. Pennycook argues that for centuries man was a conduit for the representation of divine concepts. Pennycook (1996) said, ‘In this development, then, we can see the conjunction between the development of the notion of the author and the development of individual property rights, which, allied to other developments such as printing’ (p.205-206). Pennycook provides numerous examples of how copying the ideas of others have a long tradition, from the Greek classics to modern political inspiration. Interestingly, Pennycook advocates that in a post-modern world ideas feed off one another and that collectively society itself becomes the author. In his discussion, Pennycook recognises the ownership of ideas and the possibility for ideas to be stolen, Pennycook suggests this concept is Western in nature as Western culture experienced a period in which ideas were authored and owned by individuals and could therefore be appropriated by others.

Interestingly, when Pennycook (1996) postulated the idea that in a post-modern world ideas are collective, society was on the cusp of the Internet, exacerbating the collectivistic creation of content and ownership of ideas. Pennycook reveals a dichotomy exists in Western culture concerning the ownership of ideas introduced during the enlightenment, with the post-modern concept of the collective ownership of ideas.
Perhaps the pursuit of those who plagiarise is due to the demand for academics to publish (Noe & Batten, 2006; Honig & Bedi, 2012; Luke & Kearins, 2012) in conjunction with the importance for ascertaining the creator of an idea, because establishing ownership in academia leads to rewards. Perhaps academics pursue plagiarism amongst students with the same vehemence they hope to see their colleagues pursued if they had misappropriated their ideas. The importance of the ownership of ideas in today’s academic environment is similar to the ownership of ideas during the period of enlightenment, whereby the concept of the author and ownership becomes advantageous. Pennycook (1996) demonstrates how Western society vacillates between collectivist and individualistic approaches to the ownership of ideas. However, in ‘Eastern’ or Chinese society perhaps it is only now (post Deng Xiaoping reform) that the ownership of ideas brings rewards.

Leask (2006) challenges traditional metaphors about plagiarism, including those linking violation to battle and war. Leask reveals metaphors used in relation to plagiarism are important. Metaphors involving plagiarism as a battle or war create an adversarial relationship between lecturers and students. Importantly, Leask (2006) identifies that the metaphors we use shape our reality, saying ‘They are value-laden, potent and effective manipulative devices that affect and reflect the way people think, act and feel about issues, ideas and concepts—the way that they construct their reality’ (p.184). Similarly, Svensson and Wood (2007) are concerned at the use of metaphors describing today’s undergraduates as clients or customers of a business rather than students within a university. Several lecturers interviewed for this research found the relationship students perceived to have with university administration problematic. Svensson and Wood (2007) warn about this type of relationship using the analogy of purchasing a car:

Money may let one purchase and drive a car, but money alone should not let one purchase and possess a university degree. The purchase of a car is based solely on a ‘product payment’ basis, whilst a university degree should be based on a ‘product performance’ basis. University students must perform to the satisfaction of the university with the product called university education before they are allowed to purchase more of the product (p.22).

Lecturers revealed some students, regardless of their academic behaviour, including violations, felt entitled to pass or in the analogy of Svensson and Wood (2007) gain access to more of the product. Lecturers indicated this situation was difficult, describing how other staff made decisions relating to the outcomes of investigations into violation. This issue was the cause of significant consternation amongst lecturers particularly that they no longer had the power to determine who passed, was suitable to graduate, or attend the next subject in a sequence. On this, Svensson and Wood (2007) said, ‘If academics can no longer be the
uncompromised arbiters of judging student knowledge acquisition, then the system may at best be stressed and at worst undermined.’ (p.26). This situation appears to have occurred due to a reduction in government funding for higher education (Tran, LT 2013) inline with increased competition amongst universities to attract fee-paying students.

2.3.4 Technology

Several researchers, (Born, 2003; Dick et al., 2008; Dyer, 2010; Galbraith & Jones, 2010; Hrasky & Kronenberg, 2010) have written on the influence of technology on violations of academic integrity since the mid-1990s and the introduction of the Internet. Among students interviewed for this research, issues associated with culture and mobility, including studying away from home and studying in another language were most significant. However, the influence of technology on academic integrity for lecturers and students should not be underestimated. Changing technology has facilitated the ease with which students use material in their research (Scanlon, 2003; Rowlands et al., 2008). Changes in technology have increased the ease with which students copy from one another or the Web (Gorman, 2008; Ellis, 2012). While changing technology has increased the ease with which lecturers and institutions, detect violations (Bilic-Zulle et al., 2008; Kutz et al., 2011).

Studies undertaken to determine the effectiveness of plagiarism detection on student violations appear to have had mixed results. Youmans (2011) found the use of plagiarism detection in combination with alerting students to the use of plagiarism detection had little impact on reducing violations amongst students. In two quantitative studies, Youmans set up a variety of scenarios to test the effectiveness of the threat of plagiarism software on student levels of violation. Interestingly Youmans used a combination of instruction and the threat of detection to test the effectiveness of detection systems on student preparedness to plagiarise. Youmans (2011) study, found more violations of academic integrity than anticipated, saying ‘… the instructional techniques and the use of the Turnitin.com system failed to prevent plagiarism to the satisfaction of the researcher’ (p.758). Interestingly, Youmans raised a number of important issues for educators that use software to detect violations, including at what percentage of detection or overlap between papers or a paper and the Web is it safe to conclude a student has deliberately attempted to present the work of another as their own. On this issue, Youmans (2011) said:

Finally, given the findings reported here, academics who do decide to use plagiarism detection software may want to prepare to grapple with some potentially new ethical questions associated with the use of this technology, including exactly how much overlap between a student paper and another source must exist before it becomes sufficient to punish a student for plagiarism, and
what the appropriate punishment should be, if any, for the unconscious plagiarism that such systems may detect (p.760).

Interestingly, Youmans (2011) study is in contrast to the 2008 study conducted by Bilic-Zulle et al., which found the threat of the use of detection systems did decrease violations amongst students in comparison to only telling or warning students to write an original piece. In their quantitative study of 290 students spread over three years Bilic-Zulle et al. found the threat of using detection systems to reduce violations did decrease plagiarism amongst students, saying ‘Use of plagiarism detection software in evaluation of essays and consequent penalties had effectively deterred students from plagiarizing’ (Bilic-Zulle et al., 2008, p.140). Likewise, a 2008 study by Chen and Ku recommended using detection systems to reduce violations amongst English as Foreign Language (EFL) students. However, Chen and Ku recommend the use of detection systems only in conjunction with changed teaching practices, including restructuring assessment tasks, developing and reinforcing academic integrity policies, providing explicit instruction through induction and taking into account the cultural background of students when attempting to minimise violations.

Scanlon (2003) reveals the illicit copying and pasting of material into papers has become irresistible to students, while the number of students admitting to plagiarism has increased in recent decades, Scanlon recognises students now use the Internet to obtain and purchase papers. Rowlands et al. (2008), defines the generation of students born after 1993 as the ‘Google Generation’, as these students have no recollection of life before the Web. According to Rowlands et al., the Google generation has a different appreciation of using information found on the Internet. Rowlands et al. reveals students now ‘power browse’ or skim information from a variety of sources. In addition, Rowlands et al. demonstrates that ideas about the ownership of materials have changed as students seek to obtain personal copies of the materials they browse but often do not read. Rowlands et al. points to the issue raised by several lecturers of this research, which is students today have no concept of the accuracy or reliability of the material they obtain from the Web. While they trust the search engine, they do not comprehend that the material they gather resides across numerous unauthoritative servers.

Lampert (2008) indicates societal attitudes towards copyright and intellectual property violation appear to be changing with the increased use of the Internet as people now download music and video for personal use without paying. Lampert points to the mixed messages students receive as problematic, a finding supported by several lecturers and students of this research. Lampert points to the availability of DVD burners, blank DVDs and contradictory messages telling students not to copy. According to Miall (2005), this is important because
changing uses of information in society, including new media devalue higher education as declining academic standards including increased violations devalue education and the quality of degrees. Miall (2005) said, ‘… new media technologies can simultaneously undermine academic rigour, and devalue the quality of degrees, by providing an environment where the act of plagiarism is almost effortless’ (p.168).

2.3.5 Summary

In section 2.3.2, I discussed issues related to CIS, including difficulties associated with studying in a foreign culture such as language appropriation that can lead to a form of culture shock. I examined the view that some CIS undertake an overseas education to obtain permanent residency and discussed issues associated with the important Confucian concept of filial piety. Stresses associated with home country education, including university entrance examinations significantly influence why CIS travel overseas for education. This section looked at literature associated with changes in status accorded to CIS who undertake education in the West, including how an overseas education can differentiate students from their home country counterparts in relation to job prospects or changing where they live. Finally, I examined the concept of rote or repetitive learning amongst CHC students and the benefit such techniques can have for particular disciplines.

In contrast, section 2.3.3 discussed issues raised by the literature associated with academic integrity, including finding a suitable definition for academic integrity, reasons identified by the literature for violations and the idea that some educators ignore violations to avoid confrontation. This section examined the use of honour codes and support staff to reduce violations and the idea that it is better to deal with violations before they occur through education and training rather than after they occur via detection and discipline. This section examined the influence of wealth on violations, including how students balance risks associated with plagiarism against perceived rewards such as increased marks and decreased workload. Importantly, this section discussed possible differences in understandings that exist between peoples concerning what constitutes plagiarism, issues concerning the ownership of ideas and the importance of using appropriate metaphors when defining academic integrity.

Section 2.3.4 looked at the influence of technology on perspectives of academic integrity. Technology has made research faster and expansive, providing access to resources beyond the physical library. Accordingly, technology has brought with it increased copying and the taking of material without attribution. Educators have long seen collaboration amongst students as useful for learning. However, due to the increased use of technology collaboration now means increased opportunities for unauthorised collusion or purchasing papers online. In
contrast, technology has facilitated systems to counter either poor or unauthorised collaboration in the form of detection tools that check papers against proprietary databases and the Web.

2.4 Positioning Theory

2.4.1 Introduction

The conceptual framework that shapes and underpins this research, including its direction is positioning theory, therefore section 2.4.2 discusses the history and use of positioning theory to conceptualise findings amongst a variety of qualitative studies.

2.4.2 Positioning Theory and Conceptualisation

Positioning theory originates from the field of psychology (Yamakawa, Forman & Ansell, 2005; Baert, 2012) and is based on the work of Hollway (1984), Davies and Harré (1990), van Langenhove and Harré (1995), Howie and Peters (1996) and Harré and van Langenhove (1999). Davies and Harré (1990) recognised that traditional understandings of discourse, including roles (Garfinkel, 1967; Gofman, 1967) were too broad to comprehend what occurred in the dialogue between individuals. The concept of role assumed discourse between people occurred in a prescribed manner based on the ‘station’ of the individuals involved. As a solution, Davies and Harré suggested the concept of ‘positioning’ as a means of understanding the dynamic nature of discourse between people regardless of role. Davies and Harré (1990) said, ‘An individual emerges through the processes of social interaction, not as a relatively fixed end product but as one who is constituted and reconstituted through the various discursive practices in which they participate’ (p.46). In 1995, van Langenhove and Harré applied positioning theory to understanding stereotypes. In their paper, van Langenhove and Harré determined that cultural stereotypes occur amongst people to express like-mindedness. However, true to positioning, the other party can either accept or reject the stereotype depending on the situation amongst those engaged in discourse.

In 1996, Howie and Peters undertook a detailed exploration of this emerging theory and although they acknowledge the influence of Bakhtin on the work of Harré, the focus of their paper was Wittgenstein. Particularly Wittgenstein’s contribution that discourse between individuals’ parallels games, as people engaged in discourse follow established rules. Likewise, Howie and Peters examined positioning theory in light of the work of Vygotsky particularly the effects of agency and power on individuals involved in discourse, including its influence on Harré in understanding how the position of those engaged in discourse changes. In 1999, Harré and van Langenhove published, ‘Positioning Theory: Moral Contexts
of Intentional Action’ which described the dynamic nature of discourse, including how those engaged in discourse position themselves and others and how positions alternate due to changes in agency in relation to that discussed. Interestingly, although much of the work concerning positioning was not undertaken until the 1990s, you can see references to positioning theory in Harré’s (1984) book, ‘Personal Being: a Theory for Individual Psychology’.

Despite the usefulness of positioning theory as a social constructivist conceptual framework in analysing how individuals are constituted and re-constituted through their interaction with others, their rights and duties in discursive practices, Whitsed and Volet (2013) pointed out that ‘… the application of positioning theory in the area of higher education internationalisation … is limited’ (p.724). However, this thesis responds to Whitsed and Volet’s recognition of ‘… the conceptual usefulness of positioning theory as a lens through which to consider stakeholders in the broader context of internationalisation’ (p.732) by drawing on positioning theory to examine the positionings of CIS and lecturers in the discourse of international education.

A number of studies (Barnes, 2004; Boxer, 2005; Yamakawa et al., 2005; Nilsson, Eklof & Ottosson, 2009; Zelle, 2009; Baert, 2012; Green & Whitsed, 2012; Whitsed & Volet, 2013) have used positioning theory to analyse data collected in their research. Among these, Whitsed and Volet (2013) used positioning theory to examine the attitudes and experiences of foreign English language teachers located in the Japanese higher education sector, particularly at institutions identified by the government as capable of raising the number of international students studying in Japan. Using positioning theory, these authors found teachers discouraged by the commoditisation of higher education and their lack of agency to play a productive role in the system, through to teachers that exploited their position, viewing this time as an opportunity to teach what they wanted, grateful for increased autonomy, salary and vacations. Interestingly although a number of teachers identified that they had increased autonomy, due to the way they the system treated them they simultaneously accepted a diminished role as stakeholders due to a lack of agency. Additionally, Green and Whitsed (2012) use positioning theory to examine how academics perceive their role in helping to develop an internationalised curriculum at the Australian universities at which they teach, including how they negotiate a position within the institution to influence the curriculum.

Baert (2012) used positioning theory to analyse discourse associated with intellectual contributors to the social sciences, recognising that intellectual contributions whether written or verbal involved an element of positioning. Baert recognises the creation of an academic
work is an act of discourse and that a number of actors are involved in each episode, including the author, the editor and publisher. Baert demonstrates the creation of an academic work attempts to position others, including the intended audience of the paper. Actors might include an institution, an individual or it may even be an act of self-positioning. In this case, the agent or creator of the discourse positions him or herself to demonstrate differences in their perspectives in relation to others. Additionally, Baert discusses the positioning involved in the creation of academic work in teams, including the situation in which a lead author appears to be the creator of a work unless a dissenting co-author positions themselves outside of the consensus of their fellow authors. In support of the concept of positioning amongst academics using publications as a form of discourse, Baert (2012) said:

… an intellectual product locates the author or speaker within the intellectual field or within a broader socio-political or artistic arena whilst situating other intellectuals, possibly depicting them as allies in a similar venture, predecessors of a similar orientation or alternatively as intellectual opponents (p.311).

Zelle (2009) uses positioning theory to analyse actors and discourse associated with organisational change. Zelle argues positioning theory provides levels of social analysis, including discourse between people, institutions and society. In recognition of Harré and van Langenhove (1999), in particular their rejection of the idea that society divides into distinct levels, Zelle uses positioning theory to examine discourse at various levels of social analysis, including micro (people), meso (institutions), and macro (societies). Using positioning theory, Zelle challenges the idea that organisational change affects only the individual at a micro level, arguing the effects of organisational change occur across all levels of analysis. In support of this Zelle (2009) said:

Organisational change with its elevated demands for sense making, interpretation, and construction of meaning challenges the notion of individual identity as a micro phenomenon. It demonstrates the need for research on all three levels of social analysis. Positioning theory could provide the means for such a multi level analysis and thus contribute to furthering understanding of the role of individual identity in change management (p.2-3).

A recommendation of Zelle (2009) was to demonstrate triangulation over multiple levels of analysis using positioning theory. Zelle (2009) said, ‘Future research should … demonstrate data triangulation over multiple levels of analysis within a positioning theory framework’ (p.13). This forms the basis for my idea to divide a research participant’s reality into personal (micro), institutional (meso) and cultural (macro) ontological levels. Although Bronfenbrenner (1979) used similar terminology when describing the interrelatedness of settings within an individual’s immediate environment, my approach differs because it enables the depiction of how actors at the various ontological levels influence one another.
Using this concept of ontological division, this research through its use of positioning theory demonstrates how actors at various ontological levels hierarchically influence a participant. The interaction of actors through discourse at a cultural level with actors at an institutional level, influences actors at a personal level within a participant’s reality and vice versa.

Ten years after Harré and van Langenhove published their seminal work, *Positioning Theory: Moral Contexts of Intentional Action*, Harré, Moghaddam, Pilkerton-Cairnie, Rothbart and Sabat (2009) published a paper examining advances in positioning. An updated definition for the theory stemming from this paper may be, ‘Positioning theory is a contribution to the cognitive psychology of social action. It is concerned with revealing the explicit and implicit patterns of reasoning that are realized in the ways that people act towards others’ (Harré et al., 2009, p 5). Harré et al. (2009) indicate positioning theory has shifted from analysing discourse between individuals to examining discourse between nations with a role in conflict creation and resolution. On its role in conflict creation, Harré et al. (2009) said, ‘It is just as important to be able to create and sustain conflicts as it is to resolve them. It is simply not true that the moral high ground belongs exclusively to those who seek peace’ (p 8). Harré et al. reiterate positions are fleeting, constantly open to challenge, which is perhaps the most important concept of the theory as positioning and repositioning is something that occurs and reoccurs constantly throughout discourse. Harré et al. talk about the notion of scale in positioning, for instance countries position one another via the media as a means of discourse, while at the opposite end an individual self-positions through internal dialogue. Recognition that individuals self-position through internal dialogue is a concept raised in this research, some student participants indicate that their consciousness, personality and thoughts sees them self-position concerning academic violation.

The view of Harré et al. (2009) that it is justifiable to begin or prolong conflict has ramifications for plagiarism, as there will be circumstances in which students self position through internal dialogue, believing it is justifiable to engage in violation. However, according to Harré et al. it would be wrong to conclude that decisions made by students are morally wrong, because in certain circumstances academic violation may be their best option given their range of choices. Of course, they remain accountable to the discourse from the institution in the form of penalties for their violation.

2.4.3 Summary

Section 2.4.2 introduced literature concerning the genesis of positioning theory, including how the theory evolved to overcome inadequacies in the concept of roles to identify changes in moral order amongst those engaged in discourse. In this section, I outlined a number of
studies on a variety of topics that used positioning theory to conceptualise qualitative data. Additionally I identified new concepts for the theory, including the division of a participant’s reality to understand the positioning occurring amongst those involved in discourse. Finally, section 2.4.2 discussed new uses for the theory, including examining the positioning that occurs amongst nations.

2.5 Conclusion

This review examined the literature concerning CIS studying in Australia towards issues of academic integrity. Rather than seeing CIS as a homogeneous group, this review endeavours to show how perspectives of academic integrity differ amongst the Chinese student cohort due to a variety of influences, including cultural factors like filial piety, rote and repetitive learning. Accordingly, this review addressed current influences on perspectives of academic integrity like the use of technology, changing attitudes to copyright and the current tendency for Western institutions to see international students as clients.

Lecturers interviewed for this research believed treating students as clients and the university as a business meant students felt they had a similar relationship to the university as they had with any other business, including getting what they paid for and even in the future some form of warranty (Svensson & Wood, 2007). Lecturers participating in this research indicated such metaphors caused a decreased level of respect shown by students towards lecturers. Lecturers even commented that they felt as though they were the employees of students. Likewise, lecturers felt students thought they had a right to pass, regardless of the effort expended, or marks received, because they had paid to undertake their course and the university treated them as a customer.

In the following chapters, I draw and expand on the literature discussed in this review. In chapter 3, I highlight the use of positioning theory to conceptualise qualitative data. In chapters 4, 5 and 6 I further draw on the literature examined in this review to interpret my findings in relation to lecturer and student perspectives, including topics discussed here like collectivism, filial piety, academic exemplars and the impact of technology on collusion, plagiarism and the detection of violations.
Chapter 3: Research Design

3.1 Introduction

In this chapter, I outline issues taken into account when developing the methodological approach to this research, including answering the research questions and gathering data from participants. Section 3.2 discusses the use of qualitative analysis and in-depth semi-structured interviews to gather data from the eight CIS and six lecturers of CIS. Section 3.3 discusses the site for this research, the selection of research participants, including from where they were drawn. Section 3.4.4 introduces the positioning interview or the concept of re-interviewing the same cohort of students a minimum of six months after the initial interview to determine changes in perspectives overtime. Section 3.6 introduces the trans-disciplinary framework for analysing and conceptualising qualitative data. This framework is an amalgamation of Grounded and Positioning Theories that seeks to overcome the limitations in my adaptation of grounded theory to conceptualise qualitative data. By using a combination of grounded and positioning theories, I can determine both a student’s perspective and how and why they formed their views.

3.2 Qualitative Methodology

This research uses a qualitative methodology to examine CIS perspectives. For the purpose of this research, CIS include undergraduates from China and Hong Kong studying in Australia. According to Denzin and Lincoln (2003), qualitative research examines ‘… things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them’ (p.5). While it is typical to use a qualitative, interpretive research methodology in the social sciences (Gall, Borg & Gall, 1996), this research uses in-depth semi-structured interviews that adhere to the views of DiCicco-Bloom and Crabtree (2006) that ‘semi-structured in-depth interviews are the most widely used interviewing format for qualitative research’ (p.315). Calman (2006) indicates that it is typical to use in-depth interviews to obtain data from participants for analysis via grounded theory, which along with positioning theory forms the basis for the analysis of the data collected in this study.

Fraenkel and Wallen (2006) consider the following key characteristics of qualitative research:

- Qualitative researchers work in conjunction with the source of their data. This research obtains data from undergraduate Chinese and Hong Kong students studying Commerce related subjects in Australia.
- Qualitative data is words rather than numbers. This research collects the perspectives of participants via semi-structured interviews and open-ended questions.
Qualitative researchers are interested in the way things happen, including idiosyncratic meaning expressed via words and actions. This research observes participants on two occasions, which assists in the comprehension of participants, including taking into account the posturing and gesturing of participants under observation (Gall et al., 1996).

A qualitative researcher develops their hypothesis during the analysis and after data collection, considerably different to quantitative analysis that sees a pre-developed hypothesis supported or not with numerical data.

Qualitative researchers want to know holistically, what participants are thinking, what they do and focus on by fully comprehending the world of the participant. This research observes the world of the participant on two occasions, including verbal and nonverbal communication (Lancy, 1993), obtaining perspectives of participants rather than only what they think, as is the case with quantitative research.

According to Denzin and Lincoln (2003), qualitative research examines the socially constructed aspect of a reality and the relationship between the examiner and the reality. Somekh and Levin (2005) indicate quantitative studies examine things measured numerically using field or laboratory experiments, sampling and statistics. As this research does not examine the frequency with which CIS violate academic integrity, a qualitative methodology is suitable.

Qualitative tools used for this research include two rounds of semi-structured in-depth interviews with CIS of business and a single round of semi-structured in-depth interviews with the lecturers of CIS for data triangulation (Denzin, 1989). Interviews with students occur over a six-month period for reasons of longitudinal triangulation (Cohen & Manion, 1998; Thomas, 1998; Lichtman, 2006) in which the perspectives of a static cohort are tested for change. For positioning and triangulation, a period of six months separates rounds of semi-structured interviews. In the case of positioning (Harré & van Langenhove, 1999), examining participants on more than one occasion enables the researcher to determine if there is a change in the local moral order amongst participants. A change in the local moral order occurs due to discourse between the positioned and actors located on the rings of ontology, including lecturers, parents, university and other factors such as the internal dialogue (Hollway, 1984) that occurs within both actors and the positioned.

Semi-structured in-depth interviews help to unpack the responses of participants in a guided manner, unlike structured interviews that leave no room for participants and the researcher to
explore issues outside of the predetermined questions. However, unstructured interviews are the opposite, encouraging conversation between participants and the researcher as issues arise. For this research, I elect to use semi-structured interviews that adhere to a set of questions asked of all participants as Yates (2004) argues semi-structured interviews guide the interviewer who is free to pursue areas of interest or follow participant concerns. Similarly, in-depth interviews are useful because, according to Yates, in-depth interviews allow enough depth for participants and the researcher to develop a rapport or shared understanding of issues. Here I use in-depth interviews to explore issues face-to-face because they allow significant duration and deploy structured, semi-structured or unstructured questions. In this research, the interviews with participants last anywhere from 45 minutes to two hours, long enough to explore the issues.

3.3 Selection of Research Participants

Transitioning from high school to university is a time of significant change, particularly for CIS who perhaps for the first time move overseas, away from familial and peer networks. CIS relocating from their home country begin fulltime independent studies, develop friendships, might begin part-time employment, incur increased time constraints and become relatively financially independent.

This research selected participants from China and Hong Kong because combined students from China and Hong Kong made up 41% of international student enrolments in Australia’s higher education sector in 2013 (AEI, August 2013). As the largest contributor to international student enrolments, this cohort requires greater understanding by Australian lecturers and the wider higher education community. This cohort is significant because it includes students raised under a socialist market economy and communist government, with students born in a Western style free market economy, exposed to corporations, issues of copyright and concepts of intellectual property. This concept stems from the work of Bloch (2008) who said, ‘To Westerners, China appears to lack a sophisticated system for protecting intellectual property, which is then seen to be a cause of the apparent proclivity of Chinese students to commit plagiarism’ (p.224). Contrasting the views of recently arrived students with CIS who undertook high school in Australia might improve our understanding of this issue. This research interviews six academics working with CIS regarding their views on CIS perspectives. Interviewing lecturers of CIS is a form of data triangulation that aims to compare the perspectives of CIS with the views of their lecturers, including strategies lecturers use to deter and detect violations. For this research, six lecturers were enlisted using convenience sampling.
The tables below represent snapshots of the lecturer and student participants interviewed for this research. Although pseudonyms are used, a student’s gender, origin, course and years of study in Australia are accurate. Accordingly, a letter represents institutions referenced in the data. This protects the identity of participants, the anonymity of the institution and allows lecturers to talk openly about their institution, its policies and their experiences.

**Table 1: Student Participants**

<table>
<thead>
<tr>
<th>Name</th>
<th>Ching-ya</th>
<th>Lie-ling</th>
<th>Oi-mun</th>
<th>Pui-lin</th>
<th>Siu-ping</th>
<th>So-yee</th>
<th>Teck-meng</th>
<th>Wai-tat</th>
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<td>Actuarial Studies</td>
<td>Marketing</td>
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<td>Accounting</td>
<td>Economics</td>
<td>BIS</td>
</tr>
<tr>
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<td>4</td>
<td>8</td>
<td>4</td>
<td>10</td>
<td>11</td>
<td>7</td>
<td>10</td>
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<td>No</td>
<td>Yes</td>
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</tr>
<tr>
<td>University</td>
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<td>B</td>
<td>E</td>
<td>F</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
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**Table 2: Lecturer Participants**

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<th>Jennifer</th>
<th>Karen</th>
<th>Michael</th>
<th>Pheona</th>
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<td>Business</td>
<td>IT and Logistics</td>
<td>Finance and Marketing</td>
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<tr>
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<td>20 Years</td>
<td>5 Years</td>
<td>10 Years</td>
<td>10 Years</td>
<td>5 Years</td>
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</table>

### 3.4 Data Collection Methods

#### 3.4.1 Introduction

A variety of articles collected from journals and newspapers indicate just how complicated CIS perspectives of academic integrity may be. Scholarly research (Lee, 1996; Shei, 2005; Sillitoe et al., 2005; Howard, 2007; Bloch, 2008; Eisner & Vicinus, 2008) examines the influence of Confucianism, respect for the lecturer, filial piety, the economic system and the
implications of technology as factors influencing CIS perspectives. However, newspapers candidly interviewing CIS suggest a variety of influences, including writing other students papers for money, a lack of direction, studying for residency and the ease of acquiring information from the Internet influence CIS perspectives. Evidently, reasons for CIS perspectives of academic integrity are multifactorial and require complex methods of data collection and analysis.

This research uses two rounds of semi-structured in-depth interviews with CIS and a single round of semi-structured in-depth interviews with the lecturers of CIS as a form of qualitative triangulation (Denzin, 1989; Cohen & Manion, 1998; Thomas, 1998; Lichtman, 2006; Lodico, Spaulding & Voegtle, 2006; Slavin, 2007). A second round of in-depth interviews with students took place a minimum of six months after the initial round to determine how students reposition and to contrast the findings obtained in the initial interview. A single round of semi-structured in-depth interviews with the lecturers of CIS concerning their perspectives considers the important views of those charged with teaching CIS. Section 3.4.3 takes into account the views of lecturers, which acts as a form of qualitative triangulation, while sections 3.4.2 and 3.4.4 detail each round of student interviews and expand on the relevant aspects of triangulation.

3.4.2 In-depth Interviews with Students

This research concerns the perspectives of academic integrity amongst undergraduate students from China and Hong Kong studying Commerce subjects at Australian universities. To obtain the perspectives of this cohort, participants answered approximately twenty-five semi-structured open-ended questions in an in-depth interview format (see Appendix 4). To attract CIS to take part I contacted the secretaries of a number of CIS clubs and Directors of Teaching and Learning. The pilot study demonstrated the effectiveness of an incentive to attract participants as an informal question to pilot participants was what incentive is likely to attract members of this cohort. It emerged that a supermarket voucher was valued in comparison to an iTunes or electronics store voucher. I obtained ethics approval to offer those completing both interview rounds a choice of either a fifty-dollar Coles or Woolworth’s voucher as an incentive. As this research used a combination of convenience and snowball sampling to attract participants, I had hoped other students meeting the research criteria would be enticed to take part, based on the recommendation of their friends.

Regardless of the incentive, it was difficult to obtain CIS willing to commit to two rounds of in-depth interviews separated by a period of six months. Eventually eight CIS agreed to take part in this research from a variety of institutions and business courses. The demographic
make-up of these participants included six female and two male students, three participants from China and the remainder from Hong Kong.

In this first round of in-depth interviews, students answered several questions relating to their background, including how long they had studied in Australia and the course they were doing. Interviews took place in a meeting room in the library of that student’s campus, in the case of RMIT students I booked the room, while in the case of students from other institutions a librarian on that campus provided access to a room. Audio recorded, in-depth interviews lasted anywhere from forty-five to ninety minutes and I adhered to a similar wording for all participants to eliminate bias (Gall et al., 1996).

3.4.3 In-depth Interviews with Lecturers

Via e-mail, I invited lecturers of CIS from the same institution and college, but different schools, to take part in a single round of semi-structured in-depth interviews concerning CIS perspectives. I used both convenience and snowball sampling to obtain participants although the primary method was convenience sampling. Seven lecturers accepted the invitation to take part in interviews anticipated to take approximately 30 minutes each. As time was limited, ten standard questions were prepared to act as a guide. The questions were open-ended and allowed the lecturer to elaborate on an area of importance. Lecturers taking part represented a variety of levels of experience, some were in their first few years of teaching, others had more experience and one had a child of their own currently attending university. All lecturers were generous with their time, the shortest interview lasted 45 minutes and the longest two hours.

As research into CIS and their perspectives, including support given by an institution to a lecturer is a sensitive issue it is not surprising that one lecturer elected to withdraw their data. This decision to withdraw came once the lecturer had reviewed their interview transcript, unfortunately when asked if they would like to amend their transcript, the lecturer instead chose to withdraw. In accordance with ethical requirements, I destroyed the lecturer’s data and followed up with a card, thanking them for participating and giving their valuable time to my research. Analysis of lecturer data in Chapter 5 indicates lecturers were surprised to hear how some students worked together to undertake their studies, while several lecturers offered new insights into how students violated academic integrity.

3.4.4 Positioning Interviews with Students

A variety of reasons exist for conducting positioning or second round interviews with CIS concerning their perspectives, including using positioning theory to conceptualise narrative data, the type of data collected via the semi-structured in-depth interviews used in this
research. Central to this theory are constant changes in positions of individuals engaged in discourse, which occur due to challenges to local moral order amongst those engaged in discourse. Changes in position occur during episodes of discourse, including in conversation, interviews or changes in position over time. Therefore, positioning interviews establish whether a student’s position concerning perspectives of academic integrity change due to the influence of peers, friends, lecturers or the school. Harré and van Langenhove (1999) the originators of positioning theory indicate participants involved in discourse constantly adjust their position based on the circumstances within their discourse, including power relationships amongst those involved. A review of positioning interview data shows a change in some participant positions to issues of academic integrity by participants between first and second round interviews, particularly amongst undergraduates in the early stages of their degree. Perhaps students in the latter stages of their degree, including third and fourth year had already solidified in their perspectives towards academic integrity or pressures from peers. Positioning data shows some students change their position in relation to peers or the ‘requirement’ to share work, in the first and second years of their degree. In some cases students firmly held views on the morality of sharing or helping others appeared to move in the period between interviews as students became practical about demands to assist as a means of establishing or maintaining friendships. In-depth analysis of student data in Chapter 4 gives a thorough account of possible changes in student positions overtime.

I recognised a positive change in position occurred between participants and the researcher between first and second round interviews, as the tentative attitude displayed by some participants during first round interviews had either diminished or disappeared by the positioning interview. I credit this change in position to increased familiarity between the participant and researcher due to contact made via e-mail or phone to arrange interviews. Besides, the first round interview process showed participants they could trust the researcher when talking about academic integrity, considered sensitive to many. I noted a change in attitude or willingness to share existed amongst participants during the positioning interview. Perhaps some participants viewed the opportunity to express themselves as cathartic, with scheduled thirty-minute interviews lasting in some cases as long as ninety minutes. Several students appeared to be more open in the second round of interviews and I acknowledge the work of Lichtman (2006) who indicated the very act of observing a participant often changes the observed.

The purpose of conducting two interviews separated by a minimum of six months was to ascertain if there had been a change in student perspectives as a means of qualitative
triangulation. Triangulation is useful for qualitative research due to the complexities associated with analysing human behaviour (Cohen & Manion, 1998) while triangulation increases the accuracy of research findings (Lodico et al., 2006; Slavin, 2007). There are a number of methods of triangulation, including multi-method where the researcher uses a combination of qualitative and quantitative methodologies to increase the accuracy of their research (Cohen & Manion, 1998). This research uses a technique known as time or methodological triangulation (Lichtman, 2006), where researchers examine changes in the perspectives of participants towards an issue over time (Cohen & Manion, 1998; Thomas, 1998; Lichtman, 2006). In this study, longitudinal triangulation confirms, or reveals, changes in perspectives, which in the case of this study is from one semester to another. Cross sectional triangulation, examines the perspectives of distinct cohorts of participants separated by time (Cohen & Manion, 1998), while longitudinal triangulation examines changes in perspectives within a cohort at two or more points in time. This study examines possible changes in perspectives towards issues of academic integrity at two points of time.

3.5 Pilot Study

Amongst the most valuable undertakings in the development of this research was conducting a pilot study. The pilot study enabled refinement of the data collection process, including developing an appropriate interview structure, refining interview questions and better understanding of ethical considerations. Prior to conducting the pilot study, I envisaged the research process would unfold in a manner that bore little resemblance to reality. The pilot study highlighted how difficult it is to obtain research participants and that often those willing to participate do not necessarily reflect the views of the majority who are unwilling to take part in research. The pilot study helped to refine the research questions, the complexity of the topics and language used in interviewing participants. The pilot study helped me to recognise that any form of group interview would be out of the question due to the sensitive nature of this research. By undertaking a pilot study, I recognised that questions often needed spontaneous rewording depending on a participant’s comprehension, level of English, experience and personality. One of the most important things recognised was that participants could often give one or two word answers to questions that took several sentences or minutes to establish.

This research enlisted five participants for a pilot study, the purpose of which was to gain preliminary findings concerning CIS perspectives and ‘To discover weaknesses in the questions and in the method of administration’ (Thomas, 1998, p.172). Following the pilot study, I enlisted eight CIS for two rounds of interviews and seven academic participants.
Undertaking pilot interviews helped to refine questions and terminology. On this Gall et al. (1996) said, ‘The standardized open-ended interview involves a predetermined sequence and wording of the same set of questions to be asked of each respondent in order to minimize the possibility of bias’ (p.310). This research used pilot interviews, averaging 30 minutes in duration, to improve the method of administration and to discover weakness in the questions (Thomas, 1998). Participants were invited using snowball sampling while participants of the non-pilot, or real study, were invited using a combination of convenience and snowball sampling. Before undertaking the pilot interviews, a limitation of this research concerned my inability to converse with participants in their mother tongue, which in the case of this research were Mandarin and Cantonese. However, this concern proved unfounded as participants, comfortable with being part of the research, had good English, and competently expressed their views. This reinforces the previous point that often those willing to take part in qualitative research may not be indicative of the cohort, as students with poor English or pedagogical issues may be unlikely to participate, regardless of incentive.

3.6 Framework for Analysing and Conceptualising Qualitative Data

3.6.1 Need for an Analytical and Conceptualising Framework

This section introduces a variation on grounded theory used to analyse participants’ views captured in semi-structured interviews, it recommends using an interpretation of positioning theory to conceptualise participant data and to draw conclusions on CIS perspectives. Data derived from two rounds of in-depth interviews with eight undergraduate students and six in-depth interviews with the lecturers of undergraduate students requires detailed analysis and conceptualisation. Singularly my adaptation of grounded theory (Glaser & Strauss, 1967; Strauss & Corbin, 1990) enabled analysis but lacked the ability to derive meaning from participant data or to conceptualise conclusions. However, a resolution to this limitation to derive meaning lay in joining two existing theories from two distinct disciplines, including grounded theory from the field of nursing with positioning theory from the field of psychology to form a trans-disciplinary framework for analysis and conceptualisation of qualitative data.

Although this study uses an adapted version of grounded theory to provide analysis, the variation provides clinical findings. To be precise my variation on grounded theory known as ASQA provides only limited insight into why participants think the way they do. Revealing why participants think what they do requires a new paradigm and the implementation of a second theory called positioning theory. In this research, positioning theory derives meaning from and assists in the conceptualisation of participant data. Positioning theory enables the
examination of interview findings in relation to possible influences on participant thinking, including but not limited to government, parents, siblings and society. I developed ASQA in response to concerns about traditional grounded theory (Eaves, 2001; Gasson, 2004), including that it is difficult to audit or replicate findings due to ambiguities involving axial and selective coding (Scott & Howell, 2008). While the term systematised reflects the structured approach to grounded theory advocated by Strauss and Corbin (1990) that makes it an ideal candidate for emulation by a computerised, software-based approach to analysis.

3.6.2 Grounded Theory

3.6.2.1 Introduction

This section introduces grounded theory and posits the use of a modified version of grounded theory to analyse student and lecturer data. It details the evolution of grounded theory in the social sciences and identifies major proponents of the theory since its inception more than four decades earlier. Grounded theory is widely used in the social sciences, including nursing, education and psychology (Mills, Bonner & Francis, 2006). Grounded theory at least a modified version of the classic Glaser and Strauss (1967) or Strauss and Corbin (1990) concept is used as a basis for the ASQA interpretation developed for this research which represents a significant component of the trans-disciplinary framework used to conceptualise qualitative data. This research adapts grounded theory by combining Strauss and Corbin’s (1990, 1998) structured, relativist approach (Mills et al., 2006) with Charmaz (2000) constructivist approach to reduce ambiguity and produce clinical, unbiased data. As Charmaz’ constructivist approach advocates the creation of a reality during the interaction of researcher with participant this study assumes that reality is physically contained in the transcribed interview data of participants. Furthermore, as reality exists in a physical form it can be analysed using a constructivist version of grounded theory called ASQA which produces data for conceptualisation via positioning theory to discover both what and why participants think.

This research examines a phenomenon in its entirety rather than its elements and the research involves a search for meaning rather than the provision of explanations (Moustakas, 1994). I appreciate how an analysis using grounded theory evolves ‘Both methodology and theory develop gradually as data and interpretations accumulate’ (Dick, 2005, para. 25) while I use grounded theory to develop, take ownership, apply and refine a theory throughout my career (Hayhoe, 2005). Grounded theory is a form of deductive reasoning, involving constant comparative analysis in which the analysis of data continues throughout the interview process. A key concept of grounded theory is the continual codifying and categorisation of data as it is collected. Lichtman (2006) recognises three methods for codifying data, including open
coding, axial coding and selective coding. This research uses a combination of coding practices, including open coding or the identification of relevant categories and selective coding involving the correlation of data between core and other categories. It is typical to gather data for a grounded theory analysis via interview, while grounded theory appeals to me as I come from an information systems background and value its structured and systematic approach. Significantly, a key outcome of grounded theory is the development of a theory grounded in the data that appears to the researcher during the process of codifying, categorisation and constant comparative analysis (Lodico et al., 2006).

Mills et al. (2006), state it is common to adapt the theories developed by Glaser and Strauss (1967) and advanced by Strauss and Corbin (1990). This research adapts grounded theory to form ASQA to overcome criticisms of grounded theory, including ambiguity concerning the identification and categorisation of data (Eaves, 2001). Accordingly, ASQA seeks to overcome criticisms of grounded theory pertaining to auditability and replication by other researchers (Chiovitti & Piran, 2003). The ASQA adaptation combines components of the Glaser and Strauss, Strauss and Corbin and Charmaz (2000) frameworks to code and categorise qualitative data. Specifically, ASQA combines the structured and systematic approach of Strauss and Corbin with the constructivist approach of Charmaz in which a reality derives through discourse between participant and researcher. However, Charmaz places less emphasis on determining a core category to represent the cohort, as an overall finding is not always required. Such an approach may be appropriate for this research as a core category representing the cohort may not be required.

3.6.2.2 Evolution of Grounded Theory

According to Strauss and Corbin (1998, p.7), a successful grounded theorist has or endeavours to obtain the following characteristics during the course of an investigation. An ability to stand back and critically analyse the situation, be able to recognise their tendency for bias, have an ability to think abstractly, be flexible and open to criticism, be sensitive to the words and actions of participants and to develop a sense of absorption and devotion to the work. These characteristics are indicative of the utility and applicability of the theory to a variety of qualitative research scenarios, these characteristics act as a touchstone for the researcher throughout this investigation.

Grounded theory is amongst the newest methods of analysis for qualitative research (Lichtman, 2006) and was conceptualised by two researchers from distinct universities undertaking a project in nursing, specifically palliative care at the University of California, San Francisco in 1967 (Stern, 1985). Glaser and Strauss identified the need to create a method
for qualitative research that aimed to give ‘An honest account with little or no interpretation of interference with those spoken words or of the observations made by the researcher’ (Strauss & Corbin, 1990, p.21). The significant contribution of grounded theory is to present an accurate description of the phenomena under investigation without the need to present the totality of the data via a process of reduction and classification (Strauss & Corbin, 1990).

Central to grounded theory is the idea that theory stems directly from participant data rather than a researcher starting with a preconceived idea that they endeavour to prove. When using grounded theory, theory arises from participant data during a process of sorting and classification (Strauss & Corbin, 1990).

Significant literary proponents of grounded theory include Glaser, Strauss, Corbin and Charmaz. Several years after its development a split occurred between Glaser and Strauss concerning variation in the coding technique (Eaves, 2001) published in Strauss and Corbin’s 1990 text, Basics of Qualitative Research dedicated to Glaser. Due to this split circa 1980, Strauss collaborated with Corbin on the development of grounded theory. Concurrently, Charmaz from the Department of Sociology at Sonoma State University argued for a constructivist approach to grounded theory (Mills et al., 2006). Constructivist ontology advocates that realities do not await discovery, rather multiple independent realities form when a researcher pursues their topic (Krauss, 2005). This concurs with Charmaz (2000) view that a researcher creates a reality while investigating a participant, ‘Constructivist grounded theory recognizes that the viewer creates the data and ensuing analysis through interaction with the viewed’ (p.523). This constructivist view of a created reality is a central tenant of ASQA, which considers participant data analogous to a reality and useful to the adaptation of grounded theory, unlike the objectivist view of a discovered reality.

In recent years, researchers have criticised grounded theory research for diverging from the initial concepts proposed by Glaser and Strauss (1967), ‘A large portion of published grounded theory research has been criticized for failing to adhere to the underlying principles of the grounded theory method’ (Eaves, 2001, p.656). While Glaser (2002) criticized Charmaz (2000) for deviating from the original concept of grounded theory, specifically not deriving a core category from axial codes to avoid contaminating the research with the subjective conclusions of the researcher ‘A clear remodelling of a vital property of grounded theory which provides the core category’ (Glaser, 2002, para. 43). There is debate amongst researchers as to whether grounded theory is an objectivist theory with reality faithfully recorded and observed. For example, ‘Depending on the researcher’s ontological and epistemological beliefs, there are several points of departure along a spiral of methodological
development’ (Mills et al., 2006, p.3) or whether grounded theory is a constructivist theory, where the researcher participates in the construction of a reality while interviewing participants.

Constructivism assumes the relativism of multiple social realities, recognizes the mutual creation of knowledge by the viewer and the viewed, and aims toward interpretive understanding of subjects’ meanings (Charmaz, 2000, p.510). Charmaz is an advocate for constructivist grounded theory. While co-author of the initial theory, Glaser (2002) believes Charmaz’s view of grounded theory as a constructed reality undermines the ‘all is data’ assumption of the original work. A fundamental underpinning of grounded theory is that everything happening in the environment is valid data, including what a participant says, how they say it and even what they do not say, including the body language of the participant (Glaser, 2002). For this reason, it is important to capture the nuance of participants using memos and post comment interview sheets to assist the researcher with delayed open and axial coding (Chiovitti & Piran, 2003).

### 3.6.2.3 Concepts of Grounded Theory

As discussed in section 3.6.2.2 grounded theory research has evolved since Glaser and Strauss’s 1967 work with numerous researchers now having contributed. This discussion of the concepts of grounded theory draws on a framework for analysis presented in the paper *Rigour and grounded theory Research* published in the *Journal of Advanced Nursing* by Chiovitti and Piran (2003). Strauss and Corbin (1990) identify three critical processes for grounded theory research including open, axial and selective coding and the ‘adjunctive procedure’ memoing; with each of these procedures used in the Chiovitti and Piran framework. The authors define open coding as ‘The process of breaking down, examining, comparing, conceptualizing, and categorizing data’ (p.61). In the Chiovitti and Piran framework data collected via in-depth interview with 17 research participants is continually assessed using a process of constant comparative analysis (Strauss & Corbin, 1990). Constant comparative analysis means a researcher continually compares new data to existing data to identify and codify themes in the data. Additionally the collected data is propositioned using predetermined questions to determine into which code the data belongs, how the codes relate to one another and the most appropriate axial code to act as a core category around which all other codes reside (Chiovitti & Piran, 2003).

Central to the theory and the Chiovitti and Piran analysis is the assignment of open coded data to axial codes. Axial coding is defined by Strauss and Corbin (1990) as ‘Puts those data back together in new ways by making connections between a category and its sub-categories’ (p.97). Another significant component of grounded theory is memoing, categorised by Strauss
and Corbin (1990) as an ‘adjunctive procedure’, which plays a significant role in the research. Memos or the taking of notes by the researcher during the acquisition of data is instrumental to a successful analysis. Eaves (2001) said, ‘Memos that discussed methodological and analytical issues and concerns aided in both the identification and determination of meanings of steps for the synthesis technique to data analysis’ (p.659). In the Chiovitti and Piran framework, memos captured a participant’s words without distortion. Chiovitti and Piran (2003) felt the use of a participant’s own words helped to ground the theory in the data as a participant’s idiosyncratic use of language is noted at the time of collection and recalled during categorisation and classification.

Jones and McEwen (2000) mention a core category emerges amongst the axial codes to depict a collective story for participants and that this emergent category better develops theory grounded in the data representing the ‘lived experiences’ of participants. Strauss and Corbin (1990) define the selected or core category as the ‘Central phenomenon around which all the other categories are integrated’ (p.116). However, it is for her decision not to derive a core category for which Charmaz constructivist interpretation deviates from the original theory. ‘Charmaz maintains that a core category is not necessary, but this is considered one of the defining characteristic of classic grounded theory. Without a core category then a study cannot be characterised as a grounded theory’ (Hernandez & Andrews, 2012, p.61).

In the case of this research, it is not advantageous to generate a core category representing a central phenomenon or single overall finding for participants, as advocated by Strauss and Corbin (1990). Instead, this research analyses the number of open codes assigned to axial codes to generate a core category or central phenomenon for each research participant’s data or reality. Based on examination of the research data, participant core categories include concerns about pressure from peers to collaborate, concerns regarding finding time to complete assignments, the use of the Internet to purchase or share material and pressure sustained in attempting to fulfill the academic expectations of parents. There is no single finding or overwhelming category to define this research, which adheres to Charmaz (2006) constructivist view that a core category is unnecessary.

A constructivist approach does not adhere to positivist notions of variable analysis or of finding a single basic process or core category in the studied phenomenon. The constructivist view assumes an obdurate, yet ever-changing world but recognizes diverse local worlds and multiple realities (p.132)

However, I envisage core categories will be identifiable in studies with larger cohorts of research participants where the analysis of participant data via the ASQA process derives a number of themes based on the frequency of open codes contained in the axial codes, derived
from the specific research questions. The purpose of this section was to introduce the core concepts required to undertake grounded theory analysis, specifically open, axial and selective coding and to discuss current issues in the field of grounded theory research. Section 3.6.2.4 will discuss criticisms of the theory and introduce the ASQA variation used in this research.

3.6.2.4 Adaptation of Grounded Theory

Grounded theory research is often criticised for not adhering to the original Glaser and Strauss (1967) or Strauss and Corbin (1990, 1998) procedures (Eaves, 2001; Chiovitti & Piran, 2003) while the theory itself is criticised for ambiguity in relation to the steps involved in analysis, specifically identification and categorisation of data (Eaves, 2001). Even Charmaz (1990) pointed out the limitation of the methodology, saying ‘Weaknesses in using the method may have become equated with weaknesses inherent in the method’ (p.1164). However, Charmaz herself was criticised for failing to explain the steps involved in her analysis, ‘Charmaz neglected to explain all the smaller steps between the major phases of coding and analysis’ (Eaves, 2001, p.657). This example demonstrates the complexity of the theory for experienced and novice researchers alike. Complexity in the identification and categorisation of data has caused researchers to be concerned at their ability to audit grounded theory research (Gasson, 2004). Chiovitti and Piran (2003) define auditability as the ‘Ability of another researcher to follow the methods and conclusions of the original researcher’ (p.432). This research hopes to alleviate these concerns by adapting procedures identified by Glaser and Strauss, Strauss and Corbin to demonstrate how others might replicate grounded theory research, specifically classification and categorisation of data. As identified by Eaves (2001):

It is useful for the novice grounded theorist to have enough structure and guidance in regard to analytical steps (technique) to arrive accurately at the next level of data emergence. Without such adherence to detailed analytical steps, it is more likely that the novice will fall prey to pitfalls and methodological mistakes (p.659).

The following section, 3.6.2.5 identifies the steps involved in a variation of grounded theory that I have named ASQA, which forms part of the trans-disciplinary framework. Section 3.6.2.5 details the steps involved in undertaking an auditable and systematised analysis and elucidates vagaries in the original theory concerning axial coding and the selection of a core category. Further refinement of the ASQA process and specifically designed software could lead to the automated assignment of data to codes, memoing and the derivation of axial codes, including the generation of a core category based on the frequency of open codes contained within axial codes. In proposing this adaptation of grounded theory, I am aware of criticism by Becker (1993) concerning reliance on software to select core categories based on frequency. However, when explaining the ASQA process in section 3.6.2.5 I draw on the
work of Strauss and Corbin (1998) who advocate grounded theory data collection and analysis using any combination of quantitative or qualitative methodologies at any stage of the research process.

Unless unduly constrained, routinized, or ideologically blinded, useful research can be accomplished with various combinations of both qualitative and quantitative procedures. This is so for each and every phase of the research, whether researchers are collecting data, formulating hypotheses, seeking to verify them, or giving illustrations when writing publications (Strauss & Corbin, 1998, p.31).

This approach from Strauss and Corbin supports the use of variations on grounded theory such as ASQA, computer systems and software to analyse qualitative data. However as stated in section 3.6.1 data derived via the ASQA process is clinical and needs conceptualisation using an adaptation of positioning theory presented in part two of the trans-disciplinary framework.

3.6.2.5 Auditable Systematised Qualitative Analysis (ASQA)

The ASQA process detailed in this section is adapted from existing grounded theory methodologies. The purpose of ASQA is to derive a variant that at its core attempts to overcome ambiguity in relation to open coding, axial code selection and obtaining a core category, while ASQA must be replicable by other researchers or to an automated process in the future. The following steps are grounded in traditional Glaser and Strauss (1967), Strauss and Corbin (1990) and Charmaz (2000, 2006) approaches to grounded theory. As participant data or a created reality (Charmaz, 2000) is examined, open codes are derived from the sentences and paragraphs contained in the data. Open codes identify what is happening in the data with each new code appended to an axial code derived from the specific research questions. Axial codes act as containers for the storage of open codes. As open codes are identified they are added to the appropriate axial code and a memo explaining why the open code is assigned to the axial code is generated. In traditional grounded theory, memoing occurs during participant interviews to capture the idiosyncrasies and nuances of participants (Lancy, 1993; Gall et al., 1996). Post interview memoing during the assignment of open codes to axial codes makes the open coding process auditable and replicable to other researchers.

The next step in this adaptation of grounded theory is to ascertain the number of open codes assigned to axial codes for each participant. This step attempts to overcome criticisms of vagueness in the creation of axial codes and the assignment of open codes to axial codes in traditional grounded theory (Calman, 2006). Using frequency analysis on the number of open codes assigned to axial codes derives a core category or central phenomenon for each participant rather than the cohort, as is the case with traditional Strauss and Corbin (1990) or
Glaser (2002) grounded theory. The final adaptation of the ASQA process is to derive a core category for the research when the number of participants is large enough to warrant deriving a central phenomenon. In this instance, I take the core category for each participant derived by conducting a frequency analysis on the open codes in the axial codes and placing this core category for each participant into another store. A frequency analysis on this store determines the most frequently reoccurring axial code across all participants, which becomes the central phenomenon for the research. This process is auditable, replicable by other researchers and optional for constructivist grounded theorists that adhere to Charmaz (2000, 2006) view that a core category is unnecessary. Determining a core category or central phenomenon for the research is likely to be effective in samples containing greater than 20 participants, where replication of issues across the cohort is likely to occur.

For the purpose of this example, I use a constructivist paradigm. Although I consider myself primarily ontologically agnostic, I do not believe an objectivist ontology or positivist paradigm and ASQA to be mutually exclusive. In this research, ASQA examines multiple constructivist realities in the form of a participant’s in-depth interview data, a reality created through the interaction of researcher with participant. However, ASQA could examine and code data from single, objectivist realities and is therefore useful to researchers with ontological beliefs at different ends of the ‘methodological spiral’ identified by Mills et al. (2006). For many the use of a constructivist paradigm underlies a belief in a constructed reality (Krauss, 2005; Mills et al., 2006) and in this case, I consider participant data to be a constructed reality. Krauss (2005) defines the constructivist paradigm as ‘Knowledge is established through the meanings attached to the phenomena studied; researchers interact with the subjects of study to obtain data; inquiry changes both researcher and subject’ (p.759). I attribute this idea that a participant’s data represents a reality constructed by the researcher and participant to Charmaz (Mills et al., 2006). The following quote from Charmaz (2000) encourages the researcher to perceive data collected and the interaction between researcher and participant during the interview process to be a creation of a reality rather than the participant data and interview being only a portal into a participant’s reality. ‘Data do not provide a window on reality. Rather, the ‘discovered’ reality arises from the interactive process and its temporal, cultural, and structural contexts’ (Charmaz, 2000, p.524). The remainder of this section details the steps involved in the ASQA process.

Becker (1993) praises, while Eaves (2001) criticises Strauss and Corbin (1990) for their detailed and structured approach to grounded theory. However, their structured approach is an ideal base for ASQA, as grounded theory fractures into a sequence of auditable steps so that
other researchers can repeat and replicate the findings of the initial researcher (Chiovitti & Piran, 2003). ASQA expands on the work of Glaser and Strauss (1967), Strauss and Corbin (1990) and Charmaz (2000) to create a constructivist variation of grounded theory for implementation via software. Although praised for their detailed and structured approach to grounded theory, Strauss, Corbin and Charmaz were criticised for ambiguity in relation to deriving axial codes and the core category (Eaves, 2001). In contrast, ASQA contains clearly defined steps, the first of which derives axial codes to contain open coded data. Strauss and Corbin (1990) employed axial codes to reassemble coded data and to understand the relationships in the data. In ASQA, secondary research questions define the purpose of the inquiry and derive axial codes that act as containers to hold the open coded data of participants. Therefore, the second step of ASQA is to open code the data of each participant and to assign this data to the appropriate axial code.

Traditionally open coding is the first step of grounded theory and often involves a detailed (line-by-line) analysis of the data with each new concept assigned a code to signify what is happening in the data. To ensure theory arises grounded in the data it is important to use the words of the participant when open coding and creating axial codes (Chiovitti & Piran, 2003). As ASQA considers participant data to be an independent reality created during the interaction of the researcher with the participant (Mills et al., 2006), axial codes receive open coded data independent of other participants. For example if a researcher collects the data of 15 participants, the researcher must code for each participant. In software, a loop drives this process and reiterates until saturation, which is the point where findings replicate and no new codes are derived (Chiovitti & Piran, 2003). Continually trying to obtain new findings from the data is vital to a successful analysis. Closing the coding process before all concepts have emerged means missing critical findings and limiting the research ‘In premature closure the textual or narrative data is ‘under-analysed’ thereby, preventing the researcher from moving to higher levels of analysis and interpretation’ (Eaves, 2001, p.657). Throughout coding it is important for the researcher to draw on memos taken during the interview process as it assists in assigning data to open and axial codes. Memos or notes taken during interviews capture the idiosyncrasies of the participant and any important nonverbal communication (Lancy, 1993). Memos are important for auditability and replication because they help other researchers understand why a researcher assigned data in a particular way. Specifically memoing assists others to examine the ASQA process and comprehend the actions of the initial researcher.
The next step in the ASQA process is to eliminate bias. When a participant emphasises a point it leads to the erroneous assignment of open codes to axial codes. Over-assignment of open codes to axial codes skews the data, by over representing a theme of little consequence to the cohort. In order to eliminate bias it is important to calculate the frequency of open codes within axial codes for each participant and then assign the axial code with the greatest frequency of open codes for each participant to another data store. The final step in the ASQA process is to derive a core category via selective coding which in the case of ASQA means again using frequency to determine the most frequently reoccurring axial code assigned to each participant. The most frequently reoccurring axial code becomes the core category or central phenomenon around which all other codes interact (Strauss & Corbin, 1990).

Schreiber (2001) defines the core category, as ‘The central phenomenon or main concern for the people in the setting, when viewed from their own perspective. It encapsulates the substance of a pattern of behaviour seen in the data and summarizes what is happening’ (p.74).

In the data collected for this research, participant Siu-ping from Hong Kong mentions on several occasions her concern at having to study overseas away from her parents, having to provide her work to students with poor English and problems faced by CIS adjusting to Western education. For each concern, an open code about issues of mobility assigns to the

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**Figure 1: Auditable Systematised Qualitative Analysis (ASQA)**

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In the data collected for this research, participant Siu-ping from Hong Kong mentions on several occasions her concern at having to study overseas away from her parents, having to provide her work to students with poor English and problems faced by CIS adjusting to Western education. For each concern, an open code about issues of mobility assigns to the
axial code ‘mobility’, derived from the research question ‘How does mobility influence CIS perspectives of academic integrity’. If this research did not create a core category for each participant it would mean that by frequency Siu-ping’s concerns about mobility would dominate the frequency analysis for the cohort, although other participants rarely mentioned these issues. To overcome this potential for bias it is important to sum the number of open codes within the axial codes of each participant. By doing this Siu-ping’s emphasis on this issue will not bias the result of the cohort. Certainly, this issue represents a central phenomenon for Siu-ping although it is not significant for other participants.

By relocating the central phenomenon for each participant to another store and conducting another frequency analysis based on the core categories for each participant, the researcher finds three of eight participants have another dominant concern to that of Siu-ping. Had the ASQA process not conducted two rounds of frequency analysis Siu-ping’s concern would have skewed the result of the cohort. This might cause a reader to believe Siu-ping’s view was the dominant concern, when it only concerned one of the eight participants while another issue concerned three of the eight participants and formed the central phenomenon for the in-depth interviews with students. Again, depending on the number of interview events another frequency analysis of the core categories for each round of interviews determines a central phenomenon for the research and not just a specific interview event. In this research, there are three interview rounds, including an in-depth interview with students, a positioning interview with students and an in-depth interview with the lecturers of business students. Therefore, a frequency analysis on the core categories derived from each interview round ascertains a central phenomenon for the research in its entirety, relevant to advocates of Strauss and Corbin’s (1990) view that a grounded theory must have a central phenomenon for the research.

Evidently, ASQA derives auditable, unbiased data that illuminates what participants think regarding a phenomenon under investigation, it does not conceptualise data to determine why participants think what they do. In this research, positioning theory derives meaning and forms the basis for the second part of the trans-disciplinary framework described in section 3.6.3. Specifically positioning theory enables the interpretation of qualitative data at a deeper level.

3.6.3 Positioning Theory

3.6.3.1 Introduction

This section centres on Harré and van Langenhove’s (1999) positioning theory, including its evolution, significant concepts and proposes an interpretation of positioning theory to
conceptualise the two rounds of interview data with eight undergraduates and six lecturers of CIS gathered for this research. The interpretation of positioning theory detailed here forms the second component of the trans-disciplinary framework for conceptualising qualitative data derived via the grounded theory process ASQA. Data derived via ASQA tells us what CIS think about issues of academic integrity however, the analysis does not reveal how and why students developed these perspectives or interpret influences on their thinking about referencing, collusion, plagiarism or contextual impacts that may have contributed to these perspectives. As contextual influences, including teachers, parents, siblings, friends, community and society are likely to have shaped their perspectives of academic integrity. Understanding how positioning theory conceptualises data or explains influences on CIS perspectives may not be immediately evident. As a primer, I provide a background to positioning theory in 3.6.3.2, before examining its evolution in section 3.6.3.3, its concepts in section 3.6.3.4, and finally in section 3.6.3.5 my interpretation developed to derive meaning from qualitative data.

3.6.3.2 Background to Positioning Theory

When people engage in discourse as individuals or members of a group they take positions (Davies & Harré, 1990; van Langenhove & Harré, 1999) based on their familiarity with the topic or status within a group. What is interesting about this is how a group establishes positions in relation to a topic. This is a process described by Harré and van Langenhove (1999) as the ‘local moral order’ or ‘utterances and addressivity’ by Bakhtin (1986). It is important to consider that although an individual may be an authority based on qualification or experience they can assume a passive identity to avoid confrontation or to empower others, a concept defined by Harré & van Langenhove as ‘acquiescence’. In the case of positioning theory, the topic is not as important as the identities assumed or imposed on individuals and that these dynamics exist when people interact as individuals or within institutions. In traditional studies of common interactions known as roles (Garfinkel, 1967; Goffman, 1967) between for example a surgeon and their patient or teacher and their student, position is not considered. Examining positions enables the observation of fluid changes that occur during conversations that are difficult to recognise in the assumptions made regarding prescribed roles. Fluidity of positions is not apparent in discourse that takes a macro or prescribed approach to interaction based on the societal status assigned to each participant, such as a surgeon and their patient. It is important to note that in episodes of discourse (Harré & Secord, 1972) between participants where a power relationship exists, the underlying power relationship does not change during oscillations of identity. In his 1982 essay The Subject and
Power, Foucault discusses the concept of power without necessarily providing an adequate definition to explain power relationships. However, in their 1983 article *Power in the Classroom I: Teacher and Student Perceptions*, McCroskey and Richmond provide an appropriate definition of the power relationship that exists between student and teacher:

The capacity to influence another person to do something he/she would not have done had he/she not been influenced. In short, an individual exhibits some type of change in her/his behaviour, attitudes, beliefs, etc., as a result of influence from someone else (p.176).

According to McCroskey and Richmond (1983), the type of power relationship that exists between a student and their teacher, including ‘referent power’ is likely to play a role in how willingly a student answers the lecturer’s questions. While knowing a power relationship exists, the lecturer should anticipate a contrived response from the student to questions concerning academic integrity. It is important to note from this discussion that although positions change during episodes, underlying power relationships prescribed to individuals engaged in discourse do not.

### 3.6.3.3 Evolution of Positioning Theory

Current proponents of positioning theory include Rom Harré and Fathali Moghaddam of Georgetown University, Luk van Langenhove of the United Nations University and independent scholar and Professorial Fellow at the University of Melbourne Bronwyn Davies. However, positioning theory evolved from the work of several scholars in the social sciences and sociology. According to Harré and van Langenhove (1999), amongst the earliest of these scholars was Ludwig Wittgenstein (1889-1951) whose work on language and thought titled *Tractatus Logico-Philosophicus* (Pears & McGuinness, 1961) gave rise to numerous scholars beginning work on analysing the use of everyday language and thought. In their 1996 paper, *positioning theory: Vygotsky, Wittgenstein and Social Constructionist Psychology*, Howie and Peters (1996) indicate that Harré and van Langenhove (1991) were influenced not only by Wittgenstein in the development of positioning theory but by the work of the Russian social constructionists Bakhtin (1895-1975) and Vygotsky (1896-1934). Howie and Peters (1996) contest that Harré and van Langenhove expand on Vygotsky’s (1962) work relating to thought and language:

Our generally Vygotskian approach to the relations between conversation structures and patterns of thought inclines us to propose as an initial hypothesis that private acts of self-positioning conform to the tri-polar structure of public acts of self and other positioning (Harré & van Langenhove, 1991, p.401).

According to Howie and Peters (1996), Harré and van Langenhove’s position derives from Vygotsky’s view that the individual and private use of language is born of its social and
public use. In a similar manner to Howie and Peters, Tran (2007) parallels Harré and van Langenhove’s (1999) concept of the ‘local moral order’ with that of Bakhtin’s (1986) concepts of utterance and addressivity. Bakhtin (1986) states, ‘The utterance is related not only to preceding, but also to sub-sequent links in the chain of speech communion … from the very beginning, the utterance is constructed while taking into account possible responsive reactions, for whose sake, in essence, it is actually created’ (p.94). Bakhtin indicates the intention of an utterance is to solicit a response from another and links the delivery of the utterance with the concept of addressivity. Bakhtin (1986) defines addressivity as ‘An essential (constitutive) marker of the utterance is its quality of being directed to someone, its addressivity … this addressee can be an immediate participant-interlocutor in an everyday dialogue’ (p.95). Bakhtin’s concepts of utterance and addressivity are similar to Harré and van Langenhove’s (1999) concept of the moral order and underlying rules used to position those involved in discourse ‘The local system of rights, duties and obligations, within which both public and private intentional acts are done’ (p.1). Like Harré and van Langenhove’s local moral order, Bakhtin’s utterances and corresponding addressivity represent negotiations in position undertaken by individuals involved in discourse.

Harré & van Langenhove (1999) believe the key to discourse analysis is that in everyday life humans engage with one another in conversations known as episodes and that understanding these episodes or discourses between participants is fundamental to understanding the aims of positioning. ‘If one wants to understand how psychological phenomena are created in the sequential development of structured sequences of act-actions, one has to understand the dynamics of social episodes. This is what positioning theory aims at’ (Harré & van Langenhove, 1999, p.5). Scholars that contributed to the work on episodes include Garfinkel (1967) in his work *Studies in Ethnomethodology* and Goffman (1967) in his work *Interaction Ritual: Essays on Face-To-Face Behaviour*. Garfinkel and Goffman analysed episodes in which a prescribed course of interaction occurred based on societal status or roles ascribed to participants involved in discourse. Contrast the confinement of individuals to roles to that of positioning where an individual has an opportunity to present themselves as a variety of identities (positions). According to Harré and van Langenhove (1999), role analysis differs to positioning because it lacks the ability to study the infinite changes in position that occur during discourse, particularly the ability of positioning theory to perceive oscillations in authority.

Amongst the most influential papers produced concerning positioning theory is Hollway’s seminal work on the construction of subjectivity amongst heterosexuals. According to Harré
and van Langenhove (1999). Hollway’s 1984 paper titled *Gender Difference and the Production of Subjectivity* was first to use the concepts and language of positioning theory. Hollway recognised that through discourse individuals involved in episodes took positions and that these positions rely on power relationships, stating ‘Discourses make available positions for subjects to take up. These positions are in relation to other people’ (Hollway, 1984, p.236). Hollway’s understanding of positions expressed via discourse amongst heterosexuals was a critical moment for positioning theory. In her paper, Hollway talks about power relations amongst individuals engaged in discourse as driving positions not unlike the moral orders amongst individuals represented by episodes described by Harré and van Langenhove (1999).

I have illustrated how the availability of a position in discourse which is positively valued and which confers power must be accompanied by a mechanism at the level of the psyche which provides the investment to take up this position (Hollway, 1984, p.256).

Here Hollway indicates discourse is not limited to conversations amongst individuals as discourse can take place in the minds of individuals. This insight stems from her treatment of participant thoughts (internal dialogue) as discourse.

In this section 3.6.3.3 evolution, I provide the background to the development of positioning theory, in section 3.6.3.4 concepts, I discuss several concepts of positioning theory that have developed in sociology since Wittgenstein’s initial work.

**3.6.3.4 Concepts of Positioning Theory**

In this section, I discuss concepts of positioning theory proposed by Harré and van Langenhove (1999), van Langenhove and Harré (1999), Tran (2007) and Zelle (2009), including how they relate to the investigation into CIS perspectives. The concepts discussed include local moral order, levels of interaction, selfhood and types of positioning. The position an individual negotiates during an episode of discourse, willingly or unwillingly depends on the status the individual holds in society, including the authority the individual has to discuss the issue. The authority an individual has to discuss an issue is the local moral order (Harré & van Langenhove, 1999), which changes during discourse depending on the topic of conversation and members involved. For example in a discussion between an English and mathematics lecturer, the local moral order changes depending on the topic. If the topic turns to calculus, it might be fair to assume the mathematics lecturer is authoritative based on their education and experience. However, if the discussion turns to issues of literature the local moral order shifts authority to the English lecturer and away from the mathematics lecturer due to their lack of experience or qualifications concerning literature.
The study of local moral orders as ever-shifting patterns of mutual and contestable rights and obligations of speaking and acting has come to be called ‘positioning theory’ (Harré & van Langenhove, 1999, p.1).

It is this constant change in authority, based on local moral order, that is the driving force behind positioning theory and gives the theory its name, as positions of authority change during discourse based on the topic and members involved. However, it is important to note that a member of a discussion can decline or elevate their position while engaged in discourse. Harré and van Langenhove (1999) said it was possible for an individual or institution involved in discourse to acquiesce, contest or subvert the position assigned to those engaged in contests of moral order. For example, CIS position when students engage in a discussion with the lecturer concerning issues of academic integrity, including referencing, collusion and plagiarism. In this instance, the moral order positions the lecturer as authoritative due to their experience and qualifications while the student due to their lack of experience or qualification positions as passive and subordinate. However, it is unlikely for these changes in position alone to change the underlying power relationship, although increased familiarity and consistent discourse between a lecturer and student might erode power relationships overtime.

The literature (van Langenhove & Harré, 1999; Tran, 2007; Zelle, 2009) describes several types of positioning available to those engaged in discourse, including first and second order, performative and accounting, moral, self and intentional positioning. However, Tran (2007) indicates the types of positioning engaged in between a lecturer and their student is likely to be intentional or moral positioning. Van Langenhove and Harré (1999) consider moral positioning as the positioning of people in relation to the local moral orders in which they undertake social actions. In regard to this research into CIS perspectives an example of moral positioning is the emphasis by a lecturer toward their students, that students not engage in violations, including colluding with other students or copying material from the Web without attribution. In this instance, moral positioning refers to the concept that in their role as lecturer it is their duty to warn students against violating policies concerning academic integrity.

According to Tran (2007), the type of positioning engaged in between a lecturer and their student is intentional positioning. Intentional positioning occurs when a party to discourse attempts to position the other to achieve an outcome or demonstrate the dominance of their position. Van Langenhove and Harré (1999) give an example of intentional positioning, ‘Smith can say to Jones ‘iron my shirt’, not because he really needs a clean shirt but in order to demonstrate or test his dominance of Jones’ (p.22). In the case of discourse between a lecturer and their students, an act of intentional positioning reminds the student of the authority of the lecturer and serves as a warning to the student against violating the
institution’s rules. A lecturer might say when distributing an assignment, ‘Of course you are aware that copying your answers from the Internet is likely to impact your grade’. Such a comment by the lecturer serves not only to warn students against plagiarism but serves as an intentional act of positioning, reminding the student of the lecturer’s authority at the appropriate time.

Van Langenhove and Harré (1999) identify the following categories for intentional positioning, deliberate self-positioning, forced self-positioning, the deliberate positioning of others and the forced positioning of others. Amongst the most common form of intentional positioning is perhaps deliberate self-positioning, undertaken by individuals of themselves. In data collected in this research, examples of such positioning include students that refer to past challenges with issues of academic integrity, including although people ask to copy their work they never let others see their work because they consider it wrong. In this research, a student might disclose this view in order to position themselves above the actions of those who engage in violations. In this case, the student emphasises their desire to take the ‘moral high ground’. Forced self-positioning differs as it involves another person or institution in an individuals positioning of themself. Forced self-positioning asks individuals to provide insight into their own position or perspectives. A question like ‘If Ming asks to copy your work how will you react?’ by a lecturer of a student is an example of forced self-positioning. In this case, the student knows the lecturer expects them to respond in a particular way. Therefore, the student’s position adjusts as the lecturer forces the student to respond in an anticipated manner.

The deliberate positioning of others causes another to change their position in response to the position presented by an individual. For example if a student was detected having copied the work of another by their lecturer, when they attend the lecturer’s office to discuss the issue the student might position themself in a manner to elicit a position of compassion from the lecturer and minimise the discipline they receive. For example, the student might position herself or himself as trying hard not to share their work, while pressure from peers is overwhelming. The student takes this position in the hope the lecturer will take a compassionate position and decrease the penalty imposed. Finally, the forced positioning of others is similar to the deliberate positioning of others, except it may involve the positioning of a third party. For example if two students were called to their lecturer’s office to defend themselves against accusations of collusion, in the presence of the lecturer one student might turn to the other and ask why did you copy my work? This is an example of the forced positioning of others, as the other student must now defend their action in front of the lecturer.
It is important to note that according to Harré and van Langenhove (1999) positioning takes place amongst actors located at the various ontological levels, including the interpersonal, institutional and cultural levels of interaction or as described by Zelle (2009) the micro, meso and macro. It is possible for individuals, institutions and societies to enter into discourse and position one another across these levels of ontology. For this research, actors residing on the personal or innermost ontological level include individuals such as parents, peers, employers and siblings. On the institutional level, actors include a student’s university or corporation, while on the outer or cultural level resides disruptive technologies, government, philosophy and religion. For example if an institution sends an induction pack to new students warning against violating academic integrity, this act positions the institution as authoritative and the student as subordinate. However, it is authority and not power that reverts when the institution seeks feedback from students regarding lecturer evaluations, which represents a form of discourse between the individual and institution. In this case, the local moral order shifts the position of the student to one of authority and the institution to subordinate as the institution is now dependent on the student for a reply.

3.6.3.5 Interpretation of Positioning Theory

Interview data analysed via the ASQA process reveals what CIS think about issues of academic integrity. However, the ASQA process does not conceptualise why students think the way they do about issues of academic integrity. One of the primary aims of this research is to comprehend who/what the significant influences on CIS perspectives are and how much influence they have. Significant questions for this research include are CIS influenced through interactions with academic staff and institutions, friends and peers, parents and siblings and what role do corporations and governments play in reducing copyright violations or influencing perspectives of academic integrity.

The interpretation of positioning theory used here expands on the work of Harré and van Langenhove (1999), particularly their illusion to the ontological divisions of society into compartments or levels in relation to those positioned. Harré and van Langenhove name these ontological divisions interpersonal, institutional and cultural and suggest that actors locate at each ontological division and all play a role in changing or enforcing the view of those positioned through discourse. In this scenario, individuals at the centre, position in response to the flow of discourse and changes in moral order by actors located at the ontological levels. A basic representation of positioning theory might see an individual surrounded by three concentric circles representing the rings of ontology on which actors sit and position others through discourse. The figure below depicts this concept in its simplest form.
In developing an interpretation of positioning theory, I acknowledge that Harré and van Langenhove (1999) consider it unlikely that society divides into interpersonal, institutional and cultural levels. Harré and van Langenhove (1999) said, ‘We do not think that society can be split up into three ontologically distinct levels (each with its own discipline: psychology, social psychology and sociology)’ (p.10). However, the division of interaction into levels is useful in isolating where actors interacting with the positioned reside in terms of their hierarchy of consequence and importance. Therefore, I conclude that the levels of interaction depicted by the rings of ontology actually form part of an individual’s reality and not society, as people position based on the strength of an actor and their success in negotiations of moral order with that actor. Negotiations depend on status and the level of influence or respect the positioned allows an actor to have on them or the physical location of the actor itself. The scenarios discussed below vary for each participant as some individuals have more interactions and a greater number of actors on their ontological rings. While others engage in limited discourse with a limited number of actors and consequently have fewer actors on their ontological rings.

The interpretation of positioning theory developed for this research conceptualises data collected from academic and student participants. While the interpretation itself is similar in concept to Newton’s gravitational forces on the planets. Rearranging the traditional concepts of positioning theory to use elliptical rings to surround the positioned conveys more information. Information like the influence an actor has on the positioned by physical location, the state of an interpersonal relationship or the amount of influence ones own dialogue or memories have on the positioned through internal discourse. An examination of the data indicates that the mother actor is often a significant influence on student participants.
Although the mother actor may be a significant influence on a student in their home country it is possible for a mother’s influence to diminish when the student relocates for study, seeks greater independence, new peers and spheres of influence.

The figures below show an interpretation of positioning theory, including actors and the elliptical rings of ontology. Figure 3 depicts the influence the mother actor has on the positioned in the home country. The figure displays a number of other scenarios, including the diminished role of government and the increased role of previous peers when the positioned revisits their home country.

![Elliptical Positioning Theory](image)

*Figure 3: Elliptical Positioning Theory (Significant Mother Actor)*

Notice this interpretation of positioning theory indicates a large mother actor in close proximity to the positioned. In this instance, the student has returned home where the mother has an opportunity for significant discourse with the positioned and is therefore influential on the student’s perspectives. Notice that when a student returns to their home country the influence of their Melbourne based peers diminish moving further away on the elliptical path of the interpersonal ring. In figure 4 you will notice that when the positioned returns to Melbourne, actors that moved away and decreased in influence while the student was in their home country move back along the elliptical path toward the positioned and grow in size to depict increased discourse with the positioned. While subsequent changes in the local moral order, see certain actors grow in authority against the positioned.
I suggest using the established concepts of positioning with these figures to examine data provided via the ASQA process to conceptualise an actor’s influence on the local moral order via discourse with the positioned. Without the development of figures that display the location and size of actors on the ontological rings it would be difficult via text alone to elucidate changes in moral order and those engaged in discourse. It may take several hundred words to explain the location of actors on the elliptical rings, including their size and influence. While as data is analysed these figures develop so that at the end a story is told, including which actor was influential based on their location or current relationship with the positioned, for example, if the positioned student talks about the role of a significant actor in changing their perspective towards academic integrity such as an engaged lecturer. The lecturer actor moves closer to the positioned student at a specific time and increases in size to reflect changes to the local moral order or increased influence via discourse with the positioned. Again, like the ASQA process the researcher envisages software could play a significant role in developing and representing this interpretation of positioning theory, including identifying actors and their relationship to the positioned. Software could track changes in the local moral order and episodes of discourse throughout the analysis and be replayed to depict how an actor moved or changed in significance at a specific time. Such an animation might parallel the orbit of the planets around the sun, as seen in an animation depicting the movement of celestial bodies in the solar system.

In this section, I introduced the interpretation of positioning theory used to conceptualise CIS perspectives. In section 3.6.4, I reconcile the interpretations of the theories presented in this framework, including amalgamating grounded and positioning theory to form a trans-disciplinary framework for analysing and conceptualising qualitative data.
3.6.4 Trans-disciplinary Framework

Section 3.6.1 addresses the need to develop a framework to analyse data collected in this research. I discussed the importance of using more than just one tool to analyse and conceptualise qualitative data collected via two rounds of in-depth interviews with CIS and a single round of in-depth interviews with six lecturers of CIS. In section 3.6.2, I detailed the significant concepts and proponents of grounded theory, including the idea that in this case grounded theory on its own was unable to produce insights into how and why students formed perspectives of academic integrity. In section 3.6.3, I introduced Harré and van Langenhove’s positioning theory, including its major proponents like Davies and Moghaddam. While noting positioning theory has a significant historical basis in the work of the constructionists Bakhtin, Foucault, Vygotsky and Wittgenstein. Like grounded theory, positioning theory is good at determining how and why CIS develop their perspectives but perhaps not as effective as grounded theory in identifying what CIS think. Using a combination of grounded and positioning theory enables the discovery of what CIS think, where they obtained their views and how they formed their perspectives. Influences on their perspectives could have developed in the early years of their education or through interaction with actors like parents and teachers or exposure to societal influences like corporations, governments, philosophical and religious beliefs.

A thorough approach to analysis and conceptualisation lies in using a combination of theories to interpret and derive meaning from qualitative data and in order to use the theories I interpreted and adapted them both. In the case of grounded theory, the adaptation called ASQA draws on Strauss and Corbin’s stepwise and structured approach to analysis. While the contribution to positioning theory was to use elliptical rings around the positioned and to map ASQA data to figures used to explain the interactions of actors identified in the data in relation to the positioned, including to what extent these actors influence the positioned through discourse. Next, I combined these adaptations to form a trans-disciplinary framework for analysing and conceptualising qualitative data.

The first step to analysing data using the trans-disciplinary framework is to adhere to the ASQA process for both rounds of student interviews and the single round of academic interviews. Briefly, this involves deriving axial codes from the specific research questions, reading the data and assigning open codes to axial categories. See figure 1 for a detailed depiction of the ASQA process. Due to the nature of the ASQA process, this analysis is clinical, revealing only what participants think about issues of academic integrity. At this point, the data does not indicate why participants think what they do, how they formed their
views or who were the significant actors that influenced their perspectives. At this point ASQA derived analysis passes to the next stage of the trans-disciplinary framework for conceptualisation.

The second stage of the trans-disciplinary framework is an interpretation of positioning theory developed for this research. This stage involves reading the ASQA derived analysis to identify how and why research participants are influenced, including who are the significant actors, people, institutions and cultural elements that cause students to hold the views they do. Specifically this involves drawing figures that depict who, when and how actors come together to influence participant perspectives through discourse and challenges to moral order. By constructing figures depicting the scenarios described in the data it is possible to understand what is happening at a point in time, including who influenced the participant, how much influence they exerted and what the other actors were doing in terms of positioning and discourse.

The final step in the trans-disciplinary framework is conceptualisation, by combining the ASQA data with the positioning figures to produce an analysis capable of answering the research questions, including what are the participant’s perspectives, why do they hold these perspectives and which actors contributed to creating these perspectives. Combining the ASQA and positioning interpretations helps to answer these critical questions, while it is possible to understand that these views change over time by examining a second round of interview data. This second round of interview data is vital to determine how student’s reposition, while time itself may be an actor on the elliptical rings of ontology (participants reality) with its own discourse with the positioned. Tran (2007) supports the view that time changes perspectives, saying ‘Initial positionings can be challenged and this leads to the possibilities for individuals to reposition themselves, thereby reconstructing their identities’ (p.99).

In a variety of ways social science research reflects attitudes, perspectives and issues in society influential at the time of writing. At the time of writing this thesis, in the early years of the second decade of the twenty-first century an issue of change is the impact of social media, including Facebook, Twitter and YouTube on our society. Specifically that social media is undermining traditional concepts of positioning and the negotiation of moral order between actors on the rings of ontology. Social media enables actors on the interpersonal ring to engage in discourse with others, not authorised via actors on the outer rings. Traditionally, cultural and institutional actors had a role in the discourse and negotiations of moral order on the positioned and actors on the personal ring. An example of this is actors on the personal
ring engaging in discourse using actors like Facebook located on the institutional ring, which bypass traditional discourse and established moral order with actors located on the outer or cultural ring, including governments and institutions like the courts.

It remains inconclusive how successful actors on the outer rings, including governments and the courts, will be at re-establishing their place in the discourse and moral order between actors on the personal and institutional rings that reside outside of the legal jurisdiction of actors located on the cultural ring. This relatively new scenario of discourse and positioning may have implications for traditional concepts of positioning theory. The figure above is an attempt to describe this scenario of discourse between actors on the personal ring with actors like Facebook on the institutional ring that bypass established moral order and discourse with actors on the cultural ring.

3.7 Conclusion

Chapter 3 presented the research methodology developed to elicit and comprehend CIS perspectives of academic integrity. Specifically this chapter detailed the use of semi-structured in-depth interviews to obtain information from CIS and the lecturers of CIS concerning perspectives of academic integrity. This chapter detailed the invitation and selection of research participants, including challenges experienced in obtaining participants. It also addressed the undertaking of a pilot study to refine the methodology and research questions. Importantly chapter 3 describes the approach used to attract student participants, including offering a supermarket voucher to students completing both rounds of interview
questions. Section 3.4 discussed in detail the use of positioning interviews with students as a means of ascertaining how positions may change overtime and as a means of qualitative triangulation, ensuring consistency in answers given to first round questions.

Finally, chapter 3 details the need for a framework to better comprehend the complexity of participant data. In a world of changing technology, increased mobility and societal change, including the increased wealth of Chinese families accompanied with a desire for their children to study abroad and standout in an age of increased competition, participant data has many variables. To evaluate such complexity, the creation of a framework based on grounded and positioning theory called the trans-disciplinary framework enables me to determine not only what current CIS perspectives are but also how CIS obtained these perspectives, including who were the significant contributors to the formation of these perspectives. In chapters four and five, I use the trans-disciplinary framework to analyse the data from semi-structured in-depth interviews with Chinese international students and lecturers.
Chapter 4: Chinese International Students of Business

4.1 Introduction

This chapter examines the perspectives of eight undergraduate CIS of business concerning academic integrity. This study captures the views of eight CIS taken at two points in time separated by a minimum of six months. The trans-disciplinary framework amalgamating grounded and positioning theories developed for this research provides conceptualisation of data derived from two rounds of interviews with student participants. Analysis shows CIS perspectives to be diverse amongst the views of participants from the same or similar cultural groups. However, although student perspectives appear diverse there is a degree of commonality between perspectives informed by cultural principles, including collectivism, filial piety and work ethic.

To determine what influences CIS perspectives this research examines five catalysts, including mobility, parents and peers, philosophy and religion, technology and copyright. Although to varying degrees individual catalysts influence participant perspectives, deeper analysis provided by the trans-disciplinary framework reveals catalysts are hierarchical and not mutually exclusive. Although issues of mobility, including increased independence influence the students’ perspectives it appears the concurrent presence of multiple, interacting catalysts has the greatest influence on CIS. For example, student mobility teamed with Confucianism and the indoctrination of parental values increases CIS propensity to assist CHC peers. Although assistance may appear largely due to Confucianism, including collectivism, obligations to assist and save face, without the presence of additional catalysts like mobility or the indoctrination of parental values it appears CIS are unlikely to assist one another. Likewise, the influence of copyright violation on perspectives is unlikely to influence students without an accompanying exposure to technology and vice versa. Therefore, this research recognises the significance of multiple interacting catalysts rather than the limited influence of a single catalyst on CIS perspectives.

By undertaking two rounds of interviews separated by a period of six months this research uses positioning to examine if change occurs in perspectives overtime. For the most part, there was little transition in perspectives, perhaps due to several of the participants of this research having studied in Australia for a number of years. However, in some cases participants experienced a change concerning their willingness to assist peers. Participants that acted as ‘active agents’ (Tran, 2008), revealed they manipulated the academic environment for their benefit and appeared likely to experience a change in perspective between interviews. This change in participants that exerted effort to control their academic
and social environment, including their development of strategies to avoid violating academic integrity while appearing willing to assist and save face may be attributable to unsustainable pressure by peers to collude. In contrast participants that did not present as ‘active agents’ were not vulnerable to exhaustion in the face of relentless requests and therefore experienced little or no transition between interviews.

This chapter divides into nine sections. The first eight provide an analysis of each participant’s perspectives on academic integrity. Each analysis begins by introducing the participant, including where they are from, what business discipline they study, the year they are in and an approximation of age. The introduction includes how long the participant has studied in Australia at the time of taking part in this research and whether they undertook high school in Australia, a factor that appears to have a significant bearing on CIS perspectives. This research aims to analyse how the catalysts mobility, parents and peers, philosophy and religion, technology and copyright affect CIS perspectives of academic integrity. In accordance with the maxim ‘a picture is worth a thousand words’ each catalyst contains a figure depicting the positioning occurring in the discussion, including identifying significant actors and where they reside at the ontological divisions in a participant’s reality. These figures depict episodes of discourse between actors and the participant. Each analysis examines a variety of factors outside of the main catalysts and discusses any repositioning that occurs between interviews. Finally, the chapter ends by revealing implications for educators identified by participants in answering the second primary research question, ‘How can host country educators, universities and policy makers enhance the educational experience of CIS in relation to issues of academic integrity?’ This section reveals strategies lecturers can employ to improve educational outcomes for CIS in relation to violations, as suggested by the CIS themselves.

4.2 Ching-ya

4.2.1 Introduction

Ching-ya from China was in the second year of an undergraduate degree in Accounting at the time of her initial and positioning interviews. She did not study high school in Melbourne and had spent a total of two years studying in Australia. In her initial interview Ching-ya expressed strong views against plagiarism, including it was unfair to the person that did the work, saying ‘I hate that it is unfair’. Ching-ya’s English proficiency was average and admitted having trouble when first learning to reference, saying ‘When I started to learn referencing I was terrible’.
Ching-ya was one of three students from China interviewed as part of this research. Of particular significance were Ching-ya’s insights into difficulties experienced by Chinese students, including pressure to excel, please parents and gain a place in the Chinese university system. Ching-ya’s interviews revealed the importance some Chinese parents place on their child’s education, including pressure associated with the nationwide university entrance examination (Gaokao).

