



ARTICLES FOR UTM SENATE MEMBERS

“Reviews of selected books on Academic Integrity”

No.	TITLE
1.	Academic Integrity In The 21 st Century: A Teaching And Learning Imperative
2.	Researching With Integrity: The Ethics Of Academic Enquiry
3.	Academic Ethos Management: Building The Foundation For Integrity In Management Education
4.	Plagiarism, The Internet And Student Learning: Improving Academic Integrity

11th JUNE 2014
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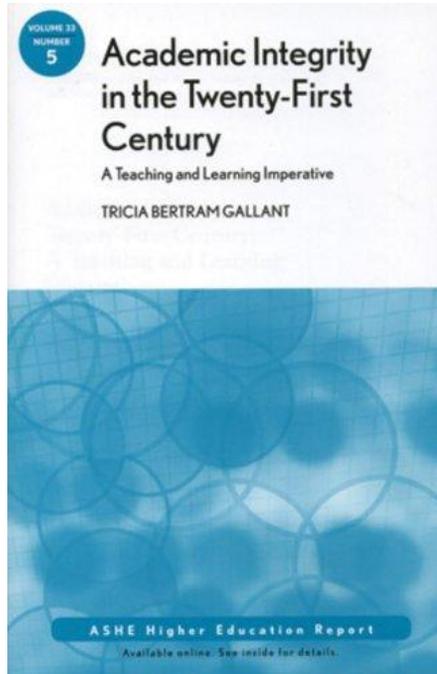
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No.

TITLE

1.	Academic Integrity in the 21 st Century: A Teaching and Learning Imperative



Title : Academic Integrity in the 21st Century: A Teaching and Learning Imperative

Author: Tricia Bertram Gallant

Publisher: Jossey-Bass

Year : 2008

ISBN : 978-0470373668

Call Number : LB3609 G245 2008

About the Author:

Dr. Tricia Bertram Gallant, Director joined UC San Diego in August 2006. Dr. Tricia Bertram Gallant is an author, speaker and consultant on academic and professional integrity. Dr. Bertram Gallant is an internationally known expert on integrity and ethics in education, having authored or edited numerous publications as well as consulted with high schools, colleges and universities in the U.S., Egypt, Australia and England. She is the author of "Academic Integrity in the Twenty-First Century" (Jossey-Bass, 2008), co-author of "Cheating in School" (Wiley-Blackwell, 2009) and editor of "Creating the Ethical Academy" (Routledge, 2011). Tricia serves as Past Chair on the Advisory Council of the International Center for Academic Integrity (ICAI), of which UCSD is an institutional member.

Book Review:

Tricia Bertam Gallant, academic integrity coordinator for the University of California, San Diego considers the issue of academic misconduct in the context of the complex forces currently straining the teaching and learning environment. She proposes a new perspective that calls for campuses to shift from asking "How do we stop students from cheating?" to "How do we ensure students are learning?" The alternative teaching and learning strategy outlined here positions student academic integrity at the center of a new perspective on teaching and learning, one that is gaining ground in contemporary educational institutions.

Academic misconduct is a longstanding problem, one that unfortunately has not simply disappeared with the advent of the twenty-first century. Much has been written about the integrity of undergraduate academic work, but little has changed--higher education still responds to reports of student cheating by institutionalizing methods to prevent, police, and punish, and academic misconduct continues to exist in colleges and universities. This monograph from the *ASHE Higher Education Report* series offers an innovative approach to breaking the cycle.

This is the fifth issue in the 33rd volume of the Jossey-Bass series *ASHE Higher Education Report*. Each monograph in the series is the definitive analysis of a tough higher education problem, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.



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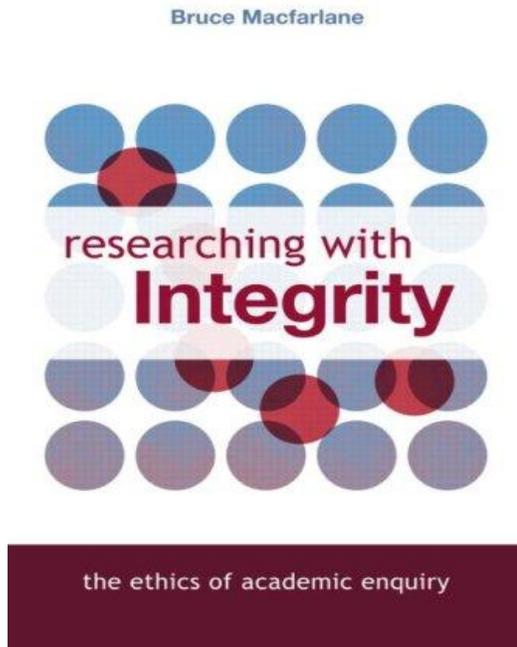
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No.