The findings from the analysis of Ching-ya’s interviews contribute to knowledge in the field by showing how CIS principles of academic integrity erode due to persistent requests for assistance. Interestingly, willingness to violate academic integrity appears likely to occur in cases where both students come from a CHC. As was the case with English proficiency, there is an expectation that CIS will help peers facing difficulty possibly due to collectivism (Salili, 1996; Tang, 1996). Ching-ya’s analysis expands the literature by revealing how principles that guard against violations may falter when CIS feel obliged to adhere to cultural expectations to assist.

4.2.2 Mobility

In this section, I examine the influence of mobility on perspectives. Ching-ya’s data reveals mobility does not always concern CIS travelling to the West. Ching-ya shared her first experience of learning about plagiarism and referencing came via a Western teacher who travelled to China to teach. This teacher introduced Ching-ya to concepts of plagiarism and the requirement to reference. Ching-ya said, ‘I learned how to reference when I was in China because we had a foreign teacher and she taught us how to reference’ (Ching-ya Initial Interview, Appendix 5, p.271). Ching-ya indicates Chinese teachers did not teach students to reference because China lacked an adequate system to acknowledge others. Ching-ya said ‘Because in China there is no good system, no good way to teach students to write something that is not theirs’ (Ching-ya Initial Interview, Appendix 5, p.272). Ballard and Clanchy (1997) and Bloch (2008) support this view that China lacks an adequate method for attribution.

Ching-ya indicates if CIS struggle to comprehend issues of plagiarism and referencing when they arrive in Australia it is because there is no instruction on referencing taught in their home country. Adjusting to Australian requirements to reference means Chinese students undertake a significant transition. She reveals if CIS attempt to limit copying it is because they recognise that if they allow others to copy they risk their peer obtaining a better mark. Ching-ya said, ‘That is why other students choose to copy because they think if you copy and I did not copy maybe I will get a lower score than you so that is why they also copy’ (Ching-ya Initial Interview, Appendix 5, p.272). In this instance, Ching-ya ‘self and other positions’ (van
Langenhove & Harré, 1999) recognising students from China copy to remain competitive with peers who also copy. Ching-ya indicates this type of thinking is prevalent amongst students in the later years of school, because in China there is significant competition for a limited number of university places (Davey et al., 2007; Li & Bray, 2007).

Ching-ya shared it was due to mobility and travelling to Australia that she recognised she engaged in copying and plagiarism at home. In this instance Ching-ya ‘self positions’ (van Langenhove & Harré, 1999) recognising it was only by observing Australian standards could she understand the behaviour she engaged in at home was incorrect. Ching-ya said, ‘I did not think something was copying but in Australia it was copying’ (Ching-ya Initial Interview, Appendix 5, p.274). Ching-ya said, ‘We did not know that if we copied from a book or the Internet it was plagiarism. We had no idea about the definition of plagiarism or referencing. Coming to Australia has changed my perspective of copying’ (Ching-ya Initial Interview, Appendix 5, p.272). Ching-ya’s exposure to a different academic culture and self-positioning provided her with an opportunity to compare and contrast perspectives obtained in China to perspectives of academic integrity in another culture, causing her to recognise that what is acceptable in one culture may be unacceptable in another.

Ching-ya’s engagement with Australia demonstrated to her that unlike the Chinese system in which a lifetime of study rested on the outcome of an examination (Davey et al., 2007) here assessment spread across a variety of tasks. Ching-ya said, ‘The exam system in China is very strict you may do well in your homework but if you fail the examination you fail everything’ (Ching-ya Initial Interview, Appendix 5, p.273). Due to competitiveness and everything resting on a final exam, Ching-ya admitted that under these circumstances the consequences of failing would be catastrophic and would therefore collude or plagiarise. In this scenario, Ching-ya ‘deliberately self-positions’ (van Langenhove & Harré, 1999), this form of positioning reveals Ching-ya is driven to obtain her academic goals. Ching-ya is so driven that under certain circumstances, such as the risk of failure, she would abandon her principles and in a display of agency copy the work of peers. Ching-ya said, ‘If I did not finish an examination if I did not finish the paper it will be a disaster because you cannot change anything. In this situation, I will ask other students for help … I will ask them how you got this answer. I will discuss it with them because to fail an examination is a disaster’ (Ching-ya Initial Interview, Appendix 5, p.273).
Figure 6: Ching-ya’s Positioning (Mobility)

Ching-ya’s discussion on mobility primarily concerns comparison as her sojourn to Australia enabled her to compare Australia with China. Factors that influence Ching-ya’s perspectives include Australian techniques for teaching academic integrity, having a foreign teacher in China and competition amongst CIS peers studying in Australia, as increased individualism found in the West (Salili, 1996; Winter, 1996) acted as a catalyst for competitiveness amongst CIS. A compelling component of this discussion was that Ching-ya acknowledged engaging in violations of academic integrity while in China although she was unable to determine this until she had travelled to Australia for study.

4.2.3 Parents, Peers and Siblings

Findings in this section include the importance of Ching-ya’s father on her perspectives and strategies used to avoid collusion. Ching-ya’s principles appear influenced by her father who fostered within her a strong work ethic. Ching-ya said ‘My father always tells me that the work if it is yours if you choose to work at it if you choose to take it on then you have an obligation to excel at it and not just get a result. The process is more important than the result’ (Ching-ya Initial Interview, Appendix 5, p.272).

In Ching-ya’s case, her father has a significant influence on her, causing her to ‘force self-position’ (van Langenhove & Harré, 1999) this type of positioning causes Ching-ya to account for her behaviour. Ching-ya said, ‘My father told me the result is not important it is all about the process. I do not think I could copy because I do not think my father would support me’ (Ching-ya Initial Interview, Appendix 5, p.272). Ching-ya appears concerned at the prospect of admonishment by her father if she violates academic integrity, saying ‘I must show my father … that I am responsible’ (Ching-ya Initial Interview, Appendix 5, p.273).

Ching-ya was adamant she would not engage in collusion or plagiarism for two reasons, one it was no good for peers who wanted to plagiarise, two because it was unfair to Ching-ya for others to benefit from her work. Ching-ya said, ‘I will advise them if you have questions I can
help you. However you want to copy my work I am not pleased with that because it is no good for you and it is unfair to me’ (Ching-ya Initial Interview, Appendix 5, p.272). Ching-ya was critical of people who sought to copy, specifically peers that risk other students getting into trouble. In this instance, Ching-ya ‘deliberately positions others’ (van Langenhove & Harré, 1999) as she is critical about the behaviour of some CIS. Ching-ya said, ‘I have studied very hard to work out this result and you want to copy it and get the same mark as me. You want to copy and you do not want to know how to work it out. What does that say about you?’ (Ching-ya Initial Interview, Appendix 5, p.272). Ching-ya questions the morals of CIS who collude as van Langenhove and Harré (1999) said, ‘... such positioning can take the form of a moral reproach’ (p.27).

Ching-ya had developed a variety of excuses to reject requests without offending. One way Ching-ya did this was to tell peers her work was not of a standard they would want to copy. Ching-ya said, ‘I will tell them I do not deserve to show them my work’ (Ching-ya Initial Interview, Appendix 5, p.272). Ching-ya positions peers wanting to copy via ‘intentional positioning’ (van Langenhove & Harré, 1999) and in a ‘Machiavellian manner’ by attempting to divert the peer. However, Ching-ya recognises it is important to handle requests tactfully to save ‘face’. Salili (1996) and Biggs and Watkins (1996) highlight the importance of ‘face’ for CHC peoples. Ching-ya developed strategies to assist while avoiding showing her work, including offering to help without providing the solution. Ching-ya said, ‘I will ask them do you need help to solve the problem. ‘Can I help you?’ rather than just let you copy my work’ (Ching-ya Initial Interview, Appendix 5, p.272). Ching-ya resented accusations of being difficult, saying ‘I will tell them this because if you just refuse to let them copy they will think oh you are so hard you refuse to help me’ (Ching-ya Initial Interview, Appendix 5, p.272). In this scenario, Ching-ya develops strategies that enable her to appear helpful, save face and simultaneously avoid violation as Ching-ya appears to be an ‘active agent’ (Tran, 2008). According to Tran, students become active agents by exhibiting agency when ‘Interpreting conventional practices, mediating meaning and constructing their own academic world’ (p.247). Ching-ya becomes an active agent when she recognised the problem of needing to assist peers and develops a strategy enabling her to appear as though she is willing to assist while avoiding violation and ‘saving face’.

The consideration of ‘face’ in episodes of discourse amongst CHC peoples, including Ching-ya in her rejection of requests to collude is difficult to define (Ho, 1976). I consider ‘face’ to be a Confucian approximate to positioning engaged in by CHC peoples. Goffman (1967), defined ‘face’ as, ‘The positive social value a person effectively claims for himself by the line
others assume he has taken during a particular contact … An image of self, delineated in terms of approved social attributes’ (p.5). Therefore, the threat of loosing face is similar to a challenge in position like the prospect of loosing face, a challenge to position causes people to reposition, regain face and to establish a new identity.

Figure 7: Ching-ya’s Positioning (Parents, Peers and Siblings)

Figure 7 demonstrates the significance of Ching-ya’s father on her perspectives compared to her mother or parents combined. Likewise, the peer actor is sizeable due their pressure on Ching-ya to view her work. In response, Ching-ya develops strategies to avoid peers viewing her work and simultaneously attempting to ‘save face’.

4.2.4 Philosophy and Religion

Ching-ya provides insights into the influence of philosophy and religion on academic integrity, indicating she has little idea about philosophical influences on her perspectives. It appears Confucian principles, including filial piety and a strong work ethic influence why Ching-ya tries not to engage in violation. Ching-ya said, ‘I do not copy anytime because I would feel guilt towards my father and mother’ (Ching-ya Initial Interview, Appendix 5, p.273). Ching-ya’s respect for her father may be attributable to the philosophical principle of piety. Chow and Chu (2007), describe piety as ‘… how children should love and respect their parents as well as toward their ancestors. Chinese students seek to fulfil their filial obligation through academic achievement as an important form to repay their parents’ (p.93). Although some concepts of filial piety are universal, literature (Chow & Chu, 2007; Hui et al., 2011) consider filial piety indigenously Chinese.

Ching-ya positions herself and her parents simultaneously by ‘self and other positioning’ (van Langenhove & Harré, 1999). Ching-ya positions herself, saying she does not engage in violations due the influence of her parents. Simultaneously, Ching-ya positions her parents by
acknowledging that she does not engage in violations because she adheres to their values. Ching-ya had insights into where her perspectives originated, saying ‘For many Chinese students it relates to Confucius because there is an old book containing some regulations. These regulations told us if a son or daughter is not good, there is something wrong with their father or mother. That is why what I do now and in the future relates to my parents’ (Ching-ya Initial Interview, Appendix 5, p.273).

Ching-ya compared philosophical and religious beliefs, including guilt, saying about her parents ‘I love them and I do not want to feel guilty about what I do. I do not want to cause them any pain or shame because of the things I do. I try to consider them before I do things, which is something like religion’ (Ching-ya Initial Interview, Appendix 5, p.273). Piety influences Ching-ya’s perspectives, including reluctance to engage in collusion and plagiarism her quote indicates she does not engage in collusion or plagiarism out of respect for her parents.

Figure 8: Ching-ya’s Positioning (Philosophy and Religion)

Figure 8 indicates filial piety, Confucianism and work ethic influence Ching-ya. Parent actors appear large on the personal ring as Ching-ya’s parents, particularly her father helps her to form her perspectives and indoctrinate her with Confucian principles. In contrast religion appears small and distant as this actor appears to have little influence on Ching-ya.

4.2.5 Technology

Ching-ya identified technology as having both positive and negative influences on her perspectives. Like other participants, including lecturers, Ching-ya indicates technology is useful in helping find information during research. Ching-ya indicates technologies like social media make contacting friends and teachers easy even when a student is located in Australia and their teacher in China. Ching-ya said, ‘Technology can help you to find things for
assignments easily and quickly. Technology lets us contact friends and teachers far away and to ask them questions about examinations or papers’ (Ching-ya Initial Interview, Appendix 5, p.273). Like other participants, Ching-ya advocates a cautious use of technology believing students must discipline themselves not to use it to collude or plagiarise. Here Ching-ya ‘other positions’ (van Langenhove & Harré, 1999) by stressing students must use technology responsibly and not engage in violation, saying ‘… technology is good but the most important thing is the students must prevent themselves from using technology to copy or plagiarise’ (Ching-ya Initial Interview, Appendix 5, p.273). Lathrop and Foss (2000), Harris (2001), Carroll (2002) and Roberts (2008) all support Ching-ya’s view paralleling increased use of technology with increased violations.

Ching-ya did connect technology used to violate academic integrity with technology used to deter violations, including the institutional use of detection software. Although some authors (Harris, 2001; Chen & Ku, 2008) advocate the use of these tools, others Emerson (2008) and Introna and Hayes (2008) advise a cautious approach. Ching-ya indicates technologies that facilitate violations include email and social media and recognises that no matter what the technology it is a student’s responsibility not to collude or plagiarise.

![Diagram](image)

*Figure 9: Ching-ya’s Positioning (Technology)*

Figure 9 demonstrates how Ching-ya manly sees only one side of the influence of technology on academic integrity. Large actors like social media, email and the Web demonstrate how Ching-ya sees technology as an enabler of violations. The small actor plagiarism detection located far from Ching-ya on the institutional ring reveals the lack of influence institutional attempts to curb violations have on Ching-ya.

4.2.6 Copyright
In this section, Ching-ya sees no link between a willingness to violate copyright and a willingness to violate academic integrity. Ching-ya said, ‘This is a big problem in China because we think almost everything on the Internet is free and that we can use them or download them to your computer or MP3’ (Ching-ya Initial Interview, Appendix 5, p.275). Ching-ya recognised that copyright violation can have a negative impact on individuals and institutions, saying ‘In China we can download anything we want which benefits the consumer but does not benefit the company, the author or some singers so this is a big problem’ (Ching-ya Initial Interview, Appendix 5, p.275). In this instance, Ching-ya ‘deliberately self-positions’ (van Langenhove & Harré, 1999) by acknowledging the size of the problem, her role in the problem and the impact copyright violation has on content creators. According to van Langenhove and Harré (1999), ‘deliberate self positioning’ occurs when an individual expresses ‘personal identity through a display of self-consciousness and of agency’ (p.24). In this instance Ching-ya acknowledges the problem and her agency in its perpetuation.

Ching-ya distinguishes between copying goods and plagiarising school material. In Ching-ya’s mind, this distinction concerned the seriousness of the violation. Ching-ya saw all plagiarism as a violation because it involved schoolwork, while copyright violation involved only entertainment or saving money. Ching-ya said ‘Plagiarism is to increase your marks to get your degree or even make some money by selling papers. Downloading movies and music is just for fun for entertainment so it is okay’ (Ching-ya Initial Interview, Appendix 5, p.275). However, Ching-ya did acknowledge she saw copyright violation as problematic if she were to profit from things obtained free.

Although Ching-ya did not link academic and copyright violation, other participants, including lecturers did. It is likely Ching-ya’s did not see this link for a variety of reasons, including her upbringing or experience, including the length of time she spent in the West and her exposure to corporations endeavouring to protect profits. Here Bloch (2008), links copyright, plagiarism and culture, saying ‘This connection between concepts of plagiarism and concepts of intellectual property can give researchers an important perspective for overcoming the often simplistic way cultural differences in plagiarism have been viewed’ (p.224).
Figure 10: Ching-ya’s Positioning (Copyright)

Figure 10 represents how violations of copyright via the Internet influence academic integrity. Ching-ya reveals that discourse by actors, including Chinese corporations and the government was ineffectual or non-existent due to a lack of corporate influence in socialist market economies which is a view shared by other students including, Pui-lin and Wai-tat. Of importance was the lack of concern shown by Ching-ya toward content creators both individuals and corporations. It is difficult to comprehend how such a lack of concern in connection with reward for effort does not translate into academic violations as suggested by several lecturer participants.

4.2.7 Other Factors

Ching-ya reveals pressure associated with the Chinese entrance exams influenced attitudes towards academic violation. Two of the three Chinese students interviewed for this research said they studied in Australia because they had failed to gain a place at their parent’s university of choice. The third Chinese student said he studied in Australia, including high school to avoid the pressure associated with the Chinese entrance exams. Pressure associated with the exam was enough to change Ching-ya’s view toward violation. Ching-ya who generally opposed violation said the risk of failing the Gaokao and having no opportunity to study abroad would cause her to collude or plagiarise. In this instance, Ching-ya ‘deliberately self-positions’ (van Langenhove & Harré, 1999) by referring to events from her perspective and revealing her agency, saying ‘… it is very important that I do not get zero’ (Ching-ya Initial Interview, Appendix 5, p.274). Pressure on Chinese students to achieve success at university entry examinations is present in the literature.

The competitiveness of the exam means that teachers and parents place considerable pressure on their children to succeed in school, and exam preparation begins at an early age. It has been reported that children spend all of their time
studying, and this situation has recently been linked to psychological problems and even suicide’ (Davey et al., 2007, p.385).

Ching-ya revealed the guidance she received at her Australian university played an important role in helping her to understand academic integrity. Ching-ya said, at her university all students undertook computer based tests focussed on issues like plagiarism and referencing. ‘The test made you select answers to questions like is it copying if you bring something not permitted to an exam’ (Ching-ya Initial Interview, Appendix 5, p.274). Ching-ya thought the test was ideal because there were a number of difficult cultures at her university and this test ensured all students had the same understanding of these concepts. Ching-ya said, ‘As there are a variety of cultures at this university there may be different understandings of copying’ (Ching-ya Initial Interview, Appendix 5, p.274). Lathrop and Foss (2000), Harris (2001) and Carroll (2002) all recommend induction testing and information sessions pertaining to integrity.

Ching-ya revealed the approachability of a lecturer was important in avoiding violations. Ching-ya, constantly asked staff to confirm what she was doing was correct, saying ‘If I want to use a sentence from an article and I am unsure how to quote it I will ask my teacher’ (Ching-ya Initial Interview, Appendix 5, p.273). She indicates it is important for lecturers to be lenient in cases where students make mistakes. Ching-ya admitted to occasionally making mistakes referencing and to subsequent accusations of plagiarism. However, Ching-ya explained to her lecturer that she did not deliberately plagiarise, saying ‘I did download and paraphrase some articles but I tried to reference. I did not reference well I admit that but I am not trying to copy’ (Ching-ya Initial Interview, Appendix 5, p.274). Ballard and Clanchy (1997) and Schmitt (2005) recommend a cautious approach to discipline for violations, particularly amongst students whose first language is not English. However, Harris (2001) indicates there are times when lecturers must enforce penalties to deter others.

Initially Ching-ya thought penalties given to students caught plagiarising in Australia were too lenient. Ching-ya said, ‘… in the first lecture at university, they told us if you do this, you would receive a penalty. When we listened we did not think the penalties were serious but later when it happened we knew it was serious’ (Ching-ya Initial Interview, Appendix 5, p.274). In this instance, Ching-ya ‘self-positions’ (van Langenhove & Harré, 1999) and expresses interesting views concerning the consequences for students caught plagiarising, saying ‘Just for copying it is not necessary to kick them out of the university because they have other good characteristics. If the situation is serious, you can consider kicking them out but it is not necessary. Students have the right to study here and nobody should deprive them of the right to study because of a moral mistake’ (Ching-ya Initial Interview, Appendix 5,
p.275). Ching-ya indicates there needs to be consistency at Australian universities believing her university takes the issue seriously. However, in contrast, Ching-ya’s friends studying at other Melbourne universities thought their university did not take the issue seriously and that some students took advantage by copying. Ching-ya said, ‘… my university is famous for its standards. My friends at another university told me they did not care about it’ (Ching-ya Initial Interview, Appendix 5, p.274).

Figure 11: Ching-ya’s Positioning (Other Factors)

Figure 11 reveals other factors that influence perspectives. Key amongst these was educators being approachable. Ching-ya indicates induction is important to ensure students no matter their background had a similar understanding of academic integrity. The actor, ‘Local Consistency in Discipline’ by its size and position indicates Ching-ya did not feel Australian universities had a consistent approach. Finally, the significance placed on university entrance exams in China does affect perspectives. Rejection could see Chinese students do what ever it takes to ensure they achieve a place in a home country university.

4.2.8 Repositioning

Here I examine changes that took place in Ching-ya’s perspectives between her initial and positioning interview. Major findings of this section include of all CIS interviewed for this research Ching-ya undertook the most significant transformation. Ching-ya remained diligent, focused on her studies and committed to performing up to the expectations of her parents. However, the area in which Ching-ya transformed was in her resolve not to lend work.

Having spent only a limited time studying in Australia, including not undertaking high school here, Ching-ya transitioned as her perspectives of copying changed during this period. Ching-ya said, ‘I remember last time we spoke. I said, I tried to refuse giving papers to others but now I lend them although I am not happy’ (Ching-ya Positioning Interview, Appendix 5,
Ching-ya indicated this change in perspective was for practicality as pressure to share was considerable and peers judged you negatively if you resisted. Ching-ya said, ‘You just cannot keep refusing to lend your assignments because there is so much pressure to do so. If you will not share it hurts your reputation and I do not want to be that person’ (Ching-ya Positioning Interview, Appendix 5, p.277). This transition occurs due to ‘deliberate positioning of others’ (van Langenhove & Harré, 1999) as Ching-ya appears to be a victim of positioning by peers that engage in violations. This transition represents a significant change in perspective since her initial interview when Ching-ya said she spent time thinking of ways to reject others without offending.

Pressure to share must be considerable as Ching-ya indicated she was not concerned about accusations by her institution rather Ching-ya was concerned at negative judgements by her peers. Ching-ya said, ‘I have a friend who did not attend any classes for the semester and she did ask me for my paper but I refused. Now we are not friends anymore’ (Ching-ya Positioning Interview, Appendix 5, p.277). The reason Ching-ya gives for not helping was that the peer made no effort at all during the semester. This implies Ching-ya make a judgement as to who is worthy to receive assistance. Ching-ya’s positioning interview expands on concepts raised by other CIS concerning rewards for violation. Ching-ya reveals it is common for CIS to lend work to other for a reward. Ching-ya said, ‘People give you benefits if you help them with their schoolwork. Dinner in a restaurant is a popular payment for giving others your work’ (Ching-ya Positioning Interview, Appendix 5, p.277).

In her positioning interview, Ching-ya provided insights into issues faced by CIS concerning their need to undertake paid work and ‘self and other positions’ (van Langenhove & Harré, 1999) by sympathising with those who work and study. Ching-ya reveals some CIS remain in a cycle, receiving only enough money to pay for their tuition, which means students have to work to pay rent and their living expenses. Working meant less time for study and an increased need to copy from peers or the Web. Ching-ya said, ‘Often parents can only support their kids with the tuition fees but not the living expenses. Students have to work to pay the rent. Students are too busy working to attend lectures. Even though they want to attend they cannot and sometimes need your help’ (Ching-ya Positioning Interview, Appendix 5, p.277).

Ching-ya assisted peers in financial need to ensure they did not fail, saying ‘Teachers here should know it is a dilemma for students because they have to work to study while working decreases their chance of passing the subject and then they have to pay again’ (Ching-ya Positioning Interview, Appendix 5, p.277). Compassion shown by Ching-ya towards CIS is similar to those who indicated they assisted CHC peers at risk of failure for English
proficiency. Literature (Tang, 1996; Winter, 1996) associates this need to assist with a tendency towards collectivism amongst CHC peoples. Supporting collectivism as a reason why Ching-ya assists, Salili (1996) said, ‘Increased interdependence among individuals in the group, results in increased mutual obligation among members’ (p.86).

4.2.9 Summary

Important findings from this discussion include how people travelling from the West to China can influence CIS perspectives. Pressure experienced by Chinese students to obtain a university place in China is present throughout this analysis, including that CIS chose to study in Australia due to their inability to obtain a place at home. Ching-ya’s analysis reveals that some Chinese students did not know that some Western educators negatively judge the learning undertaken in their home country. Davey et al. (2007) are critical about Chinese teaching, observing it discourages class participation and encouraged consistent exam preparation. However, others, including (Biggs & Watkins, 1996; Volet & Renshaw, 1996) argue CHC techniques are effective and not inferior to that of the West.

Present in Ching-ya’s analysis was the influence of her parents, particularly her father on her perspectives concerning ethics and values. However, Ching-ya could cast aside values in situations in which she was at risk of not achieving her parent’s expectations. At times Ching-ya thought she needed to plagiarise in order to achieve the goals set by her parents, including undertaking Chinese university entrance examinations.

Unlike other participants, Ching-ya’s perspectives did change in the six months between her initial and positioning interview. This change in perspective highlighted the pressure CIS feel to assist. Interestingly, Ching-ya felt obliged to help peers who struggled to meet deadlines due to work commitments, which may be attributable to cultural expectations to assist. However, as observed by Ching-ya this only extended to students with legitimate commitments as Ching-ya appeared unwilling to assist CIS who made no effort even in the face of cultural expectations.

4.3 Lie-ling

4.3.1 Introduction

A female in her early twenties, Lie-ling from China was in the third year of a Bachelor of Commerce in Actuarial Studies at the time her interviews were undertaken. Lie-ling had studied in Australia for a total of four years. She did not study high school in Australia but did complete a year of foundation studies. Lie-ling intended to undertake an honours year in Actuarial Studies at the completion of her degree. Lie-ling revealed she shared work amongst
peers, especially when working in small collaborative groups with roles delegated amongst members, depending on individual strengths.

This analysis contributes to the literature, identifying how some CIS work in small collaborative units not only in the area of school but in relation to who is best to provide income for the group, who is best to undertake household chores and who is best to provide transport for group members. This analysis expands the literature, demonstrating CIS attitudes towards the commoditisation of academic expertise for monetary gain and reveals confronting parental attitudes towards academic integrity.

4.3.2 Mobility

Lie-ling indicated the academic environment in China is so competitive she would be unwilling to lend work at home because it provided others with an advantage. Lie-ling said, ‘In China, I probably would not like someone to copy me, but here it does not matter. There are so many students in China and it is so competitive’ (Lie-ling Initial Interview, Appendix 6, p.283). Studying in Australia provides Lie-ling a sense of freedom not found in China, concerning sharing. Lie-ling thought increased freedom allowed her to discuss and share work with peers, which is something she could not do at home for fear of providing other students with an advantage. Lie-ling said:

I discuss work here with other students more than in China. In China, I do not discuss my work with the other students because that might give them an advantage. To be honest I would not want to share ideas with them. It sounds stupid but that is the environment there’ (Lie-ling Initial Interview, Appendix 6, p.284).

In this scenario Lie-ling ‘deliberately self-positions’ (van Langenhove & Harré, 1999), because by electing not to share she demonstrates personal agency. However, in an environment of decreased competition Lie-ling shares, because there is no competition for a short supply of university places. Such positioning indicates it is beneficial to share in Australia. Again, a display of agency as Lie-ling recognises by sharing she stands to build relationships that advantage her.

Lie-ling reveals there is an academic hierarchy operating amongst students in China that does not transfer to Australia. This may be due to increased camaraderie amongst CIS that relocate overseas. Lie-ling recognises that in China students at different levels of the academic hierarchy do not mix. Top students do not mix with average students who in turn do not mix with weaker students. According to Lie-ling, this hierarchy causes students in China not to share. Lie-ling says, ‘In China, top students hang out together, while the bottom students are the ones that make trouble and teachers do not like them’ (Lie-ling Initial Interview,
Appendix 6, p.284). Lie-ling indicates she and her peers are in the middle to higher levels of this hierarchy, although this was not enough for her to obtain a place at university. Lie-ling said, ‘My friends and I were in the middle to higher levels at high school but I did not get into the university my parents wanted’ (Lie-ling Initial Interview, Appendix 6, p.284). Lie-ling thought the academic hierarchy operating in China was in contrast to Australia, where CIS mingle and share regardless of capability. Lie-ling said, ‘In China, we get a list of who got what but here you never know’ (Lie-ling Initial Interview, Appendix 6, p.283). Here Lie-ling indicates that in China, everybody knows their fellow students’ position because teachers provide the students with a ranking. Abandonment of this hierarchy operating in China might be due to the majority of CIS studying in Australia being victims of the hierarchy itself, while travelling to Australia presents an opportunity to abandon the hierarchy. Lie-ling said, ‘As long as you get good scores and your friends are in a good position you should be happy and encourage each other’ (Lie-ling Initial Interview, Appendix 6, p.283) which represents a rejection of the hierarchy operating amongst CIS.

Like Ma et al. (2013), Lie-ling recognises that Chinese students often do not take the issue of plagiarism seriously. Lie-ling said, ‘When I came to Australia, I had problems with essay writing because plagiarism was a new concept to me … in China in high school, we did not reference. We knew we should not copy each other but no one ever said we should not copy from books or the Web’ (Lie-ling Initial Interview, Appendix 6, p.282). Western educators cannot assume knowledge of plagiarism or referencing exists amongst CIS. One element of plagiarism and referencing that confused Lie-ling was the need to support findings she considered common sense, saying ‘Sometimes lecturers here are overly concerned about referencing. Often we say things everyone knows is true and we still have to say where we got the fact’ (Lie-ling Initial Interview, Appendix 6, p.282). Lie-ling discussed how early in her degree a friend made a statement about Beijing being the capital of higher education in China. Lie-ling said the lecturer asked this friend to find a reference supporting this statement, which confused Lie-ling, as she believed all people knew this to be true and therefore did not warrant support.
Figure 12 visualises actors relating to mobility that position Lie-ling through discourse. When studying in Australia CIS engage in camaraderie not present in China due to the academic hierarchy, competitiveness and university entrance exams. Interestingly collectivism (Salili, 1996; Tang, 1996) appears significant when CIS study in Australia while actors like academic hierarchy, entrance examinations and peer competitiveness recede. Further research might examine whether collectivism increases in influence amongst CIS studying overseas. Likewise, CHC students may become dependent on one another to maintain cultural and language connections, corresponding with the simultaneous reduction in the size of actors like academic hierarchy and competitiveness.

4.3.3 Parents, Peers and Siblings

Lie-ling reveals her parents influence all she does academically. For instance, her parents decided what university she would attend in China based on its reputation. Lie-ling said, ‘… it is not about what I want because my parents choose the university based on its reputation and location’ (Lie-ling Initial Interview, Appendix 6, p.284). When Lie-ling failed to obtain a place, her parents decided she would attend university overseas. Lie-ling thought her parents displayed little confidence in her ability to obtain a place at university in China by telling her she had an eighty percent chance of attending a university overseas before undertaking the entrance exam.

Lie-ling indicates there is significant pressure on children to succeed in the eyes of their parents saying pressure comes from your parent’s colleagues in the workplace who also have university-aged children and are competitive about the university their kids attend. Lie-ling says, ‘It is competitive and they lose face if their colleague’s kids go to a better university than their kids. People are very proud of their sons and daughters there’ (Lie-ling Initial Interview, Appendix 6, p.284). Lie-ling indicated that when her parents learnt she did not
attain a place at university in China the atmosphere at home was uncomfortable. Lie-ling said, ‘I did not get in and they were disappointed and unpleasant towards me’ (Lie-ling Initial Interview, Appendix 6, p.284). This indicates Lie-ling’s parents engage in the ‘deliberate positioning of others’ (van Langenhove & Harré, 1999). This type of positioning shows Lie-ling’s parents took a stance at her perceived poor performance on the entrance exam. The stance taken was to create an uncomfortable atmosphere as a rebuke to her performance. Accordingly, such positioning may draw parties into confrontation.

Concerning her parent’s perspectives, Lie-ling revealed her parents would be disappointed if she copied or plagiarised others. However, Lie-ling believed her parents would not be disappointed for moral reasons or because Lie-ling negated the opportunity to learn. Rather Lie-ling thought her parents would be disappointed because it wasted their money if she did not absorb the material. Lie-ling said, ‘We pay lots of money to study here and should do the work ourselves. If you copy, you must at least go through the work yourself and discuss the answers with your friends because you must know what is going on’ (Lie-ling Initial Interview, Appendix 6, p.283). Interestingly, Lie-ling reveals her mother is guilty of taking her own colleagues’ work and not referencing. Lie-ling said, ‘… mum copies other peoples’ work all the time … when she does presentations at work, she copies from the Internet and other people all the time. She does not cite’ (Lie-ling Initial Interview, Appendix 6, p.283). Of course, her mother’s attitude towards copying may have a bearing on Lie-ling’s perspectives. Lie-ling said, ‘… my mum works for the Education Department. It is funny because she is in the Education Department but does not cite’ (Lie-ling Initial Interview, Appendix 6, p.283).

Peers appear to have a significant influence on Lie-ling’s perspectives as she admits to working in a group on individual tasks and checking answers against one another. Winter (1996), thought group work on individual tasks may be based on collectivistic principles adhered to by CHC students. Lie-ling said, ‘We work together all the time … we work as a group and check answers with others, we work together to make sure we get things right’ (Lie-ling Initial Interview, Appendix 6, p.282). Lie-ling was willing for peers to read her work and to paraphrase her answers. However, Lie-ling does stipulate that this often occurs to keep peers on side, her caveat being that if they copy she expects them to alter her work. Lie-ling said, ‘I do not feel it matters. Definitely, there is some keeping friends happy stuff in it probably … I do not mind if they copy so long as they do not get me into trouble. I am being honest but that is the truth’ (Lie-ling Initial Interview, Appendix 6, p.283). In Lie-ling’s case, it appears ‘maintaining face’ (Ho, 1976; Cheng & Wong, 1996) by being willing to help CHC peers contributes towards her violations.
Lie-ling admits to being among the better performing students of her cohort and to having contemplated writing other students papers for money. Lie-ling appeared to have given the idea considerable thought, including how to ensure the work was unique, how much she should charge to deliver a paper by the deadline and how much to charge for work based on the grade it would receive. Lie-ling said.

My friends sort of think we are okay and maybe we should start to write essays for other students, to earn money. We have not started this yet because it is a lot of work to write something because you need to make sure it is original and it takes a lot of time to do a whole essay. You can earn a lot of money doing this but I am not sure about the exact price. If an assignment is due in two days or due in five days there is a difference in price between promising an h1 or h2a’ (Lie-ling Initial Interview, Appendix 6, p.284).

Lie-ling has a remarkably open view of violation revealing she has friends who copied one another’s work and had to account for their behaviour. Lie-ling said, ‘I know two friends that copied each other and they had to go to kind of a court at the university where some lecturers judged if they had done something wrong. My friends were fine because their excuse was they were just working together. It was quite serious because they could have failed the subject’ (Lie-ling Initial Interview, Appendix 6, p.285). Lie-ling’s relaxed approach to violation and undertaking other students work for financial gain expands the literature concerning CIS perspectives of academic integrity.

![Figure 13: Lie-ling’s Positioning (Parents, Peers and Siblings)](image)

Figure 13 displays the influence parents and peers have on Lie-ling. There is no doubt Lie-ling’s parents influence her by demanding good results and university entry. However, Lie-ling’s parents provide mixed messages as they let workplace peers influence them and in the case of her mother act as a poor role model by undertaking violations. Unlike some participants, Lie-ling’s parents loomed large in expectation of good results and maintaining face amongst their peers, rather than for their support and guidance. Pressure to assist peers
appears significant for Lie-ling, especially in relation to her willingness to either share or undertake the work of others for money.

**4.3.4 Philosophy and Religion**

Lie-ling thought if a student were religious then it would influence whether they engaged in violation saying if a student’s religious literature said you should not copy then this could influence their behaviour. Lie-ling said, ‘Is there a sentence in the bible that says we cannot copy? If there is a sentence in the bible and someone is a strong believer then that person may not copy’ (Lie-ling Initial Interview, Appendix 6, p.284). However, Lie-ling said she knew students who had religious beliefs but interpreted the rules in a way that best suited them. Lie-ling said, ‘Some people I know are faithful and do exactly what they think is right, but as far as I know not in relation to copying. I do not know if there is a religious requirement that they do not copy’ (Lie-ling Initial Interview, Appendix 6, p.284). Lie-ling indicated she is an atheist and that religious values did not influence her behaviour.

Lie-ling did not link traditional Confucian values with her perspectives. However, there is evidence that she adheres to Confucian principles, including helping CHC students for reasons of collectivism, including benefiting the group rather than the individual (Tang, 1996). However, the Confucian principle of ‘filial piety’ (Chow & Chu, 2007; Hui et al., 2011) is difficult to apply to Lie-ling. On the one hand, Lie-ling honours her parent’s by working hard to attain good results. However, Lie-ling contemplates behaviours perhaps not condoned by her parents, including doing the work of others for money. Lie-ling’s duality sees her employ ‘second order positioning’ (van Langenhove & Harré, 1999), which occurs when Lie-ling rejects ‘first order positioning’, including moral instruction related to her behaviour. Lie-ling ‘second order positions’ when she rejects and renegotiates first order positions, including undertaking another students work for money.

![Figure 14: Lie-ling’s Positioning (Philosophy and Religion)](image)
Figure 14 presents Confucian principles in the form of actors, including collectivism, face and piety that influence Lie-ling’s perspectives. These three ‘Confucian’ actors appear large and close to Lie-ling as opposed to the actor religion, which has little bearing on her perspectives. However, Lie-ling revealed for some peers religion is influential on their perspectives and would therefore appear both large and in close proximity to that student.

4.3.5 Technology

Lie-ling considered software that checked student work against one another or the Internet as having a role in reducing violations. However, in her experience plagiarism detection software often returned false positives as all students either had the same questions, similar answers and references. Lie-ling said, ‘I think the detection software may not work because often the students have the same questions. The answers are always the same and the students get readings from the same list’ (Lie-ling Initial Interview, Appendix 6, p.284). Lie-ling thought technology enabled students to easily find and take information from the Web, which was good if the student cited. Lie-ling said, ‘Technology does make it easier for you to get sources from the Internet, which is good as long as you cite’ (Lie-ling Initial Interview, Appendix 6, p.284). In this instance Lie-ling ‘self and other positions’, which according to van Langenhove and Harré (1999) is reflexive ‘… when somebody positions somebody else, that always implies a positioning of the person him/herself’ (p.22). In this case, Lie-ling says technology is good for research as long as the student cites. In positioning, this might imply Lie-ling is referring to her behaviour when maintaining that if people do use Web resources it is important that they cite.

Lie-ling considered technology, including Web resources helpful, particularly when identifying the types of references required. Lie-ling said, ‘You can get lots of information on referencing off the Web … I remember receiving a link to a Website on plagiarism and referencing’ (Lie-ling Initial Interview, Appendix 6, p.285). Lie-ling used Google Scholar to conduct research for assignment papers, saying ‘I search the Web and it gives me the full citation while Google Scholar records the number of citations, which is more influential’ (Lie-ling Initial Interview, Appendix 6, p.282). Although not opposed to lending or creating work for others, Lie-ling appeared diligent in using of a variety of resources to conduct her research.
Figure 15: Lie-ling’s Positioning (Technology)

Figure 15 portrays the influence of technology on Lie-ling. The actor plagiarism detection is the smallest of all actors on the institutional ring as Lie-ling indicated detection software has little bearing on her perspectives. In her experience, detection software returned false positives due to her peers having similar work. However, Lie-ling though Web search, Google Scholar and technology used to aid with referencing were useful. Therefore these actors appear large and in close proximity on the institutional ring.

4.3.6 Copyright

Lie-ling considered that there may be a link between academic and copyright violation, although tenuous, saying ‘Perhaps there are some similarities, but until you mentioned it, I had not seen any relationship between downloading and plagiarism’ (Lie-ling Initial Interview, Appendix 6, p.285). Lie-ling was sceptical about linking academic and copyright violation as her motives for copying entertainment concerned minimising costs, saying ‘I do download movies all the time. It is wrong but it costs too much to buy the real thing’ (Lie-ling Initial Interview, Appendix 6, p.285). Perhaps Lie-ling took the link between academic and copyright violation literally as she was unsure how to credit the creator of a movie or music she had downloaded from the Web, saying ‘In a paper, I can reference but how can I reference a movie that I have downloaded’ (Lie-ling Initial Interview, Appendix 6, p.285).

Lie-ling made the point raised by other participants, which was students are selective about what they download, saying she would buy a real movie or music of an artist she wanted to support. Other students said they also purchased for patriotic reasons, including supporting home country artists. Lie-ling revealed this is also true of Australian students, saying ‘It depends on the movies you watch because my Australian housemate pays to see and even buys Australian movies to support the local industry but she downloads American movies to screw Hollywood’ (Lie-ling Initial Interview, Appendix 6, p.285). This rationale of using
copyright violation as a means of defiance against one culture imposing its values on another occurs in the literature as Bloch (2008) discusses how people may use violation to reject the imposition of foreign values.

Lie-ling saw a weak link between copyright and plagiarism as one related to schoolwork and was serious while the other related to entertainment and was not. Like other students, the reason Lie-ling did not associate the two was because everybody downloaded movies and music while comparatively few people colluded or plagiarised. Lie-ling reasoned there are checks in place to ensure students did not collude or plagiarise like detection systems or that the lecturer actually marks the student work. However, from her perspective there were no such checks or penalties in place to deter copyright violation.

The thoughts that make you download movies are the same thoughts that make you copy schoolwork from the Web. Nowadays many people are downloading and copying movies but not everyone is plagiarising or would risk being caught copying at school. It is because the penalties and consequences for the students are very different (Lie-ling Initial Interview, Appendix 6, p.286).

Here Lie-ling ‘forced self-positions’ (van Langenhove & Harré, 1999) indicating the role of positioning lies with someone other than the individual themselves. In this case, actors located at the institutional and societal levels like the academic institution, corporations and government position those who collude, plagiarise or download material via effective discourse. According to van Langenhove and Harré (1999), the institution has the power to judge the behaviour of those in and outside of the institution itself. Lei-ling argues the ability to judge is lacking by corporations and governments especially in relation to effective discourse to counter copyright violation.

Figure 16: Lie-ling’s Positioning (Copyright)

Figure 16 illustrates that links made between academic and copyright violation depend on the influence or lack of influence by a number of actors. Because Lie-ling anticipated
involvement from the educator, a threat of academic penalty by the educational institution and policing through detection software Lie-ling found it difficult to link academic and copyright violation. The reaction to academic violation by her educational institution is resourced and on a number of fronts, including threats of discipline and detection by the lecturer. This is opposed to corporate and government reactions to copyright violation with so little done in the way of detection or discipline that no parallel exists between the types of violation in the mind of the student. This is an excellent example of where Harré and van Langenhove’s (1999) positioning theory reveals direct impacts on the participant from episodes of discourse. If the educational institution were to remove its deterrents in the form of detection or threats of discipline and if corporations and government were to lift their level of detection and deterrent to that of the educational institution it is likely students would more easily observe links between these violations.

4.3.7 Other Factors

Other factors examined here include Chinese teacher attitudes towards referencing, student wealth and CIS hesitancy to seek extensions. In China some people consider information taken from books or the Web common knowledge and not necessary to reference (Ma et al., 2013). Lie-ling said, ‘It is different here because in China they consider stuff taken off the Internet or books to be common knowledge. They do not expect you to reference them’ (Lie-ling Initial Interview, Appendix 6, p.283). In contrast, she also thought students that copied one another were more of a concern to educators because copying represented an attempt to diminish workload, deceive the teacher or make tasks meaningless. Lie-ling said, ‘If you have copied from classmates, you have simplified everything, the work has become effortless and you will get into trouble’ (Lie-ling Initial Interview, Appendix 6, p.283). She thought teachers were less concerned about plagiarism because the act of searching to copy meant the student researched even if they attempted to take credit for it. Lie-ling said, ‘Teachers think if you use other sources even if you copy them then you have done some research. You have at least read and done more work than the other students do’ (Lie-ling Initial Interview, Appendix 6, p.283).

Lie-ling revealed wealth might influence academic integrity, which is a view shared by Galloway (2012) as it allowed students to undertake social activities, limited their time for study and increased plagiarism. Lie-ling said, ‘I am not saying poor students are better, I am saying wealthy students may be busy with social activities. Poor students may just stay at home and study most of the time. Wealthy students may not have time to do work and need to
copy from others’ (Lie-ling Initial Interview, Appendix 6, p.284). Lie-ling did not say whether she considered herself wealthy.

Lie-ling revealed she would never give up on a piece of work or accept no mark if she had mismanaged her time. However, she would not seek an extension, as it indicated she was irresponsible. Lie-ling said, ‘I would gather my friend’s essays, compare them and then write something up. I would not ask for an extension because I do not like to do that. I would not want my lecturers to know I had not finished my work on time’ (Lie-ling Initial Interview, Appendix 6, p.284). Lie-ling admits that in this scenario she would copy, would not accept zero or submit nothing. This view is similar to that of the other Chinese female Ching-ya who thought she would even have the support of her parents in her decision to collude in desperate circumstances. What is interesting about this is in the long term Lie-ling would rather risk being caught violating academic integrity than seek an extension. Here Lie-ling ‘intentionally self-positions’ (van Langenhove & Harré, 1999) which according to positioning theory means she tells herself a story to justify her actions. In this case, she allows herself to copy or plagiarise under ‘extreme circumstances’ whereby she casts aside her regular views that copying only cheats herself or negates her parents expenditure in order to justify copying the work of another and avoid submitting nothing at all. For each student I suggest that this threshold is different, for some it might be as soon as the lecturer disseminates a new assignment while for others, including Lie-ling it may be an hour or so before a deadline.

Figure 17: Lie-ling’s Positioning (Other Factors)

Figure 17 shows other factors as actors that influence Lie-ling. The distance from the positioned student to the actor, ‘Extensions’ on the ontological rings shows how this actor had less influence on Lie-ling. However, the actor ‘Educator Attitude’ is large and close to Lie-ling on the institutional ring and therefore represents a greater influence on her perspectives. This increased influence parallels what Lie-ling said about Chinese educators setting an early
and perhaps unhelpful precedent to Chinese students by only appearing concerned about copying and not about referencing or plagiarism. Interestingly the actor ‘Student Wealth’ appears large and close to the positioned on the personal ring as Lie-ling, thought wealth was a determinant of violation, although this view was particular to Lie-ling and not shared by other student participants.

4.3.8 Repositioning

In Lie-ling’s case, no significant change in perspective is apparent in the six months between interviews. However, Lie-ling’s positioning data provides additional insights into issues of academic integrity, including insights not discussed in the initial interview.

Lie-ling said in the first year of her bachelor’s degree students worked hard and there was little collaboration. However, she now works as one member of a group of five CIS. Lie-ling reveals how members of this group, herself and another student, undertake the academic work for the group while the other three undertake paid work, complete household chores or drive the other members where they need to go. Lie-ling said, ‘In my group, there are five of us but only two do the work. The other three just put down their names and often do not show up … I help in class with their school stuff and they always help by driving or buying me things’ (Lie-ling Positioning Interview, Appendix 6, p.287). Lie-ling indicates the members of her group that undertake paid work, complete household chores or provide transport are accepting of this arrangement. Unlike Lie-ling, the other students are only interested in passing and not undertaking honours. Lie-ling said, ‘Their marks are not fantastic, averaging only about sixty-five percent … often people just want to get through school and work while they are here’ (Lie-ling Positioning Interview, Appendix 6, p.287). Lie-ling said three members of this group do attend lectures and tutorials but never contribute, ‘All the people in our group are happy this way. The others do the practical stuff like shopping, driving or earning money and two of us do the theoretical stuff like assignments and studying’ (Lie-ling Positioning Interview, Appendix 6, p.287).

These revelations extend the literature due to the extent of collaboration present under the hospice of collectivism. Salili (1996), Tang (1996) and Winter (1996) discuss collectivism amongst CHC students although the extent of the collaboration expressed by Lie-ling is not present in the literature. Lie-ling reveals this level of collaboration amongst CHC students is not unique to her group and is beyond what lecturers assume is occurring, saying ‘Our group shares everything. I have no idea if the lecturers know the extent of the copying but it is a lot. Other people we know also work like this’ (Lie-ling Positioning Interview, Appendix 6, p.287).
In the initial interview, Lie-ling indicates her parents may not have a consistent or predictable view of violation. However, in the positioning interview Lie-ling expands on this, revealing appealing to a student’s parents may not necessarily counter violation because the parents view may be to condone collusion or plagiarism rather than have the student achieve a lower mark or no mark at all. Lie-ling said, ‘… my parents care how I get my degree but they may not support the lecturers view. I am sure my parents would rather that I check my answers with my friends and copy to get ten out of ten than to try to do it myself and get five’ (Lie-ling Initial Interview, Appendix 6, p.289). I now recognise parental condemnation of violations may not be universal as I assumed. Literature concerning parental attitudes to violations needs expansion, while these attitudes may not be exclusive to parents of CHC students. Lie-ling says, ‘some parents would say, ‘Copying for ten is not moral. It is more ethical to do the work yourself but this is not how mine might think’ (Lie-ling Positioning Interview, Appendix 6, p.289). Here Lie-ling ‘deliberately positions others’ (van Langenhove & Harré, 1999) this type of positioning sees an individual take a stance at the behaviour of another. In this case, Lie-ling takes a stance at the behaviour of her parents for their attitude that it would be better for her to copy than to achieve a lesser mark or fail. Van Langenhove and Harré (1999) say such positioning can take the form of moral judgement, which is the basis for Lie-ling’s disclosure about the attitude of her parents.

Lie-ling revealed she takes part in a number of social activities to help improve her English, including interacting with local students, saying ‘I have worked hard to improve my English, which is better than the other people are because I get involved and take part in activities. English ability depends on what you do here and if you get involved with local students’ (Lie-ling Positioning Interview, Appendix 6, p.287). Gu, Schweisfurth and Day (2010) indicate communicating with locals can improve CIS English proficiency during their sojourn to the West while Wright and Schartner (2013) recognise that international students face significant barriers to forming relationships with English speakers when studying overseas. Although this did not appear to be the case with Lie-ling, others interviewed as part of this research, including Ching-ya felt they did experience such barriers.

4.3.9 Summary

In the initial interview, Lie-ling reveals there is a changed attitude to assistance and sharing occurring amongst CIS and that this shift in attitude is due to more than just collectivism. Lie-ling indicates CIS studying in Australia feel free, no longer burdened by the academic hierarchy found in China, parental pressures and expectations for exam success. Lie-ling’s
data reveals camaraderie does exist amongst CIS studying away from home, as they look more to one another for support than they do in China where family is at hand. 

Lie-ling reveals CIS parents pressure children to do well at university in order to gain and maintain face amongst their co-workers. In Lie-ling’s case, religious influence appears insignificant although philosophical influences on her perspectives in the form of Confucian principles like collectivism, face and filial piety are influential. However, as was the case with other participants Lie-ling appears uncertain at the origin or extent of these principles on her actions. 

Where Lie-ling’s analysis may advance the literature, is in relation to CIS preparedness to violate academic integrity by completing the work of others for financial gain. Lie-ling’s analysis showed that she and her peers had given this considerable thought. The other area in which Lie-ling’s analysis may add to the literature is the extent to which some CHC students will go when undertaking group work. Lie-ling’s analysis showed that for some, collaborative work goes beyond examining each other’s work in the library and becomes a lifestyle. This entailed determining the most effective team member to deliver the service, including earning money, providing transport, doing chores or undertaking schoolwork. 

Another area in which Lie-ling’s repositioning extends the literature concerns attitudes of CHC parents. Leung et al. (2010) present CIS parents as the providers of morals and wisdom. However, in Lie-ling’s case her parents not only condone violations they encourage them if it helps their child to obtain a better mark. In this instance, Lie-ling’s parents may be the exception as Lie-ling admitted that her mother worked for the Education Department and is prone to taking the work of colleagues without attribution. 

4.4 Oi-mun 

4.4.1 Introduction 

At the time I interviewed Oi-mun, she was undertaking the second year of a degree in marketing. Oi-mun from Hong Kong had studied in Australia for eight years, undertaking high school at a Melbourne girl’s school. She had cousins in Melbourne, an active social life, a part-time job, lived with a host family and had Christian beliefs. Oi-mun hoped to remain in Australia to complete further studies at the end of her current degree. Oi-mun appeared diligent, hardworking and self-critical, saying, ‘I do judge myself harder than the way I judge other students’. Oi-mun had knowledge of the Hong Kong education system at a primary level, familiarity with the Australian secondary school system and firsthand experience with issues of mobility, including host family living, part-time work and pressure to collude.
Oi-mun’s initial and positioning interviews address the specific research questions and detail her experiences of negotiating a position in relation to the demands of friends, group members and acquaintances that wanted to engage in unauthorised collaboration. This analysis reveals the struggle Oi-mun endures to remain loyal to her perspectives in the face of positioning from peers that do not hold similar views, concerning loaning work.

4.4.2 Mobility

In this section, I examine English language proficiency as it relates to issues of cross-boarder mobility. Here Oi-mun identifies influences on CIS perspectives associated with mobility. Among these influences is the level of English proficiency of CIS studying in the West. In her opinion, one of the reasons why CIS engage in plagiarism is the difficulty they experience expressing themselves. In support of this, Oi-mun said ‘Whether or not you copy has more to do with how good you are at English’ (Oi-mun Initial Interview, Appendix 7, p.293). Oi-mun indicated difficulties adjusting to the Australian culture and colloquial English were not limited to peers, saying ‘I struggled with language and cultural differences in the first few years of high school’ (Oi-mun Initial Interview, Appendix 7, p.294). Fortunately, for Oi-mun she undertook high school in Australia and adjusted before university. The literature (Johnson & Ngor, 1996; Ballard & Clanchy, 1997) indicates some CIS struggle with teaching undertaken in English. Supporting this Carroll (2005) said, ‘Before they travel to a Western university, many students assume their training in English as expressed in their test score will give them enough language capacity to cope … on arrival, they suddenly meet real English’ (p.38). Confirming this link between English proficiency and plagiarism is the 2008 quantitative study by Chen and Ku involving 235 English as Foreign Language (EFL) students. A finding of their study was ‘English proficiency was one of the key factors that triggered plagiarism’ (p.85).

Although Oi-mun identified English proficiency as an influence on CIS perspectives, we should not assume Oi-mun rejects requests for assistance. Van Langenhove and Harré (1999) indicate those involved in acts of deliberate self-positioning often attempt to obtain certain outcomes, therefore in bi-directional episodes of discourse like this Oi-mun is willing to assist CIS peers with English issues. Van Langenhove and Harré (1999) reinforce this, saying ‘We are now introducing an element of deliberate intention into this structure … one could intend to adopt a certain position (and to locate someone else relative to it)’ (p.25). Previous research (Johnson & Ngor, 1996; Ballard & Clanchy, 1997; Carroll, 2005; Chen & Ku, 2008) support Oi-mun’s view that English language proficiency influences perspectives of academic integrity.
Figure 18 depicts events described in the discussion on mobility, particularly that the English proficiency of others position Oi-mun, influencing her perspectives. The discussion indicates CIS with poor English require help from CIS proficient in English who understand cultural differences. Therefore, newly arrived students seek out fellow CIS to assist them with work. This positioning occurs by peers located on the personal ontological ring that influence the positioned and locate close to Oi-mun in the centre of the figure. Note discourse between Oi-mun and the actor is bidirectional as Oi-mun has the opportunity to negotiate or reject the positioning deployed by peers.

4.4.3 Parents, Peers and Siblings

Parents, peers and siblings appear to influence a number of the CIS who took part in this research. One influence in relation to perspectives was the perceived need of Oi-mun to assist CIS peers. In the section on mobility, I discussed issues of English proficiency in relation to the influence others had on Oi-mun. However, here I examine the issue from the perspective of Oi-mun and identify a perception that in someway Oi-mun is obliged to assist CIS peers. Oi-mun commented, ‘I will help and show my work to Chinese students with poor English’ (Oi-mun Initial Interview, Appendix 7, p.293). However, in contrast Oi-mun appears hesitant to share work with students struggling with other issues. Oi-mun said, ‘I do not want to give the work away that I have spent a long time doing’ (Oi-mun Initial Interview, Appendix 7, p.292). Oi-mun’s perspective appears arise from a sense of fairness as she feels it is unfair for CIS peers to fail due to a lack of English proficiency, saying ‘It is unfair that friends should fail due to their lack of English skill’ (Oi-mun Initial Interview, Appendix 7, p.293). In this case, a lack of English skill amongst peers is a catalyst for Oi-mun’s perspective as she is unwilling to assist in relation to issues of time management, saying ‘It is frustrating because the same people always leave it to the last day’ (Oi-mun Initial Interview, Appendix 7, p.292).
In light of the identification in the section on mobility that Oi-mun positions as willing to assist CIS peers with poor English, literature, including Biggs & Watkins (1996), Salili (1996), Tang (1996), Winter (1996) and Bloch (2008) is used to comprehend why Oi-mun assists one group over another.

CIS and the boarder Chinese community may have a different approach towards supporting one another than that experienced by Western people. This different approach may influence Oi-mun’s perspectives towards assisting CIS struggling with English proficiency. Salili (1996) felt this difference in perspective toward cooperation amongst group members is attributable to the collectivist nature of Chinese society. Tang (1996) indicated members of the Chinese community often express collectivistic principles, including emphasising a successful outcome for the cohort over the individual success of its members. As a result, Oi-mun positions herself as being willing to assist CIS struggling with English that risk affecting the success of the cohort. The collective attitude that seeks to support members of the cohort is significantly different to Western values of individualism, where members desire to stand apart from the group (Winter, 1996). Oi-mun supports members of the group through her willingness to assist, because she recognises CIS desire to save face (Biggs & Watkins, 1996).

Perhaps Oi-mun is willing to assist, knowing that other members of her cohort would do the same for her. Therefore, there may be increased collectivism amongst CIS peers compared to the West. On this, Bloch (2008) said:

> While China has a long tradition of literacy, the importance it places on collectivism is dichotomous to the Western concept of individualism. Perhaps this collectivistic nature devalues the romantic concept of authorship prevalent in the West and places a greater value on imitation. Because it has been thought that China is more of a collective society, it has been assumed that there is less concern for how intellectual property is appropriated or attributed. Therefore, a greater degree of imitation in the creation of new intellectual property is both encouraged and valued. These assumptions underlie the belief that all English-language learners bring to the classroom a different value system in regard to plagiarism than the one prevalent in the West (p.219-220).

In a scenario involving CIS peers seeking assistance, issues relating to collectivism and saving face, it is possible that a variety of types of positioning occur simultaneously. Rather than attempt to identify and explain each scenario that might occur, I concentrate my explanation on the most obvious type of positioning occurring in relation to Oi-mun. In the section on mobility, the positioning discussion occurs from the perspective of the student that positioned Oi-mun for language assistance. However, in this instance the positioning is from the perspective of Oi-mun and her reaction to this request or in other words, Oi-mun’s resultant position to positioning.
In the case of Oi-mun, the likely forms of positioning employed are deliberate self-positioning and the deliberate positioning of others, while both types of positioning are likely to occur tacitly. After receiving the request for assistance by the CIS peer, Oi-mun positions herself and her reaction, in light of that discussed above, specifically that both are members of the CIS cohort, have collectivist expectations and acknowledge the importance of face. On the importance of face for peoples from CHC, Salili (1996) said, ‘... they are concerned about loss or gain of their collective face in their pursuit of achievement … Chinese people with a strong sense of collectivism and face consciousness tend to be more achievement motivated’ (p.88). Therefore, this initial self-positioning influences Oi-mun’s direction, pointing her toward the deliberate positioning of others, which in this case is to position tacitly the peer seeking assistance. Oi-mun conveys in her positioning that she has a collectivist obligation to assist and save face. Logically, at this point the response from Oi-mun will be to reject any counter positioning by the peer so she does not lose face by appearing hesitant to assist in a collectivist understanding that she will assist if required.

Clearly, the positioning that can occur in episodes of discourse is complex. From this discussion, it is apparent that cultural considerations and peers can position Oi-mun’s perspectives and that for every act of positioning occurring in an episode of discourse there can be a myriad of reciprocations taking place amongst those engaged.

Figure 19: Oi-mun’s Positioning (Parents, Peers and Siblings)

Figure 19 is similar to figure 18, indicating Oi-mun engages in bidirectional discourse with CIS peers who have poor English or cultural understanding. However, it is different because it indicates peers that have issues with time management do not position Oi-mun. Instead, Oi-mun positions the actor by providing no assistance, feeling no collectivistic responsibility toward the peer.

4.4.4 Philosophy and Religion
This section examines the influence of religious belief on perspectives. Oi-mun indicated she has Christian beliefs and considered copying wrong, linking belief to perspectives of academic integrity. She articulated, ‘I am a Christian and I believe copying is wrong so I guess religious belief influenced my perspective’ (Oi-mun Initial Interview, Appendix 7, p.292). However, contradictorily Oi-mun said the reason she did not copy was not due to religious belief. Instead, Oi-mun did not copy because she believed students got the results they deserved. Oi-mun said, ‘I do not copy because I believe you get the results you deserve’ (Oi-mun Initial Interview, Appendix 7, p.292). On the influence of religious beliefs on CIS perspectives, Oi-mun said, she had friends that considered themselves Christian who also sought to look at or copy the work of peers.

In this case, Oi-mun’s position is that she does not plagiarise others because she benefits from education in accordance with the effort expended. Oi-mun indicated she does not copy other students, not because she has a belief in God but because doing so decreases learning. What we learn from Oi-mun’s data is that although she has a belief in a God she does not accept the positioning of religion in relation to violations. Rather Oi-mun decides not to plagiarise due to other positionings that have a greater influence on her perspectives. If Oi-mun were to accept the positioning of religion concerning plagiarism, this positioning would likely be the ‘forced positioning of others’ as a belief in god forces Oi-mun to account for her actions concerning plagiarism in a manner similar to a trial (van Langenhove & Harré, 1999) with the deity acting as judge.

However, Oi-mun rejects the positioning of religion on her perspectives, stating she does not plagiarise because of a belief in God. Rather Oi-mun does not plagiarise because of her desire to obtain knowledge from her education. In this case, the positioning that informs Oi-mun’s view is ‘deliberate self-positioning’ (van Langenhove & Harré, 1999) as Oi-mun’s perspective that she does not plagiarise because it diminishes her educational return comes from within and not via discourse with others. Van Langenhove and Harré (1999) indicate the properties of deliberate self-positioning are ‘… presenting one’s course of action as one from among various possibilities … referring to one’s unique point of view … referring to events in one’s biography’ (p.24) all of which apply to Oi-mun on this issue. In this section, I demonstrate a link between religious belief and perspectives of plagiarism, however in Oi-mun’s case her decision not to plagiarise relates to her own internal positioning and not to factors of belief imposed by others.
Figure 20 illustrates, Oi-mun’s perspectives are due to self-positioning (van Langenhove & Harré, 1999) as Oi-mun chooses not to copy due to her desire to obtain value from her education in accordance with the effort she puts in. Therefore, institutional actors like university or peers have a significant influence on her.

4.4.5 Technology

Oi-mun attributes technology to collusion and plagiarism. She indicates she regularly uses software to format her references, saying ‘… it is difficult to reference because there are too many types and formats. It is hard to get it exactly right including the commas, full stops and font styles for the titles … I used software to help me format my references’ (Oi-mun Initial Interview, Appendix 7, p.291). Oi-mun was aware that her university uses detection software to check work for violation. In Oi-mun’s opinion, detection software is an effective deterrent. However, Oi-mun reveals her peers worry about detection software accusing them of violation when it was not the student’s intention. Oi-mun said, ‘My friends are aware of this software and worry about it but I tell them so long as you paraphrase and do not copy word for word you should be okay’ (Oi-mun Initial Interview, Appendix 7, p.293). She also noted, technology does increase copying amongst students as it makes disseminating work easy, saying ‘… e-mail and Facebook have increased copying as students more easily pass around work’ (Oi-mun Initial Interview, Appendix 7, p.293).

A significant stream of literature has addressed the influence of technology on deterring plagiarism (Carroll, 2002; Emerson, 2008; Introna & Hayes, 2008; Roberts, 2008; Sutherland-Smith, 2008). The most significant application of technology to deter plagiarism is detection software like Turnitin. Plagiarism detection software appears to employ combinations of ‘forced self-positioning’ and the ‘forced positioning of others’ (van Langenhove & Harré, 1999) as it enables academic institutions to make moral judgements or cause students to
account for their actions. These systems force students to position themselves or allow others, including lecturers to position them concerning their innocence or guilt in relation to plagiarism. However, there is a division amongst educators concerning the use of these systems (Lathrop & Foss, 2000; Maruca, 2004; Eisner & Vicinus, 2008). Although such systems might decrease plagiarism, they increase anxiety amongst some students concerning false accusations of plagiarism for which the student needs to account. While Introna and Hayes (2008) argue that when it comes to international students, copying does not necessarily equate to plagiarism, saying ‘… the inappropriate use of electronic plagiarism detection systems … could lead to the unfair and unjust construction of international students as plagiarists, with obvious devastating consequences’ (p.109).

At the opposite end of the use of technology to deter plagiarism is paper mills (Harris, 2001; Carroll, 2002; Roberts, 2008), Facebook, Twitter, Renren and Weibo which according to Oi-mun help facilitate violations. It is important to note, technology has both a role in the facilitation of and attempts to curtail violations. According to Oi-mun, technology enables legitimate collaboration by students separated by time or distance. However, the use of technology for authorised or unauthorised collaboration ‘deliberately self-positions’ (van Langenhove & Harré, 1999). As the personal use of technology to adhere to or violate academic integrity increases agency, enabling students to select a course of action from a variety of choices, which depending on your perspective are positive or negative in relation to violation. Oi-mun said, ‘I heard that some students meet on Facebook to discuss papers and share ideas, which is not a bad thing’ (Oi-mun Initial Interview, Appendix 7, p.293). Finally, Oi-mun knew of students who used the Web to purchase papers to assist with assignments, saying ‘I know some students that have gone online and bought a custom written paper, made some changes and then handed it in. I do not know how they can do that’ (Oi-mun Initial Interview, Appendix 7, p.293).
Figure 21: Oi-mun’s Positioning (Technology)

Figure 21 illustrates technological influences on Oi-mun’s perspectives. On the institutional ring are enabling influences like social media and paper mills. The other actor on this ring is the deterring influence of detection systems. On the inner ring are personal uses of technology that enable violations, including the use of technology to purchase custom written papers or the unauthorised sharing of work. However, personal uses of technology can have positive effects on learning, including facilitating authorised collaboration or correctly formatting references.

4.4.6 Copyright

Interviews conducted with lecturers and students indicate there is a link between academic integrity and attitudes towards copyright. This section explores possible links in Oi-mun’s data between copyright and plagiarism. Oi-mun was dismissive of links between copyright violation in relation to copying DVDs and copying the work of peers, saying ‘Because you copy DVDs, does not mean you will copy other students or get your answers from the Web’ (Oi-mun Initial Interview, Appendix 7, p.294). Oi-mun indicates that the majority of people download movies and music, however not as many copy or plagiarise academic material. Oi-mun believed the reason for this was that there is little opportunity for penalty or discipline for people caught downloading material. However, Oi-mun thought students were fearful of being caught copying at university, saying ‘People that do not copy schoolwork download music and videos because students are more fearful of getting caught copying at university than they are being caught copying DVDs’ (Oi-mun Initial Interview, Appendix 7, p.294). Oi-mun thought the chance of getting caught copying at school was significant in comparison to downloading from the Web. Overall Oi-mun thought these issues coalesce as both involved taking and using the work of others without attribution, saying ‘It is similar because both are about taking someone else’s things’ (Oi-mun Initial Interview, Appendix 7, p.294).
Oi-mun paralleled the advertising used by the entertainment industry to discourage copyright violation and efforts by educational institutions and lecturers to discourage plagiarism, saying ‘I know in the cinemas and on DVDs, they have ads saying do not download or copy but people still do it’ (Oi-mun Initial Interview, Appendix 7, p.294). Oi-mun made the point that if you download movies or music from the Web the intention is to save money, however if you copy academic material from the Web you could lose money and waste time if you are caught because you will need to repeat the subject and delay graduation. This view indicates Oi-mun has a practical approach to education as she sees time spent studying in Australia as an investment that will benefit her in the future.

There is a deficit in the literature concerning links between attitudes towards copyright and plagiarism. Bloch (2008) examines subtle links between copyright violation and plagiarism in terms of cultural and philosophical differences that exist between East and West, concerning the role of the corporation in the West and collectivism inherent in CHC while the collectivistic nature found amongst CHC students links to the work of Salili (1996) and Tang (1996). The positioning of Oi-mun that occurs in this section involves advertising by the entertainment industry, the influence of corporations and discourse by proxies of the university, including lecturers warning against plagiarising others. These types of positioning adhere to ‘forced self-positioning’ (van Langenhove & Harré, 1999). Advertising by the entertainment industry, mild persuasion by corporations and warnings by lecturers are forms of discourse that force Oi-mun to account for her behaviour concerning academic and copyright violations.

![Figure 22: Oi-mun’s Positioning (Copyright)](image)

Figure 22 demonstrates links between academic and copyright violations. The figure derives from Oi-mun’s analysis and indicates Western corporate influence and entertainment industry advertising aimed at curtailing copyright violations are only moderately influential. However,
efforts made by universities to detect plagiarism and the flow on effects of detections, including repeating a subject do influence perspectives.

4.4.7 Other Factors

Oi-mun identified ‘other factors’ that influence CIS perspectives outside of those discussed, top among these was that there was never enough information provided on how to reference to avoid unintentional plagiarism. Oi-mun said, ‘My friends do not think we get enough help with referencing … we only receive a little bit of information’ (Oi-mun Initial Interview, Appendix 7, p.291). Oi-mun thought this was particularly true concerning images, tables and other less commonly used resources, saying ‘I even got into trouble for not referencing tables and images … there are many different types and formats for referencing like Websites and magazines’ (Oi-mun Initial Interview, Appendix 7, p.291). Research by Lathrop and Foss (2000) and Harris (2001) appears to support Oi-mun’s view that the key to helping students to avoid plagiarism is consistent, relevant information and instruction. In support of this Carroll (2002) said, ‘Information about what constitutes plagiarism and how to conform to good academic practice needs to be offered throughout a student’s academic career … strategic undergraduates find that institutional instructions on referencing and definitions of plagiarism are effective’ (p.45). Oi-mun felt there was little continuity between the simplistic referencing requirements of high school and the complex and difficult style demanded at university, saying ‘In high school, it was simpler than now. All they wanted was a line or two at the end’ (Oi-mun Initial Interview, Appendix 7, p.292). Oi-mun thought effective information needed to be provided by the university when transitioning from high school or when an overseas student commenced university, saying ‘The university should provide more information on referencing and not assume we learn all this at high school’ (Oi-mun Initial Interview, Appendix 7, p.292).

Oi-mun thought inductions and reminders by lecturers reduced violations however, reminders must be verbal as it was unlikely that students would read written information. Oi-mun said, ‘I remember receiving material in an information pack, which I did not read’ (Oi-mun Initial Interview, Appendix 7, p.294). Oi-mun’s view that verbal information on plagiarism was effective is in contrast to the recommendation of Devlin (2006) who said, ‘… a hard copy of the 9000 word student guide on avoiding plagiarism written specifically for the project by the author be made available to all new students’ (p.4). From the data it appears unlikely students read any documentation related to academic integrity, let alone such a large guide.

According to Oi-mun, another factor influencing CIS perspectives is wealth. Oi-mun felt wealthy students spent more time at entertainment, which increased plagiarism amongst the
cohort as they had little time for studies. Oi-mun said, ‘Maybe rich students have too many things to distract them like going out or travelling so they do not get enough time to study’ (Oi-mun Initial Interview, Appendix 7, p.293). However, for the exact opposite reason students with little money needed to work to maintain their studies, which meant they had less time and possibly a greater propensity for violation. Oi-mun said, ‘Students that need to work to pay bills might copy because after work they have no time to do their homework’ (Oi-mun Initial Interview, Appendix 7, p.292). Oi-mun felt students with less money required greater financial input from family, which reduced violations. However, amongst this group because family members made sacrifices that enabled their children to study overseas and the significance of such sacrifice diminishes if the student copies or plagiarises their way through university. Oi-mun said, ‘If you copy someone’s work from the Web and put it in your assignment, you could lose money by needing to redo the subject, which could also delay your studies and cost your parents more’ (Oi-mun Initial Interview, Appendix 7, p.295). Here Oi-mun ‘deliberately self-positions’ (van Langenhove & Harré, 1999) expressing both agency and practicality in relation to the consequences resulting from violation, including lost money, lost time and the negation of sacrifices made by family.

Figure 23: Oi-mun’s Positioning (Other Factors)

Figure 23 visualises Oi-mun’s discussion of other factors that influence academic integrity. The actor ‘written material’ appears small and far from Oi-mun on the institutional ring because according to Oi-mun it has little influence on perspectives. However, according to Oi-mun, ‘verbal reminders’ and ‘lecturer inductions’ do have a significant influence on perspectives and are therefore large and close to Oi-mun on the institutional ring. Finally, the actor’s time and wealth, which significantly influence her perspectives, are located on the personal ring.

4.4.8 Repositioning
This section examines changes that may have occurred towards Oi-mun’s perspectives between the initial and positioning interview. During this period, a single significant experience of plagiarism appeared to influence Oi-mun’s willingness to undertake collaborative work. In the positioning interview, Oi-mun’s views remained in line with those expressed in the initial interview. As Oi-mun had studied in Australia for several years this is unremarkable as logically the greatest change in perspective occurs amongst students who have not studied in the West long as these students experience the greatest transition in educational style. Therefore, you would expect to see significant transition amongst first year students who did not study high school in Australia.

Since her initial interview, Oi-mun had undertaken a collaborative assignment with three other students. During this assignment, a male, second year student from China accused the other members of the group of poor quality work in comparison to his. According to Oi-mun, this accusation caused much consternation amongst group members. On investigation, the other members discovered the student who thought his work was superior was simply assembling his part by copying from the text and contrasting the high quality work of the text to the work of his peers. In response, Oi-mun and the other members tried to tell the student that he could not copy and paste material from the text. However, the concept of plagiarism did not resonate with this student and the other group members redid his work before submission. Oi-mun said, ‘He had no idea about plagiarism and did not understand why he could not just do his bit by just [taking] pieces from the textbook’ (Oi-mun Positioning Interview, Appendix 7, p.296). Oi-mun reflected in the positioning interview that she and her group members were stunned at how it was a second year student could get through university and not know that he could not plagiarise. Oi-mun said, ‘We could not understand how he got to second year and did not know about plagiarism’ (Oi-mun Positioning Interview, Appendix 7, p.296). Oi-mun considered what was occurring in this students other subjects, saying ‘We wondered … what was happening in his other subjects and whether he even went to lectures’ (Oi-mun Positioning Interview, Appendix 7, p.296).

This experience influenced Oi-mun’s willingness to undertake collaborative work and she expressed a desire to undertake only individual work for which she alone was accountable. Oi-mun said, ‘Lecturers should only set individual work because the students can take pride in it. Often they do not care about group work because they cannot control it’ (Oi-mun Positioning Interview, Appendix 7, p.298). This adjusted position towards collaborative work goes against the literature (Salili, 1996; Tang, 1996; Winter, 1996) that indicates CIS prosper in collaboration when compared to individual tasks. Salili (1996) said, ‘The collectivistic
culture of the Chinese results in students expending more effort and performing better in cooperative learning contexts’ (p.88) while Winter (1996) said, ‘Not only do Chinese students like to work together, they also appear to do very well when they do’ (p.226). However, Winter (1996) challenges measuring the strength of CIS collectivism and their tendency for collaboration against students from the United States who are highly individualistic.

Perhaps CIS become increasingly individualistic in line with the amount of time they spend in the West and exposure to events like that experienced by Oi-mun. Therefore, does the imposition of the Western concept of academic integrity (Bloch, 2008) conflict with CIS expectations for good grades, particularly when confronted with individualism in collaborative work. Perhaps this view links to the practical view displayed previously by Oi-mun that education is an investment on which she expects a return. Oi-mun may see this rationality challenged when she is required to undertake collaborative work in which results are challenged by the poor or unscrupulous work of colleagues. Reduced grades or discipline may drive this preference for individual work for which she has complete control over and sees as more important than working with culturally similar students with collectivistic principles.

4.4.9 Summary

Oi-mun’s analysis addressed the specific research questions, including what influence does mobility, parents, peers and siblings, philosophy and religion, technology and copyright have on perspectives. This analysis examined changes in Oi-mun’s perspectives between the initial and positioning interviews. This analysis provides feedback to lecturers and policy makers on how to improve outcomes in relation to collaborative tasks.

This analysis found issues of mobility influenced perspectives of plagiarism, as the English proficiency of peers saw Oi-mun coopted into collusion to assist fellow CIS. This finding informs the literature as CIS with good English and cultural understanding feel obliged to assist CIS that struggle. Oi-mun’s analysis reveals religion has little influence on her in relation to academic integrity because although she has a belief she feels personality has more influence on a student’s propensity for violation than religion. Oi-mun’s analysis indicates technology both encourages and discourages plagiarism as social media makes it easy, while plagiarism detection makes it difficult. Finally, the analysis of the positioning interview indicates there was a change in the perspective of Oi-mun between the initial and positioning interview due to plagiarism perpetrated by a member of her group.

4.5 Pui-lin
4.5.1 Introduction

Pui-lin was in the third and final year of a bachelor’s degree in Accounting at the time I conducted her initial and positioning interviews. Pui-lin from Hong Kong, had completed an English language foundation year before undertaking her degree, and so studied in Australia for three years before taking part in this research. Pui-lin did not study high school in Australia and said, ‘I did not know about plagiarism before I came to Melbourne’. Pui-lin was open and practical about her reasons for studying in Australia, saying she sought permanent residency and an employer that would sponsor further study. Having worked fulltime in Hong Kong for a number of years to afford her study in Australia, Pui-lin was the oldest participant and her experience appeared to give her different insights than other CIS.

Pui-lin felt CIS independence increased in accordance with overseas study. Analysis of Pui-lin’s data revealed personality had more influence on violations compared to philosophical or religious belief. This student thought technology had a significant influence on the ease with which CIS conducted research and shared information. Pui-lin saw no link between copyright and plagiarism. Pui-lin’s data revealed the importance of providing the appropriate information to reduce plagiarism, including providing students with guidance on referencing rather than policies and warnings.

4.5.2 Mobility

Pui-lin’s data demonstrated, how little the issues of plagiarism and referencing were raised in the educational system in Hong Kong at the time she undertook primary and secondary school. Pui-lin expressed surprise at the emphasis placed on plagiarism and referencing she experienced when transitioning to Australia. Pui-lin said, ‘In Hong Kong, teachers never mentioned plagiarism’ (Pui-lin Initial Interview, Appendix 8, p.299). In contrast, Pui-lin indicated, although little was made of plagiarism and referencing her teachers did discourage copying. On differences between copying and referencing Pui-lin said, ‘If we copied each other, there would be trouble. I know the teacher cared about copying rather than referencing’ (Pui-lin Initial Interview, Appendix 8, p.300).

Concerning distinctions between copying and plagiarism, researchers including Biggs and Watkins (1996) and Bloch (2008) reveal Chinese teachers are less concerned about plagiarism than Western educators are. In providing differences between Australian and Hong Kong educator expectations, Pui-lin ‘self-positions’ (van Langenhove & Harré, 1999) by referring to events in her biography and expressing surprise at the emphasis placed on plagiarism at Australia institutions. Pui-lin contrasted this with her experience at high school, saying ‘I do not think anyone cared about plagiarism in high school. That may have changed now because
students in Hong Kong also rely on the Internet for doing work’ (Pui-lin Initial Interview, Appendix 8, p.300).

In her early thirties, Pui-lin completed high school several years before other participants of this research and it is interesting to contrast her views with those of more recent high school graduates. Such comparison indicates teacher emphasis has shifted towards plagiarism and referencing from copying, perhaps due to the influence of the Internet or imposition of Western values (Dryden, 1999; Bloch, 2008). Travelling overseas for study provided Pui-lin with an opportunity to compare Western students, current Hong Kong students and Hong Kong students at the time she undertook high school. Pui-lin felt Hong Kong students had changed in their behaviour and level of respect for the educator. Pui-lin thought current Hong Kong students showed less respect towards teachers, saying ‘In Hong Kong, students used to be quiet and did not ask questions in class. Perhaps they did not ask the teacher out of respect but now it is different’ (Pui-lin Initial Interview, Appendix 8, p.300). Literature (Volet & Renshaw, 1996; Carroll, 2005) supports this view that CIS students may have become more like their Western counterparts. Pui-lin’s view that current CIS are more disrespectful sees her ‘deliberately position others’ (van Langenhove & Harré, 1999) which takes the form of moral reproach or disapproval of their behaviour. This type of positioning helps us to understand that Pui-lin contrasts her expectations for the behaviour of CIS with what she perceives as reality. Her expectation is that students will behave in a manner she expects according to her experience, although that may not be pedagogically best or encourage the growth of students.

Another observation provided by mobility in Pui-lin’s sojourn to the West concerns CIS independence. Pui-lin said, she had observed increased independence amongst CIS peers due to their move to the West. Pui-lin said, ‘When we come here, maybe we become more independent and our attitudes to everything change not just copying’ (Pui-lin Initial Interview, Appendix 8, p.300). Pui-lin’s position that Hong Kong students become independent when they travel abroad sees her employ ‘tacit, first order positioning’ (van Langenhove & Harré, 1999). Pui-lin’s positioning is tacit because she does not appear to position others in a deliberate or ‘Machiavellian’ manner while Pui-lin’s views applaud the increased agency of CIS studying overseas. Another observation, made by Pui-lin, is that in her opinion CIS lag behind Western students in terms of independence. Pui-lin said, ‘… students from Hong Kong are more dependent’ (Pui-lin Initial Interview, Appendix 8, p.300). However, this observation by Pui-lin may not always be the case as CIS face difficulties in their transition to the West, including separation from family, finding accommodation, negotiating work and issues associated with day-to-day living. In contrast, students of the West often remain with parents,
have fewer responsibilities and do not face similar challenges. I conclude that due to their need to travel for study some CIS may actually be more independent than Western students are. However, I tentatively draw this conclusion as I recognise some CIS might be independent before they travel for study and travelling for study enables them to enhance their independence.

Another observation made by Pui-lin and accredited to her opportunity to travel is that local educators perceive that CIS plagiarise more than Western students do. She identified a perception amongst some Western educators that CIS are prone to violation, which Pui-lin attributes to CIS decreased English proficiency. Pui-lin said, ‘The more a student struggles with the subject the more they will copy. Here Hong Kong students struggle more because they understand less due to their language’ (Pui-lin Initial Interview, Appendix 8, p.300). In this case, Pui-lin ‘self-positions’ (van Langenhove & Harré, 1999) by applying her lack of English confidence to the CIS cohort, perhaps using her own English capability as a gauge for others. However, this research indicates there is a considerable range of English capability displayed amongst CIS studying in the West, ranging from Pui-lin who undertook English language foundation before commencing her degree, to CIS who study primary and high school in the West. On this issue Pui-lin said, ‘In Hong Kong, they understand and can better express themselves so perhaps they plagiarise less’ (Pui-lin Initial Interview, Appendix 8, p.300). Pui-lin’s view finds support from Schmitt (2005) who said:

Understanding the content and significance of what has been read and knowing how to integrate this with information from other sources and one’s own point of view is challenging enough for developing first-language writers. It can be doubly challenging for second-language writers who bring fewer language resources to the task (p.66).

Figure 24: Pui-lin’s Positioning (Mobility)
Figure 24 depicts influences related to mobility on Pui-lin’s perspectives. Pui-lin’s data reveals student independence and English proficiency influences perspectives of academic integrity. Pui-lin linked travel overseas to increased independence amongst CIS compared to peers that did not travel, while a student’s English proficiency influenced their perspectives. Pui-lin’s data indicates educational experience, including home country attitudes towards referencing influenced CIS perspectives when studying in the West.

4.5.3 Parents, Peers and Siblings

This section highlights the concept of reward for service operating amongst some CIS, with favours offered in return for access to another student’s work, including the provision of transport for day-to-day chores.

Pui-lin linked plagiarism to responsibility and identifies that parents play a critical role in raising responsible children. Pui-lin had strong views on the role of parents, saying ‘Parents are a model for their kids if the kids see their parents doing the right thing the kid will also do what is right’ (Pui-lin Initial Interview, Appendix 8, p.300). Pui-lin specifically linked the manner in which parents raised their children to academic integrity, saying ‘If parents brought up their kids properly, the kids will not plagiarise because their personality will stop them’ (Pui-lin Initial Interview, Appendix 8, p.300). Pui-lin ‘other positions’ (van Langenhove & Harré, 1999) as she is critical of the way in which parents raise their children while the literature (Salili, 1996; Sutherland-Smith, 2008) indicates parents of CIS play a significant role in raising diligent, hardworking students which are valued characteristics amongst CHC students. On the importance of parents in raising diligent, hardworking children, Hui et al. (2011) said:

… it is generally believed that studying hard is a way to bring honour to one’s parents and family … in honouring and repaying parents for their upbringing of the children, respecting the authority of parents and the willingness to make sacrifice for the family, was associated with a higher level of academic motivation among adolescents (p.378).

Pui-lin made the point that some parents do not know what plagiarism is and therefore cannot educate their children against committing it. However, parents can teach children moral lessons that underpin behaviours like plagiarism. On this issue Pui-lin said ‘Your parent’s personality is important because many parents do not know what plagiarism is’ (Pui-lin Initial Interview, Appendix 8, p.300).

Pui-lin appeared to have a close relationship with her siblings, providing her with encouragement and financial support for her studies. In contrast to what Pui-lin said about raising responsible children, Pui-lin thought her siblings would understand if she copied or
plagiarised to complete work by the deadline. Pui-lin said, ‘If I did not get work done … they know me and would think if I copied there must be a good reason and not because I left work to the last second or because it was easier than working hard’ (Pui-lin Initial Interview, Appendix 8, p.300). Pui-lin’s views concerning parents playing an important role in teaching children to be responsible contradicts her family condoning her need to violate academic integrity and represents interesting positioning. In this instance, Pui-lin positions her siblings via ‘forced self-positioning’ (van Langenhove & Harré, 1999). Using this type of positioning Pui-lin attempts to illicit a specific type of response to her actions from her siblings, which in this case is to excuse her violation. This contrasts to the ‘other positioning’, Pui-lin attributed earlier to the importance of parents raising children that act responsibly, including not tolerating violations.

Pui-lin’s insights into the role of parents and siblings on academic integrity are revealing. However, Pui-lin’s greatest insight pertains to links between CIS peers and academic integrity. Pui-lin made it clear to friends that she was not willing to lend work for collusion, saying ‘My friends will not ask me because it makes me uncomfortable’ (Pui-lin Initial Interview, Appendix 8, p.300). However, Pui-lin indicates there is a significant amount of unauthorised copying taking place amongst CIS, revealing that a number of her peers collude or plagiarise. Again, Pui-lin ‘forced positions others’ (van Langenhove & Harré, 1999) by judging the actions of peers in their absence. However, in contrast to the earlier instance of the ‘forced positioning of others’ this positioning occurs tacitly. Although Brennan and Durovic (2005) indicate there may be an increased amount of plagiarism occurring amongst CIS compared to local students, other authors, including Maxwell et al. (2008) and Martin (2011) recognise it may only be a perception that there is a greater propensity for violation amongst CIS.

What are fascinating about the observations made by Pui-lin concerning academic integrity amongst her peers are the strategies used to undertake collusion and plagiarism. Pui-lin said, she had observed cases in which two or more peers worked together as one, even taking the same subjects to ensure they could work together. Pui-lin appeared critical of these students, saying ‘some students work together like two students work on one paper. They work on papers, study together and take the same subjects. In my opinion, friends that copy each other have weak personalities’ (Pui-lin Initial Interview, Appendix 8, p.300). In being critical of peers that copy and plagiarise Pui-lin ‘intentionally positions’ (van Langenhove & Harré, 1999) and in this instance in a ‘Machiavellian’ manner as she intentionally positions peers that copy one another, saying students that engage in such behaviour have ‘weak
personalities’. However, at other times Pui-lin is sympathetic toward peers who feel they must collude and plagiarise to pass, saying ‘some students find it difficult to express what they want to say and ask to look at your work to get an idea of how to express what they want’ (Pui-lin Initial Interview, Appendix 8, p.300). In this instance, Pui-lin appears compassionate to the plight of peers and tacitly ‘first order positions’ (van Langenhove & Harré, 1999). Unlike the former instance, Pui-lin does not appear to intentionally position peers to diminish their agency. In support of this Schmitt (2005) indicates one of the reasons some international students collude and plagiarise is to overcome feelings of inadequacy concerning grammatical and language proficiency.

Other participants of this research support Pui-lin’s observation that there is a trade in services amongst CIS. Pui-lin indicated students provide work or do the work of peers in return for favours. Pui-lin said, ‘… some students do come here to avoid work. I know some students will ask their friends for their work and in return, they will drive them wherever they need to go’ (Pui-lin Initial Interview, Appendix 8, p.301). Other participants corroborate Pui-lin’s observation that some students will assist or do the work of others to obtain transport or the opportunity to use peers as removalists, some academic participants even expressed dismay at this finding. On this issue, Pui-lin ‘deliberately positions others’ (van Langenhove & Harré, 1999) by taking a stance at the behaviour of others and dramatising her role in this by admitting to knowing peers that engage in such behaviour. There is a lacuna in the literature concerning the issue of students doing favours for others in return for their academic assistance. This section highlights the variety of views that exist amongst CIS towards violations. Some students such as Pui-lin have conservative attitudes to sharing or allowing others to view their work either for reasons of personal fortitude or fear of detection. Alternatively, others with resources like cars offer them in exchange for assistance or access to another’s work.
Figure 25: Pui-lin’s Positioning (Parents, Peers and Siblings)

Figure 25 reveals a number of influences on Pui-lin’s perspectives reside on the personal ring. Pui-lin identified parental guidance, sibling support and peer pressure as a factor influencing perspectives. The actor ‘reward for service’ depicts the concept raised in the data that some CIS collude for favours.

4.5.4 Philosophy and Religion

Here I examine Pui-lin’s views on the influence of philosophy and religion on her perspectives specifically that philosophy and religion have little influence on her while student personality is the driving force contributing to violations. When I talk about the influence of philosophy, I am referring to the Chinese principles of Confucianism and neo-Confucianism, including filial piety, work ethic, respect for and imitation of the educator (Shei, 2005).

Pui-lin admitted to knowing little about the culture, including the religion of others, although she did admit to knowing her own, saying ‘I do not know much about other cultures I only know my own’ (Pui-lin Initial Interview, Appendix 8, p.300). In Pui-lin’s opinion, half of all Hong Kong people copied in one form or another. Pui-lin made the comment that religion had little to do with plagiarism, noting even people that believe in god do things they know they should not. Here Pui-lin ‘deliberately self-positions’ (van Langenhove & Harré, 1999) by identifying deficiencies in her own agency by admitting to knowing little about other cultures. Simultaneously Pui-lin refers to events in her biography, admitting only to knowing her culture through personal experience. Although links between Chinese philosophy and CIS copying exist there is sparse literature linking violations to religious belief.

Pui-lin was certain personality had the greatest influence on whether a CIS would plagiarise. Similarly, in Pui-lin’s opinion personality had more influence on whether a student would
plagiarise than parental wealth. Pui-lin said, ‘It depends on personality. I do not think having money, means you can buy everything including your schoolwork’ (Pui-lin Initial Interview, Appendix 8, p.301). When Pui-lin speaks of personality, she is taking about a student’s propensity for laziness or a student’s belief that their work is worthy. On this issue, Pui-lin said.

If you are here to study, you should make that a priority not working or going out if you cannot handle both. Some students will ask to copy your work no matter how busy they are. Students do not do their work because of laziness. Instead, they ask someone else because the student does not trust that their work is any good (Pui-lin Initial Interview, Appendix 8, p.301).

In this comment, Pui-lin indicates student confidence is a reason why students copy. This links to student personality, which according to Pui-lin has a greater influence on perspectives than philosophical or religious belief. In this view, Pui-lin positions using ‘deliberate self-positioning’ (van Langenhove & Harré, 1999) as Pui-lin obtains this view by making comparisons to events in her biography or own unique point of view. The idea that confidence relates to increased student propensity to collude or plagiarise occurs in the literature (Ballard & Clanchy, 1997, Dryden, 1999; Emerson, 2008) while Watkins (1996) said, ‘It is likely that a minimum level of self-esteem must be attained before the student has the confidence to accept responsibility for his or her own learning’ (p.116). This concurs with Pui-lin’s view that student personality overrides philosophical or religious belief and financial circumstances to determine whether a CIS colludes or plagiarises.

*Figure 26: Pui-lin’s Positioning (Philosophy and Religion)*

Figure 26 demonstrates a correlation between cultural understanding and the size of actors like philosophy and religion. Although philosophy and religion moderately influence Pui-lin, cultural perception is influential on Pui-lin for its lack of influence on the culture itself. Figure 26 shows how the influences or lack of influence of actors on the outer rings can
hierarchically influence the size of actors on the inner rings. If cultural perceptions are lacking then it makes sense for personal perspectives to change accordingly.

4.5.5 Technology

In this section, Pui-lin indicates technology does influence perspectives by increasing the ease with which students can conduct research and share material. Simultaneously students have become accountable for their actions due to plagiarism detection systems deployed by institutions. Pui-lin’s argument centres on the ease with which technology is used to source information without undertaking what she considers legitimate research, saying ‘Google makes finding things so easy students do not spend anytime in research. They just type in their topic and copy and paste what they find’ (Pui-lin Initial Interview, Appendix 8, p.301). Apart from making research and acquiring information faster Pui-lin recognises technology makes requests for and the sharing of information easier, saying ‘Now students easily access things, contact their friends, ask for help or send documents on the Web’ (Pui-lin Initial Interview, Appendix 8, p.301). Here she ‘deliberately positions others’ (van Langenhove & Harré, 1999) by being critical of the way in which contemporary students use technology to gain access to information and conduct research. By employing this type of positioning Pui-lin takes the moral high ground (van Langenhove & Harré, 1999), indicating that in her opinion traditional library based research, including examining books and journals is legitimate in contrast to research done using Google or the Internet. Dick et al. (2008) support the view that technology has increased the ease with which students access materials or circumvent the need to undertake traditional research. Research by Chen and Ku (2008) and Roberts (2008) supports this view that technologies, including the use of devices, the Internet and papers mills do make it easy to share material.

In contrast to the use of technology to increase violations amongst students is the use of technology to deter violations. According to Lathrop and Foss (2000), Harris (2001), Carroll (2002) and Sutherland-Smith (2008) technologies like collusion and plagiarism detection software do deter violations. Pui-lin’s view on the use of technology as a deterrent emphasised reducing violations as students worried about being caught copying the work of others, including plagiarising from the Internet. However, Pui-lin expressed concern that lecturers only threatened the use of these systems but did not actually do it. Pui-lin said, ‘students do worry about plagiarism software but the lecturers only threaten to use the software’ (Pui-lin Initial Interview, Appendix 8, p.301). According to Pui-lin, threatening to use the software and not following through either by detecting students or disciplining damages a lecturer’s reputation. Interestingly some lecturers taking part in this research
concurred with Pui-lin’s view that they often only threaten to use the software or discipline students. Some lecturers indicated that when they attempted to enforce threats they found they did not have the support of the institution.

Pui-lin reveals this approach means students felt lecturers did not take the issue seriously or were unlikely to do anything if they were caught.

Lecturers seem only slightly concerned about copying because they only threaten to check the assignments and do not really do it. In my opinion, the lecturers need to follow up and actually check the student papers and give out penalties (Pui-lin Initial Interview, Appendix 8, p.301)

Here Pui-lin identifies failed ‘forced positioning of others’ by institutions, while she undertakes ‘deliberate positioning of others’ (van Langenhove & Harré, 1999) by judging the actions of academics that only threaten to check material but do not actually do it. The literature (Lathrop & Foss, 2000; Harris, 2001; Carroll, 2002) indicates teachers must be willing to follow through on threats of detection and discipline. In this instance, institutions provide software to lecturers and advocate the ‘forced positioning’ of students who violate academic integrity. However, the institution then fails to position the student by following through or supporting the lecturer in the use of the software. Some lecturers taking part in this research indicated they did not have the support of the institution to follow through with ‘forced positioning’ when given an opportunity to accuse students of violation with evidence provided by the software.

Figure 27: Pui-lin’s Positioning (Technology)

Figure 27 illustrates technological influences on perspectives. Pui-lin felt Google and social media made collaboration and plagiarism easy which is why these actors appear large on the institutional ring. Accordingly, the institutional ring shows that detection software is influential at overcoming negative technological influences, including downloading material from the Web or purchasing papers online.
Some students hold interesting views concerning the motives of organisations that make goods for profit and Pui-bin was no exception, saying ‘A student’s work is private but a DVD or the Web is not private. The companies produce these things to make money and for everyone to use’ (Pui-bin Initial Interview, Appendix 8, p.302). Pui-bin did not see a link between copying DVDs, downloading material from the Web or copying another student’s work. Pui-bin indicated the threat of detection and discipline by a lecturer is enough to stop students copying or obtaining the work of peers. Pui-bin said, ‘Everyone copies movies and music but few people will plagiarise or risk being caught copying by their lecturer’ (Pui-bin Initial Interview, Appendix 8, p.302). Here Pui-bin ‘other positions’ (van Langenhove & Harré, 1999) peers that make decisions to exploit copyright, based on the notion that everyone else does the same. Although there is little in the way of literature concerning links between academic integrity, copyright and the influence of Western corporations, researchers, including Bloch (2008) and Sternberg (2012) have shed light on this issue by highlighting links between attitudes to copying, institutions and technology. On this issue Grossberg (2008), said.

The culture of media sharing promoted by the Internet may well be teaching students an idea of information as an ‘intellectual commons’ open to all uses that is at odds with the beliefs of most of the faculty and most definitions of plagiarism (p.165).

Sillitoe et al. (2005) and WSU Libraries (2009) indicate CIS may not reference, assuming lecturers have read widely and know where all material is from. On this issue Ballard and Clanchy (1997) said, ‘It would even, in some societies, be considered insulting to provide such references, for this would imply ignorance on the part of the reader and superiority on the part of the student’ (p.24). Pui-bin shares the view that students from CHC do assume lecturers have a superior knowledge and identify plagiarism amongst their students. Pui-bin said, ‘… if you copy it is likely the lecturer has read the textbook and knows exactly where you got that sentence or paragraph’ (Pui-bin Initial Interview, Appendix 8, p.302).

Pui-bin indicates attempts made by educational institutions to decrease plagiarism were useful as tools like Turnitin decrease violations as students fear detection. Pui-bin said, ‘If you copy schoolwork, you will feel bad and worried that you may get into trouble, upset your friends or make your family feel ashamed’ (Pui-bin Initial Interview, Appendix 8, p.302). On the other hand, Pui-bin said, ‘I do not feel bad when I watch a movie I have downloaded, but I would feel bad if I had taken someone else’s work and said it was mine’ (Pui-bin Initial Interview, Appendix 8, p.302). Pui-bin recognises copyright violations will get worse for corporations as
their discourse in terms of advertisements and warnings to alert people not to copy are ineffective and have little influence on the community’s perspectives. On this issue, Pui-lin ‘forced self-positions’ (van Langenhove & Harré, 1999) acknowledging corporate powers to make moral judgements about individuals, which in this case concern copyright violations.

Figure 28: Pui-lin’s Positioning (Copyright)

Figure 28 reveals how a lack of influence of a particular actor in society can influence the positioned. A broad lack of societal understanding toward issues of copyright on the outer ring can lead to lesser institutional and personal influence on the inner rings. From a Western students perspective there may be a greater cultural understanding of issues of copyright on the outer ring due to the influence of corporations and government that filters down to actors on the institutional or personal rings, leading to increased awareness of copyright and internal reductions in academic violation.

4.5.7 Other Factors

Outside of the major influences examined as apart of this research, including mobility, parents, peers and siblings, philosophy and religion, copyright and technology, Pui-lin identifies other factors that influence academic integrity. These factors, discussed in detail below, include the effectiveness of information and the role of support staff in avoiding violations. Additionally, current students appear unconcerned about future accusations while personality was the overwhelming factor determining whether a student plagiarises.

Pui-lin indicated written information that acted as a guide on how to reference correctly was beneficial. However, this was not the case with information pertaining to institutional policy and warning. In this case, Pui-lin ‘deliberately self-positions’ (van Langenhove & Harré, 1999) recalling events in her narrative, including that earlier she had received a guide that she continues to use today. Pui-lin reveals she received a pamphlet at the start of her studies on
how to reference correctly, saying ‘I follow a pamphlet telling me how to reference from the Web and books’ (Pui-lin Initial Interview, Appendix 8, p.299). This view concurs with the literature (Wilson, 1999; Lathrop & Foss, 2000) and Harris (2001) who said, ‘… materials are designed to reduce the amount of confusion among students over how to use sources appropriately’ (p.153). Pui-lin indicated library staff could help to inform students to avoid plagiarism, saying ‘If I do not know how to do it, I will ask my tutor or a library person for their help’ (Pui-lin Initial Interview, Appendix 8, p.299). The literature (Lampert, 2008; Gibson and Chester-Fangman, 2011) concur with this view that library staff can aid students to avoid plagiarism. Resources, including information and staff that guide students on how to reference and avoid inadvertent plagiarism appear more useful than information pertaining to policy and warnings.

Finally, Pui-lin thought students would not stop violating academic integrity due to accusations of plagiarism arising in their future based on the things they did today. Pui-lin said, ‘If I was someone that did copy, I would still do it because I do not think students worry about the future, they only worry about now. I do not think they will worry about what they do now when they are older’ (Pui-lin Initial Interview, Appendix 8, p.301). Additionally, Pui-lin indicates personality has the greatest influence on perspectives, which appears to be true in the case of Pui-lin. Pui-lin, said she would feel extremely disappointed if she colluded or plagiarised and revealed she would seek an extension before contemplating copying.

If I could not I would not copy instead I would ask for an extension. I have not asked for an extension since starting university in Australia. I prepare my work early and manage my time so I can work or do something else (Pui-lin Initial Interview, Appendix 8, p.301).

Figure 29 portrays Pui-lin’s data, including that it is important for institutions to provide information demonstrating how to reference rather than policies or warnings. However,
Devlin (2006) advocates also providing students with institutional policies as a means of reducing violation. This figure illustrates support staff play a role in reducing violations, while future accusations have little impact on current perspectives. The large actor, ‘personal accountability’ on the inner ontological ring indicates how personality can override attempts by actors on the outer ontological rings to deter violations.

### 4.5.8 Repositioning

As Pui-lin had studied in Australia for a total of four years, her views toward collusion and plagiarism appeared fixed in comparison to students at the beginning of their courses. However, there did appear to be a softening in Pui-lin’s perspective toward helping CIS that seek assistance with work. In the initial interview, Pui-lin said she would not show her work to peers. However, in the positioning interview Pui-lin indicated she was now willing to talk to peers about work, saying ‘I am willing to discuss issues with other students’ (Pui-lin Positioning Interview, Appendix 8, p.303). This slight change in perspective between interviews occurs for reasons of practicality in response to demands by students to share work. Practical changes not only occurred in response to violations between the two interviews as Pui-lin appeared to adjust her expectations for finding work in Australia at the completion of her degree. During the initial interview, Pui-lin said she desired a job in Australia that would pay for further studies. However, by her positioning interview Pui-lin indicated she now hoped to obtain experience before returning to Hong Kong. Pui-lin indicated she would still apply for permanent residency although articulated it might not be as easy as she initially thought.

In the positioning interview, I asked Pui-lin if she had had any experience with collusion or plagiarism since our last meeting. Pui-lin indicated she had not had any significant experience, although she did say her friend had asked to read her paper and that she had said no. In the positioning interview, Pui-lin appears almost resentful at the attention placed on CIS concerning academic integrity. Pui-lin said, ‘I think copying is the same no matter where you come from. Everybody does it not just people from Hong Kong and China’ (Pui-lin Positioning Interview, Appendix 8, p.303). Here Pui-lin ‘deliberately self-positions’ (van Langenhove & Harré, 1999) taking a stand at the assertion she feels is present in the research that CIS plagiarise at higher rates than local students do. In this instance, positioning theory provides the tools to identify the views of the participant. The use of ‘I think’ in Pui-lin’s quote helps identify the type of positioning and that Pui-lin’s stance attempts to achieve, that is to convince the researcher and influence the research that it is not only CIS that engage in violations. Van Langenhove and Harré (1999) said, ‘Having presented oneself as a unique
person through one’s choice of grammatical devices appropriate to that act, one is then in a position to offer personal explanations of personal behaviour’ (p.24).

In the positioning interview, Pui-lin had advice for lecturers, saying ‘some lecturers are not smart because they make their worksheets easy to copy. You just copy the numbers because all the students have the exact same numbers’ (Pui-lin Positioning Interview, Appendix 8, p.303). In appearing critical of lecturer efforts to avoid plagiarism, Pui-lin ‘forced positions others’ (van Langenhove & Harré, 1999) by judging the performance of the lecturer including efforts to circumvent violations. However, Pui-lin was supportive of how some lecturers attempted to overcome plagiarism. Pui-lin revealed some lecturers asked students to use their identity number as a value in the worksheet so student answers were relative. Lecturer participants of this research expanded on this technique, saying it was often an effective means for deterring violations. In support of this Pui-lin, said ‘This is good because your tutor knows your student number when they mark your work. If people want to copy, all they can show each other is how to do it because they still have to calculate it to get the right result’ (Pui-lin Positioning Interview, Appendix 8, p.304). Literature (Lathrop & Foss, 2000; Harris, 2001) advocate lecturers implement strategies that circumvent violations.

Finally, Pui-lin made additional links between academic and copyright violation in her positioning interview. Pui-lin believed CIS travelling to Australia were unlikely to link copyright with plagiarism, as they did not see violations of copyright as wrong. Pui-lin said, ‘selling these things is not wrong to them. It is good because it supports their family’ (Pui-lin Positioning Interview, Appendix 8, p.305). Pui-lin made another astute point that is CIS should not need constant reminders not to plagiarise. Pui-lin thought if a student was responsible then a single induction should be sufficient to stop plagiarism and that constant reminders diluted the message of the lecturer. Pui-lin recognised that if students continued to copy after one or two lecturers then they were unlikely to stop copying no matter what a lecturer said.

Responsible students should only need a single reminder. If they are concerned about it and do not want to make mistakes they will understand the first time. They should not need constant reminders. If students want to copy, they will no matter how much the teachers say (Pui-lin Positioning Interview, Appendix 8, p.305).

However, Carroll (2002) disagrees, saying ‘… where task requirements are made very explicit, many students adapt quickly … where requirements remain implicit and no help is provided, some struggle for years’ (p.59). Here Carroll recommends that lecturers persevere in reminding students not to plagiarise, indicating eventually the lecturer will breakthrough to students on plagiarism and referencing.
4.5.9 Summary

Pui-lin was older than her peers were and often appeared as much of an observer of the cohort as the researcher did. Concerning the behaviour of current Chinese students towards educators in Australia and Hong Kong, she was surprised. Pui-lin indicated changed attitudes amongst CIS were attributable to the imposition of Western values, changed teaching techniques and the introduction of technology into the Hong Kong curriculum. Curiously, Pui-lin made comparisons between CIS studying in Australia today and students of her generation who Pui-lin said showed greater respect for teachers by not asking questions in class.

Pui-lin’s data revealed some CIS worked in small groups or undertook subjects together to decrease workload or capitalise on the expertise of individuals. Pui-lin’s data reveals how CIS barter for help or the completion of work. It seems common for students with cars to offer transport to students without in return for assistance. It is important to note that this view was not unique to Pui-lin.

The use of positioning theory and associated figures were crucial in reflecting Pui-lin’s findings. A significant finding depicted in these figures was that the influence of actors on the ontological rings is hierarchical. For instance, the presence or lack of an actor on the outer cultural ring is significant as it can influence actors on the inner rings. Therefore, in a culture where there is little appreciation of academic integrity or copyright there is little influence on actors located on the personal ring concerning academic or copyright violation. Conversely, if a significant actor exists on the inner ring like ‘strong personality’ its influence can override smaller actors residing on the cultural ring.

4.6 Siu-ping

4.6.1 Introduction

Siu-ping, a female from Hong Kong in her early twenties lived and studied in Australia for ten years, attending private secondary school in Melbourne and primary school in Toronto. When I first interviewed Siu-ping she was completing her penultimate semester in Business Information Systems (BIS), a significant achievement as her sister spent years studying in Melbourne before quitting with a year remaining. With excellent English, Siu-ping was keen to succeed, stating ‘I am motivated and want to achieve something by the time I am thirty’.

Analysis of Siu-ping shows the significance of her mother and the influence of communication on Siu-ping with her mother, concerning education and expectations. This analysis reveals the importance of mother tongue language learning on developing respect and work ethics. Siu-ping was unaware that filial piety and work ethics transfer through
philosophical teachings during language learning. Siu-ping saw no link between copyright violation and plagiarism although did appear to see a link between academic integrity and counterfeit goods.

This analysis answers the research questions, including the importance of parents, peers and siblings, the role of philosophy and religion, the influence of mobility and technology on perspectives. Siu-ping’s answers discuss what educators can do to improve outcomes for CIS, including using home country examples to foster engagement. This analysis fills a lacuna in the literature concerning the importance of the mother as opposed to the combined role of the parents and informs the literature on obtaining philosophical principles through language learning, specifically the influence of the Trimetrical classics on piety and work ethic.

4.6.2 Mobility

Siu-ping makes a number of points pertaining to how and why mobility influences CIS, including that she was unlikely to assist others by lending material. Siu-ping said, ‘I try not to let them because I put a lot of effort into my work and do not want someone else to get the credit for it’ (Siu-ping Initial Interview, Appendix 9, p.307). However, Siu-ping made an exception for CIS with poor English, saying ‘I have given work to friends that cannot speak or write well’ (Siu-ping Initial Interview, Appendix 9, p.307). Ballard and Clanchy (1997) recognised English language competency as an issue for international students.

We probably have to accept that most foreign language students will never draw level with native speakers in their control of English. And this assumption necessarily has implications for the ways in which we teach and assess these students (p.29).

Such camaraderie could be indicative of the cohort and given rise to the perception that CIS engage in plagiarism (Brennan & Durovic, 2005; Ryan & Louie, 2007). However, it appears increased plagiarism amongst this cohort has more to do with misunderstanding Western expectations than being a deliberate attempt to do less (Biggs & Watkins, 1996; Bloch, 2008) indicating further assistance is required. Siu-ping’s view that CIS with shorter study times in Australia seek help from CIS acquainted with studying in the West supports this, saying ‘… overseas students may not even have heard about plagiarism before coming here’ (Siu-ping Initial Interview, Appendix 9, p.307). Rather than looking at violations amongst this cohort from a punitive perspective, lecturers should see them as a request for help (Lathrop & Foss, 2000; Schmitt, 2005).

Even if CIS had heard of plagiarism or been taught to reference in their home country their experience may not transfer to the West. Some authors, including Tang (1996) and Mclean and Ransom (2005) argue people from CHC do not view issues of academic integrity in the
same way as students and teachers from the West ‘... we need to recognise just how peculiarly culture-bound our concept of plagiarism is’ (Ballard & Clanchy, 1997, p.24). Literature (Brennan & Durovic, 2005) indicates there is a perception amongst Western educators that acts of plagiarism are exclusive to CHC students.

CIS work hard to overcome language disadvantage ‘... students with poor language skills know they need to improve and study hard to get their own work done. Overseas students may not plagiarise because they know they have to do their own work to improve’ (Siu-ping Initial Interview, Appendix 9, p.307). In contrast to what Siu-ping said about assisting CIS with poor language skills, Siu-ping feels CIS would be unlikely to copy or plagiarise others and work hard to overcome language difficulties. Siu-ping feels CIS would be unlikely to plagiarise knowing they needed to do the work themselves to improve, while plagiarising the work of others diminishes effort leading to a decreased improvement in language skills.

Rather than doing as Siu-ping suggests and working hard to overcome language difficulties the literature (Tang & Biggs, 1996; Ryan, 2005) suggests CIS do the opposite, resorting to traditional methods to overcome language difficulties, including plagiarism.

If the demands of the new learning situation become overwhelming, international students will resort to the necessary means to survive, often through (intentional or unintentional) plagiarism, or by resorting to their usual forms of support by banding together and working in groups (often seen as ‘syndication’ or ‘collusion’ and therefore cheating) (Ryan, 2005, p.150).

Biggs and Watkins (1996), Ballard and Clanchy (1997) oppose this view that diminished language capability amongst this cohort decreases the likelihood they plagiarise to overcome deficits.

Figure 30: Siu-ping’s Positioning (Mobility)

Figure 30 displays actors that influence Siu-ping’s perspectives. Actors with an influence on Siu-ping appear close to or large on the rings of ontology. CIS with poor English proficiency
influence Siu-ping, who feels obliged to assist peers due to collectivistic principles found amongst CHC peoples (Salili, 1996; Tang, 1996; Winter, 1996). The other actor on the personal ring represents ‘local peers’ which depict as small and far from Siu-ping, indicating local peers have little influence on her perspectives. However, as positions on the rings change depending on circumstance the influence of ‘local peers’ can increase as cultural obligations to assist CIS peers decrease overtime. Other actors that influence Siu-ping are located on the institutional and cultural rings, including home country acceptance of plagiarism and understanding Western culture, similar to issues of language proficiency.

4.6.3 Parents, Peers and Siblings

Siu-ping indicates students negate financial sacrifices by parents should they plagiarise rather than undertake work themselves. Siu-ping made reference to the money spent by her parents sending her overseas, saying ‘My parents bought me a house, a car and I travel from Melbourne to Hong Kong a lot’ (Siu-ping Initial Interview, Appendix 9, p.307). Siu-ping said, ‘If my parents did not care what I learnt while I was in Australia, they would not spend all this money sending me here’ (Siu-ping Initial Interview, Appendix 9, p.307). Siu-ping thought financial accountability was a reason why some Hong Kong students studying overseas did not engage in plagiarism. However, Chow and Chu (2007) indicate filial obligation rarely concerns money but educational outcome.

In this instance, positioning occurs between parent or individual parent actors located on the interpersonal ring and the positioned student. This represents a combination of ‘deliberate self-positioning’ and subordination in relation to moral order and filial piety, causing Siu-ping to do the ‘right thing’, including upholding family values while studying abroad. Similar to finance Siu-ping identifies separation from parents as a reason why Hong Kong students may not plagiarise. As opposed to learning, plagiarism diminishes the sacrifice of separation from family. Siu-ping says ‘… mum would think why separate from each other for so long if not to learn and get an education’ (Siu-ping Initial Interview, Appendix 9, p.307). To analyse this, I use concepts of positioning theory and the philosophical concept ‘filial piety’. Like financing education, this scenario locates the mother actor on the interpersonal ring while the type of positioning is ‘deliberate self-positioning’ as Siu-ping refers to unique perspectives and events in her biography (van Langenhove & Harré, 1999). To hold this view might indicate Siu-ping positions herself as powerless and her mother as powerful in contests of moral order. This research adds to the literature as it considers parents of CIS, individuals as the father and mother appear to have different expectations concerning education and separation.
Siu-ping indicates Hong Kong parents do not send children to the West because the education is better. Rather students travel overseas to evade the local system ‘My parents do not like this system and prefer that I study in Australia or Canada’ (Siu-ping Initial Interview, Appendix 9, p.309). According to Siu-ping people in Hong Kong, describe the local education system as ‘filling the ducks’ as the teacher talks and students listen and absorb. Siu-ping said, ‘People in Hong Kong call the education system ‘filling the ducks’ because the teacher talks and the students listen and repeat’ (Initial Interview, Appendix 9, p.309). Biggs (1996) recognises there is a problem when people use the pejorative term ‘filling the ducks’ to describe the education system and that repetitive learning can be problematic when tasks move beyond the ability of a student as repetition alone leads to frustration.

Biggs (1996) challenges negative perceptions of CHC education, seeing a difference between the rote learning Western educators attribute to CHC systems and repetitive learning that builds a basis for development. Unlike the West that is concerned with ability, Biggs (1996) argues education in CHC concerns repetition and that through repetition foundations develop, providing opportunities for creativity.

In the West, we believe in exploring first, then in the development of skill; the Chinese believe in skill development first, which typically involves repetitive, as opposed to rote learning, after which there is something to be creative with (p.55).

What is interesting is why Siu-ping’s family perceive repetitive learning to be inferior to the so-called ‘good learning’ of the West (Biggs, 1996) and to be avoided by taking education overseas. According to Biggs (1996), the repetitive learning style of CHC serves Hong Kong students well, consistently outperforming Western counterparts in first and second language learning, maths and science in international evaluations.

Siu-ping feels parents of CIS are not overly concerned with plagiarism and have an expectation that negative things will occur during their child’s studies. However, as long as the student obtains their degree then issues, including violations that transpire in obtaining the qualification are not catastrophic.

Hong Kong parents think like this because they care about the result and not the hiccups along the path. Hong Kong parents expect these things to happen along the way so long as you succeed and get your degree whatever penalty you receive is okay (Siu-ping Initial Interview, Appendix 9, p.309).

Siu-ping’s view expressed in the above excerpt is in line with Harré and van Langenhove’s (1999) statement that people are a collection of identities in relation to issues under investigation. Earlier I examined the views of Siu-ping’s parents concluding they considered plagiarism wrong because it negated emotional and financial sacrifice. Here Siu-ping
positions her parents as having a more practical approach to plagiarism. If it means students, achieve their aim regardless of emotional and financial sacrifice then that was okay.

Figure 31: Siu-ping’s Positioning (Parents, Peers and Siblings)

Figure 31 depicts the influence of parents on Siu-ping’s perspectives. Parental influence on Siu-ping includes not engaging in plagiarism to make the sacrifice made by her family worthwhile. Siu-ping indicates a reason she does not engage in plagiarism is to honour the financial sacrifice made by her parents in sending her overseas. Interestingly Siu-ping identifies separation from her mother as another form of sacrifice negated if she plagiarises rather than working to earn her qualification. On the outer cultural ring is the actor ‘cultural acceptance’ or ‘whatever it takes’ as the data indicates there is a perspective amongst some CHC parents that they would accept their child doing whatever it takes to get through their studies, including under certain circumstances copying. Although a smaller influence than sacrifice this concept exists in the data and therefore appears as an actor distant from the positioned student on the outer ring.

4.6.4 Philosophy and Religion

According to Siu-ping, philosophical or religious beliefs have little influence on student plagiarism. Siu-ping felt time commitments and language skills were significant factors, saying ‘Assignment deadlines, language skills, work commitments, how often they go out and how seriously the school takes the issue all affect students more than religion’ (Siu-ping Initial Interview, Appendix 9, p.307). However, literature (Brennan & Durovic, 2005; Ryan & Louie, 2007) credit Chinese philosophical beliefs, including Confucianism as influential on CIS perspectives, specifically respect for and imitation of the educator (Shei, 2005).

I know what my parents think even though they have never talked to me about plagiarism. I know what they expect and they would be disappointed if I copied
even though we do not believe in god (Siu-ping Initial Interview, Appendix 9, p.308).

According to Siu-ping, her view is not due generational difference as her parents would be disappointed if she copied or plagiarised regardless of belief. Siu-ping did not link filial piety or traditional Chinese values with her decision not to plagiarise.

Indoctrination of long held philosophical beliefs remains part of the culture and occurs in the young. According to Sillitoe et al. (2005), the study of Confucius and other philosophers forms part of the learning process using the Trimetrical classics (Wen, Zhou & Fan, 1994; Sillitoe et al., 2005). Although Siu-ping predominantly studied in Australia and Canada, she can read and write in her mother tongue. Therefore, it is likely she encountered philosophical teaching as part of her early learning. Fung (1948) reveals that early teaching includes the study of the Confucian analects and Mencius amongst other philosophers. Although some argue communism and the resulting revolution eroded philosophical teaching, according to Louie (2005) there was a revival of neo-Confucian thought in the ‘tiger economies’ of the 1980s and 1990s that revived Confucianism in the classroom.

This point is crucial to Siu-ping’s analysis since it indicates how and where Siu-ping received her respect for her parents ‘filial piety’ and diligent work ethic. Early language learning using the Trimetrical classics imparts not only the ability to read and write it teaches students respect for parents and encourages a diligent work ethic. Occurring form an early age, Siu-ping was unaware of when and where she obtained her values of piety and work ethic. Today children learning to read and write Chinese continue to use the Trimetrical classics.

Figure 32: Siu-ping’s Positioning (Philosophy and Religion)

Figure 32 shows how Siu-ping believes there is no significant link between academic integrity and religion therefore the actor ‘religious belief’ is small on the cultural ring. Siu-ping believes there is a greater link between time constraints faced by students due to
entertainment and work than religious belief towards academic integrity. Although not acknowledged by Siu-ping, CIS participant data collected for this research indicates philosophical influences imparted via language learning, including the Trimetrical classics do influence piety and work ethic. Therefore, the actor ‘cultural influence’ appears large and in close proximity to Siu-ping on the cultural ring.

4.6.5 Technology

Technology makes sharing efficient and Siu-ping makes the point that regardless of the deterrent students will plagiarise to minimise effort, saying ‘… people who copy are lazy’ (Siu-ping Initial Interview, Appendix 9, p.309) and ‘No matter what technology exists, students will always find ways to copy’ (Siu-ping Initial Interview, Appendix 9, p.308). Technology influences academic integrity by enabling students to easily find and take information from other sources while software designed to deter plagiarism by identifying violations can be effective (Roberts, 2008). However, Siu-ping is concerned at being accused of having violated academic integrity, saying ‘… students worry these programs will accuse them of copying even when they have done nothing wrong’ (Siu-ping Initial Interview, Appendix 9, p.308).

Plagiarism software deployed by universities cause students to ‘force self-position’ as institutions force students to account for their behaviour, in this type of positioning the institution positions as powerful while the student positions as accountable. Van Langenhove and Harré (1999) define ‘forced self-positioning’ as ‘When an institution has the power to make moral judgements about persons and about their behaviour, it will ask people to account for what they are doing (or not doing)’ (p.26).

Positioning occurs due to the institution deploying plagiarism software, including the ‘forced positioning of others’ as the university uses systems to derive similarity reports as a form of discourse that enables staff to position students over whether they plagiarised.
Figure 33 illustrates the influence of technology on Siu-ping’s perspectives. Enabling and deterring technologies seem engaged in battle, as both appear on the personal ring to be of equal significance. Data indicates that on one hand, technology like social media, email and paper mills have a role in enabling violations while technologies like plagiarism detection software deployed by institutions have an equal role in deterring violations.

4.6.6 Copyright

A lacuna exists concerning links between copyright violation and plagiarism amongst CIS. To date research concerning CIS and plagiarism includes Confucianism (Brennan & Durovic, 2005; Ryan & Louie, 2007), filial piety (Biggs & Watkins, 1996; Sillitoe et al., 2005) and respect for and imitation of the educator (Shei, 2005; Eisner & Vicinus, 2008) as reasons why CIS plagiarise. Bloch (2008) identifies links between the economic system under which students are raised and plagiarism ‘… attitudes toward intellectual property and plagiarism … in both China and the West, have been shaped by cultural, economic, and historical factors’ (p.224).

Siu-ping identifies copying another student’s work or material from the Web as wrong which is a form of ‘moral positioning’. Van Langenhove and Harré (1999) indicate moral positioning occurs when people are ‘… positioned with regard to the moral orders in which they perform social actions’ (p.21) and Siu-ping positions as subordinate to the requirements of the institution by adhering to rules relating to plagiarism. This type of intentional positioning is the ‘forced positioning of others’ which is similar to a trial. According to van Langenhove and Harré (1999) ‘Trials not only allow (or force) a defendant to position him/herself, they also allow other persons to position the defendant’ (p.28). Institutions not only position those accused of plagiarism but those that sit in judgement. Institutions deploy
software to find evidence of plagiarism and evidence is a form of discourse used to position others.

Accordingly, corporations and governments attempt to deter the unauthorised reproduction of copyright material because it reduces profits and taxes. Educational institutions deter plagiarism because it reduces outcomes for students (Simmons, 1999; Harris, 2001). Discourse employed by academic institutions and teachers in the form of reminders, threats of detection, posters, inductions, information packs and penalties position students against plagiarism. Harré and van Langenhove (1999) indicate a ‘power relationship’ exists in contests of moral order ‘If someone is positioned as powerful that person may legitimately issue orders and demand obedience … positions are relational, in that for one to be positioned as powerful others must be positioned as powerless’ (p.1-2).

Due to intentional positioning via discourse from actors located on the personal and institutional rings, including teachers and institutions, Siu-ping knew copying was inappropriate ‘copying work is wrong’ (Siu-ping Initial Interview, Appendix 9, p.309). Siu-ping knew there was no educational benefit to plagiarism, saying ‘Copying or plagiarising someone’s work is not rewarding’ (Siu-ping Initial Interview, Appendix 9, p.309). In contrast (Eisner & Vicinus, 2008; Bloch, 2008) indicate imitation assists a novice model the work of experts, teaching what is possible. I argue penalties for imitation without attribution is discourse at the disposal of institutions and teachers. A view shared by Bakhtin (1986) who said, ‘Both the composition and, particularly, the style of the utterance depend on those to whom the utterance is addressed’ (p.95).

Siu-ping did not link copyright violation, including downloading material, copying DVDs and plagiarism, saying ‘I do not think they are similar’ (Siu-ping Initial Interview, Appendix 9, p.309). Siu-ping said, ‘Students copy other people’s work because they cannot do it or cannot be bothered to do it themselves’ (Siu-ping Initial Interview, Appendix 9, p.309). This is not unlike the argument used to justify violating intellectual property. However, discourse in the form of penalty for copyright violation is so remote it is unrecognisable to plagiarism, while any campaign to reduce copyright violation might make comparisons to academic integrity, which is more widely understood to be wrong.

This example matches the positioning of students towards plagiarism by institutions that use inductions (Harris, 2001), warnings and threats to reduce grades (Carroll, 2002) and suspensions (LeClercq, 1999) to deter plagiarism. Although actors on the cultural ring position individuals via the ‘forced positioning of others’ corporate discourse in terms of consequence and penalty is weak.
I download software without paying because it is expensive to buy the real thing. Everyone I know does so I cannot see a link between downloading software to save money, burning DVDs and plagiarism (Siu-ping Initial Interview, Appendix 9, p.309).

Siu-ping reveals people do not see copying non-physical goods as taking intellectual property due to the ubiquity of the violation. Interviewed lecturers thought students that copied movies, music and schoolwork felt that once something became digital they could take credit for it as it had no owner, was not valued and was transferable.

![Figure 34: Siu-ping’s Positioning (Copyright)](image)

Figure 34 indicates Siu-ping did not see a link between academic integrity and copyright, although lecturers of CIS do see such a link. Siu-ping believes student laziness influences decisions to violate academic integrity more than the copying of digital material, including downloading movies, music or copying DVDs. She acknowledges corporate and government advertising aimed at decreasing copyright violations is similar to inductions by institutions to discourage plagiarism. The difference is academic institutions employ effective deterrents concerning academic integrity compared to corporations and government.

4.6.7 Other Factors

Factors identified by Siu-ping were universal and not limited to CIS, including plagiarism being unfair to the person that did the work. Siu-ping did not like other students getting credit for her work after she had put effort into completing it by the deadline. Siu-ping said friends put pressure on others to lend work and that doing so could get everyone into trouble, not just the person that copied because lecturers could not determine which student plagiarised, ‘Friends can get you into trouble … the lecturer does not know who copied because all they see is two papers’ (Siu-ping Initial Interview, Appendix 9, p.307). This requirement to lend work is not surprising as sharing knowledge is a common Chinese tradition acknowledged in
the literature (Biggs, 1996; Dryden, 1999) as is the collectivistic nature of Chinese society (Salili, 1996; Tang, 1996).

Siu-ping received an introduction to plagiarism and referencing in high school and feels the referencing standard of high school is lower than that of university. Siu-ping felt greater explanation of referencing requirements would aid the transition from high school to university, as no particular format was required in high school. If Siu-ping, who has studied at both primary and high school in the West found referencing at university difficult then recently arrived CIS must find the requirement near impossible. Siu-ping said she would seek an extension if required and would be disappointed if she plagiarised. Siu-ping did not think CIS should be concerned about future accusations of plagiarism because such issues were not taken seriously in her home country, saying ‘… people from Hong Kong will not worry about this. This may be an issue for students who have studied in Australia’ (Siu-ping Initial Interview, Appendix 9, p.308).

Figure 35: Siu-ping’s Positioning (Other Factors)

Figure 35 demonstrates the significance of ‘other factors’ on Siu-ping’s perspectives. The majority of actors reside on the personal ring and have a bearing on perspectives of academic integrity. Siu-ping felt CIS do not engage in plagiarism because it is unfair if they complete work while other students get the credit for it. Siu-ping believes the amount of time spent by CIS studying in the West influences the likelihood they will copy the work of peers who studied high school in Australia. Siu-ping indicates there is a correlation between the amount of time CIS spent studying in the West and requests for collaboration. Finally, figure 35 indicates Siu-ping feels verbal inductions and information by the institution reduces plagiarism.

4.6.8 Repositioning
Siu-ping appeared to have adjusted to Australian requirements to reference and there was little transition recorded between initial and positioning interviews. However, her positioning interview revealed insights into Siu-ping’s perceived need to live up to expectations she felt imposed on her by her parents. I say ‘expectations she felt imposed on her’ because her parents appeared to have amongst the most ‘laissez faire’ attitude of all parents recorded in the research.

I asked Siu-ping, if she had had any experiences with plagiarism between interviews or if her perspectives had changed. Siu-ping reiterated points from the initial interview, including how she continued to find it difficult to reference and that a student’s level of English determined if they plagiarised. I asked Siu-ping did our last meeting make you more aware of issues of academic integrity, in response Siu-ping expressed surprise at the experience of her sister by returning to Hong Kong and enrolling as a mature aged student. Although it does not pertain to plagiarism, it surprised Siu-ping that there may have been other options had she not studied in Australia.

In her positioning interview, Siu-ping said she was disappointed with the time taken to complete her studies. However, her parents were not concerned and said studying overseas was predominantly about experience. This attitude could help CIS recognise that they need not place academic achievement above all else which could reduce plagiarism. Broader examination of the data indicates this view is not universal as often parents elevated achievement above all else and emphasised the importance of good marks at any cost. Perhaps prosperity drives the view expressed by Siu-ping, that what mattered to her parents was the experience gained. The only evidence I have for this is Siu-ping said, while studying overseas her parents had bought her a house and a car. Perhaps the financial situation of Siu-ping’s parents was such that they could afford to offer their children an opportunity to study overseas without the dominant concern being educational outcome.

Siu-ping’s parents appeared unconcerned about results and were supportive of Siu-ping through the provision of resources. Initial and positioning interview data made me think Siu-ping had high personal expectations and that pressure she felt to repay sacrifices made by her parents was self-inflicted. In her positioning interview, Siu-ping refers to her need to repay her parents for her opportunity, by working two jobs or in terms of piety. Siu-ping worked two part-time jobs to alleviate financial pressure on her parents and this need to alleviate financial pressure appeared significant in her interviews, saying ‘I have been working to pay for things like petrol and going out. My parents pay for the big things like the house bills and
travel. To be mature I have been trying not to ask for things’ (Siu-ping Positioning Interview, Appendix 9, p.310).

Siu-ping indicated Hong Kong people admire families that have children studying overseas and felt her parents were no exception, saying ‘In Hong Kong, it is highly valued if your kids have studied overseas’ (Siu-ping Positioning Interview, Appendix 9, p.310). However, Siu-ping said her parents would never say anything as direct as, ‘I am happy you have studied overseas’ but they were happy with what she had achieved even if it has taken longer than expected. Siu-ping was appreciative that her parents were not concerned at the additional time she had taken to complete her degree, saying ‘They do not care about the extra year. To them it is not much but I thought it was a big deal’ (Siu-ping Positioning Interview, Appendix 9, p.310).

Studying in Australia was less competitive and less stressful and Siu-ping felt CIS should not engage in plagiarism. Rather CIS should use time spent studying overseas to learn the material, saying ‘There should be no excuse for copying here because it is relaxed and the lecturers are friendly’ (Siu-ping Positioning Interview, Appendix 9, p.311). Siu-ping provides insights into CIS perspectives, highlighting that decreased pressure found in the Australian system should diminish CIS need to plagiarise, compared to her home country where students plagiarise to reduce pressure (Hayes & Introna, 2005).

Literature (Lee, 1996; Salili, 1996) concurs that there is pressure on students from CHC to succeed. Pressure experienced by students from CHC leads to plagiarism as a means of circumventing workloads ‘… the students also have a culturally-triggered coping mechanism in the form of spontaneous collaboration’ (Tang & Biggs, 1996, p.179). Siu-ping reveals when CIS undertake education in their home country they have expectations on them to succeed, however when they study in the West their position changes and students experience a reduction in pressure. Siu-ping said, ‘Hong Kong students should copy less here because the system is less stressful … they should be under less pressure and easily handle their work’ (Siu-ping Positioning Interview, Appendix 9, p.311).

In the positioning interview, Siu-ping mentions how she looks forward to graduating in Hong Kong in the presence of her parents and sister. It appears Siu-ping intends to graduate in Hong Kong as a form of discourse, a means of negotiating her place in the moral order of the family. Perhaps Siu-ping uses graduation as a means to position her parents, telling them she has completed her degree, something her sister has not achieved. Bakhtin (1986) and Harré and van Langenhove (1999) indicate discourse takes a variety of forms depending on the
message and the recipient ‘… episodes are more than just visible behaviour, they also include the thoughts, feelings, intentions, plans and so on’ (p.4-5).

Van Langenhove and Harré (1999) indicate it is possible for people engaged in positioning to act tacitly or position without intent. However, van Langenhove and Harré (1999) say it is possible for someone to act in a ‘Machiavellian’ manner by intentionally positioning others. Perhaps as an act of rivalry, Siu-ping elevates her power in terms of achievement in the family, graduating in Hong Kong with her parents and sibling present, subconsciously influencing the moral order within the family. Siu-ping mentions how her sister studied university in Australia before giving up and returning home with a year remaining. Siu-ping said her parents were disappointed thinking her sister had wasted time.

This system is not for everyone because I have a sister who came here before me. She did not like it here and struggled at high school although she did get through. She went home with about one year to go in her course and my dad was disappointed … my parents thought my sister wasted several years because she gave up and went home (Siu-ping Positioning Interview, Appendix 9, p.311).

Siu-ping did not see a relationship between copyright violation pertaining to digital material and plagiarism. However, Siu-ping saw a connection between copyright violation concerning counterfeit goods and plagiarism, saying ‘I do see more of a link between copied goods and copying schoolwork’ (Siu-ping Positioning Interview, Appendix 9, p.313). In an act of ‘deliberate self-positioning’ (van Langenhove & Harré, 1999), Siu-ping indicates people selling counterfeit goods in Hong Kong knew what they were doing was wrong.

… people would run outside, sell copied things and then run back inside when the police came. The fact people would run away when the police came meant they knew what they were doing was wrong (Siu-ping Positioning Interview, Appendix 9, p.313).

Siu-ping indicates peers are concerned at having intellectual property violated while simultaneously violating the intellectual property of others. Siu-ping reveals peers are hypocritical, unconcerned at violating the copyright of others by downloading movies, songs and software while angered at the prospect of others copying their work. Siu-ping said, ‘… the person I am thinking about does not mind copying other peoples DVDs or software but would be upset if someone copied their work’ (Siu-ping Positioning Interview, Appendix 9, p.312). This is a case of ‘moral and personal positioning’ (van Langenhove & Harré, 1999) as Siu-ping believes there is a morality with which people must adhere, specifically that peers be reluctant to violate the intellectual property of others because they do not like having their work copied. This position actually reflects the perspective of the individual making the
comment rather than the target of the positioning. Tran (2007) said, ‘… when an individual positions somebody else, that is often associated with his/her self-positioning’ (p.102).

According to Siu-ping, technology makes plagiarism easy as students work in partnership to develop answers. Siu-ping felt smart phones made it easy to collaborate and had heard of students using Twitter to solicit essays, saying ‘I have heard students use Facebook to make answers in their posts … you can get Facebook and Twitter on your phone you can do this anywhere’ (Siu-ping Positioning Interview, Appendix 9, p.312). Siu-ping is contradictory about technology, technology made collaboration easy while software used to detect plagiarism made it difficult to plagiarise without effort by the student. Siu-ping said, ‘Plagiarism is bad but at least students are looking around for things to copy. Even if they do not reference at least these students are doing something or trying to get something together’ (Siu-ping Positioning Interview, Appendix 9, p.313). Siu-ping felt the effort required to plagiarise and to deceive the software was significant, requiring a student to research and expend effort when their aim was to reduce the time and effort they put in.

At work, Siu-ping said she would reference if required. However, she would be unlikely to reference if not required ‘… I do what is expected. If I have to reference at work, I would do it if it was required but I would not just do it’ (Siu-ping Positioning Interview, Appendix 9, p.311). Siu-ping felt home country attitudes to plagiarism would change little with the return of Western educated graduates. Siu-ping said, ‘People do not care how things happen so long as they do happen … people still think like that’ (Siu-ping Positioning Interview, Appendix 9, p.312). However due to discussions with her sibling Siu-ping knew Hong Kong universities discouraged plagiarism. Siu-ping indicates CIS might better prepare their children to reference, saying ‘I guess if graduates tell their kids about referencing then maybe someday people in Hong Kong may reference’ (Siu-ping Positioning Interview, Appendix 9, p.312).

Siu-ping concludes, ‘English has a lot to do with who asks to look at your work. Less confident students are likely to ask to look at your work or have been in trouble for copying in the past’ (Siu-ping Positioning Interview, Appendix 9, p.311). Additionally, Siu-ping identified the importance for CIS to interact with other cultures while studying in Australia to improve their English, which is an observation supported by Cross (2006). Siu-ping observed international students living with members of the same culture engaging each other in the language of their home country and affecting English language learning. Siu-ping said, ‘… because they live with people from China and only speak to their friends from China. They never get the chance to improve their English or get more confident in all the time they are here’ (Siu-ping Positioning Interview, Appendix 9, p.311). English is important to CIS
parents as Sui-ping said, ‘My English has improved which is also important to my parents’ (Siu-ping Positioning Interview, Appendix 9, p.310). Siu-ping reiterates English language confidence determines whether a student engages in plagiarism (Martin, 2011), including asking CIS accustomed to speaking English to view their work.

### 4.6.9 Summary

Based on the analysis it appears issues related to mobility, including studying overseas away from family are significant. Siu-ping felt philosophical and religious teaching had little impact on perspectives while the literature (Lee, 1996; Hayhoe, 2006) indicated philosophical teaching did position CIS. In contrast to what Siu-ping thought, CIS participant analysis showed philosophical positioning takes place from an early age through the Trimetrical classics, influencing work ethic and piety. The positioning interview offered useful insights to lecturers, including how increasing student interest in their work and encouraging students to challenge themselves increased pride and reduced plagiarism.

Influences on positioning concerned mobility, including requests made by CIS with poor English to collaborate and sacrifices made by parents, including spending money on the overseas education of their child. Siu-ping’s findings addressed fairness to lecturers, her parents and herself concerning pressure from peers to collaborate and implications for lecturers, including how CIS find it difficult to reference and do not feel comfortable talking to lecturers. Siu-ping felt information had little impact on plagiarism while penalties and policies did not deter CIS plagiarism. As was the case with philosophical positioning, analysis showed powerful discourse influenced the ‘forced positioning of others’ resulting in changed student perspectives. Siu-ping indicates CIS respect their teachers and any attempt to deceive made Siu-ping uncomfortable. The analysis indicated CIS studying high school in Australia had an advantage over recently arrived counterparts in understanding academic integrity.

### 4.7 So-ye

#### 4.7.1 Introduction

So-ye a female from Hong Kong in her early twenties was in the fourth year of a bachelor’s degree in Accounting at the time her initial interview was undertaken. So-ye had studied for a total of eleven years in Australia, including her entire time at high school. Among participants interviewed for this research, So-ye expressed the unique perspective that students that pass university due to plagiarism devalue her qualification as these students lack ability when they return to Hong Kong. So-ye said, ‘I worry it devalues my education, devalues my qualification because I work hard and others do not’.
So-yee’s analysis indicates the reputation of the institution is a critical ‘pull’ factor for students (Mazzarol & Soutar, 2002; Altbach, 2004) and Western institutions that ignore violations devalue their qualifications and reputation. So-yee thought Australian institutions must address this as CIS are mobile and will choose other countries if they discern a drop in standards. The fact that makes this issue important is Australia is but one of a number of options available to international students for overseas education (Chen, 2008; Currie, Vidovich & Yang, 2008), including Canada, the United Kingdom, and the United States.

So-yee’s analysis shows the significance of her mother on career and education related decisions. She demonstrates how a perception of diminishing language standards amongst Western institutions (Edwards et al., 2007) has seen her home country increasingly value Hong Kong education, accessible to quality applicants rather than those that pay. So-yee’s data indicates how studying in Western countries does little to improve CIS English (Brown, 2008) while at the same time Hong Kong based students are committed to improving their English proficiency.

4.7.2 Mobility

So-yee thought students that study overseas, away from family should be mature and not engage in plagiarism, expressing that just because a student is away from home does not mean they plagiarise more than those studying in Hong Kong. So-yee said, ‘students at university should be mature. Being away from your home should not mean you copy’ (So-yee Initial Interview, Appendix 10, p.315). So-yee’s view is in contrast to that of Lie-ling from China who thought being away from home directly influenced perspectives of academic integrity. Lie-ling thought students away from home were subject to different rules, including changed pressure to assist peers due to Confucian principles like collectivism (Salili, 1996) and no longer having to protect ideas for fear others will gain one of a limited number of university places.

Like McGowan and Potter (2008), So-yee recognised that Western universities have become dependent on income from international students. In So-yee’s opinion, this dependence meant Australian institutions overlooked violations to ensure CIS continued to enrol at Australian universities. So-yee said, ‘Universities must not pass students that plagiarise because they want money from overseas students’ (So-yee Initial Interview, Appendix 10, p.314). So-yee indicates course quality was a significant issue for some Hong Kong parents concerned about the education standard for their children. So-yee thought Hong Kong parents would move children elsewhere if institutions and lecturers ignored violations. So-yee said, ‘I have a brother studying high school in Melbourne and my mother said she would send him
somewhere else if the education standard drops’ (So-yee Initial Interview, Appendix 10, p.314). This view appears dependent on the engagement of parent’s of CIS studying in Australia. Some students interviewed as part of this research had parents that appeared to have little knowledge of higher education. In So-yee’s case, her mother appeared highly engaged with issues of higher education, including which institutions had a good reputation.

The reputation of an institution amongst people in Hong Kong influences parental choice. So-yee said, ‘This is why I chose [university c] because managers in Hong Kong have heard of [university c]. They assume you studied at [university c] if you studied in Melbourne’ (So-yee Initial Interview, Appendix 10, p.315). So-yee reveals the reputation of an institution amongst people in Hong Kong, including prospective employers is important. This view is in contrast to other participants (Ching-ya & Lie-ling) who saw overseas study as a compromise to not obtaining a place at university in the home country while students who hold the view that studying overseas, including Australia occurs due to their failure to obtain a place at home ‘deliberately self-position’ (van Langenhove & Harré, 1999). Van Langenhove and Harré (1999) prescribe that this type of positioning allows CIS to select a course of action from a number of possibilities in a display of agency. In contrast, experiences that emerged from her own unique point of view or biography (van Langenhove & Harré, 1999) guide So-yee’s decision to study in Australia, particularly that the institution has a good reputation in Hong Kong amongst employers and it is deemed acceptable by her mother.

So-yee identified English proficiency as a significant factor for CIS violations (Amsberry, 2009). So-yee said, ‘… English language skill is probably the biggest reason why students away from home copy’ (So-yee Initial Interview, Appendix 10, p.315). So-yee thought students not capable of performing at an appropriate level should not be accepted into university, saying ‘If they cannot do the work because of their level of English then maybe they should not be here’ (So-yee Initial Interview, Appendix 10, p.315). So-yee’s view that CIS unable to communicate at an appropriate level should not attend university may come from the perspective that such students undermine the quality of her degree. However, So-yee was defensive of CIS pointing out that collusion and plagiarism was not exclusive to CHC students (Gu & Brooks, 2008), saying ‘… I have friends from Australia, Europe and Russia and they all copy and download things. There is no link between culture and copying’ (So-yee Initial Interview, Appendix 10, p.317). Ching-ya endorsed this view, revealing she thought Australian lecturers perceived CIS as responsible for the majority of violation. While Ching-ya thought if there is a problem amongst CHC students, it was because there was no appropriate way to reference in China (Bloch, 2008).
Figure 36: So-yee’s Positioning (Mobility)

Figure 36 visualises actors that influence So-yee’s perspectives in relation to mobility. So-yee’s mother appears large and in close proximity, as she is well informed and makes decisions as to which country and institution her children attend based on reputation. So-yee herself thought student maturity and English proficiency influenced perspectives. So-yee and her mother indicate overdependence by Australian institutions on CIS particularly if standards drop in order to retain high numbers of fee-paying international student’s puts an institution’s reputation at risk.

4.7.3 Parents, Peers and Siblings

So-yee indicated her mother would be disappointed if she or her sibling engaged in violation. So-yee said, ‘My mother has high expectations for my brother and me, so she would be disappointed. She always wants me to be among the best students so I will stand out from the others when I apply for jobs’ (So-yee Initial Interview, Appendix 10, p.315). In the case of Ching-ya and Lie-ling they said their parents would prefer they plagiarised rather than submit nothing or receive a low mark. In contrast, So-yee said, regardless of the difficulty, the expectation of her parents is she undertakes all work, saying ‘No matter how difficult the work my parents would expect me to do it myself, otherwise I will not learn’ (So-yee Initial Interview, Appendix 10, p.315). As opposed to the parents of Ching-ya and Lie-ling, So-yee said, ‘… parents would rather I fail than copy work’ (So-yee Initial Interview, Appendix 10, p.315). So-yee revealed although it was likely her father did not know what plagiarism was he would be disappointed if she engaged in behaviour that went against family principles, saying ‘… dad would not know what plagiarism is … my dad would be disappointed’ (So-yee Initial Interview, Appendix 10, p.315). So-yee appeared to have similar perspectives to those of Siu-ping from Hong Kong who thought violating academic integrity rather than undertaking her own work wasted time spent away from her mother.
In relation to the influence of peers on her perspectives, So-yee appeared to have a variety of views both practical and contradictory. In the case of peers, So-yee displayed practicality driven out of necessity, revealing friends frequently asked to copy her work and So-yee appeared to balance requests for assistance with current and future needs. So-yee acknowledged that on some occasions it is important to allow peers to copy because there were times when she required the assistance of others. So-yee said:

Friends ask to copy all the time and get upset when I do not let them. I know that I have to balance my relationships at school because I am not good in all subjects. Some friends are naturally better at some things so it is important to know whom to help, because sometimes you will need them to help you back’ (So-yee Initial Interview, Appendix 10, p.315).

Like other participants, So-yee said she was willing to help peers who had poor English, which may link to collectivistic principles, adhered to by CHC students (Tang, 1996). In contrast, So-yee said she was unwilling to help local students or CIS with good English. This indicates there may be more than just collectivistic principles at play in her decision to assist. So-yee said, ‘some friends are not as good at English as I am and I do help them. Local students or good students I will not help. I do not like people to think less of me and I tell them copying is wrong’ (So-yee Initial Interview, Appendix 10, p.315). So-yee reveals she does copy, does lend work out of necessity knowing that at some stage she may need to call on others for assistance, saying ‘After years at university, I know you sometimes need to rely on each other and help each other. Sometimes you are strong at one part of your course while other friends are strong at theirs’ (So-yee Initial Interview, Appendix 10, p.315).

So-yee says she and her peers do not condone collusion while simultaneously sharing work because they choose not to see it as a wrong. So-yee said, ‘My friends know copying is wrong but we share because we do not see it like copying’ (So-yee Initial Interview, Appendix 10, p.315). In this case, So-yee combines deliberate and intentional self-positioning (van Langenhove & Harré, 1999). This ‘hybrid positioning’ sees So-yee concatenate a story told to herself as a justification for her action (intentional self-positioning) with deliberate self-positioning, initially So-yee presents the course of action of not condoning plagiarism and then refers to her unique perspective (van Langenhove & Harré, 1999) declaring she does not see copying as wrong. What this positioning reveals is how people can choose to see things in the way they want, even if it challenges their principles.
Figure 37: So-yee’s Positioning (Parents, Peers and Siblings)

Figure 37 reveals how CHC peers with poor English influence perspectives, as So-yee assists CIS that struggle. This is in contrast to CHC peers with good English or local peers that receive no assistance and therefore have little influence on So-yee. The actor Confucian principles residing on the outer cultural ring is vital as concepts like collectivism and filial piety may be a driver for So-yee’s attitudes towards assisting CHC students with poor English and accepting the input of her mother, including what university she will attend and the decision to study overseas.

4.7.4 Philosophy and Religion

So-yee was unsure about the influence of philosophy and religion on perspectives. So-yee felt she knew little about Confucian philosophy and was ill equipped to talk about its influence on CHC students, saying ‘Who knows much about Confucian philosophy? My friends know little about this just what we read or pick up from family’ (So-yee Initial Interview, Appendix 10, p.316). So-yee expressed the view that Confucian principles and traditions were strongest amongst people from China rather than people from Hong Kong, saying ‘Chinese tradition is weaker in Hong Kong than in China’ (So-yee Initial Interview, Appendix 10, p.316). This view that Confucian principles are stronger in China than Hong Kong may not be correct as Tamney (2012) reveals Confucianism was stifled in China with the rise of communism, while simultaneously Confucianism flourished in Hong Kong. So-yee thought the perception of religious people was that they plagiarised less, likewise So-yee thought people that observed Confucian principles were likely to plagiarise less. So-yee said, ‘They think the more religious you are the bigger sense of fairness you will have and the less you will plagiarise. Maybe they think students with traditional Chinese values are less likely to plagiarise’ (So-yee Initial Interview, Appendix 10, p.316). So-yee believed academic violation linked more to morality than philosophical and religious values. So-yee said, ‘… I think morality plays a part
in plagiarism … my family is not religious but we do not copy or let other people copy our work’ (So-yee Initial Interview, Appendix 10, p.316). Similar to the hybrid amalgamation of deliberate and intentional positioning (van Langenhove & Harré, 1999), So-yee links academic violation to morality rather than Confucian principles. However, like other participants Confucianism influences So-yee although it is not evident to her.

So-yee made the point that Hong Kong is so competitive (Biggs & Watkins, 1996) you could not afford to be compassionate on philosophical or religious grounds as any compassion was likely to disadvantage yourself and advantage your peer. So-yee said, ‘sometimes helping others can disadvantage yourself because the people you help might compete with you for a job and you do not want to give them an advantage’ (So-yee Initial Interview, Appendix 10, p.316). In this instance, So-yee ‘intentionally positions others’ (van Langenhove & Harré, 1999) as she positions other CIS as competition for a limited number of opportunities. In this case, So-yee’s positioning does not appear unintentional, tacit or ‘Machiavellian’ in that So-yee attempts to disenfranchise peers. Rather So-yee’s intentional positioning appears derived from the practical view that jobs are difficult to obtain so it would be unwise to give a competitor an advantage.

In So-yee’s view, wealth influenced perspectives. So-yee felt rich students were less concerned about education and came to Australia for study because they failed to obtain a place in Hong Kong. So-yee did not link this with her own circumstance, saying ‘Rich students do not care about their degree as much and rich parents only send their kids here to study because they failed in Hong Kong’ (So-yee Initial Interview, Appendix 10, p.316). So-yee thought financially disadvantaged students were likely to have different attitudes to academic integrity and education because they had to work hard. So-yee said, ‘students have to study and work part-time which makes them value their degree more than rich students that do not work at all’ (So-yee Initial Interview, Appendix 10, p.316). So-yee does not declare where she fits into this equation of wealth and its impact on academic integrity. So-yee’s thoughts on wealth were similar to that of Oi-mun, Wai-tat and Lie-ling who felt poor CIS valued education more than wealthy students. In So-yee’s comments about wealth on perspectives of academic integrity, she ‘self and other positions’ (van Langenhove & Harré, 1999), according to positioning theory when you position someone, you position yourself. In this case, So-yee identifies wealth as influencing perspectives, including studying overseas as a means of avoiding a competitive education system. Interestingly So-yee and her sibling that study in Melbourne avoid the very system she is critical of others for failing.
Figure 38: So-yee’s Positioning (Philosophy and Religion)

Figure 38 demonstrates how Confucian principles influence So-yee, even though like other students she was unaware of the influence of collectivism, filial piety and work ethic on herself. The actor religion is small and distant on the outer cultural ring as it had little impact on her perspectives. So-yee identified other actors, including fairness and morality on her and other student perspectives. So-yee indicates students with a heightened sense of fairness are less likely to violate academic integrity and from So-yee’s standpoint, the actor wealth influenced perspectives. So-yee thought advantaged students were less committed to their course and learning than disadvantaged students who made greater sacrifices to achieve goals and were less likely to plagiarise to obtain these goals.

4.7.5 Technology

So-yee thought technology influenced students by making it easy to share work at different stages of development, saying ‘Technology makes it easy for students to pass their work to each other’ (So-yee Initial Interview, Appendix 10, p.316). So-yee had witnessed a trade in papers amongst students at university. So-yee revealed she knew some students who used the Internet to have papers written for them (Park, 2003; Sisti, 2007) and believed peers wrote papers for one another, possibly for money. So-yee said, ‘I know some students get papers written by people overseas in their home country and then emailed to them. I do not know if they pay for that or if their friends do it free’ (So-yee Initial Interview, Appendix 10, p.316). What is interesting about this is So-yee said she knew students who had papers written for them in their home country implying students use contacts and resources in the home country to complete work in Australia.

So-yee was critical of this behaviour and its perpetrators revealing she knew one student who used the Internet to contract out work and when it arrived did not even tailor it to the task. So-yee believed it was the height of laziness for students to have papers written for them and not
even bother to read it, saying ‘One student had assignments written for her and she did not even read them thoroughly before she submitted. This shows you just how lazy some students are’ (So-yee Initial Interview, Appendix 10, p.316). In this instance, So-yee ‘deliberately positions others’ (van Langenhove & Harré, 1999). In light of positioning theory, So-yee displays agency by morally rebuking others for their behaviour concerning using the Internet to obtain custom written papers and then failing to adjust the paper to suit.

So-yee considered effective time management and the upholding of personal values critical factors in students choosing not to use the available technology to plagiarise. So-yee said, ‘I do not leave work late and do not want to devalue my qualification by copying or buying assignments online’ (So-yee Initial Interview, Appendix 10, p.316). So-yee concurred with other participants who indicated some students cannot face receiving a lesser mark or no mark because of poor time management and are unwilling to take responsibility in relation to getting their work done on time. So-yee said, ‘students would rather copy than accept getting no marks for an assignment’ (So-yee Initial Interview, Appendix 10, p.316). This view is in contrast to So-yee’s principles, which appeared similar to that of Oi-mun who said she would rather receive no mark than copy. However, this view is opposite to Ching-ya and Lie-ling who revealed they could not accept zero even if they had mismanaged their time. It is difficult to determine where these values arise perhaps they link to the sense of fairness So-yee spoke about rather than Confucian principles. So-yee, said ‘I would rather get fewer marks and hand nothing in than get my friends into trouble a view similar to both Oi-mun and Siu-ping from Hong Kong.

![Figure 39: So-yee’s Positioning (Technology)](image)

Figure 39 visualises technological influences on perspectives. Unlike other participants who thought social media made violation easier, So-yee reveals traditional technology like email facilitates the transfer of work amongst peers, while the Internet provides access to custom
written papers. However, So-yee thought for all the uses of technology to violate academic integrity, personal factors like time management drove violations (Bamford & Sergiou, 2005; Devlin & Gray, 2007) and that technology was but a conduit to character flaws.

4.7.6 Copyright

So-yee thought there was no relationship between academic integrity and downloading material from the Web. As other students interviewed for this research indicated, downloading material from the Internet was for entertainment and not for something of consequence like obtaining a degree. So-yee said, ‘I cannot see a relationship between downloading and plagiarism. Students copy and download for fun but plagiarism is about schoolwork and getting their degree’ (So-yee Initial Interview, Appendix 10, p.317). Perhaps the reason why participants did not link these violations was there was no consequence for copyright violation while there was a consequence, including induction (McGowan, 2005) and discipline (Larkham & Manns, 2002) by the institution or lecturer in the case of academic violation. So-yee said, ‘students know there are consequences for getting caught plagiarising and they are far more serious than for downloading things from the Web’ (So-yee Initial Interview, Appendix 10, p.317). In this scenario, So-yee and other students are influenced by effective discourse from the institution and lecturers concerning academic violation are engaged by ‘forced self-positioning’ (van Langenhove & Harré, 1999) as the institution through its proxy the lecturer has the power to judge students concerning their moral behaviour and force them to account for what they have done. Positioning theory tells us the same is true in reverse except there is a lack of effectiveness associated with the discourse or the power of corporations and government to judge the behaviour and limit copyright violations amongst the broader community.

Episodes of discourse in the form of deterrence by institutions and lecturers are effective (Bilic-Zulle et al., 2008), while episodes of discourse in the form of a remote chance for penalty by corporations and government appeared non-existent from the student’s perspective and therefore they saw no link between them. According to So-yee copyright violation is ubiquitous, saying ‘My friends and cousins copy DVDs and download music all the time but do not plagiarise … because you download from the Web or rip movies and music does not mean you will copy your friends’ (So-yee Initial Interview, Appendix 10, p.317). It appears corporations and government must improve their discourse to cause people to see copyright violation as bad as stealing physical items.
Figure 40: So-yee’s Positioning (Copyright)

Figure 40 illustrates the lack of effective discourse by corporations and governments to deter people from downloading material from the Internet. Accordingly, corporations and government appear far from the positioned student on the outer cultural ring. Conversely, there is effective discourse by lecturers and universities concerning academic violation, as this discourse does deter plagiarism for fear of detection and discipline. Interestingly according to participants, academic fraud often occurs between the student, lecturer and institution and not between students, as often students seek approval to use each other’s work and a corresponding lack of peer consent is likely to stop the violation. However, there is no consent for violations of intellectual property between content creators and perpetrators, increasing the likelihood for unrepentant copyright violation.

4.7.7 Other Factors

So-yee thought it was important to reference but often found it difficult to get it right. So-yee shared that she had completed a paper on Chairman Mao but had had marks reduced because the tutor thought her referencing was incorrect. So-yee said, ‘That really upset me, if I had just spent more time on the references I would have gotten a better mark’ (So-yee Initial Interview, Appendix 10, p.314). So-yee thought some students had given up and were prepared to lose marks for incorrect referencing. This was not the case with So-yee as she was eager to obtain all marks and saw referencing as a skill, saying ‘People lose marks for not referencing completely right, which for me is a real waste of effort’ (So-yee Initial Interview, Appendix 10, p.315).

So-yee was not worried about future accusations for the things done today as she made every effort not to copy or plagiarise and to reference. So-yee was unsure whether this would actually be an issue, considering it unlikely that universities would examine old papers or hold you responsible for things you did in the past. Again contradictorily, So-yee revealed she kept
all papers submitted today to prove her innocence if future accusations arose. So-yee said, ‘Personally, I do not worry about these accusations because I have not done it and I keep a copy of all the assignment papers I have submitted during my course’ (So-yee Initial Interview, Appendix 10, p.316). So-yee ‘deliberately self-positions’ (van Langenhove & Harré, 1999) and in deliberately self-positioning So-yee’s agency sees her deploy strategies that enable her to overcome accusations of violation by retaining copies of papers to prove her innocence should the need arise.

So-yee thought lecturers actively informed students about the requirement to reference and warned students of the penalties if they failed to do so. So-yee indicates there were numerous resources to help students, including on-line documents and lecturer reminders. However, there appeared to be a variety of views concerning the effectiveness of reminders and warnings (McGowan, 2005; Dee & Jacob, 2012). Ching-ya expressed the view that there was little consistency between Australian institutions concerning information and warnings. Ching-ya thought her institution was good while other universities were poor. However, So-yee thought people did not collude or plagiarise due to the amount or quality of information available, rather students colluded or failed to reference because they left work late (Hart & Friesner, 2004). This appeared to be a significant issue, So-yee said, ‘students leave work to the last day and expect everyone to help … if you work through nights to get assignments done by the deadline you do not feel like helping anyone that did not make any effort’ (So-yee Initial Interview, Appendix 10, p.316).

So-yee thought the process at her university in relation to violation was acceptable, indicating deterrent relied on induction by the lecturer (Devlin, 2003). So-yee reiterated the view of Siu-ping that topics should relate to things occurring in their home country or the media. So-yee said, ‘They could relate assignments to current events, the most rewarding assignments I did all related to things happening in the media’ (So-yee Initial Interview, Appendix 10, p.317).
Figure 41: So-yee’s Positioning (Other Factors)

Figure 41 visualises how future accusations have little influence on So-yee’s perspectives. However, future employers discovering students do not have the ability to complete work because they copied their way through university may influence perspectives. So-yee identified time management, difficulties referencing and university and lecturer discourse in the form of strategies to deter violations as having an influence on perspectives.

4.7.8 Repositioning

As So-yee had studied in Australia for several years, her attitudes appeared more fixed than may be the case for students starting their studies. So-yee was on the cusp of returning to Hong Kong for a working holiday during the Australian summer having obtained a graduate position at a bank. So-yee appeared to remain influenced by her mother, saying her mother helped set her path. So-yee said, ‘My mum is involved in our lives, she wants us to be successful but we can negotiate with her’ (So-yee Positioning Interview, Appendix 10, p.318).

So-yee reiterated the reason why Hong Kong students studied overseas was to avoid the Hong Kong Certificate of Education Examination (HKCEE) similar to the VCE and similar to the view of Oi-mun and Siu-ping who revealed they studied in Australia to avoid the HKCEE. This view is different to Ching-ya and Lie-ling who both said they had attempted the Chinese university entry exam (Gaokao), failed and then elected to study in Australia. So-yee thought the main reason Hong Kong people avoided their education system was because it involved memorisation. Several authors, including Marton, Dall’Alba and Kun (1996), repudiate the view that Hong Kong education relies on memorisation while Biggs and Watkins (1996) indicate repetitive learning is vital for memorisation. So-yee said, ‘… mum does not like this, which is why she sent us overseas. She sent us here when we were young to improve our English and avoid the HKCEE’ (So-yee Positioning Interview, Appendix 10, p.318). So-yee thought studying in Australia offered Hong Kong students a new start, as a poorly performing
student in Hong Kong could be an average student in Australia. So-yee shared a view similar to Oi-mun which was students that remained in Hong Kong undertook clerical or sales jobs but students that travelled to Australia had an opportunity to change their lives, including better jobs and permanent residency. In her description of the lives faced by those that do not attain a university qualification in Hong Kong So-yee ‘other positions’ (van Langenhove & Harré, 1999). By positioning others and depicting the lives faced by those without a university qualification So-yee positions herself, perhaps the life So-yee depicts for others is the life she fears for herself.

So-yee thought opportunity for change amongst Hong Kong students could make the risks associated with violation worthwhile because they had nothing to lose. If they stayed in Hong Kong they faced limited job prospects but if they came to Australia and passed it could be life changing and therefore worth the risk. So-yee said:

A degree with poor results is going to be better than no degree at all and maybe their English will improve. People that never imagined getting into a university in Hong Kong can get distinctions here … you know for some it is worth it to copy if they cannot do the work, because graduating could be life-changing (So-yee Positioning Interview, Appendix 10, p.319).

So-yee was practical in her view that it was worthwhile for Hong Kong students to copy. However, So-yee warned it was important for Australian institutions to control copying amongst CIS as it devalued qualifications and changed attitudes to studying in Australia. So-yee said, ‘People in Hong Kong now criticise Australian education for being less valuable and too expensive. Some graduates do all the work, the readings and get good marks but others pass even though they are bad students. The system does not fail the bad students’ (So-yee Positioning Interview, Appendix 10, p.319). So-yee provides a view not expressed by others, which is students graduating in Hong Kong were now considered more valuable because it was harder to get into Hong Kong universities than overseas universities. So-yee thought standards guide the Hong Kong system while entry into overseas institutions relied on money.

So-yee reiterated concerns raised in the initial interview which was lecturers must not distinguish between cultures when teaching academic integrity as it was important all cultures received the same message, saying ‘Lecturers must not distinguish between the Australian and international students when they teach about referencing … to ensure everyone gets the same message’ (So-yee Positioning Interview, Appendix 10, p.320). However, as in other cases So-yee contradicts herself, saying because China has a reputation for creating counterfeit goods CIS need to know that effort goes into creating things and that CIS should value other peoples work rather than just copy it. So-yee said, ‘Because the copied things are cheap, they have no value compared to the real thing. This could mean students will not value other people’s work
or the effort that went into doing it’ (So-yee Positioning Interview, Appendix 10, p.321). In
the initial interview, So-yee saw no link between academic and copyright violation however
her views change by the positioning interview. So-yee said, ‘It does make sense that if things
have no value or that you can get them without making any effort then this might change your
attitude towards working hard’ (So-yee Positioning Interview, Appendix 10, p.321).

4.7.9 Summary

This analysis reveals So-yee’s mother has significant influence over So-yee and her sibling’s
career and education decisions, including studying in Australia to avoid the HKCEE.
Although So-yee knew her parents did not condone violation she revealed a practical
approach is often required at university to balance requests for help with needs for assistance.
So-yee generally tried to help CHC peers with poor language skills due to Confucian
principles like collectivism (Winter, 1996). Regardless of her desire to assist CHC peers, So-
yee was keen to ensure Australian lecturers’ recognised academic violation was not unique to
CHC students (Shei, 2005) and was an issue for all students undertaking higher education in
Australia. So-yee thought wealth may influence CIS perspectives as financially advantaged
students placed less emphasis on studies and more emphasis on entertainment while
disadvantaged students had little choice other than to focus on studies. However again So-yee
contradicts this view, indicating CIS studying in Australia recognise the life changing
opportunity they have in terms of career and residency and therefore risk violations to achieve
their aim.

So-yee recognised technology as having an influence on perspectives, making unauthorised
collaboration easy and allowing students to access distant resources. However, she felt the use
of technology to plagiarise was a reflection of the intention of the individual to reduce
workload or obtain unearned marks. So-yee reveals in her opinion drivers of violation are not
technology but values and time management. Like other participants of this research, So-yee
said she would rather receive no mark than plagiarise. Concerning links between academic
and copyright violation So-yee initially appears unconvinced however, by the positioning
interview, she begins to see the reduction in the effective discourse by corporations and
government as a reason for increased copyright violation compared to the effective discourse
of academic institutions and lecturers. So-yee raised the idea that often consent occurred
amongst students that engaged in collusion, which was not present in plagiarism or copyright
violation.

So-yee thought there were sufficient reminders and penalties at her institution, although this
may not be the case across all Australian universities (Sutherland-Smith, 2008). She gave a
salient warning for Australian institutions concerning discouraging violations to maintain quality and ensure international students did not go elsewhere for education. Finally, So-yee believed all cultures should receive the same information, although extended for CIS surrounded by copyright violation, which So-yee admits may negatively influence views on violation.

4.8 Teck-meng

4.8.1 Introduction

Teck-meng a male from China, approximately twenty years old was undertaking his first year of a bachelor's degree in Commerce, majoring in Economics at the time his initial and positioning interviews were undertaken. He is the only male student from China interviewed for this research who studied high school at an Australian boarding school. Teck-meng studied for a total of seven years in Australia, had good English and a culturally diverse peer group. Teck-meng indicated he had some comprehension of issues associated with academic integrity, revealing he learnt a little about plagiarism at high school, although he thought university took the issue seriously. Teck-meng said, ‘You must put things in your own words, which makes you think what you are doing and makes you learn what you are studying’. However, in contrast Teck-meng thought plagiarism related to privacy, saying ‘It is like invading their privacy if you use their work and say it is yours’.

This analysis links isolation felt by some CIS to academic violation. Teck-meng reveals how students use social media to disseminate work and how students endeavour to get work done first to gain status amongst peers. Teck-meng’s analysis demonstrates a change in his thinking concerning the role of the facilitator and perpetrator of collusion due to his realisation that some lecturers do not distinguish between students that lend and students that copy. In Teck-meng’s case, this realisation was due to a warning received for collusion in only his first few weeks at university. In several areas, including the influence of parents and English language proficiency Teck-meng’s views concur with other participants. However, Teck-meng’s findings are unique with respect to the impact that isolation, wealth and religion has on perspectives. Teck-meng’s findings reveal how he and other CIS change in their approach to violation, including increased sharing due to decreased competitiveness in Australia.

4.8.2 Mobility

In this section, Teck-meng reiterates observations made by other student participants and the authors Cheng and Wong (1996) and Stankov (2010) concerning pressure placed on students in China to succeed. Teck-meng indicates there is pressure on students to achieve
academically in China from a young age (Leung & He, 2010). Teck-meng said, ‘students here do not know pressure comes much earlier in China like year eight or nine and not year eleven or twelve’ (Teck-meng Initial Interview, Appendix 11, p.323). Teck-meng reveals issues of mobility impact perspectives. As Teck-meng was alone in Australia apart from some other CIS, he considered it important to be willing to share with peers rather than isolate himself and appear unwilling to assist. Teck-meng said, ‘I have found you must share more because you are here on your own and you do not want to isolate yourself’ (Teck-meng Initial Interview, Appendix 11, p.323). Teck-meng reveals because he lived in close proximity to peers at boarding school it was important to share, saying ‘You must be prepared to share work or risk getting into arguments … I never fight about anything like this I just let them look’ (Teck-meng Initial Interview, Appendix 11, p.323). Due to the close living arrangements of boarding school, Teck-meng revealed copying was never a problem, as you thought nothing of it and shared.

As with Lie-ling, Teck-meng revealed he would be unlikely to share if he remained in China, based on warnings given by his parents that he should not advantage peers. Teck-meng said, ‘If I were still in China, my mother would not want me to help others because you help them unnecessarily and give them an advantage’ (Teck-meng Initial Interview, Appendix 11, p.323). Teck-meng revealed studying in Australia had directly influenced his acceptance of warnings given by parents not to share. Teck-meng had spoken about this with other CIS and decided to ignore the warnings of his parents because in China there was more pressure (Lin & Chen, 1995), while in Australia it was important not to isolate yourself. Teck-meng said, ‘I talked about this with other students … we think it is less competitive here. We decided we would share work as long as it does not affect our grades’ (Teck-meng Initial Interview, Appendix 11, p.323). Here Teck-meng ‘deliberately self-positions’ (van Langenhove & Harré, 1999), expressing identity through agency revealing along with peers he would share rather than be isolated. Teck-meng refers to his perspective by determining the environment here is less competitive and that it is critical not to withdraw. Confirming deliberate self-positioning, Teck-meng mentions biographical events such as the influence of his mother in warning him against advantaging peers. Teck-meng in a changed environment makes decisions for his benefit, demonstrating identity through independence and maturity.

As with So-yee and Wai-tat from Hong Kong, Teck-meng thought, CIS came to Australia to avoid the education system at home (Davey et al., 2007) and to improve their English (Cross, 2006). Teck-meng said, “… parents send their kids here to avoid the system in China or to get their kid to learn better English or they failed the exam in China’ (Teck-meng Initial
Interview, Appendix 11, p.325). Like Ching-ya and Lie-ling from China, Teck-meng shared, if he were in China he would copy rather than obtain a lower grade. Teck-meng revealed he may feel remorse but could balance that against pressure to obtain a university place, saying ‘… I would copy if it meant achieving my goal. I might feel bad about it but I would balance it against failing’ (Teck-meng Initial Interview, Appendix 11, p.325). Although Teck-meng had studied high school in Australia, he was aware of the demand by parents and the system to perform well on the Gaokao to obtain a university place based on merit (Brown, Reay & Vincent, 2013).

**Figure 42: Teck-meng’s Positioning (Mobility)**

Figure 42 represents influences associated with mobility on perspectives. Teck-meng revealed influences included ‘personal isolation’ leading to a willingness to share to obtain peer acceptance while ‘social competitiveness’ refers to the demands of society to achieve, leading to less sharing, increased copying and plagiarism to attain goals. Conversely, decreased social competitiveness leads to increased sharing and increased copying. As Teck-meng revealed avoiding the education system, including entrance examinations is a significant reason for students to travel to the West. Finally, parental influence is significant because as decision makers, parents enable students to avoid the system and experience decreased social competitiveness. It is important to note in the figure above how actors and positions are hierarchical as the events ‘system avoidance’ and ‘personal isolation’ depend on the decisions of parents.

**4.8.3 Parents, Peers and Siblings**

Like other CIS, Teck-meng reveals his parents influenced his perspectives (Gieve & Clark, 2005). Teck-meng said he regularly copied others at primary school until his parents warned him.
In elementary school, a teacher wrote in my report that I regularly copied the other students and did not do it myself. My parents read this and told me not to do it … they did make it clear I should not do it again because I do not learn anything by copying. This must have sunk in to my head because I have not copied since (Teck-meng Initial Interview, Appendix 11, p.323).

Teck-meng’s situation is similar to Siu-ping and So-yee as his mother appears more engaged with his education. Teck-meng said, ‘I learnt this from my mother because she always talks to me about school and doing the right thing’ (Teck-meng Initial Interview, Appendix 11, p.323). Teck-meng said his mother regularly talked to him about school, indicating he had not copied since his experience at primary school although he continued to lend. Teck-meng was thankful his mother moved him to Australia, saying ‘… I am happy she made that decision because I settled here early while other students had to wait until they failed in China before they came here. Their English is not good and they have to start university with poor English’ (Teck-meng Initial Interview, Appendix 11, p.325). Teck-meng notes other CIS came to Australia after they failed to gain a place at university in China. These students then had trouble with English and struggled to adapt (Yakunina, Weigold, Weigold, Hercegovac & Elsayed, 2012).

Teck-meng revealed peers desired to view his work as he took pride in it and completed it early. Teck-meng said, ‘I let others look at my work but I do not copy which might be why I am a good student. I am not saying I am smart I just work hard and get my work done’ (Teck-meng Initial Interview, Appendix 11, p.323). Teck-meng admitted lending work to peers even though this was against the will of his mother who taught Teck-meng he should only provide support in the form of clues rather than lending. Teck-meng said, his parents would say, ‘… try not to help and do not let helping affect you’ (Teck-meng Initial Interview, Appendix 11, p.324). Like So-yee from Hong Kong, Teck-meng recognised the need to balance requests for assistance with circumstances. In Teck-meng’s case, it was not because he needed assistance as much as he did not want to isolate himself by appearing unwilling to help.

Interestingly in his first weeks of studying at university, Teck-meng received a warning for lending. Teck-meng revealed he had already faced discipline for collusion since starting university, saying ‘I got into trouble for this already because my friend asked me for my work and I gave it to them to copy and he did change my words. Later his friend asked for his work and he gave them my work’ (Teck-meng Initial Interview, Appendix 11, p.322). In this case, Teck-meng gave an assignment to a friend to copy and specified that the friend was to change the words. According to Teck-meng, this friend then gave Teck-meng’s work to another student. Eventually the work matched to Teck-meng who admitted he had loaned work to a friend.
Teck-meng lends work to peers believing it does not affect him, as the other students are the ones that do not learn. He reveals that when he does lend he tells the peer to read the work and make an effort to understand. Teck-meng said, ‘When I give I always say change the words. I tell them to read it and understand it, do not just rewrite it without thinking’ (Teck-meng Initial Interview, Appendix 11, p.323). Teck-meng justifies his behaviour, saying the person in the wrong is not the one that lends but the one who copies. Therefore, the student that copies is the one that should get into trouble. Teck-meng said, ‘I do not feel bad about showing my work because the bad student is not the one doing the lending’ (Teck-meng Initial Interview, Appendix 11, p.323). Here Teck-meng ‘intentionally self-positions’ (van Langenhove & Harré, 1999) and by intentionally self-positioning Teck-meng positions himself in a story told to himself. Teck-meng tells himself as the facilitator he is less culpable than the perpetrator. However, in ‘negotiated collusion’ the facilitator agrees to the request to copy. If the act is not ‘negotiated’, the violation is plagiarism, as both parties do not agree. Teck-meng intentionally self-positions to diminish culpability and his story that the person who copies is at fault is an attempt to lessen his culpability.

![Figure 43: Teck-meng’s Positioning (Parents, Peers and Siblings)](image)

Figure 43 visualises actors relating to parents and peers that influence Teck-meng’s perspectives. Actors on the personal ontological ring include the mother who Teck-meng indicates spoke to him regularly concerning educational issues. In Teck-meng’s case, peer actors influenced his attitude toward violation causing him to share work. The trans-disciplinary framework used in this research enables the identification of actors ‘Isolation’ and ‘English proficiency’ on the inner ring representing underlying factors that cause violation. Although Teck-meng’s English is excellent, he identified English proficiency as a significant driver for violations (Martin, 2011), while Teck-meng reveals his desire to avoid isolation is significant.
4.8.4 Philosophy and Religion

Teck-meng equated copying to lying and lying to sin, therefore Teck-meng links violation to religious belief as he thought those that believed in god would attempt to plagiarise less ‘… if you believe in god then copying is like lying and if you believe in god, lying is wrong’ (Teck-meng Initial Interview, Appendix 11, p.324). However, this did not apply to him, as his family did not believe in god. Interestingly, Teck-meng admitted to having contemplated this before and concluded religious students try to copy less although their intention is not always successful (Lau & Yuen, 2013). Teck-meng said, ‘I thought religious people probably try not to copy because they think differently about copying than people who do not believe’ (Teck-meng Initial Interview, Appendix 11, p.324).

Teck-meng judged the influence of wealth on academic integrity (Galloway, 2012), revealing that at boarding school both wealthy local and international students surrounded him. Teck-meng said, ‘I do not think being rich or poor has an affect on this. It is more about personality than wealth’ (Teck-meng Initial Interview, Appendix 11, p.324). Teck-meng thought personality drove student perspectives. However, in a roundabout way Teck-meng reveals that wealth might influence perspectives. Teck-meng thought because parents of students at boarding school were high achievers they had high expectations for their children and that poor student behaviour reflected badly on parents. Teck-meng said, ‘… kids at boarding school had to work much harder because their parents put a lot of pressure on them to succeed … they cannot drop out or get into trouble for copying because the kid’s behaviour reflects on their parents’ (Teck-meng Initial Interview, Appendix 11, p.324). Ensuring they do not behave in a manner that denigrates their parents may reduce violations, as students are more fearful of consequences from their parents than the institution. Conversely, pressure from parents to meet higher standards might increase violations.

In links between parental wealth and academic violation, Teck-meng identifies ‘forced self-positioning’ (van Langenhove & Harré, 1999), in positioning theory this means positioning occurs via someone else and not the person involved, such as the student. In this case, Teck-meng indicates wealthy parents position their children residing at the boarding school. This positioning is the expectation by a parent concerning the moral behaviour of their child. Forced self-positioning causes positioned students to account for their moral behaviour, in this case concerning academic integrity. Teck-meng identified that wealthy parent’s position students to perform to high expectations and not act in a manner, including academic violations that diminish parental reputations.
Figure 44: Teck-meng’s Positioning (Philosophy and Religion)

Figure 44 portrays actors related to philosophy and religion that influence Teck-meng. Teck-meng thought religious belief influenced perspectives as students equated copying to sin and behaviour that challenged their belief. Unlike other participants, Teck-meng did not consider philosophy influential on his perspectives therefore this actor is small and distant on the outer ring. Teck-meng identified wealth as having a limited influence on perspectives, identifying personality as the significant influence. However, his data linked wealth to parental expectations, suggesting issues like academic integrity might be of concern to parents.