TITLE

No.	TITLE
2.	Researching With Integrity: The Ethics Of Academic Enquiry



Title: Researching with integrity: the ethics of academic enquiry

Author: Bruce Macfarlane

Publisher: Routledge

Year : 2009

ISBN : 978-0415429047

Call Number : Q180.55.M67 M32
2009

About the Author:

Bruce A. MacFarlane, born in Winnipeg, Manitoba, is a Canadian lawyer, Crown prosecutor, legal scholar, and former federal and provincial Department of Justice official. Bruce MacFarlane received his B.A. from the University of Winnipeg in 1970 and his LL.B in 1973 from the University of Manitoba. He also graduated from the Canadian Centre for Management Development in 1992.

He has also held a variety of different special positions throughout his career. He was appointed as head negotiator to broker an extradition treaty with Mexico. He is a founding member of the Heads of Prosecution Agencies in the Commonwealth and he was a Commissioner at the Uniform Law Conference of Canada. He was also member of the National Crime Prevention Council Co-Chair of the National Committee of Deputy Ministers of Justice in Canada. Mr. MacFarlane is a regular contributor to the Criminal Law Quarterly, and has authored a number of articles on criminal law topics which have been published by the University of British Columbia, The University of Toronto, and the Canadian Bar Association.

Book Review:

There is increased emphasis internationally on ethically sound research, and on good training for research supervisors. *Researching with Integrity* aims to identify what and how research can be undertaken ethically and with 'virtue' from initial conception of ideas through to dissemination. It outlines the context in which academics engage in research, considering the impact of discipline and institutional culture, the influence of government audit of research 'quality', the role of government and quangos, professional organisations and business sponsors, and examines the effects of the increasing power and influence of funding bodies, university ethics committees and codes of practice.

Based on the notion of 'virtue' ethics, this book proposes an alternative approach to research, which focuses not only on ethical rules and protocol to avoid unethical research, but encourages academic, professional and character development and allows for the exercise of personal judgment.

Themes considered include:

- Increased competitiveness between academics and concentration of funding in fewer universities
- Increasingly bureaucratic approval of processes focused on the treatment of human and animals in research
- Meeting the expectations of research sponsors
- 'Taboo' research topics and methods
- Exposing findings to the scrutiny of peers, taking credit for the work of others and self-citation
- Bullying of junior researchers and plagiarism
- Power and influence of institutional, discipline-based and professional organisations

Illustrated throughout with short narratives detailing ethical issues and dilemmas from international academic researchers representing different disciplines, research cultures and national contexts, this book proposes an alternative approach to research which provides all research professionals with the intellectual tools they need to cope with complex research.



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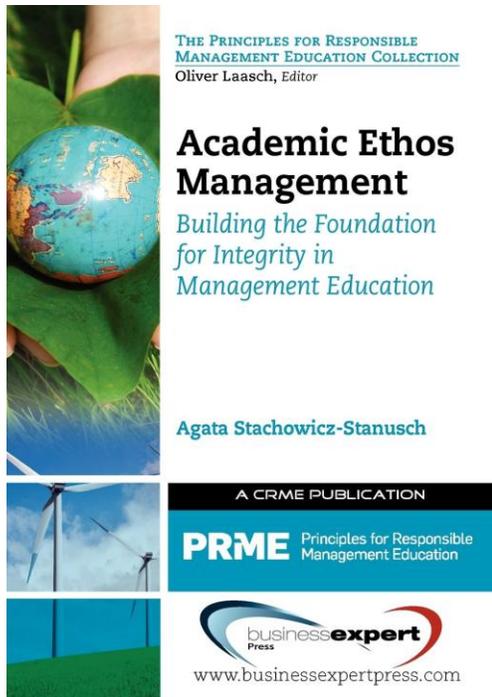
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TITLE

No.	TITLE
3.	Academic Ethos Management: Building The Foundation For Integrity In Management Education



Title : Academic ethos management : building the foundation for integrity in management education

Author: Agata Stachowicz-Stanusch

Publisher: Business Expert Press

Year : 2012

ISBN : 978-1606494561

Call Number : HD30.4 S73 2012

About the Author:

Agata Stachowicz Stanusch, PhD, DSc, is an Associate Professor of Management at the Silesian University of Technology in Poland. She is the Head of the Management and Marketing Department. She is also the author of over seventy research papers in domestic and international journals and conference proceedings. She is a reviewer of Academy of Management (AOM) and European Academy of Management (EURAM) as well as the Journal of Brand Management (Palgrave MacMillan) and Journal of Organizational Change Management (Emerald). Stachowicz Stanusch is a member of Polish Academy of Sciences, the Committee on Organizational and Management Sciences, Katowice Department, and PRME Working Group on Anti Corruption. She is also a co founder of the Organizational and Management Journal edited by the Silesian University of Technology as well as a member of the Editorial Board of the Global Management Journal.

Book Review:

This topical and much needed book constitutes an important part of the debate on the integrity in an academic context as a sine qua non of responsible management education. This discussion in management education occurred partly in reaction to highly publicized corporate scandals and instances of management misconduct that have eroded public faith. Concomitantly, management scholars and educators have begun to question the assumptions underlying the traditional management education, which in their view not only contributed to a recent moral crisis but has also failed to prepare students and executives for coping with the responsible leadership challenges and ethical dilemmas that face managers in contemporary corporations. The last decade, which might be called an epoch of moral catastrophes, sets for universities the stage for effectively performing their missions through conscious and consequent incorporating the core values of university into academic activities.