4.8.5 Technology

Teck-meng’s view concerning the influence of technology on perspectives (Chen & Ku, 2008) is in line with other participants. Teck-meng thought the availability and range of technologies, including Google made collusion and plagiarism ubiquitous. Teck-meng said he had witnessed students comprehensively rewrite what they found using Google. Teck-meng said, ‘searching for answers to assignments is common because it is tempting for students to just Google what they need and then change the words’ (Teck-meng Initial Interview, Appendix 11, p.324). Going to such lengths made me question whether it would not be easier for students to conduct their own research. However, Teck-meng thought this approach did save effort. Contradictorily to what he said earlier, Teck-meng admitted doing this himself until he felt reticent and stopped. I say contradictorily, because previously Teck-meng said he no longer engaged in copying. In this scenario, Teck-meng ‘deliberately positions others’ (van Langenhove & Harré, 1999), according to positioning theory this involves taking a stance at the behaviour of the positioned. In this instance, Teck-meng positions others concerning their use of technology to undertake violations.

In light of his warning for violation, Teck-meng thought it was important for lecturers to record the names of students caught plagiarising (Harris, 2001). Teck-meng recognised that
unless the university recorded his infringement then next semester he would receive a fresh start. Teck-meng said, ‘… if they do not record that you already did something wrong they would not know I already leant my work and got into trouble’ (Teck-meng Initial Interview, Appendix 11, p.325). In relation to using technology to facilitate violations, Teck-meng mentions students often endeavour to complete their paper first and then post it for others to paraphrase. Teck-meng reveals students do this for something akin to ‘bragging rights’, saying ‘One student will do the paper and then put it on the Web or send it to the others for them to rewrite. This was a new idea to me although I was used to students asking for work but in this case, the student gives out work without anyone asking’ (Teck-meng Initial Interview, Appendix 11, p.326). Although he was accustomed to peers asking for work, Teck-meng said, here the student that completes the work first proactively posts it. Teck-meng thought this was risky but students wanted others to continue and paraphrase before submission.

**Figure 45: Teck-meng’s Positioning (Technology)**

Figure 45 demonstrates technological influences on perspectives (Emerson, 2008; Introna & Hayes, 2008). Teck-meng indicates there is a relationship between the type and availability of technology on academic integrity. Teck-meng discussed the usefulness of Web search for finding and copying material. This implementation of positioning theory reveals underlying actors like ‘saving time’ and ‘decreased effort’ as the true drivers for violation using technology. Therefore, these underlying actors reside in close proximity to the positioned student on the personal ring. Uniquely, Teck-meng mentions using technology to ‘post’ completed work to a number of peers to earn esteem.

### 4.8.6 Copyright

Teck-meng thought the process involved in academic and copyright violation was similar as in both cases students got something for doing less. Teck-meng said, ‘students who do copy
are similar to people that copy and sell or put pirated videos on the Web because they benefit from things they did not do’ (Teck-meng Initial Interview, Appendix 11, p.326). However, Teck-meng did not think doing one implied you did the other. Because you copied or downloaded movies did not mean you would copy or plagiarise schoolwork. Teck-meng said, ‘I do not think people that burn or buy their DVDs online buy papers. I download shows but I do not buy papers on the Internet’ (Teck-meng Initial Interview, Appendix 11, p.326). Teck-meng admitted to downloading material from the Web but rejected copying work because it diminished learning. Again, like other students Teck-meng reveals he thought there was a far greater chance of getting caught copying schoolwork than copying from the Web. In this case Teck-meng ‘deliberately self-positions’ (van Langenhove & Harré, 1999), such positioning reveals how the positioned expresses identity. In his discussion of copyright, Teck-meng stresses agency by revealing how he downloads but does not plagiarise. Consistently Teck-meng uses the pronoun ‘I’, which according to van Langenhove and Harré (1999) causes humans to display identity by presenting themselves as a singularity. By presenting as an individual, Teck-meng links his behaviour concerning academic violation to copyright.

Teck-meng expressed a view similar to others, which is artist support on nationalistic grounds reduced copyright violation. In Teck-meng’s case, after having downloaded a few songs from the Internet, he would ask his mother to buy the CD of the artist. Teck-meng said, ‘I do buy music from a Chinese artist because I want to support them. I will download a few songs and if I like them, I ask my mum to buy the CD’ (Teck-meng Initial Interview, Appendix 11, p.326). Teck-meng said he forfeited downloading movies to experience the effects at the cinema. Like other participants, Teck-meng thought little occurred to discourage copyright violation in comparison to academic violation. Teck-meng even felt sympathy for the movie industry, saying ‘Movies cost a lot to make and few of them make a lot of money’ (Teck-meng Initial Interview, Appendix 11, p.326).
Figure 46: Teck-meng’s Positioning (Copyright)

Figure 46 signals differences and similarities identified by Teck-meng between academic and copyright violation. On the inner ring the actor ‘decreased effort’ is large and in close proximity to the positioned student as ‘decreased effort’ is a driving force for academic and copyright violation as both indicate students are rewarded for decreased effort. Like other participants, Teck-meng identifies detection as a factor in deterring violations (Roberts, 2008; Sutherland-Smith, 2008) while conversely a lack of copyright detection was a factor in the ubiquity of violations of intellectual property. Interestingly Teck-meng confirmed the view of Lie-ling that artist or nationalistic support might be a reason for diminished copyright violation. Although there appeared little downside for students in relation to copyright violation, Teck-meng acknowledges ‘diminished learning’ occurs when students engage in academic violation.

4.8.7 Other Factors

Teck-meng revealed he had not yet undertaken referencing in the manner described by the university, although he knew there would be more opportunity and instruction to come. Teck-meng indicated students spent a lot of time getting references right and complained about it. Teck-meng said, ‘students spend a lot of time getting the references right because they complain about it. They do not like doing it. I have not done much about this’ (Teck-meng Initial Interview, Appendix 11, p.323). Teck-meng does not say whether he thought the process should be easier or whether it was a matter of adjustment. In contrast, Teck-meng said referencing at high school meant providing a URL. Likewise Teck-meng indicated copying and plagiarism at high school was ignored which did not prepare students for university.

On the issue of extensions, Teck-meng revealed he would seek an extension rather than copy and would show his lecturer he had made an effort. From experience, Teck-meng thought the lecturer was likely to grant extensions if he had something to show. Interestingly this view is
in contrast to Lie-ling who revealed she would not seek an extension. However, like both Ching-ya and Lie-ling, Teck-meng indicated if he could not obtain an extension, he would contemplate copying. Teck-meng said, ‘I would ask for an extension but teachers have a limit and you may not get an extension. I would try not to copy but I would not give up if it meant having to’ (Teck-meng Initial Interview, Appendix 11, p.324). Like other participants, Teck-meng thought he might even have the support of his parents on this if the consequence was failing or losing marks. Here Teck-meng ‘deliberately positions others’ (van Langenhove & Harré, 1999), in this type of positioning Teck-meng positions others concerning their moral behaviour. In this instance, Teck-meng positions his parents over their response to his need to violate academic integrity if he could not obtain an extension. Teck-meng is not alone in this positioning as Ching-ya and Lie-ling indicate their parents might support this. Although these students identify the positioning of their parents, there is an undertone of moral reproach for their parent’s acceptance of their child’s need to copy.

Concerning future accusations of violations Teck-meng was concerned. He was concerned not from the perspective of having copied but because he lent work to students and it would be difficult to tell who had copied and who had lent. Teck-meng said, ‘I should worry about it although I do not copy I give my work to other students to look at. If they copied my work it might show up in the future that I had been apart of copying even though I only leant’ (Teck-meng Initial Interview, Appendix 11, p.324). Teck-meng considered this another reason why he should not lend work. Teck-meng’s view on this was unique as only he felt that as a lender he was less accountable than a peer that copied.

From experience, Teck-meng thought penalties needed to be appropriate (Harris, 2001; Carroll, 2002). Teck-meng indicated the reason he was not upset about the discipline he received for colluding was due to the approach of the lecturer. Teck-meng revealed he would have been upset at the peer who lent his work had he incurred a penalty. As it was, Teck-meng received a warning. Teck-meng said, ‘The reason I was not upset with someone copying my work in the assignment was we only got a warning and not a big penalty. If I got into serious trouble like losing marks or failing, I would have been upset’ (Teck-meng Initial Interview, Appendix 11, p.325). However, Teck-meng thought losing marks for the piece of work you copied was reasonable.
Figure 47: Teck-meng’s Positioning (Other Factors)

Figure 47 illustrates a variety of factors that influence perspectives, including students that face difficulty referencing might neglect their obligation and plagiarise. Teck-meng thought this factor was significant and therefore appears large and in close proximity to the student. He thought peers often elected to copy rather than seek extensions and there was an onus on lecturers to grant extensions. Teck-meng identified a lack of information provided in high school as a factor for students not referencing at university, as issues not addressed at high school become violations at university. Teck-meng raised an important point concerning future accusations which is students thought detection software pursued the perpetrator but Teck-meng realised he was vulnerable to accusations because he loaned work. Teck-meng realised on examination it would be difficult to determine a facilitator from a perpetrator.

4.8.8 Repositioning

Teck-meng’s repositioning interview provides insights into issues of academic integrity experienced by a first year student. Teck-meng was the only first year student interviewed for this research. Teck-meng appeared to undergo some transition during the six months since his initial interview. In his positioning interview, Teck-meng observed copying was widespread (Larkham & Manns, 2002; Park, 2003) and Teck-meng indicated a balance was required between sharing and maintaining friendships. Teck-meng said, ‘There is a lot of pressure to share if you get work done first and it would be hard if you were not willing to share’ (Teck-meng Positioning Interview, Appendix 11, p.327). Teck-meng reiterated there remained significant esteem for students that got work done early and shared. Teck-meng revealed the camaraderie associated with sharing made university less isolating. Teck-meng indicates students who share work with friends are highly regarded.

By his positioning interview, Teck-meng had spent one year at university and observed a discrepancy between detection, discipline and warnings given by lecturers. Teck-meng said, ‘I
am not sure how much lecturers do check electronically. If they did, they should catch heaps of students in first year’ (Teck-meng Positioning Interview, Appendix 11, p.327). Teck-meng indicates there is a significant amount of collusion occurring amongst students ignored by the institution and lecturers (Gorman, 2008). Teck-meng had witnessed such an amount of collusion that he doubted lecturers used the tools they advocated. In this scenario, Teck-meng ‘deliberately positions others’ (van Langenhove & Harré, 1999), within positioning theory this indicates Teck-meng positions someone and challenges their behaviour. In this instance, Teck-meng positions lecturers concerning their neglect in using tools to detect violations. Teck-meng’s positioning takes the form of moral rebuke as he implies lecturers neglect violations by failing to check work even though they regularly advocate that they do.

Like other participants such as Ching-ya and So-yee, Teck-meng observed that copying occurred amongst all students (Gu & Brooks, 2008) and not just CIS, saying ‘… people in our group that share come from everywhere. It is not just a group of students from China’ (Teck-meng Positioning Interview, Appendix 11, p.327). Teck-meng reiterated the views of Li-ling who recognised a lot of the behaviour in relation to copying was associated with the capability of the group. Teck-meng revealed his peers were average students that wanted to balance work with time for sport. Teck-meng said, ‘We are all middle students and we try to do well but we also want to have a life and do other things’ (Teck-meng Positioning Interview, Appendix 11, p.327). Teck-meng revealed the amount of instruction concerning referencing had increased throughout first year.

Teck-meng revealed strategies he thought might work to reduce collusion. One was to make students feel guilty, telling them their parents worked hard to get them here and they would waste an opportunity if they copied. Teck-meng said, ‘You could try to make the students feel guilty about their parents sending them here to study and then they cannot bother to learn’ (Teck-meng Positioning Interview, Appendix 11, p.329). Teck-meng felt it might be valuable to make comparisons with intellectual property, telling students if they download from the Web they cheat corporations but if they copy or plagiarise they cheat themselves. Teck-meng said, ‘If you download free music, you cheat Apple but when you download your work, you will not be able to do it’ (Teck-meng Positioning Interview, Appendix 11, p.329).

Overall Teck-meng’s perspectives of violation had not significantly changed. What I found invaluable about Teck-meng’s experience was changes incurred by students moving from high school to university (Krause, Hartley, James & McInnis, 2005), including that Teck-meng had experienced discipline for his involvement in something ignored at high school. Teck-meng admitted finding university harder than he had expected with some subjects set to
pose a challenge, saying ‘I know I will struggle with some of the topics because the subjects look hard. I had to work harder in second semester’ (Teck-meng Positioning Interview, Appendix 11, p.326). Teck-meng thought regardless of the warnings and feelings of guilt, pertaining to parental sacrifice a group of students would always copy.

Teck-meng appeared good at compartmentalising issues, including messages from parents about not helping peers, messages from lecturers about not copying for fear of discipline and messages from peers about how useful it is to post work. Teck-meng said, ‘You can be a hero if you can help and are smart and know what you are doing. I told you some people try to do it quickly and then post it for others’ (Teck-meng Positioning Interview, Appendix 11, p.328). The fact Teck-meng had received discipline for colluding did not appear to change his perspectives towards loaning work. Some students might view that experience as a warning and change their behaviour. However, Teck-meng appeared to balance that experience with his desire to maintain friendships. Teck-meng said, ‘students that do not work together will find university boring … there was lots of sharing in high school and it is the same now, but it is more like looking out for each other’ (Teck-meng Positioning Interview, Appendix 11, p.327).

4.8.9 Summary

A focus of this analysis concerned studying in Australia as a means of avoiding expectations to achieve a place at university in China. By alleviating societal pressures associated with university entrance exams ‘Gaokao’, Teck-meng reveals how attitudes toward clandestine sharing and copying change accordingly. Decreased societal pressure may lead to increased willingness to share, while increased societal pressure leads to decreased sharing but an increased willingness to plagiarise in circumstances of desperation. Teck-meng reveals improving English is a significant factor for CIS studying in the West and identifies his mother as a significant influence on his perspectives, including how best to help others. Teck-meng was grateful for the decision his parents made to send him to Australia early, although he balanced their advice with his need for inclusion, collaborating with peers against the will of his parents.

Teck-meng considered personality a greater driver for violation than wealth. He raised conjecture on this point, identifying a number of ways in which the wealth of parents diminished or exacerbated violations, including not living up to expectations. Teck-meng’s analysis revealed unique uses of technology in relation to academic integrity, including the need to record violations by institutions. Teck-meng highlights the use of technology to
provide a mechanism for one-to-many violations, which was unique to Teck-meng as the majority of violations discussed to this point involved collaborative groups or individuals.

Teck-meng considered academic and copyright violation similar, although doing one did not imply you did the other. Like other participants, Teck-meng observed you had a greater chance of detection for academic violation due to the involvement of the institution and lecturer. Teck-meng explores the idea that copyright violation may reduce for reasons of artist support or nationalism, which poses the question how could these sentiments reduce academic violation. Teck-meng pointed to difficulties referencing at university due to poor preparation at high school and thought lecturers should grant extensions rather than cause students to see violation as an option, a similar view to Pui-lin who identified the importance of lecturer approachability. Teck-meng expressed interesting views on the role of the lender and perpetrator of violations and thought students needed to recognise the lender was as much at fault. This view was unique to Teck-meng, as no other student appeared to think one party was any less culpable.

Teck-meng’s repositioning highlighted issues experienced when transitioning from high school to university rather than any overwhelming change in perspective. Teck-meng observed lecturers did not follow through with threats of detection, as a significant amount of collusion occurred amongst students. Teck-meng revealed that in the past six months he had adjusted his writing to support his work and indicated instruction concerning referencing had increased. Teck-meng thought there would always be students that colluded and plagiarised regardless of warnings, detection or discipline.

4.9 Wai-tat

4.9.1 Introduction

Wai-tat, a male from Hong Kong in his early twenties, was in his fourth and final year of a bachelor’s degree in BIS at the time his initial and positioning interviews were undertaken. Wai-tat had studied for a total of ten years in Australia, including the majority of his time at high school. Wai-tat was direct, for example in answering the question how do you feel about plagiarism he replied, ‘It is not fair … but it is convenient’. Wai-tat admitted to copying and making up references because he felt obliged to include references even though he did not use the resource. Wai-tat said, ‘Because you all do the same assignment and same topic, everyone uses the same references’. Wai-tat provided more references than he used to make his papers appear authoritative or to indicate he had undertaken research.
Wai-tat reveals some CIS welcome the opportunity to study in Australia and avoid pressure from the Hong Kong system and parents. Wai-tat indicates a reduction in pressure on CHC students may lead CIS to become apathetic towards their studies and plagiarise to avoid work. This analysis reveals some CIS are unconcerned about future accusations that could arise due to the use of plagiarism detection software. Wai-tat reveals Australian universities might be as much to blame for CIS violations as the perpetrators themselves because Australian institutions did not enforce language standards causing some CIS to collude or plagiarise to pass. Wai-tat’s analysis reveals how Australian lecturers and academic institutions condone students from CHC working together on individual tasks, accepting collectivism as an attribute of CHC students. Finally, Wai-tat’s data reveals how some CIS have little insight into the principles that influence their lives, including collectivism, face and piety, appearing unaware of where the principles they adhere to come from and how parents and society perpetuate them.

4.9.2 Mobility

In this section, I explore links between Wai-tat’s perspectives and mobility. Findings of this section include, Wai-tat did not appear to link mobility and violations. Indirectly Wai-tat made observations that appeared to link CIS mobility with attitudes towards violation. Indirect links included studying in Australia as a release from the competitive environment of Hong Kong (Biggs & Watkins, 1996) and decreased parental influence that in turn encouraged laziness and an increased propensity for violations. Wai-tat’s view that studying in Australia and away from parents is in contrast to Siu-ping and Pui-lin who felt separation and independence increased maturity and could decrease violations amongst CHC students.

Wai-tat did not appear to link mobility, particularly physical location with plagiarism. He did not think coming to Australia had changed his attitude to academic integrity, saying ‘My thinking does not depend on if I am in Hong Kong or here’ (Wai-tat Initial Interview, Appendix 12, p.332). However, Wai-tat did link time constraints due to work or being in a relationship with increased pressure. On this, Wai-tat said ‘I will ask a friend for help when I am struggling to make a deadline’ (Wai-tat Initial Interview, Appendix 12, p.332). According to Wai-tat, being in a relationship and working decreased time for study and increased pressure. However, Wai-tat mentioned he knew students without a job or a girlfriend, with less time constraints who sought to copy.

Wai-tat had an interesting view on the reason why some Hong Kong students travelled to the West for study. Wai-tat revealed Hong Kong students use time studying in Australia as a reprieve from overbearing parents, saying ‘People want to have a good time while they are
here. They know when they go home their parents will make them work’ (Wai-tat Initial
Interview, Appendix 12, p.333). Wai-tat ‘deliberately self-positions’ (van Langenhove &
Harré, 1999), identifying Hong Kong parents as overbearing he refers to events in his
biography while other-positioning through describing how CIS elect to travel overseas to
escape pressure he asserts agency. Wai-tat believed Hong Kong students enjoyed studying in
Australia because there were few contact hours. Although he thought deadlines increased
pressure and could cause some CIS to copy.

Wai-tat appeared to see Hong Kong as the centre of pressure and the opposite of his
opportunity to study in Australia. Wai-tat said, ‘In Hong Kong, there is pressure to do the
right thing and not cause trouble’ (Wai-tat Initial Interview, Appendix 12, p.333).
Interestingly Wai-tat made the point no other student did concerning mobility. Wai-tat
reasoned studying in Australia offered such a relaxed atmosphere that students engaged in
plagiarism because they felt little pressure, became lazy and plagiarised rather than made an
effort to work. Wai-tat said, ‘… lazy people are likely to get into plagiarism’ (Wai-tat Initial
Interview, Appendix 12, p.332). In this instance, Wai-tat ‘self and other positions’ (van
Langenhove & Harré, 1999) labelling other CIS as lazy due to decreased pressure, however
he actually positions himself and highlights traits in his own behaviour. Van Langenhove and
Harré (1999) reveal that when a person positions they often attempt to obtain a goal. By
engaging in this positioning Wai-tat may actually reveal his intention to use time spent in
Australia as a period of escape or mechanism to avoid pressures associated with living and
studying in close proximity to his parents.

Wai-tat was practical about the reason why some CIS study in Australia, saying ‘students
come here because they did not get into university in Hong Kong and their parents want them
to get a degree’ (Wai-tat Initial Interview, Appendix 12, p.333). Biggs and Watkins (1996)
and Salili (1996) acknowledge that there is significant pressure from the parents of CIS on
their children to obtain a degree, while Davey et al. (2007) concur with Wai-tat’s view that a
reason why some CIS study in the West is that they fear failing their home countries
university entrance exam. These were common observations amongst participants interviewed
as part of this research, including lecturers and students. Although not strictly an issue of
mobility Wai-tat believed a students ability to speak English influenced perspectives of
plagiarism, saying ‘students that do not speak English copy all the time’ (Wai-tat Initial
Interview, Appendix 12, p.333). Ballard and Clanchy (1997) recognise English proficiency as
a significant cause for violations.
Figure 48: Wai-tat’s Positioning (Mobility)

Figure 48 reveals influences of mobility on academic integrity. On the inner ring, the parent actor appears large, as does the actor personal motivation for its influence on CIS perspectives. On the institutional ring, the actor Hong Kong education system appears large and in close proximity to the student as some CIS study abroad to avoid their home countries university entrance exam. Finally, on the outer ring, the actor societal expectation appears close to Wai-tat as pressure for students to excel in their studies sees some CIS viewing time spent in Australia as an opportunity to escape demands to achieve.

4.9.3 Parents, Peers and Siblings

Parents appear to have a moderate influence on Wai-tat’s perspectives, at times appearing lackadaisical in their concern for his academic performance, at other times applying significant pressure and expecting a high level of achievement. Undoubtedly, peers have a significant influence on Wai-tat’s perspectives as his engagement with peers causes him to undertake ‘reciprocal collusion’. Hayes and Introna (2005), recognise that such pressure has an influence on student motivations for academic violation.

Wai-tat believed his parents had little expectation concerning behaviour related to academic integrity. Wai-tat felt this was due to neither of his parents completing much schooling. Wai-tat said, ‘They did not tell me about how I should do my work or about copying’ (Wai-tat Initial Interview, Appendix 12, p.332). Wai-tat said his parents had little expectation concerning academic integrity although he reiterated several times his parents did have expectations for him to pass, saying ‘They do not care what I do other than that I pass’ (Wai-tat Initial Interview, Appendix 12, p.332). Wai-tat was practical concerning his likelihood for success in comparison to his parents who he said had done well even though they completed little schooling, saying ‘When my parents were young, you could make money easy … even though I have a degree, not everyone is going to get a fantastic job’ (Wai-tat Initial Interview,
Appendix 12, p.332). Here Wai-tat ‘intentionally positions’ (van Langenhove & Harré, 1999) as I interpret this statement as perlocutionary discourse tacitly aimed at positioning others, including his parents and those who judge his performance in relation to the success of his parents. With this statement, Wai-tat attempts to position others to reduce expectations concerning his ability while deflecting blame for lowered expectations to a changed Hong Kong economy.

Interestingly Wai-tat linked student prospects with parental prosperity and academic violations. Wai-tat indicated Hong Kong students often elected to copy and take their time in Australia easy because they were concerned about what awaited them on their return to Hong Kong. Supporting this Wai-tat said, ‘That is why Hong Kong kids copy because they do not know what will happen later so they take it easy now’ (Wai-tat Initial Interview, Appendix 12, p.332). Wai-tat appears conflicted about the influence of parents on his perspectives and performance. At times, Wai-tat indicates his parents are hands off and have little influence or expectation, saying ‘I do not think they would feel anything they expect me to pass and get through my course’ (Wai-tat Initial Interview, Appendix 12, p.332). However when talking about penalties for plagiarism Wai-tat indicated his parents would be likely to discipline him for collusion or plagiarism, saying ‘You will get into trouble, the teacher will tell you off and your parents will tell you off’ (Wai-tat Initial Interview, Appendix 12, p.333).

Peers influenced Wai-tat’s perspectives as he reveals he is willing to ask friends to copy their work and is willing to lend work. Wai-tat believed it was the responsibility of peers to help, saying ‘It is not a big deal. I do not care if my friend copies my work. We always do, we do not want to fail’ (Wai-tat Initial Interview, Appendix 12, p.332). Collectivistic principles may play a role in Wai-tat’s perspectives towards helping peers (Salili, 1996; Tang, 1996). Wai-tat admitted to working in groups with friends on individual tasks, saying ‘… lecturers know we work in groups even when it is not group work’ (Wai-tat Initial Interview, Appendix 12, p.332). Winter (1996) recognises some CIS prefer to work in groups and prosper when they do.

Wai-tat reveals there is significant collusion occurring amongst CIS that work together to support one another. Wai-tat said, both he and his peers did a number of things to reduce workload, including sharing the task of creating references. Wai-tat said, ‘One person does it once and then you copy it into your paper, which is quicker when you are in a rush at the end’ (Wai-tat Initial Interview, Appendix 12, p.331). Collectivism may play a role in Wai-tat’s perspectives toward sharing. Wai-tat admits to being willing to help peers by allowing them to copy his work. Like other CHC students, the concept of ‘face’ (Ho, 1976) may influence Wai-
tat’s decision to share. Wai-tat said, ‘I will share with anyone that asks me even if they are not my friend. If you did not it would look bad as if you did not care or were unwilling to help’ (Wai-tat Initial Interview, Appendix 12, p.332). Ho (1976), recognises the importance of ‘maintaining face’ amongst CHC peoples.

Wai-tat was again practical, admitting that good students would be unlikely to want to share his work because he had failed some subjects. However, Wai-tat said he would be willing to share if a peer asked, saying ‘Good students will not ask me for my work because they know I have failed but I would help if they asked’ (Wai-tat Initial Interview, Appendix 12, p.332). In this instance, Wai-tat ‘deliberately self-positions’ (van Langenhove & Harré, 1999) expressing identity by recounting autobiographical experiences revealing he had failed subjects and would be an unlikely source of help. This use of positioning concurs with van Langenhove’s and Harré’s (1999) view that positions have states, ‘… positions be defined with respect to bipolar dimensions such as ‘helpless-responsible’, ‘passive-active’’ (p.26-27). Here Wai-tat self-positions in a ‘helpless’ or ‘passive’ manner, appearing vulnerable to rejection by ‘good students’, although this positioning may only appear tacit.

![Figure 49: Wai-tat’s Positioning (Parents, Peers and Siblings)](image)

Figure 49 illustrates the influence of parents and peers on Wai-tat’s perspectives. Wai-tat reveals his parents play a moderate and sometimes hands off role in his education. Therefore, the parent actor is moderate in size and proximity on the inner ontological ring. However, peers have a significant influence on Wai-tat particularly his willingness to engage in collaboration and violation through collating and sharing references. The peer actor on the inner ontological ring is large and close to Wai-tat, representing a significant influence on his perspectives. Other actors, including cultural influences like Confucianism (Sillitoe et al., 2005) and ‘face’ (Cheng & Wong, 1996) appear to influence Wai-tat and are large and in close proximity on the outer ring.
4.9.4 Philosophy and Religion

In this section, I explore philosophical and religious influences on Wai-tat’s perspectives. An overview of the findings of this section include, in Wai-tat’s mind there was no link between philosophical and religious beliefs on academic integrity and no link between work ethic or wealth on collusion or plagiarism. Wai-tat said, ‘If you are going to do it, you will no matter what you believe or what your parents believe’ (Wai-tat Initial Interview, Appendix 12, p.332). Wai-tat only saw pressure as the reason why students engage in violation, saying ‘Assignment deadlines cause copying not your belief’ (Wai-tat Initial Interview, Appendix 12, p.332). Several times during the analysis of this research, I encountered students who said they could not see a link between philosophical or religious beliefs and academic integrity only to find their data did contain links unbeknown to them.

Although Wai-tat did not cognitively link philosophical principles arising from Confucianism to academic integrity, his actions, including colluding with CHC students relate to collectivism and face. On a number of occasions, Wai-tat was motivated to help and was concerned at how it would appear if he did not. Wai-tat was concerned at how his actions would affect his parents, which relates to filiality (Reagan, 2000). It is possible, Wai-tat and other CHC students position due to family and societal principles through ‘forced self-positioning’ (van Langenhove and Harré, 1999). If we accept that philosophies and religions are akin to institutions then ‘forced self-positioning’ is appropriate for negotiating local moral order in episodes of discourse, whereby institutions force members to account for their behaviour concerning academic integrity, according to van Langenhove and Harré (1999), ‘…the institution has the ‘official’ power to make moral judgments about people’ (p.26).

Figure 50: Wai-tat’s Positioning (Philosophy and Religion)

Figure 50 depicts links Wai-tat saw between student propensity for laziness and the likelihood they would violate academic integrity to obtain a desired outcome. However as was the case
with other participants this link did not appear directly attributable to Confucian or philosophical concepts, including work ethic amongst CHC students. Wai-tat saw no link between wealth and student perspectives, in his experience both advantaged and disadvantaged students engaged in violations, saying ‘I cannot say only students with rich parents copy because people without money also copy’ (Wai-tat Initial Interview, Appendix 12, p.332). As a result, wealth is small and distant on the personal ring.

4.9.5 Technology

In this section, Wai-tat admits to using technology to copy. However, he did not think students copied more because of technology. Instead, Wai-tat considered personality a driving force behind violation. Although technological deployments by institutions to detect violations did not appear to influence Wai-tat, in their 2008 quantitative study, Chen and Ku found technology influenced English as Foreign Language (EFL) student perspectives.

Wai-tat showed a practical approach to the use of technology to copy friends. Wai-tat did not attempt to justify his actions or offer excuses for copying peers. Wai-tat said, ‘Technology makes copying faster because you can ask your friend and get their work’ (Wai-tat Initial Interview, Appendix 12, p.333). Wai-tat indicated he used technology to copy the completed references of peers and admitted to preparing references for peers. At other times, peers would prepare references and students would use technology to copy these references. Wai-tat said, ‘We say who is going to do them this time and they do it, next time it might be my turn again’ (Wai-tat Initial Interview, Appendix 12, p.332).

Wai-tat indicates peers use technology, including computers in labs to work in groups and undertake tasks intended for individuals. He revealed students then submit this work under their name, ‘students go to the lab copy when it is not group work and then hand it in under their name’ (Wai-tat Initial Interview, Appendix 12, p.333). Wai-tat’s view echoes Sutherland-Smith’s (2008) observation that collaborative work is common amongst CHC students. Wai-tat did not believe technology caused students to copy or that because a student had technology they copied more. Wai-tat believed that if students wanted to copy they would regardless of technology, saying ‘Just because of technology does not mean you will copy. If you need to copy, you will do it anyway not because you have technology’ (Wai-tat Initial Interview, Appendix 12, p.333).

Wai-tat did not mention technology to deter violations, including institutions deploying plagiarism detection software. However, Wai-tat does reveal he saw the declaration that students had not copied or plagiarised as a deterrent and something he considered before submission. In this instance, Wai-tat conforms to the role of student, concerned at the
submission of a declaration opposing his action. Wai-tat ‘morally and personally positions’ (van Langenhove & Harré, 1999) acting in a manner expected of an individual engaged in the role of student, apprehensive at the submission of a declaration contrary to his action. Van Langenhove and Harré (1999) define moral positioning as, ‘It is often sufficient to refer to the roles people occupy within a given moral order or to certain institutional aspects of social life to make actions intelligible and to understand the positions that people take’ (p.21). This definition explains Wai-tat’s apprehension at submitting a declaration for which he knows his lecturer, the institution or his parents may hold him accountable. Both Harris (2001) and Carroll (2002) encourage the use of declarations that attest the work is that of the student.

![Figure 51: Wai-tat’s Positioning (Technology)](image)

Figure 51 displays technological factors influencing Wai-tat’s perspectives. Wai-tat saw technology as an enabler of violation, particularly collusion. Wai-tat did not consider technology the reason for violations. Therefore, technology appears moderately large and close to Wai-tat on the inner ring while technology as a deterrent appears distant and small. Wai-tat was not concerned about detection of violations through the institutional use of technology, although he was concerned at providing a false declaration of his actions.

### 4.9.6 Copyright

Wai-tat’s views on links between these concepts stem from personal experience of violating both academic integrity and copyright. Others, including Bloch (2008) link violations of copyright with academic integrity. However, currently there is a paucity in the literature concerning the impact one type of violation has on the other.

Just as Wai-tat admitted to engaging in academic violations, including collusion Wai-tat admitted to frequently violating copyright by downloading movies and music to save money or gain access to materials he otherwise could not get. Wai-tat was one of only a couple of
students interviewed who considered academic and copyright violation similar. On this Wai-tat said, ‘It is the same I cannot see a difference, it is just taking a different thing and saying it is yours to save paying or to save the effort of having to do it’ (Wai-tat Initial Interview, Appendix 12, p.334). Wai-tat thought if a student saw a difference between them it was because of the involvement of the lecturer in the marking process and the increased risk of detection, saying ‘It is about discipline because lecturers might discipline you but nothing will happen if you download and watch movies’ (Wai-tat Initial Interview, Appendix 12, p.334). The prospect of getting caught violating academic integrity had a significant influence on differentiating academic and copyright violation. As opposed to academic violation, Wai-tat thought corporations did little to deter copyright violation, saying ‘No one looks at what you download or burn’ (Wai-tat Initial Interview, Appendix 12, p.334). Like other participants, Wai-tat indicated it was because there was no discipline for copyright violation and the fact most people did it, that students did not see the violations as similar.

Due to the prospect of discipline by the lecturer and no prospect for discipline by the corporation, Wai-tat indicated students viewed these events as distinct. Wai-tat indicated he knew people that violated copyright by downloading movies and music but would never contemplate academic violation. Wai-tat said, ‘I know people that download movies and music without paying but will not copy or take schoolwork from the Web’ (Wai-tat Initial Interview, Appendix 12, p.334). This is yet another example of how the discourse engaged in by corporations to deter copyright violation is ineffective compared to the discourse engaged in by universities who had a greater influence on stopping students from colluding or plagiarising. Issues of academic and copyright violation see individuals positioned via ‘forced self-positioning’ (van Langenhove & Harré, 1999). Positioning or demands for individuals to account for their actions via discourse from educational institutions appear more effective than from corporations that appear powerless to position individuals over copyright violation. Effective positioning relates to the proximity of the institution to the individual. There is a direct relationship between an educational institution and student via the lecturer proxy, while there is no immediate relationship between creators of intellectual property and perpetrators of copyright violation via the Web.
Figure 52: Wai-tat’s Positioning (Copyright)

Figure 52 shows lecturers located on the personal ring have a role in deterring violations (Ballard & Clanchy, 1997), while lecturer and institutional responses can cause students not to collude or plagiarise (Sutherland-Smith, 2008). However, the lack of effective discourse by corporations and governments relating to copyright violations causes the broader community, including students to distinguish academic and copyright violation. Therefore, corporate and government actors appear distant and small on the cultural and institutional rings. As educational institutions, effectively deter student violations through effective discourse, including inductions and warnings the actor university appears large and close on the institutional ring.

4.9.7 Other Factors

Students interviewed as part of this research generally appear unconcerned at the prospect for future accusations of academic violation presented by technologies like Turnitin. Several lecturers interviewed as part of this research recognised the potential for accusations of plagiarism in the future due to the long memory of detection systems. Wai-tat again had a practical response, recognising that if a lecturer could not be bothered to follow through on threats to detect violations today they would be unlikely to do much about current violations in the future. Wai-tat said, ‘If lecturers cannot be bothered to check their current work, they will not be bothered to check their old work’ (Wai-tat Initial Interview, Appendix 12, p.333). Wai-tat appeared astute in relation to this, even offering insights not identified by lecturers.

Wai-tat thought it would be unwise for institutions and lecturers to scan current student work in the future and then accuse today’s students of having violated academic integrity. Wai-tat felt this would make the institution and lecturer appear negligent because it meant they had passed students today they should not. Wai-tat said, ‘They graduated students when they should not have so they had better stop it now and not delay it to the future’ (Wai-tat Initial
Interview, Appendix 12, p.333). Wai-tat revealed lecturers often alerted students to and talked about referencing, which in Wai-tat’s opinion did work. Schmitt (2005) and Sutherland-Smith (2008) share this view that inductions and warnings reduce violations of academic integrity. Wai-tat said, ‘Lecturers and tutors do talk about it and the students do it less’ (Wai-tat Initial Interview, Appendix 12, p.333). However, Wai-tat felt warnings and inductions were unlikely to stop violations although did admit they might reduce violations and were worth pursuing. Wai-tat said, ‘It does not stop it because some do it no matter what probably just a bit less’ (Wai-tat Initial Interview, Appendix 12, p.333).

Wai-tat’s views on academic integrity appear conflicted, revealing how he takes part in collusion while simultaneously encouraging lecturers to warn students against this behaviour, this represents ‘deliberate self-positioning’ (van Langenhove & Harré, 1999) by Wai-tat who is aware of institutional policies concerning academic violation but choses to ignore this discourse as an expression of agency.

One might assume Wai-tat placed little value on lecturer warnings about collusion and plagiarism however, Wai-tat took the declaration that he had not engaged in violation seriously. This may be because he viewed it as a contract for which he was accountable. Wai-tat mentioned on more than one occasion how it was important that he did not cause trouble for his parents. Wai-tat reiterated, saying ‘Your parents will not like it if you cause trouble for them’ (Wai-tat Initial Interview, Appendix 12, p.333). In this instance, Wai-tat undertakes ‘first order positioning’ (van Langenhove & Harré, 1999) as he locates actors involved in this scenario, including himself and his parents in a hierarchical relationship within a moral space. First order positioning by Wai-tat implies his parents have a moral right to judge and discipline him for his actions. Interestingly, Wai-tat attributes this right to his parents, which I initially assumed he would reject as an act of ‘second order positioning’ (van Langenhove & Harré, 1999). However as Wai-tat had been raised to adhere to Confucian principles, including filial piety (Chow & Chu, 2007) rejection of first order positioning may not be as natural as assumed.

Wai-tat was only slightly familiar with penalties imposed on students caught engaging in collusion in Hong Kong. He acknowledged you will get into trouble, you will lose marks, you may fail and you could cause trouble for your parents. Wai-tat thought teachers in Hong Kong took copying more seriously than Australia. However, Wai-tat could not remember anything being said about referencing, saying ‘Perhaps the teachers cared more about copying in Hong Kong … they said do not copy your friends’ (Wai-tat Initial Interview, Appendix 12, p.332). Likewise, Wai-tat had a rudimentary understanding of the consequences for academic
violations in his current course, indicating students might lose marks on individual pieces of work or in the worst scenario repeat. Wai-tat thought existing penalties for violations were adequate and did not need toughening. Wai-tat was not entirely sure what the penalties were, saying ‘It is all right, as it is. Redoing work and promising not to copy and to reference correctly is enough’ (Wai-tat Initial Interview, Appendix 12, p.334). Like other participants, Wai-tat opposed expelling students for even serious violations. Wai-tat said, ‘I would not throw people out for copying, they need discipline and to learn how to do it correctly’ (Wai-tat Initial Interview, Appendix 12, p.334). To an extent the literature, Schmitt (2005) supports a sympathetic approach. However, Harris (2001) tendered a disciplinarian approach advocating the use of penalties as a warning to others.

Figure 53: Wai-tat’s Positioning (Other Factors)

Figure 53 demonstrates how future accusations of academic violation by the university located on the institutional ring did not position Wai-tat. Wai-tat did not appear to take future accusations by his institution seriously. Likewise, guidance by lecturers and the institution appear only semi-successful. Episodes of discourse, including threats of discipline by lecturers and the institution appear to have little influence on Wai-tat. However, the parent actor looms large and in close proximity on the personal ring as Wai-tat revealed concern at his parents becoming involved.

4.9.8 Repositioning

In this section, I examine changes that occur in Wai-tat’s perspectives between the initial and positioning interviews. Wai-tat, along with other participants appeared relaxed in the second interview perhaps due to the rapport developed between the researcher and participant during the first interview (Dickson-Swift, James, Kippen & Liamputtong, 2007) or the increased communication that occurred in arranging the second interview.
Wai-tat continued to lend work, possibly due to the Confucian principle of ‘filiality’ adhered to amongst CHC friends (Reagan, 2000). In the positioning interview, Wai-tat appeared conciliatory to the views of others who disagreed with lending work. Wai-tat said, ‘For me lending is okay but I understand other people do not share because they do not agree or worry about it’ (Wai-tat Positioning Interview, Appendix 12, p.335). In comparison, in his initial interview Wai-tat was critical of people unwilling to help. Wai-tat revealed students supported one another in cases in which one party lacked cultural or language proficiency rather than to escape work obligations. Wai-tat says, ‘… students copy each other for confidence because they need to know what they are doing is right and not because they want to get out of doing work’ (Wai-tat Positioning Interview, Appendix 12, p.335).

Wai-tat made the interesting point that plagiarism was like stealing and against another persons will. However, all of the collusion he had witnessed or been part of had occurred with the consent of peers. Wai-tat said, ‘Plagiarism is stealing but students do not do it to each other without knowing about it or letting them do it’ (Wai-tat Positioning Interview, Appendix 12, p.335). Wai-tat’s view that collusion amongst CHC peers is consensual overlooks the fact that when students copy texts and the Web it cannot be done with the consent of the creator. However, Wai-tat was making the point that in his opinion collusion occurred amongst willing peers, which inferred there might be a code of conduct amongst CHC students not to take work from unwilling peers. Wai-tat said, ‘students do take from the Web and authors but not from each other without their permission’ (Wai-tat Positioning Interview, Appendix 12, p.335).

In the points above, concerning colluding for reasons of confidence or not taking from unwilling participants Wai-tat ‘strategically and intentionally self-positions’ (van Langenhove & Harré, 1999) as Wai-tat constructs a story or justification for his collusion that he knows violates the rules of the institution and lecturer. Van Langenhove and Harré (1999) said, ‘The stories people tell about themselves will differ according to how they want to ‘present’ themselves’ (p.25). By employing this type of positioning, Wai-tat attempts to present collusion as an innocuous act that justifies the violation as helpful and done inconsideration of others. This is similar to a ‘Robin Hood’ justification for robbery, considered by some justifiable when done for altruistic reasons. Van Langenhove & Harré (1999) said, ‘A special case of intentional self-positioning is when people position themselves in a story told to themselves’ (p.25) which is relevant in this scenario.

Again, Wai-tat makes the point, for some CIS the reason they collaborate is that they have trouble with English (Ryan, 2005). This may point to problems for the enrolling institution in
assessing the capability of overseas students before they begin their studies. Several lecturer participants expressed this view, particularly that students did not have the language capability to see them prosper in their course and because they struggled some CIS felt they had no choice but to collude and plagiarise. This point could indicate the institution is as much at fault for violations as the student is. This is an extremely interesting point as institutions that aggressively recruit overseas students are willing to take a chance on a student’s language capacity and therefore place students in a difficult situation. If accepted, a student might assume the university had determined they had the language capacity required to succeed without engaging in collusion or plagiarism. On this issue, Wai-tat made the astute point, ‘Some want to get out of work but for most it is because their language skill makes them unsure that what they are doing is right’ (Wai-tat Positioning Interview, Appendix 12, p.335). In support of this Sutherland-Smith (2008) said:

Students also indicate that intentional plagiarism can be used where students feel universities are shirking their responsibilities in the learning and teaching relationship … some students are aggrieved that the university is happy to take their fees, but does not appear to provide the necessary support for them, as ESL and EFL students, to succeed in their studies (p.173).

Wai-tat made another point for collectivism amongst CHC students that engage in collusion to overcome doubts about their ability. Wai-tat recognised students worked on individual assignments in small groups because it gave them confidence that what they were doing was correct, and as groups of students worked together on individual tasks the behaviour appeared condoned by lecturers (Sutherland-Smith, 2008). On this, Wai-tat said, ‘If you do it as a group and share students feel comfortable that what they are doing is right’ (Wai-tat Positioning Interview, Appendix 12, p.335). Finally, Wai-tat shared the view supported by others which was lecturers knew CHC students worked together in groups on individual tasks and condoned it, possibly attributing this to the filial nature of CHC students (Reagan, 2000). Wai-tat said, ‘I am sure teachers think it is reasonable as long as the students reference their books and the Web’ (Wai-tat Positioning Interview, Appendix 12, p.335). In this case, the lecturer ‘other positions’ (van Langenhove & Harré, 1999) by positioning CIS students in relation to the way in which they are perceived to work. Of course, simultaneously lectures position themselves via ‘self positioning’ (van Langenhove & Harré, 1999) enforcing the stereotype that CIS are collectivistic and homogeneous in their approach (Brennan & Durovic, 2005) to their work.

4.9.9 Summary

Wai-tat appeared conflicted indicating students from Hong Kong seek a reprieve from societal and family expectations by travelling to Australia for study. However, once they come to
Australia, increased independence generated new responsibilities and in response, students may violate academic integrity to circumvent associated pressures. Contradictorily Wai-tat thought a lack of pressure, increased laziness and the likelihood some CIS violate academic integrity as they put little effort into their work and enjoy a reprieve from parental and societal demands.

Wai-tat’s parents appear to have little influence on his perspectives although they are optimistic concerning outcome. In contrast, Wai-tat’s peers have a significant influence on his attitudes and Wai-tat may collaborate for reasons of collectivism (Salili, 1996) and face (Cheng & Wong, 1996). However, Wai-tat admits to academic violations for traditional reasons, including reducing pressure and work. Wai-tat felt philosophy and religion had little influence on his perspectives. However, this somewhat contradicts his interview data, which indicates CHC peers may collude for principles of collectivism adhered to by some CHC people (Tang, 1996). It is unlikely other Confucian principles, including filial piety had no influence on Wai-tat’s perspectives.

For Wai-tat, technology was a tool that enabled efficient academic violation. It was not the reason for violation, which in Wai-tat’s opinion lay in student attempts to decrease workload. For Wai-tat, academic and copyright violations were much the same only the material was different. Perceptively Wai-tat indicated students undertook academic and copyright violation to gain something, which in the case of copyright was a monetary saving while in the case of academic violation it was decreased workload, pressure and increased leisure.

Wai-tat’s data showed little evidence of a change in perspective between interviews. However, Wai-tat’s positioning interview provided insights into issues, including reinforcing the view that a reason he engaged in violations with CHC peers was for philosophical reasons like collectivism and face. Wai-tat raised a host of other important issues such as the role the institution played in fostering CIS violations due to insufficient language standards. Wai-tat raised the idea that institutions and lectures subconsciously ignored violations amongst CIS due to cultural stereotypes regarding CHC students working together on individual tasks.

4.10 Implications for Educators

This section examines issues raised by CIS concerning how educators and institutions might improve pedagogical outcomes related to academic integrity. The main theme identified by students concerned consistency in approach by educators and intuitions, which is a view shared by Bretag et al. (2011). Of the eight CIS interviewed as part of this research, several reported different approaches to dealing with violations according to their institution. Some
students reported that their university took an elaborate and proactive approach, including induction testing while others said their university did little in the way of deterrent.

Ching-ya and Oi-mun thought consistency in instruction and discipline by institutions and lectures was vital to students taking the issue seriously. Several participants felt students were unlikely to take the issue seriously if they perceived a disparity between what institutions said and did. Pui-lin felt lecturers must follow through with threats rather than just tell students they checked submissions but did not. Likewise, So-yeet felt institutions and lecturers must fail students that plagiarise rather than being concerned at losing fees. However, Siu-ping thought instead of seeing plagiarism as an offence a lecturer might see it as a request for help. Lie-ling felt educators and universities should not assume prior referencing knowledge believing all students must learn to reference at the beginning of their course to ensure they all received the same information.

In light of her experience with a member of her group plagiarising, Oi-mun believed institutions and lecturers should not set any group work to avoid similar situations. Oi-mun thought that often students did not take pride in their contributions to group work. Accordingly, Oi-mun considered it likely that group members would collude and plagiarise if they felt unaccountable. Siu-ping supported this view that helping students to take pride in their work was critical to reducing violations. Similarly, So-yeet thought the most rewarding assignments she had completed all related to events in the media, which increased the relevancy of the assessment. Likewise, Siu-ping felt home country scenarios fostered engagement and diminished the likelihood students would collude or plagiarise.

Finally, Pui-lin thought lecturers must grant extensions rather than penalise students that fail to make deadlines. Siu-ping thought making obtaining extensions difficult only drove students to violation. Ching-ya supported this view, revealing she was unwilling to seek an extension for fear of being judged and would therefore contemplate collusion. While some of these implications may be undesirable, including reducing collaborative assessment others like seeing violations as a request for assistance or increasing the interest of students are supported by the related literature (Born, 2003; Mujtaba & Kennedy, 2005).

4.11 Conclusion

This chapter analysed the ways in which mobility, parents and peers, philosophy and religion, technology and copyright influence CIS perspectives of academic integrity. Likewise, the trans-disciplinary framework provides a deep understanding of what influences CIS. The trans-disciplinary framework reveals catalysts are most influential in the presence of one another, while ‘super influences’ on perspectives are dependent on hierarchical relationships
between actors located at the ontological divisions in a participant’s reality. The process of repositioning or collecting the views of participants at two points in time is useful for identifying changes in or the solidification of perspectives. Repositioning reveals the greatest change occurs amongst participants that attempt to mould their academic environment, defined by Tran (2008) as ‘active agents’. Significant changes in perspectives or repositioning amongst ‘active agents’ occurs in light of what some participants describe as a relentless pressure to collude. Repositioning interviews were valuable not only in revealing changes in perspectives but deep insights brought about by the rapport that develops between the participant and researcher during an extended interview process.

The trans-disciplinary framework and corresponding use of positioning figures developed for this research reveals perspectives common to many participants. Common views included tireless demands by some peers to collude, the need for consistent and effective discourse by institutions to discourage violation, an apparent lack of effective discourse by corporations and government to reduce copyright violation and links between Confucianism, filial piety and work ethic amongst CHC students.

To demonstrate how the presence of multiple, interacting catalysts influence CIS in comparison to attributing perspectives to a single specific influence I examine a finding from Ching-ya. If a perception amongst some Western educators that CIS are prone to violation exists (Brennan & Durovic, 2005; Ryan & Louie, 2007) then this may be attributable to the significantly different perspectives that exist amongst CHC students concerning assisting peers to those of students in the West. Ching-ya revealed there appeared to be an increased willingness amongst CHC students to assist one another in comparison to other cultural groups. Ching-ya indicates if a CIS is in need and a CHC peer is in a position to help then there is an implied understanding that the peer in a position to help will assist the student in need, even when at risk of violating Western concepts of academic integrity. This view was not unique to Ching-ya and was almost universally supported by student participants of this research, including Lie-ling, Oi-mun, Siu-ping, So-yee, Teck-meng and Wai-tat and was strongly associated with helping CHC students that experience language difficulty.

The view that fellow CHC students will assist occurs due to an amalgamation of catalysts and is not attributable to the influence of Confucian principles alone. This understanding is due to a variety of factors, including collectivism, parental indoctrination of values, technology as a facilitator and critically mobility. The catalyst mobility is crucial to understanding that influences on CIS perspectives interact and are multifaceted, as almost universally participants who said they would assist CHC peers said they would only do so while studying
overseas. In their home country, CIS indicated they would be unwilling to assist peers due to competition for a limited number of places. The intention of this example is to demonstrate how this chapter reveals that often a number of simultaneous factors are involved in forming CIS perspectives and that these influences are not due to non-hierarchical, mutually exclusive factors like Confucianism or technology alone.
Chapter 5: Lecturers of CIS of Business

5.1 Introduction

As business students represent the largest number of CIS enrolled at Australian universities (DIISRTE, 2012) I selected lecturers from the College of Business as participants in this study. To analyse the data I used the Trans-disciplinary Framework developed for this research and presented in section 3.6.4. This framework consists of a modified version of Glaser and Strauss’s (1967) grounded theory with an interpretation Harré and van Langenhove’s (1999) positioning theory. Undertaking two rounds of student interviews interspersed with a single round of lecturer interviews is an ideal structure for this research because this structure emulates episodes of discourse described by van Langenhove and Harré whereby conversations take place around tri-polar speech acts. Figure 54 interprets Harré and van Langenhove’s (1999) ‘Mutually Determining Triad’ (p.18) by representing the interviews undertaken for this research. The milestones depicted at three-month intervals represent interviews that took place with lecturer and student participants. The arrows linking the interviews represent the findings gathered at each interview used to position the interactors at subsequent interviews. The vertical arrow Knowledge located on the Y-axis represents increasing knowledge obtained across the six-month interview process, culminating in a positioning interview with students. Thinking of the interview process as episodes of discourse helps improve the questions asked and data collected prior to analysis.

![Figure 54: Interviews as Episodes of Discourse](image)

In each lecturer analysis, I contrast the findings of the students with the lecturers and the lecturers with one another. Common views amongst the majority of participants, lecturers and students are that academic violations occur amongst all students regardless of culture, while personality determined whether an individual violated academic integrity. Lecturers
considered English language proficiency a catalyst for academic violation while attitudes towards copyright violation increased incidences of academic violation amongst students. This observation might result from lecturers thinking generational difference, including the use of social media influences student perspectives. Lecturers thought some CIS felt they had a right to pass and viewed the lecturer as akin to their employee because they had paid to undertake their course. Several lecturers indicated that in cases of academic violation the university supported students rather than staff. A response by lecturers to violations was to change assessment tasks, including abandoning the assignment component of their course. A significant issue raised by lecturers was students either could not or did not read course material or information pertaining to academic integrity, which is a view confirmed by some student participants and the literature (Rowlands et al., 2008; Amsberry, 2009). Another interesting finding is, although lecturers acknowledge that verbal warnings concerning academic integrity are ineffective, they continue to issue warnings to deter violations, which is a view supported by a Bilic-Zulle et al. (2008). Interestingly, several lecturers considered the course guide a contract between lecturers and students, although as mentioned lecturers acknowledged students rarely read the course guide or information pertaining to academic integrity.

Less significant commonalities occurring amongst lecturers included observations that students only aimed to pass rather than excel, which some lecturers linked to English proficiency. Lecturers desired to see more resources for international students focussing on issues other than language learning. Several lecturers indicated they dealt with both major and minor infractions without alerting the school or following institutional policy. Lecturers who did not use plagiarism detection software often opposed it on the grounds the institution would be unable to deal with what it might find. Other findings included lecturers who taught Accounting thought international students often undertook the course to obtain permanent residency, although literature (Chan & Ryan, 2013) does not support this view. Lecturers observed a correlation between the language proficiency of candidates chosen by the selection officer and levels of violation in their course. Finally, there was a disparity amongst lecturers concerning dealing with academic violation in the same college but different schools, including how optimistic lecturers were around guiding students away from violation or knowing and observing institutional policies.

5.2 Amanda

5.2.1 Introduction
Amanda had spent a number of years teaching both international and local students accounting. Amanda’s interview data covered a variety of issues that she considered to influence CIS perspectives. These included student attitudes to violations, electronic detection, attitudes by lecturers, the provision of information, the role of parents, the influence of copyright and the future for violations amongst students.

5.2.2 Discussion

Amanda experienced trouble from CIS caught violating academic integrity and disciplined by failing a piece of work or losing marks. She said on a number of occasions she had had students penalised for violation pleading with her for an improved mark. Amanda indicated CIS had gone as far as to offer her remuneration in return for a pass, saying ‘I have had international students come to me desperate, pleading with me and asking what we can do for you to alter this mark’ (Amanda, Appendix 13, p.344). Amanda revealed it was difficult to get these students to leave her office or understand she would not change the mark regardless of the incentive. Amanda said, ‘I just said no the mark sticks and sometimes the paper has been second marked or I say something about the process and that I have to keep the mark as it is. It can be very difficult sometimes to get these desperate students out of the room and away from any discussion about it’ (Amanda, Appendix 13, p.344). In such cases, Amanda had alerted her supervisor or called on colleagues for assistance. Amanda credits the intense desire shown by some CIS not to fail or receive a lesser grade to a variety of factors, including parental expectation, self-expectation, misunderstanding referencing, poor decision making and students pushing the boundary of what they think they can get away with. Although this scenario might depict ‘deliberate other positioning’ (van Langenhove & Harré, 1999) by Amanda concerning the behaviour of CIS, this example actually demonstrates ‘deliberate self-positioning’ (van Langenhove & Harré, 1999). In this case, Amanda demonstrates agency concerning her course of action in dealing with CIS inappropriately pleading for an improved grade. Amanda expresses personal identity and agency in recounting an autobiographical story.

Amanda was an advocate of detection software and encouraged students to submit work using Turnitin. Amanda encouraged students to submit drafts of assignments using Turnitin and viewed it as a pedagogical tool that enabled students to see how to reference or what was collusion and plagiarism, which is a view supported by the literature (Emerson et al., 2005; Owen & Narayan, 2009). In contrast to other lecturers, including Karen, Amanda indicated she had no problem using Turnitin. However, Amanda thought some staff in her school had difficulty. Amanda said, ‘… the average age of staff in our college is fifty-seven. They are not
computer literate and find using computers more difficult. I do not have a problem, but I know people feel that Turnitin is difficult to use’ (Amanda, Appendix 13, p.340). Although Amanda thought technology made it easy to detect plagiarism, she revealed students were unconcerned that these systems retained their work or that they may be vulnerable to future accusations for things they did today. Not only did Amanda use Turnitin to show students what was acceptable, she used it as a deterrent to violation, telling students she paid close attention to the levels of originality.

I told the students that I would be looking at the Turnitin report, but I think there is an assumption that the students make that teachers will not pay attention to those things. However, Turnitin makes it very easy for us to notice these instances. Students seem to have the wrong impression about how much attention we place on having a scan of the indexes (Amanda, Appendix 13, p.340).

Amanda reveals some colleagues do not see it as their role to educate students about academic integrity, wanting only to concentrate on teaching, saying ‘I am aware of quite a few colleagues, who do not necessarily see these things as part of their role. They think their role should only involve talking to the students about the content of their subject’ (Amanda, Appendix 13, p.341). Amanda herself thought attempts to deal with violations increased lecturer workload and decreased teaching time, a view recognised by Sutherland-Smith (2005). Contradictorily, Amanda indicated it was critical for the university to do more to inform lecturers and students about academic integrity. Amanda said:

I think the university has some material on this, and they have some links on how to reference according to the Harvard style. Although they have some resources, the students are sometimes unaware that they exist. I think the university has to make sure that the teachers are aware of it, and remind the students to be aware of it (Amanda, Appendix 13, p.341).

Amanda indicated students in her school were not overly aware of information pertaining to academic integrity, including how serious violations were for their progress at university or in the worst scenario their careers. Amanda believed CIS commonly misunderstood what was required by way of referencing and how to do it. As a representative of her institution, Amanda ‘deliberately positions others’ (van Langenhove & Harré, 1999), causing the CIS she teaches to account for their behaviour. Amanda in her role as proxy for the university has the power of the institution to make moral judgements, which in this case concern whether students reference correctly or engage in violation.

Amanda thought some undergraduate students lacked motivation or were unsure of what they wanted to study, saying ‘I think undergraduate students, sometimes if they are about eighteen, sometimes lack a bit of motivation or might not be sure of where they are going. They may just do the course because it sounds okay and may not be very motivated’ (Amanda,
Appendix 13, p.339). Amanda recognised some CIS studied Accounting because their parents wanted it or there was a perception Accounting is a sought-after discipline leading to residency, which is a view disputed by Chan and Ryan (2013). Amanda revealed parents of CIS could present problems, including forcing children to achieve marks beyond their capability only obtainable through violation. In support of this, Pickering and Hornby (2005) said, ‘A number of reasons have been given for acts of plagiarism including that it is, simply cheating to get ahead, the only way to cope with pressure of expectation, lack of ability, peer pressure and cultural difference’ (p.2). Amanda said, ‘Often international students will try to get high marks because of family pressure or whatever. If they are experiencing this pressure and they are not necessarily a good student, they may fall into the trap of trying to plagiarise to try to get that high mark’ (Amanda, Appendix 13, p.344). Amanda revealed in some cases CIS parents had the opposite effect, as children acknowledged the sacrifice made by parents and worked hard to honour this sacrifice, a view supported by Hui et al. (2011). Amanda said, ‘I have come across students who have spoken about the influence that their parents have on them, and the fact their parents have had to make sacrifices for them. They often want to honour their parents in the work they do while they here’ (Amanda, Appendix 13, p.343). Likewise, Amanda recognised CIS parents often only get one side of the story, including that the lecturer is difficult and that the student has done nothing wrong.

Amanda had taught international students from the United States and Europe and thought these students had different understandings of academic integrity compared to Chinese students, which is a view supported by Sowden (2005). Amanda said, ‘I do have a few international students from the US and European countries. I find they are less likely to not be sure about what they should do regarding referencing and they seem to understand the issues of academic integrity already’ (Amanda, Appendix 13, p.344). Like Bloch (2008), Amanda thought this might be attributable to the exposure of Western students to concepts of intellectual property. When asked what impact perceptions of copyright had on Western students Amanda said, ‘… probably a big impact if students have grown up with these ideals being placed on them or experiencing it around them, then it is not going to be a new concept for them’ (Amanda, Appendix 13, p.344). Likewise, Amanda indicated CIS did not appreciate the effort that goes into creating things due to their exposure to the sale and manufacture of counterfeit goods. Amanda said:

I come from a perspective of writing articles, books and things. I realise the hard work that goes into them. I would not want anyone to plagiarise my work, whereas the students do not necessarily come from that perspective and may not see any issue with just copying things. That may even be part of their culture’ (Amanda, Appendix 13, p.343).
Through this statement, Amanda ‘deliberately positions others’ (van Langenhove & Harré, 1999) taking a stance at the behaviour of others, stating CIS do not appreciate the effort others put into creating things. However, the literature (Shei, 2005; Bloch, 2008) disputes Amanda’s view by recognising Chinese students often place significant emphasis on the quality of the imitation of another’s work and do appreciate the amount of effort that goes into creating things.

Although Amanda thought there were differences between Western and CIS concerning perceptions of academic integrity she was adamant that all students should receive the same information and that no distinction occur based on culture. Amanda said, ‘I do not treat the students differently when it comes to detecting plagiarism, the same warnings should be given to all students’ (Amanda, Appendix 13, p.342). However, this view is contrary to the literature as Cameron and Kirkman (2010) and Bretag et al. (2013) support tailored advice and support to students. Amanda indicated both instances and issues related to violation had increased in propensity since her own undergraduate studies, which may link to copyright violation amongst students brought about by the ease with which they can download material from the Web, a view echoed by Miall (2005). Amanda thought a new culture may be developing amongst students towards academic and copyright violation, saying ‘… increasingly these sorts of things are happening and perhaps a new culture is developing’ (Amanda, Appendix 13, p.341). Amanda thought it was incumbent on systems like Turnitin to stay ahead of violations, saying ‘Turnitin and tools like it, will keep up with what is happening’ (Amanda, Appendix 13, p.341). Amanda thought excuses pertaining to copyright violation such as, ‘… well everyone else is doing it’ (Amanda, Appendix 13, p.342) might be used by students in defence of academic violation as increasingly students become unable to distinguish between academic and copyright violation.

![Figure 55: Amanda’s Identified Positioning of CIS Perspectives](image)

Figure 55: Amanda’s Identified Positioning of CIS Perspectives
Figure 55 displays actors considered by Amanda to influence CIS perspectives. These actors do not position Amanda rather she identifies that these actors position the CIS she encounters. Amanda recognised student personality, including how much a student thought they could get away with influenced perspectives and identified parents as having an enabling and deterrent affect on student perspectives. Amanda thought some CIS may even violate academic integrity to obtain residency or were increasingly likely to violate academic integrity due to decreased exposure to concepts like intellectual property. Amanda thought the threat of detection might influence the academic behaviour of some CIS, along with information and warnings given by the institution. Interestingly, Amanda did not think students in her school received a great deal of information, nor did she consider it her role to spend time teaching this issue.

5.2.3 Summary

Amanda’s data reveals, she thought CIS had different perspectives compared to their Western counterparts, a view shared by Heitman and Litewka (2011) and Hu and Lei (2012). Amanda revealed that due to a variety of factors, including workload, time constraints and a lack of support by the institution, there was little desire amongst her colleagues to distinguish between cultures concerning the provision of information and revealed the lengths some CIS would go, to avoid failure or obtain better marks. Davey et al. (2007) recognise that for some CIS obtaining a higher education means significant changes to lifestyle, career prospects and social status.

5.3 Catherine

5.3.1 Introduction

Catherine was generous with her time, allowing more than ninety minutes for her interview. Catherine had more than twenty years teaching experience in the university and TAFE sectors and was herself from a CHC background. Catherine had a child studying at university and was aware of many of the issues examined by this research. Although Catherine’s analysis is insightful, she was cynical concerning issues related to international students, particularly a lack of support provided by the institution.

5.3.2 Discussion

The Accounting course Catherine taught required reading and like Rowlands et al. (2008) and Amsberry (2009), Catherine said this was something students were unwilling or incapable of doing. Catherine said, ‘There is a lot of reading and there is a lot of resistance to reading. I think that with accounting students there is obviously a preference for numbers rather than
words’ (Catherine, Appendix 14, p.346). Resistance to reading was problematic for collusion and plagiarism as information pertaining to violation was contained in the course guide and Catherine said students do not read, ‘… one can only hope that they will read the course guide, but I wonder whether they read anything at all’ (Catherine, Appendix 14, p.346). Due to their reluctance to read, Catherine gave verbal reminders, warning against academic violation each time an assessment was due. Catherine like Bilic-Zulle et al. (2008) was pessimistic about this because she thought students paid little attention to warnings, saying ‘I mean today’s students do not pay a lot of attention to what the teacher says anyway’ (Catherine, Appendix 14, p.346). This view matches that of the students Oi-mun and So-yee who mentioned that some CIS do not read material related to their course or violation.

Catherine thought personality was behind violation a view shared by Stone, Jawahar and Kisamore (2010), as students determined to get away with doing less would, regardless of warnings. Catherine said, ‘I think if a student is going to violate the rules, they will irrespective of what sort of guidance you give them … I do not think there is much one can do if they are bent on doing that’ (Catherine, Appendix 14, p.346). The students Oi-mun, Pui-lin, Teck-meng and Wai-tat all considered personality a driver for violation and that information and warnings were unlikely to change perspectives.

Catherine appeared cynical, revealing that in a recent assignment undertaken in her course, so many students colluded or plagiarised she had no choice but to ignore it. Like Gururajan and Roberts (2005), Catherine felt to take action against this number of students would be incomprehensible to all, including the institution. Catherine said, ‘I did not make a big deal out of it because it was just too many to go through … I think it would have been too traumatic for everyone concerned. I mean it is not that I condone it’ (Catherine, Appendix 14, p.347). Catherine replaced assignments with quizzes because of what had occurred and in response to students employing people outside of the university to complete work for them. Catherine said, ‘There are obviously people outside of the university, who are helping the students, whether it is for money, I assume that might be the case’ (Catherine, Appendix 14, p.347). Catherine revealed some students received excellent results on assignments but poor results on the exam, saying ‘It was quite glaring when you look at their exam marks. When students are getting fourteen out of fifteen or full marks for the assignment, and they are getting something like sixteen or seventeen out of seventy on the exam’ (Catherine, Appendix 14, p.348). So-yee, Ching-ya and Lie-ling had all heard of students enlisting others, including people external to the university to complete papers for money, which is a view supported by
Embleton and Helfer (2007). However, Lie-ling’s disclosure was profound as she and her peers had actually contemplated undertaking work for money.

For all the problems of violation experienced by Catherine, there was no desire by her or the institution to implement Turnitin. Catherine thought the tool was impractical for the material generated in her course, surprising considering the amount of violation she identified. Catherine said, ‘… the types of questions we ask in assignments are very basic … I do not think Turnitin is going to be of any use at all’ (Catherine, Appendix 14, p.348). Conversely, Catherine did indicate Turnitin might cause some students to be concerned at being detected violating academic integrity, saying ‘I suppose if one were to introduce Turnitin that might put some students off deciding that they wanted to violate the rules’ (Catherine, Appendix 14, p.347). Institutional use of software like Turnitin employs ‘forced self-positioning’ (van Langenhove & Harré, 1999) as the system acts as proxy for the institution, forcing students to account for their behaviour, including whether they deliberately collude, plagiarise or incorrectly reference. Van Langenhove and Harré (1999) reveal this type of positioning forces students to take opposing positions. Students either engage in violations due to their inability to reference or deliberately violate academic integrity to get away with doing less by actively colluding and plagiarising to achieve better results while decreasing their workload.

Catherine did not want to use Turnitin because she did not feel the university would provide the support required to deal with the number of violations it might detect, which is a view supported by Coren (2011). Catherine said, ‘… one does not feel that the university is behind you. It is as though everything is geared towards helping the student’ (Catherine, Appendix 14, p.354). Catherine gave the anecdote of a colleague who went through the disciplinary process and at the end felt as though he was the bad person, which is a view reflected in the literature by Parameswaran (2007). Catherine thought the answer resided in creating assessments that avoided plagiarism, like quizzes rather than assignments. Catherine said:

I think one has to be more careful about the assessment. If you want to avoid plagiarism, cheating and so forth then let us do assessments that avoid these situations … you have to forget about these kinds of assignments unless you are prepared to accept the problems of this type of assessment. Two thousand words, is it worth the hassle’ (Catherine, Appendix 14, p.354).

Like Sutherland-Smith (2005), Catherine recognised the institution often let some students off, saying ‘You know we already have enough stress as it is. We do not need any more especially when it is not going to help anyone, and at the end of the day, maybe the student is going to be let off’ (Catherine, Appendix 14, p.354). This view that students caught plagiarising are let off is supported by Lie-ling and Ching-ya. Lie-ling said, she knew students acquitted by her institution, while Ching-ya experienced inconsistency as one institution
disciplined her friends while at another nothing happened, which is in contrast to the consistent approach to addressing violations advocated by Bretag et al. (2011). Additionally, Catherine was dismissive of resources aimed at assisting international students. Catherine wanted to see more help for students concerning their learning rather than only helping with their English, saying ‘I would like to get more resources to help these students and to treat it more as a learning and educational experience … Rather than just sending students to language classes’ (Catherine, Appendix 14, p.353).

Catherine thought students were overly focussed on obtaining a degree rather than learning, saying ‘… they are assessment driven, most times they are only interested in how they are going to be assessed’ (Catherine, Appendix 14, p.346). Forbes-Mewett, Marginson, Nyland, Ramia and Sawir (2009) support this view that international students are a commodity. Catherine felt institutions fostered this perspective by seeing CIS as a source of revenue, which gave them a sense of entitlement. Catherine said, international students think, ‘We paid so we should get something for it’ (Catherine, Appendix 14, p.352). Additionally, Catherine said, ‘… the reason why Australian universities go into China is to make money. I think that is how the university portrays itself and that is how the students see themselves’ (Catherine, Appendix 14, p.353). Pui-lin and So-yee acknowledged the view expressed by Catherine that Western institutions viewed CIS as a commodity, while some students connected the leniency displayed by institutions with not wanting to appear punitive and to deter enrolments. The commoditisation of higher education, particularly engaging international students in a business relationship (Svensson & Wood, 2007) whereby students pay for education and expect a qualification in return appears to impact student behaviour, including academic violation. Unanimously, lecturers interviewed for this research thought some international students felt entitled to pass, because they had paid to undertake their course and were therefore entitled to a successful outcome.

Catherine thought because of the commoditisation of education and a dependence on international students, standards had dropped, saying ‘… the standards have dropped … I can tell you when I was teaching the diploma course twenty years ago at TAFE the standard was much higher’ (Catherine, Appendix 14, p.354). Catherine indicates the standard of material taught to students in TAFE twenty years ago was higher than that taught at university today. Catherine linked overseas students with the involvement of non-teaching individuals in decisions related to course delivery. Catherine said in her subject the proportion of marks allocated to the exam had decreased because of decisions made by non-teaching staff, saying.
… we did not have much choice about dropping the exam component. It was as though this was decided by the powers, you know up there. Therefore, you just accept it. From the school we made representations that … you need to have a bigger exam component and a longer exam time. It was swept aside, so you just do what you are told’ (Catherine, Appendix 14, p.354).

Catherine indicated a similar decision occurred relating to the assignment component of her subject. All factors which appeared to contribute to the cynicism displayed by Catherine towards her institution.

Having had an opportunity to contemplate these issues Catherine began to feel generational rather cultural difference influenced academic integrity, which is a view shared by Rowlands et al. (2008). Catherine revealed the manner in which undergraduate students regardless of culture used material, including DVDs might influence their perspectives. Catherine said, ‘I am thinking culture is starting to be less of an issue. I mean there must be other forces shaping their ideas’ (Catherine, Appendix 14, p.350). Catherine said, she had made it clear to her children that they were to respect the intellectual property of others, saying ‘… they are very aware of what they can and cannot do’ (Catherine, Appendix 14, p.350). Catherine began to see academic violation as generational rather than cultural and like Wu, Chou, Ke and Wang (2010) noted how undergraduates today showed little respect for copyright in what they did online and how their attitudes might leach into the academic environment.

I suppose earlier generations would have been more aware, because they were of that generation which was more law abiding. You know more willing to abide by the rules … The longer I talk about it the more I am starting to think it is a generational issue. It is about attitudes today. You wonder how much culture is apart of their lives now, because communism reduced many of those cultural and traditional ideas (Catherine, Appendix 14, p.351).

Catherine rationalises her perspectives, combining ‘tacit and intentional positioning’ with ‘deliberate self-positing’ (van Langenhove & Harré, 1999). This sees Catherine contrast the morality of students today with the morality of those in the past, perhaps at the time Catherine undertook her own undergraduate studies. Positioning based on generational difference is intentional, perhaps even ‘Machiavellian’ by evaluating current students negatively compared to those of the past. Simultaneously, Catherine ‘deliberately self-positions’ (van Langenhove & Harré, 1999), presenting a course of action, including choosing to see this issue from a generational perspective. Catherine refers to her point of view, discussing the issue from the perspective of her children and by referring to events in her biography, including comparing the attitudes of all the generations she has taught.
Figure 56 identifies factors like personality, reading propensity and the strength of a sense of entitlement based on paying for education. Institutional influences include the type of assessment, the presence of detection software, lecturer engagement and the denial of academic violation by the institution. The influence of the commoditisation of education on CIS occurs at a cultural rather than institutional level as it influences wider areas of society, including a need for accommodation, employment and reunion travel. The influence of these actors and the effect they have on the positioned are hierarchical and not mutually exclusive. Actors on the institutional ring, including the denial of academic violation and the commoditisation of international students on the cultural ring inform a student’s sense of entitlement on the personal ring.

5.3.3 Summary

Catherine raises a variety of issues that influence CIS perspectives. In some cases, issues raised by Catherine concurred with the findings from the analysis of student participants. Catherine and a number of students thought the greatest influence on whether a student violated academic integrity was personality. Catherine and several students agreed, if a student was determined to decrease workload they would regardless of the warnings provided. Catherine experienced the wide scale violation of academic integrity by students colluding or plagiarising and had discovered students paying people outside of the university to complete their work. Regardless, Catherine was hesitant to introduce Turnitin, concerned the university would be incapable of dealing with the level of violations it uncovered. Catherine was cynical concerning how the university resources CIS while simultaneously seeing them as a source of revenue immune from accusations of plagiarism. Most telling was that as a lecturer with years of experience Catherine thought programs taught to undergraduate students today were of lesser quality than those taught in the TAFE years earlier. Catherine thought influences on
perspectives were likely due to how students of any background used the Internet to violate intellectual property.

5.4 Jennifer

5.4.1 Introduction

Jennifer taught Economics in the College of Business and said she had experienced violations of academic integrity amongst students today and during her own undergraduate studies. This lecturer linked copyright violation, corporate influence and academic violation. However, unlike Catherine, Jennifer was optimistic about changing the behaviour of students towards violation. Jennifer indicated by providing examples of how to reference, links to guides and making it clear what constituted plagiarism she could reduce violations.

5.4.2 Discussion

Like Ford and Hughes (2012), Jennifer thought clarity was important when teaching students academic integrity. Jennifer revealed she had coined her own term for discussing plagiarism, which is ‘copy paste’. Jennifer said, ‘I really try to be as clear as possible, so I use the term copy paste’ (Jennifer, Appendix 15, p.356). Jennifer is firm when explaining the principles of academic integrity, in her experience students either do not understand or think they can get away with doing it, saying ‘I try to be very firm because they think they can get away with it’ (Jennifer, Appendix 15, p.356). Jennifer tells students she uses Turnitin and that they will not get away with it. Jennifer said, ‘I have a Chinese honours student and I have had many problems explaining to them what plagiarism is … It took him a while to understand that he had to rework the material and acknowledge his sources’ (Jennifer, Appendix 15, p.356).

Jennifer supports the view of Galbraith and Jones (2010) that face-to-face explanation is important for combating ‘incivility’, including plagiarism. Jennifer said, ‘It has happened often, especially when I have been teaching online … where I have little contact with the students’ (Jennifer, Appendix 15, p.356). Contradictorily, Brodie and Hellyer (2012) found face-to-face contact amongst on-campus students increased violations in comparison to physically isolated students. Jennifer felt the reason students plagiarised in online environments was they neglected to read, saying ‘Whatever I said to them is in writing and it is up to them to read it’ (Jennifer, Appendix 15, p.356). Like Catherine, Jennifer thought violations were not restricted to cultural groups, saying ‘With OUA, I have had significant problems with international students including Chinese but also with Australians’ (Jennifer, Appendix 15, p.356). Jennifer thought there was less plagiarism amongst face-to-face students because she could reiterate verbal warnings and if she pushed, the students would listen,
saying ‘I guess in the lecture theatre it is up to them to listen to me … but if I push it, they will hear me’ (Jennifer, Appendix 15, p.356). Acknowledging differences between face-to-face and online learning demonstrates ‘first and second order positioning’ (van Langenhove & Harré, 1999). In face-to-face teaching, Jennifer locates in a ‘moral space’ requiring students to reference and not violate academic integrity. However, online students reject this and attempt to renegotiate Jennifer’s demands. This rejection might occur because the ‘moral space’ established in face-to-face teaching cannot occur online.

Jennifer had an autonomous approach to dealing with violations, saying that when she identified collusion or plagiarism she directly contacted the student about the breach. Jennifer indicates when she finds plagiarism she gives students an opportunity to re-write their paper. Jennifer said, ‘What I have done when I came across it, and if it was substantial was to write to the student and tell them there is a significant issue of plagiarism here. I would like you to resubmit and I will give you an extra week’ (Jennifer, Appendix 15, p.356). When the violation is minor, Jennifer said she reduced marks without consultation. This approach is in contrast to that recommended by the literature (Harris, 2001; Carroll, 2002; Devlin, 2003), which advocates that staff follow the institutional policy when dealing with violation. Jennifer thought this informal approach was not problematic and that the institution would be supportive, although she would only get the school involved in the most serious cases. Jennifer thought students were unlikely to challenge her because information concerning academic integrity was contained in the course guide, which she considered a contract between students, the lecturer and the school.

I am assuming there would not be a problem coming from the student because I have everything in the course guide, which is our contract and in line with what the other lecturers are doing. If there was an issue, I have the feeling I would be supported as long as I provide documentation and can prove there was misconduct (Jennifer, Appendix 15, p.357). This independent approach might be due to Jennifer hearing from others that involving the school complicated the process, saying ‘I have heard that it is a lengthy process and that it is difficult’ (Jennifer, Appendix 15, p.357). Jennifer’s approach to violations is in contrast to Amanda who was policy driven when dealing with students.

Like Lathrop and Foss (2000), Harris (2001), Carroll (2002), Roberts (2008) and Chen and Ku (2008) Jennifer thought technology increased collusion and plagiarism because it was too easy for students to copy and paste. Jennifer said, ‘… it may be linked to the fact that it is easy to copy now because everything is done using software … Technology has probably assisted them to copy and I believe cheating is easier now’ (Jennifer, Appendix 15, p.357). Like Grossberg (2008), Jennifer felt people today had different perspectives towards the
ownership of material. Jennifer believed that once students had the material on their machine they considered it theirs and could do whatever they liked with it. Jennifer said, ‘… their perception has changed because once they copy a document they believe it is theirs … They feel they own the document because it is on their computer’ (Jennifer, Appendix 15, p.357). Jennifer thought this related to student views on movies, music and academic material and might be more of an issue for CIS because they came from a culture with different attitudes towards intellectual property, which is a view supported by Bloch (2008). Jennifer said:

I think they value it less because it is easier to obtain. I think it might be the same with assignments as well, because they just copy an assignment and change it a little. They do not understand how much work they have to do, because it has been so easy to obtain (Jennifer, Appendix 15, p.357).

Jennifer raised an interesting point expressed by some student participants, which is so much copying and sharing goes on amongst students that the work resides in socialising to obtain and adapt another student’s work rather than in creating something new. Jennifer said, ‘… their energy is directed into the networking, copying and modification so that it looks different’ (Jennifer, Appendix 15, p.357). Jennifer concurred with the view of Amanda that CIS do not understand how much effort goes into creating a unique work of quality.

Based on her experience, Jennifer felt the education system might influence academic integrity. Jennifer thought in the West a lot of work occurred at home which provided an opportunity for violation. In contrast, in the European system with which Jennifer was familiar, work occurred in the classroom, which diminished the opportunity for violation. Jennifer said, ‘In Europe, a lot of work is done on campus in the form of tutorials with work submitted at the end of the tutorial, and not just in two or three weeks time as it is here’ (Jennifer, Appendix 15, p.358). This is ‘deliberate self-positioning’ (van Langenhove & Harré, 1999) as Jennifer displays identity and reveals her experience, indicating she comes from Europe. Jennifer expresses agency and identity by revealing biographical stories and her unique point of view. Although Heitman and Litewka (2011) identify differences in perceptions of academic integrity between countries, in their opinion Europe offers little homogeneity amongst its own nations to compare it to others.

Regardless of the amount of violation, Jennifer thought it was important not to abandon assignments, saying ‘I think there is benefit in having the time to reflect on things and to build a research piece … I think the benefit of it is greater than the desire to give up and rely solely on the exam’ (Jennifer, Appendix 15, p.358). This is in contrast to Catherine who thought violations were so extensive that it was easier to discard the research component. Jennifer saw value in the research component as it provided students an opportunity to reflect on issues and
revealed that some students, including herself did not do well in exams, saying ‘I do not do extremely well in exams, I was always happy to have time to do longer assessments’ (Jennifer, Appendix 15, p.358). Jennifer like Howard (2001) recognised upholding academic integrity meant balancing policing with educational returns. Jennifer revealed that in her time as a student, she had come across students that colluded, plagiarised and in turn received a higher mark than she did. Jennifer considered a solution lay in ostracising students that violated academic integrity, saying ‘I try to isolate students that might think about cheating’ (Jennifer, Appendix 15, p.359). This is ‘forced other positioning’ (van Langenhove & Harré, 1999) as Jennifer acts as a proxy for the institution, demanding that students account for their behaviour in relation to violations. This type of positioning occurs when Jennifer forces students to account for and suffer the consequences of their violations rather than do as Catherine did and abandon the research component.

Jennifer advocated the use Turnitin for undergraduate students although for copyright reasons was reluctant to use the system for postgraduates or anyone doing original research, saying ‘I think I would be more concerned if it was a research student that is about to produce an original piece of research’ (Jennifer, Appendix 15, p.359). She said she would be hesitant to use the system for students submitting reflective pieces, although for financial work it was fine. Like Amanda, Jennifer thought Turnitin was free and provided for altruistic reasons. Jennifer said, ‘As far as I know, it is a free service and there needs to be some kind of indirect payment or some kind of mutual benefit’ (Jennifer, Appendix 15, p.359). However, the fact is institutions pay a fee for its use (Jarrah, Alsmadi & Za’atreh, 2011).

Jennifer thought instilling a sense of interest and relevance in students about their work might diminish violations, which is a view supported by Renard (1999) and Dick et al. (2008). However, Jennifer felt this might be difficult in subjects related to finance. Jennifer said, ‘… because for them it is spreadsheets and numbers, and they do not value the work … They see it as the exact same procedure, so why not just take my colleagues paper’ (Jennifer, Appendix 15, p.360). Jennifer felt a significant issue was CIS had little or no prior knowledge of academic integrity before beginning at university. Student data supports this view, as there appeared to be a significant difference between CHC students who undertook high school in Australia and those that did not.

International students do not necessarily know or initially understand the concept of plagiarism and academic misconduct. For the Australian students, it is clear that they do know what plagiarism is. If they do it, they do it with full knowledge that it is wrong. I find once you tell the international students and explain to them what it is then they are accepting. However, at the beginning some international
students have significant problems understanding the concept (Jennifer, Appendix 15, p.360)

Regardless of their background, Jennifer said once she explained what plagiarism is and how to avoid it students tried not to do it. Interestingly Jennifer indicates that if students continued to violate academic integrity after a warning, they did so to avoid work or to obtain easy grades.

Jennifer like the literature (Bloch, 2008; Sternberg, 2012) connected the role of the corporation with copyright violation and perspectives of academic integrity. Jennifer thought Western exposure to intellectual property from a young age, influenced perspectives of academic integrity. Jennifer thought some CHC students had different perspectives of collaboration to their Western counterparts, including prospering when working in a group, which is a view shared by the literature (Salili, 1996; Tang, 1996; Winter, 1996). Jennifer attributed these differences to work done by corporations in the West that let people know what they considered acceptable behaviour concerning intellectual property and private ownership.

I think the notion of private goods in Western countries is strongly entrenched. You hear about copyright infringement by the big companies and you hear about the big company suing the small company, or the other way around because they have copied their product. We are very much aware of this at the level of goods and even services in the West, because copyright infringement means decreased profit for the corporation (Jennifer, Appendix 15, p.360).

Jennifer thought students had already crossed a line concerning copying and sharing digital material as the transfer of material amongst students occurred so fast that students had no time to contemplate what they were doing was wrong. Jennifer said, ‘I think they have time to feel guilty when they actually take someone else’s assignment and start typing it out. When there is, a physical action related to it, greater than just a few clicks’ (Jennifer, Appendix 15, p.361). With this quote, Jennifer acknowledges if a student had to type out a piece of work then they might have time to contemplate what they were doing was wrong.
Figure 57: Jennifer’s Identified Positioning of CIS Perspectives

Figure 57 depicts factors identified by Jennifer that influence CIS perspectives, including lecturer engagement and student willingness to read. On the institutional ring, plagiarism detection had a role, as did face-to-face teaching where lecturer could reiterate concepts as opposed to online learning in which Jennifer felt she had little influence. On the cultural ring, Jennifer identified the educational environment as important along with the use of technology in society, including implications for copyright.

5.4.3 Summary

Engaged and optimistic Jennifer was adamant that she could educate students about academic integrity via information and examples. However, Jennifer thought this only applied to students who were willing to learn and did not violate academic integrity to obtain easy grades. Jennifer’s autonomous approach to handling violations was concerning as it might have repercussions if challenged by a student or if she does not have the institutional support to act independently. Jennifer thought technology and respect for intellectual property influenced perspectives of academic integrity, believing there was a correlation between academic violations amongst CIS toward counterfeit goods and valuing the effort that goes into creating a unique work.

5.5 Karen

5.5.1 Introduction

Karen a lecturer in the College of Business in the discipline of Accounting and Law welcomed an opportunity to discuss issues related to teaching, including her experiences with academic integrity amongst CHC students. Karen’s interview exceeded two hours and covered a variety of topics, including differences between local and international students and challenges faced by local educators. Karen had taught in Asia and Europe and at one time was
an international student herself. Karen said this experience had helped her to understand difficulties faced by CIS, including learning in a second language, adjusting to cultural difference and issues associated with mobility. Karen’s views concerning CIS are practical, for example in relation to issues of academic integrity amongst CIS Karen said, ‘… admit them and admit that it is going to be a lower standard. Put them in a different degree so they do not taint the others who are trying to get a high-level of education and deal with it that way’ (Karen, Appendix 16, p.367).

5.5.2 Discussion

Karen relied on the course guide, occasional warnings and threats of detection to alert students to issues of academic integrity. Karen, like Catherine adjusted the material she taught to minimise violations. Karen said, ‘I have been an academic for seven years and in my early days, I had more plagiarism, so over time I developed my assessments to avoid opportunities for it’ (Karen, Appendix 16, p.362). This approach is similar to that of Catherine who eliminated the assignment component in her subject to minimise violations and difficulties associated with the institutional response. Karen indicated she had experienced trouble with the institutional response to violations, revealing that in one case a student had either colluded or plagiarised to such an extent that they could receive no mark. In response, Karen said a formal process was initiated which saw the student appeal the decision at which time Karen was removed from the process and not privileged to the result. Karen said this experience had caused her to avoid reporting further violations. In accordance with the views of Wilson (1999), Lathrop and Foss (2000) and Harris (2001), Karen designed assessments that provided little opportunity for violation. Karen said, ‘I do not know the result but my taste … was that you want to avoid this. After that, I started designing assignments that did not provide any opportunity for plagiarism’ (Karen, Appendix 16, p.363). In contrast to Karen, Jennifer did not change the work given to students in cases of violation, choosing instead to deal with violations without the input of the institution and not condoned by the literature (Harris, 2001; Carroll, 2002; Devlin, 2003).

Like (Sillitoe et al., 2005; WSU Libraries, 2009), Karen thought a perception existed amongst CIS that the lecturer knew the source of all material used and there was no requirement to reference. Karen said, ‘… many Chinese students … assume their lecturer knows the source, so they do not have to say the source’ (Karen, Appendix 16, p.362). Karen thought the reason academics often avoided reporting violations was because it consumed a large amount of teaching time, which is a view supported by Sutherland-Smith (2005). When it came to accusations amongst CIS Karen was practical, believing it is not fair to be overly punitive
because like Smith and Khawaja (2011), Karen recognised we invite these students to come to Australia for our economic benefit. Therefore, a restrained approach was required to ensure institutions did not punish CIS for behaviour considered acceptable in their culture (Sowden, 2005). Karen said, ‘... it is not fair to penalise students who do not think what they are doing is wrong and it is acceptable in their culture. We import the students here and then expect them to have Australian values immediately’ (Karen, Appendix 16, p.363). However, both Liu (2005) and Phan (2006) challenge this view that plagiarism is acceptable amongst CHC students.

Like Catherine, Karen did not believe students read course guides or information pertaining to academic integrity, saying ‘I am sure they do not read and if they do, it would not sink in’ (Karen, Appendix 16, p.363). Although Karen adjusted her teaching to avoid violations she felt university procedures were adequate and that little could be done to improve them, saying ‘I think the procedures are sufficient and do not know how you could improve them’ (Karen, Appendix 16, p.364). Karen indicated the university viewed it as a case of making sure they did all they could to appear fair and give students the benefit of the doubt. Karen said, ‘There are many precautions to make sure the students are treated fairly and that marks are not taken away from them without justification. There are counsellings, warnings and appeal rights, there are many hoops to jump through to give someone zero, and if they want to challenge it, they can challenge it all the way up the system’ (Karen, Appendix 16, p.363). Here Karen describes a system of checks and balances in contrast to the individual approach described by Jennifer, although Karen did think the university policy was aimed at ‘ticking all the boxes’. This scenario describes ‘forced self-positioning’ (van Langenhove & Harré, 1999), this positioning sees the institution (the university) force its members (the students) to account for their behaviour concerning academic violation. Interestingly, Karen revealed the university could forgo agency and elect to ignore violations which in turn maintains student numbers and financially benefits the institution.

Like other lecturers, including Michael and Pheona, Karen indicated she had a large proportion of CIS, saying ‘… out of ninety students, I might have three Australians’ (Karen, Appendix 16, p.363). Karen indicated she did not experience pressure from the institution to pass students that failed due to violation. However, she revealed the university monitored lecturers to ensure they had appropriate passing rates and that the number of students that failed was at an acceptable level. Karen indicated the reason for this was that the university would lower the language requirement in particular years, which affected passing rates. Karen said, ‘In the past, I have had my marks raised to avoid certain failure rates and I would say I
am generous marker. For students to have had their marks raised I was shocked because it meant more people would pass. People that I thought should not’ (Karen, Appendix 16, p.365).

Karen supported the view of the literature (Svensson & Wood, 2007) and lecturers, including Amanda, Catherine and Pheona that some CIS felt they had paid for their course, were customers and therefore entitled to favourable treatment. Karen said, ‘I think there is pressure on the university to satisfy student demands, such as I have paid the fees and therefore should move through the university’ (Karen, Appendix 16, p.365). Karen determined that the university desired to take additional students regardless of the quality of the applicants. In this instance, Karen had an almost identical view to that of Catherine, which was the standard of students and the quality of courses had decreased simultaneously. Karen said, ‘… the standard has certainly fallen and in the twenty years since I studied the standard has fallen remarkably. Subjects that I spent a year doing in my degree are now only a twelve-week course and you cannot get the same level of knowledge’ (Karen, Appendix 16, p.365). Although disputed by Chan and Ryan (2013) the lecturer Amanda, the student Pui-lin and Karen thought the reason many CIS elected to study Accounting was to obtain residency, saying ‘A large number of international students only come here to do Accounting for residency purposes’ (Karen, Appendix 16, p.366). Like Catherine, Karen thought a large number of CIS aimed to pass rather than do well. Karen felt this might be due to Australia getting the third best students, as the best students remained in China while the second best went to the United Kingdom or the United States. Currie et al. (2008) concur with Karen’s view that Australia is but one of a number destinations available to CIS for study. Karen said, ‘Universities in China are very competitive and getting a spot there is very difficult. I hear students that are superb stay in China and take one of those spots so we are getting the second or probably third best students’ (Karen, Appendix 16, p.366). A number of students shared this view, including Ching-ya, So- yee and Teck-meng who all thought some CIS studied in Australia because they failed to gain a place at university in China or wanted to avoid the competitive Chinese university entrance examinations (Davey et al., 2007).

An important point raised by Karen and recognised by Sutherland-Smith (2008) was that many CIS did not understand why they needed to turn to violation, assuming they had the English proficiency required or would receive the appropriate support. Karen said:

You have students here that are not coping language wise and do not understand why. They thought they had enough language skills and did not want to spend an extra six months in English training because that costs money and they could not
see the benefit, besides if the university accepted them then their English must be good enough’ (Karen, Appendix 16, p.366).

Karen revealed this was not the case and some students adjusted their expectations for high marks to more realistic levels based on their capability. The student Wai-tat recognised this, while So-yee like Chen and Ku (2008) thought a significant reason CIS violated academic integrity was due to their lack of English proficiency. Lack of English proficiency might even be a catalyst for why several lecturers, including Catherine identified that some CIS desired only to pass rather than excel. Like Catherine, Karen said, ‘…it is alien to me too because I always went for the highest marks possible’ (Karen, Appendix 16, p.366). Karen thought students eventually came to realise that the level of English required to obtain high marks was substantial and that they did not have the proficiency required to obtain them. Karen said, ‘Maybe their attitude to just passing is a realistic assessment of their ability and they will not try to get high marks because they cannot do it and in fact they may struggle to just pass. Maybe this is a realistic goal for them’ (Karen, Appendix 16, p.366). Here Karen ‘deliberately positions others’ (van Langenhove & Harré, 1999) by questioning the behaviour of CIS. Karen thought CIS either abandon ambitions to obtain high marks or contemplate violations to compensate for their lack of English. Van Langenhove and Harré (1999) indicate that in cases of deliberate other positioning the person doing the positioning positions themself. Karen revealed she found the stance taken by CIS that only aimed to pass foreign, saying ‘It is alien to me too’. This statement by Karen is a moral rebuke and fulfils the definition of deliberate other positioning.

Another significant factor might be that some CIS work which reduces time available to study. Karen said, ‘I have a student whose parents told him we can buy you a ticket to Australia, we can pay for your first semester’s fees and six months of living expenses but after that you are on your own’ (Karen, Appendix 16, p.366). Several students concurred with this view and the findings of Nyland et al. (2009) that their need to work diminished their ability to focus on their studies. Several students, including Ching-ya, Siu-ping and Wai-tat said they worked at least one and in some cases two jobs to contribute to the cost of their studies. Karen thought that in some cases it came down to a simple decision, saying ‘… they think I need to work, to eat and to pass, I do not have time to do it all myself, I do not have the language so I will copy and this must seem like a big carrot to them’ (Karen, Appendix 16, p.367). Karen sympathised with CIS because she had undertaken studies in France in French, which helped her understand issues faced by CIS, including how experiences and information presented in textbooks concerning cultural difference and the everyday use of language did not match reality, which is a view supported by Carroll (2005).
Figure 58: Karen’s Identified Positioning of CIS Perspectives

Figure 58 depicts the positioning related to CIS perspectives identified by Karen. The personal ring includes influences like engagement with the lecturer and a student’s English proficiency. On the institutional ring, assessment changes by the lecturer due to violation operates in conjunction with the response from the institution, including favourable disciplinary processes for students and simultaneously cumbersome process for lecturers. On the outer cultural ring is the sense of entitlement CIS felt to succeed because they had paid to study in Australia. Several lecturers felt institutions responded to these issues to the detriment of academic standards, including capping failures, reducing language requirements and taking decisions relating to violations and penalties away from lecturers.

5.5.3 Summary

Karen’s interview provides insights into issues faced by CIS that might contribute to violations of academic integrity, including issues of mobility, language proficiency, expectations due to payment and a belief shared by the literature (Sillitoe et al., 2005; WSU Libraries, 2009) that the educator knows the materials so there is no need to reference. Karen indicates international education is a global market with many competitors and emphasising academic standards above the need to acquire CIS placed financial strain on the Australian education sector.

5.6 Michael

5.6.1 Introduction

Michael, the only male lecturer interviewed as part of this research was from a CHC background. Michael lectured in the College of Business in the field of IT and Logistics. Michael had worked in industry and had experience as an academic in Australia and abroad, teaching international and local, postgraduate and undergraduate students.
5.6.2 Discussion

Michael thought undergraduate students required greater support in the area of academic integrity than postgraduate students did, because they were new to university. Michael revealed his first lecture to a new cohort was always an induction, outlining his expectations and in the worst scenario, consequences for violation. Michael’s view was similar to that of Jennifer, concerning the course guide representing a contract. However, Michael thought students that undertook his course accepted his conditions, saying ‘These are the rules we laid out. If you undertake the course, you have to adhere to these rules’ (Michael, Appendix 17, p.376). Michael revealed it was his policy to deal with violations as they arose and that he did not seek them out. He further stressed he knew students struggled with referencing, which is a view supported by the literature (Roberts & Ousey, 2011; Neville, 2012). Michael gave new students an opportunity to clarify what was considered academic violation, saying ‘For undergraduates I give them much more freedom and they can ask me questions of what constitutes infringement or is right or wrong’ (Michael, Appendix 17, p.376). Michael thought it was important not to shock international, undergraduate students who did not undertake high school in Australia, overwhelming them with issues of academic integrity or trying to resolve all problems in the first few weeks.

Like Amanda, Michael was an advocate of Turnitin and had his students submit all work via the software. However, unlike Catherine and Karen, Michael found it easy to use, saying he had not experienced problems using the system. Michael said, ‘Turnitin is a fantastic tool for all my submissions. If it is an essay, case study, report or take-home exam, it has to go through Turnitin. That is the only submission I accept unless the system fails and then we talk about other methods. So far, the system has not failed on me at a critical time’ (Michael, Appendix 17, p.376). However, Michael found Turnitin unsuitable in cases where CIS took material from Chinese language Websites and translated it to English. Michael thought because students translated things in their own way it gave the material an authenticity not detectable to Turnitin.

Like Amanda and Karen, Michael followed institutional policy concerning violations. Michael indicated there was a hierarchy you had to go through to bring an accusation against a student, starting with the Program Director and potentially escalating to the Head of School. Michael’s approach was considerably different to the laisser-faire attitude of Jennifer. Michael said those involved in the hierarchy, including the lecturer, program director and head of school were concerned at understanding why the student copied and how best to provide them support. Michael said, ‘We will sit down go through the students work and
determine whether it constitutes a hearing or whether we should refer it to a hearing. In most cases, we try to avoid a hearing because my undergraduate course tends to be year one students. We try to provide more support and to understand where it went wrong’ (Michael, Appendix 17, p.377). This is an example of ‘other positioning’ (van Langenhove & Harré, 1999), as Michael and the ‘team’ position themselves, in positioning the student concerning violation. They position themselves when they question what went wrong, why the student committed the violation and how they can improve support.

Like Karen, Michael indicated lack of English proficiency was a catalyst for violations amongst CIS. Michael revealed he had a high proportion of international students in his course, saying ‘It would be safe to assume that out of every ten students, seven to eight are internationals’ (Michael, Appendix 17, p.377). Michael recognised poor levels of English amongst students resulted from the selection officer not attracting the right quality of candidate, which reflected in levels of violation. Like Tang (1996), McLean, and Ransom (2005), Michael indicates that due to their background CIS had different perspectives of academic integrity compared to local students. Michael said, ‘It could be that for international students or students from an Asian cultural background where academic integrity is not a major issue … They do not place any emphasis on it but when these students come into the Australian system, they get a culture shock’ (Michael, Appendix 17, p.377). Michael from a CHC background and once himself an international student studying in Australia thought he had a good understanding of CIS perspectives of academic integrity, saying ‘I come from [removed] and understand that some Asian tertiary institutes do not perceive issues associated with academic integrity to be important’ (Michael, Appendix 17, p.377).

Like Karen, Michael thought a problem for CIS is that they lack critical analysis skills and misconstrued concepts about violation. Michael said, ‘To be brutally honest, we expect them to enter with an IELTS of 6.5 but when you see their level of writing, you know it is not 6.5. I think the Asian students tend to be better in memory work. Some colleagues and I suspect they clear the IELTS test based on memory instead of understanding’ (Michael, Appendix 17, p.377). Michael reveals unless these students improve their English they would have difficulty continuing in their course, saying ‘… there is no way that they can continue to semester two or semester three with that level of English’ (Michael, Appendix 17, p.377). Interestingly, Michael recognised that often a student’s level of English at the start of their course dictated the scores they would receive throughout their course.

Michael had similar desires to Catherine, which was to have additional resources made available to support students. Michael revealed he often identified students with particular
problems but due to workload was unable to assist. Michael felt all he could do was to refer these students to university level resources like the Student Learning Centre. Michael said, ‘Resources limit us so even when we actually identify these students the only thing we can do is to try to refer them to university resources rather than school level resources because all the academics are pretty much tied down’ (Michael, Appendix 17, p.378). Like other participants of this research, Michael felt one-way to improve English proficiency was to encourage CIS to interact with their local counterparts, which is a view shared by Gu et al. (2010). Michael said, ‘I try to encourage them within class especially in their early years like year one, semester one students to interact with their local counterparts. This is where they mutually learn from one another and that helps them bring up their level of English fast’ (Michael, Appendix 17, p.378). Michael ‘deliberately self-positions’ (van Langenhove & Harré, 1999) expressing agency by revealing how he tries to encourage students to communicate with one another to improve their English. Michael refers to events from his perspective, including how he would like more resources for students while referring to events from his biography, including that he is too busy to assist. Van Langenhove and Harré indicate in this type of positioning individuals attempt to express identity using the pronoun ‘I’. Michael does this, saying ‘I try to encourage’. Having established identity, Michael offers explanations concerning his behaviour, specifically what he does to assist students struggling with English proficiency.

Michael revealed he had noticed a difference in the risks undergraduates were willing to take compared to postgraduates concerning violation. Michael attributed this to the fact many postgraduate students had already worked in industry which he thought increased their level of maturity, saying ‘… for those who have not been out to work, their level of maturity tends to be lower and they tend to push their luck’ (Michael, Appendix 17, p.378). Michael indicated one reason why some CIS violate academic integrity was that they did not understand why they could not collude or plagiarise and therefore it was important for lecturers to tell students why they should do their own work. Michael said, ‘… we must stress the importance of academic integrity but it is pointless for someone to cite or use references if they do not know why they need to do that’ (Michael, Appendix 17, p.379). Like Michael, Carroll (2002) was an advocate of this, believing students needed to know why it was important not to violate academic integrity.

Like Jennifer, Michael linked copyright violation to violations of academic integrity. Michael thought copyright violation was prevalent in Asian countries because there was a lack of governance with regard to intellectual property, which is a view supported by Bloch (2008).
Michael said, ‘When they do their schoolwork, I think that mindset influences them to a certain extent like we can copy whatever we want whenever we want. I do agree that to a certain extent this copying does influence their mindset about plagiarism’ (Michael, Appendix 17, p.378). Michael thought the influence of copyright violation on academic integrity was unlikely to dissipate as social media had changed the speed and ease with which students disseminated information. Michael revealed another aspect of CIS was they were not critical concerning whether the information they used was accurate or reliable.

A consistent finding emanating from this research, from both lecturer and student participants was that academic violation was not unique to CIS or any particular nationality (Gu & Brooks, 2008). Michael thought violations of academic integrity were likely to occur among groups of students who only sought to pass regardless of their background. Michael said, ‘I would not say there is any difference in student attitudes to academic integrity due to the background they come from. I think the ones that tend to push their luck in terms of plagiarism would be those that really want to just get a pass or just get a degree’ (Michael, Appendix 17, p.380). According to Michael, Catherine and Karen, attitudes towards academic violation varied between high and low level achieving students rather than between international and domestic students.

Like McCabe (2001) and Scanlon (2003), Michael thought a difference in attitude toward violation existed between students from different generations. Michael attributed this to Generation Y’s engagement with social media particularly that these students dealt with an abundance of content of little value. Like Amanda and Jennifer, Michael indicated these students did not appreciate the effort people put into creating things of value. Michael said, ‘Generation Y tends to treat the issue of academic integrity as less important compared to Generation X. It is the way they were raised because Generation Y is active with social media. To them content is readily available and has little value. They do not appreciate the effort other people have put into creating things’ (Michael, Appendix 17, p.381). Michael recognised this attitude of Generation Y might have ramifications for their future as the database that is the Internet and plagiarism detection software might act as a ‘double-edged sword’. Protecting intellectual property by detecting violations today while retaining the things students did today for use against them in the future. Michael himself had even thought about gathering information on colleagues and checking it against Turnitin. Michael said, ‘I had a joke with a colleague who had a problem with another colleague. I said all right are you going to drag out all his work and put it through Turnitin’ (Michael, Appendix 17, p.381).
Interestingly, Michael considered many of today’s academics fortunate that their PhDs only existed as hardcopies and therefore not easily checked for plagiarism.

![Diagram of Michael’s Identified Positioning of CIS Perspectives](image)

**Figure 59:** Michael’s Identified Positioning of CIS Perspectives

The institutional ring depicts plagiarism detection, available resources, the appropriate selection of students according to English proficiency and the terms and conditions of the course outlined in the course guide. This idea that just by undertaking the course meant students adhered to its terms and conditions, including agreeing not to violate academic integrity was unique to Michael. However, several lecturers felt such perspectives were irrelevant, as students did not read the course guide. On the personal ring, Michael reveals lecturer involvement and English proficiency, including a student’s level of interaction with local or competent English speakers influenced their perspectives, which is a view supported by several lecturer and student participants.

### 5.6.3 Summary

Michael’s discussion contains new perspectives, including a need for increased support at the school rather than the institutional level. Catherine raised the need for additional support although was content to receive it at any level. Like Amanda, Michael was an advocate for Turnitin although unlike Catherine and Karen, he had not experienced trouble with the system. Michael revealed that although the governing hierarchy followed institutional policy there was a liberal application of the procedures with an emphasis on support rather than discipline. Michael indicated this was particularly the case for CIS who did not undertake high school in Australia, overwhelmed with concepts like academic integrity and referencing. Michael like other lecturers and some students thought there was a link between academic and copyright violation due to the abundant use of social media. Interestingly, Michael revealed this problem would only get worse and was a greater problem for students from Generation Y due to the amount of time they spent online. Finally, Michael touched on the use of plagiarism...
detection by disgruntled individuals to disrupt the careers of colleagues. He thought this might become more of an issue for today’s undergraduates in the future, revealing how he saw plagiarism detection as a ‘double-edged sword’.

5.7 Pheona

5.7.1 Introduction

Pheona a lecturer in the College of Business in the discipline of Economics had a positive view of her ability to influence perspectives of academic integrity. Pheona appeared to know little about the official processes in place within her school to deal with violations. Unlike other lecturers that seemed to react to violations by adjusting the assessment requirements of the course, Pheona appeared to engage with students to reduce violations. Pheona’s data supports a particularly interesting finding, which is the significant difference in attitude towards issues of academic integrity between lecturers within the same college but different schools.

5.7.2 Discussion

Pheona said her subject was theoretical and involved developing economic models. The main forms of assessment included multiple-choice and short answer questions and there was no long form assignment. Pheona said she encouraged students to work together but did not condone collusion or plagiarism, saying ‘… if we see any evidence that one has copied it is dealt within formal terms’ (Pheona, Appendix 18, p.382). Pheona revealed she mostly used verbal warnings at assessment time to remind students not to violate academic integrity. Interestingly, studies including those of Bilic-Zulle et al. (2008) and Wang (2008) indicate verbal warnings have little influence on deterring violations. Pheona said, ‘… in the assessments we set including the short answer questions the students are advised that if there is any plagiarism they will be dealt with as per the university rules’ (Pheona, Appendix 18, p.382). In this regard, Pheona acts as proxy for the institution, employing ‘forced self-positioning’ (van Langenhove & Harré, 1999). Universities and lecturers have the power to force students to position, concerning whether they engaged in violations. A student forced to account for their behaviour provides an explanation, which sees them position along a scale. At one end, they admit engagement at the other they reject engagement. This scale is what van Langenhove and Harré (1999) refer to as ‘bipolar dimensions’, ‘helpless-responsible’ or ‘passive-active’. As a scale, student excuses or positions lie somewhere between guilt and innocence, such as ‘I did it so I could go out’ to ‘I did not know it was wrong’.
Like Catherine, Karen and the literature (Bhattacharya & Jorgensen, 2008), Pheona made efforts to ensure violations did not occur in the first place, which decreased the need for investigation and discipline. However like Jennifer and Michael, Pheona placed significant emphasis on the course guide as a form of deterrent, saying ‘… there has been a move to standardise the course guides across the college, so all students get the same information with respect to plagiarism and academic integrity’ (Pheona, Appendix 18, p.383). However, unlike Catherine and Karen, Pheona was optimistic that students read the course guide and observed its warnings. Pheona’s approach to violations was similar to Jennifer, indicating she would initially address any concerns herself by meeting with the students to determine who was at fault. Pheona said:

I think initially I would speak to the student’s involved one on one. It is difficult if you have two similar assessments because it is difficult to say which one is at fault. In the interest of fairness, you would have to bring both students in to discuss it individually and assess whether it should go any further (Pheona, Appendix 18, p.383).

Pheona indicated her approach would depend on the perceived severity of the violation, saying ‘… the severity of the violation would come into play … it is different to an entire assignment being a mirror image of the other’ (Pheona, Appendix 18, p.383). However, Pheona appeared to have no knowledge concerning university policy to deal with violations, saying ‘… off the top of my head I do not know the exact course of action to take’ (Pheona, Appendix 18, p.383). This is interesting because Pheona teaches a large first-year subject but admits to having little experience in dealing with violations, saying ‘… if something came up, I would check what had to be done first’ (Pheona, Appendix 18, p.383).

In line with Amanda and Catherine, Pheona thought changing student expectations due to their requirement to pay for their education was inevitable. Pheona said:

… when you are dealing with a large first year course as I am, you do see some of that. I suppose some students think they are paying for something and that it is your job to give them that piece of paper, whether they have achieved the required standard or not’ (Pheona, Appendix 18, p.383).

Further to the sense of entitlement students felt towards obtaining their degree, because they had paid for it Pheona said, ‘I understand there are some students who believe they have a right to get a degree based on the fact, they have paid for it’ (Pheona, Appendix 18, p.383). In contrast, Pheona revealed ideas of violation or expectations that she should pass never entered her mind at the time she undertook her studies. At that time, Pheona indicated students followed the rules and worked hard to pass, as they felt fortunate to have obtained a place at university. This view is similar to Catherine who said she and her peers felt privileged to have an opportunity to study at university.
Like Michael, Pheona thought generational difference played a part in student expectations and perspectives, which is a view supported by McCabe (2001) and Scanlon (2003). Like Wilkinson (2008), Pheona indicated new students were often overwhelmed with university, including the amount of information available and the demands of what they had to do and therefore pieced information together in a way they should not. Like other lecturers, Pheona felt students not introduced to concepts of academic integrity before university had most difficulty. In line with the views of Sowden (2005), Pheona revealed students new to the Western system often only repeated back the information she had given out. Pheona thought this was significant as it showed students did not grasp the concepts they were learning, a view supported by Michael. Pheona said, ‘You know just give them all the information and then they give it back to us, where as what we want is to be giving them the means to understand the information and apply it. Sometimes you get back what you gave them word for word and they might not actually grasp the concepts’ (Pheona, Appendix 18, p.385).

Pheona attributed differences in learning style to culture. However, Pheona recognised once differences between cultures were overcome violations diminished.

Pheona touched on issues raised by Catherine and Jennifer, including that some students just want to get through the course by expending as little effort as possible while other students want to excel and achieve the highest marks they can get. Pheona said, ‘…you get some that are here to perform and others that just want or need to get through’ (Pheona, Appendix 18, p.385). Interestingly, Pheona did not think these attitudes were cultural. Like Stone et al. (2010) Pheona recognised that such differences were due to student personality. Pheona revealed she had experienced such differences amongst all cultural groups, not only CHC students, which is a view shared by Gu and Brooks (2008). Like McCabe (2001), Scanlon (2003), Catherine and Michael, Pheona indicated that often these views were due to generational difference.

Pheona revealed there was a lack of hierarchical separation between students and lecturers today that did not exist during her studies. Pheona indicated a lack of respect shown by some students towards lecturers linked to the attitude that they will pass. Pheona said, ‘There was also more of a boundary between the teaching staff and students. Now to some extent because the students are paying a lot of money to study here, they think you are working for them. While we used to think, we were working to get good marks’ (Pheona, Appendix 18, p.384). In this instance, Pheona ‘deliberately positions others’ (van Langenhove & Harré, 1999), this sees Pheona take a stance at the behaviour of some students. She compares the behaviour of students at the time she undertook her studies to today.
In relation to links between perspectives of academic integrity and copyright violation, Pheona like Jennifer, thought there might be some link. Pheona said:

Yes, I am sure it has an impact. There is so much information, so much knowledge available that to some extent what we are trying to teach them is to how to work out what is valuable and what is not. The students have to be able to assess the information that is available, and use it without violating copyright or intellectual property (Pheona, Appendix 18, p.384).

In this respect, Pheona’s view is similar to Michael who recognised lecturers had a responsibility to teach students how to use information, including how to reference and obtain reliable sources.

In contrast to what Pheona said about the diminishing gap between students and lecturers, Pheona noticed that often CIS found it difficult to engage with the lecturer, including initiating conversations. In response, Pheona had implemented a system in tutorials to help students converse about how they were coping with their studies and life away from home. Interestingly Pheona’s observations concerning the inability of some CHC students to engage with their lecturer was supported by the student Lie-ling who revealed she would even have trouble talking to a lecturer when seeking an extension. Pheona said, ‘… in some cases, you have to draw the students out. You know the quieter students both domestic and internationals need to be drawn out. Some students feel challenged by the language and opening up in class’ (Pheona, Appendix 18, p.386). Pheona revealed her solution was to have another tutor circulate the room during the tutorial to engage individual students in one-to-one conversations, which encouraged them to talk. Pheona said:

We have been trying to have sessions where we can talk to the international students individually … somebody circulates the class, sits down and talks to students individually, which threatens them less because they do not have to talk in front of a group (Pheona, Appendix 18, p.386).

Interestingly Pheona’s approach was unique and practical, as it did not require additional resources, which presented a problem for Catherine, Karen and Michael who felt hamstrung that they could not obtain resources to improve the circumstances of their students.

It is important to note that Pheona had a practical view concerning violation, believing that all of the concern about copyright violation, distance between students and lecturers and generational difference mattered little in the end. Pheona recognised regardless of what students did in minor assessments, whether they attended class or relied on others did not matter, as they would be unable to pass the exam. Wisely, Pheona said, ‘Sometimes there is a trade off and you might get free riders along the way. However, ultimately, the free riders will be found out in the other pieces of assessment like the exam’ (Pheona, Appendix 18, p.387).
In line with the views of Howard (2001), Pheona emphasised a balance between discipline and educational outcomes was required. Pheona said she would rather balance the possibility for academic violation against creating a cohesive group of students engaged in discussion as opposed to being solely concerned with eliminating violation.

![Diagram of Pheona’s Identified Positioning of CIS Perspectives](image)

Figure 60: Pheona’s Identified Positioning of CIS Perspectives

At a cultural level, Pheona like Rowlands et al. (2008) recognises that generational difference influences perspectives of academic integrity. Generational differences with regard to perspectives of academic integrity appear to occur due to the influences experienced by the generation such as exposure to social media. As discussed previously, actors on the ontological rings influence one another so exposure to copyright violation on the cultural ring plays a role in influencing generational differences towards academic integrity. On the institutional ring, changing course requirements in response to violations intends to reduce future violations. Although not unanimously agreed on amongst lecturer participants, Pheona revealed the course guide could change perspectives of academic integrity. Finally, on the inner ring, Pheona indicates lecturer engagement with students provides an opportunity to reduce violations. Likewise, Pheona reveals a student’s sense of entitlement to pass without significant effort because they had paid to undertake the course might influence perspectives of academic integrity.

5.7.3 Summary

Initially I considered Pheona’s comprehension of issues associated with academic integrity limited due to her vagueness concerning her school’s procedures about dealing with violations. However, closer examination showed Pheona had a deep understanding of the issues although unlike other lecturer participants, Pheona was optimistic about changing perspectives by proactively engaging students. Pheona understood the role generational difference and the level of exposure to Western education had on perspectives of academic
integrity. Pheona linked violations of copyright to academic violation, a view supported by lecturer and student participants. One area I felt Pheona was overly optimistic was the level of significance she placed on the course guide to influence perspectives. I see no evidence in the lecturer or student data to suggest students read warnings contained in the guide or other written material, a view supported by the students Oi-mun and So-yee and lecturers Catherine and Jennifer.

5.8 Conclusion

This chapter demonstrated the importance of examining issues from the perspective of all interactors involved in episodes of discourse. Applying concepts of positioning, particularly viewing interviews as episodes of discourse identifies issues that validate and contradict other interactor’s perspectives. The trans-disciplinary framework developed for this research was instrumental in comprehending issues from a lecturer’s perspective. Modelling positions found in the data in figures 55 through 60 show the issues that positioned students from a lecturer’s perspective, including the influence these actors had on the positioned and where they located in a students reality. In the introduction to this chapter, I highlighted important findings for which there were commonalities amongst lecturer participants.

In her 2007 thesis, Tran expressed the view that lecturers of international students can represent an institution and uphold its perspectives when engaged in discourse, saying ‘In many ways, the lecturers represent the institutional structures that support the discourse community of a given discipline’ (p.87). However, analysis of lecturer data in chapter 5 reveals representing a line of discourse expressed by the institution was in many, but not all cases, difficult for lecturers. Several lecturers struggled to comprehend university policies towards violations, including failures to attribute the work of others, collusion and plagiarism. Some lecturers felt their institution had not supported them when they had attempted to take a stand against violations. Other lecturers expressed the view that the stakes were high, with some lecturers offered money by CIS to ignore violations or to pass failing students. Issues of academic integrity and the response by the institution to its violations provided a variety of insights from lecturers. Several lecturers perceived the issue as being of little importance in the student’s home country amongst parents, peers and teachers, which reflected in the student’s studies abroad. Other lecturers thought, because students paid significant fees to study abroad they felt they had a right to a successful outcome regardless of effort expended. Chapter 5 explored links made by lecturers between violations of copyright and perspectives of academic integrity.
Chapter 6: Conclusion

6.1 Introduction

This study examined the perspectives of eight international students of business from mainland China and Hong Kong towards academic integrity and explored the views of six lecturers of CIS of business from the same college but different schools. This research developed a trans-disciplinary framework to analyse and conceptualise data derived from two rounds of semi structured in-depth interviews with CIS and a single round of interviews with lecturers. The trans-disciplinary framework is a union of an adapted version of Glaser and Strauss’s (1967) grounded theory with an interpretation of Harré and van Langenhove’s (1999) positioning theory. To determine influences on CIS perspectives I examined issues of mobility, parents, peers and siblings, philosophy and religion, technology and copyright. I propose the lecturers of CIS use these findings to improve educational outcomes in relation to academic integrity.

This concluding chapter synthesises key student and lecturer findings and discusses the implications of these findings for educators. This chapter discusses the trans-disciplinary framework, including how it enables qualitative researchers to examine perspectives across a variety of contexts and disciplines. Finally, I conclude by discussing possibilities for further research.

6.2 Chinese International Students of Business

6.2.1 Introduction

In light of links observed when analysing participant realities I recognise that in certain circumstances participants share common views and patterns regardless of their gender, place of origin, course or progress made. However, in other cases student findings are unique with little similarity across realities in relation to mobility, parents, peers and siblings, philosophy, copyright and technology. The sections below represent the prominent findings of this research in relation to student perspectives while directly responding to the research questions.

6.2.2 Mobility

Ching-ya revealed how principles erode in the face of pressure from peers while assistance occurs in cases where both students come from CHC. Only by observing standards at Australian universities did Ching-ya comprehend that her behaviour at home was considered incorrect in the West. Lie-ling revealed the environment in China was so competitive she could not lend because it provided other students an advantage. Lie-ling believes a hierarchy
operates amongst students in China that does not transfer to Australia due to camaraderie amongst CIS that relocate. Oi-mun experienced difficulty adjusting to Australia fortunately she undertook high school in Melbourne and adjusted before university. Pui-lin was surprised at the emphasis placed on plagiarism when transitioning to Australia and thought Hong Kong teachers discouraged copying but were less concerned about plagiarism. Travelling to Australia provided Pui-lin an opportunity to compare levels of respect shown by students towards the educator. Pui-lin thought increased independence due to studying overseas had caused CIS to become more independent than their Western counterparts. So-yee recognised that because CIS were mobile they could choose other destinations if standards in Australia dropped. Teck-meng thought, mobility influenced perspectives and that it was important to share rather than be isolated. However, Teck-meng revealed he would be unlikely to share if he remained in China as his parents advised him you should not give peers an advantage. Wai-tat thought Australian institutions did not enforce language standards, which caused some students to plagiarise. Wai-tat believed Australian lecturers condoned CIS working together as an attribute of CHC students. Wai-tat recognised English ability influenced plagiarism while peers were the main cause of his collusion.

6.2.3 Parents, Peers and Siblings

Ching-ya provided insights into pressures to excel and the importance some parents placed on education. Ching-ya was influenced by her father and critical of people that caused others to get into trouble. Ching-ya was an ‘active agent’ (Tran, 2008) who developed strategies that enabled her to appear helpful while avoiding violation. Ching-ya undertook significant transformation between interviews while pressure to share must be considerable as she was not concerned at accusations by the institution but negative impressions of her by peers. Lie-ling identified how some students worked in groups and divided tasks according to an individual’s skill. Lie-ling believed her parents would be disappointed if she plagiarised but not for moral reasons, instead because it wasted their money. Oi-mun struggled to remain loyal to her views in the face of demands from peers and her views towards collaboration between interviews changed. Pui-lin observed favours offered in return for access to work although she made it clear to peers she was unwilling to lend. Siu-ping was unlikely to assist others although she made an exception for CIS with poor English. Siu-ping thought financial accountability was a reason why some students studying overseas did not engage in plagiarism as it diminished the sacrifice of parents. Siu-ping thought parents were not overly concerned with plagiarism and understood such things could occur, however as long as the child obtained their degree then to an extent it was acceptable. So-yee’s mother was
influential concerning career and course decisions while So-yee believed English proficiency was a key factor in violations. So-yee balanced assisting peers with her needs, revealing that often it was important to assist peers because there were times when she would require help. So-yee was willing to help peers with poor English but unwilling to help domestic or CIS with good English.

Chow and Chu (2007) indicate mothers play an important role in the educational development of their children and Teck-meng’s mother appeared active in his education, talking to him regularly about school. Teck-meng completed work early and lent work to peers even though his mother disapproved. Teck-meng believed because parents of students at boarding school were high achievers they had similar expectations for their children, which could increase plagiarism. Wai-tat thought decreased parental influence encouraged laziness although independence increased maturity. Wai-tat was motivated to help and concerned at how it would look if he did not.

6.2.4 Philosophy and Religion

Ching-ya indicated how academic principles can falter when students adhere to cultural expectations to assist. Lie-ling was willing for peers to read her work or paraphrase answers to ‘maintain face’ (Ho, 1976). Oi-mun indicated that new CIS often sought out long-term CIS, believing they had an obligation to assist. Oi-mun’s perspective comes from a sense of fairness as she thought it was unfair for CIS to fail due to English proficiency, although Oi-mun was unwilling to assist in relation to time management issues. Pui-lin thought philosophy had little influence on academic integrity, as personality was the significant driver for violation. Confucianism appeared influential on Siu-ping’s perspectives, specifically respect for and imitation of the educator.

6.2.5 Copyright and Technology

Ching-ya saw no link between academic and copyright violation and saw plagiarism as a violation of trust. Lie-ling thought software that checked work for plagiarism had a role, while technology helped students to find and take information from the Web. Lie-ling used a variety of resources to conduct research and acknowledged a link between plagiarism and copyright. Lie-ling thought discourse was lacking by corporations and governments to counter violations while discourse by educational institutions was effective.

Like Bilic-Zulle et al. (2008) Oi-mun considered plagiarism detection software a deterrent. However, Oi-mun thought technology made sharing easy and knew students who purchased papers to aid in their work although Oi-mun dismissed links between academic integrity and
copyright believing the chance of getting caught plagiarising was greater than downloading from the Web. Siu-ping thought technology made sharing efficient and believed deterring plagiarism by identifying violations was effective. Siu-ping did not link copyright to plagiarism because discourse in the form of penalty for copyright violation was remote. Siu-ping did not see copying digital goods as taking intellectual property due to its ubiquity. So-yee thought technology made it easy for students to share and knew students who used resources in Hong Kong to complete work here. So-yee saw no relationship between downloading and plagiarism because students knew there were consequences for plagiarism. Teck-meng revealed some students would complete a paper and then put it on the Web for others, this was new to him as he was used to students asking for work. Teck-meng felt plagiarism and copyright violation were similar because students got something for doing less although because you downloaded did not mean you plagiarised. Like others, Teck-meng thought there was more chance of getting caught plagiarising than downloading. Wai-tat admitted to using technology to plagiarise although he thought personality was the driver for violation. Wai-tat downloaded copyright material and did not see any difference with plagiarism. Wai-tat thought if students saw a difference it was because of the increased possibility for detection by the lecturer.

6.2.6 Other Factors

Ching-ya provided interesting insights, for example rather than thinking CIS spent too much time in study Ching-ya thought Western students spent too little time. Ching-ya considered lecturer approachability important, while induction ensured all students had similar knowledge of academic integrity. Ching-ya thought penalties were not sufficient and like Bretag et al. (2011) advocated consistency in approaches to academic integrity. Lie-ling contemplated writing papers for money, including how to ensure the work was unique and how much to charge. Pui-lin thought providing students with guidance rather than policy was effective. Pui-lin felt local educators perceived CIS as prone to violations due to decreased English comprehension. Pui-lin thought lecturers must follow through with discipline and did not link downloading and copying work. Pui-lin thought lecturers read widely and knew where the material came from. Siu-ping felt lecturers should see violations amongst this cohort as a request for help and thought CIS were unlikely to plagiarise knowing they needed to improve. So-yee was adamant students who passed due to plagiarise devalued her degree. For So-yee, reputation was critical and Western institutions that ignored violations only devalued themselves. So-yee defended CIS, saying plagiarism was not exclusive to CHC students while So-yee considered time management important and that some students could
not tolerate obtaining lesser marks due to their own poor time management. Teck-meng’s contribution was to link the isolation experienced by some CIS to plagiarism, additionally Teck-meng said he came here early while other students waited until they had failed in China and their English is no good. Wai-tat invented references because he felt obliged to include them or provided more references than he had actually used to indicate he had done some research. Wai-tat linked time constraints to plagiarism however he knew students with additional time that copied.

6.2.7 Summary

The sections above reveal commonalities amongst student participants. Evidently, there is a requirement amongst CIS to help one another in order to ‘maintain face’ (Ho, 1976). Students were willing to abandon principles and collude or plagiarise in the face of failure or reduced marks while some CIS were willing to assist one another in environments like Australia where there is reduced competition. A reoccurring finding was those who undertook high school in Australia had an advantage over newer CIS. Students pointed to increased camaraderie amongst CIS that travel overseas as the reason why some CHC students engaged in violation. Parents, mothers in particular influenced their child’s perspectives towards not assisting peers. Technology reduced barriers to academic violation and copyright figured highly with students revealing the ease with which they found and took material from the Web. Broadly, the ease with which students used technology to violate copyright influenced academic violation as the empowerment students experienced towards copying movies and music influenced their perspectives concerning taking academic material from the Web.

6.3 Lecturers of Chinese International Students of Business

6.3.1 Introduction

The section below synthesises key findings concerning influences on CIS identified in this research from the perspective of the lecturer. I have organised these findings into themes, which where possible correlate with those themes identified in section 6.2 above. Clearly, lecturers identify influences peculiar to the student cohort itself. However, this section recognises that the institution, its response to and support for lecturers concerning violations of academic integrity deeply affects lecturer perspectives and performance.

6.3.2 Chinese International Students

Amanda thought CIS were not aware of information pertaining to plagiarism and often misunderstood what was required. Amanda was adamant that all students must receive the same information and that no distinction should occur based on culture. Catherine said the
course she taught was not difficult but required reading, which students were unwilling to do. For Catherine personality influenced plagiarism and believed if a student was going to plagiarise they would irrespective of the guidance given by the lecturer. In a recent assignment undertaken in her course, so many students plagiarised that Catherine had no choice but to ignore it because to take action against so many students would be unacceptable. Like others, Catherine considered cultural issues influential on student perspectives rather than generational difference. However, Jennifer was optimistic about changing student behaviour and felt clarity was important because in her experience, students did not understand or thought they could get away with doing it. Jennifer indicated so much copying and sharing went on amongst students that often the students work occurred in socialising to obtain and adapt material. According to Jennifer, a solution might lie in ostracising students that violate academic integrity. In contrast, Karen considered it unfair to be punitive towards CIS because we invited these students to come to Australia for our economic benefit. However, Karen did not think students read the course guide or information pertaining to academic integrity. Karen linked English proficiency to plagiarism and thought that because CIS paid for their course they felt entitled to pass. Karen thought CIS did not understand why they needed to turn to plagiarism, believing they had the language proficiency required because the university had accepted them.

Michael said his first lecture was always an induction in which he gave students an opportunity to clarify. Michael recognised how difficult it was for students who did not undertake high school in Australia and that unless overseas students improved their English they would face difficulty, saying a student’s initial level of English tended to dictate the scores they got throughout their course. Michael considered communication with domestic students an appropriate way for CIS to improve their English. With no long form assignment, Pheona encouraged students to work together but did not condone collusion. Pheona placed significant emphasis on the course guide as a deterrent and was optimistic students observed her warnings. Pheona recognised new students were often overwhelmed with what they had to do and therefore pieced work together in ways they should not. Like others, Pheona felt students not introduced to academic integrity before university had most difficulty. Pheona recognised CIS often found it difficult to engage with their lecturers and implemented a system to encourage her students, which was unique amongst the lecturers of this research.

6.3.3 Parents

Amanda credited the desire shown by some CIS to obtain excellent results to parental and self-expectation. Amanda thought some CIS lacked motivation and did the course because
their parents desired it or there was a perception it would result in residency. However, Amanda believed parents could have a positive influence on their children as students acknowledged the sacrifice made by parents and worked hard to honour that sacrifice which is a view shared by Chow and Chu (2007). Likewise, Karen thought some CIS studied accounting to obtain residency or sought only to pass, which was a view influenced by the attitudes of some parents.

6.3.4 The Institution

Catherine did not feel the university could provide the support required to deal with the number of violations the implementation of Turnitin might detect and therefore thought the answer resided in creating assessments that avoided plagiarism. Catherine felt some CIS focused on obtaining a degree rather than learning and believed institutions fostered this attitude through the commoditisation of education, a view supported by Svensson and Wood (2007). Jennifer had an autonomous approach to dealing with violations. When a violation was minor, Jennifer reduced marks without consultation with the student or institution. Jennifer thought involving the school only complicated the process. Previously Karen experienced trouble with her institutions response to plagiarism and now designed assessments that provided little opportunity for it. Karen thought the university ignored violations to maintain student numbers and believed the university monitored lecturers to ensure the number of students that failed was acceptable. Karen indicated the university desired to take additional students regardless of the quality of the candidate while the quality of courses she taught had declined accordingly. In contrast, Michael followed institutional policy concerning violations and was concerned with how best to support students. Michael thought English proficiency was a reason for plagiarism, which he said resulted from the selection of the wrong candidates. Pheona was positive about her ability to help students although she knew little about the official institutional processes in place for violations. Pheona said she addressed plagiarism by determining who was at fault and that her approach depended on the severity of the violation. Pheona revealed changing student expectations due to their requirement to pay was inevitable and that students now felt they had a right to pass. Perhaps due to generational difference, Pheona indicated there was a lack of respect shown by students towards lecturers with educators now treated as the employees of the students.

6.3.5 Copyright and Technology

Amanda thought plagiarism had increased since her studies and that new perspectives concerning academic integrity were developing amongst students. Catherine had even replaced assignments with quizzes in response to students employing people outside of the
university to do their work. Jennifer thought technology increased plagiarism because it was easy for students to copy and paste. Like Sternberg (2012), Jennifer thought current students had different perspectives concerning the ownership of material. Jennifer believed students had already crossed the line concerning plagiarism, as transferring work occurred so fast that students had no time to contemplate that what they were doing was wrong. Michael was an advocate of Turnitin and had his students submit all work via the software. Michael believed social media had changed the speed of information dissemination and caused students to become less critical concerning the authority of the information they used.

6.3.6 Other Factors

Amanda indicated some colleagues did not see it as their role to teach students academic integrity because it increased workload. Amanda thought personality influenced perspectives and expressed the view held by some Western educators that CHC students were prone to violations (Brennan & Durovic, 2005). Catherine felt the standard of material taught in TAFE twenty years earlier was higher than that taught to undergraduate students today. Jennifer thought violations were not restricted to students from a particular culture and felt there was less plagiarism amongst face-to-face students because she could reiterate warnings. Jennifer revealed in the West, work occurred at home, which provided an opportunity for violation although she conceded it was important not to abandon assignments. Karen relied on the course guide, warnings and adjusted material taught to minimise plagiarism. Karen who had studied overseas and in another language knew the information contained in textbooks concerning cultural differences and the use of language often did not match reality. Michael, once an international student himself understood that some Asian educational institutions did not take plagiarism seriously. Michael believed academic violation was not unique to CIS and that plagiarism occurred amongst students who only sought to pass. Initially, Pheona attributed perspectives of academic integrity to culture although now recognised you do get some students that just want to get through. Pheona balanced the risk of plagiarism with creating a cohesive group of students engaged by her subject.

6.3.7 Summary

There is a correlation amongst the views of lecturers interviewed for this research. Commonalities include students do not read and specifically do not read material related to academic integrity. Lecturers revealed they created course materials and assessments designed to minimise plagiarism and the intervention of the institution. Several lecturers thought the standard of material taught today had declined in line with the quality of their students. According to the lecturers’ technology increased violations due to the speed with which
students took material from the Web. Interestingly, lecturers said the speed with which students transferred material caused them to have no time to reflect on what they were doing. Likewise, several lecturers considered a student’s level of English and whether they attended high school in Australia affected their perspectives. Almost unanimously, lecturers indicated the fact that CIS had paid for their education had changed their attitudes towards academic integrity, including respect shown for the educator. Overall, lecturers paid little attention to cultural influences, including Confucianism on student perspectives. Instead, lecturers said generational change, including the influence of copyright violation, social media and the acceptance of just passing rather than excelling influenced collusion and plagiarism.

6.4 Educators, Universities and Policy Makers

Sections 6.2 and 6.3 discuss the perspectives of CIS of business and the views of their lecturers. The aim of this section is to reveal how educators, universities and policymakers can enhance the educational experience in relation to academic integrity. To ensure I make a succinct contribution to the area I provide four ways in which educators, universities and policymakers can enhance the educational experience of CIS in relation to academic integrity. These findings are not mutually exclusive and apply to educators, universities and policymakers alike.

Literature exists on the impact of Confucianism on CIS perspectives (Brennan & Durovic, 2005; Ryan & Louie, 2007; Maxwell et al., 2008; Ting, 2012; Wang, 2013), including imitation of the educator (Shei, 2005) and collectivistic practices amongst CHC students (Salili, 1996; Tang, 1996). This research shows how mobility or the fact CIS travel for education influences their perspectives. Travelling to the West increases camaraderie amongst CIS who leave behind support groups. Increased camaraderie sees the hierarchy that existed amongst CIS at home dissipate, encouraging CHC students to support one another. This is evident in cases where competent English speakers help those less proficient. Collectivistic need amongst CHC students to help exacerbates when CIS travel overseas and pressures concerning access to university and job places diminish. Domestic lecturers when educating CIS about academic integrity should consider these changes.

It is important that educators, universities and policymakers do not consider CIS a homogeneous group and provide support accordingly. This research indicates CIS who did not undertake university in Australia struggle with academic integrity. These students desire inductions and assistance that provides definitive examples and less reliance on policy, warnings and threats. In contrast, CIS who undertake high school in Australia appear to have
adjusted to the concepts of academic integrity, know how to avoid violations and understand the need to reference.

Technology, including social media and the ease with which students violate copyright by downloading movies and music from the Web is changing perspectives of academic integrity. These changes in perspective are not limited to CHC students although may be exacerbated amongst CIS due to cultural differences concerning policing intellectual property violations in their home country. Lecturers and CIS highlight changes in perspectives towards academic integrity due to technology and copyright violation. Academic violation cannot escalate to rates similar to that of copyright on the Web, particularly to the point where students are unable to distinguish between copying entertainment to save money and copying academic material to reduce effort. Key to halting this appears to be the diligent use of detection software by educators and institutions, followed by enforcing penalties. As a form of discourse between institutions and students, detection appears effective. In contrast, written information, verbal warnings and empty threats appear to have little influence on changing student behaviour. By following through on threats of discipline and providing lecturers detection software, institutions can stop violations. Institutions must encourage educators to see teaching students about academic integrity as integral to their role and allocate time for it. Disaffected lecturers, due to having their disciplinary powers removed appear disenfranchised and condemn institutions for not applying policies or upholding language standards. Educators universally condemn students that pay for their education and view lecturers as employees whose role it is to facilitate their movement through the system regardless of their results. Disenfranchised lecturers who feel they deliver substandard courses to students are detrimental to the lucrative international higher education sector (Australian Government, 2013) while CIS are mobile and may undertake studies in other countries if they perceive a decline in standards at Australian institutions.

6.5 The Trans-disciplinary Framework

To analyse and conceptualise the data collected for this research a conceptual framework was developed. This framework represents a union of two distinct tools, including an adaptation of grounded theory from the field of nursing research (Birks & Mills, 2011) with an interpretation of positioning theory from sociology (Baert, 2012). Grounded theory developed by Glaser and Strauss (1967) and formalised by Strauss and Corbin (1990) forms the basis for ASQA, an adaptation of grounded theory that relies on the constructivist principles of Charmaz (2000) in which a reality emerges during the interaction of researcher with
participant. The ASQA adaptation of grounded theory presented in this study is ideal for the provision of auditable, replicable and unbiased frequency data to the interpretation of positioning theory developed for this research to conceptualise qualitative data.

Positioning theory underpins and provides the direction for this research. The interpretation of positioning theory developed for this research identifies actors that influence participants during episodes of discourse, including an actor’s location in a participant’s reality. Positioning theory enables the analysis of qualitative data, which helps to ascertain that rarely do individual actors located at single ontological divisions in a participant’s reality influence perspectives on their own. Using positioning theory, this study demonstrates how multiple, dependent actors located at various ontological divisions in a participant’s reality coalesce to influence the perspectives of the participant. For example, this research shows that it is unlikely for Confucian principles such as collectivism alone to influence perspectives of academic integrity, including collusion amongst peers.

The trans-disciplinary framework developed for this research demonstrates how multiple dependent actors combine hierarchically across the ontological divisions in a participant’s reality to influence perspectives. The trans-disciplinary framework demonstrates that for CIS to be willing to help CHC peers a number of actors must be present concurrently in the reality of a participant, including that CHC principles be known to participants and indoctrinated by parents. The CHC peer must have poor English proficiency and both actor and participant must reside together in an environment with diminished pressure such as studying in the West, where the participant does not feel disadvantaged if they assist peers, unlike in their home country where there exists significant demand for university places and jobs.

Figure 61 demonstrates the scenario described above, including that multiple actors at various ontological divisions must be present in a participant’s reality before CIS will assist CHC peers with poor English.
As is and with further development, the trans-disciplinary framework offers significant benefits to social science researchers across a number of areas, including education and sociology in the conceptualisation of qualitative data. Without further development or technological implementation, this framework allows researchers to identify significant influences on participant perspectives, including hierarchical relationships between actors and participants. An interesting area in which this framework might benefit qualitative researchers is that of prediction, based on the actors present and their significance in a participant’s reality.

Further development could lead to the creation of a digital methodology for qualitative analysis useful to an emerging generation of ‘digital native’ researchers. In response to criticisms of existing grounded theory, particularly that it is not auditable or replicable (Chiovitti & Piran, 2003) and is poorly defined in its methods (Eaves, 2001). The ASQA competent of the trans-disciplinary framework intends to counter these criticisms by transparently deriving axial codes to contain open codes identified in the data from specific research questions. An electronic version of the trans-disciplinary framework should be created using software to provide automated analysis and conceptualisation of uploaded interview transcripts, while in time data might be collected through voice recognition to enable the creation of a rudimentary real-time qualitative analysis using mobile devices.

**6.6 Further Research**

The mix of student participants interviewed for this research, based on origin was as close as could be obtained, with five students from Hong Kong and three from mainland China. However, the gender mix of student participants was less close with six female and two male students interviewed, fortunately gender perspectives of academic integrity were not a criteria for this research.
A driver for this study was the influence of Confucianism on CIS perspectives of academic integrity. An investigation into the impact of Confucianism on children born in Australia to first generation CHC parents might offer insights into the transference of Confucian principles in relation to education, specifically academic integrity. Due to the size and economic significance of the CIS cohort, it would be beneficial to understand the effects the Cultural Revolution and Deng Xiaoping’s economic reforms on parents of CIS today in relation to education and perspectives of academic integrity. Due to the indoctrination of Confucian principles in CHC families, understanding the views of CIS parents might assist domestic policy makers and educators to allocate resources or to predict the perspectives of CIS towards academic integrity before they arrive. It would be useful to undertake a longitudinal study of the CIS that studied in Australia to determine if the perspectives of academic integrity they obtained while studying in Australia transfer to the children of a generation of parents educated in the West.

6.7 Concluding Statement

This research examines the perspectives of eight students from mainland China and Hong Kong in the discipline of business. A significant finding of this study is that a range of factors influence perspectives of academic integrity rather than Confucianism alone, including respect for and imitation of the educator. This study reveals that new factors influence CIS perspectives, including mobility, the use of technology and copyright violation. This study shows that CIS who undertake high school in Australia are informed and able to avoid violations in comparison to their CHC counterparts who completed high school in their home country. This study shows students likely to succumb to requests from peers to collude or plagiarise are those that control their academic environment or have rigid views concerning their performance. Today’s lecturers concur that more factors influence CIS perspectives than Confucianism alone. Interviews with lecturers reveal CHC students violate academic integrity for reasons associated with mobility, language proficiency, technology and copyright. Notably, this study finds that rarely does a single factor cause CIS to engage in violation instead it is more likely that the simultaneous interaction of multiple dependent catalysts cause some CHC students to violate academic integrity.
References


Appendix 1: Advertisements

A. For Students

Request for Research Participants

An Examination of Chinese International Student Perspectives of Academic Integrity

My name is Mark McCrohon, I am a PhD Candidate in the School of Education at RMIT University and this research examines Chinese International Student perspectives of academic integrity.

I am seeking second, third or fourth year International Students from China or Hong Kong, aged 18 and over enrolled in Undergraduate University Courses in the disciplines of Accounting, Business Information Systems, Economics, Finance, Management or Marketing.

If you are willing to participate in this research, you will attend two interviews of approximately 30 minutes each that will be audio-recorded and separated by a period of six months. In the interviews, you will be asked to provide an opinion on issues of academic integrity. You will not be asked to provide information pertaining to personal experiences with violations of academic integrity.

If you agree to participate in this research, you can withdraw at anytime without providing a reason including the withdrawal of any unprocessed data. Participation in this research is voluntary and has no bearing on assessment or grades.

Thank you for your consideration of this request as a token of appreciation participants completing both interviews will receive a $50 supermarket voucher. If you require further information, please contact:

Mark McCrohon
PhD Candidate
9374 1970 or 0424 037 835
m.mccrohon@student.rmit.edu.au

Dr. Ly Tran
Senior Supervisor
9925 9802
lythi.tran@rmit.edu.au

This research has received ethics approval from the RMIT University Human Research Ethics Committee. If you require further clarification or have concerns regarding the ethical nature of this research please contact the executive officer RMIT Human Research Ethics Committee Research & Innovation RMIT University GPO Box 2476V Melbourne VIC 3001. Details of the complaints procedure are available at http://rmit.edu.au/governance/committees/hrec
B: For Lecturers

Interview Request for PhD Research

Dear Lecturer,

My name is Mark McCrohon; I am PhD Candidate in the School of Education at RMIT University. The purpose of this e-mail is to ask if you would be willing to be interviewed for my research. I would like to interview lecturing staff from the School of Business to position business student perspectives with those of their teachers.

My research is titled An Examination of Chinese International Student Perspectives of Academic Integrity. My research looks at attitudes toward violations of copyright and possible influences on the perspectives of Chinese International Students (China & Hong Kong) toward academic integrity. This cohort is being investigated due to its impact (economic, numeric and societal) on the higher education system, to contrast differences in attitudes (one country, two systems), examine depictions of the cohort in the literature (Confucian, Neo-Confucian influence) and personal interest.

The interview takes approximately 30 minutes to complete, and can be conducted at a time and place of your convenience. Thank you very much for your consideration of this request.

Yours sincerely,

Mark McCrohon

PhD Candidate

RMIT University

This research has received ethics approval from the RMIT University Human Research Ethics Committee. Data collected will be stored securely and pseudonyms used to identify research participants.
Appendix 2: Plain Language Statements

A. For Students

School: School of Education, RMIT University

Project Title: An Examination of Chinese International Student Perspectives of Academic Integrity

My name is Mark McCrohon and I am a Postgraduate Research Student in the School of Education at RMIT University. I would like to explore current Chinese International Student (students from China and Hong Kong) perspectives of academic integrity. Including influences on perspectives of academic integrity like philosophy, religion, society and modernity. I would also like to contrast current Chinese International Student perspectives of academic integrity against the homogeneous view of CIS perspectives of academic integrity presented by many Western researchers in much of the existing academic literature.

Specifically I am looking for international students from China and Hong Kong over the age of 18 enrolled in undergraduate level university courses to participate in my research. If you are interested in participating in this research, you will be asked to:

Attend two interviews that will be audio-recorded, separated by a period of six months, take between 30 to 45 minutes each and be conducted at a place and time of your convenience.

In the interviews, you will be asked to provide an opinion on issues of academic integrity. You will not be asked to provide information pertaining to personal experiences with issues of academic integrity. All questions are general in nature and pertain only to cultural and societal influences on perspectives of academic integrity.

To protect your privacy and the confidentiality of your information the following steps will be taken; pseudonyms will be used when reporting research findings, only the researcher will know your identity and have access to your information. All data collected will be stored securely at RMIT University and destroyed after a period of five years. If you agree to participate in this research, you can withdraw at anytime without providing any reason including the withdrawal of any unprocessed data. Participation in this research is voluntary and has no bearing on your grades or assessment. Thank you for your consideration of this request, if you require further information please contact:

Mark McCrohon
Research Student
+ (61 3) 9374 1970
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Senior Supervisor
+ (61 3) 9925 9802
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This research has received ethics approval from the RMIT University Human Research Ethics Committee. If you require further clarification or have any concerns regarding the ethical nature of this research, please contact:

Any complaints about your participation in this project may be directed to The Executive Officer, RMIT Human Research Ethics Committee Research & Innovation, RMIT University, GPO Box 2476V Melbourne VIC 3001. Details of the complaints procedure are available at http://rmit.edu.au/governance/committees/hrec
B. For Lecturers

School: School of Education, RMIT University

Project Title: An Examination of Chinese International Student Perspectives of Academic Integrity

My name is Mark McCrohon, I am a PhD student in the School of Education at RMIT University, and my research explores Chinese international student perspectives of academic integrity. This research focuses on possible changes in student perspectives to violations of academic integrity, influenced by modernity, philosophy, religion and society. I contrast Chinese international student perspectives of academic integrity with a homogeneous view presented in the literature.

For positioning, I seek the views of academics from business and Commerce, teaching Chinese international students. If you are willing to participate in this research, you will undertake one audio-recorded interview lasting approximately 30 minutes, conducted at a place and time of your convenience.

In the interview, you will provide views on students and challenges to academic integrity posed by globalisation, changes in societal attitudes and technology. You will not provide information pertaining to personal experiences with violations of academic integrity. All questions are general in nature, and pertain to cultural and societal influences on perspectives of academic integrity.

To protect your privacy and confidentiality, pseudonyms are used to report research findings, and only the researcher will know your identity and have access to your information. All data collected will be stored securely at RMIT University, and destroyed after five years. If you agree to participate in this research, you can withdraw at anytime without providing a reason, including the withdrawal of any unprocessed data. Your participation in this research is voluntary.

Thank you for your consideration of this request, if you require further information contact:

Mark McCrohon
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+ (61 3) 9374 1970
m.mccrohon@student.rmit.edu.au

Dr. Ly Tran
Senior Supervisor
+ (61 3) 9925 9802
lythi.tran@rmit.edu.au

This research has received ethics approval from the RMIT University, Human Research Ethics Committee. If you require further clarification or have any concerns regarding the ethical nature of this research, please contact:

Any complaints about your participation in this project may be directed to The Executive Officer, RMIT Human Research Ethics Committee Research & Innovation, RMIT University, GPO Box 2476v Melbourne VIC 3001. Details of the complaints procedure are available at http://rmit.edu.au/governance/committees/hrec
Appendix 3: Consent Forms

A. For Students

School: School of Education, RMIT University

Project Title: An Examination of Chinese International Student Perspectives of Academic Integrity

Investigator: Mark McCrohon

Phone: + (61 3) 9374 1970

Name of participant: __________________________________________

1. I have received a statement explaining the interview involved in this project.

2. I consent to participate in the above project, the particulars of which - including details of the interview - have been explained to me.

3. I give my permission to be audio-recorded ___ Yes ___ No

4. I acknowledge that:
   a) Having read the Plain Language Statement, I agree to the general purpose, methods and demands of the study.
   b) I have been informed that I am free to withdraw from the project at any time and to withdraw any unprocessed data previously supplied.
   c) The project is for the purpose of research. It may not be of direct benefit to me. The privacy of the information I provide will be safeguarded. The privacy of the personal information I provide will be safeguarded and only disclosed where I have consented to the disclosure or as required by law.
   d) The security of the research data is assured during and after completion of the study. The data collected during the study may be published. Any information, which will identify me, will not be used.

Participant’s Consent

Name: ________________________________ Date: ______________

(Participant)

Name: ________________________________ Date: ______________

(Witness to Signature)

Participants should be given a photocopy of this consent form after it has been signed.

Any complaints about your participation in this project may be directed to The Executive Officer, RMIT Human Research Ethics Committee Research & Innovation, RMIT University, GPO Box 2476V Melbourne VIC 3001. Details of the complaints procedure are available at http://rmit.edu.au/governance/committees/hrec
B. For Lecturers

School: School of Education, RMIT University

Project Title: An Examination of Chinese International Student Perspectives of Academic Integrity

Investigator: Mark McCrohon Phone: + (61 3) 9374 1970

Name of participant: ______________________________________________________

1. I have received a statement explaining the interview involved in this project.

2. I consent to participate in the above project, the particulars of which - including details of the interview - have been explained to me.

3. I give my permission to be audio-recorded ___ Yes ___ No

4. I acknowledge that:
   a) Having read the Plain Language Statement, I agree to the general purpose, methods and demands of the study.
   b) I have been informed that I am free to withdraw from the project at any time and to withdraw any unprocessed data previously supplied.
   c) The project is for the purpose of research. It may not be of direct benefit to me. The privacy of the information I provide will be safeguarded. The privacy of the personal information I provide will be safeguarded and only disclosed where I have consented to the disclosure or as required by law.
   d) The security of the research data is assured during and after completion of the study. The data collected during the study may be published. Any information, which will identify me, will not be used.

Participant’s Consent

Name: ____________________________________________ Date: ________________

(Participant)

Name: ____________________________________________ Date: ________________

(Witness to Signature)

Participants should be given a photocopy of this consent form after it has been signed.

Any complaints about your participation in this project may be directed to The Executive Officer, RMIT Human Research Ethics Committee Research & Innovation, RMIT University, GPO Box 2476v Melbourne VIC 3001. Details of the complaints procedure are available at http://rmit.edu.au/governance/committees/hrec
Appendix 4: Interview Guidelines

A. Guidelines for Initial Interview with Students

1. Where do you come from?
2. What course are you studying?
3. What year are you in?
4. Where are you studying?
5. Did you study high school in Australia?
6. How many years have you studied in Australia?
7. What do you know about plagiarism?
8. How do you feel about plagiarism?
9. What do you know about referencing?
10. Is it important to reference?
11. Is it difficult to reference?
12. If a friend asked to copy your work, would you let them?
13. How would your family feel if they knew you had copied the work of a friend?
14. Who cared if you copied the work of your friends in high school?
15. Has coming to Australia and increased responsibilities changed your perspective of copying?
16. Can philosophical or religious beliefs change perspectives of copying?
17. Do rich students have different perspectives of copying?
18. If you did not have time to complete an essay, what would you do?
19. Has technology changed student perspectives of copying?
20. Are you worried about future accusations of plagiarism or improper referencing in work submitted toward your current degree?
21. If you needed to copy the work of a friend, would this change your opinion of yourself?
22. Have you received guidance, information or support concerning copying since starting your course?
23. What are the penalties for copying in your home country?
24. Do you know your universities penalties for copying?
25. What are the appropriate penalties for students caught copying?
26. Are students who copy CDs, DVDs or download movies and music likely to commit plagiarism?
27. Is copying CDs, DVDs or downloading movies and music similar to plagiarism?
28. Is there anything else you would like to add?
B. Guidelines for Positioning Interview with Students

1. Are you pleased with the progress you have made since we last met?
2. Are you on track to complete your course as expected?
3. What do you intend to do on completion of your course?
4. Are your parents pleased with the progress you have made?
5. Has studying in Australia been worthwhile?
6. Have your perspectives towards copying changed since we last met?
7. Have you had any direct or indirect experiences with copying since we last met?
8. Has the amount of copying you have witnessed during your studies been a surprise?
9. Did our last meeting make you more aware of issues concerning copying?
10. When you return home, will you continue to reference as you have in Australia?
11. Will your home countries perspectives of copying change with the return of Western educated graduates?
12. Has studying in Australia changed your perspectives of copying?
13. Is copying CDs, DVDs or downloading movies and music changing student perspectives of copying?
14. Are technologies like Facebook, smart phones, tablets or Twitter changing student perspectives of copying?
15. How should Western lecturer’s best teach Chinese/Hong Kong students to avoid copying?
16. Does your home countries attitude toward the production of counterfeit goods affect student perspectives of copying?
17. Is student copying at university more common than violations of copyright by the broader community?
18. Are students more concerned about being caught copying at university or getting caught copying CDs, DVDs or downloading movies and music?
19. What do you know about Hong Kong and Hong Kong students [Chinese Students only]?
20. Is there anything else you would like to add?
C. Guidelines for Interview with Lecturers

1. How do you introduce students to issues of academic integrity including collusion, plagiarism and referencing?

2. Have you dealt with violations of academic integrity including collusion, plagiarism and failing to reference?

3. When dealing with violations of academic integrity, did you receive support from your colleagues, institution and school.

4. Are your institutions procedures for dealing with violations of academic integrity sufficient?

5. Are changing attitudes to violations of copyright including burning DVDs and downloading movies and music changing attitudes to issues of academic integrity?

6. Have you observed changes in attitudes towards issues of academic integrity since your own undergraduate studies?

7. Will attitudes to issues of academic integrity continue to change?

8. Have you observed differences in attitudes to issues of academic integrity between domestic and international students?

9. Are students worried about future accusations of plagiarism or improper referencing in work submitted toward their current degree?

10. Is there anything else you would like to contribute?
Appendix 5: Ching-ya’s Interviews

A. Initial Interview

Mark: Where do you come from?
Ching-ya: I am from China, Mainland China and [removed] Province.
Mark: What course are you studying?
Ching-ya: Bachelor of Accounting
Mark: What year are you in?
Ching-ya: I am in second year
Mark: Where are you studying?
Ching-ya: I am studying at University A
Mark: Did you study high school in Australia?
Ching-ya: No
Mark: How many years have you studied in Australia?
Ching-ya: Already two years
Mark: What do you know about plagiarism?
Ching-ya: Plagiarism is two ways like an assignment or examination. For an assignment including an essay or some problem solving, you must have a reference for the words you use. You cannot copy without having the author or information about a sentence. For examinations, you cannot copy from others. You must obey the regulations of the examination.
Mark: How do you feel about plagiarism?
Ching-ya: I hate that it is unfair. You know for assignments if you just copy someone’s opinion it is unfair to the person who did the work. It relates to rights they have the right to protect their information and study results. You cannot just copy. For examinations, it is unfair because you just copy others that sit beside you and then get higher marks. You did not spend time on the study it is unfair to others. In fact, you just get the mark or get the score but in the end, it means nothing.
Mark: What do you know about referencing?
Ching-ya: I learned how to write references in the text and on the last page of my essays in International College. I did well in my examinations and essay work at International College. I use references well. In all further study, I will have to write more essays. I do not think I will have problems with my references.
Mark: Is it important to reference?
Ching-ya: Absolutely it is because it is a way to protect original information and authors. It relates to the benefit of others you must be sure that the information is not yours and it is not from you. It is important for the author and you.
Mark: Is it difficult to reference?
Ching-ya: When I started to learn referencing, I was terrible. I learned how to reference when I was in China because we had a foreign teacher and she taught us how to reference. Of course, the whole class were Chinese students and we thought it was so complicated because we had to write down if we had downloaded information from the Internet. We had to write the whole Website address and thought this was so strange. Initially we did not do well but
after much practice and correction, it was not very difficult. I remember some pupils in their examination had to write a small essay but some students just recited or copied directly from the textbook. This shows they had no idea how to reference. They did not learn anything about referencing because in China there is no good system, no good way to teach students to write something that is not theirs. We had the subject Chinese and we had to write small essays more like articles or something. We just recited these articles from memory transferring the best sentences or good words from the articles to our own work. If you just copy one from the other that is definitely plagiarism.

Mark: If a friend asked to copy your work, would you let them?

Ching-ya: Firstly, I will advise them if you have questions, I can help you. However, you want to copy my work I am not pleased with that because it is no good for you and it is unfair for me. I have studied very hard to work out this result and you want to copy it and get the same mark as me. You want to copy and you do not want to know how to work it out. What does that say about you? I will reiterate I will ask them do you need help to solve the problem. ‘Can I help you?’ rather than just let you copy my work. I will tell them I do not deserve to show them my work. I will tell them this because if you just refuse to let them copy they will think oh you are so hard you refuse to help me. I will tell them I do not think my assignment is good enough to warrant copying because it is not perfect.

Mark: How would your family feel if they knew you had copied the work of a friend?

Ching-ya: Definitely, it will be a disaster. My father always tells me that the work if it is yours if you choose to work at it if you choose to take it on then you have an obligation to excel at it and not just get a result. The process is more important than the result. Even if you get a lower score than others it does not mean you did not understand it as well as the others did. My father told me the result is not important, it is all about the process. I do not think I could copy because I do not think my father would support me.

Mark: Who cared if you copied the work of your friends in high school?

Ching-ya: The teacher the examiner and other students cared. From my perspective when I sat an exam in high school, the students beside me copied and I saw them help each other and then I felt uncomfortable. If you just help, maybe it becomes group work and you may get a higher score than me. I am not pleased with that I believe other students would not be pleased as well. That is why other students chose to copy because they think if you copy and I did not copy may be I will get a lower score than you so that is why they also copy.

Mark: Has coming to Australia and increased responsibilities changed your perspective of copying?

Ching-ya: A little bit, more than a little, because in China I did not think I copied but now I know I did. In school, we did not learn much about copying and did not reference. In all the years I studied in China, we did not learn much about plagiarism or referencing. In Australia in a short time, I have learnt a lot. What I did in China was not copying but if I did that in Australia, it would be. The systems are different, now I know what I should have done in China and what I must do in Australia. In China the definition of copying is limited to do not overlook your peer’s paper and do not work together. Teachers told us not to copy our desk mates or any other student’s work. Teachers never mentioned that if you want to use other people’s information you must say where you got it. All we knew was we should not copy our peers. We did not know that if we copied from a book or the Internet it was plagiarism. We had no idea about the definition of plagiarism or referencing. Coming to Australia has changed my perspective of copying.

Mark: Can philosophical or religious beliefs change perspectives of copying?
Ching-ya: For this, I have no idea. I do not copy anytime because I would feel guilt towards my father and mother. I do not copy because they are the ones who care about me. I must show my father and family that I am responsible. My classmates sometimes copy and I believe it will be difficult for them to stop this in the future. For many Chinese students it relates to Confucius because there is an old book containing some regulations. These regulations told us if a son or daughter is not good, there is something wrong with their father or mother. That is why what I do now and in the future relates to my parents. I love them and I do not want to feel guilty about what I do. I do not want to cause them any pain or shame because of the things I do. I try to consider them before I do things, which is something like religion.

Mark: Do rich students have different perspectives of copying?

Ching-ya: Yes, I have heard from classmates and friends that if it is difficult for them to write an essay they may pay someone to write it for them. If rich students do not have the right attitude towards their studies, they will use their money for this sort of thing. If you did not have money, you could not do that. I know it is wrong but this sort of thing is common in China not only in education.

Mark: If you did not have time to complete an essay, what would you do?

Ching-ya: In China, we can talk to the teacher. In the case of an assignment, you can say to the teacher I did not finish my homework but I will finish it in two days and the teacher might agree. The exam system in China is very strict you may do well in your homework but if you fail the examination, you fail everything. If I did not finish an examination if I did not finish the paper, it will be a disaster because you cannot change anything. In this situation, I will ask other students for help. I will say ‘Can you discuss this problem with me?’ and sometimes they will help. I will ask them how you got this answer. I will discuss it with them because to fail an examination is a disaster. I heard about one student you know the college entrance examination is a very big examination for every student. It is very important. Some students study for twelve years waiting for this examination. I know someone who did very well in high school but something went wrong in the examination. Maybe she got nervous and did not finish the examination. She begged the examiner to let her finish the page but the examiner said no and then she collapsed. The student knew she would have to study one more year and sit the examination again. It is very sad. I heard this from my teacher because she was one of my teacher’s students.

Mark: Has technology changed student perspectives of copying?

Ching-ya: Technology can help you to find things for assignments easily and quickly. Technology lets us contact friends and teachers far away and to ask them questions about examinations or papers. I partly agree that technology is good but the most important thing is the students must prevent themselves from using technology to copy or plagiarise. What people do with e-mail, the Web or social networks are as important as having them. Maybe high technology is helpful and unhelpful at the same time because technology should not be used to copy from others or the Internet. Students must be responsible for the way they use technology.

Mark: Are you worried about future accusations of plagiarism or improper referencing in work submitted toward your current degree?

Ching-ya: Sometimes I worry but if I am unsure, I will check with my teacher. If I want to use a sentence from an article and I am unsure how to quote it, I will ask my teacher, and they will tell me if I referenced correctly. It is best that I check that it is okay because as an international student I have just started learning how to reference. I must check if I have done something wrong. Checking references with my teacher before I submit is best. Sometimes I worry because I cannot check everything with my teacher. Sometimes I think I have
referenced correctly only to find out I got the referencing wrong when the teacher graded my paper. Most times the teacher knows you are not plagiarising and that you just referenced incorrectly and you need help. Once I thought I had referenced well but my lecturer did not think so and considered it plagiarism. Often in a big class, you cannot talk to the lecturer. This happened to me and I had to tell them ‘Yes I did download and paraphrase some articles but I tried to reference’. I did not reference well I admit that but I am not trying to copy. I am not plagiarising so I do not need to worry anymore.

Mark: If you needed to copy the work of a friend, would this change your opinion of yourself?

Ching-ya: This seems ridiculous to me needing to copy to complete my work. There are two possibilities one is this work is not for me maybe there is something wrong with the person who organised this work. Two I did not work hard on this so this result means nothing to me. If an exam is important to me, I will not need to copy because I will be prepared. To be honest I will choose the later because it is very important that I do not get zero. If I had to copy, it would make me realise what I did not know and what I needed to learn. Maybe to get a mark I will copy but after that, I will work it out. I will take the time to learn what I did not know. I will not just copy submit and forget about it. I will make sure I take time to learn what I did not know and use the need to copy as a lesson.

Mark: Have you received guidance, information or support concerning copying since starting your course?

Ching-ya: We had to do an online test about academic integrity and I got the highest mark. We had to read about plagiarism and the penalties you could get if you did something wrong. The test made you select answers to questions like is it copying if you bring something not permitted to an exam. As there are a variety of cultures at this university, there may be different understandings of copying. I learned a lot from this test because I did not think something was copying but in Australia, it was copying. Students need to know that if they do something wrong there may be a penalty. I thought this test was a good way to prevent copying.

Mark: What are the penalties for copying in your home country?

Ching-ya: In High School, you would get zero. In university, it would be more serious because you will get zero and you will not get the bachelor’s degree. You will get the graduation certificate but not the bachelor’s degree, which will be terrible when you want to find a job. In my school a student did not pass because he copied, so the school refused to give him the bachelor’s degree. This meant he could not get the CET4 certificate. After graduation, he could not find a job and he committed suicide because he was depressed this happened just last year. You know in China all a parent wants is for their child to study at university and to get a degree. Because the university did not give him a degree, he could not find a job. He failed to get the bachelor’s degree, which meant he wasted twenty years of his life and because he could not accept it, he committed suicide. The penalty is more serious in China than in Australia. If an Australian university refuses to give you a degree, it is fine because you can get a TAFE certificate or find a job matching your qualification. In China due to the culture, it is not okay and the penalty is much more serious.

Mark: Do you know your universities penalties for copying?

Ching-ya: I know this because in the first lecture at university they told us, if you do this you will receive a penalty. When we listened, we did not think the penalties were serious but later when it happened we knew it was serious. Some friends thought the teachers here are not strict they thought the teachers here would be lenient but when it happened we knew it was serious. It depends on the university because my university is famous for its standards. My friends at another university told me they did not care about it.
Mark: What are the appropriate penalties for students caught copying?

Ching-ya: Maybe give them a warning because you know nobody is perfect. Sometimes they will make a mistake so give them a warning if necessary. After that, if they continue copying you can do what you should and give them zero. Just for copying, it is not necessary to kick them out of the university because maybe they have other good characteristics. If the situation is serious, you can consider kicking them out but it is not necessary. Students have the right to study here and nobody should deprive them of the right to study because of a moral mistake.

Mark: Are students who copy CDs, DVDs or download movies and music likely to commit plagiarism?

Ching-ya: It depends on how they use the things they take from the Web. If they just use them to support their paper and say where they got them then that is okay. Some students do take things from the Web like sentences and images and say that is my work. Maybe those people will also take other things from the Web and just say that they are theirs like movies or music. People know it is not theirs or that they did not pay for it. This is a big problem in China because we think almost everything on the Internet is free and that we can use them or download them to your computer or MP3. In China, we can download anything we want which benefits the consumer but does not benefit the company, the author or some singers so this is a big problem.

Mark: Is copying CDs, DVDs or downloading movies and music similar to plagiarism?

Ching-ya: No, because plagiarism is to increase your marks to get your degree or even make some money by selling papers. Downloading movies and music is just for fun, for entertainment so it is okay. In my leisure time, I download music for personal use and put it onto my MP3 or watch some movies because I have no money to go to the cinema. I download from the Internet, which is free it is not plagiarism. If I sell them it is definitely plagiarism but I just look at them myself and only for fun, for entertainment, for personal use. It is okay, it is not plagiarism. Plagiarism relates to the protection of academic things but it is different if I take a movie from the Internet. I know what you mean but it is hard for me to connect plagiarism to downloading movies and music because if I do not download I will not see it. I mean even if there are no free movies on the Internet, you will not make a profit from me because I will just choose not to see it. I only download to save money and for entertainment that is not harmful to anyone.

Mark: Is there anything else you would like to add?

Ching-ya: I told you something happened but I should say I am not a witness. I just heard these things from my teacher, from others and the rest is just my honest opinion.

B. Positioning Interview

Mark: Are you pleased with the progress you have made since we last met?

Ching-ya: I am because I got three A’s, although I had some difficulties with the law subject. This semester I have another law subject and I am doing well. Last semester I got a D in Business Law. Now I am doing Corporation Law and it is going well. I got eight out of ten for the first paper and fourteen out of twenty for the second paper. I am now preparing for the exam and so far so good. I got a D in Business Law because the tutor was prejudiced. I do not know why but he only asked questions of the local students and not the international students, especially those from Asia. I was confused because his comments did not match the low marks I got. At first I thought I did not study well and it was all down to me but then I asked other Asian students and they felt the same. I guess that sometimes happens.

Mark: Are you on track to complete your course as expected?

Ching-ya: Now I am in third year. Yes, I am on track to complete the course as expected.
Mark: What do you intend to do on completion of your course?

Ching-ya: I will apply to do a masters and it may be about Accounting because I like this major. My parents knew I wanted to do a masters and my father is supportive of my decision. After I finish the masters, I will try to find a job in Australia. If I cannot I will go back to China. At this stage, I am not going to apply for permanent residence but I will try later. I will start a CPA next semester and will study it by myself online. I know it will be difficult but it will be easier than doing it in China. I will do the CPA because it is valuable in China. I want to do the CPA while I am here because there is a heavy workload at the Big Four Accounting firms. Some employees suffer disease or sickness because of the workload. If I get a job at an Accounting firm, I plan to spend two or three years at a big firm and then move to a smaller firm, that does not have such a heavy workload. My parents will pay for the CPA. My parents are always happy to pay for my education.

Mark: Are your parents pleased with the progress you have made?

Ching-ya: My parents are pleased with my progress. I think it is about the culture because Chinese parents will supply what the kids want as long as it is for their career or education. My parents are not familiar with what I am doing although they know a master’s degree is a good thing, which may give me a better future. In China, many students apply to do a masters or PhD so they know what it is. They do not know what I am doing in detail. They only know that what I am doing is good for my future. My parents know I will need to work somewhere else and not where they live because my hometown is only a small city. I do not think I can find a job that satisfies me in such a small city. In small cities, they do not need employees who can speak other languages and English may not be valued. I hope I will be in demand with a master’s degree, a CPA, my undergraduate degree and that I can speak English. In China, degrees are not so valuable because employers focus on experience. My parents feel it would be best to get some work experience in Australia before I return to China. If I cannot get permanent residence, it will be hard to work here long-term. As I said, I do not plan to work here but I will see what happens. I would like to work close to my parents in Northern China. I know the city I am planning to work at because I used to study there and it is big enough. It is a coastal city and many international firms including the Big Four are there. I hope I will have a chance to choose to work at either Pricewaterhouse or Ernst and Young. Many of my classmates want to work at these firms so it is competitive. Many Chinese graduates want to work there especially at the Big Four. Students with good skills in both English and Accounting will want to work there. I do not think my English will be an advantage over many Chinese graduates. I do not have good or better English than many local Chinese students because they make friends with foreigners, practice their English have good grammar and use of words. I rarely get the chance to speak English with the locals here. I am disappointed there are not more chances to improve my English. To help improve my English I got two part-time jobs. One is tutoring a year-seven student in maths one to two hours per week. The other is house cleaning for a local family but I rarely get a chance to talk to them. Can you tell that I am busy?

Mark: Has studying in Australia been worthwhile?

Ching-ya: At least the education here is better than in China for the bachelor’s or masters degree. In Australia, the standards are higher and you need time to study by yourself. In China, the standards are lower and it takes less time and effort to prepare for exams. In China, it takes one week to prepare for exams and you do not need to attend class. In China, it is easier and the standards are different. In China, we only study from the textbook, which does not reflect the life at work. Here you get practical examples and knowledge but in China, you only get textbook knowledge. Also in China, they tell you exactly what will be on the exam and what to study. This is no good although I have heard Chinese universities are trying to change this. China is changing their universities to make them more like Western countries.
Often in China, the subjects are taken from overseas courses but only in parts because there they only have lectures and not tutorials because of the shortage of teachers. Often we have one or two hundred students to one lecture and no tutorials. It is not as effective but you do get more lectures and do seven subjects per semester. Like I said, we get one or two lectures per subject per week but they are not as efficient because the system is poor. It is better here. Not because it is the best, just because it is better than what I have experienced at home.

Mark: Have your perspectives towards copying changed since we last met?

Ching-ya: Yes a bit because when you study here fees are expensive. Often friends ask for your help on their assignments. They do not want to copy so I give them my assignment because they know what they are doing. They just do not understand the subject or do not have the time. To avoid plagiarism they will not copy exactly. I remember last time we spoke. I said I tried to refuse giving papers to others but now I lend them although I am not happy. You just cannot keep refusing to lend your assignments because there is so much pressure to do so. If you will not share, it hurts your reputation and I do not want to be that person. However, inside I have a bottom line. I am not worried about being caught plagiarising because the students I give my paper to do not copy my work straight. They will change it. I have a friend who did not attend any classes for the semester and she did ask me for my paper but I refused. Now we are not friends anymore. I do not care about that because I never need to ask anyone for help I am independent. If I need help, I go to the lecturer or tutor. If you attend the lectures and tutorials, you will not have to copy. I know my attitude has changed since we last met. Last time I was definite that I would not share. Now I share because of the pressures from the other students. People do not like students who do not share work. I am the last person the others want to ask for help because they know I am principled. People give you benefits if you help them with their schoolwork. Dinner in a restaurant is a popular payment for giving others your work. If I do not want to give my work, I will just tell the student I cannot find the thing they are asking for like a paper from a past semester I do not even try to find it. To me this is a good or subtle way to refuse without offending them. Often parents can only support their kids with the tuition fees but not the living expenses. Students have to work to pay the rent. Students are too busy working to attend lectures. Even though they want to attend, they cannot and sometimes need your help. If I do not help, they may fail and have to pay again. Teachers here should know the financial pressures on some students cause them to decrease their commitment to schoolwork. Here it is unfair because in China if you fail you will just pay a little more to do the subject again like one hundred Renminbi or fifty Australian dollars. Here you must pay the full amount to do the subject again. Teachers here should know it is a dilemma for students because they have to work to study while working decreases their chance of passing the subject and then they have to pay again. I clean and tutor but I do not have to because my parents are happy to pay for my education. My father told me to concentrate on my studies and not to work but I told him having a job here is a good way to speak to local people. I do not let part-time work affect my studies. Besides, it makes me think when I teach maths to the local people.

Mark: Have you had any direct or indirect experiences with copying since we last met?

Ching-ya: Yes due to the pressure, I have shared work with the other students.

Mark: Has the amount of copying you have witnessed during your studies been a surprise?

Ching-ya: There is less than I thought because universities here have strict rules about plagiarism. Besides I do not see sharing and changing the work to be copying. Sharing is more common than copying but the amount of sharing here is less than in China. This is because the students in China do not consider what they learn at university to be useful. They think that what they are learning is not as good as what they are learning at university so they should reduce the amount of time they spend on this stuff. They think we should just share it and do less work. Even though I am a good student and try to pass all subjects, I do not have enough...
stimulation to study and pass the topics. Many students in China try to find someone else to do their work for them because they do not think it is useful.

Mark: Did our last meeting make you more aware of issues concerning copying?

Ching-ya: I wondered why you were focussed on Chinese students. Later I found the answer because it is popular to plagiarise or copy amongst the Chinese students. This is because China does not have a complicated referencing system or the concept of plagiarism. Chinese students do not think they are copying. We think we can just use the words we find. Students say I found these words myself so I can use them anyway I like. Chinese teachers encourage us to research from the Internet but do not mention that we must write down where we got things. Many students in China copy essays and pass them around because their studies are so boring. It is changing because now there is a detection system in China, which causes students to do more work by themselves. This is due to systems that will detect their copying and stop their graduation. They worry about this because they worry what their parents will think of them.

Mark: When you return home, will you continue to reference as you have in Australia?

Ching-ya: I will do what is required but it depends on where I work. If I work for an international company like the Big Four then they will want me to respect other people’s work so as not to upset colleagues or to get rewards for something someone else did. If I go to work in a Chinese company, they will not care about this at all. They will think you had better get it done and even if you get the credit for something someone else did, no one will care. The person who had their work taken will care. They will just hate you or say things to others behind your back. The managers will not care where you got it.

Mark: Will your home countries perspectives of copying change with the return of Western educated graduates.

Ching-ya: It is too early to say but I think it will change because Chinese students studying here know how it works in Australia and get used to it. They know that in China, there are no rules and no one would follow them if there were. Here Chinese students like the rules because it is fairer. When they return to China and their employer asks them to break the rules there will be conflict and they may not be willing or want to break the rules. I am not sure who will change. Will the graduates change or will China change. I suspect it will be the graduates because they need to work. Perhaps graduates will try to work for foreign companies and not Chinese companies because the foreign companies will do things the way they learnt in their degree. It will not be difficult for to work in foreign companies because the Western way is easy you just follow the rules and do what you should. In Chinese firms, you need to find a balance between satisfying your boss and the regulations because you have to satisfy your leader and not violate the regulations, which is difficult. For example, I know a forty-year-old woman who is an accountant at a German company in China. She told me that she has to avoid paying tax as much as possible to please her Chinese boss although sometimes what she does violates the rules. The German boss says pay it because that is the rule but her Chinese boss pressures her not to pay the tax to make them look good to others by saving money.

Mark: Has studying in Australia changed your perspectives of copying?

Ching-ya: As I said, I am used to the rules here and like it now. When you go home, you will have to do things differently. You will have to remember you are in China now. Do not expect people to do things the same. If you wait if you expect people to act the same as in Australia, you will fail. I do not think you can survive. I guess I will have to do things like copying or breaking the tax rules if I want a job.
Mark: Is copying CDs, DVDs or downloading movies and music changing student perspectives of copying?

Ching-ya: I always copy music and movies from the Web but they are for fun, for entertainment. Students might be influenced to copy because they know they can just download things. They know there are resources online and they can find all the school related information they want on the Internet so they try to get their work this way. When they do homework, they may just search to find a solution as they also do with songs or movies. This is true for homework in China because assignments are about preparation about getting familiar with the knowledge that already exists and not about creating something new like the assignments here. Sometimes an assignment is just about finding material on the Internet.

Mark: Are technologies like Facebook, smart phones, tablets or Twitter changing student perspectives of copying?

Ching-ya: I use Renren the Chinese Facebook but this does not have an impact on whether students cheat because people do not use it to copy or share papers. Students share knowledge but not assignments with Renren. If I wanted to share assignments, I would e-mail the paper. If anybody asks me, I will just say I lost or deleted it because I do not have things in hardcopy anymore. I do not care if they believe me or not this is the most delicate way to reject them.

Mark: How should Western lecturer’s best teach Chinese students to avoid copying?