This book discusses with stimulating examples how universities should bring alive their core values. Using case studies and examples from universities from all over the world, this book offers what few other title are able to offer: practical advice and guidance, explaining in detail how administrators and educators should discover, articulate and institutionalization (implementation, securing and controlling by creating adequate policies, procedures process etc.) university core values into academic daily activities and create a foundation for academy integrity. The universities, educators and instructors committed to socially responsible management education will find many valuable tools and pragmatic strategies to effectively spread practices of integrity based on university core values across organizational institutions. It provides as well valuable teaching case studies and should be used by course leaders at undergraduate, master's and MBA level in all business schools.



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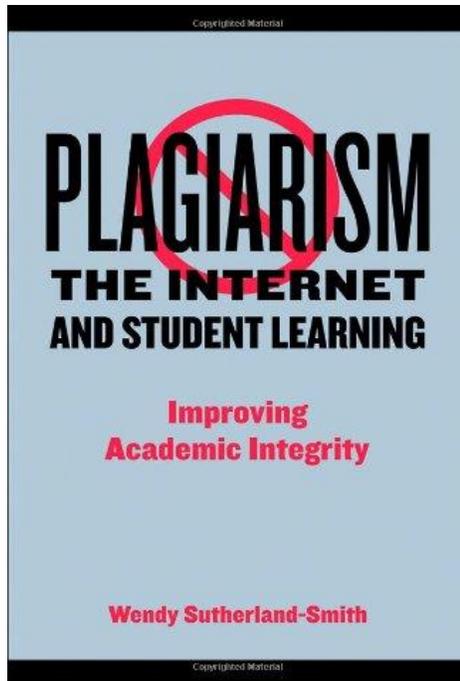
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No.

TITLE

4.	Plagiarism, The Internet And Student Learning: Improving Academic Integrity
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Title: Plagiarism, the Internet, and Student Learning: Improving Academic Integrity

Author: Wendy Sutherland-Smith

Publisher: Routledge

Year: 2008

ISBN: 978-0415432931

Call Number: PN167 S97 2008

About the Author:

Dr. Wendy Sutherland-Smith is a Director, Teaching and Learning (Pedagogy and Quality Improvement) in Deakin University, School of Psychology. Wendy Sutherland-Smith's skills & expertise in program management, lecturing, higher education, qualitative research, university teaching, e-learning, research design, academic writing, theory, distance learning, courses, curriculum design, staff development, international education, educational research, pedagogy, higher education policy, literature reviews and critical thinking

Book Review:

Written for Higher Education educators, managers and policy-makers, *Plagiarism, the Internet and Student Learning* combines theoretical understandings with a practical model of plagiarism and aims to explain why and how plagiarism developed. It offers a new way to conceptualize plagiarism and provides a framework for professionals dealing with plagiarism in higher education.

Sutherland-Smith presents a model of plagiarism, called the plagiarism continuum, which usefully informs discussion and direction of plagiarism management in most educational settings. The model was developed from a cross-disciplinary examination of plagiarism with a particular focus on understanding how educators and students perceive and respond to issues of plagiarism. The evolution of plagiarism, from its birth in Law, to a global issue, poses challenges to international educators in diverse cultural settings. The case studies included are the voices of educators and students discussing the complexity of plagiarism in policy and practice, as well as the tensions between institutional and individual responses.

A review of international studies plus qualitative empirical research on plagiarism, conducted in Australia between 2004-2006, explain why it has emerged as a major issue. The book examines current teaching approaches in light of issues surrounding plagiarism, particularly Internet plagiarism. The model affords insight into ways in which teaching and learning approaches can be enhanced to cope with the ever-changing face of plagiarism. This book challenges Higher Education educators, managers and policy-makers to examine their own beliefs and practices in managing the phenomenon of plagiarism in academic writing.

Academic integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. This is most relevant at the university level as it relates to providing credit to other people when using their ideas. In simplest terms, it requires acknowledging the contributions of other people. Failure to provide such acknowledgement is considered plagiarism. What is plagiarism? At UNC, plagiarism is defined as "the deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether Academic integrity is the moral code or ethical policy of academia. This includes values such as avoidance of cheating or plagiarism; maintenance of academic standards; honesty and rigor in research and academic publishing.[1]. YouTube Encyclopedic. 1/3.Â Transcription. Michael is a 32 year-old Australian student who has recently returned to higher education to complete a PhD after a break of ten years. His First Class Honours degree in English Literature ensured his acceptance into the prestigious doctoral program, including a full scholarship. During the last decade Michael has worked in public relations and marketing, most recently as the Marketing Manager for a large publishing company. Academic misconduct includes but is not limited to cheating, plagiarism, fabrication, falsification, research fraud, or facilitating academic dishonesty or as further specified in campus policies and regulations, including the Campus Policy on Research Integrity. Instructors of record of a course shall make a reasonable effort to explain to students at the outset of the course the behavior expected of them when taking examinations or preparing and submitting other course work. Similarly, faculty or other academic appointees supervising graduate student research shall make a reasonable effort t