Ching-ya: One lecturer I had did it well because she knew international students had problems with language. She said she would not focus on grammar or spelling mistakes. We could write what we thought because she would not strictly follow the marking criteria. By writing how we wanted we would not need to worry about silly errors we make. This is a good way to stop international students from copying and sharing. Because it took the pressure off our grammar and we could focus on the question. This way we did not need to copy past papers or download someone else’s work. This teacher told us that because she was from Europe English was their second language and she knew overseas students were trying to say what they thought but just could not express it. Unfortunately, this has only happened to me in one subject. In all other subjects, they looked at both the grammar and the content. This teachers approach was best even better than the help you get from the Learning Centre. You must remember some students come straight from overseas to the class. Students copy from others to hide their grammar mistakes because they feel embarrassed.

Mark: Does your home countries attitude toward the production of counterfeit goods affect student perspectives of copying?

Ching-ya: Maybe because in Chinese fake and copy are different things. We look down on fake things and see them as less than the copy. Maybe Western people see them the same. Chinese people do not think copied things are the same as fake stuff. Because you cannot afford the brands, you have to buy fake things, which are not good quality. I am practical and purchase things based on price. I do not buy fake things if I need something to work. If I buy a phone or computer, I need them to work. Otherwise, I could be stuck somewhere and cannot phone my parents. If I buy a fake notebook, it could break down and I could lose my schoolwork. For shoes or a handbag, it does not matter. It is just for looks so I do not care. I see what you mean because I never buy fake books because I value them over music, movies and other goods. I think it is important to provide money to the author for their work. In China, books are cherished because it is like a collection of the perspectives of the writer like sharing their knowledge. We must cherish their effort and reward the creator. We have a special place for books and this upsets singers because they do not get money. We treat things differently and perhaps this respect for things changes whether you will copy it or not. Maybe if we do not value schoolwork we will copy it. In our culture, books are about knowledge but music is about entertainment. Movies and music are the same. Even if a book is for
entertainment like Harry Potter, we will try to buy the real thing. We think books are good things. If I listen to music before an exam, my parents think it is bad. However if I read a book before an exam even for entertainment they do not care. They think I may get some knowledge from it. They think music and movies is for fun and relaxation. They would never think they could be educational no matter what the subject.

Mark: Is student copying at university more common than violations of copyright by the broader community?

Ching-ya: People copy from the Internet more than students share schoolwork because Renren lets you share videos, download or even recommend things to your friends to download. This is different to Facebook because the function to share things is built right into Renren. It is not in Facebook because it would be against the American law. This lets people in China easily share stuff over the Internet. Students do not copy as much at school because they are concerned about the rules. If you are caught, it will affect you because you could get into trouble and lose marks. Nobody thinks there are rules on the Internet.

Mark: Are students more concerned about getting caught copying at university or getting caught copying CDs, DVDs or downloading movies and music?

Ching-ya: They are more worried about getting caught copying schoolwork. It does depend on what you are copying because in China copying academic work is serious. People do not care about downloading songs or movies from the Internet at all. In Australia, people are concerned about schoolwork and not copying DVDs and songs because the penalties are different. If I break the rules at university, it could affect my future. I may not be able to get a job or graduate. If you were caught copying a lot from the Web, maybe you would just pay a fine. People’s attitudes are different because the consequences are not the same.

Mark: What do you know about Hong Kong and Hong Kong students?

Ching-ya: Before I came here, I did not know any Hong Kong people. I thought they were more open because Hong Kong used to be an English colony. I thought their culture was similar to the English culture and they would be more open minded than people from the Mainland. When I first came here, I met a Hong Kong student and we became good friends. Now I know there is not that big a difference between us. They are similar because they get their traditions from their parents who also came from the Mainland. There is a difference in their attitudes to results. They do not care as much about their results as Mainland students do. This is because China ranks students from kinder to university. We do not have A B C and D instead point five of a mark is valuable. At home, you need the highest mark possible and you worry about marks not grades because in Hong Kong ten marks can mean the same grade. In China, they only worry about marks so point five can make a difference between what job or course you get. I do not think Hong Kong students have different attitudes to sharing than Mainland students. Sharing is popular with both Mainland and Hong Kong students. Their attitude towards results and individual rewards is different because their education system is different. Both students from the Mainland and Hong Kong know plagiarism is wrong. I think Western teachers see Chinese students as a group and not as individuals. I know Hong Kong people worry that Mainland people will take over Hong Kong. They should not worry and just keep their own style. In my opinion, Mainland people are becoming similar to Hong Kong people like wanting brands, changing fashions and how they act. Hong Kong people should remember that like globalisation the effects are not just one way. Hong Kong’s influence on China is both good and bad like gambling. Hong Kong people should be positive about China because they get benefits like people who will work for them for little money.

Mark: Is there anything else you would like to add?

Ching-ya: When I came, I was surprised by how Hong Kong people felt about the Mainland. I was told since primary school that Hong Kong and Taiwan are parts of China. When I came
here, I met people from Hong Kong and Taiwan that liked their independence. They should not worry about the policies of government because Chinese blood is most important and means there is a special relationship between all Chinese people.
Appendix 6: Lie-ling’s Interviews

A. Initial Interview

Mark: Where do you come from?
Lie-ling: Mainland China, [removed], [removed] Province
Mark: What course are you studying?
Lie-ling: Bachelor of Commerce, Actuarial Studies
Mark: What year are you in?
Lie-ling: Third year, final year
Mark: Where are you studying?
Lie-ling: University B
Mark: Did you study high school in Australia?
Lie-ling: No, I did one-year of foundation study at [removed].
Mark: How many years have you studied in Australia?
Lie-ling: This is my fourth year I came here in February 2008.
Mark: What do you know about plagiarism?
Lie-ling: When I came to Australia, I had problems with essay writing because plagiarism was a new concept to me. I was surprised because lecturers and teachers placed a lot of emphasis on this. At [removed] they taught us to reference using the APA style. In China in high school, we did not reference. We knew we should not copy each other but no one ever said we should not copy from books or the Web.
Mark: How do you feel about plagiarism?
Lie-ling: When you say plagiarism, do you mean not referencing what you take as well as copying each other? I thought there was another term for working together when you should not. We work together all the time if that is what you mean. Sometimes we have group assignments but even if we do not we work as a group and check answers with others, we work together to make sure we get things right. Working together is good for studying because we can discuss the work not as in copying our answers but in sharing our ideas. I think copying is bad and that it is a fair move to have rules against plagiarism.
Mark: What do you know about referencing?
Lie-ling: After four years of studying here, I know you must cite the things you use. I did not do university in China but in high school, we always wrote small essays and we did not cite. Sometimes lecturers here are overly concerned about referencing. Often we say things everyone knows is true and we still have to say where we got the fact. Something’s are common sense. For example, my friend said, ‘Beijing is the capital of education in China’ and he had to find a reference for this sentence. We thought this was common sense. Maybe we are more familiar with our own country than the lecturers are. To get good marks you need to refer to lots of books. Often I will pick out a sentence or two from the readings and put it into my paper to make the paper look better. I will use whatever referencing style the lecturer wants. Some lecturers are fussy and say you must use this style or that style. Others do not care and accept any style as long as you reference.
Mark: Is it important to reference?
Lie-ling: Yes, it is because you pay respect to the people that came up with the ideas. Sometimes I search the Web and it gives me the full citation while Google Scholar records the
number of citations, which is more influential. When I go back to China, I will reference but not like here. I will put a little note at the end of my work but not in such a strict style like here because it is not required.

Mark: Is it difficult to reference?

Lie-ling: It takes lots of time and needs to be made easier especially for the different types of sources like Internet, books and journals. Because all the sources have a different order, it is confusing. Every time I reference I check a template showing me how to format the sources correctly.

Mark: If a friend asked to copy your work, would you let them?

Lie-ling: Friends can read my work if they want and paraphrase my answers if they want. I only show answers to good friends and not just some random people in the class. I do not feel it matters. Definitely, there is some keeping friend’s happy stuff in it probably. Showing work does not bother me, I do not mind if they copy so long as they do not get me into trouble. I am being honest but that is the truth.

Mark: How would your family feel if they knew you had copied the work of a friend?

Lie-ling: They would be disappointed in me and I would be disappointed in myself. We pay lots of money to study here and should do the work ourselves. If you copy, you must at least go through the work yourself and discuss the answers with your friends because you must know what is going on. They want me to know this stuff instead of just passing my exams and getting a degree without gaining any knowledge. Just then, when I was talking to you I was thinking about my mother. This sounds strange, but my father cares about me as a person more than good scores. My mum cares about me, and the stuff I do. Due to Cultural Revolution, they could not go to university at that time but afterwards they both went to university. I do not think they learnt about referencing because mum copies other peoples work all the time. When she was at university, I am sure she would have noticed the citations but did not use them. When she does presentations at work, she copies from the Internet and other people all the time. She does not cite but may have an informal section at the bottom of her document. My parents work for the government. My dad is in the Business Department and my mum works for the Education Department. It is funny because she is in the Education Department but does not cite.

Mark: Who cared if you copied the work of your friends in high school?

Lie-ling: My teachers punished us if we copied one another in high school. It is different here because in China they consider stuff taken off the Internet or books to be common knowledge. They do not expect you to reference them. Teachers think if you use other sources even if you copy them then you have done some research. You have at least read and done more work than the other students do. If you have copied from classmates, you have simplified everything, the work has become effortless and you will get into trouble. The principal does not care much about the individual students because they are concerned with the day-to-day management of the school.

Mark: Has coming to Australia and increased responsibilities changed your perspective of copying?

Lie-ling: Where I am living does not influence whether I copy. Now because referencing is such a big deal if I copy I will cite. I am less protective of my work than I used to be. In China, it is less safe because people sometimes steal but here I sometimes forget to lock the doors. In China, I probably would not like someone to copy me, but here it does not matter. There are so many students in China and it is so competitive. Your parents want you to be at the top of your class. In China, we get a list of who got what but here you never know. As long as you get good scores and your friends are in a good position you should be happy and
encourage each other. I discuss work here with other students more than in China. In China, I do not discuss my work with the other students because that might give them an advantage. To be honest I would not want to share ideas with them. It sounds stupid but that is the environment there. In China, top students hang out together, while the bottom students are the ones that make trouble and teachers do not like them. My friends and I were in the middle to higher levels at high school but I did not get into the university my parents wanted in China. In China, it is not about what I want because my parents choose the university based on its reputation and location. I did not get in and they were disappointed and unpleasant towards me. In the work place, they have many colleagues with kids my age. It is competitive and they lose face if their colleague’s kids go to a better university than their kids. People are very proud of their sons and daughters there. I did not feel that bad because they decided before I took the final exam that I had an 80% chance of coming to Australia to study. I did attempt the exam and did not get a good score. If I did get a good score, I would not have come to Australia for study.

Mark: Can philosophical or religious beliefs change perspectives of copying?

Lie-ling: I am aesthetic is that a word? Is there a sentence in the bible that says we cannot copy? If there is a sentence in the bible and someone is a strong believer then that person may not copy. Some people I know are faithful and do exactly what they think is right, but as far as I know not in relation to copying. I do not know if there is a religious requirement that they do not copy.

Mark: Do rich students have different perspectives of copying?

Lie-ling: I am not saying poor students are better, I am saying wealthy students may be busy with social activities. Poor students may just stay at home and study most of the time. Wealthy students may not have time to do work and need to copy from others. Perhaps after handing in their assignment they review the questions and answers with their friends. My friends sort of think we are okay and maybe we should start to write essays for other students, to earn money. We have not started this yet because it is a lot of work to write something because you need to make sure it is original and it takes a lot of time to do a whole essay. You can earn a lot of money doing this but I am not sure about the exact price. If an assignment is due in two days or due in five days there is a difference in price between promising an H1 or H2A.

Mark: If you did not have time to complete an essay, what would you do?

Lie-ling: I always finish my work two to three days before it is due. If I needed it in a hurry, I would gather my friend’s essays, compare them and then write something up. I would not ask for an extension because I do not like to do that. I would not want my lecturers to know I had not finished my work on time.

Mark: Has technology changed student perspectives of copying?

Lie-ling: I believe it has because the university has software that compares your work to others and the Internet. Technology does make it easier for you to get sources from the Internet, which is good as long as you cite. I think the detection software may not work because often the students have the same questions. The answers are always the same and the students get readings from the same list.

Mark: Are you worried about future accusations of plagiarism or improper referencing in work submitted toward your current degree?

Lie-ling: The reason I am not worried is I do not think they will check it ever again. It is unlikely that anyone will worry about things I did as an undergraduate. In China, plagiarism is not a big issue and they do not store student papers so no one should be worried. Perhaps the
people who studied and worked here should be worried. I would never copy a whole page or anything like that and I know my friends would not worry about that.

Mark: If you needed to copy the work of a friend, would this change your opinion of yourself?

Lie-ling: This will not change my opinion of myself. If I made up my mind to ask a friend for their work, I will not regret it later. If you have a strong personality, you will not regret it. You will just get the work, paraphrase it and move on. Not getting work in on time or not leaving enough time to get work done is not something I would ever set out to do. If it happened, I would ask a friend for help. I would try to find a solution. Definitely, I would not just leave it I would hand something in and not ask for an extension. I will always try to get the best mark I can. I would not accept less if I could do something about it, I would do it.

Mark: Have you received guidance, information or support concerning copying since starting your course?

Lie-ling: In foundation year, I received a booklet on referencing and used it all the time. I used the APA and Harvard systems. Often I refer to that booklet. You can get lots of information on referencing off the Web. I do not need to refer to that booklet so much anymore, but it was helpful. I remember receiving a link to a Website on plagiarism and referencing from the Learning Unit or something like that when I started at university. That information was not as helpful as the booklet I received in my foundation year at [removed].

Mark: What are the penalties for copying in your home country?

Lie-ling: The teacher would be angry and may think less of you. I do not think they would kick you out. You may lose all your marks and they may tell your parents and create trouble for you.

Mark: Do you know your universities penalties for copying?

Lie-ling: For assignments, you could lose all marks for that work. I know two friends that copied each other and they had to go to kind of a court at the university where some lecturers judged if they had done something wrong. My friends were fine because their excuse was they were just working together. It was quite serious because they could have failed the subject.

Mark: What are the appropriate penalties for students caught copying?

Lie-ling: Current penalties are sufficient. I do not think they should make it harder because students can accidentally get it wrong. Say students forget to reference one sentence then that should not be a big deal. Certainly, that should not be the end of their time at university.

Mark: Are students who copy CDs, DVDs or download movies and music likely to commit plagiarism?

Lie-ling: Perhaps there are some similarities, but until you mentioned it, I had not seen any relationship between downloading and plagiarism. Perhaps they are positively related but not so close that one implies the other. In a paper, I can reference but how can I reference a movie that I have downloaded. I do download movies all the time. It is wrong but it costs too much to buy the real thing. It depends on the movies you watch because my Australian housemate pays to see and even buys Australian movies to support the local industry but she downloads American movies to screw Hollywood.

Mark: Is copying CDs, DVDs or downloading movies and music similar to plagiarism?

Lie-ling: I had only ever connected plagiarism to school because movies are entertainment. Going to the cinemas is expensive. If it is a good movie, I will go to the cinema to watch it. If it were just some random movie and cost a lot of money, I would not go. Besides I do not
keep the movies I download. I watch them once and then delete them. I do download movies but will not copy work from the Web or ask a friend for their work. I can see the movies I like to watch even when I am studying here. I know what you are trying to say. The thoughts that make you download movies are the same thoughts that make you copy schoolwork from the Web. Now days many people are downloading and copying movies but not everyone is plagiarising or would risk being caught copying at school. It is because the penalties and consequences for the students are very different.

Mark: Is there anything else you would like to add?

Lie-ling: You have given me many things to think about. I have enjoyed this interview.

B. Positioning Interview

Mark: Are you pleased with the progress you have made since we last met?

Lie-ling: I am good with my progress because I passed with an eighty-seven percent average. This is third year and next year I will do honours. We always planned to do honours but after honours, I will not study anymore. To get into honours I need extra marks, so I have been trying my best to get high marks in all subjects.

Mark: Are you on track to complete your course as expected?

Lie-ling: For Actuarial Studies, honours are required. I am in third year and next year is honours. I am getting high marks and I am on track to complete on time.

Mark: What do you intend to do on completion of your course?

Lie-ling: I intend to get a job. I hope it is a graduate position with whoever is dealing in risk and evaluation, like insurance companies or banks. I hope to get a graduate position at an Australian bank. I am not sure if my degree will get me permanent residence or not, but permanent residence is an intention.

Mark: Are your parents pleased with the progress you have made?

Lie-ling: I guess they are pleased but they never say, ‘We are pleased with you’. I talk to my parents every week, at least once per week about how things are going here and back home but never specifically about schoolwork. Sometimes we talk about the assignments I am doing and students in my groups. We do not talk about assignments in detail more about what I am doing.

Mark: Has studying in Australia been worthwhile?

Lie-ling: My parents encourage me to work hard and get the most from my course. They always tell me it costs a lot to study in Australia, so make it worthwhile. They are happy with the marks I get and I am happy with what I have achieved but I am not finished. I cannot tell if it has been worthwhile, it is too soon to tell.

Mark: Have your perspectives towards copying changed since we last met?

Lie-ling: Last time did make me more aware of copyright but I do still download movies. I did not think any more about selling papers because I am happy with what I have going on in my life. Now I have two tutoring jobs, which pay well and are not bad work, besides doing other peoples assignments is kind of cheating and unethical. I do still take and use copyright material from the Web.

Mark: Have you had any direct or indirect experiences with copying since we last met?

Lie-ling: Friends ask to copy my work and I ask friends for their answers. I check my answers with my friends even when the work is individual because I want the best marks. We do share but we do not copy from the Web without referencing. It is more a case of confirming our answers. It is easier to share maths-based solutions than writing ones. Lecturers do not try to
stop this because students are getting the same work and their workings are the same. When the workings are seeded, we check our answers with all the seeds so that everyone gets identical solutions.

Mark: Has the amount of copying you have witnessed during your studies been a surprise?

Lie-ling: Copying is more than I thought it would be. In first year, everyone worked hard but now students depend on each other more. In my group, there are five of us but only two do the work. The other three just put down their names and often do not show up. The three that do not do the work feel all right about it and I am okay with it. They are friends outside of class and we are all Chinese students. I help in class with their school stuff and they always help by driving or buying me things. I was surprised people do not care about their own studies because I work constantly and do struggle. I do not know how the others manage but they do pass. Their marks are not fantastic, averaging only about sixty-five percent. I work a lot and get the highest marks. The others get lower marks, they do not work but they do pass. Often people just want to get through school and work while they are here. They have an agent that helps them to find jobs like working two or three times per week. This agent also helps students immigrate. Many students do not work at school and still pass which is okay. My friends will not do honours because they do not want to study anymore. Friends that do not study may not be the best students but do enough to get by. I have worked hard to improve my English, which is better than the other people are because I get involved and take part in activities. English ability depends on what you do here and if you get involved with local students or not. If you try to speak to the locals can have a big influence on your performance. Students should always get involved because it is easy and helpful. I am involved in ‘Melbourne Welcome’ and actively look for ways to get involved. Some other people want to keep a Chinese lifestyle while they are in Australia. I am also in the SALP program, which stands for Student Ambassador Leadership Program. My three friends are not involved in anything and sometimes they come to class but do not contribute. The other student I sometimes work with is naturally better than I am. All the people in our group are happy this way. The others do the practical stuff like shopping, driving or earning money and two of us do the theoretical stuff like assignments and studying. Our group shares everything. I have no idea if the lecturers know the extent of the copying but it is a lot. Other people we know also work like this.

Mark: Did our last meeting make you more aware of issues concerning copying?

Lie-ling: Not really, our meeting did not change my behaviour towards copying and plagiarism. I did think I would reference if I worked in Australia and in English. If I work in Chinese, probably I would not reference because there is no need and only Chinese who do not care about this will read it. If I contributed to a book, I would reference but not when I was just writing reports.

Mark: When you return home, will you continue to reference as you have in Australia?

Lie-ling: In China, if I were working in English I would reference. If writing in Chinese it would be unlikely. In an academic environment, I would reference in either languages because it is expected at university in China.

Mark: Will your home countries perspectives of copying change with the return of Western educated graduates.

Lie-ling: Returning graduates might influence China because overseas-educated graduates will expect less working hours. In China, you have to work long hours for little pay. Now I expect people to be polite and will be less competitive compared to Chinese that did not study overseas, because Australia is less competitive. In China, only the top few percent get positions but here all you have to do to get a job is to pass. Overseas-educated graduates will now have higher expectations for their work environment but they should not expect any
special treatment. Overseas-educated graduates must drop their expectations and be prepared to work hard or they will get a bad reputation and Chinese bosses might see their overseas experience as a negative. When I go back, people are less polite, they push you and they are not civil towards others. International students get used to it here, they slowdown and get used to the politeness. Overseas-educated students forget they need to do things like work outside the rules. People here go by the rules but in China, no one says thankyou. First time I went back after one year I was shocked. Now I like the civility here, which you do not get in China. Now I expect politeness and have expectations of the people in China. Now China is fast and being here slows me down, I will need to readjust to be competitive there.

Mark: Has studying in Australia changed your perspectives of copying?

Lie-ling: I reference but I still download from the Web. I reference because I have to, I do not want to be accused of copying. I do not reference just because it is the right thing to do. One thing I do not like about our course is we do not do any original work. We only use existing material and others peoples ideas. I mainly reference so as not to lose marks and because of the lecturer’s reminders. The higher in the course we get the more practical it is getting, this has helped me to see why referencing is useful.

Mark: Is copying CDs, DVDs or downloading movies and music changing student perspectives of copying?

Lie-ling: With schoolwork, you must reference but movies are only for entertainment. I cannot see a big link between sharing copyright movies or music and our studies. Some students will not share their university work but do share what they get from China or download. They share amongst their friends but not with outsiders because they do not want you to know how to do things, not because they are worried you will copy them directly. You think they want to be friends because they share stuff but not their schoolwork. With some students, I share notes but they never share in return. Students treat schoolwork and downloading differently. They value their schoolwork because they will not share, but they do not care about sharing stuff they get from friends in China or off the Web.

Mark: Are technologies like Facebook, smart phones, tablets or Twitter changing student perspectives of copying?

Lie-ling: I use Gmail to send schoolwork to friends and have used Skype to discuss our schoolwork. I mostly use Skype, Facebook, Renren and Gmail. I use Renren for Chinese friends both here and in China and Facebook for non-Chinese friends. I cannot use Facebook in China because it is banned. Renren is as popular in China as Facebook is here plus I can access Renren both here and in China. Even from Australia, China can monitor Renren but Facebook is not available because the government cannot use surveillance or delete things as they can with Renren. When I am in China, I use Xunlei to access all the movies I want but here it is IP blocked to protect copyright. Xunlei is limited to China but my friends get around this and can access it here. To protect the artists Baidu does not let you download music anymore probably because free downloading of music from China’s largest search engine sends the wrong message to America. Sometimes the government stops things to show Western companies they are trying to control copying. I do not think it changes the way students deal with schoolwork because they did not learn about referencing in high school and it is a new concept to them when they come here. I doubt they link plagiarism to what they do online. Not all the technological things Chinese students have make them copy more. So many materials are banned here because of the copyright that you have less Internet freedom here than in China. Students are so used to just getting material in China that when they come here for study they feel frustrated that they cannot download.

Mark: How should Western lecturer’s best teach Chinese students to avoid copying?
Lie-ling: Chinese students do respect discipline and the threat of discipline. Detection and threatening discipline is an effective way of stopping them from copying. Lecturers do expect students to be mature and do the work themselves. Appealing to the kid’s parents about cheating might help, my parents care how I get my degree but they may not support the lecturers view. I am sure my parents would rather that I check my answers with my friends and copy to get ten out of ten than to try to do it myself and get five. My parents and I would be happy with this result. My parents would say ‘Better to copy and get ten out of ten than struggle on your own and get five’. I know not every parent’s point of view would be the same. Some parents would say, ‘Copying for ten is not moral. It is more ethical to do the work yourself’ but this is not how mine might think.

Mark: Does your home countries attitude toward the production of counterfeit goods affect student perspectives of copying.

Lie-ling: Because you mean movies, you watch once but counterfeit goods you keep and reuse so you must be willing to copy schoolwork. I know I also had this view about the CDs and DVDs. Students should not feel guilty when they copy from a book but not when they download or copy and paste from a Website because it is about the same.

Mark: Is student copying at university more common than violations of copyright by the broader community?

Lie-ling: I do not know about the community, but I see some differences because people in the community download and copy movies and music more than at university. Probably there is less sharing in the community of movies compared to sharing schoolwork at university. In our group, we share everything and share a lot of work. People in the community do not have to share what they have copied or downloaded. Some students share everything because there is pressure, a lot of pressure from students to help. In the community, no one pressures you to share the things you copied. We would share the same amount of downloads if we had as much as schoolwork. Other groups would be the same. Often when you make new friends, you share what they like to become closer. This is just like asking new people to try your food but you do have to trust.

Mark: Are students more concerned about getting caught copying at university or getting caught copying CDs, DVDs or downloading movies and music?

Lie-ling: I did not know it was even against the regulations to download until I asked my friend why I could not access the sharing sites I used at home. I have a hard drive full of movies and lend it to my friends. This is inconsistent because they do not let you access sites, so why is it okay to pass movies around the community? Rather than download music and movies Australian housemates borrow from the library. They do not even know the Websites to download from or that there is free stuff. Australian friends always try to reference and do the right things, this is because when they Google in English they do not find sites, but in Chinese you will. You definitely have an advantage Googling in Chinese because China does not take downloading seriously. Who would care because it is only for entertainment? Lecturers told us when we started at university so we know not to copy schoolwork and to reference. Often students do not copy schoolwork because they worry about getting into trouble.

Mark: What do you know about Hong Kong and Hong Kong students?

Lie-ling: Now I know Hong Kong people are negative about Chinese, I did not know this before I came to Melbourne. I come from Northern China and never had contact with Hong Kong people before. There are language barriers between Mainland and Hong Kong people. They speak Cantonese and we speak Mandarin. Hong Kong people think they are superior to Mainland people. Hong Kong students do not want to hang out with students from the other areas of China. Many scandals do happen in China and Hong Kong makes a big deal about
them. Hong Kong people know more about the scandals than the Mainland people do because of the media restrictions. The living standard in the Mainland is better than in Hong Kong because housing in Hong Kong is expensive and it is crowded. Because Hong Kong was British, people in China thought it was open-minded and they wanted to go there. Hong Kong people only feel superior because their economy was better and it developed first so they can speak three languages. Western people once considered Hong Kong the gateway to Mainland China and Hong Kong people are proud of that, but it is changing. Google left China and went to Hong Kong, which did not look good for the Mainland. The Hong Kong people I met in the class were okay and some individuals were friendly. When they are together, they speak Cantonese and exclude the Mainland people. I do not feel welcome in their group. This is similar to Shanghai people because they also think they are superior because they speak a dialect that the other people do not and it is exclusive to Shanghai. I understand the threat Hong Kong people feel from the Chinese that work for a lower rate. Even here, I heard Chinese people will work weekends but the locals will not. Locals feel the same as the people in Hong Kong that the Mainland people are stealing their jobs. I know two types of people, some feel proud and happy about China and others feel ashamed when the media reports that China jailed an innocent person. Hong Kong people should feel happy that the interactions between Hong Kong and China are strong. There is nothing wrong for Hong Kong to be part of China because it brings them more opportunity.

Mark: Is there anything else you would like to add?

Lie-ling: In school, we learnt Taiwan was part of China but when I came here, I heard Taiwan people do not want to be part of China. Because we all speak the same language, I thought Taiwan was just another part of China and the relationship was harmonious with no problems, because there are direct flights between China and Taiwan and the people visit. Now I understand from the Taiwan students I met here that they do not consider themselves or want to be part of China.
Appendix 7: Oi-mun’s Interviews

A. Initial Interview

Mark: Where do you come from?
Oi-mun: I come from Hong Kong
Mark: What course are you studying?
Oi-mun: Marketing
Mark: What year are you in?
Oi-mun: Second year
Mark: Where are you studying?
Oi-mun: University E
Mark: Did you study high school in Australia?
Oi-mun: Yes
Mark: How many years have you studied in Australia?
Oi-mun: Eight years since 2003
Mark: What do you know about plagiarism?
Oi-mun: Plagiarism is taking someone else’s work or photos without giving credit to the person who had the idea made or created something. I am unsure about all the details like the correct way to give credit for the different types of material. They talk a lot about plagiarism at university and seem very concerned about it.
Mark: How do you feel about plagiarism?
Oi-mun: I get concerned the lecturer might think I have plagiarised so I always make sure to reference the books I am using. I do not feel we get enough information about plagiarism at school so I am worried about it.
Mark: What do you know about referencing?
Oi-mun: It is difficult to format the references because of all of the different types. It is fair to make an effort to reference and give credit to the people who had the idea or wrote the book. My friends do not think we get enough help with referencing because in tutorials, we only receive a little bit of information and they will punish you if you get it wrong in your assignments. I even got into trouble for not referencing tables and images. All of my friends have gotten into trouble at one time for not referencing correctly. There are many different types and formats for referencing like Websites and magazines. In high school, we did it very differently to the way we do it now. For referencing tables and images, I feel the school should give more information on exactly what they want us to do.
Mark: Is it important to reference?
Oi-mun: Plagiarism is like stealing so it is important to reference correctly. If you do not reference people may think it is your work. It is important to reference and I always try to do it correctly. I try my best to reference everything I use. I do not want teachers to think that it is my work when it is not.
Mark: Is it difficult to reference?
Oi-mun: Yes, as I said it is difficult to reference because there are too many types and formats. It is hard to get it exactly right including the commas, full stops and font styles for the titles. Tutors correct our references and I used software to help me format my references
but my tutor still said I got some of it wrong. The university should provide more information on referencing and not assume we learn all this at high school. In high school, it was simpler than now. All they wanted was a line or two at the end about what books or Websites you looked at. They did not care about the formatting or referencing in the assignment. They only worried about what you had at the end. It is more important and harder to reference than I thought it would be. University assumes you learnt all about it at high school, which I did not.

Mark: If a friend asked to copy your work, would you let them?

Oi-mun: This is hard because it happens all the time. Almost when every assignment is due, someone will ask to look at your work. It is frustrating because the same people always leave it to the last day and then do it in a rush. I do not want to say no so I remain friends but I do not want to do the wrong thing either. Some people give work to friends that do not make any effort because they just do not care. I do not want to give the work away that I have spent a long time doing and I do not want to lose or upset my friends.

Mark: How would your family feel if they knew you had copied the work of a friend?

Oi-mun: My family does not know about what I am learning in Australia at least not in detail. Even though my parents did not go to school for long, I am sure they know from primary school not to copy their friends. I only did primary in Hong Kong so I do not know what they learn about plagiarism and copying there. My mum and dad would think it was a total waste of money to come here and not learn. I do not think it would disappoint them if I did copy. They would be more concerned that it was a waste as they spend money to send me here to study and I do not learn or try to do the work myself. My parents do not know about things like plagiarism or referencing.

Mark: Who cared if you copied the work of your friends in high school?

Oi-mun: My teachers cared and I cared because I would not want teachers to feel that I was a lazy student or that I just copied from others. Even in primary school teachers always said, do not leave your work to the last day, leave plenty of time so there is no need to copy. My mum and dad might not care if I copy but they care if I get into trouble at school.

Mark: Has coming to Australia and increased responsibilities changed your perspective of copying?

Oi-mun: I am busier now and have more things to do like cleaning and washing. I guess increased responsibilities mean students have less time for their studies. Things happen in more of a rush and students may be tempted to copy to overcome these pressures. Being away from your parents does not mean you will copy. I can appreciate having assistance with chores means you have time to spend on schoolwork. When I first came to Melbourne, I shared a house with other international students including some cousins and it was crazy. Now I live with a host family, which lets me spend more time studying. Maybe doing chores and paying bills makes Chinese students more mature than local students. Increased maturity might make Chinese students more responsible and less likely to copy. Students wanting residency might copy because they only want a qualification and do not intend to work in the area they study. Students that need to work to pay bills might copy because after work they have no time to do their homework.

Mark: Can philosophical or religious beliefs change perspectives of copying?

Oi-mun: I am a Christian and I believe copying is wrong so I guess religious belief influenced my perspective of copying. I do not copy because I believe you get the results you deserve. Students copy for many reasons and I suspect religious belief has only a small influence on whether students copy. Time pressures, pressure from friends to look at your work, and how much you go out affect copying more than religion. I have plenty of friends that are Christian but that does not stop them from copying or looking at other peoples work. Other friends are
not Christian, not religious at all and they would not let others look at their work because they value the effort they put in. For most students whether or not they copy comes down to responsibility not religious belief.

Mark: Do rich students have different perspectives of copying?

Oi-mun: It is hard to tell because my dad is a businessperson and he is doing okay. Other students I know from Hong Kong are not rich and their parents do struggle to send them here to study. Their parents have to work hard for them to study in Australia. They cannot even afford for them to return home during the holidays. My parents have more money than other students do but I would not be more likely to copy. It is also difficult to know who is rich especially with those from China. You can look at it in another way like those without money copy because they have so many other things to do. Like working, shopping for food and washing so they do not get enough time to study and they have to copy from the Web or their friends. Maybe rich students have too many things to distract them like going out or travelling so they do not get enough time to study. Whether or not you copy has more to do with how good you are at English and whether your parents taught you what is right when you were young. In my opinion, personality is more important than if your parents are rich. I think my parents are doing okay but other students may think my parents are poor. One mother I know came here to visit her son in the summer and had an air conditioner installed just because it was too hot.

Mark: If you did not have time to complete an essay, what would you do?

Oi-mun: I would not copy from the Web or ask to copy the work of my friends. I would rather get a lesser mark or no mark at all. If I did not get an extension, I would not copy because I do not copy the work of my friends. I will help and show my work to Chinese students with poor English if they ask but I will not ask others to help me out due to my sense of fairness. It is unfair that friends should fail due to their lack of English skill or need to work. It is unfair to others if I copy because my English is good and I do not have to work. I do judge myself harder than the way I judge other students.

Mark: Has technology changed student perspectives of copying?

Oi-mun: Plagiarism software does decrease plagiarism because students do think about losing marks and punishment. My friends are aware of this software and worry about it but I tell them so long as you paraphrase and do not copy word for word you should be okay. Definitely, things like e-mail and Facebook have increased copying as students more easily pass around work. I heard that some students meet on Facebook to discuss papers and share ideas, which is not a bad thing. The Web also makes it easy to buy papers online from custom essay writing sites. I know some students that have gone online and bought a custom written paper, made some changes and then handed it in. I do not know how they can do that.

Mark: Are you worried about future accusations of plagiarism or improper referencing in work submitted toward your current degree?

Oi-mun: Perhaps I should be but I am not. I am only concerned about passing subjects and getting assignments in on time right now. I cannot worry about what happens in ten years time. I can see how worrying about what people might think later like poor referencing might make students think about what they are doing now. Some students might reduce their copying now because they worry about someone saying something later on in their life. Everyone I know is too worried about getting work in today to be concerned with something that might happen in the future.

Mark: If you needed to copy the work of a friend, would this change your opinion of yourself?
Oi-mun: This does not worry me. If I just could not get it done I would ask for an extension. Some people feel guilty if they copy their friends or make up the references. I would feel guilty if I did not get my work in on time because I was enjoying myself when I should have been studying or doing an assignment. Since I arrived in Australia, my priority has always been my studies even when I struggled with language and cultural differences in the first few years of high school.

Mark: Have you received guidance, information or support concerning copying since starting your course?

Oi-mun: Yes, they demonstrated what we needed to do. I remember receiving material in an information pack, which I did not read. A reminder from the lecturer is always required at the start of every semester. Especially when you begin university because we received little information about it at high school and the teachers did not have high expectations for our references. We just listed the addresses of Websites we visited. We did not have to get everything correct like the commas and style as we do now.

Mark: What are the penalties for copying in your home country?

Oi-mun: I do not know because I only studied primary school in Hong Kong. At that time, we did not learn much but we did know not to copy the other students. We did not learn anything about referencing. I have not talked to my friends or cousins about what happens at high school in Hong Kong. I do not have any friends left in Hong Kong only family so I do not really know what happens there.

Mark: Do you know your universities penalties for copying?

Oi-mun: You lose marks if you copy or do not reference. Often lecturers and tutors threaten that you will lose marks but I have not personally heard of anyone that has lost marks.

Mark: What are the appropriate penalties for students caught copying?

Oi-mun: You should lose marks but not the whole paper just marks for the part that you did not reference or the part that you copied. In my opinion, teachers should teach students to reference well. Students are concerned about getting it wrong even though they try to get it right. Some students do not care, submit work without referencing and then hope the Lecturer will not look for their references.

Mark: Are students who copy CDs, DVDs or download movies and music likely to commit plagiarism?

Oi-mun: Because you copy DVDs, does not mean you will copy other students or get your answers from the Web. Most people copy DVDs or download movies and music. All the video stores are closing because people copy DVDs as soon as they come out overseas and then pass them around to their friends. In comparison, not many students are copying work or plagiarising from the Web. Perhaps students copy or take stuff from the Web and are not caught so we do not hear about it. People that do not copy schoolwork download music and videos because students are more fearful of getting caught copying at university than they are being caught copying DVDs. People think the chances or consequences of getting caught copying at school are bigger than getting caught copying or downloading movies unless they try to sell the movies.

Mark: Is copying CDs, DVDs or downloading movies and music similar to plagiarism?

Oi-mun: It is similar because both are about taking someone else's things. Copying and pasting from the Internet into your work and saying it is yours is like downloading and not paying for movies and music and saying it is yours. I know in the cinemas and on DVDs, they have ads saying do not download or copy but people still do it. They do not care because it saves them money. If you download from the Web you save money because you did not have
to go to the store and buy the DVD or music. If you copy someone’s work from the Web and put it in your assignment, you could lose money by needing to redo the subject, which could also delay your studies and cost your parents more.

Mark: Is there anything else you would like to add?
Oi-mun: No, I do not think so.

B. Positioning Interview

Mark: Are you pleased with the progress you have made since we last met?
Oi-mun: Last semester I passed all my subjects. The course is harder than in first year because now we are doing the specialist subjects and not only the general ones that all business students do.

Mark: Are you on track to complete your course as expected?
Oi-mun: I do not like to think about that yet. I am halfway through my course and this year is more work than last year. I should complete at the end of 2012.

Mark: What do you intend to do on completion of your course?
Oi-mun: I want to find a job when I finish but I worry that I will not know enough at the end to be valuable. I want to study something else after this course relevant to my industry. I want to study more so I can stay in Australia. I am a middle of the class student. I do not know what will happen.

Mark: Are your parents pleased with the progress you have made?
Oi-mun: My parents want me to come home because they miss me not because it is expensive. They get upset at me wanting to stay because my brother will also stay. They are not happy but they will let me stay and support me if I can tell them what I want to do. At this stage, I am not sure. I hope to get some ideas because there is a function to introduce you to jobs at the end of my course. My parents are concerned about both of us staying. I do not think they thought about that when they sent us here. My parents did not go to university and I do not tell them about school related things. We talk everyday about day-to-day things and they support me through any big problems.

Mark: Has studying in Australia been worthwhile?
Oi-mun: Mainly I came here to improve my English and the education is a bonus. I would have struggled to complete high school. I would not have passed the end of year ten exam to get to year eleven. Some old friends finished at the end of year ten and others made it through year twelve and then got a job. Year 12 was the end of study for many of my old friends in Hong Kong because they did not do well at the end of year twelve exam. Some parents cannot afford for their kids to study overseas and even though the kids are smart there is nowhere for them to go. There is more work in Hong Kong but I like the environment here. Hong Kong is too competitive and hardworking. In Hong Kong, the environment is different because you work early, finish late and work on the weekends. You are lucky if you get one full day off. I would like to get a dog and walk it if I lived here. If I had not come here, I would not have known the lifestyle here was better.

Mark: Have your perspectives towards copying changed since we last met?
Oi-mun: My thoughts are the same as last time but I cannot remember what I said. Referencing takes time and I forget to reference. I have difficulty referencing tables and images. It is annoying because sometimes I cannot be bothered referencing the tables and images. I still do not copy or like people that do. Stopping plagiarism and copying is about taking pride in your work. If you have pride in your work, you will not want others to copy it
and you will not want to copy your friends. Often I do not format correctly and I admit that I am a bit lost about formatting all the references.

Mark: Have you had any direct or indirect experiences with copying since we last met?

Oi-mun: Last semester I did a group assignment with three other people. One person from China was in second year. He accused us of doing poor work when he read what we had done. He was critical of the quality of our work and we felt annoyed. When our leader read his work, she realized he thought our work was no good because he copied from the textbook and said he had done it himself. Before we submitted our group leader explained to him that he could not do this. He had no idea about plagiarism and did not understand why he could not just do his bit by just pieces from the textbook. We could not understand how he got to second year and did not know about plagiarism. At first, we were upset about his attitude. Later we worried about how he could progress at university if he did not understand plagiarism. Our leader had to redo and reference all his work before we could submit. We did not tell the tutor or lecturer what had happened. It was frustrating that one member of the group could have gotten everyone else into trouble if we had submitted without knowing what he was doing. We wondered how he could not have known and what was happening in his other subjects and whether he even went to lectures.

Mark: Has the amount of copying you have witnessed during your studies been a surprise?

Oi-mun: It is hard to know how much copying is happening. There must be a lot because everyone talks about it and is concerned. Last semester I was shocked about what happened in our group. Plagiarism is common amongst business students because their work is not creative. There is less copying in subjects where you take pride in your work. How many students like that person in our group do not know about this? You need to remind students every year because some first and second year students have still not heard about it. For group work, you cannot trust the other members of the group to do the right thing. You need to pick one person to be responsible for the referencing and making sure everything is okay. All members of the group need to be responsible for their own part if they are caught doing something wrong.

Mark: Did our last meeting make you more aware of issues concerning copying?

Oi-mun: I thought about it because I knew we were going to talk about it again. Pride in your work stops you from copying. You should want to take credit for your work and not want others to take credit for it. When I was young, I copied from the Internet because it was easy to do and I did not think it was wrong also I shared work with my friends because I thought it would not hurt. Now I know I should not do that but other students still do not care about it because they do not take any pride in their work.

Mark: When you return home, will you continue to reference as you have in Australia?

Oi-mun: I would not because I am lazy and will not reference if I am not forced to. Hong Kong bosses do not care about referencing and will not expect you to do it. If I worked in a company that wanted you to say where you got things I would.

Mark: Will your home countries perspectives of copying change with the return of Western educated graduates.

Oi-mun: No, employers will not care about this. Graduates are going back to Hong Kong and know about copying and referencing all the time plus more and more people are coming from China and they do not care about it. They will not ask staff to do this. Last time I went back my relatives told me they let people smoke in restaurants when they should not. It is because Chinese people want to smoke and the restaurant owners do not want to lose business. I doubt Hong Kong business people will worry about plagiarism. Instead, the graduates will change not the employer if they want a job.
Mark: Has studying in Australia changed your perspectives of copying?

Oi-mun: I do not like having to get the formatting exactly right. As long as a student says, where they got their ideas then that should be enough. It should not matter how it looks. This is what students do not like and why they resist referencing so much. It should be simple. I will tell my kids not to copy but I will not tell them about plagiarism or referencing. They will learn it by themselves when they go to university as I learnt copying was wrong in primary school. Coming here has not made much difference. Only now, I know why we should not do it and kind of know how to do it properly.

Mark: Is copying CDs, DVDs or downloading movies and music changing student perspectives of copying?

Oi-mun: I buy copied movies in Hong Kong because there are some series I like. I like to collect the actual disks rather than just having files on my computer. On my shelves, I have a collection of movies that I like to look at and read the covers. It is nice to have something to hold but the DVDs are not real as they are here. Here they are too expensive and I would never buy them. In Hong Kong, it is hard to buy real DVDs like here. I admire my collection even though they are not real they are packaged and the quality is good. The packaging looks original, the only difference is they are cheap. For these things, it does not matter because you watch it. If I had to buy them in Australia, I would not. I would download them and watch them on my computer free. I will not copy students work because it is wrong. You do not learn by doing that but I do not know about other students. I download movies or songs because I want to save money but I do not plagiarise. Because I like to save does not mean I copy from my friends to save doing some work. I can see what you mean because I copy one thing and not the other.

Mark: Are technologies like Facebook, smart phones, tablets or Twitter changing student perspectives of copying?

Oi-mun: I do not use Facebook, but I know people pass work to others over the Internet. It is not exactly copying or plagiarism but it is not right. I know students use Facebook to ask for help and get ideas like has anyone done this assignment before and can you give it to me. This is similar to the way it used to be only now it is using Facebook rather than having to have a face-to-face conversation. Now students get together online, put together their answers and pass things around. I do not agree with that because it is not really their work. I understand why they do it because it is good to use new technologies to get other peoples ideas and opinions on assignments and topics when you do not have any yourself or do not know where to start.

Mark: How should Western lecturer’s best teach Hong Kong students to avoid copying?

Oi-mun: The best way is to force students to listen to a lecture on plagiarism. Make it a prerequisite to enrolling like you must attend a session and then have some way of telling the enrolment people that you attended the session. The majority of people will not read the material on this issue so lecturers should not think they have covered plagiarism and copying just by giving students something to read in the course guide. Students will not read it. Lecturers should give one-minute sessions on referencing before assignments are due. The sessions must be no more than a minute or it will become boring and you could get the opposite result. Lecturers should do this often but keep it short because people come in and out of subjects all the time. Some people in my group last semester never seemed to get the message.

Mark: Does your home countries attitude toward the production of counterfeit goods affect student perspectives of copying.
Oi-mun: You are saying if you lived in a country where many people stole things, they would also steal schoolwork. Maybe no one thinks that if you copy DVDs or download movies and music you will take schoolwork from the Web and not reference. It is because no body thinks it is stealing anymore. It is not stealing because it is just a file. People think counterfeit goods like fake clothes and brands is more like stealing than downloading from the Internet. In my opinion people that buy copied goods are probably closer to the people that feel it is okay to copy schoolwork. You need to look at the person’s acceptance of stealing. Like would somebody that takes a phone be likely to copy schoolwork. No body sees copying DVDs or downloading as stealing. I do not mind buying copied DVDs but I do not buy copied clothes or shoes because the real clothes and shoes are better quality. I take pride in the things I have like clothes. Because you have to work and save to get them, so you appreciate them. Things from China are so cheap in Hong Kong that you do not have to appreciate them. Perhaps people that buy copied goods would copy schoolwork to avoid the effort that goes into doing it yourself, like they avoid saving to buy real clothes.

Mark: Is student copying at university more common than violations of copyright by the broader community?

Oi-mun: So many students copy and download things from the Web that people just do not think there is anything wrong that now. Students only worry about copying schoolwork and even they are a small group compared to all the people that copy from the Web. If someone, makes something the same as the original like runners and the copy is so good then what is the difference between the copy and the real thing. This is important because China makes so many copied things and it is becoming so big. Many Chinese people are also travelling overseas to study, so more people might just copy their schoolwork. It is because they have a different attitude to copied things. This will be a huge problem for plagiarism and referencing when these people go to another country for study.

Mark: Are students more concerned about getting caught copying at university or getting caught copying CDs, DVDs or downloading movies and music?

Oi-mun: The penalty for copying from the Web is nowhere near as bad as getting caught copying schoolwork. Nothing happens if you download or burn DVDs but if you get caught copying schoolwork, you will worry about the penalty. We did not tell our tutor about the person in our group that copied because we did not know what would happen to him. We just wanted to fix the problem and submit. The only thing that will stop him from copying is if one day his lecturer catches him. It is important that teachers tell students what plagiarism is and how to reference correctly including what will happen if you do not. Telling students about the penalty is what will stop them copying. If you do not tell them, the penalty means losing marks, failing the subject or assignment they will never take it seriously. Teachers must tell students they are actively looking for copying. Otherwise, students will take advantage especially if lecturers only talk about it and never act. Teachers should tell students they have the software and they will find out.

Mark: Is there anything else you would like to add?

Oi-mun: I do not know if lecturers look into your references in detail or just see if you have some and then think it is all fine. Students do copy common textbook references for that subject and add more references to make their work look better. They do it because referencing is annoying and takes to much time. Lecturers should only set individual work because the students can take pride in it. Often they do not care about group work because they cannot control it they know some students are not interested in it and just copy or make up their references. The more creative lecturers make their assignments the fewer students will copy. This is especially true in business subjects where everyone comes up with similar answers.
Appendix 8: Pui-lin’s Interviews

A. Initial Interview

Mark: Where do you come from?
Pui-lin: I am from Hong Kong.
Mark: What course are you studying?
Pui-lin: Accounting
Mark: What year are you in?
Pui-lin: Third year
Mark: Where are you studying?
Pui-lin: University F
Mark: Did you study high school in Australia?
Pui-lin: No
Mark: How many years have you studied in Australia?
Pui-lin: This is my fourth year studying in Australia. I completed English foundation before starting university.
Mark: What do you know about plagiarism?
Pui-lin: Plagiarism is copying word for word from other people including their ideas. University does not like plagiarism and you will get into trouble if you take people’s ideas and do not say where you got them.
Mark: How do you feel about plagiarism?
Pui-lin: I did not know about plagiarism before I came to Melbourne. In Hong Kong, teachers never mentioned plagiarism. I knew you should not copy from other students but I did not know you could not copy from books or the Internet. I did not know you needed to tell the teacher where you got your ideas and how to put them in quotations. I would not like people to take my ideas and say they are theirs.
Mark: What do you know about referencing?
Pui-lin: I think referencing means you put where you got your ideas at the end of your paper. You use quotations marks in your essays when you copy someone else’s words. In essays, you need to reference. Before studying here, I did not know how to do it but now I find it easy. I follow a pamphlet telling me how to reference from the Web and books. If you do not reference your Lecturer will talk to you because the Lecturer will know it is not your work and that you took it from somewhere else.
Mark: Is it important to reference?
Pui-lin: Here it is but in Hong Kong, it is not. In Hong Kong, I did not get into trouble if I did not reference. While I am in Australia, I will do what the teachers ask. This is not fair to the person that did do the work.
Mark: Is it difficult to reference?
Pui-lin: The first time I got help from other students and a tutor. Now it is all right. I have examples of how to do the different types of references correctly. If I do not know how to do it, I will ask my tutor or a library person for their help. I have found that some students do not do it correctly and do not even try. They just hand in their work and accept the comments they get on where they went wrong.
Mark: If a friend asked to copy your work, would you let them?

Pui-lin: My friends will not ask me because it makes me uncomfortable. Students do copy even hard working students copy because they are under pressure. Some students find it difficult to express what they want to say and ask to look at your work to get an idea of how to express what they want to say. You need to be careful because other students will copy your content and ideas. They may not change the meaning of your work and will take it straight. If people want to copy, they may have second thoughts but still do it anyway. It is often difficult because if you reject them they may not be your friend. You should help them if you can but you need to be strong when you do not want them to look at your work even when they say, they just want to know how to write something. Some students work together like two students work on one paper. They work on papers, study together and take the same subjects. In my opinion, friends that copy each other have weak personalities.

Mark: How would your family feel if the knew you had copied the work of a friend?

Pui-lin: I am responsible and never leave my work to the last second. I do not need to copy anyone’s work. My family know I am responsible and will not copy. If parents brought up their kids properly, the kids will not plagiarise because their personality will stop them. Parents are a model for their kids if the kids see their parents doing the right thing the kid will also do what is right. If I did not get work done because I was lazy, my family would be disappointed. They know me and would think if I copied there must be a good reason and not because I left work to the last second or because it was easier than working hard. Your parent’s personality is important because many parents do not know what plagiarism is or care if their kids are responsible. Some parents do not know how much they want their kids to learn. Parents might think their child copies because they do not understand what they are doing rather than because they are being lazy.

Mark: Who cared if you copied the work of your friends in high school?

Pui-lin: I do not think anyone cared about plagiarism in high school. That may have changed now because students in Hong Kong also rely on the Internet for doing work. If students want to copy, they will do it whether the teacher cares or not because it shows they have been working. If we copied each other, there would be trouble. I know the teacher cared about copying rather than referencing.

Mark: Has coming to Australia and increased responsibilities changed your perspective of copying?

Pui-lin: In Hong Kong, students used to be quiet and did not ask questions in class. Perhaps they did not ask the teacher out of respect but now it is different. Hong Kong students have changed and become more independent and use less learning by memory. Perhaps the students from Hong Kong are more dependent I am not sure. When we come here, maybe we become more independent and our attitudes to everything change not just copying. Chinese students do learn by copying the teacher although I do not know about the Western way. In Hong Kong, they take learning more seriously, when you are young. The more a student struggles with the subject the more they will copy. Here Hong Kong students struggle more because they understand less due to their language. In Hong Kong, they understand and can better express themselves so perhaps they plagiarise less. In my opinion, whether they copy more depends on their personality and not if they are here or there.

Mark: Can philosophical or religious beliefs change perspectives of copying?

Pui-lin: I think half of Hong Kong people copy. I do not know if it is more or less than people of different religions. I do not know much about other cultures I only know my own. Whether a catholic person copies probably depends on how they feel. People that believe in god also
do things they know they should not. I do not think the parent’s religion will change if a student copies. It is more likely to be whether their personality is good or bad.

Mark: Do rich students have different perspectives of copying?

Pui-lin: It depends on the student’s personality whether they will copy. Not on how much money they have or how wealthy their parents are. It depends on personality. I do not think having money, means you can buy everything including your schoolwork.

Mark: If you did not have time to complete an essay, what would you do?

Pui-lin: I have two jobs one at a nut shop and the other at a two-dollar store. I always find time to get my schoolwork done. If you are here to study, you should make that a priority not working or going out if you cannot handle both. Some students will ask to copy your work no matter how busy they are. Students do not do their work because of laziness. Instead, they ask someone else because the student does not trust that their work is any good. If I could not I would not copy instead I would ask for an extension. I have not asked for an extension since starting university in Australia. I prepare my work early and manage my time so I can work or do something else.

Mark: Has technology changed student perspectives of copying?

Pui-lin: Now students easily access things, contact their friends, ask for help or send documents on the Web. Technology has made copying each other easier. Google makes finding things so easy students do not spend anytime in research. They just type in their topic and copy and paste what they find. Sometimes student’s reference and sometimes they do not because it is very tempting for students to say it is their work when it is not. I think some students are not interested in learning and only come here to get a qualification or to please their parents. I know some students do come here to avoid work. I know some students will ask their friends for their work and in return, they will drive them wherever they need to go. Students do worry about plagiarism software but the lecturers only threaten to use the software. Lecturers seem only slightly concerned about copying because they only threaten to check the assignments and do not really do it. In my opinion, the lecturers need to follow up and actually check the student papers and give out penalties.

Mark: Are you worried about future accusations of plagiarism or improper referencing in work submitted toward your current degree?

Pui-lin: I will not worry about this because I have done nothing wrong. I have not copied and do not plagiarise because I always try my best to reference right. If I was someone that did copy, I would still do it because I do not think students worry about the future, they only worry about now. I do not think they will worry about what they do now when they are older.

Mark: If you needed to copy the work of a friend, would this change your opinion of yourself?

Pui-lin: I hope I would never get that desperate that I needed to copy. I do not think this will happen. I would be disappointed with myself if I did. Firstly, I would work hard to get my work done and then I would ask for an extension. Copying would be a last resort for me and I hope I would never have to do that.

Mark: Have you received guidance, information or support concerning copying since starting your course?

Pui-lin: Lecturers and tutors said do not copy the Web and to reference what we get from books and the Internet. I do not think it helps because if a student wants to copy they will. From what I see many students do it and think, it is normal.

Mark: What are the penalties for copying in your home country?
Pui-lin: I guess you would fail if you copied another student in a test or on an assignment. For a first offence, you will probably lose marks or get a warning, which is similar to here. From my memory, the teachers in Hong Kong do not worry about plagiarism or copying from the Web or from books and not referencing.

Mark: Do you know your universities penalties for copying?

Pui-lin: I do not know the exact rules or words but I do know they have a policy written down about what will happen if you are found to copy or plagiarise. If it is a minor offence, you will just see the lecturer or get a warning from your Dean. You will need to explain what happened and why. You will get a warning but I doubt you will fail unless they catch you several times.

Mark: What are the appropriate penalties for students caught copying?

Pui-lin: It is probably okay as it is. You should get into some trouble or even have to do a course to learn the right way to reference. Rather than punishing students, the lecturers could also reduce copying by changing how they teach their subjects. Lecturers can make the subjects interesting and not always give the same old assignments to their students to avoid the swapping of papers. Tutors could also encourage their students to look for information from sources other than the Web.

Mark: Are students who copy CDs, DVDs or download movies and music likely to commit plagiarism?

Pui-lin: Copying another student’s work is worse than copying a DVD or downloading. A student’s work is private but a DVD or the Web is not private. The companies produce these things to make money and for everyone to use. It is easy to copy a DVD but hard to copy another students work without getting their permission. Students often have second thoughts about copying their friends or trying to get away with plagiarism. I do not think anyone gives a second thought to downloading or copying things from the Web because you benefit from it. I cannot see any comparison between students that download from the Web, rip movies or music and students that copy their work or do not reference. Everyone copies movies and music but few people will plagiarise or risk being caught copying by their lecturer. If a student wants to copy another person’s work, they will whether or not they like to download movies and music and not pay for the things they get online.

Mark: Is copying CDs, DVDs or downloading movies and music similar to plagiarism?

Pui-lin: As I said, I do not think they are because people that download or burn might not copy or plagiarise their schoolwork. It is different because if you copy it is likely the lecturer has read the textbook and knows exactly where you got that sentence or paragraph. However, nothing happens if you burn a DVD or CD even if the companies say it is against the law. Everybody does it because nobody knows you did it and the companies have to trust that you will not do it. I know people do it even more now because their tablets and phones do not play DVDs so people have to rip their movies to play them. Once you have ripped a movie, it is very easy to send the file to your friend. This will only get worse for the DVD companies but plagiarism at school should get less because the schools are using software to stop students copying and lecturers know where you got it because they are familiar with the content. Ripping DVDs is the same as ripping songs off your CDs to your MP3 and that has increased. I do not plagiarise because I feel bad about it and I would regret it because I know it is wrong. People do not feel bad if they buy a copied handbag or watch because it saves them money. In fact, they feel happy. If you copy schoolwork, you will feel bad and worried that you may get into trouble, upset your friends or make your family feel ashamed of you if the lecturer finds out. I do not feel bad when I watch a movie I have downloaded, but I would feel bad if I had taken someone else’s work and said it was mine.
Mark: Is there anything else you would like to add?

Pui-lin: Just that it is up to a student’s personality if they copy or plagiarise. It is not about parents or teachers it is all about the student’s personality.

B. Positioning Interview

Mark: Are you pleased with the progress you have made since we last met?

Pui-lin: I completed four subjects and got good marks in all of them so I am happy.

Mark: Are you on track to complete your course as expected?

Pui-lin: If I pass, I will finish my last four subjects this semester. I am excited about graduation.

Mark: What do you intend to do on completion of your course?

Pui-lin: I would like to find a job. I would like to get some experience before I go back. Even if I find a job, I will go back to Hong Kong. With my degree, I can apply for permanent residence. I want to get a job as an Assistant Accountant in a Chinese company for experience. I hope they will pay for the CA because this happened to my friend.

Mark: Are your parents pleased with the progress you have made?

Pui-lin: My father past away but my brothers and sisters are happy with my results. I am the youngest in our family. My elder brother and sister encouraged me to come here to study. My family are looking forward to when I graduate and return home.

Mark: Has studying in Australia been worthwhile?

Pui-lin: Studying here is worthwhile because I have learnt things I would never have learnt in Hong Kong. I did not have the chance to go to university in Hong Kong because I did not finish high school. I have made friends with people from many nationalities and the lecturers are helpful. All people I met while studying here have been friendly. My campus has lots of books and resources. Because of the Internet, I have not missed my friends and family. I cannot compare here with Hong Kong because I did not go to university in Hong Kong. Studying here has been worthwhile.

Mark: Have your perspectives towards copying changed since we last met?

Pui-lin: I am not willing to give work to other student’s even friends and I never ask to look at anyone else’s work. I research and get the information myself. If I have trouble, I ask a lecturer or tutor. However, I do discuss issues with my friends but we only share ideas.

Mark: Have you had any direct or indirect experiences with copying since we last met?

Pui-lin: I have not had any experience of plagiarism since our meeting. My friend did ask to read my assignment but I said no. I am willing to discuss issues with other students but I will not show them my paper because I worry about the plagiarism software. Even if there were no software, I would not allow friends to copy. When I copy some sentences, I always put them in my own words and reference the sentences I need to.

Mark: Has the amount of copying you have witnessed during your studies been a surprise?

Pui-lin: I have not seen students plagiarising but friends do ask to copy your work. In my group, we do not do it but other students copy every assignment. I do not have friends that plagiarise and I have not discussed the amount of plagiarism with them. I think copying is the same no matter where you come from. Everybody does it not just people from Hong Kong and China. Some lecturers are not smart because they make their worksheets easy to copy. You just copy the numbers because all the students have the exact same numbers. Some lecturers use student numbers as a value in the worksheet, which means everyone’s answers
are different. This is good because your tutor knows your student number when they mark your work. If people want to copy, all they can show each other is how to do it because they still have to calculate it to get the right result. Helping others just shows them how to do the work.

Mark: Did our last meeting make you more aware of issues concerning copying?
Pui-lin: I did think about it and tried to make sure I never plagiarised especially from books or articles I download. I always make sure I reference or rewrite things into my own words.

Mark: When you return home, will you continue to reference as you have in Australia?
Pui-lin: I will continue to reference, I now know referencing is the correct procedure and professional. I did not know before that anyone takes this issue so seriously. I never thought teachers would try to find out the students that did not reference.

Mark: Will your home countries perspectives of copying change with the return of Western educated graduates.
Pui-lin: Graduates from Australia going to Hong Kong will not change the people in Hong Kong. People in Hong Kong will do what they want even if they know what plagiarism is and how serious it is. If it were an issue, I would tell people what I know about referencing so they did not make any mistakes.

Mark: Has studying in Australia changed your perspectives of copying?
Pui-lin: I will always try to reference now. I cannot forget what I have learnt about it. When I work in Hong Kong if I write a paper I will reference. People will know where I get my ideas and that I did not just take it. People in Hong Kong know about plagiarism and referencing but most people in Hong Kong have no idea how serious Western teachers feel about it. My attitude towards copying has changed but the people in Hong Kong will not become responsible about it. People can know about it and still think it is okay to copy.

Mark: Is copying CDs, DVDs or downloading movies and music changing student perspectives of copying?
Pui-lin: Copying DVDs or downloading movies and music is nowhere near as serious as plagiarism. Copying and downloading from the Internet is common. More than half of the people copy and download movies and music from the Internet and give it to their friends. Students will not copy any more or less, because students do not think it is like plagiarism or not referencing. Students do not think they are doing anything wrong or against the law when they download from the Internet. They do not think they are doing anything wrong even though they know plagiarism is wrong. They should think about that before copying their friend’s work.

Mark: Are technologies like Facebook, smart phones, tablets or Twitter changing student perspectives of copying?
Pui-lin: I am not sure about Twitter or Facebook but technology has probably made copying easier for students. It is easy to get information from the Web. With Google you do not need to go to the library you can just Google what you want from your home as long as you reference in the Web format. I have heard it is cheap to buy papers online written by somebody else. Yes, the Web has made it easy to copy.

Mark: How should Western lecturer’s best teach Hong Kong students to avoid copying?
Pui-lin: The best way to tell students about plagiarism is in the lectures. Lecturers should say in detail what plagiarism is and the ways you should reference. There should be a lecture on this issue during orientation so all new students hear about it. They should tell more about Web referencing because most references now are for the Web. Lecturers could also say look
at a variety of sources including journals and not just the textbook. Lecturers and tutors must go through it again when the assignments are due. Teachers could tell students how serious plagiarism is and that it could even change their life if they are caught. Responsible students should only need a single reminder. If they are concerned about it and do not want to make mistakes they will understand the first time. They should not need constant reminders. If students want to copy, they will no matter how much the teachers say. Students should take it seriously because these students are adults and make their own decisions even if they are bad.

Mark: Does your home countries attitude toward the production of counterfeit goods affect student perspectives of copying.

Pui-lin: People will not copy more because they buy copied shoes or clothes. Even if it is all around them like their parents might copy for a living. This is just like copying DVDs or downloading because you like to save. Having things that look expensive does not mean you will copy at school. I have bought many copied things in Hong Kong and they do not last. People in China do not know it is wrong to copy brands because it is their living. Selling these things is not wrong to them. It is good because it supports their family. If they could send their children to Australia, some of these kids would listen and not copy and some would copy. I do not see anything between buying copied goods and students who copy their schoolwork.

Mark: Is student copying at university more common than violations of copyright by the broader community?

Pui-lin: Far less people copy schoolwork than copy DVDs or download from the Web. People who do all the right referencing things will copy and download to save or for their enjoyment on their iPod. This is because schools are in touch with the students and their work. They read it and mark it. The movie and music companies do not see how many people copy their movies. The movie and music companies are worried about people copying and selling these things because it reduces the profit their company can earn.

Mark: Are students more concerned about getting caught copying at university or getting caught copying CDs, DVDs or downloading movies and music?

Pui-lin: Copying DVDs and songs is less serious than schoolwork because DVDs and movies are for your personal use. No one knows if you copy or download from the Web. Teachers can find out if you copy schoolwork and because you could lose marks or fail this stops people from copying schoolwork. This could mean you lose all work you had done up to now. Asian students would feel shame and embarrassment if they are caught copying because they would have to explain to their family that what they did was wrong. The family would not understand why their child has to repeat. Both issues are serious but it is common to copy DVDs and pass them around to your family and friends. Students do not copy assignments because they want to protect the effort they put into their work. They do not want others to get credit for work they did not do. You never want others to benefit from your hard work and late nights.

Mark: Is there anything else you would like to add?

Pui-lin: Students are concerned about getting caught copying schoolwork not about things they do on the Web. With plagiarism software, it is easy for teachers to catch copied work but it is not easy to catch people downloading movies or music. As long as people do not sell the things they download no one cares no matter how big the fine is.
Appendix 9: Siu-ping’s Interviews

A. Initial Interview

Mark: Where do you come from?
Siu-ping: Hong Kong

Mark: What course are you studying?
Siu-ping: Bachelor of Business, Business Information Systems

Mark: What year are you in?
Siu-ping: Fourth year

Mark: Where are you studying?
Siu-ping: University D

Mark: Did you study high school in Australia?
Siu-ping: Yes

Mark: How many years have you studied in Australia?
Siu-ping: Ten years

Mark: What do you know about plagiarism?
Siu-ping: Plagiarism is copying from books or the Web without changing what you take. You do a search on the topic you are studying and copy and paste what you find into your assignment, you do not tell anyone who did the work.

Mark: How do you feel about plagiarism?
Siu-ping: It is no good and you should not do it, it is unfair to the person that did the work. You should not copy the work of your friends or classmates because you did not do the work yourself. Your lecturer may think you did when you did not.

Mark: What do you know about referencing?
Siu-ping: If you copy less than 100%, it is not as bad. If you copy someone’s work from books or the Web, the less you copy from other people the better it is.

Mark: Is it important to reference?
Siu-ping: It depends on how seriously the lecturer takes this issue. Some lecturers do not care very much while other lecturers make it a big deal. I do not want people to think I copied from the Web. Sometimes if you do not reference correctly you lose marks or get comments from the lecturer on how to do it better.

Mark: Is it difficult to reference?
Siu-ping: It is hard because I find it difficult to get the style and format exactly right. Often I reuse references from old assignments changing details like the author, title or Website. I stress about referencing because you do not know how the lecturer will react. The lecturer influences how stressed I get about it. It is difficult to reference even after four years at university. Often I refer back to a guide or past references. Whenever I submit, I get nervous and worry about getting the references wrong. I put a lot of time into getting the references right which is stressful when you are in a rush. I am not concerned about being caught copying or plagiarising. I am concerned about getting the references wrong. It is not just me because when I do group work I find other students also stress about getting the references right even when they have done nothing wrong. How much I stress about referencing depends
on the lecturer. Some lecturers talk about copying and referencing a lot so you know they will look at your references carefully.

Mark: If a friend asked to copy your work, would you let them?

Siu-ping: Friends put a lot of pressure on you when they want to look at your work. I try not to let them because I put a lot of effort into my work and do not want someone else to get the credit for it. Friends can get you into trouble if the lecturer thinks you were the one who copied. The lecturer does not know who copied because all they see is two papers. They never know who copied unless your friend admits it. Even then, you can still get into trouble because the lecturer may say you should not let other people see your work. You never know how many other people they have given your work to or whether they changed it or handed it in as is. I have given work to friends that cannot speak or write well. I helped them but I should not because they come here to learn and not just get a degree. Their parents spend a lot of money sending them here so they should learn and not just copy. I do not copy anyone’s work because I want to learn while I am here.

Mark: How would your family feel if they knew you had copied the work of a friend?

Siu-ping: My parents bought me a house, a car and I travel from Melbourne to Hong Kong a lot. Definitely, they want me to make this time worthwhile. They would feel disappointed in me if they knew I was not learning or had just copied the work of my friends. If my parents did not care what I learnt while I was in Australia, they would not spend all this money sending me here. Instead, they would have me work in their company. My dad thinks like this but my mum would think why separate from each other for so long if not to learn and get an education. My parents expect me to be mature, think for myself and be original. They would be disappointed in me if I copied the work of other students while I was here.

Mark: Who cared if you copied the work of your friends in high school?

Siu-ping: People in Hong Kong do not take plagiarism and referencing as seriously as they do here. I did high school here and the teachers told us about referencing, plagiarism and copying. We had to put a message on our assignments about where we got our material but we did not reference as strictly as we do now. In Hong Kong my parents cared they always want me to do my best and not do the wrong thing including copying. I only went to grade six in Hong Kong I did not learn much about plagiarism before coming here.

Mark: Has coming to Australia and increased responsibilities changed your perspective of copying?

Siu-ping: Hong Kong students are fearful of plagiarism because they have more to lose than local students do. Local students can just go somewhere else but Hong Kong students have to go home losing money and face. Having more responsibility does not mean you will copy more or less. If you are going to copy or plagiarise you will do it no matter where you are. Copying depends on how seriously the teacher takes the issue and the student’s personality. If the university takes it seriously then overseas students will too. If the university does not care, students will not give it a second thought. Some overseas students may not even have heard about plagiarism before coming here. They take it more seriously than the local students do.

Mark: Can philosophical or religious beliefs change perspectives of copying?

Siu-ping: No, other factors affect student perspectives of copying. Assignment deadlines, language skills, work commitments, how often they go out and how seriously the school takes the issue all affect students more than religion. These things influence whether a student copies more than a belief in god. People with tight deadlines plagiarise while students with poor language skills know they need to improve and study hard to get their own work done. Overseas students may not plagiarise because they know they have to do their own work to improve. Local students do not have to work hard and just do the quickest thing to get the
work done. I know what my parents think even though they have never talked to me about plagiarism. I know what they expect and they would be disappointed if I copied even though we do not believe in god.

Mark: Do rich students have different perspectives of copying?

Siu-ping: Immature rich students think they can do whatever they want. Particularly those who do not value the reward you get from your own effort. Rich students may have this view about many things although it probably does not apply to plagiarism. Poor students know their parents struggle for them to study here and know they need to do their own work to get a job. Poor students also realise they had better not waste their opportunity to study overseas. Some families we know send one child overseas while the other children stay at home working during the day and studying at night.

Mark: If you did not have time to complete an essay, what would you do?

Siu-ping: I would talk to the lecturer and ask for an extension. I would not copy if I could arrange something else. In the past when I was late, I talked to the lecturer and got an extension. I e-mailed the lecturer and said I was struggling to get it in on time. Later they e-mailed me back and said others were also finding it difficult and he had decided to give everyone an extension. Students should not copy they should try to get an extension and see what happens.

Mark: Has technology changed student perspectives of copying?

Siu-ping: Some friends are concerned about programs used to catch copying. Some students worry these programs will accuse them of copying even when they have done nothing wrong. Some students do use technology to copy sending their work using e-mail. Now students are always connected they send each other work right up to the assignment deadlines. Technology is good and bad for copying. It scares some students not to copy and at the same time makes it easier to copy. It depends on whether you want to be original because local students are more concerned about being original than Hong Kong students are. Technology can increase their productivity and decrease their own ideas at the same time. No matter what technology exists, students will always find ways to copy.

Mark: Are you worried about future accusations of plagiarism or improper referencing in work submitted toward your current degree?

Siu-ping: It would be wrong to ruin someone’s future with things from their past. Why do this? I had not thought about this before. I would be upset if in the future someone accused me of things I did when I was at university. This will not happen because I reference and worry about plagiarism before I submit. In the future, someone could say you had done something in the past even though you have no idea what he or she is talking about. In my opinion, people from Hong Kong will not worry about this. This may be an issue for students who have studied in Australia.

Mark: If you needed to copy the work of a friend, would this change your opinion of yourself?

Siu-ping: I have not copied but I know people that do. In my case, I would not copy. I would talk to the lecturer because I have had more experience with Australian and Canadian teachers than other Hong Kong students. It depends on the individual for some students the first thing they will do is copy without even thinking about asking for an extension. If I had to copy, I would feel disappointed and my family would feel disappointed. I would not tell my parents if I copied because they would think I should have handled the work better by talking to my lecturer or tutor rather than copying.

Mark: Have you received guidance, information or support concerning copying since starting your course?
Siu-ping: Several times at university, we talked about plagiarism and referencing. I have seen posters on campus saying do not copy or plagiarise. I know I can talk to my lecturer or tutor about an extension if I need to. I have not plagiarised because I know what I have to do and always follow a referencing guide before I submit. The information I saw did not have much affect on me because I do not copy. In my opinion, people who copy are lazy and do it no matter what information is available.

Mark: What are the penalties for copying in your home country?

Siu-ping: I do not know for sure maybe they will get into trouble. Perhaps students from Hong Kong copy because the system is different. People in Hong Kong call the education system ‘filling the ducks’ because the teacher talks and the students listen and repeat. My parents do not like this system and prefer that I study in Australia or Canada. In Hong Kong, kids copy their teacher and there is little discussion. In my opinion, discussion decreases copying, because the students develop their ideas and talk things through before beginning. Hearing what others have to say lets you know if you are on the right track. From what I know about Hong Kong education, there is little opportunity for discussion in the classroom. Students just go online for their ideas and end up copying everything.

Mark: Do you know your universities penalties for copying?

Siu-ping: For a first offence, the Lecturer will probably talk to you and you may lose some marks. Overseas students bring a lot of money to Australia. It is unlikely the university will kick them out. Some students I know have lost marks for failing to reference.

Mark: What are the appropriate penalties for students caught copying?

Siu-ping: If you copy 100%, you should get into trouble because everyone knows it is wrong. If you genuinely cannot reference correctly you should not get into trouble because it can be difficult to reference and students do try to get it right. Time at university is long and you will make mistakes along the way. Hong Kong parents think like this because they care about the result and not the hiccups along the path. Hong Kong parents expect these things to happen along the way so long as you succeed and get your degree whatever penalty you receive is okay.

Mark: Are students who copy CDs, DVDs or download movies and music likely to commit plagiarism?

Siu-ping: Taking credit for someone’s work is not like copying a DVD. Copying work is wrong but copying DVDs or downloading is for enjoyment. I download software without paying because it is expensive to buy the real thing. Everyone I know does so I cannot see a link between downloading software to save money, burning DVDs and plagiarism.

Mark: Is copying CDs, DVDs or downloading movies and music similar to plagiarism?

Siu-ping: Copying or plagiarising someone’s work is not rewarding. Downloading movies and music from the Web or burning CDs and DVDs is rewarding because you save money and it is for entertainment. Students copy other people’s work because they cannot do it or cannot be bothered to do it themselves. I do not think they are similar.

Mark: Is there anything else you would like to add?

Siu-ping: I do not copy because I do not want to upset my parents by wasting their money or my time away from them. I have enjoyed talking to you about this it has been interesting.

B. Positioning Interview

Mark: Are you pleased with the progress you have made since we last met?

Siu-ping: I completed two subjects and worked at the same time, which works for me. My results improve when I work and study at the same time. When it is time for study, I look
forward to that and when I go to work, I look forward to that. It is a good balance for me because I am a motivated person. I work better when I am under pressure because without pressure I am lazy. I do not have a boyfriend and maybe that is part of it.

Mark: Are you on track to complete your course as expected?

Siu-ping: I have two subjects to go. The course is taking longer to complete than it should because I did less subjects at the start. I failed a couple because I did not get it. I have been working during the day and taking classes at night, which I like. My boss and the people at my job helped me to take time off for my studies. They have been good about it.

Mark: What do you intend to do on completion of your course?

Siu-ping: When I am finished, I will go to Hong Kong and look for a job. I want to graduate in Hong Kong so my parents and sister can be there, that will be some time next year. I am motivated and want to achieve something by the time I am thirty, I am looking forward to next year to some change because I have been studying and travelling between Melbourne and Hong Kong for a long time. I want to work in Hong Kong or China and see other places.

Mark: Are your parents pleased with the progress you have made?

Siu-ping: In Hong Kong, it is highly valued if your kids have studied overseas, I am sure they are happy. They never say, ‘I am happy you have studied overseas’ but they are happy with what I have achieved even if it has taken longer than they expected. They do not care about the extra year. To them it is not much but I thought it was a big deal. My parents do not like the Hong Kong education system. They are pleased I did not go through that. I have been working to pay for things like petrol and going out. My parents pay for the big things like the house bills and travel. To be mature I have been trying not to ask for things. They are happy about the experience I have gained here more than the schooling. They see it as an opportunity for their kids to have experiences we would not have had in Hong Kong. My dad says university is just a certificate and that the work I did here and the experiences I have had are more valuable.

Mark: Has studying in Australia been worthwhile?

Siu-ping: I would say it has. I met people from different cultures and made friends especially at high school but not so much at university. My English has improved which is also important to my parents. I liked the class discussions here that you do not get in Hong Kong. Teachers do not encourage students to talk in class about their work. When you talk, it is mainly to the teacher or aloud, so others in the class can hear your answers and you are not encouraged to talk to each other. Here I like that you do not have to memorise which is better and different to the system in Hong Kong.

Mark: Have your perspectives towards copying changed since we last met?

Siu-ping: You should reference if you can although I still do not do it very well or know much about it. I reference the basic way in the text and the bibliography. I try not to reference in the middle of my essays because I do not feel confident. I worry about lecturers saying I plagiarised when I did not mean to or because I made a mistake and could not do it properly. What some lecturers have said about how serious it is worries me and makes me feel nervous before I submit. Maybe they are not aiming what they say at me because I try my best not to do it. I know others who do not care and copy each other to do less work. Sometimes I rewrite what I want to say from books when I could have just used a quote from the author of the book. I worry about getting the quotations wrong and getting into trouble for copying or bad referencing. It is fair to lose marks for referencing incorrectly because it forces students to try to get it right and take pride in their work. Students I know do not want to cheat or say they thought of something when they did not. Other students copy each other or take stuff from the
Web, which is different to not being able to reference. Students who copy deliberately try to get away with doing less work.

Mark: Have you had any direct or indirect experiences with copying since we last met?

Siu-ping: There is always pressure from others not friends just people you meet in the lectures or have gone through the course with. Sometimes they ask to see what you are doing or to look at your paper before submission. The ability of a student to speak English has a lot to do with who asks to look at your work. Less confident students are likely to ask to look at your work or have been in trouble for copying in the past. There must be a lot of pressure on some students because they live with people from China and only speak to their friends from China. They never get the chance to improve their English or get more confident in all the time they are here. Most Hong Kong students are not the same as the Chinese students. Hong Kong students speak better English and mix easier with the local students in lectures or when forming small groups. Students from Hong Kong find the transition to this system less stressful. At times all students including the locals probably feel pressure to lend their work.

Mark: Has the amount of copying you have witnessed during your studies been a surprise?

Siu-ping: I am not sure. I did not know what to expect so I do not have an opinion on this. There always seems to be students doing these things or asking to look at your work. I am not sure but I suspect it may be about the same as in Hong Kong. Maybe it is different during the day classes because you seem to get more mature students at the night lectures. Hong Kong students should copy less here because the system is less stressful. Because it is less competitive, they should be under less pressure and easily handle their work. There should be no excuse for copying here because it is relaxed and the lecturers are friendly. I wondered if lecturers and tutors do similar things. Often when you Google information about your assignments you will find your lecturers notes used by teachers at other universities. I wondered if they are copying stuff as well.

Mark: Did our last meeting make you more aware of issues concerning copying?

Siu-ping: I did not become more interested in copying if that is what you mean although it did make me think about the differences between the systems. I like the social side of studying here like in class discussions and meeting people. This system is not for everyone because I have a sister who came here before me. She did not like it here and struggled at high school although she did get through. She went home with about one year to go in her course and my dad was disappointed. Now my sister is back to study at Hong Kong University and is going great. My parents thought my sister wasted several years because she gave up and went home. Now they feel the experience made her more mature because she knows what jobs you will get in Hong Kong without education. I am not sure if I told you last time but people here including the teachers think international students come here because the quality of the Australian education system is better than in Hong Kong. Students come here to study because they do not do well in high school and could not get into university in Hong Kong.

Mark: When you return home, will you continue to reference as you have in Australia?

Siu-ping: At work, I do what is expected. If I have to reference at work, I would do it if it was required but I would not just do it. It is the same when students come here the schools and teachers require it so I try my best to get it right. If I study more in Hong Kong, which I might then definitely I would reference and not copy. I know from talking to my sister referencing is required at university in Hong Kong just like in Australia.

Mark: Will your home countries perspectives of copying change with the return of Western educated graduates.

Siu-ping: Hong Kong attitudes to referencing will not change just because its young people have studied overseas. Hong Kong universities do reference but I do not know how it works
in high school. I am sure teachers tell students not to copy others. At work, it will not change anything because in Asian countries, it is about getting the job done and few people worry about plagiarism or referencing. People do not care how things happen so long as they do happen. Hong Kong has not changed people still think like that. One area things might change is in the home because at least Western educated graduates know about referencing and can tell their kids more than just do not copy. My parents never knew about referencing and could not tell us about it but they did tell us not to copy each other. I guess if graduates tell their kids about referencing then maybe someday people in Hong Kong may reference in professional jobs.

Mark: Has studying in Australia changed your perspectives of copying?

Siu-ping: If I had not come to Australia, I do not think I would have learnt about plagiarism and referencing, not to copy from books or the Web and nothing about how to reference or not to take peoples ideas. Now with my sister’s experience of getting into university in Hong Kong I may still have learnt about it one day. I am critical about how they teach referencing because everyone tells you how important it is but they do not spend enough time telling students all about it. Even some teachers are not sure when it is plagiarism and it is difficult to understand what is and what is not plagiarism. I have not learnt about referencing since we last met although I still try to avoid doing some things in my papers to avoid making mistakes in the references. Copying is easy just do not copy others. When lecturers say, use this or that style, do not forget to quote but not too much or do not use your own stuff from past papers it is difficult to understand. Some tutors say you cannot use your own work from past assignments even if it is relevant to your current topic.

Mark: Is copying CDs, DVDs or downloading movies and music changing student perspectives of copying?

Siu-ping: I remember you asked something similar last time. The fact students download or copy DVDs is not changing how students feel about copying schoolwork. I cannot see a link between copyright and plagiarism. People download heaps and have huge collections of pirated DVDs but they will not plagiarise or copy friends work and not just because they worry about the lecturer catching them. Many responsible students download and copy movies but never copy schoolwork because they take it seriously and put a lot of effort into their work. Not only would they not copy others they would not show their work to others because they have put a lot of effort into it. I guess there is a bad side to it because people like the person I am thinking about does not mind copying other peoples DVDs or software but would be upset if someone copied their work.

Mark: Are technologies like Facebook, smart phones, tablets or Twitter changing student perspectives of copying?

Siu-ping: I cannot say student perspectives are changing but technology does make copying easier. Because of the Internet, you do not need to read the textbook or look through indexes to find if the book contains your topic. I have heard students use Facebook to make answers in their posts. I heard about people tweeting requests for others to help write their essays. Because you can get Facebook and Twitter on your phone you can do this anywhere. Students do not copy because they worry about software catching them. Some things make it easier and some technologies do stop students from doing it too.

Mark: How should Western lecturer’s best teach Hong Kong students to avoid copying?

Siu-ping: If I wanted to avoid work or could not do the work, nothing would stop me from copying. Lecturers should make inspiring topics, things students are interested in or topics relating to their home country and not only Australia. Maybe lecturers could write assignments so students can put their home country in the research. That could increase the interest of some students. Lecturers should tell students how much more relaxed it is here so
they do not have to copy to get the best mark. They could use this time to learn and challenge themselves. Remember many students are here to get a certificate and are not interested in learning. Maybe encourage the students to take pride in their work so they do not want to let other students look at their work because they are happy with what they have done.

Mark: Does your home countries attitude toward the production of counterfeit goods affect student perspectives of copying?

Siu-ping: Not much copied products come from Hong Kong. Now more copied things come from China than Hong Kong, copied things do sell in Hong Kong but not like when I was young. I remember people would run outside, sell copied things and then run back inside when the police came. The fact people would run away when the police came meant they knew what they were doing was wrong. I can see a link between copied goods and copying schoolwork especially if copied things are all around you. If copied things surround you and you are a student that bought these things you may find it difficult to understand why you cannot buy papers or copy a friend’s work. This is relevant to Chinese students because this is more of an issue for them. I do see more of a link between copied goods and copying schoolwork than downloading or copying movies and schoolwork. Maybe because it is a real thing and so many people seem to be copying and downloading movies that it is not a big deal.

Mark: Is student copying at university more common than violations of copyright by the broader community?

Siu-ping: Sure more people copy off the Web than students copy schoolwork. People spend more time on the Internet than doing their schoolwork. The penalty for downloading or copying DVDs has nothing to do with it because no one cares. The fear of getting caught copying at university is serious for students because lecturers always talk about it. Some classes check all assignments with the software, and in small classes, the lecturer knows how you write and what you can do. If one day you write something great, it will be easy for the lecturer to spot that it was not your work.

Mark: Are students more concerned about getting caught copying at university or getting caught copying CDs, DVDs or downloading movies and music?

Siu-ping: Everyone is different because not all students that download or copy DVDs are concerned about records or fines. Lately it is getting harder to download things from the Web. Like you go to download and it says the thing you are searching for is no longer available for copyright reasons. In the last couple of years, it has changed. Now students are more concerned about failing a subject or dismissal for plagiarism, probably because the students would feel embarrassed having to explain to their parents or friends that they cannot go to university because they copied all of their work.

Mark: Is there anything else you would like to add?

Siu-ping: Plagiarism is bad but at least students are looking around for things to copy. Even if they do not reference at least these students are doing something or trying to get something together. I have done this but I also tried to reference. Nothing you can say will change people who know it is wrong to plagiarise and still do it. What the lecturer says only helps people who do not know about it and do not want to do it by mistake.
Appendix 10: So-ye’s Interviews

A. Initial Interview

Mark: Where do you come from?
So-ye: Hong Kong

Mark: What course are you studying?
So-ye: Bachelor of Accounting

Mark: What year are you in?
So-ye: Fourth year

Mark: Where are you studying?
So-ye: University C

Mark: Did you study high school in Australia?
So-ye: Yes

Mark: How many years have you studied in Australia?
So-ye: 11 years

Mark: What do you know about plagiarism?
So-ye: Plagiarism is copying on exams, tests or assignments. I know people that have done it at high school and university. My university does make it clear that you should not do it. I dislike it when friends want to copy my papers because I work hard and try to get my work done on time. I do not like it when other students look at my work.

Mark: How do you feel about plagiarism?
So-ye: I worry it devalues my education, devalues my qualification because I work hard and others do not. Some people do not study, they plagiarise and I do not like it. My mother is aware of this and she is interested in my studies, especially the quality of my course. She does not want my qualification devalued because students copy and pass when they should not. Mothers in Hong Kong like to know where their kid’s friends are studying. They know the universities that are good and bad. Mum knows some of my friends and wonders how they pass. Australian universities need to take this seriously because people will stop coming here if they do not. Universities must not pass students that plagiarise because they want money from overseas students. I have a brother studying high school in Melbourne and my mother said she would send him somewhere else if the education standard drops.

Mark: What do you know about referencing?
So-ye: Referencing is important and you need to tell your lecturer where you got the things you quote. In my faculty, we use APA and it is difficult to reference because it takes a long time. It is important so you need to be careful to get it right. Some tutors are strict about it. I had one tutor that checked the formatting of our references like all the commas and full stops. He even took marks off if we got the referencing wrong. I lost marks on a paper I did about Chairman Mao because the references were wrong. That really upset me, if I had just spent more time on the references I would have gotten a better mark.

Mark: Is it important to reference?
So-ye: It is important to reference but it is hard to get right. People need to know where you got your ideas from or if they are even your ideas. If you do not reference and take stuff from the Web or books and do not do your work you only disadvantage yourself. You will not know what you are studying and cannot do it in the exam or at job interviews where they
expect you to know your stuff. You do not learn if you copy, it is important to reference and do the work yourself.

Mark: Is it difficult to reference?

So-yee: Yes, some students do not do it or cannot do it properly. They are just prepared to lose marks for not referencing correctly. I do not want to lose marks so I reference the best I can. At this stage in my studies, it is not that bad. I am better at it now than in first year. People lose marks for not referencing completely right, which for me is a real waste of effort.

Mark: If a friend asked to copy your work, would you let them?

So-yee: Some friends are not as good at English as I am and I do help them. Local students or good students I will not help. I do not like people to think less of me and I tell them copying is wrong. After years at university, I know you sometimes need to rely on each other and help each other. Sometimes you are strong at one part of your course while other friends are strong at theirs. You need to help where you are strongest. My friends know copying is wrong but we share because we do not see it like copying. We help each other in the areas where we are the strongest. It depends on personality because some people leave work to the due date and then ask others for their help. My friends do not like this and will try not to help. These people are not apart of our group because they do not work hard.

Mark: How would your family feel if they knew you had copied the work of a friend?

So-yee: My mother has high expectations for my brother and me, so she would be disappointed. She always wants me to be among the best students so I will stand out from the others when I apply for jobs. This is why I chose University C because mangers in Hong Kong have heard of University C. They assume you studied at University C if you studied in Melbourne. No matter how difficult the work my parents would expect me to do it myself, otherwise I will not learn. My dad would not know what plagiarism is but my mum does. I talk to her every day on the Internet. My dad would be disappointed. My parents would rather I fail than copy work. My parents told me not to do other peoples work and to let them do it on their own. Friends ask to copy all the time and get upset when I do not let them. I know that I have to balance my relationships at school because I am not good in all subjects. Some friends are naturally better at some things so it is important to know whom to help, because sometime you will need them to help you back.

Mark: Who cared if you copied the work of your friends in high school?

So-yee: My teachers and my principal cared. In Hong Kong, I received lots of private tuition with my cousins and our tutors told us not to copy each other. Teachers at my school were strict and would be disappointed if you did this sort of thing. Students in Hong Kong know it is wrong because teachers tell you not to copy as soon as you get to high school. It is different here because I have to manage my time and the people I choose to be friends with, especially the people I need and the people that need me. It is more complex now.

Mark: Has coming to Australia and increased responsibilities changed your perspective of copying?

So-yee: Students at university should be mature. Being away from your home should not mean you copy. Living here on my own does not mean I copy more or less. Students that do not care about their work will ask to see others work no matter where they are. In my opinion, English language skill is probably the biggest reason why students away from home copy. If they cannot do the work because of their level of English then maybe they should not be here. My parents wanted us to study overseas and I do not think this issue would be any different if we had studied in Hong Kong. If I went to university in Hong Kong, the challenges would be the same.

Mark: Can philosophical or religious beliefs change perspectives of copying?
So-yee: Chinese tradition is weaker in Hong Kong than in China. Who knows much about Confucian philosophy? My friends know little about this just what we read or pick up from family. I do not know about Confucian philosophy but I think morality plays a part in plagiarism. People think the more religious you are the less you will plagiarise. They think the more religious you are the bigger sense of fairness you will have and the less you will plagiarise. Maybe they think students with traditional Chinese values are less likely to plagiarise. My family is not religious but we do not copy or let other people copy our work. Sometimes helping others can disadvantage yourself because the people you help might compete with you for a job and you do not want to give them an advantage. Hong Kong is competitive and you need to think like this for your benefit and not because of religion.

Mark: Do rich students have different perspectives of copying?

So-yee: Students from China and Hong Kong work hard. Students have to study and work part-time which makes them value their degree more than rich students that do not work at all. Chinese and Hong Kong students from the [removed] campus are wealthier than students from the [removed] campus are. Rich students do not care about their degree as much and rich parents only send their kids here to study because they failed in Hong Kong.

Mark: If you did not have time to complete an essay, what would you do?

So-yee: I would rather get fewer marks and hand nothing in than get my friends into trouble. No matter how difficult I would not do that. I do not leave work late and do not want to devalue my qualification by copying or buying assignments online. Students would rather copy than accept getting no marks for an assignment.

Mark: Has technology changed student perspectives of copying?

So-yee: Technology makes it easy for students to pass their work to each other. Students use email to send similar assignments to students at other universities. I know some students get papers written by people overseas in their home country and then emailed to them before the due date. I do not know if they pay for that or if their friends do it free. One student had assignments written for her and she did not even read them thoroughly before she submitted. This shows you just how lazy some students are.

Mark: Are you worried about future accusations of plagiarism or improper referencing in work submitted toward your current degree?

So-yee: Students will get into trouble at job interviews when the employer realises they do not know what they are talking about because they did not do their work in their degree. I do wonder how friends will be able to answer questions covered in their course if they just copy from the Web throughout their course. Personally, I do not worry about these accusations because I have not done it and I keep a copy of all the assignment papers I have submitted during my course. I understand, but I do not think we can know what happens in the future. May be universities will not be allowed to look at old papers, may be you will not be responsible for things you did in the past.

Mark: If you needed to copy the work of a friend, would this change your opinion of yourself?

So-yee: I would be disappointed in myself and my parents would be disappointed. They expect me to be responsible about what I am doing. They say it is better to fail than to copy. Students leave work to the last day and expect everyone to help. This puts friends in difficult positions because they feel obliged to help. If you work through nights to get assignments done by the deadline you do not feel like helping anyone that did not make any effort. People like that are annoying. I would not like other people to think of me like that.

Mark: Have you received guidance, information or support concerning copying since starting your course?

316
So-yee: Lecturers and tutors remind us to reference and if we are not sure to ask or view the online referencing documentation. Lecturers remind us every semester of how important it is to reference. When I started university, we did get a lecture on how important it is to reference. We got some information on referencing correctly. We learnt not to copy in high school, so I knew not to copy before coming to university. High school teachers told us to say where we got our ideas and not to copy each other’s work.

Mark: What are the penalties for copying in your home country?

So-yee: I did not study high school in Hong Kong. I do not know the penalty there for plagiarism or copying. In primary school, we did not worry about referencing but we learnt not to copy classmates. I did not speak to friends in Hong Kong about what happens there if they are caught copying. At university in Hong Kong, it will be the same as here. Although students did not learn to reference in primary or high school, I am sure they catch up on referencing at university, because international students do here.

Mark: Do you know your universities penalties for copying?

So-yee: According to lecturers, you fail assignments or the subject if it is bad enough. There is no excuse because lecturers always remind us to reference and we sign the cover sheet saying we have not plagiarised or copied someone else when we submit. I made mistakes in referencing but I just lost marks. One tutor was so strict he took a mark off for every single thing wrong in my bibliography. You do hear rumours about someone failing for plagiarism amongst the students. I am not sure if it happened.

Mark: What are the appropriate penalties for students caught copying?

So-yee: The penalties are okay. The problem is universities do not do enough to discourage copying or doing research by the Web. Lecturers should change their assignments regularly and not just ask the same old questions every year. They could relate assignments to current events, the most rewarding assignments I did all related to things happening in the media.

Mark: Are students who copy CDs, DVDs or download movies and music likely to commit plagiarism?

So-yee: There is no relationship between pirating from the Web and plagiarism. My friends and cousins copy DVDs and download music all the time but do not plagiarise. I download from the Internet but do not copy friends. Because you download from the Web or rip movies and music does not mean you will copy your friends.

Mark: Is copying CDs, DVDs or downloading movies and music similar to plagiarism?

So-yee: I cannot see a relationship between downloading and plagiarism. Students copy and download for fun but plagiarism is about schoolwork and getting their degree. Students know there are consequences for getting caught plagiarising and they are far more serious than for downloading things from the Web. Students know they have a greater risk of being caught for plagiarism than downloading from the Web.

Mark: Is there anything else you would like to add?

So-yee: People from all countries not just China plagiarise, I have friends from Australia, Europe and Russia and they all copy and download things. There is no link between culture and copying. Universities should do much more things to control plagiarism and maintain course quality.

B. Positioning Interview

Mark: Are you pleased with the progress you have made since we last met?
So-yee: Because I passed my subjects and did well even though I worked causally, I am pleased with my progress. When I graduate, I am going to enrol in the Graduate Diploma of Accounting.

Mark: Are you on track to complete your course as expected?

So-yee: I finished my degree but I am not finished studying. I need experience and more study to be a valuable employee.

Mark: What do you intend to do on completion of your course?

So-yee: I applied for permanent residence and have a job in a graduate position at [removed]. Before I start, I will go back to Hong Kong to work and holiday for a few months. I want to study the Graduate Diploma and CA. [removed] will contribute to the CA as part of my package. I will work in Hong Kong until the job starts here. I will leave my current job to go home and see my family.

Mark: Are your parents pleased with the progress you have made?

So-yee: My mum gives us guidance and knows what we are doing in our studies. She helps to set our path. My mum is involved in our lives, she wants us to be successful but we can negotiate with her.

Mark: Has studying in Australia been worthwhile?

So-yee: I like studying here because of the activity-based approach to learning. I like attending class and meeting new people. Studying in Australia is worthwhile. In Hong Kong, you do go to class but there is little interactivity between the students. By the end of the year, you may still not know anyone. In Hong Kong, they are introducing activity based learning. Here you do not have set seats and sit next to new people but in Hong Kong you get dedicated seats. In Hong Kong, the students always cram. Although you do cram here, you also study more during the semester. In Hong Kong, you read books, do the dictation and memorise content rather than knowing it. My mum does not like this, which is why she sent us overseas. She sent us here when we were young to improve our English and avoid the HKCEE. If you cannot do well at the HKCEE, which is like the VCE, you cannot go to university. Here if you do not do well at VCE you can still get into university. The majority of Hong Kong people do not like the education system. Here a poor student in Hong Kong can be an average or slightly better student. Students not able to cope with the Hong Kong system can do better with activity-based learning. In Hong Kong sending children overseas to study is a status thing. If you cannot get through the HKCEE and cannot go overseas, you start work in year 10 or 11. If you only get through year 11 or 12, you will just be able to get a clerical job. If you graduate at university, you may also get a clerical job but you have more chance of promotion. Now there are programs to train students that did year 12 but did not do well enough to get into university. Now so many people graduate overseas that they are not unique. It was better for overseas graduates in the past even if they did not do so well at university because they had good English. Now you had better graduate from a well-recognised university, which is also similar to the situation in Australia.

Mark: Have your perspectives towards copying changed since we last met?

So-yee: All this concern about copying and bad referencing by international students is happening because the parents in Hong Kong feel they must send their children overseas to university. Actually, their children may not be good enough to go to university. The education system in Hong Kong already identified them as not being able to go to university but now they have the option of going overseas to university because they have money. Maybe these kids should not go because they cannot cope and just copy to fulfil everyone’s expectations. Parents should not push for great results because if these students can get average results in an overseas university and in a second language then that should be good enough. These parents
would rather send their children overseas even if they just get poor results than have them do nothing at all at home. I think the parent’s attitude is as long as they graduate, then who cares how they do it. A degree with poor results is going to be better than no degree at all and maybe their English will improve. People that never imagined getting into a university in Hong Kong can get distinctions here. Staying on here after graduation and meeting new people can change these students’ lives. It is better than staying in Hong Kong and getting involved with the wrong people or having to work in a bad job. You know for some it is worth it to copy if they cannot do the work, because graduating could be life changing. For lazy students the risks of copying are worthwhile because they will just fail, but they already feel lucky just to be here. They have nothing to lose so they may as well just try.

Mark: Have you had any direct or indirect experiences with copying since we last met?

So-yee: No not really but I do know how it feels because I am the student that does the work and others try to copy. I do not like others to even read my work because I value the effort I put into doing it.

Mark: Has the amount of copying you have witnessed during your studies been a surprise?

So-yee: The amount of copying and plagiarism is not a surprise. Mostly the ones who plagiarise are from China or other Asian countries. When the locals cheat, they take a big risk by Googling, copying and pasting. They are not clever about it, but the students from China spend a lot of time rewriting their friend’s papers making them different enough not to be found out. I never read other student’s papers because I do not want to remember their work. Some students are bad cheaters but others are good at it. The Australian students copy and paste thinking no one will notice and these people are so lazy they do not even change what they copy. There is skill in copying without being caught, which is desirable. Now I think principled people that cannot plagiarise or take risks may not make the best employees. Students that cheat have qualities that may make them valuable employees. My parents are proud of us, but we may not be the type of people they would employ in their company.

Mark: Did our last meeting make you more aware of issues concerning copying?

So-yee: It is complicated because students leave Hong Kong with poor results and then do a foundation year, so they do not have to do the jobs they do not want. Coming here gives them three or four more years of freedom. If they cannot get good results here, they might still end up doing the jobs they do not want when they go back. People in Hong Kong now criticise Australian education for being less valuable and too expensive. Some graduates do all the work, the readings and get good marks but others pass even though they are bad students. The system does not fail the bad students. Because they get a degree does not mean employers should value them. Graduates from Hong Kong universities are in demand now because getting into a Hong Kong university is harder than getting into an overseas university that just wants their money. International students often stick together and do not improve their English unlike in the past when there were just a few overseas students. In Hong Kong, people are also working hard to improve their English at night classes and personal tutors, but here the students are hiding from it. Hong Kong students graduate here but still cannot speak English. Actually, Hong Kong students may improve their Mandarin because they feel more comfortable talking to the Mainland students. Australia has to maintain its quality and not get a reputation for just graduating students who are not employable. Hong Kong parents will stop sending their children here if they can come here not improve their English and still graduate.

Mark: When you return home, will you continue to reference as you have in Australia?

So-yee: If I worked in Hong Kong, I would reference like people in Australia. In Hong Kong, people in professional jobs that studied overseas may reference to try to differentiate themselves. That may or may not be valued because it is like showing off. Overseas graduates
may reference to show they have acquired new skills. This might apply more to the Chinese students because Hong Kong universities do reference just like here. I am not sure about the Chinese universities.

Mark: Will your home countries perspectives of copying change with the return of Western educated graduates.

So-ye: Overseas graduates do know the boundaries of copying and how to reference. They could show off by letting everyone know they graduated overseas and that they know what referencing is and how you should do it. Overseas graduates might push the boundaries of copying but not cross it. Maybe they will not cross each other so much at work because they know about these ethical things. I said before a willingness to do bad things at work might be highly valued. Maybe they could tell their employers that respecting other peoples work could save them money, because they risk being sued if they copy. Overseas graduates could contribute what they have learned about copying and acknowledgement with the other employees. Students that know about this might slowly change attitudes towards respect for other peoples work. It is possible.

Mark: Has studying in Australia changed your perspectives of copying?

So-ye: I already knew copying and referencing. Studying here has just reinforced my attitude about referencing. When I was young, I had several English tutors and they told me not to copy ideas. My mother values education and told us to work hard without cheating. Some students do struggle with the transition from primary school in Chinese to high school in English. This might also cause stress and tempt students to copy from each other.

Mark: Is copying CDs, DVDs or downloading movies and music changing student perspectives of copying?

So-ye: Downloading things from the Web and the easy way you can get things you once had to pay for is changing what people think about copying schoolwork, especially paying other people to do their work. Of all my friends, those that download, rip and burn as their hobby probably copy a bit more. Downloading like this may also change how they use their schoolwork. Students like this probably think why work hard or stress about it when I can just search for it and copy it. They might see nothing wrong with doing that because they do it with everything else on the Internet.

Mark: Are technologies like Facebook, smart phones, tablets or Twitter changing student perspectives of copying?

So-ye: The technologies you mentioned are not increasing copying. The whole Web makes it easy to find information but whether you copy comes down to your personality. Whether you get information from the Web or send it to your friends on Facebook is not the problem. The problem is what students do with it and whether they reference. Technology does make it easy to get the content you need by downloading. It makes it easy to give things and get things without meeting. Technology itself does not mean students copy schoolwork because you could always do that from books and pass things around at the library. Probably some people do use Facebook to plagiarise but whether they do it more I cannot say. Teachers can just Google to find if you copied things. There are tools available to help find cheating. I do not know if these tools reduce the copying but I suspect they do because students will think about them before they submit. Students do worry about getting caught taking stuff from the Web but not so much about copying from each other. These systems tell teachers when students take things from the Web but not from their friends.

Mark: How should Western lecturer’s best teach Hong Kong students to avoid copying?

So-ye: Lecturers must not distinguish between the Australian and international students when they teach about referencing. Teachers cannot make efforts for every nationality to
ensure everyone gets the same message. They need to remember some locals have been taught this their whole lives and it is new to many internationals. China has a reputation for just copying things so teachers should teach them to respect other peoples work. Teachers should tell everyone the same thing but try to increase communication between the local and international students. Definitely, they can learn from each other. Locals can help with the referencing while the Asian students are hard working so Australians can learn from their work ethic. Chinese people do stick together more and are used to doing things as a group but this should not mean doing group work for individual schoolwork. They will probably share old papers or disrespect the work of people if they do not know you. Let students hear about the huge effort that has gone into the other people’s work so they respect the effort that went into the papers they use. Students forget this, do not respect other people’s work and do not reference what they read.

Mark: Does your home countries attitude toward the production of counterfeit goods affect student perspectives of copying.

So-ye: I do not buy the copied things anymore. I did buy them because they were cheap but I find the real thing is always better. If everything is copied then the children might feel it is acceptable to copy their schoolwork. Because the copied things are cheap, they have no value compared to the real thing. This could mean students will not value other people’s work or the effort that went into doing it. If you buy copied things then you might feel differently about plagiarism but this is not unique to Hong Kong people. It does make sense that if things have no value or that you can get them without making any effort then this might change your attitude towards working hard for things. You know the risk of being caught copying by your lecturer does distinguish schoolwork from the copied things you can buy.

Mark: Is student copying at university more common than violations of copyright by the broader community?

So-ye: Students copy each other far less than they copy their movies and music. The effort put into controlling student copying is worthwhile because you can change their behaviour with the threat of discipline. Schools can change student copying because they have policies to do something about it. Universities must keep detecting plagiarism so that the problem does not become like society copying everything. Nothing will change the people’s attitude towards downloading movies and music. Assignments that increase the student’s knowledge over the semester and tasks that keep building on the earlier part are better because the students get lots of feedback early and the teacher can see if they are copying early.

Mark: Are students more concerned about getting caught copying at university or getting caught copying CDs, DVDs or downloading movies and music?

So-ye: For sure, they are more concerned about copying their schoolwork. Not everyone cares though because when the pressure is on students work together and copy. Nobody cares about the Web stuff or the penalties, even if they have big collections. No one will worry about chasing you up because of what you download or burn like music and movies. The schools do deter responsible students from copying by telling them how to reference and that it is wrong to disrespect other peoples work even if teachers are not always chasing you up. This may only apply to responsible students that are willing to follow the rules. If you want to copy, you will never listen to anything they say about it.

Mark: Is there anything else you would like to add?

So-ye: You must compare China to Japan, because Japan has a low crime rate. For example, you can leave a bike at the train station without even locking it and it will be there when you come back. I wonder if there is less student copying and plagiarism in Japan compared to China and Hong Kong because people respect each other’s things.
Appendix 11: Teck-meng’s Interviews

A. Initial Interview

Mark: Where do you come from?
Teck-meng: China [removed] [removed] Province
Mark: What course are you studying?
Teck-meng: Bachelor of Commerce Economics
Mark: What year are you in?
Teck-meng: First year
Mark: Where are you studying?
Teck-meng: University B
Mark: Did you study high school in Australia?
Teck-meng: Yes
Mark: How many years have you studied in Australia?
Teck-meng: This is my seventh year I came in 2005.
Mark: What do you know about plagiarism?
Teck-meng: You need to paraphrase what you take from the Web and books. If you cut and paste without thinking you will not learn anything. You must put things in your own words, which makes you think what you are doing and makes you learn what you are studying. You must give credit to the professor that wrote the section you paraphrase otherwise you could take credit for things you did not do. It is invading someone’s privacy. You must put links to where you got your information including Websites and books in the bibliography section at the bottom of your paper. We learnt about this in high school but it is more important at university than in high school.
Mark: How do you feel about plagiarism?
Teck-meng: It is like invading their privacy if you use their work and say it is yours. I got into trouble for this already because my friend asked me for my work and I gave it to them to copy and he did change my words. Later his friend asked for his work and he gave them my work. The other person copied my work and did not change anything. That student was in another class but my teacher asked me if I had copied. I had to say I gave my work to someone else. My teacher said I should not do it because I could get into trouble and not just a warning. I do lend work to others but I do not think you should get credit for something you did not do because you do not learn if you do that.
Mark: What do you know about referencing?
Teck-meng: You have to put it in the bibliography where you got your ideas like the links to the Websites you used. Your tutor needs to know you did it yourself.
Mark: Is it important to reference?
Teck-meng: You need to tell your tutor where you read or got something so they do not think you are trying to get the credit for it. If I had said something worthwhile, I would not want anyone else to say it was his idea. If I take things from my friends, I do change them into my own words. Tutors always talk about it before we have an assignment due. They tell us to put the author’s name and title in the right format. They told us to use quotations when we use someone else’s work and do not change it into our own words.
Mark: Is it difficult to reference?
Teck-meng: I have not done much of it yet and not the way they want it. I know you format them and make them different to the rest of your text. We will learn more about this as we go through the course. So far, I have only done referencing at the bottom and not used someone else’s words in my paper. Other students spend a lot of time getting the references right because they complain about it. They do not like doing it. I have not done much about this yet.

Mark: If a friend asked to copy your work, would you let them?

Teck-meng: I do all the time because we do not mind if our friends copy our work. It does not bother me because they are the ones who do not learn anything. There is pressure from friends to copy work but I have limits because I have one friend who asks every time and I no longer give my work to them. Now I only give suggestions on how to do it, if I did not do that it would upset him. When I give I always say change the words. I tell them to read it and understand it, do not just rewrite it without thinking about it. I am asked for my work because I do the work early and get good results. I do not feel bad about showing my work because the bad student is not the one doing the lending. The student that copies is the one that should get into trouble.

Mark: How would your family feel if they knew you had copied the work of a friend?

Teck-meng: I know what my parents would say. In elementary school, a teacher wrote in my report that I regularly copied the other students and did not do it myself. My parents read this and told me not to do it, but were not upset. They did make it clear I should not do it again because I do not learn anything by copying. This must have sunk in to my head because I have not copied since then. I let others look at my work but I do not copy which might be why I am a good student. I am not saying I am smart I just work hard and get my work done early. I learnt this from my mother because she always talks to me about school and doing the right thing. My dad does not say much about this he will just say talk to your mother about it.

Mark: Who cared if you copied the work of your friends in high school?

Teck-meng: In high school teachers cared if we copied but not as much as at university. There was a lot of copying in high school but nothing was done about it. If it were obvious, they would say something. We referenced in high school but teachers did not care much about the formatting so long as we put the address of where we got it into our assignment. Mum would care if I did irresponsible things and she knows I will not copy. She knows I give my work to other students because she says do not lend work to others because they do not learn if you do that. My mum says do not help by giving them work just give them some clues or advice. I did not tell my parents about getting caught lending work to another student this semester because I do not want them to be worried. I know what they would say.

Mark: Has coming to Australia and increased responsibilities changed your perspective of copying?

Teck-meng: It has gotten looser here because I do not care. I do not see my studies as a competition as you do at home. I talked about this with other students here and in China. We think it is less competitive here. We decided we would share work as long as it does not affect our grades or get us into trouble. Students here do not know pressure comes much earlier in China like year eight or nine and not year eleven or twelve like here. From what I see Australian parents do not put much pressure on their kids. If I were still in China, my mother would not want me to help others because you help them unnecessarily and give them an advantage over you. I have found you must share more because you are here on your own and you do not want to isolate yourself by not sharing with friends. Sometimes you live with the people you study with and you need to be friendly and work together. You must be prepared to share work or risk getting into arguments with the people you live with. I never fight about anything like this I just let them look even if my parents would not accept this. They say try
not to help and do not let helping affect you. Sometimes parents in China are close and no one wants trouble with their kids having problems or not getting along.

Mark: Can philosophical or religious beliefs change perspectives of copying?

Teck-meng: I think it can because if you believe in god then copying is like lying and if you believe in god, lying is wrong. I do not believe in god or any religion so this does not worry my family. I have thought about this before, I thought religious people probably try not to copy because they think differently about copying than people who do not believe in anything.

Mark: Do rich students have different perspectives of copying?

Teck-meng: I do not think being rich or poor has an affect on this. It is more about personality than wealth. I was in boarding school with some rich kids from Australia and internationals. I think rich people here might be wealthier than the kids from overseas might because it is so expensive to live here and the taxes are high and it is harder to make money, I guessed they must be quite wealthy. The kids at boarding school had to work much harder because their parents put a lot of pressure on them to succeed. This pressure comes because their parents are also high achievers and they expect a lot from their kids. They cannot drop out or get into trouble for copying because the kid’s behaviour reflects on their parents.

Mark: If you did not have time to complete an essay, what would you do?

Teck-meng: I would ask for an extension but teachers have a limit and you may not get an extension. I would try not to copy but I would not give up if it meant having to copy, I would copy to show that I had done something. If the teacher did not want to give an extension, they may allow the student that had something to show some extra time. If you had done nothing, they may be less prepared to allow extra time. Definitely, I would get something down even if I had to copy. My parents would probably support me because they would not want me to fail.

Mark: Has technology changed student perspectives of copying?

Teck-meng: Technology makes copying easier and students use it. A few times, I copied from the Internet or paraphrased a Website. I did not feel good about it so I stopped. Searching for answers to assignments is common because it is tempting for students to just Google what they need and then change the words. Tutors cannot stop this because the students do give the address in their bibliography. If they do get all the work from a Website, they thoroughly rewrite what they find. They do little work themselves. I am not sure if this is what you mean but I know students do use their phones to ask for help. They ring a friend, their friend will read their answer to them, and then they rewrite it at the same time. I have seen this in lectures and the library a lot.

Mark: Are you worried about future accusations of plagiarism or improper referencing in work submitted toward your current degree?

Teck-meng: I try not to copy, if I do copy I might end up feeling bad about it but not everyone feels that way. I should worry about it although I do not copy I give my work to other students to look at. If they copied my work it might show up in the future that I had been apart of copying even though I only leant the work. It will be hard to tell who just leant work and who copied it, this is another reason you should not lend your work to your friends.

Mark: If you needed to copy the work of a friend, would this change your opinion of yourself?

Teck-meng: I do not copy because of experiences with teachers and my parents. You do not learn anything by doing it. Here I will feel worse about it than at home. In China, you cannot afford to miss a grade because it will affect your chances of going further at school. China is so competitive I would copy if it meant achieving my goal. I might feel bad about it but I
would balance it against failing. Teachers in Australia do not know that many students come here to escape enormous pressure especially in the last few years of school when you do tests to see if you can continue or get a chance to go to university. The people here think Chinese students come because the education is better. Actually, parents send their kids here to avoid the system in China or to get their kid to learn better English or they failed the exam in China. My mother sends me here to avoid pressure and to improve my English. Now I am happy she made that decision because I settled here early while other students had to wait until they failed in China before they came here. Their English is not good and they have to start university with poor English. It will be more difficult for them. Then they will feel pressure here and need to copy because there English is not good.

Mark: Have you received guidance, information or support concerning copying since starting your course?

Teck-meng: I do not think we heard that much about it since starting at university not in the lectures. Perhaps I did not go to all early lectures or did not listen at the time. I cannot remember hearing about it in the lectures but I remember hearing about it in tutorials before the assignment was due. They expect you to know how to do the bibliography at the end of your paper by university. They did tell us to include any Websites and book names used in our assignments. I heard you would lose marks and get into trouble if you paraphrase without getting the references right in the bibliography.

Mark: What are the penalties for copying in your home country?

Teck-meng: In China, you would get a bad mark if you copied. I am sure teachers will mark you hard if they know you copied from someone including the Web or straight out of a book. In China, the trouble might be worse than here because if you keep doing it they may involve your parents. Here you know your parents will not be involved when you copy.

Mark: Do you know your universities penalties for copying?

Teck-meng: From personal experience, I got a warning and the teacher said it was wrong and that we should not do it again. The student that did the copying agreed not to do it again even though they were the one that did the copying. A tutor cannot know who copied. Later if they suspect you copied or did not reference properly the problems for them will be more. We talked about this if they do not record that you already did something wrong they would not know I already leant my work and got into trouble. Next semester you have new lecturers who will not know I got a warning for lending work. At least you can get a fresh start.

Mark: What are the appropriate penalties for students caught copying?

Teck-meng: The penalty you get is important. The reason I was not upset with someone copying my work in the assignment was we only got a warning and not a big penalty. If I got into serious trouble like losing marks or failing, I would have been upset and it would have stopped me sharing my work in the future. A penalty would have made me more upset with my friend than I was. The penalty should be losing marks or all marks for the work you copied. This should only apply to the one who copies and not the person that lends the work. The one who copies is worse than the one that lends. The reason I do not copy is not that I am proud of my work and have a good work ethic. It is because I get concerned about being caught after putting in lots of work.

Mark: Are students who copy CDs, DVDs or download movies and music likely to commit plagiarism?

Teck-meng: I thought there was no relationship because copying DVDs is for entertainment and is okay. Copying and selling them in Australia is definitely not okay because you make money and you did not have to do any work. Paraphrasing work is like copying DVDs and selling them because you get marks for minimal work. Students who do copy are similar to
people that copy and sell or put pirated videos on the Web because they benefit from things they did not do. I do not think people that burn or buy their DVDs online also buy papers. I download shows but I do not buy papers on the Internet. Copying work is worthless because you do not learn anything and you risk being caught. I do copy movies and music from friends and the Web to save money. You can be caught copying at school but no one is caught copying DVDs or downloading and if they are, you do not hear about it.

Mark: Is copying CDs, DVDs or downloading movies and music similar to plagiarism?

Teck-meng: It is about getting something when you did not do anything. If you download or copy, it is okay so long as you do not sell it. I do buy music from a Chinese artist because I want to support them. I will download a few songs and if I like them, I ask my mum to buy the CD for me. Sometimes I download Hollywood movies but other times I pay to go to the cinema because I want to see all the special effects. If you only watch at home, you miss the effects and sound. People are encouraged to download and copy because no one does anything to stop you. You easily find what you want with Google. At school, your teachers do engage with you and know what is happening. You have more chance of getting caught copying friends than copying or downloading a movie. I do not commit to buy a DVD because of the cost. Sometimes I feel sorry for the entertainment industry because movies cost so much to make and few of them make a lot of money.

Mark: Is there anything else you would like to add?

Teck-meng: I did not know until starting university that students let other students copy work to be appreciated by others. One student will do the paper and then put it on the Web or send it to the others for them to rewrite. This was a new idea to me although I was used to students asking for work but in this case, the student gives out work without anyone asking for it. The person that does the work gets the credit from the other students for posting it to the Web to be liked. I thought this was a risk because the students would not change it but because the students want this to continue they paraphrase properly. I thought this might interest you because this was new to me.

B. Positioning Interview

Mark: Are you pleased with the progress you have made since we last met?

Teck-meng: The first semester went quickly and I have adjusted to university now. I passed my subjects and it is difficult. Some friends from high school are also here but not doing my course, so I have made new friends.

Mark: Are you on track to complete your course as expected?

Teck-meng: It is not easy because I still have a long way to go. I know I will struggle with some of the topics because the subjects look hard. I had to work harder in second semester. I will try my best but I will not panic if I fail one or two subjects as we go.

Mark: What do you intend to do on completion of your course?

Teck-meng: I might work in China because there is a lot of work there now but there are also many graduates. I can speak English well and want to work in a large international organisation. I think I can stay here if I want because my course is on Australia’s needed list. My mum tried to make sure of this before I even went to high school. This is good because I do want to stay but it is unlikely because I do not have the support. If I can get a job then maybe I can stay but I will wait and see because it is too soon. If some friends stay here, possibly I can stay.

Mark: Are your parents pleased with the progress you have made?

Teck-meng: It is too soon because I did not go home in the break. Mum is going to have to trust because she cannot know what is happening all the time like high school. As long as I
pass and finish she should be okay. I hope she will not worry about day-to-day things and every result. She wants to know exam results and she would not be happy if I copied or struggled at school.

Mark: Has studying in Australia been worthwhile?

Teck-meng: I made friends and got a better education than people born here get. I am lucky to have had experiences like camping, mountain biking and a trip to Europe. The people in high school were from everywhere. I did make friends here that are rich but they also have similar problems with their parents and boarding school. Parents should have their own lives, so now I am happy to be here and not always in contact with them. I did not like the food at boarding school and I want to go home to eat the food I like.

Mark: Have your perspectives towards copying changed since we last met?

Teck-meng: I do not remember what I said last time but I know you must say who really made the effort especially lecturers who wrote the textbooks. There is a lot of pressure to share if you get work done first and it would be hard if you were not willing to share and still wanted to have a regular group of friends. When an assignment is due, you can have problems or may want to talk to someone else. Being the best student and having no friends or being on your own, so you can think I did my own work is no good. I learnt this in high school because living away from friends and family you will not be popular if you just keep to yourself and not be part of a team. Students that do not work together will find university boring. University is about having a good experience and making some long-term friends. There was lots of sharing in high school and it is the same now, but it is more like looking out for each other.

Mark: Have you had any direct or indirect experiences with copying since we last met?

Teck-meng: Only what I said, students do share and help each other more than lecturers think. Some students go way beyond sharing and helping by just copying straight. You can get credit and a good reputation if you are willing to give work. I get things done before others and I do help others. Sometimes people will come and ask me if I have done that paper yet. I am not sure how much lecturers do check electronically. If they did, they should catch heaps of students in first year subjects. All teachers I have had said do not copy, I have helped my friends but did not give. I trust my friends to do the right thing and not to give it to anyone else especially after the trouble I had last semester. It may only come out after the assignments and exams have been all marked.

Mark: Has the amount of copying you have witnessed during your studies been a surprise?

Teck-meng: It is what I thought it would be, more or less, because I cannot compare it to any other place. I do not have much experience but the people in our group that share come from everywhere. It is not just a group of students from China. It is not a cultural thing. It is more the group you are with like the good students or middle students. We are all middle students and we try to do well but we also want to have a life and do other things like play sport. You help each other but there are students that you do not talk to because they keep to themselves and you see them around, I do not know how much they do.

Mark: Did our last meeting make you more aware of issues concerning copying?

Teck-meng: I do not remember everything but I did know about it before we met. I had experiences in high school and that one in semester one. I know they want you to reference in more detail than in high school. In high school, we said where we got the information and did give a link. Now you have to format and reference in the proper way. We talked about this in the tutorials and heard about it in the lecture. The lecturers said to reference like this. I cannot remember exactly what we talked about but I did tell you about what happened in first
semester. You can be a hero if you can help and are smart and know what you are doing. I told you some people try to do it quickly and then post it for others to look at.

Mark: When you return home, will you continue to reference as you have in Australia?

Teck-meng: I do not think I will reference in my country because my parents never do. In my job, I will do it just like part of my responsibilities. They will not worry about referencing so long as you do not copy when you should not, but if they want it, I will do it. I think in some jobs you had better not take credit for your colleagues work or the staff might get upset. That might be worse than helping at school because anyone who did that would be unpopular and people may not want to work with you.

Mark: Will your home country’s perspectives of copying change with the return of Western educated graduates.

Teck-meng: I do not think what students learn here will change China. It depends on the industry. If you get a job as a high school teacher, maybe you will tell your students this is what they expect in other places and it is good to give credit to the person who first thought of something. At university if your work is serious, you had better say where you got it and not just read things and say it was your idea. If the parents know this is how the kids should do it then they will want their kids to reference. I do not think people in China will say you had better reference as you did in Australia. It might be good if they did, but I do not think this even happens even here in business.

Mark: Has studying in Australia changed your perspectives of copying?

Teck-meng: I knew it was wrong to copy because you do not learn but I still want to share or get help from my friends. It is not enough to give my opinion and that I have to backup what I say with the opinions of people who already thought about it. Now I will always know that this is what I must do and I learnt this from studying here. It is not enough to say what I already know so I better support what I say with other people and then say who these other people are. Australia has changed what I know about this but I may not always do it.

Mark: Is copying CDs, DVDs or downloading movies and music changing student perspectives of copying?

Teck-meng: Probably you just get what you want and you do not have to buy it. Students might think they can buy or pay someone to do it. If they think about it, they know it is wrong but when they have a deadline and you have no idea you might think I will handle it the same as I get my movies or music. I will go online and get it because it is worth paying for it and it is less effort than trying to do it. Students might buy their friends paper and then their friend will do it again. I do this to get my music I download my music from YouTube rather than paying iTunes, unless I want to support a Chinese singer. I download music from YouTube but I would not buy assignments. If I did have that personality, I could also pay for my work.

Mark: Are technologies like Facebook, smart phones, tablets or Twitter changing student perspectives of copying?

Teck-meng: These things make it easy to get help or talk about your papers. I use Facebook but not to talk about schoolwork and I have not used Twitter. I download movies so I do not go to the cinema and I get music from YouTube. Technology does change how we get everything so probably it changes how people get their work. I told you how students put up work for others, but not with Facebook, they use Renren. The teachers could not even search for it if they wanted to catch students, it is in Chinese and they do not know what the site is or how to search.

Mark: How should Western lecturer’s best teach Chinese students to avoid copying?
Teck-meng: Teachers could tell students I know you get everything else off the Web but you should not get work off the Web because you will not learn. If you download free music, you cheat Apple but when you download your work, you will not be able to do it and you cheat yourself and your parents. I would say this to all students. You could try to make the students feel guilty about their parents sending them here to study and then they cannot bother to learn. That will stop some students but hardcore students will do it no matter what because they will not bother thinking or working. You could say what is going to happen when you go to work and the boss wants this or that and you cannot do it and your boss will think you should have learnt this at school.

Mark: Does your home countries attitude toward the production of counterfeit goods affect student perspectives of copying.

Teck-meng: This is like the DVD question. In China there are many copied things including labels that look like Coke. It is not the same as here because they do copy famous designs and logos. People do not even know if they work for a real Apple store. If this is all you know, maybe you will just copy a small thing like schoolwork. Chinese students might bring this here when they go overseas to study. I am doubtful about what students do, but teachers think their students are good and do the right thing. That is not true because the students are just good at hiding the way they work together. The teachers in high school were like this, because they came from a different place to their students. Teachers buy the movie and do not know what you can get with technology.

Mark: Is student copying at university more common than violations of copyright by the broader community?

Teck-meng: People copy DVDs or download more but students do work together a lot. Probably more people copy but I am not definite about that. If it were a big problem, we would hear more about it. We hear about this issue at school but not outside of school.

Mark: Are students more concerned about getting caught copying at university or getting caught copying CDs, DVDs or downloading movies and music?

Teck-meng: They do not worry about either of them. If teachers make them feel guilty about it, this will work. Tell students their parents sacrifice for them and will be upset if they copy work. They will be worried about it if their parents get involved. Tell international students we will report to your parents that you have wasted time and their money and that will stop them. If you tell their parents, their kids have been downloading movies and music free the parents will say, ‘What is wrong with that.’ If you tell them, their kids have been wasting money then they will be in trouble.

Mark: What do you know about Hong Kong and Hong Kong students?

Teck-meng: Before I came here, I met two people from Hong Kong that worked with my father. Hong Kong brought skills and opportunity to China. We need to learn from Hong Kong because they communicated with Americans and Europeans for a long time and got used to their way of business. Hong Kong people know how to work in China and talk to people. Hong Kong people disrespect us and think the Chinese will takeover. They should appreciate China because we brought tourism to Hong Kong, cheap workers to make more money and Chinese people use chemicals Hong Kong people will not. At school, there was another person from China and lots from Hong Kong. Now there are lots from China and a few from Hong Kong. Hong Kong students said people from China are loud and dirty because they just throw things on the ground. At boarding school, they said they did not want to be ‘Chinalised’ because it made getting jobs harder and their living expensive, we thought they wanted to be Chinese when the British left.

Mark: Is there anything else you would like to add?
Teck-meng: I hope I have helped your research.
Appendix 12: Wai-tat’s Interviews

A. Initial Interview

Mark: Where do you come from?
Wai-tat: Hong Kong

Mark: What course are you studying?
Wai-tat: Business Information Systems

Mark: What year are you in?
Wai-tat: Fourth year

Mark: Where are you studying?
Wai-tat: University D

Mark: Did you study high school in Australia?
Wai-tat: Yes

Mark: How many years have you studied in Australia?
Wai-tat: Ten years

Mark: What do you know about plagiarism?
Wai-tat: I do not know the exact definition, it means taking files and things from the Internet. Rather than doing your own work you borrow someone else’s copy it and hand it in as if you did it yourself.

Mark: How do you feel about plagiarism?
Wai-tat: It is not fair to the creator but it is convenient. Rather than doing it yourself you can share with your friends but the creator does not get the credit for the work if you just take it. The creator may not get money for it if it is music but that depends on what it is.

Mark: What do you know about referencing?
Wai-tat: You have to say at the end of your paper where you got your ideas. You say which book you used and where you got it, you need to follow the rules about how to write it. Tutors look to see if you got it right but some tutors do not care so long as you put something it is okay.

Mark: Is it important to reference?
Wai-tat: Because you all do the same assignment and same topic, everyone uses the same references. It does not matter, sometimes I put anything and sometimes I copy references from my friends.

Mark: Is it difficult to reference?
Wai-tat: It takes along time so sometimes we put references at the end of our paper because they want it although we did not really look at the sites or the books. Putting references makes it look like you researched the paper even though you did not. It looks better and they want it so we do it, you put the references in to make it look better. This way we do the references once and do not need to do them again. One person does it once and then you copy it into your paper, which is quicker when you are in a rush at the end. The references are real it is just that someone does them and everyone copies them to their paper, but they are real. They take so long and are all the same so we take turns to do them and share them. Lecturers do not check to see if you copied the references, they only check the body of your paper. Sometimes I do them and the next time my friend does them it is okay, they are the same and it saves
time. We say who is going to do them this time and they do it, next time it might be my turn again.

Mark: If a friend asked to copy your work, would you let them?

Wai-tat: It is not a big deal. I do not care if my friend copies my work. We always do, we do not want to fail. I want everyone to get good marks and pass so why not share. I will share with anyone that asks me even if they are not my friend. If you did not it would look bad as if you did not care or were unwilling to help. Good students will not ask me for my work because they know I have failed but I would help if they asked. Some friends are good because they will give and take work. Lecturers say they do not like it but they must know we do it. Tutors and lecturers know we work in groups even when it is not group work. They think it is a good thing because you can develop your answers and learn.

Mark: How would your family feel if they knew you had copied the work of a friend?

Wai-tat: I do not think they would feel anything they expect me to pass and get through my course. They did not tell me about how I should do my work or about copying. They would not care if they knew I had copied. I have been here along time they do not know what I do or who my friends are. My parents did very little school, my father is in business and my mum travels with him. They do not care what I do other than that I pass. Everyone is studying overseas and getting degrees, these people will make less money than their parents will because things are different in Hong Kong. When my parents were young, you could make money easy. I may work in a store for commission even though I have a degree, not everyone is going to get a fantastic job. That is why Hong Kong kids copy because they do not know what will happen later so they take it easy now.

Mark: Has coming to Australia and increased responsibilities changed your perspective of copying?

Wai-tat: Coming here has not changed my attitude to copying. My thinking does not depend on if I am in Hong Kong or here. I have been away for years, when I came here, I was young if I am here or there I am the same. You might copy more because you are busy with work or going out. If you need to you will copy no matter what is going on or if you are here or in Hong Kong. If you have a girlfriend, you will always find an excuse not to work. Some people I know do not have a job and still copy. When you are under stress you copy, I know I will ask a friend for help when I am struggling to make a deadline. If your friends ask to copy work people will help. Students lend work or help with answers if they live in Hong Kong or here. I think Hong Kong and local students copy about the same.

Mark: Can philosophical or religious beliefs change perspectives of copying?

Wai-tat: Assignment deadlines cause copying not your belief. People who do less work get lesser marks and lazy people are likely to get into plagiarism. If you are going to do it, you will not matter what you believe or what your parents believe. It is about how much pressure you feel.

Mark: Do rich students have different perspectives of copying?

Wai-tat: Students find it easy to study here because there are few contact hours. I cannot say only students with rich parents copy because people without money also copy. People want to have a good time while they are here. They know when they go home their parents will make
them work. Some parents give their kids pressure by ringing to see what they are doing. Some people have a house and car while they here perhaps these students also think they can buy what they want including their assignments. Students come here because they did not get into university in Hong Kong and their parents want them to get a degree. These students go out and never do work and no one stops them. I am not studying here because of my parents. I am studying here for myself and for a career.

Mark: If you did not have time to complete an essay, what would you do?

Wai-tat: I would copy and ask a friend for help. Everybody does this because you have to take a risk. Students that do not speak English copy all the time. Every paper they work as a group and copy. One time is not a big deal or there should not be trouble if others do it all the time.

Mark: Has technology changed student perspectives of copying?

Wai-tat: Technology makes copying faster because you can ask your friend and get their work or download papers from the Web. If your lecturer knows you copied they do not do anything. Just because of technology does not mean you will copy. If you need to copy, you will do it anyway not because you have technology. I use technology all the time and I do not copy more because I have an iPad.

Mark: Are you worried about future accusations of plagiarism or improper referencing in work submitted toward your current degree?

Wai-tat: If lecturers cannot be bothered to check their current work, they will not be bothered to check their old work. This is not only a problem for students because some lecturers let you get away with copying. No one says anything when you do it. The responsibility for plagiarism may be on the lecturer for passing students in the first place. If papers are checked and students plagiarised it looks bad for the university. It means they did not check and catch the students now. They graduated students when they should not have so they had better stop it now and not delay it to the future. It affects their reputation if they pass students that do not deserve it and check for plagiarism later on.

Mark: If you needed to copy the work of a friend, would this change your opinion of yourself?

Wai-tat: I am not going to feel guilty about it because students copy all the time. I will not feel bad about it. I try to do my work and get it done on time but I will not worry if I copy one time because some students copy all the time. Students go to the lab copy when it is not group work and then hand it in under their name. I do not feel guilty about the things I have decided to do, if I did, I would not have done it in the first place.

Mark: Have you received guidance, information or support concerning copying since starting your course?

Wai-tat: Lecturers and tutors do talk about it and the students do it less because they mention it. Do your own references and take the declaration serious. Teachers talk about it, which reduces copying because students worry about it. It does not stop it because some do it no matter what probably just a bit less. The more they hear about it the more they know not to do it.

Mark: What are the penalties for copying in your home country?

Wai-tat: You will get into trouble, the teacher will tell you off and your parents will tell you off. I do not know the exact thing that will happen at university in Hong Kong. I am sure you will lose marks or fail. Your parents will not like it if you cause trouble for them. In Hong Kong, there is pressure to do the right thing and not cause trouble at school.

Mark: Do you know your universities penalties for copying?
Wai-tat: You get into trouble. You could lose marks, fail and have to do the subject again. Students just lose marks or have to redo the assignment. This is what lecturers tell us at their talks about copying and referencing at the start of the semester.

Mark: What are the appropriate penalties for students caught copying?

Wai-tat: It is all right, as it is. Redoing work and promising not to copy and to reference correctly is enough. I would not throw people out for copying, they need discipline and to learn how to do it correctly. They should attend a session on referencing including why it is wrong to copy and that you do not learn if you do not do the work by yourself.

Mark: Are students who copy CDs, DVDs or download movies and music likely to commit plagiarism?

Wai-tat: If you need something, it is okay to copy movies or songs from the Web. Copying schoolwork is okay because it saves time like copying movies and music saves you money. Students that download may buy papers or get their assignments written from them. I cannot see a difference between plagiarism and ripping off the entertainment companies. Companies do not do enough to stop people from copying DVDs and CDs. I have never understood why the companies that make the movies also sell everything you need to copy like DVD burners and blank DVDs and then they tell you not to copy at the start of their movies. At least the university does send the message that it is wrong to copy or plagiarise.

Mark: Is copying CDs, DVDs or downloading movies and music similar to plagiarism?

Wai-tat: It is the same I cannot see a difference, it is just taking a different thing and saying it is yours to save paying or to save the effort of having to do it. It is the same as taking things without paying. The thing is I know people that download movies and music without paying but will not copy or take schoolwork from the Web. It is about discipline because lecturers might discipline you but nothing will happen if you download and watch movies. Everyone downloads or burns movies but only student’s copy schoolwork so it is much easier to stop. Lecturers do mark work so picking up the copying is easy because someone has actually looked at it. No one looks at what you download or burn so may be it is similar. No one cares about copying movies but teachers do care about students copying work because they take it personally. Teachers think students are just being lazy. They think the students are trying to lie to them and will investigate it thoroughly.

Mark: Is there anything else you would like to add?

Wai-tat: From what I see many students do this all the time.

B. Positioning Interview

Mark: Are you pleased with the progress you have made since we last met?

Wai-tat: Everything is all right now because I am used to university and I am closer to finishing. When I first started at university I found enrolment difficult because I did not know the difference between lectures and tutorials or where I needed to be and when.

Mark: Are you on track to complete your course as expected?

Wai-tat: I was never on track because early on I failed some subjects. Going from high school to university was difficult. Last semester I passed all subjects, so I have two subjects remaining and I will finish next semester.

Mark: What do you intend to do on completion of your course?

Wai-tat: I want to get a job and I want to stay here. I have a girlfriend and we have talked about it. She lives here with her family they are Chinese from Vietnam and we have been going out since high school. My course lets me get a job here but I do not have any experience. I need to do more study but I am not good at it and do not really like it. My
girlfriend is doing her masters degree. I want to stay here because Hong Kong is changing and many people from China are coming to Hong Kong. The Chinese people are doing work for less and it is more crowded. I think Hong Kong people will have to lower their incomes to compete. Otherwise, the Chinese will take advantage. I think the locals will need to become more cunning to compete. My parents feel there are too many Chinese coming to Hong Kong and increasing the competition. This is also a reason I do not want to go back because you will need to make too many sacrifices.

Mark: Are your parents pleased with the progress you have made?

Wai-tat: My parents are happy but they miss me. They do not like it here because they came to visit me and think it is too quite. I introduced my girlfriend to them and they like her but it is not easy for her to work in Hong Kong because she only speaks Cantonese but cannot read or write. She does not want to live there, she likes it for shopping and as a place to holiday but does not want to live there because she is used to here. My parents are happy because I have improved my English and got a degree. They want me to go back but I do not want to. When I go back, they always tell me to come back at the end of every year. When I am there, I want to come back here to see my girlfriend. It would be simpler if I did not have a girlfriend here. It is complicated because I do not want to work there because it is very competitive in Hong Kong.

Mark: Has studying in Australia been worthwhile?

Wai-tat: It is a better study environment here. In Hong Kong, it would have been be hard because it is competitive and you have to memorise stuff, which is not good for your education. I have improved my English, which is important to my parents. Coming here has also been worthwhile because I met my girlfriend.

Mark: Have your perspectives towards copying changed since we last met?

Wai-tat: I help others if I can even if it means that I lend my work. For me lending is okay but I understand other people do not share because they do not agree or worry about it. I have not had any bad experiences when helping others. No one has gotten me into trouble for not changing my work. I trust those that look at my work. I think my perspective is the same because I have not stopped lending.

Mark: Have you had any direct or indirect experiences with copying since we last met?

Wai-tat: I have not had problems with others copying my work. I shared my work with friends last semester and I copied other peoples work. We are okay doing that although it is harder now because I do not have friends in all my subjects because some finished or take different subjects. I have not seen copying that people did not want like getting papers from the Web or using peoples work without asking. Plagiarism is stealing but students do not do it to each other without knowing about it or letting them do it. Students do take from the Web and authors but not from each other without their permission.

Mark: Has the amount of copying you have witnessed during your studies been a surprise?

Wai-tat: Copying here does not shock me. I expect it is less than places where they do not make a big deal about it or talk about it. In Hong Kong, it matters but not as much. I can imagine what it is like in places where they do not even talk about it or think it is wrong. Often students copy each other for confidence because they need to know what they are doing is right and not because they want to get out of doing work. Some want to get out of work but for most it is because their language skill makes them unsure that what they are doing is right. If you do it as a group and share students feel comfortable that what they are doing is right. I am sure teachers think it is reasonable as long as the students reference their books and the Web.

Mark: Did our last meeting make you more aware of issues concerning copying?
Wai-tat: I did not learn anything new when we talked. It was interesting but I did not learn anything. I already knew people buy papers and universities check for cheating. I did not really think about it after we had finished. At least people here study this issue because in China or Asia they probably do not research this it at all.

Mark: When you return home, will you continue to reference as you have in Australia?

Wai-tat: If I went back, I would not reference unless I studied at university. Do people reference at work? After you leave university, you probably never have to reference again. In Hong Kong, this would be because people have no need or are not used to doing it because they did not go to university. What jobs here or Hong Kong reference or make you say where you got things at work? Maybe you should give credit if you design something or you take an idea. For example, Apple stops you buying Samsung because Apple thinks they stole it and that it is the same as the iPad. If the designers said they got it from the iPad then Apple will stop them from selling it. There is no point saying where you got it you should just take it, sell it and say nothing.

Mark: Will your home countries perspectives of copying change with the return of Western educated graduates.

Wai-tat: People tell students that if you want to understand you had better not copy because there is no point and you are just wasting your money. However, some people study to get a degree and not to learn. Graduates may tell their kids not to copy and that you should reference. Maybe the next generation of kids will also know about referencing if the parents tell them about it.

Mark: Has studying in Australia changed your perspectives of copying?

Wai-tat: Australia controls students by making students do the right thing. Doing their work and telling the lecturer whose idea it is. It is good but I am not sure anybody cares because Australia is small. If you want to control, students use Turnitin because it scares the students not to do it. Australia thinks it is right that if you come here you have to do it this way. This is how to reference, do not copy your friends and learn by yourself. They should not get worried about this because it is not that serious. They should focus on buildings, resources, and not just catching students doing the wrong thing.

Mark: Is copying CDs, DVDs or downloading movies and music changing student perspectives of copying?

Wai-tat: I do not see copying DVDs and papers as the same. Students download and copy but not plagiarise or try to do less work. Copying DVDs and downloading is enjoyment but schoolwork is serious. People copying and giving out movies has become like downloading songs to your iPod. To watch movies on your tablet you have to copy the DVD to a file to play it on transport. This is popular in Hong Kong and people are not just listening to music. I have seen DVDs that have the movie as a file ready to copy to your player, which you can then give to anyone. The companies know people do this so to make a profit they sell movies so cheap it is not worth copying. This is not like copying work because the lecturers tell you not to and they look for it. The movie companies should give up but for schools it is easy because it is only a small amount. I do like burning and ripping and which format goes with what player.

Mark: Are technologies like Facebook, smart phones, tablets or Twitter changing student perspectives of copying?

Wai-tat: Technology makes copying easier if you want to but just because you have technology does not mean you will copy. You have to want to get out of doing work and then use technology to copy like searching the Web or sending stuff to your friends. You can discuss assignments on the Web but you have to want to copy in the first place. First, your
personality makes you think it is okay. I help because I want to not because of technology. It will always be like this because technology keeps changing. It does not mean more copying because the same amount of people will work and the others will take it easy to get through their course. The way to stop it is to threaten students with technology. Tell them we will catch you if you get it from the Web and say you did it. Tell them you will reduce their marks or give them some other penalty. Technology can make students do the right thing and not just help them to copy.

Mark: How should Western lecturer’s best teach Hong Kong students to avoid copying?

Wai-tat: People may not have heard about plagiarism before coming to Melbourne especially students from China. Teachers must keep on reminding students not to take work from the Web or buying papers online because you cheat yourself. You come here to learn and your parents pay so make it worthwhile and do not just focus on the qualification. You will have to keep saying it and do not just put it in the course guide. Lecturers should tell them we have technology to catch you so think about that before you submit. Student’s only focus on passing and graduation, they do not think about the things they are doing to get their degree. Lecturers need to tell students it is most important to learn so do not just focus on your graduation.

Mark: Does your home countries attitude toward the production of counterfeit goods affect student perspectives of copying.

Wai-tat: Chinese people creating and selling fake things probably changes their kids view of copying. It might influence the people in Hong Kong who buy it and not just the people who make and sell it. The whole thing sets a bad example to their kids. By buying fakes, their kids think it is okay to do less work and buy papers online or copy their friends. I do like buying fake things because sometimes you want something to look good and not pay much money for it. However, with electronics I want the real thing. This is not only bad for the children of the people who make and sell it but for the people that go to Hong Kong and Shenzhen from around the world to buy the fake things. Their kids might think mum and dad save money by buying fakes things so it is okay to do less work by copying at school. The parent’s behaviour probably does influence the kids so there might be some link, yes.

Mark: Is student copying at university more common than violations of copyright by the broader community?

Wai-tat: There are more people copying DVDs than students that copy work or buy papers. It is easy to copy movies and music and there are many sources for it. Definitely, it is more common for students to copy and pass movies than their schoolwork. Only a few students copy work depending on their personality but no one worries about sharing a series or some software with their friends because you are being friendly. Nobody thinks it is wrong because the companies do not make money. Schools try to stop students getting material from the Web or each other because lecturers look for it and might punish you if they find it. Apple and Sony have lots of money if they could stop people from copying they would have already. No one does anything about software or movie copying.

Mark: Are students more concerned about getting caught copying at university or getting caught copying CDs, DVDs or downloading movies and music?

Wai-tat: The number of students copying or buying papers will never match the number of people copying DVDs. Students worry that lecturers will think that you did not reference or suspect you of having copied from the Web. Schoolwork is personal because a lecturer looks at your work. They know what you can do so if all of a sudden you do something great they will be suspicious and investigate. Nobody does that for things you share or download. The companies should do more because sometimes you get movies online before they are even at the cinema. They should stop that because people have already seen the things before they
come to the cinemas and they never make money from it. That is why they want you to watch 3D movies so you pay to go to the cinema. Otherwise, you will never see it properly.

Mark: Is there anything else you would like to add?

Wai-tat: No, I have nothing else.
Appendix 13: Amanda’s Interview

Mark: Could you tell me about what you are teaching?
Amanda: Yes, I am a lecturer. I mainly teach [removed] in the Graduate School of Business and Law. I also teach in the MBA Program and in that program, I teach [removed].

Mark: Are you teaching undergraduate or postgraduate students?
Amanda: Currently I am teaching postgraduate students.

Mark: Have you taught undergraduate students?
Amanda: Yes, in past semesters, I also taught undergraduate students.

Mark: Generally, what was your experience of teaching undergraduate students?
Amanda: Generally, the standard is not necessarily as good as for the postgraduate students. Often with undergraduate classes, I experienced big class sizes and a variety of different students.

Mark: In relation to motivation and work ethic, did you notice any distinction between the upper group of undergraduates and the lower group of undergraduates? Do you think they are aiming for different things? Some academics have mentioned that the lower group of undergraduate students are only aiming for a pass while the upper group may be looking to achieve the highest mark that they could get.

Amanda: Yes, possibly that might be true. I think undergraduate students, sometimes if they are about eighteen, sometimes lack a bit of motivation or might not be sure of where they are going. They may just do the course because it sounds okay and may not be very motivated.

Mark: Do you think it is their desire or the desire of their parents for them to do the course?
Amanda: Yes, it can be. We used to be the School of Accounting and Law. When I was teaching Accounting students, I thought that it might often be the case that it is the parent’s desire. There is a perception that there is a lack of accountancy in industry and so it is a possibility of a good chance of getting a job.

Mark: Have you come across any international students looking to do the course for permanent residency reasons?
Amanda: Yes, I believe there is some sort of immigration call out for Accounting students and I have experienced that.

Mark: How do you introduce your students to issues of academic integrity?
Amanda: I talk to the students about plagiarism. I make them submit their assignments through Turnitin that is the only way they can submit their assignments. We talk about plagiarism in detail because I have had situations where students have plagiarised in the past, and I have talked about that, without mentioning any names. I talked about how that can have a big impact on the students progress.

Mark: How about the issue of collusion, not just plagiarism but also unauthorised working together do you find any of that?
Amanda: There can be. We do have a group assignment and there is obviously collusion in that. However, Turnitin does tend to pick up instances of collusion. I find that minimises it a bit and I warn students about that.

Mark: Have you had any issues using Turnitin? Some people say, sometimes it is difficult getting the students to use it. As it is a threshold for them to get over, has that been a problem?
Amanda: I have not found any problem with Turnitin. I tell the students to try to submit drafts a few days before the final submission and talk to me if they have any problems with Turnitin. I find that works fairly well. However, the average age of staff in our college is fifty-seven. They are not computer literate and find using computers more difficult. I do not have a problem, but I know people feel that Turnitin is difficult to use.

Mark: Are you concerned about the intellectual property issues of Turnitin? Including taking the copyright or intellectual property of the material students submit. Does that concern you?

Amanda: No, it does not concern me at all.

Mark: In regards to Turnitin, what do you think about the holding of student material? Specifically things could come up again in the student’s future career. Because what they have done now, as an undergraduate is kept. Do you think they have any concerns for the future ramifications of what they are doing now?

Amanda: I do not necessarily think the students are concerned enough about that. Recently I have not picked up any instances of undergraduates plagiarising but I did pick up instances of postgraduates plagiarising in our postgraduate course. It negatively affects the student’s ability to be admitted as a lawyer, so it has a huge long-term effect. Students are often not concerned enough about that, despite teacher warnings.

Mark: So you are saying they may not be admitted as a lawyer if they have been picked up for plagiarism. Why are they not more concerned about this issue? I imagine in your profession, it is more serious because of that.

Amanda: I had an instance, this semester with a postgraduate student that just appeared to be slack and did not care that his work had a Turnitin originality index of close to ninety percent. I told the students that I would be looking at the Turnitin report, but I think there is an assumption that the students make that teachers will not pay attention to those things. However, Turnitin makes it very easy for us to notice these instances. Students seem to have the wrong impression about how much attention we place on having a scan of the indexes.

Mark: What was the outcome in that case?

Amanda: In that case, the student had to appear before a panel and the situation was taken very seriously. In the end, he was given a zero for that assignment which was a mid-semester assignment, worth about thirty percent. It severely affected his ability to pass the subject, although he could still pass if he did well. There was an impact on his grades and it went on his student record. He is straight out of the university, if he does anything like that again.

Mark: Do you think that will have consequences for him later, in his applications or anything work related?

Amanda: No not necessarily, work related issues, I do not think, but it could have an impact on his progress through university.

Mark: Is failing to reference genuine plagiarism, or is failing to reference a lesser kind of issue, due to the students being a little naive about these things?

Amanda: Yes, I think among international students in particular, there is a general lack of understanding about when things should be referenced. I get many questions about that, which is good. I encourage students to ask those questions, because then there will be less instances of failing to reference. However, there are many misunderstandings about when things should be referenced.

Mark: Do you think the university could do more to educate students on this issue?

Amanda: Yes, I think the university has some material on this, and they have some links on how to reference according to the Harvard style. Although they have some resources, the
students are sometimes unaware that they exist. I think the university has to make sure that the teachers are aware of it, and remind the students to be aware of it.

Mark: When dealing with violations of academic integrity, have you received the appropriate support from your school and colleagues?

Amanda: Yes, she is supportive. My supervisor takes the plagiarism matter seriously, and we often exchange emails about Turnitin and different bits and pieces about the issue.

Mark: Are your institutions procedures for dealing with violations of academic integrity satisfactory or can you see a way of improving them?

Amanda: No, I think just regular reminders to staff of the resources available through the university, and then to make sure that all students are made more aware of these resources.

Mark: One thing the academics have said is that students tend not to read the literature that is given to them on the issue.

Amanda: Yes, I agree with that.

Mark: Is giving written literature to the students about this issue the best way to inform them about it, or is speaking to them about it the best way?

Amanda: I think speaking about it during class and having the teacher direct the students on the issues, particularly in relation to assessments and being quite specific about it. I am aware of quite a few colleagues, who do not necessarily see these things as part of their role. They think their role should only involve talking to the students about the content of their subject.

Mark: How do you approach it? Do you remind them often throughout the course or only once?

Amanda: Yes, I remind students several times and talk to them about how Turnitin can be a good resource to put drafts through, and discover any issues before the deadline.

Mark: Lately there has been a little bit of controversy because Turnitin allows students to check their material against the same database that the academics use. Do you have any thoughts about that, and are you happy with that?

Amanda: Yes, I am happy with that and do not see any problem with it.

Mark: Is there an issue that students could plagiarise, and then use Turnitin to refine it to the point that it gets through the plagiarism checker, before it gets to you? Does that worry you?

Amanda: That is a possibility I have thought about but I would rather students be made aware of how not to plagiarise. Besides Turnitin, checks against so many things that it notices the tiniest little thing, so I think it would be difficult for a student to do that.

Mark: In some way, Turnitin could almost be a pedagogical tool that helps students to gain an understanding of what they should not do, regarding plagiarism.

Amanda: Yes, I would like to see it used as a pedagogical tool, yes.

Mark: Is it possible that changing attitudes toward violations of copyright by the broader society, including burning DVDs and downloading movies, and music from the Web could be changing student attitudes towards issues of academic integrity?

Amanda: Yes, definitely that might be the case, because increasingly these sorts of things are happening and perhaps a new culture is developing, yes.

Mark: Regarding the development of a new culture, is it possible that the role of academic integrity or the importance of it could diminish, over time?

Amanda: Possibly, but at the same time we have tools like Turnitin, that continue to be developed. Turnitin and tools like it, will keep up with what is happening.
Mark: Perhaps not concern you, but does it interest you that in the future there may be changes in perceptions of academic integrity due to changing societal perceptions of copyright. Does it cause you any concern?

Amanda: No, I am not particularly cornered about it, no.

Mark: If copyright and intellectual property continues to be violated what impact, do you see this having on the next generation of students and their attitudes towards issues of academic integrity?

Amanda: I guess when it comes to things like plagiarism hearings and things that happen when a student has allegedly done something wrong that could be an argument students increasingly make. Increasingly, they might say well everyone else is doing it or whatever. There is definitely a role for academics to maintain standards and say irrespective of what might be going on in the world, that academic integrity is important.

Mark: It is interesting that international students come to Australia from an environment where they often have an abundance of counterfeit goods and things like that. Then when they come to Australia or another Western country, they are told that they must not violate academic integrity. It just seems a little contrasting.

Amanda: It might be difficult for students in that situation. I believe international students should be treated the same as domestic students when it comes to being picked up for plagiarism, or when they have allegedly done something wrong. The same sort of standards should be applied, because we have many international students and there is a role for us as academics to be aware of that in the class. Especially by talking about these issues, with students before their assignments are due.

Mark: But not by taking into account cultural distinctions between the students, about issues of academic integrity.

Amanda: No, I do not treat the students differently when it comes to detecting plagiarism, the same warnings should be given to all students.

Mark: Do you see any distinction between your international and local students in their understanding of issues of academic integrity?

Amanda: Sometimes students who have only been in Australia for a short period have different attitudes toward issues of academic integrity, yes.

Mark: Do you spend any more time alerting those students or make any greater effort to alert these students?

Amanda: No, the talks I give to the students are in front of the whole class. I treat them the same regardless of their background. That said I do encourage international students to come and talk to me, one on one. Because international students are often unsure about whether to reference or whatever, it may be those students will spend more one on one time with me, working through those issues.

Mark: I have just one or two more questions.

Amanda: Okay sure.

Mark: Have you observed changes in attitudes towards issues of academic integrity amongst students since your own undergraduate studies?

Amanda: Perhaps I have in the short time since I became an academic. Since finishing my own undergraduate studies, I have seen a rise in academic integrity issues coming into play, but it has only been about ten years since I did my own undergraduate studies. Throughout that time, it has always been a big issue.
Mark: Someone put it to me that due to the ease with which material can be copied and pasted now. There is not much thinking involved in the plagiarism process. However if students had to copy things out by hand they may think a little more about what they are doing, than when they only have to copy and paste. Do you have any thoughts on that?

Amanda: I would agree with the statement that technology is making it easier to plagiarise, without really thinking about it. I know myself when I am doing research, often I will be typing away my thoughts at the keyboard as I am reading something, and it will come out as quotes. Then I have to sort of go back and change things around, yes.

Mark: Do you use a tool like Turnitin to assess your own research before submission?

Amanda: Yes, I have and it is a good tool, yes.

Mark: Oh, you did. Were you unsure of what you had done? Why did you do that?

Amanda: I was reasonably sure that I had not plagiarised, but I just wanted to use it as a final check to make sure I had not.

Mark: And was it okay.

Amanda: Yes, it was fine.

Mark: Are there difficulties between lecturers like yourself and today’s students, at gaining an understanding or some cohesion between each other? Do you ever feel that you might be coming from different cultures and different generations, so it is hard to teach these students in the way you want?

Amanda: There is the potential for that to occur because I come from a perspective of writing articles, books and things. I realise the hard work that goes into them. I would not want anyone to plagiarise my work, where as the students do not necessarily come from that perspective and may not see any issue with just copying things. That may even be part of their culture, so we are definitely coming at things from different perspectives. I hope academics will spend time themselves studying different courses, and trying to think about things from a student’s perspective.

Mark: Do the parents of international students have a role in trying to reduce violations of academic integrity amongst their children?

Amanda: Parents could have a role and it may be useful to try to minimise these issues through parent participation. However, it is often the case that these students are sort of adults and losing their parental influence. Also for international students, the parents are in another country and not necessarily aware of what goes on, or only get one side of what their children are experiencing.

Mark: During my research, it has become apparent just how important parents are especially the mother on the international student. Some students felt it would be cheating the efforts of their parents. You know the sacrifices their parents have made to get them here for study if they just came here copied and did not learn.

Amanda: Yes, I can see that coming into effect. I have come across students who have spoken about the influence that their parents have on them, and the fact their parents have had to make sacrifices for them. They often want to honour their parents in the work they do while they here.

Mark: Recently there was an Ombudsman Victoria report concerning issues of international students including some unsavoury things like issues of bribery for marks and things like that. Have you experienced anything like that?

Amanda: No, not recently, however I have had this experience at times throughout my academic career. Occasionally I have had international students come to me desperate,
pleading with me and asking what we can do for you to alter this mark. You know that sort of thing has occurred.

Mark: Can I ask how you handled that situation?

Amanda: Yes, I just said no the mark sticks and sometimes the paper has been second marked or I say something about the process and that I have to keep the mark as it is. It can be very difficult sometimes to get these desperate students out of the room and away from any discussion about it.

Mark: Did you alert your supervisor or colleagues in that instance?

Amanda: Yes, I did.

Mark: Some academics have said that they see a distinction between good students and students who are only looking for passes, towards the issue of academic integrity. How do you feel about that?

Amanda: I have not necessarily seen that correlation. Often international students will try to get high marks because of family pressure or whatever. If they are experiencing this pressure and they are not necessarily a good student, they may fall into the trap of trying to plagiarise to try to get that high mark.

Mark: Have you observed differences amongst the groups of international students you teach? Do you see any distinction between say Mainland Chinese students and Hong Kong students or other international students, concerning issues of academic integrity?

Amanda: Not necessarily, I have not been able to draw any strong conclusions through observation. I do have a few international students from the US and European countries. I find they are less likely to not be sure about what they should do regarding referencing and they seem to understand the issues of academic integrity already.

Mark: Is it possible that a lack of Western cultural corporate influence in China, but present in the West over generations has had an impact on international students and their understanding of issues relating to academic integrity? Students in the West have grown up knowing there are restrictions on what they can do with others intellectual property, which may not have been the case for Chinese students.

Amanda: Yes, I think that makes a big difference.

Mark: You mentioned that students from the US and other Western countries had a different view to other international students towards issues of academic integrity. How much do you think that has had to do with the impact of Western economic values or corporations and things like that?

Amanda: Yes, probably a big impact if students have grown up with these ideals being placed on them or experiencing it around them, then it is not going to be a new concept for them.

Mark: As China changes and with the introduction of a more corporatised society, will this also change the view of students from China towards issues of academic integrity?

Amanda: Yes, it may but at the same time, technology is making it easier for students to plagiarise.

Mark: So it is a bit of a double-edged sword in some ways.

Amanda: Yes, I think so.

Mark: Are you aware of Chinese philosophy, like Confucian philosophy? Do you think the way in which Chinese international students may have been brought up to respect their teachers or the way in which they employ rote learning, could that have an impact on their perceptions of academic integrity?
Amanda: I do not know a lot about Confucian philosophy. Certainly Chinese students tend to learn by rote or may not necessarily think for themselves, and might respect their teachers more than Western students do. Yes, this could make it more difficult for them to understand how to express their views and in their own words.

Mark: I think you have already answered this question. Would it be beneficial to have a better understanding of the environment the students you are teaching are coming from or could that influence the way in which you treat the different groups?

Amanda: I think more of an understanding of the environment students are coming from would be helpful in addressing this issue. It would make me more aware of what sort of warnings to give and talks to give the students about how best to respect academic integrity.

Mark: So without tailoring the talk to each group, you are saying it could be beneficial to have an understanding of their background in your broader discussion on academic integrity.

Amanda: Yes, I think that is right.

Mark: But you would not specifically tailor the message to each group of students.

Amanda: I think that would increase the time burden on academics and would not be something the academics would necessarily be prepared to do.

Mark: Thank you very much for the time you have given to me.
Appendix 14: Catherine’s Interview

Mark: Thank you for meeting me. My first question is how do you introduce your students to issues of academic integrity including collusion, plagiarism and referencing?

Catherine: Well, since we are talking about introduction, firstly it would be in the course guide. Obviously, when talking about assessments and especially in relation to assignments, a reminder again.

Mark: Do you feel that is working? Have you had any problems coming from the approach of using the course guide and reminders?

Catherine: What do you mean by problems?

Mark: Have you had any violations of academic integrity like plagiarism or collusion, things like that?

Catherine: Oh yes, I think if a student is going to violate the rules, they will irrespective of what sort of guidance you give them. I mean if you put it very plainly that they are not supposed to cheat, and they still go ahead with it. I do not think there is much one can do if they are bent on doing that.

Mark: Do you feel it is personality based? If a student intends to do it, they will do it no matter what you say.

Catherine: Yes, I mean today’s students do not pay a lot of attention to what the teacher says anyway.

Mark: Right.

Catherine: Yes, one can only remind them.

Mark: Do you feel they read the course guide or is it only there, so that you can say I have done it, I have put something out there?

Catherine: Well one can only hope that they will read the course guide, but I wonder whether they read anything at all.

Mark: Some students told me they only read when it is associated with marks or assignments. How do you feel about that?

Catherine: Possibly, since they are assessment driven, most times they are only interested in how they are going to be assessed and that sort of thing. I do not think they are interested in anything else. Because other than course guides, I have course manuals and they do not read. They just do not read.

Mark: Do they read course related material at all or is that also a struggle?

Catherine: Oh, it is definitely a struggle. Do I need to tell you what subject I teach?

Mark: Yes please.

Catherine: Yes, I teach [removed] to business students and Accounting students. There is a lot of reading and there is a lot of resistance to reading. I think that with Accounting students there is obviously a preference for numbers rather than words, and [removed] is not exactly the easiest course to undertake. There is a lot of resistance to reading anything, let alone the textbook or the [removed].

Mark: That must be very difficult because they come here to learn but are having difficulty doing the reading. How do you cope with that?

Catherine: Well, I used to have a workshop that was run in collaboration with a woman from the learning unit. I used to think it was a language issue but it was more than a language issue.
Eventually I thought it was a learning issue, so we tried some strategies. This woman introduced mind maps and there was a resource, a very good resource put up on the site about how to study. I think many students would have just looked at it and that is it. There is a lot of resistance to this course, full stop.

Mark: Okay, is it discouraging that the students resist the course?

Catherine: Yes, it is very discouraging. However, one keeps trying new avenues, new ways. You get a few good students who keep you going. Overall, it is demoralizing as well.

Mark: I can imagine.

Catherine: Yes.

Mark: When dealing with violations of academic integrity such as plagiarism and collusion, did you receive support from your colleagues and the school.

Catherine: I did not make a big deal out of it because it was just too many to go through. I had three hundred students and I thought there were too many to go through the whole process. I think it would have been too traumatic for everyone concerned. I mean it is not that I condone it, but it was just a bit too difficult. What I received were assignments with beautifully written fantastic results and you know these students can hardly string a sentence together, that sort of situation. You know that is not sufficient proof that a student cannot produce a good, an excellent assignment just because they cannot communicate with you. That is more about suspicion rather than saying that one has proof to work on.

Mark: Do you use systems like Turnitin to check work?

Catherine: No, not for the undergraduates.

Mark: Can I ask why?

Catherine: Number one, I think it would be just too much for them to follow through with such a small assignment without requiring any deep research or philosophy. I did not think that we needed to go through all that. I suppose if one were to introduce Turnitin that might put some students off deciding that they wanted to violate the rules. As I said three hundred students spread over a few tutors, I think it just seemed that no body had done it before for the massive undergraduate classes or whether it was worthwhile pursuing. As I said, it is quite basic stuff, which one should be able to answer by just reading the textbook or other book. It is not anything that is really thought provoking.

Mark: Of the three hundred students, what percentage do you think violate the rules of academic integrity?

Catherine: I really cannot tell based on that one assignment. You always get students coming in and saying ‘I heard so and so paying someone to write assignments’ that sort of thing. You know you cannot prove it, you cannot prove it. There are obviously people outside of the university, who are helping the students, whether it is for money, I assume that might be the case. You hear this from the students and suspect it from looking at the assignments. What I have done is I have refused to assess them by way of assignment.

Mark: Right.

Catherine: In fact, I have replaced it with quizzes. In a sense, it is good because they turn up to sit the quiz and they turn up to get the papers and that is about it for some students.

Mark: Do you think some students are passing even though they have plagiarised or colluded on their assignments?

Catherine: I think yes. A few of the students might have had that bit of extra help to get over the pass mark. If they were a student who had no idea, it would not have made any difference
at all. It was quite glaring when you look at their exam marks. When students are getting fourteen out of fifteen or full marks for the assignment, and they are getting something like sixteen or seventeen out of seventy on the exam. You sort of think, oh yes that is probably a case but again how do you prove it?

Mark: That must be discouraging.

Catherine: Yes, you see to go back to Turnitin, I do not think Turnitin is relevant for this sort of course. As I said, the types of questions we ask in assignments are very basic stuff, like has so and so, the directors breached their duties given the fact. I do not think Turnitin is going to be of any use at all.

Mark: Is it possible student attitudes to violations of copyright, including burning DVDs and downloading material from the Web influences student attitudes towards issues of academic integrity?

Catherine: Frankly speaking no. I think that we are talking about a different generation here. Their attitude is so much different. Yes, they are used to doing that sort of thing. I think because they have managed to get away with it, in a sense it is like apart of life. Burning DVDs, you know that sort of thing. I think they do not see it as anything terribly wrong.

Mark: Is it possible their attitude towards the burning of DVDs could be influencing their view toward violating academic integrity? Is the whole thing becoming less of a problem or concern for them because they have the attitude that it is okay to burn DVDs and download?

Catherine: Do not forget where they come from. It is possibly, very proper and all right to do this. It does not occur to them that they are actually violating any rules, let alone the law. You know you cannot change attitudes overnight. You cannot expect it to change just because they have come here and they are told it is wrong. You cannot do it. It is not going to work.

Mark: Have you observed changes in student attitudes to academic integrity since your own undergraduate studies?

Catherine: Let me see, when did I do my undergraduate studies? You are asking me about [removed] yeas ago.

Mark: You must have something to compare with.

Catherine: In those days, we were terrified of being accused of cheating. I mean it was such a big thing. Now it is as long as I am not caught, I suppose that it is all right.

Mark: So they are willing to take a risk, they think the risk is worthwhile.

Catherine: Yes, but I wonder whether it is because they have no understanding of the consequences. They do not realize that what they are doing is wrong in the first place. They do not understand the consequences or maybe they just ignore it, I do not know. I mean this is the mindset of a different generation.

Mark: Recently there were some cases of politicians in Germany being picked up for plagiarism in their PhDs. Do you think the students are considering their future careers in the things they are doing now?

Catherine: No, they are not thinking that far ahead.

Mark: Do you think there could be ramifications for them in the future because of things they are doing now? In other subjects, they are using Turnitin and they do keep electronic copies of the material submitted by students. Could these things come up again in their future to haunt them, accusations of plagiarism in their undergraduate or postgraduate studies?
Catherine: Well if someone is interested in digging the dirt on that person, then I suppose so. I really cannot comment on that. I really do not know what they are going to do when that happens or if it is going to happen at all.

Mark: Yes, it is just that things are kept electronically and Turnitin keeps this database.

Catherine: How long does it keep it?

Mark: There is no requirement to delete the material and the institutions submit the material and lose the intellectual property. I was wondering how you felt about that because these things could be around for generations.

Catherine: Well, there is no point asking me about what they would think. It is better to ask them because I really have trouble understanding what they are on about. Sometimes you know there is this real attitude. It is really about the spoon fed generation. They are just waiting for people do things for them. They are not really thinking that far in advance or of the consequences of their actions or lack of action.

Mark: Yes, I have also interviewed students and they do not seem to think about the future.

Catherine: It is very now and me.

Mark: I wondered if it is because many international students come from societies where they are used to counterfeit products. I was wondering do you think those physical counterfeit goods have had an influence on the way in which they use academic material.

Catherine: Yes possibly, possibly. I mean to them it is like no big deal to buy all the fake stuff. I suppose that at the end of the day, it is really about the enforcement of the law. In countries where there is not much enforcement and it is an accepted part of life, then what is all this about academic integrity. It is just another sort of property to be abused and copied.

Mark: A lot of academic literature in this area credits the way in which Chinese international students learn, Confucian culture and so on. I wanted to pursue this research because I had certain suspicions. I felt there must be modern reasons behind student attitudes towards issues of academic integrity, like violations of copyright or counterfeit goods.

Catherine: Well, can one assume that the Confucian ideals are still relevant today? Is it an assumption that they are still important to the new generation? Because I think communism did a lot to erase many of the older beliefs or philosophies. I do question that part about Confucian or Taoist ideals and beliefs having a big part in their psychology.

Mark: That was my assumption for this research. I felt that communism and social reform might have wiped a lot of that out. This generation seems unaware of anything to do with the social revolution. It seems this generation is removed from the social reform so I could not look at that issue with this generation. I feel the same as you, that there may have been significant erosion of that way of thinking, although Western research still credits Confucian and neo-Confucian influence.

Catherine: Well maybe they are just assuming it still exists. I question whether it exists or not. I am of Chinese background, but I do not understand what is happening to young Chinese.

Mark: The literature says it is in the way young Chinese people learn the idiograms. That learning Chinese writing is a lot of copying, repeating and reinforcement. They were saying that kind of education leads to their attitude towards using academic material.

Catherine: Yes, I think that is a possible and plausible argument. Because they do not think, it is copying. They think it is a compliment. You got it right. I trust you got it right. It is great. It is better than anything I could have ever done.

Mark: Yes, the literature also mentions that they repeat the lecturer and show respect by accurately repeating them.
Catherine: Exactly, because one assumes the lecturer is correct, because I do not know anything. Therefore, the lecturer who knows everything is correct. Because they have not been brought up to question authority, whatever the lecturer says they take it down and treat it as the gospel truth.

Mark: You mentioned that you were a little unsure about what young Chinese people were learning. Could you expand on that please? Are you saying something about the quality of their education?

Catherine: That is the thing. I have no idea what is happening in China. What is the standard? What are they learning at school? I have no idea.

Mark: For your course, would you like to have more information about what is happening in China and what the students know before they come to university?

Catherine: Well, even if I wanted to I do not think it is relevant. Because I do not select these students, so it is really a waste of time to know. I mean I have a particular set of values, which I would like to see in the students. Whether I get them or not is really quite irrelevant because the choice is not mine to make.

Mark: Do you see any difference between international and local students in their attitudes towards these issues?

Catherine: I do not think there is that great a difference, because again it is a generational thing. You wonder how much of it is related to culture or just a generational thing.

Mark: I assume they are your children in the picture behind you.

Catherine: Yes.

Mark: I was wondering how you feel in relation to your children and their use of intellectual property, compared to your international and domestic students.

Catherine: Well mine is very aware. One, the school makes it quite clear, and two I make it very clear. Maybe because of my legal background I make it very clear. Personally, I really hate those fake DVDs and that sort of thing. I think it is really a kind of theft of intellectual property. So yes, they are very aware of what they can and cannot do.

Mark: Some lecturers put it to me that it is not so much a cultural difference but a difference in attitude between good and bad students. Students that get high distinctions and distinctions have a different attitude to students that get credits and passes. They say that is a greater influence towards violations of academic integrity than the culture they come from.

Catherine: Well, I am thinking culture is starting to be less of an issue. I mean there must be other forces shaping their ideas. Let us talk about my daughter. It is school and home, school and home, nothing to do with culture.

Mark: In that case, it could be a generational thing and their use of the Internet could be a very big influence.

Catherine: That is right, but everyone is using the computer and the Internet. How many of them actually think about intellectual property issues?

Mark: It has also been suggested that Western students could be more aware of issues of intellectual property because they have had generations of Western firms trying to enforce copyright.

Catherine: Possible, possible. However, when they go overseas, it does not stop them from buying fake DVDs and CDs does it.

Mark: No, they are probably bursting to do it.
Catherine: That is right.

Mark: Do you think it possible that Western firms have had an influence on Western students, which is missing on Chinese international students?

Catherine: I do not know about what the firms are doing in China, so I cannot say anything about that.

Mark: China has had almost a hundred years of not having firms or corporations. Whereas here we all know, early what is wrong and what is right in connection to intellectual property. I wonder if that has had an influence.

Catherine: Well again, I suppose earlier generations would have been more aware, because they were of that generation which was more law abiding. You know more willing to abide by the rules. I do not know. The longer I talk about it the more I am starting to think it is a generational issue. It is about attitudes today. You wonder how much culture is apart of their lives now, because communism reduced many of those cultural and traditional ideas.

Mark: If it is a generational thing, then what do you think it will be like in the future? How will the next generation use intellectual property and academic material? If you feel there is a change in this generation, what will it be like in the future?

Catherine: Well, the technology will change as well. One hopes that assessment may also change to make it more difficult for plagiarism and that sort of thing. I have always favoured tests and exams because that really cuts down on the problem of plagiarism. Then if you are looking for academic strength, depth and so forth, then there must be some form of research and assignment. Again, we need to look at the level of study that is happening. Postgraduate students, yes we do expect deep intellectual assessment. Again, with undergraduates, do we expect them to come out with anything? I mean what can be done with a twenty percent assignment. What can you really show?

Mark: Group work appears to be a bit of an issue amongst the students. Some international students have put it to me that they are quite happy for some members of the group to loaf, because they provide other rewards. They work in small groups whereby two of the group do the work while the others play support roles, including driving them around, helping to collect furniture or other day-to-day things. I wondered if you had any comments on that.

Catherine: I do not like group work for precisely this reason. I do not think this is how education should be. You are here to learn, you are not here to drive people around and all sorts of things. In a sense, it is not very honest.

Mark: Would it be of any value to make their parents aware if their children were cheating? Considering the parents make sacrifices for their children, but the children do not actually learn while they are here.

Catherine: It depends. I cannot answer for their parents. I mean some might just say ‘oh well no big deal’ while some will probably have a fit about it. Look, it all depends on the parents. I really cannot comment on how the parents will react.

Mark: Many students said their parents do not necessarily care about the path they take as long as they get the degree in the end. What happens in getting the degree is not such an issue for them.

Catherine: Well, they might be right, they might be right. If the family is not terribly concerned and the parents are not terribly concerned about how you get your degree. Therefore, we are back to family influence. As I said, it is school and family. Obviously, you can tell them all the rules and regulations but it does not matter. Again, we are back to what shapes, what influences them in relation to this issue, family and school what else. I do not think it is the big companies in China, and I definitely do not think it is the culture now.
Mark: A generation ago, to take adamic material, including a friend’s work, you would have had to sit down with a textbook, write it out or retype it. Does the ease with which they can copy things electronically cause them to devalue the material?

Catherine: Definitely, I mean I keep telling them ‘you have to write notes’, ‘you have to write notes’ because a PowerPoint is just points. I deliberately leave little information on the slides, which is how it should be. I say you have to expand you have to expand. I said we do not have time to go through everything in the textbook, so what you need to do is to expand and write your own notes around the slides. They will not even do that. What has happened especially amongst the Chinese students is that there are these pre-printed, so-called notes. They can buy them. I have seen them but you know they are just basic notes. I said to them, at the end of the day, if you do not understand, these notes are meaningless. However, they hang on to them and they will not let them go. They will not write their own notes. Students have passed with these notes in the past, so they think it will work for them as well.

Mark: Are those pre-printed notes prepared by other students.

Catherine: I think students from another college prepared them.

Mark: Some students getting distinctions and high distinctions said they were happy to sell their notes or write assignments for others.

Catherine: For money?

Mark: Yes for money, have you come across that?

Catherine: Not that I know of, not that I know of. I know of people from outside but not from amongst the students. I mean in my time we never heard of anything like that. We just assumed we had to do this and we did it ourselves. We never thought of getting someone else to write something for us.

Mark: Is it possible that the commoditisation of education, particularly selling education as a product to overseas students is causing this? Perhaps when we did our undergraduate studies, we were there to learn whereas now they only come to get the qualification and they pay a lot of money for it. Therefore, they have an expectation they will get it. Do you think this has any impact?

Catherine: Yes definitely. We paid so we should get some thing for it.

Mark: I feel that could influence their thinking, almost as though they have a right to it. As you say, I paid for it so I must get it.

Catherine: Expectation, entitlement.

Mark: They very much see it as a commodity, something bought and not something earned.

Catherine: Yes, you are right.

Mark: I do not want to put words in your mouth.

Catherine: No, I think that was very well expressed.

Mark: If I could just sum up, it seems that you do not think the issue is culturally based. It may be a generational thing and it could have more to do with the way in which they use the Internet and Internet downloads and counterfeit goods could influence them. It is less of a Confucian or culturally based thing and could be to do with the commoditisation of higher education and selling education as a product.

Catherine: And I suppose the political and social changes in China.
Mark: As higher education becomes more China based, does it concern you that we do not know what the students are learning or cannot access the quality of the education they receive? How do you feel about that?

Catherine: Well the reason why Australian universities go into China is to make money. I think that is how the university portrays itself and that is how the students see themselves. They are only here because they want our money. I think looking at how providers treat the product is important. The students take on whatever they sense from the providers.

Mark: Perhaps the providers play an important role in the way in which they market the product. They need to indicate that although it is a product you must take the rules of academic integrity seriously and value your education.

Catherine: You have obligations. You have obligations. Perhaps education is valued less now because it is a matter of paying and it is a matter of paying for a particular university. In a sense, why would you go to another university if you can pay to go to Melbourne? Why are you going to [removed] for example? Is it because you think it might be easier to get through?

Mark: Is the process becoming a factory for turning out graduates.

Catherine: Yes, I would like to get more resources to help these students and to treat it more as a learning and educational experience. Many of the students would benefit from extra classes to help them to study and learn. Rather than just sending students to language classes and telling them, you have to understand first. You have to know the subject matter. It is not a matter of just going and sitting an exam and reproducing stuff so that you can get a piece of paper at the end of the day. It is difficult to impress on them the need to work, that seems to be gone. So again, it is a generational thing, you know their attitude towards the course, their attitude towards school is all very superficial. I mean it is as if they know a bit of this so that is enough. It is very superficial. Again back to do you really want people coming through who know how to absorb things, understand and think about things, rather than just knowing enough to get through the fifty percent mark and to get a piece of paper. I think the latter seems to be the message that we might be sending out.

Mark: When you did your undergraduate studies, did you aim for high distinctions and distinctions? Because in talking with students, I found they are comfortable just aiming for a pass. I always aimed for the highest mark I could so I find this a big difference in attitude.

Catherine: Well in my time, we tried to get as high a mark as we could. They keep telling me they just want a pass. I have to tell them you can get better than a pass if you work. People have done it. You know they seem to think that they are not up to it, and again it is about a lack of confidence. This is where I think the university could do a bit more in providing extra resources for these students. I mean we have the learning centre and we have SLAMS and that kind of thing. Are they giving quality assistance? It is all very well to say we are doing something but you know sometimes that sort of thing is really a waste of time. It confuses the students. The college or school needs to do something to make the study worthwhile. It is not only about getting fifty percent. It is about wanting to do the best you can and that seems to be gone.

Mark: Would the university support you if you wanted to follow up on these issues of academic integrity particularly after having invited students to come here to study. How would they feel if you were to make an issue about trying to detect who was violating academic integrity? Would you have the support of the university or does the university like to make it as easy as possible for the international students?

Catherine: Let me put it this way. I had a colleague, they had an issue involving local students, and at the end of it, he said he felt as though he was the bad person. He just felt that it was not worth the effort.
Mark: So it is not proactive.
Catherine: Yes, one does not feel that the university is behind you. It is as though everything is geared towards helping the student and some of the student union people can get a bit nasty.
Mark: It seems as though they do not want to invite the students here and then make it difficult for them, because it could hurt their reputation overseas.
Catherine: Possibly, when I say nasty the issue was not about academic integrity. It was just about an appeal. I read the most aggressive letter from this total stranger from the union and thought why go through all that. This was not even about plagiarism. It was just an appeal. I thought oh my god. Now I understand what my colleague was saying. You know we already have enough stress as it is. We do not need any more, especially when it is not going to help anyone, and at the end of the day, maybe the student is going to be let off. I think one has to be more careful about the assessment. If you want to avoid plagiarism, cheating and so forth then let us do assessments that avoid these situations. Look at what they are here for, the courses they are doing. When talking about undergraduate students, maybe you have to forget about these kinds of assignments unless you are prepared to accept the problems of this type of assessment. Two thousand words, is it worth the hassle?
Mark: Does it concern you that students could graduate having violated academic integrity or cheated while you were the lecturer in charge. It was under your watch that these students got through. In the future does it worry you that you could be criticised for graduating students when there is evidence that they copied from each other or from the Web?
Catherine: Well, it is concerning, but on the other hand the standards have dropped. I myself question the value of the undergraduate degree. I can tell you when I was teaching the diploma course twenty years ago at TAFE the standard was much higher, even twenty years ago at the TAFE level.
Mark: Would the university stand by you in the future if it were known that students graduated under your watch and had violated academic integrity?
Catherine: I do not know, I do not know but then the way the universities work I am not very optimistic. I am not very optimistic. This is why I try to avoid all these issues and assignments.
Mark: That sounds sensible.
Catherine: I know. I do not want to have to worry about it later. I have always said ‘students who have gone out and passed my [removed] have actually done some study’. I am not the sort that believes you should get a pass because you turned up for the exam. If you work hard, you deserve the mark you get. You deserve your distinction and so forth. That is the message I am saying to them. I am not exactly Miss Popular but I am not here to be popular. I am hoping that they will get the picture that they have to work hard. That is my aim and I side step the issue about plagiarism by not having any more assignments.
Mark: Will you increase the value of the exam overtime?
Catherine: No, we cannot. We are supposed to be dropping the value, which makes me even more annoyed.
Mark: Does it make you unpopular with those above that say you need to structure your course in certain way, that you push against it a little?
Catherine: Well look, we did not have much choice about dropping the exam component. It was as though this was decided by the powers, you know up there. Therefore, you just accept it. From the school we made representations that with [removed] you need to have a bigger exam component and a longer exam time. It was swept aside, so you just do what you are told to some extent, well in most extent, to all extent.
Mark: My final question is what will be the future of these graduates? On a recent trip to Hong Kong and China, I noticed the graduates often return to take on the clerical roles of their parents or to work in sales positions even though they have studied overseas at Melbourne, [removed] and so on.

Catherine: Be careful though. If they studied at Melbourne, they are not likely to go back to be clerks, do you think?

Mark: In some cases, they seem to be replacing their parents in the workforce, particularly in Hong Kong by working in clerical positions. The roles they get are only replacing their parents. It seems to be the new standard that you have an undergraduate degree from overseas. They are filling the roles of their parents, in clerical work or sales. Their parents did not need to have a degree is higher education just setting the bar higher. I was wondering if you had any thoughts on that, including what these graduates will do when they return.

Catherine: It depends on whether they were a good student with fantastic marks. If they are going to go back and do clerical work that means they really have not achieved very much with their degree.

Mark: Will this degree help them to be a high flyer in their industry or will it mean they have a degree but return to do clerical or sales work?

Catherine: Well, looking at the current cohort, looking at the way they have approached the course I would say that the majority of them would be of the clerical level and possibly that is what they are aiming for. Their attitude is I do not really need to get distinctions as long as I get a degree it is fine. For the high flyers, I suppose they are looking at something more. These would be the distinction students because they want to achieve more than their parents and realise they have to work.

Mark: I wonder what the parents in Hong Kong and China think will be the future for their children once they return. Do they envisage something greater than what they are getting?

Catherine: I suppose it is the same as every generation in the past. Once if you got through primary school fine, then the next generation if you got through secondary school fine. Now if you get through a first degree then that is the next stage. I think it is just a change in society. I mean we are all more educated or at least staying longer in education. That is just part of the change in the world, because you are expected to be in education longer.

Mark: Although they may not achieve beyond their parents, career wise.

Catherine: I keep telling my daughter, I said ‘go and just get your undergraduate degree and then seriously think what you want to do’.

Mark: I understand. Thank you very much for you time today.

Catherine: You are welcome.
Appendix 15: Jennifer’s Interview

Mark: My first question is how you introduce students to issues of academic integrity and by academic integrity, I am referring to collusion, plagiarism and referencing.

Jennifer: I usually tell them what I am expecting, which is original work that has to be produced with academic integrity. Once I have said those things, I give them some examples and say that I do not want them to copy each other’s work and I do not want them to cheat in the test. When they have to do some research, I tell them do not copy what the other students are doing. Do not just copy and paste what you find on the Internet and what you hear. If you use materials produced by someone else, you need to acknowledge them using proper referencing and I give the students links to referencing guides.

Mark: So you use a combination of speaking to them about it and you give them a link to some written material.

Jennifer: Yes, the other thing I am using is Turnitin. If I am not very clear as to what I expect, they might get very high Turnitin ratings. I really try to be as clear as possible, so I use the term copy paste. I say you know it is unacceptable if you just select half a paragraph from a newspaper or journal article and paste it in to your essay. I try to be very firm because they think they can get away with it. I tell them I also use Turnitin and that they have to submit to Turnitin. Turnitin is going to tell me if they have done that copy paste. I have a Chinese honours student and I have had many problems explaining to them what plagiarism is. Because he is doing research, he has many opportunities to copy and paste. It took him a while to understand that he had to rework the material and acknowledge his sources. He is now doing training in Endnote with the library and that has helped.

Mark: Have you dealt with any violations of academic integrity like collusion, plagiarism or failing to reference and how did you deal with it when you have?

Jennifer: It has happened often, especially when I have been teaching online, OUA for example, where I have little contact with the students. Whatever I said to them is in writing and it is up to them to read it. I guess in the lecture theatre it is up to them to listen to me as well but if I push it, they will hear me. With OUA, I have had significant problems with international students including Chinese but also with Australians. What I have done when I came across it, and if it was substantial was to write to the student and tell them there is a significant issue of plagiarism here. I would like you to resubmit and I will give you an extra week. When they do not reply to this, I mark them down on the report. If it is small issue and not as significant, in that case I will just take a few points off. That is the way I handle it on campus although it is usually less of a problem because they have been made well aware of it. I have not had significant problems with it on campus, not as much as online.

Mark: When dealing with violations of academic integrity, did you receive support from your colleagues, the institution and school.

Jennifer: Yes, I received informal support from my colleagues and the school. I have not sought any specific support from the institution. As I said, I am using Turnitin, which the university enables me to use.

Mark: Some lecturers have found that approaching students directly after an instance of plagiarism has occurred goes counter to the policy of their school. I was wondering how things functioned here.

Jennifer: It is informal and I have not had any complaints. If I contacted the students, it was to give them feedback or an opportunity to resubmit. That is my logic and I do not see any issues with that. I have not heard that it is necessarily a problem.
Mark: If a violation of academic integrity occurred and you directly contacted a student with an accusation of plagiarism, are you concerned that the school might have a problem with the way you addressed the individual directly?

Jennifer: I have the feeling that it would not be an issue. The first reason is it is written in the course guide that plagiarism and academic misconduct will be penalised. If it is serious academic misconduct, the students will be sanctioned by the school. I am assuming there would not be a problem coming from the student because I have everything in the course guide, which is our contract and in line with what the other lecturers are doing. If there was an issue, I have the feeling I would be supported as long as I provide documentation and can prove there was misconduct.

Mark: I think you have answered it, but in your opinion are your institutions procedures for dealing with violations of academic integrity sufficient.

Jennifer: I have not been exposed to it but I have heard that it is a lengthy process and that it is difficult to reply to the student’s complaint. I have not experienced it firsthand at least not in that context and not for the reason of academic integrity.

Mark: My research looks at the relationship between copyrighted material and counterfeit goods including how it influences perceptions of academic integrity. Are changing attitudes to violations of copyright including burning DVDs and downloading material from the Web changing student attitudes towards issues of academic integrity?

Jennifer: I think it may be linked to the fact that it is easy to copy now because everything is done using software. If the students are doing calculations or analysis, they can easily copy a spreadsheet and then reuse or play with it. Technology has probably assisted them to copy and I believe cheating is easier now. It is true that their perception has changed because once they copy a document they believe it is theirs even though it is only a replica. Because they think it is theirs, they then think it is unique. They feel they own the document because it is on their computer or chip. Maybe it is the same thing with copied goods because they believe once they have bought the DVD or CD then its content becomes theirs and there is no link to the work of the original owner, so they can do what they want with it. Yes, there could be a link there.

Mark: In the case of Chinese international students, if they are surrounded by counterfeit or fake goods, could that change their perception of issues of academic integrity when they study overseas? If you come from a society where they accept counterfeit goods, could that also decrease their understanding of issues concerning academic integrity?

Jennifer: Potentially I think they value it less because it is easier to obtain. I think it might be the same with assignments as well, because they just copy an assignment and change it a little. They do not understand how much work they have to do, because it has been so easy to obtain it. When you tell them no, you actually need to work, they do not necessarily understand how much work is required. It is like just how much money would be required to have the original good. There is something about their being honest and working hard for it. There is just such a habit of sharing and copying material. In fact, maybe their energy is directed into the networking, copying and modification so that it looks different.

Mark: Is the work that you give your students based on figures and statistics?

Jennifer: It is a combination of calculations and a research report, which should make it a unique piece of work. They write their report based on their own data and I have a research segment where they draw up on information from the outside. They all more or less have the same topic although they should produce different reports. Although their reports should be quite different, there is still an opportunity for them to copy each other or from outside.
Mark: An academic in the area of Accounting told me they incorporate the student numbers of individual students into their balance sheets. Because the student number is an item on the balance sheet then everybody comes up with a unique set of figures. Do you do anything similar?

Jennifer: No, although I know some colleagues ask their students for the original spreadsheet produced by Excel, so they can check who created the spreadsheet and when. As for things like Turnitin, if it is a written report it is much easier to cross check. I have about two hundred students and I am thinking of moving towards obtaining a digital copy of their spreadsheet used to generate the numbers for the report. For me it is not that much of an issue given what I am asking the students to do.

Mark: Have you observed any changes in student attitudes towards violations of academic integrity since your own undergraduate studies?

Jennifer: I would say yes because of the use of computers. I think it goes both ways now as it is easier to understand what plagiarism is, and you do have technology to assist you like Turnitin. At the same time, it is now easier to copy paste and do plagiarism. As a student, I was not much aware of plagiarism as it was not really an issue. It was more about whether you copied your colleagues work. I do not know my assumption was that you would be caught anyway so what was the point. However now I think technology is making it easier for those students that want to plagiarise.

Mark: Did you do your undergraduate studies in [removed]?

Jennifer: Yes, I did my undergraduate studies in [removed] under the American system.

Mark: Do you think the West including Canada, the US, the UK and Australia make a bigger deal out of the issue of academic integrity than other societies?

Jennifer: No, I think it is the same because most education systems rely on the integrity of the students regardless of the country. However, I think it is easier to do it here because we have access to more resources. It is the same in the American system because more work is done at home. In Europe, a lot of work is done on campus in the form of tutorials with work submitted at the end of the tutorial, and not just in two or three weeks time as it is here. In non-English speaking countries, there is not an abundance of resources when you are looking for something like you find in the Anglo-Saxon system where there is so much of it.

Mark: As the acceptance of counterfeit goods and downloading from the Internet expands, will student attitudes towards issues of academic integrity continue to change?

Jennifer: I feel that it probably will not change. It will always be a battle to reinstate and repeat what we believe about academic integrity. We must continue to try to make the students understand the importance there is to it.

Mark: Some American academics have spoken out about just giving up and looking at different ways of doing things. Like not trying to police violations of academic integrity, including making different types of assessments and allocating larger proportions of assessment to the exam. Do you think there will be a time when you will look at other ways to control issues of academic integrity rather than by just continuing to try to police it?

Jennifer: I do not know. I would not give up because I think there is benefit in having the time to reflect on things and to build a research piece or longer assignment. I think the benefit of it is greater than the desire to give up and rely solely on the exam, or having everything done in a specific time and under pressure. Personally, I do not do extremely well in exams, I was always happy to have time to do longer assessments. I think the tools to catch the cheaters are also becoming better. The students are not always aware of the tools we have and just how helpful they are. It is not usually the brighter students that cheat, so most of them are easy to catch.
Mark: Yes, that is what I am hearing from other academics. To cheat successfully can take great effort and sometimes it would be easier just to do the piece of work than to try to cheat.

Jennifer: There is kind of a risk return thing, how much risk are you taking. I do try to make them aware of the risk. If they are caught, they will lose points, they may fail and they may have the school on their back. The other thing I usually tell them is that it is unfair to the other students and that is one of my big lines. Because as a student, I was exposed to colleagues getting high distinctions on work that I knew was eighty percent copy paste from the Internet, which made me angry. This is something that they get which prevents other students supporting the cheating. The students that cheat can actually be a little isolated. Like I do not want to show you my assignment because I know you are going to copy it and you might actually improve it a little and get a better mark than I get which is not fair. If we are caught, we are both going to get into trouble so there can be that logic as well. I try to isolate students that might think about cheating.

Mark: From some of the things that have been said, it appears to be important to tell the student about academic integrity. Because it seems they do not read the course guide, so verbal reinforcement is important.

Jennifer: You need to explain to the students what you are expecting and show them that you will follow through by actually doing something about it.

Mark: Do you mention it when each task is due or only at the start of each semester?

Jennifer: I tell them at the beginning of the semester that I do not like cheating in tests, I do not like cheating in reports and I do not like cheating in the final exam. If you do any of these, it is unacceptable. I also reiterate it when they have to submit their main assignment and that is when it is put into Turnitin.

Mark: Do you ask the students to submit to Turnitin or do you submit their work to Turnitin yourself?

Jennifer: No, they must submit it themselves.

Mark: They all have to create an account.

Jennifer: Yes, this only takes a few minutes.

Mark: One of the criticisms of Turnitin has been that it takes the copyright of the student’s material and retains it in their database. Does that concern you?

Jennifer: No, but I think I would be more concerned if it was a research student that is about to produce an original piece of research. That would include honours, masters and PhD students obviously. In that case, I would say no, but for an undergraduate piece of assessment, I am not concerned. However, you are right I think there does need to be some discretion as to whom it applies.

Mark: Another criticism of Turnitin has been that it holds material on US servers and under a different legal jurisdiction to Australia. For example, recently a Canadian university stopped using Turnitin because the material was stored on US servers. Does that trouble you?

Jennifer: That does not trouble me at all. As far as I know, it is a free service and there needs to be some kind of indirect payment or some kind of mutual benefit. I think it is harmless and I am not asking students to talk about their personal life. If I was teaching literature and asking them to be introspective and it was what I considered sensitive material, I might think about it differently. Otherwise, I think of it as more like a policing mechanism and trying to manage academic integrity.

Mark: Yes, I understand.
Jennifer: Especially finance because you do not really put your heart and soul into it as you might with your honours or masters degree.

Mark: That is interesting because some students have said the creativity or amount of pride they have in their work can reduce the amount of collusion and plagiarism.

Jennifer: Well, I have a colleague who teaches [removed] and she has significant issues with plagiarism, particularly students blatantly copying each other’s assignments. It is because for them it is spreadsheets and numbers, and they do not value the work. I think they see it as less of a problem because it is hard for them to grasp what they are doing wrong. They see it as the exact same procedure, so why not just take my colleagues paper.

Mark: Yes, I understand. I think that might be the same in Accounting too. Have you observed differences in attitudes towards issues of academic integrity between your domestic and international students?

Jennifer: Yes, international students do not necessarily know or initially understand the concept of plagiarism and academic misconduct. For the Australian students, it is clear that they do know what plagiarism is. If they do it, they do it with full knowledge that it is wrong. I find once you tell the international students and explain to them what it is then they are accepting. However, at the beginning some international students have significant problems understanding the concept of plagiarism.

Mark: Could it be that Western organisations have done a good job educating Western students to understand issues of copyright. Do Western students have a better understanding of plagiarism and issues of academic integrity than their Chinese counterparts because corporate intervention in society might have been lacking?

Jennifer: I think so because here it is everywhere. For example, sometimes you will hear about a journalist who copied an article from another journalist. I think the students hear about it all the time and they are told about it as kids and teenagers as well. While in China, probably the Middle East and some developing countries, it can be about just producing things with whatever you have and in anyway you can. Sometimes these students see plagiarism as just a form of collaboration. However, if it is plagiarism from a book or the Internet then they may sense there might be something wrong. If it is from peers then they think we are collaborating on our assignment, what is wrong with that.

Mark: I think we have been conditioned to the concept in the West because prior to the Internet corporations did a good job telling people what they could not do with their material. Perhaps this influence has been missing in China and I wondered if this is reflected in their attitudes to issues of academic integrity.

Jennifer: Yes, I think the notion of private goods in Western countries is strongly entrenched. You hear about copyright infringement by the big companies and you hear about the big company suing the small company, or the other way around because they have copied their product. We are very much aware of this at the level of goods and even services in the West, because copyright infringement means decreased profit for the corporation.

Mark: Yes, that is an area I am interested in talking about in my thesis.

Jennifer: Yes, I think they transfer.

Mark: They do transfer.

Jennifer: Intuitively a Western student would understand it better because of this.

Mark: Is there anything else you would like to say on this issue?
Jennifer: I am not sure it is as doom and gloom as we think. I think once the students are made aware, it reduces the issue of plagiarism. Admittedly, it does take some of our time. However, I think it is part of our job.

Mark: Did you see that coming into teaching that you would spend as much time as you do tracking down plagiarism? Did you envisage that?

Jennifer: I did. That comes from me being a student, discovering that plagiarism existed, and finding it unacceptable.

Mark: I do not want to take up anymore of your time. Thank you very much.

Jennifer: You are welcome, anything else?

Mark: Well interestingly, the students seem to have totally overcome the feeling that there is any problem with violating copyright in terms of copying DVDs or downloading things from the Internet. However, they see a relationship between the physical counterfeiting of goods and the plagiarism of academic work.

Jennifer: I think it is the same as what I was saying before about technology. They do not feel guilty if they copy the document or spreadsheet of someone else. However, I think they have time to feel guilty when they actually take someone else’s assignment and start typing it out. When there is, a physical action related to it, greater than just a few clicks then they have time to consider what they are doing. When they have a piece of paper in their hands that is not theirs then they understand that it is not theirs but if they have a spreadsheet on their chip that is not theirs, they just change it a bit and then consider it as theirs. There is a relationship here and it is the same for copying DVDs and movies. Once it is on their computer, they believe it is theirs.

Mark: It is that digital versus physical thing and the effort required in copying it.

Jennifer: Yes, there is a greater risk if they actually take the time to copy the work of someone else. The whole process of copying a physical piece of paper takes time, so they have time to feel uncomfortable and guilty. It is the time and the effort it takes to copy someone else’s work. The more time they take to modify the work of another student the less comfortable they feel. However, copying a digital file is just too quick and easy and they do not have time to feel that they are doing anything they should not.

Mark: That is very interesting. Thank you very much for your time.

Jennifer: You are welcome.
Appendix 16: Karen’s Interview

Mark: How do you introduce students to issues of academic integrity including collusion, plagiarism and referencing?

Karen: How do I first do it? [Removed] gives students documents about the course including what we call Part A and Part B statements, which are general and specific information about the course. In one of them, there is some boilerplates about you must not copy, here is the plagiarism stuff. I guess that is the closest I get to personally doing it with my students. I am sure that when they enrol, [removed] sends the students stuff about you must not copy and you must not plagiarise. I am sure there is general information and then there is the information they get in the course documents. In my classes, when they have an assignment or when they have exams, I talk about plagiarism. I say do not copy because it makes no sense to copy. We are looking at your ability and your skills and we can recognise when you copy, so do not do it. I will give real world examples, I will say I have had students in an exam that used the example from the tutorial question instead of the question in the exam, so do not copy because it is obvious. I also say you know we read many assignments and can recognise our own material, so do not copy. I also minimise the opportunity for it because the questions I set are not theoretical in any way. The students cannot really copy except from other student answers to that or a similar question. I find they sometimes do copy but they cannot just take chunks out of the textbook. They have to know the theory and then they are assessed on how they use it. I probably do it in a more informal way in the class and say do not copy, we will catch you and it is zero if we do.

Mark: Have you dealt with violations of academic integrity like collusion, plagiarism or failing to reference?

Karen: Yes, although failing to reference is less of a problem, because the assessment I give them is either an exam or assignment. For past exam questions, I tell them to answer it like an exam question although they do not have to collect research from lots of sources. It is primary legal materials, you know here is a case and you might reference the source of that case. They do not have to look at the case and there is no expectation that they do. It is just a source of principle in law. It is a little hard to explain but they do not have to reference the case to state the legal principle. I have been an academic for seven years and in my early days, I had more plagiarism, so over time I developed my assessments to avoid opportunities for it. It is difficult to prove because if it is a failure to reference and it is an international student they are generally innocent. We have many Chinese students and they assume their lecturer knows the source, so they do not have to say the source. I am familiar with this principle so I tend to err on the side of it is not deliberate. If they did not copy a whole section then they will just get a warning. Other lecturers will not be so kind and will mark them down a little because they did not reference. I still give them the same mark their assignment would normally deserve I just do not give them zero for failing to reference. Actual full-blown cheating, I have seen only once when I was marking some assignments. I came across students from various countries including one from the Middle East, from Iran or Saudi Arabia who thought it was okay to copy and paste Wikipedia. It was so obvious that they had copied because they had not answered the questions appropriately, there were no threads running through their answers, and they had not understood the question. Even if you ignored the copying, the assignment was bad but when you took into account the copying, it was unacceptable so I marked it and sent it back to the course coordinator who had set a theory type assignment, which encourages this sort of stuff. I said this is just copied from Wikipedia ninety percent of this assignment is copied. I did not have to deal with this any further because I was only a casual marker and not a coordinator. I experienced this in my course only once, and it ended up being a huge amount of trouble. The student got zero and they were told why they got zero also there was a formal process initiated which the student had to go through, and then they
went through appeals and things. I do not know the result but my taste of the [removed] system was that you want to avoid this. After that, I started designing assignments that did not provide any opportunity for plagiarism.

Mark: This follows on from the last question, when dealing with violations of academic integrity, did you receive the appropriate support from your colleagues, institution and school.

Karen: I mean you chat with colleagues in the coffee room, saying I hate students and I hate what they do. You know I mean that facetiously. The school well they dealt with it but nobody is ever happy to see it happen. I was told if you want to take it further then take it further. However, there was a bit of an attitude, like this is not a nice process and you do not really want to go there. I did learn this the hard way although they did follow up and when you reported something, they took the appropriate steps. No one was going to cover it up because it was too hard, as I said the procedures are cumbersome and take up a lot of the academics time. Academics are already over worked and our workloads do not reflect what they should so you will find ways to avoid it.

Mark: Could you just reflect a little on what you said about this not being a good process or that you do not really want to get involved?

Karen: It is serious for a student to lose thirty to forty percent of their grade and [removed] gives them zero if the cheating is deliberate and they were warned before. They will get zero for their assessment, which can mean they will fail the entire course. This can have major implications for them on their transcript or financially in the case of job prospects so it is a major thing in their life. There are many precautions to make sure the students are treated fairly and that marks are not taken away from them without justification. There are counsellings, warnings and appeal rights, there are many hoops to jump through to give someone zero, and if they want to challenge it, they can challenge it all the way up the system. It is a cumbersome process and I do not think my incident actually went significantly high, although it did make me aware of all the forms you had to complete. It is not something you have time for when you already do not have time to do your job. I have minimised the opportunity for it by designing assessments that do not allow these procedures to come into play and I would never give a theory assignment again for this reason.

Mark: Are your institutions procedures for dealing with violations of academic integrity sufficient?

Karen: I think there as good as you are going to get, because it is not fair to penalise students who do not think what they are doing is wrong and it is acceptable in their culture. We import the students here and then expect them to have Australian values immediately. You cannot do that because international students receive so much paper and information in a foreign language from the university that they cannot read all of it. Certainly, the stuff about plagiarism I am sure they do not read and if they do, it would not sink in. Yes, the university ticks all the boxes in that we have told them. However, they have not really informed the students at least not the international students who are overworked and overburdened, their visa was probably late and they might have arrived in Australia late without accommodation. They have two weeks of semester to catch up on and they are not going to read the information on plagiarism. In class, verbal warnings including if you copy you will get zero and in slow language and simple terms, repeated often is better than the formal documentation that students do not understand. I have a large contingent of international students out of ninety students I might have three Australians. No, let me clarify because you cannot always make a judgement about whether someone is Australian just by looking at faces. In my courses, I would have three Caucasians, fifteen to twenty Indian and the rest out of one hundred are Asian faces. In terms of racial groups, you cannot stereotype who is who. However, the course is full of international students because it is an Accounting course and Australian residents that wanted to do Accounting usually did it as part of their undergraduate
degree. This course does not attract many students that went through our system. Yes, I think the procedures are sufficient and do not know how you could improve them.

Mark: Is there any requirement to give critical information in the student’s language?

Karen: You put in boilerplate documents and frankly, no academic has the time to worry about whether the university system is sufficient. A lot of profit from this school goes to the university to have centralised systems that make sure these things go in a place. It is not my role to do anything about it and I do not question it, I just develop my own ways to minimise it by setting assessments that do not encourage it. My boss the Head of School once asked me to review an article submitted for publication in a journal edited by our school. It is a peer-reviewed journal and the author was a low level A or B academic although it was co-signed by an Associate Professor at Charles Sturt University certainly a low-level university from Western Australia, and I think Charles Sturt fits that criteria. Even though an Associate Professor jointly submitted the article, portions of it were taken from Wikipedia. I doubt the Associate Professor knew the co-author copied because I do not think you would get to Associate Professor by copying from Wikipedia. The article was so badly written, you knew immediately it was taken from the Internet. You know something is copied when the language and style changes or it does not make sense. I did a search for some of the stuff that I thought I might find on the Internet, I copied and pasted it into Google and there it was. Eventually I found that eighty percent of the article was copied from the Internet. Now I know plagiarism not only occurs in student circles although I am not aware of any of my colleagues doing it and I do not think they would.

Mark: Are changing attitudes to violations of copyright including burning DVDs and downloading from the Web changing student attitudes towards issues of academic integrity?

Karen: I think we are in a time of social change that inevitably carries with it changes in all sorts of values. However, I do not think there is a direct or consequential link from one to the other. There may be an indirect link because the Internet and the availability of knowledge have made it acceptable to go to the Internet rather than a dictionary, encyclopaedia or book when you are looking for information, your first step is no longer a book on your shelf. For example, if I need to find a simple fact about a Portuguese company, because I teach [removed] Wikipedia gives me the answer faster than trying to find it in a book in the library. You will not use it as a source but if you are trying to find a fact, it can be fast and useful. I think students in primary and high school today have had less training in the academic research side of things expected at university. When they get to university, it is a big shock and I do not think the schools enforce plagiarism as much as they should. Even some Australian students that get into university are shocked that they cannot copy. They are like what I do not understand I think there is a lessening of the understanding of the reasons for and benefits of academic integrity. I think in most people’s minds, music and words, music and literature or music and research are different things so I do not think there is any direct link. Maybe generally in society things are easier now and so students want things faster, the pace of life is stressful and we have less time. Even students today work fulltime and study fulltime, which never happened in my day. You did your research because that is what you were there to do, but now they are just trying to pass to get a job and a degree is yet another hurdle, another hoop to jump through, rather than studying for the sake of learning. Again, I do not think that attitude to study is directly related to downloading but comes from technology, a faster paced life and the ease of getting information.

Mark: This next question continues from what you were saying. Have you observed changes in attitudes towards issues of academic integrity since your own undergraduate studies?

Karen: Yes, I think there has been a lessening of the standards, although plagiarism existed back then, it was harder to police so you may not have discovered as many instances of it. I think the internationalisation of student life and technology has made a big difference. I did
my masters degree in France, and I am trying to think what it was like there. We did get all the warnings as well but the French attitude was more about study for studies sake. You were not only assessed on university exams but also had a formal national examination and the students were encouraged to study more. Even if you cheated to get through your university exam it would not have helped because you could not get a job until you passed a national exam like grade twelve here. I did not go through that system but I think it forced students to have a broader attitude to learning than only school-based, teacher-based assessment.

Mark: Could the commoditisation of higher education and the way in which we attract overseas students have anything to do with changes in attitudes towards issues of academic integrity?

Karen: Yes, but I have never been put under pressure to pass students that should fail. If they fail, the university will support you, if they are not succeeding there are warnings, a probation period and then they are thrown out. The university supports that although they do not like it and they monitor courses to ensure you have appropriate passing rates. The reason for that is you do not want a poor teacher or hard marker to be unfairly penalising good students that might have had to suffer through a bad teacher. You know I can understand the reason for that, but sometimes you need to have failure rates above a certain level because the students are a bad cohort, because the university lowered its language requirement a couple of years ago. To maintain academic standards you need to have proper failure rates. In the past, I have had my marks raised to avoid certain failure rates and I would say I am generous marker. For students to have had their marks raised I was shocked because it meant more people would pass. People that I thought should not be let out onto the world with their knowledge because they were becoming accountants, they were going to advise people and they should not be let out onto an unsuspecting world. They do not have the minimum education levels and I think there is pressure on the university to satisfy student demands, such as I have paid the fees and therefore should move through the university. The university is under financial pressure to take more students, so they take more students even if though the quality is not there. This has a knock on effect on academic workload and ultimately lowering academic standards. In the seven years since I have been at [removed] the standard has certainly fallen and in the twenty years since I studied the standard has fallen remarkably. Subjects that I spent a year doing in my degree are now only a twelve-week course and you cannot get the same level of knowledge. Again, it is about getting through faster getting your degree faster and we sell you the opportunity to get your degree faster. Certainly, this is having an impact and academic workload is being impacted because the commercialisation of education means we get more students. You are also under constant pressure to deliver courses for fewer dollars and to minimise student costs, which means pushing as much work onto academics as possible so you have to streamline things. You cannot just emphasise education for learning’s sake because everybody is under pressure. That aspect of the commercialisation of education does influence academic workload, which then affects your ability to give a well-rounded education. Instead, you are only studying for an exam, which encourages people to pinpoint all they are doing, which encourages students to take shortcuts because they are only surface learning a few points just to get through. Students should be undertaking the deep all encompassing learning that has always been part of a university education. Commercialisation of education does bring international students, which then brings the cultural differences we were talking about before.

Mark: When talking to students one thing that I have often heard is that many of them only aim for a pass, which I find odd because when I completed my degree I always tried to get the best result I could. Do you have anything to say about that?

Karen: Yes, although there are a few good students and they stick out like a sore thumb because the vast majority of students I am getting are only aiming to pass. I think it is less likely to be locals than internationals because Australian students have more of an idea that
better marks get you a better job and the better students are aiming for better marks because they think they can get them and recognise the value of better marks. A couple of things are flying through my head right now and one is the residency point. A large number of international students only come here to do Accounting for residency purposes or at least partially for residency purposes. They think Accounting is a great degree to have and whatever they do, Accounting will be useful and help them to stay in Australia. An Accounting degree is not the end but a step along the way. I just need to get through my degree and then I will get residency and then I can go and do something completely unrelated to my degree and my marks will not matter. Universities in China are very competitive and getting a spot there is very difficult. I hear students that are superb stay in China and take one of those spots so we are getting the second or probably third best students. The second best students might be going to the UK or the USA and we get the third best. We are getting the kids whose parents pay for them. We are getting the one child generation that think I just need to get a degree. I had a student who has become a friend since she graduated and she told me about someone she knows who told his parents he had a degree when he actually did not. He failed his degree but he was in Australia for the three years and when he went home, he told his parents that do not speak English that he did get his degree. When he went home he worked in the family business doing whatever it is his degree would have qualified him to do. In a big family business, no one is ever going to ask for his paperwork. Also for students that go back to China or other Asian countries, their employers are not going to look at their transcripts. They are going to say you have a degree from Australia you must be fluent in English and have this knowledge, so we are not going to look at the details. Again, they think I do not need to get great marks I just need to get through I just need to pass because marks do not matter. You have students here that are not coping language wise and do not understand why. They thought they had enough language skills and did not want to spend an extra six months in English training because that costs money and they could not see the benefit, besides if the university accepted them then their English must be good enough. They do not think, I did my IEL test two years ago and my standard has dropped since then because I was sick of studying English, and I have not done anything since. I would say a large number of students in my courses are struggling with their English and struggling to get good marks because they are struggling with the language. Maybe their attitude to just passing is a realistic assessment of their ability and they will not try to get high marks because they cannot do it and in fact they may struggle to just pass. Maybe this is a realistic goal for them although it is alien to me too because I always went for the highest marks possible as well. Perhaps some of them are realistic and just try to get through and that is an acceptable goal for them. Perhaps it is even praise worthy because they are doing it in a foreign language, without any help and away from home for the first time. They are in a strange culture and do not properly understand the language, so I do try to take a more relaxed approach with them. I have also heard stories that some of the students are trying to support themselves because I have a student whose parents told him we can buy you a ticket to Australia, we can pay for your first semester’s fees and six months of living expenses but after that you are on your own. This student tries to work fulltime at minimum wage, cash under the table, ten dollar or less per hour jobs trying to find enough money to pay the rent, eat and study. They recognise, considering where they have come from that this is a wonderful opportunity, even though their parents cannot afford to give them anything better this could be a completely new start. These students fail to see that if they spend all their time working they will not able to study, they will fail and that is going to make the problem worse. They do not realise how important marks are for Australian employers and they do not realise how important English skills are for Australian employers. Many of them think they can come here and get a job, they think they will be able to work at McDonalds only to realise jobs here are hard to get, do not pay very much and are difficult to do while studying. Many students come to Australia with unrealistic expectations of what they are going to get. They also suffer a lot of discrimination,
I have heard stories about students being taken advantage of by people from their own culture that rent them squalid little rooms for extraordinary amounts of money or pay them much less than the minimum wage because they do not know anything, and they do not ask. Sometimes they are being asked to work based on I will give you a job but you must work for a month free probation first. They are taken incredible advantage of and this influences their study because they are trying to fight their way through university, through housing, through shopping and the employment market. How many balls can you juggle at once? In terms of plagiarism, they think I need to work, to eat and to pass, I do not have time to do it all myself, I do not have the language so I will copy and this must seem like a big carrot to them.

Mark: Recently after watching Four Corners, I was concerned the higher education system might be feeding this exploitation. Do you have an opinion on that?

Karen: Education is our second biggest export market and secures my job, so I am not going to kick the system that feeds me. I have a lot of sympathy for the students because I did my masters degree in France and in French and I lived in France for two years before I started my degree. I had done five years of school French and thought I would be okay, but when I tried to buy a bus ticket, I could not. I mean I had the language but I did not have the practical language because the textbook to life is a huge difference. What these students are going through from a language standpoint I understand on a personal level because I struggled through my own studies. I wrote my masters thesis in English and then translated it back into French because I could not think in French. Of course, it was a Hodge-podge and when I read it now, I go ugh, because my French has continued to improve and I understand where they are coming from. However, education is a global market and we cannot afford to ignore this global market. If we ignore it from a commercial perspective then the UK, the US or other countries and universities are going take up that market. We cannot do anything to stop the global tide of billions of people from China wanting their children to be educated in English abroad. You are going to get people that will service this market because they need to make money in a capitalist society. You must take advantage of the market you have, you cannot uphold your ideas of academic integrity above everything else because you are not going to win. You need to pick your battles and the winning battle is admit them and admit that it is going to be a lower standard. Put them in a different degree so they do not taint the others who are trying to get a high-level of education and deal with it that way, in my opinion you are not going to be able to stop it.

Mark: Recently on a trip to China and Hong Kong, I talked to students returning home with degrees, and parents that placed significant emphasis on overseas education. However, many of the people I talked to, returned to clerical or sales positions with degrees obtained overseas. Do you have an opinion on that?

Karen: An overseas education is a ticket to a job and sometimes the job will not be brilliant although it is a job. I think in big markets where competition for jobs is harsh, people have to work in a variety of roles. Remember there are plenty of Australian graduates that barely passed and are not using their degree to its full potential. I do not think this is unique to China and Hong Kong although perhaps the numbers there are increased but I think you get that anywhere. There are people everywhere who get a degree but do not manage to assimilate the knowledge the degree had to impart. Often these people do not show a huge degree of logical thinking at the level at which they passed and you are never going to be able to put them into the same position as someone that aced every subject. There will always be a difference in the standard of any cohort of students from any university. Although you could probably generalise about Oxford graduates, just as you can about the graduates of certain low-level universities because that is our pecking order, we sort students by university, degree program and streams and then we sort them via marks, it is just the pecking order system. I think over qualified people doing menial jobs is not a phenomenon limited to China and Hong Kong,
look at the American market, it is just a function of the job market, the capitalist system and an over educated population or an over degreed and undereducated population.

Mark: Will attitudes towards issues of academic integrity continue to evolve on both the academic and student side?

Karen: On a philosophical note, very few things remain constant in fact only change is constant, so I would be surprised if any attitude in any society remained static. My children will have different attitudes to me. In the last twenty years, from when I was a student to ten years ago, to now you can see changes, so of course attitudes are going to change. No one really knows in what direction because we could have some big development that will change things, you know we could have a crisis, a world recession in fact who knows what we are heading for in terms of revolution. There certainly is a growing movement or unhappiness with the differences and distribution of wealth, which ties into food and people going hungry. In my lifetime, I would not be surprised if I see another world war or revolution of some sort because of the unequal distribution of wealth and food. Of course, things like that are going to change attitudes as much as technologies. In my opinion books are going to die out eventually, I always loved books and I have a lovely collection of books but they will die out and the availability of electronic media will increase. I also think peoples attitudes to knowledge will change and wonder if our ideas about academic integrity are not a little out dated, we cling to them because they are what we had. If someone has knowledge, does it matter if she says where she got it, surely it is enough that you can demonstrate that you have it. If you are going to be a practical person an engineer, psychologist or someone who is out there at the coalface doing a job, does it matter that you are able to research journal articles and site using the Harvard style and what does that show? On a philosophical note, I do question why we teach the Harvard referencing style, if you are going to be an academic then it makes sense but not if you are going to be an engineer or psychologist.

Mark: How do you feel about the ownership of ideas or an age of not being able to control intellectual property?

Karen: Legally you cannot own ideas there is no copyright on ideas. Sorry I am approaching it as a lawyer but there is no copyright on ideas, if you have an idea speak it aloud and someone copies it, they are entitled to because there is no property in ideas. There is property in the manifestation of the idea in a written or other record, when you write a song down then it is copyright. I do fear for the creative future of society, because when musicians can no longer make money from music they will spend less time making it. I do not think it will die out but it will probably become a hobby and people may not have the job of musician, I am saddened by our willingness to infringe copyright but do not see that it is ever going to change. It is only going to increase with technological advances and you cannot stop it because there will always be somebody that will find away around any effort to protect it. I do not like the way companies separate things into regions to create markets, not to prevent copyright infringement but to benefit from monopolies. You only have to look at the Australian book industry and parallel importing because I really do not know where I stand on that. I can see that people are making capitalist benefits from our copyright laws and we have artificial rules in place that do not stop infringement. In the book industry case, they are making money for people that have monopolies and I do not like that, I want to be able to buy DVDs available in America immediately. I do not see why when we are in a global market that we have artificial markets and personally as a consumer, I cannot support that. Where do I stand on copyright infringement and the ownership of ideas? I think you will always need to be able to publish ideas, as our society depends on the creation of knowledge and its dissemination, I think there should always be government or university supported positions where this can happen. Look at the Internet there are people publishing privately on blogs and generating large amounts of non-academic knowledge. I think this contributes to a robust and diverse sharing of ideas, although not at an academic level you are still enabling people from all over to share ideas.
and increase society’s knowledge. Plagiarism is less relevant in the real world because a person blogs and someone copies or links to it. You often see the same material on the Internet at four or more places because people try to create as many pages as possible, drive traffic to their site and make money via advertising. Copyright on the Internet seems to have gone by the wayside, although YouTube still takes down videos of the latest TV shows. In terms of the written word, student attitudes will inevitably change because they see things copied without penalty, increasingly students will not understand why university has different rules to society and so universities need to make it clear why these rules exist. I do not think you have a chance of enforcing rules unless the students understand the logic behind them. I breached copyright as a university student because I photocopied textbooks that I could not afford, knowing no one was going to catch you, so I have sympathy for students that do that. Of course, not copying word for word and presenting it as your own, because that is a form of cheating. I believe copyright infringement is inevitable in our society.

Mark: Can you see a time when we no longer require students to reference because copyright infringements and Internet downloads increase and students come from societies that produce counterfeit goods. Could we do away with referencing?

Karen: If you are going down the academic path towards PhD and journal writing then there is a need to site references and prove the veracity of what you are saying. In your literature review, you need to separate your stuff from other peoples so in an academic stream there will always be a need to reference. However because more education is practical, like nurses training in hospitals or psychologists, engineers and lawyers not needing the skill of being able to research and write an academic treatise. I can see a time when we do not ask students to say where they got their knowledge provided they have the knowledge, while writing skills need to be encouraged and people should be able to perform basic research. As I mentioned, sometimes I wonder why we ask this of our undergraduate students, although you should not make exceptions for students from different cultures and there should be one referencing standard. Some universities for reasons of tradition, because it has always been done this way will stick to the standard referencing system and I cannot see that changing anytime soon. If [removed] were isolated from the Australian education system, it might be a different matter. As Ian Palmer said we do not want to be a cookie cutter university, we want to be able to do things differently. I think reducing the need for referencing is certainly innovative and non-cookie cutter but I cannot see it changing because we would be laughed out of the education business by the other universities, so there is peer pressure to stick to the standards.

Mark: Okay, then you and your colleagues will need to go on about academic integrity every semester, continually reminding students about plagiarism and referencing.

Karen: Well again, I design assignments so I do not have to do that.

Mark: The fact you change the way you assess students to avoid issues of academic integrity, does that not reflect a change in the way academics are thinking about academic integrity.

Karen: Yes, but it is also a reflection of the subjects we teach. For example, I was teaching a second semester subject in a masters program. It was an eighteen-month program and the students were doing business law, which included contract and negligence for twelve weeks and corporation and company law for twelve weeks. About a year ago, I was told the two had to be merged into one, which is extremely difficult because we had already put what was difficult in twenty-four weeks into twelve weeks. Of course, to do this you need to delete a bit, consolidate, cut a little more and try to cram it in, even though it is an enormous subject and the students already struggle. Imagine coming to a new country at week two, because your visa was late and trying to catch up on legal language not just regular language but legal language. Even local students struggle with it, so the internationals really struggle. My reason for changing the assessment was not so much to avoid plagiarism but to get what I needed out of the students. I needed to see if they could take what they had learnt and apply it to a client
that walks through their door, because it is my perception that the role of education is to prepare students for the real world and not to prepare them to be a researcher or academic. My exam says, here is a person and here is a company which has this many directors, here are the shareholders of the company and such and such has happened, brief the member of the company that is upset about what has happened. They need to be able to say, this gives me these legal rights or those legal rights or that it was a breach of this section or that section. They have to be able to give a practical answer, the type of answer they would give clients walking through their door and this answer does not ask for academic referencing at all, because it is not needed. If they are going to be an accountant, they do not need to know how to reference like an academic. What can we test in twelve weeks, you cannot expect students to learn and understand all the content, use it in the exam and do a research assignment. Students have a hard enough time digesting course material, I have had students say they spend ten to twelve hours per week outside of the three hours of class time doing the readings before they can start learning and summarising, which is ridiculous because you cannot expect that of students. There are commercial pressures on academics to keep courses short, to make them compact, to give more learning for their buck and to get their degree faster. Go back to the earlier question that this is a result of the commoditisation of education, this policy directly results in getting less education but the school says we are teaching them all these topics in order to get their money. Of course, academics have limited time and must decide what they can teach and what will be of most benefit to their students. The more academics have to keep shaving around the edges of the curriculum the more you are left with a basic bit in the middle, which does not involve teaching students to reference.

Mark: Assuming we continue to pursue academic integrity, are students conscious that what they do today concerning plagiarism and collusion could be around for a long time to come? Plagiarism done today could affect their future careers, with competitors digging up dirt to find instances of past plagiarism or unethical behaviour.

Karen: No, I think plagiarism will be irrelevant unless students go on to become academics and I think there is a narrow sliver of people to whom this applies. People that go on to become academics are usually successful at university and not likely to be the people that plagiarise or need to plagiarise. There might be exceptions but I think the majority of students live in a world where they post pictures on Facebook, not realising an employer could search for them. I do not think they give it a thought or think it is likely to affect them. Concerning academics, I am sure there is a few that does it and I can imagine how pressures on academics can lead some to do it, which is the same for students. I understand the drivers to do it, like time pressures, pressure to get good results and being forced into positions where there is no other way. Academics might work an eighty-hour week and need to get an article published or they are not going to keep their job. Increasingly universities are putting academics into this position and if you have a family or work life balance of any kind, you may not have a choice. I am not explaining it well but I think it is a function of workload, my workload at [removed] has doubled in the past seven years and if I had known this, I would never have returned to academic life.

Mark: Recently in Germany, there were issues with politicians that had completed PhDs. A group of German academics appeared to go after the politicians, digging up their PhDs trying to find plagiarism. Do you have any thoughts on this?

Karen: I am not aware of the specific case but I suppose people in political positions have enemies and others will use whatever they can to destroy them, it is a function of politics. If you do not want this then do not go into politics and do not go into politics if you have a skeleton in your closet. A PhD is a public document reviewed by examiners and a significant work of academic integrity, anyone who cheats on their thesis is risking being unmasked. A poor PhD student may never dream that years from now they will be in a high profile position or that their plagiarism could come back to bite them. Students never dream they will be in a
position where anyone would be interested in their thesis or that someone would read it, although everybody knows it is a public document and a statement of what they believe. I do not think there is a PhD student in Australia or any Western country that thinks they could get away with plagiarism. If you have cheated on your PhD, your employer will find out and you should expect consequences. In my opinion, plagiarism is a risk cheaters knowingly take.

Mark: You do not think today’s undergraduates worry about it at all, and your Facebook point is excellent. The fact students are not worried about what they post on Facebook indicates they have a different attitude towards these issues.

Karen: They have different attitudes towards privacy, personal space and knowledge because it is a different generation in terms of attitudes towards these things. I wonder if their attitudes come from a lack of life skills because we all do silly things as teenagers, it is just the things they do today are public and exist forever. They do not have the cynicism or knowledge of life that cause them to be cautious about what they publish, which could be a reflection of their age as much as anything. Perhaps it is the generation, although I probably would not have cared about this when I was their age either.

Mark: Regarding students from China, I wondered whether a lack of corporate influence had affected how they deal with issues of intellectual property and academic integrity. Some academics suggest Western corporations have been good at teaching the value of intellectual property and this may have influenced Western student’s attitudes towards issues of academic integrity. I wondered how you felt about that in relation to Chinese students.

Karen: I do not think students anywhere respect copyright, I have taught in Hong Kong, Singapore, Malaysia and Australia, studied in France and taught in England but not at university. My teaching experience goes England, Australia, France, Singapore, Malaysia and Hong Kong and my personal study experience includes England, USA, Australia and France. For twenty years, I have taught students from all over the world, it has been normal for students to copy rather than buy the textbook and no one would ever report anyone for that. I do not think people in the West respect copyright although I think Western countries including Singapore strictly enforce it. The West including Singapore has strict rules and policies concerning copyright because you cannot copy with abandon as you can in China and Malaysia. I take Hong Kong out of this because it gets stuff from China, in Hong Kong it is difficult to buy pirate DVDs but easy in China and Malaysia. Has the influence of Western corporations altered the way we think? Increasingly China is becoming Westernised and a large portion of the students we see in Australia come from cities with access to Western values, you do not get students from rural villages studying here, the students that come here have parents with money and come from cities. I think our values are a reflection of our culture and not corporations. Why pay for real stuff when you can buy pirate goods like a Gucci bag for three bucks? Even here, people happily buy pirated stuff if they are not going to be caught. Someone I know recently showed me a brand new Gucci bag bought for five bucks at a market. These things are also available in Australia and people buy them because it is a bargain compared to the real thing, not respecting intellectual property is a rational consumer decision although people will not buy if they think they will be caught. People burn DVDs although they do not sell them, they give them to their friends because there is an understanding that people download stuff from the Internet, although as a lawyer I do not do it because I do not want to lose my license. I know people that download the latest shows from America because they are not available in Australia. If the firms published it, people would buy it although I do not think they would stop downloading because of Western corporations. In Australia, people want to buy the stuff it is just the opportunity is less. In terms of copyright infringement and a lack of respect for intellectual property, I cannot draw that link although I can see a link between how much it happens and how it is policed. In China, they see this all the time so they probably have less respect for it. I agree with the second part of your question I just do not think it comes from corporate attitudes or East versus West, it
comes from policing, because they see more copying they lack respect for copyright. In China, there is an attitude that supports making money at whatever cost and there are a number of food scandals because people try to make money without caring about safety. Everything that is recalled seems to come from China and I do not buy food products from China anymore. I think there is the attitude of make money no matter who gets hurt because the world is against you and you have to look after yourself. These imperatives make people selfish and it is a selfish decision to manufacture copyright goods without paying the owner of the copyright. Perhaps this contributes to a more selfish personality, which links to a need to get a degree the easiest way possible, including I will do what I need to get my degree and I will take shortcuts because shortcuts are allowed in my culture. I think attitudes to copying come from culture I do not think attitudes towards copying come from corporations.

Mark: Literature by Western academics attributes violations of academic integrity amongst this cohort to Confucian culture, including the rote learning of idiograms and language through repetition, while Chinese students show respect by not referencing. Can you reflect on this?

Karen: I agree with the premise about aspects of Confucian culture. I am familiar with elements of it because when I started at [removed] I had to write an article about my growth as a baby academic. I read lots of literature about Confucian culture so I am familiar with some of the things you are saying even though it was seven years ago. I agree with the literature that those are characteristics of Chinese students, I say Chinese students for simplicity because Confucian culture is a mouthful. They certainly feel the repetitive use of respected sources is a good way to earn marks, whether it is mouthing what the teacher says or copying a textbook. However, I think copying the textbook is due to language difficulty, the textbook says it better than me and I want to say it the best way I can, so I take it out of the textbook not realising it is wrong. I emphasise do not copy what I say, because I am interested in what you say even if it is in broken English. You will get more marks if it is what you say, because if it is what I say I cannot know you understand. If you put it into your own words and I emphasise this every class, then I know you understand. They like to learn facts although they do not have analysis skills, I find their analytical skills lacking compared to local students. This is probably a reflection of their studying in a second language because their writing lacks logical sequence. I know myself when you are writing in a foreign language, it is hard to get an overview and you cannot easily skim because you focus on sentence construction and lose what the sentence adds to the paragraph and the paragraph adds to the document. I think that could be a function of language inadequacy because they mix sentences in the wrong order and do not follow through thoughts. They talk about one topic, then another topic and then back to the first topic and it is not logical. Somebody described the Confucian way of writing as starting in the middle and going round and round back to the same point. I use this description in class, I say in some cultures people write like this and I draw a line on the board like a snail. I say in this course, you need to start here and go there in a straight line. I say you might go off on a tangent but you always return to the straight line, I emphasise this visually in the first class and it reduces it a lot.

Mark: Do they relate to that example?

Karen: They really relate because they always listen for what they need to do in the exam and this example gets their attention. I ask them to try it on their first assignment, which I make ten percent and give lots of feedback. I write on the side of the page this is where you are changing topics and it is not logical. When you draw it to their attention, they quickly understand that they need to rearrange their points to get a good mark. It is a surface level strategy, which they identify with and quickly understand. When they do the difficult stuff like create their own thoughts and original ideas it is hard and not easily adopted. Getting back to your question the biggest impact is time because the pressure of time for them doubles...
if not triples. International students that are not completely competent in English take three times as long as locals do. When we put them in a course and ask them to take four subjects a semester that is like asking locals to take twelve. I know this because I am fluent in French and did my masters there. My reading speed in French is three times slower than in English and I am a fast reader. When I read a novel in English and do not have to memorise things I can read at one hundred and twenty pages per hour. In French, I can read forty pages per hour when I am not looking at a dictionary so I am much slower and it must be worse for people used to different alphabets like Chinese. For many students we put them into a system that forces them to plagiarise, because they do not have time to study in a second language. How can they read, digest and learn all we ask of them in such a short period. I think it was Biggs that talked about forcing students to surface learn because you do not give them enough time. I think this is why plagiarism happens, not because they are Chinese but because they struggle with the language and have inadequate time.

Mark: I was wondering how you felt about the use of Turnitin, and institutions handing the intellectual property of students to a foreign organisation.

Karen: I had not thought about that, I hate Turnitin although I like the idea of being able to check academic integrity with the push of a button. I think Turnitin is great in practice although I find it difficult to use because the wording given to students is difficult. The fact that you have to register your course and give students codes is also difficult. The students have trouble understanding the instructions and ask questions which contributes to your email. Currently I am teaching a postgraduate course with one hundred and fifty students although I did coordinate an undergraduate course with three hundred and fifty students. When you have three hundred and fifty emails per week because something went wrong with Turnitin you quickly learn you cannot afford to have anything go wrong. With so many students, you need to streamline things so it goes smoothly and Turnitin did not go smoothly. After one semester, I stopped using it and started giving assignments students could not copy, using original questions created specifically for them. They had no opportunity to copy from anyone other than a group member or someone doing the same assignment. However, I have been told by my school that it is now mandatory for all assignments to go through Turnitin even if there is no possibility of cheating because there is nothing they can copy. I find this ridiculous because it adds to my workload in an unreasonable and irresponsible way. I hate it, I do not appreciate that it was imposed on me from above without any concern for my circumstances. It almost makes me want to change my assessments to handwritten class tests or group assignments, so I only get one assessment per group. I am going to have to use it and I am not looking forward to it. I did not realise that it went offshore I had never given a thought to where it went or what happened, I do not like that idea because I assumed it remained in Australia. Student work ought to be protected and not published, although at the end of the day it is a contractual arrangement between the student and [removed]. Students enter into a contract with [removed]. [Removed] provides them an education while the students work is added to the Turnitin database. It will be a contractual issue and the students will have consented when they enrolled. I do not think there is any legal problem although it may be a bit of forced consent, because they do not have a choice once they are enrolled, they must use the system.

Mark: Does the fact Turnitin profits from the use of student material bother you.

Karen: I think they are an innovative company that deserves to make a profit provided they do not use the information for any purpose other than growing their database. Subscribers to the database pay a fee and the work submitted improves the product we pay for. I do not see a problem with that because at the end of the day the universities are getting a better product. One of the things I have in my course is an original assignment every semester and for the best assignments in that semester, I ask the students if they would consent to the publication of their paper on our Website. I only publish their paper if they consent and they can be
anonymous or get the fame if they wish. Now I have quite a body of past assessments and I can say this was a good assignment from 2008 and here are some good examples from 2009. In that sense, the students consented to their work being published although it is only available to students of the course. It helps the students because it contributes to greater knowledge within the course and allows students to look back through a question and see a good answer, they can learn what makes a good answer when they read multiple answers to the same question. When the database spans multiple semesters it helps the students to better understand what they need to do, to do well. I think this is an example of publishing student content for the greater good and the students have consented so there is no problem. In fact, nothing goes up unless I have an email from the student attaching their assignment and saying it is okay for it to go on the Hub. The students love it because they love seeing past assessments, it allows them to contribute over more than just one semester and the students benefit from the work of last semester and the semester before. They think I can contribute my work to the greater good, I have benefited so I will also pay into the system so that other people can also benefit. I like the idea that we can all contribute something that other people can use. I have no problems with students contributing to the Turnitin database even if their work is never seen again. I think the purpose of the database to stop people copying is a good and laudable thing, I just wish Turnitin were easier to use.

Mark: Another thing about Turnitin is they offer a student service. Students can pay to run their material through the same database the academics use. What do you think about that?

Karen: Yes, I was aware of this and I am in two minds about it. I like the fact students can get feedback before their submission is due because it allows them to fix any referencing problems and for a student whose intentions are good I think this works well. However given the majority of students do not have the best of intentions, it could allow them to see what they are going to be caught on and perhaps does not encourage them to learn to reference correctly. It just means this is what the teachers will find so this is what I need to fix. In addition, we will not find the plagiarism they did not already find so we are effectively giving the students our policing system. Letting them self-police may help good students to improve and prevent bad students from being detected. What does that achieve, academics need to hold something back if they are going to catch students plagiarising. Turnitin lets them use our policing system and I am not sure this helps. However, as an educational tool, it has its benefits and if the students self-police then we do not have to do it and that is a benefit. I do not like Turnitin because the reports are cumbersome and being a practical person, I would like to see a solution. Perhaps when the student submits it could excuse a breach of five percent while a breach of more than five percent must be punished. There needs to be a threshold because anyone can make a mistake referencing, you can read something and then three days later forget that you read it and include it into your paper, this does happen but not in ninety percent of your paper. I just wish there was a better system because Turnitin is cumbersome to use.

Mark: Is [removed] forcing academics to use Turnitin because they want to appear to be proactive about academic integrity?

Karen: I do not know why they are forcing academics to use it, I did ask do you have to use the system even if there is no chance of plagiarism and was told yes you must use it. I presume being proactive is the only reason they force it, I mean you would not have Turnitin unless you were concerned about academic integrity. However, I do not think you would force every assignment by every student to be checked unless there was some contractual obligation with Turnitin to put more into its database. My cynical mind wonders if there is not some sort of contractual obligation to do that.

Mark: A recent report by the Ombudsman on academic integrity amongst international students at four Australian universities was scathing. It found high levels of plagiarism and
bribery amongst international students and the report was rejected by [removed]. I was wondering if [removed] was forcing academics to use Turnitin in order to show they were being proactive about academic integrity and to compensate for such reports.

Karen: I would not be surprised if that were true, I am sure there are practical and commercial imperatives for [removed] to be seen to be strict on plagiarism, because it affects the standards and their ranking. Rankings are important because they affect [removed] products and the quality of the students they can enrol. Remember students are the representatives of [removed] and this decision may come from a desire to improve its graduates. I do vaguely remember hearing about the Ombudsman’s report although I admit I did not read it in detail.

Mark: Once you submit work to Turnitin and the results comeback will [removed] be prepared to follow up even if the results require students to be disciplined?

Karen: I am sure if we raise an issue of plagiarism the university will follow up. Remember you were saying students could submit work themselves, now you can tell students to do it themselves before submission, if they do not we will do it for them and if we find something they will get zero. Of course, they are going to do it provided they can work out how the system works and not send their lecturer email at 3:00 AM for a 9:00 AM deadline. I am sure there are political imperatives and I am sure [removed] will want to be seen to follow up any breaches. I also think allowing students to use the system beforehand is about minimising breaches from occurring. It is lauded as an educational opportunity but the more cynical person in me says, they will dress it up as being an ideal way to educate students about plagiarism and I suspect that is where this decision is coming from.

Mark: Thank you for providing detailed answers to my questions.

Karen: That is okay. It is not something I often have the opportunity to reflect on.
Appendix 17: Michael’s Interview

Mark: The first question is how do you introduce students to issues of academic integrity including collusion, plagiarism and referencing?

Michael: It depends on whether I am teaching postgraduates or undergraduates. Undergraduates tend to require a higher level of guidance because they are new to tertiary studies. If we are talking about postgraduates, there is a level of expectation that these types of issues should have been addressed in their undergraduate studies. However, I do give them a quick refresher course. To help you understand which areas I am teaching, I will give you some background. I teach IT subjects as well as [removed]. When teaching undergraduates, I touch on both IT and [removed]. For postgraduates I deal only with the [removed] students. For the undergraduates, the first lecture is more like an induction course where I establish and explain my expectations and penalties. It sets a deterrent in the event somebody plagiarises or infringes copyright in the future. There are benchmarks to go against. These are the rules we laid out. If you undertake the course, you have to adhere to these rules. That is for the undergraduate course. For the postgraduate course, I pretty much use the same format although I will not go into depth explaining what constitutes copyright infringement. I tell them if you people are not familiar with referencing, as a postgraduate I expect you to have an understanding of academic integrity as well as copyright issues. If you do not have a strong understanding, you are to refer to the following links that [removed] has in terms of academic integrity which show examples of how to do it. For undergraduates I give them much more freedom and they can ask me questions of what constitutes infringement or is right or wrong. For postgraduate students, it is pretty much these are the resources available and I expect you to know by now as a postgraduate student what constitutes plagiarism and is right or wrong. If you do not know, you had better refresh yourself. That is how I deal with academic integrity in terms of introducing them to the concepts. Because we are in the School of Business, IT and Logistics, I depend a lot on technology to help me address this issue. Turnitin is a fantastic tool for all my submissions. If it is an essay, case study, report or take-home exam, it has to go through Turnitin. That is the only submission I except unless the system fails and then we talk about other methods. So far, the system has not failed on me at a critical time. All my assignments are electronic and I do not have hard copies. The only time I do not use Turnitin is in the case of blogs. That is a reflective experience and I strongly doubt that you would get somebody cutting and pasting someone else’s reflective blog to his or her own blog. The use of Wikipedia means there is a need to check because parts of an essay can be too well written, so I do put it through Turnitin. The students know at the start of the course that Turnitin will be used to conduct spot checks before the final assessment submissions. That is how I address it. I think Turnitin is rather robust. If you are talking about international students, Turnitin now refers to some Chinese and Asian websites. However, there is a flaw in that when it is written in Chinese characters and translated into English Turnitin will not be able to pick that up. Although having said that, the Google translation service is not fool proof. Often you get broken sentences or obvious bad grammar and English, which makes plagiarism easy to spot. That is how I address the academic integrity issues within my course. As for penalties let us say, if I found groups of students or individuals that actually infringe copyright or intellectual property, the first step is I will refer them to the Program Director. You have a hierarchy structure and the director will decide whether we should go to another level including the Head of School or call for a hearing. If the Program Director believes that it is not serious like just lifting one or two sentences that would not mean a call for a hearing. If the whole essay or whole case study is lifted from another source word for word, then potentially they are referred to the Head of School for a hearing. If it is minor, say one sentence copied due to laziness, a hearing will not be called for but a penalty is imposed on the final score.
Mark: Have you dealt with many violations of academic integrity like plagiarism or collusion?

Michael: Not really, I think once a year over two or three semesters because I teach three semesters per year. Perhaps one or two cases pop up within an academic year. It is not as if we are getting many cases per semester. This semester I have not come across any, but last semester I did have one. It averages about one to two per year so it is not that much. I think the students know I am a rather stringent or fierce grader. I have been told or rather I have been given feedback that I am a fierce lecturer because I do establish expectations between the students and me early on.

Mark: When you had those violations of academic integrity, did you receive support from your school and colleagues?

Michael: It depends on what school you go to they might be called Program Leaders or Program Directors. Firstly, I refer them to the Program Director they are the academic staff in charge of that particular degree. We will sit down go through the students work and determine whether it constitutes a hearing or whether we should refer it to a hearing. In most cases, we try to avoid a hearing because my undergraduate course tends to be year one students. We try to provide more support and to understand where it went wrong instead of trying to undertake a manhunt. Because I am not certain the Selection Officer is getting the right quality of students, we try to solve it. We try to be more proactive in trying to solve it we do not want the problem to snowball. I am like a filter for many other academics. If students can get through my course then in subsequent semesters two and three, they should not have this problem. If students have made a mistake during my filter stage, they have a chance to remedy it. When they go onto year two or three, they should not have the same problem. Within the group of academics, they know that I am strict and I am always put in first year as a filter.

Mark: It sounds like your institutions way of dealing with it is sufficient.

Michael: I would say it is sufficient in the sense that we do give students a lot of support. We do not really go out of our way to discover them. We try to understand where they went wrong. Is it because of their previous studies like where did they go to high school? It could be that for international students or students from an Asian cultural background where academic integrity is not a major issue. I come from [removed] and understand that some Asian tertiary institutes do not perceive issues associated with academic integrity to be important. They do not place any emphasis on it but when these students come into the Australian system, they get a culture shock in the sense that we perceive it to be a major issue. There are actually very harsh penalties for those who plagiarise. It would be safe to assume that out of every ten students, seven to eight are internationals, so we try to give as many different forms of support as possible. I get them to go to the Student Learning Centre if they are bad at writing. One of the major problems of international students tends to be common English. To be brutally honest, we expect them to enter with an IELTS of 6.5 but when you see their level of writing, you know it is not 6.5. I think the Asian students tend to be better in memory work. Some colleagues and I suspect they clear the IELTS test based on memory instead of understanding. They lack critical analysis and understanding of how English is supposed to be used or how to paraphrase. In some circumstances, I refer them to the Student Learning Centre because there is no way that they can continue to semester two or semester three with that level of English. Because of their lack of strong common English, they tend not to paraphrase sentences and leave it directly the way it is or take it chunk by chunk. Some students get around it by doing quotations but then the whole essay becomes quotations. It is going to be tuff for them. I think that it is better for them to fix this problem now or it is going to snowball. They will not be able to pass their subsequent courses if their command of English is of this standard. This is one of the ways we try to address the issues of academic
integrity amongst international students. Resources limit us so even when we actually identify these students the only thing we can do is to try to refer them to university resources rather than school level resources because all the academics are pretty much tied down. I try to encourage them within class especially in their early years like year one, semester one students to interact with their local counterparts. This is where they mutually learn from one another and that helps them bring up their level of English fast. I think many international students come here and cannot be bothered to improve their English by themselves. They do not see the repercussions if they are here for the next four years in the case of the bachelor students. Their level of common English pretty much dictates what sort of scores they get in the future. There is a high dependence, although I would not say there is a direct correlation. However, if you are going to do a business course, it is expected that you will do a lot of writing. It does not take a rocket scientist to figure out that your command of English will have an impact on your studies. Many internationals are going back to assist some family or relatives business. They do not intend to stay here so they do not believe they need to brush up on their command of English. That is how I perceive most of the undergraduate students. The postgraduate ones are more mature and have already been in the industry or working for some time. They are coming here to upgrade, although I do get a fair amount coming from our bachelor programs and directly entering the postgraduate program. Those transiting from the bachelor to the postgraduate program directly do not have any work experience and that is where the postgraduate problem tends to be. I get all these problems in terms of copyright infringements and plagiarism. I think those who have already entered the workforce and return to study have a level of maturity and they do not get into your bad books or fallout with you purposely. I think for those who have not been out to work, their level of maturity tends to be lower and they tend to push their luck. It is just a personal opinion I do not have any strong evidence to back it up.

Mark: Is it possible that changing attitudes to violations of copyright in the broader community, like burning DVDs and downloading things from the Internet, could be influencing student perspectives of academic integrity?

Michael: Yes, I think we all have to come to terms with this. I teach [removed] to students and I did talk to them a bit about copyright issues and the tools that are readily available for students to download digital content. With the right tool, you can copy a song from YouTube or bit torrent a movie. Such practice is prevalent in Asian countries because there is a lack of governance in this area. In Australia, some Internet Service Providers do govern it by checking on what their users download. The lack of governance in Asian countries tends to create this mindset whereby digital content regardless of whether it is information, movies or music can easily be duplicated and there is no accountability for it. When they do their schoolwork, I think that mindset influences them to a certain extent like we can copy whatever we want whenever we want. I do agree that to a certain extent this copying does influence their mindset about plagiarism. Recently I went to Shanghai to teach year one students and we had to emphasise a lot about academic integrity. However, I am not sure whether it is such an important issue within the context of their course. It is a collaborative degree between [removed] and a Shanghai university but they have very different expectations about academic integrity. Certain universities are inclined to apply a curriculum in that sense what they teach has to be relevant but does not necessarily need to be theoretical. In that sense, they do not place an emphasis on academic integrity or the need to write academically, all they need to do is provide answers that address the question or real life problem. I think this places another emphasis on the issue. For example in TAFE institutes, students are trained in terms of application of the knowledge that they learn. They do not care about which author came up with a technique, so long as the technique can help them solve this problem. Whereas when you go on to do a bachelor’s degree at a tertiary level then there needs to be a strong emphasis on the theories, the academic foundations behind the techniques.
and tools. Again, it goes back to the curriculum design and what outcomes the student has to achieve. If the student only needs to know how to survive in the workforce, I do not think teachers should place an emphasis on academic integrity. If they need to submit a business report to their manager in a company, they are not expected to reference unless they are talking about market research, where there is a need to source the market research data. However if they are developing a business proposal, there is no need to reference. Definitely, it boils down to whether the lecturer deems the issue of academic integrity to be important and the outcomes of the curriculum.

Mark: Have you observed changes in student perspectives towards issues of academic integrity since your undergraduate studies?

Michael: In [removed], academic integrity is becoming important and I can see that emphasis becoming stronger. In year one, there is less emphasis but by the time you reach year three or year four, the lecturers or teaching assistants place significant emphasis on academic integrity. In my bachelor days, there was a growing emphasis on plagiarism so it should not be a culture shock when the students come here. I think today’s model is good. Rather than coming out with draconian rules at the start when the students do not even understand why they need to adhere to these rules, which can be really tough for them. By the time I came over to do my postgraduate in Australia, the expectation was established. I understand they also run an induction course for all students and they have a centralised approach regardless of whether you are coming as a coursework or research based student. Everyone must attend a workshop where teachers explain the issues of academic integrity and where you can find your database of material. I think this is fantastic as it is a form of refreshment for students who already know the issues and for those who are entering directly from the workforce. It gives students a quick understanding of what the lecturers expect. I think from my undergraduate days to now, the understanding of academic integrity has been evolving. Now that I am an academic at [removed], I kind of adapt what I have learned in the past about academic integrity and use it to teach my students. I feel students should not be overly restricted early on. I mean we must stress the importance of academic integrity but it is pointless for someone to cite or use references if they do not know why they need to do that. My main concern is it may take them a while to get what they have to do and they may not get it in their first year. If we are talking about undergraduate students, they are like eighteen years old coming straight from high school where you do not have this referencing system. Instead, the emphasis is on creative learning and the humanities. The moment they enter university, we should not give them a culture shock and orientate them towards the academic requirements overtime.

Mark: Will attitudes towards issues of academic integrity continue to change and evolve?

Michael: I think attitudes towards issues of academic integrity will constantly evolve because we are living in an era whereby content can be disseminated quickly. The issue of who is the original author will continue to be important because social networking tools are changing how content and information can be disseminated. It will become hard to capture who the original author was. For example with Twitter, you can tweet someone else and this is going to be an important issue from an academic point of view. I have been telling my students that I will accept Wikipedia as a valid source, and you can reference it because increasingly the creators of Wikipedia have incorporated a stringent acknowledgement and referencing system. They seem to understand that to make their information more reliable they need to build in sources and references. I tell my students that Wikipedia is slowly becoming an important form of peer-reviewed information. However, one has to be critical when using information placed online because it is not governed by anybody. Anybody can claim to be a guru or expert in a particular field. I tell them it is always useful to support your work with a variety of sources to give it more authority. Do you know about the MIT group called Khan Academy? This MIT professor has countless numbers of YouTube links. I think he is the number one guru in terms of teaching GCE O level maths and sciences. One of my main
concerns is he might be a great source for tools to educate students, however often students are not critical enough to know whether the information they are learning from is properly governed or that what they are learning is correct. I think at this stage and in this era, information is so widely available that we cannot know whether it is governed correctly or whether it is an accurate source. This is a very important issue. Firstly, you need to establish whether the author is authentic and who is the originating author. Beyond that, you need to establish whether the information you are learning is correct and has been verified by other experts. I can easily cut and paste someone’s work and claim it as my own just by paraphrasing and not acknowledging it. This does happen even in the academic arena. If you look at journals, you sometimes stumble across two similar frameworks or models and when you trace their references, they actually go back to the same author although they do not acknowledge it. Academic integrity is very important because of what can be duplicated nowadays. At the end of their degree, the capability I like them to have developed is not the ability to copy and paraphrase but the ability to be critical of the information they use. If they are critical of the information they are using, then they will actually find out whether the information they are using has been verified and is correct.

Mark: Have you observed any differences in attitudes towards issues of academic integrity between domestic and international students?

Michael: I would not say any distinct differences. With international students, you get hard working groups and non-hardworking groups that are just here to get a degree. I would not say there are any distinct differences between domestic and international students. The difference is between the high and low achievers. The high achievers tend to be careful with all issues and even come back to you multiple times to ask can you look through my draft copy and make sure it is okay. You get this type of student from both the international and domestic students regardless of what background they come from. They have an expectation of what score they want to get from this course or subject, and do their utmost to get that score. I would not say there is any difference in student attitudes to academic integrity due to the background they come from. I think the ones that tend to push their luck in terms of plagiarism would be those that really want to just get a pass or just get a degree. You know just graduate as fast as possible with the minimum effort. These people tend to push their luck while the high achievers tend to group together. Those that tend to want to get a pass tend to corrupt themselves. Attitudes do not vary between international and local students but between high achievers and the normal student’s, not cultural background.

Mark: Have you observed a change in [removed] student attitudes to academic integrity or education since you studied there? Are today’s undergraduates different to when you graduated?

Michael: It depends if we are talking about bachelor students who go straight into the work force then their attitudes are pretty much the same. I have some peers who have proceeded to do postgraduate degrees, and they are the ones that are concerned with issues of academic integrity. I think the whole concept of academic integrity only becomes important if it is important to someone’s career. If in the future they will become an academic, then it will be important to them. However if they are just entering the workforce to be an employee of a multinational corporation, then it is not going to be an important issue. The value of this issue lies in the person’s interest. If education adds value to their career, then they will perceive it as an important issue. However if education has no value to their career, then I do not think people will see any value in it. If you were to drag my peers in and ask them do you perceive academic integrity to be important, they will say no because they are developers or consultants and have no need for referencing. In their workplace, everything they use is recycled and there is no element of integrity.
Mark: Are you concerned or do students appear concerned about the effect on their career of the things they do today? For example, Turnitin keeps student documents and builds a database. Do they worry that the things they do today could reappear in the future when they have careers?

Michael: I think now the issue is not obvious to them. They have not thought about the long term ramifications of what they are doing. I had not thought about that but you have brought out a very valuable point. Will the database of submitted work actually be a double-edged sword for them in the future? Actually, you do not even need a database of submitted work. Recently the German Defence Ministers PhD was revoked because he plagiarised. You do not need your work to be in a database as long as your work is archived somewhere online, somebody can drag it out and put it through Turnitin. In fact, many professors here are probably lucky their PhD work is only available in hardcopy. Now when you do a PhD you do not need it to be archived by Turnitin for it to be a problem. Just placing it in a library or published journal is the same because you can just put someone’s work through Turnitin. I had a joke with a colleague who had a problem with another colleague. I said all right are you going to drag out all his work and put it through Turnitin. All work is so readily accessible online now that you do not need a database like to Turnitin to be concerned about this issue. However, you did bring out a very valid point.

Mark: Is there anything else you would like to add regarding the topic of academic integrity?

Michael: At the end of the day, academic integrity boils down to student attitudes. Some students are negative towards learning and try to get marks without spending time or effort on their work. If you have a positive attitude, like to learn and strive to be a high achiever, then this problem tends to occur less in this group of students. As academics, we need to identify the students who are high achievers because they know what to do and require less guidance because they are proactive in finding resources and obtaining guidance. In terms of academic integrity, we need to identify the lazy or slow students because it can be tuff to motivate them. If you want to do well, then you will tend to do things in accordance with what the lecturer wants. However if you only want to pass or get by, then you will not care about academic integrity.

Mark: So attitudes to academic integrity are not about cultural differences but the differences between high and low achievers.

Michael: Also, Generation Y tends to treat the issue of academic integrity as less important compared to Generation X. It is the way they were raised because Generation Y is active with social media. To them content is readily available and has little value. They do not appreciate the effort other people have put into creating things.
Appendix 18: Pheona’s Interview

Mark: How do you introduce students to issues of academic integrity including collusion, plagiarism and referencing.

Pheona: I should give you some background on the subject I teach. It is [removed] and it is more of a theoretical subject at this stage. Much of what we do involves developing economic models. In terms of assessment, there are many multiple-choice and short answer questions. We do not do longer type discussion questions, so from that perspective the issues of referencing are not hugely important. We do some assignments and again they are short answer questions. We like to encourage the students to work together on certain issues. However if we see any evidence that one has copied it is dealt within formal terms.

Mark: Do you have any references to academic integrity in the course guide?

Pheona: Yes, there would be.

Mark: Does your subject involve a lot of calculations or spreadsheets?

Pheona: As it is conceptual, there are not so much spreadsheets. It is really about grasping a concept and using it to manipulate graphs. However, we do have a mid-semester assessment, which is primarily a multiple-choice assessment.

Mark: Is there any specific reason for the mid-semester assessment to be multiple-choice? Is multiple-choice the best way to evaluate the students or was multiple-choice assessment selected to decrease plagiarism and collusion amongst the students?

Pheona: Well, it is kind of the standard assessment technique for this subject. I do not think it is selected to avoid plagiarism or collusion. We try to ensure there is equity in the testing framework and that it is not open to collusion. I mean in the assessments we set including the short answer questions the students are advised that if there is any plagiarism they will be dealt with as per the university rules. I think multiple-choice is a good testing mechanism and I am not sure plagiarism or collusion was the primary motivation for that.

Mark: In the calculations you give your students, do you ever seed them so their answers all come out differently or are all answers the same? Some lecturer’s seed their calculations, requiring students to use their student identity number as one of the figures so the values are different for all students. Do you do anything like that?

Pheona: No, as I said most calculations are rather simple. They show a concept rather than the in-depth calculation of variables. We are just trying to get them to understand what the variables mean at this stage. I had not heard of that approach before.

Mark: I think that is used more in Actuarial Studies and Accounting where one of the values is required to be their student identity number, so they all generate different values while learning how to do the calculation.

Mark: Have you dealt with any violations of academic integrity in the course?

Pheona: No, I have not, and I should say I am not the course coordinator. I would not be the one who would deal with these issues.

Mark: While marking, have you come across any similarities in the students work?

Pheona: No, I have not.

Mark: Is your institutions procedures for dealing with violations of academic integrity sufficient?

Pheona: I think so. We try to make every effort to ensure these issues do not arise in the first place.
Mark: Do you feel the information you are including in the course guide regarding academic integrity is sufficient?

Pheona: Yes, I do. I know there has been a move to standardise the course guides across the college, so all students get the same information with respect to plagiarism and academic integrity across all courses.

Mark: If you were to find a violation of academic integrity, how would you deal with it?

Pheona: In terms of the mid-semester test or on the exam, I mean there is a big difference.

Mark: Anywhere I guess, including the mid-semester test and in the written work.

Pheona: I think initially I would speak to the student’s involved one on one. It is difficult if you have two similar assessments because it is difficult to say which one is at fault. In the interest of fairness, you would have to bring both students in to discuss it individually and assess whether it should go any further. That would be my first course of action. Of course, the severity of the violation would come into play. If it was a case that this line here is similar to this line here and worth only one point each it is different to an entire assignment being a mirror image of the other.

Mark: Have lecturers been given a policy to follow when dealing with violations of academic integrity?

Pheona: I think if it arose, the policies are there. I mean that off the top of my head I do not know the exact course of action to take. However, I know the policies are there and if something arose then I would reference the policies and follow the prescribed course of action. Again, if it is only a minor issue, I would deal with the student’s one on one and find out exactly what had happened. If it were a very serious case, I would follow the official procedure.

Mark: Is it your schools policy that if a lecturer finds an incidence of plagiarism they speak to the Head of School before confronting the students.

Pheona: I am not sure but if something came up, I would check what had to be done first. In the interests of trying to make sure, everything is as it should be. You want to be fair and equitable and ensure the policies are followed. Because I am not the course coordinator my first course of action would be to go to the course coordinator and let them know the issue has arisen and needs to be dealt with. If I were in that position, I would refer to the policies. If that were the policy and I knew there was a policy, I would go and find out exactly what it is before I act.

Mark: Is it possible that the commoditisation of higher education is causing students to have a different perspective towards issues of academic integrity? Do they have the view that they have paid for the course and are therefore entitled to pass?

Pheona: That is a big question and when you are dealing with a large first year course as I am, you do see some of that. I suppose some students think they are paying for something and that it is your job to give them that piece of paper, whether they have achieved the required standard or not. Ultimately, we cannot take that on board, we have a job to do and we do it to the best of our ability. We must uphold the academic standards of the course that is where our focus is. However, I understand there are some students who believe they have a right to get a degree based on the fact, they have paid for it although it does not always turn out that way for them.

Mark: Is it possible the way society now uses intellectual property and copyright material could be having an influence on student perspectives of academic integrity. For example, students burn DVDs and download from the Web. Perhaps students are so use to copying
material and illegally downloading other people’s intellectual property that it influences the way students deal with issues of academic work.

Pheona: Yes, I am sure it has an impact. There is so much information, so much knowledge available that to some extent what we are trying to teach them is to how to work out what is valuable and what is not. The students have to be able to assess the information that is available, and use it without violating copyright or intellectual property in respect to their academic work.

Mark: Outside of their course, students are accustomed to violating intellectual property so perhaps the respect they have for copyright has reduced. Using the Internet, they easily download songs and movies so I was wondering could this influence the way in which they use academic materials. Could they now think it is okay to take things from the Web so it is okay to do a similar thing with their assignments?

Pheona: Yes, probably to some extent however it is easy to identify when people have not cohesively put together their work. I think this is where Turnitin and software like it can help. I do think their attitude is it is okay to do a bit of a mix and match from the resources available online and that will do. I think our job is to be able to notice that.

Mark: Some lectures have said that because of the movement to digital material and the Web, students are less inhibited and copy and paste from different sources to put together their work. While once the information was in a textbook and they had to write it out, which seemed to act as a barrier to copying. However, now with digital content and copy paste that barrier is reduced. I was wondering could the ease with which students can get information be changing their attitudes towards issues of academic integrity.

Pheona: As I say, the framework I am teaching into is not so much about writing big essays where students pull bits of information together from different sources. I think students get overwhelmed with the amount and variety of information out there and they just might be pulling information together in ways they should not. However, we are not giving them a big assignment to do where they are forming a piece of work needing to be properly referenced. For us they only go out, do what we have covered in the course, and then try to back it up, or develop their learning with information that is online. Sometimes that helps and sometimes it really confuses them.

Mark: Since your own undergraduate studies have, you observed changes in student attitudes towards issues of academic integrity.

Pheona: My undergraduate studies would have been about twelve years ago.

Mark: Okay, have you observed any differences?

Pheona: Absolutely, I think the one you mentioned before about the idea that they are paying for a service, and have a right to a good result is much different. When I was at university, you felt privileged to have the opportunity to be able to undertake higher education. There was also more of a boundary between the teaching staff and students. Now to some extent because the students are paying a lot of money to study here, they think you are working for them. While we used to think, we were working to get good marks.

Mark: Could you talk more about that boundary between academics and students changing? How do you think that has closed?

Pheona: I think it has closed or is closing. You know I am coming from a different cultural background so to speak, which might be part of it. I did my undergraduate studies in [removed], so there might be cultural issues involved there as well as generational issues.

Mark: Do you see the closing of the gap between students and teachers as a good thing?

Pheona: Yes, I see it as a good thing. I think it is good.
Mark: Will issues of academic integrity continue to change or evolve? Will student perceptions of academic integrity and the way they use material continue to change? Will students continue to take information from the Web? Will that become a bigger problem than it is now?

Pheona: It is not as though, you do not want them to get information. It is part of our job to enable them to identify what is good, valid information. Is it from a credible source and do I need to give credit if I use it? I think our models of teaching will evolve because we are using more of this information ourselves. Is it going to become more of a problem? I do not know about a problem but I think it is something to be aware of and to be dealt with, but not necessarily a problem.

Mark: Are the international students aiming for high marks or are they just aiming to pass.

Pheona: Both, you get some that are here to perform and others that just want or need to get through. Some have issues like language difficulties, which depends on where they have come from and what their capabilities are. Yes, some high achievers want to get high distinctions. It is not good to look at a breakdown of where the students come from. I have observed this attitude across all cultural groups.

Mark: Do you notice any difference between domestic and international students in terms of their attitude towards learning and achievement.

Pheona: I think if you come from a certain educational systems that are setup in a particular manner then there might be more of a barrier for them, like moving away from rote learning. You do get more of these issues especially in first year subjects and sometimes these students struggle with that transition. I just do not want them to repeat and give back to me what I have given them. I want them to think about it and be able to apply what they have learnt. I think sometimes there might be significant learning differences between students from particular countries and this might influence their attitudes towards performance. I think that once these kinds of issues are dealt within first year you do not see any particular cultural group outperform the other.

Mark: In your opinion, do international students come from an environment where they rote learn more than domestic students?

Pheona: That is a huge generalisation. However, I think there are certain places where there is more of an emphasis on that style of learning. I find with the Arrow short onshore offshore programs that there can be a tendency for that. You know just give them all the information and then they give it back to us, where as what we want is to be giving them the means to understand the information and apply it. Sometimes you get back what you gave them word for word and they might not actually grasp the concepts. It can be challenging at times to break them out of that expectation.

Mark: Could people from rote learning traditions be beneficial to particular disciplines.

Pheona: I do not think it is beneficial to have that approach even though in the short run it might be. However, in the end it is not because people may not have depth to their knowledge.

Mark: You do not think there are particular disciplines that could benefit students from rote learning backgrounds.

Pheona: May be, but I do not think so.

Mark: Do you have anything else you would like to add regarding this topic?

Pheona: I am sure I will think of lots of things I wanted to say once you walk out the door.
Mark: You said you were from [removed] did you have many international students in [removed]?

Pheona: There were quite a few students from the US and the Middle East predominantly.

Mark: Were there many students from an Asian background? I want to know have you adjusted your teaching style to adapt to the mix of students you have here.

Pheona: Well, you are always aware of the mix of students that you have. For me it is a broad mix, so you consider that in your delivery and management of the course, although I am not actually developing the course material.

Mark: In your relationships with the students in either tutes or lectures, do you deal differently with the various groups of students?

Pheona: I do not think so although in some cases, you have to draw the students out. You know the quieter students both domestic and internationals need to be drawn out. Some students feel challenged by the language and opening up in class. They prefer to have discussions after class in private as apposed to speaking up in front of the whole class where they might not be able to express themselves as clearly. I think you must be open and try to notice the cues of what the students need help with. With some students, you really have to draw them out. We have been trying to have sessions where we can talk to the international students individually. We tend to have large tute groups. Unfortunately, we cannot just have ten students in the class and get a lot of discussion going. We have tried to put in place classes where for the first half hour students work through a worksheet. At the same time somebody circulates the class, sits down and talks to students individually, which threatens them less because they do not have to talk in front of a group. We just go around, sit down and find out how they are getting on including what they are having problems with or even how they are settling into Melbourne, nice weather and so on. I think this helps breakdown some barriers because some students cannot initiate interaction with the lecturer. However if you can sit down beside them and have a chat, they tend to like this and open up.

Mark: You said plagiarism and referencing was not such an issue in your discipline, while collusion and working together was more of a problem. Can you please elaborate on that?

Pheona: It is an issue in the discipline and obviously, any piece of work has to be properly referenced. What I was saying is that in the subject I teach, we are not dealing or we are not asking them to research from a variety of work. We really only develop models and then discuss them. We are asking them to interpret these models so it is a relatively narrow framework. Of course, the next stage is they will have to begin to reference in the follow on subjects.

Mark: It seems you are happy for students to work together and to learn from each other. You are not worried about the students colluding or handing in similar pieces of work.

Pheona: When you have short answer questions or small calculations, then there is always the possibility for collusion and that is not something we want. However, this is more of a study group to get them thinking and talking. For that reason, the particular piece of work has a minimum number of marks assigned to it. The purpose is to try to get a discussion going and is a worksheet with some marks assigned to it. We are aware that there could possibly be collusion but the aim is to get a discussion going and to get the students talking amongst themselves.

Mark: I understand many lecturers I have spoken with say the fact they are working together and discussing the issue far outweighs the issue of collusion. It is often more desirable to get them thinking and working together than to be overly concerned that they might copy each others ideas.
Pheona: Sometimes there is a trade off and you might get free riders along the way. However, ultimately, the free riders will be found out in the other pieces of assessment like the exam.

Mark: How many pieces of assessment are there?

Pheona: Oh, we have a number of pieces of assessment and the final exam.

Mark: I agree the exam is a big hurdle for students that have not been working throughout the semester. Thank you very much for your time.

Pheona: You are welcome.